

Winter Nature Walk

Outdoor Structured PA Activity 1

Icy Treasure Hunt

Outdoor Structured PA Activity 2

Reindeer Trot

Outdoor Structured PA Activity 3

Scarf Tag

Outdoor Structured PA Activity 4

Materials: Ice cube tray or small paper cups, small items to freeze, large bowl

Preparation: Tell children you are going to have a scavenger hunt and pick out the items, freeze them in the trays or cups, hide them on the playground

Procedure:

1. Let children know that it is time to search for the frozen items. Encourage them to run and crawl and be as active as possible.
2. When children find an ice cube, have them drop it in the big bowl and assign them an action (i.e. jumping jacks) to do before searching for another ice cube.
3. When all the ice cubes are found, you can do an experiment with ice cubes. Put the ice cubes in warm water and ask children what they think will happen? Will the ice cubes sink or float?

Materials: Two scarves per child, items to create boundaries (polyspots or beanbags)

Preparation: Use the items you choose to create a space outside for children to run around in

Procedure:

1. Explain the game to children. Everyone is going to get two scarves to tuck into their pockets or waistband of their pants. Then, when I say go everyone is going to run around and try to get the scarves. Once you get a scarf, run back to me and put it in a pile. Once a player has no more scarves, they have to stop and jump up and down.
2. Have children spread out and then start the game. There is no winner, so end the game when most of the scarves are in the pile.

Materials: None

Preparation: Map out a path for the class to walk on; review questions

Procedure:

1. Tell children that they are going on a nature walk and they will use their senses to learn about winter.
2. Instruct students to walk quietly and use all of their senses (except taste) to explore nature.
3. As you are walking, ask children questions about what they are experiencing (i.e. What do you hear? How does the temperature feel?)
4. Also point out characteristics of winter and use these opportunities as teachable moments
5. After completing the nature walk, try playing a fun game of follow the leader on the way back.

Materials: Floor tape

Preparation: Mark a start line and another line about 20-30 feet away

Procedure:

1. Introduce the game by telling children that they are going to pretend to be reindeer and do a relay with movements that reindeer would do.
2. Split the children into two or more teams.
3. Explain the movements for each round of the relay.
 - Round 1: Run up and back galloping
 - Round 2: Run up and back pretending to fly
 - Round 3: Run up and back trotting
4. The first team to complete all of the tasks twice and have the final player get back to the start line first is the winner of the reindeer trot relay!

Nature Scavenger Hunt

Outdoor Structured PA Activity 5

Alphabet Hopscotch

Outdoor Structured PA Activity 6

Outdoor Obstacle Course

Outdoor Structured PA Activity 7

Counting Our Moves

Outdoor Structured PA Activity 8

Materials: Floor tape or chalk to make lines for the hopscotch course, a beanbag

Preparation: Prepare the hopscotch course by drawing the blocks and then writing a letter inside each block

Procedure:

1. Tell children they will be playing a game of hopscotch and learning about the alphabet.
2. Demonstrate how to hop in the course and then have children practice.
3. Then, give the first child the beanbag and have him/her toss it into the hopscotch course. Whatever block it lands in the child must say a word that starts with that letter before completing the course. Younger children may have to step or jump instead-
4. Play for as long as you want!

Materials: Chalk, area to write on with chalk, beanbag

Preparation: Draw a large circle with 5 sections, write the numbers 1-5 in each section

Procedure:

1. Show the children where to stand along the edge of the circle, then demonstrate how to play.
2. Toss the beanbag into the circle and say the number of the block that the beanbag lands in. Then, tell everyone to do that many of a specific movement. For example, if it lands in the block that is "2", everyone will have to 2 hops.
3. Repeat this a few different times with different movements. Then allow the children to take turns tossing the beanbag and calling out moves to do.

