

**Well-being activities based on the interventions and support provided at Davington,
adapted for your homes. Fun and beneficial for all.**

Social Interaction and Friendships Skills

1. Use role play such as: shops, restaurants, school in your home.
2. Create a home tuck shop for snacks and drinks
3. Use Social Media i.e. Facetime/WhatsApp to communicate with friends and family.
4. Write a letter, or email, friend or family member.

Raising Self Esteem

1. Use a jam jar or box and fill it with positive notes of things that are said or happen in your home. After the Lockdown, open up the jar/box and read about all the positive things.
2. Make a fortune teller out of folded paper: Under each flap write a positive comment eg I am happy, I am beautiful, I can do this etc
3. Decorate some rocks with positive statements eg be kind, smile, be brave and place for others to find in your garden or round your house.
4. Draw a self portrait and write or draw all the things you are good at around it.

Mindfulness - to help reduce worries and improve concentration

The purpose of Mindfulness is to focus on the moment you are in.

1. Breathing - sit in a comfortable chair. Listen to your breathing, saying the words in and out (in your head) as you breath in and out. Adult to lead and prompt . Think about all parts of your body in turn, how they feel. Start with your head, nose, neck etc. This should take 5 minutes.
2. Object - look at an object in detail. Start by looking at colours, then shapes, patterns and then feel textures.
3. Sweet, chocolate or piece of fruit - look at the detail first, the colour, patterns, shapes. Then smell it. Then place it on your tongue and taste/feel it slowly.
4. Go for a Mindfulness Walk - do the breathing before you leave. Stop every so often on your walk to listen to sounds, then look up high and spot different things (chimneys, branches of tress) then look down on the ground and look for colours, patterns etc.
5. Colour a picture with some relaxing music playing.

Sensory Activities

1. Touch shaving foam, could add food colouring and or food essence
2. Feel jelly in a bowl
3. Water play, with or without bubbles, paint water on a patio or fence
4. Feel and play with Cornflour gloop (Google for a recipe)
5. Set up a small circuit in the back garden of children's toys, ie kick a goal, go down a slide, skipping rope, throw a ball into a hoop. Or use chalk and draw a circuit on a patio, circles for jumps, star jumps or hoops, straight or zig zag lines for balances walks or heel to toe walks.
6. Trampoline bouncing, make up a routine.
7. Cycling, Scooting or Roller skating.
8. Challenge: food tasting, try new foods or blind fold guess the food.
9. Challenge: using essence from kitchen cupboards, blindfold, guess the smell.

10. Make your own play dough, could add, glitter, colouring and essence.
11. Make your own wind chime using old CDs or recycled plastic.

Supporting Anxiety

1. Make a quiet area or den in the corner of a room with cushions, teddies etc This gives children a place to go to reflect or sit calmly. After 5 minutes, adult to join them to talk through any worries or concerns.
2. Listen to some calming music, draw or paint whilst listening.
3. Share a story
4. Painting – out in the garden on a sunny day
5. Hug – a hug calms fears, helps you feel safe and reduces anxiety
6. Keep a diary – writing or drawing about positive things and worries
7. Make a worry box – place a worry on a piece of paper and post it into the box

Clever Fingers - to develop fine motor skills

1. Make a pattern or tower out of small coins, counters or bricks.
2. Cut out some paper shapes, cutting along lines. Draw round your hand, decorate it and cut it out.
3. Make small pieces of cut up fruit into a pattern or picture - then enjoy eating.
4. Collage, using stickers and glue. Cutting small squares of paper and creating a mosaic or pattern.
5. Lucky Dip activity, picking small objects up.
6. Making shapes with play dough/theraputty/slime/blutac.
7. Collecting leaves and twigs on a walk and make a picture back at home.

Fizzy – to develop motor skills

1. Design an obstacle course in your garden – include balance, jumping and hopping.
2. Draw a hopscotch on your path or drive with chalk and play.
3. Play Twister
4. Play Simon Says (use movements such as ‘put your hands on your head’, ‘jump up and down’, ‘skip around’.)

Storycises – to develop coordination, motor skills and listening skills

Read or tell a story (eg The Gruffalo or We are Going on a Bear Hunt) or listen to an audio story. At the start agree an action for the main characters or actions within the story. When their name is read, all do the action. These actions will be good exercises to help the children develop motor skills and it will also help their listening and memory skills and they concentrate to listen for the names of the characters and remember which action to do.

Lego - Using Lego play as a communication tool.

2 players;

One to be the speaker, one to be the listener.

You will need 2 sets of around 10 bricks of different shapes and colours. Each set will need to be the same. Try having 2 bricks of the same colour but different sizes and 2 bricks of similar colour such as light blue and dark blue.

Sitting back to back, with the pieces on your lap, or very close by, give instructions, one at a time, of a construction you are building. You will need to use as much language as possible to describe what you are doing as the other person will not be able to see what you are doing and is NOT allowed to speak, therefore cannot ask questions!

The objective is to build the same structure by using communication only. i.e. start with the yellow brick, put the white brick with 4 studs on top, put the light blue brick on top of the white brick, put the white brick with the 8 studs under the yellow brick. When finished turn around and see if they match.

You may be able to use pieces of different shapes too and for older children, gradually add more pieces to the sets, then use more elaborate language such as left and right, front and back.

For 3 players;

One speaker, one listener and one audience. Play as above but the person in the audience has to watch closely, sit on their hands and not say anything at all, see how hard it is to actually stay quiet! Until the end where you can point out what went wrong, or maybe not. Swap roles and see who is the natural speaker and who is the best at listening and who can stay the quietest! Have fun.....

Speech and Language Skills

1) Read a story to your child, with pictures for younger children.

Ask Who questions, Who ate all the porridge? Who did the medium chair belong to? (make sure they answer with a person or character)

Ask What questions. What got broken? What got eaten? (make sure they answer with an object/item)

Ask Where questions, Where were the bears? Where did Goldilocks find the bed? (make sure they answer with a place, such as: in the woods or in the bedroom)

2) What am I? Find 4/6 picture cards or everyday items that are familiar. Don't show them what you have but give 'clues' so they can guess your item; You can eat it, it is crunchy, you can buy it in a shop but it does grow on tree, it is fruit, it has pips etc....Apple. Give the child time to think in between each clue, you may need to repeat.

2a) What am I? for older children. As above but reverse rolls and ask them the questions; *where* would I find it? *what* does it look like, *who* would have one, *what* does it do/used for? and *When* would you see it/use it?

3) Categories: Food, Clothes, Transport, Animals etc. At the dinner/breakfast/tea talk about the food on your plates, for example, you have peas and potatoes, what other vegetable can you think of? Looking out of the window you may see a car or lorry, ask what else travels on the road? Items can be sorted into sub-categories too, a box of animals can be sorted into farm or zoo animals, pets or water animals. Let them help sort the washing, sub-category, girls' clothes/boys' clothes, clothes with zips/no zips.

4) Instructions; Positional language- stand next to a chair, stand on top of a cushion, use behind, in front of and under, take it outside and get them to give you an instruction. Now give 2 instructions, ask them to find 2 objects; find me a shoe and a spoon, find me a book and a coat. Extension of this can be to ask *where* they found it? Ask them to give you instructions of how to put it away i.e. go upstairs and put it in my cupboard, go in the kitchen and put it in the sink.

5) Adjectives: Write a 8/10 adjectives on individual pieces of paper and find a dice. Turn the pieces face down and taking it in turns roll the dice, you have to name that number of things with that description i.e. roll of the dice shows 3 and the adjective is 'shiny' now name 3 things that are shiny.

6) Feely bag: Put a number of items in a bag and without looking, ask your child to put their hand in and describe what they can feel, it is soft, smooth, bendy, hard, spikey, solid, fluffy, see if they can guess what it is. Extension: Try putting things in the bag that are linked such as, sock, glove, hair brush, hair bobble, spoon, fork, pen, crayon. Then once everything is seen, ask them to pair up the objects as to what goes together, then ask why they think that; because you wear them or they may even say because they are mine! Any sensible answer is fine!

7) Where is it? Take pictures of their favourite teddy or toy positioned around your house and garden, then scroll through asking Where is teddy, see if they can recognise which room it was taken in, to make it more challenging be more specific, where exactly in the kitchen is it? It could be in the cupboard under the sink or in the garden under the table or may be in daddy's shoe! This could incorporate positional language too.