



Marjory Kinnon School

OCCUPATIONAL THERAPY HOME ACTIVITY SUGGESTIONS

Part 4: Summer Fun Activities

GENERAL PROGRAMME GUIDELINES:

- Do a combination of these activities.
- Be aware of signs of fatigue – sweating, heavy breathing, poor attention.
- If one activity is too hard try another.
- Make sure the session is fun.
- Provide lots of praise.
- Feel free to use other similar activities.
- ***Always provide direct adult supervision.***
- If you have any questions with this programme contact Jessica Brown, OT.

HAND-EYE COORDINATION AND VISUAL SPACIAL RELATIONS

The following activities can be used to improve eye-hand coordination and visual spatial relations. In order to interact with the environment, a child must see and interpret this accurately with respect to position, direction, distance and movement. Difficulty with eye-hand coordination or spatial awareness may affect judgment of distance, height and movement so that physical movement may be more difficult. These areas are also important in writing for formation, alignment and spacing. Many activities for fine motor control will also address this area. Similarly, many gross motor activities also work on these areas.

- Play with bean bags and practice tossing from right to left hands.
- Use hidden pictures, mazes, dot-to-dot “what’s wrong with the picture” many children’s activity books contain these activities with motivating themes.
- Construct a design with blocks, pegs etc. and have the child copy the same design.
- Play card games or matching games.
- Video games are good for control, finger speed and directionality.
- Sort cards or small objects, beads, nuts and bolts etc.
- Play ‘flash tag’, using 2 or more flashlights (1 per person) have the child follow the beam of light.
- Move objects in and out of a container. This can be helpful in cleaning, cooking, sorting buttons, hardware etc.

- Stack blocks, rings, containers etc.
- Place pegs in a pegboard, free form or copy a design.
- Use small building toys.
- Lacing cards or lacing string through holes punched in cardboard.
- Bounce and catch a ball. Start with a larger ball and work smaller. At first have the child bounce the ball in front of him/her and catch with two hands. Go to one hand catching or bouncing the ball between 2 or more people.
- Use a simple loom to make pot holders etc.
- Try balloon games. Play volleyball, catch, 'keep away' or 'don't let it hit the ground.
- Have an egg and spoon race.
- Tie a magnet to a piece of string and fish for small objects on a plate on the floor.
- Play a 'nesting' game to fit graded measuring cups or spoons inside one another.

BILATERAL INTERGRATION/MIDLINER INTERGRATION

The following activities can be used to help improve coordination between both hands (bilateral integration), as well as midline integration. For midline integration, materials must be positioned so that materials are spread out and the child alternates hands or reaches over.

- Transfer objects from hand to hand.
- Catch and/or bounce a ball with either hands, or rolling it between people.
- Batting a ball, holding the bat with both hands. You can use a batting tee, or you can hang a ball from the ceiling or a tree. Use a regular ball/bat. 'Waffle bat' or soft foam ball.
- Dribble a basketball, using 2 hands.
- Cut play dough with a butter knife, and then use child scissors.
- Practice turning a windup toy.
- Cut flattened straws, cardboard, try using nail clippers, then child scissors.
- Operate a remote-control toy with the thumb, holding the control in the same hand.
- Operate a water pistol.
- Cut a straight line across a 2" wide paper strip, holding the paper in one hand while cutting with the other. Try the same thing with a wider strip of paper.
- Cut out various shapes, where both hands work together in cutting, glue the shapes on paper to create a picture or design.
- Build a tower etc. with blocks, alternating use right and left hands.
- Use pop beads.
- String beads. Use a shoe lace, or string with tape round the end.
- Use cards with designs/pictures outlined with punched holes; get the child to punch the holes.

- Practice tying shoes.
- Play construction games.
- Cut and paste activities, craft activities, craft kits are good fun.
- Take swimming lessons and practice the bilateral arm movements on dry land.
- Play with water or sand. Use scoops or cups to fill containers and pour or build.
- Play 'Simon says' or learn and perform a clapping pattern. Let the child lead too.
- Play 'Hot potato'.
- Have the child mix batter while using the other hand to turn the bowl.
- Help put dishes away.
- Folding clothes.
- Play Frisbee games; try cloth ones or ones with gel rims.
- Cooking
- Perform jumping jacks and similar coordinated movements
- Skipping rope.

VISUAL PERCEPTUAL SKILLS

These activities are provided as ideas for improving visual perceptual skills. In all aspects of fine motor performance, visual perceptual skills are used.

- Play 'what's wrong with the picture' in a book or in the house garden etc. Have the children visually search and find things that do not belong.
- Match shapes. Have the child find things in a book, room, garden, that match a certain shape.
- Show the child one item in a book, drawer, cupboard, box. Then have the child find another one just like it.
- Play 'I see something...' identify a colour, shape from your environment and have the child name what it is.
- Play the same game, naming an exact item, have the child visually search for it. For example, "I see a red sock".
- Play the same game incorporating special concepts. For example, "I see something under a fork" or "I see something on top of a man's head".
- Play the same game "I see something..." game, using items which can only be partially seen, such as a red shirt in a messy pile of clothes, a toy partially hidden by a coat.
- Make a collage. Have a child search an old magazine for all the pictures of animals, babies, cars etc. They can be ripped or cut out, then glue them to paper.
- Show the child a few items or pictures, then hide them and ask the child to remember what they were. Increase the number of items as the child gets better.
- Show the child a tray or pile of many items. Let them study the tray, then take the tray away and see how many the child can remember.
- As above but remove one item and see if the child can remember which item is missing.

- Put a row of objects in a certain order. Have the child study the row, then mess it up and see if the child can put them back in order.
- Draw a design on the ground or on a chalk board. Rub it out or cover it and ask the child to remember what it was.
- Use memory cards.

Have fun 😊