

Physical Literacy at Preschool: Unit 1

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.

Each of these 10 sessions takes about 30 minutes to complete with a group of children. At the end of each session, kids will have enjoyed a series of fun activities, and they will have taken one more step in developing their 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: None

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: Traffic light (5 - 8 minutes)

- Children pretend to be cars responding to traffic lights and road obstacles that you call out:
 - » Green: Skipping (or you can specify galloping).
 - » Yellow: Jumping or hopping on the spot.
 - » Red: Stop and stand on one foot (stork stand).
 - » Over the bridge: Walk on a narrow line.
 - » Through the tunnel: Find a partner, and take turns making a bridge on your hands and feet (or knees), and partner crawls under.
 - » Car wash: Find a partner, and take turns crawling on back through partner's legs.

CUES

- *High bridge*
- *Low crawl*
- *Stand tall*

Activity 2: Freeze and thaw (5 - 8 minutes)

- Tell the children to walk or slowly jog a short distance behind you.
- When you turn around, children must “freeze” on the spot.
- For extra challenge, children can “freeze” standing on one foot.
- Children who move or fail to stop quickly collect a “thaw” point.
- Who can avoid collecting thaw points?
- Play several rounds. For each round, the leader can change the type of locomotion to skipping, galloping, etc.
- Allow children to take turns as the leader each new round.

TIPS FOR INSTRUCTION

- Choose deserving leaders.
- Build confidence in shy leaders.
- Praise followers who “freeze” well.

CUES

- *Bend knee(s) and “freeze”*
- *Arms out if standing on one foot*

Activity 3: Leader says (5 - 8 minutes)

- Ask the children to follow your instructions and imitate you.
- Say your name followed by “...says”.
- Demonstrate the moves for the children so they can imitate you easily.
 - » *Reach up high*
 - » *Touch the ground*
 - » *Grab your shoe while standing on one foot*
 - » *Sit like a butterfly*
 - » *Nose to toes (in butterfly position)*
 - » *Crouch like a frog*
 - » *Sit like a dog*
 - » Etc.

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: Tape, chalk or ropes to create lines, 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 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 has not said “*Simon says...*”, the child must quickly sit down and stand up. (Child continues to play. This avoids elimination from the activity.)
- Suggestions for commands:
 - » *Wide star (legs wide, arms wide)*
 - » *Narrow star (legs together, arms wide)*
 - » *Reach up high (legs together, hands together reaching up)*
 - » *Reach up very high (on tippy toes)*
 - » *Squat / chair (arms forward, knees bent)*
 - » *Landed airplane (arms out to side, lean forward, front leg bent, back leg stretching straight back with toes touching the ground)*
 - » *Advanced challenge: Stork stand / tree stand (balance on one foot, other foot placed against support leg below knee, arms stretched out at sides at shoulder height)*

TIPS FOR INSTRUCTION

- Leader can choose child to demonstrate a balance position for others to copy.
- Praise children for staying balanced.

CUES

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

Activity 2: Line statues (5 - 8 minutes)

- Children find space on a line in the activity space.
- Lines can be court markings, floor seams, wood slats, ribbons, strings, or ropes.
- Tape (indoor) or chalk (outdoor) can also be used to create lines in activity space.
- Leader explains that when the music starts, children are to walk along the line.
- Children walk forward, following the lines on the floor.
- *When the music stops, I want you to freeze like a statue.*
- Allow children to “freeze” for 5-10 seconds before restarting music.

TIPS FOR INSTRUCTION

- Encourage children to freeze in positions that were demonstrated in Activity 1.
- Praise children for making “great statues!”

CUES

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

Activity 3: Balance tag (10 minutes)

- Children spread out around activity space.
- Leader explains that they are playing tag and the leader is “it”.
- *To be “safe” you must freeze and balance in a “wide star” position.*
- *If you get tagged before freezing, you must hop on one foot 5 times before rejoining the game.*
- The leader will progress by asking the children to freeze in different positions, ultimately finishing with a stork stand (most challenging).
- Once children understand the game, leader can pick a child to be “it”.

TIPS FOR INSTRUCTION

- Demonstrate the positions to children.

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 3: Locomotion

3 - 5 year olds

EQUIPMENT: None

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 learning about our "Space Bubble".