Materials: Scavenger hunt materials list

Preparation: Write down or brainstorm the scavenger hunt materials list

Procedure:

1. Tell children they will be doing a scavenger hunt.
2. Split the children into teams of 2 or 3 and ask them to come up with a team name.
3. Give each team one item on the list to find. You can give each team the same item to find or start out finding different items.
4. Tell children to find the item and then show and describe it to you. Repeat as many times as you would like.
5. Here's a list of some items to add to your list: something round, smooth, rough, different types of leaves, something green or something you think is beautiful

Materials: Portable play equipment (beanbags, polypots, etc.)

Preparation: Create a series of obstacles for children to move through

Procedure:

1. Tell children they will be going through an obstacle course that you created.
2. Demonstrate the course for the children or walk them through each step.
3. Here are some obstacles that you can set up:
 - First, run in a circle around a tree
 - Next, zigzag around polypots
 - Then, crab walk to the fence
 - Run to the slide and slide down
 - Throw a beanbag at a target
 - Skip to the finish line

Copy the Creative Classmate

Circle Time PA Activity 1

Animal Action

Circle Time PA Activity 2

Active Alphabet

Circle Time PA Activity 3

Beach Ball Questions

Circle Time PA Activity 4

Materials: CD with animal like music (optional), a list of animals

Preparation: Make sure there is enough space for children to play

Procedure:

1. Explain to children that they will be acting out different kinds of animals using their whole body.
2. Have the children spread out and start the music if using.
3. Call out the first animal and watch the children move. After about 20-30 seconds call out a different animal. Repeat until the song is over.

Materials: Beach ball, list of questions that children can answer, marker to write the questions on the beach ball

Preparation: Make sure there is enough space to play, write the questions on the beach ball

Procedure:

1. Explain that children will be playing a game with the beach ball. Say, *"We are going to throw the ball and when you catch it, you have to answer whatever questions your right thumb lands on."*
2. Have the children stand in a circle and throw the ball to the first child. Help them read the question or read it for them. Once they answer, have them throw the ball to another classmate.

Materials: None

Preparation: Make sure there is enough open space in the classroom

Procedure:

1. Explain to the children that they will be playing a follow the leader movement game where they will be making up the movements.
2. Have children arrange themselves in a circle. Tell children whenever you tap on their shoulder, they need to make up a movement for the whole class to do.
3. Start the game by making up an action yourself for the children to do. Then, start tapping children on the shoulder.
4. Continue until every child has at least one chance to create their own action.

Materials: List of movements for each letter

Preparation: Review the movements

Procedure:

1. Sing the alphabet song. Then, tell the children you are going to sing it again, but add movements for each letter.
2. Practice the movement for each letter as a class. Announce the letter and tell children what it represents. For example, "A. A is for act like a dog. This is how you would act like a dog."
3. Once you finish practicing, sing the alphabet song all the way through with the movements!

- | | |
|---------------------------------|---------------------------------------|
| A – Act like a dog | N – Nod your head |
| B – Bend your knees | O – Open your arms |
| C – Climb a ladder | P – Pop like popcorn |
| D – Dance | Q – Quietly tip toe |
| E – Eat your lunch | R – Run in place |
| F – Fly like a bird | S – Swim like a fish |
| G – Gallop like a horse | T – Touch your toes |
| H – Hop like a bunny | U – Unlock a door |
| I – Ice skate | V – Vacuum the floor |
| J – Jumping jacks | W – Wiggle your body |
| K – Kick a soccer ball | X – Make an "X" with your body |
| L – Leap in the air | Y – Yo-yo up and down |
| M – March like a soldier | Z – Zigzag across the floor |

Potter the Otter

Circle Time PA Activity 5

Snowy Day

Circle Time PA Activity 6

Heartbeat Beat

Circle Time PA Activity 7

Card Matching

Circle Time PA Activity 8

Materials: Open space with room to move

Preparation: Familiarize yourself with the story and the actions in the story

Procedure:

1. Begin by telling children you need their help acting out a fun winter story by acting out all of the movements.
2. Practice one saying one phrase and having children act out the movement. Example: I was running for the bus this morning (run)
3. Read the story (found in the training manual) and do all of the associated movements.

Materials: Cards, scissors

Preparation: Cut out the cards, making sure that every card you cut has a match

Procedure:

1. Tell the class that they will be playing a card matching game where each child will get a card and they have to find the child with the matching card.
2. Hand out the cards to the children.
3. Say “go” to signal that they should be looking for the matching card.
4. Time them and when everyone is done, let them know how fast they were.
5. Play a couple of times, with the goal of being faster and faster!

Materials: A copy of “Potter, Potter the Healthy Otter” (available for print online)

Preparation: Pre-read the book and note the places for questions, discussion or movement

Procedure:

1. Introduce the book and tell the children that you are going to read the book and do some fun activities with the characters.
2. Read the book, stopping throughout the story for questions, discussions, and movement. Look at the training manual for suggested stopping points and activities.
3. Conclude by reiterating the main point that it is important to play outside with friends.

Materials: Song lyrics and music (online clip)

Preparation: Review the lyrics and music

Procedure:

1. Ask children about muscles. Have children make a muscle pose and find their biceps.
2. Discuss how you can make muscles stronger. Explain that the purpose of this activity is to learn about a very important muscle – the heart.
3. Have all the children stand up and copy you, increasing the rate of hand tapping on chest at each phase to mimic increasing heart beats.
 - Stand still
 - Walk in place
 - March in place
 - Run in place
4. Sing “Heartbeat Beat”. Each stanza increases speed.
5. Ask review questions: How can we speed up our heartbeat? Why is important to be active for our heart?

Spot the Dot

Indoor Structured PA Activity 1

Snowflake Shake

Indoor Structured PA Activity 2

Simon Says

Indoor Structured PA Activity 3

Winter Olympics

Indoor Structured PA Activity 4

Materials: Music

Preparation: Make sure there is space to move around and dance

Procedure:

1. Explain how every snowflake is different and children will get a chance to show their different snowflake dance moves.
2. Have the children pick a CD/song to listen to and then start dancing!
3. After about 30 seconds, pause the music and ask for a volunteer to teach the class his/her "special snowflake move".
4. Once the class had had a chance to practice the new move, restart the music so everyone can dance. Repeat until each child has a chance to come up with a dance move.

Materials: None

Preparation: Review the list of Olympic events and movements for each event

Procedure:

1. Explain what the winter Olympics are to the children.
2. Split the children into small groups and assign them a country.
3. Demonstrate the different winter Olympic events and have the children practice the movements for each event.
4. Go through as many events as you like. Some good ones for this activity are cross-country skiing, curling, figure skating, ice hockey, speed skating, ski jumping, and snowboarding.

Materials: Polyspots, space for children to move

Preparation: Lay the polyspots on the ground with room to run between

Procedure:

1. Color Polyspots: The teacher calls out a color and children run to a polyspot of that color and put *one* foot on the circle. After everyone has placed a foot on the appropriate color, call out a new color. Continue to call out different colors until it's time to end the game.
2. Body Part Polyspots: Similar to the first game, the students will run between polyspots. Instead of calling out colors, the teacher will call out a body part (i.e. elbow, hand, finger, toe, knee) and students will have to place that body part on *any* color of polyspot. The students must run to a new polyspot every time the teacher calls out a body part.

