Head Start School Intervention Project
My Body: Obstacle Course

Goal of activity: Children exposed to violence may have difficulty with planning and organization. This activity provides an opportunity for children to practice using planning and organization skills.

Approximate length of activity: 10 – 15 minutes

Materials: Variety of gross motor equipment (tunnel, mini-trampoline, a mat, hula hoops, balance beam, objects that students can crawl under, climb over, move around or walk behind).

Instructional Procedures:
- The teacher/aide will set up a variety of equipment in a circle formation.
- The teacher/aide will then demonstrate how to go through the obstacle course using words such as, "over", "under", "around".
- The teacher/aide will assist children in using a variety of movements such as crawling, jumping, running, skipping etc).
- Allow children to have more than one chance to use the course.

Feeling Good about Learning   **Making Meaning of My Experiences**

KEY POINTS – Signs of anxiety	**LITERACY TIPS**
Reluctant to participate o Allow child to watch others completing the course. o Teacher/aide work directly with student to model the body movements for the child. o Allow child to work through the obstacle course with a partner. o Allow child to carry a stuffed animal to the end of the course. o Play "Follow the Leader" through the obstacle course. **Over stimulation – yelling, pushing etc.** o Plan activities that include pushing and pulling heavy items. o Allow the child to hold a "timer" to time other children. o Ask child to try to tip-toe walking through the course.	**Oral Language** o Model the use of prepositions: before, after, behind, around, over, under. o Ask children to describe what they need to do first and last to get through the course. **Phonology** o Include a treasure that begins with the sound of the letter of the week at the end of the course (comb for 'c' week, book for 'b' week) **Print Knowledge** Label different sections of the obstacle course with name tags: Bridge, Tunnel, Table.