

Healthy Movement & Active Play

An Early Education Curriculum
For Children Ages 3-5



Developed by:
Creating Healthy Kids:
Coalition for Activity & Nutrition
A group of interested professionals from
Calumet, Outagamie and Winnebago Counties



An AA/EEO employer, UW-Extension provides equal opportunities in employment and programming, including Title IX and ADA requirements.



Healthy Movement & Active Play

Dear Early Care & Education Provider,

The Creating Healthy Kids: Coalition for Activity and Nutrition is concerned that children are inactive, which can lead to obesity and other related health issues. To address this concern, we have developed a 12-week curriculum for childcare providers to encourage active movement and other healthy habits. We are glad you are interested in “Healthy Movement & Active Play” and participating in this curriculum workshop.

Some of the contributing factors for decreased activity in children are too much screen-time and an inability to initiate informal play. This curriculum encourages children to embrace the full definition of health as they practice lasting habits of an active lifestyle. Goals are to improve large motor skills and encourage family activity, while having fun at your childcare center.

Kids are not the only beneficiaries of this program. “Healthy Movement & Active Play” is designed to bring kids together with their families for fun filled activities that teach the whole family about healthy habits that will last a lifetime. Remember, kids are more likely to do as we do, not as we say. Unfortunately, research has shown that few parents demonstrate a dedication to exercise. This curriculum is intended to help reverse that unhealthy routine.

“Healthy Movement & Active Play” has been specifically designed for early education providers to use with children ages 3-5. Each week includes three main educational components:

- ◆ Movement Activities
- ◆ Health Lesson(s)
- ◆ Parent Note

In support of these educational materials, we have also supplied a parent letter, a list of related children’s books, and a large motor activity log.

By participating in this workshop, you receive a *free* copy of the curriculum, training on the issues of childhood obesity and physical activity, and 3 registry hours. For evaluation purposes, we ask that providers participating in this training agree to:

- ◆ Teach the 12-week Curriculum: June-August 2007
- ◆ Send Home the Weekly Parent Notes
- ◆ Participate, along with parents, in Program Evaluation

The health of our children is a priority for us all. We are excited for you to join us in “Healthy Movement & Active Play,” as we work together to encourage healthy lifestyles in our community!

Sincerely,
Members of the Creating Healthy Kids Coalition

Acknowledgements



Developed by:

Creating Healthy Kids: Coalition for Activity & Nutrition

Contributing Members:

Ellen Andrews - Outagamie County University of Wisconsin – Extension
920-832-5122 (ellen.andrews@ces.uwex.edu)

Bridget Cullen - Fond du Lac/Green Lake/Winnebago County Child Care Resource and Referral, Inc., 920-426-8920 (director@childcarerr.com)

Tracy Gehrke - Winnebago County Health Department
920-232-3022 (tgehrke@co.winnebago.wi.us)

Kathy Kadar - Calumet/Outagamie/Waupaca County Child Care Resource and Referral, Inc.
920-734-0966 (kkadar.ccr@tds.net)

Michele Polfuss - Children's Hospital of Wisconsin – Fox Valley
920-969-7981 (mpolfuss@chw.org)

Additional Project Contributions by:

Appleton Public Library

Appleton SIGN Company

Diana Aronson - University of Wisconsin – Oshkosh Head Start

Fox Cities Chamber of Commerce and Leadership Fox Cities

Lisa Goerl—Freelance Poet

Darlene Kramer - Calumet/Outagamie/Winnebago County University of Wisconsin – Extension

Willems Marketing

Reviewed by:

Karen Dickrell - Outagamie County University of Wisconsin – Extension

Faden Fulleylove-Krause - University of Wisconsin – Extension, Professor Emeritus

Sue Kamien, RD, CD - Outagamie County Public Health

Financial Support Provided by:

ThedaCare

U.S. Oil Diabetes Fund within the Community Foundation for the Fox Valley Region, Inc.



Table of Contents

- I. Week 1
 - Movement Activities: Body & Spatial Awareness
 - Health Lesson: *This is How Much I Care About Me*
 - Parent Note

- II. Week 2
 - Movement Activities: Balance & Flexibility
 - Health Lesson: Safe & Healthy Habits
 - Parent Note

- III. Week 3
 - Movement Activities: Locomotor & Nonlocomotor Movement
 - Health Lesson: What is Physical Activity?
Water is Good!
 - Parent Note

- IV. Week 4
 - Movement Activities: Tossing & Catching Skills
 - Health Lesson: Getting Along
 - Parent Note

- V. Week 5
 - Movement Activities: Bouncing Skills
 - Health Lesson: Oral Hygiene
5 Little Teeth
 - Parent Note

- VI. Week 6
 - Movement Activities: Throwing Skills
 - Health Lesson: Hand Washing
Who is Helping in the Kitchen?
 - Parent Note

- VII. Week 7
 - Movement Activities: Overhead Movements
 - Health Lesson: Healthy vs. Junk
Healthy Drinks
 - Parent Note

- VIII. Week 8
 - Movement Activities: Striking Skills
 - Health Lesson: Put a Rainbow on your Plate
Where Does Real Juice Come From?
 - Parent Note

Table of Contents



- IX. Week 9
Movement Activities: Kicking Skills
Health Lesson: Milk: Hopping, Skipping and Jumping to Bone Health
"Drink It Up" – Spinner Game
Parent Note
- X. Week 10
Movement Activities: Yoga Skills / Olympic Challenge
Health Lesson: What is the Heart?
A Pump at Work
Parent Note
- XI. Week 11
Movement Activities: Parachute
Health Lesson: *This is How Much I Care About Me*
Parent Note
- XII. Week 12
Movement Activities: Jumping Skills
Health Lesson: Healthy Lungs
Why Is Smoking Bad For You?
Parent Note
- XIII. References & Resources
References
Children's Book List
Parent Letter
Large Motor Activity Log

Week 1—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> •Body & spatial awareness: intro to elements of movement</p>	<p><u>Focus:</u> •Body & spatial awareness</p>	<p><u>Focus:</u> •Body & spatial awareness</p>	<p><u>Focus:</u> •Body & spatial awareness</p>	<p><u>Focus:</u> •Body & spatial awareness</p>
<p><u>Opening:</u> I Have a Name</p>	<p><u>Opening:</u> Name, Name</p>	<p><u>Opening:</u> Little Seeds</p>	<p><u>Opening:</u> Good Morning to You</p>	<p><u>Opening:</u> Clapping Names</p>
<p><u>Review:</u> None</p>	<p><u>Review:</u> If You're Happy and You Know It</p>	<p><u>Review:</u> Simon Says—non-elimination</p>	<p><u>Review:</u> Heads, Shoulders, Knees and Toes</p>	<p><u>Review:</u> Making Shapes</p>
<p><u>Activities:</u> •Head, Shoulders, Knees and Toes •Relax! •Up and Down •Quiet-Moving Game •If You're Happy and You Know It</p>	<p><u>Activities:</u> •Simon Says—non-elimination •Bending and Stretching •Making Faces •Movement Path</p>	<p><u>Activities:</u> •The Elephant •Roll Your Hands •Jumping on Stones •Making Shapes</p>	<p><u>Activities:</u> •Hands on Shoulders •Shaking, Wiggling & Vibrating •Move and Stop •Talking Hands •Backward Times</p>	<p><u>Activities:</u> •Freeze! •All Fours •Old MacDonald Had a Farm •Echo •Tony Chestnut</p>
<p><u>Closing:</u> Seeds and Ice Cubes</p>	<p><u>Closing:</u> Everybody Do This</p>	<p><u>Closing:</u> Imagery Beach</p>	<p><u>Closing:</u> Floating Clouds</p>	<p><u>Closing:</u> Sleeping Contest</p>
<p><u>Equipment:</u> None</p>	<p><u>Equipment:</u> None</p>	<p><u>Equipment:</u> None</p>	<p><u>Equipment:</u> None</p>	<p><u>Equipment:</u> Tape or CD player for Tony Chestnut</p>

Health Lesson

1. *This is How Much I Care About Me*
(Note: Health Lesson(s) can be used any time during the week, and repeated as desired)

Books

Busy Bunnies Five Senses—Teddy Slater
My Five Senses—Margaret Miller
From Head to Toe—Eric Carle



Week 1—Movement Activities

All Fours

Ask the children to imitate an animal that walks on four legs. What animals are they pretending to be? Can they show you a smaller animal that walks on all fours? A larger one? Can that animal walk backward?

Backward Times

Do this activity for a very short time when everyone moves backward. Tell the children when the time will start, and remind them to move carefully so that no one gets hurt. For about three minutes see how much fun it is to change the way you move. Talk with the children about how different it was to walk backward. You can also try a sideways walking time.

Bending and Stretching

Ask the children to show you how many ways they can bend and stretch their bodies and different parts of their bodies. Elicit a variety of responses using imagery or the elements of movement.

Clapping Names

Go around the circle, clapping out the syllables of each child's name as you say it aloud. The children then echo you. (With one clap per syllable, a name like "Amy Smith" would have three claps.)

Echo

Clap and count out short groupings of beats (e.g., 1-2; 1-2-3; 1-2-3-4; 1-2, 1-2-3) that the children must echo. Repeat each grouping until the children can manage it comfortably.

Everybody Do This

(to the tune of "Shortnin' Bread")

Everybody do this, do this, do this

Everybody do this just like (child's name).

(Each child chooses a different exercise to demonstrate, and everyone else imitates that child.)

Floating Clouds

Ask the children to lie down and imagine they're each floating on a soft, fluffy cloud.

Freeze!

Explain this game to the children before starting to play. The teacher will hide her eyes while the children move in any creative way they wish. When the word "FREEZE!" is said, they should stop and hold their position, like a statue. The children should hold their position and try not to change until they have been looked at by the teacher. Oh, Sam, you froze while standing on one foot! Use a large clear space where children can move freely. Rotate children having the opportunity to be the one to call out "FREEZE!"

Good Morning To You

Good morning to you. (3x)
(*Name of child*)'s here today. (2x)
Let's all clap our hands together.
(*Name of child*)'s here today.

Hands On Shoulders

Hands on shoulders,
Hands on knees,
Hands on head,

Now one, two, three (*touch head lightly 3x*)
Hands on nose,
Hands on ears,
Hands on floor,
One, two, three, four (*touch floor 4x*)

Hands in front (*touch stomach*)
Hands up high, (*stretch*)
Hands can dive, (*hands dive down*)
One, two, three, four, five. (*five quick claps*)

Head, Shoulders, Knees and Toes

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes, and
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

I Have a Name

I have a name, oh yes I do.
I have a name, and so do you.
What's your name?
Hi, (*name of child*)!

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (2x)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands.
(*Variations: nod your head, stamp your feet, pat your tummy, blink your eyes, etc.*)

Imaginary Beach

Ask the children to lie on the floor and imagine they're at the beach. Paint a picture in their minds by softly describing the things they're hearing and feeling.

Jumping on Stepping Stones

Equipment: Masking Tape

Use tape to make a path of stepping stones that the children can follow by jumping from stone to stone. Make tape squares on the floor that are large enough and spaced so that children can safely jump from one to the other. Explain safety rules for using the stones, such as “only jump to an empty space.” Have just a few children at a time use the stones. Avoid lining up all the children to wait a turn. Pretend there is water all around the stones and try not to fall in. As children become more exact jumpers, use smaller squares or squares that are farther apart.

Little Seeds

Look at us; we're little seeds

Waiting here to grow.

First comes sun.

And then comes rain.

Then up and up we go.

Making Faces

Ask the children to show you faces that are sad, mad, tired, and so forth. (Can they show how their faces would look if they'd just had something yummy to eat? If they'd sucked on a sour lemon? If they'd smelled something awful?)

Making Shapes

Ask the children to show you the following shapes and objects with their bodies, adding any others you can think of: round, flat, wide, narrow, crooked, pointed, a table, a chair, a teapot.

Move and Stop

Play lively music for any children who are interested in marching. In this game they should march when they hear the music, but stop when the music stops. After they have marched a bit, turn the music off and see if the children remembered to stop. Make a fun game out of marching and stopping. Children can move and stop to these actions, too: clapping, hopping, stamping, shaking hands or whole body.

Movement Path

Equipment needed is a 1" masking tape to create different movement paths on the floor. The children use the tape to make paths that can be straight, zigzagged, full of loops, or any other creation they can think of. When a path is finished, ask the child to tell others how to move on the path. For example, one path might be just for hopping on one foot, and another might be for walking backward. If wanting to use outside, children can use chalk to make movement paths on sidewalks or even use a stick to make a path in the dirt.

Name, Name

Name, name,
What's in a name?
I've got a name
And you've got a name.
What's your name?

Old MacDonald Had a Farm

(The children imitate each animal as it's named.)

Old MacDonald had a farm.

E-i-e-i-o.

And on that farm he had a duck.

E-i-e-i-o.

With a quack, quack here

And a quack, quack there;

Here a quack, there a quack,

Everywhere a quack, quack.

Old MacDonald had a farm.

E-i-e-i-o.

(Continue with other animals.)

(Variation: Perform "Old MacDonald Had a Band," substituting instruments and their sounds. The children can pretend to be playing each instrument.)

Quiet-Moving Game

Use a whispering voice to invite the children to play a quiet-moving game.

Let's be mice and move so that no one can hear us. Who can move so that we cannot hear any footsteps or voices? Remember to move quietly yourself.

Then creep or tiptoe quietly with the children from one place to another.

Relax!

Have the children lie down on their backs, with each child in his own space. Ask the children to think about the part of their body that you name. First have them tighten that body part as hard as they can. Watch to see if they can do this.

Then tell them to relax or make that part of their body a soft muscle. Do this for hands, fingers, feet, toes, back, stomach, legs, neck, shoulders, face, and arms. See if the children can suggest which parts of the body to tighten and relax next.

Tighten your hand. Make a hard, hard fist. Now relax your hand. Make it as floppy as you can. Shake it around and see if it flops. Just let your hand hang and take a big rest.

Roll Your Hands

(to the tune of “Row, Row, Row Your Boat”)

Roll, roll, roll your hands

As slowly as can be.

Roll, roll, roll your hands,

Do it now with me.

Roll, roll, roll your hands

As fast as fast can be.

Roll, roll, roll your hands,

Do it now with me.

(Variations: clap [quiet, loud]; shake [slow, fast]; stamp your feet [soft, hard].)

Seeds and Ice Cubes

Ask the children to get into the smallest shapes possible and to imagine they’re tiny seeds in the ground. Then, as you pretend to be the rain and the sunshine, ask the children to grow slowly into the biggest, most beautiful flowers and trees. Once they’ve achieved that, ask them to then pretend they’re giant ice cubes. The sun comes out, and they begin to melt slowly until they’re nothing but puddles on the floor.

Shaking, Wiggling, & Vibrating

Use imagery to describe the differences among these movements. Then ask the children to show you how they shake, wiggle, and vibrate like the images you mentioned.

Simon Says – non elimination

Play an easy version of Simon Says with the children, but make the game easier. No elimination. When children are supposed to follow the direction, say “Simon Says ____.” When children are not supposed to follow the direction, say “Simon says DO NOT _____.” Give directions for all kinds of actions and see how well the children can listen without being fooled.

Simon says hop like a frog. Simon says stand on one foot. Simon says squat down. Simon says DO NOT clap your hands.

You can give each child a chance to be Simon. Have a waiting list and continue the game often to avoid disappointing children who want to lead the game.

Sleeping Contest

If you have a particularly competitive group of children, you might find that a sleeping contest works best of all. Ask them to show you who in the class can sleep the soundest (without snoring!), and just watch as they drop to the floor! Of course, there can be no one winner, so you’ll have to congratulate them all on being the best sleeping class you’ve ever seen.

Talking Hands

Ask the children to show you how their hands would look if they were scared, angry, hot, cold, or worried. Also include such actions as praying, beckoning, scolding, and saying goodbye.

The Elephant

Ask the children to show you how an elephant looks while walking. How does it swing its trunk? How does it use its trunk to eat or wash itself?

Tony Chestnut

(to the tune of “Where is Thumbkin?”)

Tony Chestnut (*touch toes, knee, chest and head*)

Knows I love you. (*touch nose, eye, hug self, point to a person*)

Tony knows. (*touch toes, knee, nose; 2x*)

That’s what Tony Chestnut knows. (*touch toes, knee, chest, head, nose; 2x*)

I love you (*touch eye, hug self, point to a person; 2x*).

Up and Down

Ask the following movement challenges:

Make yourself very small. Make yourself very big. Can you get even bigger? Stretch very high. Bend down very low. Can you look like a piece of toast coming out of a toaster? Can you look like a yo-yo? Can you look like a jack-in-the-box? Can you look like popcorn popping?

Week 1

This is How Much I Care About Me

Objective: To teach the importance and value of taking care of your body.

Opening: Teach the children this rhyme with motions. You can say one or two lines and have the children repeat after you. Have the children pantomime the actions in each verse, and hug themselves for the last line of each verse.

This is How Much I Care About Me

When I get out of bed,
I stretch from my toes to my head.
I put on a clean shirt and jeans.
This is how much I care about me.

I drink milk at every meal,
and I eat some fruit and grains too.
I always eat my veggies--carrots and peas.
This is how much I care about me.

When I go to play with friends,
the running and jumping never ends.
I am healthy and have lots of energy.
This is how much I care about me.

After all my fun, and dinner too,
I take a bath with lots of shampoo.
Then I'm off to bed, feeling sleepy.
This is how much I care about me.

(L. Goerl, personal communication, April 5, 2007)

Review: Ask the following questions to stimulate discussion.

- Who is inside of your body? ("I am")
- Who takes care of your body? ("I do")
- What are some good ways to take care of your body? (anything healthy)
- Why is it important to take care of our bodies? (to be healthy and strong, not get sick, etc.)

Closing: Repeat above rhyme with children.

(Healthy Start LLC, n.d.)

Healthy Movement & Active Play

Movement & Music

Exploring movement with your child is important for their development and can be a fun family activity. Music is often the most popular method of exploring movement, because it is enjoyable and provides an outside source of inspiration.

Here are a few things to consider when combining music with movement:

- ♪ Use music with strong rhythms that are easier for children to feel and move to.
- ♪ Use a variety of music (different tempos, styles, ethnicities). Variety helps maintain interest and familiarize the children with different musical elements.
- ♪ Make a game out of it!

Music Freeze

Find a fun piece of music with a strong beat. Take turns having one member of your family be in charge of starting and stopping the music, while everyone else moves creatively to the beat. Whenever the music stops, everyone must freeze until the music is started again.



Recipe

Cinnamon Orange Bran Muffins

(Eau Claire City-County Health Department, 2006, p 233)

2 cups bran flakes	½ cup packed brown sugar
1 cup orange juice	1 tsp baking powder
1 egg beaten	1 ½ tsp ground cinnamon
3 T vegetable oil	½ tsp baking soda
1 cup all-purpose flour	½ cup raisins
	12 muffin cups

1. Preheat oven to 400°.
2. In a large bowl, combine cereal, orange juice, egg and oil. Let stand 5 minutes.
3. In a separate bowl, combine flour, brown sugar, baking powder, cinnamon and baking soda.
4. Combine wet and dry ingredients. Stir in raisins.
5. Divide mixture evenly among greased muffin cups.
6. Bake 15-20 minutes or until tooth pick inserted into center comes out clean.

Makes 12 muffins.

Week 2—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Focus:</u> Balance and Flexibility	<u>Focus:</u> Balance and Flexibility	<u>Focus:</u> Balance and Flexibility	<u>Focus:</u> Balance and Flexibility	<u>Focus:</u> Balance and Flexibility
<u>Opening:</u> I Have a Name	<u>Opening:</u> Name, Name	<u>Opening:</u> Little Seeds	<u>Opening:</u> Good Morning To You	<u>Opening:</u> Clapping Names
<u>Review:</u> Up and Down	<u>Review:</u> Bending and Stretching	<u>Review:</u> Relax!	<u>Review:</u> Move and Stop	<u>Review:</u> All Fours
<u>Activities:</u> •Touch Your Toes, Touch Your Nose •Balance on the Board •Let's Bend	<u>Activities:</u> •Walking on a Line •Storks and Cranes •Let's Stretch	<u>Activities:</u> •Jumping Rope •Walk Through a Ladder •Let's Balance	<u>Activities:</u> •Shaking, Wiggling & Vibrating •Tightrope Walking •Let's Balance More	<u>Activities:</u> •Freeze! •Mirror Game •Footsie Rolls
<u>Closing:</u> Seeds and Ice Cubes	<u>Closing:</u> Everybody Do This	<u>Closing:</u> Imaginary Beach	<u>Closing:</u> Floating Clouds	<u>Closing:</u> Relax!
<u>Equipment:</u> Board to balance on	<u>Equipment:</u> Masking tape	<u>Equipment:</u> Ladder or tape with markings	<u>Equipment:</u>	<u>Equipment:</u>

Health Lesson

1. Safe & Healthy Habits

Books

The Edible Pyramid—Loren Leedy
Sometimes—Keith Baker
Franklin Rides a Bike—Paulette Bourgeois
Franklin's Bicycle Helmet—Paulette Bourgeois

All Fours

Ask the children to imitate an animal that walks on four legs. What animals are they pretending to be? Can they show you a smaller animal that walks on all fours? A larger one? Can that animal walk backward?

Balance on the Board

Set up very low balance beams of different widths for the children to use. 12” wide, 6”, 4” and 2” wide. Secure the beams to blocks of smooth wood so that they are 3 – 6” off the ground. Place them over carpet or grass. Encourage the children to walk on beams in many different ways.

Bending and Stretching

Ask the children to show you how many ways they can bend and stretch their bodies and different parts of their bodies. Elicit a variety of responses using imagery or the elements of movement.

Clapping Names

Go around the circle, clapping out the syllables of each child’s name as you say it aloud. The children then echo you. (With one clap per syllable, a name like “Amy Smith” would have three claps.)

Everybody Do This

(to the tune of “Shortnin’ Bread”)

Everybody do this, do this, do this

Everybody do this just like (child’s name).

(Each child chooses a different exercise to demonstrate, and everyone else imitates that child.)

Floating Clouds

Ask the children to lie down and imagine they’re each floating on a soft, fluffy cloud.

Footsie Rolls

Teach the children to roll as if they were a log. Have the children pair off. The children will go into a lying position on their backs with the soles of their feet together. The partners get to roll over without their feet breaking touch with the other child’s feet. Once the connection is broken, it’s time for another pair to take a turn.

Good Morning to You

Good morning to you. (3x)

(Name of child)’s here today. (2x)

Let’s all clap our hands together.

(Name of child)’s here today.

I Have A Name

I have a name, oh yes I do.
I have a name, and so do you.
What's your name?
Hi, (name of child)!

Imaginary Beach

Ask the children to lie on the floor and imagine they're at the beach. Paint a picture in their minds by softly describing the things they're hearing and feeling.

Jumping Rope

Have children jump where there is a smooth, clear surface and plenty of space. Experiment and practice until they coordinate their movements and find success. Give the children individual-sized rope to use.

Let's Balance

Low and high levels in space. Low level: on two hands and one knee, on one hand and one knee, on their bottom only, on their knees only. High level: on tiptoe, on one flat foot, on the other flat foot, on tiptoe with knees bent.

Let's Balance More

Low level: on tummy only, on one knee. High level: on tiptoe with eyes closed, on tiptoe on one foot only.

Let's Bend

Experiment with bending. Forward, backward, to sideways. Challenge the children to touch their knees and straighten. Touch their toes and straighten very slowly. Touch their toes and straighten quickly. Touch their toes and straighten halfway. Experiment with bending at the waist, arms, and legs when they are kneeling, crouching, sitting, and on their backs, stomachs, and side.

Let's Stretch

Standing position, kneeling position, and sitting position. Challenge the children to lie on their back and show you how long they can be. Ask if they can be just as long lying on their stomach. How far can they stretch themselves wide. How tiny can they become and then begin to "grow" very slowly, until they are as big as they can be. Can they stretch their body high while stretching their arms low?

Little Seeds

Look at us; we're little seeds
Waiting here to grow.
First comes sun.
And then comes rain.
Then up and up we go.



Week 2—Movement Activities

Mirror Game

This game is similar to Simon Says. Stand where all children can see you. They should pretend to be your reflection in the mirror, imitating every move. Move parts of your body in various ways slowly and without verbal instruction, and have the children follow.

Move and Stop

Play lively music for any children who are interested in marching. In this game they should march when they hear the music, but stop when the music stops. After they have marched a bit, turn the music off and see if the children remembered to stop. Make a fun game out of marching and stopping. Children can move and stop to these actions, too: clapping, hopping, stamping, shaking hands or whole body.

Name, Name

Name, name,
What's in a name?
I've got a name
And you've got a name.
What's your name?

Relax!

Have the children lie down on their backs, with each child in his own space. Ask the children to think about the part of their body that you name. First have them tighten that body part as hard as they can. Watch to see if they can do this. Then tell them to relax or make that part of their body a soft muscle. Do this for hands, fingers, feet, toes, back, stomach, legs, neck, shoulders, face, and arms. See if the children can suggest which parts of the body to tighten and relax next.

Tighten your hand. Make a hard, hard fist. Now relax your hand. Make it as floppy as you can. Shake it around and see if it flops. Just let your hand hang and take a big rest.

Seeds and Ice Cubes

Ask the children to get into the smallest shapes possible and to imagine they're tiny seeds in the ground. Then, as you pretend to be the rain and the sunshine, ask the children to grow slowly into the biggest, most beautiful flowers and trees. Once they've achieved that, ask them to then pretend they're giant ice cubes. The sun comes out, and they begin to melt slowly until they're nothing but puddles on the floor.

Shaking, Wiggling, & Vibrating

Use imagery to describe the differences among these movements. Then ask the children to show you how they shake, wiggle, and vibrate like the images you mentioned.

Storks and Cranes

Look for pictures of flamingos, storks or cranes. Show the pictures to the children. Talk about how the bird looks on the long, skinny legs. Challenge the children to pretend to be flamingos. Practice standing on one foot, flapping the wings, catching fish with a long neck and beak. Pretend to be asleep on one leg. Change from one leg to another to see which is easier to balance on. Strut around on two legs and then stop and balance on one leg.

Tightrope

Pretend to walk on a tightrope. (Imaginary, masking tape, yarn, string). Make the activity challenging by adding ways to walk – slow, quick, backward, tiptoe.

Touch Your Toes, Touch Your Nose

Ask children to sit on the floor with legs extended. Children can try to bend at the waist and touch their toes. Feet can be flexed or pointed. Next have children try to touch their nose with their toes.

Up and Down

Ask the following movement challenges:

Make yourself very small. Make yourself very big. Can you get even bigger? Stretch very high. Bend down very low. Can you look like a piece of toast coming out of a toaster? Can you look like a yo-yo? Can you look like a jack-in-the-box? Can you look like popcorn popping?

Walking on a Line

This is similar to Movement on a Line. Use 1" masking tape and make a long path on the floor. Put in corners, curves, or small loops. Have the path end at a special place. Challenge children to walk on line without stepping off. Check to see if they can walk sideways and backward on the line. Experiment to see how it feels to walk fast or slow. Crawling? Eyes Closed?

Walk Through a Ladder

Lay a ladder down flat on a soft area. Let the children walk through the ladder, stepping over each rung carefully. The teacher may want to hold the child's hand at first to help maintain balance.

Week 2 Safe & Healthy Habits

Objective: Encourage healthy and safe habits.

Opening: Repeat the *This is What I Like About Me* rhyme.

Review: Ask the following questions to stimulate discussion.

- What do you do to stay healthy? (eat good diet, brush teeth, wash hands, exercise)
- What kinds of things do you like to do for exercise? (ride bike, swim, scooter, dance, run, skip, jump)
- What do you do to stay safe when exercising? (wear bike helmets, use flotation devices for swimming, not running by a swimming pool)
- What do you do when you find medicine? Taste it?
- What do you do when you find matches?
- Do you play near water without a grown-up?
- How do you cross the street?
- Why do you wear a seat belt when riding in a car?

Closing: Review all positive healthy and safe habits children discussed.

Healthy Movement & Active Play



Balance & Flexibility

The skills of balance and flexibility are an important foundation for an active lifestyle at any age. Below are a couple of activities you can do as a family.

Family Shapes

Work together as a family and individually to make the following shapes and objects with your body, adding any other shapes that you can think of: circle, square, triangle, zigzag, star, numbers, letters, a table, a chair, a teapot, etc.

Low & High Balancing

As a family, explore balancing at both high and low levels in space. Challenge each other to balance as steadily and for as long as possible. High level positions include: on tiptoe; on one foot (flat); on the other foot; on tiptoe (both feet) with knees bent; on tiptoe with eyes closed; on one foot on tiptoe. Low level balancing can be on the following parts of the body: two hands and one knee; one hand and two knees; one hand and one knee; bottom only; knees only; one knee.

Recipe

Happy Trails Mix

(Colker, 2005, p 81)

2 cups Chex or other cereal with large pieces

1/4 cup dried fruit bits

1/4 cup raisins

1/4 cup yogurt-covered carob pieces

- Empty all ingredients into bag
- Close, then shake bag to mix

Variation: Use any combination of dried fruits, nuts, and seeds.

Measuring cups

Plastic resealable bag

Week 3—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> Body & spatial awareness; intro to elements of movement</p>	<p><u>Focus:</u> Body & spatial awareness; intro to nonlocomotor skills of bending & stretching</p>	<p><u>Focus:</u> Body & spatial awareness; exploration of locomotor skill—running</p>	<p><u>Focus:</u> Body & spatial awareness; intro to shaking and marching</p>	<p><u>Focus:</u> Experience rhythm and moving on “all fours”; intro to hopping</p>
<p><u>Opening:</u> I Have a Name</p>	<p><u>Opening:</u> Name, Name</p>	<p><u>Opening:</u> Little Seeds</p>	<p><u>Opening:</u> Good Morning to You</p>	<p><u>Opening:</u> Clapping Names</p>
<p><u>Review:</u> Seeds and Ice Cubes</p>	<p><u>Review:</u> Heads, Shoulders, Knees and Toes</p>	<p><u>Review:</u> Simon Says—non-elimination</p>	<p><u>Review:</u> The Elephant</p>	<p><u>Review:</u> Talking Hands</p>
<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Heads, Shoulders, Knees and Toes •Walking •Up and Down •1-2-3-4-5 •If You’re Happy and You Know It 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Simon Says-non elimination •Bending and Stretching •Walking •Making Faces 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Running—Explore with elements of movement •The Elephant •Roll Your Hands •Running—Explore with imagery 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Hands on Shoulders •Shaking, Wiggling, & Vibrating •Wiggly Wiggly Was a Worm •Talking Hands •Marching 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Hopping: demonstrate •All Fours •Old MacDonald Had a Farm •Echo •Tony Chestnut
<p><u>Closing:</u> Seeds and Ice Cubes</p>	<p><u>Closing:</u> I Have a Name</p>	<p><u>Closing:</u> Imaginary Beach</p>	<p><u>Closing:</u> Floating Clouds</p>	<p><u>Closing:</u> Sleeping Contest</p>
<p><u>Equipment:</u> None</p>	<p><u>Equipment:</u> None</p>	<p><u>Equipment:</u> None</p>	<p><u>Equipment:</u> Tape or CD player with march recording</p>	<p><u>Equipment:</u> Tape or CD player for Tony Chestnut</p>

Health Lesson

1. What is Physical Activity?
Stethoscope optional
2. Water is Good!

Books

The Greatest Gymnast of All—Stuart Murphy
Franklin Plays the Game—Paulette Bourgeois
A Cool Drink of Water—Barbara Kerley
Drinking Water—Mari Schuh



Week 3—Movement Activities

1-2-3-4-5

The children sit, with a hand closed into a fist. Slowly count to five; the children “open” their fingers one at a time. Count backward, with the children closing each finger, until they’ve once again made a fist. Repeat several times, varying the tempo of your counting. Try it with both hands.

All Fours

Ask the children to imitate an animal that walks on four legs. What animal are they pretending to be? Can they show you a smaller animal that walks on all fours? A larger one? Can that animal walk backward?

Bending and Stretching

Ask the children to show you how many ways they can bend and stretch their bodies and different parts of their bodies. Look for a variety of responses using imagery or the elements of movement.

Clapping Names

Go around the circle, clapping out the syllables of each child’s name as you say it aloud. The children then echo you. (With one clap per syllable, a name like “Samantha Jones” would have four claps.)

Echo

Clap and count out short groupings of beats (e.g., 1-2; 1-2-3; 1-2-3-4; 1-2, 1-2-3) that the children must echo. Repeat each grouping until the children can manage it comfortably.

The Elephant

Ask the children to show you how an elephant looks while walking. How does it swing its trunk? How does it use its trunk to eat or wash itself?

Floating Clouds

Ask the children to lie down and imagine they’re each floating on a soft, fluffy cloud.

Good Morning to You

Good morning to you. (3x)
(*Name of child*)’s here today. (2x)
Let’s all clap our hands together.
(*Name of child*)’s here today.

The Grand Old Duke of York

The grand old Duke of York,
He had 10,000 men. (*hold up 10 fingers*)
He marched them up to the top of the hill (*march in place*)
And marched them down again. (*continue marching*)
And when you’re up, you’re up, (*stretch high*)
And when you’re down, you’re down. (*squat low*)
But when you’re only halfway up, (*stand halfway up*)
You’re neither up nor down. (*stretch up, then squat low*).

Hands on Shoulders

Hands on shoulders,
Hands on knees,
Hands on head,

Now one, two, three (*touch head lightly 3x*)

Hands on nose,
Hands on ears,
Hands on floor,
One, two, three, four (*touch floor 4x*)

Hands in front (*touch stomach*)
Hands up high, (*stretch*)
Hands can dive, (*hands dive down*)
One, two, three, four, five. (*five quick claps*)

Head, Shoulders, Knees and Toes

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes, and
Eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

Hopping

Demonstrate a hop to the children and ask them to give it a try. For those not yet developmentally ready, ask them to pretend to jump like rabbits, kangaroos, frogs, or bouncing balls.

I Have a Name

I have a name, oh yes I do.
I have a name, and so do you.
What's your name?
Hi, (*name of child*)!

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (2x)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands.
(*Variations: nod your head, stamp your feet, pat your tummy, blink your eyes, etc.*)

Imaginary Beach

Ask the children to lie on the floor and imagine they're at the beach. Paint a picture in their minds by softly describing the things they're hearing and feeling.

Little Seeds

Look at us; we're little seeds
Waiting here to grow.
First comes sun.
And then comes rain.
Then up and up we go.



Week 3—Movement Activities

Making Faces

Have children to show you faces that are sad, mad, tired, and so forth. (Can they show how their faces would look if they'd just had something yummy to eat? If they'd sucked on a sour lemon? If they'd smelled something awful?)

Making Shapes

Have children show you the following shapes and objects with their bodies, adding any others you can think of: round, flat, wide, narrow, crooked, pointed, a table, a chair, a teapot.

Marching

Play a march or a piece of music in an even 2/4 meter and lead the children in a parade. Ask them to pretend they're each playing an instrument in a marching band.

Name, Name

Name, name,
What's in a name?
I've got a name
And you've got a name.
What's your name?

Old MacDonald Had a Farm

(The children imitate each animal as it's named.)

Old MacDonald had a farm.

E-i-e-i-o.

And on that farm he had a duck.

E-i-e-i-o.

With a quack, quack here

And a quack, quack there;

Here a quack, there a quack,

Everywhere a quack, quack.

Old MacDonald had a farm.

E-i-e-i-o.

(Continue with other animals.)

(Variation: Perform "Old MacDonald Had a Band," substituting instruments and their sounds. The children can pretend to be playing each instrument.)

Roll Your Hands

(to the tune of "Row, Row, Row Your Boat")

Roll, roll, roll your hands

As slowly as can be.

Roll, roll, roll your hands,

Do it now with me.

Roll, roll, roll your hands

As fast as fast can be.

Roll, roll, roll your hands,

Do it now with me.

(Variations: clap [quiet, loud]; shake [slow, fast]; stamp your feet [soft, hard].)

Running

Children love to run and need to do so. We want children to learn how different parts of the body work when they are running. Running should be broken down into individual parts.

Instruction: First ask children to bend their elbows, then to swing their arms when running. “The faster you swing your arms the faster you can run.” Ask the children to pick up their feet and move them forward as fast as possible. Remind them to not bump into others.

As in walking, the arms and legs should move forward and backward alternately when a child runs. Children tend to run in a large circle around the room. Encourage them to run in curved or zigzag paths and watch out for traffic.

Seeds and Ice Cubes

Ask the children to get into the smallest shapes possible and to imagine they’re tiny seeds in the ground. Then, as you pretend to be the rain and the sunshine, ask the children to grow slowly into the biggest, most beautiful flowers and trees. Once they’ve tried that, ask them to pretend they’re giant ice cubes. The sun comes out, and they begin to melt slowly until they’re nothing but puddles on the ground.

Shaking, Wiggling & Vibrating

Use imagery to describe the differences among these movements. Then ask the children to show you how they shake, wiggle, and vibrate like the images you mentioned.

Sleeping Contest

If you have a particularly competitive group of children, you might find that a sleeping contest works best of all. Ask them to show you who in the class can sleep the soundest (without snoring!), and just watch as they drop to the floor! Of course, there can be no one winner, so all will have to be congratulated on being the best sleeping class.

Talking Hands

Ask the children to show you how their hands would look if they were scared, angry, hot, cold, or worried. Also include such actions as praying, calling someone, scolding, and saying goodbye.

Tony Chestnut

(to the tune of “Where is Thumbkin?”)

Tony Chestnut (*touch toes, knee, chest and head*)

Knows I love you. (*touch nose, eye, hug self, point to a person*)

Tony knows. (*touch toes, knee, nose; 2x*)

That’s what Tony Chestnut knows. (*touch toes, knee, chest, head, nose; 2x*)

I love you (*touch eye, hug self, point to a person; 2x*).

Walking

Once they have mastered a forward walk, they should be encouraged to walk sideways and then backward. These walks can be made more challenging by having the child perform them on tiptoe.



Week 3—Movement Activities

Walking, Walking

Walking, walking,
Walking, walking.
Hop, hop, hop.
Running, running, running.
Running, running, running.
Now let's stop,
Now let's stop.

Wiggly Wiggly Was a Worm

(to the tune of "Old MacDonald")
Wiggly, Wiggly was a worm,
Crawling all around.
It wiggled in and wiggled out
And wiggled upside down.
With a wiggle-wiggle here
And a wiggle-wiggle there;
Here a wiggle, there a wiggle,
Everywhere a wiggle-wiggle
Wiggly Wiggly was a worm,
Crawling all around.



Week 3

What is Physical Activity?

Objective: Learn how our heart responds at rest and work. Identify ways to be physically active.

Opening: Have the children feel their heart beat.
(Note: can use a stethoscope if available)

Review: Ask the following questions to stimulate discussion.

- When you are sitting or resting is your heart beating slow or fast?
- What is physical activity? (anything that makes people move their bodies and is good for people's health)
- How does your heart beat when you are physically active? (beats more slowly resting or sleeping than when we are physically active)
- Have the children name some physical activities.
- How can some indoor activities help people stay healthy? (focus on the idea there are all kinds of physical activities such as household chores as long as it involves moving the body)

Closing: Have children identify if physical activity or not by naming some activities such as watching TV, swimming, playing on the computer, etc.

(American Heart Association, 2007)

Week 3 Water is Good!

Objective: Teach children that water is good and good for them.

Opening: Water is used for many things. What do you use water for? (washing, brushing, playing, drinking, etc) Raise your hand if you drink water every day. Did you know that water is the best drink for your body?

Activity: Have children wash their hands. Have cups and a pitcher of water at the table. As poem is recited, have each child in turn pour their own water and drink some. Repeat poem for each child.

*Drip, drip, drop, drop;
When I'm thirsty, water's got;*

*Splish, splish, splash, splash;
Lots of goodness to make me laugh.*

*Tip, tip, pour, pour;
Into my cup so very carefully.*

*Drink, drink, swallow, swallow:
Down the hatch to make me healthy.*



Closing: Review that we use water for many things and that it's important to drink fresh water every day.

Healthy Movement & Active Play



Locomotion

Young children love spending time with their family and learning about animals. So what better way to explore locomotion than to all try moving like animals.

Animals on the Move

Ask each member of your family to imitate an animal that walks on four legs. Take turns guessing what animal each person is pretending to be. For additional fun, try exploring:

- Can the animal walk backwards?
- Can you show you are a smaller animal or a larger one?
- Can you imitate an animal that walks on 2 legs or no legs?
- Can you imitate an animal that has a trunk, or a tail, or wings?

Recipe

Skewer Doer

(Colker, 2005, p 84)

1/4 lb. hard cheese, such as cheddar
1 banana
1 bunch seedless grapes
6 strawberries

Cutting board and knife
Wooden skewers

- **Cut cheese into cubes**
- **Cut fruit into chunks**
- **Thread fruit and cheese on skewers in any pattern of choice**

Variation: Substitute vegetable or luncheon meat cubes.

Week 4—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u></p> <ul style="list-style-type: none"> •Body & spatial awareness: catching •Roll ball back and forth 	<p><u>Focus:</u></p> <ul style="list-style-type: none"> •Body & spatial awareness: galloping •Toss ball in the air and catch it 	<p><u>Focus:</u></p> <ul style="list-style-type: none"> •Body & spatial awareness: imagery •Toss ball to a partner and catch it 	<p><u>Focus:</u></p> <ul style="list-style-type: none"> •Body & spatial awareness •Catch a ball tossed against a wall 	<p><u>Focus:</u></p> <ul style="list-style-type: none"> •Body & spatial awareness: backward •Catch a ball while jumping
<p><u>Opening:</u> The Wheels on the Bus</p>	<p><u>Opening:</u> Warm-up Stretches</p>	<p><u>Opening:</u> Clapping Nursery Rhymes</p>	<p><u>Opening:</u> Clap Your Hands</p>	<p><u>Opening:</u> Warm-up Stretches</p>
<p><u>Review:</u> Hopping/both side & elements of movement</p>	<p><u>Review:</u> Knee Slap Seat Kicker</p>	<p><u>Review:</u> Mirror Game</p>	<p><u>Review:</u> Push & Pull Imagery</p>	<p><u>Review:</u> Roll Arouds</p>
<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Sit on floor and rolls back & forth—move to smaller & smaller balls •Seat Kicker •Seal Walk •Knee Slap 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Intro to Galloping •Catching Skills—use smaller & smaller balls. Vary height and speed of throws •Egg Roll 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Catching Skills •Intro to imagination while moving •Push & Pull Imagery •Seat Kicker 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Catching Skills—increase distance •Moving with limitations •Knee Slap •Seal Walk •Egg Roll •Bingo 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Catching Skills—Throw the ball higher •Backward Land •Front to Back •Let's Turn
<p><u>Closing:</u> Circle Roll</p>	<p><u>Closing:</u> Sailing Imagery</p>	<p><u>Closing:</u> Statues</p>	<p><u>Closing:</u> Music Relaxation</p>	<p><u>Closing:</u> The Wheels on the Bus</p>
<p><u>Equipment:</u> Balls</p>	<p><u>Equipment:</u> Balls</p>	<p><u>Equipment:</u> Balls CD or Tape Player</p>	<p><u>Equipment:</u> Balls CD or Tape Player</p>	<p><u>Equipment:</u> Balls</p>

Health Lesson

1. Getting Along

Books

Sharing—Janine Amos
Join in and Play—Cheri Meiners
Soy Bondadosa / I am Caring—Sarah Schuette
My Manners Matter—Pat Thomas

Backward Land

Using the movement skills the children can perform, ask the children to experiment with moving backward. You might also include parts of the body other than the feet alone (hands and feet, hands and knees, tummy and hands, back and feet).

Bingo

There was a farmer who had a dog,
And BINGO was his name, oh.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,
And Bingo was his name, oh.

(Repeat first two lines)
Clap-I-N-G-O, Clap-I-N-G-O, Clap-I-N-G-O,
And Bingo was his name, oh.

(Repeat, clapping one more letter each time, until all letters have been replaced by a clap.) (Variations: stamp foot, jump up, touch the floor, etc.)

Catching Skills

- Sitting opposite each other with legs straddled, two children roll a ball back and forth between them, catching it with two hands before returning it.
- Child tosses a large ball (gradually substituting smaller ones) up in the air and catches it (varying height and speed of throws).
- Child tosses a ball to and catches it from an instructor.

Circle Roll

Sitting in a circle, roll a large ball to one child at a time, saying his or her name and commenting positively on his or her performance that day.

Clap Your Hands

(to the tune of "Jingle Bells")
Clap your hands, clap your hands,
Clap them just like me.
Oh, what fun it is to clap
And sing so merrily.

(Variations: Touch your toes, blink your eyes, swing your arms, jump up high, row your boat, march in line, skip along.)

Clapping Nursery Rhymes

Sit in a circle with the children and clap out the syllables of a nursery rhyme as you say the words aloud. For instance, "Ma-ry had a litt-tle lamb" would be seven claps.

Egg Roll

Sit with feet flat on the floor, knees bent toward chest and apart; hands are holding the ankles. The child rolls from one side to the other, across the shoulders, and back to a sitting position.

Front to Back

*I pinch my pincher in front,
I pinch my pinchers in back.*

Front to back, back to front,
And turn myself around.

(Variations, Substitute the following for the italicized words: hop to the, jump to the, crawl to the, etc.)

Galloping

Galloping is an exaggerated slide step composed of a step and a leap. The front leg is lifted and bent, then thrust forward to support the weight. The rear foot then quickly closes to replace the supporting leg as the front leg springs forward again. In introducing galloping, ask children to take a big step forward, keeping that foot in front of the body at all times. Children begin moving forward by stepping on the front foot and bringing the rear foot forward. Children should be

encouraged to gallop forward and backward, in different directions, and at different speeds.

Hopping

Demonstrate a hop to the children and ask them to give it a try. For those not yet developmentally ready, ask them to pretend to jump like rabbits, kangaroos, frogs, or bouncing balls.

Knee Slap

At the height of a jump upward, the knees are drawn toward the chest and slapped. Can the children slap one knee at a time? Can they cross their arms and slap opposite knees?

Let's Turn

Turning is a necessary skill in gymnastics and many other physical activities. Pose the following questions and challenges to the children: Can you turn yourself around to the right (one way)? To the left (the other way)? Can you turn yourself around very, very slowly? More quickly? Can you turn on just one foot? Jump and turn at the same time. Can you turn while on your knees? On one knee? On your bottom?



Week 4—Movement Activities

Mirror Game

Standing in front of the children, execute movements at a slow to moderate tempo. Have the children imitate you. Explain that they're to pretend to be your mirror image.

Moving with Limitations

Ask the following questions about movement challenges to the children: Can you move while being very small? Very round? Very narrow? Think of a way to move using both your hands and your feet. Can you think of a way to move your body very close to the floor? Find another way. Not including your feet, how many parts of your body can you walk on? Can you walk while kneeling? While sitting? Can you move by using your feet but not for walking?

Music Relaxation

Have the children lie down while you play a lullaby or other relaxing music. Once or twice during the music ask the children to breathe in and out deeply.

Push & Pull Imagery

Use imagery to introduce the push and pull to the children. Ask them to pretend to pull a heavy anchor, then a flying kite; then ask them to push heavy furniture, then a balloon.

Roll Arouds

This is similar to the Egg Roll, except the children begin by sitting in a straddled position, legs only slightly bent and wide apart. The child leans forward and grasps the legs as close to the ankles as possible, rolls to one shoulder, across the back to the other, and back to a sitting position. Roll-arounds are most successfully performed when momentum is built, allowing for smooth, continuous motion.

Sailing Imagery

Ask the children to imagine they're sailing in a boat. Paint a picture in their minds of the relaxing sensations they're experiencing.

Seal Walk

Ask the children to show you how a seal walks. Desired goal: lying prone, legs straight behind, arms held straight and used to move the body forward, legs dragging.

Seat Kicker

Children jump upward, bending their knees and kicking backward. The objective is to get the feet to meet the "seat."

Statues

In the game of “Statues,” you play a piece of music, starting and stopping it at various, indiscriminate intervals. The students, meanwhile, have been instructed to move in any way they like, as long as there is music playing. As soon as the music stops, however, they must freeze into statues and remain absolutely still until it’s resumed. (This is an excellent activity for discriminating between sound and silence and for developing listening skills.) Each time you and the children repeat this game you should use a different piece of music to accustom the children to moving to a number of different styles and to inspire different types of movement.

Later, you can make the game more difficult by asking the children to freeze in a particular manner. For instance, they might be required to freeze in a certain shape (e.g., round, crooked, wide, narrow), or in a position that’s low, high, balanced on one part of the body, and so forth. Eventually, the children will become comfortable with this type of exploration, and thus the game will no longer be necessary.

Warm-up Stretches

This will be covered at the training.

The Wheels on the Bus

The wheels on the bus go ‘round and ‘round,
‘Round and ‘round, ‘round and ‘round.

The wheels on the bus go ‘round and ‘round,
All through the town.

The doors on the bus go open and shut...

The wipers on the bus go swish, swish, swish..

The money on the bus goes clink, clink, clink...

The babies on the bus go “wah, wah, wah”...

The mommies on the bus go “shh, shh, shh”...

(You and your children can make up additional verses!)

Week 4 Getting Along

Objective: Establish helpful guidelines for playing safe.

Review: Ask the following questions to stimulate discussion.

- What makes you mad?
- Why do people get mad?
- How do you know if someone is mad?
- Who makes you mad? (Help children recognize that people they love sometimes make them angry, just like parents, friends, and other people who love them can get angry and still love them.)
- What do you do when you are mad? (Use your brain to solve the problem, cool off, talk it out, take some time to think and use your brain and then make it right with words.)
- What are some things that make you mad when you are playing?
- What do you do?
- What should you never do? (hit or break things or do something that will hurt someone)
- What are some ways to play more safely with others? (ask if someone else wants to play, take turns, don't hit, push, kick, or bite)
- Why do we need to play safely with others?

Closing: Stress that everyone gets mad sometimes and that is okay. Some people don't handle their anger the right way and break things or hurt people. This only makes things worse. This is never OK.

(Healthy Start LLC, n.d.)

Healthy Movement & Active Play



Catching & Tossing

Catching is a large motor skill learned best through a natural progression of activities:

- Stage 1 – Catching a rolled ball with two hands
- Stage 2 – Catching a ball tossed in the air to oneself
- Stage 3 – Catching a ball tossed from an adult

Family Catch

You can make practicing two-handed catches fun by having your family sit on the floor with your legs straddled and meeting each other's feet. Roll a large ball (gradually substituting smaller ones) from one person to another. You can add to this family activity by using it as an opportunity for family members to share something special about their day or a positive comment about another family member.

Recipe

Banana On A Stick

(Colker, 2005, p 84)

4-6 bananas
1 cup granola

Knife and cutting board
Measuring cup
8-12 popsicle sticks or tongue depressors
Waxed paper
Baking sheet

- Peel bananas
- Cut each banana in half crosswise
- Insert stick into flat end of each banana
- Pour granola onto sheet of waxed paper
- Roll banana in granola, pushing it into banana's surface
- Line baking sheet with waxed paper
- Place banana on baking sheet
- Repeat for all bananas
- Freeze for 2 hours before serving

Week 5—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> Body & spatial awareness: Bouncing Skills</p>	<p><u>Focus:</u> Body & spatial awareness: Bouncing Skills</p>	<p><u>Focus:</u> Body & spatial awareness: Bouncing Skills</p>	<p><u>Focus:</u> Body & spatial awareness: Bouncing Skills</p>	<p><u>Focus:</u> Body & spatial awareness: Bouncing Skills</p>
<p><u>Opening:</u> Clap One & Two</p>	<p><u>Opening:</u> Bean Bag Walking</p>	<p><u>Opening:</u> This Old Man</p>	<p><u>Opening:</u> Back to Back</p>	<p><u>Opening:</u> Monkey See, Monkey Do</p>
<p><u>Review:</u> Backward Land</p>	<p><u>Review:</u> Mule Kick Tuck Jump</p>	<p><u>Review:</u> Dodging Limited Movement</p>	<p><u>Review:</u> Tuck Jump</p>	<p><u>Review:</u> Sole Slap</p>
<p><u>Activities:</u> •Bounce and Catch •Bounce, Catch & Hold •Mule Kick •Bean Bag Walk •Tuck Jump •Sole Slap</p>	<p><u>Activities:</u> •Bounce—Preferred Hand •Bounce—Non-preferred Hand •Dodging •Statues •Limited Movement</p>	<p><u>Activities:</u> •Bounce Continuously •Bounce—Up/Down, Soft, Hard •Weight Placement •Bean Bag Balance</p>	<p><u>Activities:</u> •Bounce while running or jumping •Bounce to music •Bounce ball to yarn •Bounce ball on down line</p>	<p><u>Activities:</u> •Bounce around cones, chairs •Bounce ball 3x, circle leg around it •Review bouncing activities •4-Square</p>
<p><u>Closing:</u> Melting Ice Cream Cones</p>	<p><u>Closing:</u> Play ball!</p>	<p><u>Closing:</u> Dodging</p>	<p><u>Closing:</u> Play ball!</p>	<p><u>Closing:</u> Wiggle, Waggle</p>
<p><u>Equipment:</u> Bean bags Milk gallon jugs</p>	<p><u>Equipment:</u> Bean bags Balls CD for music</p>	<p><u>Equipment:</u> Bean bags Balls Balance beam</p>	<p><u>Equipment:</u> Balls of different sizes</p>	<p><u>Equipment:</u> Cones Chairs Balls</p>

Health Lesson

1. Oral Hygiene
2. 5 Little Teeth

Books

The Big Blue House Call—Kiki Thorpe
Arthur's Eyes—Marc Brown
Franklin Goes to the Hospital—Paulette Bourgeois
Franklin and the Tooth Fairy—Paulette Bourgeois



Week 5—Movement Activities

4-Square

A large square is painted or drawn with chalk on concrete or blacktop. The sides of the square should be about 11 to 15 feet. The large square is divided into equal fourths, and the four small squares are numbered 1, 2, 3, 4.

Four children stand, one in each square. The child in square 1 serves from just outside the outside corner of square 1. He/she must serve underhand; the ball bounces into any of the other three squares and the receiving child must then direct the ball to any other square, where it should bounce once and again be hit underhand by another player.

The ball must not touch a line, nor may a player step on a line. The ball may not touch a player except on the hands, and must always be hit underhand. If a player faults, he/she must yield the position. Everyone moves up. A new player is added, and the child leaving goes to the end of the waiting line (if any).

Back to Back

Divide the children into pairs and each pair stands back to back. Children (in pairs) must find a way to stand close together with, for example, one child's elbow touching the partner's elbow, *and* one child's knee touching the partner's knee. There are several ways the problem could be solved.

After a child figures a way, the teacher says, "Back to Back." This is the signal to quickly find a new partner and stand back to back with him or her. The teacher gives another problem - such as, "Touch waist to waist and toe to toe." As soon as children solve the problem, the teacher says, "Back to Back"; children change, find another partner, and stand back to back ready to solve a third problem.

Depending on the age of the children, the body problems can be very easy or very difficult.

Variation: (This can be sung to the tune of "Skip To My Lou")

Head to head and knee to knee,
I'll touch you and you touch me,
Find a partner, look around,
Back to back, don't make a sound.

Wrist to wrist and toe to toe,
Try to walk, away we go.
Find a partner, look around,
Back to back, don't make a sound.

Ankle, ankle, hand to ear,
Touch me gently, never fear.
Find a partner, look around,
Back to back, don't make a sound.

Bean Bag Balance

Ask the children to try walking the balance beam with the beanbag on their heads. Following success with that, ask them to try balancing it on other body parts as they walk the beam.

Bean Bag Walk

Ask the children to experiment with walking while balancing a beanbag on various parts of the body (head, back, arm, wrist, etc.)

Bean Bag Walking

Hand each child a beanbag as you greet him or her. Ask the children to experiment with walking while balancing a beanbag on various parts of the body (head, back, arm, wrist, etc.) Try to get a variety of responses using the elements of movement.

Bounce and Catch Bouncing Skills

As you work with the child on bouncing activities, keep this sequence of activities in mind. Let the child master the earlier skills well before going on to new ones, but keep the activities challenging.

- Bounce and catch a large ball with two hands, repeatedly.
- Bounce, catch, and hold a large ball with two hands, repeatedly.
- Continuously bounce a large ball.
- Bounce the ball with the preferred hand (right, if right-handed; left, if left-handed).
- Bounce the ball with the non-preferred hand.
- Bounce the ball soft, hard, high, and low.
- Bounce the ball to music.
- Bounce the ball while running or jumping.
- Bounce the ball around cones, chairs, or other obstacles.
- Bounce the ball three times, then circle the leg around it.

Clap One & Two

Clap one and two,
Jump three and four,
Turn around,
And sit on the floor.
Clap one and two,
Nod three and four,
Jump up again,
Be ready for more.

Dodging

Use imagery to introduce the dodge to the children. For example, ask them to move as though dodging a snowball.

Limited Movement

This activity asks the children to find how many ways they can move given a particular limitation. Allowing the children plenty of time to find a variety of responses, pose the following questions and challenges: Place your hands on the floor and show me how many ways you can move your feet without moving your hands. Can you find different ways you can move if you have just one hand on the floor? Try it with one foot and both hands. How many ways can you move the free foot? Try it with one foot and one hand. How many ways can you move your free arm and leg? Put the top of your head on the floor and find how many ways you can move the rest of your body. How many ways can you move with your bottom on the floor? Your knees?

Melting Ice Cream Cones

Ask the children to pretend to be melting ice cream cones.

Mule Kick

With both hands on the mat and knees bent, the child kicks one leg at a time into the air. Variation: Having accomplished this, the child can be asked to assume a squatting position and kick both legs up and out together. Later still, the child can try to execute two kicks before returning the feet to the floor.

Play Ball!

Show the children balls from different sports and talk about the differences in size and appearance. Optional activity: create a handout of different balls used in sports to take home and color.

Sole Slap

Like Seat Kicker, children jump upward, bending their knees and kicking backward. However, here the objective is to touch the sole of one foot before landing. When the children can touch the sole of one foot, ask them to try touching both feet simultaneously. For even more challenge, tell the children to try touching first the right foot and then the left foot before landing.

Statues

In the game of “Statues,” you play a piece of music, starting and stopping it at various, indiscriminate intervals. The students, meanwhile, have been instructed to move in any way they like, as long as there is music playing. As soon as the music stops, however, they must freeze into statues and remain absolutely still until it’s resumed. (This is an excellent activity for discriminating between sound and silence and for developing listening skills.) Each time you and the students repeat this game you should use a different piece of music to accustom the children to moving to a number of different styles and to inspire different types of movement.

Later, you can make the game more difficult by asking the students to freeze in a particular manner. For instance, they might be required to freeze in a certain shape (e.g., round, crooked, wide, narrow), or in a position that’s low, high, balanced on one part of the body, and so forth. Eventually, the children will become comfortable with this type of exploration, and thus the game will no longer be necessary.

This Old Man

This old man, he played *one*,
He played knick-knack on my *thumb*
With a knick-knack, paddywack,
Give the dog a bone
This old man came rolling home.
(Substitute the following for the italicized words.)

Two...my shoe

Three...my knee

Four...the door

Five...my eye

Six...with my sticks

Seven...the heavens

Eight...the gate

Nine...my spine

Ten...my head

Tuck Jump

In this jump upward, the knees are again drawn toward the chest, as in the Knee Slap. However, this time the child grasps the shins, creating the tuck position. The back should remain as straight as possible.

Weight Placement

Explain the placement of weight to your children by telling them that only the parts of the body you assign will be touching the floor. They will then move their weight from those parts to the next one(s) you mention, transferring the weight as smoothly as possible. Challenge the children to place their weight on the following only: hands and knees; knees and elbows; knees alone; back; one side of the body; the other side; bottom only; hands and feet; feet.



Week 5—Movement Activities

Wiggle Waggle

Say the chant through once, with actions for the students. Have the children echo each line as you say it again: include actions. Say the chant four times:

First time – speak in a normal tone

Second time – speak a little softer.

Third time – whisper words.

Fourth time – “Think” the words but do the actions.

Chant:

My arms go *up* [Raise arms up in the air.]

My arms go *down* [Lower arms to side of body.]

My arms go *round* and *round* and *round* [roll arms one over the other three times.]

My fingers go *snap* [Raise arms up in the air and snap fingers.]

My toes go *tap* [lean back on heels and tap ground with toes, both feet at same time.]

My body goes *wiggle waggle* [shake whole body.]

Just like *that!* [Stamp foot and punch the air in front of you.]

Variation #1: Say the chant three times:

First time – speak in normal voice.

Second time – hum the words.

Third time – “think” words, do actions.

Variation #2: Add instruments:

Finger cymbals or triangle on the word, “up”

Tone Block on the word, “down”

Maracas on the word, “round” (one shake each time)

Bells on the word, “snap” (one shake)

Castanets on the word, “tap”

Tambourine on the words, “wiggle-waggle” (one long shake)

Hand Drum and mallet on the word, “that”

Week 5 Oral Hygiene

Objective: To understand why our teeth are so important and how to take care of them.

Opening: Brief review about germs since germs can also be in our mouth and we need to remove those too.

Review: Ask the following questions to stimulate discussion.

- What do our teeth help us do?
- How do you clean your mouth to get rid of germs?
- What do you use to clean your teeth?
- When do you brush your teeth?
- Do you know how to floss your teeth?
- Have you ever been to the dentist?
- What would happen if you didn't clean your teeth? Introduce how our teeth can get sick and hurt resulting in plaque. Explain how "plaque are bad guys that can't be seen. They eat the foods off our teeth and leave holes. These holes are called cavities and make our teeth hurt. Brushing teeth everyday, two times a day gets rid of the germs and bad guys so our teeth stay strong. When your teeth hurt you need to let a grown-up know right away because they will know what to do to make your teeth feel better."

Closing: Sing following song to the tune of "Row, Row, Row Your Boat"

Brush, Brush, Brush Your Teeth
Brush, Brush, Brush your teeth
Brush them night and day
Keep them clean and shiny white
Brush those germs away!



Week 5—Health Lesson

Week 5 5 Little Teeth

Before Lesson—Create finger puppets

Objective: Teach what children can do to keep their teeth strong and healthy.

Opening: Show the children this finger play:

*5 little teeth – shiny and white
woke up in the morning light.*

*1 decided not to drink his milk
& his strength disappeared with time*

*1 ate too much candy
& lost all of his shine*

*1 forgot to floss each day
& turned all dull and dingy*

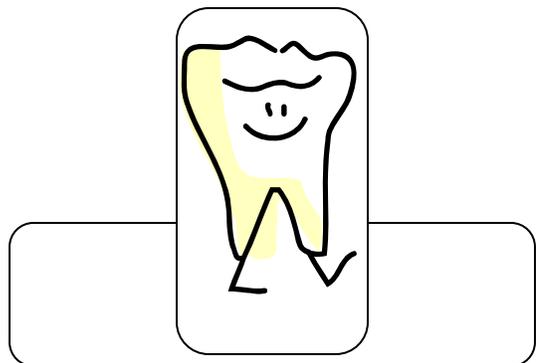
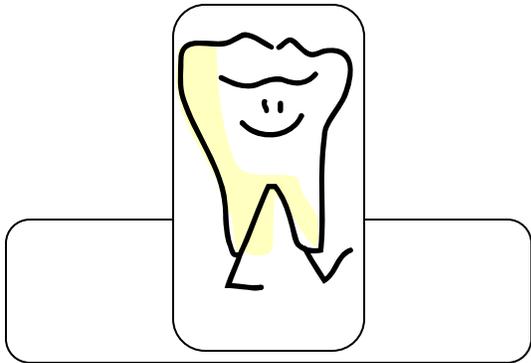
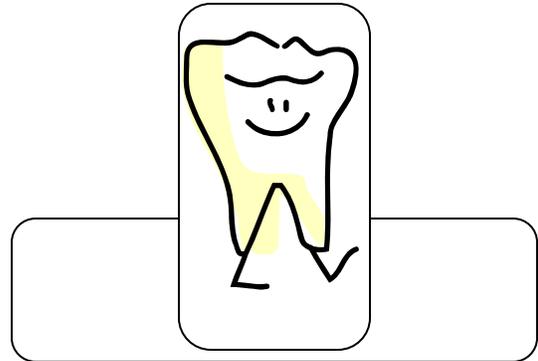
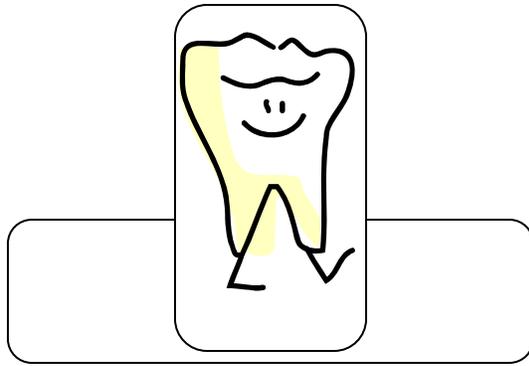
*1 forgot his toothpaste
he should not have been so stingy*

*The last little shiny tooth brushed and flossed each day
His coat stayed white and shiny so he could run and play.*

Review: Show me your teeth. (have everyone smile big)
What do our teeth do? (chew food, make bright smiles, etc.)
Can our teeth hurt?
Do your teeth ever hurt?
What can we do so that our teeth do not hurt? (brush every day, floss, do not use sippy cups or bottle at night, see a dentist, do not eat too much candy, etc.)
What can we drink that will help us to have strong/healthy teeth? (fat free or 1% milk, water)

Repeat: Finger play.

Closing: Review all the positive things children can do to keep their teeth healthy.



Healthy Movement & Active Play



Bouncing

As you work with your child on bouncing activities, keep this activity sequence in mind:

- Stage 1 – Bounce, catch and hold a large ball with two hands
- Stage 2 – Continuously bounce a large ball with two hands
- Stage 3 – Bounce a ball with the preferred hand (then with non-preferred hand)
- Stage 4 – Bounce balls of different sizes
- Stage 4 – Bounce a ball soft, hard, high and low

4-Square

Draw a large square with chalk on concrete or blacktop. The sides of the square should be about 11-15 feet. Divide the square into equal fourths, and number the smaller squares 1, 2, 3, 4.

One person stands in each square. The person in square 1 serves from just outside the outside corner of square 1. He/she must serve underhand; the ball bounces into any of the other three squares and the receiving person must then direct the ball to any other square, where it should bounce once and again be hit underhand by another player.

The ball must not touch a line, nor may a player step on a line. The ball may not touch a player except on the hands, and must always be hit underhand. If a player faults, he/she must give up the position. Everyone moves up. A new player is added, and the person leaving goes to the end of the waiting line (if any).

Recipe

Puffy Popovers

(Williamson, Williamson, 1992, p 80)

1 cup milk
1 cup flour, sifted
¼ tsp salt

1 T butter
2 eggs, beaten

1. Preheat oven to 450°
2. Beat milk, flour, salt, and butter together.
3. Add eggs and beat again
4. Pour batter into greased baking cups (a muffin pan or popover pan) until they are $\frac{3}{4}$ full
5. Bake at 450° for 15 minutes. Lower the heat to 350° and bake for 20 more minutes.

Makes 9 or 10 popovers

Week 6—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> Body & spatial awareness: Throwing Skills</p>	<p><u>Focus:</u> Body & spatial awareness: Throwing Skills</p>	<p><u>Focus:</u> Body & spatial awareness: Throwing Skills</p>	<p><u>Focus:</u> Body & spatial awareness: Throwing Skills</p>	<p><u>Focus:</u> Body & spatial awareness: Throwing Skills</p>
<p><u>Opening:</u> Story of Colors</p>	<p><u>Opening:</u> Rain Storm</p>	<p><u>Opening:</u> Camping Trip</p>	<p><u>Opening:</u> The Dinosaur</p>	<p><u>Opening:</u> I Can Make My Arms</p>
<p><u>Review:</u> Bounce and Catch</p>	<p><u>Review:</u> Bounce - Preferred and Non-preferred Hand</p>	<p><u>Review:</u> Bounce Continuously</p>	<p><u>Review:</u> Bounce While Running or Jumping</p>	<p><u>Review:</u> Bounce Around Objects</p>
<p><u>Activities:</u></p> <ul style="list-style-type: none"> •If You're Happy and You Know It •Over & Under •Throwing Progressions #1 & 2 •Throw at the Sky 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Pass a Movement •Balancing Low •Throwing Progressions #3, 4 & 5 •Wall Throw 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Grand Old Duke of York •Balancing High •Throwing Progressions #6 & 7 •Overhand Target Throw 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Walking Walking •Turning •Throwing Progressions #8 •Underhand Target Throw 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Walking in the Woods •Cut the Trees and Stack the Wood •Throwing Progressions #9 •Across-Body Throw
<p><u>Closing:</u> Right Hand, Left Hand</p>	<p><u>Closing:</u> Balloon Breathing</p>	<p><u>Closing:</u> Here We Go Round the Mulberry Bush</p>	<p><u>Closing:</u> Here We Go Round the Mulberry Bush</p>	<p><u>Closing:</u> The Wheels on the Bus</p>
<p><u>Equipment:</u> Punchball Balloons Beanbags Balls (sizes) Scarves</p>	<p><u>Equipment:</u> Punchball Balloons Beanbags Balls (sizes) Scarves</p>	<p><u>Equipment:</u> Punchball Balloons Beanbags Balls (sizes) Scarves</p>	<p><u>Equipment:</u> Punchball Balloons Beanbags Balls (sizes) Scarves</p>	<p><u>Equipment:</u> Punchball Balloons Beanbags Balls (sizes) Scarves</p>

Health Lesson

1. Hand Washing
2. Who is Helping in the Kitchen?

Books

Here Are My Hands—Bill Martin
Wash Your Hands—Tony Ross
The Very Hungry Caterpillar—Eric Carle
Caillou: A Nice Surprise—Nicole Nadeau

Across-Body Throw

Hold the disc so your thumb is on top and your fingers are on the bottom. Keep the disc lying flat like a plate. Before throwing, cross the disc in front of the body, then move your arm forward and release the disc in front of your body.

Balancing High

This activity familiarizes the children with the concept of balancing at a high level in space. Challenge the children to balance as steadily and for as long as possible in the following positions: On tiptoe; on one foot (flat); on the other foot; on tiptoe (both feet) with knees bent; on tiptoe with eyes closed; on one foot on tiptoe.

Balancing Low

With this activity the children will become familiar with the concept of balancing at a low level in space. Ask the children to balance as steadily as they can on the following parts of the body: two hands and one knee; one hand and two knees; one hand and one knee; bottom only; knees only; one knee.

Balloon Breathing

Have the children lie on their back and relax. Ask them to pretend that there is a balloon on their stomach, and when they breathe in, the balloon is slowly filling their stomach with air. When they breathe out, the balloon empties and their stomach flattens out. Try placing a balloon on each child's stomach and have them practice slow, relaxed stomach breathing. Ask the children to control the balloon on their stomach with controlled breathing.

Camping Trip

Say the poem one line at a time and have the children echo, using actions. Later, children might take turns leading the chant, or the whole class could say it together.

Story:

We're going on a camping trip [march while saying]
Far, far away [shade eyes with hand and look ahead]
Got my sleeping bag [rest head on hands held at side of neck]
One big tent [say in deep voice]
One tiny pillow [say in high voice]
One long walking stick [say slowly]
One short flashlight [say fast]
Plenty of food [rub stomach]
But no-o-o-o soap! [move head in a circle while saying, "no"]
O-O-O-O! [cover mouth with one hand and look surprised]

Variation:

Clap the rhythm of the words while saying each line.
Omit the words, just clap the story.
Clap certain lines and have children guess which line you are clapping.

Cut the Trees

Ask the children to throw beanbags at the trees to “cut the trees down.” Other ways to cut the trees include kicking the trees over or knocking the trees over with an elbow, a nose, or a hip. Children find other creative ways to cut the trees. After the trees have been cut, children can be asked to “pick up the firewood and stack it in the wood box.”

The Dinosaur

Practice saying the words, “oh my!” while putting both hands up to sides of mouth (cheeks). Tell the children to watch you closely and every time you put your hands up to your face, they are to do the same and say, “oh my!” (with expression). Tell the story one line at a time and have children come in on signal.

Story:

A dinosaur walked into town
Oh my!
He walked without making a sound
Oh my!
He looked to the left, he looked to the right
Oh my!
He looked all around, it was such a sight
Oh my!
He spotted a boy, he spotted a girl
Oh my!
He started to dance, he started to twirl
Oh my!
He laughed as he ran all over the town
Oh my!
He started to jump and then he fell down
Oh my!

Variation: Have half of the group be dinosaurs and act out words. The other half of the group will say, “oh my!” as the teacher tells the story. Repeat the story and change roles so everyone has a chance to be a dinosaur.

Grand Old Duke of York

The grand old Duke of York,
He had 10,000 men. (*hold up 10 fingers*)
He marched them up to the top of the hill (*march in place*)
And marched them down again. (*continue marching*)
And when you're up, you're up, (*stretch high*)
And when you're down, you're down. (*squat low*)
But when you're only halfway up, (*stand halfway up*)
You're neither up nor down. (*stretch up, then squat low*).



Here We Go Round the Mulberry Bush

Here we go 'round the mulberry bush, the
Mulberry bush, the mulberry bush

Here we go 'round the mulberry bush,
So early in the morning.

(Variations: walk around, hop around, run around, jump up and down, kick our feet, etc.)

I Can Make My Arms

I can make my arms go up and down,
Up and down, up and down,

I can make my arms go up and down,
Just like this.

I can make my arms go open and closed,
Open and closed, open and closed,

I can make my arms go open and closed,
Just like this.

I can make my arms go bend and straight,
Bend and straight, bend and straight,

I can make my arms go bend and straight,
Just like this.

I can make my arms go 'round and 'round,
'Round and 'round, 'round and 'round,

I can make my arms go 'round and 'round,
Just like this.

(Variations: Go on to legs, hands, shoulders, eyes, or any other part.)

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (2x)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands.

(Variations: nod your head, stamp your feet, pat your tummy, blink your eyes, etc.)

Over & Under

Line the children up in one or two lines (depending upon how many children are in your group). In each line, have the children pass a ball, one passing overhead, the next between the legs, alternately without looking back. The child at the end of the line then comes to the front, and the process begins again.

Overhand Target Throw

Place the beanbag in your hand, hold your throwing hand and beanbag behind and to the side of your head, step forward on the opposite foot, then move the arm forward releasing the beanbag toward the target.

While all children are practicing this throw, the teacher can help children having difficulty.

The use of a restraining line helps children by forcing them to stand away from the target and to throw hard to reach the target. This enables children to practice moving their throwing arm through a full range of motion. This helps develop more accurate throws. Masking tape or a jump rope placed in a straight line on the floor can be used as restraining lines. The line can be moved up or back to match a child's skill level.

Different targets can give children a focus for throwing. A wooden stand-up target board can be used to practice both overhand and underhand throwing and can be easily moved around the classroom. It also takes little storage space.

Wooden targets can be constructed from 3/4-inch plywood. Cut a 32-inch square for the target surface, and cut different-shaped holes in the board-circle, square, triangle, rectangle. Supports are constructed so that the target leans back slightly and so that the bottom of the supports are wider than the tops. This allows the target to be used for both overhand and underhand throws. Attach supports to the target with nails and glue.

Pass a Movement

Stand in a circle with the children and perform a single (simple) movement. Each child, in turn, repeats the same movement, all the way around the circle. Repeat with several different movements. Or, if time allows, let each child have a turn as leader.



Rain Storm

Everyone stand in a circle or scatter around the room. Tell the children to raise their arms in the air. “We are going to pretend we are trees and our arms are the branches of the trees.” The teacher tells the following story:

“It’s a very pretty day and the sun is shining. The trees are blowing gently in the wind [sway arms slowly from side to side].

“All of a sudden it gets very dark. The wind picks up and the trees start swaying [make the sound of the wind while swaying arms from side to side. Sway faster and make the wind sounds louder.]

“It starts to rain in little tiny drops [snap fingers for sound of rain].

“The drops get bigger [pat thighs with hands for sounds of heavier rain].

“It starts to rain very hard [pat thighs hard and fast.]
Shout: “And it starts to thunder [stamp feet real hard.]
“And lighting [clap hands again].

“And the rain comes down very hard and fast [pat thighs hard and fast].

[Start to lower your voice]: “Then the rain slows down [pat thighs slowly]. Soon the big drops turn in to little tiny drops [snap fingers]. The sun comes out [raise arms and sway, slowly, side to side] and the trees are blowing gently again.”

Variation: After acting out the rain storm, you can sing, “It’s Raining, It’s Pouring and “Rain, Rain Go Away.”

Right Hand, Left Hand

This is my right hand.

I’ll raise it up high. (right hand over head)

This is my left hand

I’ll touch the sky. (left hand up)

Right hand, (show right palm)

Left hand; (show left palm)

Roll them around. (roll hands over and over)

Left hand, (show palm)

Right hand; (show palm)

Pound, pound, pound. (pound fists on floor)

Story of Colors

Give each student a piece of colored construction paper. Keep each color group together.

Ask all the students with the blue paper to raise their hands, do this with each color to make sure they know what color they have.

Tell them you are going to tell a story and that they have to listen closely so as to follow the directions for each color.

Story:

As I was walking down the street, the color *BLUE* I saw. *Stand up BLUE* and *take a bow*, then *wave to us* one and all. *Sit down BLUE*, you had your turn,

Now look at the color *RED*. *Stand up RED* and *pat your head*, *turn around* and *sit down*.

Along the way I saw some *GREEN*, as pretty as *GREEN* could be. *Stand up GREEN* and *jump for me*. *Jump and jump* and *touch the ground*, now you may *sit down*.

Look, I see the color *YELLOW*! *Stand up YELLOW* and *stretch up high*. *Up on your toes*, try to *reach the sky*. *Sit down YELLOW*, this is almost the end.

All stand up and *wiggle with your friends*. *Shake and shake* and *shake* real fast. Not it's time to rest at last!

Sit down BLUE, then *YELLOW*, then *GREEN*, and *RED*: *Bow your heads* and go to bed.

Throw at the Sky

This exercise asks children to throw a beanbag into the air with one hand. "Don't worry about catching the beanbag; just see how high you can throw it," the teacher says.

Throwing Progressions

1. Roll the ball to a partner
2. Roll the ball through a designated space (for instance, a line of cones).
3. Throw the ball overhand and underhand, tossing it against a wall.
4. Toss a beanbag, overhand and underhand, to an adult.
5. Toss a ball, overhand and underhand, to an adult.
6. Toss balls of various sizes overhand and underhand to a partner.
7. Throw a beanbag for distance or accuracy.
8. Throw a ball for distance or accuracy.
9. Toss a beanbag or ball through a target (for instance, a hanging tire).



Week 6—Movement Activities

Touch Your Toes

(to the tune of “Where is Thumbkin?”)

Touch your toes, touch your toes.

Turn around, turn around.

Do a little jumping, do a little jumping

Squat real low, up you go.

(Variations: substitute any action, such as hopping or shaking.)

Turning

Turns at both low and high levels in space should be tried. At a low level, the children can try turning while kneeling, sitting or squatting. At a high level, they should practice pivoting front to back, with the balls of the feet remaining in place, prior to trying a one-footed half-turn.

Underhand Target Throw

Throwing underhand basically requires the same stepping pattern as the overhand throw. When throwing, the child should step forward on the opposite foot. In the underhand throw, the arm and hand start at the side of the body, and as the child steps forward with the opposite foot, the throwing arm swings first back then forward, releasing the beanbag toward the target.

Walking in the Woods

Ask children to plant trees in a forest. Use pins or soda bottles to represent trees. “Can you plant the trees making sure they are not close to each other?” Teachers may need to move some trees farther apart. Repeat all locomotor skill activities previously practiced using the tree obstacles. This is a difficult movement challenge and is great fun. “Begin walking around every tree in the forest. Make sure to watch where you are moving, stay far away from your friends, and be careful not to knock any trees over. If you bump into a tree, please “replant” the tree and continue moving.

Walking Walking

Walking, walking,

Walking, walking.

Hop, hop, hop.

Running, running, running.

Running, running, running.

Now let’s stop,

Now let’s stop.

Week 6 Hand Washing

Objective: To understand that cleanliness is important to health.

Opening: Teach children a hand washing song to sing while washing hands. The following song is a suggestion.

TEN LITTLE GERMS (sung to the tune of *Ten Little Indians*)
*Ten little, nine little, eight little bad germs,
Seven little, six little, five little bad germs,
Four little, three little, two little bad germs
No more bad germs on my hands!*
(GOJO Industries, Inc., 2004)

Review: General Information:

- Germs are everywhere.
- Germs are so small that you cannot see them.
- Some germs make you sick.
- Germs can get on your hands from things you touch.
- Germs can get inside your body through your mouth, nose and eyes.
- You can get rid of germs and keep from getting sick by washing your hands.

How to Wash Your Hands:

- Use warm, running water with liquid or pump soap
- Rub hands together for at least 15 seconds
- Scrub underneath fingernails
- Rinse and then dry

When to Wash Your Hands:

- After using the toilet, sneezing, coughing, or blowing nose
- Before eating or touching food
- After playing outside, playing with animals, or look and feel dirty
- More when sick or someone around you is sick

Following questions could prompt answers to above information:

- When do you wash your hands?
- Why do you wash your hands?
- Can you see dirt on your hands?
- Can you see germs on your hands?
- How do you clean your hands to get the dirt and germs off?
Show me.
- What would happen if you didn't wash your hands?

Closing: End with hand washing song chosen.

Week 6 Who's Helping in the Kitchen?

Objective: Learn ways they can help with meals.

Review: Ask the following questions to stimulate discussion

- Who likes to help their mom or dad in the kitchen?
- What do you like to do in the kitchen? If children are speechless, prompt with the following things they may be able to do in the kitchen such as:

Pour cereal, milk, juice

Put bread in the toaster

Peel bananas

Shape burgers or meatballs

Pour measured ingredients

Mix ingredients

Wash unbreakable dishes

Clear the table

Throw things into the trash

Tear lettuce

Make sandwiches

Wash vegetables

Open packages

Measure ingredients

Wipe counters

Set the table

- What is the first thing we do when we are getting ready to cook? **WASH OUR HANDS!**
- Do we still need to wash our hands if they look real clean and we can't see any dirt on them? Yes, even when we can't see dirt or germs we need to wash our hands real well. That helps keep others and us healthy.
- Do we need to wash the counter tops off that we will be using? Yes, it is important to clean your table to get rid of germs.
- Is a knife something safe to play with? Why not? Knives are very sharp and can cut us. If you need to cut something ask a grown-up to do it.
- Are you allowed to take things out of the oven or take a pan off the stove? No, it could burn you. Any time you are cooking and using an appliance that gets hot, be sure a grown-up helps. There are lots of things you can do in the kitchen without using sharp knives or hot things like stoves and frying pans – those are for grown-ups!

Closing: Review things they can help with in the kitchen and things grown-ups should do.

(Mayfield, 1992, p. 223-224)

Healthy Movement & Active Play

Throwing Overhand

Children need to practice correct mechanics to throw overhand successfully.

- Step 1 – Hold your throwing hand and ball behind and to the side of your head
- Step 2 – Step forward on the opposite foot
- Step 3 – Move your arm forward, releasing the ball toward the target

Beanbags are useful when children are first learning throwing skills because they are easy to grip and safer to use indoors. Making beanbags can also be a fun activity to do with your child. All you need is a rectangular scrap of fabric, uncooked beans, sewing needle and thread.

Throwing & Tossing Challenge

One of the best ways to help your child practice their throwing and tossing skills is to make a family game out of it. Here are some ideas you can use as your child's skills progress.

- Throw the ball against the wall overhand and underhand
- Toss a beanbag, overhand and underhand, to your family members
- Toss balls of various sizes, overhand and underhand
- Throw a beanbag or ball for distance or accuracy
- Throw a beanbag or ball through a target (i.e. a hanging hula-hoop)

Recipe

Fill Your Pocket Pita

(Better Homes and Garden, 1985, pp 44-45)

Pita Rounds - ½ round for each person

Spreads	Cold Cut	Veggie Coins	Green Stuff	Cheese Sticks
Mayonnaise or Salad Dressing, Cream Cheese, Butter or Margarine	Sliced bologna, Sliced turkey or chicken breast, Sliced ham	Sliced cucumber, Sliced zucchini, Sliced tomatoes, Pickles slices	Tom lettuce, Green Pepper, Alfalfa sprouts	American, Cheddar, Swiss, Mozzarella, or Monterey Jack cheese

1. Cut pita bread rounds crosswise in half. Open each half to form a pocket.
2. Put spreads out in individual containers.
3. Cut cold cuts into quarters.
4. Slice or chop vegetables.
5. Grate or slice cheese into julienne strips.
6. Allow children to make their own pitas by choosing what they want to put into it.

Week 7—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> Overhead Move- ments Shoulder Strengthening Activities</p>	<p><u>Focus:</u> Overhead Move- ments Shoulder Strengthening Activities</p>	<p><u>Focus:</u> Overhead Move- ments Shoulder Strengthening Activities</p>	<p><u>Focus:</u> Overhead Move- ments Shoulder Strengthening Activities</p>	<p><u>Focus:</u> Overhead Move- ments Shoulder Strengthening Activities</p>
<p><u>Opening:</u> Right Hand, Left Hand</p>	<p><u>Opening:</u> Pass a Movement</p>	<p><u>Opening:</u> The Dinosaur</p>	<p><u>Opening:</u> I Can Make My Arms</p>	<p><u>Opening:</u> Balancing High</p>
<p><u>Review:</u> Throwing Progression #1 or #2</p>	<p><u>Review:</u> Throwing Progression #3 or #4</p>	<p><u>Review:</u> Throwing Progression #5 or #6</p>	<p><u>Review:</u> Throwing Progression #7 or #8</p>	<p><u>Review:</u> Throwing Progression #9</p>
<p><u>Activities:</u> •Wheelbarrows •Gator Stand •Trees in the Wind</p>	<p><u>Activities:</u> •Tripods •Gator Walk •Bubbles to Chase & Pop</p>	<p><u>Activities:</u> •Headstands •Crab Crawl •Outdoor Basketball</p>	<p><u>Activities:</u> •Pushups—Bent Knee •Turtle Walk •Plastic Hoop Places</p>	<p><u>Activities:</u> •Pushups— Straight Leg •Overhead Ball Pass •Climbing a Knotted Rope</p>
<p><u>Closing:</u> Seeds and Ice Cubes</p>	<p><u>Closing:</u> Everybody Do This</p>	<p><u>Closing:</u> Imaginary Beach</p>	<p><u>Closing:</u> Floating Clouds</p>	<p><u>Closing:</u> Relax!</p>
<p><u>Equipment:</u> Balls for throwing progressions</p>	<p><u>Equipment:</u> Bubbles Balls</p>	<p><u>Equipment:</u> Basketball Bucket on raised platform</p>	<p><u>Equipment:</u> Plastic hoops Balls for throwing</p>	<p><u>Equipment:</u> Balls for throwing progressions</p>

Health Lesson

1. Healthy Food vs. Junk Food
2. Healthy Drinks

Books

Gregory the Terrible Eater—Mitchell Sharmat
Something Good—Robert Munsch



Week 7—Movement Activities

Balancing High

This activity familiarizes the children with the concept of balancing at a high level in space. Challenge the children to balance as steadily and for as long as possible in the following positions: On tiptoe; on one foot (flat); on the other foot; on tiptoe (both feet) with knees bent; on tiptoe with eyes closed; on one foot on tiptoe.

Bubbles to Chase and Pop

Blow bubbles for the children to chase and pop. Blow them up high so that they have to stretch, reach, and jump. Use language skills to describe what you see the children doing.

Climbing a Knotted Rope

Hang up a very thick (2"-3" in diameter) knotted rope with knots evenly spaced about every 8" along a 6' length. Secure it tightly and make sure it can safely hold the weight of any child in the group. Hang the rope so that the end is at the children's knee level. Have cushioning under the rope to protect from falls. Encourage children to see how far up the rope they can climb.

Crab Crawl

Lie on your back. Raise yourself up by supporting weight on your hands and feet. Hands should be flat on the floor with fingers pointing toward hips. Move left and right foot forward at the same time. Then move the right hand and left foot forward. Move your body forward or backward.

The Dinosaur

Practice saying the words, “oh my!” while putting both hands up to sides of mouth (cheeks). Tell the children to watch you closely and every time you put your hands up to your face, they are to do the same and say, “oh my!” (with expression). Tell the story one line at a time and have children come in on signal.

Story:

A dinosaur walked into town
Oh my!
He walked without making a sound
Oh my!
He looked to the left, he looked to the right
Oh my!
He looked all around, it was such a sight
Oh my!
He spotted a boy, he spotted a girl
Oh my!
He started to dance, he started to twirl
Oh my!
He laughed as he ran all over the town
Oh my!
He started to jump and then he fell down
Oh my!

Variation: Have half of the group be dinosaurs and act out words. The other half of the group will say, “oh my!” as the teacher tells the story. Repeat the story and change roles so everyone has a chance to be a dinosaur.

Everybody Do This

(to the tune of “Shortnin’ Bread”)

Everybody do this, do this, do this

Everybody do this just like (child’s name).

(Each child chooses a different exercise to demonstrate, and everyone else imitates that child.)

Floating Clouds

Ask the children to lie down and imagine they’re each floating on a soft, fluffy cloud.

Gator Walk

Lie on floor supporting body with both forearms. Rise up onto your toes, keeping back straight (gator stance). Walk on your forearms, first with your left arm and right leg, with the opposite arm and leg. Keep the movements small.

I Can Make My Arms

I can make my arms go up and down,
Up and down, up and down,
I can make my arms go up and down,
Just like this.

I can make my arms go open and closed,
Open and closed, open and closed,
I can make my arms go open and closed,
Just like this.

I can make my arms go bend and straight,
Bend and straight, bend and straight,
I can make my arms go bend and straight,
Just like this.

I can make my arms go 'round and 'round,
'Round and 'round, 'round and 'round,
I can make my arms go 'round and 'round,
Just like this.

(Variations: Go on to legs, hands, shoulders, eyes, or any other part.)

Imaginary Beach

Ask the children to lie on the floor and imagine they're at the beach. Paint a picture in their minds by softly describing the things they're hearing and feeling.

Outdoor Basketball

Secure a basket or basketball hoop to a steady surface about 4' off the ground. Provide several different weights of basketballs for the children to use. Add a second hoop or basket to a higher height to challenge the children.

Overhead Ball Pass

Line the children up on one or two lines. In each line, have the children pass a ball overhead from one child to the next. The child at the end of the line then comes to the front, and the process begins again. Start the game with a very light ball and progress to a heavier ball.

Pass a Movement

Stand in a circle with the children and perform a single (simple) movement. Each child, in turn, repeats the same movement, all the way around the circle. Repeat with several different movements. Or, if time allows, let each child have a turn as leader.

Plastic Hoop Places

Give each child a plastic hoop to use. Ask the children to position themselves by following the directions.

- Balance on tiptoes in front of their hoops
- Stand on top of their hoops
- Run around their hoops
- Shake their hoops over their heads
- Hop over their hoops
- Skip around their hoops

Relax!

Have the children lie down on their backs, with each child in his own space. Ask the children to think about the part of their body that you name. First have them tighten that body part as hard as they can. Watch to see if they can do this. Then tell them to relax or make that part of their body a soft muscle. Do this for hands, fingers, feet, toes, back, stomach, legs, neck, shoulders, face, and arms. See if the children can suggest which parts of the body to tighten and relax next.

Tighten your hand. Make a hard, hard fist. Now relax your hand. Make it as floppy as you can. Shake it around and see if it flops. Just let your hand hang and take a big rest.

Right Hand, Left Hand

- This is my right hand.
- I'll raise it up high. (right hand over head)
- This is my left hand
- I'll touch the sky. (left hand up)
- Right hand, (show right palm)
- Left hand; (show left palm)
- Roll them around. (roll hands over and over)
- Left hand, (show palm)
- Right hand; (show palm)
- Pound, pound, pound. (pound fists on floor)

Seeds and Ice Cubes

Ask the children to get into the smallest shapes possible and to imagine they're tiny seeds in the ground. Then, as you pretend to be the rain and the sunshine, ask the children to grow slowly into the biggest, most beautiful flowers and trees. Once they've achieved that, ask them to then pretend they're giant ice cubes. The sun comes out, and they begin to melt slowly until they're nothing but puddles on the floor.



Week 7—Movement Activities

Throwing Progressions

1. Roll the ball to a partner
2. Roll the ball through a designated space (for instance, a line of cones).
3. Throw the ball overhand and underhand, tossing it against a wall.
4. Toss a beanbag, overhand and underhand, to an adult.
5. Toss a ball, overhand and underhand, to an adult.
6. Toss balls of various sizes overhand and underhand to a partner.
7. Throw a beanbag for distance or accuracy.
8. Throw a ball for distance or accuracy.
9. Toss a beanbag or ball through a target (for instance, a hanging tire).

Trees in the Wind

Pretend to be trees with the children. Have them stretch their arms out wide and move as if they were blowing in the wind. Act out how the trees would move in each: a big thunderstorm, a heavy snowstorm, an autumn day as leaves are falling, and a still, quiet summer day.

Turtle Walk

Lie stomach down with your hands flat on the floor. Push upward supporting your weight with only your hands and feet, with your arms straight and your knees off the floor. Keep arms and legs wider than shoulder-width apart. Move right arm and leg forward together, then move left arm and leg forward together. Try going backward. Make small movements.

Week 7 Healthy Food vs. Junk Food

Objective: Recognize the difference between healthy food and junk food.
Understand eating less healthy foods is okay in moderation.

Review: Ask the following to stimulate discussion.

- Which is better to eat for breakfast--cereal or a donut? Why?
- Which is better to drink from McDonald's--pop or milk? Why?
- Which snack is better for you--candy bar or an apple? Why?
The healthy foods like cereal, milk, and apple all have important nutrients to help you grow and be healthy. The less healthy foods like the donut, pop, or candy bar don't have as many nutrients and are mostly sugar.
- Does that mean we should never eat foods like donuts, pop, or candy? No—we can eat them sometimes if we like them, but we should eat healthy foods much, much more.

Closing: Have children identify if healthy food or junk food by naming foods such as cookies, crackers, potato chips, cheese, popcorn, carrot sticks, banana. The final message should be most of the foods we eat should be healthy and less healthy food should be eaten just once in awhile. Healthy foods will have nutrients that help us grow and won't be very sweet, very salty, or very greasy.

(Mayfield, 1992, p. 84-86)



Week 7—Health Lesson

Week 7 Healthy Drinks

Objective: Understand the importance of milk for our bodies. Recognize other healthy drinks to drink and how much.

Review: Ask the following questions to stimulate discussion.

- Where does milk come from?
- Why do we need to drink milk? Why is milk good for you? Milk has calcium and calcium makes your bones and teeth strong and healthy. Have children point to their teeth and feel bones on their bodies.
- What are some foods made with milk?
- How many servings of milk or foods made with milk do you need each day? 2
- What are other things you like to drink? Juice? Pop? Water? Address each answer pointing out as a good choice or not so good.
- How many cups of water should you have every day? 4-6

(Mayfield, 1992, p. 95-97)

Closing: Emphasize having 2 servings of milk each day, only 1 serving of juice or sweetened drinks and the rest should be water. Sing the following tune to “I’m a Little Teapot”

Cup of Water

*Here's a cup of water
Clean and pure
It is very good for me
I am sure.
Many cups a day,
Feeds and cleans you up
So tip your cup and
Drink it up!*

(U.S. Environmental Protection Agency, 2007)

Healthy Movement & Active Play



Overhead Movements

Practicing overhead movements helps children develop their upper arm and shoulder muscles. Below are a couple of fun family activity ideas to help your entire family develop and maintain these targeted muscle areas.

Over & Under

Line up your family in one line, so that each individual is facing the back of the person in front of them. Starting at the beginning of the line, have the first person pass a ball overhead (adults may need to kneel to pass the ball to a child behind them). The next person passes the ball between their legs. Once the ball reaches the end of the line, the person with the ball runs to the front of the line, and the process begins again. You can challenge your family by seeing how quickly you can do the activity, rotating everyone through the positions.

Challenge Aloft

Work together as a family to keep a beach ball or balloon in the air by tapping it with two hands above your heads. Make it a game by seeing how many times you can hit the ball or balloon without it hitting the ground.

Recipe

Chinese Noodle Drops

(Colker, 2005, p 126)

- 1 (5oz.) can chow mein noodles
- 1 cup carob chips
- ½ cup frozen apple juice concentrate (defrosted)
- ¼ cup peanut butter
- 1 tsp. vanilla

Double boiler
Measuring cups
Measuring spoons
Wooden spoon
Baking sheet
Waxed paper
Metal spoon

- Place chips, juice, peanut butter, and vanilla into top of double boiler
- Fill bottom pot of double boiler with water, cover top of pot
- Bring water in double boiler to boil on high heat
- Cook until chips are melted
- Add noodles
- Stir using wooden spoon, and remove from heat
- Line baking sheet with waxed paper
- Use metal spoon to drop mixture onto baking sheet by spoonfuls
- Let harden before serving

Week 8—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> Body & spatial awareness: Striking Activities</p> <p><u>Opening:</u> Simon Says</p> <p><u>Review:</u> Trees in the Wind</p> <p><u>Activities:</u> •Explore Up and Down •Let's Strike •Striking Activity #1 •Balloon Tennis</p> <p><u>Closing:</u> Make Believe Walks</p> <p><u>Equipment:</u> Punchball Balloons</p>	<p><u>Focus:</u> Body & spatial awareness: Striking Activities</p> <p><u>Opening:</u> On the Run</p> <p><u>Review:</u> Gator Walk</p> <p><u>Activities:</u> •See My Hands •Let's Push and Pull •Strike with one hand •Striking Activity #2, 3</p> <p><u>Closing:</u> Body Parts</p> <p><u>Equipment:</u> Punchball Balloons Beach Balls Paddles</p>	<p><u>Focus:</u> Body & spatial awareness: Striking Activities</p> <p><u>Opening:</u> Let's Stretch</p> <p><u>Review:</u> Crab Crawl</p> <p><u>Activities:</u> •Moving Softly/ Moving Loudly •Strike Balloon with Body Parts •Striking Activity #4 & 5 •Make Believe Striking</p> <p><u>Closing:</u> Body Sounds</p> <p><u>Equipment:</u> Beach Balls Tennis Balls Paddles</p>	<p><u>Focus:</u> Body & spatial awareness: Striking Activities</p> <p><u>Opening:</u> Explore Movement Elements</p> <p><u>Review:</u> Turtle Walk</p> <p><u>Activities:</u> •Imitating Movement •Striking with Two Hands •Striking Activity #6 & 7 •High Skilled Training</p> <p><u>Closing:</u> Moving with Limitations</p> <p><u>Equipment:</u> Beach Ball Punch Ball Whiffle Ball Cone Plastic Bat</p>	<p><u>Focus:</u> Body & spatial awareness: Striking Activities</p> <p><u>Opening:</u> Explore Force</p> <p><u>Review:</u> Overhead Ball Pass</p> <p><u>Activities:</u> •Imitating Movement •Dribbling •Striking Activity #8 •Practice 2 Hands & High Skill</p> <p><u>Closing:</u> If You're Happy and You Know It</p> <p><u>Equipment:</u> Ping Pong Paddles Tennis Balls Nylon Paddles Balloons</p>

Health Lesson

1. Put a Rainbow on Your Plate
2. Where Does Real Juice Come From

Books

Growing Vegetable Soup—Lois Ehlert
From Oranges to Orange Juice—Kristin Thoennes Keller
Fruits—Robin Nelson
The Vegetable Group—Mari Schuh



Balloon Tennis

Give each child a racquet and a balloon, and have them explore the pieces of equipment. Begin the activity by encouraging the children to strike the balloon in various ways – hard, soft, overhand and so on. Continue play, suggesting that the children hold the racquet with their non-preferred hand.

Allow plenty of movement space.

Once the children are comfortable with striking the balloon, have them work with partners. Each pair “rallies” a balloon back and forth as in a tennis game.

Body Parts

Ask the children to sit, and then present the following challenges:

- Put an elbow on the floor; take it as far away from the floor as possible.
- Stretch a foot far away from you and then bring it back without touching the floor (until it's back in its original position)
- Put a shoulder (the other shoulder; both shoulders) on the floor.
- Touch an elbow to a knee; take it as far away from that knee as possible.
- Can you touch your shoulder to your foot?
- Come up from the floor with your head leading and the rest of your body following.
- Go back down to the floor with your nose leading the way.
- Come back up with an elbow leading.

Body Sounds

In this exercise, have the children show you how the following sounds (all of which you'll make) inspire them to move. Again they can either incorporate the sound into their movement or perform silently, or try both, one after the other.

Try these “body” sounds:

Clapping
Slapping
Humming
Finger-snapping
Tongue-clicking
Whistling
Feet-shuffling

Dribbling

Children love to bounce a ball, and light-weight balloons are excellent for introducing that skill. Rubber playground balls or regulation basketballs, which are too heavy for young children to dribble successfully, can frustrate children and defeat the desire to practice the skill. Remind the children to dribble the balloon by touching it only with their fingertips and not other parts of their hands.

Ask children to “hold the balloon in front of your body, drop the balloon, and when the balloon bounces up use your fingertips to gently strike the balloon back down to the floor. Keep striking the balloon down softly and see how many times you can bounce the balloon without stopping.”

Children who succeed in bouncing a balloon are ready to bounce a ball. Teachers must judge when children are ready for more difficult activities. Use an instruction much like the instruction for bouncing the balloon. “Drop the ball, and when it bounces up strike down gently with your fingers. You will have to strike down harder than you did with the balloons.” Children should experiment with both soft and hard dribbles, but will delight in seeing how hard and how high they can bounce the ball. If children have trouble bouncing balls, go back to balloons and review the motions.

When children can dribble standing still, challenge them to dribble while walking.

Exploring Force

Ask the children to do the following:

- Move very softly, like a feather floating
- Move very strongly, making lots of noise with their feet
- Make strong movements with their arms, like propellers on a helicopter
- Make light arm movements, like the wings of a bird sailing gently through the sky
- Show you how hard they can push against the floor
- Tighten up all their muscles so they feel as stiff as robots
- Be floppy rag dolls who have no muscles holding them up

Exploring Movement Elements

Ask the children to do the following:

- Walk in place (space)
- Jump in a circle (space)
- Run in place with knees high and arms low (shape)
- Jump as “hard” as they can (force)
- Walk as slowly as they can (time)
- Jump, being as small as they can be (shape)
- Run, being as tall as they can be (shape)

Exploring Up and Down

Pose the following questions and movement challenges:

Do you know what “up” and “down” mean? Show me with your body.
Can you make your body go all the way down? All the way up?
How high up can you get?
Can you go down halfway?
Make yourself so tiny I can hardly see you.
Show me you can become as huge as a giant.
Now pretend your feet are glued to the floor. Can you move your body up and down without those feet moving?

Pose the following movement challenges:

Make yourself very small; very big.
Can you get even bigger?
Stretch very high.
Bend down very low.
Can you look like a piece of toast coming out of a toaster?
Can you look like a yo-yo?
Can you look like a jack-in-the-box?
Can you look like popcorn popping?

High Skilled Striking

After children develop basic skills, ask them to see how many times they can strike the balloon without missing.

Can you strike the balloon into the air five times without letting it touch the floor? Ten times? Twenty times? By age 5 most children can strike a balloon into the air from 5 to 50 straight times.

Can you keep the balloon in the air by striking it each time with a different body part? You may need to be more specific. Can you strike the balloon into the air first with your hand, then with your head, then with your elbow, then with your knee, and finally with your hand again? Can you keep this pattern going?

If You're Happy and You Know It

If you're happy and you know it, clap your hands. (2x)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands.

(Variations: *nod your head, stamp your feet, pat your tummy, blink your eyes, etc.*)

Imitating Movement

You will perform a short *sequence* of movements at a slow to moderate tempo, which the children must then imitate. An example would be this: bend knees-straighten-hands on hips-nod the head). Or you can move on to a totally new sequence.

Here are other possible sequences:

Bend knees-straighten-hands on hips-nod the head-circle arms
Rise on tiptoe-lower heels-clap hands twice-turn around-clap three times
Bend forward at waist-straighten-hands on head-jump once in place-blink three times
Jump twice in place-open and close mouth-shake arms-shake whole body-collapse to floor

Imitating Movement

The examples given above are repeated here, with one more step added to each. The sequences are as follows:

Rise on tiptoe-lower heels-clap hands twice-turn around
Bend forward at waist-straighten-hands on head-jump once in place
Jump twice in place-open and close mouth-shake arms-shake whole body

Let's Bend

Have the children stand and experiment with bending forward, backward, and to both sides. Then issue the following challenges:

- Touch your knees and straighten.
- Touch your toes (with knees bent, to avoid strain on the lower back) and straighten very slowly.
- Touch your toes and straighten quickly.
- Touch your toes and straighten halfway.

Follow this up by asking them to experiment with bending the waist, arms, and legs while kneeling, crouching, sitting, and lying on backs, stomachs, and sides.

Let's Push and Pull

Emphasize that these exercises are imaginary and must be performed without the children touching each other. Ask them to push (then pull) in these ways:

- With both hands
- With one hand and then the other, alternately
- Forward; downward; upward; sideward
- Strong and hard; lightly (against less resistance)
- Very slowly; quickly
- With short (long) movements

Let's Run

Have the children run in the following ways:

- In place (“Can you make your knees go higher? Can you go faster? Slower?”)
- Making a lot of noise with the feet
- Very lightly, with tiny steps
- Starting and stopping on signal

Let's Stretch

Have the children experiment with stretching forward, backward, toward the ceiling, and toward the floor while standing, kneeling and sitting. Then present the following challenges and questions:

- Lie on your back and show me how long you can be.
- Can you be just as long lying on your stomach?
- Can you stretch wide?
- Make yourself very tiny (so I can hardly see you) and then begin to “grow” very slowly, until you’re as big as you can be.
- Can you stretch your body high while stretching your arms low?

Let's Strike

A strike is a strong movement of the arm (or arms) propelled in any direction for the purpose of hitting an object. The arm must bend to initiate the strike, extending with both force and speed and then abruptly stopping, with no follow-through in the motion of the arm. Discuss “pretending” with the children, emphasizing that their strikes are to take place in the air only! Then ask them to strike in the following ways, while standing, kneeling, and sitting:

- With both arms
- With one (the other) arm
- Alternating arms
- Upward; downward; sideward
- With long (short; medium) extension of the arms

Let's Walk

Observing closely, have the children walk in the following ways:

- Freely (with good posture and alignment)
- In place (“Can you make your knees go higher? Can you do it faster?”)
- Forward (“Can you do it slower?”)
- Backward
- On tiptoe (“Can you make yourself even taller?”)
- On heels
- Very slowly; very fast
- With tiny steps; with giant steps

Make Believe Walks

Ask the children to walk like they're the following:

- Big and strong
- Fat and jolly like Santa Claus
- Really mad
- Really sad
- Looking for the towel with soap in their eyes
- In a parade
- On hot sand that's burning their feet
- Trying to get through sticky mud

Make Believe Striking

Ask the children to strike as though doing the following:

- Boxing
- Playing a big bass drum
- Swinging a bat
- Hammering a nail
- Chopping wood
- Feeling angry
- Swatting at a mosquito
- Hitting a ball

Moving Backward

Ask the children to move backward in the following ways:

- Walking
- Jumping
- Crawling
- Walking with little steps
- Walking with big steps
- On hands and feet

Moving with Limitations

Pose the following challenges and questions to the children:

- Place your hands on the floor and show me how many ways you can move your feet (without moving your hands).
- Can you find different ways to move if you have just one hand on the floor?
- Try it with the one foot and both hands. How many ways can you move the free foot?
- Try it with one foot and one hand. How many ways can you move your free arm and leg?
- Put the top of your head on the floor and find how many ways you can move the rest of your body.
- How many ways can you move with your bottom on the floor? Your knees?



Week 8—Movement Activities

Moving Softly/Moving Loudly

(The form of the song is ABAB, with A representing the soft section.) Then for the second soft and loud verses, ask the children to move in whatever ways the music makes them feel like moving. Can they find new ways to move to the soft and loud music?

Suggestions for the first 2 verses include the following:

Soft

Tiptoeing
Moving arms gently
Patting the floor
Swaying gently

Loud

Stamping feet
Punching toward ceiling
Pounding the floor
Rocking forcefully

On The Run

Ask the children to run as though they're the following:

Carrying a football in the big game
Trying to catch a bus
On very hot sand at the beach
Being chased by somebody
Dribbling a basketball down the court
Finishing a long, exhausting race
A police officer chasing a crook
Carrying very heavy loads on their backs

See My Hands

Ask the children to sit and move their hands and fingers in the following ways:

- Stretching hands and fingers as wide as possible; bending them into tightly clenched fists
- Moving fingers in and out very fast/ very slowly
- Bringing hands together with much force (as though to clap them) but not letting them touch
- Repeating the last movement, with hands up high; to one side; the other side
- Bringing hands together using little force (making movement soft and light)
- Clapping hands together and moving them up and down; in and out; side to side
- Turning hands from front (palms) to back
- Making circles with hands without moving arms

Simon Says

Play an easy version of Simon Says with the children, but make the game easier. No elimination. When children are supposed to follow the direction, say “Simon Says ____.” When children are not supposed to follow the direction, say “Simon says DO NOT _____.” Give directions for all kinds of actions and see how well the children can listen without being fooled. Simon says hop like a frog. Simon says stand on one foot. Simon says squat down. Simon says DO NOT clap your hands. You can give each child a chance to be Simon. Have a waiting list and continue the game often to avoid disappointing children who want to lead the game.

Raise your arms

Stand up tall

Touch your toes

Stand on one foot

Bend and touch your knees

Reach for the sky

Touch your head

Touch your shoulders

Pucker up your mouth

Place hands on hips

Close (open) your eyes

Give yourself a hug

Strike Balloon with Body Parts

Teach children to use more than their hands while they develop striking skills. Children respond well to the challenge of striking with other body parts, especially with the head. This skill requires children to track the balloon, to position their bodies under the balloon, and to jump at the appropriate time.

Strike With One Hand

Children need to learn two striking patterns: underhand and overhand. The underhand motion begins by placing arms and hands in front of the body with palms up. To strike, children raise arms and contact the balloon with hands and fingers. It is easier in the beginning to strike with one hand. Many children cannot coordinate striking with two.

Striking Activity #1

Hit a balloon continuously to keep it in the air.

Striking Activity #2, 3

Sit opposite a partner with legs straddled and pass a ball by striking it with hands.

Sit opposite a partner with legs straddled and use a paddle to pass a ball back and forth.



Week 8—Movement Activities

Striking Activity #4, 5

Sit in a straddle position and use the hand as a paddle to bounce a large, soft ball.

Sit in a straddle position and use a Ping-Pong paddle to bounce a tennis ball.

Striking Activity #6, 7

Hit a ball off a cone with an oversized plastic bat.

Hit a ball suspended from a rope (tether ball) with an oversized plastic bat.

Striking Activity #8

Paddle balls of varying sizes to a partner and at various levels.

Striking with Two Hands

The overhead pattern is like a player striking volleyball above the head. Begin with arms and hands above the head with palms up and elbows bent. When the balloon comes down raise both arms and contact the balloon with both hands. Jumping when the balloon is struck propels the balloon higher into the air.

Week 8 Put a Rainbow on Your Plate

Objective: To teach children that fruits and vegetables come in all different colors. To educate children on the importance of eating fruits and vegetables from all five color groups to stay healthy.

Review: Ask the following questions to stimulate discussion.

- What colors are in a rainbow? These are some of the same colors that fruit and vegetables come in.
- Name some fruits and vegetables that are red? Green? Orange/Yellow? Blue/Purple? White?
- Talk about fruits and vegetables that come in different colors such as peppers (red, green, yellow, and purple) and grapes (green, red, and purple).
- Talk about how fruits and vegetables are put in groups by the part we eat – for example, bananas are part of the white group because we eat the white fruit, not the yellow skin. Green apples are part of the green group because we eat the green skin.
- We can buy fruit and vegetables fresh from the grocery store. How else can you buy fruits and vegetables? Canned, frozen, dried, and juice.
- How many fruits and vegetables should we eat a day? 5-9

(Produce for Better Health Foundation, n.d.)

Closing: Review how we should eat a rainbow of foods every day to help us stay healthy. Sing the 5 to 9 A Day song from www.dole5aday.com where there is music to accompany the lyrics plus other songs.

5 to 9 A Day

*Now here's a little song where I can take the lead
I wanna eat the right kind of foods that I need
I'm countin' all my servings in a real cool way
I'm talking fruits and vegetables, 5 to 9 A Day!*

*1 – 2 – 3 – 4 – 5 A Day, 6 - 7 - 8 - 9 A Day
That's the fruit and vegetable way
Eat 5 to 9 servings every day
Sing 5 to 9 A Day!*

(Dole Food Company, Inc., 2004)



Week 8—Health Lesson

Week 8 Where Does Real Juice Come From?

Objective: Teach children the difference between 100% juice and sugared juice.

Opening: Show children a variety of fresh fruit items. Talk about how nutritious they are when we eat just the fruit. Then show the children a cup of sugar and a variety of empty “sugar juice” containers (SunnyD, Kool Aid, Hi-C, etc). Talk about sugar being bad for everyone’s teeth and causing health problems.

Activity: Have several oranges (hopefully sweet ones) cut in quarters, a sandwich-sized zip-lock-type bag, and small straw available for each child.

Assist child to place 2 or 3 orange quarters in their plastic bag. Seal the bags and have children squish and mush the oranges inside. When they have plenty of juice in the bag, talk about how good that juice (right from the fresh fruit) is for them. Ask them if they think the juice would still be good for them if you placed the cup of sugar in the juice.

Open a small portion of the zippered closure and put the straw in. Let the children drink up their juice.

Review: Talk about fresh fruit juice being good for our teeth and bodies. Compare fresh fruit with much of the juice sold in stores that contains lots of sugar. Describe how they can buy juice that is all juice – with no extra sugar.

Healthy Movement & Active Play



Contact

Underhand striking is a skill most easily learned using just one hand at first.

- ◆ Step 1 – Place arm and hand in front of your body with palm up
- ◆ Step 2 – Raise your arm and contact the balloon with hands and fingers

Underhand Contact Challenge

Blow up a few balloons of different sizes for your family to try striking. Each of you try striking the balloons continuously in various ways: dominant hand, non-dominant hand, both hands, alternated hands and with long or short extension of the arms. If you are really up for a challenge, try striking with body parts: head, elbow, or knee.

Overhand striking can be fun to practice with your child, either by just using your hand or using a racquet. You can even make your own racquets by taking a wire clothes hanger, bending it into a diamond shape and then stretching an old pair of nylons over it (be sure to wrap up the handle, so no one gets hurt by the hook of the hanger).

Balloon Tennis

Explore with your child striking a balloon with a racquet in various ways: hard, soft, high, low. Allow for plenty of movement space. Once your child is comfortable with striking the balloon, pair up with your child and try hitting it back and forth as in a tennis game.

Recipe

Fruit In A Cone

(Parenting of Adolescents, 2007)

- Large ice cream cone
- Fruit = cut up
- Honey
- Granola

Sharp knife
Cutting board
Measuring cups
Measuring spoons

Fruits
Strawberries
Bananas
Apples
Blueberries
Raspberries
Pears
Grapes

1. Drizzle with 1 teaspoon honey
2. Sprinkle with 1 teaspoon granola

Week 9—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> Body & spatial awareness: Kicking Progression</p>	<p><u>Focus:</u> Body & spatial awareness: Kicking Progression</p>	<p><u>Focus:</u> Body & spatial awareness: Kicking Progression</p>	<p><u>Focus:</u> Body & spatial awareness: Kicking Progression</p>	<p><u>Focus:</u> Body & spatial awareness: Kicking Progression</p>
<p><u>Opening:</u> Explore Right and Left</p>	<p><u>Opening:</u> Let's Slide</p>	<p><u>Opening:</u> Let's Leap</p>	<p><u>Opening:</u> Let's Dodge</p>	<p><u>Opening:</u> Let's Leap</p>
<p><u>Review:</u> Striking Activity #1</p>	<p><u>Review:</u> Striking Activity #2, #3</p>	<p><u>Review:</u> Striking Activity #4, #5</p>	<p><u>Review:</u> Striking Activity #6, #7</p>	<p><u>Review:</u> Striking Activity #8</p>
<p><u>Activities:</u> •Kick the Balloon •Beach ball Blast Away •Kicking Activities #1, 2</p>	<p><u>Activities:</u> •Touch and Move •Kick the Ball—Stationary •Kicking Activities #3, 4</p>	<p><u>Activities:</u> •Let's Leap & Run •Distance Kick •Kicking Activities #5, 6</p>	<p><u>Activities:</u> •Over or Under •Accuracy Kick •Kicking Activities #7, 8</p>	<p><u>Activities:</u> •Punt the Balloon •Kicking and Punting •Miniature Kick Course</p>
<p><u>Closing:</u> Music Relaxation</p>	<p><u>Closing:</u> Tony Chestnut</p>	<p><u>Closing:</u> Tony Chestnut</p>	<p><u>Closing:</u> Over & Under</p>	<p><u>Closing:</u> The Wheels on the Bus</p>
<p><u>Equipment:</u> Balls CD Music Balloons</p>	<p><u>Equipment:</u> Balls Paddles</p>	<p><u>Equipment:</u> Balls Paddles</p>	<p><u>Equipment:</u> Balls Beach Ball Jump Rope Cones Plastic Bat</p>	<p><u>Equipment:</u> Balls Paddles</p>

Health Lesson

1. Milk: Hopping, Skipping and Jumping to Bone Health
2. "Drink It Up" - Spinner Game

Books

Dinosaurs Alive and Well: A Guide to Good Health—
Marc & Laura Brown
*Why Do We Need to Drink Water—*Angela Royston
*The Milk Group—*Mari Schuh



Week 9—Movement Activities

Accuracy Kick

Set two traffic cones about 6 feet apart, and ask the children to stay behind a line 5 to 8 feet from the cones. As accuracy improves, move the cones closer together and move the line farther from the targets.

Can you kick the ball between the two cones?

Beach Ball Blast Away

Make sure each child has a beach ball and plenty of space to move. Children begin by placing the ball on the ground and kicking it (it doesn't matter how). Suggest different directions, levels, speeds, and so on as the children become comfortable with kicking. Point out that sideways kicks are performed with the inside or outside of the foot. Have them try kicking with the non-preferred foot. Introduce each slowly.

Distance Kick

Place traffic cones 10 to 15 yards away from the children as a kicking target. Stress kicking for distance before kicking for accuracy.

Ask each child to place a ball on the ground and step back about "three big steps." Then say, "Show me how far you can kick the ball."

Explore Right and Left

Stand facing the children, telling them when they are working with their right and left sides, but this time you don't perform the movements with them. Suggest the following movements (remembering to have the children repeat them on the other side):

- Raise and lower an arm.
- Move your arm in a smooth, wavy way.
- Lift your leg forward and then put it back on the floor.
- Lift your leg to the side and put it back.
- Wiggle the fingers on one hand in the air.
- Cover one eye with the hand on that side.
- Cover an ear with the hand on that side.
- Touch a shoulder.
- Bend a knee.
- Put your hand on your hip.

Kick the Ball – Stationary and Then With Steps

Children should first kick a stationary ball without a step, and then they should take a couple of steps before kicking. Emphasize stepping with the opposite foot and kicking with the inside of the foot.

Kick the Balloon

Lay your balloon on the floor in front of you, place your non-kicking foot beside the balloon, and kick it as hard as you can. Now take a couple of steps away from the balloon and then walk up and kick the balloon. Let's concentrate on kicking the balloon with the inside part of your foot. Walk forward and kick the balloon as hard as you can.

Kicking Activities #1, 2

Kick a stationary ball, at first large and then gradually smaller.
Kick with different parts of the foot.

Kicking Activities #3, 4

Kick a moving ball.
Kick while running.

Kicking Activities #5, 6

Move the ball along the floor with feet only.
Move the ball with feet through a designed course (for example, around cones).

Kicking Activities #7, 8

Kick the ball against a wall, both high and low, from varying distances.
Kick a ball at a target or through cones.

Kicking and Punting

Ask children to place the ball on the ground and tell them to take one step back and kick the ball hard and as far away as possible. Children then retrieve the balls and kick again. After children get the idea of kicking far, ask that they take several steps back away from the ball and run toward the ball and kick it. It may be helpful to place cones or markers out in the field so children have a direction in which to kick. A marker or cone in the field can also be used to challenge children to kick farther. "Show me how far you can kick the ball. See if you can kick the ball past the cones." Initially, place cones about 10 to 12 yards away.

Let's Bend

Have the children stand and experiment with bending forward, backward, and to both sides. Then issue the following challenges:

- Touch your knees and straighten.
- Touch your toes (with knees bent, to avoid strain on the lower back) and straighten very slowly.
- Touch your toes and straighten quickly.
- Touch your toes and straighten halfway.

Follow this up by asking them to experiment with bending the waist, arms, and legs while kneeling, crouching, sitting, and lying on backs, stomachs, and sides.

Let's Dodge

A dodge generally involves the body as a whole as it moves quickly and forcefully to avoid an object moving toward it. Using imagery to introduce the dodge to your preschoolers, ask them to pretend to dodge these things:

- A snowball
- A limb falling from a tree
- Someone in a game of tag
- A flying Frisbee
- Lots of people, while trying to cross a crowded playground



Week 9—Movement Activities

Let's Gallop

A *gallop* is a locomotor skill unlike the walk and the run in that it is performed with an uneven rhythm. It is a combination of a walk and a leap in which one foot leads and the other plays catch-up.

Introduce your preschoolers to the gallop, keeping in mind that it's best learned by imitation or by holding hands and moving with someone who knows how to gallop. For those not ready to perform an actual gallop, you can simply suggest moving "like a horse."

Let's Leap

A *leap* is similar to a run, except that the knee and ankle action is greater. The knee leads forward following the takeoff into the air and is then extended as the foot reaches forward to land. The back leg extends to the rear while in the air, but once the front foot has landed, the rear leg swings forward into the next lift.

The preschoolers may be able to relate best to this locomotor skill through imagery or with the aid of a prop. For the former, you can ask them to pretend to leap over a puddle. If you think a prop is the best idea, hold a rope an inch or two off the floor and ask them to leap over it. Either way, be sure that they practice leading with both legs.

Let's Leap and Run

This exercise eliminates both the props and the imagery and asks the children to combine leaping with running. It also requires a good deal of thought and coordination between mind and body – so don't expect perfection!

Ask the children to do these movements:

- Perform several leaps in a row, without stops in between
- Run several steps and leap; repeat
- Run, leap; run, leap; and so on
- Run, run, leap; run, run, leap; and so on

Let's Run

A *run* transfers the body's weight from the ball and toes of one foot to the ball and toes of the other. The body should be inclined slightly forward, and the arms should be slightly bent, swinging in opposition to the legs. Observing closely, have the children run in the following ways:

- In place ("Can you make your knees go higher? Can you go faster? Slower?")
- Making a lot of noise with the feet
- Very lightly, with tiny steps
- Starting and stopping on signal

Let's Slide

Review the slide with the children. After they've had a chance to practice, introduce some variations, remembering to have the children slide to both the

left side and the right side. For example, ask them if they can slide in these ways:

- Quickly; slowly
- Lightly; heavily
- In a circle
- With their arms out to the sides; above their heads

Let's Stretch

Have the children experiment with stretching forward, backward, toward the ceiling, and toward the floor while standing, kneeling and sitting. Then present the following challenges and questions:

- Lie on your back and show me how long you can be.
- Can you be just as long lying on your stomach?
- Can you stretch wide?
- Make yourself very tiny (so I can hardly see you) and then begin to "grow" very slowly, until you're as big as you can be.
- Can you stretch your body high while stretching your arms low?

Let's Walk

This activity provides an excellent opportunity for you to observe the children's strengths and weaknesses with regard to posture and alignment, weight distribution, and use of body parts – while the children simply have fun walking. Observing closely, have the children walk in the following ways:

- Freely (with good posture and alignment)
- In place ("Can you make your knees go higher? Can you do it faster?")
- Forward ("Can you do it slower?")
- Backward
- On tiptoe ("Can you make yourself even taller?")
- On heels
- Very slowly; very fast
- With tiny steps; with giant steps

Miniature Kick Course

Need large foam balls or playground balls, boards for inclines, and containers such as wastepaper baskets, crates, and boxes. Set up the equipment like a miniature golf course. Involve the children as much as possible.

The children then kick the ball through or into each obstacle. Emphasize control. Challenge the more skilled children by having them use the non-preferred foot.

Music Relaxation

Have the children lie down while you play a lullaby or other relaxing music. Once or twice during the music ask the children to breathe in and out deeply.

Over and Under

Line the children up in one or two lines (depending upon how many children are in your group). In each line, have the children pass a ball, one passing overhead, the next between the legs, alternately without looking back. The child at the end of the line then comes to the front, and the process begins again.

Over or Under

Organize the children in groups of four. Two children hold the ends of the jump rope while the other two are the kickers. The rope holders take turns calling out “over” or “under” to the kicker, who tries to kick the ball over or under the rope. The child who retrieves the ball kicks it back. A drop kick may be used to kick the ball over the rope. The children switch positions (kickers with rope holders) after several kicks back and forth.

Punt the Balloon

Hold the balloon in both hands with your arms straight out in front of your body. Release the balloon so that it drops down and a little forward. Raise your kicking foot and kick the balloon before it touches the ground. Make sure you kick the balloon with the top of your foot; kick it with your shoestrings {cue}.”

The Wheels on the Bus

The wheels on the bus go ‘round and ‘round,
‘Round and ‘round, ‘round and ‘round.
The wheels on the bus go ‘round and ‘round,
All through the town.
The doors on the bus go open and shut...
The wipers on the bus go swish, swish, swish..
The money on the bus goes clink, clink, clink...
The babies on the bus go “wah, wah, wah”...
The mommies on the bus go “shh, shh, shh”...
(You and your children can make up additional verses!)

Tony Chestnut

(to the tune of “Where is Thumbkin?”)
Tony Chestnut (*touch toes, knee, chest and head*)
Knows I love you. (*touch nose, eye, hug self, point to a person*)
Tony knows. (*touch toes, knee, nose; 2x*)
That’s what Tony Chestnut knows. (*touch toes, knee, chest, head, nose; 2x*)
I love you (*touch eye, hug self, point to a person; 2x*).

Touch and Move

The activity requires pairs of students to connect various body parts, which you designate, and to discover how many ways they can move despite the limitation. Ask the children to pair off and then to connect these body parts:

Right or left hands
Right or left elbows
One or both knees

Right or left feet
Tops of heads

Week 9

Milk: Hopping, Skipping, and Jumping to Bone Health

- Objective:** Children will learn to choose low-fat milk products by the color of the milk jug cap and learn that milk is good for their bodies.
- Review:** Ask the following questions to stimulate discussion.
- Why should we drink milk? Because milk has calcium which makes your bones and teeth strong.
 - Do you know what color of cap your milk has at home? (Have milk jug caps from whole, 2%, 1% & skim milk to show the children the different colors. After age two, children should drink 1% or skim milk. Children under two years of age should drink whole or reduced fat (2%) because they need the fat and calories for brain development. Milk jug caps do vary in color by manufacturer but generally whole milk caps are red; 2% are blue; 1% may be many colors such as purple or yellow; and skim caps may be pink or green.
 - How much milk do you think you should drink every day? (The American Dietetic Association recommends 2 cups per day for children 2-8 years old)
 - What foods do you put milk on? (Examples: cereal, strawberries, peaches)
- Activity:** Collect different colors of milk jug caps. Paste milk jug caps for 1% and skim milk on a grocery sack. Put the #1 and the word skim on the skim/1% bag. Decorate the bags with pictures of cereal with milk, milk containers, and other pictures. Have a grab bag where the child chooses a milk cap. Have the children hop to the bags to put in the correct color of cap to match the skim or 1% bag. The blue and red caps should be brought back to the starting line and put in a bag that has 2% and the word whole. The 1% skim bag should be more appealing than the bag with the red and blue caps. Empty ice cream pails or decorated coffee cans could also be used. Check the bags to see if the children matched correctly. Do it again by skipping and then jumping. (You may check this game out at the UW-Extension Office, 3365 W. Brewster St., Appleton, WI 54914, 920-832-5121)
- Closing:** Drinking milk builds strong bones and teeth. Some milk is better than others but all milk is good for our bodies. Fat-free and low-fat milk are better for us. Drinking milk makes our bodies strong so we are able to hop, skip, jump, run and play.



Week 9—Health Lesson

Week 9 “Drink It Up” - Spinner Game

Objective: Help children understand which kind of drink is best for them. Place a spinner in the center of the circle.

Opening: What are some different kinds of drinks? Emphasize that water, fat free milk and 1% milk are the best drinks for the body.

Activity: Decide on a start and finish line. Children will spin and follow directions. The game is over when everyone crosses the finish line.

Water – 3 jumps forward

Fat Free – 2 jumps forward

1% Milk – 1 jump forward

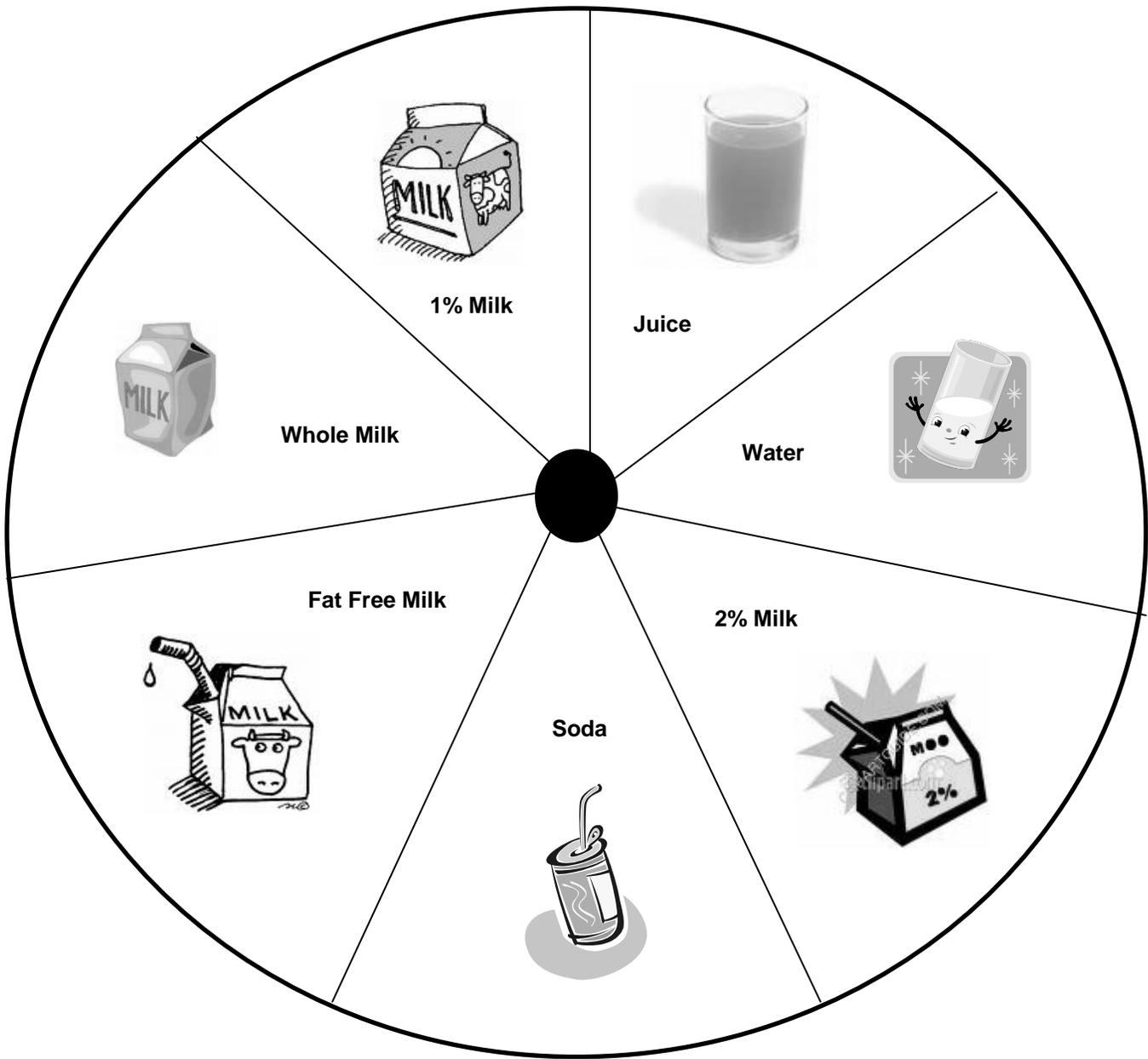
2% Milk – jump in place

Whole Milk – 2 jumps backward

Juice – 1 jump backward

Soda – 2 jumps backward

Closing: What kind of drink helps your body to be a healthy “winner”?



Healthy Movement & Active Play



Kicking

When your child is learning to kick, it is important to emphasize stepping with the opposite foot and kicking with the inside of the foot. Help your child learn kicking skills by following this natural progression of kicking activities:

- Stage 1 – Kick a large, stationary ball and then gradually smaller balls
- Stage 2 – Kick a moving ball
- Stage 3 – Kick while walking and then while running
- Stage 4 – Kick a ball at a target or through cones

Family Kick Challenge

Asking your child to show you how far he/she can kick or if he/she can kick between two trees/cones, is a positive way to challenge them to improve their skills. As a family, you can try kicking for distance, accuracy or height. Depending on your setting, balloons, beach balls and rubber playground balls are all great to use for kicking.

Recipe

Fruit Smoothie

(Eau Claire City-County Health Department, 2006, p 240)

2 cups of any fruit juice

5-6 ice cubes

1 tsp vanilla

2/3 cup non-fat dry milk powder

1. Crush the ice in a blender.
2. Add the juice, vanilla and milk powder to the ice in the blender or other container with a tight lid.
3. Shake or blend well
4. Pour into glasses and serve right away.

Makes 4 servings

Week 10—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> Olympic Challenge Yoga Skills</p>	<p><u>Focus:</u> Olympic Challenge Yoga Skills</p>	<p><u>Focus:</u> Olympic Challenge Yoga Skills</p>	<p><u>Focus:</u> Olympic Challenge Yoga Skills</p>	<p><u>Focus:</u> Olympic Challenge Yoga Skills</p>
<p><u>Opening:</u> Balloon Breathing Candle</p>	<p><u>Opening:</u> Tree, Mountain, Bird, Hero</p>	<p><u>Opening:</u> Cat, Camel, Squirrel, Ostrich</p>	<p><u>Opening:</u> Star, Flower, Peacock, Bouquet of Flowers</p>	<p><u>Opening:</u> Cloud, Starfish, Rainbow, Table</p>
<p><u>Review:</u> Kicking Activities #1, #2</p>	<p><u>Review:</u> Kicking Activities #3, #4</p>	<p><u>Review:</u> Kicking Activities #5, #6</p>	<p><u>Review:</u> Kicking Activities #7, #8</p>	<p><u>Review:</u> Punting</p>
<p><u>Activities:</u> •Jump Rope Skill •Standing Broad Jump •Walking With Stilts •High Jump</p>	<p><u>Activities:</u> •Running Broad Jump •Basketball Shoot •Walking With Stilts •High Jump</p>	<p><u>Activities:</u> •Standing on One Foot (eyes closed) •Ball Throw •Walking With Stilts •High Jump</p>	<p><u>Activities:</u> •Rope Arm Hang •Running (50 yards) •Walking With Stilts •High Jump</p>	<p><u>Activities:</u> •Skipping (50 yards) •Ball Dribbling •Walking With Stilts •High Jump</p>
<p><u>Closing:</u> Music Relaxation</p>	<p><u>Closing:</u> The Wheels on the Bus</p>	<p><u>Closing:</u> Head, Shoulders, Knees & Toes</p>	<p><u>Closing:</u> Tony Chestnut</p>	<p><u>Closing:</u> Closing Ceremonies</p>
<p><u>Equipment:</u> Score Sheet Jump Rope Tape Balls</p>	<p><u>Equipment:</u> Score sheet Basketballs Balls</p>	<p><u>Equipment:</u> Balls Stopwatch or Watch With a Second Hand Cones</p>	<p><u>Equipment:</u> Stopwatch or Watch With a Second Hand Balls Cones</p>	<p><u>Equipment:</u> Balls Stopwatch or Watch With a Second Hand</p>

Health Lesson

1. What is the Heart?
2. A Pump at Work

Books

Thump Thump: Learning About Your Heart—Pamela Nettleton
Hear Your Heart—Paul Showers



Week 10—Movement Activities

YOGA

Yoga is beneficial in promoting balance, stability, strength, coordination, flexibility, and non-locomotor skills. Yoga was originally developed around a series of poses imitating animals. It was thought that if people did the same exercises and performed the same movements as animals, they would be strong, flexible and healthy.

Keep in mind the following helpful hints for making yoga a positive experience for young children.

1. All of the poses should be performed with slow, controlled movements. Hold the pose for several seconds.
2. Encourage the children to relax, breathe slowly, and think positively. Use of music is encouraged.
3. Children should not force the movements or go beyond their individual limitations.
4. Never compare children, remember, all pose interpretations are correct.
5. Yoga is to be performed on mat or carpet and children should take off their shoes.

Breathing Poses – to help regulate the heart rate and bring the body into balance

Candle

Have children sit pretzel legs and in good posture. Adopt the pose by raising hands to head level with fingers spread, pointing up. Pretend that their hands are a candle and fingers are a flame. Close eyes and take a deep breath.

Balloon Breathing

Lie on their backs and relax. Pretend there is a balloon on their stomach and when breathing in, the balloon is slowly filling their stomach with air. The balloon empties when they breathe out.

Standing Poses – Enhance balance and body symmetry.

Tree

From a standing position, (first next to a wall for support then away from a wall), children bend their right knee outward and lift upward. Slide the right foot into the inner thigh and gently rest it in position. Then raise arms out to the sides to imitate branches of a tree. After reaching stability, they can raise both arms straight overhead to represent high-level branches. (Younger children may experience more success by crossing one leg in front of their support leg in the junior tree pose.)

Mountain

Instruct them to stand tall and straight, keep their feet on the ground. Pretend shoulders are the mountaintop and head is the peak of mountain. Take a deep breath and breathe out and relax.

Hero

Children stand with their feet spread wide apart. Turn their left foot toward their left side, slightly bending knee and turning body in that direction. (The knee should not move past the left foot.) Have them raise both arms out their sides, hold, and change to opposite side.

Bird

Children stand with arms at sides and raise both arms backward with palms facing up toward the sky. Rise up onto their toes, keep head up, and pretend they are a bird flying through the air. Look straight ahead and focus on an object, balance and hold.

Kneeling Poses – Enhance balance using various body parts at a low level

Cat and Camel

Cat – Children begin on their hands and knees. Gently round their upper back while tightening and tucking stomach muscles. Slowly lower their head, keep their back and shoulders relaxed.

Camel – Start from cat position, children gently relax back and flatten out, keep back straight. Arch back slightly by relaxing lower back, lift chin, gently press stomach to floor.

Squirrel

Begin by sitting back on heels and slowly raising up to a kneeling position. Bend both arms and bring hands up just beneath chin, with the palms facing outward and fingers cupped. Hold and then slowly repeat the movement.

Ostrich

Starting position is on hands and knees. Place hands in front of them, about shoulder-width apart. Palms should be flat and facing inward with fingers pointing toward each other. Keep the knees together. Slightly bend the elbows and lean forward. Lift both feet while keeping knees on the floor and head and back straight. Hold the pose, release by slowly sitting back on heels. Repeat the movement.

Sitting Poses – Enhance stability and creativity

Star

Sit with knees bent and soles of feet together. Overlap fingers behind head and point elbows out to sides. Maintain good posture.

Flower

Begin by sitting with soles of feet together. Slowly bring one arm at a time underneath lower legs (left under left, right under right) and gently hold the front of their shins. Slowly straighten back and keep head up, hold, release one arm at a time.

Bouquet of Flowers

Arrange 3 – 5 children in circle, sit close together. Practice the flower pose. A group of flowers is called a bouquet. Raise legs and slowly lean back, grasp hands with children on either side of them, (left to right, right to left) between their legs. Lean back and relax with head up and balance as an entire group.

Modification, tie a large rope in a circle for holding onto in order to lean back with legs up and stay balanced.

Peacock

Begin from a sitting position and straighten legs outward as far as possible. Point toes straight up and keep back straight. Place hands on floor in front of them close to body, with palms down. Press downward gently to widen shoulders.

Lying Poses – Enhance low-level activity as well as concentration and stability

Cloud

Lie flat on carpet, facing up, hands at sides. Arms and legs spread wide apart. Relax (open or closed eyes) and stay calm and quiet. Pretend they are a cloud floating in the sky.

Starfish

Lie flat on carpet facing up with eyes closed. Spread legs as wide as feels comfortable and spread arms out to sides with palms either facing up or down while resting. Pretend they are a starfish, floating on the water in the ocean. Slowly bring legs and arms in and gently roll themselves up.

Modified Cobra

Lie on stomach with legs together and straight. Place palms down on mat and rest on elbows, keeping hands close to chest. Raise chest, keep shoulders straight and wide. Try to keep head up and neck long and straight. (Do not arch neck backward.)

Support Poses – Enhance balance and stability

Rainbow

Lie on left side, support body with only left arm. Keep the arm straight and stable with fingers spread slightly apart and keep both legs together with right foot on top. Swing right arm up to sky as you tell them: “You’re a rainbow – full of color and beauty.”

Table

Begin in seated position with knees bent and feet flat on floor, about 3 inches apart. Place hands several inches behind them, fingers pointing toward feet. Press hands and feet into the floor and lift hips, making stomach as flat as possible. Hold the position and then release gently.

Olympic Events

The High Jump

Lightweight dowel of ¼" in diameter and 4' long for children to jump over. Hold the dowel out at different heights for the children to jump over. Teacher can measure the height of the dowel with a yardstick and tell children how high they jumped.

Jump Rope

How many times did they jump without missing?

Standing Board Jump

How far did you jump each time?

Running Board Jump

How far did you jump each time?

Basketball Shoot

Did you make a basket?

Standing on One Foot (Eyes Closed)

How long did you stand?

Ball Throw

How far did you throw the ball each time (3)?

Rope Arm Hang

How long did you hang on each time?

Running 50 yards

How long did it take each time?

Skipping 50 yards

How long did it take each time?

Ball Dribbling

How many times did you bounce the ball each time?

Week 10 What is the Heart?

Objective: Learn the location of the heart. Understand that the heart is a muscle we need to live and we can't start or stop on purpose. Understand that children's hearts are a little larger than their fists.

Opening: Show the *Take a Look Inside of You!* picture pointing out the heart.

Review: Ask children to place their hands over their hearts, using the picture to find correct location. Then have children make a fist with one hand and look at the size of their fists. Explain that their hearts are a little larger than their fists and that their hearts are located inside their chests under their ribs. Have children try to feel their ribs to get a better understanding of where they are.

Ask children to make a fist with one hand. Then have them bend that arm at the elbow and feel the muscle in their upper arm. Explain that the heart is a muscle, too. Ask children to tell you what they know about muscles.

Closing: Read the following rhyme and have children recite the rhyme with you.

Muscles
My heart is a muscle
Deep inside my chest
[Children point to their chests.]

I have other muscles,
[Children point to other muscles, such as biceps in upper arms.]

But I like my heart the best!
[Children pat their chests at location of their hearts.]

(American Heart Association, 2007)



Week 10—Health Lesson

Week 10 A Pump at Work

Objective: Understand the heart is a pump always working.

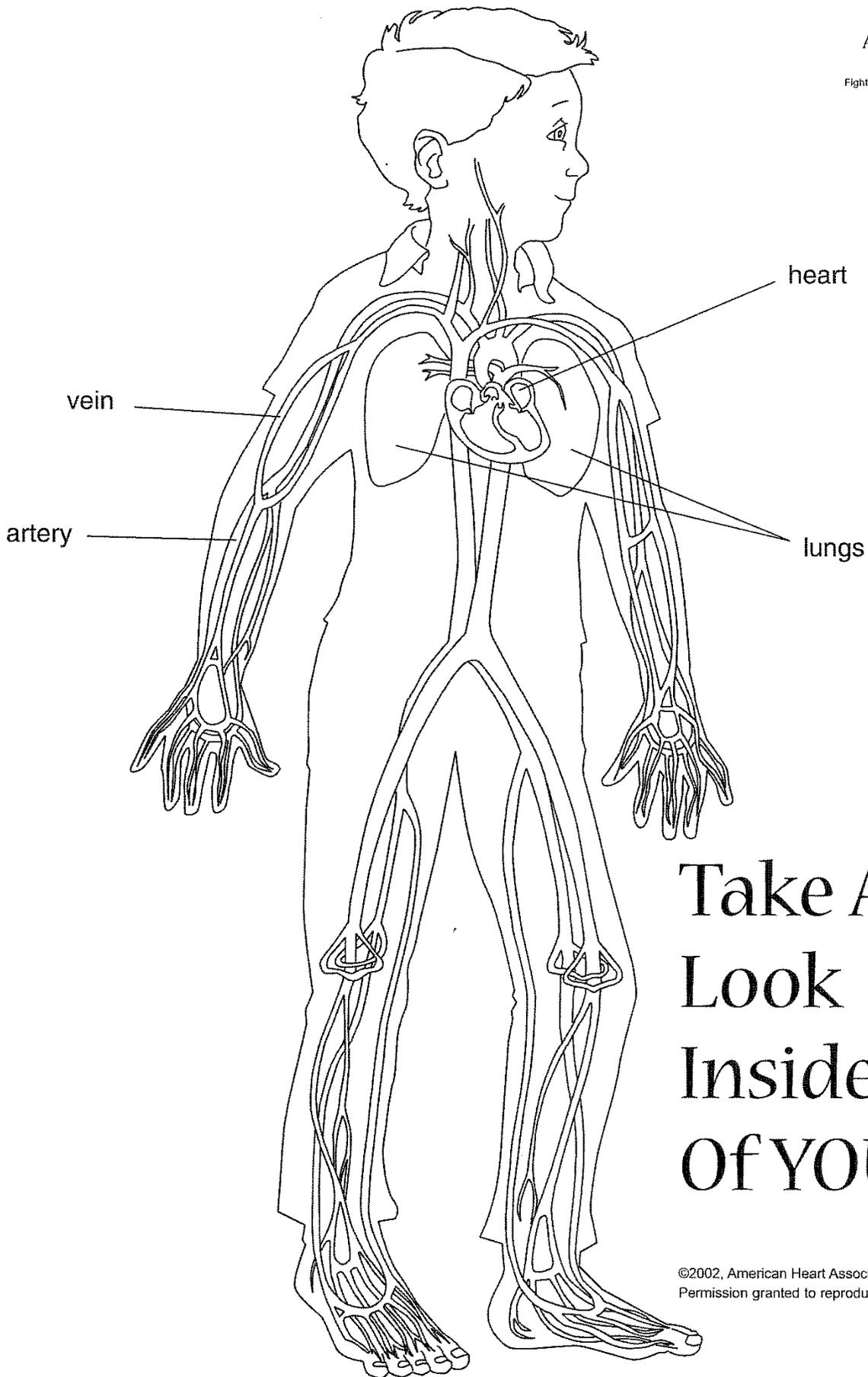
Opening: Review location of heart. Recite muscle rhyme.

Review: Have them place their hands on their chests. Have them repeat after you, “Thump, thump, thump...” at a resting heart pace. Ask them if they feel the thumping?

Explain that the heart is a pump. *Some pumps pump air. Some pump water. What does the heart pump?* Explain that it pumps blood through the body. Have children squeeze their fist to simulate the pumping action of the heart. Point out the heart pumps blood all the time. Have children squeeze their fists again and again. Ask them how their hands feel after they have squeezed them many times. Point out that the squeezing makes the muscles in their hands get tired, but the heart muscle pumps and pumps and never gets tired. Tell them that they can’t start or stop their hearts the way they can start or stop squeezing their fists.

Guide children in scheduled physical activity. At some point pause to let them place their hands on their chests again to feel their hearts beating. Ask them if their hearts are beating faster than they did before. Have them repeat after you, more quickly than last time, “Thump, thump, thump...”.

(American Heart Association, 2007)



Take A Look Inside Of YOU!

Healthy Movement & Active Play



Yoga

Yoga is beneficial in promoting balance, stability, strength, coordination, flexibility, and non-locomotor skills. Please keep in mind the following helpful hints for making yoga a positive experience for your child.

- Performed poses with slow, controlled movements; hold for several seconds.
- Encourage your child to relax, breathe slowly, and think positively. Use of music is encouraged.
- Do not force the movements or go beyond individual limitations.
- Yoga is to be performed on a mat or carpet, and without shoes.

Candle

Sit pretzel legs and in good posture. Adopt the pose by raising hands to head level with fingers spread, pointing up. Pretend that your hands are a candle and fingers are a flame. Close eyes and take a deep breath.

Cat

Begin on your hands and knees. Gently round the upper back while tightening and tucking stomach muscles. Slowly lower the head, keep the back and shoulders relaxed.

Starfish

Lie flat on carpet facing up with eyes closed. Spread legs as wide as feels comfortable and spread arms out to sides with palms either facing up or down while resting. Pretend you are a starfish, floating on the water in the ocean. Slowly bring legs and arms in and gently roll yourself up.

Recipe

Dilly Dip

(Eau Claire City-County Health Department, 2006, p 259)

1/2 cup low-fat or non-fat mayonnaise	1 T dill weed
1/2 cup non-fat sour cream	1/2 tsp garlic powder

Place all ingredients in a small bowl and mix well. Serve with your favorite vegetables or on crackers. Makes 1 cup dip.

Week 11—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> Body & spatial awareness: Parachute Activities</p>	<p><u>Focus:</u> Body & spatial awareness: Parachute Activities</p>	<p><u>Focus:</u> Body & spatial awareness: Parachute Activities</p>	<p><u>Focus:</u> Body & spatial awareness: Parachute Activities</p>	<p><u>Focus:</u> Body & spatial awareness: Parachute Activities</p>
<p><u>Opening:</u> Let's Lift</p>	<p><u>Opening:</u> Let's Sit</p>	<p><u>Opening:</u> Let's Shake</p>	<p><u>Opening:</u> Palm to Palm</p>	<p><u>Opening:</u> Teacher Choice</p>
<p><u>Review:</u> Explore Right and Left</p>	<p><u>Review:</u> Body Parts</p>	<p><u>Review:</u> Statues</p>	<p><u>Review:</u> Make Believe</p>	<p><u>Review:</u> Teacher Choice</p>
<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Body Halves Opposition •The Mushroom and Mushroom Walk •Igloo Children •Popcorn •Waves •Ride the Waves 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Shadow Game •Bubble Up •Superdome •Around and Around •Simon Says 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Parachute Turtle Game •Shaking Hands •Scarf Dancing •Swimming Snakes 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Body Parts •Dunk Tank •Jumbo Mushroom •Mushroom 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Parachute Golf •Parachute Pass •Wave Wall •Heart Beat
<p><u>Closing:</u> Floating Cloud Wrist Roll</p>	<p><u>Closing:</u> Floating Cloud Wrist Roll</p>	<p><u>Closing:</u> Floating Cloud Wrist Roll</p>	<p><u>Closing:</u> Floating Cloud Wrist Roll</p>	<p><u>Closing:</u> Floating Cloud Wrist Roll</p>
<p><u>Equipment:</u> Parachute or bedsheet/blanket</p>	<p><u>Equipment:</u> Beach ball</p>	<p><u>Equipment:</u> Scarves CD Rope pieces</p>	<p><u>Equipment:</u> Balls</p>	<p><u>Equipment:</u> Balls</p>

Health Lesson

1. Healthy Lungs
2. Why is Smoking Bad for You?

Books

Taking Asthma to School—Kim Gosselin
Breathe In, Breathe Out—Pamela Nettleton
My Lungs—Dana Rau
How I Breathe—Mandy Suhr



Week 11—Movement Activities

Around and Around

To begin playing, say “Thumbs-up, kneel straight, and hold the parachute at your waist.” When everyone is ready, toss the ball onto the parachute and let the children begin to slowly roll it around. Periodically say “STOP” and then let the children continue to roll the ball using a slow waving motion.

Body Halves Opposition

Have the children sit, and then pose the following questions and challenges:

- Can you make a slow movement with one arm and then a fast movement with the other? (Reverse sides.)
- Can you make a gentle, light movement with one arm and then a strong, hard movement with the other? (Reverse).
- Can you make a slow, light movement with your arms and hands, followed by a fast, hard movement with your legs and feet?
- Can you make your head move fast and then one foot move slowly?
- Can you make the other foot move fast and then your head move slowly?
- Can you stretch the top half of your body while also bending the lower half?

Body Parts (Tuesday)

Ask the children to sit, and then present the following challenges:

- Put an elbow on the floor; take it as far away from the floor as possible.
- Stretch a foot far away from you and then bring it back without touching the floor (until it's back in its original position)
- Put a shoulder (the other shoulder; both shoulders) on the floor.
- Touch an elbow to a knee; take it as far away from that knee as possible.
- Can you touch your shoulder to your foot?
- Come up from the floor with your head leading and the rest of your body following.
- Go back down to the floor with your nose leading the way.
- Come back up with an elbow leading.

Body Parts (Thursday)

Have the children hold the parachute taut. The teacher calls out a specific body part and the children move the chute up or down so that it is even with the named part. When everyone has the parachute in place, the group says “We’re pointing to our knees” or whatever body part it is.

Continue the activity naming both large and small body parts. Once the children understand how to play let them take turns calling out body parts.

Bubble Up

Begin with the parachute on the floor. Everyone squat down and grasp the chute with an overhand grip. At the “Go” signal, lift the chute overhead and at the same time walk quickly into the center, forming a large bubble.

Dunk Tank

Have the children sit around the stretched out chute and hold it taut with the Thumbs-up grip. Give one child the pail. Have him crawl under the chute and put the pail under the hole. Toss a tennis ball onto the chute. Have the children wave the chute trying to dunk the ball through the hole so it lands in the “tank.” Continue dunking all the balls. When all of the balls have been dunked, count how many balls landed in the “tank” and how many missed.

Exploring Right and Left

Stand facing the children, telling them when they are working with their right and left sides, but this time you don't perform the movements with them. Suggest the following movements (remembering to have the children repeat them on the other side):

- Raise and lower an arm.
- Move your arm in a smooth, wavy way.
- Lift your leg forward and then put it back on the floor.
- Lift your leg to the side and put it back.
- Wiggle the fingers on one hand in the air.
- Cover one eye with the hand on that side.
- Cover an ear with the hand on that side.
- Touch a shoulder.
- Bend a knee.
- Put your hand on your hip.

Floating Cloud

Everyone grasp the chute with an overhand grip. At the signal, raise the chute overhead. At the signal “Release,” let go of the chute.

Heartbeat

Here's how to create a nice, steady heartbeat. Everyone gets into a steady rhythm by making a mushroom, walking in a step or two and then walking back out as the parachute falls. When the blood has left the parachute, the players all lift up and step in to keep the heartbeat going.

Igloo Children

Children lift the parachute up on command and when you say “Go,” three designated children run to the center (under the parachute) and sit on the floor as the parachute edges are brought to the floor.

Jumbo Mushroom

Similar to the mushroom, but this time as you lift the parachute ask everyone to walk in a step or two. This makes the mushroom grow even bigger. Repeat the game with everyone taking an additional step. Each round makes the mushroom bigger, and eventually everyone meets in the middle.

Let's Lift

A lift transports an object from one place to another, often from a lower to a higher level. Remind the children that they must bend their knees, straightening their legs as they lift from low to high. Then explain that they're going to practice lifting imaginary objects in a variety of ways.

Ask the children to each pretend to lift something in these ways:

With both hands; one hand; the other
From low to high; high to low
From front to back; back to front
Very slowly; more quickly
With great effort; with little effort

Let's Shake

Issue the following challenges:

Shake your whole body.
Sit and shake just one hand; the other; both together.
Shake your hands in front of you; to either side; up high; down low.
Can you find another part of your body to shake? Another?
Kneeling, how many parts of your body can you find to shake?
Lie on your back and shake one part; another; your whole body.
Is it easier or harder to shake while lying on your tummy?

Let's Sit

Present the following challenges:

Sit from a standing position, using your hands to let you down.
Do it again, only this time without using your hands.
Sit down very slowly.
Sit from a kneeling position.
Again kneeling, sit down abruptly and heavily.
Sit with the weight on your right (left) thigh.
Sit up from a lying position.
Repeat, quickly and smoothly.

Make Believe Lifting

Ask the children to show you what it would look like to lift these objects:

A big, heavy rock
A big beach ball
A chair
A log
A basket
A big balloon
The handles of a wheelbarrow
Something very hot; very cold
Something very bulky
Something very fragile
A large bowl filled with water that shouldn't be spilled

Mushroom

Everyone kneels down and holds the parachute taut on the ground. On the same count everyone stands up, lifting the parachute high up over their heads. A giant mushroom is formed. Have the players stand still and watch as the parachute slowly settles back down to the ground.

Mushroom Walk

Children lift the parachute up, and when they have lifted it as high as they can, they slowly walk in a circle to the left or right as it sinks down.

Palm to Palm

In this partner activity, the children pair off and face each other, standing about a foot apart. The first child then places his or her arms into any position, with palms flat and facing the partner. The partner quickly places his or her palms against the first child's so they lightly touch. Once contact is made the first child changes the arm position, and the activity continues in this manner. After a while the partners reverse roles.

Parachute Golf

If your parachute has a hole in the middle you can play a round of parachute golf. It takes quite a bit of teamwork to get the ball to go through the hole.

Parachute Pass

All the players stand still and pass a bit of the parachute to their neighbor. The parachute is passed from hand to hand but the players are not allowed to cross their arms. One hand should be holding on at all times. The object is for you to try to pass faster than you receive. You are doing a good job if there is a lot of loosely draped parachute by the neighbor you are passing to, while on your other side the parachute is tight.

Parachute Turtle Game

Start the activity by having all the children sit with one of the parachute handles in their hands. Build up the activity by asking, "What does a turtle have on its back? (shell)" and "Why does a turtle hide in its shell?" After discussing this, have the children pull the parachute so only their heads are sticking out. Then, build a further image for the children. Use a visual description like, "The turtle is in the woods and sees a bear. What should you do?" Most of them will say "hide in the shell," (the parachute).

Popcorn

Start by placing several balls of various weights, sizes and shapes in the parachute.

Everyone grasp the parachute with an overhand grip. When I say, "Simmer," shake the chute, creating small ripples. When I say, "Cook," make the balls move more rapidly by shaking the chute harder. When I say "Popcorn," make large, fast ripples by waving your arms and jumping up and down to pop the balls straight up, but try to keep the popcorn in the pan.

Ride the Waves

A ball is placed on the parachute. Creating a wave action, the children try to have the ball either roll back and forth or circle the edge of the parachute.

Scarf Dancing

Need 6-8 different colored nylon scarves, record with slow, quiet music.

Hold up each scarf and have the group quietly call out its color. Give the scarf to a child and have him tuck it into his waist or drape it over his shoulder. After all the scarves have been distributed, have the children stand and begin to wave the chute slowly. Call on a child to toss his *blue* scarf onto the chute. Is the scarf beginning to dance?

Change to a slow flip-flop, then a slow jerk, and last a snap. Stop. Did the blue scarf dance as the parachute moved? Which motion caused the scarf to move the most? The least? How high did the scarf leap up?

Change the speed of the four motions. Now what is happening to the scarf? Add several more scarves. What do the scarves look like as they are floating through the air? Which scarf goes the highest?

Accelerate to a very fast speed using the four motions. Add the rest of the scarves. Discuss what type of dancing the scarves do when the chute moves so quickly.

Play a slow, quiet record. Move the chute to the rhythm of the music. Enjoy watching the scarves dance.

Shadow Game

One child stands with his or her back to the second child and performs various movements that the latter “shadows.” They then reverse roles. These should all be performed with the children remaining in one place.

Shaking Hands

Have the group hold the parachute above their heads. Call out two children’s names. They run under the chute to the center, shake hands and then run back to their places. Lower the chute. Ask the group, “Who shook hands under the chute?” After they answer, have them raise the parachute again; call out two more names. They run to the middle, shake hands and back again. Lower the chute. Ask the group to name the four children who have shaken hands under the chute. Repeat the activity and then ask who are the six children who have shaken hands under the chute. Continue until everyone has had the opportunity to shake hands under the parachute.

Simon Says

This is an excellent body parts activity and a good way to begin because it's familiar to most children. I suggest one major change though: that you do it without the elimination process. Of course, you can still remind the children that they are not supposed to move without Simon saying they may. "Simon" can make the following requests:

Raise your arms

Stand up tall

Touch your toes

Stand on one foot

Bend and touch your knees

Reach for the sky

Touch your head

Touch your shoulders

Pucker up your mouth

Place hands on hips

Close (open) your eyes

Give yourself a hug

Statues

In the game of "Statues," you play a piece of music, starting and stopping it at various, indiscriminate intervals. The students, meanwhile, have been instructed to move in any way they like, as long as there is music playing. As soon as the music stops, however, they must freeze into statues and remain absolutely still until it's resumed. (This is an excellent activity for discriminating between sound and silence and for developing listening skills.) Each time you and the students repeat this game you should use a different piece of music to accustom the children to moving to a number of different styles and to inspire different types of movement.

Later, you can make the game more difficult by asking the students to freeze in a particular manner. For instance, they might be required to freeze in a certain shape (e.g., round, crooked, wide, narrow), or in a position that's low, high, balanced on one part of the body, and so forth. Eventually, the children will become comfortable with this type of exploration, and thus the game will no longer be necessary.

Superdome

At the signal "Up," everyone lifts the chute overhead. At the signal "Down," everyone brings the chute down to the floor. Watch the chute form a dome.

Swimming Snakes

Start by placing several plastic jump ropes in the middle of the parachute. Play upbeat children's music.

Hold the parachute with one hand and walk clockwise together. When the music stops, I'll yell "Swimming snakes!" All of you grip the parachute with both hands and begin moving your arms up and down to get the "snakes" (jump ropes) to start swimming. If a snake touches you, you have to jog around the parachute and then go back to your spot.



Week 11—Movement Activities

Wave Wall

Hold the parachute still and have one small arc of people send a wave across the ocean to the other side. Did it get there? Can the people who received the wave pass on an even bigger one to another arc of the parachute? How big can these tidal waves get? What happens when two waves meet in the center?

Waves

The parachute is stretched out at waist height and when instructed, several children raise their hands up, then down; another group does the same, then another group, and so on, creating a wave motion.

Wrist Rolls

Everyone hold the chute straight out in front with an overhand grip. Now slowly roll the chute toward the center, keeping it tight by leaning slightly backward.

Week 11 Healthy Lungs

Objective: To teach the importance of keeping our lungs healthy.

Opening: Demonstrate how our lungs work by having the children take a deep breath slowly.

Review: Ask the following questions to stimulate discussion.

- Where are your lungs?
- What are your lungs for? (breathing)
- What keeps your lungs healthy? (exercise, staying away from stinky air, and no smoking)
- What makes your lungs sick? (colds, asthma, smoking)
- Do you know someone that smokes? (smokers are not bad people, they are addicted to nicotine, the drug found in cigarettes, and what they do is not good for them or others around them. It is okay to ask people to not smoke around you and to go outside to smoke)
- Why do we need to keep our lungs healthy? (so we can breathe easier-Ask the children to take a quick breath to simulate how your lungs work when sick)
- What can you do to stay healthy? (cover mouth, wash hands, take medicines, have your inhaler, stay away from smoke)

Closing: Demonstrate how a healthy lung works with parachute activity by having children bounce balls high to represent a healthy lung and little bounces with balls to represent a sick lung.

(American Heart Association, 2007)



Week 11—Health Lesson

Week 11 Why Is Smoking Bad For You?

Objective: Recognize that smoking is bad for your body

Opening: Read the following rhyme to children and demonstrate the actions for each line. Then have the children stand in a line to say the rhyme and do the actions together.

We Don't Like Smoke! Poem

I don't like smoke! (Point with one hand to self.)
You don't like smoke! (Point with one hand to someone next to you.)
We all don't like smoke! (Stretch out both arms and point to all.)

Review: Introduce the subject of smoking by asking the following questions:

- Have you ever seen smoke?
- What color is smoke?
- How does smoke smell?
- Have you ever been outside when someone is burning leaves?
- Have you ever been around someone who is smoking cigarettes?
- How did the smoke make you feel?
- Do you think smoking is good for you?

Name a part of the body. Have children point to the part and tell you how smoking hurts that part of the body. *What does smoke do to your eyes?* Help children conclude that smoke makes their eyes burn. *What does smoke do to your nose?* Help children conclude that smoke makes them sneeze. *What does smoke do to your teeth?* Help children conclude that it turns them yellow. *What does smoke do to your throat?* Help children conclude that smoking burns their throat. *What does smoking do to your heart?* Explain that smoking makes the heart work harder, even when the body is resting.

Discuss reasons for not smoking. Possible reasons to include: Smoking is bad for your body; it makes the air smell; it makes you cough; it bothers other people.

Closing: Repeat We Don't Like Smoke! Poem

(American Heart Association, 2007)

Healthy Movement & Active Play



Parachute Play

Everybody Wins: Parachute activities consist of everyone playing together to achieve a shared goal. Players of different abilities, sizes, and ages can play together; meaning parachute games are perfect for families. All you need is a bed sheet, a few balls and a little imagination.

Bubble Up Game

Begin with the sheet on the floor and your family around the edges. Everyone squat down and grasp the sheet with an overhand grip. At the "Go" signal, lift the sheet overhead and at the same time walk quickly into the center, forming a large bubble.

Popcorn

Start by placing several balls of various weights, sizes and shapes in the middle of the sheet. Everyone grasp the sheet with an overhand grip. When you say, "Simmer," shake the sheet, creating small ripples. When you say, "Cook," make the balls move more rapidly by shaking the sheet harder. When you say "Popcorn," make large, fast ripples by waving your arms and jumping up and down to pop the balls straight up, but try to keep the popcorn in the pan.

Recipe

Oatmeal Raisin Cookies

(Eau Claire City-County Health Department, 2006, p 243)

$\frac{3}{4}$ cup sugar	$\frac{1}{4}$ tsp ground cinnamon
2 T margarine or butter	$\frac{1}{4}$ tsp ground nutmeg
1 egg	$\frac{1}{4}$ tsp salt
2 T low-fat milk	1 $\frac{1}{4}$ cup quick oats
$\frac{1}{4}$ cup canned applesauce	$\frac{1}{2}$ cup raisins
$\frac{3}{4}$ cup all-purpose flour	

1. Preheat oven to 350°.
2. In mixer on medium speed, cream sugar and margarine or butter until smooth and creamy.
3. Ask child to slowly add egg. Mix on medium speed for one minute.
4. Child can slowly add milk and applesauce. Mix for one more minute.
5. In a small bowl, help child combine together flour, baking soda, cinnamon, nutmeg and salt. Add dry ingredients gradually to the creamed mixture and mix on low speed for two minutes until blended.
6. Add oats and raisins and blend for 30 seconds on low speed. Scrape the sides of the bowl.
7. Child can portion dough by rounded teaspoons onto lightly greased cookie sheets.
8. Bake for 10-13 minutes until lightly browned. Cool on a wire rack.

Week 12—Overview



<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<p><u>Focus:</u> Body & spatial awareness: Jump and Balance Activities</p>	<p><u>Focus:</u> Body & spatial awareness: Jump and Balance Activities</p>	<p><u>Focus:</u> Body & spatial awareness: Jump and Balance Activities</p>	<p><u>Focus:</u> Body & spatial awareness: Jump and Balance Activities</p>	<p><u>Focus:</u> Body & spatial awareness: Jump and Balance Activities</p>
<p><u>Opening:</u> Let's Jump</p>	<p><u>Opening:</u> Let's Balance</p>	<p><u>Opening:</u> Let's Sway</p>	<p><u>Opening:</u> Let's Jump</p>	<p><u>Opening:</u> Let's Twist</p>
<p><u>Review:</u> Let's Bounce</p>	<p><u>Review:</u> Let's Hop</p>	<p><u>Review:</u> Mirror Game</p>	<p><u>Review:</u> Let's Crawl</p>	<p><u>Review:</u> Musical Line Movements</p>
<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Exploring Bending •Blast Off and Stretching •Let's Jump •Hoop Jumping 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Shifting Weight •Let's Balance •Bean Bag Balance of 2 •Box Jumping 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Exploring Bodily & Spatial Directions •Let's Gallop •Beanbag Balance of 3 •Apart Together 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Let's Jump •Jumping and Landing •Backward Jump •Hot Hoops 	<p><u>Activities:</u></p> <ul style="list-style-type: none"> •Let's Turn •Let's Skip •Hopscotch •Jump Rope
<p><u>Closing:</u> Rabbits and Roos</p>	<p><u>Closing:</u> Scarves</p>	<p><u>Closing:</u> Scarves</p>	<p><u>Closing:</u> Let's Crawl</p>	<p><u>Closing:</u> Let's Sit</p>
<p><u>Equipment:</u> Beanbags Hoops</p>	<p><u>Equipment:</u> Scarves Beanbags Box</p>	<p><u>Equipment:</u> Scarves Beanbags Hoops</p>	<p><u>Equipment:</u> Beanbags</p>	<p><u>Equipment:</u> Jump Ropes</p>

Health Lesson

1. *This is How Much I Care About Me*

Books

- My Body, Your Body*—Nick Manning
I Like Me—Nancy Carlson



Week 12—Movement Activities

Apart and Together

Line hoops on the floor in a pattern of one hoop alone, then two hoops together, then one, then two – similar to a hopscotch pattern. Children jump down the row of hoops, taking off from two feet and landing on two. With one hoop in front of the children they land with their feet together; with two hoops they land with their feet apart (one foot in each hoop).

Backward Jumping

Take off in a crouch, extend in the air, and land on two feet. The difference is that the back of the body goes first instead of the front. Ask children to begin by placing their arms straight out in front of the body. Then they bend their knees and swing the arms to the rear, passing below the waist; the knees extend and the body propels itself into the air. Backward jumping can be practiced on the ground or from the 10-inch-high box. Young children are not ready to jump backward from heights above 10 inches.

Bean Bag Balance 1

Ask each child to get a beanbag and stand away from their friends. Ask the following questions and help the children respond. “Can you balance the beanbag on your head (elbow, shoulder, knee, foot, back)? Make the task harder by asking children to move in various directions with beanbags balanced on particular body parts. “Can you walk backward with the beanbag balanced on your shoulder? Show me that you can walk on your hands and feet with the beanbag balanced on your back. Can you spin in a circle with your beanbag balanced on your elbow?”

Bean Bag Balance 2

“Can you balance a beanbag on each shoulder while you are walking backward? Can you balance a beanbag on both a shoulder and your head while moving sideways? Can you balance a beanbag on each elbow and spin slowly in a circle? Show me you can walk on your hands and feet with two beanbags balanced on your back.”

Blast Off and Stretching

Ask the children to squat low, pretending to be spaceships on their launching pads. Then slowly and dramatically count down from 10. At the signal to “blast off,” the “spaceships” take off into the air.

Box Jumping

Jumping and landing on two feet should be practiced from an apparatus such as a 10-inch-high box. Only one child should stand on the box at a time.

Ask children to place their arms behind and beside their bodies. They should swing their arms forward as they propel themselves off the box. The initial emphasis when jumping from a height is on landing on two feet without falling. It may help to place a hoop next to the box to give children a target.

Exploring Bending and Stretching

Pose the following questions:

Can you stretch one arm high and the other low (one toward the ceiling and the other toward the floor)?

Can you bend one arm while stretching the other high? Low? To the side?

Can you reach both arms to the right (one side)? To the left (the other side)?

Can you reach one arm to the side and the other toward the ceiling?

