



One Pea - Perpetual Weekly Activities

The One Pea program is a movement based developmental program for one year olds who are walking. One Peas is taught in a structured active learning environment. The One Pea lesson planning is built around this series of Perpetual Weekly Activities. These activities are designed to provide physical, sensory and social experiences. Teachers, simply choose several activities from this series each week and enjoy your time with your One Peas!

Class Age - 1 year
Class Length 30 mins



This is an important year of physical, social and cognitive growth. One year olds will transition out of babyhood and toddle, smile and discover their way into toddlerhood. Every activity set forth in the One Pea program serves a developmental purpose. While their tummies are still prominent, their arms and legs are starting to get longer and they are gaining proficiency in being upright and mobile. Some are quite fast. All are curious and adorable and ready to learn.

The One Pea class is designed to provide active learning opportunities for the newly mobile one year old. Enriched with developmentally appropriate experiences. One Peas will learn about music, colors, textures, sounds, functional relationships, spatial and form discrimination, language acquisition and more!

The One Pea classroom is evolving into a more structured learning environment than the free-flowing Wee Pea classroom. One Peas are encouraged to engage in specific activities throughout the lesson whereas Wee Peas were given freedom to choose and explore activities. Structure is an on-going evolution for children. Teachers should be flexible and adaptable. Introducing structure gets even more fun with Two Peas.

One Pea teachers are busy! One Pea teachers will:

- 1) Set up safe, fun, and developmentally appropriate activities for One Peas.
- 2) Explain each activity to the parents and how it relates to their child's development.
- 3) Teach parents how to safely guide their One Pea through the activities.
- 4) Facilitate social and emotional bonding between One Peas and parents and other friends in the class.
- 5) Assure parents that children develop at their own unique pace and there is a wide window for reaching milestones.
- 6) Remember that it is not our job to assume or diagnose.
- 7) Celebrate the wonderful milestones that are happening each week.



Warm Up Activities

Warmup 1 to Music: Hokey Pokey (Video – One Pea Warmup 1 to Music)

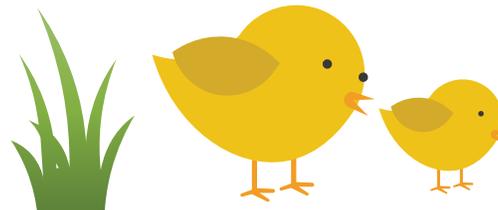
What to do: Hokey Pokey is a classic movement based children's song. This activity is guided by the actions called for in the lyrics. Teachers and parents should model the actions and help their child engage. One year olds are rapidly acquiring language. An activity that correlates language acquisition with physical actions is a wonderful learning platform for One Peas. Shake it all about!

Warmup 2 to Music: Dynamic Locomotion

What to do: One Peas move with parent and teacher around a specific route in the classroom. One Peas might need to see it, hear it, and feel it before they join in. Parents and teacher will give instruction, demonstration, and physical "hands-on" guidance to help the One Peas along.

Practice the following dynamic One Pea warmup skills:

- 1) Walks with alternating feet
- 2) Lateral open walk (sideways walks)
- 3) Backwards walks
- 4) Assisted jumps
- 5) Crawls
- 6) One Pea runs



Warm Up Activities (cont.)

Warmup 3 to Music: Guided motions - Animal Action by Kids In Motion - https://www.youtube.com/watch?v=4aVO_31rNQw

What to do:

- 1) Move like an Elephant – Bring student's hands together at the midline and move side-to-side (crossing midline.)
- 2) Move like a Cat – Guide One Pea to a four-point crawling position and let them crawl.
- 3) Move like a frog – Parent holds and helps One Pea do big frog jumps!
- 4) Move like a bird – hold student by chest and legs and sway side-to-side
- 5) Move like a snake – lay student on back and prompt them to turn over to their tummy.
- 6) Move like a monkey – From a standing position, One Pea rocks right-to-left, balancing on one foot at a time.

Being a
Teacher
is not what I do
It's who I AM.

