

CHAPTER 3

Facilitating Movement



3.1 FACILITATING MOVEMENT

This chapter focuses on how educators can facilitate movement learning in children by creating a positive and supportive learning environment. It introduces the 5Es framework to help educators design effective movement lessons. The chapter also covers movement concepts, strategies to cater to diverse learners, and safety guidelines for facilitating movement activities. By implementing these insights, educators can promote children's physical competence, confidence, and motivation to move.

3.2 THE 5Es FRAMEWORK: GUIDING PRINCIPLES TO FACILITATE MOVEMENT

3.2.1 THEORETICAL BACKGROUND OF THE 5Es

THEORY OF AFFORDANCES

Learning movement skills occur naturally when children interact with the environment and the world around them e.g., with others, in the classroom, outdoors, at the playground (1).

Chapter 2 revealed how the interaction between the **child and the environment** "affords" various movement behaviours to emerge. For indoor spaces, footprints or hopscotch set up along the corridors create inviting movement-based scenarios for children to jump or hop. In the outdoors, structures like a low wall allow movements such as throwing over; a bench for rolling under; lines on the ground for balancing on or jumping over to emerge through an intrinsic motivation for play. Additionally, when children engage with playground features, movements such as climbing up, sliding down, running or skipping around open areas emerge naturally.

The interaction between what the environment offers and how children perceive it creates opportunities for action in a practice environment. These opportunities or possibilities for action offered by the environment are referred to as "**affordances**" (2).

Affordances within the environment are dynamic and unique to the individual, varying in response to the individual's changing body size, strength, capabilities, and motivation (3). Different individuals will perceive and respond with different movement solutions to the affordances provided, and therefore may use the same elements within the environment in different ways (4).

TYPES OF CONSTRAINTS THAT SHAPE MOVEMENT LEARNING

The possibilities for action that surround us are truly limitless. The implication is that educators need to design practice environments that "constrain" or eliminate certain possibilities for action to guide learners to explore and discover functional movement solutions (5).

Newell (6) introduced three different types of **constraints** that serve to shape movement: Individual, environmental and task constraints.

1. **Individual (learner) constraints** include the physical properties of the child's body such as height, weight, body composition, and existing coordination abilities related to past movement experiences.
2. **Environmental constraints** are general properties of the world around us (external to the learner) such as gravity, temperature, ambient light, wind, and types of surfaces.
3. **Task constraints** are most relevant for guiding children to learn movement skills and are factors that educators have most control over. These include instructions or rules in an activity, verbal cues, the equipment being used, and the number and spacing of children in a play area.

By manipulating key task constraints, learners are guided to **self-organise**, resulting in the emergence of functional movement behaviours to meet the movement goal e.g., kicking a ball to a target.



NON-LINEAR NATURE OF LEARNING AND LEARNER-CENTRED APPROACHES

Learning new movement skills is not always a straightforward process. Dynamic interactions between the child and the environment create a non-linear journey full of twists and turns before a new stable movement skill is learnt (7).

Learner-centred approaches such as Non-linear Pedagogy and the Constraints-led Approach recognise and consider the non-linear and dynamic interactions that occur in the learning environment (8,9). The 5Es framework draws upon concepts and ideas from these learner-centred approaches to provide guiding principles that empower educators to effectively design movement lessons.

3.2.2 UNDERSTANDING THE 5Es

Creating exciting and positive movement experiences for children is easier than you think.

By adopting an approach that **puts the child at the centre** and **taking on the role of facilitators**, educators can guide children towards meaningful movement experiences.

WHAT ARE THE 5Es?

The 5Es framework provides guiding principles to help educators design and facilitate positive and meaningful movement experiences for children. The framework outlined below covers the five aspects that educators should consider when designing and facilitating movement lessons.

#1 Learning Environment

The first “E” is about the **Learning Environment**. Here, educators should see themselves as designers who aim to create learning environments that are rich with information, inviting learners to explore, discover, and adapt (10).

When designing the learning environment, educators should be mindful of the following:

a. The physical environment where the lesson will be carried out

- What spaces are available?
- Is the activity more suited for indoors or outdoors?
- What are the existing structures in the environment (e.g., pillars in void deck or playground features) that can be utilised?

b. The activity set-up should be representative of the movement goal

The activities or games introduced need to be **representative of the movement goal** you intend for the children to achieve. The movement goal usually refers to the objective(s) of the activity e.g., kicking to a target. Importantly, educators need to ensure that the activity and set-up provides appropriate affordances for functional movement skills to emerge when children are engaged in the prepared learning environment.

E.g., if the movement goal is to “jump over an obstacle”, educators need to make sure that the equipment layout will encourage jumping. In the following activity, children are asked to “try to cross the ‘river’ as quickly as possible”. Here are two examples of how the “river” could be set up:

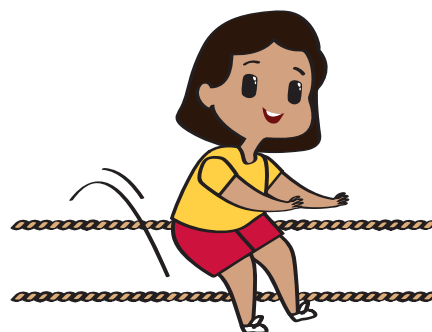
Set-up 1:

The gap of the “river” is very narrow.



Set-up 2:

The gap of the “river” is increased.



Which set-up is more likely to encourage jumping?

The second set-up! The adaptation of the distance makes it more likely for the child to jump across. In this case, set-up 2 is thus more appropriate as it encourages a movement solution that is aligned to the learning objective.

#2 Movement Experiences

The next “E” to think about when designing a lesson is to provide children with a **variety of Movement Experiences**. This approach provides children with opportunities to try new coordination patterns and to be adaptable in different scenarios. Here are some considerations for lesson planning:

- Intentionally plan to include a **variety of movement skills** and **movement concepts**:
 - Include a variety of movement skills in activities. E.g., the activity can be “the zoo” where children will have to move like a tiger (crawl), a kangaroo (jump), or a horse (gallop).
 - Utilise movement concepts to include different variations of a skill. E.g., in a running activity, you can get children to run in different pathways or at different speeds. (*Movement concepts will be elaborated in section 3.3*).
- **Infuse variability** to help children be adaptable by:
 - Introducing a **variety of equipment** such as different ball sizes, weights, and textures. E.g., a ball, beanbag, or soft toy can be used for a throwing activity. Objects with different characteristics prompt children to adapt their movement response accordingly. For example, a big ball encourages two-handed throwing, while a small ball typically leads to one-handed throwing.
 - **Playing on different surfaces**. Other than the usual cement surfaces, children can try to play on the grass, or on the carpet. What other surfaces do you have access to in and around your centre?
 - Encouraging the use of both **dominant and non-dominant limbs**. E.g., you can introduce a scenario that says “your writing hand is now injured and cannot be used but you still have to deliver (roll) the ‘watermelon’ (ball) to the fruit stall. Which hand can you use?”

Did You Know?



Research has found that learning to use both sides of the body independently can facilitate competence in movement (11).

Guiding Question



Can you think of other ways to provide children with varied movement experiences?

#3 Exploration

The key idea is to let children **explore and discover their own functional movement solutions**. Here are some considerations to facilitate **Exploration** during movement lessons:

- a. Use **instructions or verbal cues that are less prescriptive**. This guides children in their search while giving them the freedom to explore different ways to solve the problem. This includes:
 - Keeping **cues short and simple**. E.g., when guiding learners to land on a jump, use “pretend to sit on a bicycle” instead of prescriptive cues like “stand shoulder-width apart and bend your knees 90 degrees, with your hands out in front”.
 - Using **external-focused instruction** i.e., instruction paying attention to what is outside of the body. E.g., “Look at where your object landed”, “Throw over the red line”, or “Jump across the river to stay dry”.
 - Using **analogies** that children are familiar with. E.g., to hit or throw a ball over a net, you can say “make the ball flight like a rainbow” or put together “crayon”, “star”, and “rocket” to perform a jumping jack.

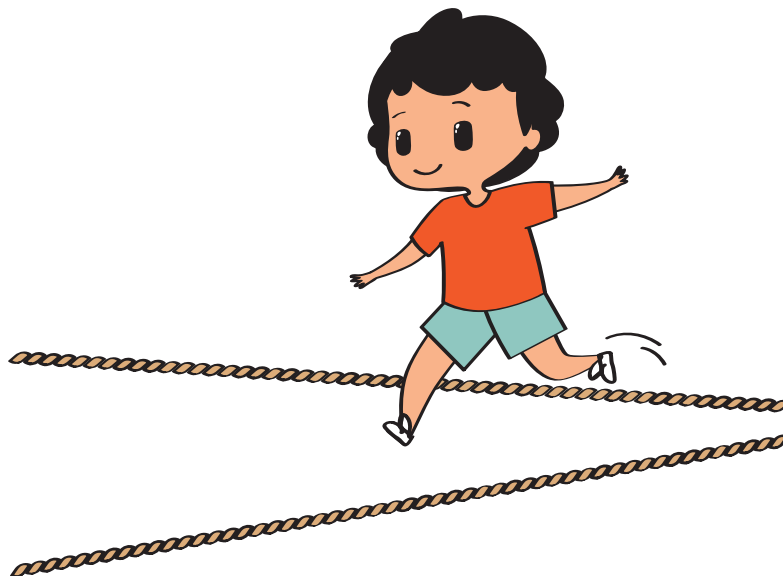


b. Provide children with **choices** for them to discover their own comfortable way of moving. Here are two examples of how choices can be weaved into activities:

Crossing the River Activity

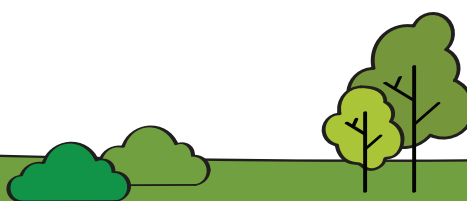
Setting up the “river” in a V-shape provides children with autonomy to choose where to cross depending on their perceived competence and confidence. Children who are less confident can **start with the narrower end** while those who perceive themselves as more competent can **choose the wider end**.

In this activity, children can also be provided with autonomy to choose how to cross the river i.e., they can choose to jump, leap, or run across.



