



Get Moving

Early Childhood Facilitator Guide

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Early Childhood Physical Activity

Facilitator Guide

Dear Child Care Providers,

The MSU Extension Nutrition and Physical Activity team is committed to enhancing the physical activity and health literacy of children aged 3-5 and supporting integration of the *Physical Activity Guidelines for Americans* into their everyday lives and reducing future rates of obesity and chronic disease. Our goal is to deliver clear, consistent messaging that aligns with evidence-based best practices, meaning we promote teaching strategies that are supported by research and commonly used by experienced educators because they help participants learn, stay engaged, and apply what they've learned. As part of this initiative, we have developed six lessons to support child care providers in intentionally teaching young children about the importance of physical activity for their health.

We aim to provide both home-based and center-based child care providers with the confidence and resources they need to teach and lead lessons on physical activity in their programs, no matter their own experience or fitness level. This guide corresponds with MSU Extension's *Get Moving Facilitator Guide*, which provides six physical activity lessons for adults, and was adapted to meet best-practices guidelines for preschool-aged children.

Rationale for Intentionally Teaching Physical Activity to 3- to 5-year-olds

The *Physical Activity Guidelines for Americans* emphasizes that movement for preschool-aged children should be integrated throughout the day. Movement can take place through both active free play and structured child- or adult-led activities. 3-to-5-year-olds should get about 3 hours of physical activity each day, including both light activity and more energetic play. This recommendation is higher than those for any other age group, highlighting how much young children's growing bodies and minds need movement.

The first five years are a critical window for rapid brain and physical development, laying the foundation for lifelong physical and mental well-being, learning, and success. Regular physical activity enhances children's bone health, muscular development, and motor skills. It also contributes to a healthy weight and reduces the risk of chronic diseases. Learning to be physically active through play, whether independently or with others, can also promote children's social-emotional development and mental health. The earlier these habits are instilled in children, the more likely it is they will continue to use them to grow into healthy adults. Intentionally teaching children the importance of physical activity sets them on the road to understanding the why and how of their own long-term health as early as possible.

Know Your Audience — and Yourself

As you guide participants through activities, remember that everyone has unique abilities and potential barriers to physical activity. Physical activity, especially in group settings, can feel intimidating or make some feel self-conscious about their ability level. It can also highlight physical and sensory processing differences or disabilities and trigger a variety of responses to the activities themselves and other participants. Knowing how to adjust activities based on children's needs — and giving them space to express those needs — is essential to helping them feel physically and emotionally safe.

Encourage children to participate while modeling respect and avoiding pressure. Watch for hesitancy and use language that communicates that they can decide what's best for their bodies during group movements, such as:

- "You can try this next movement if it feels steady. I'm going to show you what *steady* looks like." [Teacher models movement of choice.] "Now you show me what steady looks like."
- "Now it's time to listen to your body." [Teacher models: hand on heart/belly, takes a breath, checks in.] "Show me you are listening to your body."
- "If you need a break, that's okay — you can stop and rest anytime."

Remember that you, too, can differentiate lessons based on your own ability. Most activities in this guide can be done standing, sitting, or lying down. There are also multiple activities to choose from for each lesson. Alternatively, ask for a participant to help you lead and demonstrate the movements, use visual aids to prompt children on what to do, or suggest your own alternative movements and activities. Empower yourself to find physical activities that work for *everyone*, teachers and students alike.

Structure of Each Facilitator Lesson

To help make the lessons engaging and relatable, we have structured each one to be both informative and interactive. This structure ensures the material is presented in a way that is accessible, functional, and directly tied to participants' daily lives.

Here is a breakdown of the key sections of each lesson:



Key Teaching Point: The central message or concept that participants should learn and remember. This sets the foundation for the lesson.



Materials: Recommended supplies such as visual aids and physical activity props to support lesson concepts and enhance learning.

(continued on next page)



The Hook: A way to grab participants' attention right at the start. This could be a question, an interesting fact, or a relatable scenario that sparks curiosity about the lesson.



Why This Matters: This section connects the key teaching point to participants' lives by explaining why the topic is relevant and how it can impact their health and well-being. It answers the question, "Why should I care?" in a way that they can understand.



Check Your Knowledge/Participant Voice: In this section, we encourage active participation by prompting questions or discussions. This allows participants to reflect on what they already know and share their thoughts, making the lesson more engaging.



Get Moving Your Way: Here, we provide practical examples or activities that show how the lesson's key points apply in real life. The aim is to show participants how to integrate the information into their daily routines in a functional and meaningful way.



Try It: This is where participants get the chance to practice what they've learned through hands-on physical activity. The Try It section includes functional physical activity movements that can be done individually or with a group, reinforcing the lesson's key message.



Wrap-Up: The final section ties everything together. It reinforces the key points of the lesson, provides a call to action, and gives participants something to think about or apply in the future.

By structuring the lessons this way, we aim to make each one relatable, achievable, and actionable. Our goal is not just to educate but to inspire participants to take practical steps toward improving their health and physical activity habits. This structure also keeps the lessons dynamic and ensures that participants are actively engaged throughout.

Lessons Summary

These lessons introduce young children to the foundational elements of physical fitness in a developmentally appropriate, engaging, and inclusive way. Each lesson is designed to promote physical literacy (knowing different ways to move and feeling confident and capable of being active), body awareness, and healthy habits through movement, storytelling, and play. Lessons include intentional teaching of fitness, discussion of barriers to fitness, and application of lessons through interactive participation. Appendices also include extended learning resources for teachers and outreach to parents.

Lesson 1: Body Composition – “Every Body is Special”

- Teaches that our bodies are made of muscles, bones, fat, and more, and that all bodies are special.
- Promotes healthy habits like moving daily, eating a variety of foods, and self-love.

Lesson 2: Safe Physical Activity – “Safe and Strong”

- Teaches children how to move their bodies safely during physical activity.
- Covers warming-up, using space, listening to our bodies, and helping others stay safe.

Lesson 3: Muscular Strength/Endurance – “Strong Muscles, Strong Me”

- Introduces the idea that muscles help us lift, push, and climb. Also introduces the idea that we want our muscles to be able to work longer, not just harder.
- Activities include tug-of-war and carrying light objects.

Lesson 4: Cardiovascular Endurance – “Moving Our Hearts”

- Focuses on activities that get the heart beating faster, like dancing and jumping.
- Teaches children that the heart is a muscle that gets stronger with movement.

Lesson 5: Balance – “Steady Muscles and Bones”

- Emphasizes muscles and bones working together to keep us steady.
- Children practice holding poses and repeating movements.

Lesson 6: Flexibility – “Stretch Like a Star”

- Encourages children to explore how their bodies bend and stretch.
- Includes yoga-inspired poses, animal stretches, and dancing.



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Lesson 1: Every Body is Special



Key teaching point

Our bodies are made of different parts like muscles, bones, and fat. All of us have these parts, yet all bodies are different and special. We can learn healthy habits and practice fun activities that keep our bodies strong and balanced.



Materials

- Simple model or picture of a body showing muscles, bones, and fat (Appendix A)
 - Dolls, stuffed animals, or puppets of different shapes and sizes
 - Music player
 - Healthy and unhealthy habits picture cards (Appendix B)
 - Book (hard copy or recorded read aloud), such as titles recommended by Michigan Fitness Foundation:
 - *The Busy Body Book: A Kid's Guide to Fitness* by Lizzy Rockwell
 - *Get Up and Go* by Nancy Carlson
 - *I Can Exercise* by Terraine Francois
 - Outline of a body on a large piece of paper
 - Markers, highlighters, stickers, or a stamp
 - Stickers or stamps for participation
-

Lesson 1, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion. Show a model or cartoon-style picture of muscles, bones, and body fat (Appendix A).

Say: “Our bodies are made of many parts — like muscles that help us move, bones that hold us up, fat that gives us energy and keeps us warm, and organs that do special things on the inside, like our hearts.” Point to each part on the model/picture as you say it.

Ask: “Can you point to a muscle on your body? Can you point to where a bone is under the muscle? Do you know where some fat is?” Model by gently touching or indicating different body parts on your own body, guiding children to do the same on their bodies.

Say: “Each of our bodies has these parts helping us move and grow. This means we are all alike on the inside, even if we are all different and special on the outside. Let’s talk about how we can work to keep these body parts healthy. Healthy means your body feels good and strong, and can do the activities you want it to do.”



Why this matters

Tell children that every time we move our bones, muscles, and whole bodies, this makes them stronger. The more we use them, the stronger they are and the easier it is to do even more! Suggest some kinds of physical activity the children might do every day.

Also point out that we have to give our bodies the food they need to build strength. We have to eat things that our muscles, bones, and other body parts need for energy and growth. Suggest some kinds of food the children might be familiar with, including fruits, vegetables, and healthy dishes.

Lesson 1, continued



Why this matters (continued)

Show the children two or three stuffed animals, dolls, or puppets of various appearances. Ask the children if these toys' bodies are the same. When they say no, their color/shape/texture/etc. are different, praise them for being correct, the toys *are* different on the outside. Then point out that while each of the toys' bodies on the outside is different, and very special because of that, on the inside they are the same. They need the same things to make them toys, just like we need the same things to make us people that can work and play!



Check your knowledge/Participant voice

Hold up one of the toys and pretend it says, "I get tired when I move. I want to sit and watch a show and eat popcorn or candy all day!"

Hold up another toy and pretend it says to its friend, "But we need to be healthy and strong. We can't do that sitting all day and eating junk food." Have the toy turn to the children and ask them, "How can we help (name of tired toy) to be healthy?" Encourage a few participants to share their thoughts out loud, giving equal opportunity to everyone.

Recap: Read or play a read aloud of your book of choice about physical fitness and bodies. You can use the toys to enhance your story telling.



Get moving your way!

Point out to the children that some things make it difficult for people to be healthy. Examples of barriers are (Appendix B):

- not moving enough during the day
- thinking all bodies should look the same
- making fun of different bodies
- not eating healthy foods to give our bodies energy to move well

Lesson 1, continued



Get moving your way! (continued)

We can overcome these barriers with the following tips:

- play every day
 - let all friends play as they are
 - love your body just the way it is
 - try new ways of moving or keep doing your favorite movement
 - eat a rainbow of foods
 - sleep well
 - drink plenty of water
-



Try it

Introduce one or more of the following activities:

- **Move & Match:** Facilitator names different body parts and movements to make with that part. Model for children. For example, “stretch your legs,” “stretch one arm as high as it can go,” “move your whole body up and down by jumping,” “stretch your arms across to give yourself a hug.” As children participate, ask them what they are feeling. Can they feel their bones and muscles stretching, can they feel them moving? You can add or reduce challenge as needed by altering movements or speed.
- **Body Celebration Dance:** Dance to music, but when it is turned off freeze in fun poses. Any song can be used, but examples are *Shake My Sillies Out* by The Learning Station, *Up and Down* by Miss Nina, or *The Chicken Dance* by Miss Nina.
- **Sorting Relay Game:** Ask children to run (or march, gallop, etc.) to place healthy and unhealthy habit picture cards (Appendix B) into “healthy” or “unhealthy” bins. You can increase challenge level by increasing the speed of the game with fast music or a timer, increasing the distance to the bins, or adding obstacles on the path to the bins that children have to jump over, follow in a zig-zag shape, etc.

Lesson 1, continued



Try it (continued)

- **Over & Under:** Direct children to stand in a circle and choose which child will start. This child will lift a ball over their head and pass it to the next child. The second child will lean over and pass the ball between their legs to the third child. Direct children to repeat this pattern (over head, under legs), for multiple rounds or at least until all children get a turn. Make sure all children do both motions by doing another circuit in the reverse direction or by starting with a different child. You can differentiate the challenge level by altering the speed of the game or the item being passed.
-



Wrap-Up / Takeaway Message

Help the children cool down by leading them in gentle stretching and breathing exercises (“balloon breathing,” or slowly breathing through the nose and inflating your belly or chest like a balloon, then slowly letting the air out again through the mouth). Encourage them to drink water if they need. Tell them that cooling down and drinking water are important parts of being active.

When everyone has settled back into a circle time discussion, ask children, “What do you love about your body?” Using a printed or drawn outline of a body and a marker, highlighter, stickers, or stamp, mark the body parts that the participants say they love.

Ask: “What is something we can do to take care of all these body parts that we love?” Reinforce, praise, or redirect children’s answers as needed.

Give each child a stamp or sticker for their participation!

Send home the corresponding Family Letter on pages 74-75.





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Lesson 2: Safe and Strong



Key teaching point

Understanding and practicing basic safety rules for physical activity helps us keep ourselves and others safe while being active. We can help our muscles warm up and cool down, listen to our bodies to know what feels comfortable, and check the space around us to make sure we will not get hurt or hurt others.



Materials

- Obstacle course material (cones, floor markers, bins, ropes, etc.)
- Picture cards showing safe vs. unsafe play (Appendix C)
- Music player
- Flip chart paper and markers
- Stickers or stamps for participation



Hook: Open with a question or quick activity

Start with a circle-time discussion: Say, “Whenever we are physically active and moving our bodies, we need to be safe. We have to get ourselves and our space ready for us to run and play.” Show pictures of kids stretching, tying shoes, and playing safely (Appendix C). Explain what each picture signifies and why it is important.

Lesson 2, continued



Hook: Open with a question or quick activity (continued)

Warm-Up Together:

- Say, “We are going to do what is called a “warm-up”. Warming up our muscles means getting them ready to do even more! Each one of us will do this in a way that feels good for our bodies. If something feels too hard, you can do it in a different way.”
- Before beginning, tell the children to look around. Is there anything on the floor that needs to be moved, do they have enough space to stretch their arms out without bumping a friend or shelf, are their shoes tied, are the hems of their pants high enough?
- Lead a short warm-up, starting from top to bottom. Bend your neck from side-to-side, wiggle your fingers, twirl your wrists, do arm circles, twist at the waist, and do slow marching. As you model the steps, remind children that it is okay if they cannot touch their toes all the way, twist their waists as far, etc. End with sitting down and stretching to touch your toes.

Say: “We just helped our bodies be ready to move more!”



Why this matters

Explain to the children that all the things we’ve done so far are important in keeping us safe when we move. Being safe means not hurting ourselves, the people around us, or even the things around us. It means checking carefully to make sure we will not bump anyone or anything. It means making sure there is nothing that we could step on or trip on. It means make sure our bodies, especially our muscles, are ready for action.

If we stay safe, we can move, play, and have fun without worrying about ourselves or others getting hurt. We can’t have fun if we hurt ourselves or other people!

Lesson 2, continued



Check your knowledge/Participant voice

Say, “I will tell you a short story, and I want you to listen to hear if the character, Sammy, was being safe. When he is not safe, we will try to help him do better.” Read the following script, acting out the actions:

Sammy was sitting at home. He heard his friends playing outside. Sammy jumped up and dashed for the door. But Sammy didn't see the ball on the ground. “Whoa” – crash! Now Sammy is dizzy and surprised.

Ask: “What should Sammy have done?” [Watched where he was going!]

Sammy got back up, moved the ball out of the hallway, and reached the door. He put his shoes on, and rushed out of his house. But Sammy didn't tie his shoes and he tripped and fell. “Ouch!,” said Sammy. Now Sammy has a bruised knee and hands.

Ask: “What should Sammy have done?” [Tied his shoes first!]

Sammy tied his shoes, then got back up and dusted himself off. He dashed towards the street. Screeeeetch! Hooonk! A bike had to swerve so it didn't hit him, and a car honked its horn to warn Sammy to watch out! Sammy jumped back to the sidewalk. Sammy felt scared!

Ask: “What should Sammy have done?” [Looked both ways to check if it was safe to cross the street!]

Sammy looked carefully both ways, and when the road cleared, he walked (not ran) across the street. When he got to the other side, he started running again towards his friend's house. He was calling to his buddies and waving his hand, not looking where he was going. BAM! Sammy ran right into someone. Both of them fell down. “Ugh, that hurt my back!,” groaned Sammy. The other person was bruised, too.

Ask: “What should Sammy have done?” [Been careful of others!]

Lesson 2, continued



Check your knowledge/Participant voice (continued)

Sammy got back up, and helped the other person stand, too. He apologized, and made sure the other person was okay. Then Sammy walked the rest of the way to join his friends, looking in front of him and making sure he followed all of the safety rules. The end.

Recap. Ask: “Think of all the things that went wrong in the story. How can we stay safe?” With assistance from the children, list the safety items.



Get moving your way!

Point out to the children that some things make it difficult for people to be safe when they are being active. Barriers may be:

- not paying attention to surroundings
- rushing
- not making sure your body is ready for exercise
- not wearing the right clothes (too tight, too hot, poor shoes)
- thinking everyone has to be active in the same way

We can overcome these barriers with the following tips:

- look around and checking surroundings and space before starting
 - look where you are going
 - listen to the teacher or other adults
 - wear safe and appropriate shoes and clothes
 - take turns
 - keep hands and feet to yourself
 - stop if something does not feel quite right for your body and ask for help
 - let others do what feels right for them
 - stop if someone gets hurt and tell an adult
-

Lesson 2, continued



Try it

Introduce one or more of the following activities:

- **Safety Obstacle Course:** Practice stopping, looking, and moving carefully around obstacles while using “red light/green light cues.” You can add or reduce challenge by altering the obstacle course, altering the speed, or having children crawl, hop, or push balls through the obstacle course.
 - **Simon Says:** Play Simon Says, calling out physical actions and safe ways to play prefixed by “Simon says” (e.g. “Simon says look both ways,” “Simon says touch your toes”). Call out unsafe actions or undesirable outcomes without adding “Simon says” (e.g. “Bump your knee,” “Dash around with your eyes closed”).
 - **Sorting Relay Game:** Ask children to run (or skip, march, etc.) to place safe and unsafe habit picture cards (Appendix C) into “safe” or “unsafe” bins. You can increase challenge level by increasing the speed of the game with fast music or a timer, increasing the distance to the bins, or adding obstacles on the path to the bins that children have to jump over, follow in a zig-zag pattern, etc.
-



Wrap-Up / Takeaway Message

Help the children cool down by leading them in gentle stretching and breathing exercises (breath in through nose as when you “smell a flower,” breath out through mouth as when you “blow out a candle”). Encourage them to drink water if they need. Tell them that cooling down and drinking water are important parts of helping our bodies be safe after activity.

Ask: “What did you do to stay safe today?”

Give each child a stamp or sticker for their participation!

Send home the corresponding Family Letter on pages 76-77.





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Lesson 3: Strong Muscles, Strong Me



Key teaching point

Muscles help us move, do work, and play. They get stronger the more we move them. They can also work for longer periods of time. Muscles are all over our body and do special work moving our bones. You can make your muscles strong in fun ways.



