

Manual for the local training courses

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Introduction: History of the origins of this manual and explanations of its use

Sport has many benefits for children and European countries value physical development and exercise as very important in early education. Sport gives children more than just physical well-being, it also gives children important character traits and lifelong values, so it is important to ensure that an active and healthy lifestyle is built into young children's lives.

Inter-cultural collaboration and sharing of best practices will generate understanding of the importance of an active and healthy lifestyle for early childhood development and create a foundation for movement and activities with a range of physical, emotional and interpersonal benefits, developed by the experts in early childhood movement.

The project "European Early Childhood Movement Experts" (622642-EPP-1-2020-1-DE-SPO-SCP) falls within the framework of the specific objectives of Erasmus + A3: Erasmus Mundus, support for collaborative partnerships in the field of sport.

The European Early Childhood Movement Experts project introduces children to meaningful physical activities developed by early childhood development experts to help children lay the foundation for an active and healthy lifestyle throughout the project, which will accompany them throughout the rest of their lives.

The participating organizations have all contributed with their experts to the creation of this handbook and, in doing so, responded to the needs of the target groups as much as possible.

First, the importance of sufficient movement experience for the development of children is explained in an understandable way. The basics of movement theory for children are then to be taught.

Practical exercises make up most of this manual. The chapters are divided first according to age groups, then according to the form of movement that is trained in the exercise.

Importance of movement experiences for the development of children

About the importance of movement experiences for the development of children

Where there are children, there is something going on - always! They wriggle and wrestle, romp and run, crawl, play, scream, paint, climb and cuddle and much more. Adults who live or work with children know that everything children do, they do with their bodies - often loudly and sometimes quietly. However, what we adults often find exhausting in everyday life happens for good reasons.

Running is health prevention

Who does not know it? You have to constantly remind children that you are not allowed to run in the hallway. Because that's far too dangerous: people walk along here with important orders, food is brought back and forth and if two people run around a corner too quickly at the same time, dangerous bumps can occur. But all admonition is of little use. Children run - also and above all in long corridors and actually always and everywhere, where there is only approximately enough space to accelerate their own body mass.

In the search for reasons for this behavior, the thesis was and is often put forward that children are looking for limits. They provoke adult-made, hazard-reducing rules to find out how serious they are. Or something like that. If we take a look at sports science and explicitly at sports pedagogy, we can work out another reason for children's 'corridor behaviour'.

Running is a physical activity that uses so much energy in the muscles that the body has to provide oxygen supply by ramping up the cardiovascular system in order to remain functional. And he does: we breathe faster and our hearts race in our chests. The lungs work more intensively, the blood pressure rises and the heart rate, the pulse, increases significantly. After the race, the cardiovascular system calms down again, the blood pressure drops - initially even slightly below the initial value - and all other functional processes come to rest again. How slowly or quickly the cardiovascular system calms down again depends on how often we run. If we rarely run, we are exhausted for a long time afterwards. If we run a lot, we only need a short rest and we can continue. What may sound paradoxical is the basis for human development in general: biological adaptability. The more we do something, the better our mechanism knows what to do in the future. And this applies not only to running, but to all kind of activities. It's like in a supermarket: the demand determines the supply. The body remembers how much energy it had to make available and then expands its contingent in the storage room in order to be able to delay the total sell-out. Of course, in reality it's a little more complicated and takes longer to adapt (we call it 'training' if we target it). But we have to remember: frequent running promotes endurance. The cardiovascular system is strengthened in such a way that the basic performance generally increases, the resting heart rate decreases and the lung volume expands. In the future, the body will be able to absorb more oxygen with less energy consumption, both under stress and at rest - a more than ingenious facility of nature. The consequences should not be underestimated: feelings of stress on a physical and psychological level are reduced, concentration can be maintained for longer and you can target your goals better. If you have good stamina, you have created one of the most important prerequisites for success in all types of sports, at work and in everyday life. In addition, good basic endurance protects against early heart attacks and other coronary heart diseases and many other diseases. What is true for

endurance is also true for the other basic skills of motor development: strength, flexibility, speed and coordination.

While adults have to work hard to learn about the importance of physical and coordination skills - as in the endurance example - in order to be able to motivate themselves to exercise, children have a very natural urge to exercise. While we are constantly on the lookout for the next cup of coffee, children train their basic motor skills at every available opportunity, mostly to a great deal of cheering and bawling - and thus practice active health prevention. They run after their friends as unicorns or policemen, quickly climb back up the climbing frame, jump because the rain has made puddles and run through the hallway, although this is actually forbidden and for good reasons.

Playing meaningfully - Sensomotorik as a basis for the development of personal skills

However, the importance of physical activity in child development goes far beyond the area of basic motor skills. Children are sensory creatures - they look at everything very closely, constantly put something in their mouth, hear noises that absolutely need to be imitated. If you are up for it, a 500-meter walk with a two-year-old can easily take an hour or longer - there is so much to discover.

Our senses are endogenous information acquisition systems. Through them we feel, touch, see, hear, smell, taste, touch and feel the world and we acquire all the knowledge that is needed to find our way in life. In order to be able to use the senses in a meaningful way, the entire body is needed - but also the other way around. The body also needs the senses. Because we only receive feedback about ourselves through the senses and in contact with the things in the world. Through physical perception and through the processing of sensory stimuli in the brain, the child develops a wide variety of mental images: about the spatial and material environment around them around, about himself and his body and about his fellow human beings. In this interaction from outside and inside, children eventually develop all personal skills through movement experiences (which, with a view to the economic development of the coming decades, are the future skills): What sounds very cryptic here is actually quite simple: the child actively experiences physical contact in movement games, where self ends and you begins. There are touches that feel good and those that give you weird gut feelings or even hurt. If you 'tap' too hard as a catcher when playing catch, the runner falls over. What was totally funny when romping yesterday feels too wild today and causes bruises.

Speaking of bruises: they occur often and frequently in connection with movement. While many adults try to design play and movement settings in such a way that injuries do not occur in the first place, a change of perspective can also be attempted on this point. It goes without saying that accidents and injuries must not be deliberately caused and duty of supervision, safety and prevention are goods that must be observed. At the same time, conflict and accident situations offer vital learning opportunities in the truest sense of the word. As cute as stories of squirrels and other animals fighting are - recognizing how each other is doing, how badly someone is injured, whether a handkerchief, a cold pack, a band-aid, or the help of an adult is needed, children don't learn from books. They only learn empathy and how to deal with crises where there are opportunities to experience and process feelings and emotions.

In contact with things in the world, the child gains the most important insights into the laws of nature. For example, it learns that feathers fall more slowly than stones or that it wobbles quite a bit when you balance on a rope, but a tree trunk is more stable. When dealing with materials, it can find out that something happens when you do something with them and experience in the interaction that it can trace this action back to itself. If you throw a ball against the cones that have been set up and you hit it, there will be hilarious chaos and a huge noise.

In short: children only learn how the world is by doing. Through the movement activity, they gain their first-hand knowledge of how it works. They experience themselves as active designers of this world and at the same time learn to move in it and deal with it appropriately.

Stories that mean the world - movement and language

When star chaos has broken out in the galaxy or the miraculous mole tunnel turns into a hungry killer caterpillar, all the children are screaming and sweating, running away and suddenly projectiles are flying - then language development is in full swing.

Children love fantastic stories not only when they are read aloud on the cozy sofa. Also and especially in the gym, in the movement room or on the outside area, stories are the occasion for learning and development. Practicing throwing and catching with Soft Fresbees is twice as much fun and attracts even the most reluctant to move when the Fresbees are no longer Fresbee discs, but wild star splinters that brave astronauts have to keep in the trajectory. A crawling tunnel offers the children transformed into platypuses a great shelter - but only as long as it is an uninhabited mole tunnel. If the true self of the tunnel is revealed, you are suddenly faced with the face of a huge killer caterpillar with an unbridled appetite, whose hunger can only be satisfied by throwing as many shiny golden tennis ball beads as possible down its throat from a safe distance. Wild, but also quiet stories offer exciting and motivating play and movement opportunities. At the same time, they stimulate the imagination so much that you don't even get to speak or read. Who doesn't know that? Often enough, in order to be able to read a story to the end, you have to prevent children from telling their own. In the movement context, we don't have to. Here we can simply use the children's tense energy, give the body space to imitate movements and - if it gets really crazy - fold the book, put it aside and let your own story develop in the game - all the wondrous ones ideas that the children have.

In summary, we can state: the linking of movement play and history as a motivation for new movement impulses and at the same time it is an inimitable and holistic language learning program. But why is that? What does language learning have to do with movement?

In general, the relevant specialist literature shows that movement experience and language learning have an inseparable connection. On the one hand, the already mentioned theories of sensorimotor functions also apply here: only those who grasp things in the world with their own hands can actually grasp them and then reproduce them in the form of language. Consequently, children develop their language potential through **action** contexts in which they touch and play with their physical environment and experience it with their bodies and all of their senses. Only in this way can the body send signals to the brain via its neural system, in which images and

empirical values are then produced and stored. An example: Think for a moment about the typical smell of a train station....or a gymnasium. Imagine how the surface of a soccer ball differs from that of a basketball. And now think about the taste of crocodile meat.

Chances are you wrinkled your nose at the thought of the smell in the station. For many, the term gym is a memorable experience of the smell of hemp, wood and rubber mixtures. Anyone who has ever held a basketball in their hands knows very well that, in contrast to a sewn football, its surface feels very bumpy. On the other hand, crocodile meat is probably remembered by fewer readers because it is consumed comparatively rarely worldwide. Our brain can only call up images that we have experience with. We can't name what we haven't experienced yet.

Beyond the fascination of sensorimotor functions, there are other remarkable connections between language and movement. To recognize this, let's take a look at the anatomy of our speech apparatus: over 100 muscles are used when we speak. In addition to the subglottal (lungs, bronchi, trachea), the laryngeal (larynx, vocal folds) and the supralaryngeal (pharynx, oral cavity, nasal cavity) system, we need the entire upper body with diaphragm, lungs and intercostal, chest and hip muscles. And here we come full circle: because in order to be able to optimally use the latter muscles, which are essential for good breathing and thus for the basis of good language training, a balanced relationship between strength and mobility in the skeletal muscles is required. The development of an optimal condition, consisting of endurance, strength, flexibility and speed, and the expansion of coordination skills is not only of central importance in competitive sports, but above all in language development. Take the test: stand up straight. Squeeze your upper body muscles so tightly that you can no longer move your rib cage or stomach when you breathe, and now try to speak clearly and distinctly. What you're about to accomplish sounds more like a growl? Then you did the exercise correctly. Now try the opposite: Relax your entire upper body so much that you start to feel a bit sad and helpless - so really let yourself down. Now speak in this posture as if you were to give an important presentation. It does not work? Wonderful! You did everything right here too.

If our muscles in the upper body are too tight or too slack, this already has an enormous impact on our verbal expression (and also on our emotional experience, but that is another topic) even in this artificially stimulated situation. A lack of variety of movement always results in muscular imbalances. This means that within the postural and skeletal muscles, there is shortening, hardening and tension on the one hand and muscle weakness on the other. If babies, toddlers or even older children suffer from a lack of exercise, the effects on language development can be enormous.

Movement, Balance and Learning

Results from neuroscience studies show that stress has a strong effect on motor skills. After all, we all know this: when we are under stress-related tension, muscle tone increases, breathing becomes shallow and heart rate increases. It is not uncommon for us to get into a strange emotional state, become restless, clumsy, aggressive and cranky. This also applies to children who suffer from the so-called mental load. In this case, too, we benefit from the interaction of our biology: just as mental stress can affect motor skills, we can counteract stress through motor work, i.e. through movement activity. Exercise and sport in combination with a healthy diet are



the best ways to prevent and counteract stress. Endurance-promoting physical activities help to get back into balance, i.e. everything that has to do with running and kicking and activating the cardiovascular system, such as swimming or cycling. But also such movement activities that contain many coordinative elements and strengthen the body are particularly suitable.

Do you work in an area with children and are you feeling stressed? That's wonderful. Nothing better could happen to you. Plan your next pedagogical offer as a movement setting in which you can simply participate. Running and catching games are just as suitable as games from the romp, wrestling and brawl series. Playing and exercising regularly with the children reduces the stress level for young and old - and you save yourself the additional appointment at the gym in the afternoon.

