

Quick Reference Activity Card: Scarves 2

Set-Up: 1 scarf per student. Use 4+ cones to set perimeter boundaries.

Each activity below takes approximately 10 minutes.

Schedule 6 activity breaks throughout the day to provide 60 minutes of daily physical activity.

Suggested MC Cards refers to the Movement Concept Cards recommended for each activity.

	Activity Description	Suggested MC Cards	Category
1	<p><u>Shape Shifter</u></p> <ul style="list-style-type: none"> Students move in general space, each with a scarf. Teacher calls out a shape. Students work together to create the shapes with others who have the same color scarf as them. Shapes: rectangle, square, triangle, circle. 	Shapes	Movement Concepts
2	<p><u>Exploring Pathways</u></p> <ul style="list-style-type: none"> Students draw pathways (straight, curved, zig zag) in the air with their scarves. Students draw letters in the air and recognize the different pathways used. 	Pathways	Balance
3	<p><u>Setting the Table</u></p> <ul style="list-style-type: none"> Students hold a scarf on their hand like a waiter. On one side of the gym is selection of food cards; on the other side is students' paper plates. Students walk like a waiter, pick up a food, and carry it back. Repeat make a healthy and complete meal. 	On	Health/Nutrition
4	<p><u>Connect Two</u></p> <ul style="list-style-type: none"> Pair students, each holding 1 end of a scarf. Teacher calls locomotor skills, and pairs perform them together while holding the scarf. Skills: walk, gallop, skip, slide, leap, jump. 	Forward	Locomotor
5	<p><u>Scarf Pass and Share</u></p> <ul style="list-style-type: none"> Pair students, each pair with a scarf. Students pass the scarf in different ways: Face-to-face passing at high, medium, and low levels; Back-to-back passing the scarf from side to side; Up and over and down and under. 	Low/Medium/High Levels, Up, Down, Side to Side	Social/Emotional
6	<p><u>Tossing Challenges</u></p> <ul style="list-style-type: none"> Pair students, each pair with a scarf. Students will toss the scarf back and forth at different levels, with one or two hands, and underhand or overhand. Discuss the differences between the tosses. 	Low, Medium, High	Manipulative

LEARNING TARGETS

- ✓ I will create different shapes with scarves.
- ✓ I will work together with my friends to create the shapes.
- ✓ I will use creative thinking skills to create the shapes.

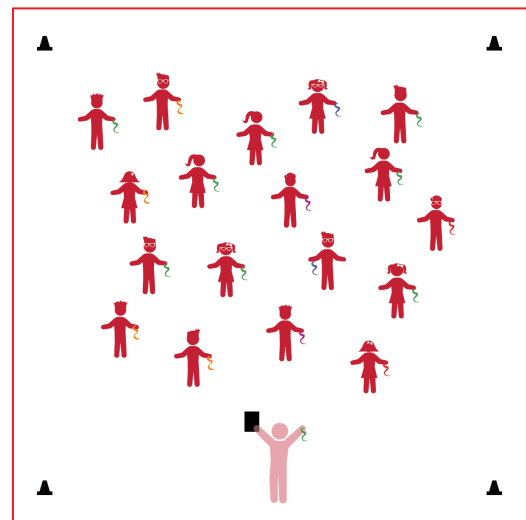
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per student in varying colors
- ✓ Music
- ✓ Cones to create boundaries

Set-Up:

1. Scatter students in general space, each student with a scarf.
2. Be sure spacing between students is safe.



Activity Procedures:

1. The objective of this activity is for students to make different shapes with their scarves.
2. We're going to play a game called *Shape Shifter*. Before we start, look around and take note of your personal space and your scarf's color.
3. When you hear the music start, begin moving around in general space. When the music stops, I will call out a shape. Find all the other students who have the same color scarf as you and work together to build the shape with your scarves.
4. Shapes to make: square, rectangle, circle, triangle.
5. Groups of 6 is ideal for this activity. You could also give 2 scarves to each student and have 3 students in a group.

Universal Design Modifications:

- Show visual representation of shapes made with scarves (posters).
- Use larger groups of students and more scarves for a greater challenge.

DEVELOPMENTAL INDICATORS

- ✓ **Fine Motor Development:** Demonstrates control, strength, and coordination of small muscles.
- ✓ **Geometry and Spatial Sense:** Identifies, describes, compares, and composes shapes.
- ✓ **Relationship with other children:** Engages in cooperative play with other children.
- ✓ **Creativity:** Approaches tasks, activities, and play in ways that show creative problem solving.

LEARNING TARGETS

- ✓ I will draw different pathways in the air with my scarf.
- ✓ I will draw words in the air with my scarf.

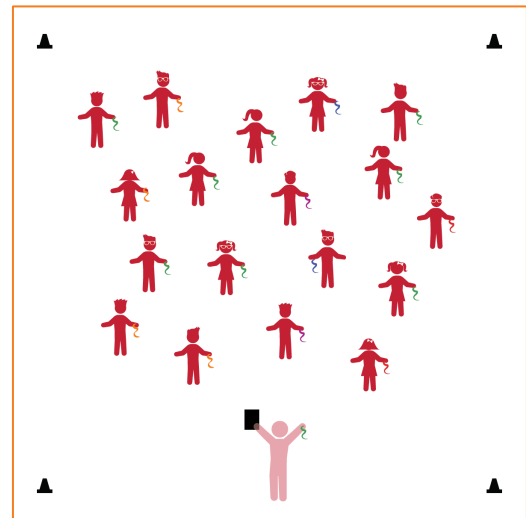
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per student
- ✓ Cones to create boundaries

Set-Up:

1. Scatter students in general space, each with a scarf.
2. Be sure spacing between students is safe.



Activity Procedures:

1. The objective of this activity is to create pathways with scarves while controlling the body.
2. We're going to play a game called *Exploring Pathways*. Before we start, look around and take note of your personal space.
3. Teachers, show students how to stand in a wide stance holding the scarves. Have them use the scarf to draw a curved pathway in the sky. Then draw a straight pathway, then a zig zag pathway.
4. Next, switch to a narrow stance and have them use their other hand to draw the same pathways.
5. Next, have students will write letters and identify the pathways of those letters.

Universal Design Modifications:

- Have students create pathways while standing on one leg.
- Have students create pathways while performing different locomotor skills.

DEVELOPMENTAL INDICATORS

- ✓ **Fine/Gross Motor Development:** Demonstrates control, strength, and coordination of small and large muscles.
- ✓ **Print and Alphabet Knowledge:** Identifies letters of the alphabet and produces correct sounds associated with letters.
- ✓ **Geometry and Spatial Sense:** Explores the positions of objects in space.

SETTING THE TABLE

LEARNING TARGETS

- ✓ I will keep the food balanced on my scarf just like a waiter carries a plate full of glasses.
- ✓ I will pick up foods that are healthy in order to build a complete meal.
- ✓ I will control my movements as I walk in order to stay safe.

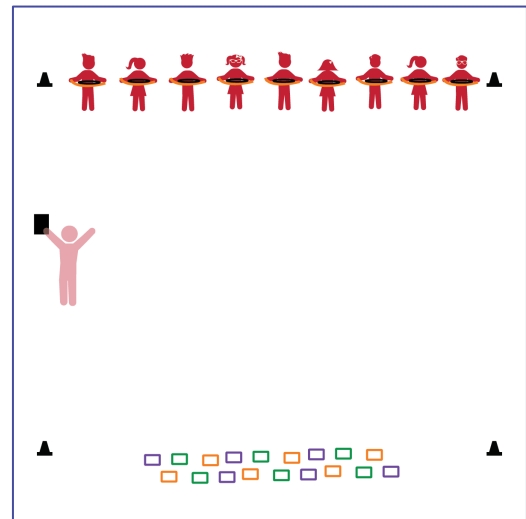
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per student
- ✓ Cards with pictures of food on them
- ✓ Paper plates
- ✓ Cones to create boundaries

Set-Up:

1. Students spread out at one end of the activity area, each with a scarf and a plate.
2. On the other end of the area, scatter food cards.
3. Be sure spacing between students is safe.



