Let’s Move On
Let’s Move On

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- Help Me With...My PE Skills
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- Resource Ideas
Our original Let’s Move pack which was designed to support adults working with children to enable them to practise activities and gain self-confidence in a small group. Every Primary School was provided with a pack. These are no longer in publication. More information is available at [link](http://archive.newsweaver.com/lifesciences/newsweaver.co.uk/lifesciences/e_article00113676664e4.html)

Let’s Move On 2016 is our new resource developed in line with feedback from staff members from nurseries and schools within Dumfries and Galloway about the original pack. Let’s Move On provides a guide for supporting any child/young person in developing 6 specific skill-based areas:

- Getting my body ready for my work
- Independence Skills
- Getting Organised for tasks
- Handwriting
- Scissor Skills
- PE Skills

Followed by a section “Back to class/self-calming ideas” with printable resources and signposting to other available ideas

Let’s Move On can be used to support children at the earliest opportunities in their development. It can be used to promote children’s general health and wellbeing, while offering ideas for an active and nurturing process.

In order to empower children/young people and their families/carers as early as possible, there are now activity sheets that can be suggested for practising at home.
Step 1 ‘Have you checked that I?’

Use this as a screening and signposting tool relating to each skill area. This can be used to highlight next steps and things to try in to support the child.

Step 2 ‘Things to practise’

Use the activity suggestions and resources relating to each specific skill area in an individual or small activity group session. Session examples and signposting to relevant Let Move activity cards and other useful resources is also made.

Warm up ideas related to each skill-based area are suggested for practice sessions, and a guide on ‘back to class ideas’ are suggested to help prepare children for the session and returning to class. These have been designed to be transferrable to a classroom environment where appropriate. Again, suggesting these for home-based practice may be appropriate.

Next Steps – Requesting assistance from Occupational Therapy for Children and Young People (and other agencies) may be appropriate should the above steps not be sufficient to support the child with the identified skill areas.

Examples of session plans are suggested throughout the pack. These are merely a guide to get you started. Let’s Move On promotes the use of any widely available ideas and resources that can help support skill development and some widely available ideas are suggested.

<table>
<thead>
<tr>
<th>Example of a Session Plan</th>
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<tbody>
<tr>
<td>Warm up</td>
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<tr>
<td>Things to practice</td>
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<tr>
<td>Back to class/self-calming ideas</td>
</tr>
</tbody>
</table>
Let’s Move On…

Getting It Right for Every Child (GIRFEC) SHANARRI Indicators

- **Nurtured** – can be suggested for children’s home environments, to empower and support families to help children.

- **Active** – can offer specific skill-building activities to encourage children to be active. Specific guidance on developing confidence and skills in P.E skills is included.

- **Achieving** – can create a safe supportive (1-1 or small group) for children to practice specific skill-based relevant activities. This model can promote skill development, as well as self-confidence and self-esteem.

- **Healthy** – is an accessible and inclusive model of information provision for home and school to promote children’s health and wellbeing at an early opportunity in development, as challenges are identified.

- **Safe** – can create a safe forum (1-1 or small group) where discussion around current challenges can take place. It offers opportunity to provide advice to home as appropriate to empower children and families to take forward skill-building and generally create supportive environments.

- **Respected** – can provide opportunities for children to make decisions and choices e.g. which activities to try, which class and/or home based ideas to try to help them. Every child is an individual which is respected.

- **Responsible** – promotes the development of skills to encourage children to be more responsible individuals e.g. self-help/independence skills, and the recognition of and self-control of their own mood/activity level within the “help me prepare my body for my work” section.

- **Included** – is aimed at ALL children in an inclusive, universal model of care. Signs of requiring support can be identified through a child’s individual strengths and needs regardless of social, educational, physical and/or economic circumstances.
Let’s Move On

Help Me With...Getting my body ready for my work

Warm up Ideas – to help children expel any excess energy or “fidgets”. These are either energetic movements, or involve stretching which can help children feel more aware, therefore in control of their bodies. Try star jumps, marching on the spot, jogging on the spot, lunges to the front and to each side, and jumping on the spot. The children may like to create their own ideas.

Refer to ‘Back to class/calming ideas’ for cool down strategies.

Session Plan Ideas: In order to help expel excess energy and ‘get fidgets out’, then prepare children for returning to more focused tasks in class, it is beneficial to encourage children to think about their own excitement/arousal levels and ways in which they can control this. Activities that practice transitioning between fast and slow activity levels can help. The following is an example of a session plan, using a variety of resources:

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<tr>
<td>Warm up</td>
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<td>Things to Practice</td>
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<td></td>
</tr>
<tr>
<td>Back to class/self-calming ideas</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Let’s Move On Activity Cards A, B, C and D are available. Resource sheet E is also available for use in home and school.

Relevant Let’s Move cards:
Warm up activities; 9, 10, 11, 12, 13, 15, 16, 17, 21, 23, 24, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40. These activities can be added in as part of a session plan as they can help expel excess energy.

Relevant Other Resources
Existing Movement Break programmes e.g. ‘Sticky Kids’, ‘Brain Gym’, ‘Wake Up Shake Up’, ‘Class Moves’. Consider other current/educational resources online e.g. https://www.youtube.com/watch?v=oejgTGo-BCc https://www.youtube.com/watch?v=MugzDJGDYjo https://www.youtube.com/watch?v=Bk8bPTqHOG

Any basic PE activity which is energetic, followed by the ‘back to class’ section (or alternative cool down) can help.

For classroom friendly products to help a child prepare for and complete tasks in a busy environment; such as weighted products, move ‘n sit cushion, ear defenders and privacy boards, try http://www.ldalearning.com/ www.sensorydirect.com or www.spacekraft.co.uk (please always shop around for best prices or try a home-made version!)

For other online self-calming resources, try Cosmic Yoga and Mindfulness Body Scans available from YouTube.

Let’s Move On

Help Me With... Getting my body ready for my work

Have you checked that I...?

☐ Am comfortable in my seat? A prompt can be used at the child’s desk to remind them of ‘good sitting’.

☐ Am able to sit to complete tasks? Remember some children fidget in order to help them attend better. Some children benefit from standing to complete tasks. These aids and equipment can also be trialled:
- A wobble/move’n’sit cushion may enable them to satisfy their movement seeking without moving from their seat.
- Weighted products can stimulate the body awareness sense, which can enable a child to be more in control of their body and their actions. Various tools can be trialled, some which can be homemade before purchasing costly items e.g. football sock full of lentils or a pair of joined oven mitts with weights in the pockets to make a weighted lap/shoulder tool.
- An appropriate fidget toy (e.g. blue tac, squasy ball, fidget pencil top).

☐ Am sitting in the best space in the class to enable me to attend to my work? Consider nearby distraction; is the child sitting in a busy area? Consider a quiet work space for the child for set tasks. This should be a positive place to work, not used as a punishment. Privacy boards are a good way of achieving this.

☐ Am able to work through noise? Trial some ear defenders or working at a quiet work space. Playing calming, non-stimulating music in the background can often help a full class attend better.

☐ Am developing my body awareness skills? Can the child move around the class without bumping into objects/people? Do they seem restless and often change position and fidget? Ensure you schedule lots of movement breaks throughout the day (from available programmes, or built into class routines such as handing out jotters, running errands to the office). Try having set movement stations (e.g. wall push-up station) within the classroom which children can access when they need to. Elements of curriculum based Active Learning will also help. Movement breaks are known to help stimulate children and prepare them for more focussed tasks.

☐ Am able to calm down appropriately? Can the child move from fast, exciting playground activities, to return to more focused class based tasks? Countdowns can be used to forewarn children about impending changes. Visual tools which help children to self-monitor their excitement/mood levels can be useful, such as the Traffic Light signals, Volcano in My Tummy, How Does Your Engine Run (Williams and Shellenberger (1996) How Does Your Engine Run? A Leaders Guide to The Alert Programme and Self Regulation; Therapy Wallis, USA) and other similar prompts.

Requesting assistance from Children’s Occupational Therapy could be appropriate should the above information not be sufficient to support the child with the identified skill areas.
Activity A
Traffic lights

How to play
This encourages the child to wait for, listen to, and respond appropriately to instructions which is necessary for participation in all daily tasks and routines:

- Explain to children the actions for each colour, e.g. green = go fast, amber = go slow and red = stop
- Use a verbal and/or visual prompt for children to respond to
- Repeat as appropriate
- Vary the movements for the green/amber responses in the game, e.g. running, jumping, hopping, skipping, crawling, crab crawling etc

What you will need
Space to run around either indoors or outdoors
Activity B
Be a Bean!

Help Me With...Getting my body ready for my work

How to play
This encourages the child to wait for, listen to and respond appropriately to instructions which is necessary for joining in all daily tasks and routines. It can also help them work on moving between fast paced activities and slower paced activities.

- First discuss types of beans with the children, encouraging them to consider what they look like and how they might move! Once these ideas are confirmed, the group leader calls out the name of a bean and the children respond appropriately. Possible beans might include:

  - Runner Beans - children run around
  - Jumping Beans - children jump around
  - Kidney Beans – children hop around holding onto lifted knee
  - Baked Beans - children lay flat on their backs as though they are baking in the sun
  - Broad Beans - children move around making broad shapes with their bodies
  - String Beans - children move around making skinny, string-like shapes with their bodies
  - Chilli Beans - children move around and act as though they are chilly

- The teacher may also like to call out 'Freeze' from time to time for which the children should freeze in the position that they are in.

What you will need
An open space
Activity C
Animal Walks

How to play
This encourages the child to wait for, listen to and respond appropriately to instructions which is necessary for joining in all daily tasks and routines. It can also help them work on moving between fast paced activities and slower paced activities.

- The adult shouts out the name of an animal, and the children move around the room demonstrating the animals’ movements
- Try to vary the speed and postures through the order of animals chosen
- Move between fast and slow paced animals to help keep the children calm
- You can ask the children to suggest their own ideas. Some examples include:

  - penguin waddle
  - deer leap
  - crab walk
  - elephant stomp
  - frog hop
  - kangaroo jumps
  - snake slither
  - horse gallop

What you will need
Space to move around
## Activity D

**Island Hopping**

### How to Play:

This encourages the child to wait for, listen to and respond appropriately to instructions which is necessary for joining in all daily tasks and routines:

- Arrange ‘islands’ using sheets of newspaper, mats, cones etc
- Ask children to move around the ‘islands’ to the music and when the music stops they need to find one to stand by
- Remove an island each round until only one island remains
- Children who don’t find an island sit at the side and cheer on their peers
- This game can be tailored to the learning level of the group, by bringing in appropriate topic ideas, e.g. countries of the world, body parts, historical dates

### What you will need

- Group of peers
- Space to lie or sit indoors or outdoors
- Newspaper / mats / cones
- Relaxing music if desired
- Quiet environment
**Let’s Move On**

**Activity E**

**What has lit my fuse?**

A resource for home and school

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**Help Me With...Getting my body ready for my work**

**What you will need**

- Pencils / pens (variety of colours)
- Desired number of worksheet copies
- Suitable work space
- Scissors
- Laminator (if available)

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**How to Play:**

This encourages the child to consider their own excitement/mood, and to learn what makes this vary. In order to help a child learn to control this, they can first be encouraged to identify what affects it, and how to self-monitor this. It can also bring in a useful concept and language for how to discuss this safely at home and in school. Support them through open, safe discussion to complete the worksheet over leaf. This can then be cut out and folded back to back, then laminated for ongoing use. Children, parents, and school staff can continue to refer to the tool to help the child identify with and eventually control their own levels. Consider the following as a guide:

**My fuse is not lit** - *What makes me feel calm and in control? I am ready to listen, work and follow rules and keep myself and others safe?*

**My fuse is lit** - *What makes me begin to feel energetic, frustrated or a little angry? I am in control? But I have the awareness that I need to monitor this. I am not as able to listen, work and follow rules and keep myself and others safe as much as I would like to be.*

**My fuse is going to spark** - *What has made me feel over-excited and energetic, frustrated and angry? I cannot calm down easily and I am not in control. I am not able to listen, work and follow rules and keep myself and others safe at all now.*
Let’s Move On

Help Me With...Getting my body ready for my work

My fuse is not lit
I am in control
I am ready to listen
I am ready to work

What helps me stay in control?

My fuse is lit
I am feeling a little out of control
I am not as ready to listen
I am not as able to work

What lights my fuse?

My fuse is going to spark
I am not in control
I am not listening
I am not ready to work

What makes my fuse spark?
Let's Move On March 2016 (reviewed March 2017) Occupational Therapy for Children and Young People, NHS Dumfries and Galloway
Warm up Ideas

“Head, Shoulders, knees and toes” – try at varying speeds, with eyes closed.

Simon says – provide a variety of instructions relating to independence tasks e.g. “take off your shoes”; “lay your shoes out correctly”

These activities will help prepare the children for the individual or group based tasks, providing opportunity to relate to their body parts involved in many independence tasks.

Session Plan Ideas:

Many skills are required for joining in independence tasks including, a sound knowledge of body awareness, sequencing, balance and fine motor skills. The following is an example of a session plan which will help a child to develop independence skills, using a variety of resources:

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</tr>
<tr>
<td>Simon says</td>
</tr>
<tr>
<td>Things to Practice</td>
</tr>
<tr>
<td>Let’s Move On Activity Cards A &amp; B</td>
</tr>
<tr>
<td>Let’s Move Activity Cards 16 &amp; 26</td>
</tr>
<tr>
<td>Return to class</td>
</tr>
<tr>
<td>Wall pushes</td>
</tr>
</tbody>
</table>

Relevant Let’s Move Activity Cards

11 & 12 for practise of sequencing skills, 16, 17 (make it harder section), 19, 26, 29,

These activities can be added in as part of a session plan as they can develop hand skills required for many independence tasks.

Relevant Other Resources ‘Greepers’/lace lockers, & coil elastic laces available from a variety of retailers online.Try www.fledglings.co.uk

“Kura” and “Caring” Cutlery are ergonomic cutlery available at varying prices from online retailers via general internet searches. Adult and child sizes are available.

