

Moving Nature

A Guidebook of Potential Therapeutic Outcomes
and Case Studies

(includes written descriptions of the Moving Nature movement activities)



**MOVING
CREATURES**

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CONTENTS

About	6
About the author	6
Play and Attachment	7
Considerations for the application of Moving Nature into professional settings	8
Personal resource or therapeutic tool?	8
Familiarise yourself with the movement activities	8
Moving Nature online platform	8
Recommendation for people with special needs or differently-abled bodies	8
Considerations around the use of screens	8
Using props	9
Touch and close body contact	9
Featured Case Studies	10
Bentzi the Bear	11
Activity 1: The Bear Walk	11
Activity 2: Bear Hugs	12
Activity 3: The Fisherman	13
Gilbert the Frog	14
Activity 2: Jump over the log	15
Rosa the Caterpillar	16
Activity 1: The Caterpillar Crawl	16
Activity 2: The Caterpillar Family Dance	17
Case Study: The Caterpillar Family Dance Stage 2	18
Activity 3: The Morphing Caterpillar	19
Leelu the Gorilla	20
Activity 1: The Gorilla Walk	20
Activity 2: Gorilla Sculptures	21
Activity 3: Groovy Gorillas	22
Lenny the Ant & Kiki Jr.	23
Activity 1: The Ant March	23
Activity 2: Busy Ants	24
Case Study: Busy Ants	25
Activity: The Trust Walk	26
Louie the Cat	27
Activity 1: The Cat Walk	27
Activity 2: Cat and String	28

Activity 3: The Field of Flowers	29
Sally the Snail	30
Activity 1: The Snail Crawl	30
Activity 2: Snail Shells	31
Activity 3: Snailing Around	32
Activity 4: The Big Snail	33
Roger the Crocodile	34
Activity 1: The Crocodile Walk	34
Activity 2: The Crocodile Bridge	35
Activity 3: Opening and Closing Croc's Jaws	37
Jasmine the Snake	38
Activity 1: The Snake Slither	38
Activity 2: The Snake's Cave	39
Case study: The Snake's Cave Stage 1	40
Activity 3: The Sneaky Snake	41
Doug the Dog	43
Activity 1: The Dog Walk	43
Activity 2: Grab the Tail	44
Activity 3: Walking the Dog	45
Daisy the Spider	47
Activity 1: The Spider Walk	47
Case Study: The Spider Walk	47
Activity 2: Save the Butterflies	49
Stacy the Duck & Arnold Jr. the Duckling	50
Activity 1: The Duck Waddle	50
Activity 2: Feeding the Ducks	51
Case study: Feeding the Ducks	52
Jordy the Koala & Red the Koala Joey	53
Activity 1: The Koala Hug	53
Activity 2: Koala Climbs a Tree	54
Activity 3: The Shrinking Dance Floor	55
Carlos the Crab	57
Activity 1: The Crab Walk	57
Activity 2: Crab on Crab	58
Activity 3: Crazy Crabs	59
Rocky the Eagle	60
Activity 1: Eagle's Flight	60

Activity 2: Flying High	61
Activity 3: The Eagle's Nest	63
Bobby the Lion	64
Activity 1: The Lion Walk	64
Activity 2: The King's Throne	65
Activity 3: King of the Jungle	66
Activity 4: Lion's Breath	67
Activity 5: The Painting Lion	68
Wendy the Worm	69
Activity 1: The Worm Crawl	69
Activity 2: The Rotating Worm	70
Matilda the Kangaroo & Jack the Joey	71
Activity 1: The Kangaroo Jump	71
Activity 2: Jumpy Jumps	72
Activity 3: Kangaroo Pouch	73
Tommy the Turtle	74
Activity 1: The Turtle Walk	74
Activity 2: Catching Turtles	75
Activity 3: Turtle Tower	76
Activity 4: Turtle Pizza	77
Case Study: Turtle Pizza	78
Melvin the Monkey	79
Activity 1: The Monkey Walk	79
Activity 2: Monkey See, Monkey Do	80
Activity 3: Monkey High Five	81
Activity 4: Monkey in a Tree	82
Index	83

About

Moving Creatures is a small team based across Australia and Israel with expertise across education, somatic and dance movement therapies. The company's first product, Moving Nature, is designed for children and their care-givers to play and move together within their homes. Moving Nature features an online library of over 80 movement games and activities demonstrated in fun short video tutorials. The library is accessed via a resource pack of 24 creature cards. Each card features a unique QR code. By scanning the QR code with a phone, you can access the Moving Nature online library of movement activities.

Key author Jordine Cornish, developed this guidebook to support the application of Moving Nature into professional contexts (such as therapy and education settings). Created to support the visual experience of the Moving Nature online library, this guidebook offers simplified written instructions on each movement activities and tables of their potential therapeutic outcomes. The outcomes identified within these tables have been informed by the *Outcomes Framework for Dance Movement Therapy* (Dunphy et al, 2020) developed for dance movement therapists.¹

The tables featured are divided into the four outcome domains of physical, cognitive, emotional and social. Spaces have been provided in the tables for users to enter in, from their own area of expertise, other potential therapeutic outcomes which one may identify within the activities.

At the end of the guidebook is an index which can be used to search for outcomes of interest. Throughout the guidebook, case studies have been provided. These case studies are from therapeutic professionals utilising Moving Nature within settings across Australia and Israel.

Supporting the guidebook is a one-month calendar which can be used by professionals to curate at-home play-time for individuals, encouraging them to continue to work on specific needs and/or goals. This one-month calendar can be downloaded from the Moving Nature online library webpage.

About the author

Jordine Cornish is a Registered Dance Movement Therapist (DTAA), dance teacher, performer and choreographer, originally from Western Australia. A graduate of the Masters in Creative Arts Therapies (Dance Movement Therapy) at the University of Melbourne, Jordine has lectured in dance and dance therapy at Melbourne University and Deakin University. She has experience leading therapeutic groups for adults and children within special education and community arts contexts. She also facilitates one-on-one and group in-person and telehealth therapeutic services. Continuing to work as a professional dancer and choreographer alongside her therapeutic profession, she is passionate about play, movement and dance as a means of self-expression and healing.

¹ Dunphy K. et. al., (2018). *Outcomes Framework for Dance Movement Therapy*. Available online at: <https://www.makingdancematter.com.au/resources/>

Play and Attachment

Moving Nature was developed as a playful tool for children and care-givers to foster healthy, secure attachment styles through body and movement connections. Moving Nature provides opportunities for the family system to “re-choreograph” aspects of relationship attachments through the playful movement and dance encounters that Moving Nature provides.

Research highlights the importance of the relationship between attachment and the body and promotes the use of dance and movement for fostering healthy attachment styles. In their paper, on *The Essential Role of the Body in the Parent–Infant Relationship*, Dr. Suzi Tortora argues that playful movement and dance experiences offer an “*imperative role of nonverbal understanding, nonverbal expression, and the felt-experiential nature of interpersonal exchange in early childhood development*”.² Dance Movement Therapist, Christina Devereaux also presents in her research that the “*development of kinesthetically attuned interactions will support [individuals] in establishing emotional regulation and a healthy attachment relationship*”.³

Whether the relationship is care-giver and child, or therapist and client, teacher and student, or sibling and sibling, the factors of dynamic movement, close proximity, and playful body to body communication within the Moving Nature activities allow for empathic attunement to occur. In the movers, mirror neurons are at play and this creates an intersubjective experience where intimacy and relationship develops.

Considerations for the application of Moving Nature into professional settings

Personal resource or therapeutic tool?

Moving Nature may be used in two ways. Firstly, as a personal resource of movement activity ideas. Used by care-givers or professionals, it may be a resource that inspires play-time or therapeutic interventions, without the cards present in the therapy space. Alternatively, the cards may be present in the play space, chosen and handled by the individual/group members receiving the therapeutic treatment.

Familiarise yourself with the movement activities

If utilising the cards within a therapeutic context it is important that the therapist gets to know the activities associated with each card, considering which ones would be appropriate for their client/s or how to adapt activities to better suit their client/s.

² Tortora, S. (2013). The essential role of the body in the parent–infant relationship: Nonverbal analysis of attachment. *Attachment-based clinical work with children and adolescents*, 141–164.

³ Devereaux, C. (2014). Moving in the space between us: The dance of attachment security. In C. Malchiodi & D. Crenshaw (Eds.) *Creative arts and play therapy for attachment problems* (pp.84–99). New York: Guilford Press.

Moving Nature online platform

The Moving Nature online platform will streamline this process for you. The platform segments the activities into five categories: goal-oriented, improvisation-based, animal embodiment, activities involving touch and activities not involving touch. The platform also features a developmental outcomes index. By searching for a particular skill or outcome in the index you will be able to easily access the range of activities that target specifically that skill or outcome.

Recommendation for people with special needs or differently abled bodies

Please note that all of the video tutorials within the online movement activities library feature individuals with fully able bodies. We encourage care-givers and professionals to use their discretion about which activities are appropriate or not appropriate for themselves and the child. We also encourage care-givers and professionals to use the product as a resource of movement ideas, which may inspire play time, therapeutic plans or classroom lessons, and to consider how the activities could be adapted to better suit specific needs and abilities.

Considerations around the use of screens

Moving Nature can encourage individuals and groups to actively engage in play and physical movement through interaction with technology. Here are some considerations around the use of screens in professional contexts, such as the therapeutic space.

- For some individuals using technology within the therapeutic session can provide an internal motivation. Scanning the QR code on the cards and pressing play on the movement tutorials will generate interest and curiosity. For other individuals, the use of technology may be a distraction and there may be issues around negotiating the use of the technology.
- Consider the care-giver or caregivers position on the use of screens around children. If care-givers or caregivers prefer not having screen time in the therapeutic sessions, the therapist might use the cards and movement activities library as a personal resource. The therapist may invite the care-giver/caregiver to watch a movement activity tutorial on their own, familiarising themselves with the activity and then they may convey and share with their child without the use of technology.
- It is necessary for the therapeutic space to have high speed Internet in order to access the online movement activities library.

Using props

If professionals choose to use the cards with clients or students, it is important that they familiarise themselves with the props used for each movement activity. Each card details (on the front of the card) the props used in the associated movement activities and offers suggestions for other safe equipment that can be used.

Props can be used to stimulate visual and sensory experiences. They can help focus the attention of individuals who have difficulty concentrating. They also act as an indirect point of connection between people. This may be particularly helpful for people with autism, for example, who may be more comfortable interacting with objects than with people.

Touch and close body contact

Many of the movement activities involve the use of touch and close body contact between people. Here are some considerations around the use of touch and body boundaries in the therapeutic space.

- Consider the individual's readiness for physical closeness and contact and how they would or may not benefit from touch at a given point in time.
- Consider the cultural and religious background of the individual and their family when it comes to touch.
- The activities involving touch and close body contact between people may be challenging for individuals who have difficulty navigating body boundaries. Ensure all participants have given consent to use and receive appropriate touch, that is understood to be relevant to the activity and appropriate given the relationship/s between the participants.

Featured Case Studies

The case studies provided in this guidebook come from a range of therapeutic professionals working across Australia and Israel including; Dance Movement Therapists, Occupational Therapists and Sports Therapists. All participant names have been changed to protect identities.

Bentzi the Bear



Activity 1: The Bear Walk

This activity invites the movers to imagine how a bear might move, encouraging them to explore their own bear-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Sequencing of body parts in movement Develops ability to sequence body parts, flowing from one movement to another.	Following directions Develops ability to attend to and follow instructions or directions.		Synchrony of movement with others Doing the activity with the intention of being synchronised with a partner, develops the ability to move one's body in an integrated way in synchrony with another person.
Cross-lateral connectivity The activity develops the ability to move limbs across the midline of the body.	Attention to activity Develops the mover's capacity to attend to current activities, using either: selective attention (ability to attend to stimuli while ignoring distractions) and sustained attention (ability to maintain attention over extended time).		
Balance and strength Develops ability to evenly distribute weight, to remain upright and steady in dynamic movement. This activity also develops whole-body strength (particularly upper-body and 'core' strength).			

Activity 2: Bear Hugs

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child. **Note to care-giver:** Take care to use appropriate strength.

Description of activity:

1. The Cuddly Bear Hug

Take turns at giving a big bear hug.

2. The Electric Bear Hug

The care-giver picks up the child and shakes them gently. They imagine there is an electric current running through them.

