Balance Activities

- In this section you will find simple ways to help your students improve their balance. Some of the ideas are very simple, such as practice standing on 1 foot during opening.
- Balance is often a skill that is incorporated into other gross motor movement activities. Therefore, balance skills are also addressed in other sections of this book.
- If a child is tripping and/or falling frequently or moves unsafely, then you probably will want to have your PT take a look at the child.

**TIPPY TOE BALANCE:** Have your students stand on their tip toes remaining in one place. Many of your students may need to hold onto a table, shelf or your hands for balance. Model it first and then have them try. Maybe have 1 or 2 students go at a time. Do this during opening, or during centers, you could visit each center and ask each child one by one to show you how they stand tip toes.

**ONE LEG BALANCE:** Demonstrate standing on one foot with your hands on your hips to the children. Have them stand up as a group or one at a time and practice standing on one foot. Some children may need to hold onto an adult’s hands or a chair for assistance. **Variations:** Demonstrate holding their knee high, bringing leg forward. Then move leg backwards, keeping knee bent or straight.

**BODY PART BALANCE:** Ask children and demonstrate for them:
- Can you balance on your knees and hands?
- Knees and elbows?
- Feet and hands?
- One hand and two feet?
- Two hands and one foot?
- One hand and one foot?
- Head and knees?
- Head, hands and feet?
Be Creative!
**Balance Activities**

**BLOCK PATH:** Set up a narrow path of blocks, bowling pins, empty plastic bottles, cones, etc that can be easily upset. Have the children walk through the path, trying not to knock over the blocks. If they do, have them squat down to pick up the blocks. Then try walking through side ways and backwards to make it more challenging!

**BLOCK STEPPING STONES:** Scatter blocks across the floor. Have the children step from one block to another. Hold a child’s hands if needed for assistance or just let them experiment with stepping on the blocks as best they can on their own. Also try stepping over blocks.

**PAPER STEPPING STONES:** Spread paper scraps on the floor and pretend they are stepping stones. Step from stone to stone and then try to jump from stone to stone. **CAUTION:** paper may slide on the floor, it may be helpful to place some double stick tape to the underside to secure to the floor.

**A TAPE BALANCE BEAM:** Put a line of tape 2-4 inches wide on the floor. Have the children walk across the taped line like a balance beam (have the taped line leading to the sink, the door, etc). Walk forwards, backwards and sideways.

**SHOE BOX PATH:** Scatter empty shoe boxes along the path the children will be walking in the classroom. Start with boxes positioned close together. Have the children step in and out of shoe boxes on their way over to the activity of choice. **NOTE** the boxes may slide on the floor. Give assistance as needed for safety.

**OBJECT OBSTACLES:** Scatter various objects of different sizes on the floor across the room (ex. blocks, balls, boxes, bean bags, small trash cans on their side stacks of books, etc) Have the children step over the objects or walk around them. The goal is to not step on or touch the objects.
**Balance Activities**

**TIP-TOE WEATHER BEAR:** Place the items for weather bear just out of the child’s reach (on a shelf or hold above their head) so that they have to go on tip toes to retrieve the items. Or put Weather Bear up a little higher on the wall so children have to go on tip toes to place each item of clothing on weather bear.

**POPPING BUBBLES:** Have an adult blow bubbles for the children and ask them to try and pop them with hands or feet (jumping, stomping, standing on tip toes, reaching, etc.) You can make this more challenging by having the child stand on a pillow, phone book or piece of foam as they try to pop the bubbles. Let the child hold onto an adult’s hand or table if needed for balance.

**BALL BALANCE:** Use a 6-10 inch ball or a beach ball. Show the child how to stand with 1 foot resting on top of a ball, chair, cushion, box, etc. Have them sing a song or count with you as they balance. Make sure they do this with the right and left foot. If this is too challenging, let them place a hand on the wall or hold your hand as needed. You can make this more challenging by having the child make shapes or letters with the ball using the foot on the ball.

**BALANCE BEAM CREATIVE CURRICULUM #15:** Use a balance beam, a 2 x 4” board, or you can line up wooden blocks to make a balance beam. The PT or PE teacher may also have one. Have the children walk forwards, sideways or backwards. They may need their hands held at first. You can make this more challenging by not holding their hands or by having them put their hands on their hips instead of out to the side.
ROPE JUMP (CREATIVE CURRICULUM #14): Tie a rope to two pieces of furniture spaced several feet apart. Start with the rope touching the floor and have the children either step over, jump over it forwards, backwards, and sideways. Then raise the rope 1 inch from the floor and have them jump forward over it. For those children who can do this successfully, raise the rope another inch off of the floor.

HOOP PATHWAY: Scatter hula hoops across the floor. (Borrow 3-5 from the PE teacher). Ask children to walk and step in/out of each hoop. Ask them to try not to touch the hoops with their feet. Then repeat going backwards and sideways.

BIRD-DOG: First, have children get onto hands and knees on the floor. Next, have them raise one hand and hold it up like they are waving or giving high five. The teacher and paraprofessionals can walk around giving each child high fives one at a time. The students can then move one leg back and give you “five” with their foot. This activity is good for building trunk, leg and shoulder strength.
In this section you will find a variety of activities to use with your students to promote visual motor coordination and basic ball play. Developing these skills now will help your students participate more successfully during recess and PE as well as assist with their overall eye-hand coordination.

**General Equipment Ideas:**
- bean bags
- scarves or plastic grocery bags
- beach balls
- sponge (Gator) balls – ask your PE teacher
- tennis ball
- rolled up pair of socks to create a soft “sock” ball
- koosh balls
- balloons
- playground balls
- tennis ball

**The general progression of ball skills:**
→ begins with rolling a ball on the floor in sitting to a target or partner (approximately 12-18 months of age)
→ standing and flinging a ball without very good direction (approximately 2 years)
→ standing and tossing a ball 5 feet or so (2-3 years)
→ beginning to learn overhand and underhand throws as well as chest passes (4-5 years) and starting to use mature form (trunk and shoulder rotation, stepping with opposite foot).

**Simple Adaptations...**
If you have a student who is not yet throwing or catching, have them roll the ball on the floor for the activities.

If a child has difficulty catching a regular ball, have them use balloons or a partially deflated beach ball. These move more slowly and allow a greater time for eye-hand coordination to occur.

If you want to work on ball skills without having to constantly chase after the ball, use bean bags or koosh balls since they do not roll.
**Ball Skill Activities**

All of the following activities Creative Curriculum #18

| **TOSS/THROW:** Use bean bags, koosh balls, small balls, stuffed animals, crumpled up paper. Use a box, basket, picture/sign or hoola hoop (you may need to tape the hoop to the floor) as the target. This can be on the floor, on a chair or against a wall. Tape a line or have a spot to the floor for them to stand behind or on 3-5 feet away. Have the children to toss/throw overhand or underhand to the target. If the child only wants to put the bean bag in the target and not throw, you can have them stand inside empty box 3-5 feet from the target. They should be encouraged to only use one hand. You can make this more challenging by moving the line back or changing the target. |
| **BEACH BALL OR BALLOON FUN:** Use a partially deflated beach ball. Show the children how to: kick it against the wall, kick it to a target, drop kick, kick it when it is rolled to them, or use it to play catch with adult or another child. Because it is partially deflated it will not roll away as easily. You can make this more challenging by increasing the distance or changing to any of the different activity as stated above. |
| **RING Toss:** Use an inexpensive ring toss set or create your own out of small plastic cones, 2-liter bottles filled with water or sand as the stand. For rings, you can cut the center out of plastic disposable plates, ice cream bucket lids, or Frisbees to create your own homemade rings. Tape a line or have a spot to the floor for them to stand behind or on 5-10 feet away. Set up the game and let your students play with it any way they choose. It's okay if they walk right up to the stand and drop the rings onto the “pole” to start with. You can make this more challenging by increasing the distance or putting the stand on a chair. |
| **BALL BALANCE:** Use a 6-10 inch ball or a beach ball. Show the child how to stand with 1 foot resting on top of a ball, chair, cushion, box, etc. Have them sing a song or count with you as they balance. Make sure they do this with the right and left foot. If this is too challenging, let them place a hand on the wall or hold your hand as needed. You can make this more challenging by having the child make shapes or letters with the ball using the foot on the ball. |
Ball Skill Activities