Bar Activities

Activity 1: Toes to Bar (Video)

Set up: Set block under bar so One Pea can hang with feet barely above block (no more than 1")

What to do: With P/T assistance, One Pea will grip bar with both hands, bring toes to bar and repeat.

Spotting: Parent stands behind One Pea, and lifts them by waist so they can grip the bar. One Pea's back should be against P/T's chest/shoulder. P/T spots at legs near hips to help One Pea lift toes to bar. Even though the Sweet Peas program incorporates equipment designed for preschoolers, little ones' hand size, grip strength and general attentiveness make it entirely possible for them to 'bail' on skills. Parents should be instructed to be attentive and follow spotting guidelines.



Talking Point: This skill promotes bilateral symmetrical coordination as it calls for both arms to perform the same motion at the same time and both legs to perform the same motion at the same time. Bilateral coordination is needed for many daily skills such as walking, running, climbing, dressing and eating. Other examples of bilateral symmetrical activities include clapping, jumping jacks, hopping like a bunny and rolling play dough out with a rolling pin.

Activity 2: Swing Progression - Sensory "Jungle" (Video – Activity 2 – Swing Practice with Sensory Objects)

For students who are not yet able to grip see Activity 2(b) – Sensory Jungle

Set up: Hang sensory object from bar - scarves tied to pom-poms, balloons, ribbons, stuffed animals, etc.



What to do: One Pea stands on outside of bars, facing the hanging objects. One Pea grips bar and uses feet to kick hanging object (with help from P/T.) For a challenge, P/T can help lift both of One Pea's legs at the same time and have One Pea use feet to pull down objects.

Talking Point: This activity promotes hand-eye coordination and motor planning as the One Pea visualizes, assesses and plans for the motor output required to do the desired task. Babies start focusing and tracking between 2 and 4 months. Full color vision develops between 5 and 8 months and depth perception is refined between 9 and 12 months. Little ones can focus more efficiently on objects near and far between 18 and 24 months and their vision is nearing 20/20 between 36 and 38 months. Visual tracking is a prerequisite to hand-eye coordination.

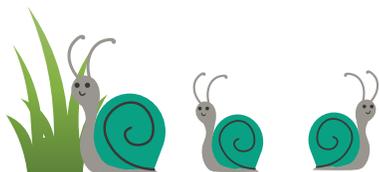
Activity 3: Climb and Slide (Video – Activity 3 - Climb and Slide)

Set up: Open and hang a panel mat over the bar. This will be your slide. Place barrel or other mat(s) under the slide side of the panel mat so that it creates an incline. Place stairs or climbing mats on other side.

What to do: One Pea will climb up the stairs. At the top of the stairs, P/T helps One Pea grip the lip of the mat/slide and pull themselves up. P/T then helps One Pea lift one leg up onto the slide and then the other so that One Pea is laying on tummy with feet facing down the slide. Parent then guides One Pea as they slide down on tummy.



Purpose: Sliding is fun and it also helps little ones develop spatial awareness proprioception. Proprioception is the body's ability to sense its locations, movement and action. Proprioception is achieved mainly from input from sensory neurons located in the muscles, tendons and joints and is assisted by the vestibular system. The central nervous system integrates proprioception and other sensory systems such as vision and the vestibular system, to create an overall representation of body position, movement, and acceleration. Sliding is great for one year olds!



Bar Activities (cont.)

Activity 4 - One Pea Cocoon in Hammock (See Wee Pea Video 4a and 4b)

Resources: Aerial Silk - You can order your own silk fabric from Amazon. We prefer Nylon Tricot. You will need 5-6 yards. You can also order silks from Sal-TeX Fabric in Los Angeles.

Set up: See Video on "How to Secure a Silk to a Bar" and Video on "How to Tie a Silk Knot." Hang silk hammock from high bar by folding it in half, draping the looped part over the bar, and pulling the 'tail' through the loop. Then tie an easy release silk knot.

What to do: Teacher opens the silk hammock cocoon. Parent places One Pea into the cocoon, booty first, then closes the fabric around them so One Pea is cocooned in the silk. T/P then gently spins, sways and rocks One Pea in silk.

Purpose: The dizzying input that comes from spinning helps a child's nervous system organize and mature. Spinning puts the vestibular, proprioceptive, auditory, and visual senses to work as the child figures out where their "center" is and where their body is in relation to itself and its surroundings. Dizzying as it is, spinning makes children more sure footed!

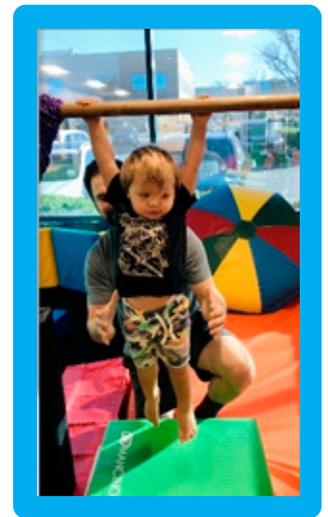


Activity 5: Hang and Drop (controlled)

Set up: Set stacked mats or blocks under bar so that One Pea's feet are only 1" above mats when hanging from bar.

What to do: Parent can tickle One Pea's palms to help them mentally connect their hands to the task. Parent lifts student by waist so that they can grasp the bar. With parent spot, One Pea grips bar and hangs. Parent guides One Pea to release bar and ensures they safely drop to mat in a controlled manner.

Talking Point: This skill builds muscular strength (arms and grip) and promotes balance and agency. Agency is a child's understanding of self and an awareness that they have the ability to make choices and decisions to influence events and the world around them. Gymnastics provides little ones with opportunities to try new things, explore challenges, overcome difficulties and succeed. Gymnastics generates many small successes, such as hanging from a bar, that contribute to building courage, determination and confidence. Helping children develop agency is one of the most important benefits and key outcomes of the Sweet Peas program.



Activity 6: Car Wash Scoot

Setup: Hang scarves (or other props) from the parallel bars. Place blocks under bar so bars are only about a foot from base block. Place scooter under bar. (See Plastic Scooter Boards on Amazon.)

What to do: Student starts sitting on center of scooter. Student holds on to side bars and uses hands and feet to scoot forward on top of the base blocks.

Spotting: Hold sides of the scooter and help student scoot through "the car wash."

o Too challenging? Eliminate scooter and have One Pea stand on blocks with hands on bars and move hands across bar in lateral scooches (see Video – Activity 6 – Carwash easier.)



Bar Activities (cont.)

Activity 7 – Grasp Bar in Over and Under Grips

Set up: Set rocker under bar. Set bar height between One Peas' belly button and chest.

What to do: One Pea stands in wide stance on rocker. One Pea holds bar in over grip. While One Pea is balancing on rocker, parent helps One Pea change grip from over grip to under grip.

Spotting: P/T will gently lift One Pea on to balance rocker. T/P holds One Pea at waist for support. T/P continues to provide support by holding One Pea's hands and changing them to under grip. Repeat 3-5 times.

- o Too challenging? Just focus on over-grip and balancing on rocker, without changing grips.



Activity 8 – Bicycle Swings

Set up: Stack mats under high bar so that One Peas feet are only 1" off floor. If bar is too high, parent should hold One Pea through the duration of the skill.

What to do: One Pea holds bar in over-grip, supporting weight in straight hang. One Pea then kicks feet in a "bicycle" motion.

Spotting: T/P stands behind student and lifts them up to bar by waist. T/P stays close to student during hang so they can safely catch them if necessary. T/P leans shoulder into student's back and holds their legs, helping guide legs into bicycle kick motion.

Good teaching
is one fourth
preparation
and three fourths
theater

Supporting Bar Activities (set off to the side of the bars):

- Balancing station on rocker
- Stacking side station



Beam Activities

Most babies learn to walk between 9-18 months. The One Pea class is designed for little ones who are 12 months or older **and walking**. Little ones who are older than 12 months but are not walking should be enrolled in the Wee Pea class.

Activity 1: Walking or Crawling on Inclines and Declines

Set up: Set and secure beams as inclines/declines and flats as shown.

