

# Physical Literacy at Preschool: Unit 2

## 10-week unit for ages 3-5 years

Are you looking to add some physical activity to your preschool curriculum? This collection of physical literacy lesson plans has been developed for early childhood educators who want to enrich their programs.

There are 10 sessions described in this unit. Each session takes about 30 minutes to complete with a group of children. Every session presents a series of fun activities and games for developing fundamental movement skills and physical literacy.

### What is physical literacy?

Physical literacy is when kids have developed the skills and confidence to participate in many different physical activities and sports. Fundamental movement skills such as throwing, catching, running and jumping are the beginning of physical literacy.

Physical literacy is important because it gives kids the confidence to stay active for life. It's not about being a "superstar athlete"—everyone can learn fundamental movement skills, and everyone can become physically literate! Preschool is the perfect time to start.

### How to use these session plans

1. Decide what time of day that you will run your physical literacy sessions.
2. Review each session plan in advance to ensure that you have the needed equipment.
3. Establish a session routine for the children (e.g. coming together and listening to your instructions at the start of each session).
4. Make sure that the children understand your expectations for each session (e.g. stop and start on your signal, put away equipment, etc.).

### Tips for running a fun session

1. Manage each session so that every child feels included. For example, avoid setups where children with more advanced development might dominate.
2. If necessary, select partners and teams to make sure that all of the partners or teams are balanced for ability.
3. Ensure maximum participation for every child by minimizing line-ups and avoiding games with large circles. Whenever possible, stick to small group activities that use small teams or groups of 2-4 children each.

Have fun! For more session plans and information on physical literacy, visit: [ActiveForLife.com](https://www.ActiveForLife.com)

# Session 1: Balance

3 - 5 year olds

**EQUIPMENT:** Cones, mats, music

## Introduction (2 - 3 minutes)

Greet the children, introduce yourself, and bring them to the centre of the activity area.

Ask the children to hold hands and form a circle with you, then sit down.

If available, you can use existing circle markings on the floor.

Ask children to sit with their hands on their knees with their eyes looking at you (crisscross-apple-sauce).

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

*Today we will be practicing how to balance.*

## TIPS FOR INSTRUCTION

- Always be consistent with your introductory routine and instructions.
- Always phrase your comments in a positive and constructive way.

## Activity 1: Simon says (5 - 8 minutes)

- When the leader says “*Simon says...*”, children watch what the leader does and then follow the command.
- The leader should hold each balance position with the children for 10-15 seconds before giving another command.
- If the leader does not say “*Simon says...*” before a command, children remain still.
- If a child moves when the Leader does not say “*Simon says...*”, the child must stand up quickly and chase their tail once around before resuming the activity.
- Suggestions for animal commands:
  - *Star fish up (on back with hands, head, and feet in the air)*
  - *Star fish down (face down, hands and feet spread wide with hips in the air)*
  - *Crab position*
  - *Three-legged crab (lift either hand or foot for 5 seconds at a time)*
  - *Dog pointing (on all fours, pointing with either leg or arm)*
  - *Frog pose (hands and feet flat on the ground, squatting low)*
  - *Downward dog (yoga posture)*
  - *Superman (lay on stomach, extend and lift arms and legs for 5 seconds at a time)*

## TIPS FOR INSTRUCTION

- Leader can choose a child to demonstrate an animal for others to copy.
- Allow the children to be creative and have fun.

### Activity 2: Animal balance (5 - 8 minutes)

- Leader uses cones to create a “square” in the centre of the activity space.
- Children spread out inside square.
- Leader explains that they will be playing “Animal Balance”.
- Leader explains that when the music starts, children are to move around the activity space.
- Leader can choose to have the children walk, bunny hop, hop, run etc.
- *When the music stops, I want you to show me an animal balance. You can try the animals we had fun with in the first activity or you can make up your own.*
- Allow children to “balance” for 5-10 seconds before restarting music.

## TIPS FOR INSTRUCTION

- The square should not be too large.
- Encourage children to balance in positions that were demonstrated in Activity 1.

### Activity 3: Follow the leader (8 - 10 minutes)

- Leader spreads out several mats around activity space.
- Leader’s mat should be placed so all children can see the leader.
- Leader organizes 2 children per mat.
- Leader demonstrates a balance position, and the children must copy the leader.
- Encourage children to hold balance for 5-10 seconds.
- Be creative with balance positions (shapes should be wide or narrow, and adjust the level of difficulty – low, medium, high).
- Suggested balance positions:
  - » *balance on right or left foot, arms parallel to floor like wings*
  - » *balance on right or left foot, arms reaching way up high*
  - » *sitting on bottom, hands held behind back, feet off the mat*
  - » *acing down, one knee and two hands on mat*
  - » *pose like a ballerina, Superman, tennis player, etc.*

## TIPS FOR INSTRUCTION

- Allow time at end of activity for children to explore their own shapes and balances.
- Children can demonstrate their shapes and balances to their classmates and have them copy them.

## CUES

- *Head up*
- *Looking forward*
- *Hold yourself steady*

## Wrap-up (2 minutes)

Ask children to sit quietly in a circle and review what they learned today.

Talk about things the group did well.

# Session 2: Balance

3 - 5 year olds

**EQUIPMENT:** Low beam or bench, beanbags, hoops, tape or chalk

## Introduction (2 - 3 minutes)

Greet the children with the same opening routine that you have established.

When working with small children, consistency is very important.

*Today we will be practicing how to balance.*

## Activity 1: Connect it (5 - 8 minutes)

- Leader explains that when the music starts, children are to move around the activity space (walk, run, hop, gallop or skip).
- When the music stops, leader will call out two body parts.
- Children are to join together those two body parts and freeze in that position.
- Suggested body parts:
  - » *hand to foot*
  - » *foot to foot*
  - » *elbow to knee*
  - » *hand to shoulder*
  - » *head to hand*
  - » *knee to ankle*
  - » *foot to head (sit to do this)*
- Allow children to freeze for 3-5 seconds.
- The leader can ask the children to “switch” and join the opposite body parts together.

### TIPS FOR INSTRUCTION

- Praise children for being creative.
- Demonstrate the positions for children who have difficulty.

## Activity 2: Cross the river (5 - 8 minutes)

- Leader sticks tape on the floor to represent “logs”.
- Create different shapes (e.g. straight, zigzag, angled, squiggly).
- “Logs” can also be made with balance beams, foam blocks, skipping ropes, thin mats, etc.
- Leader must arrange the “logs” so children can move easily from one to another.

- Leader demonstrates how to walk along “logs” with arms straight out to the side, looking up as much as possible.
- Leader explains that when the music is on, children are to walk along the “logs” without falling off.
- *When the music stops, I want you to “freeze” on the log.*

### TIPS FOR INSTRUCTION

- If leaders help children to balance, stand beside them.
- Encourage children to take steps and not slide their feet.

### CUES

- *Head up*
- *Look forward*
- *Hold yourself steady*
- *Arms like wings (straight)*

## Activity 3: Feed the shark (8 - 10 minutes)

- Leader sets up a bridge (low beam or bench) for children to walk across the “water”.
- Leader places a bucket or hoop on the floor at one end of bridge. This is the “shark”.
- Leader places several beanbags (this is the shark’s food) in a pile on the floor at the start of the bridge.
- Leader explains that they will work as a team to feed the shark. However, only one child can be on the bridge at a time.
- Leader demonstrates how to bring food to the shark by crossing the bridge.
- *When you reach the end of the bridge, throw your food to the shark (hoop).*
- Children then return to the start of bridge and the next child goes.
- Explain that the goal is to get as many pieces of food into the shark’s mouth as they can before time runs out (2 minutes per round).

### TIPS FOR INSTRUCTION

- For safety, an adult must always be present when children are walking on a beam or bench.
- To provide more of a challenge, create different courses where children have to walk on, walk over, or walk through various obstacles in order to feed the shark.

### CUES

- *Head up*
- *Look forward*
- *Hold yourself steady*
- *Arms like wings (straight)*

## Wrap-up (2 minutes)

Ask children to sit quietly in a circle and review what they learned today.

Talk about things the group did well.

*Why is it important to look forward when you are balancing?*

# Session 3: Locomotion

3 - 5 year olds

**EQUIPMENT:** Beanbags, hoops, music

## Introduction (2 - 3 minutes)

Greet the children with the same opening routine that you have established.

When working with small children, consistency is very important.

*Today we will practice moving in different ways.*

*We will be galloping, hopping, jumping, skipping, and more.*

## Activity 1: Space bubble (2 - 3 minutes)

- This activity develops each child's awareness of personal space and promotes safety.
- Leader tells children to stand up and spread out so they are not touching each other.
- Leader demonstrates what their "space bubble" is:
- *Keep your feet on the ground and reach your arms in all directions.*
- *You should not be able to touch anyone else.*
- Leader asks children to make their own space bubble as demonstrated.
- Leader asks children to move around the activity space in their "space bubble".
- Leader asks children to walk around activity space moving their arms like an "octopus".
- *To be safe, your space bubble shouldn't touch anybody else—or any walls or equipment.*

### TIPS FOR INSTRUCTION

- Demonstrate what happens if we are not aware of our space bubbles (e.g. bumping into a wall or equipment, banging into somebody with their hand or body).

## Activity 2: Animal walk (8 - 10 minutes)

- Leader asks the children to spread out along one end of the activity space.
- *Who can show me how a [name of animal] moves?*
- Leader asks one child to demonstrate to the group.
- Leader asks the children to move across the activity space the way that animal would move.
- Animal suggestions:
  - » Horse - gallop
  - » Bunny - 2 foot mini jumps
  - » Kangaroo - tuck jumps
  - » Crab - palms and heels, belly up
  - » Dog - hands and knees
  - » Bear - hands and toes
  - » Chicken/Duck - knees bent, flap elbows
  - » Monkey - knees bent, low arms, swaying
  - » Frog - leap from hands and feet
  - » Elephant - trunk swing, soft steps
  - » Bird - flapping
  - » Giraffe - on toes and stretching

### TIPS FOR INSTRUCTION

- After children arrive at the other end, they must wait for your signal before repeating.
- Ask the children to suggest other animals.
- Children can make the noise of the animals.
- Use music at different tempos to cue the activity.

### CUES

- *Heads up*
- *Look where you are going*
- *"Space bubble"*

### Activity 3: Move and grab (8 - 10 minutes)

- Leader spreads beanbags out along one end of the activity space (at least one per child).
- Children spread out along the other end of the activity space.
- Leader demonstrates a movement (e.g. gallop) and then calls out “gallop and grab”.
- The children must gallop to the other end of the activity space, grab one beanbag, and return it to their starting spot.
- Repeat activity with different locomotion movements:
  - » walk
  - » run
  - » jump
  - » hop
  - » gallop
  - » skip

#### TIPS FOR INSTRUCTION

- Emphasize it is not a race—rather you want to see how well they walk, gallop, run, etc.
- Extra option: Ask the children to travel like the animals in activity 2.

#### CUES

- *Heads up*
- *Look where you are going*
- *“Space bubble”*

### Wrap-up (2 minutes)

Ask children to sit quietly in a circle and review what they learned today.

Talk about things the group did well.

# Session 4: Jumping

3 - 5 year olds

**EQUIPMENT:** Hoops, beanbags, various equipment for obstacle course (e.g. low hurdles, skipping ropes, cones, mats, low wooden blocks, etc.)

## Introduction (2 - 3 minutes)

Greet the children with the same opening routine that you have established.

When working with small children, consistency is very important.

*Today we will practice how to jump.*

## Activity 1: Kangaroo tag (5 minutes)

- Leader demonstrates to children what a “kangaroo” looks like when it is jumping and what it might look like when it is still.
- Leader asks children to stand up and show their “kangaroo” jumping.
- *Today we will play a game called “kangaroo tag”.*
- Leader explains: I am the zoo keeper, and I will try to tag the kangaroos.
- *If you get tagged you must jump 5 times on the spot like a kangaroo, then rejoin the game.*
- Leader asks children to spread out around the activity space.
- *When I start the music, the game begins. If I stop the music, everyone must freeze like a kangaroo.*

### TIPS FOR INSTRUCTION

- Once children are familiar with the tag game, leader can choose 1 or 2 children to be the zoo keepers.
- Leader should participate to provide an example for children who might need help.

## Activity 2: Simon says (8 - 10 minutes)

- Leader demonstrates with basic jump cues: start with arms back, crouch down, spring up/forward, land softly, take off on two feet and land on two feet.
- First, leader demonstrates how to jump in one spot (vertically). Leader then asks children to spread out and show their vertical jump.
- Next, leader demonstrates how to jump forward (horizontally). Leader then asks children to spread out and show their horizontal jump.
- Leader explains that they will be playing a game of Simon says.

- When I say “Simon says...”, watch what I do and then do the same thing.
- If I don’t say “Simon says...”, don’t do what I do!
- If a child moves when the leader has not said “Simon says...”, the child must quickly sit down and stand up. This saves them from being eliminated.
- Suggestions for commands:
  - » *Jump on the spot slowly*
  - » *Jump on the spot more quickly*
  - » *Jump up and down like a bouncy ball*
  - » *Jump side to side*
  - » *Jump forward*
  - » *Jump backward*
  - » *Jump forward like a frog*
  - » *Jump in a very silly way*
  - » *Jump any way you want*

### TIPS FOR INSTRUCTION

- Jumping can be tiring for young children.
- Be sure to change commands every 10-15 seconds.
- Allow a few seconds of rest between each command.

### CUES

- *Look forward*
- *Start on two feet and land on two feet*
- *Crouch down with arms back*
- *Swing arms forward and up as you take off*

## Activity 3: Obstacle race (8 - 10 minutes)

- Leader divides children into lines of 2-3 children.
- Leader sets up an obstacle course in front of each group that provides children the opportunity to jump; over, into and on top of equipment.
- At the end of each obstacle course, leader places a hula hoop with beanbags in it.
- When Leader says go, the first child in each line must move through the obstacle course.
- When the child reaches the end of the course, they pick up a beanbag from the hoop and run back to tag their next teammate, who then goes.
- Race ends once all children have had a turn.

## Wrap-up (2 minutes)

Ask children to sit quietly in a circle and review what they learned today.

Talk about things the group did well.

# Session 5: Running

3 - 5 year olds

**EQUIPMENT:** Beanbags, hoops, cones

## Introduction (2 - 3 minutes)

Greet the children with the same opening routine that you have established.

When working with small children, consistency is very important.

*Today we are going to practice how to run.*

*Can you think of a game or sport where you would need to be a good runner?*

## Activity 1: Colour match (5 - 8 minutes)

- Leader places four different coloured hula hoops in the four corners of the activity space.
- Leader spreads out several different coloured beanbags (that match the four colours of the hoops) in the centre of the activity space.
- Leader asks children to spread out around the edge of the activity space.
- When leader starts the music and calls out an animal, children must move like that animal (e.g. bear crawl, crab walk, elephant walk, frog leap, bunny hop etc.).
- Children pick up one beanbag in the centre and place the beanbag in the matching coloured hoop.
- Children can only move one beanbag at a time.
- Activity ends once all beanbags have been placed in the hula hoops.
- Repeat activity changing the animal movement.

### TIPS FOR INSTRUCTION

- Remind children to keep their heads up to avoid collisions.

## Activity 2: Running (8 - 10 minutes)

- Leader sets up 2 cones about 10 metres apart.
- Make sure all children can see the cones.
- Leader demonstrates how to run by starting at one cone and running to the next.
- Leader should remember the following when demonstrating:
  - » *Keep head still and look forward.*
  - » *Arms should be bent at the elbows.*
  - » *When jogging, arms “pump” gently forward and backward.*

- » *When sprinting, arms “pump” more vigorously.*
- » *Arms should not cross the front of the body.*
- Leader asks all children to stand up, spread out, and run on the spot with the leader for 30-60 seconds.
- Leader asks children to speed up and slow down on the spot (follow the leader).
- Next, leader divides children into groups of 3 or 4.
- Groups line up along a start line at one end of the activity space.
- Using tape or cones, leader marks a finish line 8-12 metres from the start line.
- Distance will depend on age and ability level of children.
- When the leader says “Go!” the first child in each line runs to the finish line.
- After running, each child waits a safe distance behind the finish line (mark a safe area with cones).
- After all children have sprinted to one side, repeat going the other way.

### TIPS FOR INSTRUCTION

- Remind children of their “space bubble” – don’t run into others.
- There are many elements that make up mature running.
- It is beyond the scope of this basic lesson to address all of them.
- Simply watch each child and provide individual feedback when needed.

### CUES

- *Head up*
- *Look forward*

## Activity 3: Animal freeze tag (5 minutes)

- Leader explains that they are going to play a game called Animal Freeze tag and the leader is “it”.
- When children are tagged, they must freeze in any animal pose.
- Leader demonstrates what an animal pose might look like.
- Children can rejoin the game when a friend taps them on the shoulder.
- To begin the game, leader asks children to spread out around activity space.
- Leader reminds children to keep their heads up when running.

### TIPS FOR INSTRUCTION

- Once children are familiar with the tag game, leader can choose 1 or 2 children to be “it”.
- Leader should participate to provide an example for children who might need help.

## Wrap-up (2 minutes)

Ask children to sit quietly in a circle and review what they learned today.

Talk about things the group did well.

*Why is it important to keep your head up and look forward when you are running?*

# Session 6: Skipping

3 - 5 year olds

**EQUIPMENT:** Music, beanbags

## Introduction (2 - 3 minutes)

Greet the children with the same opening routine that you have established.

When working with small children, consistency is very important.

*Today we will learn how to skip.*

## Activity 1: Safari adventure (5 - 8 minutes)

- Leader asks children to spread out along one end of the activity space.
- Leader calls out the name of an animal (e.g. snake, monkey, giraffe, cheetah, elephant etc.) and demonstrates how that animal might move.
- Children move across the activity space performing that animal movement.
- Leader can ask children to suggest other animals, and each child demonstrates how that animal might move.

### TIPS FOR INSTRUCTION

- Leader can participate and model movements for children who need help.
- Suggest animals that encourage movement at different speeds and heights (e.g. close to the floor like a snake, bend knees like a cheetah, on tippy toes like a giraffe).

## Activity 2: Skipping (8 - 10 minutes)

- Leader asks children to stand in a semi-circle so everyone can see the leader.
- Leader demonstrates the two parts of skipping: “the step and the hop”.
- Leader asks children to march slowly on the spot with high knees.
- Leader then asks children to “take off” (hop) with each marching step.
- Leader asks the children to spread out along one side of the activity space.
- Leader skips with the children to the other side.
- Repeat several times, and change skipping speed each time for variety.

### TIPS FOR INSTRUCTION

- Provide enough practice time for success.
- Praise children for their efforts.
- Don't expect mastery of skipping in one session.
- Use music at different tempos to speed up and slow down skipping.

