

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, 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: 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 will have fun 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)

- 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 ... be a frog!*”
- Hold each balance pose with the children for 10-15 seconds before giving another command.
- Suggestions for animal commands:
 - » *Be a star fish, facing up (on back with hands, head, and feet in the air)*
 - » *Be a star fish, facing down (face down, hands and feet spread wide with hips in the air)*
 - » *Be a crab*
 - » *Be a three-legged crab (lift either hand or foot for 5 seconds at a time)*
 - » *Be a dog, pointing with one leg or arm (on all fours, pointing with either leg or arm)*
 - » *Be a frog (hands and feet flat on the ground, squatting low)*
 - » *Do the downward dog (yoga posture)*
 - » *Fly like Superman (lay on stomach, extend and lift arms and legs for 5 seconds at a time)*

TIPS FOR INSTRUCTION

- Ask if any child wants to demonstrate an animal pose for others to copy.
- Allow the children to be creative and have fun.

Activity 2: Animal balance (5 - 8 minutes)

- Ask the children to spread out inside the activity space.
- Explain that they will be playing “Animal Balance”.
- Explain that when the music starts, the children must move around the activity space.
- Each time you start the music, ask the children to walk, bunny hop, hop, run etc. (different locomotor skills).
- 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 activity area 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)

- Demonstrate a balance posture, and ask the children to copy you.
- Encourage children to hold each posture for 5-10 seconds.
- Be creative with balance postures (shapes should be wide or narrow, and adjust the level of difficulty – low, medium, high).
- Suggested balance postures:
 - » *balance on right or left foot, arms parallel to floor like wings*
 - » *balance on right or left foot, arms reaching way up high*
 - » *sit on your bottom, hands behind your back*
 - » *face down, one knee and two hands on the floor*
 - » *pose like a ballerina, Superman, tennis player, etc.*

TIPS FOR INSTRUCTION

- After leading the children in different postures, ask if any child wants to demonstrate a posture of their own for everyone to copy.
- It's okay if the children demonstrate a posture that you demonstrated.

CUES

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

Wrap-up (2 - 3 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: Low beam or bench, beanbags, hoops, tape or chalk

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: Connect it (5 - 8 minutes)

- Explain that when the music starts, children must move around the activity space (walk, run, hop, gallop or skip).
- When you stop the music, call out two body parts.
- Children must 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.

TIPS FOR INSTRUCTION

- Recognize and encourage children when they are creative.
- Demonstrate the positions for children who have difficulty.

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

- Stick tape on the floor, or lay rope or ribbon on the ground outside, 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.
- Arrange the “logs” so children can move easily from one to another.

- Demonstrate how to walk along “logs” with arms straight out to the side, looking up as much as possible.
- Explain 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 you want to help children to balance, stand beside them.
- Encourage children to take steps and not slide their feet.
- Ask the children to walk forwards, backwards, and sideways (different challenges).

CUES

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

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

- Divide children into groups of 2-3.
- Set up a bridge (low beam or bench) in front of each group.
- Place a bucket or hoop on the floor at the other end of the bridge. This is the “shark”.
- Place several beanbags (this is the shark’s food) in a pile on the floor at the start of the bridge.
- Explain that each group will work as a team to feed the shark.
- Demonstrate how to bring food to the shark by walking across the bridge, dropping your beanbag into the shark’s “mouth”, and then hopping back on the floor to the start of the bridge again.
- Once the first child crosses the bridge, the next child can start to cross.
- 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)

Gather the children and sit down in a circle again.

Review what they learned today.

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)

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, hop, jump, and more

Activity 1: Space bubble (3 - 5 minutes)

- This activity develops each child's awareness of personal space and promotes safety.
- Ask children to stand up and spread out so they are not touching each other.
- Demonstrate what their "space bubble" is:
- *Keep your 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 as demonstrated.
- Ask the children to move around the activity space in their "space bubble".
- Ask the 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)

- Ask the children to spread out along one end of the activity space.
- *Who can show me how a [name of animal] moves?*
- If none of the children want to demonstrate to the group, then you must name an animal and demonstrate how it moves.
- Ask 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)

- Spread 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.
- Demonstrate a movement (e.g. hopping) and then say, “hop and grab”.
- The children must hop to the other end of the activity space, grab one beanbag, and return to their starting spot with it.
- Repeat activity with different locomotion movements:
 - » walk
 - » run
 - » jump
 - » hop
 - » skip

TIPS FOR INSTRUCTION

- Emphasize it is not a race—rather you want to see how well they walk, 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)

Gather the children and sit down in a circle again.

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)

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 jump.