Materials

- *My Strong Muscles* by A.D. Largie (hard copy or recorded read aloud)
- Optional: Appendix E.
- Baskets/buckets/bins
- Puppet, stuffed animal, doll, or other toy
- Small bean bags or stuffed animals
- Rope for tug-of-war
- Optional: Music player
- Optional: Yoga mats or towels
- Stickers or stamps for participation

Lesson 3, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion: Strike a pose by lifting something, flexing a muscle, standing on one foot, etc. Ask the children what they see you doing. Alternatively, show them the pictures in Appendix E.

Say: “We can stand, lift, push, climb, run, and more because we have muscles all over our body. We can move them not just once, not just twice, but a lot. Even when we talk we use muscles, or when we move our eyes, or even breathe.” Demonstrate by moving those body parts, and inviting the children to move them. They can feel the muscles moving by gently placing their hands next to their mouths or eyes, or on their chests to feel the muscles move.

Say: “This means that each and every one of us is using our muscles all the time. The more we move our muscles, the stronger they become. Let’s help them become stronger now!”

Read or play a recorded read aloud of *My Strong Muscles* by A.D. Largie.



Why this matters

How *strong* our muscles are (strength), and how *long* they can work for (endurance), effects how much work and play we can do. For example, muscles can run faster and longer the stronger they are.

We have to build our muscles, though, to help them get stronger and be able to do more work. Imagine a baby. It cannot even lift its head. It is not born strong enough. As it practices, though, it can slowly do more. It can lift its head, then push up its body with its arms, then push up more with its legs. Then it can start moving its legs and arms, and crawl. Before you know it, the baby can walk like you! And now you can practice other things, too, until you are as strong as grownups like your teachers, parents, and favorite superheroes.

Lesson 3, continued



Check your knowledge/Participant voice

Hold up a puppet, stuffed animal, or other toy and pretend it says, “I want to play, but I’m too small to be strong or work for long. I don’t like to lift things. I get too tired.”

Ask: “What could help the puppet feel strong?” Reinforce, praise, or redirect children’s answers as needed.

Say: “Let’s try some of those ideas to wake up and warm up our muscles.” Lead the students in stretching and exercising, using ideas they suggested. Other ideas include arm windmills, body twists, and leg bicycles/knee lifts (sitting, lying, or standing).



Get moving your way!

Point out to the children that some things make it difficult for people to stay active and move their muscles enough. Some barriers are:

- thinking only some types of bodies are strong
- thinking you are not able to do something
- feeling tired
- not knowing how to do something safely

We can overcome these barriers with the following tips:

- try fun games
 - practice an activity a little every day
 - ask for help
 - keep your body healthy in other ways, like by eating healthy food and getting good sleep
-

Lesson 3, continued



Try it

Introduce one or more of the following activities:

- **The Grand Old Duke of York:** Play or sing the song, *The Grand Old Duke of York*, following along by moving arms or body up and down according to the song words. You can complete multiple times, increasing the speed each time.
 - **Tug of War:** Students vs students, students vs teachers, etc.
 - **Lift & Carry:** Provide children with items of different sizes and weights, such as bean bags, balls, blocks, etc., ensuring of age and developmental (i.e. grip) appropriateness. Ask children to carry the items and place them in corresponding bins to organize by size or color. You may vary the challenge of this by adding a timer, increasing the weight of the items, or asking students to carry items over their heads and march, jog, or skip.
 - **Tummy vs Back Time Challenge:** Strengthen core muscles by doing a plank, belly crawl forwards and backwards, and superman pose. Then, ask children to flip over onto their backs, where they can do flutter kicks, bicycles, crunches, or an inverted crawl.
-



Wrap-Up / Takeaway Message

Help the children cool down with gentle stretching (reach for the sky, touch toes, twist side-to-side) and “belly breathing” (see “balloon breathing” on p. 10) for 10 breathing cycles. Encourage children to drink water if they need. Tell them that cooling down and drinking water are important parts of helping us feel good after activity.

Ask, “Can anyone share what muscles we moved today?” Also, “What was your favorite motion from what we did today?” Give each child equal opportunity to share verbally or by demonstration.

Give each child a stamp or sticker for getting stronger!

Send home the corresponding Family Letter on pages 78-90.





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Lesson 4: Moving Our Hearts



Key teaching point

The heart is also a muscle that gets stronger with movement. We can exercise our hearts to keep them healthy. Having a healthy heart means the rest of our bodies can be healthier, too.



Materials

- *Milo's Rainy Day* (Appendix D), *The Berenstain Bears and Too Much TV* by Stan and Jan Berenstain, or *I'm Bored* by Michael Ian Black (hard copy or recorded read aloud)
 - Music player
 - Choice of rugs/mats, floor markers, jump ropes, hula-hoops, stepping stones, etc.
 - Scarves or ribbons for movement
 - Drumming tools (pool noodles, dowels, chopsticks, etc.)
 - Balls (bigger, yoga ball size is better, but smaller kick balls can work)
 - Bucket or bin of appropriate size to rest the ball on
 - Chart paper and markers
 - Stickers or stamps for participation
-

Lesson 4, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion: Ask students to place their hands on their chests. Say, “Maybe you can feel something beating here. Even if you don’t, do you know what is inside of you here?”

Say: “This is your heart! It is a muscle inside your body that works hard every day, all day of our entire lives. When we move a lot — like run, jump, or dance — our heart gets stronger, same as our legs and arms get stronger.”

Warm-Up Together:

- Explain: “Let’s do our warm-up together. While we do it, we’ll see if we can feel our hearts get warmed up, too.”
 - Lead the students in stretching and then about 30 seconds each of jumping jacks, jogging in place, running back and forth between two lines, and free movement/dance.
 - Immediately invite students to place their hands on their chests again. Ask, “Can you feel your heart beating faster? That means it’s working hard! We just made our hearts stronger.”
-



Why this matters

We need our hearts to be healthy. For as long as we are alive, our hearts have to beat and beat and beat. The stronger our hearts are, the more easily they will beat. And when they beat, they help push our blood all the way through our bodies, from the tops of our heads to the tips of our toes. This is important so that our blood can carry things to every part of us that our body needs. For example, after we breathe air into our lungs, our blood can carry that air to other parts of our body that need it. Our blood can also carry the good nutrients from the food we eat to all parts of our body so we can use it to have energy to work and play. Imagine, without our hearts, no part of us would be able to get what it needs to move!

Lesson 4, continued



Check your knowledge/Participant voice

Ask: “What can we do to keep our hearts healthy and strong?” Reinforce, praise, or redirect children’s answers as needed.

Read *Milo’s Rainy Day* (Appendix D) or *I’m Bored* by Michael Ian Black.

Recap. Ask children if they have ever felt like the characters in the book. What did the characters do to stay active and keep moving, even when they couldn’t play what they first wanted to?



Get moving your way!

Point out to the children that some things make it difficult for people to keep their hearts and bodies active. Some barriers are:

- bad weather
- feeling tired
- watching videos, cartoons, or playing video games

We can overcome these barriers with the following tips:

- try new games, even ones you make up
 - dance, stretch, pretend to be an animal
 - ask friends or family to join you
 - dress in clothes that protect us from the weather
-

Lesson 4, continued



Try it

Introduce one or more of the following activities:

- **Dance Party:** Free dance with scarves or ribbons to music such as *Shake Your Sillies Out* by The Learning Station. For non-competitive “Musical Chairs”, in which you do not remove a chair so that each child always finds a place to sit.
 - **Animal Dashes:** Hop like a bunny, leap like a frog, creep like a caterpillar, gallop like a horse, waddle like a duck, flap like a bird, crawl like a bear, slither like a snake, etc. to reach the end of the relay line.
 - **The Floor is Lava:** Play this game with any “floor is lava” song for children. Use rugs, floor markers, jump ropes, or stepping stones to mark “safe bases.”
 - **Cardio Drumming:** Place balls in bins or buckets to stabilize them. Play upbeat music such as *Baby Shark* or cardio drumming songs from Kidz Bop. Lead children in drumming on the ball with pool noodles/dowels/etc. with alternating hands or both hands together, on the top of the ball or on the sides. You can alter the challenge level by adding movement such hopping, marching in place, or dancing while drumming.
-



Wrap-Up / Takeaway Message

Guide the children in noticing how their bodies feel. Are their hearts beating hard, are they hotter or swetier than before or out of breath? Explain this means their bodies and hearts have had a good workout!

Help the children cool down by leading them in “bumblebee breathing” (inhaling deeply and then exhaling with a humming sound) for 10 breathing cycles, then gentle stretching. Encourage children to drink water if they need. Tell them that cooling down and drinking water are important for feeling good after activity.

Give each child a stamp or sticker for getting stronger hearts!

Send home the corresponding Family Letter on pages 91-92.





Get Moving

Facilitator Guide

Lesson 5: Steady Muscles and Bones



Key teaching point

We need our muscles and bones to be able to work together to keep us balanced, or steady, in just the position we want. If they work together, we can work and play for a longer time without get tired too quickly. You can help your muscles and bones balance by practicing certain exercises. Trying exercises and not giving up will help your body be able to play and work more.



Materials

- Optional: pictures of children doing balance exercises (Appendix F) or endurance exercises (Appendix E)
 - Puppet, stuffed toy, or doll
 - Timer or stopwatch
 - Music player
 - *Can You Do This? — An Imagination Play Book* by Megan Roy (hard copy or recorded read aloud)
 - Balloons
 - Stickers or stamps for participation
-

Lesson 5, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion: Strike a pose by bending sideways, standing on one foot, squatting, etc. Alternatively, show them pictures from Appendix E or F. Ask the children what they see you doing. Give all children a chance to respond.

Explain: “To move, we have to have balance. This means we are steady, or we can stay in the position we want and not fall down. To do this, bones and muscles have to work together. Imagine if we had no balance while standing on one foot; we would fall every step we took.”

Warm-Up Together:

- Explain: “Let’s warm-up our muscles. Pay attention to how our body parts move together to stand, sit, and move the way we want.”
- Lead the children first in gentle stretches, then in:
 - arm circles, forwards 10-15 times and backwards 10-15 times
 - lunges, 15-20 times
 - hopping up and down 20-30 times

With each movement, point out how our bones and muscles work together to support our whole bodies.



Why this matters

Balance helps you stand, walk, run, and more, all without falling. The stronger our muscles and bones are and the more time they can play and work, the more they can work together to give us balance. Whether it’s our arms, legs, hands, feet, hips, backs...you name it, we want those body parts to be able to do what we tell them to do for however long we tell them to do it. Imagine if your muscles and bones weren’t strong enough to keep you upright. How do you think that would change what you do or not do? Making sure our bodies can stay steady doing what we need is important for us to finish our fun and work, keep us safe, and let us try more things than before.

Lesson 5, continued



Check your knowledge/Participant voice

Using a puppet, stuffed toy, or doll, say, “My body is having a hard time moving today. Can someone help me?”

Ask, “Uh-oh. What could we do to help the puppet stand straighter and keep going a little longer?” Reinforce, praise, or redirect children’s answers as needed.

Recap. Read or play a recording of *Can You Do This? — An Imagination Play Book* by Megan Roy. Encourage child participation in actions.



Get moving your way!

Point out to the children that some things make it difficult for people to keep their muscles and bones working together as much or for as long as they should. Some barriers are:

- getting tired
- giving up
- not knowing how to keep going
- needing stronger muscles and bones

We can overcome these barriers with the following tips:

- take deep breaths
 - do special exercises to teach our bones and muscles to stay steady
 - go slower or take breaks
 - try again later
 - do a little more each day
 - eat good foods for our muscles and bones and get enough sleep
-

Lesson 5, continued



Try it

Introduce one or more of the following activities:

- **Pose & Hold:** Lead children in various yoga poses (Appendix F). Hold each pose, counting to 10, 20, or 30 seconds, or using a timer.
 - **Endurance March:** March in place, around the classroom, through the halls, or around the building for multiple rounds. Encourage children to vary their speed, how high they lift their legs, or the length of their strides. Also add hand and arm motions, such as clapping, flapping like a chicken, fluttering like a butterfly, etc. Consider singing a song (e.g. *We're Going on a Bear Hunt*, *Walking in the Jungle*, *If You're Happy and You Know It*) or a poem (Appendix G) as you go.
 - **Bop Balloon:** Blow up one balloon for a group game, or one balloon per child for individual use. Direct children to throw their balloons up, and then keep them up; keep balloons in the air and hit them back up before they can touch the floor.
-



Wrap-Up / Takeaway Message

Help the children cool down by leading them in deep breathing (“balloon breathing”) for 10 breathing cycles. Then model gentle, full body stretching (Appendix F). Encourage children to drink water if they need. Tell them that cooling down and drinking water are important parts of helping us feel good after activity.

Ask, “How do your bodies feel? Did they work hard? Can you point to which muscles and bones you think worked the hardest?” Give all children a chance to respond.

Give each child a stamp or sticker for their hard work!

Send home the corresponding Family Letter on pages 93-94.





Get Moving

Facilitator Guide

Lesson 6: Stretch Like a Star



Key teaching point

Flexibility means that the body can bend and stretch. Different parts of our bodies can bend and stretch in different ways. Practicing being flexible helps us move better and feel good.



Materials

- Pictures of animals or kids stretching (sample in Appendix H)
- *From Head to Toe* by Eric Carle (hard copy or recorded read aloud)
- Music player with calm and upbeat songs
- Scarves or ribbons
- Flip chart paper and markers
- Optional: Yoga mats or towels
- Stickers or stamps for participation

Lesson 6, continued



Hook: Open with a question or quick activity

Start with a circle-time discussion: Show a picture of an animal (such as a cat) or a child stretching. Ask: “What do you think this animal/person doing?” Allow participants to share their answers.

Explain: “They are stretching. This means they are flexible. Flexibility means the body can bend, twist, and stretch. It helps us move easily and keeps our muscles happy! Your muscles do not like being stiff like bones. If they were you would move like a robot all the time!”

Warm-Up Together:

- Explain: “Let’s do our warm-up together. While we do it, lets stretch and feel how our bodies move.”
 - Try reaching up high, touching toes, twisting side to side, bending forward/to each side/backward, etc.
 - As you do each movement, ask: “What part of our body do you think we are moving now? How does it feel when you stretch these areas?”
-



Why this matters

Explain that if we are not flexible, we are stiff. Ask children if they have ever had been stiff. What did that feel like? Did it feel like it was harder to move, their muscles ached, and maybe they didn’t want to get out of bed or move around? This happens when we do not stretch our bodies throughout the day. It is not a good feeling. We want to be stretch so that we can be flexible and so that we can feel good and be ready to play.

The more we stretch and move when we are young, the more flexible our muscles will be. We will be able to reach farther, turn more easily, and move more quickly as we grow. Sometimes it can be hard to stretch far, especially when we first try, but if we keep practicing, it will get easier.

Lesson 6, continued



Check your knowledge/Participant voice

Ask: “What if I can’t touch my toes, or what if stretching feels funny? What could help me feel better about stretching?” [Alternatively, you could use a puppet to say that it has trouble stretching, and ask the children to help the puppet.] Allow children to share their ideas.

Recap. Read or play a recording of *From Head to Toe*, by Eric Carle. Point out how the children in the book are stretching like the animals. Model the movements and encourage the children to stretch as well.



Get moving your way!

Point out to the children that some things make it difficult for people to stretch as much as they should. Some barriers are:

- feeling stiff
- not knowing how
- thinking it’s boring.

We can overcome these barriers with the following tips:

- moving slowly and gently, especially at first
 - making it fun with animal stretches or a game
 - remembering to breathe while you stretch
 - listening to your body and stretching how much feels right
-

Lesson 6, continued



Try it

Introduce one or more of the following activities:

- **Animal Stretches:** Lead children in “cat stretch,” “butterfly wings,” “flamingo balance,” “giraffe reach,” “frog squat,” etc. (Appendix H, or follow the book *Head to Toe* by Eric Carle). Allow each child to choose a stretch they want the group to try next from the available images.
- **The Hokey Pokey:** Do the hokey pokey. Encourage children to stretch their arms and legs all the way into the center of the circle. You can alter the challenge level by speeding up or slowing down.
- **Head, Shoulders, Knees, and Toes:** Guide the children in singing and doing the actions for *Head, Shoulders, Knees, and Toes*. You can alter the challenge level by speeding up or slowing down.
- **Stretch & Flow:** Model stretches with music, using scarves or ribbons for added fun. For varied moves and speeds try *Good Morning Stretch* by MusiGo, *Jiggle Your Scarf* by KindyRock, *Stretch* by The Learning Station, *Fun to Get Fit* by Greg and Steve, and *Yoga Freeze Dance* by Yoda Guppy.



Wrap-Up / Takeaway Message

Help the children cool down by leading them in deep breathing (“smell the flower, blow out the candle”) for 10 breathing cycles. Then model gentle, full body stretching (Appendix F). Encourage children to drink water if they need. Tell them that cooling down and drinking water are important parts of helping us feel good after activity. Finish by inviting children to stretch their hands behind their heads and “giving themselves a pat on the back,” or stretch both arms around their bodies to “give themselves a hug.”

Give each child a stamp or sticker for being flexible learners!

Send home the corresponding Family Letter on pages 95-86.



