



DATE:

ORGANIZATION/PROGRAM:

ACTIVITY LEADER:

GROUP OR CLASS:

**CURRICULAR COMPETENCY & OUTCOME:**

Students develop and demonstrate movement skills in a variety of activities.

## Locomotion 1.5: Galloping

3 - 5 year olds

**TIME:** 30 minutes

**SKILLS:** Gallop, jump, hop, run

**EQUIPMENT:** Skipping ropes or masking tape, poly spots, hula hoops, bean bags, music

### Introduction (2 - 3 minutes)

Gather the children in the activity area and sit down in a circle.

Describe in 20-30 seconds what you will be doing today.

Explain any special safety rules for the session.

## Warm-up: Circus Tricks Circuit (5 - 6 minutes)

- Setup a simple obstacle course using skipping ropes and poly spots.
- Monkey section: Stretch out a skipping rope that the children must walk along heel-to-toe like a tree branch (or use masking tape or existing floor markings).
- Kangaroo section: Create a line 4 metres long of poly spots that are spaced half a metre apart, and the children must jump with two feet over each poly spot.
- Bear Crawl section: Mark a distance of about 5 metres where the children must get on all fours and bear crawl the distance (knees don't touch the ground).
- Flamingo section: Mark a distance of about 3 metres where the children must hop on one foot, then another 3 metres where they must hop on the other foot.
- Gazelle section: Finish the circuit with a straight run over 10 metres.

## Activity 1: Follow the Leader, Galloping (7 - 8 minutes)

- Ask the children to line up across one end of the activity area.
- Stand where all the children can see you: Today we are going to gallop like horses! Can anyone show me how a horse gallops?
- If any child volunteers, allow them to demonstrate to the group. Recognize the child for their efforts, whether or not they galloped "correctly."
- Demonstrate galloping "again" for all the children (i.e. similar to skipping, except one foot is always the lead foot). Gallop across the activity area and back again so the children see what galloping looks like.
- Ask the children to gallop together with you, across the activity area and back again.
- Repeat three or four more times until the children start to understand the movement, and ask the children to add their best and loudest horse sounds.
- Now ask the children to line up behind you with their arms stretched straight in front.
- Explain that they are not allowed to touch the child in front of them, so they need to move back and give a little space to each other if they are touching the child in front of them.
- Tell the children that your group is herd of horses, and they are going to gallop around the activity area while making their best horse noises.

### TIPS FOR INSTRUCTION

- Develop leadership skills by asking some of the older children to take turns leading the group (one minute each).
- Add imaginative elements such as stopping and pretending to eat grass, drink water, or rear up on their hind legs and whinny loudly!
- If possible, play country music during the activity.

## Activity 2: Red Light, Green Light (8 - 10 minutes)

- Ask the children to spread out along one end of the activity space.
- Stand facing the children and explain the game “Red light, green light”.
- I am the cowboy, and I am going to stand over there (point to opposite side of the activity area).
- *When I call out “green light”, I want you to gallop towards me.*
- *When I call out “red light”, you have to stop and freeze—no moving allowed!*
- *If I call out “yellow light”, you have to slow down and gallop very slowly.*
- *When everyone gets to the other side, we will choose a new cowboy to lead us!*

### TIPS FOR INSTRUCTION

- Make sure you have a large activity area for the children to gallop without running out of space too quickly.

## Wrap-up (2 minutes)

Gather the children and sit down in a circle again.

Talk about what the group did today, and ask the children what was their favourite part.

Transition to your next activity—whether free play or other.

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