

Heritage Park



Tot Lot

# HP TL- Playground Activities Binder

(Please leave binder at HP TL)

### Activity #1

Equipment: Bean bags (one per child)      Time: 15 minutes

Have each student stand on assigned markers (15 markers)

Or

Partners

1. Do not give children equipment until you have explained activity and modeled (show them how to do activity). Otherwise you may not have their attention.
2. Remind them to stay on their markers./ assigned area.

Activity: Tossing beanbag to self:

(have them do it 5x or 10x for ea. activity). 1<sup>st</sup> time- do all together as a grp. , 2<sup>nd</sup> time- on their own.

1. toss and catch with both hands, right hand, left hand.
2. toss and catch with the back of hands.
3. toss beanbag high over head. To encourage straight tossing, have child sit down.

Extra Activity: Balance the Beanbag

1. balance on the following body parts: (hold to the count of 5 or 10) head, back of hand, right and left- (hand, feet, knees, legs, elbows, arms shoulders, ears), back, neck
2. Ask a child to pick a body part

Closing the Activity: Collect the beanbags. Assign line leader to assist if needed. Gather the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity.

1. What equipment was used today?
2. What parts of the body did we use today?
3. What skills did we practice on: **listening, balancing throwing**

## Activity #2

**Equipment:** Bean bags (one per group), cones      **Time:** 15 minutes  
Group students into 2 grps /or 3 grps. of 5 and have them line up in their groups.

1. Do not give children equipment until you have explained activity and modeled (show them how to do activity). Otherwise you may not have their attention.
2. Remind them to stay on their markers./ assigned area.

### Activity: Balance and Move:

(Pick a body part to balance the beanbag on). Then have each grp. perform one of the listed activities below. Start at one cone and move to the other cone while doing the desired movement. Make sure each child hands the beanbag to the next person. Repeat until all students have a turn. When children finish their turn have them sit down in a line formation. (Children will be more controlled and not running all over the place. (Repeat if desired).

- Walk
- Run
- Skip
- Gallop
- Hop
- Walk backwards
- 

### Extra Activity: Balance the Beanbag

1. balance on the following body parts: (hold to the count of 5 or 10)  
head, back of hand, right and left- (hand, feet, knees, legs, elbows, arms shoulders, ears), back, neck
2. Ask a child to pick a body part

Closing the Activity: Collect the beanbags. Assign line leader to assist if needed. Gather the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity.:-

1. What equipment was used today?
2. What parts of the body did we use today?
3. What skills did we practice on: **listening, balancing using the desired movement such as running.**

## Activity #1

Equipment: Parachute, whistle      Time: 15 minutes

Have each child stand behind one color of the parachute. On the given signal, each child will grab hold of one color.

1. Do not give children equipment until you have explained activity and modeled (show them how to do activity). Otherwise you may not have their attention.

2. Remind them to hold their color on the parachute.

- Activity: Introduction to using the parachute:  
signals-Count to 20, sing a song or use the whistle

1. Walk in one direction, then stop on signal and walk in the opposite direction (other activities-jog, skip, hop, slide)

2. shake the chute- with one or two hands, while jumping and stop on signal.

3. Place the chute on the ground- walk, jog, skip, hop, slide around the chute.

4. Place the chute on the ground- Hop to the center of the chute and return back in place.

5. Run or walk in place while holding the chute at different levels (in the air, on the ground ,etc..)

Closing the Activity: Have children place the chute on the ground. (other member rolls up parachute if last rotation). While the other member gathers the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity. -

1. What equipment was used today?

2. What parts of the body did we use today?

3. What skills did we practice on: **listening, working together as a team.**

## Activity #2

Equipment: Parachute, whistle, Time: 15 minutes

Have each child stand behind one color of the parachute. On the given signal, each child will grab hold of one color.

1. Do not give children equipment until you have explained activity and modeled (show them how to do activity). Otherwise you may not have their attention.
2. Remind them to hold their color on the parachute.

- Activity: Parachute

Students will go under the parachute and return to their spot before the chute touches them.

Have the children practice going up and down with the parachute while singing a song or counting before doing the following activities:

1. While the children are holding the chute call different children's names to go under the chute (3-4 at a time).
2. Call the color of children's clothing - "If you're wearing \_\_\_ (red)" go under the chute.
  - their birthday month
  - color of their hair, eyes, etc...
  - favorite color
3. Make a dome/mushroom- have all children go on the inside of the chute and on signal come back out.

### Extra Activity:

- signals-Count to 20, sing a song or use the whistle

1. Walk in one direction, then stop on signal and walk in the opposite direction (other activities-jog, skip, hop, slide)

Closing the Activity: Have children place the chute on the ground. (other member rolls up parachute if last rotation). While the other member gathers the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity. -

1. What equipment was used today?
2. What parts of the body did we use today?
3. What skills did we practice on: **listening, working together as a team.**

## Activity #1

Equipment: Jumpropes (15 jumpropes), whistle      Time: 15 minutes  
Have each student stand on assigned markers (15 markers)

1. Do not give children equipment until you have explained activity and modeled (show them how to do activity). Otherwise you may not have their attention.
2. Remind them to stay on their markers./ assigned area.

Activity: : Introduction to jumpropes

Teacher needs to model each movement first then have children do it. (have them do it 10x for ea. activity). Have them 1<sup>st</sup> time- "hop 5x over the rope **slowly**. After all movements have been done once for 2<sup>nd</sup> time- "hop over the rope 5x as **fast** as you can..

1. Place rope on the floor and perform (running, hopping, jumping, skipping, and sliding movements) **over** the rope.
2. Place rope on the floor and perform (running, hopping, jumping, skipping, and sliding movements) **around** the rope.
3. Hold the rope over head and sway from side to side. Twist right and left while counting to 10 (2x.)
4. Hold the rope over head and touch toes with the rope while counting to 10 (2x.)
5. Place rope on the floor and do various animal walks along or over the rope. "Walk like a bear, cat dog, etc..."
6. Grp. children in pairs. Have them practice turning the jumprope in sync with the teacher's counting.

*After each movement have children put rope down and stand on their spot and model each movement first.*

Closing the Activity: Collect the jumpropes. Assign line leader to assist if needed. Gather the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity.

1. What equipment was used today?
2. What parts of the body did we use today?
3. What skills did we practice on: **listening, knowing the difference between fast, slow, over and around.**

## Activity #2

Equipment: Jumprope (1 jumprope), whistle      Time: 15 minutes  
Have children stand in one line.

or

Advanced Activity: Group the children in to grps. 3-5 and have the children assist with turning the ropes.

1. Do not give children equipment until you have explained activity and modeled (show them how to do activity). Otherwise you may not have their attention.
2. Remind them to stay on their markers./ assigned area.

Activity: : Jumprope Skills

Teacher needs to model each movement first then have children do it.

1. Jump a stationary rope, gradually raise the rope.
2. Ocean waves- Shake the rope with up and down motion. Students try to jump a "low spot."
3. Snake in the grass- wiggle the rope back and forth on the ground. Jump without touching the rope.
4. Pendulum swing- move the rope back and forth like a pendulum. Jump the rope as it approaches the jumper.
5. Run through a turning rope
6. Grp. children in pairs. Have them practice turning the jumprope in sync with the teacher's counting.

Closing the Activity: Collect the jumprope. Assign line leader to assist if needed. Gather the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity.

1. What equipment was used today?
2. What parts of the body did we use today?
3. What skills did we practice on: **listening, jumping, keeping a rhythm**

### Activity #1

Equipment: balls and whistle, Time: 15 minutes

Have children sit in a circle.

Or

Group children in to 2 or more circles

Or

Partners

1. Do not give children equipment until you have explained activity and modeled (show them how to do activity). Otherwise you may not have their attention.

- Activity: Rolling ball without having it bounce  
Students will sit in a circle facing the center and roll the ball to a friend. They need to skip 2 or more people sitting next to them on either side. (The child can call their friend's name to whom they will be rolling the ball to).

1. roll the ball with one or two hands
2. roll the ball with a spin

### Extra Activity: Human Tunnels

(need spot markers and have children line up.)

