

# Easter Home Activity Pack



A range of possible activities for you and your child to access during school break.

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## Useful website links:

Ian Bean SEN resources	<a href="https://www.ianbean.co.uk/senict-members-resource-portal/">https://www.ianbean.co.uk/senict-members-resource-portal/</a>
The Sensory Project Joanna Grace Sensory Stories	<a href="http://www.thesensoryprojects.co.uk/sensory-stories">http://www.thesensoryprojects.co.uk/sensory-stories</a>
Priory Woods ICT resources	<a href="http://www.priorywoods.middlesbrough.sch.uk/page/?title=Switch+%2F+Touch+Screen+Videos&amp;pid=231">http://www.priorywoods.middlesbrough.sch.uk/page/?title=Switch+%2F+Touch+Screen+Videos&amp;pid=231</a>
Story Massage	<a href="https://www.storymassage.co.uk/blog/">https://www.storymassage.co.uk/blog/</a>
Music– Andy Pidcock Youtube	<a href="https://www.youtube.com/user/andypidcock/videos">https://www.youtube.com/user/andypidcock/videos</a>

# Story Massage

<https://www.storymassage.co.uk/the-story-massage-programme/>

## What is Story Massage?

Story Massage involves the use of simple movements (through clothes), associated with words that help to build up a story. Tracing a large circle on a child's back, for example, can depict the image of the world while a gentle squeezing action on the shoulders can represent eating something very delicious. Story Massage can be shared as a child to child or parent to child activity. It is currently being used and developed worldwide in a variety of settings including home, school, after-school clubs, family centres, hospices and special schools.

Story Massage strokes concentrate on shoulders, back, arms and head, all areas which are easily accessible and non-intrusive. No oil is used for story massage, and children do not need to remove any clothes. Movements are safe and can be adapted to suit varying personalities and temperaments. Positive touch through storytelling can be especially beneficial for children with special/additional needs.



## Benefits of Story Massage for Children

We all love stories. When combined with the benefits of simple massage strokes, stories present wonderful opportunities for creative fun and interaction. Sharing positive touch offers great scope for imaginative activity and learning for children of all ages and abilities.



Story Massage [www.storymassage.co.uk](http://www.storymassage.co.uk)

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The benefits of positive touch for children are backed by extensive research from [The Massage in Schools Association](#) and [Touch Research Institute Miami](#) with findings including:

- Improved calmness and concentration
- Increased self-confidence, self-awareness and self-esteem
- Improved social skills
- Increased engagement in activities

Better communication











There is also an educational element as story massage can be used to fit in with the national curriculum. Many children have learnt their numbers and letters, and elements of history, geography and nature through story massage.

Story Massage offers a way of learning and communicating through play and positive interaction. You can adapt your own story massages from favourite stories and nursery rhymes, or have fun creating your own stories to reflect particular interests, activities or events such as birthdays and outings.



Massage strokes and icons.

(You can adapt any story to incorporate story massage.)

Bounce– gentle flicking motion		Sprinkle– gentle tapping stroke with finger tips	
Gentle resting hands on shoulders		Squeeze– gentle squeezing massage on arm leg	
Circle—circular stroke on body		Walk– with fists closed, apply gentle pressure to emphasise walking	
Claw– gentle clawing hand on body		Wave- single hand wave motion from large to small , vertical or horizontal.	
Drum– gentle drumming stroke on			
Upward fan– fanning with two hands in upward motion			

## The Easter bunny



Once I saw an Easter bunny



Come hop, hop, hop



So I cried dear bunny



Will you stop, stop, stop



I ran to the window, to say how do you do



But he shook his fluffy tail



And said, happy Easter to you

## Sensology Workout– F. Longhorn

### Using senses to target Thinking skills

#### Set up

- Seating in a semi-circle
- Smell = vanilla
- Shoes off!

#### Introduction and 'hello' session

- Introductory music – relaxing upbeat music.
- Play music and have a clap!
- 'It's our sensology time!'
- Use the mirror or feel to identify everyone in the group so they know who they are, what they look like and so they can see as much of their body as possible. Hello - sing together

*"Hello.....*

*Hello.....*

*Hello.....*

*How are you today?"*

#### Sensology Activities

- I have eyes! (yellow/ orange felt over torch) (Adaptations for V.I Handle object motivating object)  
Indicate where the eyes are-look! (Adaptation for V.I using fingers-  
Touch the cheek to alert to the activity.  
Tracking with a torch side to side slowly and then quickly.  
Tracking up and down- tracking with fingers- can you find the object
- I have ears! (musical instrument or unusual digital sound effect )  
Indicate where ears are – "listen".  
Activate sound working behind each student from one ear to the other and back again, rotate 360°  
In front of the face, working in front, move from the one side to another.  
Crossing the sound midline and back again.
- I have a mouth! (Honey) Taste should be omitted for children NIL BY MOUTH or at increased risk of salivation and pooling/ swallow.  
'Everyone have a taste! Here is some honey.'  
If possible, put a little honey on the tongue and some on the lips to encourage mouth movements.
- I have a nose! (essential oil or scent put onto cotton wool ball)  
Offer two smells - Offer one smell to both nostrils at the same time- waft scent beneath nostrils  
, only a whiff is needed. Watch for reactions. Offer 'more?'



I have skin to touch (using hands, feet to feel item e.g sponge, carpet off cut, astro turf, natural material e.g leaves).

Feel it with one hand/foot.

Now feel with the other foot/hand.

Now feel with both together.

Cross hands/feet over the body midline.

Brush the palm of hand/foot from the heel to the tip and back.

Turn hand /foot over and repeat on the back/top of hand /foot.

**I have a body! Use upbeat nursery rhymes or pop music.**

**Developing understanding of sequence, pattern and rhythm.**

- **Rock and stop**

Gentle pressure on shoulders/ upper arms to replicate rocking sensation from side to side chanting – “rock and rock and rock and stop”.

Repeat 4 times.

- **Patting under arms**

From arm pit to the elbow, elbow to the wrist.

2 times on each side.

- **Squeezing shoulders**

Take your hand to your (opposite) shoulder and give it a squeeze.

Squeeze the other side.

2 times on each side.

- **Hug and tug**

Hug and tug fingers (gently) starting with index finger first and thumb last.

Repeat with other hand

Celebrate the end of the workout with burst of Bubbles!

Finish with music and clapping!

## Dosbarth 3 Comes Dancing Dance Massage

**Area of Learning & Experience:** Health & Wellbeing

**Links to :** LLC, MD, Sci & Tech, Expressive Arts

**Resources:** essential oil– lavender

Music from youtube—BBC-Strictly Come dancing Intro, Waltz, Tango, jive, Paso Doble, Quickstep, Cha cha, Foxtrot, Rumba, Samba. Scarves

**Objective:** To look for intent to communicate 'more'; to reject activity.

Ensure you ask the young person's permission to massage before session.

**Environment:** Dim lights, activate sensory lights/mirror ball /iPad, and remove shoes.

**Activity marker:** Ribbon for dancing

Intro: Strictly Come Dancing Intro video	Pat all over the student's body (arms, legs, back and shoulders) to the beat of the music to set the scene.
Waltz video clip & music	Choose 3 key points on the body e.g shoulder, elbow and hand. Gently squeeze each in turn, in time to the music 1,2,3,1,2,3..... Alternatively massage the shoulders in waltz time, applying most pressure on the 1 <sup>st</sup> beat, with lighter pressure on counts 2 and 3.
Tango video clip & music	Support the student to hold their leg out in front of them, massage briskly and firmly up and down the leg from ankle to knee in time with music. Swap legs
Jive video clip and music	Using your fingertips, 'pitter-patter' up the student's arm and legs, using light jumpy movements in time with the music.
5. Paso Doble video clip and music	Use a scarf to run up the student's arms and legs in time to the music.
Quickstep video & music.	Support the student to hold one arm out straight by performing a continuous stroke from under the arm, near to the armpit to the wrist. Extend this to the fingertips before repeating.
Cha cha video & music	Massage up the entire arm using twisting movements over and under the arm in time with the music.
Foxtrot music & video.	Massage the student's feet in time to the music, paying particular attention to the heels and toes.
Rumba music & video	Massage down each of the student's arms slowly and smoothly from the middle of the shoulders down the wrists.
Samba music & video.	Lightly and briskly, pat the student's hand and soles of their feet in time to the music. Really have fun with this one, as a finale to the massage.

**Plenary:** Praise all pupils in turn, review the session with the whole group, identify which massage pupils responded to more and if possible demonstrate to the class. When all young people have showcased sing 'Brilliant blue' or 'On the way orange' songs to each young person.

## Hand Massage

**Just Follow These Steps!**



**Step 1** – Choose a reliable massage medium to use during your procedure. This should be some sort of dedicated massage lotion or massage oil. Place some of this medium in both of your hands. To begin, hold your client's arm in place with one hand as you gently rub in the massage medium with the other. Move your hand along your client's arm all the way up to the elbow. Reverse the positioning of your hands and repeat. Finally, repeat this whole process once or twice more to make sure that the the medium is fully blended into the surface of your client's skin.

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**Step 2** – Continue to use one hand to hold your client's arm in place as you massage with your other hand. This strategy will be of use to us throughout the treatment. Now, use your free hand in a gentle squeezing motion to tease the muscles from the wrist to just beneath the elbow. Now repeat with the positioning of the hands reversed.

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**Step 3** – At this point, use your thumbs to lightly brush the surface of the back of the hand. As your thumb moves toward the base of the wrist, increase the pressure of this movement.



**Step 4** – Once again, employ one of your hands to support your client's arm while you massage with the other. With the thumb of your free hand, apply slightly firmer pressure than before between the bones of your client's back wrist. Move slowly towards the base of the hand.



**Step 5** – Continue this motion but with a greater amount of pressure in order to loosen your client's lymphatic veins.



**Step 6** – Continuing to use one of your hands as a support, use your free hand to massage each finger individually. Give the finger a gentle twist in both directions and then quick pull



**Step 7** – Now, let's turn to the other side of your client's hand. Use your thumbs to apply pressure throughout your client's palm. The base of your client's thumb is an important area to



**Step 8** – Now you should position your hands similarly to what you see pictured above. Use your fingers to support the hand by hooking them in between the little and ring fingers on your right, and the thumb and forefinger on the left (depending on which hand you are massaging). Use your thumbs to gently massage the base of your client's palm.



**Step 9** – Here's the tricky part. Use one of your hands to steady your client's arm at the wrist. Now interlock your other hand with that of your client. Rotate your first hand to massage your client's wrist joints. Then move alternately in both directions and end by pulling gently towards your body.



**Step 10** – You're almost done. We just need to apply a few more light motions in order to give the whole process a gentle finish. Move your hands slowly around the hand and arm and finish by moving your hands all the way down the arm to the fingers where you should gently let go. Finally, switch to the other arm and begin the process anew.

# Techniques for Foot Massage

## Anatomy of the Foot

Toes - we usually have five on each foot. They are small and have one joint in the toe itself, and one joint attaching it to the foot. Be careful with the toes, they are delicate.

Ball - the pad on the bottom of the foot, just before the toes. It's the meatiest part of the foot. It has some flexibility.

Arch - the support system of the foot, almost like a tension bridge. This can be a sensitive area, prone to stress and inflammation. Be careful when beginning to massage this part, and get feedback.

Heel - the bony end of the foot, it takes a lot of impact while walking. Gentle massage is indicated, since there is little muscle here.

Ankle - the joint that attaches the foot to the leg. There are bony prominences on each side, which are very delicate and prone to bruising. It is surrounded by ligaments and tendons.

## Hand Placement

When seated, the foot should come to about your chest level. It's easy to grasp from here with the fingers on the top of the foot, and the thumbs on the sole.

Make circles across the ball of the foot with your thumb.

Use your thumb to apply pressure in an upwards stroke in the arch of the foot.

Glide your hands down the back of the heel, gently squeezing.

Attend to each toe - be gentle and don't pull too hard.

Make small circles around the ankle on both sides. Do this symmetrically.

## Basic Technique

Wash your hands. Ask the recipient if it is ok to wash and dry their feet.

Place a towel under their feet.

- Travel up and down the foot. Fingertips are going from the base of the toes to the front of the ankle and back, and thumbs are going from pad to arch and back.
- Now concentrate on the pad of the foot. This area can usually withstand a bit more pressure. Use your thumbs to work in circular motions.
- The arch of the foot can usually take light-to-moderate pressure. It's an easy area to see. Again, use your thumb to work in circles or an up/down stroke with the emphasis of the pressure on the up.
- Standing to the side of the foot, grab it with both hands and gently "wring" it out like you would a wet washcloth. Again, fingers should be on the top of the foot and thumbs on the bottom.
- Coming back to your starting place, gently work between the bones on the top of the foot. There isn't much space in there, but all you have to do is let your fingers glide in the space.
- Now for the heel - again, circular motions with the thumb. Be sure to get the back of the heel as well by gently lifting the foot, placing the back of the heel in your hand, and letting your hand glide toward you. This makes a nice hand-over-hand technique.
- The toes will be wanting some attention as well. Again, be gentle. You don't really want to place your whole finger between toes for fear of disjuncting or splitting the skin. Simple use the palms of both hands to give them a light rub, and then gently pinch each toe between your index finger and thumb and pull up with a gliding motion.
- A lovely finishing touch is to work on the sides of the ankle. With one hand on each side, use your fingertips to work small circles around the outside of the bony area.
- Return to the first stroke technique for the finale. You want to start and finish with the warmth of your hands contacting the foot.



# Easter Sensory Lucky Dip



## You will need:

- Large tub or tray
- Coloured Easter grass or shredded paper
- Pom poms, pipe cleaners, coloured lolly pop sticks, feathers, cotton wool, etc.

## How to make:

- Mix the coloured grass into the tub or tray
- Mix the pom poms, pipe cleaners, coloured lolly pop sticks, etc. into the coloured grass
- Have fun exploring in the grass collecting the sensory items- support holding objects in hands, feel and explore the shapes
- Experience touch counting number of items.

# Fablon Sensory Egg



## You will need:

- A piece of coloured card
- A piece of fablon larger than the card
- Any sensory craft items available
- Glue stick

## How to make:

- Cut the coloured card into an egg shape
- Glue the sensory craft items into the middle of the egg
- Sticky side down place the fablon onto the egg but not too tightly and wrap around the back to attach.

# Sensory Easter Eggs



## You will need:

- Coloured plastic eggs
- Sensory craft items
- Egg box

## How to make:

- Fill the plastic eggs with the different sensory craft items
- Place the plastic eggs into the egg box for easy storage and use
- Support hand on hand to touch and count number of eggs
- Let the children choose an egg, some might be able to indicate which colour they would like, support exploration.



# This Little Chick Colour Rhyme



This little chick is black.  
She stands in the barnyard on a big haystack.

This little chick is brown.

She is feeling sad and wearing a frown.



This little chick is yellow.

She's friends with the rooster; he's a handsome fellow!

This little chick is white.

She dances and plays, oh what a sight.



This little chick is purple.

She spends her day running around in a circle.

This little chick is green.

She is the prettiest chick I've ever seen!



This little chick is blue.

She lays eggs for me and you.

This little chick is pink.

She goes down to the pond to get a drink.



All of these chicks live at the farm,  
Out in the big red barn!



## This Little Chick Colour Rhyme

Make your own chicks to use as puppets for the rhyme.

Either cut out the pre-coloured chicks or help your child to colour them for themselves.

Once you have your chicks and barn, hold them up as you read the poem and put them in the barn

together!

You could also match the chicks, encouraging your child to find 'the same' colour as you!

If your child is really good at naming and matching the colours, try learning them in Welsh together too!

Black = Du

Brown = Brown

Yellow = Melyn

White = Gwyn

Purple = Porffor

Green = Gwyrdd

Blue = Glas

Pink = Pinc

Red = Coch



