



PHYSICAL ACTIVITY

TOPIC: WHY WE NEED TO MOVE

Goal:

Children will understand how physical activity keeps them healthy.

Objectives:

1. Children will explain how physical activity will keep their hearts healthy.
2. Children will describe how physical activity helps them sleep well at night.

Activities:

Materials/Preparation:

Copy of the book *Get Up and Go* by Nancy Carlson
Chart paper
Drawing paper for the children
Crayons or markers

Activity:

Read the book ***Get Up and Go*** by Nancy Carlson to the children. The teacher can set up the activity by asking questions such as: *“After school and on the weekends, what types of activities do you (or do you and your family) enjoy? Do you run outside, ride your bike, play soccer? Let’s make a list of all the types of fun things you can do with your body.”*

Teacher lists children’s suggestions on chart paper. Two sheets may be needed to divide the more sedentary activities from the more active. As the words for activities are listed, the children draw on their own sheets of paper a depiction of each activity. Teacher will emphasize the list of more active suggestions that will require more energy. Children can be led to understand that the longer they are involved in an activity (bike riding), the more tired they will become after awhile.

After the list and drawings are completed, one child is chosen to act out an activity. The children guess what activity is being demonstrated. The teacher and children then imitate the model together. After each person completes a turn, they can pick the next child who will be “it.”

Materials/Preparation:

Empty toilet paper rolls or paper towel rolls

Activity:

Give each child an empty toilet paper or paper towel roll to use as a stethoscope. Have each child listen for the heart beat of a partner on the left side of the chest. Have the partner run in place or do jumping jacks and have the first child listen again using the handmade stethoscope. Tell the children that it’s important to do activities that raise one’s heart rate in order to be healthy.

Have each child feel for his or her heart beat on the left side of the chest. Have the children run in place or do jumping jacks and then have them feel again for the heart beat. Tell the children that it’s important to do activities that raise one’s heart rate in order to be healthy.

WHY WE NEED TO MOVE

Materials/Preparation:

Learn "The Mountain Song." Write the song on chart paper for the children to see and follow along with.

Activity:

Teacher will lead children in movement activity and ask them to focus on their breathing and heartbeat. The children will place their hands on their chests to feel it rise and fall more and more quickly as they "climb the mountain," singing:

"The Mountain Song" (tune: "The Bear Went Over the Mountain")

**I'm walking up the mountain
I'm walking up the mountain
I'm walking up the mountain
Walking up to the top**

Teacher: ("Oh, it's getting harder!")

**I'm climbing up the mountain
I'm climbing up the mountain
I'm climbing up the mountain
Climbing up to the top**

Teacher: ("Oh, it's getting even harder!")

**I'm crawling up the mountain
I'm crawling up the mountain
I'm crawling up the mountain
Crawling up to the top**

Teacher: ("Oh, it's getting harder! Can you hear your breathing? Can you feel your heartbeat?")

**I'm standing on the mountain
I'm standing on the mountain
I'm standing on the mountain
I reached the very top**

*Teacher: ("Oh, isn't it beautiful up here? Look at that view! I can see....
Are you ready to go down?")*

**I'm running down the mountain
I'm running down the mountain
I'm running down the mountain
Running down so fast**

Teacher: ("Run even faster!")

WHY WE NEED TO MOVE

**I'm running down the mountain
I'm running down the mountain
I'm running down the mountain
I've reached the bottom now**

Teacher: ("Please sit down. Put your hand on your chest. What do you feel?")

Teacher may instruct children to check their heart's pulse by touching the vein on the side of the neck.

Materials/Preparation:

Scissors
Red construction paper (or white paper with red crayons or paint)
String
Red yarn

Activity:

The teacher will lead the children in tracing heart-shaped cookie cutters or templates (or creating their own) on red construction paper. Any white paper heart can be painted, penciled or crayoned red if red construction paper isn't available. Each child needs two hearts to run the race.

