

Cool Kids Programme

for Primary School Pupils



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Foreword

Cool Kids developed out of years of experience as an occupational therapist working with children and giving advice to parents and teachers. Bentley West Primary, Walsall, approached me in 2002 to draw up a teacher-friendly exercise programme to support underachievers in school. Wolverhampton LEA supported the introduction of the programme in schools across the borough in 2003. The use of Cool Kids expanded from junior school underachievers to encompass nursery and reception classes, infants, junior and high school pupils. The programme has been flexible enough to be used successfully in special schools and units. A class of children with severe learning difficulties took part in a daily exercise group for a year, based on the first three weeks of the programme. Their teacher reported improvements in their ability to settle into class, in paying attention and in cooperation during dressing and other care activities.

My thanks to the many children and teachers in Walsall and Wolverhampton, who have used the programme and reported back on the fun element of the exercises, as well as the changes it helped to achieve for the children. Education staff and parents reported improvements in motor ability, confidence, concentration and academic learning.

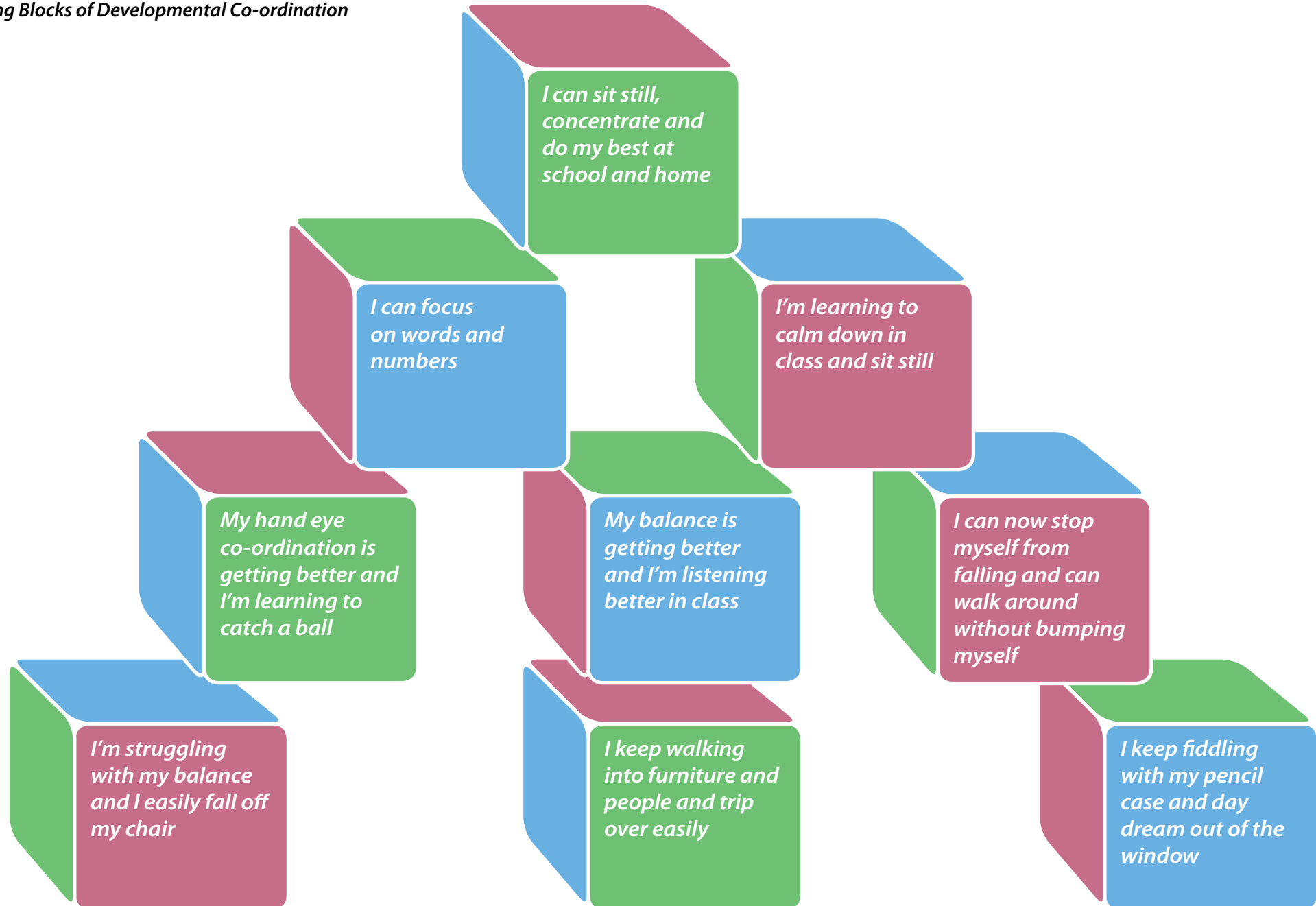
The programme is available for anyone who wishes to use it. The Royal Wolverhampton Hospitals NHS Trust and Wolverhampton City PCT and Wolverhampton LEA should be acknowledged along with myself as developers of the programme.

It is very pleasing to know that children are still benefiting and enjoying being Cool Kids!



Joy High BScOT, MPhil

Building Blocks of Developmental Co-ordination



Cool Kids for Primary School Pupils

Introductory Notes

- 1 Please use these notes as lesson plans. They form a structured course which takes the children through the stages of development, starting with working on their backs (supine), tummies (prone), sitting, kneeling and then standing. With some children progress to the next stage may take longer than for others. Do not be afraid to repeat activities from previous sessions. From then work is done on balance, bi-lateral movement (crossing over from left to right sides, and vice versa) and co-ordination.
- 2 Please do not underestimate the assessment. Schools who do the assessments are able to see children's progress and this re-iterates the importance of this routine. Schools have also been able to use these results to attract funding to help pay for TA salaries to run the sessions.
- 3 Each lesson is organised into 3 sections: warm up time (using 'In the Pond, On the Bank', Simon Says, etc), work on specific area, (middle section) and ending with a relaxation session.
- 4 Lots of schools use music for their Cool Kids sessions and find it helps the children with their sense of timing and hence co-ordination. Music can also help to keep sessions fun thereby holding children's attention for longer! Suggestions for the warm up are T Rex, We Love to Boogie; Abba, Dancing Queen and Madness, Baggy Trousers.
- 5 Relaxation is easily skipped through to move the children on to their next lesson. Please give them time to relax fully (not something many children do easily in their busy and exciting lives). Lots of children need relaxation strategies to help them when they get stressed or cross, to help them to calm themselves down. Many schools use relaxing music for this part of the session. One suggestion of a suitable CD is 'Body & Soul Music to Balance your Life', from 'unionsquaremusic.co.uk', relax 007. (We bought our copy from HMV.)
- 6 Please feel free to contact us at the Gem Centre should you need any more ideas, support, training or more Cool Kids Information for Schools / Activity Leaflets. Telephone : 01902 446303 or email Rosalind.Roscoe@wolvespct.nhs.uk or Sue.Nelson@wolvespct.nhs.uk.

Session 1

Assess the children:

- Consider videoing the assessment as the best way to record the base-line and to look at future change.
- Read the section on scoring systems (page 5).
- You may wish to create your own chart to allow whatever amount of space you need for jotting down what you see. An example is shown on page 6.
- It may be easier to have a small number of children each day to get a good picture of their ability and behaviour.
- Read the relevant section of "The Theory", starting on page 34 e.g. prone (on tummies) position page 42, rolling page 43 or crawling page 45 - to see what difficulties the children may display.

Suggestions of Activities to Use for Assessment:

- 1 Roll across a mat like a sausage roll one by one, note whether they can roll straight or not, note what they do instead.
- 2 Creep across the floor on their tummies (commando crawl). See who can pull themselves along by their arms, or arms and legs reciprocally. Who can move easily and who needs to watch others before they can do it. Watch for asymmetry.
- 3 Crawl on hands and knees across the floor, is it even, smooth, do any collapse?
- 4 Crawl in reverse gear. Who can do it?
- 5 Jumping 2 feet together in a smooth even pattern for 6 jumps.
- 6 Who can jump backwards and still land on both feet at the same time? More able children can be asked to jump 2 feet together in a zig zag pattern and then do in reverse.
- 7 Relax – lying on back for a minute. Who can stay still and who twitches? Note the number of seconds before movement comes in. Can all lie comfortably on their backs?
- 8 Note :
 - ability to listen to instruction

- ability to get their arousal levels right – having fun or are they getting wildly excited with something new / or with movement.
- ability to sort out the space needed for a task.

Cool Kids Scoring System :

5 = correct for age / 4 = one error / 3 = two or more errors / 2 = unable to complete task / 1 = unable to perform

Academic Assessment:


- All school children are monitored for academic progress by means of national scoring systems such as the National Curriculum scores and the SATS results, and by means of local systems such as the Early Years Profile. The best way to show the change made by children doing the Cool Kids programme would be by using these standard measures of development in comparing children on the Cool Kids programme with their peers who are not on the programme.
- Teachers are asked to predict the progress that a specific child may make in an academic year. This prediction could be compared to actual progress to see if the Cool Kids programme has had an impact.
- Longitudinal studies, such as Woodfield's follow –up of nursery children through to year 2, would give much better view of the long term affect of the programme.
- Any of the above must take into account other initiatives within the school that may have had an impact on the academic development of the children.
- There would be value in separating the results of children with motor difficulties from those with purely behavioural difficulties.


Behavioural Assessment:


Change could be identified by means of :


- Feedback from staff parents and the children.
- Informal recording of behaviour such as notes made by teachers.
- Scores on Early Years Profile or P -scores.
- Formal behavioural scoring systems.

