



Meaningful Engagement



MEANINGFUL ENGAGEMENT RESOURCE **FOLDER FOR HOMES**

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MEANINGFUL ENGAGEMENT

Meaningful engagement involves activities that stimulate individual's senses:

- Tactile (touch)
- Vestibular (movement)
- Proprioception (body position)
- Auditory (sound)
- Visual (seeing things)
- Olfactory (smell)
- Gustatory (taste)

Activity and engagement sessions should give fun, enjoyment and pleasure, and encourage an individual's expression of this.

Actively engaging in meaningful activities can help to reduce anxiety, boredom and behaviours that may challenge.

It would be beneficial to have a designated Activity Leader to plan activities in advance and to ensure that all necessary equipment is available and ready.

Support staff should provide activities to enhance awareness of cause and effect, i.e. if I do this, this happens. For example-if I bang this stick on that drum it makes a sound.

Activities need to be at a suitable level for the client to ensure they can engage with the activity, i.e. not so hard that it is unachievable, but not so easy that it is boring. The individual needs to feel the activity contains sufficient opportunities/ challenges which are matched to his/her personal ability. The principles that guide this approach are informed by the Occupational Therapy Vona du Toit Model of Creative Ability (VdT MoCA).

EXAMPLES OF LEVELS OF ABILITY

Full support needed-someone at this level may have little or no physical movement, and may not have thoughts or ideas (intention) about carrying out an activity. He/she is mainly concerned with sensation and moving his/her body in response to sensation. They need to be guided/assisted to carry out one step of an activity at a time. Carers need to ensure that the person has the opportunity to experience a wide range of sensations one at a time. Directions should be simple and possibly demonstrated and facial expression and a warm reassuring tone used to reinforce verbal communication.

Medium support needed e.g. hand over hand/hand under hand support-someone at this level may have superficial awareness of different situations, short attention span and fleeting receptivity to other people. There may be more intention to make contact, to reach for objects, grab and hold etc. but physical movement may be uncoordinated and clumsy so hand over hand/hand under hand assistance may be required to carry out activity. They may be unable to regulate their behaviour in response to the situation and social demands, but express basic emotional responses in relation to their own comfort/discomfort, pleasure/displeasure. Activities need to be one or two steps with simple directions and everything required for the activity pre-prepared and laid out ready to use. The activity should not last too long and there should be an experience of success at the end.

Some support/guidance needed-at this level the person can be guided to carry out more complex activities but broken down into manageable steps with simple directions. There is likely to be more social interaction and communication. There can be more exploration of materials used and more creativity and choices made. The activity should be fun and stimulating and flop proof- success is still important. Give lots of encouragement and clearly indicate what is expected, but do not encourage dependence by being too helpful.

Remember to investigate the possibility of allergies & triggers for seizures before commencing activities, and to use appropriate protective aprons and gloves etc as appropriate. Adhere to individual eating and drinking guidelines. Use fresh water, flannels and towels for each client.

BELOW ARE SOME GENERAL ACTIVITY IDEAS INCLUDING BAG BOOK SENSORY STORIES.

PARACHUTE GAME

This activity provides multi-sensory stimulation, encourages turn-taking and socialisation. It is good fun and very enjoyable.

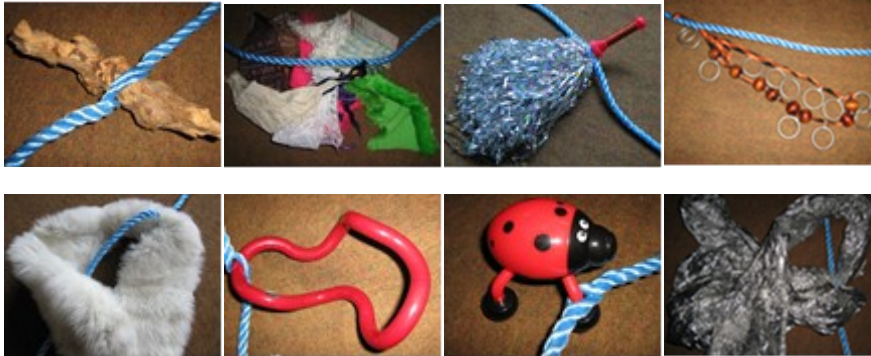
Clients who are unable to hold the edges of the parachute can be facilitated to do this or it can be held for them by a support worker.

The parachute activity can be done indoors or outdoors, and by a variable number of participants. The parachute can be wafted up and down slowly, then quickly; small, soft balls can be placed on top and rolled around to each other encouraging calling out names and eye contact with other group members; the balls can be flicked off, or efforts made to keep them on while others try to roll them off; clients can be encouraged to throw the balls back on when they roll off; clients can walk or be wheeled underneath the parachute while it is in the air; the parachute can be allowed to float against a client if they are not alarmed by this, and the breeze and softness of it experienced.

FEELY ROPE

This activity offers multi-sensory stimulation, socialisation and turn-taking.

A long piece of rope is bought from a hardware store, and knotted into a loop that is long enough to be held by every member of the group with some to spare. Different objects are then attached to the rope either directly or by shorter pieces of cord. They are then passed around between the clients in turn, to be looked at, felt, touched, listened to etc. This can be done to music, with the items being moved along when the music stops. Different items can be substituted to suit the individual needs of clients, eg more tactile things, or items offering sounds.



