

Kingdom of Morocco



Ministry of National Education,  
Preschool and Sports

# Games Guide motor education in preschool





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## General framework of motor education

*The use of the feminine to designate people is intended to lighten the text.  
This is why you will come across the term educator instead of educator.*



## 1. General framework of motor education

This guide is intended for educators wishing to conduct motor education sessions for preschool children aged 4 to 6 years. It was designed with the aim of enriching the system set up for preschool education by the Ministry of National Education, Preschool and Sports. It aims at the harmonious development of the personality of these children at this age and «to facilitate their physical, cognitive and emotional development and to develop their autonomy and their socialization», and is part of the process of implementing framework law 51.17 relating to the system of education, teaching, training and scientific research, in particular project 1: «the promotion of the teaching of preschool and the acceleration of its generalization ». It also draws its reference from the curricular framework which reflects the desire to establish a set of essential values for the development of the child.

The proposed content, in the form of a game sheet, reinforces this desire by aiming to develop another fundamental aspect, which is motor skills in interaction with others and with the environment. The fact that the child moves, plays and expresses himself in the game will impact his health and well-being.

### **What is motor education?**

Motor education is a set of physical activities and didactic expression taking into account the characteristics of the child, his needs and his socio-motor skills. It particularly targets preschool children by aiming for the harmonious development of their body, their personality and their socialization. All forms of motor skills are integrated, namely gross motor skills and fine motor skills, most often in the form of game putting the child in interaction with the environment and with others. This will allow the child to acquire a set of gestural patterns and socio-motor behaviors that will serve him throughout his life.

Motor education also conveys the values of Education and participates in the preservation of the health of children by the mobilization of a set of devices of their body by the energy expenditure during the effort deployed when they are active. in the game. This prevents children from metabolic syndrome such as: obesity, diabetes, heart disease, stroke... etc.

Thus, motor education, as a physical and playful activity introduced at school, aims at the child's motor skills and his development by taking into account the interactions between the different spheres of development (perception, movement, thought, feeling, behavior). Recall that the main purpose of psychomotricity is rehabilitation, preventive and therapeutic development intended for children, adolescents and adults having (or who are at risk of having) motor or emotional difficulties.

This guide has been designed interactively with actors working in preschool and with specialists in motor skills and child development in all its dimensions (motor, cognitive and socio-affective dimensions). Of course, the games offered will only be objects from the child's environmental niche and his system of socio-cultural values.

Knowing that play is the child's job, he plays with or without our approval, he will play with his body and with the objects that surround him, and especially with objects that only exist in the imagination of his free spirit of child and not standardized.

The development of life skills and citizenship are taken into consideration in the games offered for this category of schoolchildren, putting children in situations having the development of education in values and citizenship.

To lighten the work of the educators, the designers of the guide preferred not to overload them with didactic planning of the content provided in this guide. The fact that the educator offers a game to the children is enough to allow her to develop the objectives assigned to the activity (game), whether it be motor, cognitive or socio-emotional. The areas of action will allow you to know the overall aim of the game and therefore to make the appropriate choice.

## **2. Motor characteristics of preschool children**

The child at this age is characterized by a set of behaviors. Among which we find:

- Global, hasty and spontaneous movements;
- Difficulty in perceiving the body in space and time;
- Self-centeredness in relationships with others and especially in play;
- An ability to perform complex movements: climb, jump, run...;
- An alternation of rapid and non-permanent reactions that adults cannot understand: happy / sad, laughing / crying;
- Stopping the action as soon as he feels tired or bored;
- A focus on sensations during learning.

## **3. The inputs and determinants of motor education in preschool**

Two main inputs are taken into consideration in the context of preschool education:

- An entry having for object the contribution to the motor development of the child (entry for development);
- An entry aimed at preparing the child for physical education in the primary cycle (entry for preparation).

## **4. The objectives and challenges of motor education**

The objectives of motor education are:

- Improvement of the various gross motor skills and fine motor skills (posture, coordination, agility, skill, etc.);
- The organic and fundamental development of the body and the improvement of the health of the practicing child;
- The child's awareness of the space and time in which he is evolving ;
- The development of motor skills that can be used in other situations.

## **5. The skills to develop**

The title of the skill to be developed is: «At the end of his two years, the child is able to acquire a motor skills allowing him to adapt, to act on the environment in a precise way. and regulated, and to interact positively with others ”.

## **6. Areas of action**

The action of motor education in preschool follows a logical tree structure that begins with gross motor skills, passes through fine motor skills, and ends with the coordination of the two into a “hybrid” motor skills. At this stage, motor education is not yet different from other “non-motor” activities. Then, the motor skills come into play by being distinguished by dynamic or static situations where the whole body is solicited through the motor diagram, the perceptual-motor control. This is all guaranteed by energy expenditure drawn from the child’s metabolism.

From this tree structure two areas of action arise, namely the discovery of the body (body diagram) and motor control (motor diagram):

1. Knowledge and discovery of the body / body diagram: (Balance, Manipulation, Laterality, coordination...);
2. Engine organization and control / engine diagram: (perception, reaction ...).

## **7. Development and materialization of space**

Before starting the animation of each game, the educator must plan the layout of the space where the playground. She can materialize this space by using the available means ropes, studs, hoop, bottles, slats , bands, tires, non-dangerous objects...) or by tracing or drawing with gypsum powder or chalk. In addition, it can replace the material described in the task with other objects that can help achieve the goal of the game.

## **8. Educational instructions**

The instructions allow children to understand what to do (the tasks) while respecting the rules of the game. They can facilitate or complicate the game depending on the children’s motivations and the degree of achievement of the game goal. of children by the educator and by peers is one of the pedagogical recommendations to be taken into consideration for the success of the task asked of the child. Safety standards must also be planned to avoid accidents that may occur during the performance of the task by children. The educator also makes sure to ask the children to breathe / breathe out and to alternate passages when performing the task to allow their body to recover. The number of repetitions and recovery are important parameters in the dosage of effort.

To lighten the work of the educators, the designers of the guide preferred not to overload them with didactic planning of the content provided in this guide. The fact that the educator offers a game to the children is enough to allow her to develop the objectives assigned to the activity (game), whether it be motor, cognitive or socio-emotional. The areas of action will allow you to know the overall aim of the game and therefore to make the appropriate choice. They also tried to avoid loading the game sheet by purely technical teaching methods such as those most used in Physical and Sports Education lesson sheets.



Pedagogical approaches are taken into account in the animation of the class-group, in particular play-based pedagogy. This allows the child to express himself spontaneously and to realize the potential he possesses. Through play, he builds fundamental motor patterns and learns to interact with objects, with peers and with the environment. The educational role of education is very important in preparing the space and conducting the session. Thus, it is supposed to:

- Choose a game among the games offered;
- Prepare the equipment and set up the play areas;
- Program the distribution of children according to the instructions;
- Explain the task to be done to the children and the tasks they will perform;
- Support the children during the accomplishment of the tasks;
- Encourage and applaud the children even if they fail;
- Dose the repetitions so as not to tire the children;
- To introduce variables to make the game evolve and so that the children do not get bored;
- Help the child with a Disability to perform the tasks that are possible for him and always encourage him.

## **9. General advice for children with disabilities**

The games offered in this guide integrate children with disabilities and do not isolate them, everyone participates in them according to what their body and movements allow. The detection and diagnosis of the handicap will be carried out by the medical profession and specialists in this field. They can be of the order:

- Affective and relational;
- Social;
- Intellectual: attention, memory ...;
- Motor and psychomotor;
- Sensory.
- Some disabilities are not clearly visible, such as:
- Problems related to hearing, vision
- Problems linked to insecurity, neglect, etc.
- Problems related to mild learning disorders (concentration, inhibition, dyspraxia, dyslexia, dyscalculia)
- From a methodological point of view, it is essential to start from what the child can do:
- Leave as much autonomy as possible;
- Build on the child's strengths and what he can do;
- Let him progress at his own pace, without stress to the extent of his possibilities;
- Recognize your progress without excess;
- Let him experience what other children do, while giving him the necessary support.

- Do not seek to «recover» but to compensate so that it has maximum autonomy
- Offer activities that can be performed at several levels of difficulty (rung heights, distance from targets, ball sizes, etc.);
- Offer individual and duo activities without looking for performance and comparison;
- Simply ask him to call if he needs help, but let him do the experiments on his own;
- If necessary, we can invite other children to help just for what they cannot do on their own (without intervening for everything) and adapt the activities, materials, instructions, help.

## Motor activity sheets





## The message

1. **Object of the game:** To convey a message through his body.

2. **Organization and tasks to be carried out:**

The educator forms small groups of children and asks each group to sit at a sufficient distance from the other groups. Then, she points to a child from each group to whisper a word in her ear. The child returns to their group and acts out the word heard. The child who can find the word is the winner. The latter mimes a new word in front of the others, and so on.

3. **Game development variables:**

The child can mimic or draw actions, occupations, words in the space.

4. **Material :**

Cerceaux, bancs, gilets ou dossards.

5. **Illustrative support :**







## The magic wand

1. **Object of the game:** To react according to the movements of the wand.

2. **Organization and tasks to be carried out:**

The children stand in waves in front of the educator who is holding a “magic” wand in her hand. Then she asks the children:

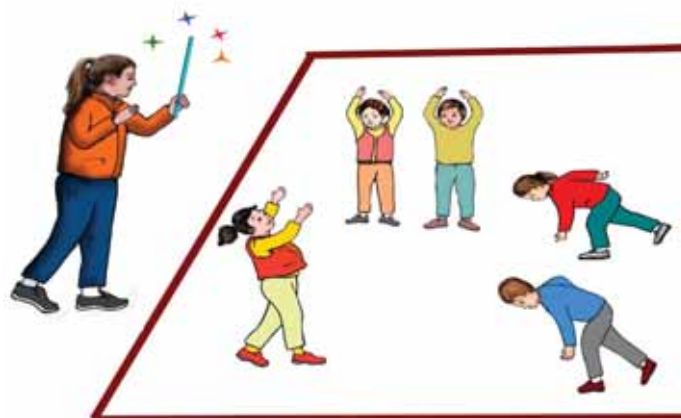
- When she raises the wand upwards, the children raise their arms to the sky;
- When she lowers the wand down, the children touch the ground with both hands;
- When she stretches the wand forward, the children advance, walking towards her;
- When she takes the wand with both hands and lifts it upwards, the children run to the nearest refuge;
- When she takes the wand with both hands and drops it down, the children run towards her.

3. **Game development variables:**

Vary the arrangements of the wand so that the children perform other tasks such as: jumping, running right or left, singing, dancing ...

4. **Material :** Stick.

5. **Illustrative support :**





## Firefighters

1. **Object of the game:** Organize in a chain to be put out of the fire.
2. **Organization and tasks to be carried out:**

The educator forms two groups of children. Each group lines up in a chain between two crates: one initially filled with small balloons or various objects, as a pool of water and the other empty at the finish as a fire. At the signal:

- the first child in each chain, located near the starting box, passes a ball to his comrade located next to him. The latter in turn passes it on to the next child. Thus, the balloon passes from hand to hand to the last child in the chain who will put it in the arrival cash register. If a child drops the ball, he gives it to his comrade in front of him, and takes the passage from hand to hand.

The game continues until all the balls in the tee box are exhausted. The kids applaud the team who manage to get all the balloons into the arrival box as quickly as possible.

3. **Game development variables:**

Vary the distance between the children by asking them to throw the ball instead of passing it from hand to hand.

4. **Material :** Baskets- small balloons of different colors- fire image
5. **Illustrative support :**





## The parade

1. **Object of the game:** Move according to the number of taps on the tom-tom.

2. **Organization and tasks to be carried out:**

The educator forms small groups of children who form several waves in front of the educator. The educator uses the tom-tom to animate the game. The children react according to the number of taps on the tom-tom:

- When the educator hits a single blow, the children stay where they are;
- When she hits twice, the children move forward;
- When she hits several times, the children follow the rhythm with the feet.

3. **Game development variables:**

The educator can vary the reaction to the tom-tom by sitting, standing, jumping, bending, etc.

4. **Material :**

A tom-tom or other equivalent object

**Illustrative support :**





## The Eagle

1. **Object of the game:** Take objects like an eagle.

2. **Organization and tasks to be carried out:**

The educator sets up (by tracing or with a rope) starting lines on the corners of the playing surface behind which small groups of children will line up and places an empty basket in each corner (the group nest), then arrange circles (containing scattered objects) in the same way inside the playing surface at a certain distance from the nests. At the signal:

- The first child of each group runs to retrieve one of the objects in the circle assigned to his group to bring it to the basket reserved for his team (nest);
- Once the object has been placed in the nest, the next child sets off to perform the same task;
- The game continues until the scattered items are exhausted.

3. **Game development variables:**

Throw the object into the basket at 1 meter, 1.50 meters then 2 meters ...

4. **Material :** Small balloons - baskets - studs - ropes – gypsum powder.

5. **Illustrative support:**



## Sit together

1. **Object of the game:** Mutual help between the children so that each one finds a place to sit.
2. **Organization and tasks to be carried out:**

The educator sets up chairs in a circle, so as to facilitate the children's movements. The number of chairs equals the number of children. The educator is planning a music player. The educator turns on the music player, the children dance around the chairs. When the educator stops the music, the children run to sit down, each in a chair. Then, she turns on the music player, the children start dancing again. In the meantime, the educator removes a chair and asks the children to cooperate in order to all have a place (2 children on the same chair, to sit on her friend's knee, ...). The educator continues to remove a chair each time the music is played, until only one remains.

NB: If a music player is not available, the educator can use a sound instrument (tamtam, flute, whistle, hands, etc.)

- ### 3. Game development variables:

The educator removes 2 chairs at a time or varies the distance between the chairs.

4. **Material :** Reading of music, tom-tom, whistle, chairs.
5. **Illustrative support :**







## Obstacle course

1. **Object of the game** to complete the course without touching the obstacles.

2. **Organization and tasks to be carried out:**

The educator sets up two zigzag courses with a start line and a finish line and materialized by obstacles (cardboard boxes, hoops, deflated balloons, etc.).

It forms two groups (each in front of a course). At the teacher's signal, each child in the group completes the course, overcoming obstacles without touching them until the finish line. Then, he waits his turn for a second try.

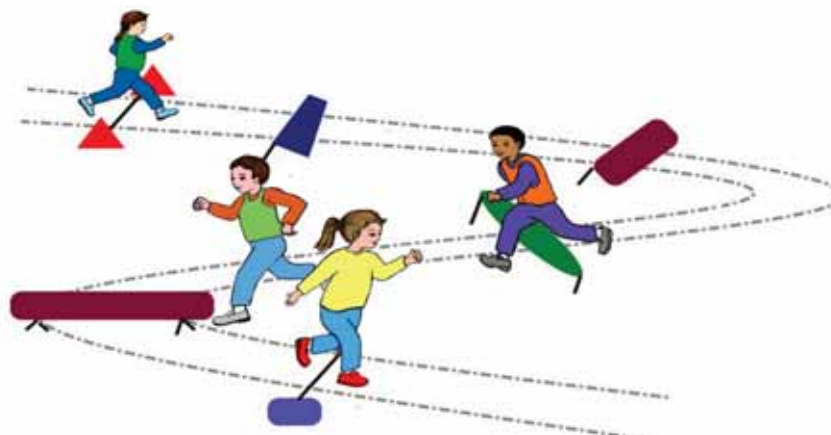
3. **Game development variables:**

Either vary the number of obstacles, or vary the distance between them, or make a return trip.

4. **Material :**

Hurdles or cardboard boxes or blocks and slats, hoops, ropes, gypsum powder, whistle.

5. **Illustrative support :**





## Wolf and the rabbits

1. **Object of the game:** To regain his burrow without being hit by the wolf;

2. **Organization and tasks to be carried out:**

The educator sets up two types of spaces in the form of squares:

- A space, as a rabbit hole (rabbit house). This space is considered a refuge for rabbits when followed by wolves;
- A space, as the den of the wolf (house of the wolf). This space is considered as the starting area to trigger the pursuit of the rabbits by the wolf;

Then she organizes the children into small groups to play the role of rabbits and designates a child as the wolf.

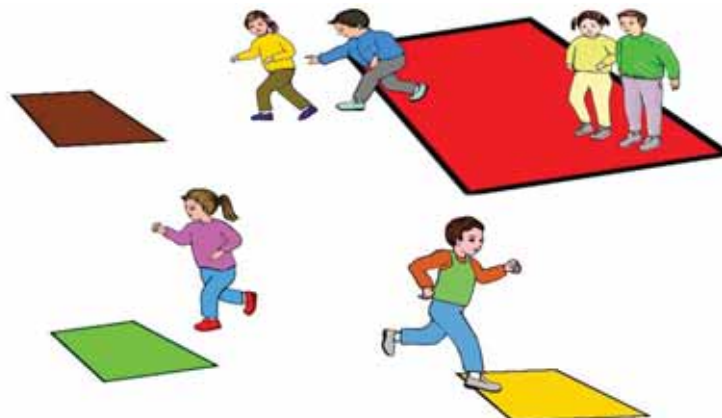
- At the first signal from the educator: the rabbits are leaving their homes to go for a walk.
- At the second signal from the educator: the wolf chases the rabbits to touch them. Any rabbit affected is a prisoner of the wolf.

3. **Game development variables:**

Designate several wolves or vary the number of burrows and dens.

4. **Material :**Gypsum powder, carpet, brand flags, hoops, ropes, whistle.

5. **Illustrative support :**





## Relay to fill your basket

1. **Object of the game:** Run fast and target well.
2. **Organization and tasks to be carried out:**

The educator divides the children into small groups and materializes a hallway for each group with a start line and a finish line. At one meter from this line, the educator materializes (traces) a throwing line.

On the starting line, she places a basket full of balls or various objects in front of each lane. At the finish line, she places an empty basket for each lane. At the educator's signal:

- the first child of each team runs to the finish line. Then, he throws the ball into his team's basket;

- the child comes back to the starting line, claps the hand of his comrade who immediately starts running to throw a ball into his team's basket. The game continues until all the balls are thrown into the baskets. The team is applauded.

3. **Game development variables:**

Vary the distance between the throwing line and the finish line.

4. **Material :** Baskets, balloons of different colors, ropes, gypsum powder, hoops ...

5. **Illustrative support :**





## The postman

1. **Object of the game:** Run fast to empty the PO box..

2. **Organization and tasks to be carried out:**

The educator materializes (or traces) corridors with a starting line and divides the children into small groups. Then she places empty letterboxes on the sides along the lanes at equal distances (several paces) and PO boxes filled with envelopes (one color for each team) placed on the start line in front of each lane. At the educator's signal:

- the first postmen of each team each take an envelope from the post office boxes and run to deposit it in the first letter box;
- the first postmen return to the starting line. On their arrival, they clap the hands of the second postmen who continue the race to deposit another envelope in the second letterbox placed further on the corridors. The game continues until the PO boxes are empty. The winners are applauded.

3. **Game development variables:** Packages instead of envelopes.

4. **Material :**

5. Baskets, balloons of different colors, ropes, gypsum powder, cardboard boxes (letter boxes).

6. **Illustrative support :**





## **The unpredictable balloon**

**1. Object of the game:** To play and prevent the ball from going between the legs.

**2. Organization and tasks to be carried out:**

The educator divides the children into small circles. Legs apart, the children stick their feet together, each holding a soft ball. At the first signal from the educator:

- children aim at their non-attentive classmates to pass the soft ball between their legs;
- children prevent the ball from passing between them with their legs apart, using their hands, head, shoulders or chest;
- At the educator's second signal:
- the children collect the balloons and get back into a play situation;
- children whose ball has passed between their legs should turn around and continue to play upside down.

Instructions: During the game, the children keep their feet glued to each other with their legs apart.

**3. Game development variables:**

Vary the size of the circles while keeping the same number of children which would force them to spread their legs further apart.

**4. Material :** Soft balls, hoops, gypsum powdern, ropes, studs.

**5. Illustrative support**







## Balloon in the sky

1. **Object of the game:** To move according to the movements of a ball, and to cooperate to prevent it from falling to the ground.

2. **Organization and tasks to be carried out:**

The educator divides the children into small groups identified by different colored bibs, each with a very light inflatable ball.

At the educator's signal:

- One child from each team throws the ball in the air;
- Each team gets organized and hits the ball hard upwards to keep it from falling to the ground.

3. **Game development variables:**

- Allow a certain number of rebounds before collecting the ball.
- Reduce the number of players.

4. **Material :**

Inflatable light balloons - ropes - gypsum powder - Zone delimitation objects.

5. **Illustrative support :**





## Rabbit hunting

1. **Object of the game:** To hit the rabbits by the ball and avoid being hit

2. **Organization and tasks to be carried out:**

The educator designates children to play the role of hunters in the forest (equipped play area) who shoot the rabbits with foam balls, while the other children stand in the middle of the forest to play the role of rabbits.

At the signal:

- the rabbit children run in the forest;
- child hunters placed outside the forest, shoot them with light bullets;
- the child hit by the bullet sits in place and becomes a prisoner;
- the child who catches the ball before it falls becomes a hunter;
- If the child prisoner is touched by mistake, he is released.

3. **Game development variables:**

Vary the number of rabbits and hunters.

4. **Material :**

Inflatable light balloons - ropes - gypsum powder - Zone delimitation objects.

5. **Illustrative support :**





## The town crier

1. **Object of the game:** Respond to the sound signal (hear his first name) to catch the ball before it falls to the ground.

2. **Organization and tasks to be carried out:**

The educator organizes the children in a large circle and then designates a first name crier placed in the middle of the circle. At the signal:

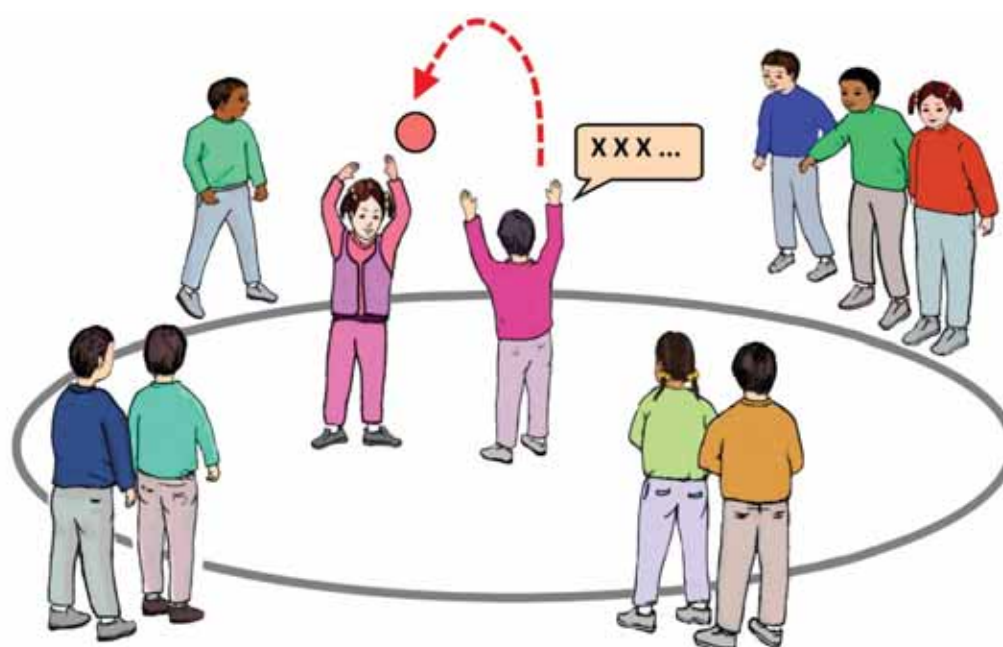
- the child in the middle of the circle calls out a first name and throws the ball into the air;
- the child who hears his name, quickly enters the circle, and tries to touch the ball before it falls.

3. **Game development variables:**

- Catch the ball;
- Vary the size of the ball.

4. **Material:** Lightweight balloons - strings - gypsum powder.

5. **Illustrative support :**





## Jump rope

1. **Object of the game:** Jump at the passage of the rope.

2. **Organization and tasks to be carried out:**

The educator hands out ropes to the children, dividing them into groups of 3, then designates two of them to hold the end of the rope.

At the educator's signal:

- the children holding the ends of the rope swing it from right to left;
- the third child jumps over to the rhythm of the passages of the rope;

Once the task is completed, the children switch roles.

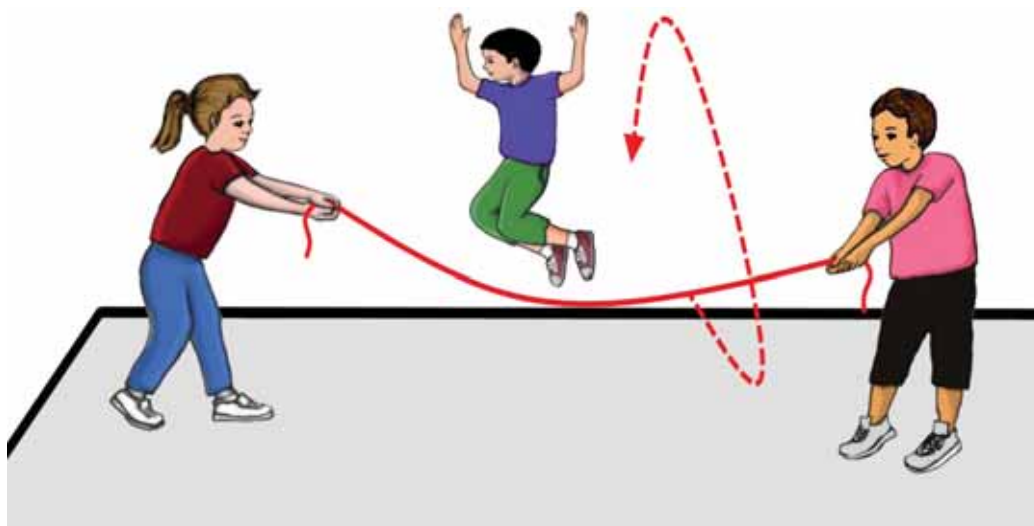
3. **Game development variables:**

- jump with feet together;
- chain 2, 3, or several jumps according to the abilities of each child.

4. **Material :**

Ropes for jumping

5. **Illustrative support :**





## Touch-freeze

1. **Object of the game:** Run away to escape the snowman.

2. **Organization and tasks to be carried out:**

The educator designates a child (distinguished by a white vest) to play the role of the snowman while the other children are scattered over the entire surface of the game.

At the educator's signal:

- the snowman runs to touch the other children who run away from him;
- each affected child becomes immobilized (becomes frozen);
- the game ends when the snowman freezes all the children.

3. **Game development variables:**

- Each free child can clap a frozen child's hand to free him.
- Designate several snowmen.

4. **Material :**

White vest or bib - different colored vests.

5. **Illustrative support :**







## Hopscotch game

1. **Object of the game:** Reach the hopscotch terrace.

2. **Organization and tasks to be carried out:**

On the ground, the educator materializes (traces) "hopscotch" playing surfaces with solitary, double and neighboring boxes. She divides the children into small groups with the number of hopscotch. Each group has a flat wooden or plastic object (as a pebble). At the educator's signal, each child makes a round trip from the first box, respecting the following instructions;

- jump on 1 foot in solitary squares and on 2 feet in neighboring double squares without touching the edges of the squares;
- only one foot is allowed in each box;
- if there is a mistake, the child skips his turn and then picks up where he left off;
- the child can put both feet in the terrace box to make the return;

The children applaud the winning team who completed the course before the others.

3. **Game development variables :**

- Pebble on space 1: course on the right foot.
- Pebble on space 2: route on the left foot.

4. **Material :** Gypsum powder or chalk for tracing - vests - wooden or plastic object.

5. **Illustrative support :**





## Push-Roll

1. **Object of the game:** Push and roll back.
2. **Organization and tasks to be carried out:**

The educator went back to class in pairs. Each child sits cross-legged across from the other on a mat. At the educator's signal:

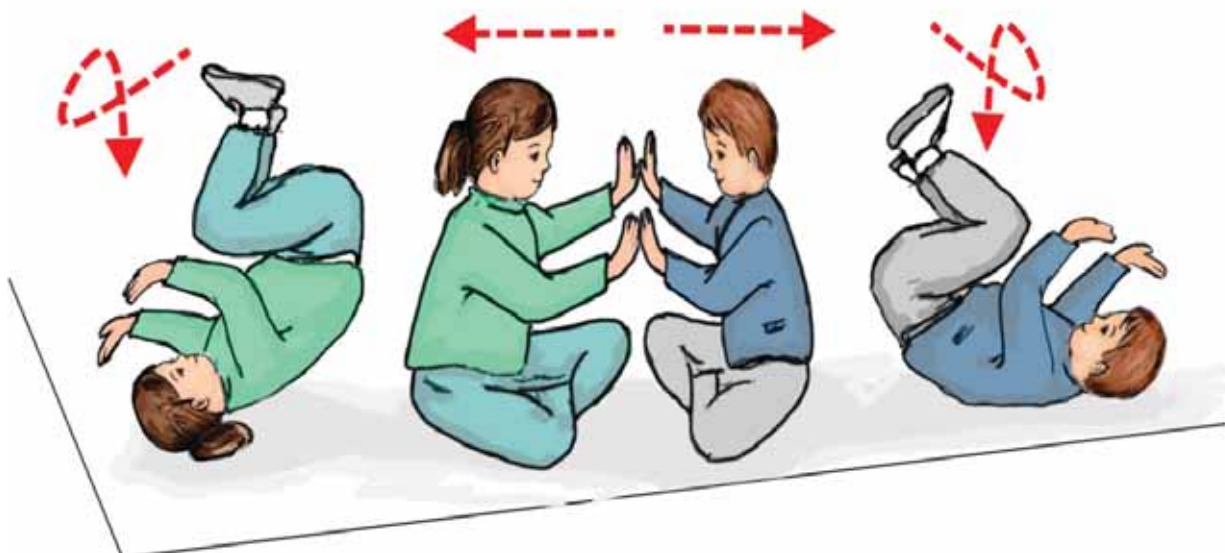
- each pair performs a series of applause;
- at the fifth round of applause, each child performs a push strike in the other's hands, strong enough to tip backwards, back rounded, then come back forward;
- after returning to a sitting position, they repeat the same task several times.

3. **Game development variables:**

After pushing each other back, the children try (depending on their ability) to perform a full back roll.

4. **Material :** Vests - mats.

5. **Illustrative support :**





## **Balance game**

- 1. Object of the game:** To balance on a part of the body.
- 2. Organization and tasks to be carried out:**

The educator materializes (traces) two courses each comprising different balance workshops (straight lines; parallel lines; slalom lines; serpentine lines, curves, etc.). Then, she divides the children into 2 groups, each putting themselves in front of their own course.

At the teacher's signal, the children go through the different workshops one by one, balancing on the lines drawn. They can have a balance on one foot (the stork) or on the buttocks (a plate). Then the children try to do the same task with their eyes closed.

- 3. Game development variables:**

- Vary the start: in pairs, hold hands, with feet touching, and stretch out arms to balance each other.
- Balance while holding a full bag

- 4. Material :** Gypsum powder, studs, ropes.

- 5. Illustrative support :**





## Jumping game

1. **Object of the game:** Jump high, jump long.

2. **Organization and tasks to be carried out:**

The educator materializes (traces) two courses on the ground with a start line and a finish line. She places hoops (or draws circles) spaced between them. Then, she hangs objects from a clothesline crossing each path. Then she divides the children into two groups who stand on the starting line each in front of their course.

The game consists of completing the course by jumping from one hoop to another to touch the hanging objects. The departure of the next child is authorized by crossing the finish line by his comrade. He must follow the same route.

Children complete the course by jumping once on one foot and once on two feet. Each child follows the course three times.

3. **Game development variables:**

- Put more hanging objects.
- Vary the types of jumps: Jumping with one foot in the hoops, jumping with both feet in the circles, running and jumping over the circles.

4. **Material :** Elastic, inflatable light balls, scarves, hoops, benches, mats.

5. **Illustrative support :**





## Puddles

1. **Object of the game:** Run and jump over puddles.
2. **Organization and tasks to be carried out:**

The educator sets up three courses of puddles with a start line and a finish line, then divides the children into 3 groups. Each group stands on the starting line in front of its course

At the educator's signal, the first child in each group successively crosses the puddles without stopping. When the first child reaches the finish line, the second child in their group will start to perform the same task. The game continues until all the children complete the course. Each child repeats the course 3 times.

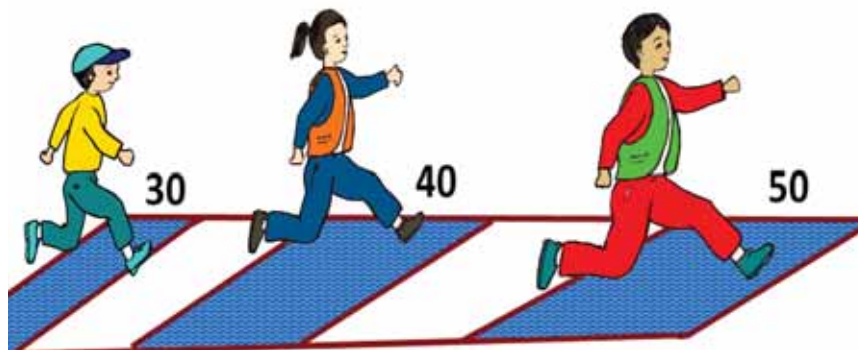
3. **Game development variables:**

- Vary the diameter of the puddle.
- Vary the distance between the puddles.

4. **Material :**

Carpet (puddles), Gypsum powder or chalk for tracing, studs, slats, ropes or any secure object.

5. **Illustrative support :**







## Dance-Stop

1. **Object of the game:** To come to a standstill when the music is stopped..

2. **Organization and tasks to be carried out:**

The educator sets up a space for the children to do dance movements and places a music player next to this space.

The educator turns on the music, the children start dancing, but as soon as she stops the music, the children stop for 5 seconds. Children who continue to move when the music stops, pause for 2 minutes, then resume dancing. The children applaud the winner.

If there is no music player, you can use a sound object (tom-tom, whistle, voice, etc.).

3. **Game development variables:**

- When the music stops, the children stand in pairs or on one foot.

4. **Material :**

Gypsum powder , strings, studs, music player with speakers (loudspeakers), whistle, tom-tom, ...

5. **Illustrative support :**







## I shoot and I keep

1. **Object of the game:** Aim for a goal, and be a goalkeeper.

2. **Organization and tasks to be carried out:**

The educator places goal posts 1m wide (or materializes goals with objects or blocks). Then, she organizes the children into small groups. A child is designated to play the role of goalkeeper. The other children (the shooters) line up two meters from the goal line.

Each attacker has a soft or foam ball.

At the educator's signal:

- the child in front of the goal shoots the ball or pushes it by the foot, throws it or rolls it by hand while aiming at the goal;
- the goalkeeper tries to protect his goal by stopping the ball with his hands, feet or body;
- the children change roles: once goalkeeper, once shooter.

3. **Game development variables:**

- Vary the distance between the shooter and the goal.
- Vary the size of the goal.

4. **Material :**

5. Goal posts - posts with elastic - soft balls - ropes - studs - hoops - hot..

6. **Illustrative support :**





## Ribbons in motion

1. **Object of the game:** Discover different movements by manipulating a ribbon.

2. **Organization and tasks to be carried out:**

The children are scattered around a play area. Each of them holds a ribbon in their hand. At the educator's signal:

- the children try to do various movements with the ribbon (an eight, waves, a rainbow, a spiral, a circle, etc.);
- as instructed by the educator, the children move their ribbon using the whole arm, forearm or wrist;
- the children perform the previous tasks once with the left hand, once with the right hand.

3. **Game development variables:**

- Draw shapes to imitate by the movements of the ribbon.

4. **Material :** Ribbons, studs, whistle, bibs or vests.

5. **Illustrative support :**





## The rolling ball

1. **Object of the game:** To roll the ball according to the circuit.

2. **Organization and tasks to be carried out:**

The educator sets up circuits with a start line and a finish line. Then she divides the children into small groups. Each group is placed on the start line in front of their circuit and each child is provided with a ball and a light plastic stick. At the educator's signal:

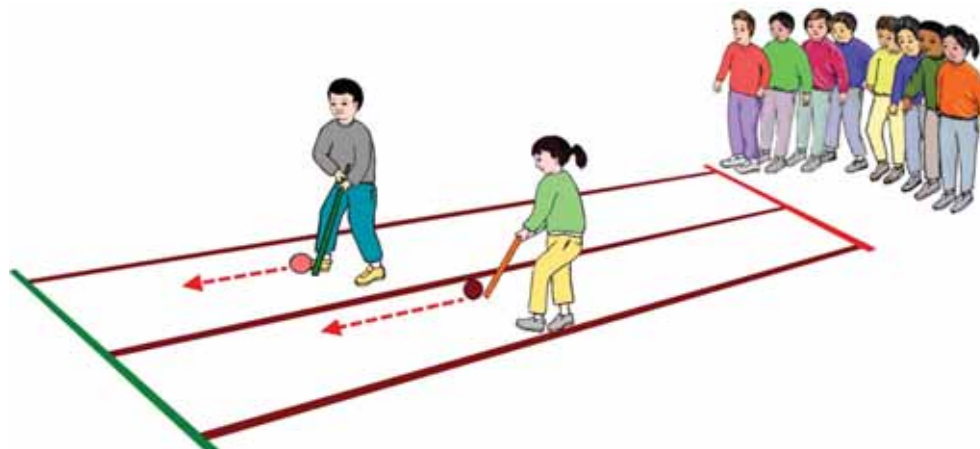
- the first child in each group rolls his ball on the ground with a stick which he holds with both hands in the direction of the circuit;
- the next child in each group starts to complete the circuit as soon as his friend reaches the finish line;
- the game continues until all the children complete the circuit;
- each child performs the circuit three times.

3. **Game development variables:**

- Children can use the foot to move the ball instead of the stick.
- To have more fun and increase the difficulty, create a slalom race.

4. **Material :** Sticks - small balloons - ropes, studs, Gypsum powdern, tracing object.

5. **Illustrative support :**





## **The balance**

**1. Object of the game:** Keep the filled bag balanced on a part of the body as long as possible.

**2. Organization and tasks to be carried out:**

The educator asks the children to spread out throughout the play area and each child has a small bag filled with light objects (seeds or other).

- when the educator pronounces the word "head", the children keep the filled small bag balanced on the head;

- when the educator pronounces the word "shoulder", the children hold the filled small bag balanced on one shoulder;

- The educator continues the game by pronouncing a part of the body each time (the nose, an ear; between the legs, knees, toes and elbows, etc.).

**3. Game development variables:**

Children repeat the same tasks, keeping the bag balanced for a while. The educator announces the time taken for each task.

**4. Material :**

Small bags filled with seeds or other assimilable objects.

**5. Illustrative support :**





## **In the forest**

- 1. Object of the game:** To imitate the different gaits of an animal.
- 2. Organization and tasks to be carried out:**

The educator holds large plimeos of different animals (Camel, rabbit, frog, cat, dog, goat, snake, monkey ...) and stands in front of the children who are organized in several waves.

When the educator shows the children a picture of a given animal, they react by imitating the known gestures of that animal, but also its cry.

- 3. Game development variables:**

Play to the beat of the music by inviting children to dance like animals and freeze when the music stops.

- 4. Material :**

Plimeos of animals, music player with speakers, hoops.

- 5. Illustrative support :**





## Set of balloons

1. **Object of the game:** To discover different movements with the ball.

2. **Organization and tasks to be carried out:**

The children stand on a play area, each holding a ball.

At the educator's signal:

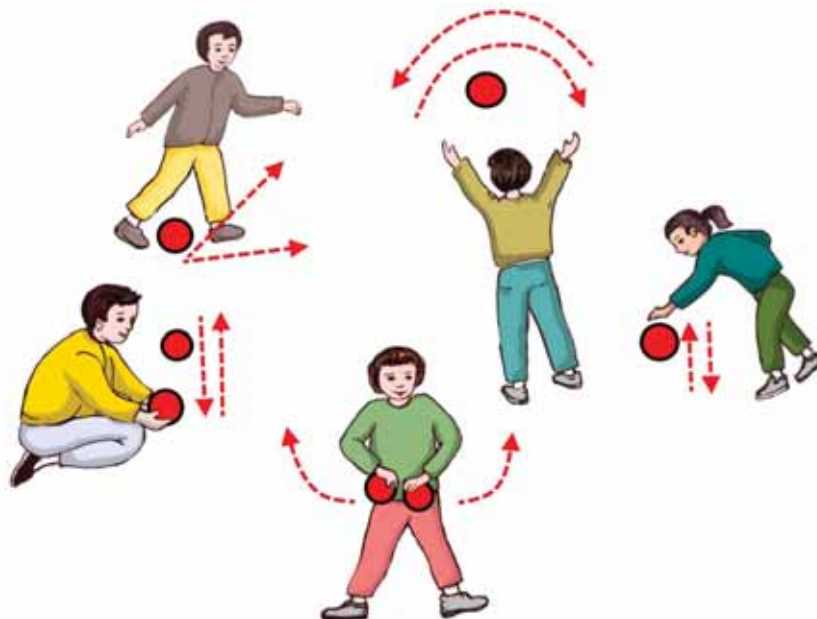
- the children try various possible movements with the ball (dribbling, throwing high in the sky, backwards, between the legs, on the knees, on the head, rolling the ball on the ground...);
- the educator moves, solicits and encourages the various motor responses that appear.

3. **Game development variables:**

The educator designates some children to play with their ball so that the other children try to imitate them.

4. **Material :** Balloons, studs, Gypsum powder.

5. **Illustrative support :**







## Set of hoops

1. **Object of the game:** To discover the different movements with the hoop.

2. **Organization and tasks to be carried out:**

The children each with a hula hoop are scattered on a playing surface.

At the educator's signal :

- each child tries to discover the different possible movements with his hoop (throwing, catching, turning his hoop around his wrist, rolling ...);
- the educator moves, solicits and encourages the various motor responses that appear.

3. **Game development variables:**

The educator points out some children to play with their hoops so that the other children try to imitate them.

4. **Material :**

Hoops, ropes, studs, Gypsum powder ...

5. **Illustrative support :**





## Shuttle

1. **Object of the game:** To run fast to land or to retrieve the ball.

2. **Organization and tasks to be carried out:**

The educator materializes (traces) corridors with a start line A, a finish line B and a line C which crosses the middle of the corridors. Then, she divides the children into pairs. One child carrying a ball (player number 1), the other child without a ball (player number 2). All the groups stand in front of the lanes behind the start line. At the educator's signal:

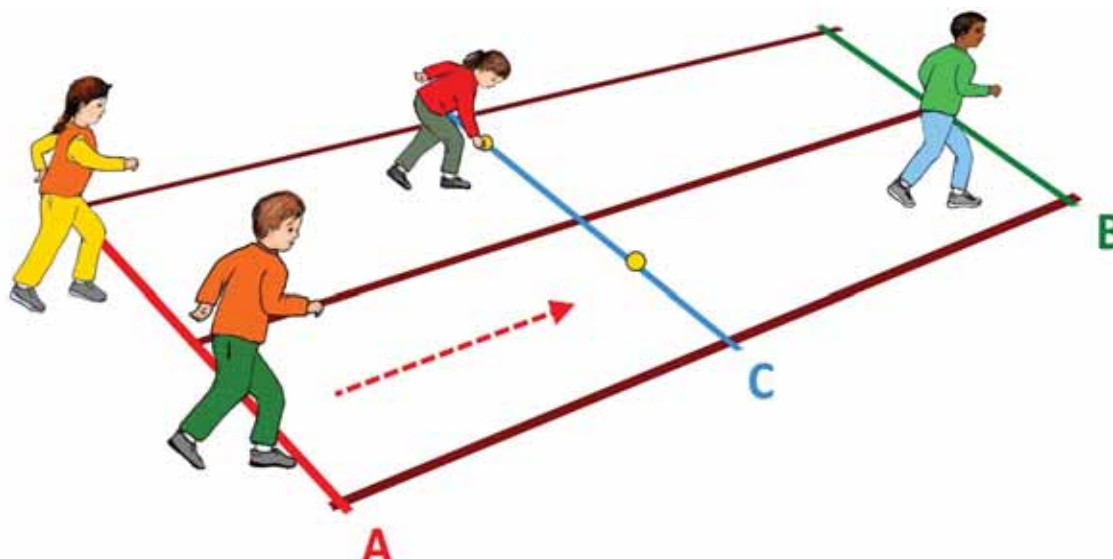
- player number 1 of each pair, runs to line B after placing the ball on line C;
- the instant the ball is placed on line C, player number 2 of the pair runs off, retrieves the ball and joins player number 1 on line B as quickly as possible.

3. **Game development variables:**

- Vary the distance to be covered.
- Divide the children into trinomials.

4. **Material:** Balloons, ropes, studs, Gypsum powder.

5. **Illustrative support :**





## The fisherman's net

**1. Object of the game:** To flee by crossing the fishermen's net; Prevent the exit of the fish. run fast to land or to retrieve the ball.

**2. Organization and tasks to be carried out:**

The educator divides the children into two groups, one stands in a circle to form the net (the fishermen), the other divides himself outside the net (the fish).

The educator asks the fishermen to choose a password among themselves (song word, number or other). At the educator's signal:

- the fishermen start to sing and the fish cross the net;
- when the fishermen hear the password, they come closer to tighten the meshes of the net and prevent the fish from coming out;
- the fish caught in the net become fishermen and the net gets bigger;
- The game continues until all the children become fishermen.

**3. Game development variables:**

- Two teams of fish (blue and red) are set up.
- Establish a rule for the passage of fish (between the legs, under the arms...).

**Material :** Vests, bibs, whistle.

**4. Illustrative support :**





## Fill the basket

**1. Object of the game:** Fill the educator's basket.

**2. Organization and tasks to be carried out:**

The educator stands in the middle of the playing surface and places in front of her a basket containing several objects (Balloons, rings ...), while the children are scattered far from the basket. At the signal:

- the educator empties the basket by scattering the objects it contains;
- the children must go and find the objects she threw and put them back in the basket (crate);
- the educator should only throw one object at a time;
- if after one minute there are no more items in the basket, the educator wins. If there are any items left in the basket, the children win.

**3. Game development variables :**

- Vary the number of objects.
- Vary the size and shapes of the objects to be thrown (balls, scarves, rings, etc.).
- Several objects can be transported at the same time.

**4. Material:** Baskets, balloons, rings, objects, studs.

**5. Illustrative support :**





## Ali said

**1. Object of the game:** After hearing “Ali said ...” I complete the requested action.

**2. Organization and tasks to be carried out:**

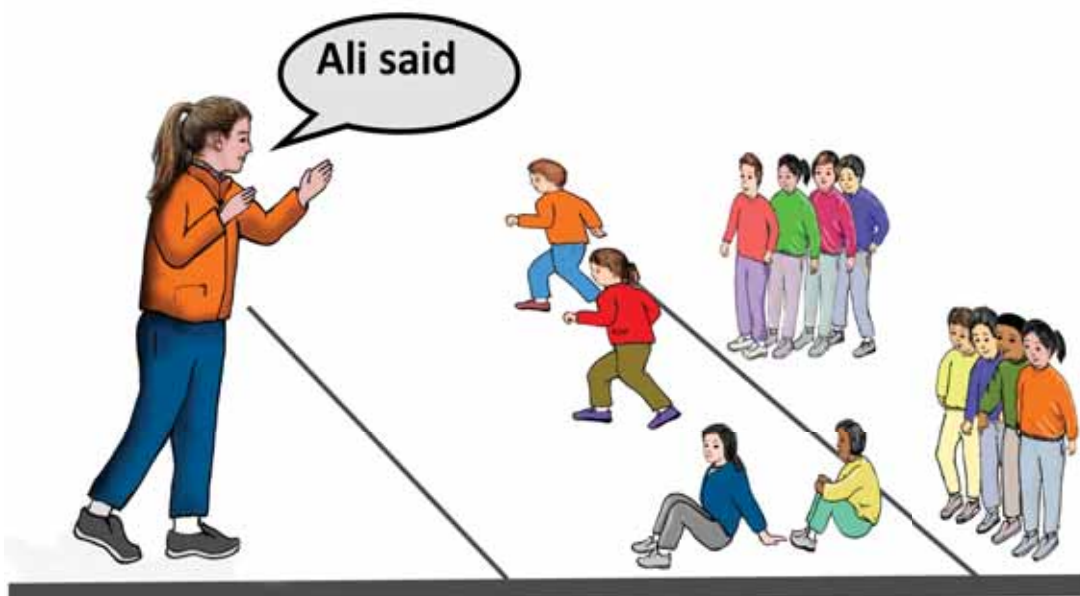
In front of her, the educator organizes the children in several waves on spaced lines drawn on the ground.

