



# **DELIVERING ACTIVITIES**

**MARCH 2022**

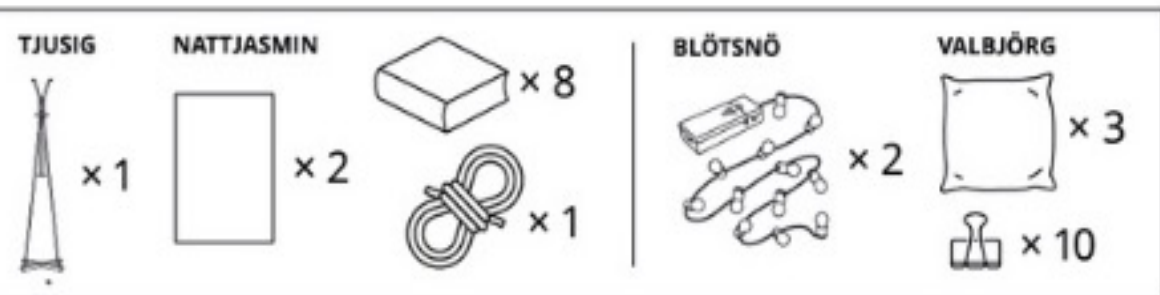
"...when I am delegated to an activity, I need to understand what the purpose is, and to even have a little how guide. It would be great if I could have 5 good sentences to start with. To have a little confidence.

We have artists like Nadia or Connie, we have masters like Emma, Kinga, and you, native English speakers, and outgoing, extroverts... I'm sure that for you guys, it's easy. But not everyone is like that. But we still want to do it right.

Imagine someone who is not a teacher, a 'bit' shy too, standing in front of 12 kids, using a language which is not our mother tongue, and doing something which we have never done before... I know it's not impossible. Sometimes we don't know how to start, and I get confused when they start to lose interest. I think to myself "How can I keep them engaged? Should I just let them play, and abandon the activity?"

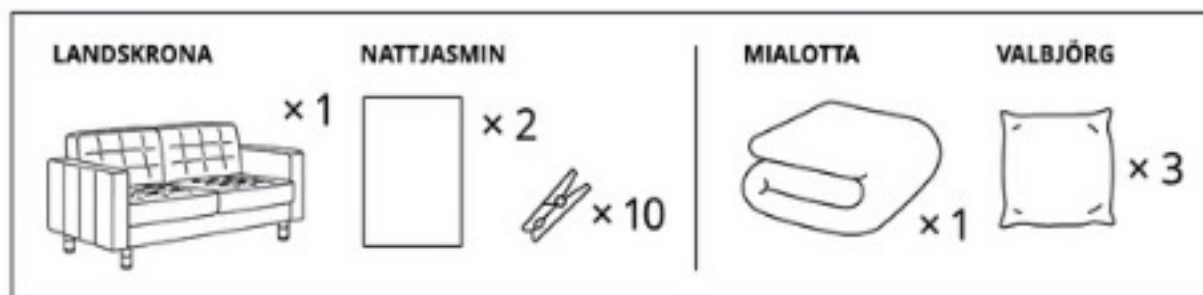
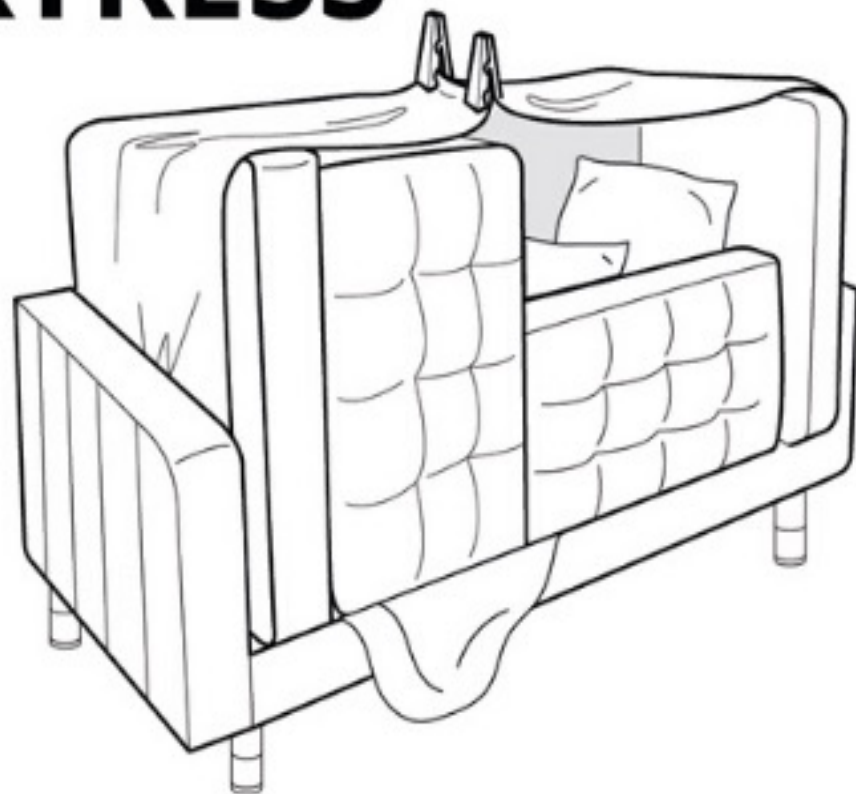
When you buy something in IKEA, there's an introduction; it has a little man doing it right. It still can be a challenge though, but it's very helpful. We need that IKEA guide, on how to do activities please!"

# NIGWÅM



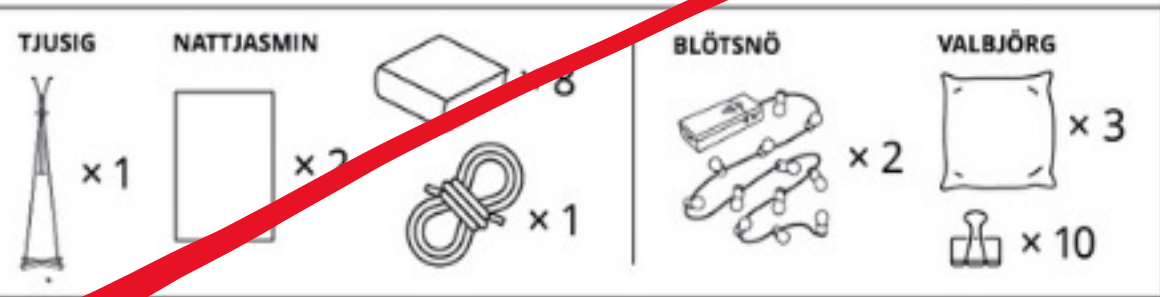
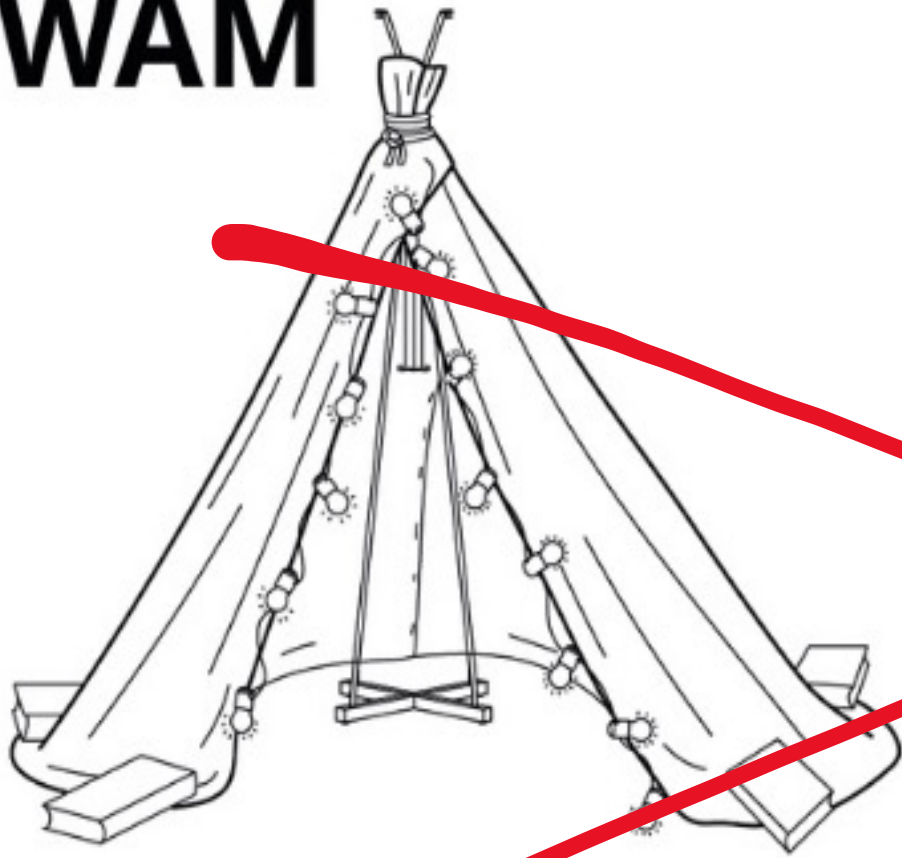
Make sure that the structure is safe. Do not leave children unattended.  
The suggested examples are not official IKEA user guides for IKEA products.  
If you can't find the products referred to in the instructions, use similar ones.

# FÖRTRESS



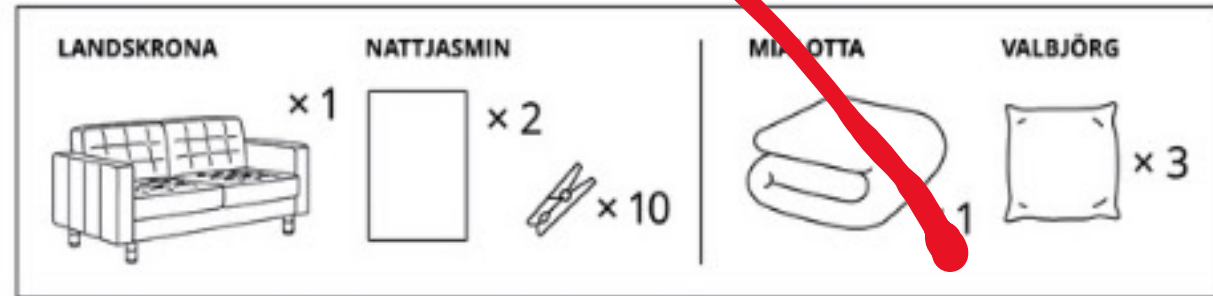
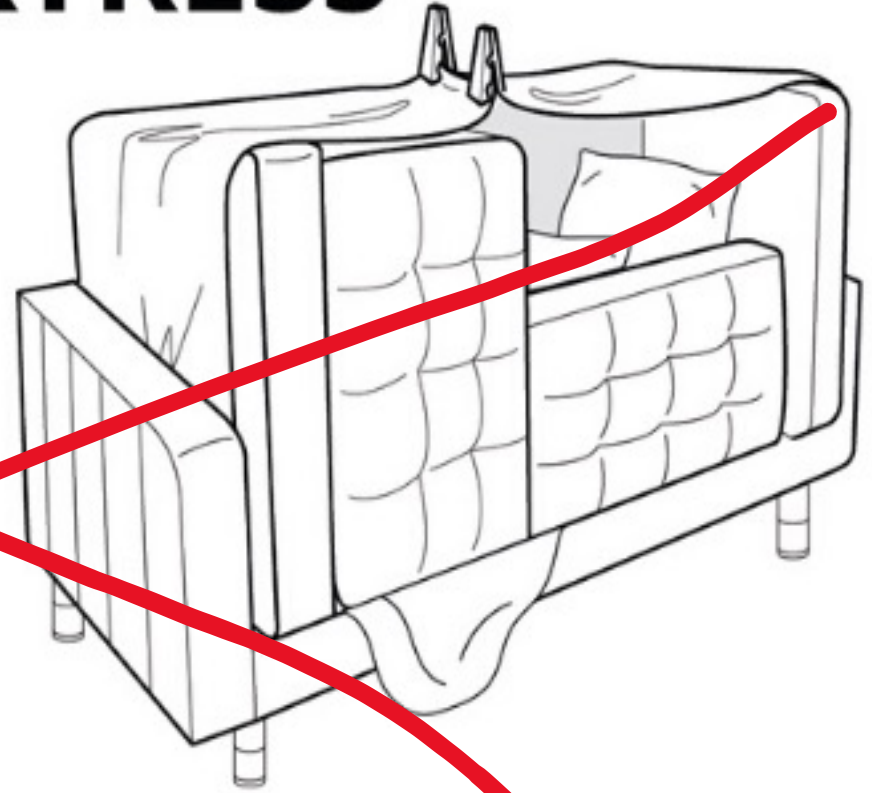
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**PROFESSIONALISATION**



# Adult Directed Play:

- Adult led Play
- This is the type of play where an adult will plan, organise and show the children what they need to do.
- The adult tells the children how to play and what to do. An example of this could be a cooking activity.



**ADULT LED  
OR CHILD  
INITIATED?**



**THREE MAIN  
TYPES OF  
ACTIVITIES:**

- Adult initiated
- Adult Led
- Independent



# TWO MAIN APPROACHES TO LEADING ACTIVITIES:



SET ACTIVITIES



OPEN ENDED  
ACTIVITIES

# MATCHING GAME!

[HTTPS://WWW.PROPROFS.COM/QUIZ-  
SCHOOL/UGC/STORY.PHP?TITLE=MZQY  
OTEZOQSEC9](https://www.proprofs.com/quiz-school/ugc/story.php?title=mzqyotezoqsec9)



# DELIVERING ACTIVITIES AT RAINBOW

1. **Approach** – Whether the activity will be delivered as **Adult Led**, **Adult Initiated** or **Independent** and whether the activity will be open-ended or set.
2. **Differentiation** – how to make the activity relevant and appropriate to all children who will take part
3. **Use of Language** – What vocabulary will be introduced or emphasised and how
4. **Scaffolding** – What role the practitioner will play in supporting the children undertake the activity
5. **Learning intentions** – what is the ‘aim’ of the activity, and what do you intend for the children to learn

# TYPE OF ACTIVITY

- **Adult Initiated** – There is limited support and interaction from the practitioner. Children are free to explore the activity within the framework you have provided. The practitioner will support in providing materials, helping children when they need it, and helping them to get started, and round off if required. The adult will provide ongoing supervision.
- **Adult Led** – This is an activity, which is dependent on the practitioner's on-going input to lead and guide the activity. It may often be an activity with different stages or sections. There could still be freedom for children to explore and create, but an adult led activity will usually have a more specific planned outcome.
- **Independent** – This is an activity, which has been set up by an adult, but then left largely unsupervised for the children to play with and explore independently, without adult intervention or support. Sometimes an adult may visit a child or group of children at an independent activity to provide some guidance, remind them of ground rules, or extend their learning, but such interventions will usually be short and periodic.

# ACTIVITY MODE

- **Open-ended** – Children will come and go from an open ended activity. There is no clear beginning or end, and children will usually work on open ended activities individually, rather than needing to participate in a group, but this may not always be the case. Essentially they can join and leave at any point (eg – painting)
- **Set** – A set activity has a planned beginning, middle and end. Set activities are usually delivered to small or large groups, and could last between 10 minutes and much longer (up to 40 minutes). The children would need to start at the beginning, and stay with the activity through to the end to get its full benefit. A set activity is more likely to have direct teaching input from a practitioner.

# EXAMPLES...



OPEN ENDED ACTIVITIES



SET-TIME ACTIVITIES



# DIFFERENTIATION

Providing additional support (making it easier) or provide more challenge (making it harder) according to children's abilities and development



# DIFFERENTIATION

Differentiation is usually about how you adapt your **practice** to meet different children's needs. This could be to extend and challenge some children, to provide additional support or a more simple or straightforward tasks with the same (or similar) learning aims, to enable children to access the activity at the right level for them. The *process* can be adapted – this is how the designed for different children. You can also differentiate **products**; *these are* the kinds of work products that you ask children to complete (end products). **Content** could be the resources (or other input such as visual stimulus) that you use, this could be different for different children. The **assessment** is how you measure what children have learned during the activity, you approach to this could be different for different children. The way that you **group** the children could be different, for example colour groups, or mixed colour groups, children with specific interests or similar abilities.

# DIFFERENTIATION THINK... NOW!

- Think of any activity you did or led in the last week
- OR... think of an activity that you SAW someone else in your class do...





# USE OF LANGUAGE

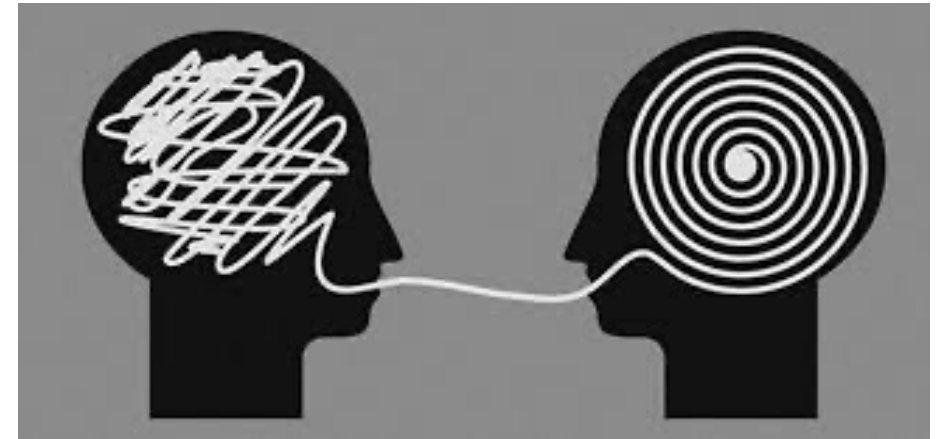


# LANGUAGE

Thinking carefully about how you can use language, and selecting a range of formats to present, reinforce and introduce language when undertaking activities with children is essential. This can be as simple as deciding on a few key pieces of vocabulary that you wish to introduce (eg **Float** and **sink**), the kinds of questions that you will ask (open ended, instructive, suggestive, closed) to support children's thinking. Where and how you could introduce written words, for example on white boards, chalk boards or windows/tables. How and where could books be included in the activity?



**WHAT KEY  
LANGUAGE COULD  
YOU USE IN THIS  
ACTIVITY?**





# **SCAFFOLDING**

# SCAFFOLDING

Scaffolding is carefully crafted support that a practitioner provides to the child in the zone of proximal development. (ZPD is the distant between what a child can achieve independently, and what they can achieve with support). Scaffolding could take many forms, which may include demonstrating, questions, use of narrative, verbal suggestions (why don't you try...), or helping (eg holding something still for a child whilst they perform another operation). The scaffolder (or facilitator) must have a **shared goal** with the child, so that they are working at achieving the same thing. The scaffolder should provide **on-going diagnostic and adaptive support**; this means responding and reacting to what the child needs, as their needs change – and providing the right amount of support – never too much, and not too little, and adapting support provided where the child is struggling. **Dialogues and interactions** are key. The child needs to be an active participant and a partner in deciding the direction of the interaction and not just a passive recipient. A good facilitator will know when to **fade and transfer responsibility to the child**; once the child is able to practice or master the skill to the extent that they are able to try for themselves, the scaffolding should be reduced, and withdrawn at the right pace to hand control fully to the child.

# **LEARNING INTENTIONS**



# LEARNING INTENTIONS

The **learning intention** is a statement, which describes clearly what the practitioner wants the children to know, understand; or be able to do. Children learn best when they understand what they are learning and what is expected of them. There should always be a clear learning intention in mind, when you deliver an activity. This may be a different learning intention for different children or different groups, or it may be the same. Identifying appropriate learning intentions for each activity, will enable you to support the children in making progress towards meeting the developmental milestones set out in the EYFS.

**PRACTICAL  
HELP AND  
ADVICE**





# PREPARE!

## What does preparation include?

- Understanding what your activity is about, why the children are doing, and what they should achieve!
- Having a plan in advance of how you will deliver it
- Gathering your resources together
- Setting up the room, space or table you will be using



# GROUND RULES

- Different for every activity
- Set your expectations of how the children should behave and use the space
- Should be clearly communicated before and during the activity



# GROUND RULES EXAMPLES:

- Cooking
- Painting
- Bingo
- Smelling
- Obstacle Course
- Yoga
- Crazy animal dancing



**ACTIVE**  
**Engagement**

IF THE  
**BUM**  
IS NUMB,  
THE  
**BRAIN**  
IS THE  
**SAME.**



**No!**



**NO WAITING**

**taking turns**



**Power is an illusion.**

**Relinquish control  
and the world is  
yours.**





Process

Product



*Experiment.*



**individual**



**group**

FAIL

[F] FIRST

[A] ATTEMPT

[I] IN

[L] LEARNING

# FACILITATE

fa•cil•i•tate

fə' sili tāt

TO MAKE AN ACTION  
OR PROCESS EASIER;  
SIMPLIFY



# ChALLENGE



# SO....

**Prepare it**

**Allow and encourage freedom**

**Process over product**

**Use all the time available – don't rush to pack away**

**Think about use of space... on the floor, at tables, in the sleep room, outside**

**Pacing, and introducing bits as you go**



# MESSY PLAY IS MESSY!



# HOW MESSY IS MESSY?



# RUNNING ACTIVITIES

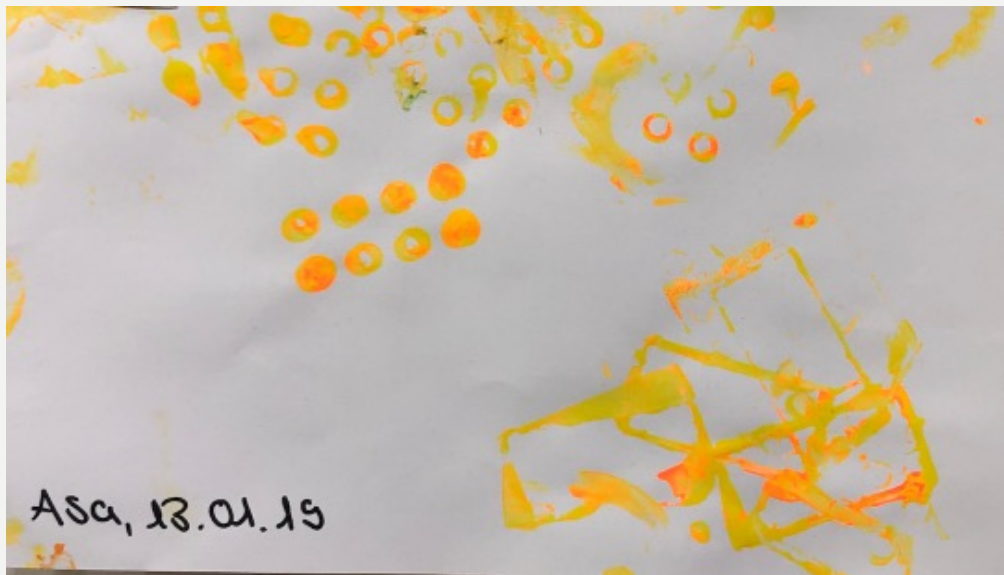
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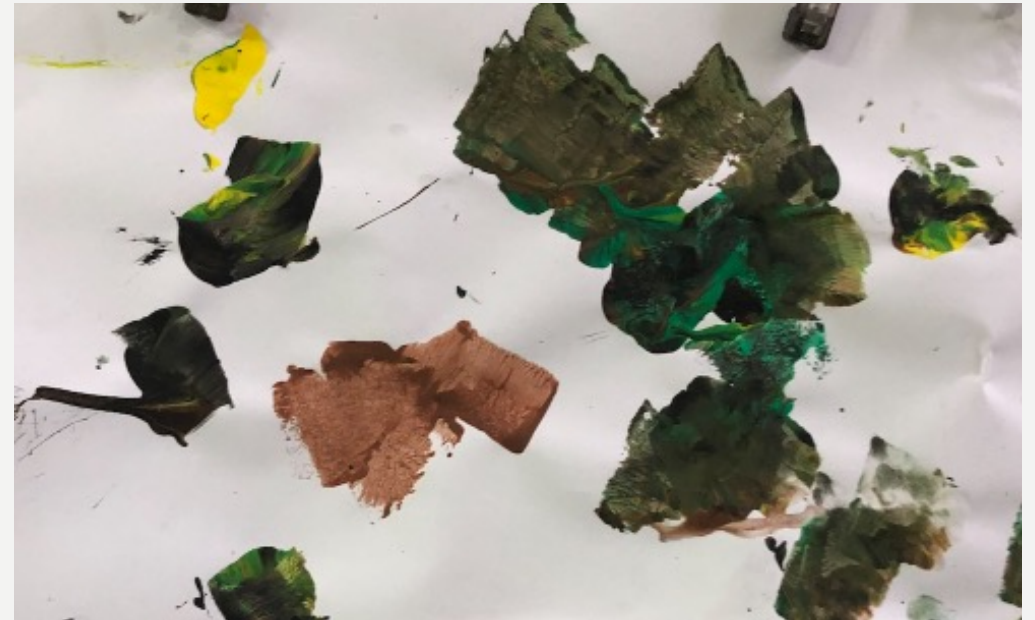
# CASE STUDIES

