



KIDS COLLAB

PHYSICAL DEVELOPMENT AND
WELL-BEING PROGRAMME

ECD EDUCATOR HANDBOOK

2023

First Edition

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KIDS COLLAB SCHOOL PROGRAMME

Kids Collab have developed an in-school programme to improve physical development and well-being in the early years. The programme provides content and resources to facilitate practitioners in incorporating physical activity and well-being strategies within a school day, both in the classroom and outdoor spaces.

The programme has been designed alongside healthcare professionals, ensuring that all content is knowledge-based and age-appropriate. All the resources and activities are based on the NCF learning outcomes.

The Kids Collab School programme focuses on the following:

- **Professional development-** improving practitioners knowledge around fundamental movement skills (FMS) and well-being strategies
- **Gross motor development-** aiding practitioners in introducing fundamental movement skills through fun, age-appropriate games and activities
- **Brain breaks-** aiding practitioners in introducing activities that help children re-group and re-focus during the day
- **Breathing and mindfulness-** aiding practitioners in introducing methods which help promote calming techniques and self-regulation



KIDS COLLAB RESOURCES

STEPS TO FOLLOW

KIDS COLLAB CLASSROOM RESOURCES

Place these printable resources in your classroom so that your children can see them and engage with them during the school week.



Use the Kids Collab Spin Wheel to select a Kids Collab activity. Perhaps allow your class the opportunity to spin the wheel themselves.



Use the Kids Collab Calendar to track weekly progress. Start each week with an empty calendar and colour-in an icon every time you do a MOVE, BRAIN BREAK OR BREATHE activity.

KIDS COLLAB EQUIPMENT PACK

Each school/ Early Childhood Centre will have received its own sports pack, including equipment to carry out the gross motor games.

We advise you to keep the equipment in a safe and easily accessible location. A checklist will be provided to keep track of the equipment required.

KIDS COLLAB ACTIVITIES

We encourage you to use your Kids Collab activities throughout each school day.

MOVE

- 15-20 Minute Games
- Played in groups
- Use your equipment packs to carry out games
- Can be done in an indoor or outdoor space

BRAIN BREAKS

- 5 Minute Activities
- Introduce during the school day between class sessions
- Can be done in an indoor or outdoor space

BREATHE

- 3-5 Minute Activities
- Introduce during class time or use to start and end the day
- Can be done in an indoor or outdoor space



PROFESSIONAL DEVELOPMENT

Teaching and Introducing
Fundamental Movement Skills (FMS)

PROFESSIONAL DEVELOPMENT

FMS DEVELOPMENT

SKILL CRITERIA: CATCHING



COMMON ERRORS

1. Child closes their eyes while trying to catch
2. The child stretches their arms out in a locked/ straight arm position
3. The child uses their chest to catch and absorb the ball

INTERVENTION STRATEGIES

1

DEMONSTRATE

Demonstrate the correct technique to the children and show them how to position their arms and hands as seen above.

2

ADAPT

Use a bigger ball for younger children and a smaller ball for those more advanced.

Slower moving objects such as balloons are good to use to help begin to introduce the skill.

3

START SLOW

1) Ask the child to move the object around their head, around their body and through their legs- using both hands.

2) Encourage a child to bounce and catch their own ball first.

3) Let them roll the ball on the floor, towards a wall or to a friend to practice.



PROFESSIONAL DEVELOPMENT

FMS DEVELOPMENT

SKILL CRITERIA: UNDERARM THROW



The child points to the target with non-throwing hand



The child swings their throwing arm down and back to initiate movement before sending the arm forward towards the target



When throwing, the child steps forward with the opposite leg to the throwing arm

COMMON ERRORS

1. Stepping forward with the same foot as the throwing arm
2. Doesn't step forward at all when throwing
3. Lack of arm swing when throwing
4. Ball is released too early or too late

INTERVENTION STRATEGIES

1

DEMONSTRATE

Demonstrate the correct technique to the children, as shown above. Use the blow prompts:

1. AIM FOR TARGET
2. STEP
3. FIRE (Throw)

2

EXPERIMENT

Allow the children to throw with both arms so that they can experiment and get a feel for their preferred/ dominant arm.

3

DISTANCE VS ACCURACY

Encourage distance over accuracy for younger children:

- Give children a general area to aim for, increasing the distance as it gets easier
- Give them a target to aim for as they progress

PROFESSIONAL DEVELOPMENT

FMS DEVELOPMENT

SKILL CRITERIA: OVERARM THROW



The child points to the target with non-throwing hand



The child lifts the throwing arm up and back before swinging the arm forward and down, across the body



When throwing, the child steps forward with the opposite leg to the throwing arm

COMMON ERRORS

1. Stepping forward with the same foot as the throwing arm
2. Doesn't step forward at all when throwing
3. Lack of arm swing when throwing
4. Ball is released too early or too late

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PROFESSIONAL DEVELOPMENT

FMS DEVELOPMENT

SKILL CRITERIA: KICKING



Eyes focused on the ball throughout the kick

Child takes an elongated step forward before kicking

Places non-kicking foot next to the ball. Kicks with the inside of the foot

Hips then shoulder rotate forward and follows through with the kicking leg

COMMON ERRORS

1. Strikes the ball with their toes
2. The non-kicking leg stays behind the ball or is too close to the ball
3. Does not swing kicking leg back for momentum
4. The opposite arm does not swing across for balance

INTERVENTION STRATEGIES

1

DEMONSTRATE

Help the children understand the motion with these cues:

- Always look at the ball
- Step, swing the leg back and kick forward
- Always use the inside of your foot

2

DISTANCE VS ACCURACY

- Encourage distance over accuracy for younger children: give children a general area to kick towards
- For those more advanced - use targets to kick at which you can slowly move further away

3

ADVANCEMENTS

- First focus on stepping into the kick, then introduce a run-up
- Advanced: kick while running
- Try to use smaller balls for more advanced children
- Try experiment kicking with both feet

PROFESSIONAL DEVELOPMENT

FMS DEVELOPMENT

SKILL CRITERIA: JUMPING



- Eyes look forward
- Bends knees and swings arms back to initiate the jump



- Child swings arms forward to propel themselves
- Legs straighten in the air



- Lands with knees bent to absorb shock
- Lands on the balls of feet and lands on both feet at the same time
- Able to stabilize after landing

COMMON ERRORS

1. Takes off and lands on one foot
2. Limited arm movement before, during and after the jump
3. Lands with legs straight
4. Looks down at the ground when jumping

INTERVENTION STRATEGIES

1

DEMONSTRATE

Help the children understand the motion with these cues:

- Land as though you are about to sit
- Land softly on a cloud
- Use your arms to swing
- Reach your arms out to catch something and bring them down

2

LEARN TO LAND

- Make sure children know how to safely land with their knees, ankles and hips bent
- Get children to jump from a very small height and focus on making a soft landing

3

PRACTICE

Introduce fun strategies:

- Use hoops, hurdles and ladders for children to jump in and out of
- Practice jumping in bags to focus on landing
- Place markings on a wall that they have to jump to reach for

PROFESSIONAL DEVELOPMENT

FMS DEVELOPMENT

SKILL CRITERIA: GALLOPING



- 1** Child stands ready
- 2** Steps forward with one foot then slides the other foot forward
Stepping foot is always the front foot
- 3** The trailing foot lands beside or slightly behind the front foot
Arms are bent and swings forward to produce force
- 4** A period where both feet are off the ground (weight is transferred from front foot to back foot)
- 5** Able to maintain the rhythmic pattern for 5 consecutive gallops

COMMON ERRORS

1. Skipping movement instead of galloping
2. Keeps arms straight
3. Cannot find a rhythm

INTERVENTION STRATEGIES

1

DEMONSTRATE

Help the children understand the motion through demonstration

- Imitate a horse!
- Front foot always stays in front
- Back foot trails behind
- Two feet must meet in the air
- Bend and swing arms for momentum

2

EXPERIMENT

Allow the children to gallop, trying both their left and right foot as the leading foot. This will allow them to experiment and get a feel for their preferred/ dominant leg.

3

START SLOW

Do a slow gallop movement and let the children hear the rhythm of your feet on the floor. Slowly allow them to try join in.

Advanced: Increase the speed and encourage changes in direction.

PROFESSIONAL DEVELOPMENT

FMS DEVELOPMENT

SKILL CRITERIA: HOPPING



1. Stands on one leg and bends the other leg
2. Arms are flexed and swing forward and back while hopping
3. Leg bends on landing then straightens to push off again
4. Lands and pushes off on the ball of the foot
5. Other leg remains bent behind the hopping leg and swings in rhythm of the hopping leg
6. Looks forward while keeping their head and trunk stable
7. Hops on both dominant and non-dominant legs

COMMON ERRORS

1. Unable to maintain balance during the hops
2. Arms don't move to assist in the hop- straight arms throughout the movement
3. The non-hopping leg is in front of the hopping leg

INTERVENTION STRATEGIES

1

DEMONSTRATE

Demonstrate the correct technique with these cues:

- Lift your leg like a flamingo
- Bend your leg ready to spring
- Land soft like a marshmallow
- Where you look is where you will go- eyes up
- Use your arms to push yourself forward

2

START SLOW

- Start by asking the children to balance on each leg
- For those new to hopping, hold their hands and let them hop with your support
- Ask them to hop on the spot
- How many hops can they do in a row?
- Encourage the children to hop on both legs

3

ADVANCE

- Slowly start to introduce arm power to increase the power of each hop
- Introduce small hurdles to hop over
- Introduce games and obstacles that involve hopping movements and change of direction



PROFESSIONAL DEVELOPMENT

FMS DEVELOPMENT

SKILL CRITERIA: BALANCING



1. The child moves onto one leg with the standing leg stable and the foot flat on the ground
2. The lifted bent leg is not touching the standing leg
3. Eyes are fixed on a certain area
4. May hold arms out to the side of their body for extra balance
5. Head and body are still and stable

COMMON ERRORS

1. The child looks around instead of focusing on a fixed area
2. Arms move around, causing the body to sway
3. Tucks non-balancing foot onto balancing leg

INTERVENTION STRATEGIES

1

DEMONSTRATE

Demonstrate the correct technique to the children, as shown above, use cues such as:

- Look up and pick a spot
- Get ready to fly a plane with arms out wide
- How long can you balance?

2

START SLOW

Start by asking the children to balance on each leg, dominant and non-dominant

For those who are struggling to balance let them hold something and then slowly release their hand to try on their own

3

MAKE IT FUN

Play games such as musical statues

Include obstacles and equipment:

- Bean bags to balance on body parts
- Walking across a broad or narrow balance beam
- Try some Kids Collab Yoga poses in the Breathe content

PROFESSIONAL DEVELOPMENT

FMS DEVELOPMENT

SKILL CRITERIA: RUNNING



COMMON ERRORS

1. Looks down at the ground
2. Runs flat-footed
3. Arms are stiff or straight while running
4. Doesn't lift their knees high enough
5. Arms sometimes cross the midline of the body

INTERVENTION STRATEGIES

1

DEMONSTRATE

Demonstrate the correct technique to the children

- Arms are bent, moving back and forth
- Hands relaxed and lightly closed
- Eyes up, looking forward
- High knees
- Land on the ball or heel of the foot

2

START SLOW

Stand in a circle and begin slow marching on the spot - progress to a slow jog on the spot

3

PLAY GAMES

Introduce fun games that focus on areas of the skill:

- Call out targets in the classroom that they must find and move to (must keep heads up)
- Marching games to enforce high knees and bent arms





MOVE

Games to Focus on
Fundamental Movement Skills

MOVE

Frogs and Lillies

AGE 2 Years

🕒 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

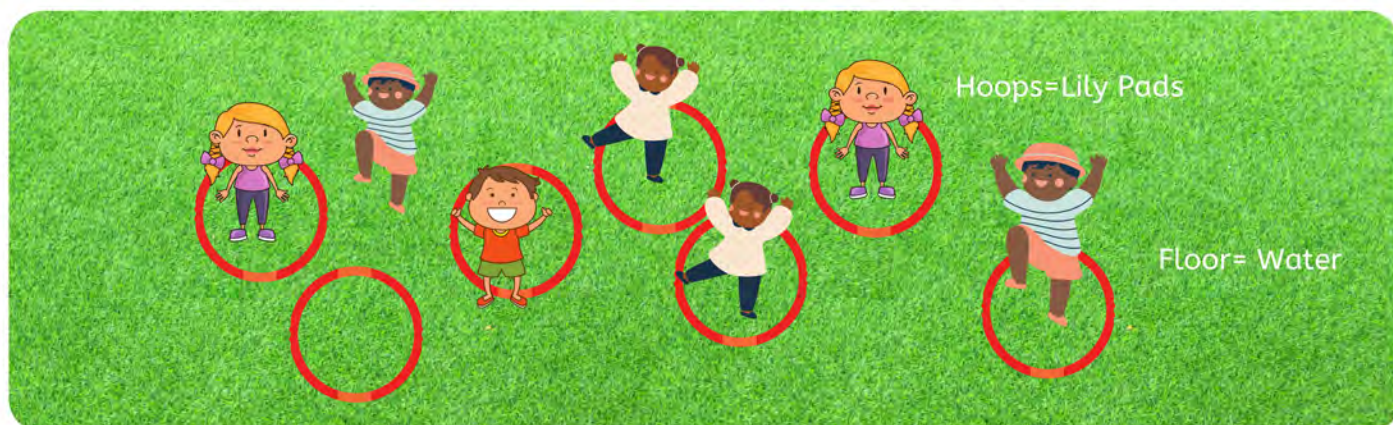
- Locomotion- jumping, hopping, running
- Rhythm
- Foot-Eye Coordination
- Balance and Stability
- Bilateral Integration
- Spatial Awareness
- Problem-Solving

EQUIPMENT



STEPS TO FOLLOW

1. Place the hula hoops all over a marked-out area (alternatively, you can use markers or chalk).
2. Explain that the hoops are the lily pads, and outside the hoops is the water/ pond.
3. Play music. When the music plays, the children have to be moving. Instruct the children to run around between the lily pads, and try to run around with them so that they follow your actions.
4. After a few seconds, stop the music. Now encourage the children to run towards the closest hoop and jump inside. They can stand in their own one or share with other children.
5. Repeat this by playing the music again.
6. **Change up the different actions for the children to perform while they move between the hoops. Ensure you act them out so they can copy what you are doing. Try the below actions:**
 - Dance around the space
 - Skip or gallop
 - Fly like a bird
 - Walk quietly on your tippy-toes
 - Jump with two feet
 - Walk like a bear (with hands and feet on the ground)



MOVE

Frogs and Lillies

AGE 3 Years +

⌚ 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Locomotion- jumping, hopping, running
- Rhythm
- Kicking
- Balance and Stability
- Bilateral Integration
- Spatial Awareness
- Problem-Solving

EQUIPMENT



STEPS TO FOLLOW

1. Place the hula hoops all over a marked-out area (alternatively, you can use markers or chalk).
2. Explain that the hoops are the lily pads, and outside the hoops is the water/ pond.
3. Play the music. When the music plays, the children have to be moving. Instruct the children to act like frogs and jump between the lily pads; they can jump into the 'water' only briefly.
4. After a few seconds, stop the music. Now each child must find an empty lily pad/ hula hoop. Only one child per lily is allowed, so if two children jump into the same hoop, one child must quickly try to find another one before it 'sinks'.
5. Repeat this by playing the music again.
6. Place a few large balls in some of the hoops. If a child jumps into a hoop with a ball, they need to kick it out to "protect" the Lily Pad from sinking.
7. Ensure you keep placing the balls back into the hoops as the children move around.
8. Try to get them to act out a frog as best they can, crouching low with their hands and feet and springing their bodies off the ground.

Variation & Tips:

Instead of jumping, have the children skip around the space.

Advanced: Have the children kick the ball towards a child in another hoop, who must stop it with their foot and place it in their hoop before the music starts again.



MOVE

Ball Grab

AGE 2 Years

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Locomotion: Running, Jumping, Galloping
- Spatial Awareness
- Bilateral Coordination
- Eye-hand coordination
- Auditory Processing
- Reaction Time
- Agility

EQUIPMENT



Music (optional)



Cones



Balls/ bean bags or classroom objects

STEPS TO FOLLOW

1. Place the cones in a large circle.
2. Place one object per child in the middle of the circle, from balls to beanbags to classroom objects.
3. Encourage the children to line up around the outside of the circle to start.
4. In a clockwise direction, have the children run around the circle without hitting the person in front of them.
5. Join the circle so that the children can follow you as you move around the circle, and incorporate "Follow the Leader" so that they can copy your actions.
6. When you shout "GO", the children must run into the circle to get one of the objects.
7. Encourage the children to place the objects back down and repeat the sequence, changing directions and body actions as they go.

Variation & Tips:

Change up the body actions as you move around the circle. Some examples:

- Two feet jumping
- Introduce galloping (act out a horse)
- Crawling
- Introduce arm actions as you move around the circle.



MOVE

Ball Grab

AGE 3 Years +

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Locomotion: Running, Skipping, Hopping
- Spatial Awareness
- Bilateral Coordination
- Eye-hand coordination
- Auditory Processing
- Reaction Time
- Agility

EQUIPMENT



Music (optional)



Cones



Balls

STEPS TO FOLLOW

1. Place the cones to make a large circle.
2. Place the ball in the middle of the circle.
3. Encourage the children to line up around the outside of the circle to start.
4. In a clockwise direction, have the children run around the circle without hitting the person in front of them.
5. Call out different commands as they are running that they must respond to. These could be:
 - Change direction
 - Stop (you can stop the music instead of saying stop)
 - Run faster or run slower
6. When you shout "GO", the children need to sprint into the circle to try to retrieve the ball.
7. The child who manages to get the ball first wins.
8. Continue calling out different commands for the children as they move around the circle.

Variation & Tips:

- Advanced: change the movements the children need to do instead of running. These could be hopping, skipping or jumping around the circle.
- Have the children run around the circle, and when you call "GO", encourage them to perform different movements as they move towards retrieving the ball (jump, hop, gallop etc.).
- Place more balls or objects in the centre so that more children are able to collect an object.