Cool Kids Scoring System

Activity	Score	Points to Look For
Rolling	5	Smooth, organized, straight
	4 & 3	Errors: * Flexion, early reflexes * Squiff, early reflexes, watch for self correcting * Body awareness – space – unable to position self * Rhythm, stopping & starting
	2	Starts but doesn't complete
	1	Cannot roll

Activity	Score	Points to Look For
Creeping (commando crawl)	5	Smooth, organized, straight – head up, legs straight. Bilateral – arms do the pulling, legs straight Reciprocal movements – arms and legs moving rhythmically
	4 & 3	Errors : * Flexion; bum up or head down, early reflexes * Asymmetry * Lack of rhythm * Unable to position self, body awareness /space
	2	Starts but doesn't complete
	1	Cannot creep

Activity	Score	Points to Look For
Crawling	5	Crawls reciprocally and symmetrically on hands & knees Rhythm smooth
	4 & 3	Errors: * Cannot assume or maintain position * Uses arms to move and “bunny hops” legs to catch up * Asymmetry * Lack of rhythm * Unable to position self, body awareness /space
	2	Starts but doesn't complete
	1	Cannot crawl

Activity	Score	Points to Look For
Jumping – 2 feet together	5	Smooth, even, rhythmic 2 feet together jumping
	4 & 3	Errors : * Unable to keep feet together when jumping * Loses rhythm * Loses balance
	2	Starts but doesn't complete
	1	Cannot jump 2 feet together

Cool Kids Assessment

Class _____ Date _____ Assessment done by _____

[illegible]

** Sample letter for parents announcing the start of Cool Kids sessions before the start of the school day. (Change so it fits the timings of your sessions.) Parents' assessment could be attached to this.

Date

Dear Parent / Carer

Re: Cool Kids Club

Cool Kids is an exercise programme produced jointly by the Education and Occupational Therapy Departments in Wolverhampton and supported by Smestow School Sports Partnership. Its aim is to enhance children's learning by improving co-ordination, motor development, organisational skills and concentration. The programme was piloted in 2004 with whole classes and the results were very encouraging as children made more than their expected progress in handwriting, written work and reading.

Teacher's comments from participating schools were as follows that the children:

- enjoyed the activities
- listened for longer and their concentration improved
- displayed more confident behaviour
- had better poise
- fidgetted less and kept on task for longer
- developed better motor control.

Several of our staff have received Cool Kids training and we will run this programme for all children in Reception / year 1 / year 2.

As the programme will take place before the school day, children will not miss any of the curriculum. Indeed many schools have reported that another of the outcomes of the programme is that children start their school day more focused and alert.

The first session will begin on (date) at (time) and will run on (list days of the week). The programme will run for 25 weeks and we will inform you of the date of the last session closer to the time.

I should be grateful if you would complete the attached form and return it to the school office, agreeing for your child to participate in Cool Kids. If you have any queries, please see (member of staff).

Yours sincerely

.....

I do / do not give permission for my child Class

To attend the Cool Kids club on (days of week) from (time slot) beginning on (date chosen), and am happy for photographs to be taken by school staff during the sessions.



















Signed Parent / carer Date.....

Cool Kids Programme

Child's Assessment, Child's Name

Cool Kids Club / children working towards being Calm, Confident and able to Concentrate

Please fill in this questionnaire at the beginning of the run by cool kids session, and then at the end of them, so you can see how you have changed by doing the exercises.

How I move around the room Can I calm myself ready to concentrate on an activity either in school or at home? Can I walk around the classroom quietly and calmly? Can I sit quietly when required without fidgeting?	 No I struggle with this	 Often I can	 Yes I can do
How do I concentrate Can I sustain concentration during lessons (listening and completing work correctly)? Can I sustain concentration when reading at school / at home and when completing homework?	 No I struggle with this	 Often I can	 Yes I can do
Getting changed before and after PE Can I dress/undress myself, tie my shoelaces or tie for PE/games at school or when getting ready in a morning?	 No I struggle with this	 Often I can	 Yes I can do
Throwing and catching Can I throw and catch a ball? Can I control a ball with my feet?	 No I struggle with this	 Often I can	 Yes I can do
My writing Can I hold my pen/pencil correctly? Can I form my letters correctly and is my handwriting neater? Can I use a lighter touch to draw/sketch?	 No I struggle with this	 Often I can	 Yes I can do
How do I feel after Cool Kids Has my confidence increased? eg in my own abilities during speaking / listening activities in school during PE / games using equipment, volunteering for jobs in school / at home	 No I struggle with this	 Often I can	 Yes I can do
Your Comments			

Cool Kids Programme

Parent's Assessment, Child's Name

Cool Kids Club / children working towards being Calm, Confident and able to Concentrate

Would you help us by providing the following information relating to your child on a 'before' and 'after' basis. Please circle a number of where you feel your child belongs, 5 being excellent and 1 being poor.

	Before Cool Kids	After / Cool Kids sessions
Arousal Levels Being able to calm themselves ready to concentrate on a task, ie homework, family mealtimes and sit quietly when required.	5 4 3 2 1	5 4 3 2 1
Concentration Sustained when reading, completing homework, playing board games etc.	5 4 3 2 1	5 4 3 2 1
Co-ordination Dressing / undressing, laces/ties, playing games, ie football, basketball (hand / eye co-ordination) throwing/catching etc.	5 4 3 2 1	5 4 3 2 1
Fine Motor Control Any changes in holding a pencil / pencil pressure/handwriting, drawing etc.	5 4 3 2 1	5 4 3 2 1
Confidence Ability to complete any task with increasing confidence in own abilities, speaking / listening, PE/games etc.	5 4 3 2 1	5 4 3 2 1
Any Other Comments		

Thank you for taking the time to complete this questionnaire and we hope your child has enjoyed the sessions.

Cool Kids Programme

Class Teacher Assessment. Child's Name

Cool Kids Club / children working towards being Calm, Confident and able to Concentrate


Would you kindly complete the following questionnaire relating to each child in your year group who attended Cool Kids, on a 'before' and 'after' basis.

Please circle a number where you feel the child belongs, 5 being excellent and 1 being poor.

	Before Cool Kids	After Cool Kids
<i>Modulation of Arousal Levels</i>		
Can he enter/leave/walk around a room calmly/settle to a task quietly/sustain focus on an activity without fidgeting or daydreaming.	5 4 3 2 1	5 4 3 2 1
<i>Concentration</i>		
Sustained focus during lessons/listening/ completing work correctly.	5 4 3 2 1	5 4 3 2 1
<i>Agility</i>	5 4 3 2 1	5 4 3 2 1
<i>Balance</i>	5 4 3 2 1	5 4 3 2 1
<i>Co-ordination</i>		
Gross motor incl PE/games, hand/eye (throwing/catching) ball skills (control), dressing/undressing (laces/ties)	5 4 3 2 1	5 4 3 2 1
<i>Fine Motor Control</i>		
Pencil grip/pressure on paper/hand writing/drawing/scissor work etc.	5 4 3 2 1	5 4 3 2 1
<i>Confidence</i>		
Is he able to complete any task with increasing confidence in his own abilities, speaking/listening, PE/games etc?	5 4 3 2 1	5 4 3 2 1
Any Other Comments		


Session 2

Aim - Body awareness and work on lying on backs

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> Names around the circle - how many start with A, B etc. Sing "Heads, shoulders, knees and toes". <p>2. Supine work (lying on backs)</p> <ul style="list-style-type: none"> Roll the head from side to side. Lift head to look at toes. Move limbs on the floor (Angels in the Snow) : move limbs on command- ensuring that limbs stay in contact with the floor – e.g. one arm, both arms. Move arms raised above the body e.g. <ul style="list-style-type: none"> to circle, / touch together, / touch body parts (e.g. knees, hips, shoulders), / touch floor at side, / above head, /next to hips. Move legs raised off the floor: <ul style="list-style-type: none"> Lift one leg up to right angle lower straight leg, slowly (works muscles harder) touch the floor on the same side touch the floor on opposite side bend knees and straighten up to the sky. Lift both legs –open/close, pedal a bike, vary speed using idea of going up and down a hill. Flex knees, grasp with both arms and roll side-to- side. Hold toes: rock side-to side and head-to-bottom. Walk around the hall on heels. <p>3. Relax – lying on backs aim at 30 seconds, palms facing upwards. Talk through deep breathing: 'breathe in...hold...breathe out.'</p>	<p>Quality of movement.</p> <p>Ability to move one limb without the rest of the body following.</p> <p>Ability to lie flat.</p> <p>Ability to listen.</p>	

Session 3

Aim - Body awareness and work on lying on backs and tummies

Activities	Watch for	Equipment
<p>1. Warm up Sing the "Hokey Cokey".</p> <p>2. Supine / Prone</p> <ul style="list-style-type: none"> Stretch to full size. Flex to smallest size. Lie in prone in a circle to pass beanbags, rings or balls hand to hand, (when the children need more of a challenge ask them to pass left to left or right to right – mark right wrists with wool, if needed). Prone & supine <ol style="list-style-type: none"> Roll the head from side to side. Lift head to look at toes. Move limbs on the floor (Angels in the Snow). Move arms raised above the body, eg to circle, touch body parts, above head. <ul style="list-style-type: none"> Do the above with a beanbag or hoop in hand to emphasise the movement. Point the toes straight or towards the ceiling – watching them and then without looking. Move legs raised off the floor: <ul style="list-style-type: none"> lift one leg up to right angle lower to straighten leg and touch the floor on the same side / touch floor on opposite side / bend knees and straighten lift both legs –open/close, pedal a bike flex knees, grasp with both arms and roll side-to- side hold toes: rock side-to side and head-to-bottom. Jump along a line with one foot on either side. <p>3. Relax – recite some of your school rules. Add 'if you do your best, nobody will be cross with you.' Ask children to think about the lessons they will be doing that day and all the things they will learn.</p>	<p>Quality of movement.</p> <p>Ability to move one limb without the rest of the body following.</p> <p>Ability to lie flat.</p> <p>Ability to listen.</p>	<p>Beanbags</p> <p>Rings</p> <p>Wool to mark wrists</p> 

