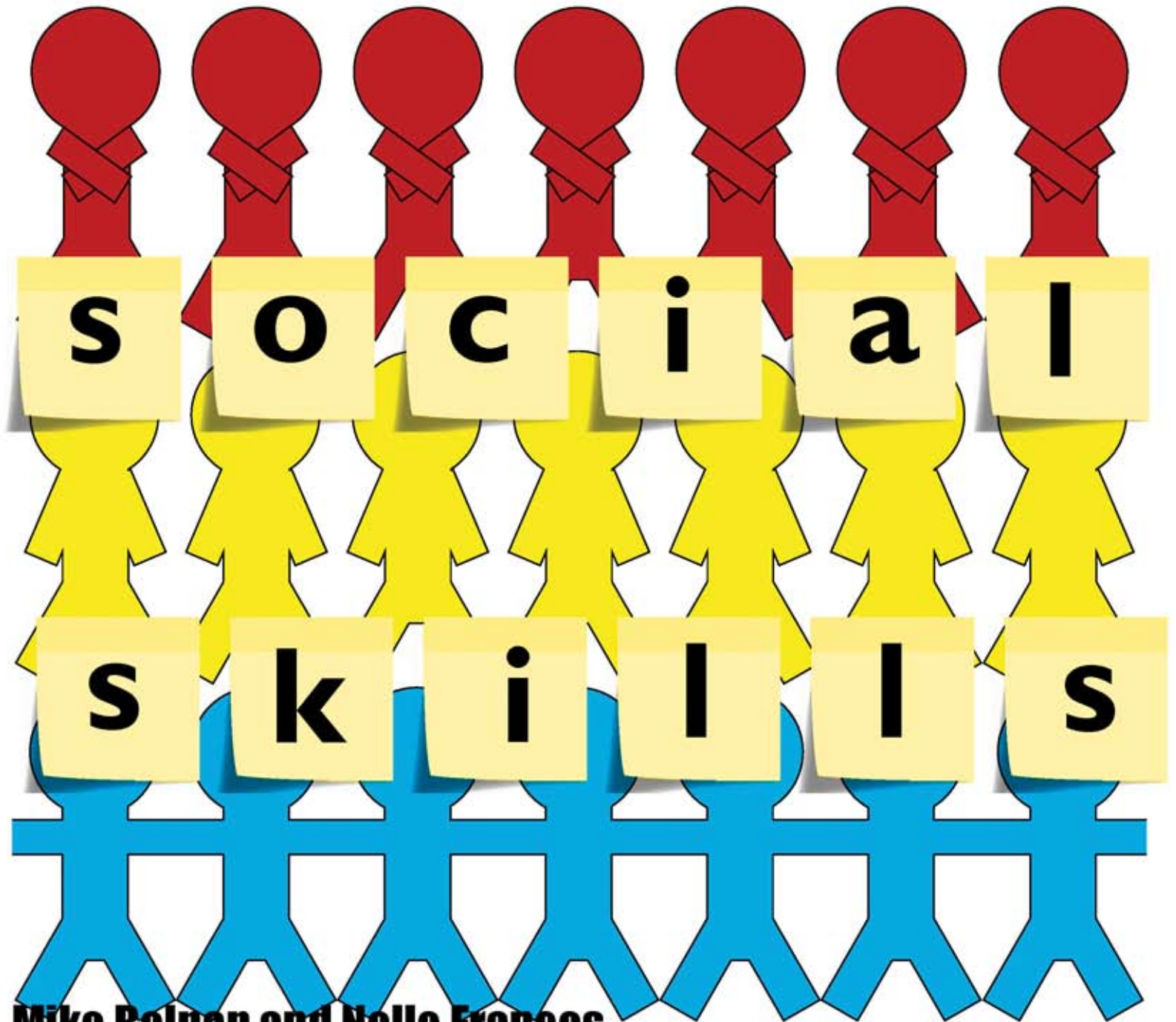


# SUSTAINABLE



**Mike Belnap and Nelle Frances**

Illustrated by Peter Hollard and Mel Fisher



# **SUSTAINABLE SOCIAL SKILLS**

**A Manual For School Teachers**

**Mike Belnap and Nelle Frances**

Sustainable Social Skills  
Mike Belnap and Nelle Frances

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## **INTRODUCTION BY MIKE BELNAP**

### ***Why a Sustainable Social Skills programme?***

Most kids absorb social skills passively through TV, through interaction with their families and communities in their home life, and through interaction with others in the classroom and playground. But a large number of children aren't able to absorb appropriate social strategies from their environment in this way. They are prevented from doing so by their home situations or by a disability, be that a physical, visual, hearing, speech, language or intellectual impairment, autism or another Autistic Spectrum Disorder (ASD). In every classroom, teachers will find there are big gaps in the social skills of many kids, not just those with disabilities.

A complex range of social skills needs to be actively taught to these kids. Ideally, they are delivered in a multi-faceted lesson, in a format that kids find engaging and fun. The Sustainable Social Skills programme grew out of this need and has been succeeding for over ten years in changing the lives of children, their families and school communities for the better.

### ***How the programme evolved***

We began developing the Sustainable Social Skills programme in 2000, when we observed a group of children who, for various reasons, weren't coping in class. A psychologist working in the school at the time suggested we start a social skills programme.

We began working with this group of kids, using a very raw format. As the lessons grew and time went on we refined, changed and adapted the format of the lessons. Slowly, we began to see significant changes in the children's interactions with others in the classroom and the playground. The feedback from the parents supported this observation. When the classroom teachers and the school administration team began to comment on the positive changes in these children, we knew we'd come up with a winning formula.

Nelle Frances got involved in the programme when her son started attending. Having both a personal and professional interest in special needs education, Nelle has worked with me on making the Sustainable Social Skills programme available to everyone, through this manual.

## ***Goals and outcomes of Sustainable Social Skills lessons***

By using this programme, you will help your students to:

- ◊ improve their concentration, understanding, communication and compliance (follow a complex set of instructions, listen, pick up on environmental clues, read body language/facial expressions and improve their communication skills);
- ◊ learn to work as part of a team (plan, contribute, take turns and co-operate to achieve a common goal);
- ◊ increase self-esteem and motivation (take risks, feel successful and aim higher);
- ◊ increase self-control (self-monitor anger/frustration, self-manage behaviour and understand consequences); and
- ◊ improve interpersonal relationships (foster friendship skills and be less prone to being bullied by others).

That's a huge task, but these goals underpin everything we do in the Sustainable Social Skills programme. The programme is flexible and pre-emptive, and it is relevant to the lives of the children attending.

## ***Who should read this manual?***

We have designed this manual for primary school teachers employed in the school system. Whether you are a classroom teacher, or are already involved in special needs education, you will be able to use this manual to launch and run a Sustainable Social Skills programme in your school for all age groups between Year 1 and Year 7.

## ***How to use this manual***

The programme has been developed to include realistic situations and lesson plans, using a formula that can be replicated each week to create positive learning situations that promote social skills.

This manual provides you with:

- ◊ a detailed description of everything you will need to start a programme;
- ◊ lesson plans for 20 weeks that you can use as a basis for your Sustainable Social Skills programme; and
- ◊ all support documentation required.

Feel free to photocopy those resources you need and use them in your classes. We only ask that you maintain the copyright notice that appears on the bottom of each page.



## ***A few notes on neurology***

To be able to learn social skills, kids have to have social antennae. Not only do those antennae need to be out there interacting with the world, they need to have the processing ability to organise the incoming stimuli in the brain. This organising of social data allows the child to develop a variety of appropriate responses to a wide range of social situations.

In certain neurological conditions, such as ASD, and in cases of intellectual impairment, children are simply unable to make sense of the stimuli they receive via their social antennae. These children lack 'theory of mind', i.e. the ability to recognise the emotional states of others, to guess what others may be thinking, or to see other points of view.

This means they have to use their cognitive abilities, rather than intuition, to deal with social challenges. In complex social situations, this makes conversation/interaction seem stilted and unnatural<sup>1</sup>. Often, they are 'black and white' thinkers, so they miss subtleties and, as a result, can totally misjudge social situations.

## ***Using motor skills to build social skills***

Research<sup>2</sup> has shown that teaching methods that involve such children in motor activities help to bypass the part of the brain that is not able to process stimuli in the normal way and engage alternative neural pathways to embed social skills<sup>3</sup>. It is for this reason that the Sustainable Social Skills programme includes a lot of physical activity. Physical activity involves parts of the brain that aren't normally involved in gaining social skills. The active motor component of being involved in Social Skills lessons and group discussions in a relevant educational setting is really important in reinforcing the new skills being learnt and is a large part of what makes this programme so successful.

---

1 *The Complete Guide to Asperger's Syndrome*, Tony Attwood, 2007, Jessica Kingsley Publishers, London UK

2 *Raising Future Well-Adjusted Adults, How a Three-Dimensional Approach to Learning Fosters Healthy, Smart, Socially Adept Children*, Research compiled and reviewed by Dr. Cheryl K. Olsen for The Little Gym, 2012

3 *The Complete Guide to Asperger's Syndrome*, Tony Attwood, 2007, Jessica Kingsley Publishers, London UK

### ***Repetition to strengthen neural networks***

An important feature of the Sustainable Social Skills programme is that during the programme, the emerging skills are repeated and practised. This allows new neural pathways to form and strengthen in the brain, which means the new behaviours eventually become second nature.

Often we think that if we tell a child something once, they'll 'get it'. However, frequently the disability, emotional age or social intelligence of the child doesn't allow this type of processing, even when the child has heard the message three, four or five times. For greatest success, a social skills programme needs to be ongoing. Ideally, the programme should be started when the child is in Year 1 and continued through to Year 7.

### ***Neurotypical children with behavioural problems***

The Sustainable Social Skills programme is also extremely effective in helping children who have no known neurological problems, but who have behavioural problems. Many children simply do not have appropriate social role models in their lives, so the opportunity they have to witness and develop normal social behaviour is limited, at best.

By participating in the Sustainable Social Skills programme, these kids can unlearn the negative behaviour they may have picked up from their surroundings and learn more positive ways of interacting. For many children with unstable or even violent home lives, the Social Skills lessons become the highlight of their week – a place where they know they're accepted and supported.

Interestingly, despite their poor social skills, we've found that these kids are often more street smart than some of the other kids, and they tend to keep an eye out for any playground bullying of their Social Skills classmates.

### ***Before we start, a little word of caution***

I've seen the Sustainable Social Skills programme transform the lives of many, many kids and their families. Properly run, the programme has a very high success rate. However, to quote the old adage, "You can't win 'em all". From time to time, you may have to let certain kids go. If they are just not able to behave during the lesson, even with all the support they are given, they will limit the success of the other kids.

Try not to be discouraged if this happens. Rather, focus on all the kids you *are* able to help.

## TESTIMONIALS

### ***Rita Jermyn – Social Skills teacher***

I was introduced to Mike Belnap and his innovative Social Skills Programme almost ten years ago. Coming from a background as a classroom teacher, I didn't know quite what to expect from Mike's Social Skills lessons! But in the weeks and years that have followed, I have consistently observed the positive and enduring impact that these lessons have had on my students. From the invaluable knowledge passed onto me by Mike, I have been able to model my own lessons and successfully implement them across three age groups.

Mike's Social Skills programme gives us a way of combining many of the elements of day-to-day life that some children find so challenging. The lessons are carefully structured to include appropriate greetings, instruction-following and teamwork using physical challenges and the famous round-table group discussions, but still give us the freedom to adapt each lesson to respond to the needs of our individual students. Remember that the lessons aren't prescriptive, but open for adaptation and personalisation according to your students' needs.

I hope that everyone who uses this book to implement a social skills programme in their school will get the same enjoyment from the lessons and sense of satisfaction that I have, when they witness the permanent benefits that these lessons have on their students.

### ***Sam – Past Social Skills student***

My name's Sam and I'm 22 years old and I have Asperger's Syndrome. I'm a graphic designer doing freelance work. I live in Melbourne, independent of my parents.

I began Social Skills lessons when I was 11. At the time, my whole life seemed out of control and my anxiety was really bad – I didn't feel comfortable in my own skin. I couldn't cope with being in a classroom or around other people.

But I liked going to Social Skills. It was interesting and fun.... challenging, but fun! Mr. B was fair and solid. Looking back it felt very safe – I could say stuff there that I couldn't at home. I went to Social Skills lessons for nearly 4 years, even though I didn't attend the school anymore. I ended up being a Mentor for the Year 1 Social Skills group, which gave me an even better understanding of my AS. I believe it was the years of Social Skills lessons that helped me to achieve what I have so far.

### ***Daniel – Past Social Skills student***

I always looked forward to going to the social skills class every week. In fact, I am inclined to think that it might have been the highlight of my day. It was interesting, exciting, and appealing. Coupled with the DORE program, the social skills class has helped me gain gross and fine motor skills. It has also improved my ability to read people's faces thereby surprising some people. It is unfortunate that the social skills could not be continued for me at high school. Had it been continued in high school, I would have had less social struggles than what I had. But the social skills that I did obtain at primary school helped to minimise my struggles.

One of the excellent ways in which social skills teaches people how to act in difficult situations is the picture memorisation game, whereby we had to look at a picture for a short period of time. The goings on in the pictures were difficult situations, for example, a person with all of their books, pens, and pencils on the floor being disorganised. I used to regularly throw the contents of my tidy tray on the floor when I was angry or frustrated in trying to find something. But it seems as though with the aid of social skills, my organisation skills have improved.

But relating back to the regret of the fact that social skills were not continued through high school, I also remember one afternoon in grade 7 when I wagged social skills because I had an assignment to do. That afternoon, the kids negatively interfered with my assignment and I had a massive melt down. Mrs Gibson told me that this proves that I need more social skills and not less. Looking back at this with more maturity I think that she was correct. I sense that there are many other ways in which the social skills program has benefitted me but I can't put my finger on it.

### ***Brittany – Past Social Skills student***

My name is Brittany and I have Asperger's/PDDNOS. I did Sustainable Social Skills classes from grade 4-7. Before I did the classes, I was very socially uncomfortable. I didn't know when to do things like shake people's hands or how to read their faces. I often did not understand that what I was doing was wrong in other people's eyes (like telling someone they are fat or smell bad).

During the classes I learnt many things, like how to understand lots of instructions given at the same time (which was extremely helpful when I went to high school). I also learnt to wait my turn, communicate with others and share. Most importantly to me, I learnt that I wasn't the only person who did not understand how to be social. Other people learn this stuff as they grow up but for people like me it has to be specially taught.

The classes were fun and helped me to de-stress during the school week.

I am now 17 years old and just finished year 12. I believe that if it wasn't for the social skills classes I probably would have dropped out a long time ago as I would have never 'fit in'. Now I regularly go out on my own and I am confident to communicate with other people.

## KEYS TO SUCCESS

### Staff Mindset

You will find that we use the word 'mindset' a lot in this chapter, as it is imperative that the staff involved with the programme have the right teaching styles and adaptability to run the programme. This is not designed to be a prescriptive curriculum. It is personality dependent, and varies according to the people running the programme and the children participating.

The teachers delivering the lessons have to have ownership of them. They must be:

- ◇ able to steer the lessons, but be flexible enough to individualise them to fit the children's learning styles;
- ◇ willing to be part of the open and honest discussion themselves; and
- ◇ able to continually bounce off each other, listening to each other, communicating wordlessly with body language, ready to follow or lead as required by the lesson that is playing out around them.

### MIKE SAYS



You need to be flexible enough to go off on an unexpected tangent. The lessons are *always* student-driven. Recently a child opened up about his parents separating. He described a very volatile and violent situation. So we had a round-table discussion and found that 80% of the kids had experienced violence or aggression of some sort, from parents, parents' partners and older siblings. We spent most of that lesson addressing this issue. Look for positives as often as you can.

To have the Sustainable Social Skills programme change your life and the lives of the children you deliver it to, you need to:

- ◊ be aware that you must give respect to earn respect;
- ◊ be able to admit when you make a mistake and not be afraid to say you're sorry;
- ◊ be willing to really listen to the thoughts and feelings of children without judging them;
- ◊ have dedicated perseverance;
- ◊ have energy and enthusiasm;
- ◊ have a desire to see children learn through real-life experiences;
- ◊ have a passion for guiding children; and
- ◊ be honest and open to the lessons children teach you.

The success of this programme does not just rely on the mindset of the teachers delivering it. Unless you have the school administration team, classroom teachers and parents onside, you will have a very difficult time running the programme successfully. The classroom teachers, the *entire* school administration team and perhaps too, the very 'system' itself have to have the same mindset to optimise the effectiveness of your Social Skills lessons. They must *believe* in the goals and outcomes of this programme<sup>4</sup>.

There's a simple way to get your colleagues onside. Prior to starting the programme, get 30 minutes of a Staff Meeting and run the classroom teachers and the school administration team through an actual lesson. Experiencing a lesson first-hand like this will ensure they understand what the Sustainable Social Skills programme is all about, and why a child could get sent back to class. They need to understand the aims of the programme, how the lessons are structured and their goals. If they understand the programme, they will support it. Therefore, investing some time in advance will really strengthen and enhance its success. Ideally, engaging in a Social Skills lesson would contribute to teachers' Professional Development time.

### ***Risk taking***

Social Skills teachers have to be risk takers in terms of supporting kids emotionally and physically. Frequently during lessons, you travel to some pretty intimate places with these kids, so the mindset needs to be, "What happens in the room stays in the room." The students need to trust that things aren't going to be repeated to parents, unless there's a safety issue.

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<sup>4</sup> See pages 21 and 22 for a summary of the goals and outcomes of the programme.



Half of each lesson should be dedicated to physical activity containing an element of risk. A lot of the children may have been over-protected, may naturally have avoided certain risks due to perceived limitations of ability, or are simply anxious by nature.

To learn to take risks, children must experience risky situations. They should be encouraged to overcome their fears (of heights, falling, failure, etc.). Getting the children to focus on the risk in an activity also helps them to forget about any other challenges they might have, such as sensory sensitivity or physical impairment.

Having said that, it is vital that the teachers shadow the children for safety. Teachers must use their discretion and adapt the activities described in our lesson plans to suit children with a physical disability. See Appendix 1 for a sample risk assessment form.

Students' achievements in risk taking should be rewarded. Rewards can be praise, engaging in a desired activity, or a concrete reward such as an ice-block from the tuckshop. We run a ticket system, where we give out tickets for desired behaviour during, and at the end of, Social Skills lessons.

### ***Fun and laughter***

Fun and laughter are mandatory in Social Skills lessons – for students and teachers. Sometimes a Social Skills lesson is almost a counselling session, but it has to be fun. You must aim for ninety per cent of the lessons ending with everyone smiling – including the teachers!

It's really important for both the teachers *and* the students to feel that the lesson has been productive. The kids' antennae will pick up if it's just another boring lesson. A Social Skills lesson has to be relevant and it has to be exciting and *totally* engaging.

## **Attendance and rules**

Attendance at Social Skills lessons is totally voluntary. Each lesson is started with reminding children that they *don't have to attend* – they can go back to class if they want. If they don't like it, they can leave. If they want to leave, they should tell you in an appropriate manner. They can re-join in the future if they want to, no questions asked.

Encourage the kids to negotiate if they want to attend something else in place of the Sustainable Social Skills lesson, e.g. if they have a special art presentation, science lesson or it is parent afternoon in the classroom. Negotiation is a skill to be encouraged and an acceptable way to voice needs, but you will need to actively teach this skill to your students.

There are some rules that the children must respect:

- ◊ No put downs – No child is to ridicule another, laugh at their mistakes, call them names, or engage in any other hurtful behaviour.
- ◊ No speaking when following instructions – For the instruction-following activities, the children must complete them without speaking.
- ◊ No interruptions – No speaking while others are speaking, no getting up in the middle of a round-table discussion, nothing that would distract the other kids.
- ◊ Everyone must co-operate – We foster an atmosphere in which each student supports the others when completing tasks, so co-operation is absolutely necessary.
- ◊ Everyone must contribute – Reward children for active participation. If a child consistently refuses to contribute, that goes as a 'strike' against them (see 'Three strikes and you're out' below).
- ◊ No sabotaging a lesson – Sometimes the higher functioning children try to sabotage the lesson by pushing the buttons of the other kids in the group, causing behaviours to escalate, sometimes to the point of meltdown. This results in the 'saboteur' being sent back to class.
- ◊ No meltdowns – Children with ASD are particularly prone to meltdowns. Use the emotional thermometer (see Appendix 2) to help kids keep an eye on their own feelings of frustration or anger. If a child has a meltdown, it goes as a strike against them.
- ◊ Participation is optional – Children can leave the lesson by asking in an appropriate manner to go back to class. If they leave a lesson, they can come to the next one, no questions asked. Likewise, if they leave the whole programme, they can re-join at any time.
- ◊ Three strikes and you're out – We provide an inclusive, accepting environment, but we do not accept repeated breaches of the rules. Part of learning social skills is learning about limits and consequences.



## **Group size**

You may have many students needing Social Skills lessons, but putting them all in one room, all trying to do the same thing isn't always the most productive approach. The best group size is between six and eight, with a maximum of ten. Often the thinking of classroom teachers and school administration teams is that if a Social Skills lesson is available, all the kids who need it should be able to attend. However, for the success of your programme, you must structure your groups very carefully.

We follow the Guided Group Interaction principle<sup>5</sup>, which works on the theory that in a group of eight, you have two people who are on side, four who are vacillating/undecided, and two who don't really wish to be there. If you try to change those ratios and add more students, you usually run into problems, particularly with those who don't really wish to be there.

## **Group structure**

We structure Social Skills lessons by ability, in terms of age. This has to be flexible to allow for the abilities of the students and dynamics between the students in the groups each year. Some examples of structure are:

<b>Groups</b>	<b>Example 1</b>	<b>Example 2</b>
Junior group	Year 1 students only	Year 1 and 2 students together
Middle group	Year 2, 3 and 4 students together	Year 3, 4 and 5 students together
Senior group	Year 5, 6 and 7 students together	Year 6 and 7 students together

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5 Guided Group Interaction in Correctional Work, F. Lovell Bixby and Lloyd W. McCorkle, 1951, American Sociological Review Vol. 16, No. 4, American Sociological Association

## Lesson timetabling

To assist the scheduling and planning of classroom teaching, the length of the lesson must fit in with the school timetable. Work out the best days to remove children from class for the period of time that causes least disruption. We run our programme in the afternoon session as this is usually the time when kids are 'flatter' (both mentally and energy-wise). This is also the time they cause most problems for the classroom teachers. Ideally, they should not have to do any catching up of missed work. You need the complete support of the school administration team to allow you to remove children from classes this way.

Social Skills lessons must be short enough to hold the children's focus. Our lessons are 60-90 minutes in length, changing activities as often as every 5-10 minutes. This helps to keep the kids fully engaged.

## Lesson structure

To deliver the programme, you will need two teachers who work well together and who are able to bounce off each other's lead. The attitude of these two teachers is crucial. Their mindset needs to be that their *most effective teaching* will occur in the 60-90 minute Social Skills lesson each and every week.

## MIKE SAYS



You will have a series of activities planned, ready to go bang, bang, bang! However, if you sense that your planned activity is not working, then you need to have another relevant activity at hand and ready to go."

Sometimes an activity will only last two minutes before you realise it's not relevant and it's simply not working. You must be able to switch to your other planned activities. At other times, an activity will last an hour because the kids will take an idea and run with it. That means it has struck a chord with them, and that's good – the learning is real!

While the programme won't succeed unless you have a clear vision of where you want to go in each lesson, the delivery has to be extremely responsive to the actual situation, and support needs, of the students. The lesson plan has to be adaptable and relevant to the children involved in the lesson.

*Relevance* is a key ingredient in the success of the programme – unless the lesson plan is pitched at the individual students in your group, they won't see it as relevant. If the learning is not relevant, the effectiveness of the programme will diminish *significantly*.

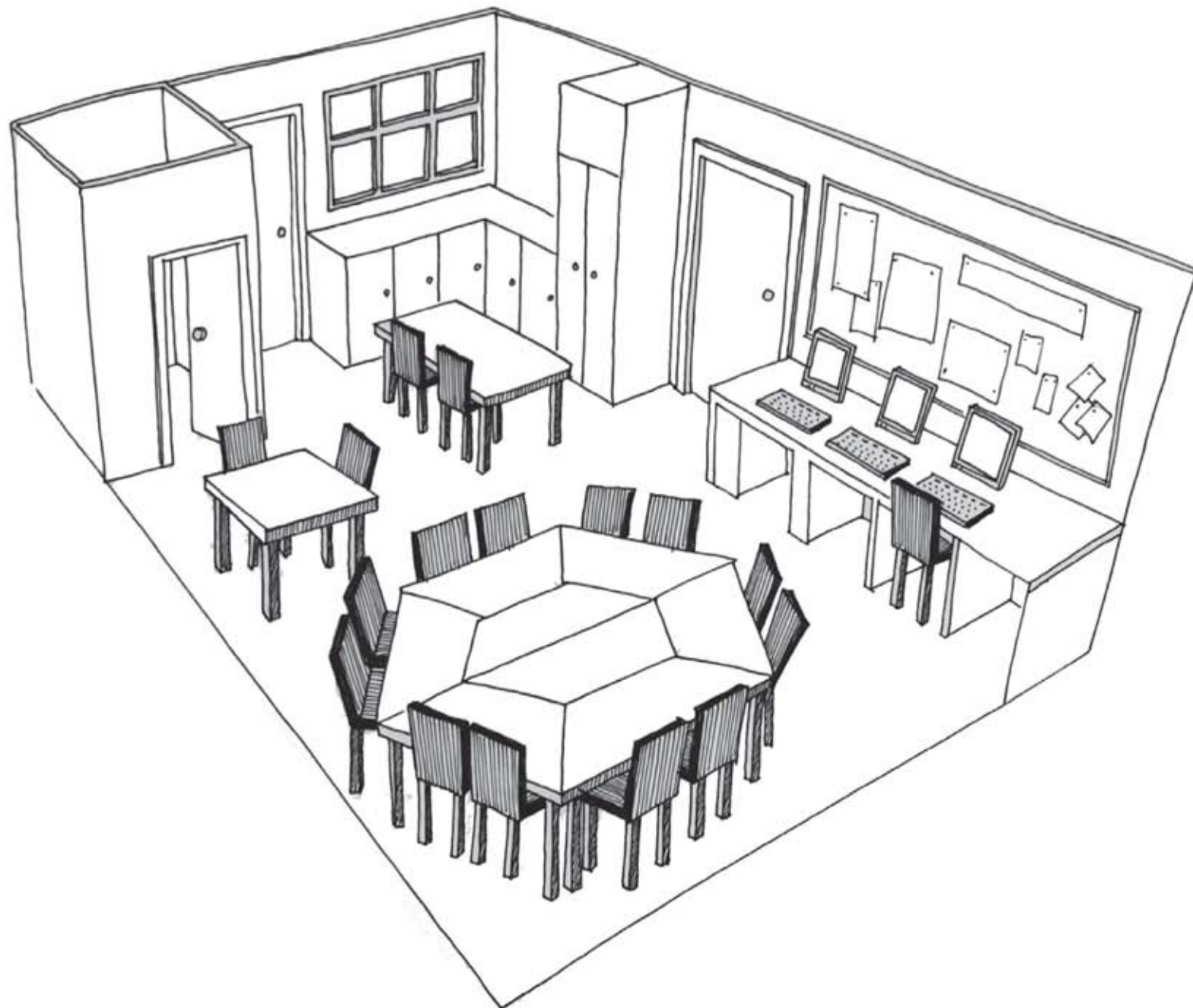
## **Practical requirements**

### **Room set-up**

For the biggest impact, and to ensure the continued acceptance of the Sustainable Social Skills programme by classroom teachers and the school administration team, the environment in which you conduct your Social Skills lessons should be carefully managed.

Your Social Skills room should:

- ◇ be situated where you can make some noise. A normal classroom surrounded by other classrooms is not ideal. However, a staffroom can work well. The Special Education Units that have little cubbies and tucks and corners, as well as a big main area, would also work;
- ◇ have an appropriate area outside the room, where students can sit and listen to instructions before they enter the lesson;
- ◇ have enough trapezoidal tables so that everyone can sit in a circle and face the middle. Everyone has an immediate communication focus when sitting in a circle;
- ◇ have easy access to an open concrete area for physical activity. This area should either be adjacent to your Social Skills room, or nearby. We use the breezeways at our school – open, undercover and rainproof. The concrete is essential for bikes, scooters, skateboards and other wheeled equipment; and
- ◇ have easy access to a playground/jungle gym with monkey bars, a flying fox, a slide, and an overhead ladder. Again, this area should be close to your Social Skills room. Do not walk the students more than two minutes to access equipment, as you want them to remain focussed.



## Equipment list

We started with nothing and borrowed some equipment from the Physical Education department. Enlist the help of the Groundsman, if possible. His shed is a treasure trove of useful materials. Below is a list of items that would be useful for your Social Skills lessons.

<b>Toys, games and sports equipment</b>		
Balance board Balls (basketball, beach ball, foam balls, football soccer ball, tennis balls) Bean bags Cloth tunnel (about 3 m) Cones (8) Dice (6) Dominos Exercise balls (type used for Pilates) (6)	Helmets (1 per child) Hula hoops (10) Lego® (large size) Mini-trampoline Plastic stilts (1 set) Mobilo® Playing cards (6 packs) Pogo stick	Safety mats Scooter boards, four-wheeled (3) Skateboards, long (3) Skateboards, short (4) Skipping ropes (6) Stand-up scooters (4) Weights, 1 kg (2) Wooden blocks
<b>Stationery</b>		
Blu tack® Felt pen Marking pens Masking tape	Pencils and coloured pencils Pieces of card Post-it® notes	Tickets or tokens, whatever your reward system uses.
<b>Other</b>		
Access to cups and water, where it doesn't matter if water is spilt Belts Benches Board/plywood, various lengths Bowls, 2 L (2) Bucket and dipper Camera Extension ladder Gardening gloves	Hammock Fish/prawn net Floppy hat Folding clothes hoists (2) Outdoor seating Parachute (see school supplies catalogue) Planks (2) PVC pipe, 10 cm diameter, various lengths	Rope, various lengths Step ladders (2) Swimming goggles Ties Trapezoidal desks (8) Tarpaulin Small diameter wooden rod, about 1 m long Wheelie bins, clean (2) Whiteboard/blackboard

## Components of Social Skills lessons

The programme uses a formula that can be replicated each week to create positive learning situations that promote social skills.

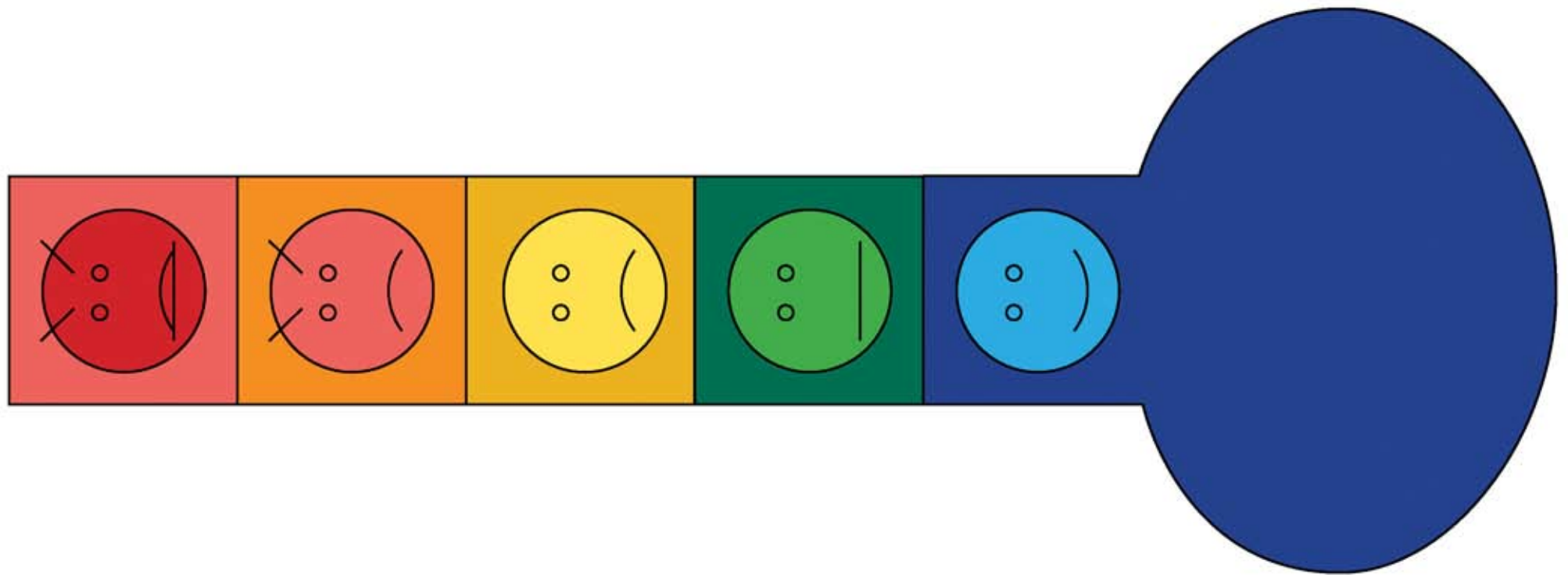
For sustainable results, it is essential that Elements A, B, C and E be included in each lesson. This provides the students with a familiar routine, which assists students who are new to the programme. You can then make a selection of the core activities from Element D to include in your lesson, as time permits.

Elements A, B, C, D and E are explained in detail in the pages that follow.

Element A	Goals and outcomes	<ul style="list-style-type: none"><li>◇ Improve concentration, understanding, communication and compliance</li><li>◇ Learn to work as part of a team</li><li>◇ Increase self-esteem and motivation</li></ul>	<ul style="list-style-type: none"><li>◇ Increase self-control</li><li>◇ Improve interpersonal relationships</li></ul>
Element B	Introduction	Explanation of the: <ul style="list-style-type: none"><li>◇ Rules</li><li>◇ Emotional thermometer</li><li>◇ Reward system</li></ul>	
Element C	Instructions	<ul style="list-style-type: none"><li>◇ Entrance procedure</li><li>◇ Sequential instructions</li><li>◇ Activity instructions</li></ul>	<ul style="list-style-type: none"><li>◇ Obstacle course</li><li>◇ Asking questions</li><li>◇ Reminder about environmental cues</li></ul>
Element D	Activities	<ul style="list-style-type: none"><li>◇ Sale of the Century</li><li>◇ What happens next?</li></ul>	<ul style="list-style-type: none"><li>◇ Literal statements</li><li>◇ Word/phrase/situation of the week</li></ul>
Element E	Closing ceremony	<ul style="list-style-type: none"><li>◇ Round-table discussion (debrief/evaluation)</li><li>◇ Thanks and rewards</li></ul>	



**Appendix3: Emotional Thermometer**



# SUSTAINABLE

## social skills

This innovative, sustainable social skills programme engages children in three-dimensional learning to develop skills and embed them for life.

This hands-on teaching package, developed and refined over more than ten years, provides detailed descriptions of how to set up the programme, 20 lesson plans, including lesson-by-lesson goals, equipment lists and blackline masters.

"Children with poor social skills often have difficulty working in groups. They experience a range of challenges, such as sensory overload, high anxiety, poor communication skills, taking turns, following instructions, not understanding the dynamics of group work and not seeing the benefits of completing work in a group or team."

This structured and engaging programme focuses heavily on teaching children how to work together to improve their communication, interpersonal relationships and group skills.

