

# DISCOVERY ZONE: SUMMER

## Study Investigation:

## Globetrotting Treks



Toddler and Preschool Edition



# STUDY EXPLANATION

## Globetrotting Treks

Children will learn the importance of being part of a growing world community as they engage in activities that inspire curiosity about the world. We will investigate cultural celebrations, geographical wonders, climate variations, environmental differences and diverse animal habitats, all designed to build an understanding of and greater connection with the amazing world around us. Children will adventure through this study, forging the respectful attitudes and mindsets of a global citizen, ready to take on the future!





## Inquiry Questions:

I wonder how animals thrive in different climates?

I wonder what are similarities and differences among cultures?

I wonder how I can learn more about the wonders of Earth?

# BUILDING CONNECTIONS

## Activity One

Title of Activity: Class Cookbook

Skills Focus: Collaboration/Respectful and Inclusive Conversation/ Belonging

Objectives: Children will work as a classroom community to create a cookbook inclusive of families' favourite recipes, showcasing their unique nationalities, cultural heritage and individuality.

Materials:

- Multicultural cookbooks
- Heavy card stock
- Photo albums
- Photos of children
- Markers
- Magazines
- Scissors

Introduction:

- Add cookbooks to the dramatic play center showcasing multicultural recipes from many areas of the world.
- Allow children to explore cookbooks by "reading" the cookbooks to them, discussing different food items and combinations.
- Engage in a conversation about creating a classroom cookbook, and challenging children to describe what their favourite foods to eat at home are, especially during special occasions.

Process:

- Prior to the activity, provide cardstock squares to families asking them to write out a recipe that showcases their nationality/heritage and include photos.
- Prior to the activity, print out a photo of each child.
- During a small group gathering, look at cookbooks and recipe cards from families and ask children to describe the recipes they brought in to their peers. Consider the following questions:
  - "Tell us about the recipe you chose to share with us."
  - "Do you like to help make these recipes?"
  - "When do you eat these special foods?"
  - Encourage children who are not as comfortable to respond by gently asking more prompts.
- Engage children in conversations that highlight similarities between children's recipes and celebrate the differences.
- Invite children to decorate their recipe cards with markers.
- Identify one page in the photo album dedicated to each child.
  - Provide each child with an additional card and support them with printing their name and a brief description about their recipe.
  - Support the children to find a photo of themselves from a collection.
  - Guide children to place their recipe card, their information card and their photo in a unique arrangement on their page.
- Place all of the cards in a photo album and place in the dramatic play area.
- Invite children to look through food magazines and cut out additional food items to fill in spaces throughout the photo album.
- Take photos of the process to share with families on the Connect App.

Toddler Variations:

- Toddlers can engage in a similar process, placing their recipe cards and photos accordingly within the photo album.
- Educators can support printing the names of toddlers and their descriptions.



# BUILDING CONNECTIONS

## Activity Two

Title of Activity: Patisserie Play Shop (Dramatic Play)

Skill(s) Focus: Collaboration/Connection/Joyful Engagement

Objectives: Children will work together in creating a pastry for a very special afternoon snack, incorporating elements of French culture.

Materials:

- Playdough or air-dry clay
- Playdough tools
- Muffin tins
- Baking pans
- Cupcake liners
- Artificial flowers
- Collage materials:
  - Beads, buttons, sequins, etc,
  - Large items for toddlers
- Trays
- Photos:
  - Croissants, layer cakes, eclairs, macarons, etc.
  - <https://bakerstreetsociety.com/best-pastries-in-paris/>
- Tea cups and saucers
- Table cloth
- French music

Process:

- Engage children in a discussion about special pastry stores in France called "Patisseries".
- Explain that these are shops that specialize in selling pastries, cakes, tarts and other sweets. They are known for the very special care they take to create high quality, beautiful desserts!
- Inform children we are going to pretend we are setting up our own patisserie and make our own pretend French pastries!
- Set up a thoughtful invitation to create, setting out photos of different Patisserie deserts listed above.
- Provide children neutral coloured clay or play-dough, encouraging them to roll, coil, pinch, stack, cut and design shapes to mimic the look of special deserts.
- Encourage children to use the cake pans, muffin tins, or cupcake liners accordingly.
- Guide children to use pastel coloured glue for the icing of their mock deserts, and select collage materials, including artificial flowers, to decorate accordingly.
- Add in playful French words to elevate the experience even more, such as gateau (cake), boulangerie (bakery) and even délicieux (delicious)!
- Support children to set their dramatic tables with a cloth, and include some tea cups and saucers to make the experience even more real.
- As they are setting up their mock Patisserie, play some soft French music in the background.

Toddler Variations:

- Provide toddlers with the baking pans, muffin tins and cupcake liners to explore.
- Offer additional baking utensils.
- Support toddlers to roll out the playdough and create their own mock deserts.
- Be sure to use larger collage materials for any decorating.

# BUILDING CONNECTIONS

## Activity Three

**Title of Activity:** Memory Lane Tales

**Skill(s) Focus:** Connections/Collaboration/Joyful Engagement/ Celebration of the Global Community

**Objectives:** Children will engage in a classroom discussion about different holiday destinations they have been on, or special features about their hometowns.

