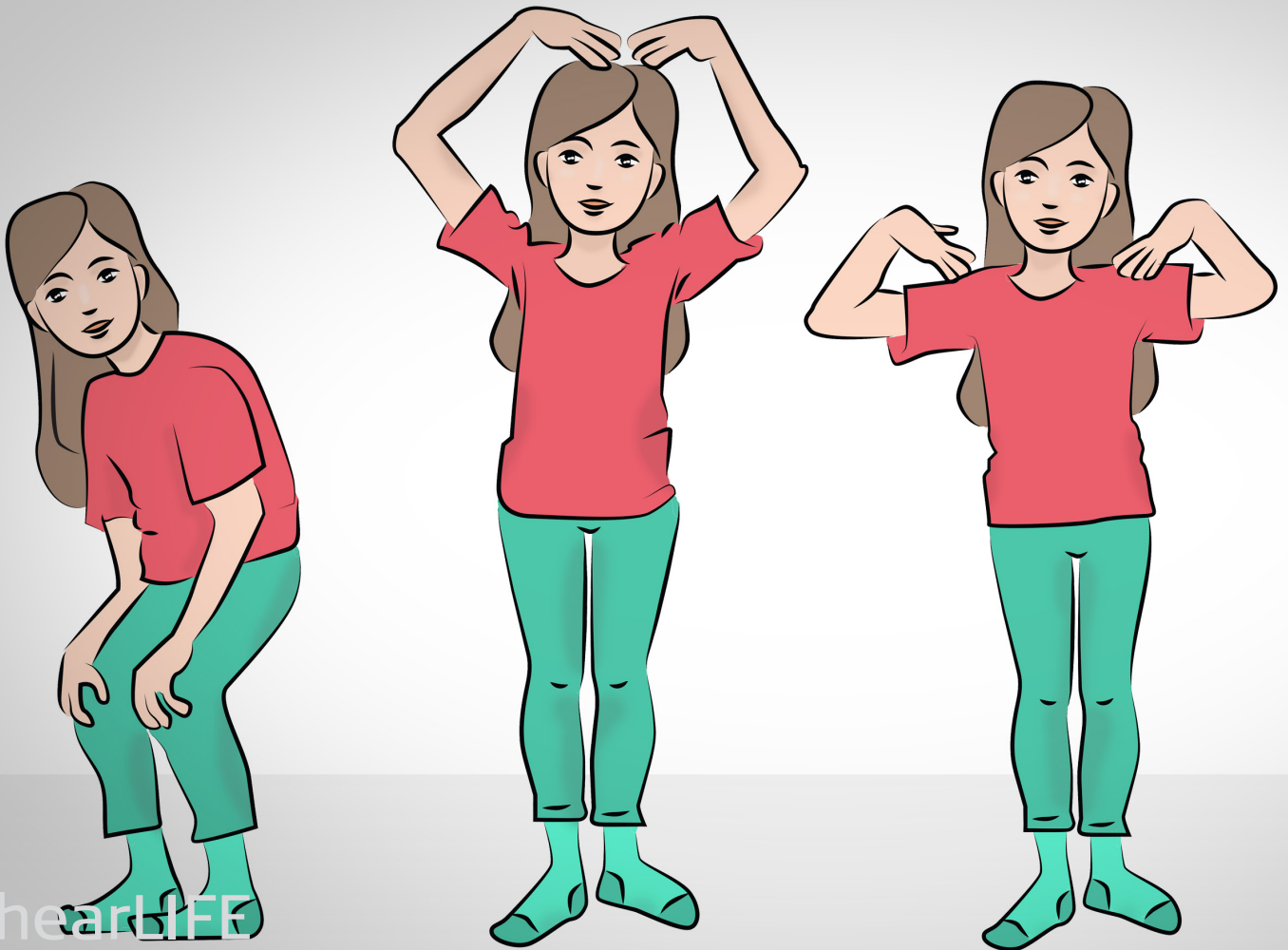


# Lesson Kits

## 07 OUR BODY



## Learn About the Lesson Plans

### Lesson Plan

Level 1, Level 2, Level 3

#### 1. Simon Says

Therapist Notes, Resources

#### 2. Let's Move

Therapist Notes, Resources

#### 3. Band-aids

Therapist Notes, Resources

#### 4. Head and shoulders knees and toes

Therapist Notes, Resources

A note about the resources: English text is provided on some of the resources. Where this is done we provide a duplicate of the same resource with no text. Choose which suits your needs best.

We'd like these kits to help as many people as possible, so the Themed Lesson Kits may be shared openly for fair usage. However, MED-EL retains full rights to the material, so the content may not be altered, rebranded, or repurposed for commercial use.

# Learn About The Lesson Plans



indicates listening goals






indicates spoken language goals



indicates cognition and theory of mind goals

## How to choose a level

			
<b>Level 1</b>	The child is learning to listen and attend to 1 <i>unit</i> of information. Spoken language is presented to the child in simple short sentences and acoustic highlighting techniques are utilised to enable to the child to attend to new information.	The child using <i>single words</i> , has a vocabulary of up to 200 words and may be starting to combine words in to 2 word combinations	Cognition refers to how we learn and gain knowledge and understanding about our world. Theory of mind ( <i>ToM</i> ) refers to the thinking skills we develop over time to explain and predict our own and others' behaviour. Some cognition and ToM skills are developmental; they develop as the child grows older, however the relationship between many cognitive, ToM and language skills is complex, with each contributing to the other in varying degrees over the child's early years. An older child working at level 1 may already have more advanced cognitive and ToM skills and needs stronger language skills to express themselves. Conversely a younger child working at level 3 may not be developmentally ready to think through some of the ToM goals.
<b>Level 2</b>	The child is learning to listen and attend to 2 <i>units</i> of information. Spoken language is presented in longer sentences and acoustic highlighting techniques are utilised to encourage the child to attend to all the information in the sentence.	The child is producing 2 to 3 <i>word combinations</i> , has a vocabulary of 200 to 2000 words and is beginning to use some grammatical markers	
<b>Level 3</b>	The child is a proficient listener learning to attend to 3 <i>units</i> of information. Spoken language is presented in a variety of complex sentences and acoustic highlighting techniques are utilised to encourage the child to attend to grammatical elements in the sentence.	The child is producing 4 to 5 <i>word sentences</i> and questions, has a vocabulary of more than 2000 words and is using a variety of grammatical markers.	

The theme: the level

Themes are presented as a macro theme (broad general topic eg: Animals) followed by a related micro theme (narrow related sub-topic) to help the child build associations between words which makes remembering vocabulary easier.

Document the child's detection or imitation response

Each lesson plan has 4 activities

Each activity has resources you need to download and print, or if electronic, save to computer or tablet.

Resources are easily identified by file name:  
Theme Level (L)Activity (A)  
Eg: Animals L1 L2 A2  
= resources you need for Animals theme lesson Level 1 and Level 2 activity 2

## MY HOUSE: LEVEL 1 LESSON PLAN



Date: .....

Name: ..... Age: ..... H.A: .....

ACTIVITY	GOALS			
6 sounds:	left	ah	oo	ee
	right	ah	oo	ee

BUILD A HOUSE				
<b>RESOURCES</b> • My House L1 L2 L3 A1				
	<ul style="list-style-type: none"><li>Identifies 1 item:<ul style="list-style-type: none"><li>parts of a house</li></ul></li><li>Understands some prepositions: front/back</li></ul>	<ul style="list-style-type: none"><li>Labels house parts</li><li>Uses verbs: cut/stick/fold</li></ul>	<ul style="list-style-type: none"><li>Understands that people see different things from different angles</li></ul>	
WHO'S IN THE HOUSE?				
<b>RESOURCES</b> • My House L1 L2 L3 A2	<ul style="list-style-type: none"><li>Attends to 1 item:<ul style="list-style-type: none"><li>person</li><li>place</li><li>verb</li></ul></li></ul>	<ul style="list-style-type: none"><li>Repeats or labels 1 word:<ul style="list-style-type: none"><li>person</li><li>place</li><li>verb</li></ul></li></ul>	<ul style="list-style-type: none"><li>Understands same and not the same</li></ul>	
WHERE DOES IT GO?				
<b>RESOURCES</b> • My House L1 L2 L3 A3	<ul style="list-style-type: none"><li>Identifies 1 item<ul style="list-style-type: none"><li>object</li><li>place</li></ul></li></ul>	<ul style="list-style-type: none"><li>Consolidates vocabulary within categories: things in a house/places in the house</li></ul>	<ul style="list-style-type: none"><li>Understands the association between an object and a place</li></ul>	
MY HOUSE				
<b>RESOURCES</b> • My House L1 L2 L3 A4	<ul style="list-style-type: none"><li>Attends to verbs: cut, fold, hold, push, count</li><li>Attends to book</li></ul>	<ul style="list-style-type: none"><li>Attempts to repeat one word from each page</li></ul>	<ul style="list-style-type: none"><li>Joins in conversation about own house</li></ul>	

The theme: the level

The activity name

What you need to do before the lesson

Step by step through the activity

Goal from lesson plan: example of skill

Key Listening Strategy or technique to use to help child to achieve the goal.

