

## A Guide on how to progress exercises in the Fun Fit programme

### Making the Exercise Easier

#### **Body Extension - page 22 in your book**

##### Superman pose

- Offer verbal guidance – “are your legs straight?”
- Give tactile support – gently lift legs up or correct arm position.
- Focus just on upper body
- Try just lifting upper body initially with hands by side

##### Tummy Ball

- Offer verbal support
- Give tactile hand on guidance
- Make goal bigger
- Place small roll or cushion under chest for support.

##### Commando crawl

- Give verbal prompts
- Count or sing for rhythm
- Use animal walks as an easier alternative.

##### Scooter board

- Try moving straight initially
- Have legs bent initially, then straighten

##### Egg ball

- Try initially lifting head, head and shoulders then alternate hands, finally both hands

#### **Body Flexion – page 23 in your book**

##### Hedgehogs

- Give verbal guidance
- Offer tactile assistance to find position
- Support head
- Keep head down initially

##### Hedgehog faces

- Master hedgehog first

##### Sit ups / cross over half sit ups

- Only lift as far as able
- Support feet
- Give support under head.

##### Ball sit up

- Move closer to child
- If unable to throw or catch use “high five “ or bean bag / other object

### **Shoulder and pelvic Stability – pages 24-25 in your book**

#### Bean bag crawl

- Try straight line initially
- Give verbal cues
- Give tactile cues to assist positioning
- Try without bean bag

#### Bean bag crab

- Try straight line initially
- Give verbal cues
- Give tactile cues to assist positioning
- Try without bean bag
- Place bean bag on floor ask child to travel over without touching, make object higher to lift hips higher

#### Back to Back stand

- See book
- Try alternative with back against large ball against the wall
- Try a smaller movement range such as small squats back to back.

#### Half kneeling dual

- Think about pairing
- Keep both knees down
- Sit bottom down

#### Statues

- Don't challenge balance

#### Circle crab ball

- Have set pattern of passing ball
- Give verbal and tactile cues as needed to assist with position

### **Body Rotation – page 26 in your book**

#### Hula hoop

- Hold hoop and swing body left and right
- Larger hoops easier than smaller hoops

#### Hot potatoes

- Keep commands simple
- Shadow a child that is finding the game difficult and run with them

#### Rolling on the mat

- Use a small slope to assist
- Spend time assisting child to find good starting position
- Use tactile cues to initiate roll
- Reduce distance

#### **Bilateral Co-ordination – page 27 in your book**

##### Star jumps

- Break down sequence, pause between each step
- Legs only then arms only

##### Hand – clapping

- Progress and advance sequence with level of child

##### Action songs

- Reduce pace
- Sing along
- Do all together

##### Skipping with rope

- Use half a hoop
- Walk and talk through actions

#### **Balance – page 28 in your book**

##### Heel toe walking along line

- Make line wider
- Put arms out wide
- Give support if needed
- Make footprints to follow

##### Four point balance

- Offer verbal guidance
- Give tactile assistance to find position
- Just lift leg or arm
- Reach for support with outstretched arm

##### Stork balance

- Have foot free rather than resting on leg
- Have arms free rather than on hips
- Place foot on ball
- Place foot on box
- Provide support

##### Dribbling

- Use bean bag rather than ball

- Keep course short and simple

### **Jumping and hopping – page 29 in your book**

Jumping on discs / in hoops

- Keep distances even
- Provide support
- Reduce quantity

Zig-zag jumping / hopping– master jumping first

Hop scotch - master jumping and hopping first

### **Eye hand coordination and ball skills – pages 30-31 in your book**

Throwing beanbag

- Reduce distance
- Have a marked starting place
- Verbal prompts for looking

Circle bounce, balloon ball and beach ball

- Balloon is easier than beach ball which is easier than football.
- Verbal cues for looking and listening

Skittles

- Reduce distance
- Place skittles closer together
- Cues for looking
- Assist with starting posture
- Encourage rolling ball not throwing

Bounce and catch

- Larger ball easier than small
- 2 hands easier than 1
- Encourage catch away from body
- Use spot on floor either to bounce on or stand on
- Say as you do

Bat and bean bag

- A balloon is easier than a beanbag
- A hand is easier than a bat (with the balloon)
- Verbal cues for watching and listening.

Bean bag catch

- Switch to beach ball or balloon
- Reduce distance
- Use verbal cues

### **Making the Exercise More Difficult**

#### **General Principles of progressing an exercise or activity;**

- Decrease base
- Increase weight
- Increase lever
- Increase number of joints
- Increase effect of gravity
- Increase static hold
- Increase repetitions
- Include movement while holding a posture
- Make a sequence , including good transitions
- Challenge balance at the same time