



# ACTIVE KIDS

Fun On My Belly (0-5 months)

Fun On All Fours (5-12 months)

Fun On My Feet (12-18 months)

Fun On The Run (18 months-3 years)

Fun All Around (3-5 years)



NB Gymnastics Association  
[www.gym.nb.ca](http://www.gym.nb.ca)



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# GLOSSARY OF TERMS

The following list of terms and phrases are used frequently throughout the Active Kids program:

## **F.M.P**

“Fundamental Movement Pattern”

## **Landings**

Landings refer to different ways in which the human body contacts a hard surface after a temporary moment of flight. Landings may be performed on the feet and the hands, backward and forward, with or without rotation. In order to minimize impact on the human body in landing, the force of impact must be absorbed over as great a time period and through as many joints and muscles as possible. Landings are important in the development of “unbreakable” or “indestructible” children and are applicable in all types of activity and sport. The goal or outcome of teaching proper landing techniques is to ensure safe activities and environments for children in their activities.

## **Statics / Stability**

Statics (body positions that require a child to hold a particular position, stance, or shape) require a good deal of strength and endurance. Statics develop body-awareness, control, and strength and include many activities that develop physical and motor attributes. They are important in laying the foundational body positions for subsequent activities and skills.

## **Locomotions**

Locomotions are repetitive displacements of the body. By displacing a child’s centre of gravity outside the base of support, locomotions enhance motor development and strength in all major muscle groups. Locomotions increase co-ordination, as well as spatial orientation and directionality.

## **Swings**

Swings incorporate and develop several movement skills including: Flight; Height; Inversion; Upper Body Strength; and Grip Strength.

## **Rotations**

Rotations, like locomotions, enhance and improve spatial orientation and directionality. Rotations may be made around 3 axes: the transverse axis; the anterior-posterior axis; and the longitudinal axis. Examples of rotations include Log Rolls, Puppy-dog rolls, Forward rolls, Jumping turns, etc.

## **Springs**

Springs are rapid displacements of the body, and the development of springs are essential to almost any activity of sport. While the majority of springs are done with the lower body (thereby increasing strength, speed, and endurance in the legs and the abdomen), springs may also be performed from the hands. Springs may be performed from 1, 2, or more supporting body parts.

## **Sing-A-Long**

An activity used to wrap up the lesson. It promotes physical activity, rhythm, and language development.

## **Projection & Reception**

Much like Springs, the development of Projection and Reception skills are important in many activities and sports. These skills develop eye-hand and eye-foot co-ordination. Human Movement activities, apart from being fun for children, incorporate many F.M.P.’s such as Locomotions, Rotations, Statics, and Springs.

## **Human Movement (Rhythm)**

Human Movement activities, apart from being fun for children, incorporate many F.M.P.'s such as Locomotions, Rotations, Statics, and Springs. They are important in developing and enhancing children's notions of rhythm and self-confidence. Group songs and dances foster improved attention and listening skills, as well as co-ordination and social skills.

## **Fun on my Belly**

The period of time between ages 0 and 5 months. Activities focus on one of the most important developmental stages in a baby's life: tummy time.

## **Fun on All Fours**

The period of time between ages 5 months and 12 months. Activities focus on the development of cross-patterning movements (opposite arm, opposite leg action).

## **Fun on my Feet**

The period of time between ages 12 months and 18 months. Activities focus on balance, control, leg strength, and most importantly- independence.

## **Fun on the Run**

The period of time between ages 18 months and 3 years. Activities focus on running, jumping, spinning, swinging, and rolling.

## **Fun All Around**

The period of time between ages 3 years and 5 years. Activities focus on running, jumping, rolling, safe landings, climbs, throws, catches, kicks and small motor activities.

## **Let's Get Moving**

An activity used at the beginning of a lesson in order to get the child moving and warmed up.

## **Purposeful Play**

The focus activity for the lesson. This is where the child will work and improve on new developmental skills.

# ICON LEGEND

On many lesson plans throughout the Active Kids program, icons are used to make leaders aware of possible cautions, modifications, and other issues that pertain to specific activities. Leaders should familiarize themselves with the following icons and their meanings:



Balance - Ability to maintain equilibrium/balance



Muscle Tone - Muscle development to allow isolation movements with fine or gross motor activities



Finger Development



Visual Development



Language Development



Flexibility - Increasing the range of motion of a joint or series of joints



Cross-Patterning - Using opposite arm and opposite leg movements



Hand-Eye Coordination - The ability to coordinate hand and eye movements



Laterality



Spatial Awareness

# RESOURCES

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"Up Down All Around." Keith Russell, Gene Schembri, Tom Kinsman: Endorsed by Gymnastics Canada, 2nd Edition 2001 Ruschkin Publishing

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# CHILDREN WITH ADDITIONAL NEEDS

## ICON LEGEND

On many lesson plans throughout the Active Kids program, icons are used to make leaders aware of possible cautions, modifications, and other issues that pertain to specific activities. Leaders should familiarize themselves with the following icons and their meanings:



Attention-Deficit Hyperactivity Disorder



Seizures



Visually Impaired



Down Syndrome



Deaf or Hard of Hearing



Autism



Cerebral Palsy



Fetal Alcohol Spectrum Disorders



# ATTENTION DEFICIT HYPERACTIVITY DISORDER

Children with Attention Deficient Hyperactivity Disorder (ADHD) need to be on the move. Characteristics of ADHD include hyperactivity, a tendency to fidget, and squirming, all of which can make it difficult to focus on a particular task.

## **SOME CHILDREN MAY EXHIBIT SYMPTOMS OF INATTENTION:**

- Often ignores details.
- Has trouble sustaining attention in work or play.
- Does not seem to listen when directly addressed.
- Is easily distracted.

## **SOME CHILDREN MAY EXHIBIT SYMPTOMS OF IMPULSIVITY:**

- Has difficulty waiting their turn.
- Blurts answers before questions have been completed.
- Interrupts or intrudes on others.

## **SOME CONSIDERATIONS:**

- Keep them busy! Any game or activity that involves long periods of inactivity or a long sequence of steps to complete can make it tough for children with ADHD to stay focused with the task at hand. Peer/group activities can help build children's self esteem and social development.
- Children with ADHD have trouble focussing on mundane tasks, but are capable of hyper-focussing on tasks that stimulate them.
- Difficulty following instructions is a hallmark feature of children with ADHD. Multi-step directions are particularly difficult, as the child may only hear bits and pieces. Teacher should use specific, brief and personal instructions whenever possible.
- ADHD is an inability to pay attention, and an inability to control what one pay attention to.
- Children with ADHD need a high degree of supervision and structure. More than anything, may need extra time to perform the current activity.
- Activities that provide frequent praise and short term recognition tend to be the most gratifying for the individual with ADHD.

# AUTISM

Autism is generally apparent in children at around the age of 3, and can be diagnosed not too long after the initial signs. Certain children with autism possess limited motor abilities depending on the severity of the condition.

## POSSIBLES CHARACTERISTICS INCLUDE:

- Repetitive body motions (flapping, rocking), which may cause them to use equipment in unusual ways.
- Being fixated on one small part of the a toy (like staring at a spinning wheel instead of making the car move).
- Repeating the same activities over and over.
- Walking on tip toes.
- May be passive or hyperactive, and may have difficulty focusing attention on tasks.

## SOME CONSIDERATIONS:

- Children with autism have limited social skills and are often out of touch with reality. They find it hard to socialise with others. Team and group interaction depend on the severity of the disability and acquisition of skills. Rules that most children will pick up quickly may be difficult for a child with autism.
- If accepted principles of learning are applied to children with autism, progress in learning tasks is feasible. Instructions should be presented clearly and briefly. Children with severe problems learning can be successfully taught receptive skills through pictures. Modelling behaviour using peers is an effective teaching tool: imitation plays an important role. Use predictable routines and make necessary modifications in activities to ensure success.
- A high portion of children with autism show delays in motor development, especially in early years. Use activities such as drawing shapes with the arms and legs to develop body awareness. Include balance activities, tumbling, scooter boards and rotating discs.
- Some children may be hypersensitive to sensory input of texture and sound. Provide activities and equipment that allow for the child's participation. Fade adaptations of the activity so that it is eventually presented in its original format.



# CEREBRAL PALSY

## POSSIBLES CHARACTERISTICS INCLUDE:

- Babies with cerebral palsy are frequently slow to reach development milestones, such as learning to roll over, sit, crawl, smile or walk. This is sometimes called developmental delay.
- Some affected babies have abnormal muscle tone.
  - Decreased muscle tone is called hypotonia. The baby may seem flaccid and relaxed, even floppy.
  - Increased muscle tone is called hypertonia. The baby may seem stiff or rigid.

In some cases, the baby has an early period of hypotonia that progresses to hypertonia after the first two to three months of life. Affected babies may also have unusual posture or favour one side of their body.

## SOME CONSIDERATIONS:

- Adapt an activity to the child's ability or modify the rules to allow participation (Auxter & Pyfer, p.262)
- Teachers must consider the capabilities of each child.
- To teach skills, the teacher must start at the child's level of motor function, not at the developmental level associated with their chronological age (Eichsteadt & Kalakian, p.416).
- To enhance learning, provide a sequence of activities varying in degree of difficulty.

# DOWN SYNDROME

Children with Down syndrome often have physical therapy needs as well, but with parental guidance and encouragement, they can learn crucial skills. Babies with Down syndrome can strengthen muscles and improve coordination through directed play. A child with Down syndrome can learn through practice and repetition. They may face health complications beyond the usual childhood illnesses. More than 40% of children born with Down syndrome have a congenital heart malformation.

## SOME CONSIDERATIONS:

- Provide individual programming that modifies various endurance activities for children exhibiting poor respiratory efficiency.
- Young children with Down syndrome exhibit degrees of muscular hypotonia (lax muscles). Often children have poor posture.
- To enhance learning, keep verbal instructions simple and precise. Use physical gestures to ensure directions are understood.
- Introduce activities that enhance body alignment and increase muscle and ligament support.
- Introduce activities to assist the child to improve his balance and body awareness.

# FETAL ALCOHOL SPECTRUM DISORDERS

Some children with Fetal Alcohol Spectrum Disorders (FASD) may show little or no physical effects at all, whereas other children may exhibit certain characteristics.

## POSSIBLES CHARACTERISTICS INCLUDE:

- Learning to walk and talk later than other children.
- Continued delays in developing basic physical and mental skills, such as climbing or speaking in a complete sentence.
- Difficulty paying attention in a distracting environment.
- Poor judgment and impulse control: they will do something even if they know it's wrong or dangerous.
- Poor motor coordination, making them appear clumsy.

## SOME CONSIDERATIONS:

- For children with FASD that exhibit muscular hypotonia (lax muscles) provide ample movement exercises, such as rolling, crawling, walking and running. Introduce exercises that enhance body alignment and increase muscle and ligament support.
- For children that often exhibit difficulties with gross motor coordination and perceptual motor activities: program plan for basic motor skill activities that build on their present abilities.
- The child may be hyperactive and exhibit short attention span. Use short duration activities to keep their attention, and to keep them out of unwanted activities. Ensure the activities provide many successes and provide lots of verbal praise. Set clear and concrete limits for behaviours. Consequences must occur when the limits are broken.
- Some children with FASD have poor memory and have difficulty remembering complex rules or directions. Provide instructions that are short, simple and concise. Task analysis and modify rules of games as necessary to allow successful participation of the child with FASD.
- Children with FASD may have the inability to structure time and may have trouble with transitions between activities/emotional status. Prepare the child before changing activities to ease transitions.
- Some children may be hypersensitive to sensory input of texture and sound. Provide activities and equipment that allow for his participation. Fade adaptations of the activity so that it is eventually presented in its original format.



# HEARING IMPAIRMENTS

A child with hearing impairments may have various characteristics related to behaviour and motor skills.

## POSSIBLE CHARACTERISTICS:

- Difficulty paying attention.
- Using gestures to communicate instead of speaking when spoken to.
- Speaking in a monotone voice.
- Difficulty with balancing.

## SOME CONSIDERATIONS:

- During play time, it's important to use visual and physical cues along with what you say. Physical communication is an important part of play during your children's earliest years.
- Although the great majority of deaf and hard of hearing children possess normal physical capabilities, some may possess low levels of balance. It's important to have the child practice movements such as kneeling, walking, hopping, skipping, leaping and jumping (Eichstead & Kalakian p.464).
- Children that are deaf or hard of hearing have a communication disability and suffer from the inability to understand verbal instruction. Use simple words and gestures to communicate activity objectives. Become accustomed to the type of sign language the child utilizes and be positioned so that the child can see your lips move.

# SEIZURES

Seizures may occur in any individual when placed under the “right” stress, such as hypoxia (insufficient oxygen), sudden elevation of temperature, or a rapid lowering of blood sugar. Seizures can also be caused by tumours or head trauma. The most common cause is due to idiopathic epilepsy. The term epilepsy or epileptic indicate nothing more than the potential to develop seizures in circumstances that would not induce them in most individuals (Bledsoe p. 761)

## SOME CONSIDERATIONS:

- Some children that have frequent seizures should wear a helmet when performing activities to ensure safety.
- Partnering a child with a peer is beneficial to ensure safety.
- Use a team approach in organizing your program or activities. Consult the parent or teachers to see what could ‘trigger’ a seizure.

# VISUAL IMPAIRMENTS

Some children with the lack of vision or reduced vision may have delays or limitations in

- motor development
- cognitive development (cannot perceive objects that are beyond their grasp) and
- social development (cannot see facial expressions; cannot model social behaviours through imitation).

Without visual input, a child may not be motivated to reach and move towards objects in the environment. As soon as the child with visual impairments finds it exciting to hear sounds, they will begin to reach and move towards the objects that make sound!

## SOME CONSIDERATIONS:

- Individualise instruction and build on existing capabilities, expand your verbal directions, be more precise, provide auditory starts and stops for activities.
- Modification of rules, facility and equipment will enable children with a visual impairment to participate. Allow the child to explore the area. This will help them become familiar with their surroundings, thus increasing confidence.
- Failure to develop body image and a sense of position of space are common problems for children with a visual impairment.
- Use audible or brightly coloured equipment, contrasting colours, and textures can be used to determine boundaries and for running.
- Limit the playing space, slow down the action, use larger or smaller playing objects, and use proper lighting and contrast.



# FUN ON MY BELLY

## BIRTH - 5 MONTHS

It is important, especially in the first months, for your baby to be on the floor. Time on their belly develops muscle tone, which allows for the development of crawling, walking, jumping, running and so on. There is no need to be in a hurry for your child to walk. In fact, the more time spent on their belly the better!

### SOME CONSIDERATIONS

- ◆ Activities on the belly should always be done while the child is awake.
- ◆ Time on the belly should be done for short periods (10 seconds to 10 minutes). This will depend on how much the child can tolerate.
- ◆ Time on the belly should always be supervised.
- ◆ Use this time and the activities that follow as a bonding experience between you and your child.

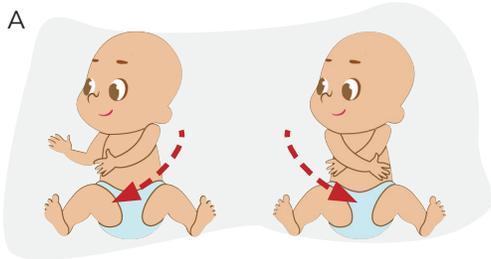


# FUN ON MY BELLY #1

FOCUS



A



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Extend their arms out to the side of their body. Bring one arm across the body, and then the other (hugging action). Return arms to the extended position. Repeat 10 times.
- With the child lying on their back, extend their legs out straight. Cross one leg over the other as if making an X. Return legs to the extended position and cross again with the other leg on top. Repeat 10 times.

B



**CP** If the child shows signs of hypotonia, do not overstretch their limbs, as they might not be able to fully extend their legs or arms. Use a massage to work the muscles.

**DS**

## PURPOSEFUL PLAY! (10 minutes)

C



- Place the child on their stomach on a receiving mat, or carpet. Gently massage the child from head to toe by running your fingers and hand up and down her body. Note: this will be more stimulating if the touch is skin-to-skin. Next, gently touch or stroke the child's ears, nose, hair, and cheeks. Talk about what you are doing. "Where's your nose? There's your nose!"

## SING-A-LONG! (5 minutes)

### "PAT-A-CAKE"

*Pat-a-cake, pat-a-cake, Baker's man. Bake me a cake as fast as you can. Roll it and pat it and mark it with a B.*

*And put it in the oven for baby and me!*

Sit the child between your legs (your stomach to their back). Hold the child's hands and clap them together while reciting the song. Trace a B on the child's palm when the time comes. Repeat 3 times.



# FUN ON MY BELLY #2

FOCUS



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Extend their arms out to the side of their body. Cross one arm over the body and hold for the count of 3. Return the arm to the side. Now cross the other arm over the body and hold. Repeat 10 times.
- Next, extend the child's legs out straight. Gently hold one leg down to the ground and lift the other up to approximately 90 degrees. Lower the leg. Now do the same activity with the other leg. Repeat 10 times.

**CP** If the child shows signs of hypotonia, do not overstretch their limbs, as they might not be able to fully extend their legs or arms. Use a massage to work the muscles.

**DS**

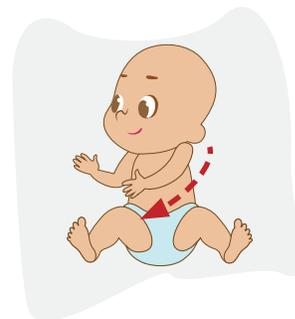
## PURPOSEFUL PLAY! (10 minutes)

- Place the child on their stomach on a receiving blanket or carpet. Lie next to the child on your stomach. Talk to the child. Talk about the day, what you are planning to do, how he/she looks, etc.
- Next, lie on your back. Place the child on top of you so that you are face to face. Talk to the child or sing a favourite song.

## SING-A-LONG! (5 minutes)

### "PAT-A-CAKE"

Instead of clapping the child's hands together, do it with the soles of the feet. Trace the B on the foot as well. Repeat 3 times.



A



B



C



D

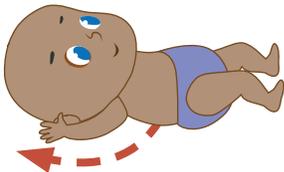
AGES 0 - 5 MONTHS

# FUN ON MY BELLY #3

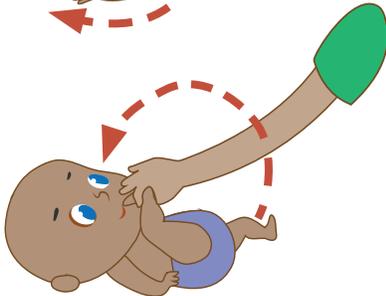
FOCUS



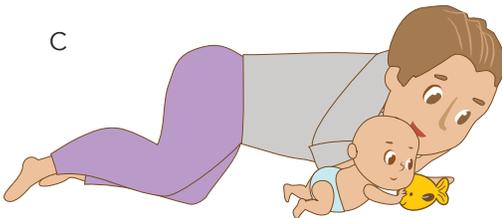
A



B



C



D



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Place the arms beside the body. Lift one arm up over the child's head. Lower the arm and then lift the other one over the head. Repeat 10 times.
- Next, extend the child's legs out straight. Gently bring one leg up so that the toes touch the nose. Lower the leg and then lift the other one to the nose. Repeat 10 times.

CP

If the child shows signs of hypotonia, do not overstretch their limbs, as they might not be able to fully extend their legs or arms. Use a massage to work the muscles.

DS

## PURPOSEFUL PLAY! (10 minutes)

- Place the child on their stomach on a receiving blanket or carpet. Lie next to the child on your stomach, and play with the child's favourite toy. While playing, talk about the toy and what you are doing.
- Next, lie the child on a scooter board, on their stomach. Slowly spin the board around one way and then the other. For every time you turn one direction, you should then turn back the other direction. Repeat 10 times.

CP

Do not use a scooter board if the child has difficulty with upper body strength. This exercise can be done with a foam mat, as long as the foam mat is on a surface that allows it to glide.

DS

## SING-A-LONG! (5 minutes)

### "PAT-A-CAKE"

Instead of clapping the child's hands together, lie them on their back and gently tap their stomach with your hands. Trace the B on their belly. Repeat 3 times.



# FUN ON MY BELLY #4

FOCUS



## LET'S GET MOVING! (5 minutes)

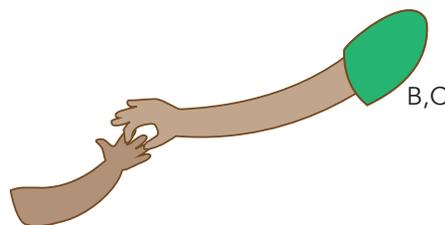
- Place the child on their back. Slowly bring their opposite arm and leg off the floor to meet together. Return and raise the other arm and opposite leg. Repeat 10 times.
- Next, take one hand and repeatedly open and close the child's fingers. Be sure that all 5 fingers are being worked. Now do the other hand. Repeat 5 times each hand.



