



# **BUILDING SELF-AWARENESS THROUGH PLAYFUL INTERACTION**

Laura Lamb, Presenter

**WELCOME!**

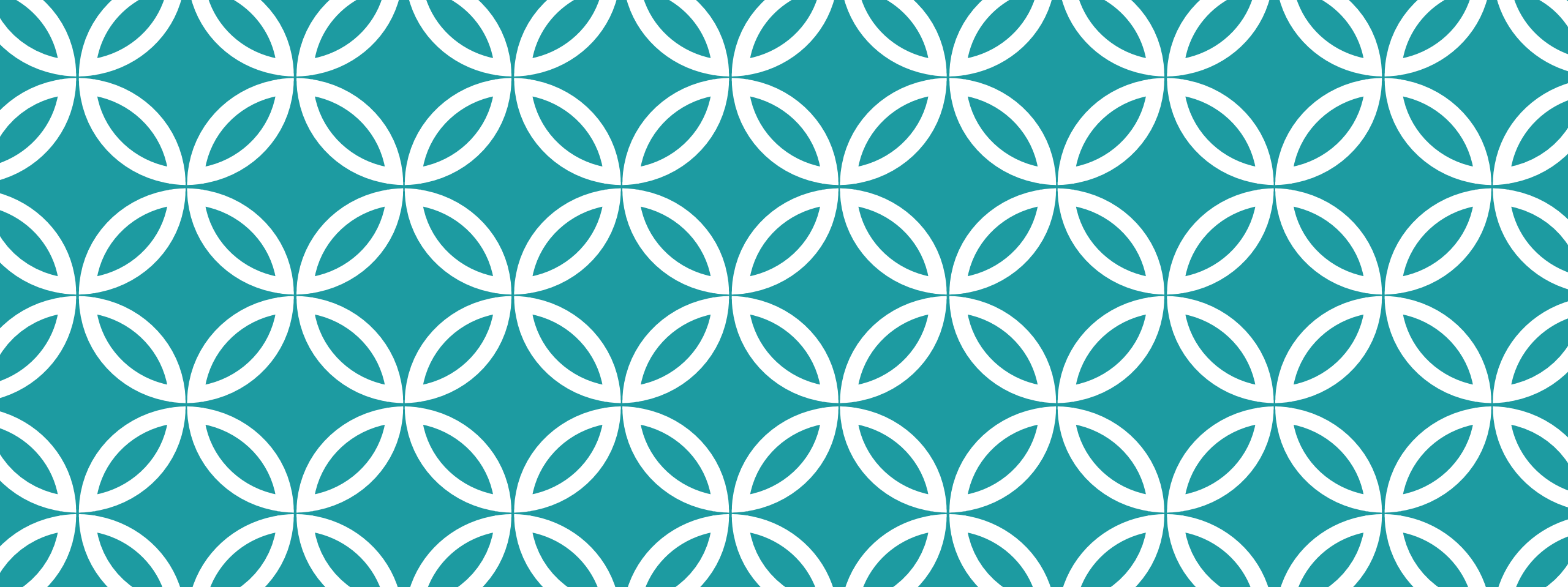


# OBJECTIVES:

By the end of this training, participants will be able to:


- Describe how self-awareness and self-regulation are related
- Recognize activities that promote self-awareness in children





**SENSES**

The Foundation of  
Self-Awareness



“The senses are the filters  
through which we internalize  
the world around us and come  
to know our own bodies.”

- Connel and McCarthy

# SENSES ARE THE BASIS FOR ALL LEARNING

Our brains use information from our senses to make sense of the world around us and, in turn, to make decisions.

- Senses stimulate movement and are further stimulated by movement
- Senses help us figure out how we feel about things and how to react to certain things
- The more senses involved in an experience, the more effective it becomes for learning
- Being able to use all of our senses together- sensory integration- helps us interpret and respond
- Sensory integration is the foundation of individuality and also supports the intellectual, emotional, physical and social growth of children
- Children need a variety of sensory experiences, including experiences that involve many and few senses

# SIGHT

## Seeing:

- Focus
- Teaming
- Fixation
- Eye tracking

## Vision:

- Visual figure ground
- Peripheral vision
- Convergent and divergent focus

## Perception



# HEARING

## Hearing

- Starts as early as 18 weeks gestation

## Listening

- Auditory discrimination
- Auditory figure ground

## Ear tracking

- Auditory locating
- Auditory context
- Auditory sequencing



**SMELL  
TOUCH  
TASTE**



# VESTIBULAR SYSTEM

Posture

Balance

Alertness and concentration

Balance

# PROPRIOCEPTIVE SYSTEM

Body Awareness- What do I look like? What is my body made up of?

Spatial Awareness- How big am I? Do I fit in this space?

Body subconscious- What is my subconscious sense of me?

Strength management- What effort do I need to move through this space and use the objects in it?

From: "A Moving Child is Learning Child" by Gill Connell and Cheryl McCarthy  
(Minneapolis: Free Spirit, 2014)



# TOOLS TO BUILD AWARENESS THROUGH SENSES

Running commentary

Adding detail

Asking questions

Capitalizing on teachable moments

Using all senses

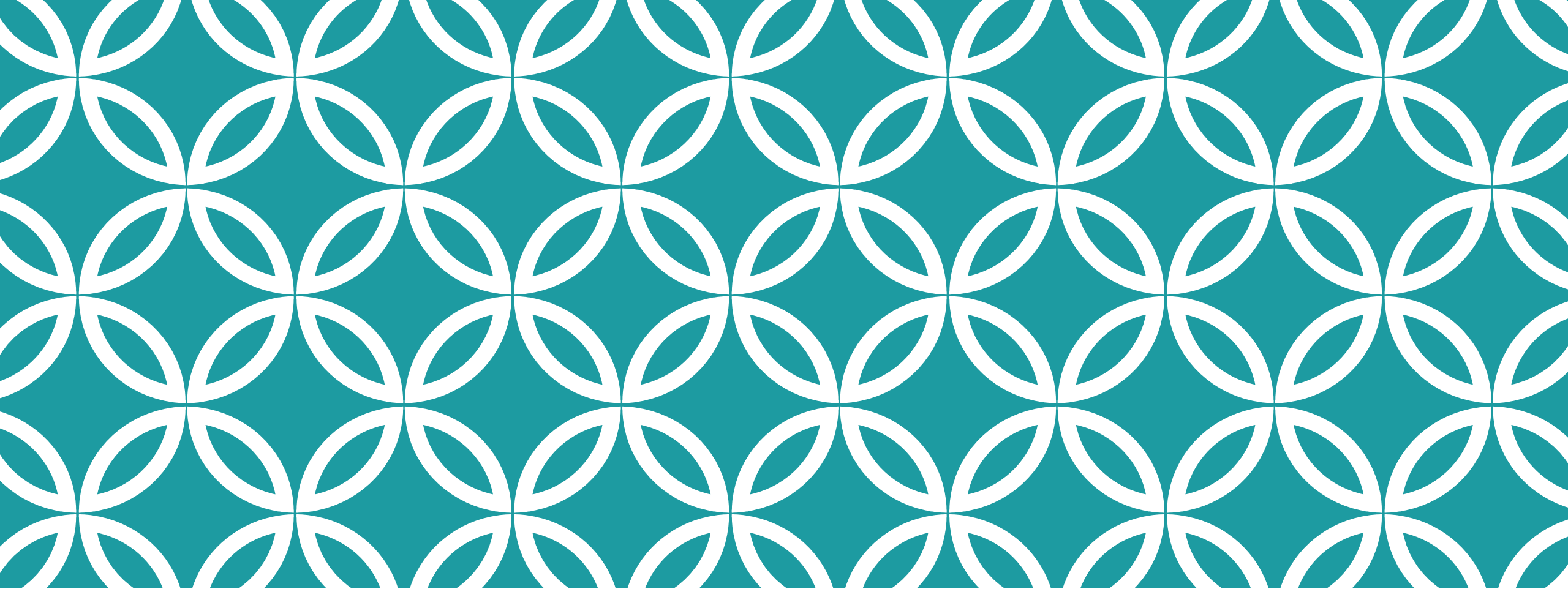
Thinking outside the box



# LET'S PLAY!

How many different senses can you engage?