A start and finish line can be made with red yarn or string, blocks, etc. Each child stands on one of their hearts and holds the other in their hands. When the teacher signals the race to begin each child bends down, stretching as far they can to place a heart on the ground in front of them. They step onto that heart and, while standing firmly on it, they turn around to pick up the heart that is now behind them. They continue placing hearts before them, stepping on them and turning around to pick up those behind them until they've reached the finish line.

The teacher can remind children that the faster and further they race, the faster their heart will beat. As the race is repeated, the teacher can place the start and finish lines farther and farther apart.

Informal Assessment:

- The teacher can prepare the children to stop their outdoor activities when given a signal to check their heartbeat. When given a second signal the teacher will ask the children to move from one activity to another (sedentary to active or active to sedentary) until the next set of signals is given. The children will feel a difference between a resting heartbeat and an active one. Allow children at least 10 minutes between each set of signals.
- After naptime, the teacher will note who rested well and point out to the group of children the types of activities that particular child had participated in during the morning session. The teacher will assure the group that the next day she/he will be watching everyone to see who gets enough active play so they can rest well during naptime.

WHY WE NEED TO MOVE

Positive Role Modeling Techniques:

- The teacher must take an active part in leading all physical activities. Outdoor play must include modeling active jumping, running, ball throwing, etc., by the teacher.
- The teacher must encourage all children to participate wholeheartedly in all physical activities. Everyone must be expected to do their personal best when exercising their bodies.
- During snack and mealtimes, discuss physical activities that you enjoy. Tell the children that you sleep better when you have been physically active during the day.

Extension for Home:

- Encourage families to engage in a physical activity that the whole family can enjoy doing together. Suggest a walk in the neighborhood as a simple way to achieve this.
- Describe the mock stethoscope (toilet paper roll) activity to the families. Encourage them to listen to family member's heart beats.

Supporting Resources:

Aajmera Maya. ***Come Out and Play***. Watertown, MA: Shakti for Children, 2001.

Carlson, Nancy. ***Get Up and Go!*** New York: Viking, 2006.

Eckart, Edana. ***I Can Ride a Bike***. New York: Children's Press, 2002.

Ghione, Yvette. ***This Is Daniel Cook on a Hike***. Toronto: Kids Can Press, 2002.

Green, Emily K. ***Keeping Fit***. Minneapolis: Bellwether Books, 2007.

Nettleton, Pamela Hill. ***Bend and Stretch: Learning about Your Bones and Muscles***. Minneapolis: Picture Willow Books, 2004.

Rockwell, Lizzy. ***The Busy Body Book: A Kid's Guide to Fitness***. New York: Crown, 2004.

Showers, Paul. ***Hear Your Heart***. New York: HarperCollins, 2001.

TOPIC: TYPES OF PHYSICAL ACTIVITY

Goal:

Children will become familiar with different types of physical activities

Objective:

1. Children will name different types of physical activities.
2. Children will list physical activities that can be done alone or together with their family.
3. Children will be able to discuss different ways we use our bodies to move; e.g., hopping, running, crawling, jumping, sliding, marching, etc.

Activities:

Materials/Preparation:

Learn the song “Oh, We Jump and We Jump and We Jump Up and Down.” Write the song on chart paper for the children to see and follow along with.

Activity:

Talk with the children about different ways we can use our bodies to move around the room; e.g., hopping, running, crawling, jumping, sliding, marching, etc. Sing “Oh, We Jump and We Jump and We Jump Up and Down” using the different ways of moving the children identified in the discussion.

“Oh, We Jump and We Jump and We Jump Up and Down”

**Oh, we jump and we jump and we jump up and down,
Jumping, jumping, jumping all around.**

**Oh, we jump and we jump and we jump up and down,
Jump, jump, jump and then fall down.**

**Oh, we spin and we spin and we spin all around,
Spinning, spinning, spinning all around, etc.**

Oh, we slide; Oh, we hop; Oh, we crawl, Oh we gallop, etc.