TIPS FOR INSTRUCTION

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

Activity 1: Space bubble (2 - 3 minutes)

- This activity develops each child's awareness of personal space and promotes safety.
- Tell the children to stand up and spread out so they are not touching each other.
- Demonstrate what their "space bubble" is.
- Keep feet on the ground and reach arms in all directions.
- You should not be able to touch anyone else.
- Ask the children to make their own space bubble like you demonstrated.
- Explain: To stay safe, their bubble should not touch anybody else or any objects around them, such as walls or equipment.

TIPS FOR INSTRUCTION

- Demonstrate to the children what could happen 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: Making shapes (5 - 8 minutes)

- Explain that the children will now make shapes with their bodies within their space bubble.
- Demonstrate that the space bubble gets bigger or smaller depending on the size of the shape.
- Ask the children to imitate you as you make the following shapes:
 - » Star (arms and legs stretched wide, standing or lying down)
 - » Ball (crouch and tuck as small as possible)
 - » Candle (stand straight and tall with arms above head)
 - » Flamingo (stand on one leg with arms out to sides)
- Give the children an opportunity to invent their own shapes.
- If time permits, ask a few students to demonstrate their shapes and ask the rest to imitate.

Activity 3: Be free and do like me (5 - 8 minutes)

- Ask the children to stand up and spread out so they are not touching each other.
- Ask the children to imitate you as you demonstrate the following skills:
 - » Jump up and down
 - » Jump side to side
 - » Hop (on one foot at a time, alternate left and right)
 - » Walk at different speeds, directions, and patterns (shapes, zigzag, etc.)
 - » Skip (step, hop, step, hop...)

TIPS FOR INSTRUCTION

- From time to time, ask the children to freeze.
- Check that they are maintaining their space bubbles

CUES

- *Head up*
- *Look around*
- *“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: Locomotion

3 - 5 year olds

EQUIPMENT: Hoops

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 move in different ways.

To stay safe, remember your "space bubble".

Activity 1: Simon says (8 - 10 minutes)

- When the leader says "*Simon says...*", children look at what the leader is doing and then follow the command.
- Leader signals to the children to stop after 5-10 seconds, then gives a new command.
- If the leader does not say "*Simon says...*" before a command, children should remain still.
- If a child moves on a command when the leader does not say "*Simon says...*", the leader asks the child to sit down and stand up quickly. (Child continues to play. This avoids elimination from the activity.)
- Once the leader has done several commands, children may be given turns to lead the activity.
- Suggestions for commands:
 - » *Jump on the spot (two feet)*
 - » *Hop on the spot on one foot (one foot)*
 - » *March like a soldier on the spot (knees up)*
 - » *Walk around slowly*
 - » *Follow the leader while walking quickly*
 - » *Jump around on two feet*
 - » *Hop around on one foot*
 - » *Skip around*
 - » *Walk like a crab*
 - » *Walk like a duck*
 - » *Leap like a frog*
 - » *Roll like a log*

TIPS FOR INSTRUCTION

- Make sure children spread out and find space.
- Make sure children face the leader.

CUES

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

Activity 2: Island hopping (8 - 10 minutes)

- Leader places hoops around the activity space (one hoop per child).
- Leader explains that the hoops are islands.
- Leader calls out a way for children to move (see Activity 1 above).
- Children must move around the “water” between and around the islands (hoops).
- When the leader calls “shark attack!”, children must jump onto an island to be safe.
- Once you have played a few rounds, take away half of the hoops.
- Children are now allowed to “share” their island with one other friend.

TIPS FOR INSTRUCTION

- For safety, tell the children not to step on the hoops.

CUES

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

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: Galloping

3 - 5 year olds

EQUIPMENT: Hula hoops, beanbags, music, pool noodles

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 gallop. Do you know any animals that gallop?

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

- Leaders should demonstrate each animal movement when they call it.
- Remind children to keep their heads up to avoid collisions.

Activity 2: Galloping (10 minutes)

- Leader asks children to sit in a semi-circle.
- Today we are going to learn how to gallop, just like a horse!
- Leader demonstrates how to gallop:
 - » *One foot is always your “front” foot.*
 - » *Both feet leave the ground when you step.*
 - » *Land on your back foot, then your front foot.*

- » Point both feet forward.
- Children spread out along one side of the activity space.
- Leader asks children to gallop to the opposite side.
- Leader gallops with any child who has difficulty (model the movement).
- Repeat a few times.
- Children then lineup behind the leader.
- Leader gallops around the activity space and children follow.
- Leader should change speed and direction (e.g. around a circle, zigzag, etc.).

