



**Move More...it's in the Cards**

# Fruit Salad

**Props** - beanbags, scarves or ballons of various colors, actual, or pictures of fruit  
**Prep** - assemble the props of your choice



**Music Connection** - Play music while children are participating in this activity. Playing slow music would encourage them to move slowly, while fast lively music would encourage faster movement. Songs about fruit and/or fruit salad would be appropriate as well.



**Food Connection** - Select fruits by their cut-up shape for fruit salad and eat for a snack or taste test. Encourage children to select at least 3 different shapes for their salad. Lists fruits: *Triangle* - apple pieces; *Oval*- seedless grapes or kiwi's; *Circle* - cherries or banana slices; *Square* - canned pineapple chunks or diced peaches.

## PLAY

-  Ask the children to select their favorite color item.
-  Then ask them if they can think of a fruit that is the color of their item.
-  Instruct the children to crawl, skip, run, hop, etc. to the fruit bowl to deposit their "fruit" or throw the "fruit" into a "fruit bowl" (large box, basket or trash can) from various distances away.

***Extended Play:*** "Toss" the "fruit salad" by keeping their items in the air - using different body parts such as elbows, hands, knees, or feet.

Source: Kansas Nutrition Network & Kansas State Department of Education, *Power Panther Preschool Guide*

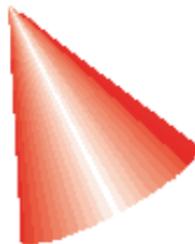
## MOVEMENT VOCABULARY

-  ***Crawling***
-  ***Skipping***
-  ***Running***
-  ***Hopping***
-  ***Throwing***
-  ***Tossing***

# Jack Be Nimble Jumps

**Props** - cones, foam noodles, or cardboard blocks

**Prep** - Read the story/rhyme *Jack Be Nimble*.



## PLAY



Ask the children to act out the story by jumping over the “candlestick” without knocking them down.



As the child jumps, sing the rhyme and insert his or her name.

***Extended Play:*** Instruct the children to crawl, skip, run, hop, etc., weaving between and/or over props as you sing the rhyme. Make the “candlesticks” higher and higher asking the children to jump over them again.

*Source: Iowa Cooperative Extension*

## MOVEMENT VOCABULARY



***Jumping***

# Bodies in Motion

**Props** - None

**Prep** - None



## PLAY



Encourage the children to respond to the following action rhyme:

*Our bodies are made of special parts*

**WAVE** your arms (*child's name*)

**SHAKE** a leg...

**NOD** your head...

And **TOUCH** your chest to feel your heart

**STAMP** your feet (*child's name*)

**SNAP** your fingers...

**RUB** your belly...

And **WIGGLE** your toes...

Now stand very tall and **TOUCH** your nose

Source: Kansas Nutrition Network & Kansas State Department of Education, [\*Power Panther Preschool Guide\*](#)

## MOVEMENT VOCABULARY



**Waving**



**Shaking**



**Nodding**



**Touching**



**Stamping**



**Snapping**



**Rubbing**



**Wiggling**

# Count Your Kicks

**Props** - large balls such as beach balls

**Prep** - Scatter balls around the playing area.



## PLAY



Give the children a time limit, such as one minute, and have them count how many times they kick the ball in that time period.



Call time and then have them repeat.

***Extended Play:*** Substitute hopping for kicking.  
Have the children work in pairs with one counting while the other kicks or hops.

Source: Kansas Nutrition Network & Kansas State Department of Education, [\*Power Panther Preschool Guide\*](#)

## MOVEMENT VOCABULARY



***Counting***



***Kicking***

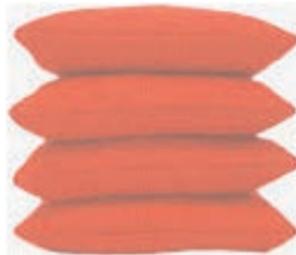


***Hopping***

# Help Your Neighbor

**Props** - beanbags

**Prep** - none



## PLAY



Each child moves around the room with a beanbag on his/her head. If the beanbag should fall off, he/she must “freeze.” He/she cannot move until someone can pick up the beanbag and place it on his head. Keep encouraging the children to “help their neighbor” and praise them when they do it.

