

Proprioception

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 Proprioception 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 is Proprioception?

Proprioception, or our 'position sense,' is the ability to sense our body's position in space, whether muscles are stretching or contracting, and how joints are bending, straightening, pulling, or being compressed. This sense is vital for coordinated and efficient physical actions, playing a significant role in our overall well-being and interaction with the environment.

Sensory receptors for proprioception are located in the muscles, joints, and connective tissue. These receptors continually send signals to the brain, even when we are still. This stream of information is processed mainly at an unconscious level, allowing us to perform complex actions effortlessly. Proprioception enables us to run up stairs, skip, navigate obstacles, fasten our clothing, and play sports without needing to look at what our body is doing.

Proprioception also integrates other sensory inputs, especially tactile (touch) and vestibular (balance) sensations.

By organising these sensory inputs, proprioception can help calm hypersensitivity, making it easier to process and respond to sensory information. This is particularly important for children who may experience sensory processing challenges.

Proprioceptive input provides consistent feedback about the body's position and movements, helping individuals feel safe and secure. It reduces anxiety and enhances alertness, leading to a sense of stability and confidence in movement and daily activities. This foundational sense supports the development of motor skills and coordination, essential for daily tasks and recreational activities.

Engaging in activities that stimulate the proprioceptive system, such as jumping, pushing, pulling, and carrying, can strengthen this sense. These activities reinforce the brain's ability to interpret proprioceptive signals accurately, improving physical performance and adaptability to new environments. Understanding and supporting the proprioceptive system can significantly enhance a child's ability to engage successfully in both academic and physical education settings.



Proprioception (Spatial Awareness)

A Summary view

- Proprioception is our 'position sense'; the sense of our body's position in space, whether muscles are stretching or contracting, and how joints are bending, straightening, pulling or being compressed.
- The proprioceptive sense allows us to move, run up stairs, skip, negotiate objects and obstacles, fasten our clothing, play sports - all without looking at what our body is doing.
- Proprioceptive input helps people to feel safe and secure, knowing where their body is 'at'; it decreases anxiety and increases alertness.

COMMON SIGNS

Poor Spatial Awareness
Actively and Accidentally Bumping into Things
Have to 'watch' what their hands are doing
Fidgeting
Disruptive Behaviour

Impact on learning

Difficulties with precise movements
Clumsy
Poor Attention and Concentration
Anxiety and Low Confidence
Poor Handwriting

Using Wired for Movement to make a difference

Using combinations of explosive movements, static postures and space awareness techniques, the Wired for Movement games in this programme aim to improve children's:

- ✓ Heightened Body Awareness: Improved control and understanding of body movements.
- ✓ Enhanced Coordination: Better performance in tasks requiring motor skills, like writing and sports.
- ✓ Increased Confidence and Reduced Anxiety: in physical activities and social interactions.
- ✓ Improved Handwriting: Clearer and more legible handwriting.
- ✓ Better Balance and Posture: Increased stability and improved posture.

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?

Proprioception : 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 have trouble using the right amount of force during activities, like gripping a pencil too tightly or giving hugs that are too hard? 0 1 2 3 4 5 6 7 8 9 10
- 2 Do they often bump into things or people, trip, or seem clumsy during everyday activities? 0 1 2 3 4 5 6 7 8 9 10
- 3 Do they have trouble keeping their balance while standing, walking, or doing physical activities? 0 1 2 3 4 5 6 7 8 9 10
- 4 Do they have trouble planning or completing tasks that require physical coordination, like tying shoes or riding a bike? 0 1 2 3 4 5 6 7 8 9 10
- 5 Do they have trouble knowing where their body is in space, like bumping into things or not being aware of where others are around them? 0 1 2 3 4 5 6 7 8 9 10
- 6 Do they have trouble walking or keeping their balance on uneven surfaces, like stairs, grass, or rocky ground? 0 1 2 3 4 5 6 7 8 9 10
- 7 Do they often slouch or have trouble sitting or standing up straight? 0 1 2 3 4 5 6 7 8 9 10
- 8 Do they often seek out activities that give them deep pressure, like wrapping themselves in blankets, pushing heavy objects, or jumping? 0 1 2 3 4 5 6 7 8 9 10
- 9 Do they have trouble using both sides of their body together during activities like swimming, using scissors, or clapping their hands? 0 1 2 3 4 5 6 7 8 9 10
- 10 Do they often seek out intense movements, like spinning or jumping, to feel calm or focused? 0 1 2 3 4 5 6 7 8 9 10

Total:

Proprioception : Follow up Assessment

Name of child:

Date:

Adult:

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 Proprioception 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 have trouble using the right amount of force during activities, like gripping a pencil too tightly or giving hugs that are too hard? 0 1 2 3 4 5 6 7 8 9 10
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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 for Enhancing the Proprioception System

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.

Heavy Work

- 1 Heavy work activities, like carrying or pushing heavy objects, can provide proprioceptive input to a child's muscles and joints, and help them regulate their sensory system. Examples include carrying a backpack filled with heavy books or doing push-ups against a wall.

Deep Pressure

- 2 Proprioceptive input from deep pressure helps children with proprioceptive disorders feel more grounded and centred. Squeezing or hugging a weighted blanket or therapy ball, or wearing a compression vest, can provide calming and organising effects, enhancing body awareness and reducing anxiety.

Gross Motor Activities

- 3 Gross motor activities like running, jumping, and hopping provide essential proprioceptive input. These activities improve body awareness, coordination, and strength. Incorporating them into daily routines helps children with proprioception issues develop better motor skills and overall physical confidence.

Body Awareness Activities

- 4 Activities that promote body awareness, such as yoga, dance, or martial arts, can help a child with proprioceptive disorder to become more attuned to their body's position and movements. These activities also promote relaxation and self-regulation.

Use Sensory Tools

- 5 Sensory tools like weighted blankets, compression clothing, and fidget toys help children with proprioception issues. Weighted blankets calm and improve sleep. Compression clothing enhances body awareness. Fidget toys aid concentration. Sensory cushions and mats improve posture, while resistance bands and therapy balls boost body awareness and strength through play.

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.



return and repeat for about 2 minutes to get a rhythm.

Next, change it to combine different coordinated movements, led by your command.

2 Start simple with coordinating just one side, progress to opposing sides and then sequence individual limbs.

For example, the left leg and left arm, then left leg and right arm, then individually move right leg first, left arm, left leg, right arm, in order.

3 Always end with a few free-form whole-body snow angels.

Progressions & Variations

For children who find this challenging, simplify by moving one limb at a time and progressing to both arms, then both legs, then same sided leg and arm until they can form a snow angel.

Working in threes, the partners work together with one child, applying light resistance to the leg and the other to the arm being moved. One of them needs to give the instruction to move.

When doing this solo, each child has to have their eyes closed and move only on the sound of a clap.

M This is a simple leg

W hile off the

E m

P r

T o li

C on

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

Movements are to be slow and coordinated. The hands connect at the point the legs fully open, the hands touch the legs when the legs close.

When children are confident with the move, guide them to breathe in during the creation of the snow angel shape and slowly breathe out to return to the starting position.

Emphasis is always on the coordinated movement, the speed of each limb to be constant with every limb.

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

For children who find this challenging, simplify by moving one limb at a time and progressing to both arms, then both legs, then same sided leg and arm until they can form a snow angel.

Working in threes, the partners work together with one child, applying light resistance to the leg and the other to the arm being moved. One of them needs to give the instruction to move.

When doing this solo, each child has to have their eyes closed and move only on the sound of a clap.

Proprioception

Reflexes
Coordination
Gross Motor Skills

Track 7
zen

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.

The hands connect at the point the legs fully open, the hands touch the legs when the legs close.

When children are confident with the move, guide them to breathe in during the creation of the snow angel shape and slowly breathe out to return to the starting position.

Emphasis is always on the coordinated movement, the speed of each limb to be constant with every limb.

Primary Purpose

To improve spatial awareness, left and right coordination and inhibit the spinal Galant reflex.

Wired For Movement

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 Proprioception Programme

Block 1 - Weeks 1 - 8

	Game	MON	Tue	Wed	Thu	Fri
Week 1	Jack-in-the-Box Speedy Flips					
Week 2	Olympic Skydivers Wobbly Bottoms					
Week 3	Spring Flowers Animal Morphing					
Week 4	Musical Statues Snow Angels					
Week 5	Jack-in-the-Box Speedy Flips					
Week 6	Olympic Skydivers Wobbly Bottoms					
Week 7	Spring Flowers Animal Morphing					
Week 8	Musical Statues Snow Angels					

Weeks 9 - 16 next page...

The Small Group Proprioception Programme

Block 2 - Weeks 9 - 16

	Game	Mon	Tue	Wed	Thu	Fri
Week 9	Speedy Flips Autumn Leaves					
Week 10	Whirlwinds and Hurricanes Olympic Skydivers					
Week 11	Turning and Spinning Animal Morphing					
Week 12	Bubble Capture Snow Angels					
Week 13	Speedy Flips Autumn Leaves					
Week 14	Whirlwinds and Hurricanes Olympic Skydivers					
Week 15	Turning and Spinning Animal Morphing					
Week 16	Bubble Capture Snow Angels					

Animal Morphing

No
Equip

Class

Exploration

How to play

- 1 Imagine you are an animal and move about the room as that animal would. When I call out **'Animal Morphing'**, stop immediately and slowly change into a different animal.
- 2 Morph slowly and theatrically. When I call out **'Animal travels'**, move around the room as your new animal.
- 3 When I call out **'Animal Morphing'** you change into a different animal...



Progressions & Variations

Change between big and slow and small and fast animals - elephant to mouse, giraffe to dog, horse to snake etc.

Alternate between land, air and water animals, and include real, imaginary or extinct animals - dolphin to unicorn to bee to T. Rex.

Group children for an animal morphing performance to the class. Each group decides on 3 animals and practices their routine to show the class.

Make it a success

This activity is designed to encourage the steady control and coordination of muscles not routinely used. To achieve this, encourage exaggerated changes in body shape with a slow and theatrical morphing phase.

Help children focus on contrast: large and small, fast and slow, bouncy and crawling, predator and prey etc. Changes in body dynamics create a great show and help children think about their body and the coordination of muscles.

To get all children involved, consider starting with you calling out an animal for a few rounds, then let them choose their own.



Proprioception



Body Control
Locomotion



Reflexes
Coordination



Creative Thinking



Muscle Tone
Cardio Fitness



Dance
Gymnastics

Primary Purpose

Improve coordination and joint mobility with slow, purposeful movements stimulated by imagination and creativity.

Wired
For
Movement

Exploration

How to play

- 1** Pretend you're a leaf on a tree branch and are being blown by the wind. Hold on tight! Suddenly, the wind becomes a big gust and you are blown off the branch. What does it look like to be a leaf blowing away in the wind?
- 2** After a while, the wind calms down and you gently, gracefully fall to the ground.
- 3** When all the children are down, restart the activity as a different type of leaf, such as a spinning sycamore, large oak or small birch leaf. Repeat the activity, giving the children plenty of opportunities to express themselves through varied movements.



Progressions & Variations

Group children into pairs so they join to become one large leaf.

Describe changes in the force of the wind to create variety, from a gentle breeze to a hurricane.

In small groups, children create a Dance of the Falling Leaf, with one child narrating a story of the seasons, where a leaf grows from a bud in spring to being blown off the tree in autumn.

Make it a success

This activity activates proprioception by rotation and uses different muscle groups to resist an imaginary force. Focus children on widening and retracting their arms and rotating in different dynamics.

Create a lot of space for children to use and remind them to be aware of others.

Help children to get more ideas by dividing the class into groups. One group at a time performs their leaf dance while the other groups observe. Point out good and resourceful ideas, especially focusing on the turning and rotations and variations in dynamics.

Primary Purpose

To activate proprioception by using different muscle groups to resist an imaginary force.



Proprioception
Vestibular



Body Control
Locomotion



Coordination
Reflexes



Dance

Bubble Capture

No
Equip

Solo

Exploration

How to play

- 1** You're walking along when you suddenly become enclosed in a very big bubble! This bubble is very thick and strong and will not pop.
- 2** Now the bubble is starting to shrink all around you and is squishing you! Show how you are trapped in it and use your body to push the bubble away from you.
- 3** As you push the bubble one way, it moves closer in the opposite direction. Use every part of your body to constantly push the bubble away. When I shout **'Pop'**, the bubble disappears. Repeat the game.



Progressions & Variations

Encourage the use of the whole space so children can sit and lie down as the bubble closes in. While on the floor, the bubble starts to squish them and roll them about.

Children work in pairs, standing back to back and/or lying back to back. They work together to push the enclosing bubble away.

Reverse the bubble, so it starts very close to the body and then expands. Children have to pull it back in - as they pull in one piece, another expands away from them.

Make it a Success

This activity stimulates a kinaesthetic response from the imagination, which improves awareness of different proprioceptive states. Help create the drama of the situation and encourage children to be imaginative.

Encourage the children to use their whole body and bend and straighten their limbs, squatting down while pushing out, bending the knee and pushing forward.

Pull and push and stretch this strange bubble, with arms, feet, legs, the front and back of the head etc.

Primary Purpose

To enhance awareness of different proprioceptive states by stimulating a kinaesthetic response from the imagination.



Proprioception



Body Control



Gross Motor



Creative Thinking



Cardio Fitness



Dance
Gymnastics

 **Wired
For
Movement**

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

Jack-in-the-box

Track
5

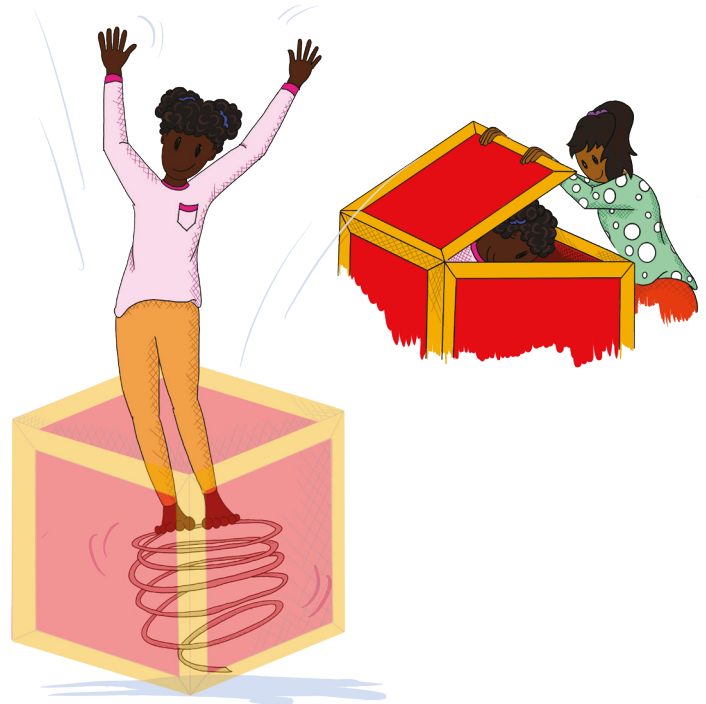
No
Equip

Solo

Exploration

How to play

- 1** Standing up, imagine yourself as a giant Jack-in-the-box: a puppet on a big spring inside a box.
- 2** Imagine a big kid is pushing down on the lid. Slowly crumple and bend into a squat position as they push the lid down. The spring under your feet is coiled tight and ready.
- 3** When I call out **'Jack'**, the lid suddenly opens and you spring out of the box and bounce around. After a minute or so, the lid closes again and the activity repeats.



Progressions & Variations

Children work in pairs, with one as the Jack-in-the-box and the other gently pushing down on their head until fully squatted. When ready, the child opens the lid by tapping on the head, releasing the Jack-in-the-box.

Children hold onto ribbons to create an amazing firework-like display as they expand out of their box. Children hold onto beanbags, and when they pop up, they throw them high like a party popper.

Children work in groups of 4-5 and choose who will pop up and in what order. Another group has to guess who will pop next.

Make it a Success

This activity is designed to inhibit the startle reflex, improve the vestibular system and increase muscle tension for improved sensory feedback. Focus on the explosive nature from a tightly curled squat to an expansive movement.

While in the box, children tighten up all their muscles, squat low and balance on the balls of their feet, arms curled around their head or chest.

Encourage children to bounce about slowly after they have been released by softening their knees and ankles, but keep muscle tone in the legs whilst the upper body is floppy.

Primary Purpose

To activate the vestibular system and increase muscle tone for improved sensory feedback.



Proprioception
Vestibular



Body Control



Gross Motor



Dance
Gymnastics



Muscle Tone



Wired
For
Movement

Activation

How to play

1 In this activity, the whole class reacts to music playing and stopping, which you take control of. The class follows two instructions: type of movement and direction of travel. When you start the music, call out a type of movement skip, hop, jog, roll etc. and a direction to move in - diagonally, zig-zag, across the room, backwards etc.

2 Everyone has to move in this way until the music stops. While the music is paused (about 5 seconds or more), everyone has 2 seconds to slow and then they must remain as still as a statue.

3 If anyone is caught moving during the pause, they get a one second penalty. A game lasts for 10 musical pauses. When the game ends tell everyone to create a funny shaped statue and hold it as still as they can for 5 seconds. Everyone with a penalty makes an additional statue straight after and holds it for the penalty times collected.



Progressions & Variations

Reduce the length of the game if children find it challenging or need rest.

Reduce or extend the times to hold their position to reduce or enhance the challenge.

Alternate between one or two types of movements in a single game and reduce the length of the game.

Make it a success

This game is designed to increase aerobic fitness and the ability to maintain a static hold. To achieve this contrast changes of rapid movements with the stillness.

Explain to children how to hold a static pose: fix the eyes and focus on a point in front of them, plant their feet on the ground if standing, or/and tighten all the muscles and breathe slowly in and out.

Provide a lot of space so children can move around freely and the space is free of possible trip hazards.

Primary Purpose

Increase spatial awareness and activate balance by combining static holds and movement



Proprioception
Vestibular



Creative Thinking



Coordination
Gross Motor Skills



Dance
Gymnastics



Muscle Tone



Body Control
Locomotion



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 Lying down on their back, the children start with their legs together, stretched out, and arms down, palms to the floor. Then, open the legs wide and bring the arms wide, around the body, hands touching above the head. Hold for three seconds and then return and repeat for about 2 minutes to get a rhythm.

2 Next, change it to combine different coordinated movements, led by your command. Start simple with coordinating just one side, progress to opposing sides and then sequence individual limbs. For example, the left leg and left arm, then left leg and right arm, then individually move right leg first, left arm, left leg, right arm, in order.

3 Always end with a few free-form whole-body snow angels.



Progressions & Variations

For children who find this challenging, simplify by moving one limb at a time and progressing to both arms, then both legs, then same sided leg and arm until they can form a snow angel.

Working in threes, the partners work together with one child, applying light resistance to the leg and the other to the arm being moved. One of them needs to give the instruction to move.

When doing this solo, each child has to have their eyes closed and move only on the sound of a clap.



Proprioception



Reflexes
Coordination
Gross Motor Skills



Make it a success

Movements are to be slow and coordinated. The hands connect at the point the legs fully open, the hands touch the legs when the legs close.

When children are confident with the move, guide them to breathe in during the creation of the snow angel shape and slowly breathe out to return to the starting position.

Emphasis is always on the coordinated movement, the speed of each limb to be constant with every limb.

Primary Purpose

To improve spatial awareness, left and right coordination and inhibit the spinal Galant reflex.

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 begins this activity on their back on a mat, curled up tight like a bud in early spring. Their arms are wrapped around their legs and their legs are pushed down into their chest.

2 On the instruction '**spring time**', they slowly and gently unfurl their limbs, their petals reaching up to the sun. Their limbs extend high and then wide, ending with their arms and legs wide resting on the floor. They hold this position for 10 seconds.

3 Then, hearing the instruction '**winter time**', they reverse their movement by slowly contracting their legs and arms and wrapping themselves up tight. Once they have returned to bud form, they hold for 10 seconds before repeating three to five times.



Progressions & Variations

For those who find the slow pace too challenging, combine a series of quick opening and closing buds, then incremental movements (like a stop-motion animation) before progressing to a slow, controlled sequence.

Make it a success

This repetitive and rhythmic spatial awareness activity is designed to relax and improve body awareness and inhibit startle reflexes. Focus on a rhythmic opening, holding and closing choreography.

Everyone should extend and contract their movements from the core.

Encourage everyone to feel the warmth and joyfulness of the sun on their soft petals as they extend their limbs wide.

Primary Purpose

To help integrate primitive startle reflexes and enhance proprioception.



Proprioception



Body Awareness
Emotional Resilience



Reflexes
Coordination



Gymnastics



Body Control



Mats

Track 7
zen



Wired
For
Movement

Exploration

How to play

1 Find a space and stand still with your feet together or just slightly apart, arms by your sides. Close your eyes and allow your body to gently sway left or right, forward or backward. Keep your eyes closed and return to the centre with small movements, without moving your feet. To sway back to centre, tighten and relax the muscles in your arms, legs, torso, and shoulders.

2 After a few minutes, try swaying with your head down, or with one foot on the floor and the other resting on top of it. You can also position your arms so one is in front and the other is behind, or spread them out wide. Feel your body swaying and your ability to balance by using small movements to return to the centre.

3 Continue this for a few more minutes, allowing your body to find its balance and rhythm.



Progressions & Variations

The feet can be moved slightly apart or closer together with knees slightly bent, if they find the balance too challenging.

Challenge their balance by putting beanbags or a wobble board under their feet.

Make it a success

They should be barefoot and feel the floor on the sole of their feet with their toes spread wide.

If they are struggling too much to balance, let them widen their base of support or bend their knees.

To exaggerate the swaying experience, they can imagine a large magnet is slowly moving around and pulling on them.



Primary Purpose

To activate the vestibular system and improve balance.

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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