

## **Cars**

### Goal

To build endurance by walking and running.

### Supplies – needed

- Paper plates for each child
- Red, green and yellow flags (scarves or paper)

### How to play

- Use paper plates for steering wheels. (Children can decorate the plates as a craft item beforehand if you want.)
- Create the scene – have them for example:
  - do up their seat belt
  - adjust the mirror
  - roll down the window (right side/left side)
  - turn on the windshield wipers
- Use the red, green and yellow flags (scarves or paper) as the traffic signals. A red flag means stop (keep feet moving by walking on the spot), green means go (race walk safely anywhere in the room, and yellow means caution (stop and keep the engines running by running on the spot).

## **Hot potato**

### Goal

To improve flexibility and gross motor skills by having the children use their feet instead of their hands.

### Supplies- needed

- Medium sized playground ball

### How to play

- The ball is called the “hot potato” and the children need to try to keep it in the ‘oven’
- Have the children stand in a circle. Put a medium sized ball in the center of a circle along with a child chosen to be ‘it’
- 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 stop the ball with their feet

- Once the ball is out, another leader is chosen

## **Jump the River**

### Goal

To improve endurance and practice the skill of jumping over objects in combination with walking.

### Supplies – needed

- Something to jump over such as a string, cord, jump rope, hula hoop, chalk drawn lines or taped lines on the floor.

### How to play

- Before you start, place rivers and streams (jump ropes, hula hoops, taped lines etc) throughout the space so they lay flat on the ground
- Pick a starting point for the walk. Tell the children that they are taking a walk in the woods and will need to cross a river. When they come to a river they need to jump over the river without getting their feet wet.
- After landing children should continue their walk to the next river.
- Encourage the children to land on both feet at the same time without falling over.

### Alternatives

- Ask to see how high and how far they can jump when traveling over the river.
- Have children walk backwards to and then jump backwards over the rivers

## Outdoor Car Wash

### Goal

To encourage social skills and improve flexibility as preschool children participate in this warm weather water play activity.

### Supplies – needed

- Ride on cars (toys)
- Sponges or cloths
- Shallow dishes of soapy water.

### How to play

- During outside time, set up an area where the children can pretend to be a car wash
- Place many shallow bowls containing soap and water outside along with riding cars
- Give each child a sponge or cloth
- Promote sharing and cooperation as children work together washing the ‘cars’ (toys).

### Alternatives

Children can wash any outdoor picnic tables, chairs, toys and play equipment.

## Hickory Dickory Dock

### Goal

To increase endurance while children sing and follow the actions of the nursery rhyme.

### Supplies - needed

- None

### How to play

- Have the children form a circle with everyone holding hands. Children will be asked to do the following actions to the words of the rhyme:

Hickory Dickory Dock – Move toward centre of the circle.

The mouse ran up the clock – Run backward to starting point.

The clock struck # (up to 10) – Clap hands that many times overhead.

And...

1 = down he run (shimmy to the floor)

- 2 = he got stuck in goo (run on spot)
- 3 = he ran with glee (run on spot)
- 4 = he opened the door (act this out)
- 5 = he came alive (jump and jiggle)
- 6 = flowers he picks (act this out)
- 7 = the duck said "oh heavens" (flap arms like a duck)
- 8 = he jumped the gate (act this out)
- 9 = he stood as a line (tall and straight)
- 10 = he knees he did bend (squats)

## Shapes

### Goal

To improve endurance, balance and coordination as children form letters or shapes with their bodies.

### Supplies – needed

- Paper
- Marker
- Music

### How to play

- Make big letters on paper, for example try the letters A, B, C, F, P or Y.
- Tell the children that when the music starts they are to walk, run, skip, hop, gallop, jump etc. until the music stops. Encourage them to try moving in different directions – forward, backwards, sideways, zigzag, curved line etc.
- When the music stops hold up a letter and ask what it is. Ask the children to become that letter. Shapes can be made on the floor, sitting, kneeling, standing and even in the air.
- Once everyone has tried to make the shape start the music again and repeat with a different letter.

### Alternative

- Play musical shapes. Chalk or mark enough shapes (letters, numbers or shapes) for each child on carpet tiles or on the floor. Randomly scatter them around the room and have the children walk, jump, hop, or skip from shape to shape while music is played. When the music stops the children try to become the shape they are standing on. Repeat.
- Children enjoy change games where one group pretends to be trees, for example, while another group flies through the spaces and around the "trees" as the wind. On

the cue "change," the children can reverse roles. You could also try snow swirling around frozen statues or fish swimming among seaweed.

## **Snowball Throw**

### Goal

To give the children the opportunity to practice throwing skills with improved accuracy.

### Supplies – needed

- Large pieces of cardboard
- Paint, markers, crayons
- Tape
- Plastic grocery bags
- Jump rope, string or tape to mark starting line

### How to play

- Cut snowman targets from large sections of cardboard and decorate by having students draw and paint cutouts.
- Tape snowmen onto a wall
- Roll plastic grocery bags and tape to form 'snowballs'
- Mark the starting line using jump rope, string or tape and place approximately 5 feet from the snowmen
- Encourage the children to throw the snowballs the 'snowman' to see if they can hit different parts of the target.

### Alternatives

Feed the Bear- Draw and paint a bear's face on the cardboard instead of a snowman. Cut an opening for the mouth. Use beanbags, rolled and taped plastic grocery bags or small balls as the bear's food. Mark the starting line using jump rope, string or tape and place approximately 5 feet away from the bear. Have the children "feed the bear" by throwing the 'food' into the bear's mouth.

## Story Time

### Goal

To increase endurance, balance and coordination as children act out the scenes to the story.

### Supplies – needed

- None

### How to play

- Explain to the children that you will be teaching them a story and that they will be acting out some of the movements in the story. Clear a space in the room for the children to move around. Have them stand and tell the story while the children move.
- Example Story: Yesterday I was taking a walk (have the children walk in place) in the woods. I was walking and walking and walking when, all of a sudden, I saw a lake. So I started swimming. (Have children move their arms like they are swimming.) At the other end of the lake, I saw a hill. So I started climbing. (Have the children walk with more effort, using their arms to “climb.”) I was climbing and climbing and climbing, I had to hop over a puddle. (Have the children hop over a pretend puddle.) Then, I climbed some more. I had to crawl under a branch. (Have the children squat down.) Finally, I got to the top of the hill and I looked around. (Have the children look around.) I saw a tree that looked like a good tree to climb. So, I climbed up the tree. (Have the children mimic climbing up a tree.) I got to the top of the tree and looked around and realized, oh no! I left my binoculars on the ground. So, I jumped out of the tree. (Have the children jump in place.) I picked up my binoculars. And looked around and saw a big, brown, hairy, scary bear. (Have the children act like a bear.) I started to scream, but I covered my mouth. (Have the children cover their mouths.) I tiptoed backward, away from the bear. (Have children tiptoe.) And then, I ran! (Have children run in place.) I ran and ran and ran! I went back down the hill, crawled under the branch, hopped over the puddle, to the bottom, still running. Phew! I made it back down. Then I started to walk again. I came to the lake and I swam back across. Then, I walked and walked and walked. And what do you think I saw at the other end of the woods? Another hill! Maybe I’ll climb that one tomorrow.
- Other ideas for stories include a day at the farm, painting a house, sailing a pirate ship and digging for buried treasure etc. Ask the children to come up with story ideas and/or obstacles.

## **Walk to the beat**

### Goal

To build endurance by walking forward and backward with varying speed and in different directions.

### Supplies – needed

- One carpet square or base for each child
- Drum, tambourine or other musical instrument to provide a ‘drumbeat’

### How to play

- Place bases or carpet squares around the playing area.
- Tell the children that once the drum beat starts they are to step to the beat of the drum.
- When the drum stops, they should move to the nearest base and freeze on the base. They can share a base.
- Repeat and have the children move in different directions such as sideways, diagonally, and backwards. The tempo of the drumbeat can be increased or decreased.

## **What time is it Mr. Wolf?**

### Goal

To increase endurance by walking and running.

### Supplies – needed

- None

### How to play

- Choose one child to be the wolf and the other children to be the "piggies."
- The wolf goes to one side of the yard with his back to the piggies. The piggies stay on the other side
- The pigs shout out, "What time is it, Mr. Wolf?"
- The wolf answers with a time of day; for example, "12 o'clock." The piggies, counting each step out loud, take 12 steps toward Mr. Wolf. If he answers "one o'clock," they take one step toward Mr. Wolf, etc.
- The game continues with the piggies asking the time and the wolf responding. The pigs get nearer and nearer to the wolf
- At last, when the pigs shout, "What time is it, Mr. Wolf?" the wolf responds, "Lunchtime!" He turns and chases the pigs back to the start line.

- The first pig the wolf touches becomes the next Mr. Wolf.