

ACTIVATE: GET KIDS MOVING

Promote active living for life by making movement a part of daily routines for infants and children.

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1. Why is movement important?

‘Research and experience suggest that movement helps children grow intellectually, emotionally, and physically and has an impact on their future health’ (McCall & Craft, 2000).

‘Children are doing more than just moving when playing games and activities. As they play, they are feeling, thinking, and moving all at the same time’ (McCall & Craft, 2000).

I. Intellectual growth (thinking)

- Moving at play helps children’s brains develop (knowing, perceiving)
- Learning:
 - How to communicate.
 - How to follow rules and directions.
 - How to recognize objects and shapes.
 - Body awareness i.e., body parts and how the parts and the whole move through the environment.
 - Concepts i.e., high/low; fast/slow; near/far; over/under...etc.
 - How to solve problems.
- Higher level of physical activity leads to higher academic success.

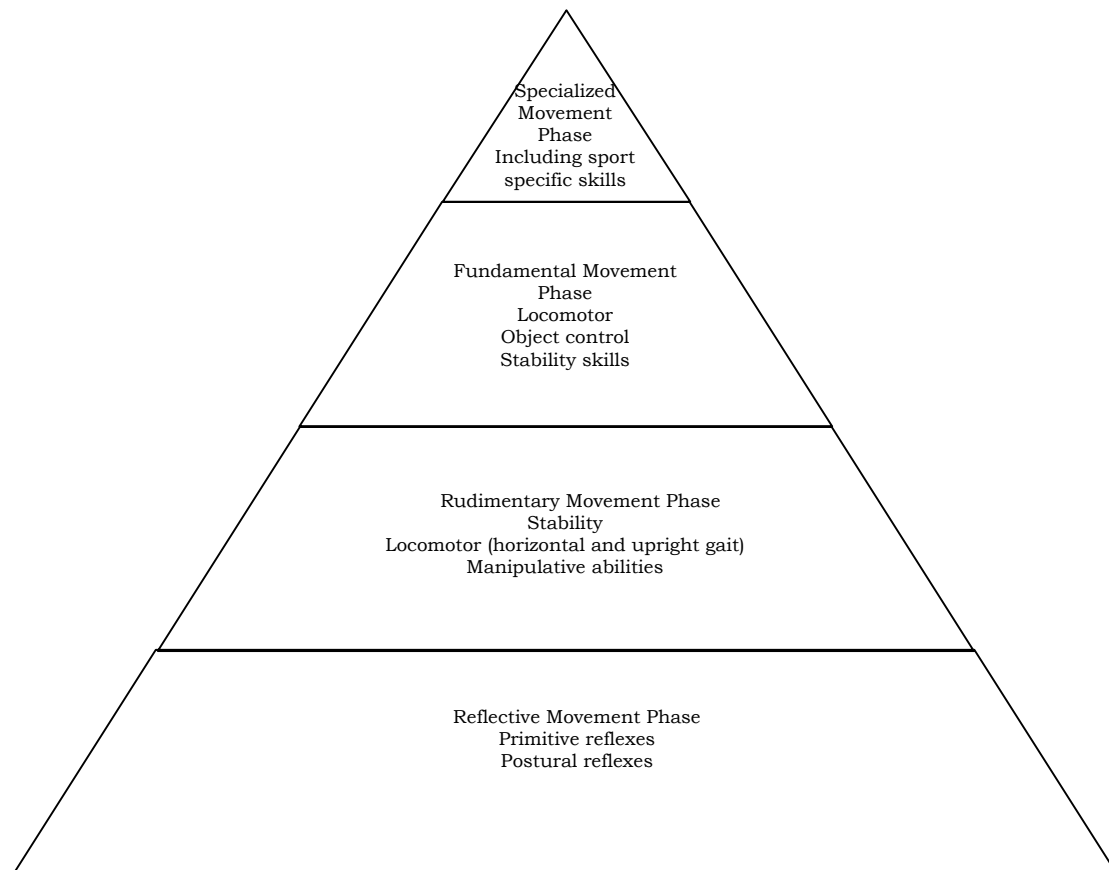
II. Emotional growth (feeling)

- Developing: positive self image and self esteem; learning how to feel good about themselves
 - Self motivation with the confidence to choose to be active
 - Social skills - how to share, take turns, play safely, be kind
 - A joy of movement
 - Developing empathy.

III. Physical growth (developing skills)

- Learning rudimentary movement skills, if not already mastered, i.e., sitting, standing, reaching, crawling, and walking.
- Fundamental movement skills, i.e., run, jump, hop; skip, throw, catch, kick; static and dynamic balance.
- Fitness, i.e. cardiovascular endurance, muscle strength and endurance.
- Motor planning.
- Use of recreational equipment, i.e. trikes, scooters, etc.

2. Development of Movement



One useful way to look at and understand motor development is by using the four different movement phases described by Gallahue (1995).

The first phase – **reflexive phase**- is how we begin life. Newborns primarily move through the use of reflexes. As voluntary control increases, motor learning occurs and the effects of reflexes diminish.

The second phase – **rudimentary movement phase** – usually spans approximately the first two years of life. The movements in this phase are basic survival motor behaviors where infants are moving to gain control over some of their environment and themselves. The motor behaviors typically develop in a predictable sequence and consist of stability (head and trunk control, sitting, standing); manipulative (reaching, grasping, releasing); and locomotor (scooting, crawling, walking) abilities.

The third phase – **fundamental movement phase** – typically spans years two to seven. Over this span of time children go from an initial stage of learning a basic movement skill (ages 2-3) to an elementary stage (ages 3-5) to a mature stage (ages 5-7). The rate at which children master these skills depends on practice. Fundamental movements include locomotor skills (walking, running, jumping, hopping, skipping); stability skills (static and dynamic balance, turning, twisting, stretching, curling); and object control skills (throwing, catching, kicking, bouncing).

The fourth phase – **specialized movement phase** – spans year seven through adulthood. This is the time of refinement of motor skills, or, mastering the specialized skills needed for recreation and sport. The person is combining locomotor, object control, and stability skills in new activity specific skills.



3. Why plan and program for movement?

- Children must have the opportunity to learn and to practice fundamental skills in order to move on to more mature skills. If they have not mastered early skills early on, they will find later stages increasingly challenging. According to Charlesworth, 1992, the critical time for the development of motor skills is between 18 and 60 months of age.
- Skills do not develop solely through free play. Children learn through imitation, exploration, trial and error, and repetition. Instruction as well as time to practice is necessary for children to become skillful movers.
- If left on their own, preschoolers do not get the opportunity to experience a variety of movements. They will focus on a few and may become skilled at those but will be lacking in other skills. Also, our culture has become more and more sedentary so children will do what has been modeled to them.
- By having a movement program it is possible to include all children regardless of their abilities.
- Movement programs help children develop positive attitudes toward active, healthy living.
- By planning, sequencing, and structuring activities to yield success, children will feel good about themselves (self-esteem).



4. Movement Throughout the Day

The objective of movement programs is to help the child achieve the most mature movement pattern possible. There are many ways to build this into a daily, weekly, or monthly plan. Suggestions and ideas that may make this easier include:

- I. Have a session at a designated time each day that will become an expected ritual or routine and centering experience for children. A fun element of surprise comes from selecting different activities each day.
 - Design the session to address movement goals. One suggestion here is to choose a goal from the motor domain. When you are deciding on activities, remember to have a variety so the emotional and cognitive goals are addressed also, i.e.:
 - The goal may be to develop locomotor skills such as crawling. Set up obstacles such as tunnels, benches, and large boxes. The children then crawl over/under, through/around, forward/backward, and fast/slow. This activity will work on fundamental movement skills as well as safety, cooperation, following directions, body awareness, and movement concepts. It also has an element of motor planning.
 - The goal is to develop dynamic balance skills. The children are to walk along a rope that is spread out on the floor in the shape of a triangle, square, or circle. They walk forward, backward, sideways, tiptoe, etc. This activity works on fundamental movement skills as well as body awareness, recognition of shapes, and following directions.
 - Address one goal per week, or one per day if this approach is better for suites your program: locomotor skills, static and dynamic balance skills, ball skills, and fitness.
 - Designate one day each week as ‘music with movement day’. This could be in the form of:
 - Movement to music using hand apparatus such as ribbons and scarves, balls, hoops, streamers, lummi sticks etc.
 - Choreographed movements to music such as action songs and traditional dances.
 - Interpretive movements to music known as creative movement.
 - Designate another day of the week as ‘obstacle course day’ as these are wonderful ways to meet several objectives and kids love them!
- II. Circle time can be a great time to address movement goals, i.e.:
 - Reading books with movement and the children do the actions.

- Reading a repeating word story and every time the children hear the word, they do a specific gross motor action.
 - Reading or creating an action story in which the children will act out the actions.
 - Singing and acting out songs with movement such as “Head and Shoulders” and “Hokey-Pokey”.
 - Doing yoga with the children.
- III. Transition from one activity to another can sometimes provide an opportunity to practice motor skills, i.e.: walking sideways, on tiptoes, using baby steps, etc. when going from circle to table top activities or from story time to gym time. This also helps to reduce unwanted behavior.
- IV. Waiting time can also be used to incorporate motor skills into daily routine. This is a good time to practice balancing, i.e., standing still on tiptoes, standing on one leg, kneeling in half knee while waiting to use the washroom, waiting for friends, getting ready to go outside, and waiting for everyone to arrive at circle time.
- V. Quick movement breaks are sometimes needed. Jumping jacks followed by a yoga stretch is a good combination. These work both for restless times and sleepy times!



5. Typical Gross Motor Skills

I. Movement abilities of two year olds:

- Crawling and climbing;
 - Crawls and climbs with a good grip, arm and leg strength, and balance.
- Walking and running;
 - Walks forward and backward.
 - Walks up and down stairs without help.
 - Walks along a board or balance beam with or without help.
 - Runs with more control and balance, though he/she may occasionally lose balance and fall forward.
- Jumping and landing;
 - Jumps over a shoebox, carpet square, and or lines drawn on the floor with masking tape.
 - Jumps off low stools or steps.
 - Lands with alternate feet, strait legs, and a stiff body. Encourage him/her to land with ankles flexed, knees bent, and arms outstretched for balance.

