

**VISION LOSS  
REHABILITATION  
CANADA**  
BRITISH COLUMBIA



**April 27 – May 1**

## **Week 3 has arrived!**

Our partnership with Blind Beginnings, PRCVI, and BC Blind Sports continues, and we are excited to bring the 3<sup>rd</sup> installment of our resource, **Activity of the Day**.

During this time of social distancing, each week we will continue to send out 5 activities to families who have a child with vision loss. Offering adaptations and using items and materials from around your home, we hope that you enjoy them!

***Your BC Early Intervention  
Vision Team***

**Light Play**

**Body Parts,  
Body Concepts**

**Body  
Movements**

**Stack it Up!**

**Basement or  
Hallway Bowling**



## Light Play

Looking for a fun way to play with shapes, colours, light and shadows? Here is a simple idea that can be adapted for maximal enjoyment.

### Materials:

- Toilet or paper towel roll
- Cling wrap or see through plastic bag
- Tape
- Stickers
- Scissors and glue
- Coloured paper
- Coloured transparent paper
- Torch (flashlight)

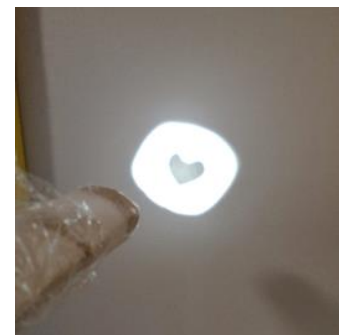
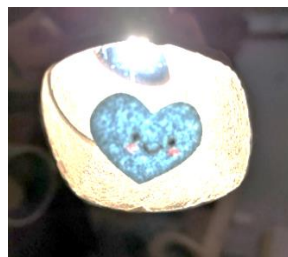
### How to make it:

1. Place a piece of cling wrap over the top of the toilet roll
2. Tape into place
3. Stick a sticker or a cut out on the glad wrap (simple shapes are best)
4. Hold the torch/flashlight inside the toilet roll and shine onto a wall or piece of colourful paper

### Ideas:

- Get the kids help make these, give them the choice of which stick or shape to put on their lights.
- If you are feeling creative, you can also have the children paint the toilet roll before starting to make these.
- If your child likes crinkly sounds and textures you can leave some extra plastic wrap for them to hold, you can also add some aluminum foil.

- Remember the closer you are to the wall the smaller and more defined your picture will be - the further away the larger (**but blurred**) the picture will be.
- You can change the colour in 2 ways:
  - Shine the torch onto a piece of coloured paper
  - Cover the torch with coloured transparent paper
- Make one or 2 of these for each child/ adult so that you can switch out patterns/pictures.
- Choose simple shapes and patterns so that they are easier to see.
- If you are reading/telling a **story** about a something you can make a light show that relates to the story.
- You can also make these relate to **songs** that you can sing and then put on a show together.
- This is a fun way to play inside your dens and **forts**. You can also make the **room dark** and lie on your backs and do a light show for each other.
- **Catch the light:** shine the light on the table and wall and encourage your child to try catch the light



**Images of a paper roll with a flashlight shining through and projecting a heart shape onto a wall.**

# Tuesday

## Body Parts, Body Concepts

Learning about the body and body concepts provides a strong base for understanding about the surrounding world. Knowing the names, function and action of body parts; understanding body planes, (front, back, side); learning laterality, (right, left); and developing spatial awareness, (knowing one's position in space relative to oneself- relative to other people- relative to other objects), all contribute towards purposeful movement and **concrete understanding**.

**Repetition** is how young children learn, so name and play body part word games and activities often, with transfer of information from one setting to another.

### Body Parts

Teach your child the name and actions of body parts while:

- getting dressed
- having a bath
- diaper change
- hanging out in the highchair
- break time while out for a walk

Start with the basic parts - head, eyes, tummy, hand, fingers, toes then add on- tongue, lips, teeth, continue as the child develops with- elbows, calves, biceps, kneecap, heel, pointer finger...

