

Challenges & Solutions



CHALLENGE	SOLUTIONS
<p>SPACE</p>	<p>Do a review of the spaces you have available and boundaries (i.e. the children know where they can / can't go)</p> <p>Identify energisers that could be used in a small space like indoors or limited outdoor space (e.g. cards 1, 8, 13, 33, 34, 49-60)</p> <p>Modify energisers to suit space limitations e.g. running on the spot instead of running around</p> <p>Identify energisers that are more appropriate for your outdoor space (keep in mind what other resources may be required i.e. the music-based or GoNoodle energisers might not be feasible outdoors)</p>
<p>TIME</p>	<p>Allow Educators some time to review energisers and resources during work time</p> <p>Identify times within the day where it would be best suited to implement an energiser e.g. in transition before lunch, before outdoor play session</p> <p>Where possible, do the energisers when scheduled in the daily program to help the children get used to the timing and routine</p> <p>Keep the energiser resources and any necessary equipment in an easy to access location</p> <p>Identify at the start of the day which energisers you plan to use and gather or prepare any equipment in advance</p> <p>Have a recognisable cue for the start of energisers to cut down on transition times (e.g. an alarm or specific song)</p> <p>Let the children know at the start of the day what energisers they are doing that day to reduce instructional time</p> <p>Do the same few energisers a few of times with the children so they become familiar with them, reducing instruction time</p>



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<p>EQUIPMENT</p>	<p>Consider making some equipment out of other materials e.g. plastic water bottle with sand inside can make excellent skittles or pins</p> <p>Use energisers that don't require equipment or access to screens or music</p> <p>Create a box of equipment for energisers that is easily accessible</p> <p>Do regular reviews of what equipment is needed for any of the games and what you have currently available – if any gaps are identified, identify possible solutions e.g. allocating part of the service budget to repair/replace equipment, hold an 'equipment drive', seek grants (i.e. Woolworths, Coles)</p>
<p>WORRY THAT ENERGISERS WILL TAKE TIME AWAY FROM OTHER LEARNING AREAS</p>	<p>Embed learning outcomes into games where possible (e.g. practicing days of the week, emotions, seasons, numeracy etc.)</p> <p>Research strongly indicates that being physically active helps children to concentrate and sustain focus. It might take 15 minutes out of the day, but it can also increase how well children apply themselves and learn during other experiences throughout the day</p>
<p>KNOWLEDGE & CONFIDENCE</p>	<p>Integrate energisers into staff meetings/professional development</p> <p>Allow team or peer teaching – linking more competent / confident Educators with those that are developing their knowledge and skills</p> <p>Repetition – do the same few energisers a number of times with the children so Educators develop their skills and familiarity with it</p> <p>Role modelling that it's okay to not be perfect – the children will be more likely to get involved if they see Educators doing it, irrespective of how well they do it</p>



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<p>WEATHER</p>	<p>Identify energisers ideal for indoor use (during rain or hot weather)</p> <p>Consider energisers as a good way to warm up in winter</p> <p>While it is helpful to have energisers embedded within the daily program, being only 5 minutes each these can be done at different times to match the season/daily weather conditions</p>
<p>CHILD PHYSICAL ABILITY & ENGAGEMENT LEVELS</p>	<p>Select energisers that are simple to perform</p> <p>Modify energisers and add difficulty or intensity as children demonstrate mastery and understanding</p> <p>Select energisers that are familiar to staff and/or children (may have a different name)</p> <p>Repetition - do the same few energisers a number of times over the course of a few weeks to allow children to become familiar/comfortable with the game or activity</p> <p>The Educator/s not leading the activity can stand close to children that may need additional support/instruction</p> <p>Reinforce that the aim is to move as much as possible and have fun, not to be perfect at it</p> <p>Invite parent volunteers to run an energiser at the start of the day</p> <p>Give children the opportunity to choose or lead an energiser as a reward for positive behaviour / achievement</p> <p>Engage children by encouraging Educators to join in too (positive role modelling)</p>

