## **Social Interaction Group Plan 1**

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| **Lead Adult:** **Date:** | **Names of Children:** **Sam and Bob** |
| **Outcomes:**   * *Plays alongside others.* * *Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.* * *Seeks out others to share experiences.* * *May form a special friendship with another child.* * *Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.* * *Initiates play, offering cues to peers to join them.* * *Keeps play going by responding to what others are saying or doing.* | |
| **Resources:**  * Song cards (visual) * Puzzle * Ducks * Water shooter * Pots * water | |
| **Structure of Activity:**  *Hello Activity:* Sing hello to the children using their name (See example)  *“Hello Sam, hello Bob, How are you today? “*  When adult says the child’s name, allow enough time for the child to respond using gesture, body language, eye gaze to acknowledge their name.  *Group Activity:* Puzzle  The adult will hand out a puzzle piece to each child to promote sharing and waiting. If the child is not able to use trial and error to fill in the hole when it is their turn, then the adult can cover the incorrect holes to achieve success. Supporting adult can provide hand over hand support if needed.  *Song Choice:* Adult to show 2 choices of songs to one child and encourage child to make a choice out of the 2. If child is reluctant, adult to be aware of eye gaze or ensure that a preferred song is one of the choices and moved more forward to the child. Supporting adult can also provide hand over hand support to model making a choice.  *Group Activity:* Shooting Ducks  Cups to be set up in front of the adult in a row and then place a duck on top of each cup. The adult will pour water into a container and draw water into the shooter. The adult will model shooting a duck off the cup Adult to describe what actions that are being carried out (“duck on top of the cup”) before asking each child in turn to have a go. This happens until all the children have had a turn.  *Song Choice:* Adult to show 2 choices of songs to the other child and encourage the child to make a choice out of the 2. If child is reluctant, adult to be aware of eye gaze or ensure that a preferred song is one of the choices and moved more forward to the child. Supporting adult can also provide hand over hand support to model making a choice.  *Goodbye Song:* “Good bye Sam, goodbye Bob, goodbye everyone it was nice to see you here!”  When adult says the child’s name, allow enough time for the child to respond using gesture, body language, eye gaze to acknowledge the end of the group. | |
| **Observation (focus children):** | |