

Gross Motor Activities for Small Spaces: Vol. 1



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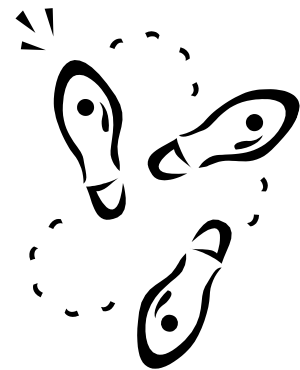
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The Purpose and Benefit of this Booklet

This booklet is an accompaniment to our workshop- *Gross Motor Activities for Small Spaces*. In it are 10 gross motor activities designed with the family childcare environment in mind. Each activity, some of which children can be taught to do independently, requires less than 9-square feet of open space.

5 Steps to Getting Started

1. Select an activity.
2. Gather all the necessary materials.
3. Prepare your space (measure and safeguard).
4. Review the lesson plan and try the activity out yourself!
5. Show your children how to do it.



Getting Started: Materials

The following materials are needed for the activities presented in this booklet:

- Hula hoop (at least 20 inches)
- Small sponge ball
- Bean bag
- Colored masking tape
- EZ Stompers© stilts
- Craft pom-poms (various colors, 2-inch diameter)
- 4-2x2 Foam floor connectors (optional)
- Toy insects

Getting Started: Prepping Your Space

The activities in this booklet require 9-square feet or less of open space. More space may be required for the variations and extensions. To minimize risk of injury, be sure to position toys, furniture and other children away from the area where children will be doing these activities.

Getting Started: Prepping Your Children

As a best practice, each activity should be demonstrated and presented. We do not suggest leaving the child to “figure it out”. In this booklet you will find a detailed lesson plan for each activity. Each lesson plan includes the purpose, materials, instructions, and recommended age. Prior to introducing an activity, please consider the age, ability (mental and physical) and health of your children. Safety first!

Lesson Plan Components

Age: Suggested age for a child to receive a lesson and/or use the material.

Purpose/Aim: The direct, obvious purpose or goal of an activity.

Materials: The materials needed to do an activity.

Position: The position of the body while doing an activity (standing, sitting, kneeling, squatting, various).

Presentation: Instructions on how to present an activity.

Points of Interest: Particulars about an activity that a child might find interesting.

Variations: Suggestions on making an activity easier or harder.

Extensions: More ways of doing an activity.

Resources: Suggestions for books or articles to accompany an activity.

BODY ECHO

Age:	2 ½ +
Purpose/Aim:	To mimic body movements
Materials:	None
Position(s):	Sitting or standing

Presentation: Stand so that all participants are facing each other. Say to the children, “I want you to be my echo. That means you are going to do everything I do. Now, let’s start with our hands.” Clap one time and wait for the children to clap. Clap two times and wait for the children to clap. Next, clap out a short rhythm and wait for the children to echo you. Use various body movements for the children to mimic. With young children it might help to say “clap!” with each clap/ “stomp” with each stomp/ “jump” with each jump. These types of auditory cues will help the child keep the rhythm.

Point(s) of Interest:

- Mimicking the adult.
- Listening to and making rhythms.

Variations:

- *Easier-* Keep arrangements and rhythms short and simple for younger children.
- *Harder-* Experiment with different combinations of movements and rhythms to challenge older children.

Extensions:

Use a prop such as a hat, streamer, ball or stuffed animal. Consider using rhythm sticks and other musical instruments.