



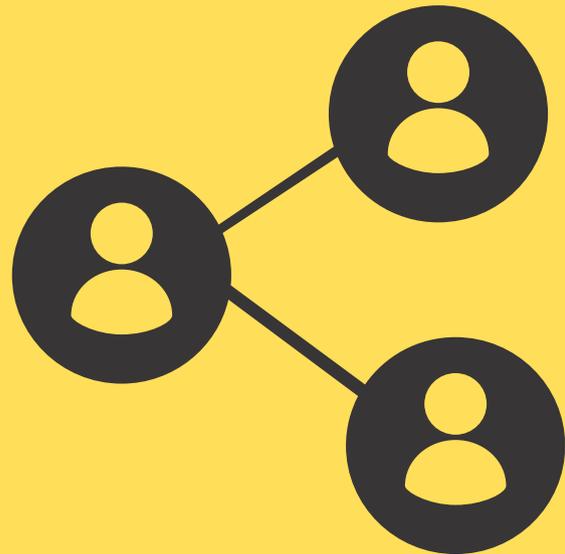
PROJECT TRIPS PRESENTS:

EMOTIONAL AND SOCIAL ACTIVITY KIT

THIS ACTIVITY KIT CONSISTS OF:

- 1. CHARADES AT THE DISCO**
- 2. TALK-TO-ME OBSTACLE COURSE**
- 3. COLORED OOBLECK**
- 4. GOLD RUSH**
- 5. JOURNAL DECORATING**

In this activity kit, activities will aim to put aid in social skills such as listening and direction following and emotional skills



CHARADES AT THE DISCO

Goal: To improve emotional expression

1. Before the activity, the leader will obtain/create a disco ball or a bowl to contain word/picture cards.
2. Before the activity, the leader will create word/picture cards that the participants will draw and act out.
 - a. The cards will contain a picture and the word.
3. Before the activity, the leader will create a "stage" and "audience seating" for the participants to perform on.
4. Before the activity, the leader will set out props and costumes the participants can use during their performance.
5. The participants will be instructed to sit in the audience.
6. The leader will explain the rules/procedure to the participants:
 - a. Explain the game of Charades; It's a game where you are an actor or actress on stage! You act something out, and the audience has to guess what you're acting out.
 - b. First, you're going to grab 1 card from the disco ball. (other leader models doing this)
 - c. Then, you're going to think in your head what you're going to do. (leader models thinking)
 - d. Next, you're going to dress up using our costumes. These costumes should help the audience guess what you're acting out. (Leader models dressing up)
 - e. Then, you act out what was on your card. You can talk BUT you cannot say your word/action!
 - f. The first person to guess your word/action
 - g. correctly gets to do it next.

Equipment:

- Disco ball/bowl
- Word/picture cards
- Props/costumes-hats,wigs,etc.
- Boxes, sheets, materials, to create a "stage"

TALK-TO-ME OBSTACLE COURSE

Goal: To improve ability to give verbal descriptions

1. Before the activity the leader will prepare a playlist of songs for the obstacle course portion, and set up the stations for the activity.
2. To begin phase 1 of the activity, the TRIPS students as well as UT staff will form a circle in the middle of the classroom, with the exception of the leader who will stand aside to start and stop the music.
3. When the music begins, the participants will pass the hula-hoop around, stepping over and under, until the music pauses.
4. When the music pauses, the student in possession of the hoop will have to draw a notecard containing a question. For example, "Name two things you like to do when you're at home."
5. By the time the notecards run out, each student will have gone through three notecards concluding phase 1.
6. To begin phase 2, the students will pair off into groups of two assigned by the leader.
7. Each pair will create a miniature obstacle course using cones and mats.
8. The pairs will take turns guiding the other person through with verbal cues such as "Over, under, around etc." while the other person has their eyes closed.
9. The activity will be concluded once each person has gone through the obstacle course twice or time has run out.

Equipment:

- Speaker for music
- Hula-hoop
- Package of notecards with written questions
- Notepad and pen (see adaption)
- Cones
- Mats

Adaptations:

- For participants who are non-verbal, they will be given the opportunity to draw an image responding to the question on the notecard in phase 1.
- For participants with higher intellectual disability, questions can be simplified to basic present-tense topics as needed for phase 1.
- For participants who are non-verbal/have a higher intellectual disability, the leader will instead give the cues along with him/her for the obstacle course in phase 2, rather than the participant giving it to their partner alone.