Many online resources can help:

http://www.fieggen.com/shoelace/standardknot.htm


For task boards, try online searches, or use of Boardmaker:

An example of a teeth-brushing task

Brushing your Teeth

1. Turn on the water, put your toothbrush in and turn the water off.
2. Take the cap off the toothpaste and squeeze out toothpaste on toothbrush. Close tap.
3. Brush your teeth: Use the toothbrush to brush your teeth. Use a gentle circular motion to scrub the teeth. Rinse your mouth.
4. Set the toothpaste top on the sink, put the toothbrush in the cap and your mouth.
5. Turn off the water and dry your hands with a towel.
6. Put your toothbrush and toothpaste away.
### Help Me With... My independence skills

<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know where my belongings are kept?</td>
<td>Ensure coat hooks, for example, are clearly labelled with a strong visual identifier and always in a consistent place. Similarly, PE kits can be stored in brightly coloured or labelled bags, stored in a consistent place.</td>
</tr>
<tr>
<td>Know which shoe goes on which foot?</td>
<td>Try putting coloured or “L” &amp; “R” stickers on the insides of shoes to help identify and/or make a shoe mat with the outline of the shoe curves. It can also help them learn to lay these out independently.</td>
</tr>
<tr>
<td>Can fasten my shoes by myself?</td>
<td>For fastenings, Velcro and Lock Laces are easiest. Lock and coil laces can be recommended to parents to purchase to fix to a child’s lace up-shoes, if a child continues to find it a challenge. In the longer term, for learning to tie laces, it is important to link with families/carers around this, as it is time consuming to practise and the child will require lots of time and encouragement at home. Visual Shoe-Lace Teaching Programmes are available online e.g. <a href="http://www.fieggen.com/shoelace/standardknot.htm">http://www.fieggen.com/shoelace/standardknot.htm</a>. Using two different coloured laces whilst practising helps children to differentiate between laces.</td>
</tr>
<tr>
<td>Know how to hold my cutlery?</td>
<td>Providing a cutlery visual prompt photo may help. Ergonomic cutlery such as “Kura” or “Caring” cutlery which is designed to encourage an appropriate cutlery grasp are available from online retailers. Introducing a simple consistent verbal prompt to promote cutlery action may help. Try “pierce with the fork, saw with the knife” verbal prompt.</td>
</tr>
<tr>
<td>Know which way round my clothes should go?</td>
<td>It can be helpful to use consistent language, pointing out prepositions relating to their body including front, back, left and right. Activity Card C is a fun way to introduce and practice this at home or school. Pointing out clothing landmarks such as labels, logos and seams can help. Always encourage children to turn clothing the right way out and lay these out neatly following removal, ready to put back on later.</td>
</tr>
<tr>
<td>Can manage fastenings such as zips and buttons?</td>
<td>Encourage the child to leave any polo shirt buttons unfastened for ease and speed during PE changes. Again, similar to learning to tie shoe-laces, link with families to support the child to practise these skills in the home, during weekends and holidays when time is less pressured.</td>
</tr>
<tr>
<td>Know the correct order/sequence of tasks, e.g. putting on clothing/brushing teeth?</td>
<td>Some online apps or games encourage children to order tasks such as dressing correctly. ‘Backward chaining’ can be an excellent way to encourage children if they are unsure about order, are unmotivated or lack confidence. This technique involves adult support, which is gradually reduced in a step by step manner, as the child gains skills, motivation and confidence. Visual charts can sometimes be helpful in supporting children through steps involved, helping children sequence the task. Many ideas for these are available via online searches (see overleaf).</td>
</tr>
</tbody>
</table>

Requesting assistance from Children’s Occupational Therapy could be appropriate should the above steps not be sufficient to support the child with the identified skill areas.
Activity Card A:
Body Jigsaw
- An activity for home and school

How to play
This encourages the child to increase their body awareness by breaking a task down and encouraging them to think carefully about their own bodies and their clothing. It can also promote practice of other skills such as planning and organising, pencil control and group working:

- Children take turns to draw around the outline of a sibling/friend/peer on paper
- Encourage them to draw in some details of clothing as appropriate
- The outline of the peer is then cut out
- This is then cut into specific body parts (head, torso, arms, legs etc)
- The head is then placed on the wall
- Children then put the body back together on the wall in the appropriate places, naming the body parts as they go
- This activity can be used to encourage turn-taking or can be a race against the children’s own time
- Craft can also be introduced to the activity, i.e. adding detail to the face and hands, patterns and coloured clothing

What you will need

An open area with access to wall space
Large sheet of paper (lining/poster paper wrapping paper etc)
Marker pen
Activity Card B: Dressing Relay

How to play

This encourages the child to increase their body awareness and can also develop other skills such as planning and organising and group working:

- First, children are divided into two teams and each team lines up at the start point
- At the opposite end of the room, a basket/box of spare clothing is placed for each team (this can include scarves, gloves, hats, jackets, shoes, shirts etc)
- Once the relay starts, a player in each team races to the basket/box and puts on one item of clothing
- The next player starts when the previous player returns to the start point
- This continues until the last player returns to the team and the first team to finish wins
- To make it more challenging, players in each team can be tasked with putting on more than one item or only items of a certain colour
- A child can play this game with help, using a stopwatch to beat his/her time if preferred. This approach may work better initially for children who lack confidence with dressing before joining a group

What you will need

- An open space
- Items of clothing as appropriate
Activity C: Left, Right, Front and Back

How to play

Many of our daily tasks involve an understanding of direction. For example, we must know which side of our body is our left from our right to ensure we put our shoes on the correct feet. This game enables children to practice responding to directional commands within a fun game, in order to help them solidify their understanding of this:

- The leader of the group must decide on which way is left, right, front and back, and lay out the signs as appropriate around the open space.
- Players then find a space in the centre of the room, prompting them to stay away from the signs at this point and always facing the front (so that the signs consistently make sense).
- The leader then moves to the front of the room and calls out instructions at random, i.e. ‘left’ to start the game.
- The group aim is to run to the given sign as quickly as possible moving in the direction they are going e.g. sideways to left or right, forward to the front and backwards to the back.
- As the game progresses, signs can be removed to increase the challenge of the game.
- Children can also be encouraged to move in different ways, i.e. hopping, skipping, crawling, slow-walking etc. Continue to use the left, right, front and back commands e.g. “side-skip to the right”; “crawl backwards to the back”.

What you will need

An open space
“left”, “right”, “front” and “back” signs
Help Me With...

**My Independence Skills**

**Activity D:**

The Playdough Pancake Challenge

**What you need**
- Desired colour of play-doh
- A plate and a table to work on and non-slip mat if needed
- A knife and fork (you may wish to use adapted cutlery)
- Dress-up items such as a hat, jacket, and scarf
- A pair of dice

**How to play**

This encourages the child to develop dressing and organisation skills, as well as cutlery use:

- Children sit in a circle on the floor
- A plate is placed on the floor (or nearby table) with play-doh on it
- Dress-up clothing is then placed in the centre of the circle
- A child is then given the dice and the game begins!
- If a child rolls a double, they must put on an item of dress-up clothing, open the play-doh carton and roll it into a pancake shape
- They then use the cutlery to cut the play-doh (use a ‘pierce with the fork, saw with the knife’ prompt if needed)
- This player continues until another player rolls a double
- Now the player must remove and hand over the dress-up clothes to the next player who will follow the same idea, and so on!
- Repeat as desired
Activity E: 
Dressing Mats 
- An activity for home and school

How to play:
The ability to dress involves us thinking our way through a sequence of steps in an appropriate order. For instance, it makes sense for us to put on our vest, before our t-shirt and sweater. This game encourages children to break the task of getting dressed down into smaller, more achievable components, in logical thought-through steps to help guide them to task completion.

Using the photocopiable work sheet overleaf, ask the child(ren) to think and talk about items of clothing and encourage them to work through the various steps involved in getting dressed. Then using colouring pens, cut out clothing from paper/card or moulded play-doh and add the clothing to the figures in the correct steps.

You will need:
Desired number of worksheets
Colouring pencils or play-doh or card/paper (various colours)
Let’s Move On

Help Me With... My Independence Skills

Under layer
- Pants, socks/tights
- and vest

Mid layer
- T-shirt/ polo shirt,
- trousers, skirt, shorts

Top layer
- Jumper/cardigan, shoes

Let’s Move On March 2016 (reviewed March 2017) Occupational Therapy for Children and Young People, NHS Dumfries and Galloway
Help Me With...Getting organised

Warm Up Ideas

- “Simon says” – then provide 1-part, 2-parts, 3-parts instructions to challenge the children as appropriate e.g. Simon says, stand on your left foot, then go and touch a wall.
- Circuits – create a circuit training type schedule for children to follow in a sequence, e.g. 3 star jumps, 5 wall push-ups followed by lying on your back still for the count of 10 seconds. This can be same each time children attend the group, or you can vary this and decide on the circuit together.

Session Plan Ideas

To be organised, we need to be aware of ourselves and our belongings. We need to be encouraged to develop good practice of particular tasks involving logical order, steps and sequences, such as making lists and then following these. Practice of these set activities will help promote organisational skills and other skills such as independence/self-care. These activities may take longer than other group activities; therefore try to schedule sufficient time to carry these out fully. Perhaps scheduling only one per session for a more focussed approach may be helpful.

### Example of a Session Plan

<table>
<thead>
<tr>
<th>Warm up</th>
<th>Circuits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things to Practice</td>
<td>Time-table-tastic</td>
</tr>
<tr>
<td>Return to class</td>
<td>Head Press</td>
</tr>
<tr>
<td></td>
<td>Active listening</td>
</tr>
</tbody>
</table>

Activity cards A, B, C and D are available.

Relevant Let’s Move Activity Cards

Let’s Run the Obstacle Course, in particular being part of setting it up, may help children practice breaking a task down into small steps, and working through an activity in an order.

Relevant Other Resources

Useful technology Apps include:
ICT

Other useful websites include:
[www.memorise.org](http://www.memorise.org)
[www.lumosity.com](http://www.lumosity.com)

Recommended resource:

Many useful resources are available online via general searches such as Pintrest. E.g. [https://uk.pinterest.com/pin/234820568045918004/](https://uk.pinterest.com/pin/234820568045918004/)

Any activity which encourages children to work through a sequence of steps can be incorporated into a group session. Some useful ideas for home and school include baking, cooking, setting/clearing the table, laundry. Similarly, following construction plans for Lego/Meccano (or similar resources) can target these skills.
<table>
<thead>
<tr>
<th>Task</th>
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</thead>
<tbody>
<tr>
<td><strong>Have you checked that I...?</strong></td>
<td></td>
</tr>
<tr>
<td>☐ <strong>understood your instructions?</strong></td>
<td>Try asking the child to repeat back your instructions to ensure they have understood. They may benefit from prompts and aids such as a “first and then” e.g. “first, put your workbooks away, then come and sit in front of the board”. Additional visual aids can be used to reinforce this such as Checklists or To Do Lists which can be ticked off once complete. 'Chunking' refers to organising or grouping separate pieces of information together. When information is ‘chunked’ into groups, you can remember the information easier by remembering the groups as opposed to each piece of information separately. The types of groups can also act as a cue to help you remember what is in each group.</td>
</tr>
<tr>
<td>☐ <strong>have the resources to complete the task or know where to source these?</strong></td>
<td>Storage and presentation of resources can support children’s organisational skills e.g. see through pencil case with essential items only, use of plastic wallets, to make finding what they need easier, use of consistent colour-coding jotters, use of labels/photos to identify child’s belongings or location of items.</td>
</tr>
<tr>
<td>☐ <strong>know how to get help if I’m stuck?</strong></td>
<td></td>
</tr>
<tr>
<td>☐ <strong>have a work space which suits my needs?</strong></td>
<td>Try keeping their desk clear and tidy, the use of a desk tidy or organisation mat may help. Store resources in consistent places, use of labelling of trays, and colour coding may help. Whole class or individual “to do” and “completed work” trays</td>
</tr>
<tr>
<td>☐ <strong>have enough time to prepare for and complete my tasks, or know when I am expected to finish this task?</strong></td>
<td>Visual timers can aid time management. If wearing a watch encourage use of this. List with priorities and time frames……</td>
</tr>
<tr>
<td>☐ <strong>am familiar with the school routine and that this suits my needs?</strong></td>
<td>Use of written checklists, or additional visual schedules to outline task order. Use of calendars, diaries, to do lists can support wider organisation skills.</td>
</tr>
<tr>
<td>☐ <strong>am working towards carrying out my tasks by myself?</strong></td>
<td>Some children benefit from tasks being broken down into small parts, or in particular with completing the final part(s) by themselves (backward chaining)</td>
</tr>
<tr>
<td>☐ <strong>can manage to organise my ideas and thoughts and present them appropriately?</strong></td>
<td>Try encouraging a child to create their own to do lists or use mind mapping strategies as a way of capturing their thoughts.</td>
</tr>
</tbody>
</table>

**Requesting assistance from Children’s Occupational Therapy could be appropriate should the above steps not be sufficient to support the child with the identified skill areas.**
Activity A
Go & Find

What you will need:
A prepared list of items to find and collect hidden items as above

How to play:
Working from a list is a fun way of helping children to develop their organisational skills. In particular, it encourages them to find a starting point for an activity, and work through to completion in a systematic order.

Go & Find involves preparing a list of items that the children can look for and collect. The length and complexity of the list can be tailored to the age and stage of the children. It can also be adapted depending on whether you are playing this at school, home, or out in the community e.g. at the park, beach, playground, by selecting various readily available items.

You can choose to prepare the list before the children arrive(s) to play, or involve them in the list-writing as additional handwriting and list-making practice! Include a variety of objects; coloured items to look for, and number of items to look for, to ensure the children learn to double check their list often. Ensure your list is appropriate for the environment and items that you have hidden, or will be available for finding/collecting. Example of a list for both a school-based, and park-based game of go find are provided over-leaf.
Let’s Move On

Help Me With... Getting Organised

Activity A
Go & Find

Go & Find (in open area in school):
- 1 pencil
- 2 reading books
- 3 rubbers
- 1 maths text book
- 2 meter sticks
- 3 sheets of blank paper

Go & Find (in the park with family/carers):
- 3 daisies
- A boulder
- 1 twig
- 6 blades of grass
- 4 leaves
Activity B
Pack my lunch box
An activity for home or school

Help Me With....Getting Organised

What you will need:
Card/paper (various colours) & colouring pens
&//or
Food/packaging images from supermarket magazines

How to play:

This game encourages children to consider their lunch time; what foods/drinks they like and pack in a picnic or lunch box. It will help the children break the task of packing lunch into small, achievable steps to promote organisational and independence skills.

This can also be a good opportunity to discuss healthy eating/health topic work.

Using paper/card, colouring pens and/or images from supermarket magazines, encourage the children to think and talk about what they like to pack for lunch. Encourage them to make a list first, to help develop list-making skills, cut out images from the magazines for the foods and drinks they select. They can then lay out the lunch items onto a new sheet of card as their lunch box. This can be a good time to encourage them to consider which things may spill, cutlery they may need and how things should be laid out. They may wish to make lunch boxes from the photocopiable resource card overleaf, which can be used again.
Let's Move On March 2016 (reviewed March 2017) Occupational Therapy for Children and Young People, NHS Dumfries and Galloway
Activity C

Marble maze

How to play:

Marble maze is a fantastic game of encouraging children to think about how they are going to create something, and plan for this, prior to starting the task. You can encourage children to think about/plan this via discussion, or drawings being careful to consider which pieces of Lego are available for use. Help them to identify which pieces of LEGO they will require for building their maze, separating these for use. Then they are ready to build their maze. You can encourage varying complexity of maze’s depending on the children’s’ age and stage and confidence with this task. Their maze can be different each time! Additionally, any LEGO/construction task which encourages children to follow steps to create something can be used.

What you will need per child:
Paper and pens for planning stage if desired
Lego base
Various sizes of Lego
A marble (one per child)
A table or suitable space to work at
Activity D
Time-Table-Tastic!
A game for home or school

Help Me With...
Getting Organised

What you will need:
- Desired number of copies of time table sheet
- Pens/pencils
- Children’s school bags and its contents including

How to play:
This game helps children to work on their organisational skills, by breaking a complex time-table reading task down into component parts in a fun way. It encourages children to work from a time table, thinking about days of the week, and specific tasks set out for them each day, with required materials they should pack.

- You can choose to prepare the completed time-tables (using copies of the sheet overleaf) first, with required information about the children’s school tasks for each day and other relevant information (e.g. spelling homework for Friday, PE on Tuesday and Thursday), or ask the children to complete this themselves if they are of a suitable age and stage.
- Next, ask the children to make a list of what they will need at the bottom of each day e.g. PE kit for PE days; Outdoor shoes for “pitch days”. Encourage the children to refer to their own bags, to help spark ideas and refer to their own resources to increase familiarity.
- If you wish to make the task more practical, the children might like to refer to their own school bags to pack for each day as they discuss this.
Let's Move On

Help Me With... My handwriting

My Time Table

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I will need:</td>
<td>I will need:</td>
<td>I will need:</td>
<td>I will need:</td>
<td>I will need:</td>
</tr>
</tbody>
</table>
### Warm up and cool down Ideas

- **Windshield wipers**: place arms above head and keep them straight. Swing arms from left to right in a waving motion.
- **Crocodile teeth**: stretch arms out in front, placing one hand on top of the other (palm to palm). Open arms then close them, making a snapping sound.
- **Shoulder shrugs**: bend elbows and place arms in front of body with palms of hands facing upwards. Shrug shoulders up to ears and down.
- **Thumb touches**: touch each finger with thumb in turn. Repeat for all fingers.
- Try: [https://www.youtube.com/watch?v=r2tBH_XyeJc](https://www.youtube.com/watch?v=r2tBH_XyeJc)

### Session Plan Ideas:

To write effectively, children need a variety of skills, including sitting well, attending to task, hand dominance, the use of two hands together, an efficient pencil grasp and an understanding of letter formation. The following is an example of a session plan which will help a child to develop handwriting skills, using a variety of resources:

<table>
<thead>
<tr>
<th>Example of a Session Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm up</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Things to Practice</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Return to class</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

### Relevant Let’s Move Activity Cards
16, 25, 26, 27, 28, 29

These activities can be added in as part of a session plan as they can develop hand skills.

### Relevant Other Resources

- [https://www.youtube.com/watch?v=K7QJ4pdNzvo](https://www.youtube.com/watch?v=K7QJ4pdNzvo)

A range of tools such as light up pens, scented pencils, florescent pens, musical pens can be used.

- Worksheets and Activity Books (Mazes, Word Searches, Dot-to-Dots, Tracing)
- ‘Speed up’ A kinaesthetic programme to develop fluent handwriting for older children, Lois Addy ISBN 13:9781855033863
- ‘Take Ten’ Advice, games and activities to develop fine motor skills, Sharon Drew ISBN 13:9781855034389
- Apps available are: Dexteria, Letter Reflex, Touch and Write, Ready to Print and others

[http://www.twinkl.co.uk/](http://www.twinkl.co.uk/) [www.sparklebox.co.uk](http://www.sparklebox.co.uk)

Please also see Let’s Move On Resource Sheet.
### Help Me With... My handwriting

<table>
<thead>
<tr>
<th>Prompt</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Have you checked that I...?</strong></td>
</tr>
<tr>
<td><strong>Am sitting well?</strong> A prompt can be used at the child’s desk to remind them (see resource sheet). Try altering the angle of the page or using an angled board. This varies between left and right handed pupils.</td>
</tr>
<tr>
<td><strong>Am holding my pencil appropriately?</strong> Everybody holds their pencil in different ways. If the child is new to writing, they need to be encouraged to find the right grasp. Try a variety of pencils including thick, triangular shaped and ergonomically designed pencils (e.g. Stabilo Easy Ergo pencil). For children who have well established grips but are struggling with their writing, it might not always be appropriate to change the grip. Instead, alternative strategies could be discussed with the Children’s Occupational Therapy department.</td>
</tr>
<tr>
<td><strong>Am using my other hand to stabilise the paper?</strong> Children may need to be reminded of this verbally or use a picture/photo placed on their desk as a prompt.</td>
</tr>
<tr>
<td><strong>Am able to sit to concentrate?</strong> Children can benefit from different strategies such as movement breaks, move’n’sit cushions or consideration to their position within class – further information is outlined in ‘Help Me With... Getting my body ready for Work’.</td>
</tr>
<tr>
<td><strong>Have had my eyes checked?</strong> Children may need a visual prompt to remind them to wear their glasses. Further tests from an Optician or another health professional may be required, in addition to routine eye checks.</td>
</tr>
<tr>
<td><strong>Am using the right shape and size of letters?</strong> Children can benefit from trying paper with different visual guidelines. Commercially available examples include ‘raised ruling’ and ‘redispace’ ruling paper available from Mead Writing Fundamentals. Children can benefit from revisiting early letter formation teaching programmes including a multisensory approach. Apps are available which focus on these areas.</td>
</tr>
<tr>
<td><strong>Am leaving spaces between my words?</strong> Children may need to be reminded to leave a space using their finger or to use a customised spacer prompt – ideas on Sparklebox website.</td>
</tr>
<tr>
<td><strong>Am not in pain when I am writing?</strong> Some children can experience fatigue or pain during writing tasks for reasons such as heavy pencil pressure, tight grip and bendy joints. Try thicker pencils, various pencil grips, an angled board and regular breaks (try finger flicks on previous page). The School Nurse, School Doctor or GP can be contacted should a child have red, hot and/or swollen joints.</td>
</tr>
</tbody>
</table>

**Requesting assistance from Children’s Occupational Therapy can be appropriate should the above information not be sufficient to support the child with the identified skill areas.**
Activity A
Cage the monster

How to play:
This encourages the child to practise top-to-bottom and left-to-right lines while having fun using their imagination:

- Fix a sheet of paper to a wall space at a height appropriate for the child to draw on
- Ask the child to use their imagination and draw a picture of a monster
- After the picture has been drawn, ask the child to slowly ‘cage’ the monster by firstly drawing lines top to bottom down the page, then lines from left to right across the page. Use terminology like top-to-bottom and left-to-right as this reinforces directionality involved in letter formation
- The monster is caged! Other animals, aliens, characters etc can be drawn

What you will need:
Paper
Blue-tac or tape
Activity B

Sensory shapes and letters

How to play:

This encourages the child to practise their pre-writing skills, such as understanding of directionality towards letter formation, and finger isolation, while providing a sensory experience which enhances the feedback and learning process.

- Place chosen material in tray (place stencil underneath material if required for additional visual prompting)
- Model to child the desired shape/letter to be practised, giving additional support for start point and directionality when required
- Child uses index finger to practise desired shape/letter
- Change shape/letter as required and move on to more complex images, e.g. cat, dog, house, person

What you will need:

Tray
Materials, e.g. sand, shaving foam, glitter, lentils, playdough, paint
Surface space

Let's Move On March 2016 (reviewed March 2017) Occupational Therapy for Children and Young People, NHS Dumfries and Galloway
Activity C

Word lotto

How to play:

This encourages the child to practise forming letters by tracing over a prepared lotto board while having fun:

- Children take turns to pull cards from a bag and read the word aloud to group
- Children with the matching word on their lotto boards must trace this using a dry wipe pen
- Children can be encouraged to free write this as skills improve
- The winner is the first child who has written all words on their grid

<table>
<thead>
<tr>
<th>Cat</th>
<th>Bat</th>
<th>Mat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log</td>
<td>Dog</td>
<td>Fog</td>
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<tr>
<td>Tin</td>
<td>Bin</td>
<td>Fin</td>
</tr>
</tbody>
</table>

What you will need:

Table
Prepared lotto boards
Group of peers
Dry wipe pens
Prepared bag of word cards at appropriate level
Let’s Move On

Help Me With...

My handwriting

<p>| | | |</p>
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</tbody>
</table>

Let’s Move On March 2016 (reviewed March 2017) Occupational Therapy for Children and Young People, NHS Dumfries and Galloway
Activity D
Secret story

How to play:

This encourages children to write longer passages of work, develop their understanding of order and sequencing and also turn-taking within a fun activity:

- Gather a group of peers to play this game
- The first player starts a story using their imagination and describes ‘who’ is/are the character/s in the story
- They then fold the paper over so the next player cannot see what they have written
- This is repeated after each player and they take turns to add where, what, when and why parts to the story
- The page is then unfolded and the story is read out

This activity can be graded for different ages of children, i.e. younger children can draw a picture, starting with the head and working down through different body parts, and an older child can be asked to add in describing words to their part of the story to make it more detailed.

What you will need:

- Group of peers
- Paper
- Pens/pencils
- Table and chair space
**Help Me With... My scissor skills**

**Relevant Let’s Move Activity Cards**
25, 26, 27, 28

These activities can be added in as part of a session plan as they will encourage use of the small muscles in the hand which are necessary for scissor use.

**Relevant Other Resources**
“Cutting Skills: Photocopiable activities to improve scissors technique” 2007 by Mark and Katy Hill.


A variety of scissor styles are available from LDA Learning and other online retailers.

There are a variety of activities available online including printable worksheets e.g.:

http://www.dltk-kids.com/crafts/miscellaneous/scissor_skills.htm

Various types of practice scissors are available to try with your children. Try scissors such as easi-loop or spring-action scissors available from:


---

**Session Plan Ideas:**
To use scissors effectively, children need to be developing hand dominance, their hand and finger strength and have confidence using two hands together. The following is an example of a session plan which will help a child to develop scissor skills, using a variety of resources:

**Example of a Session Plan**

<table>
<thead>
<tr>
<th>Warm up</th>
<th>Things to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair push-up’s</td>
<td>Let’s Move On Activity Cards A &amp; C</td>
</tr>
<tr>
<td>Finger flicks</td>
<td>Let’s Move Activity Cards 25 &amp; 26</td>
</tr>
<tr>
<td>Return to class</td>
<td>Wall push-up’s</td>
</tr>
<tr>
<td></td>
<td>Animal Breaths</td>
</tr>
</tbody>
</table>

These activities will help prepare the child for group based tasks and tasks when returning to class.
Help Me With...

My scissor skills

Have you checked that I...?

☐ Am sitting well? A prompt can be used at the child’s desk to remind them.

☐ Have had an opportunity to trial different types of scissors? E.g. Easi-loop, spring-action, left or right handed scissors (depending on hand dominance).

☐ Am holding my scissors appropriately? Encourage the child to hold scissors with ‘thumbs on top’ and middle finger hooked into lower loop. Put sticker/mark on child’s thumb nail and/or scissors as a visual prompt on their positioning. Use a picture card on the desk as a prompt.

☐ May require hand over hand assistance to begin with? Physical hand over hand assistance may help the child hold the scissors and paper more effectively and experience the required movements. This may only be required short-term until their technique develops.

☐ Am using my other hand to stabilise the card/paper? Children may need to be reminded of this verbally or use a picture/photo placed on their desk as a prompt. Keep paper size to less than A5.

☐ Am using the correct materials for my skill level? Card is easier to handle as it will not flop over. Also try using straws to snip. Encourage the child to ‘roughly’ cut/snip around the desired object first, and then finely trim – this increases paper stability.

☐ Am able to sit still and concentrate? Children may benefit from different strategies such as movement breaks, move’n’sit cushions or consideration to their position within the class – further information on this is outlined in ‘Help Me With... Getting My Body Ready for Work’.

☐ Have had my eyes checked? Children may need a visual prompt to remind them to wear their glasses.

Requesting assistance from Children’s Occupational Therapy could be appropriate should the above information not be sufficient to support the child with the identified skill areas.
Activity A
Hole Punch Challenge

An activity for home and school

What you will need:
- A hole punch
- Scrap/coloured paper
- Measuring jug/bowl
- Tray to contain mess (if desired)

How to play:
This encourages the child to practise scissor action, hand and finger strength within a fun activity. You can also bundle some numeracy targets in this activity, by bringing in measuring/number concepts.

- First, begin with paper, card or old magazines of a variety of colours
- Encourage the child to use the hole punch in all areas
- Using thumb and finger tip action sprinkle the collected paper circles into the measuring jug/bowl. Bring in numeracy concepts around measuring and encourage the children to keep a log of quantities to beat the next time.
- Alternatively, you can use the collected circles to make art work such as a hole-punch collage!
Let’s Move On

Help Me With... My scissor skills

Activity B

Water spray trace

What you will need:
Chalk
Paint
Squirt bottle with trigger/squeeze handle
Tray

How to play:
This encourages the child to develop hand and finger strength and to practise a similar hand action to using scissors within a fun activity. You can also bring in concepts relating to topic work, numeracy and literacy to develop skills in other areas.

- Make patterns and shapes with chalk on playground/garden, or paint on desired surface such as a tray/water table
- Use squirt bottle to trace over the patterns and shapes
- Have fun watching the colours spread!
- Bring various learning opportunities into the task, e.g. talking about different shapes, colours, numbers etc
- Children may also like to spray with no lines to trace, then ask their peers to guess what they have written/drawn.
Activity C
Dotty cutting
An activity for home and school

Help Me With...
My scissor skills

What you will need:
- Paper or card
- Large felt tip pens or bingo dabbers
- Suitable scissors for your child

How to play:
This will encourage a child to develop confidence and skills with scissors grasp and action, as well as promote creativity within a fun art project. Bring in topic work, literacy and numeracy concepts to target wider learning opportunities.

- Begin with a blank sheet of paper or card per child (card works better to begin with as it is more stable)
- Encourage them using large felt pens or ideally bingo dabbers, to create a pattern on their paper in a dot-to-dot type manner. They may wish to draw something in particular, relating to their topic work, news from the weekend, letters and numbers they are working with etc
- Next, encourage the child to snip carefully from dot-to-dot. This will break the cutting task down into small achievable snipping segments, to promote confidence and accuracy
Activity D
Tong-tastic

How to play:
This will encourage the child to practise their scissor grip and action within a fun activity. You can bring in other learning concepts such as numeracy as appropriate.

- Ensure the children can hold the tongs efficiently. Refer to the visual prompt on the scissors skills ‘Have You Checked That I?’ sheet for guidance.
- Encourage the children to use the tongs to pick up and move chosen items between containers
- Introduce numbers and colour sorting, e.g. ‘Put yellow beads into yellow bowl’ to make the activity more interesting
- Use a timer to encourage the child to increase speed

What you will need:
- Tongs (tweezers, salad tongs etc)
- Empty containers as appropriate
- Small objects to move, e.g. beads, small toys, pieces of paper, playdough
A routine PE warm up involving stretches to prevent injury can be used.

Refer to back to class/self-calming ideas for your cool down.

**Session Plan Ideas:** To participate effectively in PE or other movement activities, children need a variety of skills, such as listening to and following instructions, balance, coordination and ball skills. The following is an example of a session plan which will help a child to develop PE skills, using a variety of resources:

<table>
<thead>
<tr>
<th>Example of a Session Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Warm up</strong></td>
</tr>
</tbody>
</table>
| **Things to Practice** | Let's Move on Activity cards C and D  
Let's Move Activity Cards 19, & 25 |
| **Return to class** | Chair push-ups |

**Relevant Let’s Move Activity Cards**
1, 2, 3, 4, 7, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 30, 32, 33

These activities can be added in as part of a session plan as they can develop PE skills.

**Relevant Other Resources**
Fizzy leaflets

Local sport and leisure clubs such as ‘Lets Get Sporty’, swimming lessons etc.

Link with PE Specialists and Active School Coordinators.

School Radio (songs for movement in class):
[http://www.bbc.co.uk/schoolradio//subjects/](http://www.bbc.co.uk/schoolradio//subjects/)

‘Tree Fu Tom’ (CBeebies) movement ideas can also be accessed via the BBC website

Let’s Move – movement and dance series for children aged 4-5 years,
[http://www.bbc.co.uk/programmes/b03q64pk](http://www.bbc.co.uk/programmes/b03q64pk)
Have you checked that I...?

☐ Am wearing the best footwear and clothing? The most appropriate footwear for the child’s needs is important to ensure their feet are supported as a stable base e.g. if the child has flexible joints, high top trainers may be more suitable.

☐ Am wearing my glasses (if I require them)? Children may need a prompt to remind them to wear their glasses. Further tests from an Optician or another health professional may be required, in addition to routine eye checks.

☐ Have understood your instructions? Simple step by step instructions are sometimes more appropriate depending on the child’s needs. Visual demonstrations and at times allowing other children to take a turn first, may be helpful to the child. Additional visual structure prompts can be used where appropriate e.g. coloured tape to indicate boundaries, numbers to indicate order/sequence, arrows / footprints to encourage flow and direction.

☐ Am able to participate in the activity? Sometimes the activity needs to be modified i.e. using a wall for support in balance activities, using a larger ball or balloon that is easier to catch etc. For more complex PE / movement tasks, it may be necessary to break these down into small, individual steps to be taught separately before expecting the child to complete the whole task.

☐ Have opportunities to practice my movement skills in a variety of play settings? Children need to be encouraged to practice their movements in different settings.

☐ Have no general health concerns that might impact on my movement skills? E.g. recent ongoing injury or established medical condition, under or overweight, well nourished. Liaison with the family and appropriate health professionals may be required.

☐ Can I cope with setting? While the child is able to carry out movement skills well in a quiet environment, it may be more challenging in a busy, stimulating setting. Calming strategies can be used such as the use of ear defenders, working in smaller groups, cool down area etc.

Requesting assistance from Children’s Occupational Therapy could be appropriate should the above information not be sufficient to support the child with the identified skill areas.
**Advice Card A – for home and school**

Goal, Plan, Do, Check

**What you will need:**
Copy of blank planning worksheet

**How to use the Goal, Plan, Do, Check approach:** (Enabling Occupation in Children: The Cognitive Orientation to Daily Occupational Performance (COOP) Approach (2004): An Assessment for Occupational Therapists. Polatajko HJ¹, Mandich AD, Miller LT, Macnab JJ

This encourages the child to set a goals, based on something that they wish to work on. They can be encouraged to plan how they will approach this task and are then supported to problem solve their own way to task completion.

The Goal, Plan, Do, Check Process is as follows:

**GOAL** - what do I want to do?  **PLAN** - how am I going to do it?  **DO** - carry out the task  **CHECK** - did it work?

**Check** – Ask the child ‘what happened?’

Child replies ‘it went too far’ so encourage the child to think about how they could alter their plan and try again, e.g. ask the child, ‘should you throw it harder or softer next time?’

Repeat this process as appropriate until the goal is met.
Use this worksheet to note down your plan for approaching a new activity.

<table>
<thead>
<tr>
<th>GOAL – What am I trying to achieve?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Volleyball" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLAN – What do I need to do to achieve my plan?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Person" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DO – Carry out the plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Checkmark" /></td>
</tr>
</tbody>
</table>

<table>
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<th>CHECK – Has it worked? What should you change?</th>
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How did I do? What worked well? Was there a stage I found trickier? Is there a way I could make it easier?
Why and How to use visual structure:

PE can often prove challenging for children and they may opt out. This could be because they do not understand what is expected of them, are unsure of how to join in or other reasons. Children tend to respond better to activities which are very visually clear to help them understand what they have to do. Visual structure is an approach to support a child to work through tasks independently. Due to the complexities and unpredictable nature of some PE activities, adapted versions should be used to incorporate visual structure where appropriate. For instance a child can practice individual aspects of the task first where visual cues can be added e.g. dribbling around cones, before moving on to a full game of football involving lots of components which can be unpredictable and overwhelming.