What to do: One Peas start at first beam and walk up the incline. One Pea then steps down and walks across the straight beam and continues by walking up the second incline. One Pea then changes directions and walks down the incline, across the flat, down the incline and across the flat.

Spotting: Parent holds One Pea waist. For added support, parent can stand behind One Pea and wrap one arm around waist while using the other hand to guide the feet in alternating steps. If One Pea is ready for independence, parent can let go of the waist and guide by placing their hands on the top of One Pea's hands (not palm-to-palm).

Talking Point: This skill promotes dynamic balance. Dynamic balance refers to the ability to stay balanced while moving. Walking on uneven surfaces helps toddlers learn to gauge slopes, steps and obstacles. This activity also helps build gross motor skills and engages the vestibular system. The vestibular system contributes to balance, postural control, spatial orientation, visual tracking and more.



Beam Set Up

Activity 2 – Step over objects on beam – with spot

Set up: Place small objects on beam (we use small soft animals.)

What to do: One Pea steps up on to beam and walks forward. When One Pea gets to object on beam, they lift their lead foot up and take a large step over the object on beam.

Spotting: P/T holds student at the waist and guides them along beam. T/P provides additional assistance by crouching down next to student when they get to the object. T/P can use one hand to stabilize the student on the beam, and the other hand to help Wee Pea lift their foot up and over the object.

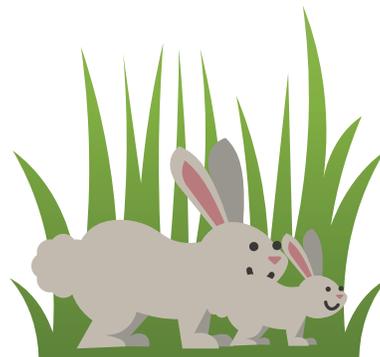
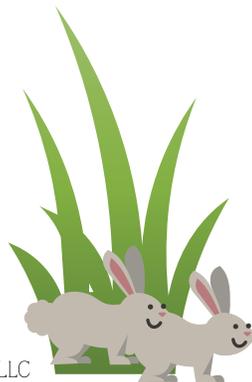
Activity 8: Sideways Walks (feet on floor beam and hands on trapezoid)

Set up: Set trapezoid and floor beam facing parallel to one another.

What to do: One Pea begins with feet on beam and hands on trapezoid. One Pea walks hands sideways across trapezoid while feet mirror hands by walk sideways along the floor beam.

Spotting: T/P holds student at waist.

Talking Point: This skill is a bilateral reciprocal motion wherein one hand does the same motion as the other, in a reciprocal manner (one after the other) and the feet do the same motion in a reciprocal manner. Coordinated bilateral motions engage different sensory and motor areas on both sides of the brain as well as the corpus callosum and cerebellum. Bilateral coordination is necessary for many daily life skills. Other examples of bilateral reciprocal coordination include crawling, walking, riding a bike and freestyle swimming.



Floor Activities

Activity 1: Stair Climbers

Setup: Set a buzzer or toy on the top of stairs. Can turn one stair over so One Pea can practice sliding down on tummy.

What to do: One Pea begins at base of stairs and with adult guidance, climbs up stairs to reach the buzzer. One Pea continues by crawling back down the stairs either feet first on tummy; scooting down on bum, feet first; or sliding down the back side of stairs on the opposite side.

Spotting: P/T can assist One Pea by guiding One Pea's hands and knees up the stairs one-at-a-time to mimic bilateral reciprocal crawling motion. P/T can provide additional support by lifting One Pea at the waist to navigate crossing to slide.

Purpose: Climbing develops our spatial awareness, gross motor skills, and problem solving.



Activity 2: Donkey Kicks on Trapezoid or Block

Setup: Trapezoid block with colors or shapes of the month to guide where feet go.

What to do: Student begins with feet on floor, hands on block. Student places hands flat on block with arms shoulder distance apart. Student shifts weight from feet to hands and balances body weight on hands. Student uses both feet to kick off floor and keeping knees bent, jumps and lifts feet into the air. Student finishes with both feet returning to springboard or floor at same time.