**Materials:**

- Photos of children and their families
- Display board
- Globe/map

**Process:**

- Prior to the day, invite families to send in photos from their own holiday destinations or from their home towns.
- As photos come in, arrange them on a display board, ensuring they are visible.
- When all have come in, plan a time for a special group activity in which each child is invited to share a story about their photo.
- Support children to recall their memories and details about the experience showcased in the photo. Prompting questions can include:
  - "Where were you in this photo?"
  - "Who was with you?"
  - "What was your favourite part of being there?"
- When applicable, try to identify the location on the globe or map where the photo was taken, and showcase its whereabouts in relation to the centre's region.
- Invite other children to a group discussion about what they see in each photo.
- For children who did not bring in a photo, support them before hand to draw a picture of a place they would like to share a story about.
- Each educator should also include a photo as they are an essential part of the classroom community.

**Toddler Variations:**

- Younger toddlers may only be able to point out their favourite people and places!
- Ask families of toddlers to provide a brief description of the location and relevance of the photo.
- Educators can support by naming the people and items they are pointing to support language development.

# LANGUAGE & LITERACY

## Activity One

Title of Activity: Dot Day

Skill(s) Focus: Communication/Joyful Engagement/Belonging/Courage

Objectives: Children will express their creativity and celebrate their strengths and attributes through dots.

Materials:

- Paper
- Drawing materials:
  - Paint, markers, crayons, pencil crayons
- Hole punch
- Ribbon
- Story book "The Dot" by Peter H. Reynolds
- Paint
- Dot painting tools:
  - Wooden disks, plastic rings, kitchen tools, shower puffs, etc.

Introduction:

- Gather the children together and share the story called, "The Dot" by Peter H Reynolds.
- Encourage children to reflect on the character in the story and describe how she was feeling. Ask children if anyone has ever felt the same way.
- Inform children that this story inspired an educator named Terry Shah to propose a "Dot Day" in 2009.
- Next, invite children to celebrate "Dot Day" a little ahead of time! Guide them to understand the underlying values of "Dot Day" is to promote creativity, celebrate individuality, being courageous, and taking steps to accomplish tasks.

Process:

- Guide children to choose the colour of construction paper they wish and to start by making a dot on their paper, using any drawing tool.
- Challenge the children to consider what they can create out of the dot and encourage them to transform the dot into something more based on their imagination. Prompting questions can include:
  - "Can it become an animal?"
  - "Can it become a machine to fix something?"
  - "Can it become a tool?"
- When children are satisfied with their end result, support them to print a sentence on the bottom describing what it is.
- When all children have completed, hole punch the papers, and secure together with ribbon to create a classroom book, "The Adventures of Our Dots"!

Toddler Variations:

- Provide toddlers with an assortment of circular shaped, chunky items to use as painting tools, and invite them to select.
- Place a large sheet of butcher paper against a wall and support toddlers to create a Dot Mural!

# LANGUAGE & LITERACY

## Activity Two

Title of Activity: Word Wall of Greetings

Skill Focus: Vocabulary Development/Connection/Joyful Engagement/  
Appreciation for Global Diversity

Objectives: Children will work together to create a word wall showcasing greetings from their various backgrounds and cultural heritage.

Materials:

- Cardstock squares or index cards
- Poster Board
- Markers
- Collage materials:
  - Ribbon, string, decorative tape, stickers, etc.
  - Large items for toddlers
- Glue
- Globe/map

Process:

- Set up a greeting area for families close to the door to your programs with index cards, pencils and a basket.
- Display a sign asking families to write down how they say "Hello" and "Goodbye" in their language, and to include the name of their language, and their country of origin.
- Guide families to showcase which new words match with which greeting selection and provide any pronunciation description.
  - For families that speak English, ask them to provide a typical way in which they may express the sentiment using different words.
- Ask families to place in the collection basket.
- Later in the day, set out the materials thoughtfully along a work surface and invite children to participate.
- One by one, take out the family reference cards, and articulate each new language expression for the children, inviting children to repeat them back.
- Identify on the globe or map the country from which the language is derived, and from where the family is from.
- Provide children with their own cardstock squares or index cards, and invite children to practice printing some of the new words.
- Invite children to decorate any of the cards using markers and collage materials.
- When complete, involve children in displaying their new word cards on a poster board for display.
  - Create two columns, with one showcasing "hello" greetings, and the other "goodbye" greetings.
- Practice saying hello and goodbye in other languages throughout the day and ongoing by referring to the Word Wall of Greetings.

Toddler Variations:

- Ask toddler families to provide cards showcasing the same greetings.
- Instead of creating a word wall, involve toddlers in speaking the greeting through consistent role modeling and gesturing.
- As toddlers arrive and leave, role model for them the greetings in their language.



# LANGUAGE & LITERACY

## Activity Three

Title of Activity: Mama Panya's Pancakes: A Village Tale from Kenya

Skill(s) Focus: Language Development/Connection/Appreciation for Global Diversity

**Objectives:** Children will hear a cultural story showcasing a positive message about sharing, and will work together to create a special invitation to families to come in for special snack.

