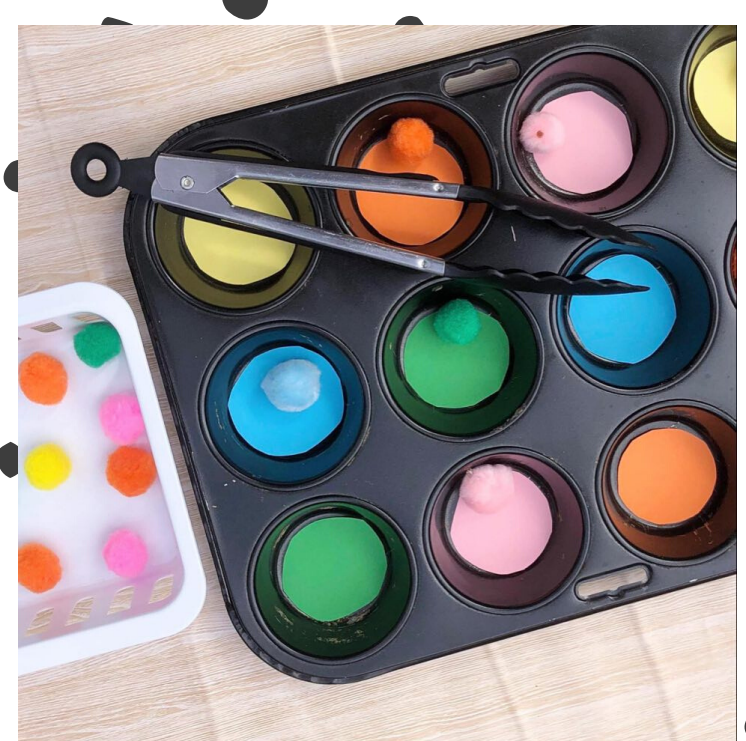
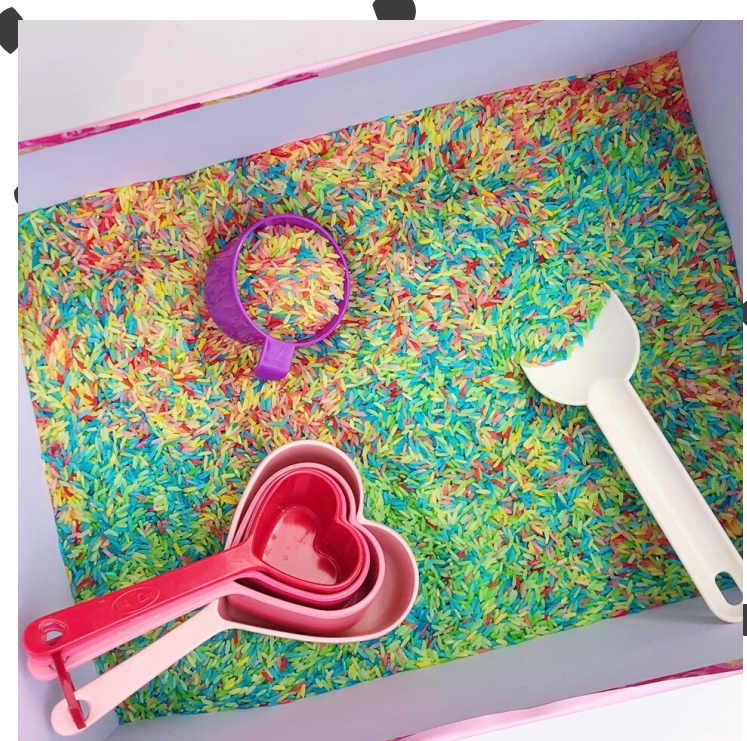




# EASY AND STRESS FREE ACTIVITIES TO DO AT HOME

BY INCLUD.ED





# COLOUR HUNT

## Resources:

- Different coloured paper
- Different coloured home objects to match the paper



## Instructions:

Set the coloured paper out in an open spaced area. Talk to the child about the colours you have chosen. Go through the colour labels of each colour paper and encourage the child to repeat or independently identify the colour. *If the child uses an Augmented and Alternative Communication (AAC) device, this can also be used.* Ask the child to hunt for objects in the house that are 'blue' and repeat for the remaining colours. This task may need to be modelled by an adult first. Once the hunt is complete go through each coloured object together, saying both the colour name and object, e.g 'red ball'. This could also be further extended on by saying full sentences, e.g. "this is a red ball". Use positive praise throughout and congratulate the child at the end for completing the task.