- The educator begins the formula “Ali said ...” by making a gesture (sit down, raise your arms, bend down);
- the children perform the gesture requested by the educator, when she precedes her request by the formula “Ali said ...”;
- the children move by walking, jumping, chasing ..., if the command is not preceded by “Ali said ...”;
- the children applaud each request respected by all the participants.

**3. Game development variables:** Designate a child to say the command.

**4. Material :** Ropes- plots- Gypsum powder...

**5. Illustrative support :**







## The caged rabbit

**1. Object of the game:** To prevent the rabbit from escaping from the cage.

**2. Organization and tasks to be carried out:**

Children hold hands to form a circle, playing the role of guardian. In the middle of these, a child is placed to play the role of the rabbit.

At the educator's signal:

- the rabbit tries to get out of its cage by slipping between the children;
- the guards do not let go of their hands, and must prevent the rabbit from coming out by getting into a squatting position.
- the guards are not allowed to seize the rabbit.

**3. Game development variables:**

- Put more than one rabbit in the cage.
- Give a precise time to leave the cage (1 minute for example).signate a child to say the command.

**4. Material :** Vests, bibs, whistle.

**5. Illustrative support :**







## Movements and imprints

**1. Object of the game:** Put your feet and hands on the corresponding prints.

**2. Organization and tasks to be carried out:**

On the ground, the educator materializes (traces) a corridor marked out by a set of prints of hands and feet (right and left).

At the educator's signal :

- children move by putting their feet and hands respectively on the corresponding footprints in turn ;
- they continue their walk on all fours (respecting the footprints) until the end of the corridor.

**3. Game development variables :**

- When the children become familiar with the activity, the educator can move the footprints away from each other.
- Use prints of different colors and the child matches them.

**4. Material :**

Hand and foot stickers - assimilable objects.

**5. Illustrative support :**





## Rhythm and movement

**1. Object of the game:** To imagine a movement and to execute it.

**2. Organization and tasks to be carried out:**

The educator organizes the children into several waves and designates a child leader in front of his classmates.

- the educator asks the child leader to imagine a movement (made of hopping, bowing, etc.) and to perform it in front of the others, accompanying it with a rhythmic sound ;
- the children imitate the leader in his movements by following the rhythmic sound three times;
- the children pass successively through the role of leader.

**3. Game development variables :**

Children can help each other invent movements and designate a volunteer to perform them.

**4. Material :** Bibs or vests.

**5. Illustrative support :**





## Statue game

**1. Object of the game:** Alternation between movements and stopping at the signal.

**2. Organization and tasks to be carried out:**

The educator stands in front of the children divided into rows.

First time :

- the educator moves in all directions, making any gestures;
- children must imitate the movements and gestures of the educator;
- at the signal they must remain motionless;
- - the child who is not still remains seated during one turn of the game.

Second step:

- the game is played in the same way, the educator moves around and makes gestures, but this time the children must sit at the signal;
- the child who is not seated remains standing during a turn.

**3. Game development variables :**

The immobilization positions can be: squatting, standing on one leg, on all four "legs" ...

**4. Material :** Bibs or vests.

**5. Illustrative support :**





## The cat, the hens and the chicks

**1. Object of the game:** Catch a chick or find a mother hen so as not to get caught by the cat.

### 2. Organization and tasks to be carried out:

On a plot limited by plots, the educator divides the children into two equal groups, one with bibs playing the role of hens and the other without bibs playing the role of chicks, then designates a child to be the cat. At the signal:

- the hens and chicks roam separately while the cat pretends to sleep;
- when the cat meows, the hens stop, each chick must find a mother without being touched by the cat;
- if a chick is touched by the cat, the game stops;
- play two or three games with the same cat and the same hens, then switch roles.

### 3. Game development variables :

- Increase the number of the group of chicks by two so that it exceeds the number of hens.
- Increase the number of cats to catch the chicks.

### 4. Material: Plots- Bibs or vests.

### 5. Illustrative support :





## House cleaning

**1. Object of the game:** have as few balloons as possible in the house.

**2. Organization and tasks to be carried out:**

The educator materializes (traces) two concentric circles and places ten balloons inside the inner circle (the house), then divides the children into two groups. One sits inside the inner circle (cleaners) the other outside the outer circle (keepers). The space between the two circles is said to be a “forbidden zone”.

At the educator’s signal:

- the cleaners throw the balloons out of the house;
- the guards send them back inside;
- no one has the right to enter the prohibited area;
- Each part lasts about 2 to 4 minutes;
- at the end of the game, the children count the number of balloons remaining in the house;

At the end of Part 1, the two groups of children switch roles.

**3. Game development variables :**

- Vary the size of the prohibited area.
- Vary the size and / or shape of the balloons.

**4. Material:** Balloons - Plots - baskets - ropes - hoops - gypsum powder - whistle.

**5. Illustrative support :**







## The hunter falcon

**1. Object of the game:** Fill the empty crate while escaping the hawk.

**2. Organization and tasks to be carried out:**

The educator (the hawk) provides three boxes: one for herself and two for the children, one of which is filled with objects and the other empty intended to receive the objects transported.

At the educator's signal:

- each child carries an object and tries to put it in the empty crate;
- the educator (the hawk) tries to touch the children to recover the transported objects;
- children dodge the hawk so as not to be hit.

**3. Game development variables :**

- Mark the trajectories of the children.
- Affected children become hawks.

**4. Material :**

Baskets - balls - plots - vests or bibs - whistle - benches.

**5. Illustrative support :**







## The clock

**1. Object of the game:** Pass and catch the ball.

**2. Organization and tasks to be carried out:**

The educator materializes (traces) four clocks on the floor and places a balloon on each as a needle. Then she organizes the children into four groups and places them each on a clock. At the educator's signal:

- the children in each group pass the ball to each other without it falling, following the direction of the clock hand (1 turn = 1 hour);
- children must complete the maximum number of laps.

**3. Game development variables :**

- Vary the space between the children of the same group to modify the type of passes (rebound);
- Vary the size of the balloons.

**4. Material :** Ropes - hoops - slats - balloons - slats - vests or bibs - Gypsum powder.

**5. Illustrative support :**





## Traffic lights

**1. Object of the game:** To move according to the traffic light.

**2. Organization and tasks to be carried out:**

The educator materializes (traces) a route and places signs in the form of traffic lights with different colors (red, green, orange). At the signal:

- the children move on the course while respecting the signs:

- Red = stop

- Orange = walk very slowly

- Green = walk quickly.

3. Game development variables

**3. Game development variables :**

- Children can move around on all fours, or while sitting.

- Change the signage:

- Red = stop

- Yellow = go backwards

- Green = advance normally

**4. Material :**

Posts - cardboard with images of traffic lights - ropes - studs - Gypsum powder.

**5. Illustrative support :**





## **The bus**

**1. Object of the game:** To simulate and imitate an action.

**2. Organization and tasks to be carried out:**

The children sit on chairs arranged in 2 parallel rows between which, in front, sits a child who plays the role of driver. At the signal:

- the child driver simulates the movements of the bus (leans to the right, to the left, accelerates, brakes, backs up.);
- children imitate the movements of the bus.

**3. Game development variables :**

Use two to three buses, one behind the other, simulate one stationary and the other behind in motion.

**4. Material :**

Chairs - studs - ropes - vests or bibs.

**5. Illustrative support :**





## Games 1, 2, 3, SUN

**1. Object of the game:** Advance to the wall without delay.

**2. Organization and tasks to be carried out:**

The children are on a starting line facing a wall, and, a few meters away, the educator has her back to the children. At the signal:

- the educator counts to 3, the children move quickly towards the wall. The first to hit the wall wins;

- the educator says the word "sun" and turns around, the children stop moving. The child who is not still takes a step back.

**3. Game development variables :**

- Change the rhythm of the rhyme "one, two, three, sun".

**4. Material :**

Vests or bibs - Plots.

**5. Illustrative support :**





## The train / the caravan

**1. Object of the game:** To move in a group like a train.

**2. Organization and tasks to be carried out:**

The educator materializes (traces) a circular corridor in the form of train tracks. Outside the drawn circle, she places 4 chairs far from each other to designate the stopping stations. Then she divides the children into five groups and asks the first group to stand in the hallway and play the role of train car. She asks the other groups to each line up in front of one of the chairs (station) to act as travelers.

At the educator's first whistle: The children playing the role of the train move to the nearest station. The train stops to carry another traveler;

At the second whistle: children, continue their journey to the next station to carry another traveler;

At each whistle the train carries passengers from the other stations ;

- the game ends when there are no more travelers at the stations.

**3. Game development variables :**

The educator can suggest getting one child off the train and getting on another."

**4. Material:** Gypsum powder, ropes, studs, chairs, vests or bibs, whistles.

**5. Illustrative support :**







## Zigzag

**1. Object of the game:** To move in a group like a train.

**2. Organization and tasks to be carried out:**

The educator forms two groups of children (A) and (B) organized in two parallel chains spaced apart a certain distance from each other.

She gives a wand to the first child in the group (A). At the signal:

- the child of group A holding the short stick to pass it to the first child of group (B);
- the child who receives the wand runs in turn to the second child in the group (A) and gives him the wand;
- the game continues until the wand reaches the last child of the two groups.

**3. Game development variables :**

- Replace the stick with a ball to pass.
- Increase the distance between the two chains and between the children.

**4. Material:** Gypsum powder, ropes, studs, stick, chairs, vests or bibs, whistle.

**5. Illustrative support :**







## The delivery guy

**1. Object of the game:** Deliver the order as quickly as possible.

**2. Organization and tasks to be carried out :**

The educator organizes the children into 4 small groups, each aligned behind a line, each two groups face to face: group A faces group B, and group C faces group D. Then, she places a box full of various objects (the controls) to the number of children next to each group. At the educator's signal:

- the first child of groups A and C place the order by shouting the name of an object, as soon as the order is heard, the first children of groups B and D take an object from the box (the order) and run to deliver it to the group in front of him, place it next to the cash register, and stand at the end of the line.
- as soon as the first order is delivered, the second child of groups B and D place their orders, as soon as the order is heard, the second children of groups A and C take an object from the cash register and run to deliver it to the group in front of him, place it next to the cash register, and stand at the end of the line and so on.

**3. Game development variables :**

- Vary the distance between the groups that are face to face.
- Associate the order with the name of the delivery person.