Activity Procedures:

1. The objective of this activity is to carry different foods around on a scarf just like a waiter carries food to a table.
2. We're going to play a game called *Setting the Table*. Before we start, look around and take note of your personal space.
3. On the other side of the activity area, there are cards with pictures of foods on them. When I say, "GO," balance your scarf on your hand like a waiter holds a tray. Then carefully walk to the other side of the gym without dropping the scarf and pick up a food for dinner. Balance it on your scarf and carefully bring it back to your plate.
4. Students can go back and forth until they think they have enough food on their plate to make a complete and healthy meal. Teachers, discuss the meals with the students by asking them questions like, "Do you have a vegetable on your plate?" or "Do you have a protein?"

Universal Design Modifications:

- Add more or less food cards to make it easier or more challenging.
- Ask students to make a plate together with a friend.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Demonstrates control, strength, and coordination of large muscles.
- ✓ **Gross Motor Development:** Uses perceptual information to guide motions and interactions with objects and other people.
- ✓ **Health, Safety, and Nutrition:** Develops knowledge and skills that help promote nutritious food choices and eating habits.

LEARNING TARGETS

- ✓ I will work with my friend to perform different locomotor skills together.
- ✓ I will maintain a safe distance from other groups.
- ✓ I will perform a variety of locomotor skills.

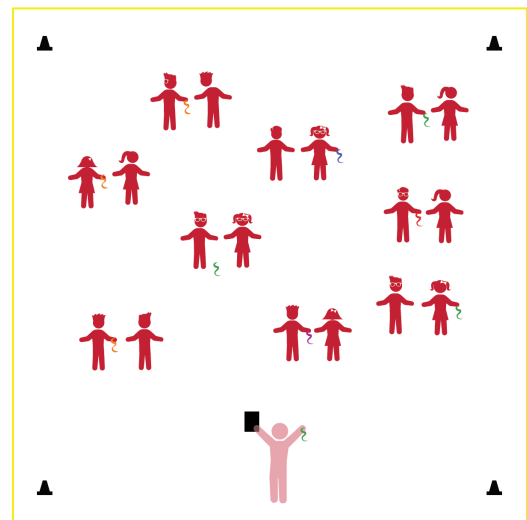
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per pair of students
- ✓ Cones to create boundaries.

Set-Up:

1. Pair students. Each pair scattered in general space with a scarf.
2. Be sure spacing between pairs is safe.



Activity Procedures:

1. The objective of this activity is to practice locomotor skills.
2. We're going to play a game called *Connect Two*. Before we start, look around and take note of your personal space.
3. You and your partner will each grab one end of your scarf. When I say, "GO," begin walking with your partner around the activity area. Be aware of where other pairs are so you can maintain a safe distance.
4. I will call out different locomotor skills (e.g., walking, skipping, galloping, sliding, leaping, jumping). Perform each skill together with your partner, holding the scarf the whole time.

Universal Design Modifications:

- Do not use pairs. Instead, use the scarf to help students focus on the arm movements of each skill.
- Do not hold a scarf. Partners are challenged to stay together.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Demonstrates control, strength, and coordination of large muscles.
- ✓ **Gross Motor Development:** Uses perceptual information to guide motions and interactions with objects and other people.
- ✓ **Relationship with Other Children:** Engages in cooperative play with other children
- ✓ **Health, Safety, and Nutrition:** Demonstrates knowledge of personal safety practices and routines.

LEARNING TARGETS

- ✓ I will pass and share a scarf with a friend.
- ✓ I will move and control my body in order to pass the scarf to my friend.

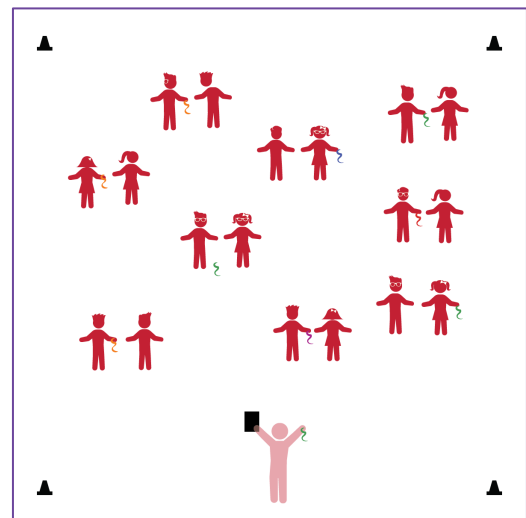
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per pair of students
- ✓ Cones to create boundaries.

Set-Up:

1. Pair students. Each pair scattered in general space with a scarf.
2. Be sure spacing between pairs is safe.



Activity Procedures:

1. The objective of this activity is to pass and share the scarf between two friends.
2. We're going to play a game called *Scarf Pass Share*. Before we start, look around and take note of your personal space.
3. Stand face-to-face with your partner. When I say, "GO," pass the scarf by throwing it at a low level.
4. Progress to medium and high levels.
5. Next, have students stand back to back and twist their bodies to pass the scarf from side to side.

Universal Design Modifications:

- Add more challenges like passing up and down. Ask students to add their own way of passing.
- Pass the scarf without throwing.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Demonstrates control, strength, and coordination of large muscles.
- ✓ **Gross Motor Development:** Uses perceptual information to guide motions and interactions with objects and other people.
- ✓ **Geometry and Spatial Sense:** Explores the positions of objects in space.
- ✓ **Relationship with Other Children:** Engages in cooperative play with other children.

LEARNING TARGETS

- ✓ I will practice tossing to a partner.
- ✓ I will understand the difference between an overhand and an underhand toss.
- ✓ I will play with my friend cooperatively.

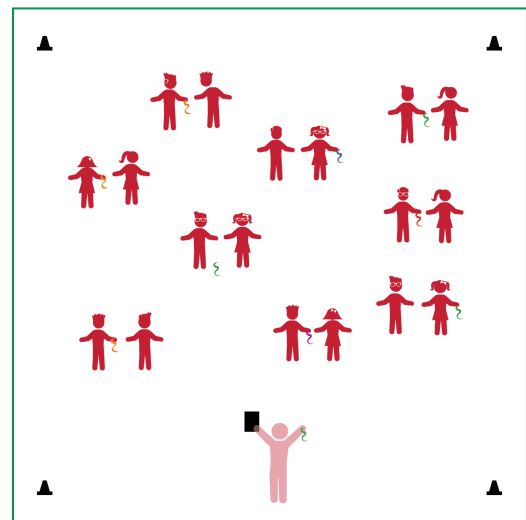
ACTIVITY SET-UP & PROCEDURE

Things You Need:

- ✓ 1 scarf per pair of students
- ✓ Cones to create boundaries.

Set-Up:

1. Pair students. Each pair scattered in general space with a scarf.
2. Be sure spacing between pairs is safe.



Activity Procedures:

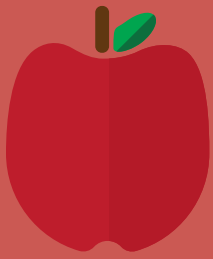
1. The objective of this activity is to challenge students to toss in different ways to their partner.
2. We're going to play a game called *Tossing Challenges*. Before we start, look around and take note of your personal space.
3. Stand face-to-face with your partner. When I say, "GO," toss and catch the scarf at a low level.
4. Progress to medium and high levels, first with 2 hands, then with 1 hand.
5. Next, have students toss the scarf across the midline, tracking the scarf with their eyes.
6. Next, ask students to throw under- and overhand and discuss the difference.

Universal Design Modifications:

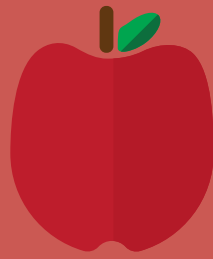
- Ask students to create their own challenges.
- Ask students to surprise their partners by tossing it without telling them where they will toss it.

DEVELOPMENTAL INDICATORS

- ✓ **Gross Motor Development:** Demonstrates control, strength, and coordination of large muscles.
- ✓ **Relationships with Other Children:** Engages in cooperative play with other children.
- ✓ **Vocabulary:** Shows understanding of word categories and relationships among words.



FRUIT



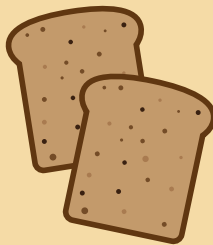
FRUIT



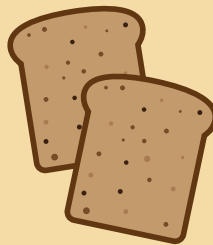
PROTEIN



PROTEIN



GRAIN



GRAIN



VEGETABLES



VEGETABLES



DAIRY



DAIRY

