

APPLE SEEDS



12 WEEK INTRODUCTORY PROGRAM

EARLY YEARS PHYSICAL LITERACY RESEARCH TEAM
MOUNT ROYAL UNIVERSITY
2017



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Introduction

TO THE PROGRAM

Physical literacy is the motivation, confidence, and competence to move for a lifetime!

Whitehead, 2010

Welcome to the APPLE Seeds Program! This program has been developed to support early childhood educators and others to provide fun, exciting, and meaningful opportunities for young children to develop their physical literacy. Seeds provides twelve activities for young children each intended to run for 45-60 minutes. The activities have been specifically designed and tested to help young children develop and practice the basic fundamental movement skills of balance/stability, locomotion, and manipulation of objects.

There are three components in each activity: an introductory activity, an adult-led physical activity, and a child-led unstructured exploratory free-play period. The first component of the activity introduces the play-based physical activity through art, stories, and songs to support overall child development and to help establish the context for the activity. The second component focuses on a developmentally appropriate play-based physical activity guided by you. The final component of the program is child-initiated unstructured play where the children joyfully explore their environment. Here you are encouraged to provide a stimulating environment, indoors or out, with plenty of loose materials and opportunities for the children to be exposed to new activities that expand and challenge their boundaries.

The APPLE Model v.2 (on the following page) shows the relationship between physical literacy and excellent early childhood practice with young children. Physical literacy - motivation, confidence, and competence - forms the core of the apple. The skin of the apple shows how to provide and enhance physical literacy opportunities through: environment, play, engagement, and relationships.

Environment is key. In a stimulating environment (both indoors and out), children's curiosity is peaked and they are keen to explore. Children are provided with exciting opportunities to be exposed to a variety of materials and new ways of engaging with these materials. In a stimulating environment children will happily engage in free play for long periods of time.

Play is how children (and adults too!) learn. Play should be joyful and, through play, children will explore and practice new skills.

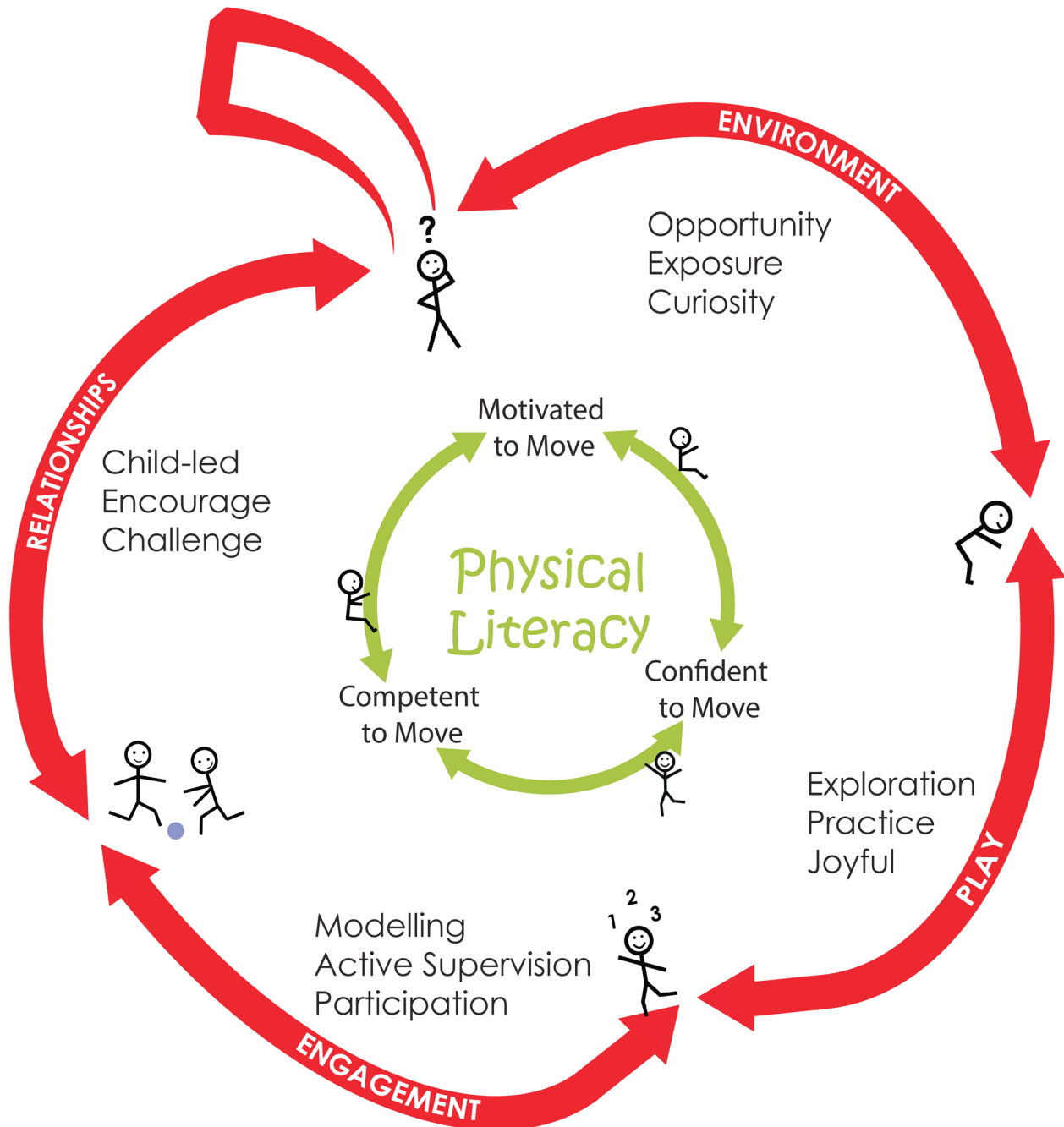
Engagement refers to the role adults play as co-players. Adults model how to use materials through participating in play along with the children. Free play is a time when active engaged supervision is crucial so that children are motivated and safe in their play.

Relationships are at the core of healthy child development. While play is child-led, adults support by encouraging and challenging children to try new things and perhaps even test their boundaries.

Please see the companion document for Seeds, Early Years Physical Literacy Planning Manual on our website available at (www.earlyyearsphysicalliteracy.com). The Manual includes the Preschool Fundamental Movement Skills chart, tips to creating stimulating environments and joyful play opportunities, and keys to success.

apple Model (V.2)

Active Play & Physical Literacy Everyday



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A Word about Free Play

AND LOOSE PARTS

Free play is just that, any form of play that is led by children's interest and curiosity! All children naturally engage their abundant imaginations to direct their own forms of play. Therefore, free play varies every time based on children's individual needs, inspiration, and exploration.

As we know, young children learn best through the use of all five senses during self-directed play. Young children will be most eager to learn and practice their fundamental movement skills when they are provided with a good length of time (at least 30 minutes) to explore, express their creativity, and unfold their imagination.

One of the many ways to encourage free play and promote physical literacy opportunities is by using loose parts. Loose parts can be anything. Think of them as triggers for children's imagination because they can be moved, carried, piled up, taken apart, and used however the children choose.

Loose parts can be used both inside the playroom and outside in the playground or park. The list of materials and images below is intended to kickstart your own imagination. What do you think would invoke curiosity and be fun to play with? What can your program gather with the help of families and friends?