Get Moving

Facilitator Guide

Appendix A: Body Composition Model

This model is built by layering the different images, one on top of the other. From top to bottom, they should be layered:

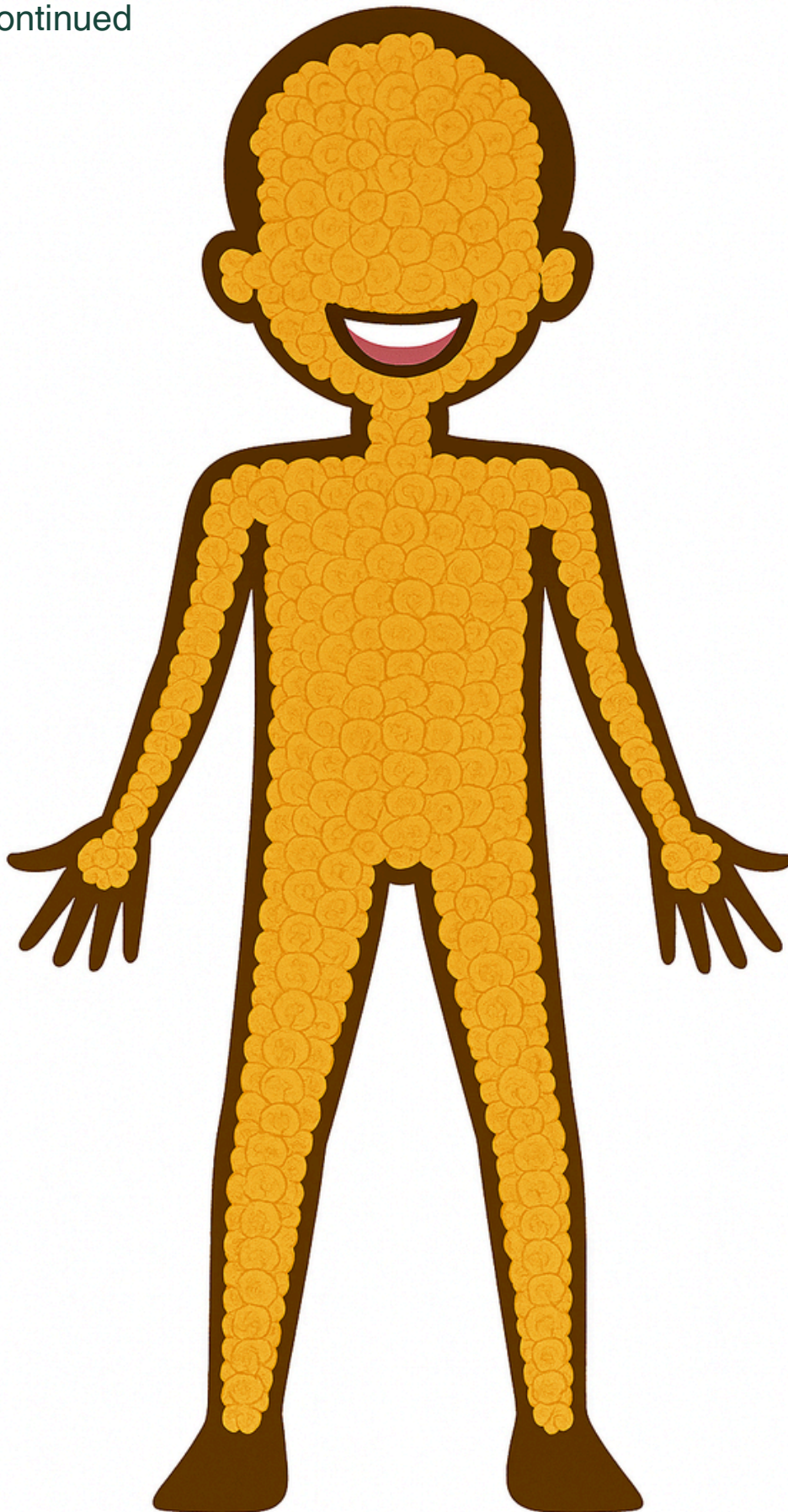
- image of child
- fat
- muscles
- bones
- internal organs

Build by printing the images single-sided only, then cutting out the images and stapling or taping them together from *one point only*. This will allow you to flip up the layers to show the ones underneath, depicting our body composition in simplistic imagery.

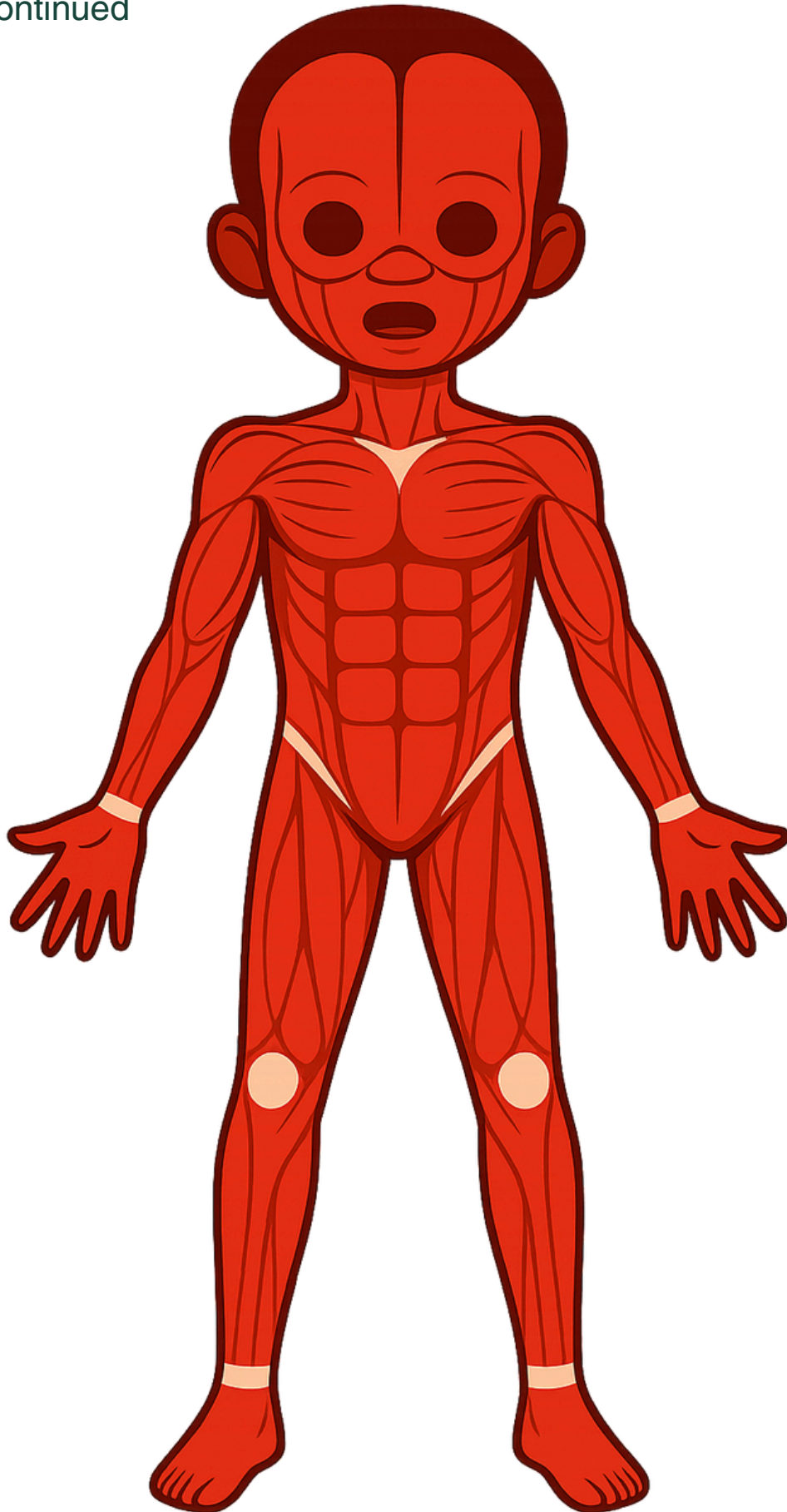
Appendix A, continued



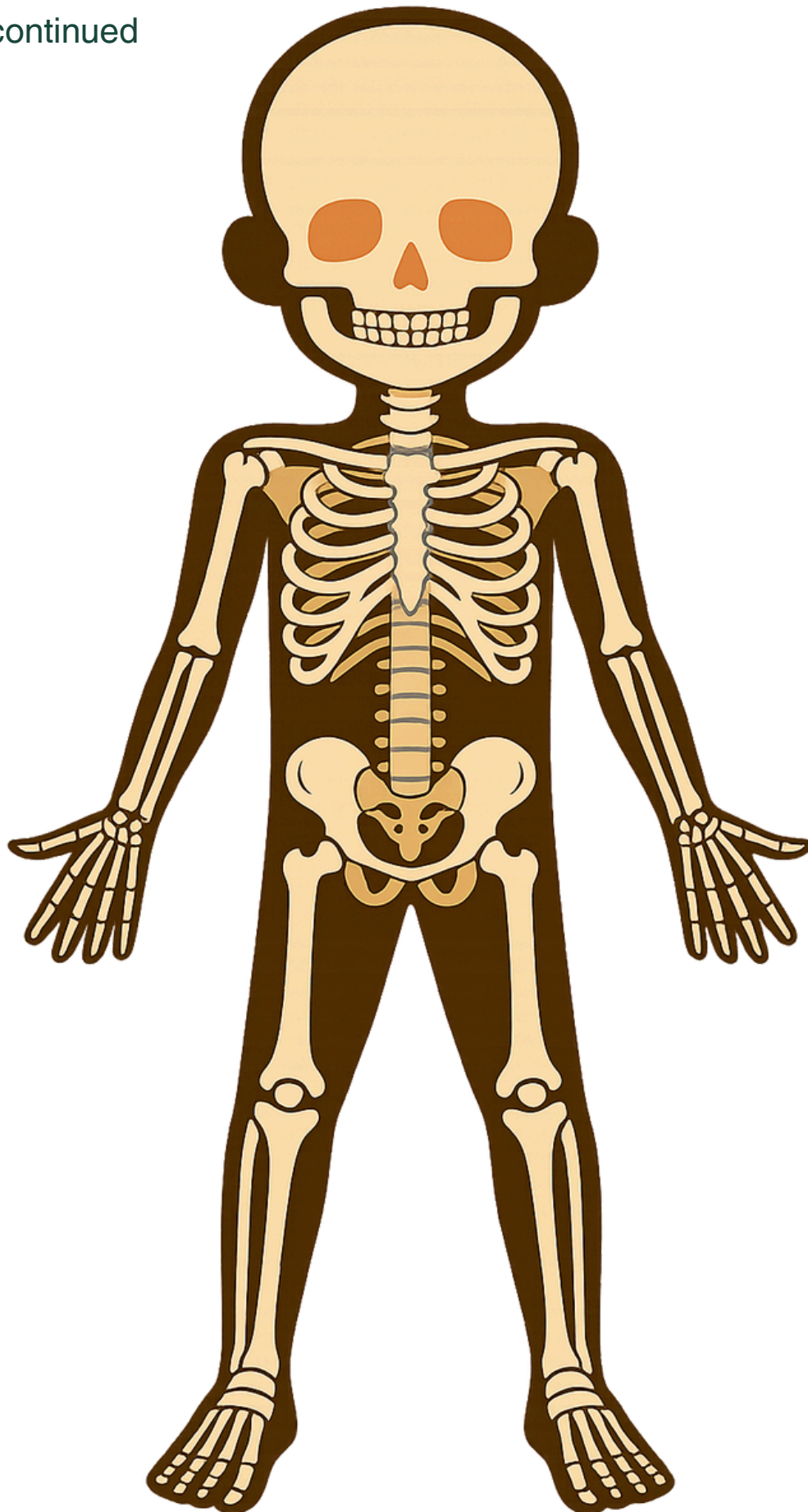
Appendix A, continued



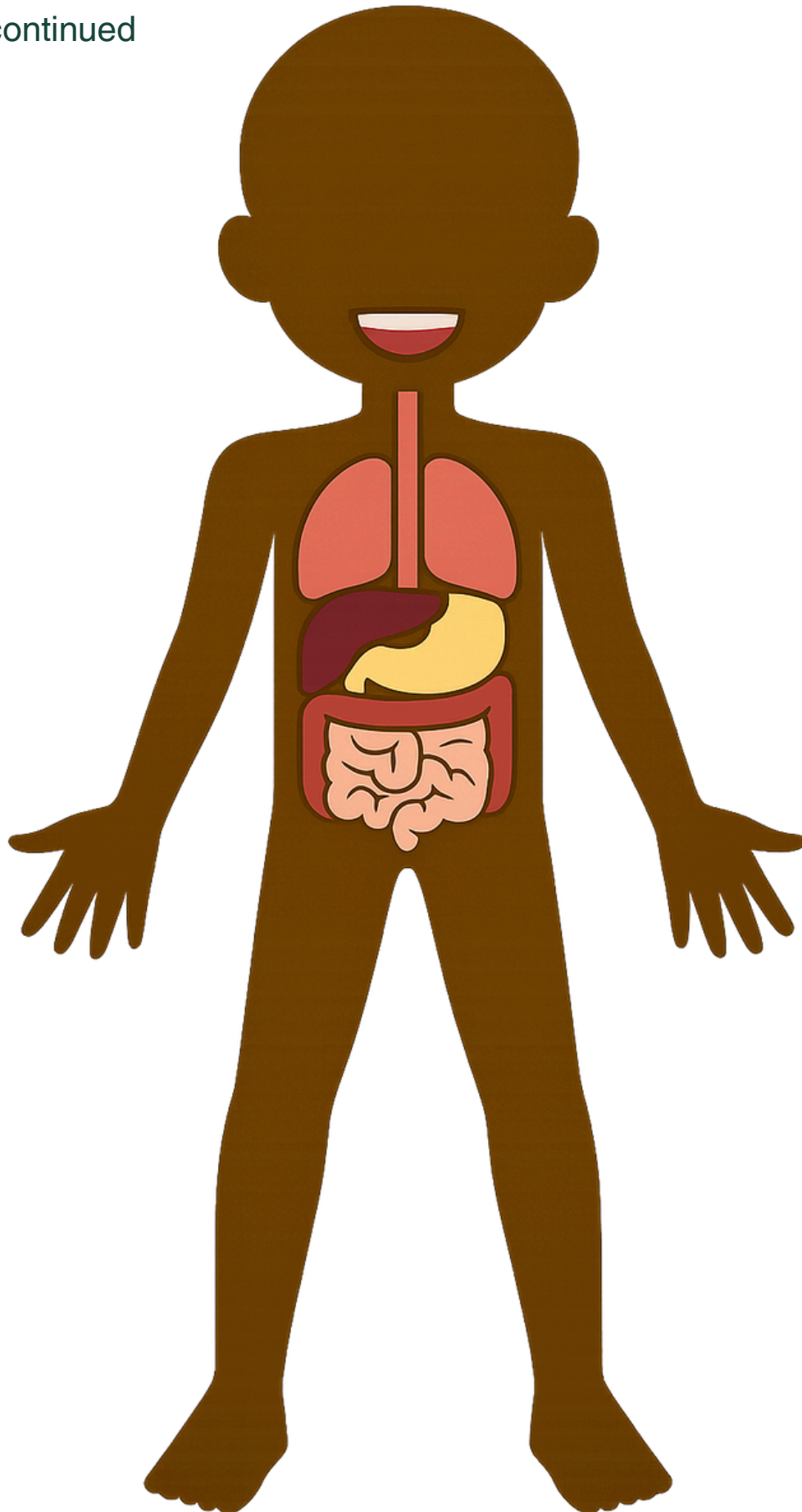
Appendix A, continued



Appendix A, continued



Appendix A, continued



Get Moving

Facilitator Guide

Appendix B: Healthy and Unhealthy Habits Picture Cards

These picture cards present a number of healthy and unhealthy habits related to physical activity, nutrition, and taking care of our bodies in general. They can be used as visual aids to teach lessons, guide discussions about health, and play sorting activities. If you will be using them in sorting activities, make sure to print them single-sided only.

Appendix B, continued



Walking or running



Going up the stairs

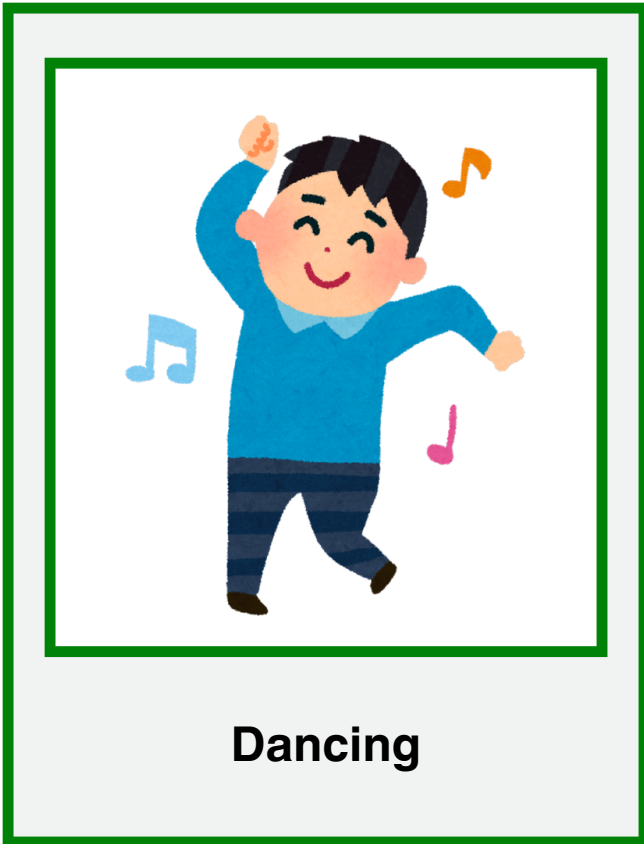


Stretching



Balancing

Appendix B, continued



Appendix B, continued



Eating fruits



Drinking milk



Eating vegetables



Drinking water

Appendix B, continued



Getting enough sleep



Cleaning your body



Brushing your teeth



Washing hands

Appendix B, continued



Watching too much TV



**Eating too much
junk food**



Not sleeping enough



Drinking soda

Appendix B, continued



**Too much
screen time**



**Making fun of
different bodies**



Not moving enough



Giving up



Get Moving

Facilitator Guide

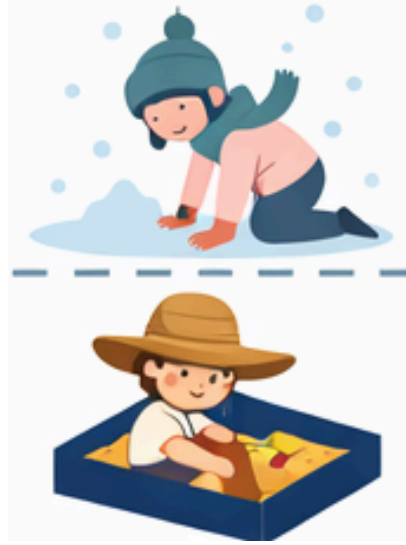
Appendix C: Safe and Unsafe Play Picture Cards

These picture cards present a number of safe and unsafe play habits. They can be used as visual aids to teach lessons, guide discussions about safety rules, and play sorting activities. If you will be using them in sorting activities, make sure to print them single-sided only.

Appendix C, continued



Listen to an adult



Wear proper clothes



Tie your shoes



Check your surroundings

Appendix C, continued



Take turns



**Keep hands and feet
to yourself**



Clean up any mess



Help each other

Appendix C, continued



Leaving a mess



Not watching where you are going



Not drinking enough water



Not checking your surroundings



Get Moving

Facilitator Guide

Appendix D: Milo's Rainy Day

This story joins Milo the Squirrel and Bella the Bunny on finding ways to have fun and move on a rainy day. It can be used to discuss some of the barriers and disappointments children might experience when trying to play, and lead them in problem solving how to overcome them. It can be used with lessons in this guide, or used to extend lessons.

