Facilitator Guide:
Physical Literacy for the Early Years Modules

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Ontario

Early Years Physical Literacy

Sport for Life

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Overview

This learning facilitator guide is for five modules of 60-90 minutes in length to support early years providers in learning about physical literacy development. The modules examine the relationship between brain development and physical literacy as well as how relationships, environment, activities and equipment can support physical literacy development in young children.

Objective

Provide early years providers an increased understanding of physical literacy development in young children (0 to 6 years).

Pre-Workshop Preparation

- Decide which modules will be presented.
- Review the workshop agenda and Learning Facilitator Guide.
- Bring computer and any necessary adaptors to the workshop.
- Bring equipment for workshop.

Set up for the Workshops

- Make sure boundaries for all activities are in place.
- Ensure the presentation is running (if applicable).

Introduction

1. This guide is provided for participants to help organize activities and learnings, and to provide all links, videos, and references for future use. Feel free to adjust and adapt to meet the needs of each group of participants and their hosts.

2. Handouts have been created for all modules. Slides have been created for Module 1: Brain Development and Module 2: Physical Literacy. Copies of observation and assessment tools from Module 2: Physical Literacy will be provided to participants as separate documents.

3. The purpose and objectives should be reviewed with participants as part of the introduction and icebreaker slide for each module.
    a. Introduce yourself and review the objectives and schedule for the workshop and any housekeeping matters.
    b. Ask all participants to introduce themselves. It may be that everyone knows each other already in which case you may want to start by doing a simple physical activity that you enjoy.
    c. If people don't know each other, consider using an icebreaker that will have everyone meet. Examples could include having everyone form a line based on where everyone was born from west to east. Use whatever you are comfortable with to get people up and moving around.

4. Schedule
    a. Plan the schedule for the module delivery with the host. Confirm with host.
        i. If time is shorter than you might like, determine the most important activities to focus on rather than trying to do too much and simply skimming over content.
        ii. Ensure adequate break times.
        iii. Alternate between listening, observing, activity, and group discussions to keep interest.

Module 1: Brain Development

OBJECTIVE

- Introduce yourself, objectives of workshop, and any housekeeping matters. Get to know the people in the room. Create comfortable space for movement and discussions.

SAY

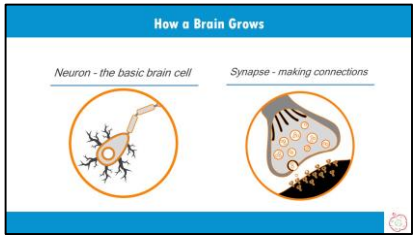
- Ask all participants to introduce themselves.

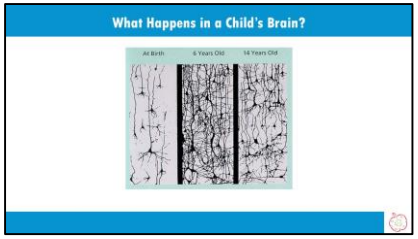
DO

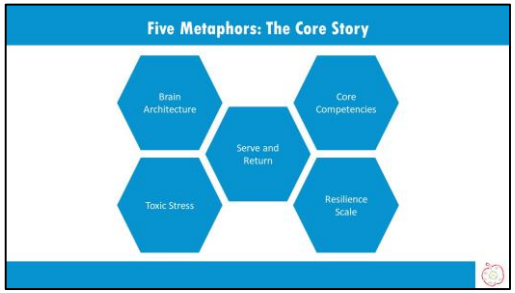
- It may be that everyone knows each other already in which case you may want to start by doing a simple physical activity that you enjoy. For example, “Minute to Win it”:
  - Give participants two balloons to blow up, any size.
  - When the music starts they must keep both of their balloons in the air for as long as possible without them hitting the floor. If balloon drops, encourage them to continue playing for fun.
  - When the music stops the game is over.
  - See if anyone was successful at keeping them in the air the whole time.
  - This activity promotes spatial awareness, focus, striking skills, and is a lot of fun.
- If people don’t know each other, consider using an icebreaker that will have everyone meet. For example, “Speed Dating”:
  - Have participants stand in two lines facing each other.
  - Provide some example questions such as, “What is your favourite Sunday activity”, or “what is your favourite healthy meal”, or “share a funny kid story”.
  - Participants have 30 seconds each to “interview” each other.
  - Then switch partners by having one line move up to the next person.
  - Repeat 3 or 4 times.
- Discuss the objective of the module.

NOTES	**TIME** 10 minutes **TOTAL TIME** 10 minutes
• Materials: Laptop, cords, projector, wi-fi, speakers, handouts and certificates	

OBJECTIVE • Emphasize the importance of the first 5 years of a child's life. **SAY** • Our society as a whole has not yet accepted the **importance of the first five years of a child's life**. • Yet we, who work with young children, have long understood how vital our work is. • Over the past few decades, **science has confirmed** what we have known intuitively. • In fact, the first five years set the trajectory for the rest of the child's life. • It is important that children begin to establish a healthy active lifestyle in the early years to carry for their lifetime. • This training for ECEs begins then with an understanding of early brain development and our role in supporting all children to reach their potential. • We are going to look at metaphors for early brain development in the next few slides.	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 11 minutes

OBJECTIVE • Inform basic anatomy and physiology of neurons and synapses. **SAY** • Our brain weighs about 3 pounds and controls all of life's functions such as growth, language, problem solving, emotions, and social and spiritual connections. • At birth, the brain consists of billions of **brain cells known as neurons** (left) **and the connections between them need to be built**. • Massive growth and development occurs in the infant brain during the early years; a child's brain has reached 90% of adult size by the age of five. • For the brain to function, the **neurons must connect with each other**. • Except for the area of the brain responsible for basic life functions (like breathing) most of these neurons are not connected at birth. • Each connection is called a **synapse** (right). • As an **infant acquires experiences, neurons connect with other neurons** through synapses. • You will notice in the diagram on the right that neurons don't physically touch but connect through electro-chemical signals. • Each neuron can connect to as many as 10,000 other neurons which means that the human brain may have as many as 1,000 trillion connections – as many as there are stars in the Milky Way! • **When a specific experience is repeated, the synapse becomes stronger**. If an experience isn't repeated, the synapse will eventually fade away. Unfortunately, even negative or traumatic experiences form synapses which are strengthened each time the experience is repeated.	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 12 minutes

OBJECTIVE • Comparing the brain (neurons) of an infant to a 6-year-old to an adolescent. **SAY** • This slide illustrates **changes in a child's brain during development**. • The **image on the left** shows the many largely unconnected neurons in an **infant's brain**. The only neurons which are connected are those which enable survival – eating, digesting, eliminating, crying, sleeping. • By **six years old**, the child has acquired many experiences and each experience has built more connections and relationships which have **formed trillions of synapses**. In fact, the child's brain is the **densest it will ever be**, but a dense brain is a slow inefficient brain. • So, the brain begins a process known as **pruning**. When connections are no longer useful, those connections are pruned away. • The **slide on the right** shows the **highly efficient and fast brain of an adolescent**. You can see that there has been significant pruning of connections which were no longer being used. The brain truly operates on a "use it or lose" basis. Pruning begins very early in life and continues throughout our life. • However, the final and most important point about this slide is that the brain does not stop learning or growing after the age of six. Continuing to be involved in educational pursuits, reading, engaging socially with others, being physically active, and eating a heart-healthy diet are all ways to help maintain and grow our brains. • We want our brains to have the best possible foundation in the early years and to receive the best care throughout our lives.	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 13 minutes

OBJECTIVE • Introduce the core concepts of healthy child development, as they relate to the 5 metaphors. **SAY** • The Center on the Developing Child at Harvard outlines four main concepts of healthy child development, that have been translated into five metaphors we will explore now. • These metaphors make the core concepts easier to understand and share with others. • The metaphors have been developed and tested by the FrameWorks Institute. **DO**	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 14 minutes

OBJECTIVE • Introduce the 5 metaphors of healthy child development. **SAY** **DO** • Show video from Alberta Family Wellness Initiative to further understanding on the first four metaphors. • https://vimeo.com/user18866730/review/100852564/e8ed116445.	**SLIDE** 
NOTES	**TIME** 4 minutes **TOTAL TIME** 18 minutes

OBJECTIVE • Introduce brain architecture. **SAY** • **Brain architecture** is a scientific term referring to the structure of our brain, and in this case, as that structure is **built in the early years**. This concept leads to the **first metaphor**. • Brain architecture established early in life and refers to the neurons and synapses that create the structure of the brain in the early years. • We rely on our brain's structure to **support learning, behaviour, and health** for the rest of our lives. **DO**	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 19 minutes

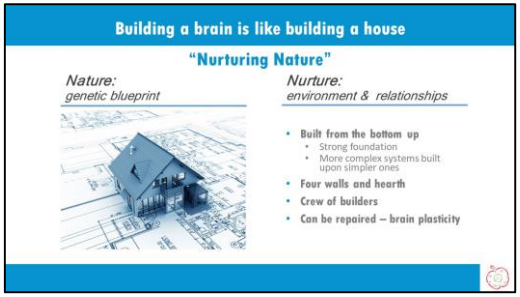
OBJECTIVE

- Further explore brain architecture.

