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Department for Public Health**

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March, 2011

NOTE TO THE READER:

This revised FIT WIC Activity Kit is provided to local WIC agencies to assist in the promotion of physical activity among all preschool children and to teach parents/caregivers the importance of physical activity at a young age. Research indicates that physical activity habits developed at an early age will continue throughout one's life.

The FIT WIC Activity Kit has activities and suggestions that are based on the Social Cognitive Theory of Learning. According to this theory, people learn not only through their own experiences, but also by observing the actions of others and the results of those actions. These materials were developed as a result of focus groups with WIC participants in Vermont who discussed specifically the parents' perceptions of the needs of physical activity for preschool children. Surveys conducted by local WIC staff in Vermont revealed that parents/caregivers were more likely to accept messages regarding the need for increased physical activity than they were to accept messages regarding dietary changes. The outcome of these focus groups and surveys resulted in the FIT WIC Activity Kit that was distributed to WIC parents/caregivers to use at home. The evaluation component for Vermont included extensive pre and post-testing in both control and intervention groups to assess factors that affect family physical activity and how the kit was used in the home. The outcome was that most families thought the kit was "great," and continued usage of the kit three to five months later.

The original Kentucky FIT WIC Activity Kit produced in 2000 was adapted from the Vermont WIC Program FIT WIC Project. The FIT WIC Project resulted from a United States Department of Agriculture special grant to five WIC Programs regarding nutrition and physical activity. Kentucky and Vermont were two states that participated in this special grant.

We wish to acknowledge and thank Terri Thorpe, Administrative Support Staff at the Marshall County Health Department, and Dianna Colson, CN who were the coordinators of the original FIT WIC Kit.

We hope you will find this "grab-bag" of parent ideas, active play ideas, and resources a beneficial tool in helping Kentucky's kids spend less time being sedentary and more time playing vigorously!



Fran Hawkins, MS, RD, LD
Manager
Nutrition Services Branch

**Second Edition
March, 2011**

The original FIT WIC project was developed by the Vermont Department of Health WIC Program and the University of Vermont, using federal funds from the U.S. Department of Agriculture, Food and Nutrition Service, under the 1999 WIC Special Projects Grants.

The contents of this publication do not necessarily reflect the view or the policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

We would like to thank Misty Morris, Dianna Colson, Jennifer Wyatt, Lisa Osborne, Christy Young, and Cindy Seip for their work on these revisions.

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WIC Program

Nutrition Services Branch

Department for Public Health

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Introduction



KY FIT WIC

KY FIT WIC



ACTIVITIES FOR THE 1-5 YEAR OLD

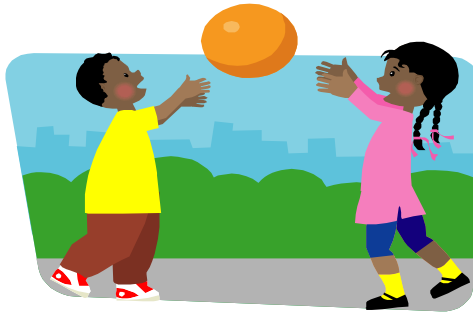
A GUIDE FOR EDUCATORS AND PARENTS

Revised March, 2011



Kentucky
UNIVERSITY OF KY

WHAT IS FIT WIC?




FIT WIC is a multi-state project, funded under the 1999 WIC Special Projects Grant, with a mission to develop programs to prevent young children receiving WIC services from being overweight. The primary goal of the Kentucky FIT WIC Project is to help increase the time young children spend playing actively, decrease the time they spend being sedentary, and to teach parents/caregivers the importance of physical activity for young children.


The FIT WIC Guide for Educators and Parents is a resource for educators of families with young children, including: WIC, Head Start, childcare, preschool, and playgroup providers. This resource provides physical activity lesson plan ideas for preschoolers and their families. By having the parent or other caregiver engage the child in these activities, we hope to encourage continued participation of these activities at home. Many more FIT WIC materials from other states can be accessed in the FIT WIC section of the WIC Works website: www.nal.usda.gov/wicworks

FIT WIC CONCEPTS


Children learn by doing and young children use movement to explore their environment. Physical activity is an essential part of a child's overall development. Learning physical skills is as important as learning colors, numbers, and letters. In fact, when children engage in physical activity, they are using their brains as much as their muscles!




Although young children can learn some basic physical skills on their own, they also need adult help to further develop their motor capability. Children need guidance to master movement skills, just as they do to refine other cognitive skills.




Parents are their child's first and **most important** teachers. All parents can teach their children physical skills; and in the process, help give them the direction and encouragement they need to feel successful and self-confident.



Parents who serve as role models for physical activity and who are involved in their child's play also contribute greatly to their child's successful overall development. As educators, you are equally important teachers and role models of physical activity for young children.



Children benefit from regular physical activity. It improves mood and overall health, and prevents overweight and related diseases. Play EVERY DAY!



Developmentally Appropriate Physical Activity For Preschoolers



- **The activities in this guide are designed for children 1 to 5 years old.**
- Young children need to participate in age-appropriate skill-building activities to help them develop physical, as well as social, emotional, and cognitive skills. Children learn best when they can integrate all of these aspects of development.
- Basic motor skills such as throwing, catching, kicking, balancing, etc. should be taught to young children using age, developmentally-appropriate methods. The fundamental skills learned during the toddler and preschool years are essential building blocks for adding the more complex motor skills that are required during the school years, and on into adulthood. These are skills that children will use throughout their lives.
- Active children may be more likely to grow into active adults.
- Preschool movement activities involve the large muscle groups and focus on gross motor practice much more than the small muscle (fine motor activities that are appropriate for older children).
- Young children are naturally active and enjoy exploring their environment when given the opportunity. They are interested in playing with others, but may not always be able to share or wait their turn. It is best if each child can have his/her own equipment, allowing all children in a group to play simultaneously and continuously. The emphasis should be on cooperation, not competition.
- Sometimes it's good to let children run with their imaginations, while at other times it's good to direct their play. Young children like and need guidance.

The National Association for Sport and Physical Education (NASPE) recently published specific physical activity guidelines for children birth to age 5. For preschoolers (ages 3 to 5) they recommend the accumulation of at least 60 minutes of structured activity each day and at least 60 minutes – and up to several hours – of unstructured physical activity each day. Children tend to have short bursts of vigorous activity followed by recovery periods throughout the day. NASPE also recommends that children ages 3-5 should not be sedentary for more than 60 minutes at a time except while sleeping. For more information about NASPE and their guidelines for physical activity, refer to the Readings and Resources section of this guide.

