Equipment for games and movement

- Balls of various types and sizes
- Large plastic hoops
- Scarves and bandanas
- Beanbags of different colors and sizes
- Parachutes of several sizes (6 to 12 feet)

Remember, the child needs you to

- create an environment that allows for physical play
- make group time varied, no long periods of sitting
- help him channel his energy into positive learning experiences
- provide objects to explore through touching
- understand his need for movement
- value his joy in learning
- provide objects to explore
- provide opportunities for games and movement

A preschooler can wiggle, stare out a window, or lie on the floor and still be listening.

From Love, Laughter, and Learning by Mahand and Van Brink
The physical child may exhibit:

- enjoyment in using his entire body to learn
- an increase in his sense of balance and eye-hand coordination
- a preference for physical games and activity
- pleasure in moving, wiggling, and manipulating

Teachers can encourage learning by:

- using hands-on activities
- providing opportunities for outdoor play when appropriate
- planning for pretend play in group time or in learning centers
- providing various activities that require movement; squatting, running, reaching, etc
- creating opportunities for simple active games

The physical child may exhibit:

- rolling a ball back and forth
- creating group games
- running and jumping outside
- taking a walk
- finger painting
- using a feely box
- tearing paper
- moving to music
- working a large floor puzzle
- using different kinds of dress-up clothes
- collecting nature items and examining them
- using large plastic hoops to make bubbles
- collaborating with others to play out situations
- role-playing a Bible person’s actions
- using hand signals or sign language
- standing at the art or art table to work
- involving all the senses in play
- cleaning different areas of the room
- participating in high energy play
- crawling through a large box “tunnel”
- shaping modeling clay or play dough
- painting water on a sidewalk with large brushes
- finger plays and stretching activities
- reaching for objects; touching and manipulating objects
- walking on a balance beam or using an obstacle course
- finding items in the room when instructed by the teacher
- building with blocks (soft vinyl, cardboard, or wooden)