

# INSPIRE À MOUGER

## Participant's workbook



*Learn games that are fun, active  
and easy with minimum materials*



*Small spaces, transitions, crowded areas?  
We've got you covered!*



*Practical tools and resources  
to the rescue!*



## Context

### Thank you for participating in the *Inspire to Move* training program from the *Association Québécoise de la Garde Scolaire*!

This training program focuses on the 11 principles in *À Vous de Jouer!* from the *Table sur le Mode de Vie Physiquement Actif* (TMVPA), which conveys key messages that foster adopting and maintaining a physically active lifestyle by Quebecers. It's made possible due to the support from the *Ministère de l'Éducation et de l'Enseignement Supérieur*, Kino Québec and collaboration from DSP Montréal (My daycare is physically active) and from RSEQ Québec, Chaudière-Appalaches (*Actif au Quotidien*).

In this workbook you'll find the resources and articles on which the training is based that will teach you more about active and free play. It's also full of helpful tools, ideas for various activities and much more to help students be more active while having fun!

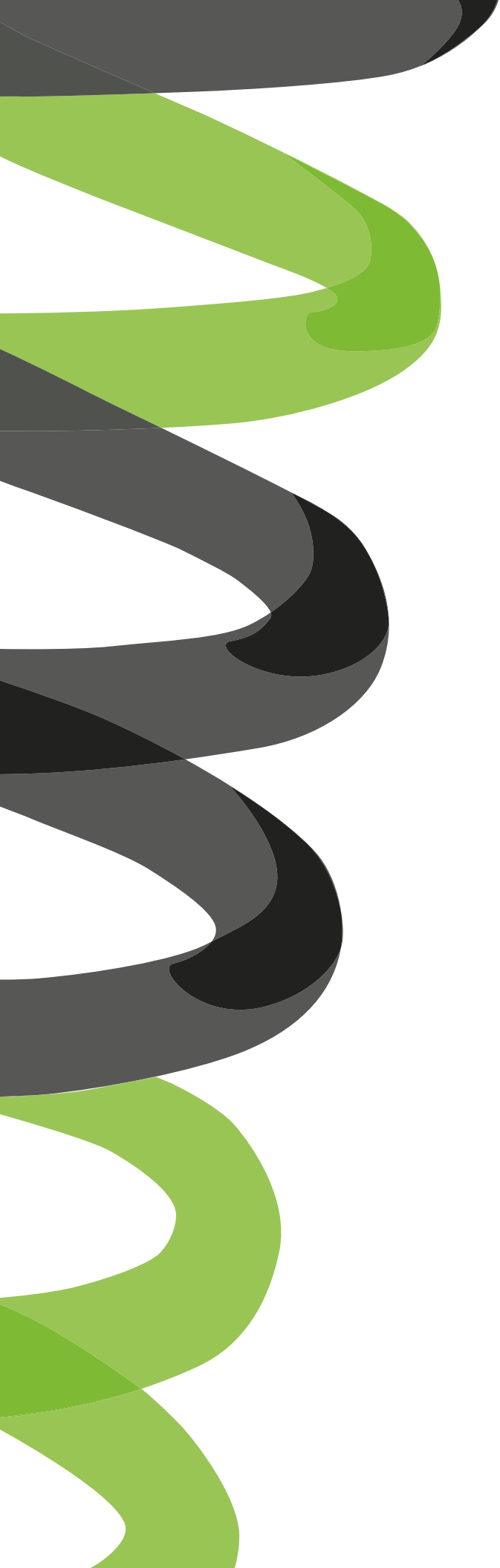
This workbook, the tools and activity sheets specific to Inspire to Move are also available online on the *Association Québécoise de la Garde Scolaire*'s website: [gardescolaire.org](http://gardescolaire.org)

**Ready to get the students moving?  
It's playtime!**

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***Messages from the  
Table sur le Mode de Vie  
Physiquement Actif (TMVPA)***



# À nous de jouer!



## Jouer dehors!

L'extérieur est un environnement propice au jeu actif et porteur de défis, et ce, en toute saison.

## Jeu actif!

Permettons aux jeunes de pratiquer des activités physiques à un niveau d'intensité élevée, ce qui convient bien à la nature de l'enfant.

## Jeu libre!

Le jeu libre qui résulte de l'initiative de l'enfant favorise son développement global et sa créativité.

## Tous les jours!

Les enfants ont besoin de bouger de façon quotidienne et spontanée.

## Variété!

Expérimenter une gamme de jeux, d'activités et de sports dans différents contextes permet à l'enfant d'optimiser le développement de ses habiletés motrices.

## Plaisir!

Le jeu actif doit demeurer ludique et être fait avec plaisir.

## Confiance en soi!

L'enfant pourra pratiquer plus facilement un grand nombre d'activités s'il maîtrise les habiletés motrices de base et il en retirera ainsi plus de plaisir.

## Simplicité!

Tout, autour des enfants, est prétexte au développement moteur.

## Adapté!

Le jeu et les activités physiques doivent être ponctués de défis et adaptés aux capacités, aux besoins et aux goûts de l'enfant.

## C'est l'affaire de tous!

Nous jouons tous, sans contredit, un rôle crucial quant à la qualité de l'expérience vécue.

## Sécurité bien dosée!

C'est par des expériences diversifiées que l'enfant qui joue développera et appliquera les comportements d'autoprotection nécessaires à sa sécurité. Évitions, par surprotection, de devenir un obstacle au jeu des enfants.



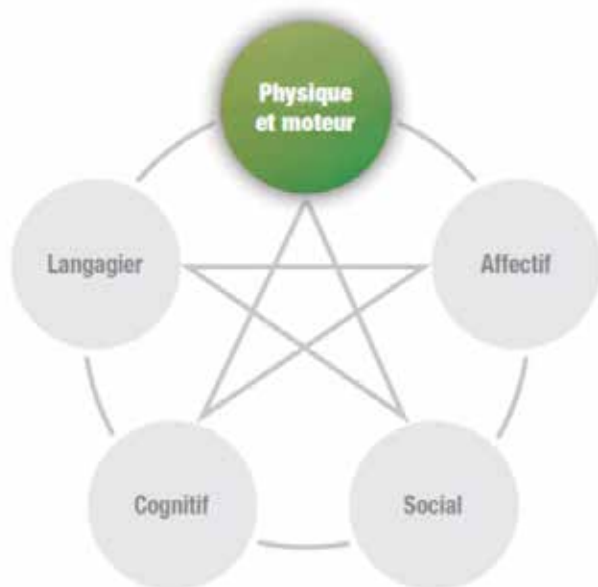
## Active play, an essential element for a child's development.



**Did you know that only 9% of Canadian children aged 5 to 17, do 60 minutes of average to high intensity physical activity that they need every day<sup>1</sup>?**



You play a vital role in improving this statistic. It's observed that sedentary activities (e.g., reading, writing, electronic games, board games, TV) and those which support the development of fine motor skills (e.g., crafts, drawing), take up a lot of time in a child's life, leaving less time for active play, especially for high intensity activities. High intensity games, where kids use different parts of their body, games that make them out of breath and tired out, are essential on a daily basis.



Thus, it's important to offer to kids, as often as possible, a multitude of opportunities to move, explore, interact and overcome challenges of different intensities, so that they can successfully experience a variety of fun motor skill activities. By having access to stimulating environments that foster their motor skill development, children will improve their muscular control, posture, coordination and balance in addition to much more<sup>2</sup>. Time spent at the school's daycare are perfect occasions for active play on a daily basis.

### Why is active play important?

Games when kids are physically active foster motor skills and are an important pillar for their overall development. Children who have developed their motor skills will experience greater satisfaction and fun, it will help in developing their sense of competency and allow them to enjoy a variety of physical activities on a daily basis. In fact, with heightened self-confidence, they'll want to continue with these activities in which they've experienced and even try new ones on their own.

Kids need to have time for unstructured free play across a variety of different games, especially when outdoors, to fully develop physically and for overall growth. By placing priority on free play, you'll offer them the chance to learn their own games, acquire knowledge and overcome challenges as they see fit.

<sup>1</sup> Government of Canada, 2012-2013 Canadian Health Measures Survey.

<sup>2</sup> Table sur le Mode de Vie Physiquement Actif (TMVPA), À Nous de Jouer!, <http://tmvpa.com/wp-content/uploads/2014/02/A-nous-de-jouer.pdf>, p. 4.

## What inhibits movement?

Below are a few ways to reflect on obstacles in free play:

- ★ When can children play actively during a typical day at daycare?
- ★ What are my beliefs and fears that could limit active play? How do I avoid or overcome them?
- ★ What are the obstacles that limit the frequency or intensity of active play while inside? Outside?
- ★ What can be modified so that the program and layout of the activities are more encouraging for active play?
- ★ Are there certain safety rules that could be modified to allow for increased movement?
- ★ Do ALL children have the opportunity to move EVERY day?
- ★ Have I become aware of my role for fostering physical activity?

### **The *It's Playtime!* brochure**

**Messages to support the implementation of joint actions that foster motor skill development in children, offer key messages that bring together key players from a variety of backgrounds. Video capsules are also available and present the fundamentals of these messages [tmvpa.com].**



## How to maximize physical activity at daycare centres?

Don't forget that all occasions are perfect to get kids moving. It's often possible to adapt or improve one period or activity to be more active.

- ★ Go outside for as long and as often as possible. It's proven that kids move more when they're outside.
- ★ Ensure a balance between sedentary activities and active play (e.g., limit the number and duration of sedentary activities and add more active play activities).
- ★ Add an active component to sedentary activities (e.g., add challenges during crafts to collect the materials required).
- ★ Use transitions or waiting periods to allow for movement (e.g., allow for a period of free play).
- ★ Modify the rules of play so that more kids are active at the same time (e.g., getting back into the game quicker after being eliminated).
- ★ Re-examine the program to ensure that all children have the chance to be active across different intensities as often as possible and on a daily basis.
- ★ Ask for advice from the Phys Ed and health teachers. After all, it's their specialty!

Children are a driving force. Allow them to be active; it's in their nature. Keep in mind that physical activity must be integrated as often as possible during the day!

## **Free play, more than just free time!**



All children have an innate curiosity, a desire for playing, a need to socialize and a profound willingness to learn. Free play that comes from the child, allows them to gain self-confidence, improves their sense of independence and creative thought process, in addition to being more social. When they decide on their own what they want to do in the space they're in and with the objects available, without procedures, time limits or rules to follow, the child will discover that they're able to take the initiative themselves to overcome challenges. In doing so, they'll be successful and increase their overall development.

**By giving clear and limited guidelines (e.g., limited play area, minimal safety requirements, etc.), you can still encapsulate play by allowing for maximum fun and discovery.**



## **How to encourage free play as an educator?**

### **Support the initiative of the child**

By taking into consideration that the child is the first agent of their own development, you can support them in creating their own learning experiences.

- ★ You can observe them when playing and intervene if need be, but without doing things in their place.
- ★ It's important to encourage their initiatives and reinforce their skills. These actions will influence their confidence and perception of their own abilities.
- ★ Remember to take into account their abilities and anticipate their abilities in development. It may be necessary to adapt your attitude, your instructions and your behaviours depending on their stage of development and needs.

You will therefore allow the child to develop naturally and initiate play as they see fit.

### **Plunge into the pleasure of moving**

Free and active play that fosters overall development can seem to be “annoying” or bothersome for some adults, since the intensity is higher, it's noisier, the child may seem to be overexcited when playing, etc. However, the fun had by the child during active play is essential and so very important. Kids like to play; therefore they will be more involved and attentive.



## Taming the risk

By taking certain risks, the child learns to test and push their limits, develop their self-confidence and their sense of independence. This allows them to better evaluate and manage risk in all aspects of their life. It's through activities like climbing, jumping, sliding, etc. that the child will develop and apply the self-protection behaviours required for their safety.

- ✦ It's important to remember that the basic principles of safety in planning and carrying out activities are essential, but they shouldn't inhibit exploration and restrict the fun had by children.
- ✦ Once you are sure that the location is safe and adapted to the child's development and needs of physicality, you can let them play without impeding their initiatives and learning experiences.



## Offer a multitude of possibilities

It's important to offer stimulating and challenge-based environments where the child can invent games on their own or with others, at the intensity that best suits them, to challenge themselves and integrate a variety of skills at their own pace in order to promote free play. These play areas, both inside and outside, should enable them to test their own limits and abilities.

## How to encourage kids to partake in free play?

- ✦ Allow enough time for free play so that the child can develop their own games.
- ✦ Involve the kids in the choices, planning and carrying out of specific activities or games.
- ✦ Take advantage of any occasion to go outside.
- ✦ Encourage children to create their own games.
- ✦ Support the child's independence when playing.
- ✦ Encourage them when they are successful.
- ✦ Provide them with a variety of materials that are interesting and adapted to their size and abilities at all times.
- ✦ Place priority on locations where they can run, jump, crawl, roll, climb, play together, etc.
- ✦ Introduce them to a variety of play areas to ensure that the children are exposed to different types of games.

Children do not need to be taught how to play, since playing is just part of their nature. It's important to consider the time to play as a time that belongs to them and where they can act and interact.

### The *It's Playtime!* brochure

**Messages to support the implementation of joint actions that foster motor skill development in children, offer key messages that bring together key players from a variety of backgrounds. Video capsules are also available and present the fundamentals of these messages [tmvpa.com].**

## **Playing outside no matter the season**



**Remember how excited you were when the long-awaited bell rang at school and you could finally go outside and be free! In fact, kids are confined in a restricted environment for most of the day and spend between 50% and 70% of their time at school sitting<sup>1</sup>. Playing outside allows them to rid themselves of built-up energy, to run, roll around, talk, yell, jump, climb, in other words, participate in active play. Time spent at daycare is the perfect occasion to go outside.**

### **Children move more when they're outdoors.**

Specific research shows that the time spent outside has effects on the level of physical activity in youth<sup>2</sup>. This is one of the largest factors since it also has an effect on mental and physical health. Therefore, the more time a child spends outside, the more they will be physically active. The outdoors allows for a child to be exposed to an environment that promotes freedom and movement, where they can discover and try different activities which leads them to burn off more energy.

### **The outdoors, an all-inclusive playground**

The outdoors is a playground in itself, especially in an environment that's conducive to active play and one that's chock full of natural challenges no matter the season.



Although snow may change the schoolyard, the benefits and advantages of playing outdoors remain the same in every season.

They include:

- ✧ Decrease in stress and anxiety;
- ✧ Promotes concentration;
- ✧ Promotes cognitive and motor development, in addition to academic success;
- ✧ Diminishes symptoms associated with attention deficit disorder;
- ✧ Prevents the development of myopia;
- ✧ Promotes sleep.

Allowing kids to play outside, enables them to develop heightened creativity and a harmonious attitude in terms of how they play and react in general. It contributes to reducing problems associated with a lack of paying attention in class. The child will have better concentration and learn better in consequence<sup>3</sup>.

### **Contact with nature**

Nature is one of the toys best suited for children. The many elements found outside allow them to satisfy their curiosity for exploration and provides them with the opportunity to complete goals and be active at different intensities.

- ✧ It's been observed that pre-school children that played in the woods close to the school, developed better motor skills compared to their peers who only had an enclosed playground<sup>4</sup>.
- ✧ Students who have contact with nature within the framework of an educational process are more committed and more enthusiastic across all fields of study<sup>5</sup>.

## How to increase the time spent outside?

- ★ In the morning, greet the students outside.
- ★ At the end of the day, go outside before the students go home.
- ★ Communicate effectively with teachers to reduce the time required for getting coats and boots on and off during the day.
- ★ Provide a place for storing materials close to the exits, inside or outside.
- ★ During non-teaching days, plan for outdoor activities or trips.
- ★ To allow for kids to plan their games with each other, provide longer periods outside (e.g., spend 45 minutes outside after lunch instead of 15 minutes before the meal and 15 minutes afterwards).
- ★ According to the weather, have activities outside whenever possible (e.g., change the normal lunchtime routine into a fun picnic outdoors).
- ★ Introduce the outdoor play areas and natural spaces located close to the school.
- ★ Use the areas where snow is plowed as another area of play.

### The *It's Playtime!* brochure

**Messages to support the implementation of joint actions that foster motor skill development in children, offer key messages that bring together key players from a variety of backgrounds. Video capsules are also available and present the fundamentals of these messages [tmvpa.com].**



<sup>1</sup> ParticipACTION. Are Canadian kids too tired to move? The 2016 ParticipACTION Report Card on Physical Activity for Children and Youth, 2016, p. 51.

<sup>2</sup> Translated from Ferreira and others, 2006; Fjortoft and Sageie, 2000; Sallis and others, 2000.

<sup>3</sup> Translated from Réseau École et Nature, *Le syndrome de manque de nature: Du besoin vital de nature à la prescription de sortie*, June, 2013, p. 12.

<sup>4</sup> I. Fjortoft, "The Natural Environment as a Playground for Children: The Impact of Outdoor Play Activities in Pre-Primary School Children," *Early Childhood Education Journal*, vol. 29, no 2, 2001, p. 111-117.

<sup>5</sup> J. Ernst and M. Monroe, "The effect of environment-based education on students' critical thinking skills and disposition toward critical thinking," *Environmental Education Research*, vol. 10, no 4, 2004, p. 507-522.



## ***Tools***

All of these tools, including the  
“Active games without material” pocket  
notebook are available free of charge on the  
[gardescolaire.org/formations/inspireabouger](http://gardescolaire.org/formations/inspireabouger)  
website



# Making the most of your **time**



Name: \_\_\_\_\_

Daycare centre: \_\_\_\_\_

Indicate how many hours per month are dedicated  
for the following types of activities.

TYPE OF ACTIVITIES	NUMBER OF HOURS
Culinary activities	
Free time activities	
Physical activities	
Creative drama	
Arts & crafts	
Music or sound expression	
Language and writing	
Projects	
Routines (meals, bathroom, hand-washing, transition)	
Science and technology	
Screen time (computers, television, etc.)	
Other, specify:	

## TIME FOR ACTION!



What would be the first thing that you would change in your program to maximize  
time for active play with your group of students?

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My physically active daycare centre: Portrait of my program. Participant's  
workbook. 2017. DPS of the CIUSSS of the Centre-Sud-de-l'Île-de-Montreal.

## Weekly planning

(The activity sheets are available at [gardescolaire.org](http://gardescolaire.org) (French only))



ASSOCIATION  
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GARDE SCOLAIRE

SOUTENIR  
REPRÉSENTER  
MOBILISER

Monday	Tuesday	Wednesday	Thursday	Friday
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

**COOP** Cooperate

**CREA** Creativity

**HLH** Healthy lifestyle habits

**PS** Problem solving

**PA** Physical activity

**COM** Communicating in an appropriate manner

**Educator:**

**Week of:** \_\_\_\_\_

**Thematic:**

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# Activity planning chart



ASSOCIATION SOUTENIR  
QUÉBÉCOISE DE LA REPRÉSENTER  
GARDE SCOLAIRE MOBILISER

## Activity sheet

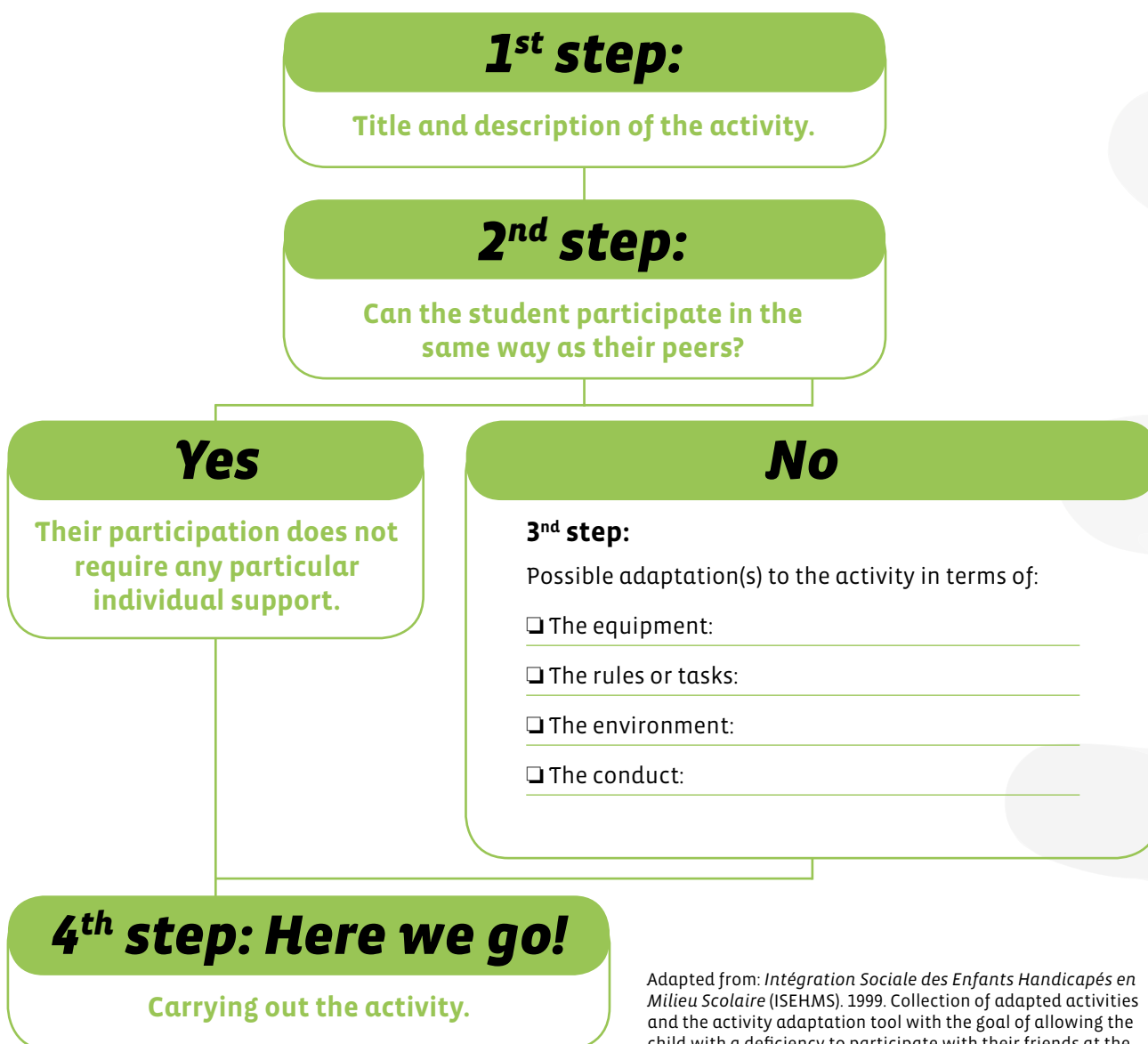
Title:	
Academic intention(s):	
Age group:	
Duration:	
Location/locale:	
Layout + material:	
Scenario:	
Approach:	
Resources required:	
Advice:	

# Physical activity adaptation **tool**



Below is a tool to guide you through the process of adapting your activity. Please note that it's not always required to change an activity to integrate the student, a caring and attentive attitude toward the child's needs may be sufficient.

## Steps for adapting an activity



Adapted from: *Intégration Sociale des Enfants Handicapés en Milieu Scolaire* (ISEHMS). 1999. Collection of adapted activities and the activity adaptation tool with the goal of allowing the child with a deficiency to participate with their friends at the school's daycare centre. 70 pages.

# Simplified observation chart



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GARDE SCOLAIRE MOBILISER

Group		Date	
Educator			

## Names of the students

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
<b>Gross motor skills</b>																				
Mastered (the pros)																				
To develop (don't give up!)																				
Notes																				
<b>Fine motor skills</b>																				
Mastered (the pros)																				
To develop (don't give up!)																				
Notes																				
<b>Linguistic area</b>																				
Mastered (the pros)																				
To develop (don't give up!)																				
Notes																				
<b>Cognitive area</b>																				
Mastered (the pros)																				
To develop (don't give up!)																				
Notes																				
<b>Emotional, moral and social areas</b>																				
Mastered (the pros)																				
To develop (don't give up!)																				
Notes																				

**Instructions:** Check off 2 or 3 students per category - this will enable you to quickly identify the stronger students who can assist with modelling an activity, those who will require more attention during some games and better planning your activities in relation to the strengths and weaknesses of your group.

Interests of my group:

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Skills of the group to be developed according to my observations:

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### Skills of the students to be developed

Student	Skills to be developed and strategies

**A little advice:** If a student is weaker in an area or experiences academic difficulties, use this tool to identify an area where they excel for positive reinforcement. This will help to increase their confidence!

## Definitions

### Gross motor skills

Having balance, coordination and using the larger muscles to control certain physical activities, such as running, climbing and jumping.

### Fine motor skills

Using the smaller muscles of the fingers and hands to make precise movements for reaching, grasping and manipulating small objects such as threading, cutting, and drawing.

### Linguistic area

Essential communication function. Comprehension: significance of the words or gestures used. Expression: the ability to speak and use the right words in the right context. Ability to make themselves understood.

### Cognitive area

The way in which a person thinks, their problem-solving abilities. Their memory skills, preferences, ability to imagine and create.

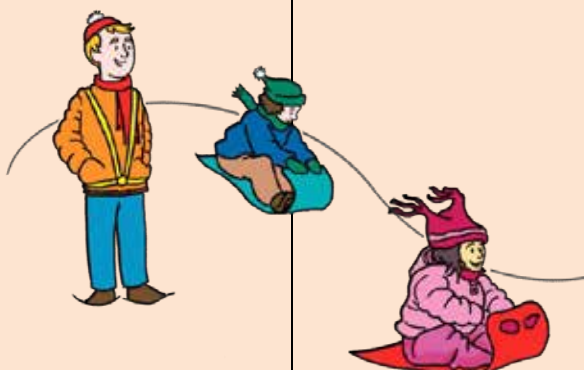
### Emotional, moral and social areas

Establishing relationships with others and acting in an acceptable manner. Consciousness of others, sense of responsibility, independence, trust, how they express their feelings, self-perception and self-esteem. Distinguishing between good and bad, development of a conscience, acceptance of differences, rules, values.

## Observation methods table



Punctuality	Positioning	Active and caring role	Visibility
<ul style="list-style-type: none"> <li>• Arrives on time</li> <li>• Leaves first</li> <li>• Enters last</li> <li>• Respects the monitoring schedule</li> <li>• Plans for someone to take their place if they cannot be on time</li> </ul>	<ul style="list-style-type: none"> <li>• Student/adult relationship</li> <li>• Monitoring areas</li> <li>• On the outskirts</li> <li>• Covers the entire area</li> <li>• Positions themselves in strategic areas</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates</li> <li>• Intervenes on the fly</li> <li>• Interacts with students</li> <li>• Sees</li> <li>• Anticipates Moves</li> <li>• Is alert/vigilant</li> <li>• Prevents</li> <li>• Is present</li> <li>• Listens</li> <li>• Looks</li> <li>• Follows up</li> <li>• Is consistent</li> <li>• Is coherent</li> <li>• Goes to see an injured student</li> <li>• Puts an end to unacceptable behaviour</li> <li>• Gives clear instructions</li> <li>• Teaches the students the expected behaviours</li> <li>• Cares for students who are alone</li> <li>• Approaches a group of students</li> </ul>	<ul style="list-style-type: none"> <li>• Can be seen</li> <li>• Is quickly identifiable</li> <li>• Sees and is seen</li> <li>• Wears the monitor vest or straps</li> </ul>



**My physically active daycare centre: Table of monitoring methods.**  
**Participant's workbook. 2015. Regional Director of Public Health of the Centre Intégré**  
**Universitaire de Santé et de Services Sociaux du Centre-Sud-de-l'Île-de-Montréal.**



## ***Activities and resources***

**Dozens of *Inspire to Move* activity sheets  
are available on the  
[gardescolaire.org/formations/inspireabouger](http://gardescolaire.org/formations/inspireabouger)  
website**

**Visit the website today!**



## Example of *Inspire to Move* sheets available on the [gardescolaire.org](http://gardescolaire.org) website



### ACTIVITY SHEET COOPERATION GAME

A game to be played in a team for developing relationships with their peers: forming student units.