Each preschool child's physical, social, and cognitive abilities will be different. It's important to encourage and praise each child's efforts to master the fundamental motor skills. Children need to be challenged with physical activity, but at the same time, they need to feel successful in their efforts about 70% to 80% of the time. If you notice a child becoming frustrated or bored with an activity, try modifying the skill they are working on so that it is slightly easier or more challenging for that child. FIT WIC activities can also be modified to meet the special needs of children with disabilities.

How Clinics Have Used FIT WIC Kits

Over the past years, the FIT WIC Guide and KIT have been used in various ways. Listed below are suggested ways to use FIT WIC in the clinic or community setting:

- In group nutrition education settings;
- In community nutrition education for Head Start, Health Fairs, and the HANDS program;
- in after school programs;
- in conjunction with healthy breakfast programs;
- in child care provider classes;
- in an obesity task force as a resource;
- in a reading area in the Health Department lobby;
- in working with Expanded Food and Nutrition Programs (EFNEP);
- in one-on-one counseling at WIC certifications and follow-up visits;
- in activities for the back to school bash;
- in family fitness nights in the school system; and
- in family resource centers to promote physical activity in the school.

Other Ideas For Using FIT WIC In The Clinic Setting

- Display FIT WIC materials in a counseling room. Use items as props/conversation starter to discuss how parents can encourage their child to participate in 60 minutes of physical activity.
- Play the included CD(s) in the waiting room. The music may inspire children to move.
- Create a FIT WIC bulletin board with ideas of how families can increase physical activity into their daily lives.
- Survey your community for available safe playgrounds, parks, and free or low cost activities/programs. Create a bulletin board or handouts with this information for participants.

FIT WIC Kit Items

The FIT WIC Guide for Educators and Parents is one item found in the FIT WIC Activity Kit. The Kit offers a “grab bag” of ideas and items for you to choose from in providing group sessions, community programs, etc. The “Kit” includes:

- ☆ FIT WIC Guide for Educators and Parents;
- ☆ Two beach balls;
- ☆ “Six Little Ducks” CD;
- ☆ Either “Catch a Brain Wave Fitness” CD or “Kidwise Exercise & Nutrition” CD;
- ☆ “Playing with Your Baby” pamphlet (English and Spanish);
- ☆ “Playing with Your Toddler” pamphlet (English and Spanish);
- ☆ “Playing with Your 3 to 5 Year Old” pamphlet (English and Spanish);
- ☆ The Berenstain Bears and “Too Much TV” book;
- ☆ The Berenstain Bears and “Too Much Junk Food” book;
- ☆ “We are fit and healthy!” activity booklet;
- ☆ “Children Growing Healthy” booklet (English and Spanish); and
- ☆ Raising Readers “Fun on the Run” activity booklet.

Where To Purchase FIT WIC KIT Items

- "FIT WIC Activities for the 1-5 Year Old" book:
<http://chfs.ky.gov/dph/mch/ns/wic+fit.htm>
- Two beach balls with the FIT WIC Logo: Tasco/Becky Vinson (270-767-0318)
- "Six Little Ducks" CD and "Catch a Brain Wave" Fitness CDs:
www.Kimboed.com
- "Playing with your Baby" pamphlet (English and Spanish)
"Playing with your Toddler" pamphlet (English and Spanish)
"Playing with your 3 to 5 Year-Old" pamphlet (English and Spanish)
www.cdph.ca.gov/programs/wicworks/Pages/WICEducationMaterials.aspx
(This is the California WIC Program educational materials website. It contains a large variety of downloadable pamphlets along with order forms. To locate the above mentioned pamphlets, search by pamphlet title).
- The Berenstain Bears and "Too Much TV" and The Berenstain Bears and "Too Much Junk Food" Books: (800) 201-3550 or visit [www. Booksamillion.com](http://www.Booksamillion.com)
- "We are Fit and Healthy!" activity booklet: Channing Bete Company, (800) 628-7733 or visit www.channing-bete.com.
- "Children Growing Healthy" Booklet (available in English, Spanish and many other languages): Touchmark, Inc. (617) 287-0195 and ask for Herb Silbertstein or by e-mail "hsilberstein@touchmarkinc.com"
- Raising Readers "Fun on the Run!" activity booklet:
www.readytolearnreading.org.

Suggested Additional Items To Purchase

1. Roll of masking tape
2. Bean Bags
3. Sidewalk Chalk
4. Balls that are soft for inside play
5. Newsprint
6. Washable markers
7. Glue Sticks
8. Magazine Photos
9. Wrapping paper
10. Empty, clean, plastic milk jugs
11. Paper towel tubes
12. Colored poster paper
13. Aluminum foil
14. Newspapers
15. Flexible plumbing pipe (1/2 inch)
16. Drinking straws
17. Pipe Cleaners
18. Empty bathroom tissue roll
19. Empty 2 liter plastic bottles
20. Empty cereal boxes

WICTIVITIES

LESSON PLANS FOR GROUP
SETTINGS



KY FIT WIC

Implementing FIT WIC Activities In The Clinic Setting

The FIT WIC Activity Guide for Educators and Parents was developed to provide physical activity enrichment experiences for preschool children and their parents. This section of the guide provides eight lesson plans (WICtivities). You may copy any handout in the Parent section for use with the lessons.

Planning WICtivities in the clinic should be based on the time and space available, the number of participants and the characteristics of the group. The WICtivities are designed to include parents and children participating and learning together, but in some settings this may not always be possible. If parents are unable to participate in the lesson with the child, be sure to provide them with the parent hand-outs so that the activity can be repeated at home.

It's important to remember that young children have short attention spans, and are active in short bursts. They often are not ready to share equipment and wait for a turn. Children should have enough time to complete each activity, but minimal "extra" time. It's very helpful if each child can participate continuously during the active parts of the lessons.