# ARE THESE OK?

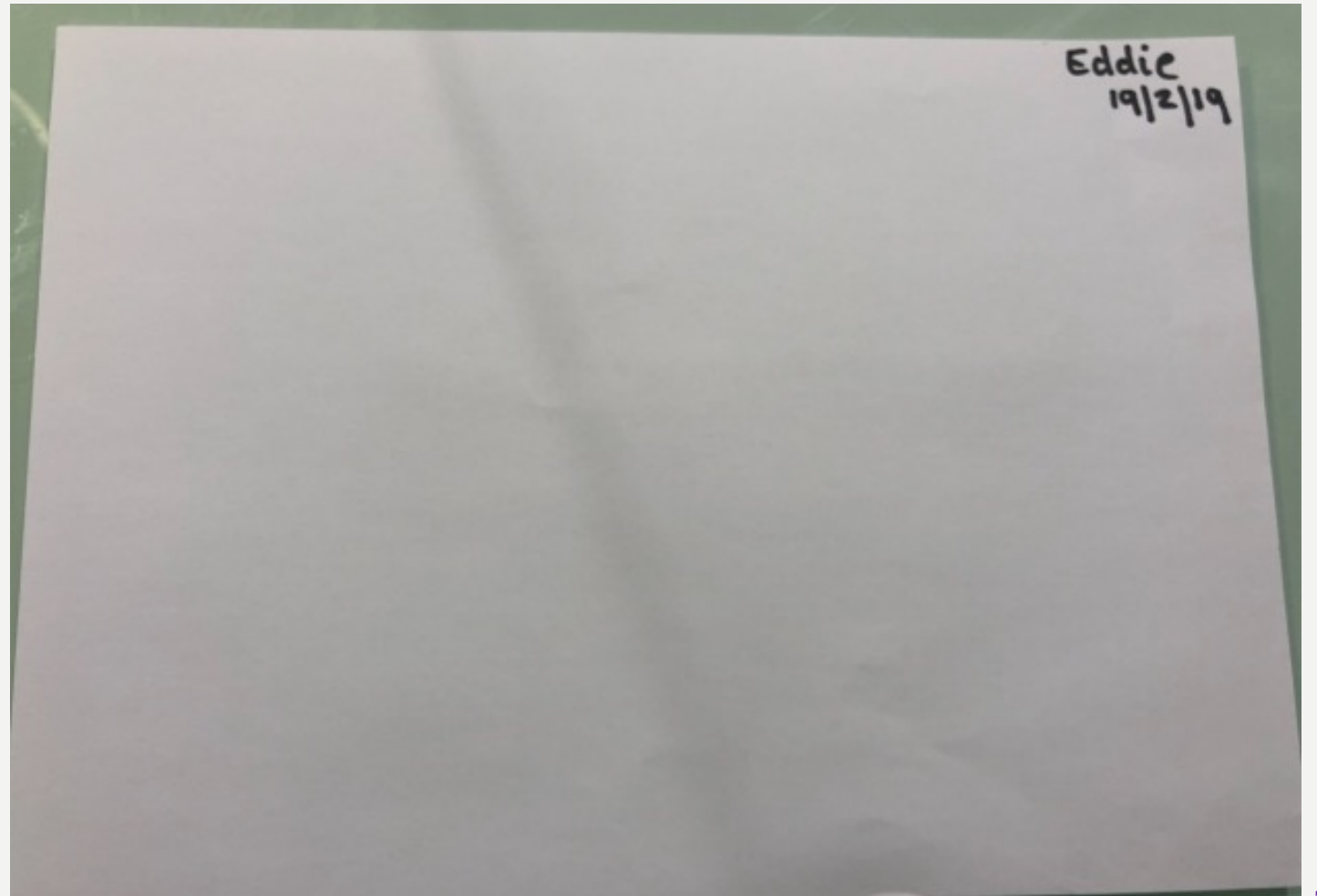
NOT QUITE



NO

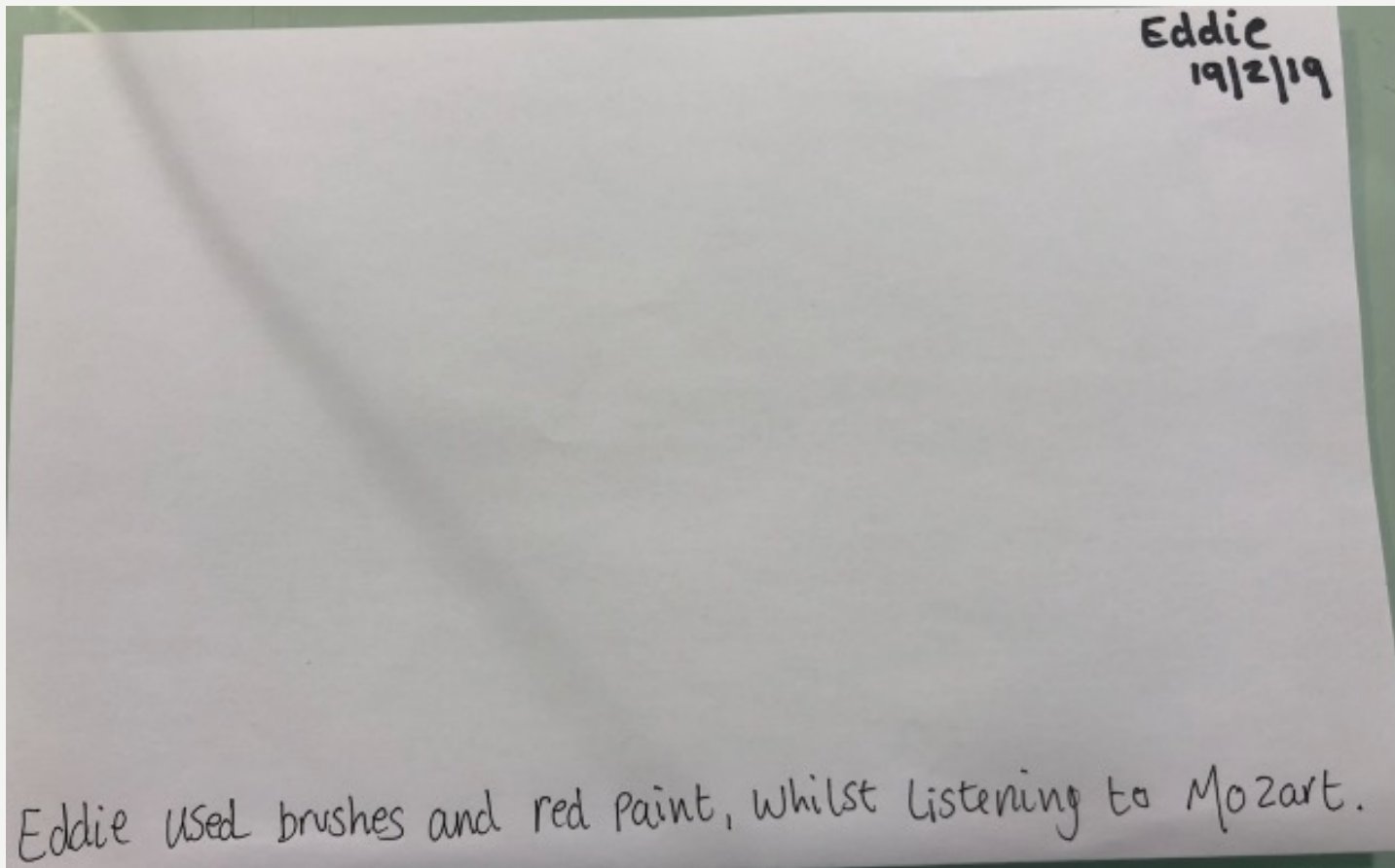


**NAME AND DATE, TOP RIGHT, LOWER  
CASE LETTERS, STARTING WITH A  
CAPITAL**





# YOU MAY ADD A CLEAR DESCRIPTION TO THE PAGE, AFTER THE CHILD HAS FINISHED THEIR WORK



- Check your spelling
- Correct use of capitals and grammar
- Fact and not interpretation of the child's work