

LIVE

Motor Skill Learning Conference

by VIVOKINETICS

6 - 8 SEPTEMBER 2024



DR ALETHEIA LEE

RIE® ASSOCIATE, CHILD DEVELOPMENT SPECIALIST, EARLY CHILDHOOD CONSULTANT, SENIOR LECTURER, NEUROSCIENTIST

KEYNOTE SPEAKER

Dr Aletheia Lee is a RIE® Associate, early childhood specialist, and neuroscientist trained in psychology and physiology. Her integrative philosophy combines brain, mind, body, and spirit to support wholesome function of the unique individual. Based in Singapore, she works with families through RIE®-Certified Parent-Infant Guidance Classes™ and teaches ECE courses on infant-toddler care and education, sensory and motor development, and social-emotional learning at Singapore University of Social Sciences.

KEYNOTE TOPIC

Learning to Learn: Rethinking Movement and Intelligence

This 60-min session draws on developmental sciences, psychology, and the experience of movement to explore the process of human learning — learning that happens in infants, children, youth, and adults young and old. Knowing how movement relates to intelligence, we can better create environments and opportunities that elevate learning and support the competent, intelligent young child. We can also apply this knowledge to our own learning journeys.

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VIVIAN ENG **FOUNDER OF VIVO KINETICS**

PRESENTER'S BIO:

Vivian is an experienced coach educator who finds joy in staying active and holds a genuine passion for children and youth. With over 15 years of coaching experience in sports for kids, youth, and adults, she brings a wealth of knowledge to her role.

Having a background in Sports Science and Nutrition, and as a retired multi-sport national athlete, Vivian seamlessly integrates her interests and passion into Vivo Kinetics. She conceptualizes and delivers various programs such as Vivo Kids multi-sport, kids holiday camps, corporate/community events, health and nutrition workshops, and fundamental movement skills workshops to the community.

Additionally, Vivian has valuable experience working in a preschool setting. In 2017, she founded Vivo Kinetics and currently oversees its management and expansion. The Vivo Kids multi-sport program is currently implemented in over 70 schools across Singapore and Vietnam.

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VIVIAN ENG

PRESENTATION TOPIC(S):

Toddlers Fun Games

Explore ways to engage toddlers and get them moving! Walk away with game ideas and inspiration, with new techniques to foster their physical and cognitive development..

FUNdamental Movement Skills Games for ages 3 to 6

Gain fresh game ideas that leverage the power of fun and storytelling, maximizing engagement and enjoyment while children hone their motor skills. Discover creative activities designed to captivate young minds and bodies, fostering a love for movement and play that enhances their overall development.

Maximizing Space Usage, Movement, Safety, and Organization

Creating a dynamic early years PE environment involves optimizing space to ensure safe and engaging activities, maximizing movement to develop motor skills and physical fitness, and maintaining strict safety protocols to prevent injuries. Effective organization of activities and equipment ensures seamless transitions and clear activity structures, fostering an enriching and enjoyable sports/PE experience that instills a love for active play and healthy living in young children.

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VIVIAN ENG

Learning Objectives

1. Fun games ideas
2. FMS teaching strategies
3. Maximising space usage
4. Maximising movement and active time
5. FMS expectations for each age group and level

Reflection Questions

1. How did the presentation content align with your current understanding of motor skills/FMS development in early childhood?
2. What specific strategies or techniques learned during the presentation do you envision implementing in your own teaching practice?
3. In what ways do you anticipate the concepts discussed in the presentation will impact your interactions moving forward with young children during physical activities/outdoor time?
4. How might you adapt or customize the presentation content to suit the unique needs and abilities of the children and the school/classroom space you work with?

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DOMINIQUE CHIQUET

FOUNDER OF MOTOR SKILLS LEARNING SWITZELAND

PRESENTER'S BIO:

Dominique is a fanatic about sports. As a former touring squash professional, Swiss Nr 1, and Swiss Olympic coach, Dominique sees enormous value in participating in sports in childhood. His goal is to enable all children with the skills to participate in sports throughout their childhood. Dominique founded the Motor Skill Learning Academy Switzerland in 2016 to provide P.E. curriculums for optimal motor skill development and fun in the early years. He runs the yearly Motor Skill Learning Live conference and teacher training all over the globe to inspire early-year P.E. teachers to run exciting P.E. programs. Dominique keeps innovating with new games in his multi-sport holiday camps that run year-round and collaborates with several other early-year programs to bring the best ideas to teachers.

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DOMINIQUE CHIQUET

PRESENTATION TOPIC(S):

Ball School

Discover fun activities to teach children a solid foundation of basic ball skills. Many similar motor elements and all ball sports skill are taught in general forms that should guarantee quick and effective learning in all ball sports games for all children. Age-appropriate, versatile, and play-based activities will guarantee a lot of fun and that children learn the needed ball skills implicitly.

Learning Objectives

1. Learn activities for the fundamental motor skills for ball sports: catching, stopping, bouncing, dribble, throwing, kicking, hitting
2. Learn perceptual-tactical building blocks like detect trajectory of the ball, secure ball possession, find openings
3. Progressions to acquire ball skills

Reflection Questions

1. Which are the most common fundamental motor skills specific for ball sport
2. Which perceptual-tactical building blocks did you learn
3. List at least 3 progressions from easy to more challenging to acquire ball skills

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DOMINIQUE CHIQUET

PRESENTATION TOPIC(S):

Introduction to Basic Soccer Training

Tried and tested activities that combine basic ball sport skills and soccer-specific priorities. Soccer-typical challenge situations will be conveyed in play-based building blocks. It combines versatile motor skill development with solution-oriented soccer concepts of elementary playing techniques and tactics.

Learning Objectives

1. Game structure
2. Scoring (shooting)
3. change of possession
4. prevent goal scoring
5. Goal keeper training

Reflection Questions

1. What balance is needed to be able to hit a target
2. What pressures do children need to learn
3. Can you differentiate between Soccer directed and soccer specific activities?

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DOMINIQUE CHIQUET

PRESENTATION TOPIC(S):

Street Racket

Anyone, Anytime, Anywhere.

Street Racket is a new movement and education concept from Switzerland – easy to learn across many age groups. No infrastructure is needed, draw simple courts with chalk or tape and start. Play hundreds of games with simple rules and simple equipment.

Learning Objectives

1. Learn to create meaningful activities in minimal time without the need for infrastructure, anywhere and across age groups
2. Introduction to Hand-eye coordination
3. Collaboration

Reflection Questions

1. Which are the 2 key street racket rules
2. Which are the 4 most popular street racket courts
3. Which are the 4 progressions commonly used to accommodate all players

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DARREN QUEK **PRINCIPAL OF FOREST SCHOOL SINGAPORE**

PRESENTER'S BIO:

Darren is the Principal of Forest School Singapore (FSS) and a trailblazer for the Forest School movement in Singapore. He started the first Forest School in Singapore in 2016, after learning from and understudying his mentor Atsuko sensei, a Forest Kindergarten practitioner and parent in Japan. He earned his Forest School Level 3 Practitioner Certification through time spent in Manchester and Sheffield undergoing training and assessments.

He has spent 17 years in the field of education. Before Forest School, Darren was the Head of Physical Development for Nurture Education Group managing the sports program for 30 staff, 12 centres and 1000 over children. He also spent 2 years understudying an Occupational Therapist with 20 years experience in working with Special Needs children. All the experience and training led him to the realisation of the importance of community and Nature in our children's education.

(Full Story: <https://forestschooleducationseries.wordpress.com/2016-the-motivation-behind/>)

Darren planted seeds and inspired the creation of many Nature-based programs and Forest School in Singapore and Internationally. He encourages them to go out to start their own establishment. Darren enjoys actively providing his advisory on how to raise the value of their work, and find that balance of the Forest School ways.

In recent years he has represented Forest School Singapore, in presenting at Lego Foundation's Playful School Conference in Denmark & was a keynote speaker at Italy's Forest Pedagogy Conference in 2023. In 2024, Darren presented collaborative research about Forest School in the cross cultural context of Europe-Asia, in Japan at the International Outdoor Education Research Conference.

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DARREN QUEK

PRESENTATION TOPIC(S):

Risk, Connection, Nature - A Forest School Way to Life

In this presentation, the audience will first step into the world of understanding the elements of the outdoor space, through learning about the Nature of spaces and risk. With the gathered confidence from understanding both elements, we will then have the confidence to weave between the outdoor spaces to practise the communication methodologies that are core principles to a Forest School; child-led and possibilities. Forest School is not just a space, it is a pedagogy, lifestyle, mindset.

Learning Objectives

1. Create an awareness of the environment by paying attention and listening to Nature
2. Learn how to manage risk in the environment through good physical and mental positioning
3. Learn communication strategy that helps in the inquiry approach to learning.

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DARREN QUEK

Reflection Questions:

1. When was the last time you slowed down intentionally?
2. What is the difference between Fear & Danger?
3. What do you do in your own practice, would you consider as a part of FS practice?

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ALI BEHESHTI

FOUNDER OF CREATIVE PLAY IRAN

PRESENTER'S BIO:

Ali is the founder of CreativePlay Academy in Iran and holds a Master's degree in Physical Education. With 12 years of experience as a Physical Education teacher, Ali specializes in designing physical education games for children under seven years old and is recognized as an expert in this field.

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ALI BEHESHTI

PRESENTATION TOPIC(S):

Games for children with simple and creative toys

Games ideas that utilize equipment such as pool noodles, funny toys, and other innovative items to develop fundamental movement skills. By combining all these elements, new and attractive plans are created to make physical activities in sports classes engaging and enjoyable for children.

Learning Objectives:

1. Locomotor skills games
2. Key elements of a coach/teacher in a fun game
3. Key aspects for designing any early years PE games

Reflection Questions:

1. How should a coach/teacher behave when playing with children?
2. How should a coach/teacher introduce a new game to children?
3. What is the most important factor that makes your game unique and engaging?

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ALI BEHESHTI

PRESENTATION TOPIC(S):

Creative PE game with funny stories for children under 7 years old

Learn how to create engaging games that capture children's attention by incorporating interesting stories that make the class enjoyable. Learn tips that can help you present these games effectively in your PE classes

Learning Objectives:

1. Introducing pe games object control - stability skills and combining all of them in PE games .
2. How to mix and combine innovative equipment and make new things for class .
3. getting teachers involved in designing pe games in order to become creative

Reflection Questions:

1. Object control and stability skills games .
2. How to mix and combine innovative equipment to create new activities for the class.
3. How do you encourage teachers to participate in designing PE games to foster their creativity.

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STEFAN SPIESS

**FOUNDER AND HEAD TRAINER OF THE MANTIS MARTIAL ARTS
ACADEMY ASIA IN THAILAND**

PRESENTER'S BIO:

Stefan Spiess is Mantis's founder and head trainer. For over 20 years, he has taught martial arts and self defense in Asia, Europe and Africa. He also possesses extensive experience in conducting safety assessments for the hospitality industry. Stefan specifically developed the Mantis curriculums for children based on his past experiences, fusing motor skills enhancements with martial arts and self defense moves in such a way that is fun and accessible for children, from toddlers to teens. Since 2015, his Mini Mantis (Ages 3 & 4) and Mantis Kids (Ages 5 to 7) programs have run in various international schools and kindergartens within Bangkok. In addition, Stefan and his team organize, arrange and conduct international day camps, with the newest addition being "Mantis Adventure Camps", during school breaks

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STEFAN SPIESS

PRESENTATION TOPIC(S):

Music, Movement & Martial Arts: Teaching Fundamental Martial Arts Skills to Children Ages 3 to 4

Music, rhythms and tempo can have a profound influence on children's play and exercises by making these activities more engaging, enjoyable and beneficial. We will demonstrate how to integrate music into a martial arts curriculum, enhancing the practice for young learners. Using a series of songs to teach the fundamental skills, children will get moving to the beats while working on a specific skill, from punches and kicks to floor rolls. When they become part of a play-based activity, such repetitive movements are fun. We will also introduce pretend-play games with music to reinforce the various skills taught.

Learning Objectives

1. Understand how to use music, rhythms and tempo to make learning more engaging, enjoyable and beneficial for pre-school children
2. Introduce and reinforce a variety of movement experiences (forward/backward, up/down, low/medium/high) through group games, music and stories
3. Promote cooperation, teamwork and other social skills through such classroom activities

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STEFAN SPIESS

PRESENTATION TOPIC(S):

Martial Arts for Kids: Using Play-Based Learning to Enrich & Engage Children Ages 5 to 7

Building on the foundational skills taught in Music, Movement & Martial Arts, this program offers older children a more structured curriculum, translating balance, coordination and speed, as well as gross and fine motor skills, into practical applications. We also introduce the concept of personal space and boundaries, as well as basic personal safety concepts. We will demonstrate games and play-based scenarios to reinforce key motor and martial arts skills, including stances, footwork, punches, blocks, kicks, etc.

Learning Objectives

1. Build on the foundational skills with a more structured curriculum, translating balance, coordination and speed, as well as gross and fine motor skills, into practical applications in everyday life
2. Learn how to reinforce skills that promote safety and wellbeing in the surrounding urban environment and to use various props/equipment in teaching
3. Understand how to use group games and challenges to support the learning in a fun way, while involving the children as “buddies/assistant coaches/teachers” to help encourage and support their peers

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STEFAN SPIESS

Reflection Questions:

1. What has been the most insightful thing you learned in this presentation?
2. What is one thing learned from this presentation that you might use in your classroom?
3. What issues(s) interested you that you would like to explore in more detail?

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HENNY GOEI

**PRINCIPAL OF ROCKSTAR ACADEMY PRESCHOOL / KINDERGARTEN
EARLY CHILDHOOD DANCE AND MULTISPORTS CREATOR**

PRESENTER'S BIO:

An innovative and creative individual with extensive experience in developing programs and activities for children, Henny has been dedicated to working with children since the 90s. She loves children and is passionate about guiding them to become happy, healthy, and great human beings. Henny's passion for dance, which began in her childhood, inspired her to share this love with young children. In 2011, she created her first baby dance program for 1-3-year-olds, followed by toddler dance for 3-5-year-olds, and baby jam for 6-18-month-olds.

Witnessing the success of these programs, Henny pursued further knowledge in early childhood and physical education. This led her to develop a Multi-Sports program for Rockstar Academy, combining fundamental movement skills with sports skills, resulting in Sports U3 for 2-3-year-olds and Sports U4/5 for 3-5-year-olds. Henny continues to enhance her expertise as an early childhood educator and innovate new programs.

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HENNY GOEI

PRESENTATION TOPIC(S):

Music and Movement for Early Years

The session begins with a warm-up and ice-breaking activity, introducing children to music and movement using engaging equipment like scarves. Following this, participants will enjoy 12 dance tracks featuring choreography designed for all skill levels—8 tracks of simple, short dances and 4 more complex routines. To add an element of fun and learning, the session includes games that focus on music, rhythm, and coordination, such as "Simon Says" and jumping into hoops.

Learning Objectives

1. Introduction of Music, Rhythm, Beats and Tempo
2. Training body coordination
3. Expanding rhythmic and body awareness

Reflection Questions

1. How to teach children spatial awareness in a dance class?
2. How many sets of movement routines should you prepare in one track?
3. How many tracks to include in your first selection?

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SHEETAL RAYSONI

FOUNDER AND DIRECTOR OF FUN FITNESS BLENDER

PRESENTER'S BIO:

In 2014, Sheetal began her journey with a background in the fitness industry and experience in teaching children. She decided to focus on children's fitness, working with young kids and witnessing the positive results in their physical fitness. This motivated her to continue promoting movement and growth. Sheetal is the founder of Fun Fitness Blender, offering franchises across India with current locations in Coimbatore, Uttarakhand, and Maharashtra.

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SHEETAL RAYSONI

PRESENTATION TOPIC(S):

Indian Traditional Village Games for Kids and Clapping Games.

Learn Indian village games that introduce the concept of sportsmanship and teamwork to children. Get tips on engaging children via creative stories and clapping games which work on their speed, agility, and movement skills.

Learning Objectives

1. Ancient Indian village games
2. Games without the need for equipment
3. Engaging and fun games for speed and agility

Reflection Questions:

1. How did story-based games encourage and sustain interest?
2. How did fun elements feature in the team building games?
3. How did the games help improve focus and concentration?

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SHAUNA CHEN

CEO/DIRECTOR OF KINDERMUSIK SINGAPORE

PRESENTER'S BIO:

Shauna is Kindermusik and Kindermusik is Shauna. "Is today Teacher Shauna day?" children tend to ask. Every child loves their Kindermusik day in the week! Having entered the magical world of Kindermusik - a world renowned music and movement pedagogy, since 2006, her commitment and passion for the programme has grown and matured by leaps and bounds. With that, over the years she has developed into a specialist in Early Childhood Music Education.

Apart from attaining a Masters in Early Childhood Education, Shauna is also well versed in the Electronic Organ (Dip. with High Honours), completed Grade 8 Theory, accredited in piano and guitar, and also plays the erhu, violin and cello for leisure. She also holds an Orff Level 3 certification.

In the area of peer mentoring, besides constantly mentoring her team of Kindermusik educators, Shauna has been appointed a mentor at Kindermusik University for International trainees. She imparts valuable musical skills to other educators in the field via lecturing in several established educational institutions, as well as mentoring teams of teachers in several preschools through initiatives and workshops.

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SHAUNA CHEN

PRESENTATION TOPIC(S):

Movement through music

Movement is critically linked to cognitive development, and music fires up the brain cells' movements. Put that together and you get a massive explosion of neural connections! Together, we will experience activities that you probably already do in your everyday physical movement class, except enhanced via the power of music. There is so much more within music, and what it can do for movement, than turning on a song and dancing!

Learning Objectives

1. Discover how music and movement behaves as a pedagogy.
2. Be inspired to use music to optimise movement activities.
3. Take away applicable ideas for use in one's own class

Reflection Questions (NOT FILLED IN YET)

1. Channel your mind to one of your personal favourite pieces, listen to the music intentionally and pick out either of these elements that can be used in your movement lesson: Form / rhythm
2. What is the one element of music that can ground any activity that you are leading?
3. How will you adapt the presentation content to meet the needs of the children in your own classroom?

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RACHEL FORD

PHYSICAL EDUCATION TEACHER

PRESENTER'S BIO:

Rachel is a qualified and experienced Physical Education Teacher. When teaching the MYP, she facilitated the e-portfolio for Year 10 & 11 Physical and Health Education students. Rachel was promoted to Campus Head of Department, coordinating all competitive sports fixtures with other schools and organising Sports Day. Rachel has also taught the UK National Curriculum to the whole School, additionally teaching both the Year 10 & 11 IGCSE PE classes following the Cambridge Assessment International Education syllabus. Whilst working in China, Rachel designed the early years and junior school PE schemes of learning which aligned the Chinese National Curriculum requirements with Western teaching pedagogies.

Rachel describes her teaching style as student-centred. Encouraging collaboration, critical thinking, resilience, and reflection. "When students take ownership of their learning and are allowed to make, and learn from mistakes, that the best learning takes place".

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RACHEL FORD

PRESENTATION TOPIC(S):

Once Upon a PE Lesson There Was Laughter, Language and Learning.

Embark on a journey that transcends traditional physical education boundaries, where stories come alive through the art of teaching movement and language in harmony. In the realm of early years and primary PE, the magic lies in the seamless integration of movement and language, as they intertwine to reinforce each other in the most captivating ways. Picture a lesson where young minds are not only mastering fundamental movement skills but also nurturing their linguistic abilities with every joyful step. Discover how movement can breathe life into language and how language can lend depth to movement, creating a symphony of engagement that resonates with every student.

Just like characters in a story, fundamental movement skills will take centre stage, enhancing the plot of our narrative. As we guide you through the pages of this workshop, you will participate in a number of games. You may even create your own!

So, join us on this magical journey where movement and language dance harmoniously, and where every PE lesson becomes a captivating chapter in the book of education. Together, let's create a story of empowerment, engagement, and endless possibilities for our early years and primary students. Welcome to "Once upon a PE Lesson" – where movement, language, and learning intertwine in a tale of wonder and growth.

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RACHEL FORD

Learning Objectives

1. To differentiate which fundamental movement skills should be taught to different ages.
2. To demonstrate and experience fun and engaging ways to teach these differentiated fundamental movement skills.
3. To experience how the learning of movement and language can go hand in hand.
4. Walk away with ready to use learning activities.

Reflection Questions

1. What stories would engage your class and your students?
2. How can you take one of the games learned today and level it up / make it more sport specific?
3. Which movement words can you focus on throughout September? Can you help your students link the language & the action?

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DR MIRAM LEE **SPORT SINGAPORE (SPORTSG)**

PRESENTER'S BIO:

Dr Miriam Lee holds a Bachelor of Science in Sport and Exercise Science from the University of Western Australia and a PhD from the National Institute of Education, Nanyang Technological University, Singapore, specialising in motor learning and coordination for children.

Since joining Sport Singapore in 2015, she has collaborated extensively with early childhood educators and coaches to enhance the physical literacy of young children and created various fundamental movement skills programmes for preschoolers. Notably, she spearheaded the development of Sport Singapore's Nurture Kids programme in 2017 and played a pivotal role in creating the Learning to Move, Moving to Learn resource guide launched in 2023.

Dr Miriam Lee is deeply passionate about enhancing children's motor skills and fostering a love for physical activity.

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SAUDI TAN SZE YIN

SPORT SINGAPORE (SPORTSG)

PRESENTER'S BIO:

Saudi began her career as a Physical Education Teacher and has dedicated the past 20 years to advancing movement education for children and youths in various roles.

As a passionate advocate for lifelong movement, she firmly believes that physical activity not only enhances a child's health and abilities but also fosters their confidence and self-efficacy.

Currently, she serves as a Fundamental Movement Skills Coach Educator with Sport Singapore, where she continues to inspire and educate the next generation of coaches who work with young children.

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DR MIRIAM LEE & SAUDI TAN SZE YIN

PRESENTATION TOPIC(S):

Understanding the 5Es Framework and its application through movement activities

Learning movement skills occur when children interact with the environment and the world around them (e.g., with others, outdoors, at the playground). Based on this understanding, the 5Es Framework by Sport Singapore provides guiding principles to help educators and coaches facilitate positive and meaningful movement experiences for children.

The five aspects of the 5Es Framework that should be considered when designing and facilitating movement lessons are: Learning Environment, Movement Experiences, Exploration, Engagement, Encouragement.

Participants can look forward to experiencing movement activities from Sport Singapore's Learning to Move, Moving to Learn resource guide (2023) and gain an understanding about the 5Es Framework.

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DR MIRIAM LEE & SAUDI TAN SZE YIN

Learning Objectives

1. Gain an appreciation of the theoretical background of the 5Es framework
2. Gain an understanding of the 5Es Framework and how it can be used to facilitate movement for young children
3. Experience a range of movement activities intentionally designed using the 5Es framework

Reflection Questions

1. How often do you include the 5Es in your current movement sessions?
[Rate: 1 for none at all, 10 for consistently applying it all the time]
2. Which of the 5Es would you like to feature more in your movement sessions?
3. What is 1 action you will take to bring your score in Q1 up by a point?

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MAZLIN ISMAIL **SPORT SINGAPORE (SPORTSG)**

PRESENTER'S BIO:

Mazlin transitioned from a successful 15-year career in the beauty industry to coaching, to spend more time with her children and actively support their sporting journey.

Driven by her passion for sports and love for children, Mazlin decided to become a Fundamental Movement Skills Coach with Sport Singapore three years ago.

She currently coaches preschool children football and fundamental movement skills at Sport Singapore's ActiveSG Football Academy and Nurture Kids programmes. Mazlin is committed to promoting movement and sports at the preschool level, believing that "a journey of a thousand miles begins with their first gallop, jump, and hop!"

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WONG KIN WEN MATHEW

SPORT SINGAPORE (SPORTSG)

PRESENTER'S BIO:

Coach Mathew started his preschool coaching journey in 2016 through Sportybotz an Australian Pioneer Multisport program.

He is currently a fundamental movement skills coach with Nurture Kids and football coach with Active SG Football Academy for the past 6 years. Mathew loves working with children and is passionate about developing them into better young athletes with good moral values.

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MAZLIN ISMAIL & WONG KIN WEN MATHEW

PRESENTATION TOPIC(S):

Get in the Groove: Warm-Up to Power-Up, Cool-Down to Chill-Out

Warm-up and Cool-down are important elements of a movement session that often get forgotten. Warming up helps the child prepare their bodies for the session while cooling down helps their bodies recover physically from the workout. Instead of mundane stretches and running routines, warm-up and cool-down exercises can be fun and engaging!

Experience how Sport Singapore's Fundamental Movement Skills Coaches apply the 5Es Framework to make warm-up and cool-down engaging during their Nurture Kids programme. Warm-up and cool-down activities will be introduced through exciting stories and music, a sure way to liven up movement lessons for little ones.

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MAZLIN ISMAIL & WONG KIN WEN MATHEW

Learning Objectives

1. Understand the importance of warm-up and cool-down
2. Experience how the 5Es Framework can be applied in warm-up activities
3. Experience how the 5Es Framework can be applied in cool-down activities

Reflection Questions

1. Prior to this presentation, how much emphasis do I place on warm-up and cool-down routines?
2. What are some tips on conducting warm-up or cool-down activities I picked up from this presentation?
3. Besides incorporating music and stories, what other aspects of the 5Es Framework can I consider for my warm-up and cool-down activities? E.g.,
 - Am I using a variety of warm-up exercises to keep things interesting and engaging different muscle groups?
 - How can I make my warm-up/cool down activities feel like a game or adventure?
 - How can I involve the children in leading or designing parts of the warm-up/cool-down to boost their engagement/to make them feel involved?