

**Good for kids**  
good for life



# The Physical Activity Handbook Preschoolers

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## Acknowledgements

Many of the warm up and cool down activities in this Handbook have been sourced from the Munch and Move Resource Manual developed by NSW Health<sup>4</sup>. NSW Health has kindly granted permission to reproduce parts of this resource.

# Introduction

The Physical Activity Handbook for Preschoolers has been designed to make it as easy as possible to encourage physical activity experiences for preschoolers. The ideas for physical activity experiences are grouped under two headings:

1. I Move We Move Every Day. These are activities that can be offered opportunistically throughout the day to support child initiated, free, physically active play
2. Learning how to move: fundamental movement skills learning experiences for preschoolers. These are planned, adult guided activities that help preschoolers to explore and develop fundamental movement skills

Please adapt the ideas to suit the needs and interests of the children at your service. For example the songs, props and themes used in the learning experiences can be modified to suit children's current and emerging interests, while still supporting the development of the fundamental movement skill(s).

**“As with other skills, Early Childhood Educators play a vital role as co-contributors to the program. The provocations we set up to further challenge children's ongoing skill development provides the scaffolding which is crucial to skill acquisition.”**

**Janelle Gallagher**  
**Authorised Supervisor, Kurri Kurri**  
**and District Pre-School Kindergarten**



# I Move We Move Every Day

The activities described in Tables 1– 6 can be offered opportunistically throughout the day to support active play and promote physical activity every day.

## Table 1: Everyday activities for preschoolers that promote physical activity, especially the development of fundamental movement skills<sup>34</sup>

### Stability skills

#### Balancing

- Big wooden blocks can be used for stepping and balancing on or jumping off, as they are low to the ground
- Simple yoga, pilates or tai chi exercises can encourage children to balance in a variety of ways
- Create balance challenges using hoops or carpet squares. Ask children to balance inside or outside the object (i.e. half their body inside the object and half outside) – see Table 6
- Hula hoops can be good to practice balancing whilst twisting
- String, streamers, tape, chalk lines or rope can be placed on the floor in different patterns. Children can be encouraged to move along them in a variety of ways. The children can help design the patterns
- Create an obstacle course – see Table 6
- Practice static balance positions, such as:
  - Place both hands and feet on the floor with body raised off the ground
  - Same position as above but with one leg raised
  - Raise one arm off the ground and keep both feet on the floor
  - Sit with legs out in front, and hands behind for support
  - Sit as previously suggested, but with arms extended outwards (repeat with arms extended upwards)
  - Sit with knees bent and arms behind for support
  - Sit with knees bent and arms extended outwards
  - Sit with both legs and arms off the ground, and arms extended outwards
  - Sit with arms behind back, and raise both legs
  - Repeat with only one leg raised and the other leg bent with your foot on the ground
  - Lie on back using arms for support and raise one leg
  - Lie on back, put arms and legs on the floor to make a bridge shape. Do not arch the back
  - Help older children explore balance by simply asking them to show you a position, then tell you how they can extend it e.g. raise one leg

## Locomotor skills

### Various

- Parachute – use a bed sheet, a large piece of material or a parachute. This can be used to encourage different travelling actions to pass under and around the parachute (e.g. crawling, walking, hopping, galloping)
- Bike paths can also be used for walking and ball games
- Grassed areas allow for running, rolling, crawling or ball games
- Sloped areas are great for rolling or running up and down

### Walking

- Arrange an outing or excursion to support the children's current interests or activities
- Create paths for children to walk between. It can be wide or narrow, straight or zig zagged – see Table 6
- Create walking challenges using inclines and declines to strengthen leg muscles – see Table 6

### Running

- Kite making and flying – for those windy days. The song 'Let's go fly a kite' is a great one for this provision

### Jumping, leaping and hopping

- Mark out some squares or a Hopscotch game with chalk, masking tape or permanent paint to encourage practice of hopping, jumping and throwing skills
- Hoops, carpet squares and foam square 'puzzle' mats are great for children to spread out and create 'stepping stone' paths for jumping, hopping and leaping on and off
- A mini trampoline
- Crash mats are good for jumping on – see Table 6
- Sand pit – to encourage children to jump. Why not introduce long jump at your service? You can easily transform the sand pit into a long jumping pit. Have some tape measures or long pieces of string so children can measure their jumps. Children can assist by removing toys and raking the sand
- Hurdles, cones and rods can be used for jumping and leaping over – see Table 6
- Place streamers up high to encourage children to jump up and touch or grab them
- Chalk can be used for children to jump up with and mark spots on the wall
- How far can you jump horizontally? How high can you jump vertically? Mark the distances with a tape measure, chalk or masking tape
- Bubbles can be used to encourage children to jump and catch them

## Manipulative skills

### Target Practice – catching, throwing, kicking

- Have an assortment of balls readily accessible to children-placed either in ball bags or in baskets. There are many different types of balls i.e. plastic, beach, sensory, wobble, foam or stress balls
- Have a basketball hoop with a variety of balls (starting with soft) to practice throwing and 'shooting' goals
- Set-up a soccer goal net or witches hats to encourage children to practice target kicking
- Draw or fix targets to outside walls for children to practice target throws
- Lawn bowls: use several balls of a similar size and a larger ball as the target (or an empty plastic milk container half filled with sand). Mark the ground where players can roll from, and place the target a distance away. Each player rolls a ball using an underarm movement and attempts to get as close as possible to the target
- Skittles: use plastic bowling pins or 2 litre plastic milk bottles half-filled with sand as the skittles. Each player rolls a ball underarm to see how many skittles they can knock over
- Tic Tac Toe – this game is similar to noughts and crosses but uses Velcro bean bags. The board (bought or home-made) has the hooks of the Velcro, and the bean bags have the Velcro eye. When thrown, the bean bags will stick to the board. To win the game, children will have to get three of the same bean bags in a row

