



60 Sensory Minutes

SENSORY MINUTE

25

People bingo

The facilitator draws a grid of nine boxes and creates a bingo card by placing pictures of people in each box. These can be people that the children know such as teachers, famous musicians or film stars. The children are then given slips of paper which each have one descriptor that might match one of the people on

BINGO		
Brown hair	Glasses	Tall
Blue eyes	Loves football	Long hair
Has a pet	Pony tail	Rides a bike

the bingo card. For example, hair colour, eye colour, job, etc. These are placed on a pile and the children take it in turns to pick one slip and place it onto the appropriate box on the bingo card. This activity supports observational and conversational skills.

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Section 4

COMMUNICATION SKILLS

The mirror image game

Everyone gets a partner. (*If there is an odd number, someone can go twice.*) Partners stand in two lines, facing each other, about a metre apart. One is the leader, the other, the **“mirror”**. Moving only from the waist up, the leader begins to make simple gestures or movements. The **“mirror”** duplicates the leader’s movements exactly—just as a mirror would. (Some children have trouble with the right-left shift. If the leader raises his right hand, the **“mirror”** should raise his left, just as the

figure in a real mirror would.

The goal is to mirror the partner perfectly, so the leader must move carefully so that the **‘mirror’** won’t fall behind. If they are doing a good job, we cannot tell who is the leader and who is the **“mirror”**.

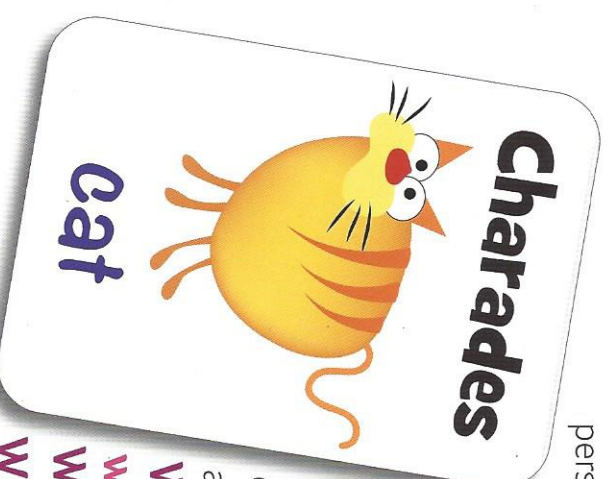


Charades

In a game of charades, the children engage in a variety of social skills activities. A player draws a prepared slip of paper from a container and silently reads the word written there. Words can be substituted with pictures if the children are non-readers. Then he/she tries to convey this word to the rest of the children through mime. What gestures are most likely to communicate the crucial information? The best players are good at

perspective-taking – at imagining what it’s like to be in the audience. They are also good at reading body language and other social cues. After each round, encourage the children to engage in reflection and analysis.

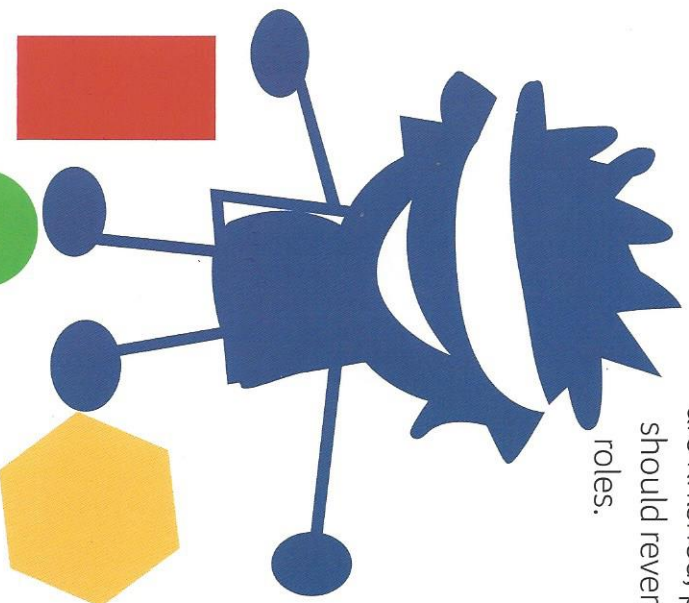
What gestures worked?
What didn’t?
Why?



The blindfolded walk

The facilitator creates an obstacle course, and then assign players to one of two roles. Blinded players wear blindfolds, leaders take blindfolded players by the hand and try to lead them through the course. Talking is encouraged, and, when they

are finished, players should reverse their roles.



The bag game

A bag is passed around the circle containing a selection of pictures of famous people. The students are asked to take one picture and then, in turn, describe the famous person. They can be encouraged to use descriptive language, identifying colour and type of eyes, hair and clothes etc. It may be helpful for the facilitator to make use of a series of prompt questions as follows:

- Who is this?
- What do they do?
- Would you like to be like this person?
- If so, why?
- If not, why not?
- Do you think this person is proud/happy to be who they are?



Animal antics

The students sitting around the circle are numbered **1, 2, 3, 4; 1, 2, 3, 4; etc.** Number **1s** are storks who cross the circle on one leg, the Number **2s** are humans who cross on two legs, the Number **3s** are monkeys who can cross on two legs and an arm and the Number **4s** are horses who cross on all fours. The facilitator then calls out numbers and the pupils who have been given that number have to move across the circle like the animals they are representing and end up in different

seats swapping
with someone
on the
opposite side of
the circle.



Action charades

The facilitator makes up cards with as many action words as he/she can think of: run, jump, walk, hopped, ran, skipped, hurried, tiptoed, stir, stretched, rolled, hit, etc. They make other cards with sentences, such as:

"The boy _____ to his friend's house."

The children then take one card from each pile and put the sentence together silently before acting it out in front of the others. The facilitator

encourages the rest of the children to guess what they are doing.

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