Materials:

- Storybook "Mama Panya's Pancakes: a Village Tale from Kenya" by Mary and Rich Chamberlin
- Cardstock squares
- Drawing materials:
  - Paint, markers, crayons, etc.
- Collage materials:
  - Ribbons, sequins, stickers, etc.
  - Large items for toddlers
- Glue
- Poster board
- Fruit platter for class and families created by the Chef or Cook (allergy aware)

Process:

- This will be an activity that may take the course of two weeks to complete.
- Gather children in a small group and read "Mama Panya's Pancakes". While the preference is to acquire the tangible book, an exception can be made for this activity to reference the link: <https://www.youtube.com/watch?v=5PURzcJBgMQ> to ensure children are gaining authentic insight about the cultural details embedded in the story.
- When finished, ask children questions about some of the beautiful words and illustrations showcased in the story and what they learned. Include the value of sharing within this conversation.
- After reading, engage children in a plan to invite their families to a shared afternoon snack.
  - This can be a fruit platter prepared by the kitchen team.
  - Discuss with your Centre Director and Chef regarding the best date.
- Ask children how we can inform families about this special snack, focusing on our need to want to share a special event with families.
- Divide children into small groups, and ask them to work together to design and decorate a poster board with the date and time of the event displayed.
- Provide children with individual cardstock squares, guiding them to make individual invitation cards to provide for families.
  - Support children to print the names and other details accordingly.
- On the day of the event, involve children in the setting up of the tables to create a formal restaurant style setting, complete with table cloths, flowers and even place cards!
- Be sure to have a centre piece display that states "Asante sana", which is the expression for 'thank you' in Kiswahili referenced in the book.

Toddler Variations:

- Educators can shorten the story, and reinforce the parts and images that are more significant.
- Invite toddlers to decorate poster boards to celebrate the event, reinforcing the concept of sharing in the lead up to the event.
- During the shared snack with families, support toddler to use the word "Asante sana" for their families as a gesture of gratitude while incorporating new words.

# MATH DISCOVERY

## Activity One

**Title of Activity:** "Street Market of Jaipur (India)"

**Skill(s) Focus:** Numeracy/Appreciation for Global Diversity/Joyful Engagement/Belonging

**Objectives:** Children will learn about what a market day in India looks like, and will explore further through role play.

**Materials:**

- Market loose parts:
  - Fabrics, jewelry, spices, musical instruments, traditional clothing, etc.
  - Large items for toddlers
- Pretend play food:
  - Fruits, vegetables, etc.
- Small tables
- Stickers or labels
- Cash counter/register
- Pretend money
- Shopping carts/fabric bags
- Traditional instrumental music
- Story book: "A Gift from Amma: Market Day in India" by Meera Sriram

**Background information:**

- Jaipur is a colorful city in India known for its beautiful palaces, where kings and queens lived long ago, forts, and bustling markets. Jaipur is also called the "Pink City" because many of the buildings are painted pink. Jaipur is also known for its very famous shopping markets where you can find all sorts of shiny and sparkly items such as jewelry made from stones, colorful fabrics, and traditional handicrafts.

**Process:**

- On days leading up to this activity, access some of the market loose parts identified above. Remember to use your families and colleagues as resources to collect materials.
- To support children in understanding and appreciating what a market day in India can look like, present the story "A Gift from Amma: Market Day in India" by Meera Sriram. While the tangible book is preferred, please use this link as an exception to ensure the authentic cultural images are conveyed:  
[https://www.youtube.com/watch?v=uR4Hk\\_xVxjM](https://www.youtube.com/watch?v=uR4Hk_xVxjM)
- Next, create a dramatic area within your learning area showcasing a Market experience:
  - Set up: Arrange the various cultural items on tables and put price tags on each item. Set up a cash counter in one area.
  - Role assignment: Allow children to pick their role as shopkeeper or customer. Divide pretend money among children.
  - Shopping time: Invite children to explore the market and decide what they would like to purchase.
  - Financial literacy: When children are ready to make a purchase, guide them to use their pretend money to purchase items. Use this opportunity to talk about checking the price tag, and counting money to pay for their purchase.

**Toddler Variations:**

- Set up a similar display for toddlers, ensuring the materials presented do not contain choking hazards. Provide pretend money and attach price tags to items, but allow toddlers to engage in the process without concern for accuracy of counting.

# MATH DISCOVERY

## Activity Two

Title of Activity: All About Pyramids

Skill(s) Focus: Fine Motor Skills/Shape Recognition/Joyful Engagement

Objectives: Children will explore the shape of pyramids and understand where some are located in the world.

Materials:

- Variety of sizes of wooden blocks (larger for toddlers)
- Connecting loose parts:
  - K'nex, straws and connectors, connecting cubes, etc.
  - Larger items for toddlers
- Small twigs (large items for toddlers)
- Playdough
- Tape
- Photo printouts of pyramids:
  - <https://unsplash.com/s/photos/pyramid>
- Balls, bean bags (toddlers)

Process:

- Explain to children that a pyramid is a shape with a square or rectangular shaped bottom and four triangular faces that come together at the top to form a point.
- Draw a diagram for children to showcase its features and its 3D form.
- Explain to children that the most famous pyramids are found in Egypt, identifying on the globe where Egypt is located.
- These pyramids were constructed from large stone blocks stacked on top of each other, reaching amazing heights.
- Present children with the photos of pyramids identified above.
- Ask the children if they can build their own pyramid and what kind of materials they think would work best.
- Encourage the children to begin with wooden blocks.
- As children are building, guide them to see that the base of the pyramid is larger than the top and to understand why that is important.
- Alternatively, invite children to use playdough as a base and experiment with a variety of connecting loose parts to complete the pyramid build, all the while commenting on the attributes.
- Children may wish to use playdough as a connecting putty for loose parts, securing an even more creative pyramid build.

Toddler Variations:

- Create a masking tape shape triangle along the floor, and invite toddlers to place lightweight blocks over the shape to create a pyramid.
- Educators can incorporate the shape as a target, inviting toddlers to throw balls or bean bags towards it.

# MATH DISCOVERY

## Activity Three

Title of Activity: Safari Animal Number Game

Skill(s) Focus: Counting/Joyful Engagement/Collaboration/Connection

Objectives: Children will take turns engaging in a dramatic play counting game that takes them through a Safari style play scape.

Materials:

- Photos of animals from the African Savannah:
  - Elephants, lions, tigers, hippopotamus, cheetah, gorilla, wildebeest, etc.
  - <https://unsplash.com/s/photos/savannah-animals>
- Savannah props:
  - Grass, plants, rocks, pond of water, etc.
  - Large items for toddlers
- Base markers:
  - Cones, stepping stones, laminated shapes
- Box or cube
- Paper
- Markers

Process:

- Prior to the activity, create a life size game cube, marking the numbers 1 through 6 on each side of a box.
- In addition, prior to the activity, set up Savannah props throughout a large open space, inside or outside.
- To start the activity, present the photos of the Savannah animals to the children, guiding them to articulate their names.
- Next, scatter these photos throughout this play area to make the Savannah scene look more authentic.
- Create a meandering pathway using the base markers above, mimicking the look of a life size game board.
- Create a home destination point to mark the end of the path by using a special prop or photo such as a lion's den, a tree, or a pond!
  - Educators are encouraged to be creative here!
- Invite children in small groups to come and play the game.
- Inform children their challenge will be to roll the dice, and then move ahead the corresponding number of base markers.
- As children play, educators can reflect on the images of the Savannah animals throughout the play area and direct children to continue their game play by moving like specific animals.

Toddler Variations:

- Place photos of the Safari animals on the different faces of the box cube, guiding toddlers to throw the cube and mimic the moves of the animal that appears on the top.

# STEM DISCOVERY

## Activity One

Title of Activity: Building a Humpy Shelter

Skill(s) Focus: Critical Thinking/Engineering/Joyful Engagement/Collaboration

Objectives: Basic construction skills, environmental awareness, cultural awareness, creativity, problem solving, appreciation of nature and natural resources.

Materials:

- Air dry clay
- Natural loose parts:
  - Child-safe sticks, leaves, small stones, grass, etc.
  - Large items for toddlers
- Sculpting tools
- Pictures depicting Aboriginal Humpies for Inspiration:
  - <https://en.wikipedia.org/wiki/Humpy>
- Globe/map

Background:

- In Australian Aboriginal culture, a 'humpy' refers to a temporary shelter made from natural materials such as branches, leaves and bark. It typically has a rounded or domed shape, and was built by Aboriginal people as they traveled and needed shelter for short term. In this activity, children will explore their creativity and learn about indigenous Australian culture by building a miniature 'humpy' using clay and natural loose parts.
- To start, engage children in a discussion about the concept of a humpy. Ensure that the topic is presented respectfully and that the use of 'humpies' are an important part of Aboriginal heritage and culture.
- Next, set out materials thoughtfully on a work surface, and invite children in small groups to explore.
- Encourage children to feel the textures, earthy smell of the clay and examine the different shapes and sizes of the natural materials.
- Include photos of humpies on the work surface for reference.
- For the building process, encourage children to first mold the clay to form the base of a humpy.
- Next, guide children to position sticks into the clay from the bottom up to form the walls, adding leaves to close any gaps between sticks.
- Support children to construct the roof, layering in grasses, twigs, and leaves.
- Children can also use stones and pebbles where they deem necessary to add to the structure and for decoration.
- Allow children to use their creativity and imagination to make their unique humpies.
- Display children's humpies in a designated area of the classroom so they can admire their work throughout the day.
- To elevate family engagement, educators may request families to send pictures of houses from their country of origin, allowing for a more global platform for discussing what materials are used to build houses/shelters in different countries with different climates.

Toddler Variations:

- Educators can support toddlers to build a base for their shelter using clay, and chunkier loose parts to decorate.
- Introduce concepts such as "cover", "inside", and "shelter".



