Database Content.

It is important to remember: (Maybe add a page with tips for supervisors ?)

• Always give as much praise and positive encouragement as possible.

• Make sure that you do not give too many instructions at one time.

• Ask the child to repeat the instructions to you before they carry them out and make sure they understand them all.

• Give plenty of time for changing clothes, shoes etc.

• If you ask the class or group to choose teams, make sure that specific children are not left out. You could ask the child who is never chosen to be the team leader; then ask each child once they have been chosen to pick the next team member.

Individual Exercises:

1. **<h2>Unscrewing the lid from a bottle:</h2>**

<div id=”description”>

Description – This exercise aims at developing children’s motor skill strategies. It focus’ on challenging children to combine hand eye co-ordination with complicated muscle movement, both of which children with Dyspraxia tend to have great difficulty with. This exercise can prove to be quite challenging especially for young children but with practice it can benefit a child’s entire motor functionality.

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<div id=”instruction”>

Instruction – This exercise should be completed for a duration of 10 minutes daily. For new children to this exercise start with the lid of the bottle loosened. As the child progresses tighten the lid slightly to make the exercise more challenging. To unscrew the lid twist it in an anti-clockwise direction. As it becomes looser the easier it is to twist. Twist until the lid comes off then repeat the process until the timer has finished. See how many times you can get the lid off in 10 minutes. Try beat your score each time you attempt the exercise.

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1. **<h2>Clapping hands:</h2>**

<div id=”description”>

Description – This exercise is one for beginners. For children who suffer from Dyspraxia they struggle to cope with exercises or simple movements that require normal motor skills. This exercise aims to improve a child’s motor skills by simply just clapping their hands.

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<div id=”instruction”>

Instruction – This exercise should be completed for a duration of 10 minutes on a day to day basis. Once the timer has begun get the child to bring their hands together, at a slow pace to begin with, until they come together then return them to their starting position. Complete this cycle for the entire duration of the timer. When the child becomes more comfortable with the exercise increase the speed at which they clap their hands. It can be a good idea to count how many times they can clap their hands in 10 minutes, each time trying to beat their previous score.

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1. **<h2>Opening and closing pegs: </h2>**

<div id=”description”>

Description – This exercise is excellent for muscle strengthening in the hand area and also challenges the child to put their hand-eye co –ordination to the test. By simply opening and closing a clothes line peg the improvements in a child’s motor skills are outstanding.

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<div id=”instruction”>

Instruction – This exercise should be completed in two parts for a total duration of 10 minutes. Use the left hand first for 5 minutes then move over to right hand for the second 5 minutes. Simply get the child to open and close a peg repeatedly for the duration explained. Start slowly and increase the speed as the child becomes more experienced. Then move onto getting the child to attach the peg to items around the house as a side exercise.

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1. **<h2>On all fours: </h2>**

<div id=”description”>

Description – This exercise is extremely beneficial in improving a variety of motor skills. It works by involving all four limbs but can prove quite challenging to begin with. It focus’ on challenging the child to carry out difficult muscle movements along with challenging balancing techniques also.

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<div id=”instruction”>

Instruction – This exercise can be tiring so should be completed for a duration of 5 minutes on a daily basis. Ask the child to get in the crawling position. Then ask them to move their face down towards the floor, aiming for a spot between their hands, then push back up to the crawling position. Their elbow should not touch the floor and their weight should be kept forward, over the hands. Repeat this movement until the timer is up.

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1. **<h2>Leg Lifting: </h2>**

<div id=”description”>

Description – The aim of this exercise is to improve children’s pelvic control.This is one area children with Dyspraxia or children in general need to be competent in. Leg lifts strengthen the muscles in the pelvic area and abdominal region but also improve motor skills in these area’s also.

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<div id=”instruction”>

Instruction – This exercise can be tiring so to begin with should be carried out for 2 minutes and 30 seconds with each leg. Begin by laying the child flat on their back then start the timer. Start with the left leg, at the child’s own pace get them to lift their leg slowly to a 30 degree angle off the ground then slowly bring it back down to the ground. Repeat this movement for the full 2 minutes and 30 seconds then move onto the right leg. Repeat the exercise for a further 2 minutes 30 seconds with the right leg. When the child is able to complete the exercise for the full 5 minutes comfortably, increase the duration of the exercise.

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1. **<h2>Wall push ups: </h2>**

<div id=”description”>

Description – This exercise aims to improve children’s muscle control, muscle strength and motor skills in the upper body. Make sure to supervise with care as it can be challenging to begin with.

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<div id=”instruction”>

Instruction – This exercise can be challenging to begin with so should be carried out for a duration of 5 minutes for the first few attempts. Increase the duration by 1 minute after every 10 successful attempts. Face the child about 2 feet from the wall in an upright position. Place their hands straight out against the wall and keeping their hands in the same position get them to move the rest of their body towards the wall only bending their elbows. Repeat this movement for the duration of the timer.

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1. **<h2>Jumping on a trampoline: </h2>**

<div id=”description”>

Description – This exercise is great for eye/foot co –ordination. It will require a trampoline of any size. Jumping on a trampoline challenges children to put their leg muscles to work but also to use the brain to co-ordinate jumping on the trampoline. It also improves fitness dramatically. Assistance from the supervisor may be required at the beginning.

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<div id=”instruction”>

Instruction – This exercise should be completed for duration of ten minutes every day to retrieve the best results. A trampoline is required. Place the child on the trampoline and get them to begin jumping up and down when the timer is started. Complete the exercise for the entire duration instructed.

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1. **<h2>Writing the alphabet on a blackboard: </h2>**

<div id=”description”>

Description – This exercise aims to improve a child’s hand/eye co-ordination but also aims to help the child become more familiar with writing the alphabet. It may be required that the supervisor takes some time to teach the alphabet and to the child. For very young children with Dyspraxia this exercise may be too challenging.

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<div id=”instruction”>

Instruction – This exercise should be completed for 10 minutes daily. A blackboard, a piece of chalk and knowledge in writing the alphabet is required to complete this exercise. Instruct the child to use the chalk to write the alphabet on the blackboard starting with the letter A then B and so on. Record how far through the alphabet the child gets before the timer runs out. Let the child know the result and aim to beat that result the next time round. If the child completes the entire alphabet in the set time go back to the letter A and start again.

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1. **<h2>Tying laces: </h2>**

<div id=”description”>

Description – This is another exercise to improve hand/eye co-ordination for children with Dyspraxia. It can be extremely difficult to begin with especially for those of a very young age so may require some assistance from a supervisor. Tying a lace is a skill everyone should be able to carry out but can prove a lot more difficult for those who suffer from Dyspraxia. So by completing this exercise on a daily basis can benefit a child massively in the future.

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<div id=”instruction”>

Instruction – This exercise should be carried out for 15 minutes daily to retrieve best results. Follow the diagram while reading the instructions. The first step is to take a shoelace in each hand. Cross one lace over the other lace halfway up the laces. Take the end of one of the laces and put it over the other lace. Now poke it through the cross or bunny hole. Hold on to the ends of both laces and pull tight. The cross should now be close to the shoe. Take one lace and make a small loop, or ‘bunny ear’. The ‘bunny ear’ loop should have a long tail. Take the other lace and make a small loop, or ‘bunny ear’. The ‘bunny ear’ loop should have a long tail. Cross the middle of the first loop (‘bunny ear’) over the middle of the second loop (‘bunny ear’). Take the top of the second loop (‘bunny ear’) and put it over the first loop (‘bunny ear’). Now poke it through the cross or hole. Put your fingers inside the ends of the loops (’bunny ears’), then hold on and pull tight. You’ve now tied the loops in a knot. Your shoelaces are tied.

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1. **<h2>Jumping Jacks: </h2>**

<div id=”description”>

Description – This exercise aims to improve both upper and lower body muscle movement, control and motor skills. Jumping Jacks can be difficult for young children with dyspraxia but with practice can be of great benefit to overall motor functionality. They also challenge children to improve their fitness.

