

**VISION LOSS
REHABILITATION
CANADA**
BRITISH COLUMBIA



PRCVI 
Provincial Resource Centre for the Visually Impaired

May 4th – 8th

May is here and so is week #4!

Our partnership with Blind Beginnings, PRCVI, and BC Blind Sports continues, and we have more fun to share with you in the 4th 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***

**Bathtime
Fun**

**Peek a Boo!
I See/Hear You!**

**Texture
Scavenger Hunt**

Simon Says

**Turning Noise
into Music**



Bath time fun!

Bath time can be a time of fun, learning and relaxation. Here are a few ideas to make bath time an event to look forward to. **As always please do not leave children unattended in the tub and use the floor as a change surface.**

1. Getting ready:

- Identify items of clothing or pjs to be put on after the bath and set them out.
- Pick out waterproof toys, containers, utensils (whisk, plastic strainer etc.) and take them in to load up the tub.
- Get your child to help pick out a bath towel and place it in the dryer to make it "toasty" when getting out of the tub.
- Guide your child as they learn to take off her/his clothing and place them in a specific spot out of the way so they will not get wet with any splashing.

2. Running the water:

- Running the water is a great opportunity to practice and develop the concepts of; **on/off, hot/cold, full/empty and go/stop.**
- Talk about the sound of the water filling the tub (or falling in the shower) as you adjust the temperature. and encourage the child to come along for a bath.
- Encourage your child to come along for their bath and help them feel the water coming from the faucet and let it run over their hands

3. Face cloth play:

During bath time a washcloth can be used to:

- play a game of peek a boo!
- drape over toys and encourage them to find them
- drape it over body parts and encourage child to find the body part
- While washing each part of the body you can ask them to identify the body part and talk about them i.e.: **"we're washing your feet...what can you do with your feet?"**



Image of mom and infant at bath time; infant has wash cloth on tummy

- Hold the cloth up and listen to the water drip
- Teach your child to wring it out and hang it up - **this helps develop hand strength and they will learn where it is kept.**



Image of 2 young children in a bubble bath pouring water with a cup into a toy teapot

4. Cups:

Putting a variety of different types of cups and containers in the bath can be a great way to explore water! Experiment with scooping up water and pouring water

- Pour water over objects or body parts
- Pour water into cups or funnels
- Pour from up high and down low; compare the sounds

5. Lighting:

Try adding glow sticks to the bath, or a small torch/flashlight in a waterproof container

- Attach a flashlight to the curtain rod
- Try a string of Christmas lights draped on the counter or curtain rod with the bathroom light turned off.
- Lighting may also come from a candle with or without a scent.

*** Note the scent and positioning of lights-candle can distract a child with CVI from viewing objects in the tub.**



Image of a young child in a bathtub with glow sticks

6. Songs:

Sing songs together in the bath! Some song recommendations with a link to sing along are below!

- 5 Little Ducks
<https://www.youtube.com/watch?v=pZw9veQ76fo>
- All the Little Ducks Go Upside Down
<https://www.youtube.com/watch?v=0IqRsngHeaU>

- Down in the Jungle
https://www.youtube.com/watch?v=Rq1t_qI91Y
- Row-Row-Row Your Boat
<https://www.youtube.com/watch?v=7otAJa3jui8>
- If You're Happy and You Know It
<https://www.youtube.com/watch?v=5015skRvqs8>
- Head and Shoulders, Knees and Toes
<https://www.youtube.com/watch?v=ZanHqPprl-0>

7. Toys:

- Try bringing in toys your child enjoys in other routines/activities of their day and bring them into the bath (**make sure they are water safe!**).
- Foam toys including balls, animals, letters and numbers can become a fun game of catch or kick, hide and seek or stick as many as you can on the side of the bath.
- Bring in different sized and coloured sponges. Let them completely fill with water and try to squish all the water out.
- Add soap to the sponges and squish them to make bubbles. This also helps to develop hand strength.
- Incorporate some imaginative play i.e.: have a car race around the ledge of the tub

8. Other sensory ideas:

Try making some bathtub paint to paint the walls of the bathtub!

<https://snapguide.com/guides/make-bathtub-paint/>

Tuesday

Peekaboo! I See/Hear You

Peekaboo is a popular game among babies and toddlers! One great thing about peekaboo is there are lots of variations you can do to tailor it to your child's abilities! Peekaboo is also great because it helps your child develop the understanding that people and things still exist when you cannot see/hear/touch them. Here are some suggestions on ways to play peekaboo.



Image of father and baby laying on his lap, playing Peekaboo.

1. Classic Peekaboo, I See You:

- In a place where your child can see you, cover your eyes with your hands. Then remove your hands from over your eyes and say "peekaboo!"
- As your child gets familiar with this, try using a cloth or blanket to hide more of your body.
- Try draping the blanket over your child's head if they are comfortable with it. As they pull it off their head, say "peekaboo!"
- As your child gets familiar with this, engage your child in peekaboo, and try hiding your yourself on one side of

a barrier, then peek out and say "peekaboo!"

2. Peekaboo I Hear You for children with limited vision:

- Try playing peekaboo I hear you or even, Peekaboo I Found You!
- For peekaboo I hear you, engage your child in front of you and then be quiet. **Wait for any vocal response from your child, before saying "peekaboo, I hear you!"**
- For peekaboo I found you, engage with your child and then back off. **Wait for your child to initiate physical contact with you then say, "peekaboo, I found you!"**



2 Images of a toddler - holding hands in front of eyes then raised above their head

3. A great app for babies and toddlers playing peekaboo is **Peekaboo Barn** which can be found here:
<https://apps.apple.com/us/app/peekaboo-barn/id300590611>
4. Transitioning from "**Peekaboo**" to "**Come and find me**" supports the development of language, moving to a sound source and concept development relative to distance. Start by moving a

short distance from the child, prompting **"Come and find me"** and then cuing the child with distance and directional prompts by saying **warmer/colder closer/farther** as she/he moves to find you.

- Try playing warmer/colder with yourself being the stationary object your child is looking for. Give your child cues to **encourage them to follow your voice to locate you**. The cues of "warmer" and "colder" may be confusing, use cues that work for your child.
- Try playing warmer/colder with an object that makes noise (your phone can work great, or other noise making toys from around the house). Place the object somewhere and **let your child follow the sound to locate it!**

5. Marco polo:

Once your child has mastered following audible cues, you can play Marco Polo by making a sound while moving around or giving cues only when your child initiates by saying **"Marco"**.

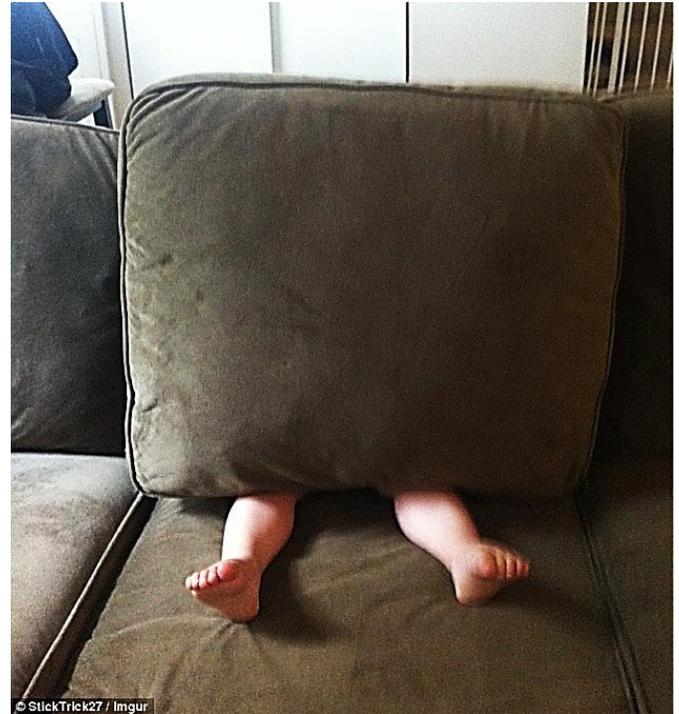


Image of a young child hiding behind a large cushion with his feet sticking out



Texture Scavenger Hunt

Scavenger hunts can be fun and provide an opportunity for exploration and movement. A scavenger hunt focused on textures can help with concept development and sensory skills. Hunting for and discriminating characteristics of objects, (size, texture, temperature, weight) can best be done by helping the child to use her/his hands in a structured search and exploration approach i.e. feeling an object from top to bottom, left to right, front side - back side. Similarly, the child can search the area in front of them, behind to left side to right side and/or structured thorough search of one room before going on to the next...

Materials:

Objects around the house and/or yard.

Ideas for infants, toddlers and preschoolers

- For infants, say "Here's something that is..." filling in the qualities of each object. Allow the child to explore the object and describe its features to them.
- For **toddlers and preschoolers**, start out with hunting for objects with a single quality before gradually getting more complex. If they have never done a scavenger hunt before, participate in the first few searches with them. Review concepts of **small, large, short, tall, smooth, soft, rough, fuzzy** and so on. Provide examples of these concepts if needed.



Image of young child examining a stone

- For the first couple of hunts, be sure to play along enthusiastically with your child. As the game progresses, you can provide less support/hints in the search.
- Let everyone have an opportunity to call out characteristics to search for.
- For a child with multiple exceptionalities, start with his/her strength, such as favourite toys or objects used during favourite activities.



Image of young child looking inside a large basket

Scavenger hunt search ideas:

- Look for objects of **different sizes** (large, small, short, tall, wide, thin...)
- Look for objects with different **textures** (hard, soft, rough, smooth, bumpy...).
- Look for objects with the above qualities that are used different **purposes** (dressing, eating, playing, cleaning...).
- Look for objects with the above qualities in each **room** or **area of the house** (kitchen, bedroom, living room, bedroom, basement, backyard...).

"Find Something That Is..."

- Small and fuzzy
- Long and thin
- Short and soft
- Tall and smooth in the kitchen
- Rough and a piece of clothing
- Big and soft in the bedroom
- Small and rough in the backyard

Resource:

<https://www.education.com/worksheet/article/outdoor-savenger-hunt/>



Image of young child looking into a kitchen cupboard



Simon Says “Right, Left, Front and Back”

Many young children with visual impairments enjoy engaging with their parents in fun games. Playing a fun game of Simon Says can help to reinforce directional concepts in relation to the child’s body and develop active listening skills.

Purpose:

To create opportunities for a child to learn about purposeful movement and directions in relation to their body parts.

Ideas for infants, toddlers and preschoolers

- **For infants** prompt “Simon says” for each of the movements (help the child wiggle his toes if that is what “Simon Says”) and move and touch the child’s body parts in a playful manner.



Image of mother and infant kissing their hands

- **For toddlers and preschoolers**, ask child to point to different parts of their bodies and reference body planes (**front, back, side, top**). Develop the concepts of left and right by singing Hokey Pokey. For this song and the ‘Simon Says’ game, be sure to play along with your child and everyone should be facing the same way so that you are able to model for your child which is your left and right side.
- **For toddlers and preschoolers**, for the first couple of prompts, be sure to say, “Simon Says” and play along enthusiastically with your child. As the game progresses, you can check for active listening by dropping the Simon Says prompt on occasion and child needing to freeze if “Simon” does not call out the action.



Image young girl and toddler touching their noses

- **For preschoolers**, let them have opportunities to call out the prompts.
- **For a child with multiple exceptionalities**, prompt only the body part, motor movements or sounds that are within the ability of the child, (e.g. Lift your leg, blink 3 times, growl like a dog...). When it is the child's turn to be Simon- prompts can be recorded or images placed on the child's communication board, switch or iPad.
- Take it up a notch- get your child to help you in making simple tactile or Clip Art cards that depict an action and/or body part. A card can be pulled along with a second card that has tactile or large print numbers to reference how many times to repeat the action or touch the body part.



Image of young child in a wheelchair with her parents raising their arms.

Simon Says prompt ideas:

- Jump 2 hops left
- Lift your right leg
- Walk 3 giant steps back
- Turn in a circle
- Raise your right arm
- Touch your right elbow
- Pat your right foot
- Hop on your left foot
- Use your left hand to wave
- Touch your right ear
- Crawl to the left
- Stand on your left foot
- Bounce like a bunny 3 times
- Pinch your left big toe
- Waddle like a penguin 5 steps back
- Pat your left cheek
- Lift your right knee
- Hoot like an owl 3 times
- Scratch your left eyebrow.
- Take 3 baby steps to the left.
- Frog leap 2 steps to the right
- Pat your right shoulder
- Tap your left foot 5 times
- Make a fist with your right hand
- Turn your head to the right
- Take 3 baby steps back
- Hop on your right foot
- Raise your left arm.
- Touch your right ear

Resource:

<https://www.youtube.com/watch?v=aYXfUGz5-kg>



Making Noise - Making Music – 7pm. Cheer!!

Have you ever considered that you can make music out of household items? This Activity of the Day will target the development and refinement of going from making noise to producing simple music. Along the way your child will learn about concepts like **loud/quiet, hard/soft, fast/slow, high pitch/low pitch** and making or copying **rhythm** and simple melodies.

Make some Noise – Body Reference

As infants and children learn from a bases on their body and then expand out to explore and interact with the world, start with making sounds that are referenced from the body. For an infant and/or child with CVI or additional impairment some guided help maybe needed.

Make some noise and explore the concepts of:

- **loud/quiet; hard/soft; fast/slow:**
- **clap** hands
- make a **swiping** motion hand-to-hand and hand to a body part
- **stomp** a foot, stomp both feet, stomp feet alternately
- make tongue clicks & other **mouth sounds, pat** different body parts, chest, tummy, legs...
- make fingers "**dance**" or **tap** on a hard surface, soft surface
- make arm "farts" (YouTube)

Make some Noise - Personal Items

Transition from making and exploring sounds that can be made on and with the body to checking out sounds and levels of noise that can be made with items that the child wears, uses, or plays with. Explore features of **loud/soft; smooth/bumpy** and concept of **pitch (high/low sounds)**.

- Zipper and/or snaps on pants or coat
- sounds made by or from different toys
- footwear (sound of slippers vs. runners vs. boots)
- sound of brushing teeth
- sounds from different textured clothing, (explore with a scratching motion)

Make some Noise - Household Items

Explore items within the house or apartment that make noise and attributes, **loud/quiet, low or high pitch, heavy or light** sound... Go room by room & compare loudest sound, highest pitch, etc.)

- Open and close cupboards, doors, drawers
- Sound of the kettle, filling & when boiling
- Sound of chairs being moved
- Sound of phone, keyboard, printer
- Microwave, Dishwasher, Washing Machine, Dryer- open/close, set buttons, mid cycle, "ding"
- Sound of fridge, furnace, textured vs. smooth wall, stair railing, water in sink vs. tub or shower
- Sound of utensils and tools



Image of young child hitting a cake pan with wooden spoon

Explore Sound Qualities

Do a re-check on items to explore Sound Qualities - **quiet, loud, harsh or soft, hi or low pitch...** This can be done by direct exploration with the hands (tap, drum, swipe) and use of utensils; wooden spoon vs. metal spoon vs. fork, rubber spatula, whisk, potato masher...

Making Noise to Making Music!

Introduce a simple song, nursery rhyme or chorus: i.e.: "Adams Family" theme music

- While singing or humming the chorus have your child join in by vocalizing
- Next clap or stomp out the beat
- Follow this with a combination of vocalizing and body sounds, (stomp, clamp, tap, swipe).

Perhaps you will have come across some instruments, or musical toys on your exploration of noises. Gather those together and explore each instrument in depth in combination with other sounds in the house.

What are the different sounds and rhythms you can make with each?

Explore elements that transition making noise to making music, these include:

- Cadence (fast, slow song or rhyme)
- Pitch (high/low sounds)
- Duration (length of time that a sound is produced, constant or with breaks)
- Tempo (speed changes within the song)
- Dynamic (how loud or soft)
- Structure (melody produced by varying different sounds and elements from instruments, voice, household sounds and actions i.e.: foot stomps).
- Have each family member select their favorite and explore what they sound like when played together.

- Trade instruments and combination of household and body sounds.
- Change pattern of beats and practice several times once the child has come upon a favorite tune or rift.

<https://www.quora.com/What-are-the-7-elements-of-music-and-what-do-they-mean>

7pm Cheer - Let's Make Some Noise!!

Take your tune out to the doorstep or end of the driveway and play it **LOUD -Go Hard!!** Have your child exhilarated and exhausted at the end of the tribute to our frontline workers.

Continue to make it a daily event and pause during the cheer to listen for and identify other sounds and melodies.



Image of young child with parents making noise with pots and wooden spoons