

# CHAPTER 4

# Movement

# Activities



## 4.1 INTRODUCTION TO MOVEMENT ACTIVITIES

This comprehensive chapter provides educators with a rich collection of activity plans that are designed in accordance with the 5Es framework, allowing educators to see how the guiding principles can be applied when designing or modifying movement. The goal is to inspire educators to modify and create their own activities based on the examples to enhance their movement-based lessons.

While the focus of the activity plans is on developing movement skills, they also cover themes that align with the aspects of learning and development highlighted in the Nurturing Early Learners Framework (1), such as values, social and emotional competencies, and integrated learning, where appropriate. The activities are organised according to different activity types rather than fundamental movement skill categories which will be covered in Chapter 5. This approach allows educators to select suitable activities while considering the needs of diverse learners, group sizes, and space constraints.

The activity types covered in the chapter include:



Sample activity plans are provided for each activity type to get you started and to spark your creativity.

Put your thinking caps on and go beyond these examples to create your own activity plans.



SCAN THE QR CODE  
TO WATCH THE  
ACTIVITY VIDEOS

[go.gov.sg/sportsg-movement-activities](https://go.gov.sg/sportsg-movement-activities)

## 4.2 WARM-UP AND COOL-DOWN

It is important to cultivate the habit of warming up and cooling down from young. The former helps children prepare their muscles for playing games, while the latter relaxes muscles and gives them time to calm down before moving on to other activities. Further details regarding the significance and function of warm-ups and cool-downs will be explored in this section.

### WARM-UP

The function of warm-ups is to prepare the body for movement and prevent injuries. To do that, you can follow the RAMP protocol (2):

- R** – Raise body temperature and heart rate
- A** – Activate the key muscle groups
- M** – Mobilise joints
- P** – Prepare the body and the mind for more activities

Start with low-intensity movements and gradually increase the intensity. You may include dynamic stretches that move beyond the usual range of motion (e.g., leg swings, arm circles, lunge walks) as well as action songs and mini-games.

### COOL-DOWN

To gradually decrease children's heart rate and breathing, you can include a lowered-intensity activity like breathing exercises, yoga poses, or static stretches.

Examples of warm-up and cool-down activities:

- Jungle Adventure
- Fruit Salad
- Mr Man/Little Miss
- Pirate Ship

# Jungle Adventure (Warm-Up)

## Activity Type

Warm-up/Individual

## Age Group

3 years and above

## Fundamental Movement Skills

Stability – Static Balance, Dynamic Balance, Stretching

## Activity Objectives

Children will be provided with opportunities:

- To engage in various dynamic stretches, promoting coordinated body movements
- To develop their static and dynamic balance skills



Wake up and stretch



Squash the bug, slap the mosquito, shout hooray!



Escape the bats



Inch out of the hollow log



Balance on the rocks



## How to Play

- String various exercises together using a story.
- Get children to imagine they are going on a “jungle adventure”.
- Demonstrate the exercises with the accompanying story:
  - Starfish squat and reach: “Wake up and stretch! Let us stretch our bodies before we start our jungle adventure.”
  - Squash the bug (step), slap the mosquito (opposite hand on knee), shout hooray (lift knee and opposite hand up): “I see a bug! What do we have to do?”
  - Side-to-side low lunge, hands reach across: “We are entering a cave full of bats, stay low to escape the bats!”
  - Squat to crawl out: “Crawl through a hollow log. You see a tiger! Crawl back!”
  - Balance on one leg (3 to 5 seconds per side): “Hop and balance on the rocks to cross the river. We have made it to the other side, hooray!”

## Variations of Play

### Challenge Levels:

- Simplify the game by getting children to balance on one leg instead of hopping.
- Simplify “starfish squat and reach” to squat and stand.

## Guiding Questions

1. How else can you modify the warm-up exercises to simplify it?
2. What other stories can you use to introduce this warm-up?



# Jungle Adventure (Cool-Down)

## Activity Type

Cool-down/Individual

## Age Group

2 years and above

## Fundamental Movement Skills

Stability – Stretching

## Activity Objectives

Children will be provided with opportunities:

- To explore the use of simple stretches to help their muscles relax
- To practise self-regulation by lowering their heart rate and breathing at the end of a movement lesson



**Itsy bitsy spider**



**Deep breathing**

## How to Play

- String various exercises together using music and analogies.

### Itsy bitsy spider

- Play the song "Itsy bitsy spider".
- Get children to walk fingers along the body to the rhythm of the song:
  - Start from the middle of the body, move across the other arm, to the fingers on the side (hold stretch), change side.
  - Start with fingers above head (stretch toward the sky), move down to shoulders, waist, knees, and toes (hold stretch), walk fingers back up.

### Deep breathing

- Step forward and breathe in: "Smell the flowers".
- Breathe out: "Blow out the candles".

# Fruit Salad

## Activity Type

Warm-up/Individual

## Age Group

2 years and above

## Fundamental Movement Skills

Stability – Balance, Stretching

## Activity Objectives

Children will be provided with opportunities:

- To perform exaggerated body movements that require balancing and stretching
- To sing and move their bodies to the beat



**Watermelon**



**Pineapple**



**Banana**



**Fruit Salad**

## How to Play

- Song (Sung to the tune of "Are You Sleeping?"):
  - Watermelon, watermelon
  - Pineapple, pineapple
  - Ba-na-na-na-na-na, ba-na-na-na-na
  - Fruit salad, fruit salad
- Demonstrate the accompanying actions with exaggerated body movements. Subsequently, get children to perform the actions as they sing:
  - Watermelon: Stretch hands up, then bring them down, while drawing a big circle in the air each time
  - Pineapple: Draw circle from below, stop hands at chest level and stretch out again over head level
  - Banana: Form an arc with both hands, slide right, then slide left
  - Fruit Salad: Hands clasped, both hands and body make exaggerated stirring and trunk rotation movements

## Variations of Play

- Change the tempo of the song: Slow or fast
- Exaggeration of movements: Big or small movements
- Ask children what fruits they like and get them to show the accompanying action; add fruits to the song.

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*

# Mr Man/Little Miss

## Activity Type

Warm-up/Circle

## Age Group

3 years and above

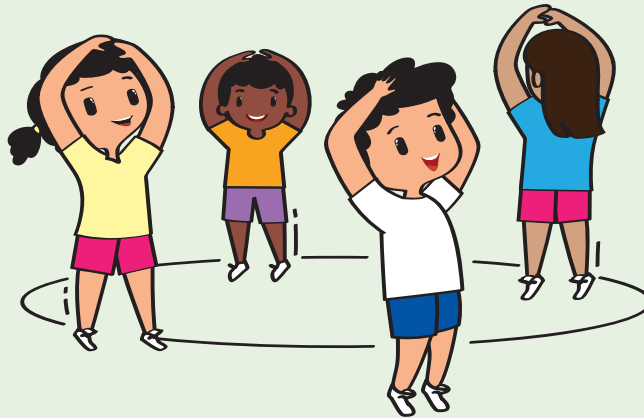
## Fundamental Movement Skills

Locomotor – Walking, Jumping, Skipping  
Stability – Dynamic Balance

## Activity Objectives

Children will be provided with opportunities:

- To explore forming different shapes using their bodies
- To move creatively based on the names given



## How to Play

- Children to imagine they are either “Mr Man” or “Little Miss”.
- Get the children to stand in a circle and move in a clockwise (or anticlockwise) direction.
- Call out variations (with example shape and movement) such as:
  - Mr/Little Miss Small: Make body small (squat) and walk
  - Mr/Little Miss Tall: Stretch to the sky and walk on tip toes
  - Mr/Little Miss Slow: Walk slowly
  - Mr/Little Miss Rush: Walk quickly
  - Mr/Little Miss Bounce: Walk with light springy actions or jump
  - Mr/Little Miss Happy: Skip or do any action that makes you happy
- Allow the children to move in whatever ways they feel are representative of the names.

## Guiding Questions

1. Instead of Mr/Little Miss actions, what other simple actions can you think of to get children’s bodies warmed up?
2. What other analogies can you use? E.g., get children to mimic movements of animals.



# Pirate Ship

## Activity Type

Warm-up/Group

## Age Group

4 years and above

## Fundamental Movement Skills

Locomotor – Walking, Running  
Stability – Dynamic Balance

## Activity Objectives

Children will be provided with opportunities:

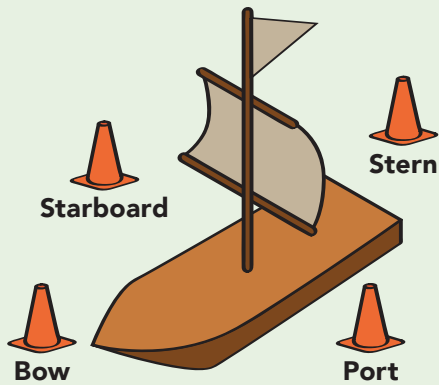
- To move with coordination, control, and body awareness
- To move in response to the other children and the surroundings

## Materials/Equipment

Cones, Station labels

## Set-Up

Use cones to mark out the different parts of the ship e.g., bow, stern.



Salute the Captain



Scrub the deck



Climb the ladder

## How to Play

- Get children to imagine that they are pirates on a ship.
- You (or the selected child) are the captain.
- The captain will call out actions for the pirates to perform:
  - Salute the Captain and say "Aye aye, Captain!"
  - Scrub the deck
  - Climb the ladder
  - Run to the different areas of the space upon command to get to various parts of the ship:
    - o "Port" – Left
    - o "Starboard" – Right
    - o "Bow" – Front
    - o "Stern" – Back

## Variations of Play

- Call out actions according to other scenarios e.g., stormy seas; an aeroplane is approaching, stay low.

## Guiding Question

How can you use the playground or lines on the ground to facilitate this activity?



## 4.3 INDIVIDUAL AND PAIR ACTIVITIES

Let us explore the possibilities of individual and pair activities! These versatile activities are particularly useful in indoor spaces where there may be limited room for running around. They also come in handy in situations like the COVID-19 pandemic, where minimal or no interaction with other children is allowed. Whether as a game for one or a partnership adventure, these activities provide opportunities for children to have fun and develop their skills while maintaining a safe and controlled environment.

