

# Active Learning Lessons with COVID-19 Modifications

## About the Active Learning Lessons for Child Care and Early Learning Programs

**Goal:** Encourage children to be more active and promote kindergarten readiness. These activities support cognitive connections and improve health and well-being for children and adults.

### Objectives:

- **Make learning active too! Emerging studies demonstrate physical activity facilitates frontal brain development and promotes cognitive skills.** Active Learning Lessons and accompanying Activity Cards provide fun and innovative games and activities to do with preschool children. Each lesson includes information about how the activity promotes fundamental movement skills. Integrating intentional and thoughtful physical activity into the class curriculum can enrich existing lessons and foster the acquisition of educational concepts.
- **Meet best practice standards of reaching 2 hours a day of physical activity for children in child care.** The American Academy of Pediatrics recommends that preschool children engage in 90-120 minutes of moderate to vigorous physical activity each day. Activity can be spread throughout the day by adding “quick moves” during transitions and to other curriculum time in addition to more in-depth “skill building activities” facilitated by teachers which children can practice on their own during free play. Collectively the time spent on all of the activities add up, at the end of the day, to meet the recommended amount of time needed to support children's fitness and healthy development.
- **Build on the Active Play Lessons and use CLASS connections and opportunities to develop your skills as an ECE teacher.** In addition to supporting physical health through fundamental movement skills development, these types of activities promote school readiness. They are designed to provide opportunities for children to develop executive function skills such as: working memory, inhibition control and mental flexibility. Many of the activities help children practice relationship-building and math concepts and enhance language acquisition.
- **Follow suggested COVID-19 MODIFICATIONS to promote physical distancing.** In this version, we have included suggestions to modify activities to promote physical distancing and safe play between children. Please note, these modifications have not been tested and are not guaranteed to ensure children follow safety recommendations. Teachers will need to assess their own spaces and schedules and should be encouraged to revise, enhance and modify the activities to best suit specific classroom goals and needs, space and equipment limitations, and to optimize positive outcomes for children.

# Active Learning Lessons with COVID-19 Modifications

## Contents

### **Ladder Moves**

This activity promotes locomotor skill development while providing an opportunity for teachers to encourage children to think critically and expand their knowledge.

### **Balls in the Bucket**

This cooperative activity promotes hand-eye coordination while children practice counting and predicting which balls are easier and which are harder to get in the bucket.

### **Semut or Gajah (Ant or Elephant)**

This activity allows children the opportunity to get up and move while at the same time teaching them a short lesson about a game played in another country. It provides an opportunity for both fine and gross motor movement.

### **Barnyard**

This activity allows for staff-child conversations while engaged in fun active play together. Children learn and demonstrate how different animals move and sound. Combining physical activity with dramatic play enriches both aspects of the activity.

### **Let's Get EGG-cited!**

This activity gives the children an opportunity to communicate, via movement, simple items and concepts to their peers.

### **Obstacle Course**

Participating with children allows for easy supervision of gross motor activities and allows for positive staff-child interactions. This activity provides an opportunity for teaching language focused on spatial relationships.

### **MAGIC Word Game**

This activity can promote mental flexibility when changing the movement or the "magic word". It can also be as a short quick activity used when children transition from one activity to another.

### **Plant a Seed, Grow a Flower**

Using actions which gradually increase in speed helps children practice sequencing, an essential way to learn about patterns and the order of actions, behaviors, ideas, or thoughts.

### **Rope Shapes**

This activity gives children an opportunity to use a tactile method as well as movement to learn various shapes, letters and numbers while working with others in groups.

# Active Learning Lessons with COVID-19 Modifications

## Scarf Toss and Catch

This activity gives children an opportunity to learn directional movement concepts and counting. The teacher can lead, encourage and then allow children to work independently or as a group practicing various ways to move the scarves in different directions.

## Silly Walking

This fun activity provides an opportunity for teaching children anatomy and number concepts.

## Agalmata (The Greek Word for Statues)

This activity encourages children to explore the concept of balance by connecting visual materials with kinesthetic learning.

## Swat the Fly

This fun activity provides an opportunity for children to support each other as they move their bodies to different rhythms and work on balance and endurance.

