

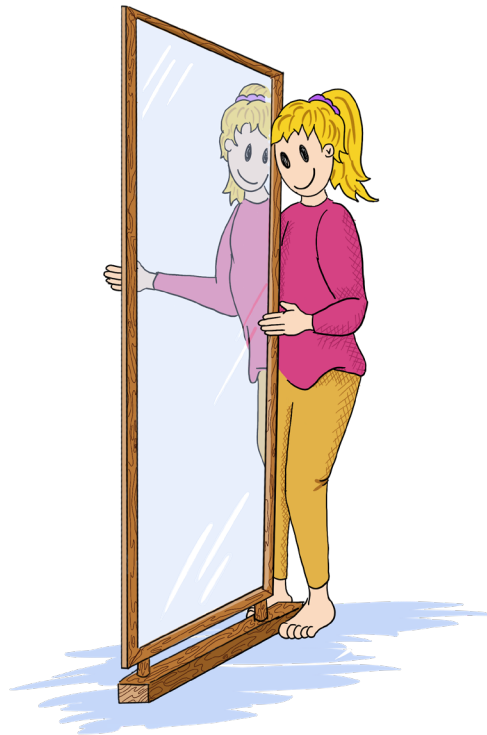


Wired For Movement

Postural Reflexes

The Small Group Programme

4 - 8 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 Postural Reflex 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 exercises and games, the programme fosters a positive, confidence-building environment that helps students develop lasting skills for both academic and personal growth.



What are Postural Reflexes?

Postural reflexes are automatic reactions that help the body maintain balance and stability in various positions and movements. These reflexes involve the coordination of the sensory, motor, and nervous systems. They include the ability to maintain balance in different positions, such as standing or sitting, and to adjust the body's position in response to changes in the environment or movement. Key reflexes include the head righting reflex, labyrinthine reflex, and spinal Galant reflex, all of which are crucial for movement and balance.

During typical development, postural reflexes should become inhibited, meaning they naturally diminish or integrate as the child grows, allowing voluntary movements to take over. This process is essential for the development of mature motor skills and coordination. However, sometimes these reflexes remain 'switched on' or active beyond the usual developmental period. When this occurs, they are referred to as retained

postural reflexes. Retained postural reflexes can significantly impact a child's physical and academic performance. These reflexes play an essential role in maintaining balance, coordination, and overall motor skills. When postural reflexes are retained beyond the typical developmental period, they can interfere with the development of these skills, leading to difficulties with physical activity and academic achievement. For instance, children with retained postural reflexes may struggle with fine motor skills, affecting their ability to write or use scissors effectively.

Furthermore, retained postural reflexes can impact a child's social skills. Children who struggle with balance and coordination may feel self-conscious and have difficulty participating in group activities, leading to feelings of isolation and difficulty forming friendships. Additionally, retained postural reflexes can contribute to behavioural issues such as impulsivity and inattention, further affecting a child's academic and social performance.



Postural Reflexes

A Summary view

- Postural Reflexes are automatic reactions for balance and stability involving the sensory, motor, and nervous systems. They naturally integrate as a child grows.
- Postural reflexes should be inhibited as children develop. When they remain active, they are known as retained reflexes, affecting motor skills and coordination.
- With targeted interventions and an Individual Movement Plan, retained reflexes can be integrated, improving posture, muscle tone, spatial awareness, balance, and coordination.

COMMON SIGNS

- Frequent tripping or clumsiness.
- Preferring to sit with legs in a “W” shape.
- Constant movement or restlessness.
- Struggling with handwriting or using scissors.
- Slumping or leaning on desks.

Impact on learning

- Difficulty staying on task.
- Slow or illegible writing.
- Challenges with eye tracking and comprehension
- Difficulty in sports or physical activities.
- Acting out, avoiding tasks, or social withdrawal

Using Wired for Movement to make a difference

By combining repatterning sequences, balance exercises, and neck and core strengthening movements, the Wired for Movement games in this programme aim to improve children's:

- ✓ Enhanced Motor Skills: Improved balance, coordination, and fine motor abilities,
- ✓ Better Academic Performance: Improved handwriting, reading skills, and overall focus
- ✓ Increased Confidence: Boosted self-esteem from overcoming physical challenges
- ✓ Improved Behaviour: Reduction in impulsivity and inattention, leading to fewer behavioural issues
- ✓ Social Skills Development: Enhanced ability to join group activities and form friendships

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 else 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?

Postural Reflexes : 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 difficulty sitting or standing upright? 0 1 2 3 4 5 6 7 8 9 10
- 2 Do they have trouble maintaining balance when standing, walking, or participating in physical activities? 0 1 2 3 4 5 6 7 8 9 10
- 3 Do they struggle to coordinate their movements during activities like running, jumping, or playing sports? 0 1 2 3 4 5 6 7 8 9 10
- 4 Do they experience unexpected or uncontrolled movements, like jerking, twitching, or sudden tics? 0 1 2 3 4 5 6 7 8 9 10
- 5 Do they find it challenging to plan or complete new or complex tasks, such as tying shoes, riding a bike, or using new tools? 0 1 2 3 4 5 6 7 8 9 10
- 6 Do they have difficulty with tasks that require precise hand movements, such as writing, buttoning clothes, or using utensils? 0 1 2 3 4 5 6 7 8 9 10
- 7 Do they struggle with activities that involve large muscle movements, like running, jumping, climbing, or hopping? 0 1 2 3 4 5 6 7 8 9 10
- 8 Do they react strongly or negatively to certain types of touch, such as light touches or pressure on their body? 0 1 2 3 4 5 6 7 8 9 10
- 9 Do they have trouble focusing or staying on task, particularly during activities like school work, reading, or games? 0 1 2 3 4 5 6 7 8 9 10
- 10 Do they experience emotional or behavioural challenges, such as anxiety, impulsivity, or difficulties with social interactions? 0 1 2 3 4 5 6 7 8 9 10

Total:

Postural Reflexes : 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 Initial 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 Reflexes 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.

- 1 Do they often slouch or have difficulty sitting or standing upright? 0 1 2 3 4 5 6 7 8 9 10
- 2 Do they have trouble maintaining balance when standing, walking, or participating in physical activities? 0 1 2 3 4 5 6 7 8 9 10
- 3 Do they struggle to coordinate their movements during activities like running, jumping, or playing sports? 0 1 2 3 4 5 6 7 8 9 10
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- 10 Do they experience emotional or behavioural challenges, such as anxiety, impulsivity, or difficulties with social interactions? 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 top tip 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 group up for success.

Consistency is Key – Focus on Repetition and Routine:

- 1 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:

- 2 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:

- 3 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:

- 4 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:

- 5 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 Supporting a Child with active Postural Reflexes

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 can support children with 'switched-on' Postural Reflexes

Provide Visual and Auditory Cues

- 1 Use visual aids and verbal reminders to help your child maintain proper posture and improve postural control. Visual aids like posture charts, mirrors, and coloured tape on chairs or desks can provide constant reminders and guidance.

Practice Core Strengthening Exercises

- 2 Encourage your child to engage in exercises that strengthen their core muscles, such as planks or sit-ups. A stronger core will help improve their overall posture and stability, making it easier for them to maintain proper alignment throughout the day.

Provide Opportunities for Active Play

- 3 Encourage your child to engage in activities like climbing, crawling, and jumping, which promote movement. Additionally, have them practice balancing on one foot, walking heel-to-toe, or standing on a balance board. These activities help improve their balance and strengthen their postural reflexes.

Use Sensory Input

- 4 Incorporate sensory input into your child's daily routine. Use a therapy ball or rocking chair for vestibular input, or a weighted blanket for deep pressure input. These sensory activities can help improve your child's body awareness and postural control.

Encourage Good Posture

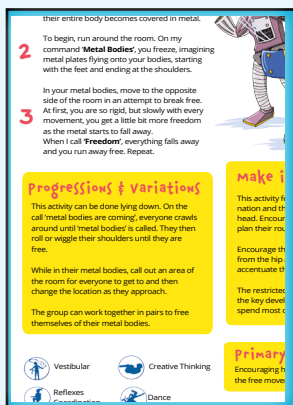
- 5 Remind your child to sit and stand up straight, with their shoulders back and head up. Provide supportive seating options, such as a stability ball or a chair with a backrest, to help them maintain proper posture.

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.



Progressions & Variations

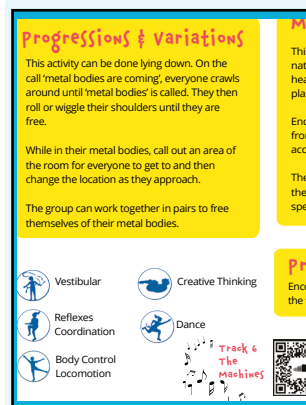
The first instruction suggests how to make the main game simpler. The following instructions offer ways to increase the challenge for your students.

Before progressing, check the 'Make it a Success' panel to ensure children are meeting the current challenge.



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.



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.



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 Postural Reflexes Programme

Block 1 - Weeks 1 - 8

	Game	Mon	Tue	Wed	Thu	Fri
Week 1	Rocking Eyes Rise and Shine					
Week 2	Baby Roll Speedy Flips					
Week 3	Tightrope Walk Wobbly Bottoms					
Week 4	The Great Escape Elephants on the March					
Week 5	Rocking Eyes Rise and Shine					
Week 6	Baby Roll Speedy Flips					
Week 7	Tightrope Walk Wobbly Bottoms					
Week 8	The Great Escape Elephants on the March					

Weeks 9 - 16 next page...

The Small Group Postural Reflexes Programme

Block 2 - Weeks 9 - 16

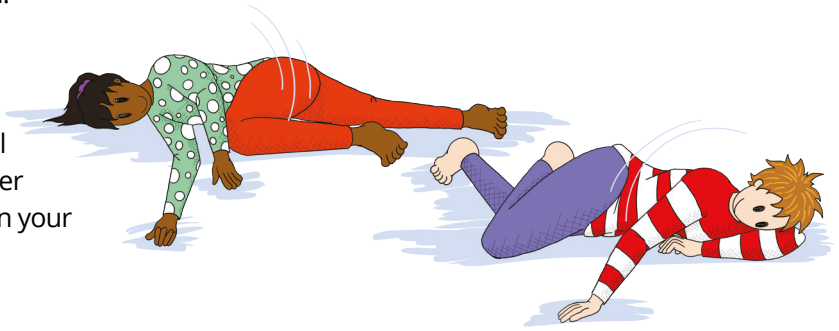
	Game	Mon	Tue	Wed	Thu	Fri
Week 9	Hurricanes and Whirlwinds Rocking Eyes					
Week 10	Speedy Flips The Changeable Puppet					
Week 11	Olympic Skydivers Wobbly Bottoms					
Week 12	Elephants on the March The Artistic Nose					
Week 13	Hurricanes and Whirlwinds Rocking Eyes					
Week 14	Speedy Flips The Changeable Puppet					
Week 15	Olympic Skydivers Wobbly Bottoms					
Week 16	Elephants on the March The Artistic Nose					

How to play

1 You're a baby learning how to roll for the first time. Start by lying on your back. Turn your head to the right and bring your left arm across your body to the opposite shoulder, then return your arm and repeat with the other arm. Repeat in both directions 5 times.

2 Now do the same for the legs. Turn your head to the right and roll the left knee and hip all the way over so your knee is on the floor. Return your legs and repeat with the other. Repeat both 5 times.

3 Now you're ready for a complete roll. As you turn your head to the right, roll your left shoulder and knee over at the same time. Keep rolling over until you're able to lie on your tummy. Return to lying on your back. Turn and roll to the left. Go back onto your back and keep practising and repeating.



Progressions & Variations

Turn the head and repeat one movement multiple times. Start by turning the head and swinging one arm across and back 10 times, then repeat for each limb individually.

Working in pairs, one partner assists in getting the baby to roll all the way.

Position mats in a long line. Children do their baby roll from one end of the mat to the other. When the group has completed it one way, they return by rolling in the opposite direction.

Make it a success

The aim is for children to attain a cohesive sequence of coordinated movements of the head, hip and shoulder. Focus on individual components but give the opportunity to do the whole movement.

It's natural for children to use momentum to rotate their body, but spend time on the slow and controlled sequence.

At the end of the exercise, get the children to walk and run around the space, as this will help anchor the gains in their posture, gait and cross-lateral movement control.

Primary Purpose

An essential neuro-developmental movement pattern to help integrate reflexes, improve coordination and increase core postural strength.



Reflexes
Coordination
Gross Motor Skills



Body Control



Muscle Tone

Integration

How to play

- 1** Find a space in the room and get onto all fours. You are in a jungle and have turned into an elephant! Imagine your nose has grown into a long trunk.
- 2** You are the matriarch (leader) of your herd taking all the elephants through the jungle. Plod forward by moving your left hand and right leg, then your right hand and left leg.

The jungle is now very dense and you have to pull trees up and throw them to make a path.
- 3** Grab a tree that's in front of you, move your left hand forward and swing your trunk over to the left to throw the tree aside. Grab another tree in front of you, move your right hand and swing your trunk to the right and throw it aside. Keep creating a path for your herd.



Progressions & Variations

Start with a homolateral crawl - left hand and left knee forward, then right hand and right knee. Introduce the swinging of the trunk as per the main activity.

Start off crawling and slowly introduce the idea of swinging the trunk to uproot trees. Some to the left, some to the right.

This activity is being filmed in slow motion: children move in very slow motion.

Make it a success

Encourage large, and slow movements. The hands move forward and out to the side. The head turns so children look past their fingertips and then up at the ceiling as they toss their tree.

The key to this activity is the coordination of the head turn and hand movement. Spend time focusing children on exaggerated head movements that follow the hand going forward.

Although on the surface this looks like an easy movement, it can be very complicated for some children. Consider having an initial session using the homolateral movement variation.



Vestibular



Body Awareness



Reflexes
Coordination
Gross Motor Skills



Gymnastics



Muscle Tone



Body Control



Primary Purpose

Improving balance, laterality, hand-eye coordination and muscle tone.

Exploration

How to play

- The children move around the space as if they are a light wind that slowly transforms into a raging hurricane. Using a scale of 1-10, call out changes in wind speed, starting with a light breeze (2-3), then a stronger breeze (4-5), and so on, until you reach full hurricane force.
- Find a space in the room and move around as if you are a light breeze that's growing into a hurricane over land or a whirlwind over the ocean.
- Travel about by rising, falling, twisting and turning. If you want to, add your own sound effects and dodge between each other.

Build your speed up and then whirl around ferociously, picking things up from the ground (trees, bins, umbrellas, etc.) or the ocean (boats, fish and whales) and throwing them about. The activity ends with a calm breeze.



Progressions & Variations

For children who feel nauseous when spinning, build up to a strong storm and leave the spinning and fast turning out until they are able.

Build in motifs so the different wind speeds/-forces can be easily identifiable by gesture only.

Children work in groups and create a dance sequence showing different wind speeds.

Make it a Success

This activity is focused on improving balance, the vestibular system and proprioception. Encourage the children to turn and twist as they move, especially at the slower end of the scale.

The children are likely to get very giddy, and some overly stimulated if they are hypo-vestibular. Pace the activity and move down the scale instead of up it where necessary.

Encourage the children to feel the movements starting from deep inside of them, then express the twisting and turning forces with their bodies, right to the ends of their fingers.

Primary Purpose

Using varying rotational speeds to stimulate the vestibular system and engage the vestibular-ocular reflex.



