

MOVEMENT OLYMPICS

Theme: Give It a Try

Overview: In this series of activities, students participate in a mock movement Olympics. In the first session, they learn about what it means to be a good teammate, create an Olympics flag and march around the room. In the second activity, they join a team, create a team banner, and work together to complete movement games with their teammates. Finally, they learn that everyone is a winner when they move around each day.

Vocabulary:

- Energy: What we need to move, work and play. Some activities require more energy than others.

Activity 1: Join the Team!

Type of Activity: Energy to Create, Energy to Read, Energy to Move

Domain: Cognitive, Language, Social Emotional

Students will:

- Discuss the Olympic Games and what they represent.
- Name the characteristics of being a team member.
- Create an Olympics flag.
- Develop physical motor skills by marching.

Materials:

- Olympics flag – included at the end of this activity
- Crayons
- Scissors
- Sticks, Popsicle sticks or drinking straws
- Stapler or masking tape
- Flip chart
- Materials for a torch (pretzel rods, marshmallow fluff, red sprinkles, yellow and brown construction paper) - Optional

Time Frame: 20-30 minutes

Directions:

1. Invite students to sit in a circle.
2. Ask students to name sports and games that they like to play. List the games and sports on a flip chart. Explain that there is a very special group of games and sports called the

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Olympics. During the Olympics, people from different places around the world come together to play games and celebrate friendship. Tell students that they will have their own Olympic Games!

3. Ask students if they know what it means to be part of a team. Explain that a team is a group that works together and helps each other to do their best. They cheer for their teammates along the way. Ask students to come up with some rules they should follow to be a good teammate during your class Olympic games. Write a word or picture that represents each rule on a flip chart.

Examples:

- Be kind
 - Take turns
 - Have fun
 - Do your best
 - Cheer for everyone
4. Distribute the Olympic flag handout to each student. Explain that this is a very special flag. The circles (called rings) are all connected to show how people play and work together as friends.
 5. Have students get up and interlock their arms just like the rings on the flag to show their friendship.
 6. Count the rings with students. Show students the color words on each circle. Direct them to color each circle with the color word they see. Give each student a blue, black, red, yellow, and green crayon. Invite them to color in their flags with the colors. The different-colored circles show how different people come together to play games at the Olympics.
Note: You may have to lead students through the correct coloring of each ring.
 7. When students are finished, help them tape or staple their Olympic flags onto the sticks or drinking straws.
 8. Finally, ask students to march around the room holding up their flags as if they are entering the Olympics. If available, play the Olympics theme song or “It’s a Small World After All” as students march.

Optional enrichment: If time allows, invite students to make an Olympic torch to watch over their games. The torch could be made in several ways. One way is to dip pretzel rods in marshmallow fluff and dip again in red sprinkles. Place all of the dipped rods into a can or container. A second way is to have all students trace their hand prints onto yellow paper and to stuff all of the handprints into a tube made from brown construction paper.

Activity 2: Game On!

Type of Activity: Energy to Move

Domain: Cognitive, Language, Social Emotional, Physical

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Students will:

- Develop fine motor skills by coloring and decorating a banner for their team.
- Follow one to three step directions.
- Use body coordination and develop gross motor skills with a series of movements.
- Learn primary colors.

Materials:

- Paper
- Paints
- Several different materials and pieces of equipment for games (balls, cones, chairs, bean bags, hoops, etc.)
- Yellow construction paper, hole punch, string (optional)

Time Frame: 20-30 minutes

Directions:

Note: Before students enter the room, set up the games. You can do one obstacle course for teams to complete or several different games to complete, one at a time.

Ideas for age-appropriate movement games can be found at:

www.aahperd.org/headstartbodystart/activityresources/activities3_5/index.cfm.

1. Review the colors on the Olympic flags.
2. Divide students into teams that represent the different colors on the flag. One team can be the blue team, another the red team, etc. The number of teams will be dependent upon the number of students in your class. Try to divide boys and girls and students of different abilities evenly among the teams.
3. Review the rules for being a good teammate that students developed in Activity 1.
4. Ask students to sit at a table with their teammates.
5. Distribute a large sheet of paper to each team, along with paint brushes and paints that correspond to their team colors. Invite teams to create a banner that will hang in the classroom during the Olympics. The banner should be painted in their team colors. They can simply cover the banner in their color or include circles, shapes, and lines. Invite all students to work together to paint the banner.
6. While the banners are drying, show students the games in which they will be competing.
7. Remind students that the games are about friendship and fun. Everyone who plays is a winner.
8. As students compete in the games, remind them of the rules they have developed.
9. After they have played all of the games, invite students to sit in a circle. Explain that they are all winners. They got to move around, have fun, and play with their friends.

Optional enrichment: If time allows, make medals for each student out of yellow construction paper circles. Punch a hole in each circle and put a string through the hole.

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Tie the string to make a necklace. As students finish their final game, put a medal around their necks!

Modifications:

Pump It Up for Older Students

- Older students can help you make the obstacle course or design the games.

Cool It Down for Younger Students

- Younger students can all be on the same team and simply play the games together.

NAEYC Standards Alignment:

- **2.A.10** The curriculum guides teachers to incorporate content, concepts, and activities that foster social, emotional, physical, language, and cognitive development and integrate key areas of content including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies.
- **2.K.01** Children are provided varied opportunities and materials that encourage good health practices such as serving and feeding themselves, rest, good nutrition, exercise, hand washing, and tooth brushing.
- **2.C.04** Children have varied opportunities and are provided equipment to engage in large motor experiences that stimulate a variety of skills; enhance sensory-motor integration; develop controlled movement; enable children with varying abilities to have large-motor experiences similar to those of their peers; range from familiar to new and challenging; help them learn physical games with rules and structure.
- **2.J.06** Children are provided many and varied open-ended opportunities and materials to express themselves creatively through (a) music and (d) two- and three-dimensional art.
- **2.L.06** Children have varied opportunities to engage in discussions about fairness, friendship, responsibility, authority, and differences.

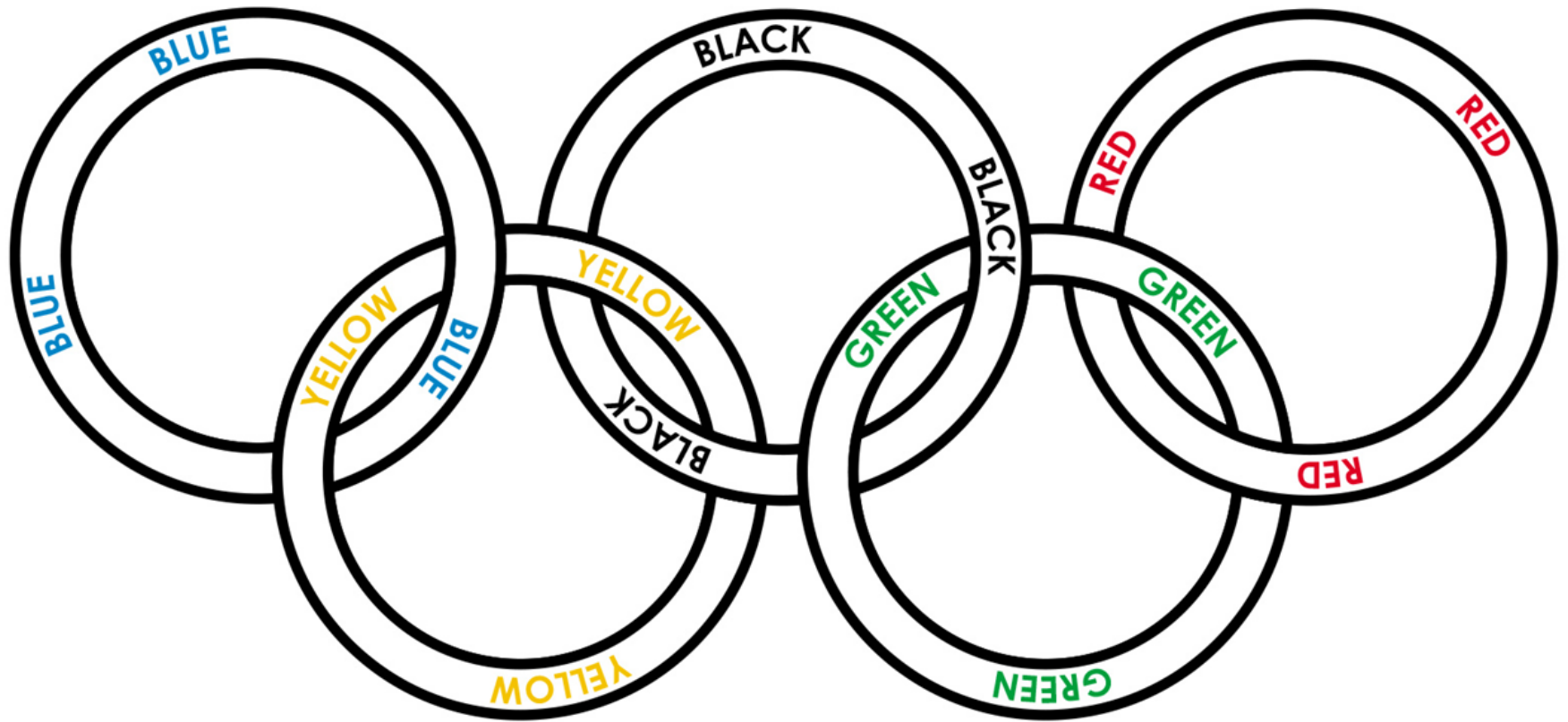
Be Smart from the Start at Home!

Preschool-aged children are not expected to understand calories or how their bodies use energy, but they can begin to learn foundational information to help them make healthy decisions around diet and exercise. The Smart from the Start lessons are a set of flexible activities designed to introduce and reinforce these concepts, and we encourage you to integrate the rest of the activities in Me and My Choices and Give it a Try! into your existing curriculum. Throughout these activities, children will learn about energy they need to work and play; to make healthy choices about what they eat and drink from a variety of food groups; and how to move throughout the day with fun activities that help keep their hearts strong and healthy.

As your students progress to elementary school, the [Healthy Decisions, Healthy Habits Together Counts™ curriculum](#) can help them focus on more rigorous concepts related to self-esteem, decision-making, healthy nutrition and regular physical activity.

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Energy at Home

This week, your child participated in Movement Olympics. We learned about sports and games and learned how to be a good teammate.

Your child made an Olympic flag and marched around the classroom to start the games. All students participated in fun movement activities. They learned to take turns, cheer for everyone, and try their best. They also learned that they were all winners because they got to move around and have fun.

You can plan an obstacle course in your backyard, neighborhood park, or even inside of your house or apartment. All you need is something to hop over, something to climb over, and something to throw and catch. Your child can show you what they did for some ideas. Let the games begin!