

Pivot^{to}Play™

Level 1
Games & Activities
Group 2

Freeze and Melt
Speed Racer
Horse and Crab
Limbo
Lorax v. the Onceler

Equipment	Description and Alternatives	Purchase
Music	The Limbo Song, the theme song from the old Speed Racer TV show, and Move It from the Madagascar movie. Alternative: Any fast-paced songs will do.	Can be found online to download
Poly Spots 1 for each child in your class, plus 5-10 extra (at least 20) You will need 1 red, 1 yellow and 1 green spot for Speed Racer.	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. For spots you use in your hands (like in Speed Racer), you can use paper plates or circles cut from poster board, preferably laminated.	<u>Play with a Purpose</u>
Limbo Stick	An old broom handle, long dowel or yard stick. You can have the kids paint it for you.	Craft or hardware store
Plastic Cones 3-4 cones per child in your class	Cones come in different sizes and weights. Cones are repeatedly stepped on, so durable cones with some flexibility are preferable for the long term. A 7-12" cone works best. Alternative: You can use large plastic cups.	<u>Play with a Purpose.</u>

	A	B	C	D	E
DEVELOPING SKILLS	Freeze & Melt	Speed Racer	Horse & Crab	Limbo	Lorax v. Onceler
Perceptual Motor Skills					
Body Awareness	X	X	X	X	X
Directional Awareness	X	X	X	X	X
Spatial Awareness		X	X	X	X
Temporal Awareness					X
Sensory Skills					
Auditory Processing	X				
Proprioceptive System	X	X	X	X	X
Vestibular System				X	X
Visual Processing		X			X
Strength					
Aerobic Strength		X			X
Core Strength	X		X	X	X
Grip Strength	X		X	X	X
Lower Body Strength	X	X			X
Upper Body Strength	X		X	X	X
Other Skills					
Balance	X				
Bilateral Movement			X	X	X
Crossing the Midline		X	X	X	X
Eye-Hand Coordination					X
Motor Planning	X		X	X	X

Activity A: Freeze and Melt

Ages 3-7

GOALS

Children should be able to move from spot to spot while the music is playing. When it stops, they should be able to respond appropriately to instructions given at the beginning of the game, including lying down on the floor and getting back up to standing.

SKILLS

Perceptual Motor Skills
 Body Awareness
 Directional Awareness

Sensory Skills
 Auditory Processing
 Proprioceptive Development

Strength

Core Strength
 Grip Strength
 Lower Body Strength
 Upper Body Strength

Other Skills

Balance
 Motor Planning

EQUIPMENT

- Poly spots. There should be a few more spots than children.
- Music (Move It from the Madagascar movie works well, but any upbeat song will work.)

HOW TO

Set Up Before the children arrive, lay the spots in a circle spaced about one preschool stride length apart.

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

Introductory Questions
 Have you ever had an ice cream cone before?
 Is the ice cream frozen?
 What happens if you don't eat the ice cream fast enough?

Explain The Game:
 When the music starts, walk on the spots in a circle.
 When I say GO! When the music stops, they are to freeze like an ice cream cone, then melt all the way to the ground until their belly buttons are on the ground. When the music starts again, they are to get up and start walking on the spots again.

Transition Out Ask the children to pick up the spot they are standing on at the end of the game. It will become their steering wheel for the next game - Speed Racer.

Change Up Vary how long the music plays and how long they stay on the ground. For older kids make the transitions very quick, then alternate between quick and slow.

Activity B: Speed Racer

Ages 2-6

GOALS

Children should be able to keep moving in the same direction, reacting to the traffic light colors, without running into each other or objects in the room.

SKILLS

Perceptual Motor Skills

- Body Awareness
- Directional Awareness
- Spatial Awareness

Sensory Skills

- Proprioceptive Development
- Visual Processing

Strength

- Aerobic
- Lower Body Strength

Other Skills

- Crossing the Midline

EQUIPMENT

- Poly spots or paper plates for steering wheels
- Red, yellow and green items to indicate the colors of a traffic light (poly spots, scarves, construction paper, paper plates)
- Music (The theme song from the old Speed Racer TV show is perfect, but any fast paced song will do.)

HOW TO

Set Up	The children are holding their steering wheels from Freeze and Melt. Pick up the unused spots
Transition In	Have children go to the Starting Position
Introductory Questions	How did you get to school today? (Or, if children don't arrive by car: What makes all that traffic on the street?) Can you drive a car? What is the big circle the driver holds? (Holding up each of the red, yellow and green items, one at a time) What color is this? When drivers come to a traffic light and see this color, what do they do?
Explain The Game: When I say GO!	They now have a steering wheel and they are going to drive race cars. They must run in the same direction, and they must pay attention to the traffic light (teacher). Remind them that red means stop, yellow means slow down, green means go.
Transition Out	Everyone freezes with their spots. Those same spots will become saddles for the next game - Horse and Crab.
Change Up	Add crossing the midline. When they go slow, they turn the wheel all the way to the right and left, keeping their hands on the same place on the circle

Activity C: Horse and Crab

Ages 3-6

GOALS

Children should be able to crawl around the space on their hands and knees. They should also be able to crab walk in the space and be able to get their bottoms off the floor while doing so.