## References and Resources

**Nourished and Active in Early Learning:** Trainings and resources on nutrition and physical activity in early learning from the Washington State Department of Health (<https://www.doh.wa.gov/HEALEarlyLearning>).

**Healthy Kids Healthy Futures:** Many ideas for how to make active play an integral part of your program (<https://healthykidshealthyfuture.org/>).

**Iowa State University** Move for Thought Pre-K and K: Many ideas for integrating active play into a curriculum. The QRIS monitoring tools in Iowa are easy to make connections to Washington state Early Achiever's guidelines ([http://lib.dr.iastate.edu/kin\\_pubs/25](http://lib.dr.iastate.edu/kin_pubs/25)).

**Mighty Minutes**, Teaching Strategies: Cards align to many Early Achievers goals and learning domains (<https://shop.teachingstrategies.com/collections/mighty-minutes>).

**Smart Moves website and Application:** <https://gosmart.nhsa.org/>. An innovative app that includes simple instructions for a wide range of activities from babies through preschool age.

These materials were developed with support and funds from the Seattle Children's Research Institute PLAY (Preschoolers Learning and Active in Play) Study; the Department of Children, Youth, and Families Healthiest Next Generation; and the Washington State Department of Health

Download the materials from the Nourished and Active Website  
<http://www.doh.wa.gov/HEALEarlyLearning>

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# Active Learning Lessons with COVID-19 Modifications

## LADDER MOVES

**Target Age Range:** 3-5 years

### Skill Building Move – Bean Bags

**Materials:** chalk (outside), painter's tape (inside), bean bags

#### Activity

- Children stand in two parallel lines behind a ladder shape (made with chalk or tape) on the floor or ground with "rungs" about 1 foot apart.
- Taking turns, children are instructed to step into the ladder in various ways and get all the way through to the end.
- Instructions include jump, hop, step one foot at a time, etc. Once a child is about halfway down, the next child goes while waiting children cheer each other on.
- Once all the children have gone down the ladder following one set of instructions, a new instruction is given.

#### COVID-19 Modification:

This activity will work best to promote physical distancing when (a) the ladder is long and (b) only 2 or 3 children play at a time. Let the first child get at least 6 feet along before starting the second child. The third child can start when the first child completes the ladder. If the ladder is long enough, children should be able to maintain appropriate distancing. This should also work for the activities in the "build on activity" section below.

#### Build on Activity:

- Add bean bags to every other space and instruct children to skip that space.
- Using tape, make number shapes and instruct them to do that many jumping jacks, knee bends, spins, etc., in the space when they get to it.
- Instruct children to walk and balance on the tape or the rope on the sides of the ladder.
- Play music and have children stop when music stops and then change the movement directions.
- Allow children to play follow the leader and give each child a chance to choose a movement to do down the ladder.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Locomotor movements of jumping, hopping, stepping and side stepping; balance	Counting spatial awareness	<p><b>Positive Climate</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive communication.</p> <p><b>Regard for Student Perspectives</b> Teacher allows children to brainstorm different movements to do on the ladder or alternative ways to get to the end.</p> <p><b>Language Modeling</b> Teacher labels/names the different types of movement (e.g. hop, skip, spin, twirl, zig zag) and/or narrates students' movements.</p>

# Active Learning Lessons with COVID-19 Modifications

## BALLS IN THE BUCKET

**Target Age Range:** 3-5 years

### Skill Building Move – Balls

**Materials:** Many small, light-weight homemade balls (yarn pom-poms, duck-tape balls, rolled up socks, sponges, newspaper balls or other lightweight balls), plastic buckets or bins

### Activity

- Create one line with chalk or tape about 20-25 feet long and place buckets spaced at least 6 feet apart on the line.
- Place a movable floor spot (i.e. hula hoop, polyspot, carpet square) about 10-15 feet from each bucket on the other side of the room (so spots are at least 6 feet away from each other). Have each child stand in their spot.
- Turn on music and have children try to throw as many balls as possible into the buckets. When children have thrown all their balls, they can leave their spot to retrieve balls that did not land in the bucket and return to their spot to throw them again.
- Give children 30 seconds to toss balls and a five-second warning, then stop the music and help children count to see which bucket has the most balls.
- Move the floor spot closer or farther from the bucket to accommodate each child's ability, then begin again.

### COVID-19 Modification:

Have only a few children play this activity to help maintain ample distance between children. It is likely children will end up touching some of the same balls, have children wash hands before and after the activity.

### Build on Activity:

- Ask children which balls are the most difficult to throw, which are easiest and why.
- Sort balls by tossing all of one kind in the bucket at a time.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS

# Active Learning Lessons with COVID-19 Modifications

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Object control, throwing	Counting, problem solving, sorting	<p><b>Instructional Learning Formats</b> Activity uses a variety of modalities to interest students and gain their participation during a lesson.</p> <p><b>Teacher Sensitivity</b> Teacher is aware of children that may need some assistance in overhand or underhand throwing and provides individualized support.</p> <p><b>Productivity</b> Teacher is prepared with all of the materials necessary so that children are not waiting.</p> <p><b>Concept Development</b> Teacher allows children to analyze and reason by asking them why certain balls are easier to throw than others. Teacher could ask for predictions before the activity such as "which balls do you think will be most difficult/easy to throw and why"?</p>

# Active Learning Lessons with COVID-19 Modifications

## SEMUT OR GAJAH (ANT OR ELEPHANT)

**Semut** (pronounced suh-MOOT) **Pinky Finger** or **Gajah** (pronounced gha-jah) **thumb**

**Target Age Range:** 3-5 years

**Quick Move – Group**

**Materials:** None

### Activity

- Children stand in a circle and pump their fist up and down as they count: 1, 2, 3, 4...GO
- On "GO!" they either stick up their pinky finger ("semut," an ant) or their thumb ("gajah," an elephant)
- The teacher counts how many semuts and how many gajahs.
- If more semuts, the children pretend to be ants crawling on the ground.
- If more gajahs, the children pretend to be elephants stomping around the room.
- If there are an equal number of children pretending to be both semuts and gajah. when children are ready, they can count number of semuts and gajah again.

### COVID-19 Modification:

This activity can still be done as described with each child playing in their own floor spot (designated with a hula hoop, tape, carpet square or polyspot) and crawling or stomping in place or circling around their own floor spot.

### Build on Activity:

Choose a child to count all of the semuts and another to count all of the gajah.

**Resource:** Adapted from a game from Sumatra.

<https://www.parents.com/fun/games/educational/games-from-around-the-world/>

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Locomotion, strength, balance	Counting, language	<b>Positive Climate</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive communication. <b>Regard for Student Perspective</b> Teacher allows children to lead the activity by being the counter. <b>Behavior Management</b> The teacher clearly states the expectations for the game (e.g., we are going to all stand in a circle).

# Active Learning Lessons with COVID-19 Modifications

## BARNYARD

Target Age Range 3-5 years

### Skill Building Activity

**Materials:** Large pictures of farm animals to show children, (cows, chickens, pigs, horses, etc.), laminated 3x3 pictures of the adult and baby animals. cones to designate a “barn”

### Activity

- Teacher shows children large pictures of farm animals and asks them about differences and similarities: how they move, the sound they make, what they do, etc. Teacher creates a “barn” with cones at the opposite end of play area.
- Teacher designates children to be various animals handing out 3x3 pictures of adult animals.
- Farmer tells children “A storm is coming, and all the animals must hurry to the barn.” They are told to wait until their animal is called. As their animal is called, they run to the pen.
- Children move QUICKLY to the pen imitating the animal noise and movement.
- Children take turns being farmer.

### Build on Activity

- Place 3x3 laminated pictures of baby animals throughout play area prior to activity. Adult animals must find their matching baby animal and bring to the barn to get out of the storm.

### COVID-19 Modification

Using tape or floor spots, arrange children in a wide circle around the teacher, with floor spots for each child six feet from the teacher and six feet apart from each other. Place a cone (or “barn”) for each child in a larger circle around the room. The teacher can lay the animal cards next to the children on the floor to avoid having children touch the cards. May work best with 6 or less children (depending on space) and multiples of animals on cards (for instance, 2 pigs, 2 chickens and 2 cows or three chickens and three cows) to reduce waiting.

**Resources:** Adapted from <http://www.kidactivities.net/post/farm-and-harvest-theme.aspx>

<b>Opportunities to develop fundamental movement skills</b>	<b>Educational Concepts</b>	<b>CLASS</b>
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# Active Learning Lessons with COVID-19 Modifications

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Endurance, locomotion	Matching, science	<p><b>Instructional Learning Formats</b> Through movement and teacher inquiry, children learn about different animals, the sounds they make and how they move.</p> <p><b>Language Modeling</b> Teacher describes the different sounds and movements of the animals and connects new animals/sounds with familiar words or ideas.</p> <p><b>Concept Development</b> Teacher encourages children to think about the similarities and differences between the types of animals. Teacher also connects the animals in the game to the animals that children may have seen in their real lives. For example, maybe a child has a pet chicken at home.</p> <p><b>Regard for Student Perspectives</b> Children choose which animal they would like to pretend to be in the game.</p>

# Active Learning Lessons with COVID-19 Modifications

## LET'S GET EGG-CITED!

**Target Age Range:** 3-5 years

### Skill Building Activity – Colorful Plastic Eggs

**Materials:** Plastic 2-inch opening plastic eggs, small cue cards or pictures

#### Activity

- Place individual "cue cards" inside each egg. Cue cards are pictures of animals, shapes or numbers.
- Place eggs in a basket in the middle of a large circle area.
- One by one, a child chooses an egg and does the action based on the cue card inside. All children follow. Examples: animals: all children move around like the animal on the cue card; Numbers: child chooses to do a movement that many times: hop up and down, jumping jacks or hold a pose for that number of seconds; Shape: child demonstrates making the shape with the whole body.

#### Build on Activity:

- Use eggs for a treasure hunt. Hide the eggs inside or outside for children to find. When all are in the basket, they are opened one by one to do the related action.
- Add sounds to actions, tweets like birds, boom like a drum, etc.

#### COVID-19 Modification

Teachers hand one egg at a time to each child and children perform actions on individual floor spots spaced at least six feet apart.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Depending on activity can use for: balance, endurance, locomotion	Counting, imagination	<p><b>Positive Climate</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive communication and interaction.</p> <p><b>Regard for Student Perspective</b> Children help distribute the eggs one-by-one to their peers.</p> <p><b>Language Modeling</b> Teacher narrates the movements that the children decide to choose.</p>

# Active Learning Lessons with COVID-19 Modifications

## OBSTACLE COURSE

**Target Age Range:** 3-5 years (can be adapted for 2-year-olds)

### Skill Building Activity – Hula Hoops, Cones

**Materials:** Hula-hoops, baskets, towels, cones, chairs, pool noodles, sawhorses, other suitable objects

#### Activity

- Create an obstacle course that allows children to go around, through, over and under an assortment of obstacles: in/around hula hoops; between/over cones or noodles; in/out of baskets etc.
- Space the obstacles far apart for endurance and encourage use of a variety of locomotor skills such as jumping, hopping, galloping, and movements such as crawling, tiptoeing, log-rolling, etc. as children move between obstacles.
- In doors, use large chairs lined up to create a fast tunnel, tip toe on a tape line, hop through hula hoops held up by an adult, zigzag inside and out of a line of cones.

#### Build on Activity:

- Create homemade spatial relationship cards with stick figures demonstrating over, under, around and through. Review the meaning of the cards prior to doing the course and ask children which obstacles they can “go over” under, around etc.
- Add story “Going on a Bear Hunt” <http://www.thelearninggroove.com/going-on-a-bear-hunt>

#### COVID-19 Modifications

Stagger children's start times to keep children apart. Reduce the number of children participating if necessary, to provide enough space between children. Focus on activities where children remain upright and aren't touching objects. Make sure children wash hands before and after.

