

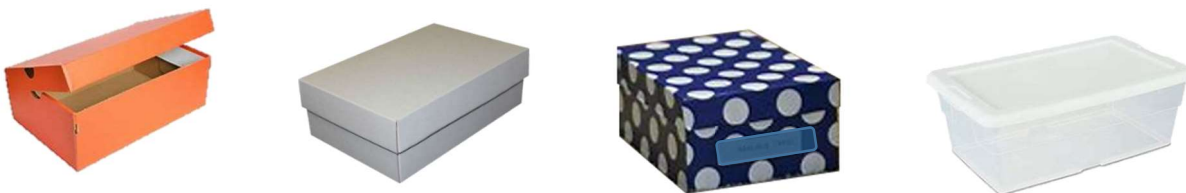
Shoe-box Activities in the Classroom (with ideas)

Shoe-box activities are an **achievable** adult-led activity that enables the child to access and complete an activity, based on their individual needs and abilities.

This shoe-box activity is immediately followed by an activity that is motivating for the child - their reward.

For this to be successful, both the shoe-box and subsequent motivating activity should only be available for this activity - if the shoe-box activity or the motivating activity are within the environment, the child could quickly become less interested.

The shoe-box can be **any** box or container, with a lid, that is approximately the same size as a shoe-box, for example:



Please note: If you do not have any “shoe-box” size containers, the activity can also be stored in other containers/pouches with a similar contents size, e.g. zipped wallets.

Remember:

- When planning a shoe-box activity - always think about the child’s interests and their current development stage (not their actual age).
- Be organised - get everything ready in advance.
- Be clear what you want the child to do.
- Be clear what the motivating activity/reward will be.
- Use minimal language. Ensure that the language is relevant to the child’s level of understanding as well as their current development stage (not their actual age).
- Use key words.
- Use Visual Supports alongside minimal language - that is relevant to the child’s current development stage (not their actual age). This will be, **real objects of reference, photos of real objects** and/or **symbols**. Use ‘Now and Next’ or ‘First and Then’ approach.
- The child may also need advanced notice that this activity is coming up.

For more information regarding Visual Supports:

Go to, www.fiveacrewood.co.uk and select the **STLS/OUTREACH** tab. Scroll down and select **Early Years**.

Scroll down to **Useful Information** where you will find the following list.

FLOWCHART – Guidance for breaking down “Visual Timetable for ALL Children’ into manageable steps

Visual Supports - 1 Using Real Objects of Reference

Visual Supports - 2 Using Real Objects to Make Choices

Visual Supports - 3 Using Real Objects to support “Now & Next”

Visual Supports - 4 Using Photos of Real Objects

Visual Supports - 5 Using Photos to Make Choices

Visual Supports - 6 Using Photos to Make Requests

Visual Supports - 7 Using Photos to support “Now & Next”

Visual Supports - 8 Personal Visual Timetable

Visual Supports - 9 Simplifying a Personal Visual Timetable using ‘Now & Next

Visual Supports - Communication Prompt Card

Visual Supports - Making Choices at Song Time

Visual Supports - Transition to a New Room - including example Booklet

Visual Supports - Emotions Keyring or Lanyard

These are best viewed in numerical order

There is lots of other useful information on this page.

How to:

To start with, the shoe-box activity must be successful, therefore it must be both achievable and very short and is slowly increased over time.

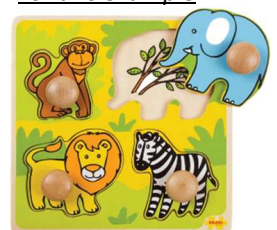
A simple way to keep an activity short is for the activity to be partially completed in advance.

For this example:

By using a simple 4 piece puzzle, you can leave just 1 or 2 pieces to add for the activity to be completed.