## This Activity assists with:

- Colour identification
- Colour matching
- Object labelling
- Following instructions



# RICE PLAY

## Resources:

Rice

Kitchen equipment

(measuring cups, funnels, bowls, spoons)



## Instructions:

First pour rice into an available tub or box and add in desired kitchen equipment. Allow the child to explore the rice and the kitchen equipment. Adult can then model pouring and scooping the rice using the kitchen equipment. Mathematical language such as 'full', 'empty', 'heavy' and 'light' can be used to broaden the understanding of these mathematic concepts . This activity can also be used as an opportunity to practice requesting and choice making, either verbally, using an AAC device or by gesturing towards the desired object.

## This activity assists with:

Fine motor skills

Requesting and choice making

Mathematical language and concepts.

Pouring skills for practical life skills

Sensory input



# CUPCAKE TRAY

## Resources:

- Cup cake tray
- Tongs
- Small coloured objects (e.g. pom-poms, buttons, lids)
- Coloured paper (optional)



## Instructions:

- A cupcake tray can be a very versatile teaching tool; this fine motor activity allows you to increase the difficulty and extend on the skills being taught. Firstly, model the process of using the tongs to pick up the small items and put them into the cupcake tray. Encourage the child to complete the activity independently or with the required prompting. To increase the difficulty of this activity, add in coloured paper to the bottom of the cupcake trays so that the child can match the coloured objects. Model and encourage the use of related vocabulary such as: colour labels and action words (squeeze, match, drop). This activity can also be adapted into a counting task by placing numbers on the bottom of the tray. The child then has to count out the correct number of objects for each correlating number in the cupcake tray.

## This activity assists with:

- Fine motor
- Tripod grip for writing
- Colour recognition
- Colour matching
- 1:1 number correspondence.



# ANIMAL SHADOWS

## Resources:

Toy animals

Pencils

Paper



## Instructions:

On a sunny day lay out the toy animals on a piece of paper making sure the shadows are seen on the paper. Adult can ask the child relevant questions such as: "what animal is this?", "what sound does it make", "what is the weather today?". The child can respond verbally or by using their AAC device. The child can also make requests for the animal they would like to trace by using their mode of communication. Modelling might be needed for this activity by tracing the first animals. Then encourage the child to complete independently or with the required amount of prompting.

## This activity assists with:

Fine motor skills

Requesting and choice making

Animal knowledge

Tracing

Pre writing skills.



# POM-POM PAINTING

## Resources:

Pom-poms or cotton balls  
Pegs  
Paper  
Paint



## Instructions:

Attach the pom-poms to the pegs, dab the pom pom into paint and dab it onto the paper creating different patterns. You can let the child explore and create freely, or you can make this activity more structured by getting them to dab along lines, patterns, and shapes. Use this opportunity to discuss the colours, patterns and shapes with the child or give the child 1-2 step instruction to follow e.g "pick up the peg with blue paint and make a circle".

## This activity assists with:

Fine motor skills  
Colour knowledge  
Following instructions  
Imagination  
Finger strength and isolation



# ANIMAL RESCUE

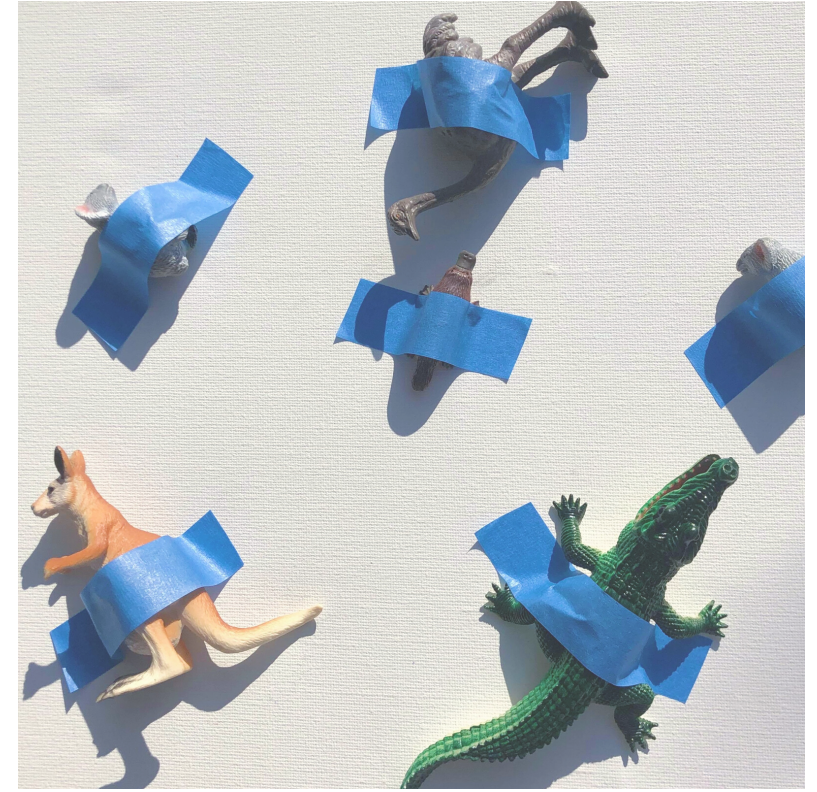
## Resources:

Tape

Plastic toy animals

## Instructions:

Tape plastic toys to a wall, ground or stable object. Explain to the child that they have to rescue the animals that are stuck under the tape. Model to the child how to detach the toys from under the tape. While the child is rescuing the animals, encourage them to label the animals or talk about the size of each animal. This can be done verbally or with the child's AAC device. Once rescuing all the animals the child can count the total of animals and put them in size order, either independently or with the required prompting from an adult.



## This activity assists with:

Finger strength

Finger isolation

Labelling animals

Size

Following instructions

Persistence

Problem solving



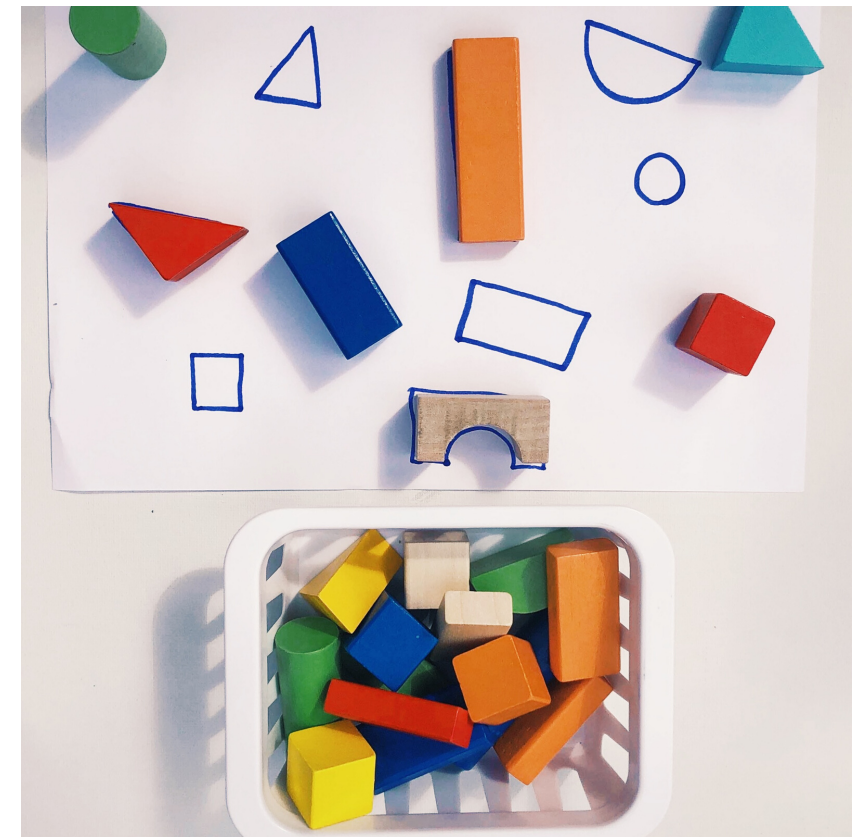
# SHAPE HUNT

## Resources:

Blocks or Lego

Marker

Paper



## Instructions:

Firstly trace the outline of different shaped blocks onto a piece of paper. Model matching the correct shape to the traced outline and then encourage the child to complete the activity independently or with the required level of prompting. While the child is completing the activity talk about the features of each shape, such as: the size, the amount of corners and sides and the colour. Use mathematical language to compare the shapes e.g. big, small, medium, long and short. If the child uses an AAC device to communicate, encourage them to use the device to identify the colours and shapes of the blocks.

