

Early Learning Adapted Physical Education Broad-Based Strategies Body Awareness & Management



Body Awareness & Management

Young children often do not have great body awareness and are sometimes unsure of where their limbs are in space. The result is that they often bump into things and people in their environment. Improving body awareness will also improve body management in space.

Body part identification is a great place to start with body awareness. Knowing the various parts of the body help bring awareness to where those parts might be in space.

Activities To Help With Body Part Identification:

- Body part lead (lead with a certain body part through space)
- Body part match (match three hands, two backs together, etc.)
- Mould (one child moulds their partner into a shape)
- Touch & react (with a magic wand, one child touches a body part of their partner, which makes it move)
- Brush (one child brushes their partner's whole arm, leg, back, etc. which moves and takes their partner through space)
- Catching scarves on different body parts
- Beanie Bag Dance - bean bag exploration (balance bean bag on different body parts, can also walk through classroom)
- The hokey pokey
- Head & shoulders

How movement makes one feel is important to discuss and a good way to reflect on what you have just done as doing so brings awareness to the connection between movement and what it does for our bodies (e.g., feel hot, red, heart beating, thirsty after moving).

Body management in space can be improved in several ways. Giving children the freedom to move their bodies in different ways and with different stimuli is a good place to start—a chance to explore their bodies and ways in which they move. Discussing personal versus general space and reminding children to keep their heads up to avoid collisions with other children/objects also helps improve body management.

Activities to improve body management:

- Bubble tag (each child is inside a hula hoop, holding it at waist level. Try not to bump into other 'bubbles' as they might pop!)
- Partner balances (how many different ways can you work with your partner to help each other balance?)
- Mirror (one partner leads in self-space) / shadow (one partner leads through general space)

If you would like to purchase a copy of the *Universal Designs for Learning in the Early Learning Context* book, please contact Genesis at 780-6386810 or genesisearlylearning@ecsd.net