

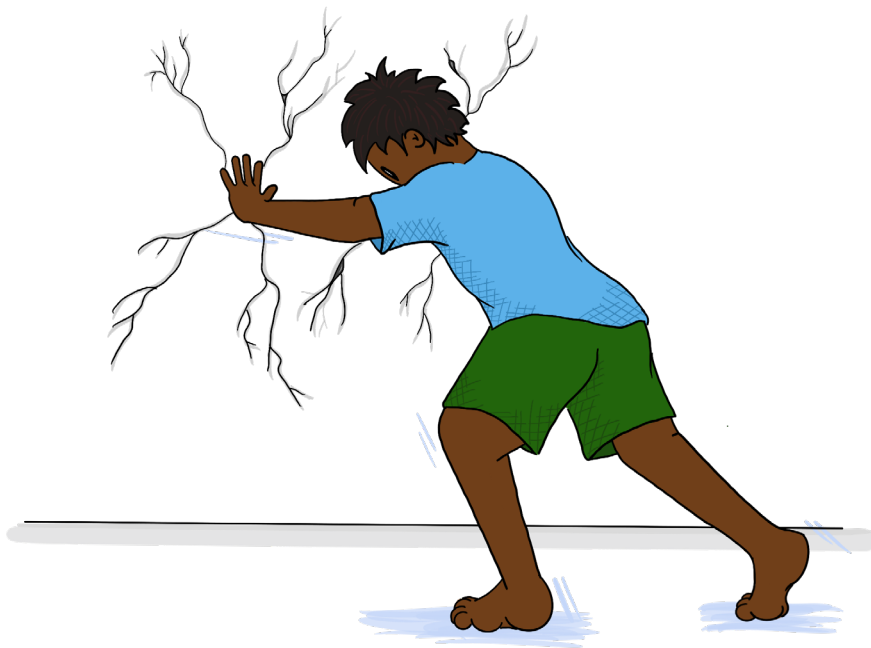


Wired For Movement

Muscle TONE

The Small Group Programme

9 - 14 years



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Introducing the Small Group Programme

This 16 week programme is all about small group work and movement-based games and exercises to support children's motor skills, sensory processing, and self-regulation. The small group setting allows for focused, personalised attention, making it easier for children to build confidence, improve emotional well-being, and thrive both in school and beyond. Wired for Movement is a fun, effective approach that enhances children's school experience.

Programme Highlights:

- Fun, active, and engaging sessions that help children thrive.
- 12 specially selected exercises and games for small spaces with minimal equipment.
- Split into two 8 week blocks for use across terms times and giving flexibility
- Group sizes of 4 - 8 children, with each session lasting 10-15 minutes.
- 2 - 3 sessions per week for the best results (at least 2 required).

What to do first

- 1 Print and complete the Initial Assessment for each child in your group.
- 2 Complete the optional Child's Aspirations and Goal section.
- 3 Read the page 'Top Tips for Success' to help set up your small group session.

What to do during the programme

- 1 Do the exercise same time and place - challenge using the progression and refer to the success tips
- 2 Implement some or all of the Day-to-Day Recommendations. Provide a copy of the page for use at home.
- 3 If any of the included games are not suitable for any reason, download an alternative game from our website.

What to do at the end of 16 weeks

- 1 Complete the Follow Up Assessment and compare to the Initial Assessment (you can also do this week 8)
- 2 Review both assessments and the child's Aspirations and Goals, and celebrate all and any improvements.
- 3 Based on the results you may repeat the Muscle Tone programme, or download another from the website.

The Amazing body

In the intricate tapestry of child development, the interplay between sensory systems, muscle tone, motor skills, body awareness, and emotional self-regulation forms a complex and dynamic network essential for growth and learning. Each element, distinct yet interconnected, equips a child to navigate their environment with confidence and skill.

From inside the womb, as a baby, into infancy and a young child, the journey of a child's development is an elaborate dance of physical movements and sensory explorations. For the young baby, tummy time is foundational, enhancing motor skills more effectively than back positioning. This stage involves reflexive movements, where moving the head triggers coordinated limb responses, evolving into independent control of the head and limbs. This progression enables complex cross-pattern movements vital for seamless, fluid motion.

Central to this development is the child's mastery over their movements, gradually gaining the ability to bring limbs towards the body's midline and eventually crossing it. This skill is foundational for future physical coordination and balance.

The vestibular system, our internal gyroscope for balance and spatial orientation, begins developing remarkably early, around six to eight weeks after conception, and is fully functional at birth. This system is crucial for a child's ability to navigate their world, providing gravitational security and spatial awareness (proprioception). Its harmonious development with other sensory inputs is vital; any misalignment can lead to disorientation and insecurity, affecting the child's interaction with their environment.

The tactile system follows, enriching the child's sensory world with vital feedback. Touch confirms the vestibular system's readings of the environment, with varying sensitivities influencing engagement with surroundings. Tactile-rich activities enhance the integration of tactile and vestibular information, creating a comprehensive sensory experience).

