

Activity Book

Tumblebugs

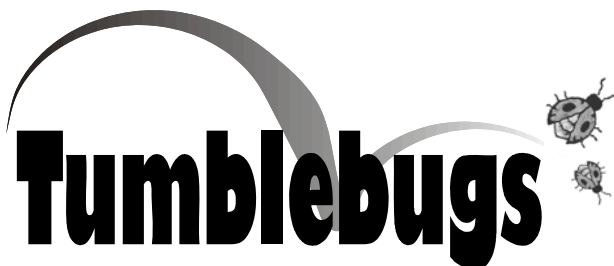
Fun and Safe
Basic Movement
Activities
for Children
in their
Early Years



Gymnastics
Nova Scotia
acknowledges
the support of:

Active Kids
Healthy Kids





Tumblebugs is designed for use at the community level. The program includes training, mentoring, manuals and a bag of basic equipment.

To teach skills beyond those included in Tumblebugs, further theory and technical training in gymnastics is recommended through the National Coaching Certification Program (NCCP).

For more information and to learn how you can be trained to lead Tumblebugs for children in your area, contact Gymnastics Nova Scotia at 902-425-5450 ext.516



Welcome to Tumblebugs - a modified gymnastics and basic movement program for 3½ to 5 year olds. Tumblebugs aims to improve physical literacy by teaching fundamental movement skills that support healthy growth and development. The program strengthens the range of foundational motor skills that children need to enhance daily living, and participation in play and sports as they age.

The activity plans have been designed specifically for young children – they are fun, safe and developmentally appropriate. They follow a consistent, progressive structure that includes active and quiet segments with both directed and exploratory learning.

The program is intended for educators and practitioners from early childhood settings and programs such as child care centres, pre-primary programs, family resource centres, municipal recreation programs and sport or recreation clubs. This activity manual is for those who have completed training from an endorsed Tumblebugs workshop.

Physical activity has many health benefits for children; it builds strong bones, strengthens muscles and heart, contributes to a healthy weight, promotes coordination and balance and improves self-esteem. The early childhood years are critical because it prepares children to remain physically active as they grow. Physically active youth are more likely to keep active as an adult. Maintaining a physically active lifestyle reduces the risk of chronic diseases like type-2 diabetes, heart diseases, some cancers and obesity.

Tumblebugs was developed by Mary Kikuchi and Jan Chipman for Gymnastics Nova Scotia. The Nova Scotia Department of Health Promotion and Protection (HPP) funded the development of the program, and the current Department of Communities, Culture and Heritage assists in its delivery across the province. Additional consultation came from the Department of Education.



**Active Kids
Healthy Kids**

Authors:

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Fourth Edition - 2018



“Movement is the first language of the child”

Physical Literacy is the development of fundamental movement skills that permit a child's ability to move confidently and with control, in a wide range of physical activity, dance and sport situations. It gives children the tools they need to take part in recreation and sport in their goal to be active for life. This is a key component in Canada's Long-Term Athlete Development (LTAD) program. Tumblebugs is the entry to this pathway as an active start program that helps to develop well-rounded physical literacy. Children should learn fundamental movement and sport skills in each of the four basic environments:

- ☛ On the ground- as the basis for most games, sports, dance and physical activities
- ☛ In the water- as the basis for all aquatic activities
- ☛ On the snow and ice- as the basis for all winter sliding activities
- ☛ In the air- basis for gymnastics, diving and other aerial activities

Children who are physically literate will:

- ☛ Feel confident and be encouraged to continue to build on these skills through recreational and competitive sport activity.
- ☛ Enjoy overall health benefits. Increased activity helps stem the current rise in childhood and adult obesity and reduce cardiovascular disease. The development of greater physical literacy encourages them to be more physically active throughout their lives.
- ☛ Be prepared to enter a pathway to higher- level competition.

Without basic movement skills, a child will have difficulty participating in any sport. The following key activities will ensure a base of movement skills for all other sports.

- ☛ Gymnastics: Core of human movement activities, develops body management skills highlighting flexibility, agility, balance, co-ordination and speed, including dance adds to rhythm.
- ☛ Athletics: run, jump, throw
- ☛ Swimming: for water safety reasons; for balance in a buoyant environment, and as the foundation of water sports.
- ☛ Skating: slip and slide movements: on ice, snow or water, the need to develop stability is required.

The planned outcomes of Canadian Sport for Life include the categories Physical Literacy, Excellence and Active for Life. Physical Literacy is the foundation for both Active for Life and Excellence. Active Start is the entrance level to the Progression model and is a component of the Physical Literacy section.

Outcomes for Active Start- Chronological Age Males and Females 0-6

- ☛ Development of general movement skills
- ☛ Not sedentary for more than 60 minutes except when sleeping
- ☛ Exploration of risk and limits in safe environments
- ☛ Active movement environment combined with well-structured gymnastics and swimming programs
- ☛ Daily physical activity with an emphasis on fun

Tumblebugs fulfills the above outcomes for Active Start and additionally introduces core fundamental human movement patterns.



Group Organization



Instructor Notes

Activity plan sections may be photocopied for group use if more than one instructor.

Task card sheets (found at the back of this manual) should be photocopied and laminated if possible (protect originals).

Allow 15-20 minutes before group to set up circuits and familiarize yourself with activities.

Groups may have a child leader for the day, to be first in activities and to lead between areas.

Encourage proper skill execution.

Instructors may stay with a group or stay with a circuit station.

Travel as a group with an imaginative activity when changing areas.

Program Duration

Plans are divided into 2 blocks of 10 activities (may use less per block)
Recommendations: One or two Tumblebug sessions per week. Make every day an active day with unstructured play time and other organized activities.

Schedule

Duration 40 – 60 min.

- Opening activity 5 – 10 minutes (all children together)
- 3 circuits, each 10 – 15 minutes (groups of 8)
- Closing activity 5 minutes (all children together)

Group Size

Up to 8 children - minimum 1 instructor
9 – 16 children - minimum 2 instructors
17 – 24 children - minimum 3 instructors
Group should not exceed 24 children

Space / Equipment Requirements

- Large open space for three activity areas
- Several basic gymnastics mats (dense enough so that rolls are comfortable)
- Small apparatus is included with Tumblebugs kit

Equipment Included With Program:

1 set of 20 activity plans
1 set of body position and action task cards
1 set of animal task cards for locomotions

Kit Bag Contents:

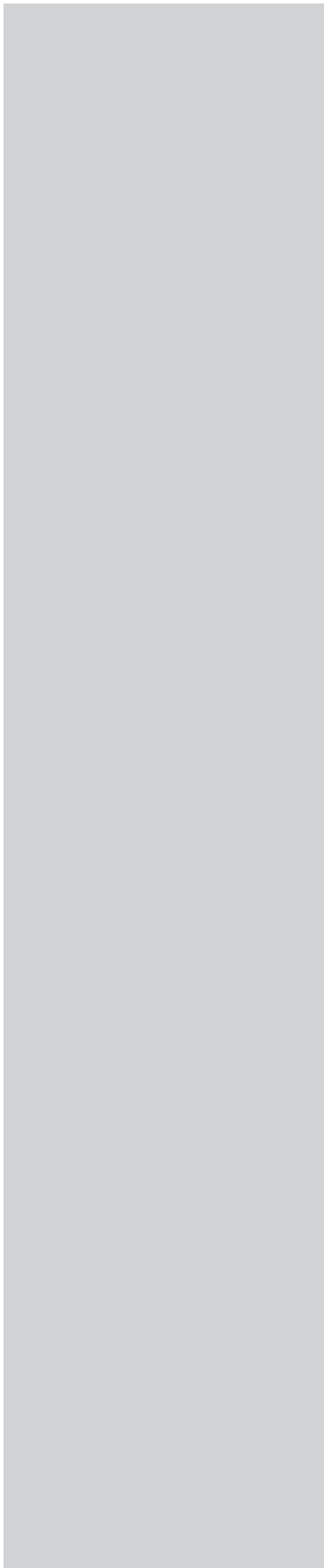
8 jump ropes
8 small balls
8 beach balls
8 bean bags
8 ribbons
8 scarves
bubbles
number set

Suggested Program Enhancers:

Extra gym mats
Trapezoid boxes - landings, jumping
Carpet underlay strips – for pathways around circuits
Wedge mats – makes rolling easier
Hoops – for targets and instead of taping shapes on floor
Sponges – to jump over, throw, etc.
Bars, rings, ropes – for hanging, swinging
Climbing apparatus
Music
Music player
Air pump – for beach balls and small balls

(For information on equipment sources, contact **Gymnastics Nova Scotia**)







Focus

- Area 1 – Ball skills
- Area 2 – Landings on feet
- Area 3 – Locomotions



Equipment

- Opening
- Area 1 – small balls
- Area 2 – ropes, beanbags, tape, scarves
- Area 3 – task cards: C, E, J, K, L
- Closing



Creative Corner

- If child leader needs help with “follow the leader” the instructor may lead the group through creative patterns in partner with the child leader.
- Go to activity areas using animal walks
- May use paper plate steering wheels for cars



Teaching Tips

- Stop games at peak of excitement
- Straight body – body parts all in a line with feet together and arms either over head or tightly on sides
- Landing on feet – foot sequence is toe to heel.

Tumblebugs



Activity 1

Opening Activity (5-10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)
- Introduce straight body positions (standing, lying on front and back)

Area #1 – Ball skills (10-15 minutes)

- Group stands in circle, close together. Pass 1 ball around circle.
- Change directions
- Pass behind back
- Under leg
- Up high
- Down low
- Sit down
- Lie on tummy
- Add one ball, then another, repeat variations
- 1 ball, partners face each other in straddle sit (close)
- Roll ball back and forth to each other
- Start very close, gradually move back



Area #2 – Landings (10-15 minutes)

- Set up circuit of obstacles to jump over:
 - Ropes – single and 3 in bicycle spoke shape
 - Bean bags – single and stacked
 - Scarves – single and series of folded scarves
 - Shapes taped on floor
- Instructor demonstrates “motorcycle rider” landing technique. (Foot sequence is toe to heel, knees bend slightly to absorb impact, feet shoulder width apart, arms extended for balance) Children try several times, just from jumping in place.
- Instructor demonstrates circuit, then children try.
- Go around the circuit numerous times with forward jumps.
- Emphasize motorcycle landings each time.

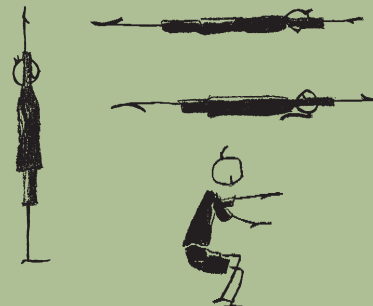
Area #3 – Locomotions (10-15 minutes)

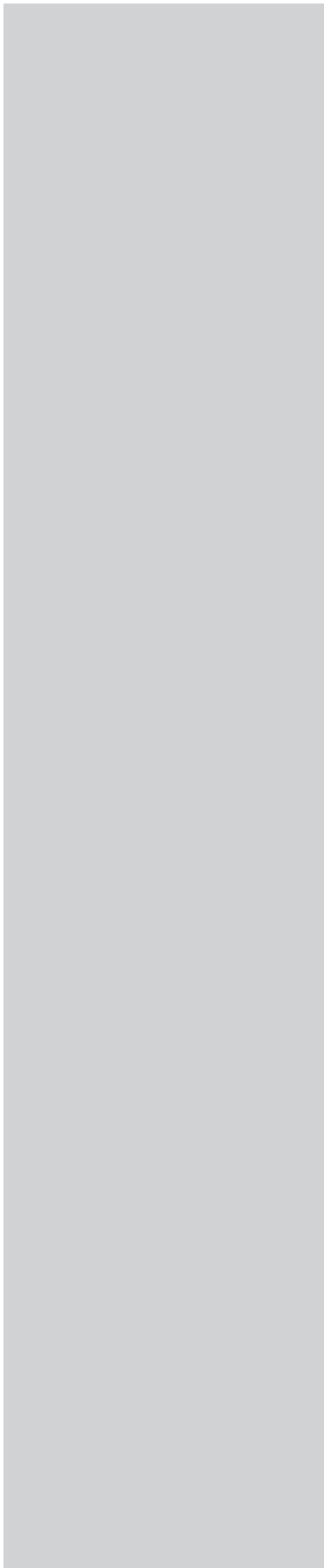
- Instructor holds task cards, group sits close. Talk about the way the creatures move, (wriggling close to the ground, flying, running, jumping) and have the children move like each animal.
- Children pretend to be driving cars while the instructor creates a story containing directions for movement.
 - E.g. – fast, slow, bumpy road, around corners, back up, up & down hills, quick stop, etc.

Closing Activity (5 minutes)

- Bugs – One child is chosen as the zapper. The children run around and when the zapper tags them, they lie on their backs, wiggling their arms and legs in the air. Once they have been tagged they can be saved when another child rolls them over sideways. Once saved they can continue running. Choose a new zapper every couple of minutes and encourage the children to help anyone who has been zapped.

Activity positions:





Tumblebugs Activity 2



Focus

- Area 1 – Ropes
- Area 2 – Landings / Locomotions
- Area 3 - Statics



Equipment

- Opening
- Area 1 –ropes
- Area 2 - tape, mats, task cards – 18, 19, 20, 26, 27, B, D, beanbags, ropes, scarves



Creative Corner

- Closing - use music, if available, instead of calling out red and green light.



Teaching Tips

- Landings - front fall – Fall forward from kneeling, with arms outstretched. As hands touch floor, arms bend to slow body down, full body touches floor.
- Landings - roly poly – Sit on buttocks, fingers facing front beside hips, gently roll back in a round ball shape.

Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)
- Introduce body positions while sitting - tuck, pike, straddle, L sit

Area #2 - Landings & Locomotions (10 - 15 minutes)

- Set up circuit of task cards and obstacles to jump over
- Review motorcycle landing with group
- Front fall from knees - Instructor demonstrates each progression, then children try it.
 - Start in a front support on knees. Bend arms to lower body slowly to floor.
 - Kneel with back and hips straight (not sitting on heels). Fall forward, catch self on outstretched, but not rigid, arms. Bend arms to lower body slowly to floor.
- Roly poly – start in tuck sit, hands on floor beside hips, fingers facing forward. Roll back, staying in a tuck position. Rock back and forth on back.
- After introducing the landing, have the children go around the circuit, following the task cards.



Closing Activity (5 minutes)

- Tape an 'x' on the floor for each child. Children move around area (walk, run, skip, animal walk, etc.) Use "red light, green light" signals to stop and start. On stop signal, each child finds an x to stand on. Instructor call out a different body position each time the children stop.

Area #1 - Ropes (10 - 15 minutes)

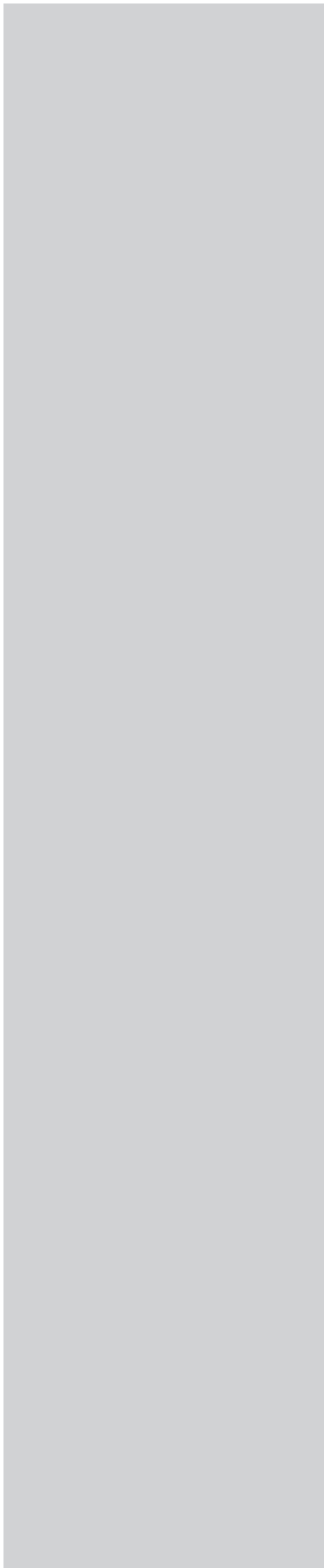
- Start sitting in a small circle. Talk about shapes – circle, square, triangle. Look for examples (buttons, eyes, mats, window) Pick 3 children to stand facing close together. Use 3 ropes, each child holds ends of 2 ropes close in front of them. Back up slowly and see what shape is made (triangle). Repeat with 4 children (square), then all (circle). Walk and turn the circle.
- Lay 6 ropes in long continuous snaky line on floor. Children jump side to side from one end to the other. "Don't wake the snake!"
- Lay 6 ropes like ladder rungs, jump over each.
- Lay 6 ropes like bicycle spokes, jump over.
- Use variations each time:
 - Forward, backward, sideways jumps
 - Instructor "Ready, set, jump!"
 - Giant steps, leaps over
 - Partners jump together

Area #3 - Statics (10 - 15 minutes)

- Follow the leader – Children follow the instructor. Do each support twice for 3 seconds. (front support, front support with one leg up, back support), Table – see if they can stay there until you put a make believe lunch and balance it on the table.)
- Everyone sits in a straddle position in a circle with feet almost touching. Pretend to make a pizza with their legs as the pan. Stir ingredients in a bowl, mix dough with hands, throw dough over heads and spin. Spread dough and tomato sauce. Ask each child what they would like to put on their pizza and spread it on, making sure they reach all the way out to their toes. Children lean forward to put the pizza in the oven, holding for 10 seconds. Eat pizza, wash hands.

Activity positions:







Focus

- Area 1 – Ball Skills
- Area 2 – Statics
- Area 3 - Locomotions



Equipment

- Opening – scarves
- Area 1 – bubbles, bean bags, scarves
- Area 2 – tape, task cards – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15,
- Area 3 – ropes (tied to make half length)
- Closing – bubbles

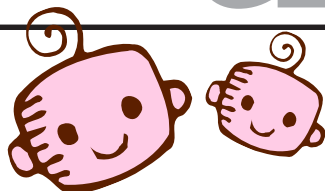
Tumblebugs



Activity 3

Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward and backward, gallop, bear walk forward and backwards)
- Introduce - over and under with scarves – Children stand in a circle, ¼ turn so they're facing the back of the child next to them.
 - Pass scarves around circle, overhead
 - Pass scarves under legs around circle
 - Scatter scarves around – “jump over yellow scarves, orange scarves, etc.”
 - Two children hold scarf down low, others jump over it – take turns holding
 - Same, but hold higher so others go under it



Area #1 - Ball Skills (10-15 minutes)

- Group stands in large circle, each in designated spot
- Instructor blows bubbles above each child, child tries to catch them before they hit the floor (3-4 turns)
- Each child with scarf - Repeat each activity numerous times
 - Crumple it up, toss up (to self) and catch
 - Toss, clap, catch
- Each child with beanbag - Repeat each activity numerous times
 - Toss up to self and catch
 - Toss, clap, catch

Area #2 - Statics (10-15 minutes)

- Set up circuit using tape (for lines and shapes) and task cards.
- Instructor demonstrates each part of the circuit
- Children go around circuit numerous times

Area #3 - Locomotions (10-15 minutes)

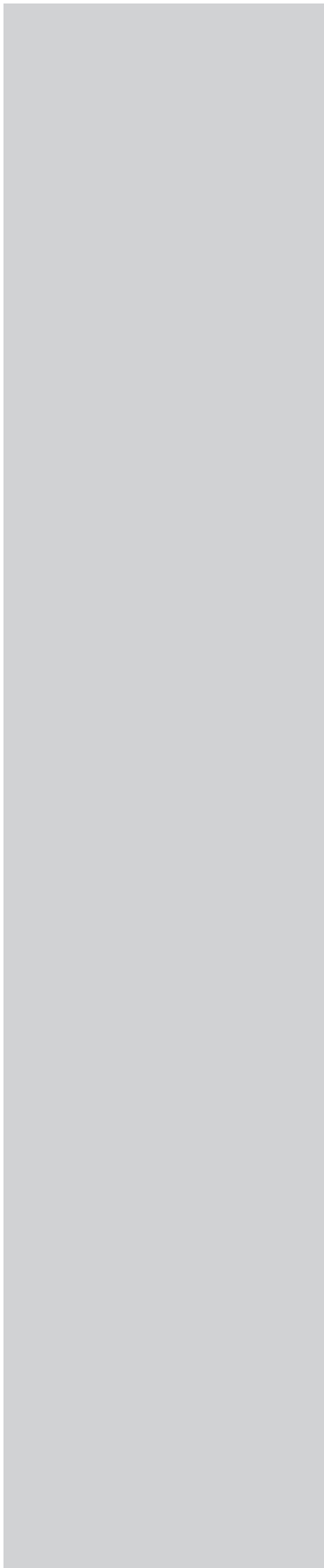
- Children in circle, holding ropes between them
 - Make big circle (don't let go of ropes)
 - Make small circle
 - Walk around in circle, walk other direction
 - Repeat with ropes held high, low
- Split circle and form line with instructor leading (still holding ropes)
- Do various locomotions and pathways (e.g. – walk, march, tiptoe, snaky path, follow floor lines, spiral pattern, etc.)

Closing Activity (5 minutes)

- Instructor blows bubbles over head – “catch pixie dust” & fly away home.

Activity positions:







Focus

- Area 1 – Ribbons
- Area 2 – Locomotions
- Area 3 – Rotations



Equipment

- Opening
- Area 1 – ribbons
- Area 2 – all animal task cards
- Area 3 – mats
- Closing – number set, bag



Teaching Tips

- Rolling pins and pencil rolls work best if child makes body, “tight” (rigid) with legs squeezed together.

Tumblebugs Activity 4



Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)
- Introduce “around” and “through” – Children stand in a circle and have each child go around the outside of the circle. Second time each child picks a path straight through the circle. Third time each child weaves around the children standing in the circle until they’re back in their spot.
- Review – straight body positions (standing, on tummy, on back)

Area #1 - Ribbons (10-15 minutes)

- Have ribbons coiled up on the floor, off to the side. Group sits in circle. Talk about snakes – try back and forth movements with hand. (“slithers”)
- Storyline – “if you can catch a sleeping snake it will be your pet”
- Group sneaks up on ribbon “snakes” and each carefully picks up stick
 - Wake up the snake by moving the stick back and forth
 - Make big and little slithers
 - Take snake for a walk (keep ribbon slithering along floor)
 - Walk forward, backward, jump, skip, run. Travel “wide road” and “narrow path” with snake.
- Have children move from one side of the room to the other, rather than randomly to avoid collisions
- Put snakes back to sleep by gradually moving stick slower and slower until snake stops.

Area #3 - Rotations (10-15 minutes)

- Mats spread out in large circle, one child on each mat.
- Jump $\frac{1}{4}$ turn, jump $\frac{1}{2}$ turn – repeat several times, both directions
- “Rolling pins” – Talk about action, pretend with hands (like making cookies or rolling play dough). Instructor demonstrates with one child – lie on tummy, arms overhead, legs together – help roll back and forth. Everyone try with and without instructor’s help.
- “Pencil roll”, same action but continue rolling in same direction

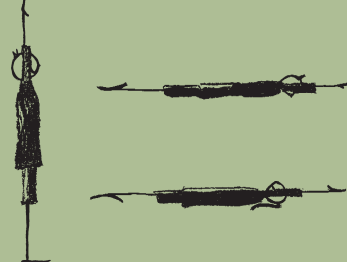
Area #2 - Locomotions (10-15 minutes)

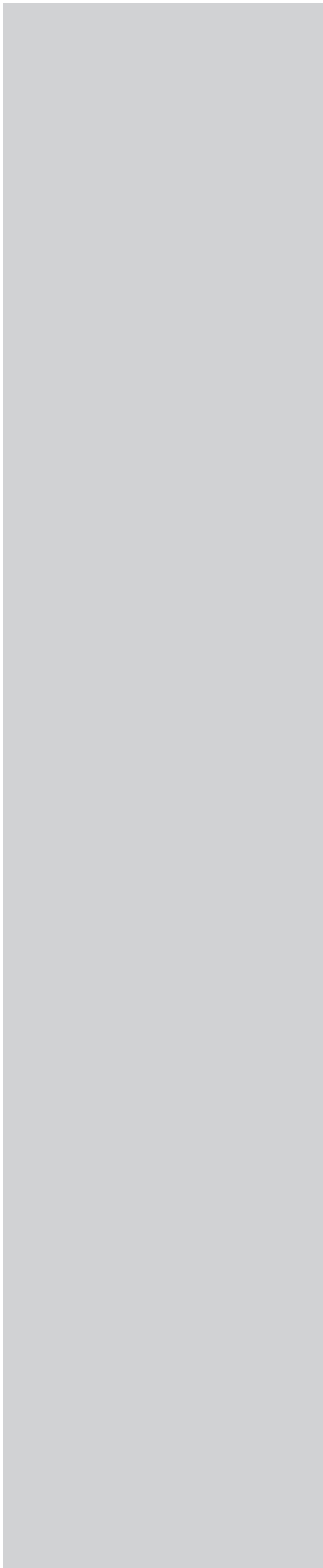
- Animal task cards spread out face down. Child picks card, all then move like the chosen animal. Everyone has a turn. (Ask if the animal can move fast, slow, sideways, high, low, etc.)
- Everyone goes at the same time from one side of the area to the other
 - Walk swinging arms strongly
 - March lifting knees up
 - March lifting knees and swinging arms
 - Jog lifting knees up
 - Run fast forward

Closing Activity (5 minutes)

- Instructor holds numbers in bag. Child picks a number with eyes closed and tries to identify it by feeling it. When successful, with or without help, instructor tells group to touch that many things in the gym of a certain colour. (Repeat 2-3 times).

Activity positions:







Focus

- Area 1 – Ball Skills
- Area 2 - Rotations
- Area 3 - Landings, Spring



Equipment

- Opening
- Area 1 – beach balls
- Area 2 – mats
- Area 3 – ropes
- Closing –



Teaching Tips

- One Foot Balance – Stand tall. Focus your eyes on a fixed spot. (This helps with all balances.)

Tumblebugs Activity 5



Opening Activity (5 - 10 minutes)

- ⚽ Follow the leader (1-2 minutes)
- ⚽ Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)

Area #2 - Rotations (10-15 minutes)

- ⚽ Scatter mats on floor – one child on each mat
- Review rolling pins and pencil rolls (both directions)
- Puppy rolls – start on hands and knees, roll sideways back to hands and knees (try both directions)
- Roly Poly – sit in tuck, try to stay curled up like a ball or rocking chair, rock to back and try to sit up again (may have to use hands to get back up.)

Closing Activity (5 minutes)

- ⚽ Balances
- Tuck sit. Slowly lift feet off floor, try to balance
- V-sit
- One Foot Balance. Try several times on each foot.

Area #1 - Balls (10-15 minutes)

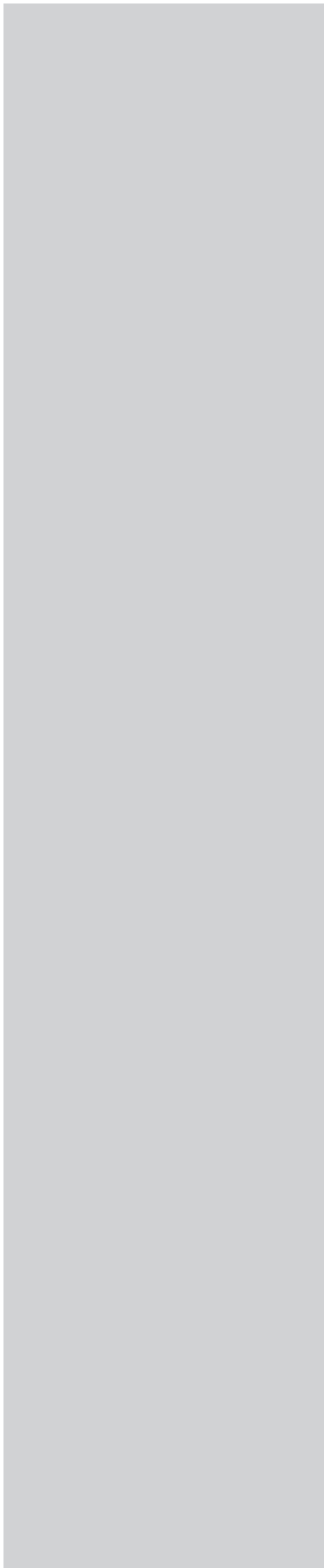
- ⚽ Group spreads out, each with beach ball. (Lots of repetitions on each action)
- toss up (to self) and catch
- toss, clap, catch
- bounce and catch
- bat upward with hand, catch
- try keeping it up by hitting with hands
- ⚽ Partners, 1 ball, stand close
- Hold ball between partners, using different body parts (tummy, hip, back, elbow, knees, shoulder, etc)
- Try moving together while keeping ball trapped between
- ⚽ Finish – each put ball in designated spot

Area #3 - Spring/Landings (10-15 minutes)

- ⚽ Children spread out, each with rope placed on floor.
- ⚽ Instructor directs them to jump over the rope (Forward, backwards, sideways):
- On one foot
- Two feet and two hands
- Low jump
- High jump
- Short jump
- Long jump
- Tuck jump
- Star jump
- Walk and jump
- Run very slowly and jump
- Run slightly faster and jump
- Do a silly jump
- Yell and jump
- ⚽ Emphasize landing in motorcycle position.

Activity positions:







Focus

- Area 1 – Ropes
- Area 2 - Spring
- Area 3 - Rotation



Equipment

- Opening -
- Area 1 – ropes
- Area 2 – tape, scarves, beanbags, task cards – C, D, K, 26, 27
- Area 3 – mats, task cards – 20, 21, 22, 23, 25, 1 bean bag
- Closing – beanbags, ropes, ribbons, scarves, mats



Creative Corner

- Area 2 - Taped shapes ideas – puddle, moon, hopscotch



Teaching Tips

- Rotations: Forward roll activities need a very round ball shape and well tucked chin. Beanbag under chin helps. Practice ball shape in roly poly.

Tumblebugs



Activity 6

Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)
- Review – body shapes – straight, tuck, pike, straddle, L sit, V sit

Area #2 - Spring (10-15 minutes)

- Set up circuit - Tape lines and shapes to floor, place other obstacles to jump over, and use task cards.
- Instructor demonstrates circuit
- Children go around circuit numerous times

Closing Activity (5 minutes)

- Lion Hunt – Act out story as Instructor tells it. Use whatever extra equipment is available. “Let’s go on a lion hunt”
 - Open and close door of house
 - Walk
 - Jump across rocks on stream (bean bags)
 - Climb up mountain – “Do you see anything?” (folded mats piled up)
 - Climb down
 - Swim across river (wiggle on stomachs from one line of ropes to another)
 - Jump over quick sand (scarves)
 - Cut path through jungle (jump over ribbon, “snakes”)
 - Tiptoe and peek through bushes and see cubs (“how cute”)
 - “Uh, oh, mother lion smells us, run!”
 - Run home in reverse order over obstacles
 - Slam door
 - Catch breath

Area #1 - Ropes (10-15 minutes)

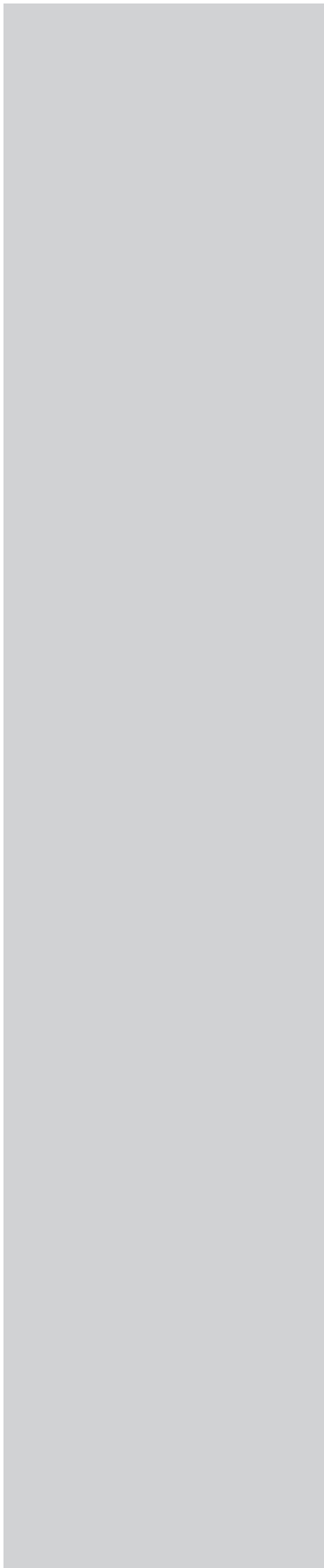
- Spread out. Try arm circle variations:
 - Side circles–1 arm, 2 arms, forward, backward, big, small, fast, slow
 - Front circles–1 arm, 2 arms, right, left, big, small, fast, slow
 - Overhead circles – helicopter – 1 arm, 2 arms, both directions big, small, fast, slow
- Each with rope, hold both ends in one hand
- Try all arm circle variations while holding rope
- Repeat with one end of rope in each hand, keep hands close together. Try to use whole arm from shoulder, then just from elbow, wrist.
- Jump overs – 6 ropes in ladder shape, then bicycle spokes

Area #3 - Rotations (10-15 minutes)

- Set up circuit with mats and task cards
- Introduce forward roll (Instructor helps each child, one at a time)
 - Start on feet at end of mat
 - Hands on mat close in front, beanbag under chin, peek a boo through legs
 - Roll to lie on back or sit
 - Instructor helps tuck head, lift hips
- Children go around circuit, instructor stays at forward roll station to help and direct.

Activity positions:





Tumblebugs

Activity 7



Focus

- Area 1 – Balls
- Area 2 – Statics, Locomotions
- Area 3 - Rotation



Equipment

- Opening -
- Area 1 – Beach ball
- Area 2 – task cards – 9, 10, 11, 12, 13, 14, 16, 17, A, B, C, H, F, I, J,
- Area 3 – mats, task cards - 20, 21, 22, 23, 24, scarf
- Closing – numbers



Teaching Tips

- Forward roll reminders:
 - Instructor helps to tuck head, lift hips
 - Keep tucked chin
 - “peak a boo” between legs

Opening Activity (5-10 minutes)

- ⚽ Follow the leader (1-2 minutes)
- ⚽ Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward, walk on toes backward, bear walk, frog jump, skipping, etc.)

Area #2 – Statics & Locomotions (10-15 minutes)

- ⚽ Set up circuit with task cards
- ⚽ Instructor demonstrates
- ⚽ Children go around circuit numerous times

Closing Activity (5 minutes)

- ⚽ Have child pick a number and try to identify it by feel without looking, then put it back in puzzle. Instructor names an action to be done that number of times. Ex: 1 roly poly, 5 bugs, 9 claps. Repeat 2 or 3 times.

Area #1 – Balls (10-15 minutes)

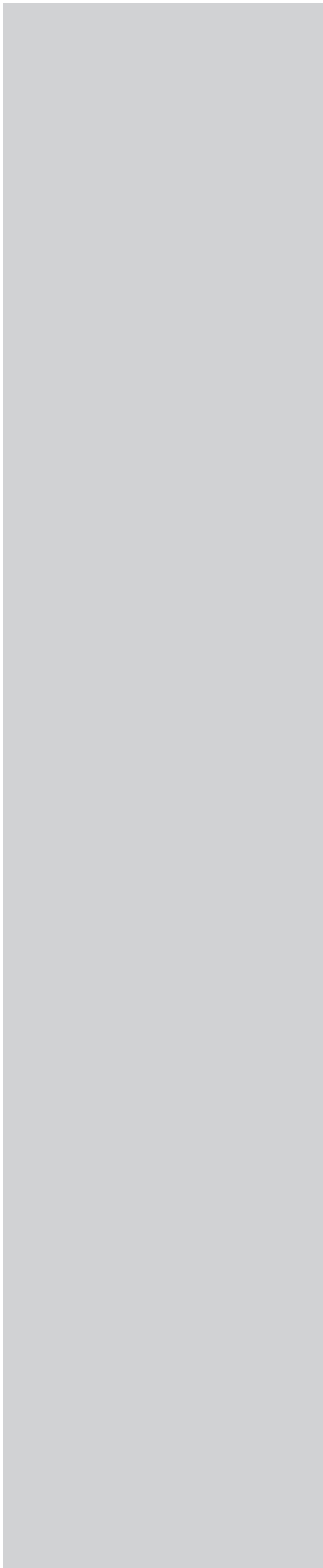
- ⚽ Group standing in circle.
 - Roll beach ball back and forth around circle
 - After receiving the ball and sending it off, child does leader specified action (e.g.- tuck sit, star jump, support, turn around, etc.)
 - Child rolls ball to designated receiver following leader's instructions (e.g.- to a girl with a red shirt, etc.)

Area #3 – Rotations (10-15 minutes)

- ⚽ Make circuit with mats and task cards
- ⚽ Forward roll reminders:
 - Instructor helps to tuck head, lift hips
 - Keep tucked chin
 - “peak a boo” between legs
- ⚽ Roly poly with scarf
 - Start sitting, legs together, scarf between feet
 - Roll back, lift feet, try to drop scarf on mat over head

Activity positions:





Tumblebugs Activity 8



Focus

- Area 1 – Ribbons
- Area 2 – Rotations
- Area 3 – Statics, Locomotions



Equipment

- Opening -
- Area 1 – beanbags, ribbons, ropes, balls
- Area 2 – mats in a row
- Area 3 – task cards – 9, 10, 11, 12, 13, 14, 15, 16, A, C, D, E, G, I, L, tape, scarves
- Closing –

Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward, walk on toes backward, bear walk, frog jump, skipping, etc.)
- Review – body shapes (straight, tuck, pike, straddle, L sit, V sit)

Area #2 - Rotations (10-15 minutes)

- Long line of mats
- Spread out on mats
 - Try a few rolling pins and pencils
- Partners
 - Rolling pins and pencils holding hands
 - Try with one holding other's feet
- Whole group, on one side of mats
 - Lie on stomach, head to feet in long line. Hold feet of next person.
 - Instructor gives "go" signal.
 - "World's biggest rolling pin"
 - "Giant pencil"

Area #3 - Statics & Locomotions (10-15 minutes)

- Set up circuit using task cards, taped shapes and scarves to jump over.

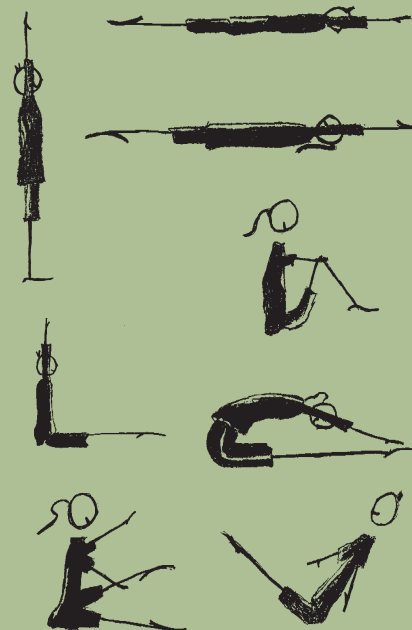
Closing Activity (5 minutes)

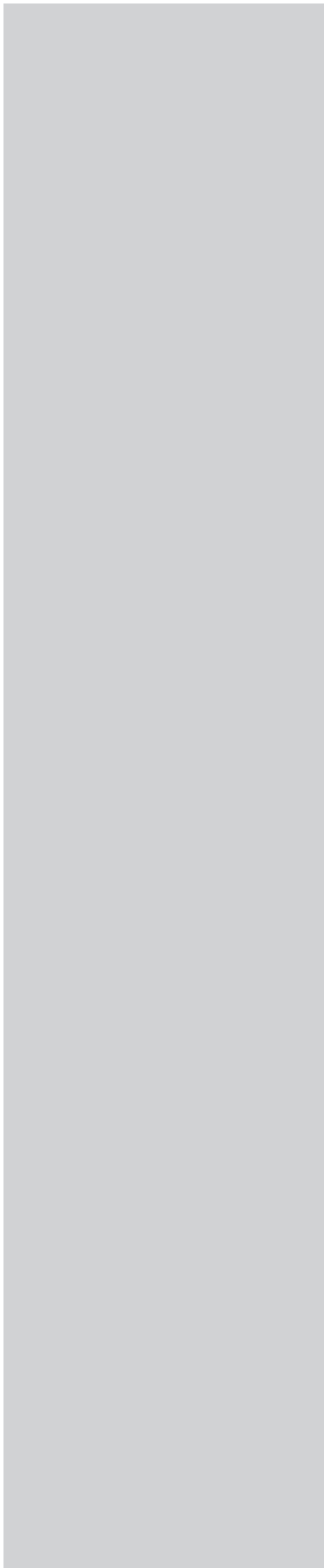
- Shrinking Room – children move randomly in open space. Instructor shrinks space by moving imaginary wall in closer. (Children can't go behind instructor). Keep going until space is very tiny and children can't move.

Area #1 - Ribbons (10-15 minutes)

- Set up "pond" outlined with ropes in middle of area. Put balls inside for fish. Put ribbons around edge of pond (fishing rods). Start with group sitting together off to the side for the story.
- Story line – Going on a fishing trip. Pretend to be casting a fishing line for practice. Get in car, drive to fishing pond, hike through woods, jump from rock to rock in stream (beanbags), arrive at pond where fish are. Spread out around pond, each with ribbon (fishing rod). Swing stick forward overhead in big arc, see if ribbon goes near fish, pretend to reel in, swing stick back to pull in fish, repeat action.
- "It's starting to rain! Run to the car!" (Retrace steps above) Use the ribbons as windshield wipers. "The rain has stopped and the sun's trying to come out. Look! There's a rainbow!"
- Make rainbows with ribbon (swing side to side in big arc overhead)
- If extra time, play with "pet snakes"

Activity positions:







Focus

- Area 1 – Balls
- Area 2 – Landings, Statics review
- Area 3 – Rotations review



Equipment

- Opening
- Area 1 – small balls, beach balls, bubbles
- Area 2 – tape, task cards – 8, 11, 12, 13, 14, 15, 18, 19, 26, 27
- Area 3 – mats, bean bags, task cards – 20, 21, 22, 23, 24, 25
- Closing – several animal task cards

Tumblebugs Activity 9



Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)
- Do the Laundry” – Leader calls out and demonstrates the following actions for the children to copy:
 - 1) Wash the clothes – Jump and turn
 - 2) Dry the clothes – Tuck sit, rock back and forth (roly poly)
 - 3) Hang the clothes – Stretch up tall, arms overhead
 - 4) Iron the clothes – Lie flat on tummy

When all on floor, start again with “What’s wrong with the clothes?” “They’re dirty!” “Oh no! We’ll have to wash them again!” Limit repetition to 3 cycles to maintain interest. Increase speed in each cycle, challenging the children to keep up.

Area #1 - Balls (10 - 15 minutes)

- Group in large circle, each on designated spot. Instructor blows bubbles above each child; they try to catch them before they hit the floor.
- Each child has small ball
 - Toss up to self, catch
 - Toss, clap, catch
 - Bounce and catch
 - Try each activity numerous times
- Partners, 1 beach ball, face each other, standing close
 - Softly toss ball to partner to catch
 - If successful, gradually move back

Area #2 - Landings & Statics Review (10 - 15 minutes)

- Make circuit using task cards, taped lines and shapes, and obstacles to jump over.
- Instructor demonstrates
- Children go around circuit several times.

Area #3 - Rotations Review (10 - 15 minutes)

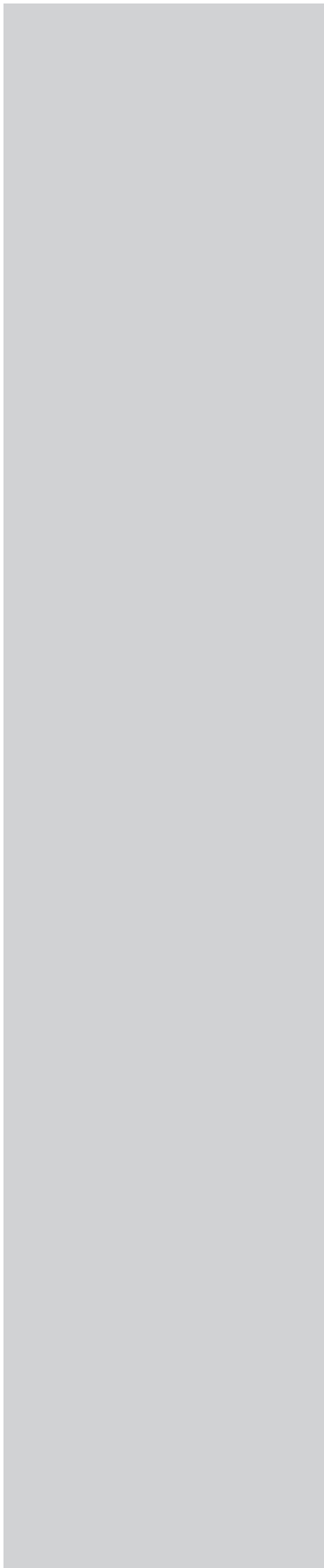
- Set up circuit with mats and task cards.
- If forward rolls are progressing well, let them try unassisted. (Use beanbag under chin)

Closing Activity (5 minutes)

- Child picks an animal task card. All move like that animal. Repeat 2-3 times.

Activity positions:







Focus

- Area 1 – Ropes
- Area 2 – Spring Review
- Area 3 – Rotation Review



Equipment

- Opening
- Area 1 – ropes
- Area 2 – tape, bean bags, scarves, task cards – A, B, C, D, E, H, I, J, K, 26, 27
- Area 3 – task cards – 20, 21, 22, 23, 24, 25, mats
- Closing –



Teaching Tips

- Ropes - Don't expect real skipping yet. Many children this age can't jump on two feet consistently even without a rope.

Tumblebugs Activity 10



Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)
- Review – body positions – straight, tuck, pike, straddle (standing, sitting, lying), L sit, V sit

Area #1 - Ropes (10-15 minutes)

- Spread out, each with rope
- Start holding rope in front, step over it
- Swing rope over head from back to front, step over it when it stops
- Repeat many times
- Progress to jump over rope when it stops in front

Area #2 - Spring Review (10-15 minutes)

- Set up circuit using taped lines and shapes, obstacles to jump over and task cards.

Area #3 - Rotations Review (10-15 minutes)

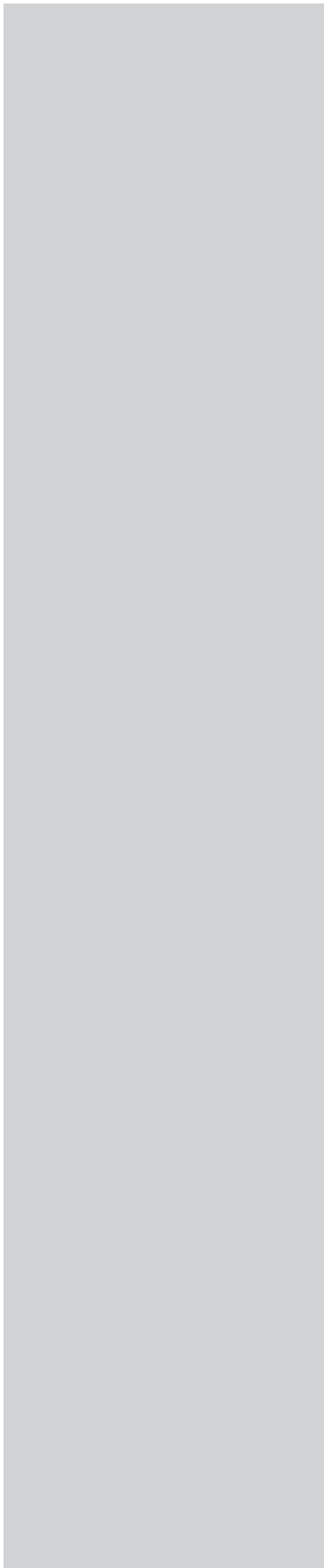
- Set up circuit with mats and task cards.
- If forward rolls are progressing well, let children try unassisted (use beanbag under chin)

Closing Activity (5 minutes)

- Hold hands in a circle.
 - Walk - Circle to right, circle to left.
 - High on tip toes, arms up, bending low, hands near floor
 - Go to middle and back out.

Activity positions:







Focus

- Area 1 – Balls
- Area 2 – Landing
- Area 3 - Locomotions



Equipment

- Opening
- Area 1 – beach balls
- Area 2 – tape, 2 mats, task cards – 18, 19, 20, 26, 27, C, D, G, K
- Area 3 – task cards – A, B, E, F, H, I, J, L
- Closing –



Creative Corner

- Use paper plates for steering wheels in area 3.

Tumblebugs Activity 11



Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards))

Area #2 - Landings (10-15 minutes)

- Make circuit using taped lines and shapes, obstacles, and mats for roly poly and front roll.
- Instructor demonstrates
- Children go around circuit numerous times

Closing Activity (5 minutes)

- Bugs – One child is chosen as the zapper. The children run around and when the zapper tags them, they lie on their backs, wiggling their arms and legs in the air. Once they have been tagged they can be saved when another child rolls them over sideways. Once saved they can continue running. Choose a new zapper every couple of minutes and encourage the children to help anyone who has been zapped.

Area #1 - Balls (10-15 minutes)

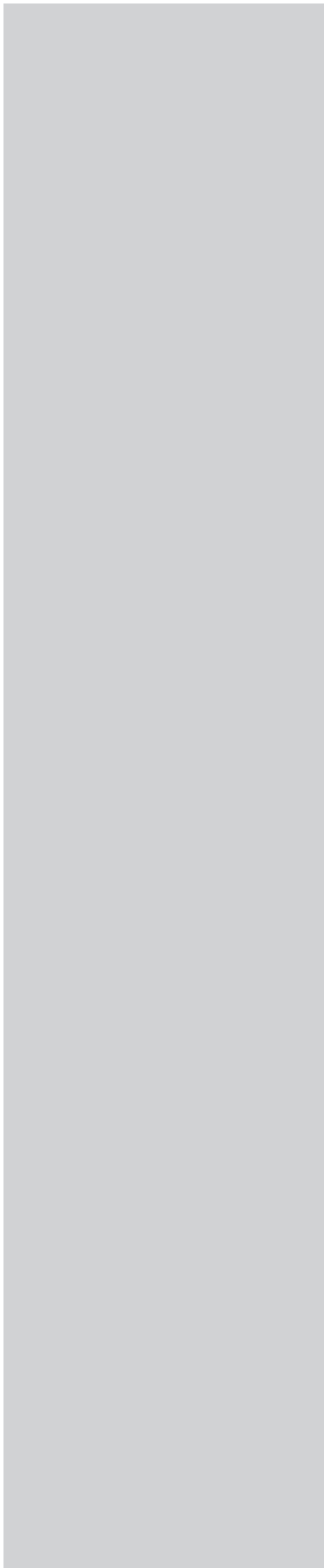
- Spread out, 1 beach ball each
 - Try to keep it up in the air as long as possible by hitting with hands
 - “How many hits can you do before the beach ball touches the ground?”
 - Bounce the ball on the ground and catch it again
 - Try and bounce it 2 or 3 times before catching it
 - Toss up (to self) and catch
 - Toss to partner and catch

Area #3 - Locomotions (10-15 minutes)

- Leader holds animal task cards with children in close. Child picks task card and everyone moves like that animal. Each child gets a turn.
- Giant truck rally – Instructor calls out, “Get your key out, start the ignition, rev the engine, where are the brakes? Test the steering wheel, where is reverse? Ready, set, go – Instructor calls out instructions, go fast, slow, around corners, over bumps, back up, go through a trail on the woods, get a flat tire, fix tire, come back home.

Activity positions:





Tumblebugs Activity 12



Focus

- Area 1 – Ribbons
- Area 2 – Landing
- Area 3 - Statics



Equipment

- Opening
- Area 1 – ribbons
- Area 2 – tape, 2 mats, task cards – 18, 19, 20, 25, 26, 27, 28
- Area 3 –
- Closing – number puzzle, bag



Creative Corner

- In area 2, try going forward, sideways and backwards around the circuit.



Teaching Tips

- Front and back support – maintain a straight line
- Landings – have children show good technique with landings. Try to keep them from rushing to the next station. Remind them about “motorcycle rider” position.
- Statics - Children need to rest often in this activity as it is quite strenuous.

Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)
- Review body shapes (tuck, Lsit, Vsit, straight, pike, straddle)

Area #3 - Statics support (10-15 minutes)

- Children spread out. Instructor calls out “show me”-
 - A front support, (“lets count three”)
 - A back support
 - A back support – (“lets see who can turn it over into a front support. Can you keep a straight line?”)
 - Rest in a tuck sit
 - Repeat back to front support
 - Rest in an L-sit
 - A front bridge
 - A front bridge with flag
 - A table, a table with three legs, two legs
 - Rest in a straight position on front
 - A front support on three points, two points
 - Rest in a straight position on back
 - A front support that moves forward, goes sideways, backs up
 - A table that moves forward, goes sideways, backs up
 - Move the tables so that they all line up. Instructor leads.

Closing Activity (5 minutes)

- Instructor hold numbers in bag. Child picks a number and tries to identify it without looking, then puts it back in puzzle. Instructor tells group to touch that many things of a certain colour. Repeat 2-3 times.