**4. Material:** Gypsum powder, ropes, studs, baskets, objects, vests or bibs, whistle.

**5. Illustrative support :**





## Bowls

**1. Object of the game:** To throw or roll the ball towards a marked target on the ground.

**2. Organization and tasks to be carried out :**

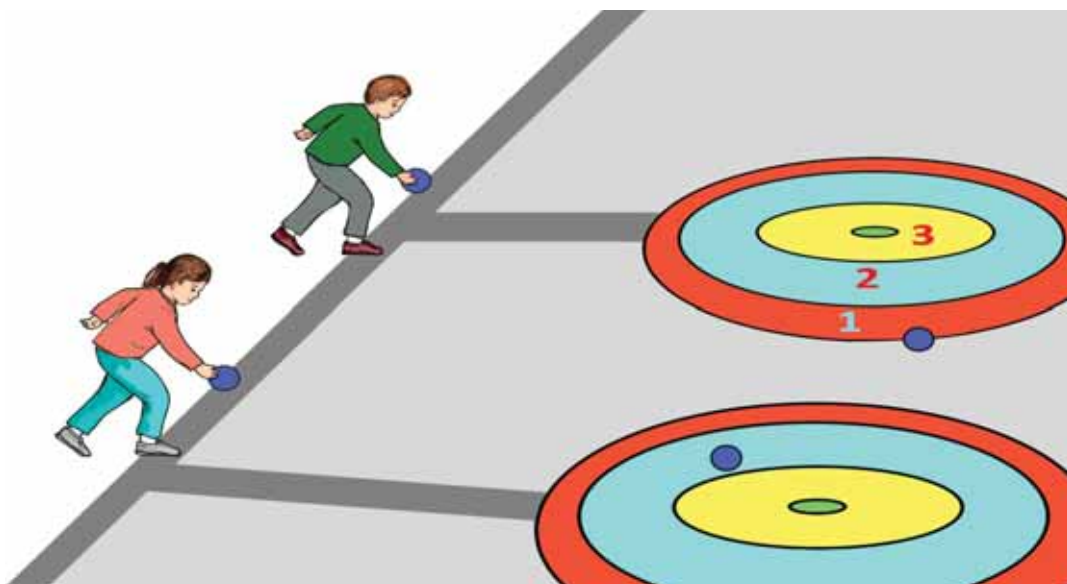
The educator materializes (traces) three concentric circles on the ground (circle 1, circle 2, circle 3) and a target in the center. It also materializes a throw line with a few putting circles. First, She asks the children located on the throwing line to roll the ball by targeting the center of the 3 circles. Second, she asks the children to throw the balls instead of rolling them. Third, children can either throw or roll the ball. Each time the ball is stopped, the educator says the number of the zone (circle).

**3. Game development variables :**

The educator can move away from the starting line.

**4. Material:** Gypsum powder, ropes, studs, balls, vests or bibs.

**5. Illustrative support :**





## The treasure hunt

**1. Object of the game:** Search for the treasure as far as possible.

**2. Organization and tasks to be carried out :**

The educator materializes (traces) a course marked by plots with a start line and a finish line then divides the children into two groups (A) and (B). The children of group (A) stand on either side of the course 2 meters from each other, each holding several ribbons (treasures), while the children of group (B) stand on the line to start the game. At the signal:

- one of the children of group (B) runs the course for one minute, collecting the ribbons that the children of group (A) hold out to him;
- the runner tries to go as far as possible to bring back the biggest treasure (the greatest number of ribbons);
- the game continues, the children follow one another to play;
- each game turn lasts one minute;
- the groups switch roles.

**3. Game development variables :**

- Run on level ground, with turns.
- Vary the length of the course.

**4. Material:** Different colored ribbons, studs, Gypsum powder, ropes, vests or bibs.

**5. Illustrative support :**





## The magnet

**1. Object of the game:** Magnetize as many children as possible or run away from magnetism.

**2. Organization and tasks to be carried out :**

The children form a circle around the educator. This designates a child to play the role of magnet. At the educator's signal:

- children run in all directions;
- the designated child (magnet), tries to catch another child to magnetize him ;
- hand in hand, the two of them will try to catch a third and so on until all the children are magnetized.

**3. Game development variables :**

The game can be evolved by blindfolding the children while remaining attached except the educator who will serve as their guide.

**4. Material:** Vests or bibs, ropes, studs, ribbon.

**5. Illustrative support :**





## Harvesting vegetables

**1. Object of the game:** Collect as many vegetables as possible.

**2. Organization and tasks to be carried out :**

The educator materializes (traces) tiles (vegetable fields) on the corners of the game surface and places a sufficient number of objects (plastic vegetables / cardstock) in the center of each one. The educator forms 4 groups of children. Each group stands at 1 meter from its field. At the educator's signal:

- one child from each group runs to their field to collect a vegetable and places it outside the field. Immediately, the next child sets off to perform the same task;
- the game continues until the end of the harvest;
- the educator limits the playing time.

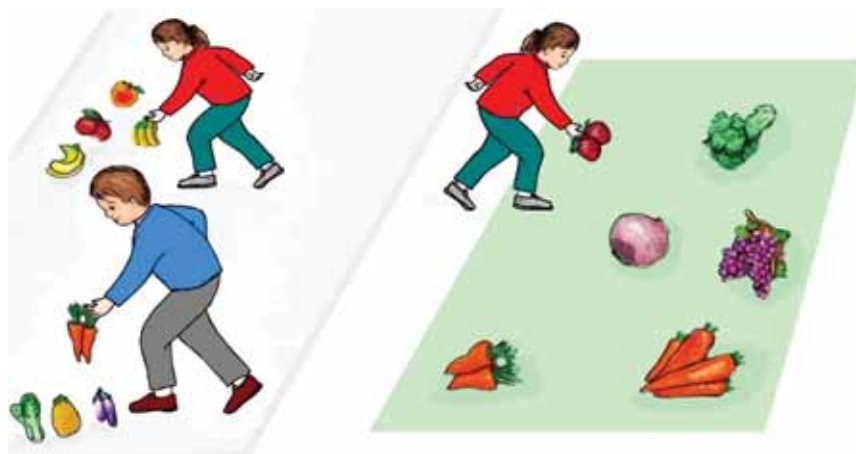
**3. Game development variables :**

- Vary the distance between the field and the location of the children.
- Go to the field by jumping or feet together.

**4. Material :**

Gypsum powder or object of tracing or materialization, studs, vests or bibs, plastic vegetables, various objects ....

**5. Illustrative support :**







## Procession of candles

**1. Object of the game:** Reach the finish line without dropping the candles.

**2. Organization and tasks to be carried out :**

The educator materializes (traces) 4 lanes with a start line and a finish line. Then, on the start line of each lane, she puts a bin full of paper cylinders considered as candles (eg: empty rolls of kitchen paper or toilet paper...) and an empty tray. On the finish line she puts an empty bin. Afterwards, she organizes 4 groups of children, each lining up in front of their own starting line. At the educator's signal:

- the first child of each group fills the board with rollers (candles);
- then he puts it on his head and carries it by walking towards the empty bin;
- finally he empties his tray in the bin and returns to give it to the next child so that he can do the same task;
- if one of the rolls falls to the ground during transport, the child turns around and delivers the tray to the child following him.

**3. Game development variables :**

- Vary the distance between the field and the location of the children.
- Go to the field by jumping or feet together.

**4. Material :**

Gypsum powder or object of tracing or materialization, blocks, vests or bibs, paper cylinders (empty rolls of kitchen paper or toilet paper ...), tray, baskets, various objects.

**5. Illustrative support :**







## A fox in the farmyard

**1. Object of the game:** To flee so as not to be torn off the feathers and to tear off as many feathers as possible.

**2. Organization and tasks to be carried out :**

On a playing surface, each child wears a scarf suspended from his belt as a feather to play the role of hen except one child whom the educator designates to play the role of fox. At the 1st signal: the children (the hens) disperse by walking on the surface of the game. At the 2nd signal: the fox runs after the hens to tear off the feather attached to the belt.

Any child who loses his feather becomes a fox.

**3. Game development variables :**

Increase the surface of the game, the hens are provided with 2 or 3 feathers, designate more than one fox.

**4. Material :** Ribbons, vests or bibs, studs.

**5. Illustrative support :**





## Keep pace

**1. Object of the game:** perform different rhythmic movements.

**2. Organization and tasks to be carried out :**

The educator divides the playing surface into 2 zones and on a corner she places a music player, then she divides the children into 2 groups. On the signal, the educator plays music:

- firstly, the children listen attentively to the music;
- in a second step, each group enters its zone and performs a maximum of movements and displacements individually and in harmony with the rhythm of the music, then in pairs, then in circles.

All movements and movements of the children are encouraged by the educator.

**3. Game development variables :**

Children can create a simple choreography individually and then in children.

**4. Material:** A music player with the loudspeakers or similar objects.

**5. Illustrative support :**





## **The duck dance**

**1. Object of the game:** Get to the pond as soon as possible.

**2. Organization and tasks to be carried out :**

The educator divides the play space into 4 zones and materializes (traces) in the middle of each zone a circle colored in blue which represents a pond. In a corner, she sets up a music player. Then, she organizes the children into 4 small groups. Each group is dispersed in a play area at a distance from the circle (starting point). On the signal, the educator plays music:

- children dance to the rhythm of the music;
- when the music stops, the children squat down, their hands placed on the ankles, and move towards the pond (the circle);
- children applaud the first group arriving at the pond.
- the game can be repeated only after a few seconds of respite, because this exercise works the thighs a lot, and children can get tired quickly.

**3. Game development variables :**

Vary the distance between the starting point and the circle.

**4. Material :**

A music player with the speakers (loudspeakers) or similar objects, benches, hoops, ropes, Gypsum powder, vests or bibs.

**5. Illustrative support :**





## Spaghetti

**1. Object of the game:** Hold an object with your index finger together and seek balance when moving.

**2. Organization and tasks to be carried out :**

The educator sets up 4 routes with a start line and a finish line. She organizes the children into 4 small groups of pairs lined up behind the assigned route and then gives each pair a plastic rod. At the signal:

- the first pair makes its journey by holding the index stick against the index finger, avoiding dropping it;
- the pair that drops the wand remakes the course;
- children applaud the group which finishes its course first.

**3. Game development variables :**

- Put obstacles in the way.
- Walk the line.
- Make it run in the course.

**4. Material:** Hold an object with your index finger together and seek balance when moving.

**5. Illustrative support :**





## **The fisherman**

**1. Object of the game:** To hit the fish with the ball.

**2. Organization and tasks to be carried out :**

The educator materializes a rectangular play space (the sea) and draws a line in the center (the beach). Then, she divides the children into three groups : two groups playing the role of fish located each at a distance from the end of the rectangle and a 3rd group of four children, at most, aligned on the central line, each provided with a handmade foam ball to play the role of fishermen. At the teacher's signal: the children of the "fish" groups run (swim in the sea) towards the end, avoiding being hit by the bullets fired by the children of the "fishermen" group.

- the child hit by the bullet sits in place;
- the last 4 remaining children become fishermen.

**3. Game development variables :**

Vary the length of the space. Designer more than 4 fishermen.

**4. Material :**

Vests or bibs, light balls, ropes.

**5. Illustrative support :**







## The Robot and the children

**1. Object of the game:** Not to get caught by the giant.

**2. Organization and tasks to be carried out :**

The educator designates a child to play the role of giant, the other children are scattered on the playing surface. At the educator's signal:

- children move with their legs bent and back bent;
- the giant tries to catch any child who stands up;
- any child caught becomes a giant in turn.

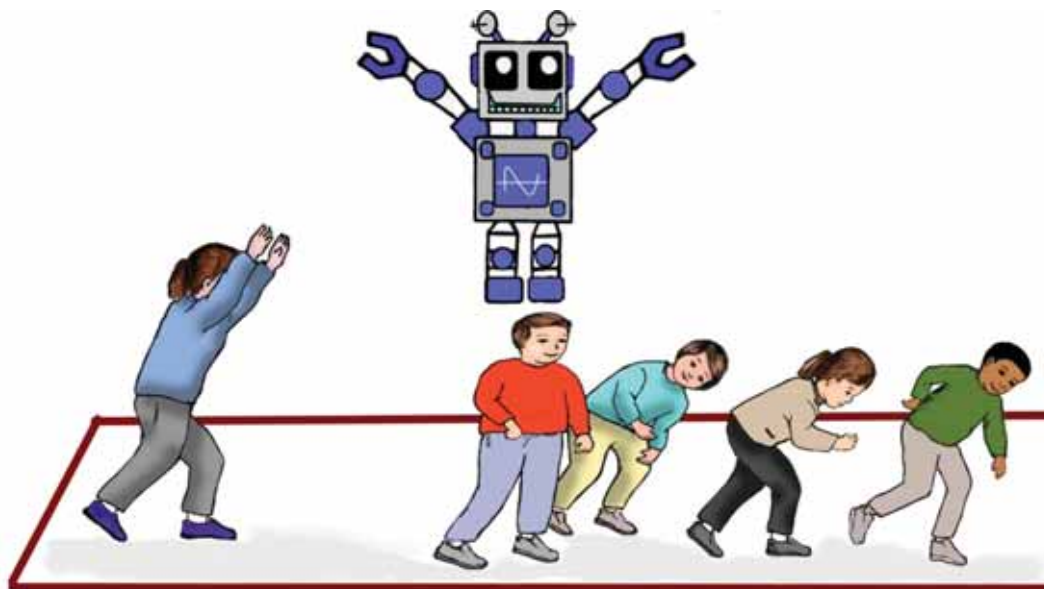
**3. Game development variables :**

- Designate more than one giant.
- Vary children's postures and movements.