Spotting: T/P is stationed next to student. Teacher ensures student is putting weight on hands and arms. T/P holds student at the waist and lifts student's hips into the air. T/P helps student build jumping rhythm with lower body while still keeping weight on hands. T/P ensures that student finishes skill by guiding student back to starting position on feet.



Your
first breath
took ours away



Floor Activities (cont.)

Activity 3: Surfer Station - Balancing on a Rocker

Setup: Place tunnel insert upside down to create a rocker. Teachers can make a substitute rocker by placing a trapezoid or flat mat across a floor beam (a true floor beam that sits on the floor without elevated legs) or velcro stick.

What to do: One Pea begins standing on the rocker with a wide stance for balance. One Pea rocks right and left, engaging large gross motor muscles. T/P should maintain constant contact, but can lighten the spotting to promote independent balancing. One Pea finishes by being safely removed from balancer.

Spotting: P/T will gently lift One Pea on to balance rocker. Before One Pea begins, T/P will use thumb to gently tickle bottom of One Pea's feet to promote the brain to body connection. T/P provides constant support by holding One Pea under the armpits for support as shown (not by the hands.) T/P continues to provide support by using hands to rock One Pea side-to-side in a standing position. T/P ensures One Pea finishes skill safely by being placed back on the floor.



Purpose: This activity helps develop balance, gross motor strength and proprioception. Proprioception is the body's ability to sense its location, movement and action. Proprioception is achieved mainly from input from sensory neurons located in the muscles, tendons and joints and is assisted by the vestibular (inner ear) system. The central nervous system integrates proprioception and other sensory systems, such as vision and the vestibular system, to create an overall representation of body position, movement, and acceleration. Proprioception helps us make judgements about how far to step or how low to duck. It helps One Peas safely navigate, explore and participate in their world!

Activity 4: "Hike the Mountain" Walk on Balance Stones Set on Incline Mountain

Set up: Place two incline mats back to back on floor. Set balancers or similar objects of varying heights on inclines.

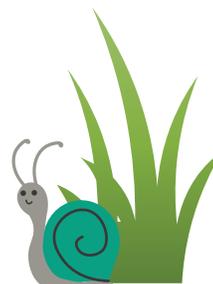
What to do: Student begins in standing position. Student steps up onto first balancer and continues stepping from balancer-to-balancer. The goal is to walk across balancers with alternating feet; however, One Peas may also bring feet together and step continuously with dominant foot while they gaining competency and confidence.

Spotting: T/P is stationed behind student. As student begins T/P ensures that student is putting pressure on feet and is in balanced position. T/P provides support by using one hand to help student lift one leg and using the other hand to help student maintain balance on balancers. T/P continues to provide support by standing in front of student and allowing student to hold hands for balance. T/P ensures student finishes skill by giving verbal and demonstrative cues to lift foot.



Talking Point: This activity promotes motor planning. Motor planning is the ability to assess a motor activity, plan and organize how to carry out that activity, and then coordinate and implement the actions needed to make that activity or movement happen. In this activity, One Peas are challenged to visually assess the variations in height and slope of the walking surfaces; and navigate the height of the balancers, the distance between the balancers and the surface size of the balancers. One Peas must then plan what motor skills and actions are needed to 'hike the mountain' and then coordinate and implement those actions. This activity is an excellent example of the developmental benefits of the Sweet Pea Educational Gymnastics curriculum.

CHILDREN
SPELL "LOVE"
t-i-m-e



Floor Activities (cont.)

Activity 5: Log Roll down incline

Setup: Place an incline mat on the floor.

What to do: One Pea begins laying sideways on the top of the incline. With assistance from T/P, One Pea rolls sideways down incline. One Pea then repeats facing the other direction.

Spotting: P/T starts by laying One Pea on their back at the top of the incline. T/P moves One Pea's lead arm up so that it doesn't block the roll. P/T slides one hand under One Pea's back while keeping the other hand on the chest. P/T initiates the log roll and guides One Pea from their back to tummy, keeping spotting hand on chest. P/T then switches hands as One Pea continues roll down incline.