II. Movement abilities of three year olds:

- Sitting:
 - Sits with strength and balance on a swing or tire swing and begins a rocking and pumping action.
 - Pedals and manoeuvres a tricycle.
- Crawling and climbing:
 - Climbs with coordination, balance and a firm grip on a large climbing apparatus, which provides difficult, varied, and challenging activities.
- Walking and running:
 - Walks forward and backwards at varying speeds and in different directions.
 - Walks balanced on tip toes.
 - Walks up and down stairs with more skill, balance, and speed.
 - Stops and starts on adults command.
 - Runs around obstacles.
 - Runs along different pathways.
 - Gallops forward.
- Jumping and landing:
 - Jumps down from low levels.

- Jumps over low barriers, over drawn lines on the floor, and over a rope held at a low level by adults.
- Lands with two feet, ankles flexed, knees bent, and arms stretched forward for balance.
- Hops with support from an adult.

III. Movement abilities of four year olds:

- Reaching, grasping, releasing, and manipulating:
 - Throws a ball with accuracy and is beginning to rotate his upper body when throwing.
 - Catches a large ball tossed from close by.
 - Bounces a large ball using two hands.
 - Hits a suspended ball with either or both hands, large bat, or paddle.
 - Hits an easily tossed well-aimed ball with a bat.
 - Builds complex structures with objects of various sizes and dimensions.
 - Kicks with inside of foot, harder, and further than before.
 - Kicks with some accuracy at a wall target.
 - Kicks to a partner and stops the moving ball with two hands before kicking.
- Sitting:
 - Sits and peddles a tricycle or a small two-wheeled bicycle with or without training wheels.
- Crawling and climbing:
 - Climbs structures, ladders, slides, fences, and trees with a firm hand grip, foot positioning, and controlled balance.
- Walking and running:
 - Walks and runs skillfully forward and backward, side steps and varies speeds, pathways, and levels.
 - Walks on tiptoes forward and backward.
 - Walks on the inside and outside of his/her foot.
 - Walks up and down stairs with skill.
 - Walks skillfully on balancing apparatus, turns, and performs stunts.
 - Runs, starting and stopping with control.
 - Runs around obstacles.
 - Gallops changing feet.
 - Skips moving forward.
- Jumping:
 - Jumps with increased skill while taking off and landing.
 - Jumps over objects.
 - Jumps over heights.

- Jumps in combination with walking or running.
- Lands with balance, ankles and knees flexed and arms outstretched in front.
- Hops on one foot unaided but not for long.

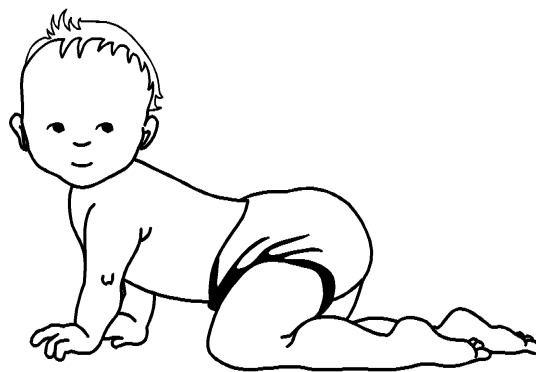


7. Helpful Hints

- i. Begin the session with an activity that brings the group together and focuses attention on the teacher; do one or two activities that are addressing the specific goal that has been identified, end the session with a relaxing, grounding activity. This approach eases transition time.
- ii. Ensure safety. Create boundaries so it is clear to the children where they can go and cannot go. Clear the area of furniture, loose mats, toys etc.
- iii. Phrase requests and rules simply and positively: i.e. walk on the stairs; throw at the targets; remember to keep the balloons away from your faces.
- iv. Have a signal that tells the students to stop immediately, freezing in place. Use a word such as 'freeze' and practice this with the children. Make it fun by choosing a posture that the kids think is okay! A whistle or a bell might work too.
- v. Have equipment ready as waiting is difficult and disrupts the flow of the activity. Use bags, baskets, or buckets.
- vi. Model the activity or movement that is being worked on. Use words and actions as children have different styles of learning. Show the movement from different angles. Sounds and rhythms are helpful additions.
- vii. Ensure all children are engaged and focused, even when they are waiting for their turn. Place yourself in a corner and have the children face you if they need to focus. This limits distractions.
- viii. Start out with games that are easier and then work up to harder ones. Kids like to show off their skills and they also need a challenge to stretch their abilities.
- ix. Work with contrasts, i.e., fast/slow, difficult/easy, up in the air/down on the floor, big movements/small movements.
- x. Limit visual distractions: i.e. too many posters on the wall.
- xi. Be aware of the effects of a noisy activity such as bouncing balls. Limit time of these types of activities and follow them with a grounding one.
- xii. Define personal space by using small mats or other 'markers'. These are particularly helpful in small spaces but can also be used to focus the group.
- xiii. Get down on the floor and participate. Lead the children. Playing with children provides another way of communicating with them. If

you climb on the jungle gym, roll on the floor, go through the obstacle course, etc. it says: the teacher likes this activity too; the teacher appreciates what I am doing; the teacher thinks physical activity and play are important. Another benefit of taking part is, playing can make a tired, grumpy teacher feel energized and much happier!!

