

Focus Area: Autism (Without Intellectual Impairment)

Name of the Activity: Conversation Carousel

Target: Improve conversational skills and turn-taking. Help students practice initiating, maintaining, and ending conversations.

Duration: 20-30 minutes

Organizational Form of the Activity: Designed for small groups but can be adapted for individual practice.

Target Age Group: 6-12 years, adaptable for older students

Tools:

- Conversation starter cards with topics or questions (e.g., “What’s your favourite hobby?”)
- Visual aids showing conversation rules (e.g., “Take turns,” “Make eye contact,” “Listen before responding”)
- Timer or bell (optional)

Instructions:

- Introduce the activity as a way to practice talking with others and taking turns in conversations. Explain the rules of a good conversation: listening, taking turns, and responding to what the other person says.
- Arrange chairs in a circle or use desks in pairs. Give each student a conversation starter card and display the conversation rules where everyone can see them.
- Pair students and give them 1-2 minutes to discuss the topic on their card. Encourage them to ask follow-up questions to keep the conversation going. After the timer or bell rings, students rotate to a new partner. Each pair picks a new card or continues the conversation with the same topic.
- Model a conversation with a student before starting to demonstrate how to take turns, ask questions, and listen actively. Optionally, include scenarios such as, “What to do if someone interrupts?” or “How to politely change the topic?”
- After the activity, discuss as a group:
 - “What was easy or hard about the conversations?”
 - “What made a good conversation partner?”
 - “How can you use these skills in real life?”

Tips for Teacher:

- Use visual aids or cue cards for students who might need reminders during the activity.



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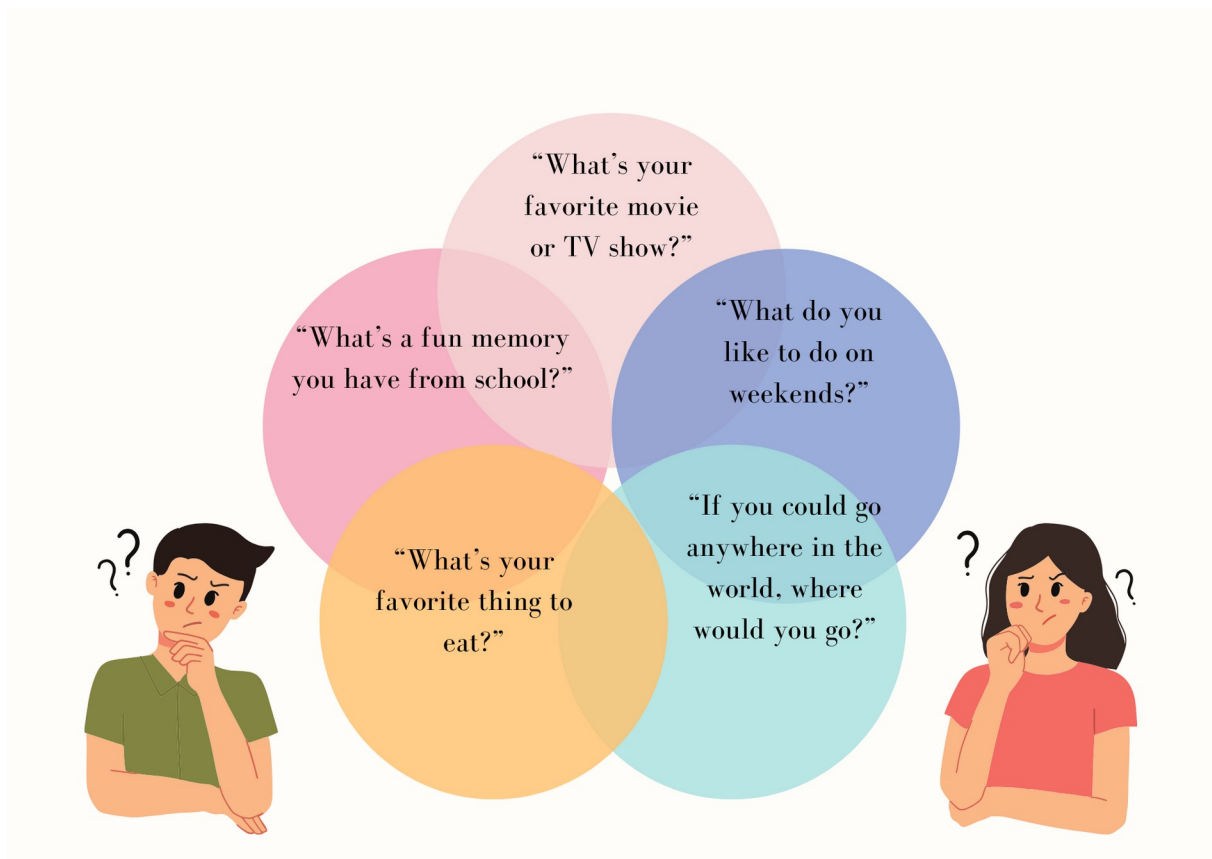


- Keep the topics light and interesting to encourage participation (e.g., hobbies, favourite food, animals).
- Provide positive reinforcement for good conversational behaviours, such as asking thoughtful questions or listening attentively.
- Adapt the difficulty of the conversation topics based on students' comfort levels.

ANNEX:

Example Conversation Starter Cards:

1. "What's your favourite movie or TV show?"
2. "What do you like to do on weekends?"
3. "If you could go anywhere in the world, where would you go?"
4. "What's your favourite thing to eat?"
5. "What's a fun memory you have from school?"



Focus Area: Autism (Without Intellectual Impairment)

Name of the Activity: "Social Stories in Action"

Target: Enhance social understanding and communication skills. Help students navigate common social situations and develop appropriate responses.

Duration: 20-30 minutes

Organizational Form of the Activity: Designed for individual or small-group practice.

Target Age Group: 6-12 years, adaptable for older students.

Tools:

- Pre-written social stories (customizable based on scenarios)
- Visual aids (pictures, diagrams, or storyboards)
- Props for role-playing (optional)

Instructions:

- Introduce social stories as a way to learn about social situations and practice responses. Emphasize that the activity is a safe space to explore and understand different perspectives.
- Select or create a social story relevant to the student's experiences. Examples:
 - "Joining a group activity during recess."
 - "Responding when someone gives you a compliment."
 - "Waiting patiently in line."
- Present the story using a combination of text and visuals. Read the story together, discussing key moments.
- Use guiding questions to help students reflect
 - "What do you think the character is feeling?"
 - "What could the character say or do in this situation?"
- Explore alternative ways the story could unfold.
- Act out the social story using props or simple role-play.
- Take turns being different characters to explore perspectives.
- After role-playing, discuss how the story relates to real-life situations. Ask the student(s) how they felt during the activity and if they'd handle the scenario differently.

Tips for Teacher:

- Choose scenarios that are relatable and practical for the student's environment.
- Use clear, concrete language and visuals to reinforce understanding.
- Be patient and provide positive reinforcement for participation and effort.
- Gradually introduce more complex scenarios as the student becomes comfortable.



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ANNEX:

Example of possible scenarios to use in class

"Starting a Conversation with a Classmate"

- Visual: A picture of two children talking.
- Text: "Sometimes I want to talk to my classmates. I can say, 'Hi, how are you?' or ask about their favorite things."



"Asking for Help in Class"

- Visual: A diagram showing a student raising their hand.
- Text: "If I don't understand something, I can raise my hand and say, 'Can you help me?'"



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