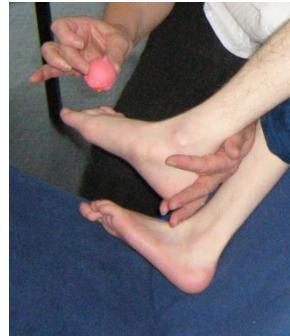
GROUP ART



This activity can be carried out to music if wished. Clients 'paint' something on the paper in any way they like, and when the music stops, the paper is passed to the person on their left. By the end of the activity, there is a selection of group artwork, which can be mounted as one giant piece of art. Alternatively clients can make their own art individual art work using different brushes, sponges, bubble wrap etc.

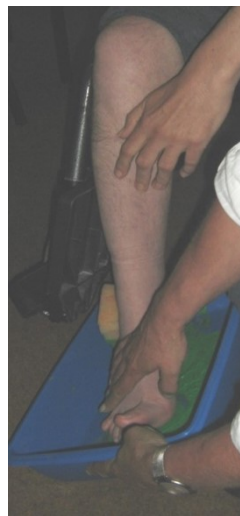
TEXTURES AGAINST SOLES OF FEET

This sensory foot activity starts with washing the feet and drying them, then allowing the soles of the feet to experience the different textures of eg bubble wrap, fur, rubber, buzzing snake toy, wheelchair cushion, baby's hairbrush, feather duster, a cold tin, puffs of air, sand. The sensory discovery of these different textures can extend to the tops of the feet and the toes. Each item to be shown, names, explained, and experienced on the hand before moving them to the feet. Participation may be passive, but be aware of signs of displeasure or ticking by the client, such as drawing the knees up sharply.



HAND AND FOOT PRINTS

Individual pieces of art with each client's own hand print alongside their footprint. A multi-sensory activity that gives self-identity, and allows clients to see what their own hands and feet look like.



HAND AND FOOT PRINT GROUP TREE

Pre-draw the trunk and branches of a tree on a large piece of paper, allowing enough branches for each client to put either a footprint or a handprint to represent foliage. Label the prints in tiny writing, for posterity. This activity encourages group work, gives the opportunity to experience putting feet and/or hands into paint or having paint applied to feet and hands. The resulting artwork can be mounted and reference made to each client's prints in the future.



SHAVING FOAM TRAYS

A multi-sensory fun activity, which offers multiple opportunities to explore the senses and have lots of messy, harmless enjoyment. Allow one plastic tray per client (eg cat litter tray – unused, or plastic drawers), and one can of cheap shaving foam per person. Gather a collection of objects such as pompoms, stones, leaves, Lego bricks, plastic Cups, origami paper boats, fir cones, bits of polystyrene, dominoes, pieces of coloured string, coloured bottle tops etc. Don't use items small enough to be swallowed if this is a possibility. Feel the coldness of the can against the cheeks, listen to it squirting, smell the foam, touch and squeeze the foam. See which objects sit on top of the foam, and which sink to the bottom. Generally mess around with the contents of the tray – the mess is quickly cleared away. Have a dry flannel ready for each client in case they are upset by the foam on their hands or faces. Even try putting the empty shaving foam can onto the foam.



LET'S GO FISHING GAME

EQUIPMENT NEEDED

Fish shapes cut out of card, glue, glitter, paint, material, stickers, large paper clips, small garden cane with string tied on and a small horseshoe shaped magnet tied onto the end, large piece of card or blue material, large shells, stones, material to look like seaweed

- Have a supply of different shaped fish cut out of card
- Have all decorating materials ready to use for client to choose from - e.g. glitter, stickers, materials, feather, paints (nothing too heavy)
- Client can choose a fish and then decorate using the available materials, using hand over hand or hand under hand help as needed. Talk about the colours, how things feel.
- Add large paper clip to the end of the fish when decorated
- Put the large piece of card or material on the floor. Decorate it to look like the bottom of the sea/river by placing pebbles, sea shells, and different material as seaweed etc. onto the card/material. talk about the different objects and how they feel, help client to touch them
- Go fishing using prepared cane with magnet. Help client hand over hand to catch the fish using the cane rod with magnet.

OTHER IDEAS FOR ACTIVITIES

- Pouring dry rice, pasta, beans, sand, beads, couscous, pearl barley or lentils through a tube or a funnel into a transparent container.
- Art with glitter, sand, pasta or string.
- Biscuit making with different cutters.
- Feeling bubbles, baby lotion, slime, playdoh.
- Push chairs over a giant sheet of bubble wrap and listen for the popping noise.
- Sensory stories – read a story/poem or talk about a day at the beach or zoo, using photo's, objects and sounds smells which can be passed around and explored by the group members. **SEE INFORMATION ON BAG BOOKS BELOW**
- Squeezy, noisy items – horn, bike, bell, dog and cat toys, whoopee cushion.
- Microphone with amplifier. Allow clients to listen to their own voices and sounds, plus those of eg a clock ticking, a heart beating, a biro being clicked, a watch ticking.
- Make your own 'Tac Pac' (touch to music) linking objects to the type of music. This could be themed to the season e.g. our 'Christmas Tac Pac' includes Christmas songs and sensations/objects such as 'Jingle bells' using hand bells to shake and touch, and 'Walking in the Air – from 'The Snowman' using cotton wool to touch or stroke on the skin. **SEE INFORMATION ON TAC PAC BELOW**

USEFUL RESOURCES

Different coloured card/rolls of paper
Patterned paper/tissue paper/wall paper samples
Old magazines
Material/felt/ribbons/lace/wool/old t-shirts
Glue-various types
Paint and brushes/rollers/sponge shapes/stamps
Crayons/chunky felt tips/scented felt tips
Feathers/sequins/stickers/foam shapes/stick on jewels
Cardboard tubes/boxes
Plastic bottles and containers
Lentils/rice
Beads/buttons/bells
Plain wooden boxes
Bubble wrap/polystyrene packaging

ART SUPPLIERS

<https://www.bakerross.co.uk/arts-and-crafts>

The Works
Poundland
B&M Stores
Wilko
The Range
Hobbycraft
Dunelm
Ikea

WEBSITES

<http://pamis.org.uk/services/virtual-activity-programme/>

www.pinterest.co.uk

www.cushelle.com click on 'everyday fun' link for activity ideas

<https://community.scope.org.uk/discussion/43256/games-to-play-with-adult-clients-with-learning-disabilities>

•Activity Ideas Book: <https://www.amazon.co.uk/Activities-Adults-Learning-Disabilities-Meeting/dp/1843109751>

BAG BOOKS-(Multi-sensory stories)

Multi-sensory stories are designed so that even someone with the most profound learning disability can access, engage with and enjoy stories even if they cannot understand the language used.

The stories consist of a few lines, with every line being accompanied by some form of sensory element, such as something to touch, something that makes a sound, a smell or a physical interaction with the storyteller.

Whilst participants may not understand the words of the story, they can engage by taking part in the various interactions attached to each line. The objects and interactions should be accessible to all, although in some cases the participant may need physical support, such as hand over hand. Objects included in the story packs are selected for their stimulating multi-sensory properties, making the stories interesting and exciting, often resulting in participants demonstrating sustained concentration beyond what is normally expected of them.

Bag books can be borrowed from Kent libraries for free. Order your choice of Bag Book online from the library catalogue: <https://www.kent.gov.uk/leisure-and-community/libraries/find-and-reserve-a-book> (search 'bag books'-you can refine your search using the headings on the right side of the page) and then reserve the bag book of your choice and have it delivered to your nearest library. They will email you once it arrives. If you get an exempt library card which are available for people with disabilities and mental health problems, reservations are free.

'Bag Books' is an organisation publishing multi-sensory stories for people with profound learning disabilities. www.bagbooks.org. Check out their website. You can sign up to access some story lines, allowing you to create your own bag books.

A demonstration of a story being told is available at: <http://youtu.be/wqCXhy-ttgI>

TELLING THE STORIES

- Gather all the required items and lay them out in order of use within easy reach of the storyteller.
- Place the storyboard script within easy view.
- Practice the story first. Model how to interact with the sensory item on yourself before using with the client, so that you are fully prepared and the story can flow.
- Repeat the line with the user whilst using the item. If it is long or there is more than one sentence, repeat only the key action words as you and the client interact with the object.
- In a group give each user time to feel or handle the object.
- The most important part is you, the storyteller, and how you use your voice, facial expressions and body language. The more dramatic you can be the better.
- Don't worry if reactions are not great to start with. Sometimes the more often the story is heard the more likely you are to get a good response, as sometimes people are unsure around new experiences.

TAC PAC

GENERAL INFORMATION

- Tac Pac is an activity resource designed to aid communication and sensory awareness in people with PMLD (profound and multiple learning disabilities), sensory/neurological impairment or developmental delay.
- The Tac Pac process is based on tactile play, using the skin, the largest sensory organ in the body, as a primary means of contact and using easy to get hold of everyday objects
- A piece of music is played for use with each object that matches the texture, character and the 'emotional quality' of the experience.
- When the client 'hears' as well as what they 'see' and what they 'feel' on their skin, sensory alignment and sensory reinforcement for seeing, hearing and the feeling of touch is experienced
- Through linking what becomes familiar music, objects, actions and people in a pattern of different activities, communication occurs between client and facilitator.
- When the tactile experience becomes regular and 'safe', it can trigger an emotional response (feeling sad/relaxed/happy) giving meaning to the experience. The client can soon learn that each announcement on the CD signals a new tactile experience is about to start
- The client's experience of Tac Pac may happen at different levels:

-Awareness: Awareness of stimulus (at basic level) – touch or sound

-Variety: Beginning to differentiate between types of touch and sound

-Pattern: Repeating a single sound or sets of sounds or single tactile stimuli or a series of them become patterns which in time can be anticipated by client

-Association: Stimuli can become to be associated with certain objects or emotions. Through repetition, specific music and touch stimuli can become associated with each other, one triggering anticipation of the other

Planning a TAC PAC session

A Tac Pac session lasts about half an hour but allow time to set up.

Environment requirements

Appropriately sized room. Be aware of drafts/temperature of room/glaring lighting/TV or other noise

Ensure no interruptions or distractions are likely to happen – place a "Do not disturb" sign on door. An environment free from distractions or interruptions will support the client (and the facilitator) to focus and engage fully on the session

Supporting staff member should ensure that they are also able to engage without interruption and distractions e.g. by phone calls, other clients and staff etc.

The Facilitator

Prepare for and familiarise in advance by reading the Tac Pac information, listening to the CD and if possible practise on another member of staff. This will give an awareness of timing and pace required.

Have the equipment laid out in order of use and CD player ready to play. Give your whole attention to the activities and the client – observe client's reactions and facial expressions to the various objects.

Keep the 'talking' to a minimum while carrying out the session as busy chatter can distract. If there is more than one member of staff, it is important that they don't talk among themselves.

Remove anything on yourself that may distract or cause harm e.g. jewellery, badges

Make sure that you are comfortable as well as the client.

The TAC PAC Session




The music has been specially prepared and has different qualities, texture, volume, speed rhythm, and beat. It is combined in ways that add meaning to the tactile sensation. The facilitator's skill will be to tune in to all those clues in music to give the client as close a tactile match to the music as possible. Therefore it is very important to keep to the beat throughout the activity. Being consistent in the rhythmic touch will enable the client to recognise, anticipate and predict the pattern and sequence of touch.

- Observe client's reactions and facial expressions to the various objects. For example:
 - Becoming aware of the stimuli/responses to stimuli
 - Physical facial or vocal responses which can be interpreted as likes/dislike/want/reject/known/unknown
 - Showing more deliberate responses making it easier to interpret wishes
 - Relating to facilitator rather than object
- If your client enjoys the relaxation section at the end of TAC PAC. This can be extended when the TAC PAC music has finished by putting on another relaxation music CD and massaging your client's hands (if appropriate) using suitable lotion. Lights can be dimmed and fibre optics used to create a relaxing environment.

NB: TAC PAC music is now purchased online and CDs are not available. However OT can lend a TAC PAC CD for a client's own use. The items needed to use with the TAC PAC are everyday objects. A 'shopping list' of where these items can be purchased is below. Alternatively staff could create a TAC PAC. This could be seasonal, for example a Christmas TAC PAC using music such as 'Walking in the Air' from 'The Snowman' and items such as cotton wool to represent snow.

SHOPPING LIST FOR TAC PAC 1

Please note that prices and availability may change

| | |
|---|---|
|  | <p>https://www.amazon.co.uk/Hand-Bulb-Ear-Syringes</p> <p>Hand Bulb Ear Syringes 85 ml</p> <p>by Complete Medical Supplies</p> <p>Price: £4.89</p> <p>FREE delivery.</p> |
|  | <p>https://www.amazon.co.uk/Womens-Folding-Hollowed-Bamboo-Wedding</p> <p>Women's Folding Hollowed Bamboo Hand Fan with Tassel Wedding Party Gift</p> <p>by Ideapark</p> <p>£2.51</p> <p>FREE Delivery</p> |
|  | <p>https://www.amazon.co.uk/Wooden-Spatula-Beechwood-Cooking-Kitchen</p> <p>4 x Wooden Flat Spatula 12" Beechwood Cooking Baking Kitchen Cakes Brand New</p> <p>by Apollo</p> <p>Price: £3.85</p> <p>FREE delivery</p> <p>Also available in Wilko and similar stores</p> |



<https://www.amazon.co.uk/Elliott-10F00133-Dish-Mop>

Elliott **Dish Mop** –hand not floor mop
by Elliott

Price: £2.75 FREE delivery

Or try old fashioned hardware shops



<https://www.amazon.co.uk/Stainless-Scourers>

8pk Heavy Duty Spiral Stainless Steel **Scourers**
Rust Resistant Soft Stainless Steel

by Keep it Handy

Price:£3.99

FREE delivery.

Other coloured scourers can be used. Try
Poundland, Wilko etc



Hand cream or massage oil (can contain suitable essential oil). **Check for any allergies.**



Blanket for relaxing at the end.

3 Easy Homemade Bird Feeders

1. Cardboard roll bird feeder



A simple cardboard tube feeder is easy to make and a quick tasty treat for birds. Photo: Emma Pocklington

You'll need

- A cardboard tube (a kitchen roll is perfect)
- Two long sticks or skewers
- Some lard or suet
- Birdseed
- A piece of string

First, make four holes in one end of your cardboard tube, these must be large enough for your sticks or skewers, but not so large that the sticks slide out. Make sure the holes opposite each other line up so that you can thread your stick through. Next, make two small holes opposite each other in the other end of your tube. Use a knife to cover your roll in lard or suet, vegetarian varieties are good too. Roll the tube in bird seed so that the seed sticks to the lard. Finally, carefully thread the sticks through to make a cross shape, and attached a piece of string to the two top holes. Then you're ready to hang your feeder outside!

2. Orange bird feeder



The beauty of this feeder is that you can fill it with scraps as well as shop-bought seed. Photo: iStock

You'll need

- A large orange
- String
- Assorted nuts and seeds

This one is really simple, simply cut a large orange in half and scoop out the insides. Then, thread two pieces of string through the orange so that it hangs upright. Fill the orange with whatever bird food you fancy. You could stick with birdseed or try peanuts, mealworms, suet, dried fruit or even leftovers such as cheese or cake.

3. Homemade fat cake



Homemade fat cakes allow for endless tasty variations. Photo: Andy Hay (rspb-images.com)

You'll need

- Suet or lard
- Assorted nuts and seeds
- An old yoghurt pot

Melt the suet or lard in a bowl (you can use vegetarian lard if you wish) and mix in seeds, nuts, oatmeal, dried fruit, cheese or cake. Meanwhile, make a small hole in the base of a yoghurt pot and run a string through. When you tip the mixture into the yoghurt pot, be sure to run the tail of the string through the centre of the mixture so that it will be firmly fixed in the middle when set. Leave in the fridge until set. When the cake is set you can pop it out of the yoghurt pot and hang it in your garden. Alternatively, simply turn the pot out onto your bird table, or leave it out for birds in another container, such as a cup or empty coconut shell.

REMEMBER: Don't use cooking fat in bird feeders as the meat juices present are not good for birds' feathers. Also avoid margarines, vegetable oils, milk, desiccated coconut and any mouldy food. If using peanuts, salted or dry roasted peanuts should not be used. Peanuts can be high in a natural toxin, which can kill birds, so buy from a reputable dealer to guarantee freedom from aflatoxin. You can find more [guidance on what to give birds here](#), and buy bird seed mixes, including peanuts, from the [RSPB Shop](#).



© **The Royal Society for the Protection of Birds (RSPB)** is a registered charity: England and Wales no. 207076, Scotland no. SC037654

COLLAGE-Full support



Equipment needed:

Coloured card with chosen picture drawn on it, possibly seasonal e.g.

Father Christmas

Glue stick

Decorative tactile and/or scented items e.g. feathers, cotton wool, scrunched up crinkly paper, petals, leaves.



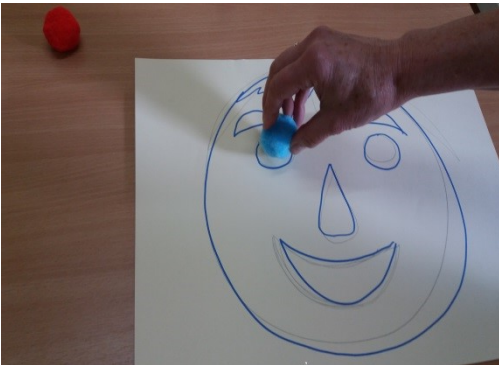
1. Have a ready drawn picture on some card e.g. a tree or a face.



2. Have a selection of decorative, tactile items ready to stick on the picture. Encourage the client to feel and smell these.



3. Assist the client hand over hand or hand under hand to apply some glue to the picture with a glue stick or brush.



4. Assist client as necessary to feel and smell the decorations, and stick them on the picture. Talk about the picture theme e.g. Father Christmas, the time of year, etc.



5. Continue exploring the different items and placing them on the glued sections until the picture is complete. Display in prominent area to receive gratification from self and others. Perhaps put lots of themed collages together to make a seasonal display.

CREPE PAPER COLLAGE-Medium support



Equipment needed:

Coloured card

Pipe cleaner

Template of butterfly

Pencil

Scissors

Glue stick

Cut up coloured tissue paper



1. Have a cut out butterfly shape with antennae taped or glued in place (fold a pipe cleaner in half and curl the ends as shown)



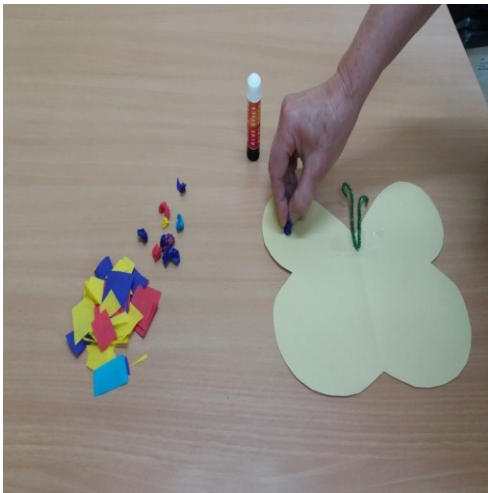
2. Have a pile of cut up pieces of different coloured tissue paper ready



3. Ask your client to roll/scrunch up pieces of tissue paper.



4. Use a glue stick and ask the client to dab some glue on the butterfly shape



5. Stick one of the rolled up pieces of tissue paper on to the glue.



6. Continue repeating steps 4 and 5 until the butterfly is covered. Display in prominent area to receive gratification from self and others.

CREPE PAPER COLLAGE-some support



Equipment needed:

Coloured card

Pipe cleaner

Template e.g. butterfly, flower

Pencil

Scissors

Glue stick and blue tack

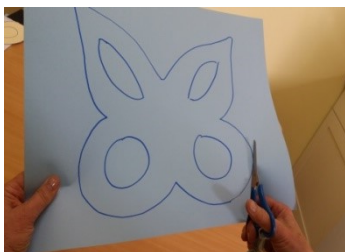
Coloured tissue paper



1. Ask the client cut or tear (as appropriate) tissue paper into pieces and separate into different colours if client chooses.



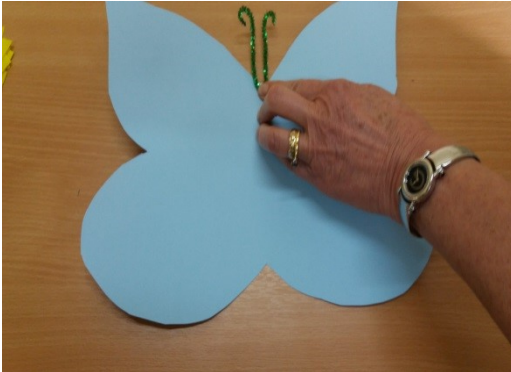
2. Secure the template to the card with blue tack and ask /support client to draw around the butterfly template and draw in shapes on the wings.



3. Cut out the butterfly shape or do this for the client if necessary.



4. Ask the client to choose a coloured pipe cleaner and then copy you bending it into antenna as shown, assisting as needed.



5. Ask client to stick the antenna onto the back of the butterfly with glue or sellotape.



6. Ask client to dab glue onto the butterfly and stick rolled up pieces of the tissue paper onto the glue. You can use different single colours for each section.



7. Continue with step 6 until the butterfly is covered. Display in prominent area to receive gratification from self and others. Perhaps do lots of butterflies and create a display or make a mobile.

MUSICAL INSTRUMENT-Shaker –Full support



Equipment needed:

Plastic bottle

Lentils/rice

Bells

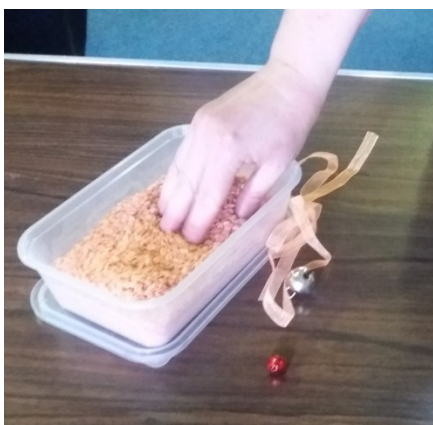
Ribbon

Sellotape

Funnel



1. Have the equipment ready, the lentils in a bowl and the bottle open



2. Encourage the client to feel the lentils and sound the bells and touch the ribbon.



3. Assist the client to pour the lentils through the funnel into the bottle and put bells in the bottle, using hand over hand or hand under hand as required.



4. Put the lid back on the bottle, sellotape the lid on and tie some ribbon around the neck of the bottle.



5. Help client to shake the bottle, listen to the noise, talk about how it feels and sounds.

MUSICAL INSTRUMENT-Guitar Box-Medium Support



Equipment needed:

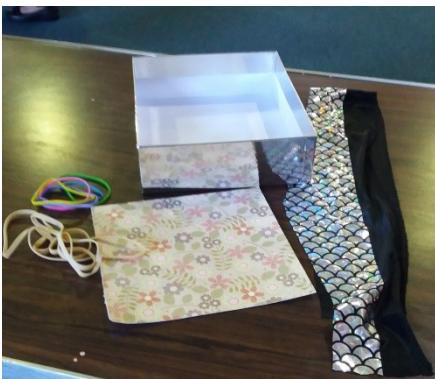
Plain empty box with opening

Elastic bands-different colours if possible

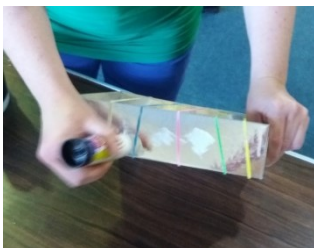
Glue stick

Patterned paper

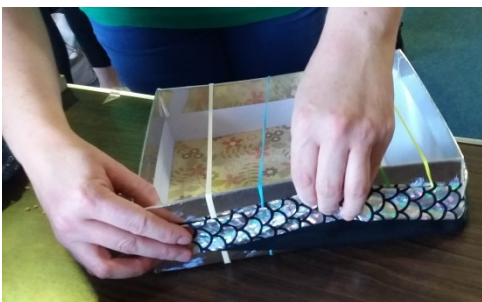
Pre-cut material piece or shapes.



1. Have the equipment all ready, with the patterned paper placed inside the bottom of the box.

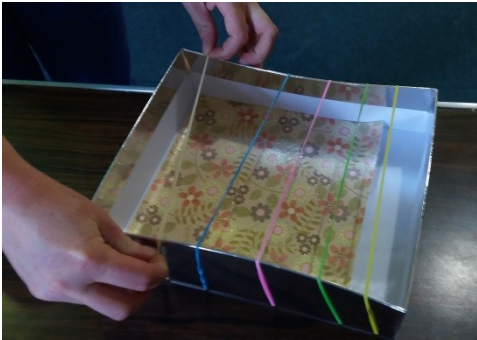


2. Ask client to dab glue on the outside of the box and stick the pre-cut material onto the box, giving assistance as required, talking about how the material feels.





3. Ask client to choose the elastic band they want and stretch the elastic bands over the box. Give hand over hand or hand under hand assistance as needed.



4. Continue adding elastic bands until you have enough to make a sound.



5. Encourage client to pluck the elastic bands, talking about the sound, how it feels. You could have a CD playing and play along with the music.

MUSICAL SHAKER DRUM—some support



Equipment needed:

Plastic bottle or tub with a lid

Coloured bells

Decorative pebbles

Dried rice/lentils

Coloured plastic bead thread

Glue stick

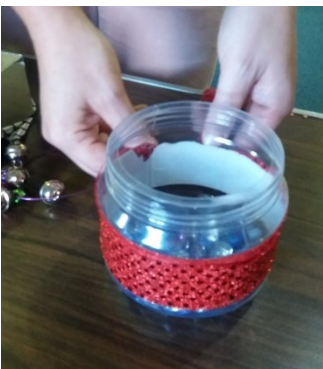
Ribbon



1. Have all the equipment ready. Ask client to choose a plastic bottle or tub and a choice of filling e.g. rice, lentils, pebbles, then help client place the chosen items in the container.



2. Assist client to cut the ribbon and glue this to the side of the container.





3. Assist the client to thread the bells or these can be pre-threaded on the plastic thread. Shake the bells, talk about the sound.



4. Place the lid on the container and help the client to tie the bells around the top.



5. Encourage client to shake the instrument, bang the top like a drum, talking about the sound. You could have a CD playing and play along with the music.

POT PLANTING –Full support



Equipment needed:
Herb or scented plant
Dish of water and sponge (or jug)



1. Assist client to touch and smell plant (already in pot). Talks about the plant, the smell, touch (soft, spiky).



2. Assist client to lift sponge (pre-soaked in dish of water)



3. Assist the client to hold and squeeze sponge over plant (or tip watering can if able but pre- measure water so as not to over spill).



4. Display plant in prominent area to receive gratification from self and others.



5. Repeat watering activity on a daily basis.

POT PLANTING –Medium support



Equipment needed:

Plant pot half filled with soil

Colourful potted plant

Watering can pre filled with water

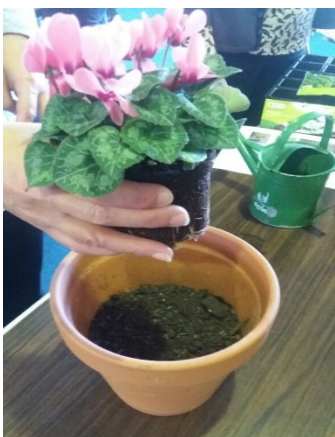
Extra soil



1. Have a pot half full with soil



2. Have a colourful plant out of its pot.



3. Ask client to pick up plant and place in pot of soil.



4. Support client (hand on hand if needed) to lift and water plant with watering can.



5. Place plant in a prominent place to receive gratification for self and others. Repeat daily watering with can.

You can also incorporate decorating the plant pot into this activity, which can be done prior to planting the plant or this be done as a separate activity with a pre-planted plant (see below).

POT PLANT DECORATION-Medium support



Equipment needed:

Colourful planted pot plant or herb

Stick on decorations - stickers

(Ribbon, shells, beads)



1. Have decorations pre-selected and ready to use on table.



2. Encourage client to choose decorations and place onto pot.



5. Place plant in a prominent place to receive gratification for self and others. Repeat daily watering with can.

POT PLANTING-some support



Equipment needed

Empty plant pot

Watering can with water in

Soil

Trowel

Herb or flowering plant

Large Seeds (open packet) e.g. peas



1. Ask the client to fill the empty pot with soil using the trowel.



2. Have plant ready out of its pot. You may have gone shopping with client to choose and purchase a plant and seeds to grow.



4. Ask the client to place plant into pot of soil. Assist as needed.



5. Ask client to take out seeds and place one at a time around the plant, pushing into soil, or plant in a separate pot. Add more soil if needed.



6. Encourage client to water plant using watering can, placing afterwards in a prominent place for gratification of self and others. Encourage client to water plant as needed and monitor the seeds growing taller.

CARD MAKING-Full support



Equipment needed:

Ready-made blank cards

Different fabrics/textiles

3D stickers/scented stickers

Glue stick

Foam noodles

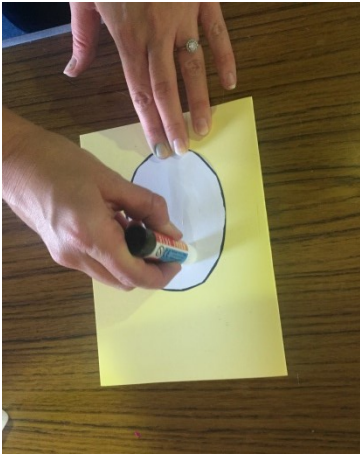
Paint



1. Have a ready drawn picture on a card, or cut out shaped card e.g. Easter egg, Xmas tree, Teddy bear



2. Have a selection of decorative & tactile items ready to stick on the card/picture. Encourage the client to touch/smell items.



3. Assist the client hand over hand or hand under hand to apply some glue to the picture/card with a glue stick or brush.



4. Assist client as necessary to feel and smell the decorations, and stick them on the picture. Talk about the picture theme e.g. Father Christmas, the time of year, etc.



5. Continue exploring and talking about the different sensory items and placing them on the glued sections until the card is complete.

CARDMAKING-Medium support



Equipment needed:

Blank card

**Pre-cut textiles to required shapes-
maximum 2 different textures e.g.
rabbit shape for Easter card**

Glue stick

**Glitter paint (choice of 2 colours) and
shaped sponge**



1. Have a blank card, choice of
paint, sponges and pre-cut
textile shapes, laid out ready to
use



3. Ask your client to dab the sponge
into the paint and dab onto the card.
Assist as needed.



4. Use a glue stick and ask the client to dab some glue on the card.



5. Feel the cut out textile shape, talk about how it feels then place on the glued area on the card.



6. Continue repeating steps 4 and 5 until the card is completed.

CARD MAKING-some support



Equipment needed:

Folded card

Template e.g. flower, egg

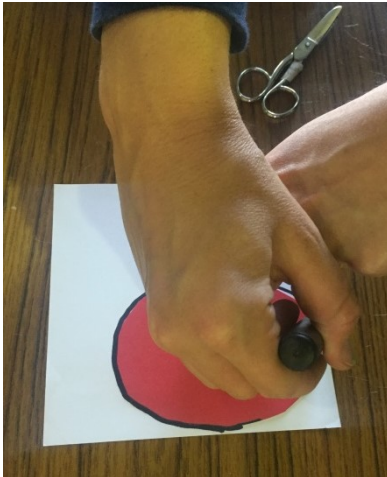
Pencil

Blue tack

Stickers and decorative tape

Scissors

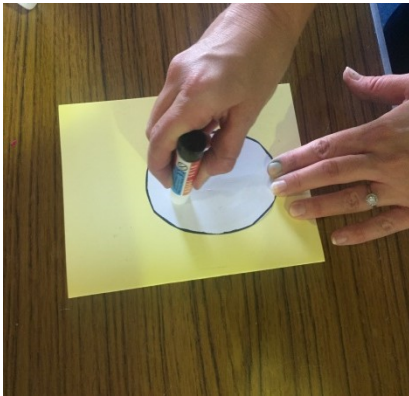
Glue stick



1. Secure the template to the card with blue tack and ask /support client to draw around the template.



2. Cut out the shape or do this for the client if necessary.



4. Ask client to dab glue onto the card using the glue stick and then stick the template onto the card.



5. Ask the client to choose some tape (or other decoration/material of choice) and cut strips, assisting as needed. Stick these onto the card as well.



6. Ask client to choose stickers to add for decoration. Or choose letters that can spell out what is on the card or maybe someone's name.

7. Continue with decorations until the card is finished.

CAKE DECORATING-Full support



Equipment needed:

Ready-made cakes

Ready-made icing

Sprinkles/decorations

Bowls for decorations and icing

Spoon



1. Have all the equipment and ingredients prepared and ready.
WASH HANDS!



2. Encourage client to smell and touch the cakes and icing/decorations. Give assistance as needed, e.g. hand over hand/hand under hand.



3. Taking into account any eating and drinking guidelines or allergies, explore different textures and tastes e.g. butter icing, plain icing, sprinkles



4. Assist the client to put icing on the cake, giving hand over hand or hand under hand assistance if required.



5. Assist the client to add sprinkles/decorations to the cake, giving hand over hand or hand under hand assistance if required.



6. Help client to taste the finished iced cake.

CAKE MAKING-Medium support



Equipment needed:

Packet mix for fairy cakes

Ready-made icing and decorations

Cake cases and cake tray

Pre-cracked egg

Whisk, bowl, spoon

Pre-measured water in jug



1. Have all the equipment and ingredients prepared and ready, including ready-made icing and decorations such as sprinkles. Pre heat oven to correct temperature. **WASH HANDS!**



2. Assist client to open cake mix packet and pour contents into bowl. Tip in the egg and water.



3. Support client hand over hand if needed to mix the egg and water into the cake mix.



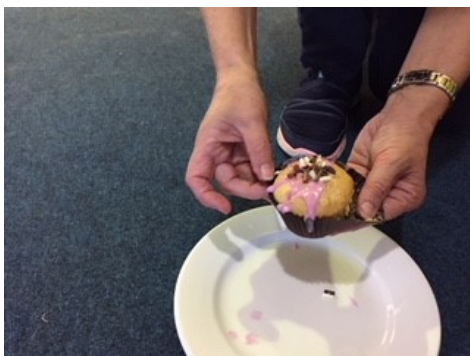
4. Assist the client to put the cake mixture into the cake cases.



5. If appropriate, assist the client to put the cakes into the pre-heated oven or do this for client. Once baked then remove from oven and leave to cool ready to adding ready-made icing and decorations.



6. Assist client to add ready-made icing and any other decoration, such as sprinkles.



7. Help client to unwrap and taste the finished iced cake.

CAKE MAKING-some support



Equipment needed:

Packet mix for fairy cakes

Packet mix for icing

Decorations

Cake cases and cake tray

Egg-not cracked

Whisk, bowl, spoon, jug

Water-not measured



1. Collect all the equipment and ingredients. Pre heat oven to correct temperature. WASH HANDS!



2. Assist client to crack egg into a bowl and measure water into jug.



3. Support client to empty contents of cake mix into a bowl and add the egg and water then mix together.



4. Assist the client to put the cake mixture into the cake cases.



5. If appropriate, assist the client to put the cakes into the pre-heated oven or do this for client. Set timer if wished. Once baked then remove from oven and leave to cool while you make the icing with the client.



6. Assist client to make icing by pouring icing sugar into a bowl and add water and some colouring, then mix.



7. Help client to decorate the cakes with the icing and any decorations such as sprinkles. Eat and enjoy.