SAY

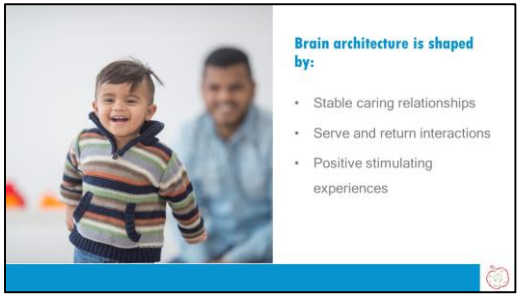
- All babies are born with their **genetic inheritance from both parents** (nature). This inheritance is like the blueprint of a house. However, regardless of the specifics of a blueprint, changes occur depending upon a number of factors in the environment (nurture).
- Like building a house, a brain is built from the bottom up, starting with a strong foundation. A strong foundation ensures that the house will stand for a lifetime.
- Also, in keeping with building from the bottom up, simple structures are laid down first (floors and walls for a house, basic skills of language and movement for a child). Then more complex structures are laid on top of the more basic ones (electricity, plumbing, decorative elements for a house; complex use of language and growing abilities to move the body for a child).
- The **four walls of child development are cognitive, social, emotional, and physical**. For many, **spiritual development** is vital for a healthy child - **the heart or hearth of the house**.
- House construction requires a crew of builders who bring with them different skills and expertise. Likewise, a child requires many nurturing adults who bring with them different values, beliefs, and purposes.
- Houses often require repairs just as our brains will over our lifetime. While it is always best to **build the strongest brain possible in the early years**, when that doesn't happen (as in cases of abuse, neglect, poverty, and so on), the brain can continue to learn, grow, and repair itself if supported later in life. This is what is meant by **brain plasticity** – that the brain is not a static organ, it can change and adapt throughout the lifespan, just like how plastic can be melted and molded.

SLIDE



NOTES

TIME 2 minutes
TOTAL TIME 21 minutes

OBJECTIVE • Explore the three factors that shape brain architecture. **SAY** • There are three building blocks for the construction of a healthy brain. • Children need a crew of builders – **several stable caring relationships**. A child is harmed when relationships are not stable as when caregivers change frequently or are harsh and not nurturing. • As mentioned earlier, both **positive experiences** and negative experiences result in the connection of neurons and build the structure of the brain. If those experiences are regularly repeated, the synapses are strengthened. However, if an experience is random and not repeated, the brain will prune that synapse and there will not be lasting harm. • The second metaphor is **serve and return interactions** is on the next slide.	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 22 minutes

OBJECTIVE

- Introduce serve and return

SAY

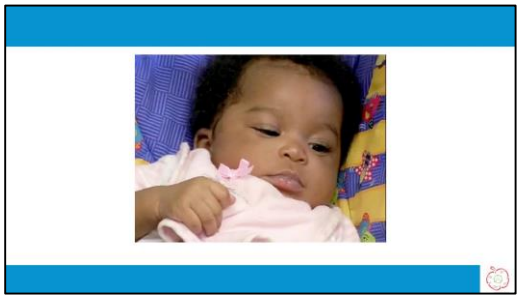
- The "**Serve and return**" metaphor is a reference to the **game of tennis**, whereby instead of serving and returning a ball over the net between athletes, the child and an adult communicate by **"serving" a message through body language** or verbalizations and **"returning" that message through responding** to the communication.
- Children rely on serve and return interactions with adults. For example, an infant cries and the adult responds by soothing, feeding, changing a diaper. Through this interaction, the child learns to trust that an adult will respond. Serve and return continues when an infant coos and the adult responds with an answering coo, a smile, a touch.
- Sometimes, though, a child serves and the adult doesn't respond; perhaps the adult was too busy or tired, discouraged or depressed to notice the serve. The **serve is dropped and the play is stopped**. When this happens too frequently, the child learns not to trust that the adult will respond appropriately.
- We can't always respond to a child's serves. As long as this isn't a regular occurrence, no harm is done. However, there is growing concern about the amount of time adults spend on their cell phones when with children. The **cell phone** itself may become one of the **harmful interrupters of serve and return**.

DO

SLIDE

NOTES

TIME 1 minute
TOTAL TIME 23 minutes

OBJECTIVE • Introduce serve and return and watch video for further understanding **SAY** • The video link is a challenging illustration of an experiment called the "**Still Face Experiment**" conducted by Edward Tronick. • Think about how you might translate the "**good, the bad, and the ugly**" types of interactions described by Tronick at the end of the video to the work you do with children and their families. **DO** • Show the "Still Face Experiment" video and discuss as a large group: http://www.youtube.com/watch?v=apzXGEbZht0	**SLIDE** 
NOTES	**TIME** 4 minute **TOTAL TIME** 27 minutes

OBJECTIVE

- Introduce Air Traffic Control, as a metaphor for executive function and self-regulation.

SAY

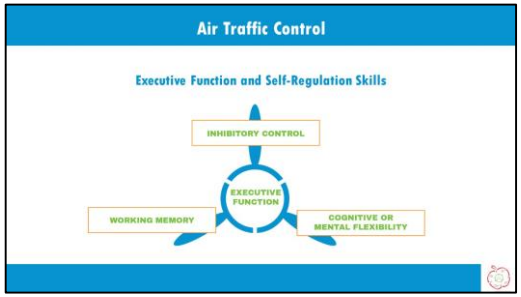
- The **third metaphor**, **Air Traffic Control**, is a metaphor for the **core capabilities** known as **executive function** and **self-regulation skills**.
- Almost all of us have flown and rely on the skills of air traffic controllers to get us off and back onto the ground safely. Traffic controllers need to be able to prioritize their tasks and their planes, change those priorities if a plane needs to land earlier if it is low on fuel or there is an emergency on board. They need to keep track of their own multiple planes, inbound and outbound, as well as those of other controllers to avoid collisions. These operations need to happen safely and quickly even if the controller has a headache, just had an argument with a coworker, or there is massive snowstorm approaching.
- The **core capabilities** known as **executive functi**on and **self-regulation skills** help us to be **successful in school, work, and relationships** through helping managing priorities and reactions, just as an air traffic controllers need to be able to prioritize their tasks and their planes, and change those priorities if a plane needs to land earlier if it is low on fuel or there is an emergency on board.
- These core capabilities, or executive function and self-regulation skills, are accepted as the **essential requirements for school readiness of young children**.
- Young children learn these core capabilities as they begin to remember a sequence of instructions, plan their play, change those plans if need be, and regulate their impulses and emotions.
- Core capabilities begin to develop in the early years and are the last skills in the brain to develop, usually in our mid to late twenties!

DO

SLIDE

NOTES

TIME 3 minute
TOTAL TIME 30 minutes

OBJECTIVE • Further explore executive functioning and self-regulation. **SAY** • **Working memory** refers to the ability to remember a sequence of instructions or tasks that needs to be followed. You will have noticed that a toddler can perhaps only follow two instructions – take off your coat and meet me on the carpet, whereas a five-year-old can remember a much longer string of instructions • **Inhibitory control** refers to controlling impulsive behaviours and decisions and learning that it is okay to feel angry but it is not okay to hit or bite your friend. • **Cognitive flexibility** is the ability to focus on a task and ignore distractions, make a plan about how to fulfill the teacher's instructions or organize imaginative play, and then problem solve and make changes when things aren't working out. **DO**	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 31 minutes

OBJECTIVE • Further explore core capabilities through life – from early childhood to adulthood. **SAY** • The video is from Harvard's Center on the Developing Child and explains more thoroughly how important core capabilities are through life – from early childhood to adulthood. **DO** • Watch "Building Core Capabilities for Life" video: https://developingchild.harvard.edu/resources/video-building-core-capabilities-life	**SLIDE** 
NOTES	**TIME** 6 minute **TOTAL TIME** 37 minutes

OBJECTIVE

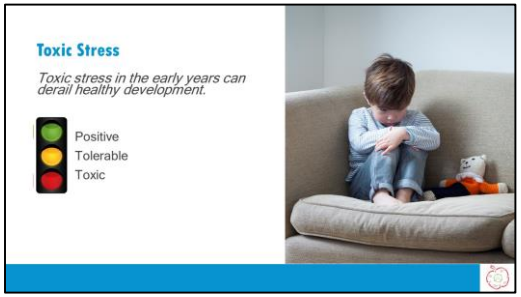
- Introduce the topic of toxic stress.

SAY

- All of us experience stress in our daily lives. **Positive stress** is the kind of stress that I am feeling right now, presenting this workshop, or when a child first starts school or goes to the doctor. This type of stress is seen as positive because we can learn from the experience. It allows us to challenge ourselves, to test our abilities to face adversity and overcome it. It's how we build resilience.
- **Toxic stress**, on the other hand, is damaging. It is intense, frequent or prolonged stress such as abuse, neglect, or family violence and occurs in the absence of a caring adult. Often, sadly, it is the adult who should be supporting the child who is inflicting the toxic stress.
- **Tolerable stress** is in the middle of these two extremes, and whether an intense, frequent or prolonged stressful incident develops into toxic stress depends on protective relationships to buffer the stress for the developing child.
- Tolerable stress is a serious stress such as a natural disaster, divorce, or accident. If there is an adult who is able to buffer the stress for the child, it will become a stress that the child can overcome. However, if there is no buffering adult and the stress is continuous, the stress will become **toxic**.

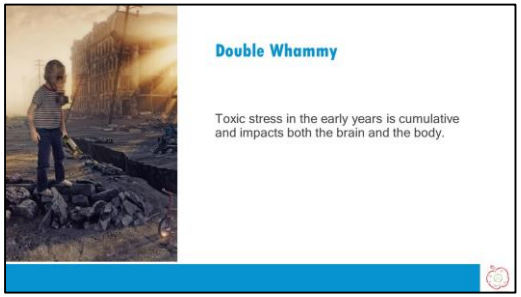
DO

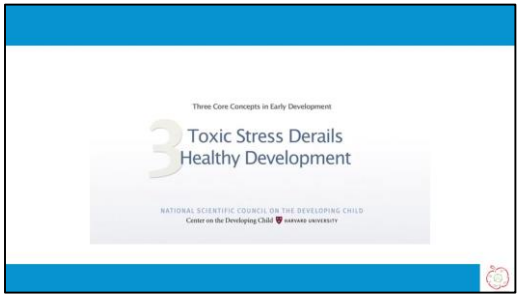
SLIDE

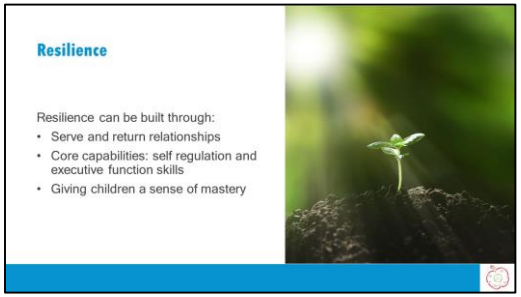


NOTES

TIME 1 minute
TOTAL TIME 38 minutes

OBJECTIVE • Emphasize the detriment of toxic stress, particularly during early years **SAY** • The main point of this slide is to reinforce how damaging toxic stress is for children. Toxic stress is **built into the structure of the developing brain** and can cause major long-term implications. • Children who have toxic stress in the early years are more likely to experience **developmental delays** which affects their ability to learn and achieve throughout life. They may also experience a range of mental health issues such as **depression and addictions**. • Toxic stress also damages a child's growing body. When stress systems are always on high alert, they begin to break down. These children are hyper-reactive, quick to respond strongly and negatively. • A study known as the Adverse Childhood Experiences Study (ACE) has also determined clear correlations between toxic stress and both physical (ex. obesity, heart disease, diabetes) and mental illnesses later in life. **DO**	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 39 minutes

OBJECTIVE • Emphasize the detriment of toxic stress, particularly during early years **SAY** • **Toxic stress in the early years of life can derail healthy development**. • The video is from Harvard's Center on the Developing Child and explains the double whammy of toxic stress. **DO** • Watch video: https://developingchild.harvard.edu/resources/toxic-stress-derails-healthy-development/	**SLIDE** 
NOTES	**TIME** 2 minutes **TOTAL TIME** 41 minutes

OBJECTIVE • Introduce resilience and how it can be built. **SAY** • There are many definitions for **resilience** but it is commonly seen as the **positive response to adversity** that allows us to face life's challenges and overcome them. • Harvard's Center on the Developing Child sees resilience as an integral component, developing alongside healthy child development • -Scientists suggest that **resilience can be enhanced and supported in the early years** through **consistent serve and return relationships**, the **building of core capabilities** (i.e. self-regulation and executive functioning skills), and providing activities and experiences for children that allow them to feel a **sense of mastery**. • This is discussed further in a separate module about risky play. **DO**	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 42 minutes

OBJECTIVE • Explore the topic of the resilience scale. **SAY** • FrameWorks Institute has developed the metaphor of the **Resilience Scale** to help understand the interplay between genes and environment in enhancing resilience. • Essentially, resilience is a person's ability to cope with the combination of positive and negative experiences and external factors. The more negative factors (neglect, abuse, poverty, parent addiction and so on) in a child experiences, the more their **resilience scale will likely be tipped** to the negative. • As educators, we may not be able to change a child's home environment but we can help to **balance out the scale by providing many positive factors as buffers**. Positive and negative factors can be both **internal** (such as personality) and **external**. • The **fulcrum** is initially determined by the child's **genetic inheritance** but, as we talked about with the first metaphor of building a house, **genetic expression is influenced by environment**. This nurturing of nature can actually cause the position of the fulcrum to shift, thus influencing how the scale tips in response to the addition of positive or negative factors. **DO** •	**SLIDE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 43 minutes

OBJECTIVE • Explore the topic of the resilience scale. **SAY** • The video is from FrameWorks Institute and helps to explain how the Resilience Scale works. **DO** • Watch FrameWorks Institute video on the Resilience Scale for further understanding: https://vimeo.com/106322359	**SLIDE** 
NOTES	**TIME** 4 minute **TOTAL TIME** 47 minutes

OBJECTIVE

- Review concepts learned.

SAY

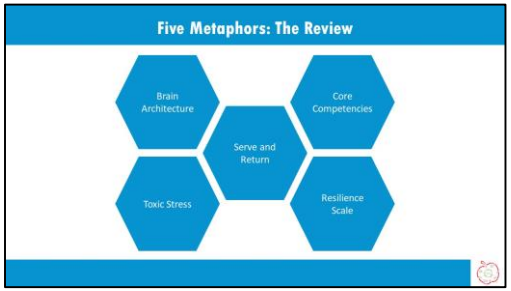
- As a review, here are the **five metaphors** of healthy child and brain development that we have looked at.
  - Brain Architecture: Building a brain is like building a house
  - Serve and Return
  - Core Capabilities – executive function and self-regulation skills
  - Toxic Stress
  - Resilience Scale

- Questions? Thoughts?

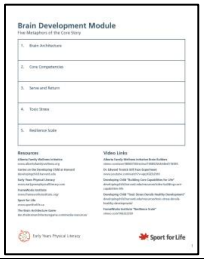
DO

- Encourage participants to fill out the "**Five Metaphors of the Core Story"** handout and discuss with their table on where they've seen these before

SLIDE



HANDOUT



NOTES

TIME 10 minute
TOTAL TIME 57 minutes

OBJECTIVE

- Review concepts learned in workshop.

SAY

- Are there any questions or comments about what we have learned today?

DO

- Refer to "**Resources"** handout

SLIDE

HANDOUT

NOTES

TIME 2 minutes

TOTAL TIME 59 minutes

OBJECTIVE

- Acknowledge partners in project

SAY

- This project is supported by the Government of Ontario, Sport for Life Society, and Early Years Physical Literacy
- Any questions?

DO

- Have participants fill out their certificates (Date and Name)

SLIDE

CERTIFICATE

NOTES

TIME 1 minutes
TOTAL TIME 60 minutes

Module 2: Physical Literacy

OBJECTIVE

- Introduce yourself, objectives of workshop, and any housekeeping matters. Get to know the people in the room. Create comfortable space for movement and discussions.

SAY

- Ask all participants to introduce themselves.

DO

- It may be that everyone knows each other already in which case you may want to start by doing a simple physical activity that you enjoy. For example, "Move your shoes":
  - Ask the participants to stand in a circle.
  - Ask 1 participant to stand in the middle. Have this participant say "Move your shoes if you _____" (fill in the blank). Whatever statement participants in the middle makes, must be a statement that applies to them as well, e.g., "Move your shoes if you are wearing white." The participant in the middle must be wearing white.
  - Whoever fits the criteria needs to move and find another spot across from them.
  - At the same time the participant in the middle quickly tries to find an empty spot.
  - There will be a participant left in the middle and that person will continue the game by saying another statement.
- If people don't know each other, consider using an icebreaker that will have everyone meet. For example, "Evolution":
  - Explain to participants that at the start of the activity everyone starts as an egg. Then, as they win rounds of rock-paper-scissors they evolve to become a chicken, then a dinosaur and ultimately a superhero.
  - Have everyone practice what it looks like to be an egg (i.e. crunched in a small ball/egg shape), a chicken (i.e. flapping arms at the side like wings), a dinosaur (i.e. walking around with T-rex claws in front of your chest) and a superhero (i.e. 1 arm in the air like superman). They will identify others as eggs, chickens, dinosaurs and superheroes based on these displayed actions.
  - To start, ask everyone to pretend to be an egg. Instruct participants to find another egg and play rock, paper, scissors with them.
  - The winners of the rock, paper, scissors match evolve into chickens. Whoever loses their matches remains an egg.
  - This time chickens must find other chickens to play rock, paper, scissors against. The eggs must play with other eggs. Have participants change how they move by walking, hopping, galloping or skipping.
  - Whoever wins these matches evolves by 1 evolution step. Whoever loses devolves all the way back to an egg, e.g. the loser between 2 chickens will become an egg again. The winner between 2 chickens will evolve into a dinosaur and pretends to be a

<table>
<tr><td colspan="2">dinosaur. The winner between 2 dinosaurs evolve to a superhero, while the loser devolves all the way to an egg. If participants can remain a superhero 3 times in a row without losing, then they complete the game.
• Discuss the objective of the module.</td></tr>
<tr><td>NOTES
• Materials:
○ Laptop and cords
○ Projector
○ Wi-Fi
○ Speakers
○ Handouts & certificates
○ Beanbags
○ Balloons
○ Pre PLAy and PLOT tools and handouts</td><td>TIME 10 minutes
TOTAL TIME 10 minutes</td></tr>
</table>

OBJECTIVE

- Explore the Canadian 24 – House Movement Guidelines for Early Years (0 – 4 years)

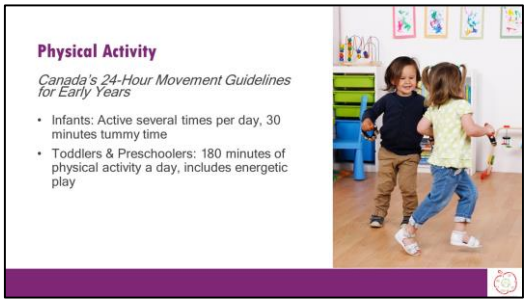
SAY

- In order to meet the recommended **180 minutes of physical activity a day**, some jurisdictions have proposed that early years providers ensure that children are physically active at least **15 minutes out of every hour** in care, or 120 minutes of full day care.
- **ParticipACTION** has a great webpage and infographic describing the benefits of physical activity that we'll review as a group.

DO

- Benefits and Guidelines webpage https://www.participaction.com/en-ca/thought-leadership/benefits-and-guidelines/0-4
- Then, show the ParticipACTION Infographic "**Canadian 24-hour Movement Guidelines for the Early Years**" handout.
- After, or while reviewing the benefits and guidelines and infographic, have participants fill out the information the "**How Active Should our Children Be?**" handout.

SLIDE



HANDOUTS

NOTES

Answer key to "How Active Should our Children Be" handout:

	MOVE	SIT
Infant (less than 1 year)	At least 30 minutes of tummy time spread throughout the day while awake. Active several times a day, Tummy time and interactive floor play	Limit sitting (high chair, stroller, car seat) to no more than 1 hour at time. Screen time **not recommended.**
Toddler (1-2 years)	At least 180 minutes of variety of activities and intensities spread throughout the day – both structured and unstructured. More is better	Not being restrained for more than 1 hour at a time. Screen time limited to no more than **1 hour** per day
Pre-schooler (3-4 years)	At least of 180 minutes of variety of physical activities spread throughout the day, of which at least 60 minutes is energetic play. More is better	Not being restrained for more than 1 hour at a time.

TIME 7 minutes
TOTAL TIME 17 minutes

OBJECTIVE

- To emphasize that pre-school children are not necessarily active by nature.

SAY

- To date, the majority of research has focused on school-aged children and youth, perhaps because it is widely assumed that preschool children (birth to age 5) are active by nature.
- However, **one-third of Canadian preschool children are either overweight or obese**.
- Young children spend an average of 7.5 hours daily being sedentary; **only 15% meet the guidelines** for less than one hour of screen time per day.
- How many of you remember being able to play outside until street light come on? Now children might not even have an outdoor space near home to play in (e.g. park, backyard).

DO

- In small groups, and recording ideas "**Brainstorm: What are the factors behind young children spending an average of 7.5 hours daily being sedentary?**" handout. Discuss reasons you believe for these stats.
  - Why is this happening?
  - Were participants surprised?
  - How will they ensure this happens in their facilities?
  - How does what they currently do compare to the infographic and worksheet from the previous slide?

SLIDE

HANDOUT

NOTES

Answer key to Handout:

- General lack of knowledge about child development
- Focus on school "Readiness", which is often misunderstood as reading, writing, math
- Safety, protection from risks
- Screens are just great babysitters and soothers!

TIME 5 minute

TOTAL TIME 22 minutes

OBJECTIVE

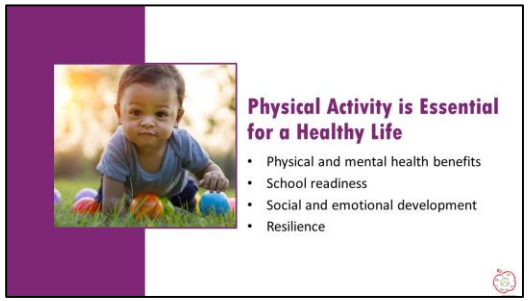
- Inform participants of the importance of Physical Activity

SAY

- Regular opportunities for Physical Activity/Physical Literacy potentially **reduce health risks later in life.**
- School readiness is more than being able to read and write. In fact, the soft skills, the core competencies of **focus, planning, persistence, and flexibility**, also known as executive function skills are more important to success in school.
- Emerging research with preschool children is showing that **Physical Activity and Physical Literacy for young children may improve school readiness** by increasing executive function and social and emotional development specifically in the areas of attentiveness, peer relationships, confidence, persistence, and creativity.
- Resilience develops when learning to make decisions in the face of adversity or risk – learning to manage risks, challenging boundaries. More on these points later!

DO

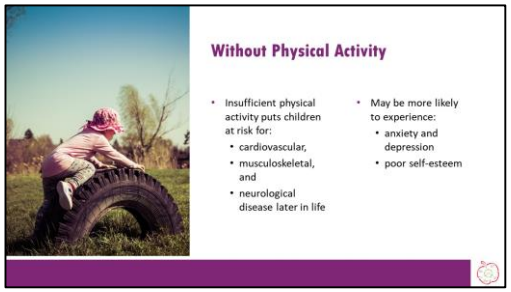
SLIDE



NOTES

TIME 1 minute
TOTAL TIME 23 minutes

<table>
<tr>
<td>OBJECTIVE
• Emphasize pitfalls of insufficient Physical Activity/Physical Literacy in children.
SAY
• Physical Activity and Physical Literacy are essential to living a healthy life.
• Health, as broadly defined by the World Health Organization, encompasses physical, mental, social, and spiritual well-being.
• Insufficient Physical Activity puts children at risk for cardiovascular, musculoskeletal, and neurological disease later in life.
• Children who are physically inactive may be more likely to experience anxiety and depression, and poor self-esteem.

DO</td>
<td>SLIDE
 
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<tr>
<td>NOTES</td>
<td>TIME 1 minute
TOTAL TIME 24 minutes</td>
</tr>
</table>

OBJECTIVE • Link Physical Activity to Physical Literacy **SAY** • We can encourage children to be active for life through developing their physical literacy. • **If a child is physically literate, they are more likely to become physically active**. **DO** • Watch Sport Wales Video & discuss https://www.youtube.com/watch?v=R8PIXqp3JpA	**SLIDE** 
NOTES	**TIME** 4 minutes **TOTAL TIME** 28 minutes

OBJECTIVE

- Define physical activity and physical literacy.

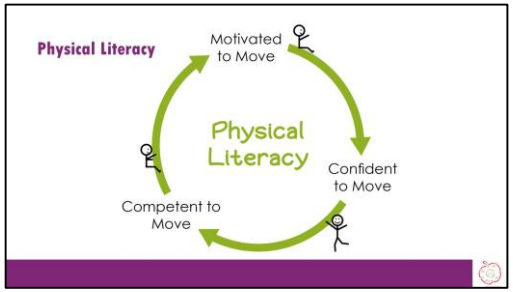
SAY

- Physical activity is any movement of the body.
- Ask participants to share their knowledge if comfortable:
  - How would you define physical activity?
  - Has anyone here heard of the term physical literacy before?
- Developing physical movement skills should be seen as important as the multiple other literacies that children learn (i.e., language, reading, writing, math).
- Margaret Whitehead's definition of physical literacy from 2010 is, **"Physical literacy is the motivation, confidence, and competence to move for a lifetime."**
- Ask them:
  - When are you **motivated** to move? E.g. when fun, when interesting, when social, feel good.
  - What gives children **confidence** to move for a lifetime? E.g encouragement, someone supporting them
  - What gives them **competence**? E.g. time and opportunity to practice and repeat, then master and challenge themselves
- Physical literacy requires that children have experiences with **many kinds of activities**: on the ground, on snow and ice, in water, and in the air.
  - These experiences should be positive and fun so that children want to:
  - Do them over and over again (**motivation**)
  - Challenge themselves (**confidence**),
  - And develop skills that enable them to participate actively (**competence**)

DO

- Tie this back to the diagram, demonstrating how these 3 characteristics contribute to one another, building to the circle

SLIDE



NOTES

TIME 3 minutes
TOTAL TIME 31 minutes

OBJECTIVE

- Define physical activity and physical literacy.

SAY

- If you remember anything from this presentation, I want it to be these **5 principles** when working with participants or training your staff to work with participants – even in your own lives and when with your children / grandchildren.
  - **Fun**
  - **With Purpose**
  - **Everyone Included**: Minimize exclusive activities like dodgeball.
  - **Always Moving**: We develop Physical Literacy through movement. How many of you have put have put your child/grandchild or taught a class/witnessed one where each person takes a turn doing an activity while the rest wait. We want to avoid/minimize lines, and having people stand around – especially if we want to meet the Physical Activity guidelines!
  - **Progressive and Challenging**

DO

- Direct participants to fill out the "**Physical Literacy**" handout
- Answer key:

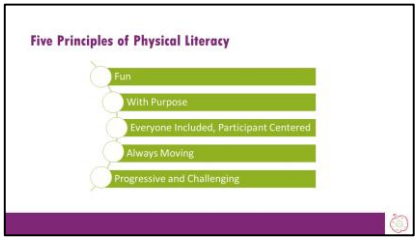
  Physical literacy requires that children have experiences with **many kinds of activities**: on the **ground, on snow and ice, in water, and in the air.**

  These experiences should be positive and fun so that children want to:
  - Do them over and over again (**motivation**)
  - Challenge themselves (**confidence**),
  - Develop skills that enable them to participate actively (**competence**)

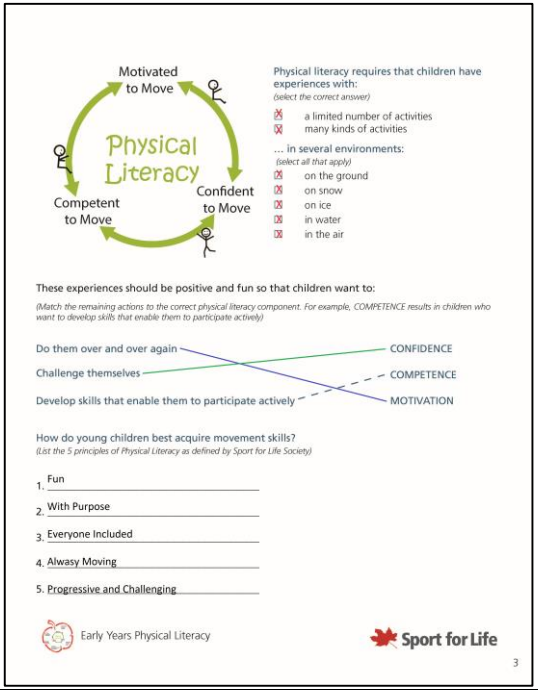
  How do young children best acquire movement skills? The five principles of physical literacy are:

  1. Fun; 2. With purpose; 3. Everyone Included and Participant Centered; 4. Always moving; 5. Progressive and Challenging

SLIDE



HANDOUT



NOTES

TIME 5 minutes
TOTAL TIME 36 minutes

OBJECTIVE

- Introduce the development of fundamental movement skills

SAY

- The photos on the following slides show progressions and variations of the Fundamental Movement Skill (FMS) – **balance or stability, locomotion, and object manipulation** – from infancy through to the preschool years.
- Ask:
  - What examples have you seen children demonstrate?
  - How do we help children develop these fundamental movement skills?

DO

- Look at photos and discuss what fundamental movement skill you observe, whether there are progressions to these images, and if there are other fundamental movement skills presented simultaneously:
- Stability/Balance
- Locomotion
- Manipulation/coordination
- Have participants take notes in the "**Developing Fundamental Movement Skills"** handout

SLIDES

HANDOUT

NOTES

TIME 2 minutes
TOTAL TIME 38 minutes

OBJECTIVE

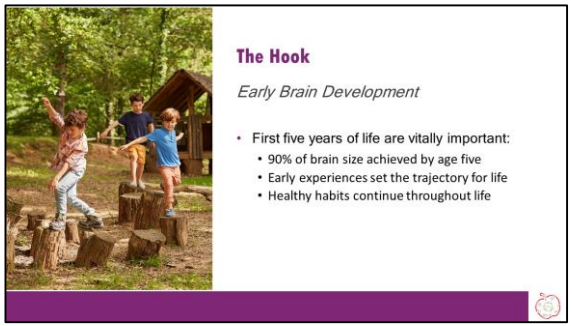
- Show why early brain development is so important in the first 5 years of life

SAY

- Early brain development is a hot concept for parents and educators alike.
- Early brain development helps explain why the first five years of a child's life are so vitally important.
  - A child's brain reaches **90% of adult capacity by age five**
  - Experiences that are built into the developing brain set the trajectory for the rest of a child's life
  - **Healthy habits developed in preschool years (**such as being physically active) continue throughout life
  - School readiness, i.e. the core competencies known as executive functioning skills, is more than being able to read and write. In fact, the soft skills, the core competencies of focus, planning, persistence, and flexibility, also known as executive function skills are more important to success in school.
- **Physical Activity and Physical Literacy help to address all of this!**

DO

SLIDE



NOTES

TIME 1 minutes
TOTAL TIME 39 minutes

OBJECTIVE • Emphasize the importance of play and the adult role in this **SAY** • A reminder that **young children learn through play, using all of their senses**. Play is child-led, sometimes thrilling and risky. The adult role is to provide experiences and stimulating environments, build relationships, challenge if appropriate, participate when asked, and always support. • **Children cannot be coached to learn something that they are not developmentally ready to learn**. They will walk when ready, not when adults think they should. If relationships, environments, and experiences are developmentally appropriate, children will learn. **DO**	**SLIDE** 
NOTES	**TIME** 1 minutes **TOTAL TIME** 40 minutes

OBJECTIVE

- Participants practice putting physical literacy principles into play by leading an activity to the larger group.

DO

- If you have a small group, place them in pairs to lead the activity. If it is a larger group put them in groups of three or four (although pairs would be ideal).
- Assign each group an "Active Start" activity. Give them ten minutes to learn the activity and discuss how they will present it to the group with emphasis on the 5 principles of physical literacy.
- Each group will lead their Active Start Activity one-by-one for about 2 minutes. At the end of each activity, for about 3 additional minutes, discuss what participants liked about the activity, what skills were being practiced (social, mental, physical, etc.) and how the principles of physical literacy were incorporated.
- Active Start Activities (refer to "**Active Start Activities**" handout for instructions):
    - Balloon Body Toss
    - Beanbag Balance
    - Can you Jump?
    - Connect It
    - Driving Around
    - Safari adventure

HANDOUT


Active Start Activities

Activity 1: Balloon Body Toss
Students must try to keep a balloon in the air using various body parts.

Setup
Give each student a balloon (or equivalent) and have them spread out in the playing space.

Instructions
The object of this game is to keep the balloon in the air using various body parts (e.g. right hand, left hand, alternating hands, right foot, left foot, alternating feet, head, knee, etc.)

Activity 2: Beanbag Balance
Students practice balancing a beanbag on various body parts.

Setup
Have participants spread out, and give each a beanbag.

Instructions
Call out different body parts (E.g. shoulder, back, knee, foot, stomach, thumb, etc.) and have participants balance their beanbag on said body part for five seconds.

Try to pick funny/challenging body parts to keep it fun.

You may add a rule that if the beanbag falls off, they must do five jumping jacks or another appropriate exercise.

You may also increase the time they have to balance the beanbag.

Activity 3: Can you Jump?
Students practice various ways to jump.

Setup
Have participants stand in a half circle facing you.

Instructions
Give participants various commands as they jump on the spot:

Can you jump:
- as high as you can?
- as low as you can?
- as loud as you can?
- as soft as you can?
- as fast as you can?
- as slow as you can?

Early Years Physical Literacy Sport for Life

NOTES

- The Active Start Activities are available to reference in Appendix A of this guide and in the participant handouts.

TIME 35 minutes
TOTAL TIME 75 minutes

OBJECTIVE

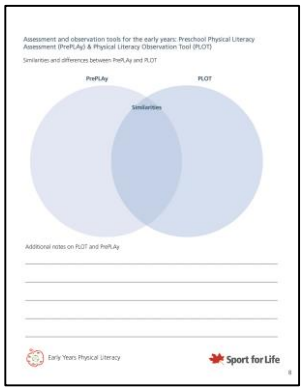
- Introduce the two observation and assessment tools for the early years, Preschool Physical Literacy Assessment (Pre PLAy) and Physical Literacy Observation Tool (PLOT)

SAY

- The early childhood space now has **two tested and validated tools** for assessing and observing preschool children. The tools are quite different, provide different information to the assessor or observer, and are chosen depending on what information is required.
- The two tools are called **Preschool Physical Literacy Assessment (Pre PLAy)** and **Physical Literacy Observation Tool (PLOT)**. Let's compare the two tools:
    - Both are intended to be observation tools to assist with planning.
    - Pre PLAy domains are categorized based on the components of physical literacy, whereas PLOT domains are categorized based on fundamental movement skills (FMS).
    - Pre PLAy is intended to be completed on individual children to determine where their strength and weaknesses are which can help for planning, where PLOT is not intended to be completed on each child, but on selected children only to understand how the children as a group are doing in terms of FMS.
    - Any others?
- Pre PLAy was developed by researchers at the University of Toronto in partnership with Sport for Life.
    - Pre PLAy was designed for early childcare settings as these settings offer important opportunities to support children in developing physical literacy.
    - The Pre PLAy is scored based on observations of the child in completing everyday tasks and activities (e.g. dressing for outside and moving around their environment) and playing games.
    - Pre PLAy includes **19 questions** that capture **3 domains of physical literacy**: movement competence, coordinated movements, along with motivation and enjoyment. Answering all the Pre PLAy questions should take about 3-5 minutes to complete per child.

SLIDE

HANDOUT



• PLOT was developed by the Early Years Physical Literacy Team.
  ○ PLOT is intended to help educators be more aware of the progression of skills in order to provide developmentally appropriate activities.
  ○ PLOT includes between **19-45 questions** in each of **3 domains of fundamental movement skills**: Part 1 – Stability Skills – Stretching/Sitting/Balancing; Part 2 – Locomotor Skills – Walking/Crawling/Climbing/Running/Jumping/Hopping/Rolling; and, Part 3 – Manipulative Skills – Grasping/Throwing/Catching/Kicking
  ○ There is an FMS chart for early years on the back page of the PLOT.
DO
• In the activity space, pass out the PLOT and Pre PLAy booklets to participants.
• Give participants 5 minutes to flip through each tool.
• As a group discuss other similarities and differences between the tools. Have participants record their observations in the "**Assessment and observation tools for the early years: Preschool Physical Literacy Assessment (Pre PLAy) & Physical Literacy Observation Tool (PLOT)**" handouts.
• Discuss how these tools would work based on the activities you had just participated in	

NOTES Physical Literacy Observation Tool • https://www.earlyyearsphysicalliteracy.com/plot Preschool Physical Literacy Assessment (Pre PLAy) • https://play.physicalliteracy.ca/Pre PLAy • https://play.physicalliteracy.ca/Pre PLAy/Scoring-Instructions	**TIME** 14 minutes **TOTAL TIME** 89 minutes

OBJECTIVE

- Review concepts learned in workshop.

SAY

- Are there any questions or comments about what we have learned today?

DO

- Refer to "**Resources"** handout

SLIDE

HANDOUT

NOTES

TIME 1 minutes
TOTAL TIME 89 minutes

OBJECTIVE

- Acknowledge partners in project

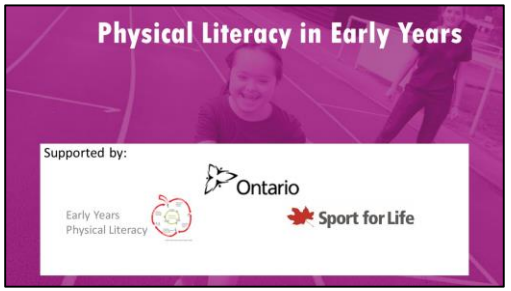
SAY

- This project is supported by Government of Ontario, Sport for Life Society, and Early Years Physical Literacy research group from Alberta.
- Any questions?

DO

- Have participants fill out their certificates (Date and Name)

SLIDE



CERTIFICATE

NOTES

TIME 1 minutes
TOTAL TIME 90 minutes

Module 3: Indoor Environments

OBJECTIVE

- Introduce yourself, objectives of workshop, and any housekeeping matters. Get to know the people in the room. Create comfortable space for movement and discussions.

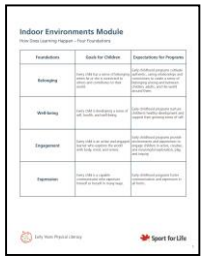
SAY

- Ask all participants to introduce themselves.

DO

- It may be that everyone knows each other already in which case you may want to start by doing a simple physical activity that you enjoy. For example, "Rock, Paper, Scissors Body language":
  - Have participants pair up with the participant closest to them.
  - At the same time, they jump three times. On the fourth jump they must choose either rock, paper, or scissors.
  - A rock squats in a ball shape on the floor, paper stands tall with arms and legs stretched out, and scissors stands and crosses arms and legs.
  - Play "best two out of three" and then challenge somebody new.
- If people don't know each other, consider using an icebreaker that will have everyone meet. For example, "Mingle Walk":
  - Have participants spread out in the room.
  - Ask participants to walk around the space.
  - Call out "freeze" and have participants stop where they are and pair up with participant nearest to them and ask "What's your name and where are you from?"
  - Next, have participants skip around the room.
  - When you yell "freeze" they pair up with participant closest to them and ask "What's your favourite food? What did you have for breakfast/lunch today?"
  - Lastly, have participants jump around the room.
  - When they hear "freeze" they pair up with participant closest to them and ask "What is your favourite physical activity now and what was it when you were a kid?"
- Discuss the objective of the module.

NOTES	**TIME** 10 minutes **TOTAL TIME** 10 minutes
• Feel free to add in your own questions for this activity. • Materials: Handouts & certificates	

OBJECTIVE
• Review "How Does Learning Happen?" and "Early Learning for Every Child Today" (ELECT).
SAY
• Review how young children learn and how best to support that learning:
  ○ The "How Does Learning Happen?" handout outlines Four Foundations or Ways of Being (i.e. belonging, well-being, engagement, and expression)
  ○ The Six principles from "Early Learning for Every Child Today" (ELECT; http://www.edu.gov.on.ca/childcare/excerpts.html) include Positive experiences; Partnerships; Respect for diversity, equity, and inclusion; Intentional planned program; Play and inquiry; and Knowledgeable, responsive, and reflective educators.
  ○ See "**How Does Learning Happen – Four Foundations**" and "**ELECT**" handouts
• More information on ELECT and videos on the principles can be found at the links below, which are shared in the resource section of handouts:
  ○ http://www.edu.gov.on.ca/childcare/pedagogy.html
  ○ http://www.edu.gov.on.ca/childcare/excerpts.html
DO
• Pass out the Handouts with "How Does Learning Happen?" and "Early Learning for Every Child Today" (ELECT) handout.
	HANDOUTS
	 
	Indoor Environments Module
	 

NOTES • "How Does Learning Happen?" can be found in Appendix B of this guide and in the participant handouts. • ELECT can be found in Appendix C of this guide and in the participant handouts	**TIME** 10 minutes **TOTAL TIME** 10 minutes

OBJECTIVE

- Inform early years providers on their roles in Facilitating Active Play using the Active Play and Physical Literacy Everyday (APPLE) model

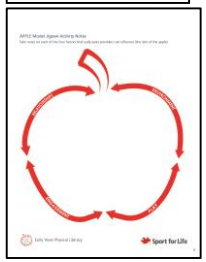
SAY

- Review **"Active Play & Physical Literacy Everday (APPLE) Model"** handouts (www.earlyyearsphysicalliteracy.com)
  - **Environment**: opportunity, exposure, curiosity
  - **Play**: exploration, practice, joyful
  - **Engagement**: modeling, active supervision, participation
  - **Relationships**: child-led, encourage, challenge

DO

- Jigsaw Activity: Each table group is assigned one of the four principles of active play (the skin of the apple). They become the experts on that component of active play.
  - Give each group about 5 minutes to answer: "What do they do to ensure a stimulating environment, joyful play, engagement, and participation?"
  - Ask participants at each table to number themselves 1 through 4. All the ones will meet at one table, the twos at another, and so on. You will need to supervise the numbering to ensure that groups are relatively equal.
  - At the new table groups, share what was discussed in expert groups for another 5 minutes or so.
  - Instruct each participant that there is the "**APPLE Model Jigsaw Activity Notes"** handout for them to record their ideas
- For 15 minutes, discuss:
  - how the APPLE Model might guide planning and meet provincial requirements for play
  - the roles participants see themselves in when facilitating play. Be sure to explore new or novel ideas or ones that don't seem to have general consensus
  - other early years provider roles that facilitate play
    - Observation (e.g. see what children are interacting with and skills needing a more guidance)
    - Planning (e.g. set out different equipment in the play space to be explored and

HANDOUTS



discovered) ▪ Balance between structured and unstructured play (e.g. play a short game at start of outdoor time, then have unstructured play) ▪ Identify C:D:C ratios – communication that connects (direct and meaningful interactions), directs (telling children what to do), and corrects (telling children what not to do).	
NOTES	**TIME** 25 minutes **TOTAL TIME** 35 minutes

OBJECTIVE

- Discuss physically literate indoor spaces.

SAY

- We are often taught to create indoor environments that discourage too much physical activity; for example, ensuring that there aren't long clear areas that might encourage running or removing objects that invite climbing.
- And yet we are conscious of ensuring environmental literacy in the playroom by labeling objects, locating paper and pencils in the housekeeping centre for making shopping lists, and providing books along with magnifying glasses at the science centre.
- When we see **physical literacy as one of the many literacies** (including language, reading, writing and math) that we provide for children, how might we envision and create a physically literate indoor environment?
- View the photos of an early years setting in the "**Indoor Spaces that Develop Physical Literacy"** handouts (2 pages). What in the photo helps or hinders and active space? How might the ideas from the images in the collage be implemented in your space? Why or why not?

DO

- Guide discussion about how early years providers have been taught or expected to create an indoor environment that often eliminates opportunities for physical activity and physical literacy.
- Ask participants "Remember that physical literacy is one of the many literacies young children need to develop. How does this simple idea change the perspective of designing indoor spaces?"
- Using the "**Indoor Spaces that Develop Physical Literacy**" handout (2 pages), lead discussion of the photos and brainstorm a list of ideas. Read these suggestions to get started:
    - Bring in a small net and soft balls, bean bags, felt cubes, or balled up paper for children to practice throwing and catching
    - Create a small balance centre using planks or masking tape on the floor
    - Draw out a hopscotch on the floor using tape or chalk
    - Create "stepping stones" for children to use as they go to the washroom
- Ask participants what is new and exciting? What ideas do they already do, or have they seen?
    - As a group, use the "**Designing an Indoor Environment**" handout to explore the 6 questions derived from "*How Does Learning Happen?".*

HANDOUTS

▪ Are there other questions we should ask?	
NOTES • The indoor environments module and outdoor environments module both cover the 6 reflective questions. Adjust the time spent on these questions accordingly based on the experience of the participants. • "How Does Learning Happen?" can be found in Appendix B of this guide and in the participant handouts. • The reflective questions, and others, can be found in Appendix D of this guide.	**TIME** 10 minutes **TOTAL TIME** 45 minutes

OBJECTIVE
• Create stimulating design for an indoor space.
 	
SAY
 	
DO
• In table groups, ask participants to discuss all previous ideas and create a stimulating design for an indoor space.
• Participants may use the handout titled "**My Stimulating Indoor Environment**" provided or create a group space on flip chart paper to post so that others can see.
• Consider how to add to your existing indoor environments objects that promote curiosity, exploration, and motivates the child to move. Consider:
  ○ Type of indoor space
  ○ Ages of children
  ○ Materials and equipment available
• Reference the 6 reflective questions from "*How Does Learning Happen?"* in the handout as a guide.
• When complete have each table share the key points/purpose of their drawing.
	HANDOUT
	 

NOTES • The reflective questions, and others, can be found in Appendix D of this guide.	**TIME** 15 minutes **TOTAL TIME** 60 minutes

OBJECTIVE • Review concepts from the workshop. **SAY** • Any questions or comments of what we have learned today? **DO** • Refer to "**Resources"** handout	**HANDOUT**  Resources Early Years Physical Literacy, APPLE Model Ontario Early Learning Resources: How Does Learning Happen Early Learning for Every Child Today Sport for Life Early Years Physical Literacy Sport for Life
NOTES	**TIME** 1 minute **TOTAL TIME** 61 minutes

OBJECTIVE • Acknowledge partners in project **SAY** • This project is supported by Government of Ontario, Sport for Life Society, and Early Years Physical Literacy research group from Alberta. • Any questions? **DO** • Have participants fill out their certificates (Date and Name)	**CERTIFICATE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 62 minutes

Module 4: Outdoor Environments

OBJECTIVE

- Introduce yourself, objectives of workshop, and any housekeeping matters. Get to know the people in the room. Create comfortable space for movement and discussions.

