



Physical Activity Facilitator Toolkit

Creating Sustainable Change in

Early Childhood Education



Photo kindly supplied by Rural Scholars, Early Learning Centre

*A WAVE document created with the support of
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Small Steps Big Steps*

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WAVE (Wellbeing and Vitality in Education) seeks to shape a brighter, healthier future for the tamariki and whānau of South Canterbury. Working in partnership, WAVE and ECE plan healthy activities based on clear evidence and feedback, using an inquiry model for positive change.

The whole framework is focused on making the healthy choice the easy choice for tamariki and whānau.



In making 'the healthy choice the easy choice' for whānau and tamariki, WAVE supports ECE in a sustainable approach to health and wellbeing for kaiako and tamariki.

Contents

This toolkit focuses on providing intentional physical activity in an ECE environment. It provides kaiako and whānau with tools to plan, review, implement and celebrate regular physical activity for cognitive learning. The toolkit contains sections about:

- *Significance of physical activity in brain development*
- *Elements of Physical Development*
- *Team review of Physical Activity*
- *Essential Equipment for Daily Teaching and Learning*
- *Self-Reflection- for staff/educators*
- *Capturing Success*
- *Reaching out*

BRAIN DEVELOPMENT

Babies are born with instinctive survival functions which originate in the brain stem. As they begin to explore their physical world, these reflexive functions are replaced with conscious movement.

Through this physical interaction with the world, the Cerebellum is stimulated to develop and the brain begins to make connections. This is the launching pad for higher brain function.

By providing a daily diet rich in Physical Activity experiences, we are helping to unlock children's full potential for learning.

Limbic System

Emotions

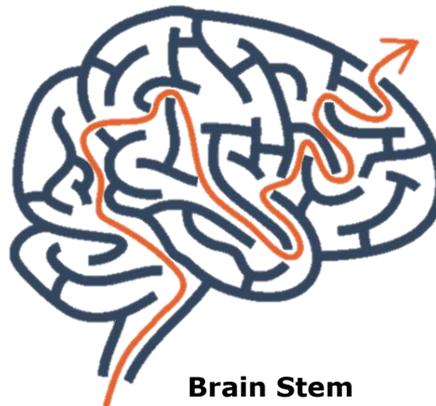
Interpreting body language

Cerebellum

Physical movement

Muscle control

Fundamental Movement Patterns



Brain Stem

Survival functions

Frontal Cortex

Formal learning

Abstract thinking

Symbolic understanding

Consequences

Creativity

The Senses

Senses gather information for all parts of the brain to process. Processing of sensory information is so important that it happens in all parts of the brain. Includes balance & intuition

Reference: A Moving Child is a Learning Child; Gill Connell and Cheryl McCarthy, Free Spirit Publishing Inc. ©2014

Elements of Physical Development

Understanding the basic elements of physical development helps us to plan a balanced daily diet of physical activity that will stimulate children’s brains and bodies, giving them the best possible start to learning.

Sensory Development

- The Senses – developing sight, smell, hearing, taste, touch
- Balance (Vestibular system) – developing posture, balance, alertness, concentration, stillness
- Intuition (Proprioception) – developing spatial awareness, body management, subconscious understanding of self

Motor Development

- Power – developing strength, stamina, flexibility, agility
- Co-ordination – developing mid-line, dominance, body rhythm
- Control – developing pressure, force, pace

Categorising Games and Activities

<i>Sensory Development Activities</i>			<i>Motor Development Activities</i>		
The Senses	Balance	Spatial Awareness	Power	Co-ordination	Control
Textural play	Rolling, spinning, swinging, rocking	Using tunnels: in, out, on, under, through	Locomotor activities: run, jump, hop, skip, climb	Crawling, climbing, hopping, marching	Changing pace
Activities to music	Balance beams and benches	Using inclines	Tumbling and stretching	Ball play	Throwing, catching, batting, bouncing, rolling
Eye tracking activities	Upside down play	Pushing, pulling	Pushing, pulling	Stepping stones	Target games
Sorting, sequencing, patterning	Stopping, landing, freezing	Lifting, carrying	Hanging from hands	Activities to music	Fine motor activities

Team Review of Physical Activity

Use this review check list to identify what is or isn't happening around intentional physical activity in your ECE.

This will support your team to understand the factors that create a successful and sustainable environment for tamariki.

Work through this as a team.

Physical Activity Review	Yes	No	Comments
Ethos and Environment			
Internal relationships; Communication; Vision, values and culture; Procedures and guidelines; Structures and capacity; Physical, social, emotional environment; Leadership and management practice			
Do you have a physical activity champion in your ECE?			
Does your team consistently role model behaviours and practices that support being physically active?			
Do tamariki have access to safe and well maintained physical activity equipment that is stored in an organised manner?			
Do you complete a physical activity inventory once a year?			
Do you have written documentation, focusing on physical activity that reflects the vision, values and culture of your ECE?			
Does management prioritise and encourage physical activity professional development i.e. Small Steps Big Steps?			
Does your team have access to an annual physical activity equipment budget?			
Do you have processes in place to provide support for each other, troubleshoot challenges and share successes?			
Curriculum, Teaching and Learning			
Skills, knowledge and attitudes; Teaching and learning methods; Health and physical education programmes; Resources; Health integrated across the curriculum			
Does your team identify and document physical activity opportunities in your formal programme assessment, planning and review cycle?			
How do you support hauora aspirations for Māori tamariki and whānau?			
Does your team encourage physical literacy for physical competence and enjoyment in the programme: i.e. theories for making sense of the natural world?			
Are all members of your team confident in teaching intentional physical activity?			

Physical Activity Review	Yes	No	Comments
Does all the team promote consistent positive physical activity messages to each other, tamariki and whānau?			
Does your programme reflect and enhance cultural diversity of physical activity opportunities?			
Do you have regular times / events where physical activity opportunities are celebrated i.e. Wheels day / week, Let's Get Going programme?			
Does your ECE provide the following – <ul style="list-style-type: none"> ▪ <i>Opportunities to develop the senses</i> (variety of textured surfaces) ▪ <i>Opportunities to develop balance</i> (rolling, spinning, swinging, upside down play) ▪ <i>Opportunities to develop spatial awareness</i> (tunnels, inclines, pushing, pulling, lifting, carrying) ▪ <i>Opportunities to develop power</i> (run, jump, hop, skip, climb, tumbling) ▪ <i>Opportunities to develop co-ordination</i> (crawling, climbing, hopping, marching, music) ▪ <i>Opportunities to develop control</i> (changing pace, throwing, catching, batting, bouncing) 			
Links and Partnerships Wider community; Consultation; Communication; Links to supporting organisations; Transition processes			
Do you distribute physical activity information to whānau, including ways to participate alongside and that benefits their tamariki?			
Do you promote physical activity in your newsletter, face book, emails and website?			
Do you utilise community resources i.e. local parks, neighbouring school grounds?			
Do you partner with other organisations to promote and support your physical activity programme i.e. community health professionals?			
Does your team encourage whānau contribution into the physical activity programme?			
Do you support and engage with community events i.e. Aotearoa Bike Challenge?			
Comments, thoughts, ideas			

Essential Equipment for Daily Teaching and Learning

SENSORY DEVELOPMENT

Activity	Essential equipment Identify what you have	How is equipment currently used	Other opportunities with this equipment	New equipment wish list
DEVELOPING THE SENSES – sight, sound, smell, taste, touch <i>The senses gather information for all parts of the brain to process. Experiences that involve multiple inputs (physical, sensory, emotional) help to cement learning in the brain.</i>				
Textural play	Spikey balls* Kush balls* Sandpit Play dough and goo Jumping mats (various surfaces) Natural indoor/outdoor surfaces (rough, smooth, bumpy etc.)			
Activities to music	Music & Movement resources – varying tempo, styles, full body movements			
Eye Tracking	Feathers Bubbles Balloons Ribbons* Large soft balls*			
Sorting, sequencing, patterning	Beads & counters Stacking cups Ground spots for foot patterning games* Sets of matching coloured hoops/bean bags/scarves*			

* Physical Activity Equipment available to borrow from the WAVE Resource Centre

Activity	Essential equipment Identify what you have	How is equipment currently used	Other opportunities with this equipment	New equipment wish list
DEVELOPING BALANCE – posture, balance, alertness, concentration, stillness <i>Stimulation of the vestibular system is key to enable children to maintain concentration and stillness and be ready for formal learning.</i>				
Rolling, spinning, swinging, rocking	Ropes Swings (formal and informal) Bars of various heights			
Balancing activities	Low benches & planks * Tyres Scooter boards* Foam shapes* Balancing blocks (textured) * Stepping stones & blocks			
Upside down play	Jungle gym			
DEVELOPING INTUITION - spatial awareness, body management, subconscious understanding of self <i>Important in helping children to understand how they fit into their world. Children with a well-developed proprioceptive system are less likely to bump into things and others.</i>				
In, on, under, through activities	Hoops* Crawling tunnels* Boxes & crates Hut making equipment (chairs, tables, planks, rugs etc.)			
Using inclines	Natural environment Planks and tyres			
Pushing and pulling activities	Trolleys Wheel barrows Scooter boards* Ropes*			
Lifting and carrying activities	Boxes, Buckets Crates and containers Egg & Spoon set*			