Vestibular



Body Control
Locomotion



Coordination
Reflexes



Creative Thinking



Muscle Tone



Dance

How to play

- 1** In a circle as a group of four or five, the children begin by squatting down, imagining that they are skydivers in a plane and are about to leap out.
- 2** On the instruction **'Skydivers Go'**, children imagine they're leaping out from planes to freefall. They lie on their fronts with their forehead on the floor, legs straight back about hip-distance apart, arms stretched out above their head. On the instruction **'Skydivers Display'**, children lift their legs, chests and hands up off the ground and hold hands.
You count **'5000, 4000, 3000, 2000, 1000'**.
- 3** When done, call out **'Skydivers Land'**. They roll onto their backs, curl up and hug their knees. Mix the groups up so they are in new positions and repeat.



Progressions & Variations

To simplify this activity, pair children up. They carry out the same sequence of moves but facing each other.

Extend, or shorten, the times the children spend holding the elevated posture.

Make it a success

The held posture is key to this. It's quite an effort, so ensure a good warm-up with limbering and stretching is done prior.

Explain the correct position for the freefall: the spine should be extended, the chest lifted, the muscles of the shoulders should lift the arms and the thighs should lift the legs. The eyes should look ahead and slightly down.

The curl at the end is important. Stretching the back muscles in the opposite way will help improve the flexibility and control for the subsequent skydive.

Primary Purpose

To help inhibit the Moro reflex and enhance awareness of the body in space through controlled movement



Proprioception



Body Control



Reflexes
Gross Motor Skills



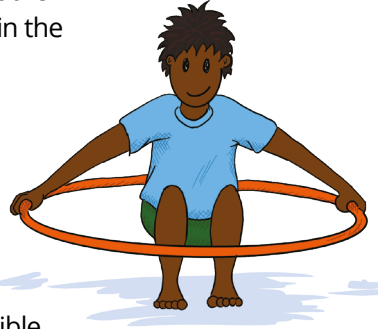
Gymnastics



Muscle Tone

How to play

- 1** (Instruct the children to collect a hoop, find a space in the room facing you, put the hoop on the floor, and then stand in the middle of it).
Crouching down inside your hoop, spread your hands out and slowly pick up the hoop.
Slowly stand up, lifting the hoop around you very slowly, until it is as high above your head as possible.
- 2** Stand on tiptoes. Now walk on tiptoes for 10 steps, stop, then lower the hoop back to the floor and crouch back down.
(Repeat as they move around the room).
- 3**



Progressions & Variations

Go through all the movements but without a hoop.

Close the eyes when the hoop passes up past the eyes. Eyes stay closed while on tiptoe but then open when they move and repeat.

In pairs, the children share one hoop and position themselves outside of it.

Make it a success

The warm up should include the children lifting and lowering themselves in their space, progressing to jumping up and crouching down, then rising quickly and staying on tiptoe before crouching down again.

The purpose of this activity is to improve balance during a controlled movement and a static hold. The hoop is there to help their balance.

To improve balance, the children should follow the movement of the hoop and fix their gaze on it when it's extended above their head.



Vestibular



Body Control
Locomotion



Gross Motor Skills
Reflexes



Gymnastics
Dance



Muscle Tone



Hoops

Primary Purpose

To improve balance and muscle tone

Rocking Eyes

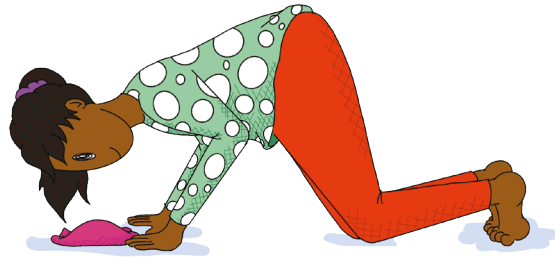
Equip

Solo

Activation

How to play

- 1** Kneel down with hands on the floor. Place a beanbag in front of you.
- 2** Look at the beanbag and rock forwards, bending your elbows, and lower yourself so that your nose is nearly touching the beanbag. Hold for 3 seconds.
- 3** Slowly start to rock backwards, move your head and turn your eyes to look up towards the ceiling. Rock as far back as you can while keeping your hands on the ground. Hold for 3 seconds, then repeat rocking all the way forwards, then all the way back again. Repeat 8 - 10 times.



