

# Fall Package 2022

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## **Abbreviations:**

**LE = Learning Expectations - For SAK programs**  
(Full-Day Early Learning Kindergarten Program's Learning Expectations)

**LO = Learning Opportunity - For SAC programs**  
Continuum of Development (ELECT)

## This or That

**Potential LE: 25.2**  
**Potential LO: 3.3**

### Materials

- Variety of different questions
- Items to signify a zone (tape, pilons, etc.)



### Guide

In this activity students move to a particular side of the room to represent their opinions on a certain topic. To make this icebreaker work, ask “yes/no”, “true/false”, or “would you rather X or Y” questions.

**Part 1:** Begin by explaining the game rules to the children. Ask the group a question. Examples:

1. *Do you have a pet?*
2. *Do you have a sibling?*
3. *Do you swim?*
4. *Do you have family that live in a different country?*
5. *Do you speak more than one language?*

**Part 2:** Once children move to the “Yes” or “No” area, ask each child to share more about their response.

**Part 3:** Extend this activity by encouraging children to come up with new questions such as:

1. *What is your favourite thing to do in your free time?*
2. *If you could be any animal, what would it be and why?*
3. *What is your superpower?*

## About Me Bags

**Potential LE: 25.3**  
**Potential LO: 2.1**

### Materials

- Paper bag for each participant
- Markers, glue, scissors
- Old magazines



### Guide

1. Provide each child with a brown paper bag and old magazines.
2. Children are encouraged to cut pictures, draw pictures, or cut out positive and descriptive words that they can relate to and that tell a story about themselves.
3. Follow up by giving each participant a turn to share their story bag with the group.

# Team Building Activities

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## Shrinking Lifeboat

**Potential LE: 1.6**  
**Potential LO: 1.3**

### Materials

- Skipping ropes



### Guide

1. Divide children into groups of six or eight.
2. Have each group make a circle with their jump rope (their “lifeboat”) on the ground so that the ends are touching.
3. Now have all the members of each group get into their lifeboat. This should be easy the first time.
4. Then have all players get out and reduce the size of their circle by one foot.
5. Again, all players need to get into the boat.
6. Repeat this process, making the lifeboat smaller and smaller while you watch the children come up with creative solutions for making sure that everyone fits safely inside their boat.
7. The game can be especially fun for kids if you set up a scenario that engages their imagination. For example: *“You’re stranded on an island and you’re waiting to be rescued by the Coast Guard. Unfortunately, the island is slowly shrinking and there are sharks in the water! Work together to make sure that none of your team members get eaten by sharks!”*. This activity engages children’s cooperation and teamwork skills.

## Newspaper Club

**Potential LE: 10.5**  
**Potential LO: 3.7**

### Materials

- Pens/pencils
- Paper
- Electronic tablet (resource and/or for pictures)



### Guide

1. Children will volunteer for different roles.
  - Examples of roles: Editor, Journalists, Reporters, Photographers, Writers, Graphic Designers, Illustrators, etc.
  - Tip: Google the roles of this club to determine responsibilities of each role.
2. Agree on code of ethics to use as a guideline for children.
  - If taking photos, please consider the children without photo consent.
3. Collectively decide on the newspaper name, cover page and logo.
  - Example, P.M.N: PLASP’S Monthly News.
4. Create sections you will have within the paper. Such as Special Events, Sports, News, Community Events, Storytelling, etc.
5. Children that are assigned certain roles will investigate their topics and report back their findings.

**Potential LE: 1.6**  
**Potential LO: 3.1**

Make your transitions fun and interesting with these jokes and riddles. You can use these to foster a sense of belonging and well-being by working together to discover the answers to jokes and riddles. Laughter is medicine!



## List of Jokes and Riddles

1. What did the paper say to the pencil? Write on!
2. What did one pencil say to the other on the first day of school? Looking sharp!
3. What does your computer do for lunch? Has a byte!
4. What did the spider make online? A website!
5. What question can you never answer yes to? Are you asleep yet?
6. What month of the year has 28 days? All of them.
7. What can't talk but will reply when spoken to? An echo.
8. What can you hold in your left hand but not in your right? Your right elbow.
9. What word is pronounced the same if you take away four of its five letters? Queue.
10. Two in a corner, one in a room, zero in a house, but one in a shelter. What is it? The letter r!
11. What question can you never answer yes to? Are you asleep yet?
12. What month of the year has 28 days? All of them.
13. I follow you all the time and copy your every move, but you can't touch me or catch me. What am I?  
Your shadow.
14. What goes up and down but doesn't move? A staircase.
15. There's only one word in the dictionary that's spelled wrong. What is it? The word "wrong." It's the only word that's spelled W-R-O-N-G.
16. You'll find me in Mercury, Earth, Mars and Jupiter, but not in Venus or Neptune. What am I?  
The letter R.
17. Mrs. Brown has 5 daughters. Each of these daughters has a brother. How many children does Mrs. Brown have?  
They have 6 children. Each daughter has the same brother. There are 5 daughters and 1 son.
18. I am a fruit that is always sad. What am I? A blueberry.
19. What 2 things can you never eat for breakfast? Lunch and dinner.
20. What fruit never wants to be alone? Pear.

## Making Skipping Ropes

**Potential LE: 8.4**  
**Potential LO: 2.6**

### Materials

- 24 plastic bags
- This will make one single rope

### Guide

1. Cut the bottoms and even off the top of the bags.
2. Cut each bag in half to make 2 circles.
3. Loop 3 circles together, repeat 2 more times. Now you have 3 strips.
4. Hold the 3 strips together vertically with the top edges even and knot them together about 5" from the top.
5. Anchor the knot to a piece of furniture or ask a friend to hold it.
6. Braid the strips together tightly, keep looping strips on as you go.
7. When you run out of loops, and you have about 5 inches left, finish with a second knot. Tape the ends if desired with tape.



## Skipping Rhymes

**Potential LE: 1.11**  
**Potential LO: 3.4**

### Materials

- Skipping ropes



### Teddy Bear

*Teddy Bear, Teddy Bear,  
Turn around.  
Teddy Bear, Teddy Bear,  
Touch the ground.  
Teddy Bear, Teddy Bear  
Touch your shoe.  
Teddy Bear, Teddy Bear  
That will do.*

### Skipping Feet

Sung to the tune of "Jingle Bells,"  
this jump rope chant is easy one to  
learn.

*Skipping feet, skipping feet,  
Skipping feet all day.  
Oh, what fun it is to skip,  
The whole day away. Hey!"*

### My Name Is

This chant encourages creativity as  
each jumper uses a letter of their  
choice for the following song:

*My name is Alice;  
My friend's name is Al.  
We live in Alabama,  
And we sell apples.*

*My name is Barbara;  
My friend's name is Ben.  
We live in Boston,  
And we sell balloons.*

## Skipping Games

Potential LE: 7.2  
Potential LO: 5.1

### Materials

- Skipping ropes



### Snake

*This game is for beginners or younger children who have trouble timing their jumps with a swinging rope.*

1. To begin, lay the rope on the ground. Remember, the rope stays on the ground.
2. Have two people hold the rope at each end and wave it gently along the ground like a slithering snake, while other players attempt to jump over it. Take turns being the jumper and the snake.
3. Encourage children to hiss and slither while waving the rope – this encourages them to pretend play and coordinate balancing their bodies.

### Helicopter

1. Ask children to create a large circle far from the person in the middle.
2. The person in the middle will be holding the end of the skipping rope and will spin it around and around while saying "Helicopter, helicopter, spin spin spin...I choose a color and the color is... "
3. Once the middle person names a color, they spin the rope.
4. When the other players hear the color, anyone who is wearing that color steps forward and tries to jump over the rope.
5. Feel free to adjust the song to children's interests (favorite foods, types of clothes, etc.).

