

Fundamental Movement Skills

Fundamental Movement Skills (FMS) are abilities that allow children to move in different ways, balance and stabilize themselves, and use objects in their environment. These skills are the building blocks for more complex movements children will use every day. According to LEAP HOP (pp. 163-171), there are three categories of FMS:

- **Stabilizing skills** involve maintaining balance against gravity (ex: standing on one foot)
- **Locomotor skills** allow children to move from one place to another (ex: running, crawling, hopping, etc.)
- **Manipulative skills** involve manipulating objects (ex: throwing or kicking a ball)

In order to best develop these skills, children need opportunities to practice them with and without help from adults. The activities in LEAP HOP are designed to encourage children to practice these skills while having fun. Some of our Healthy Start centres have shared the ideas they came up with to help children develop their FMS:

- Make an album of photos of the children practicing their FMS. Have them pose like the drawings in LEAP HOP. This helps the children become familiar with the movements outside of the play space.
- Put photos of the children practicing their FMS on the wall in a space where children can play a LEAP HOP game they already know and use the photos as guides.
 - Create LEAP HOP stations where 3-4 children are at each activity for a few minutes before moving on. Have an educator at each station to



help the children organize themselves.

For more activity ideas to help children develop their Fundamental Movement Skills, please see:

- LEAP HOP activities (See pages 18-19 for a refresher on how to use the manual)
- KidActive, an online database of activities that help develop FMS (<http://kidactive.activeforlife.com>)

For more information on FMS, please see:

- LEAP HOP pp. 165-171 for detailed descriptions of proper form
- Videos about FMS (<http://donate.60minkidsclub.org/page.aspx?pagelid=24>)
- FMS videos for teachers (<http://www.phecanada.ca/fms1-e>)

Sources:

« Fundamental Movement Skills », *LEAP HOP*, Legacies Now, pp. 163-171.
 Dawne Clark, "Active play experiences help young children develop physical literacy", *Active For Life*, April 7, 2014, <http://activeforlife.com/active-play-develops-physical-literacy/>
 Jim Grove, "Physical literacy checklist: 2-4 years" et "Physical literacy checklist: 4-6 years", *Active For Life*, April 1st, 2013, <http://activeforlife.com/author/jim/page/2/>

Gardening with Children

Profit from the summer weather and introduce a unique idea to children in your centre or at home by planting your own garden. This type of activity introduces children to how food comes from the ground to their plate all while encouraging them to try new foods.



To start, talk to the children about how plants go from a seed to a plant. You can help them discover seeds by showing some examples of foods they eat regularly that have visible seeds (peas, avocados, oranges, apples, etc.). You can

ask them to describe the differences and similarities between the seeds.

To start a little garden, find a space outdoors or a pot indoors where children can start growing their seeds. Decide as a group which seeds you would like to plant; choose seeds that will grow easily to start (sunflower, lettuce, radish, beans, etc.), plant them, and water them regularly (you can also buy plants from a greenhouse). Children can help with all these steps, but make sure an adult is around to help. When your plants have grown and are ready to eat, include them in your meals; children will be more willing to eat new foods if they've helped grow them.

Don't forget to document all of this wonderful learning and to share the photos with parents!

What a treat – gardening with preschoolers!

In 2011, the Fransaskois Parents' Association (APF) undertook the project *Jardiner avec des enfants* (Gardening with Children). Employees at a family resource centre in Saskatoon worked



together to build a garden. A video of their success may be viewed online: <http://vimeo.com/31063363>

For more information or for other activity ideas, please see the LEAP Parent Card "All about seeds" (http://decoda.ca/wp-content/files_flutter/1321468443FF-Seeds.pdf) or contact your Healthy Start coordinator!

Source:

Geneviève Clark, *Projet « Projet Jardiner avec des enfants », Parents fransaskois...BONJOUR*, Association des parents fransaskois, vol. 5, no 1, Fall 2011, p. 11. <http://www.parentsfriansaskois.ca/bulletins/archives-bulletins/bulletin-automne2011.pdf>

Let's make: Hummus Dip*

*Source: LEAP – Food Flair, Legacies Now, p. 170.

