

# Move-to-Improve

EARLY CHILDHOOD

Physical Activity Guide



# Move-to-Improve Early Childhood Physical Activity Program

The New York City Department of Health and Mental Hygiene would like to thank you for participating in the Move-to-Improve (MTI) program. This program will help you implement daily, quality movement time in your child care center or Universal Pre-Kindergarten (UPK) program.

Move-to-Improve is aimed at helping child care centers and preschools in New York City comply with Article 47 of the New York City Health Code. This code requires **at least 30 minutes of structured and guided physical activity per day** for children ages three and older who attend full-day programs.

## **Move-to-Improve Early Childhood Physical Activity Guide**

This manual provides you with 30 activities that can be done right in your classroom or play space. Each one contains a warm-up, an activity, and a closure, as well as music that helps to encourage movement.

For more information on Move-to-Improve, email [movenyc@health.nyc.gov](mailto:movenyc@health.nyc.gov).



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# INTRODUCTION

Introduction



# Scarf and Partner Safety Tips

## Scarf Safety

- Scarf safety must be explained clearly.
- Scarves should be kept off the floor to avoid any slips and falls.
- Introduce scarves by allowing time for scarf exploration while the children are seated.
- Teacher(s) or equipment helper(s) should hand out and collect scarves.
- Children who are not using their scarf properly should move closer to an adult or do the activity without the scarf. Do not ask the child to sit out.



## Partner Safety

- Partner children in groups of two or ask them to partner up by going friend-to-friend or toe-to-toe.
- If there is an odd number of children, form a group of three or a teacher can participate to make the groups even.
- Learning to share, taking turns, and cooperating may be difficult for some children. If necessary, partner activities can be done individually.



# At Home Physical Activity Calendar

- Encourage your children to be active by setting aside 10-15 minutes for movement every day.
- Turn off the TV, video games, MP3 player, and computer.
- Use this calendar each month by labeling the boxes with new dates.

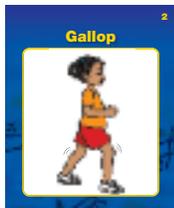
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<p><b>Twist, turn, bounce, and bend.</b> Try doing each of these movements with different parts of your body. Can you think of other fun ways to move?</p>	<p><b>Act out a story.</b> Read a book and act out the story and movements of the characters.</p>	<p><b>Play "Alphabet Walk."</b> Go for a walk and look for objects that begin with different letters of the alphabet.</p>	<p><b>Grow big and small.</b> Go outside and play "big" and "small" (e.g., take big steps and small steps, big jumps and small jumps).</p>	<p><b>Jump.</b> Walk in your home. Jump 5 times when you get to a new room.</p>	<p><b>Eat colorful.</b> Serve colorful fruits and vegetables with every meal. Talk about the colors on the plate.</p>	<p><b>Play "Animal Follow the Leader."</b> The leader moves like an animal and everyone else follows. Change leaders and animals.</p>
<p><b>Wake up and move.</b> As soon as you wake up, do 10 jumps, 10 reaches, 10 twists, and 10 silly moves.</p>	<p><b>Play "Emotions Charades."</b> Use your entire body to act out different emotions and see if someone can guess what you are feeling.</p>	<p><b>Build an obstacle course.</b> Run, jump, crawl, and climb around the obstacle course.</p>	<p><b>Toss and catch.</b> Use a pair of rolled up socks to play toss and catch inside or outside.</p>	<p><b>Turn on some fast music.</b> Shake, rock, roll, and dance. Try to keep moving for the entire song.</p>	<p><b>Practice jumping and hopping.</b> How far can you go? How many can you do in a row?</p>	<p><b>Go silly walking.</b> Walk all around your home acting silly. Can you walk like a duck, like it is very windy, like you are on hot sand?</p>
<p><b>Take a train ride.</b> Move your arms like the wheels of a train. Pretend to go over mountains and through tunnels as you walk and move like a train.</p>	<p><b>Play "Musical Freeze Dance."</b> When the music is on, dance and move around. When the music is turned off, quickly try to freeze and balance.</p>	<p><b>Move creatively.</b> Float like a feather, freeze like an ice cube, sizzle like eggs, and wiggle like noodles.</p>	<p><b>Play "Superhero."</b> Imagine that you are a superhero. Run, stomp, swing, fly, melt, march, and tip toe.</p>	<p><b>Stretch.</b> Take a break to stretch, reach, and bend as you take deep breaths.</p>	<p><b>Hold yoga animal poses.</b> Make up a yoga pose for your favorite animals. Hold each pose as you relax and breathe.</p>	<p><b>Cook together.</b> Stir, scoop, and measure ingredients. Also, wash fruits and vegetables to help prepare meals.</p>
<p><b>Play "Airplanes."</b> Pretend to be an airplane. Take off with your arms out like wings. Fly high and low.</p>	<p><b>Practice hopping and counting.</b> Hop once on each foot, then hop twice on each foot, etc. Continue hopping and counting.</p>	<p><b>Move for two.</b> Try to move quickly for 2 minutes without stopping. Put your hands on your chest over your heart. Is your heart beating faster?</p>	<p><b>Make animal moves.</b> Walk like your favorite animals through your home. When you get to a new room change to a new animal.</p>	<p><b>Play "I Spy."</b> One person says "I spy _____." When the other person says that they see the object, both run to it. Next time try skipping or galloping when you see the object.</p>	<p><b>Have fun balancing.</b> Put 4 body parts on the ground and balance. How about 3 body parts? Now try balancing on 2 body parts.</p>	<p><b>Play "Run and Touch."</b> Choose a body part and say a number. Run and touch that many objects with that body part (e.g., touch 8 objects with your elbow).</p>
<p><b>Play "What am I?"</b> Take turns acting something out as the other person copies and guesses what you are.</p>	<p><b>Work on movement skills.</b> Practice walking, running, galloping, skipping, jumping, leaping, hopping, and sliding sideways with your child.</p>	<p><b>Buy fresh.</b> Visit local Farmers' Markets or grocery stores to see and buy fresh produce.</p>	<p><b>Notes:</b></p> <p>For more fun movement ideas to do at home visit: <a href="http://www.aahperd.org/headstartbodystart">www.aahperd.org/headstartbodystart</a></p>			