### CUES

- *Swing arms*
- *Head up*

## Activity 3: Pathfinder (10 minutes)

- Leader scatters several beanbags around the activity space.
- *When I play the music, skip around the beanbags without touching any of them.*
- When the music stops, the leader calls out a number between 1 and 5.
- Children are to skip around and touch that number of beanbags.
- Leader restarts the music and children continue to skip around beanbags.
- Play several rounds, and let the children take turns calling numbers.

### TIPS FOR INSTRUCTION

- Leader should participate to provide an example of skipping for children who might need more help.
- Praise children for their efforts.

## Wrap-up (2 minutes)

Ask children to sit quietly in a circle and review what they learned today.

Talk about things the group did well.

*Why should you keep your head up when you are skipping?*

# Session 7: Underhand Throw

3 - 5 year olds

**EQUIPMENT:** Beanbags, bowling pins or foam blocks

## Introduction (2 - 3 minutes)

Greet the children with the same opening routine that you have established.

When working with small children, consistency is very important.

*Today you will be practicing how to throw underhand.*

*Can you think of a sport where you would need to know how to throw a ball underhand?*

## Activity 1: Fruit basket (8 - 10 minutes)

- Leader demonstrates how to throw a beanbag into a hoop (face target, step with opposite foot towards target, swing throwing arm).
- Leader places 2 or 3 hoops around the outside of the activity space.
- *Let's pretend these are baskets for fruit.*
- Leader distributes many coloured bean bags around the activity space.
- *These beanbags are fruit that have fallen out of the baskets.*
- Leader explains that when the music starts, children must jog around activity space.
- *To be safe, do not step on the hoops or the beanbags.*
- When the music stops, leader shouts "fruit basket!"
- Children pick up one beanbag and move towards a hoop (fruit basket).
- Children underhand throw their bean bag into the hoop.
- Repeat activity with different locomotion movements:
  - » *walk*
  - » *run*
  - » *jump*
  - » *gallop*
  - » *skip*

### TIPS FOR INSTRUCTION

- Praise children for their efforts.
- Don't correct technique too much. Preschool children need time to develop mature throwing patterns.
- To provide more of a challenge, cones can be placed at different distances from the hoops. The further the cone the more the challenge.

### CUES

- *Look where you are throwing*
- *Step when you throw*
- *Swing your arm*

## Activity 2: Circle bowling (8 - 10 minutes)

- Children stand in a circle and each child has a beanbag.
- Leader sets up bowling pins or foam blocks in centre of circle.
- Children take turns trying to knock down the pins by throwing underhand.
- Once all the pins are down, the leader sets them up again.
- For the next rounds, the leader calls out a beanbag colour.
- Children with beanbags of that colour try to knock down the pins.
- Children should not collect their beanbag until all pins are down and leader says it is safe to collect.
- To create more challenge, leader asks the children to take a step back each time. (Larger circle and throwing distance.)

### TIPS FOR INSTRUCTION

- Praise children for their efforts.
- Don't correct technique too much. Preschool children need time to develop mature throwing patterns.
- Once children understand the activity, children can be divided into smaller groups. Each group forms their own circle. This will allow for more opportunities to practice their throwing.

### CUES

- *Look where you are throwing*
- *Step when you throw*
- *Swing your arm*

## Wrap-up (2 minutes)

Call the children into a circle and review what they learned.

Talk about things the group did well.

# Session 8: Underhand throw

3 - 5 year olds

**EQUIPMENT:** Beanbags, hoops, soft balls, inflatable pool or box

## Introduction (2 - 3 minutes)

Greet the children with the same opening routine that you have established.

When working with small children, consistency is very important.

*Today you will continue to practice how to throw underhand.*

## Activity 1: Musical hoops (5 - 8 minutes)

- Leader places several hoops around activity space.
- *When the music starts, I want you to walk around the activity space without touching any of the hoops.*
- *When the music stops, I want you to jump into a hoop and freeze.*
- Repeat the activity with different locomotion movements:
  - » run
  - » jump
  - » hop
  - » gallop
  - » skip
- Ask children to “freeze” in interesting shapes or animals.

### TIPS FOR INSTRUCTION

- Remind children that it is not safe to step on the hoops.
- If there are enough hoops, have one child per hoop.
- If there are not enough hoops, have two children per hoop at most.

### CUES

- *Head up*
- *Look where you are going*
- *Space bubble*

## Activity 2: Through the hoop (5 - 8 minutes)

- Leader demonstrates an underhand throw with a beanbag.
- Leader then picks two helpers to hold a hoop.
- Leader demonstrates how to underhand throw the beanbag through the hoop.
- Leader divides children into groups of 3.

- Two of the children will hold the hoop and one will practice throwing the beanbag through the hoop.
- Switch roles every 1-2 minutes.
- Encourage children to begin fairly close to hoop.
- For a greater challenge, ask children to move further away from the hoop.

### TIPS FOR INSTRUCTION

- Encourage children to begin fairly close to hoop.
- For a greater challenge, ask children to move further away from the hoop.
- Don't correct technique too much. Pre-school children need time to develop mature throwing patterns.

### CUES

- *Look where you are throwing*
- *Step when you throw*
- *Swing your arm*

## Activity 3: Fill the pool (8 - 10 minutes)

- Leader places a small inflatable pool in the centre of the activity space.
- Leader places a hoop in each corner of the activity space.
- Leader fills each hoop with several beanbags and/or soft balls.
- Leader explains that the challenge is to “fill the pool up”.
- *When I turn on the music, I want you to jog around the play area.*
- *When I stop the music, pick up one beanbag at a time and I want you to “fill up” the pool by underhand throwing the beanbags into the pool.*
- Children throw the ball or bean bag into the pool, and then they get another one until all bean bags and balls are in the pool.

### TIPS FOR INSTRUCTION

- A large box or bin can also be used as the “pool”.

### CUES

- *Look where you are throwing*
- *Step when you throw*
- *Swing your arm*

## Wrap-up (2 minutes)

Call the children into a circle and review what they learned.

Talk about things the group did well.

*Where should you look when you are throwing a ball or beanbag?*

# Session 9: Underhand Catch

3 - 5 year olds

**EQUIPMENT:** Small foam balls, beanbags, various equipment

## Introduction (2 - 3 minutes)

Greet the children with the same opening routine that you have established.

When working with small children, consistency is very important.

*Today we will learn how to catch a ball.*

*Do you know games where you have to catch a ball?*

## Activity 1: Hoop catch (5 minutes)

- Leader spreads one hula hoop per child around activity space.
- Using as many different types of equipment as possible (e.g. various size balls, beanbags, foam blocks, balloons, badminton bird, rubber chickens, etc.), leader places one piece of equipment in each hoop.
- Children spread out around activity space, and leader demonstrates the game.
- *When I start the music, run around the hoops, but don't touch them.*
- *When I stop the music, jump into a hoop and pick up the object in that hoop.*
- Toss it up and catch it until I say "freeze".
- *When I start the music again, put the object back in the hoop and begin to run around again.*
- Repeat activity.

### TIPS FOR INSTRUCTION

- Remind children to keep their heads up when running and be aware of others.

## Activity 2: Underhand catch (10 minutes)

- Leader asks children to sit in a semi-circle so they can see the leader.
- Leader demonstrates what your hands look like when you catch a ball at or below waist level (underhand catch).
- *Hands in front of your stomach, palms facing upwards—like a bowl.*
- *Watch the ball with your eyes.*
- Leader chooses one child to help demonstrate an underhand catch.
- Using a beanbag or soft foam ball, leader and helper stand about 1 metre apart and

gently toss and catch the beanbag or ball.