#### The units\*

##### **Pedagogical intentions (suggestions):**

The student learns how to cooperate.

##### **Age group:**

Multi-age

##### **Skills**

*Pedagogical skills for the student:*

- Developing relationships with peers

Professional skills put forth by this activity:

- Planning and organization of activities for children and groups of children
- Carrying out predominantly social activities

##### **Approach**

The first unit involves 2 students who link their arms together.

They must run together and try to tag the other students. When they tag a student, they too must now link their arms together.

They must then run together as a trio to try and tag a fourth student.

When a fourth student is tagged, they must also join arms. The unit then divides and forms two groups of two students.

The game is over when all students are part of a unit.

Note:

Remind the students to work together as one to make moving around easier.

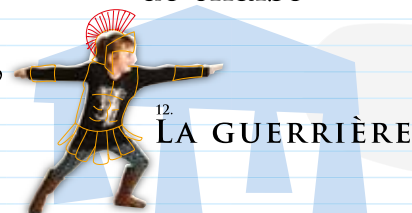
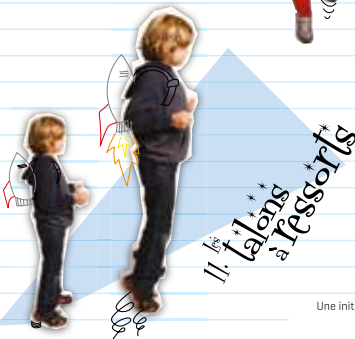
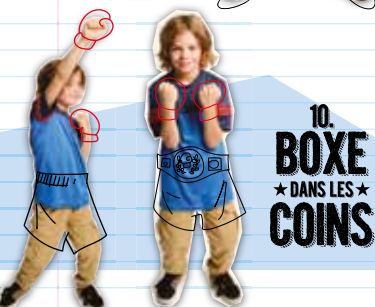
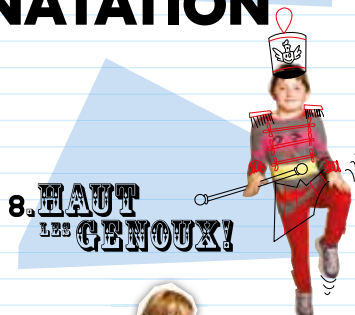
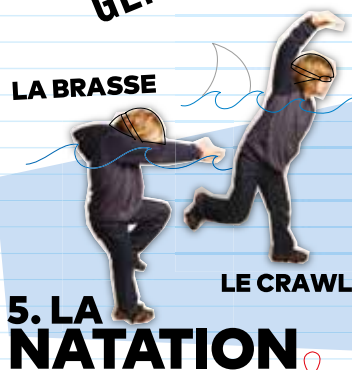
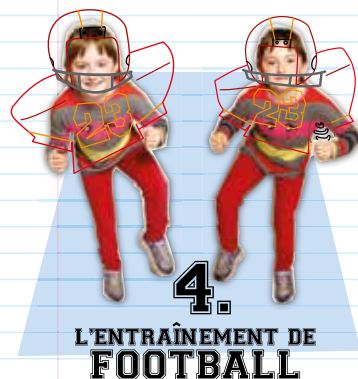
\*Taken from the WIXX directory of activities 2



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# C'EST L'HEURE DE LA PAUSE ACTIVE EN CLASSE!

PRENDRE UNE PAUSE POUR BOUGER UN PEU ME PERMET DE ME SENTIR PLUS CALME,  
PLUS ATTENTIF ET D'APPRENDRE MIEUX. ALORS ACTIVONS-NOUS AVEC QUELQUES EXERCICES!



Découvrez de nombreux choix d'activités au  
[fenetreped.csvdc.qc.ca/2015/08/19/actif-a-lecole/](http://fenetreped.csvdc.qc.ca/2015/08/19/actif-a-lecole/)

Une initiative réalisée par :



En partenariat avec :



Québec en Forme est heureux d'accompagner et de soutenir JEFFY et JEMM

## Different ways of *moving*, *getting around*



Gallop

Jump with both feet together  
(kangaroo)

Leap frog

Jumping jacks

Jump on each side of a line  
(on 1 or 2 feet)

Walk

Walk while lifting knees

Running/jogging on the spot

Side shuffle

Hopping

Crunch jumps  
(bring knees up to chest)

Crossed feet

Hopping on one foot

Backwards

Hands on the head

Walk on tippy toes or heels

Walk along a line forward,  
backward, sideways

Move forward or backward with  
a ball between the knees

Legs stretched out forward or  
backward

Move forward or backward while  
tapping hands under the knees

Move forward like a little  
creature

On hands and knees going  
forward, backward or sideways

Move forward or backward on  
buttocks

Move forward while kicking at  
the air

Crab: Supported by hands and  
feet, belly up

Snake: Crawl on belly with legs  
together

Dog with a broken leg: 4 legs,  
but with 1 leg or 1 hand raised

Train: Move arms from  
front to back

Tired snake: Crawl on back

Skate: Slide feet along the ground

Cross-country skiing: Slide feet  
and move arms at the same time

Snowshoe: Raise knees high and  
take big steps

Car: Hold a wheel and walk

Boat: Hold a rudder (arms apart)  
and walk while balancing from  
left to right

Plane: Flap arms like wings

Back to back and elbows inter-  
locked (one goes forward and the  
other backward)

One behind the other: Shoulders  
together and hopping or both  
feet together

## Ideas for stairs



1. Move from side to side, backward (when going up), feet crossed, feet together, feet apart, etc.

2. Go up and down by placing hands on targets on the wall (handprints, an X made of coloured tape, stickers, etc....)

3. Jumping to go up the stairs

4. Always put the same foot forward

5. Go up 2 steps at a time

6. Avoid obstacles (an X or another shape made out tape for the floor)

7. Add an object on head (sandbags, rings, empty yogurt containers, tissues, etc.)

8. Transport an object (sandbags, yogurt containers, plastic food) on a paper plate

9. Go up in zigzag: starting on the right side of the stairs, toward the left side (shuffling feet for example), climb the stairs. Take the second step from left to right. Go up and take the third from right to left, etc.