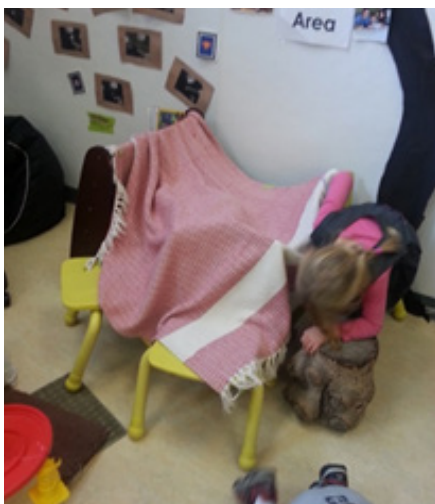
Lists of loose parts materials:

Art and other Materials	Nature	Construction	Kitchen / Household
- Plastic straws - Scarves - Fabric - Thread - Yarn - Sponges - Foam - Clay/playdough - Toilet paper rolls - Ribbon - Chalk - Balls - Hula-hoops - Carpet squares - Jump ropes - Foam noodles	- Straw - Gardening tools - Sand and gravel - Pine cones - Branches - Pebbles - Rocks - Moss - Leaves - Shells - Stumps - Logs/branches - Tree cookies - Driftwood - Snow	- Tape - Cardboard boxes - Bubble wrap - Beams - Nuts and bolts - Blocks - Crates - Ladder - Tarp - Rubber cylinders - Poles - Cones - Rope - Springs/coils - Buckets - Plastic gutters - Pallets - Tires	- Plates (paper or plastic) - Baskets - Lids - Mats - Pillows/cushions - Containers - Jugs - Tupperware - Flags - Plastic straws - Blankets - Chairs and tables

Please refer to the companion document for Seeds, Early Years Physical Literacy Planning Manual, for further tips and strategies to ensure the success of your physical literacy program (www.earlyyearsphysicalliteracy.com)!

Loose Parts Ideas

FROM OTHERS AREAS



2000 Days Pre-Kindergarten. Calgary, AB



Kable. (2010). Loose Parts Play



City of Calgary. 2017. Adventure Playground



Castilo. (2017). Junk Playground, Riley Park. Calgary, AB

A Note for

INFANT PROGRAMMING

There are many ways to make APPLE Seeds activities more infant-friendly by adapting the activities using developmentally appropriate materials and developmentally appropriate practices (DAP). With infants, it is typically best to use unstructured play, but encourage different physical movements which enhance physical literacy. You are the expert on the children in your care, but here are some tips based on our observations:

- Use different materials that are infant-friendly such as soft-rubber blocks. Adapt materials that the infants are familiar and comfortable playing with, such as a transition toy or even objects they use and play with daily (i.e. sippy cups, spoons, or blankets, and so on).

- Infants learn best through observation and modelling. It is the perfect time to explore different movement skills that infants can perform such as tummy-crawl, rolling over, or even practising walking or climbing movements.
- Adapt different scenarios and encourage the child to attempt different movement skills such as pulling up using your leg or side of a crib just as a squirrel may climb up a tree.

During pilot testing of the Seeds, it was found that three activities worked very well, with adaptations, for infants from about 6 months old to 24 months. Those activities are: Squirrel Tails, Shape Walk, and Fruit Salad. If you work with infants, please refer to those three activities for specific tested adaptations to start your physical literacy journey. Then continue to explore and adapt!

Video Support

To support you while you explore how Seeds activities might be developed and provided for children, nine different demonstration videos have been provided. The videos demonstrate introductory activities, adult-led activities, and free play. Links to the videos are embedded in this document for three activities: Activity #1: Squirrel Tails, Activity #2: Shape Walk, and Activity #6: Ready Aim Kick! The videos are also available under the Media Room on our website: www.earlyyearsphysicalliteracy.com.

FUNDAMENTAL MOVEMENT SKILLS: Balance and locomotor skill development

BASIC SKILLS: Walking, hopping, jumping, balancing

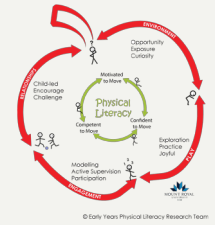
SPACE/MATERIALS: Masking tape for lines on floor, pieces of wool or soft fabric for tails

ACTIVITY #1 SQUIRREL TAILS

VIDEO AVAILABLE
INCLUDES ADAPTATION FOR INFANTS

SET UP

- Put lines of tape on the ground, or use an existing line on the floor (i.e. tiles).
- Create more 'wire' balancing opportunities for the children to explore by placing two lines of tape a few inches apart making a 'plank'.



MATERIAL SUGGESTION BOX:

INFANTS

- SOFT PLUSH TOYS
- SOFT FOAM BOXES
- SCARF
- BEAN BAG
- LEAVES / PINE CONES
- PUPPETS
- ANY TOY
- PILLOWS/CUSHIONS

TODDLERS

- BEAM
- LINE OF TAPE
- COLOURED BLOCKS
- PATTERN ON A CARPET / FLOOR / CRIB / BED
- PILLOWS/ CUSHIONS

PRESCHOOLERS

- LINE OF TAPE
- COLOURED BLOCKS
- PATTERN ON A CARPET
- LOGS
- FOAM NOODLES
- OBSTACLES
- HOPSCOTCH PATTERN
- CONES
- BEAM
- TIRES
- CRATES
- PILLOWS/ CUSHIONS

See video demonstration: <https://www.earlyyearsphysicalliteracy.com/media-room>

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Read a story about squirrels and discuss what the children know about squirrels, how they move, what they eat
- Encourage a discussion with the children about squirrels: Have the children seen squirrels at home? Where have the children seen squirrels play and walk? How does a squirrel climb a tree? Has anyone seen a squirrel jump from one branch to another? How do squirrels jump? Who has seen a squirrel run along a wire high in the air? How do they keep their balance? Why do squirrels have big bushy tails?
- Cut out squirrel shapes and have the children glue brown felt pieces for fur and add eyes and a nose. If the children are old enough, they can cut out their own squirrel shapes.
- Have the children braid or twist their own squirrel tails out of strips of material or wool.

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Encourage the children to move along the line on the floor or outside; if they are walking, practice putting one foot in front of the other.
- Suggest to the children that they are squirrels balancing on a tree branch or a wire. What do they have to do to keep their balance?
- Encourage the children to walk the branch or wire faster and faster each time, without "falling off".
- Next try moving around in a follow the leader style moving forwards, backwards, feet touching each step. Move slowly, quickly, lifting knees up high, crouching down, zigzagging. Try hopping from one branch to the other.

SQUIRREL TAILS, CONTINUED

PART 2 ADAPTATIONS:

- Put lines down on the floor that the children need to stay on while they reach for each other's tails.
- After you say "Go!" the children try to reach for each other's tails. When all the tails are lost, replace and repeat.

PART 2 SIMPLIFICATION SUGGESTIONS:

- If you observe that some children are experiencing difficulties with walking or putting one foot in front of the other, encourage the children to balance and walk on the 'plank' or to crawl.

PART 2 TRANSITION POEM:

This is a fun action poem for the children. For older children, discuss that squirrels don't often walk in the snow because they gather all their nuts and sleep (hibernate) in their comfortable warm holes during the winter.

