

Eye Tracking

Eye tracking is where eyes work as a team to track objects while keeping the head still, or keeping the eyes still, while the head moves.

Eye muscle control helps to keep eyes straight during movement, which enables images to appear still.

In order for our eyes to strengthen we need to follow slow moving objects up and down, forward and back and side to side.

Active play

Can help develop fine control of the eyes and visual abilities.

When we have strong eye muscles this allows for attention to be given to other skills like reading and games or sports.

Ocular lock

When we watch screens for a long time, our eyes are not required to move and are transfixed in one place. When this occurs the eyes don't have the ability to move independently so when the eyes move, so does the head.

Visualisation (forming pictures in your head)

A skill developed through imaginative play and any activity where the child visualises something they can't see. On the other hand, screen time activities provide all the visual information, with no imagination required, meaning there is less chance to develop the important skill of visualisation.

Sight = the ability to see clearly

Vision = understanding what I see (visual perception)



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Activities

Balloons

- Throw and catch the balloon alone or in pairs. Try to clap before you catch it.
- Sit down and stand back up before catching the balloon.
- Balloon volleyball over a string. Can be caught and thrown rather than a direct return.
- Play music and try to keep the balloon off the ground for an entire song by tapping it in the air using various body parts. Try it while standing in a hoop.
- Children lie down on the ground in a group and attempt to keep one balloon in the air using only their feet, no hands.

Feathers

- Throw feathers. Children watch them float to ground (moving eyes, not heads) individually or in a group.
- Catch feather on different body parts.
- Keep the feather up by blowing it (alone or in pairs).

Balls

- Roll ball between pairs.
- Roll in pairs and trap using a cup or a container.
- Roll ball by themselves, then run with ball to the safe zone when the call is made (e.g. “T-Rex!”).
- Blow through a straw moving a ping pong ball to the ‘finish line’.
- Any ball games, throwing, target practice, etc.

See Manipulation resource card.

Bubbles

- Catch with various body parts.
- Clap bubbles.
- Child lies on their back and looks up at the bubbles moving eyes, not head.
- Jump on bubbles.
- Catch on a ruler, spoon or stick.
- Turn around then catch the bubble.