**Resource:** Adapted from Craft, Diane H. & Smith, Craig L. (2008). *Active Play! Fun Physical Activities for Young Children*, Cortland, NY: Active Play Books

Opportunities to develop fundamental movements skills	Educational Concepts	CLASS
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# Active Learning Lessons with COVID-19 Modifications

Opportunities to develop fundamental movements skills	Educational Concepts	CLASS
<p>Strength, balance, locomotion, jumping and climbing, endurance</p>	<p>Spatial relationships</p>	<p><b>Instructional Learning Formats</b> Children respond positively to learning a variety of concepts through active play. This activity involves sequencing movements.</p> <p><b>Language Modeling</b> Opportunity for teacher to expand on the concepts of over, under, around and through and children can be given the chance to create their own obstacle course.</p> <p><b>Concept Development</b> Children brainstorm what to include in the obstacle course and how to organize the series of obstacles.</p> <p><b>Language Modeling</b> This activity provides a rich environment for promoting language around movement concepts especially spatial relationships, awareness, and effort. The movement concepts take on meaning when linked to children's movements.</p> <p><b>Productivity</b> If the teacher is setting up the obstacle course, the course is set up before children arrive and is accessible to children without wait time.</p> <p><b>Behavior Management</b> Teacher provides clear expectations and clarity of the rules around use of the obstacle course.</p>

# Active Learning Lessons with COVID-19 Modifications

## MAGIC WORD GAME

**Target Age Range:** 3-5 years

### Quick Move

**Materials:** none

### Activity

- Children line up on wall waiting to move to designated area across room.
- Teacher references recent learning concepts. Examples: animals, shapes, modes of transportation, numbers.
- Teacher chooses one word among group of related words and designates it the "Magic Word" (animals/horse).
- Call out various related words, children move to designated area when hear "Magic Word." Movement relates to the word. Teacher moves with children. Examples: animal: move like the animal/ shape, children gallop like a horse or fly like a plane.

### Build on Activity

- This activity can be used for 10-minute lessons changing the movement or the type of word, hence enhancing mental flexibility. It can also be used for short quick activities such as when children transition from one activity to another.
- Children take turns choosing and calling out the magic word.
- Add materials such as scarves to wave or cones to run around or hula hoops to step through.

### COVID-19 Modification

Using tape, rope or similar materials, create a "lane" for each child six feet from the other children. Place a floor spot on either end of each child's lane. Children move back and forth between their respective floor spots inside their individual lanes.

**Resource:** Center on the Developing Child, Harvard University, Executive Function, Skills for Life and Learning Series. YouTube Link to demonstration <https://www.youtube.com/watch?v=0BchRHbwkWk>

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Balance, endurance, running, jumping, leaping, skipping	Movement, spatial sense	<p><b>Concept Development</b> Teacher poses questions that expand on the topic of movement.</p> <p><b>Teacher Sensitivity</b> Teacher is aware of the different movements children have yet to master and encourages children to practice those moves.</p> <p><b>Quality of Feedback</b> Teacher asks children about why they think a certain animal moves in a certain way.</p> <p><b>Regard for Student Perspectives</b> Children take turns as the one calling the magic word.</p>

# Active Learning Lessons with COVID-19 Modifications

## PLANT A SEED, GROW A FLOWER

Target Age Range: 3-5 years (could be modified for 2-year-olds)

### Skill Building Activity

**Materials:** seeds, small plants

#### Activity

- Teacher explains that seeds become plants, showing seeds and the plants they become.
- Teacher recites the following story. Children follow teacher's movements.
- "First, we dig up the soil." \*Mimic digging up the soil with a shovel\*
- "Second, we plant a seed." \*Crouch down, plant a seed, stand up and move to left.\*
- "Then we plant another seed." \*Repeat this until you make a full circle.\*
- "Next the sun warms the seeds." \*Make a large circular overhead movement with arms.\*
- "And the rain gives the seeds water to drink." \*Bend arms in front of you and wiggle fingers.\*
- "Finally, the seeds grow into flowers." \*Crouch down and slowly stand, extend arms and jump up high, into flowers.\*

#### Build on Activity

- Repeat story asking children what comes next and why
- Children recite story along with teacher
- Repeat story saying it faster each time as children do the motions faster and faster.

#### COVID-19 Modification

Each child performs the activity on her or her own floor spot, placed at least six feet apart.

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Balance	Science, sequencing	<p><b>Instructional Learning Formats</b></p> <p>Children respond positively to learning a variety of concepts through active play. The activity allows children to learn about plant growth through movement and an auditory sequential story.</p> <p><b>Concept Development</b></p> <p>Real world concepts about nature allow children to use scientific reasoning to predict sequence of events. Teacher can expand on the concept by asking what other living things need to grow.</p> <p>Teachers can make connections to the real world by asking questions like, "Have you planted seeds?" "Have you grown a garden?"</p> <p>Teachers can help children brainstorm other things that need sun and rain to grow.</p>

# Active Learning Lessons with COVID-19 Modifications

## ROPE SHAPES

Target Age Range: 3-5 years

### Skill Building Activity – Ropes

**Material:** Jump ropes or lightweight nylon or cotton rope cut into seven-foot sections.

#### Activity

- A rope is placed on the ground next to each child. Children are instructed to make the rope into the shape the teacher calls out. Shapes include geometric figures, numbers, letters. Children finish shape and then are asked to do different movements: jump inside, outside, and over their creation or walk along the shape one foot in front of the other keeping balance.

#### Build on Activity

- Change shape to new number, letter, animal etc.
- Allow children to make their own shape and describe what it is.

#### COVID-19 Modification

For this activity, children are already using their own materials in their own space. Space children six feet apart, using floor spots if necessary.

**Resource:** SPARK Physical Education

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Balance, jumping, hopping locomotion	Literacy, math, problem solving	<p><b>Instructional Learning Formats</b> Ropes can be used like a pencil or marker to make the shapes, letters or numbers taught in other areas of the curriculum.</p> <p><b>Concept Development</b> Teacher questions can provide an opportunity to expand on the concepts of shapes. For example, why did you decide to make that?</p> <p><b>Regard for Student Perspectives</b> Children make the shape they choose, or children are given a chance to be the one to call out what shape to make.</p>

# Active Learning Lessons with COVID-19 Modifications

## SCARF TOSS AND CATCH

Target Age Range: 3-5 years

### Quick Move – Scarves

**Materials:** music, scarves

### Activity

- Lead tossing and catching the scarf. Put on lively music. Start with one hand then add another. Alternate hands with each toss. Clap and try to catch the scarf. Toss it under a leg and catch it. Toss it in the air and spin once before catching. Toss the scarf and watch it land on different body parts (back of hand, head, foot, leg, back) Allow children to come up with own moves.
- Put on some lively music and move the scarf to the beat. Move creatively and introduce concepts like right, left, high, low, out, in etc. Allow children to take turns leading moves.
- Be a magician. Hide the scarf in the palm of your hand and then say “Abracadabra” as you toss the scarf into the air. Show catching it behind your back.

### Build on Activity:

- Use stop and go cues with music to add element of inhibition control.
- Count tosses or spell words as scarves are tossed in the air.

### COVID-19 Modification

For this activity, children are already using their own materials in their own space. Space children six feet apart, using floor spots if necessary.

**Resource:** SPARK Physical Education

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Gross motor movement, balance, hand-eye coordination	Counting, crossing the midline	<b>Instructional Learning Formats</b> This activity uses a variety of modalities including auditory, visual and movement to encourage active participation and creativity. <b>Language Modeling</b> Teacher narrates the movement of the children and offers new words to their actions. <b>Concept Development</b> Teacher can expand on the spatial concepts of high, low, up and down.



# Active Learning Lessons with COVID-19 Modifications

## SILLY WALKING

Target Age Range: 3-5 years

### Quick Move

**Materials:** none

### Activity

- Children move from one designated area to another first supporting themselves on four, then three, then two then one different body part.
- Imitate different animals, sea creatures or insects. Ask which move quickly, which move slowly, which ones fly or crawl or slither etc.
- Ask children which muscles they can feel the most with each activity.

### Build on Activity:

- Add cones for children to move around.
- Add jumping, twirling, skipping or leaping.
- Add music for stop and go cues to add element of inhibition control.

### COVID-19 Modifications

Using tape, rope or similar materials, create a "lane" for each child six feet from the other children. Place a floor spot on either end of each child's lane. Children move back and forth between their respective floor spots inside their individual lanes.

