

# Pivot to Play™

Level 1  
Games & Activities  
Group 1

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If you are wearing  
Color Run  
Bridge Building  
Brown Bear  
Frog Pond  
Number Turnover

Equipment	Description and Alternatives	Purchase
<p>Poly Spots 2 for each child in your class, plus 5-10 extra (at least 12-25)</p>	<p>Vinyl circles, about 9 inches in diameter, in a variety of colors. They are versatile and durable, sticky enough to stay put on the floor and hefty enough to use as a steering wheel. If you have the funds, these spots are worth the investment. Alternatives: For spots to use on the floor, you can cut circles out sheet vinyl, cheap placemats, shelf liner or non-skid rug liner. Or, you can mark places on the floor with colored masking tape, or colored chalk</p>	<p><u>Play with a Purpose</u></p>
<p>Two-sided cards with colors/symbols  5-10 more cards than children in your class</p>	<p>Two-sided cards made from half sheets of colored card stock. For this set, one side should have one color and one symbol (maybe blue with number 5) and the other side should have a different color and different symbol (maybe pink and number 2). You can customize the colors and symbols. For example, instead of blue and pink, you could use yellow and green. And, instead of numbers, you could use letters, pictures of animals, shapes. The key is for one side of the set to all match and the other side of the set to all match. Make the cards, put them back-to-back, and (if possible) laminate them.</p>	<p>Made by Pivot to Play<sup>TM</sup> Coach</p>

	A	B	C	D	E	F
DEVELOPING SKILLS	If You Are Wearing	Color Run	Bridge Building	Brown Bear	Frog Pond	Number Turnover
<b>Perceptual Motor Skills</b>						
Body Awareness		X	X	X		
Directional Awareness	X	X	X		X	
Spatial Awareness	X	X	X		X	
Temporal Awareness			X		X	
<b>Sensory Skills</b>						
Auditory Processing	X	X				X
Proprioceptive System			X	X	X	
Vestibular System				X		
Visual Processing		X	X		X	X
<b>Strength</b>						
Aerobic Strength	X	X				X
Core Strength			X	X	X	X
Grip Strength						
Lower Body Strength			X	X	X	X
Upper Body Strength				X		
<b>Other Skills</b>						
Balance			X			
Bilateral Movement			X			
Crossing the Midline			X			
Eye-Hand Coordination			X			X
Motor Planning			X		X	

## Activity A: If You Are Wearing

Ages 4-7

### GOALS

Children should be able to follow directions, recognize colors, patterns of things associated with themselves, be able to orient their direction for running

### SKILLS

Perceptual Motor Skills  
 Directional Awareness  
 Spatial Awareness

Strength  
 Aerobic Strength

Sensory Skills  
 Auditory Processing

### EQUIPMENT

- Poly spots, 1 for each child

### HOW TO

**Set Up** Before the children arrive, lay the spots in a circle spaced no closer than 12-18 inches apart.

**Transition In** Ask the children to choose a spot to stand on.

**Introductory Questions**  
 What color are you standing on?  
 Who is standing next to you?  
 Where is the outside of our circle?

**Explain The Game: When I say GO!**  
 Look carefully at the spot you are standing on and remember what color it is, who you are standing next to and where you are in the circle. You will have to return to this spot in our game.  
 When I call a color, check your clothes, even your shoes. If you are wearing that color, you are going to get off your spot, run around the outside of the circle one time until you get back to your spot again. We are all going to run in the same direction so no one gets hurt.

**Transition Out** Ask the children to pick up the spot they are standing on at the end of the game. They will use the spot for the next game - Color Run.

**Change Up** Other clues for running could include patterns, letters or pictures on their clothes, types of shoes, length of hair, wearing pants, dress, shorts, etc.

## Activity B: Color Run

Ages 3-10

### GOALS

Children should know their colors and be able to follow directions.