Summary

No matter from which psychomotor, neurological or sports science perspective we illuminate child development: it turns out that movement cannot be rated highly enough for development in all areas of learning. Does a child have language development difficulties? Go to the playground or into the forest and go on an exciting scavenger hunt. A child is impulsive and just totally over the top? Play some movement games with a start-stop character. A child just can't cut well with scissors? No problem: off to the gym. Throwing balls, turning hoops and swinging ropes promote hand muscles and are fun. Somewhat esoteric, one might say: movement is the basis of all development. A healthy and balanced life can only develop where there is movement.

The best for last

To support us in promoting child development and to make it easy for us, nature created a wondrous thing: children's natural urge to move. If we don't disturb children, then they move and develop. Because right from the start it is their intrinsic motivation that makes them want to discover everything new and conquer the world. Of course, that doesn't mean that you just have to 'let' children or that all children should now run wild through the corridors of the world without regard for losses. It requires good, friendly and benevolent adult accompaniment. However, the new findings may encourage these adults to expand existing support programs to include the aspect of physical play, to rethink day-care center and school rules and, where possible, to provide more space for movement - including for running. Maybe there are a few brave ones among you who are giving up climbing trees again or who now feel motivated to act out a wild nonsense story again or (for the completely crazy ones) who dare to use tables and chairs to build wondrous landscapes to use.

I hope you enjoy browsing through this brochure and trying out the exercises.



Basics of kinematics in children

Human movement in the childhood

For years, numerous scientific studies have confirmed that active lifestyles improve the quality of psycho-physical and social life and that consequently the practice of physical activity has positive effects on our body, mood and brain. In general, for the human being, movement, in addition to allowing interaction with the surrounding environment, is configured as a large organic function that facilitates human growth and promotes the maintenance of a good state of health.

This function facilitates the development of intellectual abilities, improves and keeps the body's functions active, supports the development of communication and interaction skills with others, and finally improves motor skills and abilities.

The developmental age is a period in the life of a human being that is difficult to frame in a clear window of time, as it varies from person to person and is conditioned by many factors. Science affirms that the developmental age corresponds to a phase in the life of the individual that goes from birth to adulthood, in which three fundamental processes take place: growth, maturation and development.

According to Malina, these processes take place in parallel and interact with each other; they are common to the whole human species even if they evolve in an individual and subjective way which is why they lead to a differentiated personal training making the human species extremely heterogeneous on the threshold of adulthood.

The term growth refers to the increase in the size of the body as a whole and its individual parts. Maturation corresponds to that process that accompanies every tissue, every organ and every system of the body from a state of temporary immaturity and efficiency to a biologically mature state. Finally, the concept of development is understood as that process of acquisition / learning of behavioral skills useful for solving problems that man encounters in the environment.

The processes of growth and maturation depend mainly on genetic factors, and to a lesser extent on the environment in which man grows up. Instead, the development process of the person, in addition to being affected by the two processes mentioned above (growth and maturation), is largely influenced by the environment where one is born. The socio-affective and socio-cultural environment in which a person is born has the ability to significantly affect their development (motor, cognitive, etc.); therefore, the social class to which they belong,

The educational opportunities that the family is able to make available, the type of school and socio-cultural context, and sports organizations / associations will be able to offer in the developmental age. The evolution of movement in the different age groups is called ontogenesis of motor skills (or movement) and corresponds to the path taken by man to reach his adult motor skills.

The ontogenesis of the movement is therefore divided into chronological stages or stages of development (different from subject to subject) that allow the child to develop their potential and acquire higher levels of motor skills.



The development of motor skills in the developmental age cannot be thought of in a way that is dissociated from development, psychological, social and affective, because the subject in this phase of life finds in the corporeity the privileged means of communication and relationship with the external world and with the other.

The movement, in addition to being an indispensable function for the relationship between man and environment, develops and shapes the personality of the subject influencing all its components: psychomotor intellectual, social and emotional moral.

In order for the development and formation process of the personality to take place, it is necessary that, in the course of the relative ontogenetic stages, the structural and functional organic-intellectual conditions, on which the capacities can evolve and learnings, must mature.

Therefore, motor growth is favored when the subject in developmental age finds himself in the conditions of:

- to face all the ontogenetic stages in an environment favorable to the discovery and consolidation of the skills of translocation in space, of prehension and manipulation of objects;
- develop basic motor patterns both from a quantitative and qualitative point of view, especially in the favorable periods of learning; • Improve conditional coordinative motor skills;
- Facing an approach to educational sport and a sporting approach of a multipurpose and multi-sport type.



Age group 1-2

Exercises for cognitive and motor development

Name: Let's jump together like a bunny

Age: 1-2 years

Material: No material

Movement category: Cognitive and motor development

Time frame – 5-10 minutes

Game description - The educator in the play area arranges the children to stand, with a sufficient distance from each other. He/she stands in front of the children, taking the position of a rabbit jump (kneeling with his hands clasped, palms outstretched with two fingers imitating the bunny's ears). At the call of children to jump, children imitate the bunny jumping.

Name: Put the ball in the box

Age group: 1-2

Material: Cardboard box; scissors, pit balls in different colors

Time frame: 30 minutes

Movement category: Cognitive and motor development

Description of the exercise:

Get a cardboard box. Use the scissors to make holes in the top of the box and then outline and color them with different color markers. Put the balls in a basket and let the kids sort them out by the color of the ball with the color of the hole on the box.

Objectives:

Name: Sensory walk

Age group: 1-2

Material: Grass, Stones (2 types), Sand, foam, Pinecones, beans, water

Time frame: minutes

Movement category: Cognitive and motor development

Description of the exercise:



Make square frames or take plastic boxes with the same shape.. Put the materials in the different size objects. Let the children walk on the different surfaces and textures to feel them. It is an exercise that will improve their coordination, motor skills, self confidence.

Name: Hop on the shape

Age group: 1-2

Material: Different color chalks

Time frame: minutes

Movement category: Cognitive and motor development

Description of the exercise

If done outside, draw the wanted shapes outside. Call out a shape and the child should find it and jump/walk on it. If inside you can cut out the shapes and put them on the floor.

objectives: To recognise the shapes, learning how to follow instructions, playing outside and being physically active while also using his/hers orientation and logical thinking.

Name: Truck drivers

Age: 2 years

Time frame - 10 minutes

Movement category: Cognitive and motor development

Means: cars/trucks, small wooden cubes

Preparation - at one end of the hall / room the educator arranges the cubes

The truck/cars are lined up at a distance of 8-10 meters

Game description - The educator invites the children to stand next to one of the trucks/cars. After this he addresses them: Children with the cars we take the cubes to the construction site. The children imitate the movement of the cars-trucks in various ways, come to the construction site, load the cubes and carry them back. They do this until they transfer the last cube.

After this, they re-arrange the trucks on the line from where they start, sit in front of the construction site and together with the educator build the house from cubes.





Name: Follow the line

Age group: 1-2

Material: Balance bike

Time frame: 30-40 minutes

Movement category: Cognitive and motor development

Description of the exercise

Have few balance bikes. Previously create a path (a line) they should follow. They should go from point A to point B. It is a way to incorporate physical cognitive activities into the toddler's routine and it's a great way to encourage outdoor play.

Name: Roll the ball



Age: 1-2 years

Means: Kid-friendly ball; balls in different size, one bumpy, one plastic, and one soft ball

Time-frame - 30 minutes

Movement category: Cognitive and motor development

Preparation - The educator talks about the balls. He/she rolls the balls one at a time to the children. encourage them to feel textures and size.

Have the children make a large circle and pass the ball to other children across the circle. The educator says the name of the children, and the child that has the ball should roll it to the next children.

Make sure all children have had a chance to catch and roll the ball before moving on to the next activity.

Exercises for motor and emotional imagination

Name: The Snail and Mickey Mouse

Age group: 1-2

Material: none

Time frame: 5-10 minutes

Movement category: Coarse motor movements, tonic/postural control

Pace

Description of the exercise:

The teacher sings the following nursery rhyme:

Slowly, slowly, slowly goes, slowly goes the snail,

slowly, slowly, slowly goes, slowly goes the slug.

quickly, quickly, quickly goes, quickly runs and runs the mouse,

quickly, quickly, quickly goes, quickly runs and runs the mouse,

While singing, the teacher chooses how to place himself in the space, showing it to the children, and inviting them to participate by imitation. The song determines the pace of movement. When the nursery rhyme is about the snail, the teacher will move slowly; conversely, when the mouse is mentioned, the movement will happen faster.



The types of movement required can be freely chosen; more importantly, we must let the child try without forcing him if he fails.

IMPORTANT – CHILDREN'S GAME FROM 18 TO 24/36 MONTHS

Pictures / Illustrations:

Pedagogical objectives: ability to control behaviour according to context.

Name: Climbing

Age group: 1-2

Material: a small flight of stairs with a child-friendly handrail. Place a vase of flowers or a photo thereof on the landing at the top of the stairs.

Time frame: 5-10 minutes

Movement category: coarse motor movements, balance, orientation in space and time, rhythm

Description of the exercise:

The teacher tells the children that today, with his help, they will have to climb a mountain to find the most beautiful flowers in the world.

At this point the teacher, showing how to climb stairs and stressing the correct placement of hands on the handrail, leads the climb. Once he reaches the top, with exclamations of amazement, he will stir up curiosity and motivation in the children by describing the beauty of what he sees from the summit. Then he goes back down and, one at a time, he has each child climb up the "mountain."

IMPORTANT – CHILDREN'S GAME FROM 20 TO 36 MONTHS

Pedagogical objectives: ability to manage emotions, overcome simple situations of anxiety and fear

Pictures / Illustrations:

Name: Wild Animals

Age group: 1-2

Material: none

Time frame: 5-10 minutes

Movement category: coarse motor movements, basic motor schemes



Description of the exercise:

Split the play space in two with an adhesive tape or using a line already drawn on the floor. A group of children on one side of the dividing line imitate terrestrial animals, with typical gaits and attitudes. On the other side, the remaining children imitate flying animals. Upon the teacher's signal, each child, begins to move in his half of the play space; upon a second signal, one child or more change territories and thus roles

IMPORTANT – CHILDREN'S GAME FROM 18 TO 24/36 MONTHS

Pedagogical objectives: experience different ways of expressing one's emotions

Pictures / Illustrations:

Name: What a Mess

Age group: 1-2

Material: any available in the work environment

Time frame: 5-10 minutes

Movement category: basic motor patterns, body image and dimensional awareness

Description of the exercise:

The teacher, with the children's help, builds an obstacle course in the available space (including the classroom) (move chairs, desks and everything in the classroom without using any gym material). Upon the teacher's signal, and from a predetermined starting point, everyone tries to run along the path without touching any item.

VARIANT In the gym, mattresses, boxes, benches, etc. can be piled up. Propose a route out of the objects or, with their help, into the route.

IMPORTANT – CHILDREN'S GAME FROM 18 TO 24/36 MONTHS

Pedagogical objectives: ability to perform the task requested without being distracted by any surrounding items

Pictures / Illustrations:

Name: Woodcutter

Age group: 1-2

Material: none





Time frame: 5-10 minutes

Movement category: body knowledge, falling

Description of the exercise:

Children stand like many small trees (you can ask them to move their arms (branches) depending on the wind, the sun, etc.). The woodcutter (the teacher) walks by them and – mimicking an ax movement – chops them down, so that they fall to the ground in their own way (consider using a mat or a soft carpet as protection). Then the trees grow back and the game restarts, with a child playing the woodcutter this time.

IMPORTANT – CHILDREN'S GAME FROM 12 TO 24/36 MONTHS

Pedagogical Objectives: experiment with one's ability to wait

Pictures / Illustrations:

Name: Putting things away

Age group: 1-2

Material: all available games, a stereo system to play a song

Time frame: 5-10 minutes

Movement category: coarse movements, spatial orientation, hand-eye coordination

Description of the exercise:

After playing freely for a while, the teacher, more emphatically than usual, stresses the fact that all games must be put away and asks: Do you remember where they go? So when the music starts, children start putting the games away. Are you ready? Via

The educator. Starts the music and, together with children, begins to tidy up the classroom.

