

Autism Hub

making a difference

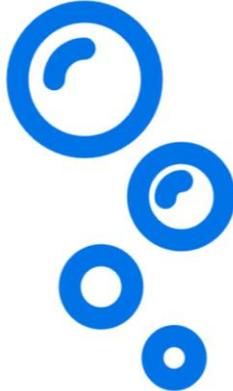
Wellbeing activities Kindergarten-Year 2 (Edition 2)

<i>Balloon breathing</i>	<i>Fast emotions</i>	<i>Simon says</i>	<i>Controller colours</i>
<p>Pretend to be a balloon.</p> <p>First, let's breathe in to fill up our lungs with air. Hold your breath. Then let the air out with a big whoosh. Repeat.</p> <p>Encourage your child to pretend they are an angry balloon. When it fills up with air, they feel angry. Then when they let the air out with a whoosh, they let go of the angry feeling and feel calm.</p> <p>Encourage your child to pretend they are a shiny, floating balloon. There is a soft breeze and it is blowing them slowly, softly around the room. See if they can float in slow motion around the room. Now settle in one spot. Take a big breath, and let all the air out.</p> <p><i>Ask: How did that game make you feel?</i></p>	<p>Show the following three poses.</p> <p>Happy Stand up with hands in the air, trying to touch the sky.</p>  <p>Excited Jump up and down on the spot.</p>  <p>Sad Crouch down with your fists to your eyes.</p>  <p>When you call the emotion, your child will quickly jump into the right pose. Call the words a few times.</p> <p>Ask your child to add a fourth emotion and a pose to match. Add this new emotion and play a few more rounds.</p>	<p>Include some instructions that refer to emotions such as: give a big smile, shiver with fear, give a frown, and laugh aloud.</p> <p>After the game, ask:</p> <ul style="list-style-type: none"> • <i>What did you have to do to play this game well?</i> <p>(Use their skills of good listening and quick thinking.)</p> <ul style="list-style-type: none"> • <i>Was it easy to listen?</i> • <i>When was it hard to listen?</i> • <i>What helps you to listen to your friends when you're playing?</i> • <i>What helps you to listen well at home or school?</i> 	<p>Show the following moves:</p> <ul style="list-style-type: none"> • Green: walking on the spot (like 'walk' on the traffic light) • Red: stand still on one leg, with a hand up making stop sign (like 'stop' on the traffic light) • Yellow: turn round and around on the spot (like 'wait' on the traffic light) • Brown: bob down and touch the ground • Blue: reach up and touch the sky. <p>Call out the colours randomly. Start off slow and build in speed.</p> <p>Ask:</p> <ul style="list-style-type: none"> • <i>What do we have to be good at to play that game?</i> (e.g. listening, making the right move). • <i>When do we have to be able to use these skills in real life?</i>

These activities are linked to the Australian Curriculum *Personal and Social Capability* learning continuum.

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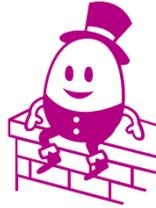
<i>Personal strengths tree</i>	<i>Sing!</i>	<i>Self-control bubbles</i>	<i>Mindful music</i>
<p>Find a large branch or pot plant in your house.</p> <p>Brainstorm with your child all of the things they are good at doing and write them on some paper. Cut out the strengths and hang them on the tree. As you hang each strength on the tree ask for examples about what that strength might look like in action.</p> 	<p><i>If you're happy and you know it clap your hands (clap hands),</i> <i>If you are sad and you know it give a frown (frown),</i> <i>If you are frustrated and you know it give a sigh (sigh).</i></p> <p>Have fun and create your own verses using different emotions as a way of expressing and modelling your/their emotions.</p> 	<p>Blow bubbles with your child. Encourage them to keep their feet still while popping as many bubbles as possible.</p> <p>Have your child blow bubbles for you. Model for them making mistakes, by moving your feet and trying again.</p> 	<p>Play relaxing music. Encourage your child to close their eyes and focus on sounds, instruments, words and breaks in the music.</p> <p><i>Ask: How did that music make you feel?</i></p> <p>Explore different types of music they enjoy. Which ones makes them feel relaxed and happy?</p> 

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Animals	Feeling comfortable	What can you hear?	Sounds the same
<p>Science activity: What makes one kind of animal different from another kind of animal?</p> <ul style="list-style-type: none"> • Is it the animal's body covering? • Does it have fur, feathers, skin or scales? • Does the animal have legs? • Can you count two or four legs, or maybe more? • Perhaps the animal has no legs, like a snake. • Does the animal have feet? If it has claws or pads on its feet, we sometimes call the feet paws. <p>Animals have many different parts. We call these parts 'features'. Features are as different as fins and fangs, horns and hands, and beaks of all shapes and sizes. Let's take a look at some animals you may know. What special features do they have?</p> <p>Art activity: Think about the animal features you spoke about in the science activity. Create your own animal from materials you can find, or draw an animal with mixed up features. Would these mixed up features be helpful or unhelpful for the animal?</p>	<p>Work with your child to help set up their learning space so they feel comfortable while they are learning@home.</p> <p>Encourage your child to say or show what will help them learn (e.g., favourite chair, books, pencils, location in a room).</p> <p>Brainstorm the ground rules for their home learning space. Remember that it is more likely to be successful if you establish these rules together. You might start with 1 or 2 rules you are firm about and then allow your child to determine the next 2 or 3. One rule could be “we will have brain breaks or brain food snack times” and another might be around free technology time/s.</p> 	<p>When you wake up in the morning, do you sometimes lie in bed listening to the different sounds around your home and on the streets?</p> <p>What are some of the noises you hear early in the morning where you live?</p> <p>Ask Mum / Dad / Grandparents if they remember what sounds they listen to?</p> <ul style="list-style-type: none"> • Are there any sounds the same? • Are there any sounds that are different? 	<p>Nursery rhymes are fun to say. They have words that sound the same. 'Hat' and 'bat' sound the same at the end of the word, they both have the 'at' at the end; and that means they rhyme.</p> <p>Say this nursery rhyme: Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall. All the king's horses and all the king's men, couldn't put Humpty together again.</p>  <p>Ask:</p> <ul style="list-style-type: none"> • Which words sound the same? • How many rhyming words did you hear? <p>Look for other rhymes and do the same activity.</p> <p>Makes up your own rhymes using activities around the house!</p>

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