

# Move More... It's in the Cards



eat smart move more

**GR**  **W** **HEALTHY**

toolkit



# Activity Title

**Props =** Props or equipment you may need to do the activity.

**Prep =** Preparation you may need to do ahead of time or with the children before doing the activity.

## PLAY

## MOVEMENT VOCABULARY

Step-by-Step instructions on how to do the activity with the children.



The movement vocabulary lists key action words for the child care provider.



### Extended Play:

Suggestions for ways to alter or add to the activity.

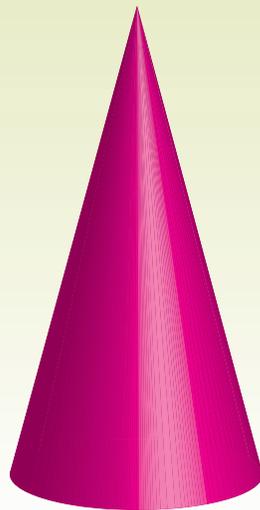
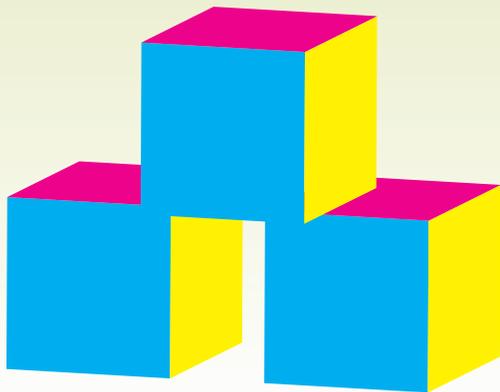
# Jack Be Nimble Jumps

ACTIVITY NUMBER

1A

**Props** - Cones, foam noodles or cardboard blocks

**Prep** - Read the rhyme *Jack Be Nimble*.



## MOVEMENT VOCABULARY

Jumping  Run 

Crawl 

Hop 

Skip 

**EXTENDED PLAY:** Instruct the children to crawl, skip, run, hop, etc., weaving between and/or over props as you sing the rhyme. Make the “candlesticks” higher and higher asking the children to jump over them again.



## PLAY

 Read the rhyme Jack Be Nimble to the children.

*Jack be nimble, Jack be quick, Jack jump over the candlestick.*

 Ask the children to act out the rhyme by jumping over the “candlestick”

without knocking it down.

 As the child jumps, sing the rhyme and insert his or her name.

# Bodies in Motion

ACTIVITY NUMBER

2A

**Props** - None

**Prep** - None



## MOVEMENT VOCABULARY

Stamping  Waving 

Snapping  Shaking 

Rubbing  Nodding 

Wiggling  Touching 

## PLAY

 Encourage the children to respond to

the following action rhyme:

Our bodies are made of special parts  
**WAVE** your arms (child's name)

**SHAKE** a leg...

**NOD** your head...

And **TOUCH** your chest to feel your heart

**STAMP** your feet (child's name)

**SNAP** your fingers...

**RUB** your belly...

And **WIGGLE** your toes...

