

EXAMPLES OF GROUP PLANS

Some important tips to remember:

- Activities should be presented with discretion and under close supervision.
- It is useful for some of the competitive games to have an established starting and ending sound (e.g. Double clap, whistle or triangle) to ensure that the games are controlled.
- Shoes should be removed for groups (be careful of slipping if wearing socks).
- The first couple of activities include flexion (curling up) and extension (lying on the back or tummy and coming up against gravity). These can both be tiring and it is advisable to give children a break between the two. It can be useful to send the children to get the next bit of equipment (e.g. set out skittles etc) between the two tasks. Their endurance may be very short initially and therefore you may need to build up resistance over time.
- The quality of movement is often more important than the product. Try using the same activities and then asking children to do them slowly (like being underwater or in Space) and faster.

It can be very helpful to chart a child's progress through the group, documenting how long a child can maintain the set position/activity for. This can be a good way to develop self-esteem.

We have included examples of 4 sessions using exercises or structured games. The final (fifth) session is using the game "shipwrecked" to include the exercises required. Feel free to experiment using your own ideas and games. Use the activity ideas listed in the "Gross Motor Building Blocks" (section 9) for further ideas or alternatives. We would recommend that these activities be done on a regular basis (minimum of x1 per week) to ensure development of these skills. We estimate the sessions to last approximately 30 minutes (depending on size of group).

Session 1:

Equipment needed:

Mats
Hoops
Beanbags

Specific precautionary measures:

Activities to be done with supervision and with the discretion of the supervisor.

Flexion:

Bunny hops. Start bunny hopping in a straight line and later move onto curved or zigzag lines. Squat low on heels and place palms down to the floor, move hands forward and bring feet forward between the hands.

Extension:

Crab walking. Try walking backwards, forwards and to the side. Also try putting a bean bag on the tummy and see who can crabwalk without dropping it.

Rotation:

Place hoops into a circle formation and have each child sit in a hoop, facing the centre. See if the whole group can move into the next hoop by first putting both hands into the hoop next to them and then moving over completely to the next hoop. You may want to try a spare hoop in between each child initially and then a child per hoop.

Girdle Stability:

Two children kneeling on hands and knees alongside each other. Without taking hands and knees off the mat, see who can push the other one over first (by pushing sideways).

Bilateral Integration:

Clapping games (refer to section 9).

Fine Motor

Open jars of different sizes to get beads/ fine motor toys

Session 2:

Equipment needed:

Mats

Large ball (soft). Can grade to using smaller balls as skills progress

Clothes pegs (different sizes)

Specific precautionary measures:

As Session one

Ensure children sit on the mats for extension and girdle stability exercises

Flexion:

Children to act out an animal as in the “flexion activities/animal shapes” - section 9

Extension:

Try playing aeroplanes where the children lie on their stomachs with their head and legs lifted off the ground (straight knees) with arms up and out to the sides. Ask the children to make the aeroplane noise and see who can keep that position for the longest. Aim for roughly 20 seconds without dropping arms or legs. You could later use this position on scooter boards for “skydiving formation”

Rotation:

All the children lie in a row, on their backs, about one metre apart. Each child has to keep their arms by their sides and bottoms on the floor whilst they pass a big ball to each other using their feet only. (If this is too difficult keep legs on the floor and use only hands to pass balls to each other.)

Girdle Stability:

Children in pairs on the mat. Sit crossed-legged facing each other holding their partner’s elbows or clasping their hands together. See who can pull the other one over. Make sure that they have to listen for a whistle or other sound before starting so that they get an equal chance.

Bilateral Integration:

Simon Says – ensure you ask the children to cross over arms and legs and get into both symmetrical and asymmetrical postures.

Fine Motor:

Position different size clothes pegs around a box using a pincer grasp between thumb and index finger. How quickly can 10 pegs be correctly placed?

Session 3

Equipment needed:

Mats
Large lightweight ball
Skittles
Lego

Specific precautionary measures:

Shoes must be removed.
Supervision needed especially for girdle stability exercises

Flexion:

Children to lie head to toe in a line. A large lightweight ball is to be passed from feet to hands to the feet of the next child (refer to flexion activity in section 9). This can be done both forwards and then backwards along the line. When the group have got the idea, time how long it takes and see whether they can improve their record without cheating!

Extension:

Children to lie on their tummies and catch a large lightweight ball that is rolled to them. Then roll to knock over skittles (while still lying on tummy).

Rotation:

Throwing and catching ball games – ensure the ball is thrown to one side of the child so they must cross over the midline of their body to catch it. By using a large ball you will ensure that they will use two hands to catch.

Girdle Stability:

Children to sit on the mat, in pairs, with arms folded facing each other. Their legs to be straight out in front of them touching the other's feet. Once they hear the starting cue they should try and push each other over with their feet only. Their feet should only touch the others feet and no other place!

Bilateral Integration:

Skipping with a skipping rope

Fine Motor:

Use lego pieces to construct a model

Session 4

Equipment needed:

Mats
Bean bags
Hoops
Skittles

Specific precautionary measures:

As session one

Flexion:

Children on their backs (on a mat) head to head, holding hands. See if they can lift legs so that feet touch their partner's feet. See how long they can hold this position for.

Extension:

Lie on tummy and throw 10 beanbags into a hoop held still by two other children (at least a metre above the ground and two meters away from the child on his tummy). All children should get a turn to hold the hoop and throw beanbags. It may be useful to hand the beanbags to the child one at a time so that 10 beanbags are not rushed all at once.

Rotation:

To knock over a line of skittles by child rolling. Roll in a line with the arms above the head

Girdle stability:

This will be achieved in the extension exercise by holding the hoop just over shoulder height for 10 beanbag throws at a time.

Bilateral integration:

Clapping games. (Refer to Section 9)

Fine Motor: Children to go into pairs.

One child to hold a piece of card between thumb and index finger (index finger on top surface of card), whilst the other child attempts to pull out of hand using the same grasp. This develops finger strength.

Session 5

“Shipwrecked theme”

The beauty of using a game such as Shipwrecked is that you are able to use your imagination. You are also able to include the ideas in any order and repeat the ones which require more practice and include plenty of listening skills. Try including the following ideas:

Flexion:

Scrub the decks on all fours

OR

Roll into a ball to hide

OR

Lie like a turtle on their back

Extension:

Place a container into the centre and have all the children lie on their tummies around and facing it. They can throw beanbags (treasure) into the container (treasure chest).

OR

Pulling themselves up to the wall bars along a sloping bench.

OR

Crab walking

Rotation:

Children sitting in a line one behind another each other with legs apart. To work as a team by all pulling rope on the left and then the right.

OR

Have children sitting next to each other in a line and passing treasure to each other without lifting their bottom off the floor. Children should be seated about 60cm apart. A bench could be used for the children to sit on. A nice heavy bag (e.g. an old pillow slip filled with 1kg of sand) would also be useful for joint stability.

Girdle Stability:

Tug of war

OR

Pulling a rope tied around a really heavy piece of equipment (e.g. Horse) that they have to salvage as a team.

OR

Scrubbing the decks

OR

Climbing ladders

Bilateral Integration:

Try “Pirate says” instead of Simon Says. Include marching, standing on one leg, star jumps, skipping and having to do a sequence of things.

Fine Motor:

Find “buried” treasure in a large bucket of sand. Blindfold the child to ensure they rely on “feel” rather than their vision to find the treasure.