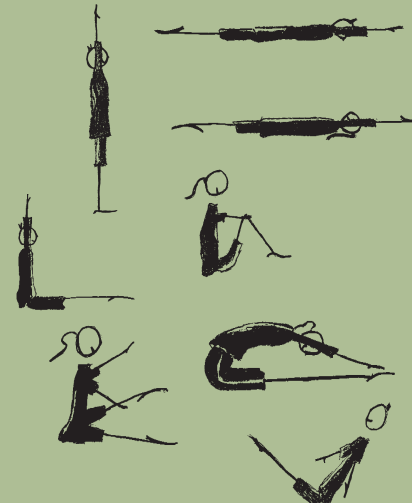
Area #1 - Ribbons (10-15 minutes)

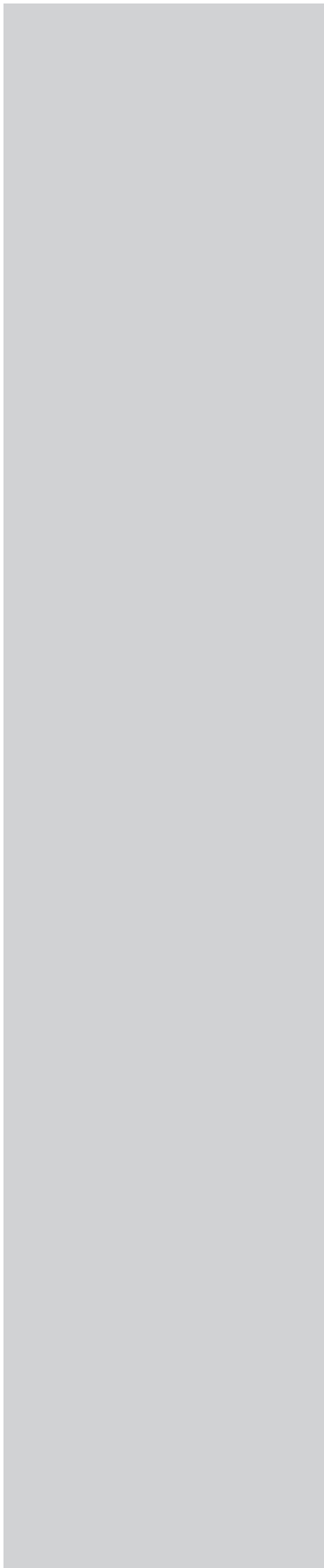
- Instructor makes circle, square and triangle on floor using 2 ribbons to make each shape
 - Group walks around outside each shape
 - Call out name of shape, children get inside that shape, repeat several times
 - Name 2 children to get in each shape, they each take one ribbon
- Make “bicycle wheel” – children in large circle, sticks in right hand, instructor in centre holding ends of 3 ribbons in each hand. Children walk clockwise around in circle, instructor turns, repeat with left hand going the other way.
- Spread out, each with ribbon. Circle variations using small to big circles –
 - Toward floor – (“stir the soup, washing machine”)
 - In front- (“clock, steering wheel, windmill”)
 - Side – (“car tire, monster truck wheel”)
 - Overhead – (“lasso, helicopter”)
- Try circling different direction (clockwise, counter clockwise, forward, backward)

Area #2 - Landings (10-15 minutes)

- Set up circuit using task cards, taped lines and shapes, and obstacles to jump over. Mats are for front fall and rolypoly
- Instructor demonstrates
- Children go around circuit numerous times

Activity positions:





Tumblebugs Activity 13



Focus

- Area 1 – Balls
- Area 2 – Statics, Locomotions
- Area 3 – Statics, Locomotions



Equipment

- Opening –
- Area 1 – small balls, beanbags, tape
- Area 2 – task cards – 8, 10, 11, 14, 15, 16, A, B, C, E, K
- Area 3 – tape, scarves, task cards – 1, 2, 3, 12, 13, 17, music if available
- Closing – bubbles



Creative Corner

- Area 1 – Put a piece of tape or a sticker on the foot that steps forward on the overhand throw.



Teaching Tips

- Statics – hold position still, count to three

Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)
- Children in line, side by side
 - All make a front bridge
 - One child on end goes under all others (crawl or slither), then makes front bridge at other end
 - Next child in line does the same
 - Repeat until all have had a turn going under

Area #3 – Locomotions and Statics (10-15 minutes)

- Use tape to make different shapes scattered around floor.
- On start signal, children skip. On stop signal they each go to a shape and show the position that the instructor specifies (shows task card)
- Change from skipping to running, to bunny hopping to galloping, etc.
- Start – everyone runs. Stop – everyone puts one foot in a shape. Instructor takes a shape away by putting a scarf in it to mark it out of bounds. Start, stop – everyone puts one hand in a shape. (Children will have to share shapes.) Take away one more shape and repeat sequence with a different body part (e.g. Elbow, knee, finger, toe, head, etc.). Continue to take away shapes. Game should end with all having a body part inside the one remaining shape.

Area #1 – Balls (10-15 minutes)

- Each child with ball
 - Toss up and catch
 - 2 hands to 2 hands
 - 1 hand to 2 hands
 - Clap before catching
 - Repeat each numerous times
- In line – facing wall, each with bean bag
 - Overhand throw
 - Step and overhand throw (step forward with opposite leg from throwing hand)
- Tape targets on wall. Start close to wall, gradually move back.

Area #2 – Statics & Locomotions (10-15 minutes)

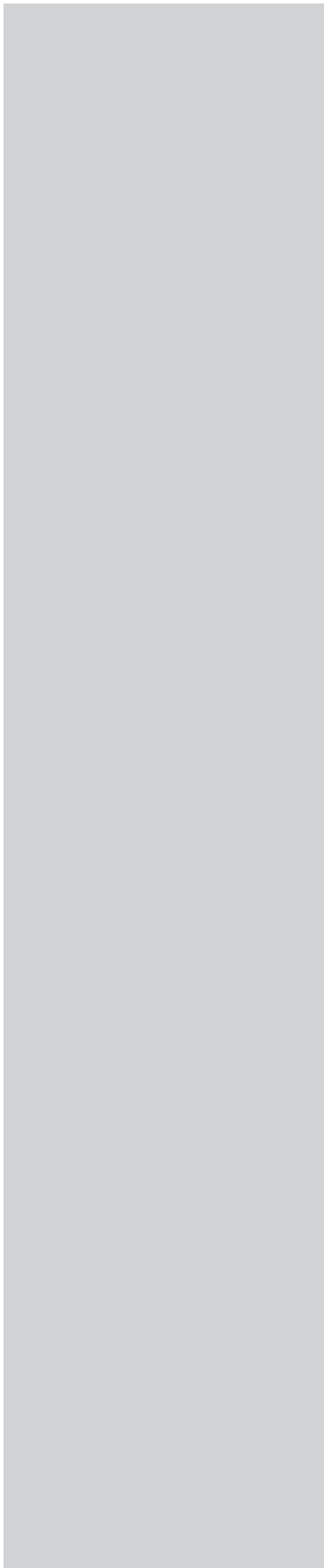
- Set up circuits with task cards and tape
- Hold all statics by counting to three

Closing Activity (5 minutes)

- Instructor blows bubbles over children's heads. "Catch pixie dust so you can fly home"

Activity positions:







Focus

- Area 1 – Ropes
- Area 2 – Landing, Statics
- Area 3 - Rotations



Equipment

- Opening –
- Area 1 – ropes, chair or something to tie end of rope to
- Area 2 – tape and task cards – 8, 9, 10, 11, 15, 16, 17, 18, 19, 26, 27
- Area 3 – mats, scarves
- Closing – number set

Tumblebugs Activity 14



Opening Activity (5-10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)

Area #2 – Landing & Statics (10-15 minutes)

- Set up circuit using taped lines and shapes and task cards.
- Instructor demonstrates
- Children go around circuit numerous times

Closing Activity (5 minutes)

- Child picks a number and tries to identify it without looking, then puts it back in the puzzle. Instructor directs group to do that many of an action. (e.g. 5 hops, 8 jumps, etc.)

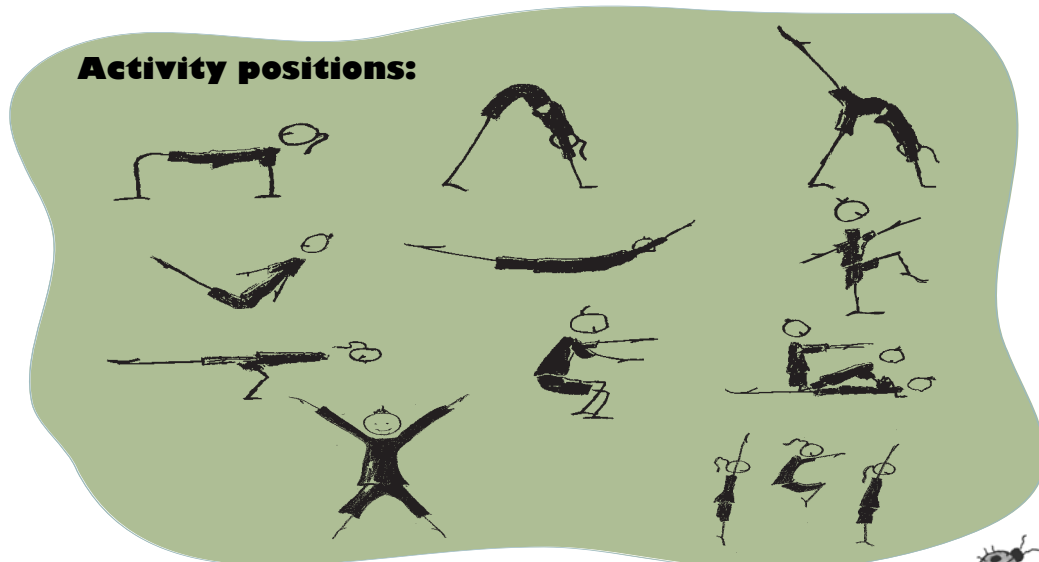
Area #1 – Ropes (10-15 minutes)

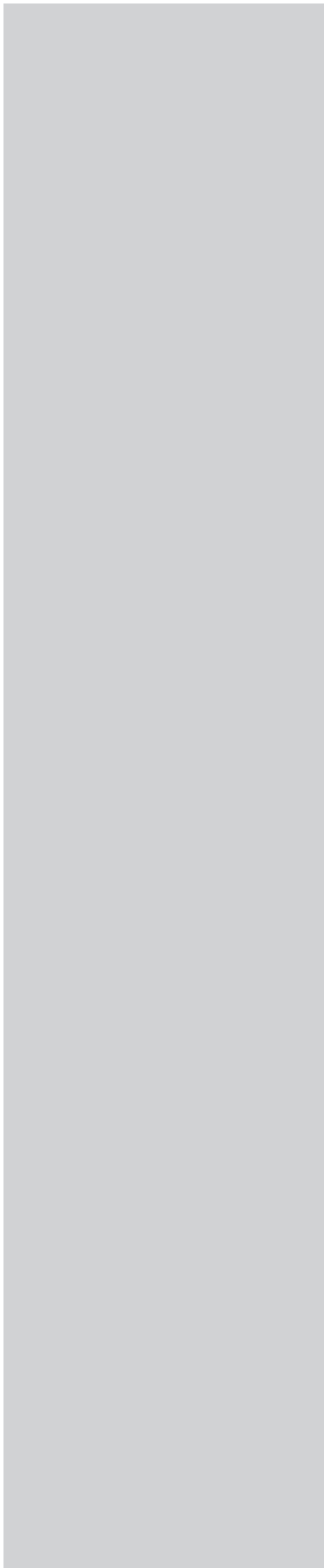
- Tie two ropes together, secure one end to chair or other object. Instructor holds other end. Have other ropes on floor in snake shape for jumping over back to the end of the line
- Leader holds rope low and still – children jump over it, then follow snake back to try again. Progress to swinging the rope slowly back and forth – have children try to jump over it when it is close to them
- Spread out, each with rope. Practice skipping action, first stepping over, then progressing to jumping over when rope is on ground in front.

Area #3 – Rotations (10-15 minutes)

- Children spread out on mats, each with scarf
- Jump turns – drop scarf to right side. Jump and turn to face scarf. Repeat to the left and behind. Variations:
 - Land then squat to touch scarf
 - Make shapes in air during jump (tuck, star)
- Roly Poly variations:
 - Start in different positions (tuck, L sit, V sit, pike, straddle)
 - Finish in different positions
 - Hold scarf between feet, roll back as far as possible, drop scarf on floor over head
- Rolling pins, pencils and puppy rolls
 - Hold scarf in hands, between knees, between feet
 - Try both directions
- Forward Roll
 - Hold scarf under chin

Activity positions:







Focus

- Area 1 – Balls
- Area 2 – Rotations
- Area 3 – Spring & Landings



Equipment

- Opening –
- Area 1 – beach balls
- Area 2 – mats, task cards – 20, 21, 22, 23, 24, 25, beanbag
- Area 3 – ropes
- Closing –

Tumblebugs



Activity 15

Opening Activity (5 - 10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)
- Review –
 - Tuck, pike and straddle – sitting and on feet
 - Straight standing, on tummy, and on back
 - L sit and V sit

Area #3 – Springs & Landings (10-15 minutes)

- Children spread out, each with rope placed on floor. Instructor directs them to jump over the rope (Forward, backwards, sideways):
 - On one foot
 - Two feet and two hands
 - Low jump
 - High jump
 - Short jump
 - Long jump
 - Tuck jump
 - Star jump
 - Walk and jump
 - Run very slowly and jump
 - Run slightly faster and jump
 - Do a silly jump
 - Yell and jump
- Emphasize motorcycle landing position

Area #1 – Balls (10-15 minutes)

- Spread out, each with beach ball – “Keep it up” with hands
- Bounce the beach ball on the ground
 - Bounce with 2 hands
 - Bounce with 1 hand
- Toss it up (to self) and catch
- Partners – play catch

Area #2 – Rotations (10-15 minutes)

