



Expertise  
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## Feel and Share the Movement

Physical Activity Program for Supporting Social-Emotional Development of 3-5-year-olds in English Speaking Day Care

Metropolia University of Applied Sciences

Bachelor of Social Services

Degree Programme in Social Services

Bachelor's Thesis

Spring 2020

Authors Title	Janni Aras, Iva Voncina Feel and Share the Movement - Physical Activity Program for Supporting Social-Emotional Development of 3-5-year-olds in English Speaking Day Care
Number of Pages Date	40 pages + 4 appendices Spring 2020
Degree	Bachelor of Social Services
Degree Programme	Social Services
Specialisation option	Early Childhood Education and Care
Instructors	Satu Hakanen, Senior Lecturer Jukka Törnroos, Senior Lecturer
<p>The aim of this thesis was to prepare a physical activity program for supporting children, aged 3-5, in developing their social-emotional skills and competence in addition to developing motor skills. Children need support in social-emotional development in early childhood. Majority of the children also do not get the recommended 3 hours of physical activity on a daily basis, which is why physical activity program was chosen as a support method. The program was designed for a group of children in a private, English speaking day care, so the program was also planned to support the development of English vocabulary.</p> <p>The physical activity program was planned considering the individual learning plans of the children. The physical activity sessions included activities in which various social-emotional skills, such as sharing, waiting for one's own turn, working together with others, expressing one's own emotions and naming emotions, were practiced. Working in pairs and in small groups were used as methods for making positive impact on the target skills.</p> <p>The physical activity program consists of four sessions, two indoors and two outdoors. Each session was designed to last 30 minutes, including activities with different intensity levels. The physical activity program was adapted to the day care environment and planned so that it could be modified and implemented by teachers with different skills. The program also serves as a tool for empowering teachers as it contains recommendations on how to plan and implement physical activity in the real working conditions in day care.</p>	
Keywords	early childhood education and care, physical activity, physical education, social-emotional development, social-emotional skills, language development, social pedagogy, Common Third, empowerment

Tekijät Otsikko	Janni Aras, Iva Voncina Tunne ja jaa liike – Liikuntaohjelma 3-5 vuotiaiden lasten sosioemotionaalisen kehityksen tukemiseen englanninkielisessä päiväkodissa
Sivumäärä Päivämäärä	40 sivua + 4 liitettä Kevät 2020
Tutkinto	Sosionomi (AMK)
Tutkinto-ohjelma	Sosiaaliala
Suuntautumisvaihtoehto	Varhaiskasvatus
Ohjaajat	Satu Hakanen, Lehtori Jukka Törnroos, Lehtori
<p>Tämän opinnäytetyön tavoitteena oli suunnitella 3-5-vuotiaille lapsille liikuntaohjelma, joka tukisi fyysisen kehityksen ja motoristen taitojen lisäksi myös heidän sosioemotionaalisia taitojansa. Lapset tarvitsevat tukea sosioemotionaaliseen kehitykseensä varhaislapsuudessa. Lisäksi suurin osa lapsista ei saa suositeltua kolmea tuntia liikuntaa päivässä ja tästä syystä liikuntaohjelma valittiin tuen välineeksi. Liikuntaohjelma suunniteltiin lapsiryhmälle yksityisessä englanninkielisessä päiväkodissa, joten ohjelman tavoitteena oli myös englanninkielisen sanaston kehittymisen tukeminen.</p> <p>Liikuntaohjelma suunniteltiin ottaen huomioon lapsiryhmän lasten varhaiskasvatussuunnitelmat. Ohjelma koostui liikuntaharjoitteista, joissa harjoiteltiin erilaisia sosioemotionaalisia taitoja, kuten jakamista, oman vuoron odottamista, yhdessä toimimista, omien tunteiden ilmaisemista ja tunteiden nimeämistä. Pari- ja ryhmätyöskentely toimi ohjelmassa menetelmänä, jonka avulla taitoihin pyrittiin vaikuttamaan positiivisesti.</p> <p>Liikuntaohjelma koostuu neljästä liikuntakerrasta, joista kaksi sijoittuu sisätiloihin ja kaksi ulos. Jokainen liikuntakerta suunniteltiin kestämään 30 minuuttia ja sisältämään harjoitteita, joissa on eri tasoinen kuormittavuus. Liikuntaohjelma sovitettiin päiväkotiympäristöön ja suunniteltiin niin, että sitä voisivat hyödyntää opettajat, joilla on erilaisia taitoja. Tämä opinnäytetyö toimii siis myös välineenä varhaiskasvatuksen opettajien voimaantumiseen liikuntakasvatuksen saralla, sillä se sisältää suosituksia opettajille liikuntakasvatuksen suunnitteluun ja toteuttamiseen päiväkodin työolosuhteissa.</p>	
Avainsanat	varhaiskasvatus, liikunta, liikuntakasvatus, sosioemotionaalinen kehitys, sosioemotionaaliset taidot, kielen kehitys, sosiaalipedagogiikka, yhteinen kolmas, voimaantuminen

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## 1 Introduction

Humans are social and emotional beings in a complex social world. Humans live and learn together, so having the competence to interact, communicate and create as well as maintain meaningful relationships is essential. Learning social skills already in early childhood can be even considered as “a priority” (Dowling 2014, p. 34) due to its importance for future life. Emotional skills on the other hand aid in creating positive and supportive relationships (Denham 2019 p. 494) and emotional abilities have even bigger role than previously thought in leading a fulfilling life (Dowling 2014, p. 90).

However, as social-emotional skills do not develop in a vacuum, children need interaction and support in their social-emotional development. For example, Määttä et al. (2017, pp. 8) highlight early childhood teachers’ role in supporting children’s social-emotional development. Määttä et al. (2017, p. 8) also point out how common social-emotional issues and difficulties in regulating emotions and behavior are even before school age and Kilic & Güngör Aytar (2017, p. 186) stress that children’s social and behavioral needs increase in primary school, which is why support already in early childhood education is important.

Supporting social-emotional development in early childhood has been studied widely and many professionals and students of early childhood education and care (ECEC) have touched on the subject. However, Määttä et al. (2017 pp. 28-30, 46) indicate that there is a need for more knowledge and practice of using concrete methods for supporting social-emotional development in Finland. Also, using physical activity (PA) as a method seems to be less studied when compared to many other methods and interventions (Takala 2014, p. 34), even though there is evidence on the successfulness of using PA program as a method in supporting social-emotional skills (Tsangaridou, Zachopoulou, Liukkonen, Gråsten & Kokkonen 2013). Thus, creating a PA program was chosen as the method of supporting social-emotional skills in this thesis project, which was also natural as one of the authors of this thesis is a physical education teacher.

The selection of PA program as the method was also highly influenced by the documented lack of sufficient PA of preschool aged children in Finland, as the majority do not get the recommended 3 hours of physical activity per day (Kyhälä, Reunamo & Ruismäki 2018; Ministry of Education and Culture 2016), which is alarming taking into consideration the impact of PA on a child’s overall well-being and development. Ministry of Edu-

education and Culture (2016 pp. 27-33) in fact advocates that structured PA should be organized weekly for a group of children and daily for individual children, which is not happening in all day cares, including the day care partnering in this thesis project.

Consequently, the developmental task of this functional thesis was formulated as creating a PA program for supporting social-emotional development of 3-5-year-olds. The authors aim with this thesis project to increase the amount of PA in a day care, while focusing on supporting social-emotional skills. The authors also hope that this project can promote ECEC teachers' competence and empower them, both in supporting the development of social-emotional skills and in planning and implementing PA sessions. Moreover, as the PA program was to be implemented in an English speaking day care, the aspect of language learning was also considered in the project. This aspect is in fact very current as the popularity of early childhood education and care in English seems to be growing in Finland (STT 2019).

The PA program's name "Feel and share the movement" was created from the idea of incorporating emotions with social-natured PA and movement, as well as with the hope of spreading the awareness of the importance of PA in early childhood education, and its possibilities in supporting social-emotional development.

## **2 Early childhood education and care in Finland**

In Finland, early childhood education and care is part of the education system (Opetushallitus 2018, p. 7). Finnish early childhood education and care, or shortly ECEC, is an entity of goal-oriented education, instruction and care with a stress on pedagogy, and it is meant for supporting children's well-being, growth, development and learning (Varhaiskasvatuslaki 2018/540 2 §; 3§).

ECEC in Finland is guided by the Act on Early Childhood Education and Care (Varhaiskasvatuslaki 2018/540) as well as the National Core Curriculum for Early Childhood Education and Care (Opetushallitus 2018). Acting according to these documents is mandatory to all ECEC providers. ECEC providers also create local as well as unit and group specific curricula in accordance with these documents, and each child has their own individual ECEC plan (Varhaiskasvatuslaki 2018/540 21 §). The individual plans are prepared by the child's ECEC teacher in cooperation with the child and the guardians. In the individual plan, the needs and strengths of the child are made visible and pedagogical

goals are set. These goals are taken into consideration when planning activities in ECEC. (Finnish National Agency for Education 2020; Opetushallitus 2018, pp. 9-11.)

At the core of the Finnish ECEC system are children's rights, such as the best interests of the child and the right to well-being. Many of these rights are closely related to the subject of this thesis project, such as the children's right to express themselves and to receive information on how to deal with emotions and conflicts. Children have also the right to be themselves and members of their community, which is essential for learning as well as participation of a child. ECEC is also meant to guide children towards healthy and sustainable living, which encompasses among other aspects, supporting their social-emotional development and PA. (Opetushallitus 2018, pp. 20-21, 26.)

Finnish ECEC system acknowledges that children have active agency and they grow, develop and learn in interaction with others. According to the core curriculum for ECEC, learning involves "skills, knowledge, actions, emotions, sensory perceptions, bodily expression and thinking", and learning happens by observing, imitating, examining, playing, moving, exploring and expressing oneself. The PA program created in this thesis project encompasses the all these main aspects and ways of learning. (Opetushallitus 2018 pp. 21-22.)

### **3 Working life partner**

The working life partner in this thesis project is a day care located in the metropolitan area of Finland and it was selected as the partner because one of the authors of this thesis is currently working there. This day care is a private day care, specialized in English language being fully English speaking.

The developmental task of this thesis stems from the needs of 3-5-year-old children in general, but also from the needs of a specific group of children at the day care partnering in this project. The child group has two ECEC teachers, out of whom one is the author of this thesis. The group has 14 children, out of which 12 are girls and 2 are boys. The children are aged 3-5, majority them being about 4 years old. All the children of the group have their own individual ECEC plan and based on these individual plans as well as the operational plan of the unit, a plan for the whole group has been prepared by the teachers of the group. In the group's plan, one of the main pedagogical objectives is to support

social-emotional development of the children. This includes aspects of identifying, naming and expressing emotions in acceptable manner, emotional self-regulation and self-esteem. For example, dealing with trials and disappointment as well as sharing and waiting for one's own turn is challenging for some of the children. Moreover, creating meaningful peer relationships and friendships in their group has been an aspect of support for some of the children, in order for them to feel like they belong in the group. The children in the group have different social-emotional skills in comparison with each other, but they can all improve and practice their skills and the more skillful ones can support those that are still practicing the skills they already are more advanced in.

Additionally, as the day care's specialization is in English language, but the majority of children in the group are not native English speakers, and all are not yet fluent in English language, there is a pedagogical emphasis on supporting English vocabulary development. For example, regarding emotions some of the children in the group are already quite good at telling how they feel in their native language, but they need support and practice in explaining themselves in English. The authors have also noticed that using a language that the children do not yet master, can create challenges, for instance when finding out why a child is upset, or when comforting a child or helping to solve a conflict.

Increasing the amount of PA is also very significant in this group as the group's teachers have felt that the children have not been physically activated enough and many of the children seem not to get the recommended 3 hours of PA per day. The lack of PA includes both the structured physical activity sessions planned by the teachers, as well as the children's free and independent PA indoors and outdoors. During free play and activity times indoors, children have previously been encouraged not to run and jump in order to avoid collisions with others. Outdoors on the other hand, many of the children have been playing in the sandbox rather than joining in physically active forms of play. Regarding structured PA sessions, the teachers have not held them every week. It could also be said that the children of the group get mainly low and moderate physical activity and not a lot of vigorous activity, so the amount of vigorous activity could be increased.

The need for increasing PA has been a motivator for this thesis, but this thesis project has also motivated the group's teachers to start doing more in regards of PA, such as finding suitable places indoors for active children to build obstacle tracks or encouraging them to do physical exercises in order to let the energy out instead of forbidding them and directing them to calm activities. The teachers have also been trying to activate the

children more outdoors for example to play tag or other physical games by joining in themselves. Also, the teachers have some songs with movement and dance as well as short physical exercises often as a part of their morning circle. However, there is still need for increasing the amount of structured PA sessions and increasing the amount has also been a request by the day care's manager.

The lack of structured PA sessions is partly due to the lack of a sports hall at the day care and the group's room has some obstacles, that will be discussed more later, which perhaps has reduced the teachers' initiative to organize structured PA sessions. Occasionally the teachers have used a nearby field as an environment for PA, however during winter's wet weathers it was not an inviting place for this. The lack of structured PA sessions is also an aspect of reflection for the teachers themselves, and briefly, it can be said that the teachers have not felt like planning and implementing PA sessions is their strong competence and planning PA sessions takes quite long, considering the limited amount of planning time per week. Also, there is a tendency to use other methods such as crafts, stories, discussion and other activities instead of PA.

All in all, with this project, the authors want to increase the amount of structured PA sessions and support the social-emotional development of the children. They also want to show how several goals, in addition to motor development and being more physically active, can be pursued with structured PA sessions. And perhaps this thesis will inspire and motivate all the teachers in the partnering day care and also elsewhere, to use PA sessions more actively and in a diverse manner.

## **4 Social-emotional development of children**

This chapter describes in detail the social-emotional development of children aged 3-5, as well as the importance and methods of supporting social-emotional development in ECEC.

### **4.1 Social development**

Social development is significant part of human development because humans have a deep need to connect with each other. Scientist and professor Matthew Lieberman even states that the humans' need to connect is fundamental just like the need for nutrition (Cook 2013). Social development refers to how children develop their interaction skills

as well as the ability to act together with others (Vilen et al. 2011, p. 156). Dereli-Iman (2014, p.263) goes in more detail and describes “social development process” as a combination of psychosocial development, social skills and social problem-solving skills. Language is also linked to social development as it enables us to communicate with others, and also as language is learned in interaction with others, by being talked to and being able to talk to others (Santrock 2014, pp. 253, 273).

#### 4.1.1 Psychosocial development

A well-known theory by Erik Eriksson divides human life in stages of psychosocial development. According to this theory, the first year of life is about establishing sense of trust in the environment. The next stage, that should occur during the second and third years of life, is about achieving autonomy, self-control and self-esteem. The third stage, that should occur in ages 3- 6, is about exploring the environment, initiating, trying out and enjoying activities, but this stage also brings feelings of guilt about own actions and feelings. Children in this stage should learn to take into consideration others’ rights, privileges and goals without losing own sense of initiative. Success in each stage helps to move forward and have better developmental outcomes, however some individuals don’t overcome the challenges right away and might have to for example work on their sense of self-esteem later in life, which is why self-esteem it is also an important aspect in this thesis project. (Beckett & Taylor 2016, pp. 38-40; Shaffer & Kipp 2007 pp. 51-52.)

#### 4.1.2 Social skills

Appropriate social skills are essential for social development and well-being of a person, as well as for social inclusion, participation and success in academic development and working life (Frostad & Pijl 2007; Pavri & Hegwer-DiVita 2006; Spence 2003; Stanton-Chapman, Walker, & Jamison 2014 cited in Vlachou, Stavroussi & Didaskalou 2016, p. 79). Thus, social skills as component of social development are present in several studies and publications, however there is no universal definition of what the “social skills” are (Vlachou, Stavroussi & Didaskalou 2016, p. 80). In general, social skills refer to skills and behavior that is needed in social situations, including for example listening to others, waiting for own turn, expressing oneself and own emotions verbally, controlling anger and adaptation to changes (Gresham 1997 cited in Dereli-Iman 2014 p.263; Kilic & Güngör Aytar 2017). Children who do not learn social skills before school age, are likely to have behavioral problems such as being unable to maintain social relationships, using violence and committing crimes (Dereli-Iman 2014 p. 263). Also, learning social skills

becomes more demanding in primary school, as the social and behavioral needs and expectations increase (Kilic & Güngör Aytar 2017, p. 186). One way of promoting development of social skills and social problem-solving skills is teaching children basic values such as sharing, being respectful and patient (Craig 2009 cited in Dereli-Iman 2014 p. 264), but simply playing and interacting with others is also important for developing these skills (Bierman & Motamedi 2015, p. 137).

#### 4.1.3 Language

Language is a significant part of our communication and social relations (Santrock 2014, p. 253). Piaget's theory on cognitive development states that children aged 3-5 belong to the developmental stage called preoperational stage, when language development is very significant aspect of development (cited in Payne & Isaacs 2012, pp. 40-42).

Language development as such is important, as it provides a means of communicating and letting others know how we feel, what we want and what we need. However, living in a global world with thousands of languages, knowing several languages instead of only one, can be considered a great advantage. Some estimations actually say that majority of children in the world learn second language already in their early years (Grosjean 2008 cited in Haznedar 2015, p. 15). Children indeed have good prerequisites for learning more than one language, and normally developing children can learn second language if they are exposed to it enough (Haznedar 2015, p. 18).

