

Recreation Therapy

Building Skills Through Recreation and Leisure

Perspective Taking: Side Walk Positive Vibes

Grade Level:

Pre School to Kindergarten

Targeted Skills:

Camaraderie
Perspective taking skills
empathy

Materials:

Chalk (white or in a variety of colors)
Sidewalk or drive way; essentially any area that you can draw on that is visible from the sidewalk/street

Directions:

Let's create some art work for passer-bys in your neighborhood. It is important to work together as a community to keep up the morale and spread positive vibes. Let's do so with some beautiful street artwork!

1. Invite another person to help create the chalk masterpiece for your neighborhood.
2. Discuss what empathy is. Definition of empathy: the ability to understand and share the feelings to others. Talk about how it feels when others' listen and attend to you. Explain how returning the favor can help others' feel seen, understood, and loved. Even sharing a short positive message or cute drawing can make someone's day.
3. Brainstorm some ideas of what to draw that you think will make others smile. You can draw a decorated hopscotch grid, a garden, emoji faces, an island, animals, etc. You can even include positive messages: We are in this together! Have a great day! Everything will be okay!
4. Choose an area to create your chalk masterpiece. It can be on your driveway or a portion of the side walk.
5. Collect all your chalk and begin to draw in the selected area!



Recreation Therapy

Building Skills Through Recreation and Leisure

Go Find It! Nature Scavenger Hunt

Grade Level:

Preschool or similar developmental level.

Targeted Skills:

Perspective Taking/Social Thinking
Joint Attention
Exploring Leisure Education

Materials:

1. Go Find It! Card game
2. Paper
3. Writing utensil
4. Small bucket

Directions:

Go Find It! card game can be bought online or in stores. One can also make the game cards, too!

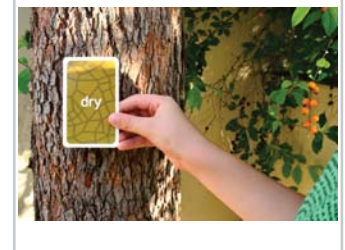
There are many ways to play but just a couple of rules:

1. No living things! A worm might well make you feel 'yuck!' but it probably feels the same about you. Best to leave it on the ground.
2. Leave growing plants and flowers for the insect and other people to enjoy!

Game versions:

1. Go Find It FAST: Shuffle. Deal five cards to each player (or less if you have more than 6 players). It's a simple race to be the first to find things that fit each card.
2. Go Find It FIRST: Shuffle. Turn over the top of the card and the race is on! The first player back to base with something that matches the card wins the round and keeps the card. Turn over the next card and go again. The person with the most cards at the end of the pack wins.
3. Go Find It FANTASTIC FIT: Shuffle. Deal three cards to each player. Players must then find one item that matches all three cards. For example a player with a 'soft', 'round' and 'yellow' could find a yellow flower. The first player back to base with an item wins. Shuffle and go again.

OR, play it your way! Make up your own rules and Go Find It!



Recreation Therapy

Building Skills Through Recreation and Leisure

Emotion Charades with a Moody Twist

Grade Level:

Preschool +

Targeted Skills:

Reciprocal Interactions
Identifying/Navigating Emotions
Perspective Taking

Materials:

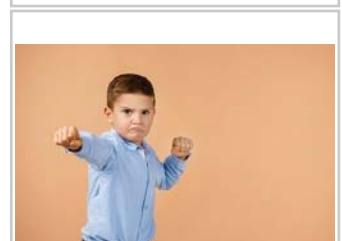
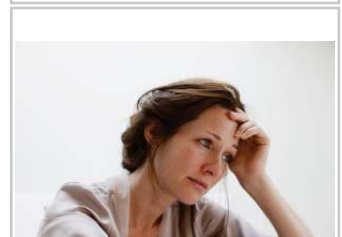
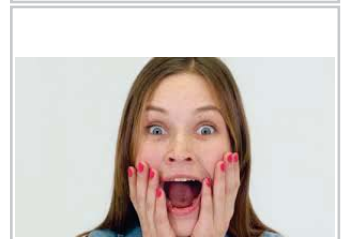
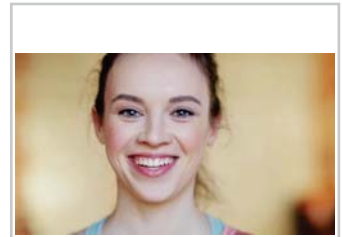
1. Pen/pencil
2. Paper

Directions:

1. Tone, mood, and emotion are very subjective and hard to explain. Spend some time first just talking with your child about it. Mood is probably the easiest one to figure out. Ask him/her to describe what a bad mood would look and sound like, and then a good mood. Then move on to more complex moods. Come up with 20 different moods, and write each on a slip of paper. Examples to get you started:

- Nervous
- Confused
- Frustrated
- Hopeful
- Excited
- Stern
- Uncertain
- Confident
- Loved
- Grumpy
- Scared
- Unhappy

2. Split into two teams of two or more people. Each team should take turns. In a turn, a team member draws one of the mood slips from a hat or bowl. That team member must act out the mood, without saying a word. Set a time limit on the turn, and see if her team members can shout out the correct mood. If so, they earn themselves a point, and it's the other team's turn. Play until all mood slips have been drawn. The team with the most points wins!



Building Skills Through Recreation and Leisure

Activity Name: Colored Eggs Game

Level/Grade: Kinder-Middle School

Performance area:

<input type="checkbox"/>	Activity Skill Instruction
<input type="checkbox"/>	Coping/Navigating Emotions
<input type="checkbox"/>	Exploring Interests/ Functional Leisure Routines
<input type="checkbox"/>	Games Reinforce Academic Skills
<input type="checkbox"/>	Joint Attention
<input type="checkbox"/>	Leisure Education
<input checked="" type="checkbox"/>	Perspective Taking/Social Cognition
<input checked="" type="checkbox"/>	Reciprocal Interactions

For students who have difficulties with: Taking turns, Accepting the outcome (Loss/Winning Appropriately)

This activity will support student by: Creating opportunities to take turns and accept loss

Materials:

2+ players (At least a parent and 2 children is ideal, or at least 2 parents and one child) players, a designated walking/running path inside the house or outside the house.

Starter Activity:

Discuss the importance of taking turns.

Discuss the importance of following rules and accepting the outcome

Activity Description:

Choose one player to be the Wolf for the first round. Choose one player to be the Mother Hen. All the other players choose a color that they will be for the whole round. Then one by one they tell their color to the Mother Hen. Make sure that the Wolf can not hear the colors.

Choose what will be the Chicken Coop, or homebase, and this is where the colored eggs will line up. Make sure it is well defined like a bench, picnic table or a line that when players touch it or pass over it they are safe from the wolf.

Choose a spot in the game area that will be the turn around point where players have to run to it (or around it) and then back to the chicken coop.

It can be a tree, chair, table, etc. The players line up facing the Wolf.

The Wolf says "Knock knock". The players all answer the wolf "Who's there?". The Wolf answers "the big bad Wolf with _____ hair!" (Fill in the blank with something silly such as blonde, curly, straight hair). The players answer "What do you want?" The wolf says "Colored Eggs!"

The players respond "What color do you want?" The Wolf replies with a color. ("Blue" or "Red" etc.) If no eggs are the color that the wolf calls out they continue calling colors until they find a color that an egg has chosen.

The colored eggs that are the color that the wolf calls out must run to the turn around point and then back to the chicken coop without getting tagged by the wolf. If the wolf tags an egg then the player that was tagged becomes the new wolf and the game starts over. If no eggs are tagged then the wolf starts again to call out colors.

The colored eggs can be any color so make it hard on the wolf and try silly colors such as chartreuse, beige, silver, etc.

*Other ways to modified or adjust challenge level:

-If Inside: Modify rules so that you have to walk, skip, hop, etc. instead of run.

-If you are in a small space use objects to create an obstacle course student's have to get through.

-If you don't have enough players, eliminate the roll of Mother Hen

Building Skills Through Recreation and Leisure

Activity Name: See, Tell, Draw

Level/Grade: 3rd - 8th

Performance area:

<input type="checkbox"/>	Activity Skill Instruction
<input type="checkbox"/>	Coping/Navigating Emotions
<input type="checkbox"/>	Exploring Interests/ Functional Leisure Routines
<input type="checkbox"/>	Games Reinforce Academic Skills
<input checked="" type="checkbox"/>	Joint Attention
<input type="checkbox"/>	Leisure Education
<input checked="" type="checkbox"/>	Perspective Taking/Social Cognition
<input checked="" type="checkbox"/>	Reciprocal Interactions

For students who have difficulties with: seeing others perspectives

This activity will support student by: listening, interpreting and describing

Materials:

3 or more players (if there are not at least 3 players, have one player be both the SEE'er and the TELL'er and the other player the DRAW'er
Picture (Can vary from the simplest to more challenging)
Paper, Crayons, Markers or Color Pencils

Starter Activity:

Put down on a piece of paper the roles of SEE'er, TELL'er and Draw'er. Put them in a hat and have each person pull out a paper to identify their roles.