SKILLS

Perceptual Motor Skills
 Body Awareness
 Directional Awareness
 Spatial Awareness

Sensory Skills
 Proprioceptive Development

Strength

Core Strength
 Grip Strength
 Upper Body Strength

Other Skills

Bilateral Movement
 Crossing the Midline
 Motor Planning

EQUIPMENT

- Poly spots or some flat item that is heavy enough to rest on the body without slipping off.

HOW TO

Set Up Children will already be holding a poly spot they have just used in Speed Racer.

Transition In Have children spread out around the room.

Introductory Questions Have you ever seen a horse before?
 If you were going to ride a horse, what would you sit on?

Explain The Game: When I say GO! The poly spot is now going to be a saddle and the children will be the horses.
 They are going to balance the saddle on their backs and walk around on their hands and knees. They can add horse sounds, too.

Transition Out Ask the children to put the poly spots on their heads and see if they can walk while balancing it on their head. Bring the spot to the teacher and use their hands to make a pancake stack of spots.

Change Up Introductory questions for Crab: Have you ever seen a crab before? What if you were going to ride a crab and it needed a saddle? The poly spot is now going to be a saddle for a crab. The children will start by sitting on the floor and placing their hands behind them, their feet in front, and placing the spot on their bellies. They will lift their bottoms off the floor, balancing the spot on their bellies while moving their hands and feet like a crab.

Activity D: Limbo

Ages 2-6

GOALS

Children should be able to follow directions, moving their bodies in multiple planes and directions

SKILLS

Perceptual Motor Skills
 Body Awareness
 Directional Awareness
 Spatial Awareness

Sensory Skills
 Proprioceptive Development
 Vestibular Development

Strength

Core Strength
 Grip Strength
 Upper Body Strength

Other Skills

Bilateral Movement
 Crossing the Midline
 Motor Planning

EQUIPMENT

- Limbo stick, dowel or yard stick
- Limbo music preferred, but any upbeat music will work.

HOW TO

Set Up Two teachers hold the ends of the stick.

Transition In Have the children form a line facing the limbo stick

Introductory Questions Have you ever played Limbo before?
 Do you know the object of the game? (To go under the stick without touching it.)

Explain The Game: When I say GO!
 Children will go under the limbo stick, go around behind the teacher, and get in line again for another turn to go under the stick.
 For each round, lower the stick making it harder to go under.

1. Walk under the stick.
2. Waddle like a duck.
3. Crawl like a bear, with straight legs.
4. Crawl like a puppy, on hands and knees.
5. Walk like a crab, with belly toward the ceiling and hands behind.
6. Slither like a snake, with belly buttons on the ground.
7. Now, take stick to mid-shin height and have them step over it.
8. Finally, place the stick on the floor, hold it down with your fingers, and have them to jump over the stick with two feet.

Transition Out Have the children move to the Starting Position for the next activity.

Activity E: Lorax v. the Onceler

Ages 2-10

GOALS

Children should be able to follow the directions, demonstrating self and body control.

SKILLS

Perceptual Motor Skills

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

Sensory Skills

- Proprioceptive Development
- Vestibular Development
- Visual Processing

Strength

- Aerobic Strength
- Core Strength
- Grip Strength
- Lower Body Strength
- Upper Body Strength

Other Skills

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

EQUIPMENT

- Medium sized cones, at least 3-4 per child

HOW TO

Set Up Set up cones on the opposite side of the room from the Starting Position. Make sure the cones are fairly far away from each other.

Transition In Have the children move to the Starting Position.

Introductory Questions What do you think these cones could be? Could they be hats? Giant ice cream cones? Trees? (Trees)
 Have you ever read the book or seen the movie The Lorax?
 In the book does the Lorax love trees or hate trees? (Love)
 In the book, what does the Onceler do to trees? (Chops them down)

Explain The Game: When I say GO! The children are to pretend they are the Onceler first. They are to hold up one hand to show their tree-chopping hand. They will use that hand to chop down the trees, while staying on their feet.
 When all the trees have been knocked down, they are to return to the Starting Position.
 For the second round, they are the Lorax. Their job is to plant all the trees by standing them all up again. When they have completed that task, they are to return to the Starting Position.
 Repeat.

Transition Out For 2 year old children, just have them knock down the cones and the teachers stand them back up again.
 For older children, divide the group in 2, one group on each side of the room. Working at the same time, one group is acting as the Lorax and stands up the cones, while the other group is acting as the Onceler and knocking down the cones.
 For older children, have them try being the Lorax and Onceler while bear crawling (with straight legs), or as a rabbit, or an elephant, etc.