

# Pivot to Play™

Level 2  
Games & Activities  
Group 1

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Everybody's It  
Birdsnests  
Sorting  
Trash  
Spot Hop, Name  
Color

Equipment	Description and Alternatives	Purchase
<p>Poly Spots 2 for each child in your class, plus 5-10 extra (at least 20-25)</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.</p> <p>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>Small, light weight balls, 5-6 per child</p>	<p>These should be small, light weight, and come in a variety of colors.</p> <p>Alternative: Balled up colored paper, rolled up socks</p>	<p><u>Play with a Purpose</u></p>

	A	B	C	D	E
DEVELOPING SKILLS	Everybody's It	Birds Nests	Sorting	Trash	Spot Hop, Name Color
Perceptual Motor Skills					
Body Awareness	X	X	X	X	X
Directional Awareness	X	X	X	X	X
Spatial Awareness	X	X	X	X	X
Temporal Awareness	X			X	X
Sensory Skills					
Auditory Processing					
Proprioceptive System	X	X	X	X	X
Vestibular System		X		X	
Visual Processing	X	X	X	X	X
Strength					
Aerobic Strength	X	X	X		
Core Strength	X	X	X	X	X
Grip Strength					
Lower Body Strength	X	X		X	X
Upper Body Strength	X			X	
Other Skills					
Balance				X	
Bilateral Movement	X			X	
Crossing the Midline	X			X	
Eye-Hand Coordination	X	X	X	X	
Motor Planning	X			X	X

## Activity A: Everybody's It

Ages 3-9

5

### GOALS

Children should be able to follow directions and control their bodies enough to tag softly.

### SKILLS

#### Perceptual Motor Skills

Body Awareness  
 Directional Awareness  
 Spatial Awareness  
 Temporal Awareness

#### Sensory Skills

Proprioceptive System  
 Visual Processing

#### Strength

Aerobic Strength  
 Core Strength  
 Lower Body Strength  
 Upper Body Strength

#### Other Skills

Bilateral Movement  
 Crossing the Midline  
 Eye-Hand Coordination  
 Motor Planning

### EQUIPMENT

- None

### HOW TO

Set Up No set up needed.

Transition In Children are in their Starting Position

Introductory Questions When you play tag, what is the tagger called? (It)

How many kids are usually it? (One)

When you tag someone, do you hit them? Push them? Shove them? How do you tag them? (Demonstrate gentle touch)

Explain The Game: In this game, everybody is It. Because everybody is It, everybody gets to tag. Everybody can get tagged, too.  
 When I say GO! Children must run in the same direction while tagging each other. When a child gets tagged, the tagged child goes to the center of the room and does 3 jumping jacks. Once three jumping jacks have been completed, the child rejoins the game and begins tagging friends again

Transition Out Children return to the Starting Position

Change Up You can use a different aerobic movement, like hopping in place, instead of the jumping jacks. Younger children will not be able to execute a jumping jack, and some of the older children will struggle too. That is ok. This is really an elementary school movement. Demonstrate how to do one and let them make their best attempt, laying the neural wiring needed to be successful down the road.

## Activity B: Birdsnests Level 1

Ages 3-5

5

### GOALS

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

### SKILLS

#### Perceptual Motor Skills

- Body Awareness
- Directional Awareness
- Spatial Awareness

#### Strength

- Aerobic Strength
- Core Strength
- Lower Body Strength

#### Sensory Skills

- Proprioceptive Development
- Vestibular Development
- Visual Processing

#### Other Skills

- Eye-Hand Coordination

### EQUIPMENT

- 10 poly spots
- 30 small balls

### HOW TO

Set Up	Lay out a line of 5 poly spots approximately three feet in front of the Starting Position, in a line parallel to the children. On the other side of the room, parallel to the first line of spots, place another line of 5 spots. On this second line of spots, furthest away from the children, place all the sponge balls in piles of 6 balls on each spot.
Transition In	Gather the children in the Starting Position.
Introductory Questions	If all of these spots are nests, what do you think you might be? (Birds) If you are birds, what do you think the balls might be? (Eggs) Are eggs fragile?
Explain The Game: When I say GO!	The eggs are in nests that are in trees that are falling apart. The trees are not strong enough to hold the nests anymore. The children's job is to save the eggs and move them to the empty nests in stronger trees (the row of empty spots close to them). But because eggs are fragile, the children must move the eggs one at a time, very carefully. The goal is to move the eggs as quickly as possible and place them carefully in the empty nests. The eggs can go in any of the empty nests.
Transition Out	Children go back to the Starting Position. Balls can stay where they are. Collect all of the spots.
Change Up	Pretend to fix the first trees. Then, repeat the game by having the children return the eggs to the newly-repaired first trees.

## Activity C: Sorting

Ages 2-5

5

### GOALS

Children should know their colors

### SKILLS

#### Perceptual Motor Skills

Body Awareness

Directional Awareness

Spatial Awareness

#### Sensory Skills

Proprioceptive Development

Visual Processing

#### Strength

Aerobic Strength

Core Strength

#### Other Skills

Eye-Hand Coordination

### EQUIPMENT

- Assorted small balls of different colors, 5-6 balls per child in your class
- Buckets that match the colors of the balls

### HOW TO

**Set Up** If you have just played Birds' Nest, line up the buckets in a row parallel to the children on the side of the room opposite where the sponge balls are at the end of that game.

If you haven't just played Birds' Nest, line the buckets up on the side of the room opposite the Starting Position. Put the sponge balls out on the floor between the children and the buckets.

**Transition In** Children are in the Starting Position

**Introductory Questions** As you place each bucket on the floor, asks the children what color the bucket is.

**Explain The Game:** The children will be sorting the balls into the buckets based on color. All the red balls will go in the red bucket, all the blue balls in the blue bucket, etc.

**When I say GO!** The children can only carry one ball at a time. They must stay on their feet, not on their knees.

**Transition Out** The children will go back to the Starting Position.

**Change Up** Older children could be asked to perform this entire game as bears, (bear crawling with straight legs), or kangaroos (hopping on two feet)

## Activity D: Trash

Ages 3-6 **5**

### GOALS

Children should be able to recognize delineation of space and understand the concept of throwing.

### SKILLS

#### Perceptual Motor Skills

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

#### Sensory Skills

- Proprioceptive Development
- Vestibular Development
- Visual Processing

#### Strength

- Core Strength
- Lower Body Strength
- Upper Body Strength

#### Other Skills

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

### EQUIPMENT

- Small balls, about 5-6 balls per child in your class
- 10-15 cones

### HOW TO

Set Up	Between the children and the opposite side of the room, make a row of cones to divide the space in half.
Transition In	Children are corralled in the Starting Position. Divide the class in half and send one half to the opposite side of the room. You can do this by tapping the head of each child and alternately telling each child to either "Stay here" or "Go there."
Introductory Questions	Do we want trash in our backyard? Do we throw trash in our neighbor's yard?
Explain The Game: When I say GO!	Explain to the children that they are in their backyards and they must stay in their backyards. The cones are the wall between the two backyards and the wall is so long, they can't go around it, so high they can't go over it and so thick they can't go through it. Pour the sponge balls on the floor, about half on each side of the wall, explain that the balls are trash. The children must clean up their backyards by throwing the trash over the wall into their neighbor's yard until there is no trash left in their yard. Demonstrate how to throw, stepping forward with the leg opposite the throwing hand.
Transition Out	Have all the children pick up the balls, returning them to their storage container, and stack the cones.
Change Up	Explain that they now live in the world of backwards, and they must throw the balls backwards over their shoulders. Demonstrate. Now, they live in the world of upside down and backwards, so they must throw the balls backwards between their legs like a football player. Demonstrate.

## Activity E: Spot Hop, Name Color

Ages 3-6

5

GOALS

Children should be able to recognize colors, be able to hop with two feet (older children), or have the beginning mechanics of hopping (younger children).

SKILLS

## Perceptual Motor Skills

Body Awareness  
Directional Awareness  
Spatial Awareness  
Temporal Awareness

## Sensory Skills

Proprioceptive Development  
Visual Processing

## Strength

Core Strength  
Lower Body Strength

## Other Skills

Motor Planning

EQUIPMENT

- Different colored poly spots (about 6-8) (see Equipment List for alternatives)

HOW TO

Set Up	Make a line of spots perpendicular to and extending away from the Starting Position.
Transition In	Children are in their Starting Position.
Introductory Questions	How does a kangaroo hop? What about a rabbit? (Demonstrate jumping from two feet to two feet)
Explain The Game: When I say GO!	The children are going to take turns hopping on spots, two feet glued together like a kangaroo or a rabbit. Each time they land on a spot, they are to name the color of the spot. When they finish, they are to go to the end of the line in the Starting Position.
Transition Out	Ask one of the children to pick up the spots and make a pancake stack.
Change Up	For older children, the spots could have letters or numbers on them. For younger children use fewer spots, maybe only 4.