

WEE PEOPLE, BIG FEELINGS MORAY



CREATIVE MOVEMENT

Play Kit Booklet

Packed with ideas for creative play
inspired by Starcatchers' Wee People,
Big Feeling Moray play sessions.

CONTENTS

- Soft Floor Pieces
- Stretchy Bands
- A Big Lycra
- Ribbon Sticks



THE ARMED FORCES
COVENANT FUND TRUST
Funded by HM Government





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ABOUT STARCATCHERS

Starcatchers is Scotland's Arts and Early Years organisation. We believe that our youngest children, those aged birth-to-five, should be able to fulfil their right to access arts and creative experiences that give inspiration, joy and wonder to early childhood in Scotland.

The Wee People, Big Feelings Approach

"Every forces family is different, and every deployment is different: sometimes we cope well with the transitions, and sometimes it can bring a lot of challenges. There's no one size fits all approach, its important we develop a repertoire of techniques to support wee ones and their families."

Early Years Practitioner and Forces Family member



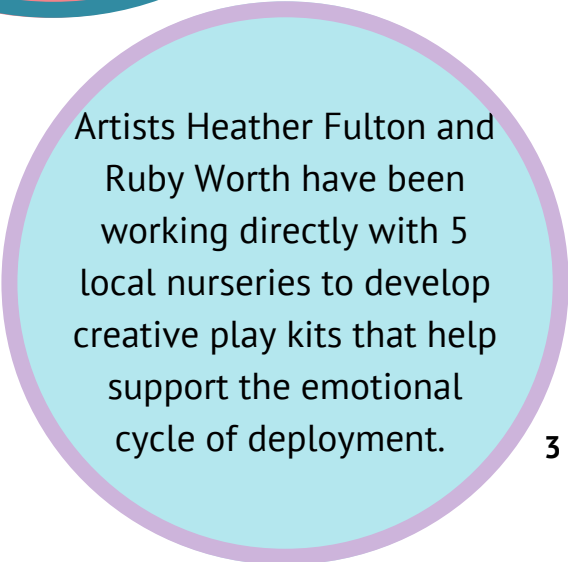
Wee People, Big Feelings has been developed to support forces families with wee ones age 2-5 years old



The Armed Forces Covenant Fund has now funded Moray Council and Starcatchers to bring Wee People, Big Feelings to develop Creative Play Kits with nurseries in 2025-26.



In 2022 Starcatchers worked with the Ministry of Defence and Scots Corner Early Learning and Childcare Centre to develop creative ideas and resources that helped wee ones develop emotional literacy skills



Artists Heather Fulton and Ruby Worth have been working directly with 5 local nurseries to develop creative play kits that help support the emotional cycle of deployment.



CO-CREATION

The **Wee People, Big Feelings approach** offers opportunities to tune into wee ones and how they communicate, pre- and non-verbally, through movement, music, stories, and play. By placing wee ones at the heart of the experience, you can respond, adapt and create together. Shaping creative invitations around the needs and interests of wee ones, will mean you are truly co-creating.

Be curious

Approach each moment with openness. Notice what captures wee ones' attention and allow their curiosity to guide your own.

Follow

Resist the urge to direct. Trust wee ones' ideas, pace, and ways of exploring, to allow for the experience of discovering together.

Boundaries

Some children may choose not to take part, and that's okay. Respect their boundaries by offering experiences as invitations rather than instructions.

Every moment invites exploration

Every action, idea, sound, object, or response is an invitation to explore together.

Wee ones will engage in their own way.

Slowing down and taking time to understand each child's strengths, preferences, and needs allows you to adapt the experience so everyone can participate in ways that feel comfortable, meaningful, and enjoyable.

Yes together

We know that saying yes to everything isn't always possible, there are times when boundaries are needed. The 'yes' space is about looking for the possibility within limits; finding a way for your 'yes' to meet the wee one's 'yes', so their curiosity and agency can still flourish.



WEE PEOPLE BIG FEELINGS MORAY

Video series



Our Wee People Big Feelings video series was dreamt up by Artists Heather Fulton, Ruby Worth and Starcatchers together with the settings, families and little ones who are taking part in Wee People, Big Feelings. Each video represents a big theme or interest we observed the little ones focusing on with their grown-ups, and captures all the different ways we played and explored together. Scan the QR code below to access the videos:



PREPARING THE SPACE

[VIMEO.COM/1210496433](https://vimeo.com/1210496433)



HOW DO YOU FEEL

[VIMEO.COM/1210498547](https://vimeo.com/1210498547)



HUMAN PLAYGROUND

[VIMEO.COM/1210501637](https://vimeo.com/1210501637)



STRETCHY BAND PLAY

[VIMEO.COM/1210504777](https://vimeo.com/1210504777)



BIG LYCRA PLAY

[VIMEO.COM/1210805919](https://vimeo.com/1210805919)



TAPE PLAY

[VIMEO.COM/1210834620](https://vimeo.com/1210834620)



RIBBON PLAY

[VIMEO.COM/1210725712](https://vimeo.com/1210725712)



STORYTELLING

[VIMEO.COM/1210533780](https://vimeo.com/1210533780)



MARK MAKING

[VIMEO.COM/1210540055](https://vimeo.com/1210540055)



RELAXING

[VIMEO.COM/1210513930](https://vimeo.com/1210513930)



REFLECTING

[HTTPS://VIMEO.COM/1210526971](https://vimeo.com/1210526971)





Video 1

PREPARING THE SPACE



Prepare a safe space for play, for movement, for creative expression, where shoes can come off and feet are free to wiggle and run, jump and stretch, ground and balance, become paws or hooves; where bodies are free to run, jump, spin, crawl through tunnels, over bridges, make themselves at home.



SCAN ME



SOFT FLOOR

Putting the jigsaw together, together. What will your wee one(s) do with the soft floor kit? Make stepping stones, a dance floor, a house, all of these and something else.

OTHER SOFT FLOOR IDEAS:

Think of different textures to move on and over, bubble wrap, crinkly paper, mats, pillows, blankets, quilts etc.



Video 2



ARRIVING

Starting on the ground can be a playful way to begin. Meeting children at their level creates a sense of connection and shared experience from the very start. Notice the energy they bring as they arrive—are they excited, curious, calm, or ready to move? How might you welcome and respond to what they are offering in that moment?

HOW DO YOU FEEL LIKE MOVING TODAY?

How do your toes feel like moving?

Your feet, knees, legs, bottoms, spines, hearts, hands, arms, head?
Let's find out.



SCAN ME



MIRRORING AND MATCHING

Notice how the children are moving in the space to the music. You can choose to meet their movement choices through mirroring them with your body or matching the energy of their movements in your own way.



OFFERS AND INVITATIONS

A mutual and collaborative space emerges when offers and invitations for movements and play move back and forth between the children and the adults. It's important for everyone to find their own comfortable way to engage in the physical offers of play and to respect individual boundaries.



NAMING

Naming what you notice helps children feel seen, heard, and understood. "I see spinning, jumping, running, hopping, wriggling, hiding, upside down shapes".





Video 3

STOP START

THE IDEA

Like musical statues, but instead of 'freezing' or eliminating when the music pauses you can offer suggestions to explore different movements: "When the music starts let's have a wobbly dance", or the movement can be modelled to include non verbal responses.



VARIATIONS

An additional option for when the music pauses is to invite the children to make shapes with their bodies, a spiky shape, a pancake shape, a round shape, an upside down shape. You might see a fun shape a wee one is making, invite others to try to make that shape with their bodies? How might the shape move when we play the music?

GROUP SHAPES

Group shapes can be fun, connecting your shape to another person's. Try reaching out an arm to make physical contact. Try making bigger shapes together a bridge or forest animals together. You might find imaginative play begins.



HUMAN PLAYGROUND

Making and shaping spaces with your body for children to crawl through, jump, climb or roll over, make a home within, shelter under. This could be on all fours, stretching into a downward dog, sitting with your legs out long, making an egg shaped sitting pose with circular arms that can be opened and closed by the children as they nestle in and adventure out. This can be a helpful way to offer containment, change up the energy if the children have been running a lot.

SCAN ME





Video 4

STRETCHY BAND PLAY



DID YOU KNOW

The bands, when positioned at the centre of the body, offer a strong feeling of core support, strong weight (sense of self/agency) and grounding.



UNDER, OVER, UP, DOWN, RHYME

Play with naming movements that emerge during stretchy band play: going under, moving over, lifting up, pulling down, stretching back, reaching forward, moving out, and coming in.

You might turn their movements into a playful rhyme, using the rhythm of their choices to create a shared language of movement:

Under, over, up, down, round.

HOW FAR WILL I GO?

Letting wee ones explore resistance by pulling as far as they can go and then boinging back, running into your arms, again, and again.



SEA STORIES

Use the stretchy band to make waves, create the sea, is it calm or wild, wavy or still.

Dive in and become sea creatures.

Which creatures will you meet?

Sharks, oh no! Oh yes!

Let's tell an underwater sea story.

Will it be scary?

Let's have a happy ending.

PLAYFUL RESISTANCE

There is an enjoyment found in exploring how far to go with the band around your centre before you meet with resistance, and an even greater joy in playing at the edge of this resistance, pushing against it, feeling strength in your body, feeling your core supported, feeling the ground through your legs and feet, feeling a sense of 'boinginess'.



