

The background features several stylized gears of various sizes and colors (orange, grey, and white) scattered across the page. The largest gear is in the top right corner, and a smaller one is in the top left. A large gear is also visible behind the main title text.

Project TRiPS Presents:

# At-Home Activities for Motor Skills

Get your motor running with these fun activities  
to help improve fine motor and gross motor  
skills!!!

## **This activity kit consists of:**

1. Chair Yoga
2. Season Spelling
3. Bean Bag Tic Tac Toe
4. Eggtastic Fun!
5. Graphercise

In this activity kit, the focus is motor skills. Each exciting activity aims to invite participants to have fun in new challenges and improve their motor skills!

## **Definitions:**

### **Gross Motor Skills:**

**Gross motor skills involve movements of the large muscles of the arms, legs and torso.**

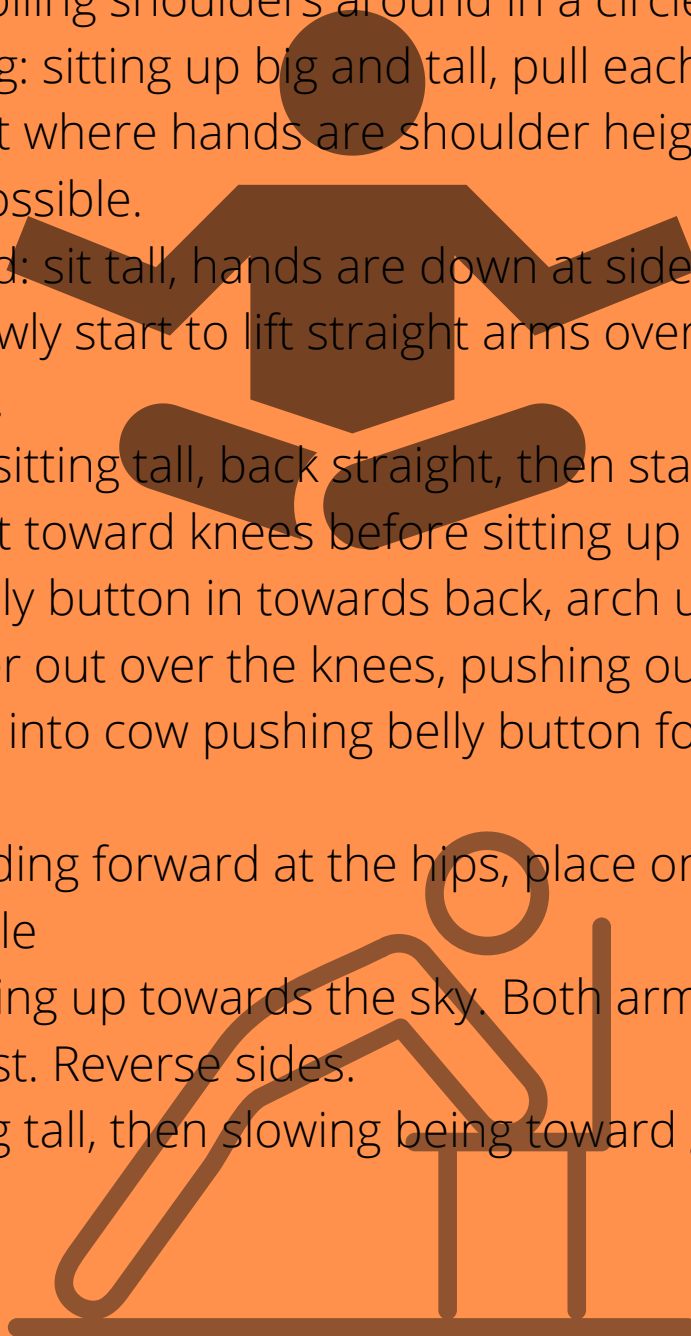
### **Fine Motor Skills:**

**Fine motor skills are the ability to make movements using the small muscles in our hands and wrists.**

# Chair Yoga

**Goal:** To increase Gross Motor Skills

1. Grab some chairs and put them in a circle
2. Explain that we will be starting from the head then moving toward the toes and each pose will last for 45 seconds. The poses will then follow in this order and completed to desired repetition:
  - a. Head tilt: sitting tall, moving ear to shoulder and holding then slowly taking head back in line with the spine.
  - b. Chest open: forcing the chest out forward while shoulders stay tall.
  - c. Shoulder rolls: rolling shoulders around in a circle.
  - d. Forward reaching: sitting up big and tall, pull each scapula back, lift arms straight out where hands are shoulder height, then reach as far forward as possible.
  - e. Around the world: sit tall, hands are down at sides reaching for the ground, then slowly start to lift straight arms over head leading with the thumbs.
  - f. Forward bends: sitting tall, back straight, then start to hinge at the hips, taking chest toward knees before sitting up tall again.
  - g. Cat-Cow: pull belly button in towards back, arch upper back bringing shoulder out over the knees, pushing out upper back before reversing into cow pushing belly button forward and looking up at the ceiling.
  - h. Salutations: bending forward at the hips, place one hand at feet with arm straight, while
    - i. other hand is going up towards the sky. Both arms remain straight and open in chest. Reverse sides.
    - j. Side bend: sitting tall, then slowly bending toward ground at side



# Chair Yoga

## **Adaptations:**

1. If individual uses a wheelchair, they can remain in his or her chair or move to the ground.
2. If individual has a hearing impairment, he or she can watch and copy the moves.
3. If individual has a visual impairment, verbal cues will be given to describe the placement or movement of body.
4. If individual has rigidity or requires hand-over-hand, the facilitator can help manipulate joints by assisting the movement.

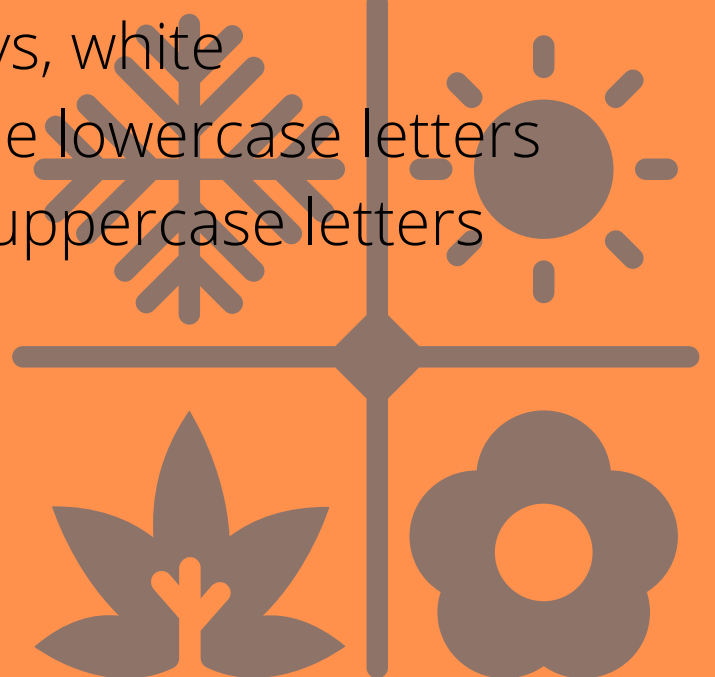
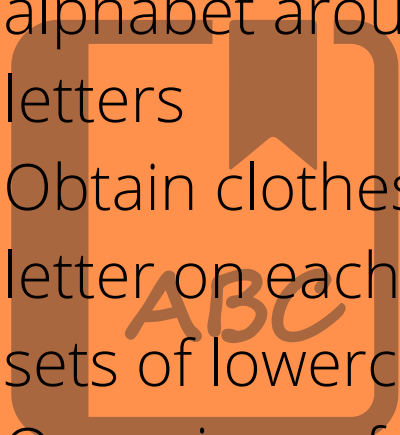
# Season Spelling

**Goal:** To improve fine motor skills

1. Obtain some paper plates and write the alphabet around the perimeter with capital letters
2. Obtain clothespins, and write a lowercase letter on each clothespin. There should be 6 sets of lowercase alphabet clothespins.
3. On a piece of paper print off the following season themed words and colors for the students to trace or copy; Fall, Pumpkin, Leaves, Turkey; Spring, grass, rain, flowers, yellow; Summer, pools, bikes, hot, orange; Winter, snow, cold, holidays, white
4. The students will match the lowercase letters on the clothespins to the uppercase letters on the paper plates.

Equipment:

- Paper Plates
- 26 Clothespins

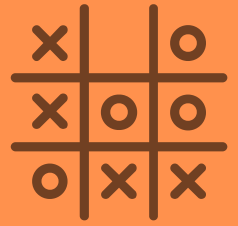


# Season Spelling

## **Adaptations:**

1. If the participant has rigidity in his or her arms, the facilitator can use hand-over-hand technique during the matching
2. If the participant cannot read the word to be spelled, the facilitator can assist the participant by reading it to them or by helping them sound it out.
3. If the participant communicates non-verbally, the facilitator may use the provided picture aids or a communication device

# Bean Bag Tic-tac Toe



**Goal:** To increase gross motor skills

## **Procedure:**

1. Clear a space of any obstructions ex. furniture
2. Create a large 4 x 4 x 4 tic-tac board (if you are limited with space use a 3 x 3 x 3 using masking tape or anything dictating the board lines)
3. Divide into teams and give 6 different color bean bags to each team
4. Go over the rules as follows:
  - a. Each player will stand about 5ft from the game board. Player 1 will toss their first bean bag and then player 2 will toss theirs, and so on until all bags have been thrown.
  - b. Once a bag lands in a square, it is theirs. If the other players bag lands in the same square, it does not count and will be removed from the board.
  - c. To win, one player must get bags in 3 squares in row. This row can be vertical, horizontal, or diagonal.
5. If all bags have been thrown and neither team has won, players walk and get their bags and throw again.
  - a. A variation may be running and dropping a bag and running back and the next team member goes and drop/move a bag
6. After a person has won, you can play another round.

## **Equipment:**

- 12 bean bags (or socks) in 2 different colors.
- Masking tape

# Bean Bag Tic Tac Toe

## Adaptations:

1. If someone has a visual impairment, leaders can clap over the board and use verbal cues to help them aim.
2. If a student has muscle rigidity, hand over hand can be used or a slingshot, if available.



# Eggtastic Fun!!

**Goal:** To improve fine motor skill

## Procedure:

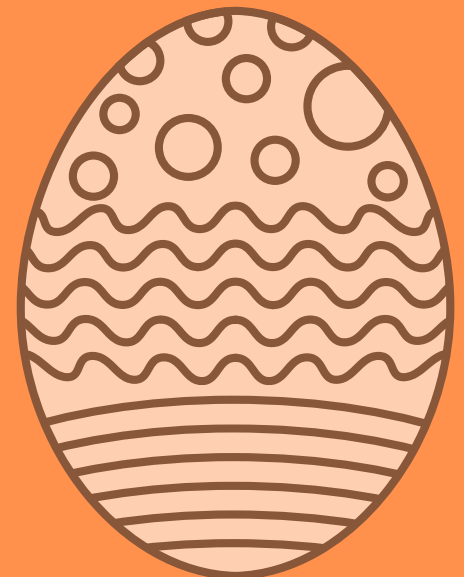
1. Set out the materials needed for the activity, be sure to give everyone enough room.
2. On each paper, the student will use glue to trace an egg and put any design he/she wants inside of it.
3. After everyone has traced their egg, each student will sprinkle salt on top of the glue. There should be no bare spots.
4. Now that the egg is covered with salt each carefully dump the excess salt into the trashcan. They should not tap directly on the back the glue instead shake gently.
5. Grab a paint brush and lightly paint their egg. They can use multiple colors or just one.

## Equipment:

- Thick paper (watercolor, card stock, poster board)
- Elmer's glue
- Table Salt
- Watercolor paint
- Paint brushes

## Adaptations:

- Parents can use hand over hand to help children trace and paint their egg.



# Graphercise

**Goal:** To improve gross motor skills

## Procedure:

1. Before the activity, the leader will put together the life size graph. It will be 6 by 6 or 8 by 8.
2. write out an exercise on an index card for each point on the graph and write each graph point on a stack of index cards
3. Divide into two teams.
4. Team 1 will form a line on the left side of the graph and team 2 will form a line on the right side of the graph.
5. The teams will take turns sending a player to the start cone.
6. When coming to the start cone, the player will select an index card with a graph point written on it.
7. The player will then locate the point on the graph.
8. Once the correct point is located, the participant will pick up the index card that has an exercise written on it that is located on the point.
9. The participant will then read out the exercise to his team.
10. Everyone on the team will perform the exercise together.
11. The participant will then give the index cards back to the leader.
11. A participant from the other team will then approach the cone and repeat the same process with their team.

## Equipment:

1. 1 Sheet of fabric or tarp
2. 2 rolls of duct tape
3. Fabric Paint
4. Index Cards
5. Sharpie to write on index cards
6. 1 cone



# Graphercise

## Adaptations:

- If the participant has an intellectual disability or developmental delay, parents can give them directions to their graph point and they exercises are easy enough that they should feel like the activity is not too advanced for them.
- For participants that use a wheelchair, he or she may utilize their chair to maneuver the spots or can direct their facilitator to the correct graph point.
- If participant has poor balance, the facilitator can provide support using hand over hand while locating the graph point or during exercises.
- If the participant has a visual impairment, the facilitator explain what is going on and tell them what exercise to perform when needed. The facilitator can also help move the participant to know how the exercise is performed.
- If the participant is not feeling challenged enough, the participant can do the exercises that both teams select or can do two extra of each exercises their team selects so they still have a break.