

PHYSICAL ACTIVITY KIT (PAK)

staying on the active path in native communities ... a Lifespan approach!

BOOK #5 YOUNG CHILDREN

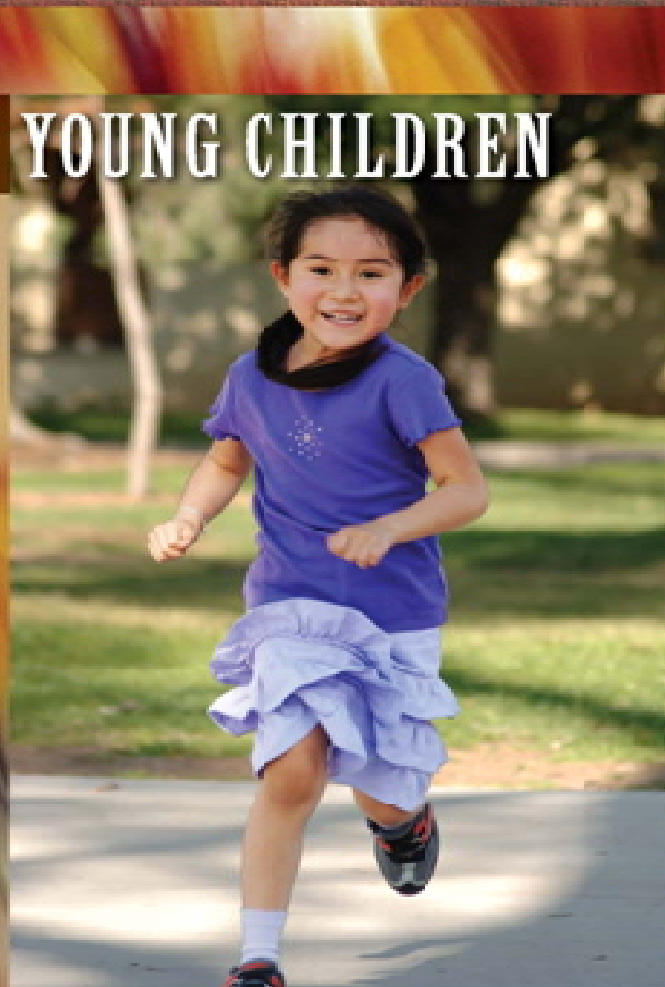
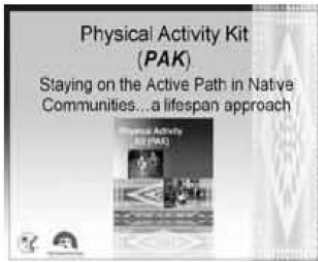


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Physical Activity Kit (PAK) Overview

Physical Activity Kit (PAK): Staying on the Active Path in Native Communities...a Lifespan Approach!

The Physical Activity Kit (**PAK**) Staying on the Active Path in Native Communities a Lifespan Approach is a strategy that refines an effective and efficient method to package, implement, evaluate and disseminate culturally appropriate physical activities for American Indian/Alaska Natives (AI/AN) and their communities.

The primary goal of the **PAK** is to increase the time spent in Moderate to Vigorous Physical Activity (MVPA) by promoting both age and culturally appropriate physical activities across the lifespan in AI/AN communities. These physical activities are appropriate across age spans (Young Children, Young People, Adults/Family and Older Adults) and include various levels of activity: warm-up (flexibility), cardiovascular, strength, and cool-down (flexibility).

The **PAK** strategy is a program offered in collaboration/partnership with:

- The Indian Health Service (IHS) with representation from IHS Headquarters (Division of Office of Clinical and Preventive Services, Health Promotion Disease Prevention, Head Start, Nutrition and the Community Health Representatives) and IHS Area Offices, (Albuquerque, Portland and Oklahoma)
- The University of New Mexico Prevention Research Center (UNM PRC)
- Pueblo of San Felipe and Pueblo of Laguna Head Start Programs in New Mexico



2007 PAK Team Partnership

The **PAK** strategy includes: 1) creating a "package" of physical activities that are culturally appropriate to AI/AN communities; 2) training interested field teams from across the nation to implement and field test the **PAK** in AI/AN communities; 3) conducting a **PAK** venue to collect information regarding the modification, acceptability and usability of the **PAK** in AI/AN communities; and 4) developing a strategy to distribute and disseminate the **PAK** to AI/AN communities across the United States.

INTRODUCTION: PAK BOOKS

PAK promotes the building of positive attitudes toward fun and creative physical activities that reinforce AI/AN community lifestyles.

PAK Young People Book #1 contains fun and interactive physical activities for school age children that can be used in classrooms or other group settings. The physical activities include individual, partner and group activities.

PAK Mt. Pathways¹ Challenge Book #2 focuses on participants' progress using five trails each with increasing levels of physical activity.

PAK Modified American Indian Games¹ Book #3 contains traditional games that have been modified to provide more opportunities for activities while retaining the original nature of the games.

PAK Exercise Breaks Book #4 contains simple and short duration (2-10 minute) activity breaks that can be accomplished in a small space with no equipment or set-up.

PAK Young Children Book #5 contains physical activities and movements for infants, toddlers and preschool children.

PAK Adult/Family¹ Book #6 contains a variety of physical activities that can be done as a family. Activities include a community event which revolves around the Great Race concept as participants learn about the race between two-legged and four-legged participants.

PAK Older Adults Book #7 contains physical activities from the **Healthy Body Awareness²: Ats'iis'Baa'a'hwon'dzin** (English translation – **Healthy Body Awareness**), a physical activity and nutrition education program for Navajo elders.

PAK Resources Book #8 contains titles, descriptions and web links for physical activity resources.

Native American Aerobic Dances: Native American dance has been with us for as long as the beat of the drum has been heard. When we hear the beat we feel it in our feet and hearts. Dances can be done almost anywhere with any number of people. They are found in **PAK Young People Book #1**, **PAK Adult/Family Book #6** and **PAK Older Adults Book #7**.

Traditional Pow-Wow Dances: Pow-wow dancing is a great way to meet new friends and enjoy the company of others; it is a great form of exercise for anyone, no matter what their fitness level. It is found in **PAK Young People Book #1**, **PAK Adult/Family Book #6** and **PAK Older Adults Book #7**.

¹Pathways – Obesity Prevention Program for American Indian School children (<http://hsc.unm.edu/pathways>)

² Healthy Body Awareness: Ats'iis'Baa'a'hwon'dzin (English Translation)

Healthy Physical Activity for Young Children

"Active children are more likely to become active adults."

Pennington Nutrition Series LSU AGCenter (www.lsuagcenter.com)

Early childhood is the time to begin to nurture the development of active and healthy lifestyles. Placing the child on the road to a lifetime of movement should start early to ensure a lifetime of good health. Infants and young children should be physically active at least 60 minutes per day. Young children develop healthy physical lifestyles when physical activity is a family activity and included in early childhood programs like Head Start.

Tips for nurturing healthy active children:

Emphasize free play. Increase the amount of active, unstructured, outdoor play for children. Physical activity should be a natural part of the child's daily life, not something they are required to do.

Collaborate with community partners such as the Special Diabetes Program for Indians (SDPI) and the fitness leaders at Tribal health programs, in order to provide training and active play in Head Start classrooms and safe outdoor play spaces in the community.

Use **appealing music** to encourage movement in the classroom.

Encourage parents to get their children physically active through outdoor play. The **parent/caregiver is a role model** for physical activity. Encourage parents and caregivers to be physically active so that children see this as normal daily behavior.

Integrate traditional and cultural activities into the physical activity plan. Provide **adequate funding and resources** for safe play space, equipment, training and incentives.

Encourage physical activities that **foster creativity and imagination**.

Children need instruction, practice and encouragement to perform movement skills that achieve a certain level of proficiency.

Monitor child's growth and discuss weight status with the child's health care provider. **Integrate** physical activity daily into classroom domains and lesson plans.

Visit nature, give parents and children access to information regarding local parks and safe play areas in their community.

Limit Screen Time – Media, Computer. In early care and education settings, media (television [TV], video, and DVD) viewing and computer use should not be permitted for children younger than two years old. For children two years and older in early care and early education settings, total media time should be limited to not more than thirty minutes once a week, and then only for educational or physical activity use. During meal or snack time, TV, video, or DVD viewing should not be allowed.¹ Computer use should be limited to no more than fifteen-minute increments except for school-age children completing homework assignments.²

Parents/guardians should be informed if screen media are used in the early care and education program. Any screen media used should be free of advertising and brand placement. TV programs, DVD, and computer games should be reviewed and evaluated before participation is allowed by the children to ensure that advertising and brand placement are not present.

The above standard is found in Preventing Childhood Obesity in Early Care and Education Programs, Selected Standards for Caring for Our Children: National Health and Safety Performance Standards 3rd Edition (http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf Pages 58-59) and is a coordinated project of the Child Care Bureau, Office of Family Assistance, Administration for Children & Families, U.S. Department of Health & Human Services.

¹Zimmerman, F.J., D.A. Christakis, A. N. Meltzoff 2007, Television and DVD/video viewing in children younger than 2 years. *Arch Pediatric Adolescent Med* 161:473-79.

²Harms, T., R.M. Clifford, D. Cryer 2005. Early childhood environment rating scale, revised ed. Frank Porter Graham Child Development Institute, University of North Carolina. <http://www.fpg.unc.edu/ECERS/>.

SAFETY RECOMMENDATIONS AND TIPS

CPR Certification

Make sure your CPR certification is current for children and adults.
Have a first-aid kit readily accessible; check and restock it regularly.

Safe Play Area

Ensure that the play space being used safely accommodates the number of people who will be participating (both indoor and outdoor).

Ensure that the outdoor play area is level, free of debris, objects, and rocks.

Consider the temperature of indoor and outdoor play area (avoid strenuous physical activity in the heat of the day).

Soft flooring options help prevent injuries when children fall. Preschool children may fall often, so soft surfaces and using additional mats help to protect them.

Set up cones to designate play area boundaries.

Tips

Remove jewelry that may cause a risk of injury to participants.

Wear appropriate clothing and footwear.

Remove anything in the mouth such as gum or candy during exercise.

Rehydrate! Drink plenty of water!

Give clear safety instructions and guidelines prior to practicing and teaching activities to ensure participant safety.

Modify the intensity of games to ensure they are appropriate for the age, classroom size, and/or health of participants.

Stop any activities when rules are not followed.

EXERCISING SAFELY

Warm Up

Warm up activities should be completed before starting an activity.

Walk around to enable muscles to move and become limber.

Warm up activities should include light stretches.

Do not lock your joints when stretching.

Cool Down

Cool down activities are to be completed after your muscles and joints have warmed up well during exercise.

Activities are mostly stretches to help you increase the flexibility of your muscles and joints.

Stretching should be done smoothly without bouncing.

Tag Games

Rules for contact by the ball must be in place (e.g., below the waist or below knees) for any tag games that involve a ball.

Activities/rules must be modified and adapted specifically to participants' skill level and age, and the facilities/equipment available.

Demonstrate so participants understand the correct way to do two-finger tag to avoid injury.

No running-backward relays should be included.
For shuttle relays, each participant must have his/her own lane.
Safe zones must be clearly delineated and participants know about them.
There must be a procedure established to stop any chasing (i.e., whistle).
Clear stop and go signals must be given, and understood by participants.

Tossing Games

Demonstrate the proper tossing techniques to ensure that participants avoid injury.
Activities/rules must be modified and adapted based on participants' skill level and age,
and the facilities/equipment that is being used.
Clear stop and go signals must be given, and understood by participants.

PHYSICAL FITNESS FOR INFANTS, TODDLERS AND PRESCHOOLERS

National Association for Sport and Physical Education (NASPE) Standards and Position Statements

NASPE's National Standards bring accountability and rigor to the profession
<http://www.aahperd.org/naspe/standards/nationalGuidelines>

NASPE position statement: All children from birth to age 5 should engage daily in physical activity that promotes movement skillfulness and foundations of health-related fitness.

Purpose of the Guidelines

NASPE developed specific guidelines for the physical activity of children from birth to age 5 to support its position statement and to address the developing child's unique characteristics and needs. The guidelines reflect the recommendations of specialists in motor development, movement and exercise to meet the physical activity needs of young children during the first years of life.

Guidelines for Infants:

- Guideline 1.** Infants should interact with caregivers in daily physical activities that are dedicated to exploring movement and the environment.
- Guideline 2.** Caregivers should place infants in settings that encourage and stimulate movement experiences and active play for short periods of time several times a day.
- Guideline 3.** Infants' physical activity should promote skill development in movement.
- Guideline 4.** Infants should be placed in an environment that meets or exceeds recommended safety standards for performing large-muscle activities.
- Guideline 5.** Those in charge of infants' well-being are responsible for understanding the importance of physical activity and should promote movement skills by providing opportunities for structured and unstructured physical activity.

Guidelines for Toddlers:

- Guideline 1.** Toddlers should engage in a total of at least 30 minutes of structured physical activity each day.
- Guideline 2.** Toddlers should engage in at least 60 minutes -- and up to several hours - - per day of unstructured physical activity and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Guideline 3.** Toddlers should be given ample opportunities to develop movement skills that will serve as the building blocks for future motor skillfulness and physical activity.
- Guideline 4.** Toddlers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
- Guideline 5.** Those in charge of toddlers' well-being are responsible for understanding

the importance of physical activity and promoting movement skills by providing opportunities for structured and unstructured physical activity and movement experiences.

Guidelines for Preschoolers:

- Guideline 1.** Preschoolers should accumulate at least 60 minutes of structured physical activity each day.
- Guideline 2.** Preschoolers should engage in at least 60 minutes -- and up to several hours -- of unstructured physical activity each day, and should not be sedentary for more than 60 minutes at a time, except when sleeping.
- Guideline 3.** Preschoolers should be encouraged to develop competence in fundamental motor skills that will serve as the building blocks for future motor skillfulness and physical activity.
- Guideline 4.** Preschoolers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.
- Guideline 5.** Caregivers and parents in charge of preschoolers' health and well-being are responsible for understanding the importance of physical activity and for promoting movement skills by providing opportunities for structured and unstructured physical activity.

GUIDELINES FOR INDOOR/OUTDOOR PLAY AREAS

To implement the guidelines, the environment provided to infants, toddlers and preschoolers will encourage or discourage safe and adequate space for engaging in physical activity, with the minimum standards indicated as follows.

- **Infants** should be ensured maximum movement opportunities by providing a rug or blanket (**minimum of 5' x 7'**) for playing and rolling.
- **Toddlers** should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities – a **minimum of 50 square feet** per child of accessible outdoor play area and a minimum space of 5' x 7' per child for active movement indoors.
- **Preschoolers** should have indoor and outdoor areas that meet or exceed recommended safety standards for performing large muscle activities – a **minimum of 75 square feet** per child of accessible outdoor play area and a minimum space of 5' x 7' per child for active movement indoors.

“Let your toddlers and preschoolers see how much fun being active can be. Don’t just run with them. Run like a gorilla. Walk like a spider. Hop like a bunny. Stretch like a cat.” Edward Laskowski, M.D., a specialist in physical medicine and rehabilitation and co-directors of the Sports Medicine Center at Mayo Clinic, Rochester, MN.

(See <http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family/For%20Parents/Safe%20and%20Healthy%20Family/Health/PhysicalFitness.htm>.)

Outdoor Play Ideas and Benefits - Focus on Fun for Children and Parents:

Invite parents to Outdoor Play Time, and Share Head Start Body Start (HSBS) activity ideas and resources. Here are a few examples.

- Host a healthy picnic.
- Rake leaves, plant flowers, or roll down a hill.
- Create a painted rock garden.
- Hop like bunnies, jump like frogs and slither like snakes.
- Plan a Nature Walk! Check out *Nature Explores*' Families' Club Kit for easy to use age appropriate activities at www.arboday.org.

Many of us remember the phrase, "go outside and play" from childhood, but children today spend less time playing outdoors than any previous generation (Clements, 2004; Hofferth and Curtin, 2006). Free play and discretionary time for children has decreased by more than 9 hours a week over the last 25 years. A new Nielson Company Report indicates that children ages two to five years old now spend on average more than 32 hours a week in front of a TV screen. According to the Keiser Family Foundation (2010), the amount of screen time only increases with age, with school-age children spending 7.5 hours a day on electronic media.

The percentage of preschool children who are overweight more than tripled between 1971 and 2009, exploding from 5.8% in 1971 to 18.4% in 2009 (Odgen et al, 2007; Anderson, 2009). Six out of ten of these preschoolers will continue to be overweight or obese at age

12 (NICHD, 2006). The situation is so severe that the life span of this generation of children is predicted to be shorter than that of their parents.

Tap into the benefits of outdoor play!

It is crucial that children's caretakers (teachers, parents, etc.) encourage children to go outside, to get moving and to connect with and enjoy the natural world since these are all ways to help prevent and to reverse the trends of childhood obesity.

Research by Fjortoft 2004; Burdette and Whitaker 2005 has shown that children who play outdoors regularly:

- Become fitter and leaner,
- Develop stronger immune systems,
- Have more active imaginations,
- Have lower stress levels,
- Play more creatively, and
- Have greater respect for themselves and others.

Time spent outdoors is also an effective and healthy way to get vitamin D. According to the journal *Pediatrics*, 70% of American children are not getting enough vitamin D into their systems, which can lead to a host of health issues. Time spent outdoors is also shown to reduce myopia (near sightedness) in children (*Optometry and Vision Science*, 2008).

Outdoor play – it's not just FUN, it's good for you!

www.headstartbodystart.org (Duplicated with permission from Head Start Body Start)

15 SIMPLE AND EASY WAYS TO GET MOVING

Did You Know? Physical activity for young children is an important component of early brain development and learning.

When adults model and teach the importance of physical activity, young children are more likely to adopt a lifetime of healthful practices and behaviors. Therefore, you can use the following fifteen (15) outdoor activities to get your children moving. The only things needed to follow these simple and easy activities are you, your child and your imagination.

1. Spread paper plates on the ground between two points 8 or 10 feet apart. Pretend they are rocks in a stream. Get from one end to the other without stepping in the "stream."
2. Create a game that involves moving in different ways with someone designated as the "leader" and a method for changing who is the "leader." Then go outside and practice walking, running, galloping, skipping, jumping and hopping, with the change from one movement to the other directed by the current "leader."
3. Time to march! Pretend to have your favorite instrument, make the sounds of the instrument and march as you play. Can someone guess what instrument you are playing? The person who guesses correctly then "plays" their instrument and everyone marches to the sound. Participants can also use real instruments outside and play and march in a band with friends.
4. Rainbow Run! Talk with your children about the colors of the rainbow and, as you name the colors, run and touch three (3) things that are that color.
5. Go for a walk! Breathe in the air as you swing your arms and hold your head high.
6. Take a walk: first walk in straight lines, then curvy lines, then try walking in a zigzag.
7. Get outside and practice running; while you are running, work on pumping your arms back and forth and moving in a straight line.
8. Set up an obstacle course using things to jump over, go around and even under. See how many times you can complete the obstacle course in five (5) minutes.
9. Find an open space on a hill and try rolling in different ways; long straight body and then a curled up small body. Rolling down a hill is fun!
10. Blow bubbles outdoors. Chase and catch the bubbles before they pop.
11. Pretend you are at a zoo. Select an animal; move and sound like that animal.
12. Pretend to be a growing flower. First, act as if you are a tiny seed in the ground and then gradually grow into a big flower.
13. Pretend to be a balloon: first act as if you exist without air, then move as if you are being blown up, then floating around and then being popped.
14. Motions of the weather: use your body to pretend to be different types of weather. How would you act if you were rain, wind, thunder, snow? You can get creative.
15. Pretend to move like different foods: melt like a Popsicle or pop like popcorn.

www.headstartbodystart.org (Duplicated with permission from Head Start Body Start)



Physical Activity Guide



This activity guide was developed to give participants additional ideas to promote physical activity for young children.
It was adapted for use by the IHS Head Start PAK Workgroup December 2011.

DEVELOPMENTALLY APPROPRIATE PHYSICAL ACTIVITIES FOR YOUNG CHILDREN

From "Follow My Lead" - <http://www.unce.unr.edu/publications/files/cy/2005/cm0513.pdf>

INFANT ACTIVITIES

Kick, Kick, Kick (Newborn to 3 months)

Purpose: Use large motor skills to learn cause and effect.

Materials needed: Small pillow or stuffed animal.

Instructions: Lay baby on their back. Place a small pillow or stuffed animal at the baby's feet. Encourage them to kick it. Make sure they kick with both feet. Use language to encourage them and describe what they are doing. For example: "You're kicking the pillow!"

Variation: If the baby does not kick the object on their own, hold it close enough to let them feel it with the bottom of their feet.

Safety precautions: Make sure that the baby does not sleep with a pillow or stuffed animal. Make sure that any stuffed toys do not have "button" eyes or other small attachments that can become loose and a choking hazard.

I Am Calling You (Newborn to 3 months)

Purpose: Use large motor skills to follow caregiver's voice.

Materials needed: Crib, blanket or baby's bed.

Instructions: Place infant on their back on a blanket, in their crib or on a bed. Walk to one side of the infant and call out their name. Keep saying their name until they move their eyes or their head toward the sound of the voice. Walk to the other side of the crib, blanket, or bed and say their name again.

Variation: Gently massage the infant's body as you smile into their eyes and say their name.

Safety precautions: Make sure that items such as pillows or stuffed toys are not in the crib while the baby is sleeping and that the crib or bed meets the standards for safety such as that the sides remain securely latched when the baby rolls or kicks against the sides.

Honey, Bunny (Newborn to 4 months)

Purpose: Use large motor skills to develop bonding.

Materials needed: None.

Instructions: Hold the baby in your arms and rock back and forth. As you rock, say the words, "Honey, Bunny, I love you." On the word "you," kiss their head, nose and toes.

Variation: When the infant waves their arms or kicks their legs, kiss their hands or feet.

Safety precaution: Hold baby securely in your arms.

Here We Go (Newborn to 3 months)

Purpose: Use large and small motor skills for grasping and head and neck control.

Materials needed: A soft, non-slippery surface.

Instructions: Place the baby on their back on a soft non-slippery surface such as a carpet. Sit at their feet, facing them. Place your thumbs in the baby's palms and let them grasp your thumbs. As they do, wrap your fingers around the backs of their hands. Slowly pull the baby to a sitting position and as you pull them up, say "Here we go!" After the baby has had a moment to see your happy face and enjoy the game, lay them back down and play the game again.

INFANT ACTIVITIES, continued

Variation: Place the baby in a supported sitting position, and then let them grasp your thumbs and after you wrap your fingers around the backs of their hands, raise them to a standing position. This is great exercise for their legs.

Safety precaution: Be sure to hold on to the baby's hands in case they let go of their grasp. Move slowly so the baby does not get a neck injury.

Grasp My Finger (Newborn to 6 months)

Purpose: Use small motor skills to develop eye-hand coordination.

Materials needed: Chair for caregiver.

Instructions: Sit in a chair with the infant on your lap. Put your index finger in the baby's hand. They will probably grasp your finger, as this is a natural reflex with newborns. Each time they grasp your finger, say positive words like, "That's my wonderful girl/boy/baby!" or "You're so strong!"

Variations: As the child gets older, have them reach for your finger as you hold your finger out in front of them.

Safety precaution: Make sure the baby is sitting securely on your lap.

Read to Me (2-12 months)

Purpose: Use small motor skills to learn about books.

Materials needed: A sturdy board book with large pictures and bright colors.

Instructions: Holding the infant on your lap, give them a child's board book with large pictures and bright colors. Point to a picture and tell them what it is. When you point to the same picture several times, the infant will learn the name of the object. Ask the infant, "Where is the _____?" See if they will point to the picture. Let the infant hold the book and play with the pages. The infant may drop and pick up the book. This is learning also. Play as long as the infant is interested.

Variations: Choose books that have some actions with the story, such as clapping hands, touching nose, wiggling fingers and toes.

Safety precaution: If using a paper book, watch that the child does not tear, chew or choke on the paper.

Crossing the Midline (4 to 8 months)

Purpose: Use large motor skills to learn to cross arms in front of body.

Materials needed: Baby's favorite toy.

Instructions: Place baby in a comfortably seated position. Sit or kneel in front of them and hide a favorite toy behind your back. Make a game of handing them the toy so they have to reach across their body to get it.

Variations: Repeat this, encouraging the use of both left and right hands, as long as the baby stays interested.

Safety precaution: If baby is wobbly or not quite ready to sit up on their own, wait to play this game until they are more stable and able to sit on their own.

Fill'er Up (6 to 12 months)

Purpose: Use large and small motor skills to encourage eye-hand coordination.

Materials needed: Plastic sheet or old tablecloth, two large plastic cups, water, and sand.

Instructions: Place a plastic sheet or old tablecloth on the porch, patio or grass, and place the baby on it in a sitting position, along with two large plastic cups (one empty and one filled with water or sand). Demonstrate pouring the water or sand from one cup to the other. Encourage the baby to try this.

INFANT ACTIVITIES, continued

Variations: Use two cups of different shapes that hold the same amount. For example, use one 8-ounce cup that's short and wide, and one 8-ounce cup that's tall and narrow. Fill one cup to the brim and demonstrate pouring the water or sand from one cup to the other. Encourage the baby to try this also.

Safety precaution: If using sand, make sure the baby does not eat the sand. Make sure the water is clean as the baby will probably try to drink it.

Splashing, Splashing, Splashing (6 to 12 months)

Purpose: Use large and small motor skills to promote hand-eye coordination.

Materials needed: Large plastic sheet, large plastic bowl filled with warm water.

Instructions: Place a large plastic sheet on the floor or outdoor area and some warm water in a large bowl on top of the sheet. Place the baby in a sitting position by the bowl. Demonstrate splashing lightly, and encourage the baby to try this.

Variations: Give the infant a medium-sized wooden spoon and show them how to splash the water with the spoon.

Safety precautions: Do not leave baby alone by the bowl, or with the spoon or plastic sheet.

Tug of Scarf (6 to 12 months)

Purpose: Use large motor skills to develop upper arm strength.

Materials needed: 12-24-inch long scarf.

Instructions: Sit on the floor placing baby in a sitting position facing you with a soft cushion directly behind the baby. Take one end of a long scarf and give the other end to the baby. Start gently pulling the scarf and show the baby how to pull back. When the baby begins to pull hard, you fall over. This is always hilarious to babies.

Variations: Use a thick rope or a large stuffed animal instead of a scarf. Be sure that if the baby falls over, that she/he will land on a soft place.

Safety precautions: Never leave the baby alone with a scarf. Make sure the baby doesn't wrap it around the neck or stuff it into her/his mouth.

Small Stuff (6 to 12 months)

Purpose: Use small and large motor skills to learn the concepts of "in" and "out."

Materials needed: A variety of safe objects such as plastic measuring spoons and toys; a container that will hold several of these objects.

Instructions: Give the infant a variety of safe objects to play with. Start with plastic keys, measuring spoons, balls, and toys. Put an object in the infant's hand and encourage them to drop it. Give them a container to drop their treasures into and then watch them take or dump the treasures out.

Variations: Encourage them to give you an object and then be sure to give it back. See if they can hold two things in the same hand. This may be a little hard, so don't criticize them if they can't handle two toys at once.

Safety precautions: Make sure the toys are large enough so that the baby won't choke if they put them into their mouth. Make sure to test the toys or objects before you begin to play to ensure they will not fit inside a choke tube tester or paper towel roll.

Paper Bag Fun (6 to 12 months)

Purpose: Use large and small motor skills to understand spatial concepts like "inside" and "outside."

Materials needed: A large paper sack, one or two toys that will fit easily into the bag.

Instructions: Take the large paper sack and put a favorite toy inside. Help the baby find the toy and take it out. Put it back in again and keep playing the game over and over.

INFANT ACTIVITIES, continued

Variation: Make up a silly song, such as the one below, and sing it each time you put the toy back into the sack. To the tune of "Put Your Right Foot In" sing: *First you put it in, then you take it out, then you put it in and you shake it all about.* Show the infant how to shake the toy in the sack, encourage them to try shaking the sack by themselves.

Safety precautions: Be sure baby doesn't chew on the paper sack. Make sure the toys are large enough that the baby won't choke if they put them into their mouth. Make sure to test the toys or objects before you begin and ensure they will not fit inside a choke tube tester or paper towel roll.

Stand Up; Sit Down (8 to 12 months)

Purpose: Use large motor skills to learn how to stand up and sit down

Materials needed: Low table.

Instructions: Place the 8 to 12-month-old sitting down next to a low table. Say "Stand Up" and show them what to do. Then say "Sit Down" and show them how to sit down. Repeat several times.

Variations: Place a favorite toy on the table or floor and encourage the infant to reach for the toy while standing up or sitting down.

Safety precautions: Watch to ensure that the baby does not bang their head on the table when "sitting down." Make sure the toys are large enough that they won't choke if they put them into their mouth. Make sure to test the toys or objects before you begin and ensure they will not fit inside a choke tube tester or paper towel roll.

Wow! You Are a Good Climber (8 to 12 months)

Purpose: Use large motor skills to learn exploration and problem solving.

Materials needed: Items to climb on or into, such as sturdy cushions, strong boxes, small stools and chairs, etc.

Instructions: Arrange items to climb on in the play area; leave lots of space between items. Bring the baby into the room and show them the climbing objects. Encourage the baby to climb up, over, into, and onto the items. Help them if they need assistance. When the baby has climbed onto or into each item, place several together so they can climb on them. When they have completed each challenge, smile and say in a praising voice, "Wow, you are a good climber."

Variation: Create a stepping-stone type of climbing structure so the baby climbs up on a cushion to reach a chair, to reach the couch or arrange the climbing objects in the hallway to create a barrier for the baby to climb to get to the other side.

Safety precautions: Be sure to stay with and spot the baby at all times in case they lose their balance and/or fall. Cover the floor with blankets and other soft coverings to break their fall. Don't place climbing items more than two (2) or three (3) feet above carpet or floor.

TODDLER ACTIVITIES

Musical Bodies (12-18 months)

Purpose: Coordinate large and small motor skills.

Materials needed: Two (2) feet of ½ inch wide elastic or Velcro strips, eight (8) silver or colored bells, needle and thread.

Instructions -- To Do Ahead of Time: Wrap elastic loosely around each toddler's wrists and ankles and overlap each of the ends; mark the length needed and label for each child. Make a set for yourself. Sew the elastic ends together to make bracelets and anklets. Sew two (2) bells on each elastic circle, one (1) bell on each side of ring or sew bells to Velcro strips, which can easily be adapted to any size toddler wrist. Place the elastic circles or fasten the Velcro circles onto your wrists and ankles and those of the toddlers. Demonstrate how to move by shaking your ankles and wrists to make the bells ring. Encourage toddlers to walk around, shaking their arms to make the bells ring.

Variation: Have a parade. Make elastic rings for the waist (using Velcro to secure). Sew bells on socks or mittens. Secure with ribbons on toddlers.

Safety precautions: Make sure the bells are tightly sewn on so toddlers can't pull them off and swallow them. Check bells each time you use them to make sure they are securely fastened to the arm, wrist, and waist bands.

Bubble Bursting Fun (12-18 months)

Purpose: Develop large and small motor skills.

Materials needed: Bottle of bubble solution with blowing wand and a large open area.

Instructions: Clear an area for toddlers where they are free to move about and have plenty of room. Begin blowing bubbles near toddlers. Slowly move around the area, blowing bubbles and encouraging them to chase the bubbles as they try to burst them.

Variation: Show older toddlers how to blow or shake the wand to make the bubbles themselves.

Safety precautions: Use a bubble solution that does not sting the eyes of the toddlers if a bubble bursts in their face. Make certain toddlers do not drink the bubble solution.

Sock It To Me (12-24 months)

Purpose: Use small and large motor skills to assist with eye-hand coordination.

Materials needed: Large clean socks (one set for each toddler), large bowl or waste paper basket or pail.

Instructions: Roll pairs of clean socks into tight balls and place into a basket or bowl. Form a circle and set the basket or bowl containing the sock balls in the middle. Have toddlers sit one (1) to two (2) feet away from the basket. Sit down next to the basket, call out each toddler's name and roll the balls to them so they can reach them. When all the balls are distributed, have the toddlers stand up. Show them how to throw the balls into the basket. Then one at a time have each toddler throw one sock ball into the basket. If their aim isn't good, have them come closer and show them how to drop the sock balls into the basket. Cheer at every shot.

Variation: Instead of throwing the balls into the basket, have toddlers throw the ball to you. Use crumpled wrapping paper, or paper grocery bags instead of a ball and bucket.

Safety precautions: If you use real balls instead of socks, be sure they are soft and easy to grip and large enough not to be a choking hazard.

Living Animals (18-36 months)

Purpose: Use large motor skills in basic patterns.

TODDLER ACTIVITIES, continued

Materials needed: Pictures of animals, marching music in a variety of tempos, floor space.

Instructions: Choose pictures of animals that have distinct movements, such as an elephant (sways back and forth), a cat (tiptoes), a dog (runs), a snake (slithers), a flamingo (high steps), a duck (waddles), a mouse (scurries), a spider (uses all its legs), etc. Stand in the middle of the floor and look at the first picture with toddlers. Start the music and begin to walk like the animal in the first picture – exaggerate and make your movements very obvious. Now get all toddlers to follow your footsteps as you march around the room. After a few minutes, pick another animal and change your movement. Encourage toddlers to follow your lead. Movement is the main purpose of this activity. Don't worry too much about toddlers moving in the "correct" way.

Variation: Before you demonstrate the walk, ask toddlers if they know the walk. Play follow-the-leader by changing your walk every few steps.

Safety precautions: Be sure the floor is clear of all objects.

Toddler Ball Toss (18-36 months)

Purpose: Practice eye-hand coordination with large motor development.

Materials needed: Large, lightweight plastic or foam ball (about 12 inches in diameter), large basket, tub, or a box big enough to hold a ball. Floor space near a wall.

Instructions: Place the basket against a wall and have toddlers stand about a foot away from it. Show them how to throw the ball into the basket. Taking turns, give toddlers the ball and encourage them to throw the ball into the basket. As each toddler gains skill in throwing, move each of them one step further from the basket.

Variation: Tilt the basket to make it easier for younger children. Make a line with chalk, tape, or string behind which each toddler should stand.

Safety precautions: Clear the area of any breakable items or obstructions for the children.

Creepy Crawlers (18-36 months)

Purpose: Develop large motor skills.

Materials needed: Pillows, cushions, stuffed animals, blankets, and other soft obstacles, large floor space.

Instructions: Fill a large floor space with soft obstacles and have toddlers get on their hands and knees on one side of the room. Go behind them and get on your hands and knees saying, "Here comes the creepy crawler." Begin chasing them and encourage them to crawl away from you but to avoid moving any of the obstacles. Continue to chase them and watch as they maneuver around the obstacles in an effort to get away from you. When they get tired, switch roles and have them chase you.

Variations: Create a "safe" area where they can go and the creepy crawler can't catch them; when they get to the safe area and move back so they have a chance to get away.

Safety precautions: Be careful not to make this game too scary.

Toddlers - Stop and Start (18-36 months)

Purpose: Develop coordination and balance in conjunction with large motor skills.

Materials needed: CD or other music source, danceable music (variety of tempos and instruments) and floor space.

TODDLER ACTIVITIES, continued

Instructions: Turn on the music and get toddlers in the middle of the room. Let them dance any way they want, letting the music guide their rhythm. Change music selection and see how they change their dancing as they adjust to the new tempo. Turn the music off and say "**STOP.**" After a few minutes, begin the activity again. Explain that when you turn the music off, everyone must stop where they are, as if they are statues. Then turn on the music on again and tell them to start to dance again. Every so often, turn off the music and say "**STOP.**" Continue until everyone is tired.

Variations: Clap or stomp along to the music to keep the beat. Sing along with the songs. Videotape the dancing and show it to them when they are finished. Give children scarves, bells, tambourines or simple musical instruments to join in making the music while dancing.

Safety precautions: Make sure the flooring is safe (not too slippery). Dance either barefoot or with shoes (stocking feet can be too slippery).

Red Means Stop, Green Means Go (18-36 months)

Purpose: Develop listening skills, large motor skills, and balance and coordination.

Materials needed: One (1) piece green paper and one (1) piece red paper.

Instructions: Have toddlers stand in a circle. You can have them hold hands to form a circle. Tell them it is time to move or walk – and which direction (right or left) when you hold up the green paper; say "green means go." Tell them "It will be time to stop moving when I hold up the red paper." Repeat the instruction, "Green means go and Red means stop."

Variation: Hold up colored papers (red and green) instead of shouting. Allow them to take turns being the caller. You may need a helper if you have a large group.

Safety precautions: Be sure the area is clear of any hazards to avoid tripping.

Look Who's In My Shoes (18-36 months)

Purpose: Enhance balance and coordination of large motor skills.

Materials needed: Lots of pairs of shoes, any size. Choose a variety of styles, including boots, sandals, sneakers, work shoes or high heels, etc., (socks optional). Clear a space on the floor.

Instructions: Place all shoes in the center of the floor space and let the toddlers explore them. Encourage them to try to walk in many different pairs. Allow them to mix up the pairs and try to walk around.

Variation: Give toddler one shoe and have them find the matching shoe.

Safety precaution: Watch toddlers to ensure their stability in walking in various kinds of shoes. Select shoes that are not too high (heeled) or large. Don't allow toddlers to put shoes in their mouths.

Stick To Me (18-36 months)

Purpose: Increase body awareness and small motor skills.

Materials needed: A variety of interesting stickers, ten (10) to twenty (20) stickers for each toddler, sheets of paper large enough for each toddler's body, markers and toddler's body outline.

Instructions: Draw an outline of every toddler's body, front and back, on both sides of a large piece of paper. Yellow circles will be put on hands and red circles will be put on feet. Apply stickers all over each toddler's *body*, both front and back. Read the name of one of the stickers from the list of stickers and have each toddler try to find that sticker on their bodies. When they find the sticker, have them take it off and go to the paper. Have them place the stickers on the appropriate spot on their paper body, the

TODDLER ACTIVITIES, continued

same spot as where they found it on their own body. Continue until all the stickers have been moved from their bodies to their paper bodies.

Variation: Make an outline of yourself and place stickers on your body. Let the toddlers find the stickers and transfer them to the counterpart spot onto your paper body.