10. Go up with heels not touching and on tippy toes (works the calves)

11. Make logical sequences while going up and down. For example, go up 2 steps, go down 1 step, go up 2 steps, go down 1 step, etc.

12. Add arm movements to create dissociation: One stair, arms in the air, one stair, arms along the side or one stair hands on head, one stair, hands on bellybutton...

## **Resources for free and active play and reference articles**

Looking for some inspiration?  
We've got the resources for you!



ASSOCIATION SOUTENIR  
QUÉBÉCOISE DE LA REPRÉSENTER  
GARDE SCOLAIRE MOBILISER

### **gardescolaire.org**

The website's "toolbox" is filled with documents, advice and links to help you in your work: Physical activity, Activities, Art, Professional Development, Reference documents...



### **tmvpa.com**

The *It's playtime!* brochures



### **kino-quebec.qc.ca**

Notice - Physical activity, the sport and youth

Les préoccupations parentales concernant le jeu libre des enfants de 3 à 12 ans à l'extérieur (French only)



### **dsp.santemontreal.qc.ca**

Improvement project that aims to equip daycare staff in relation to a variety of themes that could have a significant impact when adopting a physically active lifestyle with youth. (French only)



### **actifauquotidien.com**

Develop dialogue and collaboration between pre-school teachers, physical and health educators and daycare educators in every school.



### **msss.gouv.qc.ca --- ma cour**

Ministère de la Santé et des Services Sociaux  
(Minister of Health and Social Services) – *Ma cour: un mode de plaisir!*

Context, Mobilization, Installation, Organization, Activities (French only)



#### **wixx.ca**

Sign up for access to an incredible planning tool full of easy, active and fun activities!

You'll also find posters, game directories and other practical tools (French only)

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#### **alliancesherbrookeoise.ca**

*"Libres et créatifs": Un Terrain de Jeu PAR et POUR les enfants*

A must-see! Visit the site to access an all-in-one booklet for organizing a day of free play and creative activities. (French only)

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#### **youtube.ca**

##### **Free play, active play and risk taking**

SBS Dateline - Kids Gone Wild: Denmark's Forest Kindergartens

Scary Mommy - The Coolest New Playground Where You're Not Invited

AQCPE - Bouger pour bien se développer: la prise de risque (French only)

santemontreal - Mon Service de Garde – Capsule 1 (French only)

CLD Jardins-de-Napierville - Comité WiXX École Saint-Romain (French only)

##### **Active hallways**

École Henri-Forest – Corri-bouge

Ever Active Schools - Don't Walk in the Hallway



#### **participation.com**

Des faits alarmants sur les enfants et le temps d'écran!

Jeu risqué : comment encourager vos enfants à dépasser leurs limites

"Position Statement on Active Outdoor Play" - PDF

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#### **aqcpe.com**

Risk taking is essential for developing self-protective behaviours in children.

*"Un Milieu Éducatif Favorable au Jeu Libre et Actif"* - PDF (French only)

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#### **centdegres.ca**

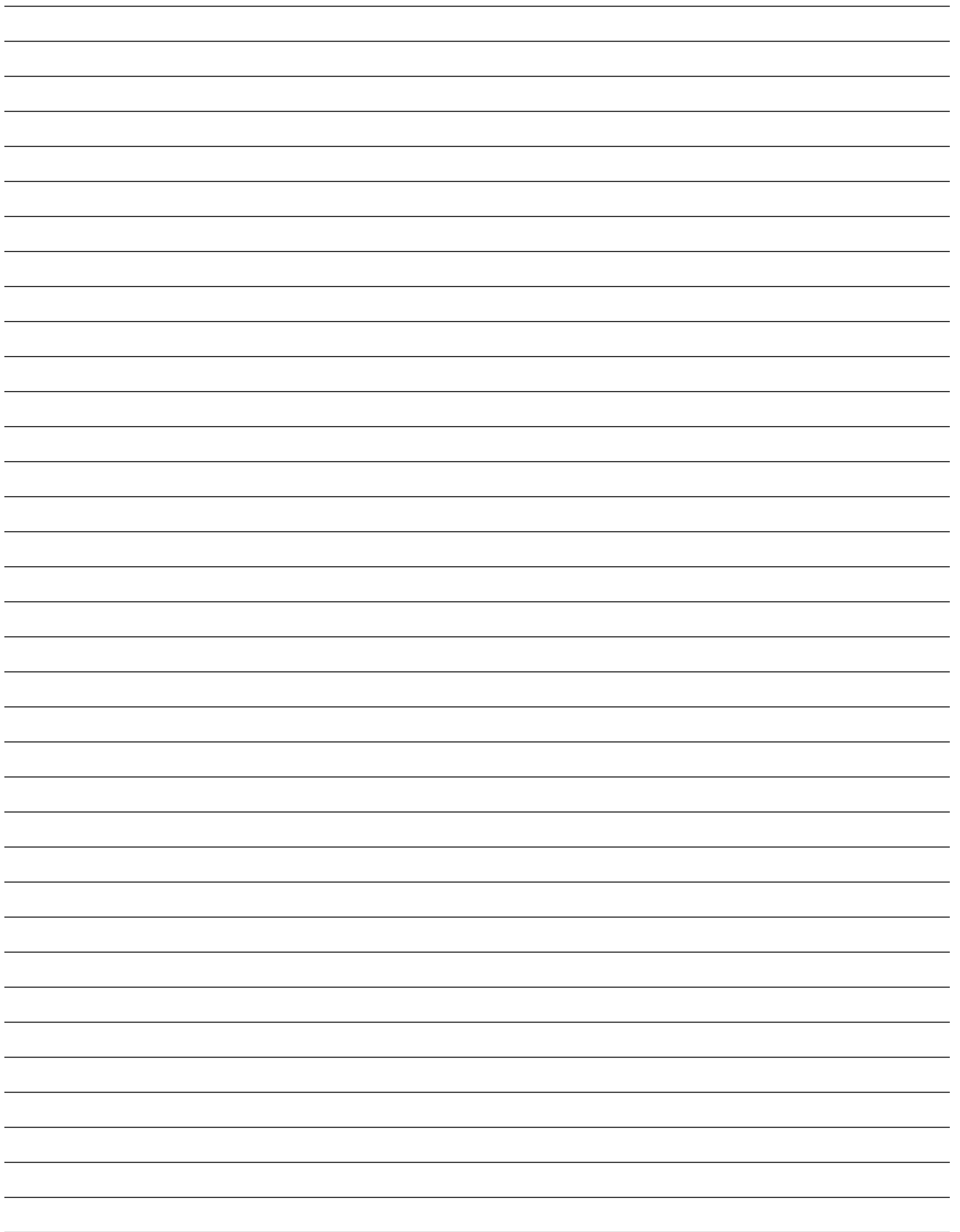
Services de garde éducatifs : 10 stratégies pour jouer dehors cet hiver (French only)