- Leader then divides children into pairs and gives each pair a soft foam ball or beanbag.
- Leader designates two lines where children stand and face each other (e.g. lines on floor, or use tape or cones to mark lines if needed).
- Partners stand across from each other so that all balls or beanbags are being tossed in the same direction.
- Children start about 1 metre from each other.
- As catching improves, leader can move children further apart.

### CUES

- *Hands in front of stomach*
- *Palms upward*
- *Hands like a bowl*

## Activity 3: Hot potato (10 minutes)

- Leader organizes children into groups of 3 or 4.
- Each group finds their own space and forms a small circle.
- Leader gives a “hot potato” to each group (beanbag or small foam ball).
- Leader explains that when the music is on, children are to throw the “hot potato” underhand to another child in their circle.
- That child tries to catch the “hot potato” and then throws it to someone else.
- *When I stop the music, everyone must “freeze”.*
- *If you have the “hot potato” in your hands, hop up and down 5 times.*
- Repeat activity a few times.

### TIPS FOR INSTRUCTION

- Gently remind children of the cues for catching.
- To provide more of a challenge, ask children to make the circle larger.

## Wrap-up (2 minutes)

Ask children to sit quietly in a circle and review what they learned today.

Talk about things the group did well.

*When you catch in front of your tummy, what shape do you make with your hands?*

# Session 10: Favourite Activities

3 - 5 year olds

**EQUIPMENT:** Music, beanbags, various equipment for obstacle course (e.g. low hurdles, skipping ropes, cones, mats, low wooden blocks, etc.), small inflatable pool (box or bin).

## Introduction (2 - 3 minutes)

Greet the children with the same opening routine that you have established.

When working with small children, consistency is very important.

*For the past few weeks, we have been having a lot of fun leaning how to balance, move in different ways and how to throw and catch.*

*Today we will have fun by doing some of our favourite activities.*

### TIPS FOR INSTRUCTION

- Let the children revisit some of the activities that they most enjoyed in the previous 9 weeks.
- The following session plan is an example of what Session 10 might look like. You can follow this Session plan, or you can create your own.
- However: Balance, locomotion, and object manipulation should all be practiced in this session.

## Activity 1: Connect it (5 - 8 minutes)

- Leader explains that when the music starts, children are to move around the activity space (walk, run, hop, gallop or skip).
- When the music stops, leader will call out two body parts.
- Children are to join together those two body parts and freeze in that position.
- Suggested body parts:
  - » *hand to foot*
  - » *foot to foot*
  - » *elbow to knee*
  - » *hand to shoulder*
  - » *head to hand*
  - » *knee to ankle*
  - » *foot to head (sit to do this)*
- Allow children to freeze for 3-5 seconds.
- The leader can ask the children to “switch” and join the opposite body parts together.

## Activity 2: Obstacle race (8 - 10 minutes)

- Leader divides children into lines of 2-3 children.
- Leader sets up an obstacle course in front of each group that provides children the opportunity to jump; over, into and on top of equipment.
- At the end of each obstacle course, leader places a hula hoop with beanbags in it.
- When Leader says go, the first child in each line must move through the obstacle course.
- When the child reaches the end of the course, they pick up a beanbag from the hoop and run back to tag their next teammate, who then goes.
- Race ends once all children have had a turn.

## Activity 3: Fill the pool (8 - 10 minutes)

- Leader places a small inflatable pool in the centre of the activity space.
- Leader places a hoop in each corner of the activity space.
- Leader fills each hoop with several beanbags and/or soft balls.
- Leader explains that the challenge is to “fill the pool up”.
- *When I turn on the music, I want you to jog around the play area.*
- *When I stop the music, pick up one beanbag at a time and I want you to “fill up” the pool by underhand throwing the beanbags into the pool.*
- Children throw the ball or bean bag into the pool, and then they get another one until all bean bags and balls are in the pool.

## Wrap-up (2 minutes)

Call the children into a circle and review what they learned.

Discuss what the children liked best and what they learned throughout the sessions.