### Striking

- Totem tennis – this equipment can be purchased from most variety or sporting stores. You can also create your own totem tennis by attaching a rope between two pieces of equipment and hanging stocking balls from this. Add a few bats and you have achieved the same result at a fraction of the cost
- Traffic cones make good tee-off points from which children can strike balls with paddles or bats
- Use a soft ball in a stocking. Tie it safely to a tree or somewhere else for children to practice hitting the ball with their hands or using soft bats
- Croquet – have balls, croquet targets and wooden hammers to play this game. The children can hit the ball through the small croquet tunnel

### Catching

- Scoops or catching devices (for balls) can be made from household items such as plastic milk containers
- Small, light scarves can be thrown up into the air and caught using hands or other parts of the body. Scarves also make great tails for tail tag! Children can work individually or in pairs. Demonstrate the movements and ask children to copy the following actions with their scarves:
  - Move scarf to different places – above their head, below knees and behind them; windscreen wiper; helicopters; propellers; wheels; air snakes; floor snakes; butterflies; zingers and also make spirals from left to right and right to left
- Beach volleyball – put up a net across the playground or sand pit (if sand pit size supports this). Use a lightweight ball (eg. beach ball) and hit the ball across the net. Staff can play too!
- Hit or throw balloons up and catch them
- Make some crazy balloons – get two balloons, fill one with water and place inside the other. This makes the balloon unpredictable and is great fun. Sometimes the balloons do burst so it is best to do this one outside on warm days!
- Frisbees – while the hard plastic Frisbees may be too dangerous for most playgrounds, there is a new design made from parachute silk which are much softer but still fly through the air



**Table 2: Active play dramatic prop boxes<sup>37</sup>**

Prop Box	Physical activity that can be encouraged
Beach box – hats, beach umbrella, towel, sunscreen, bucket, ball	Swimming, digging
Racing box – motorcycle helmet, flags, plastic cones / witches hats	Racing, speeding, turning corners, dodging, rolling
Fire fighting box – helmets, hose, yellow raincoat, boots	Sliding down poles, climbing ladders, throwing a hose
Farm box – farm hat, shovel, pick, hammer	Shovelling, hammering
Olympics / Commonwealth Games box – medals, ribbons, starting ‘pistol’, whistle	Any or all Olympics / Commonwealth Games events depending on available equipment
Explorer’s box – sunhat, walking stick, carpet squares, long strip of blue fabric, chalk, helmet with light	Leaping, climbing, jumping
Windy Day box – streamers attached to the rim of a circular plastic lid, streamers attached to a wand, pinwheels, flags	Running
Dinosaur box – large plastic dinosaurs, dinosaur tails, wings	Running, leaping, climbing
Circus box – ballet shoes, small umbrella, round plastic tub, tightrope, ball, clown shoes, clown’s red nose	Balancing, throwing, catching
Tarantella box – tambourines, ribbons, shawls, scarves, a large plastic spider	Hopping, jumping, running, side galloping, kicking
Footy box – football jumpers, football, streamers, piece of sheet to make into banners for their favourite team	Kicking, running, jumping
Camping box – broom, water bottles, shovels, billy, aluminium foil, coloured cellophane	Lifting, carrying, throwing, sweeping

**Table 3: Music and Movement for preschoolers<sup>37</sup>**

Songs and Rhymes for over 3's	Movement
<p><b>Let's go walking</b>            Let's go walking, walking, walking            Let's go walking far, far away            Let's walk back again, back again, back again            Let's walk back again, back the same way.</p>	<p>Ask children to mime the actions of the song and suggest other ways to move i.e. let's go jumping, crawling, hopping, skipping, twirling, sliding (include all fundamental movement locomotor skills in this).            By playing an instrument (e.g. rhythm sticks, drum, tambourine) the children can also hear the rhythm.</p>
<p><b>Animals live in the forest</b>            Animals live in the forest            Animals live in the zoo            I met a ..... in the shopping mall            Here's what he taught me to do            Hug said the brown bear hug hug hug            That's what he taught me to do.</p>	<p>Children suggest their favourite animal and perform their chosen movements. This is accumulative, each time an animal is added include it into each verse.</p>
<p><b>There was an old lady who swallowed a fly</b></p>	<p>The children can pretend to be the animals as the song progresses. It is a great memory game and can also introduce shadow story telling. The children can make their favourite animal shapes using a shadow screen.</p>
<p><b>I'm going up</b>            I'm going up, I'm going up, I'm going way up high            I'm coming down, I'm coming down, I'm coming way down low            Up, up, up, up, up.            Down, down, down, down, down.</p>	<p>Ask the children to mime the actions of the song as they sing along, stretching up high and bending down low.</p>
<p><b>Hurry hurry drive the fire truck</b>            Hurry hurry drive the fire truck            Hurry hurry drive the fire truck            Hurry hurry drive the fire truck            Ding ding ding ding ding            Hurry hurry climb the ladder....            Phew the fire's out!</p>	<p>Ask the children to mime the actions of the fire fighters. Use actions such as driving, ringing the bell and climbing the ladder.</p>



**Table 3: Music and Movement for preschoolers<sup>37</sup>  
(Continued)**

Songs and Rhymes for over 3's	Movement
<p><b>The Monkey</b> When (sing child's name here) has a swing it is a sight to see He curls his tail around the branch and swings from tree to tree Swinging up and swinging down he is the lucky one If we could all have tails like that, I think it would be fun!</p>	<p>Ask children to pretend to be monkeys stretching their arms out and swinging from tree to tree.</p>
<p><b>Five Little apples on a tree</b> Five little apples hanging on a tree Five little apples smiling down at me I climbed up high as high as I could Grabbed one apple hmmm was it good.</p>	<p>Children act out movements while saying the poem. Have children reflect on how we climb to enable them to re-enact this action.</p>