MOVE

Dizzy Cones

AGE 2 Years

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Locomotive: Running
- Eye-hand Coordination
- Non-Locomotion: Bend, Twist
- Strategy and Planning
- Spatial Awareness
- Bilateral Integration

EQUIPMENT



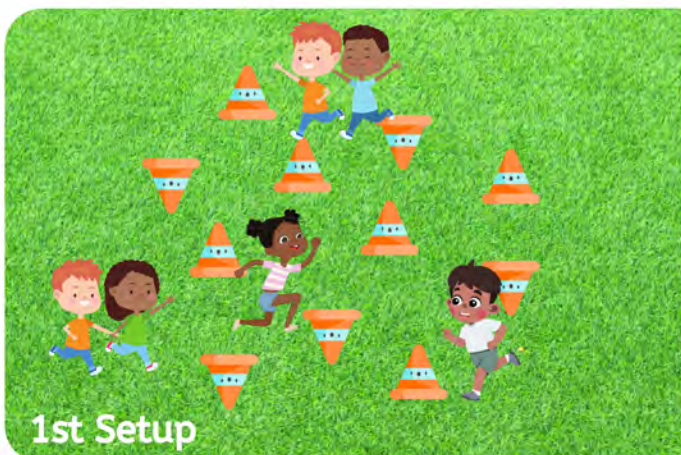
15-20 Cones

STEPS TO FOLLOW

1. Set up a marked space of about 15m x 15m.
2. Space out the cones around the area, ensuring that the cones are all facing the same direction, either up or down.
3. On your call, the children will need to run around the area and try to turn over the cones so that they are facing the opposite direction they have found them (up or down).
4. Encourage them to all run around the space and work together to turn them over as quickly as possible.
5. Once all the cones have been turned, repeat the activity by swapping them over again.

Variations & Tips:

- Once they have played a few rounds, encourage the children to pick up a cone and place it on another one to try to build a big tower.
- Either encourage the children to build one big tower or a few smaller ones around the area.



MOVE

Dizzy Cones

AGE 3 Years +

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Locomotive: Run, Hop, Jump
- Eye-hand Coordination
- Non-Locomotion: Bend, Twist
- Strategy and Planning
- Spatial Awareness
- Bilateral Integration

EQUIPMENT



15-20 Cones

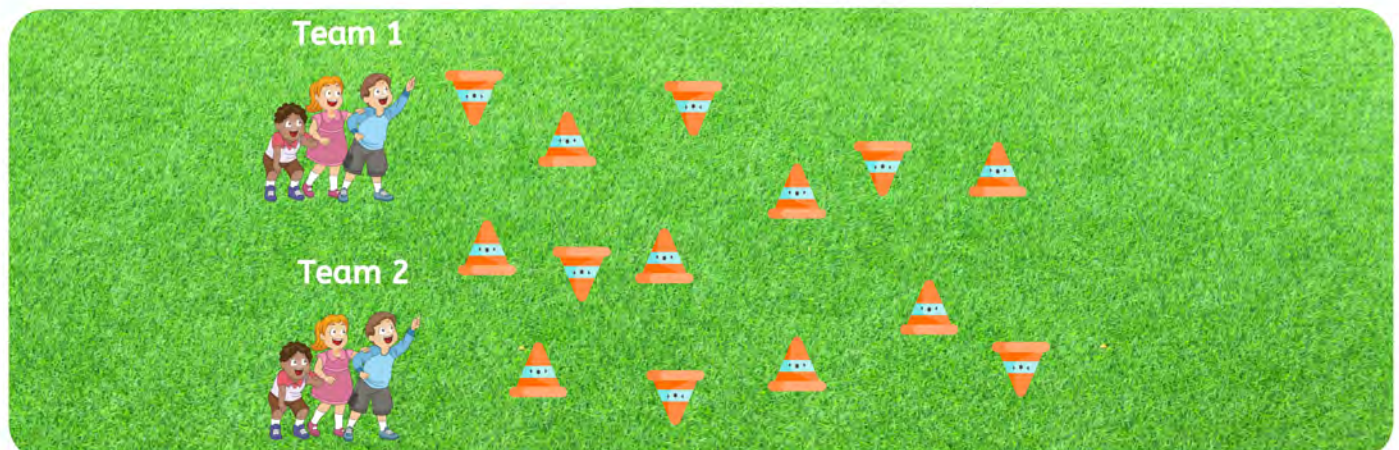
STEPS TO FOLLOW

1. Set up a marked space of about 15m x 15m.
2. Space out the cones around the area, ensuring that an equal number of cones are face-up and face-down (upside down).
3. Divide the children into two groups and allocate each group a name- either "upward cones" or "downward cones."
4. On your call, the children will need to run around the area and try to turn over the other cones so that they are facing upwards or downwards (depending on their team's name).
5. Each child can only turn one cone at a time and then move on to the next one.
6. Let them run around, turning the different cones, and on your whistle/call, have them stop.
7. The team with the most cones facing in the correct position wins.
8. Keep playing the game to determine which group successfully turns over the most cones.

Variations & Tips:

Change the way the children move around the space to turn the cones. Have them try to:


Gallop | Hop on two feet | Hop on one foot | Frog jump | Skip



MOVE

Limbo

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Spatial Awareness
- Gross Motor Planning
- Problem-Solving
- Locomotor: Running
- Non-Locomotor: Bending

EQUIPMENT



Long Stick/ Broom (any stick type item from school)

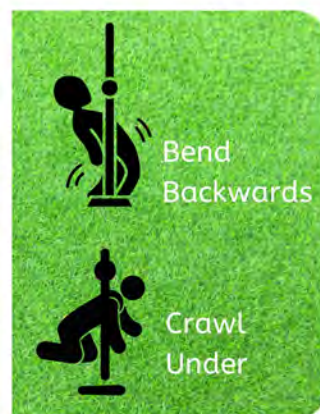
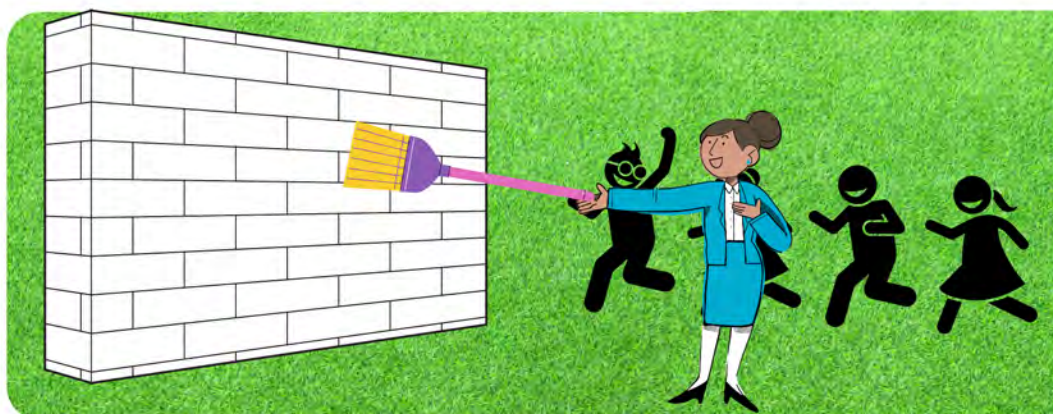
STEPS TO FOLLOW

1. Place the stick against the wall at a height that the children can easily walk under.
2. Place all the children in a line about an arm's length apart.
3. On your call, encourage the children to run under the stick and continue following the person in front of them in a big circle around you.
4. Once all the children have run under once, lower the stick so that they need to bend lower to get under the stick (they can bend backwards or lower their bodies, as long as they don't touch the stick).
5. With each turn, keep lowering the stick so the children are eventually crawling to get under the stick.

Variations & Tips:

When the children become comfortable with the game and for variations for the older children, encourage them to perform different actions as they move in the circle:

- Jump around the space
- Dance to music
- Hop on one leg around in the circle
- Tip-toe around the stick
- Change the direction on your call



MOVE

Tail Snatchers

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Speed & Agility
- Problem-solving
- Locomotor: Running
- Auditory Processing
- Spatial Awareness

EQUIPMENT



Coloured Fabric (x1 per Child)



x4 Cones



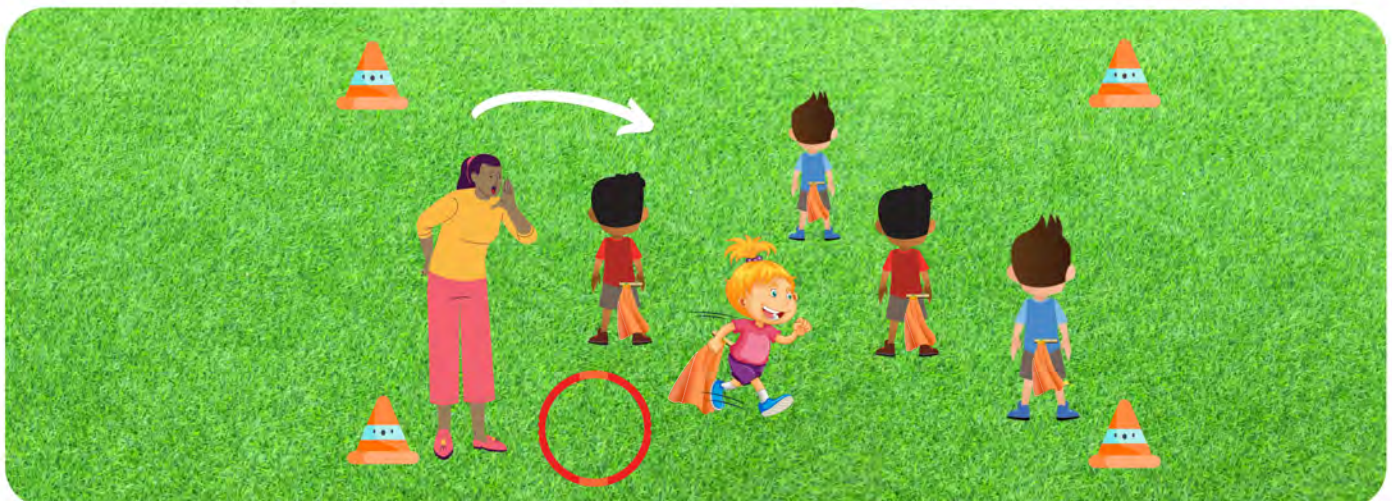
Hula Hoop

STEPS TO FOLLOW

1. Using the cones, mark out an area for the children to run around.
2. Give each child a piece of Kids Collab fabric for them to tuck into their clothing, making sure it can be grabbed by someone else.
3. Explain to them that this is their lion tail and that they must run away from you before you snatch it.
4. Make "lion noises" as you chase the children for their tails.
5. Once you have a tail, place it in a hula hoop in the centre of the space.
6. Encourage the children to fetch their tail and place it back on to join the game again.
7. After a few rounds, swap roles and let the children try to steal your tail.

Variation & Tips:


- If they are confident enough, put them into slightly bigger groups and let one child be the "Tail Snatcher," chasing the other children for their tails.
- Continuously swap roles so everyone gets a chance to snatch the tails.



MOVE

Red Light Green Light

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Locomotor
- Lower body strength
- Reaction Time
- Colour Recognition
- Bilateral Coordination
- Balance and Stability
- Auditory Processing and Memory

EQUIPMENT



3 Different Coloured Beanbags (Red, Green and yellow) or use Coloured Paper



Cones

STEPS TO FOLLOW

1. Each colour will require a different movement:

- Red= Stop and freeze
- Green= Run
- Yellow= Tip Toe/ Crawl/ Bear Walk (you decide)

2. Using the cones, mark out a designated playing area with a start and finish for the variation below.

3. The teacher will first demonstrate: hold up the Green Beanbag ('GO' sign) and allow children to start running around. As you run, shout, "Go, Go, Go," so the children know to follow you and run.

4. At random moments hold up the Red Beanbag (Stop Sign) and shout "Stop/Freeze".

5. At random moments hold up the Yellow Beanbag and shout an action like Tip Toe/ Crawl/ Bear Walk.

6. Alternate between the different colours.

Variation & Tips:


- Change up the movement action each round. These could include bear walks, hopping like bunnies on two feet, low duck walks, frog jumps etc.
- **Introduce a game:** the teacher will stand by a finish line (facing the other way) and the children behind a start line.
- The children need to try to get to the finish line. Call different colours (Green, Yellow, Red) while facing the other way. When you shout "RED", children must stop dead in their tracks. After calling Red Light, you can turn around, and anyone moving must go back to the start line to start again.



MOVE

Stepping Stones

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Eye-Hand coordination
- Locomotion
- Spatial awareness
- Bilateral Integration
- Non-Locomotion: Bending
- Balance and stability

EQUIPMENT

-  Hula Hoops
- or
-  Pieces of Paper

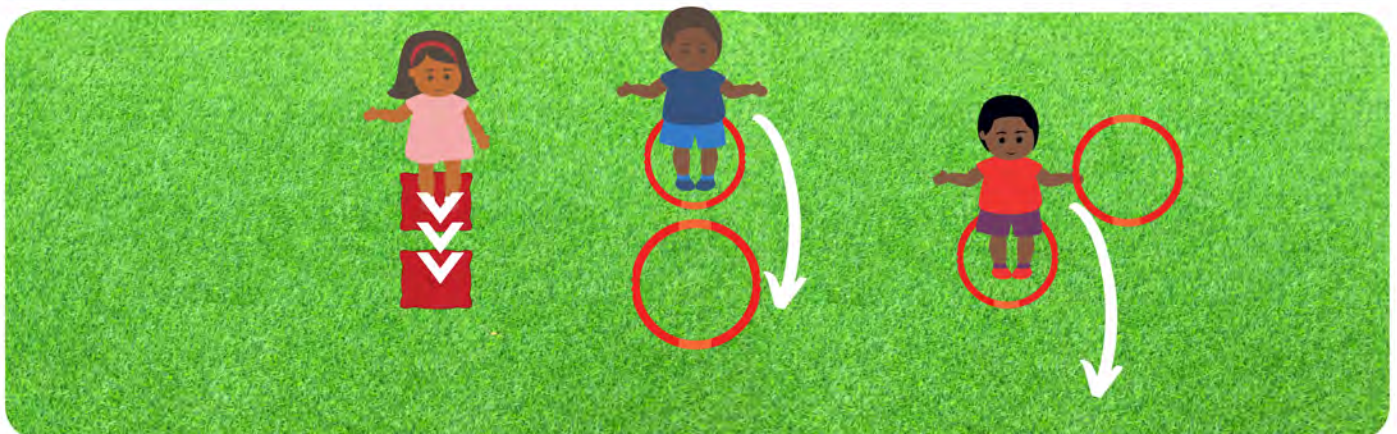
STEPS TO FOLLOW

1. Start the game by giving each child two hoops or two pieces of paper- introduce these as their "stepping stones".
2. Start by encouraging them to stand in one hoop/ on a piece of paper and have the other hoop/ piece of paper behind them.
3. To move forward, the children must pick up the "stepping stone" behind them, place it in front and then move forward by stepping/ jumping onto it.
4. Create an imaginary environment by convincing them that the floor is lava and they can't touch it, so they must remain in the hoop or on the piece of paper (for the younger children, don't include this element if they struggle to keep their balance).
5. Encourage them to continue moving forward by using the above technique.

Variation & Tips:

Advanced:


- Place some obstacles in the space that they have to move around.
- You can move the hoops/pieces of paper for them, placing them further apart and encouraging them to jump toward it.



MOVE

Road Trip

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Locomotor: Running, Jumping
- Spatial Awareness
- Rhythm
- Visual Motor Tracking
- Bilateral Coordination
- Agility
- Auditory Memory & Processing

EQUIPMENT



Music

Hula Hoops

STEPS TO FOLLOW

1. Set up the hoops all around the available area.
2. Encourage a few children to sit inside a hoop of their own (one child per hoop)- these are the "drivers", and the hoop is their car.
3. The other children can be sitting in the open space (they **will not** have a hoop)- these are the "passengers".
4. Have the drivers stand up and hold the hoops around their bodies.
5. Call out different actions for them to perform with their 'cars':
 - Collect their passenger- they can run to someone, and that child will join them in their car/hoop.
 - Highway- Run as fast as they can.
 - Bumpy road: Jump up and down with their hoop in one place or around the area.
 - Red light- Stop still in one place.
 - Up a mountain- move around in different directions/circles.
 - School/home area- walk slowly with their hoop.
 - Reverse- the children will walk back slowly.
 - Turn up the radio- drop their hoop, and dance inside.
 - Create a bus- have the children come together and hold each other's hoop to create a big bus and move slowly together.
 - Out of petrol- stop and sit back down in their hoop.

Variation & Tips:

- Make sure to swap the roles so that all children have a chance to be drivers and passengers.
- Remind the children to work together if there is more than one child in the hoop.



MOVE

Shapes

AGE 2 Years

⌚ 15- 20 Mins

ACTIVITY 9

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Locomotion
- Non-Locomotion: Bending
- Problem-Solving
- Colour/Shape/Theme Identification
- Core Strength
- Bilateral Integration
- Spatial Awareness

EQUIPMENT



Chalk Chalk

STEPS TO FOLLOW

Instruction 1:

- Draw 4 lines on the floor with the chalk about 50-70cm apart.
- Show the children where the start is and have them stand behind the first line.
- First, ask the children to keep their feet on the first line and then walk their hands out as far as possible without moving their feet - let them see which line they can touch.

Instruction 2:

- Next, they must walk forward, following along each line as they move forward.
- Encourage them to walk along the lines in a zig-zag fashion to make it more difficult.

Instruction 3: Use the chalk to create basic shapes on the floor (square, triangle, circle, heart etc).

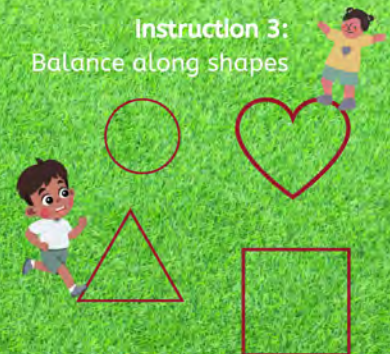
- Call out the shapes they need to trace with their feet by balancing and walking along the lines.

Instruction 1: Keep feet still and move arms and hands forward



Instruction 2: Walk along the marked out lines

Instruction 3: Balance along shapes



MOVE

Shapes

AGE 3 Years +

⌚ 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Locomotion: Hop, Jump
- Non-Locomotion: Bending
- Problem-Solving
- Colour/Shape/Theme Identification
- Core Strength
- Bilateral Integration
- Spatial Awareness

EQUIPMENT



Chalk



Objects
(Balls, Beanbags, Classroom
Objects)

STEPS TO FOLLOW

Instruction 1: Draw four lines on the floor with the chalk about 50-70cm apart.

- Show the children where the start is and have them stand behind the first line.
- First, ask the children to keep their feet on the first line and then walk their hands out as far as possible without moving their feet- let them see which line they can touch.

Instruction 2:

- Next, they must jump forward using two feet- let them see how far they can jump. Allow them to start with small jumps and slowly increase their distance.

Instruction 3: Use the chalk to create basic shapes on the floor (square, triangle, circle, heart etc).

- Call out the shapes they need to trace with their feet by balancing and walking along the lines.

Variations and Tips:

Advanced:

- Introduce single/one-leg jumps between the lines and frog jumps across the lines.
- Encourage the children to pick up an object at the start, perform the movements across the four lines and then throw the objects into a shape you have called out.

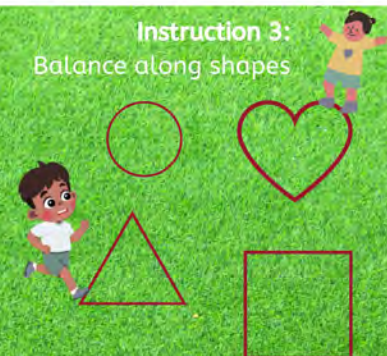
Instruction 1: Keep feet still and move arms and hands forward



Instruction 2: Jump (start with both feet and then alternate to one-leg jumps)

START


Instruction 3:
Balance along shapes



MOVE

Scavenger Hunt

 All Ages







 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Bilateral Integration
- Spatial Awareness
- Locomotion: Run, Jump, Hop
- Problem- Solving
- Auditory Processing
- Colour Identification

EQUIPMENT

-  Hula Hoops
-  Cones
-  Exercise Ladder
-  Hurdles
-  Coloured Paper or bean bags
-  Random Objects (balls, beanbags, books etc.)

STEPS TO FOLLOW

Set up

1. Place three hula hoops at the end of your obstacle, each dedicated to a different colour.
2. Now place your random items around the play space.
3. Get creative: hang them, place them in low areas they need to crawl to and high areas they need to reach for.
4. You can give them hints if they are not easily visible.
5. Set up an obstacle in front of each hula hoop (see image).

Instructions for children

1. Set the children off to search for all the objects. They can only collect one object at a time.
2. Now they must place it in the correct coloured container- you will call out the colour they must identify. They must move through the obstacle in front of the container to get to the correct hoop.
3. Once they have placed the object in the hoop, they can set off to find more.
4. They must work together to collect all the objects.

Variations and Tips:

- Have the younger children walk or run through the obstacles with their objects in hand.



Place all objects in various places around your allocated space. They should be slightly hidden and should encourage children to bend, reach, crawl etc.

Jump like a frog through the sports ladder



Hop like a bunny over the hurdles




Fly like a bird, zig zagging through the beacons



MOVE

Bean Bag Collection

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Gross Motor Planning
- Balance and Stability
- Spatial Awareness
- Eye-Foot Coordination
- Locomotor: Run, Hop

EQUIPMENT



x10 Hula Hoops



x2 Ropes



x2 Bean Bags



x16 Beacons

STEPS TO FOLLOW

1. Divide the class into two groups and set up two stations.
2. Set up: Rope/line – 5 hula hoops – 3 cones in a straight line – 5 cones placed 1 meter apart – 1 beanbag.
3. The children will need to complete the obstacle course as follows:
 - Balance by walking along the ropes
 - Two-foot hops in the hula hoops (For younger children, encourage them to walk through)
 - Balance on one leg and kick over the three cones (for the young children, encourage them to kick without balancing)
 - Zig zag run between cones
 - Collect the beanbag
 - Run back to the beginning
4. The child that collects the beanbag will run and pass it over to the next child to begin their round.
5. The next child will then complete the course with the beanbag in hand and place it back at the end of the course for the next child to collect again- so the beanbag will move back and forth.

START



1 Balance along rope

2. Two-foot hops in the hula hoops

3. Kick over cones

4. Zig zag run between cones

5. Collect the beanbag and run back to the beginning

MOVE

Chain Obstacle

AGE 2 Years

⌚ 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Bilateral Coordination
- Eye/foot-Hand Coordination
- Locomotor: Run, Hop, Gallop
- Laterality
- Body Awareness
- Gross Motor Planning
- Auditory Processing

EQUIPMENT

-  x4 Short ropes/lines
-  x8 cones
-  x2 Balls
-  Hula Hoop

STEPS TO FOLLOW

1. Divide the class into two groups and set up two stations.
2. Set up the course with each group having a start cone and end cone 15m away.
3. On your call, encourage the first child in each group to complete the obstacle in front of them:
 - Run to the ropes and then perform two feet jumps over the ropes
 - Run zig-zag between the cones
 - Run towards the ball
 - Pick up the ball and throw it underhand towards the hoop
4. Change it up by making them kick towards a goal instead of throwing the ball.
5. If the children are getting restless while they wait, give them beanbags to throw up and catch before they complete the obstacle.
6. If you have enough equipment, set up more obstacle courses.

Variation & Tips:

- As the children advance, replace the hoops with children and have the children throw the ball to their partner, who must catch it and place it down.



MOVE

Chain Obstacle

AGE 3 Years +

⌚ 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Gross Motor Planning
- Bilateral Coordination
- Balance and Stability
- Teamwork
- Locomotor: Running, Hopping
- Laterality
- Body Awareness

EQUIPMENT

-  x4 Beacons
-  x4 Hurdles
-  x2 Ladders
-  x2 Hula Hoops

STEPS TO FOLLOW

1. Divide the class into two groups and set up two stations.
2. Set up the course with each group having a start and end cone 15m apart.
3. Encourage the children to line up behind their starting cones.
4. Introduce the activity with no obstacle equipment at first.
5. On your command, the first child in each group must run towards the other cone (15 m away) and then run back as quickly as possible.
6. When they reach the start cone again, they will pick up the next child and complete the same run, holding hands or shirts.
7. Every time the group reaches the start cone, they pick up another child.
8. This will continue until all children are part of the "chain" and have completed the run between both cones.

Obstacle Variation:

1. In between the two cones, place the different obstacles on the floor.
2. Every time the children run between the two cones, they must complete the obstacle course, together holding-hands:
3. Encourage them to walk over the hurdles, side-hop in the ladder, and hopscotch through the hula hoops. They will then stand in pairs 3m apart and pass a ball/bean bag back and forth 10 times.
4. If the younger children find this difficult while holding hands, let them all run behind each other while they complete the course and then link up hands again when they run.



Start



Finish

MOVE

Freeze Dance

AGE 2 Years

🕒 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Bilateral Integration
- Spatial Awareness
- Balance and Stability
- Rhythm
- Non-Locomotion: Swinging Arms
- Locomotion: Jump, shuffle
- Problem-Solving

EQUIPMENT



Music

STEPS TO FOLLOW

1. Choose a song that all the children enjoy.
2. Place the children in one area and encourage them to copy you as the music plays.
3. Use this time to start introducing some skills that will help them develop; these can include:
 - Shaking their body from side to side
 - Hold each other's hand and swing their hips
 - Reach up for the stars and then bend down to touch their toes
 - Run around the area, making sure they don't bump into each other
 - Perform as many rhythmical actions as possible for them to copy
4. When the music stops, encourage them to freeze.
5. They can freeze by holding their position, dropping to the floor or finding a chair to sit on.
6. Once all the children have frozen, start the music again and resume dancing.
7. Make sure the children are constantly moving while the music is playing.



MOVE

Freeze Dance

AGE 3 Years +

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Bilateral Integration
- Spatial Awareness
- Balance and Stability
- Rhythm
- Non-Locomotion: Swing Arms
- Locomotion: Jump, Shuffle
- Problem-Solving

EQUIPMENT



Music

STEPS TO FOLLOW


1. Choose a song that all the children enjoy.
2. Place the children in one area and encourage them to copy you as the music plays.
3. Use this time to start introducing some skills that will help them develop; these can include:
 - Squatting down and up
 - Jumping legs out and in and forwards and backwards
 - Star jumps: same as above but brings in the arms to move at the same time as the legs
 - Reach up for the stars by going on their tippy-toes
 - Shuffle side to side slowly, and when they start to become comfortable with the skill, encourage them to do it quicker
 - Perform as many rhythmical actions as possible for them to copy
4. When the music stops, encourage them to freeze.
5. They can freeze by holding their position, dropping to the floor or finding a chair to sit on.
6. Once all the children have frozen, start the music again and resume dancing.
7. If children feel confident, have them create moves for the class to follow.
8. Make sure the children are constantly moving while the music is playing.



MOVE

Parachute Scramble

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Non-Locomotion: Swinging Arms
- Fine Motor: Grip
- Eye-Hand Coordination
- Bilateral Coordination
- Balance and Stability
- Problem-Solving

EQUIPMENT



x1 Parachute



X1 Large ball



Bean Bags

STEPS TO FOLLOW

1. Lay the parachute in the middle of the room/area/ field.
2. Encourage the children to hold one end of the parachute with two hands- (instruct them to hold tight as they grab the ends).
3. On your call, encourage all the children to pick up the sheet and move it up and down in a wave-like motion.
4. Once they all have the hang of this movement, place a ball in the middle.
5. Encourage them to move the parachute up and down, preventing the ball from falling off.
6. If the ball does fly off, place it back in the middle of the parachute and continue the game.

Variation & Tips:

- Depending on how the children handle the one ball, place a few different balls, soft toys or beanbags in the middle. Encourage them to continue moving the parachute in an up-and-down movement.
- Call out names one at a time, and on their call, the child must let go and run under the parachute and then return to their spot again.



MOVE

Hula Hoop Hanger

AGE All Ages

⌚ 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Core strength
- Bilateral Coordination
- Spatial Awareness
- Problem-Solving
- Laterality

EQUIPMENT



x1 Hula Hoop Per Pair



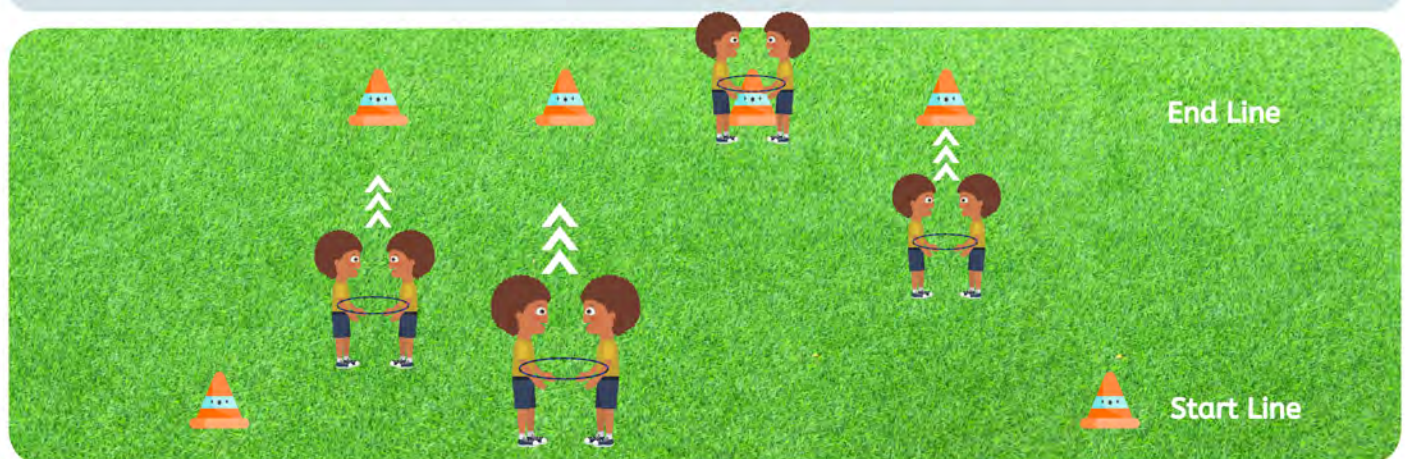
X6 Cones

STEPS TO FOLLOW

1. Place one set of cones as a start line.
2. Place the class into pairs, giving each pair a hoop.
3. Depending on the number of hoops you have, encourage the children to stand behind the start line while they wait their turn.
4. Place a cone in front of each pair, about 15m away.
5. To start, encourage each pair to place the hoop between their stomachs and walk to the cone while they balance the hoop between themselves- not using their hands (if the younger children struggle, encourage them to hold the hoop).
6. Once they reach the cone, encourage them to stand and drop the hoop over it.
7. They must pick it up, run back and tag in the next group.

Variation & Tips (3 years +):


- Change the action and encourage the children to run while they balance the hoop to the cone.



MOVE

Act It Out

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Locomotor: Jumping, Running
- Non-Locomotor: Swing Arms, Twist, Bend
- Bilateral Coordination
- Crossing the Midline
- Auditory Memory & Processing
- Gross Motor Planning

EQUIPMENT



6-8 Cones



Coloured Markers



Images of Animals (Optional)

STEPS TO FOLLOW

1. Set up different cones around the playground- each cone must have a different colour attached.
2. Create a starting point where the children all stand together.
3. Call out a colour and an animal and encourage the children to act out the particular animal as they move to the correct coloured cone.
4. They can only move by acting out the movements of the animal you just called.
5. The class must always stay together, working as a team.
6. Once they have all reached the correct cone, you will call out the next animal to act out and colour to move towards (again imitating the movement of the animal you called).

Different animal movements could be:


- Hop like a bunny (For 2-year-olds, encourage them to jump on both feet. For 3-years olds, alternate between hopping on one foot and two feet)
- Run like a cheetah
- Crawl on the floor like a lizard
- Upside-down bear crawl (on all fours)
- Leap like a frog
- Slither like a snake
- Gallop like a horse (For 3-year-olds +, introduce skipping and alternate between the two).
- Fly like a bird.



MOVE

Walk the Line

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Fine Motor: Grip
- Non-Locomotive: Bending
- Bilateral Coordination
- Problem-Solving

EQUIPMENT



Floor Tape/ Chalk



Small Objects/Puzzle Pieces



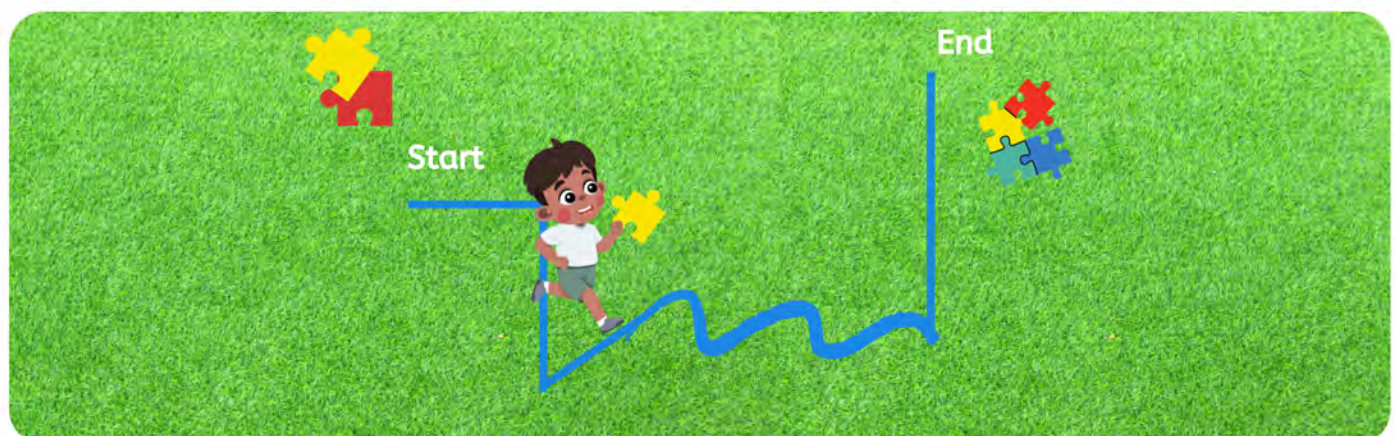
Hula Hoop

STEPS TO FOLLOW

1. Set up different lines on the floor with the tape/ chalk.
2. Be creative with different lines you set up: straight lines, zig-zags, curves.
3. Show the children where the start is and have them walk along the line.
4. Try encouraging them to balance along the line without falling over.

Variation & Tips:

1. To make it more engaging, have a piece of a simple puzzle at the start and encourage them to carry the puzzle piece with them to the end. Repeat this until all the pieces are on the other side.
2. Do this in groups by encouraging each child to pick up a puzzle piece and then letting them work together to complete the puzzle.
3. Alternatively, place objects at the start that they must carry and then place them successfully into a hula hoop at the end.
4. Start introducing side shuffling by having the children walk sideways along the line (assist in the beginning if needed).



MOVE

Hand High Fives

AGE 2 Years

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Bilateral Coordination
- Spatial Awareness
- Core strength
- Crossing the midline
- Locomotor: Jumping
- Shape and Colour Identification

EQUIPMENT



Paper



Scissors



Paint/ colour pencils

STEPS TO FOLLOW

1. Start this activity by tracing the children's hands and assisting them in cutting them out and painting them different colours (alternatively, use coloured paper).
2. Try to make a few cut-outs so that you have different coloured hands. You should have 3-4 pairs of hand cut-outs per child.
3. Stick each pair of hands on the wall at different heights using tape:
 - a. Some low, to bend down and touch
 - b. Some high that they need to stand on their tippy-toes, and some are even higher so that they need to jump to reach
4. Encourage the children to stand in front of their hand cut-outs on the wall and call out different colour hands for them to touch.
5. On your call, they must jump up or go onto their tippy toes to reach and try to 'High-5' some of the higher hands and bend down to 'High-5' the lower ones.

Try to teach the correct jumping technique:

1. Squat down low like a frog and then spring up on both feet. Explain that they should try and land on both feet again, using softly bent knees.



MOVE

Bean Bag Boogy

AGE 3 Years +

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Eye-Foot Coordination
- Gross Motor Planning
- Coordination
- Aim
- Spatial Awareness

EQUIPMENT



Beanbags



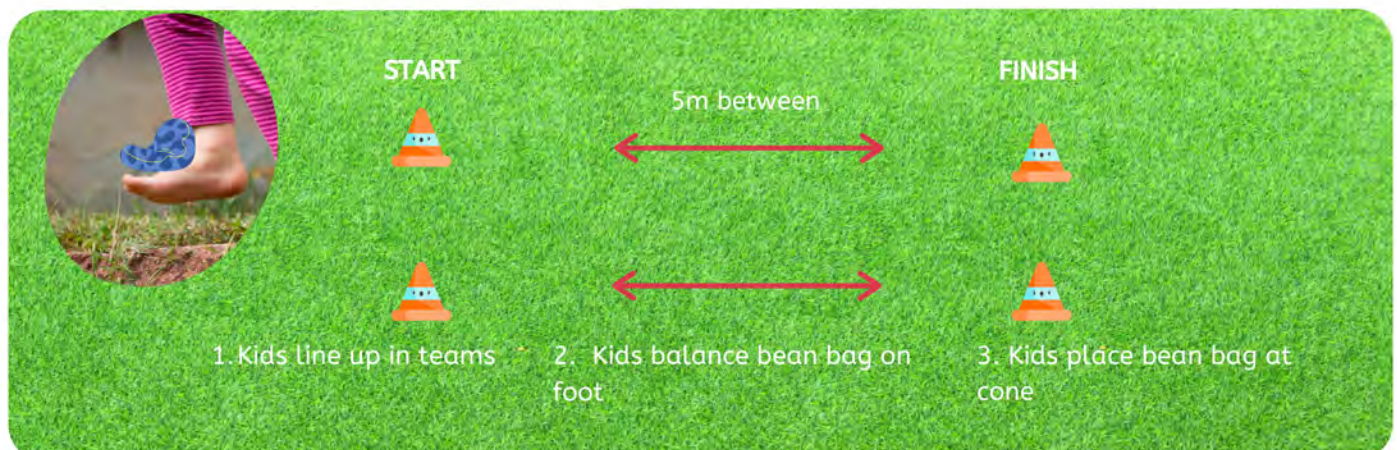
Cones

STEPS TO FOLLOW

1. Divide the class into two or three groups.
2. Place a starting cone and an end cone (5m apart)- do this for all two/ three groups.
3. Place bean bags at each starting cone (one for each child).
4. On your call, encourage one child from each team to place the bean bag on their foot.
5. They must walk across to the cone on the other side without letting it fall off their foot.
6. They must lift their foot to place the bean bag near the cone.
7. Encourage them not to touch the bean bag apart from when they put it on their foot at the start.
8. When their bean bag is successfully placed at the cone, they must return and tag the next child to complete the same activity.
9. Carry out another round using the other foot.

Variations & Tips:


Advanced: Encourage them to balance the bean bag on their foot. When they get to the cone, they must kick it up and catch it before the next child can go.



MOVE

Paper Balance

 All Ages


 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Eye-Hand Coordination
- Spatial Awareness
- Locomotion
- Fine Motor Skills
- Problem-Solving
- Auditory Memory Processing

EQUIPMENT

-  Paper
-  Small Balls/ Bean Bags
-  Cones

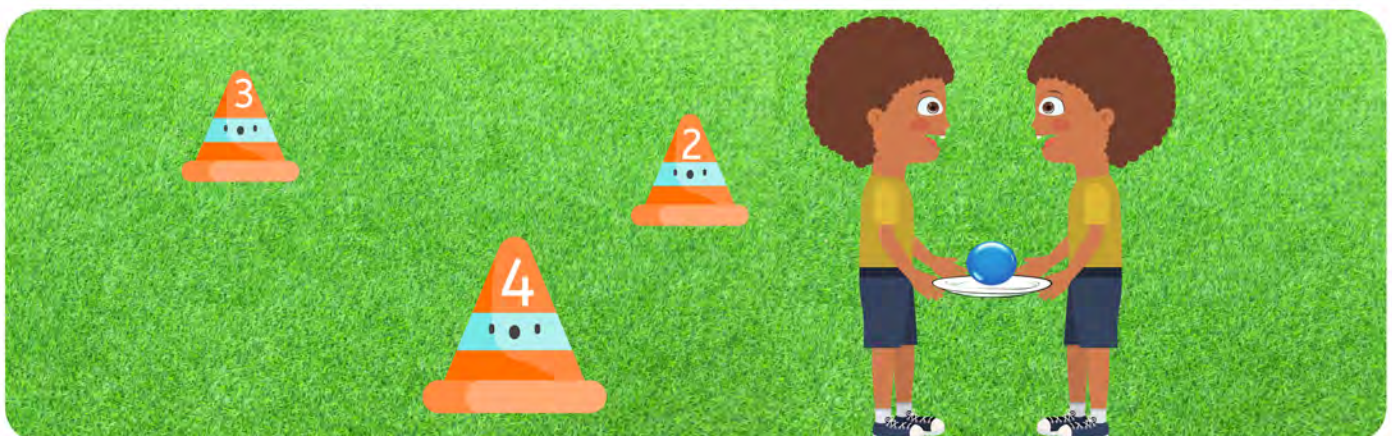
STEPS TO FOLLOW

1. Split the children into pairs and give each pair a piece of paper and a small ball/ bean bag.
2. Place a few cones around the field/ play space and place numbers/ colours on the cones.
3. Encourage the children to balance their ball on the paper and work together so it doesn't fall off.
4. Call out a number for each pair; they must identify the cone and move towards it. If they struggle to identify the number, point out the cone for them.
 - E.g. If you call out "3", the pair will make their way to the cone with a "3" on it, or if you point to a cone, they must follow your finger to where it is pointing.
5. They must now walk carefully to the correct cone and slowly lower the paper to place the ball on top of the cone or lay it down next to it.
6. Once they have successfully placed it down, they can pick it up and return to the start.
7. Repeat this sequence, but give the pairs different numbers each time.

Variation & Tips:

Easier: for younger children, use a beanbag instead of balls.


Advanced: place obstacles in the space that they must move around to get to the cones.



MOVE

Maze

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Spatial Awareness
- Eye-Foot Coordination
- Gross Motor Planning
- Auditory Processing and Memory

EQUIPMENT



Bean Bags



Cones



Balls (Small or Big)



Ropes

STEPS TO FOLLOW

1. Using a variety of equipment such as cones, beanbags, balls, and rope (use what you have available), create a large maze that the children need to work through without touching any equipment. The equipment are bombs that they cannot touch!
2. Once everyone makes it across the maze, place the children into pairs or groups of 3. Encourage them to work as a team by holding hands as they work back through the maze to the start.

Tips & Variations:


- **Advanced:** equipment should be placed close together to make it more difficult.
- **Easier:** place equipment further apart.
- In partners, nominate one child to be blindfolded and another to be the speaker. The speaker must verbally direct them through the maze, ensuring they avoid standing on anything. Swop over roles once they have reached the other side successfully.



MOVE

Crab Walks

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Core Strength
- Spatial Awareness
- Eye-Hand Coordination
- Locomotion: Jumping, Hopping
- Laterality

EQUIPMENT



Bean Bags



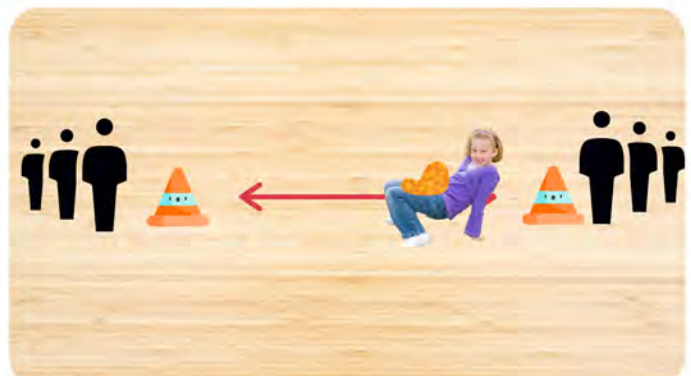
Cones

STEPS TO FOLLOW

1. Ask the class to create a big circle.
2. Demonstrate what a crab walk is for all the children to see (hands and feet on the floor with bum lifted).
3. Encourage one child to get into a crab position and walk across the circle to tag someone else.
4. As they start to get the hang of the game, have two or three children perform the crab walk in the circle simultaneously.
5. To make it slightly more difficult, have the children balance a small ball or bean bag on their stomach/ lap and walk across the circle without letting it fall off.
6. If it falls off, have the children pick it up, return to their starting position and try again.

Variations & Tips:

- You can create some fun competition by splitting the class into equal groups and introducing team races.
- One person in each team will start and crab walk with a bean bag to the other side, where they will tag the next child to start.



MOVE

Bunny Collection

AGE 2 Years

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Gross and Fine Motor Planning
- Eye-Hand Coordination
- Locomotion: Jumping, hopping
- Crossing the Midline
- Spatial Awareness

EQUIPMENT



x5-6 Paper Cups



x5-6 Small Objects/ Balls



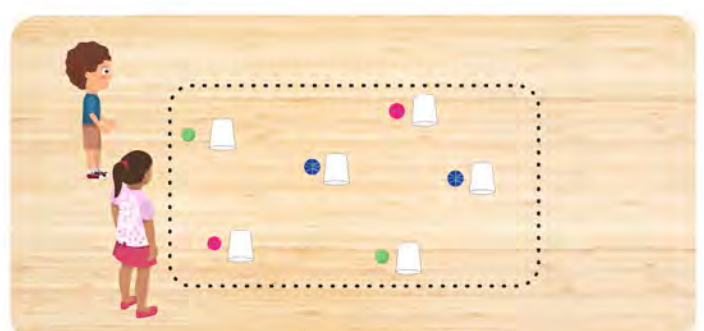
Optional: Ladder

STEPS TO FOLLOW

1. Collect 5 cups/buckets or containers and place them upside down in line with about two steps in front of each.
2. Place smaller objects on each side of the container.
3. If you have a ladder, you can use that as your marker.
4. Start by having the child line up at the indicated start line.
5. Encourage them to perform a small jump towards the container (If they struggle to jump, let them walk forward).
6. They then need to turn the container the right way up, pick up the object next to it and place it correctly into the container.
7. Encourage them to pick up with different hands if possible.
8. They will then jump forward and repeat the activity.

Variations & Tips:

- To get the whole class involved, place the containers around a marked-out area and encourage them to perform this activity simultaneously.
- Once one child successfully places the object into a chosen container, place it upside down for the next child.



Variation

MOVE

Helicopter

AGE 3 Years +

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Locomotion: Jumping
- Non-Locomotion: Swing Arms, Bend, Twist
- Spatial Awareness
- Reaction Time
- Bilateral Integration

EQUIPMENT



x1-2 Ropes

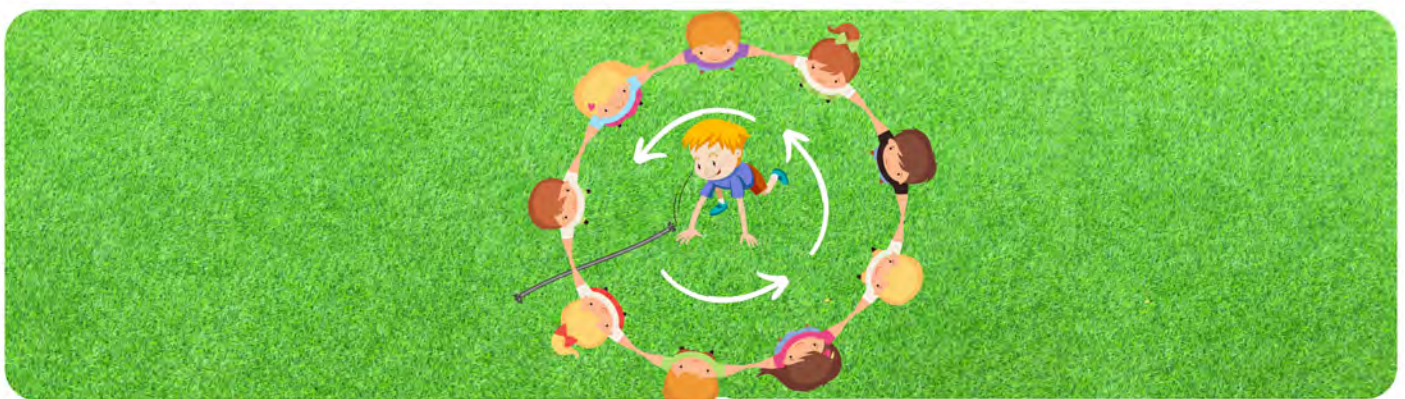
STEPS TO FOLLOW

1. Place the class into one large group or split them up into smaller groups depending on the number of ropes you have.
2. One child will begin with the rope, standing in the centre. The others must stand around them, close enough for the rope to reach them when stretched out from the centre.
3. The child in the middle needs to spin around in a circle holding the rope close to the floor- making the rope fan out like a helicopter propeller.
4. The other children need to jump over the rope each time it comes around under their feet, making sure not to get hit.
5. If the rope hits someone and they need to stop, the child in the middle must then spin in the opposite direction.
6. Rotate the children in the middle so they all get a chance to spin.

Variations & Tips:

To make it more into a game:

- The educator will stand in the middle, and they will call, "Helicopter, helicopter over my head, I choose a colour, and the colour is..."
- They will call a colour and then rotate the rope along the ground. Anyone wearing that colour steps forward and tries to jump over the rope. If anyone steps on the rope, the educator starts over.



MOVE

Bean Bag Buddies

AGE 2 Years

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Core Strength
- Fine Motor Skills
- Crossing the Midline
- Teamwork
- Problem-Solving

EQUIPMENT



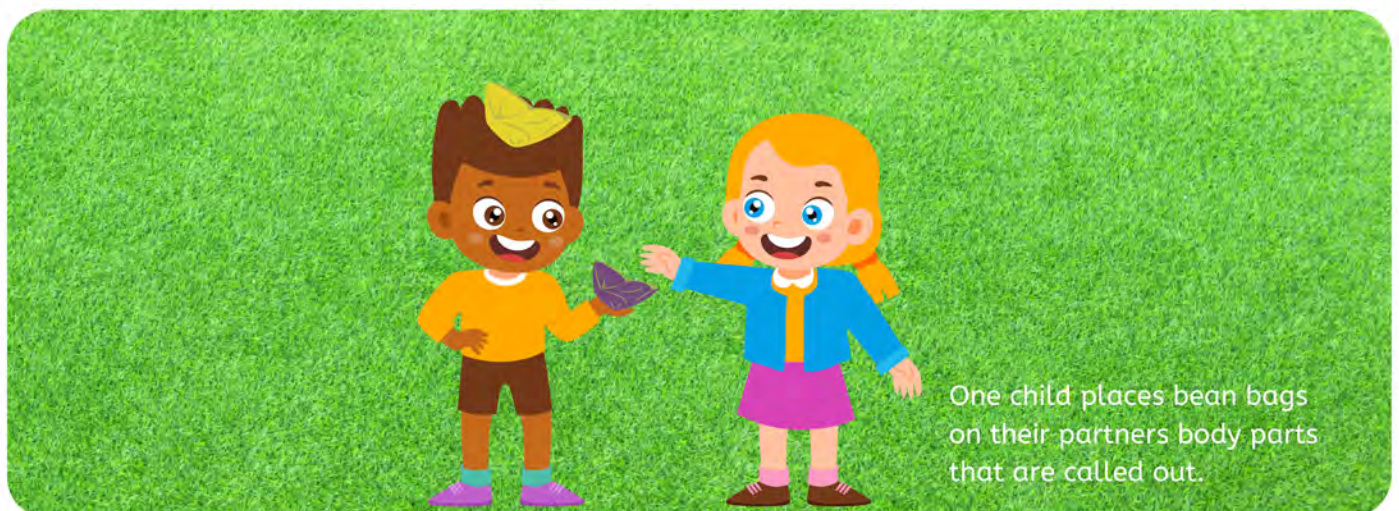
Bean Bags or any Small Objects

STEPS TO FOLLOW

- Divide the children into pairs or bigger groups depending on the amount of equipment.
- Give each pair a few bean bags to carry out the below.

Task

1. Encourage the pairs to place bean bags on one another. First, person A will place the bean bags, and person B will balance them on their body.
2. The pairs stand facing one another, and the teacher calls out different places on the body to place the bean bag. Examples of places: shoulder, hand, top of the head, etc. (Keep it simple for the younger children).
3. The children must try to place it on their friend, who will need to balance it for as long as they can while they remain still.
4. Add beanbags until they cannot balance them any longer and start falling off.
5. They will then swap, person B will place the bean bags, and person A will balance them.




One child places bean bags on their partners body parts that are called out.

MOVE

Bean Bag Buddies

 3 Years +

 15- 20 Mins

OUTCOMES

This activity focuses on the below elements of development:

- Balance and Stability
- Core Strength
- Fine Motor Skills
- Crossing the Midline
- Teamwork
- Problem-Solving

EQUIPMENT



Bean Bags or any small objects

STEPS TO FOLLOW

- Divide the children into pairs
- Give each pair a few bean bags to carry out the below

Task 1

1. The children must each balance one bean bag on their head and move around with their partner-linking arms.

Task 2

1. Now, the children are going to place bean bags on one another. First, person A will place the bean bags, and person B will balance them.
2. The pairs stand facing one another, and the teacher calls out different places on the body to place the bean bag—examples of places: shoulder, elbow, hand, top of the foot, etc.
3. The children must try to place it on their friend, who must balance it and continue moving around the room until the next call is made.
4. Remind the children to be aware of others around them to avoid any accidents.
5. They will then swap, and person B will place the bean bag on person A, who will balance the bean bags.



One child places bean bags on their partners body parts that are called out.

MOVE

Rocking Boats

AGE 2 Years

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Eye-Foot Coordination
- Core strength
- Spatial Awareness
- Body Awareness
- Non- Locomotive
- Vestibular Development

EQUIPMENT



Large balls



Bean Bags



Hula Hoops

STEPS TO FOLLOW

1. Start the game by having the children lie on their backs and practice swinging their legs back with control.
2. Now place an object between their feet and encourage them to swing their legs up and then take the ball from their feet to their hands, placing it down behind their head.
3. When they become more confident, have the children swing their legs over their heads and place the object onto the floor without using their hands (let them put their hands next to their sides for stability).

Variations & Tips:

Advanced:

- Use smaller objects such as bean bags or small balls.
- Place a hula hoop behind their heads that they must place the object into, using their hands or feet.



Action: ball goes from feet to hands



Advanced: aim for hoop

MOVE

Rocking Boats

AGE 3 Years +



15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Eye-Foot Coordination
- Core Strength
- Spatial Awareness
- Body Awareness
- Non- Locomotive
- Vestibular Development

EQUIPMENT

-  Large balls
-  Bean Bags
-  Hula Hoops

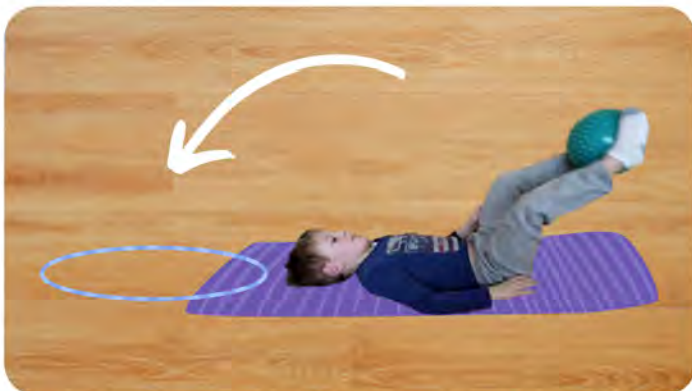
STEPS TO FOLLOW

1. Start the game by having the children lie on their backs and practice swinging their legs back with control.
2. To create a group game: place all the children in a circle and encourage them to space out and then lie down on their backs, all facing the same direction.
3. The first child will start with the ball between their feet; they will swing their legs up into the air, place it in their own hands, and then pass it to the next child's feet behind them.
4. The next child will grab the ball with their feet, transfer it to their own hands, and then pass it overhead to the next child, who will perform the same pattern.

Variations & Tips:

Advanced:

- Have the child place the ball between their feet and then, without using their hands, swing their legs overhead and put the ball in a hula hoop behind them. In the group game, have the children transfer the ball using only their feet- swinging their legs overhead to pass it to the next child's feet.
- Advance the exercise by using a smaller ball or bean bag.



Action: ball goes from feet to hands




Group setting

MOVE

Rollover Rangers

 All Ages

 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Locomotion- Rolling
- Vestibular Development
- Crossing the Midline
- Eye-Hand Coordination
- Spatial Awareness
- Problem-Solving
- Laterality

EQUIPMENT



Floor Mats (optional)



x4 Hula Hoops



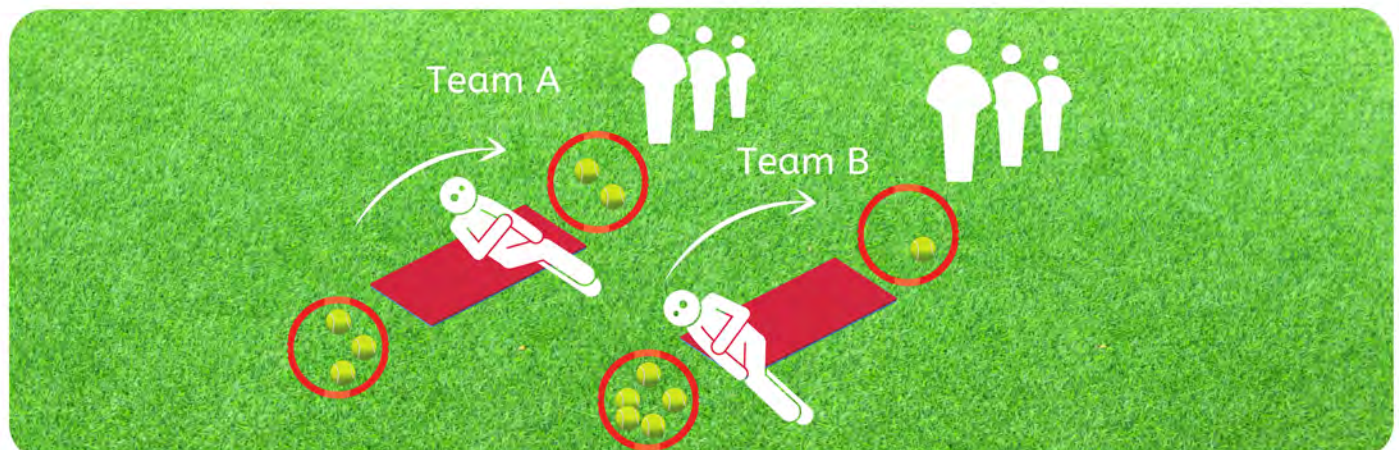
x12 Small Balls/Bean Bags

STEPS TO FOLLOW

1. Place two mats on the floor or perform the activity on a soft surface that children can roll on.
2. Place a hula hoop on either side of each mat with 4-6 balls in one hoop for each group.
3. Divide the class into two groups.
4. Instruct the first person in each team to lie on their side on the mat.
5. The aim is to pass all the balls from one hoop to another. To do this, they need to roll on their side to collect the ball from one hoop and then roll back to the other side to place the ball in the other hoop.
6. When they have moved all the balls, they must return to their team and tag in the next member.
7. Encourage them to shout for each other as they complete the activity.

Variation & Tips:

Line the children up next to each other with a few metres between them. Have them lie down and roll over to the next child to pass a ball down the line.



MOVE

Stars

AGE 2 Years

🕒 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Eye-Hand Coordination
- Non-Locomotive: Bending
- Directionality
- Gross Motor Planning
- Spatial Awareness
- Body Awareness

EQUIPMENT



Large Balls



Small Balls

STEPS TO FOLLOW

1. Start the game by encouraging everyone to sit in a circle with their legs opened out wide.
2. Show them how to place their legs and help any confused child.
3. Keep the groups quite small, with about 3 to 5 children, to ensure children are engaged.
4. Start by placing a big ball in the circle and rolling it to another child.
5. Have them catch the ball and roll it to someone else.
6. Keep encouraging the children to roll the ball once they have received it and create a lot of excitement when they successfully catch or roll it.
7. If the ball doesn't roll too far, assist by pushing the ball to a child in the group.

Variation & Tips:

- If they know each other's names, call out a name and encourage the child with the ball to roll it to the name called out.
- Change it up by encouraging the children to throw the ball to someone else in the circle.
- Add in a second ball if children are getting restless.
- Use smaller balls to increase the difficulty.



MOVE

Down the Line

AGE 3 Years +

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development

- Eye-Hand Coordination
- Non-Locomotive: Twisting
- Directionality
- Crossing Midline
- Spatial Awareness
- Body Awareness

EQUIPMENT



Balls



Bean Bags



Cones

STEPS TO FOLLOW

1. The class can be divided into 2 groups, or the whole class can do the activity together. If there are 2 groups, then two stations must be set up.
2. The group will stand together side by side, forming a long line.
3. Place the balls and beanbags at the one end of the line, on the ground.
4. The aim is to get all the objects to the other side of the line in various ways.
5. To start, they will need to get the balls down the line:
 - a. The children will stand side by side, arm's length away, without holding hands.
 - b. The children must use both hands to pass the tennis ball across their midline from left to right. With both hands, they must receive the ball from the person next to them, move across their midline, and pass it to the next person.
6. Next, they will need to get the beanbags down the line:
 - a. The children must all turn to face one direction- they will face the back of the child in front of them.
 - b. The children must pass the beanbags through their legs to the child behind them.
 - c. This can also be done with overhead passing.



MOVE

Rolling Stones

AGE All Ages

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Eye/Foot- Hand Coordination
- Non-Locomotor: Bending
- Bilateral Integration
- Spatial Awareness
- Locomotor: Running
- Body Awareness

EQUIPMENT

-  Big Balls
-  Small Balls
-  Hula Hoops
-  Rope

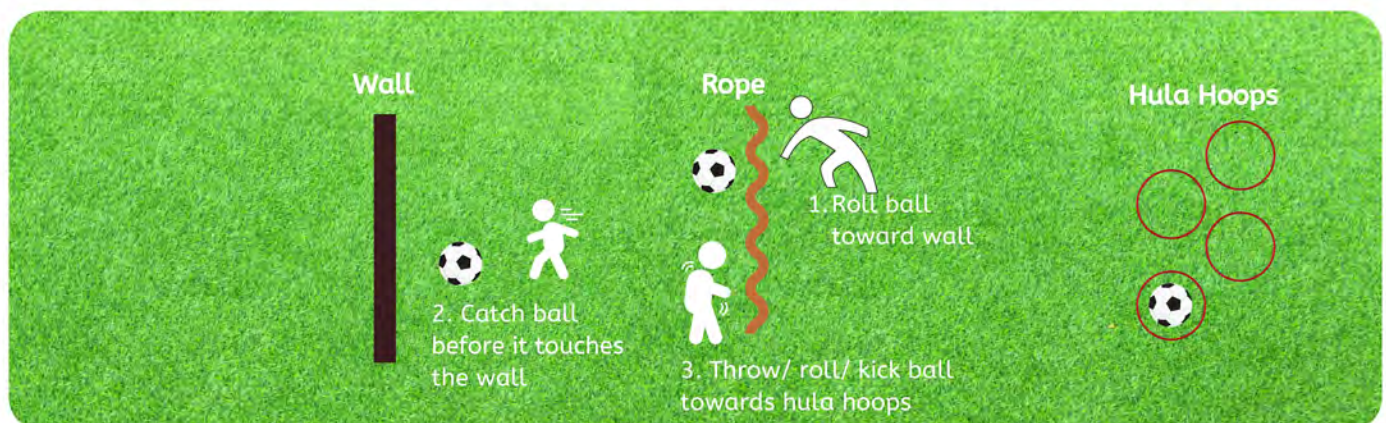
STEPS TO FOLLOW

1. Place some rope on the floor, which is about 10m away from the wall.
2. Just behind the rope, place some hoops on the floor.
3. Give each child a ball (split them up into groups if you don't have enough for each child).
4. Mix it up between small and big balls.
5. To start, encourage the children to stand behind the rope, roll the ball towards the wall, and then run and catch it before it touches the wall.
6. Once they have caught the ball, have them turn around and either roll or throw it towards the hoops, again standing behind the rope and facing the hula hoops.
7. Repeat the activity, but change up rolling, throwing and kicking the ball towards the hoop.
8. If some children are waiting their turn, encourage them to stand behind the hoop and collect the balls that are thrown so that they can complete the activity.

Variation & Tips:

Advanced:

- Have the children line up facing the wall in a high plank/downward dog position.
- As the teacher, stand behind the children and roll a ball between each child's legs towards the wall. As the ball rolls under their bodies and past their hands, encourage them to stand up and chase after it to catch it before it touches the wall.



MOVE

Battle Ships

AGE 2 Years




15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Eye-Hand Coordination
- Laterality
- Gross Motor Planning
- Bilateral Integration
- Spatial Awareness
- Problem-Solving

EQUIPMENT

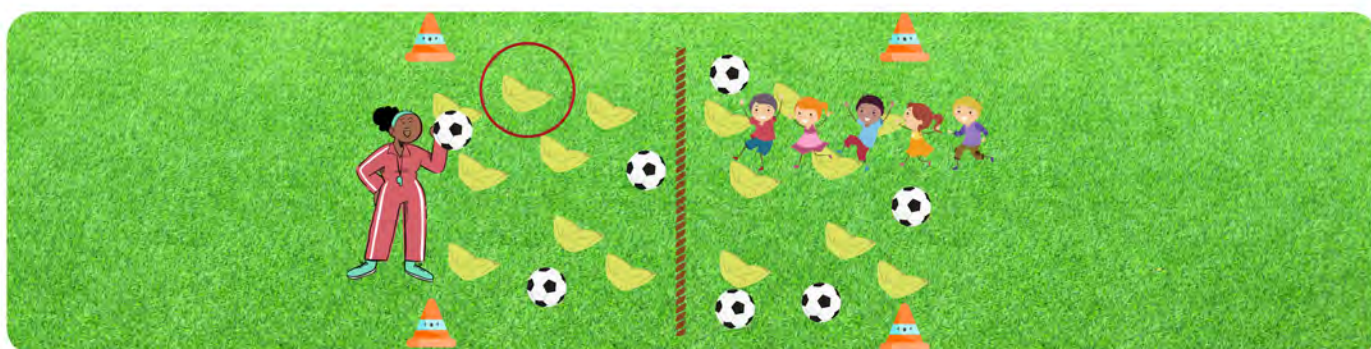
-  Bean Bags
-  Balls
-  Hula Hoops
-  Rope
-  Cones

STEPS TO FOLLOW

1. Mark out a designated playing area approximately 10m x 10m. Divide this area in two by placing a rope down the middle.
2. Place all the children on one side of the rope, with all the beanbags/ balls on their side of the line (as many as are available). The teacher can stand on the other side of the line.
3. On the call from the teacher, the children can begin.
4. The goal is to get all the beanbags and balls on their side of the rope over to the other side.
5. As they start to throw the items, you must throw them back to their side so that they keep moving and collecting items.
6. Start by having them stand quite close to the rope to throw the beanbags over, and move them a bit further away as they progress.
7. Encourage them to try to throw underarm, overhead and from their chest.
8. Change up the movements they are allowed to do as they collect the beanbags: bear walking, hopping on two feet, and frog jumps.

Variation & Tips:

- Place a hula hoop on the other side of the rope to give them a target to aim towards.
- Add in kicking the ball; if they pick up a beanbag, they must throw, and if they get to a ball, they must kick instead.



MOVE

Battle Ships

AGE 3 Years +



🕒 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Eye-Hand Coordination
- Laterality
- Gross Motor Planning
- Bilateral Integration
- Spatial Awareness
- Problem-Solving

EQUIPMENT

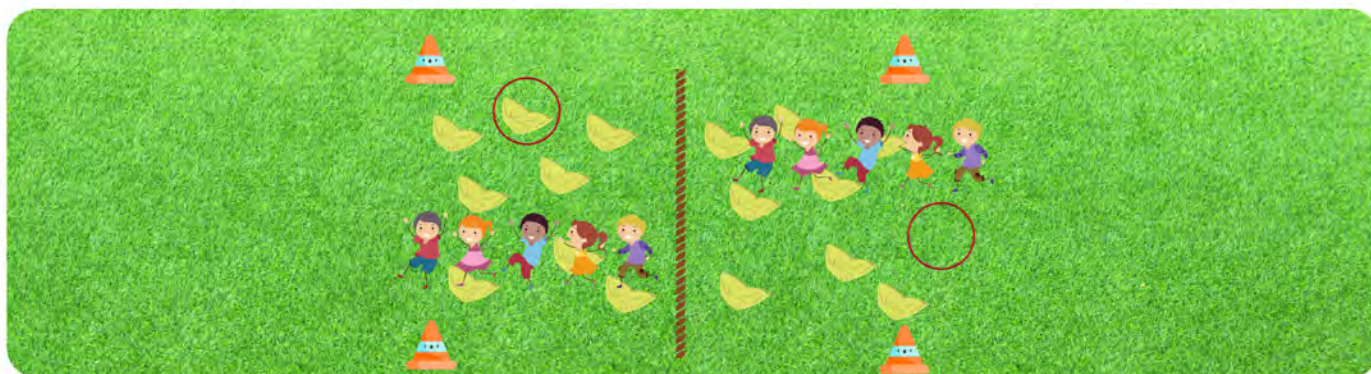
-  Bean Bags and balls
-  Hula Hoops
-  Rope
-  Cones

STEPS TO FOLLOW

1. Mark out a designated playing area approximately 10m x 10m. Divide this area in two by placing a rope down the middle.
2. Divide the class into 2 groups.
3. Place an equal amount of beanbags/ balls on either side of the line (as many as are available).
4. On the call from the teacher, the children can begin.
5. The goal is to get all the beanbags on their side of the rope over to the team on the other side. The teams want to end up with as few beanbags/ balls as possible.
6. The children have to get their beanbags in a designated area over the rope for them to count.
7. If they throw the beanbag out of that area, it doesn't count, and they must add it back into their pile.
8. Change up the movements they are allowed to do as they collect the beanbags:
 - Bear walking, hopping on two feet, and frog jumps
9. Make a call to end the game and count who has fewer bean bags on their side.

Variation & Tips:

Place a hula hoop in each team's area- ask the children to try to get their bean bags in the hoop on the other side. The bean bags cannot be removed if they land in the hoop. The team with the most bean bags in the other team's hoop will win.



MOVE

Kicking Bowling

AGE 2 Years

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Foot-Eye Coordination
- Strategy and planning
- Aim
- Crossing the Midline
- Spatial Awareness

EQUIPMENT



Large Balls



Cones

STEPS TO FOLLOW

1. Create a dedicated area for this game using the cones (15m x 15m).
2. Set up a few cones on top of each other in the playing area and place a few balls around them.
3. Encourage the children to stand in a big circle, and on your call, encourage the children to run around in a circle, constantly moving and changing directions on your calls.
4. When a child reaches a ball near them in the circle, they must try to kick it towards the cones to try and knock them down.
5. Place enough balls around so that a few children are always kicking.
6. Keep going until all the cone towers are kicked down.
7. Rebuild the cone towers and then continue the game.

Variation & Tips:

- Depending on the number of children, set up a few cone structures so the children have more than one to aim at.
- Change up the kicking to throwing.



MOVE

Ring Toss

AGE 3 Years +

15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

- Eye-Hand Coordination
- Strategy and Planning
- Locomotive: Jumping
- Non-Locomotive: Bending, Spinning
- Aim
- Crossing the Midline

EQUIPMENT



Hula Hoops



Small/Large Balls



Cones

STEPS TO FOLLOW

1. Encourage the children to stand in a big circle.
2. Place 4 or 5 hula hoops in the middle of the circle and randomly hand out the balls to a few children.
3. Encourage the children with the balls to slowly roll towards the hoops to get the ball to land inside the hoop.
4. If they miss the hoop, the person closest to where the ball rolls must collect it to attempt to roll it.
5. If a child gets it into a hula hoop, have all the children perform a certain movement on your call.
 - Frog jumps | Spin around in a circle | Star jumps | Shake from side to side | Run to touch a colour/object nearby.
6. Continue the game until most, if not all, the children have had a chance to roll the ball into the hoops.

Variation & Tips:

- Change it up by encouraging the children to perform an underarm throw or kick the ball into the hoop.
- Have the children run around in a circle, and on your call of "STOP", everyone will stop, and the children closest to the balls will need to pick up the balls and aim for the hoops.



MOVE

Wall Target

AGE All Ages

🕒 15- 20 Mins

NCF OUTCOMES

This activity focuses on the below elements of development:

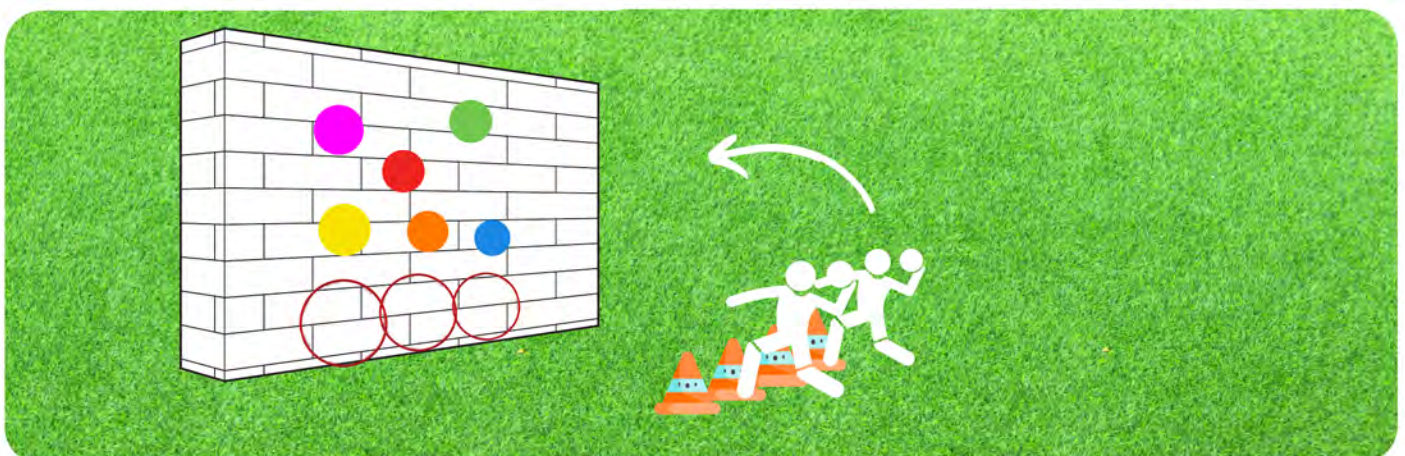
- Eye-Hand Coordination
- Strategy and Planning
- Bilateral Coordination
- Aim
- Crossing the Midline
- Non-Locomotion: Bending, Swinging Arms

EQUIPMENT

-  Hula Hoops
-  Colour Markers
-  Small/Large Balls
-  Cones

STEPS TO FOLLOW

1. Place a few colour markers against the wall at different heights (using tape or Prestik), making sure to place enough so that a few children can get involved simultaneously.
2. Rest some hula hoops against the wall to act as low targets.
3. Create a line using cones to indicate the start line (for the younger children, place the line closer to the wall; for the older children, you can move it slightly further away from the wall).
4. Give the children at the cones a ball (for 2/3-year-olds, use a bigger ball and a smaller ball for the older children).
5. Encourage the children to stand behind the line and throw the ball, either underarm or overarm, to try and hit the targets on the wall (you can call out different colours to aim for).
6. Next, encourage them to kick the ball towards the lower targets/ hula hoops on the ground.
7. Change up their body position as you move through the game:
 - Encourage them to kneel down on both legs and throw
 - Have them kneel down on one leg and throw
 - Lie down on their back and then perform a sit-up and throw (only encouraged for older children)
8. For the older children: create a game by keeping the score of all the successful throws.






BRAIN BREAKS

Short In-Classroom Activities to
Focus, Calm or Energise

BRAIN BREAKS

Balancing Act

 All Ages

 5 -10 Mins

NCF OUTCOMES

- Balance and Stability
- Non-Locomotion
- Problem-Solving
- Bilateral Integration
- Body Awareness
- Core and Upper Body Strength
- Auditory Memory/ Processing

STEPS TO FOLLOW

1

Encourage the children to stand up straight with their arms out to the side like a scarecrow (demonstrate the action for them to copy).

2

Encourage them to remain still while you place certain objects on their body that they must balance carefully.

3

These objects could include bean bags, books, cones or small soft toys (any small items found in the classroom).

4

Encourage the children not to move and keep balancing the items for as long as possible.



VARIATIONS AND TIPS

- Encourage children to work in pairs- one child can be the scarecrow, and the other will place objects on their partner's body-continue until the object falls off, and then swap positions.

Easier Option:

Have the children sit on the floor, trying to balance objects on various body parts.


Advanced:

- Allow the children to walk along a line on the floor or through a small obstacle course while balancing the objects.
- Have the children compete in pairs to see who can balance the most objects.

BRAIN BREAKS

Upside Down Drawing

 All Ages

 5 -10 Mins

NCF OUTCOMES

- Non-Locomotion
- Upper Body and Core Strength
- Fine Motor Skills
- Crossing the Midline (drawing horizontally on paper)
- Bilateral Integration
- Spatial Awareness

STEPS TO FOLLOW

1

Encourage the children to get some coloured pencils and one piece of paper and take it to a low table or chair.



2

Help each child stick their piece of paper to the bottom of the chair/table and lie down comfortably underneath it.



3

Have the child reach up to the paper and draw anything they desire or something you have prescribed.



4

Encourage them to change their pencils and use different colours.

5

If they finish and want to continue, place a clean sheet under the table/ chair so they can continue.


VARIATIONS AND TIPS

Easier Option: Place the paper up against the wall, slightly higher than the child, and encourage them to reach up and draw a picture. Play gentle music to create a calmer environment.

BRAIN BREAKS

Heads, Shoulders, GO

 All Ages

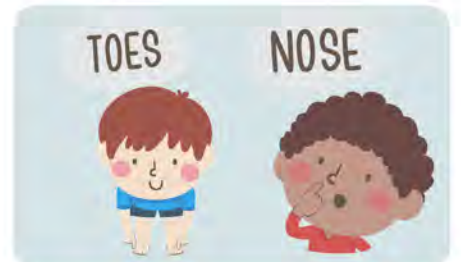
 5 -10 Mins

NCF OUTCOMES

- Body Awareness
- Eye-Hand Coordination
- Core Strength
- Crossing the Midline (sitting cross-legged)
- Balance and Stability
- Reaction Time
- Listening Skills

STEPS TO FOLLOW

- 1 Prompt the children to sit in an open space. Find random objects around the room and place one object in front of each child (pencils, books, bean bags, etc.).
- 2 Give the children a code word, such as "GO" or "NOW". They need to grab the object in front of them as quickly as possible when called.
- 3 Call out different body parts that the children need to touch with both hands before your call of "GO/NOW" is made. i.e. "Touch your head, eyes, nose...GO."
- 4 Keep the sequence going by changing the different body parts and at random times shouting out the cue word "GO"/ "NOW".
- 5 See how quickly the children can react and grab the object in front of them. Encourage them to place the object back down in front of them and then repeat the activity.



VARIATIONS AND TIPS


Easier option: Remove the objects and play Body Part Identification: prompt the children to identify the different body parts you call out: start with the sentence- "Where is your nose?" and have them point to it with one or two fingers, changing it up as you go.

Advanced: Place the children into pairs with one object between them. When you shout "GO", see who can grab the object the quickest.

BRAIN BREAKS

Magic Cloth

 All Ages

 5 -10 Mins

NCF OUTCOMES

- Rhythm
- Bilateral Coordination
- Spatial Awareness
- Locomotion
- Body Awareness
- Auditory Memory
- Non-Locomotion
- Balance and Stability

STEPS TO FOLLOW

- 1 Prompt the children to stand in an open area and ensure they are at arm's distance from the person next to them.
- 2 Stand before the class, ensuring they can all see you clearly.
- 3 With a cloth/ material in your hand, perform different actions with the cloth that the children will need to imitate with their bodies.



Swing the cloth around-
children must spin around 360'



Hold the top two edges of the cloth and move it up and down- perform a starfish jump and move arms up and down



Hold one corner up and one corner down- one arm up and the other arm down, performing a windmill action



Lay the cloth down flat on the floor- children must lie down on the floor



Pull the cloth into one straight line- children must go into a soldier stance or tree pose



VARIATIONS AND TIPS


Easier option: Do the action for the children to copy.

Variations: Use a piece of paper to do the same activity; alternatively, use a ball and ask the children to imitate the movement (roll, bounce, etc.).

BRAIN BREAKS

Colour Search

 All Ages

 5 -10 Mins

NCF OUTCOMES

- Colour Identification
- Auditory Processing and Memory
- Problem-Solving
- Locomotion: Running, Walking

STEPS TO FOLLOW

1

Prompt the children to sit comfortably on the floor with their hands relaxed on their laps.

2

Start by pointing at different objects in the room while mentioning their colour. Repeat this a few times so that children start to associate the different colours with the different objects.

3

Once you have gone through the above a few times, ask the children where a certain coloured object is.

4

Encourage them to point to it as soon as they have identified it.

5

Now ask the children to point to as many objects in the classroom with a certain colour- watch and see if they are pointing to the right objects.

6

Now **read out the story in your resources section** (pg 101). Read it slowly, and as the children hear a colour in the story, they must try to find an example in the classroom and bring it to the floor. Can they remember the order of the colours you mentioned?




VARIATIONS AND TIPS

- Call out a colour, and the children must move to an object of that colour. You can use different actions, such as crawl, hop, skip, shuffle etc., that they must use to collect the objects.

BRAIN BREAKS

Clock Work

 All Ages

 5 - 10 Mins

NCF OUTCOMES

- Core Strength
- Bilateral Coordination
- Problem-Solving
- Spatial Awareness
- Body Awareness
- Gross Motor Planning
- Directionality

STEPS TO FOLLOW

1

Encourage the children to sit in a group of four to five children.

2

Have the groups of children face the middle of their circle and place their legs straight out in front of them while holding hands with the people next to them.

3

On your call, have the children work together to move their bums around in a clockwise/anticlockwise direction so that they move in a full circle and end up back where they were first sitting.

4

The game aims to try to move around in a clockwise/anticlockwise direction without letting go of their hands, only using their bums and legs to move around.

5

If the younger children struggle, have them keep their legs bent to help with additional movement.



VARIATIONS AND TIPS

- You can try the same activity but facing the other way (facing outwards), while linking arms.

BRAIN BREAKS

Duck Walks

 All Ages

 5 Mins

NCF OUTCOMES

- Locomotion: Jumping
- Balance and Stability
- Core and Lower Body Strength
- Auditory Processing and Memory
- Non-Locomotion: Bending

STEPS TO FOLLOW

1 Encourage the children to crouch down into a duck pose (see illustration) and walk around the room using only their feet.

2 Try to make sure they don't bump into any objects and encourage them to walk at a comfortable pace.

3 Use two cue words throughout the game, '**Ribbit**' and '**Ribbit Ribbit**', that the children must listen out for while walking.

4 When these cue words are called out, they must transform from a duck into a frog, perform either one or two frog jumps depending on what you call out, and then continue their walk (Ribbit= 1 jump and Ribbit Ribbit=2 jumps).



Child in squat position for duck walks



Child performing frog jumps

VARIATIONS AND TIPS

- Nominate a leader whom the children must follow- i.e., follow the leader.
- **Easier:** If the children struggle to go into a duck walk, encourage them to perform bear walks around the room (using their hands and feet to walk around). They will perform the different frog jumps when the cue word is called.

BRAIN BREAKS

Mexican Wave

 All Ages

 5 Mins

NCF OUTCOMES

- Bilateral Coordination
- Rhythm
- Spatial Awareness
- Non-locomotion: Bending, Swinging Arms
- Auditory Memory and Processing

STEPS TO FOLLOW

1

Prompt the children to form a circle. Ensure they have enough space between them and the next child when their arms are straight out next to them.

2

Start by performing a Mexican Wave.

3

Direct the children to all start by touching the floor with their hands, and one-by-one, they will lift their arms above their heads and then bring them back down to touch the ground again, creating a wave-like motion with their bodies.

4

Give one child the duty of starting the movement and let all the children continue as it moves around the room (as one child finishes the movement, the person next to them will start).

5

Now ask the children to close their eyes; you will slowly walk around the circle rubbing your hands. As they hear your hands in front of them, they must lift their arms into the air to perform the wave. Can they listen carefully enough to hear when it is their turn? (Encouraged for 3 years +).



Children form a circle



Children perform a mexican wave around the circle

VARIATIONS AND TIPS

- Speed up and slow down the wave as the children keep it going around the circle with cue words such as "FAST" and "SLOW".
- While the children wait their turn, encourage them to clap their hands and stomp their feet until they need to repeat the wave.

BRAIN BREAKS

Wriggle and Jiggle

 All Ages

 5 Mins

NCF OUTCOMES

- Crossing the Midline
- Bilateral Coordination
- Rhythm
- Non-locomotion: Swing Arms, Bending
- Body Awareness
- Auditory Memory and Processing

STEPS TO FOLLOW

1

Prompt the children to stand with sufficient space around them and instruct them to create the below movements:

- **Windmill:** Bend down, touch the opposite hand to the opposite leg, and alternate.
- **Soldier:** Perform marches, bringing the opposite knee to the opposite elbow and march on the spot.
- **Elvis Presley:** Place one hand in the air and then bring it down to the opposite hip while they move their hips. Don't forget to get the other hand involved.
- **Hugs:** Encourage the children to give themselves the biggest hug, wrapping their arms around themselves and swaying from side to side.



VARIATIONS AND TIPS

- Play music while carrying out this activity and encourage them to move to the beat using the above movements. You can create a sequence which they must follow.

BRAIN BREAKS

Stand Up

AGE All Ages

5 Mins

NCF OUTCOMES

- Locomotion: Jumping
- Auditory Processing
- Listening Skills
- Balance and Stability

STEPS TO FOLLOW

1

Prompt children to all sit comfortably in a circle. Start the game by calling out different statements- always start the sentence with **"Stand up if..."**.

2

If the children have that trait you have called out, they must stand up as quickly as possible.

Examples: **"Stand Up if..."**:

- You have a grey top on
- You like to climb trees
- You have a brother
- You like to eat chocolate

3

Continue the game for 2-3 minutes, calling out different statements as you go.

4

Use the **"Colour Song"** in the additional resource section (page 102). The children must listen carefully; every time you mention a colour, they must complete the action mentioned in the song if it relates to them.



Start in a circle.



Children stand up as they hear a characteristic that relates to them.

VARIATIONS AND TIPS

- Change the action from standing up to carrying out a different movement, such as "Jump like a frog if..." or "Reach for the stars if..."

BRAIN BREAKS

Row Your Boat

 All Ages

 5 Mins

NCF OUTCOMES

- Balance and Stability
- Core Strength
- Teamwork
- Spatial Awareness
- Body Awareness
- Non-Locomotion: Bending

STEPS TO FOLLOW

1

Place the children in front of each other in pairs, holding hands.

2

Depending on how comfortable they are, either have them sit with their legs crossed or straight out in front of them.

3

Encourage them to work together to create a 'forward-back motion' by having one child pull back while the other child moves forward and then swapping their movements. Make sure they are gentle with each other as they pull back.

4

As they rock back and forth, sing "row-row-row your boat" and repeat a few times.

5

For 3 years +, introduce an item such as a book on top of each pair of arms that they must try to balance while performing the movement.

6

Let them swap partners if you want to play the game for a longer.



Children in pairs



Hold hands and rock forwards and backwards



Balance an item


VARIATIONS AND TIPS

- Play some music while carrying out this activity and encourage them to move to the beat.

Movement **BRAIN BREAKS**

Magic Wonderland

 All Ages

 5 Mins

NCF OUTCOMES

- Locomotion: Running, Jumping, Hopping
- Bilateral Coordination
- Spatial Awareness
- Auditory Processing

STEPS TO FOLLOW

1

Prompt children to stand in an open space with sufficient space around them. You will "transport" the children to a Magical Rainforest with a special story.

2

Read the story (page 103) and let the children follow your lead. Make sure to create a magical wonderland for them to experience.

Let's first practice some movements we will need:

3

- Run on the spot as if a big scary lion is chasing you
- Jump in one place as if you are popcorn popping
- March in place as if you are a soldier
- Reach up as if you are catching stars in the sky
- Hop on one leg as if you are trying to cross small stepping stones (for younger children, have them hop on both feet)
- Walk softly as if you are walking through a secret rainforest
- Spin around the world



Gather the children



Read the story



Carry out the actions

VARIATIONS AND TIPS

- Create your own story for the children to act out with you - use these simple movements as part of your story.

BRAIN BREAKS

True or False

 All Ages

 5 Mins

NCF OUTCOMES

- Locomotion: Running, Jumping
- Auditory Memory and Processing
- Spatial Awareness

STEPS TO FOLLOW

1

Prompt children to sit or stand in an area with sufficient space around them.

2

Start the game by calling out different statements- this could be related to what you are busy teaching in the class or any random information they would know the answer to. For example:

- The sky is blue today
- Today is Tuesday
- Our school's name is...

3

The children should remain quiet and close their eyes to avoid looking at others. Encourage them to answer the question by placing their hand on their head if they think it's true or onto their tummy if they think it is false.

4

Create a fun element- all the children who get the answer wrong need to perform 10-star jumps (or any movement) before the next statement is called out.

5

Continue the game for 2-3 minutes, calling out different statements as you go.



Gather the children



Call out statements



Have children perform fun movements

VARIATIONS AND TIPS

- Change the movement the children must perform if they get the answer wrong.
- Change your "true" and "false" movement: True= touch toes False= sit down.

BRAIN BREAKS

Tug of War

AGE All Ages

5 Mins

NCF OUTCOMES

- Core Strength
- Upper Body Strength
- Body Awareness
- Spatial Awareness
- Laterality
- Fine Motor Skills: Grip
- Problem-Solving

STEPS TO FOLLOW

1

Place the children into two groups with one long rope between them. Divide them into smaller groups depending on the length of the rope and the number of ropes you have (place the younger children into small groups).

2

Place the children in a long line about 5m from the other group. Place a cone in the middle.

3

On your call, encourage the children to work together to pull the rope towards themselves.

4

The game aims to get the children to pull the front person from the opposite group over the cone.



Equal number of children on either side with a cone in the middle



Who can pull the other team over the cone first?

VARIATIONS AND TIPS

- Carry out the same activity but change the children's position while performing the tug of war: try kneeling and sitting on their bums.

BRAIN BREAKS

Back to Back

AGE All Ages

5 Mins

NCF OUTCOMES

- Lower Body Strength
- Core Strength
- Balance and Stability
- Problem-Solving
- Non-Locomotion: Bending
- Large Manipulatives

STEPS TO FOLLOW

1

Encourage the children to get into pairs and spread out around the class/outdoor space.

2

Have them sit on the floor back-to-back and link arms. For the two-year-olds, have them face each other and hold hands instead.

3

Encourage the children to try to stand up together by pressing against each other's backs and keeping arms linked throughout the movement. Encourage the two-year-olds to hold hands while they try to stand up, using each other to pull and stand.

4

Introduce bean bags, place them on the children's heads, and challenge them to stand up without dropping them.

5

Let them swap partners and repeat the same activity.



Children to link arms back-to-back and stand up



Younger children to face each other and hold hands to stand up



Introduce bean bags to balance on heads while standing up, with arms linked

VARIATIONS AND TIPS

- Have the children get into small groups of three or four and try to perform the same activity-sitting in a close circle back-to-back or facing forward, holding hands.

BRAIN BREAKS

Pass Down the Line

AGE All Ages

5 Mins

NCF OUTCOMES

- Balance and Stability
- Eye-Hand coordination
- Spatial Awareness
- Gross/Fine Motor Planning
- Directionality
- Core Strength

STEPS TO FOLLOW

1

Line up a long line of hoops down the line, touching each other. If you have enough, make two lines.

2

Encourage the children to line up behind a hoop in a plank position/ frog position or seated position (depending on the age of the children). If you have more children than hoops, you can have more than one child at one hoop.

3

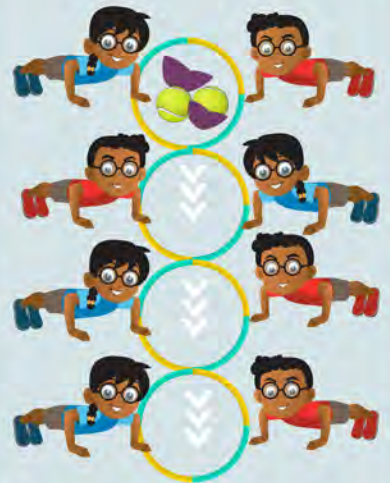
Place all the items, small balls or beanbags, into the first hoop.

4

On your call, the children will need to pass the items down the line by placing the ball/ bean bag into the next hoop for the next child. If unavailable, you can eliminate the hoop and have the children just put the item in front of the next child.

5

The game is done once all the items have gone from one side to the other. Pass the objects back and forth a few times to make it longer.



Children to pass the items down the line.



Seated Frog Plank

Possible positions for children to hold.

VARIATIONS AND TIPS

- For children 2-3 years, encourage a seated position and advance to a frog position.
- For children, 3 years +, encourage a frog and plank position.

BRAIN BREAKS

Wall Ball

AGE All Ages

5 Mins

NCF OUTCOMES

- Foot-Eye Coordination
- Core Strength
- Directionality
- Problem-Solving
- Visual Motor Skills
- Balance and Stability

STEPS TO FOLLOW

1

Using chalk, draw a long line against the wall. Create a few different lines for smaller groups (recommended for younger children).

2

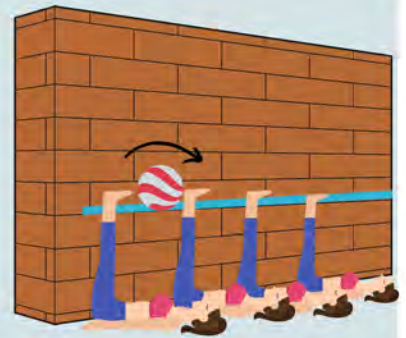
Have the children lie down on their backs, close to one another, with their legs and feet against the wall.

3

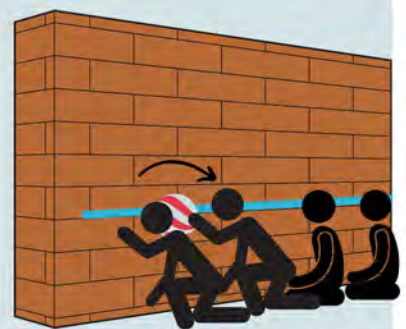
Start the ball on one side- encourage the children to pass the ball down the line to the next child, using only their feet. They should keep the ball on the line as they pass it on.

4

Pass the ball down one way and then encourage them to pass the ball back the other way.



Children to lay on backs to pass the ball with feet



Easier option- children to sit and move the ball along the line with their hands

VARIATIONS AND TIPS

Easier: Have younger children sit on their haunches and use their hands to pass the ball along the line.

Advanced: Add a few zig-zag lines that the children need to move the ball along with their hands or feet.

BRAIN BREAKS

Transportation Station

AGE All Ages

5 Mins

NCF OUTCOMES

- Auditory Processing and Memory
- Balance and Stability
- Bilateral Coordination
- Spatial Awareness
- Body Awareness
- Locomotion
- Non-Locomotion: Swing Arms

STEPS TO FOLLOW

1 Encourage the children to stand around an area with space between them and the next person.

2 Begin by calling out different modes of transport and the action the children need to perform.

Examples to use:

- 3
- Fly like an aeroplane
 - Trot like a horse
 - Ride your bicycle
 - Spin around like a helicopter
 - Drive your car
 - Spin your arms around like train wheels

4 Be as creative as you like in calling out different actions for the children to perform.



Children to stand with space around them



Create the movements of different types of transport

VARIATIONS AND TIPS

- Have the children sit/stand in a line behind one another to create a train. Now ask them to hold the elbows of the child in front of them. On your call, have the children all motion their arms slowly together in circles simultaneously to create the motion of a train.

BRAIN BREAKS

Thunder Storm

 All Ages

 5 Mins

NCF OUTCOMES

- Fine Motor Skills
- Auditory Memory and Processing
- Body Awareness

STEPS TO FOLLOW

1

Encourage the children to sit comfortably on the floor near to you with their **eyes closed**.

2

Encourage them to listen carefully as you make sounds with your hands and fingers.

3

Once you have made a sound, prompt the children to try to repeat/ replicate the same sound with their hands and fingers.

Examples:

- Rub hands/ palms together
- Rub fingers together
- Clap
- Pat legs
- Tap fingers
- Bang your chest with your hands
- Click fingers (only encouraged for older children)

4

For the younger children, keep it simple with only making one sound; for the older children, make a few sounds they need to listen to and repeat.



Have children close their eyes and listen to the sounds



Create sounds with your hands and fingers

VARIATIONS AND TIPS

- Create a thunderstorm: bring in thunder sounds, using your hands and different body parts to make sounds to imitate rain and thunder. Instruct the children to follow your lead and create the sounds with you.
- Try this sequence:

Rub hands together | Slow pats on the legs | Tap fingers on the floor or table for light rain | Click fingers | Pat thighs softly | Pat thighs louder | Clap softly | Clap louder

BRAIN BREAKS

Animal Dice

 All Ages

 5 Mins

NCF OUTCOMES

- Locomotion
- Spatial Awareness
- Body Awareness
- Visual Tracking
- Bilateral Coordination
- Non-locomotion: Swing Arms

STEPS TO FOLLOW

1

Sit together as a class with enough space around each child to carry out their movements.

2

Use your **Kids Collab classroom dice** to carry out this activity. Allow the children to each have a turn to roll the dice and have all the children perform the movement of the animal that the dice lands on. Encourage the child to make animal noises as they act them out.



Stand on tippy toes with hands in front of your tummy. Walk forward, trying not to lose your balance.



Place hands and feet on the ground. Now jump up and down, waving your arms in the air.



Create a trunk with your arms. Sway from side to side and move up and down while you collect leaves.



Place your hands together at head height and slither your body around. Try the same action lying flat on the floor, keeping hands and feet together. Try to see how far you can move.



Spread your arms out to the side and start flying around. Bend/ sway your body from side to side as you move around an area.



Go onto all fours, lift your knees slightly off the ground and walk forwards and backwards. Try walking forward, crossing your arms over one another as you move forward.




BREATHE

Short In-Classroom Activities to
Focus on Self Regulation,
Breathing and Mindfulness

BREATHE

Affirmations

AGE All Ages

 3-5 Mins

NCF OUTCOMES

- Body Awareness
- Core Strength
- Bilateral Coordination
- Crossing the Midline (sitting cross-legged)
- Auditory Memory
- Non-Locomotion (swings arms)

STEPS TO FOLLOW

1

Prompt children to sit or stand in a circle where they can clearly see you.

2

As seen below, encourage the children to copy/repeat your words and actions. Repeat the sentence affirmations a few times for the children.



I am loved-
sway your
upper body
with your
arms crossed
at your chest



I am strong-
place your
arms out to
show your
muscles



I am smart-
point to your
head with
two fingers



I am brave-
throw your
arms up into
the air



I am funny-
giggle into
your hands




VARIATIONS AND TIPS

- You can base this on themes you are currently learning. For example, with animals, you will use sentences such as "I am brave like a lion", "I am as tall as a giraffe", or "I am as strong as an ox", etc.

BREATHE

Hot Chocolate Breaths

 All Ages

 3-5 Mins

NCF OUTCOMES

- Body Awareness
- Self-Regulation
- Breathing Techniques
- Crossing the Midline (sitting cross-legged)
- Auditory Memory
- Imaginative Play

STEPS TO FOLLOW

- 1 Encourage the children to stand or sit in a circle and close their eyes.
- 2 Instruct the children to hold their **imaginary** cup of hot chocolate- with their hands positioned in front of their stomach.
- 3 Encourage the children to smell the delicious hot chocolate, breathing in slowly through their nose for the count of 3. Hold for 3-5 seconds.
- 4 Next, encourage the children to gently exhale through their mouth, for a count of 3, as though they are trying to cool down the hot chocolate. Remind them to blow out slowly to ensure no hot chocolate spills out of their cup.
- 5 Repeat this a few times, and after the exercise, ask the children some questions for a class discussion, such as:
 - Whose hands feel hot now?
 - How did your hot chocolate taste?



Breathe in and hold for 3-5 secs



Breathe out slowly

VARIATIONS AND TIPS

- Call out different local hot dishes and ask the children to imagine the taste/smell as they follow the same breathing technique of breathing in slowly to smell the aroma and breathing out slowly to cool their meal.

BREATHE

Imagination Station

AGE All Ages

3-5 Mins

NCF OUTCOMES

- Body Awareness
- Self-Regulation
- Crossing the Midline (sitting cross-legged)
- Breathing Techniques
- Auditory Memory
- Imaginative Play

STEPS TO FOLLOW

- 1 Prompt the children to lie flat on the floor or sit up straight with crossed legs.
- 2 Once in a comfortable position, have them close their eyes.
- 3 Encourage the children to lift one finger towards their face and keep it there throughout the activity.
- 4 To start, let the children imagine their fingers as a flower.
- 5 Encourage them to smell the flower by breathing in for as long as possible.
- 6 Now they will breathe out and change the flower to a candle.
- 7 Encourage the children to softly blow out the candle flame for as long as possible.
- 8 Repeat the activity a few times.



VARIATIONS AND TIPS

- Once you have finished the activity, prompt the children to answer certain questions about the flower and candle they were using, such as: what the flower looked like, how it smelled, what colour the candle was, etc.

BREATHE

Otter

AGE All Ages

3-5 Mins

NCF OUTCOMES

- Body Awareness
- Non-Locomotion: Bending
- Core and Upper Body Strength
- Laterality
- Balance & Stability

STEPS TO FOLLOW

1 Prompt children to find a spot in the class where they can sit quietly and listen to your instructions on how to transform into an otter.

2 Go through the below sequence of movements in order to act out an otter pose.



POSE 1

Encourage them to place their arms by their side next to their body or in front of them



POSE 2

Next, encourage them to slowly lift their chest up off the ground (arms remain on the floor) and hold- relax after a few seconds, placing their chest and head back down



POSE 3

Next, encourage them to lift up their chest and legs off the ground (hands remain on the floor), - relax after a few seconds, placing their chest and head back down



POSE 4

Lastly, encourage them to lift their chest, legs and arms up off the ground as high as they can and hold this position- relax after a few seconds- perhaps they can grab their feet?



VARIATIONS AND TIPS


Easier Option: For Pose 4- encourage younger children to lift one hand at a time to try to touch their toes.

Advanced: Perhaps they can grab their feet with their hands, as seen in Pose 4.

BREATHE

Animal Breaths

 All Ages

 3-5 Mins

NCF OUTCOMES

- Body Awareness
- Self-Regulation
- Crossing the Midline (sitting cross-legged)
- Breathing Techniques
- Imaginative Play

STEPS TO FOLLOW

1

Prompt the children with the following instructions to start their animal breathing:

2

Prompt the children to sit up straight on the floor with their legs crossed on the ground and their hands placed gently on their laps, with their eyes closed.

3

Encourage the children to pretend they are the below-mentioned animals:

- **Snake breathing** – Inhale through the nose for 3 seconds, hold for 1 second, and breathe out through the mouth while making a hissing sound, like a snake.
- **Bunny breathing** – Inhale 3 quick breaths through the nose (smelling a carrot) followed by one long exhale through the nose as well. Practice slowing down the exhale each time.
- **Bumblebee breathing** – Inhale through the nose for 3 seconds, hold for 1 second, and breathe out, making a humming or buzzing sound like a bee.



VARIATIONS AND TIPS

- Play gentle music in the background to create a more calming environment.
- Add movements and act out a slithering snake, hopping bunny and flying bee.

BREATHE

Over the Rainbow

AGE All Ages

3-5 Mins

NCF OUTCOMES

- Body Awareness
- Self-Regulation
- Crossing the Midline (sitting cross-legged)
- Breathing Techniques
- Imaginative Play

STEPS TO FOLLOW

1

Have the children gather in an open space and ask them to picture a rainbow in their minds, showing them the shape to help them imagine it.

2

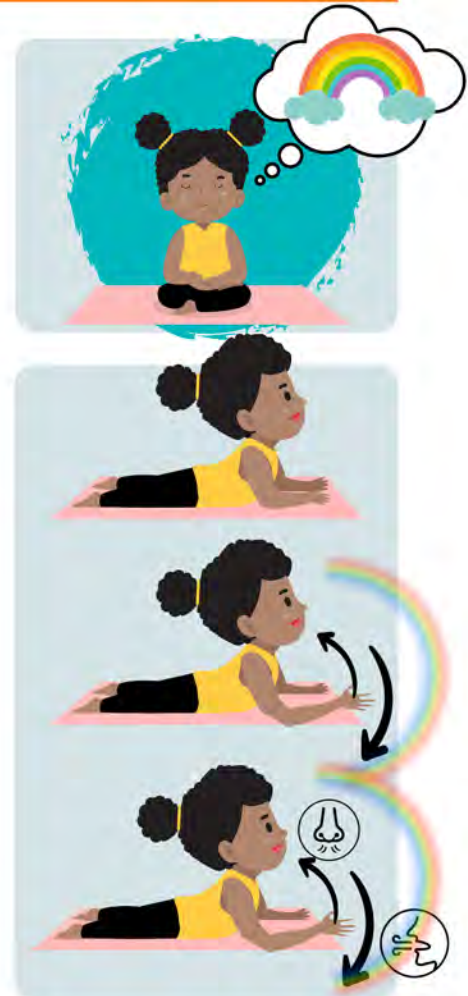
Instruct the children to lie, stomach down on the floor with their hands next to them and have enough space not to bump into anyone else.

3

First, using their right hand, ask the children to straighten their arm overhead and draw an imaginary rainbow with it, moving it from right to left on the floor. Encourage the motion of a semi-circle above their heads.

4

Next, ask them to draw a rainbow overhead with their left hand. Encourage a deep breath in as they move their arm in one direction and a slow breath out as their arm moves back.




VARIATIONS AND TIPS

- Have the children lie outside and draw their rainbows on a flat, hard surface using chalk or stones.

BREATHE

Ting-a-Ling

 All Ages

 3-5 Mins

NCF OUTCOMES

- Crossing the Midline (sitting cross-legged)
- Auditory Memory and Processing
- Core Strength
- Self-Regulation
- Problem-Solving

STEPS TO FOLLOW

1

Have all the children sit comfortably in an open space with their legs crossed, hands gently placed on their laps and eyes closed.

2

Start this activity by using an object that creates noise and a long sound, e.g., a bell or a ting sound (e.g. using a spoon and hitting it gently onto glass or a piece of metal).

3

Encourage the children to listen to the sound of the bell/ ting; once they think the sound has fully disappeared, they need to raise their hand quietly.

4

Once all their hands are raised, instruct them to keep their eyes closed and start the timer to see how long they can sit silently as a group with no noise.

5

Repeat the activity a few times, seeing if they can hold the silence a bit longer each time.



See tips below to introduce different actions


VARIATIONS AND TIPS

- Try the same activity, but instead of asking the students to raise their hands, have them stand with their eyes closed, and when they hear the sound disappear, they must lift one leg and try balance- change up the movements as they go.
- Younger children could touch their toes or try to stand on tippy toes.

BREATHE

Feeling Emotions

 All Ages

 3-5 Mins

NCF OUTCOMES

- Fine Motor Skills
- Eye-Hand Coordination
- Auditory Processing
- Body Awareness

STEPS TO FOLLOW

1

To start this activity, you must get one soft and one rough object (see tips below). Depending on what is available, this can be per child or for the group as a whole. You can get some objects from outside or use different objects around the classroom.

2

Start this mindful activity by having the children sit comfortably in the class or a cool spot outdoors.

3

Start the conversation by discussing different feelings and how they make people feel. Explain to the children how a soft item represents kind thoughts/ words as it feels nice to touch and the rough objects represent hurtful thoughts/words as it is harsh to touch and hurts when you rub them.

4

Encourage the children to pick up the soft object and talk about how being kind, showing love and doing nice things for others can feel. Pass the soft item around and let each child say what makes them happy.

5

When speaking of hurtful actions such as bullying, teasing other children, or saying hurtful words use the rough object to show how it can hurt or make someone feel. Pass the objects around the room while carrying out the activity.



Soft Items



Rough Items




VARIATIONS AND TIPS

- Soft items can include cotton wool, wool/yarn, leaves, material/ fabric etc.
- Rough items could be stones, bark, wood etc.

BREATHE

Box Breathing

 All Ages

 3-5 Mins

NCF OUTCOMES

- Self-regulation
- Breathing techniques
- Body Awareness

STEPS TO FOLLOW

1

Prompt the children to sit up straight on the floor with their legs crossed on the ground and their hands placed gently on their laps.

2

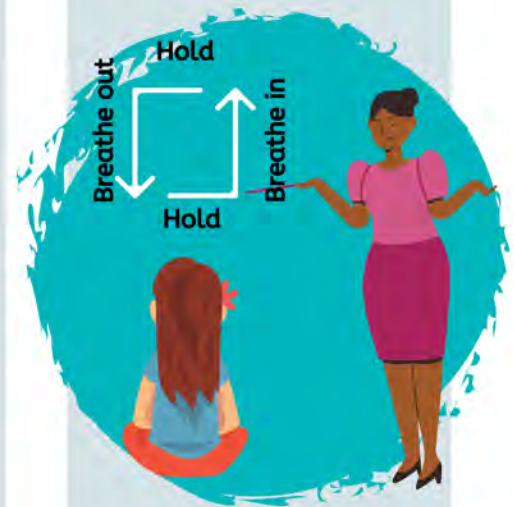
Encourage the children to create an imaginary box with their breath. Encourage them to take a deep breath in for the count of 4, hold for the count of 4, breathe out for the count of 4 and then pause for the count of 4. Each count of 4 is a side of their box.