At the end, checks with the children whether all games and materials are back in their right place; with the children's help, he rearranges any out-of-place games.

IMPORTANT – CHILDREN'S GAME FROM 18 TO 24 MONTHS

Pedagogical objectives: respect for order, knowledge of one's own living environment

Pictures / Illustrations:

Name: Florists





Age group: 1-2

Material: rolls of paper tape of different colors, sheets of paper in the shape of a flowerpot

Time frame: 10-15 minutes

Movement category: fine motor skills, hand-eye coordination, coarse motor skills

Description of the exercise:

The teacher tells the children that today is "flower planting" day. Walking around the room, he hands out small pieces of coloured paper tape, asking them to stick them on the floor. When the "flowers" have been planted, "harvest" and attach them to vase-shaped paper sheets.

Pedagogical objectives: experimenting with waiting for one's turn

Pictures / Illustrations:

Name: The scarf

Age group: 1-2

Material: one scarf per child

Time frame: 10-15 minutes

Movement category: joint mobility

Description of the exercise:

throw and catch the scarf with one or two hands; throw and catch the scarf with one or two hands while walking or running

From 18 months

Pedagogical objectives: ability to manage a material assigned to us without taking those assigned to others

Pictures / Illustrations:

Name: Posters

Age group: 1-2

Material: poster or sheet to colour with finger paints or tempera, etc

Time frame: 10-15 minutes





Movement category: fine motor skills, hand-eye coordination, spatial orientation

Description of the exercise:

The teacher affixes posters on the wall with their base flush with the floor. Then, he places the finger paints far away from the posters, and shows the children that, to colour them, they must get their fingers dirty and swipe them on the poster. Thus, children will be prompted to move from one part of the room to the other to keep up their coloring.

IMPORTANT – CHILDREN'S GAME FROM 18 TO 24 MONTHS

Pedagogical objectives: sharing a common space

Pictures / Illustrations:

Name: Tunnel

Age group: 1-2

Material: large boxes to create tunnels

Time frame: 10-15 minutes

Movement category: walking on all fours

Description of the exercise:

The teacher has the boxes open on two sides, in no particular order, laying around over the entire area. He invites the children to crawl in and out of the boxes, either head first or feet first.

Pedagogical objectives: experimenting with waiting for one's turn

Pictures / Illustrations:

Name: Motorists

Age group: 1-2

Material: a large cushion per child

Time frame: 10-15 minutes

Movement category: walking on all fours, hand-eye coordination, time-spatial orientation

Description of the exercise:



Each child has a large cushion that he uses like a car. Children must move around, avoiding clashes with others. When the teacher says the car is broken, the children try to throw the pillow away or bring it to the teacher for repair.

Pedagogical objectives: manage your own space without invading that of others

Pictures / Illustrations:

Name: The Snowball

Age group: 1-2

Material: foil, tennis ball or table-tennis ball

Time frame: 10-15 minutes

Movement category: fine motor skills, hand-eye coordination, time-spatial orientation

Description of the exercise:

The teacher gives each child a sheet of foil (plain paper is also fine, the thinner the better). Then, he hands the first child a ball (as a tennis or table-tennis ball but made of sponge). The child wraps the ball with his foil and passes it to the next child, who will do likewise and so on until the last one, who will end up with a "mega-ball" with everyone's foil wrapping.

Pedagogical objectives: learning to collaborate

Pictures / Illustrations:

Name: Leaves

Age group: 1-2

Material: dry leaves falling from trees in autumn

Time frame: 10-15 minutes

Movement category: basic motor schemes

Description of the exercise:

The teacher gives children one or more leaves and asks them to create a pile of leaves in the centre of the room. Then the teacher asks the children to take turns jumping on them, walking, kicking, etc. And then all together they put them back in the middle, allowing another child to play with them.

Pedagogical objectives: learning to collaborate, waiting for one's own turn

Pictures / Illustrations:

Name: The naughty balls

Age group: 1-2

Material: Bucket, sponge balls, stereo with music

Time frame: 10-15 minutes

Movement category: gross motor movements, oculo-manual skills

Description of the exercise:

The educator holds a bucket full of balls. And walking quickly around the room the educator asks the children:

who wants to see the naughty balls?

Do you know why they're naughty?

And making them all fly through the air he exclaims:

because they bounce all over the place! Help me get them back!!!

The children have to collect the balls and try to put them back into the basket, which is always held by the educator. To make it look like the ball is naughty, just after the children put one into the glass, the educator shakes it so that it pops out, exclaiming:

did you see that? they run all over the place.

After this has continued for a while, the educator ensures that the balls collected no longer "escape" anymore.

Pedagogical objectives: to share the material, to allow experimenting among classmates

Pictures / Illustrations:

Name: The ball

Age group: 1-2

Material: one ball per child

Time frame: 10-15 minutes

Movement category: spatial orientation capacity, rhythm capacity, hand-eye and foot-eye coordination

Description of the exercise:

The educator hands each child a ball. The educator asks the children to feel the consistency, weight and shape of the ball by stroking it, lifting it up, etc. Then shows how they can use the ball with their hands or feet and asking the children to try to do the same.

- throwing it and catching it

- throwing it and chasing it

- kicking it and chasing it

- guiding it with the feet.

Pedagogical objectives: learning to respect the given task, being able to respect the time for playing and the time for breaks

Pictures / Illustrations:

Name: Roll

Age group: 1-2

Material: Artistic/rhythmic gymnastics mat, rubbery

Time frame: 10-15 minutes

Movement category: rotation around its own longitudinal axis

Description of the exercise:

The educator demonstrates the motor pattern of rolling, first by helping the child to roll with pushes and then by inviting him or her to roll on their own. While one performs the game, the others watch and at the end, applaud and cheer the performer.

Pedagogical objectives: encouraging peers, waiting for one's turn

Pictures / Illustrations:

Name: The band

Age group: 1-2

Material: 1 cm wide rubber psychomotor band

Time frame: 10-15 minutes

Movement category: balance

Description of the exercise:

The educator makes a band and shows the children how to walk on it in either two or four-legged. Then, one by one, the children are encouraged to try out the new game.

Pedagogical objectives: encouraging peers, waiting for one's turn

Pictures / Illustrations:

Name: Climbing

Age group: 1-2

Material: Wall bars and mat for falling

Time frame: 10-15 minutes

Movement category: Balance, oculo-manual skills, gripping

Description of the exercise:

The child is invited to climb up onto the wall and get down from it by jumping down onto the mat or climbing down. The educator's attention must be focused on the child's actions as he or she gets ready to climb and jump on or off the equipment.

ATTENTION - PLAY FOR CHILDREN FROM 12 MONTHS ACCORDING TO THE CHILD'S LEVEL OF ABILITY

Pedagogical objectives: respect for rules, knowing how to wait one's turn

Pictures / Illustrations:

Name: Mega ball

Age group: 1-2

Material: fit ball

Time frame: 10-15 minutes

Movement category: dissociation between upper and lower limbs

Description of the exercise:

The educator shows the children the FIT Ball, which is a giant ball for them. And then show them how to make it constantly wiggle while walking. The children take turns trying out the game.

VARIATION. A line marked out with sticky paper can be followed or a small slalom between three equally spaced pins or clubs is required.

Pedagogical objectives: containing excitement, waiting for one's turn.

Pictures / Illustrations:

Exercises to strengthen coordination

Name: Ice Little man

Age of children: 2 years

Material: no material

Time: 10 Minutes

Category: coordination

Aims:

- ✓ stimulation of fine motor skills
- ✓ awareness of rhythm and time
- ✓ control of the impulse response.

Description:

- children run freely in space;
- at the sign "ice Little man" they walk slowly and stiffly;
- at the sign "Melt ice Little man" they will fall to the ground like melted ice.

Name: Bailando Bailando

Age of children: 2 years

Material: Music

Time: 20 Minutes

Category: coordination

Aims:

- ✓ improve overall coordination
- ✓ control of the impulsive motor gesture.

Description:

- children dance freely;
- as soon as the music stops, the children close like balls and concentrate on their breath;

- when the music starts again it starts again.



Name: Fly saucer /Small plate

Age of children: 2 years

Material: Small paper plate

Time: 15 Minutes

Category: coordination

Aims:

- ✓ internalization of single structural indications
- ✓ improve grip
- ✓ improve manual eye coordination

Description:

- the children have cardboard plates at their disposal and they are all stationary in front of the starting line;

- at the start they will try to throw the saucer as far as possible.

Name: Zoo

Age of children: 2 years

Material: circles and small animals

Time: 15 Minutes

Category: coordination

Aims:

- ✓ refinement of general coordination
- ✓ consolidation of coordination in grasping
- ✓ refinement of binary attention skills: jump and collect.

Description:

- Circles distributed on the ground with some scattered animals inside.
- Children jump from one circle to another, picking up an animal every time they pass through a circle

Name: I leave my mark

Age group: 2 years

Material: Coil of paper, tempera, bucket, water, towel

Time frame: 1 hour

Movement category: Mobility coordination

Description of the experience:

I take off my socks and pants

I walk on the large sheet on which the tempera has been distributed

I try to balance, to walk, to run, to roll, to crawl

the only limit given is not to exit the sheet

I wait my turn to be helped to wash myself

I try to dry myself and put my socks and pants back on

Objective



manual-eye coordination
controlled balance adjustment
controlled motor-postural adjustment

illustrations:

Name: the florist

Age group: 2 years

Material: bottle, watering can and or spray bottle

Time frame: half an hour

Movement category: mobility, coordination and manual/eye coordination

Description of the experience:

looking around I find a way to reach the adult sink
I climb on what I have found (chair, stairs, footstool etc...what the child identifies)
and I reach the tap
in balance, alone, I try to turn on the tap and fill my container
I get off the chair and try not to spill anything, I water the plants

Objective

manual-eye coordination

general dynamic coordination

illustrations:

Exercises to strengthen mobility

Name: Stretches

Age group: 1-2

Material: none

Time frame: 30 minutes

Movement category: Strengthen mobility

Description of the exercise:



This activity is very useful to promote children's mobility and flexibility. We can include many variations in the stretching circuit to cover the whole body. From simple stretches in which we help the child, to more complex ones based on imitation among which we can include: lifting the legs while walking, jumping opening and closing the legs and arms, moving the arms in circles, among several more.

Objectives:

The objective of this activity is to boost the movility of the children while increasing their flexibility. As we can work all the body in this exercise we can decide if we want to focus in increasing the movility of just one part of the body or involve full body workout.

Pictures / Illustrations:



Name: Bend and lift

Age group: 1-2

Material: small balls, paints, soft toys...

Time frame: 10-15 minutes

Movement category: Strengthen mobility

Description of the exercise:

This activity is very easy to carry out. The different objects are left on the floor of a room, park or any other open space and the child has to walk around and bend down to pick up the objects and continue walking to pick up the rest.

Objectives:

This exercise strengthens the upper and lower trunk and improves walking stability, as they have to bend and lift while carrying objects in their hands.

Pictures / Illustrations:

Name: Obstacle race

Age group: 1-2

Material: Cushions, chairs, bottles, balls, pillows, etc.

Time frame: 15-30 minutes

Movement category: Strengthen mobility

Description of the exercise:

This activity can be done by including numerous variations within the same game. The basic idea is to make an obstacle course that the child will have to run through. Depending on the child's mobility, we can include climbing things of small height (a sofa), crawling under chairs, jumping over a small obstacle, dodging obstacles. In addition, other variations can be introduced, such as a running section, a simpler circuit where the child has to walk backwards, parts where they have to jump on one foot or other alternatives that we can think of.

Objectives:

One of the objectives of this activity is to develop the children's mobility, as they have to overcome different obstacles in different ways. By adding variants we can decide whether to focus on one part of the body or another, or on mobility as a whole. In addition, we also work on stability, strength and coordination.

Pictures / Illustrations:

Name: Gymnastics

Age group: 1-2

Material: Mats, balance bars and trampolines.

Time frame: 30 minutes

Movement category: Strengthen mobility

Description of the exercise:

This circuit is more focused on gymnastics, so the materials we will use will be sporty. This will be a closed circuit focused on mobility. The first activity will be to hook onto the balance beam.

