

Planning the Activity Walking Chant

Six Essential Elements	How is the essential included in the planned activity?
<p>1. Builds on student's strengths and interest, opportunity for choice-making</p>	<p>Background: This student kept getting "stuck" on routes outdoors. He had a sensory system that just did not like moving forward. We decided to rhyme along the way in order to keep moving. As long as he was stepping forward, Megan would continue chanting. When he stopped, Megan stopped. This chant builds on this student's INTENSE interest in number patterns, rhyming, and sequence.</p>
<p>2. Includes peers in the interaction</p>	<p>While this interaction in this context is between Megan and the student, the issue in the larger context was that this student was unable to travel with his peers around campus because of the "stuckedness" Once he internalized the movement and pattern to move forward, he was able to travel more alongside his peers. On a side note, a kindergartner learned multiples while walking alongside us one day! And this student was the teacher!! Incidental social and academic learning at its finest.</p>
<p>3. Creates an atmosphere of play (social and/or symbolic) with modeling and encouragement</p>	<p>Notice how he starts moving faster and faster in a way to get Megan to speed up her language. He also does a couple of feet switch-ups to make sure he is on the same beat as Megan's rhyme. He also playfully asks for Megan to use lot's of "specials" because he likes to hear that word over and over.</p>
<p>4. Provides a context for activity through predictable routines, consistent and accessible locations, adequate space for enactment and story creation</p>	<p>How much more predictable can numbers be?! Routes from point A to point B were routine throughout this student's day.</p>
<p>5. Includes the use of props and actions and physical enactment</p>	<p>The steps of one person and the chanting from another person were very connected. When one changed, the other caught up or slowed down!</p>
<p>6. Adult is flexible and supportive (acknowledging, accepting, expanding on participant input) and provides scaffolding between highly directive and participatory role and non-directive encourager and scribe.</p>	<p>While this chant was used to reinforce an action in the video clip, it became a way for this student to self-regulate when the staff member was not there.</p>