**4. Material :**

Vests or bibs, light balls, ropes.

**5. Illustrative support :**







## Bowling

**1. Object of the game:** To drop the empty bottles.

**2. Organization and tasks to be carried out :**

The educator places empty bottles on a horizontal line at the bottom of the playing surface. She divides the children into 4 groups lined up in a line 2 meters from the bottles, each child has a small ball. At the signal:

- -the first child of each group target an empty bottle with its bullet, then the second, the third... etc.
- the group that drops the maximum number of bottles wins the game and is applauded by the other children.

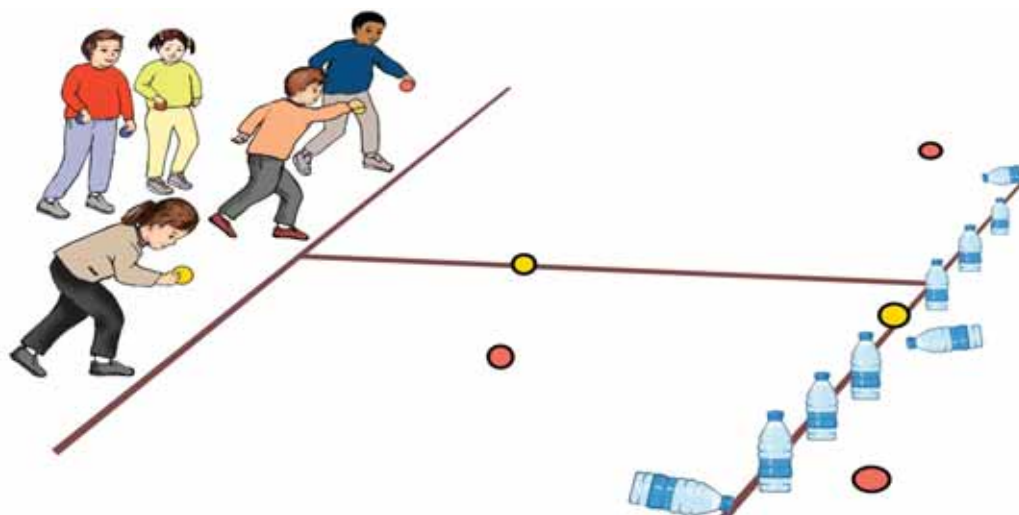
**3. Game development variables :**

- Vary the distance between the children and the bottles;
- Target with the foot.

**4. Material :**

Small balls, bottles or similar objects, Gypsum powdern, ropes, studs.

**5. Illustrative support :**





## Getting rid of balls

**1. Object of the game:** Clear your area of balls.

**2. Organization and tasks to be carried out :**

The educator draws a horizontal line in the middle of the playing surface, then divides the children into 2 groups located on either side of the line. Groups have the same number of balls, but different colors. At the educator's signal:

- each group throws balls into the other group's area to fill it, at the same time as it empties its area of balls foreign to its group.
- at the end of the game, the group with the fewest balls in its area is declared the winner and applauded by the other children.

**3. Game development variables :**

- Increase the number of balls.

**4. Material :**

Different colored balls, studs, vests or bibs, ropes, Gypsum powder ...

**5. Illustrative support :**





## The Hula Hoop

**1. Object of the game:** To turn the hoop around the waist without letting it fall.

**2. Organization and tasks to be carried out :**

The educator draws several lanes with a start line and a finish line and places a hoop at the end of each lane on the finish line. Then, she divides the children into groups aligned according to the number of lanes.

At his signal, the first child in each group runs, takes the hoop, puts it around his waist and turns it 3 times by swinging the hips, puts it down and comes back quickly to clap his friend's hand. The latter launches out to perform the same task and gets behind the line.

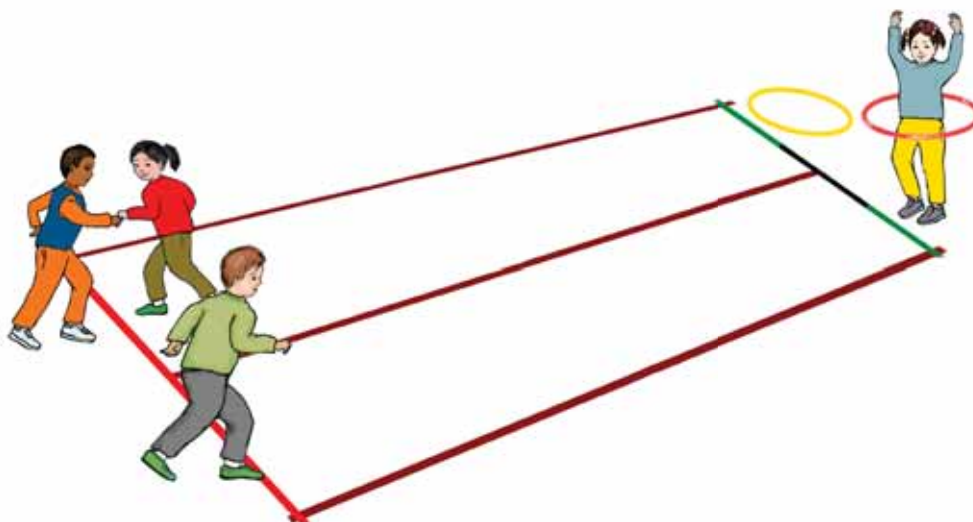
- the group which finishes first is considered the winner, it is applauded.

**3. Game development variables :**

- Move the circle from the bottom of the body to the top.
- Make more turns with the hoop.

**4. Material :**

Hoops, studs, vests or bibs, ropes, Gypsum powder ...





## Skill game

**1. Object of the game:** To run without dropping the small ball placed on the spoon.

### 2. Organization and tasks to be carried out :

The educator sets up corridors with a start line and a finish line, she divides the children into groups, each lined up in front of their lane behind the start line. Each child is provided with a large wooden spoon (or a cardboard dish, or outstretched hand) on which a small balloon is placed. At the educator's signal:

- the first child in each group moves quickly to the finish line. He is careful not to drop the little ball. The others do the same as him.
- the group that wins is the group whose members are the first to cross the playing surface to the finish line without dropping the small ball.

### 3. Game development variables :

Move by throwing and catching a small ball without dropping it.

### 4. Material :

Large wooden spoons or cardboard dishes or any similar objects, vests or bibs, studs, ropes, hoops.

### 5. Illustrative support :





## Throwing course

**1. Object of the game:** To throw towards a target.

**2. Organization and tasks to be carried out :**

The educator organizes a course of several throwing workshops (throwing on a wall, over an obstacle "example : a rope or net attached to two bars", throwing in a circle, on tiles marked on the wall, etc.) and materialize one or more targets at different distances from the throwing point for each workshop. Then she divides the children into small groups with several balls. Each group stands in front of a workshop. At the signal:

- the children of each workshop successively throw a balloon aiming at the target.
- the first pitcher returns the ball to its place before the second thrower ;
- each group goes through a workshop 3 times before leaving it.

**3. Game development variables :**

- Vary the height of the obstacles.
- Vary the position of the target.

**4. Material :**

Balls, studs, ropes, poles, hoops, nets, benches, baskets, mats, chalk, Gypsum powdern.

**5. Illustrative support :**







## The towers of the castle

**1. Object of the game:** Aim at the towers of the opposing castle.

**2. Organization and tasks to be carried out :**

The educator sets up a play area in the form of a square (the boundaries of the castle) and places 2 sets of 4 plots of two different colors in the center (the towers). Then she divides the children into two groups. Each group is provided with a soft ball of the same color of pad specific to it. Groups are organized around the castles. At the educator's signal:

- one child from each group targets the opposing towers to demolish them;
- the children successively continue shooting with the balloons on the towers;
- the group which first destroys all the turns of the opposing group is considered the winner and is applauded.

**3. Game development variables :**

- Vary the distance between the boundaries of the castle and the plots.
- Increase the number of balloons.

**4. Material :** Balls, studs, ropes, poles, hoops, baskets, mats, Gypsum powder.

**5. Illustrative support :**







## Neighbor, sun, raintowers

**1. Object of the game:** To spare your neighbor from the sun and the rain.

**2. Organization and tasks to be carried out :**

The educator divides the children into pairs, each with a hoop in their hand.

At his signal:

- the pairs jump or dance following the rhythm with the hoops in their hands;
- when the educator pronounces the word Sun, Sun ... in a rhythmic way or by following a music, each child takes the hoop and puts it above the head of his partner (neighbor) to hide it from the sun;
- when the music stops, the children drop the hoops to the ground and jump in them (feet together, on the right foot, on the left foot);
- when the educator pronounces the word Rain, Rain ... in a rhythmic way or by following a music, each child takes the hoop and puts it above the head of his partner to protect it from the rain;
- after two dances, the educator changes the pairs.
- The game can be accompanied by music chosen beforehand by the educator.

**3. Game development variables:** Dance in pairs, jump and then dance in a circle.

**4. Material:** Hoops, protective objects, studs, whistle, vests or bibs.

**5. Illustrative support :**





## Rabbits and carrots

**1. Object of the game:** Obtain a carrot.

**2. Organization and tasks to be carried out :**

The educator materializes two concentric circles spaced 2 meters apart, then she divides the children into two groups: a group of "rabbits" squatting on the periphery of the outer circle and a group of "burrows" standing legs apart on the periphery of the inner circle. In the middle of the circle, she places objects (carrots) that are less than the number of children. At the educator's signal:

- Each child rabbit runs, crawls between the legs of a child terrier, and takes a carrot;
- The child who does not get a carrot sits in his place;
- After each game turn, the educator removes a carrot;
- The children switch roles after three turns.
- Vary the number of carrots.
- The rabbit that does not get carrots becomes a burrow.

**3. Game development variables :**

Dance in pairs, jump and then dance in a circle.

**4. Material:** Hoops, objects (carrots, etc.), studs, whistle, vests or bibs, ropes.

**5. Illustrative support :**





## The moving circles

**1. Object of the game:** Quickly retrieve the ball and form a circle.

**2. Organization and tasks to be carried out :**

The educator divides the children into two groups. Each child in each group has a ball and a bib of the same color, and different from those of the other group. The children move randomly on the playing surface. At the signal:

- the educator throws the balls into the playing area;
- the groups rush to retrieve the ball of the color assigned to it, form a circle and drop the ball in the center;
- the group that forms the circles first wins and is applauded by the others.

**3. Game development variables :**

- Increase the number of balloons.
- Form the circle and take a given posture (face plank, lift one leg...).

**4. Material :**

Different colored balloons, vests or bibs, hoops, ropes.

**5. Illustrative support :**





## Roll the melon

**1. Object of the game:** Roll the melon straight towards the basket.

**2. Organization and tasks to be carried out :**

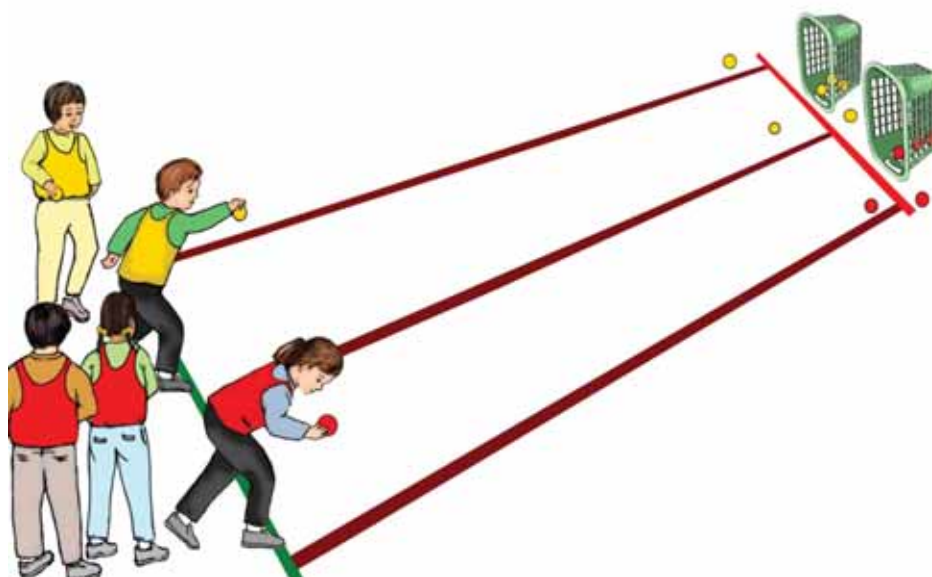
The educator draws narrow corridors on the playing surface with a starting line behind which the children stand, who are divided into groups according to the number of corridors. Each child has a small balloon as a melon. At the end of each lane, 3 meters from the starting line, the educator places a cardboard box (basket) with the opening facing this line. At the signal:

- the 1st child in each group rolls his melon between the 2 lines of the corridor so as to make it enter the cash register;
- the children follow one another to fill the cash register of their group.

