**Move from Hoop to Hoop**

 30 min  3 participants

  

**Let’s play**

1. Pick a brick from the bowl.
2. Feel the dots on it.
3. Go to the dots you felt on the brick and say their names

I.e.: if you pick letter “B” – dot 1 and dot 2- go to hula hoop 1 and say “I am on dot 1”, then go to hula hoop 2 “I am on dot 2”.

**How to prepare**

* 1 base plate
* 5 different bricks in a bowl: “A”, “B”, “C”, “K”, “L”
* 1 bowl
* 6 hula hoops

Arrange the 6 hoops like a braille cell, and tape them on the floor.

Add a tactile marker on hoop number 1.

Place the bricks in the bowl.

**Facilitation tips**

* Make some preliminary exercises:
* Walk in a braille cell with child and tell where you are.
* “Can you go in the dot 5?”, “Can you join me? I am in dot 2”, “Can you go from dot number 1 to dot 6?”, “Can you tell me in which dot I am?”, “Can you put one foot in dot 4 and another in dot 5?”, …
* Choose 2 different kinds of hula hoops to make a distinction between the rows of dot 1-2-3 and dot 4-5-6.
* Confusion between dot’s position in the braille cell, how we represent numbers in braille and the number of dots in the constellation can be avoided by saying “**dot** **2**” and not only “2”.

**Possible variations**

* Peer play: “Everyone in dot 2!”, “Everyone in a dot, but no-one in dot 5!”…

**Children will develop these holistic skills**

* COGNITIVE – Use the number to show a rank, a position

 Relate numbers 1 through 6 with braille cell positions/dot number

* EMOTIONAL - Know the purpose of the activity
* PHYSICAL - Identify spatial relationships within a braille cell, a line, a page

**Did you know**

* An actively engaging activity: using own's body in learning helps to better integrate concepts, especially those related to space.
* Actively engaged learners demonstrate motivation and commitment towards their learning, often extending themselves beyond set goals and expectations.