



September Activities



Infants – try to have infants able to tolerate a total of one hour a day on their tummies by the time they are 3 months old. While they are on their tummy, you can place toys out for them to reach for. For infants that are crawling, place objects out for them to crawl over (large pillows, bolsters) Remember to supervise closely (stay within arm’s reach) until they can hold their heads up well and turn over on their own.



Toddlers – Try holding up a large hula hoop and ask the children to try and go through the hoop without any part of their body touching it. This helps with spatial awareness. When doing music/dancing activities have the children freeze in place when you stop the music. Praise them for being able to tell their bodies what to do. They need to learn they are the boss of their body and they can tell it when and where to go. (or not to go!). If you’re wondering why you can’t do a hula hoop anymore, you’re probably not using the right size. The hula hoop should come up to at least mid chest/arm pit level for you to be able to keep it up when “hooping”



Preschoolers – Why not work on hitting a ball? Hang a large ball (a beach ball from the Dollar Tree would work well) and let the children practice hitting it. (You can also tie a ball inside a pair of panty hose and use the leg of the hose to hang it from a fence, tree limb or something similar) Being tied up, it can’t get away from them and go over the fence or make someone have to chase it. You can make a bat from a dowel/broomstick with a pool noodle slid over it. This gives a large hitting surface with an easy to grip handle. This is one of those skills that are learned. The child will begin by facing the “pitcher”/ball and using a chopping motion. (This is the basic movement) Remember the child’s belly button is their GPS. Where the belly button faces is where the child will go. The next step for the child is to learn to place the “bat” on the shoulder of the favorite side and use a level swing to hit at the ball (using one or two hands),



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the feet remain stationary and the non-favorite side is to the pitcher. (These are the transitional movements) The effective movement is to be sideways to the pitcher/ball, "bat" on favorite side, use a level swing with one or both hands and transfer their weight with a step forward. You can help them with this step by giving some verbal cues (step; twist your belly button; swing). Remember, while children's motor skills mature at a predictable rate, they do not develop at the same rate. Development depends on maturation, learning, and life experiences. Development is highly modifiable and susceptible to intervention and training.