Language development, both in native or second language, can be supported by consistency, modeling and verbalizing actions. Also, for example pictures, songs, rhymes and stories help in learning language. (Opetushallitus 2018, p. 41-42.) Hirsh-Pasek and Golinkoff (cited in Santrock 2014, pp. 260-261) state that children learn the words they hear the most and the words that are related to things they find interesting. They learn language best in interactive situations with meaningful context (Hirsh-Pasek & Golinkoff cited in Santrock 2014, pp. 260-261). Hence in order to support language development, adults should be interactive and playful as well as use repetition of the words that are to be learned. Also, peer relationships support language development (Opetushallitus 2018, p. 42). Moreover, when words are used together with physical movement, the meaning of the words become more concrete (Pönnkö & Sääkslahti 2017 cited in Sääkslahti 2015 p. 99), which underlines the benefits of using PA program for supporting vocabulary development, which is one of the aims in the Feel and Share the Movement PA program.



## 4.2 Emotional development

### 4.2.1 Social and inner aspects of emotional development

Emotions can be divided into “basic” or “primary emotions” as well as “complex emotions” or “self-conscious emotions”. The basic emotions include interest, distress, disgust, anger, joy, sadness, surprise and fear, and all of these emotions are typically present already in the very beginning of a person’s life (Izard et al. 1995 cited in Shaffer & Kipp 2007, p. 423). Complex and self-conscious emotions on the other hand appear when the children are able to differentiate themselves as a separate person from others, and include embarrassment, shame, guilt, envy and pride (Bayet & Nelson 2019, p. 87; Shaffer & Kipp 2007, pp. 422-423). Complex emotions are also called “social emotions” as they arise in social situations (Bayet & Nelson 2019, p. 87). Social emotions also include sympathy and empathy, and social emotions promote prosocial behavior such as helping others and apologizing when needed (Kokkonen 2017, p. 13) such as during conflicts.

Therefore, it can be concluded that emotions are highly social in nature. Van Kleef et al. (2016 p. 6) bring up a growing scholarly awareness of emotions being inherently social and having a big role in shaping a person’s behavior, relationships and social interactions. Moreover, Shaffer and Kipp (2007, pp. 424) as well as Santrock (2014 pp. 282-283) point out how social relations and cultural settings play a big role in emotional development as children learn through interaction how emotions should be expressed in acceptable manner.

On the other hand, it is also important to remember that although emotional development is a social process, individuals also have inner, biological differences such as differences in temperament. Some children are for example since birth more fearful, some more irritable and some more positive than others (Shaffer & Kipp 2007, pp. 430). Emotions also create many individual physical sensations and feelings in the body, such as blushing and stomachache (University of Illinois n.d), and the reactions and intensity can vary widely from a person to another. Consequently, some children need more support in emotional, as well as social development, and the type of need for support differs from person to another.

#### 4.2.2 Emotional skills

Emotional skills, or emotional competence skills, include three aspects: ability to experience and express emotions purposefully, ability to regulate emotional experience and expression as well as ability to understand one's own emotions as well as the emotions of others (Denham 2019 p. 493).

Recognizing, interpreting and monitoring other people's emotions and emotional reactions in order to understand them is something that children start to develop from early age (Shaffer & Kipp 2007, p. 426). Bayet and Nelson (2019) mention that the ability to identify basic emotions from facial expressions develops through childhood until early adolescence and the easiest facial expressions for a typically developing child to identify are smile and anger (Bayet & Nelson 2019, pp. 114-116). Pons & Harris (2019, p. 433, 436) state that children start to identify and name basic emotions of happiness, fear, anger, and sadness from facial expressions, postures, movements, as well as tone and rhythm of voice already from age 1 to 2, and at age 4 to 5 they can also identify surprise and disgust. The ability to identify social emotions, such as shame, guilt, embarrassment, contempt and pride, also improves in this age (Pons & Harris 2019, p. 436), but it continues developing through adolescence and puberty (Bayet & Nelson 2019, pp. 114-116). Children aged 4-5 are also already able to talk about imagined emotions, emotions that they have experienced earlier or might experience later as well as situations that cause certain emotions (Pons & Harris 2019, p. 436).

As children grow, they not only learn to identify different emotions better, but also progress in dealing with emotions, referring to regulating them. Children who are unable to regulate their own emotions are often sad or angry, which is a disadvantage to their social relationships (Denham 2019, p. 496). Emotion regulation skills, also known as emotional self-regulation skills, include distracting oneself, suppressing, maintaining, intensifying and disguising emotions, in order to have successful social interaction with others. Adult's actions, such helping children distract themselves during emotionally challenging situations and discussing with them about emotions, support them in developing strategies, in other words skills, for emotional self-regulation. (Shaffer & Kipp 2007, pp. 425-426; Westphal & Bonanno, pp. 3-4.) Indeed, studies have found that children at primary school were more capable of interpreting other's feelings as well as dealing with issues between friends when they had had more discussions about emotions already

when they were 3 years old (Dunn, Brown & Beardsall 1991 & Herrera & Dunn 1997 cited in Shaffer & Kipp 2007, p. 427).

#### 4.3 Supporting social-emotional development in early childhood education

Bierman & Motamedi (2015, p. 137) emphasize that early childhood is a time for rapid and dramatic development of social skills as well as emotional understanding and regulation. From the previous sections we can see how closely related and intertwined social development and emotional development are. Thus, it seems only natural to talk about the main aspects of these two together as social-emotional development, or “*social and emotional learning*”.

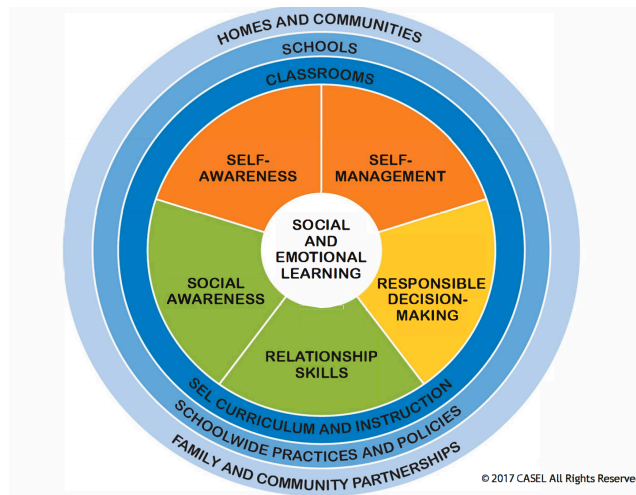


Figure 1. Social and emotional learning (CASEL 2017)

The general developmental tasks of children’s social-emotional development, or goals of learning, also seen in the above picture (CASEL 2017) have been described and summarized as follows (Weissberg, Durlak, Domitrovich & Gullotta 2015, pp. 6-7):

- 1. Competence in self-awareness:** understanding own emotions, goals and values, including for example the ability to recognize emotions and assess own behavior.
- 2. Competence in self-management:** The ability to regulate own emotions and behavior, including for example controlling impulses and persevering during challenging situations.

**3. Competence in social awareness:** The ability to put oneself in other persons place, understand their point of view, to feel and show empathy and compassion and understand the norms of social behavior.

**4. Relationship skills:** The ability to create and maintain healthy and rewarding relationships. This competence includes ability act according to social norms, communicate clearly, listen actively, cooperate, resist inappropriate social pressure, negotiate conflicts and seek help when necessary.

**5. Responsible decision making:** The ability to make constructive decisions in different settings regarding own behavior and interaction with others. This includes for example consideration for consequences, safety and ethics in a realistic manner, taking into consideration one's own health and well-being as well as others.

Bierman & Motamedi (2015, p. 136) however remind that the preschool aged children's cognitive skills, related for example to self-awareness and social awareness, are just starting to develop so the focus of supporting social-emotional development should be on the basic skills that support later development (Bierman & Motamedi 2015, p. 136). In early childhood, the support should focus on aspects such as functioning in a group, getting along with other children, following rules, having attention and getting enjoyment from learning (McClelland et al. 2006 & Zaslow et al. 2010 as cited by Bierman & Motamedi 2015, p. 135). At ages 3-4, cognitive regulation skills such as attention control and impulse control start to develop (Jones et al., 2017 cited in Kahn, Bailey & Jones 2019, p. 6) as well as being able to act in a prosocial and sympathetic manner towards others (Calkins & Hill 2006; Saarni 2000 cited in Takala 2014). By the age of 5, children should be able to create friendships and follow rules (Leerkes, Paradise, O'Brien, Calkins & Lange 2008 cited in Takala 2014).

Based on the research done regarding social-emotional development, the Feel and Share the Movement PA program created in this thesis project focuses on supporting the following skills: attention, sharing, helping others, waiting for own turn, self-regulation, self-esteem, body awareness, interaction and communication, listening to others, vocabulary development, respecting rules and other persons, dealing with trials and disappointment, expressing emotions in acceptable manner, experiencing pleasant emotions and success, identifying emotions, development of team spirit and feeling of belonging, cooperation and working together towards common goals.

#### 4.3.1 Support according to Finnish National Core Curriculum

The Finnish National Core Curriculum for ECEC acknowledges that interaction skills, self-expression skills and understanding others, are significant for a person's identity, well-being and functional capacity. The core curriculum even declares that supporting children's interaction and expression skills is one of the goals of ECEC. The National Core Curriculum also mentions the significance of emotional skills, and states that children attending ECEC should be supported in expressing, regulating, acknowledging and naming emotions. (Opetushallitus 2018, p. 25-26.) Supporting different aspects of social-emotional development is visible in the learning areas of "rich world of languages", "diverse forms of expression", "me and our community" and "I grow, move and develop", however Määttä et al. (2017 p. 45) consider it a disadvantage, that supporting social-emotional development is not categorized as its own, separate category under transversal competences or learning areas in the Finnish National Core Curriculum for ECEC.

#### 4.3.2 Methods used for support in early childhood education in Finland

The role of teachers and other ECEC educator's is significant in supporting social-emotional development of children attending ECEC (Bierman & Motamedi 2015, p. 136; Opetushallitus 2018 p.32). The personnel should promote the peer relationships and friendships between the children (Opetushallitus 2018, p. 30) as the peer relationships at ECEC are significant for the child's social-emotional development.

According to the research by Määttä et al. (2017) day cares in Finland use several materials and methods to support children's' social-emotional development. They found that the most used method was using published materials or programs, such as "Askeleittan/Pienin askelin" – program. Next popular method was using play, sports and music and the third most popular was using pictures and toys. (Määttä et al. 2017, pp. 33-36.) Using play, sports and music was also one of the top three methods that were recommended to others. The ways of using sports, and physical activity for supporting social-emotional development, will be discussed in more detail later in this paper.

Even though there is material and methods available for supporting social-emotional development of children in ECEC, some ECEC educators are concerned about the ability of day cares to support children's needs and indicate that there is a need for more

knowledge and practice of using concrete methods and tools for supporting social-emotional development (2017 pp. 28-30, 40, 46). Thus, the authors of this thesis feel like their selection of the subject for this thesis has been justified and relevant.

## 5 Physical activity in early childhood

In this chapter physical activity, and physical education, in ECEC is discussed together with the significance of physical activity in early childhood as well as its impact on child's development. The motor skills of children aged 3-5, are also briefly described as this is important aspect to take into consideration when planning physical activity sessions.

This chapter mainly talks about physical activity (PA), which means all movements of body, including planned, structured, repetitive, and purposeful exercise, but also all other activities involving bodily movement such as physical play and chores (World Health Organization 2020). Physical education (PE) on the other hand refers to "classes at school in which children do exercise and learn to play sport, or the area of study relating to such classes" (Cambridge University Press 2020) or "instruction in the development and care of the body ranging from...exercises to a course of study providing training in hygiene, gymnastics, and the performance and management of athletic games" (Merriem-Webster 2020).

### 5.1 Physical activity and child's development

The Finnish Ministry of Education and Culture (2016 p. 13) emphasizes that "being physically active is a prerequisite for children's normal growth and development". PA, and organized sports, in early childhood is not only important for the physical and motor development, but also the cognitive development (Santrock 2014, p. 146; Wuest & Fisette 2012; Davis et al. cited in Santrock 2014, p. 131). PA can be used as facilitative tool for learning, as it also has positive impact on sensory development, concentration and commitment, and has a refreshing character (Ministry of Education and Culture, 2016). Finnish Ministry of Education and Culture also points out that PA has the potentiality to support children's social and psychological development and well-being, which will be emphasized later in this paper.

A study by Zachopoulou, Trevlas and Konstadinidou shows that PE program can be a source for developing creativity among preschool children, aged 4-5, and that PA and

PE can empower a child's holistic development (Zachopoulou, Trevlas & Konstadinidou 2006). The study relates creative PA also as a source for development in cognitive skills, self-esteem, independency, self-evaluation and exploration of new movements. Ourda, Gregoriadis, Mouratidou, Grouios and Tsorbatzoudis (2017) on the other hand have pointed out that creative motoric intervention can increase children's knowledge about health. Also, Finnish Ministry of Education and Culture point out that physically active childhood promotes overall health and well-being and forecasts physically active life in adulthood (2016 p. 6). PA has overall a great influence on a child's healthy development as is shown by several strong factors such as influence on prevention of sedentary behavior, obesity and several diseases like type 2 diabetes (Ministry of Education and Culture 2016, p. 13).

## 5.2 Physical activity in early childhood education and care

In the Finnish National Core Curriculum for ECEC, the significance of PA for a child's well-being is brought to light in several places and it is stated that "physically active ways of living are valued" (Opetushallitus 2018, p. 31). In the core curriculum's section about transversal competence, it is mentioned under "thinking and learning" that children should get enough PA as it supports their thinking and learning. Related to "taking care of oneself and managing daily life" it is mentioned that children should be instructed on the importance of physical activity and hygiene for their well-being (Opetushallitus 2018, pp. 25-26).

PA is also a big part of one of the main learning areas in the National Core Curriculum, called "I grow, move and develop" and children should be encouraged to be physically active in diverse ways, and they should be enabled to experience the joy of movement, moving independently, in pairs and in small groups. Children should also be encouraged in bodily expression as a part of "diverse forms of expression". (Opetushallitus 2018, pp. 44,47-48). The Finnish Ministry of Education and Culture (2016 p. 9) acknowledges and emphasizes the importance of PA in the early childhood education and recommends that each child should have at least 3 hours of physical activity each day. PA should be integrated in children's everyday life and distributed during the day with varying intensities that can be seen in Figure 2, with examples of activities.



Intensity	Physiological signs	Common activity examples*
Light	Breathing rate and heart rate normal; able to talk as usual	Slow walking, playing toys, dressing up, grooming, packing school bag
Moderate	Noticeable increase in heart rate and breathing rate; able to talk in short sentences or word-by-word	Brisk walking, cycling, paddling, playing slides, swinging, circuit games, hopscotch, tossing balls
Vigorous	Significant increase in heart rate and breathing rate; difficult to talk with ease	Running, rope skipping, dancing, playing in park, playing football, swimming

\* Activities should be appropriate for the preschool children's age and physical developmental needs.

Figure 2. Intensity levels of PA (Department of Health Hong Kong 2018, p. 5)

However, alarmingly, studies show that majority of children are not meeting the recommendations (Kyhälä, Reunamo & Ruismäki 2018; Ministry of Education and Culture 2016), which is also the case in the partnering day care and a motivator for creating a PA program in this thesis project. In order to create a PA program that would both increase the amount of PA and empower teachers and children in relation to PA, it is important to find out in which areas teachers feel disempowered when it comes to PA implementation in ECEC. This might also help day care managers to aid their staff in realization of PA requirements and stakeholders to think about how to support implementation in real conditions. It can also empower employers when it comes to pairing teachers in child groups; in ideal position it would be great to have at least one teacher that can provide high intensity PA and one that would do more holistic approach and this would assure children are getting the best care.

### 5.2.1 Meeting the physical activity recommendations

World Health Organization (WHO) recommends in its Guidelines on physical activity, sedentary behavior and sleep for children under 5 years of age (2019, p. IX) 180 minutes of PA of which at least 60 minutes would be moderate to vigorous to children aged 3-4. Many articles and authors around the world have engaged their interest on how much PA is implemented in day care settings. It has been recognized that many countries hold same requirements as WHO, 180 minutes of PA in total, but when it comes to the time of moderate to vigorous activity, countries differ regarding requirements. Canada is one of the countries recommending at least 180 minutes activity of any intensity for children aged 3-4 and 60 minutes of PA with progression in intensity level by the age of 5 (Tremblay et al. 2012). Canada was chosen as an example because there has been a lot of research done in Canada on the subject of PA in ECEC with a critical approach, taking



into consideration parents', teacher's and researchers' opinions, offering a good example on how ECEC teachers, scientists and stakeholders are trying to find solutions in order to provide children in a day cares the best support for growth and development. Also, Hodges, Smith, Tidwell and Berry (2013) conclude that there are 3 common factors to be related with PA in preschool aged children: parental perception, childcare setting as well as home and neighborhood environment.

It is also hard to localize obstacles of PA realization and it is not a matter of concern only in ECEC, but on the other levels of education as well. Some authors deliver critical approach by comparing parent's expectation regarding PA in ECEC, while many authors just mention that ECEC teachers should have additional education. This matter has been a topic of discussion around the world and numerous of researches have come to different conclusions. For instance, Devjak, Bercnik and Devjak (2013) have compared teachers' opinions about implementation of PA in day cares in Portugal and Slovenia. They came to a conclusion that day cares have a lot of areas to be improved concerning PA according to the teachers. They mention, that for example inadequate space for exercising, finances and lack of tools prevent them implementing some aspects of PA. According to this research however, teachers show an interest and willingness to improve their knowledge and educate themselves in order to develop in PA planning and implementation in day cares. (Devjak, Bercnik & Devjak 2013.)

Breslin, Morton and Rudisill (2007) describe how teachers have faced challenges set by the curriculum regarding 3 hours of PA daily that would include 30 mins of structural PA. Parish and Rudisill (2006 cited in Breslin et al. 2007) state that implementation of PA means that teachers' responsibility is to prepare the settings for children's growth and development. Regarding implementing 30 minutes of structured PA, teachers felt unprepared, but ready to find solutions. The authors mention that teachers advanced from a free play model to a structured self-determined physical play model. As an example, teachers mentioned that 30 minutes of structured activity does not necessarily have to be done at once, but it can also be split in several smaller sessions. (Breslin, Morton and Rudisill 2007.)

Morgan and Bourke (2008) state as a background for their article, a concern about the absence of confidence and professional competence of primary school teachers to teach PE. The authors conclude that teachers who were not comfortable with PE during their

studies are unsecure to implement it in their work. It put significant role on educators of teachers to change their perspectives when it comes to PE teaching.

Tremblay, Bourdeau-Lariviere and Cimon-Lambert (2012) analyze a case from Canada and conclude that children aged 0-5 do not get enough PA to fulfill the Canadian PA recommendations. What was useful in their paper for this thesis project was that it found out that majority of parents, 55-57%, think their children get enough PA, at least 1 hour per day, while teachers think implementing PA depends on teachers' own personal choice and preference, however data collection, including direct observations and accelerometers, has shown that preschool aged children spend their time mostly in sedentary behavior and have only few minutes of vigorous PA each hour. It has also been found that day care teachers do not understand their role as PA facilitators and thus disengage themselves (Bundy et al. 2009 cited in Tremblay et al. 2012). Some researchers relate this with teachers' anxiety because of fear of injuries. Teacher's training and lack of competence when it comes to PA plays a huge role but despite everything, research concludes that higher portion of moderate to vigorous PA seems to happen when teachers offer opportunity for structured PA (Brown et al. 2009 cited in Tremblay et al. 2012).

### 5.2.2 Meeting the physical activity recommendations in Finland

Regarding structured PA sessions, the recommendations by Finnish Ministry of Education and Culture (2016) say that ECEC educators should organize diverse "guided physical activity sessions" regularly around the year and offer guided opportunities to practice different types of PA, using different types of equipment. The recommendations mention that structured PA should be organized weekly for a group of children and daily for individual children, making sure that every child gets to participate in structured PA on a daily basis. The ECEC teachers should make sure that the activities at the day care are planned so that each child could get the recommended amount of PA per day. However, the recommendations do not clearly say an exact length for the structured sessions, merely state that the amount of PA should be high during PA sessions, instead of waiting for own turn or listening instructions. (Finnish Ministry of Education and Culture 2016, pp. 27-33.)

In Finland, children have on average only one (Ministry of Education and Culture 2016, p. 29) or less (Opetus- ja kulttuuriministeriö 2016 p. 29) structured PA session per week

and about half of the session's time contributes to PA, while the other half includes listening instructions and waiting for own turn. According to the Ministry of Education and Culture only 10-20 % of preschool-aged children reach the level of PA that is required for a child's normal and healthy growth and development and most of the time spent in a day care includes only very light PA. (Ministry of Education and Culture 2016, pp. 13, 27-29.) Kyhälä, Reunamo and Ruismaki (2018 p. 100) on the other hand in their more recent study have found that majority of children don't comply with recommendations for PA, but that 43% of the boys and 32% of the girls in their study got 3 hours of light, moderate or vigorous PA per day. According to the study children do in average get almost 3 hours of PA per day with daily average of 54 minutes of moderate-to-vigorous PA, and this underlines individual differences and that some children are clearly more active than others (p. 117- 119). Hence it is important for teachers to identify those children who are less active and encourage them and have them involved in PA.

Kyhälä, Reunamo & Ruismäki (2012, pp. 247-251) explain that planning activities and paying attention on social interaction during PA was found to increase children's activity, but they also mention that adults might not be the most important source for PA promotion in day care, as when child a was more focused on the adult PA was lower. Reunamo, Saros, and Ruismäki (2012, pp. 504-506) also have found that children are mostly active at the outdoor playground in the mornings and confirmed that intensity during planned activities was low or "critically lower during activities arranged by teachers". The reason might lie in the fact that according to observation studies, adults in a day care encourage children on PA very rarely (Ministry of Education and Culture 2016, p. 29). Some research findings indicate that ECEC teachers are mainly found to be more negative than positive for the amount of PA because they rather supervise children than encourage PA, but when the teachers do arrange PA it has a positive impact on the amount of moderate-to-vigorous PA (Brown et al. 2009 cited in Laukkanen 2016, p. 24).

Laukkanen (2016) also mentions that when the aim is to promote PA of children under 10, the focus should be on physical environment and psychosocial environment, which includes among other things the teachers' stimulation, encouragement and feedback given to the children (Laukkanen 2016, pp. 29,34). Mehtälä et al. (2014 cited in Laukkanen 2016, p. 37) have found that PA interventions in day cares and training teachers on PA usually increases PA of children significantly. Research confirms that children are physically most active during guided play that contains rules and during free play and that beforehand planned structured PA sessions should be realized as they have their

goals and proven values (Finnish Ministry of Education and Culture 2016, p. 29-30). Programs organizing more structured PA in day cares have been more likely to increase PA levels than other interventions, however too much structured activities might reduce time of free play and so also creativity and social relations which is important to take into consideration also when planning interventions (Council on Sport Medicine and Fitness and Council on School Health 2006 cited in Laukkanen 2016, p. 37)

### 5.3 Day care as an appropriate environment for physical activity

Definition of environment says that it is designed and intended to make an impact on children's emotions, actions and behavior (Gordon Biddle, Garcia-Nevarez, Roundtree Henderson & Valero-Kerrick 2014, p. 258). Numerous factors show that PA has an influence on child's development especially in the age 0-5 and that day care is the most important setting, or environment, when it comes to PA promotion. Röttger, Grimminger, Kreuser, Asslander, Golnofer and Korsten-Reck (2014 p. 1) mention that preschool aged children's participation in PA is important for the development of motor skill and psychosocial development and builds foundation of healthy habits for the future, as already mentioned earlier. However, authors concluded that special training for teachers, sufficient equipment, exercise environment and number of teachers should be taken into consideration while thinking about making an impact with PA promotion in day care setting. (Röttger et al. 2014 p. 1)

Peden, Jones, Costa, Ellis, Okely (2017) conclude that PA in preschool settings plays an important role, both for toddlers and preschoolers, even though their daily routine differs. They mentioned several factors that play an important role when it comes to PA promotion in day care settings. Facilitated PA, interactions among employees and children, quality and availability of education for the employees, are according to them key factors. Authors excused equipment as key element in PA promotion in day care settings. (Peden, Jones, Costa, Ellis, Okely 2017.) However, among all listed positive impacts, environment can also have negative impact on learning and social interaction, especially if the environment is overcrowded and badly organized (Gordon Biddle, Garcia-Nevarez, Roundtree Henderson & Valero-Kerrick 2014, p. 258).

Day care settings usually include indoor and outdoor playground for PA. While outdoor playground is usually used only for play and PA, indoor settings are often an issue when it comes to PA. Day cares sometimes lack indoor space for PA and morning circle rooms

are crowded with furniture and toys. The teachers' responsibility is to understand that every environment can be used as a suitable environment for PA to encourage children to move and discover their surroundings. So, it is important to say that it is up to teachers how they will use indoor and outdoor settings in PA promotion in day cares.

### 5.3.1 Indoor environment

Outdoor settings are often used and promoted more for PA than indoor settings, due to the lack of indoor space (Timmons, Nailor and Pfeiffer 2007, p. 131). Some day cares don't possess special hall for PA and other rooms contain furniture, which is negatively associated with PA, while open floor spaces are positively correlated with PA. (Sando 2019.) Gubbels (2014) points out that the teachers usually consider that the limitations of the environment are lack of facilities and time, safety reasons, non-cooperative colleagues, overnumbered groups, unsuitable clothing for PA, etc. it has also been mentioned that extra training for teachers is needed.

The day care partnering in this thesis for example does not have a special hall for PA and the group room for morning circle has pillars, tables and chairs as well as a few shelves and doll houses that have been limiting the area where the children can have indoor movements. It is also shared with another group. There is in addition one small room that can be used occasionally for PA that doesn't need much space as this room has been empty as it is mean for napping of some children, however this room is very small and cannot allow a lot of vertical movement. Also, hallway has been used occasionally, but when children come from outside it is not always hygienic, with sand and mud. Hence, the teachers have felt that it has been challenging to organize a safe space for PA, especially if some children are in the room playing other things at the same time. Consequently, learning how to efficiently use also the indoor environment for PA is important, and that is why the PA program in this thesis was partly planned for indoor settings.

### 5.3.2 Outdoor environment

Brown and Brewer mention in their Physical Activity Guide (2011 p. 4) playground and outdoor activity as crucial factors for day care settings in relation to PA. They, however, point out findings showing that fixed equipment in comparison with portable equipment may not stimulate moderate to vigorous PA (Brown, Pfeiffer et al. 2009 cited in Brown

and Brewer 2011, p. 4). Weather conditions also have been a topic of discussion when it comes to outdoor playground in moderate to vigorous PA promotion and outdoor playground should be used even if weather conditions are not perfect. However, according Copeland, Kendeigh, Saelens, Kalkwarf and Sherman (2012 cited in Tremblay et al. 2012) the time spend at the outdoor playground depends on teacher's own preferences and decision such as disliking cold weather, disliking preparing children for outdoor play and disliking noise and atmosphere outside. Also, other studies have found that very hot or cold temperature and bad weather is connected with lower PA levels (Carson & Spence 2010, Li et al. 2015 cited in Laukkanen 2016, p. 22). In Finland the differences between four seasons are shown for example in a study by Ilvonen, Niemistö & Sääkslahti (2019, p.113-114) to somewhat affect amount and types of PA and sedentary behavior being lowest at summer, when the weather is usually warm, clear and dry. Ng, Rosenborg, Thornton, Lester, Trost, Bai and Christian (2020) conclude that use of outdoor playgrounds offers great opportunity for children's growth and development and the best results in PA are shown when fixed equipment is combined with portable equipment.

The partnering day care has its own outdoor playground with two swings, sand box, two playhouses and one slide together with a simple climbing frame. There are also two rocking swings, other for four children to swing at once and the other for only one child at a time. Moreover, there are a few trucks for the children to play and run with outdoors, two balls as well as some hula hoops and jumping ropes. However, there are for example no bats or rackets, or bicycles and scooters for the children to use as recommended by Ministry of Education and Culture (2016, p. 41). The existing fixed and portable equipment should be utilized in promoting PA, which is taken into consideration in the Feel and Share the Movement program. All in all, children should be encouraged to be physically active both outdoors and indoors, in order to support their overall holistic development.

#### 5.4 Motor skills of 3-5-year-old children

Children develop their motor skills by being physical active, practicing and repeating movements (Ministry of Education and culture 2016, p. 20). According to Santrock, 3-year-old children are able to, and like to perform movements such as hopping, jumping and running, and they also feel proud of being able to do these movements. As children grow, they get more talented and adventurous and can take up more challenges.

(Santrock 2014 p.145.) For example, 3-year-old children can averagely jump distance of about half a meter, but this distance becomes around one meter by the age of six (Sugden & Wade 2013, p. 113). Sugden, Hart & Wade (2013, p. 116), state that a normally developing child aged 3 years and 5 months can hop on one leg at least once, and as they grow they develop this skill and by age of 5 they know how to skip, some already learning this at the age of 4. Also, skills of galloping develop usually by age 5 (Sugden & Wade 2013, p. 116).

Regarding other gross motor skills, a 3-year-old child can normally throw an object towards a target but adjusting the force to the distance is challenging. Consequently, it can be hard for another person to catch the object and the object might not end up in a box or basket as intended by the child. The children aged 3-4 can also catch an object such as a ball with stiff, straight hands and catch approximately half of bean bags thrown at them from a distance less than two meters. By the age of 6 children can catch almost all of the thrown objects. (Sugden & Wade 2013, pp. 117-120.)

Regarding body balance, age 4-5 is a turning point (Sugden & Wade 2013, p. 121). For instance, the ability to stand on one foot is constantly improving through growing (Sugden & Wade 2013, p. 122). 4-year-old children can usually already climb steps with only one foot on the step at once and children aged five are usually already good climbers (Santrock 2014 p. 145). It is important to notice that good balance is significant for learning other motor skills (Ministry of Education and Culture 2016, p. 20).

When planning a PA program, it is significant to take into consideration the existing motor skills of the children, as well as what the expected skills from their age are, so they can be properly supported.

## **6 Supporting social-emotional development with physical activity**

In the previous chapter the significance of PA for child's overall development and all in all the importance of PA in ECEC was discussed. This chapter on the other hand is aimed at emphasizing on PA's impact on supporting social-emotional development of children. Several professionals underline how PA supports the development of social-emotional skills and competence. The Finnish National Core Curriculum for ECEC states that PA in a group improves social skills, such as interaction and self-regulation skills (Opetushal-



litus 2018, p. 48). Similarly, Humphrey (2012, p. 93), mentions that PA can promote social skills, and mentions that skills such as taking turns, sharing, cooperating and working together towards common goal can be practiced during PA in a group. PA and taking part in physical games with rules offers an opportunity to work together and practice solving conflicts when they occur (Hanse et al. 2003, cited in Tremblay, Bourdeau-Lariviere & Cimon-Lambert 2012, p. 281), which is for example Emek et al. (2009 cited in Tremblay, Bourdeau-Lariviere & Cimon-Lambert 2012, p. 281) connect to the development of self-esteem. Moreover, trying out new activities and succeeding in them builds confidence and self-esteem (Zachopoulou, Trevlas and Konstadinidou 2006, p. 288). Also, simply being a member of a group in PA can be very valuable experience of belonging (Humphrey 2012, p.92).

PA together with others, has also possibility to make a child's behavior more social (Zachopoulou et al. 2006, p. 288). Tremblay, Bourdeau-Lariviere and Cimon-Lambert (2012, p. 281) state that PA and PE in fact can reduce both antisocial and violent behavior, and they suggest that when children are kept active and taught the benefits of PA, they might stay away from undesirable behavior such as bullying. Humphrey (2012, pp. 109-110) also points out that PA offers acceptable ways of releasing aggression. Raisa Cacciatore in fact points out how aggression is a very physical emotion, making muscles tense and causing lack of control over one's own body, but learning to control own body by for example making muscles tense and then relaxing them as well as practicing breathing techniques can help in calming down when getting angry or upset (Cacciatore 2008, pp. 16-19, 91). Also, practicing force control through PA, can increased skills of solving conflicts (Branta & Goodway 1996 cited in Tremblay, Bourdeau-Lariviere & Cimon-Lambert 2012, p. 281).

Hence, it can be suggested that practicing body control and body awareness through PA, as well as relaxation practices, can be beneficial for impulse and aggression control, or in other words for emotional self-regulation. A study by Tsur, Berkovitz and Ginzburg also shows that there is a positive correlation between body awareness and emotional clarity, referring to how well a person can understand their emotions (2016 pp. 1452, 1458). Moreover, findings of for example Butzer, Bury, Telles and Khalsa (2016, pp. 12-13) support this statement by indicating that yoga interventions at schools could improve children's self-regulation, and mind-body awareness and have an effect on positive behavior and mental state of children.



PA offers also possibilities to experience pleasant emotions and success, learn dealing with trials as well as learn from own mistakes (Humphrey 2012, pp. 109-110). Anderson & Glover go even so far as saying that “there is no better environment for nurturing emotional skills in students than physical education and sport” (2017, p. 1). In addition, creative movement gives children opportunity to express their feelings and thoughts even more deeply than through speech (Zachopoulou, Trevlas & Konstadinidou 2006 p. 290).

PA sessions also involve language and communication as children need to listen to the instructions and they can also ask questions related to the activities and they might need to and are able to discuss with others during the activities (British Heart Foundation 2014, p. 5). This aids them in their language and vocabulary development. Humphrey (2012, p. 91), indeed states that PA should give opportunity for children to talk. Also, as already previously mentioned, using words together with movement can facilitate in understanding and learning them (Pönkkö & Sääkslahti 2017 as cited by Sääkslahti 2015 p. 99). In fact, according to Piaget’s theory on cognitive development (cited in Payne & Isaacs, 2012, pp 40-42) motor development greatly correlates with language development in the ages of 3-5.

## **7 Social pedagogical methods in the project**

Social pedagogy is very much present in the work done by teachers in ECEC, especially regarding social-emotional development. Social pedagogy is “socially oriented pedagogy”, in other words education and upbringing with social objectives (Storo 2013, p. 11). Social pedagogy has its focus on children and young persons, and it can be realized for example by teachers, both at school and pre-school settings. Social pedagogic learning takes place in social situations and it is focused on skills, values and attitudes. (Storo 2013, pp. 1,63-64.) Social pedagogy is focused on preventative work and one of its central aims is to prevent social exclusion with goals such as promoting social skills and preventing problems in personal relationships (Hämäläinen 2012, pp. 6-7).

### **7.1 Common Third**

Common Third is one of the methods in social pedagogy, or an approach to learning. Common Third means using a shared, interesting activity to improve relationships and develop skills (Thempra Social Pedagogy 2020a). Holthoff and Harbo (2011, p. 218) for example point out how shared activity, such as soccer game, offers a great chance of

getting to know others and improving social relationships. Consequently, shared PA in this thesis project, is used as a Common Third for social-emotional development and relationships between children and ECEC educators.

In order to make sure that PA program is effective and empowering for children to actively participate, but also to reach planned objectives, children's wishes have been taken into consideration. PA, delicate as it is, sometimes doesn't give direct verbal information on the children's interests so children have to be observed. In the PA program created in this thesis project, the exercises are chosen based on the children's interests and preferences, and they are used as a Common third for development of the skills set as objectives.

## 7.2 Empowerment

Empowerment is also a significant social pedagogical concept. Empowerment has several different definitions, but it can be defined as "means by which individuals...become able to take control of their circumstances and achieve their own goals, thereby being able to work towards helping themselves and others to maximize the quality of their lives" (Adams 2003, p. 8). If looking at empowerment from this point of view, it can be said that social-emotional development enables individuals to work towards their own and shared goals in social interactions (Weissberg, Durlak, Domitrovich & Gullotta 2015, pp. 6-7). Also being able to make and maintain social relationships, as well as being physically active, is important for life quality, hence social-emotional development and increased PA build strong foundation of the skills meaningful for the future.

Empowerment can also be described as gaining more capacity and skills to act and make changes, growing self-esteem, consciousness and change in a person's view of their own capabilities (Luttrell, Quiros, Scrutton & Bird 2009, pp. 2, 6-9). The PA program and recommendations created in this thesis project can support and empower ECEC teachers by providing information and tools for supporting children's social-emotional development. Also, teachers might feel powerless when it comes to increasing structured PA in their work, if they do not have skills or tools for planning or implementing such activities. By creating an appropriate PA program ECEC teachers can empowered concerning being able to support social- emotional and motor development of children.

### 7.3 Learning zone and zone of proximal development

Learning zone and zone of proximal development are also social pedagogical theories of learning. The Learning Zone model, developed by Tom Senninger, describes how each individual has their “comfort zone” consisting of things the person already knows, and which are familiar. In order to learn new things, one needs to move away from the comfort zone to the “learning zone” where a person can discover, experience and learn, and expand their comfort zone. However, if one goes too far from the comfort zone, learning cannot occur because it is blocked by fear and negative emotions. (Thempra Social pedagogy 2020b.) This has been relevant for the authors when creating the PA program by taking into consideration the children’s developmental stage and learning objectives.

The theory of the zone of proximal development, developed by Lev Vygotsky, on the other hand, is relevant to this thesis project as it states that best learning happens in social context when an individual learns with support from more skilled person (Thempra Social pedagogy 2020c.). In the child group that the PA program was planned for, some children are more advanced and can support those who need more help and guidance. Also, the ECEC educators can take the role of “knowledgeable other”, by instructing, guiding, interacting and encouraging with children.

## 8 Planning the physical activity program

Finnish Ministry of Education and culture (2016) recommends that educators who are implementing physical activity should listen to children’s wishes while planning the activities in order to make them enjoyable. Also taking into consideration children’s differences is important, and one should make sure that everyone can participate, no matter what their level of skills is. (Ministry of Education and culture 2016, p. 10.)

When planning the physical activity program “*Feel and Share the Movement*”, the following aspects according to Finnish Ministry of Education and Culture’s (2016) suggestion, have been taken into consideration: objectives, facilities and equipment, decision on which skills and contents will be practiced, the need for differentiation on the basis of skills or learning difficulties, which in this plan is excused as the child group does not have any children with such difficulties, teaching methods, working methods, the organization of the session in such a way that each child gets to do as much physical activity

as possible, discussion on ways to include those children who do little physical activity, means to guarantee positive atmosphere such as discussion on feedback given to a child and how, assessment of the realization of the session plan and making necessary changes.

It is to be emphasized that this plan is created to be used in real working conditions regarding environment and with using less equipment in order for it to be simple to use for teachers who do not have a lot of experience with implementation of PA, and this creates an empowering effect. This will also decrease time spent in preparing the sessions.

In this chapter the above-mentioned aspects of the physical activity program are discussed. The detailed plans of each PA session are to be found in the appendix (Appendix 1, Appendix 2, Appendix 3, Appendix 4).

## 8.1 Objectives

The overall objective of this thesis project and the Feel and Share the Movement PA program was increasing the amount of structured PA. Objectives were chosen according to the individual plans of the children as well as the research done on the subject of the developmental needs of 3-5-years-old children. The objective was supporting the social-emotional development and motor development of the children as well as creating positive attitude towards exercising and PA. The skills that were focused on are listed in part 8.3.

## 8.2 Facilities and equipment

The Feel and Share the Movement PA program has two sessions indoors (Appendix 1, Appendix 3) and two sessions outdoors (Appendix 2, Appendix 4). The concrete facilities, referring to the indoors and outdoors physical environment, have already been described in chapter 5.3. and the pictures can be seen below (Figure 3, Figure 4).





Figure 3. Outdoor environment



Figure 4. Indoor environment

Session I, which is the first indoor session (Appendix 1) requires the following equipment: tablet, mobile device or MP3 player, loudspeaker, play parachute, 14 balls, 4 baskets. The second indoor session, session III (Appendix 3) on the other hand requires: tablet, mobile device or MP3 player, loudspeaker, play parachute, 20 balls, 7 massage balls, rope.

Session II, the first outdoor session (Appendix 2), requires both fixed and portable equipment. The needed fixed equipment for this session includes slide/climbing frame, sand-box, wooden edge, swing, playhouse, plant boxes, shed, sheep toy. The portable equipment includes 7 hula hoops, 4 frogs, 7 scarfs. Session IV, which is the second outdoor session (Appendix 4) uses the same fixed equipment as the first outdoor session, and regarding portable equipment, the following is used: 7 frogs (bean bags), 7 bags, 7 scarfs, 7 hula hoops.

### 8.3 Skills and contents

#### 8.3.1 Skills

The physical activity program touches on several skills, related to social-emotional development, motor skills development, anthropometric characteristic development and functional skills development, which are listed below.

Skills related to social-emotional development: attention, sharing, helping others, waiting for own turn, self-regulation, self-esteem, body awareness, interaction and communication, listening to others, vocabulary development, respecting rules and other persons, dealing with trials and disappointments, expressing emotions in acceptable manner, experiencing pleasant emotion and success, identifying emotions, development of team spirit and feeling of belonging, cooperation and working together towards common goals.

Motor skills development: improved coordination of different parts of the body, strength, flexibility, speed, stamina and agility.

Anthropometric characteristic development: influence on development of locomotor system, decrease in ballast mass, strengthening activated muscles and joint and increasing in bone density.

Functional skills development: impact on increased work of cardiovascular and respiratory system and increased work of aerobic, anaerobic or aerobic-anaerobic capacity.

Hygienic skills: as briefly mentioned earlier (chapter 5.2), hygienic skills are related to taking care of oneself and managing daily life. These skills include washing hands and face after PA and changing sweaty clothes. Hygiene of used equipment is also important. In addition to assuring children to keep the equipment in good condition, they should also be reminded to treat it with respect and try to keep them clean. It is also important to mention when working with children that they are not the owners of the equipment as there are children from other groups that are using it also.

Sessions will also have an influence on other skills, such as learning about directions, colors, counting, learning new rules and sense for rhythm, learning new games and exercises as a “positive side effects” of holistic approach.

### 8.3.2 Contents

Sever (2015) states that physical activity in day care environment should last 30 minutes for “middle age groups” of children, who are approximately 3-4-year-olds, as are also the children in this thesis project. Sever also describes in detail how physical activity in day care should be structured as follows:

- Introduction: 2-4 minutes
- Warming up: 6-8 minutes
- Main part: 18-20 minutes
- Final part: 2-4 minutes

Each part of a physical education activity has its own purpose and goal. According to Neljak (2010 in Sever 2015) introduction should serve as a means for teacher to motivate children to attend and create an interest for PA. In the Feel and Share the Movement PA sessions, duration of introduction is always 3 minutes and contents are as follows: in session I song “*If you’re happy*” (Super Simple Songs 2013), in session II game “*Simon says*”, in session III song “*Emotions Hokey Pokey*” (The Kiboomers 2016) and in session IV game “*Simon says emotions*”. All these contents are familiar to children or upgraded from previous versions according to outcomes and objectives.

Warming up should prepare the body for the exercise and it consists of general preparatory exercises, usually 6-12 (Neljak, 2010 in Sever, 2015). In the Feel and Share the Movement PA program, the warming up consists of 6 exercises organized in such a manner that they warm up the whole body. Each exercise will take approximately 1 minute, meaning that they take all together 6 minutes and an additional minute is assigned for explanation and organization. Each exercise has a name so that children can relate the name of each exercise with the movement and memorize the exercise easier in this way. The same set of exercises are repeated in two sessions. This will assure diversity while learning but will offer time of repetition and thus stabilization of learned skills.

The main part of each session consists of A and B parts and the target is to develop motorically, develop in workout habits, create positive attitude towards PA and work on co-operation skills. An activity should consist of activities such as walking, running, jumping, throwing, catching, rolling, climbing, carrying. In the Feel and Share the Movement PA program it was decided to use workouts that were already familiar with some upgraded versions. Methodic working forms, meaning work individually, in pairs and in groups, are also changed in some sessions as environmental differences, indoor versus outdoor, allows it. Contents for this part of the sessions are chosen based on what is observed to be favorite and interesting for the children and can be considered as children's choice. Session I and III contain more holistic approach using parachute and implementing knowledge from other areas of development, such as colors and counting. Sessions II and IV have more classical approach that includes running, jumping, climbing and other natural body movements. Outdoor playground equipment is used in combination with portable equipment. Earlier findings, as already mentioned in chapter 5.3.2, found using both fixed and portable equipment as the best combination for learning outcomes.

According to Neljak (2010 in Sever,2015), main B part usually has the highest intensity level as it contains playful contents related to reaching the target such as "*Balls in the basket*" in session I and carrying the frog in pairs in session IV. One of the games that is affecting children's attention and excitement on the other hand is "*Keep your side clean*". The game "*Hug it*" on the other hand has socio-emotional character and leaves space for discussion with children. The chosen contents include natural body movement, with higher PA intensity in the sessions II and IV at the outdoor playground, but higher emotional intensity in the indoor playground. The sessions intensity is also increased



with choosing contents that are related to teamwork or work in pairs as this highlights support and thus empowerment and excitement of the children performing the tasks and exercises.

The final part of each session should have calming effect and the contents should have low intensity: calming games, dance, stretching and talking about what has been learned (Neljak, 2010 in Sever, 2015). In this part of the session children should also be reminded about hygienic habits. The final parts of the sessions in Feel and Share the Movement PA program, are briefly longer than suggested by Sever (2015) for the purpose of emphasizing the social-emotional outcomes and for the calming effect and practice of self-regulation skills. Chosen contents for the final part in the Feel and Share the Movement PA program are: facial yoga (session I, modified from Peddler Temple Tourism 2015), “*Find it*” (session II), massage with massage balls (session III) and “Day-Night” game (session IV).

#### 8.4 The organization of the session

Kogan (2004, p. 104-112) describes influence on socio-emotional development through “working together” -concept. Kogan describes formations, pair activities and group activities, as influencing on different aspects of development. Pair activities usually have an influence on emotional development as they include acceptance of other person and expectation to be accepted from that person, while group activities have bigger impact on social development as children learn how to support other members of the group, how to cooperate and negotiate, how to assist and learn from each other. However, both of these formations have an impact on social-emotional development as a whole. These skills are being practiced through interaction with others, when children have to cope with emotions that they experience in social interactions during PA sessions. Working in pairs and small groups also point the aspect of higher dynamic of exercising with decreasing time of waiting in the queue, but still keeping the working space safe. Choosing to use forms of pairs and small groups includes concept of offering an opportunity for those children who do little PA as they can learn from other children and feel their support. It is teacher’s responsibility to pair those children who can offer more support to those children who need it the most.

Guided physical activity should support holistic growth and development (Finnish Ministry of Education and Culture 2016, p. 29). Kyhälä, Reunamo, & Ruismäki, (2012.) discuss about increasing PA in day cares with applying holistic approach by implementing it into all activities. The vision of holistic approach in Feel and Share the Movement PA program takes into consideration environmental changes, indoor versus outdoor. Indoor activities have more holistic approach, while outdoor activities include more classical approach with higher PA intensity. However, the structure of the PA sessions stays the same. Howie, Brewer, Dowda, McIver, Saunders and Pate (2016) conclude that classical approach has greater influence on motoric development while holistic approach has greater influence on academic skills and learning. It is good example on how PA can be implemented according to set targets and environmental changes. In the Feel and Share the Movement PA program, the sessions are scheduled on the way that session I and III are placed in indoor settings, while sessions II and IV are placed in the outdoor settings. This way the program is kept interesting for children as they exercise in different environments, and thus the program gets an opportunity to make an influence on diverse developmental changes.

## 8.5 Teaching and working methods

### 8.5.1 Teaching methods

Teaching methods used in the Feel and Share the Movement PA sessions are related to planned pedagogical contents and they include verbal explanation and demonstration. Verbal explanation has to be loud enough for each child to be able to hear it, it should be clear and easy to understand. Additional explanations can be used but verbal explanation should not take too much time and attention as children can easily get bored and their inactivity time should not be increased. Rather it is advisable to give clear explanation about exercises with help of demonstration. Demonstration needs to give the final information about movement so it is teacher's responsibility to demonstrate exactly as movements should look like. The working methods mentioned in the PA sessions (Appendix 1, Appendix 2, Appendix 3, Appendix 4) are related to teachers and children.

Second aspect of teaching method is the one that will assure positive atmosphere regarding PA. As it is described in many parts of this paper the relationship between children and ECEC teachers is very important as that influences on positive atmosphere and promotion of PA in day care. Sadowski, Mostalerz and Niznikowski (2011) mention

movement tasks as very hard and complicate to learn and learning outcome greatly depends on verbal feedback (p.1). However, they concluded that verbal feedback should not put its focus on pointing mistakes in performance although it should not exclude them either. Authors mentioned as the best tool for the greatest learning outcomes choosing an appropriate verbal feedback strategy that will have some attention on correcting mistakes in performance, while creating positive atmosphere. Momchilova and Ilchev (2016) discuss about interactive methods in PE and teacher's relationship with students. They conclude that priorities for positive exercise context should be: dialogue and freedom of choice, positive assessment and mental activity, tone of voice, student's possibility to be active creator of positive atmosphere, organization of the communication, such as waiting for the turn, changing activity methods, methods of mental activity and reflex activity and basic principles such as clarity of communication, principles of integrity.

### 8.5.2 Working methods

As a working method, the Feel and Share the Movement PA program uses repetition as it takes into consideration Piaget's theory of preoperational stage and the theory that children cannot think logically and connect operations yet at this age (cited in Payne and Isaacs, 2012, pp. 40-42). According to National Academy of Sports Medicine (2020) repetitions are numbers of exercises performed in certain amount of time. However, exercises will be upgraded or developed by different tools, equipment, environment and organizational forms of work to be more effective according to objectives and interesting according to children's wishes. Motoric level of the exercises remains on the appropriate level for the children's age.

### 8.6 Assessment of the implementation

The implementation of the project was to be done during two weeks in the end of March or beginning of April in 2020. However, due to the Coronavirus situation and regulations and recommendations set by the government of Finland, the authors were not able to implement the physical activity program. This was due to lack of children in the day care and the child group as well as due to situational changes such as the author being transferred to help at another unit. Hence, instead of implementing the physical activity program, the authors prepared a detailed description of the activities, so that it can easily

be implemented by anyone and also added to the paper some recommendations for ECEC teachers.

## 9 Data collection and ethical considerations

### 9.1 Data collection plan

As the thesis is functional, observation was chosen as the method of collecting data and assessing the implementation of the physical activity program. Observation is one of the methods of pedagogical documentation in ECEC (Opetushallitus 2018, p. 37) and also one of the main methods of collecting data in social researches (Denscombe 2014, p. 163). As the primary type of observation to be used, the authors of this thesis chose “direct observation” referring to observations of what happens by an eyewitness (Denscombe 2014, p. 205), which would in this case be one of the authors as well as the other teacher of the child group, and possibly also the manager of the day care.

Direct observation is one of the methods that is used for assessing social and emotional skills (Lane, Menzies, Barton-Arwood, Doukas & Munton 2005, pp. 20, 24; Ritblatt 2016 p. 54), and also important method of measuring and assessing physical activity of children, together with proxy-reports from parents and teachers, pedometers for calculating steps and accelerometers (British Heart Foundation National Centre for Physical Activity and Health 2015 p.8; Sharma, Chuang, Skala & Atteberry 2011, p. 2). In fact, direct observation is said to be the traditional form of assessing and measuring physical activity of children, and it is considered practical and comprehensive when assessing young children (Oliver, Schofield & Kolt 2007, pp. 1054, 1057). However, it is important to realize that direct observations are subjective, and the observing person’s competence, perception and interpretation have an effect on the observation (Denscombe 2014, p. 206; Oliver et al. 2007, pp. 1054, 1057).

In addition to the author’s own observations, observations and feedback from the other ECEC teacher of the group and possibly from the manager of the day care, feedback was to be asked also from the children, after the sessions, meaning they could give a feedback on how they felt and what they liked or not.

Oliver et al. (2007, p. 1059) also point out that handheld devices can be used as an aid for recording data while observing, even though it is not necessary, and videotaping has

been used as a way to observe children's physical activity in day care settings, for example by Ilvonen, Niemistö and Sääkslahti (2019). Consequently, the authors thought that also pictures or videos would be taken and used for documentation.

## 9.2 Ethical considerations

Regarding the ethicality of the thesis project, the authors have considered the guidelines given by Metropolia University of Applied Sciences, The Rectors' Conference of Finnish Universities of Applied Sciences Arene (2020) and the Finnish National Board on Research Integrity TENK (TENK 2012; 2019). Also, the instructions given by the day care's manager and ECEC director were followed.

TENK (2012, p. 30) declares that an ethically acceptable research "must be conducted according to the responsible conduct of research". This includes respecting and giving credit to other researchers' work and citing their publications appropriately, using accepted scientific methods and principles for data collection, evaluation and reporting as well as acquiring the necessary permits (TENK 2012, p. 30). Hence these are the principles that were followed in this thesis project.

As the assessment method was chosen to be observation, no ethical review statement from human sciences ethics committee was needed according TENK (2019 p.65). However, the authors needed permissions from the ECEC service provider, day care unit and the children's guardians as the children were minors and under 15 years old (TENK 2019, p. 53). The authors acquired permissions for the project from the partnering day care's manager as well as the ECEC director of the company, and they were granted the permission for the project. Permissions from the guardians of the children were asked electronically via the day care's communication system. Most of the parents gave written consent, however as the implementation was cancelled due to the Spring 2020 Coronavirus situation, the permissions were not sought from the rest of the parents. It was also imperative that no child was to be forced to join the physical activity sessions, even if their parents would have given their consent, as the participation should be voluntary (TENK 2019, p. 53). Furthermore, each child's individual traits and capabilities were to be respected, as well as their dignity and autonomy (TENK 2019, p. 50).