### Activity Type

#### Individual

### Description

- Activities that involve a child completing movement tasks individually within their personal space.
- It can involve multiple children participating in the activity at the same time e.g., during warm-up/cool-down.

### Example of individual activity set-up:



### Examples of individual activities:

- Road Trip
- Alphabet Yoga
- Around the World

### Activity Type

#### Pair

### Description

- Activities that involve two children interacting with each other within a general space.
- It can involve multiple pairs participating in the activity at the same time.
- The activities may involve both cooperative or competitive play.

### Example of pair activity set-up:



### Examples of pair activities:

- Poison Ball/Avoid the Fruits
- Push-and-Pull Battle



# Road Trip

## Activity Type

Individual

## Age Group

3 years and above

## Fundamental Movement Skills

Locomotor – Running, Jumping, Hopping

## Activity Objectives

Children will be provided with opportunities:

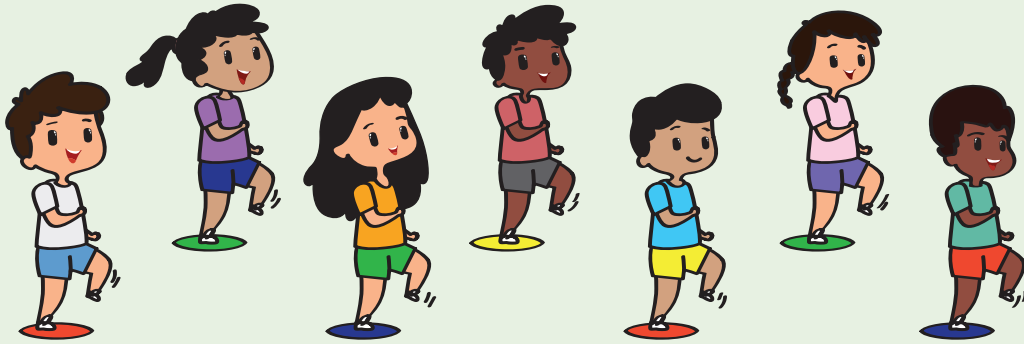
- To vary their running speed according to different commands
- To pay attention, listen, and respect the teacher by following the commands

## Materials/Equipment

Spot markers

## Set-Up

Place spot markers spaced apart for children to stand on.



## How to Play

- Children to imagine they are going on a road trip and travelling in a car.
- The road trip starts and children are to start running on the spot.
- Children to vary their speed according to different traffic conditions:
  - "Traffic jam": Slow
  - "Smooth traffic" (along a small road): Medium
  - "Expressway": Fast

## Variations of Play

### Challenge Levels:

- To simplify the game: Use commands "slow", "medium", "fast" instead of traffic conditions.
- To increase the difficulty, include various road scenarios for children to react to:
  - "Potholes": Hop on the spot
  - "Over the hump": Jump on the spot
  - "U-turn": Jog on the spot and turn clockwise or anti-clockwise

## Guiding Question



Can you think of other traffic conditions or road scenarios to prompt children to move differently?  
E.g., "Icy Roads": Slide.

# Alphabet Yoga

## Activity Type

Individual/Pair

## Age Group

3 years and above

## Fundamental Movement Skills

Stability – Static Balance

## Activity Objectives

Children will be provided with opportunities:

- To perform different stability skills while trying to form various letters of the alphabet with their bodies
- To explore different ways to create shapes with their bodies

## Materials/Equipment

Cue cards for alphabets



## How to Play

- Give children various letters of the alphabet to form using different parts of their bodies.
- Encourage children to use their creativity to form the letters.
- This activity can be done individually or in pairs, depending on the letter being formed.

## Variations of Play

### Integrated Learning:

- Introduce the sounds of each alphabet as children perform the letters with their bodies.
- Get children to spell out words with their bodies.

# Around the World

## Activity Type

Individual

## Age Group

2 years and above

## Fundamental Movement Skills

Stability – Stretching

## Activity Objectives

Children will be provided with opportunities:

- To move a small ball around their body by stretching to reach different parts of the body
- To explore and handle objects of different sizes

## Materials/Equipment

Small to medium-sized balls



## How to Play

- Give each child a small ball.
- Get children to roll the ball down their right leg to their toes, then back up across their chest to their left palm (by now stretched outward from body). Then, roll the ball back along their left arm, down the chest to the left toe and back to the chest.
- Next, get children to raise their right hand overhead and roll the ball up along their raised right arm and hand. Holding the ball with hands overhead, get children to slowly bend over to touch their toes with the ball.
- Get children to slowly move their ball around the “world” – North, South, East and West!

## Variations of Play

### Movement Experiences:

- Get children to try out different rolling speeds such as rolling the ball faster or slower.
- Get children to roll/manipulate ball around their head, torso, or legs.
- Use different-sized balls.

### Integrated Learning:

- Get children to identify directions (left, right, up, down, or north, south, east, west).

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*

# Avoid the Fruits

## Activity Type

Pair/Group

## Age Group

4 years and above

## Fundamental Movement Skills

Object Control – Underarm Roll, Overarm Throw  
Locomotor – Sliding and Dodging

## Activity Objectives

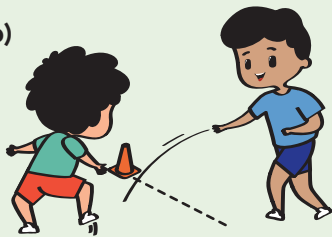
Children will be provided with opportunities:

- To throw or roll an object accurately to a target
- To slide or dodge in response to a partner or an oncoming object

## Materials/Equipment

Crushed paper balls/Beanbags/Balls, Cones (to mark out playing area)

a;b)



c)



## How to Play

### a) In Pairs

- One child will be "A", other child "B".
- "A" will decide whether to slide to the left or right, and "B" is to mirror.
- As "A" moves, "B" will follow.

### b) In Pairs (after some practice)

- One child takes the role of the thrower/roller, aiming a soft object ("fruit") at their partner's feet.
- The partner's task is to dodge the object by moving quickly to avoid being hit.
- Children to take turns in both roles.

### c) In Teams (4 to 6 per team)

- Team A to stand outside the playing area while Team B will be within the playing area.
- Children in Team A will aim their "fruit" at the feet of the opposing team (Team B), using only one object at a time.
- Team B must dodge the different "fruits" being thrown by the other team.

## Variations of Play

### Challenge Levels:

- To simplify the game, use only underarm roll.
- To increase the difficulty, children can stand nearer to or farther from each other.

### Movement Experiences:

- Get children to explore different ways of throwing to their partner's feet.
- Use different-sized balls, or various soft objects for throwing.

# Push-and-Pull Battle

## Activity Type

Pair

## Age Group

5 years and above

## Fundamental Movement Skills

Stability – Dynamic Balance, Weight Transfer, Push, Pull

## Activity Objectives

Children will be provided with opportunities:

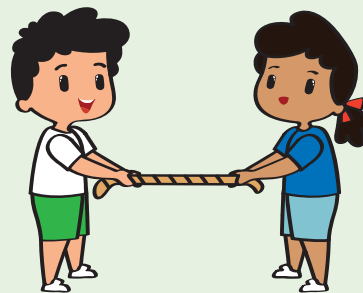
- To adjust their strength in pushing and pulling in response to their partner's movement
- To explore transferring of weight while doing a pushing or pulling action

## Materials/Equipment

Spot markers, Nylon rope, Tape (to mark out square box)



Push battle



Pull battle

## How to Play

### "Push battle"

- In a pair, each child to stand in a designated square box, facing each other while holding their hands up palm-to-palm.
- Each child's objective is to try to push and make their opponent lose balance and step out of the box.
- Children can pretend to push or move their hands back quickly to trick their opponents and cause them to lose balance.

### "Pull battle"

- In a pair, each child to stand on a spot marker, facing each other while holding onto a rope or scarf.
- Each child's objective is to tug/pull the rope/scarf to try to make their opponent lose balance and take a step.
- Children can pretend to pull to trick their opponents and cause them to lose balance.

*Safety consideration: Ensure that the activity is conducted with ample space without any obstructions around. Additionally, it is important to remind children not to tug too hard and that it is alright for them to take a step the moment they feel like they are losing their balance.*

## Variations of Play

### Challenge Levels:

- Have children stand on different surfaces e.g, on grass, sand, or a cushioned mat to increase difficulty.

## Guiding Question

Can you think of the spaces around your centre that has natural markings or different types of surfaces where this activity can be conducted?



## 4.4 STATION GAMES AND OBSTACLE COURSES

Get ready for some action-packed fun with station games and obstacle courses! Suitable for groups of all sizes, these dynamic activities guarantee an exciting time for everyone involved. Station games and obstacle courses require larger areas for set-up, allowing for exploration in various physical environments. Whether at outdoor open spaces or indoor settings, let your imagination soar as you create unforgettable adventures for the children.

### Activity Type

#### Station games

#### Description

- Activities that consist of several stations, with each station requiring children to complete a different task.
- To maximise participation, provide several sets of similar equipment within each station.
- To allow for exploration and different levels of competencies, set up the stations with varying challenge levels.

#### Example of station game set-up:



#### Example of station games:

- Feeding Frenzy

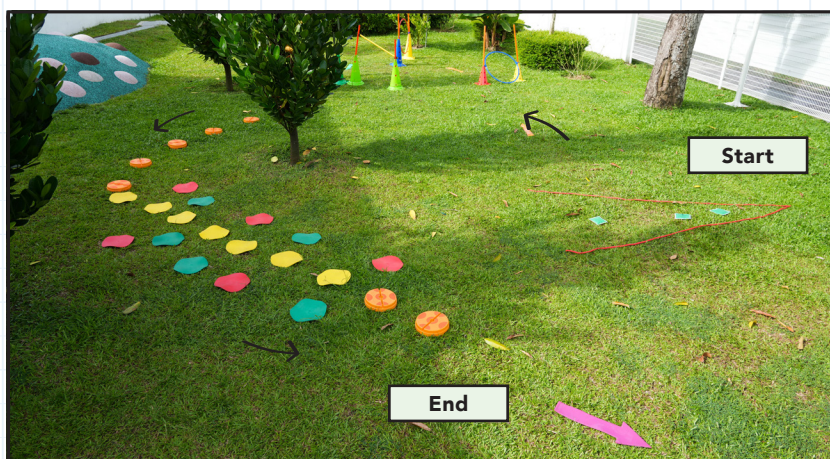
### Activity Type

#### Obstacle courses

#### Description

- Activities that involve a series of physical obstacles that children can navigate one after another, in a continuous cycle.
- The set-up of the obstacle course should be age-appropriate and allow for different options/ways to complete it such that children of varying competencies can participate fully.

#### Example of obstacle course set-up:



#### Examples of obstacle courses:

- Going on a Safari (outdoors)
- A Fruit Picking Adventure (indoors)
- The Floor is Lava (create your own)

# Feeding Frenzy

## Activity Type

Station games

## Age Group

4 years and above

## Fundamental Movement Skills

Object Control – Throwing, Rolling, Kicking  
Stability – Dynamic Balance, Weight Transfer

## Activity Objectives

*Children will be provided with opportunities:*

- To explore different ways of using their hands or feet to get various objects into/onto/over targets
- To accurately send the objects into/onto/over targets of varying levels (low, medium, high)
- To engage in cooperative play, and learn to wait for their turns at various stations

## Materials/Equipment

Soft rubber balls (medium and large), Rolled-up socks, Crushed newspaper balls, Beanbags, Pictures for targets and station labels, Spot markers

## Set-Up

- Each station can be set up as a “feeding station” for different animals.
- Use spot markers and picture cards to label each station. Include about three objects for throwing at each station.
- The set-up for each station should encourage the various types of object control skills e.g., two-handed overhead throw, one-handed overhead throw, underarm roll, etc.
- Utilise playground structures for this activity e.g., bottom of climbing net to roll under and/or tunnels as targets.



## How to Play

- Get children to imagine that they are zookeepers tasked to feed hungry animals.
- At each station, children to aim their objects towards the different targets to feed the animals, using different object control skills.
- To facilitate this activity, introduce one station at a time.
- Once all the stations are introduced, the children will choose which station they want to start with.
- Allow the children to have about three minutes at each station. Call “Next!” for children to move to their next designated station.

## Possible Station Ideas



### Station 1: Feed the Lion

Throw (two-handed, overarm, underarm) through a hoop; Climb through the spider web to retrieve the ball



### Station 2: Feed the Crocodile

Kick/roll the ball under the net



### Station 3: Feed the Giraffe

Throw into/over the tunnel



### Station 4: Feed the Snake

Roll/throw (underarm/overarm) to targets of different heights on the slide

## Variations of Play

### Challenge Levels:

- Vary the throwing/kicking distance or heights of targets to increase or decrease the challenge.

### Movement Experiences:

- Use different types and sizes of balls for each station.
- Use different items as targets for different effects e.g., throwing empty cans into trash bags, aiming at moving hoops (by peers).
- Set up the stations on different floor surfaces for a different experience e.g., kicking the ball on grass, rolling the ball on sand etc.

## Guiding Questions

1. How can you incorporate various playground features into the stations to create opportunities for varied movement experiences?
2. How can you modify this activity to conduct it indoors? E.g., using chairs to roll/kick under, sticking targets on wall to throw at.



## Going on a Safari

### Activity Type

Obstacle course

### Age Group

4 years and above

### Fundamental Movement Skills

Locomotor – Running, Jumping, Leaping, Hopping, Crawling

Stability – Dynamic Balance, Weight Transfer

### Activity Objectives

Children will be provided with opportunities:

- To use a variety of locomotor skills to get over obstacles of varying distances and height
- To maintain dynamic balance and perform weight transfer while manoeuvring their body through an obstacle
- To demonstrate patience by waiting for their turn to go through obstacles

### Materials/Equipment

Hula hoops, Nylon jump ropes, Masking tape, Floor markers (square base/donut), Cones, Sticks, Arrows

### Set-Up

Set up various obstacles in an open outdoor space and mark route with arrows.



### How to Play

- Get children to imagine that they are going on an adventure to the safari.
- Before starting, explain to children what they can find in the safari and potential dangers e.g., deep rivers, traps, logs, etc.
- Demonstrate the following obstacles:
  - V-river: "Jump/Leap over the river to stay dry"
  - Tunnel: "Go/Step through the tunnel"
  - Fallen trees: "Cross over/under the fallen trees"
  - Lily pads: "Choose one colour. Step on the lily pad to cross the river"
- Upon your instructions to start, children to attempt the obstacles one after another, following the sequence to avoid collision.
- Encourage children to be creative and explore different ways of crossing the obstacles.

## Possible Obstacle Ideas:



**Obstacle 1: V-river to jump/leap over**  
(rope or tape to make V-river)



**Obstacle 2: Tunnel**  
(series of hoops to go through)



**Obstacle 3: Fallen trees**  
(cones with sticks to cross over or under)



**Obstacle 4: Lily pads**  
(coloured markers)

## Variations of Play

### Challenge Levels:

- Provide choices (e.g., V-river or lily pads) to allow children to choose a path that suits their abilities.

### Environment:

- Combine the obstacle course with playground or outdoor features e.g., an additional obstacle could be climbing up the steps and sliding down.

# A Fruit Picking Adventure

## Activity Type

Obstacle course

## Age Group

2 years and above

## Fundamental Movement Skills

Locomotor – Crawling, Walking, Climbing

Object Control – Grasping

Stability – Dynamic Balance, Stretching (Overarm Reaching)

## Activity Objectives

Children will be provided with opportunities:

- To develop locomotor skills as they learn to maintain balance and control of their body while moving through different obstacles
- To demonstrate perseverance to go through obstacles

## Materials/Equipment

Balance Beams, Crawling tunnel(s)/Tables, Soft mats, Chairs, Slides, Plastic balls, Small bags, Sticky tape

## Set-Up

This obstacle course can be set up indoors to include various stations that provide opportunities to explore different fundamental movement skills.



## How to Play

- Get children to imagine that they are hosting a fruit party and are tasked to go through the forest to collect fruits (balls).
- After introducing each obstacle, invite children to try out the obstacle course independently.
- Allow self-exploration and only provide assistance when needed.

## Possible Obstacle Ideas



### Obstacle 1: River rush

Slide down slides and land on soft mats



### Obstacle 2: Mud and tree trunks

Crawl under a table or through a tunnel



### Obstacle 3: Cross the river

Walk/Balance across balance beams of various heights (provide chairs at the side to allow children to balance independently)



### Obstacle 4: Fruit picking

Overarm reach to collect balls (place a long sticky tape between two shelves and stick balls on it for children to reach and put in their bags)

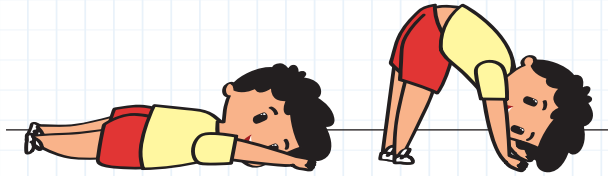
## Variations of Play

### Integrated Learning:

- Get children to sort the balls according to colour.
- Get children to count the number of balls collected.

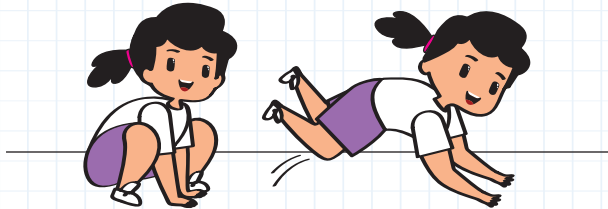
## DESIGNING AN OBSTACLE COURSE

In the previous two activity examples (Going on a Safari and A Fruit Picking Adventure), you observed how different obstacles can be combined to create continuous obstacle courses for children. These obstacle courses can be adapted to different physical spaces, catering to various ages and competencies. Utilise the available resources in your learning environment to design obstacle courses catered to your specific needs and target age group. Apart from the previously mentioned obstacles like the V-river and Tunnels, below are some additional activity ideas you can use to create your own unique obstacle courses.



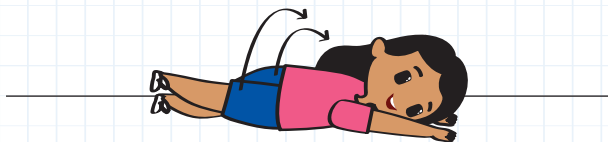
### Caterpillar Walk

- From lying face down on the ground, go into downward dog position
- Walk hands out to a plank
- Walk feet up to hands



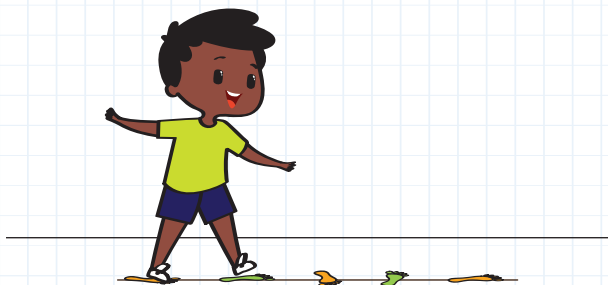
### Frog Leaping

- Squat like a frog with hands on the ground
- Push off with both feet and spring forward



### Logrolls

- Lie flat on a mat with hands stretched above head and legs crossed at ankles
- Roll along the mat



### Tight Rope Dancer

- Draw or tape a line on the ground
- Place footprints markers as shown
- Walk on the line, turning slowly clockwise or anti-clockwise

Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)

# The Floor is Lava

## Activity Type

Obstacle course

## Age Group

5 years and above

## Fundamental Movement Skills

Locomotor – Jumping, Hopping, Climbing  
Stability – Dynamic Balance

## Activity Objectives

Children will be provided with opportunities:

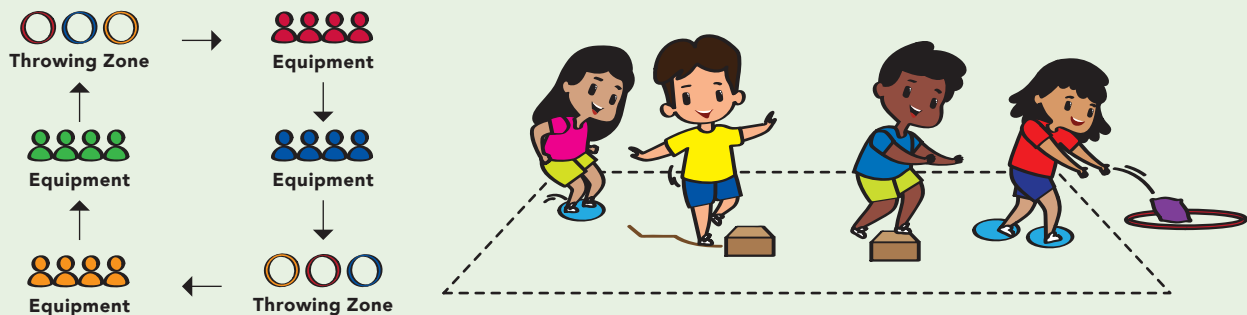
- To create their own obstacle course incorporating various fundamental movement skills
- To develop accuracy in throwing by aiming towards targets
- To work as a team to design an obstacle course

## Materials/Equipment

Flat markers, Boxes, Nylon rope/Masking tape, Beanbags

## Set-Up

## Example of one group's obstacle course



## How to Play

- Divide children into 4 groups (green, orange, red, blue) and imagine that the Floor is Lava.
- In the equipment area, provide a set of items for each group e.g., 6 flat markers, 2 ropes, and 2 boxes.
- Children to work within their group to design their own obstacle course from one point to the next point.
- Once the obstacle course is ready, children are to move from point to point, going through the obstacle course that they have created. E.g., jump/leap/step from marker to marker and balance on the rope, etc.
- Children have to step on the flat markers or on the rope to avoid the lava.
- At the "Throwing Zone", children can cool down the lava by throwing the beanbags into matching-coloured hoops.
- After their throw, they continue the route towards the next "Throwing Zone" by crossing the other group's obstacle course.

## Guiding Questions for Children (to facilitate the creation of obstacles)



1. How can you arrange the obstacles such that you and your friends can get across successfully?
2. How can you arrange the obstacles so that you and your friends can pick easier or more challenging routes?

## 4.5 GROUP GAMES AND CIRCLE GAMES

Ignite the spirit of teamwork and cooperation with group games! These group activities can serve as the core of your lessons especially when working with larger class sizes, guaranteeing active participation from all. Group games involving the entire class in the same space bring a new level of complexity as they involve interactions with multiple children within the play space, fostering improved spatial awareness and navigation skills. While most group games generally require a larger space, there is a subcategory of circle games included that are perfect for indoor spaces with limited room. With instructions to follow, these games are ideally suited for children aged 4 years and above. Remember to make these games fun and engaging by incorporating stories that children can relate to.

### Activity Type

#### Group games

### Description

- Activities in which a group of children are tasked to play within a marked area, with a set of rules.
- It can involve one large group or several small groups of children participating in the activity at the same time.
- Group games can accommodate many children and allows maximum participation. They can also foster team work and spatial awareness.

### Examples of group game set-up:



### Examples of group games:

- Protect the Princess
- Harvest Day
- Monkeys and Bananas
- Sea Shore Ship Shark
- Sticky Popcorn
- How Far Can My Leaves Go?
- Musical Hoops
- Traffic Light
- Drivers and Tyres
- Gate Dribbling
- Send the Presents Over

### Activity Type

#### Circle games

### Description

- Activities that involve children doing the same activity in a circle e.g., moving within the circle together, throwing towards a target together, etc.
- This type of activity requires a much smaller space while maximising participation.

### Example of circle game set-up:



### Examples of circle games:

- Put Out the Fire
- Horses and Stables

# Protect the Princess

## Activity Type

Group games

## Age Group

5 years and above

## Fundamental Movement Skills

Locomotor – Sliding

## Activity Objectives

Children will be provided with opportunities:

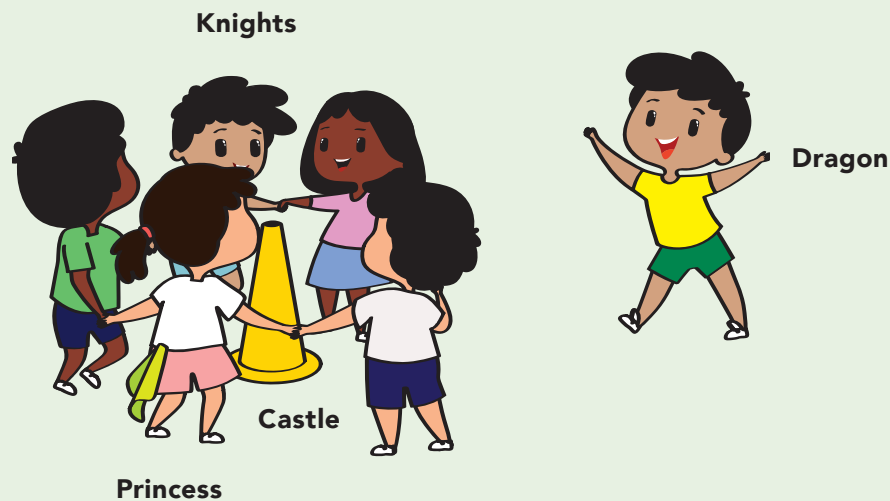
- To slide with control and sudden changes in direction and body levels
- To observe teammates' movements and respond accordingly
- To work together by moving in unison to protect the princess

## Materials/Equipment

Cone, Sash/Scarf

## Set-Up

Ensure there is sufficient space for the activity.



## How to Play

- Divide children into groups of 4-5. Each group should have one designated princess and the rest will be knights.
- The princess and the knights will hold hands to form a circle around the cone (the castle), and keep it within the circle.
- The princess is to wear a tail by tying/tucking a sash to the back of their shorts. Make sure the tail has some length showing.
- The dragon's role is to try to snatch the princess's tail.
- The knights have to protect the princess by moving in either direction to avoid the dragon. The knights and princess have to communicate to move in the same direction.
- Rotate roles whenever the dragon scores or after about 30 seconds of play.

## Variations of Play

### Challenge Levels:

- Have an adult be the dragon to pace the activity and lower the challenge.
- Rotate roles with shorter or longer time intervals (shorter time intervals allow for more frequent breaks and is therefore less challenging).



# Harvest Day

## Activity Type

Group games

## Age Group

4 years and above

## Fundamental Movement Skills

Locomotor – Walking, Running

Object Control – Toss Up and Catch, Throw and Catch

## Activity Objectives

Children will be provided with opportunities:

- To travel in different pathways using various locomotor skills
- To explore tossing and catching different objects

## Materials/Equipment

Hula hoops/Flat markers, A variety of objects for tossing (scarf, beanbags, soft toys, balls of different sizes, balloons)

## Set-Up

- Mark out the playing area (this is the farm).
- Place hula hoops/flat markers around playing area and an object for tossing in each hoop.



## How to Play

- Children are to imagine that they are little farmers who are moving around the farm using different locomotor skills.
- Upon hearing the command “Harvest”, each child needs to go into one hula hoop/donut marker, pick up the item inside, and toss up and catch five times before putting it back down.
- Children are to move around the play area again until they hear the command “Harvest” again.
- Repeat the game several times to allow children to move using different locomotor skills and try tossing and catching a variety of objects.

*Storyline: Children, you are now little farmers, and you need to harvest food. You can see food inside the farm area (hula hoop/donut markers). Remember, the food is only ready to be harvested when you hear “Harvest!”. How do we harvest? You need to go into one farm area, pick up your food, and throw and catch it 5 times. You need to listen because there are times when the weather is hot (so you need to tiptoe) and when the weather is cold (so you need to run to keep warm).*

## Variations of Play

### Challenge Levels:

- Place the farm areas nearer to one another (decrease challenge) or farther away (increase challenge) from one another.
- Include more options of objects that move more slowly when tossed (e.g., scarfs and balloons) to decrease challenge.
- Use only one hand to toss and catch to increase challenge.

### Movement Experiences:

- Different locomotor skills (e.g., hopping, skipping, galloping) may be used to get around the farm.
- Modify the set-up by leaving some hoops empty and some hoops with objects. When “Harvest” is called, children in hoops with and without objects pair up to throw and catch to each other.

### Integrated Learning:

- Include numeracy by varying the number of times the children have to toss up and catch, incorporating addition or subtraction.

# Monkeys and Bananas

## Activity Type

Group games

## Age Group

5 years and above

## Fundamental Movement Skills

Locomotor – Running, Sliding, Dodging  
Stability – Dynamic Balance, Stretching

## Activity Objectives

Children will be provided with opportunities:

- To travel in different pathways using various locomotor skills
- To dodge and avoid getting tagged
- To stretch to tag while maintaining balance
- To demonstrate honesty by going back to the starting line when tagged

## Materials/Equipment


Hula hoops/Flat markers, Beanbags

## Set-Up

- Set up hoops spaced apart according to the number of children participating in the game.
- Clearly mark a "Start" and "End" point.
- Position the "Bananas" (beanbags) after the "End" point.

 Monkeys

 Monster Trees

 Bananas



## How to Play

- Divide children into two teams. Assign one team to be the "Monster Trees" who will stand in the hoops, while the other team will be the "Monkeys".
- Monkeys will have to avoid the Monster Trees to get the bananas at the "End" point and bring it back home to the "Start" point. Monkeys can only collect one banana at a time.
- The Monster Trees will have to stretch their arms while staying in their hoops and try to tag the Monkeys.
- Monkeys will have to try to avoid being tagged by the Monster Trees.
- Monkeys who have been tagged will have to return to the start point and try again.
- The game ends when all the bananas have been transported home. Alternatively, a time limit can be set for Monkeys to collect as many bananas as possible.
- Get children to rotate roles at the end of each round.

## Variations of Play

### Challenge Levels:

- Vary the arrangement of the hoops to encourage different pathways.
- Increase the distance between the hoops to provide the Monkeys with an easier challenge.
- Increase the size of the hoops to make it easier for the Monster Trees (so that they can move around more); decrease the size of the hoops or use spot markers to increase challenge for the Monster Trees.

### Integrated Learning:

- Count the number of bananas at the end of the game.

## Guiding Question

Can you think of alternative equipment that can be used for this game?