## MOVEMENT VOCABULARY



*Moving*



*Freezing*



*Balancing*

Source: Kansas Nutrition Network & Kansas State Department of Education, [Power Panther Preschool Guide](#)

# On My Island

**Props** - something that will help the children identify their own personal space such as hoops, carpet squares, masking tape squares, jump ropes laid to form a circle

**Prep** - have a personal space for each child



## PLAY

-  Ask the children to step inside the space.
-  Ask the children to imagine that this is like having their own room or island.
-  Challenge the children to move around their space in different ways such as crawling, hopping, or skipping.
-  Ask them to use the pace to show you concepts like inside, outside, beside, around, and under.

*NOTE: It is important for children to look for different ways to do something and to learn to respect differences and the space of others.*

*Source: Kansas Nutrition Network & Kansas State Department of Education, [Power Panther Preschool Guide](#)*

## MOVEMENT VOCABULARY

-  *Crawling*
-  *Hopping*
-  *Skipping*

# Musical Space Sharing

**Props** - lively music and something that will help the children identify their own personal space such as hoops, carpet squares, masking tape squares, jump ropes laid to form a circle

**Prep** - Arrange the spaces on the floor with two less than the number of children. You will need plenty of space for this activity.



## PLAY

- ☻ Have the children count the number of spaces out loud.
- ☻ Play music and have children march or take big steps, take little steps, etc. around the spaces. When the music stops, children must share the space inside the spaces. That might mean they step into the space, or put one foot or one hand in the space. Have the children tell you how many spaces there are. *NOTE: Children can be creative when discovering how they will share space with each other. No one sits out, everyone moves, and everyone wins by being cooperative.*

**Extended Play:** Use different colors of construction paper to designate spaces and play a "Twister" like game.

Source: Kansas Nutrition Network & Kansas State Department of Education, *Power Panther Preschool Guide*

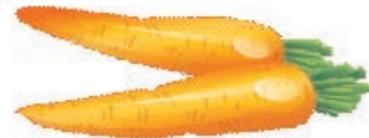
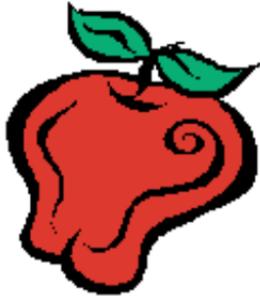
## MOVEMENT VOCABULARY

- ☻ *Marching*
- ☻ *Freezing*
- ☻ *Balancing*

# Harvest Time

**Props** - various vegetables and fruits, books about how fruits and vegetables grow, or gardening in general

**Prep** - none



## PLAY

-  Have children pretend to dig for potatoes; pull carrots out of the ground; pick okra, tomatoes or blueberries from bushes; and climb to pick apples, cherries, and peaches.
-  Give each child the opportunity to name a fruits or vegetable and lead the group in how to harvest that food.

**Extended Play:** Have children pretend to harvest things from high (apples) or low (cucumber) places or heavy (pumpkins) or light (berries) items. Tape fruit or vegetable pictures cards on the provider or or child. Pretend to be the food from planting to harvest with the others "covering them with dirt" or "pulling them from the ground," etc.

Source: Kansas Nutrition Network & Kansas State Department of Education, [Power Panther Preschool Guide](#)

## MOVEMENT VOCABULARY

-  *Digging*
-  *Pulling*
-  *Picking*
-  *Climbing*
-  *High*
-  *Low*
-  *Heavy*
-  *Light*

# Snakes in the Garden

**Props** - large pictures of fruits or vegetables (1 per child), 2 straw hats, crepe paper streamers, tape

**Prep** - Cut large pictures of vegetables from magazines, grocery inserts, or seed catalogs.



## PLAY

☻ Designate two children to be gardeners and give them each a straw hat to wear.