Now stand very tall and **TOUCH** your nose

Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide

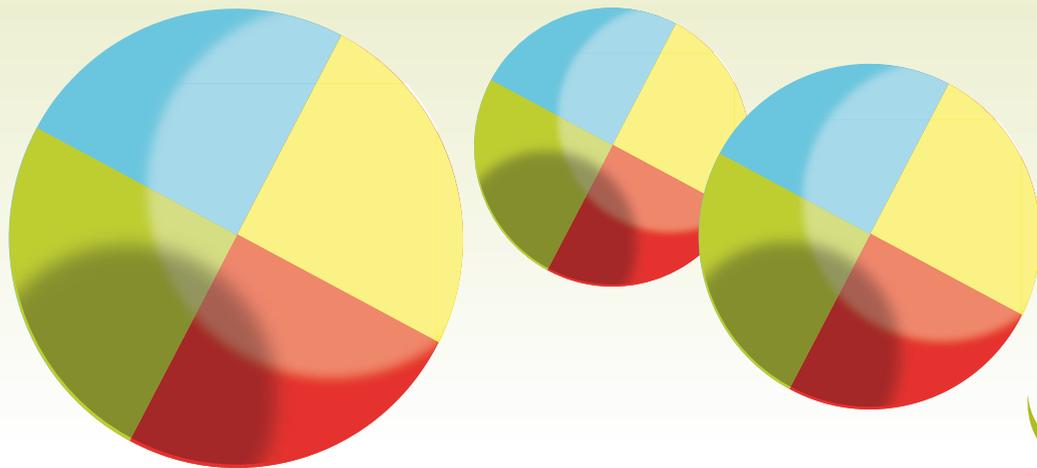
# Count Your Kicks

ACTIVITY NUMBER

3A

**Props** - Large balls such as beach balls

**Prep** - Scatter the balls throughout the **outdoor** playing area.



## MOVEMENT VOCABULARY

Counting 

Kicking 

Hopping 

## PLAY

 Give the children a time limit, such as one minute, and have them count how many times they kick the ball in that time period.

 Call time and then have them repeat.

**EXTENDED PLAY:** Substitute hopping for kicking. Have the children work in pairs with one counting while the other kicks or hops.

Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide

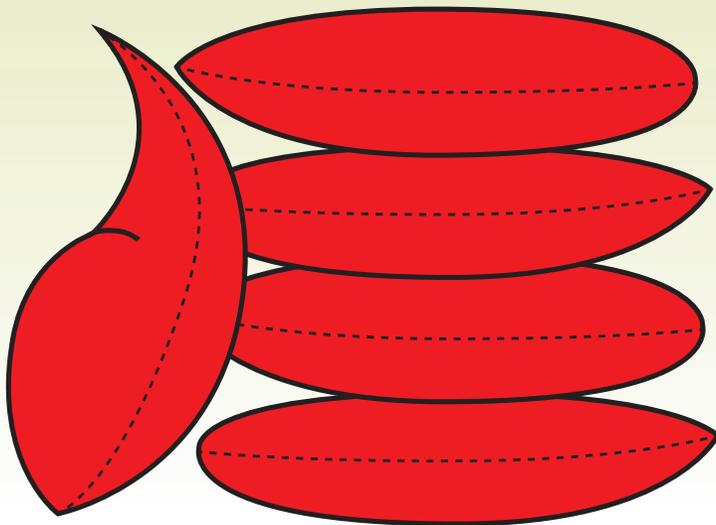
# Help Your Neighbor

ACTIVITY NUMBER

4A

**Props** - Beanbags

**Prep** - None



## MOVEMENT VOCABULARY

- ③ Moving
- ③ Freezing
- ③ Balancing

## PLAY

③ Each child moves around the room with a beanbag on his or her head. If the beanbag should fall off, he or she must "freeze." He or she cannot move until someone can pick up the beanbag and place it on his or her head. Keep encouraging the children to "help their neighbor" and praise them when they do.

# On My Island

ACTIVITY NUMBER

5A

**Props** - Something that will help the children identify their own personal space such as hoops, carpet squares, masking tape squares or jump ropes laid to form a circle

**Prep** - Assign a personal space for each child.



## MOVEMENT VOCABULARY

 Crawling

 Hopping

 Skipping

 Ask the children to step inside the

space.

 Ask the children to imagine that this is

like having their own room or island.

 Challenge the children to move

around their space in different ways such as crawling, hopping or skipping.

