

Activities for children 5-7 years

Activity 1

We turn our bodies into...

Duration: 5-10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement game

Objectives:

- Work on basic balance movements
- Learn to react to different signals
- Work on body coordination movements

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Body awareness
- Perception of space and time
- Coordination ability
- Reaction time
- Balance

Instructions:

1. Each child finds a spot in the area.
2. At the teacher's signal (verbal command, clap, short whistle blow or tambourine) children turn their bodies into either an animal, a tree, a vehicle, etc., and freeze.
3. In each position, they have to maintain balance for a few seconds.
4. At the teacher's signal (e.g. two claps, two knocks) they unfreeze.
5. Gradually, they start moving freely around in the area and repeat.

Variations:

- a. We can put music on and play 'Dance & Freeze'. Children dance to the music and when it pauses, they freeze.
- b. They can also turn their bodies into *Paintbrushes* and draw in the space imaginary cars, bicycles, animals etc. with parts of their body.
- c. *Be your tree*: Children turn their bodies into seeds and lie down. Gradually, as seeds, they start growing by activating one part of their body at a time (e.g. head, hands, legs), in order to grow into big trees with long branches. The trees can then start moving according to different weather conditions.

Activity 2

Body Guides

Duration: 5-10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement Game

Objectives:

- Work on basic balance movements
- Work on body coordination movements

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance

Instructions:

1. Each child finds a spot in the area.
2. When the music starts, children start moving statically, maintaining their spot.
3. The teacher then tells them to use a different body part as guide every time, e.g. my head leads my body or my hand, my leg etc.

Activity 3

Road of balance

Duration: 10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement game

Objectives:

- Work on basic balance movements
- Learn to maintain balance while walking on a rope
- Work on body coordination movements

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance

Materials required: Rope

Instructions:

1. Place a rope on the ground, in helicoidal form.
2. One child at a time crosses the Road of Balance slowly and carefully, by stepping on the rope, and without losing balance.

Variations:

- a. *Pick up the ball! But do not fall!* Along the rope, we can also place some materials (balls or Frisbee discs), and then ask children to pick them up and hold them without dropping them or losing balance until they reach the end of the road.
- b. We can also increase the level of difficulty, by asking children to move a little faster.

Activity 4

Abandon the ship!

Duration: 10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement game

Objectives:

- Work on basic balance movements
- Work on body coordination movements

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance

Materials required:

- Non-slip cup coasters
- Chalk

Instructions:

1. All children stand in a semicircle (drawn on the floor with chalk) which represents a boat.
2. The boat needs to be abandoned and they quickly have to get on land, marked by a straight line drawn on the floor.
3. In order to get there, they have to step on the rocks (coasters) placed between the boat (semicircle) and the shore (behind the line).

Variations:

- a. *Avoid the whirlpools!* We can place different colors of coasters and ask children to step e.g. only on the green ones and avoid the red ones (whirlpools).
- b. We can always increase the level of difficulty by asking children to move a little faster or by placing the coasters further from each other.

Activity 5

Walks as...

Duration: 5-10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement game – Warm up

Objectives:

- Learn to move in different ways
- Learn to react at different signals
- Work on body coordination movements

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Reaction time
- Balance
- Imagination

Instructions:

1. Each child finds a spot in the area.
2. At the teacher's signal, they start moving as animals or as different objects (e.g. as a spring, a spinning top, a kite) and they freeze in different positions.