- xiv. Remember that toddlers learn best through repetitions, so provide a balance between demonstration and time for exploration and repetition. Provide opportunities for child-initiated activities; sharing and turn-taking are difficult since they are not developmentally there; pushing them to perform at a more advanced stage robs them of time to explore.
- xv. Remember to hold, rock, and carry infants to different places in the room. Include lots of baby games in their day. Place them on the floor on a rug or blanket to allow them opportunity to stretch, pivot, roll, and creep. Get on the floor with them and use balls and brightly colored toys to motivate them. Babies should not be placed where their movements are restricted for long periods of time (car seats, strollers, rockers, jumpers, etc.). Inactive babies are slow to develop rudimentary motor skills.
- xvi. Utilize available space. Movement activities can be done in small spaces and hallways as well as in gymnasiums, playgrounds and open spaces.
- xvii. Gross motor equipment does not need to be expensive. Make creative use of homemade, recycled, and inexpensive items.



8. Small Spaces

Many movement activities can take place in small spaces. If you have the luxury of a large area, these same activities with a variety of equipment, can be used as part of larger obstacle courses, work stations, or as activities that bring the group together at the end of a session.

I. Activities

- Songs with Movement:
 - Many familiar songs are great here: Hokey Pokey; Head and Shoulders; Punchinello; Did You Ever See a Lassie?; Looby Loo; Going on a Lion Hunt; Swimming Pool; Teddy Bear, Teddy Bear; Row Your Boat; Ring Around the Rosie; Here We Go Round the Mulberry Bush.
 - Songs such as 'Row Your Boat' can be adapted to build body awareness, i.e. 'Touch, touch, touch your toes; gently if you can; everybody turn around; and touch your toes again'. Repeat with different body parts.
- Drama:
 - Read or create an active story where the children will participate in the action, i.e. climbing, swimming, jumping, turning, etc.
- Books with Movement:
 - Read the story and have the children do the actions.
 - Some action books include: Clap your Hands, Bearobics, From Head to Toe.
 - Read a repeating word story and choose a movement action that the children will do each time you say the repeating word.
- Group Games and Activities:
 - Red Light Green Light; Red Rover; What Time is it Mr. Wolf; Frozen Tag; Mother May I; Go-Go-Go-Stop; Duck, Duck, Goose; Tug-O-War.
 - These games can be done in small areas often by adapting them with different locomotor skills or equipment i.e., the children will walk on their knees in Red Rover instead of run; the children will use a circular rope for tug-o-war.
- Yoga:
 - There are many books and videos about children's yoga.
 - Try poses such as the butterfly, snake, or lion.

- Introduce a few poses at a time and ensure that the children have a clear view of you in order to imitate correctly.
- Yoga is an excellent grounding activity.

II. Equipment use in Small Spaces

- **Small Parachutes:**
(If you don't have a parachute use a bed sheet!)
 - Place a ball on top and instruct the children to keep it on the parachute while bouncing it; count the bounces; use different types of balls, or a few ball at a time.
 - 'Flap' the parachute fast/slow, high/low, little waves/big waves, in time to the beat of music.
 - The children can be standing, kneeling (one or two knees), sitting, and lying while moving the parachute.
 - The children can move in different ways i.e., circle left/right, hop, jump, and tiptoe.
- **Mats:**
Ensure close adult supervision on the mats.
 - Mats are great for activities such as rolling, rocking, and somersaults.
 - Mats can be placed over tires or stacked for climbing activities.
 - Mats can be folded to create tunnels or obstacles to crawl under.
 - Use mats for creative body movements such as having the children form their bodies into shapes i.e., circle, triangle, square.
 - Use mats for balance games, i.e. balance on one knee and one hand, balance on your head and your feet.
 - Tumbling mats are great but if you cannot afford them, use thin, dense foam mats that are sold for sleep mats for camping, or yoga mats.
 - Air mattresses can be a lot of fun and are great for balance activities! They are sometimes a storage problem so make them a special treat for one week and then put them away for a while.
- **Balance Beams:**
Balance beams can be purchased or made simply from boards. If you do not have either, use a rope, a piece of yarn, a taped line, a piece of webbing, or a line made from grip liner for balance beam activities.
 - Walk forward, backward, sideways.
 - Use big steps, small steps, or tiptoe steps.
 - Carry something over the beam.
 - Place beanbags along the beam that must be picked up and carried to the end.