A

## PURPOSEFUL PLAY! (10 minutes)

- Place the child on their stomach. Take their hand in yours and play with the child's fingers. Stroke the fingers and palms up and down, side to side, and in circles (clockwise and counter-clockwise). Repeat with the other hand.
- Find a medium size ball. Lie the child on their stomach over top of the ball. Hold the child's legs and rock the ball back and forth.

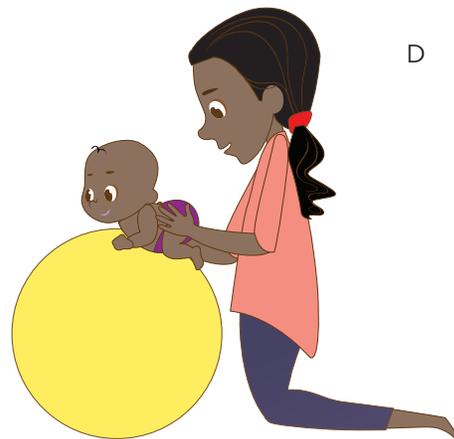


B,C

CP

This exercise can be difficult for a child with poor upper body strength. Instead of laying the child on his stomach, you can try it in a sitting position on the ball, rocking him back and forth, side to side. If you have a large yoga ball, you can also sit on the ball with your child while rocking back and forth, side to side.

DS



D

## SING-A-LONG! (5 minutes)

### "PAT-A-CAKE"

Instead of clapping the child's hands together, lie the child on their stomach and gently tap their back with your hands. Trace the B on their back. Repeat 3 times.



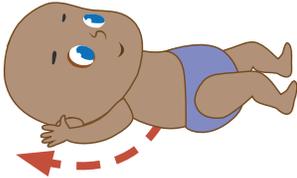
AGES 0 - 5 MONTHS

# FUN ON MY BELLY #5

FOCUS



A



B



C,D



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Slowly lift both arms up over the head and then lower them back down. Repeat 10 times.
- Next, slowly lift both legs up to 90 degrees and then lower them back down. Repeat 10 times.

## PURPOSEFUL PLAY! (10 minutes)

- Place the child on their stomach on a receiving blanket or carpet. Gently massage the child from head to toe. Use different tactile objects as a massage instrument (i.e. scarf, toothbrush, blowing through a straw, etc.). Note: do this on the child's bare skin.
- Next, gently stroke the child's ears, nose, hair, and cheeks using the same objects. Talk about what you are doing.

## SING-A-LONG! (5 minutes)

### "ITSY BITSY SPIDER"

*The itsy bitsy spider went up the water spout.  
Down came the rain and washed the spider out.  
Out came the sun and dried up all the rain.  
And the itsy bitsy spider went up the spout again!*

Place the child on their belly. Use your spider fingers on the child's back, to act out the song. Walk them up the back, slide them down the back, make circles on the back (the sun), walk them up the back again. Repeat 3 times.



# FUN ON MY BELLY #6

FOCUS



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Bend one leg after the other to create a cycling motion. Continue for 30 seconds, relax, then begin again. Repeat 5 times.
- Place the child on their stomach. Gently and slowly open and close the child's legs. Repeat 10 times.

**CP** Children with hypotonia disorder cannot properly support the upper part of their body, making it difficult to lay on their stomach for long periods of time. If the child is unable to support his head, this exercise can be done with the child laying on his back.

**DS**

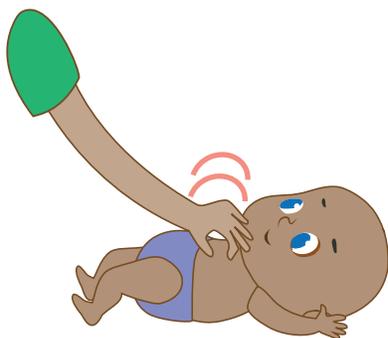
## PURPOSEFUL PLAY! (10 minutes)

- Place the child on their stomach on a receiving blanket or carpet. Lie next to the child with a children's book. Read the story to the child or talk about the pictures in the book.
- Next, turn your fingers into "spider fingers". Walk your spider fingers around the floor in front of the child. Also, walk your fingers up and down the child's back.

## SING-A-LONG! (5 minutes)

### "ITSY BITSY SPIDER"

Instead of using your spider fingers on the child's back, use them on their belly. Repeat 3 times.



A



B



C

AGES 0 - 5 MONTHS

# FUN ON MY BELLY #7

FOCUS



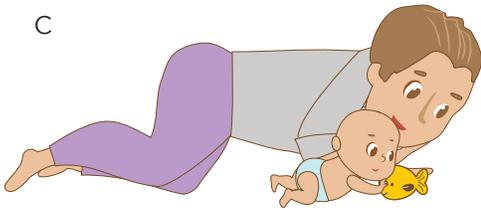
A



B



C



D



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Their arms should be beside the body, with the palms facing up. Extend both arms to the side of the body. Hold on to the child's hands and slowly move the arms up to meet over the head (making an angel). Lower the arms. Repeat 10 times.
- Next, extend the child's legs out straight. Bend the knees slightly and touch the soles of the child's feet together. Gently bring the feet up to touch the nose. Repeat 10 times.

## PURPOSEFUL PLAY! (10 minutes)

- Place the child on their stomach on a receiving blanket or carpet. Lie next to the child on your stomach with a puppet. Put on a puppet play for the child.

**VI** For children with a visual impairment, use a toy that makes noise, such as a rattle, maraca, etc. Shake the toy or instrument to encourage interaction. You can also place the child on his back and shake the toy from side to side.

- Next, lie the child on a scooter board, on their stomach. Slowly push the child away from you, and then pull the child back in. Repeat 10 times. Turn the child on to their back and repeat the activity.

**CP** Do not use a scooter board if the child has difficulty with upper body strength. This exercise can be done with a foam mat, as long as the mat is on a surface that allows it to glide.

## SING-A-LONG! (5 minutes)

### "ITSY BITSY SPIDER"

Instead of using your spider fingers on the child's back, use them on the child's arm. Repeat the song and actions on the other arm. Repeat 2 times.



# FUN ON MY BELLY #8

FOCUS



## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back. Hold on to one foot. Gently move the foot forward, backward, and to each side. Repeat 5 times. Then with the other foot. Repeat the exercise with the wrists.
- Next, move the foot in a circular motion (5 clockwise, 5 counter clockwise). Then the same with the other foot. Repeat the exercise with the wrists.

## PURPOSEFUL PLAY! (10 minutes)

- Have the child lie on their stomach. Take their hand in yours and perform a play with the fingers.
- Find a large ball (i.e. yoga ball). Lie the child on their stomach over top of the ball. Hold the child's legs and rock the ball back and forth.

CP

This exercise can be difficult for a child with poor upper body strength. Instead of laying the child on his stomach, you can try it in a sitting position on the ball, rocking him back and forth, side to side. If you have a large yoga ball, you can also sit on the ball with your child while rocking back and forth, side to side.

DS

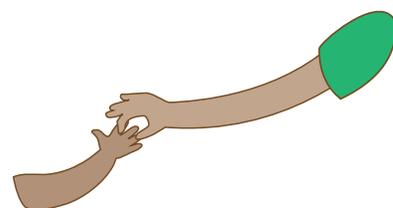
## SING-A-LONG! (5 minutes)

### "ITSY BITSY SPIDER"

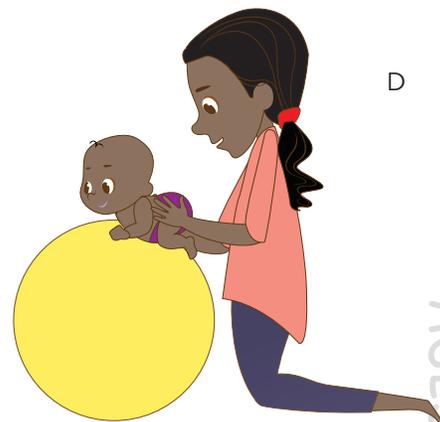
Have the child lie on their back. Use your spider fingers on the child's legs this time. Repeat 2 times.



A, B



C



D

AGES 0 - 5 MONTHS

# FUN ON MY BELLY #9

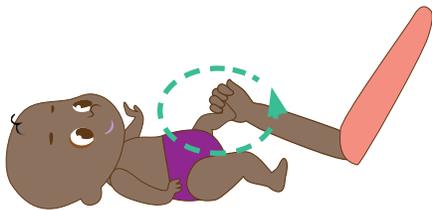
FOCUS



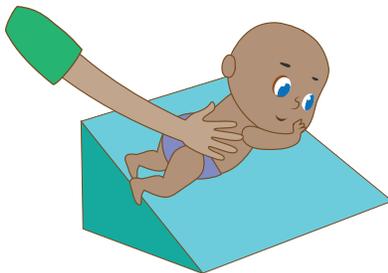
A



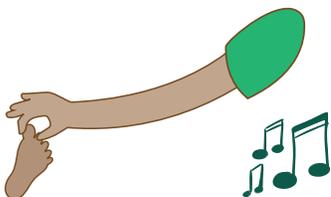
B



C



D



## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back, with arms beside their body. Gently take one arm, raise it and move it in a circular motion (in both directions). Repeat 10 times. Now do the same with the other arm. Repeat 10 times.
- Still lying on their back, extend the child's legs out straight. Gently hold one leg down on the ground. Lift the other leg up to 90° and move it in a circular motion (both directions). Repeat 10 times. Lower the leg. Now do the action with the other leg. Repeat 10 times.

## PURPOSEFUL PLAY! (10 minutes)

- Create an incline with household items (i.e. place a pillow under one end of a couch cushion). Place the child on the incline and help them roll down. Be sure to roll down to the other side as well. Repeat 10 times each direction.



Make sure the child can properly hold his head up. If not, this exercise can be done without an incline. Gently roll the child on his left side, then on his right side.



- Have the child lie on their back. Sit behind the baby's head. Using a musical instrument (i.e. maracas), make a sound on the floor beside the baby. Wait until the baby looks for the sound. Next make the sound on the other side of the baby's body. Wait for the baby to respond. Repeat this activity 10 times each side. Be sure to go slow, in order to avoid dizziness.



If the child is deaf or hard of hearing, use brightly coloured toys. Have the child follow the toy from side to side.

## SING-A-LONG! (5 minutes)

### "THIS LITTLE PIGGY WENT TO MARKET"

*This little piggy went to the market, This little piggy stayed home.  
This little piggy had roast beef, This little piggy had none. This little piggy went "wee wee wee" all the way home*

Have the child lie on their back. Gently pull on each baby's toe (signifying each piggy), starting with the big toe and end with the baby toe. Repeat with the other foot.

# FUN ON MY BELLY #10

FOCUS



## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back. Lift one arm up approximately 90°, then move it across the child's body in order to touch the floor on the other side. Return and repeat with the other arm. Repeat activity 10 times.
- Have the child lie on their back. Lift one leg up approximately 90° while holding down the bottom leg. Move the raised leg across the child's body in order to touch the floor on the other side. Return and repeat with the other leg. Repeat activity 10 times. Note: The child will roll slightly to the side while doing this.

## PURPOSEFUL PLAY! (10 minutes)

- Have the child lie on their back. Place a favourite toy just out of reach on one side of the body. Note: the child may need assistance. Move the toy around and pretend the toy is talking to the child ("Hello \_\_\_\_, please play with me", etc.). The child will attempt to reach for the toy. Now place the toy on the other side and repeat. Do this several times. Note: place the object far enough away that it is a challenge but allow the child to be successful. Otherwise, the child will become discouraged.

VI

If the child has a visual impairment, use a rattle or maraca, make a noise on the ground beside him, wait until baby looks for the sound and tries to grab the rattle. Try this on the other side and wait for him to respond.

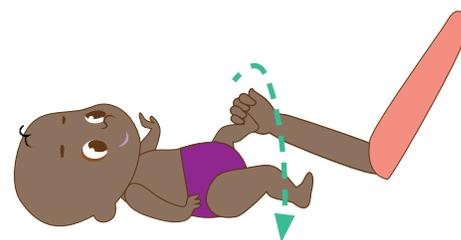
## SING-A-LONG! (5 minutes)

### "THIS LITTLE PIGGY WENT TO MARKET"

Have a child lie on their back and use their fingers to recite the song. Repeat with the other hand.



A



B



C

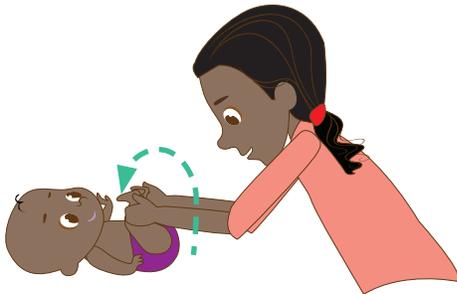
AGES 0 - 5 MONTHS

# FUN ON MY BELLY #11

FOCUS



A



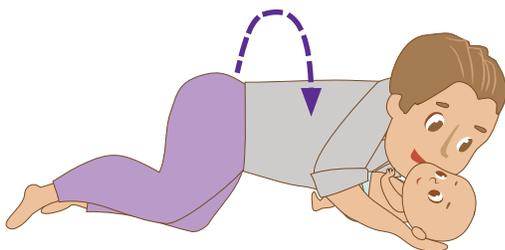
B



C



D



## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back. Extend their legs out straight. Holding on to the calves/ankles, bend the child's knees up to their belly. Hold and return straight. Repeat 10 times.
- Next, have the child lie on their belly. Extend their legs out straight. Holding on to the calves/ankles, bend the child's knees so that the feet are touching the rear. Hold and return straight. Repeat 10 times.

CP

If the child is unable to stay on his belly for more than a few seconds, do not attempt this belly exercise. If he is able to stay on his belly but is unable to fully support his head, the child's head can be turned sideways, resting on a soft surface

DS

## PURPOSEFUL PLAY! (10 minutes)

- Lie on your back and have the child lie on their stomach on top of you. Wrap your arms around the child and rock from side to side. Repeat several times each side.
- In the same position, try rolling all the way around. Note: in order to do so you must roll on your elbows and cradle the child in your arms. Also, support behind the child's head. Be sure to roll to both sides. Repeat several times each side.

## SING-A-LONG! (5 minutes)

Choose your own song! You may repeat one from the plans or use a family favourite.



# FUN ON ALL FOURS

## 5 - 12 MONTHS

Crawling is an important stage of development that occurs between 5 and 12 months. Crawling has been known to impact a child's learning ability (i.e. reading and writing), communication, hand-eye coordination, cross-patterning skills, spatial awareness, balance, independence, and so on.

### SOME CONSIDERATIONS:

- ◆ It is normal for your child to crawl on their stomach before they do so on all fours. It is known as "commando crawling".
- ◆ It is important that your child still receive plenty of time on the floor. Choose activities from fun on my belly to reinforce this.
- ◆ Sensory stimulation is important at this age. Therefore use different tactile surfaces whenever possible.
- ◆ Use this time, and the activities, that follow as a bonding experience between you and your child.

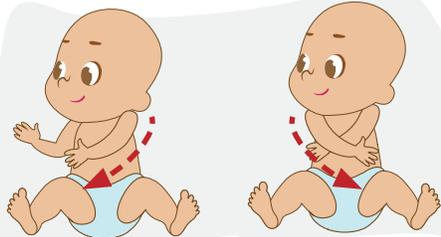


# FUN ON ALL FOURS #1

FOCUS



A



## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back. Extend their arms out to the side of their body. Bring one arm across the body, and then the other (hugging action). Return arms to the extended position. Repeat 10 times. Return arms to the side.
- With the child lying on their back, extend their legs out straight. Cross one leg over the other as if making an X. Return legs to the start position and cross the other leg over. Repeat 10 times. Return legs to start position.

B



## PURPOSEFUL PLAY! (10 minutes)

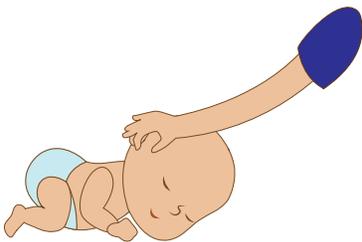
- With the child on their belly, massage or touch their feet so as to promote the "push away" reflex. Continuously switch from one foot to the other. Also, vary the tactile stimulation (use your hand, a scarf, a toothbrush, blow through a straw, etc.).
- Have the child stay on their belly! Place a toy in front of the child, just out of reach. Place your hands on the child's feet and allow them to use you as a push away aid. Repeat several times. Note the toy should be far enough away to challenge the child but allow the child to be successful.

C,D



VI With the child on his belly, place a brightly coloured toy in front of him, but just out of reach. Have someone else help out by laying in front of the child with a rattle or toy that makes noise to attract the child's attention.

E



- Next, gently touch/stroke the child's ear, nose, hair, and cheeks. Talk about what body parts you are stroking (i.e. "Where's your nose? There's your nose!"). Continue for approximately 4 minutes.

## SING-A-LONG! (5 minutes)

### "IF YOU'RE HAPPY AND YOU KNOW IT"

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

Sit the child between your legs (your stomach touching their back). Hold their hands and clap twice when appropriate. Repeat 3 times.



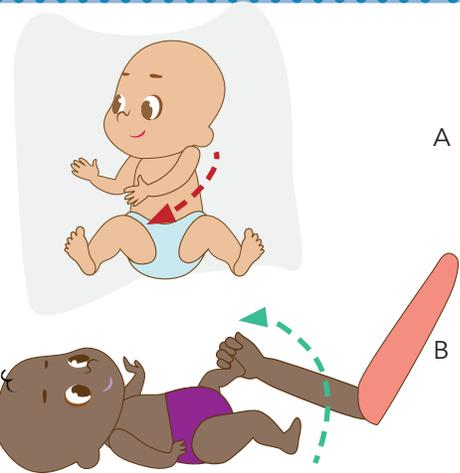
# FUN ON ALL FOURS #2

FOCUS



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Extend their arms out to the side of their body. Cross one arm over the body and hold for the count of 3. Return the arm to the side. Now cross the other arm over the body and hold. Repeat 10 times.
- Next, extend the child's legs out straight. Gently hold one leg down to the ground and lift the other up to approximately 90 degrees. Lower the leg. Now do the same activity with the other leg. Repeat 10 times.



## PURPOSEFUL PLAY! (10 minutes)

- Have the child lie on their belly. Using a soft ribbon, gently and slowly pull the ribbon through the child's toes. Do this through each toe, on both feet. Repeat the exercise with the child's fingers.
- Place the child on all fours (in the crawling position). You will hold the child's feet, and have another adult hold the child's hands. You will become the child, moving hand, foot, hand, foot. Have them crawl from the couch to the wall, from the door to a toy, etc.
- Next, lie the child on a scooter board, on their stomach. Slowly spin the board around one way and then the other. For every time you turn one direction, you should then turn back the other direction. Repeat 10 times.



**CP** Do not use a scooter board if the child has difficulties with upper body strength. This exercise can be done with a foam mat, as long as the foam mat is on top of a surface that will allow it to glide.

## SING-A-LONG! (5 minutes)

*"IF YOU'RE HAPPY AND YOU KNOW IT"*

Use the child's feet in the song rather than hands. Hold their feet and clap them together. Repeat 3 times.



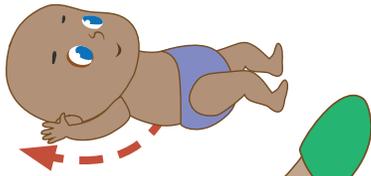
AGES 5 - 12 MONTHS

# FUN ON ALL FOURS #3

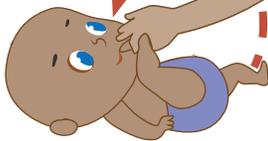
FOCUS



A



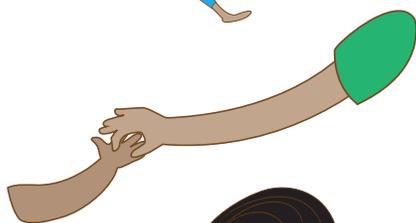
B



C



D



E



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Place the arms beside the body. Lift one arm up over the child's head. Lower the arm and then lift the other one over the head. Repeat 10 times.
- Next, extend the child's legs out straight. Gently bring one leg up so that the toes touch the nose. Lower the leg and then lift the other one to the nose. Repeat 10 times.

## PURPOSEFUL PLAY! (10 minutes)

- Place the child on all fours (in crawling position). With your hand, massage or touch the sole of one foot. The child will react to this by moving their leg forward. Do the other foot. Repeat several times also vary the tactile object used.
- Have the child lie on their back. Gently massage the soles of both feet. If the child's toes tend to curl under focus on extending them. Repeat with the palms of both hands. Again, concentrate on extending the fingers.
- Find a medium size ball. Lie the child on their stomach over top of the ball. Hold the child's legs and rock the ball back and forth.

