Moving safely, stop and go, and clean hands

Health and physical education, grade K - by Claude Opus 5.5 - status: written (unreviewed)

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Kindergarten Health and PE: Moving Safely, Stop and Go, and Clean Hands (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, footwear, medical and handwashing notes against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Kindergarten year plan

Big idea

We can move fast and have fun and still keep ourselves and each other safe: we watch our own space, stop when we hear or see the signal, and land softly. Clean hands help keep us well, so we learn how and when to wash them.

This is the first health and PE unit of the kindergarten year (term 1). Term 2 goes on to balance, jumping and landing further, throwing and catching a large ball, and words for feelings.

Outcomes

By the end of the unit a student can:

1. Move around a shared space (walking, jogging or wheeling) without bumping into others, using "my bubble" space.
2. Stop and freeze within a couple of seconds of the class stop signal.
3. Jump forward with two feet together and land with bent knees ("quiet feet"); try a few hops on one foot (holding on is fine).
4. Wash hands in order (wet, soap, rub palms, backs, between fingers, thumbs and nails, rinse, dry) and keep scrubbing for about 20 seconds.
5. Name two times to wash hands: before eating and after using the toilet.

Prior knowledge

- Most children can walk and run by this age; balance and running are still improving, and hopping on one foot varies a lot at five. Expect a wide range and praise trying, not just success.
- Many children already wash hands at home or nursery, often quickly. The aim is a slower, more complete wash.

Lessons

PE lessons are about 25 minutes; the handwashing lesson is about 20 minutes and happens near the sinks. Leave a day or two between lessons. The stop signal from lesson 1 is used in every later lesson.

Lesson	Title	Main activity
1	My bubble, your bubble	Moving in our own space; learning the stop signal
2	Run, walk, stop!	Traffic-light game: go, slow, stop
3	Jump, hop and land softly	Two-foot jumps, soft landings, first hops
4	Clean hands	The handwashing steps, a 20-second chant, when to wash
5	Safe mover show	Stations circuit and end-of-unit check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and furniture. Cones or floor spots to mark the edge.
- A stop signal that can be both heard and seen: a drum or tambourine plus a raised hand or a red card.
- Three large cards for lesson 2, each with a colour and a shape so they can be told apart without colour: green with a circle (go), yellow with a triangle (slow), red with a square (stop). Optional fourth card: blue with a star ("turn round once").
- Hoops or floor spots (one per child) for lessons 1, 3 and 5. A flat line of floor tape (or chalk outdoors) to jump over. Do not use a loose rope: a child who lands on it can roll an ankle or trip.
- Lesson 4: sinks, soap, paper towels or a hand dryer; washable paint in a tray (one small blob per child) for the "missed spots" demonstration; six large step cards (wet, soap, rub, scrub between fingers and thumbs, rinse, dry); a clock or timer with a second hand for the teacher.
- Lesson 5: one set of the six handwashing step cards (smaller copies) per station group, and a class list for notes.

⚠ Safety and access

- **Space and floor:** check the space for hazards before each lesson. No running in socks on a slippery floor; trainers or bare feet on a suitable surface, as your school allows. Walk, never run, near the sinks.
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy) and follow each child's plan. Water available.
- **Stop signal for everyone:** always give the signal both as a sound and as something to see, so that deaf children and children who are not looking at that moment both get it.
- **Movement is opt-in in form, not in taking part:** children who use a wheelchair, walker or crutches travel, stop and "jump" in their own way (wheel and stop; a push-up lift or arm swing for a jump; lifting one foot while holding on, or a seated bounce, for a hop). Any child may hold a wall, rail or a partner's hand when hopping.
- **Noise:** offer ear defenders and a quiet spot near the edge; keep the drum soft.
- **Skin:** use school-approved soap. Frequent washing can dry skin; children with eczema or sore skin may need a gentler soap and to pat dry, as their family or plan advises. The paint demonstration is optional and uses washable, skin-safe paint only; skip it for children with skin conditions.
- **Touch:** support by touch (guiding a hand at the sink) only with the child's agreement.

Assessment

- Lessons 1-3: the teacher watches for moving without bumping, stopping on the signal and soft two-foot landings, and notes it on a class list.
- Lesson 4: watch each child wash once using the step cards.
- Lesson 5: a 5-part movement and talk check with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks; some children show more when not watched by the whole class.

Sources

- Wikipedia, "Hand washing" (read 6 November 2026): https://en.wikipedia.org/wiki/Hand_washing
- Steps: lather the backs of hands, between fingers and under nails; scrub for at least 20 seconds; rinse well under running water; dry with a clean towel or air dry.
- The most commonly missed areas are the thumb, the wrist, between the fingers and under the fingernails.
- Critical times include after using the toilet and before eating.
- Frequent hand washing can dry the skin.
- Wikipedia, "Gross motor skill" (read 6 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- By about three, children enjoy hopping, jumping and running back and forth; by about five, balance and running have improved.
- No health or PE standard was read for this unit.