## This activity assists with:

Matching

Shape and colour knowledge

Size and length

Object identification





# CARDBOARD STENCILS

## Resources:

Cardboard  
Stanley knife  
Pencils



## Instructions:

Find some cardboard around the house and carefully cut a variety of different shapes and lines into the cardboard using a stanley knife. Model how to use the stencils to trace the different shapes and patterns.

Encourage the child to complete the activity independently or with the required prompting. Ensure that the child uses their other hand to hold the stencil and paper together so that they can accurately trace without it slipping.

Have a discussion with the child about the different shapes and the varying lines, using the language: long, short, thick, thin etc. Encourage the child to say or communicate the names of the shapes, verbally or with an AAC device.

## This activity assists with:

Fine motor skills  
Pencil grip  
Following instructions  
Shape knowledge



# SHAVING CREAM ART

## Resources:

Shaving cream

Paint

Paint tubs or cups

Paper

Spoons

Tub



## Instructions:

Firstly, pour a small amount of paint into a paint tub/cup and add water and mix with a spoon so that the paint is thinned out. Do the same for the remaining colours. Next, cover the inside of the tub with shaving cream (the adult or child can do this). The child can then spoon out some of the paint throughout the shaving cream. Once all the colours are on the shaving cream, get the child to use a spoon to move the paint through the shaving cream, making different marbled patterns. Discuss the colours that have been used and the colours that are created by mixing. Place a piece of paper on top of the shaving cream and gently press down. Lift the paper off the shaving cream, and leave to dry. Once dry the remaining shaving cream on the paper can be scrapped off.

## This activity assists with:

Imagination

Creativity

Colour identification

Colour mixing

Science knowledge



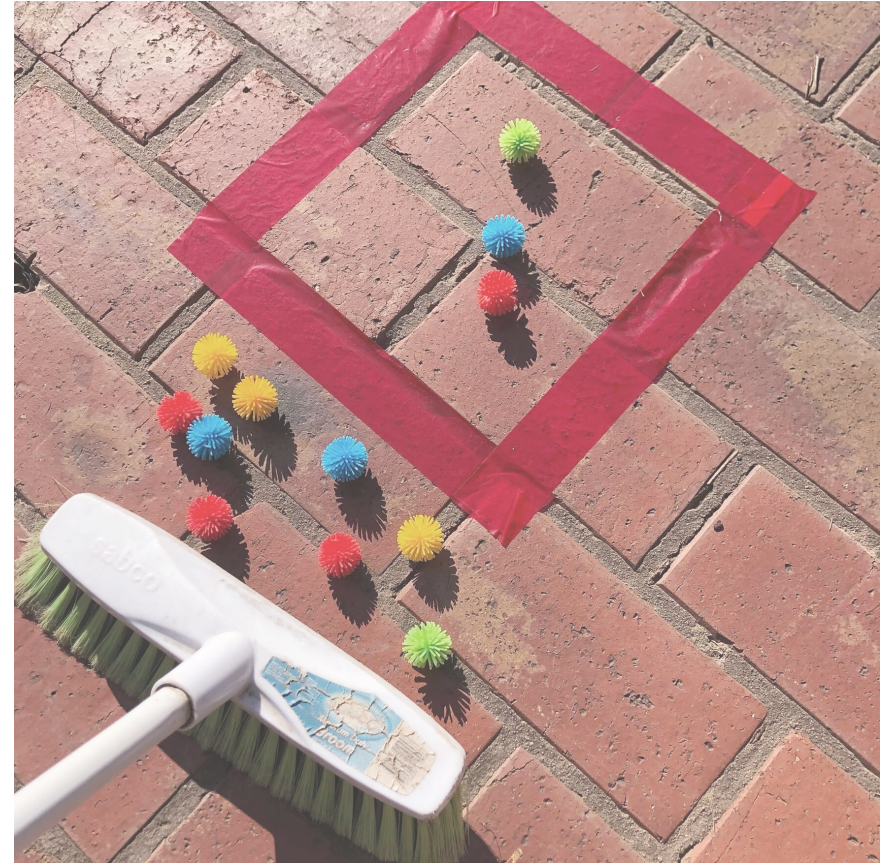
# SWEEPING GAME

## Resources:

Broom

Tape

Objects to sweep



## Instructions:

Firstly, the adult is to create a square on the floor using sticky tape. The aim of the activity is for the child to sweep chosen objects e.g. balls, toys or leaves into the designated square. To increase difficulty the adult can create multiple different shapes with the tape and give instructions for the child, such as: sweep the balls into the triangle shape.

