

Getting to 120 Minutes of Physical Activity Each Day

Tip Sheet

Nutrition and Physical Activity, Self-Assessment Child Care (NAP SACC)

Healthy Childcare Project

FORWARD DuPage

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Many centers struggle to get in a full 120 minutes of physical activity on most days, but this is even more challenging when planning is haphazard, and the children cannot get outside for outdoor play. The research clearly shows that children who spend time outdoors are more active than those who play indoors.

1. In my observations, I often notice that the outdoor activities listed on lesson plans are lack detail and not offered as planned. Make a commitment to get children outdoors and to implement the outdoor play activities, listed on the lesson plan. This is important both when children are outdoors and when appropriate on days when they stay inside. Offering activities as planned helps to ensure that children get a mix of free play and adult-led, specific skill-building opportunities.
2. Be intentional in planning Movement and Music Groups. Too often, we simply pull a popular CD and use it without much thought to what specific skill we are working on, what skills we have not yet touched on, what developing skills the children are working on, how we can make this theme related and so on. Think through the LOOP model. What skills are we working on today? What song or activity reinforces that particular skill?
3. Transition and “wait” time can be challenging for some children. Help keep them focused by adding in wait time or transition activities. Keep children active and moving. Try simple brain breaks (go on-line for ideas) or try those listed on page four.
4. Take time to mentally tally the number of minutes children are involved in physical activity each day. Include outdoor time, music and movement circle times, physical activities introduced during transition time, movement songs that settle children into circle time or break up a long stretch, a specific gross motor time planned indoors on days when children cannot get outdoors and so on.
5. If the goal is 120 minutes, calculate the minutes you get children moving and active and share with parents what might be expected of them at home. If you get in 100 minutes, remind families to get children moving sometime during the evening for at least 30 minutes.

Use this guide in planning daily physical activity.

Time of Day	Activities	Time
Circle Time	<p>Movement songs (to gather children, work out the wiggles and get them to settle in for circle time).</p> <p>Pretend to be story characters and imitate their movements, sounds and actions.</p>	3-5 minutes

<p>Movement and Music Groups</p>	<p>Play music: have children follow the commands of the song, dance to the beat, wave scarves/streamers/wrist ribbons, etc. to the rhythm and move or sway with the music.</p> <p>Build a collection of your favorite CDs including some of the following (most are available through early childhood supply distributors or Amazon.com):</p> <ul style="list-style-type: none"> • Greg & Steve Kids in Action CD • Musical Scarves & Activities CD • Music & Movement with Morah Music • Kids in Motion CD • Be Choosey, Be Healthy CD • So Big-Activity Songs for the Little Ones, Hap Palmer <p>Try very specific skills building activities:</p> <ul style="list-style-type: none"> • Jump, hop, skip activities like Follow the Leader, Simon Says, the 54321 Go!® Throw the Dice Game http://www.dupagehealth.org/upload/Dice_Assembly.pdf or draw a chalk pathway for children to follow. • Jump like a bunny, a kangaroo or leap like frog. Play Jack Be Nimble • Slide up and down the floor, alone or with partners, holding hands, or in a circle, with socks paper plates • Do Yoga Moves • Introduce simple exercises (reach, touch the floor, jumping jack, sit ups, waist bands, etc.) 	<p>10 minutes</p>
<p>Outdoor Time</p>	<p>Schedule both morning and afternoon outdoor time. Plan a variety of activities for the children. Balance child choice with planned and teacher initiated. List the specific activities on the lesson plan to help ensure the activities happen as planned.</p> <p>Free play or child choice activities:</p> <ul style="list-style-type: none"> • Playground equipment {swings, climbers, slides, pull up bars, bridges}, • Logs (step up and over, leap, climb over) • Large rocks (climbing) • Bikes and riding toys • Balls and targets • Hoops • Chalk • Bubbles • Push/pull toys • Active water play (sprinklers, spray bottles, paint brushes, etc.) 	<p>60 to 90 minutes</p>