# Visual Aid Cards

## Locomotor



Hop



Gallop



Jump



Leap

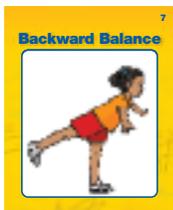


Skip

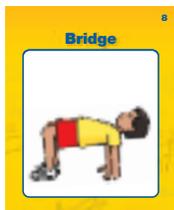


Slide

## Movement



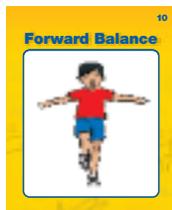
Backward Balance



Bridge



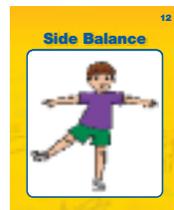
Bunny Jump



Forward Balance



Frog Jump



Side Balance



Side Stretch



Squat



Table

# Visual Aid Cards

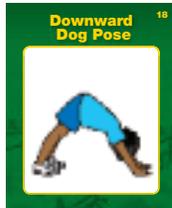
## Yoga



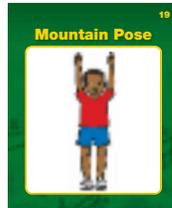
Baby Cobra Pose



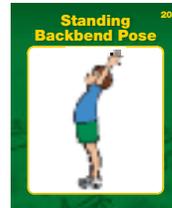
Butterfly Pose



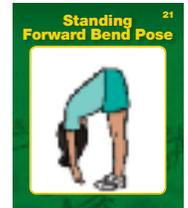
Downward Dog Pose



Mountain Pose



Standing Backbend Pose



Standing Forward Bend Pose



Star Pose

## Fruits and Vegetables



Apple



Banana



Blueberry



Broccoli



Carrot



Eggplant

# Obesity Begins Early

A special report from the New York City's Department of Health and Mental Hygiene and Department of Education



## NYC Vital Signs

New York City Department of Health and Mental Hygiene

June 2003 Volume 2, No. 5

### Obesity Begins Early: Findings Among Elementary School Children in New York City

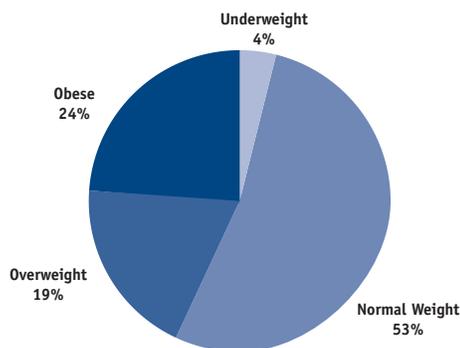
**O**besity among children is a pressing concern. Nationally, the percent of children ages 6–11 years old who are obese has nearly quadrupled, from less than 4% in the 1960s to more than 15% in 2000. There are serious long-term health consequences associated with being obese in childhood, including asthma, depression, diabetes, and heart disease.

In May 2003, the New York City Department of Health and Mental Hygiene and the Department of Education conducted a representative survey of elementary school children in the city public school

system. The survey, which measured the heights and weights of nearly 3,000 children, identified that almost half of New York City school children are not at healthy weights. This special report summarizes the survey findings and outlines important overweight and obesity prevention and management recommendations for families, schools, and providers.

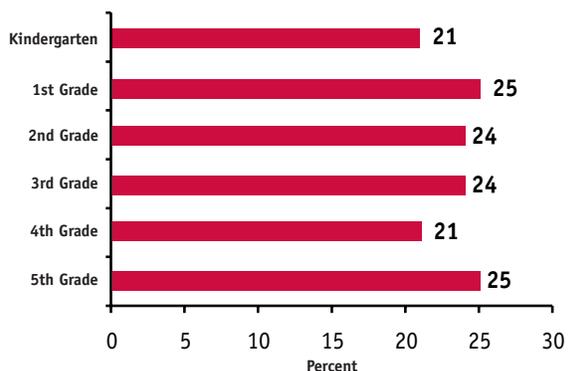
Obesity is calculated based on a child's weight, depending on height, age, and sex\*. To learn more about how to define obesity in children, visit: <http://www.cdc.gov/growthcharts/>.

#### Only half (53%) of elementary school children are at a healthy weight



- Among children, 24% are obese, and an additional 19% are overweight. There is, however, also a small percent (4%) of children who are underweight.

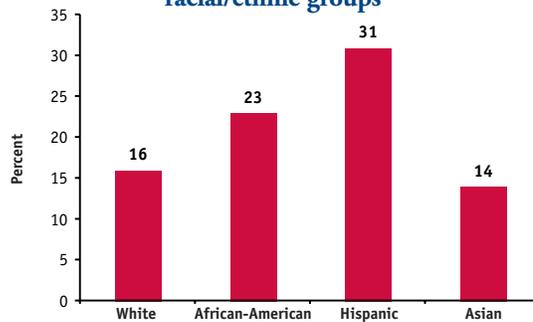
#### Obesity is already common as early as kindergarten



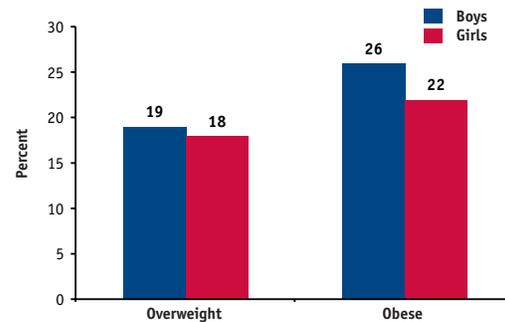
- In all 6 grades surveyed, more than 20% of children were obese. Obesity is already a serious problem by kindergarten (21%).

\* Obesity and overweight are defined by a child's body mass index (BMI).

### Obesity is a serious problem in children of all racial/ethnic groups



### Boys have slightly higher obesity levels than girls



#### Easy-to-Do Recommendations:

Overweight and obesity occur when a child eats more calories than he or she uses in daily activity and exercise. Here are some proven tips for parents and families to use when helping children reach a healthy weight:

##### Increase Activity—

1. Reduce television-viewing hours
2. Walk with your children when possible
3. Encourage active play-time

##### Decrease Calories—

4. Reduce non-diet soft-drink consumption
5. Eat less fast food and encourage more healthy meals at home
6. Have healthy snack foods available, such as apples, bananas, or carrots
7. Replace whole milk with low-fat (1%) or skim (fat-free) milk for children over 2 years old

A special report from the New York City's Department of Health and Mental Hygiene and Department of Education

**NYC**  
Health

**NYC Vital Signs**

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# ACTIVITIES



# Athletes

## Children Will

- Practice: creative movements, jump, and run.

## Materials and Setup

-  Have each child stand on one spot.
-  Movin' & Groovin' CD: "Celebration" (Track 10)
-  Jump (Card 3)

## Warm Up

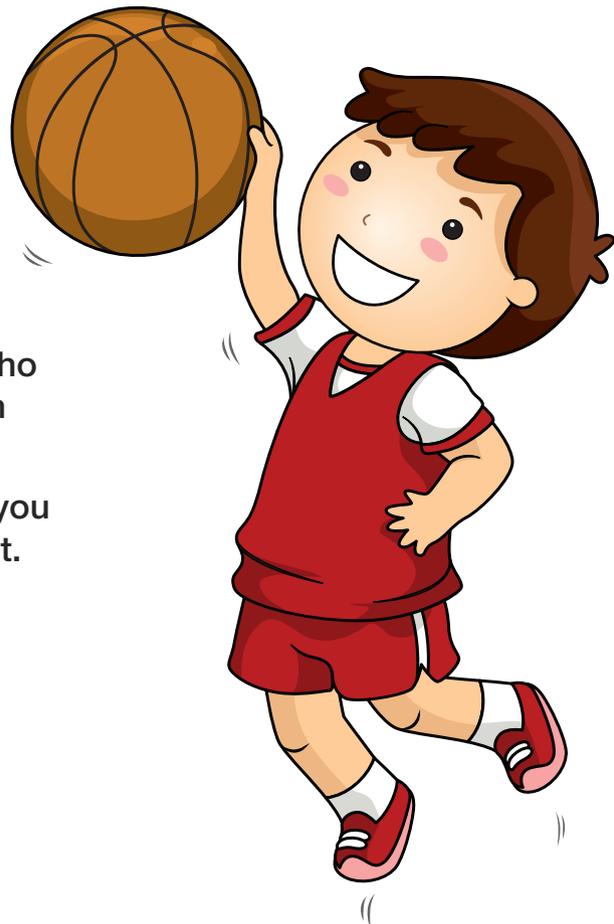
### Number Fun

- One: Jump up high to have fun.  
Two: Walk a circle like the sun.  
Three: March with your knees up high.  
Four: Run in place and reach for the sky.  
Five: Stand up tall and wave goodbye.