### Cat and Mouse

1. You need at least four players for this game: two rope-twirlers, a cat, and a mouse.
2. The mouse must jump over the rope (or through it as the rope is twirling), run around one twirler, jump again, run around the other twirler and repeat - this will make a figure-eight pattern.
3. Meanwhile, the cat is doing the same.
4. Have the cat and mouse do this for a set amount of time – or you can challenge children by timing how long they can go without touching the rope.
5. Please [click here](#) to view an example of how this game is played.

## Switch (game)

**Potential LE: 8.3**  
**Potential LO: 5.1**

### Materials

- Any type of small material children can pass to each other (streamer, ribbon, small scarves, beanbag, small plastic balls etc.).
- Timer (Digital or Sand timer)

### Guide

*This is a cooperative game where children engage in exercise and teamwork.*

1. Explain to children the goal of the game is to perform an exercise move and then switch their materials with another child. (For example, do ten jumping jacks).
2. Start the timer and have children do their exercise move and switch their materials with each other (at least once). You can use the timer to see how fast they are going, OR you can also have them try and 'beat' a certain time. For example, ask children "Can we do our move and switch our bean bags in LESS than one minute?".
3. Children can contribute by sharing their ideas for exercise moves and additional rules to make the game more challenging.

## Capture the Flag

**Potential LE: 8.2**  
**Potential LO: 4.11**

### Materials

- Materials for a flag (or flag equivalent)
- Timer



### Guide

1. Explain to children that the goal is for two teams to 'capture' each other's flag in a cooperative approach.
3. Each flag is in a designated area and cannot be moved by their home team.
4. The educator can start a timer and encourage children to get each other's flag to the other base as fast as they can.
5. See how fast both teams can do this, it is a race against the clock.
6. Expand on the game by adding challenging rules. For example, having each child on each team touch the flag before they take it to the other base. Children can be creative in their strategies to fulfill their goal!

## Pumpkin Experiment

Potential LE: 13.4  
Potential LO: 4.5

### Materials

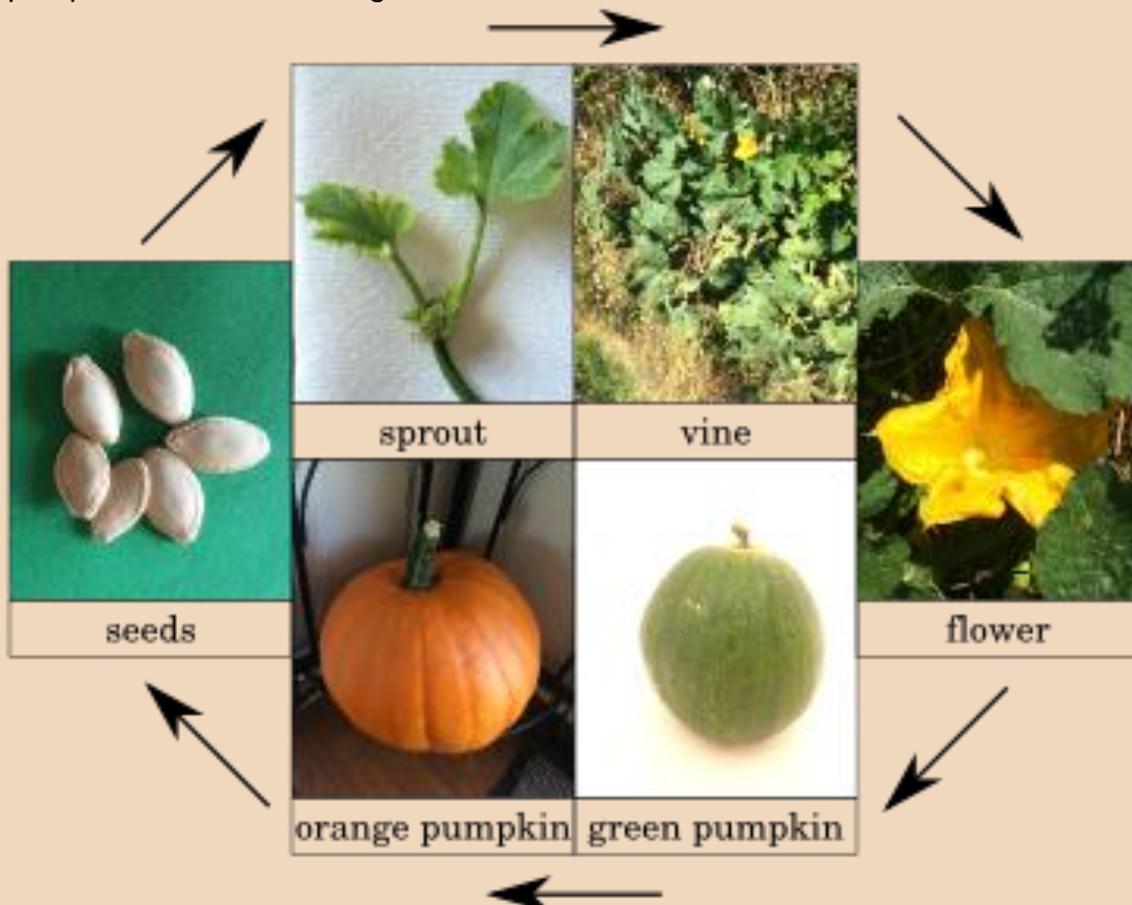
- Pumpkin
- Paper & Markers
- Soil & Water



### Guide

*Use resource below or conduct research with the children online to talk about the life cycle of a pumpkin.*

1. Open the pumpkin and have the children take a look inside at all the seeds and pulp. Encourage inquiry by asking open-ended questions.
2. Ask the children to make a prediction (a hypothesis) about whether or not the seeds inside the pumpkin could grow if we just added soil and water.
3. After noting their comments down on paper, fill the pumpkin with soil and gently water the contents.
4. Over the next few weeks, children can observe and inspect the pumpkin and note any occurring changes. Check in with children to see if their hypotheses are confirmed.
5. You can extend this activity by researching how to nurture pumpkins online and also having children plant their own pumpkin seeds and having them nurture it at home.



## Fall Density Experiment

**Potential LE: 13.2**  
**Potential LO: 4.6**

### Materials

- Treacle, Golden Syrup, Water, Food coloring, Vegetable oil, Small items to test for floating

### Guide

1. Pour each liquid into the glass slowly starting with the treacle, then the golden syrup, followed by the water with added food colouring and finally, the vegetable oil.
2. You can drop small items in and see which layer they float on.
3. Promote inquiry by asking questions such as: Why do you think the liquids are separated? Why do they do this? Why are some items sinking or floating?



## Tracking Changes in the Fall

**Potential LE: 13.3**  
**Potential LO: 4.5**

### Materials

- Outdoor Trees with leaves
- Paper
- Markers

### Guide

1. Introduce this ongoing project by announcing they will be tracking changes occurring in their community's tree leaves.
2. Get children to make predictions about potential changes in the leaves.
3. Have children observe changes (if any) that are happening to the leaves. These observations should be tracked and documented on paper. You may extend this into observing seasonal changes throughout the year.
4. As changes occur, promote inquiry by asking why the leaves are (or are not) changing colors.
5. You can extend or adjust this research-based activity to other categories (ex. Evergreen pine trees, the weather, observing presence of animals, etc.). It is also a great opportunity for educators to guide children in conducting ethical nature-based research (ex. How we can engage in nature in a respectful manner).