On your hands and knees, can you stretch one leg behind you and one arm forward?

Lying on your back, can you stretch one leg and bend the other?

Can you stretch one leg long and the other toward the ceiling?

Exploring Bodily and Spatial Directions

Ask the children to each find their own personal space and to remember where that space is. (If you have carpet squares or hula hoops available, this might be a good time to use them.) Then choose a specific spot (a point of reference) and present the following challenges:

Walk to the spot, turn, and go back to your own space.

Walk forward to the spot, but return to your space sideways.

Walk sideways to the spot, and return to your space backward.

Walk forward partway to the spot, make a half-turn, and continue toward the spot backward.

Hoop Jumping

Young children need a focus when practicing jumping skills. A row of hoops lying flat on the floor in a straight line provides children such a focus.

Using 6 to 10 hoops, challenge children to jump from one hoop to the next, taking off from two feet and landing on two feet. The emphasis (cue) might be for children to begin with both arms behind the body and to swing the arms forward as they jump.

Hopscotch

As the two-foot takeoff and landing pattern develops, children can be challenged with other jumping patterns. A hopscotch pattern uses hoops so children can jump and land from two feet to one foot and then back to two feet. Children who have not mastered the two-foot takeoff and landing pattern may not be ready for the hopscotch pattern. This activity challenges students who are ready to jump from a two-foot takeoff to a one-foot landing, but many children will not be ready for this activity.



Week 12—Movement Activities

Hot Hoops

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

Jumping and Landing

Conduct this activity in a large indoor or outdoor space with marked boundaries so children know where they can and cannot move. Before beginning the activity, scatter the jump ropes or hoops throughout the space so they lay flat on the floor.

- Explain to the children that they are taking a walk in the woods and may not need to cross a stream or river. Ask children to walk throughout the space. When they come to a river (rope, hoop, or tape line on the floor), they need to jump over the river without getting their feet wet. Children should work independently of their classmates during this activity.
- To assist children in learning the fundamentals of jumping, teachers should initially ask children to takeoff on two feet and to swing their arms forward when they jump.
- When landing, children should land on two feet spreading their feet about shoulder width apart so they have a wide base of support when they land. After landing, children should proceed to jump over the next river.
- Emphasis should be placed on landing on both feet at the same time without falling over.
- Give children plenty of time to move throughout the space and jump over all the rivers.
- For safety reasons, suggest that children not get closer than two giant steps from each other, especially when they are swinging their arms to take off and when landing.
- After 3 to 5 minutes of jumping, children may need a brief rest period (30 to 60 seconds) before continuing the activity.

Jumping Rope

Find a place that is far away from your friends. Children need to be taught to avoid accidentally hitting someone with the rope.

Hold the rope by the handles, one in each hand. Hold the handles with your thumbs pointing down. Hold the rope out in front of your body. Step over the rope. Bend your elbows up close to your ears. Move the arms forward and swing the rope over your head. Let the rope hit the floor. Jump over the rope, taking off and landing on two feet.

Let's Balance 1

Ask the children to do the following balances:

At a low level

- On two hands and one knee
- On one hand and one knee
- On bottom only
- On knees only

At a high level

- On tiptoe
- On one foot (flat)
- On the other foot
- On tiptoe with knees bent

Let's Balance 2

Ask the children to do the following balances:

At a low level

- On two hands and one knee
- On one hand and one knee
- On bottom only
- On knees only
- On tummy only
- On one knee

At a high level

- On tiptoe
- On one foot (flat)
- On the other foot
- On tiptoe with knees bent
- On tiptoe with eyes closed
- On tiptoe on one foot only

Let's Bounce

A bounce is a movement involving a rebound. Discuss this concept with the children, using the image of a ball to explain it. Then pose the following questions:

- Can you bounce up and down like a ball?
- Can you bounce very lightly, barely coming off the floor?
- Can you bounce very hard, pushing off the floor?
- Can you bounce to your right (one side)? To the left (the other)?
- Can you bounce your head up and down? Can you do it very quickly? Slowly?
- Can you bounce your arms up and down?

Let's Crawl

Present the following challenges (the movement elements being explored are cited in parentheses):

- Crawl forward; backward (space).
- Crawl as slowly (quickly) as you can (time).
- Crawl with your body as close to the floor as possible (space).
- Crawl as heavily as you can (force).
- Crawl smoothly and quietly (flow and force).

Let's Crawl

Ask the children to show you how they would crawl by moving the following body parts in these ways:

- Both hands forward together and then both knees
- The hand and knee on one side, followed by the hand and knee on the other An opposite hand and knee (e.g., right hand and left knee) and then the other hand and knee
- Alternate hands, dragging the rest of the body

Let's Gallop

Review galloping with the children and then ask them to gallop in the following ways:

- Forward
- In a circle
- From one point to another and back again
- Very slowly; quickly
- With arms high; low
- As though holding reins

Let's Hop

A hop is a movement that propels the body upward from a takeoff on one foot. The landing is then made on the same foot, toe-ball-heel, with the knee bent. The free leg does not come in contact with the ground.

Demonstrate a hop to the children, and then ask them to try it themselves. If there are some children who have trouble maintaining their balance, you might pair them up and ask them to hold hands, lift their outside legs, and hop together.

After they've got the hang of it, adapt the movement by asking them to hop as follows (be sure the children also try hopping on the non-preferred foot):

- | | |
|-----------------------|-----------------|
| In place | Quickly; slowly |
| Around in a circle | Backward |
| Very lightly; heavily | |

Let's Jump

A jump propels the body upward from a takeoff on two feet. The toes, which are the last to leave the ground, are the first to reach it upon landing, with landings occurring toe-ball-heel and with both knees bent.

Ask the children to experiment with jumping:

In place ("Can you do it with your feet barely coming off the floor? With your feet coming way off? Can you make your knees go higher? Can you jump fast? Jump being as tall as you can? As small")

Forward ("To that point over there; in a circle; very slowly.")

Backward ("Making a lot of noise with your feet. Very lightly, as though jumping on eggs and you don't want to break them.")

If time permits, experiment with a jump-stop, jump-stop pattern (either in place or moving forward). Then, to make it more challenging: jump-jump-stop.

Review the following jumps with the children:

Light jumps; heavy jumps

Jumps with a turn

Jumping forward; backward; to the side; in a circle

Then, adding some imagery to the exercise, ask the children to jump in these ways:

As though they were bouncing balls (some high, some low)

Pretending to reach for something above them

As though startled by a loud noise

As though angry (having a tantrum)

With joy

Let's Jump

Ask the children to jump in the following ways:

Arms held still by their sides

Arms swinging forward and back; side to side; in large outward circles

Arms folded across chest

Arms extended forward; upward; to the sides

Hands on hips

Hands clasped behind the back

Hands clapping

Hands on knees

One arm reaching high and the other low



Week 12—Movement Activities

Let's Sit

Present the following challenges:

- Sit from a standing position, using your hands to let you down.
- Do it again, only this time without using your hands.
- Sit down very slowly.
- Sit from a kneeling position.
- Again kneeling, sit down abruptly and heavily.
- Sit with the weight on your right (left) thigh.
- Sit up from a lying position.
- Repeat, quickly and smoothly.

Let's Skip

Explain to children that the skip is a combination of a step and a hop. Some children may learn by imitation and others by holding hands and skipping with someone who knows how.

Let's Sway

Demonstrate swaying to the children, explaining that a sway transfers weight from one part of the body to another in an easy, relaxed motion. Then ask them to try swaying from side to side and then back and forth. Next, add some imagery to the activity by asking them to sway like the following things:

- Flowers in the breeze
- A rocking horse (or a rocking chair)
- Bells ringing
- Windshield wipers

Let's Turn

Pose the following questions and challenges:

- Can you turn yourself around to the right (one way)? To the left (the other way)?
- Can you turn yourself around very, very slowly? More quickly?
- Can you turn being as tall (small) as you can?
- Turn like an airplane would as it comes in for a landing.
- Can you turn on just one foot?
- Can you jump (hop) and turn at the same time?
- Can you turn while on your knees? One knee? On your bottom?
- Can you turn while in the air?
- Turn being as round (crooked) as you can be.
- Can you turn quickly and very gradually slow down?

Let's Twist

Ask them to twist in these ways:

- Like the inside of a washing machine
- Like a screwdriver when someone is using it
- Like a wet dishrag being wrung
- As though wiping their bottoms with towels
- As though digging a little hole in the sand with a foot
- As though wiping with a towel and digging a little hole in the sand with a foot at the same time

Mirror Game

Standing where all of the children can easily see you, explain that they should pretend to be your reflection in the mirror, imitating your every move. You then move parts of your body in various ways (e.g., raising and lowering an arm, tilting your head) slowly and without verbal instruction; and the children do likewise.

Musical Line Movements

Children find a spot on any line on the floor. Allow a reasonable amount of time, and then instruct them to “freeze.” Start the music. The children walk forward, following lines on the floor. Stop the music. The children freeze like statues. Comment on the “great statues” as they freeze without moving. As the activity continues, challenge students to travel on the lines using different locomotor skills.

Challenge students to travel in different directions along the lines. Use music with different tempos, and ask students to match that speed.

Note the students who lose their balance or are unable to stop with control when the music stops. Watch for correct execution of fundamental locomotor skills.

Rabbits and Roos

Ask the children to jump first like rabbits and then like kangaroos. You may want to discuss the differences with your students first or show them pictures of the animals.

Scarves

Wipers – move a scarf in front of the body in a pattern similar to windshield wipers.

Floor sweeps – move a scarf back and forth as if sweeping the floor.

Circles – move a scarf in large circles in front, to the side, and overhead.

Fishing – move a scarf in front of the body as if throwing a fishing line into a lake and then pulling it back.



Week 12—Movement Activities

Shifting Weight

Pose the following questions and challenges:

- Can you put your weight on your hands and knees only?
- On knees and elbows?
- On knees alone?
- On just your tummy; your back?
- On just one side of your body; the other?
- On just your bottom?
- On hands and feet?
- On just your feet?

Week 12

This is How Much I Care About Me

Objective: To teach the importance and value of taking care of your body.

Opening: Teach the children this rhyme with motions. You can say one or two lines and have the children repeat after you. Have the children pantomime the actions in each verse, and hug themselves for the last line of each verse.

This is How Much I Care About Me

When I get out of bed,
I stretch from my toes to my head.
I put on a clean shirt and jeans.
This is how much I care about me.

I drink milk at every meal,
and I eat some fruit and grains too.
I always eat my veggies--carrots and peas.
This is how much I care about me.

When I go to play with friends,
the running and jumping never ends.
I am healthy and have lots of energy.
This is how much I care about me.

After all my fun, and dinner too,
I take a bath with lots of shampoo.
Then I'm off to bed, feeling sleepy.
This is how much I care about me.

(L. Goerl, personal communication, April 5, 2007)

Review: Ask the following questions to stimulate discussion.

- Who is inside of your body? ("I am")
- Who takes care of your body? ("I do")
- What are some good ways to take care of your body? (anything healthy)
- Why is it important to take care of our bodies? (to be healthy and strong, not get sick, etc.)

Closing: Repeat above rhyme with children.

(Healthy Start LLC, n.d.)

Healthy Movement & Active Play



Jumping & Hopping

Learning how to jump and hop requires balancing skills and coordination of lower and upper body movements. When you are practicing jumping skills with your child, your child should focus on taking off on two feet, swinging his/her arms forward when he/she jumps and landing on both feet at the same time. Swinging your arms and having balance is also important when practicing hopping on one foot.

Follow the Leader

Playing *Follow the Leader* can be a great way to involve your family in helping your child practice jumping and hopping. Family members can take turns being the leader, who decides the style of movement and where you go (i.e. around the table and through the living room or across the yard and around a tree). Your child will enjoy following as well as being the leader. Jumping and hopping ideas include:

- Feet barely coming off the floor, or feet coming way off the floor.
- Change speeds - fast or slow.
- Be loud and heavy, or quietly and lightly (as though jumping on eggs and you don't want to break them)
- Make shapes – line, zigzag, circles, square, or triangle
- Demonstrate Emotions – happy, sad, or mad
- Pretend you are tall or small

Recipe

English Muffin Pizzas

(Eau Claire City-County Health Department, 2006, p 245)

English Muffin

Pizza Sauce

Shredded Mozzarella Cheese

Additional Toppings

Sausage, pepperoni, hamburger,

Onions, green peppers, mushrooms

- Lightly toast English muffins.
- Place on ungreased baking sheet.
- Spread each half with pizza sauce
- Place additional toppings on (if desired)
- Sprinkle cheese on top
- Bake in 450° oven for 3 to 4 minutes or until cheese is melted.

References



- About, Inc. (2007). *Kids Recipes Fruit Cone Recipes for Kids*. Retrieved February 22, 2007 from http://parentingteens.about.com/od/recipesforkids/r/kids_recipes92.htm.
- American Heart Association. (2006). *American Heart Association – Learn and Live: For Kids*. Retrieved February 19, 2007, from <http://www.americanheart.org/presenter.jhtml?identifier=3028650>.
- Better Homes and Garden (1985). *Kids Party Cook Book*. Des Moines, IA: Meredith Corporation, 44-45.
- Colker, L.J. (2005). *The Cooking Book*. Washington, DC: National Association for the Education of Young Children, 81, 84, 126.
- Cryer, D., Harms, T., Bourland, B. (1988). *Active Learning Series*. Chapel Hill, NC: The University of North Carolina.
- Dole Food Company, Inc. (2004). *Dole 5 A Day: Music & Games*. Retrieved February 21, 2007, from http://www.dole5aday.com/MusicAndPlay/m_Home.jsp
- Eau Claire City-County Health Department (2006). *Health Resource Guide*. 233, 240, 243, 245, 259.
- GOJO Industries, Inc. (2004). *Ten Little Germs*. Retrieved February 22, 2007, from http://www.healthyhands.com/educator/grades_pre_2/pdf/blackline_3_8.pdf
- Hammett, C. T. (1992). *Movement Activities for Early Childhood*. Blacksburg, VA: PE Central.
- Healthy Start, LLC. (n.d.). *Healthy Start Activities*. Retrieved February 19, 2007, from <http://www.healthy-start.com/healthy.pdf>
- Mayfield, B. J. (1992). *Kid's Club: Nutrition Learning Activities for Young Children*. White/Carroll County, IN: Indiana State Department of Health.
- PE Central. (2003). *PE Central's Best of Preschool Lesson Ideas Vol. 1*. Blacksburg, VA: PE Central.
- Pica, R. (1984). *Preschoolers Moving & Learning* (2nd ed.). Champaign, IL: Human Kinetics Books.
- Pica, R. (1991). *YMCA Preschool Movement and Health Program*. Champaign, IL: Human Kinetics Publishers, Inc.
- Produce for Better Health Foundation. (n.d.). *5 A Day: The Color Way*. Retrieved February 21, 2007, from <http://www.5aday.org>
- Sanders, Stephen W. (1992). *Designing Preschool Movement Programs*. Blacksburg, VA: PE Central.
- Stassevitch, V., Stemmler, P., Shotwell, R., & Wirth, M. (1998). *Ready-To-Use Activities for Before and After School Programs*. West Nyack, NY: The Center for Applied Research in Education.
- Strong, T., & LeFevre, D. (1996). *Parachute Games*. Champaign, IL: Human Kinetics.
- U.S. Environmental Protection Agency. (2006, February 28). *Drinking Water and Ground Water Kids' Stuff*. Retrieved February 21, 2007, from <http://www.epa.gov/safewater/kids/index.html>
- Virgilio, Stephen J. (2006). *Active Start for Healthy Kids: Activities, Exercises, and Nutritional Tips*. Champaign, IL: Human Kinetics.
- Williamson, S., Williamson, Z. (1992). *Kids Cook*. Charlotte, VT: Williamson Publishing, 80.
- Wilmes, L. & D. (1985). *Parachute Play for Indoor/Outdoor Fun*. Elgin, IL: Building Blocks.

Children's Book List



Week	Books
1	<i>Busy Bunnies' Five Senses</i> —Teddy Slater <i>From Head to Toe</i> —Eric Carle <i>My Five Senses</i> —Margaret Miller
2	<i>Franklin Rides a Bike</i> —Paulette Bourgeois and Brenda Clark <i>Franklin's Bicycle Helmet</i> —Paulette Bourgeois and Brenda Clark <i>Sometimes</i> —Keith Baker <i>The Edible Pyramid</i> —Loreen Leedy
3	<i>A Cool Drink of Water</i> —Barbara Kerley <i>Drinking Water</i> —Mari Schuh <i>Franklin Plays the Game (Soccer)</i> - Paulette Bourgeois and Brenda Clark <i>The Greatest Gymnast of All</i> —Stuart Murphy
4	<i>Join in and Play</i> —Cheri Meiners <i>My Manners Matter</i> —Pat Thomas <i>Sharing</i> —Janine Amos <i>Soy Bondadosa / I am Caring</i> —Sarah Schuette
5	<i>Arthur's Eyes</i> —Marc Brown <i>Franklin and the Tooth Fairy</i> —Paulette Bourgeois and Brenda Clark <i>Franklin Goes to the Hospital</i> —Paulette Bourgeois and Brenda Clark <i>The Big Blue House Call (Doctor's Visit)</i> - Kiki Thorpe
6	<i>Caillou: A Nice Surprise</i> —Nicole Nadeau <i>Here Are My Hands</i> —Bill Martin <i>The Very Hungry Caterpillar</i> —Eric Carle <i>Wash Your Hands</i> —Tony Ross
7	<i>Gregory the Terrible Eater</i> —Mitchell Sharmet <i>Something Good</i> —Robert Munsch
8	<i>From Oranges to Orange Juice</i> —Kristin Thoennes Keller <i>Fruits</i> —Robin Nelson <i>Growing Vegetable Soup</i> —Lois Ehlert <i>The Vegetable Group</i> —Mari Schuh
9	<i>Dinosaurs Alive and Well: A Guide to Good Health</i> —Marc & Laura Brown <i>The Milk Group</i> —Mari Schuh <i>Why Do We Need to Drink Water</i> —Angela Royston
10	<i>Hear Your Heart</i> —Paul Showers <i>Thump Thump: Learning About Your Heart</i> —Pamela Nettleton
11	<i>Breathe In, Breathe Out</i> —Pamela Nettleton <i>How I Breathe</i> —Mandy Suhr <i>My Lungs</i> —Dana Rau <i>Taking Asthma to School</i> —Kim Gosselin
12	<i>I Like Me</i> —Nancy Carlson <i>My Body, Your Body</i> —Nick Manning



Children's Book References

- Amos, J. (2002). *Sharing*. Milwaukee: G. Stevens Pub.
- Baker, K. (1999). *Sometimes*. San Diego: Green Light Readers/Harcourt Brace
- Bourgeois, P. (1995). *Franklin Plays the Game*. New York: Scholastic Inc.
- Bourgeois, P. (1996). *Franklin and the Tooth Fairy*. New York: Scholastic Inc.
- Bourgeois, P. (1997). *Franklin Rides a Bike*. Toronto: Kids Can Press, c1997
- Bourgeois, P. (2000). *Franklin Goes to the Hospital*. New York: Scholastic
- Bourgeois, P. (2000). *Franklin's Bicycle Helmet*. New York: Scholastic
- Brown, L. (1990). *Dinosaurs Alive and Well: A Guide to Good Health*. Boston: Little, Brown
- Brown, M. (1979). *Arthur's Eyes*. Boston: Little, Brown
- Brown, M. (1985). *Arthur's Tooth*. Boston: Joy Street Books
- Carle, E. (1979). *The Very Hungry Caterpillar*. New York: Collins Publishers
- Carle, E. (1997). *From Head to Toe*. New York: HarperCollins
- Carlson, N. (1988). *I Like Me*. New York: Puffin Books
- Ehlert, L. (1987). *Growing Vegetable Soup*. San Diego: Harcourt Brace Jovanovich
- Gosselin, K. (1994). *Taking Asthma to School*. St. Louis, MO: JayJo Books
- Kerley, B. (2002). *A Cool Drink of Water*. Washington, D.C.: National Geographic Society
- Leedy, L. (1994). *The Edible Pyramid*. New York: Holiday House
- Manning, M. (1997). *My Body, Your Body*. New York: Franklin Watts
- Martin, B. (1987). *Here Are My Hands*. New York: Holt
- Meiners, C. (2004). *Join in and Play*. Minneapolis: Free Spirit Pub.
- Miller, M. (1994). *My Five Senses*. New York: Simon & Schuster Books
- Munsch, R. (1990). *Something Good*. Toronto: Annick Press
- Murphy, S. (1998). *The Greatest Gymnast of All*. New York: HarperCollins
- Nadeau, N. (2000). *Caillou: A Nice Surprise*. Montreal, Quebec: Editions Chouette
- Nelson, R. (2003). *Fruits*. Minneapolis: Lerner Publications
- Nettleton, P. (2004). *Breathe In, Breathe out: Learning About Your Lungs*. Minneapolis, MN: Picture Window Books
- Nettleton, P. (2004). *Thump-Thump: Learning About Your Heart*. Minneapolis, MN: Picture Window Books
- Rau, D. (2004). *My Lungs*. New York: Benchmark Books
- Ross, T. (2000). *Wash Your Hands*. Brooklyn, N.Y.: Kane/Miller
- Royston, A. (2006). *Why Do We Need To Drink Water?* Chicago, IL: Heinemann Library
- Schuetz, S. (2004). *Soy Bondadosa/I am Caring*. Mankato, MN: Capstone Press
- Schuh, M. (2006). *Drinking Water*. Mankato, MN: Pebble Books
- Schuh, M. (2006). *The Milk Group*. Mankato, MI: Pebble Books
- Schuh, M. (2006). *The Vegetable Group*. Mankato, MN: Pebble Books
- Sharmat, M. (1986). *Gregory the Terrible Eater*. New York, N.Y.: Reading Rainbow Gazette
- Showers, P. (2001). *Hear Your Heart*. New York: HarperCollins Publishers
- Slater, T. (1999). *Busy Bunnies' Five Senses*. New York: Scholastic
- Suhr, M. (1992). *How I Breathe*. Minneapolis: Carolrhoda Books
- Thoennes Keller, K. (2005). *From Oranges to Orange Juice*. Mankato, MN: Capstone Press
- Thomas, P. (2006). *My Manners Matter: a first look at being polite*. New York: Barron's
- Thorpe, K. (2000). *The Big Blue House Call*. New York: Simon Spotlight

Parent Letter



Dear Families,

During the next 12 weeks, along with several other childcare providers in this area, we will be using a new curriculum called *Healthy Movement & Active Play*. The curriculum was designed specifically for children ages 3-5, to help them be more physically active and improve large motor skills. Each week your child will spend time exploring a different motor skill through songs, games and play. There will also be activities that will help the children learn about healthy eating, healthy habits and safe play.

During these 12 weeks, we will send home short notes with activity and nutritious snack ideas for you to do with your family. Please take the time to learn about and try out the activities your child has experienced during the week and talk about how the whole family can get involved.

Our commitment to helping kids stay healthy and fit extends far beyond the *Healthy Movement & Active Play* program. The research states that one child in five is seriously overweight and one in three is heavy for their age. The culprit...inactivity. Children are becoming less active, spending more time in front of the television and computer and less time running, jumping, and being active regularly. Children who are obese have a greater likelihood of remaining so into adult life. The health concerns are many: high blood pressure, high cholesterol, joint problems, cardiovascular disease, hypertension, diabetes, cancer and even low self-esteem.

The Creating Healthy Kids Coalition of Calumet, Outagamie and Winnebago Counties, along with public officials, is calling for more activity programs for children; physical education and physical activity. Families can help accomplish this goal by taking these steps:

1. Encourage your children to be physically active.
2. Play and be physically active with your children.
3. Teach your children safety rules and make sure they have the clothing and equipment needed to participate in physical activity safely.
4. Advocate for convenient, safe and adequate places for young people to play and take part in physical activity programs.
5. Set a good example by being physically active, making healthy eating choices and not smoking.

We recognize that it takes a healthy family to raise a healthy child. We hope that you and your family will join us in getting active through *Healthy Movement & Active Play*.

Sincerely,

Large Motor Activity Log



Please use this form to record how much time was spent each day on large motor skill activities and development as a result of this curriculum and other activities. If you do other activities with the children for fitness and large motor skill development, briefly list those “other activities.”

This form will be collected at the end of the 12-week program to aid in the evaluation of this program. Your full and honest participation is encouraged and deeply appreciated!

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				
Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				
Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				
Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				



Large Motor Activity Log

Week 5	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				
Week 6	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				
Week 7	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				
Week 8	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				
Week 9	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				

Large Motor Activity Log



Week 10	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				
Week 11	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				
Week 12	Monday	Tuesday	Wednesday	Thursday	Friday
HM&P Activities					
Other Activities					
	List of Other Activities:				

