

Activities to Integrate Social Skills

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Kinesiology, Adapted Physical Activity



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Giant Memory Matching

Social Skills: Turn taking, interpersonal skills, joint participation

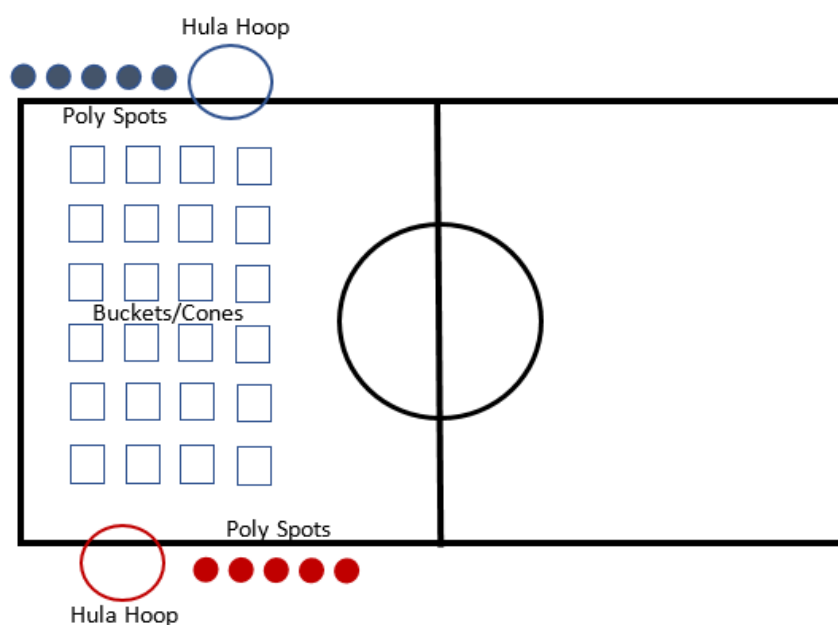
Materials Needed: Cones, buckets, hula hoops, whiteboards, and small pairs of items

Description: Participants will work together to find matching items hidden under buckets. Teachers will set up a grid using cones and buckets to create a giant game of memory. Participants will be paired together to form teams and will take turns looking for matching items. Teachers should remind participants to leave the items hidden under the cones/buckets and write their matched pair on their team's whiteboard.

Adaptations:

High Skill Set: Educators can make the memory challenge more difficult by having team mates work together each turn. For example, participant 1 will lift one cone/bucket, while participant 2 lifts a second cone. This will create more opportunities for teamwork and socialization. Difficulty can be increased by adding additional items under buckets or cones.

Low Skill Set: Educators can allow participants to sit and wait while their teammate takes their turn selecting two cones/buckets. As participants are switching between turns they can instruct their partner that it is their turn (e.g., "It's your turn"). The activity can be made less challenging by using fewer matching item pairs.



Eyes, Ears, and Hands

Social Skills: Interpersonal skills, collaborative work, instruction delivery

Materials Needed: buckets, legos, lincoln logs, popsicle sticks, jenga blocks, or items in pairs that can be used to build a 3D model, poly spots

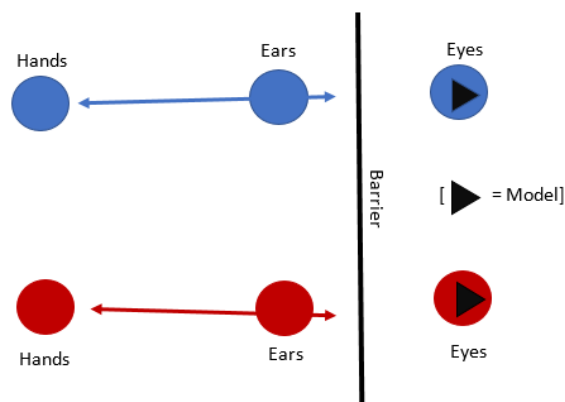
Description: Participants will take turns playing the role of eyes, ears, and hands to work together as a team to rebuild a model provided for them. The teacher will build a model behind a barrier using a table on its side, a standing mat, sheet, or rolling partition. The instructor will build teams of three and assign participants the roles of “eyes, ears, and hands.” The exact materials needed will be provided for the “hands” to build the model. (e.g., If it is three jenga blocks stacked with one purple popsicle stick, the participants will have three jenga blocks and a purple popsicle stick in a pile next to the hands to build into the structure set behind the partition). Locomotor skills can be integrated for the “ears” as they move back and forth between the “eyes” and “hands.”

- Eyes: This student will use their eyes to look at the structure and explain to the ears what to tell the hands to build. The person participating as the eyes is the ONLY person in the team of three to see the original model.
- Ears: Will listen to the eyes participant about what they have seen behind the barrier and communicate the information to the hands to rebuild the model.
- Hands: The hands will listen to the ears and build the model as the ears describe it to them.

Adaptations:

High Skill Set: The instructor can build structures using 5-6 items for the participants to replicate in their teams. Materials provided to the “hands” can also include additional items to ensure exact communication between participants. If participants struggle with the groups of three and communication, see below to alter it to groups of two.

Low Skill Set: This activity can be altered by removing the roles of “ears” and having one person directly deliver the information to the “hands.” The “eyes” will look behind the partition and tell the “hands” what to build.



Balls Galore

Social Skills: Peer to peer interaction, turn taking, sportsmanship

Materials Needed: Ball pit balls, red, green, yellow, and blue hula hoops or colored balls coordinated with colored hula hoops

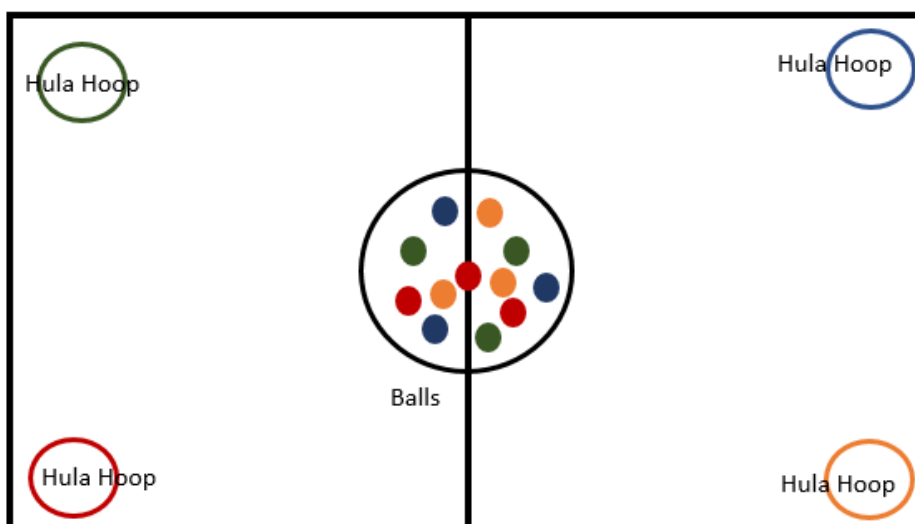
Description: The balls will be spread across a large area with one hula hoop located in each corner of the activity area. Participants will be separated into four teams. Each round, participants will be given a locomotor skill (e.g., skipping, running, hoping, crawling) to go and collect their team's colored balls. After gathering one ball, they will high five one of their teammates and put their ball into their hula hoop.

Adaptations:

High Skill Set: Have teammates cheer each other on while waiting. Participants can take turns choosing the locomotor skill from options provided by the instructor. Participants can create team names and cheers.

Low Skill Set:

If participants are having a difficult time waiting, they can all work together at the same time to collect balls.



Build That Tower

Social Skills: Turn taking, collaborative work, sportsmanship

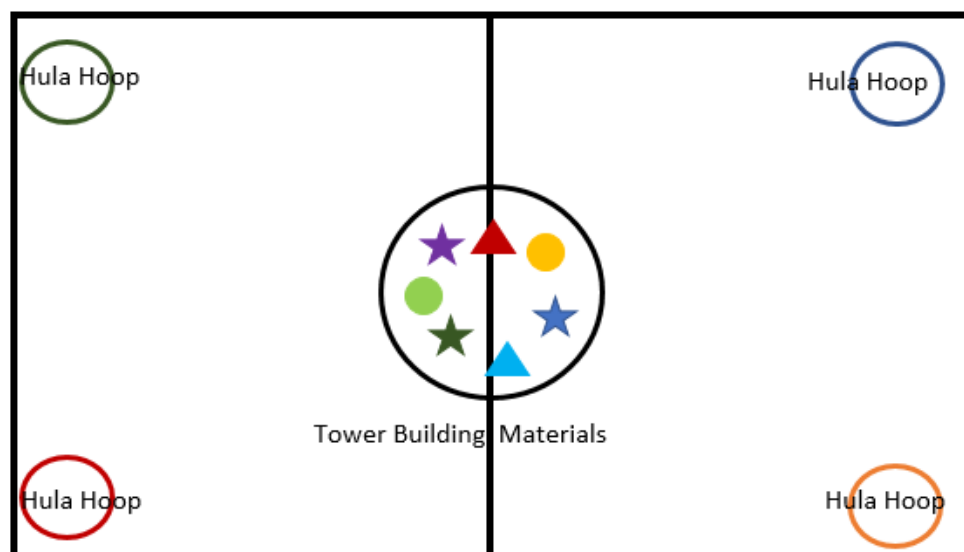
Materials Needed: Miscellaneous stackable items (e.g., buckets, hurdles, cones)

Description: Split group into two to four teams. Have students work together in each team to construct a tower. Each person will take a turn going to the center materials pile using locomotor skill selected by instructor. Teams will work together in timed rounds to build the tallest tower without it tumbling over.

Adaptations:

High Skill Set: Students can be assigned various roles. Engineers can oversee planning the tower and instructing the builder and materials gatherer. The builder will be the only participants allowed to touch the tower and will pile the items according to the engineer. The materials gatherer will be in charge of going to the materials pile and gathering items as instructed by the engineer.

Low Skill Set: Individuals can work together to gather a designated number of items to build their tower together.



Scooter Board Races and 3D Replication

Social Skills: Peer to peer interaction, turn taking, collaborative work

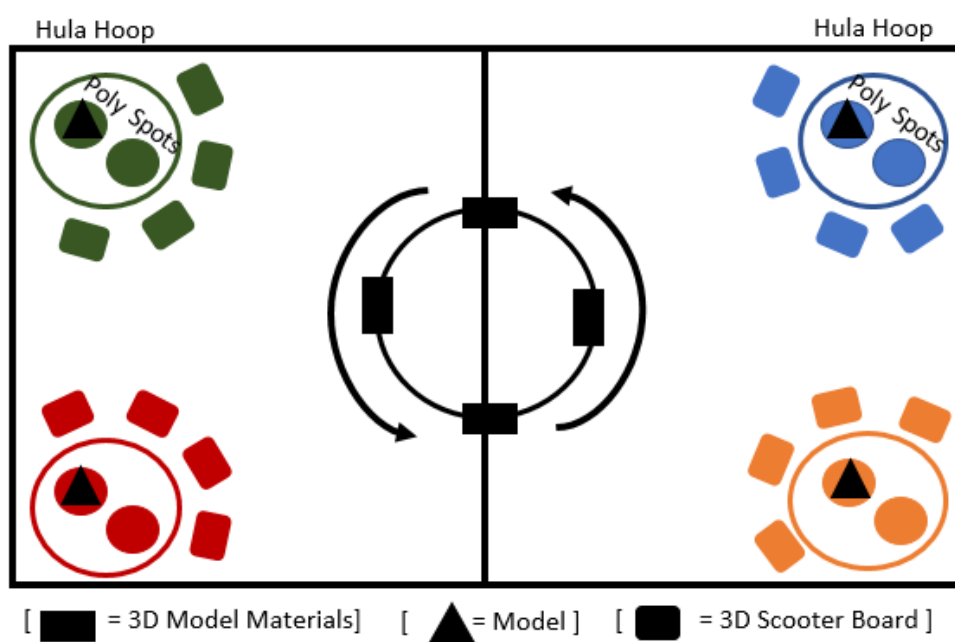
Materials Needed: Scooter Boards, poly spots, hula hoops, and items available in pairs to build 3D models (e.g., Bean Bags, Legos, Popsicle Sticks, Dominoes)

Description: The instructor will make a 3D figure on one poly spot and have participants replicate it. Team models will be built on top of a poly spot inside of team's hula hoop positioned on the outside corners of the activity area. In the center of the activity area, items necessary to replicate the 3D model will be located around a circular track. The circular track can be distinguished by rope, or the center circle of a basketball court. Students will be instructed to use scooter boards to move in one direction around the materials track. Students will collect one item per lap and instruct the next student on their team to take their turn once returning to their team's hula hoop. Students will work together to recreate the 3D model on an empty poly spot inside of their team's hula hoop.

Adaptations:

High Skill Set: Have a race to see who can replicate the figure the fastest. Make the figures challenging by adding additional items. During the ladder rounds of the game, students can take turns making replicas for the opposing teams with specified piece amounts.

Low Skill Set: Set up the figures using fewer items with less variety. Students can be shown the step-by-step process of building the model while they follow along.



Giant Marbles

Social Skills: Peer to peer interaction, sportsmanship, turn taking

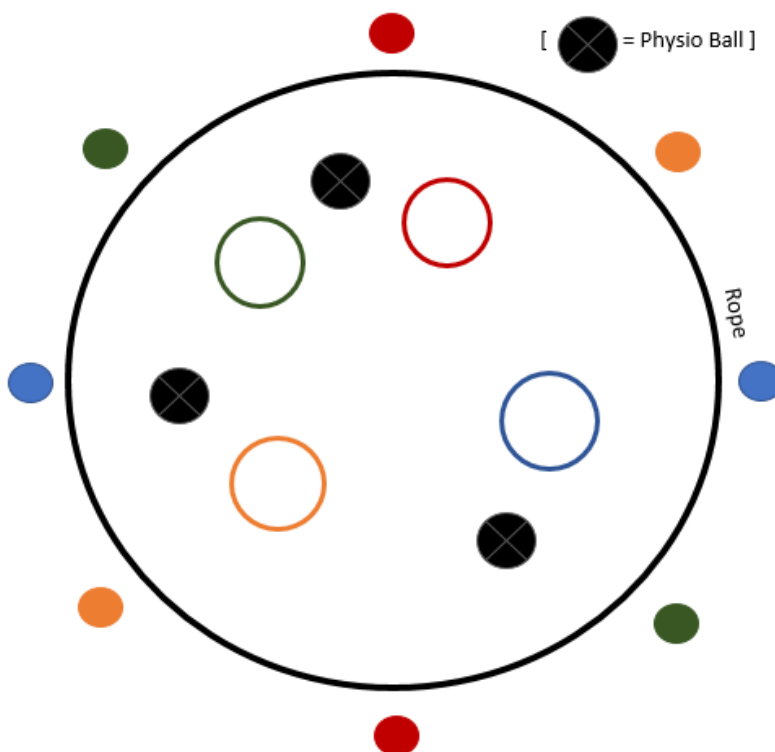
Materials Needed: Various sized/shaped physio balls, hula hoops, rope, various sized dodge balls

Description: A giant marbles game will be created by making a large circle out of connected jump ropes or long rope. Inside of the large circle, hula hoops will be scattered around as targets to the “giant marbles.” Physio balls will be placed inside of the large circle. Students will use a dodgeball to throw and hit the physio balls into hula hoops. Physio balls or hula hoops can be ranked as different values. Limited dodgeballs can be distributed to encourage turn taking.

Adaptations:

High Skill Set: Students can take turns with one dodgeball. Smaller dodgeballs can be provided to encourage students to throw with more force and accuracy.

Low Skill Set: The giant marbles activity can be set up on a smaller scale using fewer items. Instead of using hula hoop as targets for the physio balls large circles made from rope can be placed inside of the large rope circle border.



Poison River

Social Skills: Collaborative work, following the leader, peer-to-peer interaction

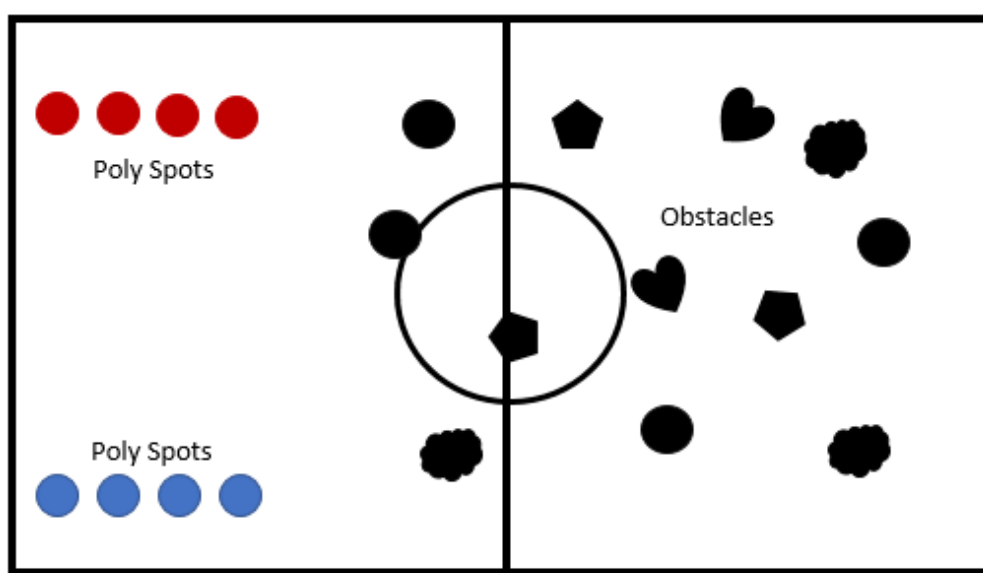
Materials Needed: poly spots (lots of them), hula hoops, mats, balance beams, stepping stones, cones

Description: Students will work together to get from one side of the activity area to the other (across the river) while not stepping off their poly spots. Lined in a row, each on a poly spot, the last person will pass the extra poly to the peer in front of him/her, they will continue to pass until it reaches the front where the leader will lay it down in front and step forward onto the poly spot. Each participant will move up one and will continue the steps again until everyone in their line has made it across the river.

Adaptations:

High Skill Set: Items can be hidden in the river for teams to collect as they cross. (e.g., plastic dinosaurs hidden under obstacles. Students will need to work together to move around the “river” to search for all items before ending on the other side of the river.

Low Skill Set: Smaller teams can be established. Students can work towards the main goal of crossing the river.



Life-Size Foosball

Social Skills: Team work, sportsmanship

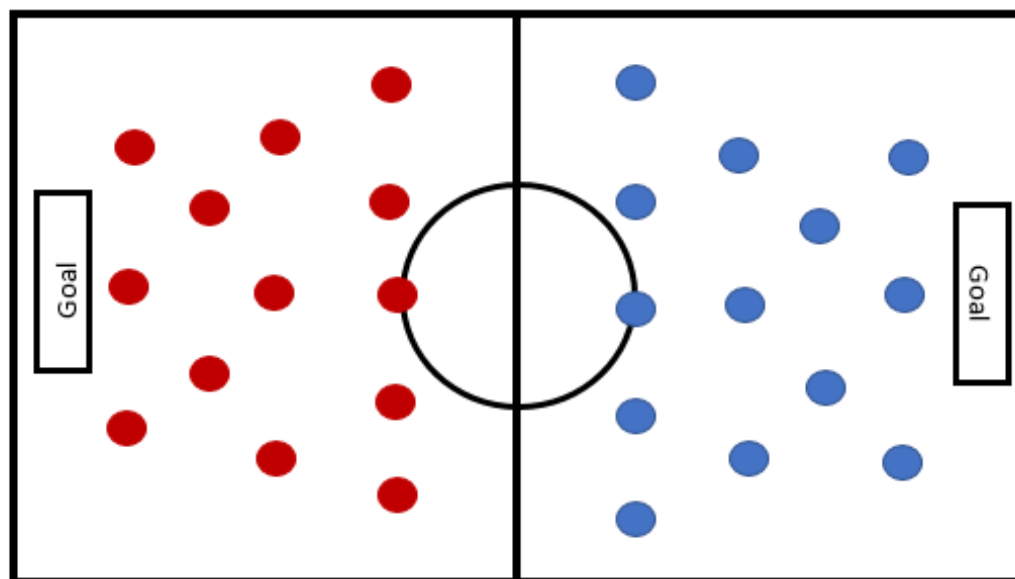
Materials Needed: two colors of poly spots, soccer goals, soccer ball, pinnies, barriers (e.g., tables on their sides, rolling partitions, or mats stood upright)

Description: A life-size foosball table will be constructed using poly spots, soccer goals, and barriers. Barriers will be used to create walls to keep the ball inbounds. Participants will be assigned a poly spot and will be instructed that they cannot move off the poly spot. Teammates will work together to pass the ball up the field towards the goal.

Adaptations:

High Skill Set: Students may find it difficult to stay on their poly spots. Creating a “if you move off your poly spot then” rule will be helpful to enforce this. Students can be given a minimum number of passes they must achieve before a goal attempt is made.

Low Skill Set: The playing field can be arranged so that the participants who are more enthusiastic about sporting activities are spread throughout the field, allowing for more passing. The field size can be constructed on a smaller scale to allow for easier ball progression up the field.



Poly Spot Basketball

Social Skills: peer-to-peer interaction, sportsmanship, teamwork

Materials Needed: Sets of multiple colored poly spots, two hula hoops, two basketballs

Description:

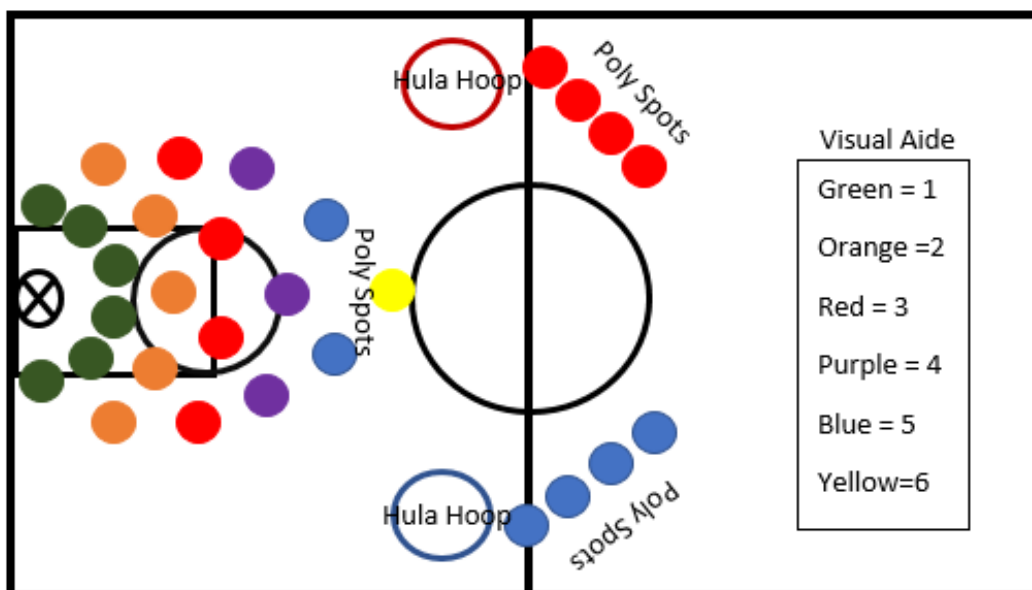
Set up poly spots in a pyramid-like shape, starting with six poly spots of the same color lined up approximately eight feet from the baseline, then five same-colored poly spots about a foot behind the line of six. Continue this until there is one poly spot left placed furthest away from the basketball hoop. On a visual aid, write the color's point values. (e.g., The six green poly spots nearest to the hoops equal one point, the five red poly spots equal 2 points, etc. Point value should increase as poly spots move farther away from the hoop.)

Students will be divided into two teams and will line up behind their team's colored hula hoop. The first person in line will start by picking a poly spot to shoot from, if they make a basket, they collect the poly spot and place it in their team's hula hoops to be totaled for points at the end. Each player will only shoot once during their turn and after shooting, they will pass the ball to the next person in line and say, "your turn."

Adaptions:

High Skill Set: Poly spots can be spread further away from the hoop, making shots more challenging. A time limit can be set for teams to collect all poly spots in.

Low Skill Set: Poly spots can be oriented closer to the basketball hoop, making shots easier.



Hungry Hungry Hippos

Social Skills: Peer-to-peer interaction, joint participation, sportsmanship

Materials Needed: Hula hoops, scooter boards, cones, multi-colored balls or tennis balls, and big buckets.

Description: Select a large playing field. Place balls in the center. At each corner, team hula hoops will be located with a team scooter board. Scooter boards will have rope tied to the handle so that players can launch their “hungry hippo” teammate and pull them back. Split the group into two to four teams. The first “hungry hippo” will lay on their stomach on the scooter board while holding a bucket or basket to collect balls (hippo food). “Hungry hippos” will collect balls by trapping them underneath their bucket and pulling them back. One teammate will launch them forward by pushing from the base of their feet. Another team member will hold the rope and after the “hungry hippo” has collected balls, they will pull them back to the hula hoop.

Adaptions:

High Skill Set: The scale of the activity can be increased making it more difficult to get to the center hippo food. Participants can be instructed to switch “hungry hippo” role between each launch.

Low Skill Set: The scale of the activity can be decreased to make launching to the hippo food less difficult. Ropes can be used to tow individuals to the center circle as well as pull them back.