Moreover, when writing about the children in the child group it was done keeping the children unrecognizable. Also, the name of the day care was kept anonymous as the authors did not receive a written permission for declaring this information.

## 10 Recommendations

### 10.1 Recommendations for stakeholders

- Define actual and concrete recommendations on how much structured PA should be planned and realized in day cares. If this is not possible, explanation of the reasons why this is not defined, could help professionals to better understand the expectations.
- Take real working life conditions into account when giving examples of PA, and consider weather conditions, environmental possibilities and foundations of equipment.

### 10.2 Recommendations for managers

- Support evaluation and self-evaluation staff members and use house meetings to present benefits of PA and, create an active community.
- Support holistic approach, and when pairing co-workers, think about their competence and possibilities related to increasing PA. Two different styles and different approaches can function better and create positive attitude to PA.
- Support additional education and training of your staff members.

### 10.3 Recommendations for teachers

- Keep up positive and constructive discussion, that may help in finding ways to increase PA and find solutions to existing obstacles. If you feel that for example safety reasons or lack of equipment is disempowering you to promote PA, define them and share this at the house meetings or to the manager.
- Initiate additional education and training regarding PA.

- Use daily reports and feedback to include parents in creating active community. Inform parents about recommendations, outcomes, expectations regarding PA. Encourage and support them in promoting the PA of their own child.
  
- In order to understand what social-emotional impact PA can have on well-being and development, it is recommendable to find yourself a physically active hobby according to your own preferences. This can also help you to understand why is important to respect children's wishes and how do children deliver their wishes when it comes to PA.
  
- Use self-evaluation to improve your own professional skills and in order to support research community improve your skills of collecting data, reasoning and understanding.
  
- Empower children and your colleagues by having positive attitude, encouraging physically active and positive behavior as well as combining styles and approaches, both holistic and classic.
  
- In order to support social-emotional development, use creativity while choosing contents and while deciding on what methodic organizational type of exercising will you use (pairs, small groups). Use your own agenda, and reasoning depending on objectives, while pairing/grouping children.
  
- While implementing PA, be clear in explanation, don't give too detailed explanations except when it comes to safety, because it can cause long waiting times and decrease intensity of the PA session. Demonstration is always a must so children know what they should do.
  
- Make plan of simple sessions for the beginning. It will help you to feel empowered as you have everything planned. Creating your own template can save your planning time.
  
- Start from simple to complex, familiar to new, from easy to harder. Use natural body movements instead of those that include complicated technology and equipment.
  
- Create foundation of the workouts and exchange them with other teachers in your unit. Once you do that, children will learn from generation to generation.



## 11 Discussion and conclusions

The aim of this thesis work was to create physical activity program, Feel and Share the Movement, that would support social-emotional development of 3-5-years-old children in a day care. The program includes four physical activity sessions: two on the indoor playground, two on the outdoor playground. Exercises, working methods, teaching methods, environmental settings and use of equipment are utilized to fulfill areas of social, emotional, motoric and language skills development.

Findings confirmed that physical activity has great impact in social- emotional development. However, it was also confirmed that structured physical activity was not presented enough in Finnish day care environment and thus it was not used enough as a source for social-emotional development. Moreover, Finnish policy makers did not precisely define how much of structured physical activity should be presented in a day care.

The Feel and Share the Movement program has an outcome to promote physical activity in a Finnish day care environment and to make an influence on social-emotional development skills such as: attention, sharing, helping others, waiting for own turn, self-regulation, self-esteem, body awareness, interaction and communication, listening to others, vocabulary development, respecting rules and other persons, dealing with trials and disappointments, expressing emotions in acceptable manner, experiencing pleasant emotion and success, identifying emotions, development of team spirit and feeling of belonging, cooperation and working together towards common goals. For this purpose, physical activity is used as a Common Third as children would improve in skills set as an outcome through shared activities. While planning exercises for this program, authors decided to use holistic and classic approach to create exercises that would be interesting and joyful for children, and at the same time to deliver tool for social- emotional development.

The Feel and Share the Movement program can also serve as a tool for empowerment for ECEC teachers as it offers set of exercises and working methods placed in the real working settings using minimum amount of equipment. However, while creating set of exercises, authors used equipment for indoor sessions that children have shown an interest already earlier. In outdoor settings fixed equipment was combined with portable equipment as findings confirmed it as the most effective combination in physical activity the aimed development. In order to empower ECEC teachers this project contains also

recommendations on how to create positive atmosphere toward physical activity, overcome possible issues while planning and implementing physical activity in day care environment.

Limitation of this project was that physical activity sessions were not able to be implemented as planned, so observed results are missing. This project can be developed and taken further by observed results when implemented in the future.

Feel and Share the Movement program, is meant to empower children while developing their motor, social-emotional and language skills, to empower ECEC teachers and other ECEC educators and ECEC managers while considering issues related to physical activity planning and implementing in day care setting.

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## Written Preparation for Structured Physical Activity Session I

Name and surname of the author: Iva Voncina, Janni Aras  
Group: SXG17S1  
Date: 17.03.2020  
Place of work (indoors/outdoors): Indoors



### WRITTEN PREPARATION FOR STRUCTURED PHYSICAL ACTIVITY SESSION I

DAY CARE: Anonymous  
GROUP: 3-5-year-olds  
TEACHER: Janni Aras  
NUMBER OF CHILDREN: 14 (12 girls + 2 boys)

#### TEACHING TOPICS:

##### Exercises with play parachute:

1. Parachute on the ground,
2. Parachute in the air,
3. Children under the parachute,
4. Throwing balls out of parachute

#### STRUCTURE OF THE TEACHING TOPIC

1. Introduction: Song "If you're happy"
2. Warming up: General warming up exercises
3. Main part:
  - a) Main A part: Exercises with parachute
    1. Parachute on the ground
    2. Parachute in the air
    3. Children under parachute
    4. Throwing balls out of parachute
  - b) Main B part: Balls in the basket
4. Finishing/closing part: Yoga for children - facial expressions

I. **TARGET:** increasing motivation and positive attitude towards PA, decreasing sedentary behavior, increasing well-being and hygienic skills, supporting socio-emotional development, vocabulary development, increased usage of cardiovascular, respiratory, locomotor and nervous systems.

II. **TASKS:**

1. ANTHROPOLOGICAL:

a) Anthropometric characteristics:

- Influence on development of locomotor system, decrease in ballast mass, strengthening activated muscles and joints and increasing in bone density.

b) Motor skills:

- Impact on development of coordination of different parts of the body, strength, flexibility, speed, stamina and agility.

c) Functional abilities:

- Impact on increased work of cardiovascular and respiratory system and increased work of aerobic, anaerobic or aerobic-anaerobic capacity.

2. EDUCATIONAL: learning about directions (up-down-left-right), colors, counting, learning new rules, sense for rhythm, learning about hygiene, learning new games and exercises.

3. SOCIAL-EMOTIONAL DEVELOPMENT:

- Attention, sharing, waiting for own turn, self-regulation, self-esteem, body awareness, interaction and communication, listening to others, vocabulary development, respecting rules and other persons, dealing with trials and disappointment, expressing emotions in acceptable manner, experiencing pleasant emotions and success, identifying emotions, development of team spirit and feeling of belonging, cooperation and working together towards common goals

III. **TEACHING EQUIPMENT:** tablet/ mobile device/ MP3 player + loudspeaker, play parachute, 14 balls, 4 baskets


IV. **WORKING METHODS:** verbal presentation, demonstration, repeating exercises.

V. **METHODICAL ORGANIZATIONAL FORMS OF WORK:** free formation, group work (circle), small groups (columns)

VI. **TYPE OF THE SESSION (learning of the new topic/ repeating):** repeating

VII. **STRUCTURE AND DURATION (minutes):** 30

1. Introduction: 3
2. Warming up: 7
3. Main part: 15
  - a) Main A part: 8
  - b) Main B part: 7
4. Finishing/closing part: 5

Page No:1	
PLAN OF THE IMPLEMENTATION	
WORKING SCHEME	OBSERVATIONS
<p><b><u>INTRODUCTION</u></b></p> <p>Before the start of the session teacher will roll up a carpet that is in the room and make sure all toys are moved away from the floor.</p> <p>The session starts with the song "<b><i>If you're happy</i></b>". This song will announce to children that PA is starting. They will prepare their body and mind emotionally and physically for everything that is following in the session.</p> <p>Teacher should stand in front of children so that each child can see what he/she is doing. Children are in free formation. Teacher should instruct children about taking enough space for exercising. One example is to say: "<i>children take your position, raise your hands on the side until the level of shoulders and see if you have space for workout so that you do not touch anyone, and no-one touches you</i>".</p> <p>Teacher should announce what are they going to do during the whole PA session, after that he/she should announce the song. While song is playing on the tablet/mobile device teacher is showing children the movements they should focus on. Teacher should also sing in such a way that children can see featured facial expressions.</p> <div style="text-align: center;">  </div> <p>Lyrics of the song (Super Simple Songs 2013):</p> <p><i>"If you're happy, happy, happy, clap your hands. If you're happy, happy, happy, clap your hands. If you're happy, happy, happy, clap your hands, clap your hands. If you're happy, happy, happy, clap your hands."</i></p> <p><i>If you're angry, angry, angry, stomp your feet. If you're angry, angry, angry, stomp your feet. If you're angry, angry, angry, stomp your feet, stomp your feet. If you're angry, angry, angry, stomp your feet."</i></p> <p><i>If you're scared, scared, scared, say, "Oh no!" If you're scared, scared, scared, say, "Oh no!" If you're scared, scared, scared, say, "Oh no!" Say, "Oh no!" If you're scared, scared, scared, say, "Oh no!"</i></p> <p><i>If you're sleepy, sleepy, sleepy, take a nap. If you're sleepy, sleepy, sleepy take a nap. If you're sleepy, sleepy, sleepy, take a nap, take a nap. If you're sleepy, sleepy, sleepy, take a nap."</i></p>	

*If you're happy, happy, happy, clap your hands. If you're happy, happy, happy, clap your hands. If you're happy, happy, happy, clap your hands. If you're happy, happy, happy, clap your hands. " "*

**Influence:** developing attention, listening, raising body awareness, teaching how to differ diverse types of activities, increasing motivation for PA and warming up their body for the next activity as well as vocabulary development, identifying emotions and expressing emotions in acceptable manner, experiencing pleasant emotions

**Duration:** 3 minutes

**Equipment:** tablet/mobile

**Place of performance:** room for morning circle or hallway

### **GENERAL WARMING UP EXERCISES**

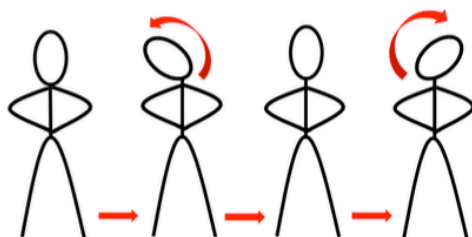
These exercises are designed to include all the major areas of the body (head and neck, shoulders and arms, back and abdomen, hips and legs). The exercises prepare body even more for the following efforts. Children will do 6 exercises starting with head and moving toward legs. Last exercise has to be complex with high intensity. Each exercise should have a name so that children can easily remember it. When this part starts, children are facing teacher in a free formation.

#### **1. Tic, Tac- exercise for the neck and upper body parts.**

Starting position: spread legs, hands on the waists

Performance: moving head towards the shoulder and bringing it through neutral position to the other side. Clock imitation "tic, tac" is to be pronounced while performing.

Repetition: 8 times on each side, alternating direction.

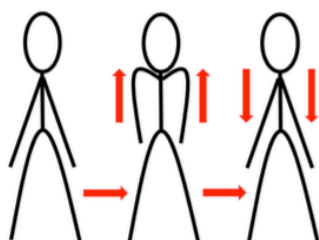


#### **2. I know, I don't know- exercise for warming up and strengthening upper part of the body, upper back and hands.**

Starting position: spread legs, hands to be freely hanged

Performance: moving shoulders up and down. Imitation "I don't know" is to be pronounced while shoulders are up, imitation "I know" is to be pronounced while shoulders are down.

Repetition: 8 times each way, alternating direction.

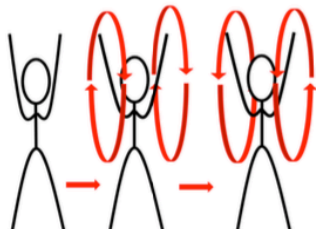


**3. Wheels with the hands forward/backwards- exercise for warming up and strengthening hands muscles and warming up upper back.**

Starting position: spread legs, hands above head

Performance: making sideways circles with both hands at the same time. First task is to do forwards, then backwards.

Repetition: 8 times each direction, directions is to be changed after first task is done.

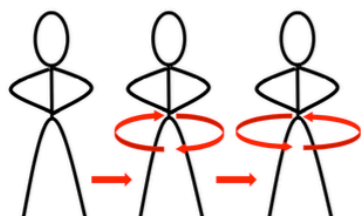


**4. Round your tummy- exercise for warming up and strengthening torso muscles**

Starting position: spread legs, hands on the waist

Performance: making wide circles with trunk on the hips level.

Repetition: 8 times each direction, directions is to be changed after first task is done.

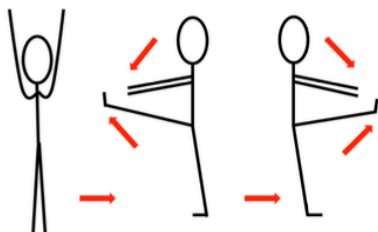


**5. Touch your toes- exercise for strengthening and stretching legs and warming up and strengthening hands and shoulder muscles**

Starting position: extended, joined legs stand, hands above head

Performance: raising extended legs, alternating legs, until the level of shoulders. At the same time joining hands together in front of the shoulders.

Repetition: 8 times each leg, alternating legs

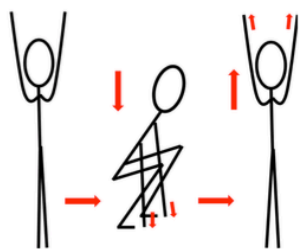


**6. Picking grapes, pulling grass- complex exercise for warming up whole body. It will strengthen hands and shoulder muscles and muscles of the legs.**

Starting position: extended, joined legs stand, hands above head

Performance: from starting position going in squat and lowering hands in imitation of the pulling grass from the ground. Standing up, raising hands above head in imitation of picking grapes.

Repetition: 8 times, alternating tasks.



After the exercises, teacher prepares children for the next part of the session.

**Duration:** 7 minutes

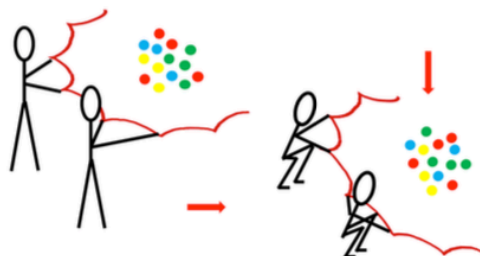
**Equipment:** -

**Place of performance:** room for morning circle or hallway

### **MAIN A PART**

Teacher prepares needed tools (play parachute and balls) and explains children what to do. As this task includes tools, children should be explained how to behave while using them. Teacher will explain children to form a circle around the play parachute in the middle of the room. Each child will hold the play parachute with both hands. Teacher will put in the middle of the parachute balls, that are colored differently with different emoticons on them. There will be 4 red balls, 4 green balls, 3 blue balls and 3 yellow balls, with emoticons showing emotions of happiness, sadness, anger, fear and surprise. Children are holding the parachute with distance of approximately 1 meter from each other. They are shaking the parachute and doing exercises as follows:

#### **1. Parachute on the ground x 3**

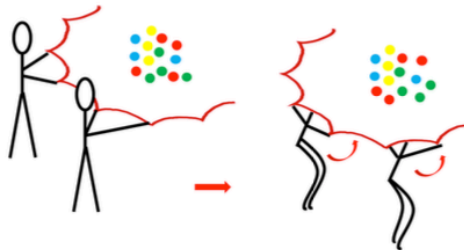


#### **2. Parachute in the air x 3**





### 3. Children under the parachute x 2



### 4. Throwing balls out of the parachute x 1



In the exercises 1, 2 and 3, the children should try to keep all the balls inside the parachute. After throwing the balls out of the parachute, each child will have to catch one ball and hold on to it for main B part.

**Influence:** strengthening muscles of the legs and upper body parts (upper back, shoulders and legs), raising intensity, enhanced work of cardio-vascular and respiratory system. Increasing attention and self-regulation skills by waiting teacher's signal, respecting the distance while holding parachute, cooperation and working together towards common goals, sharing, interaction, respecting rules and other persons, dealing with trials and disappointment, development of team spirit and feeling of belonging, experiencing pleasant emotions and success.

**Duration:** 8 minutes

**Equipment:** play parachute, 14 balls (4 red balls, 4 green balls, 3 blue balls and 3 yellow balls, with emoticons showing emotions of happiness, sadness, anger, fear and surprise)

**Place of performance:** room for morning circle

### MAIN B PART

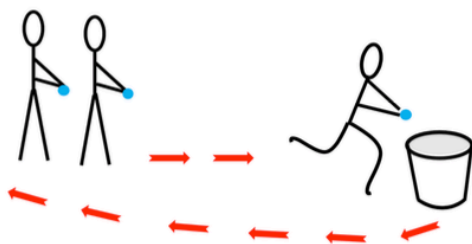
After last exercise in Main A part, children are asked to form columns in such a way that children who caught balls with the same color should be in the same column. Columns are formed at the end of the room.

To give children a chance to breathe before main B part, teacher asks children what emoticon is on their ball and additionally asks them to show the expression on their face. However, this should be brief so that children don't wait too long and intensity level of exercising would not decrease.

