

Structured

Active Play

Program

Structured activities to help young children develop

- balancing skills
- ball skills
- kicking skills & much more



A program for early childhood settings in the City Of Greater Geelong



The Romp & Chomps

**HELPING FAMILIES
LIVE HEALTHY ACTIVE LIVES**

Geelong Under 5s
Healthy Eating & Active Play

Structured Active Play Program: A program for early childhood settings in the City of Greater Geelong.

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Copies of this report are also available from the WHO collaborating Centre for Obesity Prevention website:

www.deakin.edu.au/hmnbs/who-obesity/

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INTRODUCTION

Play is the natural mode for children to learn and move. The structured Active Play Program is aimed for children under 5 years of age and uses fun activities that encourage children to move and be active. By moving, playing, and manipulating objects, such as balls and hoops, children learn about their bodies and the rhythm of movement. Through active play, children practice motor skills, they come to understand how their bodies move and how different types of movements feel. For example, you may have noticed small children suddenly realising that they can look between their legs and this is an exciting discovery for them.

When children are active in play, they discover things about the world, about how objects move (for example, that balls can be rolled, and thrown, and pushed sideways), about where to place their bodies for certain actions, and how they need to move their arms and legs to complete an action. In doing the activities in the Structured Active Play Program children will be practicing planning their movements, balance skills, and moving their bodies through space. Play is the natural mode for children to learn these skills and the Structured Active Play Program helps to make learning about their bodies fun!

Dr Karen Stagnitti

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SETTINGS FOR THE STRUCTURED ACTIVE PLAY PROGRAM

The Structured Active Play Program is suitable for use in a variety of early childhood settings and it was developed specifically for 3 year old kindergarten, preschool, family day care and long day care. The program has been piloted widely and specific hints for use in the various early childhood settings are set out below:

3 year old Kindergarten

Kindergarten settings already have equipment which can be used in the Structured Active Play Program and the program provides a resource for more ideas on outside play. On rainy days, the activities can be adapted for inside play and the Family Day Care settings section provides ideas for use of the Active Play Activities in smaller spaces.

Preschool

As with Kindergarten, preschool settings also have equipment which can be used in the Structured Active Play Program. The Structured Active Play Program provides a resource for more ideas on outside play. On rainy days, the activities can be adapted for inside play and the Family Day Care settings section provides ideas for use of the Active Play Activities in smaller spaces.

Family Day Care Settings

Family Day Care (FDC) settings often have limited facilities and equipment in comparison to Long Day Care and preschool settings. FDC settings also have the challenge of ensuring that they provide activities which cater for children of a variety of ages. The following concepts are offered to assist carers working within a FDC setting to utilise this program effectively.

- **Flexible Resource:** The Romp and Chomp Structured Active Play Program is a flexible resource. Its purpose is to provide guidelines and ideas for active play activities. It is important for FDC carers not to be put off by the equipment requirements of this program, as everyday household items can be creatively used as equipment. (See page 4).
- **Using Space:** A common challenge in FDC settings is having limited space for children to participate in physically active play. To adapt the program for small spaces, it is suggested that a small space is cleared (for example, a space the size of a double sheet laid out on the floor or ground) and that equipment needed for the activity be placed in this area (eg, boxes, hoops). Children can be encouraged to be active in the space provided. In this way, FDC carers can provide a safe, clear space for children to be active in.
- **Working with Diverse Ages:** Another challenge in FDC settings is providing activities to cater for the various ages of children commonly interacting in the one home. Two and three year olds are generally difficult to organise to participate in structured activities, whereas four and five year olds are more easily organised. If FDC carers are catering for a range of ages, it is recommended to set up a number of activities in the environment which all children can explore. For example, skittles can be modified so that children of all ages can play with them to the best of their individual abilities.

- Children's Involvement: An effective way of increasing the children's interest and participation in the activities is to involve them in the set-up and pack-up of the play environment. It may also be appropriate to rearrange sections of the play environment to meet individual children's needs and interests. For example, allowing a child to use a big ball instead of a small ball to knock over skittles.

- In this program the most important thing is that children are active for at least 60 minutes per day, and spend less than two hours per day engaged in screen time.

Long Day Care

Long day care settings are usually equipped similarly to preschools, hence equipment suitable for the Structured Active Play Program should be available in these settings. The Structured Active Play Program provides ideas for outside play and the activities can be adapted for inside play on rainy days (see Family Day Care for ideas). If children are grouped in multiple ages, then the program is flexible enough to have children of various ages involved at different levels in the activities. If children are grouped according to age, then the activities are geared towards 4 and 5 year olds with starred items being for children 3 years and under. In addition suggestions are given for children under 2 years in the Family Day Care settings section and below. Also refer to the Table for developmental levels of active play (large muscle movement play).

ADAPTATION FOR CHILDREN UNDER 2 YEARS

Children 2 years and younger are usually active naturally. That is, they run, move, climb, and explore throughout the day. Two year olds are very physical; they are discovering what their bodies can do and how their bodies move. For children under 2 years, it is developmentally appropriate not to have formal games but to set up the environment so that they find it interesting to explore. For example, putting out large boxes to climb in, tunnels to crawl through, climbing frames to climb in, under, through, and over provides a stimulating environment to encourage 2 year old children and younger to explore and be active. Changing the environment every few days (even if it is with the same equipment but in different places in the room or outside) will stimulate children to explore.

Children at this age love to climb into spaces that are big enough for them to stand in or easily crawl through. They also like to push cars and carry large objects (such as a large soft ball or doll). Children who are just beginning to walk enjoy pushing something along (like a little trolley or pram).

Simple Tips for Equipment

As equipment can be a barrier in some early childhood settings, particularly Family Day Care, this list of alternative equipment suggestions have been included to assist carers in over coming this hurdle. Be creative, consider what you have available and produce your own ideas should the following suggestions not suit.

| OBJECT | ALTERNATIVE SUBSTITUTE |
|-------------------|---|
| Rolling wedge | prop one side of a couch cushion up on pillows |
| Beanbags | scrap material sewn in a square or rectangle and stuffed with dried beans, dried corn or sand inside |
| Buckets | ice-cream containers and boxes |
| Skittles | empty plastic bottles and cartons |
| Markers | empty ice-cream containers |
| Box Car | cut the bottom out of empty boxes (such as banana boxes) and attach straps made from string or strips of fabric to sit over the children's shoulders to help keep the box sitting at hip height |
| Parachute | an old bed sheet or blanket |
| Potato Sacks | old pillow cases or they can easily be made out of Hessian material |
| Building Blocks | empty food or milk cartons |
| Soccer Goals | simply laying out markers to kick between or cutting the front out of a large box laid on its side |
| Goal Rings | hula hoops can be secured with tape between the backs of two chairs or simply use an up right box with a hole cut out at the bottom of one side |
| Horse Sticks | pool noodles, cling-wrap cylinders or any long objects |
| Totem tennis pole | suspending a tennis ball in an old stocking from a tree branch or veranda cross beam away from any windows |

For more ideas on simple activities and tips refer to the 'further resources' page.

