

Little Busy Bodies!

Active Learning for Infants & Toddlers



Playing is Learning!

Young children are on the move! Early movement experiences help children connect with others and form strong relationships, promote physical development and build their intellectual skills, communication and self-confidence. Learn how to put into practice ideas and movement activities for children ages 6 months to 3 years old. Infant and toddler caregivers are involved with one of the most amazing and rapidly developing times of a child's life!

Physical Activity Guidelines for Infants:

1. Infants should interact with caregivers in daily physical activities that are dedicated to exploring movement and the environment.
2. Caregivers should place infants in settings that encourage and stimulate movement experiences and active play for short periods of time several times a day.
3. Infants' physical activity should promote skill development in movement.
4. Infants should be placed in an environment that meets or exceeds recommended safety standards for performing large muscle activities.
5. Those in charge of infants' well-being are responsible for understanding the importance of physical activity and should promote movement skills by providing opportunities for structured and unstructured physical activity.

Suggested Physical Activities for Infants:

Provide many opportunities for activity across an entire day--bouts of which should vary in length--rather than designating one large block of activity time during the day.

1. "Dancing" while being held under the arms or in your arms
2. Move babies (supported) through space
3. Tummy Time--doing activities with child in this position
4. Roll baby (both ways)
5. Slowly spinning the baby both ways (1 revolution per 8 seconds)
6. Baby massage and tactile stimulation
7. Gently tip (supported) baby into a position where the head is lower than the rest of the body (use an exercise/physio ball)
8. Singing and clapping along with songs
9. Peek-a-boo
10. Pat-a-Cake
11. Encourage children to stretch, reach, roll, push, sit, kick, creep, crawl and climb--developing their large muscles
12. Hold baby by the hands and do deep-knee bends together to music
13. Ball play
14. Crossing the Midline

Physical Activity Guidelines for Toddlers:

1. Toddlers should engage in a total of at least 30 minutes of structured physical activity each day.
2. Toddlers should engage in at least 60 minutes--and up to several hours--per day of unstructured physical activity and should not be sedentary for more than 60 minutes at a time, except when sleeping.
3. Toddlers should be given ample opportunities to develop movement skills that will serve as the building blocks for future motor skillfulness and physical activity.
4. Toddlers should have access to indoor and outdoor areas that meet or exceed recommended safety standards for performing large-muscle activities.

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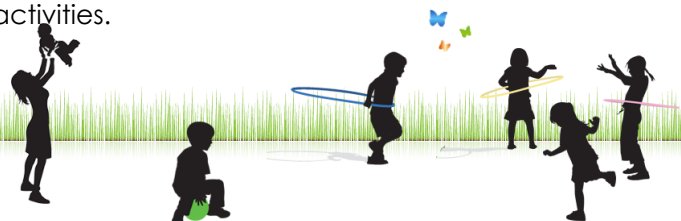
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5. Those in charge of toddlers' well being are responsible for understanding the importance of physical activity and promoting movement skills by providing opportunities for structured and unstructured physical activity and movement experiences.



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Suggested Physical Activities for Toddlers:

Caregivers are responsible for providing short activity bursts throughout the day. It is important to offer a variety of opportunities for toddlers to practice and learn fundamental motor skills.

1. Movement Songs and Nursery Rhymes

- a. Ring Around the Rosy (*Ring around the rosy. Pocket full of posies. Jumping, jumping, we all fall down*)
- b. Hokey-Pokey
- c. Row, Row, Row Your Boat
- d. Heads, Tummies, Toes/Head, Shoulders, Knees and Toes
- e. Teddy Bear, Teddy Bear
- f. Grand Old Duke of York
- g. Pop Goes the Weasel
- h. Here We Go Round the Mulberry Bush
- i. If Your Happy and You Know It (*stomp your feet, turn around, jump up and down*)
- j. Shake Your Sillies Out
- k. Freeze Dancing

2. Musical instruments

- a. Rhythm sticks
- b. Have a parade
- c. Move to the sounds (when you hear the triangle ding, tiptoe; when you hear the drum beat, take big steps; when the bells jingle, run, etc.)