Appendix D, continued



Appendix D, continued



Milo the squirrel woke up excited.
“Today’s the perfect day to play outside!”
he squeaked, hopping out of bed.

But—drip, drop, drip!—rain
was falling from the sky.

Appendix D, continued



“Oh no,” Milo sighed.

“I can’t play outside in the rain!”
He flopped onto his pillow.

“Now what do I do?”

Appendix D, continued



Just then, his friend Bella the bunny hopped by.

“Why the long face, Milo?” she asked.

Appendix D, continued



Milo said in frustration, “I wanted to play outside, but it’s raining. And I feel kind of tired. And... I don’t even know what to do inside! I think I’ll just play some video games and watch some videos online.”

Appendix D, continued



Bella smiled. “Can I come inside?
We can think of some other ideas
of things that we can do together!”

Appendix D, continued



Together, Milo and Bella made a list of activities.

Milo's eyes lit up.

“This is going to be fun!”

Appendix D, continued



Milo and Bella turned on music and danced like silly monkeys.

They stretched like sleepy cats.

They scooted along like *creeping caterpillars*.

They even made a tunnel fort and crawled through it like explorers.

Appendix D, continued



When Bella and Milo were ready for a break, they prepared a healthy snack with their favorite vegetables and drinks of fresh water with mint leaves.

Appendix D, continued



By the end of the day, Milo was smiling from ear to ear. “I didn’t play outside,” he said, “but I still had a great adventure!”

Bella nodded. “Sometimes, we just need a little help and a little imagination to know how to have fun.”



Get Moving

Facilitator Guide

Appendix E: Endurance Exercises

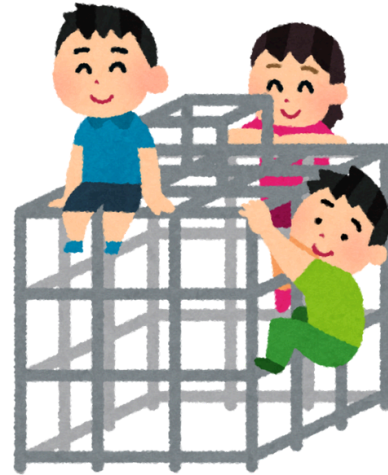
Endurance exercises can be used to help children build muscles that help them do physical activity for longer periods of time and not tire too quickly.

Muscular endurance allows children to work and play throughout the day for as long as they need. These picture cards can be used as visual aids with these lessons or used as guides for teachers to extend incorporation of physical activity.

Appendix E, continued



Walking or running



Climbing

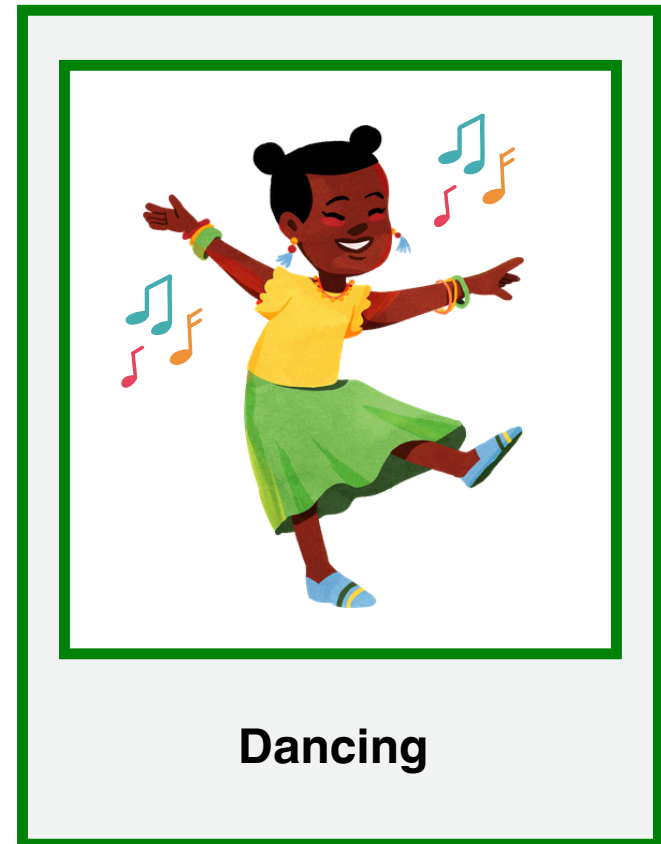
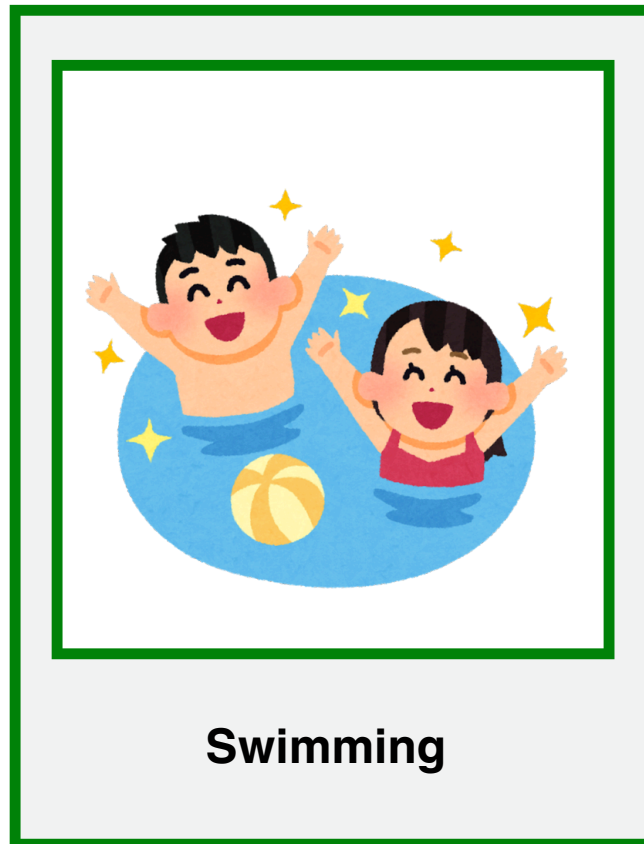


Jumping



Swinging

Appendix E, continued



Get Moving

Facilitator Guide

Appendix F: Yoga Exercises

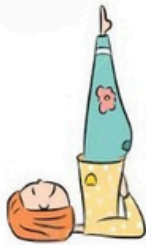
Yoga exercises can be used to help children practice flexibility and balance, both key for their health and development. These picture cards can be used as visual aids with these lessons, used as guides for teachers to extend incorporation of physical activity in the classroom, or sent home with children as guides for them and their parents to use for practice. Remember that you can choose to do only the exercises that are best suited to your group, or you can adapt them to their needs.

Appendix F, continued

KIDS YOGA



Prayer Pose



Shoulder Stand



Tree Pose



Raised Hands Pose



Chair Pose



Extended Side Angle



Lunge Pose



Warrior 1 Pose



Warrior 2 Pose



Warrior 3 Pose



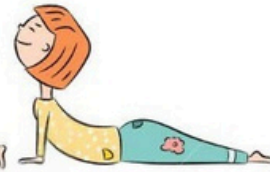
Plank Pose



Four-Limbed Staff Pose



Zigzag Pose



Cobra Pose



Snooze Pose



Boat Pose



Downward Facing Dog



Plow Pose



Standing Forward Bend Pose



Child Pose



Cow Pose



Cat Pose



Bow Pose



Camel Pose



Lotus Pose

Images from Bolbot, Yana. Hand-drawn yoga kids set. Dreamstime.com



Get Moving

Facilitator Guide

Appendix G: Poems for Exercise Fun

These poems can be used to enhance lessons or extend learning. Teach them to children during warm-ups, use them as transitions between activities, and/or encourage children to use them daily to do exercises at home.

The following poems have been included as a resource here:

- *All of Me*, by Greg Smedley-Warren
- *Let's Go*, by Mary Bradshaw
- *Stretch and Grow*, by Anonymous Author
- *I am Special, So are You!*, by Anonymous Author

For additional poems that can be used with physical activity, read *Fun with Action Rhymes and Poems: A Collection of Original Action Rhymes and Poems for 3-6 Year Olds* by Brenda Williams (2004).

Appendix G, continued

All of Me

by Greg Smedley-Warren

My hands are for clapping
My arms can hug tight
My fingers can snap
Or can turn on the light
My legs are for jumping
My eyes help me see
This is my body,
And I love all of me!

Let's Go!

by Mary Bradshaw

Stretch high
Stretch wide
Jump forward
Jump back
Lean left
Lean right
Hop once
Hop twice
Reach up
Reach down
Twist small
Twist tall
Shake fast
Shake slow
Touch nose
Touch toes
Stand up
Let's go!

Stretch and Grow

Anonymous

Stretch up tall like a tree,
Wave your branches, 1-2-3.
Bend down low and touch the ground,
Jump up high with a little bound.
Twist your body left and right,
Reach for the stars with all your might.
Now take a breath, deep and slow,
Feel your energy start to grow.

I am Special, So are You!

Anonymous

When I look in the mirror, what do I see?
My face, my smile, my hair – just me!
No one walks the way I walk.
No one talks the way I talk.

Together we can laugh and play,
but you do things your own true way.
I like to sing. You like to run.
That's what makes the world so fun.

I help you to join the song.
You help me to jog along.
I am special, so are you.
We are friends, through and through.



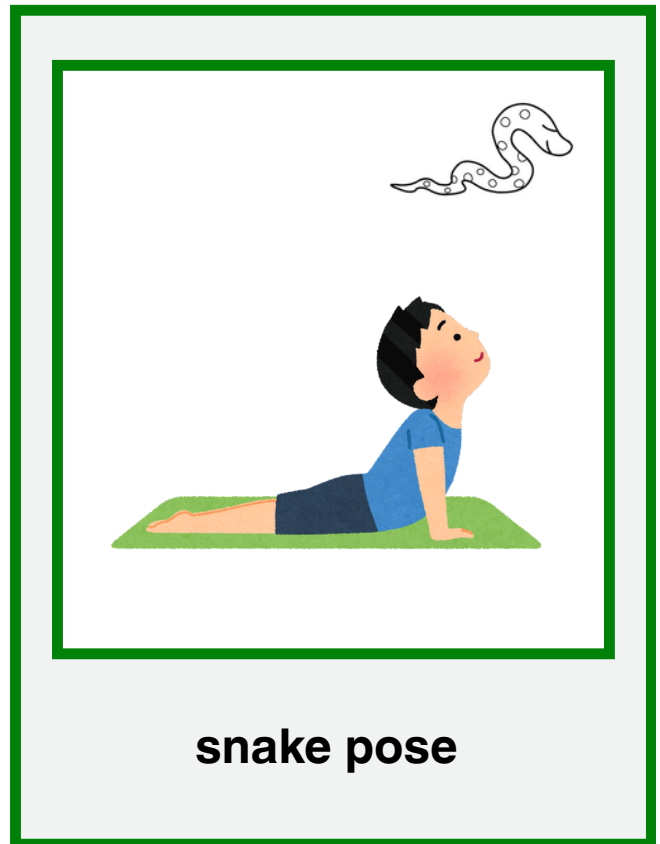
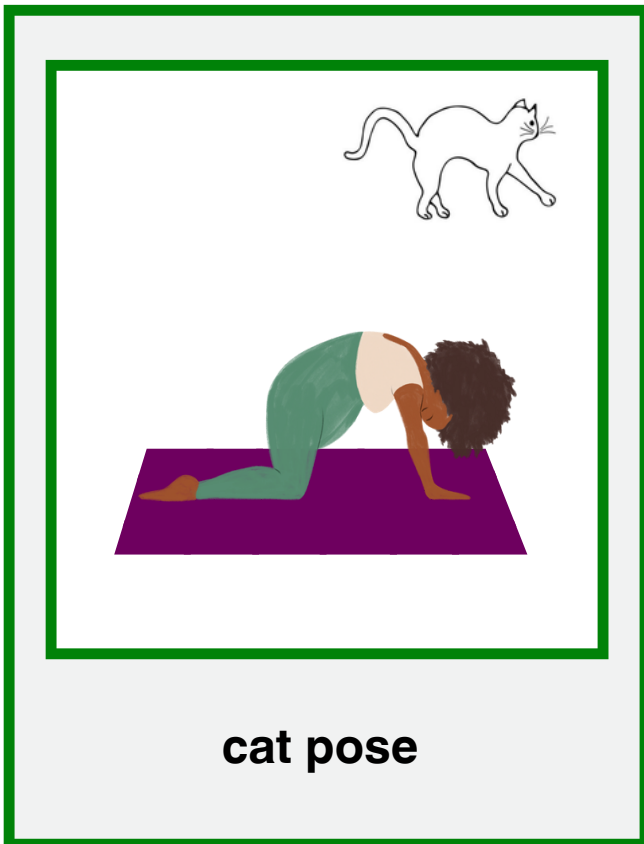
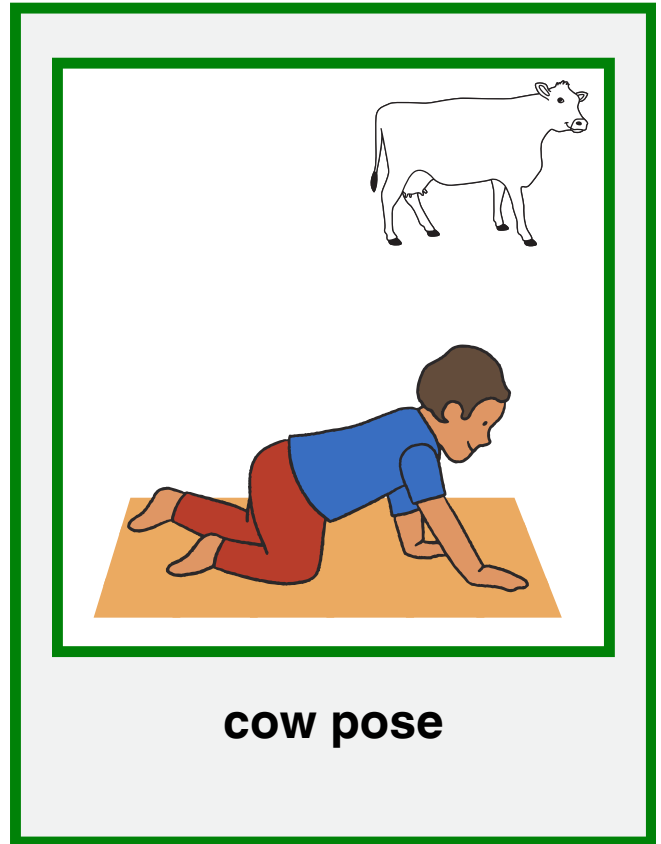
Get Moving

Facilitator Guide

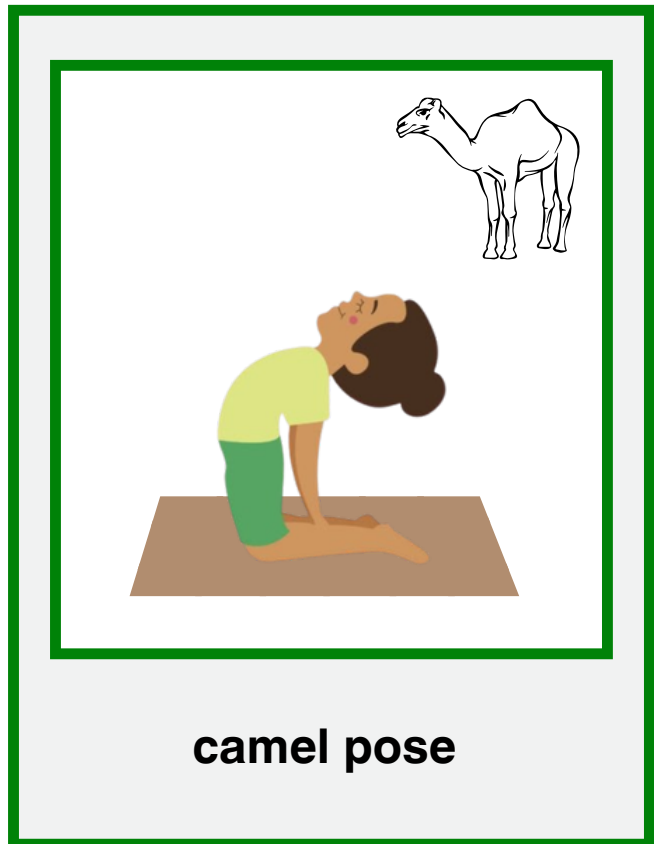
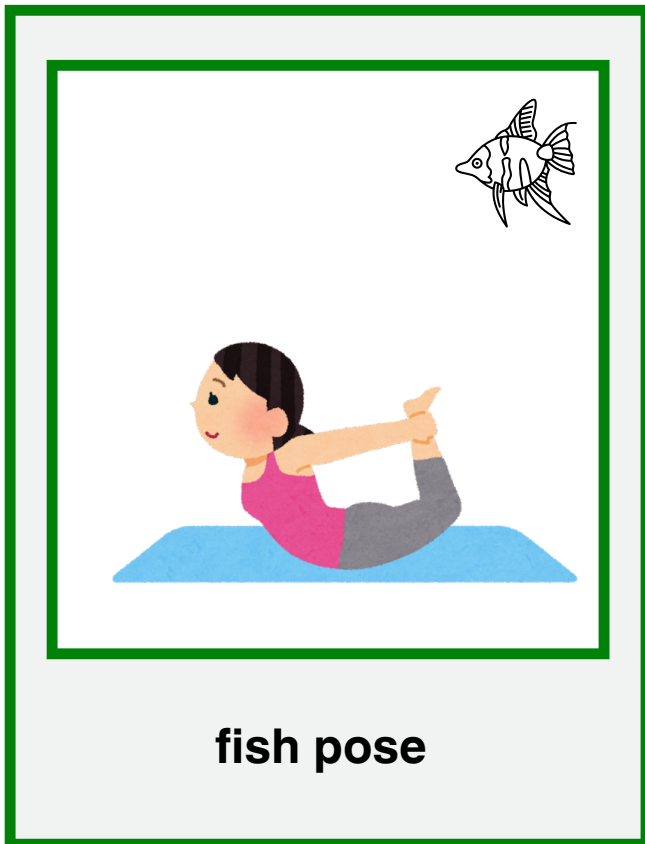
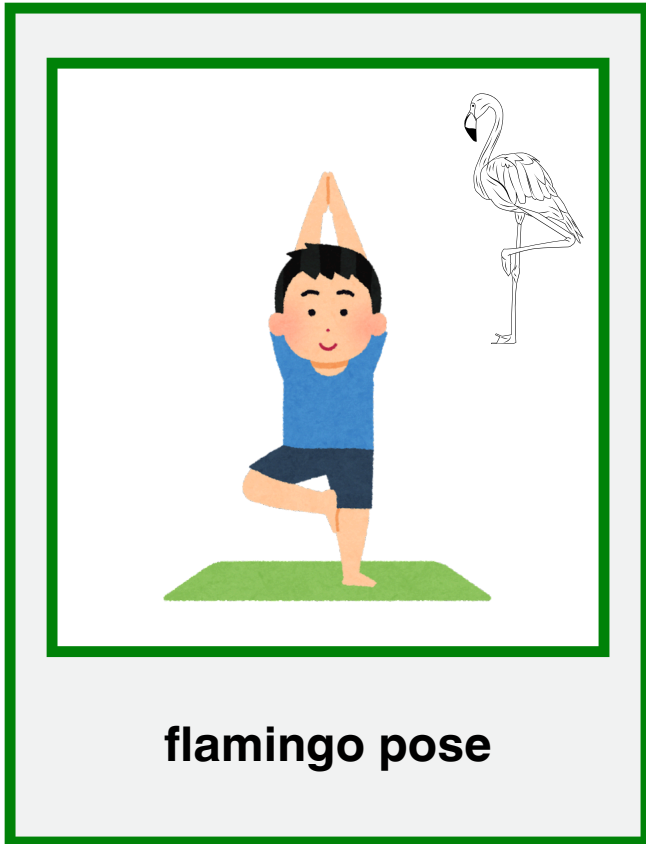
Appendix H: Animal Stretches

Based on common yoga poses, you can make stretches fun by relating them to animal poses. You can encourage children to make associated animal sounds, as well. Hold stretch poses for any count of time you find appropriate for your group (10-30 seconds, for example). Stretches can be adapted for sitting on the floor, sitting in a chair, or standing up. You need not use all of the poses; chose what is most appropriate for your group.

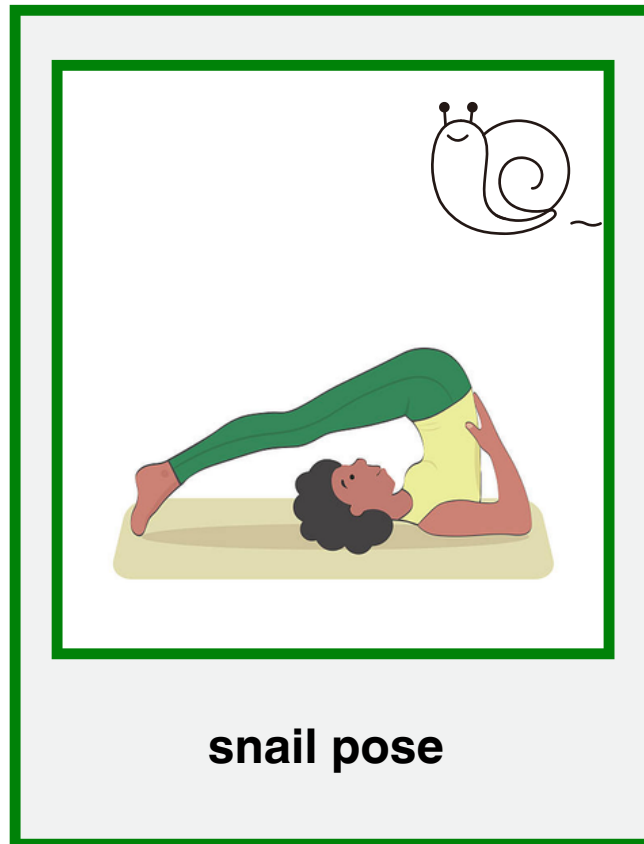
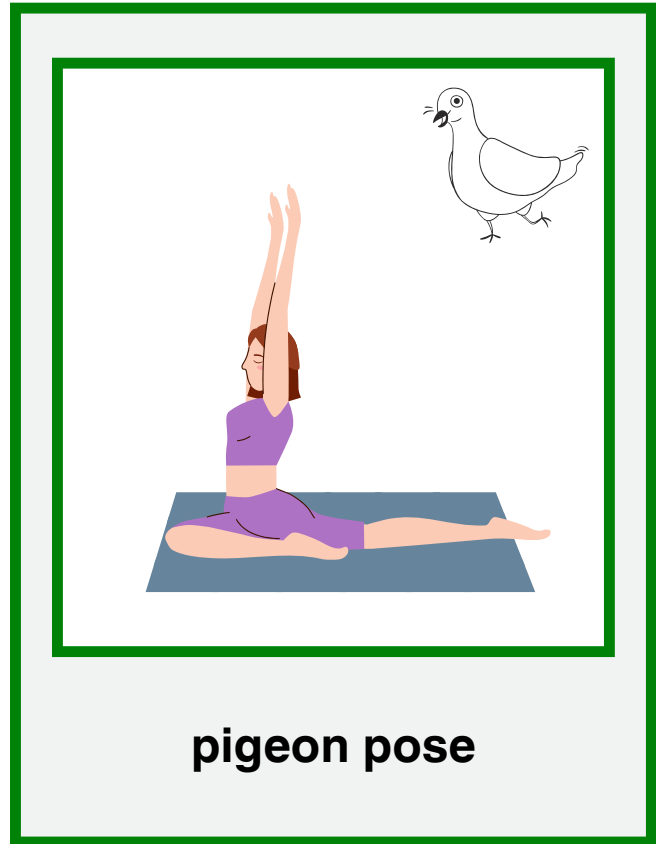
Appendix H, continued



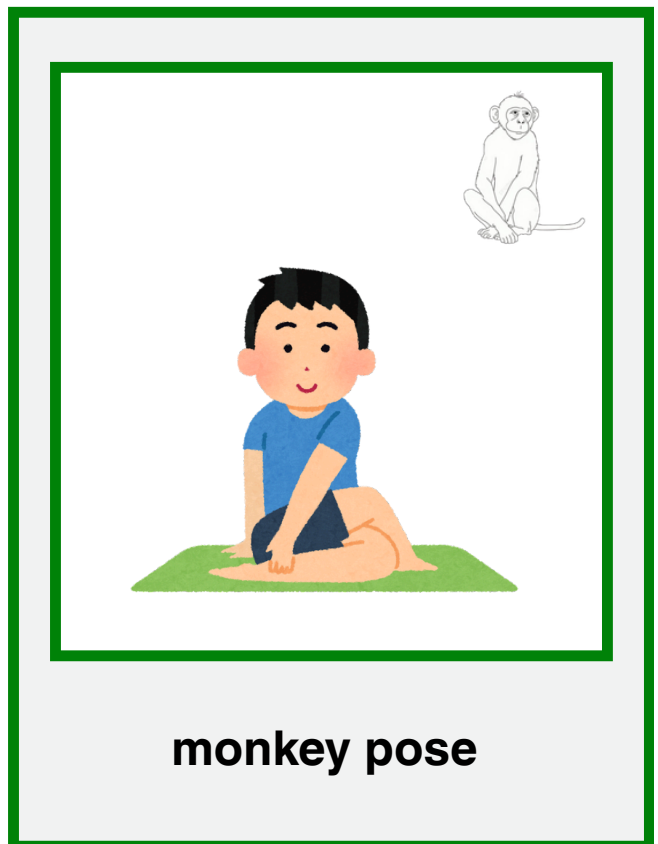
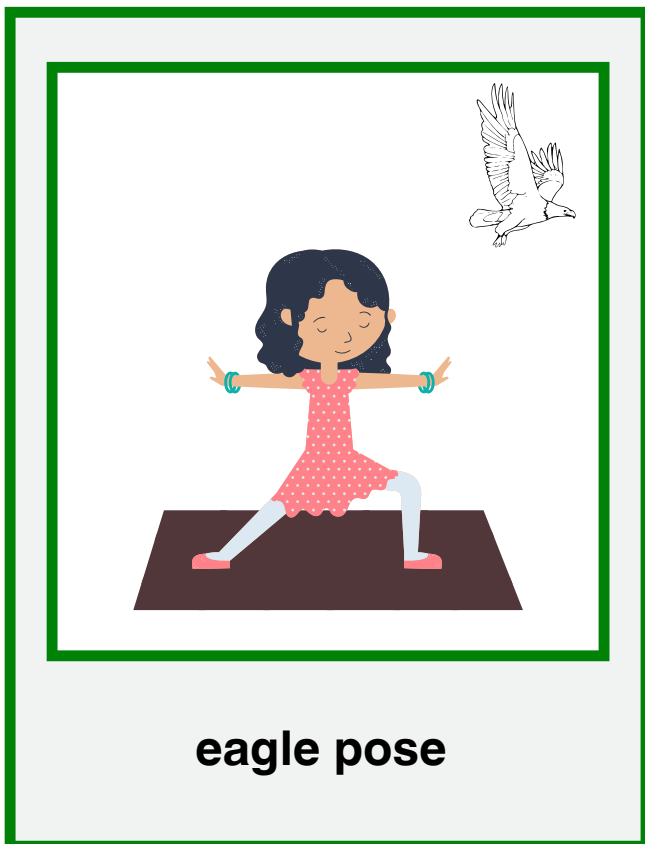
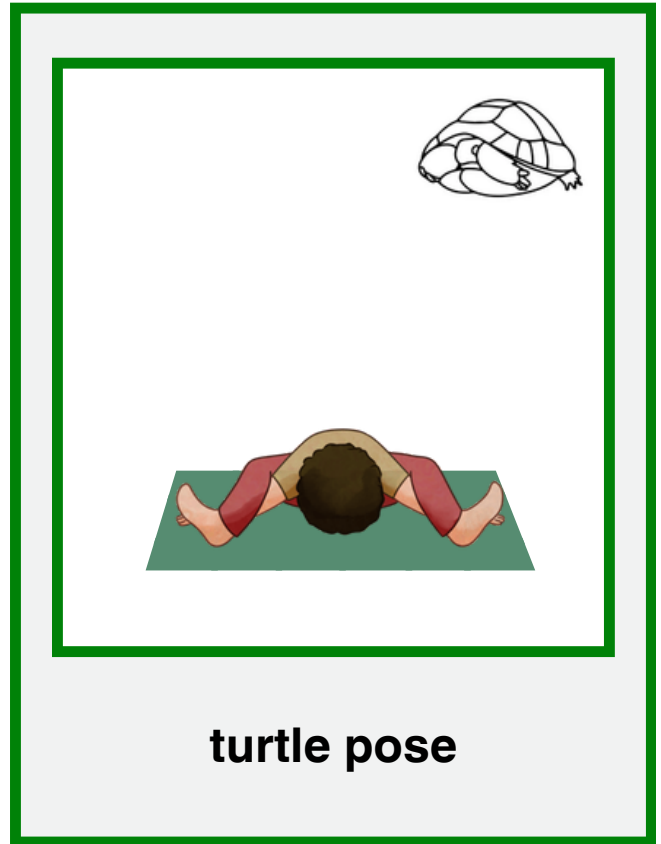
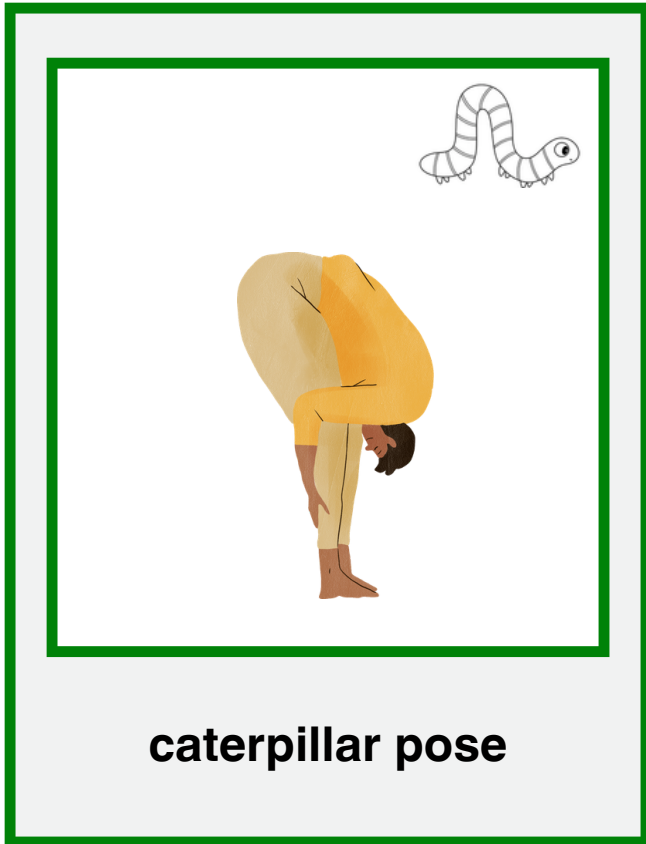
Appendix H, continued



Appendix H, continued



Appendix H, continued



Get Moving

Facilitator Guide

Appendix I: Family Communication

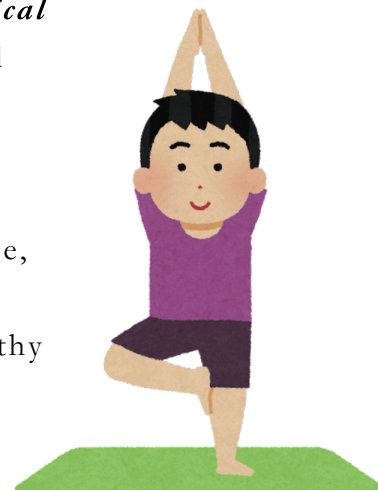
The following six letters and resource pages are associated with the six lessons in this guide and can be shared with families to extend learning at home.

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Get Moving! “Every Body is Special”

Your child has been learning about the *health benefits of physical activity* in our lesson “Every Body is Special.” We have learned that:

- Our bodies are made up of muscles, bones, fat, and more
- Being physically active keeps our bodies healthy and strong
- Everyone can be physically active, no matter their age, shape, and size.
- There are many different types of physical activity and healthy habits that we can do
- There are unhealthy habits that we should avoid or do in moderation



The earlier children start building life-long healthy habits, the better! It is much easier to grow into a healthy teenager and adult if children start with a strong foundation now. Young children should spend an **average of 3 hours a day in various forms of physical activity, which helps prevent chronic diseases associated with sedentary lifestyle and obesity.**

Children learn first and foremost from watching you. Here are some easy tips to involve your child in making healthy choices:

- Take walks after dinner
- Play music and dance and move around instead of sitting to watch TV/videos.
- Limit television and other screen time to 2 hours or less per day
- Guide children to recognize when they are full by slowing down while eating and starting with small portions.
- Prioritize games that are interactive and keep children moving like charades, Twister, “bowling” with stacked blocks/containers, or tossing a balloon.
- Involve children in making healthy treats, snacks, or side dishes by asking them to help wash the fruits or vegetables.
- Assign your child to be the “produce picker”—help them pick fruits and veggies at the store.

Flip this sheet for more ideas on what you and your child can do to stay active and healthy!





Walking or running



Going up the stairs



Stretching



Balancing



Dancing



Playing ball



Playing with friends



Riding a bike



Eating fruits



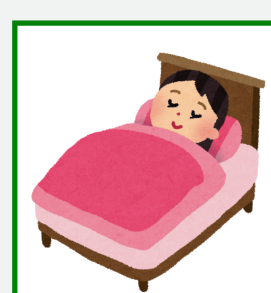
Drinking milk



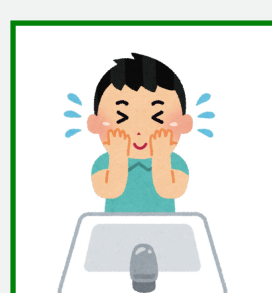
Eating vegetables



Drinking water



Getting enough sleep



Cleaning your body



Brushing your teeth



Washing hands

Get Moving! “Safe and Strong”

Your child has been learning about how to do *physical activity safely* in our lesson “Safe and Strong.” We have learned that we must:

- Check our surroundings for hazards. We make sure we have enough space to not bump anyone or anything. We remove items we might trip on. We check our clothes, like shoe laces and pant hems, too.
- Do warm-up routines get our muscles ready for physical activity.
- Drink water to keep our bodies strong.
- Listen to our bodies to know what feels right and safe.
- Follow safety rules to make sure everyone can have fun!

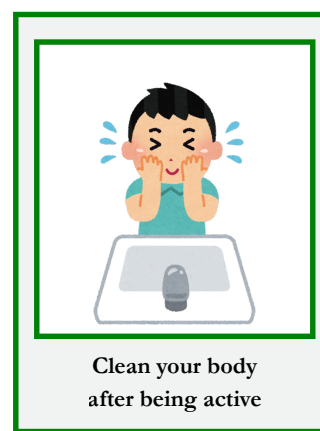
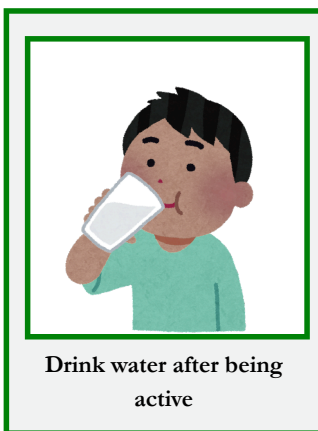
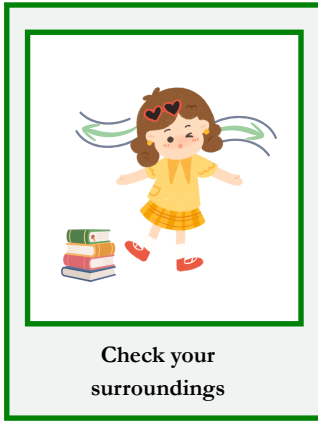
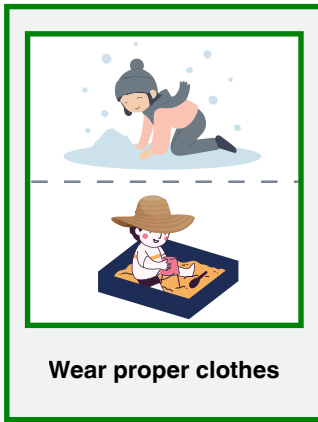
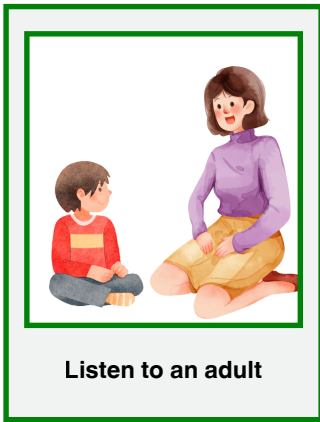


It is important to help children learn how to do physical activity safely so that they may grow to enjoy it and be encouraged to engage in it as a life-long habit. Physical activity is essential for their growth and development, now and later. Help your child be physically active by removing safety barriers with the following tips:

- Provide designated space indoors and outdoors for children to play actively and safely.
- Provide clear safety guidelines for how children can use each space. For example, soft foam balls in the hallway only, harder balls outside; jump ropes in a room with no glass lamps or ceiling fans; etc.
- 2-to-5-year-olds should drink 1-5 cups (8-40 oz) of water per day and 2-3 cups (16-24 oz) of milk per day.
- Avoid sugary or caffeinated drinks like sodas and juice.

Flip this sheet for more ideas on safety rules you can reinforce at home to support your child staying active and safe!





Get Moving! “Strong Muscles, Strong Me”

Your child has been learning about the importance of *muscular strength* in our lesson “Strong Muscles, Strong Me.” We have learned that:

- Muscles are all over our bodies and do special work to move our bones.
- Muscles get stronger the more we move them.
- We can make our muscles strong enough for work and play in fun ways.
- All kinds of bodies can be strong.



At this age, “physical activity” should be the same as “play” for your child. It is not about going to a gym, running on a treadmill, or lifting weights. Rather, it is about learning how to move their bodies safely to complete everyday activities like walking, lifting, pushing, pulling, and more. Help your child improve their muscular strength and motor skills with the following tips:

- Scheduling daily or at least weekly family time focused on physical activity. For example, go for evening walks, swim at community pools or beaches, have weekly “dance parties,” or wrap up the weekend with a family game night that includes at least one active game.
- Encourage you child to try a little bit of movement each day.
- Stay hydrated.
- Make activities fun!






Flip this sheet for more physical activity ideas for the entire month from ShapeAmerica’s *Get Moving Today Activity Calendar*.



January

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Start the New Year off with a family walk. As you walk, share the ways that your family can play healthy this year.</p> 	<p>Get outside again and work on the concept of big and small. Can you take big steps and small steps? Big jumps and small jumps?</p>	<p>Cut out paper snowflakes and make a trail through your home. Walk, run, and hop along the trail.</p>	<p>Practice rolling your body into different shapes and then moving across the floor. Can you be straight like a pencil and small like a marble?</p>	<p>Make a hopscotch pattern on the floor using paper plates, and work on your hopping/jumping skills while you help your body get fit.</p>	<p>Recycle the paper plates from yesterday and set up targets on the floor – close and far. Using rolled up socks practice your underhand tossing skills. Remember to follow through by pointing at the target.</p>	<p>Rainbow Game – find as many things in your home that are different colors of the rainbow. When you get to each item, jog in place and count to 10.</p>
<p>Time for a winter rock party. Turn on the music and dance until you feel your heart beating really fast.</p>	<p>Shut off the lights and have fun with a flashlight dance. When the flashlight is shined onto a body part, move it in different ways – wiggle, reach, bend and stretch.</p>	<p>Move across the room acting like something. When you get to the other side, someone has to guess what you were and then they have to copy your movements.</p>	<p>Go for a winter wilderness walk. As you walk, take deep breaths.</p> 	<p>Make a big pile of clean socks. Move quickly as you match the pairs and run them to a different part of your home.</p>	<p>Twist, turn, bounce, bend. Try doing each of these movements with different parts of your body. Can you think of other ways to move?</p>	<p>Using a make believe paintbrush, paint your house. Stretch high, reach low, paint fast and paint slow.</p>
<p>Find a bunch of pillows and set up an obstacle course. Use the pillows as rocks to step on as you cross the river. Don't get wet!</p>	<p>Read a book with your family – act out the movements in the book.</p> 	<p>Using a laundry basket and recycled paper, make a bunch of paper balls and practice throwing into the basket from different distances.</p>	<p>Build your muscles today by acting like a crab, a bear and a seal.</p>	<p>Play "add-on". Take turns doing one simple movement, such as bending your elbow. As you do a new movement, repeat the movements that have already been done.</p>	<p>Go ice skating inside! Put two paper plates on the floor and use them to skate around. Try taking big steps or small steps; try going in a straight line or a curvy line.</p>	<p>Make a tunnel using chairs and a blanket. Have fun crawling through it and running around it.</p>
<p>Roll up some socks, put them on a big beach towel, hold one the ends of the towel and fling the socks into the air.</p>	<p>Play follow-the-leader in your house. Take turns moving to a different room and then do a fun movement in each room.</p>	<p>Copy me. Toss a mitten in the air, do a trick and catch the mitten. Can someone copy you? Now you copy them!</p>	<p>Sit on a t-shirt and move around the floor using only your arms to pull and push.</p>	<p>Practice your galloping today. Try to use your hands to do other things while your legs are galloping – such as waving, clapping, or snapping.</p>	<p>Go on an imaginary walking trip. Pretend to walk through the sand, over a bridge, into the mud, or under a tree.</p>	<p>Today you are going to be "rain". Can you act out a mist, or a drizzle, or a downpour? What about a windy rain, a cold rain, or a heavy rain?</p>
<p>It "rained" yesterday so there are lots of puddles today. Pretend to run through the puddles, jump over the puddles, crawl around the puddles, and splash in the puddles.</p>	<p>Find two different songs – one fast and one slow. Do a fast dance and then do a relaxing slow stretch.</p>	<p>Practice your rhyming skills while moving. Say any movement word you can think of – like run. Then think of words that rhyme with it. Act out your words. <i>Have fun, as you run, under the sun!</i></p>	<p>Practice your kicking skills. Roll up a big pair of socks and kick them across the room into a laundry basket turned onto its side.</p> 	<p>Play "Movement Emotional Charades". Use your entire body to act out different emotions and see if someone can guess what you are feeling.</p>	<p>Let's go silly walking! Walk all around your home acting out different emotions. Can you walk happy, sad, shy and angry?</p>	<p>Read through each day again and repeat your favorite January activity. Enjoy!</p> 

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February

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Celebrate Heart Health this month! Everything we do this month will help your heart be healthy. Put your hand on your heart after every physical activity.</p> 	<p>Start today with jumping jacks. Is your heart beating faster?</p> 	<p>Silly walking around the house – walk all around your house acting out different emotions – can you walk happy, sad, shy, angry?</p>	<p>Ask others in your family to pretend to be in a parade with you. Each of you can imagine that you are playing a different instrument as you march in a line.</p> 	<p>Play the "Mirror Game". Face your parent/caregiver and copy what they do with their bodies as if you were looking into a mirror.</p>	<p>Explore Speed – move fast, then really slow, and now in between. Which one makes your heart go faster?</p>	<p>Time to get outside and take a Nature Walk around your house or neighborhood. Make sure to go with a grown up.</p>
<p>Turn on some music and try to run in place for one song. Feel your heart when the song is over. Now lay down for one song. Feel your heart again.</p>	<p>Act out the foods that make your heart healthy. Be a tiny blueberry, a curvy banana, and a swimming fish.</p>	<p>Move like things around the house. Can you be a blender? Now be the washing machine. How about a vacuum? What does this do to your heart?</p>	<p>Read a book with someone and act out the words.</p>	<p>Pretend you are floating through the air like a bubble. Your job is to move all through your house without being popped. Try to get really close to things without touching them.</p>	<p>Ask someone to help you make paper airplanes and then work on your throwing skills. Remember to step with the opposite foot.</p>	<p>Make a circle on the floor with a string and practice moving into, out of, around, over and beside. Make a different shape with your string.</p>
<p>Time for a winter rock party. Turn on the music and dance until you feel your heart beating really fast.</p> 	<p>Twist, turn, bounce, and bend – try doing each of these movements with different parts of your body. Can you think of other ways to move?</p>	<p>Give away five hugs to make your heart happy and healthy today!</p>	<p>Be a clean machine! Dust – reach high, low, over and under as you work your muscles.</p>	<p>Visit every doorway in your home and when you get there try to do a different balance. Balance on one hand and two feet, or one knee and two hands. How long can you hold each one?</p>	<p>Run like a bear with your hands on paper plates and your feet on the ground. Push the plates through different pathways.</p>	<p>Spread out wash cloths and move across the floor stepping only on the wash cloths. Try not to touch the floor.</p>
<p>Visit every window in your home, and when you get there try to jump as high as you can as you reach and stretch.</p>	<p>Yoga Zoo Animals – put your body into different animal shapes. Stretch and reach and hold the shape as you remember to breathe.</p>	<p>Make your heart healthy today! Lie down and feel your heart then get up and run in place and feel your heart. What happened?</p>	<p>Get outside and work on your jumping skills. Find a rope and lay it on the ground – practice jumping back and forth over it as you sing your favorite song.</p>	<p>Body Ball Roll – using a ball, such as a beach ball, work on rolling the ball around your body. Stand up, sit down, kneel or lay down. Go around the whole body and different body parts.</p>	<p>Place a sheet of newspaper on your tummy – try to run without it falling off.</p> 	<p>Wad up balls of newspaper and see how far you can throw them. Remember to step with the opposite foot as you throw. What does this do to your heart?</p>
<p>Using the newspaper balls from yesterday – hold them between your knees and take them to the other end of the room.</p>	<p>Play Add-On. Take turns doing one simple movement, such as bending your head forward and backwards. As you do a new movement, repeat the movements that have already been done.</p>	<p>Play catch with someone with a rolled up t-shirt. Can you toss it up and catch it on different body parts?</p>	<p>Sweep the floor, working your reaching and pulling and pushing motions.</p> 	<p>Using a laundry basket and recycled paper, make a bunch of paper balls and practice throwing into the basket from different distances.</p>	<p>Get outside and work on the idea of BIG and small. Can you take big steps and small steps, big jumps and small jumps?</p>	<p>Read through each day again and repeat your favorite February activity. Enjoy!</p>

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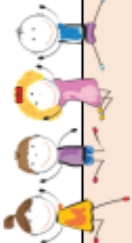




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March

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Start the month off with a game of follow the leader. Move around your house in different ways as someone copies your movements.</p> <p>Using paper plates as pretend stones; make an indoor nature trail through your house. Walk through the nature trail by only stepping onto the make believe stones.</p> <p>Turn on some music and take turns choosing a way to move.</p>  <p>Get outside today and play "I Spy". Each time one of you says, "I spy", you have to all walk, run or gallop to that object.</p> <p>Pretend to have a beach party. Turn on some beach music and dance. Pretend to surf and swim as you work your body.</p> 	<p>"Chair Exercise". Move around, under, and over a chair; sit down and stand up using a chair; turn on music and wiggle & stretch while sitting in a chair.</p> <p>Make a pile of paper balls by crumching recycled paper. For one minute throw these balls all over the playing space – making a blizzard of balls. Collect them and do it again.</p> <p>Leaping! Put pillows on the floor and practice your leaping skills. Push off of your back leg and reach with your front leg.</p> <p>Animal Action Fun! One person says the name of an animal and the other person has to move around the house like that animal would.</p> <p>Pretend your arms or foot or elbow or nose is a crayon and draw a big picture of a rainbow in your home.</p>	<p>Loud and soft – first walk on your tip toes trying to be really quiet, then stomp using your whole foot trying to be really loud.</p> <p>Using the balls from yesterday put them in a pile. Crab walk with one ball at a time on your tummy, carry it across the room. Move all the balls to a new pile.</p> <p>Work on your locomotor skills – go outside and practice walking, running, galloping, skipping, jumping and hopping.</p> <p>Using a scarf or handkerchief, practice your self-toss and catch skills. Watch the scarf with your eyes and move your body so the scarf can land in your hands.</p> <p>Put a sock puppet on your hand and have it travel high, low, fast, slow, curvy and straight.</p>	<p>Tear newspaper into long strips – crunch them up into balls – throw the balls into a basket – Rip-Crunch-Throw.</p> <p>Get outside and pick up trash in your yard.</p>  <p>Pickup marbles with your fingers and toes. Lie on the floor and blow the marbles across the floor.</p> <p>Have an adult write your name really big on a sheet of paper, and then put your body into the shapes of each letter. Can you do this standing up? Can you do this laying on the floor?</p> <p>Pretend to be a balloon – first without air, then being blow up, then floating around the room, and then being popped!</p>	<p>Be a superhero! Think about all of your favorite superhero's and then spend some time moving just like they would.</p> <p>Take a "spring is here" walk. Swing your arms as you walk quickly. Notice all the signs of spring!</p> <p>Pull a wagon around outside as you pick up sticks. Create an obstacle course with the things you find.</p>  <p>Make up a nonsense word. Now make up a movement to go with that word.</p> <p>Work on your tossing and catching skills with someone. Toss it right to their hands.</p>	<p>Ask someone to go for a walk with you and as you walk, make up a little song about moving and having fun together.</p> <p>How many different ways can you carry a sock as your move around the house?</p> <p>Make it backwards day. Move from room to room backwards. Try to high and low, fast and slow.</p> <p>Twins – for 2-5 minutes pretend as if you are connected to someone else and the two of you have to move exactly the same way.</p> <p>Balance on two body parts. How about three parts or four or ever five body parts?</p>	<p>Take a few minutes today to lie on the floor and stretch your body from head to toe. Take some deep breaths and relax as you reach and then relax.</p> <p>Crawling is a great way to work on the muscles in your arms. Try to crawl around your home for a few minutes – take a break and do it again.</p> <p>Make a trail of paper plates through your home and pretend that you can only walk on the plates or you will fall in the water.</p> <p>Go on a walk through your home. Each time you get to a new space you have to change the way you are moving.</p> <p>Repeat your favorite activity this month!</p> 

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April

Get Moving Today!



ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Have fun on April Fool's Day. Act out an emotion and see if someone can guess what you are feeling.	Pretend you have a farm. Act out the different things you would see, like a horse galloping, a pig rolling in the mud, and a farmer picking apples high in a tree.	Get down on the floor and roll around – roll in a straight line, roll in a tiny ball, roll across the room.	I spy something red! Run and touch something red. I spy something yellow! Gallop and touch something yellow.	Using an empty paper towel roll and a balloon; work on volleying the balloon so it does not touch the floor.	Work those muscles by crawling, bear walking, crab walking, and slithering like a snake across the room.	Jump 13 times – hop 13 times – march 13 steps – reach up high 13 times.
Can you do a jumping jack? Give it a try.	Work on your bending, twisting, shaking, reaching, and crunching. Can you think of other ways to move while staying in one spot?	Time to march! Pretend to have your favorite instrument and march as you play. Can someone guess what instrument you are playing?	Practice your walking today – swing your arms, keep your head up, shoulders back. Do this outside!	Pretend that your home is full of mud puddles and your job is to jump over them without getting wet and dirty.	Help out in the kitchen – sweep the floor and wipe down the counters. Use great big movements to work all your muscles.	With a ball that bounces, work on bouncing and catching skills. Drop the ball and catch it after it bounces.
Get outside and run, gallop, and jump all over. Feel your heart when you are done – what is it doing?	Find lines on the sidewalk or driveway and jump over them. Remember to land softly on two feet.	Have fun rolling around your home. Work on rolling in a straight line and a curvy line.	Try to wiggle and shake every part of your body, one by one. Then wiggle or shake your entire body.	Roll a t-shirt into a lasso and move it in circles above your head, in front and behind and to the side. Do it with the other hand too.	Practice your hopping. Remember to take off and land on the same foot. Hop near and far, high and low.	Turn some music on and move to the beat. This is more fun if someone does it with you.
Sit on a t-shirt, roll up another t-shirt and hold on to one end as someone else holds on to the other end and pulls you around the room. Your turn to pull them.	Running is a great way to make your heart healthy. Try to run for 2 minutes without stopping.	Pretend to be a seed that is planted in the ground and then grows into a big, strong tree.	Find a ball and practice kicking. How far can you make the ball go? How high can you make it go?	Find four pillows that are different sizes. Can you balance on each one without falling off?	Ask someone to practice tossing and catching with you. Keep your eye on the ball as you move your body to the ball.	Wad up a tissue. Lie down on the floor like a snake and blow the tissue across the floor.
Put a paper plate on your head and walk across the room without it falling off. Can you bend down and get back up without it falling off?	Transport me! Put one small item on a paper plate and carry the plate on your palm to the other side of the room. Can you carry two items? How about three?	Go on a walk through your home. How many steps does it take to get from one space to another?	Time to stretch and reach. Turn your body into different shapes and hold each shape, as you squeeze your muscles.	Using kitchen tongs, practice picking up wash cloths and carrying them to the other side of the room, run back and do it again	Time to get outside and move. Ask someone in your family to come out with you	What was your favorite? Go back and repeat your favorite April activity.

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May

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Take a walk. Each time you see a sign of spring do 10 jumps for joy.</p> 	<p>Motions of the Weather. Use your body to pretend to be different types of weather. Rain, wind, thunder, snow....get creative.</p>	<p>Practice your throwing skills. Find a big target and throw as hard as you can at it. Work on stepping right at the target with your "opposite" foot.</p>	<p>Rainbow Run. Talk about the colors of the rainbow and as you name a color run and touch three things that are that color.</p>	<p>Log Rolls – find a safe space in your house and practice rolling in a straight, strong line. Use those muscles.</p>	<p>Silly Run: Get outside and run. Try running in a straight line, a curvy line, and then a zigzag line. coloring the most beautiful picture.</p>	<p>Pretend that your elbow or your foot is a great big crayon, and move all around your home coloring the most beautiful picture.</p>
<p>Can you leap? Pretend that your house is full of puddles and your job is to leap over all of them. Don't get wet! ☹️</p>	<p>Find an extra chore that will help you become a better mover (sorting clothes to work on throwing skills; sweeping the floor to work on strength).</p>	<p>Turn on some music and make your parent/caregiver dance with you. Tell them they have to dance for at least two whole songs.</p>	<p>Statues Game: Put your body into a balanced position and hold it while you count to 10. Try a more challenging position.</p>	<p>Say the ABC's by putting your body into the shape of each letter.</p> 	<p>Go for a walk – breath in the air as you swing your arms and hold your head high.</p>	<p>Can you skip? Give it a try – step, hop, step, hop.</p>
<p>Cut out a bunch of different shapes, put the shapes in a pile and then try putting your body into these odd shapes.</p> 	<p>Find different kinds of shoes in your house. Pretend to move as if you were wearing each kind of shoe. Stomp in your boots, prance in your slippers, slide in your skates.</p>	<p>Get silly today and make up a new sound or word and then make up a new action to go along with that word or sound.</p>	<p>Get outside and pick up trash. Use different forms of movement to travel to each new piece of garbage.</p>	<p>What animals do you see in the spring? Act them out.</p>	<p>Go outside and explore speed – try moving really fast. Now move very slowly. Practice changing from fast to slow.</p>	<p>Pick up your room! Each time you pick something up do five jumps before you put it away.</p>
<p>Ask someone to help you make a hopscotch pattern with paper plates. Practice hopping and jumping.</p>	<p>Practice your ball rolling skills by rolling a ball back and forth with someone. Each time you roll it, back up one step.</p>	<p>Nature Statues Game: Name something that you would see in nature then put your body into that shape. Try to hold that shape while you count to 10.</p>	<p>Become a cloud! Watch the clouds today and change your body into all of the shapes that the clouds make – then float through space going high, low, fast and slow.</p>	<p>Draw some lines outside on the sidewalk using chalk. Practice jumping over them. Work on bending your knees and using your arms to get high and far. Also remember to land softly</p>	<p>Do the Opposite! Work on doing opposite movements, such as run fast and slow, reach high and low, march soft and hard.</p>	<p>Pretend to play your favorite instrument and go on a parade around the yard.</p>
<p>All Aboard! Find a big towel or blanket and spread it out on the floor. Stand on it, move on it, then fold it up a little. Can you still stand and move on it? Fold it again – move again. How small can you make the towel?</p>	<p>Take five minutes – go to every space in your home and do a funny dance that makes your parent/caregiver laugh. Make them do the dance with you.</p>	<p>Get outside and play catch. Follow the ball with your eyes and move to where the ball is going.</p> 	<p>Read your favorite Nursery Rhyme and put actions to it so you can say it with your body.</p>	<p>Motions of the Weather: Use your bodies to pretend to be different types of weather. Rain, wind, thunder, snow....get creative!</p>	<p>Make yourself really small and on the count of three spring up into the air, reaching and stretching to make yourself really big.</p>	<p>Go back and repeat the activities that you really enjoyed this month!</p> 

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June

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Go outside and run in big, small, and medium sized circles.	Make a paper airplane and see how far you can make it fly. 	Work on your tossing skills. Find some small objects to toss into a box. Keep backing up to see if you can toss further.	Play catch with someone. Start really close and after every two tosses back up one step.	Find an open space and work on rolling in different ways - long, straight body and a curled up small body.	Say three different motions as your partner does them, such as touch your nose, spin around, and jump up high. Take turns.	Go for a family walk and take turns saying something you are really happy about or thankful for. 
Draw or cut out some odd shapes, then put your body into each shape.	Turn on some slow, quiet music – lie on the floor, relax, breath and stretch.	Pretend that you are at a magical zoo. Identify an animal; move and sound like that animal.	Ask someone to pitch some balls to you as you try to hit them with a big, soft bat.	Work on dribbling a ball. Try saying tap, tap, run, run as you do the same with the ball and your feet. 	Use wet sponges to work on your throwing. Throw sponges at a big target such as a building or garage door.	Pretend to be a growing flower. First you are the tiny seed in the ground and then you slowly grow into a big, tall flower that blows in the wind.
Fill a cup full of water. Can you run around your building carrying the cup without losing much water.	Can you walk while you balance a book on your head?	Walk and run around your home four times. Each time try to go a little faster.	Work on throwing really hard. Remember to bring the ball back to your ear and take a nice big step forward.	Make up a silly dance, show it to someone, and then ask them to do it with you.	Draw a hopscotch pattern outside and work on your jumping and hopping skills.	Stretch your body into the shapes of each letter in your name. Stretch big and small.
Work on moving in different directions – forward, backward, sideways.	Set up a bunch of targets and work on throwing or rolling a ball at them to knock them over.	Have a three legged walk with someone in your family. Stand side by side, with your inside legs touching – these two legs should move together as one leg.	Ask someone to take you to a park and try to keep moving for 15 minutes without stopping - run, climb, jump, and swing.	Make your arms strong by walking like different animals around your yard - bear, crab, seal, etc.	Put a t-shirt on the floor, bend over and put your hands on it, then push it all over the space 	Draw circles, squares, and triangles on the driveway and practice tossing rolled up socks into each shape
Find a little hill and roll down it, run back up and do it again. 	Work on your kicking skills. Try running up to the ball, swing your leg back and then kick through the ball.	Practice your volleying skills. Find a balloon and try to keep it up in the air. Try volleying it with different parts of your body.	Play catch with a water balloon. Make a nice soft home for the balloon with your hands, and "give" with your body as you catch it.	Draw different shapes with sidewalk chalk and practice moving over, around, and into them.	Work on dribbling a ball with your feet. Try saying tap, tap, run, run as you do the same with your feet and the ball.	Go back and do your favorite activity this month!

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July

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ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Have fun in the water today – really try to use all of your muscles.</p> 	<p>Run in the pathway of each letter of your name. Make each letter big and then small.</p>	<p>Practice your throwing skills. Step at your target and follow through toward your target.</p>	<p>Get your body wet and then lay down on the driveway. When you get up you will see an impression of your body. Practice jumping over yourself.</p>	<p>Play catch with a water balloon. Make a nice soft home for the balloon with your hands, and "give" with your body as you catch it.</p>	<p>Pretend to swat a fly. Use a foam noodle to run around your yard and even move under. See how fast you can do it.</p> 	<p>Set up an obstacle course using things to jump over, go around, and even move under. See how fast you can do it.</p>
<p>Do the course you did yesterday but go through it the other direction.</p>	<p>Pretend to go on a trip today – drive your car, fly in an airplane, ride a motorcycle, and paddle a boat. Really use your muscles.</p>	<p>Find a bouncy ball and practice bouncing and catching. Bounce it off the ground or off of the side of a building.</p>	<p>Play throwing golf: Take turns throwing a ball toward a big target. How many throws does it take to get there? Pick a new target.</p>	<p>Draw different shapes with sidewalk chalk and practice moving over, around, and into them.</p>	<p>Plan a family fitness day. Let everyone choose one activity and then do all of them together today.</p>	<p>Throw into a target. Find different sized boxes and practice throwing into each of them. Try it near and far.</p>
<p>Before you go to bed tonight, lie on the floor and as you breathe, try to make every muscle tight and then every muscle relaxed.</p>	<p>Make a musical instrument and have your own parade.</p> 	<p>Find three different things that you can jump over that are each a different height.</p>	<p>Make up a new game today using an empty plastic bottle and a ball.</p>	<p>As soon as you get up today – do 10 jumps, 10 reaches, 10 twists, and 10 crazy moves.</p>	<p>On the 13th you were asked to plan a family fitness day; have you?</p>	<p>Find time to laugh and move with your family. Either go for a walk, swim, or hike.</p>
<p>Find something to climb – make sure you ask your parent/caregiver first.</p>	<p>Dig a hole in the sand. Use your muscles.</p>	<p>Set up a variety of targets – bottles, cans, buckets. Then work on throwing at them from different distances.</p>	<p>Set up those same targets as yesterday, but today work on kicking at them from different distances.</p>	<p>Toss, kick and catch! Have fun with a beach ball.</p>	<p>Blow bubbles and chase them around the yard.</p>	<p>Practice your locomotor movements. Walk, run, gallop, jump, hop, slide, skip and leap. Which one is your favorite?</p>
<p>Turn on some fast, fun music and take turns making up new moves. Your job is to try to keep moving until the song is over.</p>	<p>Play Add On Movement Fun! Do one movement, then your partner repeats it but adds on one more, then you do your first movement, your partners' and then add on.</p>	<p>Ask someone to take you to a park. Play on every piece of equipment.</p> 	<p>Set up a sprinkler and have fun running through it. Try running around the house after every trip through the sprinkler.</p>	<p>Skip around your home as you sing your favorite song.</p>	<p>Get your feet wet and make tracks on the sidewalk. Try taking big steps and then small steps.</p>	<p>Find your favorite activity from this month and do it again!</p> 

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August



Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Walk or run in a big circle, after the first one jump into the sky. Jump up to five times.	Using rolled up socks, put them on your tummy as you crab walk them across the house.	Draw a big circle using sidewalk chalk. Toss a sock or a bean bag into the circle. How far away can you get and still toss into the circle?	What are your favorite animals? Can you move like them and see if someone can guess what you are? 	Hit a balloon high into the sky and chase it as it floats all over the place. Hit it again before it touches the ground.	Ask someone to pitch you some soft balls as you try to hit the balls with a soft bat. 	Play hide and seek with a friend or family member.
Find a hill to run up and roll down. Go up in a different way and come down in a different way.	Get your feet wet and make tracks on the sidewalk. Try taking big steps and then small steps. 	Practice your toss and catch skills. Can you clap before you catch?	Reach with your front foot as you push off of your back foot. Pretend to leap over puddles.	Play catch with someone. Follow the ball with your eyes and then move your hands to meet the ball.	How far can you kick a ball? Kick it hard, chase it, run back and kick it again.	Set up a track in your yard. How many steps does it take to run the entire track?
Pretend to be a butterfly that is flying around your yard from flower to flower.	Make up a new game. Give it a name and have fun playing it.	How many different ways can you move your body? How about shiver, tumble, and waddle?	Make up a movement pattern - try jump, jump, wiggle, jump, jump wiggle. Your turn!	Go on a color walk. Find every color of the rainbow. Do five big jumps for every color. 	Take two minutes before going to bed tonight to stretch and relax as a family.	Pretend to move like different foods - melt like a popsicle or pop like popcorn.
Work on spelling your name (or other words) - but use your body to make each letter.	Practice bouncing a ball. Can you bounce it really high? Can you bounce really low? Can you bounce it so it travels behind you?	Practice your hopping skills. Take off and land on the same foot. How many times can you hop in a row? Can you hop with both feet?	A day to stretch your body in all different shapes and directions. Try to hold each stretch until you count to five.	Make up a yoga pose for your favorite animals. Do each pose as you relax and breathe.	Sweep the sidewalk or driveway for your family. Work hard and use those muscles.	Using paper plates try to see how far you can make them fly. What is the best way to toss it to make it go far?
Use your fine motor skills today - clean some vegetables and enjoy a treat. 	Plan an afternoon of physical activity. Let everyone decide one thing that they would like to do with the rest of the family.	Spread out a beach towel, move around it, over it, beside it, on it, then under it.	Play "Kick Golf". Pick a target, take turns kicking until you hit the target and then pick a new goal.	Put a water hose on a plastic tarp - have fun slipping, sliding and jumping in the puddles.	Using 'stuff' from around the house create a tunnel - have fun moving through it in different ways.	Go back and find your favorite activity and do it again.

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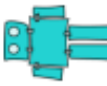
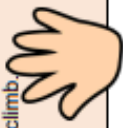


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September

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Make paper airplanes and practice throwing them – step and follow through toward the target.</p>	<p>Shake your body! Take turns leading a fun dance move to your favorite music.</p> 	<p>Spread wash cloths around the room and jump from one to another.</p>	<p>Staple two paper plates together to make a flying saucer. Go outside, throw it, run to it, and throw it again.</p>	<p>Pretend to be robots and walk through your house, keeping your body stiff and straight.</p> 	<p>Make a set of shape cards. Pick a shape, find something that is that shape and run as fast as you can to touch it.</p>	<p>Find a starting spot outside/inside and choose different places to go. Count how many steps it takes to get to each spot. Which is the farthest? Which is the closest?</p>
<p>Roll up a bunch of sheets of newspaper. Use plastic bottles as targets. Work on overhand throwing skills.</p>	<p>Clean Up! Spread out a bunch of small items in a room. Crab walk to each item, put the item on your tummy, and crab walk the item to a new spot.</p>	<p>Make two sets of ABC cards. Spread a few letters out on the floor. Collect the same letters from the other pile. Hold up a letter and identify a way to move - gallop to the get the P or crawl to get the S.</p>	<p>Practice walking with style today – walk happy, walk scared, walk angry, walk shy. Think of your own ways.</p>	<p>Use the shape cards from the 6th; put a number on each shape and spread the cards out on the floor. Move to a shape, read the number and jump over it that many times.</p>	<p>Stretch out on the floor and then curl, bounce, freeze, twist, stretch and bend your entire body.</p>	<p>Walk around the house three times – first fast, second backwards, and third like your favorite animal.</p>
<p>Using your ABC cards, spread out a few letters. This time use rolled up socks to work on underhand tossing to the correct letters.</p>	<p>Go for a walk and look for things that begin with different letters of the alphabet.</p>	<p>Using your entire body, make up a handshake with each person in your family – try to really add a lot of movement.</p>	<p>Collect 10 stuffed animals and put them in a line on one side of the room. How fast can you move one at a time to the other side of the room?</p>	<p>Again using the ABC cards, make a trail throughout the house or outside. Jump or hop or leap to each letter as you say its name.</p>	<p>Sit facing each other and roll a ball back and forth.</p>	<p>Point to something outside, say the object's name, and move to it as fast as you can. When you get there rest and then find something else.</p>
<p>"What am I?" Take turns moving like something as the other person copies and guesses what you are.</p>	<p>Do three with me! Wiggle, reach, and touch the floor. Touch your nose, lay on the floor, jump really high. You make some up.</p>	<p>Move to every room in your home and jump five times. Remember jumping is two feet!</p>	<p>Go for a color nature walk. Can you find fall colors?</p>	<p>Roll up a bunch of sheets of newspaper. Use plastic bottles as targets. Work on overhand throwing skills.</p>	<p>Build an obstacle course outside – run, jump, crawl, and climb.</p> 	<p>I spy something red! Take turns saying, "I spy something ___" and then together run to that object.</p>
<p>Practice skipping. Step-hop-step-hop.</p>	<p>Practice your kicking skills. Can you kick far and near?</p> 	<p>Find a stick and pretend to be in a parade as you move outside.</p>	<p>Go on a walking nature scavenger hunt, looking for signs of fall.</p>	<p>Go on a walking nature scavenger hunt, looking for signs of fall.</p>	<p>Yell out a body part and see who can touch that part to the floor the fastest – without falling down.</p>	<p>Go back and do your favorite activity from this month!</p> 

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October

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Kick off the new month by practicing your kicking skills. Kick – chase – kick again.	Fold a towel or newspaper and put in on the floor. Pretend it is a puddle that you are going to leap over. Each time you leap over it make it a little bit bigger.	Find a starting spot outside/inside and choose different places to go. Count how many steps it takes to get to each spot. Which is the farthest?	Create a movement sequence – hop, twist, reach – and then do it together. Say the words as you do the motions.	Jumping obstacle course: Line up pillows across the floor and try to jump from one to another without touching the floor.	Pretend to be airplanes. Start out on the floor, pushing yourself up and down with your arms to start your engine. Next stand up, with arms out as wings, fly all over the place.	Feel your heart. Walk for five minutes, feel your heart again. Is it beating faster? Why? 
Clean up! Spread out a bunch of small items in a room. Crab walk to each item, put the item on your tummy, crab walk the item to a new spot.	Use recycled newspapers and crunch up pieces, making paper balls. Practice throwing the balls into a box. Throw from different distances and angles.	Using the paper balls from yesterday practice self tossing and catching. Can you clap between catches?	Turn your favorite music on and make up a sequence of dance moves. Share them with someone!	Using a pool noodle create a jumping challenge. Place the noodle on the floor and jump over it. Next move the noodle slightly off the floor and jump over it.	Roll up a pair of socks. Try to balance the socks on different parts of your body as you move throughout space. Try to move around, over and under things.	"At the Zoo". Take turns naming an animal. Try moving around just as that animal would.
Go for a color walk outside. As you walk keep track of the different colors you see and then when you return home draw a picture using those colors. 	Rake piles of leaves & jump into them!  	Outdoor dramatic play: Fly like birds – high and low and fast and slow. Pretend to fly south for the winter and return in the spring!	Go on a rock hunt and sort the rocks you find by size or color.	Read nature-related books and go outside to look for wildlife, like birds, bugs and squirrels. Nature is all around – no matter where you live!	Play! Spy! Go outside and take turns saying, "I spy something _____" and then together run to that object.	Pick up some sticks around the yard, line them up and jump over them.
Get outside again! Go on "an around" walk. Walk around your house, walk around a light pole, walk around a leaf on the ground...	Musical Freeze: Have someone turn the music on and off. When it is on you must dance and move, but when it is shut off you must balance and freeze.	Galloping Fun: Find something around the house that could be your horse (broom, hockey stick, wrapping paper tube). Go for a horse ride as you walk, run, and gallop.	Pathway locomotion challenge! Choose a way to move (walk, run, skip, robot etc.). Choose a pathway – either straight, curvy or zigzag.	Pretend to be a cloud as your float around outside. Change your shape as you move through space. 	Turn on some music and make up some new moves. Try to move high, low, big and small.	Transportation Travels! Take turns naming a different type of transportation and then pretend to move that way. Such as a train, bike, car, etc.
Do the Twist! Sit or stand on a t-shirt and twist away.	Practice your ball rolling skills, by rolling a ball into a box set on its side or rolling a ball to knock over obstacles.	Run and Touch: Have someone identify a part of your body and a number – now, run and touch that many items using that body part (i.e. touch eight things with your elbow).	Take a break and stretch, reach and bend as you take big breaths.	Connect to someone else and try moving together in different ways. How long can you stay connected?	Stretch as big as you can. Curl up as small as you can. Now explode back to being as big as you can.	Go back and do your favorite activity from this month! 

