

## This guidance leaflet should always accompany the Fizzy programme:

### We want the children to:

- Be motivated
- Be more confident
- Increase their self-esteem
- Enjoy movement and PE
- Not get bored with Fizzy

Here are some handy tips to keep the Fizzy programme lively and interactive.

- Involve the children in recording their own achievements so they can see the progress they are making. They should have their own named programme.
- If the child does not understand an activity try swapping roles!
- Some children may be encouraged by stickers or certificates for hard work.
- Let the children try out their own ideas occasionally if they are safe and realistic.
- Be prepared to use the programme flexibly, some children may need level one balance and level two ball skills.
- Involve the child in choosing activities from the level selected for them.
- You could practice ball skills one day and balance skills another, or a few activities from each. Use your initiative and ask the child!

**The Fizzy programme is not an assessment tool. However, if a child cannot progress through the programme (remains fearful or avoids taking their feet off the ground), it may indicate an underlying difficulty that will require further investigation.**

This is a graded and measurable activity programme in three stages *Beginners*, *Intermediate* and *Advanced*. It works on three specific areas **balance**, **ball skills** and **body awareness**. It is fun, easy to administer and has been successfully piloted in six schools in Canterbury and Thanet area.

It was designed to do the following:

- To be incorporated into a pupil's individual education plan.
- To be provided to schools by therapists to work on specific skills as determined at assessment.
- To be a product that can be used in schools as a whole package to use with pupils who have weak gross motor skills, prior to referral to the therapy services for assessment of co-ordination difficulties.

The Fizzy programme is not an assessment tool. However, if a child cannot progress through the programme (remains fearful or avoids taking their feet off the ground), it may indicate an underlying difficulty that will require further investigation. Ebat.

#### Comments or suggestions should be directed to:

Head of Occupational Therapist or  
Superintendent Physiotherapist  
**Children's Assessment Centre**  
Kent & Canterbury Hospital  
Ethelbert Road, Canterbury, CT1 3NG  
Phone: 01227 783043 Fax: 01227 783185

If you would like this leaflet in another format or language please contact the Communications Team

**By telephone:** 01227 791161 or  
**Email:** [communications@eastcoastkent.nhs.uk](mailto:communications@eastcoastkent.nhs.uk)

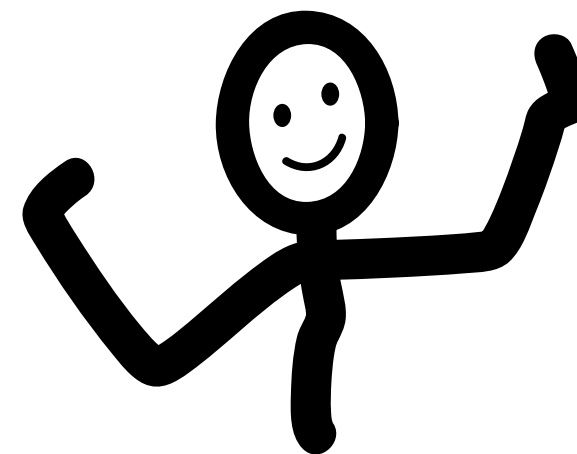
#### **PALS** **Patient Advice and Liaison Service**

If you need information, support or advice about our services, please contact PALS.

**Phone:** 0800 085 6606  
**Email:** [pals@eastcoastkent.nhs.uk](mailto:pals@eastcoastkent.nhs.uk)

# The Fizzy Training Programme

## A guide to using the programme



A programme compiled by  
Occupational and Physiotherapists.

Advice for  
parents, carers and education staff.

[www.eastcoastkentpct.nhs.uk](http://www.eastcoastkentpct.nhs.uk)

Date of Review: May 2009

Date of Publication: May 2008

Leaflet code: 0106

## The programme should be S.M.A.R.T.

### Specific

Negotiate with the child what areas they want to work on within a given level.

### Measurable

Read Fizzy's instructions carefully. Tick boxes have been provided to record each item achieved. Do not move onto the next level until you have completed the first. We recommend that a certificate of achievement should be given as each level or area is completed.

### Achievable

Avoid being over ambitious. Encourage, but do not force the child.

### Realistic

Help the child to establish what they can achieve or which areas need working on. Do not be tempted to rush through the programmes, quality counts!

### Time bounded

Identify the length of time you can dedicate to this programme. Then establish what can be achieved within this time, so the child can experience progress, you may only be able to fully complete four items at level one on the three areas within a six-week period.

Although these activities have been developed to promote gross motor co-ordination they are only suggestion. It is therefore the responsibility of the administrator and not the authors to ensure the child's safety at all times when carrying out these activities.

If in doubt, the administrator should contact their local Physiotherapy/Occupational therapy departments.



Your name: \_\_\_\_\_

**Balance Level One**

**1** Stand with your foot on a box and throw and catch a ball or beanbag with your partner. Also try swapping legs.

**2** Kneeling Starting position Hands and knees

**3** Walk along a 5 metre then a 10 metre line marked on the floor. Can you keep your feet on the line?

**4** Throw and catch a ball with your partner from a half kneeling position. Try 10 throws without dropping them, then try 20 throws.

**5** Stepping stones: Walk along a route placing your feet onto coloured shapes or into hoops. Vary the distances and directions of the stepping targets.

**6** Step into, onto or over different types of PE equipment. Use any of these to make up a small obstacle course.

**7** Balance on one leg. It helps to hold your arms out. How long can you balance for? What is your record (in seconds)?

Tick each box to record your progress. **1 2** **3 4 5** **6 7**