### LET'S GET MOVING - ACTIVITY GUIDE 6





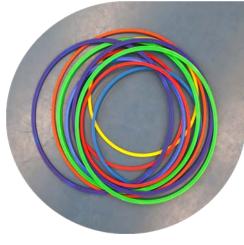
# **HOOP PAINTING**

#### Materials you need:

- Plastic hoops- they don't all need to be the same size.
- Masking tape
- Large painter's brushes you can usually find these cheaply in \$2 shops or the op shop
- Buckets of water
- A wall, garage door or similar vertical surface (that will show water paint).

#### **Setup for play:**

- Use the masking tape to attach the hoops firmly to the wall at different levels
  make sure shorter children can also reach top of the hoops if they stretch.
- Place the buckets of water and brushes out and show the children how to paint around the outside and inside of the hoops with their water 'paint' in anti-clockwise movements.
- Let them create their own movements now and paint around the hoops the way they want to but encourage bending at the knees and stretching up high to paint.
- Mention inside, outside, under, on top of and around position descriptions as they paint.



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#### What are they learning with this activity?

As the children reach to paint inside and out of the hoops they are learning to:

- Cross their midline and move in anti-clockwise directions
- Use descriptive language and become independent communicators
- Persist even when they find a task difficult
- Understand basic position concepts
- Listen to and follow directions
- Use hand/eye coordination skills and demonstrate spatial awareness
- Manipulate equipment and real life tools with increasing competence
- Strengthen fine motor muscles and control
- Express themselves creatively
- Coordinate and strengthen their large muscles as they bend, stretch, turn and paint.

#### **Extending the play:**

- Add some edicol colour dye or food colouring to the water and create circles on the wall
- Tape some old curtain rings to a sheet of card, add some pencils and let the children draw circles following the inside of the rings. To make the activity more challenging you can leave the rings loose so they need to hold them in place and draw at the same time.

