

Social Use of Language Games for Older Children

Eye Contact

- **Demonstration of eye contact.** An adult demonstrates inappropriate eye contact by talking to the group but turning away/staring then ask the student what's wrong. Use 'looking' symbol to support (see below). The adult then demonstrates appropriate eye contact so the students know what they are aiming to achieve. Adult to facilitate discussion regarding why this is important e.g. to show you are listening, that what they are saying is important etc.
- **Differences.** The leader chooses a student to change something about their appearance. The group looks at the student before they leave the room. The first student to notice the changes becomes the leader and chooses another student to have a go at changing something e.g. different jumper, holding an item, taking off a shoe, wearing glasses, wearing a scarf.
- **Copy the gesture.** A student is chosen as the leader and the rest of the group have to copy their gesture/body language and they may change the action at any time.
- **Kim's game.** Put a small number of objects on a tray. Allow the students to look at the objects for a few minutes and then tell the group that one object will be taken away. Cover the tray with a towel and then remove one of the objects and ask the group to tell you which one was removed. If they struggle reduce the number of objects and use cueing questions e.g. it's something you use to measure, it's long and straight, it has numbers on it, it begins with an 'r' sound.
- **Guess the picture.** Choose someone in the group to draw on a flip chart. The rest of the group have to guess what they have drawn. Encourage the drawer to use appropriate eye contact to indicate whose turn it is to guess next.
- **Who is missing?** Group members should be randomly seated around the room either on chairs or on the floor. One person is selected to observe how everyone is placed and then leaves the room. Meanwhile, within the room, everyone changes places except one person who is to hide. The observer returns to the room and is allowed 30 seconds to decide who is missing.
- **Eye-swap chairs.** The group members are seated in a circle except one person who stands in the centre of the circle. The seated members are instructed to seek eye-contact with another member and when direct eye-contact is established, they are to change places with each other. Meanwhile, the person standing in the centre is to try to reach the empty chair first.
- **Eye gaze.** The group is divided into pairs and partners are to talk to each other for three minutes. For the first minute, they are instructed not to look at each other: for the second minute they are to maintain continuous eye contact and for the third minute, they should use normal eye contact. The adult will signal at each minute interval. The group re-forms to discuss.



Listening/ Attention

- **Demonstration of listening skills.** An adult demonstrates inappropriate listening skills by people giving instructions/asking questions but adult doesn't respond or follow appropriately. Use 'listening' symbol to support (see below). The adult then demonstrates appropriate listening skills so the students know what they are aiming to achieve. Adult to facilitate discussion regarding why this is important e.g. makes the communicator feel valued, helps to understand new concepts, to do what is expected of them etc.
- **All change.** Change places if you have brown hair, called Jack, 14 years old
- **I went to the supermarket and bought...**
- **Find the instrument.** Lay out a selection of 5 instruments and the student is instructed to close their eyes or put a barrier up and then the adult plays one of the instruments. Then they remove the barrier and ask the student to choose the instrument they heard. Use objects to make sounds to make this more difficult e.g. twanging a ruler, slamming a book shut.
- **Copying the beat.** The leader claps a beat and the student copies. To make this harder incorporate an extra movement e.g. tapping the desk.
- **Locating the sound.** Students should sit in a circle. One student sits in the middle blindfolded with keys on the floor next to them. One of the other students is chosen to go and take the keys. When the blindfolded student hears them moving they must point in their direction. If they point in the right direction then the blindfolded student can remove blindfold and go and sit in the circle with the others.
- **Stepping stones.** Each group member has 4/6 stepping stones to climb over to get to the finish line. They can only move forward if the adult says their name. If they move forward without their name being called they return to the start.
- **Duck-duck-goose.** The group members sit in a circle and one student is chosen to be the leader. The student walks round the outside of the group and taps each student's head saying duck but as soon as the student says goose the student has to chase the leader and try and catch them before they return to their place.



- **Short story.** Listen to a short story / paragraph / magazine article – Each group member given a specific cue word / person to listen for which reoccurs several times – stand up and walk around the circle when they hear their cue word.
- **Racing whispers.** Split the group into two teams and ask the group members to line up with a clear space between them. Whisper an instruction to the student at the front of each line (e.g. touch your nose, turn around and jump). This instruction is passed in whispers through the lines until it reaches the last student who runs to the front of the line and performs the action. Points can be awarded for speed passing the message and accuracy of performing the actions.
- **In The Manner of the Word.** A student leaves the room. The rest of the group sits in a circle and decides on an adverb e.g. unhappily, slowly. The student is invited back into the room and asks individual group members to perform various actions ‘in the manner of the word’, e.g. ‘Jack, brush your teeth in the manner of the word’ and Jack brushes his teeth unhappily or slowly. The student has to decide what the adverb is.
- **Fruit Salad.** The group is seated on chairs in a circle and each member chooses the name of a fruit. One member stands in the centre of the circle and the chair is removed. The group leader or nominated member of the group calls out two fruits and the members who selected those fruits change places with each other. During change-over, the person standing in the centre attempts to reach one of the empty chairs first: whoever is left without a chair must stand in the centre. If fruit salad is called all members of the circle must change places, including the person standing in the centre.
- **Passing a story.** The group are instructed that all but one member will be sent out of the room. The remaining person will listen to the group leader reading a sentence e.g. ‘it was a hot sunny day, and the children were playing on the swings and slide’. Another member is then called into room and the first person will repeat what they heard the leader read out. The third member is then called in and the second person repeats the sentence to the third person. The exercise continues until each member has been called into the room. When every member has had a turn, the last person repeats what they heard and the leader re-reads the original sentence. The group then discusses attention control, listening and memory. To modify this and simplify the activity the leader should read out a short list of objects instead of a sentence.

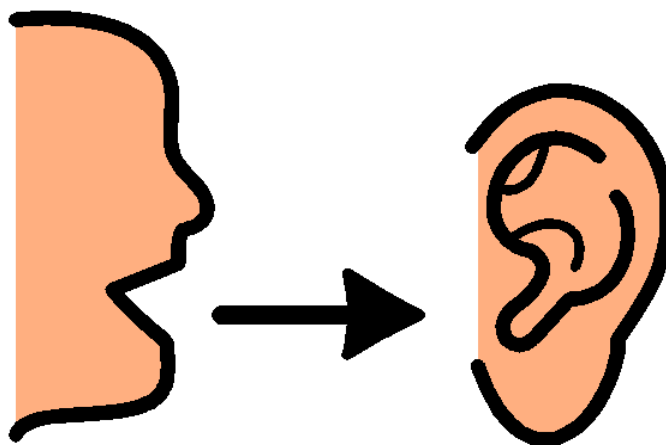


Taking Turns

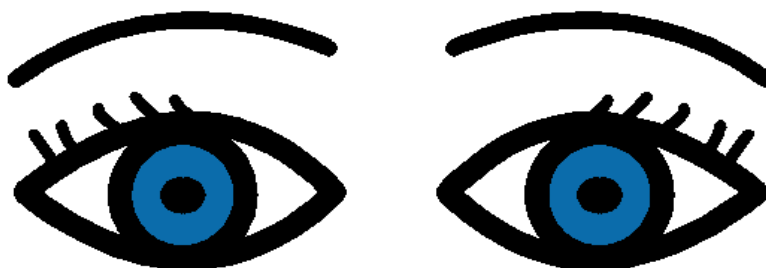
- **Demonstration of turn taking in conversation.** Adult demonstrates inappropriate turn taking by asking everybody to talk at the same time. Adult tries to give an instruction within this – ask who heard the instruction. Adult to facilitate discussion regarding what we should do instead and why taking turns is important. Discuss waiting and why this is important and necessary e.g. waiting until the teacher is free. Use turn taking symbol for support (see below).
- **Skittles.** Set out a number of skittles in the traditional pattern. Place an action or object picture under the skittles. Each member of the group has a turn rolling the ball and naming the picture under the skittles that have fallen.
- **Balloon Game.** Students stand up around the room. Aim to keep the balloon up in the air as long as possible without touching the ground/table. Explain that if they all hit the balloon at once then nobody will be able to hit it back and if nobody hits the balloon at all it will also end up on the floor. Explain how this is like talking.
- **“Who can think of something…”** hot /fast/with wheels/ related to World War II/ types of chemical elements etc. Group members are encouraged to take it in turns to name an item in the category. Take turns at random using randomisers e.g. picking lolly pop sticks, names in a hat etc.
- **Let’s Talk.** Choose a conversation card as a group (see below). Adult to start the conversation. Students are then encouraged to give their response but only when they have the special object (choose an object e.g. bean bag, ball etc. that is passed around the group for each turn)
- **Commercial Games.** Hanging monkeys, Uno, connect 4, build a beetle, snakes and ladders, snap are all good for encouraging turn taking.
- **Turns in a sequence.** Sit the group members in a circle and give them a sequential activity to do e.g. making a sandwich - butter bread, put filling on, cut in half, eat. Allow each student to take turns and say what they are doing.
- **Animal action game.** Each student is given an animal and an action e.g. elephant (waving arm as trunk). One group member starts by doing their action and another person’s action to pass the turn to them. The actions are passed around the group until someone makes a mistake (e.g. misses their turn or does the wrong action) and is “out”. To make the game slightly easier say the name of the animals as you do the actions.



Good listening



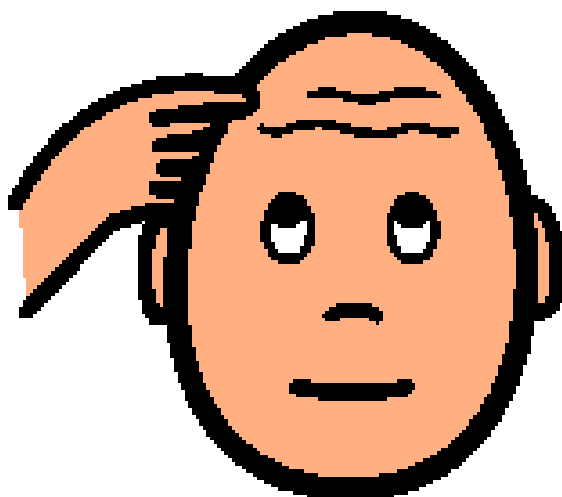
Good looking



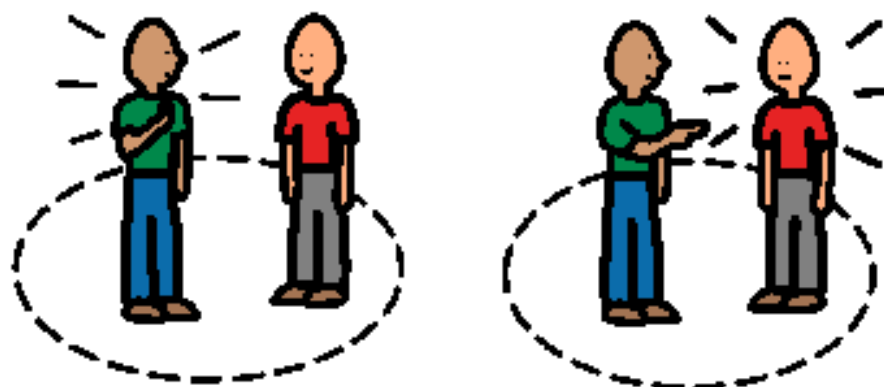
Good sitting








Good thinking



Take turns



Visual Timetable Symbols

<p>Hello & introductions</p> 	<p>Activity 1</p> 	<p>Activity 2</p> 
<p>Group activity</p> 	<p>Stickers</p> 	<p>Homework</p> 