This traditionally Middle Eastern dip is becoming more and more popular in Canada. Did you know that the majority of chickpeas in Canada are grown in Saskatchewan? (Source: *Pulse Canada*)

What you need:

- 1 can (19 oz/540 ml) garbanzo beans (chickpeas), drained
- 1 lemon
- 1 clove garlic
- 1 cup plain yogurt
- 1 ½ tsp. olive oil
- Tahini (optional) – note : possible allergen

How to :

1. Drain and rinse the garbanzo beans.
2. Use a reamer to get the juice out of the lemon.
3. Mince or finely chop the garlic.
4. Put the garbanzo beans in a bowl and mash with a potato masher.
5. Stir in the lemon juice, garlic, yogurt and olive oil.

You can eat hummus with veggies or pita bread.
Serves eight children.



Healthy Start@Home

Reading Food Packaging

The information on foods' packaging can help you make healthy choices in the grocery store. Here are some tips to help you understand the information listed on grocery items.

Ingredients (6): Most packaged foods must include a list of the ingredients. They are listed in descending order by *quantity*, meaning that the first ingredient on the list is what there is the most of in that item. The list of ingredients is very important if you are trying to avoid certain foods for allergy purposes.

Nutrition Facts (1): First off, this table includes a very important piece of information: the serving size (2). It is important to note, though, that this is a reference for calculating the information in the table and is not necessarily the *serving size* that should be eaten (please see the *Eating Well with Canada's Food Guide* for more information about serving size recommendations). When comparing two of

Nutrition Facts ¹	
Per 4 crackers (20 g) ² ³	
Amount	% Daily Value
Calories 90	
Fat 3 g	5 %
Saturated Fat 0.5 g	
+ Trans Fat 1 g	8 %
Cholesterol 0 mg	
Sodium 130 mg	5 %
Carbohydrate 14 g	5 %
Fibre 2 g	8 %
Sugars 2 g	
Protein 2 g	
Vitamin A 0 %	Vitamin C 0 %
Calcium 0 %	Iron 4 %

Ingredients: Whole wheat, vegetable oil shortening, salt.
Low fat, cholesterol-free, source of fibre

the same product by different companies, it is important to see if the serving size compares.

Under the serving size, you will find other nutritional facts (4), like the percentage of the daily recommended amount of some nutrients (3). The percentage will indicate if the portion contains a lot or a little of certain vitamins or minerals. As a rule, 5% can be considered very little while 15% is considered to be a large quantity.

Sources :

"Reading Labels to Make Healthy Food Choices", *Food Flair*, Legacies Now, p. 37.
"Decoding the Nutrition Label", *EatRight Ontario*, Dietitians of Canada, <http://www.eatrightontario.ca/en/Articles/Nutrition-Labeling/Decoding-the-Nutrition-Label/#.U59V8bF5bAy>
"Food Labels", *Healthy Canadians*, Government of Canada, <http://www.healthycanadians.gc.ca/eating-nutrition/label-etiquetage/index-eng.php>

Connect with us!

Saskatchewan Team:

New Brunswick Team:

306-653-7454
or 1-855-653-7454
info@healthystartkids.ca

506-863-2266
sward@healthystartkids.ca

www.healthystartkids.ca



www.facebook.com/hsds.ca

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Active Books in your Library

Red-Eyed Tree Frog by Joy Cowley - In a tropical rain forest in Central America, a red-eyed tree frog spends the night looking for food while avoiding potential predators. After reading this book, ask your children to draw, colour, and cut out lily pads



from paper around your house. Draw a number on every pad and use them to make a hopscotch pattern on the floor. Jump from lily pad to lily pad like a frog would. This is a great way to help develop Fundamental Movement Skills! For more activity ideas, see the activity "Hippity hopscotch" in LEAP HOP (pp. 40-41).

