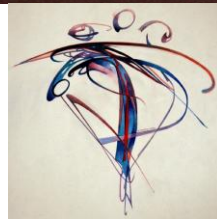


Appendix 2

‘Little Movers, Big Thinkers’

Course information for parents/carers



Definition of Play

‘Play means what children and young people do when they follow their own ideas and interested in their own way and for their own reasons’

Definition of Play Provision

‘Play provision is defined as a space, some facilities or equipment or a set of activities intended to give children the opportunity to play. At its most successful it offers children and young people as much choice, control and freedom as possible within reasonable boundaries. This is often best achieved with adult support, guidance or supervision. The children and young people may themselves choose play including certain rules or in some cases sport.’

Definitions taken from
Getting Serious about Play - 2004

Healthy Schools Dance project

Growing out of Government reports:

*Quality Curriculum,
Every Child Matters,*

- *Be Healthy (physical, mental, emotional)*
 - *Stay Safe*
 - *Enjoy and Achieve*
 - *Make a positive contribution*
 - *Achieve Economic Well Being*

Project Outline

- A range of creative movement experiences captured in 10, 2 hour sessions, to include:
 - 15 minute discussion with parents before children arrive, to inform content of session, what will be expected of them/their role.
 - 60 minute physical/creative session with children and carers
 - 15 minute break – healthy snack for children (i.e. fruit and water)
 - 30 minute summary of session with parents also to include completion of any paperwork/work in Individual Learning Plan
- The project will be delivered on site at the schools and will be suitable for up to 10 children and their parents/carers (depending on space).
- Staff from the school may also take part in the session
- The project will build on skills developed by the ‘Small Steps, Giant Jumps’ Project. The aim is to continue the development of body and spatial awareness but focus on the human body ‘the way I work’.

Project Aims;

The project will promote;

- Personal, social and emotional development
- Physical activity and play
- Emotional Health and Wellbeing

And will;

- Allow families to work creatively in an instructive yet recreational environment
- Promote good social skills including communication, concentration and relationship building
- Promote Intergenerational learning
- Develop creativity
- Expand the use of the whole body and senses
- Recognise 'Difference'
- Encourage exercise
- Build Confidence
- Promote high energy activity/good health
- Develop motor skills, hand eye co-ordination, balance, spatial awareness
- Be great fun

Planning Stages

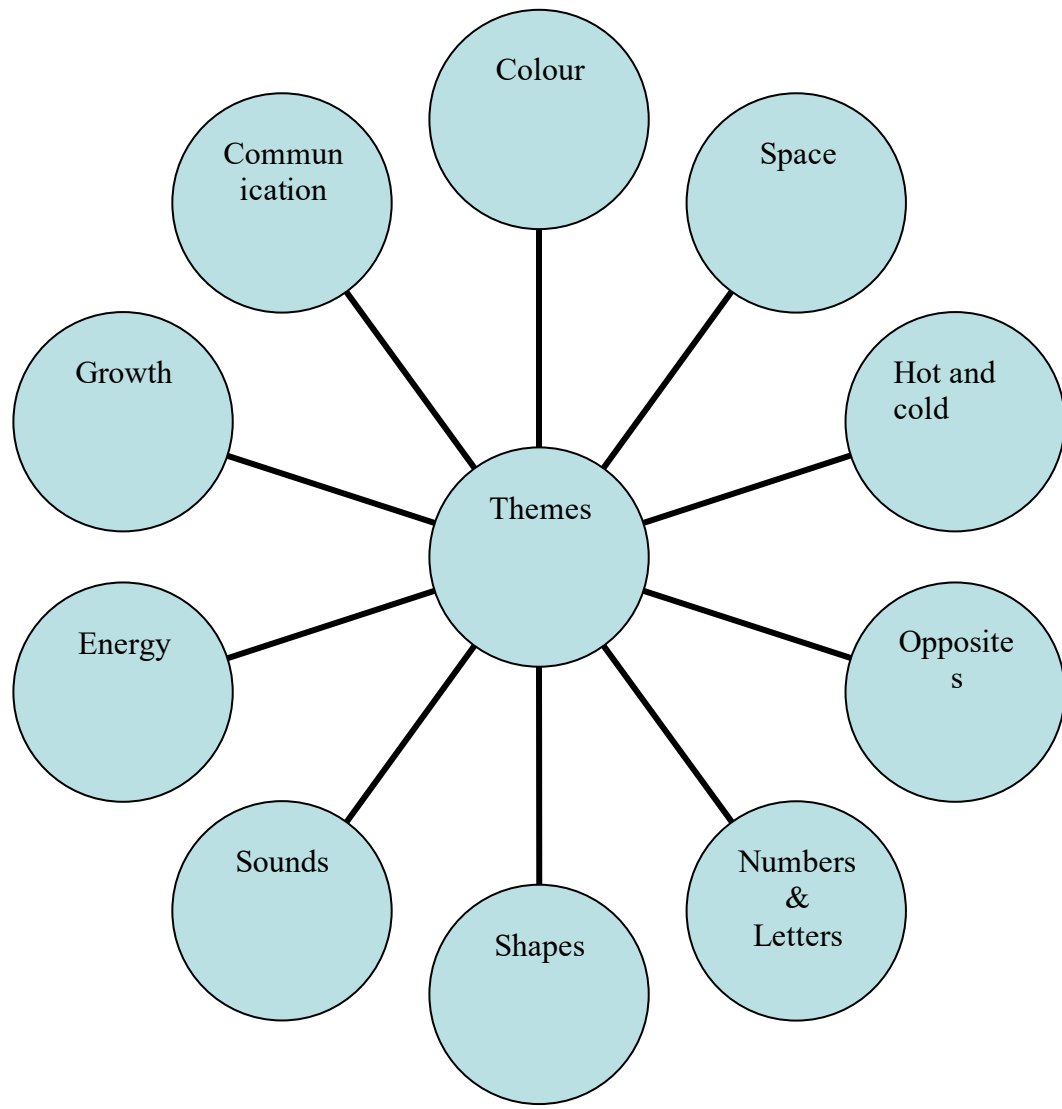
Dance artists will create a programme which meets the needs of the participants whilst meeting the outcomes.

Objectives;

Sessions will be driven by a range of thematic materials which have been selected in relation to areas identified.

Music, poetry, stories, materials, characters, musical instruments and simple props will be used to initiate inventive activity.

Dance tutor will facilitate parents and cares to enable them to develop structured 'play' in the home.

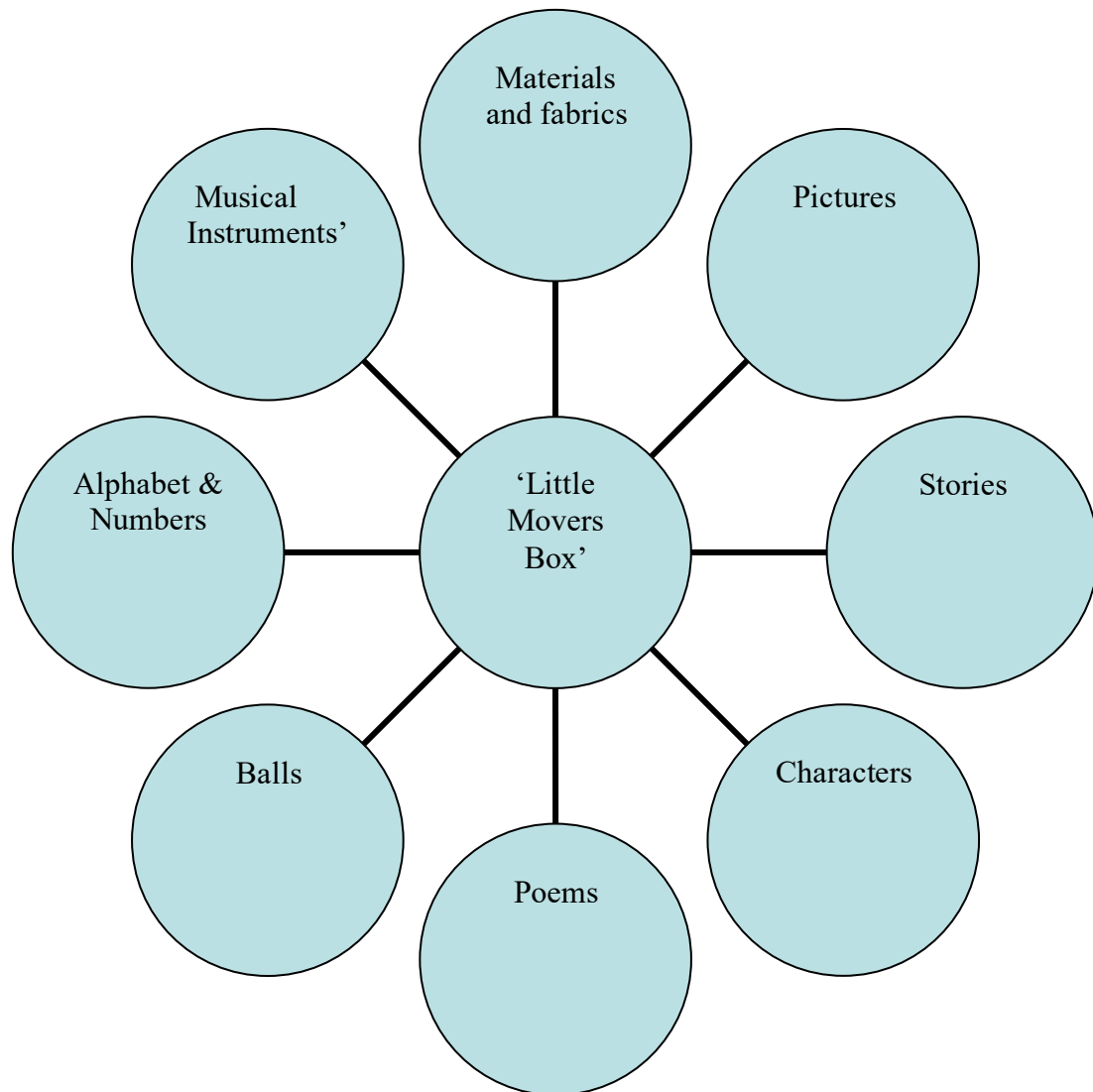


Materials

All of the sessions will use either visual or aural stimuli.

The dance tutor will bring the 'Little Movers' box to each session. The box will contain a range of stimuli which will be used during the course of the project – it is anticipated that parents/carers will encourage the children to make their own box at home and to use suggested ideas to engage in movement during the week between sessions. Children will be asked to collect props/music/materials to use as stimuli in sessions.

The content of the box will include:



Project Delivery

All sessions will follow the same format to enable familiarity for participants.

- Introductions – who is here today?
- Warm up in a circle
- Numbers Game
- Body Game
- Listening – Talking about today's theme
- Theme based work
- Performance of task/theme based work
- Cool down
- Reflection feedback
- Healthy snack

10 week – brief scheme of work (themes subject to change)

week 1 – introduction to project – Theme 1 hot and cold

week 2 – theme 2 - colours

week 3 – theme 3 – numbers and letters

week 4 – theme 4 - characters

week 5 – theme 5 - shapes

week 6 -9 – work on one theme, learners to choreograph movement material themselves, using creative tasks

week 10 – performance for the rest of the class/school