

Keep Busy, Connect and Learn

A guided activity pack for those
supporting people with intellectual
disabilities to make everyday
life more interesting



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Contents

About the authors.....	1
Acknowledgements.....	2
Preface	3
Introduction	5
Activities.....	19
Activity 1: Fancy a cuppa?	21
Activity 2: Things to do.....	23
Activity 3: Favourite foods	24
Activity 4: Your window	26
Activity 5: London quiz	28
Activity 6: Home treasure hunt.....	34
Activity 7: What to wear.....	37
Activity 8: Symbols search.....	40
Activity 9: Messy drawer	43
Activity 10: Favourite TV	46
Activity 11: Countries quiz.....	48
Activity 12: Some things in your home	55
Activity 13: Bean bags	58
Activity 14: Greeting people	61
Activity 15: Film night.....	63
Activity 16: Happy box.....	65
Activity 17: My week	69
Activity 18: Dice game – all about you	74
Activity 19: Hand massage	77
Activity 20: Animal quiz	81
Activity 21: Magazine letters	85
Activity 22: Letters and cards	89
Activity 23: Recycle.....	93
Activity 24: Flowers	99

Activity 25: On the farm quiz.....	101
Activity 26: Getting ready.....	106
Activity 27: My special place	111
Activity 28: Dice number game.....	115
Activity 29: Walk treasure hunt	118
Activity 30: Be kind.....	121
Activity 31: What's for dinner?	124
Activity 32: Sleep.....	127
Activity 33: This or that?	130
Activity 34: Jobs quiz	134
Activity 35: Be active	138
Activity 36: Can you name 10?	142
Activity 37: Makes me smile.....	145
Activity 38: Relax.....	147
Activity 39: Pairs card game	152
Activity 40: Teeth and mouth	156
Activity 41: Museum about me	159
Activity 42: Food game	163
Activity 43: Music quiz	169
Activity 44: Dream tea party	174
Activity 45: Alphabet letters	176
Activity 46: Colours	183
Activity 47: When I was younger.....	186
Activity 48: Story pictures	189
Activity 49: Butterflies	196
Activity 49: Butterflies	197
Activity 50: Trees	200
Activity 51: Buildings quiz	205
Activity 52: Keeping busy	211
Other titles from Pavilion Publishing.....	215

All the resources for this training can be downloaded at
www.pavpub.com/keep-busy-connect-and-learn-resources/

Activities

Activity 1: Fancy a cuppa?



Guidance sheet

You will need:

- **Activity sheet 1: Fancy a cuppa? wordsearch** – one for each person
- Pens

What to do

1. People can use the **wordsearch** in different ways:
 - Find each word independently
 - Find first letter independently, but need help with the other letters
 - Only find the first letter
 - Print the wordsearch in black and white if people don't need the coloured letter clues

Extra ideas

- Lots of people have their own favourite mug.
- Who would you design a mug for? You or someone else?
- Think about what that person likes.
- What colour would the mug be?
- How big would it be?
- What pictures or words would be on it?
- Draw your design.
- Perhaps you could give your design to the person?

Activity sheet 1: 'Fancy a cuppa?' wordsearch



tea

coffee

sugar

sweetener

doughnut

biscuit

chocolate

milk

muffin

mug

spoon

kettle

r	s	k	a	b	h	s	d	r	u	f
f	g	e	z	s	p	o	o	n	s	s
h	d	t	e	j	w	d	u	k	w	u
k	p	t	t	u	a	m	g	l	e	g
m	i	l	k	q	z	x	h	t	e	a
c	q	e	y	a	j	c	n	n	t	r
m	u	f	f	i	n	m	u	g	e	g
c	h	o	c	o	l	a	t	e	n	d
m	d	w	k	l	c	o	f	f	e	e
b	k	b	i	s	c	u	i	t	r	m

Activity 2: Things to do



Guidance sheet

You will need:

- Pens and paper

What to do

This activity is to help you remember the things you have got in your home that you enjoy doing.

1. Look around your home for things you have got to keep yourself busy. You may find some things you have forgotten about.

Here are some examples.

DVDs	Board games
Books	Magazines
Puzzle books	Craft kits
CDs	Play station, Xbox games
Jigsaws	Drawing and colouring books

2. You could write a list of all the things you have got that you still like to use.
3. If you find things that you don't use any more...
Could you share them with a friend?
Are they broken? Do you need to throw them away?

Extra ideas

- Choose which things you most want to do and why you like them.
Write down each thing on a separate piece of paper.
Put the pieces of paper in an envelope or pot.
Each day, pick out a piece of paper and do that activity.
- If you live with other people, you could take turns to choose an activity.
Tell each other why you like that activity.

Activity 3: Favourite foods

Guidance sheet



You will need:

- **Activity sheet 3: Favourite foods** – one for each person
- Pens

What to do

1. Complete **Activity sheet 3: Favourite foods**

- Some people will be able to do this on their own.
- Some might need help with spelling – you could write down their answer for them to copy or trace.
- Some people like to write bigger or draw – you could cut out each question and glue it to another piece of paper to give people more space.

Extra ideas

■ **Guessing game**

In a small group, take turns to try and guess people's answers to each question.

■ **Find out about someone else**

You could ask someone else the questions.

Do you have the same answers for any of the questions?

Activity sheet 3: Favourite foods

What is your
favourite...?



Hot drink

Flavour crisps

Biscuit

Vegetable

Thing to have on toast

Soup

Fruit

Drink to have in a pub

Takeaway

Sauce

Activity 4: Your window



Guidance sheet

You will need:

- **Activity sheet 4: Your window** – one for each person
- Pens and paper

What to do

1. How many windows have you got in your home?
 - Look out of one of the windows. What can you see?
2. Look at the **'Your window'** activity sheet.
 - Tick all the things you can see.
 - You can also write or draw the things you see.
3. If you can't see all the 10 things on the sheet, you could try looking out of a different window.

Extra ideas

- How clean is your window?

Put your favourite music on and clean the window.

You could choose a different song to listen to as you clean each window in your home.

- Pretend you could be anywhere.

Where would you choose to be? Perhaps you would choose somewhere you have been on holiday or for a day trip.

Imagine you are looking out of the window at that place.

What do you think you could see?

Talk about it, write about it or draw it.

Activity sheet 4: Your window

**What can you see
through your window?**



Can you see...? Something that is...?		Tick ✓	What did you see?
1	round		
2	green		
3	bigger than you		
4	moving		
5	soft to touch		
6	with wheels		
7	long and thin		
8	made of brick or stone		
9	beautiful		
10	in the sky		

Could you see all 10 things? Try looking out of a different window.

Activity 5: London quiz



Guidance sheet

You will need:

- **Activity sheet 5: London quiz** – one for each person or group
- Pens

What to do

1. Get a copy of **Activity sheet 5: London quiz** ready.
 - Be careful, the answers are on the last page of the quiz.
 - Keep them safe so no one can have a sneaky look too soon.
2. If you are with other people, you could work in teams.
 - What will your teams be called?
 - Who will read out the questions?
 - Will one person be the Quizmaster, or will you take turns?
 - People can write down the answers or take turns to call out their answer.

Extra ideas

- **Explore London on the internet**

Why not see what other facts you can find out about London?

Perhaps you could create some new questions for a London quiz.

- **Draw something famous from London**

Buckingham Palace? London Bridge? Tower of London?

- **Plan a pretend trip to visit London**

How would you get there? Who would you go with?

What would you want to see?

What would you want to do?

- **Make a quiz** about somewhere else that people know about or are interested in. It might be your hometown, another famous city, a holiday place or somewhere else.

Activity sheet 5: London quiz

How people get about

1. What colour are the buses in London?
2. What do they call the underground train system in London?
3. What is the river that runs through London called?
4. What traditionally is the colour of most taxis in London?
5. What is the name of the bear that was found at a London train station? (Clue: He wears a duffle coat and a hat and likes marmalade sandwiches.)

Famous places in London

1. Where does the Queen live?
2. What is the big clock on the Houses of Parliament called?
3. What is the Old Bailey?
4. What is the name of the square in TV programme EastEnders?
5. What is the London Eye?
 - a. a bird
 - b. a Ferris wheel
 - c. a big camera
 - d. pair of glasses

Sport

1. What famous sporting event beginning with the letter O happened in London in 2012?
2. What is the name of the famous tennis competition that happens in London?
3. Which of these football teams have their home ground in London?
 - a. Mansfield Town
 - b. Chelsea
 - c. Nottingham Forest
 - d. Manchester United

Activity sheet 5: London quiz

4. What is the football stadium where the FA Cup Final is played?
5. What is played at The Oval?
 - a. Tiddlywinks
 - b. Badminton
 - c. Cricket
 - d. Hockey

Famous London people

1. Who was the Prime Minister in 2020?
2. Peggy Mitchell was the landlady of which TV London pub?
3. Who in history tried to blow up Parliament (we remember them on Bonfire Night)?
4. Daniel Radcliffe was born in London. What famous magic film character did he play?
5. Kelly Holmes was born in London. She is famous for being:
 - a. a model
 - b. an MP
 - c. a chef
 - d. an athlete

Cockney rhyming slang

Cockney rhyming slang comes from the East End of London. People say a rhyme for different words.

For example, instead of saying 'boots', they say 'daisy roots'.

Can you guess what these are? Think about the sound of the last word. We have given you clues to help you.

Activity sheet 5: London quiz

Rhyming slang		Clues to help you
1.	Apples and pears	go up these to bed
2.	Dustbin lids	another word for children
3.	Ascot races	to keep up their trousers
4.	Bees and honey	we need it to buy things
5.	Plates of meat	we put our shoes on these
6.	Bob Hope	we need this when we wash our hands
7.	Butcher's hook	we use our eyes to do this
8.	China plate	another word for a friend
9.	Dog and bone	we use this to talk to people
10.	Fireman's hose	we use this to smell things

Extra challenge

London is the capital of the United Kingdom.

Name five other cities in the world.

The END of the quiz

Activity sheet 5: London quiz (answers)

How people get about

1. Red
2. The Tube
3. The Thames
4. Black
5. Paddington

Famous places in London

1. Buckingham Palace
2. Big Ben
3. A criminal court
4. Albert Square
5. b) A Ferris wheel

Sport

1. Olympics
2. Wimbledon
3. b) Chelsea
4. Wembley
5. c) cricket

Famous London people

1. Boris Johnson
2. The Queen Vic
3. Guy Fawkes
4. Harry Potter
5. d) An athlete

Activity sheet 5: London quiz (answers)

Cockney rhyming slang

- | | |
|---------------------|--------|
| 1. Apples and pears | Stairs |
| 2. Dustbin lids | Kids |
| 3. Ascot races | Braces |
| 4. Bees and honey | Money |
| 5. Plates of meat | Feet |
| 6. Bob Hope | Soap |
| 7. Butcher's hook | Look |
| 8. China plate | Mate |
| 9. Dog and bone | Phone |
| 10. Fireman's hose | Nose |

Activity 6: Home treasure hunt



Guidance sheet

You will need:

- **Activity sheet 6: Home treasure hunt** – one for each person
- Pens
- Tray(s)

What to do

1. Get a tray ready for you to put things on.
If you are with other people, you could have a tray each.
2. Read out an item on **Activity sheet 6: Home treasure hunt**.
If you are with other people, you could take turns to read an item.
3. Look around your home to find each item and put it on the tray.
You could tick each item off the list when you find it.
4. If you are doing this activity with other people you could make it into a game. The person or team who finds the item first could get one point.
5. Remember to put the items back carefully at the end of the activity.

Extra ideas

Memory game

- Look carefully at all the items on the tray.
- One person takes the tray out of the room and removes one item.
- The person brings the tray back into the room.
- People try and guess which item has been removed.

Activity 6: Home treasure hunt





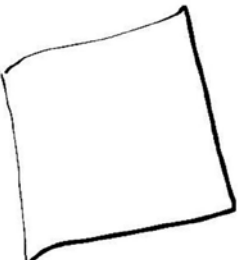





Guidance sheet

Matching

- Print two copies of **Activity sheet 6: Home treasure hunt** sheet.
- Cut up the sheets so each item is on a separate piece of paper.
- Turn the pieces of paper upside down.
- Take turns to turn over two pieces of paper – if they are the same, put them to the side as a 'pair'. If they are different, turn them both over again.
- Keep taking turns until all the pairs have been found.

Activity sheet 6: Home treasure hunt

Look for these things in your home. You could tick each item when you find it.

spoon		comb	
hat		receipt	
cleaning cloth		pen	
coin		photo	
sock		book	

Did you find them all?

Activity 7: What to wear

Guidance sheet



You will need

- **Activity sheet 7: What to wear wordsearch** – one for each person
- Pens

What to do

1. People can use the **wordsearch** in different ways.
 - Find each word independently.
 - Find first letter independently, but need help with the other letters.
 - Only find the first letter.
 - Print the wordsearch in black and white if people don't need the coloured letter clues.

Extra ideas

■ **Dress to impress**

- a. Sometimes, when we are not going out, we end up wearing the same clothes every day.

Why not look for your favourite outfit and wear it tomorrow?

- b. You could pretend to be going out. Where would you go?

- Look through holiday photos and pretend you are on holiday.
- Phone a friend and pretend you are meeting in a café for a drink.
- Sit at a table to do this wordsearch and pretend you are at college.
- Put on some music and pretend you are at a club or disco.

What clothes will you wear? What shoes? How will you do your hair?

Will you wear perfume or aftershave? Will you wear makeup?

Activity 7: What to wear

Guidance sheet

■ Have a sort out

- a. Take all the clothes out of your wardrobe or cupboard.
- b. Check that each item of clothing is clean and smells fresh – if it doesn't look or smell clean, put it in the wash basket.
- c. Put the clean clothes back neatly in your wardrobe. You could put all the different types of clothes together, so they are easier to find.

Activity sheet 7: What to wear wordsearch



What to wear today

shorts

trousers

sandals

jumper

scarf

coat

boots

socks

t-shirt

vest

tie

trainers

o	o	t	b	a	r	s	o	c	k	s
r	t	r	o	u	s	e	r	s	a	n
c	o	a	t	c	k	s	i	a	n	y
i	e	i	t	v	e	h	o	n	t	s
n	b	n	s	e	r	o	t	d	i	t
r	o	e	s	s	o	r	s	a	e	s
a	o	r	h	t	r	t	c	l	l	h
g	t	s	n	a	c	s	a	s	y	i
v	s	j	u	m	p	e	r	b	i	r
w	e	t	h	e	r	f	f	e	l	t

Activity 8: Symbols search



Guidance sheet

You will need:

- **Activity sheet 8a: Symbol search** – one for each person
- **Activity sheet 8b: Symbols at home** – one for each person
- Coloured pens

What to do

1. Look for the symbols on **Activity sheet 8a: Symbols search**.
2. When you find a symbol put a circle round it.
3. Choose a different colour pen for each symbol.

Extra ideas

■ Counting

Look at the other symbols on the sheet.

How many flowers are there? 🌸

How many thumbs up are there? 👍

How many flags are there? 🚩

■ Look for symbols

Symbols are little pictures that give us information.

There are lots of symbols in our homes.

Look for symbols in your home. You might find them on:

- labels in your clothes
- food packaging
- magazines or newspapers
- equipment like TV's and telephones

Did you find symbols anywhere else?

If you don't know what a symbol means, ask someone in your family, a friend or staff.

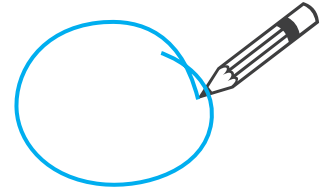
You could use **Activity sheet 8b: Symbols at home** to copy the symbols and show what each one means.

Activity sheet 8a: Symbol search

Look for these symbols in the grid.

When you find a symbol put a circle round it.

Choose a different colour pen for each symbol.



Find 2 

Find 2 

Find 2 

Find 2 











































Find 2 

Find 2 

Find 2 

Find 2 

Find 2 

Activity 8b: Symbols at home

Look for symbols on things in your home. Find out what they mean.

Draw a picture of the symbol	What does the symbol mean?

Activity 9: Messy drawer

Guidance sheet



You will need:

- **Activity sheet 9: Messy drawer story**
- A messy drawer in your home that you would like to sort and tidy

What to do

1. Read the story.

If you are with other people, decide if everyone is going to have a copy of the story. You could take turns to read part of the story and answer the questions.

Some people will enjoy looking at the photographs to find the things in the story.

2. Now it is your turn to tidy up a messy drawer.

Choose a drawer that you are going to sort and tidy.

It might be a drawer in your bedroom or a drawer in another room in your home. The kitchen? Bathroom? Lounge?

If it is in a shared room, check with the other people in your home first.

- Take everything carefully out of the drawer.
- Wipe the drawer to clean it.
- Sort out the things in the drawer.

These questions can help you decide what to do with each item:

1. Is it rubbish?
Throw it away.
2. Do you still want it?
If not, could you give it away to a friend or charity shop?
3. Is it clean?
If not, put it in the wash basket or clean it.
4. Should it be in this drawer or somewhere else?
If it should be somewhere else, go and put it away.
 - When you have finished sorting, put the items you want to keep neatly back in the drawer.

Activity sheet 9: Messy drawer story

Sal has a problem, can she sort it out?

This is Sal's sock drawer.

It has got a lot more than socks in it.

She looks inside and says, 'What a mess'.



She looks and sees some things that are not socks.

She empties the things out onto her bed.

What can you see?



Her messy drawer is now empty.

She wipes the drawer to make it clean.



Activity sheet 9: Messy drawer story

Sal sorts out her socks into pairs.

She puts them back in the drawer.

She finds a scarf.

She finds an exercise tool for her hands.

'I lost that a long time ago but now I can use it.'

She is happy that she has found it.

It must have been hiding under the socks.



She puts the scarf and the exercise tool back in her drawer where she can see them.

Sal also found...

- a deodorant
- some CDs
- a teddy bear.

She put them on her shelf.



Do you have drawers that you can tidy up?

What do you think you will find?

Activity 10: Favourite TV

Guidance sheet



You will need:

- **Activity sheet 10: Favourite TV** – one for each person
- Pens and paper
- TV magazines
- Scissors and glue

What to do

1. Complete **Activity Sheet 10: Favourite TV**.

- Some people will be able to do this on their own.
- Some might need help with spelling.
- Some people like to write bigger or draw. You could cut out each question and glue it to another piece of paper to give people more space.

Extra ideas

■ **Ask someone else the questions**

If you are with people, you could ask them face to face.
If you are not with people, you could phone and ask them.
Do they have the same answers as you for any of the questions?

■ **Current TV magazines**

Look through and find things you would like to watch.
Write a plan of what day and time they are on.
You could write them on a calendar or diary.

■ **Old TV magazines**

Cut out your favourite programmes and actors.
Glue them onto some paper to make a collage.
If there aren't pictures of all your favourites, you could write or draw them instead.
You could show the collage to other people.
Do they like the same as you?

Activity sheet 10: Favourite TV

What is your
favourite...?



TV programme

TV soap

X Factor or Strictly Come
Dancing

Place to sit and watch
TV

Advert on TV

Nature or animal
programme

Tick which of these you watch
on TV:

- ☐ Comedy programmes
- ☐ Dr Who
- ☐ The News
- ☐ Sport
- ☐ Horror films
- ☐ I'm a Celebrity, Get Me Out of Here

Person on TV

Programme from when you were
a child

Activity 11: Countries quiz



Guidance sheet

You will need:

- **Activity sheet 11: Countries quiz**
- Pens

What to do

1. Get a copy of the **Activity sheet 11: Countries quiz** ready.
Be careful, the answers are on the last page of the quiz.
Keep them safe so no one can have a sneaky look too soon.
2. If you are with other people, you could work in teams.
What will your teams be called?
Who will read out the questions?
Will one person be the Quizmaster, or will you take turns?
People can write down the answers or take turns to call out their answer.

Extra ideas

■ **Visiting other countries on the internet**

It can cost a lot of money to visit other countries. If you have the internet, you can explore countries whilst still being at home.

- a. **Web cams** show you what is happening in places around the world. Here are some ideas:
 - www.explore.org has webcams of animals in different places
 - www.webcamtaxi.com has cameras in lots of places around the world
 - You could internet search 'webcam' plus the name of a place or animal you want to explore

Activity 11: Countries quiz

Guidance sheet

- b. **Google** a country you would like to explore.
 - What can you find out about that country?
 - What would you want to see and do if you went to that country?
 - You could copy words and pictures or print things off the internet.
 - You could make a quiz or tell others about that country.

Activity sheet 11: Countries quiz

United Kingdom

1. There are four countries in the United Kingdom. What are they?
E _ _ _ _ _ W _ _ _ _ S _ _ _ _ _ Northern I _ _ _ _ _
2. What famous ship was built in Belfast, Northern Ireland?
(Clue: it hit an iceberg and sank)
3. What is the name of the tartan skirt that men in Scotland wear?
4. What are the three colours on the Union Jack flag?
5. What is the national flower of Wales? (Clue: it is yellow.)

America (USA)

1. What is the theme park where Mickey Mouse lives?
2. Who was the President of America in 2019?
3. There are stripes on the American flag. What other 'S' are on the flag?
4. What is the game played in America where players bounce, throw a ball and throw it into a hoop?
5. What is Hollywood famous for?
 - a. flowers
 - b. clothes
 - c. film stars
 - d. sport

Europe

1. What country is known for hot sunny holidays, bull fighting and paella?
2. There is a famous tower in Italy that is wonky. It is called the Leaning Tower of _ _ _ _ ?
3. What is Venice most famous for?
4. What country is known for the Eiffel Tower, wine and a long cycle race in the mountains?

Activity sheet 11: Countries quiz

5. What is the money that people use in Europe?

- a. Shillings
- b. Euros
- c. Knuts
- d. Pancakes

Australia

1. What animal that lives in Australia, jumps and has a pouch for its baby?
2. What TV soap is set on Ramsay Street in Australia? (Clue – begins with N)
3. Do koalas eat eucalyptus leaves or bamboo?
4. Who is the Australian pop singer who sang 'I should be so lucky' and 'Can't get you out of my head'?
5. Australia is also known as:
 - a. Down Under
 - b. Across the sea
 - c. Round the bend
 - d. Over the hill

Takeaway foods from different countries

Match each of these foods to the country which is known for that food.

Food
Chow mein
Hamburger
Pizza
Kebab
Kangaroo burger
Fish and chips
Naan bread

Countries
India
England
Italy
Australia
China
America
Greece

Activity sheet 11: Countries quiz

We wonder which of these foods you have ever tried?

Which ones do you like?

Extra challenge

Name five other countries that have not been used in this quiz

The END of the quiz

Activity sheet 11: Countries quiz (answers)

United Kingdom

1. England Wales Scotland Northern Ireland
 2. The Titanic
 3. Kilt
 4. Red, White and Blue
 5. Daffodil
-

America (USA)

1. Disneyland
 2. Donald Trump
 3. Stars
 4. Basketball
 5. c) Film stars
-

Europe

1. Spain
 2. Leaning Tower of Pisa
 3. Canals (and gondolas)
 4. France
 5. b) Euros
-

Australia

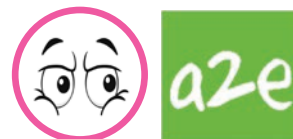
1. Kangaroo
2. Neighbours
3. Eucalyptus leaves
4. Kylie Minogue
5. a) Down Under

Activity sheet 11: Countries quiz (answers)

Takeaway foods from different countries

Food	Countries
Chow Mein	China
Hamburger	America
Pizza	Italy
Kebab	Greece
Kangaroo burger	Australia
Fish and chips	England
Naan bread	India

Activity 12: Some things in your home



Guidance sheet

You will need:

- **Activity sheet 12: Some things in your home** – one for each person
- Pens

What to do

1. Read the words in the boxes on the activity sheet.
What have you got in your home that fits each description?
You might need to move around your home to help you think of something.
When you have thought of 'something', tick that box.
2. You could also write or draw your idea.
(If you want a bigger space to write or draw, cut out each box and glue it to other pieces of paper.)
3. If the items are small enough, you could collect each item and put it on your table. If you are doing the activity with others, you could each choose an item to collect, or do it individually.
Remember, the items need to be put back at the end of the activity.

Extra ideas

- **Treasure Hunt** – if you are with other people
 - a. Collect items that fit the descriptions on the activity sheet. Show these to the group.
 - b. One person goes into a different room and hides all the items.
 - c. Other people then take turns to try and find an item.You can make it harder by asking each person to find a specific item, 'can you find the something that...?'

Activity 12: Some things in your home

Guidance sheet

■ Letter challenge

a. Choose a letter of the alphabet.

Why not start with the first letter of your name?

b. Try and think of something for each box that starts with that letter.

You might need to include things that are not in your home.

Activity sheet 12: Some things in your home

Think about things in your home.

Put a tick in each box when you have thought of something.

You could write or draw each thing in the box too.

Something red	Something you wear on your head
Something you can eat	Something that feels soft
Something with numbers on	Something you take on holiday
Something you wear on your feet	Something that looks shiny
Something smaller than your hand	Something that came to you in an envelope

Activity 13: Bean bags

Guidance sheet



You will need:

- **Activity sheet 13a: How to make a bean bag**
- **Activity sheet 13b: Things you can do with your bean bag**
- Odd socks (make sure they don't have holes in them)
- Dried peas, lentils, small pasta or rice
- A cup and a jug

What to do

1. Why is it that when we do the washing we sometimes end up with some odd socks? This is an activity to use those odd socks.

If you have not got any odd socks, you could use socks that you don't wear any more or you could buy some socks.

2. Follow the instructions on the **how to make a bean bag activity sheet**.

You can choose what you fill your bean bag with. It can be a good way of using up some nearly empty bags of rice, peas, lentils or small pasta.

It is good to make more than one bean bag if you can.

Lots of the ideas for games need more than one bean bag.

Extra ideas

- Bean bag activities and games

Look at **Activity sheet 13b: Things you can do with your bean bag** for ideas of things to do with your bean bags.

- **Stress relief**

- Some people like to squeeze and play with the bean bag in their hands when they are feeling worried or stressed.
- Some people find that squeezing and playing with the bean bag helps them to think or concentrate.
- Some people like to hit or throw the bean bag when they are feeling angry or frustrated. Take care that this is done safely, away from other people or things that could break.

Activity sheet 13a: How to make a bean bag

1	Look for odd socks or socks you do not wear anymore. You need to use a sock that has not got any holes in it.		
2	You will need something to fill your bean bag. You could use dried rice, peas or lentils. Put the filling into a jug.		
3	Turn your sock inside out.		
4	Pour some rice into your sock. If you put the sock in a cup it is easier to pour the rice in. Pour in about a handful of rice. Tie a knot in the sock.		
5	Turn the sock back so you can now see the outside pattern of the sock.		
6	Tie a knot in the sock. Your bean bag is now finished.		

Activity sheet 13b: Things you can do with your bean bag

What will you do with your bean bag? What games will you play?

Feel the bean bag in your hand.

You can use it to exercise your hand and fingers.
Squeeze it. Rub it. Roll it in your hand.



Balance the bean bag on your head.

Can you sit still, stand up or move about without the bean bag falling off?



Throw and catch the bean bag.

You could do this on your own or with someone else.



Throw into or onto something.

Try different sizes – a tin, a bucket, a table, a square on your patio.

Try moving nearer or further away.

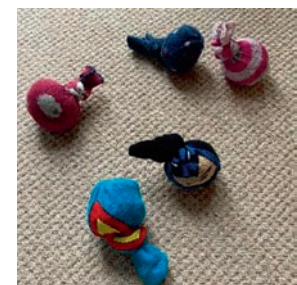


Play a game like Boccia.

One person throws a bean bag. We call this the 'jack'.

Take turns to throw your bean bag towards the jack.

The person whose bean bag is nearest to the jack wins one point. Who will be the first person to win 10 points?



Activity 14: Greeting people



Guidance sheet

You will need:

- **Activity sheet 14: Greeting people** – one for each person
- Pens

What to do

1. Read **Activity sheet 14: Greeting people**

You may want to talk about any 'rules' there are where you live or work about touching people when we greet them.

2. You may want to talk about any 'rules' that people have to follow because of health reasons (for example, Covid-19).
3. Practise saying 'hello' or 'goodbye' without touching.

There are four examples on the activity sheet. Support people to think about which they like, and to think about any others they may use.

Extra ideas

■ **Different countries and cultures**

Find out how people say 'hello' or 'goodbye' in other cultures or countries.

You could practise trying to say these.

It is good to learn about other languages and cultures.

■ **Hello game**

- a. Cut out the four pictures from the 'greetings sheet' and put them face down.
- b. Everyone sits facing each other.
- c. Someone says '1,2,3', then everyone makes their hands into one of the hand signs for greeting people (thumbs up, wave, namaste, hand on heart).
- d. Turn over one of the pictures. Whoever is doing the same hand sign as the picture gets one point.

You could play the first to 10 or 20 points, or just play for fun.

Activity sheet 14: Greeting people

Ways people say 'hello' or 'goodbye' without touching.

Here are some ideas of how to say hello or goodbye with our hands without touching people.

Wave



Hand on heart



Namaste



Thumbs up



Tick which would you choose to do?

Do you have any different ideas?

What other ways do people say 'hello' or 'goodbye' without touching?

Think about sign language, Makaton and gestures.

Activity 15: Film night

Guidance sheet



You will need:

- **Activity sheet 15: Film night wordsearch** – one for each person
- Pens

What to do

1. People can use the **wordsearch** in different ways:
 - Find each word independently.
 - Find first letter independently, but need help with the other letters.
 - Only find the first letter.
 - Print the wordsearch in black and white if people don't need the coloured letter clues.

Extra ideas

■ Home cinema night

If we cannot go to the cinema, we can watch a DVD or film on TV at home and pretend we are at the cinema.

a. Choose a film to watch

If you live with other people, you could write a choice of two or three films and each person could tick which one they want to watch. The film with the most ticks is the one you would watch (perhaps you could watch the other films another time).

b. Set up the room so everyone can see the TV

c. What will you wear to the 'home cinema'? Will you wear smart clothes and do your hair?

d. What else could you do to make it feel more like a cinema?

- Will you make a poster about the film and tickets for people?
- Will there be an interval, or will you watch it all the way through?
- Could you have some popcorn or sweets in a box or bowl?
- Could you turn the lights off, so it is dark like the cinema?
- Who will do the announcement to say mobile phones must be switched off?

e. When everyone is ready, start the film and enjoy!

Activity sheet 15: Film night wordsearch



cinema

popcorn

fizzy drink

ticket

advert

film star

comedy

horror

romance

ice cream

screen

stunt man

f	p	o	p	c	o	r	n	f	h	h
i	i	s	c	r	e	e	n	i	o	e
c	s	t	i	c	k	e	t	z	r	k
s	t	u	n	t	m	a	n	z	r	e
p	u	v	e	b	b	w	f	y	o	t
f	i	l	m	s	t	a	r	d	r	h
q	g	h	a	a	d	v	e	r	t	a
i	c	e	c	r	e	a	m	i	r	t
f	x	m	t	r	o	m	a	n	c	e
a	u	c	o	m	e	d	y	k	e	m

Activity 16: Happy box



Guidance sheet

You will need:

- **Activity sheet 16a: Happy Box ideas**
- **Activity sheet 16b: Happy Box template**, copied on card or old cardboard box – one for each person
- Pens for drawing and/or old magazines to cut
- Scissors and glue or sticky tape

What to do

1. If you are using the **Happy Box template**, cut out the box shape.

If you don't want to make the box, you could use an old cereal box or any cardboard box that you don't need. Carefully slide your finger along the folds to undo the box so it can lie flat.

2. Decorate the plain side of your box with colours, patterns and pictures that make you smile.

You might choose your favourite colours, use stickers, glue on pictures from magazines or draw pictures.

3. If you have used the box template, fold along the lines you did not cut.

Turn the box over so the sides you decorated are face down.

Put glue on each tab that is coloured grey. (Don't glue the tab on the square that has the Happy Box sign, this should be on the top of the box and will be the lid.) Turn the box over and fold the sides up. The tabs should stick to the inside to hold the box together.

If you used an old box, glue or tape the edges to make it back into a box. Your box is now ready to be filled with things that make you feel happy.

Activity 16: Happy box

Guidance sheet

4. Cut out pieces of paper – big enough to write or draw on and small enough to fit in your box when folded.
 - Think of all the things that make you smile or feel happy.
 - Write or draw each thing on a piece of paper.
 - Put all the pieces in your box.

If you have a day when you are feeling fed up or sad, have a look inside your Happy Box. It might cheer you up.

Activity sheet 16a: Happy box ideas

Step 1: Make and decorate your box

Use the Happy Box template

1



2



3



OR

Undo and flatten an empty cardboard box. Decorate the plain side

1



2



3

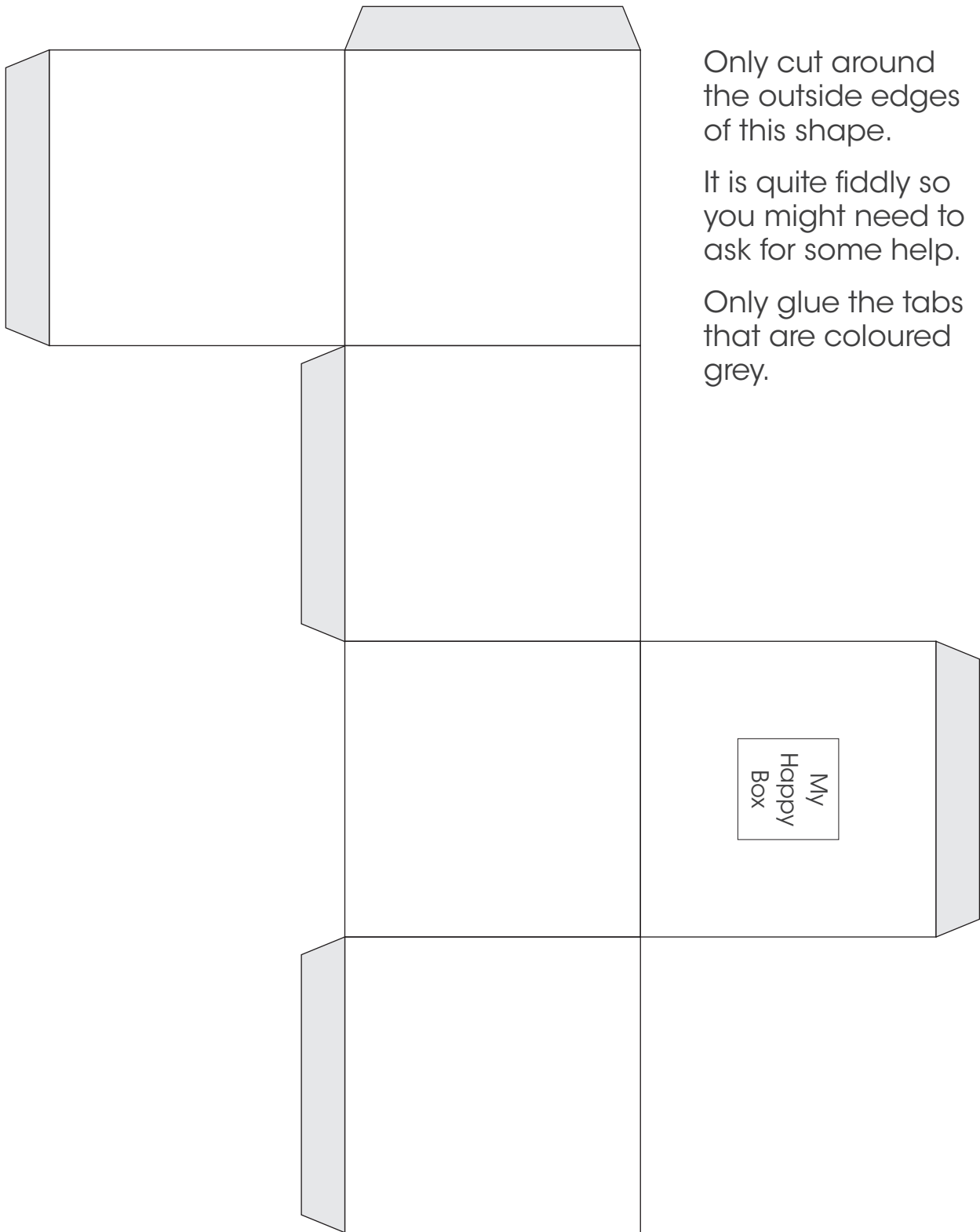


Step 2: Write or draw things that make you feel happy and put them in your Happy Box

Here are some ideas to get you thinking

- people
- things you watch on TV
- food you like to eat
- things you do on holiday or for a treat
- singers and music
- animals and pets
- activities you do at home
- smells, sounds and things to touch
- places you have been for day trips or holidays

Activity 16b: Happy Box template



Activity 17: My week

Guidance sheet



You will need:

- **Activity sheet 17a: Examples**
- **Activity sheet 17b: Days of the week template** – one for each person
- **Activity sheet 17c: My week template** – one for each person
- Colouring and writing pens
- Scissors and glue or sticky tape
- Clothes peg

What to do

1. Look at **Activity sheet 17a: Examples** to see what you are making.
2. Follow the instructions on **Activity sheet 17b: Days of the week template**.

Some people may want or need more space to write or draw. You could use a blank piece of paper for each day of the week to give them more space.

3. When you have finished, put **Activity sheet 17c: My week template** somewhere you can see it. Each day move the peg to be next to that day of the week.

It can help you to:

- remember which day it is
- 'see' when an expected activity is due to happen
- learn and practise the days of the week.

Activity 17: My week

Guidance sheet

Extra ideas

- Pretend you are planning a holiday, use **Activity 17c: My week template** to think about what you might do each day.

If you went on holiday to the seaside or camping for a week, what would you choose to do each day?

If you went to a city like London or New York for a week, what would you want to see and do each day?

- Look up and practise the Makaton signs for each day of the week.

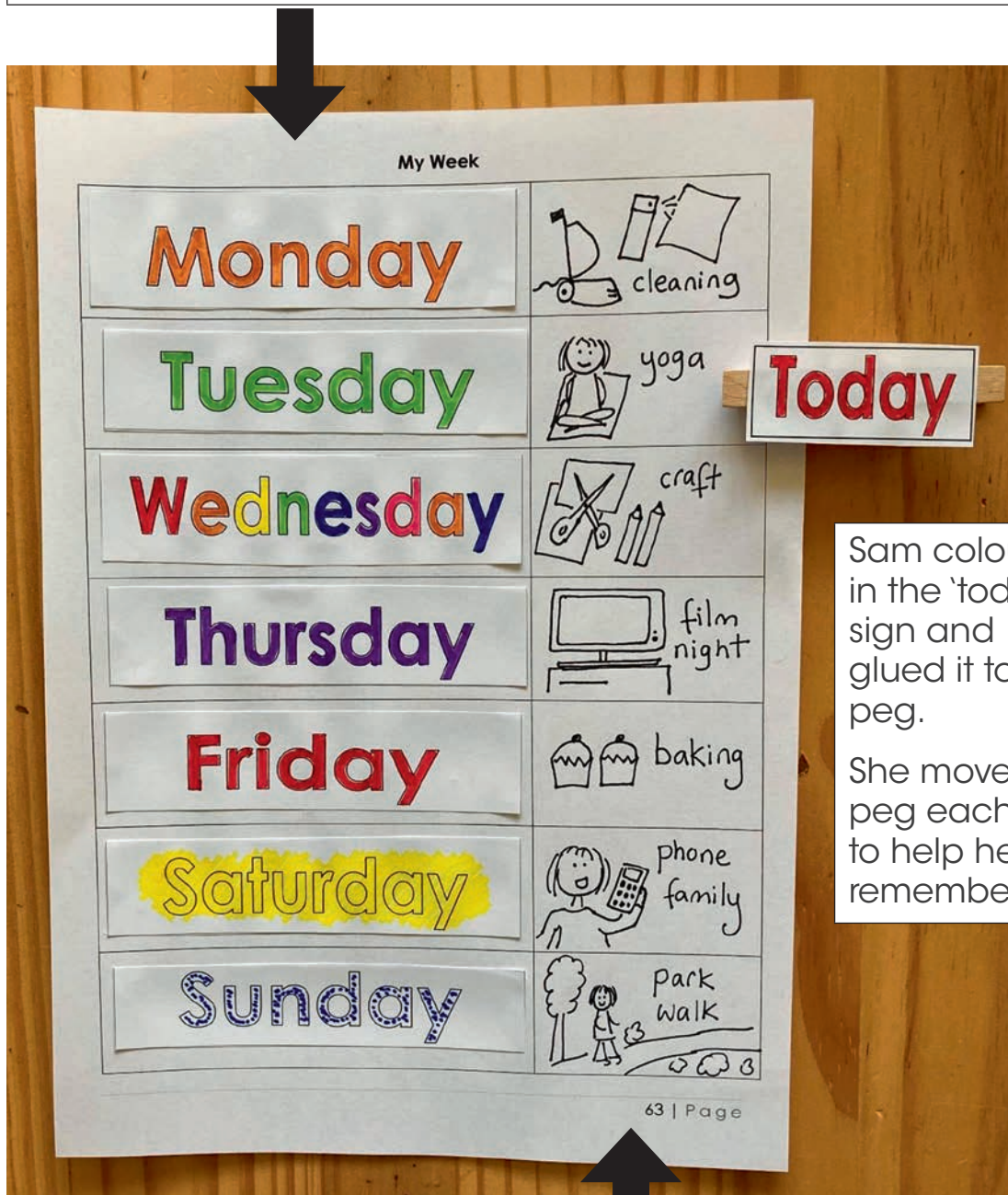
Activity sheet 17a: Examples

This is Sam's week

Sam coloured in the days of the week and cut them out.

She glued them onto her sheet in the correct order.

Look at the different ways Sam has chosen to colour each day.
How will you colour yours?



Sam coloured in the 'today' sign and glued it to the peg.

She moves the peg each day to help her remember.

Sam has drawn pictures to show what she does on each day of the week.

Activity sheet 17b: Days of the week template

1. **Colour** the days of the week before you cut them out.
2. **Cut** out the days of the week.
3. **Glue** each day onto the 'My Week' template.

Check they are in the correct order before you glue them. You could write the words if you prefer.

4. **Draw or write** something next to each day – something special or different about that day.

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Here are some ideas

What do you usually do on that day?

- Watch a favourite TV programme
- Do a regular activity
- Have a special meal
- Speak to or see someone
- Do a task to keep your home clean and tidy
- Do something to look after your body, hair or nails

5. **Colour and cut out** this word. Glue it to a clothes peg.



TODAY

Activity sheet 17c: My week template

Activity 18: Dice game – all about you



Guidance sheet

You will need:

- **Activity sheet 18: Dice game** – one for each person
- Pens
- Dice

What to do

1. This is a game you can play on your own or with others. The aim is to get all six numbers and answer all six questions.

Some things to think about before you start to play the game:

- Some people like to write bigger or draw. You could cut out each question and glue it to another piece of paper to give people more space.
- If you are playing with other people, decide if you are going to have a dice each or take turns.

2. Play the game

- Roll the dice.
- Find the number on your **dice game** sheet.
- Read the question by that number.
- Write or draw your answer to that question.
 - Some people will be able to do this on their own.
 - Some might need help with spelling – you could write down their answer for them to copy or trace.
- If you roll a number for a question you have already answered, wait until your next turn and try again.
- If you are playing with others, the winner is the person who completes their sheet first.
- If you didn't win, still complete your sheet. It can be fun to find out from everyone what their answers might be.

Activity 18: Dice game – all about you







Guidance sheet

Extra ideas

■ Your questions

Think of six different questions. Repeat the activity with your questions.

Activity sheet 18: Dice game

	A vegetable you like	
	Favourite place to go	
	Something in your bedroom	
	An animal you like	
	A game you like to play	
	Someone who makes you laugh	

Activity 19: Hand massage

Guidance sheet



You will need:

- **Activity sheet 19a: Your hand** – one for each person
- **Activity sheet 19b: How to give a hand massage – instructions**
- Pens to write and colour
- Hand cream or massage oil

What to do

1. Your hand

Follow the instructions on **Activity sheet 19a: Your hand**.

This activity helps you to remember the different parts of a hand.

2. Give a hand massage

Use **Activity sheet 19b: How to give a hand massage – instructions** to guide you.

- Make sure everyone has very clean hands, washed with soap.
- Choose if you are going to give a hand massage to yourself or someone else.
- Some people like the smell and feel of cream or oil and some people don't.
- The person giving and the person receiving the hand massage need to agree if they are going to use a cream or oil.
- Find a calm quiet place to do the hand massage.
- Think about what lights you want on.
- Think about if you want some gentle, calm music.
- Follow the instructions on **Activity sheet 19b: How to give a hand massage – instructions**.
- Remember to massage both hands.

Activity 19: Hand massage

Guidance sheet

Extra ideas

■ Relaxation

A hand massage can feel relaxing. What other things do you like to do to relax?

- soak in a bubble bath
- walk in a garden
- listen to calm music
- do a jigsaw
- watch the birds and clouds
- read or look at a book.

Activity sheet 19a: Your hand

1. Draw round your hand
2. Draw a line from each word to that part of your hand

You could colour in your hand, or add painted nails or rings or a tattoo



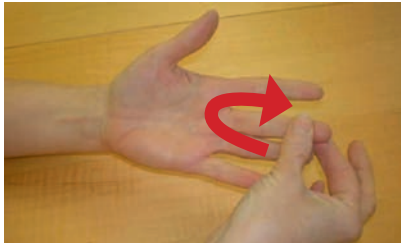
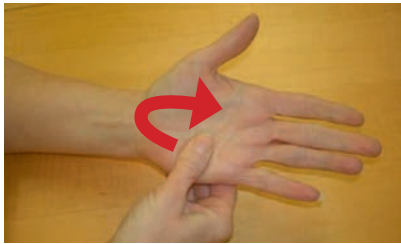


thumb

finger

palm

wrist

Activity sheet 19b: How to give a hand massage – instructions

1	<p>Wash your hands before you start.</p> <p>Rub your hands together to make them warm.</p>	
2	<p>Spread your fingers out wide on one hand.</p> <p>Have your palm facing up.</p> <p>Use the thumb and a finger of your other hand to pull each finger from bottom to finger tip.</p>	
3	<p>Move your thumb and finger in small circles along each finger from the bottom to finger tip.</p> <p>Do this two or three times to each finger and thumb.</p>	
4	<p>Put your thumb on the palm of your hand. Move the thumb in small circles all over the palm.</p> <p>Do it slowly.</p> <p>Press down quite firmly.</p>	
5	<p>Put your thumb on the back of your hand. Move the thumb in small circles all over the back of the hand.</p> <p>Do it slowly.</p> <p>Press down quite firmly.</p>	
6	<p>Gently let the hand rest on your knee.</p> <p>Take a few slow breaths.</p>	

Repeat all the actions with the other hand.

Activity 20: Animal quiz



Guidance sheet

You will need:

- **Activity sheet 20: Animals quiz** – one for each person or group
- Pens

What to do

1. Get a copy of **Activity 20: Animals quiz** ready.
Be careful, the answers are on the last page of the quiz.
Keep them safe so no one can have a sneaky look too soon.
2. If you are with other people, you could work in teams.
What will your teams be called?
Who will read out the questions?
Will one person be the Quizmaster or will you take turns?
People can write down the answers or take turns to call out their answer.

Extra ideas

- **Explore 'animals' on the internet.** These websites are examples of webcams of animals in the wild and in zoos (you might find others):
 - Wildlife in the UK (type 'webcam' in the search box on this website) www.wildlifetrusts.org
 - Animals in the wild and in rescue centres www.explore.org
 - Animals in Dublin Zoo www.dublinzoo.ie
- **Pet animal.** If you could have any animal as a pet, what would you choose?
 - What would you call it?
 - What food would you give it?
 - Where would it sleep?
 - What would you do with your pet?

Play with it – Walk it – Cuddle it – Teach it to do tricks – Something else

Why not draw and write about the pet you would choose?

Activity sheet 20: Animals quiz

Animals that live in the wild in the UK

1. What is the animal that lives underground and leaves mounds of soil where they have been?
2. Two different types of squirrel live in the UK. One is the grey squirrel. What colour is the other type?
3. Beatrix Potter wrote a book about a rabbit that wore a blue coat and ate lettuce from Mr McGregor's garden? What is the rabbit's name?
4. What animal lives in a sett?
5. What is the best food to put out for a wild hedgehog?
 - a. Toast
 - b. Carrots
 - c. Cat or dog food
 - d. Porridge

Very small animals

1. What does a caterpillar turn into?
2. How many legs does a spider have?
3. What do bees make?
4. What insect is red with black spots and can fly?
5. What amazing thing can a cockroach do?
 - a. Walk on its head
 - b. Jump higher than a house
 - c. Turn your TV on
 - d. Live without its head for a week

African animals

1. What animal is known as 'The King of the Jungle'?
2. What animal is black and white striped and looks like a small horse?
3. What is the heaviest land animal?
4. What is the tallest animal?

Activity sheet 20: Animals quiz

5. How many toes does a hippo have on each foot?
- a. 4
 - b. 10
 - c. 2
 - d. 20

Birds

6. What can't penguins and ostriches do?
7. What bird has a red breast and is often on Christmas cards?
8. What type of bird did coal miners use to take down the mine with them?
- a. Chicken
 - b. Budgie
 - c. Canary
 - d. Blackbird
9. In the films and books Harry Potter has a pet bird. What is it?
10. What bird has been used to carry messages?

Baby animals

1. What is a baby dog called?
2. How does a kangaroo carry its baby about?
3. What does a tadpole grow up to be?
4. What type of baby animal was Bambi?
5. What is a baby goat called?
- a. a chimp
 - b. a kid
 - c. a rascal
 - d. a scallywag

Extra challenge

Name five different animals people have as pets.

The END of the quiz

Activity sheet 20: Animals quiz (answers)

Animals that live in the wild in the UK

1. Mole
 2. Red
 3. Peter
 4. Badger
 5. c) cat or dog food
-

Very small animals

1. Butterfly
 2. 8
 3. Honey
 4. Ladybird
 5. d) can live without its head for a week
-

African animals

1. Lion
 2. Zebra
 3. African elephant
 4. Giraffe
 5. 4
-

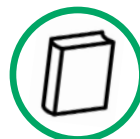
Birds

1. They cannot fly
 2. Robin
 3. c) Canary
 4. Owl (*called Hedwig – bonus point if you knew it is a snowy owl*)
 5. Pigeon
-

Baby animals

1. Pup or puppy
2. In its pouch
3. A frog or toad
4. Deer (baby deer is called a fawn)
5. b) Kid

Activity 21: Magazine letters



Guidance sheet

You will need:

- **Activity sheet 21: Magazine letters story**
- Old magazines and leaflets (check no one needs them)
- Scissors and glue
- Paper or card

What to do

1. The **magazine letters story** is about someone doing this activity. You could read the story before you do the activity.
2. This activity is all about looking for and cutting out letters from a magazine.

Choose which idea you want to do. You might want to do more than one.

- **First letter of your name**

What is the first letter of your name?

Look for this letter. How many of your letters can you find?

Cut out and glue them onto the paper or card.

- **Name**

Find all the letters in your name or someone else's name.

Cut out a piece of card to be a bookmark or sign for your room.

Glue the letters to it.

- **Message**

Think of a message you want to say to someone in your life.

Write the message.

Find all the letters for the message.

Fold a piece of card in half to be a greetings card.

Glue the letters to the card.

You could send the person the card or send them a photograph of it.

Activity 21: Magazine letters

Guidance sheet

Some message ideas

THANK YOU

Hi

Thinking of You

Hello

Have a happy day

KEEP CALM AND HAVE A CUP OF TEA

■ Alphabet challenge

Find all the letters of the alphabet.

Create a picture with all the letters.

Activity sheet 21: Magazine letters story

Fun with old magazines

Samantha looked around her home.

She found lots of magazines and leaflets she does not use or need.

She checked that no one else in her home needed or used the magazines and leaflets.



Samantha looked through the magazines and leaflets to find letters.

First, she looked for the first letter of her name. It is S.



She cut out and glued all the 'S' letters to make a bookmark.

Samantha chose to make a sign with her name on.

She drew a pattern around the edge. She drew two of her favourite things.

She might put the sign on her bedroom door or on the front of her folder.



Activity sheet 21: Magazine letters story

Samantha decided to make a card for her friend who is ill.

Her supporter wrote on the card all the letters she needed. The writing was small enough to be covered by Samantha's letters.

This helped Samantha get the correct letters in the correct order.



Samantha was ready for a break.

She and her supporter had a cup of tea together.

Samantha's supporter gave her a challenge. She said 'Can you find all the letters of the alphabet?'

What letters would you look for?
What would you like to make?

What is the first letter of your name?



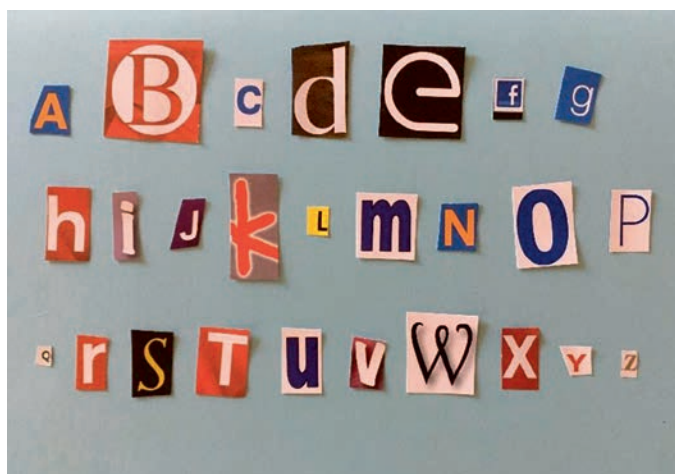
'That's too hard' said Samantha.

Her supporter said, 'Okay, let's try and do it together as a team'.

Some letters were hard to find.

Samantha thought they would never find the letter Q, but then she spotted a tiny one in an advert.

It was a good feeling to find the last letter!



Activity 22: Letters and cards



Guidance sheet

You will need:

- **Activity sheet 22a: Letters and cards wordsearch** – one for each person
- **Activity sheet 22b: Letters and cards guide**
- Pens
- Ruler (some people like to draw lines to write on, so using a ruler can help)
- Paper or a card or things to make a card

What to do

1. People can use the **wordsearch** in different ways
 - Find each word independently
 - Find first letter independently, but need help with the other letters
 - Find the first letter only
 - Print the wordsearch in black and white if people don't need the coloured letter clues
2. Look at the **letter or cards guide** – it has got ideas of things to write or draw.
 - How does it make you feel when you get a letter or card?
 - If you write a letter or card to someone it can make them feel good.
 - They might write a letter or card back to you.

Extra ideas

- **A memory game to play with other people**

The first person says, 'The postie came to my house and brought a ' and then says something they would like the postie to bring them.

(Example 'The postie came to my house and brought a letter')

Activity 22: Letters and cards

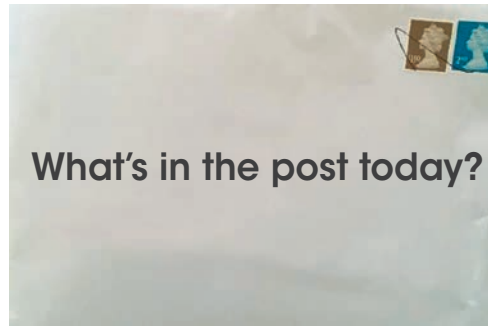
Guidance sheet

The next person tries to remember what the first person says, and then chooses something new for the postie to bring.

(Example *'The postie came to my house and brought a letter and ... a postcard from Spain'*)

Each person takes turns to remember everything the postie is bringing and then chooses a new thing.

Activity 22a: Letters and cards wordsearch



letter

stamp

envelope

parcel

bill

postcard

christmas

birthday

invitation

magazine

postbox

van

e	p	k	i	d	s	t	a	m	p	i
s	x	e	n	v	e	l	o	p	e	d
m	s	c	v	y	r	e	g	o	f	b
c	h	r	i	s	t	m	a	s	q	i
n	p	k	t	u	l	e	t	t	e	r
m	a	g	a	z	i	n	e	b	y	t
o	r	f	t	m	k	p	o	o	l	h
w	c	b	i	l	l	h	v	x	j	d
d	e	p	o	s	t	c	a	r	d	a
j	l	m	n	p	e	k	n	s	w	y

Activity sheet 22b: Letters and cards guide

Step 1

Choose who the letter or card is for

A friend? Someone in your family?

Step 2

Choose if you are going to write or draw a letter or card

You might choose to make a card first



Step 3

Plan what to write or draw

Some ideas to put in your letter or card

Write the person's name at the start of your letter or card.

- Tell them how you are. Ask them how they are.
- Things you have been doing
 - An activity you have done
 - A TV programme you enjoyed
 - Something you have cooked or eaten
 - Something funny or unusual that has happened to you

Ask them what they have been doing.

- Something funny or a joke that makes you laugh
- What you see in your garden or when you go for a walk
- Copy something you like
- A poem, words of a song, a picture or something else
- Write your name at the end of the letter or card

Step 4

Write or draw as neatly as you can

Some people like to write what they want to say on another piece of paper and then copy it neatly onto the letter or card.

Step 5

Put the letter or card in an envelope to give to the person

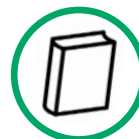
Write their name on the envelope.

Does the person live near enough for you to take it to them?

If you are going to post it, you will need to put a stamp and their address on the envelope too.

Activity 23: Recycle

Guidance sheet



You will need:

- **Activity sheet 23a: Recycle and rubbish bins** – one for each person
- **Activity sheet 23b: Recycle story**
- Pens
- Your District or City council list about bin collections (if you've got one)

What to do

1. Read through **Activity sheet 23a: Recycle and rubbish** and answer the questions.

They are all about where we put our rubbish.

- Some people will be able to do this on their own.
- Some might need help with spelling or drawing – you could write down their answer for them to copy or trace.

2. Read the recycle story.

The story helps us think about what we do with our rubbish.

Extra ideas

- **Look for recycling symbols**

Lots of packaging like boxes, tins and bottles have symbols on to show us if they can be recycled.

Have a look at the things in your kitchen, bedroom and bathroom. Can you see these symbols on any of them?

Which things can be recycled?

Which bin should they go in when they are empty?



Activity 23: Recycle

Guidance sheet

- **Make a poster about what you can recycle**
 - Look at the Council list about what you can recycle
 - Draw, write or cut out pictures from magazines of the things you can recycle
 - Make this into a poster to help you and others remember what you can recycle
- **Look at this website** www.recyclenow.com It has lots of information about recycling

Activity 23a: Recycle and rubbish bins

What is rubbish?

Things we do not need anymore and cannot be used by anyone else.

For example, empty packets, bottles and cans, leftover food, broken things.

Draw or write five things that you have put in a bin in your home this week.

A large, empty trapezoidal shape with a black outline, intended for a child to draw or write five things they have put in a bin at home this week.

Bins that you keep outside your home

How many bins do you have outside your home?

A small, empty rectangular box with a black outline, intended for a child to write the number of bins they have outside their home.

Some people have different coloured bins for different things.

What colour are your bins?

A large, empty rectangular box with a black outline, intended for a child to draw or write the colors of their bins.

Activity 23a: Recycle and rubbish bins

What happens to the things you put in your bins?

Landfill

Some rubbish gets taken to a big rubbish dump.

This is called 'landfill'.

The rubbish stays in the landfill.

Recycle

Some rubbish gets recycled.

The rubbish is sorted so the same types of things are all together.

Each thing is mashed down so it can be used to make something new.

There are different rules about what you can put out for recycling depending on where you live and who collects your rubbish.



What things do you put out for recycling?

Activity sheet 23b: Recycle story



Every Friday, Sam empties all her bins into the big black bin outside her house.

She has different coloured bins but does not know what they are for.



One Friday, her friend came to visit. She saw Sam putting all the rubbish in the black bin.

The friend said, 'STOP!'

'You need to sort your rubbish and put it in the right bins. This is so the Council can recycle some of it.'



Sam asked 'What does recycle mean?'

Her friend said 'Recycle is when they use your rubbish to make something new.'



Did you know that your empty deodorant spray can be used in making mobile phones?

And your plastic bottle can be used to make football shirts?

Activity sheet 1



Sam's friend told her three reasons why it is important to recycle things. If you recycle...

1. Fewer things end up in the landfill rubbish site
2. Less gas and electric is used
3. Less damage is done to the environment



Sam said that she gets very mixed up about which thing should go in which bin.

'That's why I just shove it all in the black bin.'

Sam's friend showed her the list from the Council about what should go in which bin.

Now Sam sorts her rubbish carefully. She puts the right things in the right bin.

If she is not sure about something, she looks at the Council leaflet or asks her friend.



Activity 24: Flowers

Guidance sheet



You will need:

- **Activity sheet 24: Flowers** – one for each person
- Scissors and glue
- Paper, card and pens

What to do

1. Look at the **Activity sheet 24: Flowers**.

- a. Can you find a flower on the sheet for each colour of the rainbow?
- b. The names of the flowers are at the bottom of the page.
 - Draw a line from each name to the correct picture, or
 - Cut out the pictures and glue them to a new piece of paper
 - Glue or copy the right name next to each picture

If you are not sure of the correct answers, ask a friend, someone in your family, or a supporter. Or look up the flower name on the internet.

Extra ideas

■ **Flower matching game – to play on your own or with others**

You will need two copies of the **Flowers sheet** printed on card.

Cut out each square.

(If you haven't got any card, print on paper and glue each cut out flower onto squares cut from an old cereal box.)

Step 1 Put the flowers pictures face down on the table.

Step 2 Turn over two cards.

If they are the same flower, that is a 'pair'. Put the pair to one side.

If they are not the same flower, turn both cards face down again.

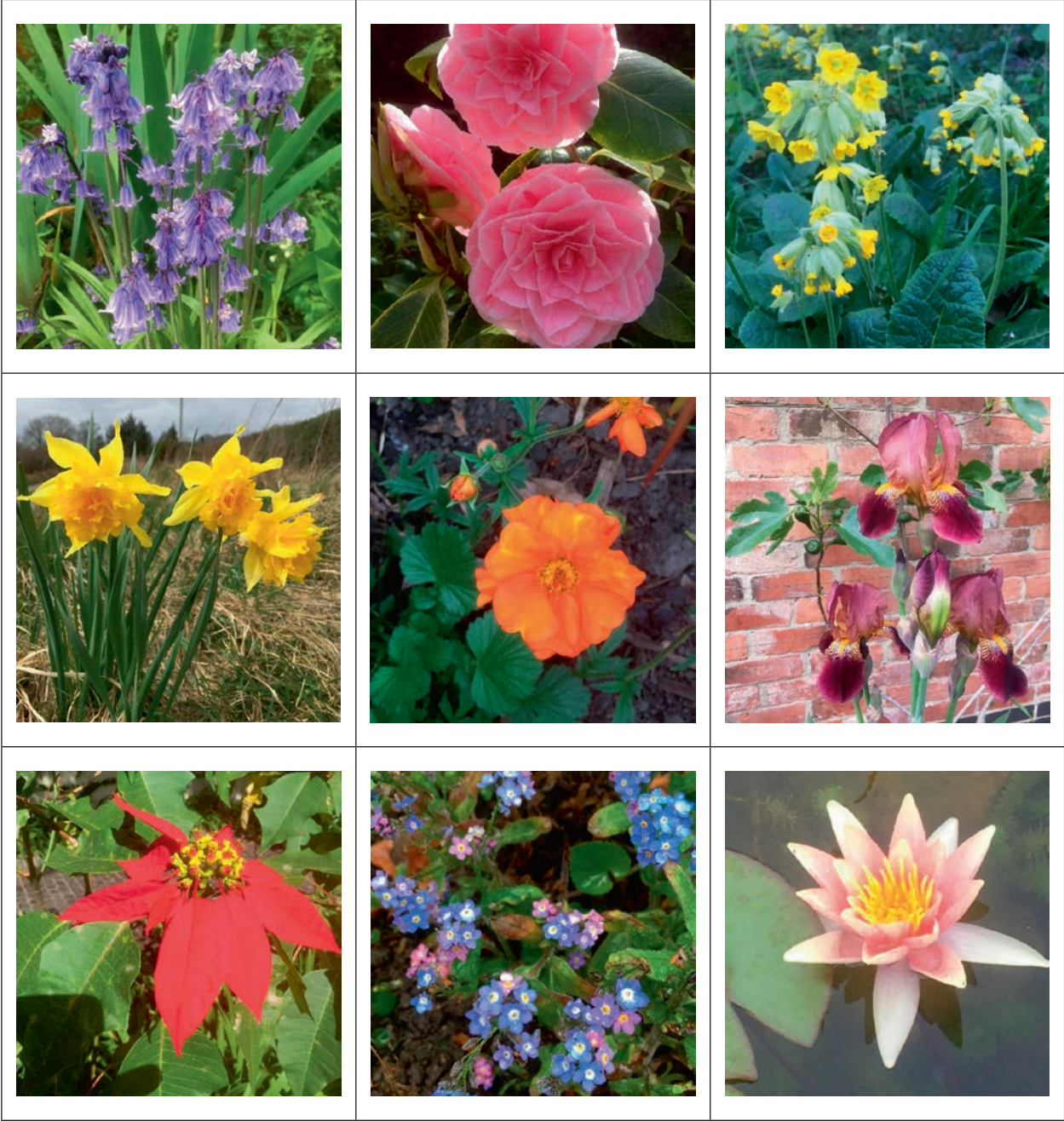
Step 3 Keep doing step 2, until all the pairs have been found.

If you are playing with others, take turns to choose the cards.

Activity sheet 24: Flowers

■ **Look for flowers in a garden or when you are out and about**

You could look for flowers for each colour of the rainbow, or that are your favourite colour, or that have a nice smell.



Can you find all the colours of the rainbow in these flowers?

daffodil	forget me not	water lily
camellia	iris	poinsettia
geum	bluebell	cowslip

Activity 25: On the farm quiz

Guidance sheet



You will need:

- **Activity sheet 25: On the farm quiz**
- Pens

What to do

1. Get a copy of **Activity sheet 25: On the farm quiz** ready.
Be careful, the answers are on the last page of the quiz.
Keep them safe so no one can have a sneaky look too soon.
2. If you are with other people, you could work in teams.
What will your teams be called?
Who will read out the questions?
Will one person be the Quizmaster or will you take turns?
People can write down the answers or take turns to call out their answer.

Extra ideas

- **Where does your food come from?**

Look at some tins and packets in your kitchen cupboards.
For each thing, see if you can work out...

What did the farmers grow or look after to make that food?

You could write a story or draw a picture to show what you have found out.

- **Countryside Code**

The Countryside Code is a set of rules for people to follow when they are out in the countryside in the UK.

The countryside is fields, woods, parks, paths and nature reserves. The rules tell us how to keep safe and how to help protect the animals, plants and wildlife.

Look on the internet to find out about the Countryside Code or about the rules in other countries.

You could make a poster to show other people what to do.



Activity sheet 25: On the farm quiz

Jobs a farmer needs to do

1. The farmer has to get up very early. What animal crows to help wake up the farmer?
2. What animal does a dairy farmer need to milk each day?
3. What is it called when the farmer gathers in the ripe crops? (Clue: at school you might have had a festival about this)
4. What vehicle does a farmer drive when ploughing their fields?
5. Where does the farmer keep the hens safe at night-time?
 - a. a hoot
 - b. a tent
 - c. a barn
 - d. a coop

Things farmers grow that we eat ('crops')

1. What do farmers grow that we use to make chips?
2. What is the crop beginning with A that is used to make cider?
3. What is the green vegetable that some people call 'small trees'?
4. What do farmers grow that we use to make porridge?
5. What do farmers grow that we use to make bread?
 - a. Margarine
 - b. Wheat
 - c. Yeast
 - d. Toast

Animals on the farm

1. What animal does the farmer use to help round up the sheep?
2. What is the name for a male cow?
3. In the old days, what animal beginning with H was used to pull the plough?

Activity sheet 25: On the farm quiz

4. Do cows need a passport in the UK?
5. What is a group of pigs called?
 - a. a herd
 - b. a puddle
 - c. a flock
 - d. a bunch

Farm characters from films, stories and songs

1. In the film, what is the name of the pig that wanted to be a sheepdog?
2. What farm character made of straw helped Dorothy get to see The Wizard of Oz?
3. In the story 'Jack and the Beanstalk', what animal called Daisy does Jack sell for a handful of beans?
4. What is the name of the farmer who had a pig that went 'oink oink here and oink oink there'?
5. In the TV programme Lassie. What type of dog is Lassie?
 - a. Boxer
 - b. Poodle
 - c. Terrier
 - d. Collie

Spending time in the countryside

1. In what season of the year do the leaves change colour and drop from the trees?
2. If you are walking through a field with a dog, what should you do if there are farm animals in the field?
3. What is a stile?
4. If you have a picnic in the countryside, what should you do with your rubbish?

Activity sheet 25: On the farm quiz

5. How many farms are in the UK?

- a. about 200
- b. about 8,000
- c. about 100,000
- d. about 280,000

Extra challenge

Name five different things grown by farmers.

The END of the quiz

Activity sheet 25: On the farm quiz (answers)

Jobs a farmer needs to do

1. Cockerel (or rooster)
 2. Cow
 3. Harvest
 4. Tractor
 5. d) A coop
-

Things farmers grow that we eat ('crops')

1. Potatoes
 2. Apples
 3. Broccoli
 4. Oats
 5. b) Wheat
-

Animals on the farm

1. A dog (sheepdog, Collie)
 2. Bull
 3. Horse
 4. Yes
 5. a) A herd
-

Farm characters from films, stories and songs

1. Babe
 2. Scarecrow
 3. Cow
 4. Old MacDonald
 5. d) Collie
-

Spending time in the countryside

1. Autumn
2. Put it on a lead
3. Steps that allow people to climb over a wall or fence
4. Take your rubbish home with you (or put it in a bin if there is one)
5. d) about 280,000 (that's a lot of farms!)

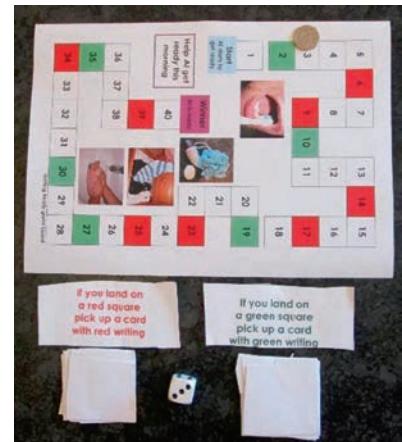
Activity 26: Getting ready

Guidance sheet



You will need:

- **Activity sheet 26: Getting ready game board** and **game cards template** – make one copy so that you can make the game
- Scissors
- Dice
- A counter for each person (ideas for counters: buttons, shells, counters from another game)



What to do

1. Get the game ready
 - Cut out the **Getting ready game cards**.
 - Sort the green and red game cards into two separate piles with the cards face down. Put the green and red signs next to each pile so you remember which pile is which.
 - Get a counter for each person.
2. Play the game
 - The game is about helping the character Al to get ready.
 - Agree who is going to go first.
 - Take turns to roll the dice.
 - Each player rolls the dice and moves their counter the same number of squares as the number on the dice.
 - If a player lands on a red or green square, they need to pick a game card from that coloured pile and do what it says on the card.
 - The winner is the player to land on the purple winner square first.

Activity 26: Getting ready

Guidance sheet

If you are on your own, you could...

- count how many throws of the dice it takes you to get to the winner square, or
- phone a friend and ask them to play with you on the phone.

They will need to roll their own dice and tell you the number.

You will need to move your counter and their counter.

You can use the game cards to think and learn about personal care.
What advice would you give to AI?

Activity sheet 26: Getting ready game board

5	6	7		13	14	15
4		8		12		16
3		9	10	11		17
2						18
1				20	19	
Start AI starts to get ready					21	
		Winner AI is ready			22	23
		40				24
		39				25
36	37	38				26
35						27
34	33	32	31	30	29	28

Activity sheet 26: Getting ready game cards

<p>Al eats a healthy cereal for breakfast.</p> <p>Move forward 2 squares</p>	<p>Al puts on deodorant.</p> <p>Move forward 1 square</p>	<p>Al puts on clean socks.</p> <p>Move forward 1 square</p>
<p>Al cleans his glasses.</p> <p>Have an extra throw of the dice</p>	<p>Al cleans his teeth for 2 minutes.</p> <p>Move forward 2 squares</p>	<p>Al brushes his hair to look smart.</p> <p>Move forward 1 square</p>
<p>Al looks in the mirror to check he looks clean and smart.</p> <p>Move forward 1 square</p>	<p>Al washes his body with body wash.</p> <p>Move forward 1 square</p>	<p>Al helps to put his dirty washing in the wash basket.</p> <p>Move forward 1 square</p>
<p>If you land on a green square pick up a card with green writing.</p>		<p>Al does some stretching exercises.</p> <p>Move forward 2 squares</p>

Activity sheet 26: Getting ready game cards

<p>Al eats chocolate for breakfast.</p> <p>Go back 3 squares</p>	<p>Al forgets to put on deodorant.</p> <p>Go back 1 square</p>	<p>Al wears the same pants for 3 days.</p> <p>Go back 3 squares</p>
<p>Al only uses water, not soap, when washing his hands.</p> <p>Go back 2 squares</p>	<p>Al leaves his hair messy.</p> <p>Go back 1 square</p>	<p>Al does not use toothpaste when brushing his teeth.</p> <p>Go back 1 square</p>
<p>Al leaves his dirty washing in a pile on the floor.</p> <p>Go back 2 squares</p>	<p>Al picks his nose when he is eating his breakfast.</p> <p>Go back 3 squares</p>	<p>Al can't find his toothbrush so uses his friend's.</p> <p>Go back 2 squares</p>
<p>If you land on a red square pick up a card with red writing</p>		<p>The skin on Al's foot is dry and flaky. He does not tell anyone.</p> <p>Go back 1 square</p>

Activity 27: My special place



Guidance sheet

You will need:

- **Activity sheet 27: My Special Place story**
- Paper, colouring and writing pens
- You might want to use magazines, holiday photos or the internet for ideas



What to do

1. Your special place

- Read **Activity sheet 27: My Special Place story**.
- Use the questions in the story to think about what your special place would be like. It could be a real or imaginary.
- Draw a picture or write down all the things about your Special Place.

If you draw a picture, you could label the things you have drawn. This will help you and other people remember what is important to you in your Special Place.

2. How to use your Special Place

- You could put the picture of your Special Place on your wall.
- We all have days when we might feel...

sad worried upset cross anxious angry

On days when you feel like that, it can help if you imagine yourself in your Special Place:

- Make sure you are comfortable. Close your eyes.
- Imagine yourself in your Special Place.
- Are you sitting, lying down, standing, walking?
- What can you see? What can you feel on your skin?

Activity 27: My special place

Guidance sheet

- What can you hear? What can you smell?
- You might fall asleep whilst you are imagining yourself in your Special Place – that's okay.
- Some people find it difficult to imagine being in their Special Place.

You could ask a supporter or friend to help you.

The picture of your Special Place will help them to ask you the questions or describe your Special Place to you.

The more you practise going to your Special Place, the easier it will become.

Activity sheet 27: My special place story



Sometimes Sam feels worried.

There is not always a reason why, she just starts to worry.

One day Sam's supporter, Jan asked, 'Why don't you try and go to your Special Place when you feel worried?'

'What does that mean?' asked Sam.

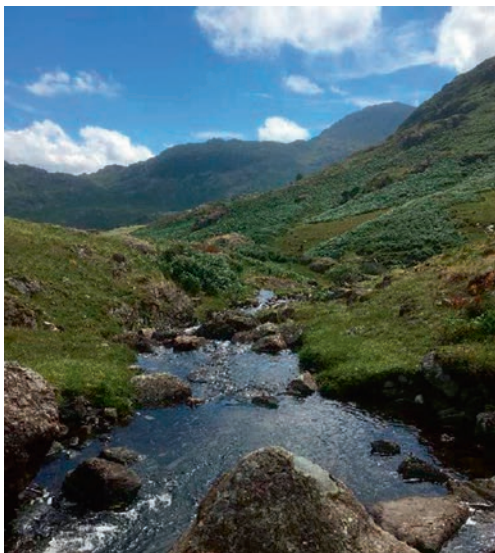


Jan said that Sam needed to think about a place where she would feel safe and relaxed.

It could be a real place Sam has been to and she can pretend to be there...

or

Sam could imagine a new or pretend place where she would like to be.



Sam chose a real place she had been to in the countryside.

Jan asked Sam lots of questions about her Special Place.

What can you see?

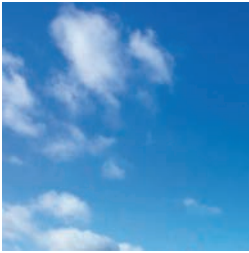
What can you feel on your skin?

What can you hear?

What can you smell?

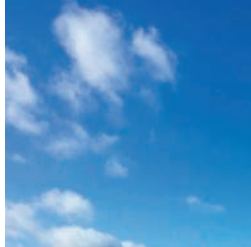
What you do like about this place?

Activity sheet 27: My special place story



Sam described what she could see
– mountains, the stream, rocks, green
trees and flowers.

She chose to feel the sun and a cool
breeze on her face.



She could hear the stream gurgling
and the birds singing.

She could smell her favourite flowers.



Now if Sam has a day when
she feels worried, she sits down
somewhere quiet and comfortable.

She closes her eyes and tries to
remember all the things about her
Special Place.

On days when this feels too hard to
do on her own, Jan helps her.

Jan talks in a calm gentle voice and
describes Sam's Special Place to her.

Sometimes Sam feels so relaxed with
Jan talking, she falls asleep!



Activity 28: Dice number game



Guidance sheet

You will need:

- **Activity sheet 28: Dice number game cards** – one for each person
- Dice
- Pens or counters

What to do

Before you play

If you are playing with more than one person:

- take turns to throw the dice
- the winner is the first person to have got all the numbers

If you are on your own you could:

- count how many throws of the dice it takes you to get all the numbers, or
- time how many minutes it takes you to get all the numbers, or
- phone a friend and challenge them to do the activity.

Start at the same time, see which of you can get all the numbers first.

How to play

1. Each person rolls the dice.
2. They read the number on the dice.
3. The person who rolled the dice does *one* of these on their **game card**...
 - **Writes** the number in the box below that number, or
 - **Ticks** the box below that number, or
 - **Puts a counter** on that number.

If it is a number they have already got, they try again when it is their next turn.

4. The person who gets all six numbers first is the winner.

Activity 28: Dice number game







Guidance sheet

Extra ideas

- What other games do you have at home that you play with dice?







Activity sheet 28: Dice number game cards

Dice Number Game Card









Dice Number Game Card

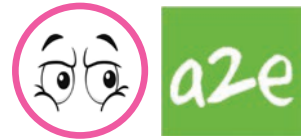
					



Dice Number Game Card

Activity 29: Walk treasure hunt



Guidance sheet

You will need:

- **Activity sheet 29: Walk treasure hunt** – one for each person
- Pens

What to do

1. Go for a walk.

- Take **Activity sheet 29: Walk treasure hunt** with you.

Look for all the things on the sheet.

When you see each thing, you could tick it on the sheet.

- You might not see all the things on one walk. You could keep the sheet and look again on your next walk.

2. Doing the treasure hunt at home.

If you can't go for a walk, you could try one of these ideas to do the treasure hunt at home.

a. Picture hunt

- Cut out the pictures from **Activity sheet 29**.
- Someone in your home hides the pictures in a room, or the garden.
- Everyone else tries to find the pictures.

b. TV treasure hunt

- Watch a TV programme like a soap, and see if you can spot all the things on the activity sheet.

(You might want to choose a programme you have watched before, so you don't miss any of the storyline.)

Activity 29: Walk treasure hunt

Guidance sheet

Extra ideas

■ Time to listen

When you are on a walk or in your garden, find a safe place to stop still for a few minutes. Listen carefully. What different sounds can you hear?

Animals? Birds? People? Machines? Vehicles? Silence?

■ Draw a picture of your favourite things you see or hear on your walk.

Activity sheet 29: Walk treasure hunt

		
post box	gate	black door
		
red car	bus stop	bike
		
footpath	bench	dandelion
		
Give Way road sign	Dog poo sign	For Sale sign

Can you find all these things on your walk?

Extra challenge

How many traffic cones can you see on your walk?



Activity 30: Be kind

Guidance sheet



You will need:

- **Activity sheet 30a: Be Kind** – one for each person
- **Activity sheet 30b: Be kind ideas** – one for each person
- Pens

What to do

1. Be kind

- Read and answer the questions on **Activity sheet 30a: Be kind**.

Some people will be able to do this on their own.

Some might need help with spelling or drawing – you could write down their answer for them to copy or trace.

2. What can YOU do to be kind?

- Look at **Activity sheet 30b: Be kind ideas**

Think about which of the ideas you could do.

You might need help to do some of the ideas. Who could help you?

It can be good to work as a team to be kind.

- When you have done a thing to be kind you can tick it on the sheet.
- You could make your own list of kind things you would like to do.

3. Look out for kindness

- Look out for times when people are kind to you.

It might be friends, family, someone who supports you, someone who does a job for you or a stranger.

It might be something they say or something they do.

Extra ideas

- **Make a kindness book or display**

Each time you do a new kindness act you could write or draw it in a book or to go on a display board. You could also include kind things people do for you.

How many kind things in a day? or a week? or a month?

What is kindness?

Kindness is about doing and saying kind things.

When we are kind, we...

- are friendly
- show people we care about them
- think about how other people might be feeling
- help people
- think carefully about what we say and do



It is good to be kind.

Being kind is good for **YOU**.

It can help **you** feel:

- happy
- good about yourself
- healthier.

It can help you have better relationships with people.

Being kind is good for **others**.

It can make the **other person** feel:

- happy
- cared for
- good about themselves.

Kindness is catching

If you are kind to someone, they are more likely to be kind to other people.

Think about a time when you did something kind

What did you do?

How did it make you feel?

Activity sheet 30b: Be kind ideas

'Be kind' ideas – some ideas of what you could do to be kind

- You could choose a few to do and tick them when you have done them.
- We have left a box empty for you to write your own idea.
- Have fun and enjoy the good feeling when you have been kind.

Say hello to someone, smile and ask how they are.	Offer to do a puzzle or play a game with someone.
Make or get a drink for someone.	Do a task you need to do without complaining – try to smile instead.
Let someone else choose what you watch on TV together.	Only say nice things about people.
Write a letter or card to someone you know.	Tell someone who helps you what you really like about them.
Offer to help someone who is cleaning or tidying in your home.	Offer to help clear away the plates and cups after a meal.
Paint a stone with bright colours and leave it for someone to find.	Write a kind message or draw a picture for someone and hide it somewhere for them to find.



Activity 31: What's for dinner?



Guidance sheet

You will need:

- **Activity sheet 31a: What's for dinner? wordsearch** for each person
- **Activity sheet 31b: What do you like for dinner?** – one for each person
- Pens

What to do

1. People can use the wordsearch in different ways...
 - find each word independently
 - find first letter independently, but need help with the other letters
 - find the first letter only
 - print the wordsearch in black and white if people don't need the coloured letter clues.
2. Look at **Activity sheet 31b: What do you like for dinner?**

Fill in the sheet to show what you like to eat.

Extra ideas

■ Meals I like

Thinking about the different meals you like can help you or the people who support you to choose what to plan, cook and eat.

- a. Write or draw all the different meals you like to eat at home.

You could write or draw the meals:

- on one big piece of paper, or
 - in a notebook, or
 - on a separate piece of paper for each meal.
- b. For each meal, try and think of at least two vegetables you could have with or in that meal.

When you are planning your food shopping or deciding what meals to have, you could look at your ideas to help you remember the meals you like.

Activity sheet 31a: What's for dinner? wordsearch



cottage pie

omelette

sausages

pasta

salad

stir fry

chicken

pizza

soup

fish

bean stew

lasagne

c	h	q	u	l	b	d	m	b	w	s
o	o	b	e	a	n	s	t	e	w	a
t	m	v	p	i	z	z	a	t	s	u
t	e	i	d	p	r	g	l	s	o	s
a	l	a	s	a	g	n	e	t	u	a
g	e	f	i	s	h	e	d	i	p	g
e	t	a	p	t	s	s	i	r	s	e
p	t	g	w	a	o	l	p	f	c	s
i	e	b	s	a	l	a	d	r	m	n
e	c	h	i	c	k	e	n	y	r	a

Activity 31b: What do you like for dinner?

✓ Tick all the meals that you like 😊



cottage pie	omelette	sausages
pasta	salad	stir fry
chicken	pizza	soup
fish fingers	bean stew	lasagne

Think of the different things you have ever had for dinner.
What is your favourite?

Doctors say we should eat vegetables to
keep healthy.

Write or draw the vegetables you like to eat.

Can you think of at least seven?

(You might need an extra piece of paper to fit
them all on.)



Activity 32: Sleep



Guidance sheet

You will need:

- **Activity sheet 32a: Good sleep advice** – one for each person
- **Activity sheet 32b: My sleep** – one for each person
- Pens and paper
- You might like to use magazines or pictures from the internet too

What to do

1. Read the ideas on **Activity sheet 32a: Good sleep advice**. It is all about things people can do to try and have a good night's sleep.
2. **Activity sheet 32b: My sleep** is for you to write or draw the things you want to do to help you have a good night's sleep.
 - Include things you do now and new things you want to do.
 - Add your own ideas of things to help you feel sleepy.
 - Talk to people you know well, they might have other ideas.
 - You could cut pictures about sleep from magazines and glue them to your page too.
3. If you have support at home from staff or family, you could look at your sleep page together. You could agree a plan to help you do the things you want to do.

Extra ideas

■ **Think about the covers on your bed**

Some people sleep better with weighted blankets and lots of covers and some people don't. What sort of covers are best for you?

■ **My Special Place**

Some people can find it difficult to get to sleep because their minds are full of worry. Look at **Activity 27: My Special Place** – it can help a person's mind feel calm. This can help them get to sleep.

■ **Pillow catch**

Many people like the soft squidgy feel of pillows and cushions.

They can be easier than balls to throw and catch.

Find a safe space to throw and catch a pillow or cushion.

This can be a five-minute activity that just adds a bit of fun to bed making.

Activity sheet 32a: Good sleep advice

Doctors say that sleep is good for us.

Most adults need seven to eight hours sleep each night.

Some people need more sleep. Some need less.

If you have had a **good night's sleep**, the next day you are more likely to:

- feel rested and ready to start your day
- feel better in yourself
- be able to stay awake
- be able to concentrate on things
- have more energy to do things.

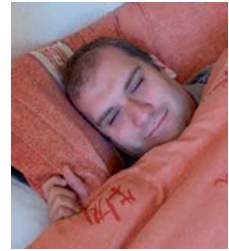
If you have trouble sleeping, think about the things you do in the day.

1. **Try and do something active each day so your body gets tired** such as dance, walk, play a game, clean, tidy up, do laundry.
2. **Think about the food and drink you have each day.** Food and drink with caffeine in it can make it harder to sleep.
3. **Try not to have a nap in the day.**
4. **Think about ways to make your bedroom comfortable for you.**

Is it dark enough? How quiet is it? Is it warm or cool enough? Does your bed look and feel like a safe comfy place to sleep?

Things to do near bedtime to help you feel sleepy and have a good night's sleep

1. **Don't do or watch things that could make you feel stressed.**
For example, what you watch on TV, who you phone, what you read.
2. **Think about when to have your last drink or food for the day.**
3. **Get yourself ready for bed – have a routine that is right for you.**
Get washed and brush your teeth, change from your day clothes to night clothes, get comfy and relaxed.
4. **Go to the toilet and wash your hands.**



Activity sheet 32b: My sleep

What time do you normally go to bed?

What time do you normally wake up?

How many hours sleep do you normally have each night?

✓ Tick how you usually feel when you wake up

☐

I still feel very tired.

☐

I feel okay and ready to start my day.

☐

Some days I feel tired and some days I feel okay and ready to start my day.

What covers do you have on your bed?

Things I will do to help me have a good night's sleep.

Activity 33: This or that?



Guidance sheet

You will need:

- **Activity sheet 33: This or that? questions**
- Paper and pens

What to do

1. **Activity 33: This or that? questions** have lots of squares.

In each square there are two options.

The aim of the activity is for people to choose which option they prefer.

2. Cut out all the squares and fold them in half.

Put the folded squares in a bowl or tub or hat.

3. Choose how you want to do the activity.

- **With other people**

- a. People take turns to choose a square and ask everyone else which they would prefer from the two options.

There isn't a winner or loser, it is just fun to find out what people like.

Other things you can try when doing this activity:

- The person asking the question tries to guess what each person will say
- When everyone has answered, you could count how many people chose each option. You could write the numbers on a chart

- **On the phone**

- a. Phone or text a friend or someone in your family
- b. Choose a square and ask which they would prefer from the two options
- c. You could ask them about a few of the squares.

Don't try and use all the squares on one phone call.

Save some for another day.

Activity 33: This or that?

Guidance sheet

■ On your own

- a. Write on a piece of paper 'Things I like'.
- b. Choose one square and decide which you prefer from each option.
- c. Write or draw what you have chosen onto your piece of paper.
- d. Keep choosing more squares until your page is full.

When you have used all the questions, you can add your own ideas.

Activity sheet 33: This or that? question sheets

Cinema or bowling?	Tea or coffee?	Ice cream or doughnut?
Trainers or sandals?	Pizza or burger?	TV or radio?
Blue or red?	Seaside arcade or paddling in the sea?	Train or bus?
Holiday by the sea or holiday in a city?	Roast potato or mashed potato?	Comedy film or horror film?
Swimming or cycling?	Baking or doing crafts?	Red sauce or brown sauce?
Singing or dancing?	Superman or Batman?	Pop concert or theatre?

Activity sheet 33: This or that? question sheets

Dog or cat?	Takeaway meal or meal out?	Pop music or classical music?
Jigsaw puzzle or board game?	Book or magazine?	Drawing or colouring?
Homemade card or card from a shop?	Milkshake or hot chocolate?	Bath or shower?
Bunch of flowers or chocolates?	Spray deodorant or roll-on deodorant?	Wrestling or football?
Scooby Doo or The Simpsons?	Watch sport on TV or watch animal programmes on TV?	Autumn or winter?
Roller coaster or boat ride?	Halloween or Bonfire Night?	James Bond or Harry Potter?

Activity 34: Jobs quiz



Guidance sheet

You will need:

- **Activity sheet 34: Jobs quiz (and answers)** – one for each person or group
- Pens

What to do

1. Get a copy of **Activity 34: Jobs quiz** ready.
Be careful, the answers are on the last page of the quiz.
Keep them safe so no one can have a sneaky look too soon.
2. If you are with other people, you could work in teams.
What will your teams be called?
Who will read out the questions?
Will one person be the Quizmaster or will you take turns?
People can write down the answers or take turns to call out their answer.

Extra ideas

- **What job do I do? game**
 - One person thinks of a job that they know about.
The aim of the game is for other people to guess what the job is.
 - People take turns to ask the person one question about the job.
Try and ask questions that can only be answered 'yes' or 'no'.
How many questions does it take for you to guess the job?
- **Jobs I do around my home**

Some people call the things we do at home 'jobs'.
They might say 'Can you just do that job for me?', or
'Have you done all your jobs to get ready for bed?', or
'I just need to get these jobs done and then I'll be with you.'
Think about all the 'jobs' you do at home.
You could draw a picture of all the jobs, make a poster, or write a story or poem about them.

Activity sheet 34: Jobs quiz

Equipment and vehicles people use in their jobs

1. What is the vehicle that takes people to hospital in an emergency?
2. In what job would a person use a cultivator, bale wrapper and slurry spreader?
3. What does an astronaut travel in to do their job?
4. I drive a big red vehicle with ladders and a siren. What is my job?
5. What do you call the person who flies a plane?

Famous people's jobs

For each of these people, what job are they famous for doing?

1. Gordon Ramsay, Nigella Lawson and Jamie Oliver?
2. Ashley Cole, Steph Houghton and David Beckham?
3. James Herriot, Noel Fitzpatrick and Peter Wright? (Clue – Peter works in Yorkshire)
4. Anton du Beke, Fred Astaire and Michael Flatley?
5. Beatrix Potter, Charles Dickens and JK Rowling?

Jobs people do for us

1. In a café a person takes your order. What is their job called?
2. What job traditionally has a red and white striped pole outside their shop?
3. Who uses a stethoscope in their job with you?
4. What is the name of the job where a person cuts people's toenails and checks their feet?
5. How many teeth does the dentist expect to find in an adult's mouth?
 - a. 10
 - b. 41
 - c. 26
 - d. 32

Activity sheet 34: Jobs quiz

Jobs in films and entertainment

1. What do you call the person who does the dangerous bits in a film so the actor doesn't get hurt?
2. In Mary Poppins, what job does her friend Bert do?
3. I wear face paint, have a red nose and some people are scared of me. What job do I do?
4. What job does Clark Kent do when he is not being Superman?
5. Robert Rinder and Judy Sheindlin are both on TV programmes where they do the same job.

What job do they do?

- a. doctor
- b. plumber
- c. gardener
- d. judge

Jobs in sport

1. What is Andy Murray's sport?
2. What do you call the person who rides the horse in a horse race?
3. What job do Ellie Simmonds, Michael Phelps and Rebecca Adlington do?
4. What do you call the person who has a whistle, red and yellow cards and makes sure people play fairly in football?
5. What does a caddy do?
 - a. Keep the score at cricket and clean the balls
 - b. Carry a golfer's golf bag, help them and pass them their golf clubs
 - c. Put up the goals for a netball match
 - d. Paint the lines on the ice for ice hockey matches

Extra challenge

Some people work in the day-time. Some people work at night-time.
Name five jobs that people do at night-time.

The END of the quiz

Activity sheet 34: Jobs quiz (Answers)

Equipment and vehicles people use in their jobs

1. Ambulance
2. Farmer
3. Rocket (or spaceship)
4. Firefighter
5. Pilot

Famous people's jobs, what job are they famous for doing?

1. Chef (or cook)
2. Footballer
3. Vet
4. Dancer
5. Author (writes books)

Jobs people do for us

1. Waiter or waitress
2. Barber
3. Doctor or nurse
4. Podiatrist or chiropodist or foot health practitioner
5. d) 32

Jobs in films and entertainment

1. Stunt person (or stunt double)
2. Chimney sweep
3. Clown
4. Journalist or reporter (works on a newspaper)
5. d) Judge

Jobs in sport

1. Tennis
2. Jockey
3. Swimmer
4. Referee
5. b) Carry a golfer's golf bag and pass them their golf clubs

Activity 35: Be active

Guidance sheet



You will need:

- **Activity sheet 35a: Be active – advice** – one for each person
- **Activity sheet 35b: Be active – doing the washing checklist** – one for each person
- Pens and paper

What to do

1. Be active

- Read and answer the questions on **Activity sheet 35a: Be active – advice**.
- Read **Activity sheet 35b: Be active – doing the washing checklist**.

What do you do to help with the washing?

Think about the different ways you move and are active.

(If you are supporting someone, think about all the movements they can make and how you can best support them to be active and involved.)

2. Moving and being active at home

- Think of the different ways you move and are active at home.
- Use the **action words** on **Activity sheet 35a: Be active – advice** to help you with this.
- Draw yourself in the middle of a piece of paper.
- Write or draw all around your picture the different ways you move or are active when you do things at home.

Extra ideas

- **Teamwork – have a try at being active together**

Talk to the people who help you at home.

Ask them to help you think about what parts of a task you could do and how you could work as a team.

Activity 35: Be active

Guidance sheet

- **Listen to music when doing a task at home such as cleaning or tidying.**

Put on some lively music that makes you feel happy and full of energy.

Try to keep moving for the whole of a song.

When a song finishes, move on to do a new part of the task or a new task.

Activity sheet 35a: Be active – advice

What does 'active' mean?

Being active means anything that gets us moving about.

All these words are 'active' words. Have a try at doing each of them now:

pull push stretch lift carry throw move bend

If you do any of these things, you are being active.

Why should we be active?

Being active is good for your body and your mind.

If you are active, you are more likely to:

- feel good about yourself
- feel in a happy mood
- get healthier
- have fun.



Being active at home

Some people do dancing, sport or exercises to be active.

There are also lots of opportunities to be active in our daily lives.

Put a circle round which of these examples you do. You might do them by yourself or with help.

**Put the
shopping
away**

**Do tasks in
the garden**

**Change
your
bedding**

**Help with
washing
clothes**

**Clean the
windows**

**Tidy up and
put things
away**

**Hoover, mop
or sweep
the floors**

**Wipe tables
and work
surfaces**

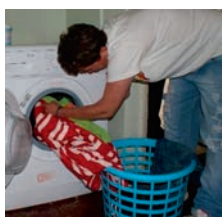
Activity sheet 35b: Be active – doing the washing checklist

This is just one example of how jobs at home can help us to be active.

Everyone can do something to help, whatever their abilities.

For example, some people could have the basket on their wheelchair.

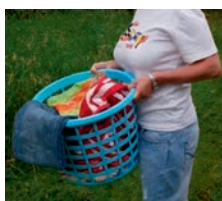
Who does the washing in your home?



✓ Tick which actions you could do

Carry the washing to the washing machine

Push the washing into the machine



Pull the washing out of the machine when it is ready

Lift and **carry** the wash basket to where the washing will be dried



Bend and **stretch** to put the washing on the line or ailer

Stretch to pass someone the washing or pegs, or

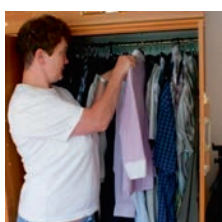
Lift and **push** the washing into the drier



When it is dry, **bend** and **stretch** to take the washing off the line or ailer, or to collect the pegs, or

Pull and **lift** the washing out of the drier

Lift and **carry** the wash basket to where the washing will be sorted



Bend and **stretch** to fold the washing, put it on hangers and sort what needs to be ironed

Lift and **carry** the washing to where it is stored

Bend and **stretch** to put the washing away in cupboards, drawers or wardrobes

Activity 36: Can you name 10?



Guidance sheet

You will need:

- **Activity sheet 36: Can you name 10?**
- You might want paper and pens

What to do

1. **Activity sheet 36: Can you name 10?** has lots of squares.
In each square there is a category.
The aim is to think of 10 different things in that category.
2. Cut out all the squares.
3. Choose how you want to do the activity.
 - **With other people?**
 - a. People take turns to choose a square and read the category.
 - b. Each person has a try of thinking of a thing in that category
 - Keep taking turns until together you have thought of 10 things for that category.
 - Who could write down people's answers to help everyone remember what has already been said?
 - Some people might find the game easier than others. If someone is finding it hard to think of something, and others have got ideas, they could help the person by giving them clues.
 - **On your own?**
 - a. Choose a square and try to think of 10 things in that category.
You could write or draw the 10 things you have thought of.
 - b. You can choose to try as many squares as you want to.
 - **With a phone?**

You could text or phone someone you know and challenge them to try and think of 10 things too. Who will be the quickest to think of 10 things?

Extra ideas

- **Make a collage** – choose a square. Draw or cut out of magazines pictures of things in that category. Will you think of 10 things or more?

Activity sheet 36: Can you name 10?

10 things you take on holiday	10 types of food you get in a tin or can	10 things you could see in a park
10 things in a bathroom	10 drinks	10 TV programmes
10 colours	10 animals you might see on a farm	10 sports
10 things you could have in a sandwich	10 singers or pop groups	10 shops
10 birds	10 characters from the Soaps	10 things you can sit on

Activity sheet 36: Can you name 10?

10 boys' names	10 girls' names	10 things that use electricity
10 jobs that people do outside	10 things that are small enough to fit in your hand	10 songs
10 vegetables	10 things you might see at Christmas	10 animals that live in the wild
10 vehicles	10 things you might see at the seaside	10 animals that people have as pets
10 things you wear	10 things that make you feel happy	10 things people use when cooking

Activity 37: Makes me smile



Guidance sheet

You will need:

- **Activity sheet 37: Makes me smile** – one for each person
- Pens

What to do

1. Complete **Activity sheet 37: Makes me smile**.

- Some people will be able to do this on their own.
- Some might need help with spelling – you could write down their answer for them to copy or trace.
- Some people like to write bigger or draw – you could cut out each question and glue it to another piece of paper to give people more space.

Extra ideas

■ **Find out or guess what makes someone else smile**

You could ask someone else the questions on the sheet.

Can you guess what answers they will give?

Do you have the same answers for any of the questions?

The other person's answers might inspire you to try something new.

■ **What made you smile today?**

At the end of each day, when you are getting ready for bed, try and think of one thing that day that made you smile.

It might be:

- something you saw or heard
- something you did
- something someone else did for you
- something you watched or listened to
- something you ate
- something else we haven't thought of...

You could write down each thing in a book or on a calendar.

It can be fun to look back and see the different things that have made you smile.

Activity sheet 37: Makes me smile

Things that
make me smile



Something I wear

Something I eat

A song or a singer

A person

A present someone bought for me

An animal

A smell

Someone on the TV

Something in my bedroom

An activity or sport I do

Activity 38: Relax

Guidance sheet



You will need:

- **Activity sheet 38a: Time to relax** – one for each person
- **Activity sheet 38b: Ideas about how to relax**
- Pens

What to do

1. **Activity sheet 38a: Time to relax**

- Read and complete the activities on the activity sheet.
- Instead of circling the relaxing activities, some people might prefer to cut them out and glue them to a separate piece of paper. Draw a line down the middle of the paper and have one side for things you do now and the other side for things you would like to try. You could also write on the paper other things you could do to relax.

2. **Think about what you do each week**

- Relaxing can be more than just doing nothing. There are things you can do to help you relax.
- Could you plan some time each day or each week to do a relaxing activity? What would you do?

3. **Relax ideas**

- Look at the two examples on **Activity sheet 38b: Ideas about how to relax**.
Do you want to try them? Who would enjoy or benefit from these?
- If you want to do the Zen garden
 - Look at the list of the things you need
 - Wash your hands carefully before and after using your Zen Garden

Extra ideas

- **Remember some of the other a-2-e activities that can help you to relax**
Activity 13: Bean bags – squeeze and release the bean bag, roll it between your hands
Activity 19: Hand massage
Activity 27: My special place

Activity sheet 38a: Time to relax

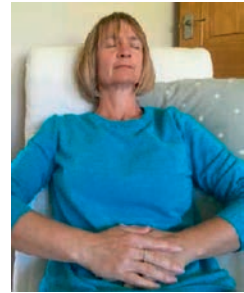
It is good to be active. It is also good to have time to relax.

Relaxing can be more than just doing nothing.

There are things you can do to help you relax.

Doing these things can help you to:

- feel calm
- sleep well
- have energy to do things.



Some things you can do to relax



Put a circle round the things you would like to do to help you relax.

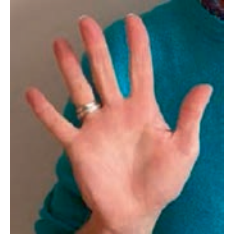
Colouring	Listen to music
Sit quietly in a park or garden	Look at photographs
Go for a walk	Do some stretching exercises
Look at a book or magazine	Spend time with a pet
Do a jigsaw	Look at the sky, stars at night, clouds in the day

What else do you do to relax?

Activity 38b: Ideas about how to relax

Idea 1 – To help someone to be calm and focus on the 'here and now'

Sit quietly with the person and help them to concentrate on what is around you.



- You can do this activity inside or outside.
- This activity counts down from five to one, you can use your hand to help show this.
- Support the person to use their senses to think about each of these five questions and be in the 'here and now'.

5 What 5 things can you see?

Concentrate on the detail of each thing – colour, size and shape

4 What 4 things can you touch?

What do they feel like? hard or soft? hot or cold? big or small?

3 What 3 things can you hear?

Is the noise near or far away? what might be making the noise?

2 What 2 things can you smell or taste?

If you close your eyes, it can help you concentrate on this one.

1 Take 1 big deep breath in and slowly breathe out.

Activity 38b: Ideas about how to relax

Idea 2 – make a mini Zen garden

Zen gardens can help people to feel calm.

Zen gardens were first made in Japan by Monks.

They are made with sand and rocks.

The Monks used rakes to draw patterns in the sand.



Things you will need to make your mini Zen garden

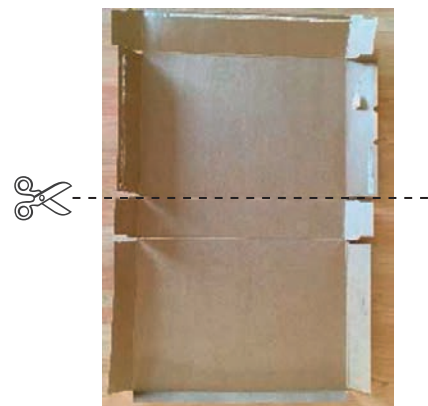
- Something flat and shallow to be the base of your Zen garden
(An old cereal box, a tray, a plate, a takeaway container.)
- Dry sand – you need enough to cover the base
(Some people have used dry semolina, polenta, or rice.)
- Small stones (You could use shells, marbles or pebbles too.)
- Something to make patterns in the sand
(You could try your finger, a pencil, a fork.)

Step 1 – Get your base ready

If you use an old cereal box, carefully slide your finger along the folds to undo the box so it can lie flat.

Cut the flat box along the middle.

Glue or tape the edges of one half to make into your base.



Step 2 – Put your sand in the base

Spread it round so it is smooth and covers the base.

Step 3 – Put your stones where you think they will look nice

You don't need to put them all in your garden at once. You can keep changing where you put the stones to make different patterns.



Activity 38b: Ideas about how to relax

Making patterns in your Zen garden

- Can you make these patterns in the sand?

Draw each pattern very slowly. Concentrate carefully on each line.



- What other patterns can you make?

Activity 39: Pairs card game



Guidance sheet

You will need:

- **Activity sheet 39a: Playing cards – things you need to know** – one for each person
- **Activity sheet 39b: Pairs card game** – one for each person
- **Activity sheet 39c: Pairs card game template** – one for each person
- Pack of playing cards (If you are working in a group you might want more than one pack.)

What to do

1. All about playing cards
 - **Activity sheet 39a: Playing cards – things you need to know** tells you things you need to know for when you play card games.
 - Read the sheet and answer the questions.
2. Play a card game on your own (with or without support).
 - **Activity sheet 39b: Pairs card game** shows you how to play a game.
 - **Activity sheet 39c: Pairs card game template** helps you see where to put the cards to set up the game.
 - If you prefer, you can play the game with other people.
 - Take turns to look for a pair.

Extra ideas

■ Make art

Use the cards to make patterns and shapes.

You could take a photo of what you have created.

When you have finished making your art, collect all the cards together so they are ready for the next time you want to play a card game.

■ Find out about a new card game

There are many games you can play with cards on your own and with other people. Ask people you know to teach you a new game.



Activity sheet 39a: Playing cards – things you need to know

1. **Playing cards have four different symbols.
They are called suits.**



hearts



clubs



diamonds



spades

Look at all the cards in the pack and find two cards with the same symbol on.

2. **Playing cards have numbers and letters on them**

A K Q J 10 9 8 7 6 5 4 3 2

Look at all the cards and find cards with each of the numbers and letters on. Some packs have 'joker' cards. Are there any in the pack you are using?

3. **How many cards?**

There are 52 cards in a pack. Have you got all 52 cards in your pack?

13 with hearts, 13 with clubs, 13 with diamonds and 13 with spades.

4. **When we play cards we need to mix them up before we start the game**

This is called 'shuffling'. You can shuffle the cards by putting them face down and moving them around.

Collect the cards together. You are now ready to play a game.

Have you played card games before? What games do you play?

Activity sheet 39b: Pairs card game

(To play on your own, with or without support)

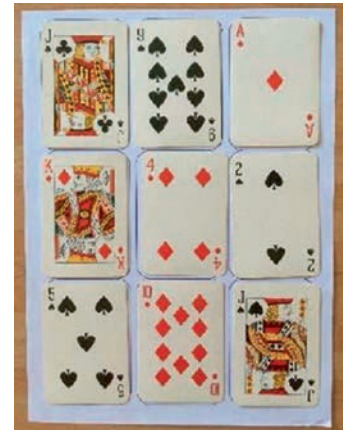
The aim of the game is to find pairs

A pair is two cards with the same number or letter on them.

The game ends when you cannot find a pair.

1. Shuffle the cards.

Put a card face up on each square on the card game template.



2. Find two cards that have the same number or letter.

This is called a pair.

They do not need to be the same colour.

Put the pair to the side next to the paper.



3. Put a card in each of the empty squares.

Look for two more cards that have the same number or letter on them.

Put this pair to the side next to the paper.



4. Keep doing this until you cannot see any more pairs.

When you can't see any more pairs, it is the end of the game.

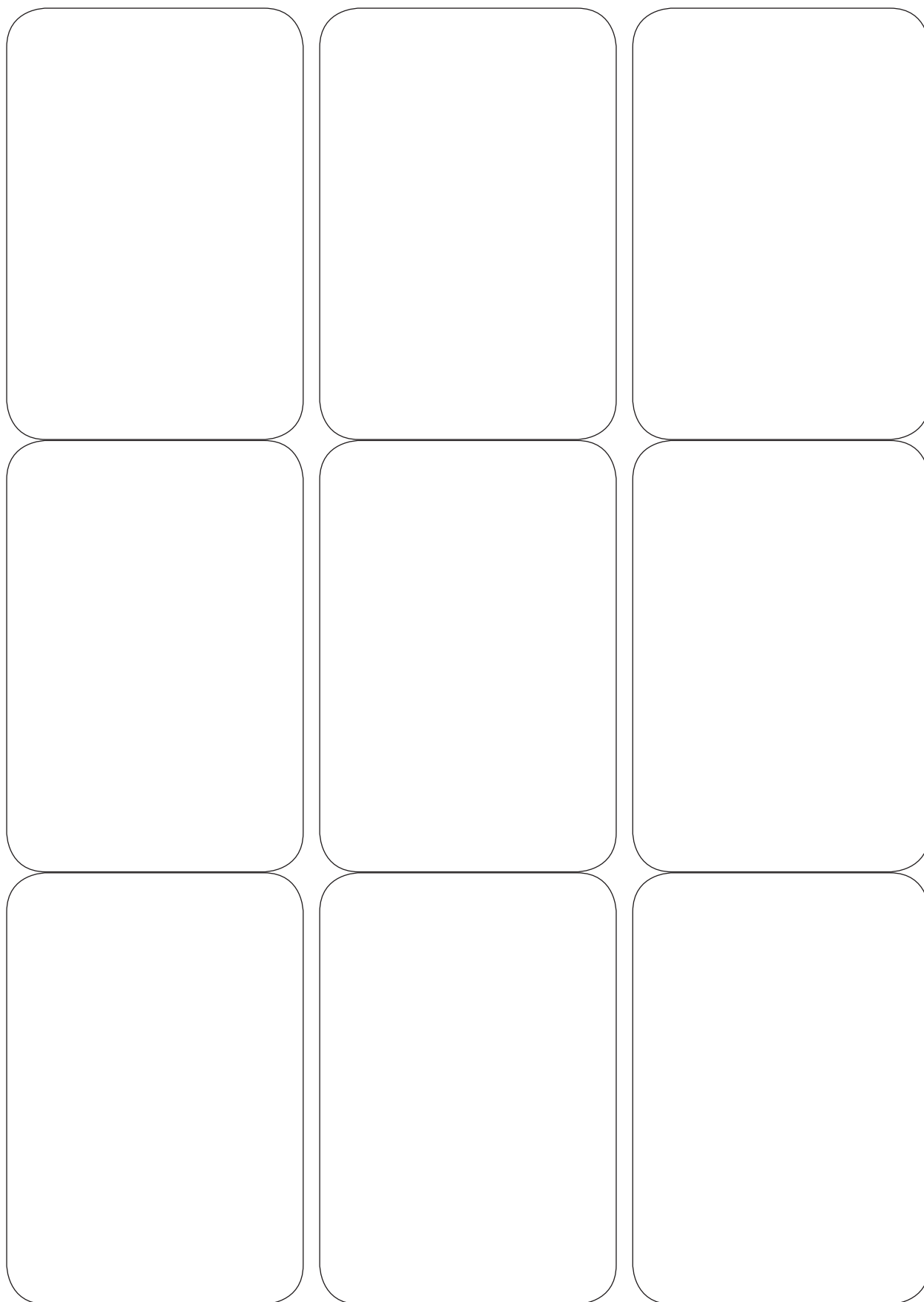
Count how many pairs you found.

If you play again, can you beat your score?



5. Shuffle the cards so the pack is ready for you to play again.

Activity sheet 39c: Pairs card game template



Activity 40: Teeth and mouth



Guidance sheet

You will need:

- **Activity sheet 40a: Looking after your teeth wordsearch** – one for each person
- **Activity sheet 40b: Looking after your teeth and mouth – advice** – one for each person
- Pens

What to do

1. People can use **Activity sheet 40a: Looking after your teeth wordsearch** in different ways.
 - Find each word independently.
 - Find first letter independently, but need help with the other letters.
 - Find the first letter only.
 - Print the wordsearch in black and white if people don't need the coloured letter clues.
2. Look at **Activity sheet 40b: Looking after your teeth and mouth – advice**.

Fill in the sheet to show how you look after your teeth and mouth.

Extra ideas

- **Finding out how long two minutes feels like.**

Dentists say we should brush our teeth for two minutes, but it can be hard to guess how long that is.

These ideas can help people:

- a. Use a timer, clock or mobile phone to see how long two minutes is
- b. Time things in everyday life like a favourite song or advert
- c. What else takes two minutes?
 - How many words could you find in the wordsearch?
 - How many exercises could you do?
 - How long does it take to sing a song?
 - How many words could you text?

Perhaps you could make a list of other things and challenge your friends to do them.

Activity sheet 40a: Looking after your teeth wordsearch



brush

gums

bite

dentist

toothpaste

mouthwash

chew

oral

water

floss

smile

fairy

d	i	e	n	w	c	f	x	m	r	k
e	s	s	o	r	a	l	e	o	u	p
m	p	l	f	s	c	o	g	u	m	s
o	m	y	a	j	h	s	l	t	a	k
w	s	m	i	l	e	s	a	h	i	w
b	i	f	r	g	w	r	o	w	b	a
r	n	v	y	o	o	b	s	a	i	t
u	t	o	o	t	h	p	a	s	t	e
s	m	h	e	n	z	v	u	h	e	r
h	d	o	d	e	n	t	i	s	t	x

Activity sheet 40b: Looking after your teeth and mouth – advice

Some things dentists say people can do to look after their teeth and mouth:



when	Brush your teeth and gums in the morning	Brush your teeth and gums before bed	Brush your teeth for two minutes
-------------	--	--------------------------------------	----------------------------------

how	Spit out the toothpaste, do not rinse with water	Use dental floss or dental sticks	Use mouthwash
------------	--	-----------------------------------	---------------

extra things	Go to the dentist	Change your toothbrush regularly	Try not to eat too much sugary food or drink that can damage your teeth
---------------------	-------------------	----------------------------------	---

Put in the box below the things you do to look after your mouth, teeth and/or dentures.

You could copy the words or cut out the words and glue them in the box.

Write anything else that you do to keep your teeth and mouth healthy.

Things I do to look after my teeth and mouth

Activity 41: Museum about me



Guidance sheet

You will need:

- **Activity sheet 41a: Museum about me story** – one for each person
- **Activity sheet 41b: Museum about me** – one for each person
- Things from around your home

What to do

1. Read **Activity sheet 41a: Museum about me story**.
 - If you are with other people you could take turns to read part of the story.
 - Some people will enjoy describing each photograph as the story is read.
2. Museum about me
 - Read **Activity sheet 41b: Museum about me** and answer the questions.
 - Follow the instructions to make your own museum.

Extra ideas

- **A museum about a subject you like**
 - a. Choose a subject that you like and know a lot about.

It might be a hobby, a place, a TV programme, a sport, a famous person or something else.
 - b. Collect things about that subject that you have got in your home.
 - c. Look on the internet or in books or ask people you know for information about the subject.

You might choose to draw pictures of things to do with that subject.
 - d. Write a sign for each thing you choose to put in the museum.
 - e. Neatly display each thing with its sign for people to see.

Activity 41: Museum about me

Guidance sheet

■ Find out about museums near to where you live

You could ask people in your life about museums that they like to visit. You could look on the internet or tourist information.

Perhaps you could plan to visit a museum one day.

Who would you go with? How would you get there?

What would you take with you? What would you do there?

Activity sheet 41a: Museum about me story

Sam decided to make a museum all about her. She found a tray to display the things in her museum.



First Sam chose a cup. Her auntie gave her the cup a long time ago. The cup reminds Sam of happy times when she was a girl. She remembers that her auntie used to call her a 'chatterbox' because she talks a lot.



Sam wanted to put her walking boots in the museum. Her favourite walk is by the River Trent. The boots were muddy and a bit smelly! Sam used her clean walking socks instead.



Sam loves to look for shells on the beach. On her last holiday in Wales, she found a special white shell. She added the shell to her museum.



Sometimes Sam helps to walk Dot, her neighbour's dog. She wanted to put the dog in her museum, but she didn't think it would sit quietly on her tray! She decided to draw a picture of the dog instead.



Sam plays card games. Her best friend, Jo taught her to play. Jo bought Sam a pack of cards for her birthday. Sam put the pack of cards in her museum.



Sam very carefully wrote a sign for each thing in her museum. She wrote what each thing was and something interesting about each thing.

She decided to call the museum, The Chatterbox. Do you know why?

Her museum is now open for people to see.



Activity sheet 41b: Museum about me

A museum is a place where people go to see interesting things and to learn. The things in the museum are on display for people to look at and talk about. There are museums about all sorts of things – trains, flowers, toys, clothes, pencils, football, animals... and many more.

Have you ever been to a museum?

☐

YES

☐

NO

What museums have you been to?

Make a museum about you

1. Where?

Decide where you are going to display the things in your museum.

For example, a tray, bookcase, or table

2. What?

Have a look around your home.

Find about five things that you want to display. Here are some ideas.



a reminder of a holiday	a hobby or something you like to do
something you made	a favourite DVD, CD or book
a sport you like to watch or play	something from your childhood

If a thing you choose for your museum is too big or if you need to use it in your daily life, you could draw a picture of it for the museum instead.

3. Display sign

Make a sign for each thing you choose to put in your museum.

Write what it is and something interesting about it.

4. Set up your museum

Put each sign next to the correct object.

Will you give your museum a name?

If there are other people in your home, you could invite them to visit your museum. You could tell them all about the things you have displayed.

Activity 42: Food game



Guidance sheet

You will need:

- **Activity sheet 42a: Food game board**
- **Activity sheet 42b: Star cards**
- **Activity sheet 42c: Game squares**
- A game card for each person
- Scissors
- Dice
- A counter for each player (ideas for counters: buttons, shells, counters from another game)
- Things to cover the squares on the game card – 19 for each player (use counters, small pieces of paper, or tick the squares instead)

What to do

1. Get the game ready

- Cut out the star cards. Put them face down in a pile.
- Get one counter for each person to move round the board.
- Get a pen or things to cover the squares on each person's game card.

2. Play the game

- The different coloured squares on the game board and game card represent different types of food.
- Agree who is going to go first. Take turns to roll the dice.
Each player rolls the dice and moves their counter the same number of squares as the number on the dice.
- The player looks at what colour square they have landed on and covers or ticks a square of that colour on their game card.

If all the squares of that colour are already covered or ticked on their game card, they need to wait for their next turn to roll the dice.

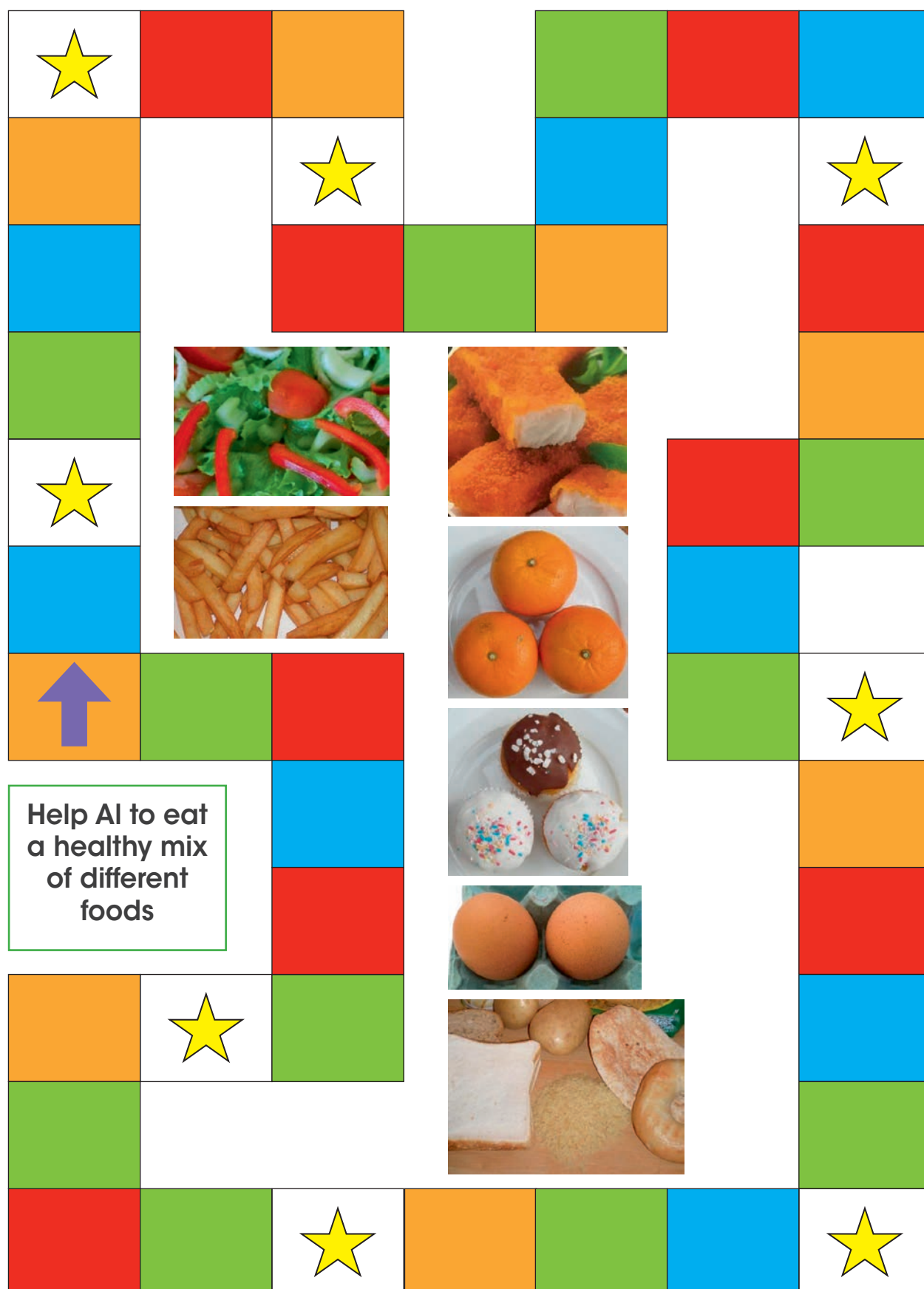
Activity 42: Food game

Guidance sheet



- If a player lands on a star square, they need take a star card and do what it says on the card.
- Keep going around the board until one player has covered or ticked all the squares on their game card.
- The winner is the player to cover or tick all the squares on their game card first.

You can use the game to think and learn about different foods and a healthy balanced diet. What advice would you give to AI?

Activity sheet 42a: Food game board



Activity sheet 42b: Star cards

<p>Al has a fresh fruit salad</p> <p>Cover 2 green squares</p>	<p>Al has beans on toast</p> <p>Cover 1 blue square and 1 orange square</p>	<p>Al has Weetabix and milk for breakfast</p> <p>Cover 1 blue square and 1 orange square</p>
<p>Al has homemade spaghetti bolognese</p> <p>Cover 1 blue square, 1 orange square and 1 green square</p>	<p>Al eats 2 chocolate bars</p> <p>Miss a turn</p>	<p>Al has a glass of milk</p> <p>Cover 1 blue square</p>
<p>Al has a snack of carrot sticks</p> <p>Cover 1 green square</p>	<p>Al eats a packet of crisps, a doughnut and a cupcake</p> <p>Miss a turn</p>	<p>Al has a strawberry yoghurt for pudding</p> <p>Cover 1 blue square</p>
<div>  STAR CARDS  </div> <p>If you land on a square with a star, pick up a star card</p>		<p>Al has porridge</p> <p>Cover 1 blue square and 1 orange square</p>

Activity sheet 42b: Star cards

<p>Al has a boiled egg</p> <p>Cover 1 blue square</p>	<p>Al has a salad sandwich</p> <p>Cover 1 orange square and 1 green square</p>	<p>Al has a packet of crisps</p> <p>Cover 1 red square</p>
<p>Al has a packet of sweets</p> <p>Cover 1 red square</p>	<p>Al has vegetable soup</p> <p>Cover 1 green square</p>	<p>Al has a baked potato with tuna</p> <p>Cover 1 blue square and 1 orange square</p>
<p>Al has a handful of grapes</p> <p>Cover 1 green square</p>	<p>Al has a handful of raw nuts</p> <p>Cover 1 blue square</p>	<p>Al has a bottle of coke, 2 biscuits and a flapjack</p> <p>Miss a turn</p>
<p>Al drinks a can of fizzy pop</p> <p>Cover 1 red square</p>	<p>Al has a piece of toast</p> <p>Cover 1 orange square</p>	<p>Al has fish fingers, potatoes and peas</p> <p>Cover 1 blue square, 1 orange square and 1 green square</p>



All wants to eat a healthy mix of different types of food each day

When you land on a coloured square on the board,
cover or tick a square of the same colour on this game card
The winner is the first person to cover or tick all their squares



**Vegetables
and fruit**

1

2

3

4

5

6

7

8

**Energy foods
like pasta, rice,
potatoes, bread
and cereal**

1

2

3

4

5

**Protein and
dairy foods like
meat, fish, eggs,
cheese and milk**

1

2

3

4

5

**High fat, high
sugar foods like
crisps, cake, fizzy
drinks, chocolate**

1

Activity 43: Music quiz



Guidance sheet

You will need:

- **Activity 43: Music quiz sheet**
- Pens

What to do

1. Get a copy of **Activity 43: Music quiz sheet** ready.
Be careful, the answers are on the last page of the quiz.
Keep them safe so no one can have a sneaky look too soon.
2. If you are with other people, you could work in teams.
What will your teams be called?
Who will read out the questions?
Will one person be the Quizmaster or will you take turns?
People can write down the answers or take turns to call out their answer.

Extra ideas

■ **Favourite songs**

- a. Think about the different songs you like. Think about songs that you...
 - have on CD, record or digitally
 - hear at a disco, on the radio or on the internet
 - sing with your friends or family, or remind you of your childhood
 - are for special occasions like birthdays or religious festivals
- b. Choose your 10 favourite songs.
- c. Write down the name of each song and why you like it.
You could put them on a 'play list' on an iPod, phone, tablet or on a CD.

■ **Learn the Makaton signs to a song**

Ask friends, staff or family to help you think about signs for the words of a song you like.

Singing Hands have recorded videos of themselves signing and singing to lots of different pop songs. You can watch and learn on YouTube, visit the website www.youtube.com and search for Singing Hands.

Activity sheet 43: Music quiz

Musical instruments

1. Which of these instruments do you hit with a wooden stick?
 - a. harmonica
 - b. saxophone
 - c. tuba
 - d. drum
2. What instrument do people hold under their chin and use a bow to play?
3. What two colours are the keys on a piano?
4. What do all these instruments have in common – cello, guitar, banjo, sitar?
5. How do you play a didgeridoo?

Singers in bands

Which band was each of these singers in?

1. Freddie Mercury?
2. Harry Styles?
3. Diana Ross?
4. John Lennon?
5. Gary Barlow?

Musicals

1. What group's songs are in the musical Mamma Mia?
2. What is the name of the musical about a car that can fly? (Clue – the child catcher is in it)
3. What is the musical where Sandy and Danny sing, 'You're the one that I want'?
4. In the musical The Sound of Music, what is Maria training to be before she goes to look after the Von Trapp children?
5. What is the name of the musical about Barnum's circus which has the song, 'This is Me'?

Activity sheet 43: Music quiz

Singers

1. What singer did a dance called the Moonwalk and had a pet chimpanzee called Bubbles? (Clue – sang the song 'Thriller')
2. Kylie Minogue first became famous as an actor on what TV programme?
3. What sort of music do Dizzee Rascal, Tinie Tempah and Stormzy perform?
4. Which famous singer lived in Graceland?
5. In 2010 Lady Gaga wore a dress made from
 - a. potatoes?
 - b. meat?
 - c. banana skins?
 - d. yoghurt pots?

Famous songs

1. What is the United Kingdom's National Anthem?
2. In Mary Poppins's song, a spoonful of what 'helps the medicine' go down?
3. Which country does the tune 'Happy Birthday' come from?
 - a. Scotland
 - b. America
 - c. China
 - d. Australia
4. What song from a film do people sing whilst dancing around a lamppost holding an umbrella?
5. What is the name of the song Pharrell Williams sang when he asked us all to 'clap along if you feel like a room without a roof'?

Extra challenge

Name five songs people sing at celebrations (such as Diwali, New Year, weddings and Christmas time)

The END of the quiz

Activity sheet 43: Music quiz (answers)

Instruments

1. d) drum
2. Violin or viola
3. Black and white
4. They have strings (they are string instruments)
5. You blow in it (it is a long wooden tube played by Australian Aborigines)

Singers in bands - which band was each of these singers in?

1. Queen
2. One Direction
3. The Supremes
4. The Beatles
5. Take That

Musicals

1. Abba
2. Chitty Chitty Bang Bang
3. Grease
4. A nun
5. The Greatest Showman

Singers

1. Michael Jackson
2. Neighbours
3. Rap music. They are rappers
4. Elvis Presley
5. b) meat

Activity sheet 43: Music quiz (answers)

Famous songs

1. God Save The Queen
2. Sugar
3. b) America
4. Singing in the Rain
5. Happy

Activity 44: Dream tea party



Guidance sheet

You will need:

- **Activity sheet 44: Dream tea party** – one for each person
- Pens

What to do

1. Dream tea party

- This activity is a chance to think about if you could invite anyone in the world to have tea with you, who would you choose and how would you plan it. Fill in **Activity sheet 44: Dream tea party** to show what your dream tea party would be like.
- Some people will be able to do this on their own.

Some might need help with spelling – you could write down their answers for them to copy or trace.

Some people like to write bigger or draw – you could cut out each question and glue it to another piece of paper to give people more space.

- There is a spare box for you to write anything extra you want.

Would you have music? What decorations would you have?

Would you play a game?

2. Make some sandwiches

- Which type of sandwich will you make?

Take your time to make them. What shape will they be? Will the crusts be cut off?

Extra ideas

- **Another type of pretend party**

Perhaps you like a different type of party – at a nightclub? An evening dinner party? A breakfast party?

- **Have a real tea party** with the people you live with.

You could plan this together.

Activity sheet 44: Dream tea party

Who would you like to invite?

It could be people you know or famous people.

- 1.
- 2.
- 3.



Sandwiches

Brown or white bread?

Squares or triangles?

Crusts on or cut off?

Favourite fillings

- 1.
- 2.
- 3.

Where would you want your tea party to be?

What to drink?

Cakes, fruit and sweet treats

- 1.
- 2.
- 3.

Savoury snacks and salad

Anything extra

Activity 45: Alphabet letters

Guidance sheet



You will need:

- **Activity sheet 45a: Alphabet letters** – one for each person (There are two sizes to choose from, best printed on card.)
- **Activity sheet 45b: Alphabet questions game cards** (optional)
- Paper and pens



What to do

1. Decorate the alphabet letters

You could colour them in or draw patterns in or around each letter.

Cut out each letter square.

2. Choose what to do with your alphabet letters. Here are three ideas:

■ Make a picture of the letters

Glue them to a bigger piece of paper.

Put them in the correct order of the alphabet or make them into a pattern.

■ Draw or cut out pictures from a magazine

What letter does each picture start with?

Can you match it with one of your letters?



Glue each picture next to the correct letter, or keep them separate and play a game of matching the letters to the pictures.

■ Play the Alphabet Questions game

- a. Cut out the squares on the **Activity sheet 45b: Alphabet questions game cards**.

Put them face down in a pile.

Activity 45: Alphabet letters

Guidance sheet

- b. Use one set of alphabet letters.

You can take out the letters Q, V, X and Z because they can be too hard.

Put the letters face down in a pile.

- c. Turn over one letter and one question.

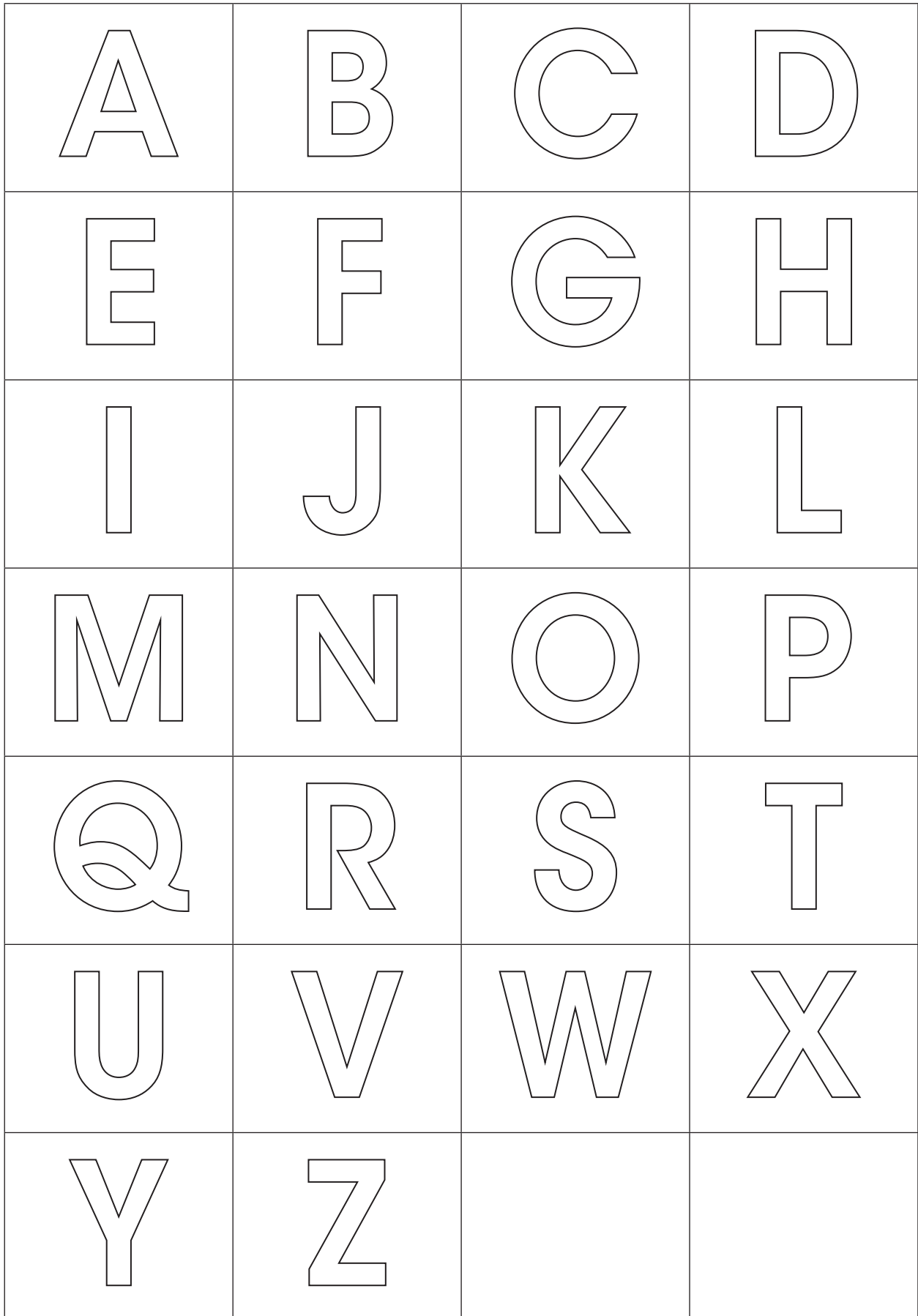
Try to think of things in that category beginning with that letter.

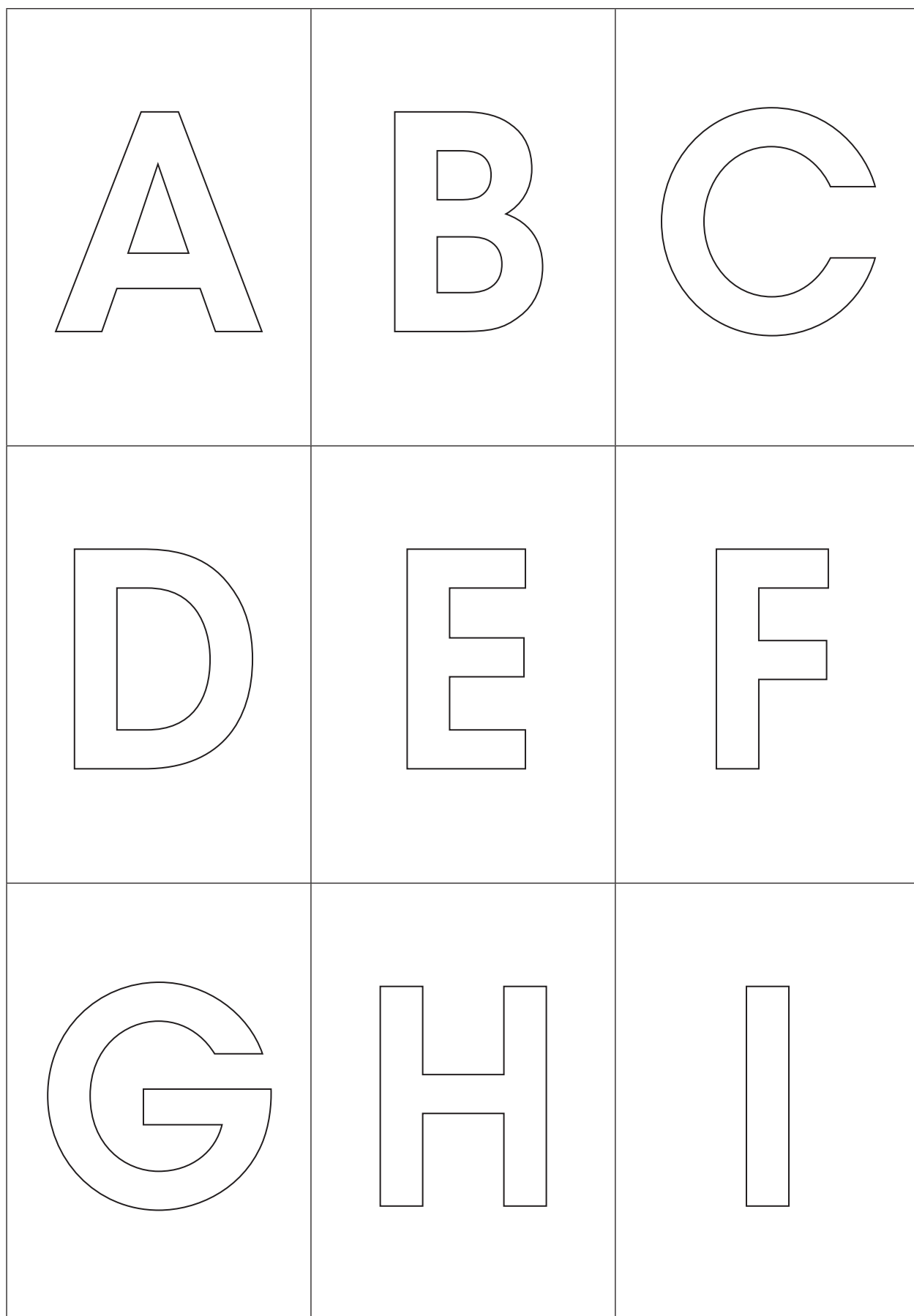
How many things will you try and think of – one, three, five or more?

Now try a new letter and new question.

Some people might find the game easier than others.

If someone is finding it hard to think of something, and others have got ideas, they could help the person by giving them clues.





J

K

L

M

N

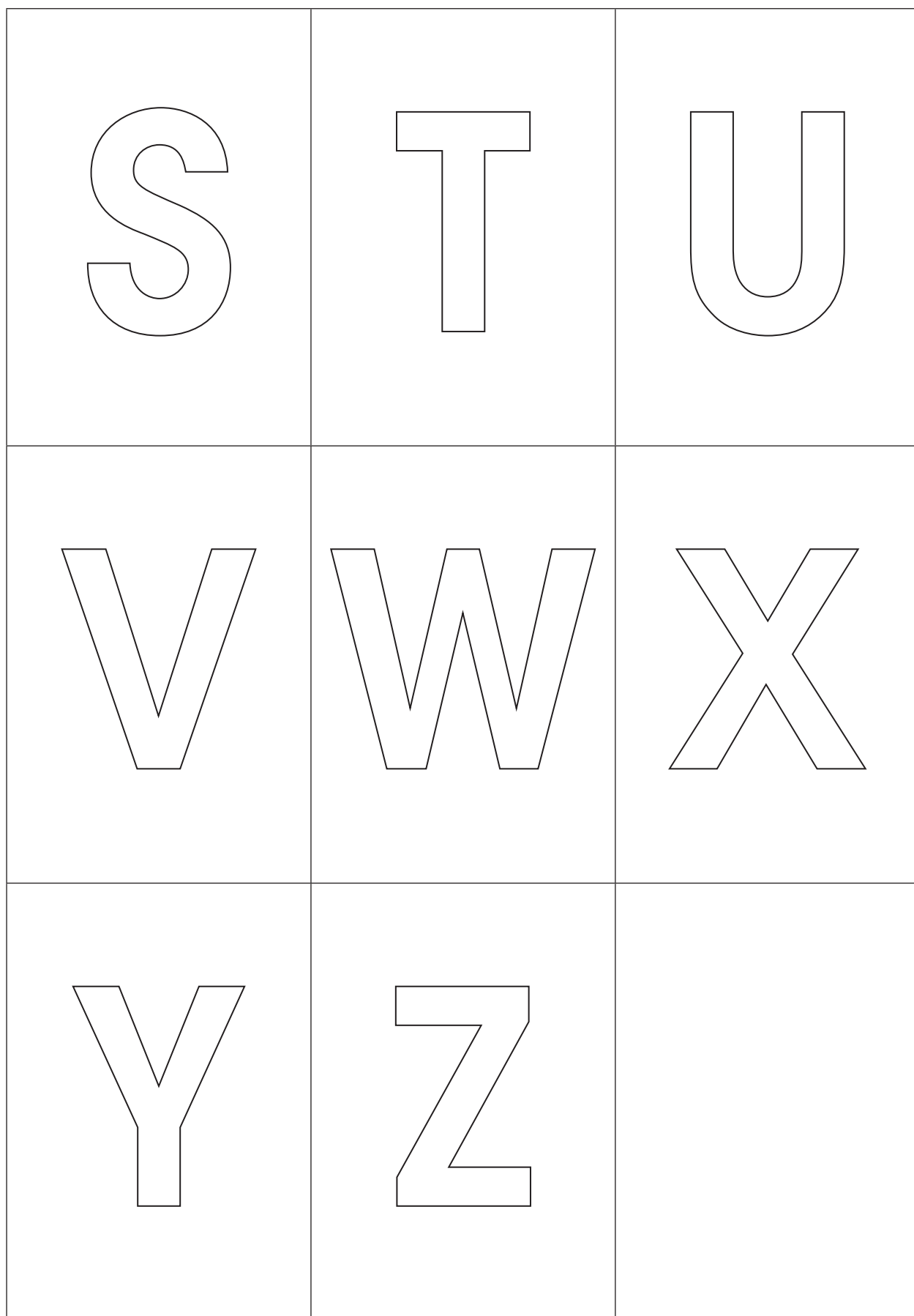
O

P

Q

R

Activity sheet 45a: Alphabet letters



Activity sheet 45b: Alphabet questions game cards

a person's name	an animal	something in a kitchen
something at a zoo	something in the garden	something you can eat
a name for a pet animal	something that grows (in a garden, park, wood or farm)	a sport or game or hobby
something in a college or school	a place (town, city, country or somewhere you go to)	TV programme or people on the TV
something at the seaside	something at a supermarket	something that is bigger than you

Activity 46: Colours

Guidance sheet



You will need:

- **Activity sheet 46: Colours** – one for each person
- Pens

What to do

1. Activity sheet 46: Colours

- a. Look for things in your home and for each colour on the sheet.

Tick or write on the sheet as you do the activity.

If you need help, you could point or tell someone who could write it down for you.

- b. Think about your favourite colours.

You could write the colour or draw with that colour in the box.

If you have more than one favourite, you could put more than one colour in each box.

Extra ideas

■ Favourite colour picture

Make a picture just using one of your favourite colours.

Look for things that are the colour you have chosen.

What could you use for your picture?

- magazines and leaflets – cut them out and glue them to your picture
- pens and crayons – draw pictures and patterns with them
- scrap paper and packaging – cut them into shapes and glue them to your picture

Activity 46: Colours

Guidance sheet

■ Different coloured foods

It is good to have foods of different colours. If we only ate brown food we would not be getting all the things our bodies need to keep healthy.

Look at **Activity sheet 46: Colours**.

How many different foods can you think of for each colour?

You could draw a picture of them or you could write them in a list.

Top tip – think about fruit and vegetables.

They come in all sorts of different colours.

Activity sheet 46: Colours

Look around your home and garden.

Can you find something of each colour?

You could tick each box or write what you have found

Red	
Orange	
Yellow	
Green	
Blue	
Pink	
Purple	
Brown	
White	

Favourite colours

What is your favourite colour for each of these things?

Favourite colour for a jumper
Favourite colour for a flower

Favourite colour for your bedroom
Favourite colour for a pair of shoes

Activity 47: When I was younger



Guidance sheet

You will need:

- **Activity sheet 47: When I was younger**
- Pens

What to do

1. Complete **Activity sheet 47: When I was younger**.

- Some people will be able to do this on their own.
- Some might need help with spelling – you could write down their answer for them to copy or trace.
- Some people like to write bigger or draw – you could cut out each question and glue it to another piece of paper to give people more space.

What other happy memories do you have from when you were younger?

2. Ask someone else the questions.

- Ask people who you live with or who help you at home.
- Phone someone you know and ask them the questions.
- Write a letter to someone you know. Tell them your answers and write the questions for them to answer.

Extra ideas

■ **Make a poster about when you were younger**

You could write, draw, or glue pictures from magazines or the internet.

You might choose to just do about one topic such as school, games, toys, sweets or holidays.

Activity 47: When I was younger

Guidance sheet

■ Have a sing-a-long

There are lots of songs that children, adults and families sing together.

Do you remember any of these? What others do you remember?

- *She'll be coming round the mountain when she comes*
- *If you're happy and you know it*
- *Nellie the Elephant*
- *Once I caught a fish alive*
- *Row, row, row your boat*
- *I know an old lady who swallowed a fly*
- *A sailor went to sea, sea, sea*

Activity sheet 47: When I was younger

This sheet gets you thinking about when you were younger.

Ask other people you know about their memories. It is interesting to learn how our childhoods may be different depending on how old we are and where we lived.

Tick which **games you played outside**

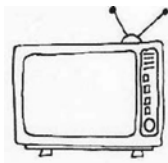
- | | | |
|---|---|-------------------------------------|
| <input type="checkbox"/> Hopscotch | <input type="checkbox"/> Hide and Seek | <input type="checkbox"/> Tig |
| <input type="checkbox"/> Skipping games | <input type="checkbox"/> Throwing and catching a ball | |
| <input type="checkbox"/> Kick the can | <input type="checkbox"/> Clapping games | <input type="checkbox"/> Kiss chase |



What did you call the games you played? Did you sing songs when playing?

Tick which **TV programmes** you watched

- ☐ Lassie
- ☐ Blue Peter
- ☐ The Muppet Show
- ☐ Play School
- ☐ Scooby-Doo
- ☐ The Sooty Show
- ☐ Tom and Jerry



What TV programmes did you like?

Did you have any **school trips** or outings?

- ☐ YES ☐ NO



Where did you go? **What** did you do?

Draw a circle round the **things you did**

Play in a
paddling
pool

Play on
swings at
the park

School
play

Fish for
tadpoles

Sweets in a
little paper
bag

Hug a
dinner
lady

Collect shells
on the beach

Play games
at parties

Activity 48: Story pictures

Guidance sheet



You will need:

- **Activity sheet 48a: Story pictures** – one for each person
- **Activity sheet 48b: Story picture examples** (you might want to read this to get some ideas)
- Pens and paper

What to do

1. Cut out the squares on **Activity sheets 48a** and **48b**.
2. Use the story pictures to make a story.

The pictures are designed to inspire people to think of stories.

It could be a story for yourself, for a child or someone else.

You can think of a story on your own or as a team.

- Some people like to talk and tell their stories.
 - Some people like to write their stories.
 - Some people like to draw their stories.
 - Some people like other people to make up stories for them.
- a. **Put all the pictures face down** on the table, or fold them in half and put them in a bag or container.
 - b. **Choose some pictures.**

Three is a good number to start with, but you can pick more if you want to.
 - c. **Use the pictures to make up a story** (the story can be real or made up).
 - What is each picture?
 - What does each picture make you think about?
 - What might happen in the story? At the start, in the middle, at the end
 - Who else could be in the story? Where might the story be?
 - d. Tell your story. You can also write or draw it if you want to.

Activity 48: Story pictures

Guidance sheet

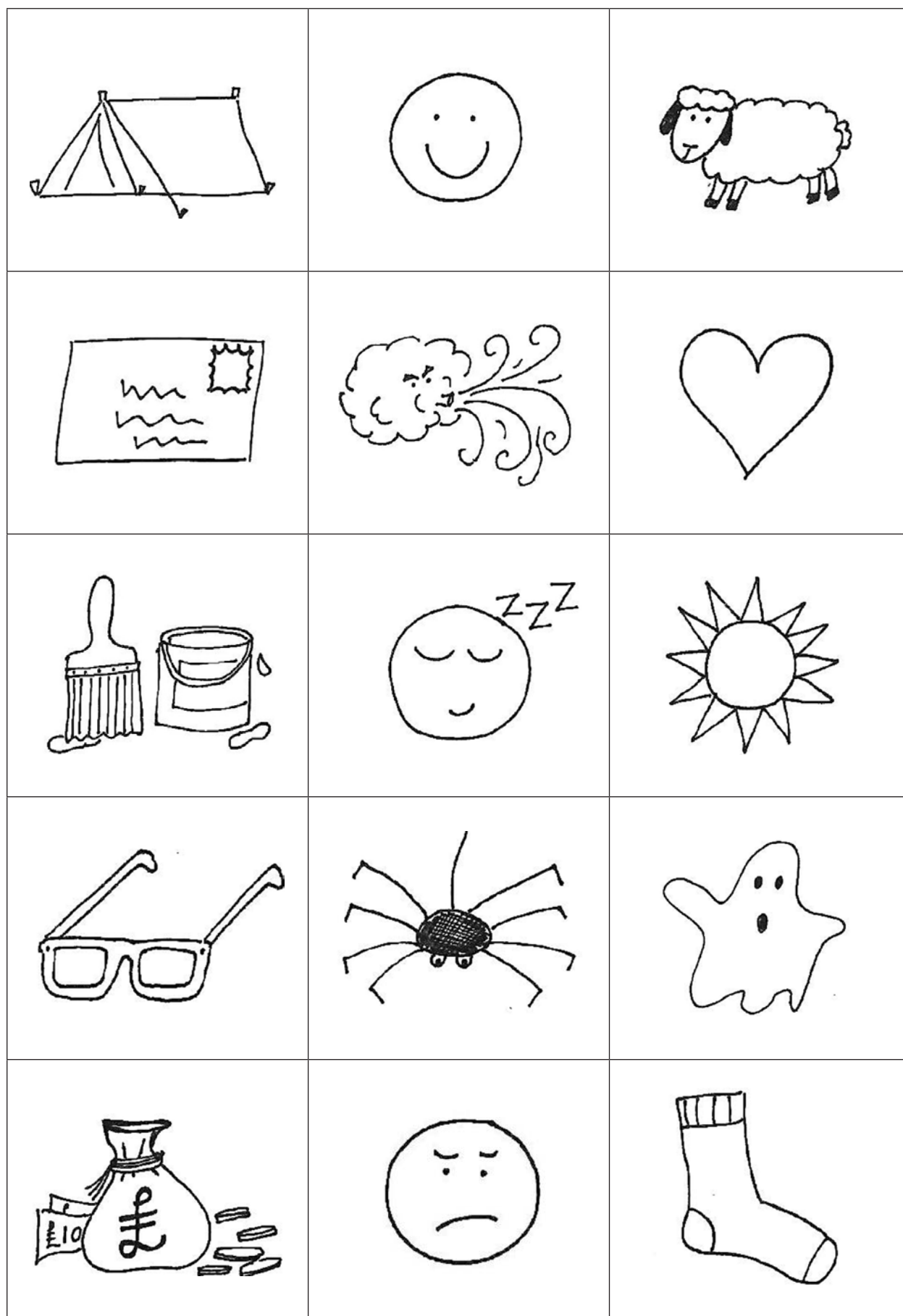
Extra ideas

- **One person chooses a picture and starts a story,** 'Once upon a time, there was a ...' and says something about the picture they chose.

The next person chooses a picture and says something about their picture that could happen in the story.

Keep taking turns to choose a picture and add to the story.

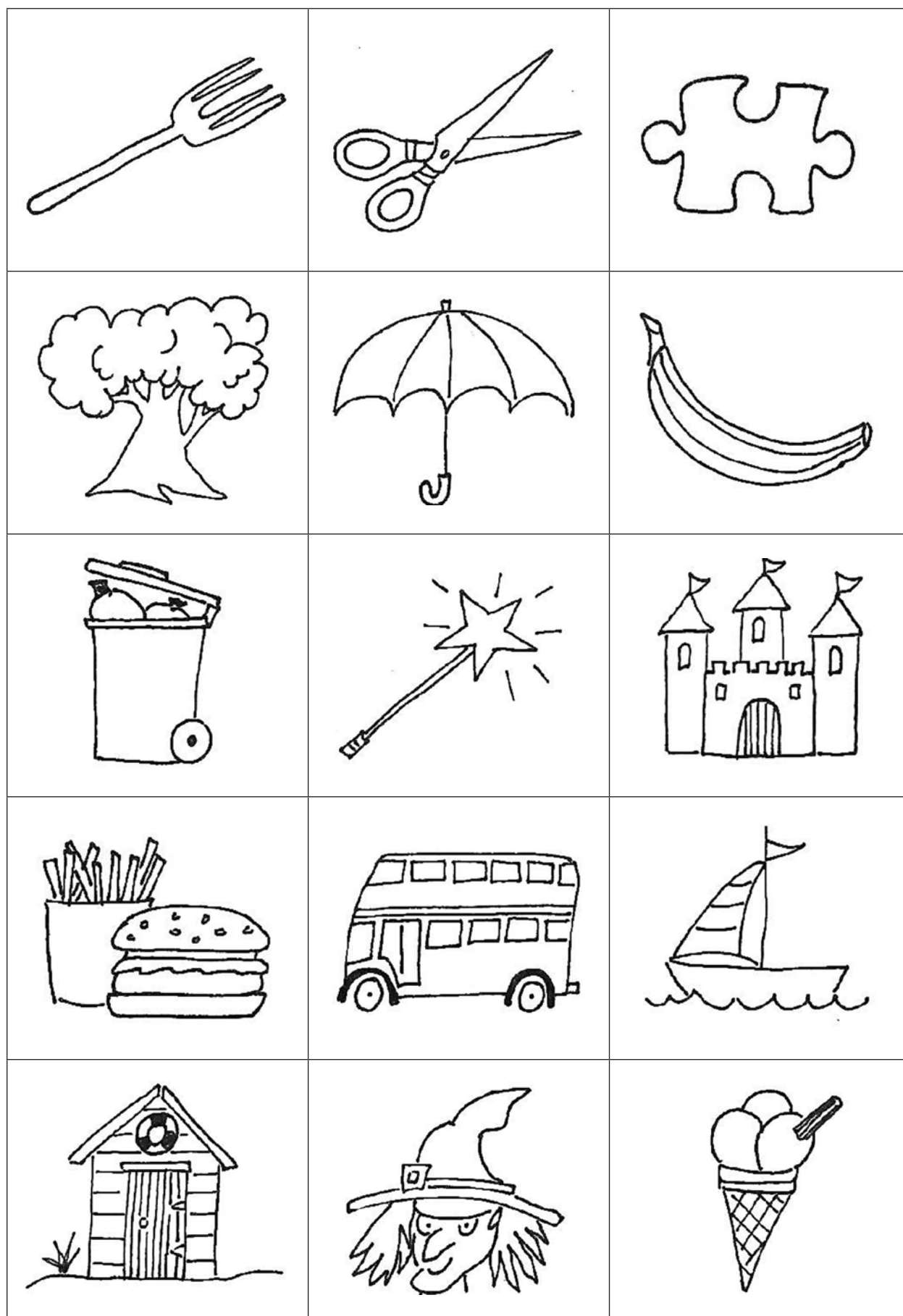
Activity sheet 48a: Story pictures



Activity sheet 48a: Story pictures



Activity sheet 48a: Story pictures



Activity 48b: Story picture examples

Sam and her supporter decided to make and tell some stories.

They mixed up all the story pictures in a bowl.



Sam chose to just pick out one picture first. It was a sheep. It reminded Sam of a real story from when she was a girl.



Story 1



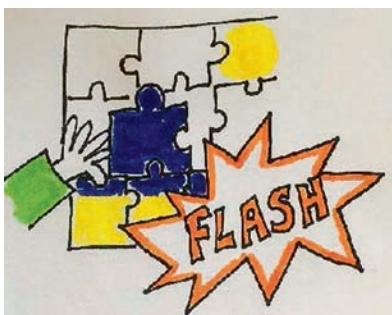
We went on a school trip to a farm. Ben tried to stroke the sheep, but they kept running away.

When we were eating our picnic lunch, a sheep sneaked up behind Ben and took one of his sandwiches!

Sam picked out another picture. It was a jigsaw piece. Sam made up a story about it.



Story 2



Once upon a time, I was given a jigsaw. It was of a beach, with blue sea and sunshine.

It took a long time to do. When I put in the last piece of the jigsaw, there was a big flash.

I was magically at the beach on the jigsaw picture. It was amazing!



I paddled in the sea and looked at the shells. I lay on a sunbed and closed my eyes.

When I opened my eyes, I was back in my home. There was sand in between my toes.

Sam's supporter challenged her to pick three pictures out of the bowl.

Activity 48b: Story picture examples

Sam picked a sock, a bee and an ice cream.

Sam and her supporter talked about what might happen in a story with such a funny mix of things. They made up the story together.

Story 3

Once upon a time, Dee was hanging out her washing in the garden when she heard the ice cream van.

She bought an ice cream cone with strawberry sauce, sprinkles and a chocolate flake.



Dee sat in the garden to eat her ice cream.

A bee came buzzing along. It kept trying to land on Dee's ice cream.

Dee tried to shoo the bee away, but it would not go.

*Dee did not want to hurt the bee, but she **did** want to enjoy eating her ice cream.*



Dee spotted her socks blowing on the line.

She put a little bit of the ice cream on one of the socks for the bee to eat.

The bee sat happily eating the ice cream on the sock. It was like being on a swing!

Dee would need to wash her sock again, but it was worth it to be able to eat her ice cream in peace.

Now it's your turn to pick some pictures and make a story...

Activity 49: Butterflies



Guidance sheet

You will need:

- **Activity sheet 49a: Make a butterfly to flutter by** – one for each person
- **Activity sheet 49b: More butterfly shapes** – if you want to decorate more butterflies
- Colouring pens and scissors
- Blu Tack or two paperclips

What to do

1. Make a butterfly to flutter by

Follow the instructions on **Activity sheet 49a: Make a butterfly to flutter by** to make your butterfly.

Some people may need help to design or draw the shapes on their butterfly.

2. Helping your butterfly flutter its wings

Give your butterfly a chance to get balanced.

When it is balanced, gently move your finger up and down. Watch the wings move like it is really flying.

Try balancing your butterfly on other things – the top of a pen, a chopstick or something else.



Extra ideas

- **Spring and summer are good times to look for butterflies.**

They often like to sit in the sun with their wings open.

If you see a butterfly, stay still and quiet, you could count them.

Look at the patterns and colours on their wings, are they big or small?

Activity 49: Butterflies

Guidance sheet

■ Did you know that a butterfly starts its life as a caterpillar?

Step 1 Caterpillar

Step 2 Chrysalis – The caterpillar hides in a chrysalis and starts to change

Step 3 Butterfly – The caterpillar has changed into a butterfly

Draw a picture or write a story about the life of a butterfly

■ *How might the caterpillar be feeling while it waits in the chrysalis?*

*How do **you** feel when you need to wait for something?*

*How might the butterfly feel when it first sees its wings? Excited?
Scared?*

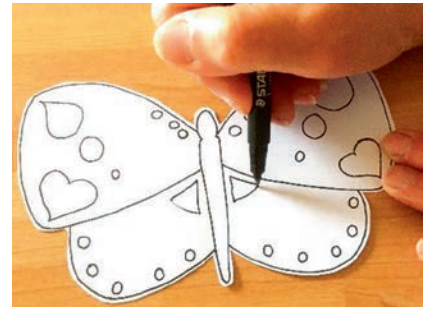
*How do **you** feel when you are going to do something new?*

Activity sheet 49a: Make a butterfly to flutter by

1. **Carefully cut out the butterfly shape** at the bottom of this page.
2. **Draw patterns on the butterfly's wings.**

A butterfly's right wing has the same patterns and colours as its left wing. This is called symmetry.

When you are drawing your patterns, try to draw the same shape and size patterns on each wing.



3. **Colour in your patterns and shapes.**

Try to colour each shape on the right wing in the same colours as the shapes on the left wing.



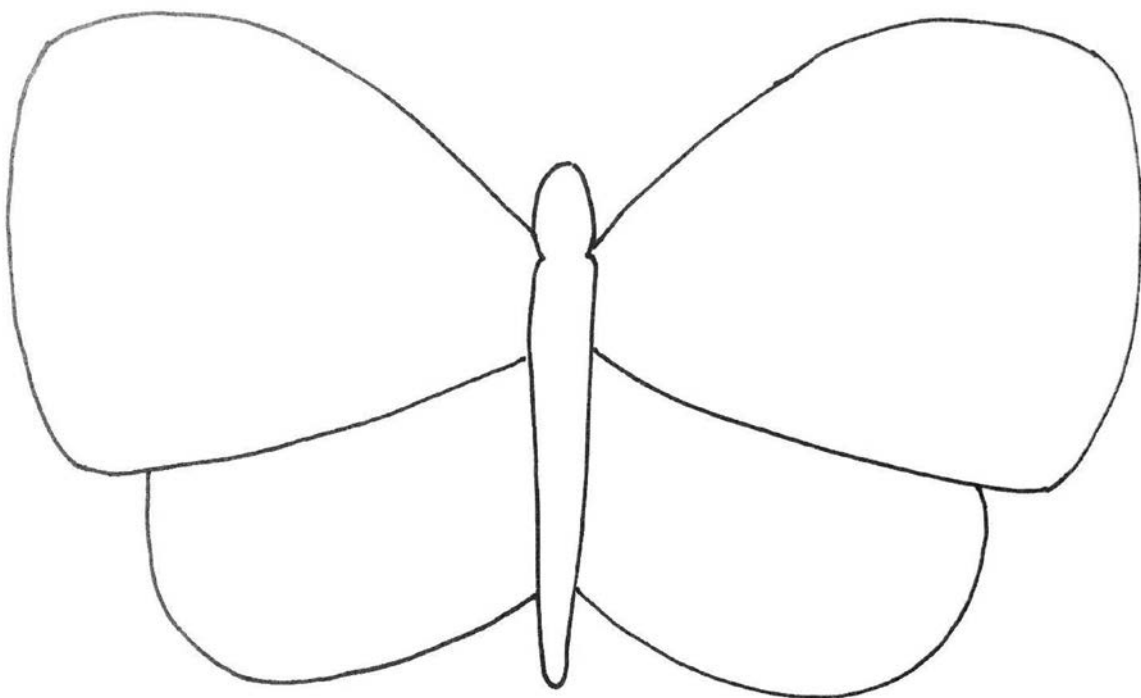
4. **Put a small piece of Blu Tack on the back of each of your butterfly's wings** near the top of each wing.

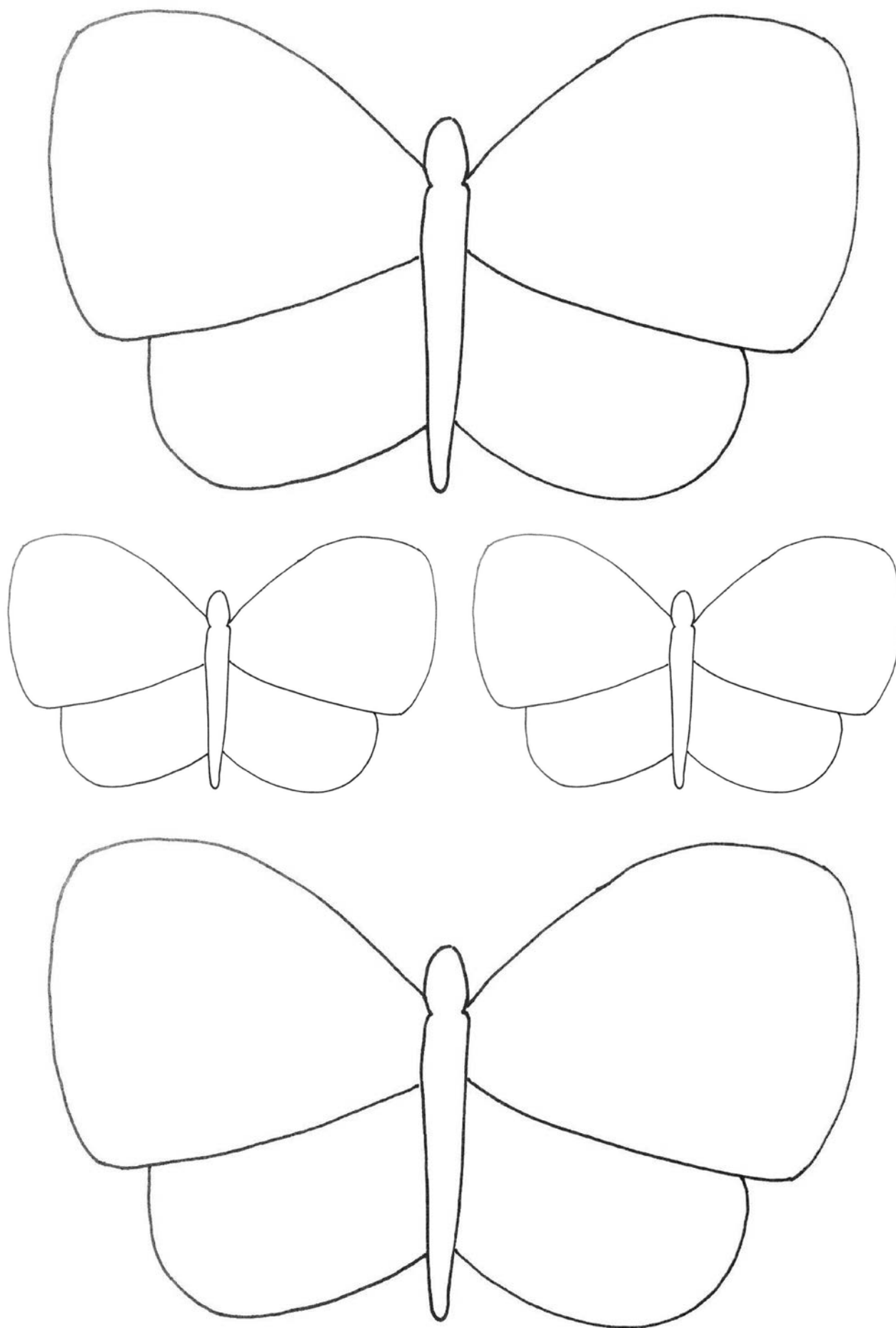
(If you haven't got Blu Tack, you can clip a paperclip to each wing instead.)

5. **Your butterfly is now ready to flutter its wings.**



Balance the head of your butterfly on your flat finger. Gently move your finger up and down.





Activity 50: Trees



Guidance sheet

You will need:

- **Activity sheet 50a: Make a themed tree** – one for each person
- **Activity sheet 50b: Tree template**
- **Activity sheet 50c: Different leaf shapes template** (optional)
- Scissors and glue
- Pens and colouring pens

What to do

1. Make a themed tree

This activity is about using the shape of a tree to show a theme such as your family, wishes or things you like. Follow the instructions on **Activity sheet 50a: Make a themed tree** and **Activity sheet 50b: Tree template**.

- Some people will be able to do this on their own.
- Some might need help with spelling – you could write down their ideas for them to copy or trace.

Extra ideas

- **Look carefully at real trees** in a garden, at a park, or in the countryside

Leaves – Has it got any leaves? Look at **Activity sheet 50c: Different leaf shapes template**. Can you find any of these shaped leaves? What colour are they?

Things on the tree – What else can you see on the tree? Flowers? Fruit? Fir cones? Nuts? Bird box?

Type – Do you know what type of tree it is? If you don't know, you could try and find out.

Size – How big is the tree? Is it taller than you? Is it taller than a house? Could you put your arms all around the trunk?

Activity 50: Trees

Guidance sheet

Creatures – Sit or stand quietly. Are there any creatures living in the tree? Birds? Animals? If you look closely you might see some insects living on the tree too.

When you get home, you could make a picture or write about the tree.

■ Go on a walk and collect things that have fallen from trees

Put them in a box or on a tray. Spend time exploring what each thing feels and smells like. Make a pattern with the things or some art.

Activity sheet 50a: Make a themed tree

1. **Choose a theme for your tree.** Here are some ideas:

friends and family ~ wishes or hopes ~ favourite things

something you like to do ~ animals ~ a hobby



2. **Write or draw on the leaves**

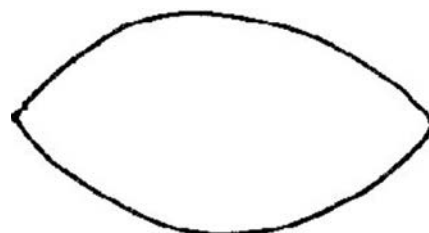
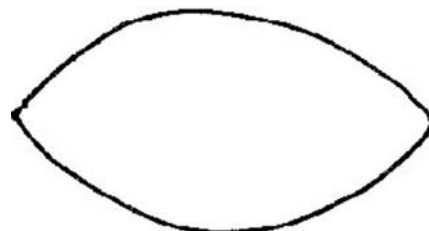
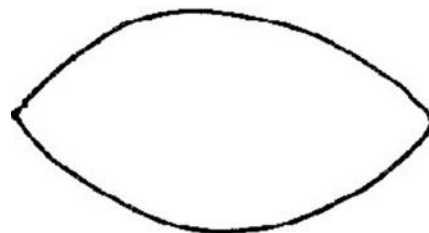
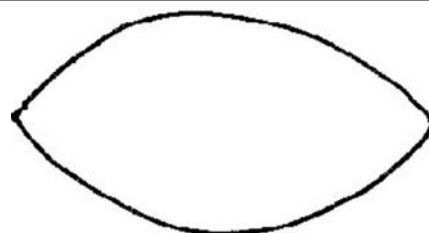
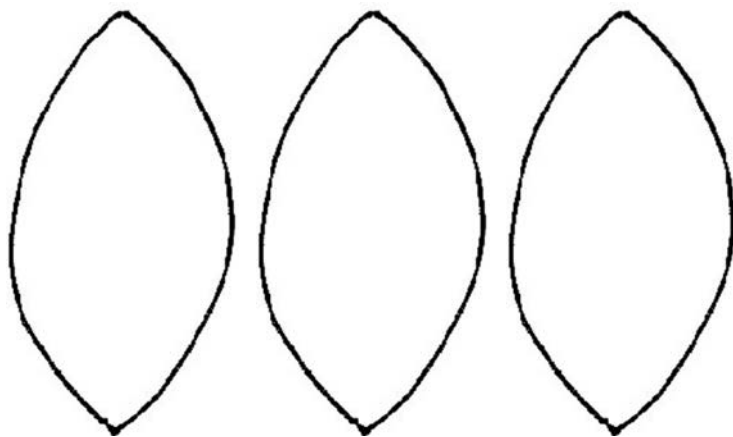
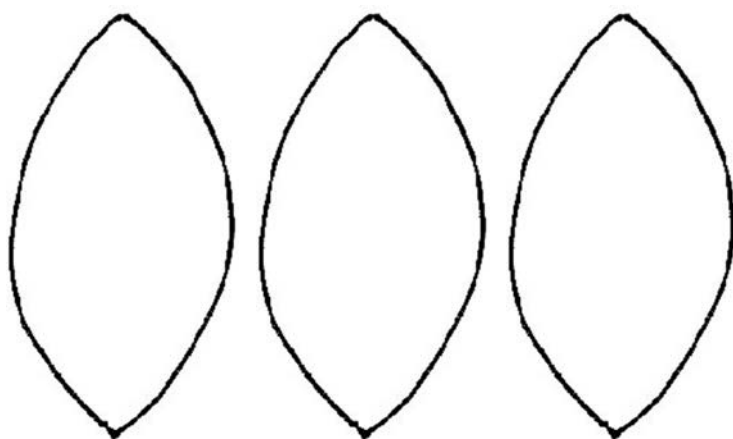
- **Cut out** the leaves.
- **Write or draw** on each leaf.
- **Glue each leaf** to your tree.

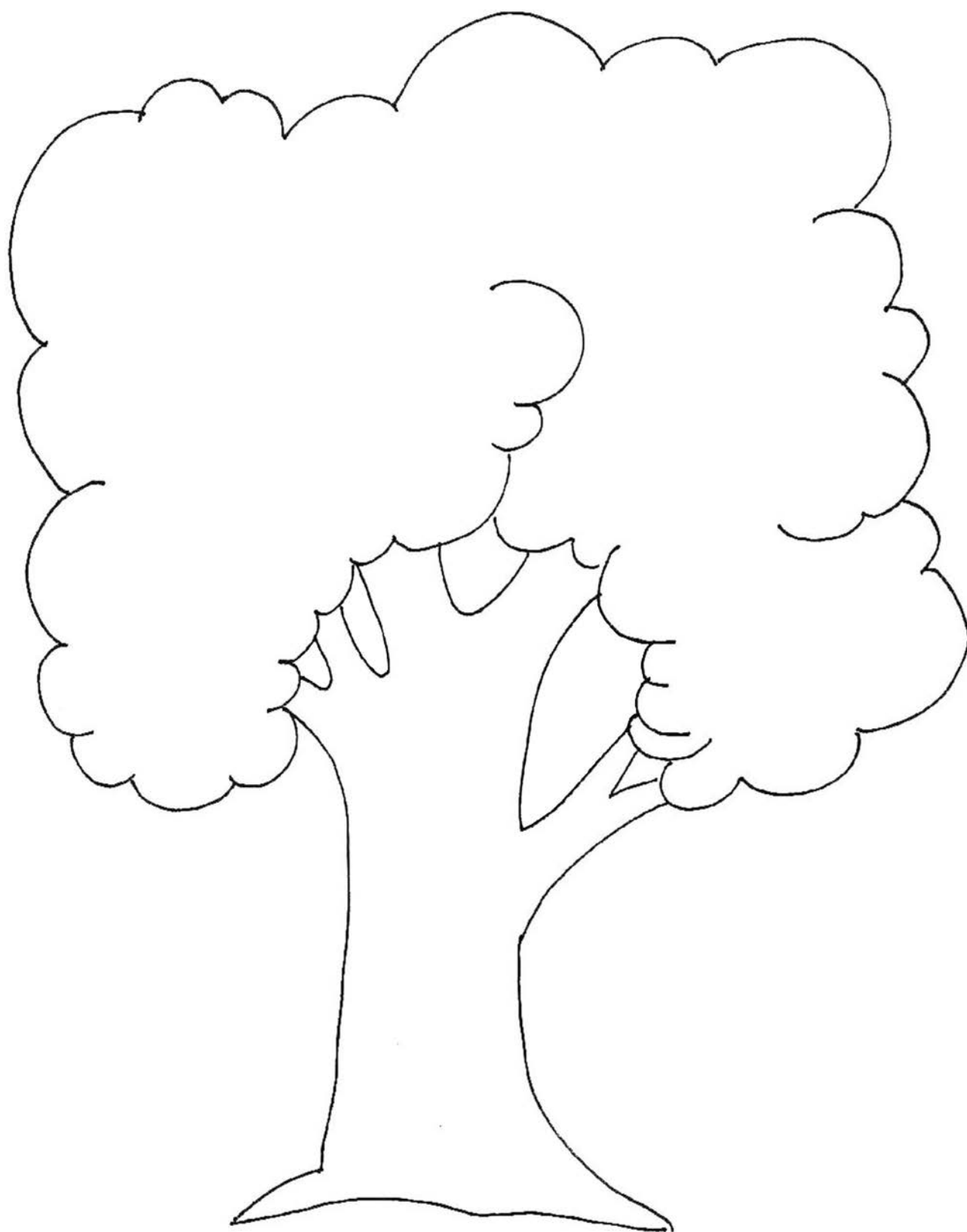
You might like to draw pictures or decorate in between the leaves and around the tree.

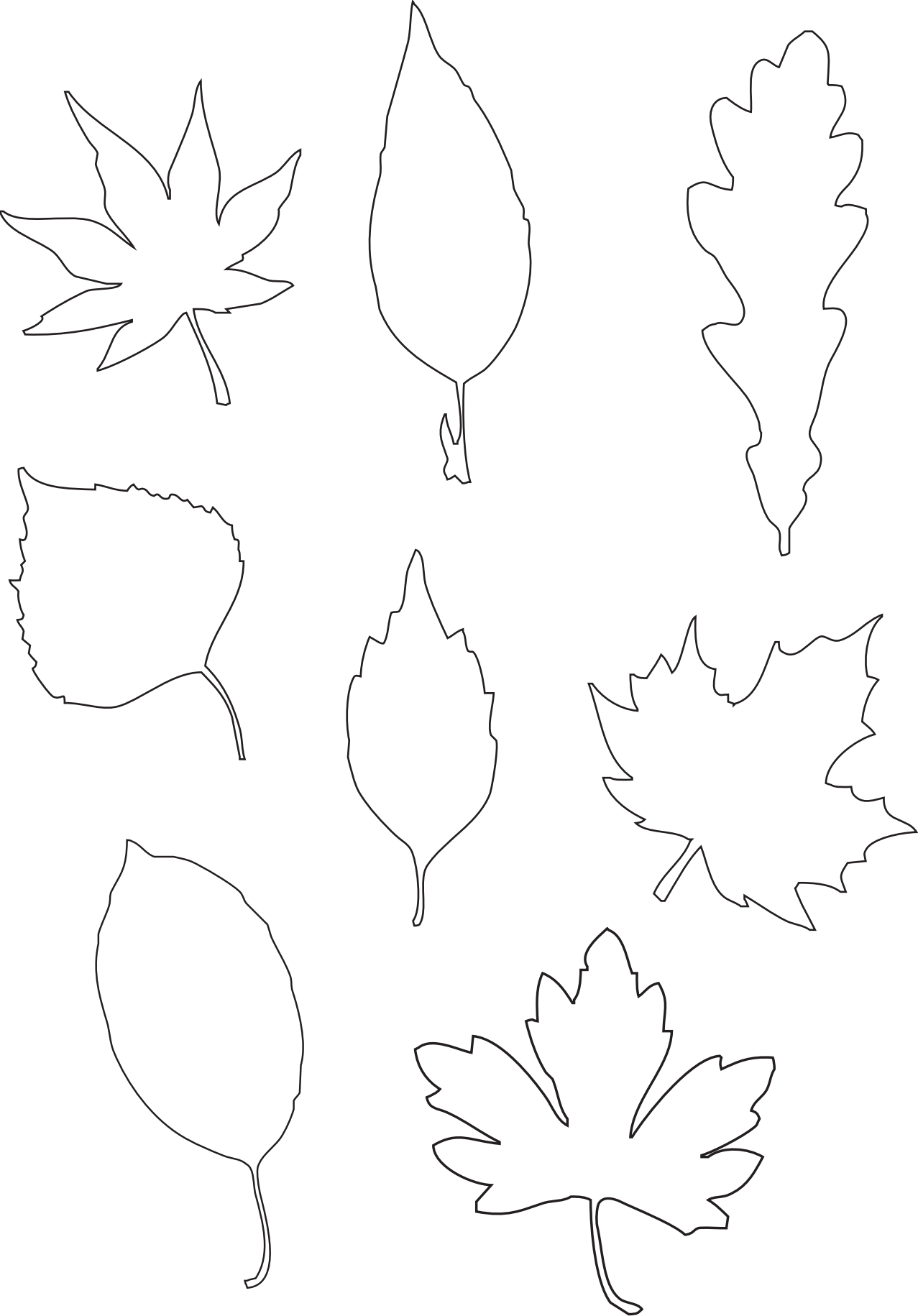
If you don't want to use the leaves, you could write or draw straight on to your tree.

For example, if your theme were...

- family and friends, you could write their names on the leaves
- wishes, you could write each thing you wish for on each leaf
- a football club, you could write each player on a leaf







Activity 51: Buildings quiz

Guidance sheet



You will need:

- **Activity sheet 51: Buildings quiz** – one for each person
- Pens

What to do

1. Get a copy of **Activity sheet 51: Buildings quiz** ready.
Be careful, the answers are on the last page of the quiz.
Keep them safe so no one can have a sneaky look too soon.
2. If you are with other people, you could work in teams.
What will your teams be called?
Who will read out the questions?
Will one person be the Quizmaster or will you take turns?
People can write down the answers or take turns to call out their answer.

Extra ideas

- **Go for a walk and look at the buildings near where you live**
 - Look at the different sizes and shapes of the buildings.
Do you think they are new or old? Which ones do you like the best?
 - Buildings where people live – how many different types of home can you see?
House, bungalow, flat, mobile home, care home?
 - Buildings where people go to do an activity – can you work out what activities people might do in each building you see?

Activity 51: Buildings quiz

Guidance sheet

■ Design your dream building to live in

Draw, write or talk about your dream building.

- How many rooms will it have?
- What will the walls, windows and doors be like?
- Will it have a garden? What will the garden be like?
- What special things will your dream building have?

Swimming pool? Bowling alley? Ball pool? A room full of soft bean bags and blankets? A disco room big enough for all your friends?

Activity sheet 51: Buildings quiz

Buildings where people live

1. What building where people live has only one floor and no staircase and begins with the letter B?
2. What is an igloo usually made from?
3. What is the tall building by the sea where the person lives who helps ships to be safe?
4. What building is made with thick stone walls and might have towers, a moat and a drawbridge?
5. What do you call a row of houses that are all joined together?
 - a. Toppled
 - b. Terraced
 - c. Tweaked
 - d. Tumbled

Famous buildings

1. In what country are these buildings, The White House, The Empire State Building and Disney Cinderella Castle?
2. What is unusual about the Tower of Pisa?
3. In the UK, in what building does the Prime Minister and MPs meet to make decisions and laws?
4. A long time ago, the Egyptians made buildings that look like triangles. What are they called?
5. What UK seaside town has a famous tower with a ballroom in it?

Activity sheet 51: Buildings quiz

Buildings we visit

1. What is the building where teachers work and children go to learn?
2. What building do people usually go to for an x-ray?
3. What is the building where people go to play squash, use gym equipment or swim?
4. Where do people go to use computers and borrow books?
5. What do people go to watch at these buildings, Anfield, Wembley and Old Trafford?
 - a. Horse racing
 - b. Ballet
 - c. Ice hockey
 - d. Football

Buildings in TV and films

1. In the Harry Potter films, what is Hogwarts?
2. What buildings are The Queen Vic, Cheers, The Waterhole and The Rovers Return?
3. What building does Willy Wonka work in?
4. What type of building does Dr Who's Tardis look like from the outside?
5. In the film, what building did King Kong climb?
 - a. The Pyramids
 - b. The Empire State Building
 - c. Sydney Opera House
 - d. Buckingham Palace

Activity sheet 51: Buildings quiz

Buildings on the farm

1. What is the building where horses live?
2. What animal lives in a sty?
3. What is the building where the farmer might keep straw, farm equipment and cows?
4. What is the building where hens live?
 - a. Coop
 - b. Hoop
 - c. Loop
 - d. Swoop
5. What is the small building outside where dogs sometimes sleep?

Extra challenge

Name five types of building or thing that people could stay in on holiday.

The END of the quiz

Activity sheet 51: Buildings quiz (Answers)

Buildings where people live

1. Bungalow
2. Snow or ice
3. Lighthouse
4. Castle
5. b) terraced

Buildings in TV and films

1. A school
2. Pubs / bars
3. Chocolate factory
4. Police phone box
5. b) Empire State Building

Famous buildings

1. United States of America
2. It is leaning
3. Houses of Parliament
4. Pyramids
5. Blackpool

Buildings on the farm

1. Stable
2. Pigs
3. Barn
4. a) Coop
5. Kennel

Buildings we visit

1. School
2. Hospital
3. Leisure centre or sports centre
4. Library
5. d) football

Activity 52: Keeping busy

Guidance sheet



You will need:

- **Activity sheet 52a: Keeping busy wordsearch** – one for each person
- **Activity sheet 52b: Keeping busy choices** – one for each person
- Pens

What to do

1. People can use **Activity sheet 52a: Keeping busy wordsearch** in different ways:
 - find each word independently
 - find first letter independently, but need help with the other letters
 - find the first letter only
 - print the wordsearch in black and white if people don't need the coloured letter clues
2. **Activity sheet 52b: Keeping busy choices**

This activity helps you to think about things you have done to keep busy and to plan what you might want to do in the future.

Fill in **Activity sheet 52b: Keeping busy choices** to show the types of activities you like and the ones you don't like.

- Some people will be able to do this on their own.
- Some might need help with spelling – you could write down their answer for them to copy or trace.
- Some people like to write bigger or draw – you could cut out each question and glue it to another piece of paper to give people more space.

Activity 52: Keeping busy

Guidance sheet

Extra ideas

- Think about what other activities you want to do
 - a. Talk to the people who support you, your family or friends.
 - b. You might choose to:
 - do some of the activities in this book
 - do some activities your staff, family or friends suggest
 - make your own activities
 - look on the internet for new ideas for things you enjoy
 - c. Make a list of the activities you want to do – *Keep Busy, Connect and Learn*.

Activity sheet 52a: Keeping busy wordsearch



draw

activity

colour

game

quiz

wordsearch

story

favourite

write

treasure

busy

feel good

f	a	l	g	o	m	o	f	a	t	i
e	w	o	r	d	s	e	a	r	c	h
c	a	o	d	r	a	w	v	e	f	t
o	r	g	p	l	g	a	o	w	e	c
l	h	t	r	e	a	s	u	r	e	s
o	c	r	s	q	m	w	r	u	l	t
u	k	e	w	u	e	r	i	x	g	o
r	a	c	t	i	v	i	t	y	o	r
p	m	d	v	z	o	t	e	r	o	y
k	n	b	u	s	y	e	h	s	d	j

Activity sheet 52b: Keeping busy choices

Use this sheet to think about different activities.

Tick which **activities you like to do**:



activities when you move about or do things



activity sheet about you



game



wordsearch



quiz



story



craft (making things)



activity to look for things

Which activities do you like the **best**?

What do you like about them?

Who do you like to do activities with?



Put a circle round the **skills you like to use** when you do the activities

Read pictures

Colour

Listen to others

Read letters

Draw

Think about new ideas

Read numbers

Write

Talk about things you know

Read words

Use scissors

Take turns

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Person-centred Active Support training pack and self-study guide (2nd edition)

By Beadle-Brown, J Murphy, B and Bradshaw, J.

The principles of active support are based on a sound evidence base from behaviour and learning theory and are explored in the *Person-centred Active Support Training Pack* (2nd edition). And as such are, what we know works best for everyone who needs support to be independent, exercise choice and control and be a contributing part of their local community.

This up-to-date training resource reflects the changes in the social care and learning disability context in the UK as well as in many other countries, and the valuable experience the authors have gained from 13 years of using the resources for training in many different settings.

The book is designed to provide the learner with knowledge about what active support is, why it is important, what it looks like in practice, and some of the key facts around what is needed for success. The book is designed for people to follow as self-study or as part of a training programme. It includes videos and exercises to promote independent thinking and learning. It is available in both hard copy and digital formats, and provides about five to seven hours of learning, with a certificate of completion.

Supporting People with Intellectual Disabilities to Have a Good Life as They Grow Older: A training pack

By Christine Towers

Growing older is a process with numerous gradual or sudden changes over time. For staff supporting people with intellectual disabilities, it may be difficult to recognise these changes or know how best to meet their changing needs. People with intellectual disabilities often age biologically at a younger chronological age than the general population, and many will have very

different life experiences of getting older, for example having missed out on work, having a family and developing long-term relationships. These factors can adversely affect self-esteem as well as sources of financial and social support to fall back on as they grow older.

These new resources address a significant gap in the knowledge and practice of supporting people with learning disabilities as they grow older. Both aim to help staff and others to improve their understanding of how growing older may affect individuals, and ways of providing good support to people with learning disabilities.

This training pack provides the resources needed to deliver training on growing older and comes with guidance on running each session, together with online exercise sheets and handouts, presentation slides, video clips and other resources. The self-study guide (also included in the training pack) can be purchased separately and contains a self-study route with access to the video clips online.

Supporting People with Learning Disabilities and Dementia: A training pack for support staff (based on the *Supporting Derek* film and guide)

By Heather Wilkinson, Karen Watchman and Philly Hare

Within this pack you should find everything needed to deliver individual training sessions, or combined, as a half or full-day training course. *The Supporting People with Learning Disabilities and Dementia Training Pack* aims to:

- equip staff and volunteers with the confidence and knowledge to provide a high quality of support that is appropriate to each person with a learning disability and dementia
- support staff and volunteers to reflect upon, and develop, the provision of care based on the experiences, context and preferred outcomes for each person with a learning disability and dementia
- provide materials, information and points for discussion that will support ongoing learning and development
- the main objective of the pack is to promote holistic support that will maintain the abilities of the individual and provide them with services that meet their needs. Included in the pack are four resources:
 - the trainer guidelines (including the PowerPoints, resources and handouts needed to run the training)
 - a self-study guide for support staff and carers for trainers to refer to

- the practice development guide provides an overview of content from the self-study guide and the trainer guidelines. It can be provided to learners at the training sessions to supplement the training materials and is available to download
- an online link to the 'Supporting Derek' film.

Understanding and Responding to Autism: The SPELL Framework Self-study Guide (2nd edition)

by Julie Beadle-Brown and Richard Mills

This guide provides a self-study route through the SPELL framework, supporting people on the autistic spectrum using a person-centred approach that also promotes neurodiversity. The book guides the reader through the materials and when to watch particular videos and do the various exercises and activities.

A copy of the book is also included in the *Understanding and Responding to Autism: The SPELL Framework 2nd edition* training pack as it mirrors the trainer's script from the pack and provides the background information needed to run the training, provided in a convenient format.

It includes audio files, videos and exercises to promote independent thinking and learning.

The aim is to promote understanding of autism and to help people provide person-centred support to children and adults on the autism spectrum. This revision will elaborate on the SPELL framework as a way to both understand and support children and adults on the autism spectrum.