What strategies can you use to further enhance the play?



# **BODY AWARENESS**





# THE SNOWFLAKE EFFECT







# BODY MAPPING

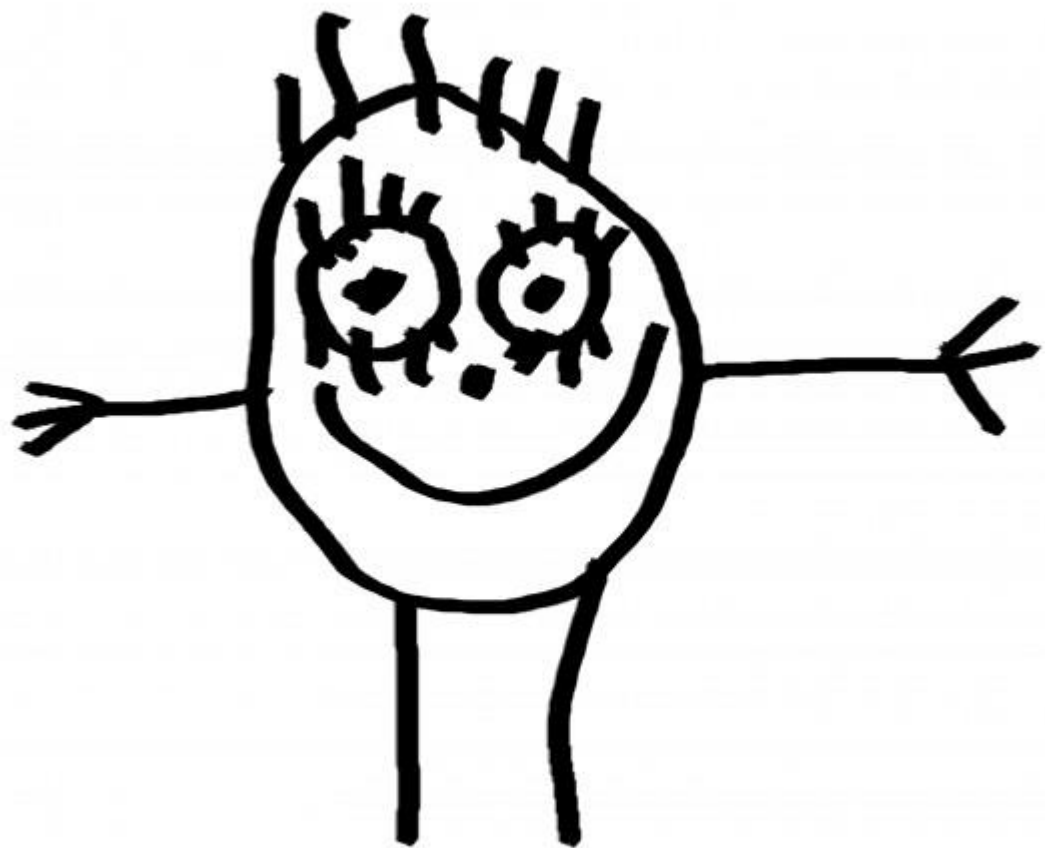
What your body is

What it looks like

Where it begins and ends

# BODY DESIGN

Understanding how the different  
parts of your body work together





# SPATIAL AWARENESS

How the body fits in space

How the body moves through space



# BODY SUBCONSCIOUS

Intuitive sense of you

Your body knows where you are even when you don't



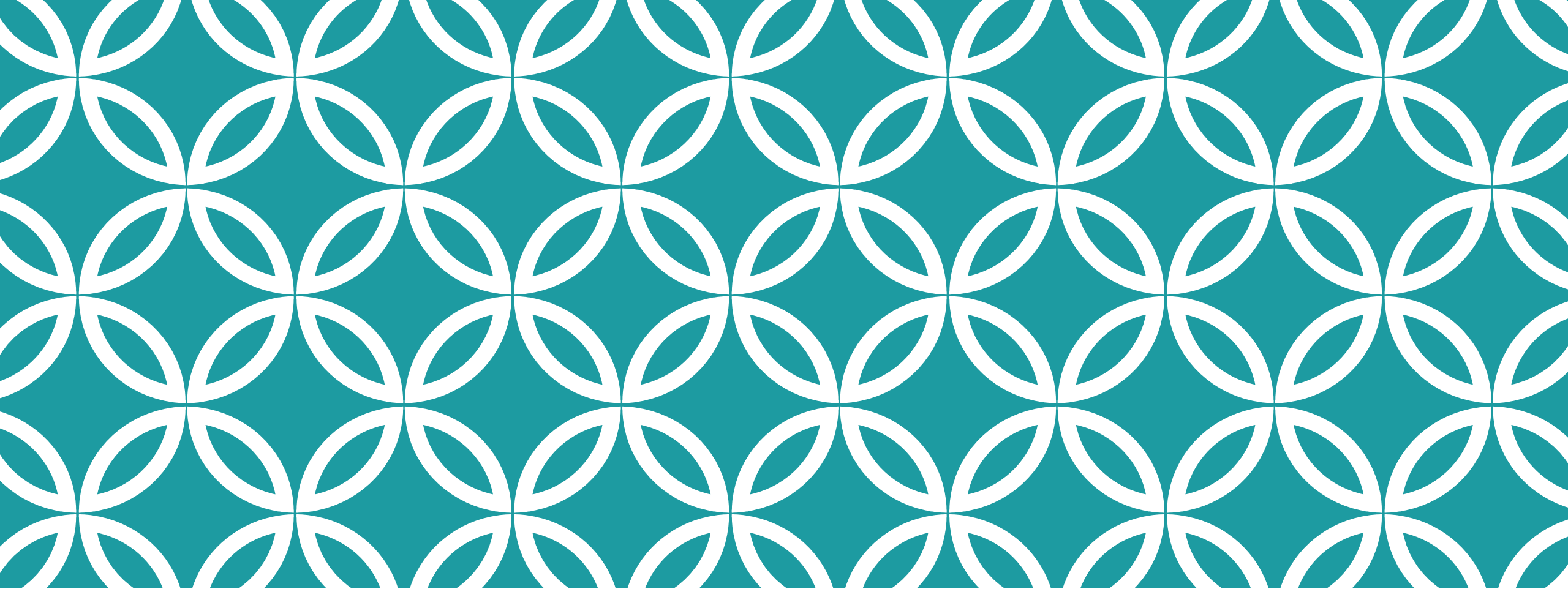
# STRENGTH MANAGEMENT

Knowing how much strength is needed to do the job

Motor planning- learning from past experience



**LET'S MOVE!** |



# **SOCIAL-EMOTIONAL AWARENESS**









**LET'S READ!** |





# MINDFULNESS

Intentional awareness

Focusing on the present

Quieting

Focusing

Seeing

Reframing

Caring

Connecting



**LET'S BREATHE!** |

# WRAP-UP

How have your thoughts on self-awareness evolved over the last two hours?

What are some examples of how self-awareness builds self-regulation?

What knowledge or action will you take back to your setting as a result of this training?

# SOURCES

Connell, G. & McCarthy, C. (2014). *A Moving Child is a Learning Child*. Minneapolis, MN: Free Spirit.

Kaiser Greenland, S. (2016). *Mindful Games*. Boulder, CO: Shambhala.

Snel, E. (2013). *Sitting Still Like a Frog*. Boston, MA: Shambhala.

# CONTACT INFO

Laura Lamb

llamb@perham.k12.mn.us