☻ Tape a picture on the front of the remaining children. Tape a streamer to each child's ankle except for the gardeners. Make sure everyone knows the names of vegetables used in the activity.

Line up in two lines facing each other with the gardeners in the middle. The children are the snakes, trying to eat the vegetables in the garden. Call out "GO!" The children try to pass the gardeners while the gardeners try to step on the streamers. If a child's streamer gets stepped on, have him pretend to be the vegetable on his shirt. Continue to play the game until the garden is full of beautiful vegetables. Then appoint new gardeners.

Source: *Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide*

## MOVEMENT VOCABULARY

☻ *Running*

☻ *Crawling*

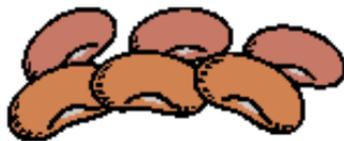
☻ *Stamping*

# Hello Beans

**Props** -one bag of dry bean soup mix

**Prep** - Glue one of each kind of bean found in the mix to a 3"x5" index card for each bean. Read a book about beans. Place about one tablespoon of the dry mix on the table for each child. Show children one bean at a time. Ask them to raise their hands if they have that kind of bean in their mix. have the children help count the number of different beans in the mix.

**Ask These Questions:** *Do you know that a bean is a vegetable seed? Pick up one of the beans. Is it hard or soft? How do you think we can make it soft? (soaking in water). We have to make the beans soft before we can eat them. What foods have beans in them? (soup, baked beans, chili, etc.). Have you ever heard of a jumping bean? Remind children **NOT TO EAT** the beans.*



## PLAY



Encourage the children to learn the chant. Instruct the children to jump up and down while saying or listening to the chant.



Chant:

**Norma Jean the jumping bean,  
She could jump forever it seems.  
She jumped so high she touched the sky,  
and didn't come down until the Fourth  
of July!**

## MOVEMENT VOCABULARY



*Jumping*

*Source: Kansas Nutrition Network & Kansas State Department of Education, Power Panther Preschool Guide (slightly adapted)*

# Balloon Toss (Age 3 and above)

**Props** - rubber punch ball balloon (made of latex or a heavier rubber than standard balloons) for each child with large rubber band discarded

**Prep** - Mark the boundaries for where the children can and cannot move for this activity.



## PLAY

-  Hold the balloon out in front of you with one hand on each side of the balloon.
-  Lower the balloon between your waist so that the balloon almost touches your knees.
-  Raise both hands into the air and let go of the balloon as it passes your nose.
-  Throw the balloon straight up in the air.
-  Watch the balloon as it begins to come down.
-  When the balloon floats down in front of you, wrap both hands around the balloon and catch it.

### ***Extended Play - Variations could include:***

- dropping the balloon, letting it bounce and catching it***
- throwing it high into the air, letting it bounce and catching it***
- throwing the balloon into the air and seeing how many times you can clap your hands before catching it***
- throwing the balloon high against a wall and catching it***

Source: [www.pecentral.com](http://www.pecentral.com)

## MOVEMENT VOCABULARY

-  ***Throwing***
-  ***Catching***
-  ***Bouncing***

# Groundhog Day

**Props** - hoops or poly spots, drum to signal stop and go

**Prep** - Place hoops or poly spots on floor; secure with tape.



## PLAY



Explain to the children the background of Groundhog Day. Instruct them that they will be the "groundhogs". The hoops or spots are the groundhog "holes."

- at the first sound of the drum, the children will move about in the general space.
- when the drum is struck, the children will freeze.
- The teacher will announce "Winter!" or "Spring!" If "winter," the children will pretend to see their shadows and go back and hide in the holds. If "spring," the children will continue to move slowly until the drum is sounded again.

