

# 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.

There are 10 sessions described in this unit, and the sessions are ordered to develop fundamental movement skills and physical literacy in a logical, progressive manner.

### 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. Make sure every child feels included.
2. Keep the children active by avoiding line-ups and games with large circles.
3. Make sure the children are having FUN. Adjust the activity or provide extra challenges to make it more enjoyable if necessary.

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)

Gather the children in the activity area and sit down in a circle.

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

*Today we will have fun practicing how to balance.*

## Warm-up: River Bank (5 - 6 minutes)

- Create a long straight line on the floor using a skipping rope, masking tape, or an existing floor marking.
- One side of the line is the “river”, and the other side is the river “bank”.
- All the children start on the “bank” side of the line with the leader.
- When the leader says “river”, everyone jumps two-footed to the other side.
- When the leader says “bank”, everyone jumps two-footed back again.
- Continue like this for a short while, then mix up the instructions by saying “bank” when the children are already on the bank, and “river” when the children are already on the river.
- See how many children jump at the wrong time, and share a laugh with everyone!
- Don’t eliminate any children—simply ask the ones who jumped at the wrong time to go back to the correct side, and then continue playing.

## Activity 1: Balance Poses (8 - 10 minutes)

- Either indoors or outdoors, ask the children to form a large semi-circle around you.
- Facing the children so they can see you and you can see them, demonstrate different balance poses and ask the children to imitate you.
- Some example poses (you can invent more):
  - » Stand up on the tips of your toes, arms reaching high overhead.
  - » Stand with legs wide apart, arms reaching up and out (wide star)
  - » Stand with legs together, arms reaching sideways like wings (narrow star)
  - » Stand on one leg, other leg bent at the knee, arms raised to the side like wings.
  - » Stand on one leg, arms raised to the side like wings, then bend forward at the waist and lift rear leg (airplane pose).
  - » Stand on all fours, head down, rear in the air (downward dog pose in yoga).
  - » From all fours, raise and hold one leg high in the air.
  - » From all fours, raise and hold one arm high in the air.
  - » Advanced challenge: Stork stand / tree stand (balance on one foot, then place other foot against support leg below knee, stretch out arms like wings)
  - » Where possible, adjust the difficulty of the poses according to age and ability of the children.

### TIPS FOR INSTRUCTION

- Whenever you pose on one leg or one hand, be sure to repeat the same pose standing on the other leg or hand (develop ambidexterity).
- If some children demonstrate good mastery of different balance poses, ask them to lead the group with a pose.

## Activity 2: Bean Bag Balance Challenge (8 - 10 minutes)

- Provide one bean bag to each child.
- Create a start and finish line about 5 metres apart.
- Children line up across the start line.
- On your command, the children must walk to the finish line and carry their bean bag using a different body part each time:
  - » On their head
  - » On one shoulder
  - » On their nose
  - » On one ear
  - » Between their legs
  - » Between their knees
  - » Between their elbows
- After they have carried their bean bags these different ways while walking, try again using these patterns of locomotion:
  - » On their back while crawling
  - » On their stomach while crab walking
  - » Between their knees while jumping
  - » Between their elbows while hopping

### TIPS FOR INSTRUCTION

- Each time you present a new challenge, demonstrate the movement to the children.

## Wrap-up (2 minutes)

Gather the children and sit down in a circle again.

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

## Introduction (2 - 3 minutes)

Gather the children in the activity area and sit down in a circle.

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

*Today we will have fun practicing how to balance.*

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

- Either indoors or outdoors, ask the children to form a large semi-circle around you. Face the children so you can see them.
- Ask the children to imitate your balance poses by saying “*Simon says...*”
- For example, “*Simon says make a wide star.*”
- Hold each balance pose with the children for 10-15 seconds before giving another command.
- If you do not say “*Simon says...*” before a command, children must remain still.
- If a child moves when you have not said “*Simon says...*”, the child must quickly sit down and stand up. (Child continues to play.)
- 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

- If you see some children balancing very well, consider asking them to demonstrate a balance pose for others to copy.
- Encourage children by saying things such as “*You are balancing well!*”

### CUES

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

## Activity 2: Walking the line (5 - 8 minutes)

- Children find space on a line in the activity space. You should also take a place on a line to lead the activity.
- 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.
- Walk forward, following the lines on the floor, and ask the children to do the same.
- Ask the children to walk heel-to-toe along the lines.
- Ask the children to walk backwards along the lines.
- Ask the children to walk backwards heel-to-toe.
- Ask the children to hop on one foot forward along the lines.
- Ask the children to walk sideways along the lines.
- From time to time, ask the children to freeze and stand on one foot, arms raised high above their heads. (Alternate left and right feet.) Hold for 5-10 seconds each time.

### TIPS FOR INSTRUCTION

- Encourage the children by saying things such as *“You are balancing so well on the lines!”*

### CUES

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

## Activity 3: Balance tag (10 minutes)

- Ask the children to spread out around activity space.
- Explain that they are playing tag and you are “it”.
- *To be “safe” you must freeze and balance in a “wide star” position.*
- *If I tag you before you freeze, you need to hop on one foot 5 times before you can rejoin the game.*
- You can progress the game by asking the children to freeze in different positions, ultimately finishing with a stork stand (most challenging).
- Once children understand the game, you can pick a child to be “it”.

