Mira

LEARNING AND INCLUSION

Learning activities

Six social skills to explore together

A printable pack to explore on your own or with a parent, carer or educator. Choose one fictional activity and go at a comfortable pace.



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General education only. Not an assessment, diagnosis or therapy.

Before you begin

Explore on your own or with a parent, carer, educator or someone you trust. Practise choices and communication, without testing or changing who someone is.

Make participation a choice

Choose one short activity. Read it aloud, use pictures or try the simpler steps together. Offer an observer role, a break or a different activity.

Speaking, pointing, writing, gestures and usual communication tools all count. Allow processing time. Eye contact, stillness and a public performance are not required.

Keep the environment comfortable. Offer predictable routines and sensory choices. Belonging does not depend on masking differences.

Keep the practice fictional

Use made-up people and everyday situations. Do not ask for a real learner's story, medical information, diagnosis or other personal details. Do not interpret a real learner's behaviour for a group.

Drawing or writing is optional. Blank space can stay blank. There are no scores or answer submissions. Adults should respond to needs, not just correct the wording.

Put safety before resolution

Stop the activity if anyone becomes distressed. Never force sharing of personal belongings, forgiveness, an apology or renewed contact.

Bullying, harm or fear need adult protection, not peer negotiation. Do not use an active bullying incident as a practice exercise. Follow your safeguarding process and seek appropriate help.

Print A4 at actual size or fit to page. Print only the lesson you need. The activities use original illustrations of fictional situations.

Turn-Taking

We can make space for each person's turn.



FICTIONAL PRACTICE

Imagine this: both people want the green pencil. What could you try?

Talk, point or draw. There is no score, and no personal story is needed.

TRY THE STEPS TOGETHER

1. Both people want a turn. Ask what would help while waiting.
2. Ask: 'Would you like the first turn or the next turn?' Show the order.
3. Try a short turn each. Anyone can pause or say no.
4. Ask: 'Was that okay?' Change the order or waiting time together.

OPTIONAL DRAWING OR MADE-UP IDEA

PARENT OR CARER VARIATION

Try two turns while building something together at home.

EDUCATOR VARIATION

Use a small-group game with a visible turn card and an optional observer role.

Show whose turn it is. Participation and breaks remain a choice.

Reading Social Cues

We can notice, then ask. We do not have to guess.



FICTIONAL PRACTICE

Imagine this: a friend gets quiet during a game. What could you do?

Talk, point or draw. There is no score, and no personal story is needed.

TRY THE STEPS TOGETHER

1. Notice what is happening. A face does not tell us everything.
2. Ask: 'Would you like a break, or keep playing?'
3. Give time to answer. Speaking, pointing and other ways all count.
4. Listen to the answer. Different people show feelings differently.

OPTIONAL DRAWING OR MADE-UP IDEA

PARENT OR CARER VARIATION

Explore a made-up story and suggest several possible feelings.

EDUCATOR VARIATION

Use fictional scenarios. Never ask the class to interpret a real learner's behaviour.

Ask, rather than assume. Participation and breaks remain a choice.

Active Listening

Listening can look different for each person.



FICTIONAL PRACTICE

Imagine this: someone looks away while you speak. What could help?

Talk, point or draw. There is no score, and no personal story is needed.

TRY THE STEPS TOGETHER

1. Find a comfortable place. Moving or looking away can help someone listen.
2. Let the other person finish. You do not have to look at their eyes.
3. Ask: 'Did I understand?' Give time for an answer.
4. Ask what helped. Try pictures, writing or another way if needed.

OPTIONAL DRAWING OR MADE-UP IDEA

PARENT OR CARER VARIATION

Take turns describing a favourite everyday activity.

EDUCATOR VARIATION

Offer paired, written or picture-based participation without a public performance.

Make room for different ways to listen. Participation and breaks remain a choice.

Sharing & Cooperation

We can work together and still have boundaries.



FICTIONAL PRACTICE

Imagine this: someone does not want to share their own markers. What next?

Talk, point or draw. There is no score, and no personal story is needed.

TRY THE STEPS TOGETHER

1. Check which things are shared. Personal things can stay personal.
2. Ask before using something. 'No' is an okay answer.
3. Choose a job or another material. Everyone can join in a different way.
4. Ask: 'Did everyone have a way to help?' Change the plan if needed.

OPTIONAL DRAWING OR MADE-UP IDEA

PARENT OR CARER VARIATION

Prepare a snack together with one chosen role each.

EDUCATOR VARIATION

Set up a shared project with separate supplies available and flexible roles.

Ask first. Respect the answer. Participation and breaks remain a choice.

Using Kind Words

We can say what we need in a respectful way.



FICTIONAL PRACTICE

In a made-up story, someone needs a break. How could they communicate that?

Talk, point or draw. There is no score, and no personal story is needed.

TRY THE STEPS TOGETHER

1. Notice the need. It might be space, help, quiet or a break.
2. Try: 'I need some space, please.' You do not have to say yes to everything.
3. Use words, a gesture or a card. Choose what works for you.
4. Check the need was understood. Adults should help, not just correct the words.

OPTIONAL DRAWING OR MADE-UP IDEA

PARENT OR CARER VARIATION

Practise asking for quiet or help during a familiar routine.

EDUCATOR VARIATION

Make help, space and break cards available to everyone.

A need can be shared in many ways. Participation and breaks remain a choice.

Conflict Resolution

We can pause and find a safe way forward.



FICTIONAL PRACTICE

Imagine this: two people disagree about a game. What is a safe next step?

Talk, point or draw. There is no score, and no personal story is needed.

TRY THE STEPS TOGETHER

1. Stop. Pause or move somewhere safe. Ask a trusted adult for help.
2. Talk. Say or show what you need. Use your usual way to communicate.
3. Listen. Let each person finish. Eye contact is not needed.
4. Solve. Choose a safe option. A break or separate activities are okay.
5. Try again only if everyone feels safe and wants to. Do not force forgiveness. Bullying needs adult help.

Never force forgiveness or renewed contact. Bullying needs adult help, not peer negotiation.

OPTIONAL DRAWING OR MADE-UP IDEA

PARENT OR CARER VARIATION

Use a fictional disagreement first. Stop the activity if anyone becomes distressed.

EDUCATOR VARIATION

Practise with fictional scenarios, never an active bullying incident. Follow your safeguarding process for harm or bullying.

Safety and choice come first. Participation and breaks remain a choice.