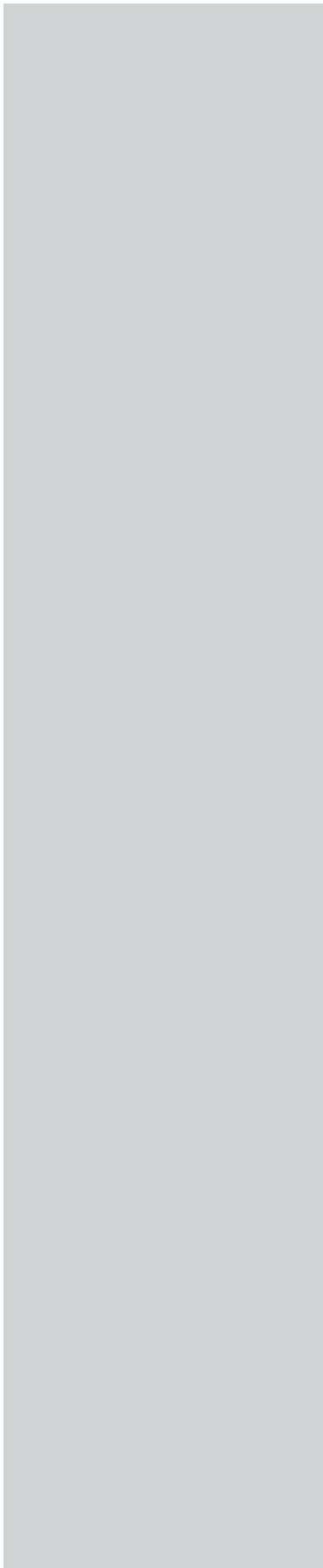
- Make circuit with mats and task cards
- Use beanbag under chin for forward rolls

Closing Activity (5 minutes)

- Balances
 - Tuck sit, lift feet from floor
 - V-sit
 - Table with 4 legs, 3 legs, 2 legs
 - 1 foot balance

Activity positions:







Focus

- Area 1 – Ribbons
- Area 2 – Rotations
- Area 3 – Spring



Equipment

- Opening –
- Area 1 – ribbons
- Area 2 – task cards – C, D, H, K, ropes
- Area 3 – mats, scarf, task cards – 20, 21, 22, 23, 24, 25, 26, 27
- Closing – beanbags, mats, ropes, scarves, ribbons



Teaching Tips

- Spring: Two foot jumps – jump evenly from both feet.

Tumblebugs Activity 16



Opening Activity (5-10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over; another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)

Area #2 – Springs & Landings (10-15 minutes)

- Everyone sits in a group with task cards.
- Children take turns picking a card. All jump like the chosen animal.
- Each child with a rope placed on floor. Instructor directs them to jump over the rope (try each jump forward, sideways, backwards)
 - 2 feet
 - 1 foot to 2 feet
 - 1 foot to 1 foot
 - hands and feet
 - high jump
 - long jump

Area #3 – Rotations (10-15 minutes)

- Set up circuit using mats and task cards
- Use scarf under chin for forward roll

Area #1 – Ribbons (10-15 minutes)

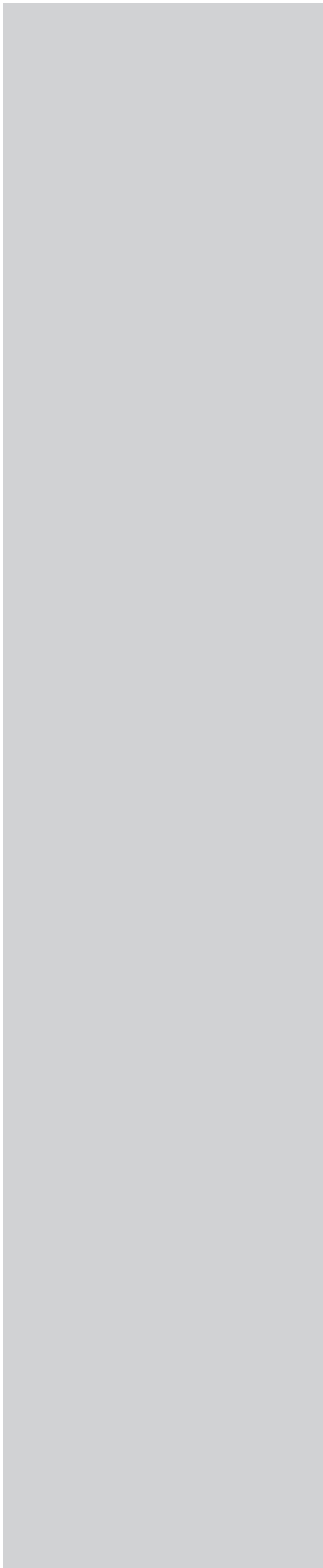
- Sit in circle, ribbons set aside.
- “Dragons” – Start with story about going on a dragon search. Talk about dragons being beautiful colours and how they move – walk, run, fly. Try moving hand and arm like dragon, small up and down movements near floor, then larger and rising. Try zigzags, roller coaster-like movements – small, big, fast, slow, low, high) Instructor tells kids “magic words” to say when they find dragons: “Dragon, dragon, come out to play, dragon, dragon, come out today”)
- Start search, creep quietly around area, leader finds “den” where dragons (ribbons) are hiding. Children speak magic words. Instructor answers for dragons “OK”. Each take a ribbon and walk dragons around (small up and down shakes of the stick). Try bigger steps, faster steps.
- Turn around in place while making dragon fly, vary size, speed, direction
- Dragon whip – walk backward until ribbon is stretched out on floor. Lift stick up then snap it sharply downward and stop. Ribbon will move in a ripple effect.
- All move from one side of the area to the other to avoid collisions. Use different locomotions. Make dragon fly (vary size, speed, etc)
- Return dragons to den when finished playing.

Closing Activity (5 minutes)

- Lion Hunt – Act out story as Instructor tells it. Use whatever extra equipment is available. “Let’s go on a lion hunt”
 - Open and close door of house
 - Walk
 - Jump across rocks on stream (beanbags)
 - Climb up mountain (folded mats piled up) “Do you see anything?”
 - Climb down
 - Swim across river (wriggle on stomachs from one line of ropes to another)
 - Jump over quick sand (scarves)
 - Cut path through jungle (jump over ribbon “snakes”)
 - Peek through bushes and see cubs (“how cute”)
 - “Uh, oh, mother lion smells us, run!”
 - Run home in reverse order over obstacles
 - Slam door
 - Catch breath

Activity positions:







Focus

- Area 1 – Balls
- Area 2 – Rotations
- Area 3 – Statics



Equipment

- Opening –
- Area 1 – small balls, bean bags
- Area 2 – mats, task cards – 20, 21, 22, 23, 24, 25
- Area 3 – Tape, task cards – 4, 6, 8, 9, 11, 12, 13, 14, 15, 16, 17
- Closing –

Tumblebugs Activity 17



Opening Activity (5-10 minutes)

- Follow the leader (1-2 minutes)
- Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)

Area #2 - Rotations (10-15 minutes)

- Set up circuit using mats and task cards
- Use scarf under chin for forward roll

Closing Activity (5 minutes)

- Hold hands in a circle.
- Circle to right
- Circle to left.
- Go high on tip toes, arms up
- Move low, hands near floor
- Go to middle and back out.

Area #1 - Balls (10-15 minutes)

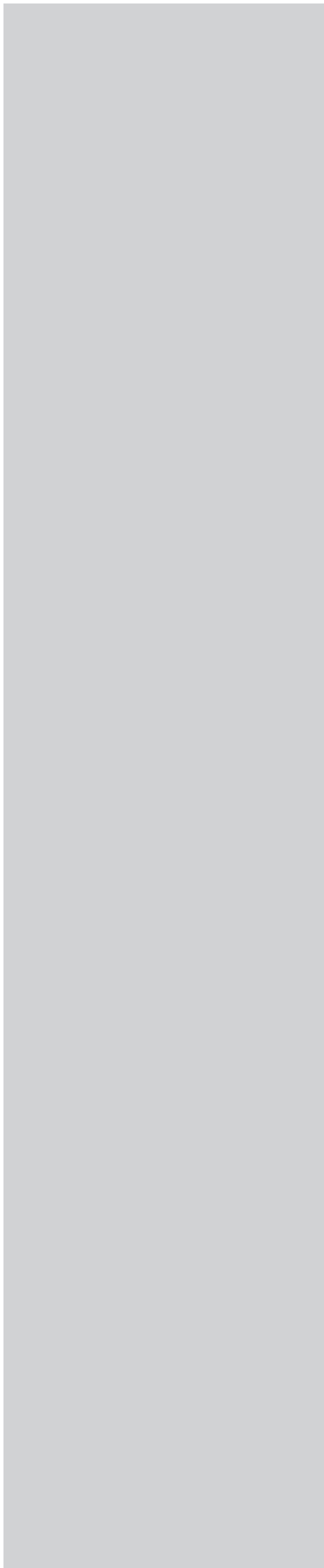
- Spread out each with bean bag. Toss up and catch:
 - 2 hands to 2 hands
 - 1 to 2 hands
 - clap catch
 - 1 to 1 hand
- In line, facing wall, each with bean bag. Overhand throws - step forward on opposite foot from throwing hand
- Partners, 1 ball, stand close facing each other
 - Soft toss and catch
 - If successful, gradually move back
- Each with ball
 - Bounce and catch
 - Toss and catch

Area #3 - Statics (10-15 minutes)

- Set up circuit using tape and task cards

Activity positions:







Focus

- Area 1 – Ropes
- Area 2 – Rotations
- Area 3 – Locomotions



Equipment

- Opening –
- Area 1 – ropes, chair or object to tie rope to
- Area 2 – mats, scarf, task cards – 20, 21, 22, 23, 24, 25
- Area 3 – Tape, beanbags, ropes, scarves, task cards– B, C, D, F, I, J, K, L
- Closing –

Tumblebugs Activity 18



Opening Activity (5 - 10 minutes)

- ⊗ Follow the leader (1-2 minutes)
- ⊗ Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)

Area #1 - Ropes (10-15 minutes)

- ⊗ Tie 2 ropes together, secure one end to chair or other object, instructor holds other end. Have other ropes on floor in snake shape for jumping over back to the end of the line.
- ⊗ Instructor holds rope low and still – children jump over it then follow snake back to try again
- ⊗ Progress to swinging the rope slowly back and forth – have children try to jump over it when it is close to them.
- ⊗ Spread out, each with rope. Practice skipping action, first stepping over, then progressing to jumping over when rope is on the ground in front

Area #2 - Rotations (10-15 minutes)

- ⊗ Set up circuit using mats and task cards
- ⊗ Use scarf under chin for forward rolls

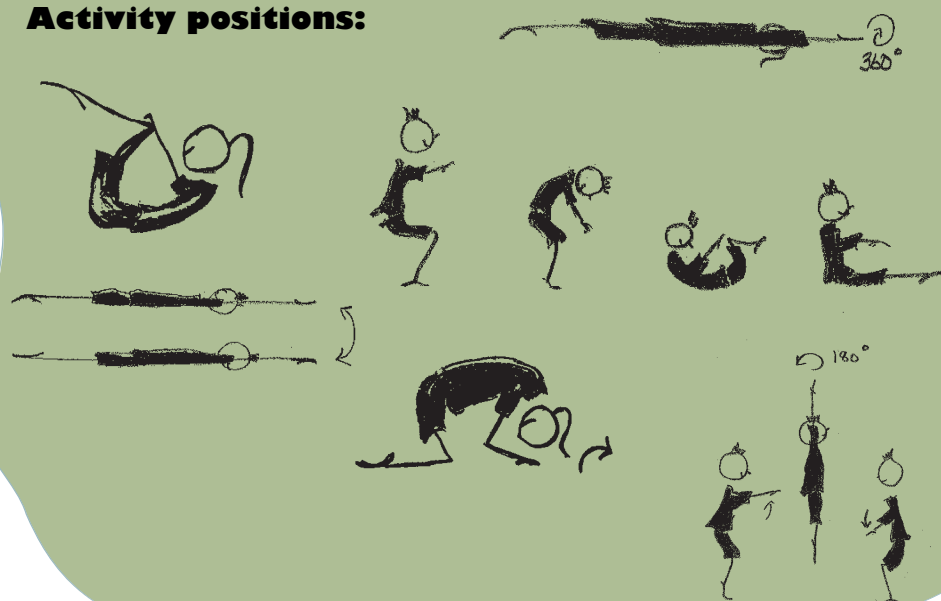
Closing Activity (5 minutes)

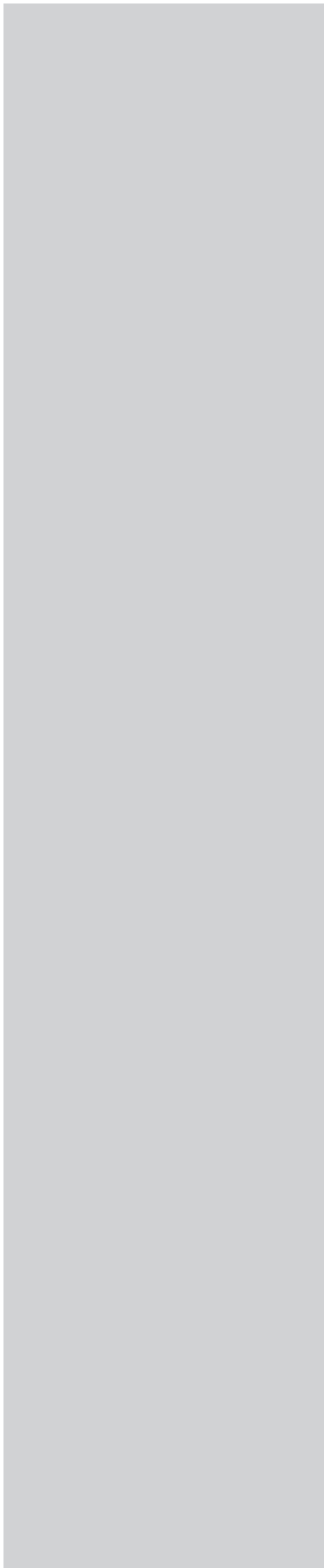
- ⊗ Shrinking room – Children move randomly in open space not touching. Instructor gradually shrinks space by moving imaginary wall in closer. (Children can't go behind instructor). Keep going until space is very tiny and children can't move

Area #3 - Locomotions (10-15 minutes)

- ⊗ Set up circuit using task cards, taped lines and shapes, and obstacles to jump over.

