



# Building Resilience with a Fine Motor Focus



*An adapted program manual designed to build resilience and support fine motor development of preschool children.*

## Purpose

The purpose of this program is to promote resilience and school-readiness in children attending preschool in an under-resourced community. Interventions are focused on addressing social-emotional learning (SEL) skills and fine motor development. Each session is intended to be delivered in small groups with children for approximately 25 minutes. Program objectives and activities related to resilience and social-emotional learning are based on the original “Building Resilience” manual written by Kelle DeBoth Foust, Ph.D., OTR/L and Kelsey DeLisio, OTD, OTR/L. Integrated fine motor (FM) exercises and activities have been developed and implemented by Natalie Wolf, S/OT as part of a doctoral capstone project.

# Week 1

*SEL Theme: Introduction to Resilience*

*FM Focus: Development of Palmar Arches*

## Week 1 Objectives:

- Introduce purpose of sessions and what students will be learning throughout the program.
- Provide opportunities for children to get to know leaders and assist in creating a reinforcement chart.
- Introduce emotion identification content including Zones of Regulation.
- Address strengthening of intrinsic muscles of hand and development of palmar arches to support development of functional grasp patterns.

## Session 1

### Materials

- Visual of group rules
- Playdoh

### Procedure

- Introduction
  - Group leaders will introduce the group and explain that the group will start meeting on a regular basis to learn and try some new things
  - Review group rules and behavior chart together
    - During this week, group leaders should communicate with educators to determine if a group reinforcement chart is appropriate and effective to use for duration of program



- Ice breaker/ Warmup
  - Each student and group leader will share a favorite thing (color, sport, hobby, etc.) and how that favorite makes them feel
- Playdoh Activity
  - Group leaders will lead students in making various shapes with Playdoh, targeting palmar arches and hand strengthening. Shapes may include rolling in palms, rolling small balls with fingers, rolling into log, pinching with thumb opposition, flattening onto table, etc.
  - If time allows, students can create their own shapes with Playdoh
  - During the activity, group leaders will ask students more questions about their favorite things and the emotions associated with these things. Leaders may also discuss colors and whether students associate colors with different feelings.

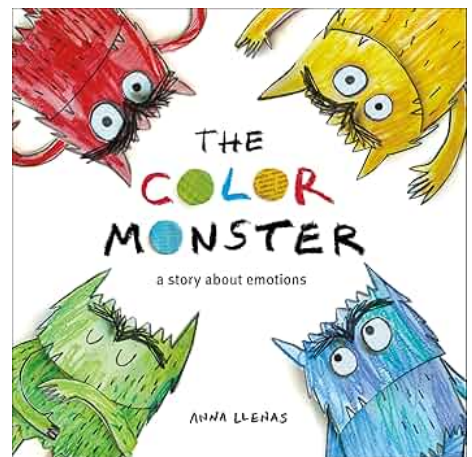
## Session 2

### Materials

- Visual of group rules
- *The Color Monster* book by Anna Llenas
- Color Monster coloring pages
- Crayons
- Zones of Regulation visual

### Procedure

- Introduction
  - Review group rules together



- Ice breaker/ Warmup
  - Using visuals and demonstration, group leaders will lead students in a variety of “finger warmups” targeting palmar arches and finger opposition (making OK symbol with each finger, peace sign, hand heart, etc.)
- Color Monster Activity
  - Group leaders will read *The Color Monster* to the group, identifying emotions of characters using facial expressions, dialogue, and body language.
  - Each student will color their own Color Monster. After coloring, each student will share how their monster is feeling.
  - Using a visual of the Zones of Regulation, leaders will facilitate discussion about what emotion each monster is demonstrating and which zone the monster may be in.

## Week 2

**SEL Theme: Identifying & Communicating Emotions**

**FM Focus: Wrist Strengthening**

Week 2 Objectives:

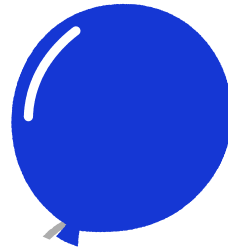
- Identify various emotions and their sensations within the body.
- Identify where various emotions fall within the Zones of Regulation.
- Demonstrate strength and ability to extend wrists during fine motor tasks by participating in activities targeting wrist strength.

### Session 1

Materials

- Visual of group rules

- Balloons
- Hoppity feelings cards



## Procedure

- Introduction
  - Review group rules together
- Ice breaker/ Warmup
  - Students will play a game of Simon Says, including prompts related to emotional facial expressions, gross motor movements, and wrist exercises. Leaders will provide demonstration and physical assistance as needed.
- Balloon Tap & Hoppity Feelings Activity
  - Students will participate in balloon tapping game on the carpet. Students will sit in circle and attempt to tap balloon around circle while keeping it off the ground, targeting wrist extension and control. If this is too difficult, leaders can individually toss the balloon to each student and ask them to tap it back.
  - During the balloon tap game, students will be called on to find and hop or bear crawl to facial expressions of emotions placed on the ground. After identifying the emotions, students will be asked to share something that makes them feel that way or show the group how the emotion looks with their body/ facial expression.

## Session 2

### Materials

- Visual of group rules
- Velcro faces and facial features
- Tape

- Black space on wall
- Emotions flashcards game or puzzle



## Procedure

- Introduction
  - Review group rules together
- Pin the expression on the face game
  - Students will engage in activity in which students work together to put together a face that is demonstrating a specific emotion.
  - Students will be called on to add a feature (eyes, nose, mouth) to the face until it is completed. The face will be positioned on a vertical surface to encourage wrist extension and strengthening as students “pin” the feature. After each face is created, the group will be asked what emotion is being shown.
- Emotions flashcards or puzzle
  - With remaining group time, students will work together to match emotions using flashcards or puzzle pieces. Students will be asked what emotion is showing and to share examples of things that make them feel that way.

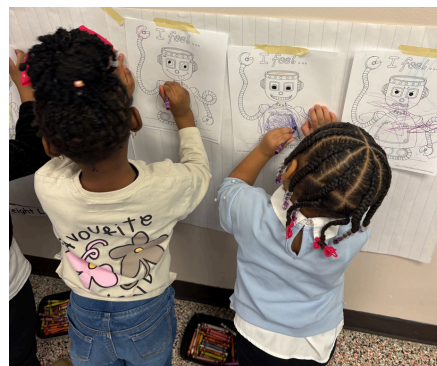
## Session 3

### Materials

- Visual of group rules
- Video or story explaining Zones of Regulation
  - Examples:
    - Spot of Emotions: <https://youtu.be/0076ZF4jg3o?si=kZ94SHd7ei1hTI3k>

- Social Story: <https://youtu.be/vnrBrHJ7WNC?si=Pua0H-aX8JWOXdQf>

- Zones of Regulation colored buckets
- Popsicle sticks with students names
- Coloring pages depicting emotions
- Crayons



## Procedure

- Introduction
  - Review group rules together
- Watch Zones Video
  - Students will watch a short video or listen to a story introducing the Zones of Regulation. Group leaders will help to further explain the meaning of different Zones and their color associations.
  - Students will be introduced to the Zones of Regulation buckets during this session. Each student will be given a popsicle stick with their name on it. Students will place their stick in the colored bucket (green, blue, yellow, red) that matches the zone they are in. This exercise will become a part of every group session.
- Coloring on Vertical Surface
  - Students will be given coloring pages of different characters demonstrating emotions or emotion-evoking scenes.
  - Students will color their pictures while working on a vertical surface (wall, DIY slantboard, easel) to promote wrist extension and strengthening.
  - While coloring, students will be asked what Zone their character is in and why.

# Week 3

## SEL Theme: Emotional Regulation

### FM Focus: Separation of the skilled side of the hand

#### Week 3 Objectives:

- Demonstrate understanding of appropriate vs inappropriate ways to manage various emotions.
- Identify appropriate tools to use when experiencing emotion in all 4 Zones of Regulation.
- Demonstrate improved ability to separate skilled side of hand during functional classroom activities.

## Session 1

#### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Story related to SEL or Zones of Regulation
  - E.g. *Allie All Along* by Sarah Lynne Reul
- Colored tissue paper/construction paper
- Glue sticks
- Printed snowman template (or other season-appropriate shape)



#### Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Storytime
  - Students will listen to a story related to SEL. After reading, leaders will facilitate discussion related to emotions, Zones, and coping strategies used in the story.

- Snowman Craft
  - Students will each tear construction paper and tissue paper into smaller pieces and glue them onto an outline of a snowman. Tearing of paper is targeting use of the skilled side of the hand. Group leaders may help with finger positioning as needed. Note this group was implemented during the winter. Leaders may need to use different templates to fit the time of year.
  - After all pieces are glued onto the snowman, students will be asked to draw a face on their snowman and tell us how their snowman is feeling or what Zone they are in.

## Session 2

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Children's tweezers
- Container of pompoms
- Characters showing emotions printed
- Zone colored boxes



### Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Tweezer and sorting game
  - Using tweezers, student will take turns finding and retrieving a small picture of a cartoon character out of a bin of pompoms. Each character will be displaying a particular emotion.

- Students will discuss how each character is feeling and match them to the appropriate Zone of Regulation, with the help of their classmates as needed.
- Once the Zone is determined, students will place them in the appropriately colored box. Each box will have a narrow slot (like a coin bank) that students must place their character into.
- Group leaders will begin discussion on strategies to get back to the green zone if a character is in a different zone (i.e., deep breaths, jumping jacks, take a break).

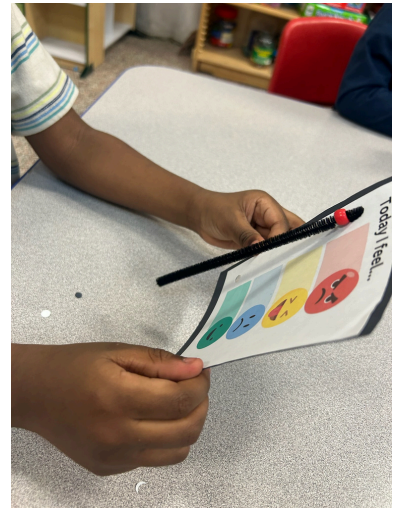
## Session 3

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- “Today I Feel” cards printed
- Pipecleaners
- Pony beads
- Hole puncher

### Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Today I Feel Craft
  - Each student will make their own feelings scale craft. With help from leaders as needed, students will punch 2 holes in their paper, thread a bead onto the pipe cleaner, and arrange the pipe cleaner from one end of the scale to the other, twisting in the back to secure.



- Bracelet/ Keychain Making
  - If time remains following the main craft, students will make bracelets or keychains using beads and pipe cleaners, continuing to target separation of the skilled side of the hand needed for fine motor manipulation of small beads.

## Week 4

### SEL Theme: Coping Strategies for Self-Regulation—Body & Hands FM Focus: Strengthening of hands and fingers

#### Week 4 Objectives:

- Introduce sensorimotor strategies involving the body and hands for emotional regulation.
- Review the Zones of Regulation terminology.
- Demonstrate improved hand and finger strength through participation in upper extremity gross motor and fine motor exercises and activities.

### Session 1

#### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Animal walks video
  - E.g.: *Tabata Workouts for Kids: The Animal Workout*
- Gross motor therapy gym items (therapy ball, bean bag chair, stepping stones, scooters, sit and spins, etc.)
- Printed pictures of equipment
- Zones-colored sticker dots



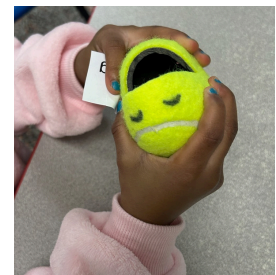
## Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Warmup: Animal Crawls
  - Students will watch a video leading them through various animal walks to warm up. Animal crawling, especially on hands, promotes weight bearing and strengthening of back and upper extremity muscles, including hands.
- Sensory exploration stations for body
  - Students will explore various sensory tools and equipment for the body around the room. Group leaders will discuss with teachers the best way to execute gross motor stations (in classroom, in gross motor area).
  - Tools/equipment should involve what the site already has access to, which may include an obstacle course, a crash pad, scooter board, therapy ball, sit and spin chair, rocking chair, etc.
  - Following exploration of sensory equipment, students will discuss how each “experiment” made their bodies feel and place a Zone-colored sticker on a printed picture based on their feeling.

## Session 2

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- 2 tennis balls with happy/angry faces and slits cut as mouths



- Small pieces of paper with examples of safe/unsafe hands
- Sensory items for hands (stress balls, fidgets, sensory bins, sensory brushes, shaving cream, water beads, etc.)
- Printed pictures of sensory equipment
- Colored sticker dots



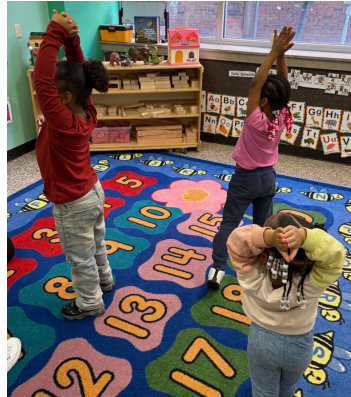
## Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Warmup: Safe vs Unsafe Hands
  - Group leaders will open discussion relating to safe and unsafe things to do with our hands, asking for examples from students.
  - Using two tennis balls with “mouths” cut out, students will sort safe and unsafe hands examples (e.g., high fives, hugs, hitting, scratching). Students will each have a turn to squeeze the correct tennis ball, and “feed” the behavior to the ball.
- Sensory exploration stations for hands
  - Students will explore various sensory tools and equipment for their hands around the room. Group leaders will discuss with teachers the best way to set up/execute stations (all at one table vs stations around room).
  - Tools/equipment may include a stress balls, sensory bins of rice/beans/water beads, sensory brushes, shaving cream, fidget toys, etc.
  - Following exploration of sensory equipment, students will discuss how each “experiment” made them feel and place a Zone-colored sticker on a printed picture based on their feeling.

# Session 3

## Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Yoga video
  - E.g. Cosmic Kids Yoga Safari
- Paper for painting
- Plates for distributing paint
- Paint aprons
- Finger paint



## Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Warmup: Yoga video
  - With additional instruction from group leaders as needed, students will follow along with a short yoga video.
  - After the video, we will have a brief discussion about what zone everyone is in after doing yoga, and how it made them feel.
- Sensory exploration through finger painting
  - Each student will create their own balloon finger painting. Suggestions include a tree or balloon strings where students can “dot” the leaves or balloons onto the template. Group leaders will promote discussion related to how the paint feels on the students’ hands and fingers, whether they like it or not, and what zone they are in after the activity.



# Week 5

## SEL Theme: Coping Strategies for Self-Regulation— Eyes, Ears, Mouth & Nose

### FM Focus: Using functional grasp patterns

#### Week 5 Objectives:

- Discuss various emotions and their associated sensations within the body using Zones of Regulation terminology.
- Introduce sensorimotor strategies involving the visual, auditory, and gustatory systems to aid in emotional regulation.
- Demonstrate and strengthen skills using a variety of grasp patterns including lateral pinch, tripod grasp, and pincer grasp

## Session 1

#### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Sensory equipment for eyes (lava lamps, projection lights, sensory bottles, bubbles)
- Mini water bottles
- Items to be put in sensory bottles
  - Food coloring, glitter, beads, pompoms, feathers
- Glue or tape to seal bottles

#### Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets



- Sensory exploration for eyes
  - Group leaders will lead students in trying out various sensory equipment for the eyes (lava lamps, lights, bubbles, sensory bottles). Leaders will also guide students in trying different experiments with their eyes (shutting eyes tightly, blinking quickly, looking side to side, holding eyes wide open). After each trial, students will be asked how it makes them feel (tired, awake, calm, bored, silly, angry, etc.)
- Making sensory bottles
  - Students will make their own mini sensory bottles. Students can customize their bottles by adding food coloring and various small objects. This activity is targeting multiple grasp patterns needed to open bottles and add small objects like beads or pompoms.
  - As students finish adding objects to their bottles, group leaders will assist them in gluing or taping the caps back on the bottles to ensure they are sealed.

## Session 2

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Speaker to play music and sounds
- Musical instruments
- Small plastic containers (such as plastic eggshells)
- Tape
- Items for noise makers (beads, rice, beans, dry pasta, buttons)
- Bowls or cups for distributing small materials



## Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Sensory exploration for ears
  - Group leaders will lead students in trying out various sensory experiments for the ears (listening to alerting vs calming music, nature sounds, playing instruments along to music). After each trial, students will be asked how it makes them feel (tired, awake, calm, bored, silly, angry, etc.)
- Making noise shakers
  - Students will each create their own noise shaker using plastic eggs and various items to put inside (i.e., beads, rice, beans, dry pasta, buttons, popcorn kernels, etc.). To target different grasp patterns, especially pincer grasp, students will pick the items from a bowl using their fingers. With help from group leaders, students will fill their eggs and then tape them shut.
  - During the activity, group leaders will ask students how different noises make them feel (alarms, music, singing, drums, etc.)
  - At the end of the activity, students may play their “instruments” to a song together.

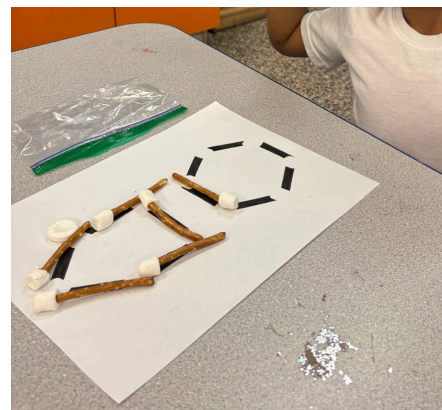


## Session 3

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Sensory materials for mouth/nose (marshmallows, lemons, pretzels, mints, essential oils)

- Pretzel sticks
- Mini marshmallows
- Plates/bowls for distributing materials
- Outlines of shapes printed on paper



## Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Sensory exploration for mouth and nose
  - Group leaders will lead students in smelling/tasting different scents and foods (crunchy, minty, sour, chewy). After each trial, students will be asked how the food or smell makes them feel (alert, calm, bored, awake, silly, etc.)
- Marshmallow pretzel building
  - Students will use pretzel sticks and mini marshmallows to build shapes. They will first follow along with a paper outline and then may add onto their structure if they wish.
  - During and following the activity, group leaders will facilitate discussion with students related to different tastes and scents (favorite food, things that smell, sweets, etc.) and how those make them feel.

# Week 6

**SEL Theme: Coping Strategies for Self-Regulation—  
Breath Awareness  
FM Focus: In-Hand Manipulation**

## Week 6 Objectives:

- Recall and identify various coping strategies for self-regulation.
- Identify emotions utilizing language from the Zones of Regulation and their associated physical sensations.
- Identify the benefits of deep breathing and discuss how to incorporate these techniques into their daily routine.
- Introduce and strengthen developmentally appropriate in-hand manipulation skills, such as translation, shift, rotation and overall hand strength.

## Session 1

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Short story about breathing
  - *Breathe Like a Bear* by Kira Willey
- Rubber bands
- Rainbow-colored pompoms
- Printed rainbow breathing visual



### Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Storytime
  - Group leaders will read a story about deep breathing. The group will pause throughout the story to breathe like the main character. After the story, the group will discuss how taking deep breaths can affect how you feel.

- Rubber band star breathing
  - Each student will be given a rubber band to place around their fingers with help from group leaders as needed. As a group, students will practice six deep breaths, opening the hand to stretch the rubber band they breath in, and closing their hands as they breath out. Halfway through, students will switch their rubber band to the other hand.
- Rainbow pompom breathing
  - Students will be given pompoms matching the colors of the rainbow to hold in one hand. Students will attempt to move pompom fingers to palm and palm to fingertips (translation) to trace each arch of the rainbow. After some practice rounds, group leaders will incorporate deep breathing into tracing.
  - Following breathing exercises, group leaders will lead discussion of how we can use deep breathing as a strategy to move to the green zone when we feel angry, silly, or upset.

## Session 2

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Printed pictures of a flower, mountain, water, and sky
- Superhero capes and masks
- Air-dry clay

### Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets



- Explanation of superhero breathing and powers
  - Students will put on superhero masks and capes. Group leaders will explain the purpose of this activity is to help them to understand and remember that they have superpowers. These special superpowers can help them feel happy even when they are going through tough times. Explain how these superpowers are always within them and that no one can take them away.
  - Hold up the picture of a flower. Ask the students to describe what a flower means to them. Explain how the flower represents the superpower of **love** and **kindness**.
  - Hold up the picture of the mountain. Ask the students to describe the mountain and how it feels to be one. Explain how the mountain represents the superpowers of **bravery** and **strength**.
  - Hold up the picture of water. Explain how water represents the superpowers of **calm** and **focus**. Ask the students about times when they are calm and focused.
  - Finally, hold up the picture of the sky. Explain how the sky represents the power of **freedom**, **peace**, and **happiness**. Ask them how it would feel to fly across the sky.
  - To support student engagement and understanding, group leaders may lead students in self-affirmations for each power (“I am kind”, “I am brave”, etc.)
- Making superhero stones
  - Using air-dry clay, each student will make a superhero stone that holds their superpowers.
  - After students have made their stone, the group will discuss how to activate their powers (taking a deep breath and breathing into the stone).

# Session 3

## Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Breathing visual
- Toilet paper/ paper towel tubes
- Green construction paper
- Googly eyes
- Green pompoms
- Glue
- Tissue paper strips (red, orange, yellow)



## Procedure

- Introduction
  - Review group rules together
  - Give each student opportunity to use Zones buckets
- Warmup: Breathing practice
  - Students will follow a visual or demonstration from group leaders to practice deep breathing. Examples: Lazy 8 breathing, bunny breathing, bee breathing
- Dragon breathing craft
  - Students will make a fire-breathing dragon craft to be used as a breathing strategy. Students will glue/tape googly eyes, pompoms, and tissue paper on their green tubes to make a dragon. Group leaders will assist in assembling the craft as needed as this is a more difficult activity.

- Throughout assembly, group leaders will facilitate discussion on how much breath a dragon needs to take in order for it to blow all of that fire out of its body. We can also use big dragon breaths when we are feeling out of control or in the yellow or red zones. Discuss how when we get angry and feel fire in our bodies, instead of yelling, throwing, or using our hands, we can release the fire through huge dragon breaths.
- Allow students to play with and explore their dragon breath using their new tool – when blowing out through the tube, the tissue paper should move, allowing students to visualize their breath.

## Week 7

### **SEL Theme: Applying Positive Coping Strategies** **FM Focus: Bilateral Coordination**

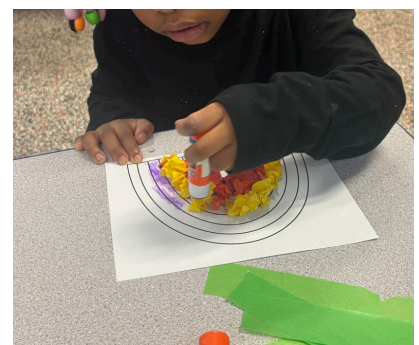
#### Week 7 Objectives:

- Identify positive coping strategies for self-regulation.
- Utilize positive coping strategies to demonstrate increased ability to self-regulate.
- Demonstrate and improve bilateral coordination skills through functional classroom activities.

### Session 1

#### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Pictures of characters showing emotions
- Rainbow outlines printed on paper



- Colored tissue paper
- Glue

## Procedure

- Introduction
  - Review group rules and group behavior chart
  - Give each student opportunity to use Zones buckets
- Characters in the Zones Flashcards
  - Using visuals of different characters/pictures of individuals demonstrating different emotions, group leaders will lead discussion with group about what zone the character looks like they are in and why.
  - After each character, group leaders will ask students to name a strategy that the character could use to get back to the green zone (i.e., take a deep breath, shake a sensory bottle, squeeze a pillow, draw a picture, hug a friend).
- Rainbow Craft
  - Each student will create a rainbow using different colored tissue paper and glue.
  - Ripping paper into smaller pieces, rolling paper between hands, and using two hands to hold background paper while gluing targets bilateral coordination.



## Session 2

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Visual of coping strategies
- Facial expressions/emojis printed on paper

- Scissors
- Case scenarios

## Procedure

- Introduction
  - Review group rules and group behavior chart
  - Give each student opportunity to use Zones buckets
- Coping strategies discussion
  - Group leaders will lead students in reviewing some of the coping strategies learned over the previous weeks and how they make our bodies feel.
  - Using visuals of coping strategies (take a deep breath, draw a picture, count to 10, shake a sensory bottle), students will discuss what strategies they can use and when they should use them.
- Cutting practice and case scenarios
  - Each student will use scissors to cut out different facial expressions from paper. Group leaders will assist with appropriate finger positioning and grasp of scissors as needed.
  - After each student has cut out their emotions, the group will go around the table picking case scenarios from a bag/hat. The group leader will read the scenario, and each student will hold up the facial expression that they feel best fits the scenario.
  - Examples of scenarios:
    - *Your friend wants to play with the toy you have*
    - *Your teacher asks you to stop playing and come sit at the table*
    - *A friend cut in front of you in line for the slide*
    - *You got hurt on the playground*



- Students can also be asked which coping strategy they could use to help them feel better in each example scenario, with the intent of applying these strategies to situations in their own lives.

## Session 3

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Cardboard treasure boxes
- Materials to decorate (crayons, stickers, gems)
- Printouts of coping strategies cut into “coins”



### Procedure

- Introduction
  - Review group rules and group behavior chart
  - Give each student opportunity to use Zones buckets
- Coping Strategies Toolbox/ Treasure Chest
  - Using various materials, students will decorate a coping strategy toolbox or treasure chest and fill it with coping strategy cards that they can use when they are feeling stressed, sad, angry, upset, or overwhelmed. Group leaders will assist in writing each students' name on their box.
  - Group leaders will go through each coping strategy card one at a time, asking students when they might use each strategy or how each one makes them feel.
  - At the end of the activity, group leaders can go around and ask each child about their favorite skill they've learned and why.

# Week 8

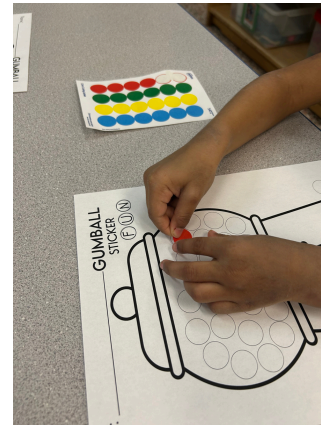
## Wrap Up Week!

This week can be used to work on SEL skills/topics that group leaders feel would benefit from being reviewed and fine motor activities that address multiple skill areas worked on throughout the program.

### Session 1

#### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Sticker worksheets
- Round stickers
- Play-Doh (optional)



#### Procedure

- Introduction
  - Review group rules and group behavior chart
  - Give each student opportunity to use Zones buckets
- Warmup
  - The group can complete a previously learned breathing exercise together as a warmup.
- Sticker activity & Play-Doh
  - Students will complete sticker worksheets targeting skilled side of the hand, pincer grasp, and visual-motor skills.
  - After students finish matching stickers on their worksheets, they can roll PlayDoh into small balls and place on top of the stickers.

## Session 2

### Materials

- Visual of group rules
- Zones buckets and popsicle sticks
- Watercolor paints
- Paper plates
- Pipecleaners
- Glue or stapler
- Certificates with students' names



### Procedure

- Introduction
  - Review group rules and group behavior chart
  - Give each student opportunity to use Zones buckets
- Butterfly breathing
  - Group leaders will instruct students in butterfly breathing. (Lifting and lowering arms like wings while breathing slowly in and out).
- Butterfly Watercolor Craft
  - Each student will use watercolor paint to make their own butterfly craft using paper plates. After painting, students will cut their plates in half to make two wings. Group leaders will assist with scissor use and cutting as needed. Students will then glue or staple their wings together and add a pipe cleaner as a body and antennae.
- Tracing names on certificates
  - Each student will receive a certificate since this will be our final session. Certificates will have student's names printed for them to practice tracing their names using crayons or markers if time allows.

## Additional References for this Manual

\*\*All photos in manual were taken by Natalie Wolf, S/OT and Gabrielle Mellen, S/OT with permission from YWCA Greater Cleveland Early Learning Center

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