Materials/Preparation:

Small, single-serving juice or milk containers (one for each child)

Paper

Strong tape

Crayons

Markers

CD's

Activity:

Make Action Dice.

Flatten the top of a single serving juice or milk carton. Tape it securely. Wrap the carton in plain paper. On each of the six sides of the carton, write the following words: walk, run, hop, skip, jump, crawl. To keep activities interesting prepare a second die. Write the following words on it: *fast, slow, backwards, forwards, sideways, zigzag.*

TYPES OF PHYSICAL ACTIVITY

A game can now be played where children take turns rolling the dice to determine types and directions of body movements. After repeated play, the children may suggest the type of music that could accompany the particular movements stated on the dice.

Materials/Preparation:

Copy of the book *Head to Toe* by Eric Carle

Copy of the book *Toddlerobics: Animal Fun* by Zita Newcome

Activity:

Read *Head to Toe* by Eric Carle or *Toddlerobics: Animal Fun* by Zita Newcome. After the story, ask the children to mimic the different movements of the animals in the book (seal, monkey, alligator, gorilla, cat). Ask the children if they know how other animals move. If they need suggestions, name the following animals: kangaroos (jumping while holding hands at chest level); frogs (hopping from a crouching position); elephant (use hands held together in front to be a swaying trunk); snakes (slither on the floor); giraffe (stretch head up high and walk with stiff legs); horse (gallop, moving one leg behind the other).

Materials/Preparation:

Basket or box

Bean bags

Masking tape

Activity:

Place a plastic laundry basket or cardboard box a distance from a line you have marked with masking tape. The children take turns tossing/throwing a bean bag into the container. When all of the children have had a turn throwing, discuss what physical activities involve throwing or tossing (baseball, football, basketball).

Materials/Preparation:

Masking tape

Activity:

Put two pieces of masking tape on the floor to mark each child's spot and ask him or her not to move from his or her spot. Ask the children to name and demonstrate different ways that we can use our bodies without moving from our place. (These are different from the movements we did with the song "Oh We Jump...") If the children need your help, suggest the following: bending, twisting, stretching, wiggling, shaking, flapping, kicking, leaning, swinging, and swaying. Show how the movement is different when you use a different part of the body; e.g., twist your hips, twist your head; wiggle your fingers, wiggle your legs; lean your upper body, lean your head, etc.)

TYPES OF PHYSICAL ACTIVITY

Materials/Preparation:

Copy of the book *Little Yoga* by Martin Selway or *My Daddy is a Pretzel* by Baron Baptiste.

Activity:

Read *Little Yoga* by Martina Selway or *My Daddy Is a Pretzel* by Baron Baptiste. As a follow-up, discuss that yoga requires balance and control. Have the children demonstrate some simple balancing exercises. Time them while they balance on one foot. Repeat this exercise while they close their eyes; see if they can balance as long with their eyes closed. Have them open their eyes and stare at an object in the distance; see if they can balance longer while they stare at an item. Talk about other physical activities that require balance and control—gymnastics, ballet

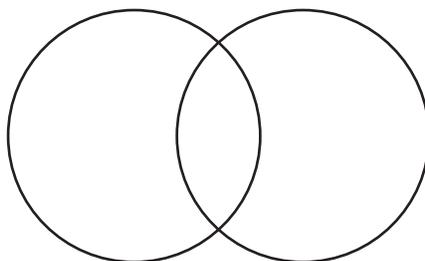
Materials/Preparation:

White butcher paper with a Venn diagram drawn on it

Activity:

The teacher will prepare a large sheet of white butcher paper with a Venn diagram (see below). The two areas of the circles that do not intersect will list activities that can be done alone and activities that cannot be done alone. The intersecting section of the two circles will list those activities that can be done both alone and with others (friends, families, etc.). Ask the children for the activities that belong in each area.