GUIDE FOR ACTIVE PLAY DEVELOPMENT (LARGE MUSCLE MOVEMENT DEVELOPMENT)

| AGE | MOVEMENT | IDEAS TO ENCOURAGE ACTIVE PLAY |
|------------------|---|--|
| 3 MONTHS | Rolls to back from side lying Can lie on stomach and lean on forearms Head is in midline (that is, it is not always on one side) | Place child safely on the floor |
| 6 MONTHS | Rolls from back to stomach using arms crossing over the body Brings feet to mouth May begin to sit When lying on stomach can push up on hands | Place child safely on the floor Place on floor and prop with pillows if beginning to sit |
| 9 MONTHS | Bears weight on hand and knees and rocks back and forth Sits for longer time May begin to crawl Some children begin to walk | Place child safely on floor As child more active, ensure environment is safe by having gates on stairs and low windows shut |
| 12 MONTHS | Walks holding onto furniture Lowers to sitting from furniture Stands alone for a few seconds Maybe walking a few steps independently | Place child on floor Walking surface should be firm and even |
| 18 MONTHS | Walks backwards Carries large toy while walking Pushes large toys or boxes Backs into chair Throws ball in box Beginning to run | Encourage child to walk on different surfaces such as floors, grassy areas, pathways. Roll a large ball near the child and encourage the child to bend and pick up and throw back. Have push toys in the environment so the child can walk and push an object (this helps with stability). |
| 24 MONTHS | Goes up and down slide Stands on tiptoes Squats in play Jumps from bottom step Runs without bumping into obstacles Walks downstairs two feet per step without help | Go on trips to the local park. Play chasey. Encourage the child to walk on lots of different surfaces such as floors, grass, footpaths, sand, uneven surfaces. Crawl who over large cushions. |
| 30 MONTHS | Jumps sideways and jumps backwards Can jump on trampoline holding hands with adult Begins to hop on one foot Begins to use pedals on trike | Go on trips to the local park. Provide a space for the child to play at home. Could provide push trike, tricycle, balls, and large cushions in play spaces. |

GUIDE FOR MOVEMENT & ACTIVE PLAY DEVELOPMENT

LARGE MUSCLE MOVEMENT DEVELOPMENT CONT...

| AGE | MOVEMENT | IDEAS TO ENCOURAGE ACTIVE PLAY |
|-----------|--|--|
| 36 MONTHS | Walks downstairs one step at a time with alternate feet Climbs jungle gym and ladders Runs on toes Skilled at turning corners when running Balances on one leg for short time Jumps 15 cm landing with 2 feet | Go to the local park and encourage climbing on playground equipment. Play chasey and jumping games. |
| 42 MONTHS | Stands on tiptoes for 10 seconds Walks in a circle Kicks a ball from standing position Rides a tricycle with pedals | In play space, lay a plank of wood on the ground for the child to walk on to practice balancing and walking. Provide balls, tricycle, climbing opportunities. |
| 48 MONTHS | Can perform a somersault Maintains momentum on swing Gallops Kicks large rolling ball Does lame duck skip (only one foot 'skips') | Go to the local park and playground. Play animal games where child pretends to move like different animals. Play chasey. Provide balls and a rope to jump over. |
| 54 MONTHS | Throws a ball 3.5 metres overhand Hangs from a bar using overhand grip Hops forward | Go to the local playground and park. Encourage play with smaller balls (eg tennis ball). |
| 60 MONTHS | Walks downstairs carrying an object Runs through obstacle course avoiding objects Skips forward Maintains balance on a moveable platform | Go to local playground and park. Provide rope for skipping, planks of wood on ground to balance on, box tunnels to crawl through, balls to throw, and objects to run around. |

A child spends most of the first 12 months of his/her life learning to move against gravity. That is, being able to move their body to an upright position (like sitting or standing). After this time, they then learn to balance on two feet and as they reach 5 years of age, they become more adept at moving quickly and co-ordinating their eyes, hands, and feet.



ACTIVITIES

| | | | |
|------------------------------|-----------|------------------------------|-----------|
| 1 ROLLING | 9 | 8 HOPPING | 27 |
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★ = SUITABLE FOR CHILDREN
YOUNGER THAN 3 YEARS OLD

CHECKLIST

- The checklist enables the Structured Active Play Program to be incorporated into each setting throughout the year.
 - Each skill should be completed at least once a term.
- Workers can keep a record of skills completed by ticking a box every time the skills done.

| | | | | | | | | | |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1 ROLLING | 1 | 2 | 3 | 4 | 7 BALL SKILLS | 1 | 2 | 3 | 4 |
| Wedge Roll ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Paired Passing ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Beanie Rope Roll | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Clean Up | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Rolling Stones | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Skittles ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 UNDERARM BALL ROLLS | 1 | 2 | 3 | 4 | Quoits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Human Tunnels | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hoops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Skittles ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Poison Ball | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Bucket Balls | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8 HOPPING | 1 | 2 | 3 | 4 |
| 3 RUNNING | 1 | 2 | 3 | 4 | Hopscotch Relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Statues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Hopping Circuit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Beanbag Race | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Rabbit Holes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Weaving | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Conga Lines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Animal Run ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9 LEAPING | 1 | 2 | 3 | 4 |
| Car Races ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Listen and Leap | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jump Start Race | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Follow the Leader | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parachute Running ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dangerous Waters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cat and Mouse | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Rhythmic Leaping | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fruit Salad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 10 GALLOP | 1 | 2 | 3 | 4 |
| 4 JUMPING | 1 | 2 | 3 | 4 | Horse Race Relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kangaroo Circuit | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Follow the Leader | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jack in the Box Wave ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11 BATTING | 1 | 2 | 3 | 4 |
| Hot Hoops | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Keep It Up | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Potato Sack Jumping | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Totem Tennis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Conga Lines | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Crazy Golf | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Kanga Kanga Joey | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 12 MULTISKILLS | 1 | 2 | 3 | 4 |
| Rabbit Race | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Mini Circuits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 KICKING | 1 | 2 | 3 | 4 | Belly Crawling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Targets | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Bike Pedalling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Hot Potato | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Musical Chairs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Crab Kicking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Painting the Fence ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Soccer Goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 13 CALMING ACTIVITIES | 1 | 2 | 3 | 4 |
| 6 SIDE STEP | 1 | 2 | 3 | 4 | Heads and Shoulders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ring a Ring a Rosie ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Dead Fish ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Side Step Relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Parachute Blanket ★ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Duck Duck Goose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Wiggle Statues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | Simon Says | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | | Torch on the Roof | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1

Rolling



PURPOSE:

Young children naturally want and like to roll and it is often a part of their play. Rolling gives the child the feeling of change in spatial orientation and allows for learning about their own body, increasing body awareness. Rolling is also important because children roll their body in sections (i.e. their shoulders first, then hips) and this helps with rotation of the upper body which is important for balance.

