

Physical Activity Cards

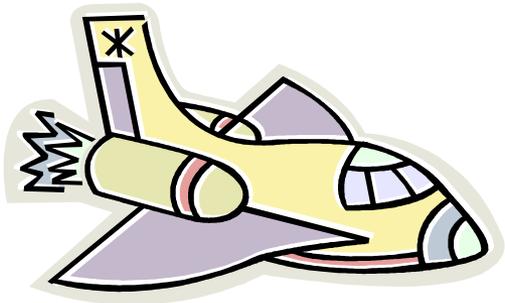
Each physical activity card includes fun activities that can be incorporated throughout the day to provide the opportunity for children to be active.





Materials:

Carpet squares or other floor markings (tape, newspaper)



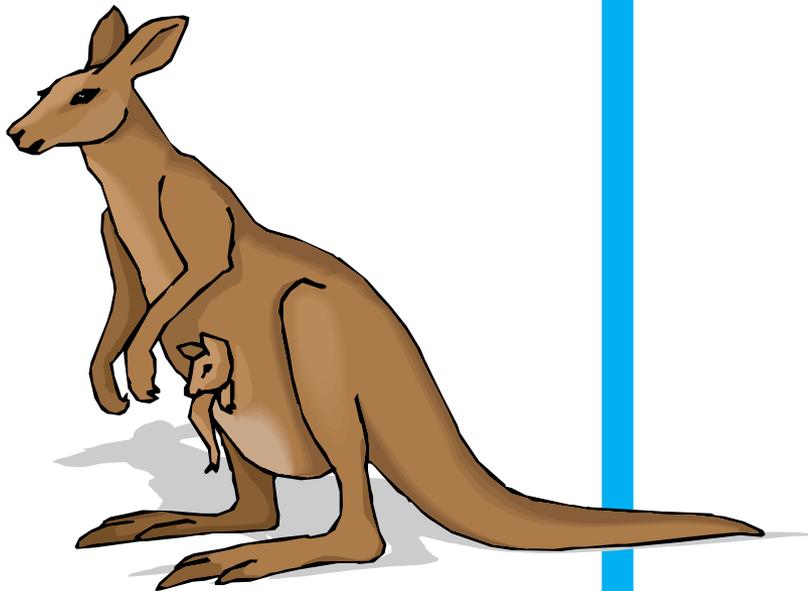
Air planes

- Arrange half the children in scatter formation on the carpet squares.
- The remaining children will be scattered among the carpet squares. The children on the carpet squares are “skyscrapers”. Explain this to them (e.g., tall buildings). They can sway but can’t move their feet. Arms must be at their sides or above their heads.
- The children scattered among the skyscrapers are airplanes. They move carefully among the buildings with wings spread. The airplanes can’t stop moving and must not touch the buildings or each other. Airplanes should fly (run or jog).
- Repeat reversing roles of skyscrapers and buildings.



Animal Walks

- Arrange the children in a long line facing you.
- Ask the children “who can show me how (insert animal name) walks?”
- Have the children demonstrate. Repeat with each child selecting their favorite, adding their own animals and so forth.



- Kangaroo (jumping while holding hands near chest with fingers forward).
- Monkey (walking with hands on ground).
- Bear (lumbering so that hand and foot on the same side go forward together).
- Pony (galloping or trotting with all fours).
- Giraffe (lift arms above head pretending this is the neck and head, then slide to move across the area).
- Squirrel (running, darting and dodging, quick head movements during short stops).



Baby Handball

Materials:

One crushed newspaper ball per child.

Several foam or playground or beach balls.

Two 4X4 foot areas marked off on each end of play area.



- Arrange the children in 1 line facing long open area.
- The objective of this activity is to practice and develop striking skills, striking begins with the hand. Later children can strike with an extension (a racquet or bat). With the ball resting on the ground, hit the ball with either hand. Move the ball from one side of the area to the opposite side and back. Repeat several times.
- Arrange the children in a scatter formation with balls scattered on the floor. Ask the children to put the balls in one area by striking the ball(s) with the hand. When all the balls are in that area, ask them to move the balls to the other area. Repeat.



Ball Stations

Materials:

Bean bags

8.5" foam balls

Polyspots or other markers

1 cone



- The objective is independent practice of manipulative skills.

Station 1: Kicking for distance.

Station 2: Throwing the bean bag for distance.

Station 3: Striking the ball with the hand from a cone.

Station 4: Catching—teacher tosses to child.