Activity Description:

Person who is not playing select a picture or drawing. The Picture is set away from the Drawer, It can be in another room.
Go over roles

The SEE'er is the only one who gets to see the picture.

The TELL'er is the only one who gets to talk to the DRAW'er

The DRAW'er is the only one who gets to draw the picture.

*Note: The DRAW'er is not allowed to talk to the SEE'er but rather must relay questions through the TELL'er.

*Note: If there is not 3 players, the SEE'er and TELL'er roles can be combined.

1. The SEE'er looks at the picture and then describes a part of the picture to the TELL'er without the TELL'er seeing the picture.
2. The TELL'er relays the description to the DRAW'er
3. The DRAW'er draws what is being described
4. The TELL'er then returns to the SEE'er and gets the next description and repeats the steps of telling the DRAW'er
5. Steps repeat until the picture (Including color) is completed.

*Note: The DRAW'er is allowed to ask the TELL'er questions and relay those questions to the SEE'er. The SEE'er and the DRAW'er should not be in communication but rather use the TELL'er.

Game can repeat with changing of roles and pictures.

*Other ways to modified or adjust challenge level:

- * Games could be modified to be the simplest picture to the more complex picture.
- * Game could be played in teams and add a timer.

Building Skills Through Recreation and Leisure

Activity Name: Think Outside the Box

Level/Grade: Kinder-5th

- Performance area:**
- Activity Skill Instruction
 - Coping/Navigating Emotions
 - Exploring Interests/ Functional Leisure Routines
 - Games Reinforce Academic Skills
 - Joint Attention
 - Leisure Education
 - Perspective Taking/Social Cognition
 - Reciprocal Interactions

For students who have difficulties with: Perspective taking and creative thinking.

This activity will support student by: This is a fun way for kids to look at an everyday item and think about it differently.

Materials:

Cardboard box, Ribbon, Tape, Glue, Scissors, Construction paper, Straws, Paint/markers

Starter Activity:

Ask the student/students to define creativity. After, everyone is done sharing, define creativity for them. Creativity is the ability to see many things in new ways. Creativity is breaking tight boundaries and going beyond the materials given. It is when someone makes something unique that was not there before.

Activity Description:

Place a box in the middle of the table. Instruct student that this is, in fact, not a box. That they are in charge of figuring out what this item is. They can use their imagination and create whatever they can think of using the materials in front of them. Some ideas to get them started are: Rocketship, Dollhouse, Puppet Theater, Aquarium, Dragon, Car garage, Boat, Train, Treasure chest, Robot.

Debrief Questions:

What did you end up creating? How did you come up with the idea?

How does "thinking outside the box" relate to flexible thinking?

Have you ever done anything like this before? Do you remember what you created?

***Other ways to modified or adjust challenge level:**

This activity can be done individually, with a partner, and/or with a small group to work together on creating something new using a cardboard box.

Building Skills Through Recreation and Leisure

Activity Name: Emotion Animal Charades

Level/Grade: 1st-3rd

- Performance area:**
- Activity Skill Instruction
 - Coping/Navigating Emotions
 - Exploring Interests/ Functional Leisure Routines
 - Games Reinforce Academic Skills
 - Joint Attention
 - Leisure Education
 - Perspective Taking/Social Cognition
 - Reciprocal Interactions

For students who have difficulties with: Understanding and/or using facial expressions.

This activity will support student by: Increasing ability to identify and express facial expressions.

Materials:

Animal and Emotion Cards

Starter Activity:

Practice acting out several emotions and animals together as a group. This is sure to lead to lots of silliness and laughter.

Activity Description:

1. Place emotion and animal cards in two separate piles on a table.
2. Allow each person in the group to pick an emotion and an animal card to act out. Remind members to keep their cards secret. (Some possible combinations are: scared bunny, sleepy turtle, sad cat...)
3. The rest of the group has to figure out what the emotion and the animal are.
4. Keep going until all the animal and emotions cards have been used.
5. Debriefing questions: Which combination was the easiest for you to figure out? Which combination was the hardest? Which did you prefer, acting or guessing?

***Other ways to modified or adjust challenge level:**

If one group member is feeling unsure, or unwilling to do it alone, have two go together at the same time, performing the same emotion animal charade. You can also have 1 group member act out the feeling while the other acts out the animal.