Activity 1: Kangaroo tag (5 minutes)

- Demonstrate to children what a “kangaroo” looks like when it is jumping and what it might look like when it is still.
- Ask the children to stand up and show their “kangaroo” jumping.
- *Today we will play a game called “kangaroo tag”.*
- Explain: *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.*
- Ask the 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.
- You should participate to provide an example for children who might need help.

Activity 2: 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.
- Demonstrate basic jumping to the children: start with arms back, crouch down, spring up/forward, land softly, take off on two feet and land on two feet.
- First, demonstrate how to jump in one spot (vertically).
- Next, demonstrate how to jump forward (horizontally).
- Explain that you will now play a game of “Simon Says.”

- Ask the children to imitate your jumping by saying “*Simon says...*”
- For example, “*Simon says ... jump forward!*”
- Jump with the children so they can see what you are asking them to do.
- 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 course (8 - 10 minutes)

- Set up a long obstacle course in front of each group that provides children the opportunity to jump over, into, and on top of equipment.
- If you have more than 6 children in your group, set up 2 or 3 obstacle courses, so children are not standing and waiting too long.
- Ask the children to jump through the obstacle course.
- When the children reach the end of the course, they can run back to the start of the obstacle course and go again.
- Remind children of their space bubbles!

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: Running

3 - 5 year olds

EQUIPMENT: Beanbags, hoops, cones

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 run.

Activity 1: Colour match (5 - 8 minutes)

- Place four different coloured hula hoops in the four corners of the activity space.
- Spread out several different coloured beanbags (that match the four colours of the hoops) in the centre of the activity space.
- Explain to the children that they must place the beanbags in the same colour hoop.
- Ask the children to spread out around the edge of the activity space.
- Start the music and call out a movement.
- Children must move in the way you call out (e.g. walking, running, 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 movement.

TIPS FOR INSTRUCTION

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

Activity 2: Running (8 - 10 minutes)

- Set up 2 cones about 10 metres apart.
- Make sure all children can see the cones.
- Demonstrate how to run by starting at one cone and running to the next.
- 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.*
- Ask the children to stand up, spread out, and run on the spot with the you for 20-30 seconds.
- Ask the children to speed up and slow down on the spot (following you).
- Next, ask the children to spread out along one end of the activity space. This is the “start” line.
- Using tape or cones, mark a “finish” line 8-12 metres from the start line.
- Distance will depend on age and ability level of children.
- Explain to the children that when you say “go!”, they must run to the finish line.
- After the 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)

- Explain that you are going to play a game called Animal Freeze tag and you are “it”.
- When children are tagged, they must freeze in any animal pose.
- Demonstrate what an animal pose might look like (e.g. kangaroo, frog, eagle, monkey, etc.).
- Children can rejoin the game when a friend taps them on the shoulder.
- To begin the game, ask the children to spread out around activity space.
- Remind the children to keep their heads up when running.

TIPS FOR INSTRUCTION

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

Wrap-up (2 minutes)

Gather the children and sit down in a circle again.

Review what they learned today.

Why is it important to look when you are running?

Session 6: Skipping

3 - 5 year olds

EQUIPMENT: Music, beanbags

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.

Activity 1: Safari adventure (5 - 8 minutes)

- Ask the children to spread out along one end of the activity space.
- Call 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.
- Ask the children to suggest other animals, and let each child demonstrate how that animal might move.

TIPS FOR INSTRUCTION

- You 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 (5 - 8 minutes)

- Ask the children to stand in a semi-circle around you.
- Demonstrate the two parts of skipping: “the step and the hop”.
- Ask the children to march slowly on the spot with high knees.
- Next, ask the children to “take off” (hop) with each marching step.
- Now ask the children to spread out along one side of the activity space with you.
- Ask the children to skip with you to the other side of the space.
- Repeat several times, and change skipping speed each time for variety.

TIPS FOR INSTRUCTION

- Provide enough practice time for success.
- Recognize children for their efforts and good skipping.
- 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)

- Scatter several beanbags around the activity space.
- Explain to the children: When I play the music, skip around the beanbags without touching any of them.
- When the music stops, call out a number between 1 and 5.
- Children must skip around and touch that number of beanbags.
- Restart the music and children continue to skip around beanbags.
- Play several rounds, and let the children take turns calling numbers.

TIPS FOR INSTRUCTION

- You should participate to provide an example of skipping for children who might need more help.
- Recognize children for their efforts and good skipping.

Wrap-up (2 minutes)

Gather the children and sit down in a circle again.

Review what they learned today.

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)

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 throw underhand.

Activity 1: Fruit basket (8 - 10 minutes)

- Demonstrate how to throw a beanbag underhand into a hoop (face target, step with opposite foot towards target, swing throwing arm).
- Place 2 or 3 hoops around the outside of the activity space.
- Explain: *Let's pretend these are baskets for fruit.*
- Distribute many coloured beanbags around the activity space.
- Explain: *These beanbags are fruit that have fallen out of the baskets.*
- *When the music starts, I want you to skip around the beanbags without touching them. To be safe, do not step on the hoops or the beanbags.*
- *When the music stops and I say "fruit basket!" you need to pick up one beanbag and throw it into a hoop (fruit basket).*
- Repeat activity with different locomotion movements:
 - » *walk*
 - » *run*
 - » *jump*
 - » *gallop*
 - » *skip*

TIPS FOR INSTRUCTION

- Recognize children for their efforts and good throwing.
- Don't correct technique too much. Preschool children need time to develop mature throwing patterns.

CUES

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

Activity 2: Circle bowling (8 - 10 minutes)

- Children stand in a large circle and each child has 2-3 beanbags.
- Set up bowling pins or foam blocks in the centre of the circle.
- Ask the children to knock down the pins by throwing underhand.
- Once all the pins are down, you can set them up again.
- For the next rounds, call out a beanbag colour.
- Children with beanbags of that colour try to knock down the pins.
- Children should not collect their beanbags until all pins are down and you say that it is safe to collect.
- To create more challenge, ask the children to take a step back for each new round of play. (Larger circle and throwing distance.)

TIPS FOR INSTRUCTION

- Recognize children for their efforts and good throwing.
- Don't correct technique too much. Preschool children need time to develop mature throwing patterns.

CUES

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

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 8: Underhand throw

3 - 5 year olds

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

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 throw underhand.

Activity 1: Musical hoops (5 - 8 minutes)

- Place several hoops around activity space.
- Explain: *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)

- Demonstrate an underhand throw with a beanbag.
- Choose two helpers to hold a hoop.
- Demonstrate how to underhand throw the beanbag through the hoop.
- Divide 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)

- Place a small inflatable pool (or large cardboard box) in the centre of the activity space.
- Place a hoop in each corner of the activity space.
- Fill each hoop with several beanbags and/or soft balls.
- Explain 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 "fill up" the pool by underhand throwing the beanbags into the pool.*
- Children continue picking up beanbags (or soft balls) until all beanbags 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)

Gather the children and sit down in a circle again.

Review what they learned today.

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)

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 catch a ball.

Activity 1: Hoop catch (5 minutes)

- Place one hula hoop per child around activity space.
- Place one piece of equipment in each hoop, using as many different types of equipment as possible (e.g. various size balls, beanbags, foam blocks, balloons, badminton bird, rubber chickens, etc.).
- Ask the children to spread out around activity space, and demonstrate 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)

- Ask the children to sit in a semi-circle so they can see you.
- Demonstrate what your hands should 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.
- Choose one child to help demonstrate an underhand catch with you.
- Using a beanbag or soft foam ball, stand about 1 metre apart and gently toss and catch the beanbag or ball together.

- Next, divide the children into pairs and give each pair a soft foam ball or beanbag.
- Designate two lines where the 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, you can ask the children to move children apart.

CUES

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

Activity 3: Hot potato (10 minutes)

- Divide the children into groups of 3 or 4.
- Give each group their own space and ask them to make a small circle.
- Give each group a “hot potato” (beanbag or small foam ball).
- Explain that when the music is on, the 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 on one foot.*
- 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)

Gather the children and sit down in a circle again.

Review what they learned today.

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)

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 been having a lot of fun learning 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

- Think about the activities that the children most enjoyed in the previous 9 sessions, and then create a session where the children can revisit their favourite activities from 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: Try to ensure that balance, locomotion, and object manipulation are all practiced in this session.

Activity 1: Connect it (5 - 8 minutes)

- Explain that when the music starts, children must move around the activity space (walk, run, hop, gallop or skip).
- When you stop the music, call out two body parts.
- Children must 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.

Activity 2: Obstacle race (8 - 10 minutes)

- Set up a long obstacle course that provides children the opportunity to jump over, into, and on top of equipment.
- If you have more than 6 children in your group, set up 2 or 3 obstacle courses, so children are not standing and waiting too long.
- Ask the children to jump through the obstacle course.
- When the children reach the end of the course, they can run back to the start of the obstacle course and go again.
- Remind children of their space bubbles!

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

- Place a small inflatable pool (or large cardboard box) in the centre of the activity space.
- Place a hoop in each corner of the activity space.
- Fill each hoop with several beanbags and/or soft balls.
- Explain 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 beanbag into the pool, and then they get another one until all beanbags and balls are in the pool.

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.

Discuss what the children liked best.