

Attention Autism

Activity Ideas

Lemonade Fountain - Stage 2



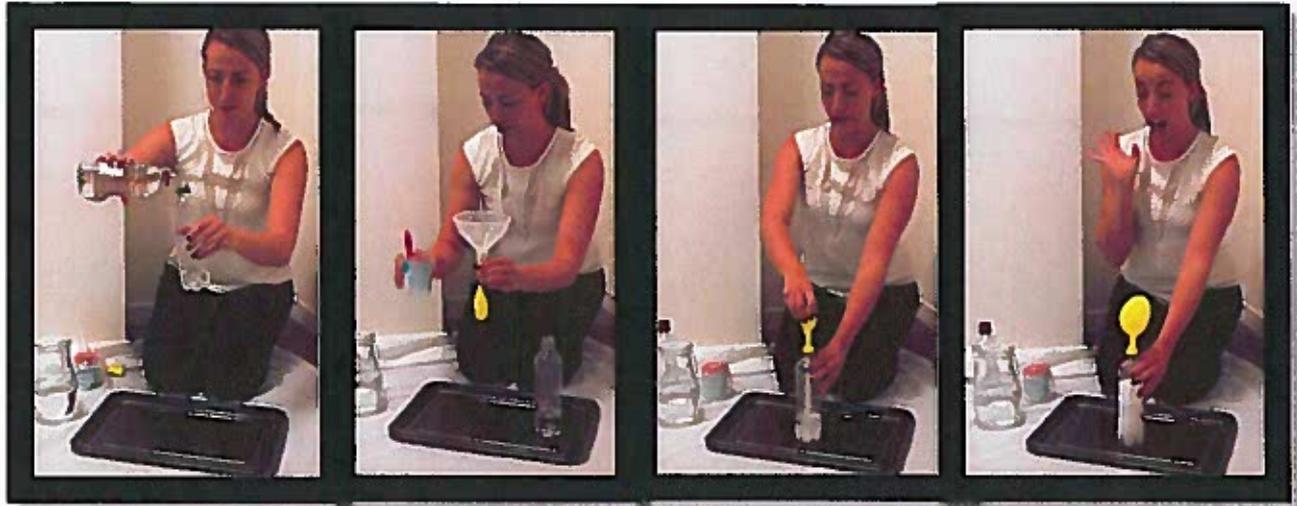
Resources required:

- Shower curtain
- Tray
- Bottle of lemonade or soda
- Salt (or vitamin C tablet)
- Food colouring

Instructions:

- Place shower curtain and tray on the ground
- Display bottle of lemonade, say 'lemonade' then open saying 'open'
- Place a few drops of food colouring, labelling the colour e.g. 'blue'
- Place half a teaspoon of salt in the lemonade - comment on the effect e.g. 'fountain', 'fizzy', 'bubbles', 'wow'
- Tidy up

Magic Balloon- Stage 2



Resources required:

- Shower curtain
- Plastic bottle with a few centimetres of water
- Vinegar
- Baking soda
- Funnel
- Balloon (stretch a bit before)

Instructions:

- Place shower curtain on the ground
- Pour the same amount of vinegar as the water into the bottle. Say 'vinegar'. Set aside
- Show funnel, say 'funnel'. Show balloon, say 'balloon'. Put the funnel head into the balloon
- Fill the balloon a little bit more than half way up with baking soda.
- Put the balloon onto the bottle, without letting the powder fall in.
- Say 'ready steady go', lifting the balloon so that the powder falls into the balloon on the word go. As the balloon blows up, comment on this e.g. 'blow up' or 'wow'
- Tidy up

Marbled Milk – Stage 2



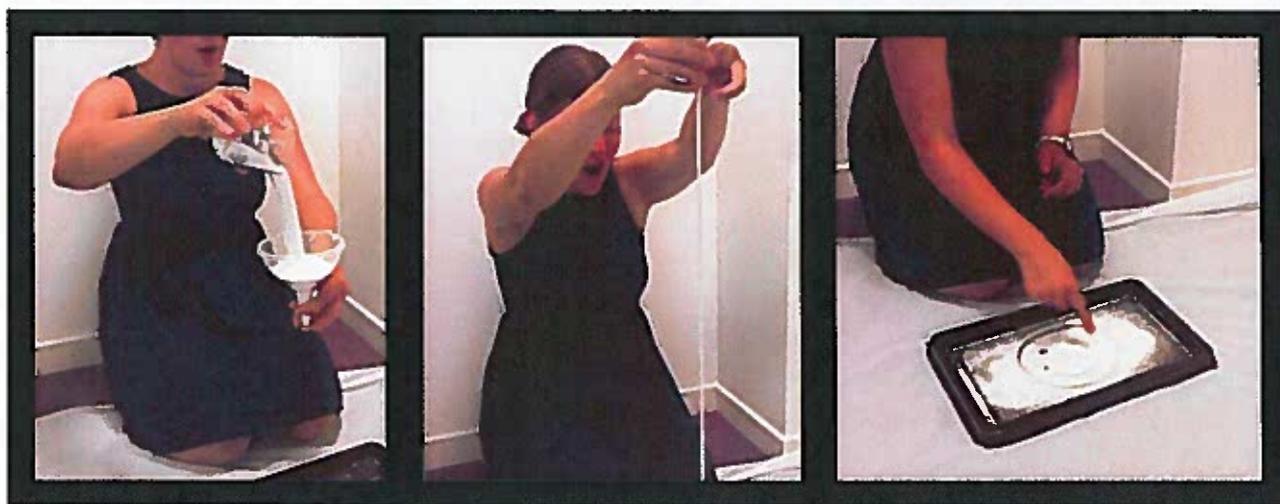
Resources required:

- Shower curtain
- Large plate or bowl
- Milk - at least 1 cup per group, more if using a bowl
- 2-3 different colours of food colouring
- Detergent
- Q-tips (1 per group)

Instructions:

- Place shower curtain on the ground
- Show plate or bowl and place on top of shower curtain
- Pour milk into plate/ bowl, say 'plate'
- Place a couple of drops of food colouring into the milk (2-3 different colours), say 'milk'
- Dip Q-tip into detergent, and then dip into milk - the reaction is sometimes slow depending on your milk-to-colour ratio, but it will start to marble, say 'marble'.
- Ask students if they want to see more, then dip Q-tip into another spot in the milk
- Tidy up

Salt Stream - Stage 2



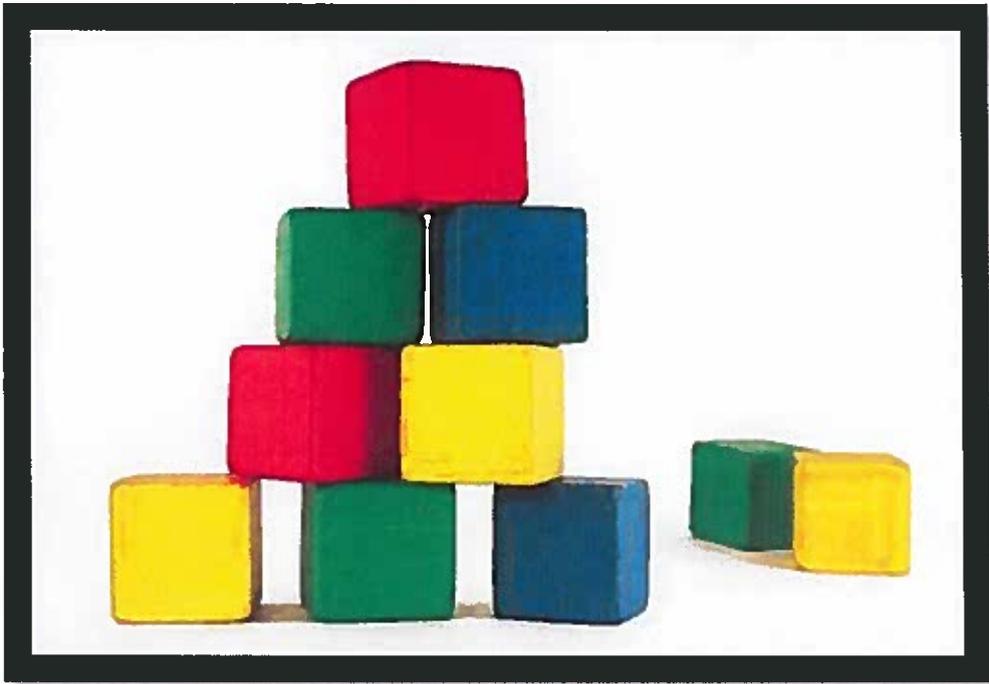
Resources required:

- Shower curtain
- Black tray or paper (or bright colour, not white)
- Funnel
- Salt in a container

Instructions:

- Place shower curtain and tray on the ground
- Display salt, saying 'salt', open container saying 'open'
- Display funnel, saying 'funnel'
- Pour salt into funnel, while holding the bottom of the funnel closed so that the salt remains in the funnel, say 'pour'
- Position funnel high above the tray and then say 'ready steady go', letting go of the bottom so that the salt pours out, saying 'salt' or 'stream' etc.
- If you still have the students' attention, draw a smiley face in the salt and say 'happy'
- Tidy up

Tower - Stage 2



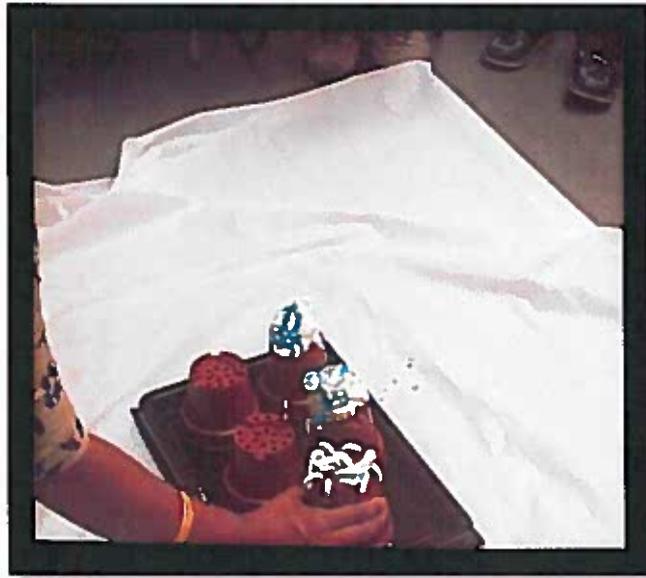
Resources required:

- Giant blocks from your soft play room

Instructions:

- Display blocks and say 'blocks'
- Take each block and start to build a tower. Language could include counting or saying the colour of the block
- Once the tower is done, say 'ready steady... (anticipation) go!' and knock down the tower.
- Tidy up

Volcano - Stage 2



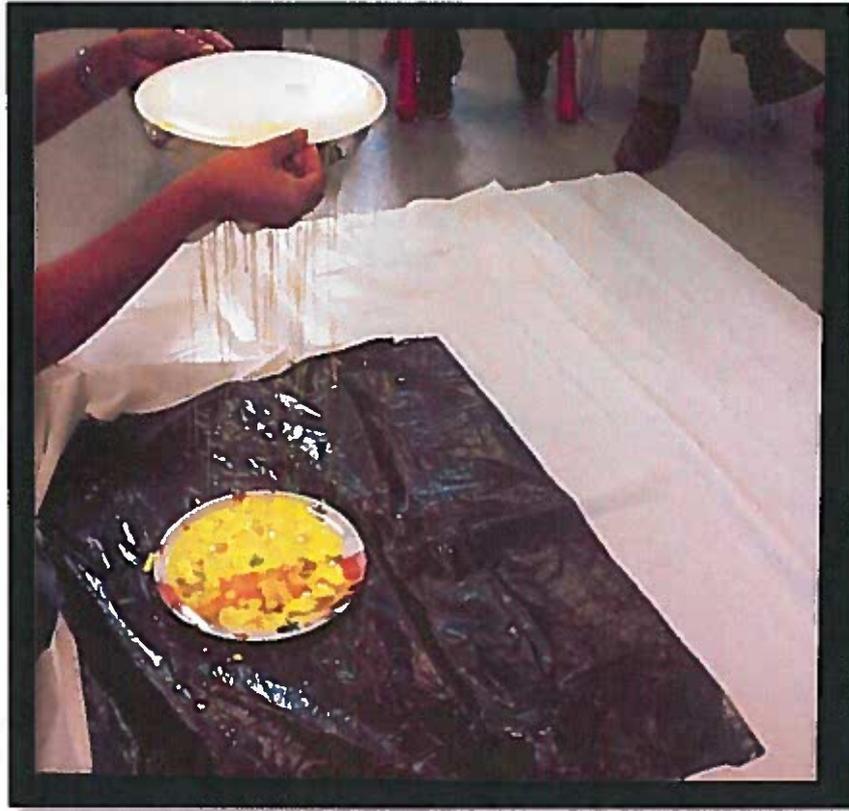
Resources required:

- Shower curtain
- Bin bag or black tray
- 6 pot plants
- Shaving foam
- Food colouring or glitter (optional)

Instructions:

- Place shower curtain and tray on ground
- Show students tray, say 'tray' and put it on the ground
- Show students the pots, say 'pots' and then put them down in 2 rows of 3. You can say 'pot' each time you put one down, or count to 3 or 6.
- Shake the shaving foam, say 'shake' and make a pile on top of each pot
- Sprinkle each foam mound with glitter or food colouring (optional)
- Get the first empty pot, lift it up and say 'ready set go', on 'go' push it down onto the foamed pot in front of it. Say 'volcano' as the foam comes out the little holes'.
- Repeat for the other 2 pots.
- Tidy up

Cornflour Rain - Stage 2



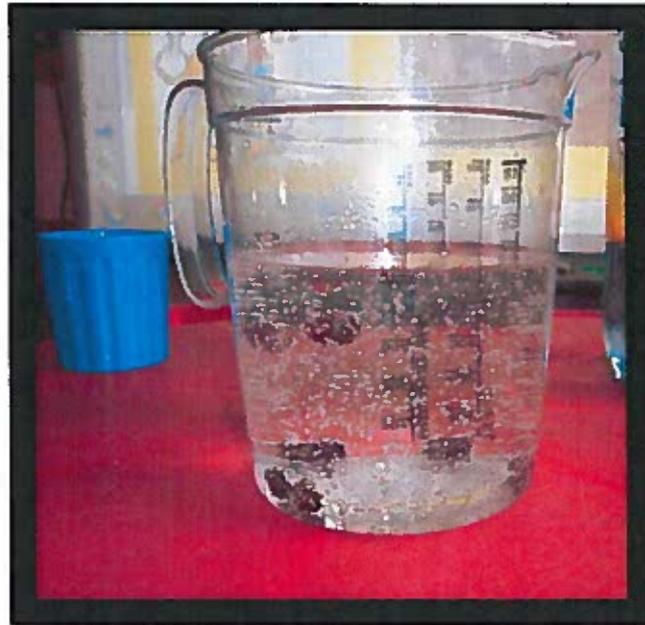
Resources required:

- Shower curtain
- Bin bag
- 2 plates
- Mug/ cup
- Spoon
- Cornflour
- Water
- Food colouring

Instructions:

- Place shower curtain and bin bag on ground
- Display plates and place on ground
- Mix cornflour-water-colouring mixture saying 'mix'
- Pour mixture onto 1 plate saying 'pour'
- Cover this with the second plate saying 'cover', flip the two plates then immediately lift the top one, so that the mixture rains onto the bottom plate, saying 'rain'.
- This can be repeated once or twice.
- Tidy up

Dancing raisins - Stage 2



Resources required:

- Shower curtain
- Large glass or beaker
- Raisins
- Fizzy lemonade (not flat)

Instructions:

- Place shower on the ground
- Display glass, lemonade and raisins, labelling them if desired.
- Pour lemonade into beaker
- Drop raisins into lemonade and after a few seconds they will start drowning and floating. Show this and say 'up' and 'down'
- Ask 'more?', then continue to add more raisins if they acknowledge/ respond.
- Tidy up

Grain Rain - Stage 2



Resources required:

- Shower curtain
- Large piece of cardboard/ tray
- Lentils/ rice/ beads in a container
- Flat tray
- Approx. 10 shot glasses
- Blu-tac

Instructions:

- Place shower curtain and cardboard on the ground
- Display container full of grains and label this.
- Show tray with shot glasses stuck to it. (We recommend you leave 2 or 3 glasses not pre-stuck, and then stick them on at this point while saying 'stick', to extend the sequence)
- Pour grain through the shot glasses onto the cardboard or second tray.
- Stop pouring and ask 'more?', then continue if they acknowledge/ respond.
- Tidy up

Balloon Pop! - Stage 2 or 3

***not recommended for students with sound sensitivity**



Resources required:

- Balloons, each filled with a different material e.g. water, sand, tissue paper, rice, flour, foil, deflated balloons
- Washing line/ string
- Pegs
- pin
- shower curtain

Instructions:

- Place shower curtain on the ground
- Tie string from one across usable area, saying 'string'
- Peg each balloon onto string. (You may want to count them, even write their number on them, or just say 'balloon' each time)
- Say 'ready set go' and pop the first balloon. Show surprise and label whatever was in the balloon. Repeat for other balloons
- Tidy up by centring everything in the middle of the shower curtain and folding it on itself. Say 'tidy up'.

Stage 3 adaptation:

To run as a stage 3 activity, ask students to come up one by one to pop the balloons. You may want to hold their hand while it has a pin in it.

Musical Glasses - Stage 2 or 3



Resources required:

- Shower curtain
- large jug/bottle of water
- 3-5 glasses/ jars
- Food colouring (as many colours as available)
- Spoon, or other metal utensil

Instructions:

- Place shower curtain on the ground
- Display large jug of water and say 'water'
- Set up glasses in a row, counting them as you do
- Fill up each glass with a different level of water, saying 'pour' as you do
- Place a few drops of food colouring in each glass, saying the name of the colour
- Display the spoon, and say 'music' then tap the glasses with the spoon to play different notes
- Tidy up by pouring all water back into the original jug and pointing out the brown colour. Say 'tidy up'.

Stage 3 adaptation:

To run as a stage 3 activity, after you've coloured the water, invite an adult to play the glasses by tapping them, and then invite the students one by one to do the same.

Sandcastles - Stage 2 or 3



Resources required:

- Shower curtain
- Large piece of cardboard/ tray
- slightly wet sand
- bucket
- cup

*This activity also works with flour, if you replace the cup with a shot glass.

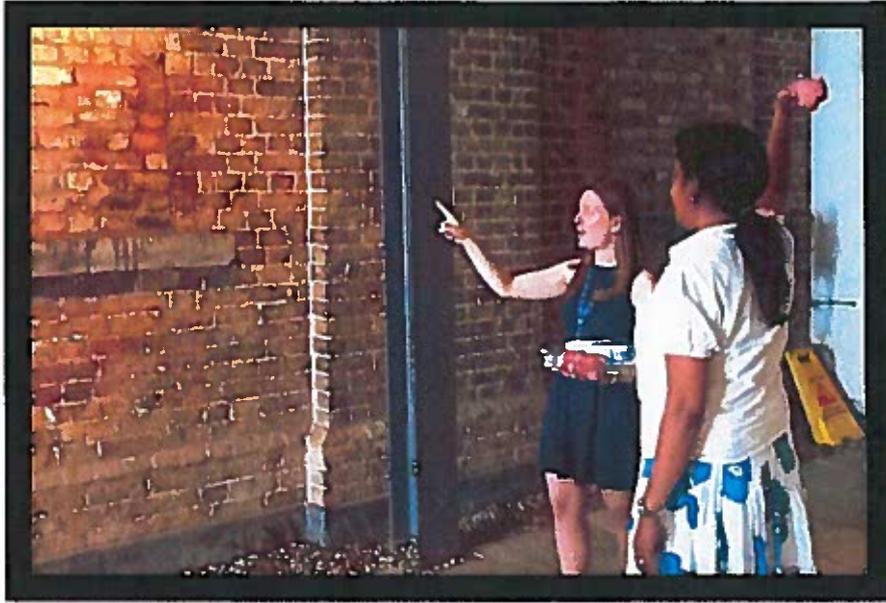
Instructions:

- Place shower curtain and cardboard on the ground
- Display bucket full of sand and say 'sand'
- Fill up the cup with sand, level off and flip onto the cardboard to create sandcastle. Say 'sandcastle'.
- Repeat to make 3 sandcastles
- Say 'ready set go' and squash the first castle. Repeat for other castles.
- Tidy up by tipping sand from cardboard back into the bucket. Say 'tidy up'.

Stage 3 adaptation:

To run as a stage 3 activity, build one castle at a time and invite students to squash it, then repeat.

Water Balloons - stage 3



Resources required:

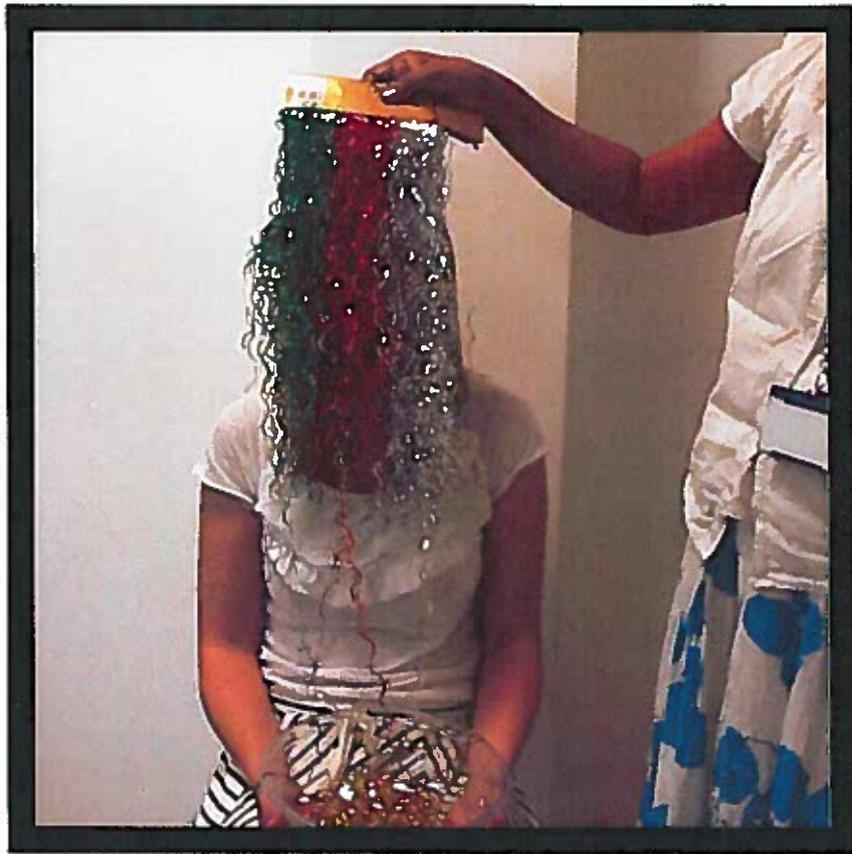
- Water balloons, at least 3 more than the number of students
- Container to hold water balloons

*It is recommended that this activity be completed outdoors, near a wall

Instructions:

- Show water balloons to students, say 'water balloons'
- Say 'whose turn?' Invite adult to model activity, call their name and say 'come', say 'choose 1 balloon', then say 'throw' indicating wall. Adult to throw balloon at the wall.
- Say 'whose turn is it next?' and look around the circle. Choose students in a random order to take their turn.
- Tidy up

Tinsel - stage 3



Resources required:

- Chair
- Large bowl
- Tinsel

Instructions:

- Place the chair at the front of the semicircle
- Say 'whose turn is it first?' and invite an adult to model the activity
- Ask adult to sit in chair by pointing to chair and saying 'sit down'. Place bowl of tinsel in their lap, take tinsel out and sing 'oh look it's shining on you' to the tune of 'here we go round the mulberry bush', while brushing the tinsel over their face and shoulders
- Say '(adult's name) finished' and direct them back to their original chair
- Say 'whose turn is it next?' and look around the circle. Choose students in a random order to take their turn
- Once all students have had their turn, tidy up.

It's raining on you - stage 3



Resources required:

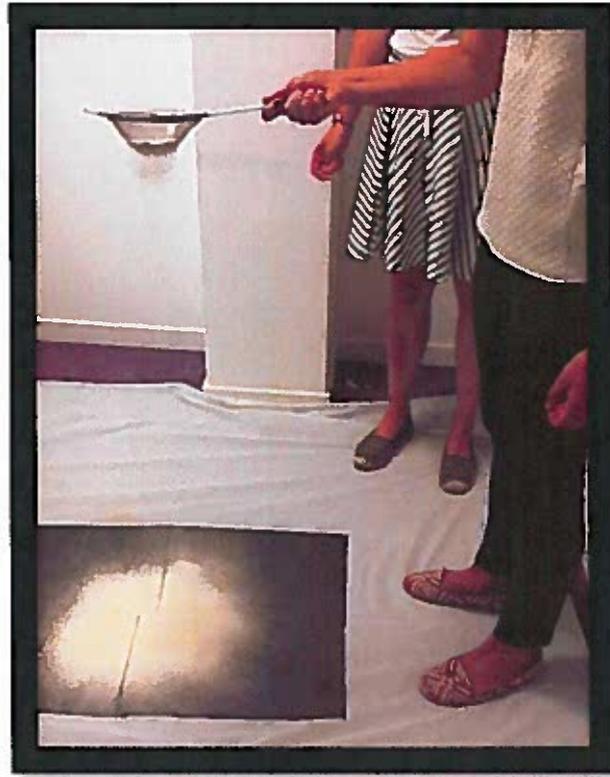
- Shower curtain
- Small chair
- Clear umbrella
- Watering can
- water

Instructions:

- Place shower curtain on the ground
- Put the chair in the middle of the shower curtain
- Invite an adult to join you, say 'name, stand up, sit' pointing to central chair. Hand them the open umbrella, and then pour small amounts of water on it while singing 'oh look it's raining on you' to the tune of 'here we go round the mulberry bush'. When the song ends, tell them to go back to their seat.
- Say 'whose turn is it next?' and look around the circle. Choose students in a random order to take their turn - go up to them and hand them the umbrella if they do not respond to their name.
- Once all students have had their turn, tidy up.

Note: This activity can also work well outdoors - provided they're not likely to run away.

Sifting flour - stage 3



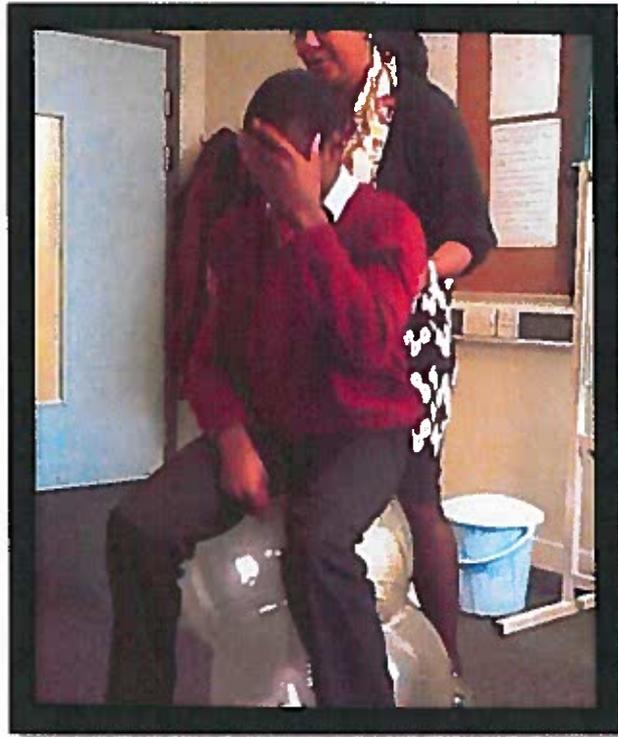
Resources required:

- Shower curtain
- Large black piece of paper
- Flour
- Sieve
- Cup/ shot glass

Instructions:

- Place shower curtain and sheet of paper on the ground
- Display and label sieve and flour
- Use an adult to demonstrate first turn - choose adult, say 'name, stand up, come, hold' as you give them the sieve to hold.
- Pour some flour into the sieve and sing 'this is the way we sift the flour' to the tune of 'Here we go round the mulberry bush' and support them in sifting the flour'. At the end of their turn say 'name finished, sit back down' and indicate their chair.
- Say 'whose turn is it next?' and look around the circle. Choose students in a random order to take their turn - go up to them and hand them the sieve if they do not respond to their name.
- Once all students have had their turn, tidy up.

Bouncing - stage 3



Resources required:

- Gym ball

Instructions:

- Place gym ball in the middle of the circle
- Invite adult by saying 'whose turn? (look around) Name's turn. Name stand up, sit on ball' then support them to bounce on the ball while singing 'this is the way we bounce on the ball' to the tune of 'here we go round the Mulberry bush'
- Say 'name's finished. Stand up, go to seat'.
- Say 'whose turn is it next?' and look around the circle. Choose students in a random order to take their turn.

Water Balloons - stage 3



Resources required:

- Black paper
- Glue
- Glitter
- Shower curtain

Instructions:

- Show black paper, glitter and glue labelling what they are
- Say 'whose turn?' Write the initial of the modelling adult in glue on the paper. Invite adult to model activity, call their name and say 'come', hand them the glitter, then sing 'this is the way we sprinkle glitter' as you help them shake the glitter. Ask them to return to their seat when the song is done. Shake off excess glitter and show the letter to everyone
- Say 'whose turn is it next?' and look around the circle. Choose students in a random order to take their turn. Make sure you write the letter in glue before calling them up.
- Tidy up

*You can also did this activity with shapes or numbers or anything else you happen to be focusing on that week

Decorate a cupcake - stage 4



Resources required:

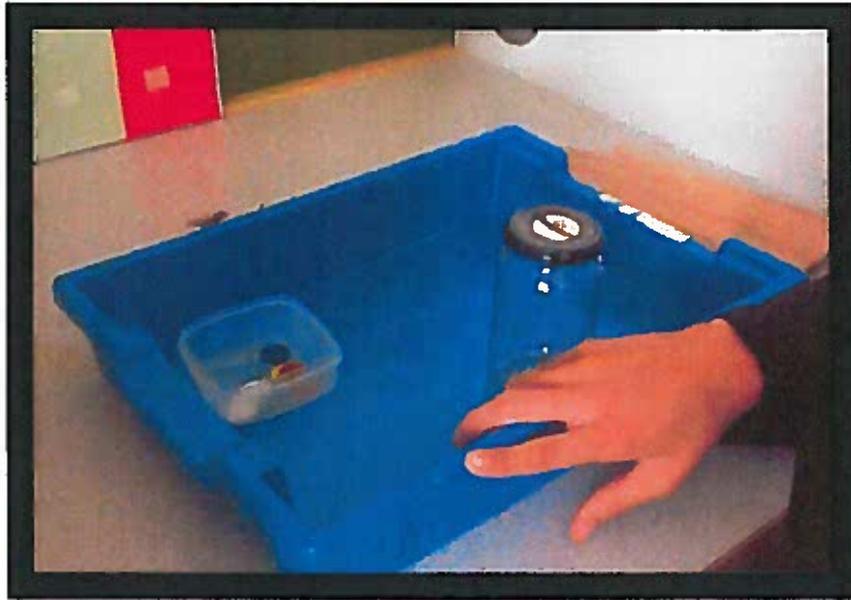
- Plain cupcake, 1 per student + 1 for model
- Premade icing in a small tub, with a spoon or other utensil to spread it, 1 per student + 1 for model
- Other decorations e.g. smarties, sprinkles, mini marshmallows etc. in a small tub, 1 per student + 1 for model
- Trays, 1 per student + 1 to model

Instructions:

- Adult models how to decorate cupcake, first spreading icing on cupcake, then with sprinkles
- Hand out a tray containing all necessary materials to each student. Once everyone is holding a tray, say 'everybody's turn' and indicate for them to go to their work stations.
- Students are to independently decorate cupcakes. Support staff to offer minimal guidance - remind them it doesn't matter what it looks like, rather that the student worked independently.
- Once they have finished, they can come back and sit in the circle.
- Once everyone is sitting in the circle, celebrate each student's achievement by saying their name and showing everyone what they have made.
- Then say 'let's eat' and model they can do so by taking a bite out of the model cupcake.

*This activity can be extended by adding more steps such as mixing icing themselves, and adding food colouring, and adding more decorations.

Coins in a jar - stage 4



Resources required:

- Box with 10 counters/ coins - 1 per student + 1 for model
- Jar with slit in the lid - 1 per student + 1 for model
- Trays, 1 per student + 1 to model with

Instructions:

- Adult models how to put the coins in the jar, counting as you go. When all coins are in the jar, say 'finished'
- Hand out a tray containing all necessary materials to each student. Once everyone is holding a tray, say 'everybody's turn' and indicate for them to go to their work stations.
- Students are to independently put the coins in the jar, with minimal adult intervention.
- Once they have finished, they can come back and sit in the circle.
- Once everyone is sitting in the circle, celebrate each student's achievement by saying their name and showing everyone their full jar.

Paint a mask - stage 4



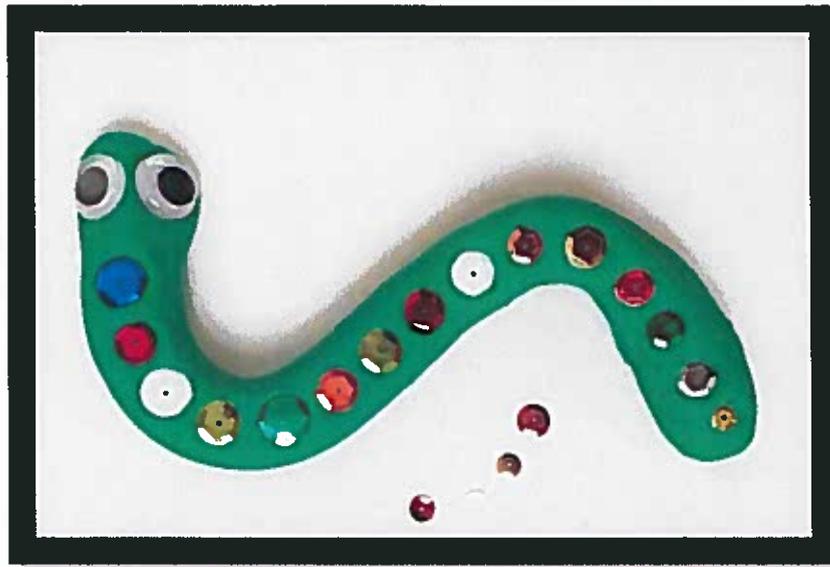
Resources required:

- Plain white face mask, or eye mask, 1 per student + 1 for model
- Paint - 1 or 2 colours, divided into small pots, 1 per person + 1 for model
- Optional - glitter
- Trays, 1 per student + 1 to model with

Instructions:

- Adult models how to paint mask. As you are modelling an ideal situation, make sure you are thorough with your painting, as some students may interpret your painting skills as an ideal and if you leave lots of gaps, they may leave lots of gaps.
- Hand out a tray containing all necessary materials to each student. Once everyone is holding a tray, say 'everybody's turn' and indicate for them to go to their work stations.
- Students are to independently paint their masks, with minimal adult intervention. Remind supporting staff that this activity is about their independent learning skills rather than achieving a perfect end product so as long as they try, it doesn't matter what the mask looks like.
- Once they have finished, they can come back and sit in the circle.
- Once everyone is sitting in the circle, celebrate each student's achievement by saying their name and showing everyone what they have made.

Playdough snake - stage 4



Resources required:

- Play dough - divided into fist sized chunks, enough for each student + 1 to model with
- Sequins or small buttons for decoration (optional)
- Stick on eyes 2 per person + 2 to model with
- Trays, 1 per student + 1 to model with

Instructions:

- Adult models how to make a snake - roll lump of playdough with both hands until it looks like a sausage, then bend into shape and stick on eyes and sequins.
- Hand out a tray containing all necessary materials to each student. Once everyone is holding a tray, say 'everybody's turn' and indicate for them to go to their work stations.
- Students are to independently recreate a snake, with minimal adult intervention.
- Once they have finished, they can come back and sit in the circle.
- Once everyone is sitting in the circle, celebrate each student's achievement by saying their name and showing everyone what they have made.

Porcupine - stage 4



Resources required:

- Play dough - divided into fist sized chunks, enough for each student + 1 to model with
- Spaghetti, broken into short pieces (around 10 pieces per chunk of playdough)
- Stick on eyes 2 per person + 2 to model with
- Trays, 1 per student + 1 to model with

Instructions:

- Adult models how to make a porcupine - roll playdough into a ball, stick pieces of spaghetti into the top of the ball, stick on eyes at the front. Say 'porcupine'.
- Hand out a tray containing all necessary materials to each student. Once everyone is holding a tray, say 'everybody's turn' and indicate for them to go to their work stations.
- Students are to independently recreate a porcupine, with minimal adult intervention.
- Once they have finished, they can come back and sit in the circle.
- Once everyone is sitting in the circle, celebrate each student's achievement by saying their name and showing everyone what they have made.

Rice shakers - stage 4



Resources required:

- Containers of different coloured rice, e.g. 3 per student. (dye rice by placing required amount of rice in a container/ bag, add enough vinegar to cover, and a few drops of food colouring. Mix around, then strain and allow to dry on baking paper)
- Plastic bottles with lids, 1 per student + 1 to model with
- Trays, 1 per student + 1 to model with

Instructions:

- Adult models how to make a shaker: open bottle, pour in a layer of each colour of rice. Repeat if desired. Seal bottle. Use as shaker.
- Hand out a tray containing all necessary materials to each student. Once everyone is holding a tray, say 'everybody's turn' and indicate for them to go to their work stations.
- Students are to independently recreate a shaker, with minimal adult prompting.
- Once they have finished, they can come back and sit in the circle.
- Once everyone is sitting in the circle, celebrate each student's achievement by saying their name and showing everyone what they have made.

*You can keep the shakers for music time, or you can also use the rice during sensory play activities if you pour it out into a large tray