SAY

- Ask all participants to introduce themselves.

DO

- It may be that everyone knows each other already in which case you may want to start by doing a simple physical activity that you enjoy. For example, “Rock, Paper, Scissors, Squat”:
  - Have participants pair up with someone next to them.
  - They play rock, paper, scissors. Whoever wins squats (they get the benefit of the exercise) and stays in a squat position until they lose. If they lose they stand back up and partner squats.
  - Play for about 30 seconds and switch partners. This time use your non-dominant hand to play rock, paper, scissors.
  - Play for about 30 seconds and switch partners one last time. This time you each balance on one foot and stay on one foot even in the squat position. Change balance foot each round.
- If people don’t know each other, consider using an icebreaker that will have everyone meet. For example, “Snowball Fight”:
  - Give a piece of paper and pen/marker to each participant.
  - Have them write or draw on the piece of paper their name, favourite childhood food and favourite childhood physical activity.
  - Scrunch up the piece of paper into a ball.
  - Recite the rhyme to the group: Stand side on, make a star, point your finger, throw it far.
  - Have the group follow the instructions in the rhyme and to throw the snowball across the room. Pick up another snowball and throw it again. Repeat a few times.
  - Finally, have everyone find a snowball, unfold it, and introduce the person on the page to the group.
  - If a large group, have the participants walk around each other trying to find the person that they have on their paper.
- Discuss the objective of the module.

NOTES	**TIME** 10 minutes **TOTAL TIME** 10 minutes
• Materials: ○ Handouts & certificates	

OBJECTIVE • To explore the topic of Risky Play **SAY** **DO** • Tolerance spectrum activity ○ Show one of the two videos below or another of your own choice (these videos are often promotional for various outdoor schools and are frequently removed so check links before the workshop!) ▪ https://www.youtube.com/watch?v=Jkiij9dJfcw (Kids Gone Wild – Denmark, 11.5 min) ▪ https://www.youtube.com/watch?v=okZpg3hEy30 (Acorn Forest Schools – UK, ~4 min) ○ After watching the video, assign one end of the room as "very comfortable" and the other as "very uncomfortable." Ask participants to stand on a spectrum from very comfortable with what was seen in the video to very uncomfortable. People can stand anywhere in between the two ends of the spectrum. ○ Once everyone is in place, ask those who are standing on the very comfortable end of the spectrum to **talk about why they are where they are.** Now ask those on the very uncomfortable end to explain why they are where they are. ○ Open a discussion that includes everyone. Explorations may include: ▪ how participants themselves were raised ▪ how that has changed in today's world ▪ why we are more cautious now then our parents were ▪ how it is different if you are the parent of a child or the educator ▪ questions of liability ▪ parents' expectations	

○ After the discussion, ask if anyone would like to move on the spectrum? **Ask why or why not?**	
NOTES •	**TIME** 10 minutes **TOTAL TIME** 20 minutes

OBJECTIVE

- To explore the topic of Risky Play

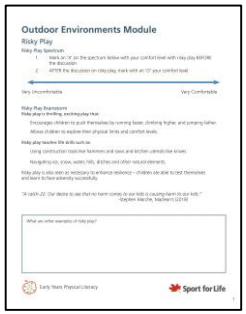
SAY

- **Some people have suggested** that the term **risky play is provocative and should not be used** (why would parents deliberately want their children to engage in something that is risky?).
  - Would **adventurous** or **energetic** play be better?
  - Alberta's curriculum framework, *Play, Possibilities and Participation,* has used the term **dizzy** play. Is that better? Why or why not?
- Is there a relationship between engaging in risky play and enhancing resilience? Why or why not?

DO

- Ask everyone to return to their seats and mark on their handout "**Risky Play Spectrum**" where their position was before and after the discussion on risky play.
- Have a discussion about the definition of risky play, and examples of risky play. Encourage the group to take notes in the "**Risky Play Brainstorm"** space on their handouts:
  - **Risky play** involves the thrill and excitement of children testing themselves and their boundaries to find out what happens. Reference https://outsideplay.ca/#/faq for more information.
  - Examples are:
    - Play where there's a chance of getting lost
    - Play at high speeds, such as cycling really fast
    - Play at heights such as climbing a tree

HANDOUT


Outdoor Environments Module

Risky Play

NOTES

-

TIME 10 minutes
TOTAL TIME 30 minutes

OBJECTIVE • Introduce Nature Play **SAY** • Globally there is a **strong growth of forest/outdoor preschools and kindergartens**. Canada is slowly moving into this type of programming. • Child care settings generally aren't outdoor preschools, but some have the opportunity to make use of whatever natural space might be available (e.g., Woodland Wednesdays or Forest Fridays). • Explore the park down the street, mud puddles after a heavy rain, birds' nests and babies, insects hatching, leaves changing colours. • Consider bringing the outdoors inside. Most licensing and health ministries have provided **guidelines for cleaning and maintaining these materials in the playroom**. • Introducing children to natural space encourages exploratory play and builds appreciation of natural environments. **DO**	
NOTES	**TIME** 1 minute **TOTAL TIME** 31 minutes

OBJECTIVE

- Explore fixed equipment versus loose parts

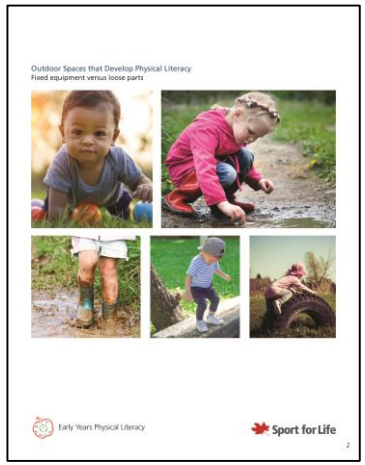
SAY

- Confirm that, in the province where you are conducting the workshop, there are **NO requirements for fixed playground structures** (often misunderstood!). Fixed structures are very expensive to build and to maintain.
- Instead **consider using loose parts**.

DO

- Have participants review the images in the photo collage in the "**Outdoor Spaces that Develop Physical Literacy - Fixed equipment versus loose parts**" handout
- Discuss:
  - What are loose parts? What are some examples of loose parts that participants are already using or have seen?
  - How do children play differently with loose parts? What skills do children use and develop when playing with loose parts?

HANDOUT



NOTES

TIME 5 minutes
TOTAL TIME 36 minutes

OBJECTIVE

- Explore Active and Engaged Supervision

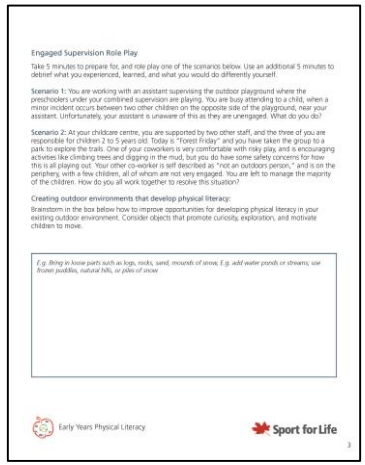
SAY

- **Supervision** seems to be the **largest concern** that most licensing officers have when they visit centres.
- **Outdoor time** should be as an important part of the curriculum and programming as indoor time.
- Sadly, outdoor time seems to be the equivalent of coffee break for many educators where they are seen "supporting the wall instead of supporting the children" (comment from a previous workshop participant!) – a cell phone in one hand and a coffee in the other.

DO

- Engaged Supervision Role Play:
  - Assign participants into groups of 3-4 people to role play one of the scenarios in the "**Engaged Supervision Role Play**" handout
- Give participants 10 minutes to prepare, act, and debrief the scenarios in their small groups.
- As a large group, invite 1 group to re-act their scenario.
- Spend another 5 minutes discussing, in general, what should active engaged supervision look like.
- Ask:
  - What does it look like for different children? In different situations? Why is it essential?
  - What stood out about the role play?

HANDOUT



Engaged Supervision Role Play

Take 5 minutes to prepare for, and role play one of the scenarios below. Use an additional 5 minutes to debrief what you experienced, learned, and what you would do differently yourself.

Scenario 1: You are working with an assistant supervising the outdoor playground where the preschoolers under your combined supervision are playing. You are busy attending to a child, when a minor incident occurs between two other children on the opposite side of the playground, near your assistant. Unfortunately, your assistant is unaware of this as they are unengaged. What do you do?

Scenario 2: At your childcare centre, you are supported by two other staff, and the three of you are responsible for children 2 to 5 years old. Today is "Forest Friday" and you have taken the group to a park to explore the trails. One of your coworkers is very comfortable with risky play, and is encouraging activities like climbing trees and digging in the mud, but you do have some safety concerns for how this is all playing out. Your other co-worker is self described as "not an outdoors person," and is on the periphery, with a few children, all of whom are not very engaged. You are left to manage the majority of the children. How do you all work together to resolve this situation?

Creating outdoor environments that develop physical literacy:

Brainstorm in the box below how to improve opportunities for developing physical literacy in your existing outdoor environment. Consider objects that promote curiosity, exploration, and motivate children to move.