### TIPS FOR INSTRUCTION

- Each time that you ask for a new balance pose, demonstrate the pose to the children before you start the game again.

## Wrap-up (2 minutes)

Gather the children and sit down in a circle again.

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)

Gather the children in the activity area and sit down in a circle.

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

*Today we will learn 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)

Gather the children and sit down in a circle again.

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)

Gather the children in the activity area and sit down in a circle.

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

*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)

- Either indoors or outdoors, ask the children to form a large semi-circle around you. Face the children so you can see them.
- Explain that the group 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 you have not said "*Simon says...*", the child must quickly sit down and stand up again.
- Following each of your commands, ask to the children to stop after 5-10 seconds, then give a new command.
- Once you have led the children with a few commands, you can let the children take turns leading 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)

- Place hoops around the activity space (one hoop per child).
- Explain that the hoops are islands.
- Call out a way for children to move (see Activity 1 above).
- Children must move around the “water” between and around the islands (hoops).
- When you call *“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)

Gather the children and sit down in a circle again.

Review what they learned today.

Talk about things the group did well.

# Session 5: Skipping

3 - 5 year olds

**EQUIPMENT:** Music source

## Introduction (2 - 3 minutes)

Gather the children in the activity area and sit down in a circle.

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

*Today we will have fun practicing how to skip.*

## Warm-up: Safari Adventure (5 - 6 minutes)

- Ask the children to spread out along one end of the activity space.
- Stand alongside the children and call out the name of an animal (e.g. kangaroo, monkey, frog, rabbit, elephant, etc.) and demonstrate how that animal might move.
- Ask the children to move with you across the activity space performing that animal movement.
- Ask the children to suggest other animals, and ask them to demonstrate how that animal might move. Then ask all the children to try to move that way across the activity space.

### TIPS FOR INSTRUCTION

- Suggest animals that encourage movement at different speeds and heights (e.g. close to the floor like a snake, bent knees like a rabbit, on tippy toes like a giraffe).

## Activity 1: Learning to Skip (8 - 10 minutes)

- Ask the children to stand in a semi-circle so everyone can see you.
- Demonstrate the two parts of skipping: “the step and the hop”.
- Next, ask the children to march slowly on the spot with you (i.e. high knees).
- Now ask the children to “take off” with each marching step (i.e. like a hop).
- Watch the children—if some are struggling with the movement, stand directly in front of them and skip on the spot with them, so they can watch and imitate your movement.
- Ask the children to spread out along one side of the activity space.
- Skip 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.
- Encourage the children by recognizing their effort.
- Don't expect mastery of skipping in one session.

### CUES

- *Swing your arms*
- *Head up*

## Activity 2: Red Light, Green Light (8 - 10 minutes)

- Ask the children to spread out along one end of the activity space.
- Explain the game “Red light, green light”.
- When I call out “green light”, I want you to skip towards the other end of the activity space.
- *If I call out “yellow light”, you have to skip very slowly.*
- *If I call out “red light”, you have to stop and “freeze” without moving.*

### TIPS FOR INSTRUCTION

- Play traditional country music to encourage rhythm in movement.

## Wrap-up (2 minutes)

Gather the children and sit down in a circle again.

Review what they learned today.

*Why do you need to keep your head up when you are skipping?*

# Session 6: Jumping

3 - 5 year olds

EQUIPMENT: Music

## Introduction (2 - 3 minutes)

Gather the children in the activity area and sit down in a circle.

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

*Today we are going to practice jumping!*

## 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.*
- Ask the children to spread out around the activity space.
- Choose 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

- As the leader, you should participate to provide an example for children who might need help.

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

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

- Children reply, “I can!” and perform the jump.
- As the leader, perform 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.
- Stand at opposite end of the space 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.*
- Demonstrate what this might look like.
- *When I call out “yellow light”, slowly walk towards me taking really big slow steps.*
- Demonstrate what this might look like.
- Repeat activity a few times.
- Each time the children freeze, point to each child and ask what animal they are.

## Wrap-up (2 minutes)

Gather the children and sit down in a circle again.

Review what they learned today.

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)

Gather the children in the activity area and sit down in a circle.

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

*Today we will have fun practicing how 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.*
- Ask the children to spread out around the activity space.
- Choose 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

- As the leader, you should participate in the activity to provide an example for children who might need help.

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

- Demonstrate how to hop (look forward, spring with one leg on the ground, swing arms forward).
- Explain that the group 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.
- 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 2: Island Hopping (8 - 10 minutes)

- Place mats around the activity space (one mat per child) and explain that the mats are islands.
- Explain that the space between and around the islands is “water” and the water is full of sharks.
- When you call out a movement pattern (see Activity 1 above), the children must move through the “water” between the islands (mats) using that locomotion skill.
- When you call “shark attack!”, children must jump onto an island to be safe.
- Once you have played a few rounds, take away half of the mats.
- Children are now allowed to “share” their island with one other friend.

### TIPS FOR INSTRUCTION

- Recognize children for their efforts by saying things such as “*Everyone is hopping very well!*”

### CUES

- *Heads up*
- *Look where you are going*

## Wrap-up (2 minutes)

Gather the children and sit down in a circle again.

Review what they learned today.

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)

Gather the children in the activity area and sit down in a circle.

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

*Today we will have fun tossing beanbags and rolling a ball!*

## Activity 1: Fruit salad (5 minutes)

- Designate 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.
- Divide the children into four fruit groups.
- Ask the 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*).
- Explain that when children are at their fruit corner, they must toss and catch a beanbag to themselves until their fruit is called.
- Start play by calling out a specific fruit: All children in that corner should drop their beanbag and then run to the centre of the activity space to complete a specific skill that you are demonstrating (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.
- Continue to call out a new fruit or combination of fruit, and demonstrate a new skill each time.
- When you call “*fruit salad*” all children from all corners must run to the centre of the activity space and complete the skill that you are demonstrating.

### TIPS FOR INSTRUCTION

- You can post pictures of fruit in each corner to remind children which corner is theirs.
- Remind children to remember their Space Bubbles!

## 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.
- After 2-3 minutes, place the children into pairs.
- Partners sit facing each other with legs apart.
- *Ask the partners to roll the ball to each other and catch 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)

- Demonstrate 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.*
- Divide the children into two groups.
- The first group, the “seaweed”, spreads out on one side of the activity space.
- Show 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.
- Ask 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)

Gather the children and sit down in a circle again.

Review what they learned today.

Talk about things the group did well.

*“Fruit Salad” and “Underwater Waves” courtesy of Mount Royal University’s “A Hop, Skip, and a Jump” resource, 2011.*

# Session 9: Underhand Rolling

3 - 5 year olds

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

## Introduction (2 - 3 minutes)

Gather the children in the activity area and sit down in a circle.

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

*Today we will have fun rolling a ball!*

## Activity 1: Seated Ball Rolling (8 - 10 minutes)

- Place children in pairs and have them sit on the floor about 2 metres apart.
- Ensure each child has a foam ball.
- Sit down with a ball and show the children how to explore rolling the ball on the ground around their own bodies—left to right, right to left, front and back.
- Ask the children to explore rolling their own ball around themselves.
- After 2 or 3 minutes, show the children how they can roll their ball along the floor to their partner.
- Ask the child to spread their legs apart while seated and roll one ball back and forth with their partner.
- Partners practice “catching” the ball with both hands.

### TIPS FOR INSTRUCTION

- Tell children not to bounce the ball.
- The ball should roll along the floor smoothly.

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

- Ask a child to help to demonstrate rolling a ball to a partner.
- Stand about 3 metres apart.
- Using an appropriate sized ball, demonstrate 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 ...."*
- Divide the children into pairs and gives each pair a ball.
- Designate two lines (e.g. lines on floor, or use tape or cones to mark lines if needed).
- Ask the partners to stand across from each other so that all balls are being rolled in parallel
- Have children start fairly close to each other, and increase distance if a greater challenge is needed.

### Activity 3: Underhand ball rolling (8 - 10 minutes)

- Place an empty cardboard box or basket on its side on the floor against a wall with the opening facing you.
- Stand 3 metres away and show the children how to underhand roll your foam ball along the floor into the box or basket.
- Next, set up a box or basket for every 2-3 children in the group and ensure each child has a foam ball.
- Ask the children to explore rolling their ball underhand at their target.
- Have the children start 3 metres away, and then increase the distance to 4 and 5 metres as children start to master each distance.

#### TIPS FOR INSTRUCTION

- Encourage the children by recognizing when they hit their target or when they roll their ball well.

#### CUES

- *Look where you want to roll your ball.*
- *Swing your arm gently like an "elephant trunk".*
- *Step forward as you roll your ball.*

### Wrap-up (2 minutes)

Gather the children and sit down in a circle again.

Review what they learned today.

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)

Gather the children in the activity area and sit down in a circle.

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

*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.
- Explains that they are playing tag and you are “it”.
- *To be “safe” you must freeze and balance in a “wide star” position.*
- *If I tag you before you freeze, you need to hop on one foot 5 times before you can rejoin the game.*
- You can progress the game by asking the children to freeze in different positions, ultimately finishing with a stork stand (most challenging).
- Once children understand the game, you can pick a child to be “it”.

### TIPS FOR INSTRUCTION

- Each time that you ask for a new balance pose, demonstrate the pose to the children before you start the game again.

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

- Children spread out at one end of the activity space.
- Explain 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. (Show the children what this might look like; on hands and knees, neck stretched and head looking up.)*
- You 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)

- Demonstrate 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.*
- Divide the children into two groups.
- The first group, the “seaweed”, spreads out on one side of the activity space.
- Show 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 must 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.
- Ask the children to 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)

Gather the children and sit down in a circle again.

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