CUES

- *Point toes forward*
- *Head up*

Activity 3: Red light, green light (10 minutes)

- Children spread out at one end of the activity space.
- Leaders explains the game “Red light, green light”.
- *When I call out “green light”, I want you to gallop quickly towards the other end of the activity space.*
- *If I call out “red light”, you must freeze like a horse. (Leader should demonstrate what this might look like; on hands and knees, neck stretched and head looking up.)*
- *If I call out “yellow light”, you must gallop very slowly.*

TIPS FOR INSTRUCTION

- If possible play fun themed/country music.
- Praise children when they gallop correctly.

Wrap-up (2 minutes)

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

Why do you need to keep your head up when you gallop?

Session 6: Jumping

3 - 5 year olds

EQUIPMENT: 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 learn how to jump. Do you know games where you need to jump?

Activity 1: Kangaroo tag (5 - 8 minutes)

- Demonstrate to children what a “kangaroo” looks like when it is jumping and what it might look like when it is still.
- Have all children stand up and show you their “kangaroo” jumping.
- Explain that the children will play a game called “kangaroo tag”.
- *If you get tagged you must jump on the spot like a kangaroo until someone comes and “high fives” you.*
- Leader asks children to spread out around the activity space.
- Leader chooses 1 or 2 children to be “it”.
- *When I start the music, the game begins. If I stop the music, everyone has to freeze like a kangaroo.*
- Change who is “it” every 60 seconds.

TIPS FOR INSTRUCTION

- Leader should participate to provide an example for children who might need help.

Activity 2: Can You Jump...? (8 - 10 minutes)

- Leader asks children to stand in a semi circle so everyone can see the leader.
- Leader demonstrates how to jump in one spot (vertically).
- Leader demonstrates with basic cues: start with arms back, crouch down, spring up, land softly, take off on two feet, land on two feet.
- Leader then demonstrates how to jump forward (horizontally).
- Leader explains that he/she will call out a “*Who can jump...?*” question.
- Leader should demonstrate the jump when they call it out.

- Children reply, “I can!” and perform the jump.
- Leader should be performing the jumps with the children.
- Suggested jumps:
 - » *Up and down as quietly/loudly as possible*
 - » *From a crouch position*
 - » *Very slow*
 - » *Very fast*
 - » *In a straight line*
 - » *Like a bouncy ball*
 - » *Like a frog*
 - » *With your legs wide apart*
 - » *In a very silly way*

TIPS FOR INSTRUCTION

- Jumping can be tiring for young children.
- Change jumps every 10-15 seconds.
- Allow a few seconds of rest between each jump.

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: Red light, green light (10 minutes)

- Ask children to spread out along one end of the activity space.
- Leader stands at opposite end and faces the children.
- Explain the game “Red light, green light”.
- *When I call out “green light”, I want you to jump towards me.*
- *When I call out “red light”, freeze like any animal you want.*
- Leader should demonstrate what this might look like.
- *When I call out “yellow light”, slowly walk towards me taking really big slow steps.*
- Leader should demonstrate what this might look like.
- Repeat activity a few times.

Wrap-up (2 minutes)

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

Talk about things the group did well and recognize children for their great jumping.

Session 7: Hopping

3 - 5 year olds

EQUIPMENT: Music, hoops

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 hop. Do you know any games where you have to hop?

Activity 1: Flamingo tag (5 - 8 minutes)

- Demonstrate to children what a “flamingo” looks like.
- Ask the children to stand up and show you their “flamingo” pose.
- Explain that they will be playing a game called “flamingo tag”.
- *If you get tagged you must stand like a flamingo until a friend high-fives you.*
- Leader asks children to spread out around the activity space.
- Leader chooses 1 or 2 children to be “it”.
- Change who is “it” every 60 seconds.
- *When I start the music, the game begins.*
- *If I stop the music, everyone has to freeze like a flamingo.*

TIPS FOR INSTRUCTION

- Leader should participate to provide an example for children who might need help.

