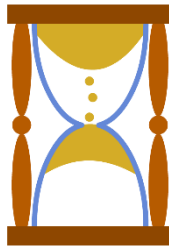


Practical ideas

Games, strategies, tools



Games



Strategies



Tools

RAABE



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I. Emotional regulation/expression/recognition



1. I Love You, Because... (Drama Game)

Necessary preparations, resources

Ball, a stone or any other dear object

Aims and objectives, intended learning / development outcomes

Recognition and expression of emotions, children's self-knowledge, positive communication

Description of activity

The children sit in a circle. The kindergarten teacher / leader of the game launches an object (a ball, a stone, a nice object) to someone, saying "I love you, (e.g.): because you played with me today" The object is being passed on between the children while expressing their (positive) feelings.

In the end, the teacher can give non-judgemental feedback and praise to the children.





2. Spiderweb Game – Expressing Current Feelings (Drama Game)

Necessary preparations, resources

Cotton skein (a ball of string)

Aims and objectives, intended learning / development outcomes

Recognition and expression of emotions, children's self-knowledge

Description of activity

The children sit in a circle. The kindergarten teacher / leader of the game launches a cotton skein with the following instruction or question: (e.g.), "I am glad you arrived today to the kindergarten with a smile on your face" ... because you helped to clean up... how do you feel?" etc. while rolling the cotton skein to the child s/he wants to ask or say something to. The child who receives the ball puts one hand on the cord and then rolls the skein with other hand to the child of his choice while expressing his feelings.

At the end of the game, the children may try to walk on the cotton thread while balancing. We can also lift the Labyrinth at the same time and place it on the leg of chairs and play a skill game (enhances space sensation, space direction, balance development).





3. Recognising and Naming Emotions (Drama Game)

Necessary preparations, resources

Cardboard, scissors, felt pen

Aims and objectives, intended learning / development outcomes

With age-appropriate cards, we teach children to recognise and name emotions.

Description of activity

Prepare cards that express different emotions (happy, sad, afraid, angry, etc.) We prepare the signs together with the kids and use them according to the discussion, put them in a place well visible, and vary them according to the changes of moods. 😞, 😊 e.g. in the circle time.





4. Emotional Thermometer

Necessary preparations, resources

Stronger paper, coloured felt, scissors. Collect emotions and draw them on a scale

Aims and objectives, intended learning / development outcomes

Recognition, expression, naming of emotions, self-knowledge of children, self-regulation

Description of activity

People all have emotional thermometers. Tuning in to how we feel or where our emotional thermometer is at is important. When we know where our emotional thermometer stands, it helps self regulation, helps children to recognise their emotions, helps to recognise the physical expression of emotions in their bodies.

It is important that the teacher or parent does not only teaches the recognition and naming of emotions, but also the coping strategies a child can use when experiencing a particular emotion, when he or she recognizes that his or her emotions are too strong / intense. Children can even show what mood they are in and how they are feeling in their bodies during morning circle time.

It is not advisable to use the emotional thermometer in a highly elevated state of emotion, but then you can identify and discuss with the children what emotion and intensity led to the challenging behaviour.

Source and additional resources

<https://www.ecmhc.org/ideas/emotions.html>

<https://betterlesson.com/strategy/162>

<https://veryspecialtales.com/emotions-chart/>

Downloadable:

<https://www.free-reward-cards.com/free-pictogram-cards/emotion-thermometer/VAGY>

https://www.freeprintablebehaviorcharts.com/feeling_charts.htm



5. Morning Greeting

Necessary preparations, resources

Prepare a chart with emotions from which children can choose their current mood

Aims and objectives, intended learning / development outcomes

Recognition of the child's own emotions and moods, drawing of physical boundaries

Description of activity

In the morning, at arrival children can decide and choose the greeting mode from the charts they want to start the day with: shake hands, high-5, hug or just a simple verbal greeting.





6. „Pass It On!“ (the stroke, the hug, the word...)

Necessary preparations, resources	Preparing the proper space
Aims and objectives, intended learning / development outcomes	Empathy, attention, development of communication
Description of activity	<p>The children sit in a circle. The teacher starts a movement (e.g. strokes the head of the child next to him/her, and puts her hand to the child's back). This movement has to be passed on from child to child. The movement can be started by a child, too. Give proper instructions: I will slowly stroke your head now, please pass on to the one next to you.</p> <p>Different version:</p> <p>Passing on the message: The children sit in a circle. The teacher whispers one word or sentence to the ears of the child next to her, which the child has to whisper to the next child. The last kid will say out the word/sentence loud, whatever he understood. Try to follow the route of the derivation - who heard what?</p> <p>Different version:</p> <p>The children stand in a circle. The leader of the game is the kindergarten teacher at the beginning, later, if the group already knows how to play the game, can be one of the kids. One child goes to a friend, looks into his eyes, and says to him in a chosen style: Good morning! The response would be in the same style. (E.g.: courageous, humorous, cheerful, suspicious, sober, etc.)</p>



7. Pass It on in Silence!

Necessary preparations, resources	A ball or an object that is easy to grip and makes low noise, e.g. bean bag, bunch of keys, bell
Aims and objectives, intended learning / development outcomes	Sensory-motor coordination, vestibular, sensory stimuli, development of self-control, attention
Description of activity	<p>The children stand in a circle, tight beside each other, with their hands behind their backs, singing a familiar song while handing a small ball from hand to hand.</p> <p>There is one child standing in the middle who has to figure out where the ball is. When the child in the middle of the circle shouts "stop", the singing stops, and the child in the middle has to find out who has the ball. If he figures it out, they change places.</p>



8. I Give You... (Drama Game)

Necessary preparations, resources

Preparing the appropriate place

Aims and objectives, intended learning / development outcomes

Attention, memory development

Description of activity

The children sit in a circle. The leader of the game gives the children imaginary things. E.g. a book. Now, each player pretends to be reading a book. The next one says "I will give you a book and a comb". Now everyone pretends to read while combing their hair. Then, "I'll give you a book, a comb, and a chewing gum." And so, the game goes on until one of the kids gets confused and doesn't know the order of the things.



9. How I Feel Right Now - Marking Emotions with Clothes Pegs

Necessary preparations, resources

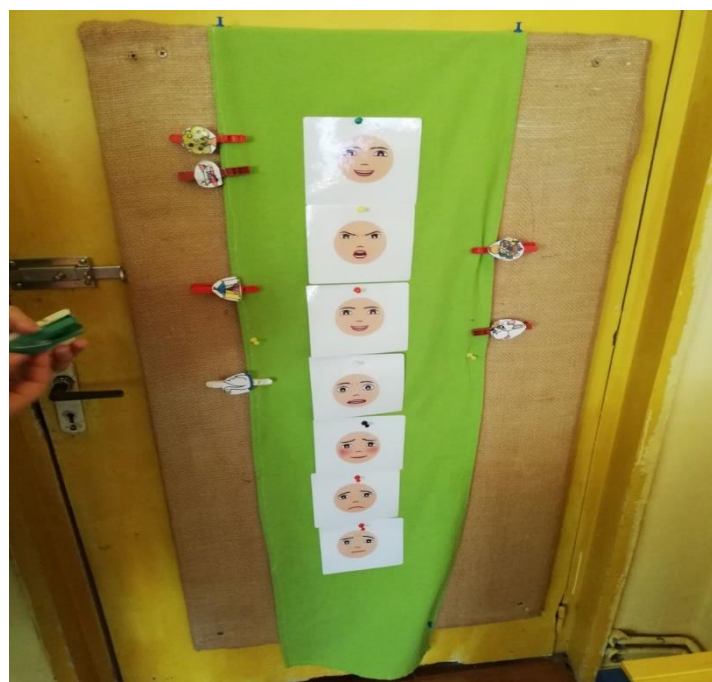
Preparing images expressing different emotions, glued on a ribbon, clothes pegs

Aims and objectives, intended learning / development outcomes

Recognition and expression of one's own emotion

Description of activity

Children are not always able to express their emotions verbally, so they can clip their current emotional state to the appropriate emotional picture. Choose the according to the age and maturity of the children. First use few, basic emotions, later expand them.





10. How Do You Look Like When You Feel a Certain Way – Mirror Image

Necessary preparations, resources	Selecting the necessary story, a mirror, drawings of faces with emotions, Velcro
Aims and objectives, intended learning / development outcomes	Recognising and naming emotions
Description of activity	<ul style="list-style-type: none">a) The teacher tells short stories to the children - funny, sad, surprising, etc. and puts a mirror in the background, covered. Arriving to certain parts of the story, the teacher uncovers the mirror, so that children can identify facial expressions.b) The teacher puts on a tapestry the required emotion using Velcro – smiling, angry, sad, etc.



11. You Can Only Touch the Toy when You Hear...

Necessary preparations, resources	Various objects (puppet, building block, stuffed animal, small car, etc.), sound instruments (whistle, triangle, drum, bell, etc.)
Aims and objectives, intended learning/development outcomes	Inhibition control, attention, patience
Description of activity	<p>Kids sit on the carpet with different toys around them. For each toy we assign an audio-signal, so when children hear it, they can touch that toy, e.g. puppet - whistling, building block - drums, stuffed animal - triangle, small car - bells, and so on. When they hear the given sound, they can pick up the toy.</p> <p>At the beginning, it is enough to select two or three toys and the associated audio signal, which can be expanded later.</p>



12. Coloured corners

Necessary preparations, resources

Spaces/corners in the group room, marked with different colours, that are associated with emotions/actions (e.g. red: rage, green: relax, yellow: looking for a friend, etc.)

Aims and objectives, intended learning/development outcomes

Emotion recognition, empathy development, tolerance, compassion development, calming function

Description of activity

Create corners with different colours together with the kids, and define their function together: If you're angry, go to the red corner, if you're calm, to the green, to play with a friend chose the yellow, etc

The teachers should make sure that if a child uses this tool, to support his decision until he calms down and talk about it later. Confirm with positive reinforcement "You decided to have a little rest, I see your eyes shine more"



13. Boxing Bag

Necessary preparations, resources

Purchase and suspension of a boxing bag in an appropriate (accident free) zone

Aims and objectives, intended learning/development outcomes

Channelling of emotions, releasing tension, self-regulation

Description of activity

Until children learn to release their tension and anger without physical aggression, we can help them by identifying an actual, physical object they can punch. If we have the opportunity to purchase a boxing bag that they can punch freely, without compromising the physical integrity of others, we can provide this to children in a controlled manner.



14. Share the Love – Mailing System

Necessary preparations, resources

Paper, cardboard boxes, pencils

Aims and objectives, intended learning/development outcomes

This activity helps children develop in different areas:

- self-confidence
- social awareness
- self-awareness, self-monitoring, self-regulation
- contacts (making friends)
- identification of strengths
- promoting positive emotions
- expressing gratefulness
- a sense of achievement

Description of activity

- Every day when a child notices a certain kind of behaviour of another child (kind, good, helpful), then "shares the love"
- The child takes a piece of paper and draws what he just saw then folds the paper into a mailbox dedicated for this
- At the end of the day, the teacher collects "love" and distributes it among the children

Useful ideas

- Depending on age and ability, explain to children the basic idea so that everyone understands
- Prepare the mailbox with the children
- Try to encourage children to see values and behavioural expectations that are in line with the group's core values.
- For smaller children, adult help may be needed or pre-prepared picture cards shall be used.
- Make sure that no child (especially children with ADHD-like behaviours) is left out of the process. Keep in mind that every child needs to increase their self-confidence. If they have less or no "love cards" then you need to fix this (call another child's attention if the child is behaving positively or put love cards in the box yourself).



15. Managing Emotions

Necessary preparations, resources	Observation of the child, paper, pencil
Aims and objectives, intended learning/development outcomes	Channelling and managing emotions, self-regulation
Description of activity	<p>Create a meltdown chart (try and involving the child in the preparation if possible):</p> <ul style="list-style-type: none">• Identify what are the stimuli/events that upset the child• Write down what cannot be done in case of meltdown (e.g. swearing or fighting).• Write down what can be done - which will help the child to cope with the situation (e.g. sit down to draw, wash his/her face, breathe deeply, drink a glass of water, or go to the calm place for a minute to relax).• Praise the child when the child uses a coping strategy from the meltdown chart.

Source and additional resources:

<https://www.lizs-early-learning-spot.com/anger-management-23-calming-strategy-cards/>

<https://www.projectsensory.com/>



16. Managing Emotions with Roleplay

Necessary preparations, resources	Observing the child
Aims and objectives, intended learning/development outcomes	Channelling and managing emotions, self-regulation
Description of activity	<p>Exercise typical or difficult situations in the form of role-play.</p> <p>In a calm period, discuss with the child those situations where outbursts happen, and work together on coping strategies.</p> <p>Try to figure out (you can have the child draw this, or play), what is happening inside them. Role-play this and practise as much as possible how to avoid these or cope with them in a different way. We can work together with both the parent and the child, so the new strategy can be practised both in the kindergarten and at home.</p> <p>Role play gives the child the opportunity to experience other, more effective forms of behaviour, and this experience is like training a muscle. Exercising this skill will help the child to react properly in real life.</p>

II. Self-soothing, relaxation



17. Imagine Yourself to a Place Where...

Necessary preparations, resources

Thick carpet, music, meditation text / book

Aims and objectives, intended learning/development outcomes

Development of self-soothing, relaxation, self-regulation, attention, creativity

Description of activity

If children are very excited, we can use guided meditation as a relaxation. They lie down slowly on the carpet, the teacher turns on relaxation music, they close their eyes and imagine lying on the beach where the sun's rays tickle their bodies, the warm breeze touches their faces ... etc, the story we use also depends on the music, the children's prior experiences: a meadow full of flowers, beetles, a warm room with a fireplace in winter. Choose locations that are appropriate for the children's knowledge.

Source and additional resources

Lori Lite: Bubble-riding, The angry Octopus, Sea Otter Cove



18. Statue-Play

Necessary preparations, resources

Music player device

Aims and objectives, intended learning/development outcomes

Developing self-regulation, attention, patience, and attention to one another

Description of activity

1. As long as the music is playing, the kids are walking, jumping, dancing (the teacher can play with them as well!) When the leader of the game stops the music, they must become statues and be still in the posture they are in. The music is paused for an increasing amount of time.
2. The statues must reflect the pre-arranged emotions. (angry, cheerful, sleepy, tired, ...)





19. Beanballs (different sizes), Stress Balls

Necessary preparations, resources	Making small bean balls filled with seeds, purchasing stress balls (or making them out of balloons and sand or flour)
Aims and objectives, intended learning/development outcomes	Relaxation, emotional regulation, sensory-movement coordination, vestibular, sensory stimuli. It can also be used for play, relaxation, and fidgeting while learning.
Description of activity	Placing different shaped and sized beanballs in the group room, or in the yard. Children can use it barefoot, balancing on them, crunching them with their hands while feeling angry, or even during story time or other activity. We can use a rubber ball, or use small textile balls filled with rice or corn, or a compressible stress ball made out of balloons, filled with sand or rice.



20. Fidgets

Necessary preparations, resources	Small cardboard roll hanging in the neck, fidget spinner, a silk handkerchief, or a piece of Velcro, other fidgeting tools, – anything that easily fits in the child's hand.
Aims and objectives, intended learning/development outcomes	Helping to focus
Description of activity	Fidgeting tools are mainly needed for tasks that require attention and when children have to sit still. Fidgeting with them will „occupy” their fingers and help control attention.
Source and additional resources	https://lemonlimeadventures.com/sensory-hacks-focus-fidgety-child/



21. (Calming) Music

Necessary preparations, resources	Music playing device, choosing appropriate music
Aims and objectives, intended learning/development outcomes	Calming down the children, relaxation
Description of activity	Playing relaxation music, something the children love fills them with peace of mind, has a calming effect in a tense, excited, impulsive condition. Music can be used to distinguish between different tasks, e.g. when cleaning up, changing tasks, falling asleep after listening to a fairy tale. Different music can / shall be used for each activity.



22. Taking Care of Pets

Necessary preparations, resources	Fish or small rodent in the kindergarten, dog at home, horse or alpaca in a therapeutical environment.
Aims and objectives, intended learning/development outcomes	Strengthening and developing self-regulation, responsibility, care, regularity, teaching work responsibilities
Description of activity	Being close to the animals, taking care of them, walking with them teaches children responsibility. The reaction of the animals to children's behaviour provide immediate feedback to the child.



23. Colourful Scarves

Necessary preparations, resources	Colourful scarves, clothes, one for each child. Music player, assorted music (choosing the right music is important)
Aims and objectives, intended learning/development outcomes	Self-regulation, attention, expression of emotions, creativity
Description of activity	After the music starts to play, the children dance in different ways with the scarves. E.g. the wind is blowing (fast-slow, silent-loud, strong-weak), orbiting and rotating movements, etc.



24. Rubber Man Game

Necessary preparations, resources	Selection and preparation of suitable space, place
Aims and objectives, intended learning/development outcomes	Self-regulation, emotion regulation, empathy, cooperation, adaptation
Description of activity	Pump up – release. Children play in pairs. One of the members of the couple is the rubber man (for him this game will be a stretching and relaxing exercise). His peer will first inflate the rubber man (with loud breaths and exhalations - so for him this is a breathing exercise) until the rubber man is full of air, meaning all its body parts are strained and then pulls out the plug. The plug is very small, the air is flowing out really slowly. As the air runs out, the rubber men gradually relax and eventually lay down to the ground.



25. Sound of a Bell

Necessary preparations, resources	A little bell
Aims and objectives, intended learning/development outcomes	Helps transitions, enhances attention, memory and task awareness
Description of activity	We agree with the children in advance to signal the transition between activities with the sound of a bell.



26. Time-out

Necessary preparations, resources	Does not need any particular preparation
Aims and objectives, intended learning/development outcomes	Soothing the kid
Description of activity	<p>We remove the child from the conflict situation by temporarily taking her out of the environment/situation where her challenging behaviour has taken place and where she can gain positive reinforcement and take her to a place with low stimuli where she can calm down – but we will not leave them alone, unless this is what they require.</p> <p>Afterwards, we should always explain to the (already calm) child why the time-out happened and how to avoid it.</p> <p>With positive reinforcement, help reinforce the desired behaviour (E.g. reward, if they controlled their anger, or used a previously agreed strategy instead aggression, etc.)</p>



27. Trampoline

Necessary preparations, resources

Purchase of a trampoline

Aims and objectives, intended learning/development outcomes

Emotion regulation, relaxation

Jumping has a stress relieving effect, helps to meet movement needs of children.

Rocking, floating, on the trampoline has a relaxing effect. relaxing on the trampoline.

Description of activity

Jumping or relaxing, rocking, listening to a story.

They can listen to the little story quietly and gladly. First a small story and gradually longer ones.





28. Space for Gross Motor Movements

Necessary preparations, resources

Yard of the kindergarten, corridor, gym, covered terrace

Aims and objectives, intended learning/development outcomes

Tension relief, meeting movement needs of children

Description of activity

Children obviously need space that is bigger and less crowded than the group room, and it is worth creating a space - in the yard, on the covered patio, etc. - where they can do freely any exercise - running, jumping, etc. Exercising freely large movements relieves tension in the child.





29. Hammock, hammock seat, pod swing

Necessary preparations, resources	Hammock, hammock seat, pod swing
Aims and objectives, intended learning/development outcomes	Relaxation, self-soothing
Description of activity	In the group room, or in the courtyard, hang as many hammocks or pod swings as possible, where children can relax in a rocking motion, according to their needs.



30. We are ragdolls

Necessary preparations, resources	Preparing appropriate space
Aims and objectives, intended learning/development outcomes	Relaxation, body awareness
Description of activity	During free play or at the end of gymnastics, play this game with the kids to completely release their muscles like some rag dolls. Then have tense their muscles one by one and release them again.



31. Smelling - Sensory Experiences

Necessary preparations, resources	Different essential aromas/oils/scents
Aims and objectives, intended learning/development outcomes	Development of attention, relaxation, memory, cognitive and sensory functions
Description of activity	<p>Children should figure out the scent they smell, but some essential oils can also have a calming effect, too: cedarwood, lemongrass, ylang-ylang, chamomile, lavender, tangerine.</p> <p>As an advanced option, you can play „fragrance pairs” so that the child has to find the pair of the fragrances in his or her hand with the eyes closed or blindfolded.</p>



32. Nursery rhymes, songs with movements

Necessary preparations, resources

Music player, selecting the appropriate place

Aims and objectives, intended learning/development outcomes

Calming, improving concentration, promoting the maturation process of the nervous system

Description of activity

Music improves parts of the brain responsible for hearing, vision/spatial perception and motor perception. These are closely related to the problems of speech, reading, reading interpretation, arithmetic, and attention. Learning to play instrumental music increases concentration, self-esteem, and memory. Based on the Hungarian Zoltán Kodály's principles, the „Ringató” method of Ilona Gróh uses songs, rhymes, lullabies, riding rhymes to experience the beauty of the music with children.

From birth to age 3, we sing and chant with the parents, and we work separately with the older children in the kindergarten.

Source and additional resources

<https://www.ringato.hu/>



III. Attention-memory



33. Covering Games

Necessary preparations, resources

Shawl, various objects

Aims and objectives, intended learning/development outcomes

Developing attention, memory, patience, rule consciousness, frustration tolerance

Description of activity

The child can look at some objects for 15 seconds and then we cover them and the child has to tell what objects he has seen or in what order. The objects are changed from time to time.



34. Word Chain

Necessary preparations, resources

Choosing the appropriate place (carpet)

Aims and objectives, intended learning/development outcomes

Developing Attention and Memory.

Description of activity

Children sit in a circle. One of the kids starts with an animal/plant, saying: horse. The next kid adds another animal and repeats together with the previous one: horse, dog. The following adds another: Horse, dog, mouse, and so goes around. Whoever makes a mistake, the game starts there again.

Choose the length of the game and the word chain according to individual and age characteristics.



35. Memory Games, Matching Games

Necessary preparations, resources

A box of memory game, but kids also can draw identical or related pairs of pictures on cardboard, or we can use picture of the children, mothers, cars, objects, people, or anything, adapting to the given project (Christmas, season etc).

Aims and objectives, intended learning/development outcomes

Concentration, attention, memory development, visual development, shape recognition.

Description of activity

The cards are face down. The next player always flips two up. If they are one pair, then removes them and can play on, if not, reverses them again, and the next player comes.

Different version:

For the game we draw pictures on different geometric shapes. The cards are turned over, shuffled and placed on the table. The first player flips, a triangular card with a snowman. Then he turns another triangle shaped card, to see if there is a snowman on the back. If so, he puts both cards in front of himself, and if not, he leaves both cards face down on the table. Then it is the next players turn. Once they have found the match for each card, you can count who has collected the most cards.



36. Image Search Following the Sound

Necessary preparations, resources

Preparing different pictures

Aims and objectives, intended learning/development outcomes

Attention, memory

Description of activity

Place the pictures in the group room. Agree with the children beforehand in sounds that are assigned to the cards. Play sounds paired to the cards. The children have to approach the given card when the given sound is being played, with the movement and posture agreed preciously. (e.g., bell, storm, ringing, animal sounds, noises - walking, jumping on pairs, climbing, crawling – standing around the picture, sitting, squatting, lying down.)

Different version:

Children move to music the way they want, with a small card around their neck, in two or more groups. The kindergarten teacher places the objects that are pictured on the necklace in the group room. When the music stops, children have to position themselves around the given object in a predetermined position (stand, sit, stand back, squat...). The location of the objects and the necklace are changed.



37. Maze in Space (and otherwise)

Necessary preparations, resources

Masking tape, insulating tape, or building blocks

Aims and objectives, intended learning/development outcomes

Spatial cognition, orientation, attention, memory development, cognition-movement coordination, coordination

Description of activity

We can play the labyrinth on a task sheet, on an interactive whiteboard, or create the labyrinth in the nature. It is possible to create a labyrinth with adhesive tape on the floor of the group room, gym or community area.

Draw with chalk on the sidewalk in the yard, and use it when the children are outdoors in the fresh air.

These can be used by children in a variety of ways.

For example: balancing walk, slow running, crawling, climbing, moving backwards, maybe using a broom or other means to roll a ball.

We can build it from different building blocks or from any larger toy. Tape a 4x4; or 5x5; 6x6 square playing field, which allows children to cross - using cards with different directions on a pre-drawn route.





38. What has Changed?

Necessary preparations, resources	Choosing the appropriate place
Aims and objectives, intended learning/development outcomes	Attention, memory
Description of activity	Together with the children, we take a close look at our surroundings, or even loudly say the location of a toy or a furniture. We change the location of some of the equipment and toys in the group room collectively, but asking 1-2-3 kids to not pay attention before that. They have to figure out what has changed. We can play it in a way that none of the children is watching what we change.



39. Someone disappeared....

Necessary preparations, resources	No special preparation is needed
Aims and objectives, intended learning/development outcomes	Attention, memory, rule consciousness
Description of activity	Children sit in a circle. Pick a child and send him to a place where he cannot see the others. Then hide another child in some way (behind blankets, furniture, etc.). Call back the first child: "We walked in the forest, we woke up, and lost someone. Tell us who is not with us ?!" The child has to figure out which peer is missing from the group.



40. The Order has Changed

Necessary preparations, resources	Objects, pictures
Aims and objectives, intended learning/development outcomes	Attention, memory
Description of activity	We put pictures on the table, 3- 5 in a row. The child has to look at them, and then turn away. Swap the order of the pictures. Then the child turns back to the pictures and has to figure out what has changed. You can play this with everyday household items, toys, sports equipment, etc.



41. Odd-One-Out

Necessary preparations, resources	Toys, objects
Aims and objectives, intended learning/development outcomes	Attention, memory
Description of activity	Place 4-6 object related to one-domain in front of the children, such as a toiletry, stationeries, etc, and put one object that odds out. The children have to find the one that does not belong to the group. We can play with pictures, toys, musical instruments, etc.



42. "Conductor"

Necessary preparations, resources	No special preparation is needed.
Aims and objectives, intended learning/development outcomes	Attention, observation
Description of activity	Children are sitting or standing in a circle. We send one child out of the room. We choose a "conductor" and we all copy his pose. From now on, we will observe him and follow his every move but in such a way that the child who was sent out cannot find out who initiates the movement or who the conductor is. This is not a mirror game, left is left, right is right.



43. Shadow Game

Necessary preparations, resources	Images with simple illustrations and copies of them, cut along their outlines (we need just the outlines)
Aims and objectives, intended learning/development outcomes	Attention, developing thinking operations
Description of activity	Shadow game requires images and their negatives, and the child must match the figure with the negative of the image. We can take pictures ourselves, take pictures of the objects, print them out twice, cut out an image of an object from one photo, where only the frame remains, this will have to be paired with the photo.



44. Group Things by Properties

Necessary preparations, resources	A selection of images or objects that share common features
Aims and objectives, intended learning/development outcomes	Development of attention, memory, thinking operations
Description of activity	We can play with pictures or real objects. From a certain set, children have to sort objects, things that share a common feature, e.g. all yellow or triangular, soft or live, etc.

IV. Executive functions: inhibition control, delay, decision making, routines, structure



45. Clock method, delay

Necessary preparations, resources

A cardboard clock, with certain periods marked with red colour (quarter, half hour)

Aims and objectives, intended learning/development outcomes

Self-regulation, inhibitory control

Description of activity

Children are free to move around the room. When the clock hand reaches a red coloured part, the children have to stop; as the hand moves on, they can move again freely.

The clock can be colour coded so that the children know when and what will happen.





46. Robot Game

Necessary preparations, resources

No special preparation is required

Aims and objectives, intended learning/development outcomes

Self-regulation, inhibitory control, attention development

Description of activity

a) Children are robots, moving in a specific space, moving around certain sound signals, e.g.: 1 clap - turn right, 2 clap - turn left, whistle - step forward, click-step backwards.

b) Program the kids as robots by touching them before the game starts: right shoulder – turn right, left shoulder – turn left, touching the forehead - step forward, touching the back-step backwards – the goal is to get to a certain point in an imaginary network. It is possible to play this outside by drawing the network with chalk on the asphalt.



47. Human, Don't Be Angry

Necessary preparations, resources

Sticking coloured papers (post its) to the floor (max. 6 in a row), approx. 30 cm away from each other.

Colour sided dice.

Aims and objectives, intended learning/development outcomes

Self-regulation, inhibitory control, attention development

Description of activity

The children move in the coloured fields towards one goal line. Each child has their own coloured area (max 6 colours, e.g. yellow, green, red, blue, orange, purple). The seventh child rolls a coloured dice. The colour of the dice will tell which child can move one step forward. The winner is the one who gets to the end of the field first. This child then becomes the one rolling the dice, so the child did that before can replace the fastest kid.





48. Daily Routine, Colourful Chart of Tasks, Chores

Necessary preparations, resources	Cards, images, chart
Aims and objectives, intended learning/development outcomes	Attention, memory, planning
Description of activity:	<p>Daily routines, events, tasks in chronological order (waking up, story time, breakfast, dressing, washing teeth, etc), put in a chart. In kindergarten we can use pictures, and in school age we can already use letters, words and sentences. It is important to use rich colours. It should be placed in a prominent position at eye level to be visible to children.</p> <p>If there is a special activity, chess, or excursion, etc, then this should be included too, as it is also an important part of the day. For the evening routine: preparing the dress for the next day, dinner, bathing, story time, sleeping.</p>
Source and additional resources	https://hu.pinterest.com/cnilawan/daily-schedule-for-kid/



49. For Decision Making: the Opportunity to Make a Guided Choice

Necessary preparations, resources	No special preparation is needed
Aims and objectives, intended learning/development outcomes	Strengthening emotional stability, establishing emotional control
Description of activity	<p>When we want the child to make what we're asking for, it's fortunate to give him a choice. It is important to be brief and concise, to give two choices, so the final choice, the decision, can be his. E.g. You have to pack your toys. Do you want to start with a Lego or your pencils?</p>



50. Movement to music, light, sign, other tasks

Necessary preparations, resources	Designing and creating the appropriate space
Aims and objectives, intended learning/development outcomes	Developing attention, memory, responsiveness, meeting the need for movement
Description of activity	<p>Children move in a group room, or outdoors, spread around. They perform different tasks (squatting, laying on their belly, peer exercises) on different signals (music, light off, clapping, drumming).</p> <p>In a more skilled, elder group, also children can be leaders of the game (even the ADHD child can be one!)</p>



51. You can play your favourite toy when you have put away the previous one

Necessary preparations, resources

Toys or tools needed for an activity

Aims and objectives, intended learning/development outcomes

Establishing a sense of rule, developing memory

Description of activity

As a simple rule, we agree with the kids at the beginning of the year, that they can take a new toy to play with only after they have put away the one they played with before.

The exception to this is if they want to further elaborate the game, like playing with a car, they want to build a garage to it.



52. Diversion, involving other senses

Necessary preparations, resources

Figuring out of options in advance

Aims and objectives, intended learning/development outcomes

Establishing and strengthening emotional control

Description of activity

In certain situations, where some inhibitory functions may not function (e.g. in case of a tantrum), a sudden sound, scent, or light effect may divert the child from the given non - neurotypical behaviour.

V. Sensory-motor coordination, vestibular, sensory stimuli



53. Developmental Hemisphere

Necessary preparations, resources	Purchasing the tool
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli, movement coordination, development of balance, supporting the maturation of the nervous system
Description of activity	Children can use it by themselves, for balancing, for rocking themselves, can try their own skills and test their limits
Source and additional resources	http://www.huple.hu/main.php



54. Ball from Under the Chair, Rubber Band on the Chair

Necessary preparations, resources	Rubber band, rug ball, rope, foam roll
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli
Description of activity	Stretching an elastic band at the foot of the chair, or possibly attaching a rag ball to it, allows the child to make various movements in situations that require sitting. e.g.: kicking it, stomping on it during a task, or during eating, while listening to a fairy tale, drawing. Helps to increase concentration and lets them move without moving away from their seat.
Source and additional resources	www.specialdirect.com



55. Where Do You Hear the Bell? (drumming, ticking?)

Necessary preparations, resources	Shawls, a ring, a drum, or an object that can tick loud
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli
Description of activity	<p>Three children are blindfolded and escorted to three different parts of the room. Rotate each one well around its axis to prevent orientation. We will ring a bell somewhere in the room, preferably at an equal distance from the three children. Blindfolds should go where they hear the ringing. The first to get there is the winner.</p> <p>Different version:</p> <p>Blindfold the child. While beating the drum and walking around, the blindfolded child should follow the direction of the sound.</p>



56. Big Rubber Balls, Balance balls

Necessary preparations, resources	Purchasing big balance balls
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli
Description of activity	Laying on it and balancing. Sitting on it while drawing at the table. Balance development through micromovements, that stimulates the nervous system.



57. Wall Climbing

Necessary preparations, resources	Wall bars, climbing wall
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli, concentration
Description of activity	Have the children climb the climbing wall, challenging them with different tasks (use only the blue handles, find the hidden object, etc.). On wall bars, avoiding tools and ribbons is a similar challenge for children while climbing.



58. "Bounce Like a Ball!"

Necessary preparations, resources	Balls of various sizes
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli
Description of activity	Jumping with a ball, at one place or moving forward, individually or simultaneously. As the kids move, they say loudly, "The ball is bouncing, always higher and higher!" The ball can be in their hands or between their legs or feet.



59. The ball is hot

Necessary preparations, resources

Music playing device

Aims and objectives, intended learning/development outcomes

Sensory-motor coordination, vestibular, sensory stimuli

Description of activity

Children stand in a circle and are passing a ball to each other. The smaller ones can give it to each other, but the bigger ones can throw it to each other, while playing some music. Suddenly the music stops. Whoever has the ball at that time will be out of the game (s/he could be the one stopping the music in the next round). If music is not accessible, the play can stop if the teacher blows a whistle or claps.



60. Magic Tent

Necessary preparations, resources

Large, stronger, circular fabric or blanket, sheet

Aims and objectives, intended learning/development outcomes

Sensory-motor coordination, vestibular, sensory stimuli, attention

Description of activity

Kids stand around and grab the round coloured tent sheet (blanket, bedsheet) that allows them to play a lot of games by moving it around like this:

- it can be a mushroom;
- waving (one by one, everyone raises their hands in turn and back, like fans in a football game)
- changing places
- popcorn: there are many balls in the umbrella, all balls have to be popped
- same like the previous one, but the point is to keep all the balls inside
- Rolling a ball with a wave (e.g. it has to be passed to someone)
- • Fruit Salad: We give the kids names of fruits. When the leader of the game says a fruit, such as plum, all the plums must change places.



61. Fire, Water, Aeroplane

Necessary preparations, resources	Chairs
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli, attention, developing a rapid response capability
Description of activity	<p>Preparation: We sit in a spacious circle, everyone in a chair.</p> <p>We discuss what has to be done for the three command words.</p> <p>Kids are running around. The leader of the game shouts a command and children have to obey as it has been discussed.</p> <p>When the leader shouts “fire!”, they have to squat down to get warm at the fire. When the teacher shouts: “water!” they have to climb somewhere so they won’t be wet in the flood. And if the teacher shouts: “aeroplane!” children have to lay down to the ground because a plane is flying low.</p> <p>Different version:</p> <p>Fire: we crouch in front of our own chair.</p> <p>Water: we sit down on our chair with our feet raised.</p> <p>Airplane: we lay under our chair.</p>



62. Swamp Walk

Necessary preparations, resources	Sponge bricks or pieces of paper
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli, coordination, concentration, competitiveness, endurance
Description of activity	We designate an area to be the swamp. A child uses two sponge bricks, stands on one of them, and places the other in front of him. He turns back for the first brick and puts it in front of him, stepping on it so he can move through the swamp.



63. Balance Bike

Necessary preparations, resources	Balance bikes, appropriate space
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli
Description of activity	Exercise tool that can be used in the yard, in the corridor, even with the construction of a pitch.



64. Swings, Climbing Tree

Necessary preparations, resources	spring, swing, nest swing, teen-fitness tools, appropriate place
Aims and objectives, intended learning/development outcomes	Coordination, concentration, dexterity, vestibular, sensory stimuli
Description of activity	<p>Providing swings of different sizes and functions to allow movement in the yard, hallway, patio, etc.</p> <p>Swinging has a calming effect on the nervous system, recalling intra-uterine floating in amniotic fluid and providing a sense of security.</p> <p>Tree climbing has a great effect on brain development (planning, eye-hands-feet coordination, balance)</p>



65. Bean Bag Chair

Necessary preparations, resources	Bean bag chairs
Aims and objectives, intended learning/development outcomes	Relaxation, self-soothing
Description of activity	By placing bean bag chairs in the group room, in the hallway, we ensure children's solitude and relaxation. Relaxation can be arranged with quiet relaxation music, light, curtains (Calm corner).



66. Balancing Board

Necessary preparations, resources	Balancing bench, balancing board, any other balancing tool
Aims and objectives, intended learning/development outcomes	Coordination, concentration, dexterity, vestibular, sensory stimuli
Description of activity	A group room equipped with balancing tools ensures to meet the individual mobility needs of the children.



67. Tunnel, Swivel Chair

Necessary preparations, resources

Tunnel, swivel chair

Aims and objectives, intended learning/development outcomes

Sensory-motor coordination, vestibular, sensory stimuli

Description of activity

The swivel armchairs in the group room to serve as "resting place/calm corner" or the swivel function of the armchair can support to calm down the nervous system.



68. Guess Who I Am!

Necessary preparations, resources

No special preparation is required

Aims and objectives, intended learning/development outcomes

Attention, memory

Description of activity

Everyone closes their eyes. The teacher walks around and if he touches someone's back, that child has to make a sound of an animal.

The number of participants and the degree of difficulty are regulated by the teacher. When the circle is finished, the children repeat the animal sounds in sequence, or can guess which animal sounds were made by which child.



69. Obstacle Course in the Yard

Necessary preparations, resources	Various equipment, gym equipment, if available. (climbing racks, benches, beacons, stools, ropes,...)
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli
Description of activity	Children have to follow a designated route in the yard - including climbing rides, slides, sandboxes, walkways, etc. - this enhances children's orientation.



70. Yoga exercises

Necessary preparations, resources	Yoga mats/carpet, music playing device
Aims and objectives, intended learning/development outcomes	Sensory-motor coordination, vestibular, sensory stimuli
Description of activity	Even in kindergarten we can use simple yoga exercises that focus on proper breathing, which has a great effect on calming the body. Beside breathing, muscle relaxation also has a great effect on children.

VI. Creativity, self-expression, communication



71. Roleplaying, dramatization

Necessary preparations, resources

- Role cards, cards depicting events, food, etc
- Tools necessary for the play (costumes, etc)

Aims and objectives, intended learning/development outcomes

Planning, empathy, creativity, development of socialization processes

Description of activity

A classic role-playing game in which children mimic their parents, neighbours, other adults in a variety of situations. This can be spontaneous or guided, and we can invent certain situations for them where they choose their roles and where they have to decide what they would do if they were adults. This can also be illustrated with cards, e.g. cards for food, birthday, wedding...)

Source and additional resources

<https://toolsofthemind.org/>

<https://www.smarterparenting.com/lesson/view/role-playing/>





72. Creative Corner, Playing with Materials

Necessary preparations, resources

Choosing a place, providing materials

Aims and objectives, intended learning/development outcomes

Development of creativity, sensory experience, fine motor development, emotion control

Description of activity

Assign a place in the group room/at home for a creative corner where children can create freely. Place as much material as possible in the creative corner that children can access and work with.

Supplies can include watercolours, brushes, art clay, play-doh, clay, coloured pencils, drawing paper, coloured rags, glue, old newspapers / newsprint stripes, pieces of wood, wires, plastic items, buttons, threads, sand, flour or semolina, etc.



73. Puppetry

Necessary preparations, resources

Puppets

Aims and objectives, intended learning/development outcomes

Creativity, self-expression, communication, stress relief

Description of activity

A method that can be used always, immediately, in every situation, you don't even need a real puppet, you can animate any object and hide yourself behind it. Even if you don't have a puppet stage, only a brown paper bag put on one hand can indicate that the role is talking, not the player – they can express themselves much faster. You can also play with masks.

Alternatively, we can play puppetry with the children by drawing 'faces' on their hands and fingers.



74. What if ...?

Necessary preparations, resources

Preparing the appropriate space

Aims and objectives, intended learning/development outcomes

Development of planning, sequences, creativity

Description of activity

Children sit on the carpet. The leader of the game (in a more skilful group, even a child) asks his peers: E.g.: What if it was winter? What if we were living in a fairyland? If I had a magic stone in my hand? If I could fly somewhere ...

Children can respond in different ways (moving, verbally, with mimicry, with sound).



75. "The Fairy of the Night"

Necessary preparations, resources	Carpet, bell, creating appropriate space
Aims and objectives, intended learning/development outcomes	Tension relief, attention development, relaxation
Description of activity	<p>Children are comfortably taking place on the carpet. The kindergarten teacher says: we board a ship and travel to an island. The ship is rocking left and right and the sun is shining (the kids are rocking). We pull up the sail, hang our feet in the ice-cold water (the kids are acting as if they were cold or they like the feeling). "Let's see what island is coming. I think it as an island of lions. Let's become lions so the animals don't get to know us!" Children turn into lions and make sounds, etc.</p> <p>After the bell rings, the lions turn back into passengers and return to the ship to leave for the next island.</p> <p>The last stop should always be the kindergarten where you arrive by listing the characteristics of the environment.</p>



76. Free use of musical instruments, spontaneous music making

Necessary preparations, resources	Musical instruments, in particular rhythmic instruments
Aims and objectives, intended learning/development outcomes	Self-expression, stress relief, attention to each other, creativity
Description of activity	<p>Providing children with free use of musical instruments - especially rhythm instruments - gives children the opportunity to express themselves freely, improvise, and experience the joy of making music together - which develops a sense of community and belonging</p> <p>Be careful not to cause sensory overload for a sensory sensitive child.</p>



77. Story puzzle – story telling

Necessary preparations, resources	Various cut-out pictures from magazines and newspapers
Aims and objectives, intended learning/development outcomes	Sequences, creativity
Description of activity	Creating stories from different images, telling stories individually or in small groups



78. Complete the Laminated Sheet with Plasticine

Necessary preparations, resources

Laminated images of animals, buildings, plants, etc
Plasticine

Aims and objectives, intended learning/development outcomes

Develops creativity, fine motor skills and a sense of beauty.

Description of activity

Add plasticine to laminated pictures. E.g.

- make a lunch from plasticine to an empty plate (e.g. spaghetti)
- add missing parts of animals (horn to a snail, leg to a horse, tail to a dog, etc)
- illustrate a bare tree what it looks like in autumn, spring, summer (leaf, flower, bird, etc.);
- decorate an empty cake with candles and flowers of your choice.
- completing a face., etc.