

Game Cards



LIST OF GAMES

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2. Road Traffic
3. Fly, Fly!
4. Move... Statue!
5. The Mover
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7. Mother Nature
8. Flowers Grow
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21. Kicks
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23. The Snowflake Waltz
24. Creating an Exercise Routine
25. The Island is Shrinking

Using the Game Cards

Objectives

- Increase the active time of children with a minimum of materials, rules and preparation, whether it is indoor or outdoor.
- Foster the child's autonomy and creativity by offering ideas and materials to move.

Instructions

- Integrate playing in the daily routine.
- Allow certain movements in the classroom or in the daycare.

Recommendations

Repeat familiar activities and adapt them by integrating variants based on the motor skills to develop and the desired intensity. Each minute of physical activity counts in the day of the child and several times of the day can be used to move (morning routine, transitions, outdoor play, etc.). Participate in the games as well: you are a model for the children!



Level of Intensity of Active Play

To increase the intensity of play:

- increase the speed and the number of repetitions;
- add jumps and moves;
- add movements that solicit a larger number of muscles;
- vary the positions (e.g. sitting, standing, on all fours, lying on the back, or on the belly).

After each activity, plan a calming routine.

Here are a few tips:

- ask children to help clean up;
- close the lights;
- ask children to lie on their back or to sit, and to take deep breaths by filling their stomach with air.

The ideas for games can be adapted and modified according to the space and equipment at your disposal, but also based on the age and level of energy of children. The game cards serve as a pretext to move. In the end, all ideas and initiatives are good. The children will anticipate the game and will remind you!



Principles to Consider

1. Children can participate in the choice and organization of the game;
2. The children can change the game using their imagination and based on their capacity;
3. The adult is not leading the game, but rather overseeing it and offers children various opportunities to move, explore, and embrace a challenge;
4. Give children the choice to participate or not;
5. The activity takes place in a fun and safe environment;
6. Children are invited to move with a certain level of intensity;
(See - The Level of Intensity of Active Play - tool n° 5)
7. Maximize the motor engagement of all the children. Offer opportunities to move during idle moments (e.g. jump up and down, stand on one leg without falling, etc.);
8. Play games indoor or outdoor;
9. Propose challenges to children: higher, further, faster;
10. Aim for the overall development of the child through active play: let children express themselves, explore, experience successes, manage conflicts, analyze the situation make mistakes, and start over again.

Creating your own game cards

Objectives and instructions

- To involve the children in the creation of new games and create your own active games using the blank game cards.

Invent new games...

1. With the materials available in your classroom or daycare. Look around you and let your imagination run wild;
2. Based on game that you already know. Change a few words, edit the theme, mix two games, change the movements, etc.;
3. Based on the fundamental motor skills of movement.
(See the Workbook - Tool n° 4c);
4. Name and present the games so that the children quickly recognize them.

A few ideas to think about:

- do activities in various positions: sitting, standing, lying, in the air;
- roll forward, roll on the side, crawl;
- use both sides of the body, on one leg, on two legs, use one or two arms;
- use different parts of the body to grab, catch, cushion, and move;
- use materials to stimulate senses and motor skills; tables and chairs, balls of various sizes, textures, and weights, pull and push toys, small stairs, etc.;
- let children play barefoot when possible. The brain of children develops better when they are barefoot.



1. Discovering Heights



1. Discovering Heights

INSTRUCTIONS

Place obstacles such as cushions, chairs, tables, small benches, or any other kind of object so that children can have fun climbing and moving on different surfaces and at various heights. While ensuring their safety, offer children the opportunity to jump off the chairs or benches.

Targeted motor skills:

crawling, climbing, high jumping, long jump, maintaining balance.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

2. Road Traffic



2. Road Traffic

INSTRUCTIONS

Children have a ring or another object in their hands that they can use as a steering wheel. They move around while holding their object as if it was a steering wheel. When the designated person screams "stop!", children change the type of vehicle they are driving and start moving around again.

Here are a few examples:

- in a taxi, taking giant steps;
- in a car, running;
- in a tractor, moving slowly;
- walking by obstacles (cones, etc.);
- in a taxi, trying to park while walking backwards.

Targeted motor skills:

taking giant steps, walking, running, galloping.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

3. Fly, Fly!



3. Fly, Fly!

INSTRUCTIONS

Lying on the stomach, blow on a feather or another very light object, and follow its direction by crawling on the floor. Do the same thing in different positions (sitting, standing, etc.).

Targeted motor skills:

crawling, walking, running,
fine mouth motor skills.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

4. Move... Statue!



4. Move... Statue!

INSTRUCTIONS

The children move around to the sound of the music. When the music stops, the designated person shows children which statue position to do (e.g. sitting, standing, putting a finger on the nose, eyes closed, on one foot, etc.) Invite children to move in different ways by using their feet and their hands in a creative manner (tiptoeing, keeping a hand behind their back, sidestepping, galloping, taking giant steps, bouncing, hopping, etc.). Designate one person after the other.

Targeted motor skills:

maintain balance, jumping,
running, galloping,
hopping, sidestepping.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

5. The Mover



5. The Mover

INSTRUCTIONS

Place all sorts of objects in a corner of the room (clothes, balls, books, plush toys, etc.). Ask children to move the objects to another corner of the room, using a bin or any other container.

Move objects:

- by maintaining balance on one body part;
- by using the chin, armpits, or legs;
- by throwing the object in the bin or container;
- by letting children the latitude to come up with their own way to do it;
- by teaming up with others (e.g. moving a ball back to back).

Targeted motor skills:

throwing over or under the shoulder, running, skipping, maintaining balance.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

6. Banana Bread Recipe



6. Banana Bread Recipe

INSTRUCTIONS

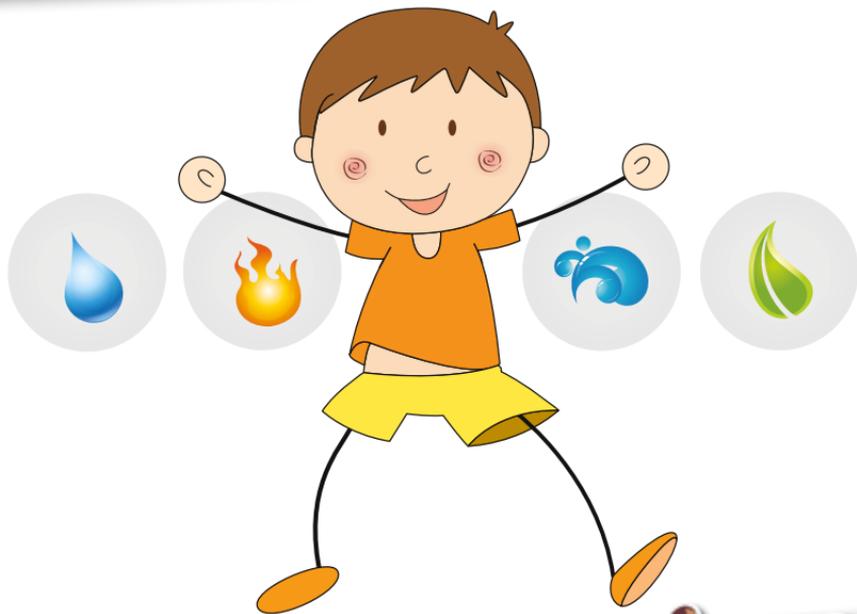
Invite children to mimic with their body a banana muffin recipe. On the floor, mimic a banana, add an egg, mix, cook, and eat! Create other recipes and mimic each ingredient. Ask children to create other recipes!

Targeted motor skills:
rolling, crawling.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

7. Mother Nature



7. Mother Nature

INSTRUCTIONS

If possible, display on the wall an image of the four elements of nature (water, earth, fire, wind). A child names one element and the others have to turn toward the right wall and mimic the associated movement. Increase the speed as the game goes on.

Wind: lying on the stomach and mimicking a plane.

Earth: crouching and jumping.

Fire: balancing on one leg.

Water: making waves with arms.

Targeted motor skills:

jumping, maintaining balance, walking, running.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

8. Flowers Grow



8. Flowers Grow

INSTRUCTIONS

Children crouch and curl up into a ball, they become the seed of the flower. Afterwards, they "grow" like a flower. They rise up slowly and extend arms as if they were germinating. Propose various plant "actions".

If you are in a group, some children can be the gardeners who move around and "water" the flowers. They have to make sure that flowers continue to grow. The other children should relax their upper body if they don't have enough water.

The plant is thirsty: relax the upper body by letting it fall forward.

The wind is blowing: balance and wave the arms.

The night falls: close the arms as if they were petals.

The sun appears: raise arms in the air.

Targeted motor skills:
maintaining balance, walking.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

9. The Big Clean Up



9. The Big Clean Up

INSTRUCTIONS

Place soft objects on the floor (plush toys, scarves, crumpled paper, socks, etc.). The children throw, kick, or hit the objects into baskets, hoops, or other targets. They have to keep the room tidy, so they have to pick them up quickly from the floor. Empty the containers often to repeat the game several times!

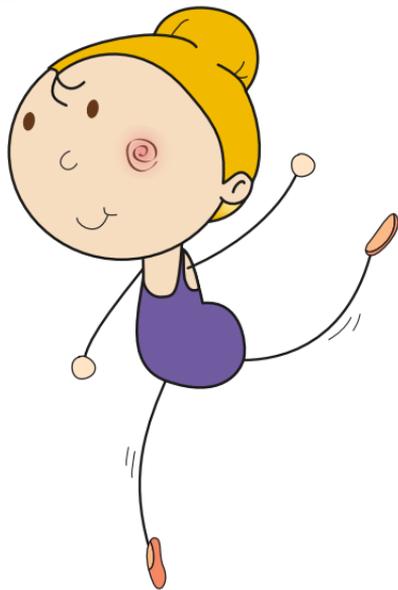
Targeted motor skills:

throwing, walking, running,
kicking, hitting.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

10. The Dancers



10. The Dancers

INSTRUCTIONS

Each child has a scarf, a tissue, or any other object that floats in the air, the child waves the object by following the rhythm of the music while moving around in the space. When the music stops, the child sits on the object.

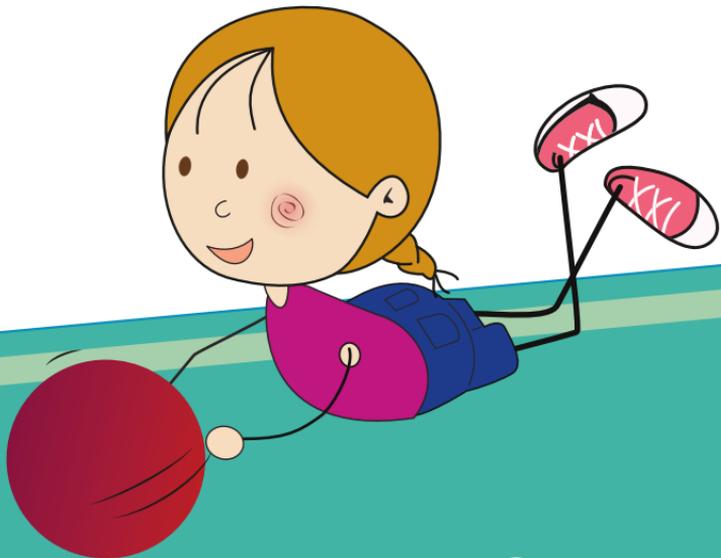
Targeted motor skills:

walking, running, jumping, skipping, maintaining balance.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

11. The Fireball



11. The Fireball

INSTRUCTIONS

The children are lying on their stomach, in a circle, their head towards the inside of the circle. They have to quickly push the ball towards others when it rolls towards them.

Targeted motor skills:
catching and hitting



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

12. The Crocodile River



12. The Crocodile River

INSTRUCTIONS

The children are sitting in two lines facing each other. Each child has to lift his legs and place them onto the feet of the friend facing him. One child is designated as the "crocodile" and has to crawl under the legs of the other children.

Variants:

- children crawl under and over the chairs;
- some children make a bridge while others crawl under;
- some children stand and spread their legs while others crawl under them.

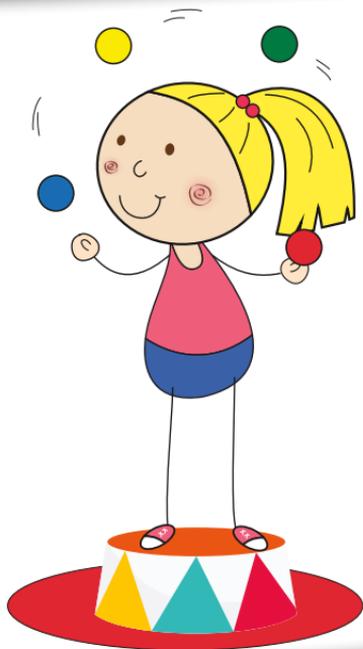
Targeted motor skills:

walking, crawling,
maintaining balance.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

13. The Circus



13. The Circus

INSTRUCTIONS

Put the chairs and tables upside down, legs facing up. Try to throw small hoops or other objects around the legs. Throw the rings or other objects in the air and try to juggle. Throw the rings or other objects to children, throw them up, throw them down, throw two objects at a time.

Targeted motor skills:

throwing over or under the shoulder, catching.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

14. Amusing Movements



14. Amusing Movements

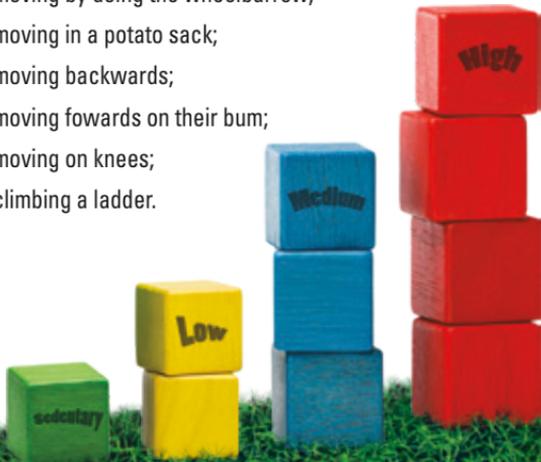
INSTRUCTIONS

Children move around in all sorts of different ways in the room or outdoor. Here are a few examples:

- mimic crossing a river by hopping from one rock to another;
- mimic a soldier or an astronaut;
- walk by following footprints or hand prints;
- mimic a tightrope walker;
- use ropes, steps, cushions, etc.;
- moving with feet in tissue boxes;
- moving by doing the wheelbarrow;
- moving in a potato sack;
- moving backwards;
- moving forwards on their bum;
- moving on knees;
- climbing a ladder.

Targeted motor skills:

walking on objects, jumping, maintaining balance, climbing, walking backwards.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

15. Car Wash



15. Car Wash

INSTRUCTIONS

One or several children move around on all fours and mimic a car going through the car wash. The other children, positioned on each side, mimic the car wash action, like the washing, rinsing, and drying. Use towels, sponges and other objects. Once the cars are clean, they can move around in various ways (jumping, galloping, running, etc.).

Targeted motor skills:

walking on all fours,
maintaining balance,
jumping, galloping, running.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

16. Easy as Pie



16. Easy as Pie

INSTRUCTIONS

The children pretend they are rolling pins. They are lying next to each other. The first child rolls over the carpet as if he was stretching dough to make a pie. Then the next child does the same thing.

Variation: children do somersaults as if they were fruits placed in a pie.

Targeted motor skills:
rolling on the side, somersaults.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

17. The School of Fish



17. The School of Fish

INSTRUCTIONS

Move around the room in a single line and crawl under the table, jump over an object, rotate on themselves, etc. The movements are always done as a group, like a school of fish.

Targeted motor skills:
walking, running, maintaining
balance, crawling.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

18. A Bed of Ants



18. A Bed of Ants

INSTRUCTIONS

Lying on their stomach, the children simultaneously lift their arms in front and their legs in the back. The children maintain this position to avoid touching the ants around him.

Targeted motor skills:
maintaining balance, dodging.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

19. The Sports



19. The Sports

INSTRUCTIONS

Cycling: lying on their backs, legs in the air, children pretend to pedal, faster and slower.

Skiing: mimic the movements of a slalom skier by bending the legs and jumping to do a 90-degree rotation on the spot.

Swimming: mimic the movements of swimming by lying on their stomach, on the floor or on a chair.

Baseball: use a foam bat to hit balls in the air.

Hockey: use a foam stick to hit balls on the floor.

Tobogganing: children pull each other around the room while one child lies on a blanket.

Basketball: throw balls at a target.

Soccer: kick balls.

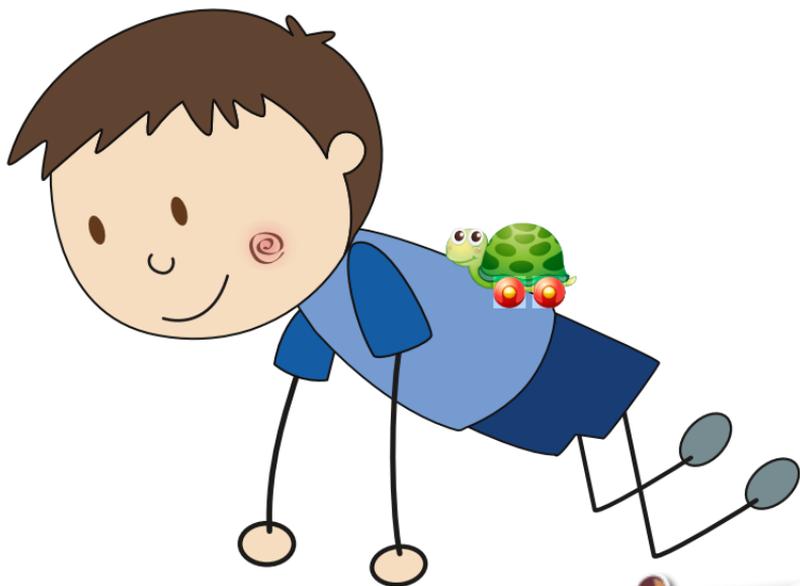
Targeted motor skills:

kicking, throwing, hitting,
jumping, maintain balance,
walking, running, dribbling.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

20. The Stealing Turtles



20. The Stealing Turtles

INSTRUCTIONS

Children move around on all fours with an object on their back while the other children try to steal this object.

Targeted motor skills:
crawling, catching, dodging.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

21. Kicks



21. Kicks

INSTRUCTIONS

Take soft objects (plush toys, crumpled paper) and ask children to use only their feet to move their object. Use both feet, make a pass to a friend, throw toward a target, hit the object while it is still or moving.

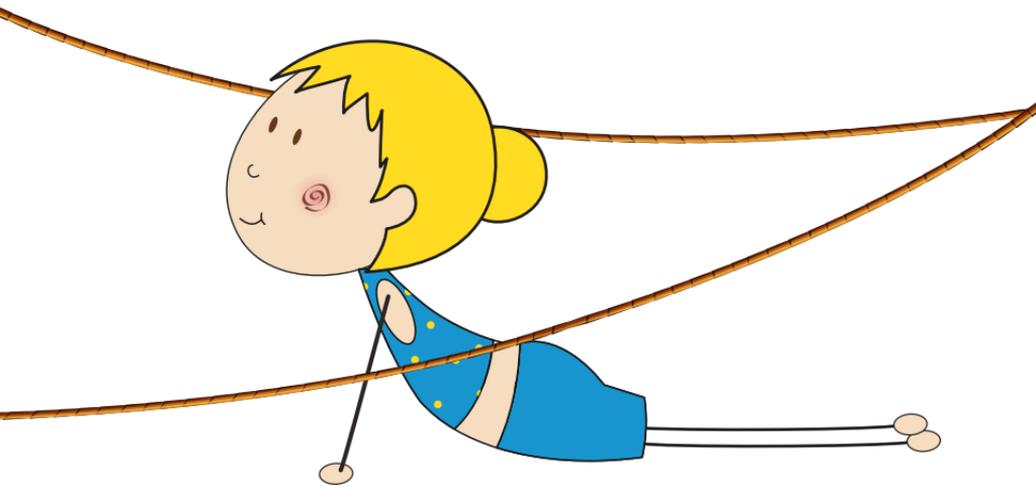
Targeted motor skills:

kicking in the air, kicking with a thrust.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

22. The Spider Web



22. The Spider Web

INSTRUCTIONS

Hang ropes, blankets, or tie strings around door handles, chair legs, or under the tables in the room. Children move around trying to avoid the strings, blankets, and ropes.

Targeted motor skills:
crawling, dodging.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

23. The Snowflake Waltz



23. The Snowflake Waltz

INSTRUCTIONS

Children become snowflakes. They dance like snowflakes swirling softly before falling on the ground. They can swirl faster as if caught in a storm.

Do the snowflake waltz to the sound of music!

Targeted motor skills:

walking, running, jumping,
skipping, maintaining
balance, galloping.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

24. Creating an Exercise Routine



24. Creating an Exercise Routine

INSTRUCTIONS

Create a movement routine to a song.
Ask children to propose their own routine.

Targeted motor skills:

walking, running, jumping,
maintaining balance.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

25. The Island is Shrinking



25. The Island is Shrinking

INSTRUCTIONS

Put a blanket on the floor in the guise of an island. Children have to run around it to the sound of the music. When the music stops, children have to go on the island. Before starting the music again, fold the blanket. The island will become smaller!

Targeted motor skills:
crawling, dodging, running.



FOCUS ON INTENSITY RATHER THAN LENGTH OF TIME.

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Portail enfance

BORDELEAU, M-P. and M-A MOREAU-BEAUDOIN, Students in the Occupational Therapy Professional Master's Program, Class of 2011, Activity Bank, Portail enfance.

www.portailenfance.ca

Liberio, Martin

www.martinliberio.ca

Québec en Forme

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www.quebecenforme.org