	<ul style="list-style-type: none"> • Draw a chalk pathway for children to follow (thin/ thick, strait/curved, broken, zig zag, turns, etc.) <p>Planned activities (teacher-initiated games and activities)</p> <ul style="list-style-type: none"> • Freeze/fire tag • Builders and Bulldozers • Tag (of all kinds) • Blob tag • 10 Things to do with a beach ball • Scavenger hunt • Parachute games • Obstacle course • Dancing 	
Multipurpose Room/Gym/ Reconfigured Indoor Space	<p>Again, this can be part of either free choice time or teacher-initiated skill- building activities, depending on the size of the room and the time allotted.</p> <ul style="list-style-type: none"> • Balance beam • Mats for forward rolls or cartwheels and other gymnastic moves • Hopscotch mats • Small scooters or riding toys (preschool appropriate as well as those for infants and toddlers) • Jump the Brook (two jump ropes) • Throw bean bags, balls, crumpled paper balls, etc. toward a target (toss overhand, underhand, fast, slow) • Set up an obstacle course or a creative movement activity with a focus on orientation with words like climb, balance, roll, twist, twirl, bend, stretch, turn, squat, kneel swing or sway. • Do a running long jump onto a mat or a vertical jump (jump trying to reach a target, e.g., balloon, string hanging from ceiling or a jump shot toward a basketball hoop). • Slide up and down the floor (or in a circle), alone or with partners, holding hands (try it wearing socks or try it with feet planted onto two paper plates) • Throw the Dice Game http://www.dupagehealth.org/upload/Dice_Assembly.pdf 	60 to 90 minutes a day/a likely substitute for outdoor time during inclement weather
Free Play/Child Choice Time	<ul style="list-style-type: none"> • Tunnel • Balance Beam • Rocking Boat • Stairs • Small climbing structures/slides • Push/pull and riding toys (for infants and toddlers) 	Children may self-select active play for 5-20 minutes during free play, depending

	<ul style="list-style-type: none"> • Target Toss Games (Bean Bags, Ping Pong Balls, Velcro Darts, Toss Across, Wadded Paper for a Snowball Toss, Ring Toss) • Small Obstacle Course 	on their interests
Transition Activities	<ul style="list-style-type: none"> • Simon Says • Follow the Leader • Have children walk, skip, hop, crabwalk, slide (etc.) to their destination. • Magic (or Mystery) Bag (children pull out object and move like the object) • Action Cup Helpers (See #25 at the end of this paper) • Stretch movements • Mimic animal moves • Mimic dance moves (a hustle, Macarena, twist, etc.) • Take a Yoga pose • Walk (light as a feather, heavy as a brick, on all fours, sideways, etc.) 	1-2 minutes each, 3 to 4 times a day.
Brain Breaks	<p>When children have been sitting for a long time or between activities, introduce Brain Breaks.</p> <ul style="list-style-type: none"> • Stretch movements • Mimic animal moves • Mimic swimming strokes • Mimic dance moves • Mimic yoga moves • Walk (light as a feather, heavy as a brick, on all fours, sideways, etc.) <p>For more ideas, try the CD <i>Brain Breaks, Action Songs. Let's Move</i> (available through Amazon)</p>	1 to 2 minutes during the day as needed
End of Day/Home Time	<p>Active time at home or active family time.</p> <ul style="list-style-type: none"> • Dance • Pillow fight • An indoor obstacle course • Hallway Soccer • Hallway bowling • Exercise together (sit ups, touches, waist bends, push-ups, stretches, run in place, Yoga poses) • Swim (backyard, pool, or beach) • Visit the local park or playground • Walk the dog • Go bike riding • Take a hike 	20 to 30 minutes

	<ul style="list-style-type: none"> • Rake leaves, shovel snow (you can pick up child size shovels most anywhere), water plants and garden • Play sports (basketball, baseball, kickball, hockey, soccer, kickball etc.) • Make snow angels in the snow, make a snowman, build a snow fort, toss snowballs at a target, pack snow into snow blocks • Play traditional games like hide and seek, kick the can, Mother May I, etc. 	
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As I mentioned earlier, increment weather days are a challenge in most centers. I would encourage staff to be more intentional in thinking through and planning physical activities on these days. Best practices could include:

1. Rethink the minimum temperature that children can go outside. Many experts agree that it is safe for children to be outdoors when it is cold as long as they are dressed for the weather, the amount of time outdoors is adjusted based on the children’s comfort level and what is safe. It is also important to plan and implement a variety of activities to keep children moving and having fun. Take your cues from the children. NAP SACC reminds us that weather conditions that pose a risk to children’s health and safety include: Wind-chill at or below 15 degrees Fahrenheit or a Heat Index at or above 90 degrees Fahrenheit. Check out this site for suggested temperatures:
<https://www.ok.gov/health2/documents/weatherwatchforchildren2.pdf>
2. Reinforce with families the policy “dressing your child for the outdoors.” Make sure it is monitored and that parents are confronted when children do not have a full set of outdoor clothes. If necessary, at the beginning of each season, look for agencies that collect/solicit coats and mitten donations to be used for families unable to purchase these for their children. Ask them to sponsor your center. If appropriate, create a center-supply of “extra boots, hats, snow pants and mittens” for those children lacking the proper attire for outdoors (solicit hand me downs from children who outgrow their own winter clothes and boots or hit the end-of-season bargain sales). Children really seem to enjoy outdoor time and one would hate to keep everyone indoors for the sake of the one or two children who come without appropriate outdoor clothing.
3. Resist the urge to simply extend free play time when children are not able to get outdoors. Instead, create an indoor multipurpose space that allows enough space for children to move freely and engage in physical activity. Schedule time in this space for days that children are not able to get outdoors (thirty minutes, twice a day). If there is no space available in the center (empty classrooms, unoccupied rooms, atriums, or common areas, etc.), consider how current classrooms might be modified to create this space. What furniture can be temporarily moved? What areas can be combined to expand the “circle” space where physical activity often takes place?
4. Add a section to the lesson plan (from mid-November through Mid-March) that allows staff to plan in advance; a week of physical activities for children to participate in when they are unable to head outdoors. Plan for circle-time activities, a gross-motor activity or

two during free choice time, adult-led physical activities like an obstacle course, a game, or a skill-building activity. When two staff are present, consider splitting up the options so children do not have to wait long for a turn.

The Loop Model included on page seven is a quick summary of the four types of physical activity staff should plan for throughout the week, month, or year. Using this as a guide while lesson planning helps ensure all activities are available and are offered in a progressive way, so children have a chance to explore, practice and perfect each skill.

Physical Activity in Early Childhood
Fundamental Movement Skills
LOOP Model

120 minutes of physical activity each day: 60 min. of unstructured play; 60 min. of adult-led skill-building activity

Limit Screen Time (TV, computer, phones, and video games) to no more than two hours a day

Plan a balance of moderate (play and movement) and vigorous (heart races, sweat a bit, exert effort) activity

Locomotor	Orientation	Object Control	Play Skills
Crawl -Basic infant skill -Crawl as in down a ramp Walk Run Jump March Hop Skip Gallop Slide (side to side) Leap	Climb -Stairs, Ladder, Hill Balance Roll Twist Twirl Bend Stretch Turn Squat Kneel Swing Sway Up/down	Roll Toss Throw (underhand/overhand) Catch Bounce Kick Strike (e.g., with hand or a bat) Stack (e.g., large blocks) Dribble	Hang from a bar Pull an object (merry go round) Push an object (merry go round/teeter totter) Slide down a slide Play w/ parachute Ride a bicycle, tricycle, or scooter Build Shovel Rake

LOOP Model Modified from: Zittel, L., June 2011
Be Choosey, Be Healthy Curriculum Kit

Physical and Movement Activities

1. **Magic Bag.** ¹ Fill a unique and fun gift bag with objects. Pull them out one by one and ask children to identify the object and to describe what it does. Next ask them to move their body in the way the object does. Roll like a **rolling pin**, spring up or bounce like a **slinky**, rotate or turn like a **screwdriver**, expand, and contract like a **rubber band**, open and close like a pair of **scissors (or pliers or tongs)**, fly in the breeze like a **scarf**, inflate and deflate like a **balloon**, spin like a **top**, twist or turn like a **jar lid**, etc.
2. **Twirl Scarves to Nature Scenarios.** ² Materials Needed: scarves. Give each child a scarf and instruct them to move their scarves like the following movements in nature: Move your scarf like a **cloud on a sunny day**. Like a **cloud just before a storm**. Like a **cloud on a blustery day**. Move your scarf like a **tree with no wind**. Like a **tree on a windy day**. Move your scarf like a **river**, like a **creek rushing** through the woods, like a **babbling brook**, move your scarf like the **wind**, like a **butterfly**, like a **rock rolling down a hill**, like a **flower** just starting to bloom. Move your scarf like a **bird soaring** through the air.
3. **Fire and Ice Tag.** ³ Materials Needed: A soft red ball and a soft blue ball (4- to 5-inch "Gator skin" type balls work great); upbeat music; a large open space with boundaries marked. One student is selected to have the blue ball (which represents ice) and one student the red ball (which represents fire). Everyone else is "free" and can run wherever they want. The game begins when the music is turned on. The "ice child" (the one with the blue ball) tries to freeze the "free people" by tagging them with the blue ball. When a student gets tagged by the ice child, he/she becomes frozen (standing still with both hands-on head). The "fire child" (red ball), who cannot be tagged by the ice child, tries to free all of his/her frozen teammates. They do this by touching the fireball to a frozen person. The person who is touched by the fireball is unfrozen and free to run.
4. **Jump the River/ Brook or Leaping Rivers.** ⁴ Materials Needed: Two jump ropes. Before beginning the activity, scatter the jump ropes so they lay flat on the floor (two ropes parallel to one another to form a river, stream, or brook). Explain to the children that they are taking a walk in the woods and may need to cross a stream or river. Ask children to walk throughout the space and when they come to a river (rope, hoop, or tape line on floor) they need to jump over the river without getting their feet wet. Children should work independently of their classmates during this activity. To assist children in learning the fundamentals of jumping, teachers should ask children to takeoff on two feet and to swing their arms forward when they jump. When landing, children should land on two feet spreading their feet about shoulder width apart, so they have a wide base of support when they land. After landing children should proceed to and jump over the next river. Vary the activity by asking children to jump over high water, low water, a very narrow stream, a wide stream, a wide river (move the jump ropes to increase the width of the river). Older children can leap over the water (yet another skill).

¹ From *Creative Movement for Children*, Phyllis Gervais, 1979

² From the Be Choosey, Be Healthy Kit. Activity Cards. Distributed to sites.

³ Modified from <https://www.pecentral.org/lessonideas/searchresults.asp?category=50>

⁴ Modified from <https://www.pecentral.org/lessonideas/searchresults.asp?category=50>

5. **Snowball toss to Snow Man⁵ (crumpled paper balls).** Materials Needed: chart paper, magazines/newspapers. Draw snowman targets on large chart paper (more than one reduces wait time and keeps children active). Make sure to add three circles, buttons, a nose, and a hat. Using old magazines/catalogues or grocery store circulars, have children crumple up paper to form a snowball. Have children throw their snowballs toward the target. Vary the toss by giving specific instructions: hit the head, hit the nose, hit the middle ball, hit a button, throw fast, slow, underhand, overhand, backwards, with a full wind up (one arm back, opposite foot forward), etc.

6. **Bean Bag Play.**⁶ Materials Needed: Bean Bags. Use bean bags to reinforce a variety of Object Control Skills

TOSSING GAMES

- Toss bags into a basket or box.
- Toss bags into a hula hoop laid on the floor.
- Toss them through a Hula Hoop or frame held upright.
- Draw a fish on each of four or five paper plates and lay them on the floor. Children toss bean bags on the plates to “catch” a fish.
- Hold onto a towel with your child. Place a bean bag in the center of the towel. Toss the bag up by raising and lowering the towel with your child.

THROWING GAMES

- Throw bags at stuffed animals.
- Throw bags through hula hoops held sideways.
- Throw bags at a bell tied up high and able to ring when hit.

CATCHING GAMES

- Toss bags to children for them to catch.
- Have children toss bags at each other to catch.

FOOT GAME

- Sit on chair and place bag on outstretched feet. Toss bag from one foot to the other.
- Or stand up and place bag on foot and swing it up so it can be caught by your hand.

PICK UP GAME

- Scatter bean bags on the floor. How many can the children pick up while you count to 10?
- Have each child place a bean bag on her foot and try to toss it into a basket.

KICKING GAMES

- Back and Forth – Pairs of children take a bean bag and kick it back and forth to each other.

⁵ From NAP SACC Training Handouts. Nutrition and Physical Activity, Self-Assessment Child Care.

⁶ From: http://www.preschoolexpress.com/game_station05/game_station_oct05.shtml

- Goal Post – Set up a pretend goal post (it can be anything). Let each child have a turn kicking a bean bag towards the post.