*Some of the lesson plans lend themselves well to setting up "activity stations" and dividing your participants among the stations. Set up stations ahead of time with the necessary materials and activity instructions. You can use reproducible parent handouts to make instructional posters. A drinking **water** station would also be appreciated!*

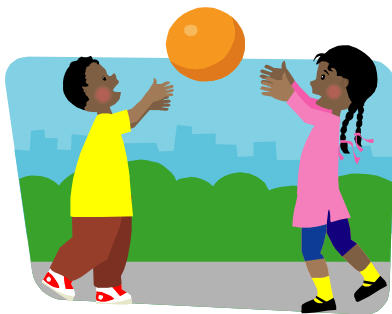
The children attending the WICtivity will come with a variety of skill levels. Remind parents of this, and ask them to avoid comparing their child's abilities to someone else's. Encourage parents to modify physical activities to fit their child's skill level so that each child can feel successful.

As you are doing each activity, be sure to include talking points from the FIT WIC Concepts as outlined in the Introduction Section of this guide.

Structured active playtime is not only an ideal time for children to learn physical skills, it's also a great opportunity for them to learn new words and other concepts related to movement. As you engage in active play during WICtivities, introduce your participants to action words like throw, toss, bounce, dribble, step, hop, jump, balance, dance, and twirl. In addition to the action words, talk about the movement concepts of directionality (up, down, forward, backward, sideways, straight) and intensity (hard, soft, fast, slow, light, heavy, loud, quiet).

General Guidelines For Using The WICTIVITY Lesson Plans

- ☺ The activities chosen for this section follow the guidelines set out by the Activity Pyramid. They are designed to help the 3 to 5 year old child play more actively, learn important play skills, build confidence, and build self-esteem.
- ☺ We know that in order for young children to enjoy doing an activity, they need to succeed at it about 80% of the time; any less than that they get frustrated and quit, any more than that they get bored easily.
- ☺ Children like and need structure and limits. Sometimes it is good to let children run with their imaginations, and sometimes it's good to direct their play to help them learn important skills.
- ☺ Parents are the child's first and most important teacher.
- ☺ It is important to aim for a total of 30 to 60 minutes of active play most days to keep young children healthy and happy. They do not need to play for 30-60 minutes all at once, but with short periods of active play several times a day.



Lesson Plan 1

Bean Bag Target Toss

Objective: To develop eye-hand coordination and to learn to follow directions while having fun!

Equipment: Bean bags (about 3 for each child doing this activity at any one time), targets, roll of masking tape.

Set Up: Set up bag target(s). For the targets you can cut various sized holes into a large cardboard box; use masking tape to mark target squares of various sizes on the floor or a wall; or place various sized containers such as trash cans, baskets and empty boxes around the play area. With masking tape, place several lines on the floor, parallel to the targets, to mark off tossing line. If you don't have bean bags, you can substitute balls made from crumpled paper or rolled up socks.

What to do: Have a child try tossing bean bags into the target. Be sure to use the words describing the motions.

*Overhand and underhand
Slow and fast
From close up and from far away*

Modifications for skill level:

Easier:

- ✓ Have the child move to a tossing line closer to the target; and
- ✓ Use a target with larger hole area.

Harder:

- ✓ Have the child move to a tossing line farther from the target; and
- ✓ Use a target with smaller hole area.



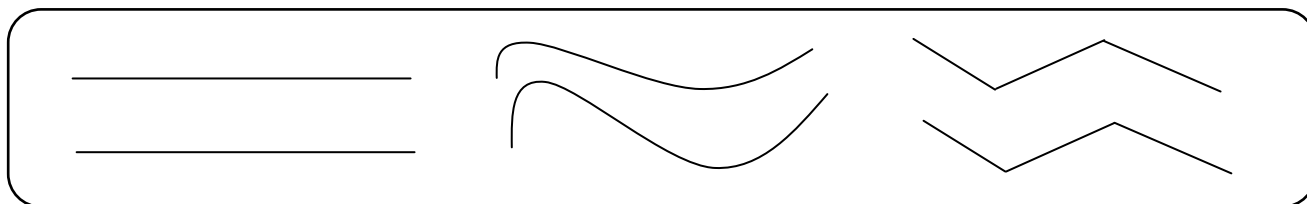
Lesson Plan 2

Foot Dribble

Objective: To develop coordination while playing with the ball.

Equipment: Roll of masking tape: beach balls or other large soft balls

Set Up: Set up three paths with masking tape: one straight, one curved, and one zigzagged.



What to Do: Have the child try the ball with his/her feet along the:

1. Straight path;
2. Curved path; and
3. Zigzagged path.

Skill Pointer: Show the children how to dribble using the inside edge of the foot rather than the toe, to move and control the ball.

Modifications for skill level:

Easier:

- ☆ Omit the paths and have the participants pair up. Ask them to kick the balls very gently back and forth to each other.
- ☆ Try using a crumpled paper ball, which won't roll away and will help children maintain control.

Harder:

- ☆ Follow the more difficult zigzagged path using increased speed.

Lesson Plan 3

Movin' To the Groove

Objective: To provide a variety of rhythmic experiences so that children can feel good about moving their bodies to music.

Equipment: CD of active children's music ("Six Little Ducks," "Kidwise Exercise," or "Catch a Brain Wave" included in the FIT WIC KIT).

What to do: Begin the activities with a movement song such as Head and Shoulders available on "Kidwise Exercise & Nutrition" CD. Review these body parts with participants, asking children to show you where each is located. Explain to them that each time they hear one of the body parts in the song, they should touch theirs. You can play (or sing) the song through once and demonstrate, if needed.

Other appropriate movement songs you could use here might be *Do Your Ears Hang Low*, *The More We Get Together*, or *The Wheels on the Bus* available on "Six Little Ducks" CD in the FIT WIC Kit.

Modifications for skill level:

Easier:

- ☆ Slower songs with fewer transitions in motions are easier.

Harder:

- ☆ Faster songs with more movements take more coordination and skill.



Lesson Plan 4

Ready, Set, Act It Out!

Objective: To develop listening skills and creative movement with young children.

Equipment: Poems or short stories that contain a strong sense of linguistic rhythm or vocabulary suggesting movement and action; and lend themselves to the acting out of situations or characters. Here are a few suggestions: (You may check the public library for these books also).

- ☺ “Barn Dance” by Bill Martin, Jr. and John Archambault, illustrated by Ted Rand
- ☺ “Clap Your Hands,” story and pictures by Lorinda Bryan Cauley
- ☺ “Down in the Woods at Sleepy time,” by Carole Lexa Schaefer, illustrated by Vanessa Cabban
- ☺ “Skip to My Lou,” adapted and illustrated by Nadine Bernard Westcott
- ☺ “Stone Soup,” story and pictures by Tony Ross
- ☺ Berenstain Bears and “Too much Junk Food,” by Stan and Jan Berenstain, (FIT WIC KIT)
- ☺ Berenstain Bears and “Too Much TV” by Stan & Jan Berenstain, (FIT WIC KIT)

Set Up: Gather everyone into a circle and tell them you’re going to read them a story or poem. They may sit and listen to the story, or they can use their imaginations and act out some of the different words or sentences they hear.

What to do: As you read through the book, you may want to stop in certain places and give prompts for specific movements suggested in the story.



Lesson Plan 5

Crumple Ball Box Toss

Objective: Help children recognize that they can create their own toys from common household items.

Equipment: Newsprint paper; masking tape; medium-sized, open cardboard boxes (about 16 inch square, allow one per child); optional: markers, glue sticks, magazine photos, wrapping paper, etc., for decorating boxes.

Set Up: For the crumple balls, have newsprint or other paper (at least several sheets per participant) available to make balls from. Set out the boxes (and materials for decorating them if time and audience characteristics allow).

What to do: Give each child (or child and adult pair) paper for making the balls, an open cardboard box, and materials for decorating the box (if desired). Have participants crumple paper into balls, and fold in the top flaps on the tops of their boxes to make a basket style container. Once the balls and boxes are completed, adults can mark parallel lines on the floor with masking tape at appropriate distances from the cardboard baskets. Have participants toss the balls into the boxes. Instruct them to try:

*Underhand, Overhand
Fast, Slow
Hard, Soft*

Modifications for skill level:

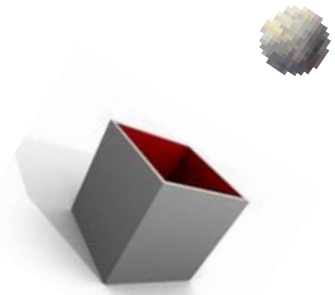
Easier:

- ☆ Have the child move to a tossing line closer to the box.

Harder:

- ☆ Have the child move to a tossing line farther from the box.

Variations: Describe or demonstrate other possible games using crumple balls such as milk jug catch: use empty, plastic milk jugs with the bottoms cut off as catching scoops (tape over any rough edges for safety).



Lesson Plan 6

Balance Beam

Objective: Teach children, parents, and other caregivers the importance of balancing skills.

Equipment: Roll of masking tape

Set Up: Create a “balance beam” on the floor for each child at the station. Mark out an area about 6 to 8 feet long and 4 inches wide using masking tape.

What to do: Have a child jump onto the “balance beam.” Point out the value of using outstretched arms for balance.

Have child try walking along the balance beam:

- ☞ Forward—walk forward along the beam, one foot in front of the other, heel to toe.
- ☞ Sideways—walk sideways along the beam. Now try walking sideways, one foot crossing over the other (this is more challenging)!
- ☞ Backward—walk backward along the beam, placing one foot in back of the other, toe to heel!

Skill Pointer: Suggest the children step with one foot, stop to regain balance, then step with the other, and extend their arms out to help maintain balance.

Modifications for skill level:

- ☆ Stand beside child and hold his/her hand to make it easier.
- ☆ Use a tight rope—just a single length of tape instead of the balance beam. Change direction without moving along the tight rope to make it harder.



Lesson Plan 7

Body Shapes

Objective: Help children feel successful doing a variety of balancing activities.

Equipment: Masking tape, large sheets of heavy, colored poster paper cut into shapes such as a circle, square, rectangle, triangle

Set Up: Tape the colored paper shapes securely to the floor with masking tape. Another option would be to simply mark the outline of the shapes on the floor using the masking tape.

What to do: Ask each child to choose a shape and have the child step inside of the shape. Direct them to try the following activities:

Sit inside their shape on their bottoms and:

- ☞ Extend feet out (off the ground)
- ☞ Keep feet extended and extend arms out, too (if this is too difficult, try keeping one arm and/or one leg touching the floor)

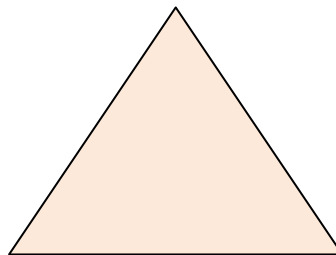
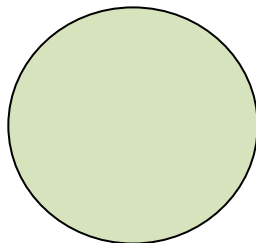
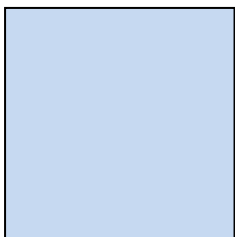
Stand in the middle of their shape and:

- ☞ Bend on knee, keeping that foot off the ground
- ☞ Extend that leg, keeping the foot off the ground
- ☞ Lean forward with leg extending back off the ground (like a bird or an airplane)

Keeping both arms extend out to the side can help children maintain balance.

Balance on the outline of their shape:

- ☞ *Square or rectangle:* On all fours, with hands and feet on each of the four corners (arms and legs are straight).
- ☞ *Triangle:* Place feet on two of the triangle. Place hands (easiest), elbows, or head (most difficult) on the third point.
- ☞ *Circle:* Stand in the middle and place hand anywhere on the perimeter.



Lesson Plan 8

Connect the Dots

Objective: To learn about balance and participating in a group exercise.

Equipment: Large, open floor-space

What to do (easier): Have children and adults hold hands and form a large circle. Then ask everyone to drop hands and place their right hand on their neighbor's left shoulder. Lead the group through a series of actions while maintaining individual and group balance. Actions to try include:

- ☆ Standing on one foot; first left, then right; and
- ☆ Leaning forward, leaning to the left, leaning to the right, leaning back.

Variations (harder): Tape a series of paper circles across the floor; spread about 2-3 feet apart, and divide group in half. Have one half each pick a circle and stand on it. Ask the other half to try to "connect the dots" by stretching and balancing on different parts of their bodies to reach and connect with participants who are standing on the dots.

Once everyone is connected, ask the standing group to balance on one foot, while connector group adapts to maintain connections.

See if the whole group can maintain balance while leaning left, right, forward and backwards.