# STEM DISCOVERY

## Activity Two

Title of Activity: Terrarium Creations

Skill(s) Focus: Appreciation for the Environment/Creativity/Problem Solving/ Critical Thinking/Collaboration

Objectives: Children will create and actively observe their own miniature ecosystems showcased in individual terrariums.

Materials:

- Clear containers with lids
  - Plastic or glass
- Gravel/small rocks (not for toddlers)
- Child safe potting soil
- Small child safe varieties of these plants:
  - Succulents, ferns, mosses, air plants
- Decorative items:
  - Toy figures, gemstones, clear glass beads, etc.
  - Large items for toddlers
- Spray bottles

Process:

- Engage children in a discussion about the importance of plants in helping to maintain a healthy natural environment.
- Inform children that a terrarium is a miniature ecosystem, or community of living things, and we can learn a lot about the environment by building our own, and studying it over time.
- Organize children into small groups, guiding them to build terrariums by following these steps:
  - Provide children with small plastic containers with lids.
  - Line the bottom of containers with the small rocks. Explain to children that this will support proper drainage of the miniature ecosystem.
  - Next, add a layer of potting soil deep enough to support the small plants.
  - Invite children to plant their assortment of small plants, taking care to arrange them creatively.
  - When children are satisfied with their plant arrangements, invite them to place their figures and added embellishments to their display.
- Engage children in a discussion about the importance of sun and water for ecosystems to thrive.
- Discuss with children the need to balance both sun and water, discussing the possibilities of what could happen if there are too much of either.
- Share the need to be careful with the watering of their terrariums, providing spritzes of water to avoid overwatering the plants and damaging their roots.
- Guide children to place lids on their containers, and discuss how terrariums will showcase the natural water cycle.
  - Water will evaporate from the soil, condense along the sides of the container and then help "rain" back onto the plants!
  - Invite children to observe, take photos, and document their learnings.

Toddler Variations:

- Inform toddlers they are going to build a community of small plants and watch them grown.
- Allow toddlers to participate in as many steps above as developmentally appropriate and ensure vigilant supervision, eliminating the use of small parts.
- Be sure to use larger decorative items, stones and plants that are not choking hazards.
- Guide toddlers to help position the decorative elements along the top prior to placing on the lid.

# STEM DISCOVERY

## Activity Three

Title of Activity: Light and Shadow Play

Skill(s) Focus: Critical Thinking/Natural Inquiry/Joyful Engagement/ Collaboration

Objectives: Children will explore how shadows are formed and will create unique shadow images using exploratory tools.

Materials:

- Paper
- Pencils
- Flashlights
- Plastic animals
- Light source:
  - Lamp, overhead projector or spotlight
- Translucent or hollow blocks (toddlers)
- Sheet (toddlers)

Process:

- Start by engaging children in a discussion about safety limits in the classroom as it will become darkened during this activity.
- Engage children in a discussion about light and shadow. Consider the following questions:
  - "What is light and where does it come from?"
  - "What happens when we block light with an object?"
  - "Can you make shadows bigger or smaller?"
- Turn a flashlight toward the wall and move your hand in front of the light to make a shadow. Point out where the flashlight is (where the light is coming from), where the wall is (where the light is shining) and where your hand is (between the light and the wall and is casting the shadow).
- Ask the children to explain what makes a shadow, guiding them to understand a shadow is created when something stands in front of a light.
- The children can take turns making shadows on the wall, pointing out that each one is different.
- Organize the children into pairs and give each pair a flashlight, setting limits around safety and avoiding shining it in eyes.
- Guide one of the children to hold a toy in an obstacle free area of the room.
- Guide the child holding the flashlight to move their body around the object to show how a shadow moves. Support children to notice what happens to the shadow as the light moves, much like when the Sun moves around the Earth.
- Guide children to notice that the shadow always points directly away from the flashlight, hence the shadow can tell you where the light is coming from.
- Ensure that the children switch roles so that each gets a chance to use the flashlight and make the shadows.
- Consider the following additional challenges:
  - Tape paper onto the wall and place an object in front of it.
  - Shine the bright light toward the wall and encourage the children to trace around the object. Once their object is traced they can cut it out and glue it onto dark construction paper.
  - Guide one child to stand in profile in front of the taped paper and guide the other child to trace the shape of their head, repeating the process after changing places.
  - Shine more than one light source at the object and count how many shadows a single object can cast.

Toddler Variations:

- Provide toddlers with hollow or translucent blocks, and encourage them to create different structures on the floor near a light coloured wall. Educators may choose to hang a sheet or poster paper on the wall for a better reflective background. When complete, shine the spotlight onto the block creation to make a unique shadow formation on the wall.

# PHYSICAL LITERACY

## Activity One

Title of Activity: Tour de France Bike Race

Skill(s) Focus: Physical Well-being/Fundamental Movement Skills/Joyful Engagement

Objectives: Children will take part in a mock bike race, gaining an understanding of a significant global event while engaging in physical movement that promotes spatial awareness.

Materials:

- Ride-ons:
  - Bikes, trikes, etc.
- Outdoor loose parts:
  - Cones
  - Hula hoops
  - Crates
  - Balance beams
  - Tires
- Masking tape
- Chalk

Background:

- The 'Tour de France' is a famous bicycle race that takes place in France every year since 1903. This race lasts for several weeks and cyclists from all around the world take part in this race. They ride through mountains, valleys and cities, facing many obstacles along the way. Cyclists are not only focusing on speed, they are also showcasing teamwork, endurance and determination.

Process:

- Involve the children as much as possible in setting up a bike race course with obstacles.
- Get creative and use outdoor loose parts such as cones, stepping stones, crates, and hula hoops to create a course.
- Balance beams can be used to mark the sides of pathways.
- Arrange the loose parts along the course, ensuring they are age appropriate and safe for children to navigate.
- Mark the start line and finish line, and make arrows for the pathway.
- Before starting, review safety rules with children before starting.
- Stagger the children's starting points to ensure safety.
- Guide children to select the "bike" they will use for their race.
  - If bikes are not available, children can move their bodies!
- Start the race and have children navigate through the obstacles from the start line to finish line.
- Use a timer for each race, and document!
- Provide cheering props for the children watching on the sidelines!

Toddler Variations:

- Invite toddlers to use their own ride-on and navigate through the obstacle course at their pace.

# PHYSICAL LITERACY

## Activity Two

Title of Activity: Sharks in the Water

Skill(s) Focus: Physical Well-being/Fundamental Movement Skills/Joyful Engagement/Collaboration

Objectives: Children will practice balancing on a beam in dramatic play activity to avoid falling in the water!

Materials:

- Wood planks
  - Balance beam
- Blue plastic tarp
- Sea life animal props:
  - Plastic sharks, sea animals, etc.
  - Large items for toddlers
- Pool toys:
  - Beach balls, dinghies, life jackets, rafts, etc.
- Photo printouts:
  - <https://unsplash.com/s/photos/pirate-ship>

Process:

- Engage children in a discussion about transportation across oceans, stating there was a time when the only method of transportation across was by large boats.
- Show photos of historical vessels called schooners and tall ships, both with very large sails, to the children.
- Explain during this time that some of the sailors who crewed these boats were very adventurous, excitedly searching for hidden treasures around the world.
- These sailors braved unpredictable waters filled with dangerous creatures in search of their dreams!
- Guide the children to pretend to be courageous sailors!
- Lay the blue tarp down on the floor or ground to mimic water.
- Place sea life props over the water, including dangerous sharks.
- Assemble the balance beam a few inches off the floor to form a plank, explaining it to be like a jumping board off of the back of the ship.
- Guide the children to line up at one end of the plank and guide them to take turns walking along it.
- Use physical literacy terms such as balancing, steady, and poise.
- Increase the complexity as the children gain confidence, such as challenging them to balance something on their heads, to walk on their toes, or to catch and throw a ball while walking the plank.

Toddler Variations:

- Invite toddlers to engage in dramatic active play outside using the props identified above, pretending to be crewing their own boats!
- Toddlers can also engage in balance beam walking while being supported.

# PHYSICAL LITERACY

## Activity Three

Title of Activity: Penguin Tag

Skill(s) Focus: Physical Well-being/Large Motor Skills/Engagement/Collaboration

Objectives: Children will participate in a game of tag whereby the child who is 'it' will waddle like a penguin, tagging their peers to become 'frozen fish'!

Materials:

- Open play space
- Blocks
- Joyful spirit
- Globe/map

Process:

- Engage children in a discussion about which part of the Earth penguins live. Guide them to understand they are located in the southern hemisphere of the Earth, in a region called "Antarctica".
- Showcase on a globe or map where this region is located.
- Name some of the penguins that inhabit the area, including Emperor, Adelie, Chinstrap, Gentoo and Macaroni Penguins!
  - For photos to share, please access:
    - <https://www.passportandpixels.com/types-of-penguins-in-antarctica-photos/>
- To set up the game play area, mark out one open area to ensure no collisions from other play activities.
- Set out blocks in a circle in one part of this area to represent an iceberg border.
- To begin the game, delegate one child to be 'it'. This child will need to waddle like a penguin, and try to tag the other children.
- The other children will also need to waddle like a penguin and avoid getting tagged.
- If tagged, children will need to freeze as if a frozen fish and will need to move to the ice berg area.
- They can become unfrozen by being tagged by one of their players, who will need to waddle over without being tagged themselves!
- The game can continue until all penguins have been tagged and converted into frozen fish.
- Alternatively, educators can switch out who is 'it' after a predetermined amount of time.

Toddler Variations:

- Invite toddlers to dance to music while performing sea life movements. Consider the following:
  - Waddling like penguins
  - Swimming like fish
  - Spouting like whales
  - Lurking like sharks
  - Squiggling like an octopus
- Provide with scarves and other props for more engagement!



# CREATIVE DISCOVERY

## Activity One

Title of Activity: Mexican Folk Art- Amate

Skill(s) Focus: Creative Expression/Appreciation for Global Diversity/Joyful Engagement

**Objectives:** Cultural awareness, fine motor skills, storytelling, collaboration and expressive communication.

Materials:

- Brown cardstock paper
- Natural pigments:
  - Please be allergy aware
  - Ground spices (very small amounts of turmeric, paprika), fruits (berries, pomegranate), vegetables (spinach and beets) or earthy materials (clay)
- Paint brushes
- Water
- Bowls
- Markers

Background:

- Amate is a traditional form of Mexican bark painting that started back in pre-Columbian times when the ancient Indigenous civilizations of Mexico, including the Aztecs and Maya, used paper made from bark of Fig trees. This bark was harvested, soaked and pounded into thin sheets for this form of artwork. These sheets were then used as canvasses for painting with natural dyes. The word "amate" itself is derived from the Nahuatl language, spoken by the Aztecs, meaning "paper."

Process:

- Set up materials thoughtfully on a work surface and invite children in small groups to participate in the creative process.
- Support children to mix some of the natural pigments identified above with water to create nature infused paint.
- Once the paint is prepared, guide children to begin painting on brown cardstock to mimic the Fig tree bark and allow these vibrant colors to come shining through.
- Children can use markers to make their unique designs of animals, plants geometric shapes and symbols prior to painting them.
- Encourage children to explore different techniques such as layering colors, creating textures, and blending shapes.
- Children can use markers to make their unique designs of animals, plants geometric shapes and symbols.

Toddler Variations:

- Premix some painting selections ahead of time for toddlers.
- Educators may wish to add some corn starch into the mixture to make it somewhat thicker.
- Allow toddlers to explore their painting medium with the added scents, textures and colours in the paint.
- Be sure to use smocks!

# CREATIVE DISCOVERY

## Activity Two

Title of Activity: Camouflage Painting

Skill(s) Focus: Critical Thinking/Exploration/Expression/Engagement

Objectives: Children will explore the concept of camouflage by painting a picture with a hidden animal.

Materials:

- Paper
- Sketching tools:
  - Pencils, pencil crayons, etc.
- Paint
- Painting tools:
  - Sponges, rollers, stampers, scrapers, etc.
- Glue
- Textured loose parts:
  - Sand, shells, string, ribbon, wool, etc.
  - Large items for toddlers
- Photos of camouflage:
  - <https://unsplash.com/photos/lion-on-brown-grass-field-during-daytime-WnyJIU8wgOA>
  - <https://unsplash.com/photos/a-black-and-white-butterfly-on-a-gravel-ground-7m3Gw8dgbjg>
  - [https://unsplash.com/photos/green-chameleon-on-green-leaf-ft8x\\_pQMdnY](https://unsplash.com/photos/green-chameleon-on-green-leaf-ft8x_pQMdnY)

Process:

- Engage children in a discussion about what camouflage means. Guide children to understand that camouflage means to hide in plain site, and showcase photos above for further understanding.
- Support children to understand that camouflage on animals often involves the patterns on their bodies that help them to hide in plain site. Consider the following:
  - Giraffes have splotches on their necks that resemble leaves.
  - Zebras have stripes that resemble waving grasses from a distance.
  - Butterflies often have patterns that look like leaves or other creatures.
- Support children to understand that some animals have environmental responses in which their body colours change to mimic the colours of items around them, such as chameleons.
- As you continue, ask children to describe the reasons and benefits of camouflage. Ask them to consider protection and defense needs.
- Set paint and painting tools thoughtfully on a work surface, and invite children in small groups to explore camouflage creations.
- Provide some printouts on the table of animals who are camouflaged for closer reference.
- Guide children to think of a particular animal, and begin by sketching it on their paper.
- Next, guide children to think about the colours and patterns they want to use to "hide their animals in plain site".
- When children have finished, challenge them to guess the hiding animals!
- Display throughout the room and invite families to walk through and have a look!

Toddler Variations:

- Provide photos of animals in camouflage for toddlers to view, guiding them to find the hidden animals.
- Provide toddlers with painting tools, and invite them to paint with shades of similar colours to help reinforce the concept of camouflage.

# CREATIVE DISCOVERY

## Activity Three

Title of Activity: Cereal Box Aquarium

Skill(s) Focus: Creative Expression/Joyful Engagement/Fine Motor Skills

Objectives: Children will work to create a makeshift aquarium designing their own underwater sea life.

Materials:

- Cereal boxes (be allergy aware-do not use boxes that could have allergen residue)
- String
- Glue
- Collage materials:
  - Pompoms, sequins, beads, buttons, etc.
  - Large items for toddlers
- Drawing materials:
  - Paint, markers, crayons, etc.
- Scissors
- Hole punch
- Construction paper
- Natural loose parts (child-safe)
  - Sand, shells, stones, small greenery
  - Larger items for toddlers

Process:

- Using a globe, show the children where the oceans and seas of the world are located.
- Discuss what types of creatures live in the ocean, why the oceans are important to life on Earth and why we should work to protect them.
- To begin, support children to cut the front out of the cereal box.
- Encourage the children to paint the inside of their box blue and allow to dry.
- Spread glue onto the bottom of the inside of the box and cover with sand, shells, stones, greenery, and other loose parts children choose to add.
- Invite the children design their own sea animal shapes and cut out. Encourage them to think of a variety of under the sea creatures, including sharks, octopus, whales, lobsters, inspiring them to be creative.
- Next, invite children to decorate their fish shapes with collage materials of their choosing to help create more of a 3D effect.
- Poke holes in the top of the box and thread string through to hang the fish from.
- Guide children to glue the fish or other sea like onto the string or use hole punches to tie them on.
- Cover the front of the cereal box with contact paper to simulate water of an aquarium and invite families to view!