# Sea Shore Ship Shark

## Activity Type

Group games

## Age Group

4 years and above

## Fundamental Movement Skills

Locomotor – Running, Jumping, Sliding, Hopping, Skipping

## Activity Objectives

Children will be provided with opportunities:

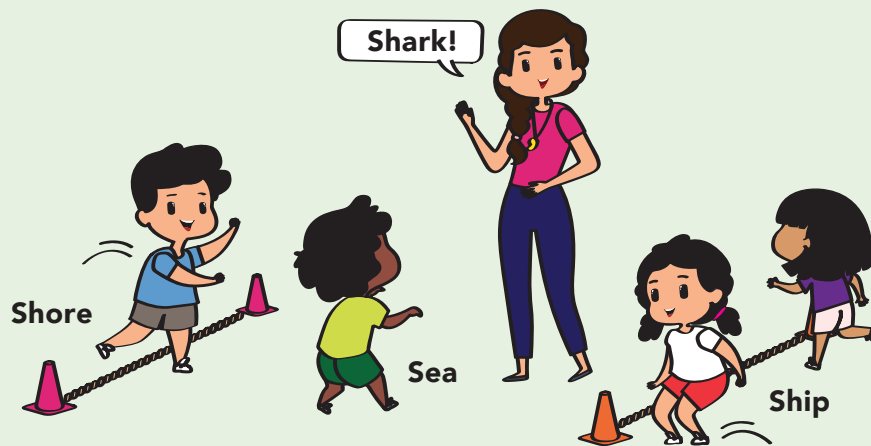
- To move using a variety of locomotor skills such as running, jumping, sliding, hopping, and skipping
- To move with sudden changes in direction, location, and pathway by reacting quickly to the commands given
- To respect the rules and listen carefully to the commands given

## Materials/Equipment

Cones/Ropes

## Set-Up

Divide court into three sections: sea, shore, and ship.



## How to Play

- Divide the children evenly into the three marked sections.
- Indicate one of the sections as the "Shore" and call it out. In response, the children should run to the section that has been called.
- Repeat the process by calling out a different section, prompting the children to run and gather there.
- When the word "Shark" is called, instruct the children to run to either the "Shore" or the "Ship." Any children remaining in the "Sea" section after "Shark" is called can be tagged.

## Variations of Play

### Challenge Levels:

- To increase the challenge, introduce additional "Sharks" in the "Sea" section who are waiting to tag the children.
- Modify the width of the "Sea" area by making it wider or narrower, depending on the desired level of difficulty.

### Movement Experiences:

- Introduce variations in locomotor skills during the game. Instead of just "running", children can be instructed to "jump", "slide", "hop", or "skip" to move to their respective sections.
- Get children to dribble a ball with their hand or feet to move to the respective sections. When "Shark" is called, children must hold the ball and run to either the "Shore" or the "Ship".

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*

# Sticky Popcorn

## Activity Type

Group games

## Age Group

4 years and above

## Fundamental Movement Skills

Locomotor – Jumping

## Activity Objectives

Children will be provided with opportunities:

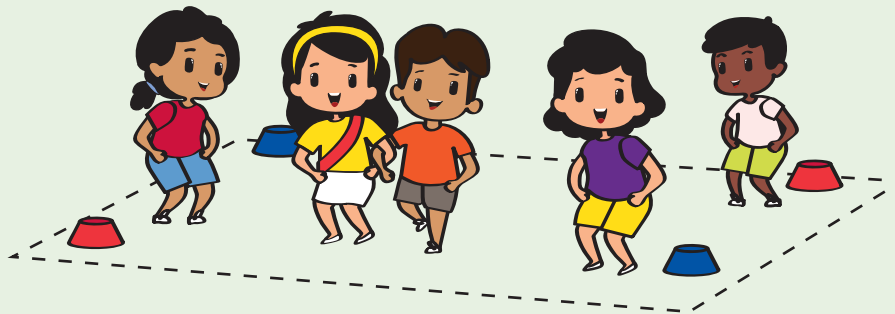
- To jump continuously in a defined space with other children
- To jump and travel along different pathways in different directions to avoid being tagged

## Materials/Equipment

Sashes, Cones/Disc cones

## Set-Up

Use cones to mark out boundary or start/finish line.



## How to Play

- Begin by explaining to the children the process of how corn kernels transform into popcorn.
- Select one child to be the “Sticky Popcorn” and allow them to wear a sash for easy identification.
- Instruct the remaining children to imagine themselves as corn kernels inside a “hot pot”.
- Ask the corn kernels to crouch low, keeping their limbs close to their bodies.
- Signal the start of the game by saying, “I’m turning the heat up. It is getting hotter, hotter, and pop!”
- As the “heat” increases, encourage the corn kernels to slowly stretch themselves out, starting with their arms, followed by their bodies, and then their legs.
- Upon hearing the word “pop!”, the children should begin jumping around on both feet (no running).
- However, the Sticky Popcorn should be on the lookout to tag the “Popcorns”.
- Once a Popcorn is tagged, they should lock arms with the Sticky Popcorn to form a growing chain of sticky popcorn.

## Variations of Play

### Challenge Levels:

- Have an adult be the sticky popcorn to decrease the challenge.
- Pair up the children, with one child as the Popcorn and the other as the Sticky Popcorn. The Sticky Popcorn should chase the Popcorn once the corn kernels “pop”.
- Vary the boundary size (widen the boundary to increase the challenge for the Sticky Popcorn and vice versa).
- Set up the game so that the children start from one end, with the other end designated as a safe zone where they are protected from the Sticky Popcorn.

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*

## Guiding Question

What other locomotor skills can be used to play this game?



## How Far Can My Leaves Go?

### Activity Type

Group games

### Age Group

4 years and above

### Fundamental Movement Skills

Object Control – Throwing

Locomotor – Walking, Running, Skipping, Galloping, Jumping, Hopping

### Activity Objectives

Children will be provided with opportunities:

- To explore throwing different objects for distance
- To use a variety of locomotor skills (walking, running, skipping, galloping, jumping, hopping) to move from one spot to another

### Materials/Equipment

Cones, Pictures/Visual cue cards for various locomotor skills

### Set-Up

- Activity will be conducted outdoors where there is access to leaves and twigs.
- Checkpoint marked out with cones and visual cue cards.



### How to Play

- Allow each child to pick a locomotor skill cue card, instructing them to use that skill when exploring the area. They should choose a new card each time they return to the checkpoint.
- Invite children to collect leaves and twigs during their exploration and bring them back to the checkpoint.
- Get children to pick up a leaf/twig and throw as far as they can.
- Allow children to explore and experiment with different ways of throwing.

### Variations of Play

#### Challenge Levels:

- Start off with focusing on one locomotor skill before moving on to another.
- Instead of using cue cards, use a whistle to signal the children to switch to a different locomotor skill.
- Modify the throwing activity by introducing a target.

### Guiding Question (Integrated Learning)



Can you think of ways you can integrate literacy into this activity?

# Musical Hoops

## Activity Type

Group games

## Age Group

4 years and above

## Fundamental Movement Skills

Locomotor – Running

Object Control – Dribbling With an Implement

## Activity Objectives

Children will be provided with opportunities:

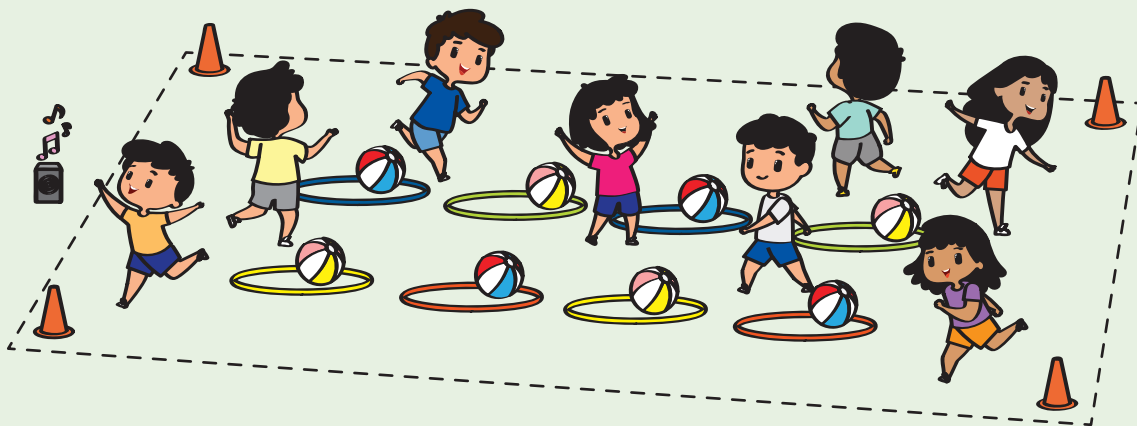
- To move with the ball using both control and speed
- To look for and move into an empty space according to the music

## Materials/Equipment

Stick, Ball, Hula hoops/Flat markers, Cones

## Set-Up

- Mark out the play area with cones.
- Lay out equal number of hoops/markers to children in the class e.g., 8 hoops if there are 8 children.



## How to Play

- Get children to move around when the music is played.
- When the music stops, children have to quickly move to stand in an empty hoop.
- Once the children are familiar with the game, introduce a stick and ball to each child. Get children to dribble with the stick in the play area when the music is played and move by dribbling to an empty hoop once the music stops.

## Variations of Play

### Challenge Levels:

- Instead of using balls, consider using boxes to decrease the challenge.
- Remove one hoop to create competition. The child who does not get into a hoop when the music has stopped will have to do a simple forfeit e.g., chicken dance.

### Movement Experiences:

- Instead of dribbling with an implement, children can use other skills such as dribbling with feet or hand.
- Use music with faster or slower tempo, prompting the children to vary their speeds accordingly.