 Ask them to use the space to show you concepts like inside, outside, beside,

around and under. *NOTE: It is important for children to look for different ways to do*

*something and to learn to respect differences and the space of others.*



Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide

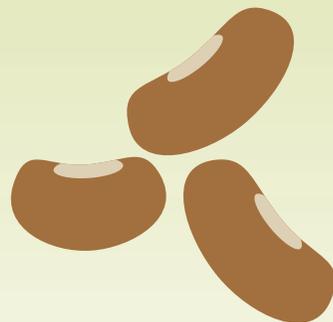
# Hello Beans

ACTIVITY NUMBER

6A

**Props** - One bag of dry bean soup mix, the book One Bean, by Anne Rockwell or another book about beans

**Prep** - Glue one of each kind of bean found in the mix to a 3"x5" index card for each bean. Read a book about beans. Place one tablespoon of the dry mix on the table for each child. Show children one bean at a time. Ask them to raise their hands if they have that kind of bean in their mix. Have the children help count the number of different beans in the mix.



**Ask These Questions:** *Do you know that a bean is a vegetable seed? Pick up one of the beans. Is it hard or soft? How do you think we can make it soft? (soaking in water). We have to make the beans soft before we can eat them. What foods have beans in them? (soup, baked beans, chili, etc.). Have you ever heard of a jumping bean? Remind children **NOT TO EAT** the beans.*

## MOVEMENT VOCABULARY

Jumping 

## PLAY

Encourage the children to learn 

the chant. Instruct the children to jump up and down while saying or listening to the chant.

Chant: 

*Norma Jean the jumping bean, she could jump forever it seems. She jumped so high she touched the sky, and didn't come down until the Fourth of July!*

**Source:** Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide (slightly adapted)

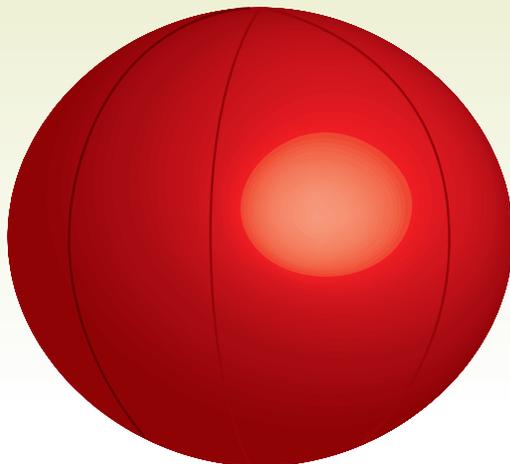
# Balloon Toss (Age 3 and Above)

ACTIVITY NUMBER

7A

**Props** - Rubber punch ball balloon (made of latex or a heavier rubber than standard balloons) for each child with large rubber band discarded or large beach ball

**Prep** - Mark the boundaries for where the children can and cannot move for this activity.



## PLAY

Hold the balloon out in front of you with one hand on each side of the balloon.

Lower the balloon below your waist so that the balloon almost touches your knees.

Raise both hands into the air and let go of the balloon as it passes your nose.

Throw the balloon straight up in the air.

Watch the balloon as it begins to come down.

When the balloon floats down in front of you, wrap both hands around the balloon and catch it.

### EXTENDED PLAY (VARIATIONS COULD INCLUDE):

- throwing the balloon into the air and seeing how many times you can clap your hands before catching it
- dropping the balloon, letting it bounce and catching it
- throwing it high into the air, letting it bounce and catching it
- throwing the balloon high against a wall and catching it

Source: [www.pecentral.com](http://www.pecentral.com)

## MOVEMENT VOCABULARY

Throwing



Bouncing

Catching



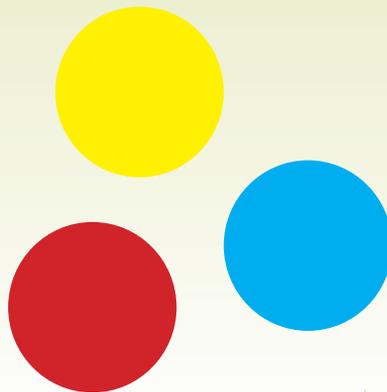
# Groundhog Day

ACTIVITY NUMBER

8A

**Props** - Hoops or poly spots, drum to signal stop and go

**Prep** - Place hoops or poly spots on floor; secure with tape.



## PLAY

Explain to the children the background of

Groundhog Day. Instruct them that they will be the "groundhogs"; The hoops or spots are the groundhog "holes;"

At the first sound of the drum, the children will move about in the general

space.

When the drum is struck, the children

will freeze.

The teacher will announce "Winter!" or "Spring!" If "Winter," the children will pretend to see their shadows and go back and hide in the holes. If "Spring," the children will continue to move slowly until the drum is sounded again.

### EXTENDED PLAY:

- To enhance movement, children can be directed to perform a variety of locomotor skills, such as hopping, skipping, jumping, crawling or tiptoeing throughout the space.

Source: [www.pccentral.com](http://www.pccentral.com)

## MOVEMENT VOCABULARY

Hopping

Skipping

Crawling

Jumping

Tiptoeing

ACTIVITY NUMBER

8B

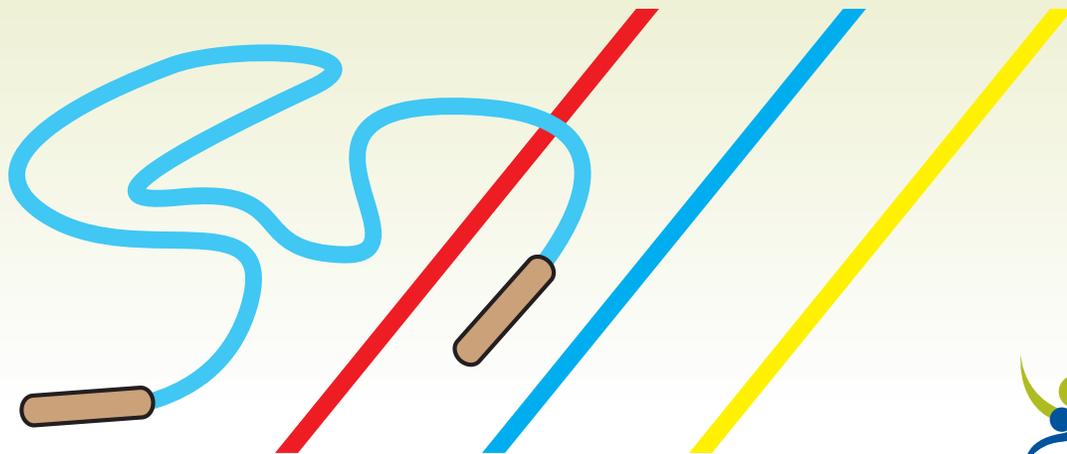
# Jump the River

ACTIVITY NUMBER

9A

**Props** - Jump rope, hoops or tape lines on the floor

**Prep** - Provide at least one object to jump over per child. Before beginning the activity, scatter the jump ropes or hoops throughout the space so that they lay flat on the floor.



## PLAY

Explain to the children that they are taking a walk through the woods and may need to cross a stream or river. Ask the children to walk throughout the space and when they come to a river (a jump rope, or tape on the floor) they need to jump over it without getting their feet wet.

Special direction should be given for the children to take off on both feet, swinging their arms forward when they jump.

When landing, the children should land on both feet spread apart at shoulder's width so that they can land in a balanced position without falling.

For safety reasons, children should not get closer than two giant steps from each other, especially when they are swinging their arms for takeoff and landing.

After 3-5 minutes of jumping, the children may need a brief rest period (30-60 seconds) before continuing the activity.

### EXTENDED PLAY:

- Children can be asked how high and how far they can jump when going over the river.
- More experienced children may enjoy the challenge of clapping their hands when jumping over the river, but emphasis should always be placed on landing in a balanced position.
- Children can draw or paint their own rivers to be used.
- Teachers may also choose to integrate this idea with a book they read to the children about rivers or travel.
- Variations in movement can include taking off on one foot and jumping to another.

Source: [www.pccentral.com](http://www.pccentral.com)

## MOVEMENT VOCABULARY

Jumping

Swinging

Balancing

Walking

ACTIVITY NUMBER

9B

# Shape Shifters

ACTIVITY NUMBER **10A**

**Props** - Laminated color shapes (at least one per child), music and player.

**Prep** - Laminate different colored shapes that are 8-10 inches in size.



## PLAY

③ Tape the colored shapes on the floor.

③ Play music while the children walk around the different shapes.

③ When the music stops, have the children move toward a shape and stand on it.

③ Ask, "Who is standing on a square, circle, triangle, etc.?"

- ③ Pathway
  - ③ Curved
  - ③ Walking
  - ③ Skipping
- ③ Backward
  - ③ Straight
  - ③ Galloping

### EXTENDED PLAY:

- Ask the children to change their movements by walking backward or in a curved pathway.
- Another variation would include different types of movement, like galloping or skipping.

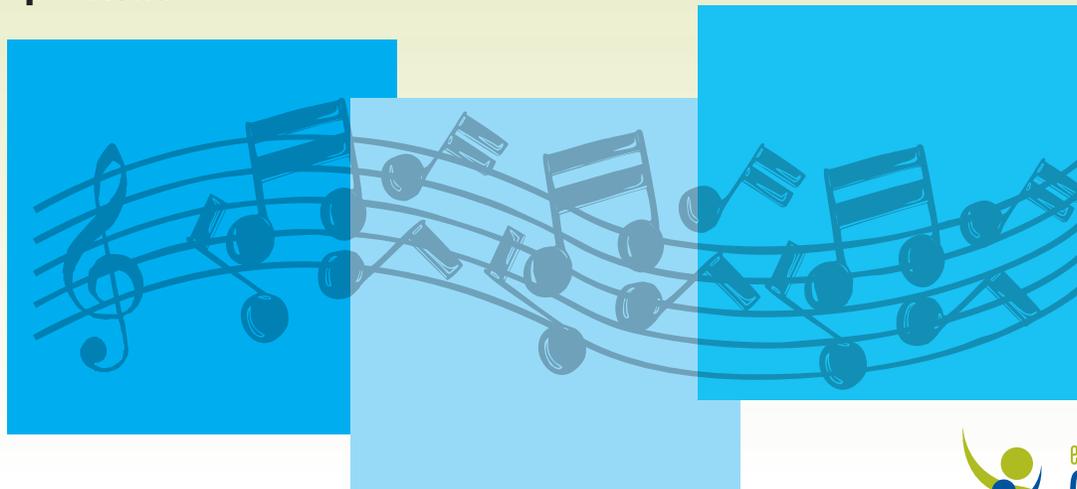
# Exploring Pathways

ACTIVITY NUMBER

11A

**Props** - Ribbon sticks and carpet squares or some other item that would define personal space, music and player

**Prep** - None



## PLAY

Use carpet squares for children to stand on so they are evenly spaced throughout the room and do not get into each other's space.



Ask the children to hold their sticks tightly as they move their ribbons throughout the space in front of them according to the following directions:

- Wipers - children move their hands and arms from left to right in the motion of a windshield wiper as the ribbons flow back and forth in curved pathway.

- Circles - children move the ribbon sticks in circles in front of their bodies, then at their sides and over their heads.

front of them.

### EXTENDED PLAY:

- Play music of various tempos while the children do the motions; adjust movement speed accordingly.
- Provide 2 ribbon sticks per child and encourage them to use both hands for motions.

Source: [www.pccentral.com](http://www.pccentral.com)

## MOVEMENT VOCABULARY



Squiggle



Zigzag



Sweeping



Wiping



Curved



Circling



Throwing

- Floor sweeps - children pretend they are sweeping the floor by moving the stick from side to side on the floor in front of them.