3. The Frozen Bear Hug

The care-giver hugs the child and shakes them gently. The child pretends to freeze. The care-giver sculpts the child into a creative frozen position. The care-giver breathes out their warm breath onto the child. The child imagines that they are thawing.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Establishing body boundaries The use of touch contributes to one's awareness of their body boundaries – exploring 'where do I end and do you begin'.	Enhancing the mind-body connection Through touch we gather sensory information about the "here and now", activating new neural pathways associated with tactile and kinesthetic information.	Hormone stimulation When we receive touch which we perceive as safe, there is an increase in the hormonal stimulation of serotonin and oxytocin, contributing to relaxation and well-being.	Comfort in proximity to others and appropriate use and reception of touch Develops capacity to manage oneself with comfort in the physical presence of others and develops capacity to distinguish, apply and receive touch, appropriate to the context.
	Expression of creativity The body sculpting element of 'The Frozen Bear Hug', develops the ability to express one's own creativity, as the individual makes creative choices on how to sculpt the other.	Emotional regulation through tactile encounters Touch perceived as safe affords individuals opportunities to modulate their interoceptive functioning – to modulate their inner world including grounding, organisation, and self regulation.	Connection with others Touch contributes to the feelings of being connected with others and socially accepted.

Activity 3: The Fisherman

This activity can be used for cleaning a room (i.e., packing up toys) in a fun way.

The activity requires the use of props. You will need either a broomstick, pool noodle or rope. Imagine it is the fisherman's fishing rod. You will also need a bucket. Scatter toys on the floor. Imagine they are fish. Note to care-giver: Caution should be taken if using the broomstick. Use gentle motions, avoiding accidents.

Description of activity:

In this game imagine one person is a bear and the other is a fisherman.

Stage 1

The fisherman moves one fishing rod at a steady pace from side to side. The bear tries to catch fish and places them in the bucket. If the bear is touched by the fishing rod, the fish are placed back on the ground.

Stage 2

The fisherman uses two fishing rods. The bear tries to catch fish and avoids coming into contact with the fishing rods. Note to care-giver: To make it more challenging, move the fishing rods in various directions (see video tutorial).

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Managing body boundaries in space Develops capacity to move appropriately within the confines of the space, involving proprioceptive sense, manoeuvring objects and areas in space.	Attention and initiative Develops capacity for independent initiation of an action. Related to decision-making and being in the moment, now versus not now, knowing the right moment to act.	Access to playfulness Using this activity to clean up a room can enhance the movers' capacities to experience daily tasks with an attitude of playfulness, approaching situations with lightness and creativity.	Emotional connections with others Through playful embodied interactions with others, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others.
Managing movement effort from sudden to sustained qualities Develops capacity to access acceleration and deceleration of movement, across the continuum of <i>sustained</i> (drawing out the moment) to <i>sudden</i> (urgent, quick, hurried movements).		Emotional regulation The activity develops the ability to adapt to changing situations.	

Gilbert the Frog



Activity 1: Frog Jumps

This activity invites the movers to imagine how a frog might move, encouraging them to explore their own frog-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Sequencing of body parts in movement Develops ability to sequence body parts, flowing from one movement to another.	Recall of movement sequences Develops capacity to memorise movement sequences.	Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Synchrony of movement with others Doing the activity with the intention of being synchronised with a partner, develops the ability to move one's body in an integrated way in synchrony with another person.
Levels in space: access to low, medium, high levels Develops capacity to access low, medium and high levels of the body in space.			
Strength and stamina Develops whole-body strength (particularly lower-body through squats and jumping movements) and develops ability to sustain prolonged physical effort, including aerobic fitness.			

Activity 2: Jump over the log

Note to care-giver: This activity involves close proximity and the risk element of jumping over another's body part.

Description of activity:

Stage 1

The care-giver lies on their back. The child pretends the care-giver is a tree log. They leap over them with big frog jumps.

Stage 2

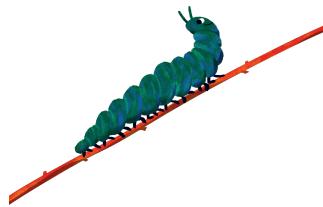
The care-giver lies on their back and rolls slowly towards the child. The child jumps over the rolling tree log.

Note to care-giver: When switching roles, it may be challenging for your child to have smooth, continuous timing. When the child rolls the care-giver carefully steps or jumps over the child, if safe to do so.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Develops timing aspects of movement Develops ability to move body parts in an integrated and organised way, in synchrony with others, understanding when to move in relation to the other person.	Attention and initiative Develops capacity for independent initiation of an action. Related to decision-making and being in the moment, now versus not now, knowing the right moment to act.	Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.
Levels in space: access to low, medium, high levels Develops capacity to access low, medium and high levels of the body in space.	Processing movement of others Develops the ability to understand and react to information of other's movements (i.e. the speed of someone else's rolling movement).		Appropriate use and reception of touch It is possible during the activity that close contact and touch with others may occur. If so, the activity provides the opportunity for the movers to receive touch appropriate to the context.
Strength and stamina Develops whole-body strength (particularly lower-body through squats and jumping movements).			

Rosa the Caterpillar



Activity 1: The Caterpillar Crawl

This activity invites the movers to imagine how a caterpillar might move, encouraging them to explore their own caterpillar-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength, stamina and accessing active effort qualities Develops whole-body strength (particularly upper-body and 'core' strength when moving through the plank position). Holding the plank position also develops one's capacity to access powerful force through movement, feeling one's own weight and relationship to earth/gravity.	Recall of movement sequences Moving through a repetitive sequence (such as moving arms only, then legs, repeat) develops the capacity of the mind and body to store and remember information.	Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Synchrony of movement with others Doing the activity with the intention of being synchronised with a partner, develops the ability to move one's body in an integrated way in synchrony with another person.
Enhancing connection between the upper and lower body Develops awareness of and connections and coordination between upper and lower halves of the body through separated movements of arms and legs.			
Successive sequencing of body parts in movement Develops ability to sequence body parts in a successive way (one and then another).			

Activity 2: The Caterpillar Family Dance

This activity involves touch and therefore would be suited towards care-giver (family) and child, rather than therapist or educator and child. **Note to care-giver:** These activities involve the sharing of weight. They should only be attempted by those with awareness of 'safe' postural alignment and activation of 'abdominal' muscles.

Description of activity:

Stage 1 – The Caterpillar Slow Dance

The child stands facing their care-giver. They place their feet on their care-giver's feet. They hold hands while the care-giver walks.

Stage 2 – The Caterpillar Wiggle

Everyone sits closely together, one in front of the other, legs in a 'V' shape. Try to move forwards together in a wiggling motion. Imagine a bird flies overhead. Lie back and avoid the bird.

Stage 3 – The Caterpillar Waltz

Walk in a line, standing closely one in front of the other. The person behind holds the waist of the one in front. Walk in unison, all stepping with the same foot.

Stage 4 – The Caterpillar Breakdance

The care-giver stands behind the child. The child places their hands on the floor. The care-giver holds the child's ankles. The child walks their hands backwards until they are on top of the care-giver's feet. The care-giver slowly walks.

Stage 5 – The Caterpillar Family Jam

The care-giver places their hands and feet on the floor with hips raised. The child stands in front of the care-giver's head. They place their hands on the floor and gently lift their feet to rest on the care-giver's back.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina Develops whole-body strength (particularly upper-body and 'core' strength) and develops ability to sustain prolonged physical effort.	Expression of creativity Develops ability to express own creativity, evidenced through embodied movement expression, finding the capacity to find new and unexpected connections with others.	Capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Synchrony of movement with others and connection with others Develops ability to move one's body in an integrated way in synchrony with another person. Appropriate touch applied and received during the activity also contributes to the feelings of being connected with others and socially accepted.

Levels in space: access to low, medium, high levels Develops capacity to access low, medium and high levels of the body in space.	Enhancing the mind-body connection Through touch we gather sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.	Sense of confidence in self The inverted positions develop positive feelings and thoughts of trust or belief in one's own abilities and capacities.	Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.
Access to active effort qualities Holding the plank position, develops one's capacity to access powerful force through movement, feeling one's own weight and relationship to earth/gravity.			Appropriate use and reception of touch The activity provides the movers with opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.

Case Study: The Caterpillar Family Dance Stage 2

Daniel is a five year old child with Sensory Processing Disorder. He experiences Sensory Over-Responsivity and is often irritated by sounds and touch. He displays primitive instincts for survival and protection and is regularly in fight or flight mode. Attending Occupational Therapy sessions with his mother, one of his goals is to express a sense of safety and security within the therapeutic sessions.

When given a selection of Moving Nature cards by his Occupational Therapist, Daniel signalled that he wanted to look at the Caterpillar activities. After watching the tutorial, when asked by his therapist if he would like to try the The Caterpillar Family Dance Stage 2, Daniel chose to play the role of the 'bird' and asked his mother and therapist to be the 'caterpillar'.

In this game there is close contact between the individuals embodying the caterpillar. For the comfort of Daniel's mother and his therapist, they kept an appropriate amount of space between them. It was observed that Daniel enjoyed being in control of the activity, producing the bird sounds at a volume that was comfortable for him.

In the following session, when asked if he would like to try the activity again, Daniel agreed to take on the caterpillar role with his mother. Before the therapist made the bird noises, the therapist asked Daniel about how loud the bird noises should be. The therapist also suggested a range of instruments which varied in volume, which could be used to represent the bird sound. Daniel selected various instruments and participated in the activity with bird noises of varying volumes. The activity provided Daniel, his mother and the therapist with opportunities to discuss noises which Daniel perceived as pleasant or unpleasant. It also provided Daniel with opportunities to listen and react to different sounds, whilst maintaining a sense of safety and security.

Activity 3: The Morphing Caterpillar

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Description of activity:

Person A is the clay and Person B is the sculptor. The clay stands in a neutral position and the sculptor chooses a part of the clay's body to move.

The sculptor continues to move the clay, one body part at a time, using gentle and respectful touch. When they are finished, they admire their creation.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Spatial intention: mover identifies and uses directions or points in space The activity develops the movers capacities to identify and move towards directions or points in space.	Expression of creativity Develops ability to express own creativity, evidenced through embodied movement expression, finding the capacity to find new and unexpected connections with others.	Emotional connections with others Through the playful embodied interactions the activity encourages, the participants develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	Synchrony of movement with others and connection with others Develops ability to move one's body in an integrated way in synchrony with another person. Appropriate touch applied and received during the activity also contributes to the feelings of being connected with others and socially accepted.
Develops timing aspects of movement Develops the movers capacity to access acceleration and deceleration; being aware of and matching to the rhythms and pace of others movements.	Enhancing the mind-body connection Through touch we gather sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.		Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.
Release of physical tension The activity could incorporate gentle and respectful massage (the 'sculptor' massages the clay) - contributing towards the capacity to release physical tension.			Appropriate use and reception of touch The activity provides the movers with opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.

Leelu the Gorilla



Activity 1: The Gorilla Walk

This activity invites the movers to imagine how a gorilla might move, encouraging them to explore their own gorilla-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Sequencing of body parts in movement Locomoting while in a squat position develops the mover's ability to move body parts in an integrated and organised way, in synchrony, with timing of movement distributed through the body.	Recall of movement sequences Moving through a repetitive sequence (such as squat, run, jump, repeat) develops the capacity of the mind and body to store and remember information.	Access to playfulness Embodying a gorilla enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others Moving through gorilla-like movements of squat, run and jump, the movers are developing their ability to move in an integrated way in synchrony with another person/other people.
Levels in space: access to low, medium, high levels Different monkey-like movements develop the mover's capacity to access different levels of the body in space.			Emotional connections with others Through playful embodied interactions with others, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others.
Strength and stamina Holding the squat position and actions like running and jumping strengthen the lower-body muscles. The activity also develops the ability to sustain prolonged physical effort, including aerobic fitness.			

Activity 2: Gorilla Sculptures

Description of activity:

Stage 1

Assign someone to play and stop music. When the music plays, the care-giver and child dance together like gorillas. When the music stops, they freeze.

Stage 2

The child dances. When the music stops the child freezes in a pose. The care-giver enters and freezes in the child's pose. When the music plays the care-giver dances. Continue the sequence as above (refer to the video tutorial).

