



CAT AND MOUSE

You need two balls, one larger than the other; Nerf® balls are ideal. The children are seated in a circle. Tell a short story about how the Cat always chase the Mouse and the Mouse is little but quick. The balls are handed from one child to the next as quickly as possible. Start the smaller ball, the Mouse, first and the larger one, the Cat, a few seconds later. The adult can stand or sit in the middle to catch wayward balls.

CATERPILLAR

Four or five children are chosen to lie side-by-side, face down, with their arms tight by their sides or stretched over their heads. The child on the end rolls over the other children, then the second child starts. As they finish their roll they lie down quickly in position so the next roller can roll.

MILE OF YARN

One child starts with a bright ball of thick yarn, wraps the end of the yarn around her waist, and passes the ball to another child. He wraps it around his waist, and passes it to another child, and so on. Once the whole group has been intertwined in yarn, the whole process is reversed. The last player begins to rewind the ball, passes it to the next child, and so on until the fully wound ball reaches the first child.

POINTS

In this game, each body part that can support body weight counts as a point. Points include hands, fingers, toes, buttocks, heels, elbows, knees, and feet. To introduce the game, have the children try to balance on two specific points with you. Then have them try their own ideas. Have them try different two-point balancing, then one-point balancing, then three-point balancing. Try challenging them to discover the most difficult ways to balance. At an advanced level challenge them to change from three points to two points without falling, four to two, etc.

BLANKET PULL

Provide a sturdy blanket. The children can use it as a slide by pulling someone around the room, a cradle by gently swinging it back and forth with a doll or a teddy bear inside, a catapult for tossing balls or other soft objects, or a merry-go round by having one or two children sit in the middle while others walk around holding the edges.

OBSTACLE COURSE

Get some of the children to contribute ideas for obstacles with whatever is in the room or play yard and whatever actions they can create for difficult ways to move in relation to it, e.g. scooting on your bottom under a table.