Variations:

Walks in general work as a warm up at the beginning of every lesson

- a. *Walks in different weather conditions*: Children walk carefully as they would, under different weather conditions (e.g. sunny day, cold night, rain, snow, fog, etc.)
- b. *Speed Walks*: Children move freely in the area, at a speed scaled from 0 to 5, where 0 = Freeze, 1=Slow Motion, 2 = Slow Walk, 3 = Normal Walk, 4 = Fast Walk and 5 = Run.
- c. *Walks in different levels and directions*: At the teacher's signal, children start moving in different directions, vertical and horizontal.
- d. *Walks as Pedestrians, Cyclists and Drivers*: After we do the necessary preparation as Pedestrians (check our bodies), as Cyclists (helmet and required equipment) and as Drivers (seat belts), we start moving slowly and carefully around, being polite to the other users of the road.
- e. *Walks on..., inside..., under...*: Children walk on, inside and under different things and surfaces (sand, mud, puddles of water, grass, uphill, downhill, rocks, giant boots/high heels, inside a bush or a giant jar of honey, under a low ceiling, etc.)
- f. *Walks as Pedestrians with different emotions*: Children walk happily, sadly, angrily, abstractly, concentrated etc.

Activity 6

Green light – Red light

Duration: 10 min.

Numbers of Players: Whole group or class

Type of Activity: Movement & Traffic Safety

Objectives:

- Learn to react to different signals
- Work on body coordination movements

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Reaction time
- Balance

Materials required: Carpet or floor puzzle

Instructions:

1. Children stand in a row, stepping on a big carpet, of two colors (green and red).
2. At the teacher's signal, children jump with both feet to the side he/she advises each time.
3. We can start slowly with simple commands and then increase the level of difficulty by making faster abrupt changes.

Variations:

- a. After the teacher has explained the different meanings of green and red lights for pedestrians, children are asked to either freeze on the red side of the carpet or walk and move around on the green side of it.
- b. Children shift from side to side in different ways (running, walking, hopping, dancing, crawling, jumping etc.)
- c. Colors can be scattered on the floor, so children can move freely in the space and step on the color they are asked.
- d. Colored hula hoops: Children respond to the teacher's signal by stepping into the right hula hoops.

Activity 7

Traffic light – Pedestrian

Duration: 10 min.

Numbers of Players: Whole group or class in pairs

Type of Activity: Movement & Traffic Safety (Role Playing)

Objectives:

- Learn to react at different signals
- Work on body coordination movements
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Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Balance
- Cooperation
- Verbal and non-verbal communication

Instructions:

1. Children split into pairs and find a spot in the area.
2. One child will be the traffic light and the other the pedestrian.
3. The traffic light tells the pedestrian what to do e.g. "Stop", "Look", "Listen", "Wait", "Cross the road" etc.
4. At the teacher's signal, they change roles.

Variations:

- a. Children can also interact through non-verbal communication. For example, the 'traffic light' shows the 'pedestrian' what to do using pantomime or imitation.
- b. Depending on what we want children to learn, we can change the name of the game and encourage them to play different roles like "Traffic light – Driver", "Traffic officer – Pedestrian", "Parent - Child", etc.

Activity 8

Make the traffic lights

Duration: 10 min.

Numbers of Players: Whole class in groups of 3

Type of Activity: Movement & Traffic Safety

Objectives:

- Learn to react at different signals
- Work on body coordination movements

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Reaction time
- Balance
- Cooperation

Materials required: Balloons

Instructions:

1. Children are split into groups of 3.
2. Each child from the group is handed a balloon of a different color (green, red, orange).
3. They then start moving freely in the area.
4. At the teacher's signal, they have to find their group and form a traffic light as fast as possible, by putting the colored balloons in order.

Activity 9

Get in the row

Duration: 5-10 min.

Numbers of Players: Whole group or class

Type of Activity: Traffic Safety (Visible Clothing)

Objectives:

- Learn the difference between light and dark colors
- Learn the importance of visible clothing
- Learn to cooperate through non-verbal communication

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Coordination ability
- Cooperation
- Non-verbal Communication

Instructions:

1. Children are invited to form a row, according to the brightness of their clothes (e.g. blouses, trousers, shoes, etc.)
2. They have to do so silently, without communicating verbally with each other.
3. At the teacher's signal each time, children change the row.

Activity 10

Be a visible Pedestrian

Duration: 40 min.

Numbers of Players: Whole group or class

Type of Activity: Traffic Safety (Visible clothing)

Objectives:

- Learn the importance of visible clothing
- Learn the difference between bright and dark colors
- Learn to react to different visual signals

Skills & Knowledge:

- Visual perception
- Acoustic perception
- Kinesthetic perception
- Perception of space and time
- Reaction time
- Coordination ability
- Balance
- Critical thinking - Discussion

Materials required:

- Cutout figures and Stars in different colors and materials
- Dark cloth or paper as a background
- Black box
- Flashlight
- Reflective or fluorescent vest
- Video: <https://www.youtube.com/watch?v=aGBkuhDBg2Q>

Instructions:

1. Firstly, we show children some cutout figures in different colors (black, yellow and white) and ask them to guess which figures would be more visible (especially at night).
2. Then we place the figures in front of the dark cloth or paper that we use as a background and ask children which of them they actually see and why.
3. We also show them some fluorescent and reflective figures (or Stars).
4. After we place them too in front of the dark background, we ask children again which of them they can see now.
5. Then we place them all inside a black box.
6. We turn on the flashlight and we ask children which figures are more visible now and why.
7. Then we show them a video called "Pedestrians Visibility at Night" and we ask children how many pedestrians they can see.
8. Gradually, we start a discussion about the importance of visible clothing in Traffic Safety. We point out the significance of brightness in clothing during the night time, but also in the daylight. We mention the differences between fluorescent and reflective garments/vests, when light falls on them and when it does not. We conclude how important it is for us to be able to see, but also to be seen as road users (pedestrians, cyclists and drivers) in different weather conditions (rain, snow, fog, etc.).
9. Then we invite children to play a game: the Drivers form a row facing the Pedestrian that wears a reflective vest (or phosphorescent/fluorescent vest with reflective elements).
10. We stand behind the Drivers with a flashlight.

11. As long as the torch is turned off, Drivers keep walking by remaining on their spot. Every time we turn on the flashlight, Drivers must freeze.
12. Then children take turns.

Variations:

- If we want to simulate appropriate night time conditions, we can turn off the lights and pull the curtains. Otherwise we can use blindfolds or sun/black glasses.

Activity 11

Movement Master (Ireland 1)

Duration: 10-15 min.

Numbers of Players: Groups or Whole Class

Type of Activity: Movement game

Objectives:

- Walking, reacting, balancing, consistent stride length, even walking pattern, maintain a good posture

Skills & Knowledge:

- Walking
- Weight Transfer
- Posture
- Movement
- Locomotor Skill
- Arm swing

Materials required: An open playing area, Whistle, Cones (optional)

Instructions:

1. Arrange the pupils in small groups.
2. Invite each group to find a space in the playing area.
3. The teacher will model different movements and actions. One clap = start; two claps= stop; short whistle blow = continuous walk forward; two short whistle blows = continuous walk backwards etc.
4. Invite the children to give suggestions for different movements focusing on reaction and stopping quickly.
5. Divide the class into smaller groups and choose one child to be the 'movement master'. They will decide what action their group will perform when the teacher either blows the whistle or claps etc.
6. After a designated time, invite another student to be the 'movement master' for their group.

Variations:

- Pause the activity at intervals to focus on specific teaching points for walking in the lesson.
- Invite a pupil to demonstrate correct technique.
- Allow the pupils to practice in isolation and then return to the activity.
- You can replace the whistle blow/clapping with colors or animals.

Tips:

- Encourage the children to look over their shoulder when walking backwards.
- Ensure fundamental movements are demonstrated.
- Ensure pupils move safely within the play area and avoid making contact with one another.
- Provide feedback to individual pupils as they demonstrate good walking technique during the activity.

Activity 12

Remote Control (Ireland 2)

Duration: 15 -20 min.

