

### Content outline

This activity aims to develop grasp, and maintenance of grasp. This will also demonstrate squeezing, flat-handed rolling and lifting items.

- Dexterity
- Grasp; Pincer and palmer grasp
- Grasp and release
- Position of wrist when lifting an object



This resource and supporting video have been created by:

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This series of resources and videos have been designed to give young people educational content and knowledge linked to the National Curriculum for Physical Education



For further support on any of the activities please also visit:

<https://www.specialolympicsgb.org.uk/sports/motor-activities-training-programme>



### Space

- Increase the distance away from the item so that the young person must reach to grasp it to make the activities more difficult
- Decrease the distance away from the item to make the activities easier



### Task

- Progress from squeezing and grasping, to lifting and maintaining the grasp
- Challenge the young person to transfer the items faster to further promote dexterity
- Change the task to reflect the young person's preferences to aid their motivation
- Use clear and simple language within instructions – try to use single words where possible



### Equipment

- Change the items being used to develop the same skill in different contexts
- Larger / heavier items can be used to increase the difficulty of the task
- Use different household items (Eg. Wrapping paper, play-dough)
- Use a small bucket to encourage the young person to hold the item – you can fill the bucket to make the task more difficult



### People

- Gradually reduce the physical support given to complete each activity
- Introduce another person at the side, or across the table to pass the items to

### Learning intention

#### Physical:

- To grasp, move and release an object
- To hold on to an item and lift it

#### Personal:

- To recognise the use of our hands to move objects

#### Verbal Instruction / Feedback:

- Give each task specific feedback; “That’s great lifting”
- Praise individual tasks; “Fantastic holding”
- Use clear language when giving instructions – use single words where possible; “Hold”, “move”, “lift”, “let go”