**Extended Play:** To enhance movement, children can be directed to perform a variety of locomotor skills, such as hopping, skipping, jumping, crawling, or tiptoeing throughout the space.

Source: [www.pecentral.com](http://www.pecentral.com)

## MOVEMENT VOCABULARY



*Hopping*



*Skipping*



*Crawling*



*Jumping*

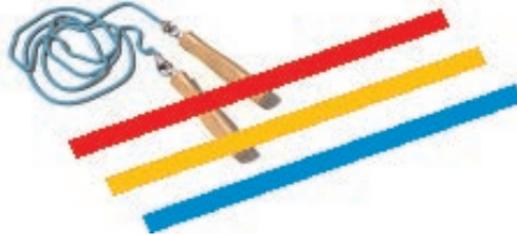


*Tiptoeing*

# Jump the River

**Props** - jump rope, hoop, or tape lines on the floor

**Prep** - Provide at least one object to jump over per child. Before beginning the activity, scatter the jump ropes or hoops throughout the space so that they lay flat on the floor.



## PLAY



Explain to the children that they are taking a walk through the woods and may need to cross a stream or river. Ask the children to walk throughout the space and when they come to a river (a jump rope, or tape on the floor) they need to jump over it without getting their feet wet.



Special direction should be given for the children to take off on both feet, swinging their arms forward when they jump.



When landing, the children should land on both feet spread apart at shoulder's width so that they can land in a balanced position without falling.



For safety reasons, children should not get closer than two giant steps from each other, especially when they are swinging their arms for takeoff and landing.



After 3-5 minutes of jumping, the children may need a brief rest period (30-60 seconds) before continuing the activity.

### **Extended Play:**

- Children can be asked how high and how far they can jump when going over the river
- More experienced children may enjoy the challenge of clapping their hands when jumping over the river, but emphasis should always be placed on landing in a balanced position
- Children can draw or paint their own rivers to be used
- Teachers may also choose to integrate this idea with a book they read to the children about rivers or travel
- Variations in movement can include taking off on one foot and jumpint to another

## MOVEMENT VOCABULARY



*Jumping*



*Swinging*

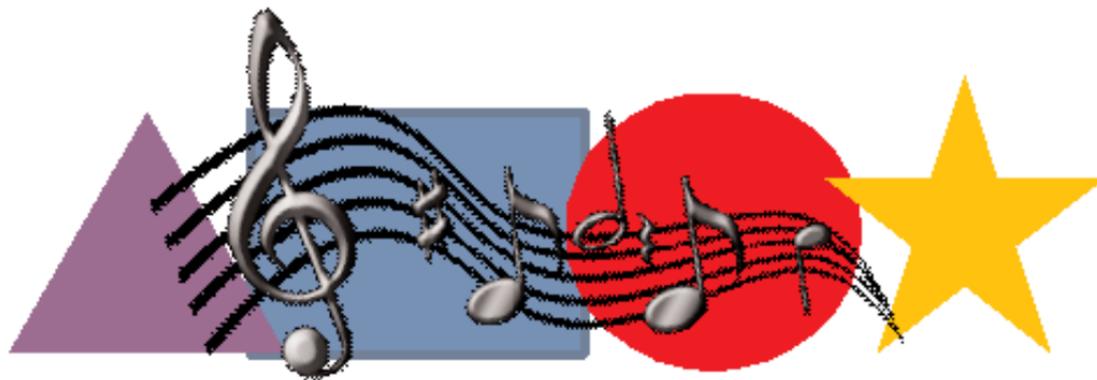


*Balancing*

# Shape Shifters

**Props** - laminated colored shapes, music and player

**Prep** - Laminate different colored shapes that are 8 - 10 inches in size.



## PLAY

-  Place the colored shapes on the floor.
-  Play music while the children walk around the different shapes. Shapes may need to be taped down to prevent slipping
-  When the music stops, have the children move toward a shape and stand on it
-  Ask, "Who is standing on a square, circle, triangle, etc.?"