Early in development, the auditory system plays a crucial role, with the foetus beginning to 'hear' in the last trimester of pregnancy. The transition from hearing to 'tuning in', understanding, and producing language requires fine-tuning, laying the foundation for speech,

reading, and listening skills. Disruptions during this phase, such as from ear infections or allergies, can significantly impact a child's auditory processing and linguistic development.

Visual development, though not starting until after birth, progresses rapidly alongside the vestibular system and motor skills. A strong vestibular system supports the visual system, providing the spatial context needed for processing visual stimuli. Without this support, children may over-rely on their visual system, leading to challenges with tasks like tracking, focusing, and depth perception.

Stress profoundly affects these developmental processes, triggering a 'flight, fight, or freeze' response that diverts neural activity from higher brain functions crucial for learning, reasoning, emotional regulation, and communication. For children with sensory and motor development challenges, everyday situations, including classroom life, can become overwhelming sources of stress.

The Wired for Movement Small Group Programmes are designed to address the developmental and emotional needs of students in a group setting. By focusing on the unique requirements of each group, these interventions enhance not only physical skills but also learning, behaviour, concentration, and emotional well-being. This approach provides a strong foundation for improved growth, self-confidence, and ongoing academic success. Through targeted techniques, exercises and games, the programme fosters a positive, confidence-building environment that helps students develop lasting skills for both academic and personal growth.



What is Muscle Tone?

Muscle tone is the resistance of a muscle or limb when passively moved. Normal muscle tone is essential for maintaining posture against gravity and for smooth, coordinated movements. It enables us to enjoy sports and physical activities, and to keep our neck steady while studying. Postural muscle control is crucial for standing or sitting comfortably and for stabilizing the body while using an arm, hand, leg, or foot independently.

Abnormal muscle tone limits motor control. Abnormally high muscle tone, often due to neurological conditions like cerebral palsy, can cause the body to adopt abnormal patterns of posture and movement. Low muscle tone, on the other hand, gives a 'floppy' impression.

Children with low muscle tone may lean on their desks, slouch, or 'hang on' to their chairs, and often have poor fine motor control (such as penmanship) and coordination. It's possible for individuals to

have normal muscle tone in some areas of the body while having overly high (stiff, tight) or low (floppy, weak) muscle tone in others.

A common pattern is weak core postural muscles paired with strong limbs, but overly tight shoulders, neck, or jaw. These patterns affect strength, energy, mood, and overall health. Low muscle tone due to a general lack of fitness is a growing problem in our society and is linked to a sedentary lifestyle, obesity, and osteoporosis.

The ability of muscles to sustain activity and keep the body stable is necessary for effective proprioception and balance. Even if sensory mechanisms are functioning correctly, inadequate muscle tone can impair these abilities.

Therefore, improving muscle tone through regular physical activity and targeted exercises is crucial for enhancing motor-sensory processing abilities in children.



Muscle Tone

A Summary view

- Normal muscle tone is essential for maintaining posture against gravity and for smooth, coordinated movement.
- It is possible for individuals to have normal muscle tone in some areas of the body, while having overly high (stiff, tight) or low (floppy, weak) muscle tone in other areas. A common pattern is weak core postural muscles with strong limbs, but overly tight shoulders, neck, or jaw. These imbalances can affect strength, energy, mood, and overall health.
- Low muscle tone due to a general lack of fitness is a growing problem in our society, linked to a sedentary lifestyle, obesity, and osteoporosis.

COMMON SIGNS

Slouching or poor posture "hanging on" to chairs.

Difficulty with fine motor tasks

Getting tired easily during physical activities

Frequent tripping, falling, or bumping into objects

Weak core strength 'floppy' appearance

Impact on learning

Poor fine motor skills - slow or illegible writing

Discomfort and fatigue from poor posture.

Limited physical participation due to poor stamina

Difficulty with precise tasks

Physical struggles impact confidence

Using Wired for Movement to make a difference

Using a combination of age-appropriate aerobic, anaerobic, isometric, and isotonic techniques, the Wired for Movement games in this programme aim to improve children's:



Improved Posture: Better muscle tone helps the child maintain proper posture

Enhanced Motor Skills: Strengthened muscles lead to improved fine and gross motor skills

Increased Stamina: Enhanced muscle tone boosts overall stamina

Better Coordination: Improved muscle strength and control enhance balance and coordination

Boosted Self-Esteem: Success in physical tasks and improved performance in school

Introducing the Assessments

The Importance of Assessing

The purpose of this assessment is to track each child's development and highlight areas of progress throughout the programme. You have permission to make multiple copies of each assessment for use with your groups. If you already have existing assessments in place and feel an additional one would be redundant, feel free to skip ours.

This assessment is provided as a useful guide, focusing on identifying key areas for improvement and measuring progress after the first 8 week block, and again after 16 weeks, when the programme finishes.

Why We Find a Baseline and Review?

This assessment serves as a helpful tool to measure where the child starts and track their progress. While it is not a formal research-based measure, it is designed to be a practical and meaningful way to highlight improvements over time. By comparing the baseline with the follow-up results, we can identify key areas of growth and see how the child is benefiting from the movement programme.

Aspirations and Goals

There's also a page for the child to complete with an adult, focused on their aspirations and goals. This is optional but it is a great way for the child to think about what they'd like to achieve on completion of the programme. It helps them focus on their personal goals and stay motivated as they progress.

How to Complete the Assessment

- Write the child's name clearly on the assessment form and keep it secure. The information is confidential.
- Involve the child in the process. Ask them to be present when completing the assessment and encourage them to provide their input. Their self-reflection and awareness are of great value.
- Use the 1-10 scale for each question. For example, "1" means 'No Signs' and "10" means 'Very Frequently'. Help the child understand the scale.
- If there is a question that is not possible to answer, draw a line through it and make a note next to it.

Child's Aspirations & Goals

Introduction

Setting goals can help you stay focused and excited about this programme. At the end, you can look back and see how much you've improved!

Before you start:

1 Your Top Three Goals

What are the three most important things you want to achieve during this programme?

- 1.
- 2.
- 3.

2 What You Want to Get Better At

What specific skills do you want to improve?

For example, moving better, feeling calmer, or being more focused.)

-
-
-

3 Anything other to include

Is there anything else you want to work on or achieve?

After you finish:

1 Biggest Changes

What are the biggest improvements you noticed in yourself?

Muscle Tone : Baseline Assessment

Name of child:

Date:

Adult:

Use this assessment to gain a clearer understanding of the challenges and to track each child's progress. If you have already completed the assessment online, you may wish to record the baseline scores here as well.

If you haven't yet completed the baseline assessment:

Use the 0-10 scale for each question and circle the appropriate number.

Add up all the scores and record the total.

The Follow-Up Assessment should ideally be completed at week 16, but it may also be done at week 8.

0 No Signs **2** Occasionally **4** Bit more than average **6** Frequently **8** Very Frequently **10** Always

- 1 Do they often slouch or have trouble sitting or standing up straight, which could suggest low muscle tone? 0 1 2 3 4 5 6 7 8 9 10
- 2 Do they tire quickly or show less energy during physical activities, like running or playing, compared to other children? 0 1 2 3 4 5 6 7 8 9 10
- 3 Do they struggle with tasks that require fine motor control, like writing, buttoning clothes, or using a fork or spoon? 0 1 2 3 4 5 6 7 8 9 10
- 4 Do they have difficulty with activities involving large muscle movements, such as running, jumping, or climbing? 0 1 2 3 4 5 6 7 8 9 10
- 5 Are they unusually flexible, like being able to bend their joints beyond typical range, which could lead to falls or injuries? 0 1 2 3 4 5 6 7 8 9 10
- 6 Do they have trouble holding or grasping objects, like when writing, carrying things, or using utensils? 0 1 2 3 4 5 6 7 8 9 10
- 7 Do they move slowly or seem unsure or uncoordinated during physical activities like running or playing? 0 1 2 3 4 5 6 7 8 9 10
- 8 Do they have trouble balancing or coordinating movements during tasks like hopping on one foot, catching a ball, or riding a bike? 0 1 2 3 4 5 6 7 8 9 10
- 9 Do they often trip, fall, or have difficulty maintaining balance during activities like running or playing? 0 1 2 3 4 5 6 7 8 9 10
- 10 Do they struggle to sit up straight without support or find it difficult to engage in exercises that require core strength? 0 1 2 3 4 5 6 7 8 9 10

Total:

Muscle Tone : Follow up Assessment

Name of child:

Date:

Adult Assessing:

Congratulations on completing week 8 or 16 of the programme. Please **do not look** at the Baseline Assessment before completing this one to avoid bias. Once you've completed this assessment, compare the results, reflect on the progress, and celebrate any improvements. Remember, each child progresses at their own pace. These scores are a guideline, and it's nice to celebrate any growth, no matter how small.

Results Guidelines:

66 - 100 - Consider the Wired for Movement Individual Programme. If that's not possible, then repeat the 16 week programme.

46 - 65 - Repeat this programme. Consider downloading alternative Coordination games to keep sessions engaging.

26 - 45 - Repeating one 8 week block will be beneficial. You may also use our online Chooser Chart to identify another area for support.

0 No Signs 2 Occasionally 4 Bit more than average 6 Frequently 8 Very Frequently 10 Always

- 1 Do they often slouch or have trouble sitting or standing up straight, which could suggest low muscle tone? 0 1 2 3 4 5 6 7 8 9 10
- 2 Do they tire quickly or show less energy during physical activities, like running or playing, compared to other children? 0 1 2 3 4 5 6 7 8 9 10
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- 10 Do they struggle to sit up straight without support or find it difficult to engage in exercises that require core strength? 0 1 2 3 4 5 6 7 8 9 10

Total:

Top Tips for a Successful Session

Starting a new programme and working with a new group can be both exciting and a little nerve-wracking. To help you get the most out of your first sessions, here's a simple guide based on what's worked well for others. Keep these tips in mind, and you'll be off to a great start, building positive connections and setting the stage for success.

Consistency is Key – Focus on Repetition and Routine:

We recommend three sessions per week, each lasting 10 - 15 minutes, to ensure steady progress. Adapt the sequence of games if needed, but aim to stick to the recommended schedule as this will improve performance over time.