COLORED OOBLECK

Goal: To improve direction following skills

Procedure:

1. Before the activity, the group leader will assign a number (one or two) to each participant.
2. Before the activity, the group leader will have prepared bowls of the materials for each pair of participants (two bowls for approximately 4 groups)
3. The participants will choose a person who was assigned the opposite number to be their partner.
4. Each group will find a seat next to one bowl of water and one bowl of corn starch.
5. They will wait until further instruction.
6. The activity staff will assist the participants in gradually placing the corn starch into their respective bowl of water. One participant will be mixing the ingredients with the chopstick as the other is pouring corn starch in. The two participants will alternate their roles every fifteen seconds until the oobleck is a gooey consistency.
7. Once the consistency is right, the participants will raise their hand to let the group leader know they need food coloring. The group leader will keep the food coloring and apply it to each oobleck as needed. The two participants may either pick to use the same color or choose their own.

Equipment:

- 10 small bowls
- Water
- 1 container of Corn Starch
- Food coloring
- Paper towels
- Chopsticks

Adaptations:

- If a participant has hand or arm rigidity, the leader can assist using hand over hand



GOLD RUSH

Goal: To increase listening-skills

Procedure:

1. Before the activity, the leader will discuss the scenario and announce that there will be 5 full games played. Scenario: "You are walking across a rainbow in order to get to the Leprechaun's pot of gold. You must avoid the white sheets of paper because if you step on one you fall off the rainbow and be out. When the music "plays" you will walk on the rainbow, when the music "stops" you must stop where you land. If you are the last one remaining on the rainbow you will receive a piece of gold."
2. Before the activity the leader will lay out bucket with rice with a sheet of paper which has the word "Gold" written on it next to it. The leader will also place a trash bag under bucket to prevent mess from occurring.
3. Before the activity, the leader will assign each participant to any colored sheet of paper.
4. Once assigned to a sheet of paper, the leader will remind participants to "start" moving when music plays and "stop" when the music stops.
5. The leader will stop the music at own discretion.
6. When the music is stopped, if a participant is on a rainbow sheet of paper; they are safe, but if on a non-colored sheet (i.e. White colored) they are out.
7. After each round (i.e. starting and stopping of music), a single rainbow sheet will be removed until there are two participants left. The non-colored sheet will remain until the last round.
8. There should be a single rainbow sheet and non-colored sheet at this point.
9. When the round is completely over, the winner will be asked to collect his or her gold from the Leprechaun's pot.
10. The participant will then search through the bucket of rice to find each piece of gold labeled with letter's (G,O,L,D) on it. He or she will then place each piece of gold to the corresponding letter that is written on the sheet of paper. This is the sheet of paper titled, "Gold."

Equipment:

- 10 rainbow sheets of paper
- 5 non-colored sheets of paper
- Plastic bucket
- 1 bag of rice
- 1 trash bag
- 1 sheet of paper labeled "Gold"
- Ziploc bag with 4 quarters labeled (G,O,L,D)
- 2 Note cards
- Bluetooth speaker



JOURNAL DECORATING

Goal: To improve creative thinking and expression techniques

Procedure:

1. Activity leader must obtain supplies such as journals and pipe cleaners, stickers, etc.
2. Facilitator will explain that each participant should design their own journal cover
3. Lay out pipe cleaners, stickers, and other decorations for participants
4. Leader will assist participants with decorating the covers. Don't be afraid to make designs or cool pictures
5. Use the journal to fill it with thoughts, feelings, and ideas!
 - a. If your child/student does not write, have them tell you or someone else they trust write down their thoughts, feelings, and ideas!

Equipment:

- Plain journal
- Markers
- Glue
- Stickers
- Colored paper
- Glitter
- Pipe cleaners



Adaptations:

- If a participant has rigidity in extremities, activity leader can use hand over hand
- If a participant communicates non-verbally, the activity leader can use a communication device to help decorate
- If a participant has difficulty writing, the participant can use pictures