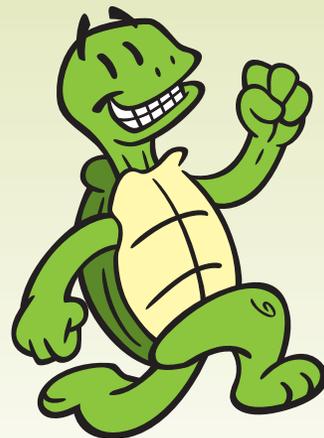
# Turtle and Rabbit

ACTIVITY NUMBER

12A

**Props** - None

**Prep** - None



## PLAY

Arrange the children in a scatter formation.

Explain to the children that turtles move

slowly and rabbits move fast.

Ask the children to move slowly. Once they

have demonstrated slowly, ask them to

demonstrate fast.

Call out "turtle" or "rabbit;" When you say "turtle," the children move slowly and continuously until you say "rabbit;" When you say "rabbit," the children move fast until you say "turtle;"

### EXTENDED PLAY:

- You may want to introduce this activity or combine it with reading the story of the *The Tortoise and the Hare*.

- Children can be directed to hop like a rabbit and crawl like a turtle or use other movements that they think might represent those animals.

Source: [www.pecentral.com](http://www.pecentral.com)

## MOVEMENT VOCABULARY

Slow

Crawl

Fast

Hop

12B

ACTIVITY NUMBER

# Fitness March

ACTIVITY NUMBER **13A**

**Props** - Marching music and player

**Prep** - None



## PLAY

Arrange the children in 1-2 lines facing forward with the teacher as the leader.

Play the music and march.

Encourage high steps with the knees

lifted up on each step. Encourage

moving the arms vigorously in a pattern

opposite to the legs.

March around the area in various

patterns (lines, zigzags, circles, etc.).

Switch and have a child be the leader so that each child has a turn.

### EXTENDED PLAY:

- The teacher may choose to include this activity with a specific holiday or celebration (i.e., July 4th or birthdays).

Source: [www.pccentral.com](http://www.pccentral.com)

## MOVEMENT VOCABULARY

Marching



Forward



Backward



Sideways



# Striking a Ball

ACTIVITY NUMBER

14A

**Props** - 18 inch high cones, foam paddles, lightweight 6-8 inch ball (smaller balls allow students to hit too much of the cone) and carpet squares to put under the cone to adjust height for those who need it

**Prep** - Set up an area **outdoors** with the cones spread wide enough apart that the children will not swing and accidentally strike another child with the paddle. You may want to put jump ropes or tape in a circle around the cone to be considered the “striker-only” area. Make sure all the strikers are facing the same direction and are on a line with one another so that no one is a potential target for balls that have been struck.



## PLAY

Children place the ball on the cone, hold their paddles back to the side of their bodies and then swing as hard as they can to strike the ball.

Ask the children to focus on (watch) the ball and to stand still when swinging the paddle - moving only at their hips.

The teacher can instruct the children after observing as to how to adjust holding their paddles, their stance, or their swing.

Ask that they swing hard or "see how far you can hit the ball" so that they achieve a full range of motion in their swing.

### EXTENDED PLAY:

- If there are not enough cones for every child to swing at once, some of the children may be placed in the outfield (if space allows) retrieving balls. Make sure they are far enough away that they would not be injured by a struck ball.
- If all children are striking at once, the teacher can signal when it is safe for the children to go all at once to retrieve the balls. Children should pick up as many balls as they hit without having to collect the exact same balls that they hit.