Activity 2: Simon says (8 - 10 minutes)

- Leader demonstrates how to hop (look forward, spring with one leg on the ground, swing arms forward).
- 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:
 - » *Hop in place on right/left foot*

- » *Hop slowly*
- » *Hop quickly*
- » *Hop side to side*
- » *Hop forward*
- » *Hop 3 times in a row and then change hopping leg*
- » *Turn around while hopping in place*
- » *Hop anyway you want*

TIPS FOR INSTRUCTION

- Hopping is 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*
- *Spring with leg on the ground*
- *Swing arms forward*
- *Try to land softly*

Activity 3: Hopping relay race (5 - 8 minutes)

- Leader divides children into lines of 2-3 children each.
- Leader sets out 2-3 hoops in front of each line at 3-4 metre intervals.
- Last hoop has a bean bag for each child.
- When Leader says go, the first child in each line must run to the first hoop, hop into it, hop out the other side, run to the next hoop, hop into it, hop out the other side, and then run and hop into the final hoop.
- Each child picks up a bean bag from the last hoop and runs back to tag their next teammate, who then goes.
- Variation: Repeat with children hopping sideways into and out of each hoop.

TIPS FOR INSTRUCTION

- Praise children for their efforts.
- Gently remind children of the cues for hopping.
- Emphasize fun at this age, not correct technique.

Wrap-up (2 minutes)

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

Talk about things the group did well and recognize children for their great hopping.

Session 8: Underhand Rolling

3 - 5 year olds

EQUIPMENT: Soft foam balls, beanbags, hula hoops

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 have fun tossing beanbags and rolling a ball!

Activity 1: Fruit salad (5 minutes)

- Leader designates each corner of the activity space as a fruit (e.g. green apple, banana, purple grapes, oranges).
- Place one beanbag per child in a hula hoop at each corner.
- Leader divides children into four fruit groups.
- Leader asks children to go to the corner of the activity space that is designated for their specific fruit (e.g. *oranges go to the orange corner*).
- Leader explains that when children are at their fruit corner, they must toss and catch a beanbag to themselves until their fruit is called.
- Leader then calls out a specific fruit, and all children in that corner drop their beanbag and then run to the centre of the activity space and complete a specific skill that the leader demonstrates (e.g. balance on one leg for 5 seconds, run on the spot for 10 seconds etc.).
- Children then return to their “fruit corner” and continue to toss and catch their beanbag.
- Repeat calling out different fruit or combinations of fruit and different skills.
- When leader calls “*fruit salad*” all children run to the centre of the activity space and complete the skill that the leader is demonstrating.

TIPS FOR INSTRUCTION

- Leader can post pictures of fruit in each corner to remind children which corner is theirs.

Activity 2: Learning to roll a ball (10 minutes)

- Children spread out around activity space and sit cross-legged on the floor.
- Each child has a foam ball.
- Children explore rolling the ball along the ground around their own bodies.
- Leader places children into pairs.

- Partners sit facing each other with legs apart.
- Partners roll the ball to each other and catching it with both hands.

TIPS FOR INSTRUCTION

- Remind children that the ball should roll along the floor without bouncing.
- Encourage children to catch the ball by receiving it with both hands.

Activity 3: Underwater waves (10 minutes)

- Leader demonstrates what an underhand roll looks like:
 - » *Look at where you are rolling your ball (target).*
 - » *Step forward (opposite foot to throwing arm).*
 - » *Swing your throwing arm back gently “like an elephant trunk”.*
 - » *Then swing your arm forward and let go of your ball.*
 - » *Let go of your ball close to ground.*
- Leader then divides children up into two groups.
- The first group, the “seaweed”, spreads out on one side of the activity space.
- Leader shows the children that the seaweed is growing from the ocean floor, so it cannot move, but it can sway back and forth.
- The second group are the “sea creatures”.
- Sea creatures stand behind a designated line on the other half of the activity space.
- Sea creatures each have a soft foam ball.
- Sea creatures must roll the balls to try to hit the feet of the seaweed.
- If a ball hits the feet of the seaweed, the seaweed must lie down for 5 seconds, then stand up and become seaweed again.
- Leader should have the children switch roles after a few minutes.

CUES

- *Look where you want to roll your ball*
- *Step forward with your opposite foot*
- *Swing your arm gently like an “elephant trunk”*
- *Let go of your ball*

Wrap-up (2 minutes)

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

Talk about things the group did well.

Session 9: Underhand Rolling

3 - 5 year olds

EQUIPMENT: Appropriate sized balls, bowling pins or foam noodles/blocks, music source

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 have fun rolling a ball!

Activity 1: Animal freeze tag (5 minutes)

- In a suitably large activity area, children run around and the leader tries to tag them.
- Children can only run when music is playing (leader controls a music source).
- When children are tagged, they must freeze in an 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 understand the game of “animal freeze tag”, leader can choose 2 or 3 children to be the taggers.