**PUSH AND SQUISH:** Use a large sponge or a Nerf ball. (The PE teacher may have these). Have the child sit facing the wall with their feet touching the sponge ball, knees bent and hands behind them. With feet on the ball, have her push with her legs as hard as she can. Relax and then push again. You can make this more challenging by having the child stand and squish/push the ball into the wall with hands, elbows, shoulders, back, knees, etc. Sit or stand and squeeze the ball between both hands.

**SCARF TOSS:** Use scarves, bandanas, or plastic grocery bags. (The PE teacher may have scarves.) Each child has one scarf. Show the children how to toss them up in the air and catch them. The scarves can also be used to work on directional concepts and/or body parts (wave them high, medium and low, under their leg, behind their back, be creative!) You can make this more challenging by having them hold a scarf in each hand and toss up each or have them do different movements with each hand.

**STATIONARY BALLOON KICK:** One at a time, have children stand in front of cube chair. Place a balloon in front of their feet. Have them kick the balloon back to you. OR if you want everyone to participate at the same time, tie a string, rope or piece of yarn to a balloon and then tie the string to child’s shoe and practice kicking the balloon over and over.

**BALLOON BASH:** Blow up several helium-quality (less likely to pop) balloons and scatter throughout your classroom. Have your students walk and find a balloon and practice hitting the balloon with their hands. An adult may need to help some students by tossing the balloon at them and having them hit it back. Encourage them to try and keep their balloons from hitting the floor.

**Roll Around the Circle:** Have your class sit on the floor in a circle. Get a playground ball or foam ball. Roll the ball to a student and either say “Catch it Sammy!” or you can sing the “Hello” song or just play some music. Then that student will roll the ball across the circle to another student. If appropriate have them say the student’s name or continue to sing the hello song to the next student. Keep rolling the ball around the circle until everyone has had a turn.
Ball Skill Activities

**Ball Stations:** Set up as many of the following stations listed below as you like around your classroom. Divide your students into groups of 2-3 and assign them to a starting station. Rotate every few minutes until everyone has experienced each station at least once. Incorporating counting, colors, shapes and language will be easy to do with these stations.

- **Target Toss:** Set up a box/bucket against the wall and place several bean bags on a carpet square or marker on the floor about 3-5 ft away. Have the children try to toss the bean bags into the box. Ask learning questions such as: “How many did you get in the box?” “What color is your bean bag?”

- **Table Target:** Set up a target on top of a table positioned against a wall. (Example targets: empty pop bottles, blocks, stuffed animals, simple toys that won’t break if knocked over, etc.) Have the children throw bean bags, koosh balls, or paper “snow” balls to try and knock the target off the table.

- **Balloons:** Have a station where the children each have their own balloon to bat in the air. Allow extra space to move at this station.

- **Beach ball kick:** Set out a couple partially deflated beach balls and let the children kick the beach ball at the wall or a target.