Known gaps

- No official standard was read. The choice and order of skills is mine, based on the kindergarten year plan.
- "After the toilet" and "before eating" are the two times the unit teaches because the source names them. Schools usually add others (after outdoor play, after messy play, after blowing your nose); add your own class rules.
- The 20-second chant is timed by saying it twice; check the timing with a clock once, because speed varies.
- Hopping is only introduced. Many children will not hop steadily yet; term 2 returns to balance and jumping.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator, safety or accessibility review). Its notes (loose rope as a trip hazard, missing materials, shapes on the traffic-light cards, access routes inside the end-of-unit check) were fixed in the follow-up commit 2fda61e (see PEERCHECKS.md), which Argon also diff-checked the same day.

CC0 1.0. Chants and games in this unit were written for it and are also CC0.

Lesson 1: My bubble, your bubble

Goal: Children move around a shared space without bumping into anyone and freeze on the class stop signal.

Length: about 25 minutes.

Materials

- A cleared space with cones or floor spots marking the edge.
- A drum or tambourine, plus a raised hand or red card (the stop signal).
- One hoop or floor spot per child (optional).

Steps

✎ Opening (3 min)

Sitting at the edge. "Today we are going to be bubbles. Stretch your arms out and turn slowly. That's your bubble. Can you touch anyone? If you can, scoot over until you can't." Point out the edge cones: "Our bubbles stay inside the cones."

✎ Main activity: bubbles on the move (15 min)

1. The stop signal (3 min): show it. "When I tap the drum twice and put my hand up, everyone freezes like a statue." Practise sitting down first: wiggle, signal, freeze. Repeat until it is quick. Then practise standing.
2. Walking bubbles (5 min): walk anywhere in the space, looking for empty spaces. "If your bubble is about to touch someone, turn away." Freeze on the signal every 20-30 seconds. After each freeze: "Look around. Is everyone's bubble safe?"
3. Faster bubbles (4 min): try tiptoe walking, then big steps, then a gentle jog if the space and the group are ready. Freeze often. If bumps happen, go back to walking.
4. Ways to move (3 min): children suggest a way to move (marching, stomping softly, sliding sideways, wheeling) and everyone tries it, still keeping their bubble.

✎ Game: statues (5 min)

Play music or the drum; children move in their bubbles. When the sound stops (and the hand goes up), freeze. No one is "out": anyone still moving gets a friendly "Caught you! Back to moving." Let a child be the one who gives the signal.

✓ Closing check (2 min)

Sitting. "Show me with your arms how big your bubble is. What do you do if someone is in the way?" (Answer guide: arms out to the side; turn away, go round, slow down or stop. Note who answers and who froze quickly in the game.)

Vocabulary

space, bubble, edge, freeze, stop, signal

Differentiation

- Support: a child who finds open space hard can move along a line of floor spots or hold an adult's hand for the first round.
- Stretch: "Can you find the emptiest space in the room and get there?"

⚠ Safety

- Check the space before starting. Keep the edge at least a couple of metres from walls.
- The signal is both heard and seen every time.

Teacher notes

- The stop signal is the most important thing in this unit. Keep the same signal all year if you can, so it becomes automatic.
- Some children love freezing; some find being "caught" upsetting. Keep it light and never use it to single a child out.

Lesson 2: Run, walk, stop!

Goal: Children change speed when told and stop within a couple of seconds of the signal, without bumping.

Length: about 25 minutes.

Materials

- The cleared space and edge cones.
- The stop signal (drum and raised hand or red card).
- Three large cards, each with a colour and a shape: green with a circle, yellow with a triangle, red with a square. Optional: blue with a star.

Steps

✎ Opening (3 min)

Sitting. "What happens at traffic lights?" (Children may know green go, red stop, and yellow or amber in between.) "Today our bodies are cars."

Warm-up (4 min)

Bubbles from lesson 1: walk, then march, then tiptoe, freezing on the signal two or three times. A quick reminder: "Bubbles safe? Good."

✎ Main activity: traffic lights (12 min)

1. Learn the cards (2 min): green = go (jog), yellow = slow (walk), red = stop (freeze). Say the colour as you hold up the card, and give the stop signal with red.
2. Play (6 min): change cards every 10-20 seconds. Mix the order. Watch that children look up and around while jogging.
3. Stopping well (2 min): freeze and look. "Who stopped with their feet apart and knees a little bent? That's a strong, safe stop." Try a few more stops like that.
4. Extra cards (2 min, if going well): a blue card for "turn round once", or let a child hold up the cards.