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November

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Make a big circle outside. Practice moving in relationship to the circle. Can you move around it? Can you move in and then out of it? Can you run across it?</p>	<p>Move in opposites – fast/slow, up/down, near/far, big/small.</p>	<p>Practice rolling your body across the floor. Make your body like a pencil and roll, then make your body like a ball and roll.</p> 	<p>Jump over the river. Roll up a towel and put it on the floor. Can you jump over it? Make the towel just a little bit bigger – can you still jump over? How big can you make it?</p>	<p>Set up a few of your stuffed animals. Roll up a pair of socks. Practice throwing the sock ball at the animals. Step at the animal as you throw.</p>	<p>Turn on some music and take turns making up a movement. Play copy cat boogie, by following what each other does.</p> 	<p>Jumping stones: Put a bunch of wash clothes or handkerchiefs on the floor. Can you jump from one to the next? Try to cross the room without touching the floor.</p>
<p>Get outside and go for a walk. Look for different shapes. Can you find a circle, a square, and a triangle?</p>	<p>Can you try to move for two minutes without stopping? What happens to your heart when you do this?</p>	<p>Try skating on some paper plates. Put your feet on the plates and slide around the room, or put your hands on the plates and push them around the room.</p>	<p>Get a laundry basket and practice throwing things into it – try tossing far away and try tossing when you are really close.</p>	<p>Use your body to pretend. Can you move like spaghetti? How about applesauce? How about a melting ice cube? Can you think of something?</p>	<p>Get outside and work on your kicking skills. Kick the ball as far as you can, chase it, and kick it again.</p>	<p>Play I spy. One person says "I spy _____". And when the other person sees it you both run to it. Next time try skipping or galloping.</p>
<p>Color Find and Move. Have someone name a color, and then your job is to move to something that is that color. Move in all different ways.</p>	<p>Work on your catching skills. Use a soft ball or rolled up socks. Toss it up and catch it. Keep your eye on it as it travels through the air.</p>	<p>Work on moving in relationship to each other. Move side by side. Move front to back. Move under then over.</p>	<p>Work on moving in relationship to each other. Move side by side. Move front to back. Move under then over.</p>	<p>Go to each space in your home and practice hopping on one foot and then the other. Run to a new space and hop again.</p>	<p>Indoor Zoo: Move like an animal through your home. Each time you get to a new space change to a new animal.</p> 	<p>How many parts of your body can you bend? Give it a try!</p>
<p>Go on a shape walk. As you walk, pump your arms and get that heart beating. How many different shapes can you find?</p>	<p>Walk, jog, run – start out by walking one lap around your home. Now jog one lap and then finally run one lap. Which one was harder?</p>	<p>Turn on some music and try to keep moving for an entire song. Check out what it does to the way you are breathing.</p>	<p>Draw a shape on a piece of paper and then try to put your body into that shape. Keep your body still as you hold the shape.</p>	<p>Play a game of Can You? Can you spin on your bottom? Can you jump to the sky? Your turn to create a movement to try!</p>	<p>Practice your jumping skills. Bend your knees, push off the floor, and reach to the sky. How high can you jump? How far can you jump?</p>	<p>Toss a t-shirt in the air, let it land on your head. Toss it again, let it land on your shoulder, your elbow, your tummy or your foot.</p>
<p>Make a set of cards that have a number on each card. Put the cards in a bucket. Draw a card, read the number, then take that many steps together.</p>	<p>Work on walking tall and proud. Can you balance a paper plate on your head as you walk around your home?</p>	<p>Do some outdoor chores as a family. Reach, pull, push and bend.</p> 	<p>Work on those muscles in your hand, crush up recycled paper into tiny balls. Do it with your right hand and your left hand. Keep these balls for tomorrow.</p>	<p>Use the recycled paper balls and work on your throwing skills. Step and throw across the room. Crab walk to the balls and throw them back.</p>	<p>Balance fun. Try putting four parts of your body on the ground and balancing. How about four other parts? Now try balancing on three parts or even five parts.</p>	<p>What were your favorite November Activities? Do them again!</p> 

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December

Get Moving Today!

ACTIVITY CALENDAR

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p>Time to practice your jumping skills. Practice jumping far and high – bend your knees, reach for the sky, and land softly.</p>	<p>Go for a walk. As you walk practice other ways to move, skipping, galloping, sliding, and leaping.</p> 	<p>Using a balloon, practice volleying with different parts of your body. Can you keep the balloon in the air using your hand, your thumb, or even your elbow?</p>	<p>Go on an ABC treasure hunt! Move throughout your house finding items that begin with each letter. When you get to an item do a fun movement such as donkey kicks, log rolls, or jumping jacks.</p>	<p>Movement Add On: Working together, create a movement sentence. One person starts by doing one movement, the next person does a new movement, and then do the two movements together. Keep adding new movements.</p>	<p>Enjoy the day by going for a family walk. As you walk together take turns sharing something that is special about your family.</p>	<p>Turn on some relaxing, quiet music as you stretch your body in many different ways. Between each stretch try to relax and breath.</p>
<p>Work on your kicking skills. Kick a pair of rolled up socks from room to room.</p>	<p>Sit with your family and take turns laughing. Try to make your laugh extra special.</p>	<p>Time to roll. Clear out some space in your home and roll from one end to the other. First keep your body as straight as you can, then try it with a bent body.</p>	<p>Roll up some socks and practice your throwing skills - turn, step, throw, follow-through.</p>	<p>Practice your hopping skills! Hop once on each foot, and then hop twice on each foot, etc. Keep on hopping and counting.</p>	<p>Pretend to skate on paper plates. Add some style and some tricks.</p>	<p>Puzzle relay: Put puzzle pieces on one end of the room. Starting on the other side, run, pick up a puzzle piece, run back and start the puzzle.</p>
<p>Find items around your home that make noise. Use these "instruments" as you march through your home in a parade.</p>	<p>Create an obstacle with chairs and blankets. Practice moving under, over and around.</p> 	<p>Visit every space in your home, but each time you get to a space do five jumps as high as you can and then move to the next space.</p>	<p>Sort toys as you exercise. Begin by figuring out how to sort - by color, by size - then make piles on different ends of your home. As you find an object move quickly to the correct pile, hop on each foot five times, and then move quickly back to get another toy.</p>	<p>Use your creativity to make up a new game that uses something from your kitchen. Give your game a funny name.</p> 	<p>Get outside and go for a walk. As you walk breath in through your nose and blow out through your mouth.</p>	<p>Work on your cutting skills and make some paper snowflakes.</p> 
<p>Use the snowflakes from yesterday to make a trail through your home. Can you move through your home without touching the floor and only touching the snowflakes?</p>	<p>Take a run. Work on moving in a straight line, move your arms front and back, and land lightly on your feet. Celebrate winning the race!</p>	<p>Family relaxation activity. Turn the lights off and you lay down on the floor. Squeeze and then relax your muscles. Breathe.</p>	<p>Movement charades: Act our something that has to do with winter. Can anyone guess what you are?</p>	<p>Indoor snowball fight! Make a bunch of paper balls and have fun throwing them far, near, high, low. Pick them up and do it again.</p>	<p>Transportation fun: Begin by identifying a different form of transportation and then pretend to do it. Such as riding your bike, driving a big bus or gliding on your roller blades.</p>	<p>Scatter socks throughout the room. Pretend to walk on a tight rope. When you get to a sock, stand on one foot, bend down and pick up the sock - keep your balance.</p>
<p>Get outside for a game of tag. If you have snow on the ground, this will be extra good for your body.</p>	<p>Pretend to float all through your home like a snowflake falling from the sky - float high, float low, float fast, float slow.</p>	<p>Can you build a tower out of pillows? Practice your underhand throwing skill as you try to knock over the tower.</p>	<p>Pretend to be animals who play in the snow - walk like a polar bear, a penguin, and a seal.</p>	<p>Sit across from your parent/caregiver and practice rolling a "snow ball" back and forth - back and forth, and then move further apart and try it again.</p>	<p>Put mittens on your feet and use them as skates to glide across the kitchen floor.</p> 	<p>What was your favorite activity this month? Give it another try!</p>

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Get Moving! “Moving Our Hearts”

Your child has been learning about the importance of keeping their *heart strong and healthy* in our lesson “Moving Our Hearts.” We have learned that:

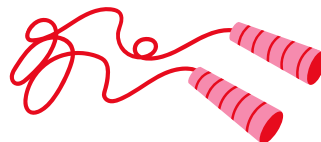
- The heart is a muscle that moves every minute of every day for our entire lives!
- The heart gets stronger with physical activity and exercise.
- Having a healthy heart means the rest of our bodies can be healthier, too.



The Physical Activity Guidelines for Americans emphasizes that movement for preschool-aged children should include engaging in an average of 3 hours of various types and intensities of activity. At least **60 minutes of that should including moderate to intense activity that will exercise their hearts.** Help your child improve their heart health with the following tips:

- Model and support good physical activity, eating, and sleeping habits.
- Involve children in everyday physical activity, such as pushing shopping carts, taking the stairs instead of elevators, or picking out fruit and vegetables at the store.
- Limit television and other screen time to 2 hours or less per day.
- Stay hydrated.
- Make activities fun!

Flip this sheet for more heart-healthy tips for children!



How can I help my child live a heart-healthy life?

Most children are born with healthy hearts, both structurally and functionally. By making small lifestyle choices to encourage healthier eating and daily physical activity, you can help your children maintain healthy hearts throughout their lives.

Physical activity improves mental and physical health.

Children (ages 2+) should participate in at least 60 minutes (or two 30-minute periods or four 15-minute periods) of physical activity every day to improve cardiovascular fitness. Children with inactive lifestyles who spend too much time in front of a screen have an increased risk of heart disease.



Eating nutrient-rich foods and maintaining a healthy weight play an important role in heart health.

Low-calorie nutrient-rich foods with a variety of minerals, proteins, whole grains and other healthy nutrients will help your child control his/her weight, cholesterol and blood pressure. By cooking at home and choosing the right ingredients, parents will have better control of the foods their child consumes.



The American Heart Association recommends:

- Be physically active, at least 60 minutes every day
- Eat a heart-healthy diet
- Maintain a healthy weight
- Maintain normal blood pressure
- Maintain healthy levels of total cholesterol
- Keep a healthy, balanced blood sugar level
- Parents avoid smoking and using tobacco products



Set a good example

Making healthy lifestyle choices starts at home. Parents are usually the most important role models for their children. When you eat healthy meals and make the time to include physical activities into your life, it will be easier to introduce and maintain heart-healthy habits in your child's life and daily schedule.

Get Moving! “Steady Muscles and Bones”

Your child has been learning about the importance of *balance and muscular endurance* in our lesson “Steady Muscles and Bones.” We have learned that:

- Our muscles and bones can work together to keep us balanced, or steady, in different positions.
- We want our muscles and bones to be able to work longer, not just harder, so that we can work and play for a longer time and not get tired too quickly.
- You can help your muscles work longer by practicing certain activities.



Muscular endurance allows us to complete repetitive motions such as taking many steps while walking or climbing stairs. At this age, “physical activity” should be the same as “play” for your child. Choosing physical activity that is appropriate for each child’s age and skill level will help them to be engaged and avoid frustration. Help your child improve their muscular endurance and motor skills with the following tips:

- Many traditional games build both strength and endurance. For example, Tag, Red Rover, Red Light Green Light, Musical Chairs, Duck Duck Goose, Relay Races, Four Square, Capture the Flag, Kick the Can, Hide and Seek, Simon Says, Cops and Robbers, Yoga...these are just a few!
- Encourage you child to try a little bit of strength and endurance building each day.
- Stay hydrated.
- Make activities fun!

Flip this sheet for more physical activity ideas to help build muscular endurance!



25 WAYS TO GET MOVING AT HOME



1

Run in place for 30 seconds



2

Dance party for 1 minute

3

Stand up and sit down 10 times



4

Read standing up

5

Hot lava!
Keep a balloon in the air without touching the ground (make it harder by only using heads or elbows)

6

Jumping jacks for 30 seconds

7

Do the hokey pokey

8

See how many squats you can do in 15 seconds

9

Stand up, touch your toes

10

Wall sits while reading



11

Practice yoga for 1 minute

12

Stretch your hands high over your head



13

Arm circles forward for 30 seconds, arm circles backward for 30 seconds

16

Stand on one leg, put your hands up, put your hands out to the side

17

5 lunges on the right leg, 5 lunges on the left leg

14

10 frog jumps



15

Standing mountain climbers for 30 seconds

20

Practice spelling by doing a jumping jack for each letter

21

30-second plank



18

Practice counting to 10 doing a squat for every number

19

Skip for 30 seconds, check your heart rate



24

Ball toss alphabet practice. Toss the ball and say a letter of the alphabet, then toss the ball to someone else to say the next letter

25

High knees for 30 seconds

22

Sing "If You Are Happy and You Know It," doing jumps, twirls, and bends as the actions in the song.

23

20 leg lifts

heart.org/KidsActivities

Adapted from The American Heart Association's 2024 publication "25 Ways to Get Moving At Home" to be age-appropriate for toddlers and preschoolers.

Get Moving! “Stretch Like a Star”

Your child has been learning about the importance of *flexibility* in our lesson “Stretch Like a Star.” We have learned that:

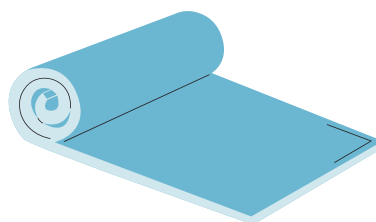
- It is important that our body be able to bend and stretch in different ways to help us move.
- If we do not bend and stretch each day our muscles get stiff.
- We can explore how our body bends and stretches in fun ways!



At this age, “physical activity” should be the same as “play” for your child. Choosing physical activity that is appropriate for each child’s age and skill level will help them to be engaged and avoid frustration. Help your child improve their flexibility with the following tips:

- A little light warm-up movement (like jumping jacks) beforehand helps.
- Hold stretches for 10-15 seconds; don't push for long holds.
- Avoid bouncing during stretches, as this can offset a young child’s balance.
- Stay hydrated.
- Stop if anything hurts.
- Encourage your child to try a little stretching each day.
- Make it fun!

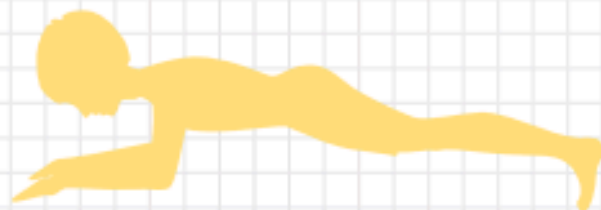
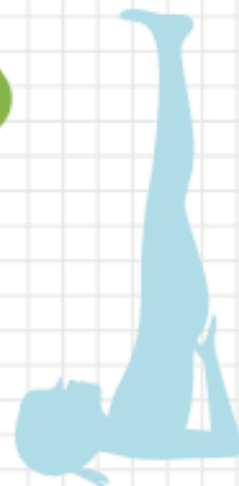
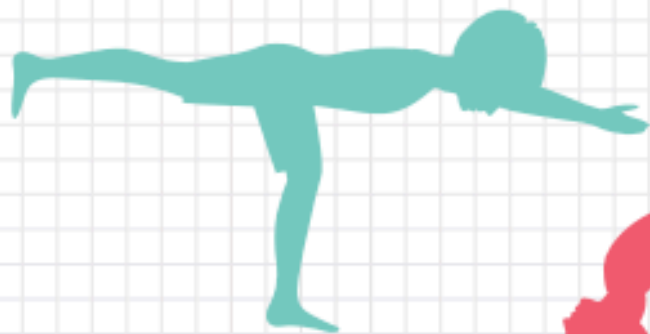
Flip this sheet for animal stretches to build flexibility!





C is for Core Exercises for Preschoolers

Our core is so important for our body! Did you know that the core muscles stabilize, align and move the trunk of the body? If our core is not strong, it can cause poor posture, balance, and endurance. It can even effect gross and fine motor skills. Try one of these fun exercises each day with your kids. You will be able to see them get stronger!



Get Moving

Facilitator Guide

Appendix J: Extended Learning Kit Recommendations

Grab-and-go kits make promoting physical activity easier by having everything ready in one place for quick access. These kit recommendations focus on helping young children (ages 3-5) reach moderate to vigorous levels of physical activity in order to support their health in terms of flexibility, muscular strength and endurance, and cardiovascular strength and endurance. Recommendations are made based on Go NAPSACC best practices (<https://gonapsacc.org/>) listed in their Outdoor Play and Learning module and Indoor Physical Activity module, as well as Play On! Evidence-Based Playground Activities (SHAPE America/Playcore, 2023) six key elements of outdoor play. Specifically, the following key play elements are emphasized:

- Jumping
- Push-pull
- Twirling/spinning
- Throwing, catching, and striking (brachiating)
- Balancing
- Crawling or tumbling
- Loose parts play

In addition to age-appropriateness, the functionality of materials across seasons and/or use of materials both indoors and outdoors is also considered. Of course, if you have storage space for larger items, feel free to think bigger!

Appendix J, continued

Grab-and-Go Kit	Materials
<p>Build Your Body Basics (Strength and Endurance)</p>	<ul style="list-style-type: none"> • Warm-up songs such as <i>Fun to Get Fit</i> by Greg and Steve and <i>The Warm Up Song</i> by The Mini Monstars • Warm-up visual aids • Work-out routines (choice of game or songs) • Wrist/ankle bells • Yoga mats, rugs, or dot spot markers • Cool-down songs such as <i>Shake and Move</i> by Patty Shukla Kids TV or <i>Aerobic A to Z</i> by Greg and Steve
<p>Yoga (Flexibility, Balance, Core Strength)</p>	<ul style="list-style-type: none"> • Yoga with peanut yoga balls paired with: <ul style="list-style-type: none"> ◦ peanut yoga exercise visual aids • Yoga without balls paired with: <ul style="list-style-type: none"> ◦ yoga mats, rugs, or dot spot markers ◦ student visual aid independent poses • Sand timer (30 seconds) • Twister Junior • Bean bags (for balancing on body parts or practicing deep breathing) • Hoberman sphere (for practicing stretching and deep breathing)
<p>Up, Down, All Around (Flexibility, Strength, Endurance)</p>	<ul style="list-style-type: none"> • Scarves or ribbon batons • Hula hoops (available as collapsible, adjustable size, and can add various materials inside for sound/weight) • Parachute and balls • Plastic “river stones” (available with balance beam or as different heights) • Wobble disk/climbing dome or sit n’ spin toy

Appendix J, continued

Grab-and-Go Kit	Materials
<p>Move Me Indoors and Out (Flexibility, Strength, Endurance)</p>	<ul style="list-style-type: none"> • Indoor scavenger hunt • Long rope for tug-of-war, creating obstacle courses, etc. • Jumping balls, (18"; for jumping or cardio drumming) • drumsticks or pool noodles (thin size for small hands) • Croquet (28"; different ball/wicket sizes for differentiation) • Foldable “dart” board by 10s • Bowling pins with mat “alley” • Collapsible crawl tunnel • Bean bags (for tossing, balancing, racing, and other games)
<p>Outdoor Exploration and Loose Parts Play (Strength and Endurance)</p>	<ul style="list-style-type: none"> • Outdoor scavenger hunt • Sample/bug collection kit • Magnifying glasses • Sidewalk chalk • Sand/snow play molds • Digging tools • Utensils (wooden or metal) • Ropes • Buckets (collapsible available) • Natural outdoor materials: sticks and twigs or bigger branches, rocks, pine cones, teasles, etc.





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