## SING-A-LONG! (5 minutes)

*"IF YOU'RE HAPPY AND YOU KNOW IT"*

*...touch your nose*

Use their index finger and touch their nose (alternate between both hands). Repeat 3 times.



# FUN ON ALL FOURS #4

FOCUS



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Slowly bring their opposite arm and leg off the floor to meet together. Return and raise the other arm and opposite leg. Repeat 10 times.
- Next, take one hand and repeatedly open and close the child's fingers. Be sure that all 5 fingers are being worked. Now do the other hand. Repeat 5 times each hand.

## PURPOSEFUL PLAY! (10 minutes)

- Place the child on all fours (in the crawling position) and put a favourite toy in front of them. Start with it close and slowly move it further away from the child. Without any help, allow the child to reach/crawl for the toy.

**VI** This exercise can be done with a rattle or toy that makes noise. Lay in front of the child and shake the object to get his attention. Start out close and slowly move further away from the child.

- Create a small incline with household items (i.e. place a pillow under a folded iron board). Place your child on top of the incline and hold their hips. Lead the child down the incline in a crawling position. This will help the child get the motion of crawling. You may want to place a favourite toy at the bottom of the incline to encourage them.

**CP** This exercise can be done without an incline if the child has difficulty crawling or holding his head upright.

- Place the child on their stomach on a receiving blanket or carpet. Gently massage the child from head to toe. Use different tactile objects as a massage instrument (i.e. scarf, toothbrush, blowing through a straw, etc.). Note: do this on the child's bare skin.

## SING-A-LONG! (5 minutes)

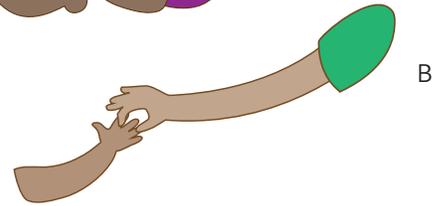
*"IF YOU'RE HAPPY AND YOU KNOW IT"*

...pat your belly

Use both hands to pat the belly. Repeat 3 times.



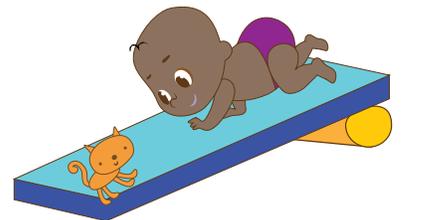
A



B



C



D



E

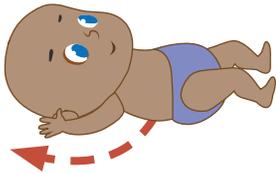
AGES 5 - 12 MONTHS

# FUN ON ALL FOURS #5

FOCUS



A



B



C



D



## LET'S GET MOVING! (5 minutes)

- A. Place the child on their back. Slowly lift both arms up over the head and then lower them back down. Repeat 10 times.
- B. Next, slowly lift both legs up to 90 degrees and then lower them back down. Repeat 10 times.

## PURPOSEFUL PLAY! (10 minutes)

- C. Sit with your legs apart and the child sitting between your legs (your stomach to their back). Use a variety of touch on the child's palms and soles. Gently rub the hands and feet with wool, fine sandpaper, silk, flannel, fur, etc. Each time, wait for a reaction from the child and then continue.
- D. Place the child on all fours (in the crawling position). Get down in the same position beside the child. "We're going to crawl together, let's go over the table". Crawl beside the child while encouraging them to do the same.

## SING-A-LONG! (5 minutes)

*"If You're Happy and You Know It"*

*...tap your head*

Use the child's hands to gently tap their head.  
Repeat 3 times.



# FUN ON ALL FOURS #6

FOCUS



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Bend one leg after the other to create a cycling motion. Continue for 30 seconds, relax, then begin again. Repeat 5 times.
- Place the child on their stomach. Gently and slowly open and close the child's legs. Repeat 10 times.



A

## PURPOSEFUL PLAY! (10 minutes)

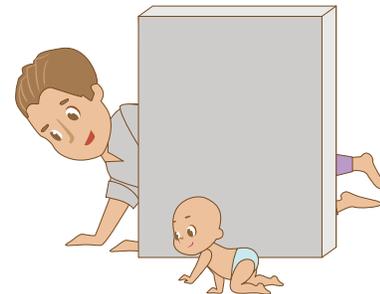
- Play a game of "Peek-A-Boo" or "Hide and Seek". Place the child in the crawling position. Crawl behind a couch or object so that you are out of sight. Next call out "\_\_\_\_\_ come and see me!" "Can you find me?" Continue talking until the child has found you. Next, change hiding spots. Continue until the child seems to be getting bored.

**HI** The game of "Hide and Seek" can be modified for a child that is deaf or hard of hearing. Instead of calling out for the child, you can peek out of your hiding spot and wave a brightly coloured scarf to grab his attention.

- Have the child lie on their back. Gently massage their body from head to toe (shoulders, arms, belly, legs, hands, feet).
- Place the child on their stomach on a receiving blanket or carpet. Lie next to the child with a children's book. Read the story to the child or talk about the pictures in the book.



B



C



D



E

## SING-A-LONG! (5 minutes)

"IF YOU'RE HAPPY AND YOU KNOW IT"

- ... clap your hands
- ... clap your feet
- ... touch your nose
- ... pat your belly
- ... tap your head



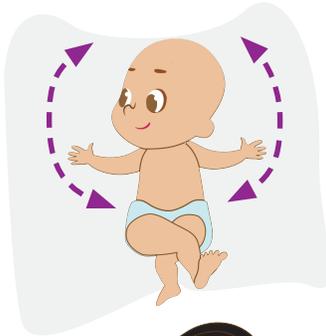
AGES 5 - 12 MONTHS

# FUN ON ALL FOURS #7

FOCUS



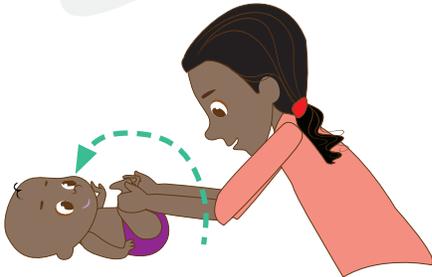
A



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Their arms should be beside the body, with the palms facing up. Extend both arms to the side of the body. Hold on to the child's hands and slowly move the arms up to meet over the head (making an angel). Lower the arms. Repeat 10 times.
- Next, extend the child's legs out straight. Bend the knees slightly and touch the soles of the child's feet together. Gently bring the feet up to touch the nose. Repeat 10 times.

B



## PURPOSEFUL PLAY! (10 minutes)

- Place your child in the crawling position and join them on your hands and knees. Crawl around the floor pretending to be different animals (i.e. cat, dog, pig, cow, bear, etc.). Be sure to make the sound of the animal at the same time.
- Next, lie the child on a scooter board, on their stomach. Slowly push the child away from you, and then pull the child back in. Repeat 10 times. Turn the child on to their back and repeat the activity.

C



## SING-A-LONG! (5 minutes)

### "THIS IS THE WAY"

*This is the way we brush our hair, Brush our hair, brush our hair, This is the way we brush our hair. Before we go out to play.*

Sit the child between your legs (your stomach touching their back). Hold their hand in yours and pretend to brush their hair while singing the song. Repeat 2 times.

D



# FUN ON ALL FOURS #8

FOCUS



## LET'S GET MOVING! (5 minutes)

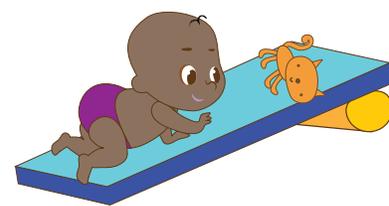
- A. Have the child lie on their back. Hold on to one foot. Gently move the foot forward, backward, and to each side. Repeat 5 times. Then with the other foot. Repeat the exercise with the wrists.
- B. Next, move the foot in a circular motion (5 clockwise, 5 counter clockwise). Then the same with the other foot. Repeat the exercise with the wrists.



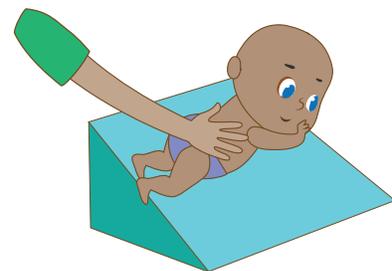
A,B

## PURPOSEFUL PLAY! (10 minutes)

- C. Create a small incline with household items (i.e. place a pillow under one end of a folded iron board). Place the child's favourite toy at the bottom of the incline and allow the child to crawl from top to bottom to retrieve the toy. Repeat several times.
- D. Next, reverse the direction. Have the toy at the top and the child at the bottom. Again, allow the child to retrieve the toy. Repeat several times.
- E. Create an incline with household items (i.e. place a pillow under one end of a couch cushion). Place the child on the incline and help them roll down. Be sure to roll down to the other side as well. Repeat 10 times each direction.



C,D



E

VI

Try using a rattle or a toy that makes noise to attract the child's attention. Have someone help you by getting them to shake the rattle or toy.

## SING-A-LONG! (5 minutes)

*"THIS IS THE WAY"*

*...we clean our teeth.*

Take the child's hand and do the motion of brushing your teeth.  
Repeat 2 times.



AGES 5 - 12 MONTHS

# FUN ON ALL FOURS #9

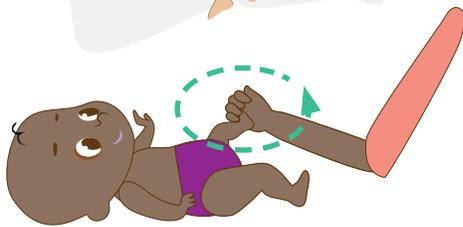
FOCUS



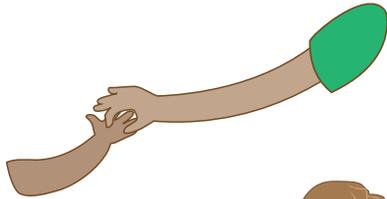
A



B



C



D



E



## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back, with arms beside their body. Gently take one arm, raise it and move it in a circular motion (in both directions). Repeat 10 times. Now do the same with the other arm. Repeat 10 times.
- Still lying on their back, extend the child's legs out straight. Gently hold one leg down on the ground. Lift the other leg up to 90° and move it in a circular motion (both directions). Repeat 10 times. Lower the leg. Now do the action with the other leg. Repeat 10 times.

## PURPOSEFUL PLAY! (10 minutes)

- Have the child lie on their back. Gently massage the soles of both feet. Focus on extending the child's toes. Repeat with the palms of both hands. Again, concentrate on extending the fingers.
- Place the child in the crawling position and join them on your hands and knees. Chase the child around the room while crawling. Next, reverse roles and allow the child to chase you. Talk to the child while playing (i.e. "Come and get me! I'm going to get you! You can't catch me!")
- Find a large ball (i.e. yoga ball). Lie the child on their stomach over top of the ball. Hold the child's legs and rock the ball back and forth.

## SING-A-LONG! (5 minutes)

*"THIS IS THE WAY"*

*...we dress ourself*

Take the child's hands and do the motions of getting dressed.  
Repeat 2 times



AGES 5 - 12 MONTHS

# FUN ON ALL FOURS #10

FOCUS

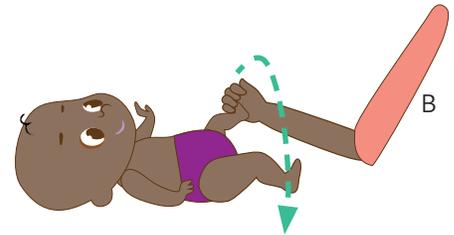


## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back. Lift one arm up approximately 90°, then move it across the child's body in order to touch the floor on the other side. Return and repeat with the other arm. Repeat activity 10 times.
- Have the child lie on their back. Lift one leg up approximately 90° while holding down the bottom leg. Move the raised leg across the child's body in order to touch the floor on the other side. Return and repeat with the other leg. Repeat activity 10 times. Note: The child will roll slightly to the side while doing this.



A



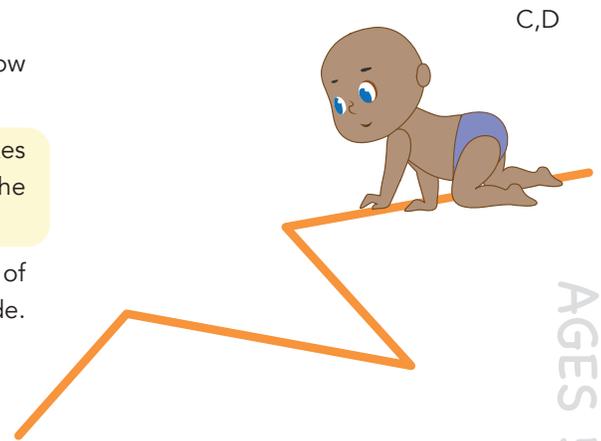
B

## PURPOSEFUL PLAY! (10 minutes)

- Create several directional paths with skipping ropes or chalk on the floor (i.e. backward, zig zagged, in a circle, etc.). Have the child crawl on the lines that have been created.
- Do each directional path again and vary the pace between slow and fast each time.

**vi** This exercise can be performed with a rattle or a toy that makes noise to attract the child's attention to guide him through the obstacles with the noise (get him to go towards the noise).

- Lie on your back and have the child lie on their stomach on top of you. Wrap your arms around the child and rock from side to side. Repeat several times each side.



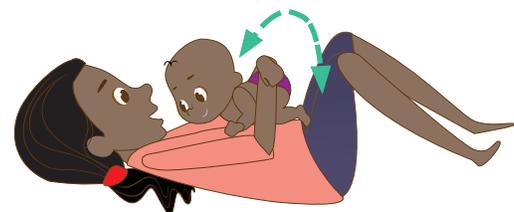
C,D

## SING-A-LONG! (5 minutes)

**"THIS IS THE WAY"**

...we eat our lunch.

Take the child's hand and do the motion of eating lunch. Repeat 2 times.



E

AGES 5 - 12 MONTHS

# FUN ON ALL FOURS #11

FOCUS



A



B



C



D



## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back. Extend their legs out straight. Holding on to the calves/ankles, bend the child's knees up to their belly. Hold and return straight. Repeat 10 times.
- Next, have the child lie on their belly. Extend their legs out straight. Holding on to the calves/ankles, bend the child's knees so that the feet are touching the rear. Hold and return straight. Repeat 10 times.

## PURPOSEFUL PLAY! (10 minutes)

- Place the child in the crawling position. Take a small ball and roll it away from the child. Allow the child to crawl and chase after the ball. Repeat several times.
- Place a large box (i.e. fridge box) in one doorway. Crawl through the box and have the child follow behind you. When you enter the other room, ask "Where are we now?" "Where did we go?" Go from room to room several times. Once you have introduced this activity, you can leave the box in the doorway for quite some time. You will always have to crawl through to get to the next room!

vi

Use a rattle or a toy that makes noise to attract the child's attention. Allow the child to crawl and chase the object.

## SING-A-LONG! (5 minutes)

**"THIS IS THE WAY"**

- ...we brush our hair
- ... we clean our teeth
- ... we dress ourself
- ... we eat our lunch

Do the song 4 times. Once with each action.



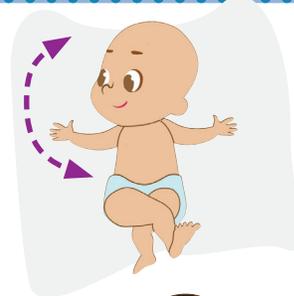
# FUN ON ALL FOURS #12

FOCUS



## LET'S GET MOVING! (5 minutes)

- A. Place the child on their back. Place the arms beside the body. Lift one arm up over the child's head. Lower the arm and then lift the other one over the head. Repeat 10 times.
- B. Next, extend the child's legs out straight. Gently bring one leg up so that the toes touch the nose. Lower the leg and then lift the other one to the nose. Repeat 10 times.



A

## PURPOSEFUL PLAY! (10 minutes)

- C. Place your child in the crawling position and join them on your hands and knees. Crawl around the floor pretending to be different animals (i.e. cat, dog, bear, etc.). Make the sound of the animal at the same time.
- D. Stand with your legs apart. Place the child in the crawling position beside your legs. Encourage the child to crawl through your legs and back again. "Can you go in a zig zag or figure eight?"
- E. Next, lie the child on a scooter board, on their stomach. Slowly spin the board around one way and then the other. For every time you turn one direction, you should then turn back the other direction. Repeat 10 times.



B



C



D

## SING-A-LONG! (5 minutes)

Choose your favourite song!

"If you're happy and you know it"

"This is the way"



E

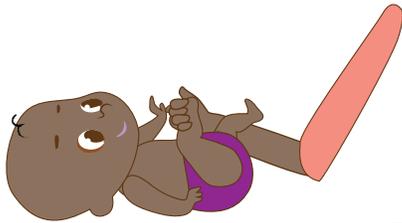
AGES 5 - 12 MONTHS

# FUN ON ALL FOURS #13

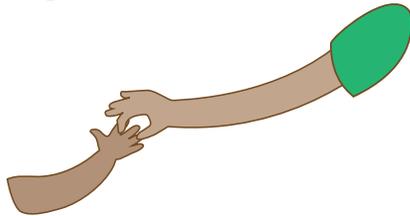
FOCUS



A



B



C



D



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Slowly bring their opposite arm and leg off the floor to meet together. Return and raise the other arm and opposite leg. Repeat 10 times.
- Next, take one hand and repeatedly open and close the child's fingers. Be sure that all 5 fingers are being worked. Now do the other hand. Repeat 5 times each hand.

## PURPOSEFUL PLAY! (10 minutes)

- Get down on all fours (in a crawling position). Encourage the child to crawl under your belly. Repeat several times.
- Next make a series of three tunnels with cardboard boxes (three different sizes). Have the child move through the tunnel forwards and backwards. Repeat several times.

## SING-A-LONG! (5 minutes)

*"THIS LITTLE PIGGY WENT TO THE MARKET"*

Repeat the song twice. Once with fingers, once with toes.



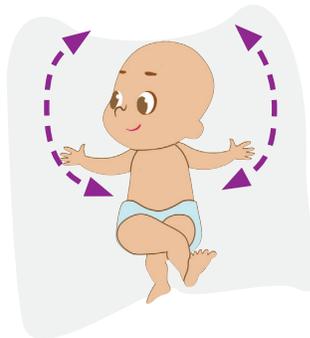
# FUN ON ALL FOURS #14

FOCUS



## LET'S GET MOVING! (5 minutes)

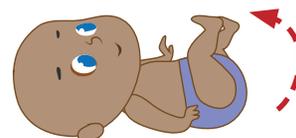
- Place the child on their back. Slowly lift both arms up over the head and then lower them back down. Repeat 10 times.
- Next, slowly lift both legs up to 90 degrees and then lower them back down. Repeat 10 times.



A

## PURPOSEFUL PLAY! (10 minutes)

- Get down on all fours (in the crawling position). You may need to bend your arms to get closer to the ground. Have the child attempt to crawl over top of you. Repeat several times.
- Find a set of stairs. Place a toy 2 or 3 stairs up and allow the child to crawl up the stairs to retrieve the toy. Talk to them. "Go get it", "Keep going", "You got it!"



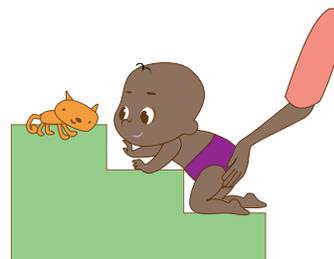
B



C

## SING-A-LONG! (5 minutes)

Choose a favourite family song.



D

AGES 5 - 12 MONTHS



# FUN ON MY FEET

## 12 - 18 MONTHS

It is both the time on the child's belly and the time spent crawling before walking that is most beneficial to your child's development. Walking will only occur once your child has gained muscle control from these previous stages. Walking develops confidence, balance, control and leg strength in your child. It is still important, however, that your child spend time on their belly and hands and knees.

### SOME CONSIDERATIONS:

- ◆ In the beginning, stopping can be a problem for your child. Therefore, supervision is necessary.
- ◆ Encourage independence so that the child does not become reliant on holding your hands when walking.
- ◆ Discourage running activities until your child has truly mastered walking!
- ◆ Sensory stimulation is important at this age. Therefore, use different tactile surfaces and have the child walk in bare feet whenever possible.

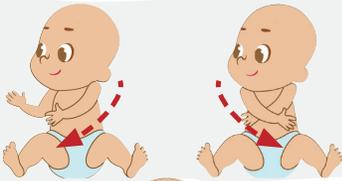


# FUN ON MY FEET #1

FOCUS



A



B



C



D



E



F



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Extend their arms out to the side of their body. Bring one arm across the body, and then the other (hugging action). Return arms to the extended position. Repeat 10 times.
- With the child lying on their back, extend their legs out straight. Cross one leg over the other as if making an X. Return legs to the extended position and cross again with the other leg on top. Repeat 10 times.

## PURPOSEFUL PLAY! (20 minutes)

- Place items around the floor that will provide different touch sensations (i.e. pillows, sponges, carpet squares, felt, rubber, etc.). Have the child walk bare foot on each item several times. Ask them how it feels on their feet? Which item do they like better? ("This one is soft!")
- Tell the child to walk around the room and listen for you to say "Freeze". When you say "Freeze", they must stop walking. When you say "Go", they can begin walking again. Continue the Freeze game for several minutes.



The Freeze game can be played by using green cards for go, and red cards for freeze, instead of words. Have children walk around the rooms, when you lift a red card, they freeze. When you lift a green card, they go.

- Find a medium size ball. Lay the child on their stomach over top of the ball. Hold the child's legs and rock the ball back and forth
- Have the child lie on their belly. Using a soft ribbon, gently and slowly pull the ribbon through the child's toes. Do this through each toe, on both feet. Repeat with the child's fingers

## SING-A-LONG! (5 minutes)

### "HEAD AND SHOULDERS"

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

Sit with legs apart with child sitting in front of you. Take their hands and have them touch each body part while singing. Repeat 3 times.



# FUN ON MY FEET #2

FOCUS



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Extend their arms out to the side of their body. Cross one arm over the body and hold for the count of 3. Return the arm to the side. Now cross the other arm over the body and hold. Repeat 10 times.
- Next, extend the child's legs out straight. Gently hold one leg down to the ground and lift the other up to approximately 90 degrees. Lower the leg. Now do the same activity with the other leg. Repeat 10 times.

## PURPOSEFUL PLAY! (20 minutes)

- Use various tactile surfaces to create pathways along the floor (i.e., pillows, sponges, carpet squares, felt, rubber, etc.). Have the child walk the textured pathways! Repeat this 2-3 times.
- Next, have the child stand on your feet (facing you). Make sure to hold on to each others hands. You can move your feet forward, backward, sideways, or around in a circle.
- Place the child on their stomach on a receiving blanket or carpet. Gently massage the child from head to toe. Use different tactile objects as a massage instrument (i.e. scarf, toothbrush, blowing through a straw, etc.). Note: do this on the child's bare skin.
- Have the child lie on their back. Gently massage the soles of both feet. If the child's toes tend to curl under focus on extending them. Repeat with the palms of both hands. Again, concentrate on extending the fingers.

## SING-A-LONG! (5 minutes)

### "HEAD AND SHOULDERS"

Sit with legs apart and have the child sit in front of you. Take their hands and have them touch each body part while singing the song. Repeat 3 times.



A



B



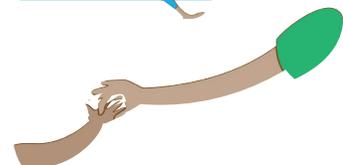
C



D



E



F

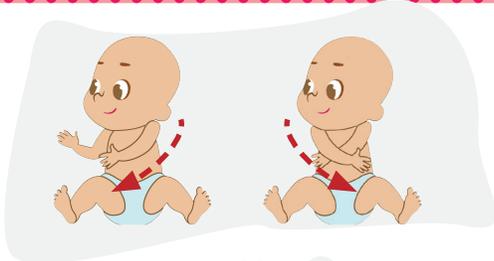
AGES 12 - 18 MONTHS

# FUN ON MY FEET #3

FOCUS



A



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Extend their arms out to the side of their body. Bring one arm across the body, and then the other (hugging action). Return arms to the extended position. Repeat 10 times.
- With the child lying on their back, extend their legs out straight. Cross one leg over the other as if making an X. Return legs to the extended position and cross again with the other leg on top. Repeat 10 times.

B



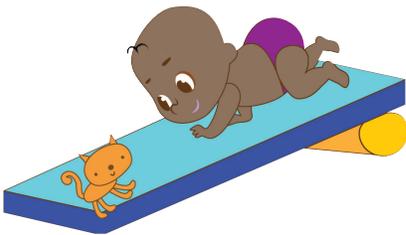
## PURPOSEFUL PLAY! (20 minutes)

C



- Take the child outside (your backyard, the playground, the beach). Have them walk barefoot on the different surfaces (i.e. grass, pavement, sand, rocks, in the water, etc.). Talk to them about how each one feels.
- Create a small incline with household items (e.g. place a pillow under a folded iron board). Place your child on top of the incline and hold their hips. Lead the child down the incline in a crawling position. This will help the child get the motion of crawling. You may want to place a favourite toy at the bottom of the incline to encourage them.
- Next, gently stroke the child's ears, nose, hair, and cheeks using the same objects. Talk about what you are doing.

D

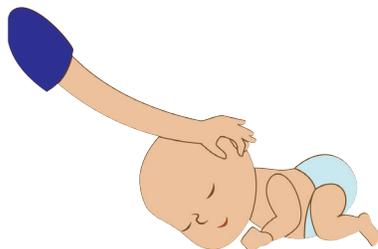


## SING-A-LONG! (5 minutes)

### "HEAD AND SHOULDERS"

Have the children stand in front of you. Take their hands and have them touch each body part while singing the song. Repeat 3 times.

E



# FUN ON MY FEET #4

FOCUS

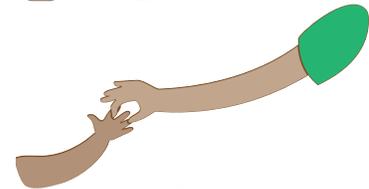


## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Slowly bring their opposite arm and leg off the floor to meet together. Return and raise the other arm and opposite leg. Repeat 10 times.
- Next, take one hand and repeatedly open and close the child's fingers. Be sure that all 5 fingers are being worked. Now do the other hand. Repeat 5 times each hand.



A



B

## PURPOSEFUL PLAY! (20 minutes)

- Cut various tactile surfaces into different shapes (i.e. sand paper square, felt circle, rubber triangle). Have the children walk on the surfaces and introduce the names of the shapes.
- Have the child walk around the room. When you say "red light" teach them to stop. When you say "green light" they may walk again.



C



Red Light, Green Light can be played by using green cards for go, and red cards for freeze. Have the children walk around the room. When you lift the red card they freeze. When you lift the green card they go.

- Play a game of "Peek-A-Boo" or "Hide and Seek". Place the child in the crawling position. Crawl behind a couch or object so that you are out of sight. Next call out "\_\_\_\_\_ come and see me!" "Can you find me?" Continue talking until the child has found you. Next, change hiding spots. Continue until the child seems to be getting bored.

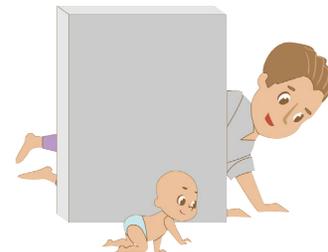


D



To modify Hide and Seek, instead of calling out for the children, you can peek out of your hiding spot and wave a brightly coloured scarf to grab their attention.

- Place the child on their stomach on a receiving blanket or carpet. Lie next to them with a children's book. Read the story to the child or talk about the pictures in the book.



E

## SING-A-LONG! (5 minutes)

"HEAD AND SHOULDERS"



Have the children stand in front of you. Take their hands and have them touch each body part while singing the song. Repeat 3 times.



F

AGES 12 - 18 MONTHS

# FUN ON MY FEET #5

FOCUS



A



B



C



D



E



F



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Slowly lift both arms up over the head and then lower them back down. Repeat 10 times.
- Next, slowly lift both legs up to 90 degrees and then lower them back down. Repeat 10 times.

## PURPOSEFUL PLAY! (20 minutes)

- Tell the child that you are going to do silly walks today. Walk very quietly. Walk very loud. Walk with giant steps. Walk crazy!
- Next, have the child stand with legs spread apart. Roll a ball between the child's legs and have them retrieve it. Repeat several times. You can switch roles and have the child roll the ball through your legs.
- Place your child in the crawling position and join them on your hands and knees. Crawl around the floor pretending to be different animals (i.e. cat, dog, pig, cow, bear, etc.) be sure to make the sound of the animal at the same time.
- Next, lie the child on a scooter board, on their stomach. Slowly push the child away from you, and then pull the child back in. Repeat 10 times. Turn the child on to their back and repeat the activity.

## SING-A-LONG! (5 minutes)

### "HEAD AND SHOULDERS"

Have the children stand in front of you. Take their hands and have them touch each body part while singing the song. Repeat 3 times.



# FUN ON MY FEET #6

FOCUS



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Bend one leg after the other to create a cycling motion. Continue for 30 seconds, relax, then begin again. Repeat 5 times
- Place the child on their stomach. Gently and slowly open and close the child's legs. Repeat 10 times.



A

## PURPOSEFUL PLAY! (20 minutes)

- Find a set of stairs and have the child practice walking up and down. Hold their hand or stand one step below them for guidance. Walk up and down 5 times.
- Stand face to face and hold hands. Play some favourite music and dance with the child.
- Create a small incline with household items (e.g. place a pillow under one end of a folded iron board). Place the child's favourite toy at the bottom of the incline and allow the child to crawl from top to bottom to retrieve the toy. Repeat several times.
- Next, reverse the direction. Have the toy at the top and the child at the bottom. Again, allow the child to retrieve the toy. Repeat several times.
- Create an incline with household items (e.g. place a pillow under one end of a couch cushion). Place the child on the incline and help them roll down. Be sure to roll down to the other side as well. Repeat 10 times each direction.



B



C



D



E,F



G

vi

To modify the games where the child crawls towards a toy, instead use a rattle or a toy that makes noise to attract the child's attention. Have someone help you by getting them to shake the rattle or toy.

## SING-A-LONG! (5 minutes)

### "HEAD AND SHOULDERS"

Stand face to face with the child. Sing the song and do the actions. Encourage the child to follow along. Repeat 3 times.



AGES 12 - 18 MONTHS

# FUN ON MY FEET #7

FOCUS



A



B



C



D



E



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Their arms should be beside the body, with the palms facing up. Extend both arms to the side of the body. Hold on to the child's hands and slowly move the arms up to meet over the head (making an angel). Lower the arms. Repeat 10 times.
- Next, extend the child's legs out straight. Bend the knees slightly and touch the soles of the child's feet together. Gently bring the feet up to touch the nose. Repeat 10 times.

## PURPOSEFUL PLAY! (20 minutes)

- Play the music game. Have the child walk around the room to the music. When the music stops, the child must "freeze" and wait for the music to begin again. Also, have the child walk as different animals (i.e. giraffe, bird, butterfly, etc.).

**HI** The Freeze Game can be played by using green cards for go, and red cards for freeze. Have the children walk around the room. When you lift the red card they freeze. When you lift the green card they go.

- Place the child in the crawling position and join them on your hands and knees. Chase the child around the room while crawling. Next, reverse roles, allowing the child to chase you. Talk to the child while playing (i.e. "Come and get me! I'm going to get you! You can't catch me!").
- Find a large ball (e.g. yoga ball). Lie the child on their stomach on top of the ball. Hold the child's legs and rock the ball back and forth.

## SING-A-LONG! (5 minutes)

### "HEAD AND SHOULDERS"

Stand face to face with the child. Sing the song and do the actions. Encourage the child to follow along. Repeat 3 times.



# FUN ON MY FEET #8

FOCUS



## LET'S GET MOVING! (5 minutes)

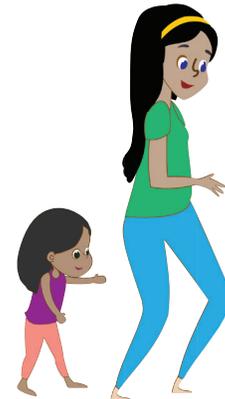
- Have the child lie on their back. Hold on to one foot. Gently move the foot forward, backward, and to each side. Repeat 5 times. Then with the other foot. Repeat the exercise with the wrists.
- Next, move the foot in a circular motion (5 clockwise, 5 counter clockwise). Then the same with the other foot. Repeat the exercise with the wrists.



A,B

## PURPOSEFUL PLAY! (20 minutes)

- Either outside, or in a large room free of obstacles, play a game of "tag". Tell the child that you will chase after them. You can also reverse roles and have the child chase after you.
- Create several directional paths with skipping ropes or chalk on the floor (i.e. backward, zigzagged, in a circle, etc.). Have the child crawl on the lines that have been created.
- Do each directional path again and vary the pace between slow and fast each time.
- Lie on your back and have the child lie on their stomach on top of you. Wrap your arms around the child and rock from side to side. Repeat several times each side.

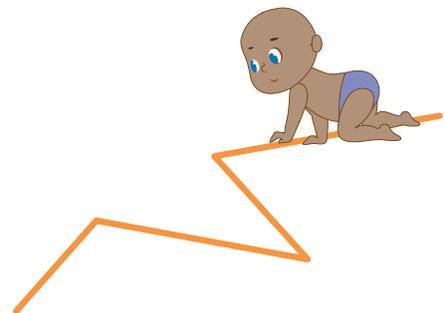


C

## SING-A-LONG! (5 minutes)

### "HEAD AND SHOULDERS"

Stand face to face with the child. Sing the song and do the actions. Encourage the child to follow along. Repeat 3 times.



D,E



F

AGES 12 - 18 MONTHS

# FUN ON MY FEET #9

FOCUS



A



B



C



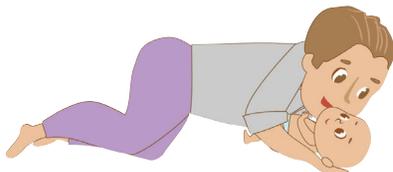
D



E



F



## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back, with arms beside their body. Gently take one arm, raise it and move it in a circular motion (in both directions). Repeat 10 times. Now do the same with the other arm. Repeat 10 times.
- Still lying on their back, extend the child's legs out straight. Gently hold one leg down on the ground. Lift the other leg up to 90° and move it in a circular motion (both directions). Repeat 10 times. Lower the leg. Now do the action with the other leg. Repeat 10 times.

## PURPOSEFUL PLAY! (20 minutes)

- Use numerous ropes (e.g. skipping ropes) to create pathways for the child. Have the child walk forwards, backwards and sideways on the pathways.
- Next have the child stand on your feet (facing you). Hold on to each others' hands. You can move your feet forward, backward, side ways or around in a circle.
- Place the child in the crawling position. Take a small ball and roll it away from the child. Allow the child to crawl and chase after the ball. Repeat several times.
- In the same position, try rolling all the way around. Note: In order to do so you must roll on your elbows and cradle the child in your arms. Also, support behind the child's head. Be sure to roll to both sides. Repeat several times each side.

## SING-A-LONG! (5 minutes)

*"IF YOU 'RE HAPPY AND YOU KNOW IT"*

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

Have the child do the actions for the song. You may also add new actions:

- ...jump up and down
- ...wiggle about
- ...laugh and dance



# FUN ON MY FEET #10

FOCUS



## LET'S GET MOVING! (5 minutes)

- Have the child lie on their back. Lift one arm about 90°, then move it across the child's body to touch the floor on the other side. Return and repeat with the other arm. Repeat activity 10 times.
- With the child on their back, lift one leg about 90° while holding down the bottom leg. Move the raised leg across the child's body to touch the floor on the other side. Return and repeat with the other leg. Repeat activity 10 times. Note: The child will roll slightly to the side while doing this.



A



B

## PURPOSEFUL PLAY! (20 minutes)

- Place a scarf into the elastic band of the child's pants (allow a part of the scarf to hang out.). Slowly chase the child around attempting to grab it. Once you have the scarf, put it in your elastic band and reverse the roles.



The scarf game can be played using a rattle or toy that makes noise to attract the child's attention, instead of the scarf. You can also have the children crawl.

- Play a game of Red Light, Green Light.



Red Light, Green Light can be played by using green cards for go, and red cards for freeze. Have the children walk around the room. When you lift the red card they freeze. When you lift the green card they go.

- Place a large box (e.g. fridge box) in one doorway. Crawl through the box and have the child follow behind you. When you enter the other room, ask "Where are we now?" "Where did we go?" Go from room to room several times. Once you have introduced this activity, you can leave the box in the doorway for quite some time. You will always have to crawl through to get to the next room!



C



D



E

AGES 12 - 18 MONTHS

# FUN ON MY FEET #10 CONTINUED

## SING-A-LONG! (5 minutes)

*" THIS IS THE WAY"*

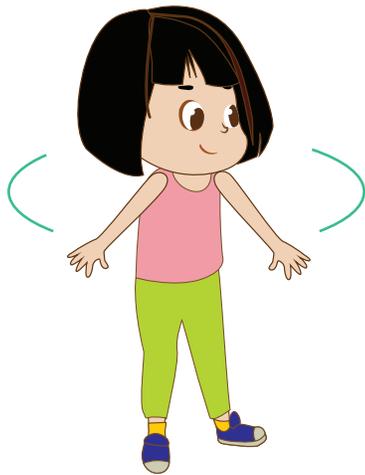
*This is the way we brush our hair, Brush our hair, brush our hair, This is the way we brush our hair. Before we go out to play.*

Have the child do the actions to the song. You may also change the actions:

... give a kiss... before we go to bed.

... walk to school ... so early in the morning.

... we all fall down... after a long hard day .



# FUN ON MY FEET #11

FOCUS

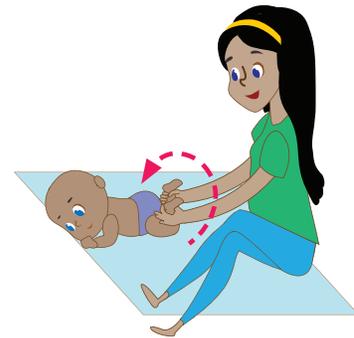


## LET'S GET MOVING! (5 minutes)

- A. Have the child lie on their back. Extend their legs out straight. Holding on to the calves/ankles, bend the child's knees up to their belly. Hold and return straight. Repeat 10 times.
- B. Next, have the child lie on their belly. Extend their legs out straight. Holding on to the calves/ankles, bend the child's knees so that the feet are touching the rear. Hold and return straight. Repeat 10 times.



A



B

## PURPOSEFUL PLAY! (20 minutes)

- C. Play Follow the Leader with the child. Walk along different textured surfaces, crawl under a table, walk around a chair, and crawl through a tunnel or box.
- D. Have the child stand with legs spread apart. Roll a ball between the child's legs and have them retrieve it. Repeat several times. You can also reverse roles.
- E. Place your child in the crawling position and join them on your hands and knees. Crawl around the floor pretending to be different animals (i.e. cat, dog, bear, etc.). Make the sound of the animal at the same time.
- F. Next, lie the child on a scooter board, on their stomach. Slowly spin the board around one way and then the other. For every time you turn one direction, you should then turn back the other direction. Repeat 10 times .



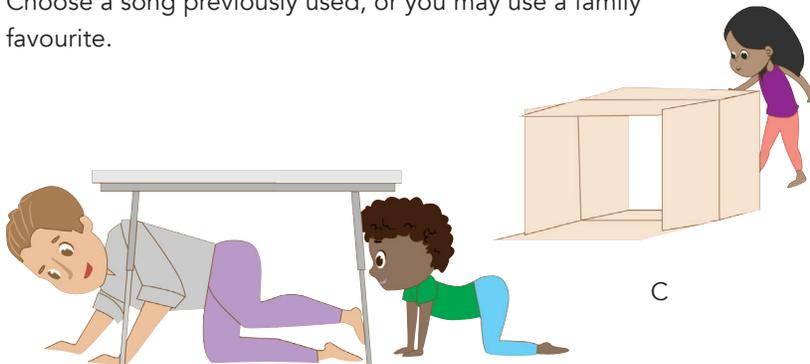
D



E

## SING-A-LONG! (5 minutes)

Choose a song previously used, or you may use a family favourite.



C



F

AGES 12 - 18 MONTHS

# FUN ON MY FEET #12

FOCUS



A



B



C



D



E



F



## LET'S GET MOVING! (5 minutes)

- Place the child on their back. Place the arms beside the body. Lift one arm up over the child's head. Lower the arm and then lift the other one over the head. Repeat 10 times.
- Next, extend the child's legs out straight. Gently bring one leg up so that the toes touch the nose. Lower the leg and then lift the other one to the nose. Repeat 10 times.

## PURPOSEFUL PLAY! (20 minutes)

- Either outside or in a large room free of obstacles, play a game of Tag. You chase them, then they chase you.
- Stand face to face and hold hands. Play some favourite music and dance with the child.
- Get down on all fours (in a crawling position). Encourage the child to crawl under your belly. Repeat several times.
- Get down on all fours (in the crawling position). You may need to bend your arms to get closer to the ground. Have the child attempt to crawl over top of you. Repeat several times.
- Find a large ball (e.g. yoga ball). Lie the child on their stomach over top of the ball. Hold the child's legs and rock the ball back and forth.

## SING-A-LONG! (5 minutes)

Choose a song previously used, or you may use a family favourite.