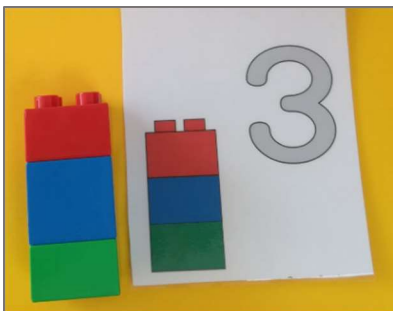
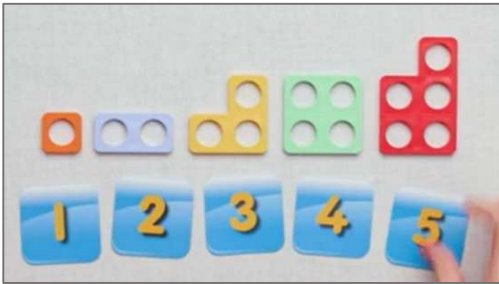
- Remember to be clear what you want the child to do, and state what the subsequent motivating/reward activity will be.
- Remember to use Visual Supports and minimal language.
- Once the child has added this final piece, the adult-led activity has been successfully completed - if the child needs adult support to complete the activity, use the hand-over-hand method.
- The adult praises the child and **immediately** gives the child the motivating/reward activity. If the motivating/reward activity is open ended and has no obvious end, be clear how long this will last by using a timer or similar.
- Before increasing the difficulty of the shoe-box activity, allow the child to be successful on several different occasions to support their understanding and build their confidence - this will depend on the child’s current development stage.
- The next step is to make the same shoe-box activity longer, for this example, the child completes the whole the puzzle.

For this example:



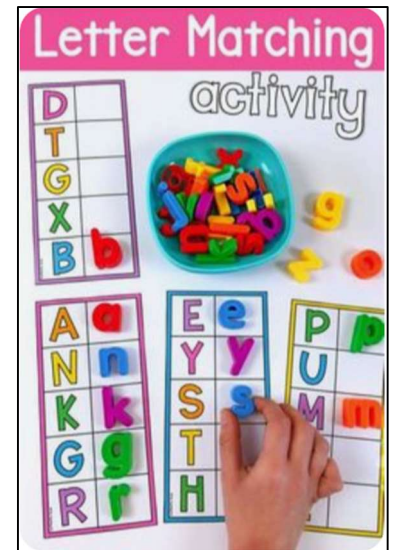
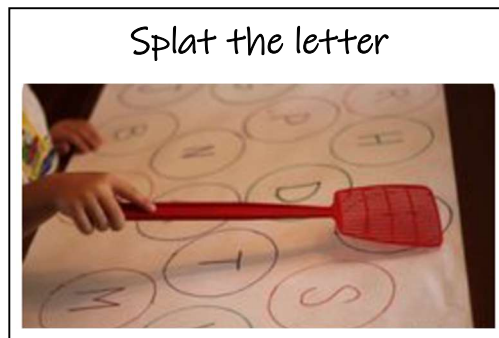
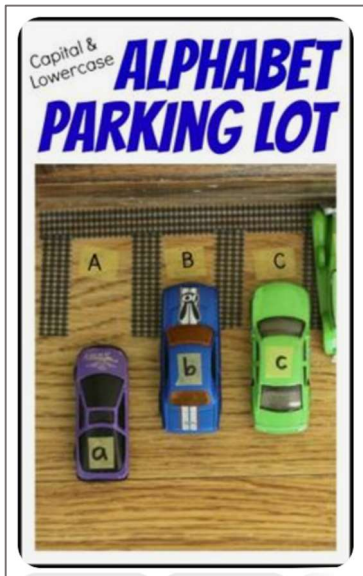
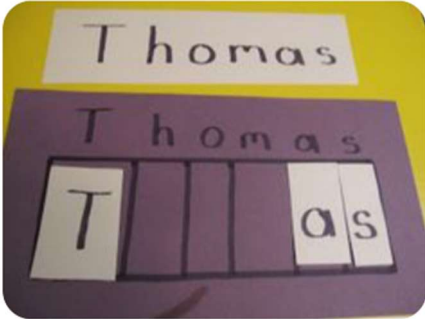
Shoe-box Activities - Numeracy Ideas:

Remember: Always think about the child's current development stage and their interests



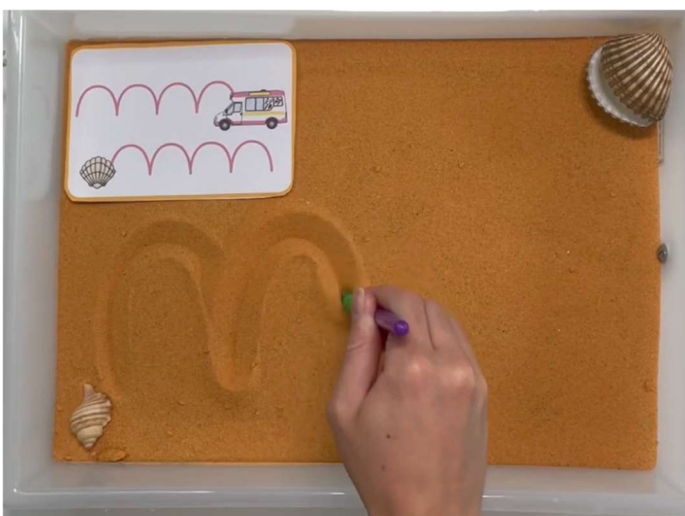
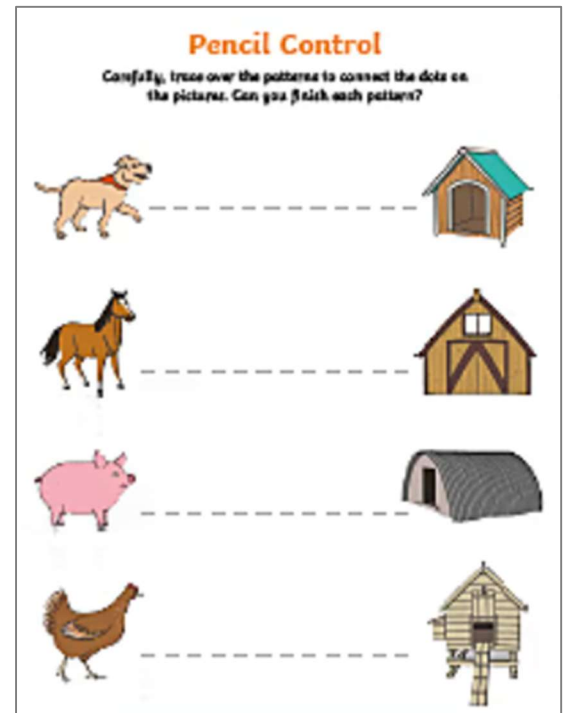
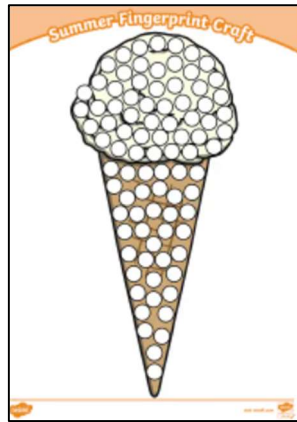
Shoe-box Activities - Literacy Ideas:

Remember: Always think about the child's current development stage and their interests



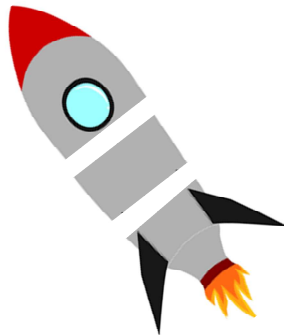
Shoe-box Activities - Mark Making Ideas:

Remember: Always think about the child's current development stage and their interests



Shoe-box Activities – Topic Ideas, e.g. transport:

Remember: Always think about the child's current development stage and their interests



Shoe-box Activities – Topic Ideas, e.g. people who help us:

