

Motor planning and Organisational Strategies:

Motor planning is the ability to organise and sequence new activities, it affects the student's independence in self-help skills and motor development.

For the student with difficulty in motor planning, give simple step-by-step directions. Help the student identify the steps needed to accomplish the task. Demonstrate or ask another student to model the motor activity, then ask the student to try.

Asking questions such as "What do we need to do first, now what do we do next...?" can help student with difficulty in initiating and sequencing tasks.

Develop consistent home routines.

Use pictures in a diary to help remember events coming up.

Set clothing on the bed in a row to help with dressing. Have the student take articles from left to right. Label drawers if needed and rearrange them top to bottom in order of first to last items needed.

You can picture code drawers if labels do not work.

Help the student get prepared the night before. Ask: "What do you need for tomorrow?"

Model the thinking process by speaking the stage out loud to help the student incorporate this process into his or her routine.

Teach the student that toys have a place, using labelled bins or drawers. Have him or her clean up one activity before starting another.

Use see-through containers.

Give the student the option of time out or "quiet time" alone when he or she feels over stimulated.

Other comments or suggestions:

Comments or suggestions should be directed to:

Head of Occupational Therapist or
Superintendent Physiotherapist

Children's Assessment Centre
Kent & Canterbury Hospital
Ethelbert Road, Canterbury, CT1 3NG
Phone: 01227 783043 Fax: 01227 783185

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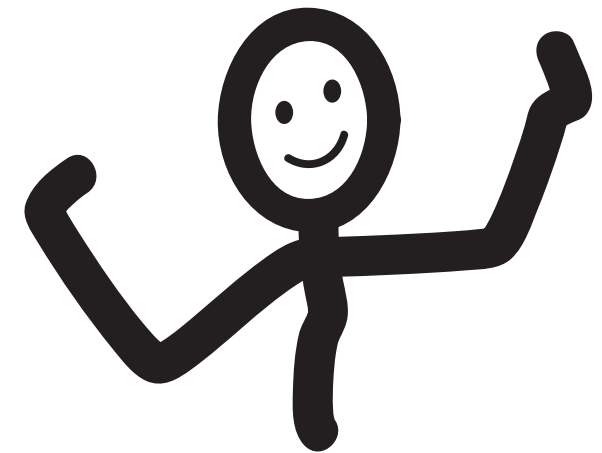
Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0100

Fizzy's Ideas: Coping Strategies

Home Coping Strategies



A programme compiled by
Occupational and Physiotherapists.

Advice for
parents, carers and education staff.

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Sensory Processing:

At each moment a person takes in information from the environment, his or her body must screen what is important to organise him or herself to act on the environment.

Keep visual and sound distractions to a minimum to help maintain the student's attention to homework. Have a "quiet corner" with a beanbag chair.

To minimize sound distractions, a room with a rug or carpet would help to decrease noises. Vacuum while he or she is out. Prepare the student for sudden noises if he/she are over-sensitive to noises.

To help a student who is over-sensitive to smells, use unscented detergent and shampoo. Do not wear perfume or use car or air fresheners. Use unscented markers/felt tips.

For the student who has trouble falling asleep, try giving the student flannel sheets and a heavy blanket or sleeping bag to sleep under to provide heavy weight and deep calming pressure. Many students benefit from having a stuffed animal to hug.

For the student who is over-sensitive to food in his or her mouth, try giving ice pops or frozen juice ice cubes to desensitize the mouth. Whistles, party blowers, chewy foods, and making raspberries also provide good input to the mouth.

To decrease tactile distractions, turn socks inside out and remove tags from shirts. Try and find socks without a toe stem. Some students prefer either tight or loose fitting clothes; follow the student's preference.

When cutting hair and nails, give firm pressure to the head, shoulders and fingers. Vibrating toothbrushes sometimes help students who do not like tooth brushing.

To help with showers, try a hand held shower-head to control pressure and spray and keep water out of the student's eyes. Count to 10 while holding a wash cloth over the student's eyes before rinsing hair. This will prepare the student for the water and let him or her know when it will be done.

When getting out of the bathtub, use a large towel to wrap student tightly. Rub the student with the towel or loofa sponge to decrease tactile defensiveness. Do not wash the towel in fabric softener so it is rougher to touch.

For the student who has poor body awareness, give heavy work, such as carrying the laundry basket, sweeping the floor, or pushing chairs under the table. Swimming is a great activity.

To provide more deep pressure for the student have him wear a back pack, hat, or place heavy things in his or her pocket.

To improve self-feeding use a weighted fork or spoon and non-slip surfaces under plates, e.g. dycem mats. The therapist can supply this.

For the student who is over sensitive to movement or fearful of leaving the ground (gravitational insecurity), provide alternative playground activities. For example, the student may be able to walk across a line on the floor but not able to walk on a balance beam. Limit the amount of rolling or twirling - let the student's response be your guide or check with your therapist.

For the student who gets car sick, seat the student in the front seat, give chewy food, such as licorice or gum, try ginger, and give deep pressure to the head. You can also buy wrist bands which are available to avoid travel sickness.

For the student who has poor body awareness, include rolling, swinging or twirling in playground activities. (Ropes, tyre swing, merry-go-rounds).

For the student who seeks a great deal of movement, try providing movement experiences throughout the day. It may help to wake the student 15 minutes earlier before school and allow him/her to jump on a trampette.

Postural Control and Motor Performance:

Postural stability, or the ability to maintain a stable trunk position, provides background support necessary to develop fine motor skills.

Give frequent breaks from table top work, since this student has a difficult time maintaining sitting positions and fatigues more quickly than other students due to weakness in postural muscle control.

Adjust the chair and table to a height suitable for the student to best perform table top work. (Feet touching the floor, table height just below the student's elbows) The Tripp Trapp chair is a wooden chair adjustable to all table sizes.

During writing, chewing gum or sucking on hard sweets may help give a focal point and increase accuracy.

To increase postural muscle strength and endurance: wheelbarrow walking, tug of war, carrying weighted objects, wrestling, or other resistive play. Jumping, rope and climbing activities are fine! Your therapist can provide you with a programme.

To include the whole family in strengthening, try aerobic exercise tapes, or join a class. Yoga is great for strengthening.

Fine Motor / Visual Motor Skills:

Development of fine and visual motor skills facilitates skills such as writing, keyboarding, and throwing.

Try activities using both hands together for accuracy (e.g. Lego, drawings, bead stringing).

For strengthening hand muscles, use Silly Putty or Playdoh. Pinch, pull, roll, squeeze and cut to work these muscles. Drawing letters in putty with a pencil is great reinforcement for written production.

Rolling pennies is a great activity to promote thumb stability and grasp strength.

Squirt bottles strengthen the thumb and index finger to promote grasp.

Practice cutting different sizes, shapes, and weights of paper to develop accurate cutting skills.

Store clothing as outfits rather than items.

Use hooks instead of coat hangers.

To improve written motor accuracy: colour inside lines, working larger to smaller, use stencils, mazes, dot-to-dots.

Drawing on Ghost Writer Magna doodle or in a tactile medium such as sand or salt may make drawing more motivating.

Writing and drawing on a vertical surface, such as an easel or chalk board, promotes write extension and stability.

Postural Control and Motor Performance:

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Give frequent breaks from table top work, since this student has a difficult time maintaining sitting positions and fatigues more quickly than other students due to weakness in postural muscle control.

To decrease fidgeting at the desk and to promote improved postural adjustments, allow the student to stand at the desk or to work on the floor in a prone on elbows position (on stomach). Bungee cord or Theraband wrapped around chair legs provide sensory input to assist student in remaining seated longer, The Therapist can provide this.

Using a partially inflated air pillow (stadium seat) may help increase postural control by increasing sensory feedback in sitting.

Allow the student to become a teacher's assistant and pass out papers so he/she is able to walk around the room appropriately with a goal directed task.

To increase postural muscle strength and endurance: swinging, jungle, gyms, rope climbing, pushing. Pulling heavy objects, carrying weighted objects, scooter boards and wheelbarrow walking are fine! (Be careful of Health and Safety Regulations).

Adjust the chair and table to a height suitable for the student to best perform table top work. (Feet touching the floor and the table height so the student's elbows can rest comfortably on top without hunched shoulders).

Students with low oral and postural tone often gain more control for fine motor tasks when given a sweet to chew or suck during writing activities, You can also try sucking activities using a straw. Use as permitted in the school setting. Ask you therapist for more information.

For students with oral motor control difficulties modifications to the snack menu may need to be made to accommodate to the student's needs. Also the student's sitting posture needs to be evaluated to determine if it has a direct effect on the student's difficulties with oral motor control. Please ask the occupational therapist for assistance in assessing these areas.

For the student with oral motor difficulties have him/her play with whistles, blowing bubbles, or making pictures by blowing paint through straws.

continued ... (Fine Motor / Visual Motor Skills)

Use of a moulded pencil grip will provide a larger surface for grasp to improve written refinement.

Larger marker pens - primary pencil - DLM grip - Stetro grip - bulb grip/"the pencil grip".

Use activities that involve tactile/kinesthetic awareness to reinforce writing skills such as drawing large letters in the air or on a chalk board or in sand, writing in Playdoh or shaving cream, or practise writing with eyes closed. Teach or review letter formation beginning large and gradually reducing size.

Use Rol 'n' Write Letters.

Provide primary lined paper or draw dotted guidelines on lined paper to help with spacing. Older students can be reminded to draw in their own guideline with a ruler.

Remind student to use non-preferred hand or provide clipboard or Bluetak to stabilise paper.

Practice visual motor skills by drawing with shapes and letters. Make sample drawings larger if necessary and provide step by step instruction.

Allow extra time for written work until the student's writing skills improve and/or decrease the amount of written work in the classroom and at home as needed.

Explore alternatives to the laborious effort of handwriting, use oral reporting or dictating tape recorders, and multiple choice responses, pre-prepared work sheets.

Supplement handwriting with other methods of written expression, i.e. - typing or - keyboarding on a computer. Computer games or drawing programmes are a good way to begin teaching computer keyboard skills.

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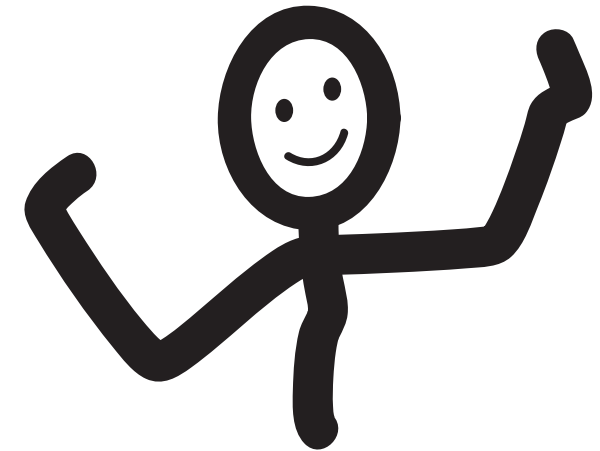
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Fizzy's Ideas: Coping Strategies

Classroom Coping Strategies



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Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0101

Sensory Processing:

At each moment a person takes in information from the environment and his or her body must screen what is important to organise him or herself to act on the environment.

For the student who becomes over stimulated by the environment provide quiet, "time out" spaces to help the student to recoupe and become organised (i.e. a reading corner behind a bookshelf or under a table with pillows or a bean bag chair in a quiet corner).

For the student who experiences sensitivity to touch (tactile defensiveness), allow the student to stand at the end of the line and arrange the classroom seating to minimise the risk of being jostled or bumped by classmates (i.e. have the student's desk either near the teacher or at the back of the room).

When planning an art activity, modifications to the activity may need to be made to accommodate the student who is sensitive to touch (i.e. be aware that materials such as glue, finger, paints, clay, paper mache, etc. may cause the student to have an aversive response). Using tools (i.e. hammer, paint brush, etc.) may help student participate more fully.

Forewarn the student of any loud noises before they occur (i.e. bells/fire alarms).

To minimise auditory distractions, a classroom with a rug or carpet would help decrease extraneous noises.

Keep visual (i.e. art projects on the wall, bulletin boards, hanging projects) and auditory distractions to a minimum to help facilitate the student's attention to classroom instructions. Have the student sit near the classroom teacher to facilitate the student's ability to attend to directions and tasks.

To provide "heavy work" input, have the student push the chairs under the table or carry heavy objects when it is clearing up time. This kind of input will help the student maintain a better state of organisation.

Have the student become a teacher's assistant and bring back books to library for increased heavy work input, or be office messenger to allow more movement opportunities.

Providing opportunities for the student to jump on a mini-trampoline or bounce on a therapy ball throughout the day may help increase organisation and postural control.

Providing an object to manipulate/"fiddle with" or something to chew on can be very helpful to maintaining attention and organisation.

For student with poor body awareness include rolling, swinging or twirling in physical education activities. (Ropes, tyre wings, merry-go-rounds).

For the student who is over sensitive to movement or fearful of leaving the ground (gravitational insecurity), provide alternative playground activities. For example, the student may be able to

walk across a line on the floor but not able to walk on a balance beam. Limit the amount of rolling or twirling - let the student's response be your guide or check with the occupational health or physiotherapist.

Motor planning and Organisational Strategies:

Motor planning is the ability to organise and sequence new activities and affects the student's independence in self-help skills and motor development.

For the student with difficulty in motor planning, give simple step by step directions. Help the student identify the steps needed to accomplish the task. Demonstrate or ask another student to model the motor activity and then ask the student to try.

Keep tasks short.

Use a consistent approach to teaching the student a new skill. Allow time for practice. It may take a student with motor planning delays much more time to perfect a new skill.

Break down task into small steps.

Present directions for new activities in student's best modality, - visual, - auditory, - multi-sensory to facilitate learning. Use demonstration and information is understood and the task initiated.

Help the student plan out a task by asking questions such as "What materials do you need?" "What do you do first, etc.?"

For the student who has difficulties formulating ideas for projects or assignments, provide several suggestions or create a brainstorming session among a peer group.

Set up any variety of activities in an obstacle course. Begin simply and increase the complexity as the student is able to handle the tasks. Also, "Simon Says" or sequencing games are great for motor planning.

A student with motor planning difficulties may need assistance to recognise, and improve on performance/work that is not accurate.

Give markers for time e.g. egg timer; buzz alarm. To prepare the student for transitions use a time or warn them ahead of time to identify when it is time to change activities.

Using pictures or a list written on the blackboard to order the day's activities will help the student with sequencing difficulties organise the day.

Write classroom routines in a diary or picture code a diary. Help the student develop organisational skills by having a consistent place to store materials once he/she has completed a task.

Have a checklist or picture list of items needed e.g. pencil, ruler, rubber, textbook.

To help the student stay organised and focused on challenging academic work you can:

- Have the student use a finger or file card under a line to keep place in reading or maths.
- Use graph paper for maths work.
- Keep the amount of visual information presented on a page to a minimum.
- Cover an area of the page to expose 1 or 2 problems at a time.

To provide additional structure give the student letter and number guides to copy from. Tape to student's desk if needed.

To help use of blackboard materials, student should face blackboard. Keep amounts concise. Use different colour chalk to define different sections. If necessary have blackboard text on separate sheet for the student to copy or give a pre-prepared work sheet.

Fine Motor / Visual Motor Skills:

Development of fine and visual motor skills facilitates skills such as writing, keyboarding, and throwing.

Working on a vertical surface helps the student to develop strength in their shoulder and wrist muscles which are needed for writing. This can be done by writing on a blackboard, easel, desk easel or paper taped on the wall; also use of Right Angle desk raise.

To facilitate the development of the skill fingers (thumb, index, and middle fingers) that are necessary for the refinement of handwriting and scissor skills the following activities are suggested: using a spray bottle to squirt water onto a picture, using tweezers to pick up cotton balls or other collage materials to make a picture, using small manipulative items such as buttons, beads, unifix cubes and pegs.

For the development of the student's web space (the "circle" that forms with the index finger and thumb) that is needed to hold a pencil correctly the following activities are suggested: popping the plastic "bubbles" on packing sheets, opening/closing zip lock bags, snapping snaps, winding up wind-up toys that have a knob, using an eye dropper to make pictures by mixing food colouring with water and dripping it onto paper towels.

To increase finger strength/control: use a hole punch, push pegs into clay, cut card-board, pick up small objects with tweezers.

Provide activities to develop fine motor control and planning. Use games that involve spatial construction such as Lego or Origami.

Use Loop scissors, small size scissors or spring loaded scissors as a precursor to regular scissor use.

To practice scissor skills try cutting strips of paper, straws, and/or rolls of Playdoh. Check the student's scissor grasp (thumb and middle finger through the holes, the index finger stabilises under the middle finger side for increased control) and remind the student to "steer" the paper with the non-preferred hand.

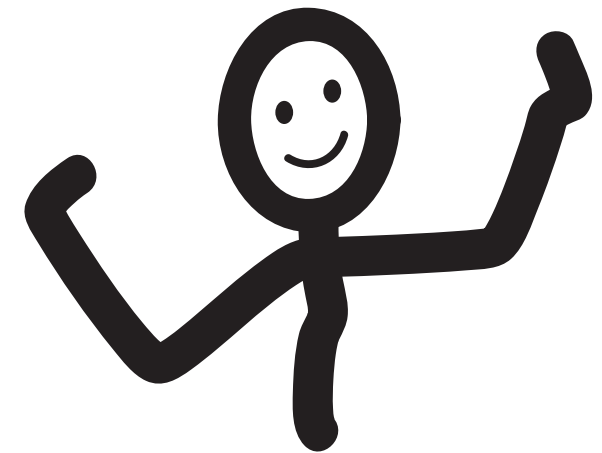
SLIME

1. 1 cup cornflower
2. Add enough water to make a firm, yet pliable, slightly runny consistency.
3. Use food colouring or paint to add colour.
4. Shape into a ball then watch as the slime 'melts' and runs through your fingers!

Other comments or suggestions:

Fizzy's Training Games: Clever Hands Resource

Resource List For O.T. Programmes



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Advice for
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Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0102

Written Materials and Programmes:

Fine Motor Dysfunction:

Therapeutic strategies in classroom.
K. Johnson Levine (1991)

Therapy skills builders.
(A division of communication use psychological corporation)
Telephone: 0171 424 4456.

Resources also available from certain high street bookshops. Practical strategies to use and activities to develop fine motor skills.

Sensory Motor Activities for Early Development:

C. Hong, H. Gabriel et al. Winslow Press Ltd. (1997)
(Has reproducible activities)
Website: www.winslow-cat.com
Telephone: 0845 230 2777

Hands at Work and Play:

Developing fine motor skills at school and home.
J. Knight and M. Decker (1994)
(Has reproducible activities)

Therapy skill builders.

Pre Scissor Skills:

A success learning programme for teaching sequential scissor skills to preschool and developmentally delayed students.
M. Klein (1987)

Therapy skill builders

Developing Scissor Skills:

A Guide for Parents and Teachers.
S. Mahoney and A. Markwell. Peta (UK) Ltd.
(Has reproducible activities)
Address: Marks Hall Lane, Margaret Roding, Chelmsford, Essex, CM6 1QT.
Website: www.peta-uk.com

Learn to Cut:

A structured programme of cutting tasks with reproducible patterns.
R. Wolfe (1987)

Communication skill builders.

Pre-writing Skills:

A success learning programme for teaching sequential pre-writing skills to preschool and developmentally delayed children.
M. Dunn (1982)

Communication skill builders.

The Teodorescu Perceptuo Motor Programme:

A unique programme to develop the fine motor and perceptual skills necessary for effective handwriting.
I. Teodorescu and L. Addy (1996)
(Reproducible worksheets)
Address: LDA, Duke Street, Wisbech, Cambridgeshire, PE13 2AE
Website: www.ida.learning.com

Speed Up!

A kinesthetic programme to develop fluent handwriting.
L. Addy (2004)
Address: LDA, Duke Street, Wisbech, Cambridgeshire, PE13 2AE
Website: www.ida.learning.com

Mazes:

Photocopy masters for Developing Fine Motor Skills.
Address: LDA, Duke Street, Wisbech, Cambridgeshire, PE13 2AE
Website: www.ida.learning.com

Equipment:

Graded therapeutic putty and graded pegs:

LDA Ref: LD765 provides graded resistance, available from Home Craft Ability One Catalogue.
Address: P.O. Box 5665 Kirby in Ashfield, Nottinghamshire, NG17 7QX
Website: www.homecraftabilityone.com
Telephone: 01623 757555

Range of hand toys for Fizzy hands programme:

Available from many high street retailers and catalogues.

Graded therapeutic putty:

PhsioMed Service Ltd
Telephone: 01457 860444

Nottingham Rehab Supplies

Website: www.nrs-uk.co.uk
Telephone: 0845 120 4522

Task Master Ltd resources catalogue:

For various pencil grips, comfort grips, stubbi grips, rigid comfort pencil grips.
Website: www.taskmasteronline.co.uk
Telephone: 01162 704286

Philip and Tracey Limited:

Lycra graphite pencils (thick, short, triangular shaped pencils) and sloping desk.
Website: www.philipandtracey.co.uk
Telephone: 01264 332171

Round and Round the Garden Play Rhymes for Young Children:

Compiled by Sarah Williams, illustrated by Ian Beck
© Copyright to Oxford University Press (1983)

Boots the Chemist:

Knife, fork and spoon cutlery set with moulded handles.



Fizzy's Training Games: Clever Hands

Clever Hands Level One



Level One

A programme compiled by
Occupational and Physiotherapists.

Advice for
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- There are three levels to the “Clever Hands Training Games” and this is level one for beginners.
- Play the games in any order until you are good at all of them, before going on to level two.
- The games should be fun and repeated on a regular basis to improve hand dexterity and strength.

(Resource list accompanies this programme)

Feely Games

- Hide everyday objects, for example, teaspoon, cotton wool balls, large beads, little bricks, toothbrush, in a box of sand / rice/ pasta / flour etc.

Fizzy says: “What can you find?”

- Try this game again placing objects into a bag.

Feely Pictures

- Tear up tissue paper.
- Scrunch up the paper using your fingers (as shown in the picture) and glue onto the paper.



You can also use cotton wool, glitter, string, sand and oddments of different textures.

Fizzy says: “What else can you use for your picture?”

Slime (see resource list for recipe)

Fizzy says: “Play and enjoy.”

Warning: It is messy! Keep clothes covered!

Inset Puzzles

Try large and easy to manipulate inset puzzles.

Puzzles

- Wooden inset puzzles with chunky hand grips.
- Wooden inset puzzles with small hand grips.
- Large chunky 2 piece interlocking puzzles.
- 2 - 4 piece puzzle within a framed border.

Finger Cymbals

- Place a cymbal on each index finger and clap together.
- Now place a cymbal on your thumb and index finger of one hand.

Fizzy says: “Play and enjoy!”

Other Ideas

- Patting and tapping a balloon into the air.
- Squeeze a plastic bottle or bath toy in water to make bubbles.

Fizzy says: “You may need to use both hands.”

- Blowing bubbles.
Can you pop them with one finger?
- Squeeze squeaky toys (see pictures).



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Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0103

Play-dough

- Can you roll out a sausage?

Fizzy says: "Make sure you use both hands."



- Now can you turn your sausage into a dinosaur by using your thumb and first finger to pinch along the top to make spines?

- Roll it flat and make shapes using cutters.

- Roll a sausage again, can you cut it into piece with a play knife?



Fizzy says: "Try to keep your first finger on the top of the knife and your thumb and the other fingers either side. Hold your play doh still with you other hand."

- Can you roll it flat again and make a face out of the play-dough?

Pegs (for graded pegs see resource list)

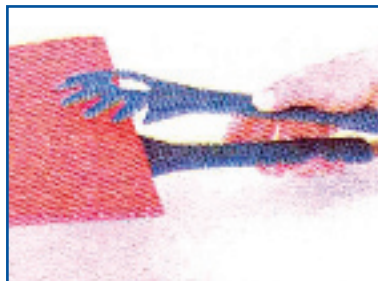
Fizzy says: "Look at the picture, hold the peg this way."

- Peg pegs onto the edge of the box.
- Peg pegs onto a rag doll/teddy.
- Peg pegs onto a T-shirt on a teddy.



Tongs

Fizzy says: "Use one hand on the tongs. You need to hold the tongs with your thumb on one side and your fingers on the other."



- Snap the tongs like a crocodile.
- Can your crocodile bite the paper?
- Tear and scrunch up paper and pick it up with your tongs.
- Pick up cotton wool balls.
- Now try little bricks.

Posting

- Pick up and post coins into a money box.



- Post dried peas / pasta / sugar decorations into a bottle and screw up the lid.



Note:

If you are working with a child who still puts objects into his/her mouth use edible items, for example, raisins, dried banana chips, 'holey' cereals etc.

Pastry Making

- Roll the pastry into a ball.
- Flatten it with your hands.
- Cut it into shapes using pastry cutters and shape cutters.

Duplo

Fizzy says: "What can you make?"

Hammering

- Find toys with which you can use a hammer.



Threading

- Thread large beads onto dowels/sticks.



Hand and Finger Rhymes and Games

- Two Little Dickie Birds.
- Twinkle, Little Star.
- Tommy Thumb.
- Play games with Finger Puppets.

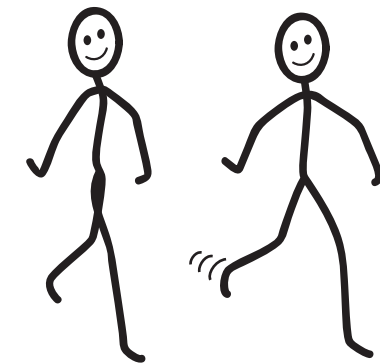
Musical Instruments

- Castanets / maracas.
- Keyboards.
- Toy trumpets / saxophone.



Fizzy's Training Games: Clever Hands

Clever Hand Level Two



Level Two

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Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0104

- There are three levels to the “Clever Hands Training Games” and this is level two.
- Play the games in any order until you are good at all of them, before going on to level three.
- The games should be fun and repeated on a regular basis to improve hand dexterity and strength.

(Resource list accompanies this programme)

Finger Cymbals

Fizzy says: “Place a cymbal on your thumb and index finger.”

- Change the fingers they are used on.
- Try using your other hand.

Feely Games

- Hide items, for example, 10p, 50p, 2p, 20p coins or medium sized bricks / beads / toys / cars or doll furniture, in a box of sand / rice / pasta / flour etc.

Have a duplicate set of items ready on a tray.

Fizzy says: “Now close your eyes. What can you find? Describe them. NO PEEPING!”

- Now can you point to the same object on the tray.

Fizzy says: “Try this game again, placing objects into a bag instead.”

Feely Pictures

- Make a picture sticking pasta, lentils, sand to tissue paper.

Fizzy says:
“How tightly can you scrunch the paper?”

Make sure you use your finger tips.



Puzzles

- 4 - 8 piece puzzle within a framed border.
- Large chunky 2 - 6 piece interlocking puzzles.

Fizzy says: “What other puzzles can you do?”

Musical Instruments

- Toy trumpets / saxophone / flute.
- Keyboards / toy piano.
- Drums (try with and without sticks) / xylophone.
- Castanets / maracas (one in each hand).

Fizzy says: “Play and enjoy!”

Other Ideas

- Squeeze a plastic bottle or bath toy in water to make bubbles.
- Using a spray bottle to spray water onto plants; or try to hit a target.
- Squeeze squeaky toys.



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Phone: 0800 085 6606
Email: pals@eastcoastkent.nhs.uk

Play-dough

- Can you make a snake?

Fizzy says: "Make sure you use both hands."

- Now can you roll it into a snail like the picture?



- Can you make a hedgehog and give him lots of spines?

Fizzy says: "You can use wooden dowels or little sticks."



Pegs (for graded pegs see resource list)

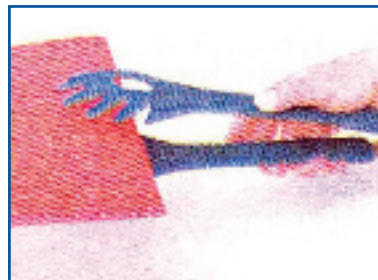
Fizzy says: "Look at the picture, hold the peg this way."

- Peg flash cards onto the edge of the box.
- Peg dolls's clothes or small clothes onto a washing line.
- Peg pegs onto a paper plate to make a sunshine.

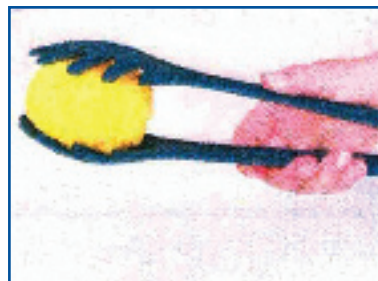


Tongs

Fizzy says: "Use one hand on the tongs. You need to hold the tongs with your thumb on one side and your fingers on the other."



- Snap the tongs like a crocodile.
- How many times can your crocodile collect?
- Now pretend the tongs are a crane.
- What can you pick up? For example, little cars, balls, little bricks.



Posting

- Pick up 2 large coins, one at a time and keep them in the palm of your hand.
- Now try posting one while the other one remains in your hand.
- Now post the other one.

Fizzy says: "Can you use your other hand? Now try with smaller coins."



Pastry Making

- Roll the pastry into a ball.
- Flatten it with your hands.
- Cut it into shapes using pastry cutters and shape cutters.

Stickle Bricks

Fizzy says: "What can you make?"

Hammering

- Which toys can you use a hammer with?



Threading

- Thread 'holey' cereal / sweets onto pipe cleaners / straws.
- Thread medium beads / pasta pieces onto a sturdy tipped lace.
- Try lacing cards / boards.

Hand and Finger Rhymes and Games

"Here's the church; here's the steeple."

Fizzy says: "Can you think of any more?"

Slime (see resource list for recipe)

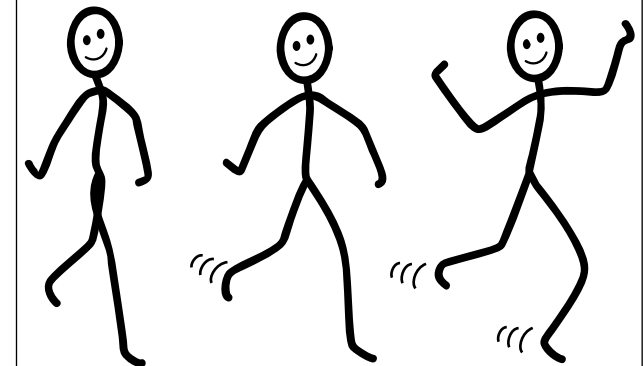
Fizzy says: "Play and enjoy."

Warning: It is messy! Keep clothes covered!



Fizzy's Training Games: Clever Hands

Clever Hands Level Three



Level Three

A programme compiled by
Occupational and Physiotherapists.

Advice for

Foreland School
Lanthorne Road, Broadstairs, Kent, CT10 3ND
Telephone: 01843 864052

www.eastcoastkentpct.nhs.uk

- There are three levels to the “Clever Hands Training Games” and this is level three.
- Play the games in any order until you are good at all of them.
- The games should be fun and repeated on a regular basis to improve hand dexterity and strength.

(Resource list accompanies this programme)

Slime (see resource list for recipe)

Fizzy says: “Play and enjoy.”

Warning: It is messy! Keep clothes covered!

Feely Games

- Hide small items, like 1p and 5p coins or paper clips; small beads, marbles, cubes, miniature cars / toys / dolls furniture, in a box of sand / rice / pasta / flour etc.

Have a duplicate set of items ready on a tray.

Fizzy says: “Now close your eyes. What can you find? Describe them. NO PEEPING!”

- Now can you point to the same object on the tray.

Fizzy says: “Try this game again, placing items into a bag instead.”

Feely Pictures

- Make a picture sticking pasta, lentils, sand to tissue paper.

Fizzy says:
“How tightly can you scrunch the paper?”

Make sure you use your finger tips.



Puzzles

- 2 - 6 medium piece puzzles.
- 6 - 12 medium piece puzzles
- 4 - 12 smaller piece puzzles..

Fizzy says: “What other puzzles can you do?”

Musical Instruments

- Toy trumpets / saxophone / flute.
- Keyboards / toy piano.
- Drums (use two sticks and alternate left and right tapping).
- Castanets (use both hands, alternate left and right clicks).
- Recorder. How man different notes can you play?

Threading

- Thread small beads and / or small pasta pieces onto a lace.
- Try lacing cards / boards.
- Cut up straws and thread these onto a lace.

Pastry Making

- Roll the pastry using a rolling pin.
- Cut it out using pastry cutters or shape cutters or with a play knife

Fizzy says: “What else can you make?”

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Phone: 0845 601 5890
Email: EKPCT.PALS@ekentmht.nhs.uk

Date of Review: May 2009

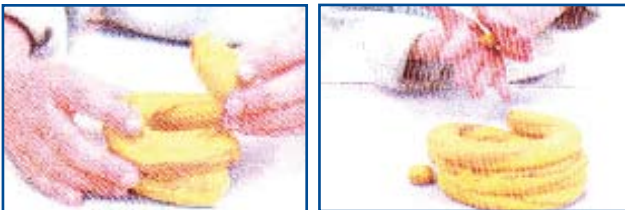
Date of Publication: May 2008

Leaflet code: 0105

Play-dough

- Make a nest and some little eggs to go in it.
- Roll the play-dough into a long sausage shape and then coil it round to make a nest.
- Pinch off some more play-dough and roll it between your fingers to make the eggs.

Fizzy says: "Here's how to make it."



Fizzy says: "How many eggs can you make?"

- Now try it an Easter basket!

Fizzy says: "I'm hungry, can you make me a pizza?"

- Think of all the things you have done. Can you make a pot?

Pegs (for graded pegs see resource list)

Fizzy says: "Look at the picture, hold the peg this way."



- Start with the easiest pegs. See how fast you can peg 10 pegs onto a box.

- Can you beat your own time?.
- Now try this again using your other hand.
- Try one peg in each hand and alternate.

Fizzy says: "Ready for a challenge? What can you find to pick up using the peg."

Tongs

Fizzy says: "Use one hand on the tongs. You need to hold the tongs with your thumb on one side and your fingers on the other."



- How many things can you pick up with tongs?



Fizzy says: "Did you find anything difficult? Why do you think that was?"

- Try different tongs. Which tongs are the most difficult to use? And, why?
- Can you try picking up raisins / plastic buttons with tweezers?
- Try this again now, putting them into a bottle.

Finger Cymbals

Fizzy says: "Place a cymbal on your thumb and index finger."

- Change the fingers they are used on.
- Try using your other hand.
- Now put a set on each hand.

Fizzy says: "What rhythms can you make?"

Hand and Finger Rhymes and Games

"Here's the church; here's the steeple."

"Incy Wincy Spider"

Fizzy says: "Can you think of any more?"

Posting

- Pick up 5 large coins, one at a time; keep them in the palm of your hand.
- Post them one at a time.
- Can you use your other hand?.
- Now try using smaller coins.



Fizzy says: "Can you use your other hand? Now try with smaller coins."



- How easy is this game when using 2 boxes?.

Fizzy says: "Can you pick up a coin in each hand and post them into each box at the same time?"

Hammering

- Which toys can you use a hammer with?



Lego

- Can you build a tower of 10 lego bricks, one brick at a time?
- How fast can you do this?
- Can you pull them apart on at a time?.

Fizzy says: "What can you make?"

This guidance leaflet should always accompany the Fizzy programme:

We want the children to:

- Be motivated
- Be more confident
- Increase their self-esteem
- Enjoy movement and PE
- Not get bored with Fizzy

Here are some handy tips to keep the Fizzy programme lively and interactive.

- Involve the children in recording their own achievements so they can see the progress they are making. They should have their own named programme.
- If the child does not understand an activity try swapping roles!
- Some children may be encouraged by stickers or certificates for hard work.
- Let the children try out their own ideas occasionally if they are safe and realistic.
- Be prepared to use the programme flexibly, some children may need level one balance and level two ball skills.
- Involve the child in choosing activities from the level selected for them.
- You could practice ball skills one day and balance skills another, or a few activities from each. Use your initiative and ask the child!

The Fizzy programme is not an assessment tool. However, if a child cannot progress through the programme (remains fearful or avoids taking their feet off the ground), it may indicate an underlying difficulty that will require further investigation.

This is a graded and measurable activity programme in three stages *Beginners*, *Intermediate* and *Advanced*. It works on three specific areas **balance**, **ball skills** and **body awareness**. It is fun, easy to administer and has been successfully piloted in six schools in Canterbury and Thanet area.

It was designed to do the following:

- To be incorporated into a pupil's individual education plan.
- To be provided to schools by therapists to work on specific skills as determined at assessment.
- To be a product that can be used in schools as a whole package to use with pupils who have weak gross motor skills, prior to referral to the therapy services for assessment of co-ordination difficulties.

The Fizzy programme is not an assessment tool. However, if a child cannot progress through the programme (remains fearful or avoids taking their feet off the ground), it may indicate an underlying difficulty that will require further investigation. Ebat.

Comments or suggestions should be directed to:

Head of Occupational Therapist or
Superintendent Physiotherapist
Children's Assessment Centre
Kent & Canterbury Hospital
Ethelbert Road, Canterbury, CT1 3NG
Phone: 01227 783043 Fax: 01227 783185

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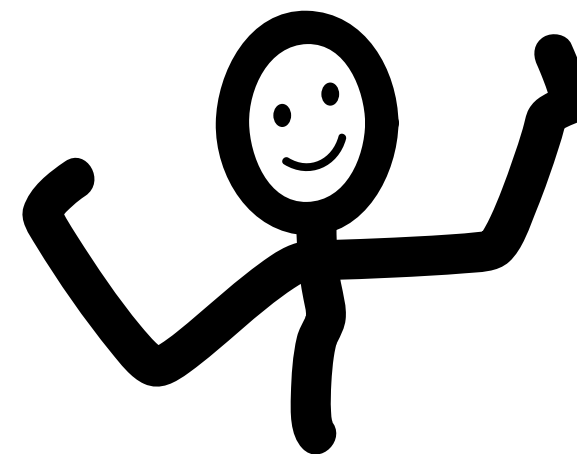
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Phone: 0800 085 6606
Email: pals@eastcoastkent.nhs.uk

The Fizzy Training Programme

A guide to using the programme



A programme compiled by
Occupational and Physiotherapists.

Advice for
parents, carers and education staff.

www.eastcoastkentpct.nhs.uk

Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0106

The programme should be S.M.A.R.T.

Specific

Negotiate with the child what areas they want to work on within a given level.

Measurable

Read Fizzy's instructions carefully. Tick boxes have been provided to record each item achieved. Do not move onto the next level until you have completed the first. We recommend that a certificate of achievement should be given as each level or area is completed.

Achievable

Avoid being over ambitious. Encourage, but do not force the child.

Realistic

Help the child to establish what they can achieve or which areas need working on. Do not be tempted to rush through the programmes, quality counts!

Time bounded

Identify the length of time you can dedicate to this programme. Then establish what can be achieved within this time, so the child can experience progress, you may only be able to fully complete four items at level one on the three areas within a six-week period.

Although these activities have been developed to promote gross motor co-ordination they are only suggestion. It is therefore the responsibility of the administrator and no the authors to ensure the child's safety at all times when carrying out these activities.

If in doubt, the administrator should contact their local Physiotherapy/Occupational therapy departments.



Your name: _____

Balance Level One

1 Stand with your foot on a box and throw and catch a ball or beanbag with your partner. Also try swapping legs.

2 Kneeling Starting position Hands and knees

3 Walk along a 5 metre then a 10 metre line marked on the floor. Can you keep your feet on the line?

4 Throw and catch a ball with your partner from a half kneeling position. Try 10 throws without dropping them, then try 20 throws.

5 Stepping stones: Walk along a route placing your feet onto coloured shapes or into hoops. Vary the distances and directions of the stepping targets.

6 Step into, onto or over different types of PE equipment. Use any of these to make up a small obstacle course.

7 Balance on one leg. It helps to hold your arms out. How long can you balance for? What is your record (in seconds)?

Tick each box to record your progress. **1 2** **3 4 5** **6 7**

Welcome to Fizzy's Training Games

Body Awareness and Co-ordination Level One

There are three levels to the body awareness and co-ordination training games and this is level one for beginners. Play the games in any other until you are good at all of them before going on to level two.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

Bench	Trampoline
Box	Ribbon stick
Desk	Scissors
Paper x 2	Pencil
Large therapy ball	

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampolining
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

It may be useful to use a marker on the floor to keep the trainee at a measured distance.

Trainee:

Name:

Your Therapists:

Name:

Telephone:

Name:

Telephone:

Comments or suggestions should be directed to:

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Fizzy's Training Games: Body Awareness and Co-ordination

Body Awareness and Co-ordination Level One



Level One

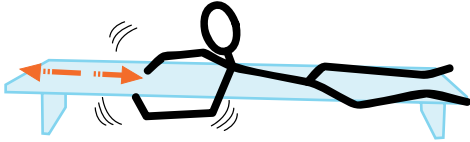
A programme compiled by
Occupational and Physiotherapists.

Advice for
parents, carers and education staff.

Your name:

Body Awareness and Co-ordination Level One

1



Lie on stomach on a bench - pull yourself forward to the end using both hands, and then push back again. This is counted as one movement pattern.

2



Draw shapes in the air using a pole with a ribbon tied on the end. Use both hands.

3



Bounce on a trampette holding hands with an adult. Bend your knees and keep your feet together.

4



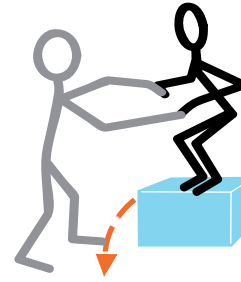
Jump along the floor keeping both feet together and your knees bent.

Tick each box to record your progress

1 2 3 4

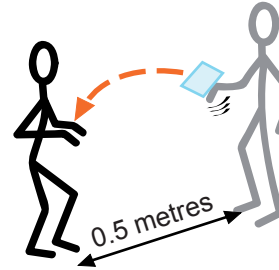
5

Jump off a low box or bench, holding hands with an adult. Keep both your feet together.



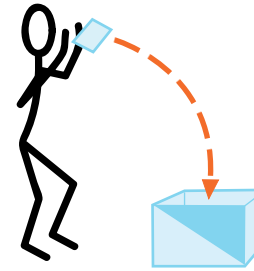
6

Throw and catch a beanbag with an adult. Catch with both hands. Then try a large ball.



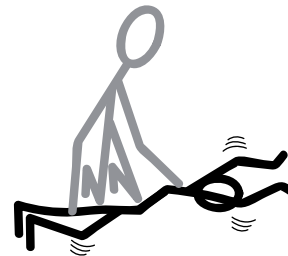
7

Use both hands to throw a beanbag into a box or hoop.



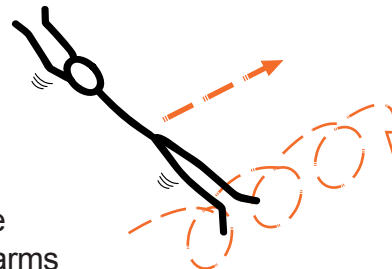
8

Turn Turtle: Lie down on your stomach and try to stop someone turning you over. Keep flat on the floor.



9

Log Rolling: Lie down with your arms

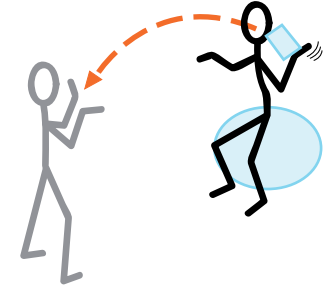


9 continued

stretched above your head. Roll one way then back again in a straight line. Start with an adult holding your hands, then a ball.

10

Sit up straight on a large ball with feet on the floor. Throw and catch beanbags or balls from 1 metre.



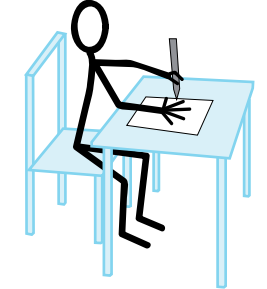
11

Hold paper in one hand and cut with the other.



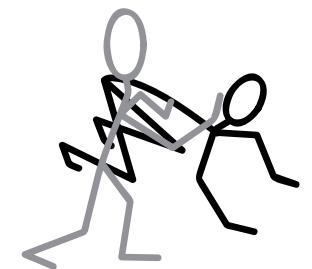
12

Draw around your hand, with your fingers spread.



13

Statues: Kneel down and try not to be moved by someone else.



10 11 12 13

Welcome to Fizzy's Training Games

Body Awareness and Co-ordination Level Two

There are three levels to the body awareness and co-ordination training games and this is level two. Play the games in any other until you are good at all of them before going on to level three.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

Wall bards	Trampoline
Bench	Hoops
Play-dough	Desk / chair
Bat and ball	Skittles
Therapy ball	Medium ball

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampolining
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

It may be useful to use a marker on the floor to keep the trainee at a measured distance.

Trainee:

Name:

Your Therapists:

Name:

Telephone:

Name:

Telephone:

Comments or suggestions should be directed to:

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Kent & Canterbury Hospital
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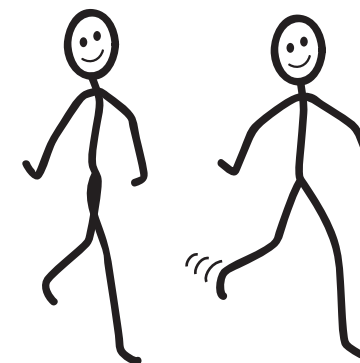
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Eastern and Coastal Kent **NHS**
Primary Care Trust

Fizzy's Training Games: Body Awareness and Co-ordination

Body Awareness and Co-ordination Level Two



Level Two

A programme compiled by
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Advice for
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Date of Review: May 2009

Date of Publication: May 2008

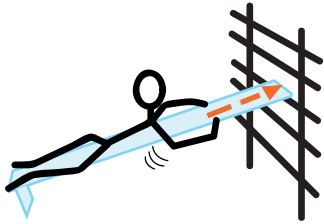
Leaflet code: 0108

Your name:

Body Awareness and Co-ordination Level Two

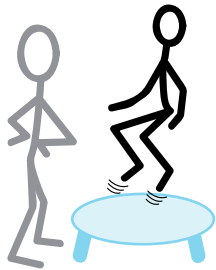
1

Lie on stomach on an inclined bench. Pull yourself along using both hands. Do not use your feet.

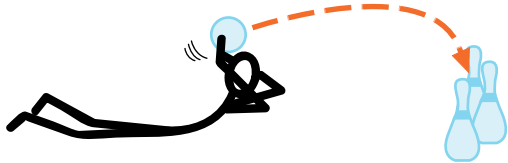


2

Bounce in the middle on a trampette without holding on. Can you jump off onto a mat, with your feet together without falling over?

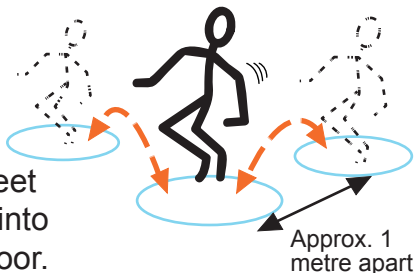


3



Lie on your stomach, lift your head up and then lift your arms above your head. Throw a large ball at some skittles, 2 metres away.

4



Keeping both feet together, jump into hoops on the floor.

Approx. 1 metre apart

Tick each box to record your progress

1 2 3 4

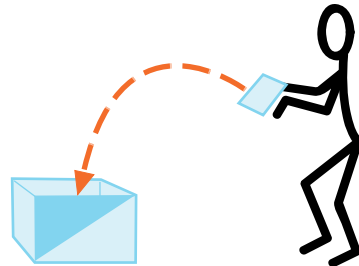
5

Do bunny jumps over a line keeping your hands placed on the floor.



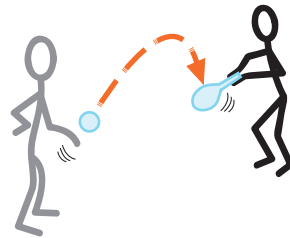
6

Use both hands to throw a beanbag into a box or hoop.



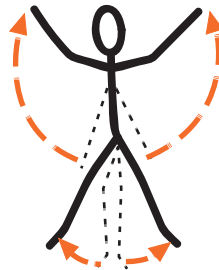
7

Holding a bat with both hands, hit a ball thrown by an adult.



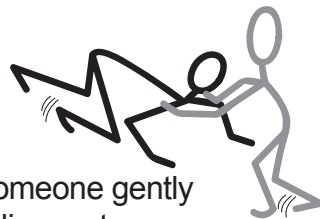
8

Star-Jumps: From a standing position, jump into star shapes.



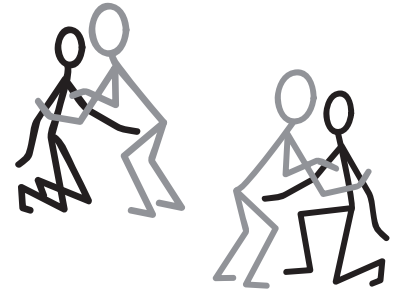
9

Sticky Toffee: Crawl along the floor while someone gently holds you back by holding on to your hips or pushing on your shoulders.



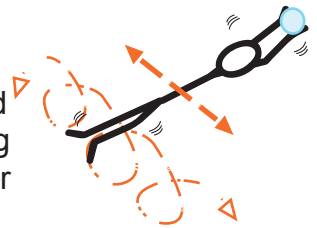
10

Statues: While kneeling or half-kneeling, try not to be moved by someone else



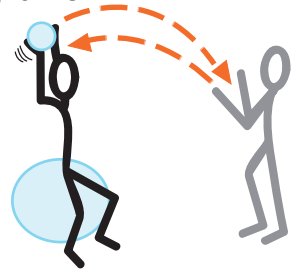
11

Log rolling: Lie down with your arms stretched above your head holding a ball. Roll over and over to the right and then the left. Try to keep in a straight line.



12

Sit on a large ball with feet on the floor. Throw and catch a ball from varying distances.



13

Play-dough: Use both hands and play-dough can you roll out a sausage? Can you also make a pot?



14

Simon-Says: In a sitting or standing position copy 'Simon's' actions.



5 6 7 8 9

10 11 12 13 14

Welcome to Fizzy's Training Games

Body Awareness and Co-ordination Level Three

There are three levels to the body awareness and co-ordination training games and this is the third and final level. Play the games in any order until you are good at all of them. You should be an expert.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

Medium ball
Bench
Desk / chair
Therapy ball
Skipping rope

Paper Bat / ball

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampolining
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

It may be useful to use a marker on the floor to keep the trainee at a measured distance.

Trainee:

Name:

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Eastern and Coastal Kent **NHS**
Primary Care Trust

Fizzy's Training Games: Body Awareness and Co-ordination

Body Awareness and Co-ordination Level Three



Level Three

A programme compiled by
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Advice for
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Date of Review: May 2009

Date of Publication: May 2008

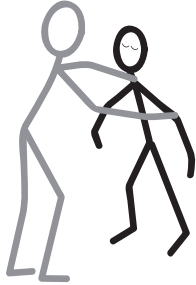
Leaflet code: 0109

Your name:

Body Awareness and Co-ordination
Level Three

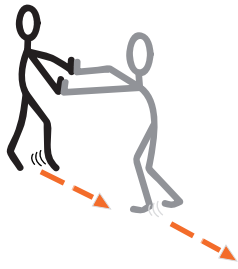
1

Statues: While standing with your eyes closed, try not to be moved by someone else.



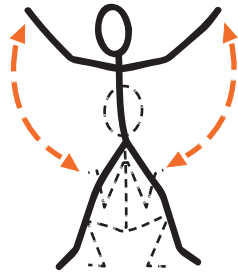
2

Resisted Pushing: Walk with your arms outstretched while someone gently holds you back by pushing on the palms of your hands.



3

Jumping Jacks: Jump from a crouched position up into a star position.



4

Log rolling: Lie down with your arms stretched above your

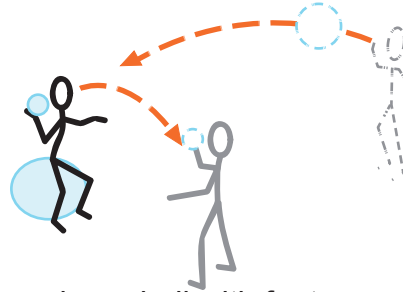


Tick each box to record your progress

1 2 3 4

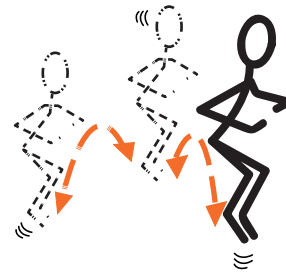
4 continued

head holding a ball. Roll over and over to the right and then the left. Try to keep in a straight line.



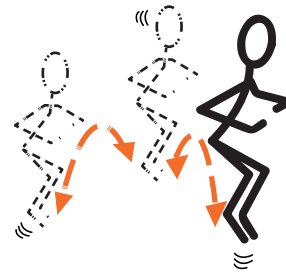
5

Sit up straight on a large ball with feet on the floor. Throw and catch balls of various sizes from varying distances and directions.



6

Keeping both feet together, jump forwards, backwards and sideways in a given sequence.



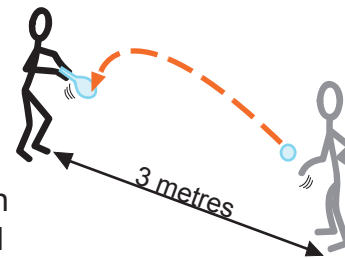
7

Keep your feet still while you bounce and catch a large ball.



8

Hold a bat with both hands and hit a ball



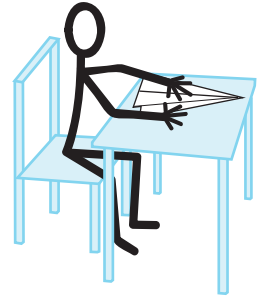
5 6 7 8

8 continued

thrown from a long distance. Watch the ball! And, hit it so it can be caught again.

9

Make a paper or card shape such as a paper-plane or an origami object.



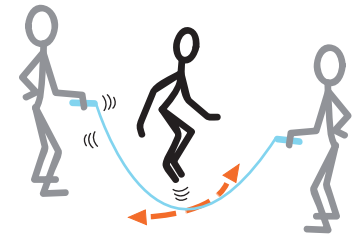
10

Bunny jumps: With your hands on the bench, jump from one side to the other over the bench. Keep your feet together as you land.

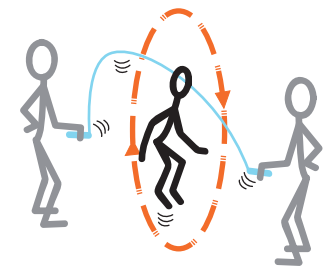


11

Skipping: With your feet together, jump over a slowly moving rope.



Can you jump over the rope after it turned over your head?



9 10 11

Welcome to Fizzy's Training Games

Balance Level One

There are three levels to the balance training games and this is level one for beginners. Play the games in any other until you are good at all of them before going on to level two.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

Sturdy small boxes
Ball
Large shapes for floor
3 hoops
Bench

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampoline
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

It may be useful to use a marker on the floor to keep the trainee at a measured distance.

Trainee:

Name:

Your Therapists:

Name:

Telephone:

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Comments or suggestions should be directed to:

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Children's Assessment Centre

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Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0110



Fizzy's Training Games: Balance

Balance Level One



Level One

A programme compiled by
Occupational and Physiotherapists.

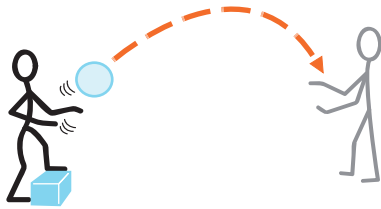
Advice for
parents, carers and education staff.

Your name:

Balance Level One

1

Stand with your foot on a box and throw and catch a ball or beanbag with your partner. Also try swapping legs.



2

Kneeling



Starting position



Hands and knees



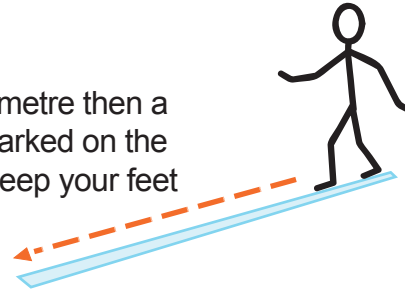
Play status: Keep very still while your partner gently tries to move you. Try these positions.

Tick each box to record your progress

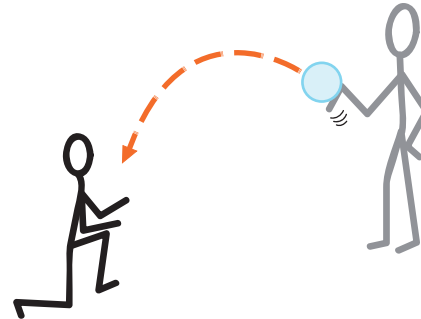
1 2

3

Walk along a 5 metre then a 10 metre line marked on the floor. Can you keep your feet on the line?



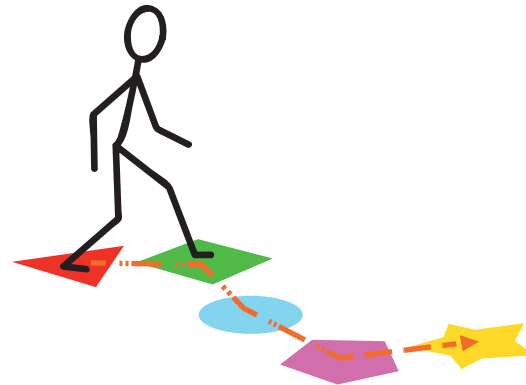
4



Throw and catch a ball with your partner from a half kneeling position.

Try 10 throws without dropping them, then try 20 throws.

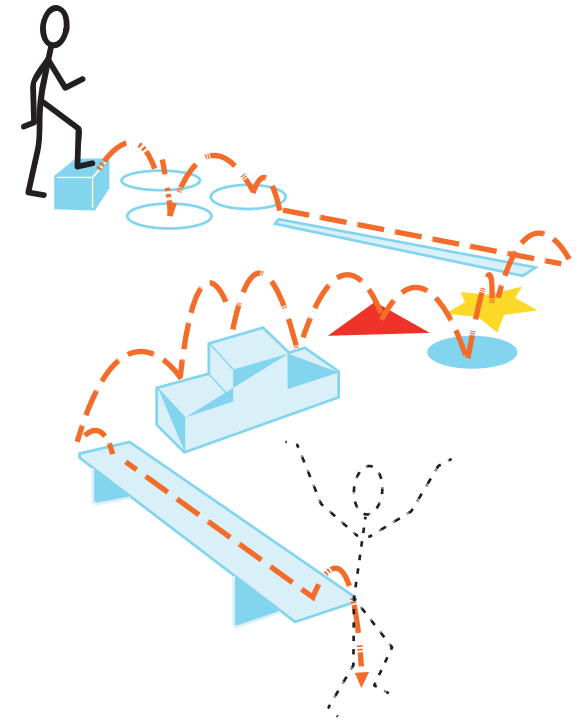
5



Stepping stones: Walk along a route placing your feet onto coloured shapes or into hoops. Vary the distances and directions of the stepping targets.

3 4 5

6



Step into, onto or over different types of PE equipment. Use any of these to make up a small obstacle course.

7



Balance on one leg. It helps to hold your arms out.

How long can you balance for?
What is your record (in seconds)?

6 7

Welcome to Fizzy's Training Games

Balance Level Two

There are three levels to the balance training games and this is level two. Play the games in any other until you are good at all of them before going on to level three.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

2 medium balls
Mat
Bench
Beanbags
Blindfold

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampoline
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

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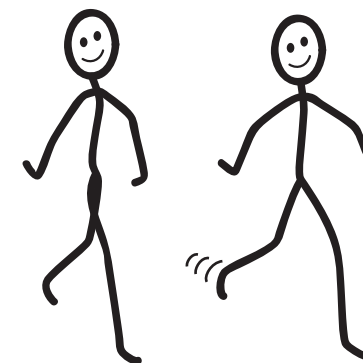
Date of Publication: May 2008

Leaflet code: 0111



Fizzy's Training Games: Balance

Balance Level Two



Level Two

A programme compiled by
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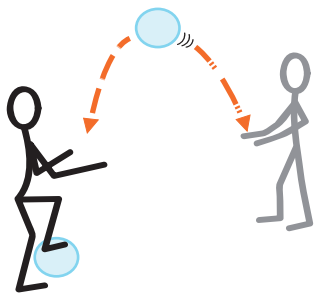
Advice for
parents, carers and education staff.

Your name:

Balance Level Two

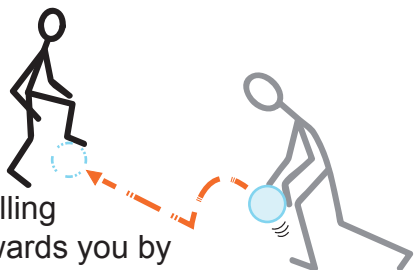
1

Stand with one foot on a small soft ball and try to throw and catch a ball with your partner.



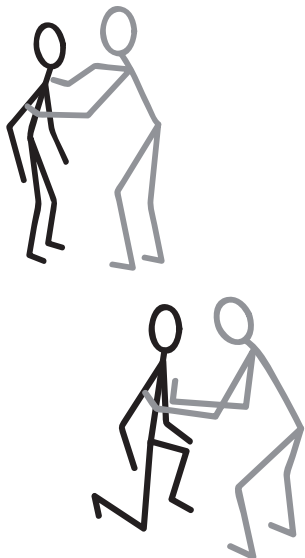
2

Try to stop a rolling ball coming towards you by placing your foot on the top.



3

Play statues: Keep very still while your partner gently tries to move you. Try these positions.



Swap over legs.

Tick each box to record your progress

1 2 3

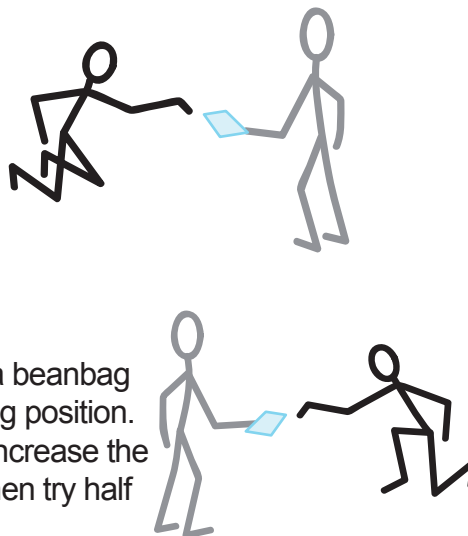
4

Try to keep still and balance on different parts of your body for as long as you can. Start with kneeling and then try raising one arm and the opposite leg.



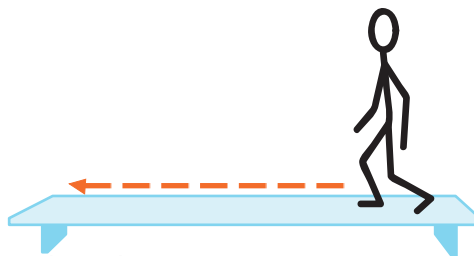
5

Reach for a beanbag in a kneeling position. Gradually increase the distance, then try half kneeling.



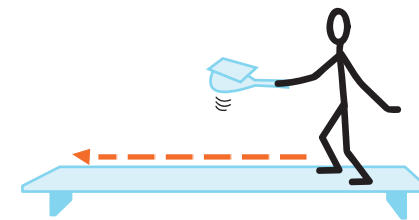
6

Walk along a bench.



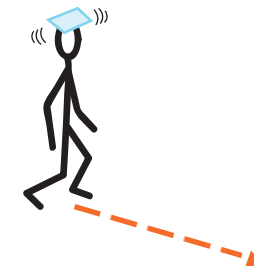
7

Walk along a bench, balancing a beanbag on a bat. Keep watching the beanbag.



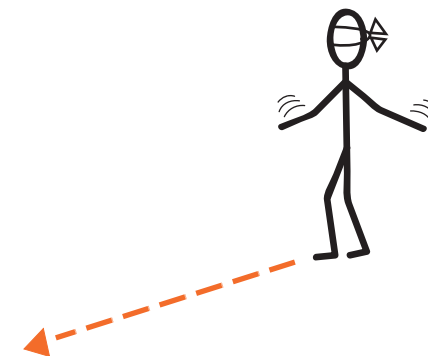
8

Try walking along with a beanbag on your head. Don't look down.



9

Walk in a line, as straight as possible, heel to toe - eyes closed, or wear a blindfold. NO PEEPING!



10

Hop on either leg.



4 5 6

7 8 9 10

Welcome to Fizzy's Training Games

Balance Level Three

There are three levels to the balance training games and this is third and final level. Play the games in any other until you are good at all of them. You should be an expert.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

Squashy mat (crash mat)
Bench
Twister game
Blindfold

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampolineing
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

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Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0112



Fizzy's Training Games: Balance

Balance Level Three



Level Three

A programme compiled by
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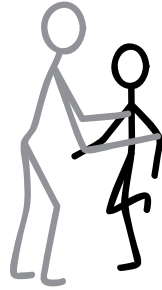
Advice for
parents, carers and education staff.

Your name:

**Balance
Level Three**

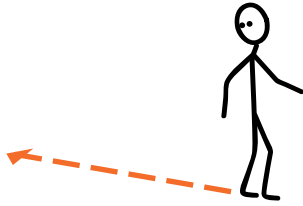
1

Statuses: Stand very still on one leg while your partner gently pushes you. Also try with the other leg.



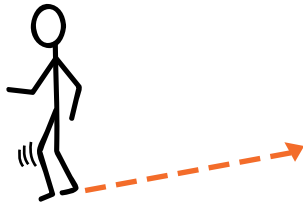
2

Walk toe to heel backwards in a straight line. You can look to see where you're going.



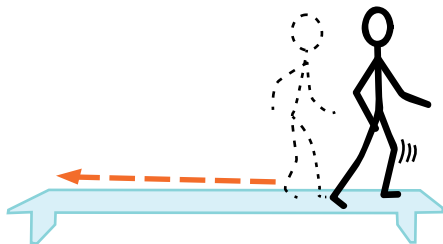
3

Walk backwards toe to heel in a straight line without looking. Then try with a beanbag on your head.



4

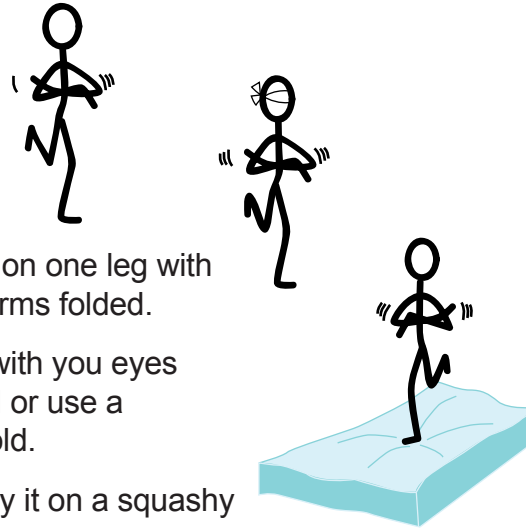
Walk backwards on a bench.



Tick each box to record your progress

1 2 3 4

5



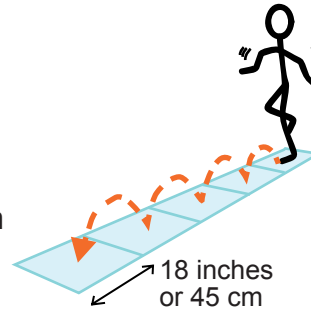
Stand on one leg with your arms folded.

Try it with your eyes closed or use a blindfold.

Also try it on a squashy mat.

6

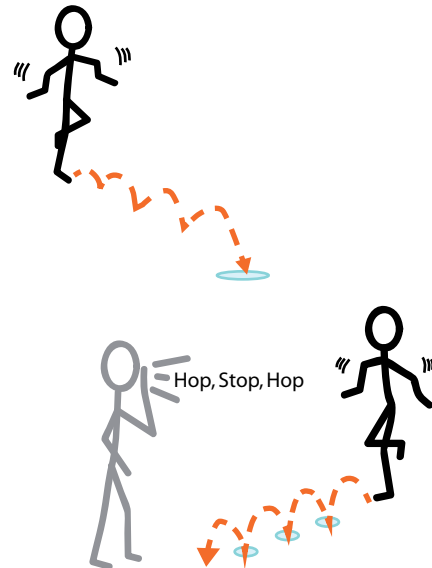
Hop with one leg into 5 squares marked out on the floor. Do not touch the lines. Swap leg.



7

Do 4 hops and stop.

Now try hop and stop, hop and stop, keep going for as long as you can.

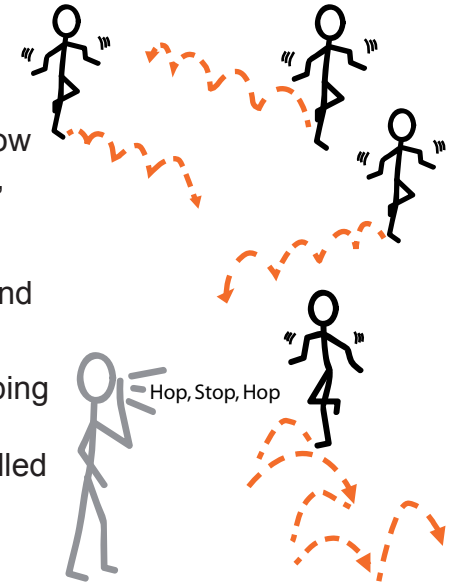


5 6 7

8

Hopping: How far in metres, can you hop forwards, backwards and sideways?

Now try hopping in different directions called out by your partner.



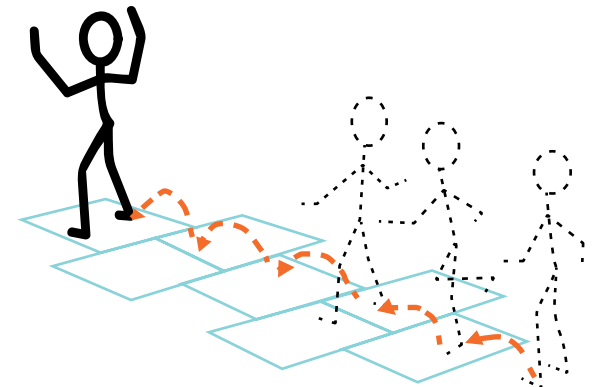
9

Play Twister



10

Play Hopscotch



8 9 10

Welcome to Fizzy's Training Games

Ball Skills Level One

There are three levels to the balance training games and this is level one for beginners. Play the games in any other until you are good at all of them before going on to level two.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

2 hoops
Goal posts
Medium ball
Tape measure

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampolining
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

It may be useful to use a marker on the floor to keep the trainee at a measured distance.

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Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0113



Fizzy's Training Games: Ball Skills

Ball Skills Level One



Level One

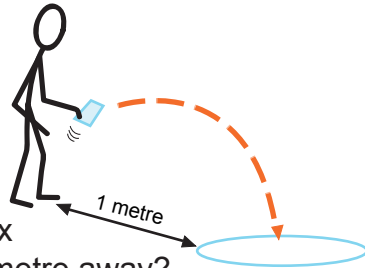
A programme compiled by
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Advice for
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Your name:

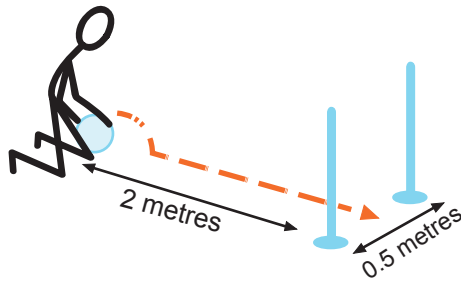
Ball Skills Level One

1



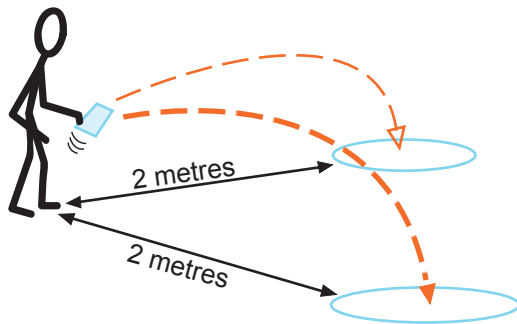
Can you throw a beanbag into a box or hoop placed 1 metre away?

2



Using one hand, Can you roll a ball between goal posts placed half a metre apart, from a distance of 2 metres?

3

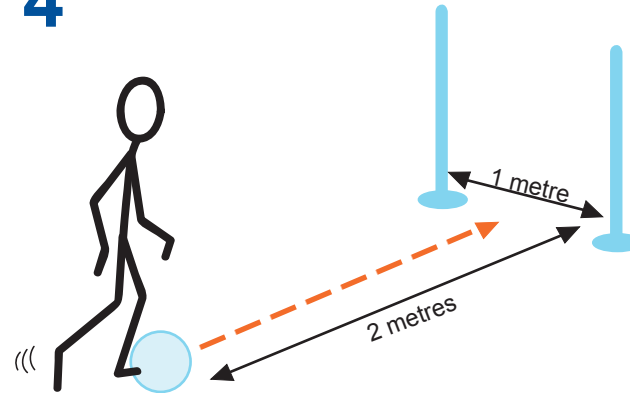


Using one hand, can you throw beanbags into 2 hoops placed to the right and left in front of you, 2 metres away?

Tick each box to record your progress

1 2 3

4

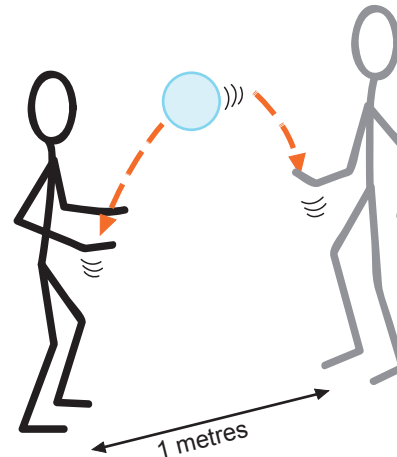


Do not kick too hard!

Look at the goal not your foot.

Can you kick a ball between 2 goal posts, placed 1 metre apart and 2 metres away?

5

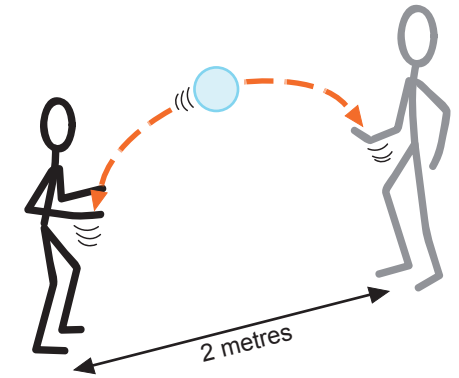


Watch the ball!

Throw and catch with your partner. Stand 1 metre apart. Use a ball or beanbag.

4 5

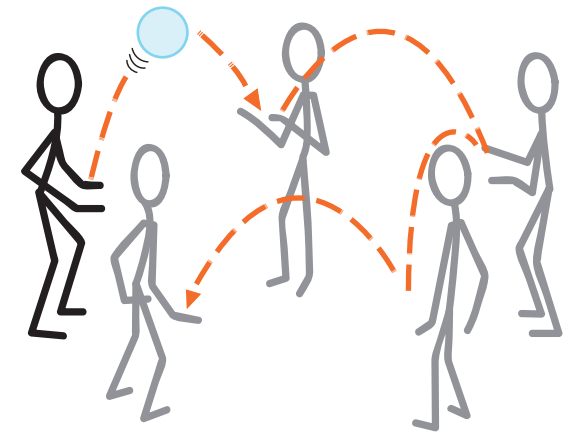
6



Throw and catch from 2 metres using a ball or beanbag. Catch with both hands!

Do not let the ball touch your body.

7



Stand in a circle with a few other people 1 metre apart and throw a ball to the person next to you. Remember to watch the ball.

Try throwing the ball in different directions.

Can you bounce the ball to the person next to you?

6 7

Welcome to Fizzy's Training Games

Ball Skills Level Two

There are three levels to the balance training games and this is level two. Play the games in any other until you are good at all of them before going on to level three.

Tick the boxes at the bottom of the page when you can do each game well. The games should be fun and are intended to be flexible, for example they could be played daily for 10 minutes or twice a week for 15 minutes.

Equipment list

Large ball
Medium ball

Suggestions for leisure activities

- Swimming / Water play
- Tumble Tots
- Judo / Karate
- Trampolining
- Gym clubs
- Dancing
- Horse riding

Further helpful suggestions:

(To be completed by your therapists)

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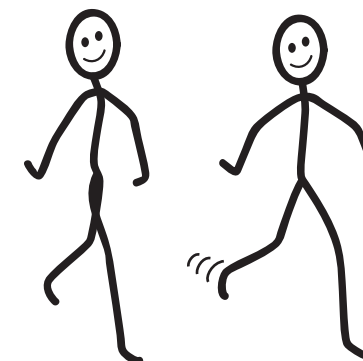
Date of Publication: May 2008

Leaflet code: 0114



Fizzy's Training Games: Ball Skills

Ball Skills Level Two



Level Two

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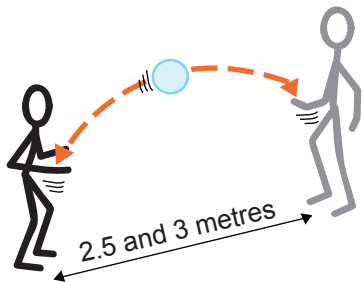
Advice for
parents, carers and education staff.

Your name:

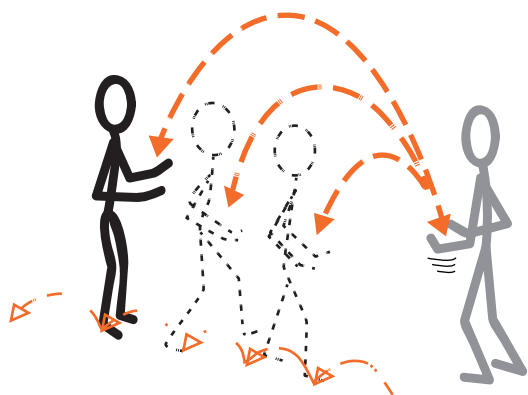
Ball Skills Level Two

1

Throw (the ball carefully) and catch between 2 people. Start at 2.5 metres, then try 3 metres.



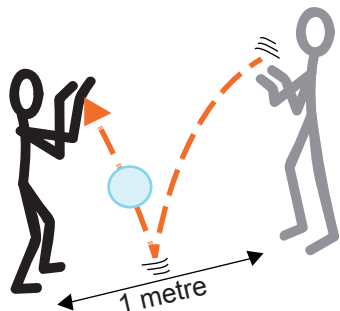
2



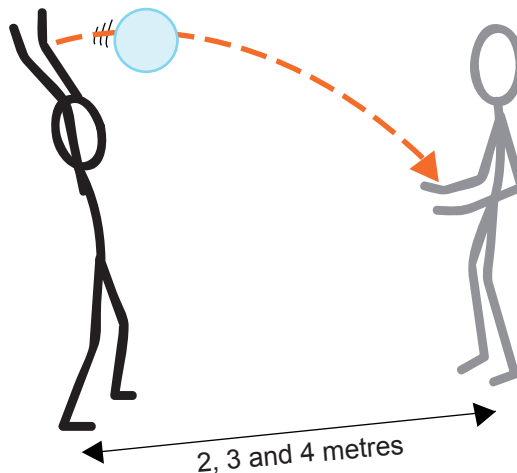
Stand close to your partner. Throw and catch between you. Take a step backwards each time you catch the ball.

3

With a partner, bounce a ball between you. Start at 1 metre, then try 2 and 3 metres.



4



Practice throwing balls over-head to your partner. Do not let the ball bounce!

Remember your partner must be able to catch the ball.

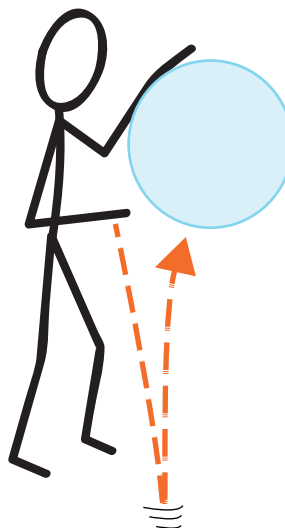
Can you judge how hard to throw the ball?

5

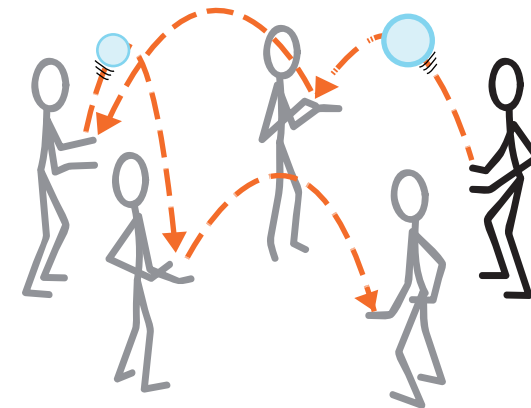
By yourself, practice bouncing and catching a large bouncy ball with both hands.

Bounce the ball in front of your feet!

Do not bounce the ball too hard.

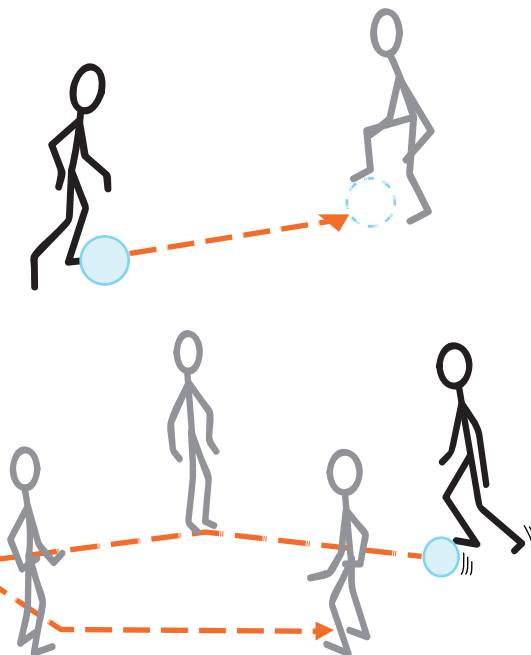


6



Stand in a circle with a few other people. Throw 2 balls around the circle. Try throwing in both directions around the circle. Vary the size of the circle.

7



Kick a ball between you and your partner or around a large circle. Remember not to use your hands!

Can you stop the ball with your foot? Kick the ball carefully back to your partner.

Tick each box to record your progress

1 2 3

4 5

6 7