Building Skills Through Recreation and Leisure

Activity Name: Expected vs Unexpected?

Level/Grade: 1st-5th

- Performance area:**
- Activity Skill Instruction
 - Coping/Navigating Emotions
 - Exploring Interests/ Functional Leisure Routines
 - Games Reinforce Academic Skills
 - Joint Attention
 - Leisure Education
 - Perspective Taking/Social Cognition
 - Reciprocal Interactions

For students who have difficulties with: understanding social behaviors.

This activity will support student by: increase their understanding if their social behavior is expected

Materials:

- Your hands
- Draw pictures if need for a visual cue
- Write out each scenario on a white board if needed

Starter Activity:

Thumbs Up vs Thumbs Down. Provide your child with some examples of what makes him/her feel comfortable and uncomfortable. For example: A peer greets you by name and smiles (Thumbs up- makes me feel comfortable); a peer bumps into you without apologizing (Thumbs down- makes me feel uncomfortable)

Activity Description:

Present these scenarios and ask your child to state expected (thumbs up) or unexpected (thumbs down).

- 1.) Ella is screaming in the bathroom.
- 2.) Cameron is pulling all the items off the shelf at the grocery store.
- 3.) Georgia is raising her hand to talk at recess.
- 4.) Mason is using a quiet voice when he is in the library.
- 5.) Grace is sitting in her seat when working on class work.
- 6.) Michael is raising his hand quietly because he knows the answer.
- 7.) Amber asks nicely if you want to play handball.
- 8.) Alex is refusing to work on an assignment and screams at the teacher.
- 9.) While playing a math game, Tiffany keeps taking turns without letting others play.
- 10.) During a soccer game at recess, John decided to kick the ball out of play and ran away

*Other ways to modified or adjust challenge level:

Feel free to ask your child why each scenario makes them feel comfortable or uncomfortable. If you find there are social scenarios that specifically address your child's social behavior please present them to him/her and help them identify why it may make people feel comfortable/uncomfortable

Building Skills Through Recreation and Leisure

Activity Name: I SPY

Level/Grade: 1st-3rd

Performance area:

<input type="checkbox"/>	Activity Skill Instruction
<input type="checkbox"/>	Coping/Navigating Emotions
<input type="checkbox"/>	Exploring Interests/ Functional Leisure Routines
<input type="checkbox"/>	Games Reinforce Academic Skills
<input checked="" type="checkbox"/>	Joint Attention
<input type="checkbox"/>	Leisure Education
<input checked="" type="checkbox"/>	Perspective Taking/Social Cognition
<input checked="" type="checkbox"/>	Reciprocal Interactions

For students who have difficulties with: attending to others, taking turns, seeing others perspective
This activity will support student by: shared attention, listening to questions, answering questions

Materials:

2 or more players, objects around the room

Starter Activity:

Take turns identifying colors and shapes.

Decide who goes first (Rock, Paper, Scissors/ Pick a number between 1-10)

Activity Description:

1. Beginning player says "I spy with my little eye something..... select an object in the room and identify either its shape or color. (Make sure that the object is something that all players can see and will stay in sight for the round)
2. Players take turns guessing what they think the object is.
3. Beginning player answers yes or no.
4. Once object is guessed. Next players turn to select an object.

***Other ways to modified or adjust challenge level:**

* For more challenging version, rather than color or shape, you can use letters of the alphabet... for example:

"I spy with my little eye something that STARTS with the letter A"

Building Skills Through Recreation and Leisure

Activity Name: Interested or Not Interested

Level/Grade: 3rd-7th

- Performance area:**
- Activity Skill Instruction
 - Coping/Navigating Emotions
 - Exploring Interests/ Functional Leisure Routines
 - Games Reinforce Academic Skills
 - Joint Attention
 - Leisure Education
 - Perspective Taking/Social Cognition
 - Reciprocal Interactions

For students who have difficulties with: Reading and responding to social cues. Detecting level of interest.

This activity will support student by: Helping identify basic cues through body language to determine level of interest.

Materials:

5-10 items: jump rope, magazine, toys, bubbles, Legos, movies, food items, etc. anything! A table to put these items on. Whiteboard & Marker (or paper & pen), magnifying class (not necessary, but can have the child draw and create one adds to the fun)

Starter Activity:

Using your marker & whiteboard create three column headings labeled: Interested, Kinda Interested, Not Interested. Below each heading draw a picture that portrays each column (Examples: Interested: smiley face, Kinda interested: Face with a slanted smile, Not interested: frowny face). Discuss each item: ask your child to show each expression on their face, and show them on your face to see if they can accurately guess which one is which.

