

L

**Launch:** Introduce the game and give it a name.  
“Alright everyone, we are going to play ‘Freeze and Melt.’ Are you ready?”

E

**Explain:** Explain the game. Be specific but simple, define the rules. Always start with “When I say GO....” Then give the directions. “When I say GO, pick up one ball at a time and throw it at the wall.”

S

**Show:** Demonstrate exactly how the game should be played, what the steps are and how they will be executed. Put one to two balls on the floor as you are explaining the game, then pick one up and throw it at the wall.

A

**Ask:** Quiz the children on the steps of the game.  
“After I pick up the ball, then what will I do with it?” For multistep directions, quiz the children on each step.

C

**Coach:** GO! Let the children play, then watch their play carefully. Is any child struggling with executing the steps? If so, assist the child whether it is with more specific directions, quizzing of the directions, or physical assistance.

C

**Check:** Check with the progress of the game. Is it going as you planned? If all or most of the children are not playing the game correctly, consider that the directions weren’t clear enough. Stop the game and try again, Explain, Show, Ask and Coach. If one child is not understanding the game perhaps there is a neural-physical disconnect. For example, two-year-olds might struggle with using their hands to knock down cones and may be more likely to use their feet to kick them down because this gross motor skill develops first. Asking a two-year-old to use his hand and repeatedly he uses his feet more often than not means the neural connection isn’t there. Holding the child’s hand and guiding it through the knocking over motion will lay that foundation and set the stage for success.