There they will have to balance to push a cone with their feet together. After doing this, they will move on to the next base which is with mats. One resting on the wall and the other on the floor. So, the children will have to put their feet up the one on the wall while their hands are resting on the one on the floor. They will then roll over their head to do a simple forward somersault on the mat and then move to the last base, the mat. Here they will have to try to jump several times and finish by jumping with their feet together.

Objectives:

The purpose of this activity is to increase the movility of the children at the same time they develop their flexibility, coordination and strengtn. As we are encouraging the use of the body, their bones are also making stronger and they learn how to move and use the different parts of their bodies.

Pictures / Illustrations:



Age group 3-5

Exercises for cognitive and motor development

Name: Shape the sound

Age group: 3-4

Material: Animal sounds (laptop, speaker)

Time frame: minutes

Movement Category: Cognitive and motor development

Description of the exercise

Have different animal sounds that are familiar to the kids set and ready. Once you play the sound, the children should imitate the moves of the sound of the animal on the speaker.

Objective: In this way the children learn more about the animals, how they sound, and are able to connect the sounds with the movement and the look of the animal.

Name: Catch the pom-pom

Age group: 3-4

Material: pom-poms or balls made out of different color paper, different color clothespin, cup

Time frame: 30 minutes

Movement category: Cognitive and motor development

Description of the exercise

Put on a table the pom-poms or the balls made out of paper, together with the different colors clothespins and one empty cup. Instruct the children to take the pom-pom with the clothespin and put it in the cup. The pom pom or the ball should be picked up with the same color pom-pom.

Example: Tell the children to take blue pom-pom, or a ball and put it in the cup. The child should take/choose the blue clothespin in order to pick up the ball and put it in the cup.

Objectives: Learning colors, how to catch small objects, using fine motoric skills (hand and finger) to achieve the goal.

Name: What is the Emoji.

Age group: 4-6



Material: big cube made out of cardboard, cut out emojis, pins, a board.

Time frame: minutes

Movement category: Cognitive and motor development

Description of the exercise:

The kid rolls the dice with the emojis (reactions). When it stops, the kid should pinpoint and connect the emoji from the dice with the ones on the board. Once it connects it, ask the kid what emotion does that emoji represents. After, encourage the kids to mimic and represent the emotion in its own way.

Goals/Objectives: To recognize and be able to express emotions

Name: Bees

Age 3-5 years

Duration of the game - 10-15 minutes

Means - colorful ribbons are needed for each child one (the ribbons should be same color as flags) and four flags in different colors

Description - Space for the activity is marked by flags placed in the shape of a square and one of the deugo 12-14 meters away. The children are placed in the play area with the flagpoles in a kneeling position with their heads bowed. They hold a colored ribbon in their hands. At a sign from the educator, shouting the color of one of the flag, run those bees that have a ribbon of the same color, they with flying movements look for their flag, and go to line up behind the column. The game continues to mark the flags with a different color, until all the bees are called.

The winner is the group that will find its flag more successfully.

Name: Let's transfer the load

Age 3-5 years

Duration - 15-20 minutes

Means: bags weighing 1 kg or boxes weighing about 1 kg

Preparation - In the play area at a distance of 8 meters from each other, the educator marks two parallel straight lines. Place the bags / boxes on one of the lines at a distance of half a meter from each other.

Description - the educator divides the children into pairs. Some children kneel on all fours legs next to the bags / boxes, while others stand upright behind the bags / boxes. As a sign of the



educator, the children behind the bags / boxes take them, put them on the back of the kneeling' child, and that by quickly crawling (the bag / box on the back is held by the other child) crosses the opposite line, quickly changes roles and they return to the starting position in the same way.

Name: My place

Age: 3-6 years

Indoor/Outdoor activity

Duration of the game - 10-15 minutes

Means: Music (radio, mobile phone) and chairs

The Educator makes a group of 10 children. 8 chairs are arranged in a circle, next to each other. The educator plays music, and the children dance to the music (twist, macarena, freestyle). At one point, the educator turns off the music and the children should immediately sit on the chairs. For two of the children there is no chair to sit on.

Name: Fruit Basket

Age: 3-5 years

Duration: 10 minutes

Means/Equipment: two baskets, 10 fruits (2 pieces of 5 different kind of fruit)

Preparation - In the free play area (hall, room, yard) two lines are marked at a distance of 8-10 meters from each other. The fruit basket is placed on one side of the lines.

Description - the educator divides the children into groups with the same number of children. The groups are arranged on 2 sides. The first two children, at the sign of the educator who says the name of the fruit, go to the opposite side where they take fruit and go back and hand over the basket to another child in the column.

The winner of the game is the team that will finish the game first.



Name: Who will be the first to cross the stream

Age: 3-5 years

Duration: 10-15 minutes

Means: 12 wooden cubes (dimensions 20x10x5cm)

Indoor/Outdoor

Preparation - in the play area the educator marks a stream where he places the wooden cubes in two parallel lines, at a distance of 30-50 cm between the cubes

Game description - The educator divides the children into two groups with an equal number of children. At the sign of the educator, one by one children from the groups cross the rows of cubes

The winner is the group that crosses the stream first



Name: Young Soldiers

Age: 3-5 years

Duration: 10 minutes

Means: soft floor

Indoor/Outdoor

Description: In the play area, the educator marks two parallel lines at a distance of 6 meters from each other. Children lined up next to each other lie on their stomachs. At the sign of the educator, kids are crawling, and they try to reach the other line.



Name: Who will be the first to build the tower?

Age: 3-5 years

Duration: 10-15 minutes

Indoor/Outdoor

Means: 6 cardboard boxes of different sizes, 2 large, two medium and 2 small, 2 tables

Preparation At one end of the hall / space, two tables are placed at a distance of 1.5 meters from each other. At a distance of 8-10 meters from the tables, two circles are marked in which the cardboard boxes are placed.

Description - The educator divides the children into two groups. Each group has an equal number of children. The groups stand behind the boxes. At the educator's mark, the children move the boxes in an organized manner at the same time, build the tower by placing the boxes on top of each other by size, and then return to their seats.



Name: IN-OUT Hula-Hoop

Age group: 3-5

Material: hula-hoop

Time frame: 30-40 minutes

Movement category: Cognitive and motor development

Description of the exercise



Put the children in a circle. You can do this activity inside and outside. All the children should hold hands and not let the hands out. Each kid should find a way how to go through the hula hoop and pass it to friend next to him/her while they continuously hold hands. When the last kid pass the hula hoop, the activity edns.

Objectives: Team work, using their brain as well as body to go through the hula hoop and pass it.

Exercises for motor and emotional imagination

Name: The Beautiful Figurines

Age group: 3-5

Material: stereo system

Time frame: 5-10 minutes

Movement category: Joint mobility, basic motor patterns, segmental coordination

Description of the exercise:

Rules are very simple: move while the music is on, stand still otherwise. At the start, the teacher may allow children to move freely. As the game progresses, the teacher may introduce a particular motion: running, walking back and forth, crawling, etc.

Pedagogical objectives: compliance with rules and instructions

Pictures / Illustrations:

Name: The Farmer and the Hens

Age group: 3-5

Material: Fence drawn on the floor with tape

Time frame: 5-10 minutes

Movement category: coarse motor movements, orientation in space and time, rhythm

Description of the exercise:

The children play the hens in the hen coop. The teacher plays the farmer. As the farmer moves away from the fence, hens run all over the place and the farmer tries to retrieve them. If a hen is caught (farmer's tap), it must kneel on the ground. The last one or two hens left win the game and play the farmer in the next round.



Pedagogical objectives: accepting defeat

Pictures / Illustrations:

Name: 1 2 3 Star Balance

Age group: 3-5

Material: one wall

Time frame: 10-15 minutes

Movement category: Balance, segmental coordination

Description of the exercise:

The game works like the classic 1-2-3 Star but when the counting child screams "star" and turns around, the other children must do a single-leg stance.

Pedagogical objectives: acceptance of defeat, experimentation with honesty

Pictures / Illustrations:

Name: Mile-Long Earthworm

Age group: 3-5

Material: None

Time frame: 10-15 minutes

Movement category: crawling, rolling, walking, running, jumping

Description of the exercise:

All children lie on the floor except one who will be the head of the earthworm. She puts her hands on her head and, in this position, walks all over the play area taking care not to step on her teammates. When the head stops next to a child, lying down, she must get up, position herself behind her with her hands on her head and follow her in her movements maintaining this position. The earthworm's head continues so until only one of the children remains on the floor. The latter will be the dragon's tail: she will get up and follow the others, but instead of putting her hands on her head, she will put them in her pocket or behind her back.

VARIANT – children can be split up into teams, with two heads, which will have to "collect" more body units and a final tail; the longest earthworm wins the game.

Pedagogical objectives: accepting and respecting one's role

Pictures / Illustrations:

Name: The Week

Age group: 3-5

Material: none

Time frame: 5-10 minutes

Movement category: basic motor schemes

Description of the exercise:

The teacher gives each child the name of a day of the week. Sunday is a team effort. After that, the teacher provides specific instructions: Monday (standing), Tuesday (jumping), Wednesday (crouching), Thursday (raising your arms), Friday (shouting), Saturday (singing)

Pedagogical objectives: acceptance and respect for the role and instructions provided

Pictures / Illustrations:

Name: The War of the Markers

Age group: 3-5

Material: Markers Posters

Time frame: 5-10 minutes

Movement category: hand-eye coordination

Description of the exercise:

Affix the giant board to the wall, pair up the children and hand out a marker each. A pair approaches the board and both children place the tip of the marker on it. The educator determines who has to run and who has to catch and when he says go, the one who runs starts to move over the whole available surface without ever taking the marker off. Her teammate must chase her and catch her trying to touch the colleague's marker, always without ever lifting her own. Let everyone experience both roles and finally admire the final painting at the end of the game

Pedagogical objectives: respect and acceptance for the given role, acceptance of defeat

Pictures / Illustrations:

Name: Trash



Age group: 3-5

Material: basket and paper

Time frame: 10-15 minutes

Movement category: hand-eye coordination

Description of the exercise:

Throw the paperboard into a basket in the following ways:

from different distances

with the non-dominant hand

backwards rebound

Pedagogical objectives: respect for order and cleanliness of the environment

Pictures / Illustrations:

Name: Non-stop tail stealing

Age group: 3-5

Material: Marking tape

Time frame: 10-15 minutes

Movement category: foot-eye coordination

Description of the exercise:

Each child has a tail of about 100 cm made with marking tape (white-red) and slips some inside the shoe. At the start, all try to steal the tail by stepping on that of others but without losing their own. If the tail is removed, the child can put it back on and get back into the game. Whoever loses his tail the least wins the game.

Pedagogical objectives: knowing how to accept defeat

Pictures / Illustrations:

Name: Transfers

Age group: 3-5

Material: Paper cups, sand or flour, waste collection sticks

Time frame: 10-15 minutes

Movement category: hand-eye coordination



Description of the exercise:

Transfer game which consists in emptying containers of sand or yellow flour without touching it directly, using a series of bowls, glasses and other containers for the transfer.

Pedagogical Objectives: challenging yourself

Pictures / Illustrations:

Name: The Air Balloon

Age group: 3-5

Material: very large plastic bag

Time frame: 10-15 minutes

Movement category: walking on all fours

Description of the exercise:

Split up children into groups 5 or 6 units; children grab the plastic and swing it up and down, from top to bottom, to fill it with air like a hot air balloon. Then, they move together carrying it like a parachute, cast it while holding one end and make it sway; they can also experience the feeling of getting into the air balloon itself, moving with the sheet over their head.

VARIANT – the psychomotor parachute can be used with the same logic; it performs the same functions but is specific for motor activity. Place a ball on the parachute or sheet for the group of children to slide – or bounce – from one child to another, keeping the ball inside the parachute at all times.

Pedagogical objectives: actively collaborating with others

Pictures / Illustrations:

Name: THE SMALL SQUARE

Age group: 3-5

Material: tambourine, chalk or adhesive tape

Time frame: 10-15 minutes

Movement category: space-time orientation capability

Description of the exercise:

Split up children into 4 groups. Place each group on one side of the square (marked with adhesive tape or drawn with chalk, with a 4/5-meter side). The children of the group hold hands. With a first tambourine sound, all enter the square (all inside); with a different tambourine sound, all exit the square (all outside).

