

Flourish

A physical literacy resource for Early Childhood Educators in Windsor-Essex County.



Flourish – flur-ish; verb: to grow or develop in a healthy or vigorous way, especially as the result of a particularly favorable environment.

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APPENDICES (Documents included in package)

Appendix A: A Hop, Skip, and a Jump: Enhancing Physical Literacy (2nd Edition).

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- 6 to 12 months
- 12 to 24 months
- 24 to 36 months
- 36 to 48 months

Nipissing District Developmental Screens® (6, 9, 12, 15, 18, 24, 30, 36, and 48 months)

Appendix C: Canada’s Physical Activity Guidelines:

- For the Early Years 0 to 4 years
- For Children 5 to 11 years

Canada’s Sedentary Behaviour Guidelines:

- For the Early Years 0 to 4 years
- For Children 5 to 11 years

Blank Log:

- Early Years (lists activity examples for infants, toddlers, and preschoolers)

Appendix D: Fact Sheets for Parents

SECTION 1: PHYSICAL LITERACY

Physical literacy defined

“Physical Literacy: Being able to move with competence and confidence, in a wide variety of activities, and in multiple environments. The four main environments being land, air, water, and ice or snow.¹”

An important part of becoming physically literate is learning fundamental movement skills, which in turn lead to future sports skills. A physically literate child is confident in their movements and able to understand and react appropriately to what is going on around them in a physically active environment.²

Why is physical literacy important?

Physically literate children lead healthy active lives. This benefits them in a number of ways including:

- Increased creativity, readiness for learning, and academic performance.
- Improved concentration, memory, problem solving, and attention span.
- Better behaviour, less bullying, and less violence.
- Safer and healthier relationships.
- Overall personal satisfaction.

Children who are not physically literate avoid physical activity and sports, and may turn to sedentary or unhealthy lifestyle choices.³

What are fundamental movement skills?

Fundamental movement skills, see Table 1, are basic movements that form a base for more complex, sport-specific movements. There are three categories: locomotor skills, stability skills, and manipulative skills.⁴

| Locomotor Skills | Stability Skills | Manipulative Skills |
|------------------|------------------|---------------------|
| Crawling | Balancing | Kicking |
| Walking | Turning | Throwing |
| Running | Twisting | Dribbling |
| Climbing | Bending | Striking |
| Falling | Stretching | Catching |
| Dodging | Swinging | Volleying |
| Hopping | Swaying | |
| Jumping | | |
| Swimming | | |
| Cycling | | |
| Skating | | |



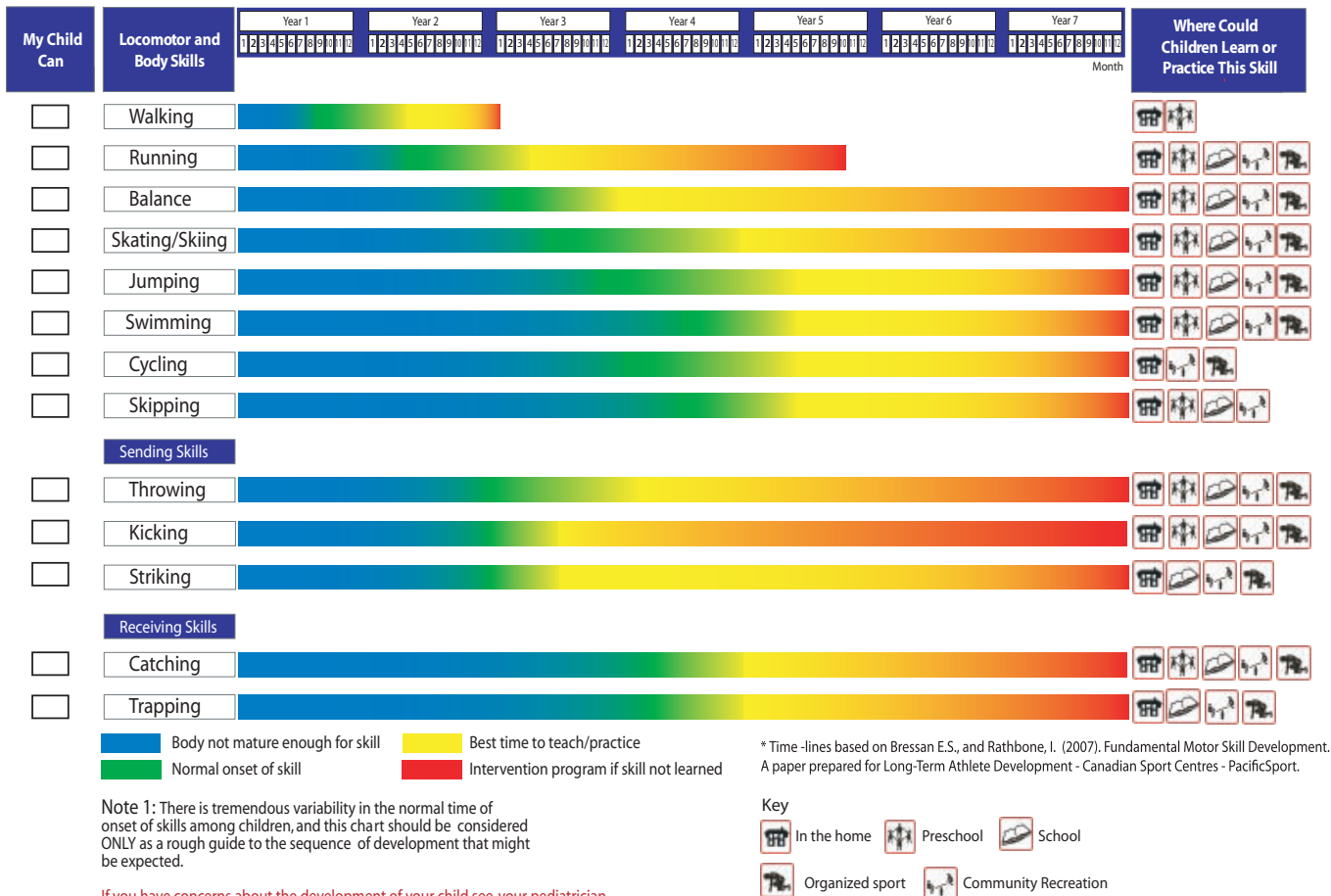
Table 1: Fundamental Movement Skills

For almost every movement skill, a normally developing child will progress through a predictable sequence of steps. When introducing movement skills to young children in an early learning setting, the goal is to help the child feel confident and begin to learn the next step in a movement, rather than pushing them to perform the movement like an adult. This resource provides many tips for educators to support children during the movement learning process. Please see Section 3: The Early Childhood Educator's Role and Appendix A: "A Hop, Skip, and a Jump" for tips and practical ideas.

Fundamental Movement Skill Development

Children mature and learn movement skills at different rates; however, almost all children will follow a typical sequence, as illustrated in Figure 1. An example of a movement skill that children often acquire at differing ages is walking. Some children's bodies are mature enough to walk independently at 11 months, while other children's bodies aren't mature enough to walk independently until 18 months. For most children, walking begins somewhere in between. However, for every emerging movement skill there is an optimal time frame where children are ready to learn and practice a particular skill. It's important for parents and caregivers to be aware of these time frames so that they can provide opportunities for children in their care to experience and practice movement skills when the time is right.²

Please note that Figure 1 is an illustration for a typical developing child. Children who fall outside these ranges may be experiencing a developmental delay that requires intervention from a health professional and is not within the scope of this document.



All children should be exposed to a wide range of fundamental movement skills in a wide range of settings including on-land, on ice/snow, in water, and in the air. Since agility, balance and coordination are critical, children should be given the opportunity to learn running, jumping and throwing; gymnastics; swimming; and ice/snow activities. Communities should consider establishing single programs that expose children to the whole range of skills.

Figure 1: When and Where Children Learn and Practice Fundamental Movement Skills²

Where do children learn to be physically literate?

There are three stages in the Long Term Athlete Development (LTAD) model that children under the age of 12 will go through, as illustrated in Figure 2. Active Start (Girls and Boys ages 0 to 6), FUNdamental (Girls 6 to 8, Boys 6 to 9) and Learn to Train (Girls 8 to 11, Boys 9 to 12). Since the majority of children in a child care setting fall into either the Active Start or FUNdamental stage, this resource will focus on those.

| | Where? | Physical Literacy | Who? |
|------------|---|---|---|
| LTAD Stage | Schools Sport clubs Community recreation Sport programs Home | Learn to Train Girls 8-11, Boys 9-12 | Parents/Guardians Coaches Teachers Recreation leaders Youth leaders |
| | Schools Sport clubs Community recreation Sport programs Home | FUNdamental Girls 6-8, Boys 6-9 | Parents/Guardians Coaches Teachers Recreation leaders Youth leaders |
| | Home Pre-schools Day care Sport programs Community recreation | Active Start Girls and Boys 0-6 | Parents/Guardians Day care providers Pre-school teachers Kindergarten teachers |

Figure 2. Who is responsible for Physical Literacy?²

The Active Start Stage (ages 0 to 6)

As child care providers for the early years and early school ages children, the Active Start Stage is the most relevant. At the Active Start stage, children should be encouraged to run, jump, catch, throw, and balance. They should try land, water, ice, and snow activities, and learn to ride a tricycle or bicycle.

- At this age, physical activity should always be a fun part of the child's daily life, not a task they are required to do.
- Active play in a safe and stimulating environment is the best way to keep young children physically active.
- It's not enough to hope that children will discover activity by themselves. Early childhood educators, parents, and caregivers need to model activity for children, and they must participate in the activity with them. Play should be informal and unstructured.
- Providing children with active role models, encouragement, and the opportunity to safely explore their environment will help all children develop physical abilities.
- Ensure there are safe spaces in the child care environment where children can move around and be active. Be there to supervise activities such as climbing stairs, walking, throwing, and running, rather than not allowing the child to try these skills at all.²



The FUNdamental Stage (girls 6 to 8 years; boys 6 to 9 years)

This stage applies specifically to before and after school child care programs. In the FUNdamental stage, children of this age will demonstrate better developed coordination and are preparing themselves to perform movement skills at a more advanced level. The focus during this stage is developing the "ABCs" of movement:

A Agility **B** Balance **C** Coordination **S** Speed

The ABC's are best achieved through free, open play in a safe but challenging environment. Guidance from educators who are familiar with skill development is also recommended. The FUNdamental phase should still focus on fun, and below are some tips and ideas on how to encourage children through this phase.

- Encourage children to engage in play with their friends every day, regardless of the weather.
- Focus on unstructured play that's positive and fun in a safe and challenging environment.
- Play catching, throwing, hitting, running, and other physically demanding games with boys and girls together.
- Don't be concerned with keeping score during games. Ensure the focus remains on learning and having fun rather than doing whatever it takes to win.²

SECTION 2:

THE EMERGENT CURRICULUM CLASSROOM AND PHYSICAL ACTIVITY

Children naturally enjoy being physically active! Educators can support and encourage children by creating an appealing environment and planning activities that interest them. Actively involving children with the design of play spaces and inquiring about their interests will also encourage them to participate and have fun. As children develop movement skills, they will become less fearful of new experiences and more interested in being active. Emergent curriculum and physical activity can be a perfect fit!

Designing indoor and outdoor play spaces can be easy and affordable with some creativity and willingness to try new things. The following section gives some tips on how to design an indoor and outdoor play environment that encourages play and movement.



The indoor and outdoor play environment

Outdoor play spaces provide great opportunities for young children to develop a variety of movement skills. Outdoor play allows children to connect with nature and explore its changing seasons and weather conditions. Indoor play can be equally effective in encouraging the development of movement skills with some simple planning and supplies. To meet the needs of children at your centre, the list below gives several affordable ideas for pieces of equipment that can be easily stored into an outdoor storage shed or indoor closet space.

Fixed Play Equipment versus Portable Play Equipment

Play equipment can be either fixed or portable. Typical fixed play equipment includes things such as a climber set, wall attachments, or other types of gross motor structures that are sturdy enough to withstand the changing seasons. Fixed play equipment is typically found in an outdoor play space.

Portable play equipment includes any items that encourage children to build movement skills, but the equipment can be moved from place to place (i.e., not fixed to the ground, walls, or floor). It can be used indoors or outdoors and many items can be purchased at little to no cost and can be made or store bought.

Examples of portable play equipment⁶:

Jumping

jump ropes, sidewalk chalk, and tape

Use jump ropes to set up low obstacles and encourage children to jump over them, or use sidewalk chalk or tape to mark out games such as hop scotch or to create shapes on the floor that the children can practice jumping into, around, or over.

Push-pull toys

big dump trucks, corn poppers, ride on toys, wagons

Twirling toys

ribbons, scarves, batons, hula hoops, parachute

Throwing, catching, striking toys

large and small soft balls, pom poms, bean bags, pool noodles, racquets, rings, hoops, paddles, large hollow bats, foam cubes, paper balls, yarn balls, mini hockey sticks, shredded paper (to throw, move through, and catch)

Balance activities

wooden planks for a balance beam, tape, sidewalk chalk (for marking out lines)

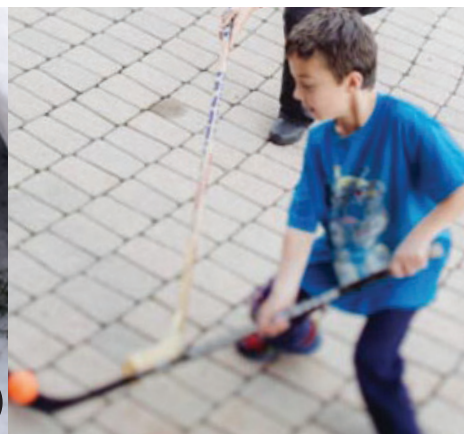


Crawling, running, tumbling equipment to promote agility

foam mats, portable tunnels, orange cones (or empty yogurt containers turned upside down), cardboard boxes, wooden boards, small ladders or step stools, child sized chairs. These encourage children to explore and create their own experiences.

Adding a large mirror to a wall near where children will be moving around will encourage them to monitor their own movements and the movements of others around them.

Sample pictures of children practicing movement skills using portable and fixed equipment in both indoor and outdoor environments:



Photos courtesy of: Quality Environments and Best Practices for Physical Activity in Early Childhood Settings CD, the Canadian Child Care Federation



Here are tips on how to design child-centred physical activities that encourage the continued learning and practice of fundamental movement skills.

- Every physical activity experience should begin with thorough observation of the children's interests. Children learn best and are encouraged when their own interests and goals are followed.
- Present the children with a variety of experiences, (individual activities, partner activities, group activities), environments (indoors, outdoors, seasonal), and materials (portable and fixed play equipment).
Note: See Section 3 for examples of lesson plans that can be used in the early childhood education environments.
- Observe and record the experiences that are most effective and the children are enjoying at that moment.
- Once interests have been identified, engage children in the planning and implementation of a physical activity experience.
- Develop a physical activity that follows a developmental sequence, and builds on the skills that the children have already acquired and gradually increase the complexity.
- After observing the children over time, design a follow-up experience that will support their next phase of development.

Remember:

An environment that is cooperative between children will enhance their learning. Integrating physical activities with other programs, such as literacy, numeracy, arts and crafts, will increase their motivation to continue.

Example of a child-led physical activity:

1. Through observation in a preschool room, it was noted that all of the 3-year-olds enjoyed playing a musical game that involved play with balls. However, observation of the children revealed that most of them had difficulty with catching and throwing the balls.
2. With input from the children, a group activity was planned that involved practicing the fundamental movement skills of catching and throwing.
3. The educators gathered the appropriate materials and equipment for the activity.
4. The children were observed during the activity and were encouraged to use outstretched arms to catch and to follow the movement of the ball with their eyes. They were encouraged to step forward while throwing and to try throwing with both arms overhead, or with one arm overhead. Any improvement in each child's throwing and catching skills was documented.

SECTION 3: THE EARLY CHILDHOOD EDUCATORS' ROLE

Early childhood educators are in an optimal position to coach and guide children to learn fundamental movement skills. Once educators understand the basics of fundamental movement skills, and understand how and when children typically develop these skills, the opportunities are tremendous. There are many helpful resources provided in this section that explain simple ways to encourage children to practice and learn fundamental movement skills in both indoor and outdoor environments.