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<div id=”instruction”>

Instruction – As this exercise can be challenging fitness wise for children it is best to carry it out for a duration of 5 minutes to begin with. Start by getting the child to stand with their feet together and their hands down by their side. Start the timer. Then in one motion get the child to jump their feet out to the side and raise their arms above their head. Immediately reverse the motion by getting the child to jump back to their starting position. Repeat the entire motion for the duration of the timer.

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Group Exercises:

1. **<h2>Ball Skills: </h2>**

<div id=”description”>

Description – Skills with a ball are excellent for improving hand/eye co-ordination and motor skills for children with Dyspraxia. Completing this exercise as a group helps a number of children at the once as well as allowing them to help and encourage each other. For this exercise any kind ball or throwing material can be used but it is better to start off with a small bean bag or soft ball.

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<div id=”instruction”>

Instruction – This exercise should be completed as part of a group ranging from 2 to 6 people. Carry out this exercise for a duration of 15 minutes. Use a ball that will give the children success, e.g. bean bag, koosh, juggling ball, sponge ball or tennis ball. Start by throwing the ball to one another using the dominant hand for the first 5 minutes. Then for the next 5 minutes get the children to use their non-dominant hand. Finally for the last 5 minutes practice as a group throwing the ball into a hoop or at a target. This exercise should be completed for the duration of the timer on a day to day bases. Supervisors may be involved.

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1. **<h2>Duck Duck Goose!: </h2>**

<div id=”description”>

Description – Duck Duck Goose is an excellent game for groups of children with or without Dyspraxia to improve their overall co-ordination and motor functionality. It can be a fun exciting game for young children but at the same time challenges them to put their motor skills to the test as a team.

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<div id=”instruction”>

Instruction – This exercise should be completed in a group of 4 or more children for a duration of 15 minutes on a daily or weekly basis. To play this game, the children sit down in a circle facing each other. One person is "it" and walks around the circle. As they walk around, they tap people's heads and say whether they are a "duck" or a "goose". Once someone is the "goose" they get up and try to chase "it" around the circle. The goal is to tap that person before they are able sit down in the "goose's" spot. If the goose is not able to do this, they become "it" for the next round and play continues. If they do tap the "it" person, the person tagged has to sit in the centre of the circle. Then the goose becomes it for the next round. The person in the middle can't leave until another person is tagged and they are replaced.

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1. **<h2>Stuck in the mud: </h2>**

<div id=”description”>

Description – Stuck in the mud is an excellent game for groups of children with or without Dyspraxia to improve their overall co-ordination and motor functionality. It can be a fun exciting game for young children but at the same time challenges them to put their motor skills to the test as a team. This game can be difficult to understand to begin with but once children have become familiar enough it becomes a lot easier.

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<div id=”instruction”>

Instruction – This exercise should be completed as part of a group of four or more children for a duration of 15 minutes on a daily or weekly basis. Choose one player to be on. All the other players scatter around. The player who is on must run around and tag as many people as they can. When tipped, a player must freeze and stand with their legs and arms apart. The only way to be freed is for a non-tagged player to crawl through the tagged players legs. Players are safe while crawling under legs and cannot be tagged when in that position. The game ends when all players have been tagged and are 'stuck in the mud'.

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1. **<h2>Musical chairs:</h2>**

<div id=”description”>

Description – Musical chairs is fun exciting game that can assist children with Dyspraxia in many ways. It tests their reactions but also challenges them to combine motor skill strategies and quick muscle movements. This exercise requires music to be played out loud and a chair for each child playing. This is a fun simple game with multiple benefits.

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<div id=”instruction”>

Instruction – This exercise is to be completed as part of a group of 3 or more children for a duration of 10 minutes on a daily or weekly basis. The chairs are set up in two rows back to back (one chair less than the number of players).The music is turned on, and the players walk around the chairs. When the music stops the players race to sit in the available chairs. The player left standing is taken out of the game. The players all stand again and a chair is removed. The music is started and the walk around the chairs begins again. This procedure is continued until only one person remains. This person is the winner.

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