Follow the Programme Structure, but Keep It Engaging:

Stick to the planned exercises and games, but use the built-in variations to keep the sessions dynamic. Adjust the pace and energy based on the children's responses to keep them engaged.

Create a Positive and Supportive Environment:

Start each session with a welcoming tone. Use praise and encouragement throughout to build confidence and keep children motivated. Focus on effort and participation, not just results.

Engage the Children in Active Participation:

Involve children in helping set up and preparing the exercises and games and ask for their input when possible. Encourage effort, reminding them that improvement is the focus, not perfection.

Celebrate Progress and Reflect Together:

At the end of each session, keep the positive atmosphere by reflecting on what went well and celebrating achievements. After the first 8 week block, use the follow up assessment with the students to highlight and celebrate their progress. At 16 weeks repeat the follow up assessment and review their Aspirations and Goals, and allow them to rewrite them if they wish.

Day-to-Day Activities enhancing a child's muscle tone

In addition to this programme of specific Wired for Movement exercises, there are a number of day-to-day activities at school and home that are beneficial for children who need extra support.

Incorporating strengthening Activities into Daily Life

- 1 Incorporate strengthening activities into your child's daily routine, such as carrying groceries, walking up stairs, or helping with household chores. These activities can help improve overall muscle tone and strength, making everyday tasks both practical and beneficial for muscle development.

Provide Opportunities for Physical Activity

- 2 Encourage your child to be as active as possible through activities like walking, playing outside, or swimming. Swimming is particularly beneficial as the buoyancy of the water supports the child's body, making movement easier and more enjoyable while effectively strengthening muscles.

Provide Exercise Opportunities for Improved Posture

- 3 Encourage your child to engage in activities that promote good posture, such as balancing exercises or yoga. These activities help strengthen core muscles and improve overall muscle tone, contributing to better stability and coordination in daily tasks.

Encourage Good Posture

- 4 Encourage your child to sit up straight and maintain good posture throughout the day. Consistent practice of proper posture helps to improve core strength and overall muscle tone, leading to better stability and coordination.

Enhancing sensory Input

- 5 Provide your child with opportunities for sensory input, such as skin brushing or gentle massages. These activities can help improve muscle tone and enhance sensory integration, making it easier for your child to process and respond to sensory information effectively.

How to use the Game Cards

To help ensure a smooth and successful experience, the layout of every game is consistent. The top panel provides key information in easy-to-read circles, giving you a quick snapshot of essential details like music, equipment, participation type, and age suitability.

The "How to Play" section contains the main instructions, with each game featuring only 3 simple steps. This design is intended to keep things clear and straightforward, so you can deliver a fantastic experience for your pupils without feeling overwhelmed by too much detail.

In most games, the "How to Play" instructions are directly readable from the page. When this isn't possible, rest assured that the instructions are still simple to follow and understand. Below, you'll find additional information to help you create variations and ensure success in your sessions.



When you're finished, lie there and feel the fizzy bubbles rising in your belly. There are too many fizzy bubbles! Push your belly up off the ground and feel it getting bigger and fuller as the bubbles rise.

Hold the belly up high for 10-20 seconds until the bubbles pop and the gas escapes out of your belly button. Lower your belly down and drink more fizzy. Each time you have a drink, your belly gets even higher. Repeat 10-15 times.

Make it a success

To increase if children lift if palms, soles of shoulders in.

When children encourage th buttocks (so length of the anywhere but

Primary Purpose

To increase it especially glu

Progressions & Variations

Group children into threes and repeat the same activity. It doesn't change much but the social context and competing to get the belly highest off the ground can make the session more fun.

To engage additional areas of the spine and glutes, widen or narrow where the feet are positioned. Rising up on the heels or toes will add to the challenge.

Gross Motor Skills

Music Tone

Track & Bing Song

Progressions & Variations

The first instruction suggests how to make the main game simpler. The following instructions offer ways to increase the challenge for your students. Before progressing, check the 'Make it a Success' panel to ensure children are meeting the current challenge.

your side, knees on floor, by drink.

here and feel the belly, bubble ground

10-20 seconds the gas escapes over your belly. your belly gets

Make it a success

Start off with the knees bent, feet and back on the floor, body relaxed and chin neutral. Children return to this position after each repetition.

Progressions & Variations

I repeat the same it but the social he belly highest off on more fun.

the spine and the feet are ets or toes will add

When children are holding their fizzy bellies up, encourage them to clenish the muscles of their buttocks (so the bubbles don't come out). The length of the hold is personal, but look to achieve anywhere between 10-20 seconds.

Primary Purpose

To increase tone and strength of the lower body

floor return

To it chik pain shot

When eneic butt, leg, any

Pr

To it espe

Gross Motor Skills

Music Tone

Body Control

Track & Bing Song

Make it a Success

This panel outlines how the game, exercise, or technique should be performed, including key points to look for to support improvement and development. Following this advice will help your students gain the full benefits from the activity, ensuring better outcomes

Progressions & Variations

Group children into threes and repeat the same activity. It doesn't change much but the social context and competing to get the belly highest off the ground can make the session more fun.