Crossing the Lily Pad Pond Activity

Instructions to children: Use the lilypad to get across the pond. You may **choose only one colour to follow** but you can **get across in any way you want** i.e., by stepping, jumping, hopping, or leaping.



#4 Engagement

Remember to keep every child in the game! The key idea for **Engagement** is to ensure that each child is **appropriately challenged and actively participating** throughout the lesson. Here are some considerations to keep children engaged during game play:

a. Cater to diverse learners by **varying the challenge**

- Increase the challenge or simplify the activity depending on the competency of the child.
- Provide different choices to vary the challenge. E.g., a child who is new to a toss and catch activity can use a balloon or scarf as it gives more time for the child to react, whereas those who perceive themselves as more competent can choose a ball or beanbag.

More examples will be provided in section 3.4

b. Select appropriate activity types based on factors such as competency, space, and the number of children. Children generally enjoy **games with simple rules** and **obstacle courses**.

c. Ensure **maximum participation**. Instead of sitting and listening to instructions or watching, have the children be actively involved in the activity as much as possible. This can be done by carefully considering the type of activities to introduce and activity set-up. E.g., instead of forming lines and taking turns to dribble around a cone, have the children dribble around freely within a space or set up multiple stations where small groups of children can be engaged in the activity at the same time (*refer to Chapter 4 for more examples*).



d. Use **stories, music, and songs**. When a story or a song is used, children tend to be more engaged and participate more in the activity. E.g., instead of saying “cross the obstacle course”, try creative storytelling like “imagine you are an adventurer. Cross the river, go over the mountain, and retrieve the treasures”.

#5 Encouragement

Create a supportive environment that helps children develop a **spirit of trying without the fear of failure**.

To facilitate **Encouragement**, the feedback you give to children should:

- **Focus on the strengths of the child.** Instead of emphasising what the child cannot do, think about how the activity can be modified or how outcome-focused feedback can be used to encourage the child to have a successful movement-based experience.
- **Include positive words.** E.g., “That was a good try! Keep going!” instead of double negatives like “Don’t give up”.
- **Provide specific feedback** other than just “good job” and “well done”. E.g., “**I like the way** you are keeping yourself stable when you run”; “**I like how** you pushed off to jump across the river”; “**That is a great** throw over the net”.
- **Include questions when children are struggling with the activity.** E.g., “What are some other ways you can throw to hit the target?”; “What can you do to send the object farther away?”

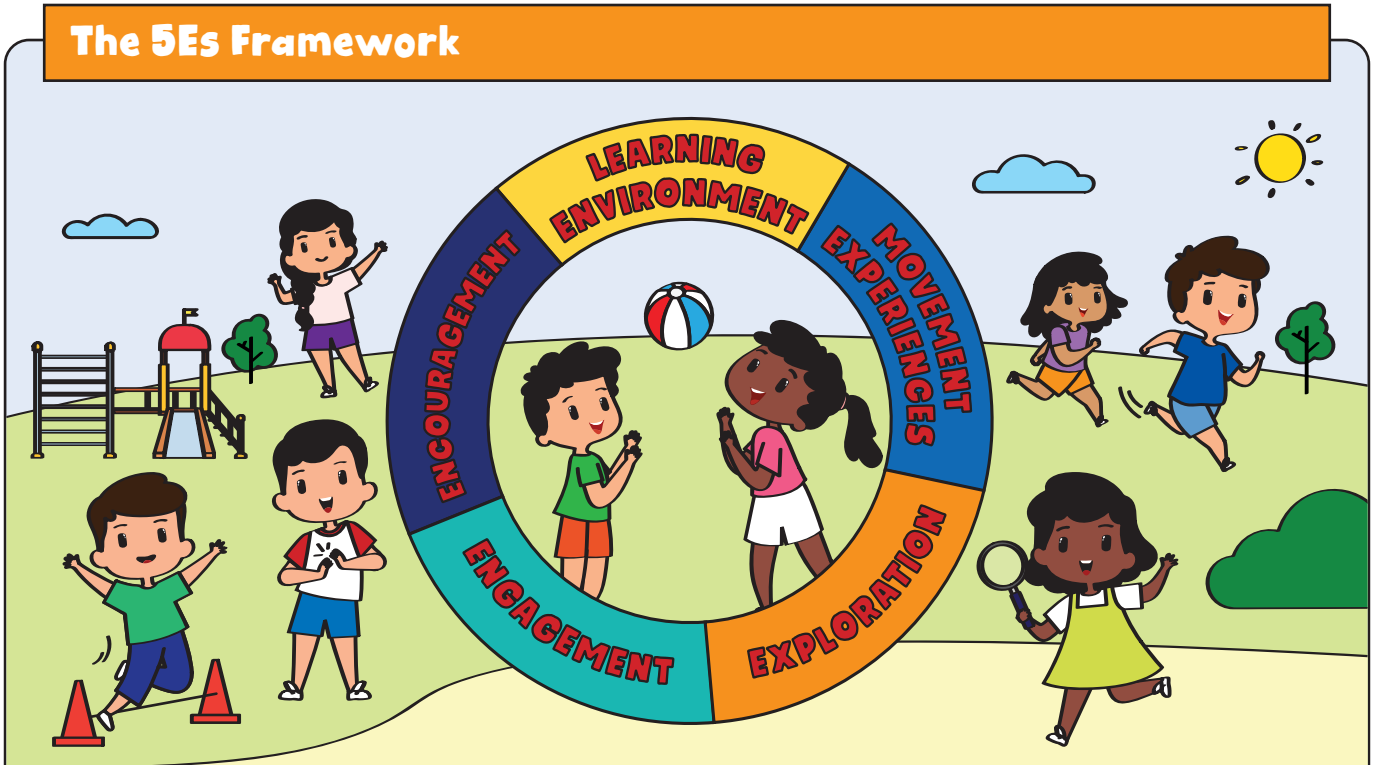
Tip: You can also include the feedback in the child’s portfolio to be shared with parents.