This section contains a variety of lesson plans and teaching cues for children ages 3 to 6. The lesson plans can be used as a baseline to help develop activities that the children are showing interest in. The teaching cues can be used as a guide for educators on how they can help children learn and expand their fundamental movement skills.

Movement Skills Lesson Plans for ages 3 to 6

Lesson 1: Running and Dodging (pages 13 to 15)

Lesson 2: Jumping, Hopping, and Skipping (pages 16 to 18)

Lesson 3: Throwing and Dribbling (pages 19 to 21)

Lesson 4: Kicking and Catching (pages 22 to 24)

Lesson 5: Games (pages 25 and 26)

Teaching Cues

For a summary chart of teaching cues that can be used to assist children, please see the reference sheet titled "Active For Life: Cues for teaching fundamental movement skills" on page 27.

For additional support and to view helpful videos, please visit <http://activeforlife.com/lesson-plans-and-resources>

Running & Dodging

LEVEL: Active Start 3 - 6 years old

DURATION: 50 - 60 minutes

CATEGORY: Locomotion

EQUIPMENT: Cones, hula hoops, mats, etc. to be used as markers.

Quick Start/Warm-Up 5 minutes

Children run around the activity space. On the signal, they must stop and freeze as quickly as possible. On the next signal, they resume running.

Progression: Introduce a “home base”. On the signal, children must now run to the home base as quickly as they can. Home base can be a circle made of cones, a cluster of hula hoops, a line on the floor, etc. Make sure the home base is wide enough so that all children in the group can run towards and arrive at the base without bumping into each other.

Running 15 minutes

Tell children that there are a few things they can do to help them be better runners. Explain the difference between jogging (medium speed) and running (going as fast as they can). Demonstrate and emphasize that when they are jogging their whole foot should contact the ground, starting with their heel. When jogging turns into faster running, the heel makes little or no contact. The middle of the foot makes first contact with the ground, followed by the front ball of the foot. Also, their arms should be bent approximately 90 degrees at the elbows, and their arms should swing forward and backward by the side of their body, and not across their body.

Activity 1: Jill or Jack Says Jog

Do this activity like “Simon Says”. Depending on the size of your group, make 3 rows of 5-10 children facing the leader who is “Jack” or “Jill”. The aim of this simple activity is to teach the differences between the action of the arms and legs when walking and jogging. “Jack” or “Jill” says walk forwards, or jog forwards, or jog on the spot, and the group moves together. The leader can give directions for the arms and legs together or separately. The leader should teach the different arm swing for walking and jogging (straight and by the side for walking, bent 90 degrees for jogging) and teach the heel strike that goes with each step during walking or jogging. Anybody moving when Jill or Jack doesn’t say to move must tip-toe backwards until they are in the back row (walking backwards is another Fundamental Movement Skill). Have fun!

CUES

- Heads Up
- Quick Stops

CORRECTION AND POINTS TO STRESS

Tell children to keep their heads up. This helps balance and prevents collisions with others.

Feet should be apart and they should bend at the knees and hips for better balance when stopping.

CUES

- Arms move up and down
- Heel touches first

CORRECTION AND POINTS TO STRESS

There are several points to watch for in developing running patterns, however it is beyond the scope of a lesson to address all points at this level. Try to observe each child and provide individual feedback based on the cues described in the explanation. Another more obvious point to observe is trunk position- children should be leaning slightly forward from their waist when jogging.

Sprinting

Tell children that they are now going to practice “sprinting”, which is running as fast as they can over a short distance. When they sprint, they might notice that their heel doesn’t touch the ground first anymore. Because they are going so fast, their steps are quicker and lighter and only the balls of their feet touch the ground. Have children identify and touch the balls of their feet. Explain that their knees should also come up higher when they are sprinting and their arms should “pump” more vigorously compared to when they are jogging.

Activity 2: Reaction Sprint

Identify a start line. Get the children to spread out along the line. On the signal, ask them to start jogging away from the start line. On the next signal, they must turn quickly and sprint back to the start.

Dodging 30 minutes

Ask the children if they know what dodging is. Explain that dodging is making a quick change of direction when they are travelling (for example running). Explain that being able to dodge is important in group games so that they don’t collide with others. It’s also important in a lot of sports. Demonstrate and explain that when they dodge, they should look towards the new direction where they are going, lower their body, and push off their outside foot to start moving in the new direction. The change in direction should happen in one step. Have a child run towards you and demonstrate dodging.

Activity 3: Zig-zag Dodge

Establish a start line and then create a line of cones in a zig-zag pattern starting about 5 metres from the start line. Children jog from the start line to first cone, and then they dodge when they get there in the direction of the next cone. They continue dodging at each cone until they reach the end of the line of cones. Set up several zig-zag patterns so that lineups are minimized at each station. Once they have reached the end of the cones, they jog back to their start line and the next child goes.

Activity 4: Partner Lane Tag

Using cones or lines on the floor, establish multiple lanes running the length of the activity space, approximately 4 meters wide. Depending on the number of lanes possible, students work in pairs or in small groups. One child stands in the middle of the lane as “it” while the others line up along one end line. On the signal, one child per lane attempts to run to the other side without being tagged by the person who is “it”. After all of the runners in the line have tried to reach the other side (successfully or not), change the “it” person. The width of the lanes in this activity is key to determining whether it is too easy or too difficult for runners to reach the other side, so modify the lane width if necessary.

CUES

- Balls of feet
- High knees

CORRECTION AND POINTS TO STRESS

It is very difficult for many children to grasp the concept of pacing (i.e. the difference between a jog and a sprint). The session leader may need to emphasize this point repeatedly. Remind the children that they start by only jogging, and they sprint only when they hear the second signal.

CUES

- Get low
- Push off

CORRECTION AND POINTS TO STRESS

If you see that children are taking several small steps to change direction of travel, encourage them to push off and change direction in one step. They need to plant their outside foot near a cone or line, and take the next step in another direction.

If children are crossing their feet when they dodge at the cones, place coloured tape on the ground to show where they need to plant their left and right feet.

CUES

- Dodge to both sides

CORRECTION AND POINTS TO STRESS

The boundaries provided by the lanes will make this a challenge for children and force them to use their dodging skills. Demonstrate how dodging in one direction then dodging to the other direction can fool the “it” person into moving to one side and result in enough space for the runner to get past them.

Activity 5: Sharks and Minnows

This tag game combines the skills of running and dodging. One child starts in the middle of the activity space as the tagger while the rest of the group lines up along an end line. When the tagger calls “Here fishy fishies”, the children attempt to cross to the opposite end line without being touched. If they are touched they become a shark. Emphasize that when children are tagged, they join the shark in the center but can only start tagging other children on the next round.

Summary 2 minutes

Q. What are the skills we worked on today? When you are dodging, what are some things you can do to dodge really well? What do we need to remember when we are running so that we can be really good runners?

CUES

- Dodge the shark

CORRECTION AND POINTS TO STRESS

As this is a large group game children may need certain rules repeatedly emphasized. Make sure they understand that they only run when the tagger calls “Here fishy fishies” and that once they’ve crossed to the other side, they must stay there until everyone has crossed, and until they hear the tagger call “Here fishy fishies” again.

This lesson plan was prepared in collaboration with ACCSports.ca

ADDITIONAL SOURCES: PHE Canada. Fundamental Movement Skills: The building block for the development of physical literacy. Active Start and FUNDamental stages, 2008.

Graham, Holt/Hale & Parker. Children Moving: A Reflective Approach to Teaching Physical Education. 5th Ed. Mayfield Publishing Company, 2001.

Be Fit for Life - Moving Alberta. Move & Play Through Physical Literacy. Card Ring.

Fundamental Movement Skills Lesson Plan 2:

Jumping, Hopping & Skipping

Quick Start/Warm-Up 5 minutes

“Exploring the Jump.” Each child has one skipping rope, finds a space, and lays out the rope in a straight line. Invite the children to explore different ways to jump over their rope and land on the other side without falling down. Move around the activity space and observe, but allow them time to explore different jumps at their own pace. Emphasize that a good jump is landed with control. They should not fall down when finishing their jump. Encourage them to try different jumps:

- *jump with two feet and land on one*
- *jump with one foot and land on two*
- *jump as high as you can*
- *jump as far as you can from one end of the rope towards the other end*

Horizontal Jump 15 minutes

Tell children to leave their skipping rope where it is on the ground. Call them to sit in a circle. Explain that if they move their body a certain way when they jump (i.e. using good technique), they can maximize and possibly increase their jumping distance. Explain and demonstrate the following parts of a good jump:

- **Get Ready:** *Bend knees and lean forward, swing arms back.*
- **Take Off:** *Spring with legs, swing up and forwards with arms. jump as high as you can*
- **Fly:** *Look forward and keep your knees up.*
- **Land:** *Absorb the landing softly by bending ankles, knees, and hips on impact. Arms should reach straight forward for balance.*

Activity 1: Jumping for Distance

Children return to their skipping rope and try to jump for distance. They stand at one end of the rope and see how far they can jump towards the other end.

CUES

- Stay on your feet
- Bend your knees
- Swing your arms

CORRECTION AND POINTS TO STRESS

This part of the lesson is exploratory. Children have not received any direct instruction on proper jumping technique, so encourage different types of jumping and emphasize only a few key points.

CUES

- **Get ready:** “Arms back, crouch forward”
- **Take Off:** “Spring and swing your arms”
- **Fly:** “Knees up, look forward”
- **Land:** “Land quietly, arms forward”

CORRECTION AND POINTS TO STRESS

Move around the activity area and provide more feedback to the children regarding the cues.

If a child is not extending their body enough on the takeoff, mark a takeoff point a short distance from their skipping rope. Use the rope as a target they must jump over. Start with a short distance and gradually increase it. Having a target to jump over, as opposed to just jumping for maximum distance, will encourage a more concerted effort to extend.

Activity 2: Island Jumping

Tell the children because they have practiced jumping, they are now ready to try island jumping. Spread gymnastics mats, yoga mats, and/or hula hoops throughout the activity space. Make the distances close enough to jump from one to another. Challenge them to jump through all of the islands without falling in the water (gym floor). After the children complete the circuit, increase the distance between the mats for a new challenge.

Hopping 10 minutes

Explain to children that hopping means jumping with one foot and landing on the same foot. To maintain balance when they are hopping, their arms should be bent at their sides. Explain what the ball of their foot is and have children touch it. Although they stand on a flat foot, this is the part of their foot they should be jumping off and landing on. They should land softly and quietly by bending their ankle and knee when they land.

Activity 3: Exploring Hopping with “Follow the Leader”

Have students stand in their own space and follow the instructor through a series of different hops.

- *Hop in place on right foot, then left foot.*
- *Hop softly so you don't make a sound.*
- *Hop side to side*
- *Hop forward, hop backwards.*
- *Hop forward and swing your arms.*
- *Hop five times in a row then change feet.*
- *Hop quickly, slowly.*
- *Hop forward in a straight line.*
- *Hop, then jump, then hop, then jump.*

Activity 4: Hop, Step, Jump

Demonstrate and have students practice the following sequence: hop forward on right foot, step onto left foot, then spring forward to land on both feet.

Activity 5: Rope Mazes

Form groups of 2-3 children, each with their own skipping rope and a few cones. Using their ropes and cones, each group makes a maze on the floor that involves a hopping and jumping challenge. Once all groups have finished, children circulate to other groups to try the different mazes.

CUES

- Look forward
- Spring with leg on the ground
- Swing arms forward
- Soft touch down

CORRECTION AND POINTS TO STRESS

When children are hopping forward, they can get more power going forward if they use their leg that is bent and off the floor by swinging it forward.

If a child is not hopping very high, give them an object to hop over (e.g. line, rope, stick, small cone, mini-hurdle). This will encourage them to generate more force in their hop.

If a child has trouble alternating their hopping feet, encourage the child to hold their non-hopping foot until they are comfortable with the hopping motion.

Skipping 5 minutes

Tell children that now that they have practiced hopping and jumping, they are going to practice something a little bit more difficult: Skipping. Explain to the children that skipping is a rhythmical combination of two skills: the step and the hop. Skipping is a step and a hop on one foot, followed by a step and a hop on the other foot. Demonstrate a few repetitions of skipping.

Activity 6: Exploring Skipping

Have children practice skipping in their own space. Encourage them to say “step-hop, step-hop” out loud as they practice.

Skipping, Jumping & Hopping 15 minutes

Activity 7: Relay

Divide the children into groups of three. Have each group line up behind a cone on a start line. Designate a turnaround point that children must get to (use a cone or a line on the floor). For each round, announce which movement is being used (jump, hop, skip). In relay race fashion, the first child in line must travel to the turnaround point and back to their line using the selected movement. They high-five their teammate, who goes next. For each round, tell the teams that each child must go twice. After they have gone a second time, they can sit down at the back of the line to show they are finished. Once all team members have gone, the whole team should be sitting down in a line to indicate they are finished.

Activity 8: Garbage Collectors

Scatter equipment throughout the activity space (small objects are the “garbage”, hula hoops are the “garbage bins”). Participants skip throughout the activity space to collect one piece of “garbage” at a time and throw it into one of the “bins”.

Once all garbage has been collected, repeat the activity with other forms of locomotion: side shuffle, gallop, leap, carioca, etc.

Summary 2 minutes

Q. What are the three movements that we practiced today? Who can tell me one thing that you should remember to do to perform a really good jump? Hop? Skip?

CUES

- Step-hop, step-hop
- Opposite arm/leg
- Toes touch first

CORRECTION AND POINTS TO STRESS

Move around the activity area and there will likely be a wide range in skipping ability at this point. Some children skip naturally well, and others have a difficult time with the coordination involved.

CORRECTION AND POINTS TO STRESS

Relay races should be used with caution in children’s activity programs. If they are structured poorly, they can result in long lineups with minimal activity time for participants. They can also be a negative experience for participants who are slower/less skilled and feel like the group is watching them. At this young age, the latter should not be a big problem as compared to older ages, but remain aware of the possibility. Ensure that the teams are small, and run multiple rounds to maximize activity time.

This lesson plan was prepared in collaboration with ACCSports.ca

ADDITIONAL SOURCES: PHE Canada. Fundamental Movement Skills: The building block for the development of physical literacy. Active Start and FUNDamental stages, 2008.

Graham, Holt/Hale & Parker. Children Moving: A Reflective Approach to Teaching Physical Education. 5th Ed. Mayfield Publishing Company, 2001.

Be Fit for Life - Moving Alberta. Move & Play Through Physical Literacy. Card Ring.

Throwing & Dribbling

LEVEL: Active Start 3 - 6 years old

DURATION: 50 - 60 minutes

CATEGORY: Object Manipulation

EQUIPMENT: One ball per child, hula hoops, bean bags.

Quick Start/Warm-Up 10 minutes

Give each child a ball and have them find their own space. Direct them through the following progressions:

- Explore rolling the ball along the ground around their body.
- Find a partner and sit facing each other with legs outstretched and feet touching.
- Using one ball, roll the ball back and forth on the floor along each side of the body.
- Stop the ball with both hands when receiving.
- Try to throw the ball and have it bounce once before your partner catches it.

Exploring Ball Manipulation

Invite each child to take their own ball and practice throwing, bouncing and catching by themselves.

Overhand Throw 20 minutes

Demonstrate a proper overhand throw. Facing a target on a wall, students should turn sideways so that one leg and arm are closest to the target. Their back hand furthest from the target will be their throwing hand. Their front hand and arm should point to the target while they raise the throwing object in their other hand at head-height behind their back shoulder. As they throw, they should step forward with their front foot and “follow through” with their throwing hand. As they follow through, they should rotate their torso until their throwing hand goes past their front foot.

Activity 1: Overhand Throwing

Tell the children to find their own space near a wall, and choose a distance where they can easily hit a target on the wall. Tell them to practice throwing the ball until they hit the target using their favourite arm, and then they need to practice throwing with their other arm. After they have hit the target using their non-favoured arm, tell them to back up 3 steps from the wall and continue throwing. Leaders should use this time to circulate among the children and provide individual feedback.

CUES

- Control the ball

CORRECTION AND POINTS TO STRESS

You do not need to give many corrections or cues as this is simply an exploratory warm-up activity. Give positive reinforcement for quality practice. Stress ball control, e.g. keeping the ball close to them. Many children will attempt tricks that result in the ball ending up very far away from them.

CUES

- Side to target
- Arm back
- Step with opposite foot
- Follow through

CORRECTION AND POINTS TO STRESS

If children forget to stand sideways in relation to the target, have them straddle a line that runs parallel to the wall so that the shoulder opposite to their throwing hand is closer to the wall.

If children step forward with the foot on the same side as their throwing arm, place a skipping rope a bit further forward and coach the thrower to step across the rope.

If children end their throw with their throwing hand elevated and pointing at the target (i.e. no follow through), tell them to touch their knee opposite to their throwing arm each time they throw.

Activity 2: Hoop Darts

Organize children in pairs, and ensure each child has their own beanbag. Each pair has two hula hoops that are 15-20 meters apart. The pair stands beside one of the hula hoops and each child tries to throw their beanbag into the opposite hoop. Children score a point if their beanbag lands closest to the hoop. The pair retrieves their beanbags, and they turn around and throw at the opposite hoop. Children should be encouraged to use both arms during this activity.

Dribbling 25 minutes

Explain to children that dribbling is a very important skill in basketball, but it also helps them to get better at any sport or activity that uses balls. Demonstrate the proper way to dribble.

1. *Start by having them touch their finger pads together. Explain that this is the soft part of their fingers, near the end but not at the very end.*
2. *As they dribble in one spot, they should bend their knees slightly and lean slightly forward. Their opposite foot to their dribbling hand should be slightly forward. Each time the ball comes up, their hand should be on the top of it cupping the ball, and they should push down with their wrist as if the ball was a yo-yo. Tell children they should be looking up all the time. They will need to be looking up when they play a game or activity that uses dribbling.*

Activity 3: Exploring Dribbling

Each child has their own ball and their own space. Children will copy the instructor through the progressions listed below. Allow children time to practice each progression; however, they do not have to master it before the instructor moves on.

- *Dribble with your right hand only, then dribble with your left hand only*
- *Dribble while moving: forwards, backwards, sideways*
- *Dribble with your other (non-dominant) hand*
- *Dribble with one hand then the other (alternating hands)*
- *Dribble with high bounces*
- *Dribble while crouching down low*
- *Dribble while extending your arm way out to the side of the body*
- *Dribble with one hand while trying to touch the floor with the other hand.*
- *Walk/jog while dribbling*

CUES

- **Finger pads**
- **Knees bent**
- **Cup the ball**

CORRECTION AND POINTS TO STRESS

If a child uses their palm instead of their finger pads to contact the ball, have their partner hold the ball from below while the child pushes down on the ball with their finger pads to get the right contact and “feel”.

If the child slaps the ball, ask them to imitate waving goodbye to the ball to encourage more wrist motion.

If the child looks at the ball continuously while dribbling, have them follow a partner around the activity space so they are forced to get their head up and watch where they are going.

Activity 4: Musical Hoops

Scatter 12-15 hoops around the activity space. Each child has a basketball. While music is playing, children dribble around the activity space. Remind them to keep their head up as they dribble. When the music stops, the children must grab their basketball and run to a hoop. When the music starts again, the children dribble around the activity space again. With each round, take away a few hoops so the children must cooperate to fit more and more people into one hoop. This is a non-elimination game. The challenge is to run quickly to a hoop, and then gradually work together to fit as many players into a hoop as possible.

CUES

- Look up

Summary 2 minutes

Q. Who can tell me what part of the hand touches the ball when you are dribbling? What do we need to remember to do a good overhand throw?

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ADDITIONAL SOURCES: PHE Canada. Fundamental Movement Skills: The building block for the development of physical literacy. Active Start and FUNDamental stages, 2008.

Graham, Holt/Hale & Parker. Children Moving: A Reflective Approach to Teaching Physical Education. 5th Ed. Mayfield Publishing Company, 2001.

Be Fit for Life - Moving Alberta. Move & Play Through Physical Literacy. Card Ring.

Kicking & Catching

LEVEL: Active Start 3 - 6 years old

DURATION: 50 - 60 minutes

CATEGORY: Object Manipulation

EQUIPMENT: Balls of various sizes, textures and weight. Alternate objects such as a rope with a knot, folded or rolled up socks, handkerchiefs.

Quick Start/Warm-Up 5 minutes

Set up a few targets around the activity space – for example:

- *two cones to make a goal*
- *a hula-hoop taped against a wall*
- *two chairs with a rope stretched between their tops*
- *tape on the wall*
- *a rope between two stands*

Each child has a ball. Invite the children to dribble with their feet around the activity space and kick their ball at the targets. They should try kicking with both feet. If they can consistently hit a target, encourage them to try kicking at from further away to increase the challenge.

Kicking 25 minutes

Tell children that to kick a ball with power, they need to start with their body behind the ball. They take a step forward with their non-kicking foot and plant it 10-15 cm beside the ball. Their kicking leg swings towards the ball and they should contact the ball with their laces or instep. They should follow through with their leg continuing to swing forward and across their body. Power comes from quality contact and complete, coordinated body movement, not from simple leg strength. Arms should be raised slightly like “airplane wings” to provide balance, and knee of planted leg should be bent slightly.

Activity 1: Kicking Practice

Have each child circulate through the activity space as in the warm-up activity. Encourage them to try some of the following progressions;

- *kick to a target farther away*
- *kick a ball up in the air*
- *kick a ball rolling towards you*
- *kick to a partner*

CUES

Provide some spatial awareness/safety cues at this point. For example, kickers should make sure no one is in the path of where they are going to kick.

CUES

- **Step forward**
- **Plant your foot**
- **Use your laces**
- **Follow through**
- **Airplane wings up**

CORRECTION AND POINTS TO STRESS

There are quite a few technical points to kicking and including all of them would make the explanation too long for this age level. Focus on making sure the children plant their non-kicking foot next to the ball and contact the ball with their laces (instep).

Activity 2: Clean Up

Divide the group in half and have one team on either side of the activity space. Use two lines on the floor or set up two lines of cones to establish two boundaries that are slightly set back from the center line on either side. This marks the middle “forbidden” zone that neither team is allowed to enter. This forces the two teams to be a safe distance apart for kicking.

One team starts with all the balls.

On the signal, the kicking team starts kicking the balls as quickly as possible across to the other team’s zone.

If a ball stops in the forbidden zone, either team can retrieve it, but they must return to their zone before attempting to kick it to the other side.

Play for a fixed amount of time, then stop and count which team has the most balls in their opponent’s zone.

Balls in the forbidden zone do not count; this provides incentive for children to retrieve them from the forbidden zone to continue playing.

Catching 25 minutes

Tell children they are now going to practice a very important skill that is used in a lot of sports: Catching. Knowing how to catch well will let them enjoy a lot of different activities, including just going outside with friends and playing with a ball. Explain that to catch well, they need to make sure they are always looking at the object they are catching. They should also get their body behind the object. If they see it is coming to one side of them, they should move their whole body to the side, not just reach their arms out to the side. As they reach forward to catch the object, their thumbs should be touching together if the object is above their waist. If the object is below their waist, their little fingers should be touching. As they receive the object with their hands, they should bend their arms and bring the object in towards their body.

Activity 3: Trick Catch

Divide children into pairs, each child with a ball. Children start with simple vertical tosses to themselves to practice basic catching. Then Partner 1 tosses the ball and does a trick before catching (e.g. clapping hands 2x). Partner 2 has to attempt to replicate Partner 1’s trick. Then Partner 2 does their own trick that Partner 1 will have to try to replicate.

CUES

Same as activity 1.

CUES

- Eyes on the ball
- Get behind
- Hands together (pinkie or thumb)
- Bring to body

CORRECTION AND POINTS TO STRESS

At this age, many children will attempt tosses and tricks that result in the ball landing on the ground. Emphasize practicing a trick until children can catch the ball.

Activity 4: Line Ball

Form groups of five where each group has one ball. One person in each group is the leader and stands in front of the other four members. The other members stand side by side in a line, facing the leader. The leader throws the ball to the first person in the line, who catches and throws back to the leader. The leader throws to the next person and continues with each person in line. When the last person catches the ball, they hold onto it and become the new leader.

Summary 2 minutes

Q. What part of your foot do you kick the ball with? When you reach out to catch an object, what do you need to remember to do as your hands grasp it?

CUES

- Eye on the ball
- Hands ready to catch

CORRECTION AND POINTS TO STRESS

Emphasize to children before the activity starts that everyone is learning and practicing how to catch. If someone drops the ball, teammates should provide encouragement such as “good try”, not negative comments.

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Games Day

LEVEL: Active Start 3 - 6 years old

DURATION: 50 - 60 minutes

CATEGORY: All

EQUIPMENT: beanbags, balloons (1 for every 2 - 3 children), pinnies, hula hoops.

Quick Start/Warm-Up 5 minutes

Activity 1: Pass the Treasure

Children spread out in the activity space, each with a treasure (beanbag) in their hand. On the signal, children travel around the activity space using any type of locomotion – run, skip, hop, jump etc. On the next signal, children must drop their treasure to the floor, plant their foot next to it and kick in the direction of somebody else. When all participants have retrieved a new treasure, they begin to travel again.

CUES

- Heads up when running

Games 45 minutes

Activity 2: Balloon Bump

Make groups of 2-3 children. Each group has a balloon.

1. Allow children a few minutes to play with the balloon as a group (i.e. keep it up) as they will be excited to use the balloons.
2. *Balloon Bump Challenge:* All groups start on one end line with their balloon. Groups must move the balloon to the opposite endline without anyone holding onto the balloon, and without the balloon touching the ground. Participants may not touch the balloon multiple times in a row. After one contact, someone else in the group must contact the balloon.

CUES

- One contact in a row
- Use different body parts

Activity 3: Aliens & UFOs

Divide the children into two teams. Each of the Aliens hold onto a coloured pinnie or scarf, and each of the UFOs hold onto a hula hoop around their mid-section. After a few rounds, have the Aliens and UFO's switch roles: Aliens become UFOs and UFOs become Aliens.

- Scatter various small foam ball and/or beanbag "meteorites" around the activity space.
- Aliens start on one side of the activity space while UFOs start on the other.
- Both teams must collect as many meteorites as possible in a designated time and return them to their start area.
- After the time is up, teams count the total meteorites in their start area to see who has the most.
- Both teams attempt to collect at the same time.
- There is no contact between UFO's and Aliens.
- Only one meteorite can be picked up at a time and brought back to the start area for each team.

CUES

- Heads up when running
- One object at a time

Activity 4: Witches Stew

This game is enhanced with some acting on the part of the activity leader. Divide children into four groups and send each group to different corners of the activity space. Name each group a stew ingredient (e.g. potatoes, carrots, etc.). The instructor stands in the center of the activity, and in their best witch voice, they call one ingredient at a time to be added to their stew. When called, each group runs into the center and jogs in a circle around the instructor (emphasize everyone running in the same direction). Once all groups have been called, begin stirring faster and say, "It's getting hotter". This is a cue for children to increase their speed. When the leader says, "It's boiling", the children stop running and start hopping up and down. When the leader yells, "DINNER IS READY!", the children must run back to their corner while the leader chases. Any children caught become a chef in the middle with the leader for one round.

CUES

- Everyone run in the same direction
- head up
- big hops when boiling

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Graham, Holt/Hale & Parker. Children Moving: A Reflective Approach to Teaching Physical Education. 5th Ed. Mayfield Publishing Company, 2001.

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ACTIVE FOR LIFE

Cues for teaching FUNdamental Movement Skills

| | | |
|--|--|--|
| Run | Hop | Skip |
| <ul style="list-style-type: none"> • Balls of feet • High knees • Bend elbows • Pump with arms • Hands move hips to lips (sprint) | <ul style="list-style-type: none"> • Head up • Bend ankles, knees and hips • Spring with legs • Swing with arms • Soft touch down | <ul style="list-style-type: none"> • Step-hop, step-hop • Keep back foot near the ground. • Opposite arm/leg • Land on toes first |
| Dodge | Log Roll | Stork Stand |
| <ul style="list-style-type: none"> • Head up • Get low • Push off • One step • Go left, go right | <ul style="list-style-type: none"> • Be as long as you can • Stiff like a pencil | <ul style="list-style-type: none"> • Head up • Arms at shoulder height • Foot flat against leg • Hold |
| Dribble with Hands | Throw | Sidearm Strike |
| <ul style="list-style-type: none"> • Head up • Opposite foot forward to dribbling hand • Cup the ball • Wave to the ball | <ul style="list-style-type: none"> • Side • Look • Back to front • Across body | <ul style="list-style-type: none"> • Face front • Watch • Hand Back • Hitting zone • Back to front • Follow high |
| Jump | Kick | Gallop |
| <ul style="list-style-type: none"> • Bend ankles, knees and hips • Crouch forward • Arms back • Explode with legs • Swing upwards with arms • Look ahead and stretch out • Knees up and quiet on landing • Reach forward | <ul style="list-style-type: none"> • Step forward • Plant foot • Balance on plant foot • “Wings” up • Kick/swing through the ball | <ul style="list-style-type: none"> • Stagger feet • Point toes forward • Chase back toe to heel • Step forward |

SECTION 4:**WRITING AND ADOPTING A PHYSICAL ACTIVITY POLICY
FOR CHILD CARE CENTRES**

In accordance with the Raising the Bar (RTB) program, the physical activity policy detailed in this section, which includes physical literacy, is broken down into 3 levels: Year 1, Year 2, and Year 3. The intention is for RTB centres in their first year to work towards adopting the Physical Activity Policy Statement and the Year 1 indicators, and continue to work towards the remaining indicators in Year 2 and Year 3.

This section includes the Physical Activity policy statements, and the specific policy indicator requirements for Year 1, Year 2, and Year 3 centres.

PHYSICAL ACTIVITY POLICY STATEMENT**Introduction**

Childhood obesity and rising inactivity among children threatens the future health of Canada. To create an active and healthy population, Canadian children need a good foundation of active movement skills to build on later in life, so they can be healthy adults.

For every fundamental movement skill, the developing child needs to go through a series of developmental stages. A stimulating indoor and outdoor play environment with caregivers who encourage children to be active and explore their physical abilities will support and motivate children to develop physical confidence and competence, which are the building blocks of physical literacy. A physically literate child will likely develop into an active adult.

Overall Child Care Physical Policy

_____ (insert centre name here) shall commit to providing an environment that promotes regular, safe, and inclusive physical activity; where children are active and regularly participate with educators in physical play; and are learning and practicing fundamental movement skills that promote physical literacy.

Policy Statements

Indoor and Outdoor Environment

The child care centre provides outdoor and indoor play environments that are safe, clean, and engaging for children of all abilities.

The indoor and outdoor environment will have age appropriate portable and/or fixed equipment that encourages the development of fundamental movement skills, and promotes physical literacy.

Educators will monitor children for safety, encourage physical activities that enhance the child's physical skills, and actively participate with the children.

Supportive and Inclusive Environment

The child care centre will be equipped with a wide variety of play equipment that is suited for children of all abilities. Educators will ensure that appropriate modifications are made to equipment and activities that enable all children to explore and expand their physical abilities. Educators will monitor the participation of all children and will seek ways to engage and increase the comfort of children who are not participating.

Physical Activity Curriculum

Through observation and asking children open-ended questions about their interests, educators shall create a learning environment that encourages children to learn and practice fundamental movement skills and help them work towards becoming physically literate. The goal should be to help each child feel confident in their physical abilities and encourage them to progress to the next most mature version of the skill they are interested in learning.

Sedentary Behaviour

For healthy growth and development, the child care centre will minimize the amount of time that children spend in sedentary activity. Educators will monitor the amount of sedentary time children have and work towards reducing it to a minimum.

Role Modelling

The child care centre will encourage and support educators to be physical activity role models. Educators will actively participate with children and will incorporate physical activity into classroom routines and transitions, and planned activities.

Education and Professional Development

Educators are provided with professional development opportunities that provide training on how to encourage physical activity and how to understand the motor development of children with a variety of abilities.

Parents are provided with regular updates about their child's progress and are encouraged to be active with their children for health and wellness.

Policy Indicators

YEAR 1 INDICATORS

Indoor and Outdoor Environment

There is a variety of portable play equipment for indoor and/or outdoor use that encourages development of fundamental movement skills (e.g., small and large balls for throwing, catching, and kicking, hula hoops, skipping ropes, cones, low balance beams).

There is a separate outdoor area for all children that is large enough for group gross motor activities. (minimum of 5.6 square metres per child based on licensed capacity). This area must be fenced in, with one or more gates that can be securely closed if used by children under age 6.***

All outdoor fixed and portable play equipment is regularly inspected for safety, wear, and tear.

The indoor play space is large enough for activities such as jumping, rolling, and skipping.

Supportive and Inclusive Environment

Indoor and outdoor play spaces are fully accessible for children of all abilities.**

Activities are adapted as required to include children of all abilities.

Physical Activity Curriculum

Infants (aged less than 1 year) should be physically active several times daily - particularly through interactive floor-based play.*

Toddlers (aged 1-2 years) and preschoolers (aged 3-4 years) should accumulate at least 180 minutes of physical activity at any intensity spread throughout their entire day (including time spent at the child care centre and at home). Child care centres shall ensure children achieve at least 60 minutes of unstructured physical activity while in their care, and help children work towards achieving 180 minutes.*

Toddlers (aged 1-2 years) and preschoolers (aged 3-4 years) should participate in a variety of activities in different environments (i.e., indoors, outdoors, natural areas)*

Toddlers (aged 1-2 years) and preschoolers (aged 3-4 years) should participate in a variety of activities that develop movement skills*

For preschoolers (aged 3-4 years) ensure that endurance, flexibility, and strength are incorporated into physical activity each day.*

Children older than 2.5 years who are at the centre more than 6 hours per day shall spend at least 2 hours outdoors.***

Children less than 2.5 years who are at the centre more than 6 hours per day shall be outdoors at least 2 hours per day.***

Educators provide basic instruction to children who are having difficulty with a fundamental movement skill.****

Sedentary Behaviour

Infants movement should not be restricted (i.e., Strapped into a seat or in playpen) for more than one hour at a time.*

Infants and toddlers under 2 years shall not watch television, videos, or other visual recordings, or view computers.*

Children (2-4 years) screen time should be limited to under one hour per day; less is better.*

Role Modelling

Educators supervise, verbally encourage, and often join in to increase children's physical activity and demonstrate new skills.

Education and Professional Development

Educators attend at least one physical activity professional development workshop per year.

Provide education for parents on physical activity and ways to be active. This can be done through email, flyers, brochures, tip sheets, website, or newsletter.

**Canadian Physical Activity Guidelines for the Early Years 0-4 Years (CSEP, 2012)*

***Nutrition and Physical Activity Self-Assessment for Child Care (NAPSACC) Best Practice Guidelines, 2009*

****Day Nurseries Act (R.R.O., 1990, Regulation 262)*

*****Developing Physical Literacy: A guide for parents of children age 0-12*

YEAR 2 INDICATORS (in addition to Year 1 indicators)

Indoor and Outdoor Environment

Outdoor play space includes open, grassy areas and a track/path for wheeled toys.**

Educators offer portable play equipment to children during indoor free play time.

Posters, books, and pictures depicting physical activity are displayed throughout the child care centre.**

Supportive and Inclusive Environment

There is a variety of fixed and portable play equipment that accommodates the abilities of all children.**

Physical Activity Curriculum

Toddlers (aged 1-2 years) and preschoolers (aged 3-4 years) should progress to at least 60 minutes of daily energetic play by 5 years of age.*

Encourage physical activities that involve the practice of fundamental movement skills.

Observe and record each child's movement skills using the age-appropriate Movement Skill Observation Report (M.S.O.R) tool at least once every 6 months.

Sedentary Behaviour

Screen time programs for children aged 2 or more, shall be limited to educational programs that actively engage child movement.

Display of items that encourage sedentary behaviour (e.g., televisions and videos) should be limited to all children over 2 years of age.

Role Modelling

Educators often incorporate physical activity into classroom routines, transitions, and planned activities.

Active play should never be withheld as punishment, but should be offered as a reward.**

Education and Professional Development

Educators attend at least two physical activity professional development workshops per year.

Provide education for parents on sedentary behaviour, the importance of reducing screen time, and an explanation of the centre's screen time policy. This can be done through email, flyers, brochures, tip sheets, website, or newsletter.

M.S.O.R (Movement Skills Observation Report), WECHU, 2014

**Canadian Physical Activity Guidelines for the Early Years 0-4 Years (CSEP, 2012)*

***Nutrition and Physical Activity Self-Assessment for Child Care (NAPSACC) Best Practice Guidelines, 2009*

****Day Nurseries Act (R.R.O., 1990, Regulation 262)*

*****Developing Physical Literacy: A guide for parents of children age 0-12*

YEAR 3 INDICATORS (in addition to Year 1 and Year 2 indicators)

Indoor and Outdoor Environment

There are always indoor play items available that encourage physical activity.**

There is adequate playtime that encourages gross motor movement during inclement weather days.

Televisions are stored outside of the classroom and are not regularly available to children.**

Supportive and Inclusive Environment

All children, including those with a disability, are encouraged to practice and master a fundamental movement skill before a sport skill is introduced.

Physical Activity Curriculum

Children regularly engage in dance and music activities.****

Observe and record each child's movement skills using the age-appropriate Movement Skill Observation Report (M.S.O.R) tool at least once every 6 months.

Sedentary Behaviour

Children of all ages should not be seated for periods greater than 30 minutes.

Televisions or videos are rarely or never shown and when screen time is offered, children are given the opportunity to do alternative activity.**

Screen time is not used as a reward or used to manage challenging behaviours.

Role Modelling

Educators speak to children about the importance of being physically active each time they see an opportunity**.

Education and Professional Development

Provide parents with a quarterly progress report regarding their child's physical activity skills and interests.

**Canadian Physical Activity Guidelines for the Early Years 0-4 Years (CSEP, 2012)*

***Nutrition and Physical Activity Self-Assessment for Child Care (NAPSACC) Best Practice Guidelines, 2009*

****Day Nurseries Act (R.R.O., 1990, Regulation 262)*

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SECTION 5:

LOCAL RESOURCES AND HELPFUL LINKS

Yoga

Yoga has many benefits for children. It helps develop strength, balance, coordination, flexibility, and agility – all core components of physical literacy. Yoga also helps children with concentration, self-confidence, and self-expression. Consider bringing in a qualified yoga instructor as a guest in your classroom.

- Invest in a set of yoga cards that show some simple yoga poses designed for children that child care educators can demonstrate. Follow the link provided to purchase a set of high quality yoga cards. <http://www.ophea.net/abcyoga> (\$20 for 26 cards that link the alphabet with yoga poses. Cards are available in English and French).
- Call your local recreation department, private yoga studio, or YMCA to find a qualified instructor. This may involve a fee for service.



Dance

Kids love to dance and will naturally move to fun, upbeat music. Dance helps children develop balance, coordination, flexibility, and spatial awareness. Dance also allows children to be creative, and work together with their classmates in a fun, and engaging way.

- Purchase a dance DVD that shows children some basic steps and encourages them to put together a small routine with their classmates.
- For the early years: <http://jiggijump.org/teacher-resources/> has fun, musical dance activities specially designed for the early years. A variety of low cost DVDs can be purchased online.
- For school age programs: <http://www.ophea.net/product/instructional-dance-dvd-elementary> . Free download of an instructional DVD, or can be streamed for free from Ophea's YouTube channel and are available in English and French.
- Contact your local recreation department or private dance studios to find a qualified instructor who can come in and lead the children through a simple and fun dance routine. This dance routine can be showcased during a parent event! This may involve a fee for service.



Sports Demonstrations

If children are interested in a sport that is currently popular (e.g., Olympic sports during the Olympics, soccer during the World Cup, baseball during the World Series, etc.) it can be appropriate in an emergent curriculum based classroom to bring in an “guest” athlete who can speak to the children about their sport and give a demonstration. Learning sport-specific skills is not an objective of physical literacy in the early year’s program; however, it can still be a positive experience for children while they are showing an interest.

- Contact the University of Windsor Athletics department, or the St. Clair College Athletics department to inquire about a student athlete who would be willing to come to your centre to demonstrate his/her sport and speak to the children about it.
- Contact local clubs related to sports that the children are showing interest in. Visit <http://www.windsor-essex.info> to access contact information for local sports clubs.



Gymnastics

Gymnastics is a popular activity for children of all ages and especially for children in the early years and preschool years. Gymnastics teaches children agility, balance, and coordination and helps to build strength and flexibility. Programs for the early years focus on fun and are non-competitive.

- Consider scheduling a field trip to a local gymnastics club, or inquiring about a certified gymnastics coach to teach children some basic gymnastics skills.



Skating

Skating is a great way to teach children balance, agility, and coordination. It is also a great way to promote being active during the cold winter months. Children are typically ready to be introduced to skating between the ages of 3 and 4. Since specific equipment is required, such as skates and a helmet, this activity may work well as an event hosted by the child care centre where parents and caregivers are invited to take part. There are several skating surfaces in Windsor and Essex County that are available for rental most days of the week. Call the recreation department in your municipality for rates and available times. Consider planning a fun, family skating day before the holiday break in December or to celebrate Family Day in February.





Helpful Links for the Early Years

Canadian Child Care Federation

www.cccf-fcsge.ca

This website has helpful physical activity resources for the early years available for purchase at low cost. There are also a variety of free fact sheets on over 100 different topics related to early childhood that can be found under the “Parents” tab. English and French.

Moving and Growing Books

<http://www.cccf-fcsge.ca/store/moving-and-growing/>

Quality Environments and Best Practices for Physical Activity in Early Childhood Settings CD

<http://www.cccf-fcsge.ca/store/quality-environments-and-best-practices-to-support-physical-activity-in-the-early-years>

Canadian Sport for Life: The Importance of Physical Activity in the First Six Years of Life

<http://canadiansportforlife.ca/ltad-stages/active-start>

This page looks specifically at why physical activity is important during the first six years of life. An early active start enhances development of brain function, coordination, social skills, gross motor skills, emotions, leadership, and imagination. English and French.

Active For Life

www.activeforlife.ca

This fun, user-friendly website is designed for parents and educators and focuses on physical literacy. There are several fact sheets, videos, and entertaining articles that help educate about physical literacy for all ages. English and French.

Physical and Health Education Canada (PHE Canada)

www.phecanada.ca

Canada’s premier professional organization for physical and health educators. This website has many great resources for parents, children, and educators. English and French.

Canadian Physical Activity and Sedentary Behaviour Guidelines for the Early Years (0 to 4 years)

www.csep.ca/guidelines

Download the recommended physical activity and sedentary behaviour guidelines for the Early Years. There's also an informative 32-page guidebook with plenty of examples of ways to help young children meet the guidelines.

Active Healthy Kids Canada

www.activehealthykids.ca

This organization helps to increase support for accessible and enjoyable physical activity experiences for young people across Canada. Each year, they produce the Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth. English and French.

Leap BC: Move Family Resource and Activity Cards

http://2010.cabserver.net/leap_bc/

LEAP BC™ provides children from birth to age five with a strong foundation in literacy, physical activity and healthy eating, through fun activities and play. This program values the learning and bonding that happens when children and caregivers play together.

French resources available at <http://decoda.ca/children-families/leap-bc/grandir.cb>

ParticipAction: Let's get moving

www.participaction.com

A Canadian website offering a variety of tips, events, and resources about being physically active. English and French.

Southwestern Ontario in motion

www.swarginmotion.com

This is a Windsor-Essex resource website that provides ideas and events for local physical activity ideas. English only.



Focus on school-age programs

Active For Life

www.activeforlife.ca

This fun, user-friendly website is designed for parents and educators and focuses on physical literacy. There are several fact sheets, videos, and entertaining articles that help educate about physical literacy for all ages. English and French.

Canadian Sport For Life

<http://canadiansportforlife.ca/educators/elementary-school>

This section provides a variety of resources for school-age children for both educators and parents. English and French.

Canadian Physical Activity Guidelines and Sedentary Behaviour Guidelines for children (5 to 11 years)

www.csep.ca/guidelines

Download the recommended physical activity and sedentary behaviour guidelines for children. There's also an informative 32-page guidebook with plenty of examples of ways to help children meet the guidelines. English and French.

Physical Activity Action Resource : Grades K to 7

<http://www.actionschoolsbc.ca/key-resources-equipment>

This guidebook contains lesson plans and ideas for school-age children and focus on the topics of Healthy Bones, Healthy Hearts, Healthy Muscles, and a Healthy Body. There are helpful illustrations and simple ideas that can be implemented with minimal prep and equipment. English and French.

PARC – Physical Activity Resource Centre

www.parc.ophea.net

This website offers a variety of excellent physical activity resources for educators, with a focus on Grades K to 12. English and French.

PlaySport

www.playsport.net

Visit this website for lesson plans for teaching physical activities in education, recreation, and after school programs. English and French.

On the Move

<http://www.caaws.ca/onthemove/e/index.htm>

On the Move is a national initiative designed to increase opportunities for inactive girls and young women (ages 9 to 18) to participate and lead in sport and physical activity. Through education, collaboration and communication, On the Move influences change in the sport and active living, health, education, and social service sectors to increase gender equity. English and French.

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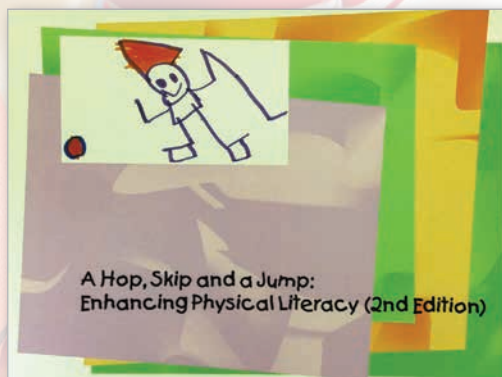
Flourish

A physical literacy resource for Early Childhood Educators in Windsor-Essex County.

Appendix A

Included in the print version of this resource is the book "A Hop, Skip, and a Jump: Enhancing Physical Literacy (2nd edition)."

This book is available to purchase online at www.mtroyal.ca



WINDSOR-ESSEX COUNTY
HEALTH unit
Bureau de santé de Windsor-comté d'Essex

Flourish

A physical literacy resource for Early Childhood Educators in Windsor-Essex County.



Appendix B



WINDSOR-ESSEX COUNTY
HEALTH unit
Bureau de santé de Windsor-comté d'Essex

Movement Skills Observation Report

Infant (6 to 12 months)

How to complete the Movement Skills Observation Report (MSOR):

- Please read through this MSOR carefully and verify that the correct report has been selected for the child being observed. There are four different age brackets to choose from: 6 to 12 months, 12 to 24 months, 24 to 36 months, and 36 to 48 months.
- This tool is designed to help a child care provider with observing and recording the fundamental movement skill development of a child over time.
- It's recommended that the child care provider observe a child's movement skills over a period of at least three days, and in a variety of environments (indoor and outdoor) prior to completing this observation report.
- The tool is not intended to assess or diagnose the presence of a developmental delay, but rather to provide a snapshot of a child's movement skills, and to identify physical activities that a child likes or dislikes during a specific time frame.
- If the child care provider has any concerns about the child's development, it's recommended that the age-appropriate Nipissing District Developmental Screen® (NDDS) be completed and attached to this observation report. The completed MSOR and NDDS should be discussed and shared with the child's parents or caregiver for further follow-up with a primary health care provider.
- A copy of each completed MSOR should be kept with the child's records. Any previously completed MSOR's and NDDS's should be reviewed prior to completing the next MSOR.

MSOR

Movement Skills Observation Report **6 to 12 months**
Raising the Bar Windsor-Essex

Today's Date: _____

Child's Name: _____ Child's Age: _____

Time period of observation: _____ Reviewer name: _____

1. Please mark the appropriate boxes based on observation of the child during the time period indicated above.

| | Did not attempt this skill | Attempted Skill (not completed) | Demonstrates skill, but inconsistent and with errors | Skill completed with confidence* |
|------------------------------------|----------------------------|---------------------------------|--|----------------------------------|
| Locomotor | | | | |
| Crawling | | | | |
| Walking with support | | | | |
| Walking without support | | | | |
| Non-locomotor/Stability | | | | |
| Rolling | | | | |
| Sitting with support | | | | |
| Sitting without support | | | | |
| Pull to standing | | | | |
| Standing with support | | | | |
| Standing without support | | | | |
| Manipulative/Object Control | | | | |
| Reaching for object or person | | | | |
| Grasping object (not reflexive) | | | | |

*Selecting "Skill completed with confidence" does not imply that the child is performing the skill at a fully mature or advanced stage; rather it can be selected when the child is regularly performing the skill with confidence and competence. For example, when observing a child who is walking without support, select "Skill completed with confidence" when the child is walking well without frequent falling, and choosing walking most often when moving from place to place.

MSOR

| | Yes | No |
|--|-----|----|
| Other | | |
| Interactive play with caregiver | | |
| Play on fixed play equipment. Playground climber sets or natural outdoor elements (i.e., logs or rocks). | | |
| Play with portable play equipment (i.e., balls, scarves, rings, push/pull toys). | | |

2. Identify an environment and activity that the child appears to enjoy: _____

3. Identify any environments or activities that the child does not appear to enjoy: _____

4. Consider reviewing the age-appropriate Nipissing District Developmental Screen for this time frame.
Review the 6 month, 9 month, or 12 month screen.
a. Was the age appropriate Nipissing District Developmental Screen completed for the child? Yes No

5. Have parents been provided with feedback about this observation report? Yes No

Movement Skills Observation Report

Toddler (12 to 24 months)

How to complete the Movement Skills Observation Report (MSOR):

- Please read through this MSOR carefully and verify that the correct report has been selected for the child being observed. There are four different age brackets to choose from: 6 to 12 months, 12 to 24 months, 24 to 36 months, and 36 to 48 months.
- This tool is designed to help a child care provider with observing and recording the fundamental movement skill development of a child over time.
- It's recommended that the child care provider observe a child's movement skills over a period of at least three days, and in a variety of environments (indoor and outdoor) prior to completing this observation report.
- The tool is not intended to assess or diagnose the presence of a developmental delay, but rather to provide a snapshot of a child's movement skills, and to identify physical activities that a child likes or dislikes during a specific time frame.
- If the child care provider has any concerns about the child's development, it's recommended that the age-appropriate Nipissing District Developmental Screen® (NDDS) be completed and attached to this observation report. The completed MSOR and NDDS should be discussed and shared with the child's parents or caregiver for further follow-up with a primary health care provider.
- A copy of each completed MSOR should be kept with the child's records. Any previously completed MSOR's and NDDS's should be reviewed prior to completing the next MSOR.

MSOR

Movement Skills Observation Report **12 to 24 months**
Raising the Bar Windsor-Essex

Today's Date: _____

Child's Name: _____ Child's Age: _____

Time period of observation: _____ Date of last observation: _____

Reviewer name: _____

1. Please mark the appropriate boxes based on observation of the child during the time period indicated above.

| | Did not attempt this skill | Attempted Skill (not completed) | Demonstrates skill, but inconsistent and with minor errors | Skill completed with confidence* |
|---|----------------------------|---------------------------------|--|----------------------------------|
| Locomotor | | | | |
| Crawling | | | | |
| Walking with support | | | | |
| Walking without support | | | | |
| Walking backwards or sideways with support | | | | |
| Walking backwards or sideways without support | | | | |
| Running | | | | |
| Jumping with both feet | | | | |
| Crawling up stairs | | | | |
| Walking up stairs with support from caregiver | | | | |
| Non-locomotor/Stability | | | | |
| Standing with support | | | | |
| Standing without support | | | | |
| Balancing on one foot | | | | |
| Stretching/Reaching | | | | |
| Bending /Squatting | | | | |
| Manipulative/Object Control (i.e., Using a ball, or other object that is easy to grasp and/or catch) | | | | |
| Kicking an object | | | | |
| Throwing an object | | | | |
| Catching an object | | | | |

MSOR

*Selecting "Skill completed with confidence" does not imply that the child is performing the skill at a fully mature or advanced stage; rather it can be selected when the child is regularly performing the skill with confidence and competence. For example, when observing a child who is walking without support, select "Skill completed with confidence" when the child is walking well without frequent falling, and choosing walking most often when moving from place to place.

| | Yes | No |
|---|-----|----|
| Other | | |
| Interactive physical play with others (caregiver or peers) | | |
| Play on fixed play equipment Playground climber sets or natural outdoor elements (i.e., logs or rocks). | | |
| Play with portable play equipment (i.e., balls, scarves, rings, push/pull toys). | | |

1. Has the child attempted or learned a new movement skill since the last observation? *Please describe.*

2. Have any of the child's movement skills **improved** since the last observation? *Identify the skill(s) and record the environment or activity that helped with the skill improvement.* _____

3. Consider reviewing the age appropriate Nipissing District Developmental Screen for this time frame. Review the 12 month, 15 month, 18 month, or 24 month screen.

a. Was the age-appropriate Nipissing District Developmental Screen completed for the child? Yes No

4. Have parents been provided with feedback about this observation report? Yes No

Movement Skills Observation Report

Toddler (24 to 36 months)

How to complete the Movement Skills Observation Report (MSOR):

- Please read through this MSOR carefully and verify that the correct report has been selected for the child being observed. There are four different age brackets to choose from: 6 to 12 months, 12 to 24 months, 24 to 36 months, and 36 to 48 months.
- This tool is designed to assist a child care provider with observing and recording the fundamental movement skill development of a child over time.
- It's recommended that the child care provider observe a child's movement skills over a period of at least three days, and in a variety of environments (indoor and outdoor) prior to completing this observation report.
- The tool is not intended to assess or diagnose the presence of a developmental delay, but rather to provide a snapshot of a child's movement skills, and to identify physical activities that a child likes or dislikes during a specific time frame.
- If the child care provider has any concerns about the child's development, it's recommended that the age-appropriate Nipissing District Developmental Screen® (NDDS) be completed and attached to this observation report. The completed MSOR and NDDS should be discussed and shared with the child's parents or caregiver for further follow-up with a primary health care provider.
- A copy of each completed MSOR should be kept with the child's records. Any previously completed MSOR's and NDDS's should be reviewed prior to completing the next MSOR.

MSOR

Movement Skills Observation Report **24 to 36 months**
Raising the Bar Windsor-Essex

Today's Date: _____

Child's Name: _____ Child's Age: _____

Time period of observation: _____ Date of last observation: _____

Reviewer name: _____

1. Please mark the appropriate boxes based on observation of the child during the time period indicated above.

| | Did not attempt this skill | Attempted Skill (not completed) | Demonstrates skill, but inconsistent and with errors | Skill completed with confidence* |
|------------------------------------|----------------------------|---------------------------------|--|----------------------------------|
| Locomotor | | | | |
| Running | | | | |
| Jumping | | | | |
| Hopping | | | | |
| Skipping | | | | |
| Walking up stairs using handrail | | | | |
| Non-locomotor/Stability | | | | |
| Balancing on one foot | | | | |
| Stretching | | | | |
| Bending/Squatting | | | | |
| Manipulative/Object Control | | | | |
| Kicking an object | | | | |
| Throwing an object | | | | |
| Catching an object | | | | |

*Selecting "Skill completed with confidence" does not imply that the child is performing the skill at a fully mature or advanced stage; rather it can be selected when the child is regularly performing the skill with confidence. For example, select "Skill completed with confidence" when the child is walking well and choosing walking most often when moving from place to place.

MSOR

| | Yes | No |
|---|-----|----|
| Other | | |
| Interactive physical play with others (caregiver or peers) | | |
| Play on fixed play equipment Playground climber sets or natural outdoor elements (i.e., logs or rocks). | | |
| Play with portable play equipment (i.e., balls, scarves, rings, riding toys). | | |
| Pedalling a bicycle | | |

2. Has the child attempted or learned a new movement skill since the last observation? *Please describe.*

3. Have any of the child's movement skills **improved** since the last observation? *Identify the skill(s) and record the environment or activity that helped with the skill improvement.* _____

4. Consider reviewing the age appropriate Nipissing District Developmental Screen for this time frame. Review the 24 month, 30 month, or 36 month screen.

a. Was the age-appropriate Nipissing District Developmental Screen completed for the child? Yes No

5. Have parents been provided with feedback about this observation report? Yes No

Movement Skills Observation Report

Preschooler (36 to 48 months)

How to complete the Movement Skills Observation Report (MSOR):

- Please read through this MSOR carefully and verify that the correct report has been selected for the child being observed. There are four different age brackets to choose from: 6 to 12 months, 12 to 24 months, 24 to 36 months, and 36 to 48 months.
- This tool is designed to help a child care provider with observing and recording the fundamental movement skill development of a child over time.
- It's recommended that the child care provider observe a child's movement skills over a period of at least three days, and in a variety of environments (indoor and outdoor) prior to completing this observation report.
- The tool is not intended to assess or diagnose the presence of a developmental delay, but rather to provide a snapshot of a child's movement skills, and to identify physical activities that a child likes or dislikes during a specific time frame.
- If the child care provider has any concerns about the child's development, it's recommended that the age-appropriate Nipissing District Developmental Screen® (NDDS) be completed and attached to this observation report. The completed MSOR and NDDS should be discussed and shared with the child's parents or caregiver for further follow-up with a primary health care provider.
- A copy of each completed MSOR should be kept with the child's records. Any previously completed MSOR's and NDDS's should be reviewed prior to completing the next MSOR.

M S O R

Movement Skills Observation Report **36 to 48 months**
Raising the Bar Windsor-Essex

Today's Date: _____

Child's Name: _____ Child's Age: _____

Time period of observation: _____ Date of last observation: _____

Reviewer name: _____

1. Please mark the appropriate boxes based on observation of the child during the time period indicated above.

| | Did not attempt this skill | Attempted Skill (not completed) | Demonstrates skill, but inconsistent and with errors | Skill completed with confidence* |
|--|----------------------------|---------------------------------|--|----------------------------------|
| Locomotor | | | | |
| Running | | | | |
| Jumping | | | | |
| Hopping | | | | |
| Skipping | | | | |
| Walking up stairs using handrail | | | | |
| Walking up stairs without handrail | | | | |
| Non-locomotor/Stability | | | | |
| Balancing | | | | |
| Stretching | | | | |
| Bending | | | | |
| Manipulative | | | | |
| Kicking | | | | |
| Throwing | | | | |
| Striking an object using a paddle/bat/racquet | | | | |
| Ball bouncing (dribbling) | | | | |
| Catching (large ball or large object with outstretched arms) | | | | |

*Selecting "Skill completed with confidence" does not imply that the child is performing the skill at a fully mature or advanced stage; rather it can be selected when the child is regularly performing the skill with confidence. For example, select "Skill completed with confidence" when the child is walking well and choosing walking most often when moving from place to place.

MSOR

| | Yes | No |
|--|-----|----|
| Other | | |
| Interactive Play with Others | | |
| Play on fixed play equipment. Playground climber sets or natural outdoor elements (i.e., logs or rocks). | | |
| Play with portable play equipment (i.e., Balls, scarves, rings, riding toys). | | |
| Pedalling a bicycle | | |

2. Has the child attempted or learned a new movement skill since the last observation? *Please describe below.*

3. Have any of the child's movement skills **improved** since the last observation? *Identify the skill(s) and record the environment or activity that helped with the skill improvement.*

4. Consider reviewing the age-appropriate Nipissing District Developmental Screen for this time frame.
Review the 36 month or 48 month screen.

a. Was the age-appropriate Nipissing District Developmental Screen completed for the child? Yes No

5. Have parents been provided with feedback about this observation report? Yes No

Child's Name: _____

Birthdate: _____ Today's Date: _____

The Nipissing District Developmental Screen is a checklist designed to help monitor your child's development.

Y N BY **SIX MONTHS** OF AGE, DOES YOUR BABY:

- 1 Swipe at and reach for objects within view?
- 2 Turn head and look in the direction of a new sound?
- 3 Respond to own name?
- 4 Smile and babble when given adult attention?
- 5 Vocalize pleasure and displeasure?
(*squeal with excitement or grunt in anger*)*
- 6 Seem to respond to some words? (*"daddy", "bye-bye"*)*
- 7 Make sounds while you are talking to him/her?
- 8 Roll from back to side?
- 9 Push up on hands when on tummy? ** A
- 10 Sit with support? (*pillows*)*
- 11 Use hands to reach, grasp, bang, and splash?
- 12 Bring hands or toy to mouth?
- 13 Pat and pull at your hair, glasses, or face?
- 14 Sleep and feed at regular times?



* Examples provided are only suggestions. You may use similar examples from your family experience.

** Item may not be common to all cultures.

Always talk to your healthcare or childcare professional if you have any questions about your child's development or well being. See reverse for instructions, limitation of liability, and product license. Nipissing District Developmental Screen © 2011 Nipissing District Developmental Screen Intellectual Property Association. All rights reserved.

Instructions for the Nipissing District Developmental Screen®

The **ndds** is a developmental screening tool designed to be completed by a parent or caregiver. It provides a snapshot of your child's development to discuss with your health care or child care professional. The areas of development covered by the **ndds** include vision, hearing, emotional, fine motor, gross motor, social, self-help, communication, and learning and thinking. The screens coincide with key developmental stages up to age six.

1. Choose the screen that matches your child's age

The ages are noted on each screen. If your child falls between two ages, use the earlier age (for example: if your child is 4½ years old use the 4 year old screen). Health care professionals may want to correct for prematurity based on their current clinical practice.

2. Answer the questions to the best of your ability

If you are not sure, try the question with your child before checking yes or no. Any examples provided are only suggestions. You may use similar examples from your family experience. The language and communication items can be asked in the child's first language. Items marked with ** may not be common to all cultures.

3. Follow-up with your health care and/or child care professional

If you answer "no" to any question or have any concerns about your child's development, follow-up with your health care and/or child care professional.

Activities for your child

While the skills in each screen are expected to be mastered by most children by the age shown, the activities may be a bit more challenging. You can practice with your child to prepare him/her for the next developmental stage. To help you, each activity has a symbol that represents the main area of development.

If you have questions or concerns about using any activity for your child, contact a health care or child care professional.

LIMITATION OF LIABILITY Nipissing District Developmental Screen® (NDDS®) has created and provides the Screen Forms to assist parents, health care and child care professionals (users) with a convenient and easy to use method of recording the development and progress of infants and children within certain age groupings. The Screen Forms are not meant to be a substitute for the advice and/or treatment of health care and child care professionals trained to properly and professionally assess the development and progress of infants and children. Although the Screen forms may help users to determine when they need to seek out the advice and/or treatment of health care and child care professionals, users must still consult with competent health care and child care professionals for advice and/or treatment respecting specific children and their particular needs.

Users should bear in mind the following when using the Screen Forms: (i) The needs of each infant/child are unique. Each infant/child will develop differently and as such, any perceived limitations in development must be reviewed by a health care and/or child care professional to be properly assessed; (ii) While every effort has been made to make the Screen Forms as culturally, economically and geographically neutral as possible, it must be understood by users that they may still reflect some cultural, economic or geographic prejudices. As such, these prejudices may affect a specific infant's/child's results in a Screen Form without actually reflecting a developmental limitation. Again, users should contact a health care and/or child care professional to review the needs of an individual infant/child; (iii) The Screen Forms cannot contain every possible indicator of developmental limitations or goals to be met. As such, the Screen Forms are not designed for and should not be used to diagnose or treat perceived developmental limitations or other health needs. NDDS® makes no representation or warranties, express or implied. This includes, but is not limited to, any implied warranty or merchantability of fitness for a particular use or purpose, and specifically disclaims any such warranties and representations. NDDS® expressly disclaims any liability for loss, injury or damages incurred or occasioned as a consequence, directly or indirectly, of the use of the Screen Form.

The Screen Forms are sold with the understanding that NDDS® is not engaged in rendering health care, child care, medical or other professional services.

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The following **activities for your baby** will help you play your part in your baby's development.

I still like quiet time, so hug me, hold me, talk to me, sing to me, and read to me.

Comfort me when I am unhappy or fussy by rocking me, holding me close, or talking to me in a soft voice. Respond when I cry. Remember you can't spoil me.

Funny booties or colourful socks will encourage me to grab my feet. I may want to kick my legs and play with my feet.

Place toys in various positions and distances from me so I can reach out and grasp them. Say, "Get the ball".

I like objects of different colours, sizes, and textures to hold and squeeze so I can build my strength. Encourage me to use both hands.

Place me on my tummy and use a toy to encourage me to push up on my hands and try to reach up.

Encourage me to roll from my tummy to my back. I am learning how my body works and I want to explore my environment.

Show me the actions for "wave bye-bye" and "blow kisses" and I will learn to act them out myself.

Imitate sounds I make. My sounds may be changing to include more babbling. Try to get me to say them back to you as if we are having a conversation. I like it when you slow down and change your tone of voice ("Hiii pretty baaaaby").

I enjoy it when you sing the same songs over and over again; *Itsy Bitsy Spider*, *This Little Piggy*, *Peek-a-boo* and *Pat-a-cake* are just some of my favourites.

When I'm not watching you, shake a rattle, squeeze a toy, or call my name from different parts of the room. This will help me to look in the direction of new sounds.

When I try to tell you something by looking, reaching, babbling, smiling, or crying, try to understand what I mean and say it with real words.

Help me to play. Prop me up in a corner of the couch or on the floor with support (blankets, pillows) and put some of my favourite toys within reach for me to play with. I may want to reach for the toys, but I'm still not too steady, so stay with me to keep me safe.

My body is growing—now is a good time to get information on what to feed me.

Instructions for the Nipissing District Developmental Screen®

The **ndds** is a developmental screening tool designed to be completed by a parent or caregiver. It provides a snapshot of your child's development to discuss with your health care or child care professional. The areas of development covered by the **ndds** include vision, hearing, emotional, fine motor, gross motor, social, self-help, communication, and learning and thinking. The screens coincide with key developmental stages up to age six.

1. Choose the screen that matches your child's age

The ages are noted on each screen. If your child falls between two ages, use the earlier age (for example: if your child is 4½ years old use the 4 year old screen). Health care professionals may want to correct for prematurity based on their current clinical practice.

2. Answer the questions to the best of your ability

If you are not sure, try the question with your child before checking yes or no. Any examples provided are only suggestions. You may use similar examples from your family experience. The language and communication items can be asked in the child's first language. Items marked with ** may not be common to all cultures.

3. Follow-up with your health care and/or child care professional

If you answer "no" to any question or have any concerns about your child's development, follow-up with your health care and/or child care professional.

Activities for your child

While the skills in each screen are expected to be mastered by most children by the age shown, the activities may be a bit more challenging. You can practice with your child to prepare him/her for the next developmental stage. To help you, each activity has a symbol that represents the main area of development.

If you have questions or concerns about using any activity for your child, contact a health care or child care professional.

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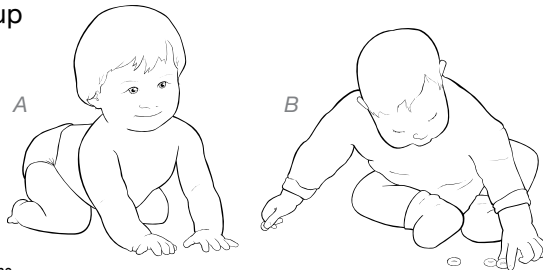
Child's Name: _____

Birthdate: _____ Today's Date: _____

The Nipissing District Developmental Screen is a checklist designed to help monitor your child's development.

Y N BY **NINE MONTHS** OF AGE, DOES YOUR BABY:

- 1 Look for a hidden toy?
- 2 Imitate facial expressions?
- 3 Turn to look for a source of sound?
- 4 Understand short instructions?
(*"wave bye-bye", "no", "don't touch"*)*
- 5 Babble a series of different sounds? (*"babababa", "duhduhduh"*)*
- 6 Make sounds or gestures to get attention or help?
- 7 Sit without support for a few minutes?
- 8 Attempt to move by crawling, "bum" shuffling, or pivoting on tummy? *A*
- 9 Stand with support when helped into standing position?
- 10 Pass an object from one hand to the other?
- 11 Pick up small items using thumb and first finger?
(*crumbs, cereal, rice*)* *B*
- 12 Bang two objects together?
- 13 Play games with you? (*nose touching, peek-a-boo*)*
- 14 Fuss or cry if familiar caregiver looks or behaves differently?
- 15 Reach to be picked up and held?



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1. Choose the screen that matches your child's age

The ages are noted on each screen. If your child falls between two ages, use the earlier age (for example: if your child is 4½ years old use the 4 year old screen). Health care professionals may want to correct for prematurity based on their current clinical practice.

2. Answer the questions to the best of your ability

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3. Follow-up with your health care and/or child care professional

If you answer "no" to any question or have any concerns about your child's development, follow-up with your health care and/or child care professional.

Activities for your child

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The following **activities for your baby** will help you play your part in your baby's development.

Hug and cuddle me often throughout the day. Tell me how wonderful I am.

Continue to talk to me about my world. Make me feel safe and secure by holding me, singing, and having quiet time with me. It is very common for me to prefer to be held by people I know well.

I like things that I can hold and bang together, such as plastic bottles, pots, pans, and blocks. Give me a spoon or toy hammer and show me how to tap the pot lid, plastic container, block, or floor.

Help me practise using my fingers. Give me chances to feed myself with finger foods like crackers and dry cereal. Place them in a small bowl and encourage me to pick them out. I could choke. Stay close by.

When I am on the floor, I can move in many different ways. Put toys out of my reach and encourage me to move towards them.

Let's climb. Place pillows and cushions on the floor. Put one of my favourite toys on top of the pillow and I may try to get it. When you are lying on the floor, let me climb over you.

When I am in my crib or near the couch, I like to try to pull myself to stand. Remember I am not too steady so stay close by.

When I am sitting alone, encourage me to reach up and to the side for toys. I like to practise getting in and out of a sitting position by myself.

I would like to join you for dinner. Let me sit with you for family meals.

Let me imitate your actions and facial expressions. Play with me face to face and wait for me to respond. Repeat actions several times. Once I can do it, let me lead and you imitate me.

I like books with short sentences and simple pictures. Let me hold the book and turn the pages. Name the pictures. Don't be afraid to read the same book over and over again. I like the repetition. Read animal books and make the animal sounds, too!

Cut out pictures from magazines and use photos to make me a book of my own.

You can teach me how to follow short instructions by showing me. Help me "wave bye-bye", "blow kisses", and "clap hands".

Encourage me to drop my toys into large containers such as dishpans, shoeboxes, or plastic buckets. Show me how to dump them out and put them back in again.

*I'm getting into everything.
Time to child-proof my home.*

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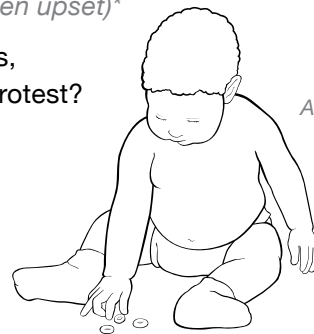
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Child's Name: _____

Birthdate: _____ Today's Date: _____

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- Y N BY **TWELVE MONTHS** OF AGE, DOES YOUR BABY:
- 1 Look at the person saying the baby's name?
 - 2 Understand simple requests and questions?
(*"where is the ball?", "find your shoes."*)*
 - 3 Combine sounds together as though talking? (*"bada banuh abee"*)*
 - 4 Take turns making sounds with you?
 - 5 Consistently use three or more words?
(*words do not have to be clear*)
 - 6 Hold, bite, and chew crackers?
 - 7 Get up into a sitting position from lying down without help? **
 - 8 Crawl or "bum" shuffle easily?
 - 9 Pull up to stand at furniture?
 - 10 Walk holding onto your hands or furniture?
 - 11 Pick up small items using tips of thumb and first finger? A
 - 12 Take things out of containers? (*blocks*)*
 - 13 Show many emotions such as affection, anger, joy, or fear?
 - 14 Start games with you or show you toys? (*peek-a-boo, pat-a-cake*)*
 - 15 Seek comfort? (*reach up to be held when upset*)*
 - 16 Use facial expressions, actions, sounds, or words to make needs known or to protest?



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1. Choose the screen that matches your child's age

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Activities for your child

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ndds 2011

The following **activities for your baby** will help you play your part in your baby's development.

When I am upset, comfort and soothe me. Hold me close, hug me, and make me feel safe and secure. Teach me about my feelings by naming them.

Place dry cereal, crackers, or other small food in a cup or small bowl and encourage me to take them out. Containers that only allow my fingers to fit in work best. I could choke. Stay close by.

My hands are getting stronger. Give me water squirting toys for the bathtub. Pop beads that I can pull apart are fun!

Learning to walk by myself takes lots of practice. Let me push chairs, a large box, or laundry basket. I can do it standing or on my knees. Make sure I have lots of space to practice. I like to walk along the couch and, if I feel brave, I might let go and take a few steps.

While I am standing, holding on to your legs or piece of furniture, drop a noise-making toy onto the floor beside me. It helps my balance when I squat or bend over to pick it up.

Take me for a walk outdoors and talk about everything I see and hear.

Teach me rhyming, clapping, and hiding games. When I start the game, be excited. I want to play with you.

I will understand instructions and requests better when you use gestures. Keep it simple. When you say "No", shake your head; when you say "Shoes on", point to my feet.

Talk to me in simple language. Use short sentences ("big truck", "nice dog"). Hold objects up in front of me and name them. Wait for me to respond with a sound, word, or gesture, and we can take turns.

I like books with simple pictures and short sentences. Let me hold the book and turn the pages. I like to read the same book over and over again. Cut out pictures and photos to make me a book of my own.

Give me two or three cups that fit inside of each other. Try measuring cups, margarine tubs of different sizes, nesting blocks, or plastic bowls. Help me stack them up tall and encourage me to knock them over.

Remember I'm exploring all over. Please make my house safe by child-proofing cupboards, stairs, and doorways.

I may get ear infections. Talk to my doctor about signs and symptoms.

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Child's Name: _____

Birthdate: _____ Today's Date: _____

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Y N BY **FIFTEEN MONTHS** OF AGE, DOES YOUR BABY:

- 1 Use five or more words? (*words do not have to be clear*)
- 2 Look at pictures while you name them? ** A
- 3 Try to show you something by making sounds or words while reaching or pointing and looking at you?
- 4 Imitate a few animal sounds?
- 5 Use connected sounds that seem like little stories?
- 6 Respond to own name when called?
- 7 Pick up and eat finger food?
- 8 Recognize some body parts on self and dolls?
- 9 Crawl up stairs?
- 10 Walk sideways holding onto furniture?
- 11 Try to squat to pick up a toy from the floor?
- 12 Remove socks and try to undo shoes?
- 13 Stack two blocks?
- 14 Use two hands while playing with a toy?
- 15 Repeat an action that made you laugh?
- 16 Look at you to see how to react?

(*after falling, when a stranger enters the room*)*



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3. Follow-up with your health care and/or child care professional

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Activities for your child

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If you have questions or concerns about using any activity for your child, contact a health care or child care professional.

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The following **activities for your baby** will help you play your part in your baby's development.

Help me find what works best to calm myself when I get upset—cuddle or hug, favourite blanket or toy.

During play with dolls, stuffed animals, and toys, show me how to be caring. Use actions and words together so that the meaning of your words is clear. Show me how to feed, bathe, put to bed, love, and care for a doll or stuffed animal.

I like to put things in and take them out. Cut a hole in a plastic lid of a large empty container. Show me how to push small toys through the hole, open the lid, and dump them out.

Encourage me to walk alone. Let me push and pull chairs, a large box, laundry basket, or large toys. Fill them with a few large blocks or toys to keep them steady. This will make me strong and help my balance.

Place an empty laundry basket or box in the middle of the floor with a few balls or beanbags. Show me how to drop the ball or toss the beanbag into the basket or box. Talk to me about what I am doing.

I need quiet time with you without the radio or television on. We can talk, sing, or look at a book together.

Look at picture books with me often throughout the day. Name one thing you see on a page and ask me where it is. Give me time to find it.

Tell me the name of objects and imitate my gestures. Don't ignore my attempts at communicating; instead, try to understand my message.

Teach me about my body parts when I am having a bath or getting dressed. Point to different body parts, name them, and ask me to find the ones you name. Let's play *Head and Shoulders, Knees and Toes*.

Encourage me to play with blocks. Try to get me to line them up in a row like a train, stack them like a tower, or make shapes with them.

I want to eat with you so include me in meal times. Encourage me to feed myself with finger food, a cup, and utensil. I will be messy, but I'll get better with practice.

I may get ear infections. Talk to my doctor about signs and symptoms.

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Child's Name: _____

Birthdate: _____ Today's Date: _____

The Nipissing District Developmental Screen is a checklist designed to help monitor your child's development.

- Y N BY EIGHTEEN MONTHS OF AGE, DOES YOUR CHILD:**
- 1 Identify pictures in a book? (*"show me the baby"*)*
 - 2 Use a variety of familiar gestures? (*waving, pushing, giving, reaching up*)*
 - 3 Follow directions using "on" and "under"? (*"put the cup on the table"*)*
 - 4 Make at least four different consonant sounds? (*b, n, d, h, g, w*)*
 - 5 Point to at least three different body parts when asked? (*"where is your nose?"*)*
 - 6 Say 20 or more words? (*words do not have to be clear*)
 - 7 Hold a cup to drink? **
 - 8 Pick up and eat finger food?
 - 9 Help with dressing by putting out arms and legs? **
 - 10 Walk up a few stairs holding your hand?
 - 11 Walk alone?
 - 12 Squat to pick up a toy and stand back up without falling?
 - 13 Push and pull toys or other objects while walking forward? A
 - 14 Stack three or more blocks?
 - 15 Show affection towards people, pets, or toys?
 - 16 Point to show you something?
 - 17 Look at you when you are talking or playing together?



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Always talk to your healthcare or childcare professional if you have any questions about your child's development or well being. See reverse for instructions, limitation of liability, and product license. Nipissing District Developmental Screen © 2011 Nipissing District Developmental Screen Intellectual Property Association. All rights reserved.

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3. Follow-up with your health care and/or child care professional

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Activities for your child

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The following **activities for your child** will help you play your part in your child's development.

I feel safe and secure when I know what is expected of me. You can help me with this by following routines and setting limits. Praise my good behaviour.

I want to do things just like you. Let me have toys so I can pretend to have tea parties, dress up, and play mommy or daddy.

I like new toys, so find the local toy lending library or play groups in our community.

I like toys that I can pull apart and put back together—large building blocks, containers with lids, or plastic links. Talk to me about what I am doing using words like “push” and “pull”.

I am learning new words every day. Put pictures of people or objects in a bag and say “1, 2, 3, what do we see?” and pull a picture from the bag.

Pretend to talk to me on the phone or encourage me to call someone.

I’m not too little to play with large crayons. Let’s scribble and talk about our art work.

Don’t be afraid to let me see what I can do with my body. I need to practise climbing, swinging, jumping, running, going up and down stairs, and going down slides. Stay close to me so I don’t get hurt.

Help me to notice familiar sounds such as birds chirping, car or truck motors, airplanes, dogs barking, sirens, or splashing water. Imitate the noise you hear and see if I will imitate you. Encourage me by smiling and clapping.

Play some of my favourite music. Encourage me to move to the music by swaying my arms, moving slowly, marching to the music, hopping, clapping my hands, tapping my legs. Let’s have fun doing actions while listening to the music.

I like simple puzzles with two to four pieces and shape-sorters with simple shapes. Encourage me to match the pieces by taking turns with me.

Let me play with balls of different sizes. Take some of the air out of a beach ball. Watch me kick, throw, and try to catch it.

I enjoy exploring the world, but I need to know that you are close by. I may cry when you leave me with others, so give me a hug and tell me you will be back.

I may get ear infections. Talk to my doctor about signs and symptoms.

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Child's Name: _____

Birthdate: _____ Today's Date: _____

The Nipissing District Developmental Screen is a checklist designed to help monitor your child's development.