Activity positions:







Focus

- Area 1 – Balls
- Area 2 – Rotations Review
- Area 3 – Landing/ Statics Review



Equipment

- Opening –
- Area 1 – beach balls
- Area 2 – mats, task cards – 20, 21, 22, 23, 24, 25
- Area 3 – tape, task cards – 8, 9, 10, 11, 14, 16, 17, 19, 26, 27
- Closing –

Tumblebugs Activity 19

Opening Activity (5 - 10 minutes)

- ⚽ Follow the leader (1-2 minutes)
- ⚽ Locomotions – children line up side by side, the line moves together back and forth across the room doing one locomotion on the way over, another to return. (ex: walk on toes forward/backwards, walk on toes side, other side, hop using 1 foot, hop using other foot, skipping, 2 foot jumps forward/backwards, gallop, bear walk forward/backwards)

- ⚽ Do the Laundry” – Leader calls out and demonstrates the following actions for the children to copy:

- 1) Wash the clothes – Jump and turn
- 2) Dry the clothes – Tuck sit, rock back and forth (roly poly)
- 3) Hang the clothes – Stretch up tall, arms overhead
- 4) Iron the clothes – Lie flat on tummy

When all on floor, start again with “What’s wrong with the clothes?” “They’re dirty!” “Oh no! We’ll have to wash them again!”

Limit repetition to 3 cycles to maintain interest. Increase speed in each cycle, challenging the children to keep up.

Area #1 - Balls (10-15 minutes)

- ⚽ Spread out, 1 beach ball each. “keep it up with hands”
- ⚽ Group in circle
 - Roll beach ball across circle
 - Do an action after rolling ball (e.g. Turn around, balance on one foot, etc.)
 - Roll ball to designated receiver (e.g. “Roll to Emily”, “Roll to someone with a blue shirt”)

Area #2 - Rotations Review (10-15 minutes)

- ⚽ Make circuit with mats and task card
- ⚽ Use scarf under chin for forward rolls

Area #3 - Landings & Statics (10-15 minutes)

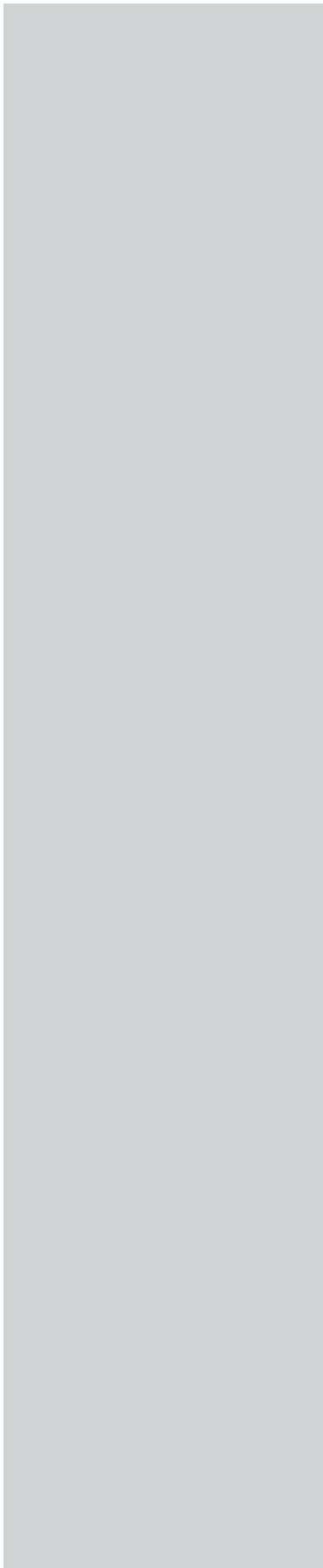
- ⚽ Make circuit with task cards and obstacles to jump over.
- ⚽ Hold static positions for count of three before moving on.

Closing Activity (5 minutes)

- ⚽ Children pick a number and try to identify it without looking, then put it back in the puzzle. Instructor tells group to touch that many items of a certain colour.

Activity positions:

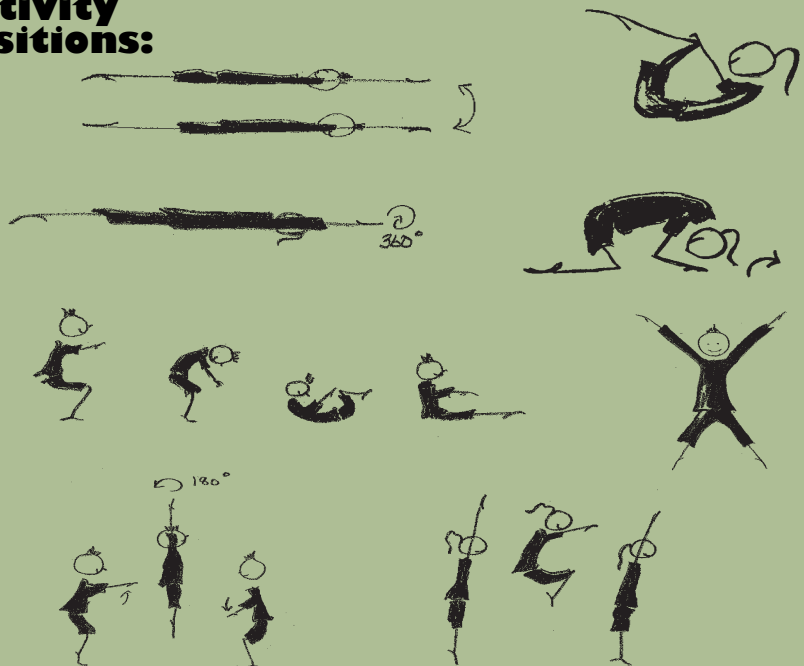


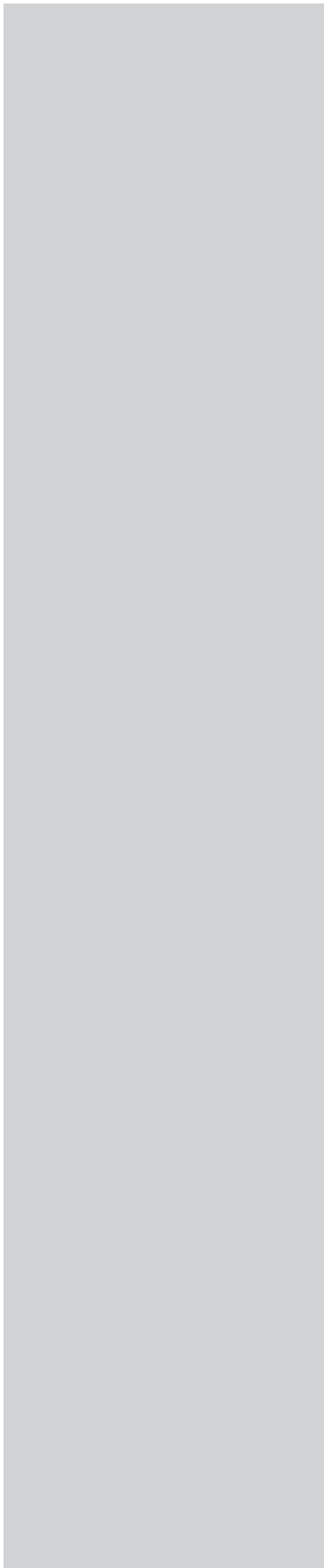




- 

- **Opening –**
- **Area 1 – ribbons**
- **Area 2 – mats, scarf, task cards – 20, 21, 22, 23, 24, 25**
- **Area 3 – tape, 3 ropes, beanbags, ropes, scarves, task card – 25, 26, 27, C, D, H, K**
- **Closing – bubbles**





Tumblebugs



Positions/Actions



1

**Straight
body
standing**



2

**Straight
body on
tummy**



3

**Straight
body on
back**



4

Tuck Sit



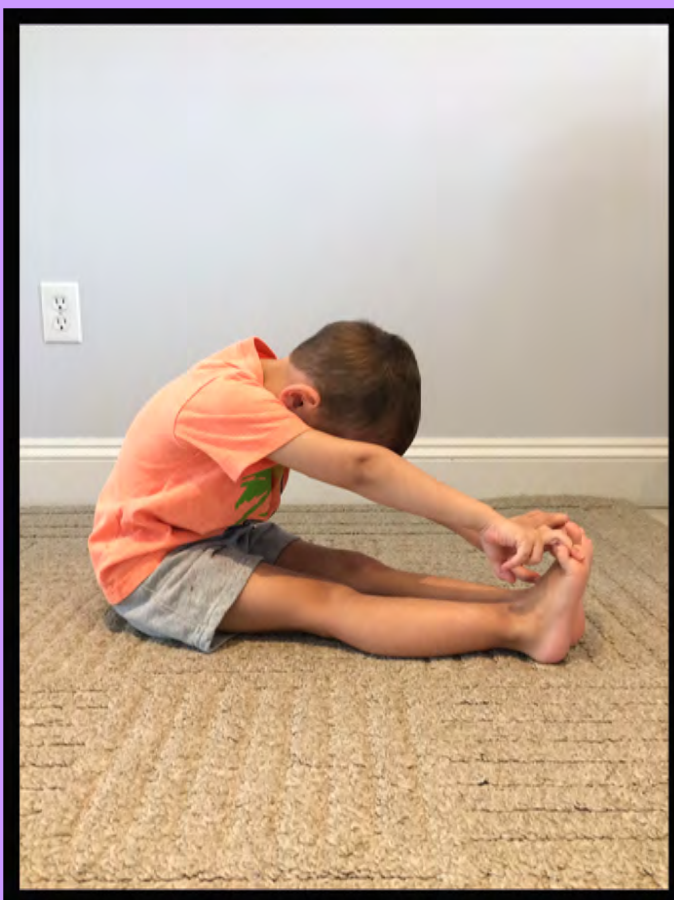
5

L Sit



6

Pike Sit



7

**Straddle
Sit**



8

V Sit



9

Table



10

**Front
Bridge**



11

**Front
Bridge
with Flag**



12

**Front
Support**



13

Back Support



14

Banana on Back



15

Banana on Front



16

One-Foot Balance



17

**Airplane
Balance**



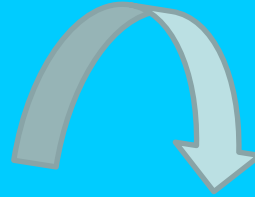
18

**Motorcycle
Landing**



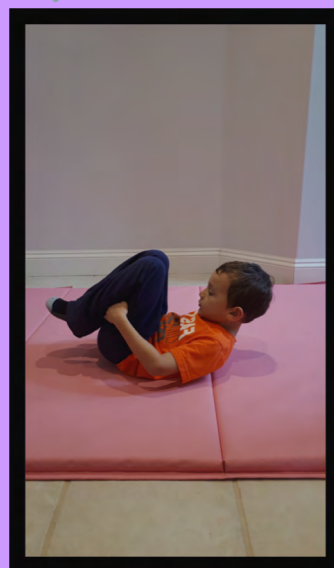
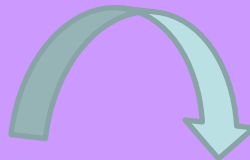
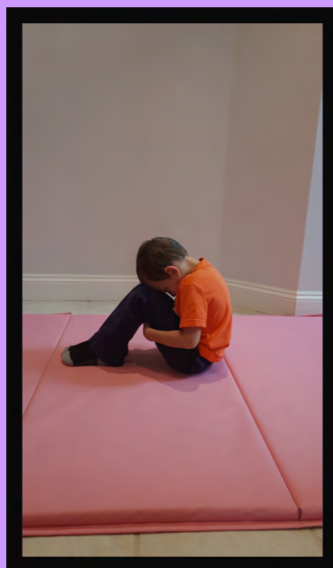
19

**Front
Fall
from
Knees**



20

**Roly
Poly**



21

Rolling Pin



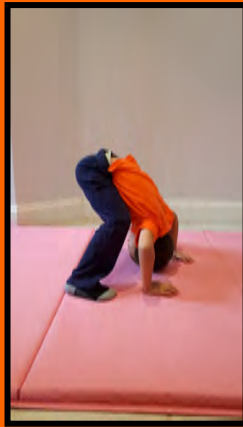
22

Puppy Roll



23

Forward Roll



24

Star Jump



25

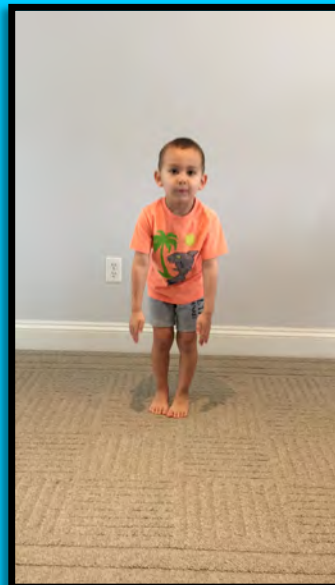
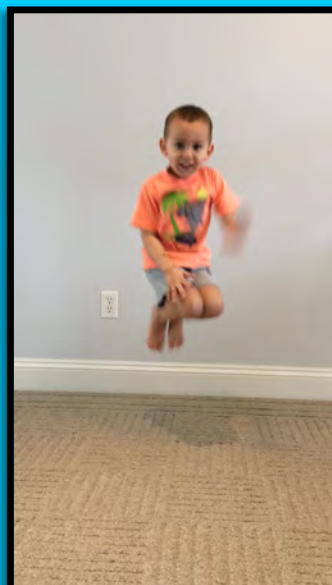
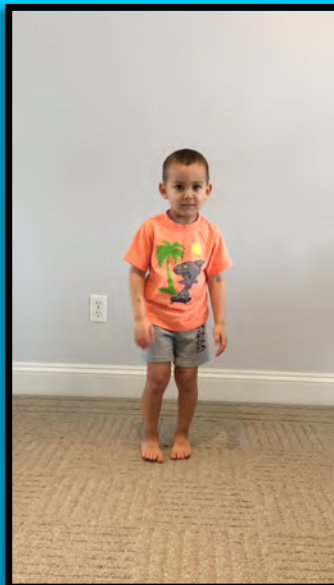
**Jump
Turn**

