

# Kindergarten Equipment Activities

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## Drive A Car

**Formation:** Sitting at desks, on the floor, or standing

**Equipment:** Paper plates or something round

**Learning Outcomes:** Balance, coordination, creativity, and the ability to listen to both verbal and non-verbal cues.

**Rules/Directions:**

1. This activity can be done either sitting at their desk, sitting on the floor, or standing.
2. Give each student a paper plate or cut out card board circles (for the steering wheel).
3. Create the scene.

For example (standing):

1. do up their seat belts
2. adjust the mirror
3. roll down the window
4. turn on the windshield wipers
5. pretend to drive around using hands like a driver would, change gears, signal, etc.

Using the colored sponge balls as traffic lights:

- Green - walk forward
- Yellow – walk/march on the spot
- Red - put on the breaks, stop, and change direction

## Let's Go Driving

**Formation:** Standing

**Equipment:** Round piece of paper, or plate to use as a steering wheel

**Learning outcomes:** Listening skills, coordination, balance.

**Rules/Directions:**

1. Give students something round to use as a steering wheel.
2. On signal, students pretend they are driving a car and begin to walk around the room (can set the scene first by adjusting mirrors, seat, check gauges, etc.)
3. The teacher calls out various commands;  
"Red light" – students stop moving  
"Green light" – students continue to move  
"Yellow light" – students stop but keep their feet moving up and down (e.g. march on the spot)  
"Out of gas" – students pretend to fill up with gas  
"Park" students drive to their seats, park their car and sit down  
"Reverse light" students walk backwards

**“Supersonic light”** students run on the spot as fast as they can

4. Continue to play as above, holding up red, yellow and green pieces of paper/beanbags/balls for younger students.

## Shape Shifters

**Formation:** Standing around the room.

**Equipment:** Paper, music

**Learning Outcomes:** Locomotor skills and to recognize different shapes and colours.

### **Rules/Directions:**

1. Have different coloured shapes prepared in advance.
2. Place them on the floor and play music while the children walk around the shapes.
3. When the music stops, the children should move to and stand on a shape.
4. Ask the children “who is standing by a square, circle, etc.”, and ask what colour they are standing on.
5. Other locomotor skills can be added as well as concepts of directions and pathways. (e.g. “Can you walk backwards in a straight pathway?” When the music stops quickly move to a coloured shape.

## Beanbag Shuffle

**Formation:** Standing

**Equipment:** Different coloured beanbags

**Learning Outcomes:** To introduce and practice locomotor skills.

### **Rules/Directions:**

1. Have every student stand with a beanbag.
2. Write the different colours on the board and an activity to go with each colour. For instance, blue = gallop, red = skip, yellow = hop, green = slide.
3. On the teacher’s signal, the students will begin their locomotor skill, moving in their personal space while holding onto their beanbag.
4. When the teacher says freeze, the students stop and set the beanbag on the floor.
5. Students are then asked to find another beanbag of a different colour.
6. The teacher repeats the directions and the activity begins again.

K Non-Equipment Activities

## It's Pattern Time

**Formation:** Standing

**Equipment:** Chart paper or white board

**Learning Outcomes:** Patterns, movement

**Rules/Directions:**

1. Have students stand in their own personal space.
2. As a class decide on an action that everyone will do when they hear the letter "a" and an action for when they hear the letter "b". Write them on the board or chart paper.
3. Say the following rhyme having students listen to the pattern and do the appropriate actions.

It's pattern time! It's pattern time! So move your body while I move mine.  
Move your hands. Move your feet. Stand up; sit down, do something neat.

Pattern 1: **A B A B A B A B**

The pattern you'll now hear is new. What will your body do?

Pattern 2: **A B B A B B A B B A B B**

The pattern you'll now hear is new. What will your body do?

Pattern 3: **A A B A A B A A B A A B**

Pattern 4: **A A B B A A B B A A B B**

The pattern you'll now hear is new. What will your body do?  
(choose an action for the letter "c")

Pattern 5: **A B C A B C A B C A B C**

It's pattern time! It's pattern time! So move your body while I move mine.  
Move your hands. Move your feet. Stand up; sit down, do something neat.