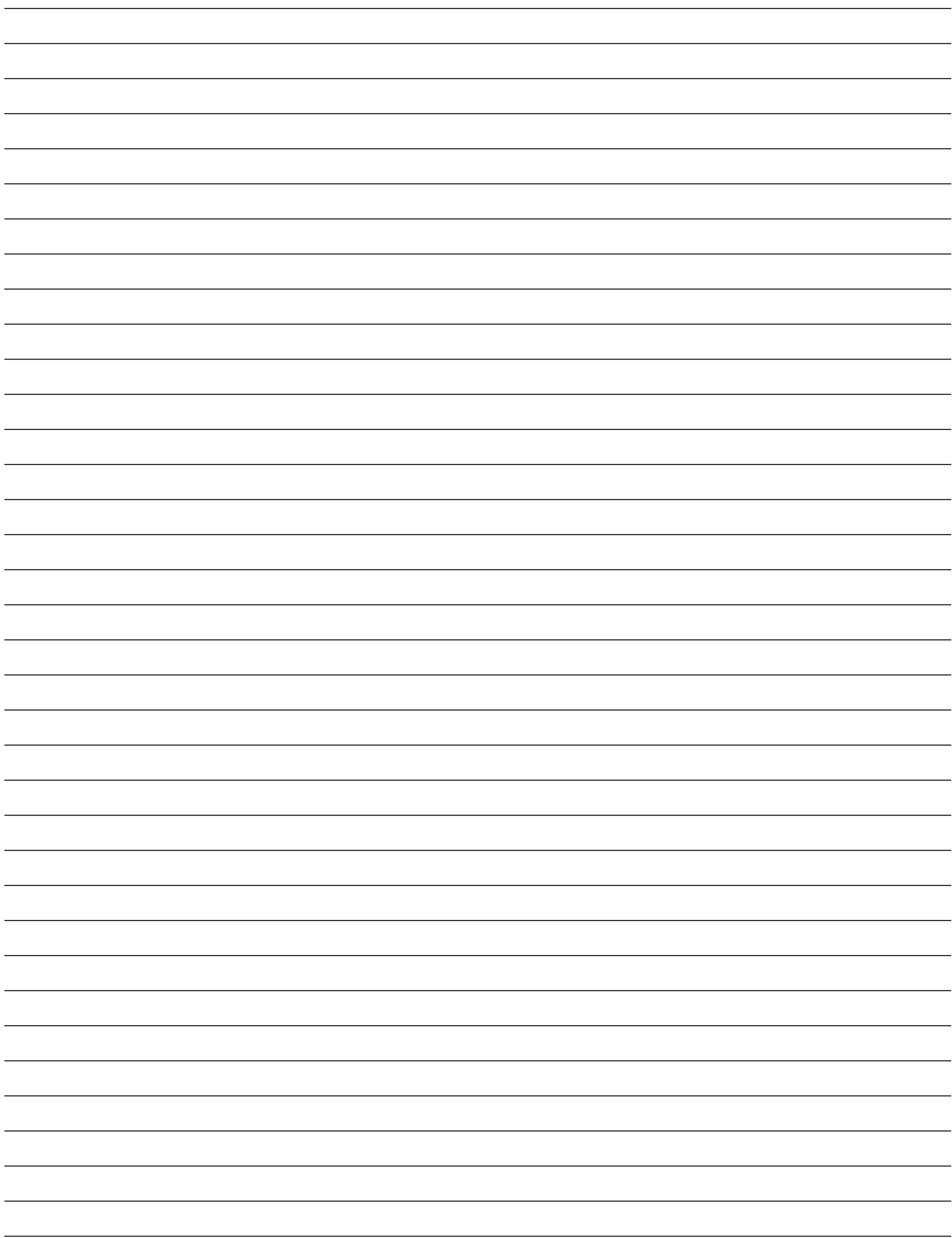
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#### **vifamagazine.ca**

A new magazine filled with relevant articles divided into three topics: Move - Eat - Understand (French only)









# INSPIRE À JOUER



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