Use visual prompts to answer these questions from the child’s perspective:

• What is the task? Where do I start? How much work is involved? When am I finished? What happens next?

If activities in themselves do not answer all of the questions, additional visual tools can be used, e.g.:

• Sand timer to time lock or lengthen time spent at a task
• Posting tokens to indicate the number of times a task should be performed prior to moving on
• Providing a set number of resources to complete each task e.g. bean bags to throw
• Use of containers, tubs, trays, baskets, and/or boxes can help visually organise materials
• Colour coding and matching systems to indicate sequencing/pattern following
• Motivational/sticker reward charts

What you will need:

A variety of visual aids as appropriate, e.g. coloured hoops, cones, number cards
Examples of the use of visual structure in PE

**Environment/Layout**
- set up activity stations

**Let’s Make Stars**
**Let’s Side Jump (in & out hoop)**
**Let’s Balance (timed)**
**Let’s Bounce**
**Let’s catch the bean bag**

A variety of visual prompts can help, e.g. number cards can be used to indicate order / sequence of tasks as well as the start and finish points, footprints/floor markings/coloured tape to indicate the direction /flow or even foot placement. Use containers as a target and a start and finish point.

Individual work stations/drills marked by hoops, floor markings, cones, mats etc may work better to contain tasks and allow visual structure to be built in.
Activity Card C

Bean Bag Games

Help Me With...

My PE Skills

What you will need:
Bean bags
Space

How to play:

**Bean Bag Balance** – ask the children to balance a bean bag on their head, standing still for as long as they can. You can use time sheets to record scores for fun (and additional handwriting practice). To make this more challenging, ask the children to walk around slowly while keeping the beanbag balanced on their heads.

**Bean Bag Catch** – Throw the bean bag up in the air and catch it as it lands. You can ask the children to work with a partner to introduce social elements to this game.

**Bean Bag Body Parts** – similar to Bean Bag Balance, ask the children to pick different body parts to balance the bean bag on to help them to identify and develop body awareness and coordination. For example, on their shoulder, knee, foot, hand, arm, thigh, back (whilst bending over), or chin. You could build this into a game like Simon Says, with a group leader shouting out body parts for the rest of the children to balance their bean bags on.

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**Let’s Move On**

**Activity Card D**

**Hula Hoop Games –**

**Help Me With...**

**My PE Skills**

**What you will need:**
- Hula Hoop(s)
- Space

**How to play:**

**The Hula Jump** – line up your hula hoops in a straight line. Ask the children to jump with two feet together from one to the other. To make this more challenging, ask the children to move in different ways e.g. hopping, bunny jumping, sideways jumping, hop-scotch, crawling. You can also change the layout of the hoops to zig-zag, or wider spaces.

**The Hula Toss** – lay out a range of cones in a space. Ask the children to toss the hoop (safely, ensuring all other group members are behind the child) over the cones. You can add numbers to the cones to encourage a child to add up their scores at the end, bringing in a numeracy element to the game.

**Bag-a-Hoop** – lay out your hoops in a space as desired. Ask the children to stand in an identified space and throw bean bags into the hoops. You can add letters/words/numbers into the hoops to encourage elements of literacy or numeracy into this activity.

**Hula Walk** – Ask the children to lay the hoop on the floor in front of them, then step into the hoop and pull it over their head with both hands. This is a great game for helping to develop coordination, and body awareness.

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Activity Card E

Spider’s Web – an activity for home and school

How to play:

This game is a really fun way to encourage children to work together as a team and problem-solve their way through this Spider Web challenge. It will encourage them to develop their body awareness and work on their balance and coordination skills, whilst carefully processing and carrying out planned movements. In particular, it encourages children to “slow down” with more careful, thought-through movements.

Ask the children to sit in a circle. Ask them to hold 1 end of a rope each, and pass this to someone on the other side of the circle. If able, repeat this with children using their other hands. This will make a complex web of rope! A group member has to work out how to make their way into the middle of the “spider’s web”, then back out again.

What you will need:

- Group of at least 6 members
- 6-12 lengths (approx 1-2m length) of string/rope
- A large space
Let’s Move On Back to class / self-calming ideas

Why is it important?

It is important to schedule time to take the children through a short back to class/self-calming activity as:
- It can help the child to calm themselves before going back into the classroom.
- It can help signify the close of the group session, in order to move smoothly back to class/next activity.
- It is important in helping muscles cool down particularly if the session has been an active one!

Back to class/self-calming ideas

– print and laminate these picture prompts to support your back to class/self-calming activities

[Images of various self-calming activities: Chair Push Ups, Circle Arms, Wall Push Ups, Head Press]
Mindfulness ideas and resources for home and school

There are many online resources around “mindfulness” which are ideal for using as back to class/self-calming strategies. The following ideas are adapted from a useful website resource. They can be used to encouraging independence with self-calming in a group or at home. They can also be used within the classroom environment as a whole class.

1. **Mindful Smelling.** Gather a handful of household/classroom items for your children to smell e.g. fruit, honey, fresh herbs. Encourage them to think about how they feel as breathe in each one. (“The mint makes me feel energetic.” “The vanilla makes me feel relaxed.”)

2. **The Happy/Sad Shuffle.** Get comfortable. Turn on a shuffle of songs and, one by one, identity whether each is a happy or sad song. See if your children can put a finger on what makes them think it’s sad or happy, like the pace, volume, and pitch of the notes. Finish the song if they’re enjoying it, or skip ahead to the next one and repeat. This is a great exercise to do during quiet time or as a wind-down before bed.

3. **Active Listening.** Encourage your children to be silent for several moments and identify every sound they can hear e.g. breathing of yourself/others, birds outside, cars passing, sounds from the classroom next door.

4. **Animal breaths.** Lie down on your backs with a favourite stuffed animal, or a PE beanbag in your arms. Encourage the object rise and fall as they slowly inhale and exhale. Learning to focus on breathing is a great life skill, but a visible cue, to focus on can help.


Other ideas include:
- Try YouTube for relaxation audio programmes (always screen these for suitability beforehand)
  - [https://www.youtube.com/watch?v=KF52txZvUsA](https://www.youtube.com/watch?v=KF52txZvUsA)
  - [https://www.youtube.com/watch?v=xhWDiQrC1Y](https://www.youtube.com/watch?v=xhWDiQrC1Y)
- Try creating a mindfulness colouring-in-station using mindfulness or standard colouring in books
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Resource Ideas: available from http://www.twinkl.co.uk/
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Resource Ideas:

Below created by Occupational Therapy for Children and Young People

Brushing your Teeth

1. Turn on the water, put your toothbrush under the water, turn off the water.
2. Take the cap off the toothpaste. Put toothpaste on toothbrush. Close cap.
3. Brush your teeth. Top teeth and bottom teeth.
4. Spit the toothpaste into the sink; turn on the water and rinse out your mouth.
5. Turn off the water and dry your hands and face.
6. Put your toothbrush and toothpaste away.
Let’s Move On

Resource Ideas
Below created by Occupational Therapy for Children and Young People

Chair Push Ups
Circle Arms
Wall Push Ups
Head Press

Good Sitting

😊 Feet flat on floor
😊 Bottom to the back of chair
😊 Sit up straight
😊 Hands on desk ready to work

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