



**60 Sensory
Minutes**

Section 3

SOCIAL SKILLS

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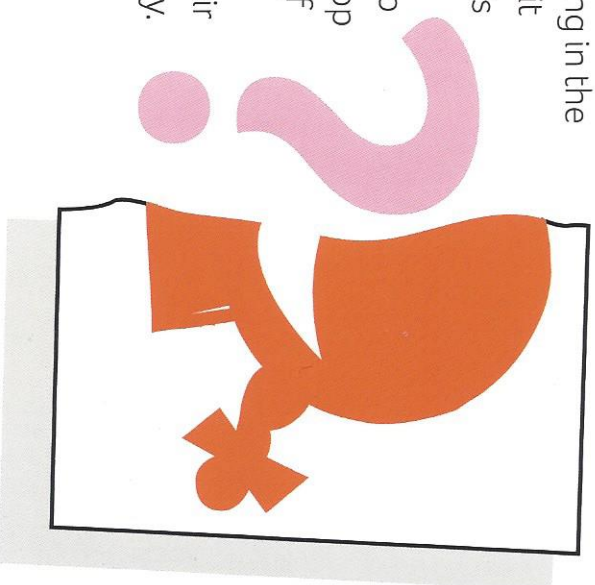
**60 Sensory
Minutes**

SENSORY MINUTE

21

Fill in the face

The facilitator will need a series of pictures of faces depicting various emotions. These can be discussed with the children and they can be encouraged to say what the emotion is and why they have made such a judgement. The facilitator then draws a face on a white board and then erase part of it so that the child can next complete the drawing – filling in the face to make it complete. This provides the opportunity to further develop recognition of emotions alongside their visual memory.



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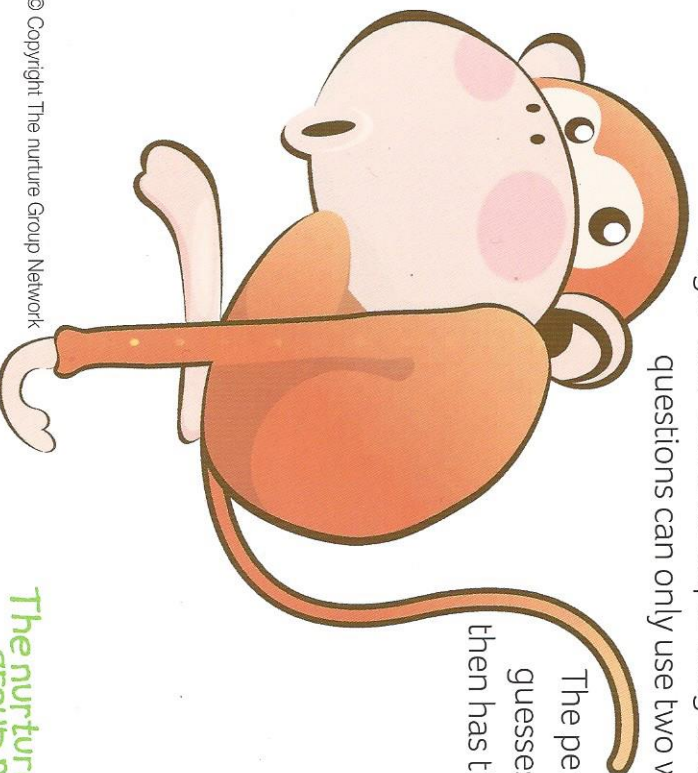
Guess who game

The facilitator asks one child to leave the room and tells them they can choose to be someone else. This might be their favourite cartoon character, a film star/singer/football player etc. It will need to be someone that other children in the group would know. The child then returns to the room and the other children are able to ask questions such as 'Are you a man?' or 'Do you have four legs?' etc. The child responding to the

questions can only use two words: yes

and no.

The person who guesses correctly then has the next go.



Pass a compliment

In this activity the children are asked to identify one special quality about the person sitting next to them in a circle. They then turn to that child and pass them the compliment. The facilitator supports them with ideas/wording as required

and may also wish to join in and support the children in identifying how compliments make us feel!



Golden scroll

Each child in the group has a sheet of plain paper, a marker pen and a piece of sticky tape or masking tape. They all stick the pieces of paper onto each other's backs. They are next all asked to record compliments and positive comments about each individual group member on these sheets that are stuck on to their backs. Once this has been completed and everyone has contributed to everyone else's compliment sheets, the children and the facilitator can then read through these positive comments.

These can be transferred onto golden scrolls that the children can keep and refer to in the future when they need to reinforce their self-esteem!



Cook up a crumble!

Cooking is a great, fun way to practise getting both hands to work together. This helps to develop co-ordination, hand and finger strength and dexterity skills.

Making a fruit crumble is the purpose of this activity. The facilitator can help the students to prepare the fruit. The following ingredients will need to be gathered together:

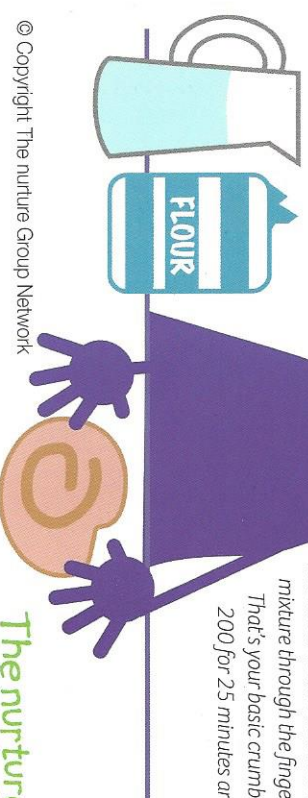
For the crumble

- 120g plain flour**
- 60g caster sugar**
- 60g unsalted butter** at room temperature cut into pieces

For the fruit compote

- 300g apples**
- 30g unsalted butter**
- 30g demerara sugar**
- Quarter teaspoon ground cinnamon**

If this is too difficult for younger children then it is easier to buy prepared fruit. They can definitely help to make the crumble topping. With clean hands get them to rub the flour and butter together through their thumb and fingers using both hands at the same time, until the mixture looks like bread crumbs. Then add the sugar, gently sift the mixture through the fingers of both hand to mix it in. That's your basic crumble topping ready. Cook at 200 for 25 minutes and enjoy!



Zig zag lines and curly lines

The facilitator will need to collect a series of designs that include zig zag lines and curly ones. These can be found in a series of puzzle books for children and can be photocopied prior to the start of the session. These can be of varying complexity to ensure that each child is working at their own level. The idea is to provide them with two coloured pens each so they can draw very carefully over the lines on the patterns without slipping off. They can trace over the pattern with each colour and try to match the lines exactly.



Finger painting

Finger painting is a delightfully messy activity that encourages exploration through the senses of touch and sight. Manipulating the paint with their hands and fingers assists children in the development of fine motor skills.

In preparing for this activity, find a suitable area - this may be in a shady spot outdoors or in an area that can be hosed down afterwards. Use a table with a smooth, washable top or cover one with white plastic.

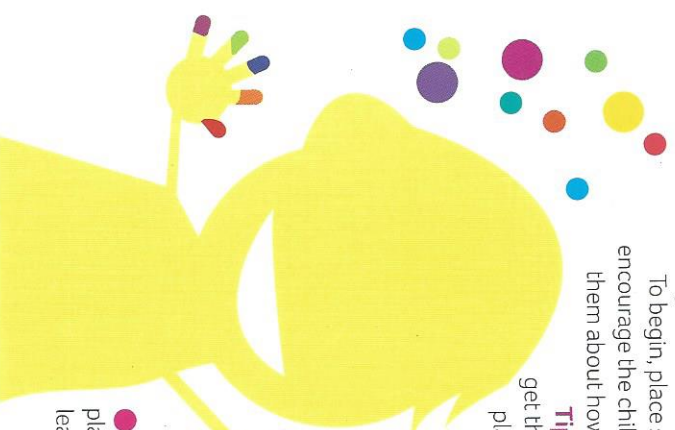
Remember to place a bucket of warm water and a towel nearby to clean up messy hands when done.

To begin, place some non-toxic thick paint on the middle of the table, and encourage the children to explore it with their hands and fingers. Talk to them about how it looks and feels.

Tip: If there are children in the group who are reluctant to get their hands messy, try putting some paint in a clear sealable plastic bag. They will be able to move the paint around with their fingers without getting paint on their hands.

The facilitator can extend this activity in the following ways:

- Give the children two different primary colours of paint to mix together with their hands and fingers
- Provide some simple tools, e.g. a wide toothed comb or a toy car for the children to use in making marks through the finger paint
- Change the texture of the paint by adding sand to it or try finger painting with shaving cream
- Take prints of the patterns made in finger paint by gently placing a piece of paper onto the paint, then taking off and leaving to dry.



The squiggle game

The children will need large sheets of paper and coloured felts or pens. The facilitator explains that the first person adds a squiggle, the second person adds a squiggle to turn the original squiggle into something else. They then take it in turns to start each squiggle picture (six in all). When they've finished they can lay them out and together form a story with them in any order they like.