Pedagogical objectives: experiment with the topographical concepts of inside and outside

Pictures / Illustrations:

Name : COLOR MIX

Age group: 3-5

Material: cards in 4 colours

Time frame: 10-15 minutes

Movement category: space-time orientation

Description of the exercise:

Children sit in the centre of the gym. The teacher hands them coloured cards. The teachers provides instructions: red cards should be put in the corner, green cards go in the centre, white cards in empty spaces, and yellow cards anywhere between the corner and the centre. Before kicking it off, the teacher indicates which gait should be used to drop the colour cards.

Pedagogical objectives: experiment with topographical concepts

Pictures / Illustrations:

Name: SEARCH THE PLACE

Age group: 3-5

Material: coloured hoops, music

Time frame: 10-15 minutes

Movement category: spatial orientation, rhythm, motor anticipation, reacting, basic motor patterns

Description of the exercise:

Scatter hoops over the entire gym's surface (one less than the number of children). Start the music to kick off the game. When the music stops, each child will have to go and sit or stand inside a hoop. Those who remain outside will be temporarily eliminated.

VARIANT – eliminated players suggest gaits that children must have during their movement. Important: the type of music determines how fast – or slow – children move.

Pedagogical objectives: accept defeat, encourage colleagues

Pictures / Illustrations:

Name: Run, Jump, Throw

Age group: 3-5

Material: marking strips or obstacles to jump, ball, basket.

Time frame: 10-15 minutes

Movement category: basic motor diagrams, motor differentiation capacity

Description of the exercise:

Taking turns, children must follow a 10 to 20-meter path encompassing running, jumping over low obstacles, and throwing a ball as far as possible or into a basket.

Pedagogical objectives: challenging yourself, waiting for one's turn

Pictures / Illustrations:

Name: THE TUNNEL

Age group: 3-5

Material: One ball per child

Time frame: 10-15 minutes

Movement category: spatial orientation capacity, rhythm capacity, hand-eye and foot-eye coordination

Description of the exercise:

all children stand in line, very close to each other, and with their legs apart. The first child in line carries a ball in his hands; when the teacher says so, he bends his torso forward and throws the ball backwards through the tunnel formed by the legs of his companions.

VARIANT – you may organise a two-team competition as follows: the last player in the tunnel, having received the ball, waits for all his teammates to position themselves in front of him, recreating a new tunnel, so that he continues to advance. The team that reaches the end of the gym first wins the game.

Pedagogical objectives: waiting for one's turn and assuming the role assigned

Pictures / Illustrations:

Name: RODS AND TRANSPORT

Age group: 3-5

Material: balls, sticks (1-meter wood sticks)

Time frame: 10-15 minutes

Movement category: hand-eye coordination, motor differentiation

Description of the exercise:

Pair up children and have them hold two sticks each. Each pair places a balloon on top of the stick. The goal will be to carry the ball along the gym, with or without a "bumpy" path.

Variants – you may add more balloons, preferably of different sizes and shapes

Pedagogical objectives: cooperating for a common purpose

Pictures / Illustrations:

Name: ART ATTACK!

Age group: 3-5

Material: all material available in the gym

Time frame: 10-15 minutes

Movement category: basic motor schemes and general coordination

Description of the exercise:

Split up children into 3 or 4-unit groups. As in a relay race, the first in line leaves to pick up – at the end of the gym and following a pre-defined path – one of the items. As he returns to base, the second team member leaves and so on. The set of items will allow children to build a two-dimensional or three-dimensional form, whether an object with a free theme or as instructed by the teacher (for example, at Christmas you will be asked to build a tree; when learning about animals, to build the animal that has most impressed them; letters of the alphabet, numbers, stars, etc.).

VARIANTS – variants can be represented by challenged along the path or even by the possibility of having all children leave simultaneously and take only one item at a time (hence the need for a set of items).

Pedagogical objectives: vertical and horizontal topographical concepts, collaborating for a common purpose, accepting defeat

Pictures / Illustrations:



Name: The ice cream cone

Age group: 3-5

Material: a marking cone and a ball per child

Time frame: 10-15 minutes

Movement category: hand-eye coordination, throwing, motor differentiation

Description of the exercise:

Each child carries a cone in one hand and a ball in the other. Children must throw the ball into the air with an upwards movement and let it enter the cone. After a few tests, ask children to change hands, i.e., change their throwing and holding hands.

VARIATIONS

Throw the ball with an upwards movement against a wall and catch it after a single bounce on the floor.

Throw the ball with an upwards movement against a wall and catch it before it touches the floor.

Throw the ball with an upwards movement towards a teammate who tries to get the ball into the cone.

Pedagogical objectives: focus on one's work

Pictures / Illustrations:

Name: COWBOYS IN THE SALOON

Age group: 3-5

Material: balloons and balls of various weights, sizes, colours, cone or pins.

Time frame: 10-15 minutes

Movement category: throwing and grabbing, motor differentiation, spatial orientation

Description of the exercise:

Children line up behind a line in the gym. Places pins in front of them on a bench or on the floor. At the start, children must throw their own ball to knock down the pins.

VARIATIONS – all children throw identical balls, or throw different ones that they exchange at each shot or in each heat. The throwing style can be chosen by the child or led by the teacher



(ball behind the neck and one or two-handed throw, ball in front of the chest with arms flexed, baseball throw, rugby throw, bowling throw, bocce throw).

Pedagogical objectives: challenging yourself, respecting your role

Pictures / Illustrations:

Exercises to strengthen coordination

Name: Teacher Tree

Age of children: 3/5 years

Material: no material

Time: 15 minutes

Category: coordination

Aims:

Improve problem solving skills

improve motor skills: grab and climb

Improve emotional skills: self-confidence

Description:

- The teachers stand with legs and arms outstretched, as if they were trees
- Children must try to climb.



Name: The mechanic

Age of children: 3/5 years

Material: without material

Time: 10 minutes

Category: coordination

Targets:

- improve static and dynamic balance
- improve listening times
- improve awareness of rhythm, time and space.

Description:

- Children arrange themselves freely in the room
- The mechanic says "now I check the springs" and the children jump from the fully closed position to full opening with their arms up, like a spring.
- The mechanic says "now I'll take the hammer".
- The children jump on the same spot like a hammer beating.
- The mechanic says "now I screw the bolts" and the children turn on themselves like a bolt being screwed.



Name: into the wood



Age group: 3-5 years

Material: the environment

Time frame: 1 hour and half

Movement category: mobility coordination

Description of the experience:

I get dressed and get ready

I get in line and respect the distance between me and the mate in front.

I keep the pace of the walk during the journey

Upon arrival, the surrounding environment is exploited (trees, fallen logs, green lawn, stones..) to delineate mobility paths.

Objective

controlled adjustment to rhythm and music and perception of external data relating to time
space-time coordination

illustrations

Name: playing with music

Age group: 3-5 years

Material: music

Time frame: 30-45 minutes

Movement category: mobility coordination

Description of the experience:

When the music starts children move freely in the room trying to follow the time
when the music stops children have to stop trying to occupy the whole space of the room
you can add the indication that at the stop they must assume the position of flamingo, elephant,
stone, bear etc...

Objective: tonic control
dynamic general coordination
space-time coordination

illustrations:

Name: Steal the leaves





Age of children: 3/5 years

Material: 1 string, a ball, leaves

Time: 10 minutes

Category: coordination and problem solving

Targets:

- improve general coordination
- spatial internalization
- consolidation of binary attentional skills.

Description:

- The teacher, stationary in the center, rotates a rope with a soft ball tied to the end.
- The child tries not to be touched by the ball, tries to crawl to steal the leaves placed at the teacher's feet.



Name: Fishermen

Age of children: 3/5 years

Material: small buckets, balls and ropes

Time: 20 minutes

Category: coordination

Targets:



- enhance manual eye coordination skills
- improvement of purposeful motor skills

Description:

- the children have a bucket hanging from a rope and are standing on the tables;
- they must try to catch the balls using the buckets;
- as for actual fishing, you need to be calm and patient.



Name: The circus

Age of children: 3/5 years

Material: "maternating" ball

Category: coordination and balance

Targets:

- improve static and dynamic balance, the perception of the body axis.

Description:

- Ball anchored between the teacher's and fellow's feet.
- A child stands up on the ball and jumps, first supported by the adult, then trying to detach his hands looking for a balance with the help of his companions.



Name: I build my path

Age group: 3-4 years

Material: materials in school

Time frame: 1 hour

Movement category: mobility coordination

Description of the experience:

I move freely around school and I choose an object that I like
in turn I place the chosen object by creating a path
each child will try to follow the path
in turn each child will be able to tell if he can move an object and try to retrace the path again
all the objects are rearranged



Objective

general dynamic coordination

perception of own body in the structuring of the body scheme

illustrations:

Name: I paint myself with cream

Age group: 3 years

Material: cream, brushes, soft carpet, music

Time frame: half an hour

Movement category: mobility coordination

Description of the experience:

each child takes off socks and pants

every child chooses a brush and dips into the jar of cream

each child spreads the cream wherever he prefers

then continues spreading the cream with the hands

the experience can continue by putting the cream on each other. You have to ask for permission and do so only if desired

Tidy up and get dressed

Objective

manual-eye coordination

finger coordination before moving on to written traces

illustrations:

Name: Magic Touch

Age of children: 3/5 years

Material: chalk

Time: 15 minutes

Category: motor activation associated with an emotional dimension

Aims:

- ✓ Improve coordination
- ✓ Enhance the sense of self-efficacy (self-confidence)



Description:

- The teacher dirties a child's hand with chalk
- The child has to run around trying to touch as many children as possible and release your magic touch while the others try to escape and the footprints are counted

Name: Guardians and thieves

Age of children: 3/5 years

Material: small soft foam balls

Time: 15 minutes

Category: motor activation associated with an emotional dimension

Aims:

Stimulation of the sense of collaboration

Motor coordination stimulation

Fine motor coordination stimulation.

Description:

Children are divided into two groups: guardians and thieves

The former will have to try to defend possession of the balls, the others will try to steal them; Subsequently, the roles will be reversed.



Name: I touch the ball

Age group: 5 years

Material: ball



Time frame: 30-45 minutes

Movement category: mobility coordination

Description of the experience:

one ball for each child

the ball can only be touched and moved in space with the indicated body part (head, shoulder, finger, knee etc...)

at the end of the experience, in circle, rename the parts of the body that have worked (knowledge and perception of the various parts of the body)

Objective

general dynamic coordination

coordination of various parts of the body

coordination of the body axis

Pictures/illustrations:

Name: swimmingpool

Age group: 3-5 years

Material: ball, inflatable mattress, tubes, rings, glasses

Time frame: 45 minutes

Movement category: mobility coordination

Description of the experience:

knowledge the instructor to create a good relationship

gradual approach to water (playing with the above mentioned equipment, child begins to become familiar with water and makes the first coordinated movements that will lead him to the practice of swimming)

school teachers always with them

few but precise rules

space for their own bags

respect of child time in order to dressing and undressing by himself

Objective

coordination of the various motor segments

improvement and enrichment of the praxis activity through dynamic general coordination activities

illustrations:





Exercises to strengthen mobility

Name: Duck, duck goose

Age group: 3 -5

Material: without material

Time frame: 15 minutes

Movement category: Strengthen mobility

Description of the exercise:

Duck, Duck, Goose requires at least 5 players.

All the players, except the first person who is *It*, sit in a circle. *It* walks around the circle, tapping each player on the head, saying “duck” each time until he decides to tap someone and say “goose.”

That person becomes the goose and runs after *It*, trying to tag him before *It* can take his seat.

If *It* successfully reaches the goose’s seat without being tagged, the goose is the new *It*.

If the goose tags *It*, then the goose keeps his spot in the circle and *It* must either continue to be *It* for another turn or sit in the middle of the circle until another *It* is tagged.

Objectives:

Move and engage in both active play and structured (adult-led) physical activity

Engage in increasingly complex sensory motor skills and movement patterns

Demonstrate spatial awareness and orient themselves moving around and through their environments confidently and safely”.

Strengthen bones

Have fun

Pictures / Illustrations:





Source: www.startribune.com

Name: Obstacle course

Age group: 3 -5

Material: everyday material (chairs, boxes... materials according to a specific thematic: water, birthday party, spy training, etc.)

Time frame: 15 - 30 minutes

Movement category: Strengthen mobility

Description of the exercise:

It can be an outdoor or indoor activity.

It consists in placing different obstacles that children has to overcome along a determined and delimited route.

Those obstacles may vary according to the thematic chosen, the space where the activity takes place and also the level of difficulty.

The route can be longer or shorter depending on the context and the age of the children.

Objectives:

Physical movement
Enhance strength and balance.
Encourage thinking and problem solving.

Pictures / Illustrations:



Source: The International Youth Conditioning Association

Name: Playing with balls

Age group: 3 - 5

Material: Soft balls

Time frame: 15- 30 minutes

Movement category: Strengthen mobility

Description of the exercise:

Teach children to catch using a big, soft ball. Start close together and slowly increase the distance between you as the child's skills improve. Praise child and remind child how close you were when you started practicing.

Play with soft balls (or a ball of socks) inside with children. Take turns to throw them into a bucket or laundry basket. You could move the bucket or basket closer when it's the child's turn. Take a ball to the playground. Practice kicking it to each other or to a goal or target. Pick an easy target so children can have a go and feel successful.

Take a ball outside and bounce it together. Children could practice dribbling it like a basketball player, or you could bounce it back and forth to each other.

Objectives:

- Work arm and leg muscles
- Improve hand-eye coordination
- Increase fitness.
- Build self-esteem and confidence.
- Physical activity fun

Pictures / Illustrations:



Source: iStock

Age group 6-7

Exercises for cognitive and motor development

Name: Freeze

Age: 6-7 years

Means: without material

Group of four or more kids. Pick one child to be “it,” and have them chase the other kids around. When “it” touches a player, they must freeze (stand still) until another player “unfreezes” them by touching them. When “it” freezes all players, the game begins again with a new child as “it.”



Name: Minefield

Age group: 6-7

Material: Tape

Time frame: 1 hour

Movement Category: Cognitive and motor development

Description of the exercise

The goal of this game is that children manage to create a line and cross the square successfully. Create a net on the ground of 8x8 (8 horizontally and 8 vertically) squares with the tape. Create a map or a path on a paper that you will hold as a narrator. Pull the children on the one side of the net. Explain them the rules. Each kid goes one by one. If they step on the correct square they stay on it and the other kid has to step on the same square and then to choose another from that row. The lines continue to form until they reach the goal of finishing on the last square and they all cross together, stepping on the right squares.

Note: If they step on the right one they stay, if not, they have to go back and try again.

Objective: They practise team work, motoric skills, and using the logic in order to figure out how to cross on the other side of the road.

Name: Twister

Age group: 6-7

Material: Twister (the game)

Time frame: 30 minutes

Movement category: Cognitive and motor development

Description of the exercise

The referee spins the spinner, then calls out the body part and the color that the arrow points to. For example, "Right hand, red." *All kids, at the same time*, must then try to follow the directions as explained below.

Each player must try to place the called-out body part on a *vacant* circle of the called-out color. For example the teacher calls out "Right hand, red," each kid must try to place a right hand on any vacant red circle.

If the called-out hand or foot is *already* on a circle of the called-out color, they must try to move it to another circle of the same color.

There can never be more than one hand or foot on any one circle. If two or more kids reach for the same circle, the referee must decide which player got there first. The other kids must find another vacant circle of the same color.

Never remove your hand or foot from a circle unless you're directed to by the teacher after a spin.

If all 6 circles of a color are already covered, the teacher must spin again until a different color can be called out

Objectives:

Name: Run the distance

Age group: 6-7

Material: 4 different color boxes; different objects by choice (ex. banana, apple, car, animals, small balls...)

Time frame: 30-40 minutes

Movement category: Cognitive and motor development

Description of the exercise

Put all of the objects in one pile or in another box/basket. Put the different colored baskets in a row, a few meters from the object pile. The distance depends on how far you want the children to run. First, countdown to 3, then say the name of the object and the color of the box. The kid should run to the pile, take the object and put it in the right box with the appropriate color.

Objectives:

- Motoric activity (the running)
- Developing attention and perception abilities.
- Movement control

Name: Skip the rope

Age group: 6-7

Material: Skipping rope

Time frame: minutes

Movement category: Cognitive and motor development

Description of the exercise

Skipping is a challenging skill that many children struggle to do, yet is so good for a child's coordination. 2 kids should hold and spin the rope, while one jumps. If the rope touches the kid's foot and stops, the kid changes with one of the kids that spin the rope. Make sure you show them before they start so that the instructions are comprehensible. The kids should first learn how to play the game by skipping the rope with both of their legs and then to try to alternate legs to make it more interesting.

Objectives: With this exercise, the children have to coordinate both sides of their body and alternate legs, but they also need to move the skipping rope while making sure to watch that they jump through the rope.

Name: Quick ants

Age 6-7 years

Game duration - 15-20 minutes

It is organized indoors

Equipment - Two Swedish benches

Description - In the play area, two parallel lines are marked 8-10 meters apart. Swedish benches are placed between them at a distance of 4 meters.

The children are lined up behind one line in columns

At a given sign from the educator, the children start at the same time and with free walking come to the benches, climb, kneel and walk on all fours like ants. They get off the benches and run back to the starting line.

The winner is the team that will return to the starting position the fastest and will pass the benches most successfully.

Exercises for motor and emotional imagination

Name: The Wizard

Age group: 6 – 7

Material: none

Time frame: 10-15 minutes

Movement category: basic motor schemes and general coordination skills

Description of the exercise:

Taking turns, each child plays the role of a wizard. While waving their wand and uttering a magic formula, children state how they intend to transform other children (into camels, frogs, trees, rocks, cars, spaceships, famous footballers, etc.).

"Transformed" children must move as indicated by the wizard.

The teacher will enhance each wizard's imagination and the interpretative ability of others

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, and moral, emotional and personal identity development

Name: Gazelles and Lions

Age group: 6 – 7

Material: none

Time frame: 10-15 minutes

Movement category: basic motor schemes and general and special coordination skills

Description of the exercise:

Children identify among themselves two or three lions which tap the remaining children, who will pretend to be gazelles. When a gazelle is tapped it must stop moving, but can be freed by other gazelle which will henceforth go hand in hand (thus also creating groups of 4 or 5 children).

Variations: gazelles win when they manage to surround the lion, trapping it inside the circle.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, cognitive and intellectual development

Name: Baby Food and Flab

Age group: 6 – 7

Material: none

Time frame: 10-15 minutes

Movement category: spatial orientation, development of perceptual sense skills (except sight).

Description of the exercise:

Two children pair up, one of them is blindfolded or asked to close his/her eyes. All other children spread out in the play area and remain standing or sit still. At the start, the non-blindfolded child in each pair helps the other navigate while avoiding all "human" obstacles. This must be done with voice commands, no contact is allowed. After 1 minute, children change roles.



Variations: all children pair up, one per pair is blindfolded or asked to close his/her eyes. The teacher gives non-blindfolded children leaflets with a sound to be reproduced (animal sound, siren, etc.). Non-blindfolded children spread out in the play area. At the start, blindfolded children must, proceeding with caution, find their companion, only by listening to the voice that repeats the required sounds.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, cognitive and intellectual development

Growth, maturation, social and communication development

Growth, maturation, and moral, emotional and personal identity development

Name: The Monster

Age group: 6 – 7

Material: none

Time frame: 20 minutes

Movement category: cooperation and motor coordination. Dexterity.

Description of the exercise:

Children pair up and are asked to stand back to back against the gym's back wall. They intertwine their arms to form a figure with two heads, four arms and legs. At the start, they will have to move around, without ever detaching or clashing with other pairs.

Variations: change postures albeit always ensuring that children remain "tied" to each other (even by simply holding hands). It may also be added that they have to collect objects and bring them back to the starting point, with victory being awarded to the pair that reaches the end of the gym with the most objects recovered.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, social and communication development

Name: Letters and body

Age group: 6 – 7

Material: none





Time frame: 10 minutes

Movement category: general motor coordination. Dexterity.

Description of the exercise:

Each child is assigned, after a count, a letter of the alphabet. Children must "write" the letter they've been assigned with their own body.

The winner will be the one who best interprets the assigned letter.

Variations : the teacher assigns short – e.g., 4-letter – words, and children work in groups to build a sentence, each child interpreting one letter. Other children should “read” the word described.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, and moral, emotional and personal identity development

Name: In Slow Motion

Age group: 6 – 7

Material: none

Time frame: 10 minutes

Movement category: general motor coordination. Dexterity. Orientation in space and time

Description of the exercise:

Children are positioned standing, sitting or lying down depending on the heat.

The teacher names a body part (e.g., arm, leg, hand, etc.), which everyone must lift as slowly as possible.

Variations: the same is asked about a motion, for example walking to the end of the gym, the last to arrive wins the game.

The activity can also be carried out with the use of music. The teacher speeds up or slows down the music, and children must move the named body part – or move around – following the tempo.

Pictures / Illustrations:

Pedagogical objectives:



Growth, maturation and motor and sports development
Growth, maturation, cognitive and intellectual development

Name: The Magic Rug

Age group: 6 – 7

Material: one sheet per 4 children, balls or balloons

Time frame: 10-15 minutes

Movement category: Motor differentiation and spatial orientation

Description of the exercise:

The teacher forms groups with 4 to 6 children, who must hold an open sheet in their hand. Children must go to the end of the gym, holding the stretched sheet in their hands, pick up a ball, place it on the sheet, and bring it back to base; then, without dropping the ball, they must walk back and pick up a second ball, and so on.

When the time is up, those who have transported more balls without dropping them win.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, social and communication development

Name: The Knights of the Round Table

Age group: 6 – 7

Material: hoops, coloured or elastic tape, mattresses

Time frame: 10-15 minutes

Movement category: dexterity, raw and fine coordination, running, rolling

Description of the exercise:

Hoops are hung from ceiling supports, basketball board, etc. (any suitable structure). The teacher makes them swing, like a medieval carousel, and the children, individually or in groups, must run along the path, dodging them.

Place mattresses under the hoops, along the path, to create a bumpy road – also useful for rolling when dodging hoops.

Variations: Children move hand in hand while dodging the hoops.



Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, cognitive and intellectual development

Name: Magic Boxes

Age group: 6 – 7

Material: boxes and cardboard boxes, cards, track material (cones, china, circles, mattresses, etc.), sponge or paper balls

Time frame: 15 minutes

Movement category: running, rolling, crawling, throwing.

Description of the exercise:

Children are split up into lines of up to 3 children, each holding a sponge ball or a paper ball. They move around an area where several boxes of different sizes have been placed, open, and holding a few cards. Each card provides an instruction such as "run to the start", "roll for 2 laps", "skip all obstacles", "climb the wall", etc. – depending on the structures available, which the 1st in line must complete, then the second one, etc. Teachers will assess whether the game should be played by competing teams or individually depending on children's dexterity level.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, cognitive and intellectual development

Growth, maturation, and moral, emotional and personal identity development

Name: The Minotaur

Age group: 6 – 7

Material: cones, stakes, coloured or elastic tape.

Time frame: 15 minutes

Movement category: running, reaction.

Description of the exercise:





Build a "labyrinth" type path which children will have to enter and exit, without being caught by the Minotaur (one child at a time).
Children – and the Minotaur – may only move along the path, consisting of several corridors.

Variations: the Minotaur is blindfolded and guided along the path by another child, who cannot catch others but only tell the Minotaur how to navigate.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development
Growth, maturation, cognitive and intellectual development

Name: Express Your Feelings

Age group: 6 – 7

Material: a box, a chair, cards, and pens.

Time frame: 10 minutes

Movement category: balance, body expression.

Description of the exercise:

Each child writes on a note a feeling they have experienced or imagined (fear, anger, laughter, tiredness, drowsiness, etc.). All cards are placed in a box.
In turn, a child climbs on a chair and picks up a card. The others, standing in front of her or sitting down, must interpret her imitation of the writing on the card. They can also imitate her in turn.
The child who best interprets what is written on the leaflet wins.

Variations: While the chosen child interprets the written feeling, others must mimic her movements exactly.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development
Growth, maturation, cognitive and intellectual development
Growth, maturation, social and communication development
Growth, maturation, and moral, emotional and personal identity development

Name: Pharaoh TUTTAKARTON



Age group: 6 – 7

Material: Toilet paper rolls, Scotch tape.

Time frame: 15 minutes

Movement category: balance, dexterity, fine coordination.

Description of the exercise:

Children are split up into groups. Each group is assigned 2 rolls of toilet paper and one roll of Scotch tape.

One child per group is chosen as the pharaoh. She stands up and remains still while others wrap him up with toilet paper, fixing it with Scotch tape. The "wrappers" must only leave only their noses out for breathing. Once the time is up, whoever achieves the most striking or realistic mummy wins.

Variations : to avoid wasting toilet paper, you can use recycled paper, streamer leftovers from Halloween or a costume party, tissue paper left by some laboratories, etc.

Once the mummies are fully wrapped, you can make a speed race between them, with the companions by their side, without tearing the paper.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, social and communication development

Name: The Spiderweb

Age group: 6 – 7

Material: 6/8 elastic bands (underwear-like, 1 or 2-cm wide, soft, 10/15 meters long each).

Time frame: 15 minutes

Movement category: balance, jumping, crawling, dexterity, fine coordination.

Description of the exercise:

Attach the elastic bands between the various equipment pieces at the gym (between the backrest and the chair, between the chair and the Swedish espalier; in any case, try to create a web with gaps of varying sizes).

Children move around the gym, climbing over the elastic bands, jumping over them or passing under them. It develops a sort of motor path, either free or guided.

Variations: organise a team relay, in which each player must walk along the path, with precise instructions (two jumps, one overpass, one underpass, walk on all fours) or free (and everyone looks for the easiest way to reach the end).

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, cognitive and intellectual development

Name: Blow the Balloon

Age group: 6 – 7

Material: Inflatable balloons, hoops

Time frame: 15 minutes

Movement category: balance, crawling, dexterity, fine coordination.

Description of the exercise:

Place inflated balloons within a hoop set 10 meters away from each line of children, split up into teams.

At the start, the first child in each line must run towards the hoop and blow a balloon out, then come back and tap the hand of the second in line, who starts all over again.

The team that empties its circle first wins

Variation: while running towards the hoop, a path is placed with cones that will create a slowdown suitable to develop the children's dexterity.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, and moral, emotional and personal identity development

Name: Puzzle

Age group: 6 – 7

Material: Coloured drawings, scissors, sports equipment to build paths

Time frame: 15 minutes

Movement category: balance, crawling, dexterity, fine coordination, reaction

Description of the exercise:

Spilt up the children into teams and place them in orderly lines. At the start, the first player in each line runs along the path and, as it reaches its end, picks up a piece of the image shown in the



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drawing (which has been previously cut into 15/20 pieces and mixed up).

As the first player returns to base, the second player in line leaves while the rest place the image on the floor to try and assemble the original drawing.

The team that assembles the original image – i.e., the puzzle – first wins the game.

Variations: the images of each team can be mixed up in a single box. Each team is assigned the complete drawing and each child, as she reaches the end of the path, will have to bring back a piece of their drawing; otherwise, they will have to return and put it back in the box.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, cognitive and intellectual development

Growth, maturation, social and communication development

Name: Cap Race

Age group: 6 – 7

Material: plastic bottle caps, china or other material suitable for building a "track" or circuit

Time frame: 15 minutes

Movement category: balance, crawling, dexterity, fine coordination.

Description of the exercise:

Each child has a cap, perhaps coloured and personalised in the lab. At the start, children must finger-click their caps towards the finish line.

Whoever gets to the finish line first wins.

You may have children doing one shot per turn or allow them to move independently, provided they don't veer off track.

Variations: Instead of the caps, it is possible to use hoops, making them run, without overturning them.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, and moral, emotional and personal identity development

Name: Naval Battle





Age group: 6 – 7

Material: Balloons and balls of various sizes and shapes. Pins or cones.

Time frame: 10-15 minutes

Movement category: hand-eye coordination, time-spatial orientation

Description of the exercise:

Children are split up into two teams and arranged, using a line (you can also place a coloured tape placed at a height of 1 meter from the ground) on either side of the line or tape.

In each team's space, cones/pins of the children's choice are scattered.

At the start, everyone will throw their own ball to knock down the opposing cones. These can be protected by players grabbing the ball. Be careful not to drop them with your own feet. The team that knocks down the most cones will win.

Variation: both teams are flanked and separated by a line in front of them; each has its own "ships" and, as the game starts, they must throw the balls to knock down the opponents' without knocking down their own

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, cognitive and intellectual development

Growth, maturation, social and communication development

Name: Pirates

Age group: 6 – 7

Material: coloured bandanas, pins, balloons.

Time frame: 20 minutes

Movement category: throwing/grabbing, running, sensory differentiation, balance, motor dexterity.

Description of the exercise:

Scatter pins around the available space. At the start, children carrying one ball each must knock down as many pins as possible.

Variation: the game can be played by teams, each with a row of cones on its own back line (ship). You can play to throw - without exceeding the midfield line – or in a sort of handball game (therefore with a single ball) to shoot down the opponent's ship with cannon blasts.





Children wear a bandana on their heads, like pirates do.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, social and communication development

Name: Triple challenge

Age group: 6 – 7

Material: 9 hoops, coloured markers (4 per group), cones, and various obstacles.

Time frame: 15 minutes

Movement category: running, rolling, crawling, motor anticipation, reacting

Description of the exercise:

Two teams (with larger groups, you can arrange additional teams around the "table" with hoops). 9 hoops placed in lines and rows of 3 hoops each.

At the start, the first two children run along the path and place their coloured marker in an empty hoop, then give their hand to the next one, in a relay of sorts.

The team that first completes the path whether horizontally, diagonally or vertically, wins the game.

Variation: you may add balls to be moved along the path in basketball (bouncing, rolling, etc.) of football style (kicking, etc.).

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, cognitive and intellectual development

Growth, maturation, social and communication development

Growth, maturation, and moral, emotional and personal identity development

Name: Toy cars

Age group: 6 – 7

Material: balls, cones, obstacles, and hoops.

Time frame: 15 minutes

Movement category: running, differentiation, balance, dexterity, adaptation and transformation





Description of the exercise:

Scatter all available items over the entire area; children may move freely or carrying a ball, which they can handle with their hands (as in basketball, in their hand, behind their back, over their head, rolling, etc.) or with their feet (as in football, kicking, etc.).

Children pretend to be car drivers (the ball) in a space representing the city (with roundabouts, fixed and movable obstacles, etc.).

The teacher will stress the respect for other drivers, staying inside the city, using gears (gear changes) and directions (forward, backward, parking, etc.).

Stimuli on stopping the ball, with various body surfaces (hand, elbow, ear, bottom, heel, chest, back, etc.).

Variant : you can stir up competition by assigning points (children start with 20 points, earn one for each correct delivery and lose one when breaching the rules), or build a traffic context for each variant (traffic light = the teacher holds coloured cones and each colour corresponds to a movement, with or without a ball, car sharing = ball exchange, reverse gear, junkyard = a child must touch the ball of the others or try to kick it out of the "city," disciplined driver = who runs the route without infractions, etc.).

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, and moral, emotional and personal identity development

Name: Ball and Words

Age group: 6 – 7

Material: one ball.

Time frame: 15 minutes

Movement category: running, differentiation, balance, dexterity, adaptation and transformation, trajectory estimation

Description of the exercise:

Children move around in the space. One of them carries a ball that she must pass to another player. When passing the ball, the player must say a word. The receiver must do likewise with another child, uttering a word connected to the first.

You may use groups of things, animals, vegetables, etc. according to a specific theme (for example, in the school context: the first child says sharpener, the second rubber, etc. and so on with all school items). Alternatively, you can develop a sentence (for example: the first child says "on", the second "Tuesday," the third "I was," etc.)

Anyone who, upon receiving the ball, fails to say a meaningful word within 5 seconds will be





eliminated.
The last child standing wins the game.

Variation: you can add more balls, possibly coloured ones. The red ball is matched to the category of animals, the yellow ball with football teams, etc.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development
Growth, maturation, social and communication development

Name: Headers at ground level

Age group: 6 – 7

Material: one ball for each child or pair of children.

Time frame: 15 minutes

Movement category: running, walking on all fours, differentiation, balance, dexterity, adaptation and transformation

Description of the exercise:

Each child is assigned a start and end point in the gym. Her colleague stands at the end point. At the start, each child must bring the ball to her colleague, with small headers, without lifting the ball from the ground, and moving on all fours.

Variation: at the end of the route, her colleague must drive the ball back using the same technique. The pair who gets back first wins the game.

Along the way, you may create a path with simple obstacles to avoid using pins, cones, chairs, etc.

Alternatively, you may arrange children around a circle. A child pushes the ball with her head, as above, and the child receiving the ball must not get hit on her knees but promptly throw it back with a header.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development
Growth, maturation, and moral, emotional and personal identity development

Name: Miners' Relay





Age group: 6 – 7

Material: Balloons and boxes.

Time frame: 20 minutes

Movement category: running, differentiation, balance, dexterity, adaptation and transformation, motor control

Description of the exercise:

Split up children into teams of 3 or 4 (miners) each. At the start, the first child of each team carries the ball (coal) through the gym and drops it in a box (mine).

There is only one rule: never touch the ball with your hands. Whether to move the ball around the gym (by kicking it, for example) or to drop it inside the box.

Variation: carry several balls at the same time, still without using your hands.

Use balls (coal) of various sizes and shapes (tennis balls, paper balls, rugby balls, beach balls, etc.)

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, social and communication development

Growth, maturation, and moral, emotional and personal identity development

Name: Ball Poisoned with Dragons

Age group: 6 – 7

Material: one ball.

Time frame: 15 minutes

Movement category: running, grabbing, dexterity, adaptation and transformation, motion control.

Description of the exercise:

Split up children into 3 or 4-unit groups depending on their skill level.

Children must stand in line, fairly close, keeping their hands on the side of the colleague before them.

At the start, the teacher throws the ball and determines who is the dragon (line of children who takes the ball). He must hit other dragons' tails, i.e., the last child in line.

No one can ever break away from their group.



Variant: If you find 3 or 4-unit groups too hard to manage, make 2-unit groups or mini dragons, a more manageable option.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development
Growth, maturation, cognitive and intellectual development
Growth, maturation, social and communication development

Name: Medieval Carousel (Burning Hallway)

Age group: 6 – 7

Material: sponge or light balls, cones.

Time frame: 15 minutes

Movement category: running, dodging, throwing and grabbing, dexterity, adaptation and transformation, motion control.

Description of the exercise:

Split up children into two teams. One will stand at the beginning of an imaginary hallway (set between two field lines, or built with cones, 5/10-meter apart). The other team will stand on the sides of the hallway, facing each other in pairs. Each pair of children on the second team has a sponge ball to throw through the hallway. The first team, one at a time, will run through the hallway dodging the balls.

Once all children in the first team have run through the hallway, the roles are exchanged

Variation: children in the first team pass two at a time or even all together.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development
Growth, maturation, and moral, emotional and personal identity development

Name: The Shark

Age group: 6 – 7

Material: Mattresses

Time frame: 15 minutes



Movement category: running, jumping, dexterity, adaptation and transformation, motion control.

Description of the exercise:

Children take turns to play the shark and catch as many small fish as possible (i.e., the other children), who can save themselves by stopping on the islands (mats)

Variant: Add several sharks.

Pictures / Illustrations:

Pedagogical objectives:

Growth, maturation and motor and sports development

Growth, maturation, cognitive and intellectual development

Growth, maturation, and moral, emotional and personal identity development

Name: The Strange Olympics

Age group: 6 – 7

Material: cones, table tennis balls, mats, balls.

Time frame: 15 minutes

Movement category: running, jumping, throwing, dexterity, adaptation and transformation, motion control.

Description of the exercise:

Split up children into several teams (nations) that compete for the Olympics, adapted to age and arranged in a sympathetic way:

Long jump: standing still, starting from a line

Ball throw: ping pong ball throw

Acrobatic running: running along the path with mandatory postures (e.g., with hands behind your back, on all fours, backwards, etc.)

Forward throw: throwing a ball from behind your head (throw-in style)

Backward throw: legs apart, heels close to the line, throw behind the back

Overweight gimkana: each child in the team will run along a path with various obstacles, holding a bulky object (a mat, a broom, a chair, etc.)

Limbo: passing under a bar, bending backwards, like in the famous Hawaiian dance

Variation: change items and paths on each race

Pictures / Illustrations:

Pedagogical objectives:



Growth, maturation and motor and sports development

Growth, maturation, and moral, emotional and personal identity development

Exercises to strengthen coordination

Exercises to strengthen mobility

Name: Jumping rope

Age group: 6-7

Material: Jumping rope

Time frame: 15 minutes

Movement category: Strengthen mobility

Description of the exercise:

This activity is easy to perform. We just need a jumping rope or any rope, and this exercise can be done in groups or individually. Depending on how we decide to develop this activity we can adapt the variations. If for example we choose to make it individually, we can ask the children to jump first on both feet, later by using one and change to the other and later by changing alternately on both feet. If we see that the children are improving fast, we can introduce other tricks such as jumping rope with arms crossed in front of you, accelerating the jump speed, move the rope to the sides of your body while you keep jumping or any other trick you may know. If we choose to do it with groups, we can make children enter the rope while it is moving, they can alternate jumpings on both feet, clap their hands, bend down while the people holding the rope at the ends move the rope above their heads and then continue jumping etc. If we introduce music in this activity it will make it funnier.

Objectives:

The purpose of this activity is to strengthen the body of the children while improving their mobility, as we introduce variants to the basic jump we will start involving different parts of the body. It is also a very useful exercise to work the body as a whole.

Pictures / Illustrations:



Source: iStock

Name: Cycling

Age group: 6-7

Material: Bikes, helmets and cones

Time frame: 30-45 minutes

Movement category: Strengthen mobility

Description of the exercise:

We create a path with the cones including curves, turns and even a small roundabout. The children should complete this path without moving the cones and without stabilisers so they improve their equilibrium and mobility. If the children control pretty good the bikes, we can introduce a race between them so they go faster.

Objectives:

Using the bicycle to improve the mobility of the body is a great option since it does not have to be an injurious activity like other activities that include jumping or running. This activity is very useful for improving knee and hip mobility.



Pictures / Illustrations:

Source: iStock

Name: Bars

Age group: 6-7

Material: Monkey bars

Time frame: 10-15 minutes

Movement category: Strengthen mobility

Description of the exercise:

In this activity we can establish a race among teams. Depending on the monkey bars we are using, we can develop one game or another. If we have the basic monkey bars, we ask the children to go from point A to point B without falling down and using only their hands. After this, they can repeat the activity by using their hands and feet or finally just balancing upside down on the bar. If we manage to have a more complex monkey bars, one with different elements such as stairs or rings, we can implement the race in a funnier and complex way, but the methodology is the same.

Objectives:

Among the main objective of this exercise which it is to foster mobility, children will also benefit from stretching, as it is quite good for them during this period as they are growing. Also, playing on the monkey bars improves the child's posture because it stretches out and strengthens the spine. The physical motions that are involved in crossing a set of monkey bars engage several different groups of muscles and joints, so at the end we will be involving almost all the body and strengthening the mobility of the children.

Pictures / Illustrations:



Source: iStock

Name: Placing the balls

Age group: 6-7

Material: small balls, flat disks and mats

Time frame: 15-20 minutes

Movement category: Strengthen mobility

Description of the exercise:

In this exercise we will place a ball in front of each disc in a row. The children will have to sit at the beginning of the line in front of the ball and using only their feet they will have to place each ball in the top hole of the discs until the row is finished. This exercise can be done in teams as if it were a relay race or individually to let each child go at their own pace.

Objectives:

This activity will foster the mobility of the of the lower body of the children, as they will be working with their feet, hip and knees mainly. They will also improve their strength and their ability to catch objects with their feet. Finally, it will foster their concentration.

Pictures / Illustrations:

Supplementary materials and further reading

Relationship between teacher and pupil environment

After having broadly explained the functions of movement and underlined what are the factors that favor motor growth, it is also essential to describe the relationship between the student and the teacher environment. Learning is a process aimed at increasing the levels of competence (intellectual, motor, social and communicative) of the student and is achievable thanks to the interdependent relationship that exists between the three components.

The student is placed at the center of this relationship because his behavioral change corresponds to the purpose of what is configured as a real educational act. But without the student's will to learn, neither teacher nor environment can affect him.

Therefore, the motivational level (intrinsic or extrinsic) with which the student approaches the activity, the task to be performed, in short, what he has to learn is decisive. Even his degree of initial ability affects learning, it is therefore clear that the teacher's proposal must be gradual, starting from the easy to the difficult and from the simple to the complex. In this way, the proposed activity and its success will be rewarding for the subject who will be ready to reach the next step again.

Here the task of the teacher - educator will be to make their students evolve (grow) by favoring, facilitating, guiding their learning process.

To carry out this role, the educator's "travel backpack" must be built with cultural knowledge on the developmental age and must contain the ability to plan the subject's activities and to evaluate the abilities of the same before, during and after the educational process.

Always in the baggage of skills (the backpack) the educator must have an excellent ability to manage communication adaptable to the subjects with whom he is interacting, therefore be attentive to the individual needs and requirements of the student.

Motor development is conditioned by the interactions between individual environment and task (Gibson). The environment, the third element of the relationship described at the beginning, is the physical and social space where the learning process takes place and for this reason it is fundamental. When we talk about the environment we refer to the physical environment (classroom, gymnastic room, field, conventional and non-conventional material tools) where the activity is actually carried out; instead, with the social environment we refer to the microclimate that the teacher is able to build with and among the students. Therefore, in planning, the organization of spaces, means and methods of interaction must be relevant to the purposes and objectives of the activities that the teacher decides to pursue, without leaving anything to chance, not even free play.

Distinction and organization of spaces

To design an activity, knowing the importance of the environment where it is carried out, it is crucial to know the physical spaces that are available by identifying their location (indoors, outdoors), their size, the number of logins etc.

It is possible to distinguish two types of spaces / environments distinguishing them in conventional spaces and unconventional spaces; these types of "spaces" can be found indoors or outdoors.

Conventional spaces correspond to all those places where pupils / pupils live their daily routines by carrying out the appropriate training activities and can be for example:

the gym;

the salon;

the class;

the psychomotor classroom;

the garden;

the soccer field, athletics field etc.

Instead, the unconventional spaces correspond to all those places where no particular activities take place and are considered "in transit" such as:

stairs and landings;

corridors;

various entrances.

These unconventional spaces can be useful for carrying out alternative or collateral activities to the main activities, and which can favor the preparation or transition from one conventional environment to another while maintaining or preparing "the social climate" or the atmosphere before or after the activity that takes place in conventional space. Still, the unconventional spaces also offer the starting point for all those activities that aim to move from one space to another (such as standing in line, how to go up and down stairs, etc.), an aspect that is sometimes given too much for granted until one encounters the need to evacuate a building (either as evidence of evacuation or as a real emergency).

Once this "recognition" has been made, the physical environment must be territorialized in such a way as to define what is the space we will call "communication" and the work space.

The communication space (or area) (for example the circle drawn in the gym) is used to interact with the students and is essential for the creation of that social microclimate designed to make the student (and the group) feel at the center. Here the teacher speaks and makes the students speak, explains and recounts the activities, facilitates the externalization and re-elaboration of emotions and experiences by helping to interpret them. The communication area must be located in a point of the available space that can be reached by everyone at any time during the activity;

for example, it can consist of the lines that can be found in an exercise room, a "soft corner" made up of cushions and / or mats, or simply drawn on the floor with paper tape. In the case of a garden, the communication area can be represented by a sidewalk, a pavement, or it can be built with the construction site signaling tape, or made with a cloth, sheets, blankets, etc., lying on the grass.

The work area, on the other hand, is all the space that remains available in the environment and that will allow me to play the individual games. Any materials and tools to play with will be placed in this space.



Once the spaces and their use have been defined, it is necessary to plan the phases of use by structuring the intervention or the lesson.

In the area of physical exercise, the theory and methodology of training divides the single training session into three parts:

Part (or initial phase): corresponding to the heating or activation of the organism;

Part (or central phase): moment in which exercises are carried out that aim to dissect the object of the single training session;

Part (or final phase): corresponding to the cool-down and return of a pre-workout state of rest of the body.

In reality, there are also two very important moments, one that precedes the initial phase and the other that follows the final phase: The initial rite and the final rite.

The initial rite is the moment in which the students are seated in the communication area and here, as mentioned above, the teacher interacts with the students, promoting that intersubjective relationship that is needed to create the social microclimate. Before communicating what will be done, to make the students perceive that they are at the center of the lesson, it is important to interact with them by encouraging the externalization of emotions to the group. This communicative process creates an intimate relationship with those present and gives the environment a mystical, almost sacred meaning where the student feels embraced rather than welcomed. And for this reason he will be more prepared to carry out the activities proposed by the teacher.

The final rite has the same function as the initial rite, with the difference that the emotions felt during the activities are analyzed, retracing the most salient features; moreover, the final rite has the purpose of creating the expectation for the next lesson by enticing and motivating the pupils not to wait for the next meeting to arrive.

The phases of the lesson described above are summarized below:

- Initial rite: initial greeting, creation of the social microclimate, explanation of the activity or laboratory;
- Initial phase: moment in which the whole body is set in motion with games or nursery rhymes that involve the movement of the whole body or almost;
- Central phase: salient moment of the laboratory where the games and pre-established activities are performed;
- Final phase: moment in which the body is brought back to a state of rest; • Final rite: final moment that prepares the emotional and motivational conditions for the next meeting.

Considerations on the timing and duration of the activities

In the design phase, it is important to define the total time of the lessons (or meetings) and of the individual activities, in relation to the age of the participants. In fact, scientific studies show that attention grows with age (see image below) this aspect affects the duration of the lesson or individual activities.



Sviluppo dei tempi di attenzione

This consideration therefore leads us to think that the time of the session depends solely on the age and availability of the children to participate; this is partly true, since if active breaks are planned, i.e. moments in which the student can distract himself for a short period with another activity, even if not related to the subject of the lesson or the meeting in place, the pupil will be able to maintain a sufficiently high attention focus in the next activity.

Having made these considerations, the total time of a lesson can have a variable duration between 45 and 120 minutes based on the type of activity proposed and also considering the rituals (initial and final); the table below indicates the (recommended) times relating to the duration of the lesson and the duration of the individual activities based on age:

ETÀ DI RIFERIMENTO	DURATA COMPLESSIVA DELLA LEZIONE	DURATA MEDIA DELLE SINGOLE ATTIVITÀ - GIOCHI
DA 1 A 2 ANNI	DA 45 A 60 MINUTI	DA 3 A 8 MINUTI
DA 3 A 4 ANNI	DA 45 A 70 MINUTI	DA 3 A 15 MINUTI
DA 5 A 6 ANNI	DA 60 A 90 MINUTI	DA 3 A 20 MINUTI
DA 7 A 8 ANNI	DA 60 A 120 MINUTI	DAI 5 A 25 MINUTI
DA 9 A 10 ANNI	DA 70 A 120 MINUTI	DAI 5 AI 40 MINUTI

These numbers are indicative and are used to guide the reader who will plan his / her intervention; to remember that the duration of the intervention is also defined by the character peculiarities of the students involved.

Materials

We can identify sports materials (i.e. materials available on the market, whether they are sports or preparatory to sports / recreational / motor activity) or for everyday use (i.e. made perhaps in the laboratory, perhaps in a context related to motor activity).

For sports materials we can use: balls of various sizes, colors, shapes and substances; hoops, skittles, cones, boundaries, obstacles, cushions, mats, soft objects For everyday materials we can use or build: plastic bottles, cardboard, glue, recycled paper, confetti, streamers, plastic bags, etc. in general, all material that can be used in the classroom for sensory laboratories, drawing, prescribing (for 3-5 years), manipulation, etc. which can then be brought back to the gym (for example: story of the Robin Hood, construction of a target with cardboard and tempera, cloth balls. In the gym, throwing and target shooting activities).

There are also specific companies that produce materials for educational and physical activities for children. Our advice is, at the end of the year, to always evaluate new proposals and buy some of these products, specially designed.