

Focus Area: Asperger's Syndrome

Name of the Activity: "Social Skills Workshop: Reading Between the Lines"

Target: Enhance understanding of nonverbal communication and social cues. Practice interpreting tone, body language, and context in conversations.

Duration: 20-40 minutes

Organizational Form of the Activity: Designed for small groups or individual practice

Target Age Group: 8-16 years, adaptable for older students

Tools:

- A set of cards with short social scenarios (e.g., dialogues, situations)
- Visual aids showing facial expressions, body language, and tone indicators
- A mirror for practicing expressions (optional)
- A chart with examples of matching words, tone, and body language

Instructions:

- Introduce nonverbal communication and why it's important in understanding others. Discuss how tone, facial expressions, and body language give clues about what someone means.
- Provide each student with a set of scenario cards. Examples:
 - "A friend says, 'I'm fine,' but looks upset."
 - "Someone is tapping their foot while waiting."
 - "A classmate smiles and waves at you."
- Show students a scenario card and ask:
 - "What is happening in this situation?"
 - "How do you think this person feels? Why?"
 - "What clues tell you that?"
- Discuss how words, tone, and body language need to match. For example, say "I'm excited" in a bored tone and ask students if the tone matches the words.
- Encourage students to practice using matching words and expressions with a partner.
- Pair students and have them act out simple scenarios. One student communicates using a mix of verbal and nonverbal cues, and the other interprets them. Switch roles to ensure everyone practices both sending and receiving cues.
- After the activity, discuss as a group:
 - "What made it easy or hard to understand the cues?"



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- “Why is it important to think about both words and nonverbal signals?”

Tips for Teacher:

- Provide examples of common social cues and discuss why they might vary (e.g., cultural differences).
- Focus on strengths by praising correct interpretations or effective communication.
- Be patient and provide gentle corrections if a student misinterprets a cue.

ANNEX:

1. Example Conversation Starter Cards:

- “Your teacher asks, ‘Do you have a question?’ while looking at the clock.”
 - Clue: The teacher might be in a hurry.
- “A friend rolls their eyes after someone tells a joke.”
 - Clue: They might not think the joke is funny.
- “A classmate nods while you explain something.”
 - Clue: They’re listening and agree with you.
- “Someone crosses their arms and avoids eye contact while talking to you.”
 - Clue: They might feel uncomfortable or upset.

2. Video to teach tone of voice to children with Asperger Syndrome:

<https://www.youtube.com/watch?v=1F1slrhQqOU>

3. Examples of different emotions



Focus Area: Asperger's Syndrome

Name of the Activity: "Conversation Jenga"

Target: Improve conversational skills, such as turn-taking, asking questions, and staying on topic. Help students practice appropriate responses and social interaction.

Duration: 20-30 minutes

Organizational Form of the Activity: Designed for small groups but adaptable for larger groups

Target Age Group: 8-16 years, adaptable for younger or older students

Tools:

- A Jenga set or similar block-stacking game
- Conversation prompts written on each block (e.g., questions, scenarios, or social challenges)
- A "cheat sheet" with conversation rules and tips (optional)

Instructions:

- Introduce the game as a fun way to practice conversations while playing Jenga. Explain students that each block has a question or prompt to help them practice talking and listening.
- Write or tape prompts onto the Jenga blocks. Examples:
 - "What's your favourite food and why?"
 - "What do you like to do on weekends?"
 - "How do you ask someone to play with you?"
- Stack the blocks as you would for a normal Jenga game.
- Student, pulling a block, reads the prompt aloud and answers it.
- After the first student answers, other players take turns responding to the same prompt or asking follow-up questions.
- Encourage active listening by having students repeat or rephrase what others said.
- If a student struggles, gently guide them using the "cheat sheet" (e.g., "Try asking a question about what they just said.").
- After the game, discuss:
 - "What made it easy or hard to keep the conversation going?"
 - "What are some good ways to show you're listening to someone?"
- Praise specific behaviours, like asking thoughtful questions or staying on topic.

Tips for Teacher:

- Use positive reinforcement to encourage effort and participation.



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- Adjust the difficulty of the prompts based on the students' comfort levels.
- If students are anxious about speaking, allow them to prepare answers beforehand.
- Create a calm and supportive atmosphere to reduce stress during the activity.

ANNEX:

Example Prompts for Blocks:

1. "What's your favourite movie or TV show?"
2. "What would you do if you found \$10 on the ground?"
3. "How do you make a new friend?"
4. "What's the best vacation you've ever had?"
5. "What's something you're really good at?"
6. "What do you do when you feel nervous?"
7. "How do you start a conversation with someone new?"
8. "What's a fun memory you have from school?"

