

Startwell Active Stories



Bathroom Boogie

by Clare Foges
and Al Murphy

Bathroom Boogie is a great book to read and link in healthy lifestyles. It features toothpaste and toothbrushes which enables us to link in Smiley Shen and his key oral health messages. Throughout the book there are a range of physical movements which enable us to turn this from a sitting down story into an active story.

Bathroom Boogie

Step 1

Reading the story

- Read the story in a traditional way as you usually would.

Step 2

Priming Phase

- Show the children a page of the story to see if they can re-call who the characters are and any key points/words
- Read set number of pages to the children and ask children specific questions about what has been read
- Introduce Sammy Skills and Smiley Shen to the children – let them know that Sammy Skills wants them to move their bodies and develop their skills and Smiley Shen wants to help them to look after their teeth.
- Focus on each of the characters in turn and talk about how they might be moving. Take on board the children's suggestions and have some fun with trying out a range of moves – remember to use Suzy Startwell.
- *Remember to differentiate as you know your children best. Not every page has to be physical you could try focussing on just 1 or 2 movements and ensuring they are mastered before adding more in.*

Character	Key physical movements	Fundamental Movement linked skills
Shampoo	Twists and twirls	Stability - focuses on rotation and bilateral coordination
Toothpaste	Wiggles and squeezes	Stability and locomotor - focus on rotation and a forwards and side to side motion (wriggle moves from the spot)
Mouthwash	Backwards walking	Locomotor and stability
Flannel	Wiggle	Stability - wiggle on the spot - curving in and out
Power shower	Flicks - legs and arms	Stability - on the spot focussing on bilateral movement and kicking legs without falling over
Toothbrushes	Headbang	Stability - rhythmic movement to release tension
Loofahs	Dance	Locomotor

Step 3

Development phase

- Read the story again and encourage the children to start moving their bodies - as they meet the different characters, introduce a new skill linked to the character (shown in the table below) Demonstrate the skill using Suzy Startwell ask the children to copy you and complete the movement that goes with the character
- Focus on each of the story characters in turn and talk about how they might be moving. Take on board the children's suggestions and expand on their suggestions using a range of descriptive language to expand their vocabulary.

Character	Key physical movements	Teaching support	Fundamental Movement linked skills
Shampoo 	Twists and twirls	See if the children can stand with feet close together and keep them still as they rotate the upper body. Use the arms out wide to swing around from side to side and cross the body.	Stability - focuses on rotation and bilateral coordination
Toothpaste 	Wiggles and squeezes	This can be practised either wriggling standing up or on the floor. Encourage wriggling forwards and backwards first and walking whilst wriggling.	Stability and locomotor - focus on rotation and a forwards and side to side motion (wriggle moves from the spot)

Mouthwash 	Backwards walking	Practice standing still and stepping backwards and then forwards. Once confident progress to taking several steps backwards whilst facing forwards.	Locomotor and stability
Flannel 	Wiggle	Encourage standing still to wriggle the upper body side to side as they bend the knees down and up in a fluid motion.	Stability - wiggle on the spot - curving in and out
Power shower 	Flicks - legs and arms	Initially see if the children can flick their arms up and down and in and out to the front and to the side. Then repeat with the legs.	Stability - on the spot focussing on bilateral movement and kicking legs without falling over
Toothbrushes 	Headbang	Encourage the children to tilt their head forwards so the chin rests on the chest slowly and then return and rotate the head back to look up at the ceiling. Rotate in circles left and then right. Repeat a little bit faster but not at speed.	Stability - rhythmic movement to release tension
Loofahs 	Dance	Encourage the children to free style and move in any way that they want. This is the perfect opportunity to role model a few of your own dance skills.	Locomotor

Key Vocabulary:

When introducing the key words talk to the children about what they mean and show them physical prompts or pictures to help them visualise the word. You don't have to use all the key words why not focus on one or two and make sure your children are confident with these before focussing on others. Whilst reading the story they will be exposed to the words so you can pick which ones you want to focus on depending on the needs and abilities of your group.

Boogie	Berserk	Disco	ball	Splashy	Twists	Twirls	
Wiggles	Rinses	Repeat	Squeezes	Backflip	Flicks	Drips	
Groove	Paste	Flannel	Whistles	Sponges	Cotton Buds	Toothpaste	
Bristles	Giggles	Bubbles	Headbang	Synchronise	Loofahs	Puddles	
Window Pane							
- When focusing on the key words talk to the children about what they mean and show them physical prompts or pictures to help them visualise the word. - Use word /picture hunts where they need to go and find the picture/object of the..... which are hidden/placed in the room. Try to use a physical action to go with each of the words to help them remember it.							

Step 4

Consolidation and embedding Phase

- Now the skill has been practised and consolidation has begun to occur, it is important to start developing the skills into more complex movement patterns to master full physical literacy e.g. increasing the speed, varying the size of the movement, increasing the tempo, more directional changes etc (see table below).
- Following on from the Active Story session - each day you could focus on one or two characters and the way that they move or a focus time on the key movement and key language that you are embedding. Play a range of games to use the character and movements to ensure they master the basic movements. Below we have added some extension and teaching points to help you develop and extend the skills.*
- Remember to - ask questions, develop understanding, consolidate skills etc.*
- You don't have to use all the key words why not focus on one or two and make sure your children are confident with these before focussing on others. Whilst reading the story they will be exposed to the words so you can pick which ones you want to focus on depending on the needs and abilities of your group.
- Once you've introduced the visual picture of the word, start to ask questions about those key words.
- You could extend the words into other areas of the setting by creating areas or adding it to existing areas.
- Hearing, speaking, learning and undertaking new skills and words should be exciting but again you know your children best so utilise this resource to meet the needs of your children.

Movement Skill	Skill Components	Development ideas/ Teaching points
Twists and twirls - Shampoo 	- Encourage standing still and taking deep breaths. - See if the children can stand with feet close together and keep them still as they rotate the upper body. - Use the arms out wide to swing around from side to side and cross the body. - Eyes are tracking forward. - Can they twist up and down on the spot using bent knees and rotating arms. - Can they twirl on the spot.	- Role Model standing still on the spot and taking deep breaths. - Role model upper body bends - side to side, forwards and backwards etc. - Role model wrapping arms across body and rotating them in space. - Role model doing the twist dance move and encourage them to copy. - Role model turning in a full circle and then twirling on the spot. - Encourage children to do jump turns where they rotate and try to land back facing the same position.
Wiggles and squeezes - Toothpaste 	- Encourage standing still and taking deep breaths. - Wiggle the upper body side to side - Stop wiggling and bend the knees one at a time - down and up in a fluid motion. - Eyes are tracking forward. - Arms can be held by the side - Keep knee bends going and introduce the upper body wiggle at the same time. - Wiggle whilst walking.	- Role Model standing still on the spot and taking deep breaths. - Role model upper body side dips/ wiggle movements whilst lower body remains still. - Role model bending both knees whilst staying on the spot. - Role model how to bend 1 knee at a time whilst coming up onto tip toes and repeating on the other side - 5 on each time and then go to alternate knees. - Can hold arms at the side or move them in a running motion whilst doing knee bends. - Encourage children to do both moves together whilst you role model and support and move into wiggle walking.
Backwards walking - Mouthwash 	- Standing up straight - Rolling through a flat foot onto the ball of the feet onto tip toes and then move foot backwards and repeat with the other one. - Eyes are watching feet initially then move onto tracking forward. - Arms can be held by the side or out wide to help with balance - Stride is a good pace and length	- Role Model walking standing on the spot - lifting heels up then they copy. - Role model walking forwards then backwards across the room then they copy. - Can hold arms out to help with balance. - Encourage children to roll through the foot up on to the balls of their feet and place foot down fully flat.

Wiggle - Flannel 	• Eyes tracking forward, wiggle on the spot. • Take a step and shake your shoulders up and down as you wiggle your bottom on the spot before you take another and repeat as you walk across the room.	• Role model the wiggle walks and repeat. • Extend by asking children to hold a balloon in their knees as they walk across the room. Make it into a wiggle race. • This could then be progressed to wriggling along the floor in a commando crawl style to help build upper body strength. Extend the activity by asking children to balance a bean bag on their head as they wriggle along the floor.
Flicks - legs and arms - Power Shower 	• Eyes tracking forward, standing on the spot. • Flick wrists up and down with arms outstretched. • Develop into bigger movements as arms move up and down in front, then out to the side still going up and down. • Now try kicking a leg up and down whilst standing on the spot. Rotate the legs and have a good stance to maintain balance.	• Eyes tracking forward, stand on the spot and take deep breaths. • Role model holding your arms out straight and flicking wrists in a small movement up and down and then develop into a bigger movement using the whole arm. Repeat at the side of the body and in front. • Give each child a ribbon for each hand or a piece of cloth/ instrument and encourage them to move them up and down as you role model. • Now try kicking a leg up and down whilst standing on the spot. Rotate the legs and have a good stance to maintain balance. Hold onto something initially if required. • Can they go faster and introduce arms and legs at the same time? Can they move around whilst doing these actions?
Headbang - Toothbrushes 	• Eyes tracking forward, standing on the spot. • Tilt head forward so chin touches chest and slowly rotate back - repeat several times. • Tilt head forward and rotate to the left and all the way round and repeat on the right - repeat several times. • Repeat both actions a little faster but not at speed.	• Eyes tracking forward, standing on the spot, hold onto something if needed. • Role model how to rotate head back and forth and round in circles both ways ensuring that it is slow and controlled. • Ensure children do not repeat at speed - the movements should always be slow and controlled.

Dance - Loofah 	Encourage the children to move in any way that they want.	- Put on a mix up soundtrack that flips between musical genres and encourage the children to free style to meet the beat/ type of music. - Role model basic moves for children who are less confident or need guidance to copy. - To develop add in mini dance and copy sessions to your timetable.
--	---	---

Conclusion

Remember that physical skills need to be taught so that children learn to master them. Our physical skills sheet can help you: <https://startwellbirmingham.co.uk/wp-content/uploads/2020/09/PHYSICAL-SKILLS-SHEET.pdf>.

The more that you do them the more confident children become, and this develops their physical literacy <https://www.youtube.com/watch?v=R8PIXqp3JpA>

Questions

- Can children now use all of the movements from the story as you read it without the need for your role modelling?
- Have you extended the movements to make them more challenging?
- Has confidence and movement skills been improved?
- Are the children more confident with the new vocabulary?

Enhancements can be made by setting up tuff trays with a bathroom element, sponges, plugs, toothbrushes, flannels etc. Can you use the characters from the story alongside the physical characters? Enhancements can be made by making a dentist role play area, looking at stories to do with hygiene and keeping clean bodies and teeth, learning about different bathroom articles and what people use them for. The most important thing to remember is have fun as being Physical should be fun.

Character Links



Suzy Startwell - Role model the movements and key vocabulary

Sammy Skill - Focus on the FMS that the children are learning

Active Azra - Keep those belly buttons on the move. Move more and sit less.

180 Katie - Use story time as active minutes towards the 180 minutes guidelines/ targets.

