

Welcome to the ActEi Programme.....	4
Every Child Achieving with the ActEi Programme	5
What Makes ActEi so Different?	6
Background to the programme	7
Movement and Physical Development	8
The Impact and Possible Causes of Developmental Delay.....	9
The impact of stress on development.....	10
The Importance of Non Goal Orientated Experiences.....	11
How ActEi can help Reduce Stress and Enhance Development	12
Positivity and play - how ActEi helps Personal, Social & Emotional Development	13
Fun and Laughter - the Motivating factor of ActEi	14
Delivering the Body Awareness Programme	15
What is Body Awareness?.....	16
Getting Ready to run your ActEi session.....	17
Step 2 - Exploration games	18
Top Tips for Delivering ActEi	19
Parents and Carers	20
Home Schooling	20
ActEi Games.....	21
Step 1 Activation	23
Step 2 Exploration.....	37
Step 3 Integration	51
Session plans	61
Choosing the right ActEi Programme	75
Screening Toolkit - observations and checks	81
Bibliography.....	92

E Moody Rooms

6 minutes

Everyone

Purpose: Learning to recognise the physical changes that emotions bring

Resources: None

HOW TO EXPLORE



- Different parts of the room are going to make you feel different moods. Think of different emotions like cheerful, scared, peaceful, jolly, giggly, unsure etc.
- Walk around the room and when you get to the moody area change so you feel that mood. Show your mood through your action, the way you walk and move.
- How do different moods affect your body? Can others guess your mood just by the way you change your body?



IDEAS



Have one area in the room that you call neutral. In this area you can go back to 'normal'.

Standing still in one area change your body to show a different mood. Always go back to normal first.



SIMON'S TIPS

When you get to an area let the feeling or mood take you before you move and show it with your body.

Purpose: Essential neuro-developmental movement pattern

Resources: None

Integration Play

- Lie on your tummy. Now reach forward with your right arm, and bend your left leg to the side. Use the arm and leg to pull you forward until they are resting behind you, then bring your left arm and right leg forward to do the same. Move along the floor, keeping your body flat on the ground, always looking at the hand in front.
- Repeat with the other side.
- Keep the motion going alternating left leg - right arm pull and push, right leg - left arm pull and push. Move forward with a smooth, rhythmic coordination.



Variations

If this is too challenging allow children to slide across the floor any way they can.

Have a beat clapped out or banged on a drum. On the beat the body moves.

Stretch out a rope very low down to the floor - no bottoms can touch it.

Teaching/Observation Points

- Keep the body as flat as possible. Tummy, chest, legs and toes should be on the floor.
- Keep the integrity of the cross lateral movement – right arm and left leg action etc.
- Really reach far ahead and pull the body with the hand and push down with the foot.

Observations



Week 1

Overview: Increasing a kinaesthetic awareness of the whole body and the way it moves

A CTIVATION	E XPLORATION	I NTEGRATION
Olympic Leapers	Spider Attack!	Caterpillars

Week 2

Overview: Increasing a kinaesthetic awareness of the whole body and the way it moves

A CTIVATION	E XPLORATION	I NTEGRATION
Balloon Body Ball	The Stuck Kite	Caterpillars

Week 3

Overview: Developing an emotional awareness of the body and how feelings influence it

A CTIVATION	E XPLORATION	I NTEGRATION
The Silly Body Show	Moody Rooms	Face Painting

Week 4

Overview: Increasing positive self image through discussions, observation and team challenges

A CTIVATION	E XPLORATION	I NTEGRATION
The Human Obstacle Course	Body Exploration	Spring Flowers

Week 5

Overview: Identifying and naming parts of the body and a kinaesthetic awareness

A CTIVATION	E XPLORATION	I NTEGRATION
Simon Says	Bubble	Find the Body Part

Week 6

Overview: Identifying & naming body parts and enhancing a positive kinaesthetic awareness

A CTIVATION	E XPLORATION	I NTEGRATION
Good morning have you....	New Skin	Find the Body Part

ActEi Chooser Charts

What are the main concerns?

Not recognise others 'personal space'	1 2 3 4 5										
Clumsy	1 2 3 4 5										
Inability to hold eye contact	1 2 3 4 5										
Poor self image	1 2 3 4 5										
Stress and Anxiety	1 2 3 4 5										
Isolated from peers	1 2 3 4 5										
Mood swings	1 2 3 4 5										
No hand dominance	1 2 3 4 5										
Reading	1 2 3 4 5										
Writing	1 2 3 4 5										
Spelling	1 2 3 4 5										
Unable to sit still	1 2 3 4 5										
Lack of energy	1 2 3 4 5										
Floppy posture	1 2 3 4 5										
Bumping into things and people	1 2 3 4 5										
Loses concentration when listening	1 2 3 4 5										
Hyperactive	1 2 3 4 5										
Easily distractible	1 2 3 4 5										
Total											

Body Awareness

Calm & Relaxation

Coordination

Muscle tone

Proprioception

Reflexes

Tactile

Vestibular

Visual

BODY SCHEMA

Objective: To position the left, right and then both arms at the same height, with eyes closed.

Age: 5 years plus

Resources: None

What to do

- ▶ Standing together about 5 feet apart. Ask the child to lift up their dominant, or preferred, arm holding it straight out to the side at shoulder level. Hold for a few seconds, then relax the arm. Repeat straight away for a total of 4 times.
- ▶ Repeat the activity but use the other arm.
- ▶ Repeat a final time with both arms



The 3 check step guide

1. **Ease**
2. **Familiarise**
3. **Perform and Praise**

Child's Name..... DoB.....

Your name..... Date.....

Right arm Left arm Both arms

Red	<input type="checkbox"/>		Yes
Amber	<input type="checkbox"/>		Some signs of....
Green	<input type="checkbox"/>		No

Was the second time height and position less accurate?
Was the third time height and position less accurate?
Was the fourth time height and position less accurate?
Were they trying to peek or look before or during?
Was the body leaning, moving and repositioning itself?
Were they attempting to get out of the activity?

Notes/Observations