Venn diagram:



Informal Assessment:

Observe children as they participate or withdraw from involvement in these physical activities. Find motivators that encourage all children to be involved. Emphasize that physical activities are not only good for the body but help us to have fun with family and friends. Note those children who need gentle coaxing to become involved in the group. Never force a child to participate as some people are naturally shy. If one child (or more) is continually reluctant about joining in a group activity, talk to them about more individual sports (running, swimming, hiking, etc.) and find a way to include these activities in your program. The development of socialization skills is a great benefit of physical activities.

Positive Role Model:

- During each of the activities that involve movement, be sure to move along with the children.
- During snack or meal time, talk about how we can enjoy physical activities even if we aren't as good as others at a particular activity. Tell the children about activities you do well and some you don't do so well, but that you keep trying the activity in order to improve.

TYPES OF PHYSICAL ACTIVITY

Extension for Home:

- Encourage families to repeat the bean bag toss activity at home (activity #4 above). All that is needed is a beanbag that can be made with a ziplock plastic bag filled with dried beans and a container such as a laundry basket for cardboard box. Tell the families to move the container further from the child as the activity gets too easy for him or her.
- Encourage families to try different ways of moving when they go for a walk. For example, in addition to walking, try skipping, hopping, marching, and sliding.

Supporting Resources:

- Baptiste, Baron. *My Daddy Is a Pretzel: Yoga for Parents and Kids*. Cambridge, MA: Barefoot Books, 2004.
- Cabrera, Jane. *If You're Happy and You Know It!* New York: Holiday House, 2005.
- Carle, Eric. *From Head to Toe*. [New York]: HarperCollins, 1997.
- Doyle, Charlotte. *The Bouncing, Dancing, Galloping ABC*. New York: Putnam, 2006.
- Holabird, Katharine. *Angelina and Alice*. New York: CN Potter, Crown Books, 1987.
- Newcome, Zita. *Toddlerobics*. Cambridge, MA: Candlewick Press, 1996.
- *Toddlerobics: Animal Fun*. London: Walker, 1999.
- Selwa, Martina. *Little Yoga*. New York: Henry Holt, 2005.

TOPIC: CREATIVE MOVEMENT

Goal:

Children will learn to express themselves through movement as a healthy activity.

Objectives:

1. Children will dramatize a poem through movement.
2. Children will dance to different genres of music with different rhythms.

Activities:

Materials/Preparation:

None

Activity:

Have the children use their bodies to make shapes. For example: make a circle with your arms; make a triangle by lifting the foot to the knee; sit on the floor and make a circle with your legs; make a triangle with your fingers; make circles or squares in the air with your arms.

Materials/Preparation:

Copy of the book *Dance* by Bill T. Jones

Activity:

Read *Dance* by Bill T. Jones. Discuss how we use dance to express our feelings. Ask the children to dance to describe the following feelings: sadness, happiness, silliness, anger, fear.

Materials/Preparation:

Learn the song "Way Up High in an Apple Tree." Write the song on chart paper so the children can see and follow along with it.

Activity:

Act out the following poem with children:

"Way Up High in an Apple Tree"

Way up high in an apple tree (*point with finger skyward*)
Two little apples smiled at me (*show two fingers, use pointer fingers to draw smile on face*)
I shook that tree as hard as I could (*take both hands and shake imaginary trunk of tree*)
Down came the apples (*make two fists, show apples falling to the ground*)
Mmmmmm, they were good! (*loud crunch into apple, rub belly*)

Teacher can ask what other fruits grow on trees. Poem can be repeated often replacing apple each time with another fruit (orange, banana, pear, fig, etc.)

CREATIVE MOVEMENT

Materials/Preparation:

Learn the song "Sleepy Jackie." Write the song on chart paper so the children can see and follow along with it.

Activity:

Act out the following song with children:

"Sleepy Jackie"

(tune: What Shall We Do With A Drunken Sailor?)

What shall we do with Sleepy Jackie? (*place heads on pillows and sing softly*)

What shall we do with Sleepy Jackie?

What shall we do with Sleepy Jackie?