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Control of movement succession Develops ability to control movement succession: including initiation (beginning movement); sustainment (holding movement); conclusion (stopping movement); release (letting go of action).	Expression of creativity Develops ability to express own creativity, evidenced through embodied movement expression, enhancing the capacity to find new and unexpected connections with others.	Access to playfulness Dancing in an improvisational way to music, enhances the movers' capacities to experience playfulness, approaching situations with lightness, presence and creativity.	Appropriate give and take in relationship, turn-taking Develops capacity to experience and create reciprocity; to take turns or wait; hold back or step forward.
Spatial intention: mover identifies and uses directions or points in space Mirroring the physical postures of another person, the mover develops the capacity to identify and move towards directions or points in space.	Independent initiation of an action or activity When the mover chooses their pose and when to move into it, they develop their capacity to use their own initiative, without prompting.	Sense of confidence in self Dancing alone in front of others develops the mover's sense of confidence in self. It may enhance their positive feelings and thoughts of trust or belief in one's own abilities and capacities.	Emotional connections with others Through playful embodied interactions with others, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others.
Balance and stamina Integrating intentional balancing postures can develop the mover's access to evenly distribute weight, remain upright, steady, and hold still postures. The activity also develops the ability to sustain prolonged physical effort, including aerobic fitness.	Following directions When the mover takes on the pose of another mover, they develop their ability to attend to and follow instructions or directions.		

Activity 3: Groovy Gorillas

Description of activity:

Stage 1 – Mirroring Gorilla Arms

One person drums their hands on their chest like a gorilla. The other person mirrors the movements and rhythm. **Note to care-giver:** Be mindful of starting with simple rhythms, slowly adding complexity.

Stage 2 – Mirroring Gorilla Legs

One person stomps their feet. The other person mirrors.

Stage 3 – Mirroring Gorilla Arms & Legs

One person drums their hands and stomps their feet. The other person mirrors.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Body parts connection: upper and lower body Intentionally separating movements between the upper body and lower body (clapping, drumming hands, stomping feet, etc), develops the mover's awareness and connections between their upper and lower halves.	Following directions Develops ability to attend to and follow instructions or directions.		Appropriate give and take in relationship, turn-taking Capacity to experience and create reciprocity; to take turns or wait; hold back or step forward.
Sequencing of body parts in movement Develops ability to sequence body parts, including simultaneous (at the same time), successive (one and then another), or sequential (one followed by another, flowing from one movement to another) sequencing.	Recall of movement sequences Mirroring another person's movement sequence, develops the capacity of the mind and body to store and remember information; recall or recognise previous experience.		Synchrony of movement with others Moving through gorilla-like movements of squat, run and jump, the movers are developing their ability to move in an integrated way in synchrony with another person/other people.
Control of movement succession Develops ability to control movement succession: including initiation (beginning movement); sustainment (holding movement); conclusion (stopping movement); release (letting go of action).	Independent initiation of an action or activity Developing own movement sequence, enhancing capacity to use own initiative, without prompting.		Emotional connections with others Through playful embodied interactions with others, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others.

Lenny the Ant & Kiki Jr.



Activity 1: The Ant March

This activity invites the movers to imagine how an ant might move, encouraging them to explore their own ant-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Levels in space: access to low, medium, high levels Different ant-like movements develop the mover's capacity to access different levels of the body in space.	Recall of movement sequences Moving through a repetitive ant-like sequence develops the capacity of the mind and body to store and remember information.	Access to playfulness Embodying an ant enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others Mirroring one another's ant-like movements, the movers are developing their ability to move in an integrated way in synchrony with another person/other people.
Strength and stamina Holding the table-top position strengthens the whole body. Fast and prolonged travelling movements of the hands and feet develops the ability to sustain physical effort, including aerobic fitness.			Emotional connections with others Through playful embodied interactions with others, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others.

Activity 2: Busy Ants

Description of activity:

The activity requires the use of props. A balloon or pillow could be used. Imagine it is the ant's food. You will also need a container or bucket. Imagine it is the ant's nest. **Note to care-giver:** If using a balloon and it bursts, be mindful of small, choking hazards.

Stage 1

The care-giver and child carry the ant's food, each using only one hand at a time. Place it in the nest. Make sure you alternate hands.

Stage 2

The care-giver and child carry the food to the nest, using only their heads.

Stage 3

The care-giver and child carry the food to the nest, using only their abdomens.

Stage 4

The care-giver and child carry the food to the nest, using only their backs.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Spatial intention Placing an object in a container develops the mover's capacity to identify and move towards directions or points in space.	Attention to activity Develops the mover's capacity to attend to current activities, using either: selective attention (ability to attend to stimuli while ignoring distractions); sustained attention (ability to maintain attention over extended time).	Emotional regulation through tactile encounters Touch and sensory experiences perceived as safe affords individuals opportunities to modulate their interoceptive functioning - to modulate their inner world.	Synchrony of movement with others Carrying an object with another person, the movers are developing their ability to move in an integrated way in synchrony with another person.
Develops timing aspects of movement Carrying an object with another person develops the mover's capacity to access acceleration and deceleration of movement, understanding when to move in relation to the other person.	Following directions Develops ability to attend to and follow instructions or directions.		Appropriate use and reception of touch Develops capacity to distinguish, apply and receive touch, appropriate to the context.

Access to active effort qualities By pressing intentional force into an object, the mover develops their capacity to sense their use of weight, sensing and feeling one's own weight in relation to gravity and another person.			Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.
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Case Study: Busy Ants

Daniel (five year old individual previously mentioned in the Case Study: The Caterpillar Family Dance Stage 2) is diagnosed with Sensory Processing Disorder. He experiences a high arousal: high activity and has the tendency to attack others and demonstrate aggressive behaviours. One of Daniel's Occupational Therapy goals is to develop his capacity for respectful physical contact with others. Daniel's Occupational Therapist invited Daniel and his mother to play Busy Ants which requires connection indirectly through an object (a ball was used).

To successfully place the ball into the 'ant's nest', Daniel and his mother are required to work together, moving in an integrated way, sensing one another's weight as it presses into the ball and adjusting their body rhythms and force of movements to match one another. Daniel found it difficult to move in a synchronised way with his mother. He rushed ahead and placed the ball in the 'ant's nest' without cooperating and adjusting to his mother's pace of steps.

When the same activity was repeated in the following session, Daniel ran ahead less times than he did the previous session. He displayed a willingness to follow directions and presented with more ease in adjusting his internal rhythms to match that of his mother. He took delight in coming up with interesting body parts to balance the ball between himself and his mother (such as the head and the backside). It was observed that the playfulness of the task assisted Daniel in making indirect physical contact with his mother that was reciprocal and appropriate for the task.

Activity: The Trust Walk

Description of activity:

This activity involves touch. Select who is the leader and who is the follower. The leader stands beside the follower, holding the follower's hand (one hand may also rest gently on the follower's waist). The follower closes their eyes and the leader carefully leads them through the space.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Spatial intention The leader develops their capacity to move towards directions or points in space.	Attention to activity Develops the mover's capacity to attend to current activities, using: selective attention (ability to attend to stimuli while ignoring distractions); sustained attention (ability to maintain attention over extended time).	Emotional regulation through tactile encounters Touch and sensory experiences perceived as safe affords individuals opportunities to modulate their interoceptive functioning - to modulate their inner world. Grounding, organisation, and self regulation can be influenced by our tactile encounters with people and objects.	Synchrony of movement with others The movers are developing their ability to move in an integrated way in synchrony with another person.
Develops timing aspects of movement Through the act of being led and listening to the timing of movement of another person, the 'follower' develops their capacity to access acceleration and deceleration of movement, understanding when to move in relation to the other person.	Following directions Develops the movers abilities to attend to and follow instructions or directions.		Appropriate use and reception of touch Develops capacity to distinguish, apply and receive touch, appropriate to the context.
			Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.

Louie the Cat



Activity 1: The Cat Walk

This activity invites the movers to imagine how a cat might move, encouraging them to explore their own cat-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Spatial intention The 'Kitten & Toy' and 'Kitten & Mouse' activities develop the ability to move towards directions or points in space.	Attention to activity The 'Kitten & Toy' and 'Kitten & Mouse' activities, develop the movers' capacities to sustain their attention, focusing on the sock, ignoring distractions for a sustained period of time.	Access to playfulness Embodying a cat enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others Doing Stage 1 and 2, with the intention of being synchronised with a partner, develops the ability to move one's body in an integrated way in synchrony with another person.
Strength and stamina The activity develops whole-body strength (particularly upper-body and 'core' strength from locomoting on hands and feet simultaneously). The activity also develops the ability to sustain prolonged physical effort, including aerobic fitness.	Recall of movement sequences Stage 1 and 2 develops the capacity to store and remember information; recalling movement phrases.		Healthy competition The 'Kitten & Toy' and 'Kitten & Mouse' stages, provide opportunities for the movers to experience a sense of healthy competition – interacting in respectful and positive ways with others that promotes and fosters striving for higher achievements.
Sequencing of body parts in movement Stage 1 and 2 develops the ability to sequence body parts, including simultaneous (stepping hands and feet at the same time) or sequential (stepping right hand followed by left foot, flowing from one movement to another) sequencing.	Processing speed In Stage 2, responding with a jump like a startled cat to a loud noise, enhances the mover's ability to manage the speed of processing mental tasks, including understanding and reacting to auditory information.		

Activity 2: Cat and String

Description of activity:

You will need to tie a string or rope to a broomstick. The child imagines they are a cat. The care-giver and child define a space in which the cat must stay.

Stage 1

The care-giver moves the broomstick freely through the space. The cat tries to avoid the string without leaving the defined area. **Note to care-giver:** Make sure to keep the broomstick above the child's height. Always use gentle motions.

Stage 2

The care-giver moves the broomstick freely through the space. The cat tries to catch the string.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Spatial intention and stamina The activity develops the capacity to move towards directions or points in space whilst developing the ability to sustain prolonged physical effort, including aerobic fitness.	Attention to activity Develops the capacity to attend to current activities, using: selective attention (ability to attend to stimuli while ignoring distractions) and sustained attention (ability to maintain attention over extended time).	Access to playfulness Embodying a cat enhances the movers' capacity to experience playfulness, developing their capacity to approach situations in a playful manner involving presence, responsiveness, lightness, attentiveness, improvisation and creativity.	Healthy competition The activity provides opportunities for the movers to experience a sense of healthy competition – interacting in respectful and positive ways with others that promotes and fosters striving for higher achievements.
Develops timing aspects of movement Develops capacity to access acceleration and deceleration of movement, across the continuum of sustained (prolonging movement) to sudden (urgent, quick and hurried movements).	Processing speed of objects in the space The activity provides opportunities for the mover to understand and react to visual information.		

Activity 3: The Field of Flowers

Description of activity:

You will need to mark a path on the floor, defining a beginning and an end. Place toys or household objects on the floor which become imaginary flowers. **Note to care-giver:** The more flowers in the field the more challenging the game.

Stage 1

Cross the imaginary field without stepping on the flowers. Walk with hands and feet on the floor.

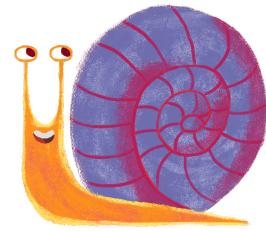
Stage 2

Both the care-giver and child walk through the imaginary field.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Spatial intention and balance The activity develops the capacity to move towards directions or points in space whilst encouraging the discovery of interesting ways of locomoting and distributing weight across their hands and feet.	Attention to activity Develops the mover's capacity to attend to current activities, using: selective attention (ability to attend to stimuli while ignoring distractions) and sustained attention (ability to maintain attention over extended time).	Access to playfulness Embodying a cat enables the movers to experience playfulness, approaching situations with lightness and creativity.	Managing body boundaries in space Develops capacity to move appropriately within the confines of the space, involving proprioceptive sense (being aware where others and objects are) and manoeuvring objects.
Levels in space: access to low and medium levels The activity provides opportunities for the movers to access low and medium levels of the body in space.		Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	

Sally the Snail



Activity 1: The Snail Crawl

This activity invites the movers to imagine how a snail might move, encouraging them to explore their own snail-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina The activity develops upper-body strength through the actions of pulling oneself forward with arm and 'core' strength. It also provides the opportunity for locomoting at a low level whilst developing the ability to sustain prolonged physical effort.		Access to playfulness Embodying a snail enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others Doing the activity with the intention of being synchronised with a partner, develops the ability to move one's body in an integrated way in synchrony with another person.

Activity 2: Snail Shells

Description of activity:

You will need a rope, ribbon or a piece of material that can be stretched.

Stage 1

Coil a rope or long ribbon loosely on the floor, making an imaginary snail shell.

Stage 2

Place one hand on the end of the lengthened rope. Rotate your palm, coiling the rope until a snail shell is formed. Try the other hand as well.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Fine-motor skills The action of winding the rope into a shell shape develops fine motor skills, requiring the use of small muscles in the hands and wrists.	Attention to activity Capacity to attend to current activities, using: selective attention (ability to attend to stimuli while ignoring distractions) and sustained attention (ability to maintain attention over extended time).	Stimulates vagus nerve Movements which involve spinning, stimulate the Vagus nerve which is important for activating the body's 'rest and digest' state.	Synchrony of movement with others Doing the activity with the intention of being synchronised with a partner, develops the ability to move one's body in an integrated way in synchrony with another person.
Strength and stamina The activity develops whole-body strength (particularly upper-body and leg strength) through the actions of holding upper-body weight over one arm and locomoting at a low level and develops the ability to sustain prolonged physical effort.	.		

Activity 3: Snailing Around

Description of activity:

You will need a rope or a piece of material that can be stretched.

Stage 1

The care-giver and child each hold an end of the rope, pulling and testing resistance.

Stage 2

The care-giver holds one end of the rope. The child holds the other end and spins, wrapping their body in the rope. When they meet, they hug. The child spins back to the starting position. Note to care-giver: Start with a short rope and slowly increase the rope's length.

Stage 3

The care-giver holds one end of the rope. The child lies on the ground, holding the other end of the rope. The child rolls towards the care-giver, wrapping their body in the rope.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Fine-motor skills The activity provides opportunities for the movers to develop fine motor skills, requiring the use of small muscles in the hands and wrists through gripping actions.		Stimulates vagus nerve Movements which involve spinning, stimulate the Vagus nerve which is important for activating the body's 'rest and digest' state.	Comfort in proximity to others and objects Develops the mover's capacity to manage themselves with comfort in close proximity to others and objects.
Levels in space: access to low and medium levels The activity provides opportunities for the movers to access different levels of the body in space (Stage 1 and 2: medium levels and Stage 3: low levels).			Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops the capacity to experience and create reciprocity; to take turns.

Activity 4: The Big Snail

Description of activity:

You will need a rope and a ball (if you don't have a ball you could use rolled up socks). Coil the rope loosely on the ground making an imaginary snail shell.

Stage 1

Walk in and out of the snail shell without touching the sides.

Stage 2

Place a small ball or rolled up socks under your chin. Walk in and out of the snail shell without dropping it.

Stage 3

Walk in and out of the snail shell rolling the ball at your feet. Try not to touch the snail shell.

Variations: Try different ways of walking such as on your toes, on your heels or the sides of your feet.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Fine-motor skills The activity provides opportunities for the movers to develop fine motor skills, requiring the use of small muscles of the hands and wrists when coiling the rope.	Attention to activity Develops the capacity to attend to current activities, using: selective attention (ability to attend to stimuli while ignoring distractions) and sustained attention (ability to maintain attention over extended time).	Stimulates vagus nerve Movements which involve spinning, stimulate the Vagus nerve which is important for activating the body's 'rest and digest' state.	Managing body boundaries in space Develops capacity to move appropriately within the confines of the space, involving proprioceptive sense (being aware where others and objects are) and manoeuvring objects.
Balance Develops ability to evenly distribute weight, to remain upright and steady in dynamic movement.	Following directions Develops ability to attend to and follow instructions or directions.		Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.

Roger the Crocodile

Activity 1: The Crocodile Walk

This activity invites the movers to imagine how a crocodile might move, encouraging them to explore their own crocodile-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina The activity develops whole-body strength (particularly upper-body and 'core' strength) through holding a plank position for extended periods of time and develops the ability to sustain prolonged physical effort.	Attention to activity Develops the movers' capacities to attend to current activities, using either: selective attention (ability to attend to stimuli while ignoring distractions); sustained attention (ability to maintain attention over extended time).	Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Synchrony of movement with others Stage 1 develops the ability to move one's body in an integrated way in synchrony with another person.
Balance Balancing on an uneven surface provides an opportunity for the mover to be aware of their shifts and distribution of weight.	Following directions Develops ability to attend to and follow instructions or directions.	Emotional connections with others Through the playful embodied interactions the activity encourages, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	Appropriate use and reception of touch Develops capacity to distinguish, apply and receive touch, appropriate to the context.



Activity 2: The Crocodile Bridge

Description of activity:

For this activity you will need objects like two books, two yoga blocks, two pots and/or flip-flops. Imagine a crocodile-infested river. The child tries to cross from one side to the other, without falling in.

Stage 1

Walk across an imaginary bridge using two books. Place one book on the ground and stand on it. Place the second book down and step onto it. Turn and pick up the first book. Place it down to create the next step. Continue in this manner.

Stage 2 and 3

Repeat with an object that is slightly taller, such as two yoga blocks. Again, repeat with a slightly taller object like two pots. **Note to care-giver:** Place a towel under the pot to prevent it from slipping.

Stage 4

Repeat with objects that are small and challenging to balance on like flip-flops.

Stage 5

Both care-giver and child cross the crocodile-infested river together. Make a bridge out of three different objects (i.e., book, pot and flip-flop).

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Balance Balancing on a small surface provides an opportunity for the movers to be aware of their shifts and distribution of weight.	Leading, taking ownership of an activity The individual who is moving across the 'bridge' is provided with opportunities to lead and take responsibility for the execution of the activity.	Access to playfulness Imagining a crocodile infested river enhances the capacity to experience playfulness, approaching situations with lightness, presence and creativity.	Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.
Fine-motor skills The action of handling objects provides opportunities for the mover to develop fine motor skills, requiring the use of small muscles in the hands and wrists.	Following directions Develops ability to attend to and follow instructions or directions.	Emotional regulation The activity allows opportunities for the movers to emotionally respond to increasing heights. It may enhance their capacity to tolerate challenges arising in the course of the activity.	Managing body boundaries in space The activity develops the movers' capacities to move appropriately within the confines of the space, involving proprioceptive sense (being aware where others and objects are) and manoeuvring objects.

Develops timing aspects of movement Picking up and placing down an object, whilst balancing within a confined space, develops the mover's capacity to decelerate and control the timing of their movement.	Enhancing the mind-body connection Through touch we gather sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.	Emotional connections with others Through the playful embodied interactions the activity encourages, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	Synchrony of movement with others Stage 6 provides opportunities for the movers to work together as a team. The stage requires two people to work together, synchronising their movement to support one another, enhancing their abilities to collaborate and work with others in an integrated way. The activity could be approached with the aim of being as close or as far away from one another as possible.
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Activity 3: Opening and Closing Croc's Jaws

Description of activity:

Imagine your arms are like crocodile jaws opening and closing.

One person calls out body parts. The movers explore opening and closing the named body parts during an improvised dance.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Awareness of body parts Awareness and articulation of body parts demonstrated through activation and or naming of body parts.	Expression of creativity Provides opportunities for the mover/s to express their own creativity, evidenced through embodied movement expression.	Emotional connections with others Through the playful embodied interactions the activity encourages, the participants develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	Appropriate give and take in relationship, turn-taking Changing roles in the activity (change who is naming body parts), develops capacity to experience and create reciprocity; to take turns.
Stamina The activity develops stamina, ability to sustain prolonged physical effort.	Processing speed of auditory information The activity will provide opportunities for the mover to understand and react to auditory information.		Synchrony of movement with others, timing and rhythm Develops ability to be aware of other's timing of movement and move one's body in an integrated way in synchrony with another person.

Jasmine the Snake



Activity 1: The Snake Slither

This activity invites the movers to imagine how a snake might move, encouraging them to explore their own snake-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina The movements in the various stages develop upper-body strength (particularly arm, shoulder girdle, wrist and finger grip strength) and the ability to sustain prolonged physical effort.	Leading, taking ownership of an activity In Stage 4, the person who is the 'snake charmer' is provided with opportunities to lead and take responsibility for the execution of the activity.	Access to playfulness Embodying a snake enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others Stage 1 and 2, requires two people to work together, synchronising their movement to support one another, enhancing the ability to work with others in an integrated way.
Levels and planes in space: access to low levels and horizontal planes The various stages develop the capacity to access low levels and horizontal planes of the body in space.		Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Appropriate give and take in relationship, turn-taking Stage 4 provides the movers with opportunities to change roles, developing their capacities to experience and create reciprocity; to take turns.

Activity 2: The Snake's Cave

Description of activity:

Use two ropes, pool noodles or broomsticks as imaginary snakes. Define a space using ropes or masking tape and pretend it is a snake's cave.

Stage 1

The care-giver swings the snake vertically. The child tries to cross, avoiding contact with the snake.

Note to care-giver: Experiment with a faster pace as the child becomes more adept. Try different ways of travelling across the cave.

Stage 2

The care-giver swings the snake horizontally. The child tries to cross, avoiding contact with the snake. **Note to care-giver:** Start slowly and increase speed appropriately.

Stage 3

The care-giver adds another snake. Swing both snakes vertically at the same time. The child tries to cross, avoiding contact with the snakes. **Note to care-giver:** Explore your own creative and challenging variations as the child becomes more adept.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Stamina Develops ability to sustain prolonged physical effort.	Attention and initiative Develops capacity for independent initiation of an action. Related to decision-making and being in the moment, now versus not now, knowing the right moment to act.	Emotional regulation The activity allows opportunities for the movers to respond to moving objects and adapt to changing situations.	Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.
Balance Walking within a confined space (i.e., on tape) provides the movers with opportunities to develop their balance skills, remaining upright and steady during dynamic movement.	Processing speed of objects in the space Moving within a defined space while avoiding contact with a moving object will provide opportunities for the mover to understand and react to visual information.	Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Managing body boundaries in space Develops capacity to move appropriately within the confines of the space, involving proprioceptive sense (being aware where others and objects are) and manoeuvring objects.
Develops timing aspects of movement Develops capacity to access acceleration and deceleration of movement,	Leading, taking ownership of an activity The person who is holding and moving the 'snake' through space, is provided		

across the continuum of sustained (prolonging movement) to sudden (urgent, quick and hurried movements).	with opportunities to lead and take responsibility for the execution of the activity.		
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Case study: The Snake's Cave Stage 1

Annabelle is a woman in her 20's who is diagnosed with Autism Spectrum Disorder Level 3. Annabelle's dance movement therapist replaced tape with bubble wrap in The Snake's Cave Stage 1. The activity supported Annabelle in reducing her behaviour of 'toe walking'. In a follow-the-leader style approach to the activity, Annabelle and her therapist took it in turns demonstrating new ways to walk down the 'catwalk' on different parts of their feet. The activity afforded Annabelle with opportunities to articulate her feet as well as demonstrate leadership through turn-taking.

Activity 3: The Sneaky Snake

Description of activity:

Use a rope, pool noodle or broomstick as an imaginary snake. You will also need two objects that are safe to stand on, such as yoga blocks or books.

Stage 1

Imagine the broomstick or pool noodle is a snake. The care-giver slowly moves the snake side to side. The child avoids the snake. **Note to care-giver:** Caution should be taken if using the broomstick. Use gentle motions. Supervise children closely to avoid accidents.

Stage 2

The child stands on the two objects. The care-giver slowly moves the snake side to side. The child tries to avoid the snake.

Stage 3

The care-giver holds a rope, pretending it is a snake. They swing the rope carefully around their body at different heights. The child jumps or bobs down, avoiding the snake.

Switch roles!

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina Crouching movements and jumping develops stronger legs, feet, calves and ankles. The various stages also develop the ability to sustain prolonged physical effort.	Attention and initiative Develops capacity for independent initiation of an action. Related to decision-making and being in the moment, now versus not now, knowing the right moment to act.	Emotional regulation The movement scenario provides opportunities for the mover to develop their ability to adapt to changing situations.	Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.
Balance Stage 2 provides opportunities to develop the balance skills of the mover who is standing on a raised object, remaining upright and steady during dynamic movement.	Processing speed of objects in the space The various stages provide opportunities for the mover to understand and react to visual information.	Develops capacity to cope with challenges and difficulties The activity is physically demanding, therefore provides opportunities for the development of tolerance of challenging sensations which may arise during the course of the activity.	Managing body boundaries in space Develops capacity to move appropriately within the confines of the space, involving proprioceptive sense (being aware where others and objects are) and manoeuvring objects.