Numbers of Players: Individual or groups of 4 within a class

Type of Activity: Movement game

Objectives:

- Walking, reacting, balancing, consistent stride length, even walking pattern, maintain a good posture

Skills & Knowledge:

- Walking
- Weight Transfer
- Posture
- Movement
- Locomotor Skill
- Arm swing

Materials required: An open playing area

Instructions:

1. Arrange the pupils in small groups.
2. Invite each group to find a space in the playing area that will act as a footpath and road.
3. The teacher will model the 'remote control' – saying: play = walk around; pause = freeze on the spot and remain still maintaining their balance; rewind = walk backwards carefully and slowly; fast forward = walk at a much faster pace; volume up = jump up; volume down = crouch down; change channel = new movement
4. Invite one child from each group to be the 'remote control' for the rest of their group.
5. After a designated time, invite another student to be the 'remote control' for their group.

Variations:

- Pause the activity at intervals to focus on specific teaching points for walking in the lesson.
- Invite a pupil to demonstrate correct technique.
- Allow the pupils to practice in isolation and then return to the activity.

Tips:

- Encourage the children to look over their shoulder when walking backwards.
- Ensure pupils move safely within the play area and avoid making contact with one another.
- Provide feedback to individual pupils as they demonstrate good walking technique during the activity.

Road – Pavement (Ireland 3)

Duration: 15-20 min.

Numbers of Players: Groups and Whole Class

Type of Activity: Traffic Safety

Objectives:

- Walking, reacting, balancing, consistent stride length, even walking pattern, maintain a good posture

Skills & Knowledge:

- Walking
- Weight Transfer
- Posture
- Movement
- Locomotor Skill

Materials required:

- An open playing area
- Cones/benches for progression

Instructions:

1. Arrange the pupils in small groups or as individuals.
2. Invite each group to the space in the playground that is acting as the road and pavement.
3. Tell the children that the road will act as 'lava' and the pavement is their 'safe zone'.
4. The children will have to get from one side of the playground to the other, avoiding the 'lava', later to be replaced with the road.
5. Input obstacles the children have to avoid.

Variations:

- Input obstacles that can act as a curved road.
- Have children working in pairs and leading one another.

Tips:

- Encourage the children to look around and be aware of their surroundings at all times.
- Ensure pupils move safely within the play area and avoid making contact with one another.
- Provide feedback to individual pupils as they demonstrate good walking technique during the activity.

Activity 14

Find your spot or Move & Land (Spain 1)

Duration: 10-15 min.

Numbers of Players: Whole group or class

Type of Activity: Movement game (about locomotion using the music "Find your spot")

Objectives:

- To work on basic balance movements
- To be aware of the importance of balance
- To get balance with both sides of our body

Skills & Knowledge:

- Body balance, how to get balanced using different ways.
- Landing on the left foot and on the right one.
- Space perception to know where are the cercles located.
- Auditive sense, using the music as a guide of the body movement.

Materials required:

- Cercles
- Music device or speakers

Instructions:

1. First of all, explain to the kids that they are going to move individually around the playground using different kinds of movements (walking, both feet together, jumping, etc.) and when they hear that the music stops then they will have to land on one cercle.
2. Once on the cercle they will land only using one foot and trying to keep the balance of the whole body.
3. During the activity the teacher will say different rules or variations that kids must follow. For instance, landing only with the right foot or the left one, landing after jumping with both feet together on the cercle, etc.

Variations:

- The movement of the kids during the music can change trying all kinds of variations (jumping with both feet together, running, walking, crawling, etc.). These variations will be from the easiest one to the most difficult.
- Also, the way they land on the cercle can be different every time (left foot, right foot, both feet together, jumping inside out, etc.).
- Another variation that we can add to the activity is instead of doing the exercise individually they can work in pairs or in little groups of 3 or 4 students.

Tips:

- Place the cercles leaving enough space among them so as to allow the children to walk and run without any problem.
- If you don't have cercles, you can use ropes to make them or even draw them using a chalk.

Activity 15

The King (Spain 2)

Duration: 10-15 min.