### **Extended Play:**

- Ask the children to change their movements by walking backward or in a curved pathway
- Another variation would include different types of movement, like galloping or skipping

Source: [www.pecentral.com](http://www.pecentral.com)

## MOVEMENT VOCABULARY

-  *Pathway*
-  *Curved*
-  *Straight*
-  *Galloping*

# Exploring Pathways

**Props** - ribbon sticks and carpet squares or some other item that would define personal space, music and player

**Prep** - none



## PLAY



Use carpet squares for children to stand on so they are evenly spaced throughout the room and do not get into each other's space.



Ask the children to hold their sticks tightly as they move their ribbons throughout the space in front of them according to the following directions:

- \* Wipers - children move their hands and arms from left to right in the motion of a windshield wiper as the ribbons flow back and forth in curved pathway.
- \* Circles - children move the ribbon sticks in circles in front of their bodies, then at their sides, and over their heads.
- \* Floor sweeps - children pretend they are sweeping the floor by moving the stick from side to side on the floor in front of them.

### **Extended Play:**

- *Play music of various tempos while the children do the motions - adjust movement speed accordingly.*
- *Provide 2 ribbon sticks per child and encourage them to use both hands for motions.*

Source: [www.pecentral.com](http://www.pecentral.com)

## MOVEMENT VOCABULARY



*Squiggle*



*Sweeping*



*Curved*



*Throwing*



*Zigzag*

# Paper Bag Derby

**Props** - one paper grocery bag per child

**Prep** - none



## PLAY

-  Arrange the children on the paper bags on tile or grass (a slick surface) in small groups.
-  Instruct the children to start their engines by making an engine noise.
-  When you say “the race is on,” the children scoot themselves around the designated race track on their paper bags while holding the sides of the bags and pushing or pulling with their feet.
-  If the children become too bunched up, use your hand as the caution flag and restart the race.
-  Everyone wins each time they go around the track back to their starting place.

Source: [www.pecentral.com](http://www.pecentral.com)

## MOVEMENT VOCABULARY

-  *Racing*
-  *Scooting*
-  *Sliding*
-  *Pushing*
-  *Pulling*

# Turtle and Rabbit

**Props** - none

**Prep** - none



## PLAY

-  Arrange the children in a scatter formation.
-  Explain to the children that turtles move slowly and rabbits move fast.
-  Ask the children to move slowly. Once they have demonstrated slowly, ask them to demonstrate fast.
-  Call out “turtle” or “rabbit.” When you say “turtle,” the children move slowly and continuously until you say “rabbit.” When you say “rabbit,” the children move fast until you say “turtle.”

### **Extended Play:**

- *You may want to introduce this activity or combine it with reading the story of the The Tortoise and the Hare.*
- *Children can be directed to hop like a rabbit and crawl like a turtle or use other movements that they think might represent those animals.*

Source: [www.pecentral.com](http://www.pecentral.com)

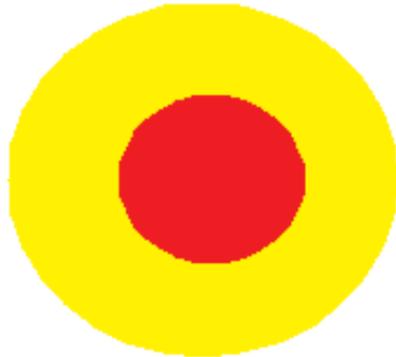
## MOVEMENT VOCABULARY

-  *Slow*
-  *Fast*

# Toss Up

**Props** - one 6 - 8 inch foam ball, marking for circle (poly spots or chalk)

**Prep** - Mark a large circle with a smaller one in the middle.



## PLAY

-  Arrange the children on the small circle with you in the middle.
-  Make sure that each child has their own “special spot” on both the large and small circles. Practice moving from the “special spot” on the small circle to the “special spot” on the large circle and then back again.
-  Count “one, two, three” aloud and then say one of the children’s names. As you say the name, toss the ball straight up into the air. The child whose name you called runs to the center to catch the ball. The other children run to their special spot on the outside circle.
-  Once the child whose name was called gets control of the ball, the teacher moves to the smaller circle as do all the other children. Play continues until all children have had a chance to be in the center.

Source: [www.pecentral.com](http://www.pecentral.com)

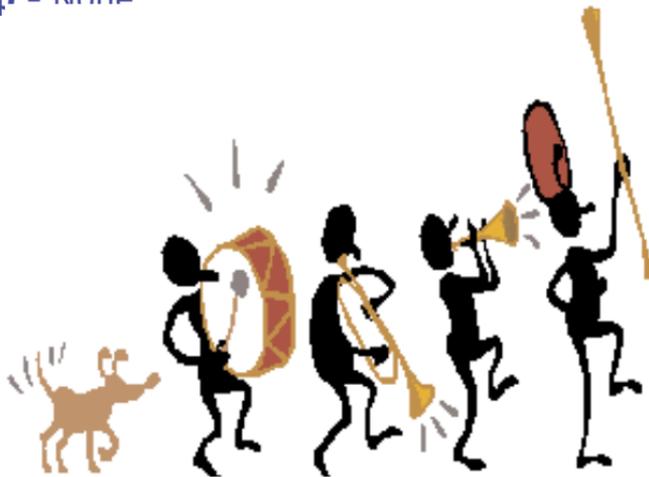
## MOVEMENT VOCABULARY

-  *Tossing*
-  *Catching*

# Fitness March

**Props** - marching music and play

**Prep** - None



## PLAY

-  Arrange the children in 1-2 lines facing front with the teacher as the leader.
-  Play the music and march.
-  Encourage high steps with the knees lifted up on each step. Encourage moving the arms vigorously in a pattern opposite to the legs.
-  March around the area in various patterns (lines, zigzags, circles, etc.).
-  Switch and have a child be the leader so that each child has a turn.

**Extended Play:** *The teacher may choose to include this activity with a specific holiday or celebration (i.e., July 4th or birthdays).*

Source: [www.pecentral.com](http://www.pecentral.com)

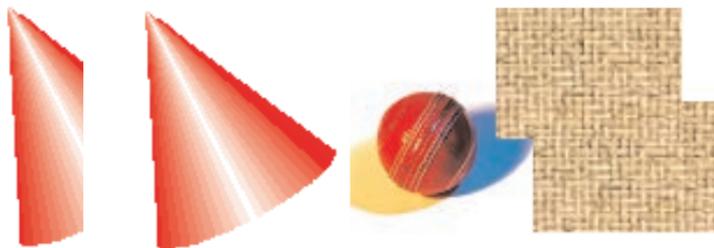
## MOVEMENT VOCABULARY

-  **Marching**
-  **Forward**
-  **Backward**
-  **Sideways**

# Striking a Ball

**Props** - 18 inch high cones, Ethafoam paddles, lightweight 6-8 inch ball (smaller balls allow students to hit too much of the cone), carpet squares to put under the cone to adjust height for those who need it.

**Prep** - Set up an area indoors with the cones spread wide enough apart that the children will not swing and accidentally strike another child with the bat. You may want to put jump ropes or tape in a circle around the bat to be considered the "striker-only" area. Make sure all the strikers are facing the same direction and are on a line with one another so that no one is a potential target for balls that have been struck.



## PLAY



Children place the ball on the cone, hold their paddles back to the side of their bodies and then swing as hard as they can to strike the ball.



Ask the children to focus on (watch) the ball and to stand still when swinging the paddle - moving only at their hips.



The teacher can instruct the children after observing as to how to adjust holding their paddles, their stance, or their swing.



Ask that they swing hard or “see how far you can hit the ball” so that they achieve a full range of motion in their swing.

