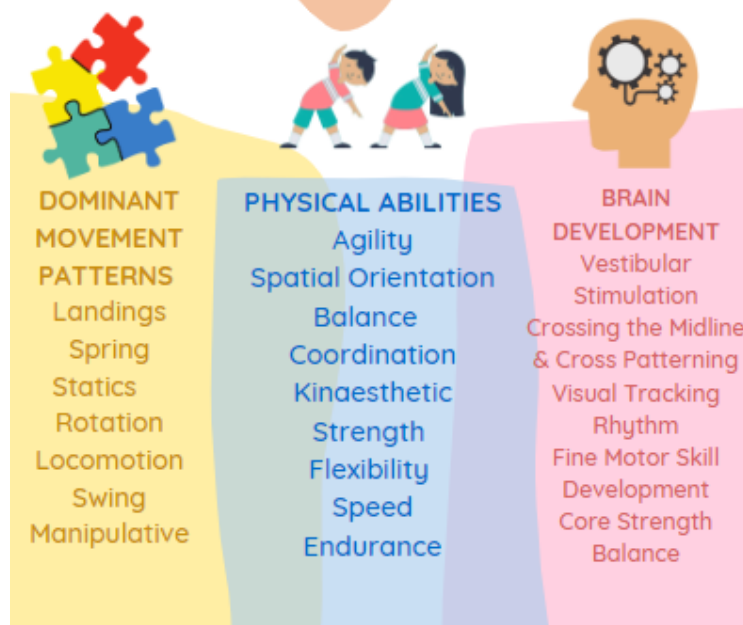




ACTIVITY COMPONENTS



2022 Cookbook of Ideas



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The Movement Circle

DMP: Locomotion

Physical Abilities: Spatial Awareness, Coordination, Endurance, Agility

Cognitive Development: Visual Tacking, Rhythm

Age: 4 to 5, older children like this as well.

Themes: For this one activity the themes can be:

- In the Jungle,
- Happy Horses,
- The Motorway or Road Trip
- Space Travel,
- My Body can Run,
- Grass Fire.

Lesson Segment: This activity is used during the guided discovery section of your lesson.

Activity:

- Create a circle using masking tape or another safe alternative.
- This circle can be anywhere that suits your area, either as a single activity along a circuit or in the middle of a circuit that children can enter and exit whenever they wish to.
- The children run or gallop along the circle line.
- The circle has an entry arrow and an exit arrow that children learn to read by the different Colours green arrow enter, red arrow exit, the written word can also be near or on the arrow.
- On the inside of the circle are depicting objects that relate to the theme and indicate to the children which way they must travel in the circle.
 - For example, for the Happy Horse's theme you can place hobby horses or photos of horse's heads into or onto tall sports cones, the way the horse's head's face is the way the children must travel around the circle. These theme directing objects are at the child's eye level or a bit higher and of safe material.
 - If it was the Jungle theme you can use Zebra's, for going on a Road trip theme you can use Signpost's, for a Space travel theme you can use planets with indicating spaceships or astronauts.
- The fun with this is, each day the children come they may find that the Horse's, or Zebra's, or Signpost's might be facing in a different direction, teaching the children to look, and read the signals of the activity and to be able to run in a circle in different directions.
- The children then enter the circle from the entry arrow and can run or gallop around the circle in the correct direction and exit the circle when they wish to at the exit arrow.
- Children learn to wait at the entry arrow for a space in the movement to enter the circle.



Start Here, Go Anywhere!

- When children have mastered this activity and can read all the different signals you can then up skill the activity by increasing what they have to do as they run or gallop around the circle.
 - For example, with Happy Horse's you can add jumps for the Horse's (children) to jump over, the Zebras have logs or tufts of grass to jump over, the Road Trip has potholes, Grass Fire has low flames to jump over, you can think of other life encounters.

DEVELOP OUTCOMES

DMP: Running or Galloping, up skilled to run or gallop plus jump, leap over.

Other Developmental outcomes:

- **Visual** eye movement of the eyes, from looking to the ground to view the arrows, to the directional signals, to the movement of other children within the circle. Children today are displaying very poor ability to turn their eyes independently; this activity gives plenty of reasons to have to look in many directions.
- The visual items within the circle also teach the children where they need to be looking when running in a circle to counteract the centrifugal force, as they make the children look towards the centre of the circle.
- **Spatial awareness:** as the children must be aware of when to enter and exit the circle.
- **Fitness:** as the children are running or galloping or running and jumping, it really gets the heart and lungs going.
- **Cognitive development:** children learn how to read and distinguish the symbols of the arrows and signals of the direction to run and the signal of when it's safe to enter the circle.
- **Self-regulation:** as the children choose when they have had enough time in the circle and either need a rest or need to move on.
- **Social Skills:** the children learn to wait their turn in the activity by starting at the right place, reading the physical signal of the arrow, and then the spatial awareness signal of when to enter the circle safely for them and their friends. They also learn social skills as they participate within the circle and accommodate for the different skill levels of other children in the circle at the same time as them.

The Movement Circle is very versatile in its ability to be used many times, dressed to become many different things, it can be small or large, simple, or intricate, but most of all it teaches several skills and is fun for the children.

Tami Priestley

Springwood Boys and Girls club

Velcro Boards



- DMP:** Fine Motor Skills - Touch, explore and learn
- Physical Abilities:** Spatial Awareness, coordination, Balance
- Cognitive Development:** Crossing the Midline, Visual Tacking, fine motor
- Age:** 1-3 years
- Themes:** Anything – Birthday, holidays
- Lesson Segment:** Group Time

Activity:

I love Velcro boards because they are so simple and we can use them to engage a child's natural curiosity to develop fun learning experiences, investigation, coordinate movement or even develop preferences for textures. Best of all kids love them!

Group Time

- Velcro boards are popular as a group time activity in classes and cost effective to co-ordinate with themes.
- Younger age groups must be always supervised and consideration of safety - particularly items that go in mouth need to be factored.
- You can start as a simple activity for the younger ages, adding increased levels of instruction for the older age group. For example:
- For 1–3-year old's, you may throw pieces in the air or have them close by on the floor, asking them to place pieces on the board. Assisting to help put pieces on the board is the main activity for coaches initially.
- Placing them in harder to find places. (Scavenger hunt)
- Matching can be a useful level of progression or adding movement activities from the floor to the board.
- You can then add more interactivity or level of instruction to cater for older age groups or abilities. For example:
- Asking them to only place certain one's on the board (i.e., colour differences), varying levels of learning (types of boats) and labelling objects to encourage reading & recognition.



Start Here, Go Anywhere!

Instructions

There are no rules for velcro boards - you can make whatever you like, out of whatever you like. The materials used will impact cost effectiveness, durability, and safety must always be a consideration (careful of small parts and sharp edges). Flat strong cardboard or wood boards can be easily stored - behind cupboards, under trampolines and pieces will fit nicely in zip lock bags in a box or ice-cream container.

Make the board

- Design & make the board. If possible, use both sides to create two different boards.
- Randomly place 1 side (the rough side) of velcro around the board.
- Add hanging straps and/or magnets so they can be used in different places.
- You can also use different shapes or pictures to add to the fun or change the activity.
- This one is a hexagonal slit box. The box has velcro pieces so that it can be easily changed to suit any theme.



Examples:

Australian Animals Display Board



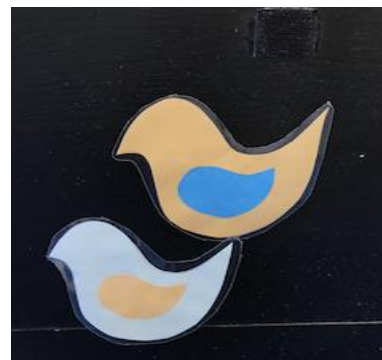
Fruit – labelled to encourage word recognition



Monkeys in the Jungle



Birds



Sensory

Sensory pieces can be less durable, cost more and take more time to make. However, can be worth it as an activity to further stimulate senses and preferences to textures. Materials used for sensory items can be unused craft items such as wool, ribbons, google eyes, glitter, glow paints, foam, tissue paper or other household items such as egg cartons, cotton wool, foil, bubble wrap, foam etc. Smell can also be added by spraying or adding different scents.

If you have children look for any unused or loose items that may also be thrown away or check local variety or charity stores or ask for donations. Smaller board with a few different pieces can be used alone, or designed as a puzzle, and can be placed at a station as a quiet time activity.



Pieces

The easiest, cheapest & longest lasting pieces to make are pictures that have been printed on a computer and laminated. Make sure you always leave some excess laminated plastic around the object so that they stay stuck. Place only the smooth side a velcro dot on the back.

Again, there are no rules for the pieces (barring safety for infants) other than your own creativity, cost & time constraints.





Start Here, Go Anywhere!

Circuit Activity

Velcro boards can be used almost anywhere in a circuit. This not only provides variation but can also incorporate movement or assist to facilitate a skill as part of the activity. If needed to be hung up, simply add a few holes, and attach some lycra ties to the top of the board. For example:

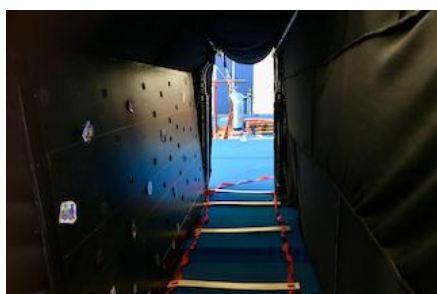
*Place board at the end of a beam and have children carry the pieces across to put on the board at the other side.