Safety precautions: Do not put stickers in hair or on eyes. Make certain to collect all stickers at the end of the game. Watch toddlers to ensure they do not swallow any stickers.

I Love a Parade (18-36 months)

Purpose: Coordinate balance with large motor skills.

Materials needed: Three (3) yards of crepe paper, ribbon or fabric and marching music.

Instructions: Give each toddler a streamer and show them how to *SAFELY* wave them using differing motions (circles, loops, figure-eights, snakes, up and down, etc.), and give them time to practice different movements. When the toddlers are ready, play the music and have them wave their streamers and march to the music.

Variation: March with your own streamer.

Safety precautions: Watch them at all times so they don't get tangled or trip on the ribbon or cloth.

PRESCHOOLER ACTIVITIES

Jump the River (36 months & up)

Purpose: Use fundamental movement skills such as jumping. Use physical fitness skills such as cardiovascular endurance and flexibility. Use perceptual motor development skills such as spatial awareness, directional awareness and effort.

Materials needed: Masking tape or chalk.

Instructions: Make a straight line on the floor with masking tape or draw a line on the ground with chalk. Pretend the line is a river. Challenge the toddlers to jump from one side of the river to the other.

Variation: As they grow, widen the river by making two lines on the floor side by side a few inches apart increasing the distance that they have to jump. Use a scarf or fabric to represent the river.

Safety precautions: Make sure they are landing with knees bent and heels coming all the way down on the floor.

Snowball Throw (36 months & up)

Purpose: Use fundamental movement skills such as throwing. Use physical fitness skills such as flexibility and muscular strength. Use perceptual motor development skills such as body awareness, spatial awareness and effort.

Materials needed: Large pieces of paper or cardboard, markers, crayons, scissors, plastic grocery bags, and masking tape.

Instructions: Cut snow people targets from large pieces of paper or cardboard. Have children decorate snow people. Take plastic grocery bags and roll into balls and tape (for snowballs), then tape snow people on walls. Make a masking tape line on the floor at least five (5) feet away from the snow people targets. Give each child three (3) snowballs and have them take turns throwing the 'snowballs' at the snow people target.

Variation: Tell the children to try and hit the snowperson's nose, mouth, etc. If there is snow outside, help children make a snowperson out of real snow and real snowballs to throw at the snowperson, rather than at each other.

PRESCHOOLER ACTIVITIES, continued

Safety precautions: Make sure children throw the balls at the target only. Keep plastic bags away from children's faces. Make the snowballs from plastic bags before you are with the children as the bags can be a suffocation hazard for the children.

Buckets (36 months & up)

Purpose: Use fundamental movement skills such as walking, running and maintaining balance while bending. Use physical fitness skills such as cardiovascular endurance. Use perceptual motor development skills such as spatial awareness, directional awareness and effort.

Materials needed: Four different colors of construction paper (blue, green, red, yellow). Create four colored containers (milk cartons or shoe boxes) with the colors corresponding to the colors of the construction paper.

Instructions: Cut the construction paper into half inch strips and roll up. Place these colored construction pieces into the corresponding colored containers. Empty the four containers at a spot in the middle of the room and place each container at one of four corners at the outer edge of the room. Have the children run, skip, gallop, or crawl to the pile of rolled-up papers, grab one paper at a time and take it and deposit it into the same-colored container. The children will continue this until all pieces of paper have been picked up from the floor and placed in the colored containers (buckets).

Variation: With a small group, you can dump all of the different colors of paper into the center and then have the children place into containers instead of one color at a time. Use colored balls instead of paper strips.

Safety precautions: Move any dangerous objects out of the way. You need a fully cleared space for this activity.

Move Like a Flower (36 months & up)

Purpose: Use fundamental movement skills such as maintaining balance while bending. Use physical fitness skills such as flexibility. Use perceptual motor development skills such as body awareness, spatial awareness, directional awareness, visual awareness and auditory awareness.

Materials needed: None.

Instructions: Have children curl up in a ball, pretending to be a flower seed. You should join in doing this movement activity with the children, and narrate what happens to the seed, as follows: As the seed is watered and gets sunshine, it will start to grow. As it grows, it will get taller and grow. With this description, the children and you can move up and stretch towards the sun. Raise your hands to the sun and move them as if they are petals or leaves of a flower. Indicate that the children should pretend that the flower doesn't get enough water, and you would bend and droop as a flower would. Pretend the flower gets more water so it grows strong and tall again. Then move as if the wind is blowing you.

Safety precautions: Have children stand far enough apart so that they don't hit one another with their movement.

Shape Shifters (36 months & up)

Purpose: Use fundamental movement skills such as walking. Use physical fitness such as cardiovascular endurance. Use perceptual motor development skills such as directional awareness, auditory awareness, and visual awareness.

Materials needed: Construction paper shapes (circle, oval, square, rectangle, octagon, etc.) that are laminated or card stock paper, and a radio.

PRESCHOOLER ACTIVITIES, continued

Instructions: Cut construction paper into shapes (8 to 10 inches), enough for at least one per child. Tape them in different places to the floor. Play music or clap and have children walk around but not ON the shapes. When the music or clapping stops, each child must step on a shape next to them (like musical chairs) and ask the children

"Who is standing on the square?" "Who is standing on the circle?" "Who is standing on the triangle?" "Who is standing on the rectangle?" and have the children respond.

Variation: Use different shapes for older children, octagons, hexagons, etc., or add colors that children will then identify with the questions: "Who is standing on the red square?" etc.

Safety precautions: Make sure the laminated shapes are not slippery and that all the shapes are securely taped to the floor.

In and Out (36 months & up)

Purpose: Use fundamental movement skills such as jumping. Use physical fitness skills such as cardiovascular endurance. Use perceptual motor development skills such as directional awareness, auditory awareness, and effort.

Materials needed: Plastic hoops.

Instructions: Place one plastic hoop for each child on floor. Then invite the children to jump in and out of their hoops. Say things such as "Who can jump inside their circle?" "Now who is inside a circle" and "Let's hop outside our circle." This introduces children to new words and concepts.

Variation: Have the children hop on one foot, in and out; then with two feet, then with one. Tape circles or squares on the floor that you can use instead of hoops.

Safety precautions: Make sure children leave the hoops on the floor.

Let's Run (36 months & up)

Purpose: Use fundamental movement skills such as running. Use physical fitness skills such as cardiovascular endurance. Use perceptual motor development skills such as time and spatial awareness.

Materials needed: None.

Instructions: Ask the children to run as though they were on hot sand, or trying to catch a bus, or running with a dog, or running with friends, or trying to score a touchdown, or finishing a long race. Have them imagine that they are in a track meet (the U.S. Olympics).

Variation: Add music for running like "Chariots of Fire," and have children run to the music.

Safety precautions: Move any dangerous objects out of the way so children can move freely.

Boot Stomp (36 months & up)

Purpose: Use fundamental movement skills such as walking. Use physical fitness skills such as endurance and flexibility. Use perceptual motor development skills such as spatial awareness, visual awareness, time, auditory awareness and effort.

Materials needed: Paper bags, masking tape, crayons or markers, Western music, and radio or tape player.

Instructions: Have children color paper bags to look like boots or just use their imagination to make colorful shoes. Have children step into bags and tape securely around their ankles.

PRESCHOOLER ACTIVITIES, continued

Play Western or other types of music and encourage children to stomp and dance in their boots. Change the tempo of the music. As children participate in this activity, use various words to describe the movements such as stomping and galloping.

Variation: Do this activity outside, and have the children pretend to ride galloping horses and to ride the range (in the yard).

Safety precautions: Make sure the bags are securely taped around the children's ankles, but still allow the children to move.

Musical Line Movements (36 months & up)

Purpose: Use fundamental movement skills such as walking. Use physical fitness skills such as cardiovascular endurance. Use perceptual motor development skills such as spatial awareness, visual awareness, time and auditory awareness.

Materials needed: Upbeat music, draw lines on the floor for the children to move along, chalk and masking tape.

Instructions: Have children find a spot on any line on the floor. Then instruct them to "freeze" or "stand very still" when the music stops. Start the music. The children walk forward, following the lines on the floor. Stop the music. The children freeze like statues. Comment on the "great statues" as they freeze. Challenge children to move on the lines when the music begins using different skills, such as hopping on one foot, jumping, skipping, crawling, etc.

Variation: Use music with different tempos and ask children to match that tempo.

Safety precautions: Move any dangerous objects out of the way. You need a cleared space for this activity.

Bean Bag Balance (36 months & up)

Purpose: Use fundamental movement skills to maintain balance. Use physical fitness skills such as endurance and flexibility. Use perceptual motor development skills such as body awareness, time and spatial awareness.

Materials needed: Bean bags and music.

Instructions: Place a bean bag on each child's head. Have children walk from one point in the room to another without dropping the bean bag. Play music for children to "dance" to or move while trying to balance their bean bag on their head.

Variation: Have child walk slowly, quickly, forward, backward, and sideways. Have child balance bean bag on arm or shoulder. For older children, you can form teams and have relay races.

Safety precaution: The child can hold the bean bag on their head, if needed.

Pathway Dribble (48 months & up)

Purpose: Use fundamental movement skills such as kicking. Use physical fitness skills such as cardiovascular endurance and flexibility. Gain perceptual motor development skills such as spatial awareness, directional awareness and effort.

Materials needed: Tape, balls (preferably slightly deflated balls so they don't lose control) to dribble with feet; one (1) ball per child.

Instructions: Set up the playing area by taping a starting line and a finish line on the floor. Use arrow lines, if needed, to guide the children. Have the children dribble the ball forward with their feet from the starting line to one side of the room or play yard to the other side.

Variation: Using their feet, children could dribble balls back and forth with one another.

Safety precautions: Move any dangerous objects out of the way. You need to clear a space for this activity.



OUTDOOR PLAY ACTIVITIES



Outdoor Game: "Hot Potato"

During this gross motor game, preschool and kindergarten youngsters use their feet instead of their hands.

Materials: Medium sized playground ball.

Description: Put a medium sized ball in the center of a circle along with a child who has been chosen to be 'it' to lead the game. The child who is 'it' pushes the ball with his or her feet, trying to get it out of the circle. The other children try to keep the ball in the center ('oven') with their feet. Once the ball is out, another leader is chosen. The ball is called the 'hot potato' and the children will enjoy trying to keep it in the 'oven'.

Outdoor Game: Hula Hooping

During this preschool physical education activity youngsters use both fine and gross motor skills. Children also develop problem solving and social skills as they create their own methods of "hula hooping."

Materials: 6-8 hula hoops (child size) and a large outdoor space.

Description: Allow 6-8 children to use hula hoops in any way that they like, making sure that the hoops are used safely. After the children have used the hula hoops in their own way, the teacher will show them other ways to use the hula hoop.

- a) Around the waist - setting it right to your back, and then spinning it around with your body.
- b) Make the hula hoop go round and round on the ground.
- c) Make hula hoop spin on arm.
- d) Arrange hula hoops on ground and jump over them.
- e) Make up your own ideas, such as the activity below.

Outdoor Game: Hop In The Hoops

During this outdoor early childhood activity children use gross motor skills.

Materials: Different colored hoops, an open area and a drum or tambour.

Description: Let the children warm up in an open area. Give the children different ideas for how to move around or warm up (walk, hop, skip, run, walk sideways and so on). Place many different colored hoops around the open space. Demonstrate to the children how to walk or run around without touching the hoops. Intersperse these instructions with 'stand in groups of two in red hoops' or 'three people go into each green hoop' and so on.

Give the children time to pause to listen to the next instruction by using a tambour (drum), beating the drum or clapping your hands, until the children stop and listen for the next step. As a next step you can put your hand in a hoop; put your foot in a hoop. Make it more complex by adding instructions for colors and numbers (how many) for the exercise. For example, put one knee in a red hoop, put four fingers in a yellow hoop and so on.

Treasure Hunt

Use this early childhood education activity to encourage group cooperation, problem solving, following directions, thinking and reasoning.

Materials: Small plastic gold coins, inexpensive beaded necklaces, small rings, play money, and a treasure box decorated by the children. A map made by the teacher for the children to follow. Inexpensive treasures that can be found in any party store.

Description: The teacher must first hide the treasure filled box in a good hiding place in the yard. Next, the teacher will prepare a creative map for the children to follow, i.e. outside, start at the tree in the bike area. Look up and find another clue. The second clue might have a rhyme or just say something like "now walk twenty five steps until you come to the playhouse," etc. Finally when the children come to the place where the treasure is buried or hidden, they will open it and take turns sharing the treasure inside.

Balloon Bats

Promote group cooperation with an outdoor activity using teacher-made balloon bats.

Materials: For each bat: One metal coat hanger, nylons and masking tape. Balloons.

Description: Bend the hanger to form a diamond or circle shape. Twist the hook of the hanger to form a closed handle. Place the nylon over the coat hanger circle or diamond to form a pouch to catch balloons, and secure it to the handle with masking tape.

Outside Animals

Encourage preschoolers to use gross motor skills in this early childhood activity.

Materials: Open space to run, hop and slither.

Description: Once you have talked about animals; go outside and have children stand in a line facing the same direction. Name an animal and see if they know how the animal gets from one place to another. If they don't know explain or demonstrate the answer, such as with the following examples: a bunny (hops), a tiger (walks on all fours) and for snakes (they slither).

Nature Walk & Collage

This is a science and art activity that encourages preschool children's language development through group participation, questions, speculation and conversation.

Materials: Paper Bags (one for each child), a place to walk that is rich in natural objects, paper, glue, crayons (and other tools for creativity that the children desire).

Description: Go on a nature walk. Allow the children to pick up objects from nature such as rocks, bark, grass, leaves, flowers, nuts, etc., and put them into their bags to take back to the class. As you walk along encourage children to talk about what they are collecting, and what they see and hear in nature. Allow them to observe and ask questions. When you return, set out the art tools and let them create a collage of the items they collected on their nature walk.

Comments: This activity can be used during "BUG" week. Allow them find bugs to take back to the classroom. At the end of the week, talk about respecting nature and the reasons we should release the bugs back to their homes.

Jolly Jump Up!

This fun preschool activity helps children learn numbers, shapes and alphabet letters.

Materials: Index cards, black marker and clear contact paper.

Description: In advance on each index card write numbers, shapes or ABC's, whichever concept you are trying to help the children learn. Cover with contact paper

so that they will last longer; you may use the cards during circle time. Show the cards to the children one at a time and have them call out what is written on the card. Explain to them that whenever they hear the words **Jolly Jump**, they are to get up and jump, and not stop until you ask them to sit back down. Depending on the attention span of the children you can speed up or slow the pace. It is a good way to get them to move about, especially if they seem restless, and it's also a good way to reinforce numbers, shapes and alphabet letters.

No Lose Musical Chairs

Preschool children use large motor skills and participate in a group game in which everyone wins.

Materials: Chairs and music.

Description: Line chairs up like regular musical chairs. Use the same number of chairs as there are children. Play the same routine as Musical Chairs, but do not take any chairs away at the end of each round, so no one loses. Even toddlers love it!

Obstacle Course

This activity can be used to reinforce the concepts of 'over', 'under', 'in', 'through', 'around' and 'beside' while practicing gross motor skills and following directions.

Materials: A large open room, a balance beam (if possible), hula hoops, carpet squares, tables, a limbo stick, tumbling mats and any various items from the gym.

Description: Set up a simple obstacle course that would require the children to crawl or walk over, under and beside any of the above mentioned items. One example is a course involving stepping over the balance beam; skipping to the hula hoops laid out on the floor and jumping in, then out, of each one; then galloping to the table and crawling under, then walking around the tumbling mat to cross a finish line. Sit down as a group and go over the course for that day, talking about the steps using the action words.

Pick one (1) or two (2) volunteers to go through the course with directions from the class. Take turns going through the course without directions. Once everyone has completed the course at least once, start from the last step and go through it backwards. Again one (1) or two (2) volunteers go through the course with verbal directions from the class and then everyone takes a turn and tries to do it from memory. Encourage the children to cheer for one another and to help one another if anyone forgets the next step.

Comments: Use this activity once a month or so to reinforce the concepts and large muscle skills. Because it can be set up for older or younger children and even physically challenged children, everyone wins!

Animal Actions

This activity is to help children practice and master various loco motor or traveling patterns.

Prerequisites: How to take turns and if necessary momentarily wait a turn. How to belly crawl, dog crawl and jump, either two-foot to two-foot pattern or a leap, one foot to opposite foot pattern.

Materials: 8 Mini 6" cones, 8 Medium 10"-12" cones, 8 larger 12"-18" cones, 12 pool noodles, 24 noodle connectors, and 4 XL 24" cones.

Description: With the various sized cones, noodles and noodle connectors, set-up 6 to 8 obstacle type centers. Each center might have 3-4 different obstacle activities. Use an XL cone to designate the start of a center so that the children know where to begin the activity for each center and have the children practice moving carefully to the beginning of each center.

Teach your children to move to whatever center has the fewest children and to keep moving to all the centers. Keep in mind, you will need to continue to work on this concept and guide them along if one particular center seems to attract a lot of children, or assign children a center to start with.

At each center, set up the challenges:

- 1) use mini cones and a noodle to create small (6" height or less) hurdles to jump or step over;
- 2) use medium sized cones and a noodle to create a medium sized obstacle for the child to belly crawl under;
- 3) use larger cones and noodle to create an arch shape for the child to "dog" crawl under. At each center, create a new pattern with the cones/noodles to challenge the child's memory and motor patterns.

For example, at Center 1 the pattern might be jump (horse jump), crawl (dog crawl) and slither (belly crawl). At center 2, the pattern might be slither like a snake, jump like horse, and crawl like a dog. At center 3, the pattern might be crawl like a dog, slither like a snake and jump like horse. Use the animal imagery to help children with the proper motor action.

Jumping Animals

Can be a separate station or as a break. Play music and ask children to jump like a variety of animals, such as a frog or kangaroo.

Broad Jump

Although skills vary widely, children like to see how far they can jump. You may want to mark varying widths to represent a river. For additional safety, children can jump over mats.

Jump Bump

The child tries to bump a hanging object, such as a beach or foam ball, suspended from a low ceiling. Ask the child to bump the object with a different body part each time.

Jumping Down

The task is for children to jump and land on both feet from a low elevation to an area marked by a hoop. As the child demonstrates body control, the height can be increased. Always use spotters for these kinds of activities.

High Jump

This station requires two adults, a mat, rope, and a hoop. The challenge for the child is to jump over the rope and land on both feet in a marked area. Raise the rope as the child shows control.

Hoop Jump

A child holds a hoop in both hands in front of the body and jumps through it. Although a hoop is easier for children to handle than a jump rope, this task is recommended only for older preschoolers.

Jack Be Nimble Jumps

Preschool children enjoy the chance to act out stories. Ask each child to jump over "candlesticks" without knocking them down. As each child jumps, sing the rhyme

("___be nimble, ___ be quick, ___jump over the candlestick") and insert their name in the blank.

Jump the Shot

An adult squats in the center of a circle of children and slowly swings a rope with a bean bag tied on the end. Children must jump as the bag swings under their feet. Stop the rope in front of very young children and tell them to jump.

Jumpscotch

This variation of hopscotch uses bicycle tires or hoops laid in a pattern. Young children may need mats under the tires or hoops. They may have difficulty because their feet barely leave the ground when they jump.

