



60 Sensory Minutes

SENSORY MINUTE

51

Indoors and outdoors

The idea of this activity is to enable the children to link common tactile properties to outdoor objects which helps them to generalise already learnt sensory information. The facilitator engages them in a thought storm for which they act as a scribe, dividing the sheet of paper in half and labelling each half 'indoors' and 'outdoors'.

In the indoor column they can write names of familiar items along with their touch properties e.g. leather chair – smooth, needle – sharp, drink from the fridge – cold, duvet cover – warm and fluffy etc. The

Facilitator can then take the children outdoors and helps them to identify the outdoor object and the associated sensation e.g. thorn – sharp, leaf – smooth etc.



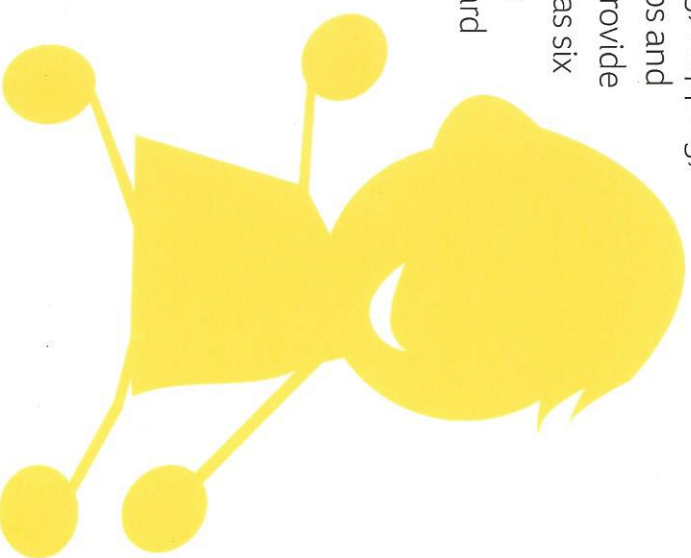
60 Sensory Minutes

Section 6

OUTDOOR SKILLS

Mimic my walk

The facilitator will need to make sure that everyone has comfortable shoes for this activity and also that he/she is fit! The idea is to go on a mimic walk where the facilitator asks the children to copy his/her walks. These can be varied and of different complexity to suit the skills level of the group. They might alternate slow with fast walking, running, stopping, turning, big steps and teeny steps or provide directions such as six back, five to the right, four forward etc.



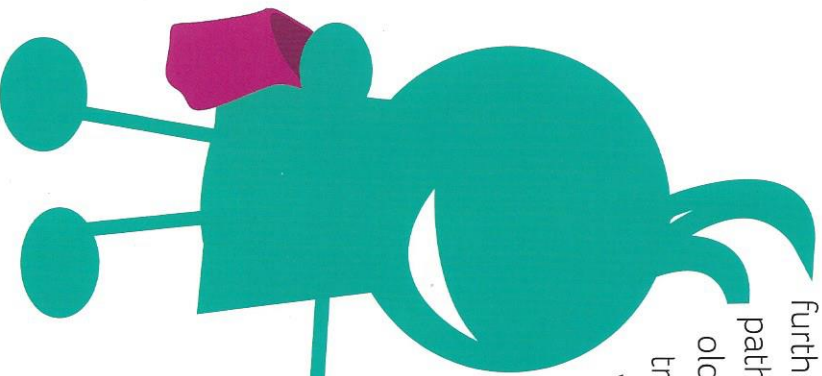
A sensory walk

In this activity the children walk through the countryside or simply in the playground. The facilitator asks them to observe what they see, smell, hear, taste and touch. For example, I see the blue sky, I taste the cold air, I smell the pine cones, I touch the smooth green leaf, I hear the buzz of traffic nearby etc.



The tightrope game

A series of long yellow ropes are placed along the ground to form a trail for the children. They can be further secured with electrical tape. This pathway can be made more complex for older children – over rocks, around trees etc. At the end of the trail there will be a box of treats. The children have to walk along the ropes, and when they successfully reach the end and do not ‘fall off’ the tightrope they can have a **reward**. This can also be made harder by asking the child to wear different shoes – trainers, an adult’s shoes, odd shoes.

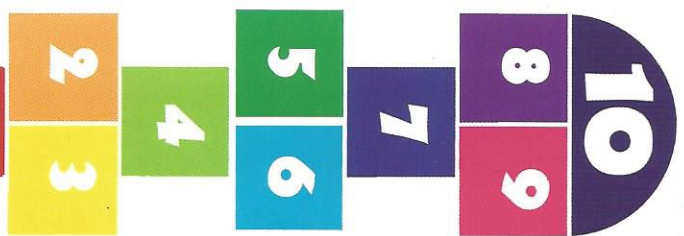


Explorer challenge

The facilitator asks the children to work in teams of two and provide each with three kinds of picking up tools – **tweezers, chop sticks and large kitchen tongs and an explorers bag!** Each pair can make a list (verbal or written) of 20 items that they want to find and can then work together to collect these **BUT ONLY** using these implements to pick them up and place them in the bag. Which pair will achieve this first?



Hopscotch



Teach the children how to play! A hopscotch course typically looks like a series of numbered squares. The first player tosses a marker (*rock, coin*) into the first square; it must land within the confines of the square without bouncing out or touching a line. The player then hops through the course, making sure to skip the square with the marker in it. Players hop in single squares with one foot (*either foot is fine*), and use two feet for the side by side squares, one in each square. Upon completion of the hop sequence, the player continues her turn, tossing the marker into square number two and repeating the pattern.

Loss of turn occurs when a player:

- **Steps on a line**
- **Misses a square with her marker toss**
- **Loses balance**

Players begin their next turn where they last left off. The first player to finish one full course for each numbered square is the winner - careful not to step on any lines!

Space racers

The facilitator will need to a selection of space hoppers and a number of cones. This is important as the child's hips and knees need to be at 90 degrees when sitting on the space

hopper. Cones can be set out in a line which can be made longer in order to increase the difficulty level. The children can race around the cones and try to increase their own speeds as they go. They may wish to time each other and ultimately create a space hopper league!



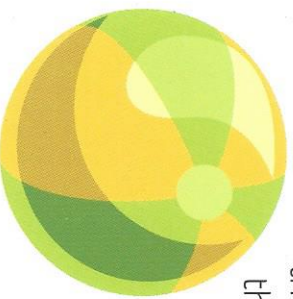
Pass the ball

The game focuses on promoting careful looking skills and co-operation. The students stand in a

circle facing inwards. One student is then chosen to stand in the middle of the circle. The other students pass the ball around the circle behind their backs. The student in the centre is required to guess where the ball is.

When they think they know where the ball is they can shout **'STOP'**. All the students then stand

still while the student in the centre makes two guesses as to where they think the ball may be. If they are correct, they then swap places with the student who has the ball. If they guess incorrectly, the game resumes and the player in the centre can have up to three turns at guessing.



Bubbles

The facilitator blows bubbles (the children can do them as well). As the bubbles float, the children can either 'pop' them by poking them with their fingers, 'catch them' by clapping the bubbles between their hands or stamp/jump on them when they hit the ground.

The facilitator will need:

- Pot of bubbles
- Access to an outdoor space with a non-slip surface



Parachute popcorn

The facilitator will need to have access to a parachute (or a **sheet/blanket**) and a range of soft items or toys. All the adults and children hold around the edge of the parachute, which becomes the 'pan'.

In the middle place small soft items such as rolled up socks or small soft toys. These will be the 'popcorn'. The children use their arms to 'jiggle' the parachute to make the popcorn jump in the 'pan'. To add variety, on the word 'go' or count from one to three, the

children lift the parachute up quickly into the air to make the 'popcorn' pop out of the pan.