### **Extended Play:**

- *If there are not enough cones for every child to swing at once, some of the children may be placed in the outfield if space allows retrieving balls. make sure they are far enough away that they would not be injured by a struck ball.*
- *If all children are striking at once, the teacher can signal when it is safe for the children to go all at once to retrieve the balls. Children should pick up as many balls as they hit without having to collect the exact same balls that they hit.*

Source: [www.pecentral.com](http://www.pecentral.com)

## MOVEMENT VOCABULARY



***Swinging***



***Striking***



***Watching***

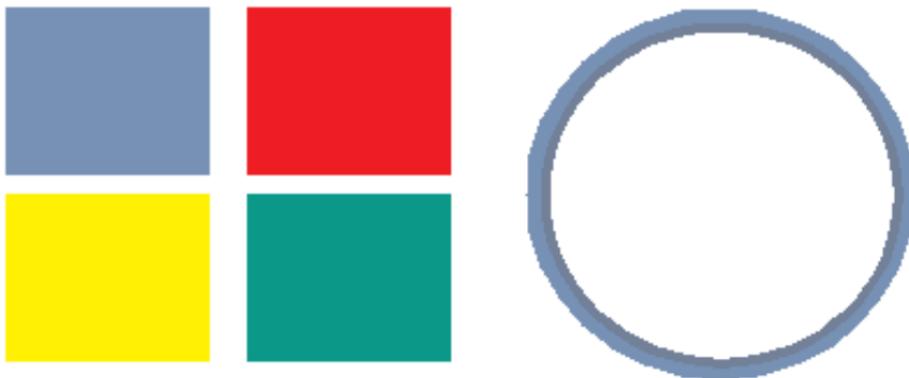


***Collecting***

# Rainbow Fish to the Rescue

**Props** - poly spots in 4 colors - blue, green, red, and yellow; hoop or other item that can serve as the fisher person "bucket"

**Prep** - Put out enough poly spots so that there is one for each child. These will be the homes of the fish. Place hoop or other item on edge of boundary line for this activity.



## PLAY

-  The teacher is the fisherperson and the children are the rainbow fish.
-  Instruct each child to find a home (spot of color) within ocean boundaries.
-  The teacher signals for the children to swim about in the general space by asking, "Are you ready to swim - to waggle your tails and fins?" "GO!"
-  The children move about in the general space and are encouraged to swim far away from each other so as not to bump into the tail of the other fish.
-  After a minute or so, the teacher calls out "storm" and the children swim back to their homes to take shelter from the storm. The teacher runs for shelter to the hoop or "bucket" while counting 5,4,3,2,1. By "1" all children have to be back to their homes or they are thrown out onto the land (outside the ocean boundaries).
-  Children who are out "on land" then "swim" back home.

Source: [www.pecentral.com](http://www.pecentral.com)

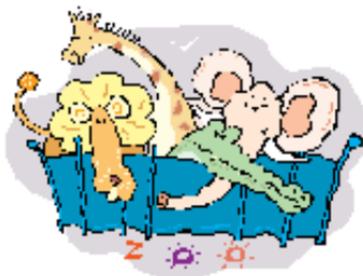
## MOVEMENT VOCABULARY

-  *Swimming*
-  *Waggle*
-  *Catching*
-  *Tagging*

# Going to the Zoo

**Props** - hula hoops; maps created with laminated index cards (twice as many cards as students playing the game) with a red, blue, yellow, or multi-colored road drawn on the cards in the shape of hoops; stuffed animals; two boxes or buckets

**Prep** - Arrange hula hoops to make both straight and curvy roads that lead to the zoo. Make a red road, blue road, yellow road, and multi-colored road. At the opposite end of the roads, arrange the stuffed animals and place an empty box or bucket. Review colors with the children as well as any special locomotor skills you may want them to use. Also discuss safety while moving in a one-way direction along the hoops.