3. Creative movement

- a. Move like an animal

4. Obstacle Course

5. Bubble Chase

6. Hide and Seek

7. Streamer Ribbon and Scarf Play

8. Provide "upside down" time daily (use an exercise/physio ball)

9. I See, I See

10. Follow the leader

11. Jack in the Box

12. Ready, Set, Run (run to the tree, run fast, run slow, run and stop)

13. Pull a wagon, toy or blanket

14. Roll around on a mat, the grass

15. Climb in, climb out, climb over, climb through

16. Jump up (hit the hanging ball), jump down (from a low height)

17. Swat the Fly

18. Puzzle Matchup

19. Alligator in the Swamp

20. Bubble Wrap Jumping

21. Go Fish

22. Snowball Throw/Cleanup the Backyard

23. Musical Balloons

24. Punch Balls and Pantyhose (catch, kick, punch, strike)

25. Rainbow Mixup

26. Hoop Play

- a. Driving with Hoops
- b. Musical Hoops

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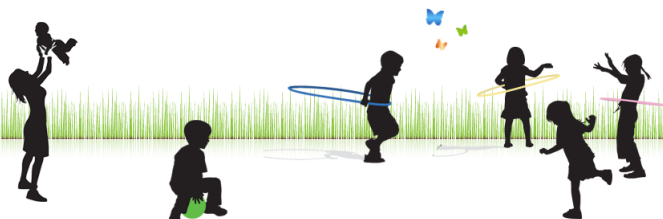
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27. Parachute Play

- a. Shake the Parachute (while sitting down)
- b. Pop the bubbles
- c. Log Rolling (on top of parachute)
- d. Alligator Crawl (on top of parachute)
- e. Hi and Hello (standing up and holding edge, lift the parachute overhead)
- f. Popcorn (use balloons, foam balls on top of parachute while standing up and shaking parachute)
- g. Wheels on the Bus
- h. Talk Like the Animals
- i. Come Under My Umbrella
- j. Motor Boat

28. Ball Play

- a. Throw and catch back and forth
- b. Throw at a target
- c. Throw the ball into a box
- d. Roll the ball
- e. Chase the ball
- f. Kick the ball
- g. Drop 'n Catch

Glossary:

Fundamental motor skills: The foundational skills that provide the building blocks for specific movements such as those found in sport, games and dance. Examples: jumping, hopping, throwing, kicking and running.

Gross motor skills: Those actions that use the body's large muscles to achieve skillfulness. Examples: walking, jumping, skipping and throwing.

Infants: Children from birth to about 1 year (around the onset of walking)

Locomotor skills: Movements that transport someone from one place to another. Examples: rolling, walking, running, hopping, galloping and skipping.

Moderate physical activity: Activity that is easily maintained and performed at an intensity that increases heart and breathing rates.

Physical activity: Any bodily movement produced by skeletal muscles that results in energy expenditure. For infants and very young toddlers, the term "movement" is a more common way to describe young children's physical activity.

Structured physical activity: An activity planned and directed by a parent, caregiver or teacher, and that is designed to accommodate the infant or toddler's developmental level.

Toddlers: Children between the ages of 1 and 3

Unstructured physical activity: Child-initiated physical activity that occurs as the child explores his or her environment.

Vigorous physical activity: Activity that produces fatigue in a short period of time and is performed at an intensity in which heart rate and breathing are elevated to levels higher than those observed for moderate physical activity. Examples: running, jumping rope and biking.

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Parachute Play: Pop the Bubbles

Get Ready:

Parachute (12-20'wide)

Get Set:

Children and adults are barefoot or without shoes (provides opportunity for tactile stimulation)

Go:

1. Position children and adults around the edge of the parachute sitting cross- legged and grasping parachute with the claw hold grip.
2. Instruct the group that when the leader says, "Shake!" the children and adults shake the parachute up and down making "bubbles"
3. Select a few children to "creep" (on hands and knees moving cross-laterally) on top of the parachute, trying to "pop all the bubbles"
4. As the children creep around on top of the parachute, have the "shakers" chant—

1 little, 2 little, 3 little bubbles

4 little, 5 little, 6 little bubbles

7 little, 8 little, 9 little bubbles

10 little bubbles go pop, pop, pop

Pop, pop, pop, can you pop those bubbles

Pop, pop, pop, can you pop those bubbles

Pop, pop, pop, can you pop those bubbles

Popping bubbles is so much fun!

5. When the teacher says, "Freeze!" all activity (shaking and creeping) stops

6. The children on the parachute return to their spot around the edge of the parachute and new children are selected to creep on top of the parachute to "Pop the Bubbles"



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