G



# FUN ON THE RUN

## 18 MONTHS – 3 YEARS

At this age, children need to be active, and luckily they enjoy moving! Allow your child to learn about their environment by exploring it. Sometimes it is alright for them to “get into everything”! Physical activity at this stage will help your child with healthy growth and development. It will also benefit their strength, endurance, flexibility, coordination, balance, etc.

### SOME CONSIDERATIONS:

- ◆ Jumping is an important stage of development at this time. Therefore, encourage your child to do lots of jumping. Be sure to teach them the motorcycle landing first!
- ◆ In the beginning, all jumping activities should be supervised. Your child may even need you to support their upper body as they jump.
- ◆ Language development is increasingly important at this age. Whenever you are engaged in physical activity with your child, be sure to talk about what you are doing. Ask them questions, have the explain directions, etc.



# FUN ON THE RUN #1

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Locomotions	Chalk or tape for lines; Beanbags
Activity #2	Statics	-
Activity #3	Landings & Springs	Animal box; Puzzle Mats; 4 Ropes; 6 Sponges
Closing Activity	-	-

## OPENING ACTIVITY

**“COLOUR GAME”** Instructor tells children that they will be finding things around them that are different colours and touching them with different parts of their body. Once the colours are touched they can return and sit back with the group. “Can everyone go find something that is RED and touch it with your nose? After you are done, you can come sit back down.” Vary colour and body part used (e.g. nose, belly-button, bum, toes, etc.).

## LET’S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly (“but don’t fly away!”). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave (“What does the ocean sound like?”). “Now shake your hands and wave to your friends.” Laying on stomach, with hands near shoulders, push up to “seal” stretch. On hands and knees, “Kitty-Cat” stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again (“Roll-ey Pol-ey / Rock ‘n Roll”).

**INTRODUCE “MOTORCYCLE” (SLP) POSITION TO CHILDREN:** Practice straight, tuck, star, and jump 1/2 turn to motorcycle position.

## ACTIVITY #1: LOCOMOTIONS

Using line on floor (use chalk or tape if no existing lines are available), have children follow instructor in walking from one end to the other end. Variations:

- Arms out to side (“Like a bird / plane”)
- On tippy-toes with arms by ears (“Like a giraffe”)
- Walking sideways (arms to side)
- Walking forward with arms out to side and balance beanbag on one hand (switch to other)...vary where the beanbag is balanced (i.e. foot, head, etc.)
- Walking low (“Like a duck”)
- Bear walks (hands and feet on line)



# FUN ON THE RUN #1 CONTINUED

## ACTIVITY #2: STATICS

Group forms a circle, lets go of hands, and takes 1 or 2 steps backward. "Can everyone sit on your bum and give your knees a BIG hug? (Tuck sit.) Now stretch your legs out LONG and WIDE (Straddle sit). Now slide your legs together and wave to your toes (Pike sit). Now lay down flat on your back and everyone go to sleep. (Straight body position). Now roll over onto your bellies, and stretch as big and long as you can. (Straight body position). Let's pretend we're puppy-dogs and get on our hands and knees (Table position). Now on our feet, can you stand on just one leg? Now the other?"



## ACTIVITY #3: LANDINGS & SPRINGS



"Puppy Dog" rolls across mat (hands & knees, roll to back, roll back to hands & knees)



2-foot jumps over 2 stacked sponges



Child performs animal locomotion across line



On mat, frog jumps across to end



Jump to each puzzle mat, "motorcycle" landing



Jumps over skipping ropes to "motorcycle" landing after each ("Don't wake the snakes!")

# FUN ON THE RUN #1 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle ("Okay everyone, let's all hold hands and sing a song!"). Instructor leads "It's Time to go on Home", sung to The Farmer in the Dell, substituting each child's name in the blank:

*It's time to go on home. It's time to go on home.*

*Wave good-bye to \_\_\_\_\_.*

*It's time to go on home.*

VI

**OPENING ACTIVITY:** "Colour Game" for children with a visual impairment: you can choose large objects that the children can touch (e.g. a wall, a chair) or simply have them touch various body parts (head, nose, etc.).

**ACTIVITY #1:** For children with a visual impairment, make sure that the coloured lines are bright. You can also be at one end of the line and guide the children with a noise maker. Ask them to walk towards the noise. You can also use a skipping rope so the children can feel the line they are walking on, this will help guide them.

DHH

**OPENING ACTIVITY:** "Colour Game" for children that are deaf or hard of hearing: lift up a colour and a body part card to show which colour to touch with which body part (e.g. a green card and a card with a picture of an elbow). Use sign language.

**ACTIVITY #1:** Some children that are deaf or hard of hearing may have balance problems. Make sure the line is large enough for them to follow. If it's too difficult for the children to balance the beanbag on their heads while walking, you can ask them to balance it while they are standing.

**ACTIVITY #3:** For children that are deaf or hard of hearing, show them a card with an animal (for the animal walks). You can also make the line wider for children who have trouble with their balance.

CP

**LET'S GET MOVING:** You can change the stretches for children with cerebral palsy (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** Depending on their mobility level, some children may have trouble balancing. Make a wider line or assist the child. You can have them crawl over the line while balancing the sponge or beanbag on their backs.

**ACTIVITY #2:** The child may not be able to imitate your posture. If not, place them in a comfortable, ready to play position (lying down, sitting, standing, etc.) and guide them through the movements.

# FUN ON THE RUN #2

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	Mat/Puzzle mat/Hula hoop
Activity #1	Ball Skills	1 Ball per child
Activity #2	Ribbons	6 Ribbons
Activity #3	Rotations & Locomotions	Rope or chalk; 6 Puzzle mats; 4 Pool noodles; 1 Rope
Closing Activity	-	-

## OPENING ACTIVITY

**“MUSICAL HOOPS”** Instructor starts by getting each child onto a mat/Puzzle mat/hula hoop. Instructor explains that when the music starts, everyone will move around in different ways; when the music stops, everyone finds a mat again. Vary movement when music is on (e.g. animal locomotions, walking low, walking high, walking slow, walking fast, etc.); and vary activity to perform when returning to mat (e.g. lie on tummy, lie on back, stand tall, squat, etc.).

## LET’S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly (“but don’t fly away!”). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave (“What does the ocean sound like?”). “Now shake your hands and wave to your friends.” Laying on stomach, with hands near shoulders, push up to “seal” stretch. On hands and knees, “Kitty-Cat” stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again (“Roll-ey Pol-ey / Rock ‘n Roll”)

## ACTIVITY #1: BALL SKILLS

Move to parent/child groups. Parent sits across from child and rolls the ball across to child. Child rolls ball back to parent. Slowly increase distance between the parent and child.

Next, have parents and children standing in a small straddle, and repeat activity. Again, increase distance between parent and child as needed.

After activity, return balls to a central area (basket, hoop, etc.).



# FUN ON THE RUN #2 CONTINUED



## ACTIVITY #2: RIBBONS

Space children a fair distance apart. One ribbon for each child. "Can anyone make a BIG circle with their ribbon? Now can you do it with the other hand? Now who can make a rainbow with their ribbon? (Swing ribbon overhead in large arc). Who can make a snake with their ribbon on the ground? Now let's take our pet snakes for a walk (have children walk on line or from one side of area to the other to avoid collisions). After our walk, our snakes are getting tired, and more tired, and more tired (as they get more and more tired, slow the snakes down to almost no slither). Now let's put our snakes to sleep. (Return ribbons to Instructor)

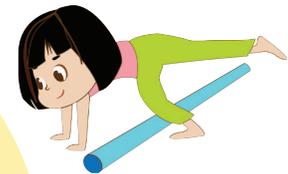
## ACTIVITY #3: ROTATIONS & LOCOMOTIONS



Bunny jumps on line



"Puppy Dog" Rolls



Bear Walk over Pool Noodles



Lay on stomach on mat with arms overhead and roll (like a pencil or log) to the end of the mat



Sideways Bear Walk, feet on one line, hands on the other line



On Puzzle mats, "JUMP and TURN!" to each (with motorcycle Landing)

# FUN ON THE RUN #2 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle (“Okay everyone, let’s all hold hands and sing a song!”) Instructor leads “It’s Time to go on Home”, sung to The Farmer in the Dell, substituting each child’s name in the blank:

*It’s time to go on home. It’s time to go on home.*

*Wave good-bye to \_\_\_\_\_. It’s time to go on home.*

DS

**ACTIVITY #2:** Children with Down Syndrome might have trouble grasping the wand and controlling their movements for long periods of time. You can substitute a scarf for the ribbon wand.

VI

**ACTIVITY #1:** For children with a visual impairment, you can use a sensory ball (bell ball). This will enhance participation and confidence through added sensory stimulation (under-fill for easy grasp). If you do not have a sensory ball, you can use a brightly coloured ball or balloon.

DHH

**OPENING ACTIVITY:** For children that are deaf or hard of hearing, you can use coloured cards to represent go (green) and stop (red). You can also use animal cards. Stay near the children to instruct them on the different movements (slow, fast, big steps, etc.).

**ACTIVITY #3:** For children that are deaf or hard of hearing, show them a card with an animal (for the animal walks). You can also make the line wider for children who have trouble with their balance.

CP

**LET’S GET MOVING:** You can change the stretches for children with cerebral palsy (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** For this activity, you can use an under-filled bumpy/textured ball for easier manipulation. You can also use balloons if the children cannot manipulate a ball.

**ACTIVITY #2:** Children with CP might have trouble grasping the wand and controlling their movement for long periods of time. You can substitute a scarf for the ribbon wand.

# FUN ON THE RUN #3

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Balls & Balloons	6 Hula hoops/balls; 6 Balloons; 6 Paddles
Activity #2	Ropes	6 Ropes
Activity #3	Locomotions & Springs	5 Sponges; Rope or tape; Hula hoop or Rope; 4 Puzzle mats; 1 Sponge; 3 Beanbags
Closing Activity	-	-

## OPENING ACTIVITY

**"COLOUR GAME"** Instructor tells children that they will be finding things around them that are different colours and touching them with different parts of their body. Once the colours are touched they can return and sit back with the group. "Can everyone go find something that is RED and touch it with your nose? After you are done, you can come sit back down." Vary colour and body part used (e.g. nose, belly-button, bum, toes, etc.).

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

## ACTIVITY #1: BALLS & BALLOONS

Using hoops & balls (or beanbags), separate group into 2 or 3 child groups:

- Try and throw the ball with 2 hands
- Try and throw the ball with one hand
- If children get ball in hoop, have them gradually move further from the hoop

Distribute balloons to each smaller group. Toss in the air and catch the balloon. Vary position (i.e. standing, sitting, laying down). Distribute paddles to the children. Instructor throws the balloon in the air and children try to keep the balloon in the air with the paddle. Safety Note: only use uncovered balloons under strict supervision; keep away from child's face. For added safety, cover balloon in a cut off nylon and tie in a knot.



# FUN ON THE RUN #3 CONTINUED

## ACTIVITY #2: ROPES

Group spreads out with 1 rope for each child. Place rope on ground and stretch it out as long as it will go. "Can you jump from one side to the other? Now can you jump back? Can you squat down low and frog jump from one side to the other? Now turn around and jump back to the other side. Who can make a circle with their rope? Now can you jump in the middle and jump back out?"



## ACTIVITY #3: LOCOMOTIONS & SPRINGS



"Piggy-back rides"—children on hands and knees, parents place bean bag on child's back and the child crawls on hands & knees to other side

Hops from one Puzzle mat to next (place numbers between mats and have children count out loud as they jump)

Standing inside circle, children reach up tall (arms by ears) and turn one full rotation around

Bunny jumps over sponges ("Remember your motorcycle")

Backwards walking on line (variation: on tippy-toes, arms up)

On Mat, "Jump and Touch Your Knees!" (Tuck Jump)

# FUN ON THE RUN #3 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle ("Okay everyone, let's all hold hands and sing a song!") Instructor leads "Oh, It's Time to Say Good-bye", sung to She'll be Coming Around the Mountain:

*Oh, it's time to say good-bye to our friends.*

*Oh, it's time to say good-bye to our friends.*

*Oh, it's time to say good-bye,*

*Make a smile and wink an eye.*

Repeat.

DHH

**OPENING ACTIVITY:** "Colour Game" for children that are deaf or hard of hearing, lift up a colour and a body part card to show which colour to touch with which body part; e.g. a green card and a card with a picture of an elbow.

**ACTIVITY #2:** For children that are deaf or hard of hearing, show them what you want them to do. Lead by example.

VI

**OPENING ACTIVITY:** "Colour Game" for children with a visual impairment: you can choose large soft objects that the child can touch, or simply have them touch various body parts (head, nose, elbow, etc.). You can place brightly coloured items and shapes throughout the room.

**ACTIVITY #1:** For children with a visual impairment, you can use a sensory ball (bell ball, under-fill for easy grasp). Also, instead of hula hoops, use a noise maker to guide the children.

**ACTIVITY #2:** Make sure to assist children with visual impairments for this exercise.

CP

DS

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** For this activity, you can use an under-filled bumpy/textured ball for easier manipulation. You can also use balloons if the children cannot manipulate a ball. If the child cannot grasp the paddle, they can use their hand to try to keep the balloon in the air.

**ACTIVITY #2:** Depending on the child's abilities, you can ask them to step over the line if they cannot jump. If the child has trouble getting both feet off the ground, try a modified jump with one foot leaving the ground at a time. If the child is in a wheelchair, explore the various ways they can move their hands and arms.

# FUN ON THE RUN #4

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Scarves	6 Scarves
Activity #2	Statics	6 Beanbags
Activity #3	Review	Chalk or Tape; Hula hoop or Rope; 4 Sponges
Closing Activity	-	-

## OPENING ACTIVITY

**"FOLLOW THE LEADER"** Instructor is leader as children and parents follow. Start off walking (vary height, direction, speed, big/little steps, loud/soft steps). Bunny hops forward and backward. Instructor may intersperse static positions between each movement, such as laying on stomach or back, tuck/straddle, pike sit, Puppy-dog (hands & knees).

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

## ACTIVITY #1: SCARVES

Distribute One scarf per child. "Can you hold your scarf in one hand and make a BIG circle with it, all the way around?" "Can you do it with the other hand?" "Now hold each end and swing it back and forth like a swing" "Now put your scarf down low to the ground. Can you jump to the other side?" "Let's pretend it's a sunny day. Everyone find your kite and let's go outside and play! Hold onto your kite with one hand, and make it fly high in the sky." Practice projection (throwing scarf in the air) and receiving (catching scarf as it falls back down).



# FUN ON THE RUN #4 CONTINUED

## ACTIVITY #2: STATICS

Distribute one beanbag per child. "Let's put our beanbags in just one hand and reach our arms out wide. Now can you do it on the other side?" "Now let's reach down low and put our beanbag on our toes. Can you lift your foot and balance it?" (Repeat with other foot; also may try balancing on the knee -- parents may have to help provide balance and support) "Now put your beanbag on a shoulder. Can you touch it with your ear?" (Repeat with other shoulder) "Can you put it under your chin?" "Let's put it on top of our heads, and everyone go for a walk." (Vary direction, speed, height, etc.) "Now let's lay down flat on our back...can you put your beanbag on your tummy? (Keeping beanbag on stomach) Now sit up and give your knees a hug...where did everyone's beanbag go?"



## ACTIVITY #3: REVIEW



Bear Walks Forward (One hand and one foot on line. Other hand and other foot on other.)



Standing in Circle, Stork Stand ("Try to Count to 3")



Big Steps Over the Sleeping Snake (place rope over line on floor)



Log pencil roll



On mat start standing, place hands in front of feet



"Bunny jumps" over Sponges (laid length-wise)

# FUN ON THE RUN #4 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle. Instructor leads movements (at each target word) to “I Can Be Big” poem:

*I can be BIG. I can be SMALL.  
I can be SHORT. Or I can be TALL.  
I can be FAST. I can be SLOW  
I can STAMP LOUDLY. Or I can TIPTOE.  
But do you know, best of all what I like to be?  
BIG or SMALL, SHORT or TALL.  
I like to be just ME!  
("Now everyone give themselves a BIG hug")*

DHH

**ACTIVITY #2:** Some children that are deaf or hard of hearing might have trouble balancing. Instead of balancing the beanbag while standing up, they can sit down and try to balance the beanbag on their head, arm, etc.

VI

**OPENING ACTIVITY:** For children with a visual impairment, make sure to describe your actions and physically guide them through the activity so they can feel what they should imitate.

**ACTIVITY #1:** For children with a visual impairment, you can use a sensory ball (bell ball, under-fill for easy grasp). Also, instead of hula hoops, use a noise maker to guide the children.

CP

DS

**OPENING ACTIVITY:** The child may not be able to imitate your posture. If not, place them in a comfortable, ready to play position (lying down, sitting, standing, etc.) and guide them through the movements.

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #2:** Depending on their mobility level, some children may have trouble balancing. Instead of balancing the beanbag while standing up, they can sit down and try to balance the beanbag on their head, arm, etc.

# FUN ON THE RUN #5

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Projection	6 Beanbags; Hula hoops; Puzzle mats
Activity #2	Statics	Hoop; Puzzle mat; Chalk or Mat
Activity #3	Locomotions	Chalk or Tape for lines; Beanbags
Closing Activity	-	-

## OPENING ACTIVITY

Going around in a circle, pretend to be several different kinds of animals, such as a bird, bunny, bear, frog, etc. Ask or each animal what sound they make. (For example, "What sound does a frog make? Does a frog go moo?") Call out an animal at random, see how quickly they remember.

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll")

AGES 18 MONTHS - 3 YEARS

66



## ACTIVITY #1: PROJECTION

Working in Parent/Child groups, distribute one beanbag, hula hoop and 1-2 Puzzle Mats. Place puzzle mats a small distance away from each hula hoop.

Starting standing on the closest puzzle mat, children attempt to (under-hand) throw a beanbag into the hoop. Once in the hoop, move the mat further away from the hoop. The child tries again to throw the beanbag into the hoop from the longer distance. Distance may be increased short of the limit of each child's ability.

Variations to this activity include: throwing with two hands; throwing with one hand; throwing with the other hand; throwing while sitting, etc.

# FUN ON THE RUN #5 CONTINUED

## ACTIVITY #2: STATICS

Using line on floor, have children follow instructor in walking form one end to the other end. Variations:

- Arms out to the side; On tippy-toes; Sideways/ Backwards; Small Jumps ("Bunny Hops")
- Place Sponges or Ropes on line and one-foot take-off jump over the obstacle
- Vary direction and height of walking while balancing sponge or beanbag on different parts of the body



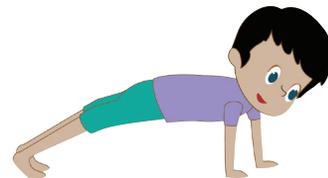
## ACTIVITY #3: LOCOMOTIONS



Standing in Hula-Hoop, place hands and feet on ground and try to lift up one leg ("Three-Legged Dog")



Stork Stand (one leg) and try to count to three.



Using two puzzle mats, spaced 1-2 feet apart, place hands on one mat, feet on the other mat and "Make a bridge across" (Front Support)



On Puzzle Mat (or other marker mat), "Sit down and give your knees a big hug") - Tuck Position



Using two parallel lines on floor, lay on stomach on first line (straight body position, and roll sideways ("Pencil Roll") to other line; roll back to first line



On Mat, "Jump as high as you can, and then show us your motorcycle" (Straight Jump to motorcycle landing position)

# FUN ON THE RUN #5 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle ("Okay everyone, let's all hold hands and sing a song!") Instructor leads "It's Time to go on Home", sung to The Farmer in the Dell, substituting each child's name in the blank:

*It's time to go on home. It's time to go on home.*

*Wave good-bye to \_\_\_\_\_.*

*It's time to go on home.*

*("Now everyone give themselves a BIG hug")*

DHH

**OPENING ACTIVITY:** For children that are deaf or hard of hearing, you can use cards, signs to show them the specific animal to imitate. Or you can guide them to follow your example.

**ACTIVITY #2:** Some children that are deaf or hard of hearing might have trouble balancing. You can make the line wider, or assist them for this activity.

VI

**OPENING ACTIVITY:** For children with a visual impairment, make sure to describe your actions and physically guide them through the activity so they can feel what they should imitate. Activities producing distinctive sounds will give them needed feedback.

**ACTIVITY #1:** Place the hoop closer, or the parent can move the hoop after the child throws the beanbag (a team game). You can also place a shiny or brightly coloured item in the hoop, or use a noise maker to guide the child towards the target.

**ACTIVITY #2:** Use a rope instead of tape. This will create a texture that the children can follow.

CP

DS

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). For example, you may want to work more on their hand movements (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** Place the hoop closer, or the parent can move the hoop after the child throws the beanbag (a team game).

**ACTIVITY #2:** Depending on their mobility level, some children may have trouble balancing. Make a wider line or assist the child. You can have them crawl over the line while balancing the sponge or beanbag on their backs.