 Repeat.

## Let's Begin

- We are athletes, and athletes are people who play sports. We will play different sports on our spot.
- I will say an athlete and you will move like you are playing that athlete's sport on your spot.



## Let's Move

Cue	Movement
Runner	<b>Run</b> on your spot as fast as you can.
Swimmer	Use your arms to <b>swim</b> forwards and backwards.
Basketball player	<b>Jump</b> up as high as you can and shoot a basketball into the hoop. Card 3
Ice skater	<b>Spin</b> on your spot.
Baseball player	<b>Swing your arms</b> to hit a homerun. Switch arms.
Cyclist (bicycle rider)	Sit on your spot with your feet in the air. <b>Move your feet in a circle</b> to pedal a bicycle.
Football player	<b>Throw</b> a football to a teammate. Switch arms.
Dancer	Show your best <b>dance</b> moves.



### **Movin' & Groovin' CD:** "Celebration" (Track 10)

Now I am going to play the song "Celebration." Stand on your spot and move like the different athletes we just practiced.

## Let's Share

- Show me how you spin like an ice skater.
- What is your favorite sport to play?



# Cooking Fun

## Children Will

- Practice: creative movements, jump, and squat.
- Increase awareness that preparing food at home can be fun and healthy.

## Materials and Setup

-  Have each child stand on one spot.
-  Kids in Motion CD: "Tummy Tango" (Track 12)
-  Jump (Card 3), Squat (Card 14)

## Warm Up

### Food Boogie

Oatmeal: Move your hips like you are stirring oatmeal.

Banana: Jump up and down like you are mashing a banana into your oatmeal.

Low-fat milk: Show me your muscles. Milk helps build strong muscles and bones.

Eggs: Run in place with your knees up high. Eggs give us energy for the whole day.

 Repeat and ask children to create additional moves and give other breakfast options.

## Let's Begin

- We are going to cook a healthy meal at home. Your spot is your home.
- I will say the name of a food or drink and you will move like that food or drink on your spot.
- After we eat, we will clean up.



## Let's Move

Cue	Movement
Chicken noodle soup	<b>Stir</b> a big pot of soup. Put your hands together in front of you and make big circles with your arms. Switch directions.
Mixed vegetables	<b>Jump</b> to chop your vegetables. <a href="#">Card 3</a>
Low-fat cheese	<b>Kick</b> your legs straight up and down like you are slicing the cheese.
Ice water	<b>Shiver</b> as you put ice in your glass of water.
Fruit salad	<b>Shake</b> your whole body to mix the salad.
Wash your hands	<b>Rub</b> your hands together like you are washing your hands.
Dry your hands	<b>Shake</b> your hands up high and down low to dry your hands.
Sit at the table	<b>Squat</b> like you are sitting down at the table to eat a healthy meal. <a href="#">Card 14</a>
Put food away	<b>Stretch</b> up high to put leftover food in the refrigerator.
Wash the dishes	<b>Wave</b> your hands in a circle like you are washing the dishes.
Put dishes away	<b>Bend</b> down low to put the dishes back in the cabinet.
Sweep	<b>Swing</b> your arms from side-to-side to sweep the floor.



### **Kids in Motion CD:** "Tummy Tango (Track 12)"

Now I am going play the song "Tummy Tango." Listen very carefully to what the song tells you to do.

## Let's Share

- Show me how you stir the chicken noodle soup.
- Show me how you swing your arms to sweep the floor.



# Space Discovery

## Children Will

- Practice: hop, jump, and yoga poses.

## Warm Up

### Stretch and Spin

Bend your knees and touch the ground.

Touch your toes, hands go 'round.

Stand up straight, hands on hips.

Give your neighbor a cheerful grin.

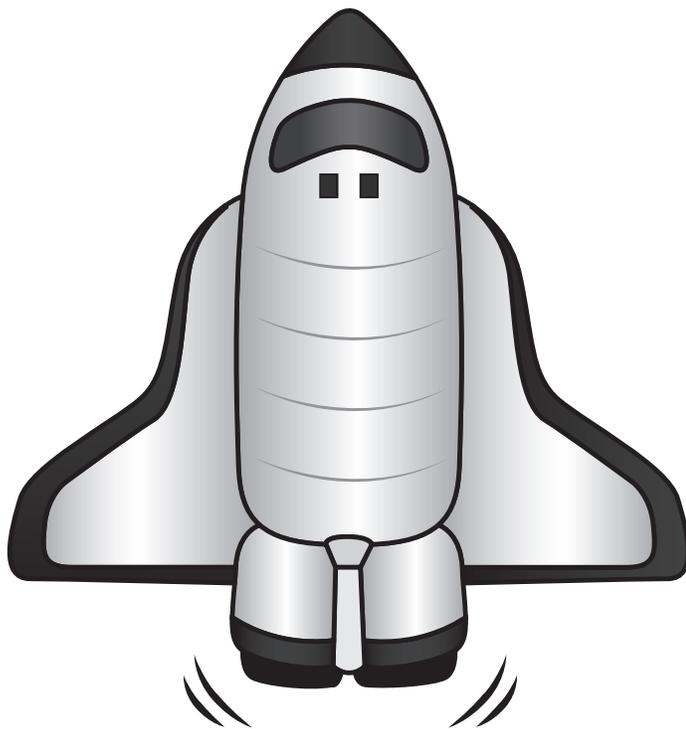
Look at me; take a spin.

Hooray! Let's begin again.

 Repeat.

## Let's Begin

- We are going to explore outer space.
- I will tell you how to move and you will move in fun ways on your spot.