- Describe and demonstrate stations.
- Divide children among stations.
- Have children practice at a station.
- Rotate children among all stations.



Materials:

Book - *Barnyard Dance!*
By: Sandra Boynton



Barnyard Dance

- Read book and act out story.
- Make up your own Barnyard Dance!





Materials:

1 bean bag per child



Bean Bag Fun

- Arrange the children in scatter formation or a circle.
- Present the following bean bag challenges to the children. Repeat. Put the bean bag on your:

Arm*	Elbow	Leg*
Shoulder	Back	Hip
Knee	Head*	Calf
Foot*	Hand*	Waist
Stomach*	Thigh	

- The child responds by placing or touching the appropriate body part with the bean bag. Demonstrate as necessary. *Easy enough for the younger children.
- Do the following with your bean bag:
 - Balance it on your head and walk.
 - Put it on the floor and walk around it, jump over it.
 - Toss it and catch it (older kids may toss it from hand to hand).



Blast Off

- Arrange the children in a line on one side of a rectangle facing the other side of the rectangle.
- The rocket launcher counts backward, "5,4,3,2,1 blast-off".
- "Blast off is the signal to run as quickly as possible to the opposite side of the rectangle. The adult should be the first rocket launcher. Select a child to be the next rocket launcher. Help the child count and say blast-off if necessary. Play the game until everyone has been the rocket launcher.



Materials:

2 liter bottles filled a variety of levels with colored water and lid glued on

Small ball



Bowling for Fun

- Set up bottles in groups of 6 (3 in row, 2 in row, 1 in row).
- Children form a line a distance away from the bowling pins to be challenging.
- Child rolls ball and tries to knock down all balls.
- After child rolls they become the returner and sends back the next person's roll. Each child rolls 2 times.



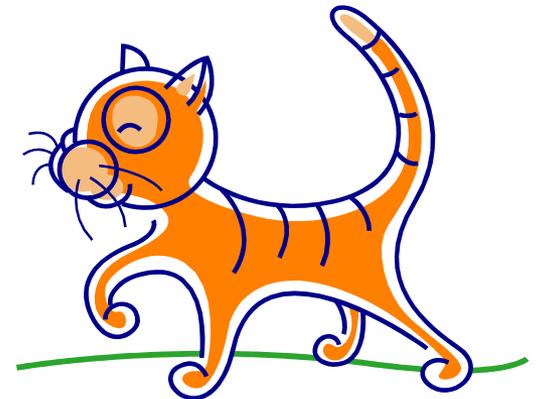
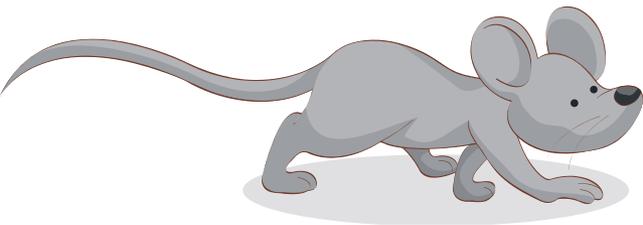
Cat and Mouse

Materials:

Orange cones

Blocks (to represent cheese)

- Place cones scattered throughout room, place a block (cheese cube) at each cone.
- The mice line up to go through the cones to collect the cheese, one at a time on two feet.
- One child is the mouse and must crawl on hands and knees as the mouse goes through the cones collecting the cheese. See if the cat can catch the mouse.
- Play until everyone has had a chance to be both the cat and the mouse.





Materials:

Mats, carpet squares or a soft surface



Circus Elephants

- Arrange the children in a scatter formation on a soft surface.

- Present the following balance challenges. Balance on:
 - One foot
 - The other foot
 - One hand and one foot
 - Two hands and one foot
 - Switch to the other foot and two hands
 - Head and two feet
 - Elbow and one foot
 - Knees (no feet)
 - One knee
 - Seat (bottom)

Hint to challenge older children, ask “can you think of other ways to balance?” or switch quickly from one to another of the challenges. Repeat.



Materials:

Empty, Clean individual milk jugs, yogurt containers (enough to have at least 3 items per tray)

2-3 trays

Orange cones



Dairy Relay Races

- Children practice balancing 3 dairy containers on their tray as they walk the tray to the next person in line on the other side of the gym.
- When the child reaches the other side of the gym/classroom they hand off the tray to the next child in line.
- Continue until each child has had a chance to go the length of the room.
- Other ideas:
 - Walk with trays
 - Skip with trays
 - Zigzag between cones



Materials:

10-15 white clothespins

3-5 empty, clean milk jugs



Empty the Milk Jug

Empty the Milk Jug is a fun, yet challenging physical activity for toddlers. Children will fill the jug with milk (white clothespins) and shake the jug until it is empty.