**Resource:** Adapted from Mighty Minutes for Preschool, Silly Willy Walking, by Carol Aghayan

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Locomotion, strength, balance, endurance, side movements, jumping, skipping	Counting, spacial sense, science	<p><b>Instructional Learning Formats</b> The activity provides an opportunity to experience how they use different muscles for different movements. Can possibly connect this to how different animals/items move.</p> <p><b>Concept Development</b> Open-ended movement questions using how and why allows teachers to challenge children to expand their knowledge. For example, why is balancing on two feet easier than one foot?</p> <p><b>Regard for Student Perspectives</b> Providing safe, developmentally appropriate physical activity choices gives all children a chance to explore their ideas and supports their autonomy.</p>

# Active Learning Lessons with COVID-19 Modifications

**AGALMATA** (The Greek Word for Statues) ə- 'gal-mə-tə (ah gal mah tah)

Target Age Range: 3-5 years

## Quick Move – Independent or Pairs

**Materials:** Music

### Activity

- Show children pictures of statues and demonstrate the pose.
- Have children practice the poses.
- Tell the children in Greece statues are called Agalmatas.
- Play music and have children dance around a large room or outside.
- When the music stops, the teacher yells “Agalmatas” and children make a pose and pretend to be one of the statues.

### Build on activity

- Have children take turns standing in center of circle and clap or count, stop, call “Agalmatas” and make pose. Other children must create their statue pose and freeze. The game continues until all children have had a chance to count or clap.

### COVID-19 Modification

Using individual floor spots, space children six feet apart and have them perform the activity in their individual spaces. Instead of having children dance around the room, have them dance in place. Children can take turns making poses from their individual spaces.

**Resources:** Adapted from the game Agalmata from Greece.

<https://www.parents.com/fun/games/educational/games-from-around-the-world/>

Opportunities to develop fundamental movement skills	Educational Concepts	CLASS
Endurance, balance,	Counting, inhibition control	<b>Positive Climate</b> Teacher provides an opportunity to enjoy a shared activity with the children that supports positive interactions.

# Active Learning Lessons with COVID-19 Modifications

## SWAT THE FLY

**Target Age Range:** 3-5 years

### Skill Building Activity

**Materials:** Foam pool noodles cut in half for swatting, vinyl or plastic plates, lightweight string for pulling plates, picture of fly. (See Active Learning Card)

### Activity

- **Create the fly:** Make two copies of the "fly" to fit each plate. Cut a hole through the plate rim and insert a six-foot length of string and tie a knot under the rim. Tape the image of the fly to each side of the plate with packaging tape.
- **Create boundaries:** Place small cones on each side of the space with at least 20 feet in between.
- **Instructions:** Demonstrate dragging and swatting. Some children get the fly and drag it from one end of the space towards the cones on the other end. Other children chase the flies while swatting at them with the foam swim noodles. All children move in the same direction, some dragging, others swatting. Children trade when they reach the end of the boundary.

### Build on activity:

Have all children skip, hop or gallop like a horse rather than run. Afterwards ask which method was fastest and which is slowest. Ask children how flies usually move and why. In pairs, have one child with fly move like a fly would while another child swats at the fly as they move to the other end of the boundary. Space pairs of children according to speed to avoid collisions.

### COVID-19 Modification

This activity requires a large open space that allows pairs of children to move around and maintain at least six feet of distance. To avoid collisions, have all the children run in the same direction around a large safe object in the middle of the space.

**Resource:** Adapted from Craft, Diane H. & Smith, Craig L. (2008). *Active Play! Fun Physical Activities for Young Children*, Cortland, NY: Active Play Books

<b>Opportunities for developing fundamental movement skills</b>	<b>Educational Concepts</b>	<b>CLASS</b>
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# Active Learning Lessons with COVID-19 Modifications

Locomotor movements of running, hopping, skipping, galloping  
Endurance  
Hand-eye coordination when swatting

Science when talking about how flies move and why

## **Instructional Learning Formats**

Teacher actively engages students in activities encouraging their participation. Teacher uses a variety of modalities to interest student and gain their participation in a lesson.

**Regard for Student Perspectives** Opportunities for student talk and expression.

## **Positive Climate**

Teacher provides an opportunity to enjoy a shared activity with the children that supports positive communication.

## **Quality of Feedback**

Teacher asks children to explain why they think a particular method was faster or slower.

## **Behavior Management**

The teacher clearly states the expectations prior to the activity to prevent disagreements.

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IN EARLY LEARNING



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