## Materials and Setup

-  Have each child stand on one spot.
-  Movin' & Groovin' CD: "Axel F" (Track 12)
-  Hop (Card 1), Jump (Card 3), Side Stretch (Card 13), Star Pose (Card 22)

## Let's Move

Cue	Movement
Space shuttle	Bend your knees. Stretch your arms up, reach for the sky, and <b>jump</b> as your space shuttle takes off into outer space. Card 3
Fly	<b>Side stretch.</b> Your space shuttle is flying throughout the sky. Switch sides. Card 13
Explore	<b>March</b> quietly on your spot with your knees up high. Move slowly as you explore outer space.
Star	Spread your arms and legs out wide and make a <b>star</b> with your body. There are lots of stars in outer space. Card 22
Explore	<b>March</b> quietly on your spot with your knees up high. Move slowly as you explore outer space.
Hop	<b>Hop</b> on one foot, on your spot, as you try to keep your balance while floating through outer space. Switch legs. Card 1
Space shuttle	Bend your knees. Stretch your arms up, reach for the sky, and <b>jump</b> as your space shuttle takes off back to Earth. Card 3



### **Movin' & Groovin' CD:** "Axel F" (Track 12)

Now I am going to play the song "Axel F." Dance on your spot and pretend you are moving in outer space.

## Let's Share

- Show me how you jump to take off like a space shuttle.
- Show me how you make your body look like a star.



# Start and Stop Fun

## Children Will

- Practice following start and stop signals.

## Warm Up

### Number Fun

- One: Jump up high to have fun.  
Two: Walk a circle like the sun.  
Three: March with your knees up high.  
Four: Run in place and reach for the sky.  
Five: Stand up tall and wave goodbye.

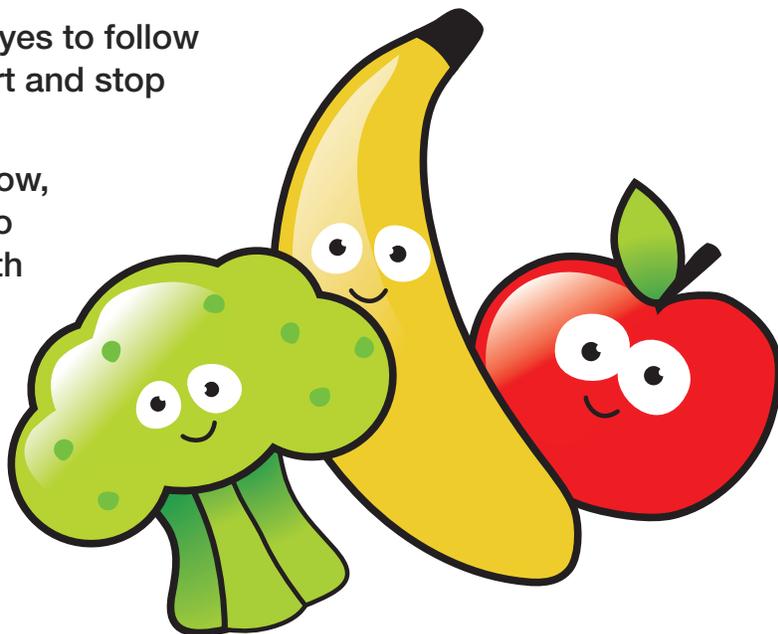
 Repeat.

## Materials and Setup

-  Have each child stand on one spot.
-  Spots (1 red, 1 green, and 1 yellow spot for teacher to use as visual cues.)
-  Kids in Motion CD: "The Freeze" (Track 4)
-  Apple (Card 23), Banana (Card 24), Broccoli (Card 26)

## Let's Begin

- We will practice using our eyes to follow directions so we can all start and stop moving at the same time.
- I will show you a green, yellow, or red object and you will do the movement that goes with that color.



## Let's Move

 Use spots and visual aid cards as the cue.

Cue	Movement
Green spot	Green means, "Go!" <b>Run</b> in place.
Yellow spot	Yellow means, "Slow Down!" <b>March</b> in place with your knees up high.
Red spot	Red means, "Stop!" <b>Freeze</b> .
Green broccoli	Broccoli is green. Green means, "Go!" <b>Run</b> in place. Card 26
Yellow banana	Bananas are yellow. Yellow means, "Slow Down!" <b>March</b> in place with your knees high. Card 24
Red apple	Some apples are red. Red means, "Stop!" <b>Freeze</b> . Card 23

 Extend the activity by adding different green, yellow, and red objects.

 **Kids in Motion CD:** "The Freeze" (Track 4)  
Now I am going to play the song "The Freeze." Dance on your spot and listen for when you are told to freeze.

## Let's Share

- What do you do when you see a red spot? **Freeze**.
- Tell me the name of a green vegetable. **Broccoli**.



# Train Station

## Children Will

- Practice: creative movements, jump, run, and squat.
- Increase awareness that fruits and vegetables grow all over the country.

## Warm Up

### Train Ride

Touch your toes, stretch up high.

Circle your hips, try, try, try.

Twist your body to both sides.

We're going on a long ride.

Shake your fingers; let's go.

Move your knees fast and slow.

Wiggle your body, all's clear.

Choo, Choo! The train is here.

 Repeat.

## Let's Begin

- We are on a train visiting different parts of the country, searching for fruits and vegetables.
- When we find a fruit or vegetable, we will load it on the train and bring it back to our class.
- When I say, "Choo, Choo" move like a train on your spot.
- When I say, "Train station" stop moving because we have reached a new location.

## Materials and Setup

-  Have each child stand on one spot.
-  Movin' & Groovin' CD: "We Like to Party" (Track 3)
-  Jump (Card 3), Side Stretch (Card 13), Squat (Card 14), Blueberry (Card 25)



## Let's Move

Cue	Movement
Choo, Choo	<b>Move like a train. March</b> on your spot with your elbows close to your body and move your arms in a circle.
Train station	We are stopping in New Jersey, where lots of tomatoes grow. <b>Squat</b> as you take a bite of a delicious tomato. <a href="#">Card 14</a>
Choo, Choo	We are moving south. <b>Move like a train.</b>
Train station	We are in Florida, home of juicy oranges. <b>Run</b> on your spot while grabbing baskets of oranges.
Choo, Choo	We are going over mountains as we travel west. <b>Move like a train up and down.</b>
Train station	We are in California where green spinach grows. <b>Bend down</b> and <b>stretch up</b> to load bags of spinach on the train.
Choo, Choo	Off we go. <b>Move like a train.</b>
Train station	We are still in California; look at the plum trees. <b>Climb</b> as you reach for the plums.
Choo, Choo	Let's head back east. <b>Move like a train.</b>
Train station	We are in Maine, home of delicious blueberries. <b>Jump</b> on and off your spot as you gather baskets of blueberries. <a href="#">Card 3, Card 25</a>
Choo, Choo	Let's head home. <b>Move like a train.</b>
Train station	We are in New York, where pumpkins grow. <b>Side stretch</b> as you load small pumpkins on the train. Switch sides. <a href="#">Card 13</a>
Choo, Choo	<b>Move like a train.</b>
Train station	We are back in our classroom. <b>Run</b> on your spot as you unload the food from the train. Keep running as I call out all the fresh fruits and vegetables we picked up: tomatoes, oranges, spinach, plums, blueberries, and pumpkins.



**Movin' & Groovin' CD:** "We Like to Party" (Track 3)

Now I am going to play the song "We Like to Party." Move like a train while standing on your spot.

## Let's Share

- Show me how you move like a train on your spot.
- In what state can we find oranges? [Florida](#).



# Active Animals

## Children Will

- Practice: creative movements, frog jump, gallop, leap, and skip.