FOSTERING INTRINSIC MOTIVATION TO MOVE

As educators, it is essential to embrace the boundless possibilities that movement exploration offers. From different movement solutions to varied levels of competence, every child will discover their own functional way of moving that is aligned to the movement context of the activity. The ultimate objective, guided by the 5Es, centres on ensuring children find joy in the process and experience success, regardless of their level of competence. Nurturing a child's intrinsic motivation to move will cultivate their lifelong love for physical activity.

Here is a summary of the 5Es framework to help educators design and facilitate positive and meaningful movement experiences.

The 5Es Framework



#1 Learning Environment

Design learning environments that invite children to explore, discover, and adapt.

- Consider the **physical space** where the activity will be carried out e.g., playground, void deck
- Activity set-up should be **representative of the movement goal** e.g., a low target for rolling; a high target for overarm throw



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#2 Movement Experiences

Provide children with a variety of movement experiences.

- Plan for a **variety of movement skills and concepts**
- **Provide a variety of equipment** e.g., beanbags
- Encourage use of **left and right hand/foot**
- Play on **different surfaces** e.g., cement floor, grass, sand

#4 Engagement

Design activities to keep children actively engaged and appropriately challenged.

- **Cater to diverse learners by varying the challenge**
- Use appropriate **activity types** e.g., group games, obstacle courses
- Ensure **maximum participation**
- Use **stories and music**

#3 Exploration

Let children explore and discover their own functional movement solutions.

- Use **short and simple cues, analogies, or external-focused instructions** e.g., "Make the ball flight like a rainbow"
- Provide children with **choices**

#5 Encouragement

Create a supportive environment that helps children develop a spirit of trying without the fear of failure.

- Focus on the **strengths of the child**
- Provide **positive and specific feedback** e.g., "I like how you jumped across the river"

3.3 MOVEMENT CONCEPTS

UNDERSTANDING MOVEMENT CONCEPTS

Get moving! Understanding the fundamentals of movement concepts can be the key to unlocking a child's full potential. They will guide educators to cater to the different paces of learning among children. By applying movement concepts, educators can modify activities to create variety and ensure that all children participate fully during movement lessons.

So, what are movement concepts? Movement concepts **enhance movement experiences by creating numerous variations of a skill**. It includes **Body Awareness, Effort Awareness, Space Awareness, and Relationship Awareness**. By mastering these concepts, children can expand their movement experiences to become more competent and confident movers with improved competency and coordination. Let us explore the exciting world of movement concepts and see how they can help children become competent movers!

Body Awareness focuses on **the body and its capabilities**. Children learn about various parts of their body, their relative positions, and what each part can do as they develop a range of fundamental movement skills e.g., walking, running, throwing, and balancing.

Effort Awareness focuses on **how the body moves**. Children learn how to use force, time, and flow to enhance the quality and "flavour" of their movements.

Force

- **Strong/Light**

Time

- **Fast/Slow**

Flow

- **Bound** (movement limited by boundaries/space/constraints)
- **Free** (continuous and no boundaries or constraints)

Space Awareness focuses on **where the body moves**. Children develop spatial awareness as they move within their personal and general space, and gain competency in moving in varied directions, on different pathways, through varied levels, and extensions.

Locations

- **Personal space**
Space occupied by one's body and its parts
- **General space**
Space that is shared with others

Directions

- **Forward/Backward**
- **Right/Left**
- **Up/Down**
- **Clockwise/Anti-clockwise**

Levels

- **Low**
Below the knees
- **Medium**
Between knees and shoulders
- **High**
Above shoulders

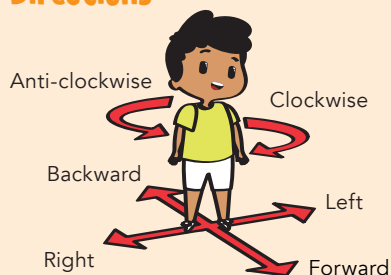
Pathways

- **Straight**
- **Curved**
- **Zigzag**

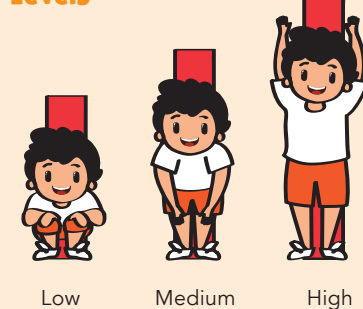
Extensions

- **Near**
Small distance from midline of body
- **Far**
Big distance from midline of body

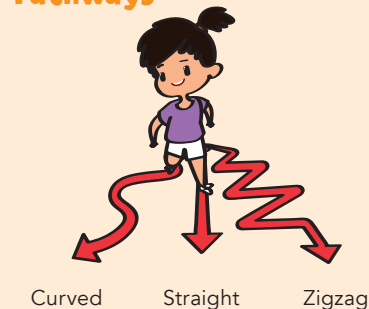
Directions



Levels



Pathways



Relationship Awareness focuses on the **body's relationship with other body parts, people, or objects** as it moves. It helps children develop awareness on how body parts relate to one another during movement and how the mover relates to individuals, groups, and objects.

Of Body Parts

- **Round (curved)/Straight/Twisted**
- **Narrow/ Wide**
- **Symmetrical/Asymmetrical**

With Objects and/or People

- **Over/Under**
- **On/Off**
- **Near/Far**
- **In front/Behind**
- **Along/Through**
- **Meeting/Parting**
- **Surrounding**
- **Alongside**

With People

- **Leading/Following**
- **Mirroring/Matching**
- **Unison/Contrast**
(moving together/moving differently)
- **Between groups**
- **Solo/Partner/Groups/Alone in a Mass**

HOW DO MOVEMENT CONCEPTS LOOK LIKE WHEN APPLIED?

Using the game “Hot Soup”, educators can easily introduce a variety of movement concepts to provide opportunities for children to walk in a variety of ways.

Hot Soup

How to Play?

- Children pretend to be either the best service staff in the world, or the fussiest customer.
- Children pretending to be service staff are to deliver the “soup” (hula hoop) to their specific customer (pathway: straight).



Variety of Movement Concepts

- Children pretend it is 10.30am and it is off-peak period at the restaurant (time: slow)
- Children pretend it is 12.30pm and it is peak period at the restaurant (time: fast)
- Children pretend the ceiling in the restaurant is low in some areas (levels: low/high)
- “Customers” to change positions such that the “service staff” will have to navigate around them to reach their specific customers (pathways: zigzag/curved)



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ON MOVEMENT CONCEPTS

By combining fundamental movement skills with at least one of the other three movement concepts (i.e., effort, space, or relationship awareness), educators can modify and create countless movement activities.

3.4 CATERING TO DIVERSE LEARNERS

No two kids are exactly the same – from their height and weight to their past experiences with movement, every child is unique. As an educator, you have probably seen this firsthand in your classroom. But with such a diverse group of children, how do you create movement activities that work for everyone?

It is all about finding the sweet spot. If a task is too difficult, a child might give up and disengage. That is why it is crucial to cater to each child’s individual needs and competencies, whether that means tweaking the activity or offering additional support.

Why is this so important? If a child has a negative movement experience, it could set them on a path of dislike and disengagement, which can be tough to break. Hence, this section is all about enhancing one of the 5Es – **Engagement**.



3.4.1 VARYING CHALLENGE LEVELS

Inclusive classrooms thrive on constant adaptation and modification to cater to the diverse backgrounds, experiences, interests, and needs of all children. By flexibly adjusting task constraints, an environment is created where each child is appropriately challenged while experiencing success. This section provides ideas on how you can manipulate task constraints to vary challenge levels. The ideas serve as a starting point for you to continue to expand and customise based on your growing understanding of children’s individual requirements.

Task Manipulations	Elaboration	Practical Examples
Play surfaces	A ball will travel slower on grass surfaces compared to cement floor.	Dribbling with foot/an implement is less challenging on grass compared to cement.
Size of playing area	The smaller the play area, the more control required.	When playing a dribbling game, widen the play area to decrease challenge.
Target distance (Near/Far)	Setting a target far or near will increase or decrease the challenge levels when throwing or rolling.	Allow children to choose targets set at different distances.
Timing (Fast/Slow)	Manipulating speed by adding or removing timed pressure will increase or decrease challenge levels.	Use instructions like “complete the obstacle course as fast as possible” to increase the challenge.
Length of implement	A shorter or longer implement can be used to adjust challenge levels.	Use a racquet with a shorter handle to decrease the challenge.
Weight/Density of object	A light beach ball, scarf, or balloon travels slower compared to a heavier rubber ball or beanbag.	Use a balloon to reduce the challenge of tracking and catching an object.
Shape/Texture of object	A box or crushed newspaper ball is easier to control than a ball when moving on the floor.	Allow children to choose the ball they want to use when dribbling with foot or an implement.
Size of object	A big ball requires less precision compared to a small ball.	A bigger ball will reduce the challenge in a catching or kicking game.

Guiding Question



Can you think of other task constraints that can be manipulated to cater to diverse learners in a class?



3.4.2 ADDRESSING COMMON CHALLENGES

Let us look at some common challenges children face when learning to move and explore ideas to help them build on their strengths! It is crucial to give children ample time to develop their competencies without rushing them. Remember, most fundamental movement skills can continue to be practised and mastered during primary school years and beyond. During the preschool years, the focus should be on providing children with exposure to various movement skills and fostering positive movement experiences. The ideas shared below only scratch the surface of addressing common challenges. It is essential to come up with your own solutions and ideas tailored to the specific needs of children in your class who may find certain movement skills challenging.

Common Challenge #1: Maintaining Balance While Walking

You may observe some younger children falling more frequently than others, which may hinder their participation in other games and activities.

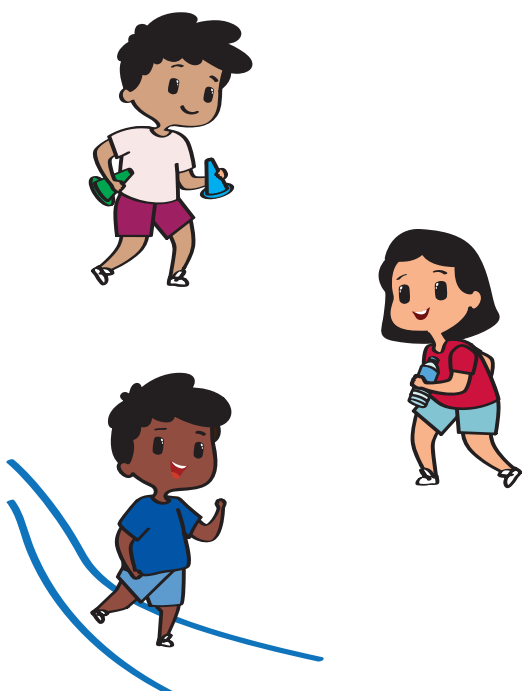


What You Can Do:

- Create different pathways on the floor and have the child walk on the lines.
- Use tape or anti-slip mats as part of indoor ANRs, or use existing lines outdoors for the child to balance on.

Common Challenge #2: Running With Coordinated Arm Swing

The best way to help children run more efficiently is to provide them with plenty of opportunities to run in open spaces and play games like tag. This allows children to practise running without modifying the key affordances. However, some children may still seem uncoordinated e.g., you may notice a child swinging their arms from side to side instead of in a forward-backward motion, which allows for the transfer of force into forward locomotion. In such situations, you may consider introducing a game that focuses on the arm swing briefly (see Idea 1 below), before returning them to the open space to practise running and coordinating their entire body.



What You Can Do:

Idea 1: Play a game – “Show me the colour”

- Get the child to hold two different-coloured cones in each hand e.g., green in right and blue in left hand.
- Ask the child to show you the different-coloured cones alternately by first bringing it backwards, then forward.
- Start slow and gradually increase the speed.

Idea 2: Make use of weights

Get the child to hold a slightly weighted object in each hand (e.g., a half-filled 500ml water bottle) and run with it. The weighted object will likely allow the forward-backward motion of the arm swing to occur.

Idea 3: Use a slope

Get the child to run down a gentle slope. A slope with a slight gradient will allow the use of gravity to modify the emergent movement of the arm swing.

Common Challenge #3: Jumping off a Height

Some children may be afraid of jumping off a height.



What You Can Do:

Idea 1: Start off low

Start with jumping off the lowest possible height (e.g., the first step of a flight of stairs) and gradually increase the height once the child is more confident.

Idea 2: Provide physical assistance to let the child know they can land safely with your help

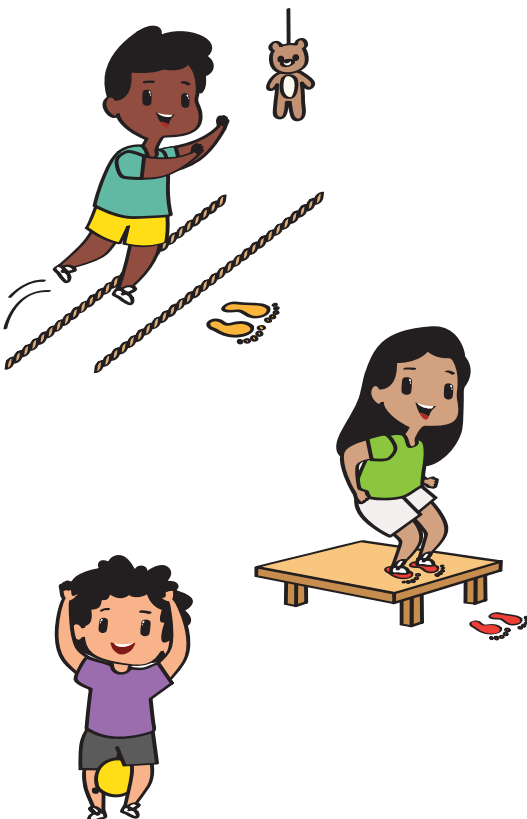
- Face the child and hold them at the waist.
- Count to three and gently lift them up.
- Gradually reduce physical assistance from holding at the waist to elbows, then to hands, and finally just verbal cues.

Idea 3: Reach for the soft toy

- To help with the jumping motion, a soft toy can be held in front of the child to encourage them to keep their hands in front when they jump and land. This will also help to break their fall if needed.
- Progress to standing in front of them with your hands out, and ask the child to jump forward to give you a “low-10”. This can help improve their jumping accuracy and confidence.

Common Challenge #4: Jumping Up or Forward

Some children may find it challenging to jump up or forward, possibly due to lack of arm swing. Others may need more encouragement to take off or land with both feet as having one foot rooted to the ground gives them a sense of security. This is a natural part of development, and the child should be given time to gradually master jumping with two legs.



What You Can Do:

Idea 1: Reach for the soft toy

- If the goal is to jump for distance, hold an object (e.g., soft toy) a short distance in front of the child and have the child jump and reach for the object with both hands.
- If the goal is to jump for height, hold the object slightly above the child’s head.

(Tip: Move object a little forward or up as the child jumps to reach for it)

Idea 2: Tell a story

- Use stories to help. An example could be: “Imagine you are an astronaut. You must step on both footprints to trigger the sensor, and land with both feet to power the rocket”.
- Use footprints or a flat marker as a visual aid.

Idea 3: Use analogies

- Place a balloon between the child’s knees and use an analogy such as “pretend you are a kangaroo and bounce up and down”. This activity can help children improve their coordination and leg strength while having fun pretending to be a kangaroo.

Common Challenge #5: Hopping on One Foot

Providing children with more opportunities to balance on one foot and in a variety of ways (e.g., using their free leg to air-draw letters) will help them be more stable while hopping. Here are some other ways to help children who have difficulty hopping:



What You Can Do:

Idea 1: Provide support

The child can use the wall for support, or you can lend your arm for support while they hop.

Idea 2: Use verbal cues

Use verbal cues such as “push off like a rocket” (hopping leg), “poke knee to sky” (non-hopping leg) or “swing your arms like cooking fried rice” to guide the child.

Common Challenge #6: Skipping With Rhythm

For children who may find skipping challenging, you may try the following ideas.



What You Can Do:

Idea 1: Use verbal cues

Use verbal cues and coloured markers to guide children to “step, hop, step, hop” in rhythm.

Idea 2: Use songs

Use songs like “Skip to My Lou”, or a tambourine to help children get a rhythm.

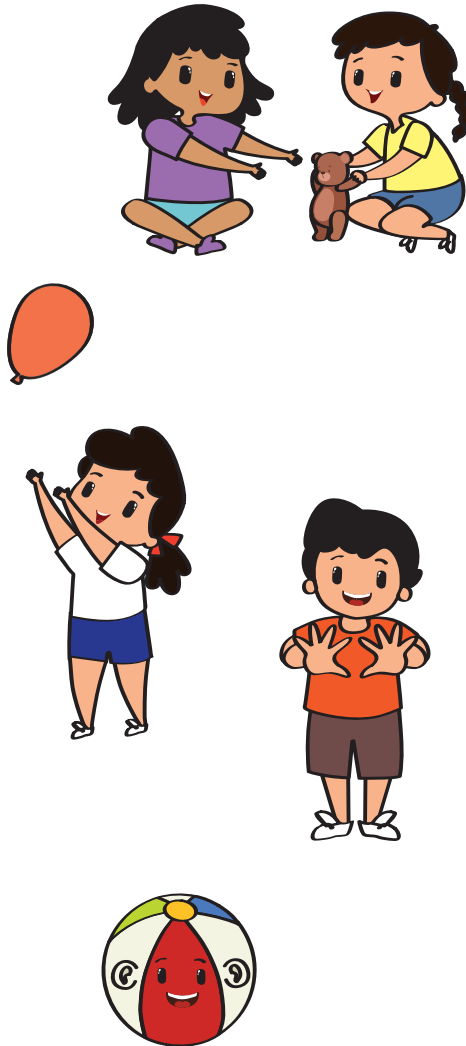
Idea 3: Provide support

For children who need support – face the child and hold both of their hands while skipping together in a circle.



Common Challenge #7: Catching an Object

Some children may turn their eyes away or close their eyes when catching as they are intimidated by the on-coming object. Others may miss the catch as they are slow to react to the ball.



What You Can Do:

Idea 1: Use a soft toy

- Start off with letting the child play with objects that are colourful and soft like a soft toy.
- When the child is familiar with handling the objects, they can practise tossing and catching them.

Idea 2: Introduce catching gradually

- Use colourful, lightweight and slow-moving objects, such as a scarf or a balloon, to provide more time for the child to track, reach, and grasp the falling object.
- Start by having the child play with the objects first, and then gradually progress to dropping the objects from a height for the child to catch.

Idea 3: Use verbal cues

Encourage the child to have their hands in front of their chest and ready to catch. You can use verbal cues such as "ten fingers and a triangle" to help them to get ready to receive the object.

Idea 4: Use drawings

- Draw a face on a beach ball with the ears on the sides of the ball.
- Ask the child to catch the ball by covering the ears (see example in the illustration on the left).
- Use verbal cues like "Ready? It is coming in 3, 2, 1" to help the child prepare for the catch.

Common Challenge #8: Bouncing a Ball

Bouncing a ball requires the child to spend some time practising and getting a feel of the rhythm of the bouncing ball.



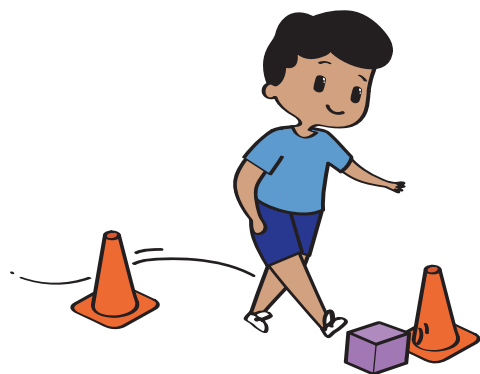
What You Can Do:

- Start by having the child practise "drop, catch" using both hands. Get the child to say "drop, catch" according to rhythm as the ball drops to the ground and when the child catches it.
- Gradually progress to a "push and catch" and slowly increase the tempo.
- As the child gets comfortable, progress to using only one hand.