<p>Develops timing aspects of movement</p> <p>The activity develops the movers capacities to access acceleration and deceleration of movement, across the continuum of sustained (slowly lifting a leg to avoid the 'snake') to sudden (quickly jumping over the 'snake').</p>	<p>Leading, taking ownership of an activity</p> <p>The person who is holding and moving the 'snake' through space, is provided with opportunities to lead and take responsibility for the execution of the activity.</p>	<p>Emotional connections with others</p> <p>Through the playful embodied interactions the activity encourages, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.</p>	
<p>Levels in space: access to low, medium, high levels</p> <p>Moving through crouching and jumping movements also develops the movers' capacities to access different levels in space.</p>			

Doug the Dog



Activity 1: The Dog Walk

This activity invites the movers to imagine how a dog might move, encouraging them to explore their own dog-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength, stamina and balance The stages develop whole body strength (particularly upper-body and 'core' strength) as well as the ability to sustain prolonged physical effort, including aerobic fitness. The stages also provide opportunities to balance in different configurations across the hands and the feet.	Following directions Develops ability to attend to and follow instructions or directions (such as moving forwards, backwards and hop on one leg).	Access to playfulness Embodying a dog enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others Doing the activity with the intention of being synchronised with a partner, develops the ability to move one's body in an integrated way in synchrony with another person.
Access to active effort qualities The activity also develops the capacity to access powerful force through movement, feeling one's own weight and relationship to earth/gravity.		Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	

Activity 2: Grab the Tail

Description of activity:

For this activity you will need T-shirts or tea towels. Pretend they are dogs' tails.

Stage 1

The care-giver or the child places the tail in the back of their pants. Make sure the tail hangs out.

Try to catch the dog's tail. If the tail gets caught, give it back and start again.

Stage 2

Both the care-giver and the child place their dog's tail in the back of their pants. Try to catch the dogs' tails.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Stamina Develops ability to sustain prolonged physical effort, including aerobic fitness.	Attention and initiative Develops capacity for independent initiation of an action. Related to decision-making and being in the moment, now versus not now, knowing the right moment to act.	Emotional regulation Develops ability to adapt to changing situations.	Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.
Develops timing aspects of movement Reaching for the 'dog's tail', develops the mover's capacity to access acceleration and deceleration of movement, across the continuum of sustained (prolonging movement) to sudden (urgent, quick and hurried movements).	Processing speed of objects in the space Observing the 'dog's tail' move through space, will provide opportunities for the movers to understand and react to visual information.	Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Appropriate use of personal space in relation to others, including body boundaries Develops capacity to use personal space appropriately for the activity, to manage being as close or as far from others as the activity requires, and that other/s present feel is appropriate given the activity and relationship between people involved.
Fine-motor skills The activity provides opportunities for the movers to develop fine motor skills. Grasping the 'dog's tail' requires the use of small muscles of the hands and wrists.			Healthy competition The activity provides opportunities for the movers' to experience a sense of healthy competition – interacting in respectful and positive ways with others in ways that promotes and fosters striving for higher achievements.

Activity 3: Walking the Dog

Description of activity:

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Stage 1

The child lies on their back and lifts their hands towards the ceiling. The care-giver pushes the child's hands down and the child pushes back resisting. Note to care-giver: Start with a small push and increase the force according to the child's power to resist.

Stage 2

The child places their hands on the floor. The care-giver lifts and holds both of the child's ankles.

The child walks forwards and backwards on their hands. Note to care-giver: If the child's pelvis collapses downwards, gently release the child's feet to the floor and instead try holding their pelvis.

Stage 3

The child places their hands on the floor. The care-giver lifts and holds both of the child's ankles.

The child tries to walk sideways.

Stage 4

The child places their hands on the floor. The care-giver lifts and holds both of the child's ankles.

The child lifts one hand and gives someone a high five. They try with the other hand.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength, stamina and balance The stages develop upper-body strength (particularly arm, shoulder girdle, wrist and finger grip strength). It also provides opportunities to balance in different configurations across the hands.	Following directions Develops ability to attend to and follow instructions or directions (such as moving forwards, backwards and giving a high five).	Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Synchrony of movement with others The various stages develop the ability to move one's body in an integrated way in synchrony with another person.
Access to active effort qualities The various stages also develop the capacity to access powerful force through movement, feeling one's own weight and relationship to earth/gravity.	Enhancing the mind-body connection Through touch we gather sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.		Appropriate use and reception of touch Develops capacity to distinguish, apply and receive touch, appropriate to the context.

Spatial intention: mover identifies and uses directions or points in space

In Stage 4, the high-five action develops the mover's capacity to identify and move towards directions or points in space.

Daisy the Spider

Activity 1: The Spider Walk

This activity invites the movers to imagine how a spider might move, encouraging them to explore their own spider-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength, stamina and balance The handstand position develops strength of the whole-body (particularly upper-body, wrist and 'core' strength) as well as developing hand push strength. The activity develops the ability to sustain prolonged physical effort and balance, requiring movers' to distribute weight across both hands.	Following directions Develops ability to attend to and follow instructions or directions (such as lifting one foot).	Sense of confidence in self Exploring inverted body shapes, provides opportunities for the movers' to develop positive feelings and thoughts of trust or belief in their own abilities and capacities.	Healthy competition Stage 5 provides opportunities for the movers to experience a sense of healthy competition - interacting in respectful and positive ways with others in ways that promotes and fosters striving for higher achievements.
Access to active effort qualities The activity develops the mover's capacity to access powerful force through movement (i.e., the handstand position requires the mover to push strongly through their shoulders, arms and hands).		Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	

Case Study: The Spider Walk

Robert is seven years old and diagnosed with dyspraxia, also known as developmental coordination disorder. He struggles with gross motor skills which results in low self-esteem and lack of belief in himself. He presents as being physically weak and displays social and emotional difficulties as well as challenges with self-organisation.

Robert was referred to a sports therapist who specialises in motor sensory regulation. His therapy goals were to strengthen his physical body (particularly his upper-body), deepen his sense of confidence in himself and to experience better functioning within his home and school environments.

Robert's sports therapist integrated the Moving Nature cards and movement activities into their therapeutic encounters. They have shared the following:

"I chose to integrate Moving Nature cards into my therapeutic encounters with Robert. I was hopeful he would continue to integrate the playful movement activities at home with his siblings and care-givers, allowing him to continue to work on his therapeutic goals outside of the clinic. I selected cards which contained activities targeting upper-body strength and tactile experiences which promote body awareness. I laid them on the floor so Robert could handle them. He chose which one he wanted to experience.

He selected the spider card and we watched The Spider Walk tutorial together. Often Robert has a passive quality to his movement where he gives up his own weight. When executing The Spider Walk, it was wonderful to see him display powerful force, sensing his own weight and pushing his body weight against gravity.

The following session he tells me how he practised The Spider Walk almost daily with his siblings and how he is slowly improving and keeping his feet on the wall for longer periods. Over a period of months, we continue to practise The Spider Walk and other Moving Nature activities that promote upper-body strength and tactile encounters like The Crab Walk. In this activity we practise pushing our hands and feet into one another, trying to match one another's amount of force.

Over several months, I notice changes in his physical form as he builds muscular strength in his shoulders. We talk about his physical changes and his deepening sense of self belief. The physical changes he has experienced allows him to be in the world with more courage and curiosity.

Activity 2: Save the Butterflies

Description of activity:

For this activity you will need string or stretchy elastic bands that become an imaginary spider's web. You will also need clothes pegs or toys as imaginary butterflies.

Create an imaginary spider web. Tie string or stretch elastic bands at different angles in your space.

Stage 1

Move through the space, exploring all directions. Try not to touch the spider web.

Stage 2

Place clothes pegs on your web or scatter toys throughout the web. Save the butterflies, trying to not get caught in the spider web.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Fine-motor skills The action of handling objects which represent the imaginary spider web and butterflies, provides opportunities for the movers to develop fine motor skills, requiring the use of small muscles of the hands and wrists.	Expression of creativity Deciding how to move through the 'spiderweb' develops the movers' ability to express their own creativity, evidenced through embodied movement expression.	Access to playfulness Moving through an imaginary spiderweb enhances the movers' capacities to experience playfulness, approaching situations with lightness, presence and creativity.	Comfort in proximity to others and objects Develops the mover's capacity to manage themselves with comfort in close proximity to others and objects.
Levels in space: access to low, medium, high levels Moving through the imaginary spiderweb develops the movers' capacity to access different levels of the body in space.	Aesthetic decision-making With the task of moving through the 'spiderweb', the mover expresses their personal preferences on how to move based on response to the aesthetic stimuli.		Managing body boundaries in space Develops capacity to move appropriately within the confines of the space, involving proprioceptive sense (being aware where others and objects are) and manoeuvring objects.

Stacy the Duck & Arnold Jr. the Duckling



Activity 1: The Duck Waddle

This activity invites the movers to imagine how a duck might move, encouraging them to explore their own duck-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and flexibility The 'squat' position stretches around the hips (inner thighs, glutes and lower back muscles). Moving in and out of the 'squat' position develops stronger legs, feet, calves and ankles.	Recall of movement sequences Sequencing movements together (jumping and waddling like a duck forwards and backwards) develops the movers' capacity to store and remember information; recalling movement phrases.	Access to playfulness Embodying a duck enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others The various stages develop the ability to move one's body in an integrated way in synchrony with another person.
Levels in space: access to low, medium, high levels The activity can provide opportunities for the movers to access different levels of the body in space.	Expression of creativity Embodying a 'duck', the movers develop their ability to express their own creativity, evidenced through embodied movement expression.		

Activity 2: Feeding the Ducks

Description of activity:

For this activity you will need a small ball. Imagine it is duck food.

Stage 1

Jump continuously with your feet moving together and apart.

Stage 2

The care-giver continuously jumps their feet together and apart. The child rolls the ball, aiming the food into the duck's beak.

Stage 3

The child gently kicks the ball with their feet, aiming the food into the duck's beak.

Stage 4

From a plank position, the care-giver walks their feet forwards and backwards. The child tries to roll or gently kick the food into the duck's beak.

Stage 5

From a plank position, the care-giver continuously jumps their feet towards their hands and backwards to a plank. The child tries to roll or gently kick the food into the duck's beak.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Sequencing of body parts in movement and cross-lateral connectivity Repeating movements (such as jumping legs open and closed) develops the mover's ability to move body parts in an integrated, synchronised way. Rolling a ball involves the ability to connect the body diagonally, (i.e., moving an upper limb with the opposite lower limb).	Processing speed of other's movement Develops ability to understand and react to information of other's movements (i.e. the speed of someone jumping legs, etc).	Emotional regulation Develops ability to adapt to changing situations.	Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.

Levels and planes in space Develops capacity to access different levels (low, medium and high) of the body in space as well as vertical and horizontal planes.	Attention and initiative Develops capacity for independent initiation of an action. Related to decision-making and being in the moment, now versus not now, knowing the right moment to act.		Healthy competition The activity provides opportunities for the movers to experience a sense of healthy competition – interacting in respectful and positive ways with others that promotes and fosters striving for higher achievements.
Develops timing aspects of movement and eye -hand coordination Rolling a ball enhances the mover's eye-hand coordination. The activity also develops one's sense of rhythm, timing and strengthens eye tracking skills.			

Case study: Feeding the Ducks

A Dance Movement Therapist was having difficulty motivating a group of adults diagnosed with various intellectual disabilities, to move vigorously for more than a few minutes. When the therapist introduced the activity Feeding the Ducks to the group, the members sustained physical effort of jumping and ball throwing for up to 10 minutes. The therapist also observed that group members had a greater sense of ease communicating and interacting with one another throughout the playful activity. The balls used in the activity helped to create an in-direct point of connection between the participants.