To engage additional areas of the spine and glutes, widen or narrow where the feet are positioned. Rising up on the heels or toes will add to the challenge.

floor return

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Pr

To it espe

Gross Motor Skills

Music Tone

Body Control

Track & Bing Song

Areas of Development & Music Links

In the lower left section, you'll find the areas of motor, sensory, personal, and social development the game supports (see page 6). Any equipment required is listed at the top and here below. If music is included, scan the QR code to access the track directly.

return to this position after each repetition.

To increase stability and assist the movement, as children lift their torso up they should push their palms, soles of the feet and the back of their shoulders into the ground.

When children are holding their fizzy bellies up, encourage them to clenish the muscles of their buttocks (so the bubbles don't come out). The length of the hold is personal, but look to achieve anywhere between 10-20 seconds.

Primary Purpose

To increase tone and strength of the lower body, especially glutes, abdomen and lower back.

floor return

To it chik pain shot

When eneic butt, leg, any

Pr

To it espe

Gross Motor Skills

Music Tone

Body Control

Track & Bing Song

Primary Purpose

Each game focuses on a specific area, detailed in the primary purpose to provide you with an overview of its key benefits. Other elements are woven into the game, and the icons to the left indicate the additional areas the game aims to improve.

The Small Group Muscle Tone Programme

Block 1 - Weeks 1 - 8

	Game	Mon	Tue	Wed	Thu	Fri
Week 1	Pogo Dancing Dead Legs					
Week 2	Wobbly Bottoms Erupting Fizzy Belly					
Week 3	The Great Escape Push Warriors					
Week 4	Parkour Leapers Flipping Limpets					
Week 5	Pogo Dancing Dead Legs					
Week 6	Wobbly Bottoms Erupting Fizzy Belly					
Week 7	The Great Escape Push Warriors					
Week 8	Parkour Leapers Flipping Limpets					

Weeks 9 - 16 next page...

The Small Group Muscle Tone Programme

Block 2 - Weeks 9 - 16

	Game	Mon	Tue	Wed	Thu	Fri
Week 9	Dead Legs Push that Wall Down!					
Week 10	Lying Twisters Wobbly Bottoms					
Week 11	Olympic Spot Joggers Push Warriors					
Week 12	Flipping Limpets Back-to-Back					
Week 13	Dead Legs Push that Wall Down!					
Week 14	Lying Twisters Wobbly Bottoms					
Week 15	Olympic Spot Joggers Push Warriors					
Week 16	Flipping Limpets Back-to-Back					

How to play

1 Split the group into pairs of relatively equal size and weight for this muscle-strengthening activity. Standing back to back against their partner, the pairs slowly lower themselves down, leaning on each other for support.

2 Once they've reached a chair-like posture, they begin to make a 360 degrees turn, moving in unison. On completion, the pairs stand up and shake out their arms and legs to release any tension from their muscles before starting the challenge anew.

3 As before, the pairs lower themselves down to the chair position. This time, they travel around the space around them, moving forwards and backwards and side-to-side.



Progressions & Variations

To prevent muscle exhaustion, allow the pairs to complete the activity with their knees only slightly bent at the start of the session.

Conversely, the pairs can challenge themselves further by planting their feet further apart. This is harder on the leg muscles.

Tell one partner, without the other hearing, where to travel to. They then have to navigate themselves and their partner to that area, but without using any words to communicate.

Make it a success

Start the activity with a thorough warm-up.

This activity is designed to strengthen the lower body in a cooperative and coordinated way. Good communication is essential for success - remind the pairs that this activity is a collaboration, not a competition.

For additional security, the pairs can interlock their arms.

Primary Purpose

Strengthening the muscles of the core and lower body in a cooperative and coordinated way.



Proprioception



Non Verbal
Teamwork



Muscle Tone



Gymnastics



Body Control

How to play

- 1 Have the children lie down on their fronts in one half of the room.

Imagine you are watching animals in the wild through a pair of binoculars - elephants, tigers, antelopes, etc. Suddenly, something hits your leg - poachers have shot you with a tranquilliser dart! Your legs are no longer working, but now you must escape...

- 2 Lift up your head and chest, push down on your hands until both arms are straight and elbows are locked. Using your arms, drag yourself to safety on the other side of the room. Once safe, shake out your arms, dust yourself off, and find another place to observe the animals... until the poachers approach again!



Progressions & Variations

To reduce the stress on the shoulders, children can drag their body by lifting onto their forearms, not their hands.

If children are strong enough, they can drag their body using both hands at the same time, throwing both arms out and dragging their body along. Use mats for this variation.

Individuals can place a ball on the back of their legs. This ball is the egg of a mysterious new animal, and they must keep it safe.

Make it a success

This activity strengthens the upper body and the joints of the hand. The warm-up should stretch and prepare the whole body, focusing on the shoulders, arms, and wrists.

To do the movement safely, the elbows should be locked and the weight pushed through the palms. The power comes from the shoulders when the chest is raised high.

This activity can be challenging, so give plenty of recovery time between activities. Demonstrate the form variations so that everyone can choose the most appropriate for their ability.

Primary Purpose

To increase upper body strength, joint stability and stamina



Proprioception



Gross Motor Skills



Muscle Tone
Cardio Fitness

How to play

- 1** Lie on the floor, hands by your side, knees bent up and feet flat on the floor. Pretend to drink a very fizzy drink.
- 2** When you're finished, lie there and feel the fizzy bubbles rising in your belly. There are too many fizzy bubbles! Push your belly up off the ground and feel it getting bigger and fuller as the bubbles rise.
- 3** Hold the belly up high for 10-20 seconds until the bubbles pop and the gas escapes out of your belly button. Lower your belly down and drink more fizzy. Each time you have a drink, your belly gets even higher. Repeat 10-15 times



Progressions & Variations

Group children into threes and repeat the same activity. It doesn't change much but the social context and competing to get the belly highest off the ground can make the session more fun.

To engage additional areas of the spine and glutes, widen or narrow where the feet are positioned. Rising up on the heels or toes will add to the challenge.

Make it a success

Start off with the knees bent, feet and back on the floor, body relaxed and chin neutral. Children return to this position after each repetition.

To increase stability and assist the movement, as children lift their torso up they should push their palms, soles of the feet and the back of their shoulders into the ground.

When children are holding their fizzy bellies up, encourage them to clench the muscles of their buttocks (so the bubbles don't come out!). The length of the hold is personal, but look to achieve anywhere between 10 - 20 seconds.

Primary Purpose

To increase tone and strength of the lower body, especially glutes, abdomen and lower back.



Gross Motor Skills



Muscle Tone



Body Control



Activation

How to play

1 This is quite a challenging activity which can get rough, so make sure your class/group are OK to do this and give them permission to call stop at any time. Create pairs that are of roughly equal strength and size, and consider same-sex pairing. Each pair has a mat.

2 One starts as the Limpet: stuck like glue to the floor. Their knees are down, their forearms on the floor and their head tucked in. When ready they call out 'Try and Flip the Limpet'. Their partner, the Flipper, has to try and flip them over. There is no barging, just using the hands and driving the feet into the floor to get leverage and power.

3 The Limpet is trying to not get flipped and continually adjusts their body. Once the Limpet is flipped, the pair stop, pause to catch their breath, then swap over.



Progressions & Variations

The game ends when the limpet is flipped to their side, or to a defined time limit.

The game can work in threes, where the limpet is stronger and the two flippers are working together. This requires more collaboration and teamwork to be successful in flipping the limpet.

Make it a success

A whole-body warm-up is recommended prior to this game.

For safety purposes, only a few pairs should play this game at any given time. Supervise the game and make sure that the flippers never barge or use their feet, nor should they ever grab the head or neck. Explain these rules at the start and stop the game on any violations.

The flipper should think about driving through their feet in order to use their maximum body weight. The turtles should spread their weight out to maximise their balance and stability, keeping their centre of gravity low.

Primary Purpose

A whole body workout that increases muscle strength and stamina.



Proprioception



Body Control



Coordination
Gross Motor Skills



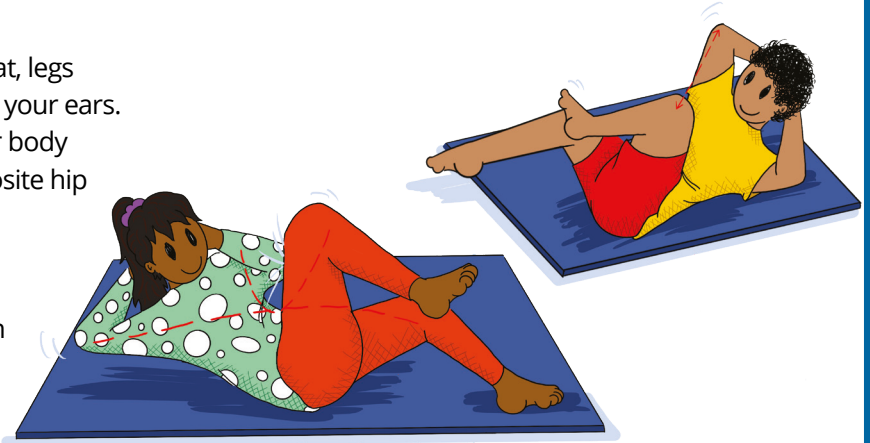
Mats



Muscle Tone
Cardio Fitness

How to play

- 1** Lie down with your back on a mat, legs stretched out and hands behind your ears. Imagine there's an **X** across your body with the **X** connecting your opposite hip and shoulder. You are going to strengthen that **X** connection.
- 2** Slowly lift your left knee and turn your right shoulder, so your elbow touches your knee. Come back to the starting position and repeat with the other side.
- 3** Feel an **X** connecting your hips and shoulders together. Feel this **X** shortening and expanding as you do this activity. Repeat 8 - 20 times.



Progressions & Variations

Focus on the **X** - feel the connection with only small movements of the opposite shoulder and hip.

Keep the knees bent, but the hand touches the knee instead of the elbow.

Slow the movement down. Greater control of the core muscles with a slower lift and lower.

Make it a success

Do not use the hands to pull the head and upper body forward. Fingers are resting for shape and stability. All the lift comes from the core muscles.

The twist and contraction are done using the core muscles. Remind children that these are the muscles deep within the abdominals and back, attaching to the spine or pelvis.

Emphasis should be placed on feeling the connection of the **X** between shoulders and hips. At the start of the session, have children draw the **X** on their body connecting opposite hips and shoulders.

Primary Purpose

Strengthening the connection of the opposite hip and shoulder for improved core muscle tone.



Coordination



Muscle Tone



Mats

Activation

How to play

1

In this activity children take it in turns to lead the whole class in a 30 second exercise. There should be 4 sets of 30 second exercises followed by 1 minute rest.

2

Start by jogging lightly on the spot and then gradually increase the pace until everyone is sprinting on the spot, then slow it down to a gentle jog. A new leader comes to the front. They then create a different 30 second exercise that starts easy, increases in difficulty and returns to ease.

3

Encourage variation of pace and movements such as: knee lifts increasing in height, crouching low then back to standing, jogging and then sprinting on the toes, small jumps to big jumps, jog feet together then getting wider.



Progressions & Variations

Vary the times spent on each exercise from short sharp intervals, to longer endurance demands.

Instruct that each child alternates between a fast movement like sprinting, to big movements like tuck jumps

In the rest period one or two children can lead a stretching activity focusing on either the calf muscles, upper legs, hips and lower back.

Make it a success

Ensure each child has space around them, there is fresh air and water available. It's very very demanding so ensure rest periods are given after four sets.

For every exercise the whole class keeps moving on their spot. But for variety, leaders can choose a different area of the room to lead from.

Encourage children to bounce from the ball of their feet and pump with their arms for sprints, or swing them to add momentum when jumping.

Primary Purpose

Improve cardiovascular fitness, joint stability and the muscle tone of the legs and core.



Gross Motor Skills



Athletics
Gymnastics



Muscle Tone
Cardio Fitness



Locomotion
Body Control

How to play

1 Split the class into groups of threes. In this activity, children are going to be experimenting with different leaps and bounds as if they were doing Parkour.

2 Get them to experiment with leaping high and long from both one and two feet. Encourage groups to practice with running starts and to see how this affects their performance. Ask them to design ways of measuring height and distance.

3 Create leaping challenges; how few leaps does it take the group to cross the room, identify/mark out start and landing spots and practice to achieve and improve the distance. Include body shapes to make in the air: tuck, star shape, pike etc. Use sturdy equipment placed on mats to leap onto and over. Groups should share their ideas with others.



Activation

Progressions & Variations

Create a leaping course around the room combining long, high, one footed and two footed takeoffs. Use colour beanbags to denote the type of leap or write the leap on a piece of paper and place them around the room.

Vary the distances to cover using the same type of leaps: lots of small ones, medium distances and far ones requiring a lot of momentum.

Create a Parkour course using gymnastic equipment or anything else suitable. Mats to be placed where landing spots are but not where takeoffs occur.

Make it a success

Do a warm up before starting that includes mobilising the ankle joints, squatting to lubricate knee joints. Stretch the hamstrings and lower back for improved kinetic power.

Techniques - Lift from heel, ball to toes, pushing with force into the ground. Swing the arms forward and upwards, bring the chest up. Bring the knees forward and extend the legs.

Landing to be soft with feet together, taking the force through the balls of the feet and knees bending slightly to absorb the shock.



Proprioception



Body Awareness
Creative Thinking



Coordination
Gross Motor Skills



Athletics
Gymnastics



Muscle Tone
Cardio Fitness



Mats
Assortment of things



Locomotion
Body Control

Primary Purpose

Strengthening the core postural and leg muscles through explosive movements.

Activation

How to play

- 1 This activity is like hopping, but imagination provides extra bounce. Jump around using small two-footed jumps, then hop on one leg, swap and hop on the other leg.
- 2 At the command 'springs on your foot', a great big spring suddenly appears under one foot. Bounce super high and far, up and down, forwards and backwards, side to side.
- 3 At the command 'springs gone', you gently hop as before. This will repeat, but each time, the spring swaps to the other foot.



Progressions & Variations

Do everything as described above, but both feet together.

Simplify the activity by placing one or both hands on the wall for support while hopping.

In a circle of 3 or 4 children, arms on each others' shoulders for support, the whole group hops, rotating as a group one direction then the other.

Make it a Success

Warm up well beforehand, with a focus on mobilising the joints of the ankles, knees and hips.

The knees should bend and extend to create a 'spring' for take-off, and the arms should swing upwards with the extension to create momentum. To absorb the force of impact, the knees should bend slightly on landing.

The children are likely to focus on hopping on their dominant leg. To improve balance, strength and coordination, encourage the children to use both their dominant and non-dominant legs.

Primary Purpose

To improve muscle tone, balance, coordination and strength in the dominant and non-dominant legs.



Vestibular



Body Control
Locomotion



Coordination
Gross Motor Skills



Athletics
Gymnastics



Muscle Tone
Cardio Fitness



How to play

- 1 Find a space by a wall. Face it and place both palms flat against the wall. Brace yourself, take a deep breath in, and as you breathe out, try to push the wall down.
- 2 Once you've finished breathing out, relax, then breathe in and then push hard again as you breathe out. Relax, breathe in and go again.
- 3 Drive your feet into the floor, brace your shoulders, lock your elbows and push hard!



Progressions & Variations

Combine one-handed pushing as well as two-handed pushing

Children lie down and put their feet flat against the wall.

Get creative, push with bottoms, shoulders, lean into the wall and push with the flat of the back.

Make it a success

This isometric exercise is an excellent muscle conditioner, but a good aerobic warm-up should be done beforehand to increase blood flow and oxygen to the muscles being worked.

When bracing against the wall, children should adopt a wide stance with both feet facing forwards, one foot in front of the other with the knee bent on the front leg.

Hand position can be parallel or with one placed higher and the other lower. With each repetition of the exercise instruct variations of posture to get a full and balanced upper body workout.

Primary Purpose

Using isometric contractions for strengthening the upper body



Muscle Tone

How to play

1 This is a physical activity that needs children paired by similar size, strength and weight. You need two mats per pair. Place one mat down and the other mat 8 steps away. The pairs then stand in the middle of the space between the two mats.

2 Put one foot in front of the other, lean slightly forwards, extend your arms and clasp each others' wrists. I will call out '**1, 2, 3, push**'. On the command '**push**' you start pushing your opponent back.

3 The first one to push their partner back onto the mat is the winner of that round. They shake hands and swap positions. Each pair goes for 3 rounds, then switch partners.



Progressions & Variations

Push the mats together. Each pair kneels up and links hands. The first to make their partner topple backwards/sideways is the winner of that round.

As the main game, instead of clasping wrists, each pair has their hands up, palms facing each other. Connecting palm to palm they commence the push warrior activity either standing or kneeling.

Make it a success

Ensure children start with a good warm up that includes skipping or jumping for legs and ankles, and wrist and shoulder mobility exercises.

Body posture is more critical to success than weight. Wide stance of the legs with knees bent to lower the centre of gravity. Randomly change the push between left and right to try and upset their partners balance. Arms to be locked and lean into the push.

If there are not enough mats, split the class so some rest while others do the activity. This option gives a good amount of rest and recovery. Help children identify good techniques while observing their classmates.

Primary Purpose

Increase muscle tone of the whole body with rapid changes in the coordination of large and small muscle groups.



Coordination
Gross Motor Skills



Games



Muscle Tone
Cardio Fitness



Mats



Non-Verbal

How to play

1 Everyone goes to one end of the room. Find a space to lie on your back, head facing the opposite wall. Put your feet together and press your arms and hands firmly against your sides.

2 Pretend you have been captured by wicked elves. They took you to their lair and tied you up with ropes, all the way from your ankles to your shoulders.

It's nighttime and no elf is about - now is your time to escape!

3 Quietly, get yourself to the other end of the room by wriggling along the floor, where a friend is waiting to remove the ropes. When you get free, go back and have another go.



Progressions & Variations

Reduce or increase the travel distance

Allow either the arms or the legs to have some freedom of movement to make it easier.

Set up a relay race with teams of 2-3 children to create competition.

Make it a success

This activity engages the core postural muscles and requires momentum. Do a whole body warm-up prior to the activity.

Help children understand that this is a whole body action. Driving into the floor with the heels, twisting the torso and pulling and pushing with the shoulders will help get them to freedom.

The activity can be made more comfortable by using mats and splitting the class so they can take turns participating and relaxing/watching. Give plenty of space between children and/or teams.

Primary Purpose

To improve whole body coordination and muscle tone.



Proprioception



MuscleTone
Cardio Fitness



Coordination
Reflexes



Gymnastics

How to play

1

Sit down on your bottoms. Raise your hands in front of you and use only your feet and bottom to travel around the room. To change direction, lift your feet up and use your hands and bottom to pivot. (Allow a rest before the next activity)



2

Next, put your hands on the floor and lift up your feet. Using only your bottom and hands, move around the room. (Allow a rest before the next activity)



3

Finally, lift up your legs and hands and turn 360 degrees one way, then back the other. (Rest) Now, move forwards to meet another child. When you meet up, do a 'foot shake' and say 'good morning'. Then move on to greet someone else.

Progressions & Variations

With arms and legs lifted, wobble side to side first and shuffle, stop and rest then repeat.

Have both feet together just off the floor and use them occasionally to help turn.

Keep the eyes closed while wobbling along on the bottom, keeping the arms tucked in.

Make it a success

As this activity is demanding on the core postural muscles, the warmup should flex and activate the spine and the hips.

A major focus is on balance so do ensure the arms and legs are raised and the one point of contact, the bottom, is used.

Encourage the children to experiment with arms and legs extended and tucked, wide and narrow so they learn about their body position in relation to balance, muscle tone and body management.

Primary Purpose

To strengthen core muscles, stimulate the vestibular system and improve proprioception.



Vestibular
Proprioception



Body Control



Reflexes
Gross Motor Skills



Gymnastics



Muscle Tone
Cardio Fitness



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