* Board can be hung on wall bars so that the children need to climb to place the pieces on the board.



*Boards can be hung or used in P-bars, covered by a piece of fabric to make a tunnel. Children can add the pieces to the board inside or just outside the tunnel.



* Pieces can be held during motion activities. E.g.: holding between their hands in a log roll.



Start Here, Go Anywhere!

Term Themes

Below is an example of velcro boards being used during a 10-week term theme of “Ways to get around” or “Transport”. The Velcro boards are not usually used this often, but this example demonstrates how you can repeat the use of them in varying ways.

- Week 1: Using our Body: Velcro board not used.
- Week 2: Bikes, Scooters and Skateboards: Velcro board can be used during group time to introduce how to use them.
- Week 3: On the Road: Motorbikes, Cars, and Buses: Velcro board with motorbike pieces can be used in a circuit varying jumping activities to emphasize motorbike landings.
- Week 4: Tracks: Trains: Circuit activity to put train on board in P-bar turned into a train tunnel.
- Week 5: Up in the air: Planes & Helicopters: Circuit activity to hold plane whilst walking the low beam.
- Week 6: Gliders & Balloons: Circuit activity to climb wall bars and put on sky board.
- Week 7: Space: Rockets: Circuit activity to perform log roll down wedge holding onto rocket between hands.
- Week 8: Under the Water: Submarines: Velcro board is not used.
- Week 9: On the Water: Boats: Group time activity. Several static can be demonstrated to pretend to be different types of boats or water activities. E.g.: Sailboat - sit in butterfly and hold arms up high in triangle, cruise ship - front support hold, rowboat - sit in L and circle arms to row the boat. Use arms to make waves, tuck rocks and rolls for choppy water, then use octagonal split box to have children match different types of boats.
- Week 10 - Group time activity. Mix and match some of the velcro pieces of transport themes used throughout the term. Children can now be asked to engage in a scavenger hunt to find different pieces one by one.
 - Let’s find and only bring the trains to the board.
 - For younger age group select 3-4 well known one’s and do one at a time.
 - For older age group now “let’s find all the one’s that go in the sky” and bring only those one’s to the board. Now “let’s find the one’s



- Don’t forget special occasions and holidays - perfect for hunts





Jen, Kim & Ange

Sutherland PCYC

Matchy Matchy

DMP:

Locomotion & Manipulation

Physical Abilities:

Spatial Awareness, coordination, Balance

Cognitive Development:

Crossing the Midline, Visual Tacking, fine motor

Age:

3, 4, and 5 years

Themes:

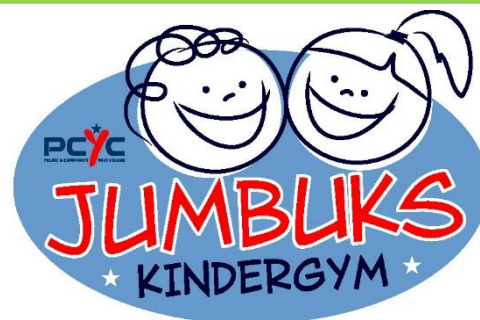
Shapes, Colours, animals

Lesson Segment:

Directed learning or Guided Discovery

Equipment

- ball launchers (www.http:teaching.com.au page 1068)
- Soft dice,
- Beanbags
- laminated pics of choice x 2 sets,
- velcro dots
- Hoops on cones or stand-up shapes,
- beam or floor space for balancing



Start Here, Go Anywhere!

Preparation:

- Laminate and cut to size pics of choice, we have Bluey and Shapes.
- Firmly stick a velcro dot on each side of the dice and the partner velcro dot will be stuck onto the laminated pic.
- The 2nd set of laminated pics will be placed on your shapes or hoops.

Activity:

- Child stands behind a launcher, coach is aware of foot placement
- using a stomp of the foot the child releases the dice from the launcher.
- The dice can be thrown if no launchers available.
- The dice will land with a picture facing upwards.
- The child will take a beanbag and walk along the beam finding the matching picture positioned on the hoop or shape.
- The beanbag is thrown through the shape/ hoop.



This activity has many benefits to the child's development. First and fore most it is FUN!

Launchers require a child to stand on one leg and balance whilst using their other leg to push down. We used this game with our 3-, 4-, and 5-year-olds but a younger child with good balance and developed gross motor skill could also participate. This activity requires coordination in order to make contact with the launcher.

We used a low balance beam as a pathway to the targets ensuring the children could successfully stop and turn to throw the beanbag through. A join in the mats, the floor or a series of steppingstones could also be used.

To match the picture, the child must use their visual memory and concentration improving cognitive development. Hand eye coordination is used to ensure the beanbag will go through the target.



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Lesson Segment: Group Time

Activity: