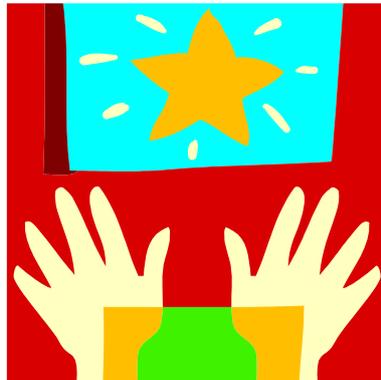


**LEICESTERSHIRE AUTISM OUTREACH  
SERVICE**

***FRIENDSHIP PROGRAMME***

**(A Social Skills Programme for  
Students with Asperger Syndrome in  
Mainstream Secondary Schools)**



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## **Guidelines for setting up a Friendship Programme**

The Friendship Programme is aimed at students with AS within mainstream secondary placements. Ideally the students should be Year 8 or above, but Year 7 students could take part in the Summer Term. Some of the issues discussed in the programme require a level of maturity that might not be seen in younger students. It is important that the group feel comfortable with each other so it is useful to select students from one tutor group who are familiar with each other.

### **Group Dynamics:**

Maximum of 6 students (even number preferable) – cohort made up of ASD students (maximum of 2), other students with social and communication needs; and at least 1 positive role model who is able to contribute to discussions and behave in an appropriate and mature way during the sessions.

The school will need to send a letter out to the parents of selected students which outlines the intentions of the programme and seeks their permission for the inclusion of their child. An example of this is enclosed.

A space will need to be identified, which is big enough to allow the students to move around freely, isn't overly cluttered with furniture, but has access to chairs, table space and a flip chart, if possible. This space will need to be available each week. This is essential, to allow the programme to run with consistency.

The Friendship Programme is a 10-week course that requires an hour for each session. It will be important to identify a slot on the timetable that will allow for the students to be released from an activity e.g. PHSE, PE for the duration of the programme.

The person running the group will require the support of one member of staff, whose role will be to manage students' behaviour, assist with discussions, take part in role-play, and support the students in their activities. This person would need to have a sound understanding of ASD, know the focus student/s well; and feel confident and able to take an active role in the programme.

## **FRIENDSHIP PROGRAMME**

### **Session One**

#### **Introduction:**

Adult introduces themselves and the concept of the stress line – lay the rope out on the floor with the flashcards of 'stressed' and 'calm' at either end. Stand at a specific point on the rope to symbolise how you are feeling, and encourage the students to do the same.

Adult introduces the programme –

- The focus is on how we get on with others – ways to make and keep friends, how we sort out problems with friends when they happen

- Practicalities of the group – when, where, how many weeks, outline of sessions
- The sorts of things the group will be doing – games, talking, listening, role-play, relaxation.

### Introduce Star Chart System

Explain the star chart system – each person makes a secret vote for the person in the group whom they feel showed the qualities of a good friend, during that friendship session. The person with most votes receives a friendship star, and the person with the most stars at the end of the 10 week programme receives a special prize.

(Schools could look at how they could support this – perhaps a £5 gift voucher from WH Smith?)

### Warm Up Game (see list) – Balloon Game

#### Chat Time:

Ground rules –

Discuss general school rules – who makes them, why we have them etc

- Group to devise a list of 4/5 rules which they all agree to follow each week.
- Use bank of suggestions to help them to think of their own choices of rules **(flashcards – ideas for rules)**.
- Display the rules visually on the wall each week.
- Encourage the group to think about an agreed consequence for breaking the rules.
- Advise the group that you will make the decisions about behaviour management e.g. when someone needs to take time-out.
- Advise the group that, if at any time someone feels uncomfortable with a discussion or activity, they may choose to sit and watch.

#### Activity:

Ice Breakers –

- Group awareness – standing in order of a) height, b) birthdays, c) initial letter of names, door numbers, the time they got up that morning etc. (Explain the parallel with games – some involve looking, others good listening, sharing information, asking questions etc)
- Mime – sharing information about self with the group e.g. favourite activity, favourite food.

Chat time: (carry this over to Week 2 if short of time)

Brainstorm the qualities of a good friend – display on flipchart each week.

For example:

- Kind
- Caring
- Trustworthy
- Good at sharing
- Good listener
- Understand your thoughts and feelings.

Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today's session. Ask them to reflect on who they felt showed the qualities of a good friend, in this session, and how they did that.

Treats or Sweets

## **Session Two**

(Ensure the rules, consequences and qualities of a good friend are displayed on the wall)

Warm Up Game – Name 6

Chat Time:

Go over the rules, consequences and qualities of a good friend. Remind students of the voting system.

Identify what makes friendships fun:

- Shared interests
- Shared enjoyment of activities
- Similar sense of humour
- Feel good about self in friend's company - relaxed, confident, secure
- Time to talk with someone who thinks about the world in a similar way to you

Brainstorm the positive comments you can make to a friend when playing a game  
**(flashcards – comments and their meanings):**

For example:

*'This is great fun!'*

(Showing enthusiasm)

*'I'm really enjoying this'*

(Sharing positive feelings)

*'Come on, Tim - you can do it!'*

(Encouraging others)

*'Well done, Ann - you did really well!'*

(Celebrating another's success)

'I didn't do very well - never mind - it's only a game' (Not getting stressed)  
'Don't worry Matt - you tried your best' (Boosting someone who hasn't done well)  
'It's good to see John and Dan's team winning' (Allowing others to succeed)  
'Do you want to go first or second?' (Being a good team player)

Ask the group to pair comments with their meanings.

### Activity:

#### Fan the Kipper

Step One: Pair up - one of each partnership to stand at opposite ends of the room from each other. Kipper to be fanned by one partner, across the room to the other partner. This partner then takes over and fans the kipper back to the start. This part of the activity is a competition - to see which partnership wins the race.

Step Two: As a whole group - split the group so that half the students are at one end of the room and half at the other. Kipper to be fanned by player 1 across the room to player 2 who fans it back to player 3 etc. The group have a time limit to see how quickly they can complete the task as a team - this time limit will depend on group size. The group could complete the task again to see if they can beat their previous time.

An alternative to Fan the Kipper could be a Domino race - setting up the dominoes across the room so that when the first one is knocked over, the whole line falls down. Again this could be done in pairs as a race, and then as a whole group against the clock.

As the game is played, encourage the students to make positive comments about their partner/rest of group's contributions to the game and about how they themselves are feeling.

### Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today's session. Ask them to reflect on who they felt showed the qualities of a good friend, in this session, and how they did that.

### Star Chart

### Treats or Sweets

### **Session Three**

(Ensure the rules, consequences and qualities of a good friend are displayed on the wall)

#### Warm Up Game – Fruit Salad

#### Chat Time:

Discussion on Circles of Friendship and the idea that friendships are flexible:

Use own photos to introduce family and flexibility of friendships.

1) Circles of Friendship (adult to use own friendship circles to demonstrate):

- On a flipchart draw 3/4 concentric circles – 2 charts which reflect your own circles of friendship – at the age of the students and now.
- Brainstorm the qualities of friends - the things they do, their personal characteristics.
- Place own friends on the chart according to the level of intensity of the friendship i.e. close friends near the middle, casual acquaintances further out.
- Explain the idea that friendship is quite a stretchy term - includes those people we are very close to, and those we would consider to be acquaintances.
- Stress that all are forms of friendship.
- Brainstorm the students' ideas of who would be a close friend and who would be a casual acquaintance.

2) Flexibility of Friendships:

- Emphasise that all forms of friendship are equally valid and important to us.
- Also reassure that some of us may be quite happy just to have the sort of relationships characteristic of the outer circle.
- Discuss the idea of friendships changing - some develop and some fade. Use own friendship circles to demonstrate this idea of flexibility (e.g. losing friends after leave school, developing new friends in the workplace).
- Encourage students to share how they feel when they lose friends or feel unable to make friends - lonely, sad, cross. Again, use own experiences to show the students how these feelings are experienced by everyone at some point in their life as friendships change.

Group draw their own circles of friendship and share with each other.

#### Activity:

##### Chair Game:

- 1) Paired task – each pairing, using 2 chairs, are to get from one side of the room to the other without touching the floor. Adult to supervise but not offer solutions. Adult can call 'freeze' at any time to ask students how they are feeling (frustrated, confident etc).

- 2) Whole group task – the whole group are to get from one side of the room to the other using chairs (1 less than the group size), without touching the floor. As before, the adult will call ‘freeze’ to discuss feelings, the ideas of compromise and negotiation; and teamwork.

This activity does raise the issue of Health and Safety. If it is not appropriate to use chairs, please substitute with sheets of newspaper.

### Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today’s session. Ask them to reflect on who they felt showed the qualities of a good friend, in this session, and how they did that.

### Star Chart

### Treats or Sweets

## **Session Four**

(Ensure the rules, consequences and qualities of a good friend are displayed on the wall)

### Warm Up Game – Stick Game

### Chat Time:

Discuss the idea of feeling rejected by a friend.

- When can these situations arise e.g. playground, dining hall, PE?
- Identify the feelings associated with this - angry thoughts, feelings of loss, stress, and upset.
- Stress especially the temptation to punish/take it out on your friend or others.
- Brainstorm the reasons why you might feel rejected by someone, although that person may still be a friend. Look at self-talk statements which could help to repair the negative feelings (**flashcards – self-talk statements to cope with feeling rejected**) e.g.

*They didn't realise how much you wanted to play*

*They needed a bit of a change*

*They have several friends and it's OK for them to play with others*

*They had other stuff on their mind*

*They weren't in the mood*

*I arrived late in the dining hall so there was no room left at the table.*

Use role-play to rehearse situations and responses to feeling rejected.

### Activity:

#### What's in the Bag?

Each student in turn puts their hand in the bag and 1) describes what they feel, 2) describes what they see and 3) describes its function. Others to guess.

At the end, make reference to friendships and how it is important to know more about a friend than just what they look like.

### Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today's session. Ask them to reflect on who they felt showed the qualities of a good friend, in this session, and how they did that.

### Star Chart

### Treats or Sweets

## **Session Five**

(Ensure the rules, consequences and qualities of a good friend are displayed on the wall)

### Warm Up Game – Lid Game

### Chat Time:

- Encourage students to identify situations where they have either:
  - a) put themselves down when they've made a mistake, or
  - b) talked themselves into a rage because others have been teasing.
- Identify the negative thoughts that we have in situations like these and how they have a significant role in making matters worse.
- Discuss the idea of self-talk – positive statements (**flashcards – positive statements to boost self-esteem**) that we can say to ourselves which will boost our self-esteem and reinforce self-control e.g.

*It doesn't matter if I make a mistake – this is new.*

*When I learn something new it's OK to make mistakes.*

*Everybody makes mistakes sometimes.*

*I'm not going to let him get to me.*

*I can handle this.*

*I'm not giving YOU the pleasure of making ME lose my temper.*

- Discuss calming down techniques – what do you do?

### Activity:

Divide the group in half and ask pairings to sit opposite their partner (3 facing 3). Put a picture up on the wall behind one group of 3, who have a blank piece of paper and

a pencil. The other partner's role is to describe the picture, which they are facing, to their partner, who cannot see it but will attempt to draw it. This partner is not allowed to name any objects from picture, but to use good describing words and directions to ensure picture drawn reflects picture displayed on the wall.

### Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today's session. Ask them to reflect on who they felt showed the qualities of a good friend, in this session, and how they did that.

### Star Chart

### Treats or Sweets

### **Session Six**

(Ensure the rules, consequences and qualities of a good friend are displayed on the wall)

### Warm Up Game – Change It

### Chat Time:

- Introduce the idea of conflict – ask the students to share their ideas and opinions of what this is.
- Introduce the idea of conflict within a friendship – encourage students to think of situations which may damage a friendship.
- Discuss 'explosion' point – use of stress rope to encourage students to talk about either how they feel right then or what would put them at the stressed/calm ends of the rope.
- Briefly mention the concept of finding a middle way or a resolution that a) defuses, b) avoids escalation, c) causes least damage to the friendship.
- Role play or use video footage to look at different scenarios involving conflict.
- Look at different ways of resolving these situations (**flashcards – resolution of conflict**) e.g.

*Walk away*

*Hit out*

*Force him to play your way*

*Threaten never to play with him again, or not to be his friend*

*Put your hand over your ears*

*Try to compromise – so long your way, so long my way – a 'middle ground'*

*Suggest an alternative that might be OK for both of you*

*Try out his way and re-assure yourself.*

*Use a script e.g. 'It's not worth falling out over this'.*

- Discuss the pros and cons of the above list and identify the most appropriate to use.

### Activity:

Construction Task – to encourage co-operation (working together towards a shared goal).

Equipment – large box of Lego or any other construction toys

Task – Players have to work together to build a construction, but one which develops as they go along, rather than setting out with a specific end in mind. Each participant has to make a link between what he does on his turn and what the person before him did

e.g

*I used the same shape/colour block*

*I used the same size*

*I put it next to yours*

*I kept building in the same direction*

- Encourage others to acknowledge the contribution and the way it has added to the construction e.g.

*It's made it bigger*

*It's made it stronger*

*It's made it taller*

*It looks more interesting.*

Alternative activity – drawing a picture as a group. The group share a packet of pens and one large piece of paper. Using the same concepts as for the construction task they need to produce one picture.

### Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today's session. Ask them to reflect on who they felt showed the qualities of a good friend, in this session, and how they did that.

### Star Chart

### Treats or Sweets

## **Session Seven**

(Ensure the rules, consequences and qualities of a good friend are displayed on the wall)

### Warm Up Game – Chinese Whispers

#### Chat Time:

Look at the concepts of compromise and negotiation – use the dictionary to define. Use the ‘donkey’ picture to help to explain compromise.

- Review the idea of compromise and negotiation from the last session.
  - Explain how these skills help to maintain a friendship during times of possible conflict.
  - Discuss possible situations where compromise and negotiation would be necessary.
  
- Learning how to lose gracefully:
  - Discuss what it means to be a sore loser (someone who always has to win to feel good).
  - Explain that having friends means learning how to lose without ruining the enjoyment of a game for your partners.

#### Activity:

Use any simple game that has winners and losers and can be conducted rapidly e.g. Snap, musical chairs.

- 1) The first time the game is played, the object is to purposely try to lose. Tell the students that you want to see how fast they can lose without cheating. The idea is for them to feel relaxed about losing. Freeze the game at any time to discuss how the students feel about losing. Encourage them to make positive comments to each other about their participation. Discuss whether it really matters that they have lost.
  
- 2) The second time the game is played, the object is to win. Tell the students that they are now to play the game properly, trying to win. Freeze the game at any time to discuss how the students feel about winning. How does the winner appear to others?

#### Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today’s session. Ask them to reflect on who they felt showed the qualities of a good friend, in this session, and how they did that.

#### Star Chart

#### Treats or Sweets

## **Session Eight**

(Ensure the rules, consequences and qualities of a good friend are displayed on the wall)

### Warm Up Game – Electric Chair Game

#### Chat Time:

- Discuss 'teasing' and what the students' understanding of this is. Encourage students to share their experiences.
- Brainstorm different scenarios and identify which would be **(flashcards – different levels of teasing)**:

*Gentle teasing (from a friend/relative who is just joking with you)*

*Cruel teasing (from someone who is deliberately trying to hurt/anger you)*

*Dangerous teasing (from someone who is trying to wind you up so that the situation will become aggressive and someone may get hurt/in trouble)*

Use role-play to rehearse different kinds of teasing.

- Discuss things others might do which would upset us:
  - Making us feel stupid
  - Making us feel that everyone is looking or laughing at us.
  - Making us feel that the Mickey has been taken out of something or someone that is important to us.
- Discuss why reacting can often make matters worse, even if we are in the right:
  - Look at what is involved in ignoring/not reacting to teasing
  - Practise the appropriate facial expression and posture which would reflect the thoughts 'this really isn't very interesting' or 'I can hardly be bothered'.
  - Rehearse the self-talk script - 'I'm not rising to the bait' (or something similar).
  - Think of ways of putting the other person down (in your head).
- Explore the idea of going too far - how you have to monitor a friend's reaction to check that they really do find the gentle teasing funny. Discuss how too much of a good thing can cause a friend to feel irritated/upset by you.

#### Activity:

Play a selection of silly games e.g. twister, electric chair game, stuck in the mud etc - to rehearse the idea of having fun with your friends without going too far.

#### Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today's session. Ask them to reflect

on who they felt showed the qualities of a good friend, in this session, and how they did that.

### Star Chart

### Treats or Sweets

## **Session Nine**

(Ensure the rules, consequences and qualities of a good friend are displayed on the wall)

Warm Up Game – Pass the Koosh, Balloon Game, Students' own request

### Chat Time:

#### Staying Connected

Brainstorm the ways we stay connected to others.

Discuss the importance of staying connected with our friends – keeping in touch, holding connected conversations, sharing things in common etc.

#### Cartoon Strips:

Use cards to arrange pairings, to avoid focus student from being left out.

- In pairs, complete the 4 square cartoon strip staying connected with the picture in box 1. As a pair, discuss the topic of box 1, make decisions about who draws, what to draw, topic for boxes 2-4, speech bubbles etc.
- Present to the group and discuss.

### Activity:

Paired task – Blindfold rope shapes

Equipment – one long piece of rope and one scarf (per pair).

Task – one student in each pair wears a blindfold. The other student verbally directs them in creating different shapes with the rope on the floor e.g. circle, square, triangle, star etc. The students will swap over half way through so that both have experienced the difficulties of a) not being able to see, and b) modifying their language effectively.

Aim – the student giving the instructions will modify their use of language to ensure that they give clear, explicit instructions to their blindfolded partner. This will reduce feelings of frustration during the activity. The 'seeing' partner may need some support in order to think about ways of conveying what they mean to their partner.

Ask students to describe the skills involved in the game.

### Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today's session. Ask them to reflect

on who they felt showed the qualities of a good friend, in this session, and how they did that.

### Star Chart

### Treats or Sweets

## **Session Ten**

(Ensure the rules, consequences and qualities of a good friend are displayed on the wall)

### Warm Up Game – Who’s In the Bag?

#### Chat Time:

- 1) Review the Friendship Programme - encourage the students to think about the skills they have practised and to identify one thing they have learned which they feel they could take away and use in everyday situations.
- 2) Questionnaire for students and staff to complete – feedback for AOT.

#### Activity:

#### Coming up with new ideas together

To rehearse a variety of skills learned throughout the programme - taking turns, sharing, finding a middle ground, negotiating, valuing the contributions of your partner, being a friend.

- 2 piles of cards with animal pictures.
- Students work in pairs (use cards to organise)
- Each pairing chooses a card from each pile.
- The pairing has to combine the 2 animals into a new, imaginary animal and decide on:

Its name	Where it lives
What it will look like (blend of the 2 sets of features)	
What it eats	What it does all day
What it is scared of	What skills it has etc.

- Each pairing then shares their new creation with the rest of the group.

#### Reflection Time:

Ask the group to turn their chairs to face out of the circle. Turn the relaxation music on and encourage the students to think about today’s session. Ask them to reflect on who they felt showed the qualities of a good friend, in this session, and how they did that.

Friendship Star Award  
Certificates

Friendship Star

<u>Student</u>	<u>Good Friend</u>

Tick the box of the person you think has shown the qualities of a good friend this week.

You cannot vote for yourself!

Friendship Star

<u>Student</u>	<u>Good Friend</u>

Tick the box of the person you think has shown the qualities of a good friend this week.

You cannot vote for yourself!

Friendship Star

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**Proforma – Letter to Parents**  
**(on school's letter head)**

Dear -----

Philip Whitaker (Senior Educational Psychologist) and staff from the Specialist Teaching Service have developed a social communication programme that identifies and addresses key areas of difficulty in relation to building and maintaining friendships. They have felt that this work is particularly important in the secondary school environment where students can feel increasingly socially isolated from their peers. The Friendship Programme also helps students to feel more confident in their own ability and encourages the development of a positive self-esteem.

The Friendship Programme has been running in a number of secondary schools throughout Leicestershire since 2004, with great success. We should like to run the programme here at ----- and are requesting your permission for -----  
----- to take part in the group **\*(as a positive role model for some less able students)\***. It will run for a course of 10 weeks, starting on ----- . The students will be released from their ----- lesson each ----- (day/time) to attend the group.

Should you have any queries or concerns about this programme please do not hesitate to contact ----- at ----- School. Thank you for your support.

Kindest Regards

SENCo/teacher  
School

**\*delete as appropriate**

## **Resources List**

### **Every week:**

Flipchart (at least A3 size)  
Blu Tac  
Marker pens  
Koosh ball or other object to use as focus for listening and turn-taking  
CD player  
Relaxation CD  
Length of rope (stress rope)  
Flashcards – stressed and calm  
Star chart  
Voting sheets  
Sticky stars  
Box of sweets

### **Week One:**

Flashcards – ideas for rules

### **Week Two:**

Flipchart – friendship group rules, consequences, and qualities of a good friend  
Flashcards – positive comments to make to a friend during a game.  
Flashcards – the meaning behind the positive comments.  
Kippers – made from aluminium foil.  
Fans e.g. newspaper/books

### **Week Three:**

Flipchart – friendship group rules, consequences, and qualities of a good friend  
Your own circles of friendship charts and photos

### **Week Four:**

Flipchart – friendship group rules, consequences, and qualities of a good friend  
Flashcards – self-talk statements to cope with feeling rejected.  
2 bags, with a selection of everyday objects e.g. light bulb, mobile phone, pastry brush, battery, Hoover attachment, CD etc.  
Lined paper and pens for the students.

### **Week Five:**

Flipchart – friendship group rules, consequences, and qualities of a good friend  
Flashcards – positive statements to boost self-esteem.  
A4 blank paper and pencils  
2 pictures for activity

### **Week Six:**

Flipchart – friendship group rules, consequences, and qualities of a good friend

Flashcards – resolution of conflict

Construction toy e.g. Lego or Piece of flipchart and coloured pens

### **Week Seven:**

Flipchart – friendship group rules, consequences, and qualities of a good friend

Game to experience losing.

Donkey picture

Dictionary

### **Week Eight:**

Flipchart – friendship group rules, consequences, and qualities of a good friend

Flashcards – different levels of teasing

### **Week Nine:**

Flipchart – friendship group rules, consequences, and qualities of a good friend

Cartoon strips – 4 boxes, first one with scenario drawn e.g. making a mistake, being rejected, conflict etc.

Pens and pencil

3 blindfolds

3 lengths of rope

### **Week Ten:**

Flipchart – friendship group rules, consequences, and qualities of a good friend

Pictures of animals

A4 blank paper

Pens

Questionnaires – for students and staff

Certificates

Special prize for friendship star winner

### **Ideas for Warm-Up Games**

#### **Stick Game**

Choose the stick or scarf, or both, and use actions to turn them into something else e.g. making the stick a toothbrush. (Encourages imagination, turn-taking, shared focus).

#### **Fruit Salad**

Sit in circle with one chair short in circle – that person stands in the middle. Each person is given a fruit name (use 3 different fruits) and when the person in the middle calls your fruit; everyone who is the same fruit must swap seats. The person in the middle must try to gain a seat, and the person who is without a seat stands in the middle for the next turn. If 'fruit salad' is called, everyone must swap seats. (Encourages focus, spatial awareness, good listening).

### Balloon Game

Hit balloon around the circle to introduce self to the group. Extend to swap seats by calling out another person's name when you hit the balloon. (Helps to establish names in a fun way and encourages awareness of others, good looking, memory for names).

### Pass Game

Pass a bean bag or Koosh ball around the circle to share information e.g. likes and dislikes. (Encourages shared focus, sharing of information, turn-taking).

### Chinese Whispers

Pass a whispered message around the circle and see whether it remains accurate by the time it returns to the first person. (Encourages good listening and tolerance of close proximity).

### Who's in the Bag?

Split the group in to 2 teams – take turns to pick a card from the bag and describe the person named on the card to their team, without naming them. See how many they can do in 1 minute., After everyone has had a turn, the team with the most cards wins. (Encourages the use of good descriptive language, performance skills, focus of attention,

### Name 6

Sit in circle with one person sitting in the middle. In the time it takes to pass a koosh ball around the circle, the person in the middle tries to name 6 agreed objects e.g. 6 animals, 6 countries beginning with 'a'. Swap around. (Encourages turn-taking, awareness of others, knowledge of the world, focus and speed).

### Lid Game

An individual is presented with a number of bottles and jars and a pile of lids. In 1 minute they must try to put as many lids as possible on the correct bottle/jar. (Encourages fine motor skills, and gives the experience of losing).

### Change It

One person leaves the room. While they are out of the room one person in the group changes something about their appearance e.g. takes off a sweater, pulls up their sleeves. The person returns and attempts to identify what has changed. The game can be extended by more than one person changing their appearance. (Encourages observational skills and focus of attention).

### Electric Chair Game

The group stand in a circle holding hands, around an empty chair. On the word 'go' the group attempt to manoeuvre their peers to touch the chair. Any student who touches the chair must leave the game, until only one person remains. The game can be extended by organising the group to stand in the circle with their backs to the chair.

(Gives the experience of 'going too far' and wanting to win, as well as tolerance of close proximity).