- Y N BY **TWO YEARS** OF AGE, DOES YOUR CHILD:
- 1 Understand one and two step directions? (*"close the door", "go find your book and show it to grandma"*)*
 - 2 Ask for help using words?
 - 3 Learn and use one or more new words a week? (*may only be understood by family*)
 - 4 Join two words together? (*"want cookie", "car go", "my hat"*)*
 - 5 Eat most foods without coughing and choking?
 - 6 Eat with a utensil with little spilling?***
 - 7 Take off own shoes, socks, or hat?***
 - 8 Try to run?
 - 9 Play in a squat position? A
 - 10 Walk backwards or sideways pulling a toy?
 - 11 Make scribbles and dots on paper or in sand?
 - 12 Put objects into a small container? B
 - 13 Like to watch and play near other children?
 - 14 Say "no", and like to do some things without help?***
 - 15 Use toys for pretend play? (*give doll a drink*)*
 - 16 Use skills already learned and develop new ones? (*no loss of skills*)
 - 17 Copy your actions? (*you clap your hands and he/she claps hands*)*



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The following **activities for your child** will help you play your part in your child's development.

I am learning about my feelings. Give me words for my feelings and show that you understand.

Let's play a game. Use two shoeboxes and two toys. We each get a box and a toy. Let's take turns putting our toy in, over, under, behind, and on the box. Talk to me about what we are doing.

Let me open and close plastic containers by twisting and turning the lids. Help me find the right lid to put on each container.

I love to pour water from containers during my bath.

I want to become independent. Encourage me to get dressed and undressed, do household tasks, turn lights on and off, and open and close doors.

I enjoy stringing beads or buttons on a shoelace, string, or pipe cleaner. Talk to me about the colour and count the beads as I lace them. Remember, I may still put things in my mouth, so watch me.

Sing songs with me throughout the day and repeat them often. This helps me learn to sing them on my own. Leave out parts of the song or rhyme for me to finish.

Provide me with toys that allow me to push or pedal with my feet. This will help me learn to climb on and off and to pedal. Make sure I have lots of room. Praise my efforts.

Help me learn new words. Talk to me during bathing, feeding, dressing, and doing daily chores. Name my clothing and body parts. Let me help set the table, sort the laundry, and put groceries away.

Let's practice climbing and jumping. I love to get in and out of a box or jump from a bottom step. We can have fun together.

I like to play sorting games with you. We can sort objects by shape, touch, colour, and size. Use spoons, blocks, toys, and clothing.

Let's sing *Old MacDonald* and move our bodies like the animals: hop like a frog or bunny, squat or waddle like a duck, or jump up and down like a kangaroo.

I am learning to make decisions; offer me choices throughout the day.

I love sharing storybooks with you. Cuddle me while we read together.

I may get ear infections. Talk to my doctor about signs and symptoms.

Instructions for the Nipissing District Developmental Screen®

The **ndds** is a developmental screening tool designed to be completed by a parent or caregiver. It provides a snapshot of your child's development to discuss with your health care or child care professional. The areas of development covered by the **ndds** include vision, hearing, emotional, fine motor, gross motor, social, self-help, communication, and learning and thinking. The screens coincide with key developmental stages up to age six.

1. Choose the screen that matches your child's age

The ages are noted on each screen. If your child falls between two ages, use the earlier age (for example: if your child is 4½ years old use the 4 year old screen). Health care professionals may want to correct for prematurity based on their current clinical practice.

2. Answer the questions to the best of your ability

If you are not sure, try the question with your child before checking yes or no. Any examples provided are only suggestions. You may use similar examples from your family experience. The language and communication items can be asked in the child's first language. Items marked with ** may not be common to all cultures.

3. Follow-up with your health care and/or child care professional

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Activities for your child

While the skills in each screen are expected to be mastered by most children by the age shown, the activities may be a bit more challenging. You can practice with your child to prepare him/her for the next developmental stage. To help you, each activity has a symbol that represents the main area of development.

If you have questions or concerns about using any activity for your child, contact a health care or child care professional.

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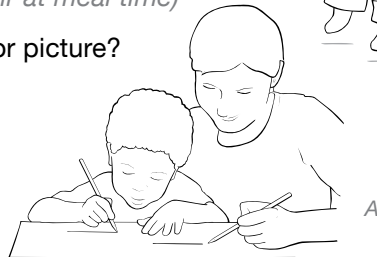
Child's Name: _____

Birthdate: _____ Today's Date: _____

The Nipissing District Developmental Screen is a checklist designed to help monitor your child's development.

Y N BY **THIRTY MONTHS** OF AGE, DOES YOUR CHILD:

- 1 Give you the right toy when asked?
*("give me the big car", "give me the little car")**
- 2 Join three or more words together? *("I want big ball")**
- 3 Name most common items? *(dog, apple, car)**
- 4 Use pronouns such as I, you, me, and mine?
- 5 Use word endings? *("boy jumping", "two cookies")**
- 6 Lift and drink from a cup and replace it on the table? **
- 7 Imitate drawing vertical and horizontal lines? *A*
- 8 Remove clothing already unzipped or unbuttoned?
- 9 Run without falling most of the time?
- 10 Kick a ball forward?
- 11 Jump off the floor with both feet? *B*
- 12 Try to join in songs and rhymes with you?
- 13 Listen to simple stories?
- 14 Act out daily routines with toys?
*(feed doll and then put her to sleep)**
- 15 Wait briefly for needs to be met?
*(when placed in high chair at meal time)**
- 16 Recognize self in mirror or picture?



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Activities for your child

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The following **activities for your child** will help you play your part in your child's development.

My actions tell you how I feel. Celebrate with me when I am happy and be patient with me when I am sad or angry.

I like to explore play dough by poking, cutting, rolling, or pressing it. I can use a craft stick, safety scissors, and cookie cutters to cut the play dough.

Play my favourite music and encourage me to run, stretch, jump, march, and walk. As the music changes my movements can be fast, slow, or graceful.

I like a challenge. Play movement games with me where I change my speed and direction. Give me easy directions (stop and go, run to the door, walk backwards, clap fast, crawl slow). I will learn to follow directions.

I like to knock things down. Set up large plastic bottles, empty cans, or milk cartons. Let me have a ball to roll and knock them over. Give me the words for what happens. Let me set them up again.

I want to help you shop for groceries. Keep me interested by talking about the things we are buying. Ask me questions and wait for me to respond.

Dressing up is fun. I like hats, old clothing, jewelry, household objects, dolls, or anything I can use to make believe. I will act out things that are familiar, and this will help me learn about relationships.

Let me help sort the clean laundry. Make a pile for each family member. Pull out an item and ask, "Whose shirt is this? Yes, this is Mom's shirt. Put it in Mom's pile". This will help me learn to observe and compare.

It's fun to use markers, crayons, paint, or chalk to make a picture. Ask me to tell you about my picture when I am finished. Make a book of all my pictures and we can look at it together.

When we go for a walk, collect rocks, seeds, leaves, twigs, and flowers. Feel the objects while we look at them and talk about the different weights, colours, shapes, and sizes.

Let's do different kinds of puzzles. We can take turns adding one or two pieces at a time and continue this way until I can do the whole puzzle on my own. Give me a hint when I need help.

I need the chance to play with other children my age. Let's go to a play group often.

I may get ear infections. Talk to my doctor about signs and symptoms.

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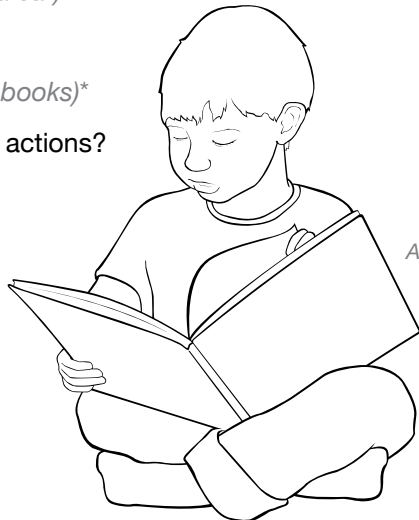
Child's Name: _____

Birthdate: _____ Today's Date: _____

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Y N BY **THREE YEARS** OF AGE, DOES YOUR CHILD:

- 1 Speak clearly enough to be understood all of the time by family?
- 2 Understand two and three step directions?
*("pick up your hat and shoes and put them in the closet")**
- 3 Speak in sentences of five or more words? *("I go home and play")*
- 4 Understand and use some describing words? *(big, dirty, wet, hot)*
- 5 Walk up the stairs using the handrail?
- 6 Stand on one foot briefly?
- 7 Throw a ball forward at least one metre (three feet)?
- 8 Twist lids off jars or turn knobs?
- 9 Turn the pages of a book one at a time? *A*
- 10 Play make-believe games with actions and words?
*(pretending to cook a meal, fix a car)**
- 11 Dress or undress with help? ******
- 12 Share some of the time? *(toys, books)**
- 13 Show affection with words and actions?
- 14 Play with others comfortably?
- 15 Co-operate with parent's request half of the time?
- 16 Listen to music or stories for 5-10 minutes with you?
- 17 Greet friends and familiar adults when reminded?



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The following **activities for your child** will help you play your part in your child's development.

I may be afraid of things that didn't bother me before. My fears are real to me so help me to feel safe.

Encourage me to create with puzzles, play dough, nesting toys, peg boards, beads, and building blocks. I like activities that let me practise cutting, gluing, painting, and drawing.

We can play by making a line on the floor with a rope or masking tape. We can lie, stand, walk, run, gallop on, or jump over the line. Let's play ball! Encourage me to throw and catch a ball, hit a ball with a bat or racquet, or kick a ball at a target. We can hold a beach ball between us using different parts of our bodies (elbows, legs, hands, knees, feet).

I like to play with other children but sometimes I need help to take turns, share, and cooperate. We can be wherever we want or do what ever we want when we play make believe. Let's pretend to go camping, play astronaut, firefighter, or dancer.

Encourage me to do things by myself to help me become independent. It is important for me to be able to get dressed and undressed, wash myself, and help to clean up. I'm learning about responsibility.

Books are some of my favourite things. Read to me often throughout the day. Make it part of our daily routine by setting aside a special time. Choose books that are colourful and interesting to me.

I enjoy guessing games. Place some familiar objects on the table, and we can take turns describing them. For example "Show me something we use to brush our hair". Sometimes make it silly so we can laugh.

Silly games make me laugh. Make cards using simple magazine pictures. Add something that does not belong like a girl with a moustache or a fish with legs. Giggle with me as we talk about what's funny.

I like sorting objects. Give me an empty egg carton where I can put different objects into the cups. Things like buttons, different coloured objects, shapes, and rocks are fun to sort.

I enjoy surprises. Let's hide different objects in a box or bag for a game of touch and tell. We can take turns feeling the objects and describing what's in the bag. Pull them out to see if we were right.

I have lots of energy and need space to run, climb, pull a wagon, and ride a tricycle.

All children my age should have a vision, hearing, and dental checkup. Ask our family doctor or public health unit where these services are available in our community.

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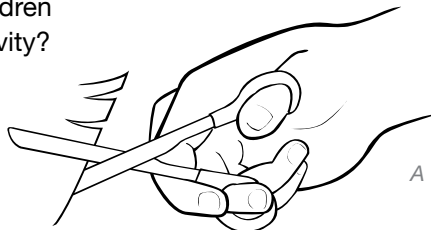
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Birthdate: _____ Today's Date: _____

The Nipissing District Developmental Screen is a checklist designed to help monitor your child's development.

Y N BY **FOUR YEARS** OF AGE, DOES YOUR CHILD:

- 1 Understand three-part related directions and longer sentences? (*"put your toys away and wash your hands before lunch"*)*
- 2 Say rhymes (*cat-bat-hat*) or sing children's songs?*
- 3 Ask and answer a lot of questions? (*"why?"*, *"what are you doing?"*)*
- 4 Speak clearly enough to be understood most of the time without repeating or stuttering on sounds or words?
- 5 Tell stories with a clear beginning, middle, and end?
- 6 Show you four colours when asked? (*"show me the red crayon"*)*
- 7 Tell what is happening in a picture when you ask?
- 8 Go up and down stairs alternating feet? (*with one foot on each step*)
- 9 Stand on one foot for one to three seconds without support?
- 10 Try to hop on one foot?
- 11 Catch a large ball with outstretched arms?
- 12 Snip paper with scissors? *A*
- 13 Draw a person with three or more body parts?
- 14 Hold a crayon or pencil correctly?
- 15 Undo buttons and zippers?
- 16 Use the toilet/potty during the day? (*toilet trained*)
- 17 Take turns and share with other children in small group activities?
- 18 Try to comfort someone who is upset?
- 19 Play near and talk to other children while continuing with own activity?
- 20 Look for adult approval?
(*"watch me" or "look what I did"*)*



* Examples provided are only suggestions. You may use similar examples from your family experience.

** Item may not be common to all cultures.

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Instructions for the Nipissing District Developmental Screen®

The **ndds** is a developmental screening tool designed to be completed by a parent or caregiver. It provides a snapshot of your child's development to discuss with your health care or child care professional. The areas of development covered by the **ndds** include vision, hearing, emotional, fine motor, gross motor, social, self-help, communication, and learning and thinking. The screens coincide with key developmental stages up to age six.

1. Choose the screen that matches your child's age

The ages are noted on each screen. If your child falls between two ages, use the earlier age (for example: if your child is 4½ years old use the 4 year old screen). Health care professionals may want to correct for prematurity based on their current clinical practice.

2. Answer the questions to the best of your ability

If you are not sure, try the question with your child before checking yes or no. Any examples provided are only suggestions. You may use similar examples from your family experience. The language and communication items can be asked in the child's first language. Items marked with ** may not be common to all cultures.

3. Follow-up with your health care and/or child care professional

If you answer "no" to any question or have any concerns about your child's development, follow-up with your health care and/or child care professional.

Activities for your child

While the skills in each screen are expected to be mastered by most children by the age shown, the activities may be a bit more challenging. You can practice with your child to prepare him/her for the next developmental stage. To help you, each activity has a symbol that represents the main area of development.

If you have questions or concerns about using any activity for your child, contact a health care or child care professional.

LIMITATION OF LIABILITY Nipissing District Developmental Screen® (NDDS®) has created and provides the Screen Forms to assist parents, health care and child care professionals (users) with a convenient and easy to use method of recording the development and progress of infants and children within certain age groupings. The Screen Forms are not meant to be a substitute for the advice and/or treatment of health care and child care professionals trained to properly and professionally assess the development and progress of infants and children. Although the Screen forms may help users to determine when they need to seek out the advice and/or treatment of health care and child care professionals, users must still consult with competent health care and child care professionals for advice and/or treatment respecting specific children and their particular needs.

Users should bear in mind the following when using the Screen Forms: (i) The needs of each infant/child are unique. Each infant/child will develop differently and as such, any perceived limitations in development must be reviewed by a health care and/or child care professional to be properly assessed; (ii) While every effort has been made to make the Screen Forms as culturally, economically and geographically neutral as possible, it must be understood by users that they may still reflect some cultural, economic or geographic prejudices. As such, these prejudices may affect a specific infant's/child's results in a Screen Form without actually reflecting a developmental limitation. Again, users should contact a health care and/or child care professional to review the needs of an individual infant/child; (iii) The Screen Forms cannot contain every possible indicator of developmental limitations or goals to be met. As such, the Screen Forms are not designed for and should not be used to diagnose or treat perceived developmental limitations or other health needs. NDDS® makes no representation or warranties, express or implied. This includes, but is not limited to, any implied warranty or merchantability of fitness for a particular use or purpose, and specifically disclaims any such warranties and representations. NDDS® expressly disclaims any liability for loss, injury or damages incurred or occasioned as a consequence, directly or indirectly, of the use of the Screen Form.

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The following **activities for your child** will help you play your part in your child's development.

I need to be heard to know that I am special. Listen when I talk to you.

I'm never too old or big to be hugged so please do it often.

I like activities that let me practise cutting, gluing, painting, drawing, dot-to-dot, simple mazes, and puzzles. Soon I may be able to print letters, numbers, and my name.

I want to practise my lacing skills. Encourage me to thread a shoelace through the holes in my shoes or holes punched around a picture. I am getting better at doing buttons and zippers, but I still need practice.