Across each column is basket where children have to put the ball in this exercise. Children start to run on the teacher's signal. Only first



from each column is able to run. Game is over when all balls are in the basket. The game can be repeated 3 times.



After main B part tasks are done, teacher instructs children how to quickly put equipment (baskets with balls) on the right place. Children will then form free seated formation for the final part.

**Influence:** children will increase in anaerobic capacity of the organism, increasing of the cardiovascular and respiratory system, strengthening upper body muscles and legs, increasing self-regulation skills and self-esteem, vocabulary development, identifying emotions and expressing emotions in acceptable manner, cooperation and working together towards common goals, waiting for own turn, respecting rules, dealing with trials and disappointment, experiencing pleasant emotions and success.

**Duration:** 7 minutes

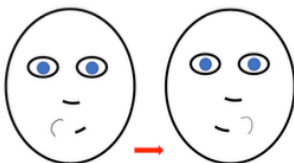
**Equipment:** 4 baskets, 14 balls (4 red balls, 4 green balls, 3 blue balls and 3 yellow balls, with emoticons showing emotions of happiness, sadness, anger, fear and surprise)

**Place of performance:** room for morning circle

#### **FINISHING/CLOSING PART**

For the end of the session children will do facial expression yoga. Teacher should give clear short instructions and demonstrate each exercise briefly. Teacher should also adopt vocabulary for children's appropriate age. Exercises should be done as follows:

1. "Move your tongue inside your mouth" – child should touch every part of the mouth with its tongue. Mouth should remain closed all the time. Duration: 30 seconds



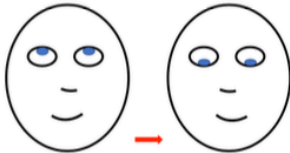
2. "Open your mouth (like a roaring lion)" - children should open their mouth widely and stay in this position until teacher's signal. Duration: 30 seconds



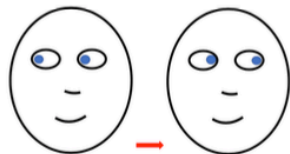
3. "Contract your mouth (as if teasing someone)" - children should contract their mouth and soak in their cheeks as much as it is possible. Children should hold on this position until teacher's signal. Duration: 30 seconds



4. "Move your eyes up and down" - children should roll their eyes up and down without moving their heads. Exercise is done on teacher's signal, repeat 8 times.



5. "Move your eyes right and left" - children should move their eyes right and left without moving their neck. Exercise is done on teacher's signal, repeat 8 times.



6. "Rotate your eyes" - children should rotate their eyes without moving their neck. Exercise is done on teacher's signal, repeat 3 times in both directions.



After this teacher can continue with reminding children what were they doing during the session, and ask their feedback on the session. It will help children to learn new skills and remember what is important.

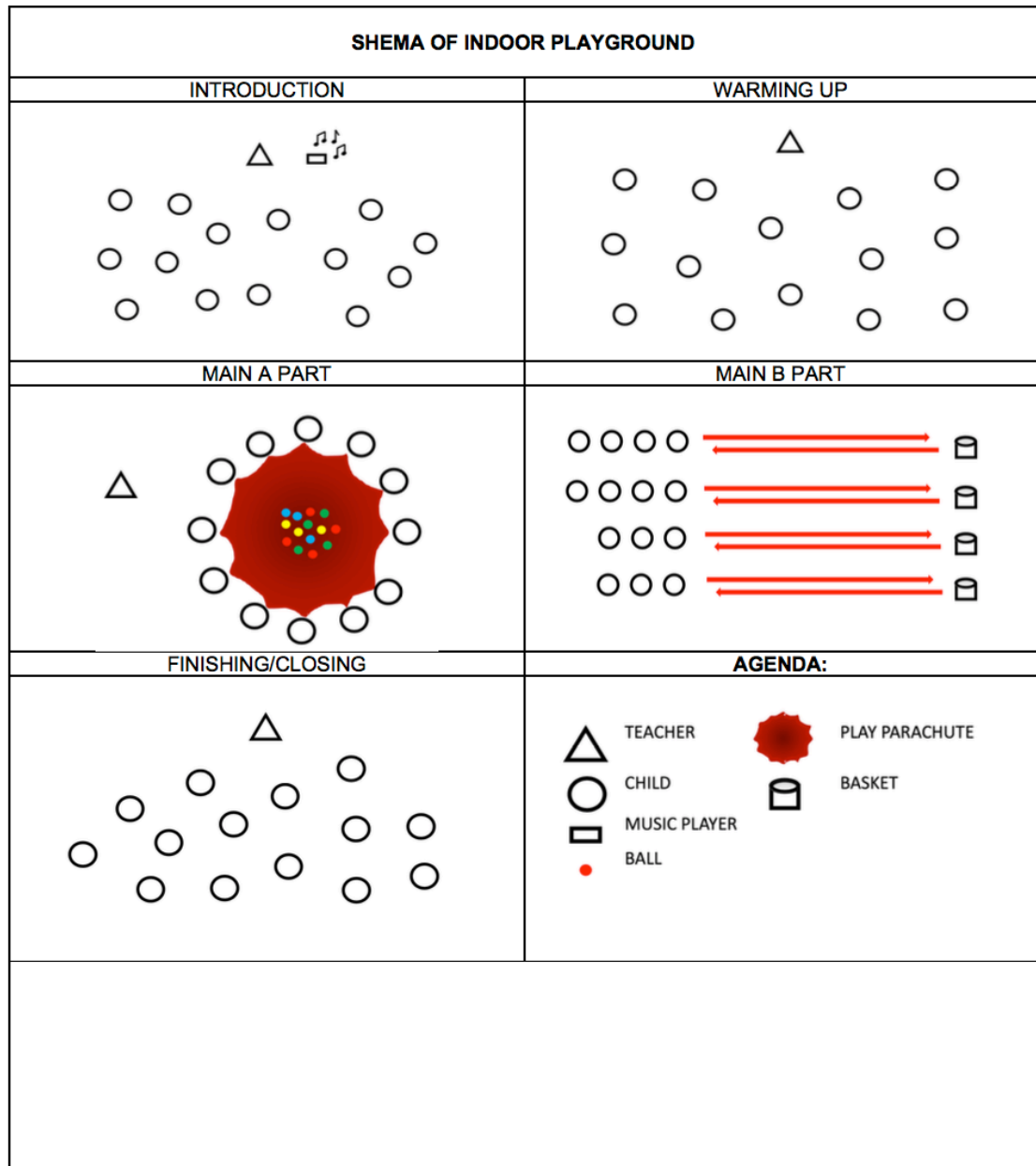
Used toys and equipment should be cleaned away. Teacher should also teach children about hygiene, explaining them that at least hands and face should be washed after the session.

**Influence:** calming down and preparing their bodies for the rest of the day, increasing attention, listening, vocabulary development, body awareness, decreasing mental and physical tensions, strengthening facial muscles and increasing facial expression.

**Duration:** 5 minutes

**Equipment:** -

**Place of performance:** room for morning circle



## Written Preparation for Structured Physical Activity Session II

Name and surname of the author: Iva Voncina, Janni Aras

Group: SXG17S1

Date: 18.03.2020

Place of work (indoors/outdoors): Outdoors



### WRITTEN PREPARATION FOR STRUCTURED PHYSICAL ACTIVITY SESSION II

DAY CARE: Anonymous

GROUP: 3-5-year-olds

TEACHER: Janni Aras

NUMBER OF CHILDREN: 14 (12 girls + 2 boys)

TEACHING TOPICS:

**Doing different tasks in small groups around the playground:**

- Climbing up the climbing frame and sliding down
- Jumps with both legs in hola hoops
- Throwing frogs in the water (sandbox) from the marked line
- Balancing on the wooden edge

#### STRUCTURE OF THE TEACHING TOPIC

1. Introduction: Simon says- game
2. Warming up: General warming up exercises
3. Main part:
  - a) Main A part: Doing different tasks in small groups around the playground
    - Climbing up the climbing frame and sliding down
    - Jumps with both legs in hola hoops
    - Throwing frogs in the water (sandbox) from the marked line
    - Balancing on the wooden edge
  - b) Main B part: Hug the swing/slide/house/teacher - game
4. Finishing/closing part: Find the swing - game in pairs

**I. TARGET:** Increasing motivation and positive attitude towards PA, decreasing sedentary behavior, increasing well-being and hygienic skills, supporting socio-emotional development, vocabulary development, increased usage of cardiovascular, respiratory, locomotor and nervous systems

**II. TASKS:**

**1. ANTHROPOLOGICAL:**

**a) Anthropometric characteristics:**

- Influence on development of locomotor system, decrease in ballast mass, strengthening activated muscles and joints and increasing in bone density.

**b) Motor skills:**

- Impact on development of coordination of different parts of the body, strength, flexibility, speed, stamina and agility.

**c) Functional abilities:**

- Impact on increased work of cardiovascular and respiratory system and increased work of aerobic, anaerobic or aerobic-anaerobic capacity.

**2. EDUCATIONAL:** Learning about directions (up-down-left-right), learning new rules, learning about hygiene.

**3. SOCIAL-EMOTIONAL DEVELOPMENT:**

- Attention, sharing, helping others, waiting for own turn, self-regulation, self-esteem, body awareness, interaction and communication, listening to others, vocabulary development, respecting rules and other persons, dealing with trials and disappointment, expressing emotions in acceptable manner, experiencing pleasant emotions and success, identifying emotions, development of team spirit and feeling of belonging, cooperation and working together towards common goals

**III. TEACHING EQUIPMENT:** Fixed equipment in the outdoor playground: Slide/climbing frame, sandbox, wooden edge, swing, playhouse, plant boxes, shed, sheep toy. Portable equipment: 7 hula hoops, 4 frogs, 7 scarfs.

**IV. WORKING METHODS:** verbal presentation, demonstration, repeating exercises

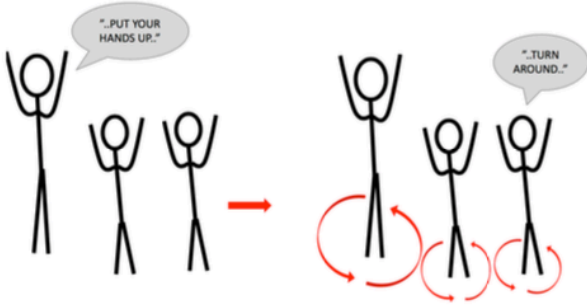
**V. METHODICAL ORGANIZATIONAL FORMS OF WORK:** circle, free formation, small groups, pairs

**VI. TYPE OF THE SESSION (learning of the new topic/ repeating):** repeating

**VII. STRUCTURE AND DURATION (minutes):** 30

1. Introduction: 3
2. Warming up: 7
3. Main part: 15
  - a) Main A part: 9
  - b) Main B part: 6
4. Finishing/closing part: 5

## PLAN OF THE IMPLEMENTATION

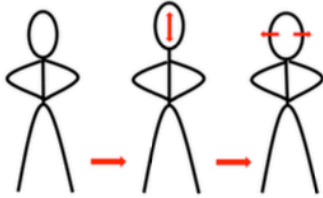
WORKING SCHEME	OBSERVATIONS
<p><b><u>INTRODUCTION</u></b></p> <p>The session starts with the game <b><i>“Simon says”</i></b>. This game will announce to children that PA is starting. They will prepare their body and mind emotionally and physically for everything that is following. Teacher should announce what they are going to do during the whole PA session and after that he/she should explain the first game.</p> <p>Children will form a circle formation including the teacher. Teacher will start the game and gives an example on how the game works. When teacher says for example <b><i>“Simon says make a squat”</i></b>, each member of the circle should make a squat. After that teacher chooses who is the next “Simon” and the game continues with changing the Simon.</p>  <p><b>Influence:</b> developing attention, listening, interaction and communication, vocabulary development, raising body awareness, improving self-esteem, waiting for own turn, respecting rules and other persons, experiencing pleasant emotions and success, feeling of belonging, increasing motivation for PA and warming up their body for the next activity.</p> <p><b>Duration:</b> 3 minutes</p> <p><b>Equipment:</b> -</p> <p><b>Place of performance:</b> outdoor playground</p> <p><b><u>GENERAL WARMING UP EXERCISES</u></b></p> <p>These exercises are designed to include all the major areas of the body (head and neck, shoulders and arms, back and abdomen, hips and legs). The exercises prepare the body even more for the following efforts. Children will do 6 exercises starting with head, following direction toward legs. Last exercise has to be complex with high intensity. Each exercise should have the name so that children can easily remember it. Children are facing teacher in free formation.</p>	

**1. Yes, No- exercise for the neck and upper body parts.**

Starting position: spread legs, hands on the waists

Performance: moving head up-down-left-right through neutral position.

Repetition: 8 circles (1 circle is done when each direction is performed)

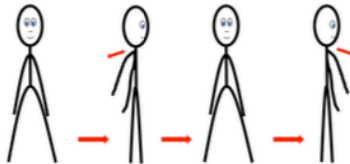
**2. Open them, close them- exercise for warming up and stretching upper part of the body, upper back and chest**

Starting position: spread legs, hands to be freely hanged

Performance: moving shoulders forwards and backwards.

Children say together with teacher "open them" while in the position backwards and "close them" while in the position forward.

Repetition: 8 times each direction alternatively

**3. Wheels with the hands forward/backwards- exercise for warming up and strengthening hands muscles and warming up upper back.**

Starting position: spread legs, hands above head

Performance: making sideways circles with both hands at the same time. First task is forwards, then backwards.

Repetition: 8 times each direction, directions is to be changed after first task is done.

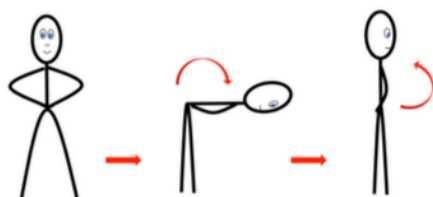
**4. Up and down- exercise for warming up and stretching leg muscles and strengthening abdominal muscles and hands muscles.**

Starting position: spread legs, hands on the waist

Performance: doing movements with upper body part forward until in horizontal position. Then moving up/backwards until neutral position.

Repetition: 8 times each direction, directions are to be followed additionally.



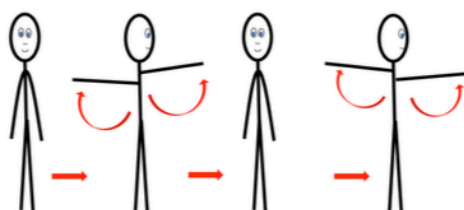


**5. Swing your hands- exercise** for strengthening and stretching legs and warming up and strengthening hands and shoulder muscles

Starting position: extended, joined legs stand, hands freely hanging

Performance: swinging hands forwards and backwards, alternatively (while one hand is forward, another is backwards)

Repetition: 8 circles (1 circle is done when both hands exchange position)

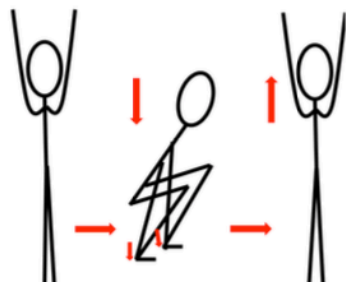


**6. Touch your heels- complex exercise** for warming up whole body. It will strengthen hands and shoulder muscles and muscles of the legs.

Starting position: extended, joined legs stand, hands in front of the body

Performance: going down in squat from starting position and lowering hands in the direction of heels. Standing up, raising hands in front of the body.

Repetition: 8 times, alternating tasks.



After the warming up exercises, teacher prepares children for the next part of the session.

**Duration:** 7 minutes

**Equipment:** -

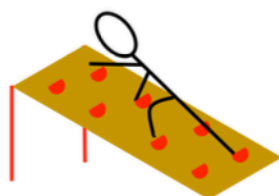
**Place of performance:** outdoor playground

**MAIN A PART****Doing different tasks in small groups:**

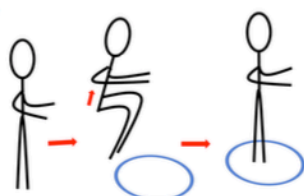
- Climbing up the climbing frame and sliding down
- Jumps with both legs in hula hoops
- Throwing frogs in the water (sandbox) from the marked line
- Balancing on the wooden edge

Teacher will explain and demonstrate how the tasks should look like (3 minutes). Group is divided into 4 smaller groups, so there are 2 groups with 3 children and 2 groups with 4 children. Each group is doing its own task for 1,5 minutes. After working time is over, teacher gives the signal for exchange. Task exchange is going clockwise, but it should always be explained to children before first signal for starting the exercising.

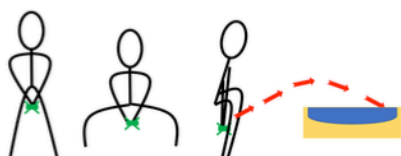
**Task 1.** Children are waiting in a column in front of the climbing frame. They are climbing up the frame, choosing either metal step or climbing wall to go up, and sliding down the slide. Next child from the column can start climbing up only when previous one is already up. Children should be told to be careful and take care of each other.



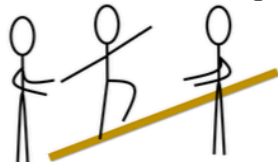
**Task 2.** Teacher is setting up 7 hula hoops in a zig-zag form. Children are in a column in front of the hula hoops. The task is to jump with both legs in hula hoop as fast as possible. Next child can start jumping only when the previous child is half-way done.



**Task 3.** Children are standing behind the line which is drawn on the ground 3 m distance from the sandbox which is "water" for the frogs. Children are throwing frogs all at the same time on the teacher's signal using technique from crouching position both hands through the knees from down.



**Task 4.** Balancing on the wooden edge. Children are waiting in the column in front of the wooden edge. They are walking on the wooden edge with balancing hands on the side. It is possible to have 2 children at the same time on the wooden edge. If some child has difficulties with balancing, it is possible that other children assists him or her with holding his hand lightly.



