

Behavioural organization

- Review how to play a game before actually playing it.
- Demonstrate the game visually and verbally.
- Conduct motor time in, rather than outside the classroom. There are likely to be fewer distractions inside the classroom. Children are more likely to follow classroom rules in the classroom.
- Designate a boundary or place for each child. Try using carpet square, chalk marks, or masking tape.
- Mark the boundaries of a game, i.e. a game circle, start/finish lines, by using rope, yarn, masking tape or chalk.
- Use a signal to maintain structure and organized control during activities (i.e. two short blasts or a whistle signals the children to 'freeze' their present activity and pause to listen for directions)
- Between turns stop the action to ensure that all the children are still attending and/or to regain their attention.
- Give one direction at a time. Allow this direction to be carried out by all children, and then offer the next direction. For example: "Everyone stand on the line" (*pause, waiting until everyone is on the line*); "We are going to" (*pause waiting for this direction to be carried out*) and so on.
- Schedule a defined motor time at the same time each day. This will help the children become familiar with and reinforce the behavioural expectations during motor time.
- Work with small groups of children (maximum 6-8), dividing the children by using a coding system, i.e. colours, numbers, animals.
- Have a backup game which is already familiar to the children ready to be implemented if the introduction of a new game/activity does not go well. Don't throw away this new game though! Try altering the game's structure for future sessions.