PARENT HANDOUTS

A Guide for Parents



KY FIT WIC

Suggestions For Using The Parent Handouts

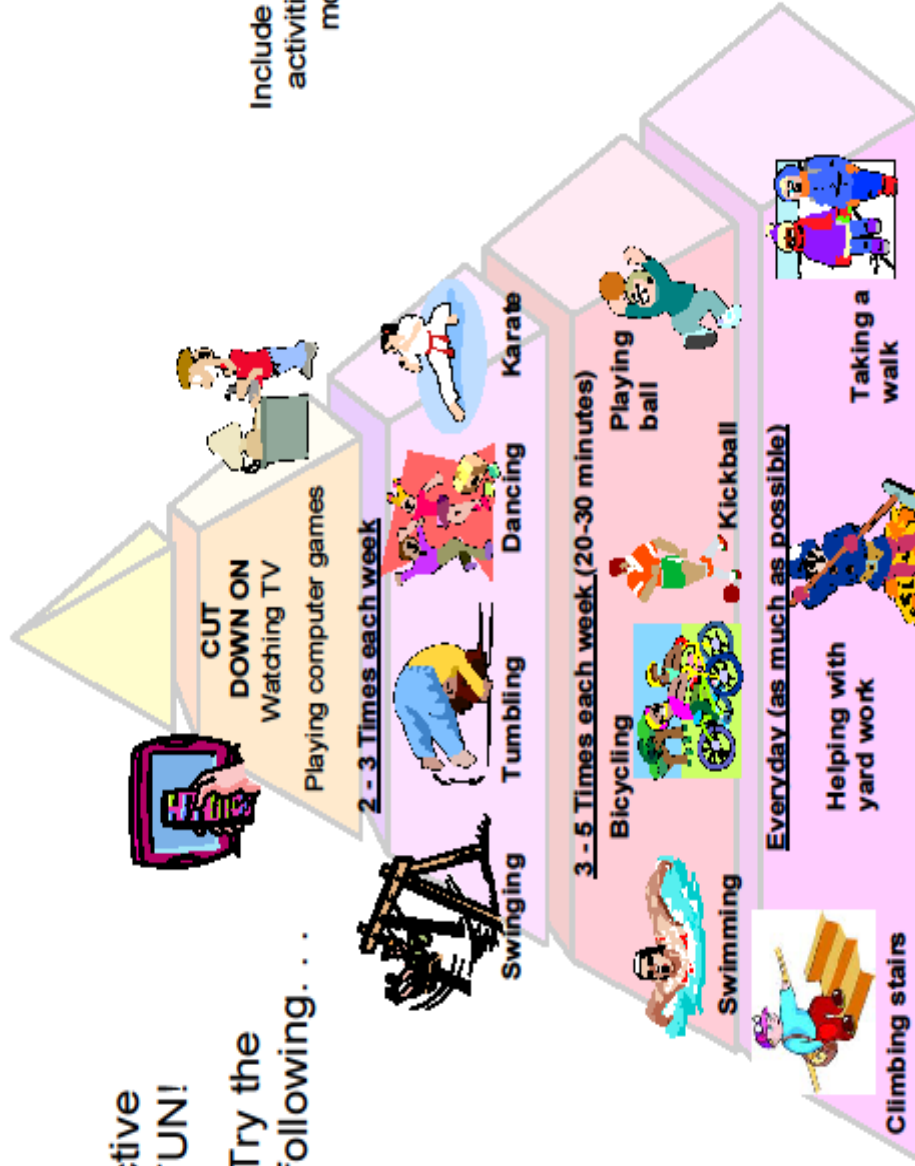


- ☺ Provide appropriate handouts at WIC Certification and Nutrition Education follow-up visits
- ☺ Provide handouts at group sessions
- ☺ Provide handouts at community health fairs, school functions, back to school bash, etc.
- ☺ Provide handouts in the health department waiting room
- ☺ Make a bulletin board in the waiting room
- ☺ Provide handouts to child care providers
- ☺ Provide handouts to Head Start workers

ACTIVITY PYRAMID

Being active can be FUN!

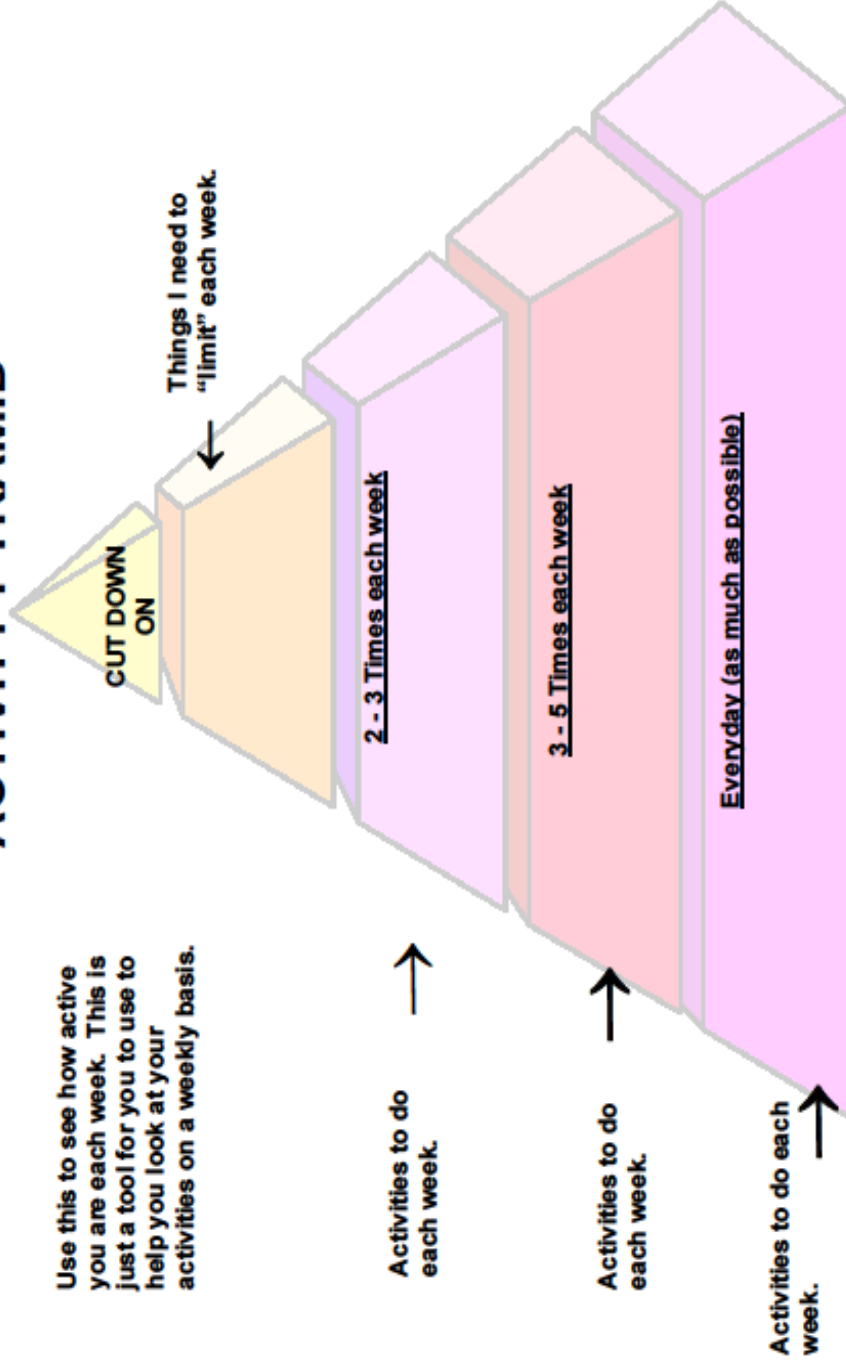
Try the following...