Talking Point: Rolling is a developmental powerhouse! Here are just some of the benefits of rolling:

1. Engages the vestibular system - helps with balance, postural control, head position and spatial orientation.
2. Promotes midline development - helps with coordinated movement and thinking.
3. Encourages sensory development -helps One Peas interpret and understand their world.
4. Helps gross motor development - builds strength and coordination.
5. Promotes proprioception - helps One Peas develop a tactile understanding of their body's location, movement and positioning.

Activity 6: Assisted Forward Roll Down Incline "Super Kid Forward Roll"

Set up: Place incline mat on floor.

What to do: One Pea begins in "floating" (parent holding them in the air) inverted position, with hands reaching forward toward mat. One Pea tucks head and initiates roll to shoulders, then to mid back, then to lower back. One Pea finishes laying flat on back on Incline. Parent then helps One Pea sit up to tuck position.

Spotting: Super Kid Rolls call for an advanced spot. Teachers must ensure that spotters prioritize rolling to shoulders and back in a fluid motion. One Peas' heads should not make contact with the mat. P/T starts by holding One Pea up under their right armpit. T/P then tilts the One Pea upside down to an inversion hold, checking to see that they are reaching their hands out towards mat (if they will not reach forward toward mat, stop and revert to

a log roll instead.) T/P then uses left hand to gently tuck One Pea's head. T/P then leans forward and guides One Pea to slowly slide into roll in a very controlled manner. T/P moves with the One Pea and helps One Pea transition from laying flat on the incline to sitting up in a One Pea tuck position.



Floor Challenge: Introduce Forward Rolls on Floor (For One Peas who are experienced with Floating Forward Rolls)

What to do: One Pea stands on floor with legs together, knees straight, arms stretched overhead, and shoulders covering ears. One Pea squats down (knees together) and places both hands flat on the floor in front of feet. One Pea then tucks head (chin towards chest) and pushes bottom up with legs (keeping some weight supported with arms.) As One Pea rolls, they should make contact first at the shoulders, then mid back, then lower back - then finish roll sitting up in tuck position.

Spotting: T/P is stationed next to child with one hand spotting where the nape of neck meets the shoulders, and the other on the back of legs above the knee. T/P ensures One Pea is tucking chin to chest and hands are only slightly in front of feet, shoulder distance apart. T/P uses hands to signal to lift bottom (straighten legs) while tucking head. T/P gets both hands on child's hips and spots throughout the skill. T/P ensures One Pea finishes skill sitting up in tuck position. T/P must ensure that One Pea is safely tucking head.

Talking Point: Forward rolls are an important skill in preschool gymnastics. They are introduced early in the Sweet Pea program and are taught through each level. Student's abilities vary greatly based on their age, experience and aptitude. The goal with One Peas is to gently introduce the concept of inversion. Some One Peas may not yet appreciate being inverted. Inversion can be broken down by having the student lay on their back on the floor and simply guiding their feet up and over their head, so that knees are near the face. (without yet inverting the head) and bringing the legs back down. Log rolls can also provide proprioceptive experience leading to inversion. The sideways motion of log rolls calls for changing the head position - but the sideways motion is generally better tolerated than a forward or backward inversion of the head.



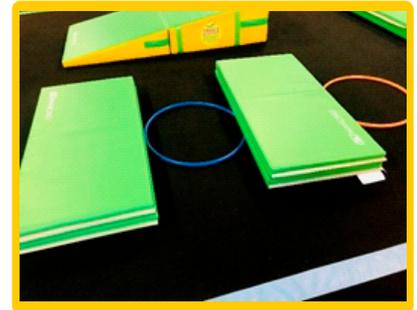
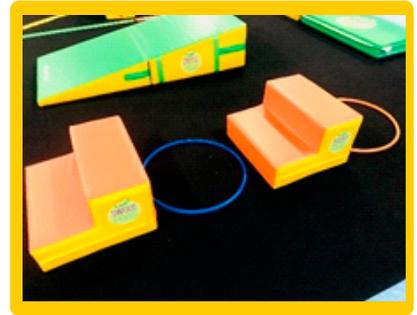
Vault Activities

Vault Activity 1: Step on to block – Jump off block with two feet

Set up: Place any small block on the floor (we used the small stair set.)
You can also use panel mats, cartwheel blocks, etc.