# FUN ON THE RUN #6

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Projection	Paddles / Pool noodles; Hula hoops / Ribbons / Tape; Balls or Balloons
Activity #2	Locomotions	-
Activity #3	Springs	-
Closing Activity	-	-

## OPENING ACTIVITY

### "LOOBY LOO"

Songs and dance activity led by instructor to "Looby Loo":

*Here we go looby loo, Here we go looby light*

*Here we go looby loo, All on a Saturday night*

*You put your right hand in, You take your right hand out*

*You give your hand a shake, shake, shake, And turn yourself about*

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

## ACTIVITY #1: PROJECTION



**BALLOON GOLF:** Using Hula hoops, Ribbons, Tape, etc. place "targets" throughout play area. Distribute one Pool Noodle (or paddle) and balloon (or large ball) to children. Using pool noodle or paddle, children try to hit the balloon into each target.



# FUN ON THE RUN #6 CONTINUED



## ACTIVITY #2: LOCOMOTIONS

**LET'S GO TO THE ZOO:** Instructor explains that the group will be going on a trip to the zoo. Children and parents follow instructor around the play area, walking. Throughout the trip, instructor notes different animals that you might find in the zoo (or, depending on age of participants, children may be asked what animals you might find)... then, the group moves like the kind of animal mentioned (e.g. giraffe, bear, monkey, snake, bird, etc.)

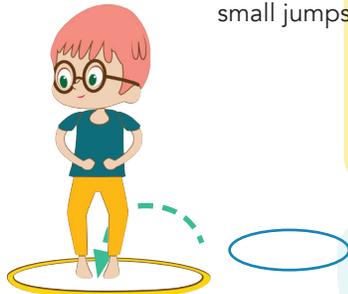
## ACTIVITY #3: SPRINGS



With hands placed on the floor, small jumps so feet leave floor



Jump ON TO and "Motorcycle" on series of puzzle mats



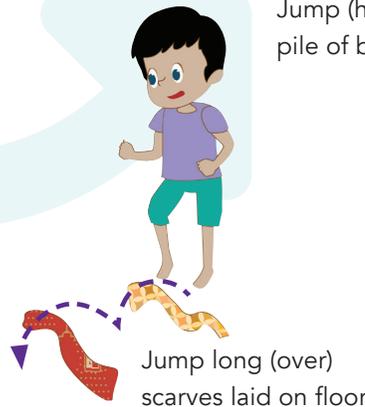
Using three different-sized circles (tape, hula-hoop, skipping rope...), JUMP IN to each shape



Jump (high) over small pile of bean bags



Jump UP and then DOWN on mat (or 2-3 puzzle pieces stacked)



Jump long (over) scarves laid on floor

# FUN ON THE RUN #6 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle ("Okay everyone, let's all hold hands and sing a song!") Instructor leads song and movements to "My Hands":

*On my head my hands I place. (Place hands on head)*  
*On my shoulders, (Place hands on shoulders)*  
*On my face, (Place hands on face)*  
*On my hips, (Place hands on hips)*  
*And at my side, (Drop hands to sides)*  
*Then behind me they will hide, (Hide hands behind back)*

*I will hold them up so high,*  
*(Raise hands high above head)*  
*Quickly make my fingers fly,*  
*(Wiggle fingers)*  
*Hold them out in front of me,*  
*(Hands in front of body, arms extended)*  
*Swiftly clap them. One, two, three! (Clap, clap, clap)*

DHH

**OPENING ACTIVITY:** Use signs as needed. Have the children follow your lead.

**ACTIVITY #2:** Use signs as needed. Have the children follow your lead. You can also use animal cards.

VI

**OPENING ACTIVITY:** Make sure to describe your actions and physically guide the children through the activity so they can feel what they should imitate. Activities producing distinctive sounds will give feedback.

**ACTIVITY #1:** Place the target closer, or place a shiny or brightly coloured item in the hoop, or use a noise maker to guide the child towards the target.

**ACTIVITY #2:** Use a rope instead of tape. This will create a texture that the children can follow.

CP

DS

**OPENING ACTIVITY:** The children may not be able to imitate your posture. If not, place them in a comfortable, read to play position (lying down, sitting, standing, etc.) and guide them through the movements.

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). For example, you may want to work more on their hand movements (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** If the children cannot use the paddle, they can use their hands to guide the balloon towards the target.

# FUN ON THE RUN #7

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Song & Dance	-
Activity #2	Statics	-
Activity #3	Rotations	Skipping ropes / Pool noodles; Hula hoop; Beanbag; Puzzle mat
Closing Activity	-	-

## OPENING ACTIVITY

**“COLOUR GAME”** Instructor tells children that they will be finding things around them that are different colours and touching them with different parts of their body. Once the colours are touched they can return and sit back with the group. “Can everyone go find something that is RED and touch it with your nose? After you are done, you can come sit back down.” Vary colour and body part used (e.g. nose, belly-button, bum, toes, etc.).

## LET’S GET MOVING

Group starts standing in circle. “Reach up tall and touch the sky. Wave to everyone and say ‘Hi!’ . Reach down low and touch your toes. Stand up tall and wave ‘Hello!’ . Clap your hands side to side, now try to be BIG and WIDE. Reach up tall, one more time. Good job everyone, it’s warm-up time!”

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly (“but don’t flyaway!”). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave (“What does the ocean sound like?”)

## ACTIVITY #1: SONG & DANCE

Instructor leads song and dance, using motions and movements to match text. Repeat 2 to 3 times.

*“Does everybody have their dancin’ shoes on? (Pretend to put on shoes) Cause we’re gonna”...*

*“Twist like a twizzler. ..*

*“We’re gonna rock like a clock.. .*

*“We’re gonna sway like music.. .*

*“We’re gonna dance, dance, dance, dance, dance...”*

*“Can you skip to the tune?... .*

*“Then wave like the ocean.. .*

*“Just boogie woogie woogie...”*

*“We’re gonna dance, dance, dance, dance, dance... !”*



# FUN ON THE RUN #7 CONTINUED

## ACTIVITY #2: STATICS

Two ends to run between (e.g. the Zoo and the Park). Instructor calls out "Zoo", run to zoo, then calls out the name of a static position. Alternate, randomly, between "Zoo" and "Park". Repeat, varying positions, direction, etc.

Static positions: stork stand (standing on one leg, other leg set on inside of standing knee); scale (standing on one leg, lift other leg to the front, side, back); v-sit (sitting on bum with legs up/arms up optional); front support (using knees as support, or from feet); knee scale (on hands and knees, one leg held out straight behind).



## ACTIVITY #3: ROTATIONS

Using parallel skipping ropes or pool noodles (far enough apart for child to lay stretched out between them) child lays down between on stomach and ROLLS (Log Rolls)

Standing in hula-hoop SPIN around with arms out to side

On mat or puzzle mat Puppy Dog roll sideways (start on hands and knees, roll to the side and back up onto hands/knees)

Standing with feet slightly apart, bend down forwards, place hands on floor, and tuck head in (NO ROLL)

Standing inside hula hoop, jump ½ turn ("Jump and Turn! Don't forget your motorcycle!")

# FUN ON THE RUN #7 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle ("Okay everyone, let's all hold hands and sing a song!") Instructor leads song and movements to "Go Bananas!":

"Bananas unite!" (Put hands together over head)

"Bananas split!" (Hands at side)

"Go bananas! Go go bananas! Go bananas! Go go bananas!"

(Turn in circle, moving arms up and down during these four lines)

"Bananas to the left" (Point left)

"Bananas to the right" (Point right)

"Peel your banana and, mmmmmm, take a bite!" (Motion of peeling banana and biting it)

DHH

**OPENING ACTIVITY:** Use signs or cards as needed. Make sure the child follows your example.

**LET'S GET MOVING:** Make sure you demonstrate what you want the child to perform. Show examples for each movement.

**ACTIVITY #1:** Make sure you demonstrate what you want the child to do. Show examples for each movement.

**ACTIVITY #2:** Some children with hearing problems may have problems with their balance. Make sure to show them static positions that they can perform. Show them the actions you want them to do. Use signs as needed.

VI

**OPENING ACTIVITY:** Be sure to describe your actions to a child with a visual disorder. Guide him physically through the activity so that he can feel what he has to imitate. Activities with distinctive sounds will give him the necessary feedback.

**LET'S GET MOVING:** For the "colour game" activity, you can use large objects that children can touch (a wall, a chair) or you can touch them with parts of their body (head, nose, elbow, etc.). Place bright objects and shapes in the room.

**ACTIVITY #1:** Guide the child through each movement. Describe each movement you want it to perform.

CP

DS

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). For example, you may want to work more on their hand movements (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** Depending on the children's mobility, you can change and adapt the movements required in this exercise to better suit their abilities.

# FUN ON THE RUN #8

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	-	Parachute
Activity #2	Locomotions	Music player
Activity #3	Landings & Springs	Animal box; Puzzle mats; 4 Ropes; 6 Sponges
Closing Activity	-	-

## OPENING ACTIVITY

**"FREEZE TAG"** Freeze tag (without the tag!): "GO"... children run around... "FREEZE"... children stop (vary direction, use animals, etc.)

## LET'S GET MOVING

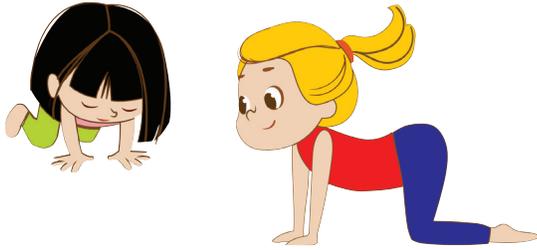
BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

## ACTIVITY #1: PARACHUTE

Children and parents spread out around parachute. "Can everyone make waves with the parachute? Now when I count to 3, everyone lift the parachute above our heads, but hold on tight." Repeat several times. Place several balls (or other light objects) on top of parachute. "Now this time let's see if we can make waves again and make the balls go up and down". Finally, "Now to finish, let's see if we can all lift the parachute above our heads again, and all let go when I say."



# FUN ON THE RUN #8 CONTINUED



## ACTIVITY #2: LOCOMOTIONS

Using any music available, with crawl like “puppies”, when the music stops they have to do a doggie roll (roll to the side, then back onto hands/knees). Repeat activity several times.

Vary locomotion (e.g. hopping like bunnies, kangaroos, etc.) and when music stops, they have to do a Motorcycle stop. Repeat several times.

## ACTIVITY #3: LANDINGS & SPRINGS



"Puppy Dog" rolls across mat (hands & knees, roll to back, roll back to hands & knees)



2-foot jumps over 2 stacked sponges



Child performs animal locomotion across line



On mat, frog jumps across to end



Jump to each puzzle mat, "motorcycle" landing



Jumps over skipping ropes to "motorcycle" landing after each ("Don't wake the snakes!")

# FUN ON THE RUN #8 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle (“Okay everyone, let’s all hold hands and sing a song!”) Instructor leads “It’s Time to go on Home”, sung to The Farmer in the Dell, substituting each child’s name in the blank:

*It’s time to go on home.*

*It’s time to go on home.*

*Wave good-bye to \_\_\_\_\_.*

*It’s time to go on home.*

DHH

**OPENING ACTIVITY:** Use signs or cards as needs (green = go, red = freeze!).

**ACTIVITY #1:** Make sure the demonstrate what you want the children to do. Show examples for each movement.

**ACTIVITY #2:** Use signs to show the children when they need to perform the activity and when to stop. Guide the children through each movement. Show each movement that you want them to perform.

VI

**OPENING ACTIVITY:** Make sure there is plenty of room for this exercise.

**LET’S GET MOVING:** Make sure to describe your actions and physically guide the children through the activity so they can feel what they should imitate. Activities producing distinctive sounds will give them needed feedback.

**ACTIVITY #1:** Guide the children through each movement. Describe each movement that you want them to perform.

CP

DS

**LET’S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). For example, you may want to work more on their hand movements (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** The children may not be able to imitate your posture. If not, place them in a comfortable, ready to play position (lying down, sitting, standing, etc.) and guide them through the movements.

# FUN ON THE RUN #9

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Statics	-
Activity #2	-	-
Activity #3	Landings & Statics	Chalk or Tape; Ropes; Hula hoops
Closing Activity	-	-

## OPENING ACTIVITY

**"FREEZE TAG"** Freeze tag (without the tag!): "GO"... children run around... "FREEZE"... children stop (vary direction, use animals, etc.)

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

AGES 18 MONTHS - 3 YEARS



## ACTIVITY #1: STATICS

Group forms a circle, lets go of hands, and takes 1 or 2 steps backward. "Can everyone sit on your bum and give your knees a BIG hug? (Tuck sit.) Now stretch your legs out LONG and WIDE (Straddle sit). Now slide your legs together and wave to your toes (Pike sit). Now lay down flat on your back and everyone go to sleep. (Straight body position). Now roll over onto your bellies, and stretch as big and long as you can. (Straight body position). Let's pretend we're puppy-dogs and get on our hands and knees (Table position). Now on our feet, can you stand on just one leg? Now the other?"

# FUN ON THE RUN #9 CONTINUED

## ACTIVITY #2

**BALLOON GOLF:** Using hula hoops, ribbons, tape, etc., place "targets" throughout play area. Distribute one pool noodle (or paddle) and balloon (or large ball) to children. Using pool noodle or paddle, children try to hit the balloon into each target.



## ACTIVITY #3: LOCOMOTIONS & STATICS



Following Chalk, Rope, or Ribbon line on floor walk on tippy toes



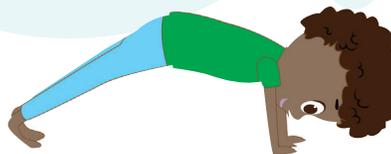
Frog Jumps across mat or following line



In hula-hoop or on marker mat, rear support - parent may roll ball down belly and legs



Bear walk between parallel skipping ropes



In hula-hoop or on marker mat, front support

AGES 18 MONTHS - 3 YEARS

# FUN ON THE RUN #9 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle (“Okay everyone, let’s all hold hands and sing a song!”) Instructor leads “Oh, It’s Time to Say Good-bye”, sung to She’ll be Coming Around the Mountain:

*Oh, it’s time to say good-bye to our friends.*

*Oh, it’s time to say good-bye to our friends.*

*Oh, it’s time to say good-bye,*

*Make a smile and wink an eye.*

*Repeat.*

DHH

**OPENING ACTIVITY:** Use signs or cards as needs (green = go, red = freeze!).

**ACTIVITY #1:** Make sure the demonstrate what you want the children to do. Show examples for each movement.

VI

**OPENING ACTIVITY:** Make sure there is plenty of room for this exercise.

**ACTIVITY #1:** Guide the children through each movement. Describe each movement that you want them to perform.

**ACTIVITY #2:** Place the target closer, or place a shiny or brightly coloured item in the hoop, or use a noise maker to guide the children towards the target.

CP

DS

**LET’S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). For example, you may want to work more on their hand movements (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** The children may not be able to imitate your posture. If not, place them in a comfortable, ready to play position (lying down, sitting, standing, etc.) and guide them through the movements.

**ACTIVITY #2:** If the children cannot use a paddle, they can use their hands to guide the balloon towards the target.

# FUN ON THE RUN #10

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Locomotions	Ropes or Tape for lines; Beanbags
Activity #2	-	Parachute
Activity #3	-	Chalk / Rope / Tape; Puzzle mats
Closing Activity	-	-

## OPENING ACTIVITY

**"COLOUR GAME"** Instructor tells children that they will be finding things around them that are different colours and touching them with different parts of their body. Once the colours are touched they can return and sit back with the group. "Can everyone go find something that is RED and touch it with your nose? After you are done, you can come sit back down." Vary colour and body part used (e.g. nose, belly-button, bum, toes, etc.).

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

## ACTIVITY #1: LOCOMOTIONS

Using line on floor (use chalk or tape if no existing lines are available), have children follow instructor in walking from one end to the other end. Variations:

- Arms out to side ("Like a bird / plane")
- On tippy-toes with arms by ears ("Like a giraffe")
- Walking sideways (arms to side)
- Walking forward with arms out to side, balance beanbag on one hand (switch to other), vary where beanbag is balanced (foot, head, etc.).
- Walking low ("Like a duck")
- Bear walks (hands and feet on line)



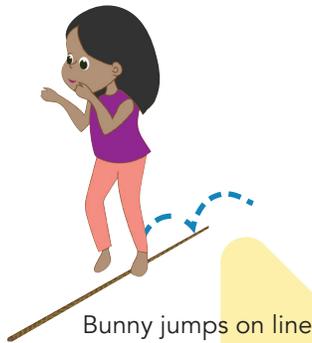
# FUN ON THE RUN #10 CONTINUED



## ACTIVITY #2: PARACHUTE

Children and parents spread out around parachute. "Can everyone make waves up and down with the parachute? Now when I count to 3, everyone lift the parachute above our heads, but hold on tight." Repeat several times. Place several balls (or other light objects) on top of parachute. "Now this time let's see if we can make waves again and make the balls go up and down". Finally, "Now to finish, let's see if we can all lift the parachute above our heads again, and all let go when I say."

## ACTIVITY #3



Lay on stomach on mat with arms overhead and roll (like a pencil or log) to the end of the mat



Sideways Bear Walk, feet on one line, hands on the other line



On Puzzle mats, "JUMP and TURN!" to each (with motorcycle Landing)

# FUN ON THE RUN #10 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle ("Okay everyone, let's all hold hands and sing a song!") Instructor leads "It's Time to go on Home", sung to The Farmer in the Dell, substituting each child's name in the blank:

*It's time to go on home.*

*It's time to go on home.*

*Wave good-bye to \_\_\_\_\_.*

*It's time to go on home.*

DHH

**OPENING ACTIVITY:** "Colour Game" for children that are deaf or hard of hearing, lift up a colour and a body part card to show which colour to touch with which body part; e.g. a green card and a card with a picture of an elbow.

**ACTIVITY #1:** For children that are deaf or hard of hearing, show them a card with an animal (for their animal walks). You can also make the line wider for children who have trouble with their balance.

VI

**OPENING ACTIVITY:** "Colour Game" for children with a visual impairment: you can choose large soft objects that the child can touch, or simply have them touch various body parts (head, nose, elbow, etc.). You can place brightly coloured items and shapes throughout the room.

**ACTIVITY #1:** Make sure that the coloured lines are bright. You can also be at one end of the line and guide the children with a noise maker. Ask them to walk towards the noise. You can also use a skipping rope so the children can feel the line they are walking on, this will help guide them.

**ACTIVITY #2:** Guide the children through each movement. Describe each movement that you want them to perform.

CP

DS

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** The children may not be able to imitate your posture. If not, place them in a comfortable, ready to play position (lying down, sitting, standing, etc.) and guide them through the movements.

**ACTIVITY #2:** Depending on their mobility level, some children may have trouble balancing. Make a wider line or assist the children. You can have them crawl over the line while balancing the sponge or beanbag on their backs.



# FUN ALL AROUND

## 3 YEARS - 5 YEARS

At this age children, as their independence and hunger for knowledge grows greater by the day, children need the opportunity to explore their environment through both structured and non-structured play. Encourage your child to move through their world and talk about the things you can see and do...you'll both be learning more about yourselves and everything around you.

### SOME CONSIDERATIONS:

- ◆ Jumping is an important stage of development at this time. Therefore, encourage your child to do lots of jumping. Be sure to teach them the motorcycle landing first!
- ◆ Children at this age may sometimes be very easily distracted. Be sure the activities are varied and simple.
- ◆ At this age, children become fiercely independent. Let them make decisions and have some control over their environment.
- ◆ Throwing and catching skills are improving at these ages, so encourage various activities using these skills.



# FUN ALL AROUND #1

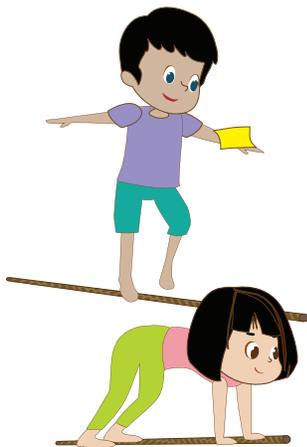
ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Locomotions	Chalk or Tape for lines; Beanbags
Activity #2	Statics	-
Activity #3	Landings & Springs	Animal box; Puzzle mats; 4 Ropes; 6 Sponges
Closing Activity	-	-

## OPENING ACTIVITY

**"COLOUR GAME"** Instructor tells children that they will be finding things around them that are different colours and touching them with different parts of their body. Once the colours are touched they can return and sit back with the group. "Can everyone go find something that is RED and touch it with your nose? After you are done, you can come sit back down." Vary colour and body part used (e.g. nose, belly-button, bum, toes, etc.).

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll"). Introduce **MOTORCYCLE (SLP) POSITION**: Practice straight, tuck, star, and jump 1/2 turn to motorcycle position.



## ACTIVITY #1: LOCOMOTIONS

Using line on floor (use chalk or tape if there are no other lines), have children follow instructor in walking from one end to the other end. Variations:

- Arms out to side ("Like a bird / plane")
- On tippy-toes with arms by ears ("Like a giraffe")
- Walking sideways (arms to side)
- Walking forward with arms out to side, balance beanbag on one hand (switch to other); vary where beanbag is balanced (foot, head, etc.).
- Walking low ("Like a duck")
- Bear walks (hands and feet on line)

# FUN ALL AROUND #1 CONTINUED

## ACTIVITY #2: STATICS

Group forms a circle, lets go of hands, and takes 1 or 2 steps backward. "Can everyone sit on your bum and give your knees a BIG hug? (Tuck sit.) Now stretch your legs out LONG and WIDE (Straddle sit). Now slide your legs together and wave to your toes (Pike sit). Now lay down flat on your back and everyone go to sleep. (Straight body position). Now roll over onto your bellies, and stretch as big and long as you can. (Straight body position). Let's pretend we're puppy-dogs and get on our hands and knees (Table position). Now on our feet, can you stand on just one leg? Now the other?"



## ACTIVITY #3: LANDINGS & SPRINGS



"Puppy Dog" rolls across mat (hands & knees, roll to back, roll back to hands & knees)



2-foot jumps over 2 stacked sponges



Child performs animal locomotion across line



On mat, frog jumps across to end



Jump to each puzzle mat, "motorcycle" landing



Jumps over skipping ropes to "motorcycle" landing after each ("Don't wake the snakes!")

# FUN ALL AROUND #1 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle (“Okay everyone, let’s all hold hands and sing a song!”) Instructor leads “It’s Time to go on Home”, sung to The Farmer in the Dell, substituting each child’s name in the blank:

*It’s time to go on home.*

*It’s time to go on home.*

*Wave good-bye to \_\_\_\_\_.*

*It’s time to go on home.*

DHH

**OPENING ACTIVITY:** “Colour Game” for children that are deaf or hard of hearing, lift up a colour and a body part card to show which colour to touch with which body part; e.g. a green card and a card with a picture of an elbow. You can also use sign language.

**ACTIVITY #1:** Some children with hearing impairments may have balance problems. Make sure the line is large enough for them to follow. If it’s too difficult for children to balance the beanbag on their heads while walking, you can ask them to balance it while they are standing.

VI

**OPENING ACTIVITY:** “Colour Game” for children with a visual impairment: you can choose large soft objects that the child can touch, or simply have them touch various body parts (head, nose, elbow, etc.).

**ACTIVITY #1:** Make sure that the coloured lines are bright. You can also be at one end of the line and guide the children with a noise maker. Ask them to walk towards the noise. You can also use a skipping rope so the children can feel the line they are walking on, this will help guide them.

**ACTIVITY #2:** Guide the children through each movement. Describe each movement that you want them to perform.

CP

DS

**LET’S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** Make sure that the children are capable of balancing on a line. To assist them, you can make the line wider. If it’s too difficult for children to balance the beanbag on their heads while walking, you can ask them to balance it while they are standing.

**ACTIVITY #2:** The children may not be able to imitate your posture. If not, place them in a comfortable, ready to play position (lying down, sitting, standing, etc.) and guide them through the movements.

# FUN ALL AROUND #2

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	Mat/Puzzle mat/hula hoop
Activity #1	Ball skills	6 Balls
Activity #2	Ribbons	6 Ribbons
Activity #3	Rotations & Locomotions	Rope or Chalk; 6 Puzzle Mats; 4 Pool noodles; 1 Rope
Closing Activity	-	-

## OPENING ACTIVITY

**“MUSICAL HOOPS”** Instructor starts by getting each child onto a mat/Puzzle mat/hula hoop. Instructor explains that when the music starts, everyone will move around in different ways; when the music stops, everyone finds a mat again. Vary movement when music is on (i.e. animal locomotions, walking low, walking high, walking slow, walking fast, etc.) and vary activity to perform when returning to mat (i.e. lie on tummy, lie on back, stand tall, squat, etc.)

## LET’S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly (“but don’t fly away!”). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave (“What does the ocean sound like?”). “Now shake your hands and wave to your friends.” Laying on stomach, with hands near shoulders, push up to “seal” stretch. On hands and knees, “Kitty-Cat” stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again (“Roll-ey Pol-ey / Rock ‘n Roll”).

## ACTIVITY #1: BALL SKILLS

With children sitting in circle, roll the ball to a child. Once caught, the instructor should explain to the child to roll it to one of the other children in the circle. Repeat until all children have had a turn receiving and passing the ball. Slowly increase distance between the children.

Next, have group standing in a small straddle, and repeat activity. Again, increase distance between children as needed. When activity is done, have balls returned to a central area (basket, hoop, etc.)



# FUN ALL AROUND #2 CONTINUED



## ACTIVITY #2: RIBBONS

Space children a fair distance apart. One ribbon for each child. "Can anyone make a BIG circle with their ribbon? Now can you do it with the other hand? Now who can make a rainbow with their ribbon? (Swing ribbon overhead in large arc.) Who can make a snake with their ribbon on the ground? Now let's take our pet snakes for a walk (have children walk on line or from one side of area to the other to avoid collisions). After our walk, our snakes are getting tired, and more tired, and more tired (as they get more and more tired, slow the snakes down to almost no slither). Now let's put our snakes to sleep." (Return ribbons to Instructor.)

## ACTIVITY #3: ROTATIONS & LOCOMOTIONS



Lay on stomach on mat with arms overhead and roll (like a pencil or log) to the end of the mat



Sideways Bear Walk, feet on one line, hands on the other line



On Puzzle mats, "JUMP and TURN!" to each (with motorcycle Landing)

# FUN ALL AROUND #2 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle (“Okay everyone, let’s all hold hands and sing a song!”) Instructor leads “It’s Time to go on Home”, sung to The Farmer in the Dell, substituting each child’s name in the blank:

*It’s time to go on home. It’s time to go on home.*

*Wave good-bye to \_\_\_\_\_. It’s time to go on home.*

DHH

**OPENING ACTIVITY:** For children that are deaf or hard of hearing, you can use coloured cards to represent go (green) and stop (red). You can also use animal cards. Stay near the children to instruct them on the different movements (slow, fast, big steps, little steps, etc.).

DS

**ACTIVITY #2:** Children with Down Syndrome might have trouble grasping the wand and controlling their movements for long periods of time. You can substitute a scarf for the ribbon wand.

VI

**OPENING ACTIVITY:** Be sure to describe the movements that you want the children to perform. You can also use a noise maker for the children to be able to find their original spots (or use a brightly coloured mat).

**ACTIVITY #1:** For children with a visual impairment, you can use a sensory ball (bell ball). This will enhance participation and confidence through added sensory stimulation (under-fill for easy grasp). If you do not have a sensory ball, you can use a brightly coloured ball or a balloon.

CP

DS

**LET’S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** For this activity, you can use an under-filled bumpy/textured ball for easier manipulation. You can also use balloons if the child cannot manipulate a ball.

**ACTIVITY #2:** Children with CP may have trouble grasping the wand and controlling their movements for long periods of time. You can substitute a scarf for the ribbon wand.

# FUN ALL AROUND #3

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Balls & Balloons	6 Pool hoops/Balls; 6 Balloons; 6 Paddles
Activity #2	Ropes	6 Ropes
Activity #3	Locomotions & Springs	5 Sponges; Rope or Tape; Hula hoop or Rope; 4 Puzzle mats; 3 Beanbags
Closing Activity	-	-

## OPENING ACTIVITY

**“COLOUR GAME”** Instructor tells children that they will be finding things around them that are different colours and touching them with different parts of their body. Once the colours are touched they can return and sit back with the group. “Can everyone go find something that is RED and touch it with your nose? After you are done, you can come sit back down.” Vary colour and body part used (e.g. nose, belly-button, bum, toes, etc.).

## LET’S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly (“but don’t fly away!”). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave (“What does the ocean sound like?”). “Now shake your hands and wave to your friends.” Laying on stomach, with hands near shoulders, push up to “seal” stretch. On hands and knees, “Kitty-Cat” stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again (“Roll-ey Pol-ey / Rock ‘n Roll”).

## ACTIVITY #1: BALLS & BALLOONS

Using pool hoops & balls (or bean bags), separate group into smaller 2 or 3 child groups:

- Try and throw the ball with 2 hands
- Try and throw the ball with one hand

If children get ball in hoop, gradually have them move further from the hoop.

Distribute balloons to each smaller group. Toss in the air and catch the balloon. Vary position (i.e. standing, sitting, laying down). Distribute paddles to the children. Instructor throws the balloon in the air and children try to keep the balloon in the air with the paddle.



# FUN ALL AROUND #3 CONTINUED

## ACTIVITY #2: ROPES

Group spreads out with 1 rope for each child. Place rope on ground and stretch it out as long as it will go. "Can you jump from one side to the other? Now can you jump back? Can you squat down low and frog jump from one side to the other? Now turn around and jump back to the other side. Who can make a circle with their rope? Now can you jump in the middle and jump back out?"



## ACTIVITY #3: LOCOMOTIONS & SPRINGS



Star Jumps from one Puzzle mat to next (place numbers between mats and have children count out loud as they jump)

Standing inside circle, children reach up tall (arms by ears) and turn one full rotation around

"Piggy-back rides"—children on hands and knees, parents place bean bag on child's back and the child crawls on hands & knees to other side



Starting on end of mat, 2 foot jump as long as possible (Standing Long Jump) ("Don't forget your motorcycle!")



Bunny jumps over sponges ("Remember your motorcycle")



Backwards walking on line (variation: on tippy-toes, arms up)

# FUN ALL AROUND #3 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle ("Okay everyone, let's all hold hands and sing a song!") Instructor leads "Oh, It's time to Say Good-bye", sung to She'll be Coming Around the Mountain:

*Oh, it's time to say good-bye to our friends.*

*Oh, it's time to say good-bye to our friends.*

*Oh, it's time to say good-bye,*

*Make a smile and wink an eye.*

Repeat.

DHH

**OPENING ACTIVITY:** "Colour Game" for children that are deaf or hard of hearing: lift up a colour and a body part card to show which colour to touch with which body part; e.g. a green card and a card with a picture of an elbow.

**ACTIVITY #1:** For children that are deaf or hard of hearing, show them what you want them to do. Lead by example.

VI

**OPENING ACTIVITY:** "Colour Game" for children with a visual impairment: you can choose large soft objects that the child can touch, or simply have them touch various body parts (head, nose, elbow, etc.). You can place brightly coloured items and shapes throughout the room.

**ACTIVITY #1:** For children with a visual impairment, you can use a sensory ball (bell ball, under-fill for easy grasp). Also, instead of hula hoops use a noise maker to guide the children.

**ACTIVITY #2:** Assist children with a visual impairment for this exercise. Make sure they feel the rope on the ground with their feet.

CP

DS

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** For this activity, you can use an under-filled bumpy/textured ball for easier manipulation and grasping. You can also use balloons to practice throwing and catching if the children cannot manipulate a ball. If the children cannot grasp the paddle, they can use their hands to try to keep the balloon in the air.

**ACTIVITY #2:** Depending on the children's abilities, you can ask them to step over the line if they cannot jump. If the children are having trouble getting both feet off the ground, try a modified jump with one foot leaving the ground at a time. If the children are in wheelchairs, explore the various ways they can move their hands and arms.

# FUN ALL AROUND #4

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Scarves	6 Scarves
Activity #2	Statics	6 Beanbags
Activity #3	Review	Chalk or Tape; Hula hoop or Rope; 5 Sponges
Closing Activity	-	-

## OPENING ACTIVITY

**“FOLLOW THE LEADER”** Instructor is leader as children and parents follow. Start off walking (vary height, direction, speed, big/little steps, loud/soft steps). Bunny hops forward and backward. Instructor may intersperse static positions between each movement, such as laying on stomach or back, tuck/straddle, pike sit, Puppy-dog (hands & knees).

## LET’S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly (“but don’t fly away!”). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave (“What does the ocean sound like?”). “Now shake your hands and wave to your friends.” Laying on stomach, with hands near shoulders, push up to “seal” stretch. On hands and knees, “Kitty-Cat” stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again (“Roll-ey Pol-ey / Rock ‘n Roll”).

## ACTIVITY #1: SCARVES

Distribute One scarf per child. “Can you hold your scarf in one hand and make a BIG circle with it, all the way around?” “Can you do it with the other hand?” “Now hold each end and swing it back and forth like a swing” “Now put your scarf down low to the ground. Can you jump to the other side?” “Let’s pretend it’s a sunny day. Everyone find your kite and let’s go outside and play! Hold onto your kite with one hand, and make it fly high in the sky.” Practice projection (throwing scarf in the air) and receiving (catching scarf as it falls back down).



# FUN ALL AROUND #4 CONTINUED



## ACTIVITY #2: STATICS

Distribute one bean bag per child. "Let's put our bean bags in just one hand and reach our arms out wide. Now can you do it on the other side?" "Now let's reach down low and put our bean bag on our toes. Can you lift your foot and balance it?" (Repeat with other foot; also may try balancing on the knee -- parents may have to help provide balance and support) "Now put your bean bag on a shoulder. Can you touch it with your ear?" (Repeat with other shoulder) "Can you put it under your chin?" "Let's put it on top of our heads, and everyone go for a walk." (Vary direction, speed, height, etc.) "Now let's lay down flat on our back...can you put your bean bag on your tummy? (Keeping bean bag on stomach) Now sit up and give your knees a hug...where did everyone's bean bag go?"

## ACTIVITY #3: REVIEW



Bear Walks Forward (One hand and one foot on line. Other hand and other foot on other.)



Log pencil roll



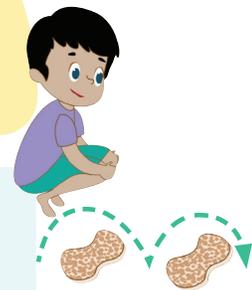
On mat start standing, place hands in front of feet



Standing in Circle, Stork Stand ("Try to Count to 3")



1 Foot Jumps Over the Sleeping Snake (Place rope over line on floor)



Tuck Jumps over Sponges (laid length-wise)

# FUN ALL AROUND #4 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle. Instructor leads movements (at each target word) to “I Can Be Big” poem:

*I can be BIG. I can be SMALL. I can be SHORT. Or I can be TALL.*

*I can be FAST. I can be SLOW. I can STAMP LOUDLY. Or I can TIPTOE.*

*But do you know, best of all what I like to be?*

*BIG or SMALL, SHORT or TALL*

*I like to be just ME!*

*(“Now everyone give themselves a BIG hug”)*

DHH

**ACTIVITY #2:** Some children that are deaf or hard of hearing may have trouble balancing. Instead of balancing the beanbag while standing up, they can sit down and try to balance the beanbag on their head, arm, etc.

VI

**OPENING ACTIVITY:** For children with a visual impairment, make sure to describe your actions and physically guide them through the activity so they can feel what they should imitate. Activities producing distinctive sounds will give them needed feedback.

**ACTIVITY #1:** Describe your actions and physically guide children through the activity so they can feel what they should imitate.

CP

DS

**OPENING ACTIVITY:** The children may not be able to imitate your posture. If not, place them in a comfortable, ready to play position (lying down, sitting, standing, etc.) and guide them through the movements.

**LET’S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #2:** Depending on their mobility level, some children may have trouble balancing. Instead of balancing the beanbag while standing up, they can sit down and try to balance the beanbag on their head, arm, etc.

# FUN ALL AROUND #5

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Statics	-
Activity #2	Musical Statics	Music player
Activity #3	Review	Skipping rope
Closing Activity		

## OPENING ACTIVITY

Going around in a circle, pretend to be several different kinds of animals, such as a bird, bunny, bear, frog, etc. For each animal, ask what sound they make. (For example, "What sound does a frog make? Does a frog go moo?") Call out an animal at random, see how quickly they remember.

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

## ACTIVITY #1: STATICS

Group forms a circle, lets go of hands, and takes 1 or 2 steps backward. "Can everyone sit on your bum and give your knees a BIG hug? (Tuck sit.) Now stretch your legs out LONG and WIDE (Straddle sit). Now slide your legs together and wave to your toes (Pike sit). Now lay down flat on your back and everyone go to sleep (Straight body position). Now roll over onto your bellies and stretch as big and long as you can (Straight body position). Now while lying on your stomach, can we lift up our legs and arms and be Superman flying through the air? Where are we flying to? Let's pretend we're puppy-dogs and get on our hands and knees (Table position). Now on our feet, can you stand on just one leg? Now on the other?"



# FUN ALL AROUND #5 CONTINUED

## ACTIVITY #2: MUSICAL STATICS

Pick a static position (a tuck sit for example). Search music for a favourite song. "When the music is playing we can dance around and around. But if you here the music stop, we need to get into a tuck sit as fast as we can". Play music, have kids dance all over open area. Pause music and have them get into their static position. Change static position after two to three rounds for each.



## ACTIVITY #3: REVIEW

Review motorcycle landing. "Bend you knees and stick your arms out, what's this called?"

Straight Jump - Big jump while reaching up to the ceiling. "Let's see who can jump the highest"

Tuck Jump - Jump and bring knees up to chest. "Who can jump up and hug there knees?"

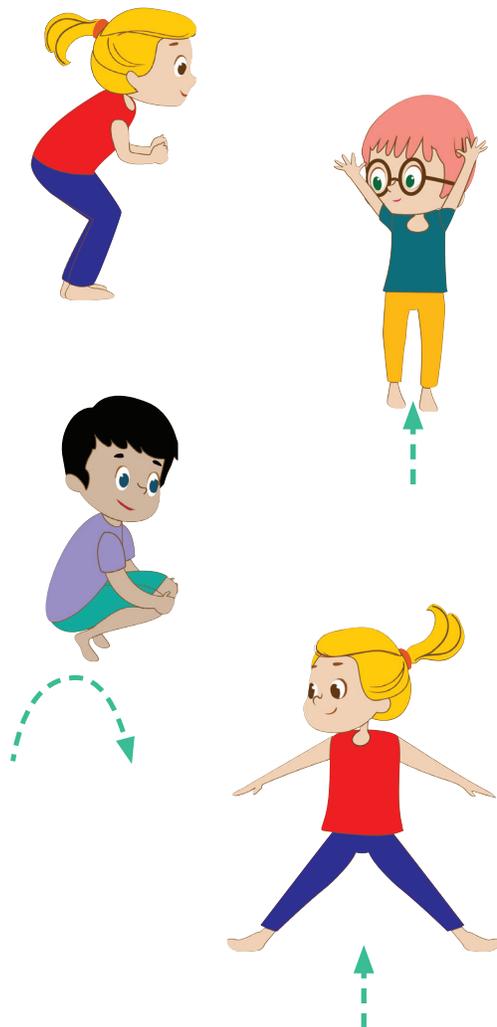
Star Jump - Jump and spread out arms and legs like a star. "Let's see who can spread out their body the most"

Jump ½ Turn - Straight jump with a half turn in the air. "Can we reach right up to the ceiling and jump and spin around?"

Using skipping rope, have one person hold on the rope on to one end and spin the rope around the floor. Have everyone spread out around a circle with the rope holder in the middle.

"Let's do tuck jumps over the snake". "Now let's do you star jumps". "Let's see who can do jump ½ turns over the snake".

Have everyone turn the rope 2 times and switch with another person. For large classes, divide into groups.



AGES 3 - 5 YEARS

# FUN ALL AROUND #5 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle. Instructor leads movements (at each target word) to “I Can Be Big” poem:

*I can be BIG. I can be SMALL.  
I can be SHORT. Or I can be TALL.  
I can be FAST. I can be SLOW.  
I can STAMP LOUDLY. Or I can TIPTOE.  
But do you know, best of all what I like to be?  
BIG or SMALL, SHORT or TALL  
I like to be just ME!  
 (“Now everyone give themselves a BIG hug”)*

DHH

**OPENING ACTIVITY:** For children that are deaf or hard of hearing, you can use cards, signs to show them the specific animal to imitate. Or you can guide them to follow your example.

**ACTIVITY #2:** Use signs, cards, or cues to let them know which moves to perform and when the music starts and stops.

VI

**OPENING ACTIVITY:** For children with a visual impairment, make sure to describe your actions and physically guide them through the activity so they can feel what they should imitate. Activities producing distinctive sounds will give them needed feedback.

**ACTIVITY #1:** Use mats for the children to stand on, so they know where to stand. Describe your actions and physically guide them through the activity so they can feel what they should imitate. Make sure there is plenty of room for the children to play.

**ACTIVITY #3:** Make sure to describe your actions and physically guide them through the activity so they can feel what they should imitate. Instead of doing full swings with the skipping rope, you can do half swings, giving the children time between each hop before you try again. You can also place the rope on the ground and have them skip over it.

CP

DS

**LET’S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** You can change the statics depending on the children’s abilities, balance and mobility. You can have them keep one arm in the air, then switch, then both arms, etc.

# FUN ALL AROUND #6

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	Beanbags
Activity #1	Springs	Ribbons
Activity #2	Parachute	Beanbags and Parachute
Activity #3	Parachute	Parachute
Closing Activity	-	Music player

## OPENING ACTIVITY

**BEANBAG RELAY:** In groups fitting class size, have one person from each team carry a bean bag on top of head towards wall and back. First team to give everyone a turn wins.

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

## ACTIVITY #1: SPRINGS

Using six ribbons, place three on the floor and three held up a foot off the ground in an alternating fashion (the ribbons will be held up by volunteers). Have each person do a straight jump over a ribbon and then crawl like a snake under a lifted ribbon. After going over and under all ribbons, change places with someone holding a ribbon till everyone gets a turn. Change the jumps they do over. "OK everyone, now were going to do star jumps over and then, we have to crawl under with our feet first." "Now let's do tuck jumps over and crawl under the ribbon rolling sideways like a log".



AGES 3-5 YEARS

# FUN ALL AROUND #6 CONTINUED



## ACTIVITY #2: PARACHUTE

**POPCORN:** Using the small parachute, have everyone squatting down holding on to the parachute while keeping it on the floor. Have all the bean bags on the parachute. Raise up the parachute quickly then pull it down fast (“BLAST OFF!!!”) and watch the bean bags “pop” off.

Once all bean bags are popped off, have everyone squat down “Now when I say go, we’re going to let go of the parachute and go get all the bean bags and put them back on the parachute and grab on to the same handle of the parachute we have before GO”.

## ACTIVITY #3: PARACHUTE

**SWITCHING PLACES:** Using the small parachute again, have everyone standing up and holding on to the parachute. “Alright, let’s lift the parachute way above our heads and say hello to everyone... And pull the parachute down”.

“OK now where going to lift the parachute way up high and I’m going to call out two people’s names and those two people have to go under the parachute and trade places. So if we lift the parachute up and I call (so and so), then they have to go under the parachute and switch places.”

Make sure everyone gets a turn.

# FUN ALL AROUND #6 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

#### "THE HOKEY POKEY"

Activity can be done listening to recorded music or sung aloud by everyone.

DHH

**ACTIVITY #1:** Use cues and signs and demonstrate what you want the children to do, and when to do it.

**ACTIVITY #2 & 3:** Use cues and signs and physically guide the children through both activities.

**CLOSING ACTIVITY:** Use cues and physically guide the children through the song.

CP

DS

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** Depending on the children's abilities, you can have them step over the ribbon instead of jumping.

**CLOSING ACTIVITY:** You can change the actions and moves if the children are in wheelchairs. This exercise will provide a great practice opportunity for a variety of motor skills.

VI

**OPENING ACTIVITY:** You can place noise makers where you want the children to go. Or place a brightly coloured line for the children to follow. This will guide them towards the team. You can also use a skipping rope so the children can feel the line they are walking on, to help guide them.

**ACTIVITY #1:** Instead of ribbon, you can use a skipping rope so the children can feel it under their feet when it is time to jump. Use a brightly coloured pool noodle that the children can crawl under. Make sure to describe your actions so the children know what to imitate.

**ACTIVITY #2:** Make sure to describe your actions and physically guide them through the activity so they can feel what they should imitate.

**ACTIVITY #3:** For children with a visual impairment, make sure to describe your actions and physically guide them through the activity, so they can feel what they should imitate. The instructor should perform this activity with the children to guide them safely under the parachute.

# FUN ALL AROUND #7

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Team Work	Balloons
Activity #2		-
Activity #3	Statics, Springs & Rotations	Hula hoops; Puzzle mat
Closing Activity	-	-

## OPENING ACTIVITY

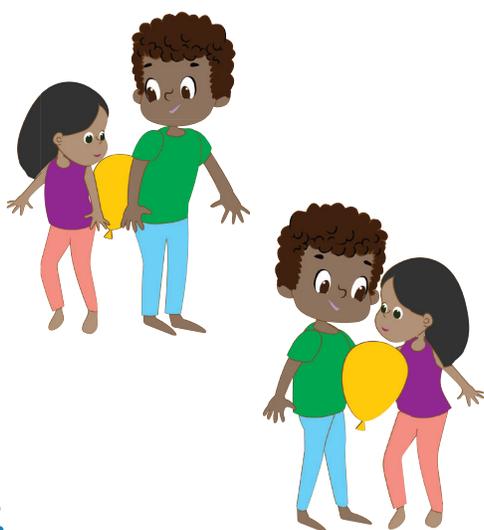
**“COLOUR GAME”** Instructor tells children that they will be finding things around them that are different colours and touching them with different parts of their body. Once the colours are touched they can return and sit back with the group. “Can everyone go find something that is RED and touch it with your nose? After you are done, you can come sit back down.” Vary colour and body part used (e.g. nose, belly-button, bum, toes, etc.).

## LET’S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly (“but don’t fly away!”). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave (“What does the ocean sound like?”). “Now shake your hands and wave to your friends.” Laying on stomach, with hands near shoulders, push up to “seal” stretch. On hands and knees, “Kitty-Cat” stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again (“Roll-ey Pol-ey / Rock ‘n Roll”).

## ACTIVITY #1: TEAM WORK

**BALLOON CARRY:** Divide everyone into groups of two. Have one balloon for each team plus spares in case of popping. “What were going to do is see if each team can carry the balloon in between each other while standing back to back”. See if they can walk around the room while carrying the balloon back to back “Now let’s see if you can carry the balloon with your tummy”. Have partners face each other and carry the balloon around the room with their stomachs. “Now let’s try and carry the balloon with our heads”. Have partners face each other carry the balloon using their foreheads. “Now let’s see if you can carry the balloon with our knees while hopping”. Have partners face each other place balloon in between knees. Try to hop around the room.



# FUN ALL AROUND #7 CONTINUED

## ACTIVITY #2

**FLOWER GAME:** Have everyone sitting in a circle with their feet in the middle. Each person makes up a pedal of a big flower. Flowers open and close their pedals throughout the day. If "morning" is called out, every lies down with their arms out the open the flower as much a possible. If "noon" is called everyone sits up reaching up to the ceiling. If "night" is called, everyone reaches for their toes, closing the flower.



## ACTIVITY #3



With three more hula hoops the complete a circle (or ribbons & ropes in the shape of a circle), have each person do a tuck jump in the first circle, followed by a star jump in the second and finally another tuck jump in the third (remembering motorcycle landings for each!)



Using parallel skipping ropes or pool noodles (far enough apart for child to lay stretched out between them) child lays down between on stomach and ROLLS (Log Rolls)



Straight jumps across with a motorcycle landing after each jump



With three hula hoops in place, have each person do a stork stand in the first hula-hoop, then move to the second and do an airplane scale. Followed by in the last hula hoop a v-sit

# FUN ALL AROUND #7 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

**SMILE GAME:** Start off by having everyone lying down on the floor. The goal of the game is to try and make one person smile or laugh without touching them and having them get up and try to make others smile or laugh without touching them until there is only one left. "Were going to see if you guys can hold in your smiles for as long as you can. If I catch you smiling, then you have to get up and help me make others smile too until there is only one person left."

DHH

**OPENING ACTIVITY:** "Colour Game" for children that are deaf or hard of hearing, lift up a colour and a body part card to show which colour to touch with which body part; e.g. a green card and a card with a picture of an elbow. You can also use sign language.

**ACTIVITY #1 & 2:** Make sure to use signs, cues and to physically demonstrate the activity to the children. They can also be paired up with an instructor at first.

VI

**OPENING ACTIVITY:** "Colour Game" for children with a visual impairment: you can choose large soft objects that the child can touch, or simply have them touch various body parts (head, nose, elbow, etc.).

**ACTIVITY #1 & 2:** For children with a visual impairment, make sure to describe your actions and physically guide them through the activity so they can feel what they should imitate. The children can be paired with an instructor.

CP

DS

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #2:** The children may not be able to imitate your posture. If not, place them in a comfortable, ready to play position (lying down, sitting, standing, etc.) and guide them through the movements.

# FUN ALL AROUND #8

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Song & Dance	Beanbags; Music
Activity #2	Rotations, Statics & Springs	Hula hoops; Chalk/Tape/Ribbons
Activity #3	-	-
Closing Activity	Parachute	Parachute

## OPENING ACTIVITY

**"FREEZE TAG"** Freeze tag (without the tag!): "GO"... children run around... "FREEZE"... children stop (vary direction, use animals, etc.)

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").



## ACTIVITY #1: SONG & DANCE

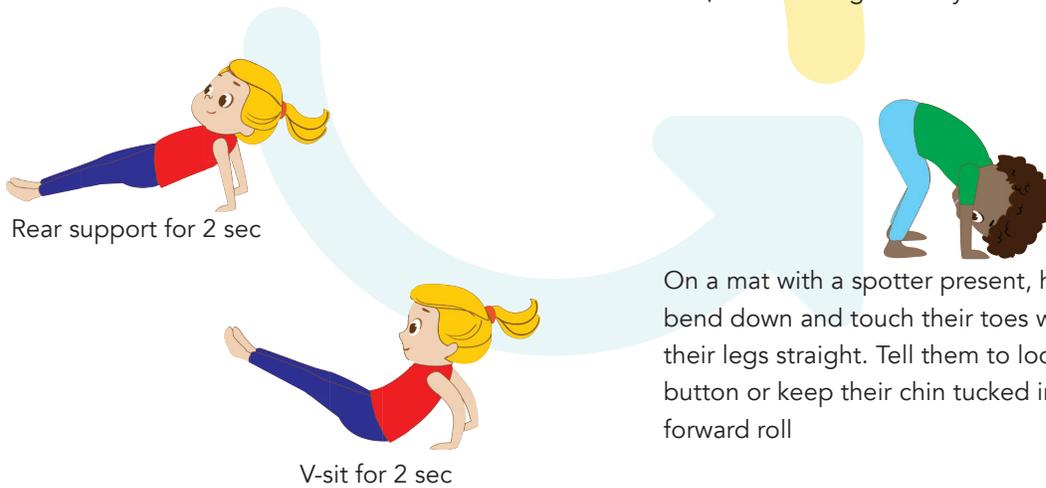
**MUSICAL BEANBAGS:** Place bean bags all around room with one less than the total amount of children. Have everyone dance around when the music is playing. When music stops, each person has to find one bean bag and balance it on their head.

"When the music is playing, we're going to dance ALL AROUND the room. But when the music stops, we have to find a bean bag as fast we can and try to balance it on our heads. The person who doesn't get a bean bag in time gets to turn to music on and off for the next round.

AGES 3 - 5 YEARS

# FUN ALL AROUND #8 CONTINUED

## ACTIVITY #2: ROTATIONS, STATICS & SPRINGS



## ACTIVITY #3

**FOLLOW THE LEADER:** Have one person be the leader with everyone else lined up behind them. The leader can go around the room and do anything they have learned. Once completed the leader goes to the back on the line.

Repeat until everyone gets a turn. Having music playing will help them move around.



# FUN ALL AROUND #8 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

**PARACHUTE:** Have everyone hold on to the parachute.

“When I say go we’re going to lift the parachute way up high and walk into the middle and then walk back out”.

“We’re going to lift the parachute way up high and walk into the middle, then we all have to pull the parachute over our heads and sit down with the parachute on our bums. And if you do it really fast we’ll make a tent for all of us to sit in”.

DHH

**OPENING ACTIVITY:** Use signs or cards as needed. Green = go, red = freeze!

**ACTIVITY #1:** Use cues or signs to show them when the music stops and starts.

CP

DS

**LET’S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** If the children are in wheelchairs, make sure to place beanbags in areas where they will be able to reach them.

VI

**OPENING ACTIVITY:** Make sure there is plenty of room for this exercise.

**ACTIVITY #1:** Use brightly coloured beanbags, or other bright objects.

**ACTIVITY #3:** Make sure to describe your actions and physically guide the children through the activity, so they can feel what they should do. Use bright mats and other objects. You can also use a bright line on the floor to guide them towards the right direction.

# FUN ALL AROUND #9

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Locomotions	Chalk/Tape/Ribbon
Activity #2	Statics, Rotations, Springs & Landings	Hula hoops; Puzzle mats; Chalk/Tape/Ribbons
Activity #3	Rotations	Ropes/Chalk/Tape; Hula hoop; Puzzle mat
Closing Activity	-	-

## OPENING ACTIVITY

**"FREEZE TAG"** Freeze tag (without the tag!): "GO"... children run around... "FREEZE"... children stop (vary direction, use animals, etc.).

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

## ACTIVITY #1: LOCOMOTIONS

Using line on floor (use chalk or tape if no existing lines are available), have children follow instructor in walking from one end to the other end. Variations:

- Arms out to side ("Like a bird/ plane")
- On tippy-toes with arms by ears ("Like a giraffe")
- Walking sideways (arms to side)
- Walking forward with arms out to side and balance bean bag on one hand (switch to other) vary where the bean bag is balanced (i.e. foot, head, etc.)
- Walking low ("Like a duck")
- Bear walks (hands and feet on line)



# FUN ALL AROUND #9 CONTINUED

## ACTIVITY #2: STATICS, ROTATIONS, SPRINGS & LANDINGS



Using 2 parallel lines on floor, lay on stomach on first line (straight body position), and roll sideways ("pencil roll") to other line; roll back to first line

On Puzzle Mat (or other marker mat), "Sit down and give your knees a big hug" (Tuck Position)



Stork Stand (one leg) and try to count to 3.



"Jump as high as you can, and then show us your motorcycle" (Straight Jump to motorcycle landing position)



Make a bridge across" (Front Support)

## ACTIVITY #3: ROTATIONS



Using parallel skipping ropes or pool noodles (far enough apart for child to lay stretched out between them) child lays down between on stomach and ROLLS (Log Rolls)



Standing in hula-hoop SPIN around with arms out to side



On mat or puzzle mat Puppy Dog roll sideways (start on hands and knees, roll to the side and back up onto hands/knees)



Standing inside hula-hoop JUMP ½ turn, ("Jump and Turn! Don't forget your motorcycle!")

# FUN ALL AROUND #9 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

**SHIP TO SHORE:** Have one end of the room be called the ship. "Now whenever I yell out ship, we're going to run over to that side of the room". Have the other end of the room be called the shore. "Now whenever I call out shore, we're going to run over the other side of the room". The middle of the room will be called the beach. "And last if I call out beach, we have to run into the middle of the room". "We also have some actions that if I call out, you do them no matter where you are"

- A. Captain on Deck: Everyone has to salute
- B. Lady on Deck: Everyone makes a curtsy
- C. Hit the Deck: Everyone goes onto their tummy with their arms out
- D. Bombs Away: Everyone goes onto their knees and curls into a ball as tight as they can
- E. Submarine: Everyone lies onto their back and lifts up one leg (for their periscope)
- F. Sun Tanning: Every one lies onto their back with arms behind head (catching for rays)

DHH

**OPENING ACTIVITY:** Use signs or cards as needed. Green = go, red = freeze!

**ACTIVITY #2:** Some children with hearing impairments may have balance problems. Make sure the line is large enough for them to follow. Use cards to show them the animals or objects to imitate.

**CLOSING ACTIVITY:** Use different cue cards or signs that correspond to each instruction (blue card for shore, brown for beach, etc.). You can also reduce the number of instructions, depending on the children's abilities to follow many instructions at one time.

VI

**OPENING ACTIVITY:** Make sure there is plenty of room for this exercise.

**ACTIVITY #2:** For children with visual impairments, make sure that the coloured lines are bright. You can also be at one end of the line and guide them with a noise maker. Ask them to walk towards the noise. You can also use a skipping rope so the children can feel the line they are walking on. This will help guide them.

CP

DS

**LET'S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

# FUN ALL AROUND #10

ACTIVITY	FOCUS	EQUIPMENT
Opening Activity	-	-
Activity #1	Locomotions	Chalk/Tape/Rope; Beanbags; Sponges
Activity #2	Locomotions, Statics, Springs & Rotations	Chalk/Tape/Rope; Hula hoops; Sponges
Activity #3	Projection & Reception	Balls; Balloons; Beanbags
Closing Activity	-	-

## OPENING ACTIVITY

**"COLOUR GAME"** Instructor tells children that they will be finding things around them that are different colours and touching them with different parts of their body. Once the colours are touched they can return and sit back with the group. "Can everyone go find something that is RED and touch it with your nose? After you are done, you can come sit back down." Vary colour and body part used (e.g. nose, belly-button, bum, toes, etc.).

## LET'S GET MOVING

BIG arm circles all the way around. Clap your hands BIG and WIDE. Sitting in straddle position, walk hands down legs as far as possible and give your knee a big kiss. Shake legs and bring them together. Walk hands down both legs to toes...count how many toes we have. Put feet together to butterfly position, and everyone pretend to fly ("but don't fly away!"). Depending on age of children, instructor may ask children where we could fly to. Clasp hands together and make a snowball (roll hands in circle). With hands together, now make a wave ("What does the ocean sound like?"). "Now shake your hands and wave to your friends." Laying on stomach, with hands near shoulders, push up to "seal" stretch. On hands and knees, "Kitty-Cat" stretch (arms out in front, chest to floor, bum high in the air). Sitting on bum, legs straight out in front, small roll to back and then try to roll back up again ("Roll-ey Pol-ey / Rock 'n Roll").

## ACTIVITY #1: LOCOMOTIONS

Using line on floor (use chalk or tape if there are no other lines), have children follow instructor in walking from one end to the other end. Variations:

- Arms out to side ("Like a bird / plane")
- On tippy-toes with arms by ears ("Like a giraffe")
- Walking sideways (arms to side)
- Walking forward with arms out to side, balance beanbag on one hand (switch to other); vary where beanbag is balanced (foot, head, etc.).
- Walking low ("Like a duck")
- Bear walks (hands and feet on line)



# FUN ALL AROUND #10 CONTINUED

## ACTIVITY #2: LOCOMOTIONS, STATICS, SPRINGS & ROTATIONS



Bear Walks Forward (One hand and one foot on line. Other hand and other foot on other.)



Log pencil roll



On mat start standing, place hands in front of feet



Standing in Circle, Stork Stand ("Try to Count to 3")



1 Foot Jumps Over the Sleeping Snake (Place rope over line on floor)



Tuck Jumps over Sponges (laid length-wise)

## ACTIVITY #3: PROJECTION & RECEPTION



Using hoops & balls (or beanbags), separate group into smaller 2 or 3 child groups:

- A. Try and throw the ball with 2 hands
- B. Try and throw the ball with one hand

If children get the ball into the hoop, gradually have them move further from the hoop.

Distribute balloons to each smaller group. Toss in the air and catch the balloon. Vary position (i.e. standing, sitting, laying down). Distribute paddles to the children. Instructor throws the balloon in the air and children try to keep the balloon in the air with the paddle.



# FUN ALL AROUND #10 CONTINUED

## FREE EXPLORATION TIME (5 minutes)

### CLOSING ACTIVITY

Group forms a circle (“Okay everyone, let’s all hold hands and sing a song!”) Instructor leads “It’s Time to go on Home”, sung to The Farmer in the Dell, substituting each child’s name in the blank:

*It’s time to go on home. It’s time to go on home.*

*Wave good-bye to \_\_\_\_\_.*

*It’s time to go on home.*

DHH

**OPENING ACTIVITY:** “Colour Game” for children that are deaf or hard of hearing: lift up a colour and a body part card to show which colour to touch with which body part; e.g. a green card and a card with a picture of an elbow. You can also use sign language.

**ACTIVITY #1:** Some children with hearing impairments may have balance problems. Make sure the line is large enough for them to follow. If it’s too difficult for them to balance the beanbag on their head while walking, you can ask them to balance it while they are standing.

VI

**OPENING ACTIVITY:** “Colour Game” for children with a visual impairment: you can choose large soft objects that the child can touch, or simply have them touch various body parts (head, nose, elbow, etc.).

**ACTIVITY #1:** Make sure the coloured lines are bright. You can also be at one end of the line, and guide the children with a noise maker. Ask them to walk towards the noise. You can also use a skipping rope so the children can feel the line they are walking on. This will help guide them.

**ACTIVITY #2:** You can use a sensory ball (bell ball, under-fill for easy grasp). Also, instead of hula hoops, use a noise maker to guide them.

CP

DS

**LET’S GET MOVING:** You can change the stretches for children with CP (mobility/non-mobility). E.g. you may want to work more on their hand movement (fine motor skills), gently stretch the arms, hands, legs, hips, etc.

**ACTIVITY #1:** Make sure the children capable of balancing on a line. To assist them, you can make the line wider. If it’s too difficult for them to balance the beanbag on their head while walking, you can ask them to balance it while they are standing.

**ACTIVITY #3:** For this activity, you can use an under-filled bumpy/textured ball for easier manipulation and grasping. You can also use balloons to practice throwing and catching, if the children cannot manipulate a ball. If the children cannot grasp the paddle, they can use their hands to try to keep the balloon in the air.