WARM UP

Have the children lie in a cleared place. The leader then verbalises and points out directions for the children to roll.

WEDGE ROLL



EQUIPMENT:

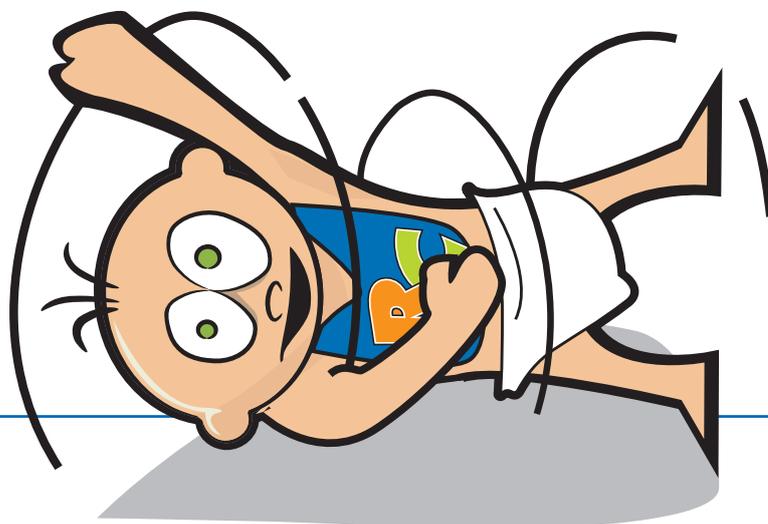
- Gym mat
- Foam wedge

HOW TO PLAY:

Set up the wedge at the edge of the gym mat. Line the children up behind the wedge and taking turns, they can lie on the wedge and roll down onto the gym mat. It is useful for the leader to instruct the children to roll straight on to the mat to help ensure the child rolls down and doesn't slide down the wedge.

SAFETY:

Ensure the next child doesn't roll until the previous child has left the gym mat to ensure there are no collisions.





BEANIE ROPE ROLL

EQUIPMENT:

- Rope (approx. 4 metres long)
- Beanbags
- Bucket

HOW TO PLAY:

Lay the rope in a straight line and the beanbags along side it at about the halfway point. Put a bucket at one end of the rope and line the children up at the other end. The children then roll along the rope, collecting a beanbag on their way and putting it in the bucket at the end. Encourage the children to take their time and to feel for the rope on their tummies. If space allows, two or more ropes could be laid out.

ROLLING STONES

EQUIPMENT:

- Music

HOW TO PLAY:

Clear a large space for children to spread out and lay down. The leader then tells the children to roll round to the music and stop when the music stops. Encourage the children to roll in different directions.

SAFETY:

Have the children remove their shoes for this activity to prevent them from injuring other children.

2

Underarm ball rolls



PURPOSE:

The underarm roll helps develop hand-eye coordination and whole body coordination. An underarm roll is a skill often incorporated into games such as bowling.

WARM UP

Children are put in pairs with one ball per pair. Each pair practice rolling the ball to each other from different positions. For example, they can practice sitting with legs crossed, kneeling, standing side by side and standing face to face.

TUNNEL BALL

EQUIPMENT:

- Medium size balls

HOW TO PLAY:

Warm Up – Children are put in pairs with one ball per pair. The children stand about two metres apart. The child with the ball faces away from their partner with their legs in a wide stance. They bend over to the floor, looking through their legs at their partner. Encourage the child to wave at their partner through their legs. When balanced, the child rolls the ball to their partner. Children take it in turns to roll the ball to their partner. Some children may need prompting to turn around with the ball and look through their legs at their partner before rolling the ball.

Tunnel Ball – Children are lined up in a group of no more than 8. Encourage children to reach out and touch the shoulder of the child in front to space out the line evenly. Two key aspects of this game are to make sure the line is very straight and that legs are wide apart. The ball starts with the first child in the line and they roll it through their legs and down the line, encourage children to 'help' the ball along. The last child in the line picks up the ball and runs to the front of the line to repeat. Children may still require prompting as the game progresses.

Adaption: It may also be appropriate to make a group of three children, where the middle child stands with legs wide open and the two end children gently manoeuvre the ball through the middle child's legs.

SKITTLES



EQUIPMENT:

- Medium size ball (preferably soft) or larger ball for younger children
- Skittles
- Markers to show where skittles are placed (e.g. crosses marked on a linoleum mat, or masking tape on the floor)

HOW TO PLAY:

Set up skittles at one end of a clear space. Line children up about two metres from the skittles. Leader gives the children a demonstration of the underarm roll to knock over the skittles. Let each child take it in turns to underarm roll the ball at the skittles. Encourage children to get involved in the game by picking up their own skittles and re-setting them after each child's turn.

Note: Children younger than three may prefer to roll the ball using two hands.

BUCKET BALLS

EQUIPMENT:

- Small balls (e.g. tennis balls)
- Two buckets per group (preferably box shaped)

HOW TO PLAY:

Children are separated into two groups. Each group gets an equal amount of balls (two or more for each child). Each group lines up behind their 'ball bucket' where all the balls are placed. Opposite each group line (about three metres away) is a bucket placed on its side, open end facing the group. On the leader's command, each child in order in the group takes a ball and rolls it into their bucket. The children keep taking turns until there are no more balls in the group start bucket.

Note: It may be useful to place fabric in the bottom of the buckets to encourage the balls to stay in there once the child has rolled them in.





Running



PURPOSE:

Running provides exercise, strengthens the cardiorespiratory system, and develops co-ordination between the arms and legs. Running is a skill used in various games and sports as well as being an everyday skill, for example running to catch up with a friend.

WARM UP:

The leader stands at front of the group and demonstrates the actions, asking the children to:

- run on tip-toes on the spot
- run very fast on the spot
- run very slow on the spot

Statues

STATUES

EQUIPMENT:

- Music

HOW TO PLAY:

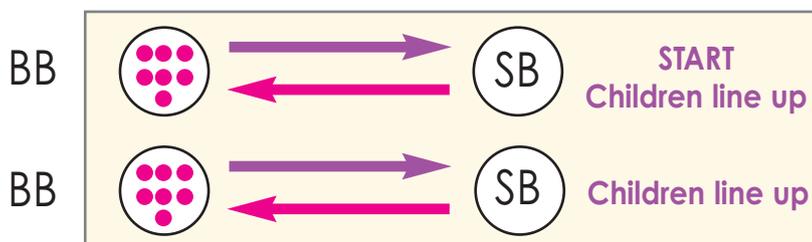
Children form a big circle and get ready for the music to start. When the music starts, children start running in the circle. When the music stops, children must freeze like statues.

Beanbag race

BEANBAG RACE

EQUIPMENT:

- Two buckets for each group
- Beanbags (at least two beanbags per child)



HOW TO PLAY:

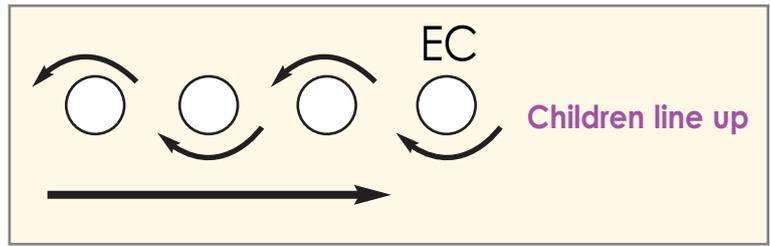
Line the children up in two even groups behind each start bucket (SB). Ask the children to run to their beanbag bucket (BB), get a beanbag, run back and put it in their start bucket. Once the beanbag is in the bucket, the child tags (high fives) the next person in the line to have their turn. Keep running through until all the beanbags have been collected.



WEAVING

EQUIPMENT:

- Markers spaced out in a straight line



HOW TO PLAY:

Get the children to line up at the end cone (EC). Leader demonstrates how to weave through the cones. One at a time, ask the children to run and weave through the cones. Once a child passes the last cone, they run straight back. Once back, the child tags (high fives) the next person in line to have their turn.

ANIMAL RUN



EQUIPMENT:

- Not applicable

HOW TO PLAY:

Children form a big circle around a cleared space. Ask children to run around acting and sounding like an elephant (big steps, big movements). Then ask children to run around acting and sounding like a cat (smaller steps, fast running). Move on to running like a duck (waddling with 'wings' by side) and then flying like a bird (with arms out to the side in 'flapping' movements). Continue this activity using other animals of choice.

CAR RACES



EQUIPMENT:

- Medium cardboard boxes with straps
- Markers to set out a course (race track)

HOW TO PLAY:

Allocate a child to each box-car. Encourage children to run (slowly at first) around the race track in their car making car noises. Change the course according to what the children find easy or hard.

Note: Refer to 'Simple Tips for Equipment' page



JUMP START RACE

EQUIPMENT:

- Two parallel lines marked out in a clear space about 10 metres apart

HOW TO PLAY:

Ask the children to lie down on their tummies on the 'start' line with their chins placed in their hands, facing away from the 'finish' line. On 'go', children jump up, turn around, and race to the finish line. The last child to the line may help the leader judge the next time.

PARACHUTE RUNNING



EQUIPMENT:

- Parachute

HOW TO PLAY:

Spread the parachute out in a clear space and choose some children to hold the parachute around the edges. One at a time, direct the other children to run underneath the parachute while the children are waving it up and down gently. Swap groups of children over. To keep this activity running smoothly, swap groups of children over frequently.

CAT AND MOUSE

EQUIPMENT:

- Not applicable

HOW TO PLAY:

This game is best played with a group of no more than eight children. Ask the children to form a circle holding hands. One child is chosen to be the mouse and stands in the centre of the circle to begin with. Another child is chosen to be the cat and starts outside the circle.

Children in the circle can lift their arms up to make a gap in the circle which the mouse or cat can get in or out. The aim of the game is for the cat to chase and catch the mouse.

Children in the circle may try to keep the mouse inside and then let the cat in so they can tag the mouse or they may let the mouse out and then encourage the mouse to come back in the circle. Be aware that not all children will want to have a turn at being cat or mouse.



FRUIT SALAD

EQUIPMENT:

- One line marked out at one end of a clear space
- Beanbags (represent fruit)
- Bucket (fruit salad 'bowl'), about 7-10 metres opposite the line

HOW TO PLAY:

Ask the children to line up along the line, facing the bucket at the other end of the clear space. Hand out one beanbag to each child and explain to them that their beanbag is a fruit (tell the child which fruit it is, e.g. apple, orange etc. Only use three or so fruits for the whole group).

When the leader calls out a fruit, for example 'apples', all the 'apples' run up to the fruit salad 'bowl', drop their beanbag and run back to the original line as fast as they can. Keep repeating until everyone has a turn.

To keep the game running longer, change the fruits. You may also ask the children to stop and throw the beanbag into the bucket instead of placing it in.

Note: Pretending that beanbags are 'fruit' and that the bucket is a 'fruit bowl' is using symbols in play and encourages children to use their imaginative skills which are thinking play skills.

4

Jumping



PURPOSE:

Jumping develops leg strength and arm and leg coordination. It also helps develop balance when landing. Jumping is used in a number of sports, games and daily activities.

Warm Up:

As a group, ask the children to jump like the following animals:

- Frog jump – from squatting position
- Bunny hop – feet together and using hands as ears
- Kangaroo hop – positioning hands like a roo

Note: ensure the children are taking off with two feet, bending their knees and looking ahead, and encourage children to land on two feet.

Kangaroo circuit

KANGAROO CIRCUIT

EQUIPMENT:

- Markers or hoops

HOW TO PLAY:

Place markers/hoops in a creative circuit. One by one the children jump around the circuit (or from hoop to hoop) acting like a kangaroo (arms held like a roo).

Jack in the box wave

JACK IN THE BOX WAVE

EQUIPMENT:

- Not applicable

HOW TO PLAY:

Ask children to form a circle squatting on ground. One child is the starting point. Leader stands in middle of circle to signal to each children when to jump. Starting child jumps up, landing on two feet and squatting down again. This continues around the circle as the leader signals by saying "go" to each child in turn. Keep the jumping moving around the circle quickly.

HOT HOOPS

EQUIPMENT:

- Coloured hoops (one for each child)
- Music

HOW TO PLAY:

Coloured hoops are laid out in a clear space. Children jump in a circle around the hoops while the music plays. When the music stops, children must find a hoop to jump in to. Once all children have found a hoop, the leader calls out the 'hot' colour. E.g. "Red hoops are hot hoops!" Children who are in the hot coloured hoop must jump to a different hoop to share with another child. Start music up and repeat.

POTATO SACK JUMPING

EQUIPMENT:

- Potato sacks
- Markers to mark out the course
- Beanbags

HOW TO PLAY:

Set out a creative course incorporating stations where the child must collect an item (e.g. a beanbag). Have the children start from one end of the course and jump around the course in their sack, collecting items as they go. Once at the end of the course, ask the child to count how many items they collected. The child could also jump back around the course and drop the items back in their places, ready for the next child to have a turn.

CONGO LINES

EQUIPMENT:

- Markers to mark out a course

HOW TO PLAY:

Ask the children to line up in a straight line and hold onto the hips of the child in front. The first child leads the line around the course, jumping up and down when the leader calls out "Jump". The course may also take the form of an obstacle course and may have objects to jump over or through, i.e. hoops. Encourage children not to race as this may detract from the aims of this activity (i.e. to master jumping).

KANGA KANGA JOEY

EQUIPMENT:

- Not applicable

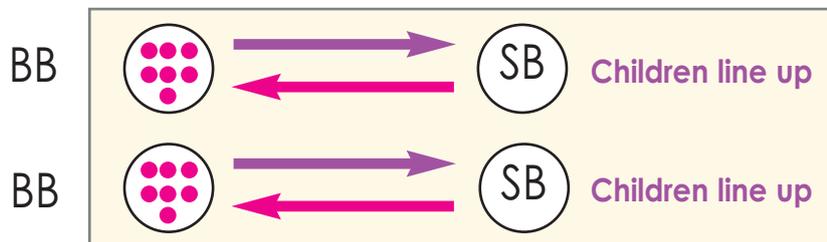
HOW TO PLAY:

This activity takes the form of 'duck duck goose', but with different words to represent the jumping aspect of the game. Ask the children to sit cross legged on the floor in a circle. One child is chosen to be 'it' the first time. That child walks around the circle, tapping each child's head gently and saying either 'kanga' (safe) or 'joey' (jump-chase). The child who is chosen as the joey must jump up and while jumping, chase the other child who is also jumping around the circle, until they take their spot sitting down in the gap. On their way back to their spot, if the kanga is tagged by the joey, they are 'it' again. If the child is safe, the joey becomes 'it' and has a turn at choosing a joey. Encourage each child to have a turn at being the kanga.

BILBY RACE

EQUIPMENT:

- Two buckets for each group
- Beanbags (at least two beanbags per child)



HOW TO PLAY:

Line the children up in two even groups behind each start bucket (SB). Ask the children to jump like a bilby (hands like bilby ears) to their beanbag bucket (BB), get a beanbag, jump back and put it in their start bucket. Once the beanbag is in the bucket, the child tags (high fives) the next person in the line to have their turn being a bilby and racing. Keep jumping through until all the beanbags have been collected.



Kicking



PURPOSE:

Kicking is an essential motor skill used in many games and sports. Kicking requires good balance and coordination of the upper and lower limbs. Kicking is also a functional skill often used in dancing or to kick a football.

WARM UP

The leader demonstrates the kicking technique (from a standing start). Children are divided into pairs and each pair has a medium size or large ball. Children practice standing on the spot and kicking the ball to their partner. If a child finds this easy, encourage them to do a small run up to the ball to kick it.

TARGETS

EQUIPMENT:

- Medium size balls
- Building blocks

HOW TO PLAY:

Set up the target at one end of a clear space. Allow one or two children at a time to kick their ball from a starting line. Encourage children to knock the tower over to make a big noise. Once tower is knocked over, encourage children to build it up again.

Targets

HOT POTATO

EQUIPMENT:

- Medium to large sized ball (preferably soft)

HOW TO PLAY:

Children form a circle and link arms, with the ball placed in the middle. The circle of children forms the 'oven' and the ball is the 'hot potato'. The children in the circle must use their feet to try and kick the hot potato out of the oven. Encourage children to stand in their spot in the circle and wait until the ball comes to them to kick at it.

Hot potato

CRAB KICKING

EQUIPMENT:

- A soft, medium sized ball

HOW TO PLAY:

Children form a circle with no gaps, sitting on their bottoms with their knees bent and pointing up to the sky and their hands resting on the ground at their side. The leader demonstrates the 'crab' position to children (lift their bottoms off the ground and resting on feet and hands, allow children to rest at times by putting their bottom back on the ground).

Allow the children time to practice the crab position, with their feet facing into the circle. Also prompt them to raise one leg off the ground at a time. After practice, the ball can be placed in the middle and the children can move on to kicking the ball **gently** across within the circle using their feet.

Safety tip: Use a soft ball and emphasise to children to kick the ball around the circle gently

SOCCER GOALS

EQUIPMENT:

- A medium sized ball
- Soccer goals
- Marker

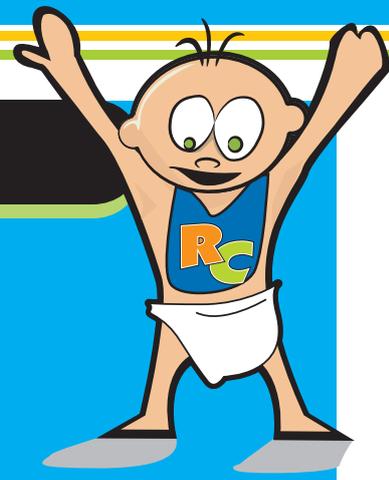
HOW TO PLAY:

Set up starting marker some distance from the goals (depending on required difficulty level). Allow one child at a time to have a turn at kicking the ball into the goal from the marker. Encourage children to begin by standing still and kicking the ball. For a more difficult kick allow children to take a small run up, running onto the ball to kick it at the goals.





Side Stepping



PURPOSE:

Side stepping develops agility and whole body coordination. Side stepping is used in everyday activities such as moving around and between furniture. More advanced side stepping may also be used in various sports, for example, defending in basketball or netball.

WARM UP:

Leader demonstrates to the group how to side step, ensuring that legs are bent slightly. Ask children to form a circle and hold hands. The children are to side step in the circle in one direction to the music. When the music stops, the children must freeze. When the music starts up again, children change direction in side stepping. Repeat.

RING-A-RING-A-ROSIE



EQUIPMENT:

- Not applicable

LYRICS:

Ring-a-ring-a-rosie
A pocket full of posies
A tissue, A tissue
We all fall down!

The cows are in the meadow
Eating buttercups
One step two steps
We all jump up!

HOW TO PLAY:

Children form a circle and hold hands. They are to side step around the circle while singing ring-a-ring-rosie. The children are to drop to the floor when the song gets to "we all fall down", children jump up again when the song gets to "we all jump up!".

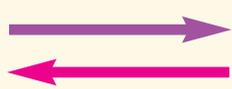


SIDE STEP RELAY

EQUIPMENT:

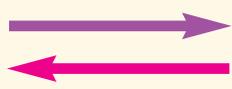
- Beanbags
- Buckets

BB



Children line up

BB



Children line up

HOW TO PLAY:

Line the children up in two even groups behind each start bucket (SB). Ask the children to side step to their beanbag bucket (BB), get a beanbag, side step back and put in their start bucket. Once the beanbag is in the start bucket, the child must tag (high five) their next group member to have their turn. Keep sidestepping through until all the beanbags have been collected.

Note: if the buckets are too far apart, children may lose focus and start running instead of side-stepping. If this happens, move the buckets closer.

DUCK DUCK GOOSE

EQUIPMENT:

- Not applicable

HOW TO PLAY:

Ask the children to sit cross legged on the floor in a circle. One child is chosen to be 'it' the first time. That child side steps around the circle, tapping each child's head gently and saying either 'duck' (safe) or 'goose' (sidestep-chase). The child who is chosen as the goose must jump up and while sidestepping, chase the other child who is also sidestepping around the circle, until they take their spot sitting down in the gap. If the child is tagged by the goose, they are 'it' again. If the child is safe, the goose becomes 'it' and has a turn at choosing a goose. Encourage each child to have a turn at being 'it'.

7

Ball Skills



PURPOSE:

Ball skills develop hand-eye coordination and arm strength. This activity includes catching, throwing, and bouncing combined. Children use these skills in play and various games. These skills may also be used in daily living, for example tossing objects to others.

WARM UP

In a cleared space, have the children form a circle around the leader. The leader then works the ball around the circle with the children, using the following techniques:

- Underarm throw
- Bouncing
- Overarm throw or chest pass

Note: During this warm up the leader should gauge if the following activities are to be carried out using underarm or overarm throws. Some children may also require physical guidance regarding the actions needed for some of these activities.

PAIRED PASSING



Paired passing

EQUIPMENT:

- One ball per pair

HOW TO PLAY:

Pair the children up with one ball per pair. The pairs then practice the following skills at the leader's direction.

- Bounce pass
- Underarm throw
- Chest pass
- One hand shoulder pass (if appropriate)

Note: For children younger than three years, simplify the activity by throwing and catching only. Children can be encouraged to hold their arms out so that they can catch the ball.

CLEAN UP

EQUIPMENT:

- Parachute
- Several medium sized or small balls

HOW TO PLAY:

Lay out parachute in a clear space. Children are separated into two groups. One group spaces out around the parachute, holding it off the ground. The other group of children start throwing the balls into the parachute from about a one metre distance. The children holding the parachute must shake it up and down, trying to shake the balls off. Any balls that come off the parachute are to be 'cleaned up' by the other children and thrown back onto the parachute. Swap groups over after a few minutes.

Note: if there are only two or so balls available, involve the leader in the activity to help children find balls when they come off parachute.

SKITTLES



EQUIPMENT:

- Medium size ball (preferably soft) or larger ball for younger children
- Skittles
- Markers to show where skittles are placed (e.g. crosses marked on a linoleum mat, or masking tape on the floor)

HOW TO PLAY:

Set up skittles at one end of a clear space. Line children up about three metres from the skittles. The leader gives a demonstration of the throw to knock over the skittles. Let each child take it in turns to throw the ball at the skittles. Encourage children to get involved in the game by picking up and resetting their own skittles after each child's turn.

QUOITS

EQUIPMENT:

- Quoits or rope rings
- Marker for the throw line

HOW TO PLAY:

Line the children up about one metre from the stand. Leader demonstrates the 'frisbee action' required for this activity. Children take turns in throwing the rings onto the stand. As the children improve, increase their distance from the stand. To increase participation in the activity, encourage the children to collect their own rings and hand on to the next child.

Hoops

HOOPS

EQUIPMENT:

- Goal rings (at trunk/head height)
- Ball
- Marker for the throw line

HOW TO PLAY:

Leader stands next to hoop/ring with ball. Children are lined up about one metre away from the hoop/ring. Leader throws the ball to the first child. The child has to bounce the ball twice before throwing it through the hoop. Repeat activity with each child taking a turn. Leader may change distance from the hoop and the number of bounces taken as appropriate.

Poison Ball

POISON BALL

EQUIPMENT:

- Soft, medium sized ball
- Markers to set out two ends of the space

HOW TO PLAY:

All children line up at one end of the space behind the line. On 'go', all the children must run to the opposite marker while the leader rolls the ball across the space, trying to hit children on the legs with the 'poison ball'. If a child is hit below the hip, then they should move to the side to help roll the ball across. Continue with rolling the ball across the space until all children have been hit or the time for the activity is up.



Hopping



PURPOSE:

Hopping develops leg strength, balance, and upper and lower limb coordination. Hopping is needed for some childhood games, such as hopscotch. Hopping is also useful in everyday life, for example when putting on socks or pants whilst standing up.

WARM UP:

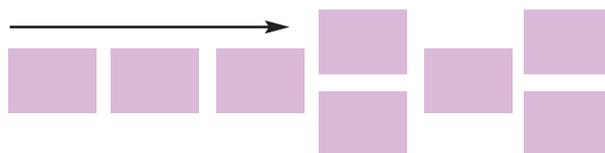
Leader demonstrates balancing on one leg to the group. Swap from leg to leg. When the children have the hang of this, progress to demonstrating how to hop on one leg with the other leg up behind you. Practice hopping a few steps around the room; allow time for the leader to help any struggling children.

Hopscotch relay

HOPSCOTCH RELAY

EQUIPMENT:

- Masking tape or chalk to mark out two hopscotch patterns



HOW TO PLAY:

Chalk out two hopscotch patterns on the ground next to each other (similar to above). Leader demonstrates how to hop through the pattern. Separate children into two groups, one group for each hopscotch pattern. One at a time, each child completes the hopscotch pattern as demonstrated. When the child reaches the start again, they must tag the next child (high five) to allow them to have their turn.

Hopping circuit

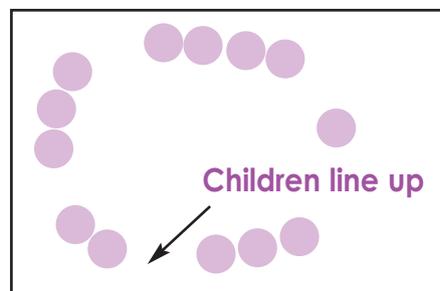
HOPPING CIRCUIT

EQUIPMENT:

- Hoops or chalk for drawing circles on the ground

HOW TO PLAY:

Hoops are set out similar to above. Each child takes a turn running through the circuit, running up to hoops and hopping through them.



Note: Ensure that the course has rest times (non-hopping times) set out between groups of hoops.



Rabbit holes

BILBY HOLES

EQUIPMENT:

- One marker per child

HOW TO PLAY:

Put all markers out on the floor in a clear space. Tell the children these markers are bilby holes and must be carefully hopped around. When the leader calls "To your bilby holes!" each child hops to their own bilby hole. Encourage lost children to find a bilby hole.

SAFETY:

Be wary of using raised objects as markers as they may pose a tripping risk to children. Masking tape crosses may be more appropriate.

Conga lines

CONGA LINES

EQUIPMENT:

- Markers to mark out a course

HOW TO PLAY:

Ask the children to line up in a straight line and hold onto the hips of the child in front. The first child leads the line around the course, hopping when the leader calls out "Hop". The course may also take the form of an obstacle course and may have objects to hop over or through, i.e. hoops. Encourage children not to race as this may detract from the aims of the activity (i.e. to master hopping).



Leaping



PURPOSE:

Leaping is used in a number of day-to-day activities, such as avoiding puddles and dancing. It is used to develop coordination of the upper and lower limbs.

WARM UP:

Practice big and little steps. Have children try to run using the biggest steps they can. Finish by asking the children to take a little run up and then leaping from one foot to the other, following a demonstration.

Listen & leap

LISTEN & LEAP

EQUIPMENT:

- Tambourine (or similar musical instrument)

HOW TO PLAY:

Clear a space for the children to run around in. Ask the children to run around the cleared space and leap into the air when they hear the tambourine.

SAFETY:

Try to ensure the children are spread out in the space.