# Traffic Light

## Activity Type

Group games

## Age Group

5 years and above

## Fundamental Movement Skills

Object Control – Dribbling With Hand

## Activity Objectives

Children will be provided with opportunities:

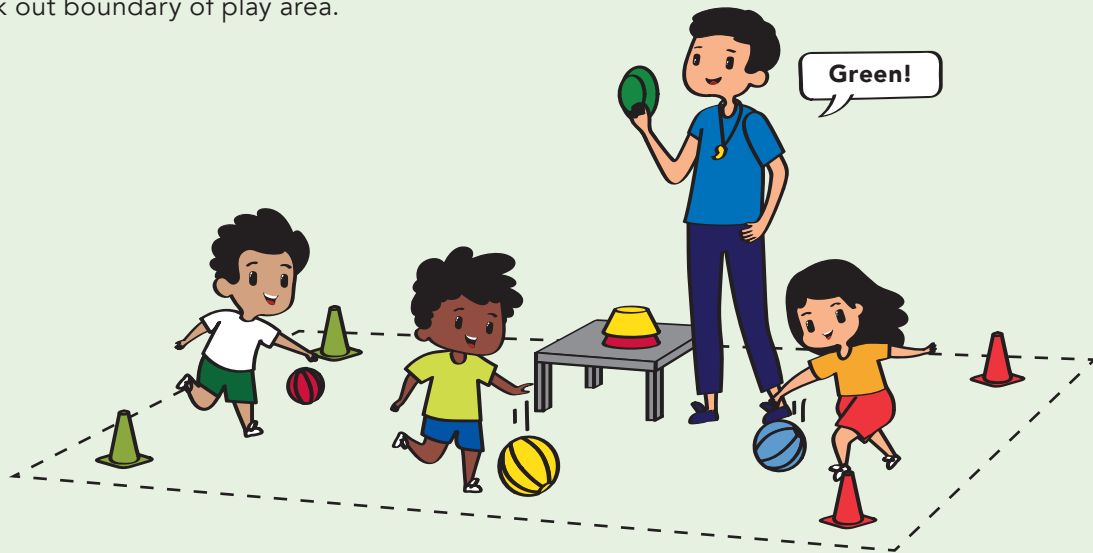
- To dribble at different speeds along various pathways, incorporating changes in directions
- To learn about traffic rules and understand the importance of respecting them

## Materials/Equipment

Medium and large rubber balls, Disc cones/Cones to mark boundary, Traffic light props

## Set-Up

Mark out boundary of play area.



## How to Play

- Get children to pretend to be drivers.
- Explain the required actions for different traffic conditions:
  - Green: Dribble with hand without colliding into anyone
  - Amber: Bounce on the spot
  - Red: Stop and hold the ball in front of chest
- At appropriate intervals, call out different traffic light conditions and children should respond accordingly by performing the corresponding actions.
- Encourage children to practise dribbling with both the left and right hand.

## Variations of Play

### Challenge Levels:

- Allow drop-catches or bouncing with two hands (instead of dribbling) to decrease challenge.
- Vary the order of traffic lights (e.g., amber-red-green; amber-green-red) to increase challenge.

### Movement Experiences:

- Instead of dribbling with hands, children can dribble with their feet or an implement.
- Get children to change directions after each signal.
- Have children dribble at different levels e.g., dribble high, dribble low.

Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)

# Drivers and Tyres

## Activity Type

Group games

## Age Group

5 years and above

## Fundamental Movement Skills

Locomotor – Walking

Object Control – Dribbling With Foot

## Activity Objectives

Children will be provided with opportunities:

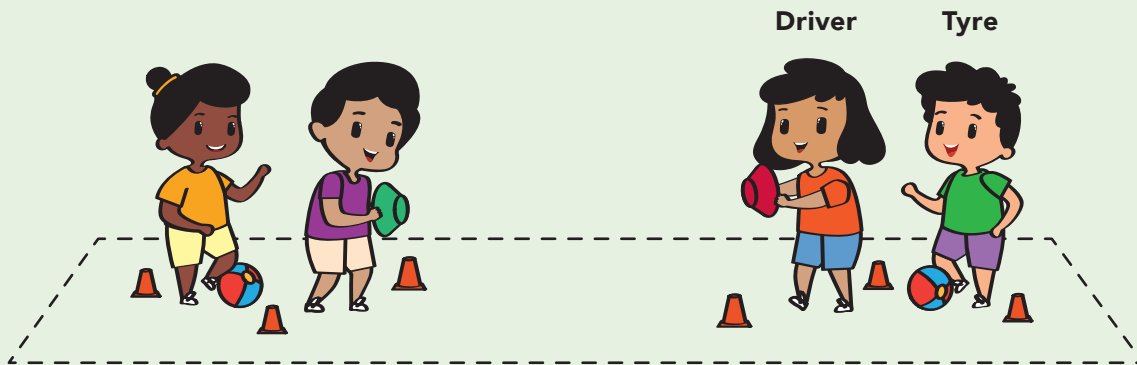
- To dribble along different pathways and at different speeds behind a partner
- To develop appreciation for different road signals, rules, and travelling conditions
- To recognise that different children have different speeds of moving and learn to work with each other

## Materials/Equipment

Disc cones (as steering wheel), Small and medium rubber balls, Small cardboard, Tissue boxes, Cones

## Set-Up

Mark out boundary of play area.



## How to Play

- Divide the children into pairs, with one child designated as the "Driver" and the other as the "Tyre".
- Spread out the pairs in an open area, ensuring there is enough space between each pair to avoid collisions.
- The Drivers are to stand in front with a disc cone, holding it as a steering wheel. The Tyres should stand an arm's length behind the Driver, with a ball.
- Instruct the Drivers to walk slowly, turning the disc cone as if they are steering a car. The Tyres should dribble the ball closely behind the Driver, making sure not to let the ball get in front of them.
- Be creative. Encourage children to imagine different road conditions:
  - Different pathways e.g., drive straight, follow a right/left bend, etc.
  - Different speeds e.g., caught in a bad jam, slow traffic in a busy road on a clear highway, etc.
- Rotate roles between Drivers and Tyres.

## Variations of Play

### Challenge Levels:

- Dribble with empty tissue boxes to decrease challenge.

### Movement Experiences:

- Instead of dribbling with feet, children can dribble with their hands or an implement.
- Incorporate different stories to vary the speed of the dribbling. E.g., imagine you are now in different vehicles – bicycle, car, and train.

Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)



# Gate Dribbling

## Activity Type

Group games

## Age Group

5 years and above

## Fundamental Movement Skills

Locomotor – Walking, Running

Object Control – Dribbling With Hand, Rolling

## Activity Objectives

Children will be provided with opportunities:

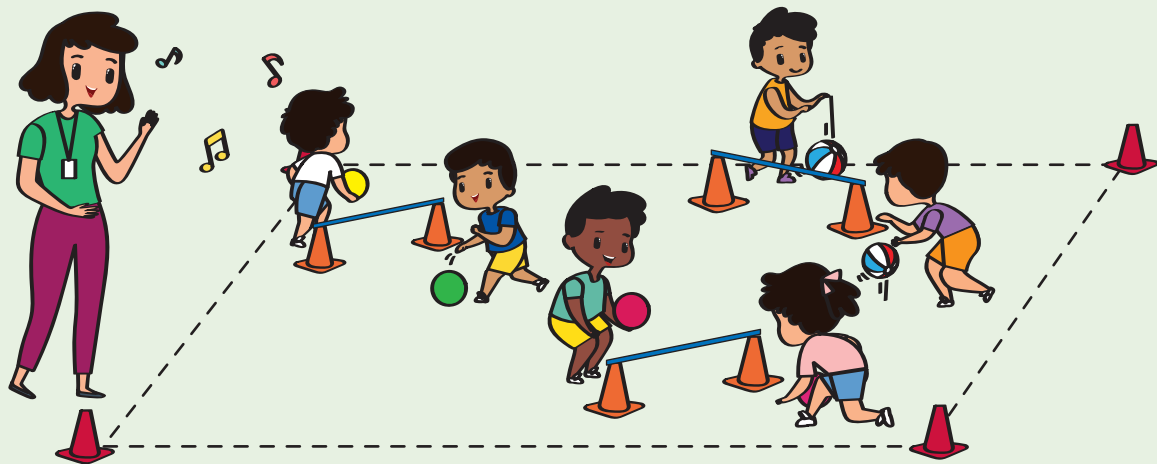
- To roll a ball with control and precision towards a target
- To dribble a ball with control and start-stop according to the commands given

## Materials/Equipment

Balls, Cones, Flat markers

## Set-Up

- Mark out play area.
- Set up gates using two cones and a stick.
- Arrange gates in a random manner spaced out throughout play area.



## How to Play

- Provide each child with their own ball.
- Get children to move around when the music is played.
- When the music stops, children are to move to a gate (two children to a gate, one child standing on either side).
- Once there are two children at a particular gate, the pair is to roll the ball through the gate to their partner.
- Once the children are familiar with the game, modify the rules so that they now dribble the ball with their hands around the gates instead of holding it.

## Variations of Play

### Challenge Levels:

- Adjust the width of the gate to alter the difficulty: widening the gate decreases the challenge, vice versa.
- Encourage children to stand nearer to or farther from the target to decrease or increase the challenge.

### Movement Experiences:

- Have children move around using other locomotor skills such as galloping, tipping toes, running, walking, hopping, etc.
- Modify the rules so that children have to dribble the ball with their hands or with an implement as they move (instead of holding it).

# Send the Presents Over

## Activity Type

Group games

## Age Group

4 years and above

## Fundamental Movement Skills

Object Control – Throwing

## Activity Objectives

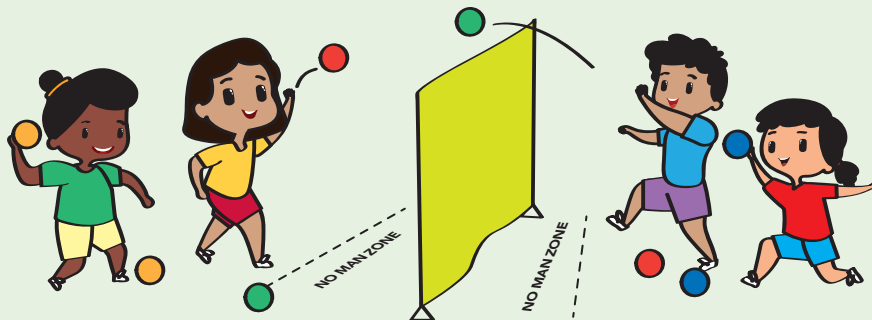
Children will be provided with opportunities:

- To develop overarm throw with force over a medium height while moving among others in defined space
- To engage in cooperative play to achieve a common goal

## Materials/Equipment

Bedsheet/Canvas sheet, Towels/Socks/Crushed paper

## Set-Up



## How to Play

- Divide class into two teams, with each team positioned on one side of the net.
- Give each child one or two objects (presents).
- Instruct the children to throw the presents over the net to their friends on the other side.
- Set a one-minute time limit for the game.
- After one minute, give a signal to stop. Count the number of presents that have landed on each side of the net.
- The team with fewer presents on their side is considered the more generous team and wins the game.