Numbers of Players: Pairs

Type of Activity: Movement game (Body coordination)

Objectives:

- To work on basic body movements
- To copy someone else actions
- To learn to coordinate the different parts of the body

Skills & Knowledge:

- Body coordination, use of the different parts of the body with harmony.
- Movement awareness identify the different parts of the body while using them.
- Copying the movement, know to see the move and then imitate it using our own body.

Instructions:

1. We will split the students in pairs, they can choose their partner and then they will switch.
2. One partner will be "The king" and the other will follow the actions that he will do. The king can do all kinds of actions with the idea of moving all around the playground (jumping, walking, crawling, etc.). The one who is not the king, has to copy him and do exactly the same actions.
3. When the teacher blows the whistle, it means that they will swap their roles.

Variations:

- The actions can start statically in place and then make them more difficult until the students will move all around the playground.
- We can give them any kind of material (balls, ropes, rackets...), and the king and who imitates him will use this material while doing the action.
- Another variation that we can add to the activity is instead of doing the exercise in pairs they can work in little groups of 3 or 4 students. The idea is that all the students follow the king.

Tips:

- It's important that before the activity, the teacher explain them that they will have to copy someone else actions the best way they can. It's about coordinating the different parts of the body and understanding the movement as something we do with the whole body.

Activity 16

React in different teacher's signals (Spain 3)

Duration: 10-15 min.

Numbers of Players: Whole group

Type of Activity: Movement game (Balance & body coordination)

Objectives:

- To work on basic body movements according to traffic signals.
- To copy someone else actions.
- To know to coordinate the different parts of the body following the road safety habits.

Skills & Knowledge:

- Body coordination, use of the different parts of the body while acting to someone's signals.
- Movement awareness identify the different parts of the body while using them.
- Reacting the movement, know which movement we must do depending on the signal.

Instructions:

1. For doing this activity we will place all the group in front of the teacher. It's important that they get their spot with enough space.
2. The teacher will explain them that he will do different actions and all the students will react towards these actions. In order to put them into the role, he/she will explain them that all of them will be like "pedestrians" who are on the road and the teacher or the one in front of them will be their guide.
3. Then, he will explain them all the instructions and the way they will have to react to the teacher's signals or actions. For instance, if the teacher moves forward, all of them will have to go back or if the teacher moves aside, all the students will jump on one leg, etc.
4. Once the example is done, he will ask for a volunteer to place himself in front of the group.

Variations:

- Change the kinds of movements they have to do (using their hands, clap the hands acting to a signal, etc.).
- Instead of staying on the spot individually we can do it in pairs and work cooperatively.

Tips:

- At the end of the class, we can explain them the importance of being ready once we are on the road and trying to read all kinds of signals we have around.

Activity 17

React in different signals (Spain 4)

Duration: 10-15 min.

Numbers of Players: Whole group or class

Type of Activity: Movement & Traffic Safety (Traffic circuit using the body following sounds and visual signals)

Objectives:

- To interpret traffic sounds.
- To use the body following the traffic measures.
- To recognize signal directions.

Skills & Knowledge:

- Body coordination while reading traffic situations.
- Traffic signals, knowledge and awareness about the different actions.

Materials required:

- Cercles
- Music device or speakers
- Cones
- Chalks

Instructions:

1. First of all, explain to the kids that they are going to move in pairs (like a train, one behind the other) around the playground following the lines made by chalks and they will act in front of the different signals (music and visual):
2. If they listen the sound of a "cars horn" they will move fast to the nearest cercle.
3. If they see the teacher raising a green cone, it will mean that they can keep moving.
4. If they see the teacher raising a yellow cone, it will mean to slow down their speed.
5. If they see the teacher raising a red cone, it will mean to stop at the spot where they are.

Variations:

- Add more sounds to the signals (a dog barking, bicycle's horn, police's car horn, etc.).
- Use different visual signals that will mean different kinds of movement (for instance, blue cone will mean to jump, etc.)
- Instead of pairs, little groups of 3 or 4 students (that will make difficult the coordination among the teammates).

Tips:

- Place the cercles leaving enough space among them so as to allow the children to walk and run without any problem.
- If you don't have circles, you can use ropes to make them or even draw them using a chalk.

Activity 18

Cycling circuit (Spain 5)

Duration: 10-15 min.

Numbers of Players: Whole group or class

Type of Activity: Traffic Safety (Cycling circuit - learning the traffic signals)

Objectives:

- To learn to drive a bicycle.
- To understand the different signals.
- To know how to behave on the street

Skills & Knowledge:

- Driving skills, knowledge of driving the bicycle.
- Traffic signals acknowledgment, understand how to act in front of the different signals.
- Body balance and coordination.

Materials required:

- Cercles
- Cones
- Chalks

Instructions:

1. The kids are going to drive the bike following the circuit that the teacher previously made with different kinds of material.
2. If they have bicycles at home, they will bring their own and if they don't the school will ask to the local government for getting some for free.
3. It's a simulation of driving the bike on the street but this time on the playground.
4. They'll find all kinds of signals (stop, roads, crosswalks, etc.).

Variations:

- Add other kinds of stimulus like sounds of cars and people.
- Simulate also to drive a scooter or a car and how to act.

Tips:

- Once they are on the bike they will need to wear a helmet so as to protect them if they fall down.

Activity 19

Child restraint seat (Spain 6)

Duration: 10-15 min.

Numbers of Players: In pairs

Type of Activity: Traffic Safety

Objectives:

- To understand the movement and the importance of the safety seat.
- To work cooperatively to imitate the safety seat.

Skills & Knowledge:

- Body strength, to hold the partner and to try to scape.
- Basic movement, run around the playground and land when we hear the whistle.

Instructions:

1. The students will work in pairs and they are going to run around the playground. One partner will be behind the other.
2. When the teacher blows the whistle, the partner of the back will hold the one who is in front who will try to scape.
3. When we play again, they will change roles.

Variations:

- Work with bigger groups.
- Use music when they have to stop.

Tips:

- It's essential that either before the activity or after we explain them that this movement is the same that the safety belt does on a car's passenger. Then we can use that to create a debate to talk about the importance of having the seat belt.

Activity 20

The treasure hunt (Poland 1)

Duration: 15-45 min.

Numbers of Players: Individual or in groups

Type of Activity: Movement game (Space awareness: Use of Space)

Objectives:

- The aim of the task is to practice to move around in space. It can be a main task or a complementary part of a broader lesson.

Skills & Knowledge:

- Exercising movement coordination
- Learning the differentiation of concepts “faster-slower”, “up-down”, “right-left”, “front-back”
- Learning to count
- Learning to positively compete with others.

Materials required: Correct amount of “treasures” / or a map prepared by the teacher

Instructions:

- The teacher explains the exercise to children. Exercise takes place i.e. at the playground, in classroom. In various places (around trees, bushes, stones / inside the room), the teacher hides a small object (some sweet or a small gift). By giving instructions to the student, teacher leads the child to a hidden treasure by using commands such as: “go forward / stop / go towards the table / avoid it / look on the right ...”. Another way is to tell the student the number of steps that need to be made to reach the treasure (i.e. 3 steps to the right, 2 steps to the left, 2 steps forward, etc.).

Variations:

- For older students: teacher can prepare a map with a route / or written instructions and divide students into small teams. Finding the treasure is the reward, but also the shortest time it takes to find it is meaningful.

Tips:

- Conditions for implementation: space that allows freely performing the activity.

Activity 21

The witty crocodile (Poland 2)

Duration: 15 min.