Jordy the Koala & Red the Koala Joey



Activity 1: The Koala Hug

This activity invites the movers to imagine how a koala might move, encouraging them to explore their own koala-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and access to active effort qualities The various stages develop whole-body strength and develop the capacity to access powerful force through movement (exploring activity movement qualities of pushing, pulling, grasping and clinging).	Leading, taking ownership of an activity Stage 3, in which the child climbs onto the care-giver's back may provide the child with opportunities to take lead on how to succeed in the execution of the activity.	Hormone stimulation Through receiving touch perceived as safe and loving, serotonin and oxytocin hormones are stimulated, contributing to relaxation and well-being.	Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.
Levels and planes in space Develops capacity to access different levels (low, medium and high) of the body in space as well as vertical and horizontal planes.	Enhancing the mind-body connection Through touch we gather sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.	Emotional connections with others Through the playful embodied interactions the activity encourages, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	Appropriate use of personal space in relation to others, including body boundaries Develops capacity to manage being in close proximity to others, respecting body boundaries.
			Appropriate use and reception of touch The activity provides the movers with opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.

Activity 2: Koala Climbs a Tree

Description of activity:

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Stage 1

The care-giver squats. The child climbs onto the care-giver, imagining they are climbing a tree.

Stage 2

The care-giver sways like a tree in the wind. The child climbs a swaying tree.

Stage 3

The care-giver makes different shapes with their body. The child climbs the different trees.

Stage 4

Two adults link their bodies in creative ways. The child climbs the family tree.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength, stamina and balance For the individual performing the 'climbing' role, the activity develops whole-body strength. The activity also improves stamina, the ability to sustain prolonged physical effort. The activity also develops balance in the individual performing the 'base' role, (distributing weight and remaining upright).	Leading, taking ownership of an activity The activity provides the individual with the 'climbing' role with opportunities to take lead on how to succeed in the execution of the activity.	Hormone stimulation Through receiving touch perceived as safe and loving, serotonin and oxytocin hormones are stimulated, contributing to relaxation and well-being.	Comfort in proximity to others and appropriate use and reception of touch Develops capacity to manage oneself with comfort in the physical presence of others. The activity also provides the movers with opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.
Access to active effort qualities The activity develops the capacity to access powerful force through movement (exploring activity movement qualities of pushing, pulling, grasping and clinging).	Expression of creativity Exploring new 'base' shapes and climbing pathways, provides the individuals with opportunities for creative expression and embodied movement expression.	Sense of confidence in self Achieving success in 'climbing' provides opportunities for the individual to develop positive feelings and thoughts of trust or belief in one's own abilities and capacities.	Appropriate use of personal space in relation to others, including body boundaries Develops capacity to manage being in close proximity to others, respecting body boundaries.

Activity 3: The Shrinking Dance Floor

Description of activity:

This activity can be done alone, with a partner or in a group. It involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Two movers stand on a surface that can fold. They dance within the boundaries, extending their limbs as they explore the far edges of the space.

The dance floor is folded in half. The movers explore the smaller space and their closer proximity. Continue to fold the space in half and explore moving in the smaller space.

Each time the dance floor is folded the movers reflect on how it feels to move within each space.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Access to full kinaesphere The activity develops the mover/s capacity to access movement across the full kinaesphere, (the three-dimensional volume of space that can be accessed without a shift of weight to change one's stance), encompassing near reach (close to ourselves), mid reach (in between), far reach (large movements) in space.	Expression of creativity Provides opportunities for the mover/s to express their own creativity (exploring new ways of moving inside the space).	Hormone stimulation Through receiving touch perceived as safe and loving, serotonin and oxytocin hormones are stimulated, contributing to relaxation and well-being.	Appropriate use of personal space in relation to others and respecting body boundaries The activity develops the movers' capacities to manage being in close proximity to others, respecting body boundaries.
Levels and planes in space Develops capacity to access different levels (low, medium and high) of the body in space as well as vertical and horizontal planes.	Enhancing the mind-body connection Through the element of touch present in the activity, the participants are gathering sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.	Emotional regulation through tactile encounters Touch perceived as safe affords individuals opportunities to modulate their interoceptive functioning - to modulate their inner world. Grounding, organisation, and self regulation can be influenced by our tactile encounters with people and objects.	Comfort in proximity to others If the activity is done with a partner or even in a group, it provides opportunities for the movers to develop their sense of comfort in close proximity to others.

	<p>Emotional connections with others</p> <p>Through the playful embodied interactions the activity encourages, the participants develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.</p>	<p>Appropriate use and reception of touch</p> <p>The activity provides the movers with opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.</p>
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Carlos the Crab



Activity 1: The Crab Walk

This activity invites the movers to imagine how a crab might move, encouraging them to explore their own crab-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina The movements in the various stages develop whole-body strength (particularly upper-body, wrist and 'core' strength) and the ability to sustain prolonged physical effort.	Recall of movement sequences The various stages develop the movers' capacities to store and remember information; recalling movement phrases.	Sense of confidence in self Stage 4 and 5, invite the movers to explore inverted movements (hips higher than head). This provides the movers with opportunities to develop positive feelings and thoughts of trust or belief in one's own abilities and capacities.	Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.
Levels in space: access to low and medium levels The various stages develop the movers' capacities to access low and medium levels of the body in space.			Appropriate use of personal space in relation to others, including body boundaries Develops capacity to manage being in close proximity to others, respecting body boundaries.

Activity 2: Crab on Crab

Description of activity:

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Stage 1

The child carefully balances on top of the care-giver. The child places their hands on the care-giver's knees and their feet on their shoulders.

Stage 2

In the crab on crab position, the child lifts one leg in the air, places it down and then lifts the other.

Stage 3

In the crab on crab position, the care-giver sits down. They place their hands on the child's hips and support them in doing a backward somersault.

Stage 4

The care-giver tries walking in the crab on crab position.

Stage 5

The child tries to raise one hand in the crab on crab position. They place it down and raise the other.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength, stamina and balance The movements in the various stages develop whole-body strength (particularly upper-body, wrist and 'core' strength).	Following directions Develops ability to attend to and follow instructions or directions (such as lifting one foot or hand).	Access to playfulness Embodying a crab enables the movers to experience playfulness, approaching situations with lightness and creativity.	Comfort in proximity to others and appropriate use and reception of touch The high five movements provide the mover's with opportunities to apply and receive touch in an appropriate manner as perceived by others.
Levels in space: access to low and medium levels The various stages develop the movers' capacities to access low and medium levels of the body in space.		Sense of confidence in self The various stages invite the top 'crab' to explore heights and inverted movements (hips higher than head). This provides the individual with opportunities to develop positive feelings and thoughts of trust or belief in one's own abilities and capacities.	Appropriate use of personal space in relation to others, including body boundaries Develops capacity to manage being in close proximity to others, respecting body boundaries.

Activity 3: Crazy Crabs

Description of activity:

1. The Hot Crab

Light an imaginary fire on the floor under your hips. Tap your buttocks on the floor three times.

When your buttocks touch the floor, jump one foot then the other.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength, stamina and balance The crab position develops the whole-body strength of movers (particularly upper-body, wrist and 'core' strength) and the ability to sustain prolonged physical effort. The activity also develops balance, requiring movers to distribute weight across hands and feet.	Expression of creativity The activity may be expanded, inviting participants to move in their own creative way as crabs, providing opportunities for creative and embodied movement expression.	Access to playfulness Embodying a crab enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others The activity could be approached as a mirroring activity, developing the movers' abilities to move in an integrated way in synchrony with one another.
Levels in space: access to low and medium levels The various stages develop the movers' capacities to access low and medium levels of the body in space.	Following directions Develops ability to attend to and follow instructions or directions (such as jumping one foot after the other).		

Rocky the Eagle



Activity 1: Eagle's Flight

This activity invites the movers to imagine how an eagle might move, encouraging them to explore their own eagle-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Balance, stamina and strength The activity develops stamina through the repetition of moving arms like wings. It also develops balance (standing on an uneven surface) and develops back strength during movements done in a supine position.	Expression of creativity Develops ability to express own creativity, evidenced through embodied movement expression, enhancing the capacity to find new and unexpected connections with others.	Access to playfulness Embodying an eagle enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others The activity could be approached as a mirroring activity (i.e., flapping wings in time with one another), developing the movers' abilities to move in synchrony with one another.
Levels in space: access to low and medium levels The various stages develop the capacity to access low and medium levels of the body in space.			

Activity 2: Flying High

Description of activity:

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Stage 1 – The Pilot

The care-giver lies on their back. They lift their knees over their hips. The child lies on the care-giver's lower legs. The care-giver makes gentle motions with their legs as the child imagines they are flying.

Stage 2 – The Tumbling Eagle

The child slowly tilts forwards. They place their head on their care-giver's abdomen. The care-giver supports and gently pushes upward the pelvic area of the child. From this position, the child can flip into a forward somersault, supported by their care-giver. Note to care-giver: This stage should be attempted with another adult supporting.

Stage 3 – Preparing for Flight

The care-giver lies on their back, knees over their hips. The child stands and leans their body weight into the care-giver's feet. The care-giver takes the weight of the child and draws their knees towards their chest.

Stage 4 – Lift Off

The care-giver lies on their back, knees over their hips. The child leans their weight into the care-giver's feet. Holding hands, the care-giver gently lifts the child upwards towards the sky.

Stage 5 – Preparing for Flight II

The care-giver lies on their back, knees over their hips. The child stands and leans their back into the care-giver's feet. The care-giver takes the weight of the child, lifting them into the air.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Balance and strength The activity develops balance and 'core' strength of both movers.	Following directions The activity develops the 'flyer's' ability to attend to and follow instructions or directions.	Sense of confidence in self The activity (particularly the inverted movements) can enhance an individual's positive feelings and thoughts of trust or belief in one's own abilities and capacities.	Synchrony of movement with others The activity requires two people to work together, synchronising their movement to support one another, enhancing the ability to work with others in an integrated way.

<p>Levels in space: access to low, medium and high levels</p> <p>The various stages develop the capacity to access low, medium and high levels of the body in space.</p>			<p>Appropriate use of personal space in relation to others and appropriate use and reception of touch</p> <p>The activity develops the capacity to manage being in close proximity to others, respecting body boundaries as well as opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.</p>
<p>Release of physical tension</p> <p>Stages 1, 4 and 5 could be approached in a restful way allowing opportunities for the 'flyer' to passively rest - this may contribute towards the capacity to release physical tension through restful postures.</p>			<p>Comfort in proximity to others</p> <p>Develops capacity to manage oneself with comfort in the physical presence of others.</p>

Activity 3: The Eagle's Nest

Description of activity:

Define a space on the floor and imagine it is an eagle's nest. Scatter various toys and safe objects on the floor and imagine they are the eagle's food.

The child places their hands on the floor. The care-giver lifts the child's pelvis with their hands so the child only has their hands on the ground. The child collects the food and places it in the eagle's nest.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina The activity develops whole body strength with an emphasis on upper-body and 'core' strength of the 'flyer'. This is required for the individual to maintain an extended or 'lifted' position of their chest.	Following directions The activity develops the 'flyer's' ability to attend to and follow instructions or directions.	Access to playfulness Embodying an eagle enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others The activity requires two people to work together, synchronising their movement to support one another, enhancing the ability to work with others in an integrated way.
Fine-motor skills The action of picking up objects develops the 'flyer's' fine motor skills, requiring the use of small muscles in the hands and wrists.		Sense of confidence in self The inverted movements of this activity can enhance an individual's positive feelings and thoughts of trust or belief in one's own abilities and capacities.	Appropriate use of personal space in relation to others and appropriate use and reception of touch The activity develops the movers' capacities to manage being in close proximity to others, respecting body boundaries as well as opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.
			Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.

Bobby the Lion



Activity 1: The Lion Walk

This activity invites the movers to imagine how a lion might move, encouraging them to explore their own lion-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina Walking like a lion develops whole-body strength (particularly upper-body and 'core' strength) and develops the ability to sustain prolonged physical effort, including aerobic fitness.	Following directions Develops ability to attend to and follow instructions or directions (such as moving forwards and backwards).	Access to playfulness Embodying a lion enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others Develops ability to move one's body in an integrated way in synchrony with another person.
Sequencing of body parts in movement and cross-lateral connectivity The activity develops the mover's ability to sequence body parts, flowing from one movement to another and also enhances the ability to connect the body diagonally, (i.e., moving an upper limb with the opposite lower limb).			

Activity 2: The King's Throne

Description of activity:

Place a chair or a pot in the middle of the room. Imagine it is a throne. Play music and walk, circling the throne.