Jump Up

This station challenges children to increase vertical jumping ability. If a low ceiling is available, hang wiffle balls at different heights for children to jump up and touch. A chalkboard may be hung on the wall. Although it requires more coordination, the children can mark on the board as they jump up.



Resources

Follow My Lead: Developmentally Appropriate Physical Activities for Children

WEBSITE: <http://www.unce.unr.edu/publications/files/cy/2005/cm0513.pdf>

Follow my Lead: Developmentally Appropriate Physical Activities for Young Children Curriculum. This curriculum addresses developmentally appropriate practices in physical activities for young children reflecting Nevada's Pre-K Standards for Physical Development.

Developed by University of Nevada Cooperative Extension Faculty and Staff: Jo Anne Kock, Ph.D., Vicki Agao, PO I, Madeleine Sigman-Grant, Ph.D., R.D., Sally Martin, Ph.D., CFLE, Jackie Reilly, M.S., Dan Weigel, Ph.D., Mikki Bixler, M.Ed. and Marianne Papa, CBI III.

Gayle's Preschool Rainbow

WEBSITE: <http://www.preschoolrainbow.org/preschool-outdoor.htm>

Gayle's Preschool Rainbow Website is an online resource for teachers to gather ideas and suggestions for outdoor preschool activities that develop into early childhood education lesson plans which teachers can use to encourage the gross motor and observation skills of young children. Outdoor activities give preschool children an opportunity to sing a little louder and move in a larger space.

PE Central WEBSITE: <http://www.pecentral.org/lessonideas/elementary/preschoolmenu.asp>

PE Central presents a large number of Preschool lesson ideas for you to use in your program. These ideas are from teachers around the globe.

Growing Up Fit Preschool Fitness Activities

WEBSITE: <http://www.extension.iastate.edu/Publications/PM1359B.pdf>

Growing Up Fit Preschool Fitness Activities. This article explores ways you can introduce and teach organized movement to preschoolers.

Developed by Allan Rupnow, former motor development specialist in physical education and teacher education, and Vikki Morain, former extension specialist in human development at Iowa State University.

Adapted - Head Start PAK Workgroup December 2011



CHOOSY KIDS

The mission of Choosy Kids, LLC, is to promote the development of healthy preferences. Choosy Kids is committed to providing products and services that promote healthy decision making and healthy, active lifestyles. They recognize that the first five years of life lay the foundation for learning and behavior preferences that may last a lifetime; therefore, the focus is primarily on young children and the adults who make decisions on their behalf.

Choosy Kids' Mission is based on the following premises:

- Children need to be more active to reduce the risks of heart disease and obesity.
- We need to encourage preferences for healthy nutrition and increased activity at an early age.
- Prevention of obesity and cardiovascular disease is more preferable than intervention or treatment.
- Healthy eating and physical activity should be encouraged and modeled by the entire family.
- Children are empowered by choice.
- Role models are profoundly influential.

The first two years of life are thought of as the sensory motor stage of development. This means that infants, babies and toddlers learn about their environment, their family, and themselves through their physical senses and their movement experiences.

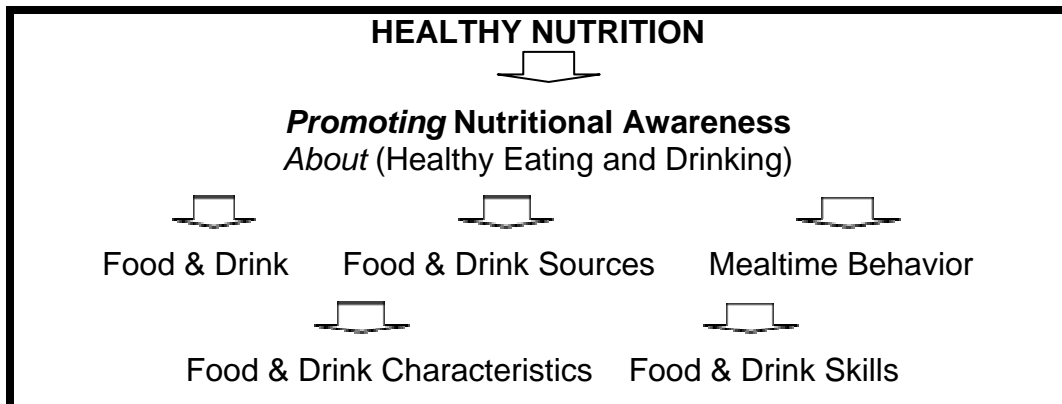
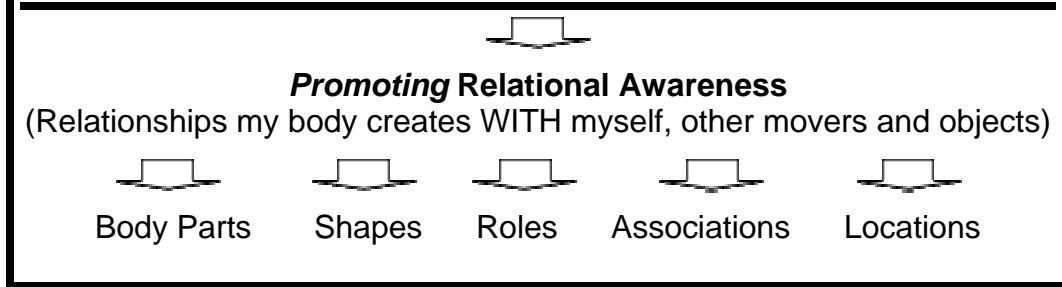
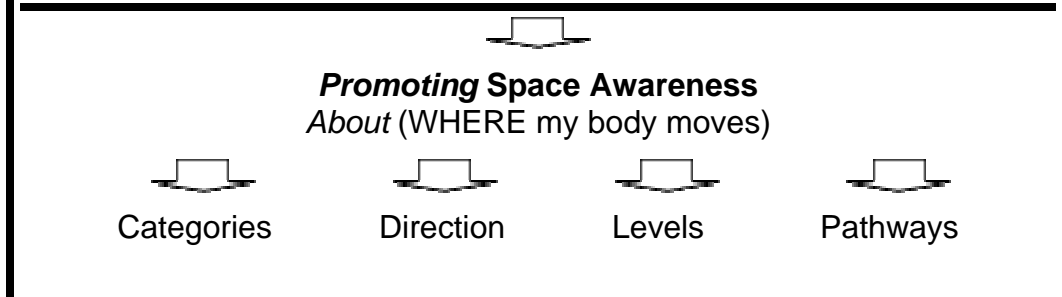
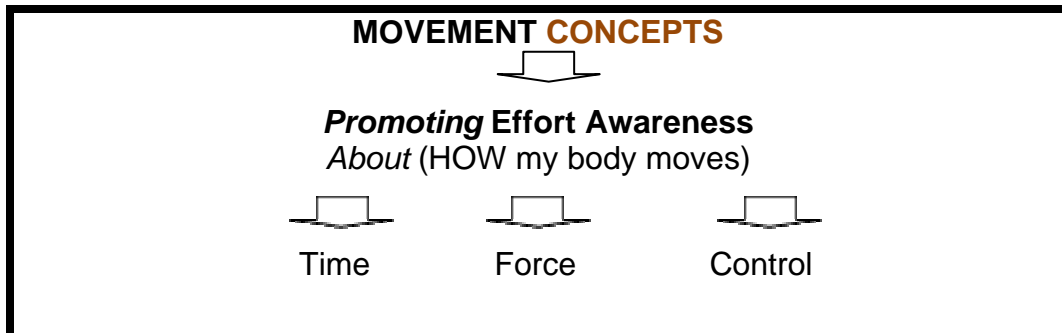
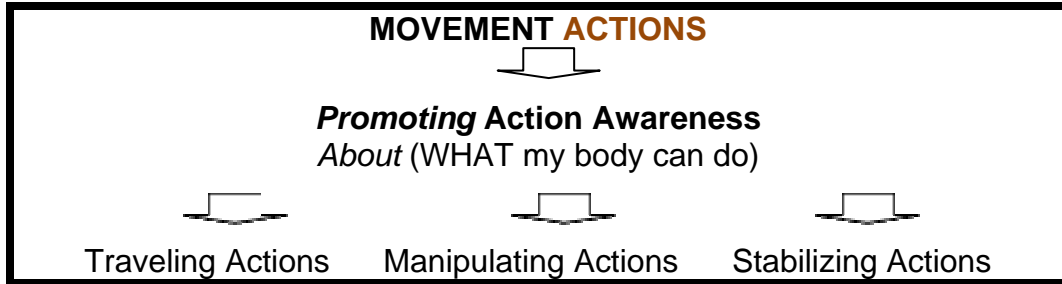
Suggested equipment, toys and props for Infant Sensory Stimulation include:

- Mobiles
- Pictures
- Unbreakable mirrors
- Sturdy books
- Music tapes
- Soft rattles
- Large ball
- Rocking chair
- Floor or crib gym
- Infant seat
- Bath toys
- Soft ball
- Cradle

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For more information, see http://www.choosykids.com/CK2-resources/docs/Sensory_Actions_of_Infants.pdf

CHOOSY KIDS ACTIVITY CATEGORIES



"I am learning to be CHOOSY about WHAT my body does. HOW and WHERE my body moves, the relationships by body creates WITH myself, other movers and objects and ABOUT healthy eating and drinking."

Action Awareness (WHAT my body does)

<u>Traveling Actions</u>			<u>Stabilizing Actions</u>					<u>Manipulating Actions</u>		
Walking	Jumping	Galloping	Twisting	Standing	Swinging	Stretching	Landing	Throwing	Rolling	Open
Skipping	Crawling	Running	Turning	Sitting	Swaying	Bending	Balancing	Catching	Kicking	Close
Hopping	Sliding	Leaping	Squatting	Pulling	Shaking	Curling	Kneeling	Bouncing	Trapping	Striking
Climbing	Marching		Pushing	Dodging				Tossing	Object	Handling

Effort Awareness (How my body does)

<u>Time</u>		<u>Force</u>			<u>Control</u>	
<u>Speeds</u>	<u>Rhythm</u>	<u>Degrees of Force</u>	<u>Creating Force</u>	<u>Absorbing Force</u>	<u>Weight Transfer</u>	<u>Dimensions</u>
Slow	Beats	Strong	Starting (GO)	Stopping	Rocking	Single Movements
Medium	Cadence	Medium	Sustained	Receiving	Stepping	Combinations of
Fast	Patterns	Light			Rolling	Movements
Speeding up		Explosive			Flight	Transitions
Slowing Down						

Space Awareness (WHERE my body moves)

<u>Categories</u>		<u>Direction</u>			<u>Levels</u>			<u>Pathways</u>			
Self Space	Shared Space	Up	Right	Forward	Backward	High	Medium	Low	Straight	Curved	Zigzag
		Down	Left	Sideways							

Relational Awareness (WITH myself, other movers, and objects)

<u>Body Parts</u>			<u>Shapes</u>		<u>Roles</u>	<u>Associations</u>		<u>Locations</u>	
Head	Arms	Ankles	Big	Triangle	Leading	Letters	Near to/Far from		
Hand	Fingers	Toes	Small	Square	Following	Numbers	Around/Through		
Ears	Chest	Elbow	Curved	Circle	Mirroring	Colors	In/Out		
Eyes	Shoulder	Wrist	Straight	Wide	Unison	Hand Signs	In Front Of/Behind		
Nose	Hips	Neck	Rectangle	Narrow	Taking Turns	Pretense	Together/Apart		
Leg	Stomach	Waist	Twisted	Thin	Solo		Facing/Side by Side		
Knee	Bottom	Like			Partner		On/Off		
Foot	Back	Unlike			Group		Top/Bottom		
							Over/Under		

Nutrition Awareness (ABOUT healthy eating and drinking)

<u>Food & Drink Choices</u>	<u>Food & Drink Sources</u>	<u>Food & Drink Characteristics</u>		<u>Food & Drink Skills</u>			<u>Mealtime Behaviors</u>
Healthy	Animals	Colors	Tastes	Scrubbing	Scooping	Kneading	Table setting
Not So Healthy	Plants	Textures	Flavors	Washing	Slicing	Snapping	Chewing
Variety	Soil	Smells		Mixing	Stirring	Peeling	Enjoying
Meals	Trees	Shapes		Pouring	Breaking	Mashing	(Food is Fun)
Snacks		Sizes		Tearing	Storing	Measuring	Pacing
Cultural		Temperatures		Utensil Use	Rolling	Squeezing	Portions
				Spreading	Dipping		Manners

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LESSON GAME 1: AMERICAN INDIAN DANCING

Learning Objectives: Children will learn that most people on earth have dancing in their culture.

Background: Almost all people have dancing in their culture including American Indians and Alaska Natives. Pow wows are great gatherings where many different dances are done such as the Fancy Two Step, Snake, Buffalo and Gourd dances.

The Southern Plains tribes, Kickapoo, Potawatomi, Sac and Fox, Creek and Choctaw of Kansas, Louisiana, Missouri, Oklahoma, Nebraska and Texas are thought to have started the tradition of the Pow wow.

What to have ready:

- American Indian/Alaska Native tribes map.
- Pictures of American Indian Pow wows.
- A parent to talk about Pow wow gatherings and to show ceremonial dress, if possible.

Steps:

1. Gather the children in a circle around the map.
2. Ask the children if they like to dance; ask for volunteers to tell you what kind of dancing they like.
3. Ask if anyone knows where the music or dance comes from that they like.
4. Ask for volunteers to tell you of any other kind of dancing they know about, especially from other cultures or countries.
5. Ask the children where on the map they live.
6. Ask them to tell you about any tribal dancing that they do with their family or at gatherings.
7. Talk about how dancing is in all cultures of the world and in all American Indian/Alaska Native tribes.
8. Show pictures of Pow wows; ask if anyone knows what they are.
9. Show them a map where the tradition of Pow wow began and name some of the tribes who started it.
10. Ask for volunteers to tell you what a Pow Wow is and what kind of dancing they do there.
11. Play several different songs with varied beats. Ask the children to take turns in leading the class to their own dance. Give each child 5-10 minutes to lead. Rotate children each day so that at the end of the week all children have had a turn.

Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 2: ANIMAL WALKS

Learning Objectives: Exercise with fun and creative Animal Walks

Approximate Time: 5-15 minutes

Instructions: Have one child at a time lead the others around the room performing an animal walk of their choice, selecting from the list below or a choice they create.

Crab Walk – Hands and feet on the ground while facing the ceiling. Move hands and feet like a crab.

Bear Walk – Hands and feet on the ground, facing the floor. Move right hand and right foot forward together; then left hand and left foot.

Cat Walk – Hands and feet on the ground, facing the floor. Move right hand and left foot forward at the same time, then left hand and right foot.

Funky Chicken – Walk with knees bent and flap them in and out sideways while arms are bent and elbows are flapping back and forth.

Sea Crawl – Lie face down and support and raise your upper body straight up with your arms extended. Walk with your hands while dragging your legs.

Kangaroo Hop – With arms bent close to the chest and hands curled in front hop forward with feet together.

Frog Leap – Squat down with knees out to the sides of your arms and leap forward.

Caterpillar – With hands and feet on the ground, inch along like a caterpillar.

Elephant Walk – Use one arm as a "trunk" extending from your mouth and nose; slouch forward and walk heavy.

Bunny Hop – Put hands and feet on the floor – hands in front. Hop with feet close to hands then hop with hands out in front again.

Injured Wolf – Move using only three limbs, hold the injured limb off the ground. The injured limb could be an arm or a leg.

Adapted from Pathways Modified American Indian Games

LESSON GAME 3: BALANCING LIKE A TREE

Learning Objectives: Children will learn to balance on one foot; they will experience exercise as fun and that it works together with food to make you healthy.

Background: Remind the children that eating and exercise go together; when you eat, you should also plan to move your body. Eat daily, move daily and slowly work up to one hour of exercise daily.

Posing as a tree teaches balance and focus, it helps strengthen the stomach muscles, legs, hips and ankles. It stretches the arms and chest.

Each child can pretend they are a tree of their choice.

What to have ready:

A space large enough for all the children to stand at an arms length from each other.

Steps: (lead the children in the following steps)

1. Have the children stand with their arms stretched out at their sides. Have them move their arms in a circle to make sure everyone has room to stretch out their arms.
2. Tell the children to drop their arms and stand tall like a tree, with feet together. Make sure they plant their feet into the 'earth' and keep their weight even on both feet.
3. Have them lift their right foot up and bend the knee placing their right leg across their left leg no higher than the knee.
4. Tell them to find their balance by staring at something directly in front of them.
5. Have them breathe in and raise both arms up above their heads.
6. Tell them to press the palms of their hands together and bend their elbows. Their ears and arms should line up.
7. Count three breaths while they hold their pose. Remind the children to try to keep their balance.
8. Have them lower their hands and arms slowly. Repeat these steps using their left leg.

Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 4: BALL TOSS

Learning Objectives: Children will learn coordination as they practice tossing and catching (manipulating action) while walking (traveling action).

Background: Walking is a healthy and fun form of exercise. Tossing and catching is excellent for hand-eye coordination and exercise. It can be done outside or inside in a safe area with an adult present.

What to Have Ready: The play area must be a clear and safe area. Have one ball for each pair of children.

Steps:

1. Gather the children together in a circle.
2. Ask two children to help you model the correct catching and tossing underhand method.
3. Have the two children stand five (5) feet apart. Hand one ball to one child.
4. Tell the child to toss the ball to their partner and count one (1). Have the child catching the ball toss it back and count two (2).
5. **Stop.**
6. Pair off all the children and have them stand five (5) feet apart. Hand one ball to one child in each pair.
7. Now tell all the children it is time to start the game when you say "go."
8. Ask the children if they can catch the ball at least five (5) times without dropping it.
9. Count the number of catches at each toss out loud: 1, 2, 3, 4, 5.
10. If they drop the ball, they have to restart counting at one (1) again.

LESSON GAME 5: BEAN BAG TOSS

Learning Objectives: Children will practice tossing and catching (manipulating action) and walking (traveling action).

Background: Walking is a healthy and fun form of exercise. Tossing and catching is excellent for hand-eye coordination and exercise. It can be done outside or inside in a safe area with an adult present.

What to Have Ready:

The walking area must be level, free of rocks and objects. You will need to mark two (2) stations with cones. Station one is the tossing station. Place assorted colors of bean bags for each child in a hula hoop. At station two place the second cone.

Steps:

Gather the children together.

Tell them that you are all going for a walk while playing a tossing and catching game.

Tell them that it is important to listen and not to run at any time.

Lead the children in these steps:

1. Walk to the first cone with the bean bags and hula hoop.
2. Tell the children to form a circle around the hula hoop.
3. Tell the children to pick up one bean bag from the hoop and return to their position.
4. The bean bags may come in various colors. Go over the colors of the bean bags.
5. You or another adult will demonstrate the correct tossing technique.
6. Have three (3) children try to toss their bean bag into the hoop while saying the color of the bean bag out loud.
7. Ask them to pick up the bean bag and return to their position.
8. Repeat this until all the children have had their turn.
9. Repeat until all the children have practiced tossing at least three (3) times.
10. Ask the children to carry their bean bag to the next station.
11. Pair the children and have one child put their bean bag on the ground/floor.
12. Have children stand opposite each other and practice tossing and catching.
13. Repeat these steps.

LESSON GAME 6: BIRD GAME

Learning Objectives: Children will practice walking (traveling action), jumping, and bending (stabilizing action). They will also learn healthy and fun movements and behaviors during this game.

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside with an adult present. The play area must be clear and safe.

Steps:

1. **Crow.** What color is a crow? Black. What kind of noise do they make and how do they move? Kaw, kaw, kaw and they fly. Let's fly around the room like a bird by raising both of our arms to our shoulders.
2. **Chicken.** What color is a chicken? They come in many colors like white, black, and brown. Let's do a funky chicken walk by slowing bringing your knees together and putting your thumb under your underarms.
3. **Blue Bird.** What color is a blue bird? They are blue and they fly with their wings. Let's fly around the room like a blue bird and chirp, chirp, chirp like a blue bird.
4. **Ostrich.** What color is an ostrich? It is brown with a white head and neck. They make a hissing sound like a cat when they are mad. They move around with their legs. Let's walk around the room and hiss like an angry ostrich.
5. **Peacock.** What color is a peacock? They have feathers in many colors – green, blue, white, black, and brown. They make sounds that almost sound like help, help, help.
6. **Road Runner.** What color is a road runner? It is mostly brown. It makes a meep, meep, meep, meep sound and it runs very fast. Let's run in place like a road runner.
7. **Owl.** What color is an owl? They are mostly brown. What noise does an owl make? Whoo, whoo, whoo. Let's fly around the room while making an owl sound.
8. **Eagle.** What color is an eagle? Mostly black and some eagles have a white head. They soar in the sky. Let's fly around the room like an eagle.
9. **Rooster.** What color is a rooster? They come in many colors like black, brown, white, tan. They make cock-a-doodle-doo sounds. Walk around like a rooster and make cock-a-doodle-doo sounds like a rooster.
10. **Duck.** What color is a duck? Yellow. They make sounds like quack, quack, quack, quack. Move around the room like a duck while making quacking sounds.
11. **Turkey.** What color is a turkey? They are brown and black with a red head. They make sounds like gobble, gobble, gobble. Let's all walk around the room and make gobble sounds like a turkey.
12. **Goose.** What color is a goose? They are mostly white. They make sounds like honk, honk, honk. Let's flap our arms and walk around the room and make honk, honk, honk sounds.
13. Continue the game naming other animals with the group.

LESSON GAME 7: CLAPPING AND LEARNING BODY PARTS

Learning Objectives: Children will practice walking (traveling action), jumping, stretching, and bending (stabilizing action). The children will also learn the body parts during this game.

Background: Walking is a healthy and fun form of exercise. It can be done either inside or outside in a safe area with an adult present and probably participating.

What to Have Ready: The play area must be clear and safe.

Lead the children in the following steps:

Gather the children in a circle.

Tell the children they are going to play a game called **Clapping and Learning Body Parts**.

When I say "GO" we will start walking in place and clapping.

1. "GO!" Clap, clap, clap. Touch your **head**.
2. Clap, clap, clap, touch your **ears**.
3. Clap, clap, clap, touch your **cheeks**.
4. Clap, clap, clap, touch your **shoulders**.
5. Clap, clap, clap, touch your **chest**.
6. Clap, clap, clap, touch your **stomach**.
7. Clap, clap, clap, touch your **hips**.
8. Clap, clap, clap, touch your **thighs**.
9. Clap, clap, clap, touch your **knees**.
10. Clap, clap, clap, touch your **ankles**.
11. Clap, clap, clap, touch your **toes**.
12. Clap, clap, clap, **jump up and down**.

LESSON GAME 8: COLOR TAG

Learning Objectives: Children will practice walking (traveling action), jumping, and bending (stabilizing action). They will also learn healthy and fun movements and behaviors during this game.

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside in with an adult present. The play area must be clear and safe.

Steps:

1. Place different colors of hula hoops and balls around the room or an outside play area.
2. Gather the children in a circle and tell them they will be playing color tag. You have placed various colors of hula hoops, balls, and paper around the room. When you call out a color, instruct the children to touch a ball or hula hoop or colored paper of the color you called out.
3. Once they are touching the right color, have them say the color out loud and have them raise their hand until you are sure all the children are done.
4. Continue this game until you have exhausted all the colors.

IHS Health Promotion Disease Prevention (HPDP) Program: Alberta Becenti

LESSON GAME 9: CREATIVE WALKS

Learning Objectives: Children will practice walking (traveling action) and jumping. The children will also learn creative walks during this game.

Background: Walking and jumping are healthy forms of exercise.

What to have ready: Clear a path around the boundary or outer periphery of the room.

Steps: Gather the children in a circle. Demonstrate each of the movements. Have one participant at a time lead the others around the room performing a walk of their choice.

1. **Jump** – Propel body up and move forward with both feet together.
2. **Criss-Cross** – Walk by crossing each foot over the midline of the body.
3. **Heel-Toe** – Walk exaggerating heel-toe motion.
4. **Toe-Heel** – Walk by putting toes down first, then the heels.
5. **Low-Profile** – Walk keeping knees bent and staying low.
6. **High-Profile** – Walk with nose in the air as tall as you can.
7. **Grapevine** – Walk sideways to the left, crossing feet in front, reverse direction and walk sideways to the right, crossing feet in back.
8. **Have participants invent their own walk, name it and teach it to the others.**

Adapted from Pathways Modified American Indian Games

LESSON GAME 10: FOLLOWING TRACKS

Learning Objectives: Children will practice walking as a good exercise.

Background: Walking is a healthy and fun form of exercise. It can be done in a safe area with an adult.

What to have ready:

A safe area where children can walk, either inside or outside.

Homemade paper animal tracks laid down in large, closed-loop paths for the children to follow.

Place tracks on the ground in paths so children can walk the tracks or paths.

Several different animal tracks can be used and children may walk like the animal they are following.

Steps:

1. Gather the children together.
2. Tell them that you are going to be following animal tracks. They need to stay on the path made by the tracks and be careful not to bump into each other.
3. Have the children form lines before each path.
4. Let them walk their path for at least (ten) 10 minutes. If there's time, let each group try a different path.

Optional:

You may want to make animal sounds as you walk.

You can play music while they walk to encourage different kinds of movement.

Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 11: FOLLOW THE LEADER AND YOU ARE THE LEADER

Learning Objectives: Children will practice walking, running (traveling actions) and throwing (locomotor skill). Self-esteem of the children will be enhanced as each child gets to be a leader. Walking, running, throwing and stretching are healthy and fun forms of exercise. The children will take turns leading the exercise.

What to have ready: The play area must be clear and safe. Identify the boundaries with four (4) cones.

Teaching Cues: Ask each child to think of an animal they would like to be. Ask them to try to stay in line behind each other. Try to give everyone a turn being the leader. Thank the children for being good leaders.

Steps:

1. Gather the children in a single line.
2. The first person in the line will be the leader and will pick which animal to imitate.
3. We will all follow them and act like the same animal. When they have gone around the space once; they will move to the end of the line.
4. The next one in line will become our new leader and will pick a different animal to imitate.

Lead the children in the following steps: Demonstrate by picking a rabbit (or any other animal); hop and place your arms above your head like rabbit ears. Some ideas are given below to share with the children, if they need help picking an animal.

1. **Cat:** Stretch in all directions. Meowing is okay.
2. **Seal:** Clap hands while walking forward. Barking like a seal is okay.
3. **Hippopotamus:** Take big slow steps.
4. **Mouse:** Take small quick steps. Wiggle hands and finger to add to the effect of the feet moving like a mouse.
5. **Dog:** Pretend to throw a stick and chase the pretend stick.
6. **Snake:** Wiggle arms like a snake and walk.
7. **Cheetah Cub:** Run. Pretend to run after a rabbit.
8. **Polar Bear:** Use swimming motions as you walk. Pretend you are swimming to an iceberg.

Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 12: FRUITS AND VEGGIES

Learning Objectives: Children will practice walking (traveling action), jumping, and bending (stabilizing action). They will also learn healthy and fun movements and behaviors during this game

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside with an adult. The play area must be clear and safe.

Steps: Tell the children that today we are going to learn about the shapes and colors of different fruits and vegetables that we should eat every day.

1. Please form a big circle and listen very carefully.
2. **Tomato.** What color is a tomato? What shape is a tomato? Tomatoes are red and round. Let's form a big round circle with our arms above our heads.
3. **Broccoli.** What color is broccoli? Broccoli is green and looks like a tree. Let's form a V-shape with our hands and wiggle our fingers and walk around the room.
4. **Banana.** What color is a banana? Bananas are yellow and they are long. Let's get on the floor and do a banana stretch with our bodies by bringing both of our arms above our heads and stretch.
5. **Apple.** What color is an apple? An apple is red and round. Let's form a big circle with our arms above our heads and walk around the room. There are also green and yellow apples.
6. **Carrots.** What color is a carrot? Carrots are orange and they are long. Let's do a carrot stretch by reaching with both our hands toward the ceiling and stand on our tip toes.
7. **Watermelon.** What color is a watermelon? Watermelon is green and long and oval. Let's form long oval shapes with our arms above our heads and walk around the room.
8. **Turnips.** What color is a turnip? Turnips are red and round. Let's do a turnip stretch by sitting on the floor and reaching for our ankles with both of our hands.
9. **Cauliflower.** What color is a cauliflower? Cauliflower is white and looks like a tree. Let's form a V-shape with our hands and wiggle our fingers and walk around the room.
10. **Avocado.** What color is an avocado? An avocado is green and oval in shape. Let's get down on the floor and lay on our backs to form an oval shape with our legs.
11. **Grapes.** What color is a grape? They are green or purple and are small and round. Let's form a round shape above our heads with our arms. Put the grapes on the floor and let's pretend that we are smashing the grapes with our feet. Tramp, tramp, tramp.
12. **Pear.** What color is a pear? Pears are green and they are round on the bottom and pointed at the top, which together is also known as a pear shape. Let's form a pear shape by standing shoulder width apart. Then bring your arms up to your sides and above your heads with your palms facing together and hands pointed toward the ceiling.
13. Be creative and add another fruit or vegetable.

LESSON GAME 13: FUN ABC MOVEMENTS

Learning Objectives: Children will practice twisting (manipulating action), walking (traveling action) and bending, shaking, balancing and twisting (stabilizing actions).

Background: Walking is a healthy and fun form of exercise. It can be done in a safe area with an adult present.

What to Have Ready: The outdoor play area must be level, free of rocks and objects.

Steps: Gather the children together. Tell them you are going to practice the ABCs and to do it with exercise. Tell them that it is important to listen and not to run at any time.

Lead the children in the following steps:

1. **A is for Arms.** Let's raise our arms to the side and do big forward arm circles. Let's count together to do three (3) arm circles, 1, 2, 3. Alternate by doing big backward arm circles, 1, 2, 3. Bring both arms down to your sides.
2. **B is for Body.** Let's shake our whole body. Count loudly: 1, 2, 3, 4, 5. Stop.
3. **C is for Clapping.** Bring your hands together to clap. Clap five (5) times while counting out loud: 1, 2, 3, 4, 5.
4. **D is for Dodging.** Let's dodge the low flying birds. There's one bird, Dodge! Another bird, Dodge! And another bird, Dodge again!
5. **E is for Ears.** Stand straight, look forward and bring your shoulders up to your ears. Let's count together as you bring your shoulders up to your ears. Let's count together: 1, 2, 3, 4, 5. Stop.
6. **F is for fingers.** Raise both of your arms up towards the front and wiggle your fingers.
7. **G is for galloping.** Let's gallop around the room (demonstrate the gallop).
8. **H is for head.** Turn your head to the right and wave with your right hand. Turn your head to the left and wave with your left hand.
9. **I is for Ice.** Let's pretend we are in an icy cold room. Rub your right hand on your left arm to stay warm. Rub your left hand on your right arm to stay warm. Rub both arms.
10. **J is for Jumping.** Let's do five (5) jumps: 1 jump, 2 jumps, 3 jumps, 4 jumps, 5 jumps.
11. **K is for Kicking.** Kick out with your right leg. Kick out with your left leg. Repeat three (3) times.
12. **L is for Leg.** Stick out your right leg and wiggle your foot. Stick out your left leg and wiggle your foot.
13. **M is for Marching.** Let's march in place by alternate bringing up your right leg and then your left leg, trying to bring your knees up high with each step.
14. **N is for Nose.** Bring up your right hand and touch your nose. Then bring your right hand back down to rest at your side. Now, bring up your left hand and touch your nose. Wiggle your nose. Great job!
15. **O is for Over.** Let's step forward and over the imaginary sleeping cat, alternate your feet and repeat this exercise.
16. **P is for Palms.** Bring your palms together and count to five (5) together (count 1, 2, 3, 4, 5).

17. **Q is for Quack.** What kind of animal quacks? Yes, it is a duck. Let's walk around the room like a duck and quack.
18. **R is for Running.** Let's run in place.
19. **S is for Stretching.** Let's stretch out like a cat by bringing up both of your arms towards the ceiling and standing on your tippy toes. Repeat two (2) stretches.
20. **T is for Twisting.** Let's twist at the waist by standing and looking straight ahead. Bring your arms up to your side and twist to your right, bring your arms back to the front, and then twist to your left. Good job!
21. **U is for Up.** Let's reach up to the ceiling (or sky) with both hands. Reach up high, then bring down your arms and relax. Repeat 3 times.
22. **V is for Victory.** Let's show a victory sign by bringing your hands and palms together in front of your chest and say yea! Show a victory sign to the right chest and then a victory sign to the left chest, and each time say yea!
23. **W is for Walk.** Let's walk in place and count to five (5) together (1, 2, 3, 4, 5).
24. **X is for the letter X.** Let's form the letter X with our bodies by extending our arms and legs to make an X shape.
25. **Y is for Yo-Yo.** Let's pretend that we are playing with a yo-yo by bringing your right hand slightly above your waist and forming a fist. Make movements as if you are playing with a yo-yo. Switch over to the left hand and repeat the yo-yo movements.
26. **Z is for Zigzag.** Let's follow the leader by walking in a zigzag around the room.

LESSON GAME 14: GARDEN STRETCH

Learning Objectives: Children will practice stabilizing action (stretching); space awareness (self-space); relational awareness and association (pretense),

Background: Fun, simple stretches prior to beginning your day are a healthful way to live.

What to have ready: Clear a path around the boundary of the room. Have each child check to see if they have adequate personal space by stretching out their arms and turning in a circle. Have them bring their arms to their sides.

Steps: Tell each child to pick out a favorite plant, flower or vegetable before beginning this exercise; or have each child think of a plant or vegetable they would like to be in a garden. Once they have one in mind, you may ask what plant, flower or vegetable they chose, and then how did their selection start?

Yes, that's right, each one started as a seed!

1. **As a Seed** – Have them all kneel, slowly sit back on bent legs, bend from the waist down to the floor; rest heads on their knees or the floor, whichever is most comfortable. Tell them that in this position they are a seed in the ground waiting to grow.
2. **Essentials to begin** - Tell them they have just been watered and the sun is out and shining; now they are beginning to grow.
3. **Sprout** – Slowly have them raise their heads; using their hands to support themselves, have them slowly stand up; now they are a seed sprouting from the ground.
4. **Grow** – When they are standing up; have them plant their feet slightly apart and begin to slowly raise their hands above their heads; now they have sprouted and are ready to grow.
5. **Reach** – They are reaching for the sun; have them reach as high as they can comfortably reach and keep their balance; now they are growing tall.
6. **What's happening? A rain cloud? A storm? Dance** – Shake the rain off your leaves (arms out to the side; shake your arms up, down and around).
7. Shake the rain off your stem (stomp in place while alternating feet).
8. Shake and stomp at the same time (dance).
9. **What's happening? The wind is blowing!** - Sway from side to side (feet slightly apart).
10. **What's happening? The sun is out again! The storm is over! Reach** – Reaching for the sun; have them reach as high as they can comfortably reach and keep their balance.
11. Tell them they are now part of a beautiful garden, ready to grow together, ready for the day; then slowly have them following the next steps:
12. **Breathe** – take in a deep breath as a new plant, or flower; lower arms from above the head to shoulder level.
13. Exhale while lowering arms.
14. **Breathe** – take in another deep breath to celebrate the day; lower arms from shoulder level to rest at their sides.

15. Exhale while lowering arms.
16. **Breathe** – take in another deep breath and exhale slowly.

You may use names of plants in your cultural region, or use your native language to moderate the story as you prepare the children for their day in the garden of life.

IHS Head Start Program - Cecelia (Sea) Shorty

LESSON GAME 15: HAPPY AND YOU KNOW IT!

Equipment Required:

CD player
30 Party songs CD, Track 3



Before the lesson: Ensure there is adequate space for children to move safely and as they please.

Learning Objective: For children to accumulate at least 5–10 minutes of structured physical activity.

Enrichment: Talk to children about emotions. Discuss how we express different emotions in different ways.

Read "Happy and You Know It" By David A. Carter.

Activity Time: 5–10 minutes

Purpose: The purpose of this lesson is for children to be active. Preschool children should accumulate at least 60 minutes of structured physical activity every day and 60 minutes of unstructured physical activity every day.

How to Play: Instruct children to stand in a place where they can't reach anyone else.

Teach children to sing the following song and encourage them to move as the words of the song describe. You can also play the track "If You're Happy and You Know It" included on 30 Party songs for the children to sing along with.

Lyrics:

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

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

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 [clap clap]

If you're happy and you know it, stomp your feet [stomp stomp]

If you're happy and you know it, stomp your feet [stomp stomp]

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

If you're happy and you know it, stomp your feet [stomp stomp]

If you're happy and you know it, shout "Hurray!" [hoo-ray! throw hands in air]

If you're happy and you know it, shout "Hurray!" [hoo-ray! throw hands in air]

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

If you're happy and you know it, shout "Hurray!" [hoo-ray! throw hands in air]

If you're happy and you know it, do all three [clap-clap, stomp-stomp, hoo-ray!]

If you're happy and you know it, do all three [clap-clap, stomp-stomp, hoo-ray!]

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

If you're happy and you know it, do all three [clap-clap, stomp-stomp, hoo-ray!]

You can be creative by adding other verses, such as the following verses or ask children to contribute their ideas for verses.

If you're happy and you know it, turn around [turn around on the spot]

If you're happy and you know it, shake your hands [shake hands]

If you're happy and you know it, wiggle your ears [wiggle your ears]

If you're happy and you know it, jump for joy! [jump on the spot once]

If you're happy and you know it, touch your toes [bend over and touch toes]

You can also substitute different emotions and actions.

Remind the children: Today we moved our bodies to music. We need to move our bodies regularly to make our muscles, bones, heart and brains grow strong and healthy. We should practice moving every day.

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LESSON GAME 16: HAPPY CAMPERS

Learning Objectives: Children will practice walking (traveling action), jumping, and bending (stabilizing action). They will also learn healthy and fun movements and behaviors during this game.

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside with an adult present. The play area must be clear and safe.

Steps:

1. Have the children form a circle and tell them that they will be playing "Happy Campers" and that it is important for them to listen.
2. Is everyone ready to go camping? Let's march, march, march to the campground by swinging your arms and marching in a circle.
3. Let's put up our tents by pounding in the poles for our tents. Raise your left arm in front of your body and form a fist to hold your pole. Use your right hand to hammer the poles into the ground.
4. Now that our tent is up, let's go marching down to the lake to go fishing.
5. Let's get into the boat to go rowing out into the middle of the lake. Let's row, row, and row our paddles to get to the middle of the lake by doing a rowing motion with our arms.
6. Let's use our fishing pole to catch our fish. Hush, we must be very, very quiet to catch our fish. Yay, one fish, two fish, three fish, four fish, five fish, six fish, seven fish.
7. Enough fish, let's row, row, row our boat back to shore and cook our fish. Let's count to ten as we are rowing back to shore. One, two, three, four, five, six, seven, eight, nine, ten.
8. Yay! We made it. Take your bag of fish to the campground. Now, we must gather firewood to cook our fish.
9. Review the four directions (East, South, North, West) of the room with the group.
10. Let's all walk to the north corner of the room to gather some wood. Bend over and pick up three (3) pieces of wood. Count out loud as you are picking up the wood. One, two, three.
11. Let's all walk to the south corner of the room to gather more wood. Count out loud as you pick up five (5) pieces of wood. One, two, three, four, five.
12. Let's carry our wood back to the camp by marching back.
13. Put the wood down and let's go swimming while someone cooks the fish.
14. Walk to the lake. Let's swim in the lake. Raise both arms in swimming motion. Let's swim backwards; rotate your arms in a backward motion.
15. Let's march back to the campground.
16. Let's gather around the fire to warm up our hands and share animal stories.
17. We are going to imitate the different animals in the woods.
18. A bear. What noise does a bear make? Growl. How does a bear walk?
19. An owl. What noise does an owl make? Whoo, whoo, whoo. How does an owl move? They fly. Spread your arms out and fly like an owl.
20. Be creative and name another animal you will find in the woods.
21. That is the end of our story. Let's all go eat the wonderful fish to give us some energy and nourish our bodies.

LESSON GAME 17: HEALTHY DRINKS

Learning Objectives: Children will practice walking (traveling action), jumping, and bending (stabilizing action). They will also learn about healthy drinks and participate in fun movements and behaviors during this activity.

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside with an adult. The play area must be clear and safe.

Steps:

1. Gather the children together and tell them that they are going to learn about drinks and fun movements that keep our body healthy. Ask them to listen very carefully.
2. **Milk.** What color is milk? Milk is white. Let's all find something white in the room and touch it. Milk keeps our bones healthy so we can run and move. Have the students march in place.
3. **Water.** What color is water? Water is clear, we can see through water. Water keeps our body healthy, keeps our muscle strong, cools down our body when we are hot, and keep our joints healthy, so we can march, run, and hop. Have the children march, run, and hop in place.
4. **Tomato Juice.** What color is tomato juice? Tomato juice is red. Let's all find something red in the room and touch it. Tomato juice helps keep our bodies strong and healthy, so we can dance, move our arms, and take a frog leap.
5. **Grapefruit Juice.** What color is grapefruit juice? Grapefruit juice is yellow. Let's all find something yellow in the room and touch it. Grapefruit juice helps keep our bodies strong and healthy, so we can swim, and catch and toss a ball.
6. **Orange Juice.** What color is orange juice? Orange juice is orange. Let's all find something orange in the room and touch it. Orange juice keeps our bones strong, so we can jump. Have the children jump in place for a count of 5.
7. **Apple Juice.** What color is apple juice? It is clear the color of honey. Let's all find something that is honey colored. Apple juice keeps our bodies strong, so we can touch our head, knees, and toes, head, knees, and toes.
8. Name another healthy drink that keeps your body strong.

LESSON GAME 18: HEALTHY ME

Learning Objectives: Children will practice walking (traveling action), jumping, and bending (stabilizing action). The children will learn the names of various body parts and the number three (3) in this game.

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside in a safe area with an adult present.

What to Have Ready: The play area must be clear and safe.

Steps:

1. Gather the children in a circle.
2. Tell the children they are going to play a game called "**Healthy Me.**"
3. Let's sing, I want to be healthy. I want to be healthy. I want to be healthy.
4. I want to keep my **legs** healthy by walking (**repeat 3 times**).
5. I want to keep my **arms** healthy by moving my arms in a circle (**repeat 3 times**).
6. I want to keep my **hands** healthy by moving my hands (**repeat 3 times**).
7. I want to keep my **feet** healthy by hopping up and down (**repeat 3 times**).
8. I want to keep my **body** healthy by moving my arms like a bird (**repeat 3 times**).
9. I want to keep my **body** healthy by **kicking** with my **right foot**. I want to keep my **body** healthy by **kicking** with my **left foot** (**repeat 3 times**).
10. I want to keep my **body** healthy by **clapping** my **hands** in the air 3 times (**repeat 3 times**).
11. I want to keep my **body** healthy by **touching** my **toes** with my **hands** (**repeat 3 times**).

IHS Health Promotion Disease Prevention (HPDP) Program: Alberta Becenti

LESSON GAME 19: HOME

Location: Inside or Outside Activity

Learning Objectives: After this lesson children will have accumulated at least 5-10 minutes of structured physical activity, listened to and followed instructions carefully, and improved their locomotor skills.



Teaching Tips:

- Gauge what movements are developmentally appropriate for children.
- Tell children that if they touch anyone else while playing, they will be frozen still.
- Teacher Cue "Keep away from others."
- Teacher Cue "Watch where you are going."

What to Have Ready: Equipment: none. This lesson may work best outside or in a large indoor space, free from furniture, etc.

How to Play:

This game can be played differently each time and calls for the teacher to give various instructions to children. The children should be standing in a space where they can't touch anyone else.

Give children various instructions such as the ones listed below. You can be creative and develop your own.

Steps:

1. Show children how to make a **HOME** (hands over head with palms pressed together; legs apart).
2. Tell children that this will be their **HOME**.
3. Leave your **HOME** and touch 2 chairs. Return to your **HOME**.
4. Leave your **HOME** and hop to the nearest table. Return to your **HOME**.
5. Leave your **HOME** and crawl to where you can touch something red. Return to your **HOME**.
6. Leave your **HOME** and walk to the fence as fast as you can. Return to your **HOME**.
7. Leave your **HOME** and find a partner. Clap hands. Return to your **HOME**.

MODIFICATION: Have all the HOMES in the same area create a **HOMETOWN**.

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LESSON GAME 20: LAKOTA RELAY RACE

Learning Objectives: Children will practice walking (traveling action), jumping and bending (stabilizing action).

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside in a safe area with an adult present.

What to Have Ready: The play area must be clear and safe.

Steps:

1. Gather the children in a circle.
2. Tell the children they are going to play a game.
3. This game is called the **Lakota Relay Race**. The northern Indian Tribes once played this game to get their warriors ready.
4. Today, we are going to run through the forest, swim across the river, and climb the mountain.
5. Let's get ready by **marching in place**.
6. As soon as I signal "Go" **jog in place**.
7. "**Go**" let's jog in place. There's the **forest** up ahead. **Move your arms** to push the tree branches back.
8. Let's keep jogging. I see a **river** up ahead. **Let's swim** across the river by moving our arms in a forward swimming motion.
9. We've crossed the river. Let's **start jogging** again.
10. I see a **mountain** up ahead. **Let's climb** the mountain by moving both our arms up and down. Raise your legs up and down along with your arms.
11. We've reached the top. Let's **start jogging**. Move faster.
12. There is another **river** ahead. **Let's swim** across this river.
13. We've crossed the river. Let's **start jogging**.
14. There is the **forest** up ahead. Remember to **push** the **leaves** and **branches** back. **Keep jogging** through the forest.
15. I see very **low branches** up ahead we will have to **crawl** by getting down on our knees and hands.
16. **Keep crawling**, we are almost there.
17. We've **passed** through the **low branches**, let's **start jogging**.
18. We are almost there. Yay! We made it.

Adapted from Pathways Modified American Indian Games

LESSON GAME 21: MONKEY PLAY

Learning Objectives: Children will practice walking (traveling action), jumping and stretching.

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside in a safe area with an adult present.

What to Have Ready: The play area must be clear and safe.

Steps:

1. Gather the children together in a circle.
2. Tell the children they are going to play a game.
3. "We're going to follow the leader in a circle. Bring your arms up to your side and have your hands slightly bent at the wrist. Walk like a monkey by shifting your weight to the right and left feet, while making monkey sounds."
4. Stop. Reach for the bananas in the trees and let's count together out loud.
5. Reach with your right hand, 1 banana; reach with your left hand, 2 bananas; reach with your right hand, 3 bananas; reach with your left hand, 4 bananas; reach with your right hand, 5 bananas.
6. Jump up and down with your arms up to your side and have your hands slightly bent toward the floor. Count to 5 together while jumping: 1 jump, 2 jumps, 3 jumps, 4 jumps, 5 jumps.
7. Now, let's all do a monkey hop. Hop on one foot three (3) times. Count out loud together: 1 hop, 2 hops, 3 hops.
8. Switch to your other foot and hop 3 times. Count out loud: 1 hop, 2 hops, 3 hops.
9. Now, let's do the happy monkey dance by raising both of your arms toward the sky and moving your feet in a dancing motion. Make monkey noises while doing the monkey dance. Count to five (5) together while doing the monkey dance: 1, 2, 3, 4, 5.
10. Let's do the monkey swing by raising both of our arms up above your head. While walking alternate moving your right arm and then your left arm forward. Count together out loud to five (5) while making the swinging motion with your arms. Stop.
11. Let's do the monkey stretch by reaching up towards the ceiling with your arms and bringing them back down to your sides and relaxing. Repeat five (5) times.

LESSON GAME 22: MUSICAL STATUES

Purpose: The purpose of this lesson is for children to be active.

Learning Objective: For children to accumulate at least 5-10 minutes of structured physical activity. Preschool children should accumulate at least 60 minutes of structured physical activity every day and 60 minutes of unstructured physical activity every day.



Equipment Required:

- CD player
- Music of your choice

Before the lesson: Ensure there is adequate space for children to move as they please.

Enrichment: Have children identify all the colors of the rainbow. Ask them to choose their favorite color.

Steps: Play lively music while children perform the following activities. Encourage children to use their entire bodies.

1. Make a river in front of you: Make a winding river in front of your body with your hand and arms.
2. Make a rainbow over your head: With your arms, make an arc over your head, lean to the right and rest, then bring your arms back over your head; lean to the left and rest, then bring your arms back over your head.
3. Make waves in the ocean: Encourage the children to make large waves in front of them with their arms and hands.
4. Pull out a fish: Pretend to hold a fishing rod and lean back as if you've caught a huge fish.
5. Make a rainbow go over your body: Beginning in a squatting position with hands resting on knees, straighten up slowly bringing your arms up over your head. Repeat this motion.
6. Make a tornado: Spin around slowly.
7. Be a horse: Gallop around the classroom.

Remind the children: Today we moved our bodies to music. We need to move our bodies regularly to make our muscles, bones, heart and brains grow strong and healthy. We should practice moving every day.

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Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 23: MY NAME IS...

Equipment: Medium-sized balls or beach balls

Before the lesson: Tell children they are will play a game that helps them learn each other's names.



Learning Objectives: With this lesson children will accumulate at least 5–10 minutes of structured physical activity, begin to learn each other's names, become comfortable speaking to their classmates, and improve their manipulative skills.

Enrichment: Talk about where names come from and how that can include other names in the children's families. This is a good time to talk about American Indian names in Native Communities, if appropriate.

Set Up For Success: Demonstrate how to roll the ball along the floor in a controlled manner. Children should use two hands and look toward where they are directing the ball. If a rubber ball is too difficult for children to manage, use an inflated beach ball. If children are unable to move the ball across the circle, make the circle smaller by asking children to move in closer to each other.

How to Play: Children form a circle and sit on the floor. One child starts with a ball and pushes/rolls the ball along the floor toward another child in the circle. The child who retrieves the ball says his name out loud and rolls the ball to another child. Then, the child who retrieves the ball states his or her name, and the game continues.

More Challenging: Once each child has mastered the game, add another ball to the circle. Tell children not to let the balls crash in the middle of the circle!

Teaching Tips: Ensure that all the children in the circle get a turn. Watch out for children who snatch the ball from others and explain to them that they should each take their turns.

Teaching Cues:

Say your name clearly and loudly so your friends can learn your name!

Keep your eye on the ball(s).

Roll the ball gently along the ground.

Keep your hands to yourself!

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Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 24: SIMON SAYS

Equipment: None.

Before the lesson: Talk to the children about how to use their listening ears.



Learning Objectives: With this lesson children will:
accumulate at least 5–10 minutes of structured physical activity, improve their coordination skills, identify body parts, and practice listening skills.

Teaching Tips: Encourage children to perform the activity at home with their family and friends.

Cues for Teaching: If I say...

"Simon says touch your toes." Yes, you should touch your toes.

"Jump in place." If children jump when you say this: uh-oh! Wait until Simon says.

Set up for Success: Ensure children have adequate space to perform activity safely.

More challenging: Encourage children to perform more physically challenging tasks as their gross motor skills develop.

How to Play: The teacher performs various movements that the children mimic when given the command "Simon Says do this." However, when the leader says "Do this" without first having said "Simon Says," the children should not move. You are encouraged to first perform various movements that get the child moving; for example:

<i>Touch your toes</i>	<i>Jump in place</i>	<i>Turn Around</i>	<i>Shake a friend's hand</i>
<i>Sit down</i>	<i>Stand up</i>	<i>Wiggle your hips</i>	<i>Circle your arms</i>

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Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 25: TAKING A WALK IN THE WOODS

Learning Objectives: Children will practice walking, traveling actions, stabilizing actions, and manipulating actions.

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside in a safe area with an adult present.

What to Have Ready: The walking area must be level, free of rocks and objects. You may want to mark the path with a cone for each different movement.

Steps:

1. Gather the children together.
2. Tell them that you are going for a walk in the woods.
3. Tell them that it is important to listen and not to run at any time.
4. Before you start the walk, you will demonstrate the different movements for the walk in the woods.

Then, lead the children in these steps:

1. What a beautiful day to take a walk. Today, we are going for a walk in the woods. Let's get started.
2. Let's stay on the path, and have everyone follow in a single file. Let's walk, let's swing our arms back and forth.
3. Oh, oh, what's that up ahead? It's the river. We must swim across the river.
4. Stop! Demonstrate swimming motion by raising both arms parallel to the shoulder and alternate each arm with a forward motion. Repeat five (5) times.
5. Boy, that water was cold!
6. Let's get warm by rubbing our hands on our arms and legs.
7. Let's get back on the path and walk. Walk with your arms slightly swinging back and forth.
8. What is that I see ahead? I see a stream. We must hop from one stone to the other to get across.
9. Let's count the stones as we hop across.
10. One (1) stone, 2 stones, 3 stones, 4 stones, 5 stones.
11. Yay! We made it across. Let's get back on the path and walk. Oh, we must climb through the trees to get back on the path. 12. Push the trees back with your right arm. Push the trees back with your left arm (repeat five (5) times).
13. Now, we are back on the path. Let's walk with our arms swinging back and forth.
14. What is that I see ahead? I see a mountain! We must climb the mountain.
15. Move both arms and legs up and down to climb up the mountain.
16. We're almost there, keep climbing.
17. Whew, we are on top. I see a ranger on the right, let's all wave to the ranger.
18. I see hikers on the left. Let's all wave to the hikers.
19. Let's walk down the mountain. Oh no, we have to get back to the classroom fast to catch the bus.
20. Let's walk faster with your arms swinging back and forth.
21. We're almost there.
22. We made it. Let's all wave to the bus driver.
23. Let's move back into the classroom.

LESSON GAME 26: TAKING A WALK TO SEE THE ANIMALS

Learning Objectives: Children will practice walking, traveling actions, stabilizing actions, and manipulating actions.

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside in a safe area with an adult.

What to Have Ready: The walking area must be level, free of rocks and objects. You may want to mark the path with a cone for each different animal movement.

Steps:

1. Gather the children together.
2. Tell them that they are going for a walk to see the animals.
3. Tell them that it is important to listen and not to run at any time.
4. Before you start the walk, you will demonstrate the movements of each animal you will see.

Then, lead the children in these steps:

1. What a beautiful day to take a walk. Today, we are going for a walk to see the animals. Let's get started.
2. Let's stay on the path, and have everyone follow in a single file. Let's walk, let's swing our arms slightly.
3. Oh, oh, what's that noise in the bushes? **Stop, oh it's a bunny rabbit!** How does a bunny rabbit move?
4. They hop. Let's hop like a bunny rabbit. Let's do some bunny hops.
5. Let's do five (5) bunny hops. 1, 2, 3, 4, 5. Repeat five (5) hops.
6. Wave bye-bye to the bunny.
7. Let's start walking again. Remember to stay on the path in a single file.
8. I hear something, let's be very quiet. **Stop! It is a snake!**
9. Let's watch it move and bend our legs slightly. Put both hands on your legs (thigh) and slightly bend your knees. Repeat three (3) times.
10. Let's move like a snake. Demonstrate by walking in a zigzag fashion.
11. Follow me, let's walk in zigzag fashion and make a hissing noise as we walk.
12. Wave bye-bye to the snake.
13. Let's start walking again. Remember to stay on the path in a single file.
14. Let's be very quiet as we walk.
15. Oh, I see something, it's yellow. It's **a beautiful butterfly.**
16. Let's stop and watch the butterfly.
17. How does a butterfly move? Demonstrate, stand with feet shoulder width apart and bring your arms up with palms facing forward. Bring the arms together to make the motions of butterfly wings fluttering together. Repeat five (5) times as the children walk while making flying motion. 1, 2, 3, 4, 5.
18. Wave bye-bye to the butterfly.
19. Let's start walking again. Remember to stay on the path in a single file.
20. Let's be very quiet as we walk.
21. Oh I see **a buffalo.** Let's scare it away by stomping our feet and clapping our hands.
22. Let's count out loud as we stomp and clap together. Repeat five (5) times. 1, 2, 3, 4, 5.

23. Whew, the buffalo ran off.
24. Wave bye-bye to the buffalo.
25. Let's get back on the path and start walking again. Remember to stay on the path in a single file.
26. We're almost back. Hey, I see **a cat**.
27. Stop, let's stretch like a cat. Demonstrate the movement by raising both arms in the air and reaching for the sky; bring both arms back to sides and relax. Repeat five (5) times. 1, 2, 3, 4, 5.
28. That was the cat stretch.
29. Wave bye-bye to the cat.
30. Let's move back into the classroom.

LESSON GAME 27: THE BANANA STRETCH

Learning Objectives: Children will learn how to do a warm-up stretching exercise.

Background: Stretching is a good warm-up exercise before doing more vigorous exercise. This exercise stretches the chest, belly, hips and legs. It also strengthens the lower back. Assist children by voicing breathing reminders while exercising.

What to have ready: A flat space large enough for all the children to lie down without touching each other.

Steps:

1. Have children reach out their arms to the side and complete a half circle right and a half circle left while standing on floor to make sure they are not touching anyone else.
2. Have an adult lie down on their back and demonstrate the exercise as follows:
3. Lie on your back, grasp right knee and pull it to your chest.
4. Bend your head toward your knee and hold for a count of five; 1, 2, 3, 4, 5.
5. Let go of right knee and slowly lower your leg to the floor.
6. Repeat steps 3, 4, and 5 with the left leg.
7. Have the children lie down on their backs and lead them through the exercise. Repeat three (3) to five (5) times on each side as time allows. Talk children through the activity by voicing breathing reminders while exercising.

Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 28: THE ANTS GO MARCHING

Learning Objectives: Children will practice marching (traveling) and counting to ten. The object of this activity is to get the children moving in a structured manner.

Background: Marching is a healthy and fun form of exercise; movements can be done outside or inside in a safe area with an adult present.

This activity can be set to any good strong marching music or to drum music. On the second part of the verse, they will transition with a: "**STOP**" perform an action, then continue with the second verse, up to ten.

This activity may incorporate native language for numbers and actions and teaches movement, transition, and counting.

What to Have Ready: The marching area must be level, free of rocks and objects.

Steps: Gather the children together. Tell them you are going to practice marching, singing, counting, and listening for action movements. Lead the children in these steps and SING:

1. The ants go MARCHING one by one -- Hurrah! Hurrah! The ants go marching ONE by ONE -- Hurrah! Hurrah!
2. The ants go MARCHING one by one (STOP)! The little one stops to suck his thumb and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**
3. The ants go MARCHING two by two -- Hurrah! Hurrah! The ants go marching TWO by TWO -- Hurrah! Hurrah!
4. The ants go MARCHING two by two (STOP)! The little one stops to tie his shoe and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**
5. The ants go MARCHING three by three -- Hurrah! Hurrah! The ants go marching THREE by THREE -- Hurrah! Hurrah!
6. The ants go MARCHING three by three (STOP)! The little one stops to climb a tree and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**
7. The ants go MARCHING four by four -- Hurrah! Hurrah! The ants go marching FOUR by FOUR -- Hurrah! Hurrah!
8. The ants go MARCHING four by four (STOP)! The little one stops to close the door and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**
9. The ants go MARCHING five by five -- Hurrah! Hurrah! The ants go marching FIVE by FIVE -- Hurrah! Hurrah!
10. The ants go MARCHING five by five (STOP)! The little one stops to take a dive and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**
11. The ants go MARCHING six by six -- Hurrah! Hurrah! The ants go marching SIX by SIX -- Hurrah! Hurrah!
12. The ants go MARCHING six by six (STOP)! The little one stops to pick up sticks and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**
13. The ants go MARCHING seven by seven -- Hurrah! Hurrah! The ants go marching SEVEN by SEVEN -- Hurrah! Hurrah!

14. The ants go MARCHING seven by seven (STOP)! The little one stops to pray to heaven and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**
15. The ants go MARCHING eight by eight -- Hurrah! Hurrah! The ants go marching EIGHT by EIGHT -- Hurrah! Hurrah!
16. The ants go MARCHING eight by eight (STOP)! The little one stops to shut the gate and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**
17. The ants go MARCHING nine by nine -- Hurrah! Hurrah! The ants go marching NINE by NINE -- Hurrah! Hurrah!
18. The ants go MARCHING nine by nine (STOP)! The little one stops to check the time and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**
19. The ants go MARCHING ten by ten -- Hurrah! Hurrah! The ants go marching TEN by TEN -- Hurrah! Hurrah!
20. The ants go MARCHING ten by ten (STOP)! The little one stops to say "The End" and they all go MARCHING down to the ground to get out of the rain. **BOOM! BOOM! BOOM!**

Written by: Unknown/Copyright: Unknown
(For source go to: <http://kids.niehs.nih.gov/lyrics/antsgo.htm>)
Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 29: TICK TOCK GAME

Learning Objectives: Children will practice a variety of body movements and actions.

Background: Walking is a healthy and fun form of exercise. Tossing and catching is excellent for hand-eye coordination. It can be done outside or inside in a safe area with an adult present.

What to Have Ready: The walking area must be level, free of rocks and objects.

Steps: Gather the children together. Tell them you are going to practice marching and listening for and following action movements. Lead the children in these steps:

1. TICK TOCK I believe it is time to MARCH. Children begin to march in place or may move as they march if they are outside in larger area.
2. TICK TOCK I believe it is time to CLAP. Children begin to clap to the beat while marching.
3. The children march and clap to the beat of your voice. TICK TOCK I do believe it is time to STOP.
4. Repeat the activity using the different movements, listed below.

Repeat

This activity can continue using different movements (Hop, Tip Toe, Jump, Swim, free dance, fly, buzz like a bee, buck like a horse, swim like a fish, brush our teeth, shout it is time to do it again) as a marching exercise when inside or when little space is available. This activity can also serve as a good exercise break between activities, or when you need the children to have a refresher break, TICK TOCK can be used for standing/marching at the desk side.

This activity can also be used in many other ways, to get children to move from one space to another.

"TICK TOCK I do believe it is time to form a circle." This can work as a verbal cue for any activity where you need the children to transition to a new location.

Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 30: TRAFFIC LIGHTS

Location: Outside Activity.

Learning Objectives: With this lesson children will:
accumulate at least 5-10 minutes of structured physical activity, and
are introduced to traffic lights, colors and safety



Teaching Tips:

Create signs using red, green and yellow poster paper to be used as signals, rather than calling out the colors.

Hula Hoops are not essential for this activity but can be used around each older child's waist that makes each child a "car."

Teacher Cue: "Don't crash your car!"

Teacher Cue: "Watch where you are driving!"

What to Have Ready: This lesson may work best outside. Set up a track with cones or spot markers for children to move around within. Talk to children about what the colors on traffic lights mean. Tell them to move slowly and watch for other "cars" and to be safe.

How to Play: Explain that each child is a car. The children should have enough room and be standing in a place where they can't touch each other; otherwise, their cars will crash. Give children various instructions such as the ones listed below. Be creative and come up with your own.

Steps:

1. Ask children to turn on their engines and when you call "Green Light," they can GO.
2. Allow them to move around the play space, preferably around a track that you set up with cones or spot markers.
3. When you call out "Red Light" the children will need to STOP. They must STOP immediately. "Green Light" is their signal to GO again.
4. If they are doing well with "Red Light" and "Green Light," you can add "Yellow Light." When you call "Yellow Light" children should SLOW DOWN and get ready to STOP.

UNM PRC/CHILE - The CHILE (Child Health Initiative for Lifelong Eating and Exercise) Project was made possible by a grant from the National Institutes of Health (NIH) through the National Institute of Diabetes & Digestive & Kidney Diseases (NIDDK) grant number 1 R01 DK72958-01. CHILE includes 16 Head Start centers, families, local healthcare providers, and surrounding community including local grocery stores.

Adapted - Head Start PAK Workgroup December 2011

LESSON GAME 31: TURN AROUND GAME

Learning Objective: To encourage movement whenever participants have free time or if they have been sitting for a while.

Background: Activity can be done in a small space and no equipment is needed. This activity is a movement and memory game to enhance participants' skills.

What to Have Ready: Use music to accompany this activity. Ask children to stand with enough room between them so that they will not bump into each other. Begin the game with a slow pace and increase to a moderate pace.

Steps: Ask the children to watch you as you go through the steps and then they should do what you do. Tell them they might be asked to lead the **Turn Around Game** tomorrow.

1. **Clap your hands twice** (Demonstrate, say **Clap, Clap**).
2. **Slap your thighs twice** (Demonstrate, say **Slap, Slap**).
3. **Tap your fists together twice**, with the **right fist** on top (Demonstrate, say **Tap, Tap**).
4. **Tap your fists together twice** with the **left fist** on top (Demonstrate, say **Tap, Tap**).
5. **Open up your left hand and tap that hand with your right fist twice** (Demonstrate, say **Open, Open**).
6. **Open up your right hand and tap that hand with your left fist twice**. (Demonstrate, say **Open, Open**).
7. **Tap your left elbow twice** with your **right fist** (Demonstrate, say **Elbow, Elbow**).
8. **Tap your right elbow twice** with your **left fist**. (Demonstrate, say **Elbow, Elbow**).
9. Now **do all moves together** with the **leader** calling out the **cues**.

CLAP, CLAP

SLAP, SLAP

TAP, TAP

TAP, TAP

OPEN, OPEN

OPEN, OPEN

ELBOW, ELBOW

ELBOW, ELBOW (Repeat sequence)

Variation: The Turn Around Game

1. Ask the children to use their **feet**.
2. **Stomp twice** with their **right foot**. (Demonstrate **stomp, stomp**)
3. **Stomp twice** with their **left foot**. (Demonstrate **stomp, stomp**)
4. Pretend you are **climbing a mountain**. (Demonstrate **Climb, Climb, Climb, Climb**)
5. Pretend you are in a parade **wave your right hand**. (Demonstrate **Cool wave, Cool wave**)
6. Pretend you are in a parade **wave left hand**. (Demonstrate **Cool wave, Cool wave**)
7. Pretend you are **catching a leaf** in the air. **Throw** the leaf on the ground. **Jump** over the leaf.
8. **Do all moves together**.

CLAP, CLAP

SLAP, SLAP

TAP, TAP
TAP, TAP
OPEN, OPEN
OPEN, OPEN
ELBOW, ELBOW
ELBOW, ELBOW
STOMP, STOMP
STOMP, STOMP
CLIMB, CLIMB
CLIMB, CLIMB
COOL WAVE, COOL WAVE
COOL WAVE, COOL WAVE
CATCH A LEAF, TOSS A LEAF, JUMP OVER THE LEAF

Ask the children if this was fun? Do they want to do it once more?

Modified from the Pathways study via PAK Book 1- Young People

LESSON GAME 32: UP AND READY

Learning Objectives: With this game, children will practice walking (traveling action), jumping, and bending (stabilizing action). They will also learn healthy and fun movements and behaviors during this game. Sing the actions while making the movements.

Background: Walking is a healthy and fun form of exercise. It can be done outside or inside in a safe area with an adult present. The play area must be clear and safe.

Steps:

1. Gather the children in a circle.
2. Tell them they are going to play a game called "**Up and Ready.**"
3. Let's **sing**; "This is the way I get **up and ready, up and ready, up and ready.**"
4. I **roll** out of bed and **stretch and stretch, stretch and stretch, stretch and stretch.**
5. This is the way I **wash my face, wash my face, wash my face** to greet the new day.
6. This is the way I **wash my hands with soap and water, soap and water, soap and water (repeat)** (end with) to keep the germs away.
7. This is the way I **dry my hands, dry my hands, dry my hands (repeat)** (end with) to make them clean to use.
8. This is the way I **brush my teeth, brush my teeth, brush my teeth (repeat)** (end with) to make them clean and bright.
9. Now I am **Up and Ready, Up and Ready, Up and Ready.**
10. This is the way I **put on my shirt, put on my shirt, put on my shirt (repeat)** (end with) to start my day at school.
11. This is the way I **put on my pants, put on my pants, put on my pants (repeat)** (end with) to start my day at school.
12. This is the way I **brush my hair, brush my hair, brush my hair (repeat)** (end with) to make it soft and shine.
13. Oops, I am **sneezing**. This is the way I **sneeze into my elbow, sneeze into my elbow, sneeze into my elbow (repeat)** (end with) to keep the germs away.
14. This is the way I **sit down for breakfast, sit down for breakfast, sit down for breakfast (repeat)** (end with) to start my healthy day.
15. This is the way I **buckle my seat belt, buckle my seat belt, buckle my seat belt (repeat)** (end with) before I ride in a car.
16. This is the way I **run and play, run and play, run and play (repeat)** (end with) with my friends when I get home.
17. This is the way I **drink the water, drink the water, drink the water (repeat)** (end with) that keeps me healthy when I play.
18. This is the way I **hop and play, hop and play, hop and play (repeat)** (end with) to stay healthy with my friends.
19. This is the way I **throw and play, throw and play, throw and play (repeat)** (end with) with my friends each day.

MUSIC RESOURCE LISTING

Aerobic Power For Kids Ages 4-10 CD by Kimbo Educational. Exercise to the "oldies but goodies" of the 50s and 60s with "Power" and "Power Plus" programs.
<http://www.kidscds.org/music/exercise/kim9148cd/>

Children's Folk Dances. Kimbo Educational.

Jazz, Rock & Roll, Reggae, Animal Playground. Putumayo World Music has become known primarily for its upbeat songs and melodies. The CD can be ordered online from Amazon.com or local bookstores.

Mommy & Me. Play-Along, Sing-Along, Together-Time Fun! This CD includes sing-alongs and instrumental only.

More Kidz Bop Gold. Kidzbop.com

Moving with Mozart. Kimbo Educational.

Preschool Activity and Movement Songs - Songs for Early Childhood Development
<http://www.songsforteaching.com/preschoolkindergartenearlychildhood/activity-movement-songs/>

Preschool Aerobic Fun. Georgina Stewart. CD Kimbo Educational.

Track Listing:

1. Wake Up, Warm Up
2. Hot Diggity
3. Movin' Every Day
4. Finger Poppin'
5. B B B Bounce
6. Chug a Long Choo Choo
7. Run Run Run in Place
8. Tiptoe Cool Down
9. Slow Stretching
10. Consider Yourself
11. Marching Along Together
12. Heigh Hopes
13. Bunny Hop
14. Alley Cat
15. The Farmer in the Dell
16. When You Wish Upon A Star
17. Toora-Loora-Loora

Other Georgiana Stewart Titles:

- [Action Songs For Preschoolers - A Treasury Of Fun!](#)
- [Rock N Roll Fitness Fun](#)
- [Wake Up! Good Morning Exercises For Kids](#)

Stretch and Yoga Music for Children. This instrumental CD includes soothing enjoyable music at the perfect tempo for stretching and yoga. From Native American drums to orchestrated "clouds", this CD is a great resource for teachers.

<http://www.christylane.com/servlet/the-80/Stretch-and-Yoga-Music/Detail>

30 Party Songs. 2008 Twin Sisters IP, LLC

Sing & Dance. Jack Grunsky

Wee Sing Book and CD Collection. Pamela Conn Beall and Susan Hagen Nipp, Penguin Publishing.

Yoga for Kids. Kimbo Educational.

PRESCHOOL EXERCISE SONGS

<http://www.livestrong.com/article/415348-preschool-exercise-songs/>

Preschoolers automatically respond to music, dancing and moving to songs with a good rhythm. Songs can also be effective in teaching everything from the letters of the alphabet to parts of the body. To get preschoolers warmed up for a day of learning and fun, start class time with one of these popular melodies.

Wheels on the Bus. This classic song is fun because of the movements involved, as well as the sound effects. And as the teacher, you can add parts to the song to keep the action going. It starts out with the familiar, "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 over town..." With that verse, have the kids trace big circles in the air for every "round and round" part. Add sections like, "The people on the bus go up and down, up and down, up and down" and have the kids hop up and down. With every verse, get a big action going, whether it's the wipers on the bus going "back and forth" or the driver on the bus saying "Move on back, move on back."

Hokey Pokey. The old standard hokey pokey can be fun at any age, but you can really engage preschoolers by adding elements such as animal parts to the song. So instead of just having the children in a circle singing and acting out "You put your left arm in, you put your left out, you put your left arm in and you shake it all about..." add some silly animal parts or let the children do the same. Let the kids put a "monkey arm" in or a "chicken foot" in and give them the chance to call out a part and act out the animal as they dance.

Head, Shoulders, Knees and Toes. This is a song -- sung to the tune of "London Bridge" -- that's perfect for kids just standing at their desks. As you may recall, the song starts like this: "Head and shoulders, knees and toes; knees and toes; knees and toes; head and shoulders, knees and toes; It's my body." You can also add verses, such as "Ankles, elbows, knees and seat" and "Eyes and ears and nose and mouth." The idea is to have the children point to each body part as they say the word and do other movements such as bending their knees.

If You're Happy and You Know It. This exercise song involves a response from the children when instructed to respond by the teacher or song leader. For example, you can start singing with "If you're happy and you know it, clap your hands," after which the kids clap their hands. Following that, have the children do other motions, such as "Stomp your feet," "Wave your arms," "Bend your knees," "Reach up high" and whatever else you can think of to get them moving.

References

- PBSKids.org; Moving to Music; 2004
- National Institutes of Health, Department of Health & Human Services: Head, Shoulders, Knees and Toes
- PBSKids.org; If You're Happy and You Know It; 1990

Article reviewed by Julie Mendenhall Last updated on: Jun 14, 2011

Read more: <http://www.livestrong.com/article/415348-preschool-exercise-songs/#ixzz27LNSJvZM>

VEGGIE WORKOUT

By Christina Chapan

[Fit 4 Fun Kids' Fitness](http://www.abchomepreschool.com/veggieworkoutarticle.htm) <http://www.abchomepreschool.com/veggieworkoutarticle.htm>

A new year presents a great opportunity to teach kids about the healthy habit of exercising. Nearly half of all elementary school students are at an unhealthy weight, which can subject them to coronary disease, blindness, stroke, asthma, as well as a poor self-image. Currently, Illinois is the only state that requires daily P.E. for every public school student. It is therefore paramount that trainers and group instructors step up their roles in teaching children the importance of exercising daily.

Children are easily motivated, but they can exhibit a wide range of exercising habits. What follows is a series of exercises with which I myself have had considerable success in getting the children off the couch. The exercises are aerobic, toning, and stretching routines named after different vegetables or fruits. This tactic of attaching names to exercises serves not only to "juice up" an ordinary workout, but also effectively impresses the importance of eating healthy fruits and vegetables upon the children.

The first priority for the children's fitness trainer must always be to make exercising fun. Music from <http://www.dole5aday.com> is a great place to start. The music that is available from this web site is "kid friendly" and boasts the benefits of eating healthy fruits and vegetables. Moreover, downloading the music from this site is free, making it "mom and dad friendly" in the process! For those who do not have ready online access or who simply prefer to investigate other resources, most local libraries have a wide selection of music expressing the importance of eating healthy fruits and vegetables.

For general warm-ups, try the "Tater Tot Trot." Jog in place and pump your arms. Every ten steps or so slowly stretch your neck, look back at the right shoulder and then at the left shoulder. For "Spud Sprints" look straight ahead and speed up to a running pace. It is important that students land on their heels and not on their toes. If fairly large plot of ground is available, try trotting on a running trail inside or outside. The "Trot" works the posterior deltoid, hamstrings, quadriceps, and iliposoas.

The "Strawberry Stretch" is a great exercise to stretch the back, arms, and shoulders. It teaches balance and coordination. First, cross your right foot in front of your left. Bend down, touch your right toe, count to eight, and then straighten up. Make sure your back stays straight and does not arch. Cross your left foot in front of your right and repeat the stretch. The "Strawberry Stretch" works the lattissimus dorsi, teres major, the triceps, and the biceps. It also engages all three parts of the deltoid, including the anterior, posterior, and the lateral parts of the shoulder.

"Pumpkin Peeler" works the legs, back, arms, and shoulders. It also requires balance and dexterity. To perform this exercise, stand and lock your fingers together behind your back. Bend forward at the waist and keep your legs straight. With your fingers still locked, raise your arms over your head. Hold for a count of eight. This can also be done by bending at the knees. Teach the children the importance of flexibility by stretching the calf and leg muscles. The "Pumpkin Peeler" synergistically incorporates the lattissimus dorsi, teres major, and deltoids, while it gently stretches the legs.

The "Sweet Pea Ski" benefits the muscles in the legs and challenges the child's balance. One should begin with feet together. Slowly bend at the knees while swinging both your arms to the right as if you were using two ski poles on that side. Straighten up then repeat the bend and swing to the left. The "Sweet Pea" is great for the inner thigh, the hip adductor, or the gracilis. It is good for the hip flexors, the obliques, and the pectineus. This exercise offers the added benefit of working the whole gluteus, which includes the maximums, medius, and minimus.

"Pepper Pops" are great for both the beginner and the advanced exerciser. It works the legs, chest, and back. Do jumping jacks and clap above your head. For a "Pepper Pop Plus", add a right kick and a left kick with a clap under the knee while ensuring that the back stays straight. These additional movements work the erector spinae at the lower back. The muscles of the chest, namely the serratus anterior and the pectorals major, also receive a workout.

The "Broccoli Bounce" is good for the upper and lower body. Stand with hands clasped behind your heck and your elbows drawn back. Walk in place, raising your knees, bring your left elbow down to touch it. When you lift your left knee, bring your right elbow down to touch it. The "Broccoli" is good for both the hamstrings and the quadriceps. It works the smaller muscles as well as the important part of the legs, the calves, or the gastrocnemius, soleus, tibialis anterior and the knee.

"Cauliflower Chippers" are a great way to end an aerobic session. It works the knees and the arms. Bounce up and down with your knees without taking your feet off the floor. At the same time, stretch your arms to each side and swing them in giant circles. You may also flex and extend the important yet neglected extensors and flexors of the wrists. You can change the movement of the chippers as well as cooling down by a stretch by elongating your shoulders, back, chest, and arms. The students should be encouraged to walk slowly in order to stretch their legs properly.

You can add additional ideas to the session by playing the video section from the Veggie Tales song, "The Pirates Who Don't Do Anything." Reward measured improvement with their own copy of the video, and have parents of your clients take turns bringing the snack of fruits and vegetables. Exercise can be fun for children with just a little bit of creativity.

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- Time Magazine Article

<http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/>

BOOK RESOURCES:

BOOKS THAT MOVE YOU

Books that help motivate children to participate in physical activities will:
Promote early literacy skills and movement at the same time.
Read these action books and be prepared for bodies to get into action
Children will move to the words in a variety of creative ways.

Amazon Sun, Amazon Rain, by Ximena dl la Piedra

The Ants Came Marching, by Martin Kelly

Barnyard Dance, by Sandra Boynton

Boom Chicka Rock, by John Archambault

Catch the Ball! by Eric Carle

The Caterpillar Fight, by Sam McBratney

Clap your Hands, by Lorinda Bryan Cavely

From Head to Toe, by Eric Carle

Hey! Wake Up! by Sandra Boynton

Hop Jump, by Ellen Stoll Walsh

Jump, Kangaroo Jump! by Stuart J. Murphy

Monkey See, Monkey Do, by Mark Gave

One, Two, Skip A Few! by Roberta Arenson

Over in the Grasslands, by Anna Wilson and Allison Bartlett

Sometimes I Like to Curl Up in a Ball, by Vicki Churchill

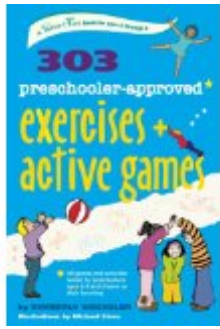
Stomp, Stomp! by Bob Kolar

Walking Through the Jungle, by Debbie Harter

We're Going On A Bear Hunt, by Michael Rosen

www.headstartbodystart.org. Duplicated with permission from Head Start Body Start

RECENTLY-PUBLISHED BOOKS



303 Preschooler-Approved Exercises and Active Games (SmartFun Activity Books) by Kimberly Wechsler and Michael Sleva

Publication Date: September 4, 2012 |

Age Level: 2 and up | Series: SmartFun Activity Books

303 Preschooler-Approved Exercises and Active Games is written specifically for children ages 2-5 years old. In the Building Blocks of Fitness section, each fitness and sport skill is taught in different stages. This allows teachers, counselors, or parents to teach their preschooler a skill that sets the foundation of a more difficult skill; the next level adds a new and more complex element. By doing this, the preschool child will be safe and will feel

confident about themselves.

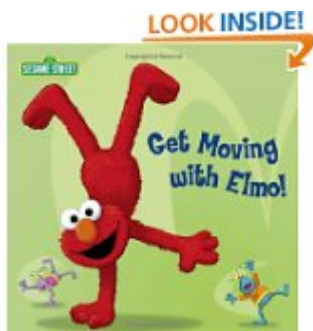
Children will learn:

- Sportsmanship
- Socialization skills
- Self-control
- How to focus and follow rules
- How to share
- Reasoning and thinking skills

The preschool years are filled with milestones and major physical changes; young children will develop physically, intellectually, emotionally, and socially. During this time, lifestyle behaviors begin to emerge that can define a pattern of behaviors all the way through adulthood. It is vital to a child's health to instill healthy lifestyle habits, behaviors, and disciplines during these young years. Through creative physical activities and easy-to-follow guidelines, this book will teach families how to navigate their dynamic and hectic lifestyles into a healthy and active lifestyle. Being physically active is an invaluable gift for a child, a gift that keeps on giving even into adulthood.

What motivates a five year old will be different than what motivates a twelve year old. It's not a "one size fits all" when it comes to fitness. Children have specific physiologic differences that make them unique; they grow, mature and develop skills at different ages, so what may be skill appropriate for one child could be harmful for another child, fitness programs, exercises and activities must be designed specific to each developmental stage. Think of fitness in terms of building a pyramid. In order to have a strong foundation, preschoolers must learn the basic building blocks of fitness. Each year, as kids grow older, they are building on the foundations that were created in the previous years and moving on to more complex movements and skills. Moving from hitting a stationary ball to one that is thrown, bouncing a ball with two hands to bouncing it with one, and progressing from a bike with training wheels to one without, are all milestones that are accomplished during childhood. Kids will play longer and harder than those at the earlier stage of development. They can actually follow multi-task directions (e.g., run to the cone, jump up and down three times, then run back to me) and enjoy playing in a group more.

For quick access and easy to follow directions, the activities are organized into six sections of different games and exercises that can easily fit into a child's allotted playtime. Throughout these sections, children can become more aware of their bodily functions, develop sportsmanship and team-working skills, increase energy expenditure, help strengthen muscles and bones, and improve cardiovascular endurance. Preschoolers can decrease the risk of serious illnesses later in life while increasing their creative development. Play and exercise helps children to grow and learn about how the world works. *303 Preschooler-Approved Exercises and Active Games* is a physically active way to bring fun and laughter into a child's life.



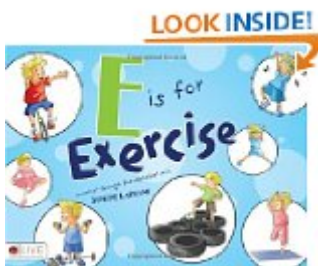
Get Moving with Elmo! (Sesame Street) by Random House and Joe Mathieu

Release Date: August 7, 2012 |

Age Level: 2 and up | Series: Sesame Street

Elmo (with his mommy as off-side spotter for safety) demonstrates a somersault, cartwheel, and tripod-into-handstand to show toddlers how much fun it can be to move around, shake things up, and get some exercise! The tone is high energy and emphasizes enjoyment of physical activity rather than imparting a weighty message. Sturdy board pages will

hold up to repeated readings, which this engaging book is sure to get.

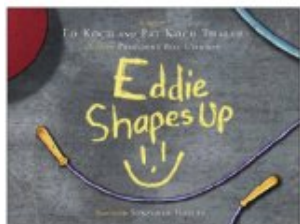


E is for Exercise by Symone LaDeane (Nov 24, 2009)

Publication Date: November 24, 2009 |

Age Level: 4 and up | Grade Level: P and up

E is for Exercise puts ABC fun into exercise, because exercise isn't hard or boring. Children will see all the many ways to enjoy exercise each and every day with this energetic book. It will leave your child's body feeling good from the inside out! 'This is an eLIVE book, meaning each printed copy contains a special code redeemable for the free download of the audio version of the book.'



Eddie Shapes Up by Ed Koch, Pat Koch Thaler, Zagat Survey and Jonathan Hoefler (Sep 27, 2011)

Written by esteemed three-term New York City Mayor Ed Koch and his sister, Pat Koch Thaler, Eddie Shapes Up is the story of a boy who with the support of his friends and family decides to change his lifestyle in order to make his life happier and healthier. With a forward from President Bill Clinton and beautiful illustrations by Jonathan Hoefler, this anticipated bestseller will inspire readers of all ages to eat right, exercise regularly and to always join the fun.

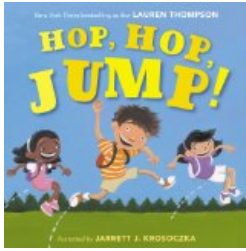


Fisher-Price Let's Get Moving! (Fisher Price Little People) by Reader's Digest and SI Artists (Jun 15, 2010)

Release Date: June 15, 2010 |

Age Level: 2 and up | Series: Fisher Price Little People

It's time to get moving with the Little People! Whether it's tumbling in gym class, sledding in the winter, or dancing inside on a rainy day Eddie, Sarah Lynn, and all their friends know that it's healthy and fun to find ways to *Get up 'n' Go!* Every page features lots of labels, healthy foods to find, and exciting flaps that will keep toddlers coming back to visit again and again.



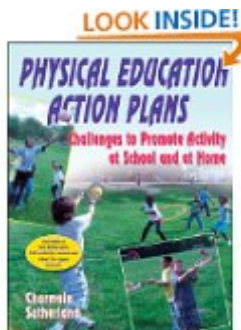
Hop, Hop, Jump! by Lauren Thompson and Jarrett J. Krosoczka (May 8, 2012)

Release Date: May 8, 2012 |

Age Level: 3 and up

Bestselling Little Quack author Lauren Thompson and acclaimed illustrator Jarrett Krosoczka have teamed up to show just how much fun moving around can be. Wiggling, wagging, stomping, and clomping—there are so many different ways to do it! Go ahead—try them all.

Each page has a big, bold toddler face, minimal rhyming text, and a corresponding label for the body part that's moving, making this bright, rhythmic book perfect for the youngest movers and shakers.



Physical Education Action Plans: Challenges to Promote Activity and School and at Home by Charmain Sutherland (Aug 22, 2011)

Publication Date: August 22, 2011 | ISBN-10: 0736090797 | ISBN-13: 978-0736090797 | Edition: Pap/Cdr

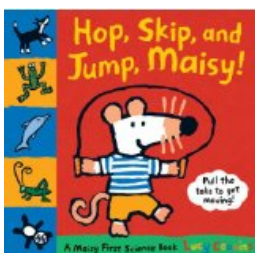
We need a way to combat the obesity epidemic and reverse the dangerous trend of sedentary and inactive behavior in children. *Physical Education Action Plans: Challenges to Promote Activity at School and at Home* contains action plans that teachers, recreation leaders, and parents of children ages 5 to 13 can use to turn this tide and get kids moving and having fun again. This handy book and CD-ROM package offers

- 57 engaging action plans and 19 quick activities that can be used in physical education classes or at home with family members,
- a rubric that comes with each action plan and guides you in assessing activity,
- class challenge activities for students to complete in school, and
- take-home challenges for students to do with their family and friends.

Each action plan has both a class challenge worksheet and a take-home challenge worksheet. Children complete the take-home challenges with family members, and these challenges are an integral part of promoting activity at home. All class challenge and take-home challenge worksheets are found on the CD-ROM, which also offers other printable materials—including cards, certificates, and station signs—that you can use during PE class.

The action plans are grouped around a variety of themes (fitness, strength, agility, speed, flexibility, endurance, physical skills, skill themes, and so on). A comprehensive action plan finder helps you choose just the right action plan for your students according to the NASPE standards or skills involved. Every action plan makes a real-life connection for the students between the concepts of physical activity, fun, and meaningful—thus making their experience richer and more valuable.

The action plans and challenges in *Physical Education Action Plans* supply kids with all the aerobic and muscle- and bone-strengthening activity that they need. They will also enjoy the learning, playing, writing, thinking, and planning that the challenges provide. You get to offer appropriate action plans, motivate kids to get and stay active, and help them learn practical life lessons. And the kids receive the building blocks that will help them remain active and healthy throughout their lives. In fact, they might have so much fun, they'll start wearing out their shoes instead of the seats of their pants!



Hop, Skip, and Jump, Maisy!: A Maisy First Science Book by Lucy Cousins

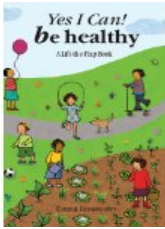
Release Date: February 14, 2012 | Age Level: 2 and up | Series: Maisy

Maisy

Get kids moving with Maisy! Just pull the tabs, and your favorite mouse will show off fun actions that children will want to imitate.

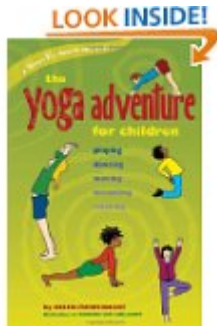
Maisy is full of energy, just like the toddlers and preschoolers who love her. With this interactive picture book, children are invited to channel that get-up-

and go into stretching, jumping, running, playing ball, jumping rope, somersaulting, and lots more. Like Maisy, of course, they'll want to take time for a nutritious snack -and a good night's sleep when all that activity is done.



Yes I Can! Be Healthy: A Lift-the-Flap Book by Emma Brownjohn (Nov 1, 2011)

Review: "Preschoolers will love lifting the flaps and discovering tips on eating right, staying active, sleeping and drinking enough water." —*Charlotte Parents*



The Yoga Adventure for Children: Playing, Dancing, Moving, Breathing, Relaxing (Hunter House Smartfun Book) by Helen Purperhart and Barbra Von Amelsfort (Jun 4, 2007)

Publication Date: June 4, 2007 | Series: Hunter House Smartfun Book
The Yoga Adventure for Children is an illustrated manual for teachers at primary schools and yoga teachers who wish to create children's classes. Featuring 80 drawings of poses, the book playfully acquaints children with yoga stretches and postures and the philosophy behind the practice. Blending yoga, play, dance, music, drama, and drawing, the book requires very little preparation before use. Parents too can share

The Yoga Adventure for Children with their child at home. Practicing yoga together offers an opportunity to both parents and the child to laugh, play, and have fun together.

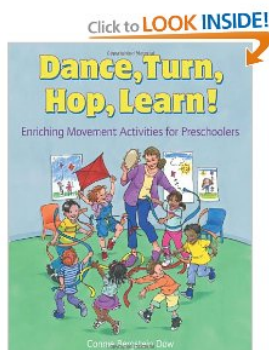
Many yoga positions are inspired by animals and stimulate suppleness and strength, and all aspects of yoga are included in the games: relaxation, breathing, concentration, meditation, self-awareness, and visualization. Concepts like karma, chakra, and the elements are explained and developed without too much confusing detail. The games in this book can also be used to increase children's concentration and self-esteem, and to stimulate them to express more creativity, imagination, and better social skills.



Let's Get Fit!, Grades PK - K by HighReach Learning (Jan 1, 2007)

Release Date: January 1, 2007 | Age Level: 4 and up | Grade Level: P and up

Develop large muscle skills through the over 250 activities and games using balls, jump ropes, parachutes, and more. Get children moving and learning



Dance, Turn, Hop, Learn!: Enriching Movement Activities for Preschoolers [Paperback]

Publication Date: September 1, 2006

Dance, Turn, Hop, Learn! is a sourcebook for early childhood educators who are interested in adding a movement component to their curriculum. The book includes thirty-eight fun and creative movement lessons built around basic early childhood themes and learning standards.

IHS Head Start Program - Resource Listing

I Am Moving, I Am Learning

<http://eclkc.ohs.acf.hhs.gov/hslc/ecdh/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/lamMovingIam.htm>

White House Task Force on Childhood Obesity Report to the President May (2010)

<http://www.letsmove.gov/white-house-task-force-childhood-obesity-report-president>

ACF – National Infant & Toddler Child Care Initiative (0-3)

<http://nitcci.db.zerotothree.org/initiativesp/home.aspx>

ACF – Native American Programs (NAP)(*New)

<http://www.acf.hhs.gov/tribal/index.html>

ACF – NAP Tribal Workgroup Calendar

<http://173.66.246.2/calendar.php>

ACF – NAP Native American Affairs Workgroup Liaisons

<http://www.acf.hhs.gov/tribal/liaisons.html>

Dietary Guidelines for Americans 2010

<http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm>

<http://www.cnpp.usda.gov/dietaryguidelines.htm>

<http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/PressRelease.pdf>

LET'S MOVE

<http://www.letsmove.gov/learn-facts/epidemic-childhood-obesity>

<http://americanindianhealthyeating.unc.edu/tools-for-healthy-tribes/families/>

http://www.letsmove.gov/sites/letsmove.gov/files/Let%27s_Move_Fact_Sheet_for_American%20Indian_Alaska%20Native.pdf

CDC – Information on Infants (0-3)

<http://www.cdc.gov/parents/infants/>

CDC – Childhood Obesity Facts

<http://www.cdc.gov/healthyyouth/obesity/facts.htm>

AAP/APHA – Preventing Childhood Obesity in Early Care and Education Programs (73 Pages)

http://nrckids.org/CFOC3/PDFVersion/preventing_obesity.pdf

CHILE (Child Health Initiative for Lifelong Eating and Exercise)

http://hsc.unm.edu/som/prc/pages/projects/completed/CHILE_intervention.html

Healthy Babies, Children, and Families

Help your family get into the habit of daily physical activity and healthy eating. Healthy habits like your culture are gifts that can last a life time.

Babies (0-1 year of age)

- Talk and play with your baby daily.
- Breastfeed your baby.
- Give solid food when baby is 6-months old.
- Clean your baby's teeth and gums daily.
- Provide a safe area for your baby to roll, crawl, and play.
- Show your baby colorful toys and objects.
- Watch over and provide daily "tummy time" (lying on stomach) for babies less than 6 months of age.



Toddlers and Children (1-5 years of age)



- Toddlers and children need at least 1-2 hours of physical activity daily.
- Play with your child daily both indoors and outdoors.
- Give your child fruits and vegetables at every meal.
- For children age 2 and older, serve fat-free milk and water instead of sugared drinks.
- No screen time for children under 2 years old.
- For children 2 and older, limit screen time to 1 to 2 hours per day. Get at least 8-9 hours of sleep every night

Families

- Take your family for a walk daily.
- Play with your children daily.
- Eat meals together.
- Drink fat-free milk and water instead of sugared drinks daily.
- Boil, grill, or bake your food instead of frying.
- Eat vegetables and fruits at every meal.
- Get at least 8 hours of sleep every night.
- Buckle up when riding in a motor vehicle.
- Involve your family in cultural events.
- Limit screen time, media and computers to no more than 2 hours daily.
- Avoid using commercial tobacco products and alcoholic beverages.



Give kids a Head Start on healthy lifestyles.

Regular physical activity is an important part of a healthy lifestyle. Children learn physical activities from parents and caregivers, so *it's up to you* to set the example for a lifetime of good health.



Regular physical activity increases bone and muscle strength, reduces body fat, enhances mental wellness, improves overall health and reduces disease.



To learn more about keeping your child healthy, visit our website at:
www.HeadStart.ihs.gov

- Go walking and running with your child.
- Dance with your child.
- Encourage and participate in games of kickball, soccer or catch.
- Teach your child to ride a bike, and go on rides around the neighborhood.
- Take your child to the playground regularly.
- Enroll your child in swimming lessons and make trips to the local pool a regular summer activity.

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