

Focus Area: Dysgraphia

Name of the Activity: “Playdough Adventure”

Target: Develop fine motor skills, hand-eye coordination, and spatial awareness. This activity aims to strengthen the muscles in the fingers and hands, which are crucial for writing. Additionally, it enhances the child's ability to follow instructions and boosts their creativity through hands-on play.

Duration: 30-45 minutes

Organizational Form of the Activity: Individual or group work (1-4 students).

Target Age Group: 6-10 years

Tools:

- Various colours of playdough
- Simple moulds (e.g., animals, fruits, vehicles)
- Natural materials (e.g., chestnuts, acorns, pieces of wood)

Instructions:

- Prepare various colours of playdough and simple moulds.
- Let the child choose a colour of playdough and start shaping it according to their imagination.
- Show the child how to use the moulds to cut out different shapes from the playdough.
- Combine individual shapes to create larger structures.
- While creating, talk with the child about what they are making, what colours they are using, and what shapes they know.

Tips for Teacher:

- Gradually introduce more complex moulds or tasks, such as creating patterns.
- Instead of moulds, you can use natural materials like chestnuts, acorns, or pieces of wood.
- Encourage children to invent their own shapes and stories that they can create with the playdough.
- Praise children for their effort and creativity to ensure they enjoy the activity and stay motivated.



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Focus Area: Dysgraphia

Name of the Activity: “Obstacle Course Drawing”

Target: Develop fine motor skills, hand-eye coordination, and spatial awareness. This activity aims to improve the child's ability to control a writing instrument while navigating through a fun and challenging course.

Duration: 20-30 minutes

Organizational Form of the Activity: Individual or group work (1-4 students).

Target Age Group: 6-10 years

Tools:

- Paper
- Pencils, coloured pencils
- Small obstacles (e.g., boxes, books, strings)
- Tape

Instructions:

- **Preparation:** Draw a simple obstacle course on a piece of paper. The course can include various elements such as zigzags, spirals, loops, and straight lines. You can also add small drawings of obstacles like bridges or tunnels.
- **Drawing the Course:** Give each child a copy of the obstacle course. Their task is to trace the path with a pencil without lifting it from the paper or going outside the lines.
- **Physical Obstacle Course:** Set up a small physical obstacle course in the room using boxes, books, and strings. Children will navigate through this course after completing the drawing.
- **Combining Activities:** After tracing the path on paper, children will follow a similar path in the physical obstacle course. This helps reinforce the connection between the drawn path and physical movement.

Tips for Teacher:

- Gradually make the drawn and physical courses more complex as children improve their skills.
- Allow children to design their own obstacle courses and share them with their peers.
- Provide encouragement and praise to keep children motivated and engaged.



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Example:

Start: Draw a large circle in the top left corner of the paper to mark the start.

Zigzag Line: From the circle, draw a zigzag line going downwards.

Spiral: At the end of the zigzag line, draw a spiral that expands outward.

Bridge: After the spiral, draw a straight line to represent a bridge. Under the bridge, you can draw a wavy line to represent a river.

Loop: After the bridge, draw a loop that returns back towards the bridge.

Tunnel: After the loop, draw an arc to represent a tunnel.

Finish: At the end of the tunnel, draw another large circle to mark the finish.

You can adjust this simple drawing as needed and add other elements for the children to overcome. If possible, you can also use different colours to make the course visually interesting.