When the music stops whoever manages to sit on the chair is the king of the jungle. Note to care-giver: Encourage everyone to experiment with different styles of walking.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Control of movement succession Develops ability to control movement succession: including initiation (beginning movement); sustainment (holding movement) and conclusion (stopping movement); release (letting go of action).	Expression of creativity Dancing in an improvisational way develops the mover's ability to express their own creativity, evidenced through embodied movement expression.	Access to playfulness Dancing with others, and/or embodying a lion enables the movers to experience playfulness, approaching situations with lightness, presence and creativity.	Appropriate use of personal space in relation to others and appropriate use and reception of touch The activity develops the movers' capacities to manage being in close proximity to others, respecting body boundaries.
Balance and stamina The activity could focus on balancing skills by encouraging the movers to stop on small objects (i.e., small mats) when the music stops. The activity also develops the ability to sustain prolonged physical effort, including aerobic fitness.	Attention and initiative Develops capacity for independent initiation of an action. Related to decision-making and being in the moment, now versus not now, knowing the right moment to act.	Emotional connections with others Through the playful embodied interactions the activity encourages, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.
	Processing speed of auditory information The activity will provide opportunities for the mover to understand and react to auditory information.		Healthy competition The activity provides opportunities for the movers to experience a sense of healthy competition – interacting in respectful and positive ways with others that promotes and fosters striving for higher achievements.

Activity 3: King of the Jungle

Description of activity:

First, the care-giver imagines they are a lion. Determine a circular running path for the lion. Scatter toys on the path. Place a box in the middle of the path.

The lion runs and the cub collects the toys before the lion returns. If some toys remain on the floor when the lion returns, the lion empties the toys out of the box.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength, stamina and cross-lateral connectivity Walking like a lion develops whole-body strength (particularly upper-body and 'core' strength) and develops the ability to sustain prolonged physical effort, including aerobic fitness. The activity also develops the ability to connect the body diagonally, (i.e., moving an upper limb with the opposite lower limb).	Following directions Develops ability to attend to and follow instructions or directions (such as moving forwards and backwards).	Access to playfulness Using this activity to clean up a room can enhance the movers' capacities to experience daily tasks with an attitude of playfulness,	Synchrony of movement with others, timing and rhythm Develops ability to be aware of other's timing of movement and move one's body in an integrated way in synchrony with another person.
Develops timing aspects of movement Develops capacity to access acceleration and deceleration of movement, across the continuum of sustained (the lion walks in a slow way) to sudden (quickly picking up objects in a hurried way).	Enhancing the mind-body connection Through touch we gather sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.		Healthy competition The activity provides opportunities for the movers to experience a sense of healthy competition – interacting in respectful and positive ways with others that promotes and fosters striving for higher achievements.
Fine-motor skills The activity provides opportunities for the movers to develop fine motor skills, requiring the use of small muscles the hands and wrists through gripping actions.			

Activity 4: Lion's Breath

Description of activity:

Sit on your heels and inhale deeply. As you exhale, place your hands on the floor in front of your knees. Empty out your breath and roar like a lion. Repeat several times.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Use of breath to support movement Develops ability to access, activate and control breath to support movement, including depth, rate and shape of breath.	Following directions Develops ability to attend to and follow instructions or directions.	Access to playfulness Roaring like a lion enhances the movers' capacities to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others Develops ability to move one's body in an integrated way in synchrony with another person.
Release of physical tension The activity can be used to enhance the mover's awareness of breath and breath regulation - contributing towards the capacity to release physical tension through breath.			

Activity 5: The Painting Lion

Description of activity:

Imagine you are a lion painting a picture.

One person calls out body parts. The movers imagine their paint brush is attached to that body part (i.e., hand, knee, elbow, nose, ankles, etc).

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Awareness of body parts Awareness and articulation of body parts demonstrated through activation and or naming of body parts.	Expression of creativity Provides opportunities for the mover/s to express their own creativity, evidenced through embodied movement expression.	Emotional connections with others Through the playful embodied interactions the activity encourages, the participants develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	Appropriate give and take in relationship, turn-taking Changing roles in the activity (change who is naming body parts), develops capacity to experience and create reciprocity; to take turns.
Stamina The activity develops stamina, ability to sustain prolonged physical effort.	Processing speed of auditory information The activity will provide opportunities for the mover to understand and react to auditory information.		Synchrony of movement with others, timing and rhythm Develops ability to be aware of other's timing of movement and move one's body in an integrated way in synchrony with another person.

Wendy the Worm

Activity 1: The Worm Crawl

This activity invites the movers to imagine how a worm might move, encouraging them to explore their own worm-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina Develops leg strength (through pushing and pulling actions of the legs) and develops the ability to sustain prolonged physical effort.		Access to playfulness Embodying a worm enables the movers to experience playfulness, approaching situations with lightness and creativity.	Synchrony of movement with others The activity could be approached as a mirroring activity, developing the movers' abilities to move in an integrated way in synchrony with one another.
Levels in space: access to low levels Lying on the floor and locomoting like a worm encourages the mover's to access low levels of the body in space.		Sense of confidence in self The increased challenge of jumping over further distances, provides opportunities for the mover to develop positive feelings and thoughts of trust or belief in own abilities and capacities.	

Activity 2: The Rotating Worm

Description of activity:

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Stage 1

One of you will sit on the floor and fix your eyes on the person who walks around you. They try to touch your back while you avoid being touched.

Stage 2

One of you will lie chest down on the floor. Start to spin around. Keep your eyes fixed on the other person who is walking around you. The person walking tries to touch your feet while you avoid being touched.

Stage 3

One of you will lie on your back and spin. Keep your eyes fixed on the other person who walks around you. They try to touch your knees while you avoid being touched.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina Lying in a supine position develops back strength. The activity also develops the ability to sustain prolonged physical effort.	Attention to activity Capacity to attend to current activities, using either: selective attention (ability to attend to stimuli while ignoring distractions); sustained attention (ability to maintain attention over extended time).	Emotional regulation Develops ability to adapt to changing situations.	Appropriate use and reception of touch The intention of touching another person's feet or back throughout the activity provides the mover with opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.
	Processing speed of objects in the space Observing the movements of another person with the intention of making physical contact with them, will provide opportunities for the mover to understand and react to visual information.	Stimulates vagus nerve Movements which involve spinning, stimulate the Vagus nerve which is important for activating the body's 'rest and digest' state.	

Matilda the Kangaroo & Jack the Joey



Activity 1: The Kangaroo Jump

This activity invites the movers to imagine how a kangaroo might move, encouraging them to explore their own kangaroo-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina Develops whole-body strength (particularly lower-body through squats and jumping movements) and develops ability to sustain prolonged physical effort, including aerobic fitness.		Access to playfulness Embodying a kangaroo enables the movers to experience playfulness, approaching situations with lightness and creativity.	Appropriate use of personal space in relation to others and appropriate use and reception of touch The activity develops the movers' capacities to manage being in close proximity to others, respecting body boundaries as well as opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.
Levels in space: access to low, medium, high levels Different kangaroo-like movements develop the mover's capacity to access low, medium and high levels of the body in space.			Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.

Activity 2: Jumpy Jumps

Description of activity:

This activity may involve touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Stage 1

The care-giver sits on the floor and straightens both legs. The child jumps over the care-giver's legs.

Stage 2

The care-giver sits on the floor and creates a 'V' shape with their legs. The child jumps in between the care-giver's legs and jumps out. The care-giver may choose to increase the size of the 'V'. **Note to care-giver:** When switching roles be mindful of your child's irregular timing. Take care when jumping in and out of their legs.

Stage 3

The care-giver sits on the floor and creates a 'V' shape with their legs. The child jumps over both legs in one big jump. The care-giver may choose to increase the size of the 'V'.

Stage 4

The child creates interesting shapes with their body on the floor. They hold the shape. The care-giver jumps in and around the child's shape.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and stamina Develops whole-body strength (through jumping movements) and develops ability to sustain prolonged physical effort, including aerobic fitness.		Access to playfulness Embodying a kangaroo enables the movers to experience playfulness, approaching situations with lightness and creativity.	Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.
Levels in space: access to low, medium, high levels Jumping develops the mover's ability to access low, medium and high levels of the body in space.		Sense of confidence in self The increased challenge of jumping over further distances, provides opportunities for the mover to develop positive feelings and thoughts of trust or belief in own abilities and capacities.	Appropriate use of personal space in relation to others The activity develops the movers' capacities to manage being in close proximity to others, respecting body boundaries.

Activity 3: Kangaroo Pouch

Description of activity:

Stage 1

You will need a big bag, a ball or rolled up socks. Imagine the bag is a kangaroo pouch. The care-giver holds the bag. The child throws the ball or socks into the pouch.

Stage 2

Holding the pouch, the care-giver moves freely. The child tries to score.

Switch roles!

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Develops timing aspects of movement and eye-hand coordination Throwing an object like a ball into a bag enhances eye-hand coordination, developing the mover's sense of rhythm, timing and strengthening eye tracking skills.	Attention to activity Capacity to attend to current activities, using either: selective attention (ability to attend to stimuli while ignoring distractions); sustained attention (ability to maintain attention over extended time).	Emotional regulation Develops ability to adapt to changing situations.	Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.
Levels in space: access to low, medium, high levels The person holding the bag may be encouraged to explore different levels of the body in space.	Processing speed of objects in the space Observing the movements of the bag with the intention of throwing a ball into the bag, will provide opportunities for the thrower to understand and react to visual information.		Healthy competition The activity provides opportunities for the movers to experience a sense of healthy competition – interacting in respectful and positive ways with others that promotes and fosters striving for higher achievements.

Tommy the Turtle



Activity 1: The Turtle Walk

This activity invites the movers to imagine how a turtle might move, encouraging them to explore their own turtle-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Develops timing aspects of movement This activity develops the capacity to access acceleration and deceleration of movement. It provides opportunities to explore sustained qualities of movement (i.e., moving slowly like a turtle) as well as sudden qualities of movement (i.e., quickly hiding in an imaginary turtle shell).	Processing speed of (auditory) language information Responding to a verbal cue, the activity will provide opportunities for the mover to understand and react to auditory information.	Access to playfulness Embodying a turtle enables the movers to experience playfulness, approaching situations with lightness and creativity.	
Levels in space: access to low level The activity encourages the mover to access a low level of the body in space.			

Activity 2: Catching Turtles

Description of activity:

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Decide who is the catcher and who is being caught. Run around your space. When someone is caught, they lie on their back and wiggle their arms and legs in the air like a turtle stuck on its back.

The catcher taps their head on the middle of the upside down turtle to release them.

Continue to play and then change roles.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Stamina The activity develops the ability to sustain prolonged physical effort, including aerobic fitness.		Access to playfulness Embodying a turtle enables the movers to experience playfulness, approaching situations with lightness and creativity.	Appropriate use of personal space in relation to others and appropriate use and reception of touch The activity develops the movers' capacities to manage being in close proximity to others, respecting body boundaries as well as opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.
Levels in space: access to low and medium levels The activity encourages the mover to access low and medium levels of the body in space.			Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.

Activity 3: Turtle Tower

Description of activity:

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

The care-giver enters their imaginary turtle shell. Supported by another adult, the child carefully climbs onto the care-giver's back. Once on top, they also hide inside their imaginary turtle shell.

How many turtles can you stack on the turtle tower?

Note to care-giver: Larger bodies should be the base and smaller bodies on top. Always have an extra adult supporting the turtle tower.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Release of tension Touch perceived as safe and loving can increase one's capacity to release psychological and muscular tension and stress. It can afford one an opportunity to be fully-present and at ease in relaxed stillness.	Enhancing the mind-body connection Through touch we gather sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.	Access to playfulness Embodying a turtle enables the movers to experience playfulness, approaching situations with lightness and creativity.	Appropriate use of personal space in relation to others and appropriate use and reception of touch The activity develops the movers' capacities to manage being in close proximity to others, respecting body boundaries as well as opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.
	Following directions Develops ability to attend to and follow instructions or directions.	Sense of confidence in self Exploring heights provides opportunities for the mover to develop positive feelings and thoughts of trust or belief in own abilities and capacities.	Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.

Activity 4: Turtle Pizza

Description of activity:

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

Decide who is the pizza chef and who is the pizza base. The pizza base lies down on the ground.

