

## Step 1

### Children learn to hold scissors appropriately and to open and close scissors.

Children learn to place their thumb in the top ring of the scissors and their two or three fingers in the bottom ring.

At this early step it is recommended that adults prompt children to produce the 'thumbs up' sign before taking hold of the scissors. If students require muscle strengthening or hand coordination practice play a game of "Open Shut Them!"

#### Step 2

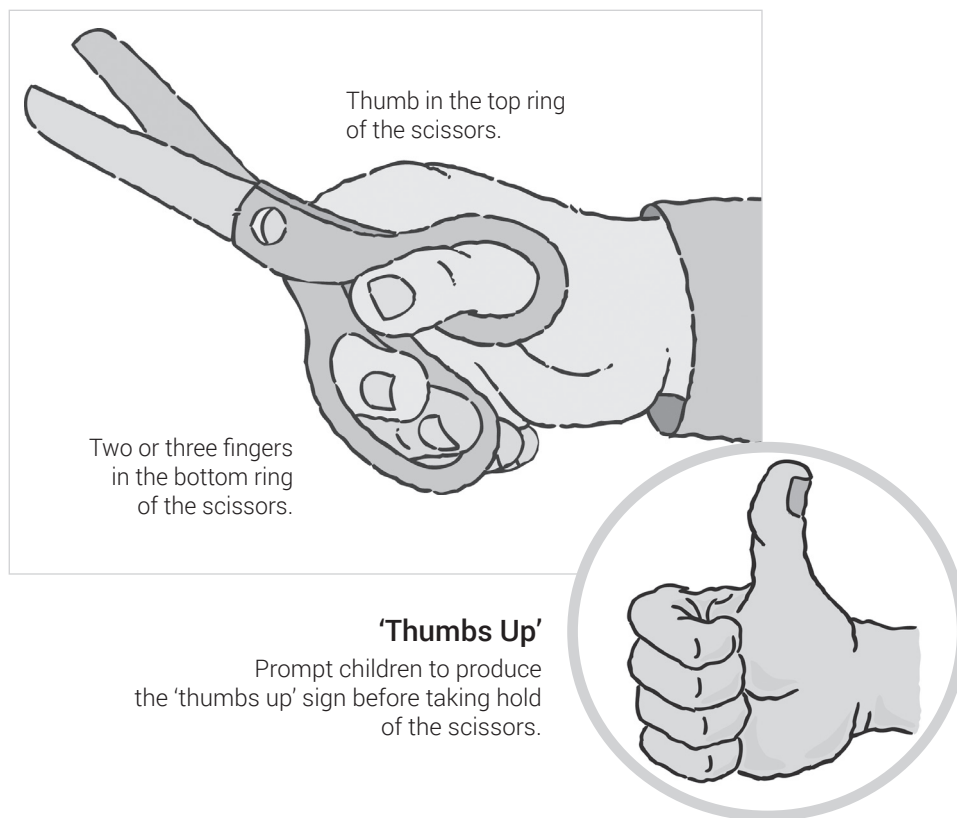
### Children learn to hold and snip paper.

#### Step 3

### Children learn to cut in a single direction and to cut along a line.

#### Step 4

### Children learn to cut corners and curves.



#### Age

#### Developmental Norm for Step 1

2 - 2½ years

Child is able to open and shut scissors with two hands.

Step 1

Children learn to hold scissors appropriately and to open and close scissors.

## Step 2

Children learn to hold and snip paper.

Children learn to hold the paper in their non-cutting hand and to open the scissors, push the blade forward and shut the scissors resulting in snips to paper.

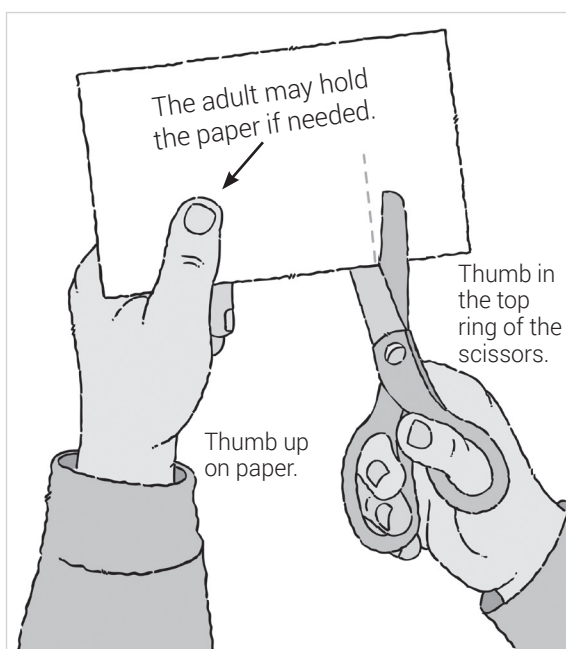
Step 3

Children learn to cut in a single direction and to cut along a line.

Step 4

Children learn to cut corners and curves.

Remember 'Thumbs Up' for both hands.

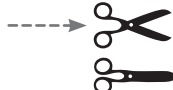


### To Make Snips...

"Open the scissors."



"Push the blades forward."



"Shut the scissors."



### Dominance

Research in the area suggests that the majority of children show a dominant preference by 3 years and most by school age, however, some actually establish dominance as late as 8 or 9 years old. ***Making a preference is important as it allows the child to develop skill and endurance with that hand.***

If a child has not yet made a preference, it is suggested that the child be encouraged to participate in activities:

- that involve crossing the midline,
- that use both hands together,
- where both hands are active and
- where one hand does the work and the other one assists.

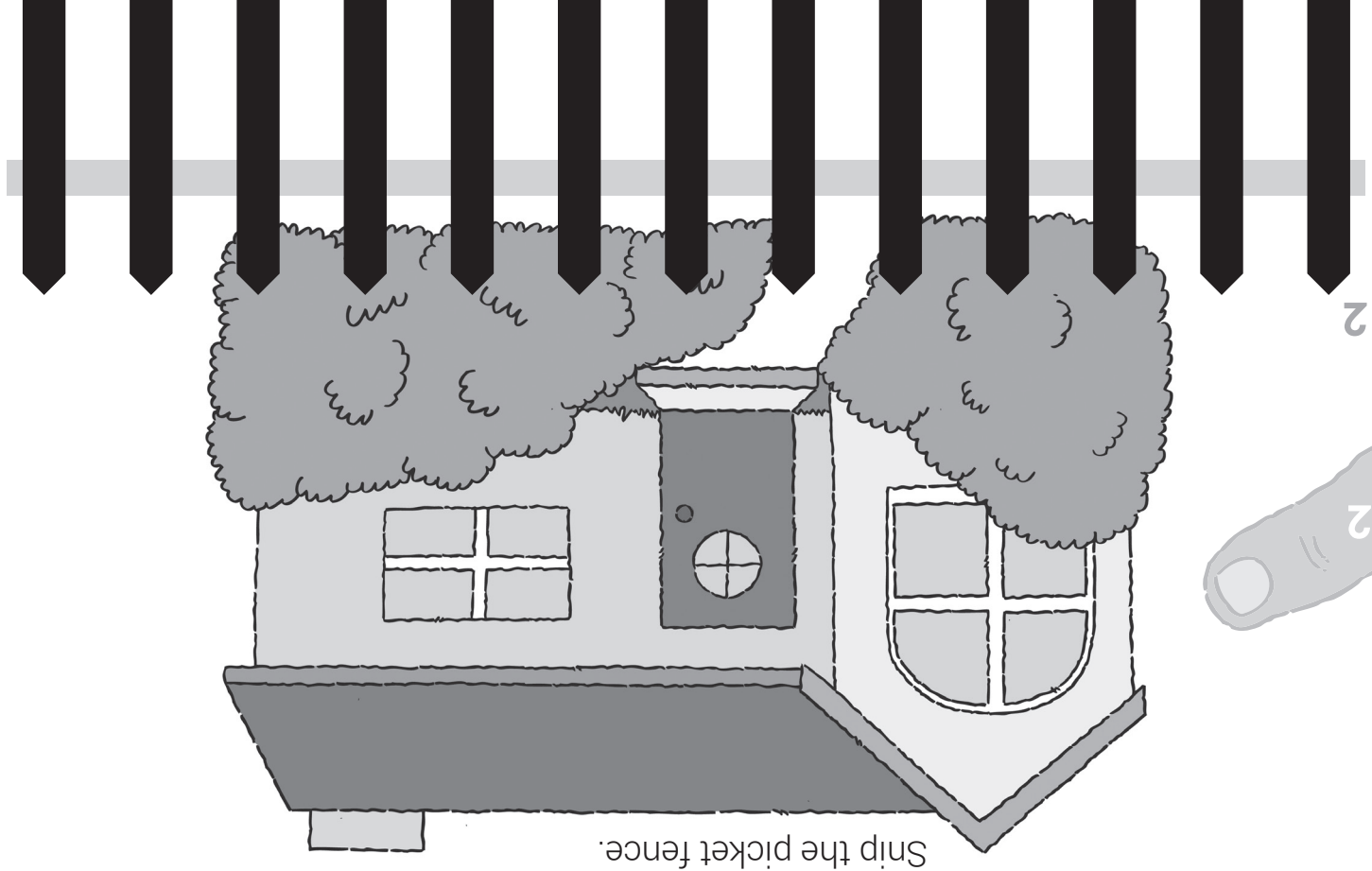
Don't try to choose the dominant hand but you may observe which hand is used the most often or is more skilful. It may also be helpful to refer the child to an Occupational Therapist for an assessment, prior to commencing year one.

### Age

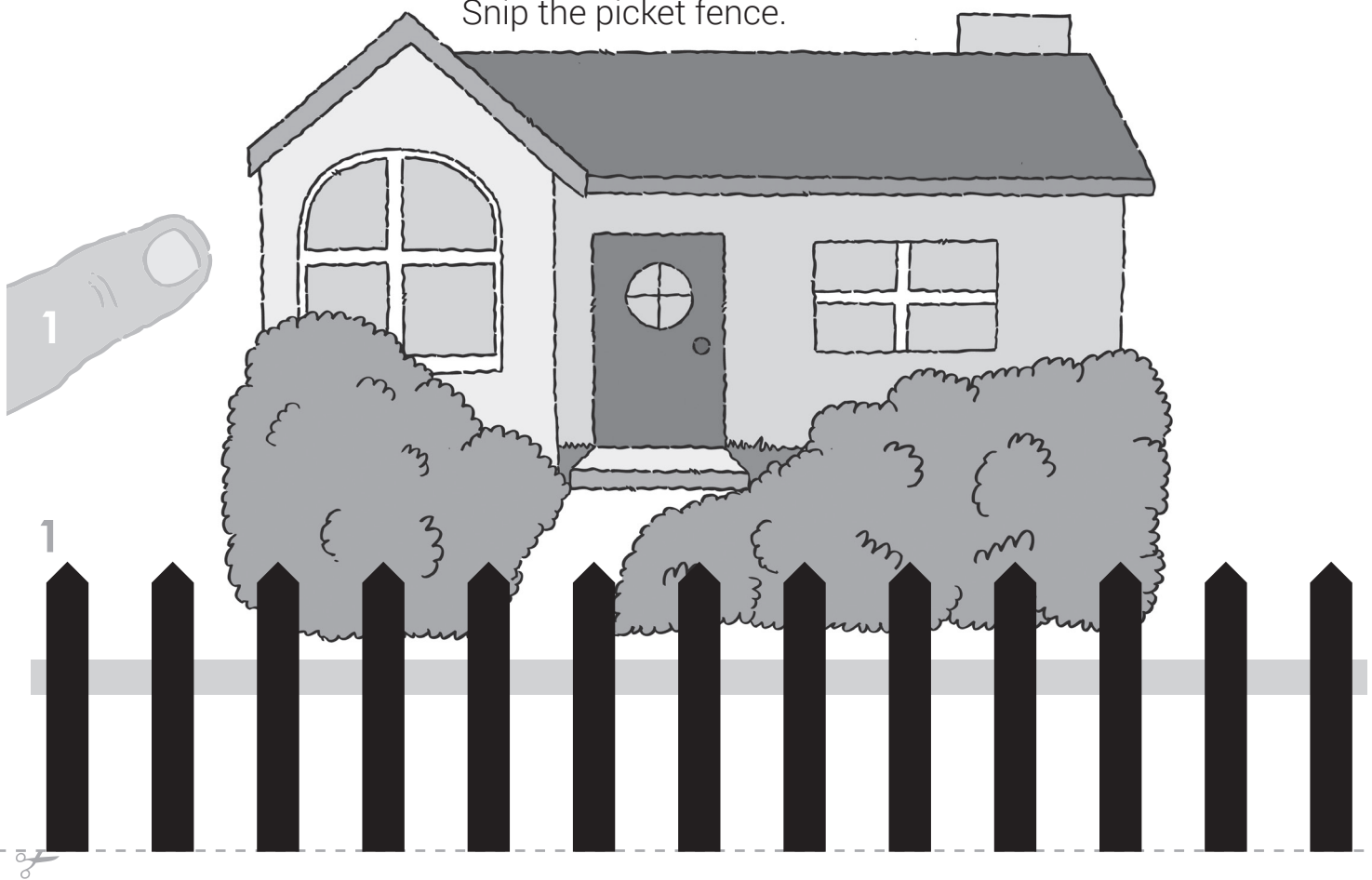
### Developmental Norm for Step 2

2½ - 3 years

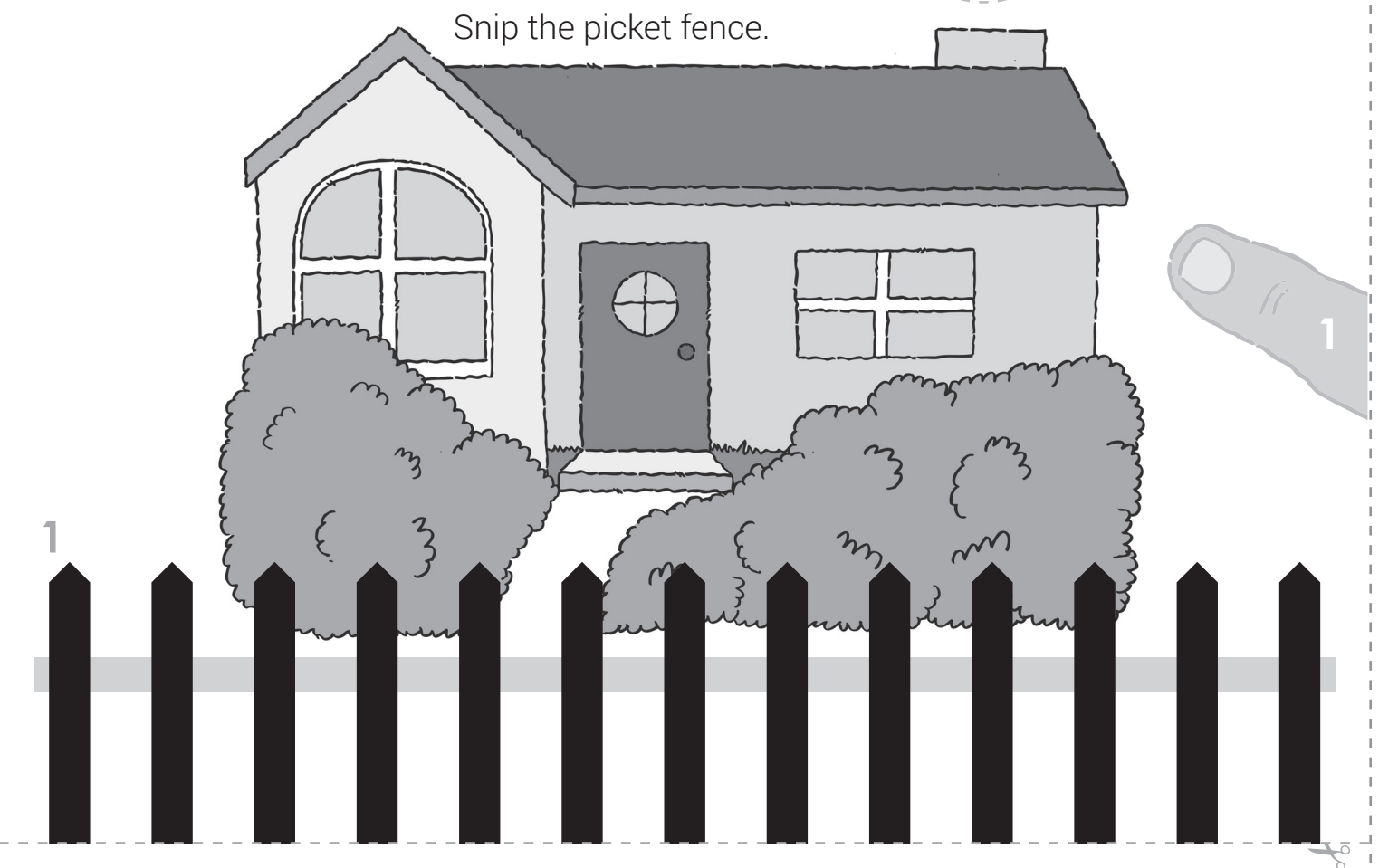
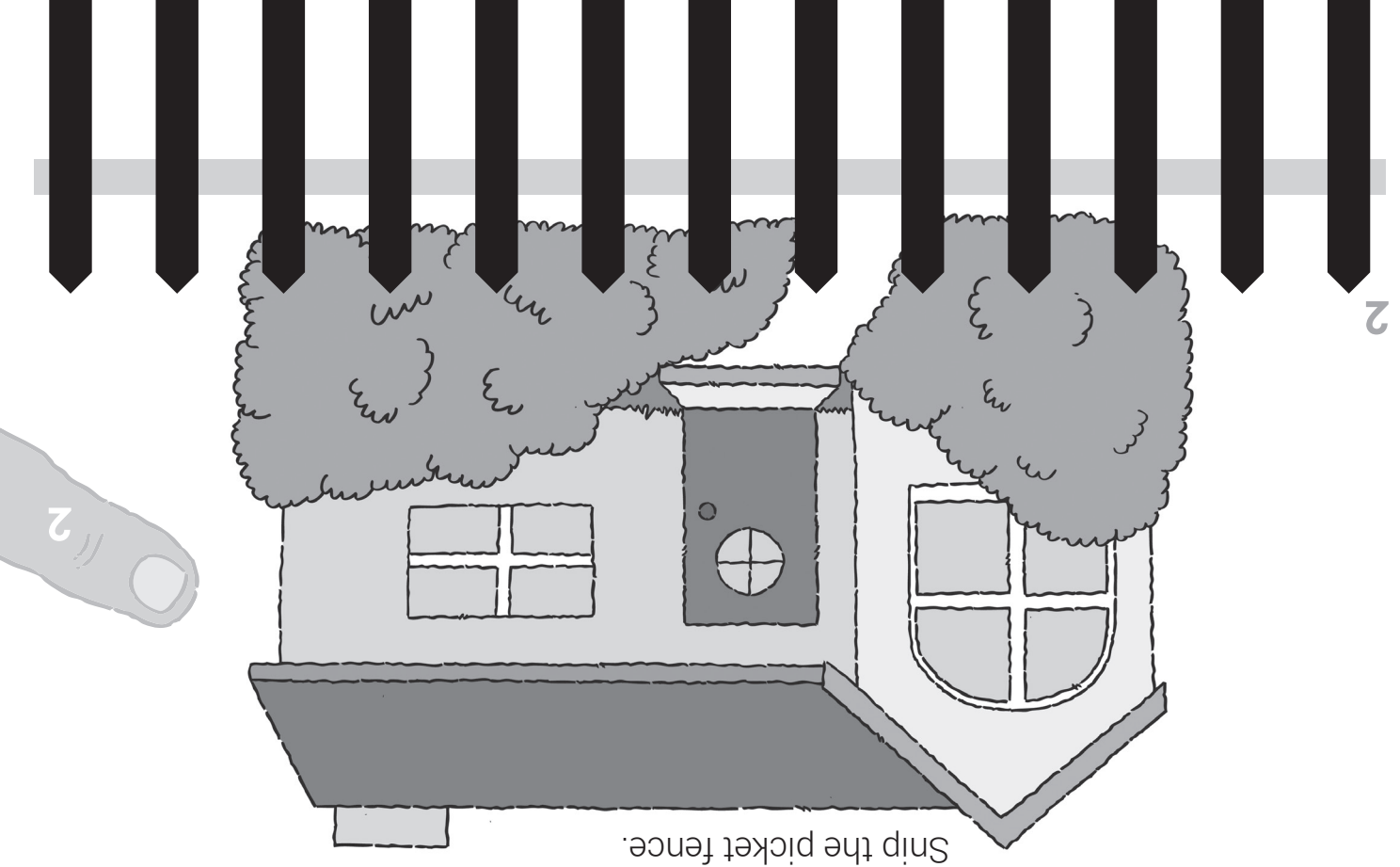
Child is able to snip paper. Child holds scissors in one hand (dominant hand is not likely established at this step). The paper may be held by an adult.



