



# Life Skills

*Psych Games*



# Class Structure

*(Enter an overview of the class structure here...see Week#1 as an example)*

## Week #1:

Perceptual thresholds: Sight

Memory: Short term, chunking,  
processing

How good are you at noticing the  
differences in people's appearance?

Play "lighting sight"

## Week #2:

Group processing power

Jelly Bean count

## Week #3: Sensate functioning

Collage project

## Week #4: Emotional color wheels

Emotional Awareness and Identification.

## Week #5: Stare into each others eyes

# Week #1: Perception / memory game



*A perceptual threshold is the absolute limit at which your senses register input. If someone you've been looking at changes something about their appearance and you notice, that change was above your threshold, it was big enough for you to notice. If you don't notice, the input was too small, or below your threshold.*

*Ideas to talk about when good examples arise:*

*Perceptual thresholds*

*Short term memory*

*Chunking*

*Memory capacity*

*The faulty nature of memory*

*Self serving bias of memory*

- 1. Let every kid choose a partner with which to play the game.*
- 2. Tell everybody to look at their partner and do their best to memorize every detail they can about them. I start by giving them 10 seconds to look.*
- 3. After 10 seconds tell them to turn their back to each other.*
- 4. Each kid changes one thing about their appearance. You can add dress ups to make this more fun or to give them more options.*
- 5. Before they turn around tell them that they only have 5 seconds to look at their partner before they have to yell out what they changed.*
- 6. The kids who get it right continue on, those who don't sit down and pick a horse if they want to.*
- 7. Mess with the times to make it more challenging as the game goes on or switch up partners to give them a new image to process.*

*(Use this slide to add content to build background knowledge...use this space to add an open ended question that will help generate conversation regarding the content for this class period)*

## Week #2: The Power of the Group / Groupthink



*Group thinking is an incredibly powerful process. It can be used as a tool for positive things like personal growth and negatively in things like mob mentality. Not only do emotions suffer from isolation from a group but the ability to think and solve problems is enhanced to superhuman levels in a group.*

*What's  
different  
between  
this clip  
and the  
last?*







## *12 Angry Men*

*Imagine  
yourself in this  
clip.  
How would you  
act?  
Who in the clip  
acts the same  
way you  
would?*



*Ideas to talk about when good examples arise:*

*Group processing power*

*Thinking in isolation*

*Doubt*

*Group persuasion*

1. *Give each kid a mason jar half full of jelly beans. Something that will hide its numbers with a large amount and is edible.*
2. *Have each child guess how many jelly beans are in their container. Don't give them the answer.*
3. *Combine two jars and have the kids get into small teams. Repeat number 2. Don't give them the answer. Remember to record all guesses.*
4. *Combine all jars into one big container. First have the kids guess silently to themselves and record their silent guesses. Then let them talk with each other and record their one big group guess.*
5. *At the end go over the results and hand out the jelly beans to people who were closest.*

## Week #3: Sensate functioning



*Sensate functioning is any kind of processing that is done primarily through the senses.*

*Ideas to talk about:*

*sensing through eyes, ears, nose, touch, and taste.*

*Where you might find examples of each sensation.*

*How they differ, what kind of associations they bring with them for each person.*

1. *Grab a compilation of random art pieces from around your building. Kid art works wonderfully because it's usually simple and colorful.*
2. *Lay all of the paintings out in a uniform shape on the floor e.g. 3x3 or 5x4, whatever works with what you have.*
3. *Give the kids each a turn to move one piece of the collage. After each move ask the group if they like the change or not. Talk about it.*
4. *As the activity progresses start pairing kids together in groups of two or more to see how the process changes for each of them. Encourage them to decide on changes to the collage as a group.*
5. *Watch how invested some kids get and how disinterested some are. Some will agonize over changes, some will be aloof. Sensate functioning is more dominate in some than others.*

# Week # 4: Emotional Colorwheels



Emotions  
Color Wheel



*Emotional Colorwheels are good for identifying how each emotion feels and for increasing self awareness, creativity, and emotional regulation. It is a good way to explore the emotion without the mess of the fight/flight response or other responses being present.*

*Ideas to talk about:*

*Emotional Regulation*

*How each kid regulates different emotions*

*How each emotion feels and what memories they are tied to*

*Other senses connected to the feeling like smell or taste.*

1. *Draw a very simple color wheel with 6 or 8 sections and a simple emotions in each section.*

*Some suggestions are: Happy, Sad, Angry, Thoughtful, Surprised, Disappointed, Anxious, Nervous, Excited, Calm, Scared. Adjust emotions for simplicity or complexity according to your kids.*

2. *Instruct them to color each emotion with whatever color feels right to them. Not all kid will have the same colors for the same emotions. Some kids will draw pictures, some designs, some solid colors, some will pay attention to texture. All of these differences are good talking points.*

## Week # 5: Staring into Eachothers Eyes



*The kids notoriously love this activity. They request it frequently. It is a good exercise for breaking down icy barriers and increasing empathy.*

*Ideas to talk about:*

*Empathy*

*Social barriers to friendship*

*Emotional reactions i.e. discomfort or laughter as responses to vulnerability*

1. *Have the kids each choose one partner and have each dyad sit across from each other.*
2. *Set a timer for 5 minutes. During the 5 minutes there is no talking, no moving, no communication of any sort. The kids are only allowed to look into each others eyes, no looking away. It's not a staring contest so blinking is obviously ok, but note which kids want to turn it into a game and which kids take the activity as it comes.*
3. *As the time progresses take note of each kids reactions. Some will laugh, some will look away frequently.*
4. *Afterwards talk about each kids reactions, how did they like it? What did they think about? What do they think their partner is feeling or thinking about?*
5. *PRO TIP: Some kids will feel VERY uncomfortable with this. Keep an eye out and don't push them. It's supposed to be fun.*