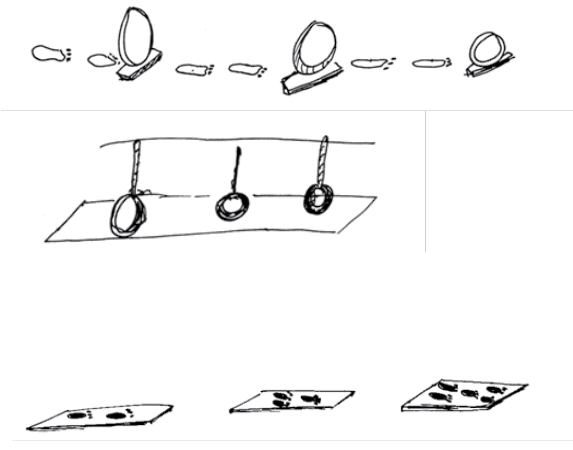
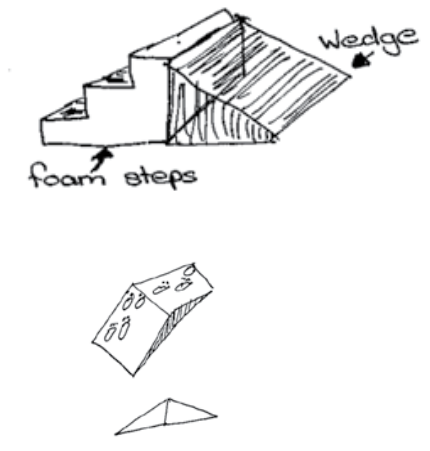
**Table 4: Transition Activities<sup>37</sup>**

Transition Activity	Movement
<p><b>Walking down the Street</b>            As I was walking down the street            Down the street            A lovely friend I chanced to meet            High ho high ho high ho</p> <p><i>Note – This game supports the child who wants to participate but isn't quite ready to make movement suggestions</i></p>	<p>The children sit in a circle, one child is chosen from the volunteers to have the first turn. The child thinks of a way to walk and performs this while the other children sing and keep the rhythm.</p> <p>When the friend is chosen, they both perform the previous action or movement. The other children continue singing, clapping and stamping etc.</p>
<p>Many of the activities listed as every day activities in Table 1 (page P.2) can be setup in areas where children travel between when transitioning from one activity to another. For example a jumping challenge on the way from outdoor play to the bathroom to wash hands before lunch.</p>	<p>Depends on the chosen activity.</p>

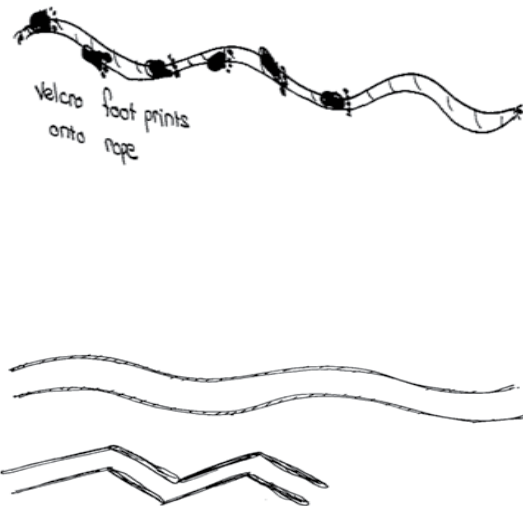
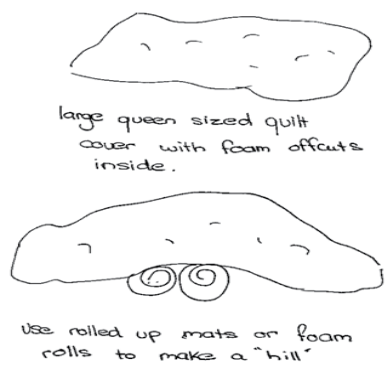
**Table 5: Active group time<sup>37</sup>**

Transition Activity	Movement
<p><b>One elephant went balancing</b></p> <p>If your program supports large group experiences, form a circle around a piece of carpet or make a taped edge. The “elephants” can then try to balance on this!</p> <p>It is also great as a shadow play!</p>	<p>In this game invite the children to become a large “elephant”, which is trying to balance on a piece of string.</p> <p><i>Note – This is great for spontaneous experiences where children balance along walls or on walk boards.</i></p>
<p><b>One Flamingo</b></p> <p>This game is a variation to the monkeys in the cage. Everyone has a turn and their efforts are supported individually. This is non-threatening and is conducive to participation.</p> <p>It is a fun song and lends itself beautifully to a dramatisation.</p>	<p>A song like this requires little or no introduction. Through the words the children will instinctively participate. Staff can ask for assistance too – this will support less confident children as we work together.</p> <p>The flamingo flaps its wings, and flies around and stands with one leg off the ground.</p> <p>Standing on one leg is quite tricky.</p> <p>Don’t forget to repeat, trying it on the other leg!</p>


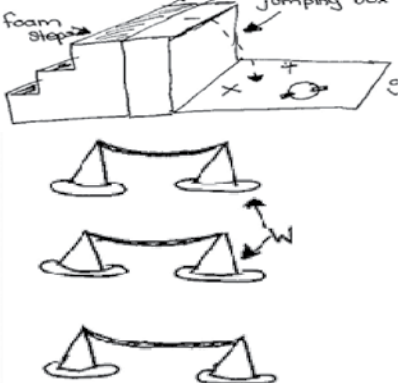
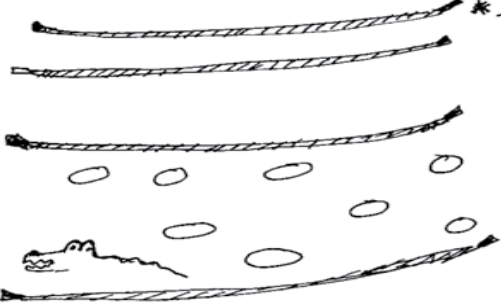
**Table 6: Setting up equipment to promote physical activity, including fundamental movement skills<sup>37</sup>**

Written description of setups	Visual of setups
<p><b>Various stability skills</b></p> <ul style="list-style-type: none"> <li>• Hoops add a new challenge. By attaching these to the boards the children will have to change the size of their body to fit through the hoops. How am I going to fit through this? Include big and little hoops! Hoops can be suspended which means they are moveable. This can provide a further challenge</li> <li>• Carpet squares are often given to preschools or childcare centres. The carpet squares can be used as stepping stones or have foot prints attached and laid out in configurations. You can spray paint or print your own foot print patterns permanently onto carpet squares for this purpose</li> </ul>	
<p><b>Walking challenges</b></p> <ul style="list-style-type: none"> <li>• Wedges – securely join two foam wedges together with Velcro, to create a mountain. This can be used for toddlers too. Foot prints (human or animal) can be velcroed on to suggest different ways for the children to walk</li> </ul>	

**Table 6: Setting up equipment to promote physical activity, including fundamental movement skills<sup>37</sup>**  
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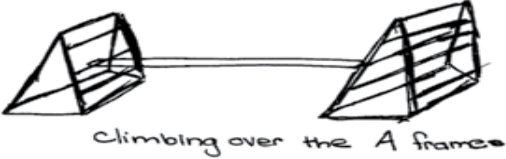
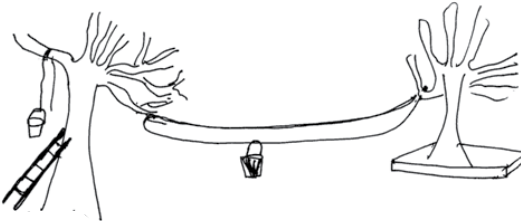

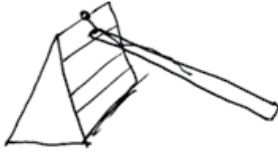
Written description of setups	Visual of setups
<p><b>Walking challenges (continued)</b></p> <ul style="list-style-type: none"> <li>• Foot prints – can be purchased or made using the children’s footprints after walking through different colour finger paint. Then cut them out and laminate. Families may volunteer as will the children. Ensure you have a selection of adult and child sized footprints to promote discussion. These can be added to obstacle courses to indicate the direction or placed in patterns to encourage movements, left or right foot etc. They can also be velcroed onto the floor or placed on grass surface etc.</li> <li>• Pathways – use plastic slots or rope to create pathways and to fix in place with tent pegs. Be mindful that some centres with natural grass may have watering systems which may be damaged by tent pegs so make sure you check first. Tracks can also be created using plastic slats which join together and are available from educational suppliers. These can also be created using electrical tape. Have rolls of electrical tape at your disposal. It is so useful for lots of things!</li> </ul>	
<ul style="list-style-type: none"> <li>• Homemade crash mats make using queen sized bed quilt covers. You can get foam off cuts from rubber stores – these are cheap and sometimes free! Put the foam into the cover and sew using a heavy weight thread</li> <li>• You can make smaller ones as logs for children to straddle and walk over</li> <li>• By placing a rolled up mat or foam log underneath you can make an incline for the children to scale up and down</li> </ul>	

**Table 6: Setting up equipment to promote physical activity, including fundamental movement skills<sup>37</sup>**  
**(Continued)**

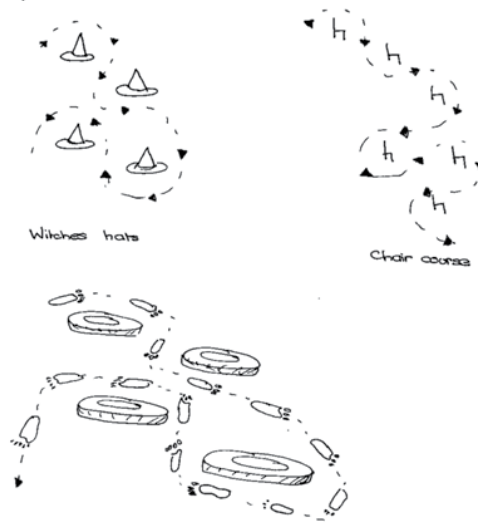
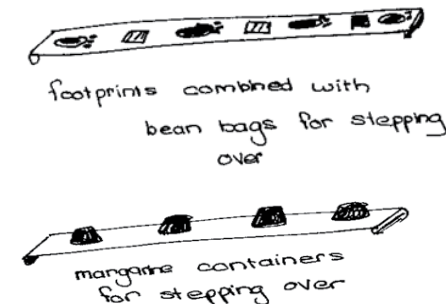

Written description of setups	Visual of setups
<p><b>Jumping challenges</b></p> <ul style="list-style-type: none"> <li>Place two foam wedges a small distance apart with a gym mat in between for children to jump from to the other. You could add a crocodile for excitement value. Gradually increase the distance to be jumped</li> </ul>	
<ul style="list-style-type: none"> <li>Combine foam steps and a jumping box. To decrease the distance you could add a gym mat. To encourage jumping into a target you could add a hoop or mark a cross</li> <li>You could use a cable drum instead of a jumping box</li> <li>Connect ropes with cones for children to jump over</li> </ul>	
<ul style="list-style-type: none"> <li>Two skipping ropes set apart can be used for distance jumping, leaping over – slowly increase the gap size. Add flat rocks, stepping stones, even a crocodile to make a river to jump across</li> </ul>	



**Table 6: Setting up equipment to promote physical activity, including fundamental movement skills<sup>37</sup>**  
**(Continued)**

Written description of setups	Visual of setups
<p><b>Climbing challenges</b></p> <ul style="list-style-type: none"><li>• Set-up A Frames for children to climb over and up and to use as a lookout to see what can be seen from higher up</li></ul>	 <p>Climbing over the A frames</p>
<ul style="list-style-type: none"><li>• Trees are wonderful climbing areas. However, we need to determine the safety and suitability of each tree. To inspire dramatic play, you could add a pulley system so children can deliver items up and down or between trees e.g. building items across a river or canyon or gap between tall buildings</li></ul>	
<ul style="list-style-type: none"><li>• Prop two ladders against a cable drum for climbing up and down<ul style="list-style-type: none"><li>• Add firemen's helmets and hoses to inspire dramatic play. Or add plumbing pipes, ladders, large wooden crates, hammers and nails</li><li>• The children will become a construction team, repeatedly climbing up and down the ladders</li></ul></li></ul>	
<ul style="list-style-type: none"><li>• Add a rope to support children to climb an incline board</li></ul>	

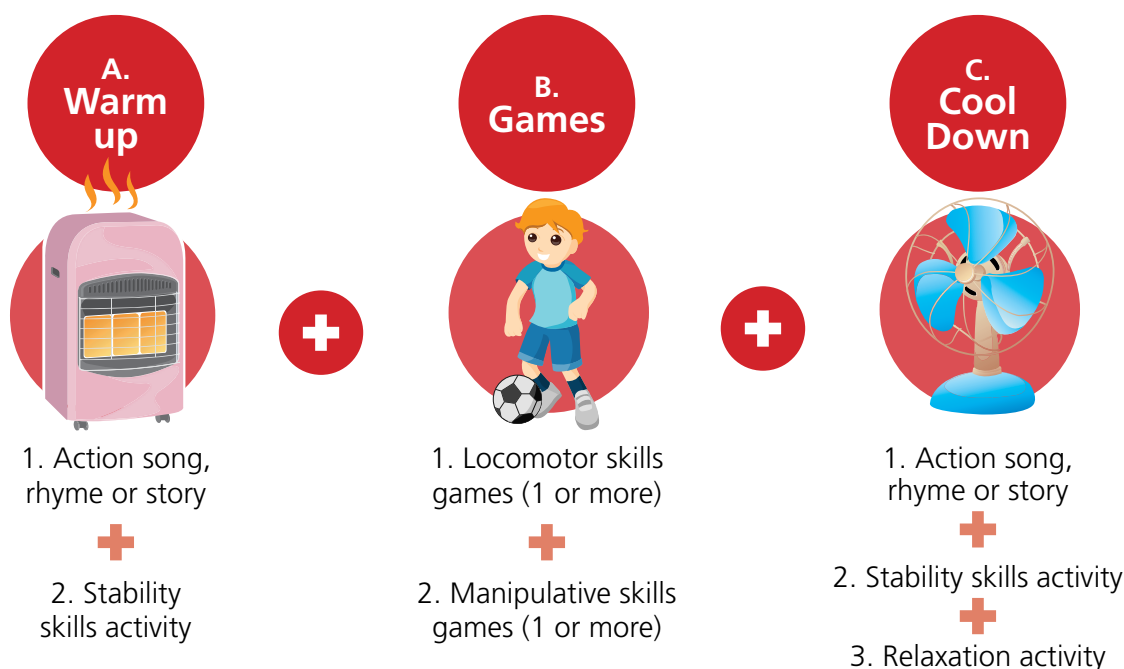
**Table 6: Setting up equipment to promote physical activity, including fundamental movement skills<sup>37</sup>**
**(Continued)**

Written description of setups	Visual of setups
<p><b>Various locomotor and stability skills and climbing</b></p> <ul style="list-style-type: none"> <li>• Use materials within the centre e.g. cones or chairs to create an obstacle course that encourages children to move in various ways</li> <li>• Children can plan their course, and make decisions about how to move between the equipment without bumping it. Some children may need support to negotiate this – it is often useful to be the one in need of support to take the focus away from the child. Working together ensures successful outcomes for everyone!</li> <li>• You could plan your obstacle course by drawing a map of the outdoor play area at your service. Plot where you might locate each of the obstacles and what equipment you might use</li> </ul>	
<ul style="list-style-type: none"> <li>• Combine two materials (eg. footprints and bean bags). The children will know they need to walk forward but must step over the bean bag!</li> <li>• Use containers to encourage stepping – margarine or ice-cream containers work well. Attach these securely with electrical tape or similar</li> </ul>	
<p><b>Example obstacle course – Animal Safari<sup>4</sup></b></p> <p>Station 1: Frog Jump – five lily pads, circle templates or (hoops) in a row.</p> <p>Station 2: Giraffe Balance – children walk across a balance beam (if available).</p> <p>Station 3: Lion Leap – run and leap over three lines or skipping ropes, set four metres apart.</p> <p>Station 4: Monkey Climb – climb over a ladder or trestle.</p> <p>Station 5: Horse Gallop – gallop from one marker to the next.</p> <p>Station 6: Sliding Snails – side-slide to the tunnel.</p> <p>Station 7: Crawling Bear – crawl through the tunnel back to Station 1.</p>	

# Learning how to move: Fundamental movement skills learning experiences for preschoolers

These are planned, adult guided fundamental movement skills learning experiences. Fundamental movement skills learning experiences for preschoolers should include a:

- A. Skill-specific warm up
- B. Game or two targeting one or more fundamental movement skills
- C. Cool down



## A. Warm up

A1. For the first part of the warm up do an action story, song or rhyme. For a skill specific warm up match the actions or movements used in the warm up to the general movements and components of the skill(s) that will be practiced in the Games section of the learning experience.



See Table 7 (page P.16) for examples of action stories, songs and rhymes

A2. After doing an action song, story or rhyme as the first part of the warm up (A1), move into the stability skills activities.




See Table 8 (page P.18) for examples of stability skills activities. Combine two or more of the stability skills from each row in the table, for example sky reaches, body twists, shoulder shrugs, shoulder rolls, a cat balance stretch or a body balance. A staff member should demonstrate each movement first and then guide the children through the activity.

**Table 7: Action stories, songs and rhymes<sup>28,37</sup>**

Action stories, songs and rhymes	Movement
<p><b>Action stories</b></p> <p>For action stories you can use well known stories that incorporate movement e.g. 'The three little pigs'. Often the children would prefer to hear a story made up by you that includes them e.g. A day at the Beach:</p> <p><i>"One day (add the child's name) was going to the beach with (another child or two). The sand was very hot so they had to run on tiptoes to the water's edge where little waves lapped at their feet. They jumped over the waves, and suddenly a big wave came. They were all knocked over but when they stood up a very old key was lying on the sand beside...."</i></p> <p>Continue with the story incorporating ideas from children and utilising movements inspired by the story i.e. walking through cave where there are spiders' webs so need to get down low etc.</p> <p><b>More ideas:</b></p> <ul style="list-style-type: none"> <li>• Other action story themes include: scarecrow, magic carpet ride, visit to a farm, the zoo, a scary night, pirates, buried treasure, under the sea and walking through the bush.</li> </ul>	<p>Ask the children to mime the actions throughout the story.</p>
<p><b>Autumn leaves</b></p> <p><i>Falling. Falling. Autumn leaves are falling</i>  <i>Falling. Falling. Falling on the ground</i>  <i>Whirling. Twirling. Autumn leaves are whirling</i>  <i>Whirling. Twirling. Twirling all around</i></p> <p>Sing the first 2 lines reasonably slow to reflect gently falling leaves.</p> <p>Sing the last 2 lines at a quicker pace to allow children to experience change in tempo.</p> <p><b>More ideas:</b></p> <ul style="list-style-type: none"> <li>• You could use laminated autumn leaves or a photo of a tree whose leaves are changing colour as a provocation.</li> </ul>	<p>Ask the children to stand and use their fingers as the leaves, then slowly move their hands downwards until they are all on the ground.</p> <p>Then when the wind blows the leaves ask the children to twirl. Each child can decide how they twirl i.e. hands, bodies fingers etc.</p>

**Table 7: Action stories, songs and rhymes<sup>28,37</sup>**  
**(Continued)**

Action stories, songs and rhymes	Movement
<p><b>Trees</b></p> <p><i>Some trees stand tall and point to the sky, some droop low and so do I</i></p> <p><i>The gum tree spreads his branches wide, and gently sways from side to side</i></p> <p>Use pictures of trees or look at trees in surrounding area.</p> <p><b>More ideas:</b></p> <ul style="list-style-type: none"> <li>To extend activity change wind to a breeze (swaying gently) a storm, cyclone that encourage changes in movement (stronger, more jerky)</li> </ul>	<p>Ask the children to pretend to be the trees and move their 'trunk and branches' as the rhyme is spoken.</p>
<p><b>Hinges</b></p> <p><i>I'm all made of hinges and everything bends</i></p> <p><i>From the top of my head way down to the ends</i></p> <p><i>I've hinges in front and hinges in back</i></p> <p><i>If I didn't have hinges I surely would snap</i></p>	<p>Ask the children to bend each of their 'hinges' as the rhyme is spoken.</p> <p>A jointed figure, pictured right, supports children's understanding of what parts of their body bend.</p> 
<p>Some well known action songs and rhymes include 'Suzy the Clown', 'Jack is quiet', 'Punchinello', 'Jelly on a plate', 'Mr Frog', 'If you're happy and you know it', 'Hokey Pokey', 'Dr Knickerboker', 'Wiggerly Woo' and appropriate songs by popular children's groups. Classical music could also be used.</p> <p><b>More ideas:</b></p> <ul style="list-style-type: none"> <li>See if you change a word or two to encourage a new skill or movement or replace a word with a child's name to make it inclusive!</li> </ul>	<p>Ask the children to mime the actions throughout the song or rhyme.</p>

## Table 8: Stability skills activities<sup>4</sup>

### Balancing (do 1 or more)

- a. Body balance – ask the children to stand with both feet flat on the floor and keep their body straight and still. Ask them to focus their eyes ahead on a point that is not moving and spread their arms out to keep balance. Ask them to do each of the following:
  - Balance on both feet with eyes shut
  - Stand on one foot with eyes shut
  - Stand on tiptoes without moving
  - Stand on both feet and reach out to each side
- b. Sky reaches – ask the children to stretch one arm up to the sky then stretch the other arm up to the sky. Repeat.
- c. Cat balances – ask the children to be on all fours like a cat. Ask them to do each of the following and hold for five seconds:
  - Balance on two hands and one knee (swap knees)
  - Balance on two knees and two elbows
  - Balance on one foot and one hand (swap feet)

### Bending (do 1 or more)

- a. Knee taps – ask the children to stand and lift up the right knee and tap it with the left hand and return to standing with both feet on the ground. Next ask them to lift up the left knee and touch it with the right hand. Repeat this three times on each side.
- b. Toe touch – ask the children to stand with feet apart and knees bent slightly, then bend forward and try to touch their ankles or toes. Ask them to walk the fingers up their legs. Repeat.

### Stretching (do 1 or more)

- a. Cat balance stretch – ask the children to be on all fours like a cat, and to point one arm forward and stretch the opposite leg back. Ask them to balance on the hand and knee that is on the ground, and hold for five seconds. Ask them to swap to the opposite leg and arm and repeat the cat balance stretch.
- b. Shoulder shrugs and rolls
  - Ask the children to shrug their shoulders up and down. Repeat.
  - Ask the children to roll their shoulders forward and backward. Repeat.
- c. Sunflower stretch – ask the children to lie on their back then bring one knee up toward their chest and gently pull the knee a little closer. Hold this position for about ten seconds and then repeat the stretch on the other side.
- d. Good morning stretch – ask the children to lie on their back and pretend they are still in bed and just waking up. Ask them to slowly stretch as wide as possible, then ask them to stretch as long as possible (like a tall tree).
- e. Nodding heads – ask the children to stand tall then gently nod the head as if saying yes.
- f. Arm stretch – ask the children to move into a sitting position. Ask them to place one hand behind the back and the other hand over the shoulder and see if they can reach to touch the fingers.
- g. Windmills – ask the children to stretch arms out to the sides and gently circle arms forward and backward in small circles. Repeat the windmill action but this time use big circles.



**Table 8: Stability skills activities<sup>4</sup>  
(Continued)**

**Twisting (do 1 or more)**

- a. Body twists – ask the children to stand with legs apart and hands on the hips. Keeping the hips still, ask the children to rotate their upper body to face the right and lift their left heel off the ground (rotating the upper body should not be done with flat feet). Ask them to hold this position for five seconds then return their body to face the front. Ask the children to keep their hips still and to rotate their upper body to face left and lift their right heel off the ground and hold this for five seconds then return the body to face the front. Repeat the whole activity.
- b. Ankle rolls – ask the children to roll their right ankle one way for five circles then the other way for five circles. Repeat on the left ankle. Encourage the children to stand on one leg and hold a partner’s hand for support if needed.
- c. Belly button circles – ask the children to pretend the belly button is the middle of a circle. Do three circles to the right then three circles to the left as if using a hula hoop. Repeat the belly button circles, but this time start with three circles to the left then three circles to the right.
- d. Figure eights – ask the children to use their right hand to draw a figure-eight in the air toward the front and side of the body over and over again. Ask them to repeat the figure eight with the left hand. Children could use a ribbon during this activity.

**B. Games**



After completing the warm up choose one or more of each of the locomotor and manipulative skills games described in the **I Move We Move** Game Cards, then do a cool down.

There are traditional Indigenous games included in the Game Cards. It is recommended that local elders are consulted and invited to be involved in some way prior to undertaking any unit of work or special event using traditional Indigenous games<sup>39</sup>. It is also recommended to commence a special event with an Acknowledgement of Country. This is a statement made to acknowledge that the meeting is taking place in the Country of the Traditional Custodians. It shows respect for Aboriginal culture and heritage and the ongoing relationship the Traditional Custodians have with the land.

Examples of statements that might be acceptable to local elders and that can be made in association with the use of the games in this resource are<sup>39</sup>:

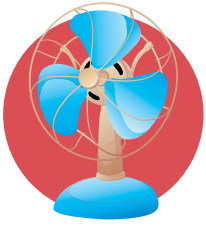
- ‘We pay our respect to the traditional custodians of this land.’*
- ‘We acknowledge that we are on the traditional lands of the (insert name of the Traditional Custodians)... peoples and pay our respects to the traditional custodians.’*
- ‘I would like to show my respect and acknowledge the Traditional Custodians of the Land (or, if known, use name of the Traditional Custodians instead of ‘Traditional Custodians of the Land’), of Elders past and present, on which this meeting takes place.’*

Local elders are best contacted through your local Lands Council, Aboriginal cultural centres and co-operatives.

In the language of the Kamilaroi (Gomeri) people of north-western New South Wales and central-southern Queensland Yulunga means ‘playing’<sup>39</sup>. So, happy yulunga!

The games described in the **I Move We Move** Game Cards are sourced from Munch and Move Resource Manual<sup>4</sup>, Yulunga – Traditional Indigenous Games<sup>39</sup> and Indigenous Traditional Games – child version<sup>40</sup>. Both NSW Health and the Australian Sports Commission have kindly granted permission to reproduce parts of these resources. *Good for Kids* would like to thank and acknowledge the work of the authors of these resources.

## C. Cool down



C1. For the first part of the cool down do an action story, song or rhyme.



See Table 7 (page P.16) for examples of action stories, songs and rhymes

C2. After doing an action song, story or rhyme as the first part of the cool down (C1), move into the second part which is a stability skills activity.



See Table 8 (page P.18) for examples of stability skills activities. Combine two or more of the stability skills from each row in the table, for example do some sky reaches, body twists, shoulder shrugs, shoulder rolls, a cat balance stretch and a body balance. A staff member should demonstrate each movement first and then guide the children through the activity.

C3. There is a third part to the cool down, a relaxation activity to help children calm down before moving onto other things. After completing the second part of the cool down (C2), you could sing the song – “Hey, hey look at me, I am sitting can’t you see” and the children are now seated ready to do a relaxation activity<sup>4</sup>.



See Table 9 (page P.21) for examples of relaxation activities

## Table 9: Relaxation activities<sup>4</sup>

### Wriggle your toes in the sun

Ask the children to lie on their backs on the floor, with their arms falling limply at their sides. Then ask the children to focus on each of the body parts while breathing. Sing the “Wriggle your toes in the sun” song

*Wriggle your toes in the sun*

*Lovely and warm, lovely and warm*

*Wriggle your toes in the sun.*

(Change the words as you direct children’s attention up the body: knees, tummy, nose eyes etc)

*Feel the sun on your knees*

*Lovely and warm, lovely and warm*

*Feel the sun on your knees.*

To wake children up, ask them to slowly sit up as you sing the last two verses. Encourage the children to join in singing.

*‘Wriggle your nose in the sun’, etc*

*‘Flutter your eyes in the sun’ etc*

### Tighten, relax

Ask the children to lie on their backs on the floor, with their arms limply at their sides. Then ask them to do each of the following movements. As they do the movements ask the children to take a deep breath in, hold it and then relax and breathe out.

Pull your toes towards then away from your body. Hold each position and then relax.

Pull your tummies in, hold them in and then relax.

Make a tight fist with your hands, hold them tight and relax.

With your hands at your side, shrug your shoulders, hold them tight and relax.

Frown while turning your face from side to side.

Smile while turning your face from side to side.

### Breathing in, breathing out

Ask the children to sit down and breath deeply in and out. Encourage them by saying “breathe in through your nose... breathe out through your mouth”. Next, ask them to close their eyes and then stretch their arms out in front and reach to the sky while breathing in and slowly bring their arms down while breathing out. This can be done while sitting or lying.

Lastly, use a scarf to create a soft breeze over each child as they sit or lay still.

### Warm or cool?

Ask the children to stand and breathe in through their mouths. Ask them to put their hand close to their mouth while they breathe in; ask “does it feel warm or cool?” Now ask the children to breathe out through their mouths; ask “how does it feel now, warm or cool?”

Ask the children to compare the warm and cool of their breath while breathing in and breathing out.