* Physical Activity Equipment available to borrow from the WAVE Resource Centre

MOTOR DEVELOPMENT

Activity	Essential equipment Identify what you have	How is equipment currently used	Other opportunities with this equipment	New equipment wish list
DEVELOPING POWER - strength, stamina, flexibility, agility (upper and lower body) <i>Allows children to interact with their world confidently and accept new challenges.</i>				
Locomotor activities - run, jump, hop, skip, climb	Ladders & climbing ropes Jumping spots Hoops* Skipping ropes* Jumping sacks* Natural inclines Obstacle course			
Tumbling and stretching	Soft mats Foam shapes* Smaller Swiss balls			
Hanging	Bars of various heights Climbing ropes			
DEVELOPING COORDINATION - midlines, left / right dominance, body rhythm <i>Midline development boosts connections in the brain that enable whole brain thinking. A well-developed sense of coordination will assist children with all aspects of their learning and give them confidence and symmetry in movement.</i>				
Crawling, climbing, hopping, marching	Crawling tunnel* Ladders Running ladder* Ground spots for foot patterning games* Stepping stones & blocks* Climbing net			
Ball play	Soft balls of various sizes and textures* Small balls Large balls Moon Hopper*			

* Physical Activity Equipment available to borrow from the WAVE Resource Centre

Activity	Essential equipment Identify what you have	How is equipment currently used	Other opportunities with this equipment	New equipment wish list
Activities to Music	Music & Movement resources - varying tempo, styles, full body movements Ribbons* Scarves* Rākau sticks*			
DEVELOPING CONTROL – understanding pressure, force, pace <i>Body control is essential in learning to start and stop on command and to land safely. Aids understanding of how much force is required to move themselves and other objects. Assists with pencil grip.</i>				
Changing pace & direction	Cones* Hoops and bean bags* Low beams & benches for jumping off Traffic Light activity cards (Red, Yellow, Green) Ground spots for agility games* Obstacle course			
Throwing, catching, batting, bouncing, rolling	Balls of various sizes and weights* Bats with large strike surface* Bats with small strike surface*			
Target games	Buckets & boxes Target walls * Hoops* Bean bags* Skittles* Hammering equipment			
Fine Motor activities	Feathers Paint brushes large and small Play dough and goo Crayons, pencils etc. of various sizes			
<i>Thoughts, ideas and comments</i>				

* Physical Activity Equipment available to borrow from the WAVE Resource Centre

Self-Reflection

These questions are helpful to think about when deciding to focus on intentional physical activity for tamariki.

You may like to make some notes to help clarify your thoughts.

 *What do you know and understand about the link between physical development and learning?*

 *How confident are you in delivering a range of physical activity experiences?*

 *What and how often do you "intentionally teach" physical activity?*

 *How do you engage all children, regardless of age and ability, in physical activity experiences?*

 *How do you utilise the physical activity resources and equipment available to you?*

 *What physical activity professional development have you undertaken in the past?*

 *Reflecting on that professional development (if any), what was of greatest value to you?*

 *What would you like support with, or information on, to empower you to regularly deliver a range of physical activity experiences?*



Capturing Success

Use a variety of media – video, photos and stories, to capture what you have noticed along the way. Jot down a few sentences to help you get started

<i>Why did we start ...</i>	<i>What we did ...</i>
<i>What we discovered ...</i>	<i>What we'll do now ...</i>
<i>Anything else ...</i>	



Reaching Out

Information focusing on best practice physical activity learning for tamariki and support for kaiako and whānau, is readily available on the internet.

These websites support positive messages appropriate for ECE in a New Zealand context.

1. **WAVE Resource Centre** – www.wavesouthcanterbury.co.nz
 - Variety of equipment and books
 - Health and wellbeing information on website

2. **Healthy Kids** – www.healthykids.org.nz
 - Whānau recipes
 - Activity ideas
 - Charts and resources

3. **Ministry of Health** – www.health.govt.nz
 - Active Play Guidelines for Under 5's videos, posters, songs etc

4. **Sport Canterbury** – www.sportcanterbury.org.nz
 - Community Sports Advisors; phone: 03 686 0751
 - Support and planning in Sport Start programmes

5. **Sport New Zealand** – www.sportnz.org.nz
 - Active Movement downloadable resources for kaiako and whānau

6. **Brainwave Trust** – www.brainwave.org.nz
 - Early Years programme
 - Downloadable newsletters and articles suitable for whānau

7. **Heart Foundation** – www.heartfoundation.org.nz
 - Healthy Heart Award programme

8. **Lee King, Physical Activity Advisor; Small Steps Big Steps** - leeking39@gmail.com
 - On-site workshops
 - Activity Resource Cards