## PLAY



The children start at one end by each picking up a map from the box or bucket and following that color of road to the zoo.



Once they reach the zoo, the children put the maps in their empty box, pet the zoo animals and then return to the start by walking along the side to where they pick up a new map.



Have the children walk, jump, tip toe, etc. through the roads, being careful not to step on the hoops since they are slippery.

## MOVEMENT VOCABULARY



*Straight*



*Curvy*



*Jumping*



*Tiptoeing*

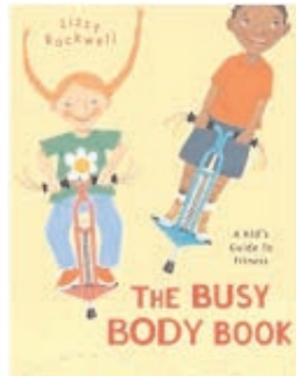


*Follow*

# Busy Bodies

**Props** - *The Busy Body Book* by Lizzy Rockwell; chairs

**Prep** - None



## PLAY



Read the *Busy Body Book* with the children.



Ask the children what some of their favorite physical activities are and talk about them. You could also make a list.



Have the children pretend they are doing the various activities, using a chair for things like riding a bike or swinging on a swing.



Refer to the pictures at the end of the book if more ideas are needed for activities.

## MOVEMENT VOCABULARY



*Paddling*



*Throwing*



*Catching*



*Pedaling*



*Stroking*



*Stretching*



*Lifting*



*Jumping*



*Swinging*



*Dancing*

Source: Penn State Cooperative Extension

# Bean Bag Buddies

**Props** - small beanbags (one for each child); whistle or drum for getting children's attention

\* *this activity can also be done with softballs or foam*

**Prep** - None



## PLAY



Instruct the children to begin by tossing the beanbag gently into the air and catching it.



Then have children pair up and try tossing their beanbags underhanded to each other.



Have children stand back-to-back and try passing one beanbag from side-to-side. Begin by having the children turn to the right with their backs together. The child with the beanbag hands it off to the other one. They then turn to the left and the beanbag is passed back to the first child. They count the number of times they are able to pass before the whistle blows. They then switch directions.



Next the children are instructed to pass the bean bag to the right with their arms extended above their heads, then to the left with their arms below their waists. They can count until the whistle blows and they switch directions.

**Extended Play:** *The children can further practice their tossing skills by trying to toss the beanbag onto a poly spot or into a paper bag.*

Source: Penn State Cooperative Extension

## MOVEMENT VOCABULARY



*Tossing*



*Catching*



*Throwing*



*Sideways*



*Over*



*Under*



*Passing*

# Water Bottle Bowling

**Props** - 15 empty 500 ml water bottles; tennis balls

**Prep** - Set up empty water bottles with one in front, two in the next row, then three, four and five in the subsequent rows. Each child should have a set.



## PLAY

-  Set up empty water bottles in the pattern described above.
-  Make tape line about 15 feet away from the water bottles.
-  Instruct the child to stand behind the taped line and roll the tennis ball toward the water bottles. The teacher can demonstrate the proper bowling technique.
-  Explain that the idea is to knock the pins over with three tries.

## MOVEMENT VOCABULARY

-  ***Bowling***
-  ***Rolling***
-  ***Aiming***

Source: Penn State Cooperative Extension

*(Physical Activity Card Components)*

## Activity Title

**Props** = Props or equipment you may need to do the activity

**Prep** = Preparation you may need to do ahead of time or with the children before doing the activity

Eat Smart Move More SC web address

[www.EatSmartMoveMoreSC.org](http://www.EatSmartMoveMoreSC.org)

Number of the activity

#



# Physical Activity Card Components

## PLAY



Step-by-step instructions on how to do the activity with the children

### Extended Play:



Suggestions for ways to alter or add to the activity

Source; Activity Reference Information

## MOVEMENT VOCABULARY



The movement vocabulary lists keyaction words for the child care provider

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