**Influence:** strengthening muscles of the arms and legs, raising intensity of the anaerobic capacity, balancing skills, explosive strength of the arms and legs, enhanced work of cardio-vascular and respiratory system. Increasing attention and self-regulation skills by waiting teacher's signal, listening, interaction and communication, helping others, cooperation and working together towards common goals, development of team spirit and feeling of belonging, respecting rules and other persons, dealing with trials and disappointment, experiencing pleasant emotions and success, self-esteem

**Duration:** 9 minutes

**Equipment:** slide/climbing frame, 7 hula hoops, 4 frogs, sandbox, wooden edge.

**Place of performance:** outdoor playground

#### **MAIN B PART**

Children stay in the same groups as in main A part. Teams are in the middle of the outdoor playground. Each team will have task to hug something at the playground (swing/slide/house/teacher) or some part of it. Children should do it in such a way that by connecting their hands they form circle around part of the playground equipment. As soon as teacher gives the signal, children should run towards the given equipment and think how to solve the problem (how to hug). As the group is divided in 4 groups, task should be repeated 4 times. Every time teacher will give new construction to each team to be hugged.

After main B part tasks are done, teacher will ask children how does hugging make them feel and instruct children about the last part of the session.



**Influence:** strengthening legs, hands and upper body muscles. Attention, listening, interaction and communication, dealing with trials and disappointment, respecting rules and other persons as well as the equipment, experiencing pleasant emotions and success, cooperation and working together towards common goals, expressing emotions in acceptable manner (hugging).

**Duration:** 7 minutes

**Equipment:** swing, slide, playhouse

**Place of performance:** outdoor playground

**FINISHING/CLOSING PART**

Children will then form pairs for the finishing part, according to teacher's choice and agenda.

For the end of the session children will do the game "**Find the ....**". This game is played in such a way that one from the pair has eyes tied with scarf. The other child is giving instructions on how to find the target object (*go left, go forward, be careful, its paddle in front of you etc.*) and will carefully guide the child with tied eyes there. Teachers should demonstrate the task exactly as it should look like, so that children get clear picture about it. Each pair will start from the middle of the playground. This is not a competition and it is not important who will come first, safety is the main concern. Teachers should encourage children to do the task according to the rules, and not focus on the speed. After pair finds the target, children should swap their roles. Now the other pair should follow instructions on the way back to the starting point.

Each pair will have different object to find, as follows:

1. Swing
2. Sandbox
3. Slide
4. Playhouse
5. Plant boxes
6. Shed
7. Sheep toy



After this part teacher can continue with reminding children what were they doing during the session, and ask their feedback on the session. It will help children to learn new skills and remember what is important.

Used toys and equipment should be cleaned. Teacher should also teach children about hygiene explaining them that at least hands and face should be washed.

**Influence:** calming down and preparing their bodies for the rest of the day, increasing in body awareness, attention, vocabulary development, listening, interaction and communication, self-regulation, respecting rules and other persons, waiting for own turn, dealing with trials and disappointment, experiencing pleasant emotions and success, cooperation and working together towards common goals

**Duration:** 5 minutes

**Equipment:** Swing, sandbox, slide, playhouse, plant boxes, shed, sheep toy, 7 scarfs

**Place of performance:** Outdoor playground

HEMA OF INDOOR/OUTDOOR PLAYGROUND																			
INTRODUCTION	WARMING UP																		
MAIN A PART	MAIN B PART																		
FINISHING/CLOSING	AGENDA:																		
	<table border="0"> <tr> <td> TEACHER</td> <td> WOODEN EDGE</td> <td> SWING</td> </tr> <tr> <td> CHILD</td> <td> SANDBOX ("WATER")</td> <td> SLIDE/CLIMBING FRAME</td> </tr> <tr> <td> HULA HOOP</td> <td> PLAYHOUSE</td> <td></td> </tr> <tr> <td> FROG</td> <td> SHED</td> <td></td> </tr> <tr> <td> SCARF</td> <td> PLANT BOX</td> <td></td> </tr> <tr> <td> SHEEP TOY</td> <td></td> <td></td> </tr> </table>	TEACHER	WOODEN EDGE	SWING	CHILD	SANDBOX ("WATER")	SLIDE/CLIMBING FRAME	HULA HOOP	PLAYHOUSE		FROG	SHED		SCARF	PLANT BOX		SHEEP TOY		
TEACHER	WOODEN EDGE	SWING																	
CHILD	SANDBOX ("WATER")	SLIDE/CLIMBING FRAME																	
HULA HOOP	PLAYHOUSE																		
FROG	SHED																		
SCARF	PLANT BOX																		
SHEEP TOY																			

## Written Preparation for Structured Physical Activity Session III

Name and surname of the author: Iva Voncina, Janni Aras

Group: SXG17S1

Date: 19.03.2020

Place of work (indoors/outdoors): Indoors



### WRITTEN PREPARATION FOR STRUCTURED PHYSICAL ACTIVITY SESSION III

DAY CARE: anonymous

GROUP: 3-5-year-olds

TEACHER: Janni Aras

NUMBER OF CHILDREN: 14 (12 girls + 2 boys)

TEACHING TOPICS:

**Exercises with parachute:**


- Parachute on the ground (3x)
- Parachute in the air (3x), alternating with previous task
- Children under parachute (x2)
- Throwing balls out of parachute (x2)

#### STRUCTURE OF THE TEACHING TOPIC

1. Introduction: Emotions hokey pokey
2. Warming up: General warming up exercises
3. Main part:
  - a) Main A part: Exercises with parachute
    1. Parachute on the ground
    2. Parachute in the air
    3. Children under parachute
    4. Throwing balls out of parachute
  - b) Main B part: Clean your side
4. Finishing/closing part: Massage in pairs with massage balls

- I. **TARGET:** Increasing motivation and positive attitude towards PA, decreasing sedentary behavior, increasing well-being and hygienic skills, supporting socio-emotional development, vocabulary development, increased usage of cardiovascular, respiratory, locomotor and nervous systems.
- II. **TASKS:**
1. **ANTHROPOLOGICAL:**
- a) Anthropometric characteristics:
- Influence on development of locomotor system, decrease in ballast mass, strengthening activated muscles and joint and increasing in bone density.
- b) Motor skills:
- Impact on development of coordination of different parts of the body, strength, flexibility, speed, stamina and agility.
- c) Functional abilities:
- Impact on increased work of cardiovascular and respiratory system and increased work of aerobic, anaerobic or aerobic-anaerobic capacity.
2. **EDUCATIONAL:** learning about directions (up-down- left- right), learning about hygienic skills, numbers, learning new rules, sense for rhythm.
3. **SOCIAL-EMOTIONAL DEVELOPMENT:**
- Attention, sharing, helping others, waiting for own turn, self-regulation, self-esteem, body awareness, interaction and communication, listening to others, vocabulary development, respecting rules and other persons, dealing with trials and disappointment, expressing emotions in acceptable manner, experiencing pleasant emotions and success, identifying emotions, development of team spirit and feeling of belonging, cooperation and working together towards common goals
- III. **TEACHING EQUIPMENT:** tablet/ mobile device/ MP3 player + loud speaker, play parachute, 20 balls, 7 massage balls, rope
- IV. **WORKING METHODS:** Verbal presentation, demonstration repeating exercises.
- V. **METHODICAL ORGANIZATIONAL FORMS OF WORK:** circle, free formation, group work (circle), small groups, pairs
- VI. **TYPE OF THE SESSION (learning of the new topic/ repeating):**repeating
- VII. **STRUCTURE AND DURATION (minutes):** 30
1. Introduction: 3
  2. Warming up: 7
  3. Main part: 15
    - a) Main A part: 8
    - b) Main B part: 7
  4. Finishing/closing part: 5



Page No:1	
PLAN OF THE IMPLEMENTATION	
WORKING SCHEME	OBSERVATIONS
<p><b><u>INTRODUCTION</u></b></p> <p>Before the start of the session teacher will roll up a carpet that is in the room and make sure all toys are moved away from the floor.</p> <p>The session starts with the song "<b>Emotions hokey pokey</b>". This song will announce to children that PA is starting. They will prepare their body and mind emotionally and physically for everything that is following in the session.</p> <p>Children are in circle formation. Teacher should stand in the circle with children so that each child can see what he/she is doing. Teacher should instruct children about taking enough space for exercising. One example is to say: "<i>children take your position, raise your hands on the side until the level of shoulders and see if you have space for workout so that you do not touch anyone, and anyone does not touch you</i>".</p> <p>Teacher should announce what are they going to do during whole PA session, after that he/she should announce the song. While the song is playing on the tablet/mobile device teacher is showing children the movements they should focus on. Teacher should also sing in such a way that children can see featured facial expressions.</p>  <p>Lyrics of the song (The Kiboomers 2016):</p> <p><i>"All right everybody, let's do the Emotions Hokey Pokey!</i></p> <p><i>You put your HAPPY face in, you take your HAPPY face out, you put your HAPPY face in and you shake it all about. You do the hokey pokey and turn yourself around. Everybody turn around! (clap, clap)</i></p> <p><i>You put your sad face in, you take your sad face out, you put your sad face in and you shake it all about. You do the hokey pokey and turn yourself around. Everybody turn around! (clap, clap)</i></p> <p><i>You put your angry face in, you take your angry face out, you put your angry face in and you shake it all about. You do the hokey pokey and turn yourself around. Everybody turn around! (clap, clap)</i></p> <p><i>You put your scared face in, you take your scared face out, you put your scared face in and you shake it all about. You do the hokey pokey and turn yourself around. Everybody turn around! (clap, clap)</i></p>	

*You put your surprised face in, you take your surprised face out, you put your surprised face in and you shake it all about. You do the hokey pokey and turn yourself around. Everybody turn around! (clap, clap)*

*You put your silly face in, you take your silly face out, you put your silly face in and you shake it all about. You do the hokey pokey and turn yourself around. Everybody turn around! (clap, clap) Everybody turn around!*

**Influence:** developing attention, listening, vocabulary development, identifying emotions, expressing emotions in acceptable manner, raise their body awareness, increase their motivation for PA and warm up their body for the next activity.

**Duration:** 3'

**Equipment:** tablet/mobile

**Place of performance:** room for morning circle or hallway

### **GENERAL WARMING UP EXERCISES**

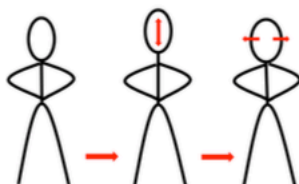
These exercises are designed to include all the major areas of the body (head and neck, shoulders and arms, back and abdomen, hips and legs). They should prepare body even more for the following efforts. Children will do 6 exercises starting with head, following direction toward legs. Last exercise has to be complex with high intensity. Each exercise should have the name so that children can easily remember it. Children are facing teacher in free formation.

#### **1. Yes, No- exercise for the neck and upper body parts.**

Starting position: spread legs, hands on the waists

Performance: moving head up-down-left-right through neutral position.

Repetition: 8 circles (1 circle is done when each direction is performed)

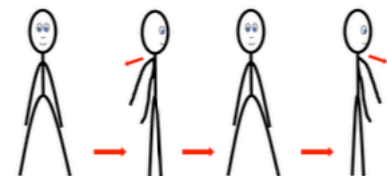


#### **2. Open them, close them- exercise for warming up and stretching upper part of the body, upper back and chest**

Starting position: spread legs, hands to be freely hanged

Performance: moving shoulders forwards and backwards. Children should pronounce "open them" while in the position backwards and "close them" while the position is forwards

Repetition: 8 times each direction alternatively



**3. Wheels with the hands forward/backwards- exercise for warming up and strengthening hands muscles and warming up upper back.**

Starting position: spread legs, hands above head

Performance: making sideways circles with both hands at the same time. First task is to do forwards, then backwards.

Repetition: 8 times each direction, directions is to be changed after first task is done.

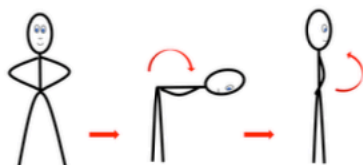


**4. Up and down- exercise for warming up and stretching leg muscles and strengthening abdominal muscles and hands muscles.**

Starting position: spread legs, hands on the waists

Performance: doing movements with upper body part forward until in horizontal position. Then moving up/backwards until neutral position.

Repetition: 8 times each direction, directions are to be followed additionally.

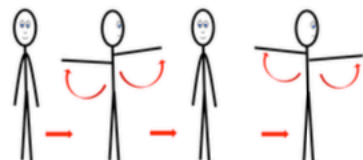


**5. Swing your hands- exercise for strengthening and stretching legs and warming up and strengthening hands and shoulder muscles**

Starting position: extended, joined legs stand, hands freely hanged

Performance: swinging hands forwards and backwards, alternatively (while one hand is forward, another is backwards)

Repetition: 8 circles (1 circle is done when both hands exchange position)

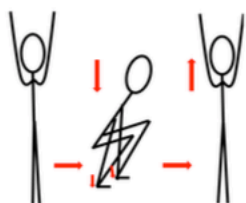


**6. Touch your heels- complex exercise for warming up whole body. It will strengthen hands and shoulder muscles and muscles of the legs.**

Starting position: extended, joined legs stand, hands in front of the body

Performance: going down in squat from starting position and lowering hands in the direction of heels. Standing up, raising hands in front of the body.

Repetition: 8 times, alternating tasks.



After the warming up exercises, teacher prepared children for the next part of the session.

**Duration:** 7 minutes

**Equipment:** -

**Place of performance:** room for morning circle or hallway

### **MAIN A PART**

Teacher prepares the needed tools (play parachute and balls) and explains children what to do. As this task includes tools, children should be explained how to behave while using them. Teacher will explain children to form a circle around the play parachute in the middle of the room for morning circle. Every child will hold parachute with both hands. In the middle of the parachute are balls, colored differently with different emoticons on them (4 red, 4 green, 3 blue and 3 yellow). Children are holding the parachute with distance of approximately 1 meter. They are shaking it and doing exercises as follows, however exercises 1 and 2 will be combined and alternated:

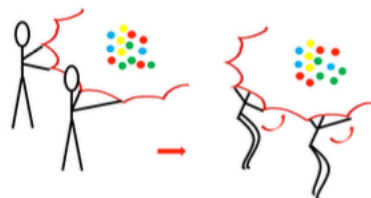
#### **1. Parachute on the ground x 3**



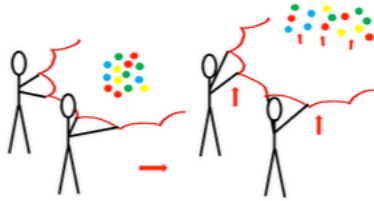
#### **2. Parachute in the air x3**



#### **3. Children under parachute x 2**



#### 4. Throwing balls out of parachute x 1



**Influence:** strengthening muscles of the legs and upper body parts (upper back, shoulders and legs), raising intensity, enhanced work of cardio-vascular and respiratory system. Motoric memory and agility (alternating tasks). Increasing attention and self-regulation skills by waiting teacher's signal and alternating tasks, respecting the distance while holding parachute, self-esteem, cooperation and working together towards common goals, sharing, interaction, respecting rules and other persons, dealing with trials and disappointment, development of team spirit and feeling of belonging, experiencing pleasant emotions and success.

**Duration:** 8 minutes

**Equipment:** play parachute, different colored balls

**Place of performance:** room for morning circle, hallway can be second option.

#### MAIN B PART

After last exercise, children form 2 teams according to teacher's choice for playing game called "Keep your side clean". Explaining children what to do as well as counting balls together will take 2,5 minutes. The game uses the 14 balls from main A part. Each team is on one side of the room and rope is dividing the room into two sides. Same amount of colorful balls are thrown on both sides of the room and once time starts, the groups must try to clean their own side of the balls by throwing them to the other side (one at a time). This continues 1,5 minutes and then balls on each side are counted together. This is repeated 3 times and during the second and third time 3 extra balls are added to the game.



After main B part tasks are done, teacher is instructing children how to quickly put equipment away to the right place. Children will then sit on a carpet, which is rolled open for the final part.

**Influence:** children will increase functioning of the cardiovascular and respiratory system, strengthening upper body muscles and legs, practicing counting, developing in self-regulation skills and self-esteem, development of team spirit and feeling of belonging, cooperation and working together towards common goals, respecting rules, dealing with trials and disappointment, experiencing pleasant emotions and success.

**Duration:** 7 minutes

**Equipment:** rope, 20 balls

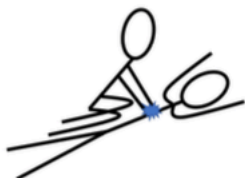
**Place of performance:** room for morning circle or hallway

**FINISHING/CLOSING PART**

For the end of the session children will do massage in pairs with massage balls, as follows:

1. Circles clockwise x5
2. circles counter clockwise x5
3. up & down x 5 circles
4. left & right x 5 circles

After one from the pair does the massage exercises, children are swapping their roles.



After this teacher can continue with reminding children what were they doing during the session, and ask their feedback on the session. It will help children to learn new skills and remember what is important.

