

A woman in a light blue shirt and tan pants stands at the front of a room, gesturing while presenting to a group of people seated at desks. The room has large windows in the background. The image is overlaid with a blue semi-transparent filter.

The Young Ones *Conference*

*Nurturing young minds and
empowering educators*



ILC
International House
Brno



Let's Play, Let's Move!

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“

Instead of training children to meet the expectations of adults, we should be training adults to meet the psychological, emotional, & developmental needs of children.

”

— Zoe Tolman



@weckoolhouse

Psychological, emotional, and developmental needs of children

- 0 - 1
 - Love
 - Attention
 - Touch
 - Routine
- 1 - 3
 - Empathy & understanding
 - Praise
 - Safe boundaries
- 3 - 6
 - A sense of personal control and choice
 - Support
 - Respect
- 6 - 9
 - Freedom
 - Independence
 - Trust
 - Communication



What should be provided

- Intellectual stimulation and cognitive development
- Language development and communication skills
- Socialization and exposure to diverse experiences and cultures
- Age-appropriate responsibilities and tasks
- Support for their unique strengths and challenges
- Opportunities for physical activity and movement





If we give children
what they need at age
2, 3, and 4, they will be
ready for what comes
at 5, 6, and 7.
Children don't need to
be "prepped" for 5, 6,
and 7 at 2, 3, and 4.



How can we achieve it

- Build background knowledge
- Offer them attractive situations in meaningful contexts
- Include a foreign language into your daily activities
- Play games in the foreign language



Playing in English

- by games, children receive rich language input
- helps children to contextualise the new knowledge and improve their word learning
- provides many opportunities to expand children's vocabulary and develop awareness for grammar
- children use learning processes (unconsciously) to deduce patterns of sounds and words in the language they hear – they learn what they hear most



When and how to play

- Directed activities –didactic games, action games
- Spontaneous activities – imitation of teachers, repetition of pleasant, challenging processes



Moving games

- Activating chants or songs
- Entertaining chants or songs





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Magic Finger

Magic finger on my head

Magic finger up ahead.

Magic finger on my hips

Magic finger on my lips.



UP!



Everybody up
Everybody up, up, up
Everybody up.
Everybody up, up, up
Everybody up.
Everybody up, up, up
Everybody up, up, up
Everybody up.





Hands

Show me your right hand.

Point to the left.

Show me your left hand.

Point to the right.

To the left, to the right.

Point up, then down below.

Left, right quickly

Up, down slow.



My Hands



My hands on my head, what can I see?
This is my little hat, one, two, three.
Little hat, little hat that's what I see
That's what you can see on me

My hands on my brow, what can I see?
This is my ram fighter, one, two three.

My hands on my eyes, what can I see?
These are my eye blinkers, one, two three.

My hands on my nose, what can I see?
This is my smell sniffer, one, two, three.

My hands on my mouth, what can I see?
This is my food catcher, one, two, three.



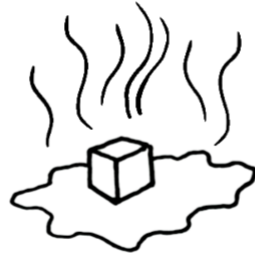
Clapping games

- Rhythm
- Vocabulary and phrases (chunks)
- Involvement (language automation)
- Crossing the midline (brain – eye – hand coordination)
- Social contact
- Fun!



- Rhythm and vocabulary





Water Ice Gas

Water water ice ice.

Water water gas gas.

Water ice

Water gas

Water water ice gas.

- Vocabulary brainstorming





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Category

Clap your hands

Say a word.

I go first

You go next.

No repeats!

Concentrate.

Now let's start

.....(category).....

- Rhythm, left-right orientation, vocabulary



The Pencils Song



Let's practise the rhythm

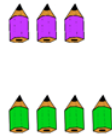
- Together, together, together, clap,
- Up, clap, down, grab (and hold the hands)
- Slap, slap, click, click,
- Front, back, clap, clap



Ten Pencils Game



One pencil orange,
Two pencils red.
I have to be careful
That's what my mummy said.



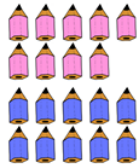
Three pencils purple
Four pencils green.
This is what I read
In the hobby magazine.



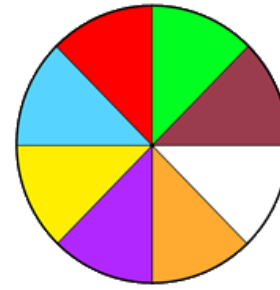
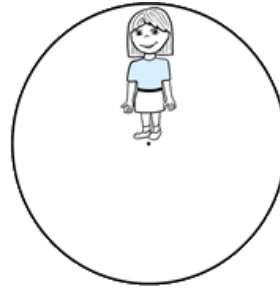
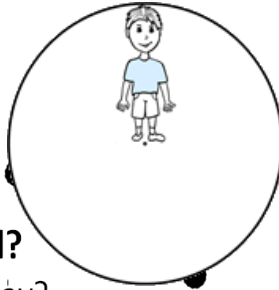
Five pencils yellow
Six pencils brown.
I think we should quickly
Run around the town.



Seven pencils white and
Eight pencils black.
So, mates, let's sit down
And have a little snack.



Nine pencils pink and
Ten pencils blue.
Everybody loves me
And I love you too.



Who Is Wearing Red?

Who is wearing **red** today?

Who is wearing **red** today?

Who is wearing **red** today?

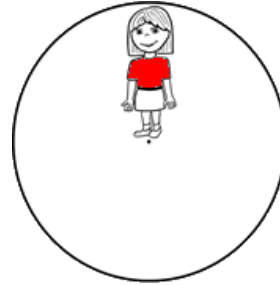
Who is wearing **red** today?

I am wearing **red** today.

I am wearing **red** today.

I am wearing **red** today.

I am wearing **red**.



Who is wearing **blue** today?

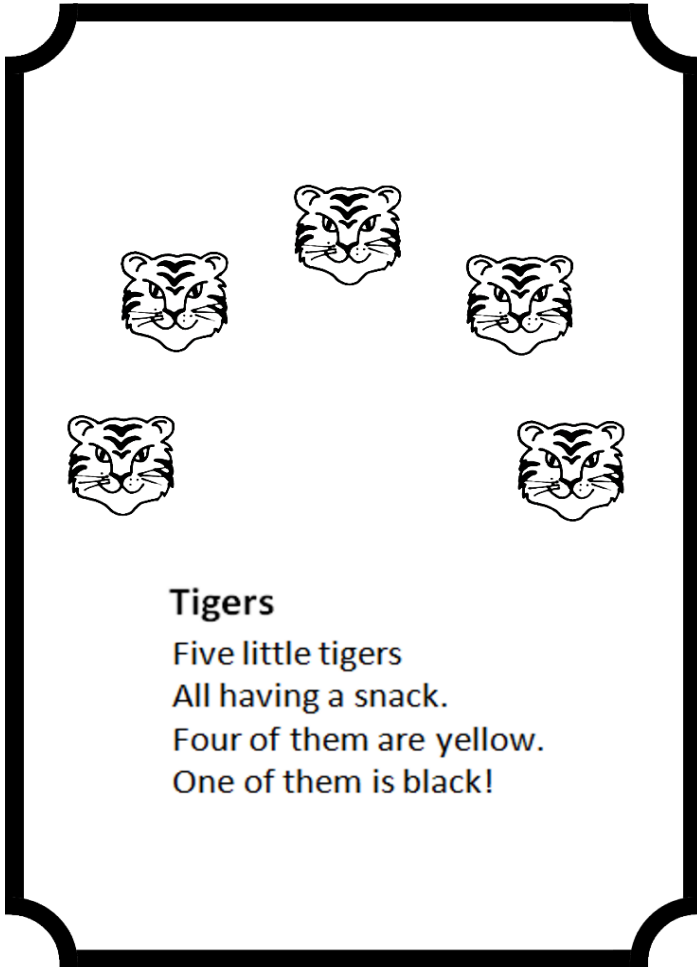
Who is wearing **green** today?

Who is wearing **yellow** today?

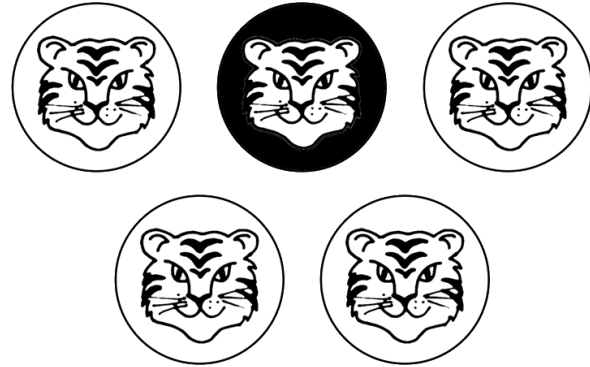
Who is wearing **orange** today?

Who is wearing **purple** today?





TIGERS



Cat and mice:

Group game

**The old grey cat is sleeping.
The little mice come creeping.
Hush, hush, don't make a noise
Quickly, run, mouse girls and boys.**

**The little mice are creeping.
The old grey cat is sleeping.
Hush, hush, don't make a mess
The cat will wake up tired and stressed.
Meow!**



Children creep in one corner of the room. The Cat is „sleeping“ in the other corner. After the children chant the lines, they run across the room to the other side. The Cat wakes up and chases them. Who has been caught lies down next to the wall (“dead“ mice), so that the other children don't trip over them.



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Cat and Mouse

I'm a Mouse.

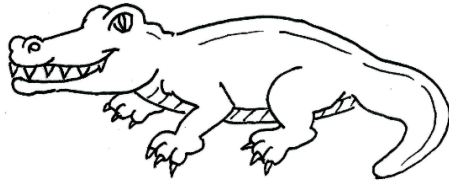
I'm a Cat.

One, two, three,

You catch me!

Run away! Run away!

Hooray! Hooray!



Terrible Crocodile 🎵

There once was a terrible crocodile
He lived by the river Nile.
He swam down the river and up again
With his terrible toothy smile.

Closer clawed the terrible crocodile.
He snapped his terrible teeth.
He opened his terrible jaws and showed
His terrible tongue underneath.

Snap!



Resources:

- National Scientific Council on the Developing Child. (2015). Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience: Working Paper 13. Retrieved from <https://developingchild.harvard.edu/resources/supportive-relationships-and-active-skill-building-strengthen-the-foundations-of-resilience/>
- Zero to Three. (n.d.). The Emotional Development of Young Children: Building an Emotionally Healthy Foundation. Retrieved from <https://www.zerotothree.org/resources/305-the-emotional-development-of-young-children-building-an-emotionally-healthy-foundation>
- UNICEF. (2018). A World Ready to Learn: Prioritizing Quality Early Childhood Education. Retrieved from <https://www.unicef.org/media/61161/file/A-World-Ready-to-Learn-Prioritizing-Quality-Early-Childhood-Education.pdf>
- American Psychological Association. (n.d.). Developmental Psychology: A Student's Handbook. Retrieved from <https://www.apa.org/pubs/books/4316050>

Games: **Story-Based Learning Project** by S.Doláková

Let's Start, 2020

Let's Play, 2023

Let's Learn, 2023

The Farmer in the Dell, 2018

www.sylviad.cz

www.facebook.com/storybasedlearning

<http://eshop.sylviad.cz>



A woman in a light blue shirt and tan pants stands at the front of a classroom, gesturing as if presenting. In the foreground, the backs of several audience members' heads and shoulders are visible, showing they are seated and listening. The background features a whiteboard with some faint writing. The entire scene is overlaid with a semi-transparent blue filter.

Thank You!



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