I want to show you what I can do. Set up an obstacle course so I can practise many skills: walking, running, crawling, balancing, climbing, jumping over things, and hopping (on one foot or both feet).

I enjoy ball games. I want to learn to use a bat, racquet, hockey stick, golf club, ball glove. I like to play with you or a friend.

I like it when you read to me. Storybooks are more exciting for me when you change your voice for different parts. Take me to the library.

I can play group games with simple rules: *Duck Duck Goose*, *Ring Around the Rosie*, *London Bridge is Falling Down* and *The Farmer in the Dell*.

I need opportunities to play with other children. If I'm not in school, I need to be involved in group activities on a regular basis.

I can now tell longer stories. Show me a series of pictures and tell me a story about them. After I know it well, have me put the pictures in order. I can retell the story or make up one of my own.

I am learning about words and sounds. Play rhyming games and laugh at the silly words we can make together. Point out the sounds and letters in my world.

Let's play a memory game. We can take turns giving each other directions ("Put your hands on your head, then turn around, then touch the ground").

It's important for me to know my full name, address, and telephone number.

I learn best by playing and using my imagination. Please limit and monitor my video game, computer, and TV time.

All children my age should have a vision, hearing, and dental checkup. Ask our family doctor or public health unit where these services are available in our community.

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Flourish

A physical literacy resource for Early Childhood Educators in Windsor-Essex County.

Appendix C



WINDSOR-ESSEX COUNTY
HEALTH unit
Bureau de santé de Windsor-comté d'Essex

Canadian Physical Activity Guidelines

FOR THE EARLY YEARS - 0 – 4 YEARS

Guidelines:

For healthy growth and development:



Infants (aged less than 1 year) should be physically active several times daily – particularly through interactive floor-based play.



Toddlers (aged 1–2 years) and preschoolers (aged 3–4 years) should accumulate at least 180 minutes of physical activity at any intensity spread throughout the day, including:



A variety of activities in different environments;



Activities that develop movement skills;



Progression toward at least 60 minutes of energetic play by 5 years of age.



More daily physical activity provides greater benefits.

Being active as an infant means:

- Tummy time
- Reaching for or grasping balls or other toys
- Playing or rolling on the floor
- Crawling around the home

Being active as a toddler or preschooler means:

- Any activity that gets kids moving
- Climbing stairs and moving around the home
- Playing outside and exploring their environment
- Crawling, brisk walking, running or dancing

The older children get, the more energetic play they need, such as hopping, jumping, skipping and bike riding.

Being active can help young kids:

- Maintain a healthy body weight
- Improve movement skills
- Increase fitness
- Build healthy hearts
- Have fun and feel happy
- Develop self-confidence
- Improve learning and attention

All activity counts. Try these tips to get young kids moving:

- Create safe spaces for play.
- Play music and learn action songs together.
- Dress for the weather and explore the outdoors.
- Make time for play with other kids.
- Get where you're going by walking or biking.

Any way, every day.
Get active together!

Canadian Physical Activity Guidelines

FOR CHILDREN - 5 – 11 YEARS

Guidelines



For health benefits, children aged 5-11 years should accumulate at least 60 minutes of moderate- to vigorous-intensity physical activity daily. This should include:



Vigorous-intensity activities at least 3 days per week.



Activities that strengthen muscle and bone at least 3 days per week.



More daily physical activity provides greater health benefits.

Let's Talk Intensity!

Moderate-intensity physical activities will cause children to sweat a little and to breathe harder. Activities like:

- Bike riding
- Playground activities

Vigorous-intensity physical activities will cause children to sweat and be 'out of breath'. Activities like:

- Running
- Swimming

Being active for at least **60 minutes** daily can help children:

- Improve their health
- Do better in school
- Improve their fitness
- Grow stronger
- Have fun playing with friends
- Feel happier
- Maintain a healthy body weight
- Improve their self-confidence
- Learn new skills

Parents and caregivers can help to plan their child's daily activity. Kids can:

- Play tag – or freeze-tag!
- Go to the playground after school.
- Walk, bike, rollerblade or skateboard to school.
- Play an active game at recess.
- Go sledding in the park on the weekend.
- Go "puddle hopping" on a rainy day.

60 minutes a day. You can help your child get there!



www.csep.ca/guidelines

Canadian Sedentary Behaviour Guidelines

FOR THE EARLY YEARS - 0 – 4 YEARS

Guidelines:



For healthy growth and development, caregivers should minimize the time infants (aged less than 1 year), toddlers (aged 1–2 years) and preschoolers (aged 3–4 years) spend being sedentary during waking hours. This includes prolonged sitting or being restrained (e.g., stroller, high chair) for more than one hour at a time.



For those under 2 years, screen time (e.g., TV, computer, electronic games) is not recommended.



For children 2–4 years, screen time should be limited to under one hour per day; less is better.

The Lowdown on the Slowdown: what counts as being sedentary

Sedentary behaviours are those that involve very little physical movement while children are awake, such as sitting or reclining:

- in a stroller, high chair or car seat
- watching television
- playing with non-active electronic devices such as video games, tablets, computers or phones

Spending less time being sedentary can help young kids:

- Maintain a healthy body weight
- Develop social skills
- Behave better
- Improve learning and attention
- Improve language skills

So cut down on sitting down. To reduce young children's sedentary time, you can:

- ☑ Limit use of playpens and infant seats when baby is awake.
- ☑ Explore and play with your child.
- ☑ Stop during long car trips for playtime.
- ☑ Set limits and have rules about screen time.
- ☑ Keep TVs and computers out of bedrooms.
- ☑ Take children outside every day.

***There's no time like right now
to get up and get moving!***

Canadian Sedentary Behaviour Guidelines

FOR CHILDREN - 5 – 11 YEARS

Guidelines

For health benefits, children aged 5–11 years should minimize the time they spend being sedentary each day. This may be achieved by



Limiting recreational screen time to no more than 2 hours per day; lower levels are associated with additional health benefits.



Limiting sedentary (motorized) transport, extended sitting and time spent indoors throughout the day.

The lowdown on the slowdown: what counts as being sedentary?

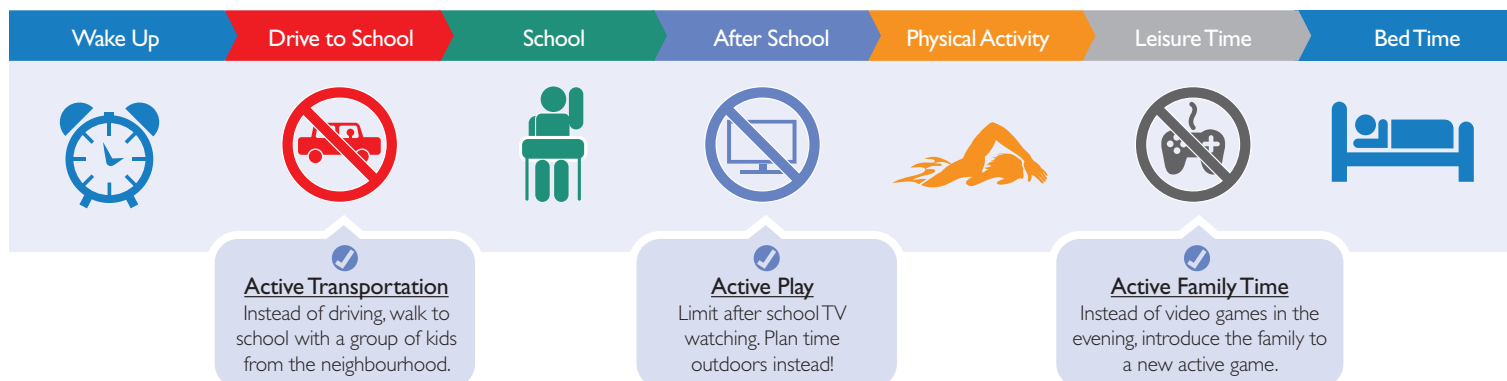
Sedentary behaviour is time when children are doing very little physical movement. Some examples are:

- Sitting for long periods
- Using motorized transportation (such as a bus or a car)
- Watching television
- Playing passive video games
- Playing on the computer

Spending less time being sedentary can help children:

- Maintain a healthy body weight
- Do better in school
- Improve their self-confidence
- Have more fun with their friends
- Improve their fitness
- Have more time to learn new skills

Cutting down on sitting down. Help children swap sedentary time with active time!



There is no time like right now for children to get up and get moving!

Blank Log 1: Early Years

Log #1 is for the Early Years and lists activity examples you and your infant, toddler or preschooler could be doing everyday to be physically active. Try to check as many boxes as you can every day!

| | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | |
|--------------------------|--|--|--|--|--|--|--|--|
| INFANT 0-6 MONTHS | <input type="checkbox"/> Tummy time <input type="checkbox"/> Interactive play <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Rolling <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Tummy time <input type="checkbox"/> Interactive play <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Rolling <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Tummy time <input type="checkbox"/> Interactive play <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Rolling <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Tummy time <input type="checkbox"/> Interactive play <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Rolling <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Tummy time <input type="checkbox"/> Interactive play <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Rolling <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Tummy time <input type="checkbox"/> Interactive play <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Rolling <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Tummy time <input type="checkbox"/> Interactive play <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Rolling <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Tummy time <input type="checkbox"/> Interactive play <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Rolling <input type="checkbox"/> Going outdoors |
| INFANT 6-12 MONTHS | <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Pushing/Pulling <input type="checkbox"/> Rolling <input type="checkbox"/> Crawling <input type="checkbox"/> Interactive play with others <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Pushing/Pulling <input type="checkbox"/> Rolling <input type="checkbox"/> Crawling <input type="checkbox"/> Interactive play with others <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Pushing/Pulling <input type="checkbox"/> Rolling <input type="checkbox"/> Crawling <input type="checkbox"/> Interactive play with others <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Pushing/Pulling <input type="checkbox"/> Rolling <input type="checkbox"/> Crawling <input type="checkbox"/> Interactive play with others <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Pushing/Pulling <input type="checkbox"/> Rolling <input type="checkbox"/> Crawling <input type="checkbox"/> Interactive play with others <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Pushing/Pulling <input type="checkbox"/> Rolling <input type="checkbox"/> Crawling <input type="checkbox"/> Interactive play with others <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Pushing/Pulling <input type="checkbox"/> Rolling <input type="checkbox"/> Crawling <input type="checkbox"/> Interactive play with others <input type="checkbox"/> Going outdoors | <input type="checkbox"/> Reaching <input type="checkbox"/> Grasping <input type="checkbox"/> Pushing/Pulling <input type="checkbox"/> Rolling <input type="checkbox"/> Crawling <input type="checkbox"/> Interactive play with others <input type="checkbox"/> Going outdoors |
| TODDLER 1-2 YEARS | <input type="checkbox"/> Crawling <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Dancing <input type="checkbox"/> Climbing stairs <input type="checkbox"/> Playing outdoors | <input type="checkbox"/> Crawling <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Dancing <input type="checkbox"/> Climbing stairs <input type="checkbox"/> Playing outdoors | <input type="checkbox"/> Crawling <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Dancing <input type="checkbox"/> Climbing stairs <input type="checkbox"/> Playing outdoors | <input type="checkbox"/> Crawling <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Dancing <input type="checkbox"/> Climbing stairs <input type="checkbox"/> Playing outdoors | <input type="checkbox"/> Crawling <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Dancing <input type="checkbox"/> Climbing stairs <input type="checkbox"/> Playing outdoors | <input type="checkbox"/> Crawling <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Dancing <input type="checkbox"/> Climbing stairs <input type="checkbox"/> Playing outdoors | <input type="checkbox"/> Crawling <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Dancing <input type="checkbox"/> Climbing stairs <input type="checkbox"/> Playing outdoors | <input type="checkbox"/> Crawling <input type="checkbox"/> Walking <input type="checkbox"/> Running <input type="checkbox"/> Dancing <input type="checkbox"/> Climbing stairs <input type="checkbox"/> Playing outdoors |
| PRESCHOOLER 3-4 YEARS | <input type="checkbox"/> Hopping/Skipping <input type="checkbox"/> Running <input type="checkbox"/> Jumping <input type="checkbox"/> Dancing <input type="checkbox"/> Bike riding <input type="checkbox"/> Playing outdoors & exploring <input type="checkbox"/> Playing with balls <input type="checkbox"/> Learning sports <input type="checkbox"/> 60 minutes of energetic play | <input type="checkbox"/> Hopping/Skipping <input type="checkbox"/> Running <input type="checkbox"/> Jumping <input type="checkbox"/> Dancing <input type="checkbox"/> Bike riding <input type="checkbox"/> Playing outdoors & exploring <input type="checkbox"/> Playing with balls <input type="checkbox"/> Learning sports <input type="checkbox"/> 60 minutes of energetic play | <input type="checkbox"/> Hopping/Skipping <input type="checkbox"/> Running <input type="checkbox"/> Jumping <input type="checkbox"/> Dancing <input type="checkbox"/> Bike riding <input type="checkbox"/> Playing outdoors & exploring <input type="checkbox"/> Playing with balls <input type="checkbox"/> Learning sports <input type="checkbox"/> 60 minutes of energetic play | <input type="checkbox"/> Hopping/Skipping <input type="checkbox"/> Running <input type="checkbox"/> Jumping <input type="checkbox"/> Dancing <input type="checkbox"/> Bike riding <input type="checkbox"/> Playing outdoors & exploring <input type="checkbox"/> Playing with balls <input type="checkbox"/> Learning sports <input type="checkbox"/> 60 minutes of energetic play | <input type="checkbox"/> Hopping/Skipping <input type="checkbox"/> Running <input type="checkbox"/> Jumping <input type="checkbox"/> Dancing <input type="checkbox"/> Bike riding <input type="checkbox"/> Playing outdoors & exploring <input type="checkbox"/> Playing with balls <input type="checkbox"/> Learning sports <input type="checkbox"/> 60 minutes of energetic play | <input type="checkbox"/> Hopping/Skipping <input type="checkbox"/> Running <input type="checkbox"/> Jumping <input type="checkbox"/> Dancing <input type="checkbox"/> Bike riding <input type="checkbox"/> Playing outdoors & exploring <input type="checkbox"/> Playing with balls <input type="checkbox"/> Learning sports <input type="checkbox"/> 60 minutes of energetic play | <input type="checkbox"/> Hopping/Skipping <input type="checkbox"/> Running <input type="checkbox"/> Jumping <input type="checkbox"/> Dancing <input type="checkbox"/> Bike riding <input type="checkbox"/> Playing outdoors & exploring <input type="checkbox"/> Playing with balls <input type="checkbox"/> Learning sports <input type="checkbox"/> 60 minutes of energetic play | <input type="checkbox"/> Hopping/Skipping <input type="checkbox"/> Running <input type="checkbox"/> Jumping <input type="checkbox"/> Dancing <input type="checkbox"/> Bike riding <input type="checkbox"/> Playing outdoors & exploring <input type="checkbox"/> Playing with balls <input type="checkbox"/> Learning sports <input type="checkbox"/> 60 minutes of energetic play |

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Appendix D



10 ways to encourage young children to be active

- 1. Create and ensure safe access to play environments, both indoors and out.** Children need to develop their physical abilities in safe and comfortable settings.
- 2. Be an active facilitator.** Adult participation in any physical activity increases the interest and enjoyment of children.
- 3. Encourage appropriate dress.** Let families know that informal clothing that allows free movement and is appropriate to the season is preferable to outfits that need to be kept neat and clean.
- 4. Offer opportunities for physical activity every day,** not just on special days. Active play that is as regular as lunch and nap time will help ensure that physical activity remains a natural part of children's daily lives.
- 5. Plan activities that match children's abilities,** so they experience a sense of achievement. Recognize and praise improvement.
- 6. Post images** of children moving and playing actively.
- 7. Walk** to points of interest rather than going by vehicle. Model and share in the fun of walking to a park or playground for a spell of vigorous play.
- 8. Emphasize fun, not competition,** and build basic skills with varied activities. Offer praise and encouragement.
- 9. Practice fairness.** Avoid comparing individual children's abilities or relating gender with particular activities.
- 10. Offer children a choice** of activity whenever possible, and lots of opportunities for unstructured play. Invite children to tell you what they'd like to do.

El Oltrich
