



# OBSTACLE COURSE

up, along, from,  
to, in, order, top

ES

## MOTOR

Locomotion  
Eye / foot co-ordination

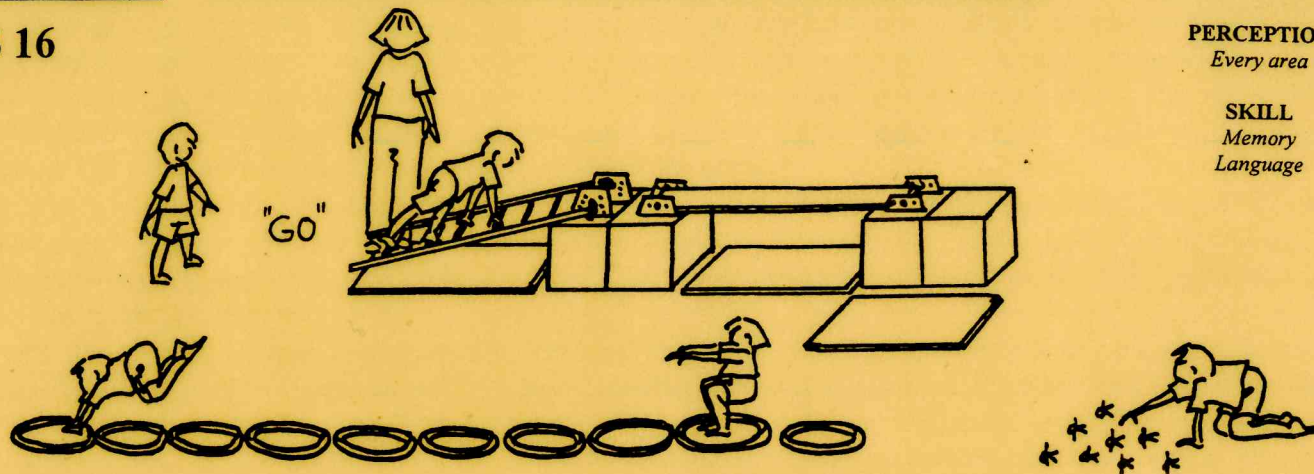
## PERCEPTION

Every area

## SKILL

Memory  
Language

S 16



**PROGRAM STATION** *Crawl up the ladder. Crawl along the plank, forwards or backwards. (Child to choose.) Jump from the box to the mat. (Helper to hold child's hand if necessary.) Memory activity putting colored toys in order. Bunny hop in the 10 tyres.*

**SUB STATION** *None required. All children to be continuously involved at various points of the Program Station, waiting when they reach the "go" point for assistance from helper.*

**FLOOR SESSION** *Review jump. (Ref. Act S 2) Review crawl. (Ref. Initial Floor Sessions)*  
*Teach bunny hop. Movement tape / CD activity. "All Aboard"*

**S16**

**LANGUAGE** *up, along, from / to , in, order, top*

**INDIVIDUALIZING UP** *Increase the memory items. Add a star jump when jumping, i.e launch and open arms and legs as jump is executed but land with feet together and arms by side, with knees slightly bent to give soft landing. Land on ball of feet.*

**INDIVIDUALIZING DOWN** *Hold child under the armpits as they crawl on ladder and plank. Simple jump in tyres rather than a bunny hop.*

### **TECHNIQUES**

**Jump from box** *Begin with the toes just over the edge of the box, the knees slightly bent, arms slightly back and feet together. Launch from box keeping feet together at all times. Land on the mat on the ball of feet with knees slightly bent to give a soft landing. Balance and return to a straight leg position for count of three before leaving the mat.*

**Bunny hop** *Hands on floor in front tyre, feet in back tyre. Jump feet to be in same tyre as hands. Hands to move to next tyre. Jump feet to same tyre, etc.*

**Ladder crawl** *Hands must be on rungs (not rails) with fingers over and thumbs under the rung. Ball of foot to be on rung with toes around the rung. Always have 3 body parts on the ladder. (but not knees) Watch feet and hands.*

**TEACHING POINTS** *Crawling to be controlled. Do not race! Hold child's hand from underneath when jumping from the box. Helper must be beside the child crawling the ladder.*

*When giving a memory sequence, give all instructions first, e.g. "I am going to say the names of some colors. You must tell me what I say and then you can put the toys in the color order. Watch me and listen." Slowly, say only the color names without adding words such as "and", "then", etc. The child repeats the memory items and then places the colors in order. Say nothing until the child has finished and then praise their efforts. Do not tell them if they were wrong. Accept what the child does, but if incorrect, give a shorter sequence next time. Add one more item if correct.*

**EVALUATION** *Can the child complete each locomotion movement accurately and rhythmically? Note child's T.A.S.M., i.e. how many items can be remembered and placed in the correct order without prompting or help.*