Divide children in groups of no more than 5. One child is the "bowler" the other children line up on their markers and straddle their legs. The bowler rolls tries to roll the ball through the tunnel of legs.

Closing the Activity: Collect the balls. Assign line leader to assist if needed. Gather the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity.

1. What equipment was used today?
2. What parts of the body did we use today?
3. What skills did we practice on: **listening, rolling a ball and controlling where it goes.**

## Activity #2

Equipment: balls and whistle, cones    Time: 15 minutes

Individually (need spot markers)

or

Group students into 2 grps /or 3 grps. of 5 and have them line up in their groups.

1. Do not give children equipment until you have explained activity and modeled (show them how to do activity). Otherwise you may not have their attention.

- Activity: Bounce and Catch

Individual/Group-(5x or 10 x) for each movement

They can do movements in a stationary position or line up relay style.

1. bounce with one or two hands
2. bounce at different levels
3. between legs
4. close eyes and bounce
5. dribble in a stationary position
6. dribble and follow commands: move forward, backward, around your spot.
7. toss up and catch behind back
8. toss from behind back and catch in front of body.

Extra Activity: Exploratory activity (need spot markers)

Children toss, bounce and catch within their designated area.

Closing the Activity: Collect the balls. Assign line leader to assist if needed. Gather the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity.

1. What equipment was used today?
2. What parts of the body did we use today?
3. What skills did we practice on: **listening, tossing, bouncing and catching**

### Activity #1

Equipment: hoops, whistle      Time: 15 minutes

Individually set hoops as their spots

or

Group students into 2 grps /or 3 grps. of 5 and have them line up in their groups.

1. Do not give children equipment until you have explained activity and modeled(show them how to do activity). Otherwise you may not have their attention.

- Activity: Introduction to hoops

Lay hoops on ground and have each child stand next to/inside their hoop. Have them do any of the following activities on signal (5 or 10x):

1. Walk outside the circle(run, jump, hop, skip slide)
2. Walk through the circle(run, jump, hop, skip slide)
3. Walk and find another hoop before signal(run, jump, hop, skip slide)
4. Spin the hoop
5. Hold the hoop above head and touch toes, sway back and forth

Extra Activity: Exploratory activity (need spot markers)

Children explore with the hoop within the designated area(basketball court lines).

Closing the Activity: Collect the hoops. Assign line leader to assist if needed. Gather the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity.

1. What equipment was used today?
2. What parts of the body did we use today?
3. What skills did we practice on: **listening, skipping, running, etc..**

## Activity #2

Equipment: hoops, whistle      Time: 15 minutes

Group students into 2 grps /or 3 grps. of 5 and have them line up in their groups.

1. Do not give children equipment until you have explained activity and modeled(show them how to do activity). Otherwise you may not have their attention.

- Activity: Hoop Exploration

Place hoops on the ground and create various patterns. Have the children perform various movements through the hoops. (two lines, scatter hoops in a curvy pattern, etc..)

1. Step through, hop, jump, ,run, skip, etc..
2. Do various animal walks(cat, rabbit, etc)
3. Run around a spinning hoop( 5x or more)
4. Run through the hoop(5x or more)
5. Partners- roll back and forth to each other

Extra Activity: Put fewer hoops than there are children. Have children find a hoop on signal. Child without a hoop sits out one round. Next round another child will sit out.

Closing the Activity: Collect the hoops. Assign line leader to assist if needed. Gather the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity.

1. What equipment was used today?
2. What parts of the body did we use today?
3. What skills did we practice on: **listening, skipping, running, etc**

### Activity #3

Equipment: Bean bags , cones, baskets or hoop Time: 15 minutes  
Group students into 2 grps /or 3 grps. of 5 and have them line up in their groups.

1. Do not give children equipment until you have explained activity and modeled(show them how to do activity). Otherwise you may not have their attention.

2. Remind them to stay on their markers./ assigned area.

Activity: Throw bean bag in target basket /hoop

-Children line up and take turns throwing the beanbag at the target. Child retrieves own beanbag and gives to next child. Have the children sit down when complete. All children are done when they are all sitting down.

- Other activities: move the target to different distances, use various sizes baskets for target.

