



National University  
Hospital

# ACTIVITY RESOURCE BOOK

Brought to you by:

Child Development Unit

**Khoo Teck Puat – National University Children's Medical Institute**

# PREFACE

Dear Parents,

Children begin developing at birth and they learn different skills at different rates. These skills include cognitive, sensory stimulation, social interaction, language, fine and gross motor, and socio-emotional skills. We hope this activity resource book will give you ideas on how to improve your child's skills during play and daily routines.

At National University Hospital (NUH) Child Development Unit (CDU), we believe that you are your child's first and best teacher. This is because you are a familiar figure to them and are always there for them. Children also learn better in their own homes. We would like to help you in this journey to be more confident in managing your child and in creating a beneficial environment for your child's development.

Thank you for taking time to work with your child!



# DEVELOPMENTAL DOMAINS



## Cognition

Understanding academic and thinking skills (e.g. sequencing of events, solving problems, attention)



## Sensory Stimulation

Using senses to explore the world, which helps to develop the brain (e.g. touching, moving, smelling)



## Receptive Language

Listening and understanding language (e.g. following instructions)



## Social Interaction

Building social skills to share interests with others, and developing/maintaining relationships (e.g. making eye contact, taking turns)



## Fine Motor (Hands)

Controlling small hand muscles (e.g. fingers, wrist) for smaller movements (e.g. writing, eating)



## Expressive Language

Using non-verbal communication (e.g. gestures, signs, writing) and speech



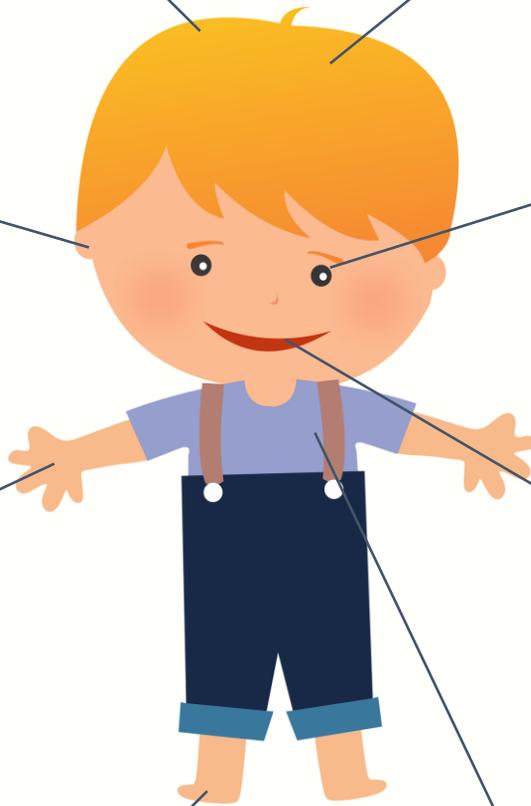
## Gross Motor

Controlling large muscles (e.g. arms, legs) for bigger movements (e.g. jumping, sitting on a chair)



## Social-Emotional Skills and Behaviour

Controlling emotions and behaviours to establish a positive relationship with others





# DAILY ROUTINES

# BATH TIME

## DAILY ROUTINES

### TARGETED SKILLS



Exploring with different senses



Interacting with parent or siblings



Listening and understanding language



Cooperation during bath time



Understanding parts of the hands and hand strength

### THINGS YOU WILL NEED



Shampoo



Body soap



Water play toys



Towel



Clean clothes

### STEPS



1. Take off clothes



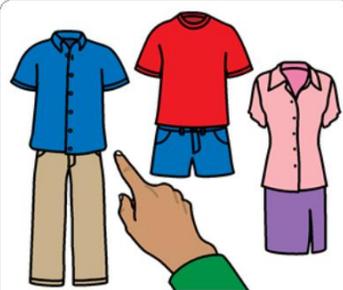
2. Turn on the water



3. Shower



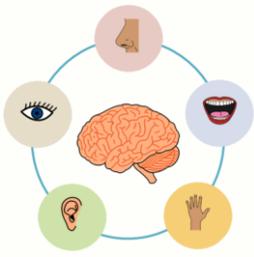
4. Dry off



5. Choose clothes

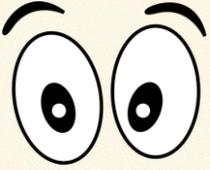


6. Wear clothes



## Sensory Stimulation

- Allow them to feel cold and warm water
- Prepare them by telling them before spraying water over their head
- Provide a cloth so they can cover or wipe their faces if water enters their eyes
- Have water play during bath time



## Social Interaction

- Play turn-taking games  
e.g. Make and blow soap bubbles, draw on the wall, pour and squirt water
- Sing action songs related to showering  
e.g. Head, shoulders, knees and toes
- Make bath time fun!



## Receptive Language

- Talk about:
  - Parts of the body
  - Related words  
e.g. hot/cold, wet/dry, clean/dirty
- Give simple instructions  
e.g. *“Wash your hair and tummy.”*



## Social-Emotional Skills and Behaviour

- Let them know in advance when it is time to go for a shower or stop
  - Use your phone timer or a picture timetable
  - Tell them  
e.g. *“One more minute and we’re done”,* countdown from 10
- Talk about how they are feeling  
e.g. *“I know you’re scared of the water entering your eyes. You can tilt your head up.”*
- Give solutions and choices  
e.g. *“Do you want to shower now or in 5 minutes?”,*  
*“I know you still want to play with water. You can play again tomorrow.”*
- Be flexible  
e.g. When your child is busy playing Play-Doh, you may postpone shower time



## Fine Motor (Hands)

- Your child can:
  - Soap the body part that you name
  - Squeeze soap from the bottle
  - Dry with a towel

# WASHING HANDS

DAILY  
ROUTINES

## TARGETED SKILLS



Knowing how  
and when to wash  
their hands



Exploring with  
different senses



Listening and  
understanding  
language



Cooperation on  
hand-washing



Understanding  
parts of the hands

## THINGS YOU WILL NEED



Towel



Basin



Hand soap



Water

## STEPS



1. Turn on tap



2. Wet hands



3. Take soap



4. Rub hands  
with soap



5. Wash soap  
off hands



6. Turn off tap

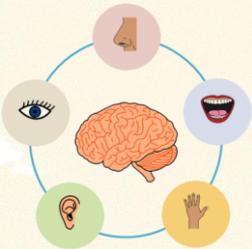


7. Dry hands with  
towel



### Cognition

- Helping them to know when they need to wash their hands  
e.g. say *"Your hands are dirty. What do we do?"*
- Practice the steps  
e.g. say *"What do we do first?"* (refer to picture sequence)
- Get them to check that their hands are clean



### Sensory Stimulation

- Have them feel and talk about the soap on their hands
- After rinsing, ask them to close their eyes to feel if their hands are still soapy



### Receptive Language

- To encourage listening and understanding, say:
  - *"Press the soap and rub your hands."*
  - *"The soap is too little."* or *"That's a lot of soap."*
  - *"Wash your hands for 10 seconds."* and count together as they wash their hands



### Social-Emotional Skills and Behaviour

- Use pictures to remind them when it is time to wash their hands  
e.g. wash your hands before/after food, and when entering the house
- Get them to queue and wait for their turn to wash
- Set limits to save resources  
e.g. *"Press soap once."*, *"Turn off the tap."*



### Fine Motor (Hands)

- Count their fingers together with them
- Label each part of their hands  
e.g. palm, thumb, nails, fingers, back of the hand, wrist
- Teach the steps to hand washing
- Provide physical help by holding their hands

# MEAL TIME

## DAILY ROUTINES

### TARGETED SKILLS



Tolerating a variety of food



Building positive parent-child interactions



Understanding instructions



Learning how to ask and say "no"



Developing a preferred hand and learning how to hold utensils correctly

### THINGS YOU WILL NEED



Utensils



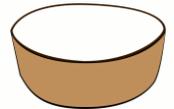
Plates



Food they like to eat



Food they avoid eating



Spitting bowl

### STEPS



1. Wash hands



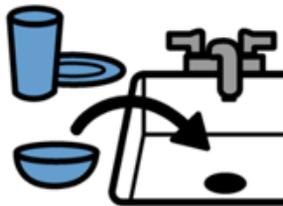
2. Get fork and spoon



3. Sit down



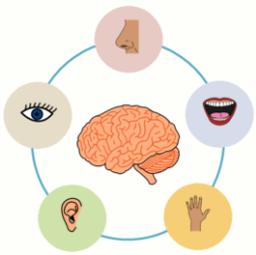
4. Eat food



5. Put dishes in sink

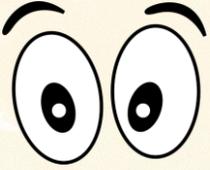


6. Wipe table



## Sensory Stimulation

- If they are picky:
  - Give them time to accept how the food looks, smells and feels e.g. place the food that they avoid eating on the table
  - Let them play with different types of food during snack time using their hands/utensils
  - Do not force them to eat



## Social Interaction

- Remove screens such as mobile phones, tablets or TVs
- Sit at a designated area
- Take turns to feed each other
- Feed playfully by pretending the spoon is an aeroplane



## Receptive Language

- To encourage listening and understanding, say:
  - “Bring the spoon to the table.”
  - “Put the plates in the sink.”
  - “Wash your hands before you eat.”



## Expressive Language

- Try asking:
  - “*What do you want to eat?*”
  - “*Do you want rice or noodles?*”
- Put your child’s behaviour or actions into words
  - Child points to rice → Adult says “*I want to eat rice.*”
  - Child pushes food → Adult says “*Don’t want.*”
  - Child grabs your hand and cries → Adult says “*I want more please*”



## Fine Motor (Hands)

- Let them use their thumbs and index fingers to:
  - Pick up small biscuits or cereals to feed themselves
  - Tear a piece of bread into small pieces
- Encourage use of two hands to:
  - Hold a bowl with one hand while using a spoon with the other hand
  - Pour water from a jug
- Spread the food across the table and let them scoop the food they want onto their plate using the hand they prefer



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