Walking in the Snow – Poem
Let's go walking in the snow
Walking, walking, on tip toe
Lift your one foot way up high
Then the other to keep it dry
All around the yard we skip
Watch your step, or you might slip

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore balancing, walking, jumping, hopping. This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- Using the equipment and materials from the activity and a variety of loose parts, create an environment that encourages the children to continue to practice their fundamental movement skills.
- Set up an environment that encourages children:
 - To walk and balance such as multiple lines of tape on the floor or the ground outside (straight and curved), low balance beams, paths that encourage walking along the floor or pathway then up onto a balance beam

- To hop from one circle on the floor to another, from one foot to another, off a low piece of equipment to the floor or ground
- What else might squirrels do as they explore their environment? Build on the story read to the children or the discussion that occurred at the beginning of the activity.
- Take the children on a nature walk to gather sticks, pinecones, branches, and other items to build a squirrel's playground outside. Encourage the children to add or modify the environment as they explore – be creative! Squirrels' nests can also be built inside with grass, small branches, and leaves.

INFANT ADAPTATIONS

SET UP:

- Place lines of coloured tape to create a tree-like figure.
- Lay out different visuals of squirrels on the lines.

PART 1: INTRODUCTORY ACTIVITY:

- At a developmentally appropriate level, talk about squirrels using visuals and books.
- Talk about how squirrels run, jump, and climb, and have the children imitate the movements with you

PART 2: STRUCTURED PHYSICAL ACTIVITY:

Infants

- Encourage the children to move along the lines on the floor – crawling, pivoting on their bellies, paddling their arms while on their tummy, using arms to sustain their weight. Encourage children to use your leg, the side of a crib, or a sturdy piece of furniture to start to climb up to their feet – just like a squirrel!
- Focus on the movement and the opportunity to provoke the movement.

Toddlers

- Model and encourage repetition of movements – crawling, standing up, walking, moving up, down, backwards, sideways, and over.
- Add obstacles, mini foam blocks as 'nuts' and branches on the tree and incorporate a mini-story where the children are squirrels on the tree! Encourage children to gather and store their 'nuts' in the basket.

FUNDAMENTAL MOVEMENT SKILLS: Locomotor skill development

BASIC SKILLS: Walking, running, jumping, hopping

SPACE/MATERIALS: construction paper, masking tape, or string to make shapes on floor; shaped objects

ACTIVITY #2 SHAPE WALK



SET UP

- Using tape or string, create a series of shapes (the more variety the better) on the ground

MATERIAL SUGGESTION BOX:

INFANTS

- SOFT PLUSH TOYS
- SOFT FOAM BOXES
- SCARF
- BEAN BAG
- LEAVES / PINE CONES
- PUPPETS
- ANY TOY
- PILLOWS/ CUSHIONS
- CHALK
- STRING / YARN

TODDLERS

- BEAM
- LINE OF TAPE
- COLOURED BLOCKS
- PATTERN ON A CARPET / FLOOR – USING TILES
- CRIB / BED
- PILLOWS/ CUSHIONS
- HULA-HOOPS
- STRING
- SPONGES
- CLAY / PLAYDOUGH
- CRATES

PRESCHOOLERS

- LINE OF TAPE
- COLOURED BLOCKS
- PATTERN ON A CARPET
- LOGS
- FOAM NOODLES
- OBSTACLES
- HOPSCOTCH
- CONES
- BEAM
- TIRES
- CRATES
- PILLOWS/ CUSHIONS

See video demonstration: <https://www.earlyyearsphysicalliteracy.com/media-room>

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

Shape Hunt and Sort (Math Literacy)

- Give the children several cut-out shapes and have them match the shapes that are taped to the floor around the room. Discuss the names of the shapes, such as square, circle, triangle.
- Have the children go on a hunt around the room to find objects that can fit inside each shape on the floor.

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Call out colours and shapes for the children to walk on.
- Encourage children to move about the room in different ways: slow/fast; sideways/backwards; on heels/tiptoes
- Walk like different animals or people or in different situations:
 - Walking into cold/hot water
 - Walking into mud or deep snow or onto ice
 - Walking a big great dog
 - Walking like a penguin, a bear, an elephant

SHAPE WALK, CONTINUED

PART 2 ADAPTATIONS:

- To make the activity more complex, allow a specified number of children on a shape at a time; move about the room and switch shapes.

PART 2 SIMPLIFICATION ADAPTATIONS:

- Consider the children's abilities and adapt the activity by setting up different shapes (bigger shapes with thicker lines are easier) and in ways children move around (e.g., walking like a dog is easier than like a duck, walking on toes or heel to toe is more difficult than walking normally). Encourage the children to give their friends space and to walk carefully.

TRANSITION RHYME:

Stop and Go - Movement Rhyme

Stop! Says the red light (stop in tracks)

Go! Says the green light (walk at normal pace)

Slow down! Says the yellow light

Blinking in between (go very slowly)

Stop! Says the red light (stop in tracks)

Go! Says the green light (walk at a normal pace)

Slow Down! Says the yellow light,

Blinking in between (go very slowly)

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore, walking, running, jumping, and hopping. This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- Encourage children to look for shapes in their environment indoors and out. Can they create giant shapes indoors using toys and their own bodies and outdoors using loose materials and collected materials?
- Participate with the children to model locomotor activities in, on, around, and through different shapes and be an active engaged supervisor.



FUNDAMENTAL MOVEMENT SKILLS: Locomotor skill development

BASIC SKILLS: Crawling, hopping, skipping, and jumping

SPACE/MATERIALS: Move tables and chairs to clear an open space while still allowing "mice" access to hiding spots

ACTIVITY #3 CAT AND MOUSE



SET UP

- Ensure there is enough space for children to move freely

MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- SCARF
- BEAN BAG
- LEAVES / PINE CONES
- PUPPETS
- ANY TOY
- PILLOWS/ CUSHIONS
- FLAG
- BLANKETS
- PILE OF LEAVES
- SNOW

- BEAM
- COLOURED BLOCKS
- FLOOR – USING TILES
- PILLOWS/ CUSHIONS
- DIFFERENT PLUSH TOYS
- BLANKETS
- ROCKS / PEBBLES
- BINOCULARS
- MAGNIFYING GLASS
- MASKS
- STRING / YARN

- TAPE
- COLOURED BLOCKS
- PATTERN ON A CARPET
- LOGS
- FOAM NOODLES
- OBSTACLES
- HOPSCOTCH
- BEAM
- TIRES
- CRATES
- PILLOWS/ CUSHIONS

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Read a story about cats and mice to the children. Why do cats like to chase mice? Cats have to be very patient as mice like to hide and sneak quietly. With the children, pretend to be mice sneaking and hiding. Now, together, pretend to be cats being patient (waiting and being very still!) and then pouncing!
- Together with the children, think about some rules the children might need to follow if they were mice? Cats? (Talk about things like "catching" with gentle touches rather than pushing or shoving.)

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Divide the children into two groups. One group pretends to be cats and the other group pretends to be mice. Remind the children how to act as a cat or a mouse moving in a variety of ways.
- Encourage the children to move around the room freely as either cats or mice. Then challenge them to move in a different way such as hopping, skipping, jumping, or crawling. Can they still be quiet and sneaky like a mouse while hopping? Can they still be patient and pounce while skipping?
- Call out "Cats catch mice".
- All of the cats try to catch the mice. When the mice are caught they turn into cats.
- Repeat and change action.

CAT AND MOUSE, CONTINUED

PART 2 EXTENSION:

- To extend the activity, bring out the parachute (or a large flat bed sheet). Have the mice hide underneath the parachute and the cats hold onto the edges of the parachute. Wave the parachute up and down while the mice attempt to get out from under the parachute then switch.

PART 2 TIPS

- Reduce the group size to have for example, one cat to three mice so there are many smaller groups of cat and mouse.
- Encourage the children to use their 'gentle hands' when they chase the mice and manage the pace of movement by hopping, skipping, jumping, or crawling.

TRANSITION ACTIVITY

- Breathing exercises with the children:
 - Inhale feeling the mouse belly expand.
 - Exhale squealing like a baby mouse.
- Cat stretches. This can lead into yoga moves if you use yoga in your playroom.

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore crawling, hopping, skipping, and jumping. This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- Where might mice hide in their environments, both indoors and out? Use loose parts to create mouse hidey-holes.
- Participate with the children to model locomotor activities in, on, around, and through obstacles and objects both indoors and out. Be an active engaged supervisor.

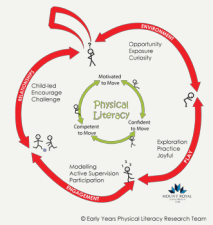


FUNDAMENTAL MOVEMENT SKILLS: Locomotor and stability skill development

BASIC SKILLS: Crawling, running, hopping, skipping, jumping, and balancing

SPACE/MATERIALS: Chairs, masking tape, stuffed bear or picture of a bear, bucket, orange/yellow fabric

ACTIVITY #4 GOING ON A BEAR HUNT!



SET UP

- Move chairs and tables to ensure there is enough space for the children to explore. You can also use these tables and chairs as obstacles for the children while they are on their Bear Hunt.
- Use the materials and equipment suggested above to develop a camping scene.
- Set up a strip of masking tape along the floor which will be the “log” across the river. Place the bear at the end point.

MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- SCARF
- BEAN BAG
- LEAVES / PINE CONES
- PUPPETS
- ANY TOY
- BUCKETS
- BALLS
- SCARVES
- FLAG

- BEAM
- PATTERN ON A CARPET
- FLOOR – USING TILES
- PLUSH TOYS
- BLANKETS
- ROCKS / PEBBLES
- MASKS
- CONSTRUCTION PAPER
- DIFFERENT PROP MATERIALS – HATS, GLASSES, BINOCULARS, MAGNIFYING GLASSES, MAP

- LINE OF TAPE
- COLOURED BLOCKS
- LOGS
- FOAM NOODLES
- OBSTACLES
- CONES
- TIRES
- CRATES
- PILLOWS/ CUSHIONS
- SNOW

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Encourage the children to gather around the make-believe campfire and discuss their camping stories.
- Talk about the wildlife children might see on a hike through the wilderness. How should we behave when we see wildlife? Do we feed them? No! Do we try to touch them? No! Should we give them lots of space to be free? Yes! Can we take photos of them from a safe distance? Yes!
- Explain that now everyone is going to go on a hike to look for bears! Everyone grab their imaginary cameras!

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Encourage the children to stand up and begin the ‘Bear Hunt’ (below) song. You say the first sentence and they repeat.

Bear Hunt (“Repeat after me” song)

Goin’ on a bear hunt (repeat)
We’re gonna catch a big one! (repeat)
But I’m not afraid (repeat)
Are you? (repeat)
Not me! (repeat)
What do I see? (repeat)
Oh look! We need to ____ (identify an activity such as crawl through tall grass, crouch to get into a tent, swim through water, etc.)
Can’t go over it (repeat)
Can’t go under it (repeat)
Can’t go around it (repeat)
Got to go through it (repeat...make motions with arms like you are clearing a way through, over, under or around the object.)

- Use the available materials and equipment to encourage the children to go under, over, around or through. Indoors, this could mean using chairs,

GOING ON A BEAR HUNT!, CONTINUED

tables, large foam blocks, and masking tape lines on the floor. Outdoors, this could mean fixed playground equipment or natural objects such as logs, hills, rocks, and trees. Lead the children through an adventure where they have the opportunity to explore certain skills (hopping, skipping, jumping, swimming, and so on).

- At the end of the song, when the children have found the bear and taken a photo, gather around the campfire and discuss with the children how they moved their bodies on their bear hunt.

PART 2 SIMPLIFICATION ADAPTATIONS:

- When encountering a new obstacle while on the adventure, you may want to role model the movement to encourage exploration.
- Encourage the children to 'follow your lead' as you continue on the adventure!

FOLLOW-UP ACTIVITY:

- Using art materials (paints, crayons, playdough or clay, sticks and other natural items, and so on) create "photos", paintings, or three dimensional pieces such as dioramas to illustrate their adventures while camping.

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore many different ways of moving their bodies. This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- Help the children build obstacle courses and practice moving in different ways over, under, into, and through.
- Indoors, encourage the children to move objects so that they can act out camping and going on a hike. Help them set up tents by throwing bed sheets over tables or chairs, build a campfire using sticks and stones, and so on.
- Outdoors, encourage the children to recreate natural settings – animal dens, rivers, forests, hills. Go on a nature hike to pick up objects for their wildlife adventures.



FUNDAMENTAL MOVEMENT SKILLS: Locomotor, stability, and manipulative skill development

BASIC SKILLS: Crawling, running, skipping and jumping, balancing

SPACE/MATERIALS: Open space. Plastic fruit from housekeeping centre, fruit-shaped name tags, balls of various sizes and textures

ACTIVITY #5 FRUIT SALAD

INCLUDES ADAPTATION FOR INFANTS

SET UP

- Have a corner designated and labeled with one of four fruits you choose. (Example: apples, oranges, bananas, grapes.)



MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> • SCARF • BEAN BAG • LEAVES / PINE CONES • PUPPETS • ANY TOY • BUCKETS • BALLS • FLAG | <ul style="list-style-type: none"> • BEAM • LINE OF TAPE • SNOW • PATTERN ON A CARPET • FLOOR – USING TILES • PLUSH TOYS • BLANKETS • ROCKS / PEBBLES | <ul style="list-style-type: none"> • COLOURED BLOCKS • LOGS • FOAM NOODLES • OBSTACLES • CONES • TIRES • CRATES • PILLOWS/ CUSHIONS |
|--|---|---|

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Gather children for a circle time discussion about their favorite fruits and eating healthy foods.
- Assign each child one of four fruits and have them print their names on a fruit name tag.
- Show the children to the corner that is designated for their specific fruit (oranges go to the orange corner). Have them walk through the process while discussing how the activity is played.

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- When you call out a specific fruit, everyone in that corner moves to the centre of the room as fast as they can and displays a specific skill (see examples below) the number of times requested and returns to the corner.
- Repeat this process using different skills and different combinations of fruit. Be sure to call out movements that the children are comfortable doing to begin with and then start to challenge with more difficult movements. For example:
 - Jump up and down three times
 - Hop three times

- Hop on one foot three times and the other foot 3 times.
- Tip toe to the centre
- Stand on your tip toes and stretch your hands to the sky, touching your hands together like a mountain
- Bend down and touch your toes
- Skip to the centre
- When you call out “fruit salad” all fruits run to the centre and display a specific skill the number of times requested. All fruit then return to their designated corners.
- On the last time you call “fruit salad” tell the children that everyone will be making a fruit salad. Encourage the children to rest and “cool down” while in the circle time discussion. Ask the children about their fruit salad fun!

PART 2 ADAPTATIONS:

- For younger children you may want to post pictures of the fruit in the corners and give them fruit shaped or fruit colored name tags to help them understand which corner they belong to.
- For older children you may want to get them doing

FRUIT SALAD, CONTINUED

more difficult skills in the centre like rolling around, galloping, bouncing, throwing and catching a ball, and so on.

FOLLOW-UP ACTIVITY:

- Provide fresh fruits and knives for the children to make their own fruit salads for snack or lunch. Teach the children how to use the knives safely and supervise closely.
- For younger children, provide cut-up fruit and use tongs or spoons to pick up the fruits they want in their bowls.

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore many different ways of moving their bodies. This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- Encourage opportunities for children to explore the ways their bodies can move both indoors and out. Loose parts can be moved and placed to encourage different types of movement.
- As the use of a simple tool was introduced in this activity, build on this experience by introducing simple tools for the children to learn how to use such as other cooking utensils or construction tools such as hammers and screw drivers.
 - Teach the children how to use the tools properly and safely and then supervise closely as they enjoy creating and building.

INFANT/TODDLER ADAPTATIONS

MATERIALS:

- Visuals of many kinds of fruits – pictures, storybooks, plush toys, plastic toys
- Various balls or bean bags – soft materials for infants

SET-UP:

- Designate four corners using four fruits

PART 1: INTRODUCTORY ACTIVITY:

Infants

- Working directly with the infants, encourage them

to explore the fruit using all their senses. Use appropriate vocabulary as they explore.

Toddlers

- Introduce fruits using songs and talking about the fruit they have at meal times.
- Explore the colours and textures of the balls and the fruits introducing vocabulary as appropriate.
- Encourage toddlers to explore the fruits using their favourite fruits as examples.
- Adapt fruits, colours, and details about certain fruits into story or songs.

PART 2: STRUCTURED PHYSICAL ACTIVITY:

Infants

- Encourage infants to move towards, play with, or gather the fruits by modelling movements such as crawling, standing up, walking, moving up, down, backwards, sideways, and over.
 - Encourage older infants to move over, around, under, and through objects to reach the fruits using soft foam blocks, chairs, tunnels, and other obstacles.

Toddlers

- Label four corners with different fruits using pictures. Ask the children to identify the fruits in each corner.
- Call out a specific fruit and have all the children move toward the appropriate corner. Assign older toddlers names of fruits, call out a corner, and have all children who are assigned that fruit move to the appropriate corner.
- Add specific movements for each fruit
 - Oranges – jump 3 times
 - Strawberries – hop over an obstacle
 - Melon – move a ball from one place to another
 - Grapes – touch your toes and stretch up to the sky
 - Bananas – walk on your tip-toes
- Mimic the shape of the fruit, for example
 - Round oranges - rolling into a ball
 - Strawberries – touching toes to create triangles
 - Bananas – laying down in the shape of a crescent moon
- Mix the fruits together and create a “fruit salad” – allow children to ‘cool down’ by coming back together.

PART 3: STRUCTURED PHYSICAL ACTIVITY:

- See introduction for examples of materials and environments
- During the summer/early fall, take the children on a nature walk to see fruit trees and berry bushes. Ask permission for the children to pick and taste the fruit and berries.

FUNDAMENTAL MOVEMENT SKILLS: Manipulative skill development

BASIC SKILLS: Kicking

SPACE/MATERIALS: 10-15 pylons or markers, 1 large ball per group, construction paper, coloured markers.

ACTIVITY #6 READY, AIM, KICK!

VIDEO AVAILABLE

SET UP

- Place a line with masking tape 6-10 feet from the pylons or markers.



MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- SCARF
- BEAN BAG
- LEAVES / PINE CONES
- PUPPETS
- ANY TOY
- BUCKETS
- BALLS
- FLAG

- BEAM
- LINE OF TAPE
- SNOW
- PATTERN ON A CARPET
- FLOOR – USING TILES
- PLUSH TOYS
- BLANKETS
- ROCKS / PEBBLES

- COLOURED BLOCKS
- LOGS
- FOAM NOODLES
- OBSTACLES
- CONES
- TIRES
- CRATES
- PILLOWS/ CUSHIONS

See video demonstration: <https://www.earlyyearsphysicalliteracy.com/media-room>

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Discuss targets with the children. What are they? What can they be used for? Where do we see targets in our world (bull's eye, archery, X marks the spot, and so on).
- Have children colour shapes, numbers or letters on different pieces of construction paper. These letters or shapes will be the targets that can be taped onto the pylons as markers.

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Provide a ball for each child. Model standing on one foot while using the second foot to kick the ball. Encourage the children to practice kicking while standing.
- Point out the targets that the children have made.
- On 'Go', encourage the children to try to hit the pylon or marker by kicking their ball.
- On 'Get them', children run out and collect balls and bring them back to the starting line to repeat the

activity. Remember to be patient and wait until the signal to fetch the ball!

PART 2 TIPS:

- Stand behind the ball
- Step (with kicking foot), plant (opposite foot), kick (with inside foot)
- Kick with inside of foot
- Head Up!
- Eyes on the target

PART 2 ADAPTATIONS:

- Number the targets from 1-5. Challenge the children to hit the targets in a sequence.
- To make the activity more complex, encourage the children to record how many times they successfully kicked the ball to the pylon.

READY, AIM, KICK!, CONTINUED

PART 2 SIMPLIFICATION SUGGESTIONS:

- For children who are just learning how to kick, model the skill while singing the transition song below. Encourage the children to practice together calling out the verbal reminders 'stand', 'plant', 'kick', and 'look'.
- For younger children, mark the line closer to the target or marker, say, 3 to 5 feet from the pylon, or encourage the children to kick without aiming at a target or marker.

TRANSITION SONG:

KICK YOUR FOOT (tune of "Row, Row, Row Your Boat")

*Kick, kick, kick your foot
High up to the sky!
Kick it high, kick it high
Right up to the sky!*

Repeat the verse using your left foot. Now try using your right foot for the first two lines and your left foot for the last two lines. Now try switching feet with each line! Work hard to stay standing!

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore many different ways of moving their bodies.

This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- Encourage children to explore kicking using a variety of different sized balls.
- What else can the children find in their environment suitable to practice kicking such as empty two litre bottles, cans, rolled up socks?
- Encourage the children to set up a variety of targets to practice kicking at such as an empty box, a hula hoop, through the legs of a chair, between pylons.
- Help the children set up obstacle courses to practice kicking around, under, and through.
- When the children are ready, encourage beginning soccer skills such as learning to run towards a still ball and kicking it, and then learning to run towards a moving ball and kicking it.
- Always ensure there are things to kick and provide lots of time for children to begin to play soccer outside in the playground and the park.



FUNDAMENTAL MOVEMENT SKILLS: Manipulative skill development

BASIC SKILLS: Catching, throwing, receiving

SPACE/MATERIALS: Open space/garden space, small ball/bean bag, potatoes, Rubbermaid tubs filled with sand/dirt

ACTIVITY #7 HOT POTATO, COLD POTATO



MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- SCARF
- BEAN BAG
- WHEAT BAG – USED COLD OR WARM
- MARSHMALLOWS – USED ROOM TEMPERATURE OR FROZEN
- PINE CONES
- SNOW

- ANY TOY
- BUCKETS
- BALLS
- FLAG
- BLANKETS
- CHAIRS

- COLOURED BLOCKS
- PAINT – TO INDICATE THE DIFFERENCE
- FOAM NOODLES
- PILLOWS/ CUSHIONS
- BALLOONS
- TABLE

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Invite the children to circle time to explore how potatoes grow. What do potatoes look like? What colours can potatoes be? Do we eat raw potatoes? NO! How do we cook them (mashed, baked, fried)?
- We can buy potatoes in the grocery store or at the farmers' market, or we can grow them in a garden. Who has a vegetable garden at home? Explore with pictures or a book that potatoes grow lots of leaves above the ground while the potatoes stay hidden below the ground.
- 'Plant' some potatoes in rubber maid bins full of dirt or sand or in the garden outside and have the children dig for the potatoes.

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Discuss with the children the opposites hot and cold. When something is hot, like a hot baked potato, it is hard to hold.
- Have the children sit or stand in a circle passing the ball or beanbag (a cold potato) to their neighbour around the circle.

- When the leader calls out "hot potato", the child holding the ball/beanbag will call out a child's name and toss the beanbag to that child across the circle.
- The game continues when the leader calls out "cold potato". The children continue to pass the ball/bean bag around the circle.
- With older children, make the game more challenging by adding more potatoes to the circle.

PART 2 EXTENSION ACTIVITY:

- Plant a garden outside in the spring. Potatoes can be grown in a large sac or in a plastic barrel. When you see four or five leaves above the ground, add more dirt. Continue to add soil over the summer until the sac or barrel is full. Be sure to help the children water and care for their potatoes (and more garden vegetables, if possible).
- To harvest in the fall, tip the sac or barrel over and harvest the potatoes using hands.
- Have the children help prepare the vegetables for snack or lunch after harvesting. Some children may be old enough to learn how to use kitchen tools such as a potato peeler and knife with supervision.

HOT POTATO, COLD POTATO, CONTINUED

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore many different ways of moving their bodies. This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- Depending on the age and ability of the children, model different ways of catching balls. For example,

start by having the children sitting with their legs wide apart and roll the ball into their legs. Model how to 'trap' the ball with both hands against your chest.

- Provide many opportunities for children to practice rolling, throwing, and catching. For example, during circle time, call a name and toss a bean bag. Have the child toss the bean bag to a friend. Toss a ball

to the children one at a time to signal time to wash hands before lunch. Think of many opportunities to practice!

- Both indoors and outdoors, provide equipment for the children to throw and catch. For younger children, use larger softer items such as beach balls or soft foam balls. Gradually reduce the size of the balls or objects as the children become more proficient.
- Provide objects the children can use as targets for the balls such as empty boxes, hula hoops, or nets. Model moving while throwing and catching.
- Provide pool noodles and other soft items and model hitting the balls with these items.
- Allow lots of time for children to explore, play, and practice throwing and catching!



Hot Potato. [Photograph]. Retrieved from pbskids.org.

FUNDAMENTAL MOVEMENT SKILLS: Stability, locomotor, and manipulative skill development

BASIC SKILLS: Walking, skipping, throwing, catching, balancing, twisting, and bending

SPACE/MATERIALS: Random objects in various different colors (bean bags, balls, blocks, leaves)

ACTIVITY #8 I SPY WITH MY LITTLE EYE



MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- SCARF
- BEAN BAGS
- PINE CONES
- SNOW
- TAPE
- LOGS
- EMPTY TOILET PAPER ROLLS

- ANY TOY
- BUCKETS
- BALLS
- FLAG
- BLANKETS

- COLOURED BLOCKS
- FOAM NOODLES
- PILLOWS/ CUSHIONS
- BALLOONS
- PATTERN ON A CARPET
- PATTERN ON THE FLOOR – TILES

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Go for a short walk around the room, playground, or the neighbourhood and have children point out as many things as they can find of a specific color for the duration of the walk. "Today we are going to try and spot as many red things as we can" (flowers, cars, garbage, birds, leaves, and so on).
- Introduce the game, I Spy on your walk by saying, "I spy with my little eye, something that is..."
- Remind the children that they should only point at the objects, especially if you are outside; they should not touch or pick.

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Call out, "I spy with my little eye, something that is...." "Take two baby steps" or "Crawl four steps" or "Hop five times" towards.... Ask a child to call out the name of an object or colour to fill in the blank.
- Everyone follows the directions and moves toward the object or colour.
- Each child has a chance to name an object or colour and everyone else finds it.

PART 2 TIPS:

- Assist the children in choosing items to call out. If they are having difficulties, encourage them to go get the item (if appropriate), or point it out.

- Challenge the children and slowly increase the difficulty of the skill being performed to ensure children will be successful in practicing and perfecting new skills but still remain engaged.

PART 2 ADAPTATIONS:

- Have different buckets or bins spread out around the room and have children sort items by taking them to the different buckets or bins categorized by colour, shape, or item.
- Try adding different skills such as skip, hop, crab walk, walk-pause-bend-walk as they move towards the object.
- Do the activity in pairs, so each pair has to collect two objects.

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore many different ways of moving their bodies. Ensure the play spaces have plenty of loose parts of different colours, shapes, and textures. Encourage "I Spy" at random times when the children are playing.

FUNDAMENTAL MOVEMENT SKILLS: Stability, locomotor, and manipulative skill development

BASIC SKILLS: Walking, skipping, crawling, balancing, twisting, hopping, and bending

SPACE/MATERIALS: Open clear space, small mirrors

ACTIVITY #9 MIRROR MADNESS



MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- SCARF
- BEAN BAGS
- PINE CONES
- SNOW
- LIGHTS & LARGE WHITE FABRIC – USED AS A SHADOW PLAY

- ANY TOY
- BUCKETS
- BALLS
- FLAG
- BLANKETS
- ROCK

- COLOURED BLOCKS
- FOAM NOODLES
- PILLOWS/ CUSHIONS
- BALLOONS
- WOOD / LOGS

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Talk about reflections and have children look at their reflections in the mirror. What do they see? With older children, explore how reflections are opposite by having children point to their noses, then to their right eye, their left cheek, and so on. Why are reflections opposite?

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Encourage the children to stand in front of you and copy your movements (Simon Says).
- Use movements such as balancing on alternating feet, vertical jump with both feet, hopping on one foot at a time.
- Ask the children to face a friend and take turns mirroring the movements of each other. If there are an odd number of children, one can be the leader and the other two can be the mirror reflection.

PART 2 ADAPTATIONS:

- To make the activity more complex, have the children watch and wait while the movement is being done and mimic when it is finished. This requires the children to remember steps and recall information.
- Even harder is to try to mimic actions as they are being done in a continuous flow!
- Use lights and sheets of white fabric to help the

children create shadows. Can the children create shadow plays to share with each other? How can movement be incorporated into the shadow plays?

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore many different ways of mimicking a range of actions. This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- Provide different types of mirrors. For example, indoors there are wonderful pieces of equipment where children can climb inside and see themselves reflected many different times. Outdoors, shiny pieces of metal or plastic can be used as mirrors.
- Participate with the children when they are playing by starting to mirror another child's actions and encouraging children to mimic one another. Challenge children to "follow the leader" as they climb through, over, and around objects. Can you climb under the chair on your knees and only one hand? Can you crawl over the log on your tummy? Can you roll down the hill?

FUNDAMENTAL MOVEMENT SKILLS: Stability, locomotor, and manipulative skills

BASIC SKILLS: Walking, skipping, balancing, twisting, hopping, and bending

SPACE/MATERIALS: Hoops/skipping ropes, music, rhythm instruments, pictures of types of dancing, story book about dancing

ACTIVITY #10 DANCING HOOPS

SET UP

- Place several hula hoops or skipping ropes looped into a circle side by side on the floor, one per child.
- This may become a long-term project in your room as you and the children explore different forms of dance!



MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- SCARF
- BEAN BAG
- PINE CONES
- SNOW
- LIGHTS & LARGE WHITE FABRIC – USED AS A SHADOW PLAY
- CRATES
- SNOW – CREATE DIFFERENT PATHWAYS OR SHAPES

- ANY TOY
- BUCKETS
- BALLS
- FLAG
- BLANKETS
- ROCK
- CONES
- TIRES
- SKIPPING ROPES

- LINE OF TAPE / TAPE
- COLOURED BLOCKS
- FOAM NOODLES
- PATTERN ON A CARPET/TILE
- PARACHUTE
- PILLOWS/ CUSHIONS
- BALLOONS
- CHAIRS
- ROPE

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Invite the children to circle time to talk about dancing. What types of dancing are the children familiar with? What kinds of dances do their families do? Are any of the children taking dance lessons?
- Play music and encourage the children to move their bodies to the music. Provide rhythm instruments for the children to play as they dance. Ask the children to feel how their bodies are moving and encourage them to try different movements as they respond to the music.
- Show pictures of different dancers and read a book about a dancer.
- If possible, invite family members to come and demonstrate types of dancing for the children. Talk about the types of costumes, the music, and the movements. Ask the guests to participate with the children in making dance movements.

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Play music and invite the children join you dancing to the music. Encourage the children to try different dance steps as they move around the hula hoops.
- Explain to the children that when the music stops, everyone has to stand inside of a hula hoop.
- When the music starts again, remove one hoop. Explain to the children that, now that there are fewer hoops, they may need to share a hoop when the music stops.
- Eventually, there will be only one hoop and everyone needs to cooperate and squeeze one body part in the hoop. A child may only be able to place a toe in the hoop! Can all the children balance?
- Now have each child pick up a hoop and explore ways of using the hoop as part of their dance!

DANCING HOOPS, CONTINUED

TRANSITION ACTIVITY:

- Hold a skipping rope at one end. Keeping the rope on the ground, wiggle it back and forth while the children try to stomp on the rope.

(Source: Nutrition Resource Centre, 2007)

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore many different ways of moving their bodies to music. This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- Ensure that children have access to many different types of music both indoors and out that they can turn on when they wish.

- Provide tutus, ballet slippers, tap shoes, scarves, ribbons, and pieces of cloth for the children to use as costumes in the housekeeping centre.
- Include a variety of drums and other rhythm instruments for the children to create dancing rhythms.
- Dance is a great way to liven up sleepy children or to encourage children to focus on controlling their bodies when they need to settle.
- Use dance as a transition activity – to bring children together for circle time, to move to the bathrooms to wash hands before lunch, to bring children in from outdoor play.
- Build on shadow plays from the previous activity and encourage dancing shadow plays.
- Contact a local dance studio or willing parents to see if they are able to provide dance classes for the children at a reasonable cost.



Happy Hoop Dance. [Photograph]. Retrieved from <http://prowellness.vmhst.psu.edu/healthyeatingpa>

FUNDAMENTAL MOVEMENT SKILLS: Stability, locomotor, and manipulative skills

BASIC SKILLS: Walking, skipping, balancing, twisting, hopping, bending, kicking, throwing, catching

SPACE/MATERIALS: Open, clear space. A variety of balls, such as footballs, soccer balls, tennis balls, and basketballs

ACTIVITY #11 SPORTS CLUB

SET UP

- Large open area, pictures of sports activities from magazines posted around the room
- This may become a long-term project in your room as you explore a number of different sports!



MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- SCARF
- BEAN BAG
- PINE CONES
- LIGHTS & LARGE WHITE FABRIC – USED AS A SHADOW PLAY

- ANY TOY
- BUCKETS
- BALLS
- FLAGS
- BLANKETS

- COLOURED BLOCKS
- FOAM NOODLES
- PILLOWS/ CUSHIONS
- SNOW
- BADMINTON RACKETS

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Talk about the sports that the children have tried (such as soccer or swimming) or watch on TV with their family. What are their favourite sports? Explore the idea that families often enjoy unique sports such as cricket or horseback riding.
- To spark interest in a variety of sports, invite parents or community members who are involved in different sports to come in with their equipment and talk about that sport. If possible, encourage the guests to play a modified version of the game with the children.
- If guests aren't available, have books about different sports for the children to read together in circle. Then keep the books in the library corner for children to access.
- Ask the children to demonstrate their favorite sports through actions.
- Create drawings and stories about the children's favorite sports using a variety of craft material.

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Call out a specific sport that you have been discussing and encourage the children to demonstrate an action from that sport for 15 to 30 seconds. For example, call out 'hockey' and the children can skate around, or 'horseback riding' and the children can gallop around the room.
- Use sports that you have already discussed so that all the children can demonstrate an action.

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

Refer to the APPLE Model (environment, play, engagement, and relationships) to help you set up a stimulating environment that encourages the children to explore many different sports. This environment can be set up indoors or outside for more flexibility. Free play time is the opportunity for the children to play joyfully without structure, choose the toys and equipment they want to use that will further locomotion and balance skill development, and have fun with each other.

- To the best of your ability, provide sports-related equipment for the children to use indoors and out. For some sports, such as swimming, this may mean providing goggles and flippers for the children to use in imaginary play in your "sports centre". For other sports, you may be able to provide a variety of balls, hockey sticks and rubber pucks or tennis balls, badminton rackets and birdies, hoops and nets.
- Simple activities such as tobogganing are wonderful winter activities for children. Children can also learn to "skate" on their boots on ice and play with hockey sticks or pool noodles. Street hockey is a great non-winter activity requiring only sticks and balls.
- Participate with the children making snowmen and snow angels in the winter, rolling down fresh smelling hills in the spring, playing in the sprinkler or paddle pool in the summer, and piling up leaves and jumping in them in the fall. Learn to enjoy all four seasons outdoors!
- If possible, take the children skating or swimming.
- Many community recreation programs provide "Learn to" or "I Can" activities for minimal costs which can include the entire family!

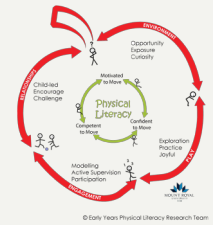
FUNDAMENTAL MOVEMENT SKILLS: Locomotor, stability, and manipulative skill development

BASIC SKILLS: Crawling, running, hopping, skipping, jumping, balancing, twisting, bending, curling, stretching

SPACE/MATERIALS: Open space. Regular chairs, masking tape, hula hoops, ribbon, a stuffed bear or the picture of a bear

ACTIVITY #12 BEAR HUNT ULTRA

AN OPPORTUNITY TO REVIEW AND PRACTICE ALL MOVEMENTS INTRODUCED IN SEEDS!



MATERIAL SUGGESTION BOX:

INFANTS, TODDLERS, AND PRESCHOOLERS

- SCARF
- BEAN BAG
- LEAVES / PINE CONES
- PUPPETS – DIFFERENT ANIMALS
- ANY TOY
- BUCKETS
- BALLS
- SCARVES
- FLAG
- CHAIRS, TABLES
- ROPES / RIBBONS

- BEAM
- PATTERN ON A CARPET
- FLOOR – USING TILES
- PLUSH TOYS
- BLANKETS
- ROCKS / PEBBLES
- MASKS
- CONSTRUCTION PAPER
- DIFFERENT PROP MATERIALS – HATS, GLASSES, BINOCULARS, MAGNIFYING GLASSES, MAP
- EMPTY TOILET PAPER ROLLS

- TAPE
- COLOURED BLOCKS
- LOGS
- FOAM NOODLES
- OBSTACLES
- CONES
- TIRES
- CRATES
- SNOW
- PILLOWS/ CUSHIONS
- SNOW
- HULA HOOPS

Children love to revisit fun activities. Revisiting 'Going on a Bear Hunt' (Activity #4) is an excellent opportunity to review all the skills and activities from the APPLE Seeds program, explore different adaptations, and encourage combination of the three Fundamental Movement Skills (FMS). Recall previous activities with children. Explore different physical literacy movements that children have been introduced and engaged from previous APPLE Seeds activities and slowly remove the structure for

child-lead, unstructured, exploratory play. All activities can be implemented, explored, and introduced in multiple settings and different weather conditions. By supporting children to explore and take on active energetic play in different weather conditions not only promotes and enhances physical literacy, but also strengthens their motivation, confidence, and competence.