Numbers of Players: Whole Class

Type of Activity: Movement game (Space awareness: Use of Space)

Objectives:

- The aim of the task is to practice to move around in space. It can be a complementary part of a broader lesson or an ice breaker

Skills & Knowledge:

- Exercising movement coordination
- Exercising visual-motor coordination, sense of rhythm, reflex and balance
- Learning the differentiation of concepts “faster-slower”, “up-down”, “right-left”, “front-back”
- Learning to count

Materials required: Various props, e.g. balls, costumes

Instructions:

- The teacher discusses the rules of conducting the game. One student is chosen to be “a crocodile”. The other students line up in front of “the crocodile” on the other side of “the path in the jungle”. All children in a chorus ask “the crocodile” if they can cross over to the other side. “The crocodile” replies YES, but gives a condition, i.e. “you can pass if you jump over using only one leg / running / like a frog / with eyes closed / in single file / tossing a ball..., etc.”. Children take turns and perform various tasks ordered by “the crocodile”.

Variations:

- Instead of a crocodile, there may be another hero that matches the interests of children, corresponding to the activities they are currently processing, or a popular fairy-tale character.

Tips:

- Conditions for implementation: space that allows freely performing the activity.
- A crocodile may be a child who cannot exercise on a given day or has a disability.
- Each game can be made more attractive, e.g. by using gadgets and costumes.

Activity 22

Keep your balance (Poland 3)

Duration: 90 min.

Numbers of Players: Individual, in pairs, in groups

Type of Activity: Movement & Traffic Safety (Balance / cycling)

Objectives:

- The aim of the task is to practice balance on the bicycle. It can be a separate task or divided in 2 parts: 1 – practicing balance using the boards and 2 – cycling.

Skills & Knowledge:

- Exercising movement coordination
- Exercising visual-motor coordination
- Learning the differentiation of concepts “faster-slower”, “up-down”, “right-left”, “front-back”
- Learning to count
- Learning to positively compete.

Materials required:

- Balance boards/sensor tracks, bicycles with/without pedals (also with additional wheels), scooters, rubber jumpers, but also skateboards and mini skateboards; cones and other obstacles to prepare the track.

Instructions:

- Riding a bike, scooter or roller skates can be made more attractive. Especially among younger children, those in pre-school, bikes without pedals are popular. It is worth starting a ride on wheels with prior exercises that improve overall coordination and strengthen the child's control over own body.

Popular gadgets available on the market can be of use, such as:

- Balance boards
- Sensor tracks

PART 1.

The teacher distributes balance equipment (i.e. balance boards, sensor tracks but also the exercise can be performed using a low bench on which children can walk or even a string placed on the ground). The teacher asks children to either step on the boards and try to remain on them as long as possible by balancing their bodies or to walk without falling off the sensor track / bench / string etc.

PART 2.

To stimulate movement coordination, children can use bikes without pedals, scooters, rubber jumpers, but also skateboards and mini skateboards (FishSkateboards). If it is still too difficult for small children to use them, they can ride them, e.g. on their stomachs, backs, sitting (straddling), and being driven by another person.

The teacher chooses the form of exercise from the following options:

- Slalom (5-7 y.o.) – children using the appropriate equipment participate in a slalom passing of obstacles (cones) that are spaced at equal distances.
- Obstacle track (7 y.o.) – children using the appropriate equipment participate in a slalom passing of larger obstacles (chairs, litter bins, large toys, boxes / benches) which are spaced randomly (in uneven distances). The teacher measures the time of each child passing the track. Teacher can announce to add additional elements which make the track even more difficult, e.g. driving with one hand / holding a plastic water cup in the other.
- Grand Prix (5-7 y.o.) – children race either in pairs or groups (race individually but the final outcome is counted for the whole group) at the playground on a specified distance. The

teacher measures the time of each child. For the groups he/she then adds all participants' time, announcing the individual or group winner.

Before the children start the exercises, the teacher should explain the rules and demonstrate how to perform them properly.

Variations:

- The variety of obstacles and maneuvers that must be performed can definitely make the competition more attractive.
- These tasks can be part of the "sport day" at school as one of the competitions.

Tips:

- Conditions for implementation: space that allows freely performing the activity; appropriate place at the gym, playground, park - remember that the surface should be "cleared" of stones, roots, without pits.
- During such activities (slalom, tracks, grand prix) it is important to pay attention to the following elements: stopping in front of the line and starting again; turning left / right with an outstretched hand; driving between two lines; driving along the line; stopping at a marked place; stopping quickly on a whistle signal; turning back. These activities prepare a child to participate in real road traffic as a cyclist and personal transport devices user.

Activity 23

The right helmet for the cyclist (Poland 4)

Duration: 15 min.

Numbers of Players: Individual, in pairs, groups of 3

Type of Activity: Traffic Safety (Cycling: Helmet use)

Objectives:

- The aim of the task is to make the children aware of the importance of wearing the helmet while riding a bicycle. The task can be supplementary to a broader lesson.

Skills & Knowledge:

- Appropriate selection of helmets to the needs of users and their driving styles
- Exercising visual-motor coordination
- Learning to compare objects – looking for common features and differences.

Materials required:

- Printed cards with a task for a child, pair or a group; color pencils or markers.

Instructions:

- There are many types of helmets that are worn depending on the driving style of the user or conditions in which a bicycle is ridden. But also i.e. a mountain helmet can be used on a touring bike. However, it is worth learning the differences between them and knowing what is the best for us and our type of riding.

The teacher discusses the instructions for carrying out the task, he/she makes an introduction explaining the importance of wearing the helmet on a bicycle. Teacher distributes the cards among children (they work individually, in pairs or small groups).

The student's task is to assign helmets of different shapes, sizes, and purposes to the correct users or riding style.

There are two different options to complete the task:

1. The teacher ask students to connect helmets with appropriate characters/areas symbols by drawing lines of different colors;
2. The teacher ask students to find out which helmet is correct for the type of area/riding style presented in the picture by following the tangled line. Teacher can choose randomly the helmets or types of riding style for this option.

Variations:

- In the two presented options, the teacher can additionally introduce a confusing element, e.g. an additional picture.

Tips:

- Conditions for implementation: in class.
- The task may be a supplement to classes on the topic regarding cyclists' safety and other users of "small wheels", as well as to discussions on the use of safety elements or getting ready for a trip, etc.
- The most important outcome of this task is for children to understand the importance of wearing helmets and that there are different types of helmets for cycling.

Activity 24

High five (Poland 5)

Duration: 10 min.

Numbers of Players: In pairs

Type of Activity: Movement game (Locomotion: Running)

Objectives:

- The aim of the task is to practice to develop running skills also needed in traffic. The task can be an ice breaker.

Skills & Knowledge:

- Exercising movement coordination
- Exercising visual-motor coordination
- Practicing reflex and precision
- Learning to positively compete with others.

Instructions:

- The teacher discusses the rules of conducting the game in pairs. One child is walking or jogging around a loop in one direction, the other child is running fast in the other direction. When they meet, they give high-fives, and change directions and roles.

Variations:

- If there is a child who cannot perform physical exercise on a given day or has a disability, he/she may sit/stand inside the circle to be engaged in the exercise.

Tips:

- Conditions for implementation: space that allows freely performing the activity.

Activity 25

Catch my shadow (Poland 6)

Duration: 10 min.

Numbers of Players: In pairs

Type of Activity: Movement game (Locomotion: Running)

Objectives:

- The aim of the task is to practice to develop running skills also needed in traffic. The task can be an ice breaker.

Skills & Knowledge:

- Exercising movement coordination
- Exercising visual-motor coordination
- Practicing reflex and precision
- Learning to positively compete with others.

Instructions:

- The teacher discusses the rules of conducting the game. In pairs, one child tries to step on the shadow of the other, while the other tries to prevent this. The teacher encourages children to change directions frequently so that they develop skills and switches roles of children in pairs every 30 seconds, so that each child has an equal amount of time to run away and step on the shadow.

Tips:

- Conditions for implementation: space that allows freely performing the activity; the presence of natural / artificial light that creates a shadow.