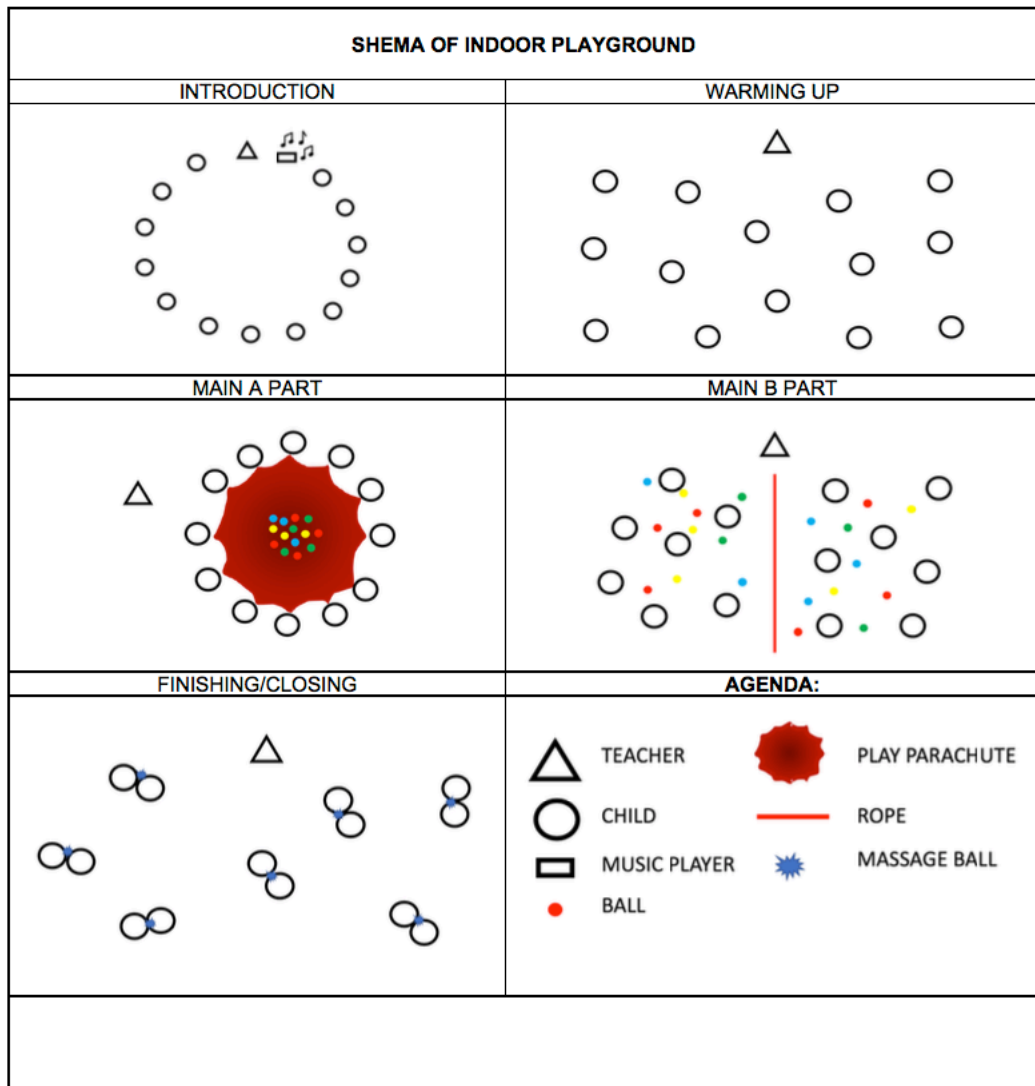
Used toys and equipment should be cleaned. Teacher should also teach children about hygiene, explaining them that at least hands and face should be washed.

**Influence:** calming down and preparing their bodies for the rest of the day, increasing body awareness helping other person to relax, waiting for own turn, dealing with disappointment, experiencing pleasant emotions, interaction and sharing own personal space, expressing emotions in acceptable manner

**Duration:** 5 minutes

**Equipment:** massage balls

**Place of performance:** room for morning circle





## Written Preparation for Structured Physical Activity Session IV

Name and surname of the author: Iva Voncina, Janni Aras

Group: SXG17S1

Date: 20.03.2020

Place of work (indoors/outdoors): Outdoors



### WRITTEN PREPARATION FOR STRUCTURED PHYSICAL ACTIVITY SESSION IV

DAY CARE: Anonymous

GROUP: 3-5-year-olds

TEACHER: Janni Aras

NUMBER OF CHILDREN: 14 (12 girls + 2 boys)

TEACHING TOPICS:

**Carrying the frog across the playground with a pair in different ways**

- Carrying frog in a bag from one side to the other side
- Carrying frog in a scarf from one side to the other side
- Carrying frog from one side to the other side

#### STRUCTURE OF THE TEACHING TOPIC

1. Introduction: Simon says emotions – game
2. Warming up: general warming up exercises
3. Main part:
  - a) Main A part: Carrying the frog across the playground with a pair in different ways
    - Carrying frog in a bag from one side to the other side
    - Carrying frog in a scarf from one side to the other side
    - Carrying frog from one side to the other side
  - b) Main B part: Do what I am doing- game
4. Finishing/closing part: Day- Night game

**I.TARGET:** Increasing motivation and positive attitude towards PA, decreasing sedentary behavior, increasing well-being and hygienic skills, supporting socio-emotional development, vocabulary improvement, increased usage of cardiovascular, respiratory, locomotor and nervous systems.

**II.TASKS:**

1. ANTHROPOLOGICAL:

a) Anthropometric characteristics:

- Influence on development of locomotor system, decrease in ballast mass, strengthening activated muscles and joint and increasing in bone density.

b) Motor skills:

- Impact on development of coordination of different parts of the body, strength, flexibility, speed, stamina and agility.

c) Functional abilities:

- Impact on increased work of cardiovascular and respiratory system and increased work of aerobic, anaerobic or aerobic-anaerobic capacity.

3. SOCIAL-EMOTIONAL DEVELOPMENT:

- Attention, sharing, helping others, waiting for own turn, self-regulation, self-esteem, body awareness, interaction and communication, listening to others, vocabulary development, respecting rules and other persons, dealing with trials and disappointment, expressing emotions in acceptable manner, experiencing pleasant emotions and success, identifying emotions, development of team spirit and feeling of belonging, cooperation and working together towards common goals

**III. TEACHING EQUIPMENT:** Fixed equipment in the outdoor playground: Slide/climbing frame, sandbox, wooden edge, swing, playhouse, plant boxes, shed, sheep toy. Portable equipment: 7 frogs, 7 bags, 7 scarfs, 7 hula hoops,

**IV. WORKING METHODS:** Verbal presentation, demonstration, repeating exercises.

**V. METHODICAL ORGANIZATIONAL FORMS OF WORK:** circle formation, pairs, formation in the line

**VI. TYPE OF THE SESSION (learning of the new topic/ repeating):** repeating

**VII. STRUCTURE AND DURATION (minutes):** 30

1. Introduction: 3

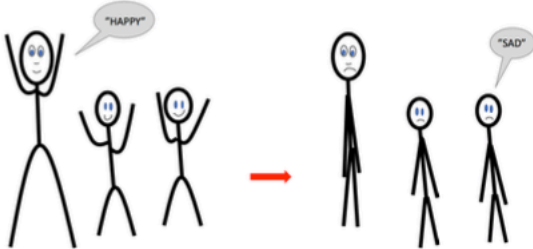
2. Warming up: 7

3. Main part: 15

a) Main A part: 9

b) Main B part: 6

4. Finishing/closing part: 5

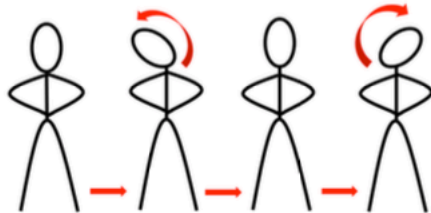
Page No:1	
PLAN OF THE IMPLEMENTATION	
WORKING SCHEME	OBSERVATIONS
<p><b><u>INTRODUCTION</u></b></p> <p>The session starts with a game "<i>Simon says emotions</i>". This game will announce to children that PA is starting. They will prepare their body and mind emotionally and physically for everything that is following. Teacher should announce what are they going to do during whole PA session, after that he/she should announce the game.</p> <p>Children will form a circle formation including the teacher. The teacher will start the game and give an example on how it works. When teacher says for example: "<i>Simon says be happy</i>", each child in the circle should make a face and body expression what reminds them on happy feeling. After that teacher is choosing who is a child to be Simon and that child will tell an emotion and the play goes on like this so each child can say an emotion.</p>  <p><b>Influence:</b> developing attention, listening, interaction and communication, vocabulary development, raising body awareness, improving self-esteem, waiting for own turn, respecting rules and other persons, experiencing pleasant emotions and success, feeling of belonging, identifying emotions and expressing emotions in acceptable manner, increasing their motivation for PA and warming up their body for the next activity.</p> <p><b>Duration:</b> 3 minutes</p> <p><b>Equipment:</b> -</p> <p><b>Place of performance:</b> outdoor playground</p> <p><b><u>GENERAL WARMING UP EXERCISES</u></b></p> <p>These exercises are designed to include all the major areas of the body (head and neck, shoulders and arms, back and abdomen, hips and legs). They should prepare body even more for the following efforts. Children will do 6 exercises starting with head, following direction toward legs. Last exercise has to be complex with high intensity. Each exercise should have the name so that children can easily remember it. Children are facing teacher in free formation.</p>	

**1. Tic, Tac- exercise for the neck and upper body parts.**

Starting position: spread legs, hands on the waists

Performance: moving head towards the shoulder and bringing it through neutral position to the other side. Clock imitation "tic, tac" is to be pronounced while performing.

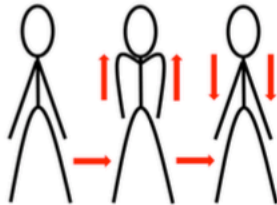
Repetition: 8 times on each side, alternating direction.

**2. I know, I don't know- exercise for warming up and strengthening upper part of the body, upper back and hands.**

Starting position: spread legs, hands to be freely hanged

Performance: moving shoulders up and down. Imitation "I don't know" is to be pronounced while shoulders are up, imitation "I know" is to be pronounced while shoulders are down.

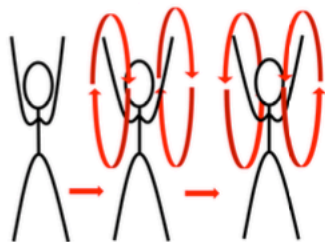
Repetition: 8 times each way, alternating direction.

**3. Wheels with the hands forward/backwards- exercise for warming up and strengthening hands muscles and warming up upper back.**

Starting position: Spread legs, hands above head

Performance: Making sideways circles with both hands at the same time. First task is to do forwards, then backwards.

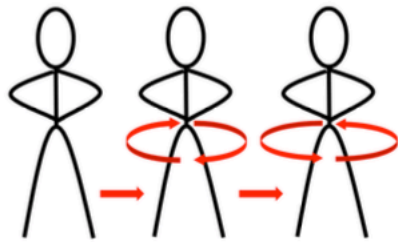
Repetition: 8 times each direction, directions is to be changed after first task is done.

**4. Round your tummy- exercise for warming up and strengthening torso muscles**

Starting position: Spread legs, hands on the waist

Performance: Making wide circles with trunk on the hips level.

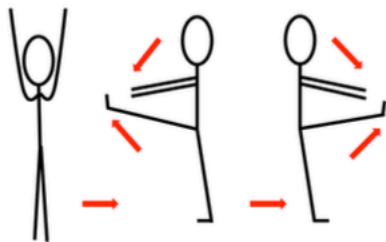
Repetition: 8 times each direction, directions is to be changed after first task is done.



**5. Touch your toes- exercise for strengthening and stretching legs and warming up and strengthening hands and shoulder muscles**

Starting position: extended, joined legs stand, hands above head  
Performance: raising extended legs, alternating legs, until the level of shoulders. At the same time joining hands together in front of the shoulders.

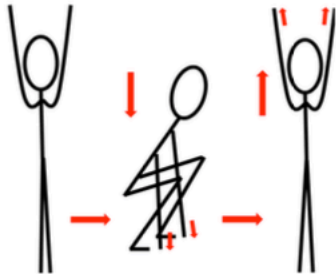
Repetition: 8 times each leg, alternating legs



**6. Picking grapes, pulling grass- complex exercise for warming up whole body. It will strengthen hands and shoulder muscles and muscles of the legs.**

Starting position: extended, joined legs stand, hands above head  
Performance: from starting position going in squat and lowering hands in imitation of the pulling grass from the ground. Standing up, raising hands above head in imitation of picking grapes.

Repetition: 8 times, sporadically changing tasks.



After warming up exercises, teacher prepares children for the next part of the session

**Duration:** 7 minutes

**Equipment:** -

**Place of performance:** outdoor playground

**MAIN A PART**

Carrying the frog across the playground with a pair in different ways:

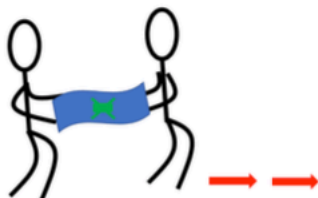
- Carrying frog in a bag from one side to the other side
- Carrying frog in a scarf from one side to the other side
- Carrying frog from one side to the other side

Teacher will explain and demonstrate how the tasks should look like, explanation and demonstration will take 3 minutes. Group is divided into 7 pairs. Each pair has a frog. Pairs are running from the one side of the playground and carrying frog different ways to the sandbox that is on the other side of the playground and represents "water" for the frog. When they finish with one task, children should pick up the frog and go back to the starting position running on the sides of the playground. Starting position is marked by hula hoops.

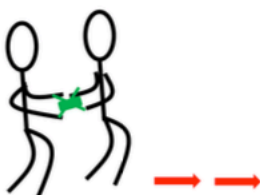
**Task 1.** Carrying the frog in a bag: Children are carrying a frog in a cotton bag so that each child holds one handle of the bag. When they come to the "water", they should "pour" the frog out of the bag. Task is over when each pair do the same. Children should not pick up the frog from the "water" before all pairs have finished their task (for safety reasons). On the way back children are running. Every time the other child from the pair is carrying the frog.



**Task 2.** Carrying the frog in the scarf: Children are holding a scarf in such a way that they both have two corners of the scarf in their hands. In the middle of the scarf is the frog. Children should run, but carefully, to make sure that frog does not fall down.



**Task 3.** Carrying only the frog: Children are carrying each from one part of the frog. They are running on the other side of the playground where is "water" for the frog.





After the three tasks main A part is over and teacher will explain to the children the next part.

**Influence:** strengthening muscles of the legs and upper body parts (upper back, shoulders and legs), raising intensity of aerobic capacity, enhanced work of cardio-vascular and respiratory system. Increasing attention, self-regulation skills, self-esteem, interaction, communication and listening, cooperation and working together towards common goals, respecting rules and other persons, dealing with trials and disappointment, experiencing pleasant emotions and success, development of team spirit

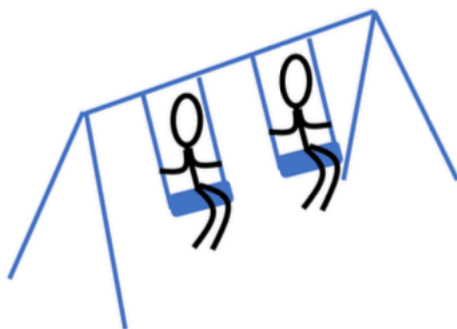
**Duration:** 9 minutes

**Equipment:** 7 frogs, 7 bags, 7 scarfs, 7 hula hoops

**Place of performance:** outdoor playground

### **MAIN B PART**

After the last exercise of main A part, children are forming pairs according to teacher's choice from the previous task. As this is already fourth activity with pairs, the pairs should be changed now. Teams are in the middle of the outdoor playground. Children will play a game: **"Do what I am doing"**. One child from the pair is setting the task (sliding down the slide) while the other child has to mirror or repeat the task exactly as the first from the couple did it. Children are going around the playground and passing through the tasks (swing, house, sandbox, etc.). The game is over when children pass through all the tasks according to their own choice. Then the game is repeated and children are swapping roles inside the pairs.



After main B part tasks are done, teacher is instructing children how to quickly make a line formation for the final part of the session.

**Influence:** strengthening legs muscles and hands and upper body parts, self-esteem, interaction and communication, listening, dealing with trials and disappointment, respecting rules and other persons, experiencing pleasant emotions and success, cooperation and working together towards common goals.

**Duration:** 7 minutes

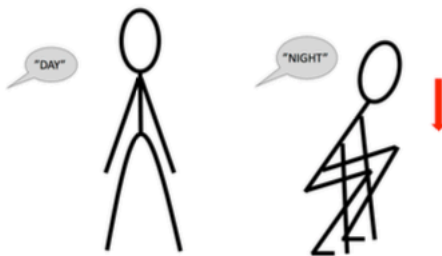
**Equipment:** all fixed and portable equipment available at the playground

**Place of performance:** outdoor playground



**FINISHING/CLOSING PART**

In this part children will play "**Day, Night**" game. Starting position: children are standing on the line, teacher is in front of them. Teacher is pronouncing words "day" and "night" and children should make movement according to teacher's signal. On teacher's signal "**day**" children should stay still, on teacher's signal "**night**" children should go down in the squat. Teacher is repeating words and can also repeat two times same words, for example "day-day-night". It would be advisable for teacher to make movements to help children to understand point of the game. Target is to stay as long as possible in the game. However, when child do incorrect movement (expl. On the signal "day" it goes down), for that child game is over and that child can go on the side.



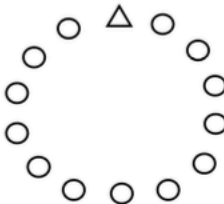
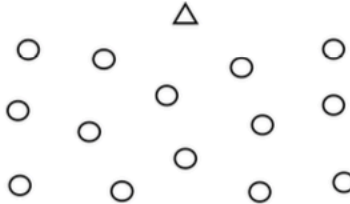


After this teacher can continue with reminding children what were they doing during the session, and ask their feedback on the session. It will help children to learn new skills and remember what is important.

**Influence:** calming down and preparing their bodies for the rest of the day. Attention, listening, self-regulation, respecting rules and other persons, dealing with trials and disappointment

**Duration:** 5 minutes

**Equipment:** -

**Place of performance:** outdoor playground

SHEMA OF OUTDOOR PLAYGROUND	
INTRODUCTION	WARMING UP
	
MAIN A PART	MAIN B PART
	
FINISHING/CLOSING	AGENDA:
