

# MOVIES ACTIVITY SHEETS

## BODY AWARENESS AND COORDINATION



Child's Name: \_\_\_\_\_

These activities have been put together to practise and improve co-ordination skills and body awareness. These skills are needed to navigate around the environment.

They can be carried out in any order and should ideally be practised about three times a week for 10-15 minutes. They could also be incorporated into P.E lessons.

### 1 Simon Says



Practise identifying body parts through game of Simon Says e.g. Simon says touch your left arm.

### 2 Body Image



Child draws around a partner's body on a large piece of paper and then labels the body parts.

### 3 Ball Pass



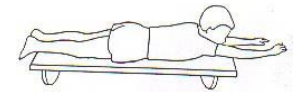
Child to pass a ball around their body. Adult to reinforce with prompts for over, around, behind, under, through. The "over and under" game could also be played with a group of children.

### 4 Animal Walks



Child to adopt animal positions and move as animal does.

### 5 Bench Pull



Child lies on low bench on tummy or back. Child pulls self along bench using hands.

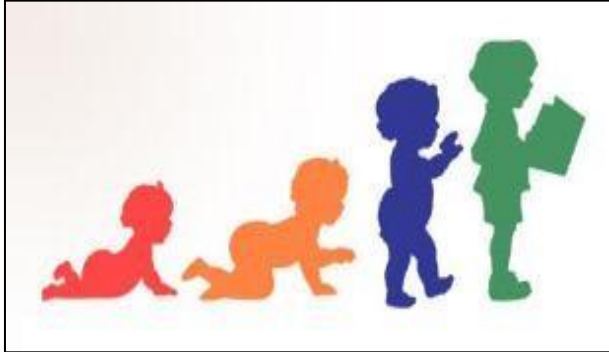
### 6 Body Roll



Child lies straight with arms above head. Child rolls over and over trying to move body as one.

Child can hold a ball or ring while rolling and once lying on their backs, bring themselves up to sitting, then throw it at a target.

## BODY AWARENESS AND COORDINATION



Child's Name: \_\_\_\_\_

### 7 Star Jumps



Child to complete star jumps. Begin with legs only. Once achieved bring arms in.

If struggling, complete slowly prompting child to stand tall like a soldier then jump out like a star. Continue slowly.

### 8 Dog with sore paws

Child crawls around pretending to be a dog. Adult directs child to lift their right hand and left hand at the same time and then their right knee and left knee at the same time as shown in the picture below. You could try and keep crawling while you do this.



### 9 Twister

Play Twister, how long can the child play for without falling over? Adult directs child to place left hand/right hand and left foot/right foot on different colours.



### 10 Obstacle Courses

Create an obstacle course for the child using the resources available e.g. climb through hoops, walk along a bench, crawl through a tunnel. Give verbal instructions for the child to follow. Encourage the child to create their own course.



### 11 Tug of War

Play tug of war with the child using a rope. Provide gentle resistance to their pull.



## BALL SKILLS



Child's Name: \_\_\_\_\_

These activities have been put together to practise and improve ball skills.

They can be carried out in any order and should ideally be practised about three times a week for 10-15 minutes. They could also be incorporated into P.E lessons.

### 1 Keep in the air

These activities help to develop eye tracking skills.

- Blow bubbles in the air for child to burst using two hands.
- Keep a balloon in the air by patting with their hands.
- Throw a light scarf for the child to try and grab before it touches the floor.

### 2 Bean Bag Throw

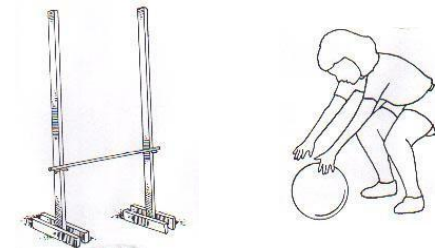
Throw a bean bag into a bucket or hoop on the floor a short distance away. As the child improves, move bucket further away and use a smaller bucket/hoop.

### 3 Target Practise

Throw a ball/bean bag at a target on a wall. Target should be same height as the top of child's head. Begin with 1.5m distance and increase as child achieves.

### 4 Ball Rolls

Roll a ball between partners sitting opposite each other, or roll a ball through a goal. Begin at 1.5m distance and increase distance as child achieves. Goal mouth should measure 75cm.



### 5 Ball Bounce



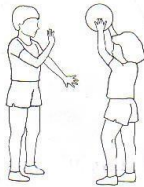
Child bounces and catches large ball with two hands. Once achieved, work towards using smaller ball and bouncing and catching with one hand.

## BALL SKILLS



Child's Name: \_\_\_\_\_

### 6 Throw & Catch

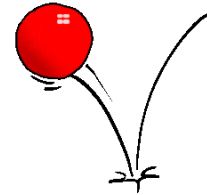


Child throws and catches with a partner. Child uses two hands working towards one handed throw and catch.

Begin close enough for child to achieve. Increase distance and decrease size of ball as child achieves.

### 7 Bounce & Catch

Child bounces ball between self and partner. Increase distance and decrease size of ball as child achieves.



### 8 Ball Kicks

Child kicks a ball between self and partner. Decrease size of ball and increase distance as child achieves.



### 9 Throwing with friends

Stand in a circle with a few other people. Throw a ball around the circle. Try throwing in both directions around the circle. Vary the size of the circle. You can even try adding an additional ball if the child is managing this!



### General Advice for Ball Skill Development

- Balls that are lighter will move more slowly through the air and give the child more time to plan their movements to successfully catch the ball. Progress through catching a light scarf, balloon, foam ball, air filled ball etc.
- Bigger balls tend to be easier for children to catch, however make sure they are not so big that the child struggles to hold onto them!



# MOVIES ACTIVITY SHEETS

## BALANCE



Child's Name: \_\_\_\_\_

**These activities have been put together to practise and improve balance skills. Balance promotes good sitting and mobility.**

**They can be carried out in any order and should ideally be practised about three times a week for 10-15 minutes. They could also be incorporated into P.E lessons.**

### 1 Hoop Step



Place three small hoops in a line with no gaps. Child to step or jump in and out of each hoop. Increase the distance between hoops as child achieves.

### 2 Balance Walks

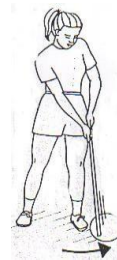
Child to walk along a line, round in a circle, in a zig-zag, along a wide bench.

Provide a beanbag to try and balance on their head.

Try walking heel-to-toe along a line.

### 3 Bat & Ball Obstacle

With a hockey stick, get the child to push a ball round a marked course i.e. around two cones.

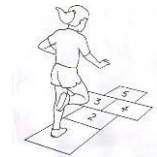


### 4 One Leg Balance



Child to stand on one leg. Time how long and encourage child to beat last balance score.

### 5 Hopscotch



Child hops then jumps on the spot or in number squares. As child achieves adult to request child to hop in a sequence of numbers.

### 6 All Fours



Child adopts an all-fours position, lifts arm to shoulder height and balances for as long as possible. Child repeats lifting other arm. Once achieved child lifts arm and opposite leg and remains balanced. Child should try to lift leg straight and hold at hip level.

# MOVIES ACTIVITY SHEETS

## BALANCE



Child's Name: \_\_\_\_\_

### 6 Twister

Play Twister, how long can the child play for without falling over?



### 7 Feet Pick Up

Child picks up marbles or objects with feet and places them in a container.



### 8 Hoop Skipping

Practise skipping with a hoop. The child should stand with the hoop in front of them, holding it with both hands, then step into the hoop and turn it so that comes over the head and back down in front of their feet again.



### 9 Obstacle Courses

Create an obstacle course for the child using the resources available e.g. climb through hoops, walk along a bench, crawl through a tunnel. Give verbal instructions for the child to follow. Encourage the child to create their own course.



### 10 Balancing Act

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



# DRESSING ACTIVITY SHEETS

## HOW TO TIE A TIE



Child's Name:

\_\_\_\_\_

**These activities have been put together to practise dressing skills.**

**They should ideally be practised about three times a week for 10-15 minutes.**

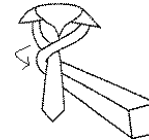
**1**

Place the tie around your neck with the fat end lower than the thin end.



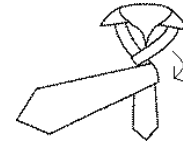
**2**

Wrap the fat end over and under the thin end.



**3**

Wrap the fat end over the thin end again.



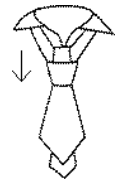
**4**

Pull the fat end up through the loop at the top.



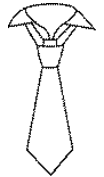
**5**

Pull the fat end down through loop in front.



**6**

Push the knot up and pull on the thin end to tighten.



**Tying the tie this way, allows you to loosen it enough to pull off over your head and then put back over your head and tighten, without having to tie and untie the knot.**

# DRESSING ACTIVITY SHEETS

## TIPS FOR DRESSING



Child's Name: \_\_\_\_\_

### Forward Training

This means that the child starts the task, e.g. putting on sock and adult helps with later stages the child cannot achieve. The child needs to be motivated to begin this himself.

### Backward Chaining

Here the adult begins the task with the child only doing the last step. Gradually the adult does less so the child has to perform more steps. This way the child always has the reward of finishing the task, e.g. adult picks up jumper, places over the child's head, helps put arms through, but the child pulls it down. Always go at the child's pace and give lots of positive feedback.

### Types of Clothing

- Use 'loose fitting' lightweight clothing. Avoid lots of layers and difficult fastenings.
- Use wide neck holes and wide sleeves to make it easier to locate these. Cuffs can be elastic or have a button attached with elastic thread, so it stretches open when put on.
- Use elastic waistbands on trousers and shirts if buttons and buckles are difficult.
- Velcro / zips can be used instead of buttons or buckles e.g. on a coat, use Velcro and sew buttons on the top flap.
- To avoid shoelaces, Velcro fastenings or slip on shoes can be worn initially.



Buckinghamshire Healthcare



NHS Trust

### **SOME PROBLEMS ENCOUNTERED:** **POOR BALANCE**

#### **Suggestions:**

Sit the child on a bed or chair with his feet supported or sit him on the floor if it is easier for him to reach his feet in this way, rather than bending down to his feet. Alternatively sit him against a wall or in the corner of the room or standing with the wall or a chair for support.

### **CHILD NOT GRIPPING CLOTHES TO PULL ON**

#### **Suggestions:**

Use adult hand over the child's hand to grip underneath adult's fingers. Roll up clothing to create 'more' to grip e.g. roll up edge of jumper before putting on. Put elastic around the cuffs or waist to ease gripping. Use quoits, placing them over arms / legs as a game, pulling them off with the other hand. Use hoops to step into and pull up over the body.

### **CHILD LOSES ARM AND HEAD HOLES**

#### **Suggestion:**

Lay clothes flat in front of the child with the arms showing. Place arms into garment first so they can't be lost. Then put head in.

### **CHILD TWISTS SOCK HEEL TO FRONT OF FOOT**

#### **Suggestions:**

Do not use tight socks. Use marked coloured toes and heels. Use loop on back edge of sock for child to hold as he pulls up sock. Mark top of sock with ribbon threaded through.



## TIPS FOR DRESSING

### CHILD LOSES ARM AND HEAD HOLES

#### **Suggestion:**

Lay clothes flat in front of the child with the arms showing. Place arms into garment first so they can't be lost. Then put head in.

### CHILD PUTS CLOTHES ON INSIDE OUT

#### **Suggestions:**

Use contrasting linings – different colours and textures from outside to inside. Use contrasting sleeve linings from the rest of the lining. Draw child's attention to clothes that are the wrong way round. Use labels inside clothes. Wear T-shirts and sweatshirts that have a picture on the front.

### CHILD PUTS ON CLOTHES BACK TO FRONT

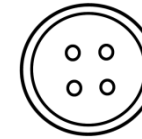
#### **Suggestions:**

Lay garment flat down on table or floor, front down. With bottom edge rolled up to give a good grip and to reveal a special mark on the inside, bottom, front to indicate the front of the garment. There can be a different mark for the back. Use patches of material or different textures for front and back and right and left sides.

### CHILD FINDS BUTTONS DIFFICULT

#### **Suggestions:**

It is easier to do up and undo buttons on someone else's clothes. Start with larger buttons, working down to smaller ones. Use pockets with rewards inside. Practise out of dressing times. Child needs to be able to use a pinch grasp before starting buttoning skill development.



### SUGGESTIONS ON HOW TO IMPROVE FASTENING BUTTONS

- Start with large buttons and progress to smaller ones.
- Use backward chaining to teach the skill – e.g. start with the last part of the task first – child pulls button through buttonhole that you have pushed through first.
- Encourage general fine motor development, e.g. picking up small items and posting into holes.
- To reduce initial frustration replace buttons with Velcro fastenings until the skill is learnt.
- Add elastic to buttons at cuff so button can remain buttoned while sleeve is slipped on / off.
- Buttons are easier to grip if flat or textured. Be sure buttons and buttonholes are large enough for buttoning ease.
- Teach buttons at the front, then side and then back.
- Give direction slowly, clearly. Demonstrate first then guide the child, then allow independent practise. Intervene if he is frustrated or else he will lose motivation.
- Emphasise verbal directions; through, push in, pull out.

### **Activities to develop button skills:**

- Post different size buttons through a slot made in the lid of a cardboard box. (The box will catch the buttons).
- Cut out a slot in a piece of card and post the buttons through the slot.
- Sewing cards, threading beads on laces.
- Make a buttonhole on a square of material. Sew a large button onto another piece of material with elastic thread. Practise threading the button through the buttonhole and out again using the two pieces of material. Use bright colours for material and make the button a separate colour that highlights it i.e. red and yellow.
- Make the same again but with a smaller button and buttonhole.
- Use garments of the child and practise buttoning whilst placed in front of him on a table.
- Use garments of the child, whilst he is wearing them and practise buttoning.
- Make an oversized waistcoat with large buttons, and grade buttons accordingly as child becomes more proficient.

# DRESSING ACTIVITY SHEETS

## TIPS FOR DRESSING

### SUGGESTED ACTIVITIES TO IMPROVE TYING OF SHOELACES

- Provide the child with different coloured shoe laces. For example, buy one black and one white lace, snip the end off and sew them together. You will then have one long lace in two colours. This will assist the child to see what is happening with each lace, visually, so that they do not get the two laces confused during the process.
- Allow him to practise with the shoe in his lap before expecting him to tie the laces with his foot in the shoe.
- Demonstrate the activity from a position next to him, not opposite as the actions are easier to copy from this position.
- Ensure the child is sitting correctly on a stable, firm chair. (Hips, knees and ankles should be ideally at 90°). Or the child should be seated in a supported manner on the floor.
- Elevate the foot with the shoe on to a low surface, to improve his vision of the laces that are being tied and to reduce the distance that he has to bend down to reach his laces.
- Use shortened laces to encourage the child to pull the laces tighter and to make it easier for him to handle.
- Break down the process into steps, ensuring that he masters one step before moving on to the next.
- Allow the child to start the activity while an adult completes it. More steps should be given to him to do independently until he is able to tie his own shoelaces.

### Tying Process:

1. Make sure they tie the lace over the other lace TWICE before they begin to make bows, otherwise the knot will come loose and the bows will fall apart.
2. Make a loop with one piece of lace (call this the 'tree').
3. Wind the other piece of lace (the 'rabbit') around the 'tree' (loop) and through the hole.
4. Take hold of the rabbit and the tree and make one quick hard tug movement away from each other.