Activity Description:

1. Set up 5-10 items on a table spread out.
2. Explain that: We are going to be detectives! Using our magnifying class we have to determine if someone is interested, kinda interested, or not interested in an item.
3. Assign one person to be the detective (the person that determines interested, kinda interested, or not interested)
4. Assign one person to walk around the table using body language to communicate level of interest in an item. (Interested: Facing item, smiling at sight of item, picking it up, taking time playing with the item, Kinda Interested: Confused facial expressions, getting closer then backing up, Not Interested: Facing away from item, passing item, either no reaction to item or expression of disgust,etc)
5. Time to play! Person walks around the table by each item while the detective has to determine Interested, Kinda Interested, Not Interested!
6. Switch Roles!
7. Discuss real life situations at school or home when we can use our detective skills to identify if someone is interested, kinda interested, or not interested and how to react! Example: You start talking to your friend about Fortnite, but they tell you they've never played before. You keep talking about it anyway and your friend starts to walk away. What can you do? (talk about a different video game, ask them what their favorite video game is, etc.)

*Other ways to modified or adjust challenge level:

1. Cut out faces (smiley face, slanted smile, frowny face) and allow the detective to hold up the faces when the person walks by items.
2. Use fewer items (3) keeping one in mind as interested, one as kinda interested, and one as not interested. Go through each of these items until the child understands basic body language associated with each and can identify them easily.
3. Over-exaggerate body language to help child easily identify levels of interest, working towards making it less distinguishable.
easily identify levels of interest, working towards making it less distinguishable.

Building Skills Through Recreation and Leisure

Activity Name: Understanding Social Cues

Level/Grade: Any

Performance area:

<input type="checkbox"/>	Activity Skill Instruction
<input type="checkbox"/>	Coping/Navigating Emotions
<input type="checkbox"/>	Exploring Interests/ Functional Leisure Routines
<input type="checkbox"/>	Games Reinforce Academic Skills
<input type="checkbox"/>	Joint Attention
<input type="checkbox"/>	Leisure Education
<input checked="" type="checkbox"/>	Perspective Taking/Social Cognition
<input type="checkbox"/>	Reciprocal Interactions

For students who have difficulties with: Interpreting social cues displayed by others in a social situation.

This activity will support student by: Helping them to determine how a person may be feeling.

Materials:

Attached Worksheets "Types Of Social Cues" and "Social Cues"

Starter Activity:

Review "Types of Social Cues" worksheet and demonstrate for student.

Activity Description:

1. After reviewing the types of social cues, help student to complete the "Social Cues" worksheet.
2. Discuss worksheet with student.
3. Facilitate a role playing activity to practice learned skills. For example, "Show me someone who looks mad, happy, etc."

***Other ways to modified or adjust challenge level:**

Work in a group to help student's practice with peers and determine social skills exhibited in the moment.

Take the student during unstructured time and "People Watch" to look for social skills being displayed by others.

Types of Social Cues

SOCIAL CUES ARE MESSAGES THAT OTHER PEOPLE SEND US ABOUT HOW THEY ARE FEELING. THEY DO THIS BY USING THEIR FACE, BODY, VOICE, OR SPACE TO GET US TO UNDERSTAND.

FACIAL EXPRESSION

Different parts of our face move whenever we are feeling a certain way. For example, we smile when we are happy or raise our eyebrows when we are surprised.

VOICE TONE AND VOLUME

Our voice tone is *how* we say the words when we communicate to others. There are many different ways that you can say the same sentence. The volume of our voice can also send a message.



BODY LANGUAGE

Different parts of our body also send messages. For example, if someone's fists are clenched, we might guess that they are angry. If they slump their shoulders, we might think that they are sad.

PERSONAL SPACE

Personal space means how close or far away we sit or stand by others. If a person chooses to stand close to us as we're talking, we can guess that they're interested in the conversation. If they sit far away, we can guess that they're not.



Social Cues

LOOK AT THE CHARACTERS BELOW AND FINISH THE SENTENCES. BE SURE TO LOOK AT THEIR BODY LANGUAGE AND THEIR FACIAL EXPRESSIONS.



This person is feeling: _____

I can tell because _____

Something that I can say or ask this person:



This person is feeling: _____

I can tell because _____

Something that I can say or ask this person:



This person is feeling: _____

I can tell because _____

Something that I can say or ask this person:

