

Case Study 1

During the activity rotation in Leopards.... You have been allocated 'Animal themed yoga' to deliver. You have been provided with on the planning document a link, with a poster of different postures. The activity is 15 minutes, and you need to repeat it 4 times for each colour group.

1. What should you do in advance of leading the activity?
2. How should the room be arranged?
3. What ground rules would you discuss with the children at the beginning?
4. How would you START the activity? What would the MIDDLE be? How will you END?
5. How can you stretch and challenge the more able children?

Case Study 2

You are covering in Pandas (children are 15-18 months) and you have been asked to do a 'smell' activity in the garden. Monika has prepared a tray with Lavender, Rosemary and Onions on, but explains that she hasn't had time to finish preparing it, and asks you to finish preparing, and lead the activity on the floor on the deck outside.

1. How would you finish preparing? What other things would you use for smelling?
2. Is it an open-ended activity or a set time activity?
3. What ground rules would you have in place?
4. How will you introduce and explain the activity?
5. How many children at a time? How will you control this?

Case Study 3

It's paint time in Crocodiles, who are rising 2. Some have already turned 2! The team leader is sick, and Kinga is covering, she has asked you to use the theme 'things that roll' with the paint, because the original weekly plan involved resources she cannot immediately locate.

1. How do you prepare the space and set up the area?
2. What ground rules do you have for this activity?
3. How do you ensure that children are not kept waiting?
4. What help and assistance might you need from others? How do you ask for this?
5. Where do you write the child's name? When do you write it? Do you write anything else?
6. Is this a set-time activity or an open-ended activity?

Case Study 4

During Friday Club, a mixed group of the older children (2 and half to 5 years olds) are in Friday Club Bet, and you are designated to organise a lead a Treasure Hunt in the garden. When you ask for more details; you are told “It would be really good if we could find all the small pieces of lost and hidden toys in the garden... but you choose how to arrange the hunt, it should last 45 minutes, and try to involve different children during the session”.

1. Have a think. What is your approach to this?
How can you plan it so that the older and younger children can all be involved, challenged and interested?
2. What ground rules do you share with the children for this activity?
3. If you find the activity is over way too quickly, and the children really have no interest in finding lost things... how can you recover, or re-invent the activity?
4. What are the challenges of running this kind of an activity and how can you overcome them?

Case Study 5

In the Armadillos (2 year olds) class there is a daily focus activity. The activity lasts 15-20 minutes and takes place on the large carpet. It is repeated for each colour group. You have been asked to share the story of Little Red Riding hood, and then help the children to dress up and play parts from the story.

1. What ground rules do you have?
2. What do you need to prepare in advance?
3. How can you keep the children's interest?
4. How would you START the activity? What would the MIDDLE be? How will you END?
5. What could go wrong? How could you mitigate this?

Case Study 6

In Frogs, the baby unit, you have been asked to the weekly session of classical music and fabrics. The team leader explains that she will be in the garden with other children who are not doing the activity, and you should lead the activity with those in the classroom. There is a third team member on hand to deal with nappies and sleeping children. When you ask how long the activity should be, you are told; *“...as long as possible, try to engage all the children.”*

1. Is this a set-time activity or an open-ended activity?
2. How do you prepare? What resources do you need?
3. Think through HOW the activity will work... what will YOU be doing?
4. What can the babies do? ...and HOW can they join in or engage with the activity?
5. How do you know if the activity is successful?

Case Study 7

During the morning session in the Giraffes class (4 year olds) you have been asked to lead an a table top activity with 5 children. You are teaching them to play dominos for the first time. The aim is that they learn to play with you, and over time they can play independently with their peers as part of the continuous provision. The children at your activity have all chosen to be there.

1. Is this a set-time activity or an open-ended activity?
2. How do you prepare? What resources do you need?
3. What ground rules do you have?
4. How do you START the activity...?
5. How do you support the children, when a few children understand the rules quite quickly, but two of the children are really stuck with understanding?
6. How do you measure whether the activity has been successful?

Case Study 8

You are providing general cover in the garden; different classes are out to play. One of the team leaders sees you standing and watching the children and asks you to set up an obstacle course that all the children in the garden can join in with.

1. How do you prepare and set up the course?
What challenging things do you include?
2. How many children could do this at one time?
(What size group could YOU manage yourself?)
3. What ground rules do you have for the activity?
4. How can you stretch and challenge older or more advanced children and support and make the activity accessible for the younger or less developed children?