Toddler Variations:

- Provide toddlers with fish cutouts, and chunky collage materials to decorate their own rainbow fish! Use pipe cleaners to hang the fish from the edge of a bowl to create a classroom fish aquarium.

# Educator Reflections: *optional*

**I wonder if I successfully observed, listened and allowed the interests of the children to lead further investigations?**

**I wonder how I could improve upon my teaching practices in the future?**

**I wonder what support I may need to better foster child inquiry in my learning environment?**

**I wonder what went well, and what could be improved upon regarding child-led learning?**

# Investigation Materials

## Building Connections

- Multicultural cookbooks
- Heavy cardstock
- Photo albums
- Photos of children
- Markers
- Magazines
- Scissors
- Cardstock
- Poster paper
- Glue
- Collage materials:
- Drawing materials:
  - Paint, crayons, markers
- Playdough or air-dry clay
- Playdough tools
- Muffin tins/baking pans/cupcake liners
- Artificial flowers
- Collage materials:
  - Beads, buttons, sequins, (large for toddlers)
- Trays
- Photos:
  - Croissants, layer cakes, eclairs, macarons
- Tea cups and saucers
- Table cloth
- French music
- Photos of children with families
- Display board
- Globe/map

## Language and Literacy

- Paper
- Drawing materials
  - Paint, markers, crayons, etc.
- Hole punch
- Ribbon
- Story: "The Dot" by Peter H. Reynolds
- Dot painting tools:
  - Wooden disks, plastic rings, shower puffs
- Cardstock squares
- Poster board
- Collage materials:
  - Ribbon, string, decorative tape, sequins, stickers, (large for toddlers)
- Globe/map
- Story: "Mama Panya's Pancakes: A Village Tale from Kenya"
- Glue
- Poster board
- Fruit platter for class and families

## Math Discovery

- Story: "A Gift from Amma: Market Day in India" by Meera Sriram
- Market loose parts:
  - Fabrics, jewelry, spices, instruments, traditional clothing, (large for toddlers)
- Pretend play food
- Stickers/labels
- Cash counter/register
- Pretend money
- Shopping cart/fabric bags
- Traditional instrumental music
- Assorted wooden blocks
- Connecting loose parts:
  - K'nex, straws and connectors, connecting cubes, (large for toddlers)
- Small twigs/branches
- Playdough
- Tape
- Photo printouts referenced of pyramids
- Photo printouts referenced of Safari animals
- Savannah props:
  - Grass, plants, rocks, pond of water, (large for toddlers)
- Base markers:
  - Cones, stepping stones, laminated shapes
- Box/cube
- Paper
- Markers

## STEM Discovery

- Air dry clay
- Natural loose parts:
  - Child safe sticks, twigs, leaves, grasses, (large for toddlers)
- Sculpting tools
- Globe/map
- Photo printouts of 'Humpies'
- Clear containers with lids
- Gravel/small rocks (not for toddlers)
- Child safe potting soil
- Small child safe plant varieties:
  - Succulents, ferns, mosses, etc.
- Decorative loose parts:
  - Toy figures, gemstones, glass beads, (large for toddlers)
- Paper/pencils
- Flashlights & additional light source
- Plastic animals (large for toddlers)
- Translucent blocks
- Sheet



# Investigation Materials

## Physical Literacy

- Ride-ons
  - Bikes, trikes, etc.
- Outdoor loose parts:
  - Cones, hula hoops, crates, balance beams, tires, etc.
- Masking tape
- Chalk
- Wood planks
- Blue plastic tarp
- Sea life props:
  - Sharks, crocodiles, fish, plants
  - Large items for toddlers
- Pool toys:
  - Beach balls, dinghies, life jackets, raft, etc.
- Photo printouts referenced of tall ships
- Globe/map

## Creative Discovery

- Brown cardstock paper
- Natural pigments (allergy aware and small amounts)
  - Spices (turmeric, paprika), fruits (berries, pomegranates), vegetables (spinach, beets), or earthy materials (clay)
- Paint brushes
- Bowls
- Markers
- Paper
- Sketching tools:
  - Pencils, pencil crayons
- Paint
- Painting tools:
  - Sponges, rollers, stampers, scrapers, etc.
- Glue
- Textured loose parts:
  - Sand, shells, string, ribbon, wool, (large for toddlers)
- Photo printouts referenced of camouflaged animals
- Cereal boxes (allergen aware)
- String
- Glue
- Collage materials:
  - Pompoms, sequins, beads, buttons, (larger for toddlers)
- Drawing materials:
  - Paint, markers, crayons, etc.
- Scissors
- Hole punch
- Construction paper
- Natural loose parts:
  - Sand, shells, stones, small greenery, (large for toddlers)