Directions:

- Demonstrate this activity by placing 10-15 clothespins inside an empty milk jug, shaking the jug until a clothespin falls out.



Materials:

15-20 plastic red apples or balls

Basket



Find the Apple

Find the Apple is a fun scavenger hunt for toddlers.

Children will walk and search the classroom for hidden apples.

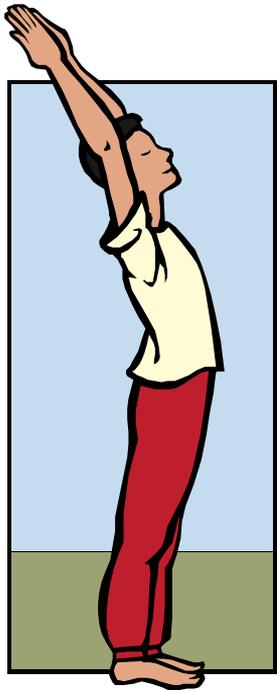
Directions:

- Hide apples in various places around the room.
- Children will walk, hop, or crawl around the room looking for the hidden apples. Walk, crawl, and hop with the children, encouraging them to look for the missing apples.
- As children find the apples, ask them to place them in the basket.
- This activity could be used with other plastic fruits and vegetables to teach children about healthy foods.



Materials:

Four markers for each stop on the course.



Fitness Course

- Stop 1: Bend and stretch- touch toes then stand tall and stretch with arms over head (repeat as time allows).
- Stop 2: Crunches- laying on back, arms crossed on chest, roll upward until the shoulders are off the floor, slowly roll back to start (repeat).
- Stop 3: Twister- standing with feet shoulder distance apart, turn upper body as far as possible in each direction, hands on waist (repeat).
- Stop 4: Seal walk- support body weight with arms (lying on stomach) while legs are extended with tops of feet on floor (repeat).
 - Begin with all children traveling with you around fitness course.
 - Describe and demonstrate each stop, have them practice.
 - Jog from one stop to the next.
 - Divide the children into 4 groups, one group begins at each stop.
 - Groups rotate around stops on your signal.



Materials:

Marching music



Fitness March

- Have children line up in 2 equal lines.
- 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.
- Begin with you as the leader. March around the area in various patterns (lines, zig zag, circles, etc.)
- Then allow a child to be the leader.
- Switch leaders often.



Materials:

1 bean bag per child



Flying Bean Bags

- Arrange the children in 1 line facing long open area.
- The objective of this activity is to practice and develop an efficient overarm throwing pattern. The best way to do this is to encourage children to throw hard or far. Do Not use a target.
- Hold the bean bag in the preferred hand, throw as far as possible. Retrieve the bean bags after the signal and repeat.
- Look for and encourage children to:
 - Take a big step
 - Step on the opposite foot from throwing arm
 - Shoulders move parallel to target, then perpendicular, then parallel, then perpendicular opposite
 - Begin by taking the bean bag in a backward and downward circle.

Throwing is important in many activities, provide as much practice as possible.



Materials:

1 bean bag

8.5" foam ball

8.5" playground ball



Fun with Catching

- Arrange the children in 1 line facing long open area.
- The objective of this activity is to practice and develop catching skills. Catching progresses in the following order:
 - Sitting with legs spread, stop a rolled ball
 - While standing, stop a rolled ball (roll the ball slowly, directly to the child)
 - While standing with arms extended, palms up, capture a foam ball tossed (in an arch) directly to the hands from a distance of 10 feet.
 - Repeat above using a bean bag.
 - Stand watching a spot on the floor, catch a bounced ball (toss the ball so it bounces on the spot the child is watching).
 - Catch a foam ball tossed in the general direction of the child (progress to bean bag).

Hint: Practice each skill, once that skill is mastered, move on to the next skill.



Fun with a Friend



- Arrange children with a partner.
- Present the following challenges:
 - Holding hands walk forward with your partner.
 - Facing your partner, raise both arms up, move them to the side, make circles.
 - Facing your partner, put hands on each others shoulders, toes touching—can you walk?
 - Facing your partner, make a bridge with your arms (hold hands and lift arms up).
 - Facing your partner, hold hands and walk in a circle.
 - Facing your partner, clap hand together, clap your legs, then hands and so forth.
 - One partner stands behind the other, with hands on the partner's shoulders, walk forward follow-the-leader style.
 - Facing your partner, hand on shoulders, slide toward me—now away.