## Nature Rubbings

**Potential LE: 29.4**  
**Potential LO: 4.3**

### Materials

- Paper
- Crayons/pencil crayons
- Natural materials
- Timer (Digital or Sand timer)



### Guide

1. Children can gather natural materials in their playground or nearby community. Always ensure materials found are hygienic.
2. Have children put materials under a sheet of paper and rub their chosen art material over it.
3. Engage in discussion about what they notice about their rubbing as well as the different aspects of nature they are experiencing.
4. Encourage children's creative expression by creating a collage out of their findings.

## Safe Slime Experiment

**Potential LE: 22.1**  
**Potential LO: 4.7**

### Materials

- Elmer's Magical Liquid
- Liquid White Glue
- A Mixing Bowl
- Glitter/ glitter glue



### Guide

1. Pour glue into bowl, as much as you think you need. Feel free to add food coloring, glitter glue or glitter.
2. Add magical liquid.
3. Mix until you reach desired consistency.



## Autumn Collage

**Potential LE: 21.5**  
**Potential LO: 5.1**

### Materials

- Glue and spreader
- Paper or MacTac (Transparent adhesive liner)
- Bucket or box to collect leaves
- Assorted leaves collected from nature walk

### Guide

1. Gather natural materials you find in your playground or when going for a walk.
2. Encourage children to select natural materials (ex. Leaves, branches, tree bristles, etc) of their choice and glue them onto their paper or stick to MacTac.
3. Extend child's interest by making observational comments and asking open-ended questions.



## Muddy Nature Science Experiment

**Potential LE: 23.4**  
**Potential LO: 4.3**

### Materials

- Sticky mud (Soil and water mixture)
- An empty container; Cup or bowl
- Vinegar
- Baking Soda
- Construction paper or Bristol board
- Natural materials (twigs, freshly fallen leaves, pebbles, etc.).

### Guide

1. Ask the children to make their sticky mud. Mix some soil with water and baking soda to make a sticky mixture that is not too watery. You can have children make their own in individual cups.
2. Have children get their paper ready
3. Have them pour some vinegar into their mud, and then children can have their sticky mud 'explode' on their paper.
4. Children can add their chosen natural materials to their sticky mud artwork!



# Additional Resources

## PLASP EarlyON Activity Blog

There are over 70 activities to implement with children on this blog. Each activity includes a brief description, materials needed, process and how to engage children during the activity.

<https://www.plasp.com/Blogs/73-earlyon-activities.aspx>

## Physical Literacy Resources

**Active For Life** is a national initiative to support parents and educators to find activities, articles, and resources to give children the right start in life through the development of physical literacy.

<https://activeforlife.com/>

**Physical Literacy** is meant to inform you about programs, partnerships, projects, best practices, research, leading-edge innovations, and opportunities within the physical literacy movement.

<https://physicalliteracy.ca/>

**ParticipAction** is full of active ideas for ALL ages ranging from 0 to people over 65 years old. Choose an age group and explore their many activities, research, and programs surrounding physical literacy.

You can also download their app. <https://www.participaction.com/en-ca>

## Special Days in the Season

This website is a free resource to help educators raise special awareness throughout the year. Find special days calendar to program plan for interesting and fun days with children. Did you know that November 8<sup>th</sup> is International Tongue Twister Day?

<https://www.pearsoncanadaschool.com/index.cfm?locator=PS33Zs>

## Early Learning for Every Child Today (ELECT) Document

You may refer to this document to guide your program planning, documentation and deeper understanding of children's learning and development.

<https://www.dufferincounty.ca/sites/default/files/rtb/Excerpts-from-Early-Learning-for-Every-Child-Today.pdf>

## The Kindergarten Program Document

Refer to **Pages 306-318** for a quick view of "Overall Expectations with Related Specific Expectations" to guide your observations, documentation, and program planning for the SAK program. This document provides a thorough understanding of children's overall learning and development.

[https://files.ontario.ca/books/edu\\_the\\_kindergarten\\_program\\_english\\_aoda\\_web\\_july21.pdf](https://files.ontario.ca/books/edu_the_kindergarten_program_english_aoda_web_july21.pdf)