

Name of Activity	Locomotor	Non-locomotor	Manipulative	Movement Concepts	Curricular Concepts
Let's Be Active	■	■	■	Body awareness , spatial awareness, effort awareness, relationship awareness	Language & literacy
Move Like the Animals	■	■		Body awareness, spatial awareness, effort awareness	Language & literacy, science
Music Box Party	■	■		Spatial awareness, effort awareness, body awareness, relationship awareness	Language & literacy directional concepts
Obstacle Course	■	■	■	Spatial awareness, relationship awareness	Language & literacy

### Equipment and Loose Parts List

Bean bags  
 Boxes/baskets  
 Cones  
 Chalk  
 Floor markers or carpet squares  
 Foam noodles  
 Foot cutouts  
 Hula hoops  
 Large balls (such as beach balls, foam balls, playground balls)  
 Music  
 Natural items (such as sticks, stones, pine cones)  
 Scarves  
 Small balls  
 Soft toys  
 Tape

### Equipment:

Large ball (such as a beach ball), small ball, balance beam, hurdle, hula hoops, jump ropes, buckets, cones, things from nature (such as rocks, stones, sticks)

### Instructions:

Children love to be active and to use their imaginations. Let them make up activities that will get them moving.

- Set up an activity center for your class. Equip it with items that will encourage children to move: balls, cones, hurdles, balance beams, hula hoops, jump ropes, buckets, tunnels, etc.
- Let children engage in free play, providing some direction as needed.
  - **Indoors**, encourage children to climb through tunnels, bounce balls, throw at targets, tumble, walk on balance beams, jump over hurdles, etc. Use softer equipment.
  - **Outdoors**, encourage children to make up running games and other games where they will be physically active. Have children collect items from nature, fill buckets with the natural items, and carry them.

### Tips:

- To create their own games, younger children will need more direction than older children.
- Preschoolers will make up games with their own rules.
- This activity is great to do outdoor. If you cannot set up a permanent equipment space, put equipment in a bag or basket and take it with you. Access to equipment is essential in keeping kids active.
- Loose Parts and scraps are great tools for encouraging physical activity and creativity.

### Alternatives/Adaptations:

- Make up the beginning of a story such as "Once upon a time there were some children in the woods ...". Then let the children make up and act out the story incorporating activities and building forts, bridges, houses, etc.
- Encourage children to incorporate their outdoor environment using activities such as picking up sticks or collecting pine cones and putting them in a bucket.

### CUE WORDS

- Creativity
- Fun
- Run
- Keep moving
- Heart check

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	All	Language & literacy
Varied	Varied	Varied		

### Equipment:

Music

### CUE WORDS

- Great job
- Nice moves

### Instructions:

*"Blue and the Be Active Kids friends went to the zoo and saw lots of different animals. They learned that animals move in many different ways and at different speeds. They decide that Blue is going to try moving like some of the animals he saw at the zoo. Today we are going to move lots of different ways like different animals."*

1. *"Blue is a bear. He likes to creep. Let's creep like a bear."*  
Demonstrate creeping and crawling like a bear.
2. *"Glide the Bird wants to waddle like a duck. Let's waddle like a duck, too."* Demonstrate waddling like a duck.
3. *"Swing the Monkey loved the elephants. They were walking very slowly. Let's bend over and swing our arms like the elephant's trunk*

*and slowly walk around the room."* Demonstrate bending over, swinging your arms like an elephant's trunk, and walking slowly.

4. *"Now let's walk like Dart the Dog on four legs. Let's walk fast."*  
Demonstrate walking on hands and feet.
5. *"Let's jump like Leap the Rabbit or like a kangaroo."* Demonstrate jumping like a bunny, light and graceful.
6. *"Now let's slither like a snake, smooth and fast."*
7. *"Now let's slither like a slug, slowly."*
8. *"Can you waddle like a penguin?"*
9. *"Now gallop like a horse (older children)."*
10. *"Hop like a bird (on one foot)."*

### Tips:

- Demonstrate the way each animal moves or have a child demonstrate.
- Have children suggest different animals and the ways they move. These can be real or imaginary animals and movements.
- Provide more demonstration for younger toddlers.
- Add a story about animals and have children act it out, moving as the animals move. Read a story such as *Jump Like a Frog* by Kate Burns.
- Outdoors is a great place to view/observe animals in their natural environment. Watch them, talk about them, imitate them. Look under rocks, in dirt, up in trees, in water, etc. What do you see?

### Alternatives/Adaptations:

- Play music such as an animal song.
- Have an animal parade. Put on some lively music such as "Dance Like the Animals" or "The Animals Went in Two by Two." Have each child be a different animal and march around.
- Make it a game — have pictures of different animals. Have a child select a picture and demonstrate how that animal walks. Then have everyone walk like the animal. Be sure that all children have a turn to pick a picture.
- Put on music for one animal such as "Busy Bee," "I'm a Little Monkey," or "Nellie the Elephant." Have all of the children be that animal.
- Don't know any songs or need ideas? Check on YouTube!

MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Body awareness, spatial awareness, effort awareness	Language & literacy, science
Creeping, crawling, waddling, galloping, hopping	Jumping, landing	—		

### Equipment:

CDs

### Instructions:

*"Swing and Leap love to dance. They like to dance fast and they like to dance slowly. They like to make up their own dances. Today they are going to have all of us over for a dance party. I am going to put on music, and let's all dance!"*

- Play CDs that have different tempos and encourage children to move fast such as "Hands Up" or "Twist and Shout." Encourage children to make up moves. For slower moves, play slow classical music such as Pachelbel's Canon.
- Talk about the concepts of moving slowly and quickly, and of moving in different directions – forward, backward, up, down, and flowing.
- Demonstrate some basic moves to start with such as twisting, shaking, wiggling, turning, bending, and stepping.

### Tips:

- Inexpensive CDs (such as *Kid's Dance Party Express*) that have a variety of songs designed for dancing and moving can be purchased.
- Work on commands such as "freeze," "start," "stop," and "balance when stopped."
- Encourage children to connect hands and move or dance together.

### Alternatives/Adaptations:

- Add musical instruments and have children make music and dance. Children can also shake small pom-poms in time to the music. Make wrist/ankle bells by sewing jingle bells to elastic. Children can put these bells around their wrists or ankles to make music as they dance.
- Expand the activity by having children make instruments such as drums from cans and rhythm sticks from paper towel rolls.
- Have a parade with your instruments!
- Children with limited mobility can still clap to the music, make arm and hand movements, and play instruments.

### CUE WORDS

- Fast
- Slow
- Shake
- Up
- Forward
- Backward
- Heart check



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, body awareness, relationship awareness, effort awareness	Language & literacy, directional concepts
Walking, sliding	Twisting, turning, bending, jumping, landing	—		

### Equipment:

Tape, floor markers, hurdles, balls, box or basket, tunnel or pillows

### Instructions:

*"Over, under, around, and through; tossing balls, jumping, climbing, walking on balance beams. Our friends, the Be Active Kids, like to do all of these things. Let's do lots of different things like our friends."*

An obstacle course can be made up of activities that are done one after another. Set up a series of activities where children can try different things that are developmentally appropriate and tap into a range of activities that children can perform or safely try.

### Examples:

- For young toddlers, set up a tunnel to crawl through, a pile of large pillows to climb over, a ball to roll into a box, and a ball to throw into a basket.
- For older toddlers or twos, set up a balance beam (or a line of tape on the floor), hurdles to jump over, a box to throw a ball into, a tunnel to crawl through, and a pile of large pillows to crawl through or over.
- For preschoolers, set up a balance beam, a ball to throw through a hoop, a series of dots to jump along, and a hurdle to jump over.

### Tips:

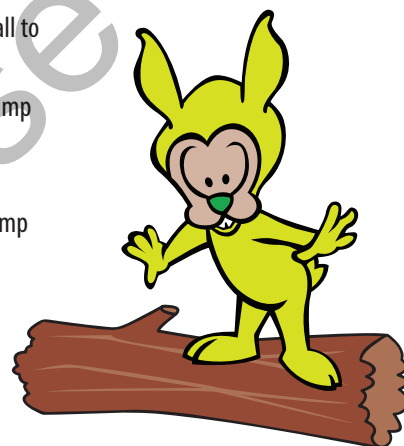
- When the first child has completed the first obstacle, have the second child begin (to minimize wait time). Spread the children out into groups, each starting at a different point in the obstacle course (to decrease wait time).
- If safe, have children run between the obstacles. Or have them hop, jump, or side step.
- Have an adult at each station to direct the activity.

### Alternatives/Adaptations:

- You can vary the activities on the obstacle course.
- Adapt the obstacles when doing this activity outdoors. Use slides, playhouses, or furniture in safe ways.
- Set up activities that children with limited mobility can do – throw a ball into a basket, roll a ball across a table, ride under a hurdle, etc.

### CUE WORDS

- Over
- Under
- Run
- Jump
- Around
- Through
- Heart check



MOTOR SKILLS			MOVEMENT CONCEPTS	CURRICULAR CONCEPTS
Locomotor	Non-locomotor	Manipulative	Spatial awareness, relationship awareness	Language & literacy
Varied	Varied	Varied		