Snip the picket fence.



**Step 2 - Snipping. Worksheet 6 Task Instructions:** Child snips the edges of the paper within the black lines. Adult may hold the paper for the child but models the 'Thumbs Up' technique for holding paper with the non-cutting hand. Adult gives verbal guidance: "Open the scissors. Push the blades forward. Shut the scissors."



**Step 2 - Snipping. Worksheet 6 Task Instructions:** Child snips the edges of the paper within the black lines. Adult may hold the paper for the child but models the 'Thumbs Up' technique for holding paper with the non-cutting hand. Adult gives verbal guidance: "Open the scissors. Push the blades forward. Shut the scissors."



Snip Cathy the caterpillar's legs.

2

2

1

1

**Step 2 - Snipping. Worksheet 8 Task Instructions:** Child snips the edges of the paper within the black lines. Adult may hold the paper for the child but models the 'Thumbs Up' technique for holding paper with the non-cutting hand. Adult gives verbal guidance: "Open the scissors. Push the blades forward. Shut the scissors." **Remember to alter the thumb placement when snipping side 2.**



**Step 2 - Snipping. Worksheet 8 Task Instructions:** Child snips the edges of the paper within the black lines. Adult may hold the paper for the child but models the 'Thumbs Up' technique for holding paper with the non-cutting hand. Adult gives verbal guidance: "Open the scissors. Push the blades forward. Shut the scissors." **Remember to alter the thumb placement when snipping side 2.**



Snip around Ziggy the zebra.



**Step 2 - Snipping. Worksheet 9 Task Instructions:** Child snips the edges of the paper within the black lines. Adult may hold the paper for the child but models the 'Thumbs Up' technique for holding paper with the non-cutting hand. Adult gives verbal guidance: "Open the scissors. Push the blades forward. Shut the scissors." **Remember to alter the thumb placement when snipping side 2.**





**Step 2 - Snipping. Worksheet 9 Task Instructions:** Child snips the edges of the paper within the black lines. Adult may hold the paper for the child but models the 'Thumbs Up' technique for holding paper with the non-cutting hand. Adult gives verbal guidance: "Open the scissors. Push the blades forward. Shut the scissors." **Remember to alter the thumb placement when snipping side 2.**