

Name:

Date Assigned:

FUNDAMENTAL MOTOR SKILL: BALANCE

ACTIVITY: Traffic Light¹⁶

Description: Children pretend to be vehicles responding to the colour of the traffic signal (green = skip in free space, amber = hop on spot, red = stork stand).

Number of participants



2 or more

Video/picture coming soon:



Skills

Physical: upper and lower limb coordination, reaction time, gross motor skill, balance

Cognitive: sustained attention, selective attention, auditory processing

Social: awareness of personal space

Equipment

- None

Goal examples:

- The child is able to hop 5 times on the spot, marked with tape on the ground.
- I can follow along with the traffic signals.

My personal goal:

Next Check-In Date:

¹⁶ Active for Life: Lloyd, M., & Legg, D. (2009). *Fundamental movement skills: Active start and FUNdamentals stages: For children with physical disabilities*. Ottawa: PHE Canada.

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Modifications

To make the activity easier	To make the activity harder
Change the environment	
<ul style="list-style-type: none">• Have the child hold onto a parent or adult during the activity to decrease physical demand	<ul style="list-style-type: none">• Have child complete the activity close to another child to increase physical and social demand
Change the task	
<ul style="list-style-type: none">• Change the requirements of amber light to mean touch your toes and red light to mean stand on one foot to decrease physical demand	<ul style="list-style-type: none">• Have the child alternate feet every time they have to hop on the spot or hold a stork stand to increase physical and cognitive demand

¹⁶ Active for Life: Lloyd, M., & Legg, D. (2009). *Fundamental movement skills: Active start and FUNDamentals stages: For children with physical disabilities*. Ottawa: PHE Canada.