SCAN ME





Video 5

RIBBON PLAY



MAKE SHAPES

Ribbons are colourful, they make shapes that move and change, spirals, circles, ripples and squiggles.

WONDER

Wonder what could the ribbons become... snakes on the floor, magic wands, paint brushes to add colour to the room.



OUTDOOR MOVEMENT

Ribbons are for inside and outside movement play where the wind will be dancing with the ribbon too.



BREAK TIME

If they tangle up, taking a moment to unpick a knot is a fine motor skill and a wee rest before you make your colourful marks and patterns on the world again.

SCAN ME





Video 6

BIG LYCRA PLAY

Big Lycra offers a lot of possibilities for group and individual play. They are stretchy, strong, big, long, slippery, slidable, colourful and breathable. They can take a lot of weight and depending on the amount of strength and helpful bodies you have, make great single person hammocks and group boat/sled journeys. They offer different satisfying sensory experiences and developmental schemas including compression, being held, being enclosed, and being transported.

Here are some of the activities that we have discovered are great fun to do together with the big lycra:

LYCRA BOAT

Once children are on the Lycra explore pulling up the sides, making it into a boat. If on a slippery floor, with a lot of space around you and a small passenger load, explore a boat journey pulling the Lycra around the space.



A WEE SWING

With two strong adults, one Big Lycra and one wee one a bungee hammock can be created. The offer is given to the wee one to lie down in the Lycra and the adults to take a hold of the Lycra around the child and create a hammock. Then you can have a wee swing or bounce up and down, whichever brings the most joy and relaxation for the wee one.



LYCRA TUNNELS

Invite the children to take hold of the sides of the Lycra and hold/pull it together creating a Lycra tunnel for themselves. Adults at both ends of the Lycra can help make the tunnel by holding/pinching the Lycra sides together. The pod and tunnelling offer opportunities for burrowing and satisfying sensations of enclosure and homing in.

If the children are enjoying lying down, pop pillows into the pods for greater relaxation. Gently rocking/pulling the Lycra side to side can invite a satisfying sense of body weight pouring into the fabric and ground, supporting a letting go of tensions and distresses.

LYCRA SEA

One person on either end of the Lycra, sends waves to each other. Lift up the Lycra and give it a tug back down, sending ripples of air under the Lycra that look and feel like waves. Wee ones can move on the Lycra whilst it is rippling on the ground. Note: if the floor is slippery underneath, it's better to invite wee ones to lie or sit on the Lycra. If on the soft flooring there will be enough traction for standing and running, stepping, jumping on the Lycra.

SCAN ME





Video 7

STORYTELLING

Sitting down holding the big stretchy band or laying it on the ground, use it to create an open central storytelling space to create a story together.

SCAN ME



THERE ONCE WAS...

Set up a location for the story to begin, you can use different props to spark imaginations

"There once was..."

"An Island"

"A Forest"

"An Ocean"

STORIES OF NATURE

A storm offers an opportunity for strong movements, being loud, expressing big feelings.

A rainbow can invite in light and colour, a movement play with ribbon sticks, a sense of joy and wonder.

The storm calming down can invite softer sounds movements and opening up to the sun, resting in the warmth of the light.

WHO IS THAT WE SEE?

Inviting in characters to the story by naming movements or referring back to movements we were doing before...

"An Angry Cow"

"A Rainbow Unicorn"

"A Lonely Shark"

Wee Ones may offer suggestions in your pauses:

"I'm a dinosaur raaaar"

Inviting these characters to move into the story space inside the stretchy band brings the story to life.

PROPS

Using objects or music can help transform the story and engage wee ones in a more sensory way.

SOUNDS OF THE STORY

Listening to the sounds wee ones are making, using their bodies can become elements in the story.

Examples:

Stomping around could be the sound of rain

Shuffling sound could be the rustling of a bush

ENDINGS..

Ending stories using music supports transitioning from this style of play ready for the next part of their day. This could be the choice of music a softer melody, slower pace or simply lowering the volume. If music isn't available your storytelling voice can reduce to a whisper signalling the end of the story.

You can revisit the story another day so it's not the end.

".....and the water flowed (big lycra out) and they swam and played together making the water dance..."

".... (big lycra being stormy and then quiet) "and as the storm quietened they stretched and wiggled and found themselves in the sun again..."



Video 8&9

HOW TO FINISH A SESSION



RELAXING

Getting cosy together, putting out blankets, pillows, lying down, having a wiggle, a cuddle and a snuggle.



REFLECTING

Reflection can happen in many ways. Children may share through words, but also through their expressions, gestures, movement, sounds, or simply by being present. Notice what they choose to offer—what has made them smile, what they have enjoyed, or what they want to revisit from the session or the day.





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