## This activity assists with:

Gross Motor skills

Following instructions

Shape knowledge

Hand eye coordination



# TISSUE BOX POSTING

## Resources:

- Tissue box
- Small posting objects



## Instructions:

Using an emptied tissue box, model the action of posting small objects into the tissue box hole for the child. Allow the child to imitate the action of posting. You can increase the difficulty of this activity by getting the child to use tongs or tweezers.

## This activity assists with:

- Fine motor skills
- Problem solving
- Hand eye coordination
- Hand control
- Hand strength



# HUNGRY TENNIS BALL

## Resources:

- Tennis balls
- Sharpie
- Marbles
- Googly eyes (optional)



## Instructions:

Cut a slit into the middle of the tennis ball. Add eyes with a sharpie or glue on googly eyes. The child can decorate the ball how ever they want. Model squeezing the ball with one hand so the mouth opens up and posting a marble into the mouth with the other hand. Allow the child to continue with the activity independently or with the required prompting from adult.

## This activity assists with:

- Fine motor skills
- Finger isolation
- Hand strength
- Hand eye coordination
- Problem solving
- Persistence



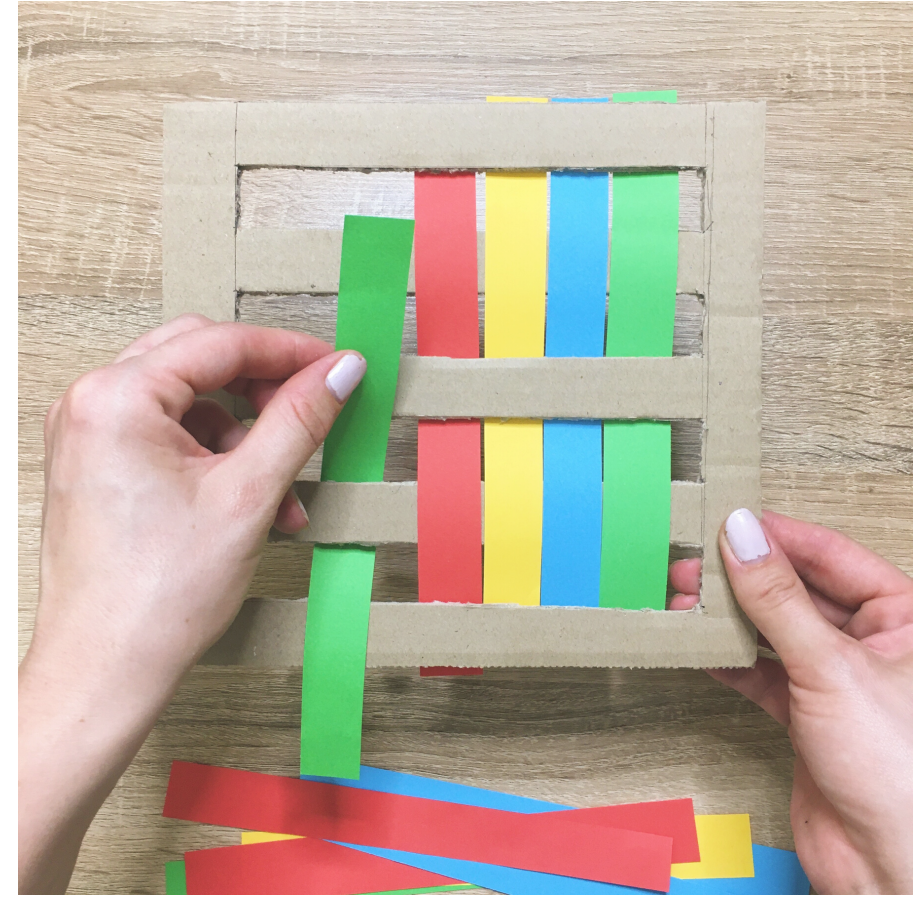
# CARDBOARD WEAVING

## Resources:

- Cardboard
- Coloured paper
- Stanley knife

## Instructions:

Carefully use the stanley knife to cut long slits into the cardboard. You can adjust the thickness of the slits depending on the level of difficulty you would like to achieve e.g. the smaller the slits the more challenging. Cut the coloured paper into thin strips. Model how to weave the paper through the slits and then encourage the child to complete independently or with the required prompting.



## This activity assists with:

- Fine motor skills
- Finger isolation
- Hand strength
- Hand eye coordination
- Persistence



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