- Two children hold hands and walk sideways across the beam.
- Hoola Hoops:
Hoops can be purchased and come in different sizes. They can also be made out of plumber's pipe or garden hose. Join the ends with plastic fittings or wooden doweling.
 - Hoops are great for jumping activities on the floor. They provide a focus to help children concentrate on the jump and the landing.
 - Place the hoops in a row and have the children do consecutive jumps/hops.
 - Arrange them in different patterns, i.e. one hoop, then two, one, then two. Have the children land with feet together in the single hoop and with feet apart in the double hoops. For those who are beginning to hop on one foot, they can land on one foot in the single hoop and then feet apart in the doubles, like hopscotch.
 - Play musical hoops. Everyone stands in a hoop and when the music starts, the children move about the room walking, crawling, jumping, and tiptoeing. When the music stops they must get inside the hoop.
 - Stand the hoop on its side either in a support or by holding it and have the children jump or crawl through.
 - Hoops lying on the ground or suspended from a support can also be great targets for tossing beanbags or balls.
 - Beanbags:
Beanbags are great for manipulative skills (tossing, catching, and kicking); for body awareness; and for balance games.
 - Toss them into a basket or bucket; through a suspended hoop; into a hoop that is lying on the ground; at a stack of foam blocks, yogurt containers, or 'pop bottle targets'. Use overhand and underhand tosses.
 - Balance a beanbag on different body parts, i.e., head, knee, foot, tummy. The body will have to be in different positions to maintain balance.
 - Carry the beanbag in different ways across the room, i.e. between the knees, under the chin, on the head.
 - Place the beanbag between the feet; while lying on back. Bring the feet over the head and place the bean bag in a bucket.

- Steps:
Construct them with small wooden boxes, milk crates, catalogues, or phone books that have been taped together and covered in 'mactac'.
 - Use the step or jump box to teach the children how to jump down and land on two feet. Incorporate this can as part of an obstacle course.
 - Stepping on and off a step increases leg strength and works on one-leg balance. Encourage leading with left foot then with right foot to give both legs practice. Have an activity where a child has to step up to place a sticker on a picture and then step back down.
 - Scatter steps in an imaginary brook and have the child navigate either around the boulders or over them.

- Ropes:
Ropes can be used for a variety of activities. Be sure that they are picked up and stored in a secure place immediately after the activity. Adult supervision is necessary.
 - Ropes can be placed to define a boundary for activities.
 - Ropes can be placed on the floor and used like a balance beam. Have the children walk along the rope in a variety of ways. Ropes are particularly fun here, as they can be arranged to change the pattern of movement, i.e. straight, curved, zigzag.
 - Place two ropes on the floor to mark the edges of a creek. Have the children jump over a narrow or a wide creek depending on ability.
 - Place two ropes on the floor a few inches apart. Have the children jump along the rope path, feet together inside the ropes and feet apart outside the ropes.
 - Place a single rope on the floor and have the children jump sideways, backward or simply forward over the rope.

- Balls:
There are so many kinds of balls and what fun they are! For small spaces sometimes it is good to have balls that are not so bouncy or hard. Make your own sock balls from all the odd socks that accumulate in everyone's homes, or yarn balls are also fun and easy to make.

Ball activities include rolling, throwing, tossing, bouncing, catching, kicking, and striking.

- Have the children sit in a circle and roll a ball back and forth in a name game. They can be sitting cross-legged or straight-legged and pushing the ball with their hands, lying on their

tummies and pushing the ball with one hand or two, or sitting leaning back on their hands and pushing the ball with their feet.

- Roll balls at plastic bowling pins, pop bottle ‘pins’, milk cartons, or yogurt containers.
 - Toss balls into basketball hoops, buckets boxes, or other containers; through suspended hula-hoops; at shape targets. Vary the activity by changing distance from the target, position the body is in (kneeling, standing), or the way it is tossed (overhand, underhand).
 - Volley or pass a beach ball or a balloon back and forth over a rope that has been tied between two chairs. Again change the position that the body is in for this game.
 - Catching games can vary with the type of ball, i.e. balloons and partly deflated beach balls are easier to catch; sock balls and yarn balls are small and harder to catch, but soft.
 - Catching can be fun using a scoop. These can be made from plastic milk jugs that have the bottom cut off.
 - Kicking can be practiced by having a small course of containers such as laundry baskets, wastebaskets, or boxes placed on their sides. The children have to travel the course and kick the ball into each container as they go. Suspending a ball close to the floor can also be a good way to learn kicking.
 - Make a pathway using ropes, PVC pipes or foam tubes. Have the children dribble the ball with their feet down the path.
 - Striking activities in small spaces are best done with balloons or with soft balls. “Bats” can be made from coat hangers and pantyhose, pop bottles, paper towel tubes, or can be purchased. Use a pylon to hold the ball in place.
- Bubbles:
What fun! Make your own solution or purchase it.
 - Blow bubbles and have the children pop them with different body parts.
 - A great way to help children learn to wait for their turn is to have them sitting in a circle until their name is called. When you call a name, that child stands up and pops the bubbles.
 - Laundry Baskets:
Besides being great storage containers they have many uses for movement activities.
 - Use them as ‘targets’ for tossing, rolling, or dribbling beanbags or balls into.
 - For toddlers they can be fun to climb in and out.