## Warm Up

### Simon Says

Simon says, "Move like an elephant around your spot."

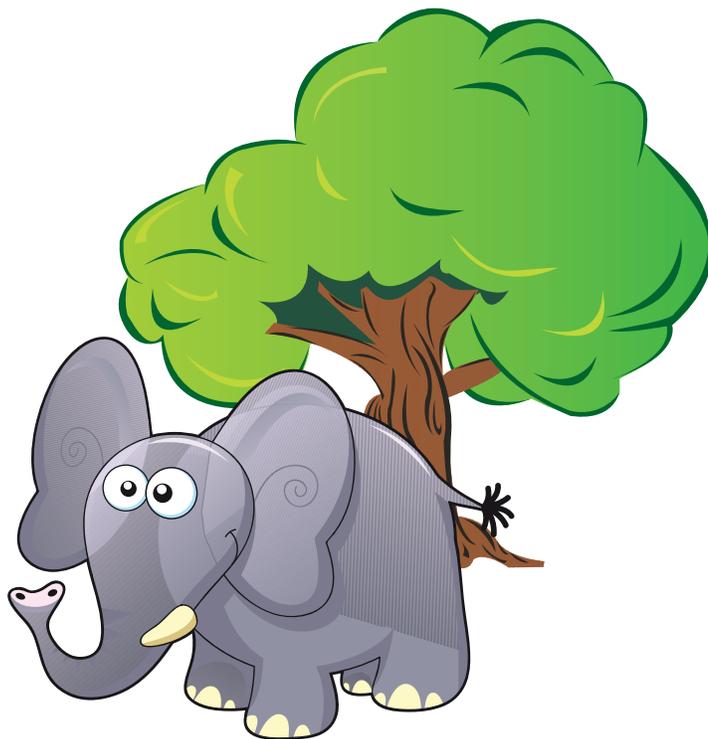
Simon says, "Move like a frog on your spot."

Simon says, "Move like a bumble bee around your spot."

-  Repeat and use different animals.

## Let's Begin

- We are going to move like different animals.
- I will say an animal and you will move like that animal around the play area.
- When I say, "Tree" freeze and stretch your body like a tall tree, creating shade for the animals.



## Materials and Setup

-  Have each child stand on one spot.
-  Children will be moving off spots and around the play area.
-  Kids in Motion CD: "Animal Action II" (Track 10)
-  Gallop (Card 2), Leap (Card 4), Skip (Card 5), Frog Jump (Card 11), Side Balance (Card 12)

## Let's Move

Cue	Movement
Zebra	<b>Gallop</b> like a zebra. Switch legs. Card 2
Tree	Freeze and <b>side balance</b> . Stand like a tall tree that gives shade for animals. Switch legs. Card 12
Deer	<b>Leap</b> like a deer over streams and rocks. Switch legs. Card 4
Frog	<b>Frog jump</b> from lily pad to lily pad. Card 11
Tree	Freeze and <b>side balance</b> . Stand like a tall tree that gives shade for animals. Switch legs. Card 12
Bird	<b>Fly</b> like a beautiful bird through the sky.
Elephant	<b>Stomp</b> like an elephant. Bend over swinging your arms from side-to-side like an elephant's trunk.
Tree	Freeze and <b>side balance</b> . Stand like a tall tree that gives shade for animals. Switch legs. Card 12
Butterfly	<b>Skip</b> like a butterfly flying. Card 5
Tree	Freeze and <b>side balance</b> . Stand like a tall tree that provides shade for animals. Switch legs. Card 12

 Extend the activity by adding more animals.

 **Kids in Motion CD:** “Animal Action II” (Track 10)  
Now I am going to play the song “Animal Action II.” When an animal is named in the song, move like the animal around your spot. During the chorus, clap and step to the beat.

## Let's Share

- Show me how you stomp like an elephant around your spot.
- Show me how you skip like a butterfly.



# Airplanes

## Children Will

- Practice: creative movements, gallop, and jump.
- Practice tempo: slow, medium, and fast.
- Practice pathways: straight and curved.

## Materials and Setup

-  Have each child stand on one spot.
-  Children will be moving off spots and around the play area.
-  Kids in Motion CD: "Kids in Motion" (Track 1)
-  Gallop (Card 2), Jump (Card 3)

## Warm Up

### Stretch and Spin

Bend your knees and touch the ground.

Touch your toes, hands go 'round.

Stand up straight, hands on hips.

Give your neighbor a cheerful grin.

Look at me; take a spin.

Hooray! Let's begin again.

 Repeat.



## Let's Begin

- We are airplanes flying safely in the sky. Your spot is an airport.
- When I say, "Take off" you will safely fly off your spot and around the play area. When I say, "Land" stop where you are.
- Start your engines and make airplane noises.
- Squat down and spread your arms like airplane wings. *If needed, modify by bending elbows.*

## Let's Move

Cue	Movement
Take off	<b>Walk slowly</b> around the play area.
Land	<b>Freeze</b> where you are.
Take off	<b>Walk fast.</b> Watch for the other airplanes.
Land	<b>Freeze</b> where you are.
Take off	<b>Walk low</b> like you are flying under a bridge.
Land	<b>Freeze</b> where you are.
Take off	<b>Walk high</b> like you are flying above the clouds.
Land	<b>Freeze</b> where you are.
Take off	<b>Jump in a curved line.</b> It is very windy. Card 3
Land	<b>Freeze</b> where you are.
Take off	<b>Gallop in a straight line.</b> Switch legs. Card 2
Land	<b>Freeze</b> where you are.
Take off	<b>Spin</b> slowly in a circle.
Go home	<b>Fly</b> back to your airport. Children go back to spot.



### **Kids in Motion CD:** "Kids in Motion" (Track 1)

Now I am going to play the song "Kids in Motion." We are going to fly our airplanes around the play area to the beat of the music.

## Let's Share

- Show me how you fly like an airplane around your spot.
- Show me how you spin in a circle on your spot.



# Animal Farm

## Children Will

- Practice: creative movements, bunny jump, and gallop.
- Increase awareness of different animals' eating habits.

## Materials and Setup

-  Have each child stand on one spot.
-  Children will be moving around their spot.
-  Movin' & Groovin' CD: "Down on Grandpa's Farm" (Track 1)
-  Gallop (Card 2), Bunny Jump (Card 9)

## Warm Up

### The Chicken Dance

Quack, quack, quack, quack. Hands moving like beaks (4X).

Flap, flap, flap, flap. Arms flapping like wings (4X).

Wiggle, wiggle, wiggle, wiggle. Bend and wiggle tail feathers (4X).

Clap, clap, clap, clap. Stand up tall and clap (4X).

 Repeat.

## Let's Begin

- We are going to move like different farm animals and learn the different kinds of food they eat.
- The classroom is the farm and your spot is your barn.
- I will say the name of an animal and you will move like that animal around your barn. When I say, "Feeding time" step inside your barn.



## Let's Move

Cue	Movement
Mouse	<b>Scurry</b> on your tip toes, moving quickly like a mouse around your barn.
Feeding time	Mice eat cheese. Nibble on your cheese.
Horse	<b>Gallop</b> around your barn and make horse sounds. Switch legs. <a href="#">Card 2</a>
Feeding time	Horses eat apples. Take a bite out of your apple.
Chicken	<b>Flap your wings</b> while moving around your barn. Make chicken sounds.
Feeding time	Chickens eat seeds. Bend over to eat your seeds.
Bunny	<b>Bunny jump</b> around your barn. <a href="#">Card 9</a>
Feeding time	Bunnies eat carrots. Eat your carrots.
Cat	<b>Crawl</b> around your barn. Make cat sounds.
Feeding time	Cats drink water. Drink your water.



### **Movin' & Groovin' CD:** "Down on Grandpa's Farm" (Track 1)

Now I am going to play the song "Down on Grandpa's Farm." When an animal is named in the song, you will move like that animal around your barn. Dance to the beat during the chorus.

## Let's Share

- Show me how a chicken flaps its wings.
- What vegetable do bunnies eat? [Carrots](#).



# Breakfast, Lunch, and Dinner

## Children Will

- Practice: creative movements, gallop, and leap.
- Increase awareness of the importance of eating three healthy meals a day.

## Materials and Setup

-  Have each child stand on one spot.
-  Children will be moving off spots and around the play area.
-  Kids in Motion CD: “Tummy Tango” (Track 12)
-  Gallop (Card 2), Leap (Card 4), Side Stretch (Card 13)

## Warm Up

### Food Boogie

Oatmeal: Move your hips like you are stirring oatmeal.

Banana: Jump up and down like you are mashing a banana into your oatmeal.

Low-fat milk: Show me your muscles. Milk helps build strong muscles and bones.

Eggs: Run in place with your knees up high. Eggs give us energy for the whole day.

 Ask children to create additional moves and give other breakfast options.

## Let's Begin

- We are going to move around the play area. We will stop to eat 3 healthy meals so that we have energy to play and learn.
- I will say a food and you will move like that food around the play area. When I say a meal time, stand on the closest spot to eat your meal.



## Let's Move

Cue	Movement
Wake up	<b>Walk</b> around the play area stretching your arms as you wake up from a long night's sleep.
Breakfast time	Good job standing on a spot. Breakfast is the most important meal because your body needs energy for the whole day.
Fruit shake	<b>Twist</b> from side-to-side like you are mixing fruit to make a fruit shake.
Scrambled eggs	<b>Wiggle</b> your body around the play area like you are scrambled eggs.
Lunch time	Great work finding a spot. Let's eat our lunch.
Vegetable soup	<b>Stir</b> a big pot of soup. Put your hands together in front of you and make big circles with your arms. Switch directions.
Salad	<b>Gallop</b> around the play area like you are going through a farmers' market looking for vegetables to put in your salad. Switch legs. <a href="#">Card 2</a>
Dinner time	Nice job finding a spot to stand on. We are ready for dinner.
Spaghetti	Stretch your arms up high like a long piece of spaghetti. <b>Side stretch</b> like you are spaghetti being put on a dinner plate. Switch sides. <a href="#">Card 13</a>
Tomato sauce	<b>Leap</b> throughout the play area moving like you are putting sauce on all the plates of spaghetti. Switch legs. <a href="#">Card 4</a>



### **Kids in Motion CD:** "Tummy Tango" (Track 12)

Now I am going play the song "Tummy Tango." Listen very carefully to what the song tells you to do.

## Let's Share

- Show me how you leap over your spot.
- Show me how you move for your favorite food.



# Cars Moving, Bodies Moving

## Children Will

- Practice: hop, jump, skip, slide, squat, and balance.
- Practice pathways: straight and curved.

## Warm Up

### Car Ride

Touch your toes, stretch up high.

Circle your hips, try, try, try.

Twist your body to both sides.

We're going on a long drive.

Shake your fingers, let's go.

Move your knees fast and slow.

Wiggle your body, all's clear.

Honk! Honk! Our cars are here.

 Repeat.

## Let's Begin

- We are driving in our cars. I will tell you how to drive and you will drive around the play area, which is our neighborhood.
- Just like cars, your body needs fuel so you have energy to be active all day.
- When I say, "Pit stop" find a spot to stand on. We will make pit stops to refuel and stretch our muscles.
- Let's get ready to drive. Fasten your seatbelt and start your engine. Pretend your hands are on the steering wheel.

## Materials and Setup

-  Have each child stand on one spot.
-  Children will be moving off spots and around the play area.
-  Movin' & Groovin' CD:  
"On the Road Again" (Track 11)
-  Hop (Card 1), Jump (Card 3),  
Skip (Card 5), Backward Balance (Card 7),  
Bridge (Card 8), Forward Balance (Card 10),  
Side Balance (Card 12), Side Stretch (Card 13),  
Squat (Card 14)



## Let's Move

Cue	Movement
Drive slowly	<b>Walk slowly</b> as you drive off your spot.
Pit stop	Find a spot. Let's fuel up. <b>Backward balance</b> as you fill up your car with gas. Switch legs. Card 7
Drive straight	<b>Slide in a straight line</b> as you drive your car down a narrow street. Switch directions.
Pit stop	Find a spot. Let's fuel up. <b>Side balance</b> as you fill up your car with gas. Switch legs. Card 12
Bumpy road	<b>Jump in a curved line</b> over the bumpy roads. Card 3
Pit stop	Find a spot. Let's fuel up. <b>Forward balance</b> as you fill up your car with gas. Switch legs. Card 10
Bridge	Make a <b>bridge</b> with your body so cars can drive under. Card 8
Flat tire	<b>Hop</b> on one foot because your car has a flat tire. Switch legs. Card 1
Fix your tire	<b>Squat</b> as you fix the flat tire. Card 14
Pothole	<b>Skip</b> around the potholes. Card 5
Pit stop	Find a spot. Let's fuel up. <b>Side stretch</b> as far as you can. Switch sides. Card 13



### **Movin' & Groovin' CD:** "On the Road Again" (Track 11)

Now I am going to play the song "On the Road Again." When the music starts, drive your car safely around the play area. When I stop the song, find a spot and freeze.

## Let's Share

- Show me how you make a bridge over your spot.
- Show me how you forward balance to fill your car with gas.



# Circus Act

## Children Will

- Practice: creative movements, gallop, hop, jump, run, squat, and balance.
- Practice pathways: straight and curved.

## Warm Up

### Number Fun

- One: Jump up high to have fun.  
Two: Walk a circle like the sun.  
Three: March with your knees up high.  
Four: Run in place and reach for the sky.  
Five: Stand up tall and wave goodbye.

 Repeat.

## Let's Begin

 To help students better understand the circus, use books and pictures.

- We are part of a circus and our play area is the stage.
- I will say a circus act and you will move around the stage like that act.