Progressions & Variations

While in a kneeling posture, children position one beanbag between their knees and another in front of them.

Children keep their eyes down and rock backwards to look at the beanbag by their knees, and forwards to look at the beanbag in front of them.

Make it a success

The focus of this activity is the eyes tracking along a vertical line. The motion of the head moving from looking up to down is to engage the vestibular ocular reflex, an essential component for most skills in physical education.

Encourage children to blink and relax their eyes during the movement. As they rock forwards, they need to be looking at the beanbag in front of them.

Breathe in as they rock backwards and breathe out as they go forwards. With practice, the transition of body, breath and visual focus will be smooth and flowing.

Primary Purpose

To train the vestibular ocular reflex and improve visual tracking.



Visual Perception
Vestibular



Body Control



Reflexes



Beanbags

 **Wired**
For
Movement

How to play

- 1** Begin in pairs. One of you starts off lying down on your belly on a mat. Turn your head to the left and bend your left leg and left arm out at right angles. You should be looking straight at the fingers of your left hand. The right leg and arm are straight.
- 2** Your partner will clap. When you hear a clap, reverse this shape so your head turns to the right and at the same time you straighten your bent arm and leg, while lifting up your right arm and leg. Your fingers should be directly in line with your eyes.
- 3** Clap again, and flip to face left, then clap so they face right. Increase the pace so the flips get speedier and speedier. After 20 or so flips, swap with your partner and repeat.



Progressions & Variations

Simplify the movement so that it starts by flipping their head and arms only. Keep one knee up, but don't move it.

Working in pairs at their own speed, the partner taps the leg and arm to stimulate the flip. They make sure the pose is accurate before the next tap.

Make it a success

The posture is important, so before speed is introduced, perfect the form.

When good form is achieved, help them with the flip motion. The emphasis should be on the twisting action of the hips with the simultaneous rotation of the head.

Speed should help integrate automation of this movement pattern. As the quality of the movement improves, increase the speed.



Vestibular
Proprioception



Non Verbal
Verbal
Teamwork



Reflexes
Coordination



Gymnastics



Body Control



Mats

Primary Purpose

Integrate essential neuro-developmental reflexes to improve whole-body coordination and sensory organisation.

How to play

1 Everyone lies on their back and imagines that instead of a nose, they have a long paintbrush. With their imaginary paintbrush, they paint the room around them with any colour they like, dipping their brush into the many imaginary pots of paint next to them.

2 To paint, they need to move their head to create the paintbrush strokes. They can use long, steady motions, short flicks, and curved, circular or straight lines. To change the colour of the paint, they dip their brush into a new pot and continue again.

3 Now let them move around, standing near objects or the wall and painting along the lines, or perhaps adding new designs of all manner of colours and textures.



Progressions & Variations

Place a finger along the nose and point the finger at the areas to paint. Close one eye and move the head to paint using the nose and finger combo.

Provide the group with objects to paint that they can hold, like a football.

Make it a success

Encourage the group to envision a rich mixture of colours, and to blink, relax, and breathe deeply as they create their masterpieces.

This may be an invisible creation, but we want to encourage lots of long movements to relax the neck muscles. The length of the paintbrush and thickness of the brush is their choice.

Remind everyone to paint ahead, to their left and right, down low and up high. A full range of motion - not all at once, but throughout the activity.

Primary Purpose

To integrate the visual-ocular reflex and reduce strain in the visual system.



Visual Perception



Creative Thinking
Introspection
Calm and Relaxation



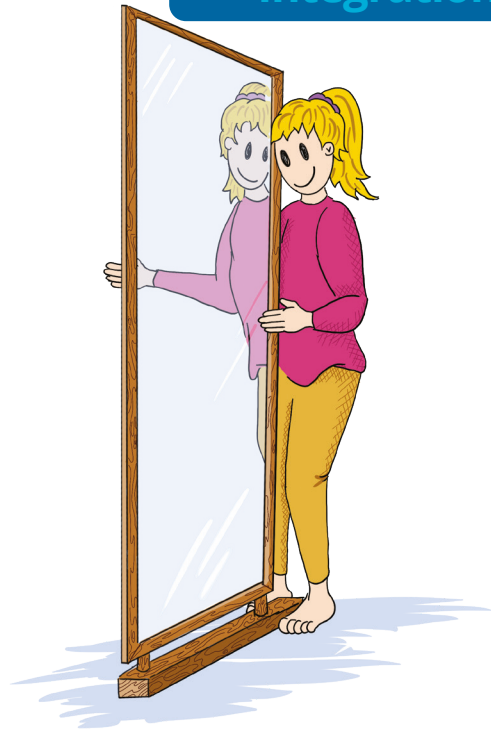
Reflexes



Self Esteem

How to play

- 1** Lying or standing up, instruct children to start by repeatedly drawing a line with their finger up and down the middle of their body and imagine their line divides the body into two parts.
- 2** Children now imagine there is a mirror right down the middle of their body. As one side moves, the other moves in exactly the same way, symmetrically: same speed, position and body tone.
- 3** Stop and then redraw the line. Now children move asymmetrically (left arm forwards, right arm backwards). Call out **'Same'** or **'Opposite'** so children keep changing between the two types of movements



Progressions & Variations

To simplify, keep children static and let them move just the arms or only the hands and fingers.

Lying down, children draw a line around the waist to divide their upper and lower body. When the left leg moves, the left arm copies, and the right leg and right arm. Create symmetrical movements from the midsection.

Working in pairs, stand in front of each other and take turns to lead. The lead child moves, bends and twists and their partner copies the movements.

Make it a success

Drawing up and down the body is an essential element, as this gives them a sensory awareness of the centre from which their left and right starts and finishes.

When working with the legs, the children will need to be on the floor. They can be sitting or lying on their front or back.

Asymmetrical movement patterns can be more challenging and require more coordination which usually results in quick and big moves. Support children by slowing some of their moves down and focusing on skilful and considered movements.

Primary Purpose

For the essential development of homolateral and cross-lateral movement patterns.



Reflexes
Coordination
Gross Motor Skills



Creative Thinking



Body Control



Dance

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.

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

Tightrope walk

Equip Team

Activation

How to play

- 1 Group children into even teams of 3 - 5 for this relay race. Put a pile of 3 bean-bags per person at a start line. For each team space three hoops along a line.

On the command 'Go', the first person of each team stretches out their arms to the side, palms down. Teammates put one bean-bag on the head and one on the back of each outstretched hand.

- 2 Then walking heel to toe, as if walking along a tightrope, they race to the first hoop, drop one bean-bag in, then carry on to the second hoop and drop, then to the last hoop and drop a bag, and then run back.

The next person repeats this and so on until everyone in the team has done it.

The first team to finish gets 10 points, the next gets 9 and so on.

- 3 Each team gets an additional 1 point for each bag in the first hoop, 2 for the second, and 3 for the last hoop. Minus 3 points for every bag not in a hoop.



Progressions & Variations

Complete the circuits without beanbags and if possible use lines on the gym floor as physical guides.

If this is too challenging, remove the heel-to-toe move and focus on walking a straight line, preferably using an actual line.

Additional challenges can include a beanbag on the head, but balancing small balls in slightly cupped palms.



Vestibular



Body Control
Locomotion



Reflexes
Gross Motor Skills



Gymnastics



Muscle Tone



Hoops
Beanbags

Make it a success

Balance is everything here. The warm-up should familiarise the children with the controlled heel-to-toe movements.

Remind the children that they should fix their eyes on something ahead of them to help them balance.

Children look straight ahead with their chin level to the ground. Straight spine, soft knees and as little a bounce with their steps as they can.

Primary Purpose

Improve core stability, balance and neck control while in motion.

 **Wired
For
Movement**

Wobbly Bottoms

No
Equip

Class

Activation

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

Wired
For
Movement



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