

	Physical Strategies
1. Demonstrates traveling skills	

- Provide time for outdoor play. Make sure there is sufficient space for running, jumping, skipping, and galloping.
- Model, describe, and suggest ways for the child to respond to music by using a variety of movements.
- Use traveling movements to transition the child from one activity to another. Invite the child to walk slowly, quickly, sideways, or backwards.
- Provide toys for the child to pedal.
- Use movement activities to enhance stories, e.g., encourage a wild rumpus as in *Where the Wild Things Are* or together act out *Going on a Bear Hunt*.
- Set up an obstacle course so the child can practice particular skills, e.g., hopping, skipping, running. Adjust the difficulty of tasks to match and slightly challenge the child's current ability levels.
- Involve the child with traveling games where he/she starts, stops, and changes directions quickly, e.g., hopscotch or Travel, Stop, Change." For "Travel, Stop, Change", Call out a traveling movement (e.g., spin, jump, gallop, run). When you say "stop", the child immediately stop that movement and change quickly to the next movement that you call out.
- Use traveling cards with the child to direct his/her movements. For example, the card might indicate, "Gallop 6 steps, leading with your right foot ", "Walk backwards 10 steps, or "Skip to the end of the sidewalk ".
- Include activities in which the child takes turns being the leader and the follower. As the 'leader', provide movements that include a variety of traveling patterns by varying the pathways, directions, and speeds. As the 'follower', have the child attempt to copy the leader's movements exactly.
- Have the child travel (walk, gallop, skip, jump, hop) to the beat of a drum/ drumming sound. Encourage him/her to travel in different ways as the drum beats slowly and then more quickly. Explain that sometimes the drum will be in an even rhythm and sometimes it will not. Ask the child to determine the best traveling pattern for each rhythm.
- Using instrumental music with a strong beat, have the child create dances and follow a partner as he/she travel to the music. For example, using music with a count of 8, the child could skip forward 8 steps, then backward 8 steps; do 8 slide steps to the right, then 8 to the left; gallop forward 8 steps, then backward 8 steps, etc.