

# Let's Get a Move On!

## A mini lesson for Kindergarten

Activity from OFAH | Mario Cortellucci Hunting and Fishing Heritage Centre

### Time required:

- 20 minutes

### Materials:

- Open area for running

### Curriculum

### Connections:

#### The Kindergarten Program

#### 4.3 BELONGING AND CONTRIBUTING

*OE29: demonstrate an understanding of the natural world and the need to care for and respect the environment*

**29.1** identify similarities and differences between local environments

#### 4.4 SELF-REGULATION AND WELL-BEING

*OE7 participate actively and regularly in a variety of activities that require the application of movement concepts*

**7.1** participate actively in creative movement and other daily physical activities

**7.2** demonstrate persistence while engaged in activities that require the use of both large and small muscles

**8.1** demonstrate spatial awareness in activities that require the use of large muscles

**8.3** demonstrate balance, whole-body and hand-eye coordination, and flexibility in movement

### Background:

Whether it's flying through the air, scurrying on the ground, or swimming through the water, all animals have their own unique way of moving around. On land, we can learn lots about how an animal was travelling by its tracks. Their gait, which refers to the pattern of limb actions that an animal uses repetitively during locomotion, can tell us if an animal was hopping, walking, running, and, of course, which way it was headed.

This activity for young learners encourages children to think about how different species move around and promotes physical activity as they mimic animal movements.

### Set-Up:

Choose an open area where kids can run. Create a "start" line and a "finish" line across from each other in the playing area.

### Instructions:

- Have the kids line up at the "start" line and the leader standing at the "finish" line.
- Call out an animal native to Ontario. The kids will move like that animal to the "finish" line and then back to the "start".
- Encourage them to also make the sounds of the animals and to really think about how that animal moves around. For example, bunnies and squirrels don't just hop. When they move quickly, they're actually bring their back feet ahead of their front. White-tailed deer use their long legs to bound through the forest (and we want to see those hands up to create antlers!)
- Other animal ideas:
  - Mallard duck: squat low and waddle
  - Eastern garter snake: crawl on belly
  - Snapping turtle: move slowly
  - Birds, fish, mammals...the possibilities are endless!

### Reflection:

- Ask: *What were the hardest movements to replicate? The easiest? What muscles would animals use to fly, run or swim?*
- Optional extension: Choose several animals and draw the tracks they would leave behind.