Include your favorite activities for even more fun!

MY ACTIVITY PYRAMID

Use this to see how active you are each week. This is just a tool for you to use to help you look at your activities on a weekly basis.



COMMONWEALTH OF KENTUCKY
DEPARTMENT FOR PUBLIC HEALTH
275 EAST MAIN STREET
FRANKFORT, KY 40621

AN EQUAL
OPPORTUNITY
EMPLOYER M/F/H

PAM-AOH 50



Using the Activity Pyramid

The Activity Pyramid is a guide to physical activities that are best for children 3 to 5 years of age. The main idea is to play vigorously every day! Second is to learn and build play skills.

Here's how to use it:

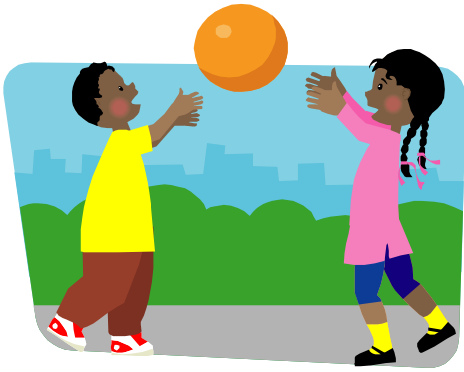
- ☆ The base of the Activity Pyramid lists ideas for activities to do every day, like climbing stairs or taking a walk. There may be other activities you can add to this area, also.
- ☆ In the middle section of the Activity Pyramid are ideas for helping children learn more specific active skills like playing kickball, or swimming for a period of three to five times a week at least 20 to 30 minutes;
- ☆ In the third section of the Activity Pyramid are active skills like swinging, tumbling, and dancing. These developmental skills need to be taught, and are important to the physical well-being of children. The more a child practices, the more skilled he/she will become; and
- ☆ The top of the Activity Pyramid includes activities that should be limited, such as watching TV and playing computer games. While those activities can be fun and educational, it's important to turn off the TV and computer games and go outside and play.

Children need 60 minutes or more each day of unstructured playtime where they are free to be active. Just going outside is a great way to encourage this kind of play.

Children also need at least 60 minutes a day of structured play, where the parent or caregiver is there helping them practice physical skills.

Use the "My" Activity Pyramid for the parent to choose appropriate activities for each section.





Everyday Activities

Take advantage of your child's natural activity level by teaching him/her to help you inside or outside the house. Helping around the house teaches children responsibility and self-respect. Children like having responsibility. At first it will take some effort on your part, but will pay off in the long run. Helping around the house is a good alternative to watching TV, and keeping the house and yard picked up creates a clear space for children to play safely.

The helping activities listed below are perfect for your 3 to 5 year old. Start with the easiest ones and work your way up to harder jobs.

TASKS YOUR CHILD CAN HELP WITH:

Indoor Helping Activities	Outdoor Helping Activities
Pick up his/her toys	Sweep the porch
Make beds (pull up covers)	Pick up things out of the yard
Carry laundry	Hang out the laundry
Clean floors (sweep, mop, vacuum)	Wash the car, brush off snow
Dust furniture	Stack firewood or pick up kindling
Carry and put away groceries	Wash the dog
Set the table for family meals	
Water plants	
Feed and care for pet(s)	



Everyday...Play Outside

Since children are naturally active, if you take them outside they will play. Find a safe place for them and keep an eye on them; better yet, play with them.

OUTSIDE ACTIVITIES:

<u>COLD WEATHER ACTIVITIES</u>	<u>WARM WEATHER ACTIVITIES</u>
Go for a walk outside (dress warmly)	Jump in puddles
Play in the leaves or in the snow	Play outside
Help rake leaves or shovel snow	Weed, water, and rake the garden
Make a snowman, a snow angel, or snow fort	Run through a sprinkler or splash in a wading pool
Go sledding	Play with sand, pails and shovels
Go ice skating	Ride a tricycle or bicycle

Try these ideas:

Put a plastic mat or piece of cardboard on the floor near the door for wet or snowy boots.

Put up some hooks for jackets and snow pants.

Sample Schedule for the 3-5 Year Old

Like the rest of us, children don't do as well when they are tired. Getting tired makes physical coordination more difficult. Learn your children's signals and find ways to let him rest between active play.

SAMPLE SCHEDULE

Breakfast, help make the beds
Outdoor play
Drink of water, snack and a story
Help mom/caretaker pick up, practicing related skills (tossing clothes in laundry basket)
Indoor game with music
Lunch and rest time
(if child no longer naps, suggest a favorite quiet time activity)
Help put laundry away
Help make dinner, set the table
Dinner followed by a walk around the block or garden
Bath, story, and bedtime





Running and Jumping Games

Bubble Chase: 1 or more players

Equipment: Bubble solution; wand for each player

Procedure: Make up some bubble solution several hours ahead of time. Let your child blow bubbles and have fun chasing, popping or stomping on them

(This activity works best outside in the shade, or on a cool, cloudy day.)

Homemade Bubble Recipe:

2/3 cup concentrated dish washing liquid

4 cups water

(Optional: 1 Tablespoon glycerin, which you can buy at any drug store)

- ☺ Pour the water in a large container like a plastic dish pan or clean empty milk jug;
- ☺ Add the dish washing liquid and gently stir;
- ☺ Add the glycerin and gently stir;
- ☺ Let the bubble mixture sit for several hours before using. The longer it sits, the better the bubbles;
- ☺ Let the bubble wand sit in the bubble mix for a few seconds and do not stir; Stirring makes suds and foam; and
- ☺ Cover and store any leftover bubbles. Leftover plastic yogurt or margarine containers with lids work great for storing bubbles.

Bubble Wand Ideas:

- ☺ Dip plastic straws into the bubble solution and gently blow to make tiny bubbles;
- ☺ Bend pipe cleaners into shapes and use those for wands; and
- ☺ Open plastic cookie cutters make good wands.

Running and Jumping Games

Chase Me, Chase Me: 2 or more players

Playfully chase your child safely through the yard, the playground, or the house. Outside, go uphill and downhill; zig and zag; fast and slow; and forward or backward. Hug him/her gently upon "capture!"

Hula Hoop Chase: 1 or more players

Equipment: For each player: a large plastic hoop

Procedure: Let your child roll the hoop and chase after it. This is the most fun outside, but may be played inside as well.

Variation: Let your child hold the hoop at his/her waist. "Drive" around outside or inside as a fire truck, dump truck, or car.

Hula Hoop: 1 or more players

Equipment: 1 or more large plastic hoops

Procedure: Lay hoop(s) on the sidewalk, lawn or floor and let your child jump or hop in and out of them.



Running and Jumping Games

Square Hop: 1 or more players

Equipment: Sidewalk chalk or masking tape

Procedure: Make a pattern of squares on a safe sidewalk or driveway with sidewalk chalk, or in the dirt using a stick. Have your child hop in and out of each square. Have him/her repeat the activity with the other foot. Inside make squares around the room on the floor using masking tape.

Variation: For children who aren't skilled at hopping on one foot yet, try the activity jumping with two feet.

Frog Hop: 1 or more players

Procedure: Have your child squat down on the lawn or floor like a frog. Tell him/her to reach forward putting their hands on the floor. Then have him/her jump up on his/her feet so they land close to their hands. Try big and small leaps and have him/her make frog sounds as they jump.





Running and Jumping Games

Jump Right Over: 1 or more players

Equipment: Sidewalk chalk or masking tape

Procedure: Draw two lines on a safe sidewalk or driveway using chalk or draw two lines in the dirt, parallel to each other, about one foot apart. Have your child jump across the "river" to the other side--being careful not to get his feet wet! You can make the rivers wider as your child's jumping skills improve.

Variation: Draw a single line and let your child practice jumping and hopping over it. Inside, use masking tape to make one or two lines on the floor.

Jumping Jack: 1 or more players

Equipment: For each player - an empty bathroom tissue roll, paper, red or orange crayon, masking tape

Procedure: Use the bathroom tissue roll for a "candlestick." Cut the "flame" from paper, color it and tape it to the candlestick. Place the candlestick outside on a flat spot or inside on the floor, and have your child to jump over it.

You and your child can recite this rhyme as he jumps:

Jack be nimble, Jack be quick, Jack jump over the candlestick.

Practice jumping high, medium and short!



Tumbling, Rolling, Crawling, and Climbing Activities



Creeping, Crawling, Climbing: 1 or more players

Equipment: Large boxes, chairs, tables, sheets

Procedure: Create an obstacle course with several objects your child can pass over, under, and through. Try it outside with lawn furniture and cardboard boxes of various sizes. Large cardboard boxes can be cut to create a tunnel, or just left open at both ends.

Variation: Let children creep and crawl safely through, under, over, and around large objects in your home. Drape sheets over chairs or tables or use large boxes to create "tunnels." Have children pass through the tunnel, moving forward and backwards, slowly and more quickly.

Hula Crawl: 2 or more players

Equipment: Large plastic hoop for each player

Procedure: Hold a hoop upright and let your child crawl, creep or climb through it. Let your child practice going backward and forward, under and through the hoop.

Variation: Stand with your legs apart and let your child creep or crawl between them. If you have enough people, make a human tunnel!

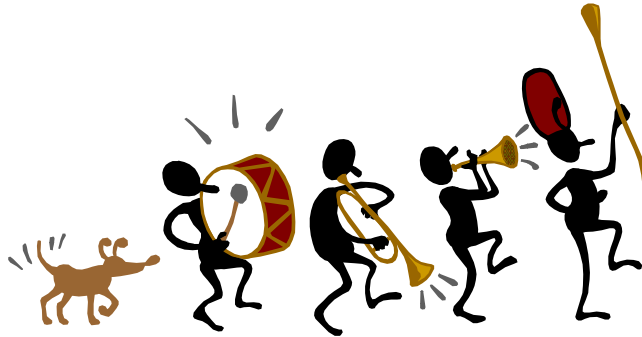
Roll Like A Log, Tumble Like A Weed: 1 or more players

Procedure: Roll, tumble, rollover, somersault, bend, and stretch outside on a soft grassy area (in the leaves or in the snow). Inside, try this on a mat, mattress, rug or blanket.

Rhythmic Movement and Balance

Mirror Me: 2 or more players, best with an even number of people

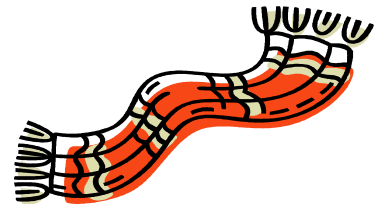
Procedure: Face one another. As one person moves, the other person does the same, as if they are a mirror image.



Marching Band: 1 or more players

Equipment: Containers with lids, dried beans, spoons, pots and pans, and rubber bands

Procedure: Make some instruments using dried beans in a closed container to shake, spoons to bang on pots, rubber bands to stretch over open containers and twang. Let each child have his/her own instrument. March around the yard or in the house.

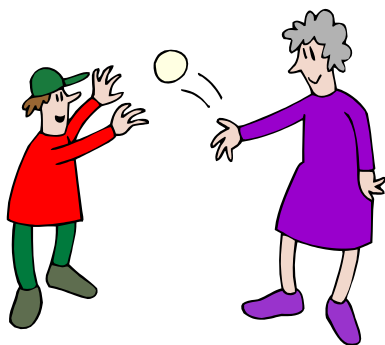


Scarves and Ribbons: 1 or more players

Equipment: For each player -- scarves or ribbons that can be held in your child's hand or tied to a wooden spoon.