## Variations of Play

### Challenge Levels:

- Decrease the challenge by lowering the net to just above the children's head.
- Increase the challenge by introducing a "No-man Zone" so that children have to throw from a greater distance.
- Increase the challenge by introducing targets: add a hula hoop held by an adult, moving along the net.

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide*

## Guiding Question (Integrated Learning):



Can you think of a story you can use for this activity instead of "sending the presents"?

# Put Out the Fire

## Activity Type

Circle games

## Age Group

4 years and above

## Fundamental Movement Skills

Locomotor – Walking, Running

Object Control – Throwing

## Activity Objectives

Children will be provided with opportunities:

- To travel using various locomotor skills in clockwise and anti-clockwise directions at different speeds
- To throw accurately from various distances
- To listen to the commands given and respond accordingly

## Materials/Equipment

Beanbags (water), Cone markers (fire), Floor markers

## Set-Up



## How to Play

- The children (firefighters) will be given a beanbag (water) each and will have to move (walk/run) in a circular motion along the perimeter of the markers.
- At the command "Fire!", each firefighter will have to stand on a floor marker.
- At the command "Put Out the Fire!", firefighters are to throw the water to put out the fire.

## Variations of Play

### Challenge Levels:

- Vary the distance of the floor markers to the fire e.g., nearer (easier), further (more challenging).
- Vary the speed of the locomotor skills of firefighters by giving scenarios e.g., slow moving traffic (easier), car race (more challenging).

### Movement Experiences:

- Incorporate different locomotor skills e.g., skipping, galloping, etc.
- Encourage children to use different ways of throwing to the fire. Get them to think about which way of throwing would be most effective if they had to throw with force to put out the fire.

### Integrated Learning:

- Use different coloured hoops/markers as the fire. Children are to only throw to targets that are of the same colour as their beanbags.

# Horses and Stables

## Activity Type

Circle games

## Age Group

4 years and above

## Fundamental Movement Skills

Locomotor – Galloping  
Stability – Static Balance

## Activity Objectives

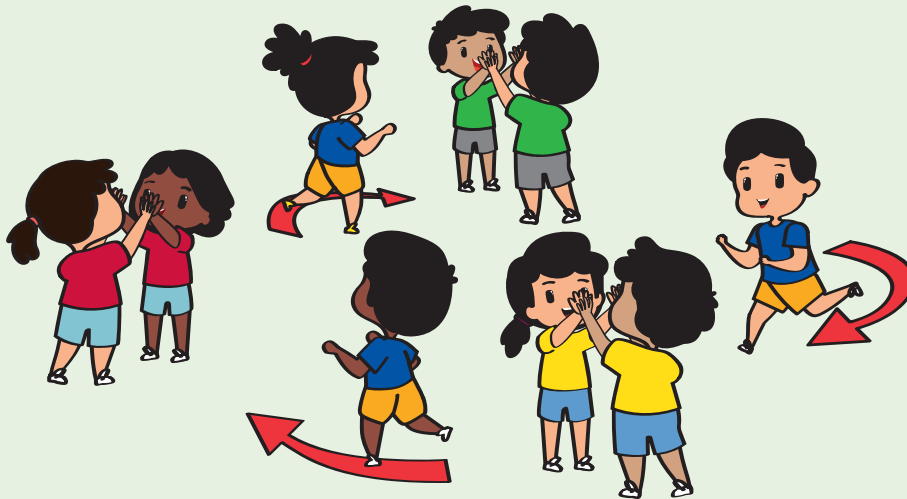
Children will be provided with opportunities:

- To gallop with control in general space
- To listen and look out for one another while performing the movement

## Materials/Equipment

Disc cones (to mark team positions), Flat markers (arrows)

## Set-Up



## How to Play

- Group children into teams of threes (two children to form the "Stable" by holding hands overhead, and one child to be the "Horse" standing in between).
- At the command "Change stables", horses are to leave their stable and gallop to the next by following the directional arrows on the floor.
- Rotate horses and stables to ensure children have opportunities to try both roles.

## Variations of Play

### Movement Experiences:

- Change scenarios to allow children to explore various fundamental movement skills:
  - E.g. 1. Spiders and Webs (to explore crawling)
  - E.g. 2. Joeys and Stables (to explore jumping)
  - E.g. 3. Little Red Riding Hood and Grandma's House (to explore skipping)
- Explore various static balance positions for the stables e.g., balance on one foot while holding both hands overhead.

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*

## 4.6 RELAY, COMPETITION, AND MODIFIED-SPORT GAMES

Are you ready for some friendly competition and exciting challenges with relay, competition, and modified sport? This section has been intentionally placed towards the end, as these activities are best introduced when children have developed a certain level of skill and competence. Older children often enjoy a bit of healthy competition, which can give them a sense of their own progress and create an atmosphere of excitement. It is important to note that the focus should not be on comparing children to others, but rather on encouraging each child's individual growth. These activities provide valuable learning moments, reminding children to cheer for one another and celebrate their achievements.

### Activity Type

#### Relay

#### Description

- Activities in which individuals in a team take turns to participate and complete a task.
- It usually involves several teams completing the task at the same time and may involve competition.

### Activity Type

#### Competition

#### Description

- Activities in which individuals or teams compete to complete certain tasks, with or without a timed element.

#### Example of relay and competition game set-up:



#### Examples of relay and competition games:

- Through the Tunnel Race
- Recycle Obstacle Course
- High Score



### Activity Type

#### Modified-sport games

#### Description

- Activities involving simplified sport rules, often played within a marked area.
- It could involve pairs or small groups of children playing with or against each other.
- These activities may be used to introduce children to various categories of sport (e.g., net-barrier games, striking and fielding games, territorial games, etc.)

#### Example of modified-sport games:



#### Examples of modified-sport games:

- Balloon-minton
- Bat and Run
- Goal

# Through the Tunnel Race

## Activity Type

Relay

## Age Group

5 years and above

## Fundamental Movement Skills

Stability – Bending

## Activity Objectives

Children will be provided with opportunities:

- To perform bending and curling
- To roll a ball backwards to another child accurately
- To engage in cooperative play with a partner to achieve a desired goal

## Materials/Equipment

Big to medium-sized balls, Markers, Cones

## Set-Up



## How to Play

- Pair up the children with one child designated as Child A and the other as Child B.
- Child A stands in front of Child B and bends over, pushing the ball to Child B behind them.
- After pushing the ball, Child A quickly gets up and moves behind Child B, getting ready for the next exchange.
- Child B, who has received the ball from Child A, waits for Child A to be in position behind them. Child B then bends over and pushes the ball back to Child A.
- The children continue the back-and-forth exchange as they move until they reach the end point.

## Variations of Play

### Challenge Levels:

- Increase number of children to 3-4 per team.
- Include races and challenges with other pairs to increase challenge.

### Movement Experiences:

- Incorporate twisting and turning: children to pass the ball from side to side instead of under the legs.

Adapted from *Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*

# Recycle Obstacle Course

## Activity Type

Relay/Obstacle Course

## Age Group

4 years and above

## Fundamental Movement Skills

Locomotor – Running, Jumping, Hopping  
Stability – Dynamic Balance

## Activity Objectives

Children will be provided with opportunities:

- To run, jump, and hop with control over obstacles of varying distance and height
- To learn about caring for the environment by learning how to recycle appropriately

## Materials/Equipment

Hula hoops/Flat markers, Nylon jump rope/Masking tape, Container/Box (as recycle bin), Recyclable items (newspaper, plastic bottles, cans, etc), Directional arrows

## Set-Up

- Set up a series of obstacles with three “recycling bins” at the end.
- Label the recycling bins: “plastic”, “paper”, “metal”.
- You can add more lanes to maximise participation.



## How to Play

- Assign 3-5 children to each relay team.
- Get children to imagine they are going on an adventure in the forest to save the Earth!
- To do this, they will pick a recyclable item, bring it along with them through the forest and return these items to the correct recycling bins e.g., plastic bottle into bin labelled “plastic”.
- As children go through the forest, they are encouraged to perform various fundamental movement skills:
  - Obstacle 1: hop/jump from floor marker to floor marker
  - Obstacle 2: balance on the rope
- Upon reaching the end point, the child will place the recyclable items into the correct bin, then run back to tag the hand of the next teammate waiting in line.
- The next child picks another recyclable item and completes the obstacle course accordingly, tags the next child, and so on.
- After a few rounds of practice, an element of competition can be incorporated for children to challenge one another.

## Variations of Play

### Movement Experiences:

- Place a marker in front of the recycling bins. Get children to aim and throw into the bins.

### Engagement:

- Incorporate additional stories and situations. E.g., “There’s a bear coming from afar! Let us complete this task quickly”.

# High Score

## Activity Type

Competition

## Age Group

4 years and above

## Fundamental Movement Skills

Object Control – Throwing for Distance

## Activity Objectives

Children will be provided with opportunities:

- To explore throwing for distance using objects of various weights and sizes
- To explore appropriate body position, rotation and foot position to achieve distance
- To demonstrate resilience by doing their best until they achieve their desired distance

## Materials/Equipment

Cones, Tape, Beanbags, Other soft objects for throwing (rolled-up socks, soft toys, foam javelin, paper aeroplane, etc.)

## Set-Up

- Place cones at intervals in a large open space to indicate different scoring zones.
- Place a basket of beanbags/soft objects for children to choose.



## How to Play

- Assign 2-3 children to each group.
- Get one child from each group to choose an object for throwing and take position at the start line.
- Upon command, children to throw their object as far as possible (get children to remember their scores).
- Children within each group to take turns to throw and tally up their scores. The group with the most points wins.
- Encourage children to choose a different object each round and explore which objects are easier or harder to throw far.

*Note: You can group children with mixed competencies within each group so that each group stands a chance to win each round*

## Variations of Play

### Challenge Levels:

- Adjust the scoring zones according to children's competency levels (ensure that scoring zones are challenging, but achievable).

### Movement Experiences:

- Explore using both left and right hands to throw for distance.
- Vary throwing items to provide opportunities to explore different objects.