7. **Heathy Food Grooves.**⁷ Announce that it is almost time for a snack or a meal. Talk with children about how they can keep their bodies healthy and strong by eating lots of nutritious foods and by moving their bodies! Ask each child to give an example of a healthy food and make up a move for it! For instance:

- Reach for apples. Bend your knees to jump high in the air and reach for apples in the tree. Pick as many as you can, as fast as you can!
- Go strawberry picking. Bend your knees and squat down low to pick some strawberries from the patch. Then reach up high and throw them into the basket.
- Go food shopping. Walk in place and pretend you are at the grocery store. Swing your arms as you walk. Grab some healthy foods (high shelves, low shelves) and put them in your cart. What foods are you buying?
- Make bread. Stir the ingredients together; knead the bread, cut the bread.
- Get active by hoeing, planting, watering the garden. Dig up a potato.
- Offer other suggestions.

8. **Snowflake.**⁸ Students pretend to be snowflakes. The teacher will say, "Snowflake, snowflake, falling down, snowflake _____ (put in a locomotor move) around." The students carefully move about in general space performing that particular locomotor move. When the teacher strikes the drum, students must freeze and listen. The teacher will repeat, "Snowflake snowflake falling down, snowflake snowflake _____ around." Suggestions: walk, jump, skip, hop, skate, gallop, run, tiptoe, crab walk, roll, slither, spin, and some imaginative ones like, dance, monkey, silly walk, and fly

9. **Winter Play.** Angles in the Snow. Use block molds to make an igloo. Use child size shovels to shovel a path or to create a mountain of snow. Throw snowballs at a target (something taped to the shed or fence) or in a basket/tub/wagon. Try painting in the snow with squeeze bottles filled with diluted paint or colored water. Set up a treasure hunt by burying small plastic toys or other items in the snow. Pull out the sleds. Have a sled pulling contest or pull just for fun. Blow bubbles that turn to ice bubbles on a cold day. Jump over snow hills. Measure footprints in the snow. Use sand toys in the snow. Use dump trucks in the snow. Play old favorites like: Mother May I, Simon Says, Red Light, Green Light, and Relay Races (carry a bucket of snow to target and dump it).

10. **Summer Play.** Paint playground structures or building with pails, paint brushes and water. Buy small brooms to sweep cemented areas. Trace bodies or other objects on the ground with chalk. Wash bikes and wagons with pails and rags (water is optional). Paint the windows (with tempera paints). Collect rocks/stones and put them into old socks—how many rocks can you put in a sock and still carry the sock? Collect nature items and stick them to the sticky side of a piece of clear contact paper. Run with pinwheels. Set up a picnic with a blanket and food and dishes from your home living corner.

11. **Take a Walk.** (From NAP SACC training). **Theme Walks:** Focus on a particular theme such as colors, shadows, seeds, birds, footprints, or discoveries under rocks. **Sensory Walks:** Focus on

⁷ From:

http://www.sesamestreet.org/sites/default/files/media_folders/Images/We%20have%20the%20moves%20-%20Providers.pdf

⁸From: <http://www.pecentral.org/lessonideas/searchresults.asp?category=50>

the senses: what do you see, hear, smell, and feel? **Weather Walks:** Focus on the type of weather occurring at the time. Notice changes in the weather –yesterday was sunny and warm, today is cloudy and wet. Walk against the wind and note changes, watch a storm coming and catch raindrops on the tongue. **Search-for-Life Walks:** Focus on finding life in the air, on the ground, in a stream, and so on. Look for evidence of life as well –nests, animal tracks, droppings, tree holds or burrows. **Clean-the-Environment Walks:** Focus on cleaning up nature. Take along trash bags as well as plastic gloves for each child. Avoid focusing on pollution until children possess a clearer understanding of what is “natural.”

12. Beach Ball. Materials Needed: One or more beach balls. Work with children to determine how many different games the class can play with a beach ball. For example: 1. Hot Potato 2. Monkey in the Middle 3. Kick Ball 4. Basketball; Toss into a laundry basket 5. Beach Ball High (how long can we keep it from touching the ground). 6. Tie it to a string and practice hitting or striking the ball with a hand, a bat, or a pool noodle. 7. Volleyball (hitting back and forth over a net). 8. Two people hold the ball and slide sideways across the field toward a “goal”. 9. Write an action word on each segment of the ball – jump, spin, chicken dance, etc. Have kids throw the ball back and forth. Wherever their hands land when they catch the ball is the action they have to do. 10. Get two or more children to grab the ends of a beach towel and place the ball on the towel. Have them work together to throw the ball up in the air and catch it in the towel. 11. Dodge Ball (the beach ball is so light; it should not hurt if a child gets hit with one). 12. Beach Ball Hockey, use pool noodles to hit the beach ball. 13. Hula Hoop Targets. Hang hula hoops from a tree, swing set, playground structure etc. Have children toss the beach ball through the hula hoop.

13. Life Size Board Game. Create a life size board game. Using one sheet of heavy paper per number, mark the spots and create a bit of a maze across the floor (30 squares is a good number to start with). Mark some spots with directions: Pick a Card (The card can ask questions about the weekly theme or what children have been learning about. If they get the answer...they can take an extra three steps). Step back one. Take two extra steps. Pick a Card (use a different color with a different objective) For example: Jump three times. Hop two times. Twist your body to the right and then the left. Leap like a frog, etc. Be as creative as you would like, setting up game specifics. Use a large rolling dice. Have children roll the dice and move their body to the number on the dice. Their body is actually their playing piece. The first one to cross over the last spot wins but continue to give each child a chance to roll the dice and cross the finish. Start simple by recreating a life size Candyland®

14. Going on a Bear Hunt: Act out all of the motions from the book, squish, swish, run (pat thighs quickly) etc.

15. Paper Plate Skates. Materials Needed: Slick paper/plastic plates. Set out two paper plates per child. Have them put one foot on each plate. Moving their legs and shifting their weight results in a skating movement. Have them practice until they master skating. It is easier for children to remove their socks so their feet ‘naturally’ stick to the plates. If you choose not to remove their socks, just put a strip of masking tape across the shoe and tape it to the plate.

16. Cookie Baking⁹. Materials Needed: Parachute and items listed below. Lay out a parachute. Tell children you are making cookies and the parachute is the mixing bowl. Have children pull from the ingredient buckets: (crumble paper balls in various colors) the following: Butter (yellow) Sugar (Big White Balls) Eggs (Plastic Easter Eggs) Flour (beige) Baking Powder (Small white balls) and Vanilla (Small Brown Balls). Ask them to toss the ingredients into the parachute. Have children pick up the sides of the parachute and begin by gently mixing the ingredients. Increase the mixer speed allowing children to move the parachute more quickly. Turn down the mixer speed and ask children to slow down a bit. Have children lay the parachute back out flat with the ingredients still intact. Tell children that the parachute is now a baking sheet and the cookies are baking. All done. Have children reach into the cookie sheet and take a ball (baked cookie). Have them help you sort ingredients back into the ingredient buckets. Finish with a conversation on how cookies are “whoa” foods. We can have them sometimes but probably not every day.

17. Car Wash. Materials Needed: spray bottles, squirt bottles, paint brushes, rags, and pails (with or without water). Lay out cones to create a path to the “carwash”. Have children ride bikes into the car wash. Have other children use cleaning tools to clean the bikes.¹⁰ You could use the same tools to wash a brick wall or a climbing structure on the playground.

18. Scavenger Hunt.¹¹ Materials Needed: Cones, items to hide, surprise bag (the surprise bag can be a variety of theme related items e.g., rocks, seeds, leaves, flowers, shells, etc. or small toys (blocks, cars, people, crayons, bean bag, etc.). In the surprise bag, each child has 1-10 items (fewer items for younger children). Out in the open area set up cones with matching items hiding under the cones. Children run into the open area and tip the cones to see if they have a match. If they do, they put their matching item under the cone and find the next. When their bag is empty, they find a friend to help empty their bag.

19. Teddy Toss.¹² Materials Needed: Bath towels or Pillowcases, bean bags, balls, or even small stuffed animals. With a partner at each end of the pillowcase and the teddy bear on top, move the case up and down to make the teddy bear jump. Be very careful that the teddy bear does not fall off the case.

20. Chalk Walk¹³(Locomotor, Pathways, Traveling Skills). On the pavement using sidewalk chalk create a pathway (strait, curved, zig zag, dashes (jump from dash to dash), etc.) for children to walk, hop, jump, slide, walk backwards, etc. For young children, make it a game of follow the leader. An alternative is to give children a piece of chalk and have them create their own pathway or walk a friend’s pathway.

21. Builders and Bulldozers.¹⁴ Materials Needed: Cones. After randomly setting cones (these cones should be light, so they are easily knocked over) throughout the playing area, divide the

⁹ Adapted from: *Using Movement to Engage Young Learners* by Lauriece Zitte. Produced by Apple Video, STARnet Regions I & II. June 2012

¹⁰ Adapted from: *Using Movement to Engage Young Learners* by Lauriece Zitte. Produced by Apple Video, STARnet Regions I & II. June 2012

¹¹ Adapted from: *Using Movement to Engage Young Learners* by Lauriece Zitte. Produced by Apple Video, STARnet Regions I & II. June 2012

¹² Adapted from: *Using Movement to Engage Young Learners* by Lauriece Zitte. Produced by Apple Video, STARnet Regions I & II. June 2012

¹³ Adapted from: *Using Movement to Engage Young Learners* by Lauriece Zitte. Produced by Apple Video, STARnet Regions I & II. June 2012

¹⁴ PE Central <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=946#.WrwKE4jwaM8>

students into two groups. One group, the **Bulldozers** job is to go around tipping over as many buildings (cones) as they can. The **Builders** are to rebuild the fallen cones by standing the fallen cones back up. All students will have to travel from cone to cone using a pre-determined locomotor movement (walk, hop, jump, skip, slide, etc.). Have the students switch groups midway through the instant activity.

22. Pathways.¹⁵ Cut small footsteps (child size), arrows, dots, squares, and other shapes out of construction paper. It is strongly recommended to have these shapes laminated. Tape shapes on the floor in the movement area to form zig zag, curved and straight lines. Ask children to move around the room and follow the teacher designed pathways made with the shapes. Children should be allowed to explore the variety of locomotor movements they can do while moving along the various pathways. As children develop a sense of what the pathways are provide the paper shapes and tape and let them design their own pathways on the floor.

23. Exploring Pathways.¹⁶ Materials Needed: Rhythm or ribbon sticks. Make sure children understand they must not get into another child's space. Use carpet squares for children to stand on so they are evenly spaced throughout the room. Ask children to hold their sticks tight as they move their sticks throughout the space in front of them to practice the following:

- Wipers – In this movement, patterned after the motion of windshield wipers, children move their hands and arms from right to left as the ribbon flows back and forth high in the air in a curved pathway.
- Circles – “Hold the end of the stick and move your hand and arm in a large circle in front of your body. Can you make circles at your side? Can you make a circle over your head?”
- Floor Sweeps – “Move your sticks from side to side on the floor in front of you. Can you pretend that you are sweeping the floor?”
- Fishing – Children use the ribbon stick as a fishing pole. They move the stick into the air and slightly behind the head, then bring the hand and arm forward as if throwing a fishing line into the lake. Next, they bring the line back over their heads and begin again making giant curved pathways above their heads.
- Squiggle Down – This movement is similar to fishing except when children bring the ribbon forward, they should shake it in a zigzag path from above their heads down to the floor.
- Snakes – Children love to watch the ribbon move like a snake on the floor. Ask that children put the ribbon on the floor in front of them and then walk backward as they move the sticks back and forth in a zigzag pathway.

24. Hot Hoops.¹⁷ Lay hula hoops out on gym floor, one for each child. The teacher chooses one color that is the "hot" hoop saying, "Red hoops are hot!" Any child standing in a red hoop jumps out and joins another child in a different color hoop. Teacher should place emphasis on children jumping off of two feet and landing on two feet when they jump out of the hoops. No more than 4 children should share a hoop at one time. When hoops are filled with children (4 per hoop) it would be time for the teacher to change the hoop color that is hot. Children would go back to their original hoop and the game begins again. Everyone is a winner!

¹⁵ PE Central <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=312#.WrwLojwaM8>

¹⁶ PE Central <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=5290#.WrwMRYjwaM8>

¹⁷ PE Central <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=3241#.WrwN14jwaM8>

25. Action Cup Helper¹⁸: Materials Needed: paper cup, tongue depressors. During each transition, a child is selected to pick an action from the cup. Some of the actions are simple, like “hop on one foot,” some are silly, like “pretend your legs are spaghetti,” and some are student created, like “fly like a jet.” Other favorites: jump like a frog, fly like a bird, tip toe, melt like ice, pop like popcorn, pretend to drive a car, pretend to swim, run in place, stomp like a dinosaur, waddle like a penguin, and wiggle. Use tongue depressors and a really cool cup.

26. Cleaning Up.¹⁹ Most preschool children know the "standard" clean up song, but we are sure that preschool teachers would like to add a few cleaner up tricks to their tool belt! Gather students together and tell them that you are going to use STRONG muscles to clean up the room. Students practice flexing their muscles and then continue building their muscles by picking up. Human Vacuums - Another idea is to have students become vacuums. Have children hold out their arms like a vacuum hose and make vacuum noises as they pick up.

27. Floating Cloth.²⁰ Materials Needed: Create or buy a small, colorful piece of cloth (about 12" x 12".) After gathering students together, throw the cloth into the air. Children clap loudly and stomp their feet as the cloth falls to the ground. As soon as it touches the ground, everyone must freeze and be silent.

28. Get Your Wiggles Out. This is great to break up restlessness when your lesson or story is not going how you planned! When kids are antsy and not as focused as you would like, stand up and have the children "get their wiggles out!" Ask them to wiggle like worms, or like Gumby (feel planted on the ground while the wind blows you around) or move up and down the body, wiggle your head, your arms, your hands your legs and your feet. Adapted from The Curriculum Corner (listed below in the footnotes)

29. Choo Choo Train.²¹ What toddler does not love trains? Put on a conductor's hat and become the conductor. Begin by chugging around the room as you say, "Get on board the train!" You might even use a train whistle. As you move around the room, children join the train. Lead the train to where you are meeting. Children soon begin to realize that as soon as you put on the conductor's hat, they will be transitioning to a new activity!

30. Yoga Moves²² (see pages that follow): Copy and paste yoga poses on large index cards. Have children select a card. Identify the pose and have all children take the yoga pose.

For more information about physical activity for young children, visit these websites: *Control plus* [click to follow link](#).

- [Let's Move!](#)
- ["Get Moving Today!" Activity Calendar](#)
- ["Get Moving Today!" Activity Calendar – Spanish Version](#)
- [Bright Futures Physical Activity Development Chapters](#)
- [Eat Smart Play Hard \(USDA\)](#)
- [SHAPE America Society of Health and Physical Educators](#)
- [What Do Parents Need to Know About Children's Television Viewing?](#)

¹⁸ A Turn to Learn <https://www.aturntolearn.com/classroom-jobs/>

¹⁹ The Curriculum Corner www.thecurriculumcornerfamily.com

²⁰ The Curriculum Corner www.thecurriculumcornerfamily.com

²¹ The Curriculum Corner www.thecurriculumcornerfamily.com

²² Photocopied from <https://www.doyouyoga.com/the-10-most-important-yoga-poses-for-beginners-25270/>

- [ABC for Fitness: Activity Bursts in the Classroom](#)
- [PE Central](#)

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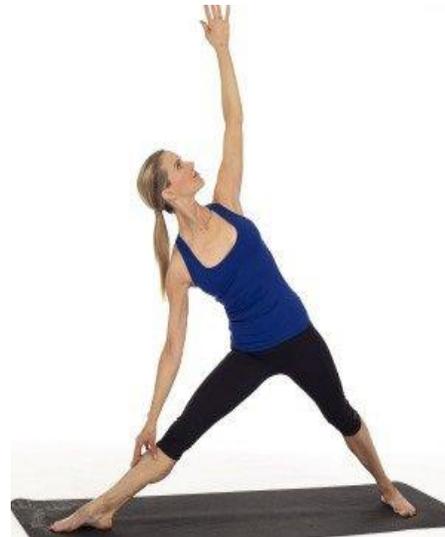
1. Mountain Pose



2. Downward Facing Dog



3. Plank



4. Triangle

5. Tree



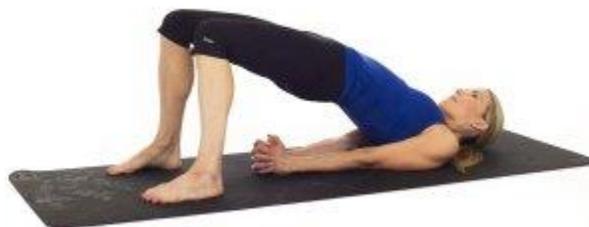
6. Warrior 1



7. Warrior 2



9. Bridge Pose



8. Seated Forward Bend



10. Child's Pose



Copied from: <https://www.doyouyoga.com/the-10-most-important-yoga-poses-for-beginners-25270/>

You can increase the size on each photo by right clicking on the picture and selecting size/position from the drop-down menu.