## Monitoring preschoolers' progress in fundamental movement skills

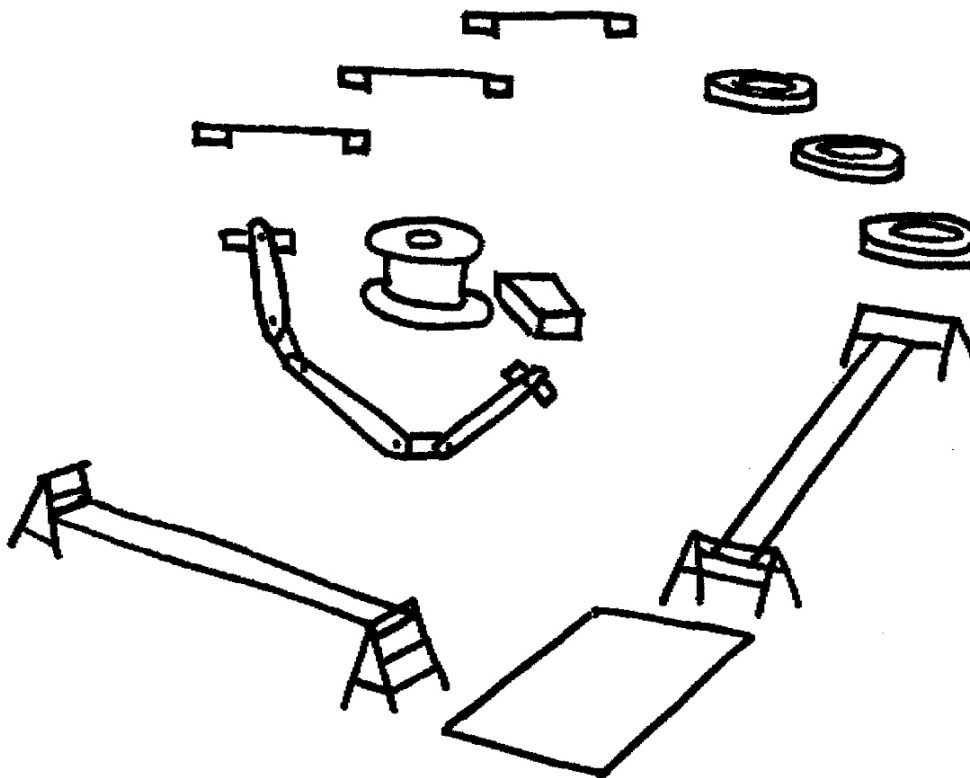
Below are three examples of documentation methods you could use to monitor the development of fundamental movement skills. The *Good for Kids* program acknowledges that these are only examples and your service may already have unique and innovative practices which could be shared with the *Good for Kids* program and other services.



See Figure 4 (page P.24) to assist in your observations. It describes the four levels that children progress through to achieve proficiency in each fundamental movement skill – pre control, control, utilisation and proficiency. Young children (up to five years old) will only reach the control level for each fundamental movement skill.

First is a sample of an obstacle course that allows observation of children's interactions with equipment and their proficiency in each fundamental movement skill. Using a photocopy of your chosen obstacle course design (one per child), record how each child moves their body over and/or through the equipment. This gives an excellent record which can be discussed with the child and added to their portfolio immediately<sup>37</sup>.

**Figure 1: Obstacle course observations<sup>37</sup>**



Second is a checklist to record whether each child is at least at the pre-control level of proficiency or whether they are confidently discovering and exploring each locomotor fundamental movement skill. It could be readily adapted for other fundamental movement skills<sup>37</sup>.



See Figure 4 (page P.24) for guidance on skill proficiency and Figure 5.2 of The Guide, Section 5 (page 5.11) for descriptions of each fundamental movement skill.

**Figure 2: Locomotor skill checklist<sup>37</sup>**

Child \ Skill	Walk	Run	Hop	Gallop	Skip
John	●	●	●	●	
Sam	●	●		●	
Joanne	●	●	●	●	●
Jeff	●		●	●	
Sally	●	●			●
Tom	●			●	
Beth	●	●		●	

Third is a rating scale to record how engaged each child is in the learning experience<sup>37</sup>.

**Figure 3: Level of engagement in fundamental movement skills learning experiences<sup>37</sup>**

Child \ Date	21/7	28/7	5/8	16/8
Jack	1	2	2	3
Helen	2	2	2	1
Peter	3	3	3	2
Zoe	1	0	0	1

**Key**

- 3 = high level of engagement, explores each provision or one or more very intensely
- 2 = medium level of engagement, explores most provisions and/or one or more with moderate intensity
- 1 = low level of engagement, explores few provisions
- 0 = no engagement, stands still or sits ignoring the provisions

**Figure 4: Generic levels of movement skill proficiency: observable characteristics<sup>2</sup>**
**Pre-control or beginner level – child's:**

- movement isn't repeated in succession; one attempt doesn't look like another to perform the same movement
- movement includes extraneous movements that are unnecessary for efficiently performing the skill
- execution of the skill seems awkward and frequently doesn't come close to performing the skills correctly
- successful performances are characterised more by surprise than by expectancy
- practices with a ball are uncontrolled, it seems to control the child


**Control or advanced beginner level – child's:**

- movements appear less haphazard and seem to conform more to their intentions
- movements appear more consistent and repetitions are somewhat alike
- frequency in performing the skills correctly increases
- attempt to combine one movement with another or perform the skill in relation to an unpredictable object or person is usually unsuccessful
- concentration will be intense as the movement isn't automatic


**Utilisation or intermediate level – child's:**

- movements become more automatic and can be performed more successfully with concentration
- performance of the skill, even when the context of the task is varied (slightly at first), is still successful
- control of the skill is developed in predictable situations and is beginning to be skilful in unpredictable situations; execution of the skill in the same way is consistent
- attempt to combine use of the skill with other skills is performed appropriately


**Proficiency or advanced level – child's:**

- performance of the skill has become almost automatic and in similar contexts appear almost identical
- focus on extraneous variables (an opponent, unpredictable object, flow of travel) doesn't prevent them from performing the skill as intended
- movement seems effortless as the child performs the skill with ease and seeming lack of attention
- movement is performed successfully in a variety of planned and unplanned situations as the child appears to modify performance to meet the demands of the situation