Early in the morning

We can wake (*big clap*) **and shake him** (*shake entire body vigorously*)

We can wake and shake him

We can wake and shake him

Early in the morning

Heave (*touch toes*), **ho**, (*come up with arms straight out in front of body*)

and up he rises (*stretch arms up over head*)

Heave, ho, and up he rises

Heave, ho, and up he rises

Early in the morning

All the way up he rises (*bend body down to floor and jump high on the word up*)

All the way up he rises

All the way up he rises

Early in the morning

Materials/Preparation:

Learn the poem "Wooden Willy." Write the poem on chart paper so the children can see and follow along with it.

Activity:

Act out the following poem with children:

"Wooden Willy"

My name is Wooden Willy (*stand rigid with arms at side*)

I stand up straight and tall (*extend neck, knees locked*)

My arms and legs are made of wooden pegs

They do not bend at all (*begin moving in exaggerated stiff manner*)

My name is Flopsy Mopsy (*exaggerated relaxed body*)
I'm a doll made out of rags
My arms go "flop" (*raise arms and drop them heavily*)
My feet go "plop" (*drop to the floor*)
My head just wigs and wags, wigs and wags (*move head from side to side*)

Teacher can ask how other characters might move - Dancing Dinah, Basketball Brianna, Quiet Quincy, Crazy Mazie, etc.

Materials/Preparation:

Music CDs
Chart paper
Markers

Dance streamers (can be made from long strips of crepe paper with an end covered with masking tape to make a handle; ribbons can be tied to shower curtain rings or keychains; scarves can be knotted at the end or middle [depending on the length of each scarf] to provide a handle.

Activity:

The teacher will have a variety of CDs to play that represent different musical genres (jazz, hip-hop, marches, ballets, calypso, etc.) to which children can dance with streamers. After each dance segment, ask the children to describe their movements (fast, happy, silly, like a cat, slithery, quiet, sad, wild). Make a long list of these words to use repeatedly when dancing. During future dance sessions, the teacher may suggest to children how to move with words taken from this list.

Informal Assessment:

- Be observant to how freely children express themselves and their feelings through movement to music. Observe how sensitive some can be to the changes in music and their response to those changes. Music may be repeated so all children can experience the changes in tempo and mood of each piece and respond to it.

Positive Role Modeling:

- Teachers must approach physical activities positively, trying each of them without grunts, groans or physical complaints. Be sure to let the children see you smile while you move your body.
- Teachers should express themselves freely, providing adequate modeling without demanding copycat duplication from the children. Keep the spotlight on the children and their movements. "Look at Josiah move. I want to try to move my body like him!"
- Talk about dance as a way we express our feelings with our bodies. Emphasize that dance can be enjoyed by everyone, i.e., boys, girls, men, women, people of all ages.

Extension for home:

- Send home the words to the poem, "Way Up High in the Apple Tree" and ask the families to have their children act out the poem. Encourage them to repeat the rhyme with other fruits that grow on trees such as peaches, pears, bananas, mangos.

CREATIVE MOVEMENT

- Encourage the families to read poetry at home. The librarian at the public library can suggest lots of collections of poetry that are appropriate for children. Suggest that the children might enjoy acting out some of the words in the poems.

Supporting Resources:

Beaumont, Karen. ***Baby Danced the Polka***. New York: Dial Books for Young Readers, 2004.

Blackstone, Margaret. ***This Is Baseball***. New York: Holt, 1993.

Dillon, Leo and Diane. ***Rap a Tap Tap: Here's Bojangles - Think of That!*** New York: Blue Sky Press, 2002.

Durango, Julia. ***Cha Cha Chimps***. New York: Simon & Schuster, 2006.

Jones, Bill T. ***Dance***. New York, Hyperion, 1998.

Kroll, Virginia. ***Can You Dance, Dalila?*** New York: Simon & Schuster, 1996.

Lowery, Linda. ***Twist with a Burger, Jitter with a Bug***. Boston: Houghton-Mifflin, 1995.