Do not worry if the child is not bouncing the ball with their finger pads in the early stages. With more practice, the child will build their sensitivity for the rhythm and tempo of the bouncing ball, and the tactile feel of the ball will help the child to gradually start using their finger pads to bounce the ball.

Common Challenge #9: Dribbling a Ball With Foot

Focus on letting children have a feel of what it is like to control different objects with their feet without worrying too much about technique.



What You Can Do:

Idea 1: Use alternative objects

Instead of using a ball, use objects that do not roll away as easily e.g., boxes or a crushed paper ball.

Idea 2: Use different surfaces

Practise on a grassed area instead of a smooth surface to slow down the speed of the ball.



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3.5 SAFETY GUIDELINES

3.5.1 IMPORTANCE OF SAFETY IN MOVEMENT ACTIVITIES FOR CHILDREN

Outdoor learning presents a natural environment where children can engage in risk-taking and problem-solving activities. While risks inherently involve challenges and uncertainties, they play a vital role in the growth and learning process of children. It is important to recognise that the goal should not be to eradicate all risks from their lives, but rather to manage them with a perspective that acknowledges the spectrum of potential hazards. By doing so, children are given the opportunity to develop crucial life skills, resilience, and adaptability in a controlled yet dynamic setting. Embracing risks within reasonable boundaries fosters a healthy balance between safety and the invaluable learning experiences that come with exploring and navigating the world around them.

This section explores safety considerations as well as preventive strategies like warm-ups, cool-downs, and hydration, to ensure that children can enjoy movement activities while minimising the risk of injury or harm.

The BREAD and PEEP models¹ offer useful guidance in assessing potential risks and taking preventive measures. BREAD (Benefits-Risks-Evaluation-Action-Decision) helps educators assess if the potential benefit of a planned activity outweighs the risks involved while the PEEP (People-Environment-Equipment-Process) model can be used to identify potential hazards and anticipate issues before and during movement and outdoor activities. By utilising these models, educators can ensure that children can safely and confidently engage in movement and exploration activities while promoting their growth and development.

¹ For more information, refer to the Outdoor Learning: A National Guide for Early Childhood Educators ([https://www.ecda.gov.sg/early-childhood-educators-\(ece\)/curriculum-frame-works/outdoor-learning/a-national-guide-for-early-childhood-educators](https://www.ecda.gov.sg/early-childhood-educators-(ece)/curriculum-frame-works/outdoor-learning/a-national-guide-for-early-childhood-educators)), which details these frameworks on pages 25 and 29, respectively.

3.5.2 SAFETY CONSIDERATIONS AND FRAMEWORKS FOR MOVEMENT ACTIVITIES WITH CHILDREN

As educators, safety should always be a top priority when planning and executing movement-based lessons. The infographic below provides a comprehensive overview of the essential safety elements that educators should be well-informed about, to ensure the well-being and protection of the children in their care.

Safety Guidelines for Facilitating Movement

Activity Planning - BREAD & PEEP Models¹

- BREAD provides a systematic approach to conducting a benefit-risk assessment for movement-based lessons. BREAD stands for:
 - B** – Benefits
 - R** – Risks (use PEEP model)
 - E** – Evaluation
 - A** – Action
 - D** – Decision
- The PEEP Model helps to identify potential hazards and anticipate issues before and during movement activities. It involves examining the:
 - P** – People
 - E** – Environment
 - E** – Equipment
 - P** – Process

Weather

- Minimise sustained outdoor activities from 11am to 4pm (when the sun is the strongest).
- Check for potential lightning risks.
- Have wet weather plans in place.

Attire

- Wear suitable attire and footwear for movement e.g., light clothing, covered shoes.
- Wear a hat on sunny days.

Pre-Participation Screening

- Check that children are feeling well and for any medical conditions prior to participating in physical activities.



Warm-Up and Cool-Down

- Conduct warm-up exercises before physical activities to prepare the body and prevent injuries.
- Incorporate cool-down exercises after physical activities to gradually decrease children's heart rate and breathing to calm them down.

Activity Space and Adult Supervision

- Check that the space is free from hazards (e.g., potholes, slippery floor, poisonous insects) and suitable for children to move freely during the planned activity.
- Provide clear boundaries for children to play within and ensure they remain within sight.
- Ensure adult-to-children ratio requirement is met and adults are first aid-trained.

Equipment

- Ensure that there are no hazardous parts on the play equipment.
- Ensure that the size and weight of the equipment are appropriate for the age and competencies of the children.

Hydration

- Provide adequate water breaks for children to stay hydrated during the activity.

¹ Early Childhood Development Agency. *Outdoor Learning: A National Guide for Early Childhood Educators*; 2019. [https://www.ecda.gov.sg/early-childhood-educators-\(ece\)/curriculum-frameworks/outdoor-learning/a-national-guide-for-early-childhood-educators](https://www.ecda.gov.sg/early-childhood-educators-(ece)/curriculum-frameworks/outdoor-learning/a-national-guide-for-early-childhood-educators)