$\frac{1}{2}$ turn



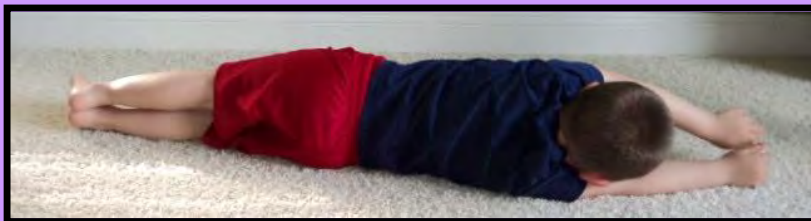
26

**Tuck
Jump**



27

Pencil Roll



28

Tiptoe



Tumblebugs



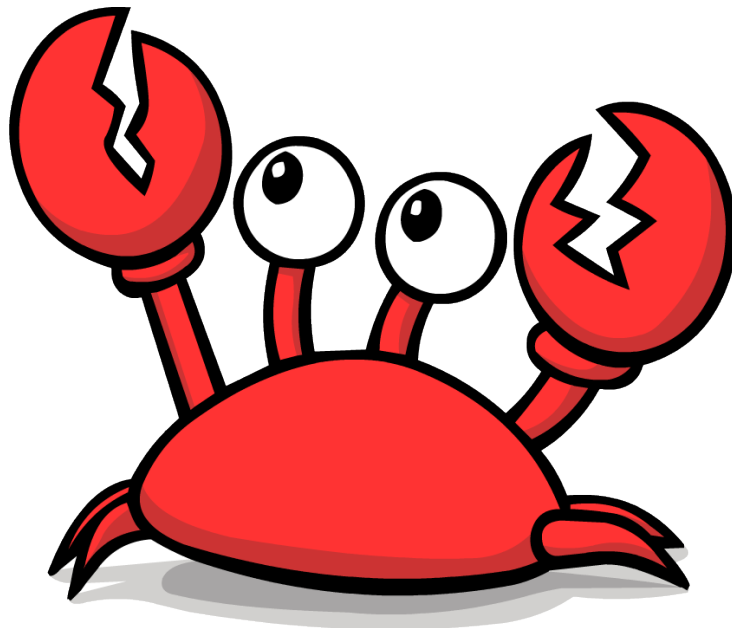
Animals/Locomotions





A

Bear



B

Crab





C

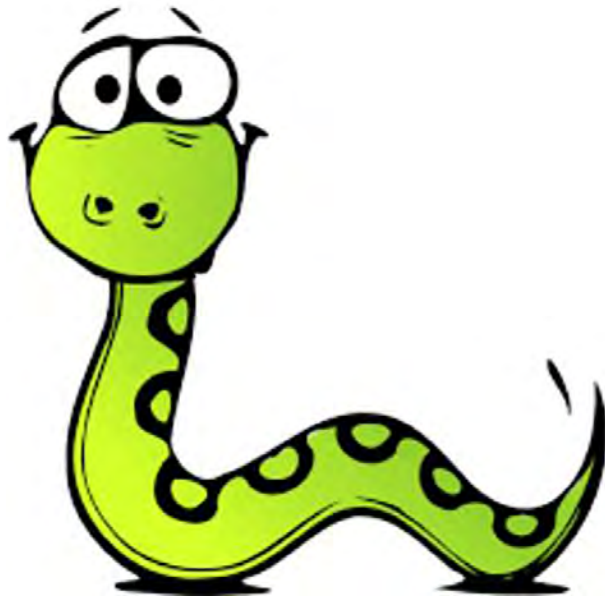
Bunny



D

Frog





E

Snake



F

Giraffe





G

Inchworm



H

Spider





I

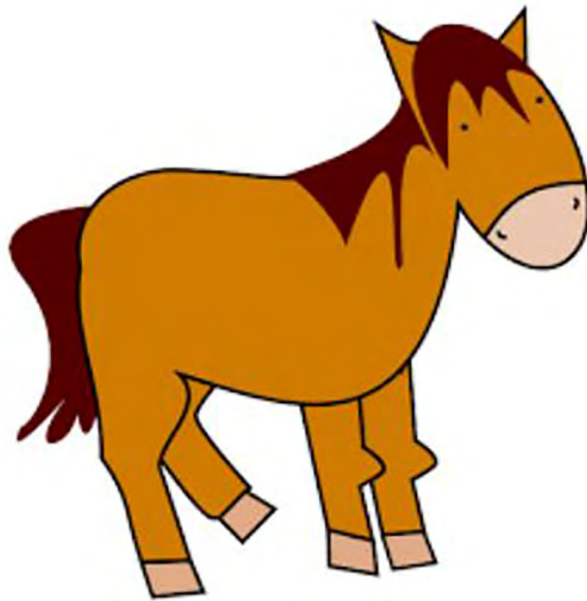
Turtle



J

Seal





K

Horse



L

Flying Bird

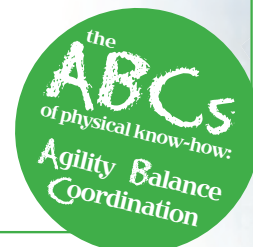




We are helping your child have regular active play. One way we do this is help the children explore basic movements through a program called Tumblebugs. The children balance, hop, turn, throw and make body shapes. Tumblebugs helps the children:

- Control body movements
- Learn how to move safely
- Have fun with active play
- Learn healthy activity early for life
- Learn to play well with others

This is the first copy of a few leaflets that let you know what your child is learning. The activities can be done at home too. Children learn by doing the same thing many times. Together we can support your child in having physical activity as part of a regular routine.



Ask your child to show the position or movement...



A Front Bridge



A "Motorcycle" Landing



How a bunny moves

? Did you know...

Young children benefit from at least 60 minutes of active free play every day. Another 60 minutes every day of physical activity with an adult helps children learn and feel supported. That's two hours a day.

🏠 Ideas for home...

Let your child run, climb, jump, hop, dance, roll or throw in a safe space until they tire.

Young children naturally do active play in short periods. Spread out these periods in the day. This adds up to equal the two hours needed each day.

Children benefit from limited time being inactive (except when sleeping).

School-aged children and youth in Nova Scotia spend between four and five hours a day with television, computers and video games. This is outside of education time.

Keep your child from sitting for long periods of time at the television, computer and video games. *To help your child adjust to doing less of these activities, trim 10 to 30 minutes at a time. Replace this time with fun active play.

Choose programs, videos and video games that ask for actions, dance and movement.

*Canadian Paediatric Society

Physical activity is a part of a daily routine for all children.



Tumblebugs was created in Nova Scotia by **Gymnastics Nova Scotia**. The program provides training and materials for leaders in centres for young children.

The **Nova Scotia Department of Health Promotion and Protection** funded the development of the program and the current **Department of Communities, Culture and Heritage** assist in its delivery across the province. Additional consultation came from the **Department of Education**.



Fun and safe basic movement activities for children in their early years.

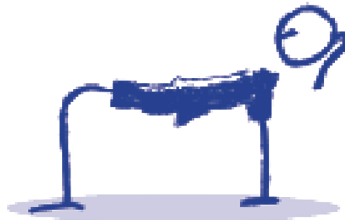


Look
what I
can do!

Ask your child to show the
position or movement...



A Tuck Sit



A Table



How a crab moves

? Did you know...

Children tend to be more physically active when the close adults in their lives are active. As well, it helps a lot when these adults encourage the child, make active play times possible or get involved.



🏠 Ideas for home...

You may or may not be so physically active right now, but helping your child will make a difference. Choose ways you can make family time, active time; games outside at home or a visit to a local recreation facility.

Active play does come naturally to a young child. But like brushing teeth and dressing they need to be guided to learn skills for active play.



Offer a few choices for activities. Follow your child's lead and do the activity with him/her. A child's idea of fun may change with different experiences as they develop.

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Look
what I
can do!

Ask your child to show the
position or movement...



A 'V' Sit



A Front Support



How a snake moves

? Did you know...

Children learn through play.

Active play can improve a child's ability to learn. It creates new connections in the brain for learning and memory.

🏠 Ideas for home...

It may be boring to adults, but children like repeating an activity; it is what helps them learn. Make an activity a little different every few turns. Change the speed, distance, pattern, location, toys and songs. Small challenges are fun and improve skills.

A young child learns best when they see an action and its purpose. Children copy actions they see to experience what it can do for them.

Be a mirror in active play. Give him/her chances to watch and copy your actions. Play Simon Says or Follow the Leader. Show dance moves or how to throw.

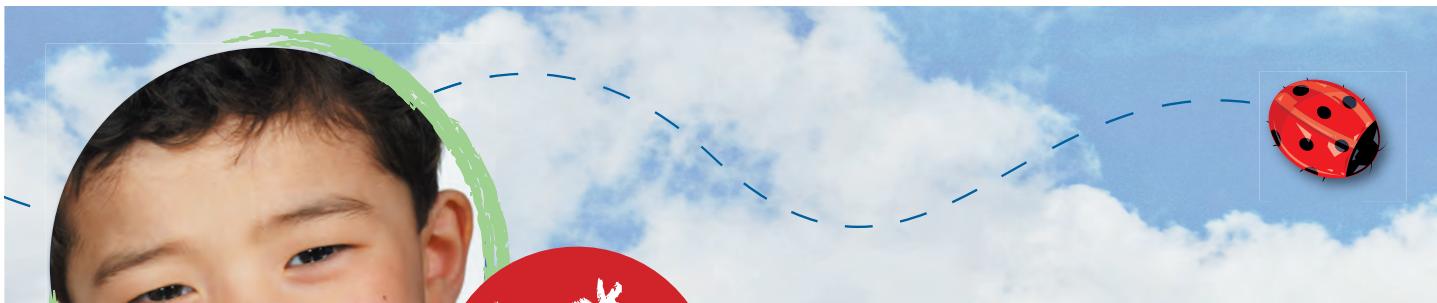
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Look
what I
can do!

Ask your child to show the
position or movement...



A One-foot Balance



A Star Jump



How a bear moves

? Did you know...

Active play early in life builds a healthy habit for now and the future. Like sleeping and eating, active play is a key part of your child's daily growth and development.

🏠 Ideas for home...

How we go about our day-to-day deeds is a key way to be active for life. When possible, choose feet or a tricycle over the car to get to places. If it's raining or snowing, dress for it. Also, regular walks for fun will help your child value walking as they age.

Healthy eating and physical activity can help children have a healthier weight. This can help prevent type 2 diabetes, asthma, bone and joint problems, and high blood pressure.

Let your child know it's good to get warm and a little "out of breath" when playing actively. Encourage activities that increase her/his heart rate—run, swim, hop or build snow sculptures.

Water and healthy snacks gives the energy children need for active play.

Physical activity is a part of a daily routine for all children.



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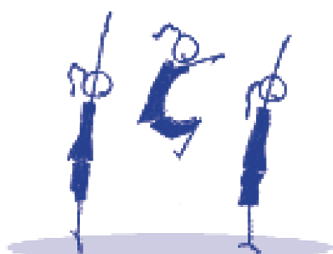
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Look
what I
can do!

Ask your child to show the
position or movement...



Tuck Jump



Front Fall from Knees



How a bird moves

? Did you know...

Physical activity boosts confidence. With each "small" success, a child feels good and trusts he/she can improve or move to next level of difficulty.

A child has more fun with each success in active play. Fun inspires children to play actively.

🏠 Ideas for home...

Encourage your child to help with chores at home that involve movement. He/she may be too young to be of great help but trying matters. Invite him/her to rake, shovel, garden and toss laundry into the dryer. A toy vacuum, broom or tools lets him/her copy your tasks.

Regular active play can improve sleep, mood and behaviour. It may reduce feelings of anxiety and sadness.

Playing is a good way to develop social skills like listening and sharing.

At home, have simple toys like balls, beanbags, jump ropes, hoops, climbers, and push or peddle ride-on toys.

Keep active play toys in your carryall bag or car for active play away from home. Chalk is great for making a hopscotch pattern.

Plan times for active play with another young child.

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Look
what I
can do!

Ask your child to show the
position or movement...



Back Support



Airplane Balance



How a frog moves

? Did you know...

Just as a child needs to learn letters before reading, a child needs to learn basic motor skills before developing specific skills for sport and dance. These skills can come within a period of growth and development; not at a specific age. Both boys and girls need the same skills.

🏠 Ideas for home...

At this young age, building confidence while learning skills is more important than mastering skills. One child may be able to catch a large ball at age three while another child can at age four. Once she/he adjusts to growth spurts things will come along with practice.

Children who spend time outside are much more active than children who spend a lot of time inside.

Nova Scotia has its share of "bad" weather. Dressed right, activity is fun in rain, shine, fog and snow.

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