Pinkney, Andrea and Brian. ***Watch Me Dance***. San Diego: Harcourt Brace, 1997.

TOPIC: BEING A TEAM PLAYER

Goal:

Children will practice character development skills through physical activity.

Objectives:

1. Children will learn to rely on others as part of a team.
2. Children will learn to respect other player's' efforts.
3. Children will demonstrate good sportsmanship whether winning or losing.

Materials/Preparation:

Drum

Activity:

Traveling train: Have each child hold onto the waist of the person in front of them, forming a train. Beat the drum to set various train speeds. Have the train move slowly forward, then faster. Stop the train, then have it slowly back up. The goal for the train is to stay in one piece and avoid crashes.

Materials/Preparation:

Hoops (mats, rugs, or other materials can be used)

Activity:

Give each child a hoop and have them place it on the floor. Have the children try to work together to make it across the room without stepping outside of the hoop (or off the mat, rug square, etc.). Give them time to figure out the solution. (One solution is to have children standing in all but one of the hoops. A child picks up the first one (empty), put it in front, and repeat this procedure until they reach the end of the room.)

Materials/Preparation:

Puzzle (fruit or vegetable would be ideal)

Activity:

Choose a puzzle and divide the pieces among the children in the group and a teacher. Work together as a team to complete the puzzle.

Materials/Preparation:

Large strip of paper
Tape
Markers/crayons

Activity:

Decide on a nutrition-related theme with the children. Spread a large strip of paper on the floor or tape it to the wall. Work together as a team to create a piece of mutual art work based on the chosen theme. Encourage the children to share ideas.

BEING A TEAM PLAYER

Materials/Preparation:

Balls (small and large)
Blanket or sheet

Activity:

Have the children hold the corners of a blanket or sheet. Put the ball in the middle and work together to make it bounce gently up and down without falling off. Add more balls, one at a time, if appropriate. Tell the children that they are going to try to keep the “peas” (balls) on the “plate” (blanket). Discuss with the children the ways you can work together to keep the ball from falling off.

Materials/Preparation:

Cardboard tubes
Tape
Small balls

Activity:

Work with the children to build a chute for a small ball by taping cardboard tubes together. Discuss with the children specific ways you can work together to build the chute.

Materials/Preparation:

Beanbags (fruit or vegetable beanbags would be ideal)
Music (optional)

Activity:

Have the children get into a group (e.g. circle, line, 2 groups sitting across from one another). Have the children toss a beanbag from one child to the next while singing or listening to a song. The children can also do this sitting, kneeling or lying on their backs. Have the children throw the “vegetables” (beanbags) into a “pot” and make vegetable soup. (You could make vegetable soup or serve vegetable soup for lunch as a follow-up to this activity.)

Materials/Preparation:

Cup
Poster board
Small ball
Table

Activity:

This is a game for 2 players, unless you get more poster boards, cups and balls. Lay a piece of poster board on a table. Show the children how to lift one end so that the poster board becomes a gentle slope ending at the edge of the table. One child raises the board and rolls a small ball down the slope. The second child catches the ball in a cup as it rolls off the edge. The children can take turns rolling and catching the ball.

BEING A TEAM PLAYER

Materials/Preparation:

none

Activity:

Have the children work with a partner. Call out one of these three phrases: *elbow to elbow*, *knee to knee*, *heel to heel*. The children with their partners touch these body parts together. You could also adapt this game to include having to keep an object (such as a plastic fruit or vegetable from the dramatic play area) between the body parts.

Materials/Preparation:

2 pieces of cardboard (at least 5 feet long and 6 inches wide)

Activity:

Place the cardboard pieces end to end on the floor. Have one child stand at each end. Both children must cross to the other side without stepping off the “bridge.” You will need to provide rules so that the children know they have to work around each other and not push the other child off the cardboard.

Materials/Preparation:

Copy of the book *Head to Toe* by Eric Carle

Activity:

Read the book *Head to Toe* with the children. As you read each movement that the animal does, ask the children if they can do it also and then have them do it. During transition activities, you can ask them to do what one of the animals in the book does on their way to the next activity.

Materials/Preparation:

none

Activity:

Play “Duck Duck Goose” with the children. You can adapt the game for nutrition by changing the name of the game (e.g. Apple Apple Banana). Have the children (and teachers) sit in a circle. Choose one child to be the first to walk around the circle and tap each child on the head, saying “Duck” (or “apple”, etc.) as they touch each child on the head. When they reach the child they want to choose, they say “Goose” (or “Banana”, etc.). That child gets up and chases them around the circle until they reach the spot where the child was sitting. The child who was the chaser is now the child who walks around the circle.

Materials/Preparation:

Ball

Activity:

Have the children sit in a circle. Put a ball in the center of a circle along with a child chosen to be “it.” The child who is “it” pushes the ball with his or her feet, trying to get it out of the circle. The other children try to stop the ball with their feet. Once the ball is out, another leader is chosen. You can call the ball the “hot potato” and the children will try to keep it in the “oven.”

BEING A TEAM PLAYER

Active Transition Activities

Materials/Preparation:

Music

Activity:

Play music and ask the children to jump like a variety of animals, such as a frog or kangaroo. Ask the children to name animals. You can use this to move them to the next activity or simply as a break before starting something new.

Materials/Preparation:

Mats (or a masking tape line)

Activity:

Put a mat down on the floor (or a masking tape line). Have the children take turns jumping over the mat (or line) on their way to the next activity.

Materials/Preparation:

none

Activity:

Have the children play "Follow the Leader." Have the children take turns as the leader. This is also an opportunity to have the children go through an obstacle course or go on a hunt.

Team Activities

Materials/Preparation:

Chalk or pre-drawn hopscotch board
Beanbag (fruit or vegetable would be ideal)

Activity:

Have a group of 2-4 children play hopscotch. You could change the symbols on the hopscotch board to represent fruits or vegetables, parts of My Pyramid, etc.

Materials/Preparation:

Basketball
Basketball hoop or container to throw the ball in

Activity:

Divide the children into teams and play a game of basketball. You could hold the container if you don't have a net, or set it on the ground and have the children throw the basketball in from a certain distance.

BEING A TEAM PLAYER

Materials/Preparation:

Soccer ball
Goal

Activity:

Divide the children into teams. Give the children the ball and explain that they cannot use their hands to get the ball into the goal. Choose a child from each team to be the goalie. Rotate positions so that every child gets a chance to play as many positions as possible.

Materials/Preparation:

4-6 bottles of bubble solution with wands
Stopwatch

Activity:

On a table or bench, line the bubble bottles in a single row. If the bubble wands are not attached to the lid, remove them from the bottles and place them next to the bottles. Recap the bottles. Send the children along the bubble line one at a time. Each child must remove the cap from a bubble container, insert the wand, and blow a complete bubble before moving on to the next bubble container. Bubbles that pop as they leave the wand do not count – only bubbles that float magically away will allow the children to move on. Time how long it takes the children to make it successfully down the line. The child who makes it through the bubble line the fastest wins the race. Replace the caps before the next child takes a turn.

Stretcher Activities

- Give the children plenty of opportunities to dance. Turn on the music and let them dance as a great transition activity or a way to release some energy.
- Have the children pretend to be wild animals. This lets the children use their imagination and be creative, while providing opportunity for physical activity.
- Be sure to give the children plenty of unstructured play time outside.

Enhancement Activities

- Participate in the American Heart Association's *Jump Rope For Heart Program*. The preschool version of this program uses a series of 10 stations with different types of jumping activities. Contact your local American Heart Association for more information. This activity can also be used as a fundraiser in your program.

Positive Role Modeling

- When the children are outside on the playground, be sure to engage in play activities with them.
- When playing a team sport, be sure to role model being a good winner as well as being a good loser.