3

As they do this, draw a square in the air with your hand/ finger or on the chalkboard so the children can follow the pattern as they breathe.

4

Perform this a few times and then encourage the children to draw their squares in their minds while they continue with the breathing pattern.



VARIATIONS AND TIPS

- Play gentle music in the background to create a more calming environment.
- Alternate the counts they must hold their breath for, ensuring not to make the counts longer than 5 seconds.

BREATHE

Body Scans

AGE All Ages

3-5 Mins

NCF OUTCOMES

- Self-regulation
- Breathing Techniques
- Body Awareness
- Auditory Processing

STEPS TO FOLLOW

1

Have all the children lie flat on their backs, ensuring they are as comfortable as possible and not touching anyone around them.

2

Prompt the children to scan their bodies. Call out different parts of their body in a slow and quiet tone so that they can become aware of these body parts.

3

As you call out the different body parts, encourage the children to tense that part of their body, breathing in for 5 seconds and then relaxing that part of the body with a slow exhale for 5 seconds.

4

Start with their toes: squeezing/ crunching the toes and breathing in for 5 seconds, then letting go and relaxing the toes for an exhale of 5 seconds.

5

Continue this process, moving onto their feet, legs, bum, tummy, arms, hands/ fingers, shoulders, and eyes and finish with the whole body at once.



Lie down comfortably



Breathe In
5 secs



Breathe out
5 secs



Squeeze/ tense different part of the body

VARIATIONS AND TIPS

- You can introduce tapping various body parts instead of tensing- make sure to include still the inhaling and exhaling to control the breath as you move through the body.

BREATHE

What's in the Box

AGE All Ages

3-5 Mins

NCF OUTCOMES

- Fine Motor Development
- Eye-Hand Coordination
- Auditory Memory
- Problem-Solving

STEPS TO FOLLOW

1 Gather a box or an object that can be opened and closed.

2 Find different objects around the classroom or from the outdoors, making sure they are different sizes and shapes.

3 Before placing all the items in the box, go through each item with the class, showing them and discussing each one- What it looks and feels like.

4 Have the children sit in a circle together with you. Start the game with the words 'What's in the box' - perhaps create a little song or rhyme to sing together:

- What's in the box? Can you guess it? What's in the box?
Can you feel it?

5 Move around the circle giving each child a chance to pick and guess an object.

6 When the children pick an object, encourage them to close their eyes so that they can use their touch sense to guess the object.



VARIATIONS AND TIPS

- Give the children a chance to hold the box while someone else guesses an object.

I See, I Hear,
I Smell, I Taste

BREATHE

AGE All Ages

3-5 Mins

NCF OUTCOMES

- Breathing Techniques
- Imaginative Play
- Crossing the Midline (sitting cross-legged)
- Body Awareness

STEPS TO FOLLOW

1

Have all the children sit comfortably with their legs crossed or lying down, ensuring they are not touching the person beside them.

2

Once they are comfortable, encourage them to close their eyes and listen to your instructions.

3

Call out the below five senses and encourage them to use their imagination to follow along. Ask them to imagine the below scenarios- they should not talk about them out loud.

4

Use these below prompts as examples:


- **Picture 5 different things you saw** on your way to school this morning- can you name them and picture them? Were they big or small? What colour were they?
- **What 4 things could you feel** if you were outside? Can you imagine what these things would feel like to touch?
- **What 3 things can you hear** right now? Listen carefully. *Teachers can make sounds to help with this.*
- **What 2 things have you tasted** today? Can you imagine the taste right now? Was it something you ate or drank?
- **What is 1 thing you can smell** right now?



BREATHE

Evolving Tree

 All Ages

 3-5 Mins

NCF OUTCOMES

- Core Strength
- Upper Body Strength
- Balance and Stability
- Flexibility
- Non-Locomotive: Bending
- Body Awareness

STEPS TO FOLLOW

1

Prompt the children to sit quietly on the floor with enough space around them and to listen to your instructions.

2

Encourage them to slowly grow their tree while you call out different yoga poses in the below order. Make sure they hold each pose for a few seconds before you call out the next one- focus on slow inhales and exhales.

1. Child's pose: head rested on the floor; arms next to their body.
2. Cat/ cow pose: knees and hands on the floor, bend and arch back slowly; act as a cow (bend) and then a cat (arch)
3. Downward dog pose- hands and feet on the floor, slowly lift bum to straighten legs, keep head between arms.
4. Dangling pose: feet flat on the floor, dropping arms and head toward toes, hanging softly.
5. Warrior pose: front leg bent and foot facing forward, back leg straight, arms out to side and head facing forward.
6. Tree pose: both feet on the ground (easier option) or one foot rested on the other leg (advanced) with arms up above head- keeping balance- SWAY YOUR TREE IN THE WIND!

1



2



3



4



5



6



VARIATIONS AND TIPS

- At this age, try not to be too rigid about perfecting the poses; just ensure the children are having fun. The more they do it, the easier it will become.

BREATHE

Let's go Camping

AGE All Ages

3-5 Mins

NCF OUTCOMES

- Core Strength
- Upper Body Strength
- Balance and Stability
- Flexibility
- Non-Locomotive: Bending
- Body Awareness

STEPS TO FOLLOW

1

Prompt the children to sit quietly on the floor with enough space around them and to listen to your instructions.

2

Explain to the children that you are all going on a camping trip together. Call out the different yoga poses in the below order. Make sure they hold each pose for a few seconds before you call out the next one- focus on slow inhales and exhales.

3

Read the instructions below (see positions/ images to the right):

1. "We are sleeping in our tent."
 - a. Child's pose- head softly against floor and arms by their side.
2. "It's time to wake up from our tent and stretch"
 - a. Sitting and stretching arms up.
3. "There's a boat nearby- let's create our own boat with our bodies."
 - a. Boat Pose: balancing on the bum with arms and legs off the ground.
4. "Show me what your tent looks like. Can you make a tent shape? "
 - a. Downward Dog: feet and hands on the floor with straight legs and head hanging softly looking towards toes.
5. "The wind is starting to blow the tree nearby- can you see? "
 - a. Tree pose: both feet on the ground (easier option) or one foot rested on the other leg (advanced) with arms up above head- keeping balance- SWAY YOUR TREE IN THE WIND!
6. "What a day, let's sit by the fire and relax"
 - o Breathing/butterfly pose: sitting quietly with feet touching, legs open wide, eyes closed.

1



2



3



4



5



6



VARIATIONS AND TIPS

- Don't be too rigid about perfecting the poses, just make sure the children are having fun.

BREATHE

Belly Adventure

AGE All Ages

3-5 Mins

NCF OUTCOMES

- Self-Regulation
- Auditory Processing
- Breathing Techniques
- Body Awareness

STEPS TO FOLLOW

1

Have all the children lie flat on their backs, ensuring they are as comfortable as possible and not touching anyone around them.

2

Place a soft object such as a teddy/ light book/ bean bag or piece of paper on each child's belly. Explain to the children that they are going on a BEAR BELLY ADVENTURE, and they are taking their bear (object on their belly) with them.

3

When the children are ready and lying quietly, have them breathe in deep enough through their nose that they can see their item rise on their belly.

4

After a deep breath in, have your children breathe out through their mouth and watch the item fall back down.

5

Repeat this deep breathing process for 2-5 minutes for the best results. Why not go on a hiking adventure where you are going up and down some hills, with every uphill performing a deep breath in, with the belly rising and every downhill slowly exhaling with the belly falling.



Breathe in- belly rises



Breathe out- belly falls


VARIATIONS AND TIPS

- You can encourage the children to close their eyes and help paint a picture of their "Belly Adventure" for them to picture in their minds.

BREATHE

Muscle Tension

 All Ages

 3-5 Mins

NCF OUTCOMES

- Body Awareness
- Breathing Techniques
- Non-Locomotive: Bending, Crawling
- Locomotive: Stomping
- Imaginative Play
- Core Strength

STEPS TO FOLLOW

1

Use these below activities to tense and relax muscles. This is a great way to calm children. To start, find a quiet space with enough room for the children to walk around.

Ask the children to follow along with this imaginative play.

2

Turtle walks: Instruct the children to pretend they are a turtle going for a slow, relaxed turtle walk. Then call out these cues:

- "Oh no, it's started to rain!"
- "Let's curl up tight under our shell (*hold for 10 seconds*). Try squeezing your body as much as possible into a tight ball on the floor."
- "The sun's out again, so come out of your shell and return to your relaxing walk."
- *Repeat a few times, finishing with a walk to relax the children's bodies.*

3

Lemon Squeezes: Take the children on an imaginary walk to a farm. Speak through the below prompts:

- "Reach up to the tree and pick a lemon with each hand."
- "Squeeze the lemons hard to get all the juice out – squeeze, squeeze, squeeze."
- "Throw the lemons on the floor and relax your hands."
- "Now let's crush our lemons with our feet- stomp as hard as you can and twist your feet to get the last bit of juice out."
- "Shake your hands and feet to relax."



Try create a turtle walk



Roll into a ball to create your turtle



Can you reach the highest lemon?



Squeeze and stomp the juice out

BREATHE

Superman

AGE All Ages

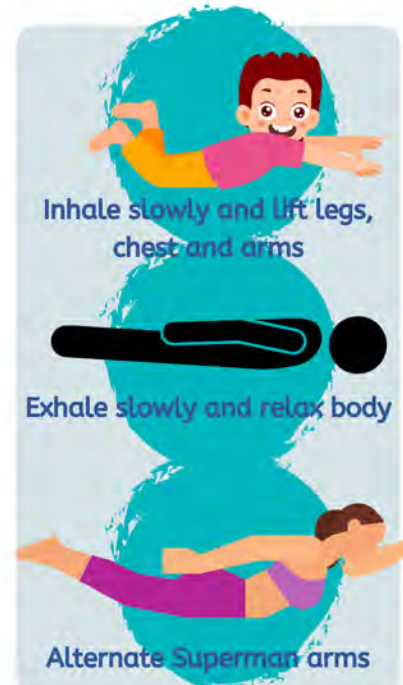
3-5 Mins

NCF OUTCOMES

- Core Strength
- Upper Body Strength
- Balance and Stability
- Body Awareness
- Breathing Techniques
- Laterality

STEPS TO FOLLOW

- 1 Encourage the children to stand facing you in an open space. Demonstrate a Superman pose and ask them to copy this while standing.
- 2 Now encourage the children to lay on the floor, belly and face down with their arms to the side, making sure not to touch anyone around them.
- 3 You will now instruct the children to create their Superman pose while on the floor:
 - They will slowly lift their feet and arms off the floor, balancing on their belly. They will breathe in slowly as they raise their body and then exhale slowly as they rest down again.
 - Next, they will repeat the above, but now they will reach one arm up and one arm down to the side, just like Superman. Breathing in as they lift their body and exhale slowly as they lower their body down again.
 - Repeat this a few times, alternating their arms.




VARIATIONS AND TIPS

- **Easier Variation:** Younger children can leave their legs/ feet on the floor and lift their upper body.
- Encourage imaginative play- "Now that you are Superman, where are you off to?"

BREATHE

Lizard on a Rock

 All Ages

 3-5 Mins

NCF OUTCOMES

- Core Strength
- Body Awareness
- Balance and Stability
- Non-Locomotive: Bending
- Spatial Awareness
- Breathing Techniques
- Problem-Solving
- Auditory Processing

STEPS TO FOLLOW

1

To start, have the children get into pairs and sit back-to-back so that they are touching. Ask the children to breathe deeply in and out to see if they can feel each other's ribs expanding and relaxing.

2

Now give each child a name, either "LIZARD" OR "ROCK".

3

On your call, say, "LIZARD ON A ROCK", and have one partner (the rock) slowly lean forward towards their toes while the other (Lizard) leans backwards, opening their chest and expanding their ribs (see image).

4

Instruct them to hold this position and take a few breaths. Then have the children sit up straight again.

5

Repeat this a few times and then switch roles.



Children in pairs, back-to-back.



One child is the rock, the other, the lizard.


VARIATIONS AND TIPS

- Make sure to show the children how to safely bend forwards and backwards and remind them to be gentle with one another as they perform this activity.

BREATHE

Eagle Flying

 All Ages

 3-5 Mins

NCF OUTCOMES

- Balance and Stability
- Spatial Awareness
- Breathing Techniques
- Non-Locomotive: Swing arms
- Body Awareness
- Locomotive: Walking

STEPS TO FOLLOW

1

Have the children stand in an open space with sufficient space around them.

2

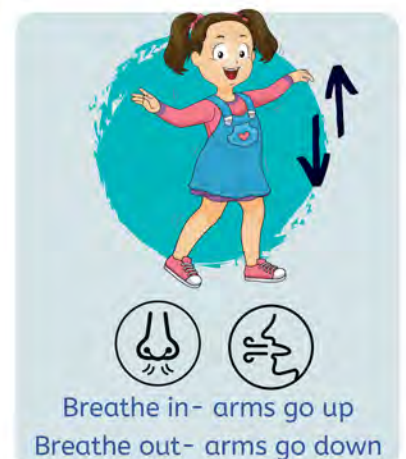
Have the children stand on the spot and ask them to close their eyes. Tell them to imagine they are turning into eagles/ birds with large wings. Get them to picture this by helping explain what they look like. Ask them to imagine the feathers sprouting out of their arms and their feet turning to claws.

3

Then get them to open their eyes and begin 'flying' around the area. The idea is to walk and slowly move their 'wings' (arms). As the wings go up, they must breathe in deeply; as they go down, they breathe out slowly.

4

Instruct them to walk slowly around the space, beating their wings and breathing with each movement.



VARIATIONS AND TIPS

- Encourage the children to focus on the movement of their wings and how the deep breaths will make them go higher. The arm movements concentrate their minds on the deep breathing exercise.

BREATHE

How do I Feel Today?

AGE All Ages

3-5 Mins

NCF OUTCOMES

- Locomotive: Hopping, Jumping
- Self-Regulation
- Problem-Solving
- Visual Motor Skills

STEPS TO FOLLOW

1

Using your Kids Collab Emotion cards from your pack, use this activity to help children make themselves aware of their feelings and understand different emotions.

2

To start, instruct the children to sit on the floor, close their eyes and prompt them to think about how they are feeling today. List the different emotions they could be feeling and give examples of why we sometimes feel happy, sad, angry etc.

3

Choose one of the below activities as a next step:

1. **Hop to your feeling:** Place the emotion cards flat on the floor in an open space. Now ask the children, one by one, to hop to the emotion card, representing how they feel today.
2. **High-five your feeling:** Place the cards on an open wall at different heights. Ask the children to go one-by-one to the wall and high-five the feeling/emotion card representing how they feel today.



VARIATIONS AND TIPS

You can prompt the children to share why they may be feeling a certain way- making sure not to force anyone to share their feelings if they do not want to.

RESOURCES

Colour Search

INSTRUCTION

- Read this story to the children and have them find the colours mentioned in the classroom. Can they remember the order in which you mentioned the colours?

STEPS TO FOLLOW

It was a beautiful sunny morning in Africa. Rachel opened the curtains and immediately saw the **bright orange sun** in the clear **blue sky**.

She suddenly remembered that today was a VERY special day, so she put on her favourite **purple dress** and **pink shoes**. She made sure to eat her morning porridge and drink a glass of water and then rushed to brush her teeth before she ran to the big **yellow school bus**.

As she stepped on the bus, everyone sang, "HAPPY BIRTHDAY" for Rachel's special day!



RESOURCES

"Stand up If"

INSTRUCTION

- Use this colour song to help identify colours in a fun way. Whenever a child hears a colour they might be wearing (or a colour they see), they must perform the action mentioned in the song.

STEPS TO FOLLOW

If your clothes have **red**, any red
put your hands on your head

If your clothes have **blue**, any blue
put your finger on your shoe

If your clothes have **yellow**, any yellow
melt like a marshmallow

If your clothes have **brown**, any brown
jump up and down

If your clothes have **black**, any black
put your hands on your lap

If your clothes have **white**, any white
give a big hug with all your might

RESOURCES

Movement Magic Wonderland

INSTRUCTION

- Read this story to the children and have them copy your movements.
- Make sure to do the movements in orange.

STEPS TO FOLLOW

Today we are going on a magical adventure to find a secret rainforest. We have to do a magical movement to get there. Repeat after me: **Touch your toes, reach for the sky, and sway your body from side to side.**

Close your eyes and bend your knees; take me to the secret forest please.

Open your eyes- we made it! March with me as we head into the forest (**marching motion**).

Can you see that? Far in the distance are some wild animals, like lions, tigers, and bears. Stand on your tippy toes and see if you can see them (**stand on your tippy toes and walk slowly forward**)

Can you still not see them? Let's jump as high as possible and see if we can spot them! (**Jump high on the spot**).

Oh my goodness, the lion has spotted us; we need to run as fast as possible- let's run like a cheetah, GO, GO GO! (**run quickly on the spot**).

Quickly- up the tree, we must get away! (**Reach high and do a climbing movement**)

(Whisper) Phew, that was close; we will be safe up in the trees. Shhh, let's keep quiet; the lion must not hear us. Let's sit quietly and close our eyes. What sounds can you hear? Imagine the sounds of birds, the trees moving around us and the water below us. (**Make sure children are sitting quietly with their eyes closed**).

Ok, time to keep exploring. Let's slowly climb down from the tree and cross the river in the distance. (run/skip on the spot). Let's cross the stepping stones over the water (**hop on one leg as if you are trying to cross small stepping stones for younger children, have them jump on both feet**).

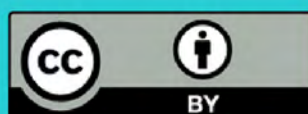
We made it to the secret rainforest! Can you feel that there is rain all around us? (**Hold arms to the side and spin slowly around**).

Wow, how lucky are we? Time to head home! Let's close our eyes and do our magic movement. Repeat after me: **Touch your toes, reach for the sky, and sway your body from side to side. Close your eyes and bend your knees;** take me back to my classroom please.



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