



## **5. Skill swap**

Wellbeing focus:

☒ Self-awareness

☒ Self and others

Examples of personal skills learned or consolidated:

☒ Negotiating

☒ Sharing

☒ Cooperation

☒ Making decisions

Examples of general/social learning:

☒ Awareness of different perspectives

☒ Appreciation of personal and group skills

The adaptation for this game requires some preparation beforehand. There should be no element of win or lose in this game. The main emphasis is on how the players are able to negotiate and cooperate, how sets of skills are needed for different activities and how the same skills can be used in a variety of circumstances. Begin by talking about how this game is connected to '4. I like my hands because...' and 'Expansion activity 4.1. Skills wheel'.

### **How to play**

The group is divided into two teams. Each team is given a large sheet of paper on which to make a collage or painting to represent a theme such as 'sport' or 'music'. Team A is given all the materials needed for the activity (coloured paper, paint, etc.) but no equipment. Team B is given all the equipment (paint brushes, scissors, glue, sticky tape, etc.) but no collage materials. The two teams need to negotiate with each other in order to make their collages.

### **Adaptation**

- You will need to make a list of about 20 different skills such as observation, coordination, listening, memory, focusing attention and so on. This list is left on display for players to refer to throughout the game. Make a second copy on card that can be cut up into separate skills. Shuffle the cards and



divide them equally between two teams of players. Each team needs skills for tasks that are very different to each other – for example, Team A has ‘Playing football’ and Team B has ‘Walking a dog’, or Team A has ‘Organizing a group outing’ and Team B has ‘Cutting up vegetables’. The teams check through their cards and decide which skills they want to keep for their task. They then decide what they don’t need. Now they take turns to negotiate a skill swap with the other team. The children work out the best way to do this, but if they are struggling, you could suggest examples such as ‘We need listening skills. We can give you skills for research’. The other team then confer but might respond with ‘No, we need listening skills because... [they need to give a valid reason], but we can give you observation skills’. Or ‘Yes, you can have listening skills, but only if you give us memory strategies’. Each team has a maximum of five opportunities for swaps. You could also consider having some spare duplicate cards that teams could request after their five swaps.

### **Talk about**

What happened during the trading? What worked? What didn’t work? How might this game help players to manage difficult feelings? What skills are needed for negotiating and cooperating as a group? What do you think is one of your best skills?

*Note: The most effective way of completing this task would be for both teams to cooperate with each other from the start. They could, for example, pool all their cards and then share them out appropriately. What would prevent this from happening? What would help this to happen?*



## **6. Fruit salad**

Wellbeing focus:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Self-awareness | <input checked="" type="checkbox"/> Self and others |
|--|---|

Examples of personal skills learned or consolidated:

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> Focusing attention | <input checked="" type="checkbox"/> Observation  |
| <input checked="" type="checkbox"/> Listening          | <input checked="" type="checkbox"/> Taking turns |
| <input checked="" type="checkbox"/> Concentration      | <input checked="" type="checkbox"/> Categorizing |
| <input checked="" type="checkbox"/> Memory strategies  |  |

Examples of general/social learning:

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Developing self-respect and respect for others | <input checked="" type="checkbox"/> Understanding rules and how rules for games are made and can be changed |
| <input checked="" type="checkbox"/> Appreciating diversity                         |   |

This is a well-known fast-paced game that can easily be adapted to suit different likes and dislikes. For this reason it can be played many times in different formats and is always a favourite among groups of active children. The expansion activity then invites children to experience the opposite of hectic activity by bringing them into a calm, focused space where they can explore different senses. The next game, '7. All birds fly', also promotes focusing skills and the ability to tolerate frustration.

### **How to play**

Players sit in a circle with one person standing in the centre. Each person chooses the name of a different fruit. The person in the centre calls out two fruits. These two children swap places and the caller tries to sit in one of their seats before the other person gets there. If the caller says 'fruit salad' everyone swaps seats! The person left standing is the next caller.

### **Adaptations**

- The children could swap chairs if they have something in common, such as



cereal for breakfast this morning, brown eyes, etc. Everyone swaps when the caller says something that they know everyone has in common, such as 'Everyone who is wearing shoes (or doesn't have shoes on!)' or 'Everyone who is in Year 5'.

- Play the same game using car names for a motorway game or animal names for a zookeeper game – or anything else that comes in groups!
- For larger groups and a younger age range, have a limited number of items so that there is more than one child for each one (four apples, four bananas, etc.). This reduces the memory load, but it can get quite hectic with lots of children running across the circle at the same time, so take care!

### **Talk about**

Do different children like different versions of the game? Why? Why can some games be frustrating for some players? What do all the games have in common? What are the rules for this game? Do all games have rules? Debate the pros and cons of competitive games and cooperative games.

What were you feeling/thinking when you were waiting to hear the person in the middle call out your chosen fruit?

## **EXPANSION ACTIVITY 6.1. FRUIT FOCUS**

Have a small piece of fruit for each child. Instead of eating it quickly, ask the children to first spend time looking at the fruit and describing its colour, shape, texture and smell. Then invite them to take tiny bites and to hold the fruit in their mouth, really savouring the texture and taste. They do this silently so that all their concentration is on the sensation of eating. When they have finished, ask them to describe their experience of eating in such a focused way.

Try a different textured fruit. How are the sensations different? How are they the same?

### **Talk about**

Did anything surprise you about this activity? How difficult or easy was it to only think about that particular piece of fruit? Did you have other thoughts while you were eating?

It is very normal to have other thoughts when you are putting your



focus of attention onto one thing. You might be eating the fruit and noticing how it feels in your mouth and then suddenly you have a thought about what you will do after school, or you notice that the sun is shining outside, and you want to go and play. When that happens you can just notice it and then go back to focusing on eating the fruit. Your brain is very good at helping you to focus and re-focus. Practising this will help you to concentrate on bigger tasks too.

Learning to focus on an object or a sound or the sensation of your own breathing can be really helpful when you want to feel calm. Does anyone already have a way of calming their mind when they feel a bit wound up? There are lots of different ways to do this. Playing these games together in a group is helping you to try out different strategies. Is there anything that group members have shared today that you might try?