Session 4


Aim - Body awareness and work on lying on tummies

Activities	Watch for	Equipment
<p>1. Warm up Children standing in a circle, child who has the ball says name of another child then passes or throws the ball to that child.</p> <p>2. Lying children on their tummies (in prone):</p> <ul style="list-style-type: none"> • Lift arms & head – ‘Superman’ position (count to 10). • Lift arms, head and legs (count to 20). • Pass beanbags or rings hand to hand, l to l, r to r. Mark right wrists with wool if the children have difficulty with left & right. • Relay - rolling across floor. • Relay - commando crawl. • Rolling games: <ul style="list-style-type: none"> * try rolling with arms outstretched above the head, or arms folded or clasping a beanbag, or arms at the sides * use different parts of the body to ‘lead’ the roll. Hold beanbag between the knees and lead with the knees, hold against shoulders..., against hips, between feet... * roll up in an old towel or curtain (some children will not want their faces covered, give them the choice) and continue rolling. This helps to get the child rolling as a whole. • More of the prone and supine games from the last two weeks. <p>3. Relax – try “Melt the Ice” - the children curl into a tight ball (frozen in blocks of ice) and gradually uncurl as they thaw.</p>	<p>Who can maintain full prone extension?</p> <ul style="list-style-type: none"> - Impossible - Brief - Flexion at hip <p>Body moving as a whole to roll</p> <p>Leading with head, shoulder, hip when rolling</p>	<p>Ball</p> <p>Beanbag per child</p> <p>Ring per child</p> <p>Pieces of wool to mark wrists</p> <p>Curtain or towel to roll around children</p>



Session 5

Aim - Body awareness and work on lying on backs

Activities	Watch for	Equipment
<p>1. Warm up Game : 'In the Pond, On the Bank'</p> <ul style="list-style-type: none"> Children stand facing line on the floor. Leader commands 'in the pond' → all jump feet together forward jump over line. Leader commands 'on the bank' → all jump feet together back over line. When all can perform the above- Leader gives incorrect commands 'in the bank', 'on the pond' or 'in the pond' when they are already there → children should not move. <p><i>Please do not eliminate the children who make errors – we want them to have plenty of practice at following commands correctly and also do not want to increase their feeling of failure.</i></p> <p>2. Rolling with/ without beanbags</p> <ul style="list-style-type: none"> Roll across the floor, along a series of mats or along a line on the floor – individually or as a relay to fetch and deliver beanbags, toys etc. Move the beanbag whilst in supine and/or prone - let the children decide how they will move the beanbags from one end of the room to the other. 'Angels in the Snow' patterns. Move limbs on the floor on command- ensuring that limbs stay in contact with the floor – e.g. one arm, both arms, but at this stage please don't include left and right commands. Two adults hold a rope on the floor and ask the children to listen to instructions such as: Commando crawl under the rope, over the rope, roll under, put one hand over, one hand under, hand and leg over or under <p>3. Relax. Ask children to tense limbs (like a wooden toy) and go floppy (like a rag doll) and then lie still. Ask to sit up – all those whose name begins with an 'A', or 'B' etc.</p>	<p>Quality of movement.</p> <p>Rolling: straight? Or even?</p> <p>Commando crawl: body flat on floor?</p> <p>Ability to listen</p>	<p>Beanbag per child</p> <p>Rope</p> <p>Mats on which to roll</p> 

Session 6

Aim - Body awareness and work in sitting

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> Game 'Follow My Leader' around the circle with actions. Game : 'In the Pond, On the Bank' <ul style="list-style-type: none"> * children stand facing line on the floor * leader commands 'in the pond' → all jump feet together over line * leader commands 'on the bank' → all jump feet together back over line * when all can perform the above- Leader gives incorrect commands 'in the bank', 'on the pond' or 'in the pond' when they are already there → children should not move. <p><i>Please do not eliminate the children who make errors – we want them to have plenty of practice at following commands correctly and also do not want to increase their feeling of failure.</i></p> <p>2. Lying or sitting</p> <ul style="list-style-type: none"> Pass the quoits / beanbags - over head, under leg.... Rolling & commando crawl. Beanbag in hand - move arm on floor from side to above head and back, move leg-out and back, move both arms or both legs. Ball games in sitting - in a circle: pass a large ball, balloon in a pillowcase, smaller ball or beanbag around the circle using two hands - rotating trunk. <p>3. Relax. Talk to children – imagine they are lying on a lovely soft, fluffy mattress. Ask them to imagine they are slowly and gently sinking into it and how lovely it feels. Head is on a lovely fluffy pillow and they are feeling really heavy.</p>	<p>Quality of movement</p> <p>Ability to plan action</p> <p>Ability to balance in sitting</p> <p>Ability to listen</p>	<p>Quoits / Beanbags - one per child</p> <p>Rope</p> <p>Balls – small & larger - one per child</p> <p>Balloon and pillowcase</p>



Session 7

Aim - Body awareness, bilateral heavy work and bilateral co-ordination

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> Simon says : Hands on heads, one hand on one knee etc 'In the Pond, On the Bank' as sessions 5 & 6. <p>2. Animal walks:</p> <ul style="list-style-type: none"> In prone: move like worms, crocodiles, slugs, seals, crabs or swim across the floor Two-feet together: move like bunnies, frogs, kangaroos Feet reciprocal: waddle like ducks, or hens Dogs and cats : crawl fast or slow Mice : scuttle around quickly Bears : move right hand & right knee simultaneously & then left hand & left knee Monkeys : Go on hands and feet (rather than knees) Inchworms : move hands step by step as far as possible forwards and then legs move forward to catch up In standing: butterflies or birds flutter/fly and horses gallop. <ul style="list-style-type: none"> Marching soldiers : light fairy and heavy giant steps (not quite animal walks, but worth doing). Move around freely - changing according to command including forwards or backwards. Use animal walks for relays with beanbags, follow my leader, or going along the rope laid down on the floor (or just painted line on the floor). Sitting games. In a circle: pass a large ball, balloon in a pillowcase, smaller ball or beanbag around the circle using two hands - rotating trunk. Later (for year 1 upwards) increase the challenge by passing with right-hand or left-hand only and then in more complicated patterns. <p>3. Relax. Ask children to imagine that they are on a cloud in a story. Lift them slowly up into the sky, seeing their school, home, up, up, up they go. Allow them to meet someone who they have always wanted to meet. Ask them to remember how they feel. Bring back slowly to earth, seeing their home, school, trees, familiar cars etc. After relaxation, ask them who they met, and how it felt when they were with that person.</p>	<p>Ability to use two sides of the body together symmetrically.</p> <p>Follow commands quickly.</p> <p>Keep the sequence of movement going.</p> <p>Sort out the motor planning to go backwards.</p>	<p>Beanbags.</p> <p>Balls – large and small.</p> <p>Pillowcase and balloon.</p> <p>Rope.</p>



Session 8

Aim - Body awareness, bilateral heavy work, bilateral co-ordination and work on long sitting and four point kneeling

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> 'In the pond/on the bank' - as frogs, as described in weeks 5 and 6. <p>2. Passing the ball around the circle, across the circle or between two rows with children lying in prone (or in long sitting or in four-point kneeling).</p> <ul style="list-style-type: none"> Push the ball to partner using head only (hands stay on the floor). Animal walks : Ducks or hens - hold ankles while crouched down so feet move reciprocally. Bunnies, frogs or kangaroos - jumping so feet move together. Ask children to move forwards, backwards, sideways on command. Play ball games in prone (lying on tummies) in a circle or in pairs using two-handed bats. (To make a two-handed bat – you need two large plastic pop bottles. Cut the bottom ends off. Fill one with crunched -up coloured paper. Insert this bottle into the base of the other one and tape firmly to ensure they stay together and have no rough edges). Follow my leader: gives plenty of opportunities for watching other people move and to copy with own body. Being the leader adds a different dimension. In a circle: each child has a turn to do an action: 'touch the floor', 'turn around', 'touch my head' and then all copy. Each has a turn to say what the next action will be, then do it and all copy. A set rhythm such as 'stamp, stamp.....' or 'clap, clap.....' before the action words helps the flow of the activity. <p>3. Relax. At end of this session, ask children to bring some ideas of a relaxation to the next session.</p>	<p>Ability to use two sides of the body together symmetrically & alternating.</p> <p>Follow commands quickly.</p> <p>Keep the sequence of movement going.</p> <p>Motor planning..</p>	<p>Bat and Ball per child</p> <p>Large ball</p> <p>2 handed bat made from 2 pop bottles, with crunched up paper inside</p>



Session 9



Aim - Body awareness, bilateral heavy work and bilateral co-ordination

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> 'Angels in the Snow' patterns. Move limbs on the floor on command - ensuring that limbs stay in contact with the floor – e.g. one arm, both arms, and try left/right hand/leg. <p>2. Skipping Rope Activities</p> <p>Jump the shot</p> <ul style="list-style-type: none"> The rope needs to be controlled by adults who will not suddenly jerk the rope and trip the child The child needs to learn to jump over a rope which is lying flat on the floor- jump forwards 2-feet together, backwards 2-feet together and sidewise 2 feet together. The child needs to learn to jump over a rope which is raised slightly above floor-level – this can be raised very gradually. The child needs to learn to jump over a moving rope: <ul style="list-style-type: none"> "Cups & saucers" or "rock the baby" where the rope is rocked from side to side without any complete turn of the rope being done. Skipper enters the rope and jumps the rope at least twice and then exits. The height of the rope can be gradually raised. Smooth back and forth motion. Snakes and ocean waves. The adult can adjust the timing to ensure some success for each child. Jump shot: A rope with a weight on the end (quoits or rings are easy to attach) is swung around by the adult and the children take turns to step in and jump over as it gets to them – later several children can jump as the rope rotates. <p>Play in supine (on backs) holding hoop in hand and circle above head, touch together, touch body parts (knees, hips, shoulders) touch floor at side and hold next to hips.</p> <p>Animal walks to fetch beanbags, relays, follow my leader.</p> <p>Throwing beanbags in lying, sitting, crawling to each other, at and into targets.</p> <p>3. Relax. Ask children, or one nominated child to present their ideas for relaxation. (Last week they were asked to prepare for this.)</p>	<p>Ability to use two sides of the body together symmetrically & reciprocally.</p> <p>Follow commands quickly.</p> <p>Keep the sequence of movement going.</p> <p>Motor planning.</p>	<p>Rope - with weight on end</p> <p>Hoop per child</p> <p>Beanbag per child</p>




Session 10

Aim - Body awareness, bilateral heavy work and bilateral co-ordination

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> Thousand legged worm All the children except one form a circle, with the one remaining child standing in the centre. As the verse is sung, the circle moves round in one direction and the lone child moves round in the other direction. When they reach the chorus, both the circle and the single child stop, and she faces whoever she is opposite and they BOTH hop on one leg while they (and everyone else) sings the chorus. Then the child who was selected joins the first child in the centre and everyone carries on singing, moving round in opposite directions. At the end of the repeat, BOTH children choose someone to hop in front of, and the song carries on thus, the inner circle increasing and the outer decreasing until everyone is hopping! (Try it, it's fun!) <p>I'm a thousand-legged worm and I've lost a leg Has anyone seen that leg of mine? If it can't be found I will have to hop around On the other nine-hundred-and-ninety-nine (Chorus) Ninety Nine! Ninety Nine! On the other nine-hundred-and-ninety-nine! If it can't be found I will have to hop around On the other nine-hundred-and-ninety-nine! (Repeat until everyone has joined in the hopping).</p> <p>See clip on You tube for setting the words to the tune.</p> <p>2. Animal walks – introduce crabs, seals and inchworms.</p> <p>Jumping over rope - cups & saucers – smooth back and forth motion – later snakes and ocean waves. The adult can adjust timing to ensure some success.</p> <p>'Move and Freeze' – Allow either free movement, or in a particular manner such as crawling or fluttering like butterflies. Command 'move' or 'start' and then 'freeze' or 'stop' for immediate cessation of movement and holding of position.</p> <p>'I Wrote a Letter to my Love' or other such singing and moving games: using animal walks.</p> <p>3. Relax</p>	<p>Ability to use two sides of the body together.</p> <p>Follow commands quickly.</p> <p>Keep the sequence of movement going.</p> <p>Sort out the motor planning to go backwards.</p>	<p>Rope with weight on the end</p>  


Session 11

Aim - Bilateral actions with timing, sequencing, sitting and kneeling

Activities	Watch for	Equipment
<p>1. Warm up 'Simon Says.'</p> <p>2. Row Row Row the Boat with hoops. Sitting or kneeling – in pairs. Encourage firm sustained pulling and pushing rather than jerking and shoving. The challenge is for both to stay up as long as possible.</p> <p>Animal walks on / through obstacles / over rope, along rope, relays with bean bags.</p> <p>'Angels in the Snow' - lying on backs to move both legs, both arms, one leg or one arm - keep limb in contact with the floor.</p> <p>Any of the exercises from previous sessions in lying - on their backs (supine) or on their tummies (in prone), such as hoops, hitting the ball with two-handed bats, rolling races, commando crawling.</p> <p>3. Relax</p>	<p>Timing, sequencing of actions.</p> <p>Use of two sides of the body with good co-ordination .</p>	<p>Hoop per child</p> <p>Bat and ball per child</p> <p>2 handled bat per child</p>
		


Session 12

Aim - Bilateral actions with timing, sequencing and work on sitting

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> 'Angels in the Snow' – challenge them to getting right and left correct –help with clues if they're still finding it hard. <p>2. Jumping the shot Rope with quoit or ring attached (as per session 9).</p> <p>Rolling or animal walks - forwards, backwards, right or left.</p> <p>Crawling: Crawl through tunnels, humped-up gym mats, hoops held by adults or cardboard boxes open at both ends, or under chairs.</p> <p>Any of the exercises from previous weeks in sitting passing the ball around the circle.</p> <p>3. Relax</p>	<p>Identifying L & R quickly.</p> <p>Ability to move limbs in contact with floor and return to start.</p> <p>Timing of jumping over shot.</p>	<p>Rope with quoit attached</p> <p>Tunnels</p> <p>Hoops</p> <p>Gym mats or chairs</p> <p>Large cardboard boxes</p> <p>Ball</p>
		


Session 13

Aim - Bilateral actions with timing, sequencing and work on long sitting

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> Animal walks around the room. <p>2. Clapping games in sitting or kneeling</p> <ul style="list-style-type: none"> Clap own hands to music or rhythm. Slap own legs, knees, shoulders, hips, elbows to music. Two steps eg. clap own hands, slap thighs... Two step sequence eg. clap hands x2, slap thighs x2... Three step sequence. Cross the midline eg. clap, cross arms, slap thighs. Clap partner's hands – start with simple symmetrical patterns. <p>Shuffle in long sitting into centre of circle and out again reciting months of the year or the 5x table.</p> <p>3. Relax</p>	<p>Ability to sort timing and sequencing of actions</p> <p>Smooth symmetric movements</p> <p>Sense of timing</p>	<p>CD and suitable music clapping games</p> 


Session 14

Aim - Timing and sequencing

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> 'Hokey - Cokey' / 'Simon Says'. Challenge to get right and left correct. <p>2. Progressive action</p> <ul style="list-style-type: none"> Progressive action in sitting, such as children in a circle: each has a turn to do an action and say the words along side "touch the floor", "turn around", "touch my head" and then all copy. Each has a turn to say what the next action will be, then do it and all copy. A set rhythm such as "stamp, stamp....." or "clap, clap....." before the action words and action helps the flow of the activity. One person performs an action and is copied by the person sitting or standing next to them. Starting the next action before the first is completed by everyone in the circuit adds to the complexity of the game. Jump the shot - skipping activity. 'Angels in the Snow' - left & right, try lying with eyes closed or in supine (on their backs). Hand clapping games. <p>3. Relax</p>	<p>Ability to remember sequences</p> <p>Timing</p>	<p>Skipping rope with quoit attached</p> 

Session 15

Aim - Timing and sequencing

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> Animal walk with obstacles like the tunnel and benches. <p>2. Skipping and rope activities, as done in previous weeks</p> <p>Pass the ball in sitting, crawling position, standing.</p> <ul style="list-style-type: none"> Lie on prone to roll the ball to someone across the hall (two handed bats). <p>Mirror images, in pairs, whilst sitting or kneeling: One child leads, slowly moving hands in symmetric patterns while the second child follows with hands touching.</p> <ul style="list-style-type: none"> As above but with hands 3cm apart. Gradually bring in bigger and more complex patterns including asymmetry. Work on control rather than trying to catch each other out. <p>3. Relax</p>	<p>Symmetry</p> <p>Smoothness of movement</p>	<p>Tunnels</p> <p>Benches</p> <p>Long skipping rope</p> <p>A large ball</p> <p>Two handed bat and ball per child</p> 

Session 16


Aim - Left and right. Listening

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> 'Simon Says'. <p>2. 'Tangles' (this is for the older and more able children who are learning to identify 'left' and 'right'): Sit in a circle: first person does an action 'right thumb on nose' - all copy, next person adds an action – 'left hand on left hip', each consecutive person adds another action while all maintaining all previous positions. The game goes on until no more actions can be devised or people start falling over! Next person starts a new round. Remind the children that feet, knees, elbows as well as fingers can be used.</p> <p>'In the Pond / On the Bank'.</p> <p>Kneeling games:</p> <ul style="list-style-type: none"> * Ball games in pairs, in a circle or line as used in all the earlier postural positions (sitting, crawling and kneeling). * In pairs do pulling, pushing games e.g. row-the-boat with a hoop or tug-of-war, encourage firm sustained pulling and pushing rather than jerking and shoving. The challenge is for both to stay up as long as possible. <p>Toe touching - check all can touch toes without bending legs in standing and sitting.</p> <p>Skiping games:</p> <ul style="list-style-type: none"> * Jump the shot: A rope with a weight on the end (quoits are easy to attach) is swung around by the adult, and the children take turns to step in and jump over as it gets to them; later several children can jump as the rope rotates. * The child needs to stand in front of the rope (held by two adults or one adult and a fixed attachment). The rope is turned slowly over the child and he is encouraged to jump as it arrives in front of his feet. <p>3. Relax</p>	<p>Ability to identify left and right</p> <p>Firm sustained pulling & pushing (no jerking or shoving)</p> <p>Ability to touch toes</p>	<p>Wool to mark wrists</p> <p>Balls</p> <p>Hoops</p> <p>Skiping rope</p> <p>Quoits</p>



Session 17

Aim - Bilateral co-ordination and work on kneeling

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> Parachute. Make waves, children take turns to run under, crawl under or over (beware – some children do not realise that the floor is hard under the parachute – stay close to the floor to avoid bumps). <p>2. Kneeling games</p> <p>Children in pairs facing each other.</p> <ul style="list-style-type: none"> One child leads slowly moving hands in symmetrical patterns and second child follows with hands touching. One child leads slowly moving hands in symmetric patterns and second child follows with hands 3cm apart. Gradually bring in bigger and more complex patterns including asymmetry. Work on control rather than trying to catch the other child out. <p>Skipping games :</p> <ul style="list-style-type: none"> Either with individual skipping ropes or using one large one, the child is gradually encouraged towards more rhythmic jumping: the child can then learn to run 'through' the rope then the child can run in and jump and run out <p>Introduce songs and rhymes.</p> <p>3. Relax</p>	<p>Bilateral co-ordination</p> <p>Ability to listen and move quickly</p>	<p>Parachute</p> <p>Skipping rope - either one per child or one for the group</p> 

Session 18

Aim - Ball skills in kneeling, standing and sitting

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> • 'Hokey Cokey' - left & right (mark wrist if need be). • Standing games: walking on toes, heels, with stiff legs, without lifting feet off floor. Also: walking backwards. <p>2. Throwing and catching a beanbag kneeling or standing. Alter the weight and texture of the beanbag used.</p> <p>Sitting games – long legged/ cross legged:</p> <ul style="list-style-type: none"> • Stretch fingers towards toes, try to keep knees on floor. • Tap fingers all along outstretched legs and down to toes. • Sit in a row with first child facing forwards and the next facing backwards – pass the ball over head or stretching forwards to next child. Last child jumps two feet together, hops, walks on heels or any other mode of movement other than walking / running to get to the front of the line with the ball. • In a line: pass the ball over heads, roll or pass it down the side to the next child. Alternating sides would make it more complex. • Ask the children to sit in a circle and pass the ball around the circle using feet only. • In pairs lean back on hands and push the ball to partner using feet only. • In pairs – lean back on hands and pick the ball up with feet to throw to partner. • In pairs- 'Row the Boat' by holding onto two sides of a hoop and moving in synchrony. <p>3. Relax</p>	<p>Balance in standing</p>	<p>Beanbag per child</p> <p>Balls</p> <p>Hoops</p>



Session 19


Aim - Ball skills

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> 'Hokey Cokey' - left & right (mark wrists if need be). <p>2. Play clapping games whilst in kneeling:</p> <ul style="list-style-type: none"> Counting claps to rhythm. Clapping with one hand only. Clapping partner's hands and then own in a rhythm. <p>Ball bouncing games: Bounce a large ball to the child, to pat back or to catch and bounce back.</p> <ul style="list-style-type: none"> Mark a cross on the floor in front of the child's feet and help him to drop the ball onto it and catch it on rebound (children often throw a ball at an angle or far too hard for the possibility of catching it again). Bouncing the ball off a wall – allowing it to bounce before catching it. Bouncing a ball off a wall and catching without a bounce. Introduce a variety of challenges- 2 bounces, ball thrown under a leg to the wall etc. <p>3. Relax</p>	<p>Balance in kneeling</p> <p>Ball skills</p>	<p>Large ball</p> <p>'X' marked on the floor</p>




Session 20

Aim - Ball skills

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> Parachute - make waves for children to crawl or run under. <p>2. Beanbag activities</p> <ul style="list-style-type: none"> Throw the beanbags along the line and into a box. Throw beanbags through a hoop. Standing and walking balance : <ul style="list-style-type: none"> *walking on toes, on heels, with stiff legs, without lifting feet off the floor *mirror image and clapping games. <p>Animal walks</p> <p>Clapping games</p> <p>Beanbag activities</p> <ul style="list-style-type: none"> Use a variety of weights and textures of beanbag for children to throw and catch in prone, sitting, crawling, kneeling and standing. (Could some of the children stand on one leg to throw / catch?) <p>3. Relax</p>	<p>Ability to catch</p> <p>Ability to throw accurately</p> <p>Balance in standing</p>	<p>Parachute</p> <p>Beanbag per child</p> <p>Box to throw the bean bags into</p> <p>Hoop per child</p> 

Session 21

Aim - Beanbag catching and throwing and Balance in standing

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> Parachute - make waves for children to crawl or run under. <p>2. Beanbag activities</p> <ul style="list-style-type: none"> Beanbag on head, on foot, on shoulder to take it to throw in hoop <p>Balancing on rope, one foot in front of the other- walking backwards, forwards, sideways, crossing over.</p> <p>Hopping: along a line – change feet, move in hopscotch patterns.</p> <p>3. Relax</p>	<p>Ability to control movement and retain position of beanbag</p> <p>Balance while hopping</p>	<p>Parachute</p> <p>Beanbag per child</p> <p>Hoop per child</p> <p>Rope</p> 


Session 22

Aim - Beanbags throw and catch

Activities	Watch for	Equipment
<p>1. Warm up</p> <ul style="list-style-type: none"> • Use any which your group has enjoyed from previous sessions. <p>2. Beanbag activities</p> <ul style="list-style-type: none"> • Throw beanbags into a box. • Beanbags to each other, 10 catches and move back one step... • Hopping to fetch the beanbags. <p>Hopscotch patterns - 1, 2, 1 .</p> <p>3. Relax</p>	<p>Who can catch well & who has difficulty</p> <p>Who can hop comfortably on either foot</p>	<p>Beanbags</p> <p>Box to throw bean bags into</p>

Session 23

Aim - Balance and throwing accurately

Activities	Watch for	Equipment
<p>1. Warm up - Simon says</p> <p>'Stop'- 'Go' games in a variety of movement methods (e.g. walking on heels and animal walks).</p> <p>2. Beanbag activities</p> <ul style="list-style-type: none"> • Beanbag on head, foot and shoulder, and throw in box • Hold beanbag on shoulders and crawl round the room. <p>Free activity</p> <ul style="list-style-type: none"> • Whatever they have enjoyed most – do several sessions of 'by popular demand!' <p>3. Relax</p>	<p>Can they stop</p> <p>Can they hold a position</p> <p>Timing sequencing</p>	<p>Beanbag per child</p> 

Session 24

Reassess the children. Follow similar format to that of Session 1, the initial assessment, to gauge improvements in children. Some schools have also asked the parents, children and class teachers if they have noticed any changes since the start of the programme.

Session 25 onwards :

- Encourage the children to choose their favourite activities, maybe use music for dance.
- Allow plenty of practice of any activity that they still find challenging.
- Work through the development of skipping and ball catching/throwing.
- Include any games the children enjoy or that you know would help them to develop their motor skills.

Cool Kids Programme - The Theory

Children working towards being Calm, Confident and able to Concentrate

The Cool Kids programme was devised principally as an opportunity for children with poor motor ability to catch up on foundation skills. This seems to be possible throughout infants and junior school and into secondary school. The programme has successfully been used for whole classes of Nursery and Reception children, who are developing their basic motor skills before the introduction of more complex movement. Adaptations of the programme are also being developed for special school application.

All children need exercise:

- Getting fit and keeping fit is high on the national agenda, both for children and adults. 20 - 30 minutes per day has been suggested.
- Avoiding obesity is a national target.
- Motivation and concentration are also linked to exercise.

Some children find fluid movement difficult

- All main stream schools have children who under achieve, with special schools and units also catering for such pupils. These children may have learning difficulties and/or motor difficulties, with diagnoses such as dyspraxia, autistic spectrum disorders, attention deficit disorders, difficulties with speech and language, dyslexia, learning difficulties. Others have no "label" but just do not perform as well as expected or are somewhat lacking in concentration, motivation and application. These children may not achieve well in PE and games and often try to avoid these activities or misbehave in these lessons.
- These children may well have difficulty with writing, drawing, listening and staying still.
- These children may not be ready for complex exercise regimes such as aerobics or country dancing, and would view these activities as another area of failure.

The Cool Kids programme is aimed at building up the motor skills of under achievers so that they can develop in physical activity and improve their ability to modulate their arousal levels. This would be seen in their ability to calm down and concentrate and thereby become achievers rather than under achievers. There are indications of academic improvement including handwriting.

The programme is based on the following principles:

Body Awareness

- A picture of our body and where it is in space is essential for the development of smooth, organised gross and fine motor control.
- This picture is made up of information from joints, muscles (proprioception) and skin (tactile), letting us know which limbs are where and how much space we are occupying. The brain interprets proprioceptive information (regular repetitive muscle use through organised activity) developing a natural sense of space etc as an essential base for movement. Playing games such as "Move & Freeze", jumping or limb and trunk contact with the floor increases this awareness.
- If a child is not receiving sufficient proprioceptive information, he is likely to try to watch his limbs to ensure that they are doing what he wants them to do.
- Laterality: the understanding of "left and right" on self and others, is based on a good body awareness.

Developmental sequences to put the foundations of movement into place:

- In normal development postural control begins with head control. The child learns to lift his head in prone and begins to focus on objects of interest. Back, neck and eye muscles learn to work together. All our primary school children have been "Lie them on their back" babies, which is done to prevent cot death, but may not have given them enough opportunity to strengthen their back muscles.
- The sequence is: Lying, sitting, four point (crawling), kneeling, standing.
- The children are encouraged to develop postural control by lying in prone (on their stomachs) and supine (on their backs) before working in sitting etc.
- They are encouraged to commando crawl and wriggle on their stomachs, to roll and crawl on all fours in order to:
 1. develop control over early reflex patterns which will help with postural control in sitting and standing
 2. improve their postural control (static and dynamic balance) as a foundation for the ability to sit still
 3. weight bear on their arms and thereby develop stability of shoulder, elbow and wrist in preparation for writing.

Praxis

- Planning new motor actions is dependent on sensory feedback. We rely on proprioception (joint and muscles sense), tactile and vestibular (sense of balance from the inner ear), vision and hearing to tell us if we're getting it right and exactly what adjustments we need to make.
- Children with poor motor planning (praxis) can often perform practiced actions reasonably well, but find new, novel actions much more difficult to master. They need plenty of variety and challenge within their capability e.g. use a variety of weights and size of balls in games. Moving forward might be enough of a challenge to start with, but later moving in reverse may add to the challenge.
- These children may have great difficulty in regulating muscle tone; they throw too hard or too gently. They need lots of practice throwing a beanbag at a target or a ball to another child. To achieve smooth actions; simplify the activity, let them work lying down with objects that are easy to handle. Also give them a variety of weight and size of ball, balloon or beanbag to play throw and catch. In general; make it easier for them by increasing the size of the object, decreasing the speed and noting that objects moving across the floor rather than through the air are easier to track and catch.
- Remember that some children may also have difficulty with ideation (being able to see the play potential of equipment).

- Some children may have difficulty with motor execution (interference with their ability to move) for various reasons:
 1. due to damage to the nervous system such as cerebral palsy.
 2. due to congenital orthopaedic problems such as club foot (known as talipes) or congenital dislocation of the hip.
 3. due medical problems such as painful or arthritic joints.

Bilateral and Sequencing

- Actions such as skipping, hopping and catching a ball require timing, sequencing and rhythm and the ability to use the two sides of the body together symmetrically and/or reciprocally i.e. the child's movements are smooth and fluid not awkward and jerky.
- Children need to learn the motor skills of childhood e.g. ball control and skipping, if they are to have the self confidence to take part in their peers' games in the playground.
- Self confidence comes from knowing "I can" and then being motivated to try something even more difficult.

Modulation

- We all adjust our arousal levels to the demands of the environment we find ourselves in, and most of us are reasonably successful most of the time. When we get it wrong we talk about being over the top or not being awake enough for the present activity. We use words like "paying attention" and "concentration" to describe this ability, and its result could have a bearing on our motivation for performing certain activities or being in certain environments.
- Underlying our ability to modulate our arousal levels is our reaction to the sensory world. Each of us has our own individual pattern of comfortable levels of sensory input and what we would find as uncomfortable. For example: each of us would be able to identify sounds that jar our nerves and others that sooth and calm us. We could all cope with some of the jarring sounds for a limited period of time, but would each have a point at which we need to escape.
- Children are no different. We need, however, to consider the child whose nervous system is set in such a way as to over react or under react to sensory input, by comparison to his/her peers. This child may well react differently to his/her classmates and be more easily distracted, anxious, wound up or not "with it". We then talk about them having poor concentration and often poor motivation.
- These children need modulating sensory input. Proprioceptive input is our best modulator, so these children need controlled movement in heavy work patterns. They also need to learn to relax.
- If you want to know more about modulation and an individual child's sensory diet needs, please ask the occupational therapists.

The programme works on the foundations of gross motor development which underlies and underpins fine motor development and the ability to pay attention. It offers the opportunities for the under achievers to practice the foundation skills before they take part in exercise programmes with the rest of the school.

General rules for Cool Kids sessions

- Offer regular daily exercise; 15 - 30 minutes (make as little fuss as possible about dressing/undressing).
- Encourage plenty of big free movement; movement that offers “heavy work” and both bilateral and unilateral movement.
- Give the children enough opportunity to use big free movement in the early, less challenging balance positions.
- Use a general movement activity at the beginning of the session.
- Have a general movement activity just before relaxation at the end of the session.
- Don't worry too much at first about the children knowing their left from their right (their left wrist could be marked with a piece of wool as a reminder).
- Encourage the children to experiment with movement without criticism and not too much competition with others.
- Don't spend too much time correcting the children. We are aiming at giving them the opportunity to develop their skills. You can help them to assume the correct positions and if necessary break down the task.
- Trust the children to know what they need. Help the children to add their ideas into the exercise programme.
- Use the opportunities for developing listening and other language skills.
- Use opportunities for developing the ability to control movement and impulsiveness.
- Use the programme as a guide, but tailor it to your group.
- Don't hurry through the programme.
- Try to listen to your particular group of children, they can set the pace to suit themselves.
- Repeat activities.
- Stay with the familiar as well as gradually bringing in new challenges.
- REMEMBER THERE ARE NO FIXED RULES; experiment and share your problems and solutions with other group leaders.
- Use music and rhymes.
- Develop your own names for the games.
- The children and the staff should have fun!
- Later include these children in other ways of movement that the rest of the school enjoys: Aerobics, Brain Gym, Karate, Tai chi, Moov'n & Groov'n, country dancing ,break-dancing, swimming, gymnastics.

NB: When to refer to the therapists: If a child does not make the expected progress over a period of time, there may be an underlying reason which may merit further investigation. It would be advisable to discuss the situation with parents as they will know if the child is seeing a therapist at present or in the past This may lead to a referral to physiotherapy or occupational therapy.

Specific Activities to Help the Children

The following section lists the activities included in the programme and explains how each helps the child.
Another programme is available for Nursery & Reception Children.

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I. Body Awareness

Some children will have difficulty with body awareness:

- The child may not know how to position him/herself on command/ or follow someone else i.e. “lie on tummy” and the child tries several different positions.
- The child may be very disorganised in movement and space: bumping into others and into objects.
- The child may try to watch his/her limbs to ensure that they are doing what he/she wants them to do.
- The child may find it difficult to draw age appropriate people.

Activities that help to develop Body Awareness:

- 1 Moving on the floor in creeping, rolling and crawling adds proprioception.
2. Pull/push games give extra proprioceptive input.
3. Heavy impact from slow firm crawling, animal walks, jumping 2 feet together, walking on heels etc adds proprioception.
4. Moving limbs in contact with the floor (e.g. angels in the snow or crawling) or holding beanbags, toys in hands while moving increases this awareness.
5. Playing games of “move and freeze” allow either free movement or in a particular manner such as arms and legs while lying on back, as bunnies, crawling or fluttering like butterflies. Commands “Move” or “Start” to get them going and “Freeze” or “Stop” for immediate cessation of movement and holding of the position until the next command.
6. Games that included naming of body parts and what they are doing e.g. Simon Says and action songs such as Hokey Cokey, Heads and Shoulders, Zombies.
7. Laterality: Young children learn to use two sides of the bodies together symmetrically first then develop reciprocal smooth movement and then identify left and right on self, identify left and right on others, and use left and right easily and spontaneously. If the children in your group are either too young to have developed laterality or although older are still moving through this development, then allow them plenty of practice at heavy bilateral activities.

Many of the games in the programme could be used naming “left” and “right” on self and others, but can be used by just saying “hands” or “feet” or by ignoring the incorrect responses.

Wrists and ankles can be marked with wool to identify “right”.

The children can also learn to orient themselves within the hall i.e. looking towards the door - the windows are on our right and the bars on the left.

II. Postural control in developmental sequence to lay good foundations in each position:
Activities include weight bearing, static and dynamic balance (rotation) and heavy work patterns.

A. Supine (lying on backs):

This is a very early position developmentally - the floor holds you completely.

Some children may find the supine position difficult

- They may have difficulty in sorting out how to lie down on their backs.
- Occasionally you will find a child who is uncomfortable lying flat on his/her back
 - check for physical reasons like tight ponytails or collars,
 - allow them to lie for as long as they're comfortable and then to roll on to their sides.

Why work in supine?

- Provides plenty of tactile and proprioceptive input to build a body awareness.
- Encourages weight bearing and trunk stability.
- Encourages movement of limbs independent of body movement.

Activities lying supine:

1. Roll the head from side to side.
2. Lift head to look at toes.
3. Move limbs on the floor (Angels in the Snow): move limbs on command ensuring that limbs stay in contact with the floor e.g. one arm, both arms later include left and right commands.
4. Move arms raised above the body e.g.
 - to circle,
 - touch together,
 - touch body parts (e.g. knees, hips, shoulders),
 - touch floor at side,
 - above head,
 - next to hips.
5. Do the above with a beanbag, hoop or toy in hand to emphasise the movement.
6. Point the toes straight or towards the ceiling watching them and without looking.

7. Move legs raised off the floor:
 - lift one leg up to right angle
 - lower straight
 - touch the floor on the same side
 - touch the floor on opposite side
 - bend the knees and straighten
 - lift both legs open/close, pedal a bike
 - flex knees, grasp with both arms and roll side to side
 - hold toes: rock side to side and head to bottom.

8. Use hoops, loops of knicker elastic, lengths of rope or string etc in the child's hands to keep the hands moving together:
 - up and down length of body
 - touch the floor above head, side to side
 - hook feet through and wiggle hoop/loop up to head.

B. Prone (lying on stomach):

Some children may find working in the prone position difficult

- Some children will find it difficult to sort out which way up to lie.
- Low muscle tone and weak muscles would mean that children may find this position hard work and may need to build up their tolerance, by only using this position for short periods at first.
- Some children will find this position difficult because they are still “ruled” by their baby reflexes and will tend to become flexed when in prone i.e. knees may bend, hips may bend - this may become more marked when they start moving in prone.

Why work in prone?

- Provides plenty of tactile and proprioceptive input to build body awareness.
- Strengthens back and neck muscles.
- Combines visual focusing with neck muscle extension.
- Promotes weight bearing on arms.
- Promotes symmetry.
- Develops balance in this foundation position.
- Encourages the integration of early reflexes. These children need plenty of opportunity to move in this position, encourage them to stay flat on the floor, but do not over emphasise this.

Activities in prone

1. Lift arms & head - superman position.
2. Lift arms, head and legs.
3. Move arms in patterns on the floor - forward, backwards, round in circles.
4. Move across the floor in prone:
 - use arms to pull the body forward
 - use arms to push the body going backwards
 - try the above on an old towel or curtain
 - commando crawl - reciprocal movement of legs and arms, tummy on the floor
 - swim across the floor or move as seals, worms, crocodiles.
5. Lie in prone in a circle to pass beanbags, rings, balls, hand to hand, (when the children need more challenge ask them to pass l to l or r to r - mark right wrists with wool).
6. Hold a rope (two adults) on the floor and ask the children to listen to instruction and: Commando crawl under the rope, over the rope, roll under, put one hand over, one hand under, hand and leg over or under
7. Move in prone “over”, “under”, “through”, “between”.. obstacles: mats, cardboard boxes, gym benches
8. Play ball games in prone in a circle or in pairs using two handed bats.

To make a two handed bat: you need two large plastic pop bottles. Cut the bottom ends off. Fill one with crunched up coloured paper. Insert this bottle into the base of the other one and tape firmly to ensure they stay together and have no rough edges.

C. Rolling

Some children may find rolling very difficult

- They may feel dizzy after only one or two rotations and may not know to call this discomfort “dizzy”.
- They may have difficulty positioning themselves to start rolling.
- They may have difficulty staying flat (legs tending to bend at hip and knee).
- They may predominantly “lead” with head, shoulder or with legs and this will make them tend to go in circles or at least to find rolling straight a real problem.
- They may seem very “wooden” in their rolling, lacking flow and ease of movement.

Why use rolling?

- Provides plenty of tactile, vestibular and proprioceptive input to build up body awareness.
- Helps to integrate early reflexes while in contact with the floor.
- Brings in rotary movement while staying on the floor.

Activities using rolling

1. Rolling across the floor, along a series of mats, along a line on the floor individually or as a relay to fetch and deliver beanbags, toys etc.
2. Use a rope stretched across floor (held by 2 adults or one end attached and adult in charge of the other end) roll along, under, over.
3. Try rolling with arms outstretched above the head or arms folded or clasping a beanbag or toy, or arms at the sides.
4. Use different parts of the body to “lead” the roll: Hold a toy between the knees and lead with knees. Hold the beanbag against shoulders against hips, between feet, etc.
5. Roll up in an old towel or curtain (some children will not want their faces covered, give them the choice) and continue rolling. This helps to get the child rolling as a whole.
6. Roll “around”, “between”, “over”, “under” obstacles such as mats, parachutes, soft play shapes, cardboard boxes or cones.

D. Sitting:

Some children find sitting difficult

- They may have difficulty in sitting upright with legs stretched out flat on the floor. They may sit with the spine curved and seem to bend the base of the spine in under themselves, called “sacral sitting”. This is often caused by the muscles on the back of the legs being “tight” and in need of gentle stretching by means of the exercises following. If this pattern persists in a child please speak to the parents about referring the child to the physiotherapists or occupational therapists.

- They may have balance difficulties i.e. they fall over easily especially when rotation of the head or trunk is required or tend to “fix” themselves in odd ways: using tight, awkward looking movements or positions. They may use protective extension of limbs much more quickly and in more exaggerated movements than seen in their peers.

Why use sitting?

- Provides plenty of tactile, vestibular and proprioceptive input to build body awareness.
- Provides the next step in the developmental pattern of balance i.e. sitting gives better stability for desk top activities in classroom e.g. writing.
- Provides opportunities to integrate early reflexes.
- Provides opportunities to move arms while stabilising the trunk.
- Provides opportunities to weight bear on arms and strengthen arm muscles.
- Provides opportunities for rotary movement while staying on the floor.

Activities using sitting

In long legged sitting:

1. Stretch fingers towards toes, try to keep knees on floor.
2. Tap fingers all along outstretched legs and up to toes.
3. Shuffle forwards, backwards, sidewise in long sitting.
4. In a circle: pass a large ball, balloon in a pillowcase, smaller ball or beanbag around the circle using two hands rotating trunk.
5. Later (for year 1 upwards) increase the challenge by passing with right hand or left hand only and then in more complicated patterns.
6. Legs apart: Roll a ball to others in circle, call name of the recipient before rolling the ball. This helps to focus the aim.
7. In pairs: Roll the ball and move back a small amount after each successful catch.
8. Sit in a row with first child facing forwards and the next facing backwards. Pass the ball over head or stretching forwards to next child. Last child jumps two feet together, hops, walks on heels or any other mode of movement other than walking / running to get to the front of the line with the ball.
9. In a line: pass the ball over heads, roll or pass it down the side to the next child. Alternating sides would make it more complex.
10. Pass the ball around the circle using feet only.
11. In pairs: Lean back on hands and push the ball to partner using feet only.
12. In pairs: Lean back on hands and pick the ball up with feet to throw to partner.
13. In pairs: ‘Row the boat’ by holding onto two sides of a hoop and moving in synchrony.

Use cross legged sitting for games.

E. Crawling

Some children find crawling difficult

• They find it difficult to assume the posture or may find it difficult to maintain the position when moving. They drop their bottoms onto their heels and then move forward symmetrically instead of alternating limbs i.e. bunny hopping. (This is often due to early reflex patterns still holding sway over their movements, but be aware that many 4 and 5 year olds just enjoy moving this way, but can crawl properly.) They may just seem awkward and stiff in their movements. They may fall over easily (poor balance). They may not be able to crawl backwards as this requires much more praxis (motor planning).

Why use crawling?

Provides plenty of tactile, vestibular and proprioceptive input to build body awareness. Heavy pressure on palms while crawling is particularly good for decreasing tactile defensiveness which will impact on fine motor activities. Provides the next step in the developmental pattern of balance.

- Provides opportunities to integrate early reflexes.
- Provides opportunities to weight bear on arms and strengthen arm muscles.
- Provides opportunities for the limbs to work in reciprocal patterns.
- Provides opportunities for rotary movement while staying on the floor.
- Provides opportunities for awareness of body in space and the space needed by the body. This leads into other spatial concepts such as depth perception and figure - ground perception.

Activities in crawling

1. Crawl across the floor, along lines, around obstacles such as cones or along a gym bench. Fetch beanbags and carry them on back or head while crawling.
2. Let the children help to increase the complexity of obstacle courses.
 - Crawl through tunnels, humped up gym mats, hoops held by adults or cardboard boxes open at both ends, or under chairs.
 - Crawl between lines of chairs or cones.
3. In a circle or line: pass a ball /roll a ball: under tummies, across front or around self to next person.
4. Push the ball to partner using head only (hands stay on the floor).
5. Toss a beanbag with one hand to others in circle or to partner.
6. Make a path out of carpet squares or marker circles (need to stick to the floor to some extent), children crawl with eyes closed to feel their way along.
7. Crawling position in circle: To Polly Wolly Doodle sing: Oh the Thousand legged worm, Oh the Thousand legged worm, Oh the Thousand legged worm, His head can turn (children follow leader).... His elbow can squirm, His fingers can squirm, His tongue can squirm, His feet can turn etc.

F. Kneeling and Half kneeling

Some children find kneeling and half kneeling difficult:

- They have difficulty with balance, wobble and fall over.
- They may find it difficult to rotate their heads and/or trunks while maintaining the position.

Why use kneeling and half kneeling?

- Provides a greater challenge to balance and trunk stability than the earlier positions, but still not as difficult as standing.
- Provides opportunities to work on postural control in patterns that are not as familiar as standing.

Activities in kneeling and half kneeling

1. Ball games in pairs, in a circle or line as used in all the earlier postural positions (see sitting, crawling etc).
2. In pairs do pulling, pushing games e.g. row the boat with a hoop or tug of war to encourage firm sustained pulling and pushing rather than jerking and shoving. The challenge is for both to stay up as long as possible.
3. Mirror Images.

Children in pairs:

- One child leads slowly moving hands in symmetric patterns and second child follows with hands touching.
- One child leads slowly moving hands in symmetric patterns and second child follows with hands 3cm apart.
- Gradually bring in bigger and more complex patterns including asymmetry.
- Work on control rather than trying to catch the other child out.

Play clapping games:

- Counting bilateral claps to rhythm.
- Clapping with one hand only.
- Clapping partner's hands and then own in a rhythm.
- Increase the complexity slowly, crossing over is more difficult.

G. Standing

Some children have difficulties in standing:

Most of the children have had plenty of practice in this position. However, you may well be able to identify problems in balance and postural control when watching them move in standing, walking, running, skipping etc.

- Watch for postural control difficulties:
 - falls easily and/or is too quick to bring in protective reactions i.e. stepping to keep balance or putting hands out to stop self from falling
 - stands, walks, runs with feet apart i.e. wide base
 - uses tense stiff movements
 - has floppy trunk limbs
 - uses extraneous limb movement (more flapping, of arms and hands than average for the age)
 - blitzes around from disaster to disaster i.e. move very fast in the hope of catching up with his/her centre of gravity
 - is fearful of movement, preferring not to move too much/ very cautious.
- Watch for difficulties with motor planning: hesitance / difficulty in doing new activities.
- Watch for difficulties with timing and rhythm of actions.

Activities in standing:

1. Pushing and pulling games.
2. Walking on toes, on heels, with stiff legs, without lifting feet off the floor.
3. Walking backwards.
4. Jumping two feet together along lines, over lines "on the bank", "in the pond" jumping zigzag patterns, jumping.
5. Jumping while holding a beanbag between feet.
6. Hopping games: along lines, in hopscotch patterns.
7. Skipping activities see below.
8. Ball games see below, plus many of the games played in earlier positions such as sitting.
9. Mirror image and clapping games.
10. Warm up games like "Heads and Shoulders", "Hokey Cokey" and Zombies.

H. Zombies (Penguins): (Thanks to Tania Timmins at Long Knowle Primary)

Standing in a circle to sing:

"Have you ever seen a Zombie come to tea?

Take a look at me a Zombie you will see

Zombies attention

Zombies begin" (Adult says and does action) "Right hand"

(Children copy) "Right hand"

"Have you ever seen a Zombie come to tea?"

Adding one new action each time e.g. (Adult says and does action) "Right hand"

(Children copy) "Right hand" (Adult) Left hand left hand

"Have you ever seen a Zombie come to tea?"

Right leg, left leg and so on.

III. Praxis

Some children have difficulties with praxis:

- The child may find planning new motor actions difficult - be hesitant and/or tend to watch the other children, before attempting the activity.
- The child can often perform practiced actions reasonably well, but find new actions much more difficult to master.
- The child may learn motor skills more slowly than his/her peers and then seem to forget how to do it much more quickly (he/she needs lots of practice).
- The child may have great difficulty in regulating muscle tone.
- The child may have difficulty with ideation (being able to see the play potential).
- The child may be very disorganised.

NB: Remember that poor motor skills in some children may be due to conditions such cerebral palsy (actual damage to the nervous system), malformation of limbs or painful arthritic joints. Discuss these difficulties with the child's parents as they will know if the child is known the occupational therapists and physiotherapists.

Activities for improving praxis

- New / novel ways of moving: e.g. animal walks, moving in a different direction i.e. backwards, sidewise, Actions that supply plenty of proprioception, tactile and vestibular: (see I. Body awareness p 38).
 - Add in a variety of equipment, different weight, size, texture of ball, beanbags etc in games.
 - Give the child plenty of practice and opportunities to return again and again to favourite activities.
 - Give the child opportunities for planning actions and obstacle courses.
1. Animal walks:
 - In prone: move like worms, crocodiles, slugs, seals, crabs or swim across the floor.
 - Two feet together: move like bunnies, frogs, kangaroos.
 - Feet reciprocal: waddle like ducks, or hens (hold ankles whilst crouched down).
 - Crawl: like dogs/ cats, scuttle fast like mice or ponderously like elephants. Bears move right hand and right knee simultaneously and then left hand and knee.
 - Go on hands and feet (rather than knees) to be monkeys. Inchworms move hands step by step as far as possible forwards and then legs move forward to catch up.
 - In standing: butterflies or birds flutter/fly and horses gallop. Marching soldiers, light fairy and heavy giant steps (not quite animal walks, but worth doing).
 2. Obstacle courses add to the complexity of planning and encourage the children to take part in the planning. This could extend to children designing an obstacle course on paper or on the computer for the next exercise session.
 3. Follow my leader: gives plenty of opportunities for watching other people move and to copy with own body. Being the leader adds a different dimension.
 - In a circle: each has a turn to do an action (say the words alongside" touch the floor""turnaround", "touch my head" and then all copy. Each has a turn to say what the next action will be, then do it and all copy. A set rhythm such as "stamp, stamp".....or "clap, clap".....before the action words and action helps the flow of the activity.

- Chinese whispers: in a line everyone standing still and facing forwards, but turning round to face the next person only when passing on the words / actions. Copying the person in front of you is more difficult than when everyone can see the original action.
 - Moving in a line moving each person takes it in turn to lead around the room choosing the next mode of travel.
 - Progressive action : one person performs an action and is copied by the person standing / sitting next to them. Starting the next action before the first has completed the circuit adds to the complexity and hilarity of this game.
4. Action songs such as Hokey Cokey, Heads and Shoulders, Zombies/Penguins.

IV. Bilateral actions and activities that require sequencing and rhythm

Some children will have difficulty with bilateral actions:

- The child may tend to land in a 1,2 pattern instead of 2 feet together. The child may seem very asymmetric when creeping, rolling etc.
- The child may find it very difficult to move across the midline of his/her body e.g. touching the left ear with the right hand or placing the right hand on the left side of the paper when writing without either adjusting the trunk and head or the paper.
- The child may have difficulty using the limbs in smooth, organised reciprocal movements such as fastening buttons, tying shoelaces and using a knife and fork together.

Activities for improving bilateral co ordination

Bilateral heavy work

1. Animal walks requiring heavy bilateral action such as kangaroos, bunnies, frogs
2. Pulling, pushing self along the floor in prone, on hands and knees (squatting back on to heels). Old curtains or towels to use as boats add to the fun but do not allow the children to stand on them.
3. Child sitting in a cardboard box to self propel or to be pushed/pulled by other child/children.
4. Jumping with two feet together / skipping.
5. In the pond on the bank:
 - Children stand beside line on the floor.
 - Leader commands "in the pond" all jump over line.
 - Leader commands "on the bank" all jump back over line.
 - When all can perform the above, leader gives incorrect commands "In the bank", "on the pond" or "in the pond" when they are already there, children should not move.

Please do not eliminate the children who make errors - we want them to have plenty of practice at following commands correctly and also do not want to increase their feeling of failure.

Reciprocal movement / two sides working together but in different patterns;

1. Pulling self over surface with hands - commando crawl.
2. Pulling self along a rope anchored to some secure point.
3. Hopping.
4. Moving the body to catch a ball or beanbag.

Some children will have difficulties with actions requiring sequencing and rhythm

- The child may just look awkward and jerk in the movements.
- The child may seem to lose the rhythm of the action when he/she is expected to carry on through over 10 or more repeats.
- The child may seem to lose the rhythm of the action when extra complexity is added e.g. jumping a zigzag pattern.

Activities for improving timing and sequencing

The child needs to improve their body awareness, postural control and praxis, and then add timing and sequencing to the actions.

1. Rolling smoothly across a mat.
2. Jumping a zig zag pattern with 2 feet together.
3. Maintaining the pattern to move a distance in animal walks.
4. Maintaining the pattern when moving around obstacles.
5. **Learning to skip with a long rope:**

THE ROPE NEEDS TO BE CONTROLLED BY ADULTS WHO WILL NOT SUDDENLY JERK THE ROPE AND TRIP THE CHILD

The child needs to learn to jump over a rope that is lying flat on the floor, jump forwards 2 feet together, backwards 2 feet together and sidewise two feet together.

- The child needs to learn to jump over a rope that is raised slightly above floor level, this can be raised very gradually.
- The child needs to learn to jump over a moving rope - Cups & saucers is a smooth back and forth motion - later snakes and ocean waves can be done - rope moved more briskly. The adult can adjust the timing to ensure some success for the child.
- Jump shot: A rope with a weight on the end (quoits are easy to attach) is swung around by the adult and the children take turns to step in and jump over as it gets to them. Later several children can jump as the rope rotates.
- The child needs to stand in front of the rope (held by two adults or one adult and a fixed attachment) the rope is turned slowly over the child and he is encouraged to jump as it arrives in front of his feet.
- The child is gradually encouraged towards more rhythmic jumping.
- The child can then learn to run "through" the rope.
- Then the child can run in and jump and run out.
- Introduce songs and rhymes.

Learning Ball skills

Help the child to see his/her progress by keeping a tally of their personal best.

- Start with rolling a large ball to the child in prone or sitting - work at catching as well as sending it back.
- Catching socks or a jumper is a good way to practise skills at home.
- Build up beanbag catching and throwing (use a variety of weights and textures of beanbag).
- Skid the beanbag across the floor to the child to catch (prone, crawling or sitting).
- Throw and catching in prone, sitting, crawling, kneeling and standing.
- Throw beanbag into a box, hoop etc in prone, sitting, crawling, kneeling and standing.
- Move up the balance positions - lying (is easiest) to sitting, kneeling, standing.
- Bounce a large ball to the child, to pat back or to catch and bounce back.
- Mark a cross on the floor in front of the child's feet and help him to drop the ball onto it and catch it on rebound (children often throw a ball at an angle or far too hard for the possibility of catching it again).
- Bouncing the ball off a wall - allowing it to bounce before catching it.
- Bouncing a ball off a wall and catching without a bounce.
- Introduce a variety of challenges - 2 bounces, ball thrown under a leg to the wall etc.
- Balloon tapping - work at the number of taps before losing control.
- Use a smaller ball for all the above; moving from two handed to one handed catching.
- Bouncing the ball can now have many more challenges: how many with right hand, with left hand, alternating left and right throws and catches, walking forward while bouncing and catching.
- Use a bat/tennis racket to bounce the ball up, down on to the floor, onto the wall.
- Throwing a ball at a target is a different skill and usually best achieved by over arm throwing. Use a big ball and then a smaller one.

Clapping games

- Clap own hands to music or rhythm.
- Slap own legs, knees, shoulders, hips, elbows to music or rhythm.
- Two steps e.g. clap own hands, slap thighs.
- Two step sequence: clap own hands x2, slap thighs x2...
- Three step sequences. left hand slaps left thigh, right hand slaps left thigh, clap...
- Cross the midline: clap, cross arms and slap thighs
- With a partner start with simple symmetrical patterns.
- Introduce traditional songs and games.

V. Modulation of arousal levels

Some children have difficulty with modulating their arousal levels:

- The child may over or under react to the sensory world in ways that are out of keeping with his/her peer group. He/she may seek some inputs and avoid others. He/she may have issues about noisy spaces like halls and corridors, range of food that is acceptable, people coming into his/her personal space or touching them lightly.
- The child may be a blitz around child or may very easily become wound up when the noise level goes up, with increased movement or simply every time there is a change in activity.
- The child who has difficulty keeping with the activity and tends to go off into a dream (space cadets).
- The child may avoid contact with the floor and walk up on tip toes as soon as they take shoes off or crawl on finger tips rather than flat hands.

NB :If you want to know more about modulation please ask the occupational therapists. If you have concerns about a particular child's sensory needs and difficulties, please discuss these with the child's parents. They will know if the child is known to the occupational therapists and physiotherapists. Referral to occupational therapy may be appropriate.

Activities to help the child to modulate his/her arousal level:

These children need modulating sensory input such as proprioceptive and firm tactile input:

1. Heavy work and movement close to the floor (as above). Crawling and weight bearing on hands is important.
2. Controlled movement: moving slowly in heavy work patterns e.g. being bears or inchworms.
3. Stopping mid movement and holding the position ("Go" and "Freeze" or "Stop").
4. Learning to relax.

VI. Relaxing

Use some form of relaxation at the end of every session

1. The group lie still in prone for 30 to 60 seconds using music or the adult counting quietly can help.
2. The children tense their limbs (like a wooden toy) and go floppy (like a rag doll) and then lie still.
3. The children curl into a tight ball (frozen in blocks of ice) and gradually uncurl as they thaw.
4. Get them up quietly, a few at a time - adult says who can get up next, for example everyone whose name starts with B etc.or all who are 6 years old...

VII. Listening and language development

Some children may have difficulties with listening and language development:

Which maybe due to difficulties with arousal levels and concentration or have a hearing loss or speech and language difficulties.

The child may have difficulty understanding the instructions or may take a while to process the information.

Activities to improve listening and language skills

1. Multi sensory learning opportunities are implicit in movement sessions. While the child is moving he/she is receiving proprioception, tactile and vestibular input. This is a good time for auditory and visual learning to occur.
2. Make use of opportunities for encouraging listening and speeding up reaction to commands.
3. Make use of opportunities using movement words such as "crawl", "jump", "stay still" and spatial words such as "under", "over", "through", "between".

This programme has been devised by Joy High,
Children's Occupational Therapy, Wolverhampton City NHS

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Academic Assessment:

- All school children are monitored for academic progress by means of national scoring systems such as the National Curriculum scores and the SATS results, and by means of local systems such as the Early Years Profile. The best way to show the change made by children doing the Cool Kids programme would be by using these standard measures of development in comparing children on the Cool Kids programme with their peers who are not on the programme.
- Teachers are asked to predict the progress that a specific child may make in an academic year. This prediction could be compared to actual progress to see if the Cool Kids programme has had an impact.
- Longitudinal studies, such as Woodfield's follow up of nursery children through to year 2, would give a much better view of the long term affect of the programme.
- Any of the above must take into account other initiatives within the school that may have had an impact on the academic development of the children.
- There would be value in separating the results of children with motor difficulties from those with purely behavioural difficulties.

Behavioural Assessment:

Change could be identified by means of:

- Feedback from staff parents and the children.
- Informal recording of behaviour such as notes made by teachers
- Scores on Early Years Profile or P scores.
- Formal behavioural scoring systems.

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