**Individual Bean Bag Toss:** For this you will need either bean bags or koosh balls. Have the children find their own space in the classroom and give each of them a bean bag. Show how to toss and catch the bean bag to yourself. It’s okay if they are unable to catch it; just make sure they watch the ball and where it is traveling so they can learn the eye-hand coordination needed for this skill. If your room is small, call 1 or 2 children over to a designated area to do this game while the rest of your students are at their centers.
Jumping

- In this section you will find activities specifically designed to promote the skill of jumping. Many of the activities can be done in a group or in individual situations with your students. All of these activities would help you to assess #14 on the Creative Curriculum, as locomotor skills pertain to jumping.
- You will also find strategies to help your students who are not yet jumping.
- Finally, there are suggestions for how to modify jumping activities so that all of your students are able to participate at their ability level.

**ROPE JUMP:** Tie a rope to two pieces of furniture spaced several feet apart. Start with the rope touching the floor and have the children jump over it forwards, backwards, and sideways. Then raise the rope 1 inch from the floor and have them jump forward over it. For those children who can do this successfully, raise the rope another inch off of the floor. Adjust the height of the rope as needed according to each child’s ability level. They can start by leading with one foot then progress to jumping with two feet.

**BUNNY HOP – CREATIVE CURRICULUM #14:** Jump forward with both feet. Try to keep feet close together. Advance to holding hands at side of head and wiggle bunny ears by moving hands. **ADAPTATION:** for non-jumpers, try to have them bounce by bending knees and do the hand movements for bunny ears.

**KANGAROO JUMP:** Jump forward with two feet. Bend at your elbows and hold hands up by your chest.

**FROG – CREATIVE CURRICULUM #14:** Squat down low in a deep knee bend position. Place hands on floor. Jump forward 1-2 feet and land in a deep squat position. Repeat several times.

**RABBIT – CREATIVE CURRICULUM #14:** Squat down low in a deep knee bend position. Place hands on floor with palms down. Move hands forward and then bring feet forward by doing a little jump. Repeat.
Jumping

BEGINNER JUMPING JACKS: Demonstrate jumping with feet together and apart, moving legs in/out. Have the children practice this with you. Do not worry about arm movements with this activity.

JUMP OVER: Tape lines on the floor either in a specific location or all throughout your classroom. Have your students walk up to each line and jump over it. Have them walk around the room, find each line and jump over it. Or have one line by the door and have them jump over it every time they enter/exit the classroom. Use brightly colored tape to contrast the color of the floor.

BALLOON JUMP: Jump up and touch a balloon hanging from a string. Either tape the string to the wall just out of child’s reach and have each child take a turn or an adult can hold the balloon just above child’s reach.

SYMBOL JUMP: Tape a picture to the wall or child’s symbol with their name on it and have each child jump up and touch the picture/symbol.

JUMP DOWN: To work on jumping off short heights: set out phone books, stacked puzzles or books (stacks should be kept to small heights 1-4 inches), milk crates, step stool. An adult should closely supervise this activity.

HOOP JUMP: Lay a hula hoop on the floor and have the children take turns jumping in/out of the hoop. Have them walk around the hoop in between each jump.
Jumping

😊 CRAB: Sit on floor with feet on floor in front and hands on floor behind bottom with palms down. Lift bottom off floor. Try to just hold the position for a few seconds (like a table). Add walking backward or forward. ADAPTATION: Let them scoot with bottoms touching the floor. Or just try to get into the position and hold it.

BEAR WALK: Bend over at waist and touch floor with hands. Move forward with hands and feet (not knees).

INCH WORM: Bend over at waist and touch floor with hands. Walk hands forward a few inches, then walk feet forwards a few inches. Repeat.

KANGAROO JUMP: Jump forward with two feet. Bend at your elbows and hold hands up by your chest.

😊 FLAMINGO: Stand on one foot with arms straight at sides.

😊 SNAKE: Wiggle on the floor and make “Sssss” sounds.

CAT: Crawl and meow.

HORSE: Gallop and “neigh” like a horse.

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Jumping
Animal Walk

😊 ELEPHANT: Stand and bend at waist. Clasp hands together, straighten arms and let hang down like a trunk. Take slow, big lumbering steps; sway side to side. Do in standing and/or move around the room.

DUCK: Squat down low in a deep knee bend position. Make wings by tucking hands into armpits. Some students may need to use their arms for balance. Take small steps while maintaining the squat position. Adding the “Quack” sound effects is even more fun!

FROG – CREATIVE CURRICULUM #14: Squat down low in a deep knee bend position. Place hands on floor. Jump forward 1-2 feet and land in a deep squat position. Repeat several times.

RABBIT – CREATIVE CURRICULUM #14: Squat down low in a deep knee bend position. Place hands on floor with palms down. Move hands forward and then bring feet forward by doing a little jump. Repeat.

FISH: Hands at cheeks and wiggle body forward.
Jumping

**Walking Sideways:** Have the children stand up and face one wall. Stand in front of them so you can model how to walk for them. Walk taking side steps where same foot leads one direction and other foot does not cross over. “Step, close” or “Step apart, step together” are good verbal cues to give. Side step to the left 10-20 ft and then stop. Next side step to the right 10-20 ft. When done correctly, this really works the outer thigh muscles!

**Music Move - (Creative Curriculum #14):** Walk or run to music while moving safely throughout the room. Stop and freeze when music stops (teacher pause CD player every 5-10 seconds) Walk slowly to slow tempos, quickly to fast ones.

**Red Light, Green Light – (Creative Curriculum #14):** Do in a gym, outside on the playground or in an empty hallway. Have just a few students go at a time, or the entire class. Start them on a line. You, the traffic light, are about 20 feet away. Say “Go – Green Light” and they should walk or run towards you. When you say “Red Light” also say “Stop!” and sign “stop” to help your students learn that red light means stop. You would like to see your students be able to stop their movement within 2-3 steps after you say stop.
- Work on different locomotor skills once they have the concept of Stop & Go.
- Instead of running, have them gallop, jump, march, walk backwards, sideways or on tiptoes.

**Crouching Tiger:** Stand up. Walk with knees bent like you’re crouching down low. Pretend you are a tiger about to sneak up on someone. Keep your knees bent as you walk across the room. Can add arm movements too.

See ideas for Animal Walks on next page!
LEARNING TO JUMP
Amy Beyersdorf, PT

SUMMARY

1. Bouncing up and down on a springy surface with hand support, with hips and knees bent and feet flat.
2. Bouncing as above, but on tiptoes.
3. Jumping on a springy surface and lifting feet off the surface with and without hand support.
4. Jumping on the floor and lifting feet off the floor with and without hand support.
5. Jumping off a 4-8 inch step with feet together with and without hand support.

1. **Bouncing up and down on a springy surface with hand support, with hips and knees bent and feet flat.**

Your student will need two handed support at first—either holding you or something they can grip easily. Support should be at chest or shoulder level. It is best to encourage your students to do it themselves so they use their arms to help lift themselves.

EX: Bounce on a small trampoline, bouncing on a seat cushion and holding onto a table, bouncing on a playground bridge.

*At first it is ok to hold their hands high or hold them under their armpits, but it doesn't teach the leg movements needed for bouncing. Once they like the bouncing, lower your hand support or hold their hands very loosely, and work on hip/knee/ankle bending.
2. **Bouncing as above, but on tiptoes.**

Practice having them reach up and come up onto tiptoes when standing, first on the floor and then on a springy surface. Help them by holding their ankles and bouncing them up to their toes.

EX: Reaching for magnets on the fridge, window clings on windows, a ball held overhead, etc.

3. **Jumping on a springy surface and lifting feet off the surface with and without hand support.**

Teach “lift off”. You’ll have to add speed and momentum to the bouncing rhythm when doing the upward motion. The child will have to pull with their arms or push off with their toes to lift their feet off the surface.
* You can help by holding their legs and raising them off the surface while in the bouncing rhythm.
* Hold them under their armpits and lift up while they hold onto a chair.
* Have them hold higher up on a tall chair (face level) and try it.

