

## SECTION 1: Week 2 – Coordination activities

Activity name: Catching Cups manipulative activity video

**Equipment needed:** Plastic cups, balls

**Space needed:** Open space, indoors or outdoors

**Description of activity:** In a large space, roll one ball per child (one at a time) across the room.

The children chase their ball and trap it under their cup.

Once the ball is caught, the children can throw it again, or bring it back to the educator to be thrown/rolled again.

**Facilitation tips:** If the children find different ways to get the ball into the cup that is okay! Some children may start with rolling but quickly move on to throwing it up and catching it in the cup. Some children may even bounce a ball off the wall and then try to get it. The idea is that they are tracking the ball with their eyes and anticipating where it will be in order to catch it in the cup.

**List of questions to build children's understanding/knowledge:**

- Were you able to trap the ball?
- Was it easier when you threw the ball close or far?
- How could you do this activity with your foot?

Activity name: Hit the Target manipulative activity video

**Equipment needed:** Targets (stuffies, milk jugs, juice boxes, hoops etc.), balls

**Space needed:** Open space, indoors or outdoors

**Description of activity:** Create and set up a variety of targets (e.g., empty milk cartons to knock down, paper targets on the wall). Throw underarm or overarm to hit the targets.

**Facilitation tips:** Remind the children before they throw that they should point their finger at their target. One way to create this position is to remember this rhyme:

- Stand side on;
- Make a star;
- Point your finger;
- Throw it far.

Many children may hold the object they are throwing in one hand and try to point with the finger of that hand . If that is the case, children should place the object they are throwing in the hand they colour with, and point the other one. You may need to show them how to do this and provide reminders throughout.

**List of questions to build children's understanding/knowledge:**

- Where you able to hit the target?
- Was it easier when you threw the ball from close up or far away?
- Did anyone try with a smaller ball or a bigger ball? Was it easier or harder?

## Activity name: Hot Potato manipulative activity video

**Equipment needed:** Balloons, Balloon covers (optional)

**Space needed:** Open space, indoors

**Description of activity:** Use hands to keep the balloon in the air by tapping it upward.

Use one hand, the other hand, and then both hands. Hit soft, hit hard, hit high, and hit low.

**Facilitation tips:** Let the children explore how to hit the balloon by giving them lots of time and no specific limits, like suggesting a goal for number of hits. Encourage them to try hitting it in different ways if they are successful and see what other movements they may be able to do, such as a hit and then spin around. To keep their interest try adding a counting or singing poem or rhyme like “one potato, two potato, three potato, four, etc.” or switching hands. For greater challenge introduce a racquet or a partner.

### **List of questions to build children’s understanding/knowledge:**

- Did anybody keep hitting the balloon over and over again?
- Was it easier when the balloon was closer to you or higher?
- Did anyone try hitting it with a racquet? Was it easier or harder?

## SECTION 2: Week 3 – Locomotor activities

Activity name: Airplanes locomotor activity instructions

**Equipment needed:** None

**Space needed:** Any space, indoors or outdoors

**Description of activity:** Gather all the children in one area and crouch down low. You can use a story to encourage children to run around the space with their arms stretched out sideways as fast as they can (*see below story line idea*).

**Facilitation tip:** Asking the children where they should go helps them engage with the activity. Many children may have the same ideas about where to go but you want to make sure that each child feels that they're a part of the decision. To make sure each child is involved, you can play the game so that every child has a turn, or you could suggest two options and have them decide as a group which one to go to.

**List of questions to build children's understanding and knowledge:**

- Did you hit anyone or something by mistake?
- Is it easier or harder to not touch someone when you go slower or faster?
- Is it easier to turn when you look up, down, or sideways?

**Story line idea for the Airplanes activity:** Take some time to read the story line and write down some examples you may want to use the first time you try it.

*We are all at \_\_\_\_\_ airport. Let's see your wings!*

*Okay, get ready for take-off. Where shall we fly first?*

**TORONTO!** *Toronto is a long way away so we will need to fly for a long time. Let's go!*

*Stand up and run around with your arms out like plane wings.*

*As you are running, say "I can see the CN tower, the Blue Jays and Raptors, the lakes, and look, there is the airport!" Run over to another location in the space and crouch down like you have landed.*

*Now we are in Toronto we can swim in the lake, see a basketball game, etc.*

*BUT, Toronto is really hot/cold, so I think we should go somewhere else. Where should we go?*

**DISNEYLAND!** *Disneyland is super far away from Toronto so we are going to fly for an extra long time. Let's take off!*

*After running for a little while : I can see a castle, some Mickey Mouse ears, lots of different animals, and over there is the airport!*

*Land in another different space.*

*Now we are at Disneyland we are going to go on some rollercoasters, look at some animals, get some photos with people, etc. But I think I need a rest. Where can we go that might give us a rest?*

**THE BEACH!** *etc.*

*The final destination when the kids are getting tired should be the town/city you are in.*

Activity name: Can you...? video

**Equipment needed:** None

**Space needed:** Any space, indoors or outdoors

**Description of activity:** Stand in front of the children and ask them to do different movements (e.g., Can you jump? Can you make a star? etc.).