What to do: One Pea begins stepping up on to block. One Pea then moves close to the edge on the other side of block, bends knees and pushes through to initiate jump off block. One Pea finishes by landing with two feet on floor.

Spotting: T/P holds by the waist and give verbal cue to "Bend" and "Jump." Hold One Pea at the waist and not by the hands.



A toddler
can do more in one
unsupervised minute
than most people
can do all day

Closing Activities

Closing Activity 1: TumbTrak

Set up: Students will be using the Tumbtrak.

One of the goals of the One Peas class is to integrate early concepts of class structure. One Peas need a clear path to follow. Make sure that you set up the Tumbtrak activity so that there is a clear path of return from the end of the Tumbtrak back to the starting point. We are teaching structure.

Return stations provide activities for students as they work their way back to the start of the Tumbtrak. Return stations keep students engaged, provide extra opportunities to learn, and help teachers make better use of class time.

Ideas for return stations:

- Mats to climb over, under, and through
- Floor Beams
- "Wobble Mats" (Panel mats placed over floor beams or Velcro sticks - they should "wobble" when One Pea climbs over them.)

What to do: One Pea will bounce down the Tumbtrak with parent. Focus on building a gentle jumping "rhythm" with parent and while helping One Pea bend their knees and bounce to verbal cues.

Spotting: P/T holds One Pea under the armpits - not by the hands. One year olds have a larger head to body ratio than adults or older children and weaker neck muscles. To prevent the head leading the body and to protect the neck, toddlers should bounce gently and slowly. It is important that teachers explain this to parents and explain that the parent's weight and influence on the bouncing can create an unsafe amplified bounce for the one year old. The goal is not to bounce high or fast. The goal is to engage in a controlled, rhythmic bouncing pattern.

Closing Activity 2: Parachute Play with Balls

What to do: One Peas hold on to parachute handles and follow directions to lift parachute high, low, fast, slow, side-to-side, etc. You may notice that One Peas are more aware of (and excited by) the cause and effect of the balls moving to the rhythm and speed of the shaking than they were as a Wee Pea. It is so fun and amazing to see children grow and develop before your eyes.

Closing Activity 3: Bubbles - Tracking and hand-eye coordination

What to do: Teacher blows bubbles around classroom encouraging One Peas to catch, wave, bop, etc. Bubbles are a classic activity for a reason. They are fun and easy and kids love them. Teachers can add educational variety by using different bubble wands that create extra small bubbles, extra big bubbles, fast bubbles, etc. Variety engages visual and cognitive discernment!

Closing Activity 4: TumbTrak or Trampoline

Set up: Ensure the Tumbtrak or trampolines are clear of any obstructions.

What to do: One Peas practice walking down TumbTrak, maintaining balance and control. If using a trampoline, One Peas can focus on bending knees to initiate a jump, using arms to balance and maintaining control.

Spotting: Hold One Pea at the waist or under the armpits (not by the hands.)

Talking Point: One Peas have a larger head to body ratio than adults and relatively weaker neck muscles. It is imperative that all trampoline based activities are developmentally appropriate. Teachers should discuss the anatomical limitations of very young children with the parents and stress the importance of ensuring that the child engages in low, controlled bouncing. Little ones should not be running full speed down a Tumbtrak, double bouncing or being encouraged or allowed to jump too high.



Closing Activities (cont.)

Closing Activity: Tower Knock Down

Set up: Gather several foam blocks or other stackable objects.

What to do: Have One Peas practice stacking 2-5 blocks, then let them enjoy knocking their towers down! Simple but fun!

Spotting: T/P instructs and demonstrates how to stack and push down the objects. One Peas are generally sweet and fun with this robust activity.