✓ Discussion questions (4 min)

- "Why do we need to stop quickly?" (Answer guide: so we don't bump into someone or something; so we can hear what the grown-up says; accept any sensible safety reason.)
- "Is it harder to stop when you are running or walking?" (Answer guide: usually running, because you are going faster; accept what children noticed.)

✓ Closing check (2 min)

One last round: green, then red without warning. (Answer guide: watch who freezes within about two seconds, without bumping. Note it on the class list.)

Vocabulary

go, slow, stop, jog, walk, freeze, traffic light

Differentiation

- Support: a child who rushes can partner with an adult or calmer child and move together.
- Stretch: on red, freeze in a balance (one hand up, or on tiptoes).

⚠ Safety

- Jog, don't sprint, in a shared space. If bumps start, stay on yellow for a while.
- Colour cards are always said aloud as well, and each card has its own shape (circle, triangle, square), for children who find red and green hard to tell apart. Deaf or hard-of-hearing children can follow the shapes without needing the spoken word.

Teacher notes

- The traffic-light game links well to road safety in term 3 (stopping at the kerb), but this lesson is about stopping our bodies, not about crossing roads.

Lesson 3: Jump, hop and land softly

Goal: Children jump forward with two feet and land with bent knees, and try a few hops on one foot.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One hoop or floor spot per child. Flat floor-tape lines (or chalk outdoors); not loose ropes, which can roll underfoot.
- A wall, rail or bench to hold for hopping.

Steps

✎ Opening (3 min)

Standing in bubbles. "Can a frog land quietly? Can an elephant?" Let children show a loud stomp and then a quiet landing. "Today we land like frogs: quiet feet, bendy knees."

Warm-up (4 min)

Traffic lights from lesson 2 (jog, walk, freeze), then march on the spot and swing arms.

✎ Main activity: jump, land, hop (12 min)

1. Two-foot jump (4 min): standing next to a hoop or spot. Model: "Feet together, swing arms back, jump, land on both feet, knees bend, freeze." Children jump in and out of their hoop. Praise quiet landings.
2. Over the river (3 min): jump over a flat tape line ("the river"). Move the lines a little wider for children who are ready; keep a narrow one for everyone else.
3. First hops (5 min): "A hop is one foot up, jump on the other foot." Hold a wall, rail or partner's hand. Try three hops on one foot, then change feet. Many children will manage one or two hops, or wobble; that is expected at this age. Children who prefer can lift one foot and hold the balance instead.

✓ Discussion questions (4 min)

- "What helps you land quietly?" (Answer guide: bending knees, landing on both feet, landing on the front of the feet; accept anything sensible that children noticed.)
- "Was hopping easier on one foot than the other?" (Answer guide: any honest answer; many people have a stronger foot.)

✓ Closing check (2 min)

Each child jumps into their hoop and freezes. (Answer guide: look for two feet taking off together and bent knees on landing. Note who did it. Hopping is not checked yet; just note who tried.)

Vocabulary

jump, hop, land, soft, quiet, knees, balance, one foot, two feet

Differentiation

- Support: jump down from a very low step or mat (no more than a few centimetres) holding a hand; or bounce on two feet on the spot.
- Stretch: hop along a short line; or jump and land in a shape (star, tuck) while still landing softly.

⚠ Safety

- Only jump over flat lines, not raised objects. Space hoops well apart so children do not land on each other.
- Hopping is tiring; keep it short and let children rest.
- Children with joint or balance conditions follow their own plan; seated or holding versions count as taking part.

Teacher notes

- Hopping on one foot develops at different times. Treat it as "having a go", not as a test. Term 2 comes back to balance and jumping.

Lesson 4: Clean hands

Goal: Children wash their hands in the right order, scrub for about 20 seconds, and name two times to wash.

Length: about 20 minutes. Run it near the sinks, in small groups if there are only a few sinks.

Materials

- Sinks, school-approved soap, paper towels or a dryer.
- Six large step cards (wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry), stuck up by the sinks.
- Optional: washable, skin-safe paint in a tray for the "missed spots" demo.
- A clock or timer with a second hand (for the teacher).

Steps

✎ Opening (3 min)

"Germs are tiny living things, too small to see. Most don't hurt us, but some can make us ill, and they ride around on our hands. Washing with soap and water helps get them off."

✎ Main activity part 1: missed spots (5 min, optional)

Each child who wants to puts a small blob of washable paint on their hands and "washes" with it (no water) the way they usually wash, for a few seconds. Then look: where is there no paint? (Usually the thumbs, the backs, between the fingers and the wrists.) "Those are the places we often miss." Then everyone washes the paint off properly in part 2. If you skip the paint, ask children to show how they usually wash and point to the thumbs and between the fingers.

✎ Main activity part 2: the six steps and our chant (8 min)

Point to each card and model at the sink:

1. Wet your hands.
2. Soap.
3. Rub palms together, then the backs of your hands.
4. Weave fingers together, twist each thumb, scratch your nails on your palm.
5. Rinse until the bubbles are gone.
6. Dry with a towel or the dryer.

Teach the scrubbing chant (written for this unit, CC0). Say it twice while scrubbing (steps 3 and 4):

> Rub the palms and rub the backs,
> In between the finger cracks,

Twist each thumb and scrub each nail,
Round and round, a snail's trail.

Each child then washes with an adult watching. Check once with a clock how long "twice through" takes for your class; aim for about 20 seconds.

✓ Discussion questions (2 min)

- "When should we wash our hands?" (Answer guide: before eating and after using the toilet are the two to remember. Accept others your class uses, such as after outdoor play, after messy play or after blowing your nose.)

✓ Closing check (2 min)

Hold up the six step cards in a jumbled order; children help put them in the right order. (Answer guide: wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry.)

Vocabulary

germs, soap, wash, rinse, dry, palms, thumbs, nails, wrists

Differentiation

- Support: an adult points to each card as the child washes (or guides their hands, only if the child agrees). Picture cards can stay up all year.
- Stretch: a child is "sink helper" and points to the cards for a friend.

⚠ Safety

- Walk near the sinks; wipe up spills.
- Skin-safe washable paint only; skip it for any child with sore skin or a skin condition. Use the school's soap; follow any child's skin plan.
- Check water temperature is comfortable.

Teacher notes

- The source used for this lesson recommends scrubbing for at least 20 seconds and lists the thumb, wrist, between the fingers and under the nails as the most commonly missed areas.
- Avoid scary messages about germs; the tone is "clean hands help keep us well", not fear.

Lesson 5: Safe mover show

Goal: Children show what they have learned in a short stations circuit, then do an end-of-unit check.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- Traffic-light cards (colour plus shape), hoops or floor spots, a flat tape "river" (not a loose rope).
- A set of the six handwashing step cards (smaller copies) per station group.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "This week we learned to keep our bubble, stop on the signal, land like frogs and wash our hands. Today is our show." Quick bubble walk and one freeze to warm up.

Stations circuit (10 min)

Four stations, about 2 minutes each, plus moving between them. Groups move on when the signal sounds.

1. **Bubble walk:** travel around a marked square without touching anyone.
2. **Traffic lights:** an adult or child holds up the cards; jog, walk, freeze.
3. **Frog jumps:** jump in and out of hoops and over the river; have a go at hopping (holding on is fine).
4. **Clean hands cards:** at a table, put the six handwashing cards in order and act out the scrubbing chant.

✓ Discussion questions (5 min)

- "Which station did you like best? Why?" (Answer guide: any honest answer.)
- "What is one thing that helps keep everyone safe when we move?" (Answer guide: keeping our bubble, looking where we go, stopping on the signal, landing softly; accept any sensible idea.)

✓ End-of-unit check (7 min)

Work with small groups while others play a calm bubble game or rest. Five parts:

1. **Bubble:** walk across the space and back without touching anyone. (Answer guide: no bumps, looks around. Wheeling or moving with a walker counts the same.)

2. **Stop:** jog on green, freeze on the signal. (Answer guide: freezes within about two seconds, without falling or bumping. Wheeling, or moving arms while seated, counts the same; for a deaf child, watch for the raised hand or red square card.)
3. **Jump:** jump forward with two feet and land. (Answer guide: both feet take off and land together, knees bend. A hop is a bonus, not marked. A child who cannot jump shows a seated or arm "jump": both arms push up together and come down softly. That counts.)
4. **Wash steps:** put the six cards in order, or show the steps with your hands. (Answer guide: wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry. Small swaps within step 3-4 are fine. Pointing, signing or using an AAC device counts the same as saying.)
5. **When to wash:** "Tell me two times we wash our hands." (Answer guide: before eating and after using the toilet. Other class times such as after outdoor play also count, but listen for at least one of these two. Pointing to picture cards, signing or AAC counts the same as saying.)

Use the extra small-group or one-to-one slot later in the week for children not checked yet.

Vocabulary

bubble, stop, signal, jump, land, hop, wash, before, after

Differentiation

- Support: each check can be shown in the child's own way: wheeling instead of walking, pointing to cards instead of saying, a seated or arm "jump".
- Stretch: a child explains one station to a younger visitor or a family member.

⚠ Safety

- Keep stations well apart, with the river and hoops away from walls.
- Give the stop signal both as a sound and something to see.

Teacher notes

- Record what each child can do, not a score. Term 2 builds on landing and balance, so note who found jumping or hopping hard.