- Have a turtle race where the children are on their hands and knees with the basket on their back. They must move to the other side of the room while balancing the basket.
 - Push or pull the basket across the room while the other child is sitting in it.
 - Use them as part of an obstacle course where the children step in and then out of the basket.
- Scooter boards:
These can be used with the children sitting, kneeling, or lying on their tummies, or backs. They can propel themselves using hands or feet, pull themselves along a rope that is anchored, or hold onto a rope or a hoop while someone else pulls them around the room.
 - Pylons:
These can be purchased or made out of milk jugs or pop bottles that have been weighted with sand. If making your own, be sure to glue and tape the lids on securely. Large yogurt containers can also be used for some games.
 - Set pylons up to mark out courses for all types of locomotor activities.
 - Play games where you have placed a picture under the pylon. The children have to move (walk, jump, tiptoe) to the pylon, look under it, and match the picture to a picture or object that you have. Or, they must perform a motor 'stunt' that is shown on the picture.
 - Footprints:
Make these out of craft foam, grip liner, or paper that has been laminated.
Arranged on the floor, these are excellent visual cues for walking (forward, sideways, cross over, toe-in, toe-out), for hopping, jumping, or standing on one foot.
 - Spot markers:
These can also be made out of craft foam, grip liner, or carpet samples. They can be used to help mark personal space, for jumping activities, as part of courses to be followed, or as part of musical spots!
 - Mini trampolines:
Close adult supervision is necessary when children are using these. Hold the child's hands at first to ensure he/she feels and is safe. 'Bouncing the sillies out' can be fun!

9. Outdoor Play

Sometimes it is fun to let kid's free play and run, jump, and climb. Movement programs can also have an outdoor component to them. Many of the activities that are done inside can also be done outside as well. If there is a large space, make sure boundaries are identified. Obstacle courses and follow the leader games can have several different activities. Running and ball skills are best practiced in these places.

Field trips can be fun. If there are hills, use them for rolling down, sliding down, or digging in. Playgrounds provide good opportunities for climbing.

If there is a wooded area it is often a great opportunity for crawling through, climbing over, balancing on, and exploring!

- Neighborhood Activities:
 - Playgrounds, there are 42 playgrounds within the city that are maintained by the City of Whitehorse. Check them out!
 - Green Spaces for walking and exploring.
 - Sliding hills.
 - Paths for walking or riding bikes, i.e. Millennium Trail or Shipyards Park.
 - Arrange active play dates with friends, kick around a soccer ball or enjoy a game of tag. Adults are encouraged to join in the fun.
- Winter Fun, Yukon Style!
With many long months of winter here in the Yukon, getting outside instead of hibernating is the key to active living and a healthy lifestyle. Besides, it is a whole lot of fun! Just ensure that the children are safely dressed for outdoor activities. Watch out for wind chill!
- Here are some ideas to inspire you and the children:
 - Dig out the child size shovels and dig holes, clear areas and build snow sculptures or playhouses.
 - Go sledding. Have kids pull each other. This is especially great for kids who are very active, a good way to release those "energy bugs".
 - In an untrammelled area, the children can create patterns in the snow by walking. Play 'follow the leader'. Snow angels are fun or burry a friend (just leave their face uncovered).
 - Indoor games can be played outside especially if they are active games. You will need to shorten the distance, as running in the snow is more challenging than running indoors, i.e. Go, Go, Stop, What Time Is It Mr. Wolf?
 - Go for nature walks in the green spaces. Playgrounds are still available...just be sure to have warm water on hand to remove tongues from

frozen metal (even if you warn them, they will still do it!).

- Have a snow dance. Bring the music outside and have fun moving in new ways. Winter clothing creates new movement challenges.
- On the dark mornings, try flashlight play with the older children. Just be sure to have the children in a fenced area that is familiar to them and is free of hazards. Try dancing with the flashlights. Use coloured cellophane over the lens to create new colours of light! Glow in the dark necklaces will help you keep track of the children.
- Blow bubbles. Take small pinwheels outside. Parachute games are still fun outside in the snow. Make sure the parachute is completely dry before storing.
- Create outdoor building blocks by filling milk cartons and other containers with water and freezing them outside. Take them inside for 15 minutes and they will easily come out. Children will love to create and it is good physical work lifting and moving the blocks.
- Think of snow as a building material. Children will enjoy scooping, dumping, and exploring while being active outdoors. No need to limit ideas just to building snow people.
- In wind blown areas you may be able to cut out small blocks of snow for the children to build with. Let their imaginations run wild!
- Children can find buried treasures in the snow. Hide small toys or plastic food containers with a surprise inside. They can use shovels. Older children could use a treasure map.
- On warmer days, go for a walk and have a picnic. A thermos of hot chocolate is a welcome treat.
- Play nursery games outdoors such as Ring-Around-the-Rosie, Punchinello or Farmer in the Dell.



10. Music and Movement

Rhythmic activities should come from a variety of experiences ranging from those requiring specific movements to those that are open ended and allow for creativity. Examples of these include:

- Movement to music using hand apparatus such as ribbons and scarves, balls, hoops, streamers, lummi sticks etc.
- Choreographed movements to music such as action songs and traditional dances.
- Interpretive movements to music known as creative movement.

Ideas for activities:

- Use ribbons or scarves and make movements that are fun such as circles, waves, zigzags, sweeps, and whips up and down. Move them fast and slow, high and low, big moves and little moves. Move about the room with the scarves keeping time with the music whether the beat is fast or slow.
- Add musical instruments to the session. Lummi sticks are simple ones for small children to learn about rhythm.
- Play a stop and go game to music. Have the children dance and 'freeze' in their last position when the music stops.
- Allow creative music time activities:
 - Recreate a story in movement. This can be a familiar story or one that the group has made up.
 - Dance in partners with one demonstrating, and the others following.
 - Play mirror-mirror; the children face each other; one moves and the other copies.
 - Play follow the leader while dancing about the room, changing leaders so everyone has a turn.
 - Have the children be different animal as they move to music.
 - Use lycra tubes for kids to create very unique shapes.



11. Inclusion

Children often form relationships and make decisions concerning who they will accept into their circle of friends based on appearance and physical skills, therefore games should be an organized part of children's play.

Inclusive games offer a supportive environment that enhances each child's self-confidence, regardless of physical ability. Inclusive games can also teach children how to succeed and to accept the strengths and the limitations of everyone.

Modifying Games:

- Sometimes an element of the game can be changed. Change the element only as much as necessary to afford success, but preserve challenge for all. Such elements include:
 - Equipment, size, weight, color, sound component.
 - Space, distance and height.
 - Time.
 - Force.
- Adapt already existing games.
- Repeat the same game with different skills or equipment.
- Use pictures or symbols to mark skill stations or equipment storage.

Environmental Support:

- Be consistent when getting out and putting away equipment (i.e., balls, beanbags, and other equipment are stored in individual containers and marked with a picture or symbol).
- Lower targets and reduce distances for children who have less strength to get the object to the target.
- Use bright colours to aid children with visual impairments.
- When needed, decrease the amount of activity time and increase rest time.
- As a safety precaution teach children with balance problems how to fall safely.
- Where appropriate, provide a bar on the wall to assist children with stability or allow children with balance problems to stand and hold onto the wall when they need to do so.
- Use peers or adults as helpers when needed.
- Children prone to injury should always wear eye and/or head protection.

Material Modification:

- For children with impairments in strength, use equipment that is of a smaller size and lighter weight. Use striking implements that have a smaller grip. Balls that are too heavy can be replaced with balloons or beach balls.
- Suspend balls from the ceiling or use deflated balls (or paper balls made of crumpled paper wrapped with masking

tape) for children who have limited mobility to reduce retrieval time.

- Increase the width of balance beams or use a taped line on the floor as a modified beam.
- For catching and striking activities, use larger, lighter, softer balls but gradually introduce smaller balls to bring out a more skilful pattern.
- Simplify the activity.

Adaptive equipment and program ideas are available through the *Active Living Alliance for Canadians with a Disability*. Contact Kathy Zrum @ ala.ca or 668-8328



12 Community Access

Whitehorse:

- *City of Whitehorse, Parks and Recreation*
The City offers a variety of programs for preschool and school age children. Programs are offered in the fall, winter, spring and summer and include such programs as Purple Stew and French Fries. Call the City at 668-8325 to inquire about upcoming programs.
- Whitehorse Lions Aquatic Centre (668-7665) offers a 25-metre pool, warm water Leisure Tank, spray toys, Lazy River, Hot Tub, Sauna and Steam Room. Inquire about swimming lessons, Aqua Tots and public swim times. Any child enrolled in aquatic programs must have a parent present in the building at all times.
- *Leaping Feats Creative Danceworks 667-7344*
They offer a variety of preschool and children's dance classes.
- *Northern Lights School of Dance 668-6683*
They offer a variety of children's dance classes.
- *Polarettes Gymnastics Club 668-4794*
The Club offers a variety of programs for children 1.5 years and up. Drop-in times and rentals are also available.
- *Takhini Arena 668-8380*
Call for public skating times.
- *Stan McGowan Arena 668-8698*
Call for public skating times.
- *Fireweed Skating Club*
They offer a Canskate program for children of all ages. Contact the Club office at 633-4730.
- *Whitehorse Skating Club*
They have a variety of programs including Ice Tots and Canskate. Contact Carol Nakamura at 633-3354.
- *Yukon Jackrabbit Program*
Contact the Program Coordinator at 633-8420. They offer programs for children 4 years to 12 years.
- *Squash Yukon Junior Programs*
Contact Marie at 667-7071. They offer programs for children 6 years and up.

- *Whitehorse Minor Soccer*
Contact Hanna at 667-2445. Open to boys and girls ages 3-18.
- *Yukon Orienteering Association*
Contact Barbara at 668-2306. A wonderful and affordable activity for the whole family. (April –September)

Communities:

Check with your local recreation department for programs and special events that are offered in your community. Swimming pools are open in the summer season and many communities have arenas for the winter activities.

