

Intentional teaching:

So many possibilities — Learning through routines

Transcript of video

This video is available from <https://www.qcaa.qld.edu.au/20413.html>

[Children are carrying large mats outside to the Support teacher to pack away.]

Teacher: Slow down. Charlie, do that lifting.

Child: And stop!

Teacher: Charlie, don't forget to wait.

Teacher: So boys, boys, you're walking through, watching to see where it is and stop and hold on.

Support teacher: Hold on.

Teacher: Timmy, back here. Louise hasn't got it. We need to be safe.

Support teacher: [Grasps mat firmly.] Alright, thank you boys, well done.

Teacher: [Working with two boys to fold up a quilt, while groups of children continue to carry the mats.]

Daniel, Hayden, Daniel hasn't got it. Turn around. See if we can fold this back up again to make sure it's safe. Hold your hands together.

Make sure Hayden's working with you now.

Teacher: Work together.

Teacher: And stop! [As the lead boy tries to walk between obstacles that will trip the children behind him...] Ben, this isn't a safe way to come through. We need to slow down and stop. Put it down, sit down.

A safe way to get there. So hold on again. Stop, take a little breath. Timmy, I can see that your body is wanting to go really fast and this is a slow, thinking job. Stop Cameron. Stop George. [Stopping another group from walking right into the group of children.] Alright, people at the mat go slowly and carefully.

Boys, this is a slow walking, thinking job.

Support teacher: Don't let go til my hands have got it. Ready? Hold on, wait, good work Charlie. [One boy drops his end and jumps on the mat.] Stop.

Child: You face that way.

Teacher: [As boy runs into the back of another boy, who is moving backwards carrying the quilt.] Charlie, that's not safe. That's not safe.

Child: Not again.

Teacher: George! George, can you turn your head so that you can see this way please?

Child: Oh dear.

Support teacher: [Child makes exaggerated braking sound.] Thank you, well done.