4. **Jumping on the floor and lifting feet off the floor with and without hand support.**

Same technique as above.

5. **Jumping off a 4-8 inch step with feet together with and without hand support.**

Help pull the child forward as they jump up. Practice jumping over a toy or a line (jumprope, etc).
* Use music and/or singing.
Jumping
Locomotor Activities

The ☺ smiley face symbol means the activity can be done while remaining in one place.

If you are looking for locomotor activities to work on running, galloping or skipping, then this is the section to use. The majority of these activities will allow you to observe and document your student’s progress with locomotor skills in the Creative Curriculum criteria number 14.

Although many of these activities require that you have some space to move in, you can be very creative as to how you find your space. Gyms and playgrounds are obvious choices, but empty hallways (think by the receiving area or where you wait for your buses), stages and even clearing a space in your classroom are all good choices too.

Performing these skills help our students develop coordination, body-in-space awareness and prepare them for the variety of locomotor activities they will advance to in their physical education classes.

Learn to Gallop: (Creative Curriculum#14)
This is a great activity to do with all your students, even those who already know how to gallop.
This Activity is for: small or large group, outdoor play, gym play
What you will need: some open space for children to move
What to do:

1) Demonstrate to your students how to side step. If available, have them follow a line on the floor. Face your students as they side step along the line. Use the cues: “Step together, step together” or “Step close, step close.” Hold a child’s hands while facing them and mirroring the side step until they are able to do it on their own. Go to the right and left.

2) Next add the push off from your feet. Demonstrate and exaggerate the push off, really trying to spring from the balls of your feet. Use the same assistance for children who are not able to do on own yet.

3) For the children who are able to do 1 and 2, now have them face forwards and gallop. For those who need assistance, hold their hands and gallop with them.

For fun, play follow the leader, do relay races or just let the kids gallop freely throughout the space (gym, playground, hallway, classroom)
**Locomotor Activities**

**STEPPING STONES**: Spread paper scraps on the floor and pretend they are stepping stones. Step from stone to stone and then try to jump from stone to stone. **CAUTION:** paper may slide on the floor. It may be helpful to place some double stick tape to the underside to secure to the floor.

**MARCHING - (CREATIVE CURRICULUM #14)**: Stomp your feet or march when you walk over to the ______ (snack table/house/blocks/art/sand table/etc center, the sink to wash your hands, to line up at the door, down the hallway to the library).
- Play follow the leader and march/stomp all throughout the classroom, moving around furniture and obstacles.
- March/Stomp feet around the room or while standing in place when singing “Going on a Bear Hunt.”

**HUMAN BRIDGE**: Children form a bridge by getting into hands and knees position on the floor with face down (form a line first) and children take turns crawling under all the “bridges” around the room.

**SIMPLE WALKS – (Creative Curriculum #14)**: In small or large groups, in the classroom, hallways, playground or gym or when you take your class for walks outside:
- **Walk forwards**: take BIG steps; take little steps
- **Walk backwards**: take BIG steps; take little steps
- **Walk sideways** to the left and to the right. Take BIG steps and take little steps.
- **Walk on different surfaces**: carpet, tile, grass, dirt, sand, curbs, mats (tumbling mats), bubble wrap, blankets, pillows, etc.
- **Walk with hands on hips, hands reaching up high**
- **Walk a zig zag path**
- **March**
- **Walk fast**
- **Walk slow**
- **Walk leaning forward**
**Animal Walks**  These promote locomotor skills as well as **build strength and balance**. The following “walks” should be appropriate for most 3, 4 and 5 year olds. Suggestions for modifications are included throughout this list. For those of you dealing with limited space to move in, many of these “walks” can be done by remaining in one place. They are denoted with a 😊 symbol. Have your students make the animal sounds as they perform the different movements.

😊 **Bunny Hop – Creative Curriculum #14**: Jump forward with both feet. Try to keep feet close together. Advance to holding hands at side of head and wiggle bunny ears by moving hands. **Adaptation**: for non-jumpers, try to have them bounce by bending knees and do the hand movements for bunny ears.

**Baby Chicks**: Stoop low to ground, bend mostly at waist and walk forward. Hold one hand in front of mouth and open and close fingers (4 fingers touching to thumb) like a beak.

😊 **Rocking Horse**: Stand with 1 foot forward and 1 foot back. Rock forward shifting weight to front foot then rock back shifting weight to back foot. Switch and put the other foot forward. **Adaptation**: for children with a balance impairment let them hold onto a table or your hand when rocking.

**Penguin**: Stand with heels very close together, toes pointing outwards. Shuffle across the floor with very small steps and little knee bend. Waddle while keeping arms held straight and close to sides.

**Horse**: Gallop and “neigh” like a horse.
**Animal Walks**

**CRAB:** Sit on floor with feet on floor in front and hands on floor behind bottom with palms down. Lift bottom off floor. Try to just hold the position for a few seconds (like a table). Add walking backward or forward. **ADAPTATION:** Let them scoot with bottoms touching the floor. Or just try to get into the position and hold it.

**BEAR WALK:** Bend over at waist and touch floor with hands. Move forward with hands and feet (not knees).

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**KANGAROO JUMP:** Jump forward with two feet. Bend at your elbows and hold hands up by your chest.

**FLAMINGO:** Stand on one foot with arms straight at sides.

**SNAKE:** Wiggle on the floor and make “Sssss” sounds.

**CAT:** Crawl and meow.
Locomotor Activities

Animal Walk

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DUCK: Squat down low in a deep knee bend position. Make wings by tucking hands into armpits. Some students may need to use their arms for balance. Take small steps while maintaining the squat position. Adding the “Quack” sound effects is even more fun!

FROG – CREATIVE CURRICULUM #14: Squat down low in a deep knee bend position. Place hands on floor. Jump forward 1-2 feet and land in a deep squat position. Repeat several times.

RABBIT – CREATIVE CURRICULUM #14: Squat down low in a deep knee bend position. Place hands on floor with palms down. Move hands forward and then bring feet forward by doing a little jump. Repeat.

FISH: Hands at cheeks and wiggle body forward.

😊 BIRD: Stand up and hold arms out to sides. Flap arms like wings on a bird. Move around the classroom if able. Tell the children to fly in the sky! ADAPTATION: for students with balance or mobility impairment, have them fly while sitting or standing.

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**Locomotor Activities**

**WALKING SIDEWAYS:** Have the children stand up and face one wall. Stand in front of them so you can model how to walk for them. Walk taking side steps where same foot leads one direction and other foot does not cross over. “Step, close” or “Step apart, step together” are good verbal cues to give. Side step to the left 10-20 ft and then stop. Next side step to the right 10-20 ft. When done correctly, this really works the outer thigh muscles!

**MUSIC MOVE - (CREATIVE CURRICULUM #14):** Walk or run to music while moving safely throughout the room. Stop and freeze when music stops (teacher pause CD player every 5-10 seconds). Walk slowly to slow tempos, quickly to fast ones.

**RED LIGHT, GREEN LIGHT – (CREATIVE CURRICULUM #14):** Do in a gym, outside on the playground or in an empty hallway. Have just a few students go at a time, or the entire class. Start them on a line. You, the traffic light, are about 20 feet away. Say “Go – Green Light” and they should walk or run towards you. When you say “Red Light” also say “Stop!” and sign “stop” to help your students learn that red light means stop. You would like to see your students be able to stop their movement within 2-3 steps after you say stop.
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**CROUCHING TIGER:** Stand up. Walk with knees bent like you’re crouching down low. Pretend you are a tiger about to sneak up on someone. Keep your knees bent as you walk across the room. Can add arm movements too.

See ideas for Animal Walks on next page!