

Let's Play, Let's Move!

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“

Instead of training children to meet the expectations of adults, we should be training adults to meet the psychological, emotional, & developmental needs of children.

”

— Zoe Tolman



@weschoolhouse

Psychological, emotional, and developmental needs of children

0 – 1

- Love
- Attention
- Touch
- Routine

1 – 3

- Empathy & understanding
- Praise

3 – 6

- Safe boundaries
- A sense of personal control and choice
- Support
- Respect

6 - 9

- Freedom
- Independence
- Trust
- Communication

What should be provided

- Intellectual stimulation and cognitive development
- Language development and communication skills
- Socialization and exposure to diverse experiences and cultures
- Age-appropriate responsibilities and tasks
- Support for their unique strengths and challenges
- Opportunities for physical activity and movement

*

If we give children
what they need at age
2, 3, and 4, they will be
ready for what comes
at 5, 6, and 7.
Children don't need to
be "prepped" for 5, 6,
and 7 at 2, 3, and 4.



How can we achieve it

- Stimulating environment
- Build background knowledge
- Offer them attractive situations in meaningful contexts
- Include a foreign language into your daily activities
- Play games in the foreign language *

Playing in English

- by games, children receive rich language input
- helps children to contextualise the new knowledge and improve their word learning
- provides many opportunities to expand children's vocabulary and develop awareness for grammar
- children use learning processes (unconsciously) to deduce patterns of sounds and words in the language they hear – they learn what they hear most

When and how to play

- Directed activities –didactic games, action games
- Spontaneous activities – imitation of teachers, repetition of pleasant, challenging processes

Moving games

- Activating chants or songs
- Entertaining chants or songs



Magic Finger

Magic finger on my head
Magic finger up ahead.
Magic finger on my hips
Magic finger on my lips.



UP!



Everybody up
Everybody up, up, up
Everybody up.
Everybody up, up, up
Everybody up.
Everybody up, up, up
Everybody up, up, up
Everybody up.





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Hands

Show me your right hand.

Point to the left.

Show me your left hand.

Point to the right.

To the left, to the right.

Point up, then down below.

Left, right quickly

Up, down slow.



My Hands



My hands on my head, what can I see?

This is my little hat, one, two, three.

Little hat, little hat that's what I see

That's what you can see on me

My hands on my brow, what can I see?

This is my ram fighter, one, two three.

My hands on my eyes, what can I see?

These are my eye blinkers, one, two three.

My hands on my nose, what can I see?

This is my smell sniffer, one, two, three.

My hands on my mouth, what can I see?

This is my food catcher, one, two, three.

Clapping games

- Rhythm
- Vocabulary and phrases (chunks)
- Involvement (language automation)
- Crossing the midline
(brain – eye – hand coordination)
- Social contact
- Fun!

◎ Rhythm and vocabulary





Water Ice Gas

Water water ice ice.
Water water gas gas.
Water ice
Water gas
Water water ice gas.

◎ Vocabulary brainstorming





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Category

Clap your hands

Say a word.

I go first

You go next.

No repeats!

Concentrate.

Now let's start

.....(category).....

- Rhythm, left-right orientation, vocabulary



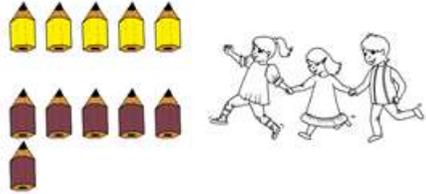
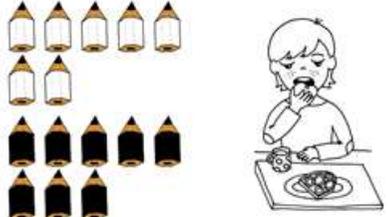
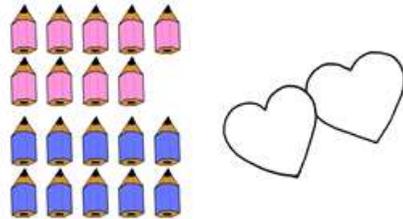
- Enjoyment – above all!



Let's practise the rhythm

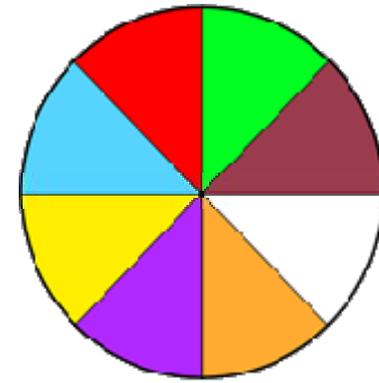
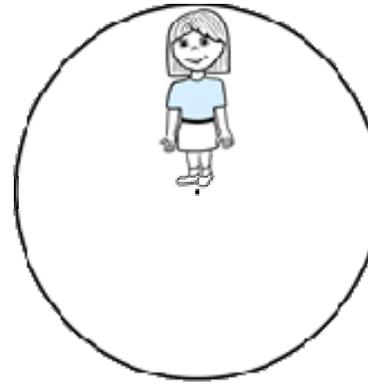
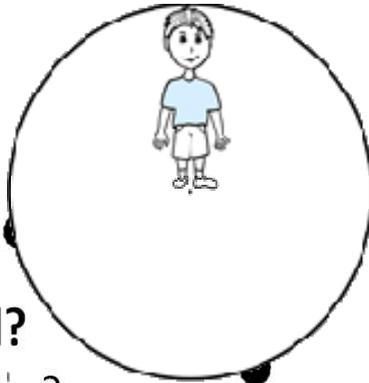
- Together, together, together, clap,
- Up, clap, down, grab (and hold the hands)
- Slap, slap, click, click,
- Front, back, clap, clap

Ten Pencils Game

	<p>One pencil orange, Two pencils red. I have to be careful That's what my mummy said.</p>
	<p>Three pencils purple Four pencils green. This is what I read In the hobby magazine.</p>
	<p>Five pencils yellow Six pencils brown. I think we should quickly Run around the town.</p>
	<p>Seven pencils white and Eight pencils black. So, mates, let's sit down And have a little snack.</p>
	<p>Nine pencils pink and Ten pencils blue. Everybody loves me And I love you too.</p>



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Who Is Wearing Red?

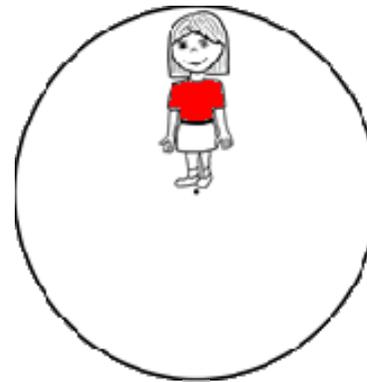
Who is wearing **red** today?

I am wearing **red** today.

I am wearing **red** today.

I am wearing **red** today.

I am wearing **red**.



Who is wearing **blue** today?

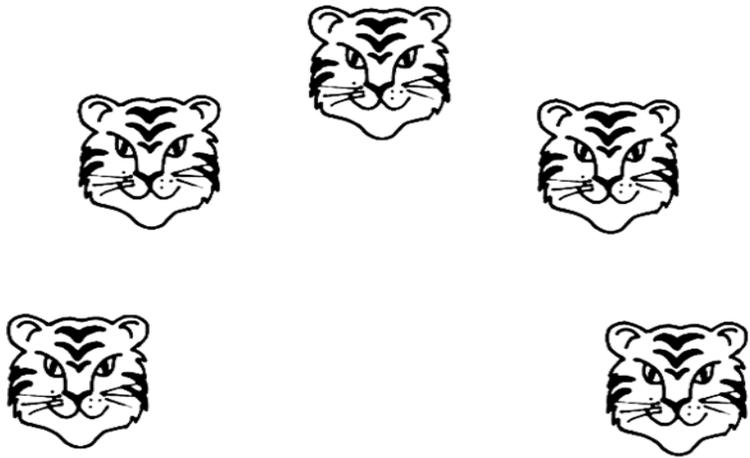
Who is wearing **green** today?

Who is wearing **yellow** today?

Who is wearing **orange** today?

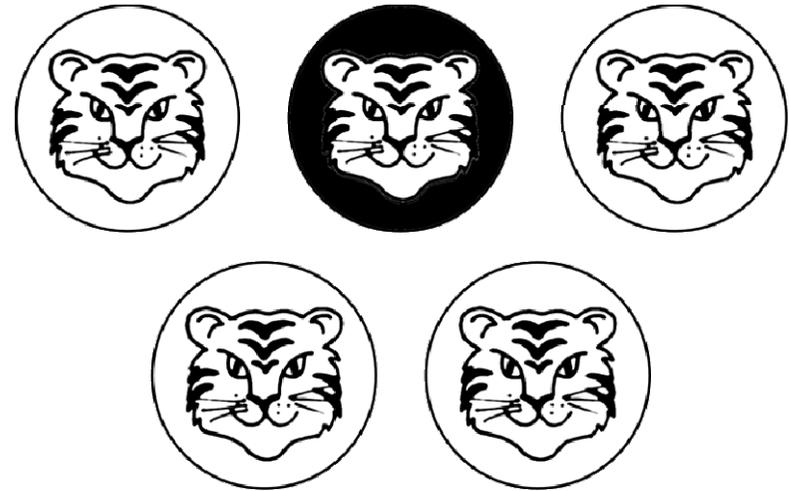
Who is wearing **purple** today?





Tigers

Five little tigers
All having a snack.
Four of them are yellow.
One of them is black!



Cat and mice:

Group game

The old grey cat is sleeping.
The little mice come creeping.
Hush, hush, don't make a noise
Quickly, run, mouse girls and boys.

The little mice are creeping.
The old grey cat is sleeping.
Hush, hush, don't make a mess
The cat will wake up tired and stressed.
Meow!



Children creep in one corner of the room. The Cat is „sleeping“ in the other corner. After the children chant the lines, they run across the room to the other side. The Cat wakes up and chases them. Who has been caught lies down next to the wall (“dead“ mice), so that the other children don't trip over them.



Cat and Mouse

I'm a Mouse.

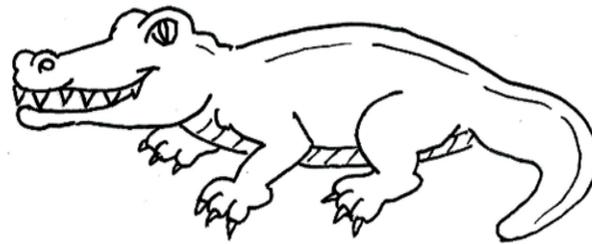
I'm a Cat.

One, two, three,

You catch me!

Run away! Run away!

Hooray! Hooray!



Terrible Crocodile 🎵

There once was a terrible crocodile
He lived by the river Nile.
He swam down the river and up again
With his terrible toothy smile.

Closer clawed the terrible crocodile.
He snapped his terrible teeth.
He opened his terrible jaws and showed
His terrible tongue underneath.

Snap!

Resources:

- National Scientific Council on the Developing Child. (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13. Retrieved from <https://developingchild.harvard.edu/resources/supportive-relationships-and-active-skill-building-strengthen-the-foundations-of-resilience/>
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- UNICEF. (2018). A World Ready to Learn: Prioritizing Quality Early Childhood Education. Retrieved from <https://www.unicef.org/media/61161/file/A-World-Ready-to-Learn-Prioritizing-Quality-Early-Childhood-Education.pdf>
- American Psychological Association. (n.d.). Developmental Psychology: A Student's Handbook. Retrieved from <https://www.apa.org/pubs/books/4316050>

Games: **Story-Based Learning Project** by S.Doláková

Let's Start, 2020

Let's Play, 2023

Let's Learn, 2023

The Farmer in the Dell, 2018

Thank you!

www.sylviad.cz

www.facebook.com/storybasedlearning

<http://eshop.sylviad.cz>