### SKILLS

Perceptual Motor Skills  
 Body Awareness  
 Directional Awareness  
 Spatial Awareness

Sensory Skills  
 Auditory Processing  
 Visual Processing  
 Strength  
 Aerobic Strength

### EQUIPMENT

- Poly spots, 1 per child

### HOW TO

Set Up                      Each child will have one poly spot

Transition In              Gather the children in the Starting Position, on a line or against a wall, at one end of a large space for moving. If there is a large group of children, divide them in half, half at one end of the space, half at the other.

Introductory Questions      Do you know what color you are holding?

Explain The Game: When I say GO!      I am going to call out a color.  
 If you are holding that color, you are going to run to the other end of the room/our space.  
 Every time I call a color, you will run to the opposite side if you are holding that color.  
 Remind children that there will be children running at the same time in opposite directions, so they must be very careful and watch where they are running.  
 Remind them they must not look down or over their shoulder while they are running. They must only look forward.  
 Demonstrate each of these mistakes and run into a wall or another teacher to show the danger of not watching where they are going.

Transition Out              Ask the children to put their spots on their heads and balance them there while they walk them to their Starting Position where they will wait for directions to Bridge Building.

Change Up                      Add more spots of different colors.  
 For older children, use numbers and letters instead of colors. Have them each hold a letter and a number. You will call a letter or number and they will run if they are holding that letter or number.  
 To raise the challenge, give older children two numbers. If they add up to the number you call then they run.

## Activity C: Bridge Building

Ages 4-7

### GOALS

Children should be able to follow directions and understand directional cues: forward, backward, around, front, behind.

### SKILLS

#### Perceptual Motor Skills

- Body Awareness
- Directional Awareness
- Spatial Awareness
- Temporal Awareness

#### Sensory Skills

- Auditory Processing
- Visual Processing

#### Strength

- Core Strength
- Lower Body Strength

#### Other Skills

- Crossing the Midline
- Eye-Hand Coordination
- Motor Planning
- Bilateral Movement
- Balance

### EQUIPMENT

- Poly spots, 2 different colored spots per child

### HOW TO

**Set Up** Each child will have one poly spot from Color Run.

**Transition In** Children are in the Starting Position, on a line or against a wall, at one end of a large space for moving. If there is a large group of children, divide them in half, half at one end of the space, half at the other. Place the rest of the spots on the floor in front of the children. Have them pick a second spot that is a different color from the spot they have in their hands so that they have two different colored spots.

**Introductory Questions** If we pretend the floor is a river, and we don't want our feet to get wet, what do we need to get across? (a bridge)

**Explain The Game: When I say GO!** Children are going to use the spots to build a bridge from the Starting Position all the way across the room. To keep their feet dry, they must keep their feet on the spots, not on the floor. Demonstrate how to build a bridge using Spot 1 and Spot 2: Place Spot 1 on the floor in front of you and stand on that spot. Place Spot 2 in front of Spot 1, then step on Spot 2. Reach around behind you and grab Spot 1, then pull it in front of you. Step on Spot 1. Repeat this process to move across the floor. Having two different colored spots is critical because it makes it much easier to coach the children on what to do next.

**Transition Out** Ask the children to put their spots on their heads and balance them there while they walk them to you to make a pancake stack in your hands.

**Change Up** Add more spots of different colors. For older children, use numbers and letters instead of colors. Have them each hold a letter and a number. You will call a letter or number and they will run if they are holding that letter or number. To raise the challenge, give older children two numbers. If they add up to the number you call then they run.

## Activity D: Brown Bear

Ages 2-6

### GOALS

Children should be able to move like animals

### SKILLS

Perceptual Motor Skills  
Body Awareness

Sensory Skills  
Proprioceptive Development  
Vestibular Development

Strength

Core Strength  
Lower Body Strength  
Upper Body Strength

### EQUIPMENT

- None

### HOW TO

**Set Up** Have a list of animals and how they move in your mind. Some ideas: Birds fly, bears lumber, penguins waddle, elephants stomp, snakes slither, horses gallop.

**Transition In** Have children gather in their Starting Position.

**Introductory Questions** Have you ever read the book Brown Bear, Brown Bear, What Do You See? Do all animals move in the same way?

**Explain The Game:**  
**When I say GO!** The children are to collectively ask, “Brown bear, brown bear, what do you see?”  
In response, you will say, “I see a bird flying past me!” Naming an animal and how he moves.  
Then the children will move around the space like flying birds.  
Each time the children ask the question, you will respond with a new animal and movement like bear (bear crawl), penguin (walking on heels), crab walking, galloping horses, stomping elephants, giraffes (tip toes), snake (slithering on belly on the floor)

**Transition Out** Have children return to their Starting Position to prepare for Frog Pond.

**Change Up** See if the children can come up with the locomotor movement that matches the named animal without any prompting. When responding, say, “I see a bird going past me.” Let the children decide how the bird would move

## Activity E: Frog Pond

Ages 3-8

### GOALS

Children should be able to hop from two feet to two feet, or be in the process of learning to hop. They should be able to recognize their colors.

### SKILLS

#### Perceptual Motor Skills

Body Awareness

Directional Awareness

Temporal Awareness

#### Sensory Skills

Proprioceptive Development

Visual Processing

#### Strength

Core Strength

Lower Body Strength

#### Other Skills

Motor Planning

### EQUIPMENT

- About 12-25 poly spots, or colored chalk for making circles

### HOW TO

**Set Up** Place the spots on the floor in front of the Starting Position, 4 in one row, then three, then 4, then three and so on.

**Transition In** Children are in their Starting Position.

**Introductory Questions** If you were green and you lived by a pond, what would you be?

If you are a frog, how do you move?

If you were a frog and you wanted to sit in the middle of the pond, what would you sit on?

**Explain The Game:** The spots are lily pads. The children are on one side of the pond.

When I say GO!

Each child will take a turn hopping across the pond, from two feet to two feet, from lily pad to lily pad, until they have reached the other side of the pond.

Once all children have crossed the pond, then they will take turns hopping back.

**Transition Out** Have the children pick up all the spots, and bring them to you balancing them on their heads. Using their hands, have them make a pancake stack in the teacher's hands.

**Change Up** For older children, after they have hopped across the pond, tell them there are frog-eating spiders on all the green spots. When they hop back across the pond, they will have to avoid the green spots. Each time the children come across the pond, explain that the frog-eating spiders are spreading to other lily pads. So, the second time there may be frog-eating spiders on the green spots AND the yellow spots. Then, the green ones, the yellow ones AND the red ones.



## Activity F: Number Turnover

Ages 3-7

### GOALS

Children should be able to recognize colors (younger children) or numbers (older children) and be able to follow directions.

### SKILLS

Perceptual Motor Skills  
Body Awareness

### Strength

Aerobic Strength  
Core Strength  
Lower Body Strength

### Sensory Skills

Auditory Processing  
Visual Processing

### Other Skills

Eye-Hand Coordination

### EQUIPMENT

- Two sided cards with one number/color combination on one side and a different number/color combination on the other side.

### HOW TO

**Set Up** Place two sided cards all over the floor, with one color/symbol side up.

**Transition In** Have the children move to the Starting Position.

**Introductory Questions** (For these questions, assume the cards have number 5 on one side and number 2 on the other side. Modify to fit your cards.)  
 What number do you see all over the floor?  
 (Showing the children one of the cards) What number is on this side?  
 What number is on the other side?  
 Did you notice that on the back of every 5 there is a 2?  
 If I wanted every one of the 5s out there to turn into 2s, what would I need to do?

**Explain The Game:** Children will turn all the cards over from the number that is up to the number on the back-side until the back-side of every card is up. The children are to stay on their feet, not on their knees.  
**When I say GO!** When they are finished, they are to return to the Starting Position. Repeat this several times.

**Transition Out** Have the children pick up the cards and make a pancake stack in a teacher's hands.

**Change Up** For younger children who don't know numbers yet, use the colors as a cue instead of the numbers. Ask the same introductory questions, but ask them about colors instead. Then repeat the game several times having them turn the cards over to show the other color.