## Materials and Setup

-  Have each child stand on one spot.
-  Children will be moving off spots and around the play area.
-  Movin' & Groovin' CD: "Boom Boom, Ain't it Great to Be Crazy" (Track 2)
-  Hop (Card 1), Gallop (Card 2), Jump (Card 3), Backward Balance (Card 7), Forward Balance (Card 10), Side Balance (Card 12), Squat (Card 14)



## Let's Move

Cue	Movement
Balloon	<b>Jump</b> on two feet around the stage, like floating circus balloons. Card 3
Elephant	<b>Stomp</b> like an elephant. Bend over swinging your arms from side-to-side like an elephant's trunk.
Clown	<b>Hop</b> on one leg and make a silly face. Switch legs. Card 1
Audience	Find a spot. <b>Squat</b> like you are sitting in a chair clapping for the circus acts. Card 14
Tightrope	<b>Walk in a straight line</b> off your spot. Put one foot in front of the other like you are walking on a tightrope. Turn around and walk on your tightrope back to your spot. <b>Side balance</b> on your tightrope. Switch legs. Card 12 <b>Backward balance</b> on your tightrope. Switch legs. Card 7 <b>Forward balance</b> on your tightrope. Switch legs. Card 10
Horse	<b>Gallop</b> around the stage like a horse. Switch legs. Card 2
Lion	<b>Crawl</b> like a lion around the stage. Let me hear you roar.
Ring Master	<b>Walk</b> to a spot. Take a bow.



**Movin' & Groovin' CD:** "Boom Boom, Ain't it Great to Be Crazy" (Track 2)  
Now I am going to play the song "Boom Boom, Ain't it Great to Be Crazy."  
Dance around the play area pretending to be a silly clown in the circus.

## Let's Share

- Show me how you stomp like an elephant around your spot.
- Show me how you balance on your tightrope.



# Grocery Cart

## Children Will

- Practice: balance and building upper body strength.
- Increase awareness of the importance of eating fruits and vegetables.

## Materials and Setup

- Have each child stand on one spot.
- Children will be moving off spots and around the play area.
- Kids in Motion CD: "The Body Rock" (Track 2)

## Warm Up

### Growing Healthy

Curl up like a ball and then grow really tall.

Jump up high to grab an apple from the tree.

Bend down low to pull potatoes from the soil.

Climb like a grapevine far and wide.

Drop like a ripe peach falling to the ground.

 Repeat.

## Let's Begin

- Our play area is the grocery store and our bodies are the grocery carts.
- I will say a grocery cart movement and you will shop for groceries.
- We shop for and eat lots of fruits and vegetables because they keep us healthy and strong.



## Let's Move

Cue	Movement
Grocery cart	Let's make a <b>grocery cart</b> with our body. Sit down next to your spot, with your feet and hands flat on the floor. Lift your bottom off the ground so your belly is facing up.
Shop	<b>Move on your hands and feet</b> around the store like a grocery cart.
Fill the shopping cart	You found the fruits. <b>Stand up</b> and put the fruits in your cart.
Freeze	There are too many grocery carts in this aisle. <b>Sit down.</b>
Shop	<b>Move on your hands and feet</b> around the store like a grocery cart.
Fill the shopping cart	You found the vegetables. <b>Stand up</b> and put the vegetables in your cart.
Freeze	There are too many grocery carts in this aisle. <b>Sit down.</b>
Shop	<b>Move on your hands and feet</b> around the store like a grocery cart.
Broken wheel	Oh no, one of your grocery cart wheels has come off. Lift one leg or one arm and <b>balance</b> so your fruits and vegetables stay in your cart.
Check out	<b>Stand up and march</b> while you wait in line to pay for your groceries.



### **Kids in Motion CD:** "The Body Rock" (Track 2)

Now I am going to play the song "The Body Rock." We are going to sit down on our spot and move different parts of our body. Listen to the song for which body part to move.

## Let's Share

- Show me how you make a grocery cart with your body.
- Why do we buy and eat lots of fruits and vegetables? [To make us healthy and strong.](#)



# How Are You Feeling?

## Children Will

- Practice: creative movements, jump, leap, side stretch, skip, squat, and balance.
- Increase awareness of different emotions.

## Warm Up

### Open-Shut Them

Open-shut them, open-shut them,  
give a little clap, clap, clap.

Open-shut them, open-shut them,  
hands behind your back.

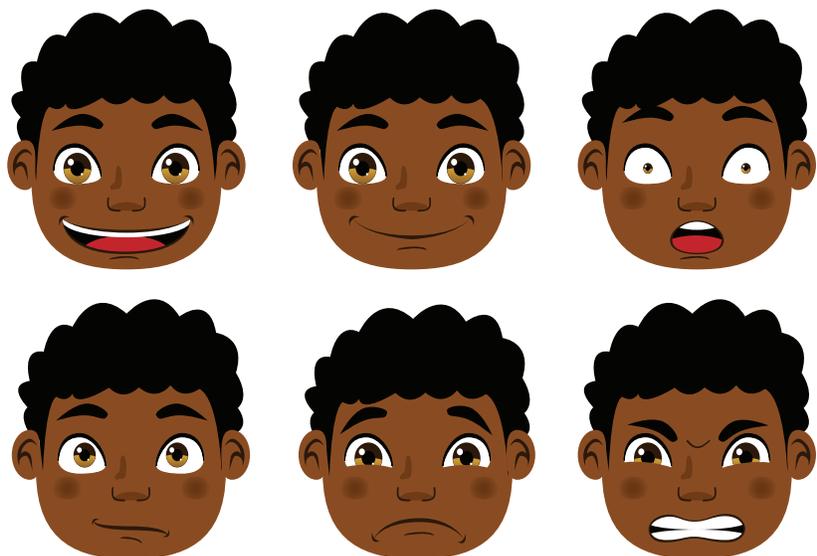
 Repeat and use different body parts (e.g., knees, eyes, arms).

## Materials and Setup

-  Have each child stand on one spot.
-  Children will be moving off spots and around the play area.
-  Kids in Motion CD:  
"Show Me What You Feel" (Track 13)
-  Jump (Card 3), Leap (Card 4), Skip (Card 5), Forward Balance (Card 10), Side Balance (Card 12), Side Stretch (Card 13), Squat (Card 14), Table (Card 15),

## Let's Begin

- We are going to show how we are feeling through movement.
- I will say a feeling and we will move our bodies like that feeling.



## Let's Move

Cue	Movement
Strong	<b>Squat</b> and show me your muscles like you are feeling strong. Card 14
Silly	Stand behind your spot and <b>leap</b> over it like you are feeling silly. Turn around and switch legs. Card 4
Angry	<b>Stomp</b> around the play area like you are feeling angry.
Surprised	<b>Forward balance</b> on one leg and reach your arms out like you are feeling surprised. Switch legs. Card 10
Excited	<b>Jump</b> around the play area because you are feeling excited. Card 3
Hungry	Make a <b>table</b> with your body. You are feeling hungry and are ready for lunch. Card 15
Happy	<b>Skip</b> around the play area and show me how you are feeling happy. Card 5
Afraid	<b>Side balance</b> on one leg. Show me how you are feeling afraid that you might lose your balance. Switch legs. Card 12
Tired	<b>Side stretch</b> as you yawn. All this movement has made you feel tired. Switch sides. Card 13



**Kids in Motion CD:** “Show Me What You Feel” (Track 13)

Now I am going to play the song “Show Me What You Feel.” Show me how you feel by moving and dancing with the music around the play area.

## Let's Share

- Show me how you move when you feel tired. [Side stretch](#).
- Show me how you move when you feel excited. [Jump](#).



# I See, I See

## Children Will

- Practice: creative movements, jump, run, and skip.

## Warm Up

### Simon Says

Simon says, "Move like an elephant around your spot."

Simon says, "Move like a frog on your spot."

Simon says, "Move like a bumble bee around your spot."

- 💡 Repeat and use different animals.

## Let's Begin

- We are moving around the play area seeing different people in our neighborhood.
- I will say, "I see, I see" and then you will ask me, "What do you see?"
- I will tell you what I see happening in our neighborhood and you will act it out.

## Materials and Setup

- ⚙️ Have each child stand on one spot.
- ⚙️ Children will be moving off spots and around the play area.
- 🎵 Movin' & Groovin' CD: "Wheels on the Bus" (Track 7)
- 📄 Jump (Card 3), Skip (Card 5), Side Stretch (Card 13)



## Let's Move

Teacher says: **“I see, I see...”** Children reply: **“What do you see?”**

- I see mail carriers **marching** up the steps to drop off and collect the mail.
- I see doctors **side stretching** after a long day of seeing patients. Switch sides.

Card 13

- I see bus drivers **driving** safely to pick up and drop off riders.
- I see teachers **skipping** with their students at playtime.

Card 5

- I see crossing guards **waving their arms** to help people cross the street.
- I see police officers **walking** down the street.

- I see store owners **greeting** their customers with high fives.

- I see children **jumping** while playing basketball at the park.

Card 3

- I see fire fighters **running in place** to get on the fire truck.

- I see librarians **sitting** on the floor reading a story.



Extend the activity by asking students what they see happening in their neighborhood, or use a different theme (e.g., animals, transportation).



**Movin' & Groovin' CD:** “Wheels on the Bus” (Track 7)

Now I am going to play the song “Wheels on the Bus.” Pretend you are driving a bus around the neighborhood. Listen to the song and act out the different things we see happening on the bus.

## Let's Share

- Show me how you jump while playing basketball.
- Show me how a crossing guard waves people safely across the street.



# Moving Letters

## Children Will

- Practice: creative movements, bunny jump, downward dog, frog jump, leap, and balance.
- Increase knowledge of the alphabet.

## Materials and Setup

-  Have each child stand on one spot.
-  Children will be moving off spots and around the play area.
-  Movin' & Groovin' CD: "Y.M.C.A." (Track 6)
-  Leap (Card 4), Bunny Jump (Card 9), Forward Balance (Card 10), Frog Jump (Card 11), Downward Dog Pose (Card 18)

## Warm Up

### The Alphabet Dance

A is for arms swinging back and forth.

B is for bouncing up and down.

C is for clapping with a smile.

D is for dancing all together.

E is for everybody waving their hands.

F is for freeze.

 Repeat.

## Let's Begin

- We will move in fun ways that begin with different letters of the alphabet. We will also eat healthy snacks that fuel our brains and bodies.
- I will say a letter and you will move around the play area like words that begin with that letter.
- When I say, "Snack time" find your spot and we will eat a healthy snack.
- Our first moving letter is " \_\_\_\_\_ " (insert letter).
- Show me how you can draw the letter " \_\_\_\_\_ " (insert letter) with your finger in the air.

## Let's Move

Cue	Movement
"B"	<b>Bend</b> your knees and touch your toes. <b>Blink</b> slowly 5 times. <b>Bunny jump.</b> Move like a bunny around your spot. Card 9
Snack time	Let's eat some blueberries.
"D"	<b>Downward dog.</b> Card 18 <b>Dance</b> around your spot.
Snack time	Let's eat some delicious dates.
"F"	<b>Forward balance.</b> Switch legs. Card 10 <b>Frog jump</b> around the play area. Card 11
Snack time	Let's eat some fruit.
"L"	<b>Leap</b> by taking a large step over your spot and land on one leg. Switch legs. Card 4 <b>Laugh</b> while walking around the play area.
Snack time	Let's drink low-fat milk because we need to keep our bones strong.
"S"	<b>Skate</b> safely around the play area. <b>Shiver</b> around the play area because you are cold.
Snack time	Let's eat sweet strawberries.



Extend activity by adding new letters, movements, and healthy snack ideas.



**Movin' & Groovin' CD:** "Y.M.C.A." (Track 6)

Now I am going to play the song "Y.M.C.A." Dance on your spot and when you hear the letters "y," "m," "c," "a" make each letter with your arms.

## Let's Share

- Show me how you hold downward dog over your spot.
- What is your favorite healthy snack?



# Power of 5

## Children Will

- Practice: gallop, jump, run, and squat.
- Increase knowledge of the importance of eating colorful fruits and vegetables.

## Warm Up

### Number Fun

- One: Jump up high to have fun.  
Two: Walk a circle like the sun.  
Three: March with your knees up high.  
Four: Run in place and reach for the sky.  
Five: Stand up tall and wave goodbye.

 Repeat.

## Let's Begin

- Our play area is a garden and our spot is a growing fruit or vegetable.
- We eat colorful fruits and vegetables every day to stay healthy and strong.
- I will tell you how to move around the garden and you will count to 5 while doing different movements.
- We must be careful not to step on the growing fruits and vegetables as we move.

## Materials and Setup

-  Have each child stand on one spot.
-  Children will be moving off spots and around the play area.
-  Kids in Motion CD: "Count Bounce" (Track 5)
-  Gallop (Card 2), Jump (Card 3), Side Stretch (Card 13), Squat (Card 14), Standing Forward Bend Pose (Card 21)



## Let's Move

Cue	Movement
March	<b>March</b> around the garden, counting out loud from 1 to 5. Be careful not to step on the growing fruits and vegetables.
Run	<b>Run</b> in place while counting out loud from 1 to 5.
Squat	<b>Squat</b> 5 times to pick 5 tomatoes off a growing tomato plant. Card 14
Jump	<b>Jump</b> in place 5 times. You are so excited to see everything growing. Card 3
Walk	<b>Walk</b> and visit at least 5 different colored fruits or vegetables.
Gallop	<b>Gallop</b> and visit at least 5 different colored fruits or vegetables. Switch legs. Card 2
Tip toe	<b>Tip toe</b> and visit at least 5 different colored fruits or vegetables.
Go home	<b>Stand</b> next to a fruit or vegetable.
Standing forward bend	<b>Bend forward</b> to get a closer look at the growing fruit or vegetable. Card 21
Stretch	<b>Side stretch</b> with your arms up high. We are growing healthy and strong because of all the colorful fruits and vegetables we are eating every day. Switch sides. Card 13



### **Kids in Motion CD:** "Count Bounce" (Track 5)

Now I am going to play the song "Count Bounce." Dance around the play area to the beat of the song. Listen carefully and count along with the lyrics.

## Let's Share

- Show me how you squat to pick a growing tomato.
- What is a fruit or vegetable we eat to stay healthy and strong?