Materials:

Route Markers: Cones, carpet squares, plastic milk bottles filled with sand or water.



Going on a Trip

- Create a route with markers (see materials list).
- For each part of our "trip" we will use a different movement.
- One child goes at a time, so you and the other children can "cue" or coach which skill should be done on each segment of the trip.
- At the end, you and the children can go together forming a "train" by doing the movements in a line. You can substitute other movements.

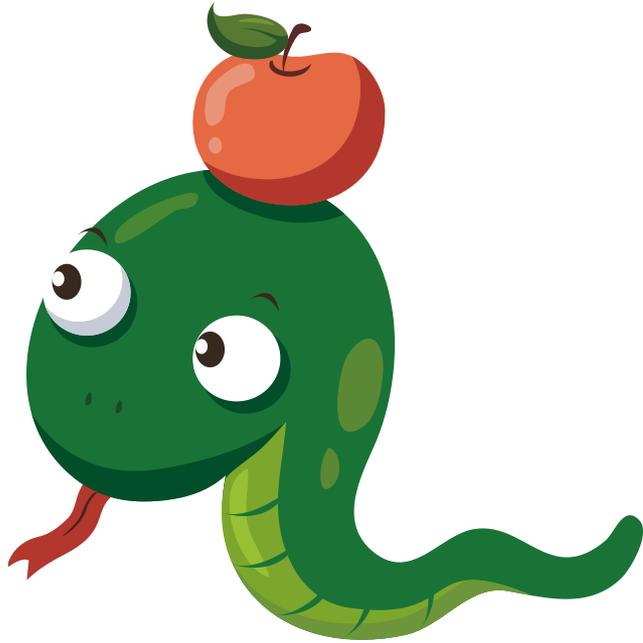
- Suggested movements:
 - Gallop
 - Walk
 - Hop
 - Run
 - Crawl

- Have the children help dream up where you are going on your trip.



Happy Crabs

- Divide the children equally and arrange them on 3 of 4 sides of a large square.
- Crabs move by walking sideways on their long and bent legs. The children are going to pretend to be crabs. Begin by sitting on the ground with legs extended, knees bent and feet on the ground. Lift the bottom off the floor and by "walking" hands and feet move forward, sideward and backward.
- Name each side of the square with a color (blue crabs, white crabs, silver crabs). The open side of the square is the crab trap. You will say "blue crabs to the crab trap" and the blue crabs will crab walk to the open side. Continue moving the white crabs around the square to the new open "traps". Repeat.



High, Medium, & Low Sneaky Snake

- Arrange the children in a long line facing you.
- Begin by explaining the difference between high and low. Moving "high" is tall, for example when we move up on our toes. Demonstrate by walking high (on your toes) and have the children practice. Moving "low" is short, for example when we are bending down. Demonstrate and have the children practice. Medium is between high and low. Medium is the way we usually move. Demonstrate and have the children practice.
- Most skills can be done high, medium, or low. Ask the children to do the following skills at high, medium and low levels (one right after the other):
Run, Jump, Hop (one foot), Slide, Gallop, Balance, Turn, Wiggle, etc.
- "Sneaky snake" is the lowest of all, it is when you crawl (belly on the floor). Add sneaky snake to the skills you are varying (e.g., "skip high, wiggle medium, sneaky snake, run high").



Materials:

2 balls

Music box with music



Hot Potato, Hot Potato

- Children sit or stand in a circle.
- As music plays, children catch the “hot potato” and then quickly toss to another child.
- You don’t want to have the “potato” when the music stops.
- If you have the “potato” when the music stops you are out. This goes until there is only one child left.
- Could add 2 balls at beginning if a large group.



Materials:

*Hula Hoops-1 per child
Bean bag or small ball



Hula Hoop Time

- Stand it on end and twirl.
- Roll it to a friend.
- Have a friend hold the hoop on end and you crawl through it.
- Two friends hold the hoop, one on each side, a third friend tosses a bean bag or small ball through the hole.
- With your hoop on the floor walk around your hoop (repeat running, hopping, skipping).
- Jump into your hoop, now out. Repeat.
- Balance with 1 leg in the hoop and one out of the hoop.
- Balance with 2 feet out and 2 hands in the hoop.
- Stand under your hoop, beside your hoop, in front, behind.
- Go through your hoop.
- Throw your hoop.

*Carpet square can be used for many of these if you don't have hoops.



Materials:

Break up into groups of 2-4 per jump rope.

Students take turns doing the following activities.



Jump Rope Activities

- Place the jump rope on the floor in a straight line.
- Walk beside the jump rope as if you were walking on a balance beam.
- Jump from one side to the other of the rope from one end to the other.
- Run up one side of the rope, walk back down the other side.
- Skip around the jump rope.



Locomotor Challenges

- Arrange the children in scatter formation.
- Present the following challenges:
 - Walk under control, do not bump or touch anyone else.
 - Walk forward, stop, backward, stop, backward, stop, forward, stop, backward.
 - Walk and balance on one foot (repeat).
 - Hop on one foot, now the other foot.
 - Walk (allow them to walk several steps), hop (again several steps), Walk backward.
 - Run slowly, now hop, walk backward, hop.
 - Walk and jump.
 - Run and jump.
 - Walk and hop.
 - Jump backward, then forward (repeat).
 - Step (walk), then hop, step-hop, step-hop.
- As children master a challenge, move to the next challenge. Challenges should be repeated. Use surprise to keep interest.





Materials:

1 small ball



Move the Ball

- Students line up in single file.
- The student in the back of the line has the ball.
- He runs from the back of the line to the front of the line, then hands the ball overhead to the person behind him.
- All kids pass the ball the same way until it gets to the last person in line and then that person goes to the front of the line. And it starts over.
- Do until everyone has had a turn.
- Repeat. This time go as fast as you can!!!



Materials:

Music the children like.



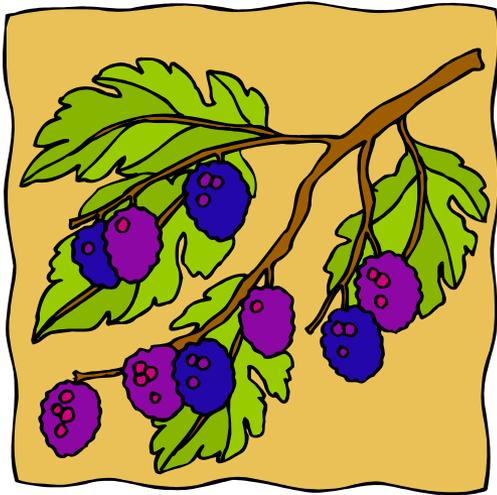
Moving to the Music

- Arrange the children in scatter formation.
- Describe sharp movements as a way to move the body to make lines, corners and angles. Demonstrate by making your arms straight then angled by rapidly and forcefully bending your elbows. Ask the children to move their arms in sharp movements. Ask the children to move other body parts with sharp movements (ankles, waist, hands).
- Describe smooth movements as a way to move that has circles, turns and doesn't stop. Demonstrate by swinging your arms in circles. Ask the children to move their arms in smooth movements. Ask the children to move their whole body in smooth movements as you demonstrate turning, bending, swaying—all smoothly.
- Turn on the music and ask the children to move to the music. Remind the children to move using smooth or sharp movements.



Mulberry Bush

- Arrange the children in a circle with 2 feet or more between children.
- For the chorus sing, "Here we go around the mulberry bush, mulberry bush, mulberry bush, (repeat), so early in the morning" while walking around in a large circle.
- During each verse, stand in circle formation, and do the action.
 - Touch our toes
 - Hop on one foot
 - Jump in the air
 - Run in place
 - Bend our knees
 - Twist our hips
- "This is the way we _____, (repeat twice), this is the way we _____, so early in the morning." Alternate verses and the chorus.





Non-Locomotor Skills



- Arrange the children in scatter formation.
- Remind the children to stay in their special spot (where they are). Non-locomotor skills are movements which are done without changing locations. Generally, feet are still. Non-locomotor skills can usually be done with one body part (the arm) or the whole body. Ask the children to do the following movements, if they do not know what to do, demonstrate.
 - ✓ Twist
 - ✓ Sway
 - ✓ Wiggle
 - ✓ Bend
 - ✓ Stretch
 - ✓ Swing
 - ✓ Balance
 - ✓ Lean
 - ✓ Curl
 - ✓ Shake
- Vary the movement by asking them to move only one arm or leg instead of the whole body.
- Hint: Chalk lines, tape marks, carpet squares or polypots (plastic spots, available at school supply stores) help children find and stay in their spot.



Materials:

Parachute

Small balls



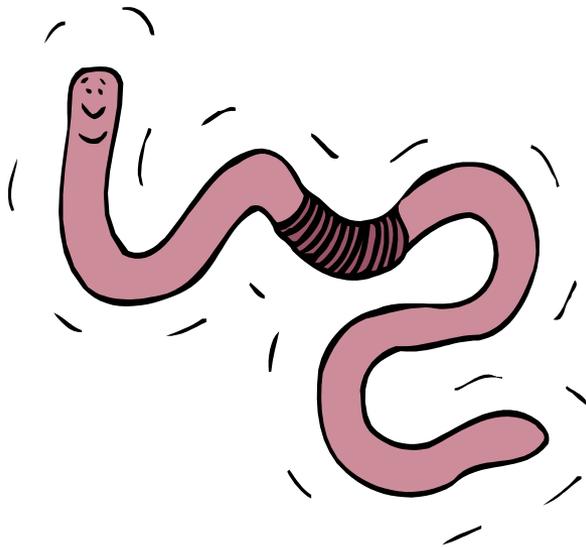
Parachute Games

- Wiggle the parachute using small arm and hand movements for 30 seconds.
- Try big arm wiggles by moving the arm and shoulders up and down for 30 seconds.
- Switch back and forth between small and big wiggles.
- Children gather around outside of parachute. Children hold on with right hand. Walk slowly to the right. Stop and hold on with left hand. Walk slowly to the left.
- All children stop, hold on to parachute with both hands, and on count of 3, everyone raises their arms and makes the parachute go into the air. Pull edges to the ground to make a mushroom.
- Place balls on parachute and children shake the parachute and try to keep all the balls on top of the parachute.
- Make an igloo by sitting down inside the parachute after lifting it and still holding on to the parachute.
- Raise the parachute above the head and then bring down to waist height. When the parachute is raised high have a child run under and then back to his original position. Repeat until all children have had a turn.
- Expand by having the child run around the outside and back to his/her own place.



Materials:

Mats helpful.



Pencil Roll, Inch Worm, & Rocker

- If you are using mats, arrange one line at each mat. If you are on carpet or grass, allow 1-3 children to go at a time. Allow children to practice as you give instructions, then repeat each activity as time allows.
- The pencil roll begins with the child laying flat on his/her back, arms extended overhead (the arms can also be crossed on chest or held straight at sides). Keeping the body straight like a pencil or a log, roll onto the stomach. Continue moving front to back. Be sure the children roll in a straight line. Repeat several times.
- The Inch Worm begins standing with feet together and legs as straight as possible. While holding the feet still, the child "walks" the hands forward until the body is straight. Then holding the hands still, the child walks the feet toward the hands. Repeat until a specific distance has been covered (ex. 10 feet).
- The Rocker begins with the child laying on her/his back. Bend the legs bringing the legs toward the chest. Hug the knees with both arms. By moving the head forward and backward rock the body as vigorously as possible.



Materials:

Pillow

6 foot long rope

Card table

Blanket

Cardboard box



Playland

- Create an “obstacle course” of items easily found. Try using:
 - Empty cardboard box (to crawl through)
 - Rope (on floor as a balance beam)
 - Card table with blanket (to go under)
 - Pillow (to go over)
- Demonstrate the path and action at each item, run between items.
- Children will go one at a time.
- Repeat several times.



Rollie Pollie

Materials:

1 tennis or other small ball per child.

Markers for spots (polyspots, chalk).



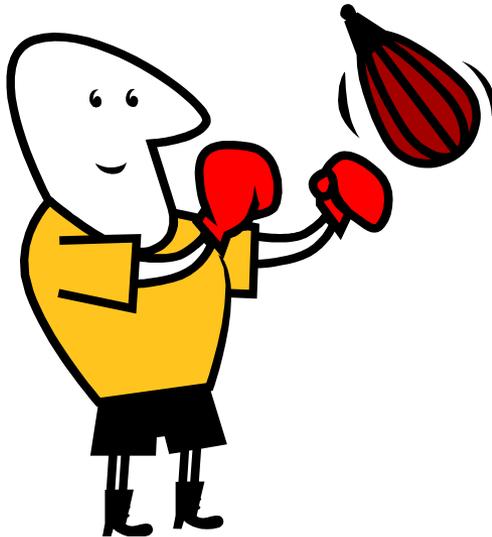
- Arrange the children in 1 long line, facing an open area.
- Present the following challenges to the children:
 - ✓ Sit, rolling the ball forward using one or two hand to push the ball.
 - ✓ While standing, make the ball move on the ground sloooowly (demonstrate).
 - ✓ Walk forward and roll the ball—the ball should be on the ground as it rolls.
 - ✓ Roll the ball over a spot.
 - ✓ Roll the ball at a spot, try to make it stop on the spot.
 - ✓ Toss the ball up and let it bounce.
 - ✓ Toss the ball and catch it (start with very small tosses).
 - ✓ Toss the ball from hand to hand.
 - ✓ Toss the ball to a partner.