Procedure: Move around outdoors with scarves or ribbons. Vary movements from slow and gentle to quick and lively. Move with just one scarf or with several. Try making circles, zigzags, figure 8's and waves with scarves. If you have a portable radio or CD player, try moving to different types of music.

Catching, Throwing, and Kicking Activities



Foot Dribble: 1 or more players

Equipment: Ball for each player, snow shovel or rake; sidewalk chalk or masking tape.

Procedure: Shovel pathways in the snow. Have your child use his/her feet to move the ball along the pathways. Once your child has mastered a straight path, make it harder with curved or zigzag paths.

Variation: Make pathways outside with sidewalk chalk, draw lines in the dirt, or rake a path in the leaves in the fall. Inside, make pathways by putting 2 long strips of masking tape on the floor about 2-4 feet apart.

Milky-Crunchy Knock Em' Down: 1 or more players

Equipment: Empty milk jugs, cereal boxes, or 2 liter plastic bottles, and ball

Procedure: Set up 6 or more empty milk jugs, cereal boxes or plastic bottles at one end of the sidewalk or on a smooth ground surface. Ask your child to stand at the other end with a ball and roll the ball into the jugs or boxes. Count the number knocked down.

This game may also be played inside.

Balloon Body Juggling: 1 or more players, best for 5 year olds

Equipment: Balloon for each player

(SAFETY CAUTION: DO NOT USE BALLOONS WITH CHILDREN UNDER 4 YEARS OLD. BALLOONS CAN BE CHOKING HAZARDS. ONLY ADULTS SHOULD INFLATE BALLOONS.)

Procedure: Have your child toss a balloon into the air. You or your child calls out the part of the body to be used to strike the balloon (e.g. knee, foot, elbow). The balloon can also be batted, kicked or bounced between two players using different body parts.

Catching, Throwing, and Kicking Activities



Beach Ball Bounce Back: 2 or more players

Equipment: 2 low-back chairs, masking tape or string, beach ball

Procedure: Make a "net" outside by placing the 2 lawn chairs about 4 feet apart and attaching tape or string across the seat of each chair. Hit, toss, or bounce the beach ball back and forth over the net. Help your child practice hitting hard and soft, high and low. You can also make a "net" inside.

Milk Jug Catch: 1 or more players

Equipment: For each player, a clean empty plastic milk jug; ball, bean bag, or snowball, tape

Procedure: Cut the bottom off an empty plastic gallon milk jug to use as a catcher. Save the top end with the handle. If the cut edge is sharp, cover it with tape. Make a catcher for each player.

Go outside and let your child place a ball, bean bag, or snowball in the catcher. Toss it up and then catch it. He can also throw it underhand to another person. The other person catches it in her catcher and throws it back. If your child is successful, let him step back and try tossing the ball, bean bag, or snowball from farther away.

Variations: Make a ball by crumpling up a piece of paper. You can make small, medium, or large balls. Paper balls work well for tossing outside or inside. The catcher can also be used to scoop up leaves.



Imagination Games

Read, Run and Race About: 2 or more players

Equipment: Action storybook

Procedure: Choose a favorite action storybook and encourage your child to copy the actions and expressions of the characters as you read the story out loud to him/her.

Airplane: 1 or more players

Procedure: Have your child put out his/her arms and move around like an airplane take off, fly, zoom, and land.

Cape Capers: 2 or more players

Equipment: For each player a small blanket, towel, or cloth scrap for cape

Procedure: Using a small blanket, or bath towel, show each child how to put it over his shoulders like a cape, holding the ends of the blanket or towel with their hands outstretched. Play make believe together as you say this rhyme:

**Flap your wings like an eagle in the sky...
Then soar like an airplane flying high...
Float like a ghost and say "Woooo!"...
Then drift like a giant cloud in a sky of blue...
Become a super hero, dash and dart about...
"I'm coming to the rescue!", is what you shout.**

More Active Toys You Can Make At Home

Balancing Tubes:

Use paper towel tubes to carry around a ball balanced on one end. The bigger the ball, the more difficult it is to balance. You can try running with the tubes or passing the ball from tube to tube.

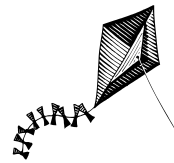


Jump Rope:

The best length for young children is 7 feet. Heavy weight rope is easiest for them to get over their heads.



Kite:



Decorate a paper bag using crayons, markers, stickers, etc. Glue a crepe paper streamer to each bottom corner. Punch a hole in 2 opposite sides of the bag, near the top and tie a short piece of string through them to form a loop. Attach another long string for flying line to the loop. Go outside and fly your kite!

Flying Disks:

Coffee can lids make great tossing toys. Take them outdoors for more active fun.



Bean Bags:



Sew together squares of cloth measuring $5\frac{1}{2}$ by $5\frac{1}{2}$, allowing a 14 inch seam and leaving a gap on one seam for filling. Fill with about $\frac{1}{2}$ cup rice, dried beans, peas or lentils. Sew up the gap.

Publications and Websites* for Young Children & Physical Activity

Action for Healthy Kids: www.actionforhealthykids.org

Active Start: A Statement of Physical Activity Guidelines for Children Birth--Age 5. National Association for Sport and Physical Education (NASPE). 2nd Ed. 2009. 1-800-321-0789. www.aahperd.org/naspe

Appropriate Practices in Movement Programs for Young Children Ages 3–5. National Association for Sport and Physical Education (NASPE). 2009. 1-800-321-0789. www.aahperd.org/naspe

Bright Futures in Practice: Physical Activity. Patrick K, Spear B, Holt K, Sofka D, eds. Arlington, VA: National Center for Education in Maternal and Child Health; 2001. Available at: www.brightfutures.org/physicalactivity/pdf/index.html

Child Care Nutrition Resource System. www.nalusda.gov/childcare

Moving and Learning Newsletter: Pica, Rae. 19 Georgetown Drive, Ctr. Barnstead, NH 03225. 603-776-7411 www.movingandlearning.com

Partnership for a Fit Kentucky: www.fitky.org

SPARK Physical Education Curricula. The SPARK Programs, 438 Camino Del Rio South, Suite 110, San Diego, CA 92108. www.foundation.sdsu.edu/projects/spark

Team Nutrition: www.teamnutrition.usda.gov/

WE CAN! www.nhlbi.nih.gov/health/public/heart/obesity/wecan/index.htm



*All websites were accessed on April 5, 2011