Materials: None needed

Preparation: Make sure there is enough space for children to move around, review movements

Procedure:

1. Explain the rules of the game. Each child will get a chance to be Simon. Simon will start by saying, "Simon says, '<insert action here>.'" and then everyone must then do the action. If Simon makes an action request without saying, "Simon says" first, you aren't supposed to do that action. If Simon catches anyone, restart the game, but switch the person who gets to be Simon.
2. Be creative with your actions! Here are some ideas to help get you started: jumping jacks, running in place, wave you arms, spin around, act like an animal, touch your toes

Hot, Warm, and Cold

Indoor Structured PA Activity 5

Indoor Obstacle Race

Indoor Structured PA Activity 6

Slide & Glide

Indoor Structured PA Activity 7

Freeze Dance

Indoor Structured PA Activity 8

Materials: Portable play equipment, other classroom materials that could be used for an obstacle course

Preparation: Gather materials and start setting up the beginning of the obstacle course

Procedure:

1. Show children the beginning of the obstacle course and tell them you need their help to finish it. Demonstrate the part you have already set up.
2. Introduce children to more materials for the obstacle course and let them explore and come up with other obstacles for the course.
3. Once the course is finished, encourage the children to talk about each part and demonstrate what they have to do.
4. Then, have everyone go through the entire course!

Materials: Music of your choice

Preparation: Make a list of “freeze poses” such as body ball, balance on one foot, make your body into the letter “T” or “X”, touch your toes

Procedure:

1. Discuss the rules. When the music stops, children stop dancing and do the pose that the teacher is modeling.
2. Demonstrate the poses and have children practice.
3. Start the music and encourage everyone to dance!
4. After several moments, stop the music. Say and model a pose. Everyone should freeze and hold that pose.
5. Restart the music, then freeze and strike a new pose. Repeat several times.

Materials: Open space for the activity

Preparation: Make sure there is enough space

Procedure:

1. Start off by explaining the activity. Say, “*One person is going to close their eyes and we are all going to hide something they have to find. Then when we have the person come back into the group we must tell them whether they are a hot, warm, or cold distance from the object they’re looking for. Hot means really close, warm means sort of close, and cold means not close at all.*”
2. Have the children spread out into a circle and then pick one child to go to a different part of the room and close their eyes.
3. Hide the object as a group and then invite the other child back into the middle of the circle.
4. Encourage the other children to tell the child if they are a hot, cold, or warm distance away from the object using active movements. Repeat until everyone gets a chance to guess.

Materials: Open space, polypots or beanbags

Preparation: Use the polypots/beanbags to outline a rink for children to skate around

Procedure:

1. Explain to children that they are going to be going pretend ice skating!
2. Remind children to maintain their own space and only skate around the rink.
3. Show the children how to glide on their feet like they are ice skating. Encourage them to practice.
4. Then, have children make different moves like real life ice skaters inside the rink.
5. Once children have practiced some moves, use the beanbags or polypots to set up some small obstacles (i.e. zigzag) from them to skate through.

Active Animals

Active Transitions Activity 1

Lava Rocks

Active Transitions Activity 2

Snowman Shuffle

Active Transitions Activity 3

Acting Out Emotions

Active Transitions Activity 4

Materials: Polyspots, safe space for the activity

Preparation: Place the polyspots on the ground so that children can move from polyspot to polyspot

Procedure:

1. Introduce the activity to the children. Say, *“We are going to move to our next activity, but on the way there, we’re going to pretend the floor (carpet, tile, sidewalk, etc.) is lava from a volcano and the polyspots are rocks. You’re going to try to move from rock to rock without touching the lava. You can move by stepping, jumping, hopping, or leaping.”*
2. Show the students where to begin and how to step on each polyspot.
3. Allow the children to continue through the lava rocks until everyone has reached their destination.