Extra Activity: Balance the Beanbag

1.balance on the following body parts: (hold to the count of 5 or 10)  
head, back of hand, right and left- (hand, feet, knees, legs, elbows, arms shoulders, ears), back, neck

2. Ask a child to pick a body part

Closing the Activity: Collect the beanbags. Assign line leader to assist if needed. Gather the children in a circle around you and ask them the following questions or any of your own to see if the children understand the activity.: -

1.What equipment was used today?

2.What parts of the body did we use today?

3.What skills did we practice on: **listening, throwing, aiming at target**

# Equipment of the Day

Monday- Hula Hoops/ Basketball

Tuesday- Parachutes

Wednesday- Bean Bags/ Kickball

Thursday- Balls/ T-ball

Friday- Game Day/ Soccer

\*\* Feel free to use other equipment along with the assigned equipment of the day.

# List of P.E. equipment:

1. beanbags
2. jumpropes
3. balls
4. paraChute
5. hoops/rings
6. tunnel
7. radio
8. bowling game
9. Cones
10. spot markers
11. pump
12. beach ball

## 40 min- playground time guideline:

**5 min.**-line-up/headcount/bathroom-walking to playground area

**15 min**- stretching (2-3 min) + instructional playground time

**15 min**- line up to playground & free play

**5 min**-water break /line up and headcount

### stretching (2-3 minutes)

suggested activities/or your own:

1. neck stretches
2. arm circles
3. shoulder rolls/shrugs
4. calf stretches
5. jumping jacks
6. knee lifts
7. touch toes
8. twist one body part, add different body parts
9. run in place
10. squats

# Games:

If extra time permits pick one of the games listed below: This is not to replace the structured activity of the day .

Please adjust the level of the game depending on the group.

**1. Colors:** Using the colored spot markers or other markers. Children are standing or sitting in a circle with marker in front of them. Teacher calls out color and everyone with that color runs counterclockwise around the circle and back to place. The first seated is the winner. Different movements can be used (run, skip, hop, jump, gallop, walk). After a while children leave markers on the floor and move one spot to the left.

**Variation:** you can use shapes, animals, etc...instead of colors.

**2. Back to Back:** The number of children should be uneven. (or a teacher can play). On signal each child stands back to back with one another. One child will be without a partner. This child will clap hands for next signal, and all the children change partners with the extra player from the previous game seeking a partner.

**Variation:** can have children run, skip, hop, etc. to find new partner. (need to give the children boundaries such as stay within this square (basketball court lines) or have them stand back to back on the markers so it will not be chaotic and unsafe.

**3. Whistle Mixer:** (can use the bell) children are scattered throughout the area (set boundaries and show children where the boundaries are). To begin the children move in any direction they wish. The teacher whistles (clap, drum, etc..) a number of times in succession and raises the same number of fingers above their head to signal the group size. Children form small groups equal to the number of signals.

Ex: The children hear four short whistles; children need to form circles of four no more any less. As soon as they find the desired number they are to sit down to signal that others may not join the group. Children who can't find a group nearby should be encouraged to move to the center of the area and find others without a group.

**4. Hot Potatoe:** Players stand or sit in a circle formation facing the center. One ball (beanbag, plastic egg, etc..) is given to a player and is passed to the circle of players when the music starts. When the music stops, the player with the ball (or last player to touch the ball) goes into the "well" in the center of the circle. The player in the well stays there until the next round.

**Variation:** if there is no radio you can sing a song or use a tom tom drum. You may also use more than one ball.

**5. Duck Duck Goose:** Children sit in a circle. Pick one child to tap the other children's shoulder "NOT HEAD" each time they touch a child's shoulder they should say "duck". They then need to pick one child and tap shoulder saying "goose" the "goose will chase the child that tapped him around the circle. If the child returns to the "gooses" spot before being tagged then he is safe. If tagged before returning to the spot then he/she must sit in the middle of the circle until someone else is tagged.

### **Balancing Skills:**

1. The children can also practice using their balancing skills by walking around the white lines on the basketball courts. (saying abcs, counting, singing, etc)
2. Also using the rings/hoops walking on top of them in a circle.
3. Using the long jumpropes children can walk on top the rope from one side to the other.

