

# Principles for Creating Variations in Practical Life Activities

## 1. Vary the material to be transferred.

Example: Crumbing

- a. Sponge cubes (begin with three)
- b. Large beans (begin with five)
- c. Medium-sized beans (begin with ten)
- d. Rice (as the two-year old indicates readiness)
- e. Oatmeal (most difficult)

## 2. Vary the tools to be used.

Example: Tonging

- a. Sugar tong
- b. Bamboo tongs
- c. Egg tongs

## 3. Vary the containers to be used.

- a. Connected double bowl (dog bowl feeder)
- b. Muffin tin
- c. Egg carton
- d. Escargot tray
- e. Ice cube tray
- f. Lab culture tray
- g. Suction-cup soap dish

# Some Activity Ideas for Social Orientation and Control of Movement

## Follow Directions:

Sitting on the line cross-legged or legs straight out front.

Walk around a cabinet.

Walk to the end of the cabinet.

Walk around the rug.

Rolling the rug.

Walk on the line.

Walk on the line with an object.

Carrying a tray.

Carrying a stool.

Place the material on the top (middle, bottom) shelf.

Place the material on the table.

Place the material on the rug.

Walk up the stairs; walk down the stairs.

## Line:

Walking on the line to variations in tempo, variations in music, and with different things to carry.

Sitting inside the circle line or outside the circle line.

Reversing direction of walking on the line.

Forming a circle.

Making room for another person in the circle.

Asking for room for oneself in the circle.

Forming a line.

Walking to the head of a line; walking to the back of the line.

Moving a line up when waiting in line.

Line activities with chairs marking places, with tape line, with line markers.

Waiting in line for help or for a turn.

Peacefully preventing line butting.

### **Chair/Stool:**

Carrying chair/stool without bumping.

Carrying chair/stool through furniture maze.

Carrying chair/stool through rug maze.

Sitting down smoothly on a chair/stool without looking.

Pushing chair/stool under the table.

Sliding chair/stool under a table while sitting on it.

Stacking chairs/stools.

“Please move your chair so I can get in (or out).”

### **Passing and Turns:**

Passing materials or food around at a large table or at group time.

Taking one food item and passing the food to the next person.

Passing the food container when you don't need/want one.

“Please, pass the...”

“May I have some...”

“Yes, do take some...” (verbal or gesture)

Responding to a “No.”

“May I do it with you?”

“May I watch you?”

“May I use it after you?”

“It's your turn now.”

“Please help me.”

“See what I did.”

“Come work with me.”

“When I’m finished.”

**Food:**

Sharing a snack.

Chewing with one’s mouth closed.

Biting and chewing without spilling crumbs.

Wiping and washing sticky fingers.

Crumbing table.

Cleaning up preparation before eating.

Being a host or hostess.

**Stairs:**

Holding the railing while going up and down stairs.

Walking slowly because there is a person ahead.

Passing a person going the other way.

Carrying materials up and down stairs.

**Greeting visitors:**

Shaking hands.

Introductions: “My name is...” “What is your name?”

“Excuse me.”

“Is she your friend?”

“Play with me, too.”

**Handling Materials:**

Carry the material with two hands.

Carry one material at a time.

Hold the material steady.

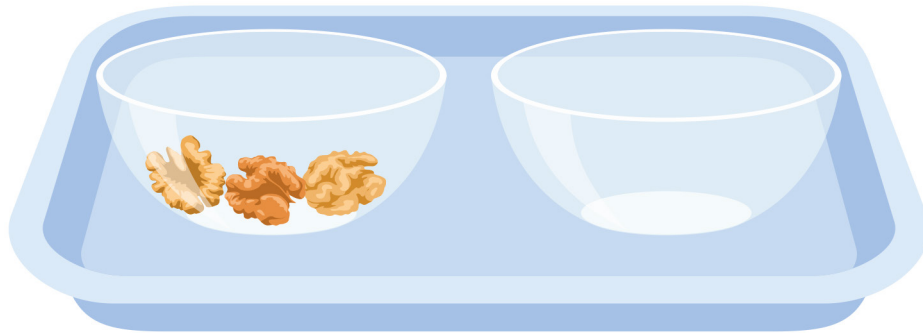
Look at the area in front of where you are walking.

# Transfer: Whole Hand Grasp

## Walnut Transfer

### Materials:

- two matching plastic bowls (or connected dog food bowls)
- three walnuts (enough for three two-year old handfuls) in the bowl on the left
- one tray



### Presentation:

1. Carry the activity with two hands to the table.
2. Place the activity in the center of the table with the full bowl on the left.
3. Invite the child to sit on your left if appropriate. Sometimes clarity and focus is better achieved with a 'body molding' approach: the adult places her chest to the child's back with the adult's arms coming around the outside of the child's arms to guide the child in the activity.
4. Say, "These are walnuts. I will show you how to transfer walnuts."
5. Steady the left bowl by grasping it on the left with the left hand.
6. Grasp a walnut from the bowl with the right hand.
7. Raise the hand slightly above the bowl. Pause.
8. Move the right hand over to the center of the right bowl.
9. Lower the right hand so that it is comfortably close to the bottom of the bowl.

10. Open the right hand, releasing the walnut.
11. Continue the above transfer procedure with the remaining two walnuts.
12. Look into the left bowl to see that it is empty.
13. Release the grasp of the left bowl.
14. Transfer the walnuts back to the original bowl, using the right hand to steady the right bowl and grasping the walnuts with the left hand.
15. Look at the tray and the surrounding work surface for dropped walnuts.
16. Pick up any walnuts with the thumb, index, and middle fingers of the dominant hand, and place the walnuts into the left bowl.
17. Return the tray to the shelf, carrying the tray with two hands.

**Variations:**

1. Container: vary bowls; vary bowl sizes.
2. Material: vary nuts; vary the quantity of nuts.

## Control of Error

- dropped walnuts
- sound of walnuts dropping

## Language

- walnut, color of bowls, bowl, tray
- “these are walnuts. I will show you how to transfer walnuts”
- transfer, grasp, release, raise, lower, empty, full, drop, sounds
- discussion of the shape, color and feel of the walnuts

## Aim

### Direct

- development of order, coordination, concentration, and independence
- development of self-esteem and confidence
- development of eye-hand coordination
- development of the fine motor muscles

### Indirect

- development of the ability to transfer objects with the whole hand

## Point of Interest

- the sound of the falling walnuts
- seeing the bowls become empty and full