Materials: Open space

Preparation: Review emotions and movements

Procedure:

1. Instruct students on how to do the activity. *“Before our next activity, we are going to take a break a break and practice acting out emotions that we feel sometimes. I’ll name an emotion and your job is to act it out!”*
2. Here are some emotions and movements that you could use:
 - Happy/excited – jump up and down and cheer
 - Sad – sag shoulders and walk around slowly
 - Fear/scared – run away and act scared
 - Angry/frustrated – stomp your feet and cross your arms
 - Love – give yourself a hug

Materials: Space for children to move

Preparation: Make sure the space is clear of tripping hazards

Procedure:

1. Explain the activity by saying *“Today, we are going to take a break so you can use your body parts to move like an animal. When I say an animal name, I want you to think about how you can use your arms, legs, ears, nose, mouth, and whole body to move as much like that animal is possible. Also, think about the animal’s speed (fast or slow) and the sounds the animal makes.”*
2. Call out an animal name and allow students to act out how that animal moves. Repeat with other animal names without pausing the game.
3. Ex: lion, dog, horse, kangaroo, fish, bird, tiger, elephant, giraffe, frog, chicken, alligator, snake

Materials: Open space

Preparation: Review the list of movements

Procedure:

1. Instruct students on how to do the activity. *“Today we are going to act like the things we might see outside during winter. I’ll tell you what movements to make, and then we’ll all make them together, moving from one part of our space to another part.”*
2. Start with the snowman shuffle. Encourage children to shuffle around like snowmen would move if they were gliding through the snow. Continue with the other movements:
 - Reindeer trot
 - Moose mega-steps (large steps on all fours)
 - Penguin waddle
 - Fox scurry
 - Polar bear walk (big steps with arms above the children’s head)

Ready, Set, Action

Active Transitions Activity 5

Follow the Leader

Active Transitions Activity 6

Mother May I?

Active Transitions Activity 7

Making Patterns with Moves

Active Transitions Activity 8

Materials: None

Preparation: Make there is enough space for students to move around

Procedure:

1. Start off by explaining the rules. Say *“We’re going do a quick game on our way to where we are going to do our next activity. We are all going to stand in a line and someone is the leader. The leader has to come up with a movement that all of the rest of us will do.”*
2. Have everyone line up and choose a child to be the leader. Have the leader pick a movement and instruct everyone to follow the leader.
3. After children have had a chance to do the movement, have the leader pick another movement. Aim for 2-3 movements per transition.
4. To make sure all children have a chance to be the leader, play this game throughout the day!

Materials: Music (optional)

Preparation: Make sure there is enough space for children to move around

Procedure:

1. Explain the activity by saying *“Today, we are going to Start off by explaining the activity to the children. Say, “We’re going do a quick activity to move around before we start our next activity. We are going to make a pattern with our movements.”*
2. Have the children start off by doing 1, one-legged hop. Then, children will do 2 frog jumps, followed by 1, one-legged hop (similar to the 12 Days of Christmas song).
3. Continue with the rest of the movements (3 jumping jacks, 4 skips, and 5 backwards steps).
4. You can also come up with your own fun movements!

Materials: Open space in classroom

Preparation: Think about actions you are going to ask children to do. Examples include: big side step, hop, giant steps forward or backward, twist, or jumping jacks.

Procedure:

1. Before beginning the transition to another activity, have children say, “Friends, let’s stand up and move our bodies around!”
2. Then say, “Listen and watch me,” “Take one big step to the side (as you side step). Jump and twist two times (count as you jump and twist).
3. Have the children repeat this, saying “side step, twist, twist.”
4. Then say, “Take one big step to the side, jump and twist two time, and do a jumping jack”. Invite children to say and do the movements.
5. Add more movements to the set or start a new set of movements!

Materials: None

Preparation: Make sure there is enough space for students to move around

Procedure:

1. Start off explaining the rules. Say, *“We’re going play a quick game on our way to where we are going to do our next activity. We are all going to stand in a line and I’m going to be the Mother. You will take turns asking me if you can move by telling me how many steps and what kind you want to take. Here is an example, “Mother May I take 3 tiny steps?”*
2. Practice one round so children understand.
3. Choose a child to ask if the group can take a certain number of steps. The mother can say yes to the child’s request or suggest another movement they can do. Remember not to say “no!” explicitly to children. For instance, “You cannot take 3 giant steps, but you can take 1 giant step.”
4. When the children take their steps, have them count each step out loud.