**3. Game development variables:** Roll the ball in a straight line.

**4. Material:** Balls, baskets, vests or bibs, gypsum powder, ropes, plots ...

**5. Illustrative support :**





## The flying dish

**1. Object of the game:** To make your dish fly as high as possible.

**2. Organization and tasks to be carried out :**

The educator draws small circles on the play surface. Then, she divides the children, each with a cardboard tray, into small groups of the number of circles. Each group has a dish color that differs from that of the other groups. At the educator's signal:

- one child from each group goes in a circle and throws his dish as high as possible in the air at the same time as the others;
- the game continues until all the children have thrown their dish;
- the group whose number of throws is higher than the others wins and it is applauded by the others.

**3. Game development variables:** Throw and catch the dish.

**4. Material :**

Cardboard dishes or any similar objects, vests or bibs, ropes, studs ...

**5. Illustrative support :**







## Wheel

**1. Object of the game:** To roll the wheel.

**2. Organization and tasks to be carried out :**

The educator draws several lanes with a start line and a finish line and then divides the children into small groups among the number of lanes, which come to the start line. The first child in each group has a wheel (hoop). At the educator's signal:

- the 1st child in each group makes a return trip by rolling the wheel with his hand and then hands it to his groupmate who is waiting on the starting line to perform the same task;

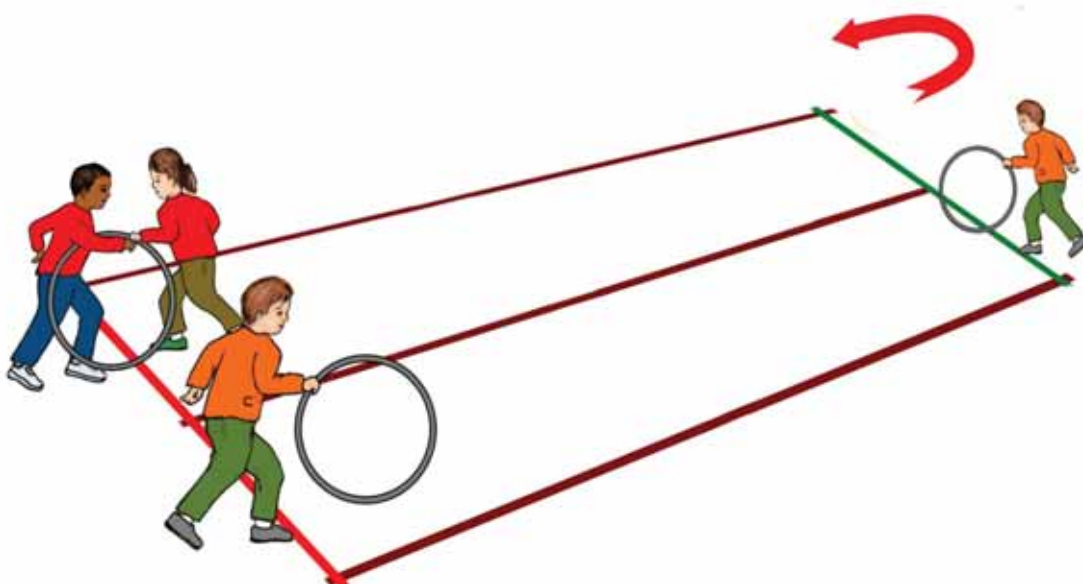
- the group which finishes first is the winner and is applauded.

Instructions: the child remains in his hallway.

**3. Game development variables:** Roll the wheel with a stick.

**4. Material:** Hoops, vests or bibs, ropes, studs, stick, gypsum powder...

**5. Illustrative support :**







## The dancing circle

**1. Object of the game:** To dance with the other in keeping with the rhythm.

**2. Organization and tasks to be carried out :**

The educator forms a circle of alternating boys and girls who hold hands. Each boy (the rider) wears around his arm a scarf of the same color as that of the girl (the rider) who is to his right. At the signal:

- all the children move forward by starting with the right foot and walk on 4 beats (the educator counts aloud "1, 2, 3,4" while clapping their hands) towards the center of the circle, then back up on 4 beats;
- the children repeat the game twice;
- the children let go of their hands, the girls advance on 4 beats and retreat on 4 beats while the riders clap their hands;
- the riders advance on 4 beats and retreat on 4 beats and turn to their right and join their riders;
- the pairs hold hands and make 8 beats clockwise, then 8 beats counterclockwise;
- repeat the dance accompanied by music (repeat 3 times)

**3. Game development variables:** Children choose other movements.

**4. Material:** Scarves, hoops, vests or bibs, ropes, studs, gypsum powder...

**5. Illustrative support :**





## Squirrels in burrow

**1. Object of the game:** Find a burrow.

**2. Organization and tasks to be carried out :**

The educator divides the children into 4 groups (A, B, C, D) in the form of a set of pairs. The children of groups A and B stand face to face holding hands (the burrow) while the children of group C are in the burrows (the squirrels) and the children of group D walk around the play area (squirrels without burrows).

At the 1st signal: the squirrels come out of their burrows and go for a walk with the others.

At the 2nd signal: the squirrels must find a burrow;

- squirrels that did not initially have a burrow may find one;
- We applaud the squirrels who were able to find a burrow.
- the children switch roles after two turns.

**3. Game development variables:**

Vary the number of squirrels without burrows.

**4. Material:** Scarves, hoops, vests or bibs, ropes, studs, gypsum powder...

**5. Illustrative support :**





## **My shadow follows me**

**1. Object of the game:** To escape the shadows and return to a refuge.

**2. Organization and tasks to be carried out :**

The educator makes circles (shelters) on the play area. Then, she organizes the children into pairs and places them in front of a shelter, one behind the other. The back child of each pair plays the role of the shadow.

At the 1st signal:

- children start to: walk, run, jump, stand up, etc.;
- shadow children follow and imitate them;

At the 2nd signal:

- the children run away and join a refuge; the shadow children try to catch them.
- the children switch roles after 2 game turns.

**3. Game development variables :**

- Vary the number of shelters.
- Vary the distance between the shelters.
- Place non-dangerous obstacles on the playing area.

**4. Material:** Hoops, vests or bibs, ropes, studs...

**5. Illustrative support :**





## Between the mountains

**1. Object of the game:** To roll the ball without dropping the boxes..

**2. Organization and tasks to be carried out :**

On the playing surface, between a starting line and a finishing line, the educator places cardboard boxes of different sizes, leaving passages between them like mountain passes. Then, she distributes the children, each provided with a small ball, in small groups. At the signal:

- the children pass successively to roll the ball with the hand or the foot between the mountains (boxes) without jostling them or making them fall.

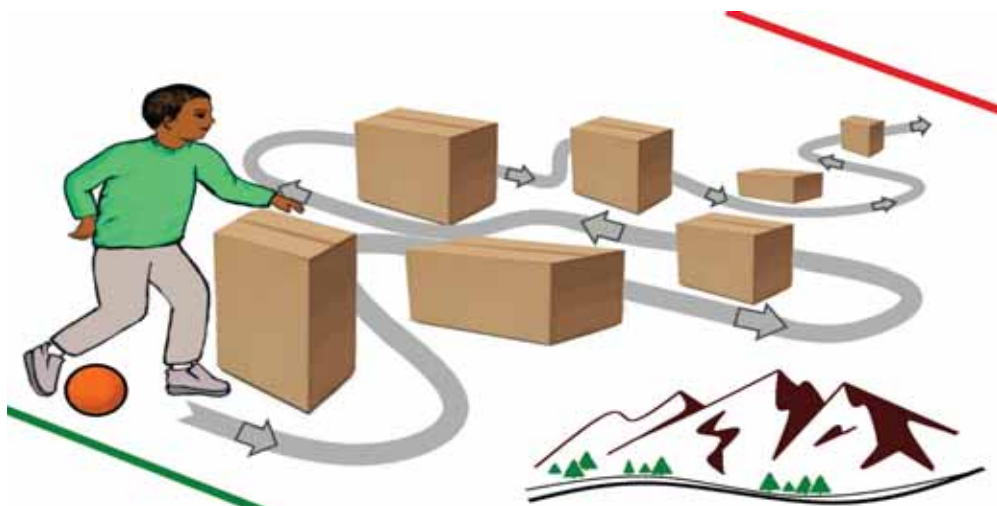
- the group which succeeds in making pass its ball without touching, or without making fall, no box is winner and is applauded by the others.

**3. Game development variables :**

- Decrease the space between the boxes.
- Use larger balls.
- Use a stick to roll the ball.

**4. Material :** Cardboard boxes of different sizes, balls, hoops, vests or bibs, ropes, plots...

**5. Illustrative support :**



**Fied of action: Knowledge and discovery of the body**



## **I control my body**

**1. Object of the game:** To keep your balance.

**2. Organization and tasks to be carried out :** Pass the obstacle.

The educator divides the children into two groups, each forming a circle. At his signal:

- children maintain balance either on the toes or on one leg while the other leg is bent or stretched to the right / left, forward or backward;
- the child who loses his balance sits down and waits for the next instruction.

**3. Game development variables :**

- The game can be played in pairs, holding hands.
- Each child leans with his hand on a wall to maintain balance.

**4. Material:** Plots, hoops, vests or bibs, ropes.

**5. Illustrative support :**







## I Dress the plot

**1. Object of the game:** Make the hoops fall around the plot.

**2. Organization and tasks to be carried out :** Pass the obstacle.

The educator places several blocks spaced between them and organized on the same line in the middle of the playing surface. One meter from these blocks, the educator draws a parallel line behind which the children, each provided with a hoop, form groups lined up each facing their own plot. At the signal:

- the first child in each group throws a hoop trying to make it fall around the block, he passes behind the line and the second does the same;

- the children pass successively ;

- the group which drops the maximum number of hoops around the block wins and is applauded by the others.

**3. Game development variables :**

Vary the distance between the studs and the throwing line.

**4. Material:** Hoops, studs, vests or bibs, ropes.

**5. Illustrative support :**







## A house for rent

**1. Object of the game:** Find a house to rent.

**2. Organization and tasks to be carried out :** Find a house to rent.

On the playing surface, the educator places or traces a hoop (the house) for each child who gets into it except one child. The latter is appointed to play the role of (applicant), who does not have a house and is looking to rent. At the signal:

- the applicant chooses one of his comrades and asks him the question: "Do you have a house to rent?". Immediately the other children run to change houses and the applicant tries to find one;

- the one who can no longer find a house becomes an applicant and so on.

**3. Game development variables :**

Put two applicants at the same time.

**4. Material:** Hoops, studs, vests or bibs, ropes.

**5. Illustrative support :**





## Guide

- 1. Object of the game:** To guide a partner towards the ball.
- 2. Organization and tasks to be carried out :** Find a house to rent.

The educator sets up several lanes comprising lines of different shapes (rectilinear, zigzag, etc.) bounded by a start line and a finish line on which she places a ball at the end of each lane. The educator divides the children into small groups, each aligned on the start line of each lane. At the signal:

- the 1st child in each group closes his eyes and makes 2 turns on himself;
  - the second child guides him, without touching him, towards the ball.
  - the children follow one another to play and each time the next child acts as the guide, until the last one who will be guided by the first child.
  - the group which arrives at the finish line first is the winner and is applauded by the others.
- 3. Game development variables:** Put obstacles along the way.
  - 4. Material:** Balls, vests or bibs, hoops, studs, ropes, gypsum powder.
  - 5. Illustrative support :**



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