Follow the leader

FOLLOW THE LEADER

EQUIPMENT:

- Markers, masking tape or chalk to mark spots to leap over.

HOW TO PLAY:

Set out a creative course for the children to follow. Ask the children to follow the leader and leap over the markers around the course.

SAFETY:

Try not to have an overlapping course to prevent collisions.



Dangerous waters

DANGEROUS WATERS

EQUIPMENT:

- Hoops spaced reasonably close together (a quarter of a metre apart) around the room

HOW TO PLAY:

Explain to the children that the hoops are islands and the floor around them is the ocean, filled with dangerous sea creatures. Ask the children to leap from island to island across the room, trying not to land in the water.

SAFETY:

Ensure there are an adequate number of hoops for the children.

Note: Pretending that hoops are islands and the floor is the ocean also encourages pretend play which is important for developing concepts, language and abstract thinking.

Rhythmic leaping

RHYTHMIC LEAPING

EQUIPMENT:

- Music

HOW TO PLAY:

Clear a large space in the room. Ask the children to leap around in time to the music and freeze when the music stops.

SAFETY:

Ensure that the children are spread out evenly in the space.

10

Galloping

PURPOSE:

Galloping is used to participate in many rhythmic activities, such as imitating the movement of a horse or dancing. It is used to develop coordination of the upper and lower limbs.

WARM UP:

Ask the children to make the noise of horses as they gallop around the room, and then in time to music.

Galloping Tip: Ensure that children know to always have one foot leading the other foot (to stop them from simply running)

Horse race relay

HORSE RACE RELAY

EQUIPMENT:

- One soft object that resembles a horse per relay group
- Cones or markers to indicate where children start and finish the relay

HOW TO PLAY:

Line the children up in even groups behind the start cones. Using the 'horse', each child is asked to gallop to the other marker and back before handing the horse to the next group member. Repeat until all children have been through. During the race make sure children remain 'galloping' and don't swap to running. Encourage children to make one foot the 'leader' for the other foot.

Follow the leader

FOLLOW THE LEADER

EQUIPMENT:

- Cones or markers to set out a course

HOW TO PLAY:

Place markers out in a creative course (ensure the course doesn't overlap to prevent collisions). The children are asked to follow the leader in galloping around the course.

NOTE: Running activities can be adapted to create more gallop activities

11

Batting



PURPOSE:

Batting develops hand-eye and whole body coordination as well as movement planning. Batting is used in various different games and play activities. It is also a functional skill, used in such tasks as hammering a nail.

WARM UP:

Sets of three different coloured paper spots are required for this warm-up. Each child is given a set of spots. Children sit in a clear area and place their spots out in front of them on the floor. The leader calls out a colour and holds their own spot up at the front of the room. The children then has to strike the same colour in their own set with an open hand (slap).

KEEP IT UP!

EQUIPMENT:

- Beach balls or balloons
- Cardboard cylinders (optional)

HOW TO PLAY:

Ask the children to spread out in a space and explain to them that they are to keep the beach ball or balloon up in the air by tapping it with their hands or cylinders. The leader joins in where necessary to ensure the ball gets around to every child. When the children get the hang of this, the children can be paired up to tap a beach ball/balloon back and forth. This activity can also be done in a circle, using 1-3 beach balls/balloons. The children can work together as a group to keep the beach ball(s) or balloon(s) in the air.

SAFETY:

Some children have a fear of balloons popping, so ensure all the children participating are comfortable around balloons before using them.

Keep it up!



TOTEM TENNIS

EQUIPMENT:

- Totem tennis pole
- Bat(s)

HOW TO PLAY:

One or two children at a time take turns at batting the suspended ball with the bat. The activity could also include the children practicing catching the ball and also hitting it with the bat from a small toss.

CRAZY GOLF

EQUIPMENT:

- Markers, chalk or large kinder blocks to mark out course
- Tennis balls
- Golf clubs
- Objects for tunnels

HOW TO PLAY:

Be creative in producing a simple course (for example set out the course with large kinder blocks and include tunnels, corners and obstructions). Provide the children with a cylinder and a tennis ball each. Demonstrate to the children how to sweep the ball around the course before they begin.

12

Multi Skills

**PURPOSE:**

Multiskills include a range of balance and coordination skills. Many activities in daily life require using several skills simultaneously. For example, balance, hand-eye coordination, bilateral coordination.

MINI CIRCUITS

Rolling Stones

EQUIPMENT:

- Various objects to create a circuit with (tunnels, ramps, balance beams, stepping cups, A frames, ladders/tyres)

HOW TO PLAY:

Be creative in setting out a course for the children to work through (include crawling, balancing, jumping, backwards walking). Ensure there is adequate demonstration on how to use equipment (i.e. stepping cups) and appropriate supervision of the activity. This activity may be provided as free play or in a more structured activity such as a circuit 'race'.

Note: A tunnel can be created by placing a blanket over a table.

BELLY CRAWLING

Belly crawling

EQUIPMENT:

- Clear space inside
- A large piece of fabric or a parachute

HOW TO PLAY:

Set up a clear area inside and spread out the fabric. Encourage children to belly crawl along the floor, underneath the fabric and over to the other side. If there are adequate supplies and an appropriate number of children, this activity could be turned into a relay race.

BIKE PEDALLING

EQUIPMENT:

- Soft mats/carpet areas

HOW TO PLAY:

Demonstrate to children how to get in the 'bike pedal' position while lying on your back (hands underneath hips, pushing your bottom right up off the floor and legs into the air). Ask children to spread out in the cleared space, lying flat on their backs and practice this position – ask children to try and keep their legs still in the air until everyone has the hang of the position before moving on to actual leg movements. Demonstrate to children the leg movements of 'bike pedalling' (bending knees and working legs around). Encourage children to take their time while trying to master this skill.

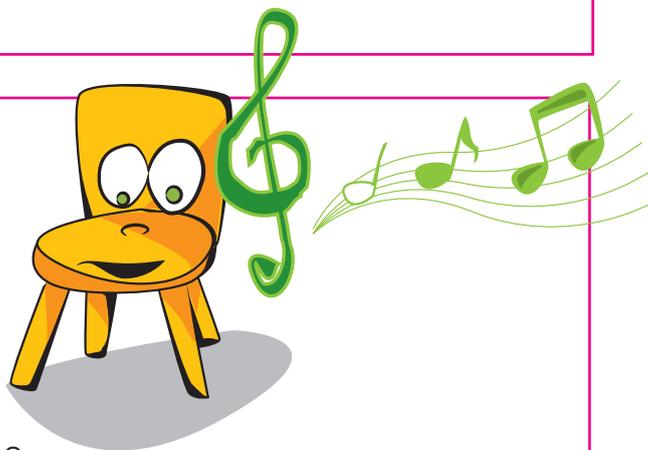
MUSICAL CHAIRS

EQUIPMENT:

- Music
- Adequate amount of chairs

HOW TO PLAY:

Place chairs in a circle with the seats facing outwards. Put enough chairs for all the children to begin with, to warm up. While the music is playing, the children must dance around the chairs in a circle. When the music stops, every child must try and find a chair to sit on. Once the children have the hang of the game, explain that there will be one less chair and it is a race to find a chair for you to sit on. The child left without a chair will be out and could help the leader with the music. This game repeats until one child and one chair is left.



PAINTING THE FENCE

EQUIPMENT:

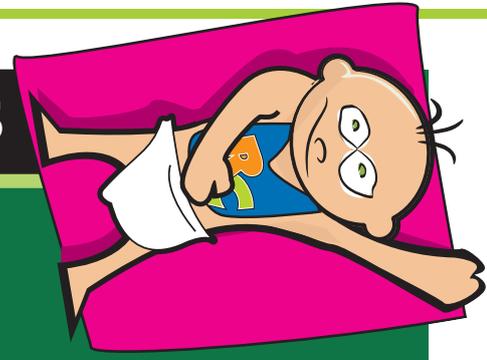
- Bucket of water
- Fat paintbrushes
- Dry wooden fence or dry concrete path

HOW TO PLAY:

This activity is best done on a sunny day. Set up children with paintbrushes and water bucket at the fence or concrete path. Encourage the children to "paint" the fence or path with their water-filled brushes by throwing the water from the brush onto the fence (flicking water) or brushing the water onto the fence. Encourage the children to use big arm actions and to try and paint an area of the fence before the sun dries it up. Allow the children to be creative as well, perhaps drawing pictures with the water.

13

Calming Activities

**PURPOSE:**

During these physical activities, children can get very worked up and excited. It is important to conclude a session of gross motor physical activities with a calming activity to allow the children time to compose themselves again and get ready for what may be next to come in their day.

HEADS AND SHOULDERS**EQUIPMENT:**

- Music (optional)
- Clear space on a mat

Lyrics:

Head and shoulders, knees and toes, knees and toes, knees and toes
 Head and shoulders, knees and toes
 We all clap hands together
 Eyes and ears and mouth and nose, mouth and nose, mouth and nose
 Eyes and ears and mouth and nose
 We all clap hands together.

HOW TO PLAY:

Ask children to sit with their legs crossed on the floor. Introduce the activity by telling children that they have just used all their body parts to do these activities and now we are going to sing about them. Begin to sing 'heads and shoulders, knees and toes' – use both hands to point to each body part as the song progresses.

DEAD FISH**EQUIPMENT:**

- Clear space on the floor

HOW TO PLAY:

Ask children to spread out in their own space on the floor and lie on their backs with their eyes closed. Explain that this is a game where everyone must be as still as they lie on the floor. The leader walks around the children and if anyone is caught moving, they are out. If a child is out, they can come and help the leader on the sidelines.

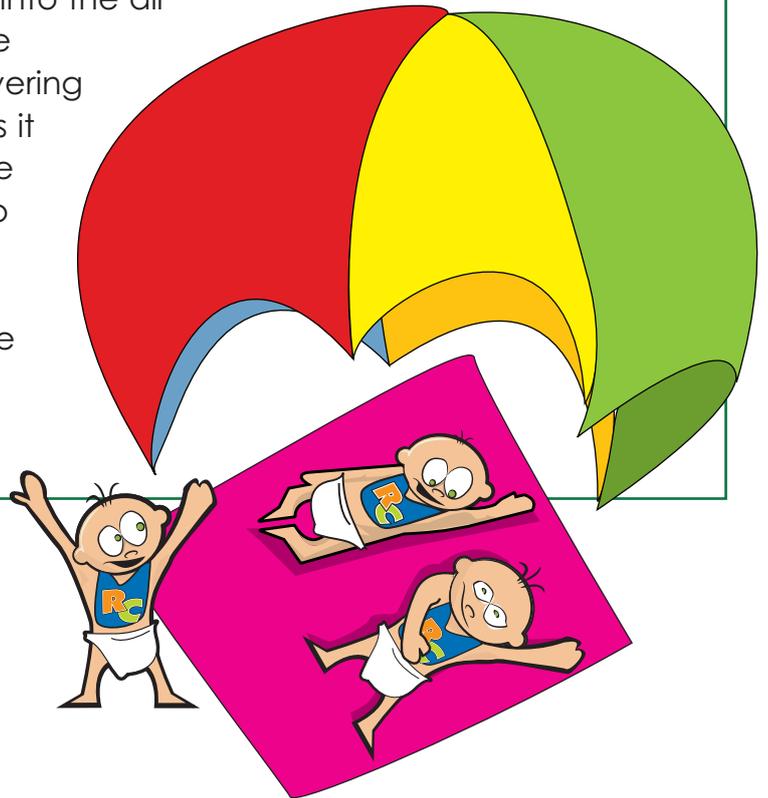
PARACHUTE BLANKET

EQUIPMENT:

- Parachute
- Clear space on the floor

HOW TO PLAY:

Ask children to lie on their backs on the floor with their eyes closed (in a space that could be covered by the parachute). Explain to the children that the leader will throw the parachute out into the air and it will gently float down onto the children. Once the parachute is covering the children, the leader gently drags it off, over the group. Emphasise to the children to wait for the parachute to land on them and to feel the parachute move over their bodies. The children can also wait to feel the breeze from the parachute as it floats up and down.



WIGGLE STATUES

EQUIPMENT:

- Music
- Clear space on the floor

HOW TO PLAY:

Ask children to spread out in their own space on the floor and lie on their backs. Explain to the children that while the music is playing, everyone must wiggle their body parts while lying on the floor. When the music stops, everyone must stop wiggling and be as still as they can be. The one or two children who are the last to stop wiggling are out and they can sit on the sidelines and watch.

SIMON SAYS



EQUIPMENT:

- Clear space on the floor

HOW TO PLAY:

Ask children to spread out in their own space on the floor. Explain that Simon Says is a game which you must follow the leaders direction and actions. If the leader says "Simon says ..." then the children do the action. If the leader does not say "Simon says" before the action, then the children must not do the action. Have a few warm-up turns until the children get the hang of the game. Any child who gets the action wrong (e.g. when there is no Simon Says) sits out on the side and may help the leader.

TORCH ON THE ROOF

EQUIPMENT:

- Torch
- Clear space on the floor

HOW TO PLAY:

Ask children to spread out in their own space on the floor and lie on their backs. Turn off the lights if appropriate. Explain to the children that the torch will be tracing out shapes and patterns on the ceiling and they must watch it with their eyes.

Acknowledgements

This program was developed as part of Romp and Chomp, a community-based intervention to promote healthy eating and active play and to achieve healthy weight in children under 5 years of age. We would like to thank the Child Obesity Research Centre University of Wollongong, Deakin University School of Occupational Science and Therapy, the Sentinel Site for Obesity Prevention, Barwon Health, Department of Human Services, Geelong Kindergarten Association, Leisure Networks and the City of Greater Geelong for assistance with developing and piloting the Structured Active Play Program.

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