### Classic Body Part Action Songs:

(check the list and links on Activity of the Day- Body Movement)

- Head and Shoulders...
- Happy and You Know it...
- Hokey Pokey...
- Swimming, swimming ...

## Body Parts – Body Awareness- Body Image Activities

### Infants and Toddlers

**Hide and seek**, cover the child with a light blanket and ask "Where is \_\_\_name of child\_\_\_? As needed assist the child to uncover his/her head and exclaim, "There you are!!" If the child makes noises while covered, say, "*I can hear you – where are you?*" Progress to the child covering self & waiting to be discovered- then move & hide.



### Image of infant with peeking from under a blanket

**Peek a Boo**- start with light blanket covering the head, then transition to disappearing- appearing from behind an object with enthusiastic "Peek a Boo"! Encourage your child to lift or turn her/his head to establish eye or face contact.

**Hide and Find**- Cover a body part on the child with a washcloth, piece of clothing; ask "*where is (name the hidden part), "show me" "do an action"*- child finds her/his hands and then claps hands together.

**Stacking hands** - place your hand down, child places hand on top, place your other hand on top, child places her other hand on top, take your hand from the bottom and place on top, child takes her hand from bottom and places to top... add on more hands with other family members

**Label** body parts on other people and then on dolls and stuffies.

## Preschoolers

**Compare size** of body parts to siblings and parents. Make tracing of hands or feet of family members (use string or **\*Wikki Stix** for tactual feel).



**Image of parent and young child's feet; child is standing on parent's feet**

**Read** a story and add in body parts and actions from the words on the page i.e. *"Dora saw Boots jump when he saw Swiper"* - Dora saw with her "eyes", Boots "jumped", show me how to "jump".

**Twister Game** - make your own board with coloured and/or textured circles and simplify with cardboard cards showing a body part and colour or texture circle.

## Body Part Challenge

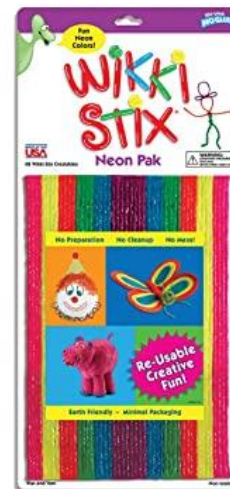
- can you pick up your socks with your toes?
- can you turn the page in a book with your nose or elbow?
- can you carry a book on your head?

**Mrs. or Mr. Potato Head** - classic toy with different parts to add and change. (caution of little parts and little people re: choking hazard).

**Name that Critter?** - describe features of an animal or insect and ask *"Whose Body is that or Name that Critter"*- i.e. It has 4 legs, a long, curled tail, the tail twitches- "a cat".

**Right or Wrong?** - describe a person or animal and have the child respond right or wrong to each statement i.e.: *"Dad has two eyes"* - right/wrong. *"He has long curly hair that touches his shoulders"* - right/wrong. *"He has 15 toes on his left hand"*- right/wrong...

**Trace and Fill in** - trace and then cut out the outline of your child/children on cardboard or heavy paper. Tape the cut out to a wall. Use markers, stickers, string glue, wool, old clothes to fill in body parts and image of the child with regular or superhero outfit.



**\*Wikki Stix are available through Amazon.**



## Body Movements

Following are some movement activities to try out with your child getting them to "Move and Groove – Move and Explore". Kids love to be active and this helps with general health, sleep, interaction with others and exploring and learning about the world. The suggestions below start at the **basic level** and work up to **more challenging** movements activities.

*\* Consult with your child's **Physiotherapist** if there are questions about range of motion and positioning- remembering never to force a joint or movement action. \**

## Activity Suggestions

**Stretching time** for infants and children with limited mobility.

1. Lie child **on their back** on a padded surface. **Provide verbal** information and as needed provide gentle, **physical cueing or assistance**.
  - Turn head to one side, turn the head back to midline (so nose points to the ceiling), turn her/his head to the other side.
  - Lift arms up over the head and guide arms back down
  - Guide arms out to the side, and guide arms back to chest
  - Guide one arm at a time out to the side, then up high, then back to chest
  - Bring bent legs up to chest, then return legs out straight
  - Move legs apart to the side, return legs back together

- Guide both legs out to one side, then over to the other side
  - With one leg straight, bend the other knee, then switch.
  - Bend both knees up, and rock from side to side.
2. Lie child **on their stomach** on a comfortable surface
    - lift head to one side, then turn to the other side
    - stretch arms out in front and legs out to the sides.
    - Stretch by lifting head and shoulders up- hold- return
    - Bend legs at the knee
    - Bring legs and arms in under the body then stretch out wide.
  3. Have your child roll their body from back to front and front to back
  4. Sit your child up, and support them in a sitting position



**Image of infant wearing glasses pushing up onto tummy**

## Movement Concepts for toddlers

It can be fun to make a game out of turning yourself into different things that move in different ways. For each position there is a suggested animal or object that moves in that way.

1. **Roll** like a log (done lying down on the floor)
2. **Wiggle** like a worm (can be done lying down or standing up)
3. **Slide** like a penguin (lying down, pull yourself along with your arms)
4. **Arch** like a cat (on hands and knees)
5. **Walk** like a bear (on hands and feet, like crawling but using feet instead of knees)
6. **Crawl** like a crab (with your stomach facing towards the ceiling, use your hands and feet to walk forward and back).
7. **Stomp** like an elephant (standing, stomp feet on the ground)
8. **Leap** like a deer (jump taking off from one foot and landing on the opposite foot. Like an elongated step)
9. **Run** like a cheetah (running fast)
10. **Hop** like a bunny (standing up, jump with 2 feet at the same time)
11. **Jump** like a frog (standing up, squat down to the ground, then jump up)
12. **Kick** like a donkey (on hands and feet, kick feet up)
13. **Spin** like a tornado (standing up, spin in circles)



**Image of young child "bear walking"**



**Image of children doing crab walk, donkey kick, and bear walk.**

### **Sing and Move Action Songs**

Each song has a corresponding video you can watch to familiarize yourself with the song, or you can follow along with the video.

1. Simon Says ...  
<https://www.youtube.com/watch?v=OxRfqmLJCXw>
2. Action songs  
<https://www.youtube.com/watch?v=LoSu4FwFMwU>
3. Hokey pokey- **excluding left & right**  
<https://www.youtube.com/watch?v=HMCPrIX3Lek>
4. Hokey pokey- **including left & right**  
<https://www.youtube.com/watch?v=YzSJBowPECY>
5. Rock-a-bye your bear  
<https://www.youtube.com/watch?v=QMtE8BFCqfY>
6. Happy and you know it...!  
<https://www.youtube.com/watch?v=Fa9Kv-fFKB0>
7. Head and shoulders, knees, and toes  
<https://www.youtube.com/watch?v=FkL8j0wIRf8>



## Stack it up!

Stacking blocks to build towers is a fun activity to do together and that helps develop spatial ability and understanding of depth perception. But blocks are not the only item suitable for building and if you look around your home, you will see that there are a variety of items, indoor and out, that can be used and keep things interesting...**Amazon boxes anyone!**

Look for household items, containers, building materials that can be stacked such as:

- small pots
- empty boxes i.e.: tissue boxes, delivery boxes, cereal boxes, shoe boxes, etc.
- plastic containers with lids
- cups
- pool noodles cut into varying sizes



Image of different size boxes covered in brightly coloured duct tape

While building parents can include comments such as:

- "You are putting the \_\_\_\_ **on top** "
- " \_\_\_\_ is **behind** you."
- I am building my tower "**beside**" you
- "How big can we build the tower?" (towers encourage reaching/standing)
- "You're climbing **in/out** the box."
- "The box is **on top** of you."
- "I can't see you! You must be **in** the box."
- "1 - 2 - 3...**down it goes!!!**"

For younger infant and toddlers keep language simple focusing on:

- put **on**, take **off**, **inside**, **under**, **in front**, **behind**, **beside**



2 images of young children stacking and pushing over plastic cups





## Basement or Hallway Bowling

If you teach your child the meaning of terms such as **stretch, bend, reach, jump, skip, "join hands and make a circle" and "walk side by side"** (where each child has a partner), your child will be better prepared to understand teachers or recreation instructors. *(BCBSRA- Encouraging Physical Activity for Preschoolers with Visual Impairment)*

Another movement skill is learning to throw. A throwing motion is used in bowling, by using an underhand arm action with one or two hands.

Bowling is an activity that can take place most anywhere, inside, or outside on the grass or sidewalk.

### Materials: Balls and pins

Materials are readily available around the house. All you need is a ball of any size and some targets, (pins) to roll towards.

- Use empty cans, milk cartons, plastic cups, plastic cones, or any object that your child may see and/or will provide some auditory feedback when hit.
- Use brightly coloured objects and/or high contrast materials. You can add some reflective tape for increased visibility. Dollar stores have inexpensive cones and balls that can be used.
- A ball with bells would be great but is not necessary. You can make a noisy ball that will roll more slowly by wrapping it in a grocery store plastic bag.



**Image of plastic bottles filled with brightly coloured sand and a ball set up in a bowling formation**

### Set up:

Setting up a "bowling alley" that is adaptable to all ages is simple and quick. Pick a straight hallway, open area in the basement or a sidewalk or grassy area.

- The **younger** the child the **bigger the ball and pins** with fewer targets for the youngest. Keep the pins close to start with to get more auditory feedback.
- Start with a straight line across of targets and progress to the traditional triangle set-up of bowling pins.
- Have a tactile (tape down some string), or colourful line to start the ball at.
- Use brooms, hockey sticks or the wall to **provide a border** for the ball when beginning to help provide more immediate success.
- You can set-up cardboard boxes, folded blankets, or pillows as a **backstop** for the ball and to help contain the pins to make it easier to locate and re-set.

### Resetting the "pins":

It is important to involve the child in resetting the pins, especially if they are older as then they can self direct and play independently.

- Use tape to make a spot to place each pin. If a tactile spot is needed pinch the



tape or use string underneath. You can create a V-shape for the pin set up as well if the child is older. Take turns and involve siblings as pinsetters.

### **Rolling the ball:**

There are many ways to roll the ball towards the pins.

- **Start by sitting** with legs facing the target, or as needed practice the rolling movement by rolling to a partner or wall that is close by.
- Roll or push with **two hands to start**. Move to kneeling and then to standing. Having a ball with holes can lead to a ball being grasped and thrown, so emphasize an open hand, **roll, and release motion**.
- As needed, **identify the targets** by tapping or shining a light on the pins.
- **Emphasize the need to keep the ball on the ground**. As they progress to kneeling, to standing, to step and roll the ball that will become more important.
- For variety have them lie down facing the target and push the ball to the pins.
- Use bright coloured tape to form directional lines from the start line to the target area to help those with partial vision to line up his-her throw. Taped directional lines over string can provide a multi-sensory tactile reference for all children.

### **Modifications:**

- You can have the pins make different sounds when being hit. One pin with a bell inside or tied to it, some with rice, small rocks, or marbles inside.
- Change the distance, change the way the ball is delivered. Turn your back and roll it backwards. Change

materials using for the pins, change the size of ball.



**Images of a young boy and girl bowling in a hallway**

### **Resource:**

#### **ENCOURAGING PHYSICAL ACTIVITY for PRESCHOOLERS with VISUAL IMPAIRMENT**

Available in electronic format by contacting [mike@bcblindsports.bc.ca](mailto:mike@bcblindsports.bc.ca)

***Happy Bowling!***