Source: [www.pccentral.com](http://www.pccentral.com)

## MOVEMENT VOCABULARY

Swinging

Striking

Watching

Collecting

ACTIVITY NUMBER

14B

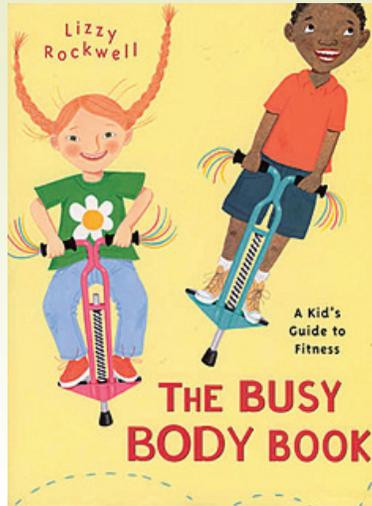
# Busy Bodies

ACTIVITY NUMBER

15A

**Props** - The Busy Body Book by Lizzy Rockwell, chairs

**Prep** - None



## MOVEMENT VOCABULARY

- ④ Stretching
- ④ Lifting
- ④ Jumping
- ④ Swinging
- ④ Dancing
- ④ Paddling
- ④ Throwing
- ④ Catching
- ④ Pedaling
- ④ Stroking



## PLAY

- ④ Read The Busy Body Book with the children.
- ④ Ask the children what some of their favorite physical activities are and talk about them. You could also make a list.
- ④ Have the children pretend they are doing the various activities, using a chair for things like riding a bike or swinging on a swing.
- ④ Refer to the pictures at the end of the book if more ideas are needed for activities.

Source: Penn State Cooperative Extension

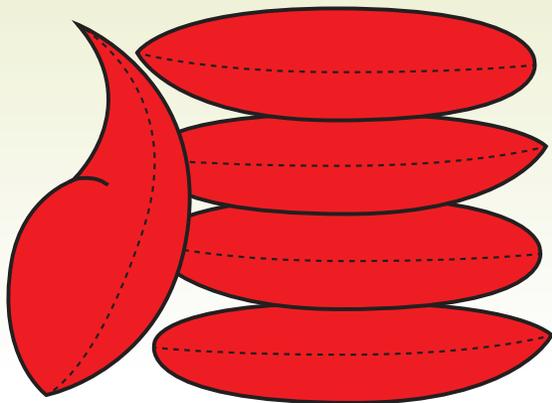
# Beanbag Buddies

ACTIVITY NUMBER

16A

**Props** - Small beanbags or small foam balls (one for each child), whistle or drum

**Prep** - None



## PLAY

⊙ Instruct the children to begin by gently tossing the beanbag into the air and catching it.

⊙ Next, have children pair up and try tossing their beanbags underhanded to each other.

⊙ Have children stand back-to-back and try passing one beanbag from side-to-side. Begin by having the children turn to the right with their backs together. The child with the beanbag hands it off to the other one. They then turn to the left and the beanbag is passed back to the first child. They count the number of times they are able to pass before the whistle blows. They then switch directions.



**EXTENDED PLAY:** The children can further practice their tossing skills by trying to toss the beanbag onto a polly spot or into a paper bag.

Next the children are instructed to pass the bean bag to the right with their arms extended above their heads, then to the left with their arms below their waists. They count until the whistle blows and they switch directions.

⊙ Sideways

⊙ Throwing

⊙ Catching

⊙ Tossing

⊙ Passing

⊙ Under

⊙ Over

## MOVEMENT VOCABULARY

ACTIVITY NUMBER

16B



# Water Bottle Bowling

ACTIVITY NUMBER

17A

**Props** - Several sets of 15 empty 500 ml water bottles, tennis balls and tape

**Prep** - Set up empty water bottles with 1 in front, 2 in the next row, then 3, 4 and 5 in the subsequent rows. Each child should have a set.



## MOVEMENT VOCABULARY

- ⊙ Bowling
- ⊙ Rolling
- ⊙ Aiming

## PLAY

- ⊙ Set up empty water bottles in the pattern described above.
- ⊙ Make a taped line about 15 feet away from the water bottles.
- ⊙ Demonstrate the proper bowling technique. Instruct each child to stand behind the taped line and roll the tennis ball toward the water bottles.
- ⊙ Explain that the idea is to knock the pins over with three tries.



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South Carolina Department of Health  
and Environmental Control

