

# Managing Movement

**Overview:** Through gross motor and pretend play, children will learn routines for moving in a safe and organized manner within the child care setting.

**The following activities are on pages 62-67:**

- Join the Parade
- Paint your Bubble
- Toss and Catch
- Apples and Bananas
- Balloons

**Materials (for all activities):**

- Carpet squares, floor spots, or hula hoops (could use chalk if playing outdoors)
- Upbeat music
- Juggling/activity scarves (one for each child)
- Slow music

These activities may either be done individually for short, 5-10 minute bursts of physical activity, or can be combined for a longer period of structured active play. If you choose to combine these activities, feel free to copy and send home the Family Newsletter on page 69 to share your experience with families.



# JOIN THE PARADE



**Goals:** Children will practice starting/stopping activity, walking in a line, maintaining self-space, and following directions.

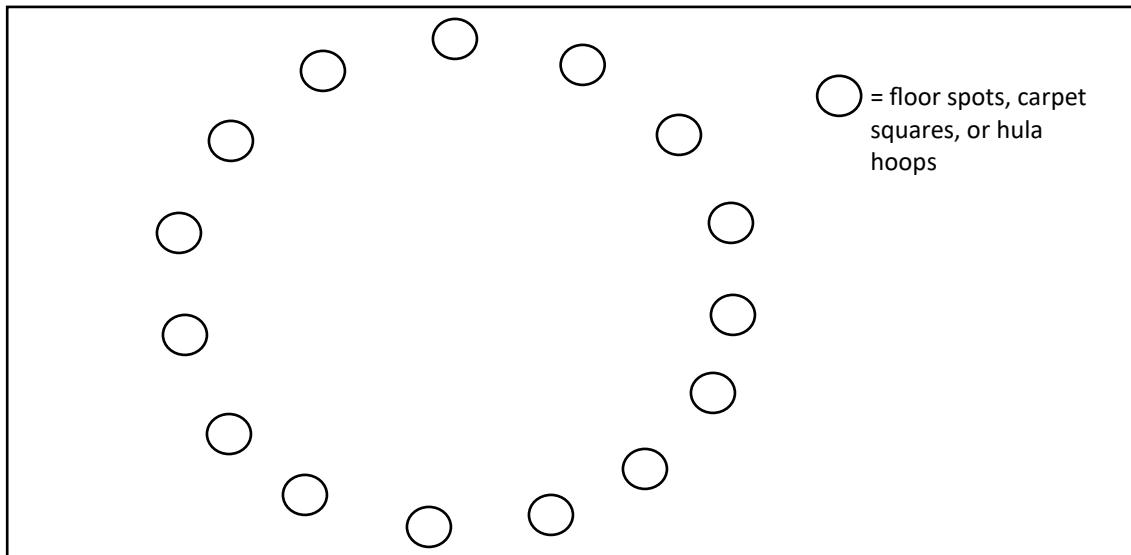
**Fundamental Movement Skills:** Locomotor—walking

## Materials:

- Carpet squares, floor spots, or hula hoops (could use chalk if playing outdoors)
- Upbeat music

## Set Up:

Set up carpet squares, floor spots, or hula hoops in a circle to mark play area (or make a large circle with chalk if playing outside). Direct children to each stand on one spot or in one hoop.



**Please note:** If your play space does not allow for a large circle to be formed, you may scatter the spots so every child has enough room to spread out their arms without touching another child. Children would then do all of the following activities in “Managing Movement” while standing on their spot (for Join the Parade, they can walk in place instead of around the circle).

# JOIN THE PARADE



## How to Play:

- Introduce the parade to children.
  - “If you have been to a parade before, raise your hand! Today, we are going to pretend to be in a parade, and everybody came to see us!”
  - “What kinds of things have you seen in a parade?” (fire trucks, different animals, marching band, throwing candy (see Quick Tip), etc.)
- Teach the “freeze” command (this command will be used for all active play).
  - “When I start the music, walk along the circle and act like \_\_\_\_\_ (a parade character). But when the music stops, you must freeze!” Demonstrate the freeze position at this point (arms crossed in front of body, not moving. You may choose a different “freeze” position, but keep it consistent every time.)
- Show children in which direction they should move before the parade starts. (It may be helpful to turn children in the correct direction when first starting.)
- Start music and participate with children as they walk around the circle and act like different parade characters. Stop the music, freeze, and change the parade character every 10-20 seconds. Continue like this for about 3-4 different parade characters, or as long as children remain interested.
- End parade with children freezing on one spot.



## Consistent Messaging



Your efforts to encourage healthy eating will be most effective if your message across ALL lessons is consistent. When children bring up seeing candy at parades, you may suggest that this is a “GO” Food parade, and candy is a “WHOA” food. So instead of pretending to throw candy in your parade, pretend to throw a “GO” Food instead!



## Giving Directions

When giving directions, use this pattern:  
“When I \_\_\_\_\_, do \_\_\_\_\_.”

For example: “When I start the music, pretend to be in a marching band!”

# PAINT YOUR BUBBLE

**Goals:** Children will learn about moving in self-space and positional words (high, low, front, back).

**Fundamental Movement Skills:** Stability—bending/stretching



## Materials:

- Carpet squares, floor spots, or hula hoops (could use chalk if playing outdoors)
- Juggling/activity scarves
- Upbeat music

## Set Up:

Continue using same set-up as previous activity, or use set-up described on page 62.

## How to Play:

- Introduce children's "bubble."
  - "Have you ever played with bubbles? What happens when the bubble touches something?" (It pops.)
  - "Next, we are going to pretend that our spots are actually giant bubbles. Each of you is standing inside of a giant bubble! And what would happen if we got outside of our bubble? It will pop!"
  - "To make sure we don't pop our bubble, we are going to paint them!"
- Demonstrate "painting the bubble" by using a scarf as a "paint brush." Demonstrate painting high, low, behind, and all the way around – making sure to not move your feet off of the spot/outside of the hula hoop.
- Hand each child a "paint brush" (scarf). Remind children that they have to stay in their bubble while they paint to keep it from "popping."
  - "When I start the music, you may start painting your bubble right in front of you. When the music stops, you must freeze!"
- Start music and demonstrate painting a bubble with children. Stop and start music a few times to give children different ways to paint their bubble (in front, behind, low, high, fast, slow, etc). End in "freeze" position.

## Extending the Game:

### "Drive Around"

If you are playing this game while standing inside of hula hoops, ask children to pick up their hoop, hold it at their waist, and walk inside of a designated area without touching other children or "popping their bubble." Tell a story about driving to the store or the park to engage children's imaginations.



## Personal Space

"Paint Your Bubble" teaches children about spatial awareness. Play this game often to teach children the concept of personal space, especially as it relates to active play.

# TOSS & CATCH

**Goals:** Children will practice tossing and catching and using their eye-hand coordination while trying to maintain personal space.

**Fundamental Movement Skills:** Object Control—throwing, catching

## Materials:

- Carpet squares, floor spots, or hula hoops (could use chalk if playing outdoors)
- Juggling/activity scarves
- Upbeat music

## Set Up:

Continue using same set-up as previous activity, or use set-up described on page 62.

## How to Play:

- Children will toss and catch an activity/juggling scarf.
  - *“Now we will pretend that our paint brush is a frog, who is just learning how to jump.”*
- Demonstrate tossing and catching the scarf. Toss a scarf over your head and catch it, while staying on your spot. Invite children to do the same when you start the music.
  - *“Watch my feet as I toss the scarf. Are they moving much? No, because I’m staying in my bubble! Now you will do the same, but you have to stay in your bubble, otherwise it will pop!”*
  - *“When you hear the music, start tossing and catching your frog.”*
- After tossing and catching for several seconds, ask children to drop and catch their “frog” (scarf) instead. Demonstrate this first.
- After dropping and catching for several seconds, ask children to try tossing their “frog” and catching it with a different part of their body (arm, shoulder, knee, head, etc.). Demonstrate this first.
- When finished, collect scarves and ask children to sit.
  - *“Take your scarf in your hand and hold it straight over your head. When I take your scarf from you, please sit down crisscross applesauce on your spot.”*



## Extending the Game: Two Scarves

Once children get the hang of this activity, OR for older children, give them two scarves to toss and catch at the same time.



## Throwing Practice with Scarves

Activity scarves are great for teaching young children how to throw safely. They can be thrown very hard without damaging furniture or hurting others. Encourage children to throw scarves as hard as they can, helping them learn the difference between hard and soft.

# APPLES & BANANAS



**Goals:** Children will practice following directions by listening for certain words before moving.

**Fundamental Movement Skills:** Stability—standing/sitting

## Materials:

- Carpet squares, floor spots, or hula hoops (could use chalk if playing outdoors)

## Set Up:

Continue using same set-up as previous activity, or use set-up described on page 62.

## How to Play:

- Children will listen to a short story. They will sit when they hear the word “apple,” and stand when they hear the word “banana.”
  - *“Now, I am going to read a short story. We will need to listen with our ears very closely to this story.”*
  - *“When you hear me say the word ‘apple,’ sit crisscross applesauce just as you are now.”* (Make sure children are sitting crisscross applesauce, if able, before moving on.)
  - *“When you hear me say the word “banana,” you must stand up with your hands at your side.”* (Have children practice this before starting the story).
- Read the following story (or make up your own). Start with children standing.
  - *“On Wednesday morning, everyone from Ms. \_\_\_\_\_ class was hungry and went grocery shopping to buy some fruit, like strawberries, apricots, oranges, and APPLES. They also bought some vegetables, like celery, carrots, and kale. But wait, they forgot to get some BANANAS. Everyone in Ms. \_\_\_ class loved the sweet, creamy taste of BANANAS, but they also love the crispy, cool taste of APPLES. Before leaving the store, they picked up a big bunch of balloons. Then they went back to \_\_\_\_\_ (name of child care program) and talked about what they would make with their food, with their strawberries, apricots, and BANANAS. The whole class was excited to make sweet and creamy BANANA ice cream! But some in the class thought it would be a good idea to turn the APPLES into applesauce. What should they do? Should they make BANANA ice cream? Or APPLE sauce? BANANAS? Or APPLES? They decided to play with their balloons instead.”*
- After using this story, try making up your own. Switch out different words for Apples and Bananas so children can practice listening for different words.

# BALLOONS



**Goals:** Children will practice breathing exercises in order to cool down after more intense physical activity.

**Fundamental Movement Skills:** Stability—stretching

## Materials:

- Carpet squares, floor spots, or hula hoops (could use chalk if playing outdoors)
- Slow music

## Set Up:

Continue using same set-up as previous activity, or use set-up described on page 62.

## How to Play:

- Children will pretend to be balloons that are inflating and deflating by breathing in and out slowly.
  - *“For our last game today, we are going to pretend to be balloons.”* (ask children to stand.)
  - *“When the music starts, watch and copy me.”*
- Play slow music, if available. Demonstrate breathing in deeply with arms forming a circle over your head. Breathe out slowly and move arms down.
- Lead children in breathing in (arms up) and out (arms down by side), moving slower and slower every time. Repeat a few times, always ended with children sitting.



## Cool Down

Whether you are doing a long period of active play or a short burst, always try to finish with a quick cool down activity to lower children's heart rate and transition to the next activity. Other examples of cool down activities include stretching and yoga.





### Variety is Key

When planning active play, choose a variety of gross motor activities so that children have the opportunity to practice a variety of fundamental movement skills from all 3 categories (locomotor, object control, and stability).