E.g. Bring in loose parts such as logs, rocks, sand, mounds of snow; E.g. add water ponds or streams; use frozen puddles, natural hills, or piles of snow

Early Years Physical Literacy Sport for Life

3

NOTES

TIME 15 minutes

TOTAL TIME 51 minutes

OBJECTIVE

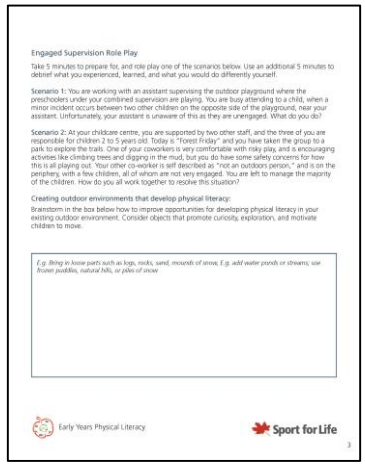
- Explore creating Physically Literate outdoor environments

SAY

DO

- Using the "**Creating outdoor environments that develop physical literacy**" Handout, have participants brainstorm in small groups, recording their ideas in the space provided. Read these suggestions to get started:
  - Add portable equipment and toys such as hoops, balls, balance beams, tunnels, parachutes, bubbles, cones, riding toys
  - Bring in loose parts such as logs, rocks, sand, mounds of snow
  - Teach the children in small groups or one on one how to safely use tools such as hammers and saws and then supervise appropriately
  - Add water ponds or streams; use frozen puddles, natural hills, or piles of snow
  - Access parks and natural areas
- Ask participants what is new and exciting? What ideas do they already do, or have they seen?

HANDOUT


Engaged Supervision Role Play

Take 5 minutes to prepare for, and role play one of the scenarios below. Use an additional 5 minutes to debrief what you experienced, learned, and what you would do differently yourself.

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Creating outdoor environments that develop physical literacy:

Brainstorm in the box below how to improve opportunities for developing physical literacy in your existing outdoor environment. Consider objects that promote curiosity, exploration, and motivate children to move.

E.g. Bring in loose parts such as logs, rocks, sand, mounds of snow; E.g. add water ponds or streams; use frozen puddles, natural hills, or piles of snow

Early Years Physical Literacy Sport for Life

NOTES

TIME 10 minutes
TOTAL TIME 61 minutes

OBJECTIVE

- Create stimulating design for an outdoor space

DO

- In table groups, use the "**Designing an Outdoor Environment**" handout to explore the 6 questions derived from "*How Does Learning Happen?"*. Are there other questions we should ask?
- In their groups, ask participants to review all previous ideas and create a stimulating design for an outdoor space. Participants may use the "**My Stimulating Outdoor Environment"** handout provided or create a group space on flip chart paper to post so that others can see.
- Consider how to add objects to your existing outdoor environments that promote curiosity, exploration, and motivate the child to move.
- Consider:
  - Type of outdoor space
  - Ages of children
  - Materials and equipment available
- When complete have each table share the key points/purpose of their drawing.

HANDOUT

NOTES

- The indoor environments module and outdoor environments module both cover the 6 reflective questions. Adjust the time spent on these questions accordingly based on the experience of the participants.
- The 6 reflective questions, and others, can be found in Appendix D of this guide.

TIME 20 minutes
TOTAL TIME 81 minutes

OBJECTIVE • Review concepts learned in workshop. **SAY** • Are there any questions or comments about what we have learned today? **DO** • Refer to "**Resources"** handout	**HANDOUT** 
NOTES	**TIME** 1 minute **TOTAL TIME** 82 minutes

OBJECTIVE • Acknowledge partners in project **SAY** • This project is supported by Government of Ontario, Sport for Life Society, and Early Years Physical Literacy research group from Alberta. • Any questions? **DO** • Have participants fill out their certificates (Date and Name)	**CERTIFICATE** 
NOTES	**TIME** 1 minute **TOTAL TIME** 83 minutes

Appendix A: Active Start Activities

Activity 1: Balloon Body Toss

Students must try to keep a balloon in the air using various body parts.

Setup

- Give each student a balloon (or equivalent) and have them spread out in the playing space.

Instructions

- The object of this game is to keep the balloon in the air using various body parts (right hand, left hand, alternating hands, right foot, left foot, alternating feet, head, knee, etc.)

Cues

- Coordination
- Balance
- Control

Activity 2: Beanbag Balance

Students practice balancing a beanbag on various body parts.

Setup

- Have participants spread out, and give each a beanbag.

Instructions

- Call out different body parts (E.g. shoulder, back, knee, foot, stomach, thumb, etc.) and have participants balance their beanbag on said body part for five seconds.
- Try to pick funny/challenging body parts to keep it fun.
- You may add a rule that if the beanbag falls off, they must do five jumping jacks or another appropriate exercise.
- You may also increase the time they have to balance the beanbag.

Activity 3: Can you Jump?

Students practice various ways to jump.

Setup

- Have participants stand in a half circle facing you.

Instructions

- Give participants various commands as they jump on the spot:
  - Can you jump…
    - as high as you can?
    - as low as you can?
    - as loud as you can?
    - as soft as you can?
    - as fast as you can?
    - as slow as you can?
    - like a rocket ship?
    - with your feet close together?
    - with your feet wide apart?
    - in the shape of a star?
    - like a frog?
    - like a kangaroo?
    - like a bunny?
    - like a start and then a pencil (jumping jacks)?

Cues

- knees bent
- arms swing back when crouched and forward when taking off
- land softly on the balls of the feet followed by the heels
- arms come back down

Activity 4: Connect It

Students practice their listening skills and body awareness by connecting body parts together that the teacher calls out.

Set up

- Students spread out in the playing area with a good view of the teacher

Instructions

- Students walk freely about the area.
- On a signal, they stop and listen to the teacher calling out two body parts, which each child then has to join together.
- Examples include: elbow to knee, hand to foot, foot to foot, hand to shoulder, hand to hand, knee to ankle, foot to head.

Cues

- Be creative
- Try new positions
- Try to stay still once you connect your body parts

Activity 5: Driving Around

Students practice various locomotor movements while pretending to drive.

Setup

- Students spread out in the playing area with a good view of the teacher.

Instructions

- Tell kids “we are going driving.”
- Call out different instructions as they run around:
    - Speed limit: walking
    - Narrow road: galloping
    - Road construction: leap over pot holes (spots on the floor)
    - Highway driving: running
    - Out of gas: take a break at your spot, and fill up
    - Raining: Windshield wipers (do 5 jumping jacks)

- Stuck in the mud: run in place
- Bumpy road: skipping
- Crosswalk: slow motion walking
- Flat tire: hopping (one foot)
- Ambulance coming: run to closest wall

Cues

- Jumping jacks
- Rocket ship, straight
- Gallop
- Step together
- Let your back foot catch your front foot
- Skipping
- Step hop, step hop

Activity 6: Safari Adventure

Students practice various locomotor movements while pretending to move like various animals.

Setup

- Have students spread out at one end of the open activity space.

Instructions

- Call out the name of an animal (snake, monkey, elephant, giraffe, frog, cheetah, rabbit, lion, and flamingo).
- Students then move towards the opposite end of the space performing the animal movement.

Cues

- It's not a race
- Try to be the best animal you can!
- Watch out for others

Appendix B: How Does Learning Happen?

Foundations	Goals for Children	Expectations for Programs
Belonging	Every child has a sense of belonging when he or she is connected to others and contributes to their world.	Early childhood programs cultivate authentic, caring relationships and connections to create a sense of belonging among and between children, adults, and the world around them.
Well-Being	Every child is developing a sense of self, health, and well-being.	Early childhood programs nurture children's healthy development and support their growing sense of self.
Engagement	Every child is an active and engaged learner who explores the world with body, mind, and senses.	Early childhood programs provide environments and experiences to engage children in active, creative, and meaningful exploration, play, and inquiry.
Expression	Every child is a capable communicator who expresses himself or herself in many ways.	Early childhood programs foster communication and expression in all forms.

Appendix C: ELECT Principles

Elect Principles
Principle 1: Positive experiences in early childhood set the foundation for lifelong learning, behaviour, health, and well-being.
Principle 2: Partnerships with families and communities are essential.
Principle 3: Respect for diversity, equality, and inclusion is vital.
Principle 4: An intentional, planned program supports learning.
Principle 5: Play and inquiry are learning approaches that capitalize on children's natural curiosity and exuberance.
Principle 6: Knowledgeable, responsive, and reflective educators are essential.

Source: Early Learning for Every Child Today: www.edu.gov.on.ca/childcare/excerpts.html

Appendix D: Creating Contexts for Learning through Exploration, Play, and Inquiry

Engagement: Creating Contexts for Learning through Exploration, Play, and Inquiry

(How Does Learning Happen, p.38)

1. If we see all children as curious, competent, and capable of complex thinking, how will this be reflected in the environment?
2. How could greater complexity and challenge be integrated into the environment?
3. How do you know when children are fully engaged? Based on your observations of individual children, when are they most engaged?
4. Consider how the environment and experiences that you provide for children engage them. What draws them in?
5. What areas of the environment do not attract children? Why might this be? What changes might be needed?
6. What barriers exist that may limit some children's ability to engage in active exploration, play, and inquiry? What adaptations and changes might be made to ensure the inclusion and participation of every child?
7. How does the flow of the day (e.g., daily schedule, routines, transitions) allow children to make choices (e.g., to engage in in-depth exploration over several days; to relax and do nothing; to reflect on their experiences)?
8. What questions and theories do the children seem to be exploring through their play? What are they wondering about in the ways they use materials (e.g., what does their non-verbal communication tell you)? How can you make these visible?
9. What are families noticing at home? What next steps might you take, based on these observations, to support more complex play and inquiry? For example, how can the children's questions and theories be tested, revised, and communicated?
10. What questions do you have? What sparks your curiosity? Since educators are researchers within their programs or communities, what would you like to investigate further in your program?
11. How would you further complete this investigation with your colleagues or with the children in the program?