**Facilitation tip:** When you do this activity with the children make sure that you move with them. It may be helpful to build on the same activity so that they can practice it at different speeds or heights for example. Can you do a small jump? Can you do a big jump? Can you do a big jump to go high?

**List of questions to build children's understanding and knowledge:**

- Was it harder when you did a small jump or a big jump?
- What happened to your arms when you jumped? Did they move?
- What happened when you used your arms to jump? Was it easier or harder?

Activity name: Frogs to Cheetahs locomotor activity video

**Equipment needed:** None

**Space needed:** Any space, indoors or outdoors

**Description of activity:** The adult acts as a “magician”. Children start as “jumping frogs”. When the leader says “abracadabra”, children turn into “cheetahs” and run fast until the leader says “abracadabra” and turns them back into frogs. Repeat!

**Facilitation tips:** When facilitating physical activity, try to focus on the adjective (description of the movement) in the sentence. For example, “I want you to run *FAST* like a cheetah and jump *HIGH* like a frog”. By doing this, the movements you want the children to do are highlighted through your language and you should see children following along.

**List of questions to build children’s understanding and knowledge:**

- Was it hard to remember to run and then jump back to a frog?
- Was it easier or harder when you did it faster or slower?
- Was it more tiring to run or to jump?



Activity name: Movement to music locomotor activity video

**Equipment needed:** Speakers, phone or tablet

**Space needed:** Any space, indoors or outdoors

**Description of activity:** Play songs with action words that the children can move to (see suggestions below).

**Facilitation tips:** When playing these songs, make sure to move along with the children. In some songs the words may not be clear or could be a new word or movement that the children do not understand. In this case they will be able to copy your movements and stay engaged in the song and activity.

**List of questions to build children's understanding and knowledge:**

- Was everyone able to hear the words?
- Are some movements easier than other ones?
- Have you tried listening to the words and doing the movements instead of watching what I do or what others do? Is that easier or harder?

**Below is a list of songs from our friends at Be Fit For Life that have been approved for little ears:**

I Can Do It – Patty Shukla

The Walking Song – The Kiboomers

Stand Up, Sit Down – Patty Shukla

Bean Bag Bounce – Music for Moving

Jump – Patty Shukla

The Freeze Dance – Music for Little People Choir

Twist – Patty Shukla

Animal Rap – Music for Moving

S.T.O.P – Patty Shukla

Wave Your Hands Up High – Music for Moving

Source: Be Fit For Life ([benefitforlife.ca](http://benefitforlife.ca))

## SECTION 3: Notification activities

### **Activity of the week: "Splat the spider"**

Skill: hitting a target (manipulative / coordination skill)

Equipment: paper plate spiders (craft activity), pool noodles, string

Description: tie a piece of string between two points in your space. Hang the paper plate spiders from the string at different heights. Give the children a pool noodle and have them try to hit the spiders with their noodle.

Alternatives: have different lengths of pool noodles available to either make it easier (longer) or more challenging (shorter). You can also hang the strings in different areas around your space and have the children run from one to another.

### **Activity of the week: "Box target"**

Skill: throwing, hand-eye coordination

Equipment: boxes of different sizes, scissors, balls (or paper balls / bean bags)

Description: cut small and some large holes in the boxes, while every hole is large enough for the ball to fit through. Place the boxes at different heights and distances around your space. Children take turns throwing the balls at the holes and see how far away they can be from each box while still getting it into the hole.

### **Activity of the week: "Raise the top"**

Skill: running, locomotor

Equipment: Parachute

Description: Have all children hold the parachute with two hands. Raise the parachute up and down three times, and on the third time hold the parachute high. While the parachute is in the air, call out two names that have to run under the parachute and out the other side. Repeat this until all children have had a turn.

Alternatives: Add more people to the names that are called. Shout the colours of the parachute and anyone holding that colour has to move. To end the activity, you can ask children to get under the parachute!

### **Activity of the week: "Predator and prey"**

Skill: catching, hand-eye coordination

Equipment: one small ball, one large ball

Description: organize the children into a circle, either standing or sitting. Start the small ball being passed around the circle and tell a story about how this is a small or prey animal (like a mouse, gazelle or salmon). Then start the larger ball moving around the circle and tell the children how this is a large animal or predator (like a cat, lion or orca). When both balls are moving, give a signal such as 'Go!' and the larger ball will try to catch up to the smaller ball. The balls need to be passed to the next person in the circle in order to move around, and if it is passed across the circle it will return to the person that rolled it.

Change it up: increase the number of small balls which adds more prey in the circle that the predator has to catch. Additionally, you can increase the distance between each person and have the children roll or throw the ball to the next person.

### **Activity of the week: "Swat the fly"**

Skill: hitting, hand-eye coordination

Equipment: paper plate fly swatters ([craft activity](#)), pool noodles

Description: Make paper flies in a craft activity. Drag a Paper Plate Fly on the ground behind you as the children try to swat it with pool noodles. This can be played in a circle with the facilitator running around or with children working together to have one child chasing another who is pulling it around.

Change it up: If you have a child with a visual impairment, attach a bell to the string so that the fly makes noise as it moves around. If you have a child who uses a wheelchair or who is unable to reach the ground due to any other movement limitation, hold the flies up in the air to be swatted.

### **Activity of the week: "Potato penguins"**

Skill: balancing, object control (Hand-eye coordination)

Equipment: potatoes (either fake or real. Alternatively any ball will work too)

Description: designate a start point and a finish point. Children line up at the start and hold a potato (or ball) between their knees. Children then waddle like a penguin to the finish point, trying not to drop their potato. If they do, they can place it back in between their knees and continue forward.

Add a challenge: placing objects for the children to move around. Alternatively, ask the children to hold the ball between their knees and jump to the other end.

### **Activity of the week: "Balloons"**

Skill: Hand-eye coordination; spatial awareness; and object control

Equipment: 1 balloon per child, 1 balloon cover

Description: Blow up one balloon per child. Throw the balloon up in the air and try to keep it off the ground using different actions (e.g. karate chop, tickle) or body parts (e.g. knees, elbows, fingers).

Add a challenge: Put children into pairs with one balloon to take turns hitting it back and forth to one another. Have children jump or clap between each hit of the balloon. Count how many times children can hit the balloon before it touches the ground.

### **Activity of the week: "DIY balance beam"**

Skill: balance, jumping (balancing & locomotor skills)

Equipment: solid wood such as a 2x4 or 2x6 (available from local hardware stores), screwdriver and screws (optional)

Description: Simply place the plank(s) of wood on the ground and have the kids walk over, jump over and balance along the beam. If you are more handy, you can cut pieces of the wood into shorter lengths to create a higher beam or shorter stepping stones. Additionally, provide many loose pieces of wood approximately 3 feet in length for the children to build their own balance obstacle course with. This will encourage imagination, creativity and play that incorporate excitement and fear.

Alternatives: If you have someone who uses a wheelchair you can build two beams and place them the width of the wheel apart, as well as having angled pieces of wood at the start and end to assist in getting on the beam.

### **Loose parts: *Tree stumps***

What are some ways children can use tree stumps to develop locomotor FMS during active play?

- Climbing on and off
- Balancing on one foot or two feet
- Hopping or jumping
- Walking forward, sideways
- Marching, skipping, tip-toeing

### **Activity of the week: *“Golf throw”***

Skill: throwing, hand-eye coordination (manipulative)

Equipment: colorful balls, a number of empty tin cans or plastic containers or hoops

Description: dig holes for the empty tin cans or plastic container in the sand /snow (if in the winter) so the top is level with the surface. Place a hoop to indicate where the hole is. Mark another spot to indicate where to throw is from. Give all the children a ball and spread them out to start on different holes. The children have to throw their balls into the hole and move on to the next.

Alternatives: Create additional challenge by having different sized holes or adding in obstacle to throw over or around

### **Activity of the week: *“Bean bag golf”***

Skill: throwing, Hand-eye coordination (manipulative)

Equipment: bean bag or tennis ball, start marker (tee), hoops or tea towel

Description: create a golf course using the hoops as the ‘golf holes’. Vary the distances between the tees and the hoops. Engage the children – have them predict how many throws it will take to get the beanbag into the hoop, or have them design the course!

Add a challenge: create ‘sand traps’ around the golf course with towels or silks. If the beanbag falls in the trap, the children have to balance on one foot to pick it up.

### **Activity of the week: *“Camouflage strings”***

Skill: walking, running (locomotor)

Equipment: two colours of string, some brightly coloured (pink, purple etc) and others more ‘natural’ (green, brown etc)

Description: In an outside space, place equal amounts of each type of yarn along a patch of trail, woods or any play space. Place strands of string on the ground, hang them on limbs of trees or on the walls, leave them peeking out of logs or tunnels and any other places. The string that is the same colour as the object should now be more difficult to see than the other brightly coloured items. Once ready, inform the children to look for the string in the space. After a few minutes of exploring, call kids together to share and look at what they’ve found. Ask them what they notice and prompt a bit if they don’t readily notice that there are two types of colors and that they have found more of the bright colored yarn than the ones that are camouflaged. Let them know that you hid the same number of pieces of each color and discuss why some were more difficult to find than others.

**Activity of the week: "Cloud catching"**

Skill: throwing, catching, hand-eye coordination (manipulative)

Equipment: 1 scarf, silk, or tissue per child

Description: Toss the scarf and try to catch it. Try to catch it with various body parts! Read the poem:

[Clouds by Christina G. Rossetti](#)

Add a challenge: add actions or partner up and pass the scarf back and forth

**Activity of the week: "Balance the balls"**

Skill: hand-eye coordination

Equipment: lots of balls or other round objects (pom poms, golf balls, dollar store balls, ball pit balls, table tennis balls etc.), lots of things to balance them on (cups, golf tees, boxes etc.)

Description: place all the balls at one end of the space and all the balance objects at the other end. The kids pick up a ball and move it to the other end and try to balance the balls on the objects. The game is over when all the balls are balancing on something. The challenge to this game is ensuring the ball is the appropriate size for whatever it is balancing on. For example, a soccer ball may not balance very well on a golf tee but would balance on a bucket. A golf ball would balance on both, so a decision needs to be made and a problem needs to be solved to effectively end the game.

**Loose parts: Driftwood**

What are some ways children can use driftwood to develop locomotor skills during active play?

- Climbing on, off, over
- Squatting to lift, carry and build (small pieces)
- Balancing on one foot or two feet
- Hopping or jumping
- Walking forward, sideways on a 'balance beam'
- Marching or tiptoeing along

**Activity of the week: "Bubble chase"**

Skill: hand-eye coordination

Equipment: bubbles, bubble wand or pipe cleaners shaped into a wand

Description: while one child blows bubbles the others try to pop the bubbles before they hit the ground. Pop the bubbles using different actions (e.g., karate chop, tickle) or body parts (e.g., knees, elbows, fingers).

<p>Sing "Pop Goes the Weasel" while you play.          POP GOES THE WEASEL          All around the cobbler's bench          The monkey chased the weasel.          The monkey stopped to pick up his hat —</p>	<p>Pop! Goes the weasel.          All around the mulberry bush,          The monkey chased the weasel.          The monkey stopped to pull up his socks —          Pop! Goes the weasel.</p>
--	--

Change it up: try to catch the bubbles back into the wand without breaking them

### **Activity of the week: "Remote Control"**

Skill: running, jumping, galloping (locomotor)

Description: make a pretend remote control. You can press buttons to 'control' the children's movements!

- Play: move normally
- Fast forward: move quickly
- Rewind: move backwards
- Pause: freeze!
- Slow motion: slow movements

Add a theme: pretend you are watching an animal show - they need to move like animals. Or the Olympics and they act out different sports!

### **Activity of the week: "Stormy seas"**

Skill: Hand-eye coordination / manipulative, body control

Equipment: parachute, balls

Description: each child holds the parachute with two hands. The educator calls out:

- Calm seas: pull the parachute tight so it's still
- Gentle waves: gently wave the parachute
- Stormy seas: wave the parachute as hard as you can!

Add to it: add balls or stuffed animals (sea creatures) on top of the parachute and try to throw them off during the stormy seas.

### **Activity of the week: "Spider's Web"**

Skill: throwing, hand-eye coordination (manipulative)

Equipment: hoop, cotton balls, double-sided tape

Description: create a spider web with double-sided tape and the hoop. Hold the hoop in the air or lean it on the wall. Scatter cotton balls on the floor. When ready, the children capture cotton balls and throw them at the web to stick to the tape.

Try a seasonal theme: Could this work outdoors with small pinecones for autumn? What else could the 'spider catch' in the web? Have the children explore ideas!

### **Activity of the week: "Bugs in a rug"**

Skill: dancing (locomotor with balancing)

Equipment: Music

Description: Play music and have the kids move around and dance any way they want. When the music stops, all the kids have to curl up as small as possible (like a bug) with their heads in to their knees so they are unable to see. While the children do this, select one person to be covered up by a blanket so no one can see who it is. Then, all the other children must stand up and guess who is under the blanket. Play as many times as necessary to have every child be hidden.

Alternatives: If curling up on the ground is difficult or unrealistic for anyone in the group, the participants can remain still in any position they like and close their eyes

### Loose parts: *Hula Hoops*

What are some ways children can use hula hoops to develop FMS during active play?

- Climbing in, out and through
- Jumping or hopping in, out and over
- Throwing balls or bean bags through
- Rolling and catching

### Activity of the week: *“Farmer and the bunny”*

Skill: hand-eye coordination, catching and throwing

Equipment: stuffed animal or ball

Description: Have the children sit in a small circle, ready to pass the ball/bunny or any stuffed animal. Start passing the ball/bunny around the circle. Those not touching the ball/bunny pretend to plant seeds in the garden (slap hands on floor or clap hands). The ball/bunny is passed very gently, using two hands, from child to child. Tell children to bring ball/bunny close to their heart before passing to the next person. Go around the circle a few times (have children their keep eye on the ball/bunny). Repeat with children kneeling, and then standing. Have children take one step back and try again, reaching to ‘catch’ the ball/bunny and bring him in for a squeeze (hug).

Change it up: Try using a smaller or larger object to make it easier or more difficult to pass and catch. Older children – add one larger ball or object (farmer). When the bunny is half way around, start the farmer in the same direction. The farmer is trying to catch the bunny. The farmer can change directions to try and catch the bunny, but the bunny can only go one way, until the farmer changes direction. Try challenging older children to stand on one foot.

### Activity of the week: *“Noodle Hockey”*

Skill: eye-hand coordination (manipulative) and locomotor

Equipment: pool noodles, light ball

Description: use the pool noodle as a ‘hockey stick’ to try to move the ball around the space. Set up obstacles for the children to move around or targets for them to knock down.

Change it up: have children pass the ball to each other, set up a mini golf course, use a shorter pool noodle to make it easier

### Invitation to play: *“Animal obstacle course”*

Let the children design and build an obstacle course in your outdoor space! They can pretend to be animals as they move through the course.

Include loose parts for:

- Balancing: logs, driftwood, uneven rocks
- Walking or tip-toeing: rope stretched out on the ground, path of rocks or bean bags to follow
- Jumping: log rounds to jump off or over, hula-hoop to jump into, pool noodle to jump over

Encourage the kids to redesign the course and try new movements!



### **Loose parts: *Skipping Ropes***

Use skipping ropes to develop FMS during active play:

- Snake: gently wave the rope on the ground like a slithering snake while children try to jump or hop over it. Call out what types of jumps the children should attempt.
- Two-foot hopping
- One-foot hopping (harder)
- Marching or stepping (easier)
- Scissor jumps: land with one foot forward, then on the next jump switch feet (harder)
- Cross jumps: land with feet crossed like an X (harder).

### **Activity of the week: *“Please crocodile, may we cross the river”***

Skill: running, jumping (locomotor)

Equipment: none

Description: All of the children stand beside each other on one side of the room or play space. One child is chosen as the crocodile, and they stand in the middle of the room. The players call, “Please crocodile, may we cross the river? If not, why not? What’s your favorite colour?” The crocodile chooses a colour, and all the players who are wearing that colour are safe to cross to the other side of the room past the crocodile. The children who are not wearing the colour the crocodile called out then try to run to the other side of the room without getting caught by the crocodile. The adult in the room then picks the next crocodile.

Alternatives: If the children are wearing lots of colours or need assistance to know which one they should choose, collect paint swatches from a local hardware store and pass them to the children before the game is played. This also provides a visual icon for the children to focus on when playing the game.

### **Activity of the week: *“Bounce It”***

Skill: bouncing, catching, hand-eye coordination (manipulative)

Equipment: buckets, tennis balls and medium balls

Description: teach children how to bounce and catch the ball. Use rhyming, counting, or music to have them bounce and catch to a beat. Start with the medium ball (easier) and move to the tennis ball (harder) if able.

Add a challenge: add bouncing the ball into a bucket, bouncing and catching while moving or following the leader, or play ‘simon says’ with bouncing and catching movements.

### **Activity of the week: *“Keep the bucket full”***

Skill: running (locomotor), eye-hand coordination (manipulative)

Equipment: buckets, balls

Description: educator throws balls all around the space as fast as possible. The children have to run to retrieve the balls and fill the bucket (one ball at a time) – the children are trying to ensure the bucket is never empty.

Seasonal ideas: use white balls to pretend they are snowballs, use small stuffed animals for a farm or jungle theme, or orange balls for pumpkins in the autumn.