Activity 2: Rolling a ball to a partner (5 - 8 minutes)

- Leader asks for a child to help to demonstrate rolling a ball to a partner.
- Leader and child stand about 2 metres apart.
- Using an appropriate sized ball, leader demonstrates an underhand roll to partner:
 - * *Look at your partner.*
 - * *Step forward with the foot opposite to your throwing arm.*
 - * *Swing throwing arm back gently “like an elephant trunk”.*
 - * *Then swing arm forward gently.*
 - * *Let go of the ball close to the ground.*
- Repeat 2 -3 times, verbalizing what your body is doing as you roll the ball.
- Example: *“I step forward with my foot”*

- Leader divides children into pairs and gives each pair a ball.
- Leader designates two lines (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 are being rolled in the same direction.
- Have children start fairly close to each other, and increase distance if a greater challenge is needed.

Activity 3: Bowling (10 - 15 minutes)

- Leader sets up bowling pins ahead of time (if space permits).
- Leader explains that because the children did such a good job rolling the ball to a partner, they are now going to play a game called “bowling”.
- Leader organizes children into groups of 3 and designates a playing area for them.
- Leader demonstrates how to set up bowling pins (foam blocks, noodles).
- Leader then demonstrates how to bowl.
- Leader explains that one person bowls/rolls their ball at a time.
- Once all the pins are down, everyone helps to set them up again.
- It will take time and practice for the children to understand the game fully.

CUES

- *Look where you want to roll your ball*
- *Step forward with your opposite foot*
- *Swing your arm gently like an “elephant trunk”*
- *Let go of your ball*

Wrap-up (2 minutes)

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

Talk about things the group did well.

Session 10: Best of “Fun Day”

3 - 5 year olds

EQUIPMENT: Music, foam balls

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 had a lot of fun learning how to balance, roll balls, and move in different ways.

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

TIPS FOR INSTRUCTION

- The purpose of this session plan is to let the children revisit some of the games and activities that they most enjoyed in the previous 9 weeks, while at the same time continuing to practice fundamental movement skills.
- The activities that follow are examples of what Session 10 might look like. You can follow this Session plan, or you can create your own based on your own observations and feedback from the children.
- Balance, locomotion, and object manipulation should all be practiced in this session.

Activity 1: Balance tag – from session 2 (10 minutes)

- Children spread out around activity space.
- Leader explains that they are playing tag and the leader is “it”.
- *To be “safe” you must freeze and balance in a “wide star” position.*
- *If you get tagged before freezing, you must hop on one foot 5 times before rejoining the game.*
- The leader will progress by asking the children to freeze in different positions, ultimately finishing with a stork stand (most challenging).
- Once children understand the game, leader can pick a child to be “it”.

TIPS FOR INSTRUCTION

- Demonstrate the positions to children.

Activity 2: Red light, green light – from session 5 (10 minutes)

- Children spread out at one end of the activity space.
- Leaders explains the game “Red light, green light”.
- *When I call out “green light”, I want you to gallop (or hop, or run, or walk like a certain*

animal) quickly/slowly towards the other end of the activity space.

- If I call out “red light”, you must freeze like a horse. (Leader should demonstrate what this might look like; on hands and knees, neck stretched and head looking up.)
- Leader can also suggest other ways to freeze (star, stork etc.)
- If I call out “yellow light”, you must gallop very slowly.

TIPS FOR INSTRUCTION

- If possible play fun music.
- Praise children when they gallop correctly.

Activity 3: Underwater waves – from session 8 (10 minutes)

- Leader demonstrates what an underhand roll looks like:
 - » Look at where you are rolling your ball (target).
 - » Step forward (opposite foot to throwing arm).
 - » Swing your throwing arm back gently “like an elephant trunk”.
 - » Then swing your arm forward and let go of your ball.
 - » Let go of your ball close to ground.
- Leader then divides children up into two groups.
- The first group, the “seaweed”, spreads out on one side of the activity space.
- Leader shows the children that the seaweed is growing from the ocean floor, so it cannot move, but it can sway back and forth.
- The second group are the “sea creatures”.
- Sea creatures stand behind a designated line on the other half of the activity space.
- Sea creatures each have a soft foam ball.
- Sea creatures must roll the balls to try to hit the feet of the seaweed.
- If a ball hits the feet of the seaweed, the seaweed must lie down for 5 seconds, then stand up and become seaweed again.
- Leader should have the children switch roles after a few minutes.

CUES

- Look where you want to roll your ball
- Step forward with your opposite foot
- Swing your arm gently like an “elephant trunk”
- Let go of your ball

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.