Financial Assistance for Families:

- **Kids Recreation Fund:**
The KRF is a special fund, which helps families with the cost of fees, special clothing, supplies and equipment so their child can participate in healthy activities. The amount available is \$200 per child/per activity to a maximum of \$300 per year. Eligible children (0-19 years) are from families whose family net income is under \$30,000 per year (as per Revenue Canada income tax return) **or** children and youth who, due to special family circumstances need financial assistance to participate in activities. Call Sport Yukon at 668-4236.



13 Equipment:

- From supply catalogues and toy stores:
 - Balls: Foam, koosh, rubber, playground, beach.
 - Beanbags.
 - Balance Beams.
 - Cones.
 - Foam Shapes.
 - Hula Hoops.
 - Ladders.
 - Mats.
 - Scooter boards.
 - Tunnels.
 - Tricycles/Wagons/Ride-on toys; Helmets.
 - Swings.
 - Stairs.
 - Climbers.
 - Parachutes.

- Homemade/Inexpensive:
 - Balance beams.
 - Balloons.
 - Beanbags.
 - Balls: Yarn, sock, newspaper.
 - Bowling pins: 2 litre pop bottles, milk cartons or jugs.
 - Boxes.
 - Bubble mix.
 - Foam tubes, 'noodles'.
 - Plastic bags, burlap sacks, pillow cases.
 - Plastic pools.
 - Rackets.
 - Rope.
 - Sheets.
 - Targets.
 - Tires.
 - Scoops.
 - Plastic fruit/veggies/animals.
 - Pictures: Animals, numbers, shapes.
 - Signs: Stop/go/slow.
 - Stuffed animals.
 - Tape: Masking/colored.
 - Laundry baskets.
 - Gripliner.
 - Foam craft sheets: Circles, footprints.
 - Mats: Ensolite camping mats.
 - Air mattresses.
 - Large cloth bag filled with foam chips.
 - Lycra tubes.
 - PVC pipe: Rolling tubes, dividers, hoops.

14 Resources

Equipment:

- Stores: Toy, department, hardware, craft, etc.
- Homes: Yours, your friends or colleagues, parents.
- Recycling centre.
- Active Living Alliance for Canadians with a Disability.
- Catalogues:
 - Flaghouse.
 - Wintergreen.
 - Louse Kool & Galt.
 - Moyers.

Program Development:

Movability: A Physical Activity Program for Infants, Toddlers, and Preschoolers (a great resource for daycares)

Available from:

- Ontario Physical and Health Education Association.
- Canadian Association for Health, Physical Education, Recreation and Dance.

Growing Up Through Games and Play - by Lehnert & Lachmann (a resource for daycares and parents)

Available from:

- Canadian Association for Health, Physical Education, Recreation and Dance.

Moving With a Purpose - by McCall & Craft (for preschool teachers and childcare providers)

Available from:

- Canadian Association for Health, Physical Education, Recreation and Dance
- Human Kinetics – www.HumanKinetics.com

Sport Fun – Part of the Sport For All Programs

Focuses on developing basic movement skills for 3-5 year olds.

Available from:

- Canadian Association for Health, Physical Education, Recreation and Dance
- Human Kinetics – www.HumanKinetics.com

Designing Preschool Movement Programs - by Stephen Sanders (or preschool teachers and childcare providers)

Available from:

- Human Kinetics www.HumanKinetics.com

Activities:

All of the above resources listed under program development also include ideas for activities.

- Moving and Growing:
 - Exercise and Activities for the First Two Years
 - Exercise and Activities for Twos, Threes, And Fours
 - Exercise and Activities for Fives and Sixes

Developed by Fitness Canada and the Canadian Institute for Child Health, these are wonderful little books for parents and childcare providers with outlines of developmental abilities and ideas for activities.

Moving Right Along - by Barbara Sher

Games to increase coordination, balance, rhythm, and other motor skills.
(For parents, teachers, and childcare providers)

Available from:

- PDP Press ISBN 0-930681-03-7

Activities Unlimited - by Cleveland, Caton & Adler

Lots of fun activities including gross motor ones.
(For childcare providers and preschool teachers)

Available from:

- Building Blocks ISBN 0-943452-17-1

Movement Activities for Early Childhood - by Carol Totsky Hammett

Movement activities in four areas: locomotor, ball-handling, gymnastic, and rhythmic skills for preschoolers.

(For preschool teachers and childcare providers)

Available from:

- Human Kinetics www.HumanKinetics.com

Inclusive Games - by Susan Klasser

Games and ideas for ensure all children are challenged according to their own abilities.

(For teachers of all ages and childcare providers)

Available from:

- Human Kinetics www.HumanKinetics.com

Extraordinary Play with Ordinary Things - by Barbara Sher

Recycling everyday materials to build motor skills.

(For parents, teachers, and childcare providers)

Available from:

- Communication Skill Builders

Star Power for Preschoolers: Learning Life Skills Through Physical Play - by Andrew Oser

Available from:

- Red Leaf Press - ISBN 1-884834-335-3

Including Persons with FASD into Active Living Opportunities

Contact Kathy Zrum @ 668-8328

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