### Integrated Learning:

- Children to aim for odd/even numbers only.
- Children to aim for selected colours only.

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*



# Balloon-minton

## Activity Type

Modified-sport games/Pair games

## Age Group

5 years and above

## Fundamental Movement Skills

Object Control – Overarm Striking

## Activity Objectives

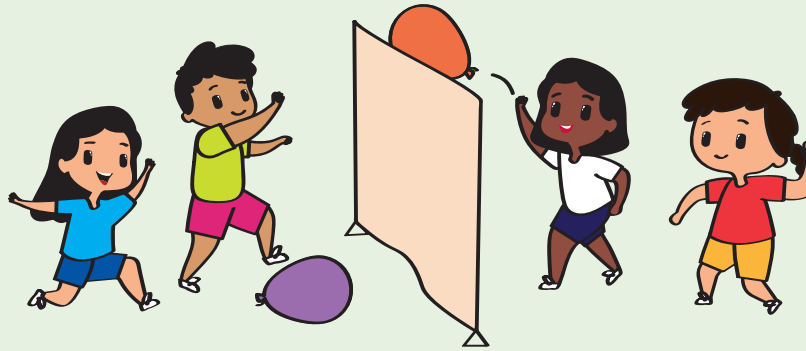
Children will be provided with opportunities:

- To track moving objects and strike them over a mid-high net
- To demonstrate resilience by doing their best to keep balloons from falling to the ground
- To engage in cooperative play without colliding into anyone while striking the objects

## Materials/Equipment

Balloons (1 per pair), String/Light tablecloth/Bedsheet or Any item that can be used as a net

## Set-Up



## How to Play

- Pair up the children, with one child on each side of the net.
- Distribute balloons to children on one side of the net.
- At "Go", the child with the balloon will strike it using an overarm action, attempting to send it over the net to the other side.
- Both children continue sending the balloon back and forth over the net, using their hands or other body parts to keep the balloons from falling to the ground until the "Stop" signal is given.
- Count the score by determining the number of successful hits or rallies made without the balloon touching the ground.
- Explain that this game is similar to a friendly game of badminton or tennis (net-barrier game) where partners have to hit the shuttlecock/ball continuously over the net to each other.

## Variations of Play

### Challenge Levels:

- Use balloons of different sizes e.g., bigger (easier), smaller (more challenging).
- Include the element of competition e.g., introduce simple scoring rules of badminton or tennis.

### Engagement:

- Challenge children to keep the balloons from falling to the ground for as long as the song plays, "Twinkle Twinkle Little Star" (or other songs).

### Integrated Learning:

- Get children to count and add their scores.

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*

# Bat and Run

## Activity Type

Modified-sport games

## Age Group

5 years and above

## Fundamental Movement Skills

Locomotor – Running, Sliding

Object Control – Striking, Catching

## Activity Objectives

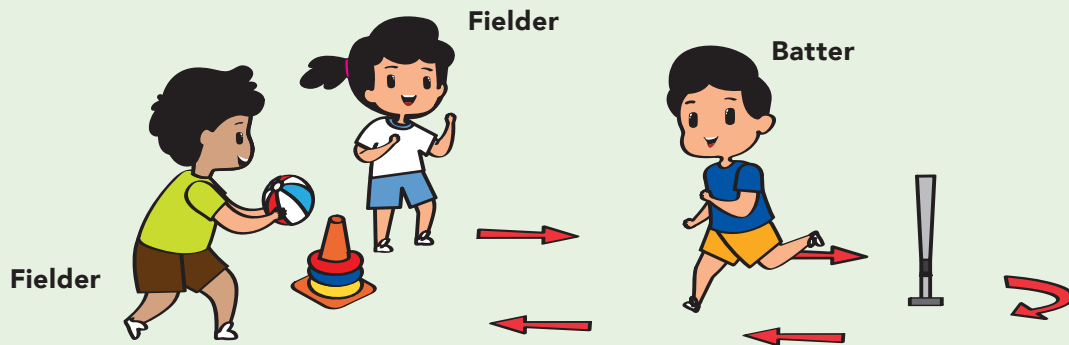
Children will be provided with opportunities:

- To strike a stationary object with two hands or with a short bat, run quickly and change directions during the run
- To track a moving ball and move into position to catch it
- To engage in cooperative play and communicate between fielders

## Materials/Equipment

A tee, Cones, Markers, Large or medium ball

## Set-Up



## How to Play

- Divide the children into groups of three, with one child designated as the "Batter" and the other two as the "Fielders". Position one Fielder on each side of the base or cone.
- Place the ball on a tee. At the "Go" signal, the Batter strikes the ball on the tee using their hands.
- Once the ball is struck, the Batter quickly runs around the base, which is placed at a distance away from the tee. After reaching the base, the Batter then runs back to the tee.
- The two Fielders attempt to catch the ball before the Batter reaches the tee.
- Once the ball is caught, fielders have to shout "Got it!" and hold the ball high overhead.
- Each Batter gets two tries at batting. Batter and Fielders then rotate roles.
- Explain that this game is similar to striking games like softball or cricket.

## Variations of Play

### Challenge Levels:

- Use a newspaper roll or a short foam bat to increase the challenge.
- Modify the playing area with different distances and layouts (increase distance to increase challenge).

Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)

**Guiding Question for Children (to help them understand the value of commitment to follow through the play):** through the play):

Upon batting, what should you do immediately? Why should you keep to the tee?

## Goal

### Activity Type

Modified-sport games

### Age Group

5 years and above

### Fundamental Movement Skills

Locomotor – Running, Sliding

Object Control – Dribbling With Foot, Kicking

### Activity Objectives

Children will be provided with opportunities:

- To dribble the ball into open spaces
- To score by kicking accurately into the goalpost
- To manage their emotions when they are both successful and unsuccessful in scoring goals

### Materials/Equipment

Cones, Markers, Balls/Boxes/Crushed paper balls (for dribbling and kicking), Bibs (if any)

### Set-Up

- Mark out a play area in an open space e.g., futsal court or grass area.
- Set up two goalposts (using cones) on either side of the play area.
- Place an equal number of balls/objects in each goalpost (about 5 objects).



### How to Play

- Divide the children into two teams of 2-3 children each.
- At "Go!", children to start dribbling the ball (one ball per child) from their own goalpost and attempt to score into the opponent's goalpost.
- After scoring, children should continue playing and try to score as many goals as possible.
- Upon command to stop, children to count the number of balls in the opponent's goalpost.
- The team with more balls in the opponent's goalpost wins the round.
- Explain that this game is similar to games like football or hockey (territorial games) where the aim is to invade the opponent's territory to score.

### Variations of Play

#### Challenge Levels:

- Incorporate defending to increase the challenge e.g., allow one player (or more) to block or steal the ball from the opponent.
- Introduce 1 vs 1/2 vs 2/3 vs 3 with the use of only one ball to increase the challenge.

#### Movement Experiences:

- Explore with different object control skills such as dribbling with hand or an implement.
- Incorporate other types of goal scoring:
  - E.g. 1. Run with the ball in their hands and place the ball into the goalpost
  - E.g. 2. Dribble (Bounce) the ball with their hands and shoot the ball into hula hoops/baskets
- Use balls of different sizes and types.

## 4.7 PARACHUTE GAMES

Parachute games are popular with children, especially with the rainbow colours and endless possibilities of games to entertain them and get them moving.

They require minimal preparation and are easy to set up for large group play, promoting teamwork and bonding amongst children. Parachute games provide an ideal platform for incorporating social emotional competencies such as self-management, self-awareness, social awareness, relationship management, and responsible decision-making.

### Activity Type

#### Parachute games

### Description

- Activities in which participants perform certain tasks around the parachute or using the parachute.

### Example of parachute game set-up:



### Examples of parachute games:

- Alligator
- Blow Wind Blow
- How High Can It Go?

## Alligator

### Activity Type

Parachute games

### Age Group

4 years and above

### Fundamental Movement Skills

Locomotor - Crawling

### Activity Objectives

Children will be provided with opportunities:

- To explore low level and slow body movement under the parachute
- To build relationships with other children as they interact and play cooperatively to create excitement and anticipation of the unknown
- To experience and identify emotions (e.g., fear, excitement) in themselves and others during the game

### How to Play

- Have the children sit in a circle around the parachute, pretending to be by a lake.
- Instruct the children to hold the parachute at waist level and gently wave it up and down, creating “ripples” to simulate water movement.
- Appoint one child as the alligator.
- The alligator will crawl under the parachute to pick its victim, by gently shaking the latter’s foot.
- The victim must now exchange places with the alligator and the new alligator will continue to look for a new victim.
- The game continues in this manner, with children taking turns being the alligator and the victims.

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*

## Blow Wind Blow

### Activity Type

Parachute games

### Age Group

4 years and above

### Fundamental Movement Skills

Locomotor - Crawling

### Activity Objectives

Children will be provided with opportunities:

- To explore low to medium body levels when moving under the parachute
- To travel with spatial awareness of self and others when under the parachute
- To gain self-awareness through identification of parts of their personal identity

### How to Play

- Children to stand and hold the parachute at waist level.
- You can first say "Blow wind blow!" and the children will respond "Blow what?"
- Then, you will say "Blow all the children who \_\_\_\_\_ (various descriptors)".
- Children who fit the descriptors will go under the parachute and exchange places with one another, coming back up in a new position.
- Example descriptors:
  - Has short hair
  - Is wearing blue
  - Loves ice cream
  - Has a brother or sister
- Make sure to use a range of descriptors such that all children have a chance to exchange places.

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*

## How High Can It Go?

### Activity Type

Parachute games

### Age Group

5 years and above

### Fundamental Movement Skills

Stability – Dynamic Balance, Pulling

### Activity Objectives

Children will be provided with opportunities:

- To develop arm strength and movement stability
- To work together as a team to achieve a common goal

### How to Play

- Have children stand around the parachute while holding it at chest level.
- Place a soft object in the centre of the parachute e.g., soft toy, rolled-up sock.
- Children are to toss the object by tugging on the parachute.
- Children are to make the object go as high as possible while ensuring it falls back onto the parachute.
- You can switch to a bigger object to increase the challenge.

*Adapted from Fun Start Move Smart – Fundamental Movement Skills for Growing Active Learners (2010) resource guide (3)*