- As each skill is mastered, move to the next skill.



Materials:

Music



Shake, Punch, and Roll

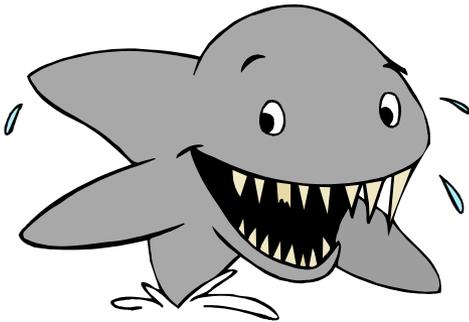
- Arrange the children in scatter formation. Stand where all children can see you.
- The movements for this work-out are shaking (a leg, one arm, two arms, or your head), punching arms alternately forward (vigorously extend and bend arms with fists held the whole time) and rolling (lay on the ground or floor, roll from back to stomach and back).
- Do each movement at least 8 times to the music (for 8-16 counts depending on the music). For younger children repeat each movement more times, for older children change the type of movement more often. Running in place can be inserted between shakes, punches and rolls.

Hint: Select music the children enjoy.



Materials:

Open space in a gym or large classroom or park.



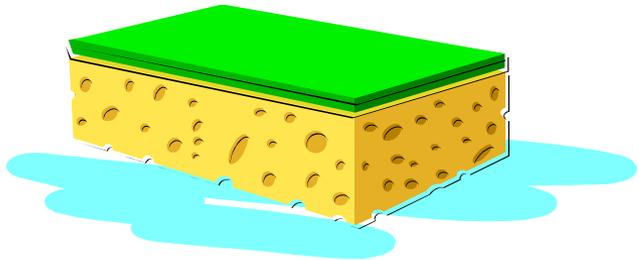
Sharks and Minnows

- All students line up on one end of the room or gym (they are the minnows).
- 2 children are the sharks.
- On go, everyone runs to the other side, if you are tagged by a shark, you become a shark.
- Repeat until everyone is a shark.



Materials:

Sponge soaked in water.
Bucket of water for re-soaking.



Splish, Splish, Splash

- This is a water game. Play outside on grass.
- This is a play off of Duck, Duck, Goose. Children sit in a circle.
- One child is selected to carry the sponge that is a little wet. He drips a drop on each child's head for splish, splish, splish, and the splash person gets the sponge squeezed over their head and has to chase the child with the sponge. The children try to tag the water person but if does not catch him, he sits down in the other child's spot.
- Repeat until everyone has had a turn.
- Re-soak sponge each time.



Streamers

Materials:

1 36" ribbon, plastic or crepe paper streamer per child

Music-optional



- Arrange children in a circle each with a streamer.
- Demonstrate and have the children practice the following movements:
 - Circles: to the side, in front, overhead, to the other side.
 - Squiggles: quickly wiggle the streamer, try it high and low.
 - Figure 8: connect two circles, using a smooth motion.
 - Snapping to the beat: moving the wrist, snap the streamer in a hammering motion.
- Combine the various movements, do them while you walk, follow-the-leader, or put them to music.



Materials:

1-8.5" playground ball per child



Thunderbumper

- Arrange the children in scatter formation, facing an open area.
- Each child has a ball.
- The objective is to practice bouncing, with the long term goal of dribbling the ball. Present the challenges in order, giving a new challenge as children master each skill:
 - Bounce and catch your ball with both hands.
 - Toss your ball, let it bounce and catch it—use both hands.
 - Bounce and catch your ball with both hands 3 times in a row.
 - Drop your ball and bounce it with one hand.
 - Bounce your ball with one hand, catch it with two.
 - Drop your ball, hit it (bounce it) with one hand two times in a row.
 - Bounce your ball as many times as you can.

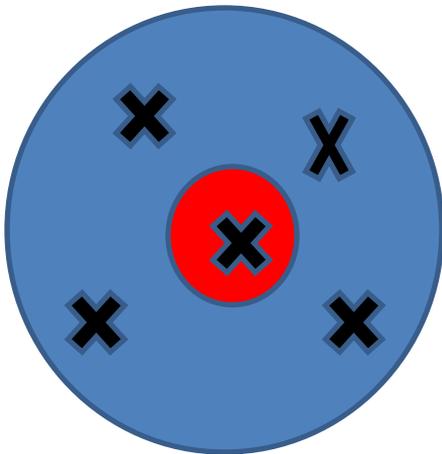
Hint: Challenge children to use both hands.



Materials:

One 6-8 inch foam ball.

Marking for circle (polyspots, chalk)



Toss Up

- Each child should have their own special spot on the large and small circles.
- Practice moving from the special spot on the small circle to the special spot on the large circle.
- Practice moving back to the small circle from the larger circle.
- You will count "one, two, three" aloud and after "three" say one of the children's names.
- As you say a child's name toss the ball into the air, straight up.
- The child whose name was called runs to the center and catches the ball.
- The other children run to their special spot on the outside circle.
- Repeat for all the children.



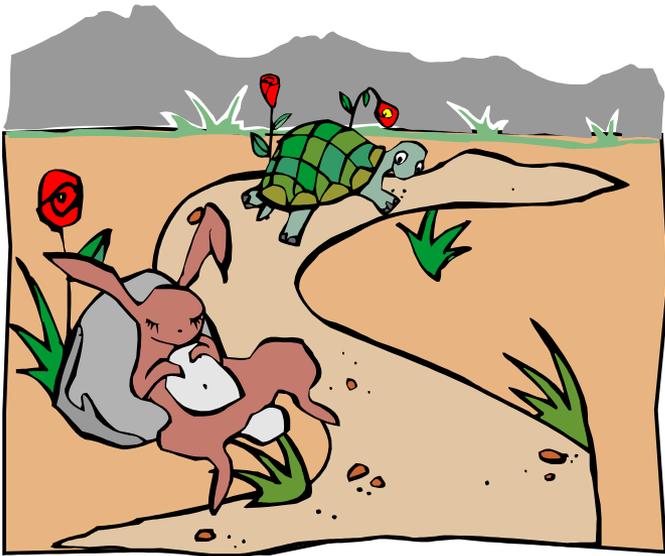
Tree, Rock, Bridge, Tree

- Have 5-6 children per line.
- The first child runs out 5 feet or more depending on room space, and stops and puts arms in the air. He is the tree.
- The second child runs out and circles around the tree, runs 5 more feet and then goes to the ground to be a "rock".
- The third child runs out to circle the tree, jump over the rock, and runs 5 more feet, now he is the bridge in an inverted "V".
- The fourth child runs out around the tree, jumps over the rock, and crawls under the bridge. He runs 5 more feet and then plants himself as another tree.
- Now the first tree hops over the rock, crawls under the bridge and circles the last tree and runs back.
- Continue until everyone is back in line.



Turtle and Rabbit

- Arrange the children in scatter formation.
- Explain that the turtles move slowly and rabbits move very fast. Ask the children to move slow. Once they demonstrate slow, ask them to move fast.
- To play the game you will 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 quickly until you say "turtle". Repeat alternating "rabbit" and "turtle".
- Focus the children on listening and following directions. The point of the game is for the children to move all the time (either fast or slow).





Materials:

Newspaper pages balled up
Boxes for "bases" to hide
behind

Clothes baskets to toss
"snowballs" into



Virtual Snowball Fight

- Form 2 teams.
- Have a center line that teams cannot cross.
- Use boxes or baskets for bases or targets to add points.
- On go everyone tosses snow balls. See if you can get rid of all the snowballs at one time.



Materials:

1 bean bag



Zig Zag

- Arrange the children in two lines facing each other.
- The first child tosses the bean bag to the child across from them. That child tosses it to the next child in the opposite line, this continues until the bean bag gets to the end of the line.
- The last child runs to the first position in his/her line (if the lines are uneven in number have the child go to the end of the opposite line) and start the tossing again.
- Repeat.

Hint: Say the name of the child tossing and catching so they are both ready before a toss. "Chris you are going to toss to Alex. Alex get ready to catch."

Additional Resources:

- www.choosemyplate.gov
- www.spendsmarteatsmart.org