PART 1: INTRODUCTORY ACTIVITY (10 MINUTES)

- Adapt "Going on a Bear Hunt!" by taking it outside during Canadian winter! Talk about our famous Canadian polar bears that live in Nunavut and Churchill, Manitoba.
- Explore differences between types of bears: black, brown, grizzly, and polar bears. Discuss the habits and movements of bears as preparatory activities. Do the children know of other types of bears from different countries such as sloth bears? Perhaps introduce Spirit Bears as revered by First Nations peoples.
- Pretend to be polar bears - rolling, crawling, walking, and catching fish like a polar bear.

PART 2: STRUCTURED PHYSICAL ACTIVITY (15 MINUTES)

- Encourage the children to stand up and begin the song (below). You say the first sentence and they repeat.
- Encourage the children to go under, over or around or through different objects. Leading them through an adventure where they have the opportunity to explore certain skills.
- At the end and when you have found and photographed the bear, gather around the campfire and discuss with the children how they moved their bodies on their bear hunt.

BEAR HUNT ULTRA, CONTINUED

Bear Hunt ("Repeat after me" song)

Goin' on a bear hunt (repeat)

We're gonna catch a big one! (repeat)

But I'm not afraid (repeat)

Are you? (repeat)

Not me! (repeat)

What do I see? (repeat)

Oh look! We need to ____ (identify an activity such as crawl through tall grass, crouch to get into a tent, swim through water, etc.)

Can't go over it (repeat)

Can't go under it (repeat)

Can't go around it (repeat)

Got to go through it (repeat...make motions with arms like you are clearing a way through, over, under or around the object.)

PART 3: UNSTRUCTURED EXPLORATORY PLAY (MINIMUM 30 MINUTES)

INDOOR SPACE:

- This activity can take up a large area if permitted. Ensure desks and chairs and other large equipment or furniture is positioned to support the exploration and development of the bear hunt for the children.
- Use the materials listed above by spreading them around different areas of the room to best utilize

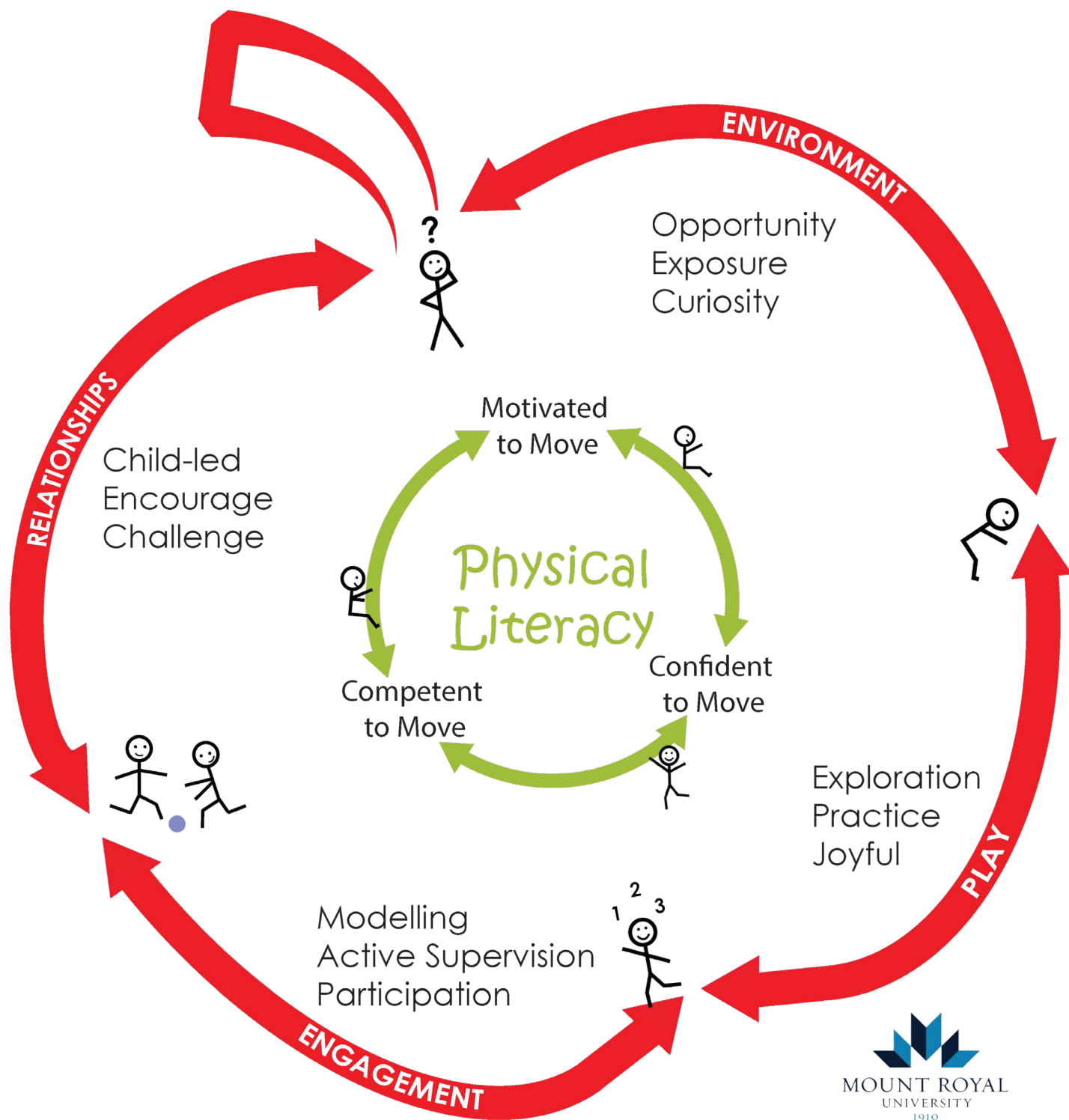
indoor space while still supporting exploration and development of bear hunt.

- Discuss a bear's environment with the children. Use construction paper, scissors, markers, and other art materials to provide representation outdoor environment suitable for the poem and activity.
- Attempt to provide natural materials for the children to set up the bear's environment or as materials they can bring with them for the bear hunt.
- Using an indoor space for this activity requires your creativity and innovation as well as that of the children. Include the children in the conversation on how to best set up the indoor environment that suits the indoor environment.

OUTDOOR SPACE:

- The outdoor environment provides enriching conversations with the children about a bear's natural habitat and the environment they live in.
- Help the children build their own igloo using snow in the winter or branches and leaves during the fall. Remind children that some bears hibernate during the winter just like the squirrels in the very first Seeds activity.
- Manipulate the materials and equipment in your outdoor space to best suit the activity.





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