The pizza chef makes a pizza on the turtle's back. Firstly, knead the dough by massaging their back. Spread the tomato sauce by making long, gentle swiping actions along their back. Sprinkle the pizza with cheese and add toppings. Place the pizza in an imaginary oven (this could be a kind, gentle hug) then pretend to eat your delicious creation.

Switch roles!

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Release of tension Touch perceived as safe and loving can increase one's capacity to release psychological and muscular tension and stress. It can afford one an opportunity to be fully-present and at ease in relaxed stillness.	Attention to activity Capacity to attend to current activities, using either: selective attention (ability to attend to stimuli while ignoring distractions); sustained attention (ability to maintain attention over extended time).	Hormone stimulation Through receiving touch perceived as safe and loving, serotonin and oxytocin hormones are stimulated, contributing to relaxation and well-being.	Appropriate use of personal space in relation to others and appropriate use and reception of touch The activity develops the movers' capacities to manage being in close proximity to others, respecting body boundaries as well as opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.
Fine-motor skills The action of massaging someone requires the use of small muscles in the hands and wrists, contributing towards fine-motor skills. Objects which represent pizza toppings could be used in the activity and placed on the 'pizza dough' by the 'pizza chef'.	Enhancing the mind-body connection Through touch we gather sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.	Emotional regulation through tactile encounters Touch perceived as safe affords individuals opportunities to modulate their interoceptive functioning - to modulate their inner world. Grounding, organisation, and self regulation can be influenced by our tactile encounters with people and objects.	Comfort in proximity to others Develops capacity to manage oneself with comfort in the physical presence of others.

		<p>Emotional connections with others</p> <p>Through the playful embodied interactions the activity encourages, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.</p>	<p>Appropriate give and take in relationship, turn-taking</p> <p>Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.</p>
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Case Study: Turtle Pizza

Daniel (5 year old individual previously mentioned in the Case Study: Busy Ants) experiences a Sensory Modulation Disorder and has challenges matching his behaviours to the intensity of stimuli.

Daniel and his mother participated in the activity 'Turtle Pizza' under the guidance of Daniel's Occupational Therapist. They adapted the activity so the individual lying on the floor imagined they were the pizza dough and they gave instructions to the other individual who performed the role of the pizza chef. This adaptation allowed Daniel to offer to his mother the amount, quality and direction of physical contact he desired. For example, he verbalised "stronger, less strong, put cheese on the legs as well". Switching roles, Daniel was given the opportunity to listen to the requests of his mother and succeeded in having physical contact with her, deemed appropriate for the task.

After the activity, the Occupational Therapist reflected back to Daniel and his mother the requests and differences of touch preferences between them. For example, they said, "Your mum liked having smooth touch on her back and you liked having firm touch on your back".

Melvin the Monkey



Activity 1: The Monkey Walk

This activity invites the movers to imagine how a monkey might move, encouraging them to explore their own monkey-like movements. The people seen in the video tutorial and doing movements which may contribute towards the outcomes identified in the following table.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and flexibility The squat position stretches around the hips (inner thighs, glutes and lower back muscles). Moving in and out of the squat position develops stronger legs, feet, calves and ankles.	Expression of creativity Embodying a monkey, the movers develop their ability to express their own creativity, evidenced through embodied movement expression.	Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Appropriate use and reception of touch Stage 1 provides opportunities for the movers to touch palms, applying and receiving touch and to do so in an appropriate manner as perceived by others.
Cross-lateral connectivity The activity develops the ability to connect the body diagonally, (i.e., moving an upper limb with the opposite lower limb).		Emotional connections with others Through the playful embodied interactions the activity encourages, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	
Levels in space: access to low, medium, high levels The activity can provide opportunities for the movers to access different levels (low, medium and high) of the body in space.			

Activity 2: Monkey See, Monkey Do

Description of activity:

Movers face one another. One person is the leader and the other/s the follower/s. The leader's task is to improvise movements while the follower/s watch closely and mirror their movements.

Everyone has a go at being the leader.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Spatial intention: mover identifies and uses directions or points in space Creating one's own movement phrase to be mirrored by a partner, the activity develops the capacity to move towards clear points in space.	Leading, taking ownership of an activity Each mover has an opportunity to lead the other through a movement sequence.	Emotional connections with others Through the playful embodied interactions the activity encourages, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.
Levels in space: access to low, medium, high levels The mirroring element of this activity can provide opportunities for the movers to access different levels of the body in space.	Expression of creativity With the task of creating new and interesting movement phrases, the mover develops their ability to express their own creativity, evidenced through embodied movement expression.		Synchrony of movement with others, timing and rhythm Develops ability to be aware of other's timing of movement and move one's body in an integrated way in synchrony with another person.
Stamina The activity develops stamina, ability to sustain prolonged physical effort.			

Activity 3: Monkey High Five

Description of activity:

This activity involves touch and therefore may be suitable for care-giver and child, rather than therapist or educator and child.

The care-giver signals to the child with an open hand where to give them a high five. Try a variety of levels and unique variations.

Change roles!

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Spatial intention: mover identifies and uses directions or points in space With the aim of giving a high five, the activity develops the mover's capacity to identify and move towards directions or points in space.	Leading, taking ownership of an activity The person who is arranging their hands in interesting positions, is provided with opportunities and responsibility to lead the activity.	Emotional regulation Develops ability to adapt to changing situations.	Appropriate use and reception of touch The activity provides the movers with opportunities to apply and receive touch and to do so in an appropriate manner as perceived by others.
Levels in space: access to low, medium, high levels The activity can provide opportunities for the movers to access different levels (high, medium and low) and locations in space.	Attention to activity Capacity to attend to current activities, using either: selective attention (ability to attend to stimuli while ignoring distractions); sustained attention (ability to maintain attention over extended time).	Emotional connections with others Through the playful embodied interactions the activity encourages, the movers develop basic skills required to establish and maintain healthy and rewarding relationships with others including a sense of trust or comfort in relationships with others.	Appropriate give and take in relationship, turn-taking Changing roles in the activity, develops capacity to experience and create reciprocity; to take turns.
	Expression of creativity With the task of creating new and interesting shapes, the mover develops their ability to express their own creativity, evidenced through embodied movement expression.	Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	

Activity 4: Monkey in a Tree

Description of activity:

Two care-givers each hold one end of a broomstick, horizontal to the floor. The child hangs from the broomstick. Note to care-giver: Be sure the broomstick is strong and can carry the child's weight.

Potential Therapeutic Outcomes:

PHYSICAL	COGNITIVE	EMOTIONAL	SOCIAL
Strength and flexibility Dangling from an object like the broomstick develops hand/grip strength, stretches the latissimus muscles in the upper body, increasing the range of motion of the shoulders and improving overall arm strength.		Develops capacity to cope with challenges and difficulties The physically demanding activity provides opportunities for the development of tolerance of challenging sensations which may arise in the course of the activity.	Healthy competition Timing the length that one can hang on to the broomstick, provides opportunities for the movers to experience a sense of healthy competition – interacting in respectful and positive ways with others that promotes and fosters striving for higher achievements.
Fine-motor skills The action of grasping the broomstick, develops fine motor skills, requiring the use of small muscles in the hands and wrists.	Enhancing the mind-body connection Through touch we gather sensory information about the here and now, activating new neural pathways associated with tactile and kinesthetic information.	Sense of confidence in self Develops positive feelings and thoughts of trust or belief in own abilities and capacities.	

Index

A

[Accessing levels of the body in space](#), 13, 14, 17, 19, 22, 28, 31, 37, 41, 48, 49, 51, 52, 54, 56, 57, 58, 59, 61, 68, 70, 71, 72, 73, 74, 78, 79, 80
[Accessing planes of the body in space](#), 37, 51, 52, 54
[Access to active effort qualities](#), 14, 15, 20, 34, 36, 37, 42, 43
[Access to playfulness](#), 11, 17, 18, 22, 23, 24, 25, 30, 31, 34, 39, 40, 45, 46, 47, 49, 50, 51, 52, 53, 54, 56, 57, 59, 60, 61
[Aesthetic decision-making](#), 39
[Appropriate give and take in relationship, turn-taking](#), 18, 19, 27, 28, 30, 31, 32, 33, 35, 41, 58, 62, 65, 66
[Appropriate use and reception of touch](#), 10, 13, 15, 20, 29, 36, 42, 43, 45, 48, 49, 51, 55, 56, 60, 61, 62 64, 66
[Appropriate use of personal space in relation to others](#), 35, 42, 43, 44, 45, 48, 49, 51, 56, 57, 60, 61, 62
[Attention and initiative](#), 11, 13, 32, 33, 35, 41, 51
[Attention to activity](#), 9, 20, 22, 23, 24, 26, 28, 29, 55, 58, 62, 66

B

[Balance](#), 9, 18, 21, 24, 28, 29, 30, 32, 33, 34, 36, 43, 45, 46 ,47, 48, 51
[Body parts connection: upper and lower body](#), 19

C

[Capacity to cope with challenges and difficulties](#), 15 12, 13, 14, 15, 24, 29, 31, 32, 33, 34, 35, 36, 37, 64, 66, 67
[Comfort in proximity to others](#), 10, 13, 15, 20, 27, 39, 42, 43, 44, 45, 48, 49, 51, 56, 57, 60, 61, 62
[Control of movement succession](#), 18, 19, 51
[Cross-lateral connectivity](#), 9, 41, 50, 52, 64

D

[Develops timing aspects of movement](#), 13, 20, 23, 30, 32, 33, 35, 41, 52, 58, 59

E

[Emotional connections with others](#), 10, 11, 17, 18, 19, 29, 30, 33, 42, 51, 62, 64, 65, 66
[Emotional regulation](#), 10, 11, 20, 30, 32, 33, 35, 41, 55, 58, 62, 66
[Emotional regulation through tactile encounters](#), 10, 20, 62
[Enhancing connection between the upper and lower body](#), 14
[Enhancing the mind-body connection](#), 10, 15, 30, 36, 42, 52, 61, 62, 67
[Expression of creativity](#), 10, 15, 18, 39, 40, 43, 46, 47, 51, 64, 65, 66

F

[Fine-motor skills](#), 26, 27, 28, 30, 35, 39, 49, 52, 62, 67
[Flexibility](#), 40, 64, 67
[Following directions](#), 9, 10, 18, 19, 20, 28, 29, 30, 34, 36, 37, 45, 46, 48, 49, 50, 52, 53, 61

H

[Healthy competition](#), 22, 23, 35, 37, 41, 51, 52, 58, 67
[Hormone stimulation](#), 10, 42, 43, 62

I

[Independent initiation of an action or activity](#), 18, 19

L

[Leading, taking ownership of an activity](#), 30, 31, 32, 33, 42, 43, 65, 66

M

[Managing body boundaries in space](#), 10 , 11, 24, 28, 30, 32, 33, 39
[Managing movement effort from sudden to sustained qualities](#), 11 , 24, 34, 35, 38, 56, 63

P

[Processing movement of others](#), 13
[Processing speed](#), 22, 23, 32, 33, 35, 41, 51, 55, 58, 59

R

[Recall of movement sequences](#), 12, 14, 17,

19, 22, 40, 44

[Release of physical tension](#), 48, 53, 61, 62

S

[Sense of confidence in self](#), 15, 18, 37, 43, 44, 45, 48, 49, 54, 57, 61, 67

[Sequencing of body parts in movement](#), 9, 12, 17, 19, 22, 41, 50

[Spatial intention](#), 18, 20, 22, 23, 24, 36, 65, 66

[Stamina](#), 12, 13, 14, 15, 17, 18, 22, 23, 25, 26, 29, 31, 32, 33, 34, 35, 36, 37, 43, 44, 45, 46, 47, 49, 50, 51, 52, 54, 55, 56, 57, 60

[Stimulates vagus nerve](#), 26, 27, 28, 55

[Strength](#), 9, 12, 13, 14, 15, 17, 22, 25, 26, 29, 31, 33, 34, 36, 37, 38, 40, 42, 43, 44, 45, 46, 47, 48, 49, 50, 52, 54, 55, 56, 57, 64, 67

[Successive sequencing of body parts in movement](#), 14

[Synchrony of movement with others](#), 9, 12, 14, 15, 17, 19, 20, 22, 25, 26, 29, 30, 31, 34, 36, 40, 46, 47, 48, 49, 50, 52, 53, 54

U

[Use of breath to support movement](#), 53