MY HOUSE: LEVEL 1 THERAPIST NOTES

ACTIVITY

# 1. Build a House

PREPARATION

Print all resources on to lightweight card.

You are going make a house using the cardboard box.

1. Cut the windows, curtains, doors and chimney out. (Encourage the child to help where possible.)
2. Look at the cardboard box and decide which side will be the front.
3. Decide whether the yellow door or blue door will be on the front and stick it on.
4. Stick the other door on the back.
5. Use the craft knife to cut around 3 sides of the doors so they open.
6. Stick one window on each side.
7. Use the craft knife to cut down the middle of each window and along the top and bottom so they open out.
8. Stick the curtains inside the box at the top of the window opening.
9. Assemble chimney by following folds in order, 1, 2, 3 and glue base together.
10. Stick the chimney to the top of the box.

RESOURCES

- A cardboard box
- My house L1 L2 L3 A1
- Glue and scissors
- Craft knife



EXPECTED OUTCOMES

- Identifies 1 item: parts of a house; door, window, curtain, chimney.
- Understands some prepositions: front/back.

KEY STRATEGIES

**TALK TALK TALK:** Talk about the parts of the house as you cut them out together and again as you decide which piece to do first and then again as you stick them on and finally once more when you are admiring your finished house.

**ACOUSTIC HIGHLIGHTING:** While you are talking make one unit of information stand out for the level 1 child. Say the unit a little bit louder, or pause just before talking. *Hmm... We could put this blue door on ...the front. (turn the box around) Or maybe we could put the blue door on ... the back.*



EXPECTED OUTCOMES

- Uses verbs: cut/stick/fold.
- Labels house parts; e.g. door, window, curtain, chimney.

KEY STRATEGIES

**The SAME THINKING PLACE:** As you encourage the child to join in the construction add acoustic highlighting to the verbs, where possible placing the verb in the sentence final position to give the level 1 child the best possible chance to attend to it and try and repeat it back. *Just here on this line, you need to cut. Use the glue to make it stick.*

**USE CHOICES:** Using the house parts vocabulary in choice questions provides the child with a model of the vocabulary just before they try and say it. This is easier than trying to recall unfamiliar vocabulary. *Shall we do a window or a door?*



EXPECTED OUTCOMES

- Understands that people see different things from different angles.




KEY STRATEGY

**SABOTAGE:** Angle the box so the child's parent/caregiver can not see the piece you just stuck on. Encourage parent/caregiver to comment that he can't see it. This helps the child learn that not everybody has access to the same information. *Oh, I can't see the window. I want to see the window. Can you show me the window? Turn the box so I can see.*

Date: .....

Name: ..... Age: ..... H.A: .....

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
<b>SIMON SAYS</b> <b>RESOURCES</b> • Our Body L1 A1	<ul style="list-style-type: none"> <li>Identifies 1 item:                             <ul style="list-style-type: none"> <li>Body parts</li> </ul> </li> <li>Follows direction in context                             <ul style="list-style-type: none"> <li>Touch your...</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Labels body parts</li> <li>Uses verb: touch</li> </ul>	<ul style="list-style-type: none"> <li>Understands</li> <li>Pronouns: your/my</li> </ul>
<b>LET'S MOVE</b> <b>RESOURCES</b> • Our Body L1 L2 L3 A2	<ul style="list-style-type: none"> <li>Follows directions containing one verb</li> </ul>	<ul style="list-style-type: none"> <li>Gives directions containing one verb</li> </ul>	<ul style="list-style-type: none"> <li>Takes turns in an action game</li> </ul>
<b>BANDAIDS</b> <b>RESOURCES</b> • Our Body L1 L2 L3 A3	<ul style="list-style-type: none"> <li>Identifies 1 item:                             <ul style="list-style-type: none"> <li>Body parts</li> </ul> </li> <li>Understands: hurt (or sore)</li> </ul>	<ul style="list-style-type: none"> <li>Says body parts</li> <li>Uses words to indicate pain: sore/hurt/ouch</li> </ul>	<ul style="list-style-type: none"> <li>Shares emotions appropriate to hurting self and fixing injury</li> </ul>
<b>HEAD AND SHOULDERS KNEES AND TOES</b> <b>RESOURCES</b> • Our Body L1 L2 L3 A4	<ul style="list-style-type: none"> <li>Follows directions in context.</li> <li>Performs actions in song</li> </ul>	<ul style="list-style-type: none"> <li>Says words from song</li> </ul>	<ul style="list-style-type: none"> <li>Matches picture to part of own body</li> </ul>

Date: .....

Name: ..... Age: ..... H.A: .....

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
<b>SIMON SAYS</b> <b>RESOURCES</b> • Our Body L2 A1	<ul style="list-style-type: none"> <li>Identifies 2 items:               <ul style="list-style-type: none"> <li>Body parts</li> </ul> </li> <li>Follows 2 part directions containing 'and'</li> </ul>	<ul style="list-style-type: none"> <li>Labels body parts</li> <li>Uses verb: touch</li> <li>Uses conjunction: and</li> </ul>	<ul style="list-style-type: none"> <li>Takes turns in different roles in a game</li> </ul>
<b>LET'S MOVE</b> <b>RESOURCES</b> • Our Body L1 L2 L3 A2 • Our Body L2 L3 A2	<ul style="list-style-type: none"> <li>Follows directions containing two verbs</li> </ul>	<ul style="list-style-type: none"> <li>Gives directions containing two verbs</li> </ul>	<ul style="list-style-type: none"> <li>Understands that movement can convey emotion</li> </ul>
<b>BANDAIDS</b> <b>RESOURCES</b> • Our Body L1 L2 L3 A3	<ul style="list-style-type: none"> <li>Understands a two part sentence</li> <li>Understands synonyms for: hurt</li> </ul>	<ul style="list-style-type: none"> <li>Answers a question about a sentence</li> <li>Makes up a short sentence from question prompt</li> </ul>	<ul style="list-style-type: none"> <li>Uses words to convey emotions appropriate to hurting self and fixing injury</li> </ul>
<b>HEAD AND SHOULDERS KNEES AND TOES</b> <b>RESOURCES</b> • Our Body L1 L2 L3 A4	<ul style="list-style-type: none"> <li>Follows directions containing prepositional phrase: at the back.</li> <li>Joins in words and performs actions in song</li> </ul>	<ul style="list-style-type: none"> <li>Sings words from song</li> <li>Uses some plurals</li> <li>Uses conjunction: and</li> </ul>	<ul style="list-style-type: none"> <li>Understands adverbs: slowly/ quickly</li> <li>Discusses preferences</li> </ul>

Date: .....

Name: ..... Age: ..... H.A: .....

ACTIVITY	GOALS						
6 sounds:	left	ah	oo	ee	sh	s	m
	right	ah	oo	ee	sh	s	m

			
<b>SIMON SAYS</b> <b>RESOURCES</b> • Our Body L3 A1	<ul style="list-style-type: none"> <li>Identifies 3 items:               <ul style="list-style-type: none"> <li>Body parts</li> </ul> </li> <li>Follows 3 part directions containing 'and then'</li> <li>Understands the condition required for action (Simon says)</li> </ul>	<ul style="list-style-type: none"> <li>Uses "Simon says..."</li> <li>Gives three part directions</li> </ul>	<ul style="list-style-type: none"> <li>Understands the intent to deceive as goal of game</li> <li>Expresses emotions appropriately</li> </ul>
<b>LET'S MOVE</b> <b>RESOURCES</b> • Our Body L1 L2 L3 A2 • Our Body L2 L3 A2 • Our Body L3 A2	<ul style="list-style-type: none"> <li>Follows directions containing three verbs</li> </ul>	<ul style="list-style-type: none"> <li>Gives directions containing three verbs</li> <li>Uses ordinal numbers</li> </ul>	<ul style="list-style-type: none"> <li>Attaches language to movement to convey emotion</li> </ul>
<b>BANDAIDS</b> <b>RESOURCES</b> • Our Body L1 L2 L3 A3	<ul style="list-style-type: none"> <li>Understands a three part story</li> <li>Understands synonyms for: hurt</li> </ul>	<ul style="list-style-type: none"> <li>Answers questions about a sentence</li> <li>Makes up a sentence from question prompts</li> </ul>	<ul style="list-style-type: none"> <li>Uses sentences to convey emotions appropriate to hurting self and fixing injury</li> </ul>
<b>HEAD AND SHOULDERS KNEES AND TOES</b> <b>RESOURCES</b> • Our Body L1 L2 L3 A4	<ul style="list-style-type: none"> <li>Sings song and performs actions</li> </ul>	<ul style="list-style-type: none"> <li>Sings all words from song</li> <li>Uses plurals</li> <li>Uses conjunction: and</li> </ul>	<ul style="list-style-type: none"> <li>Uses adverbs: happily/angrily</li> <li>Identifies an angry voice versus happy voice</li> </ul>



## ACTIVITY

## 1. Simon Says

## PREPARATION

Print resource on light weight card.

## RESOURCES

- Our Body L1 A1
- Scissors

You are going to take turns asking others to follow a direction to touch a part of their body.

1. Work with the child to cut out the cards.
2. As you cut the cards, talk about what body part the card is showing.
3. For each card talk about 'my' and 'your', eg: "here's my arm." "Show me your arm."
4. Mix the cards up and place them face down.
5. Take the first card and without showing the picture give the direction to: "Touch your ...."
6. When everyone has followed the direction that card goes in a pile face up.
7. The next person takes a card and gives the direction.
8. Repeat until all cards are finished.



## EXPECTED OUTCOMES

- Identifies 1 item: body parts: e.g. arm, ears.
- Follows direction in context: e.g. Touch your foot.

## KEY STRATEGIES

**LISTENING FIRST:** Keeping the card hidden while you talk about the picture helps the child attend to auditory information without the visual information (picture or gesture) competing for attention in the brain. If the child cannot identify the body part use the Auditory Sandwich technique; say the body part, let the child peek at the card, then say the word again.

**TALK TALK TALK:** The Level 1 listen child will attend to the information in the last word they hear but we want them to hear this word in context so put the target word last in a phrase. *Can you touch your arm. Show me your foot.*



## EXPECTED OUTCOMES

- Labels body parts: e.g. eyes, back, arm.
- Uses a verb: e.g. touch, show.

## KEY STRATEGIES

**AUDITORY FEEDBACK LOOP:** The Level 1 child may not be able to spontaneously label the body parts illustrated on the card. Provide a model for the child to copy by peeking at the card and in a loud whisper suggest that they tell their parent/caregiver: *Touch your ....ears.*

**ACOUSTIC HIGHLIGHTING:** The verb in this instruction is at the beginning of the direction which makes it hard for the Level 1 child to hear and attend to. Put a little stress on the verb by saying the word '*touch*' a little bit slower and louder than usual.



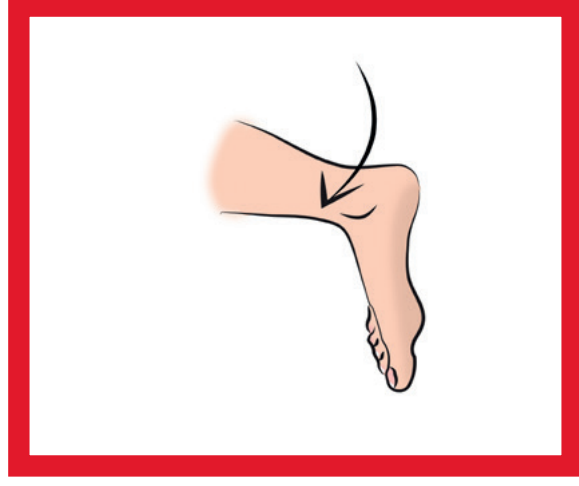
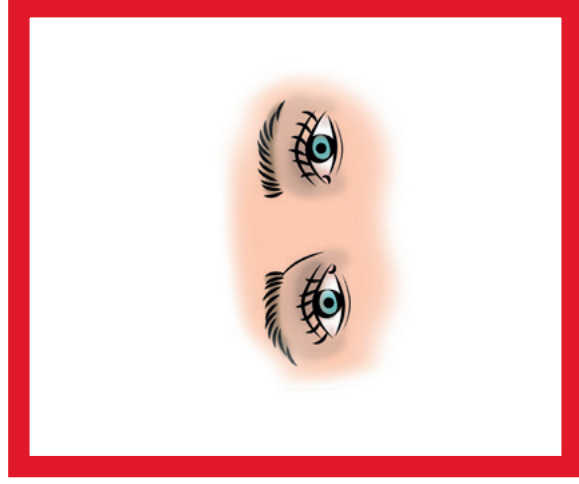
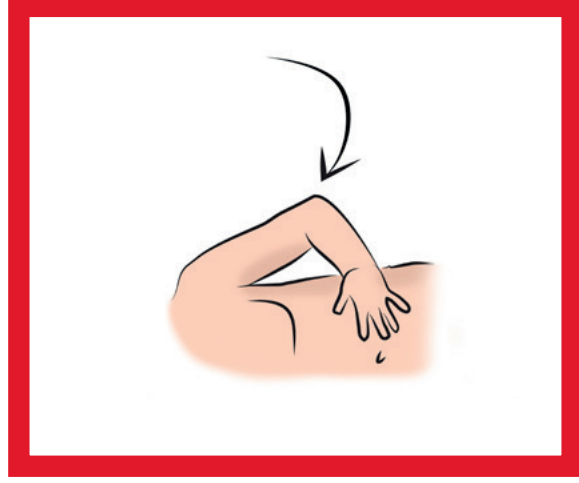
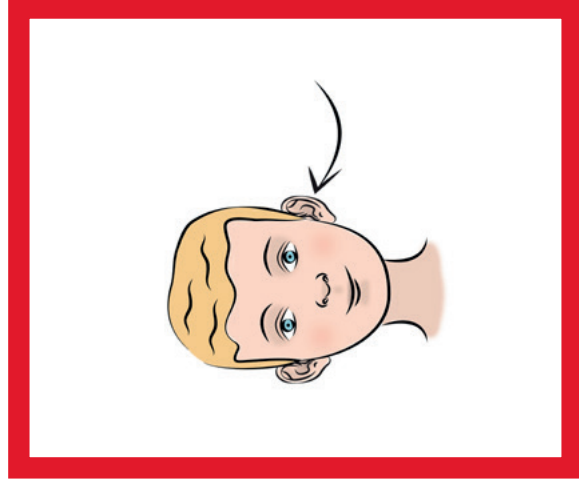
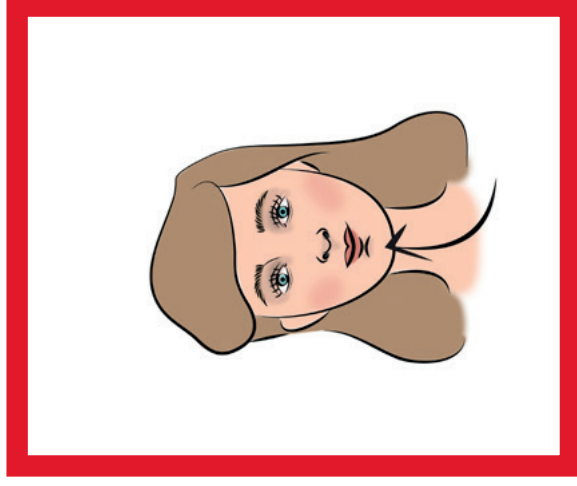
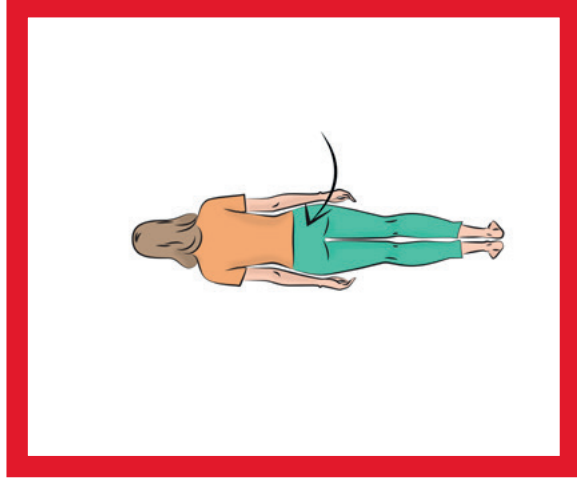
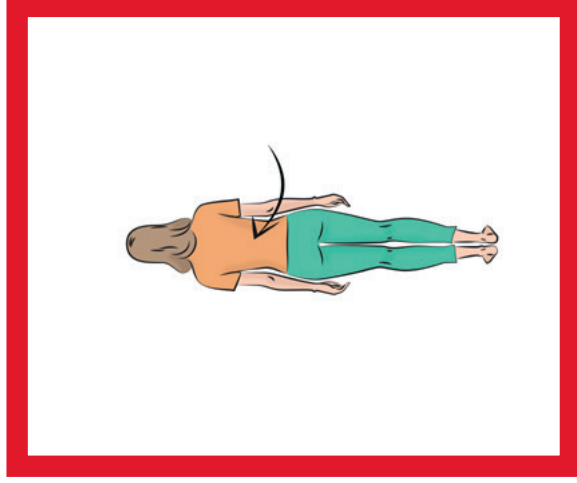
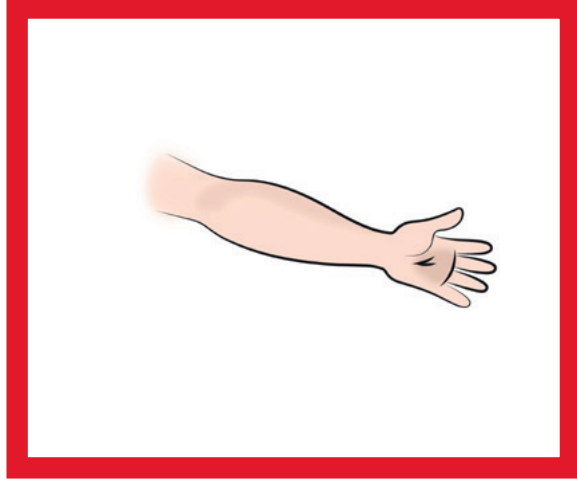
## EXPECTED OUTCOMES

- Understands pronouns: your/my.

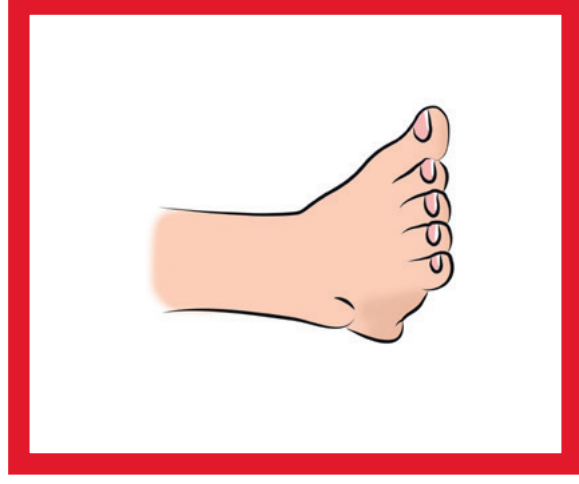
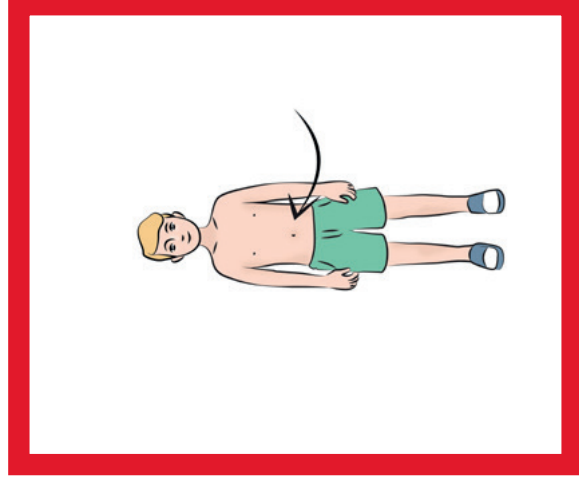
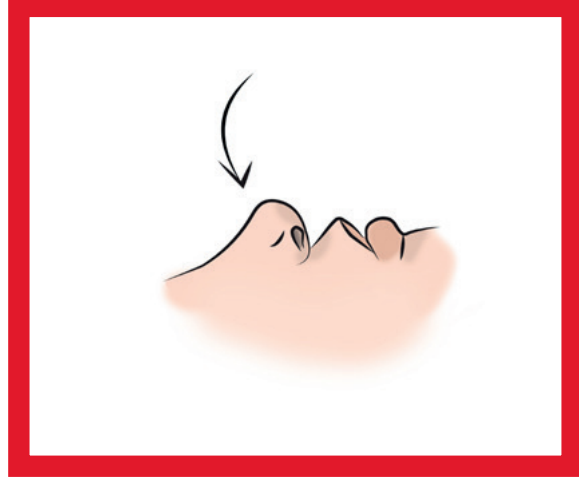
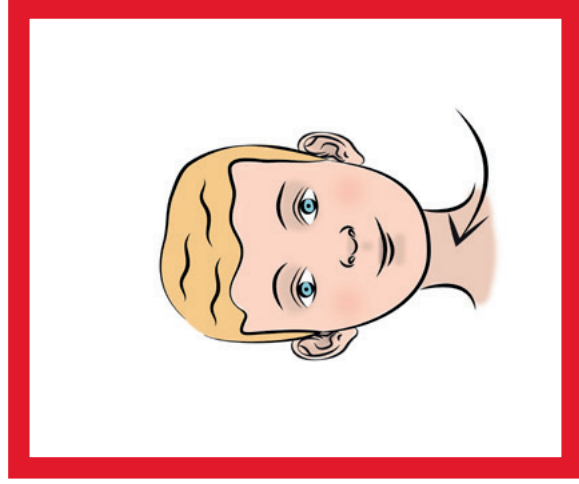
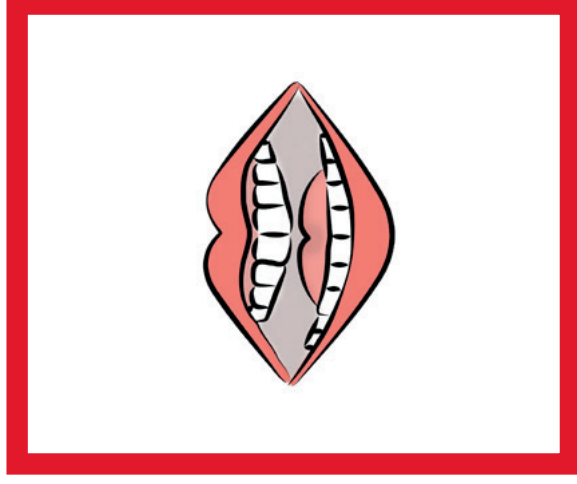
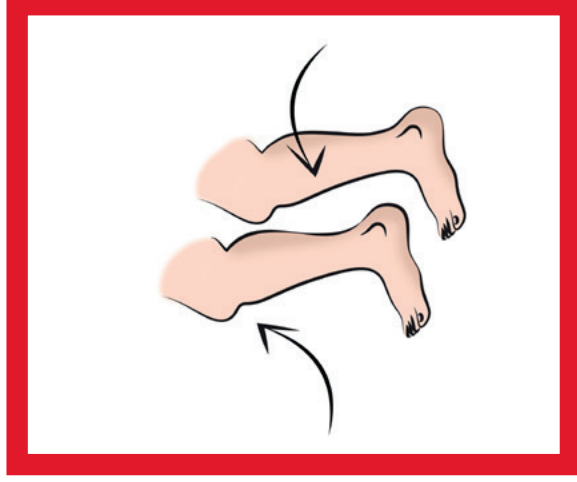
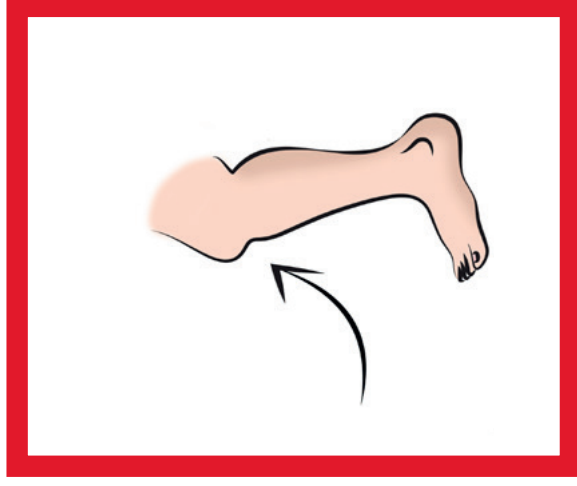
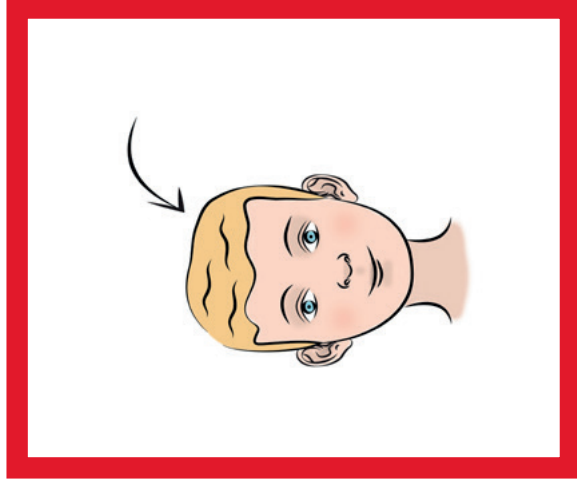
## KEY STRATEGY

**TALK TALK TALK:** Understanding and using the pronouns "your" and "my" requires a lot of repetition in context. Use these words as many times as you can during this activity; as you cut the cards out, as you give the directions and as you commentate your actions as you follow the directions. *My turn. Show me your eyes. Your turn. Here's my arm. Mum, touch your foot.*

## 1. Simon Says

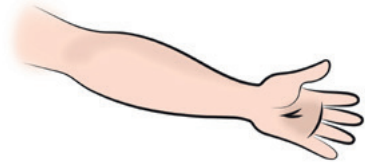


## 1. Simon Says

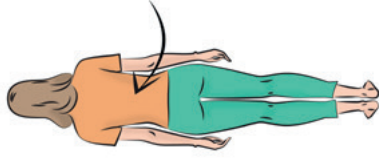


## 1. Simon Says

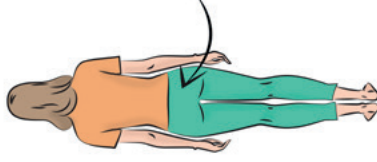
arm



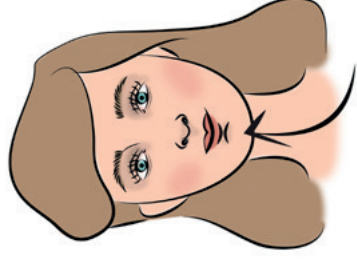
back



bottom



chin



ears



elbow



eyes

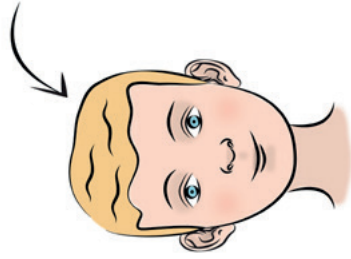


foot

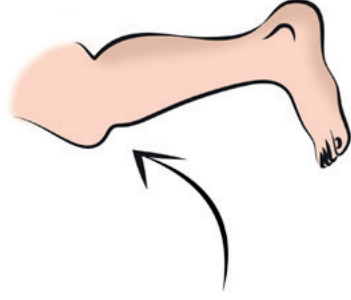


## 1. Simon Says

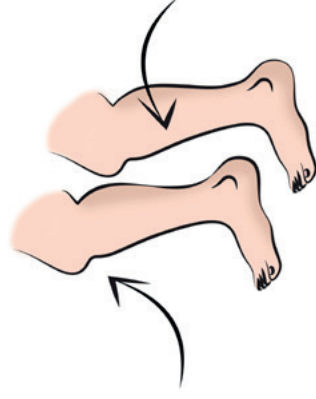
head



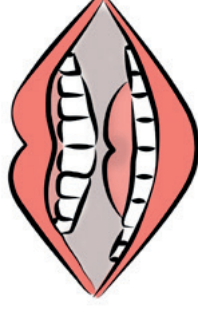
knee



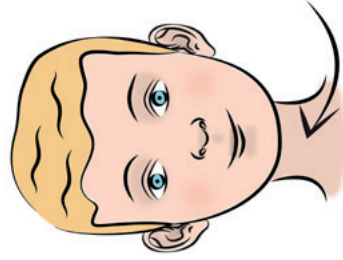
legs



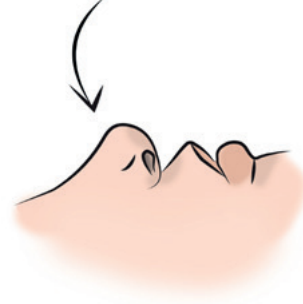
mouth



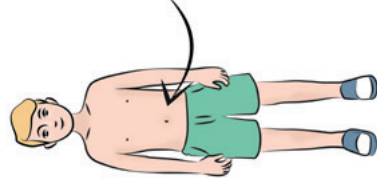
neck



nose



tummy



toes



## ACTIVITY

## 1. Simon Says

## PREPARATION

Print resource on light weight card.

## RESOURCES

- Our Body L2 A1
- Scissors

You are going to take turns asking others to follow a direction to touch part of their body.

1. Work with the child to cut out the cards.
2. As you cut the cards, talk about what body parts the card is showing.
3. Mix the cards up and place them face down.
4. Take the first card and without showing the pictures give the direction to: "Simon says touch your .... and your ....."
5. When everyone has followed the direction that card goes in a pile face up.
6. The next person takes a card and gives the direction.
7. Repeat until all cards are finished.



## EXPECTED OUTCOMES

- Identifies 2 items: body parts: e.g. arm and knee.
- Follows direction containing 'and'.

## KEY STRATEGIES

**LISTENING FIRST:** Keep the pictures hidden while you talk about the body parts to help the child attend to the auditory information without the visual information (picture or gesture) competing for attention in the brain.

**BUILD AUDITORY MEMORY:** The child transitioning into Level 2 may have trouble attending to and remembering the first body part. The second body part has the advantage of being in the sentence final position and is therefore acoustically highlighted. Help the child attend to both pieces of information by pausing just before the first body part and saying it a little bit louder and slower. *Touch your ...eyes ... and elbow.*



## EXPECTED OUTCOMES

- Labels body parts: e.g. eyes, forehead, knee.
- Uses verb: touch.
- Uses conjunction: and.

## KEY STRATEGIES

**AUDITORY FEEDBACK LOOP:** If the child is not able to label the body parts spontaneously provide a model for the child to copy by peeking at the card and in a loud whisper suggest that they tell their parent/caregiver. *Simon Says ....touch your arm and forehead.*

**USE CHOICES:** Some of the pictures could be more than one body part. Provide the child with alternatives as a way of modelling the sentence structure and vocabulary: *You could say Simon says touch your arm and your leg... or Simon says touch your arm and your knee.*



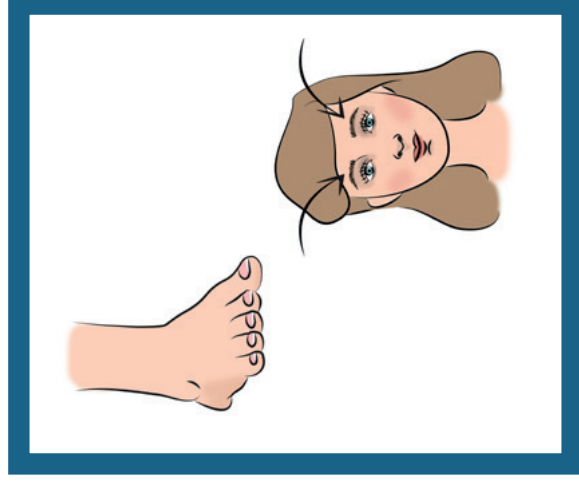
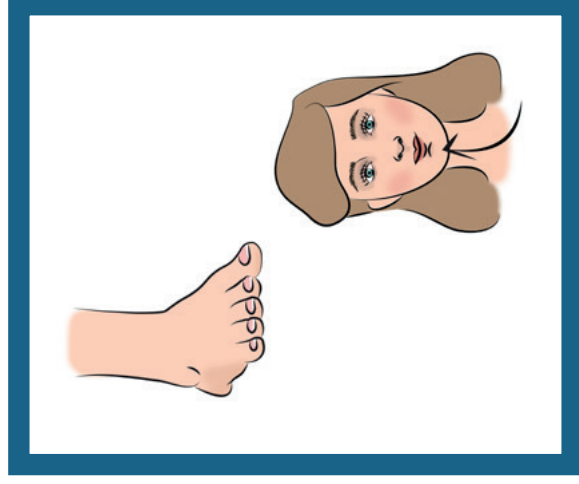
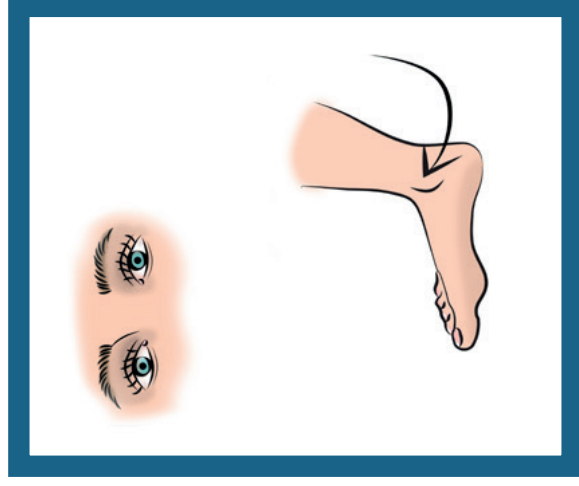
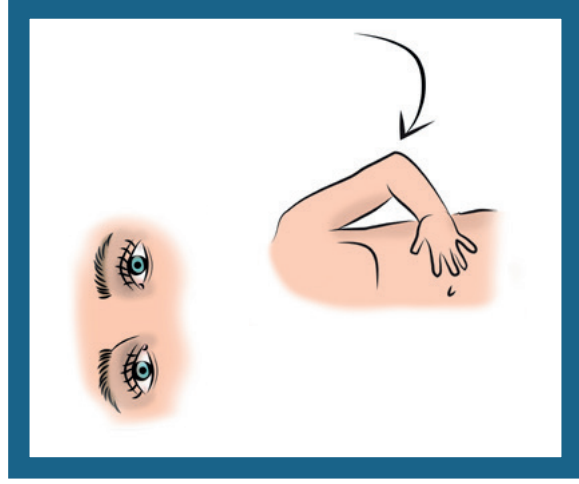
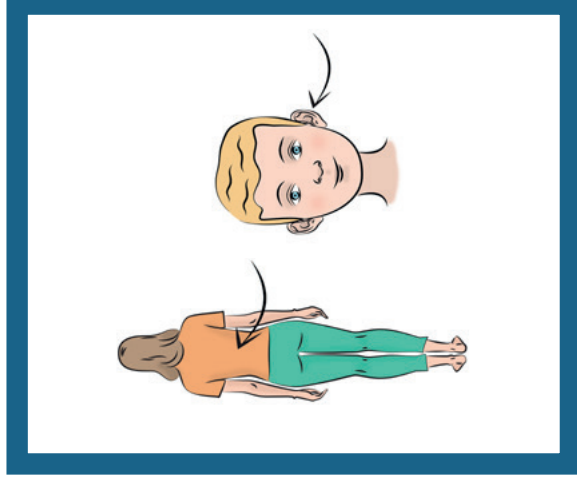
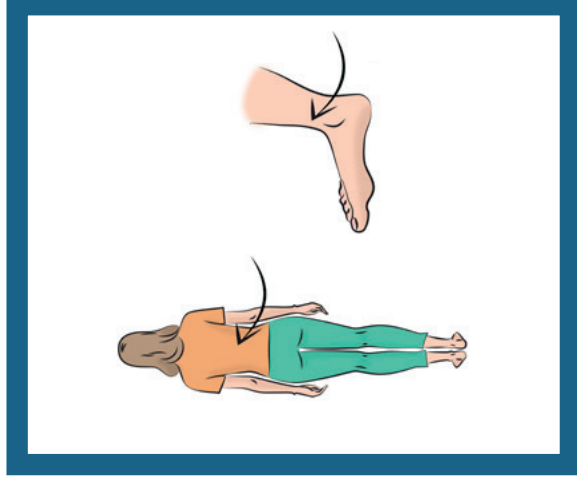
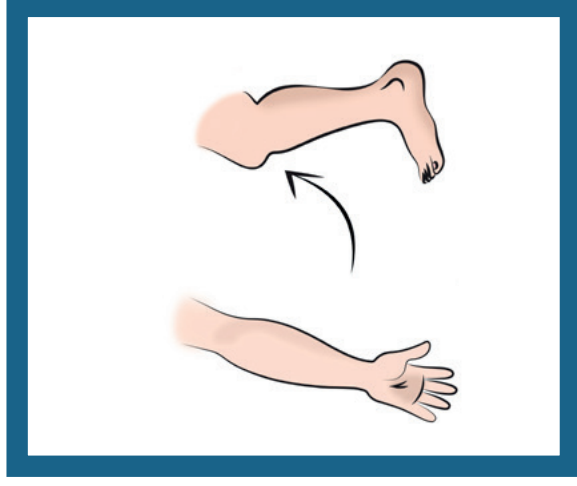
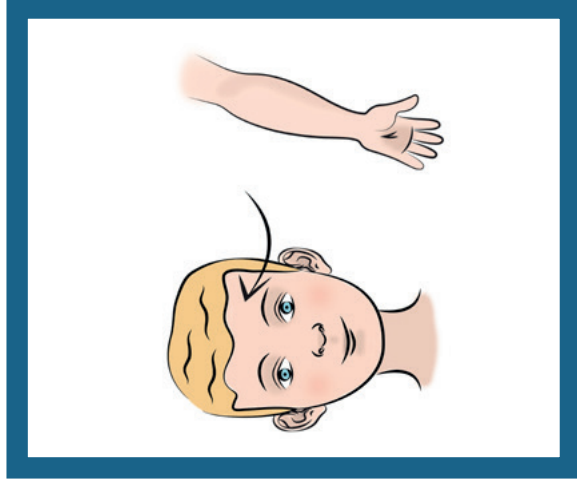
## EXPECTED OUTCOMES

- Takes turns in different roles in a game.

## KEY STRATEGY

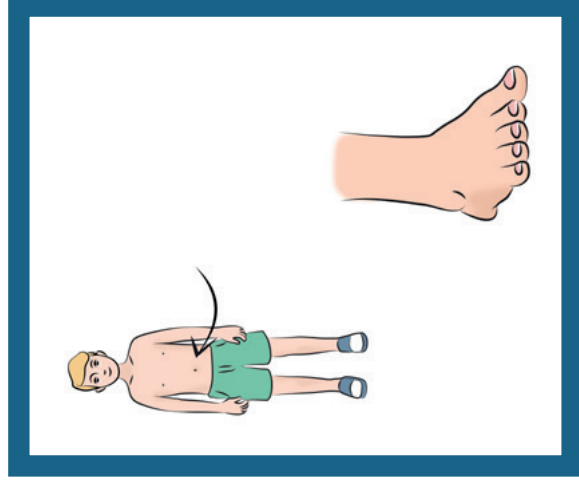
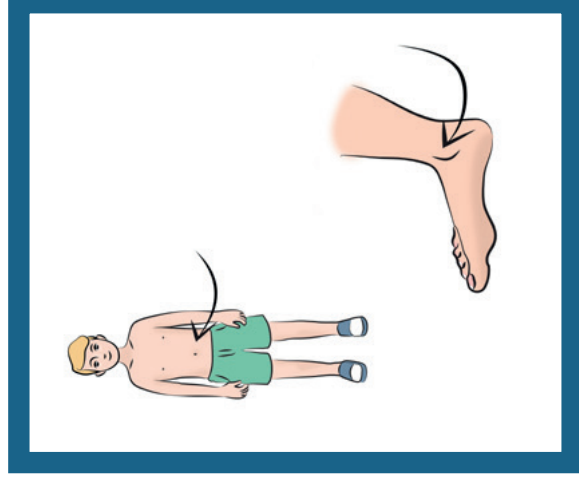
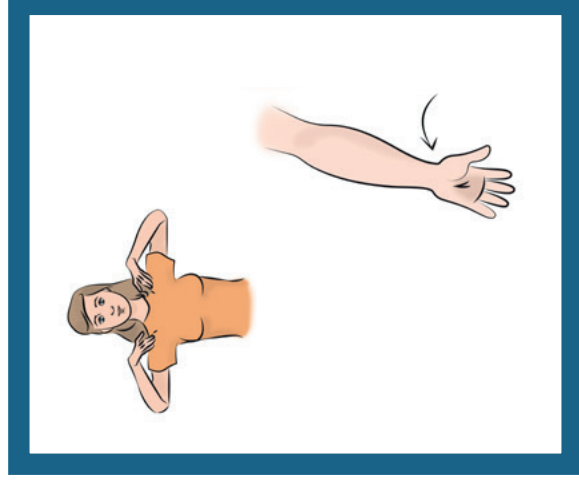
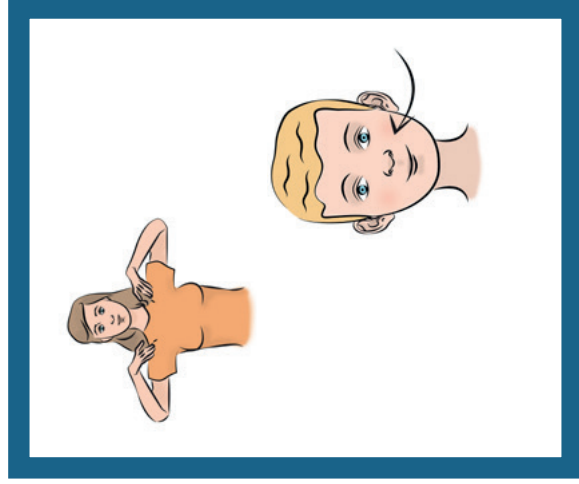
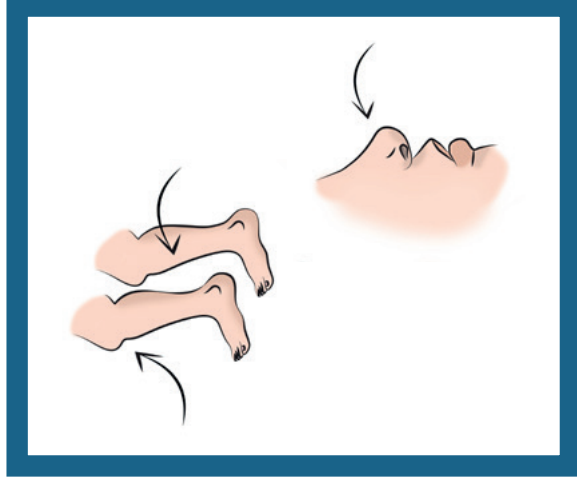
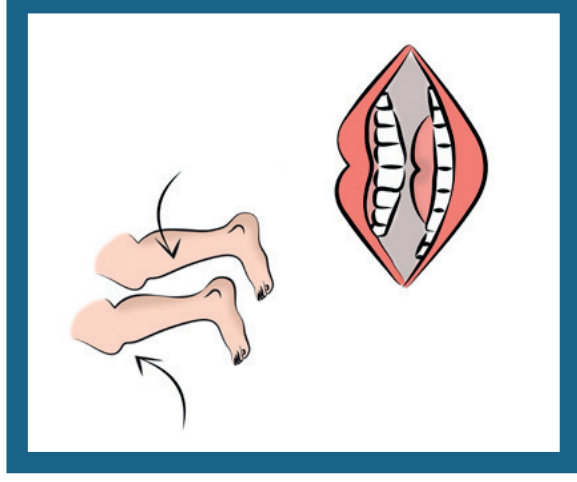
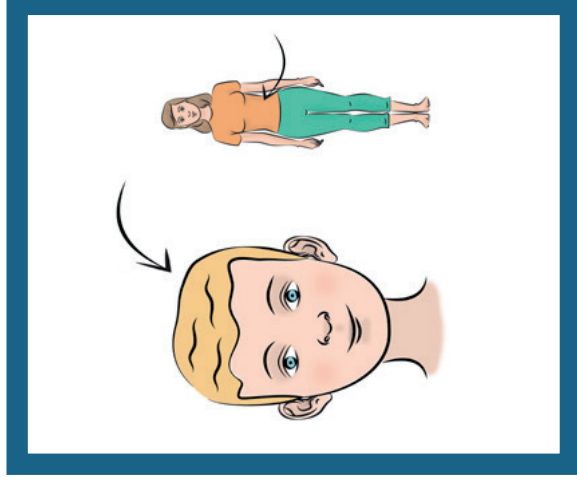
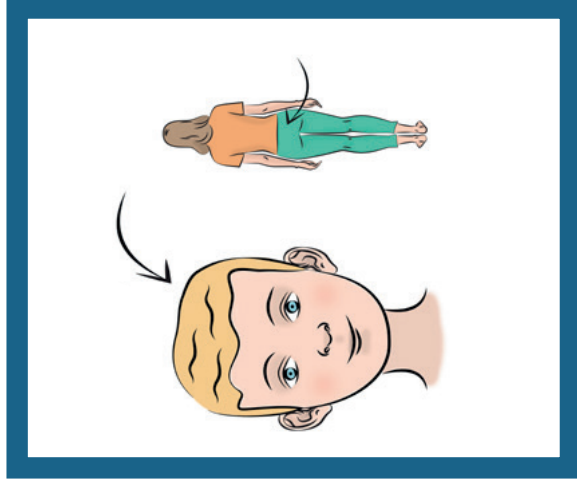
**TALK TALK TALK:** Taking turns in a game is an important social skill. Add words to each turn to help the child learn the rules and language required for turn taking. *It's mum's turn to take a card. Our turn to wait and listen.*

## 1. Simon Says





## 1. Simon Says





## ACTIVITY

## 1. Simon Says

## PREPARATION

Print resource on light weight card.

## RESOURCES

- Our Body L3 A1
- Scissors

You are going to take turns asking others to follow a direction to touch parts of their body.

1. Work with the child to cut out the cards.
2. As you cut the cards, talk about what body parts the card is showing.
3. Mix the cards up and place them face down.
4. Take the first card and without showing the pictures give the direction to: "Simon says touch your .... and your ..... and then your..."
5. When everyone has followed the direction that card goes in a pile face up.
6. Explain that the listeners only need to follow the direction if it starts with "Simon says..."
7. Take another card and give the direction without saying "Simon says ..." first to demonstrate the trick.
8. The next person takes a card and gives the direction, they can choose whether to say "Simon says" or not.
9. Repeat until all cards are finished.



## EXPECTED OUTCOMES

- Identifies 3 items: body parts e.g. eyes and elbow and ankle.
- Follows a 3 parts direction containing 'and then'.
- Understands the condition required for action: that you must hear Simon says.

## KEY STRATEGIES

**LISTENING FIRST:** Keep the pictures hidden while you talk about the body parts to help the child attend to the auditory information without the visual information (picture or gesture) competing for attention in the brain.

**SABOTAGE:** If the child has not played Simon Says demonstrate "getting tricked" by following a direction not started with "Simon says.." so you can model the language and behind making a mistake: *Oh No! We both moved and I don't think mum started with Simon Says. She tricked us.*



## EXPECTED OUTCOMES

- Uses: "Simon says..."
- Gives three part directions: e.g. Touch your legs, your nose and then your wrist.

## KEY STRATEGY

**USE CHOICES:** Provide the alternatives of starting with *Simon says* and not starting with *Simon says* in a choice questions to help the child formulate the required sentence structure and understand the game's goal to try and trick the others. *You could say Simon says touch your eyes, your elbow and then your ankle or if you want to try and trick mum you could just say: Touch your eyes, your elbow and then your ankle.*



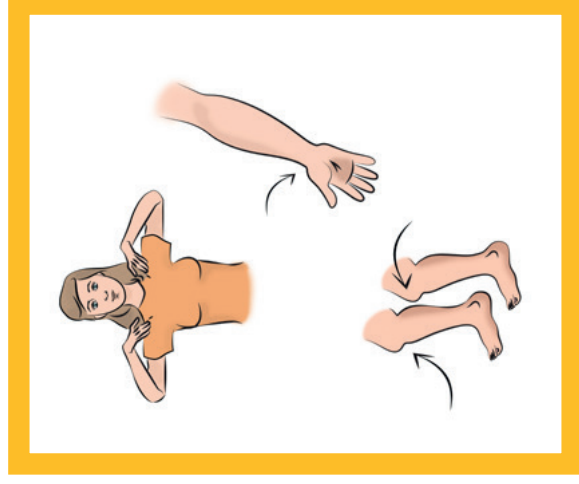
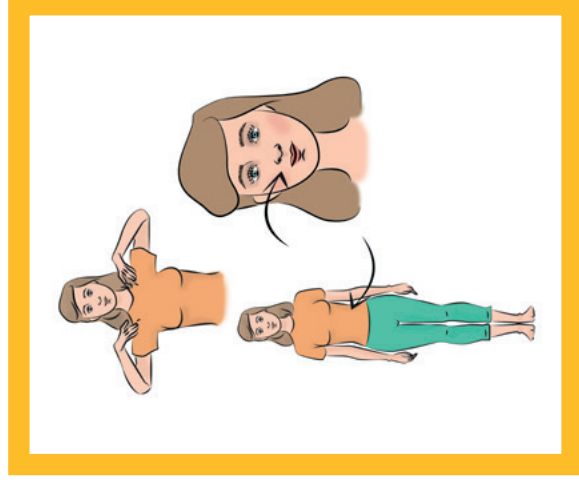
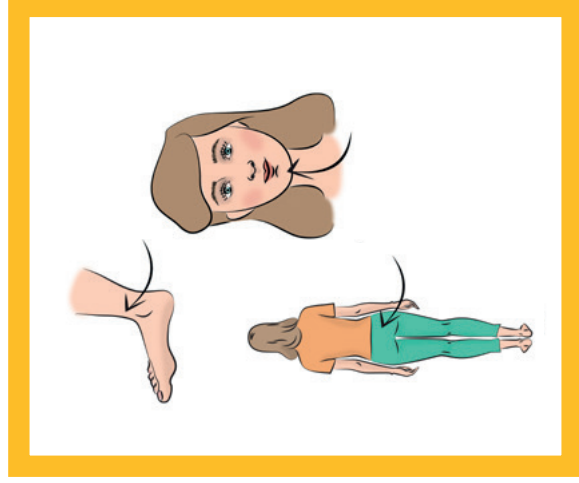
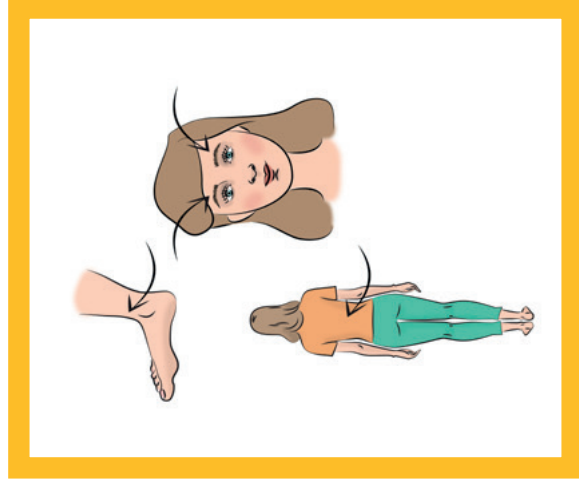
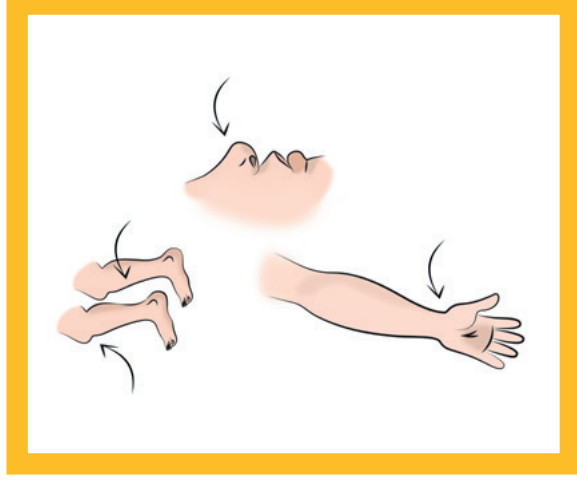
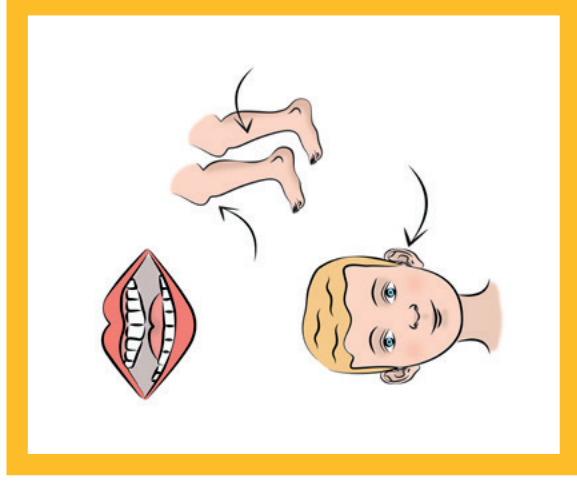
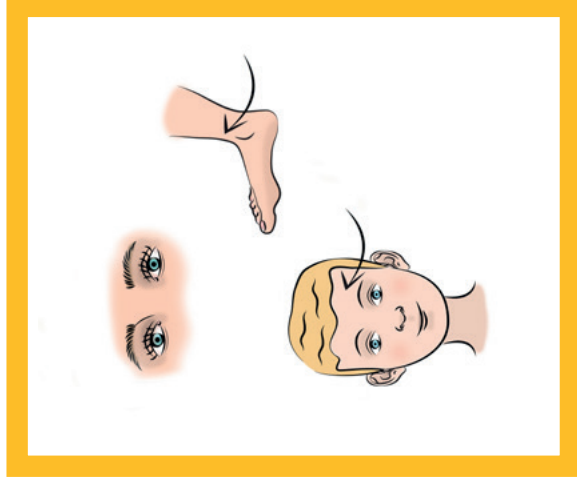
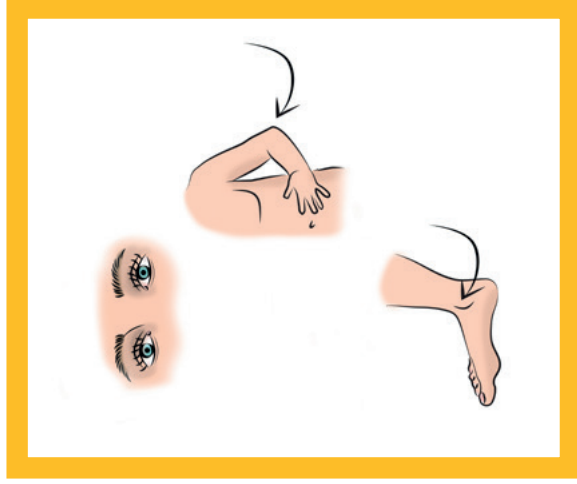
## EXPECTED OUTCOMES

- Understands the intent to deceive as goal of game.
- Expresses emotions appropriately.

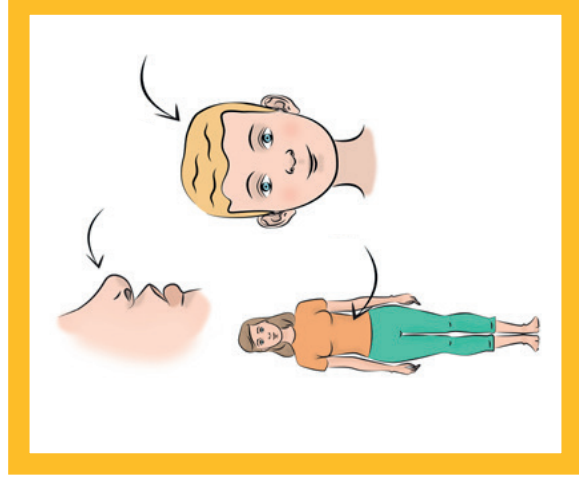
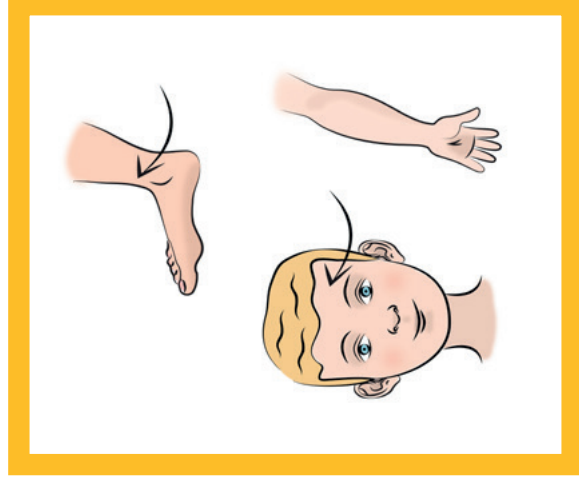
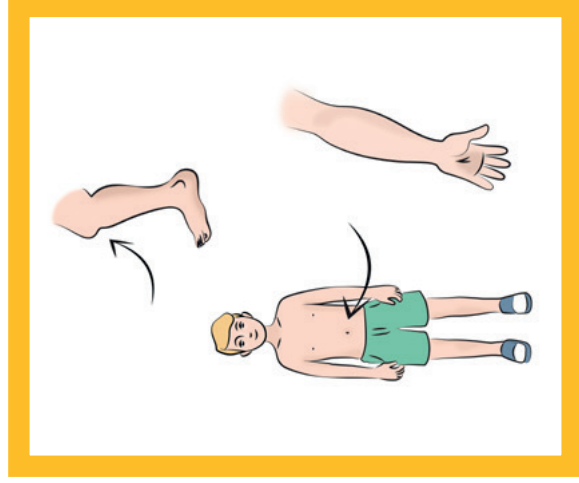
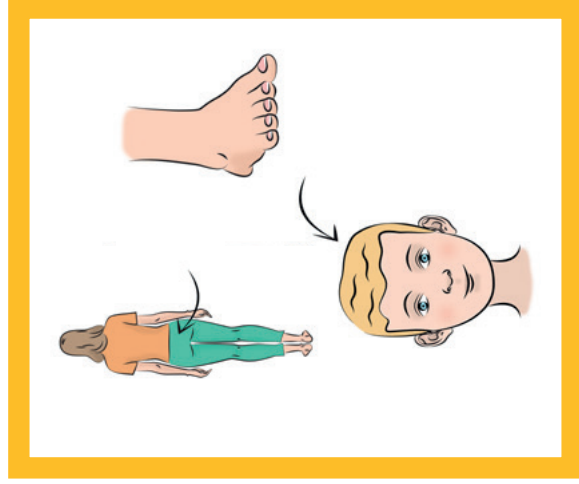
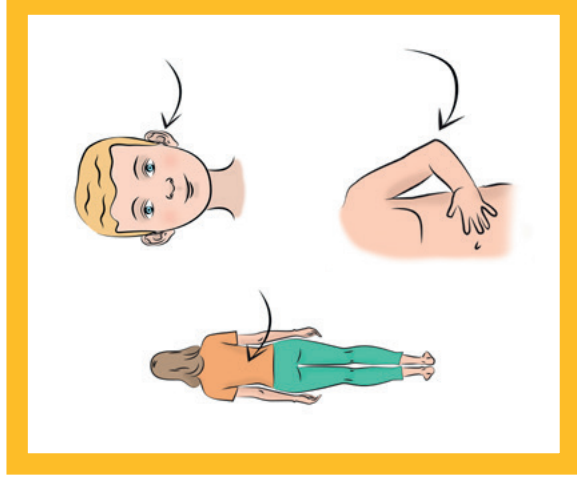
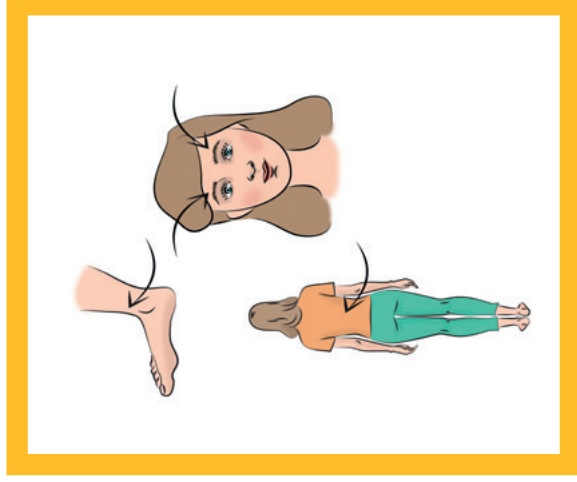
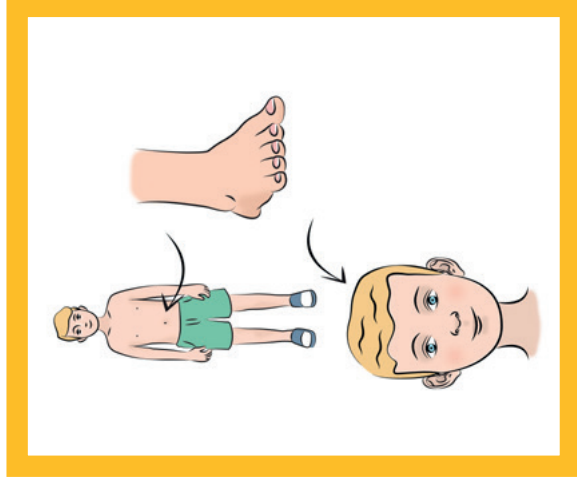
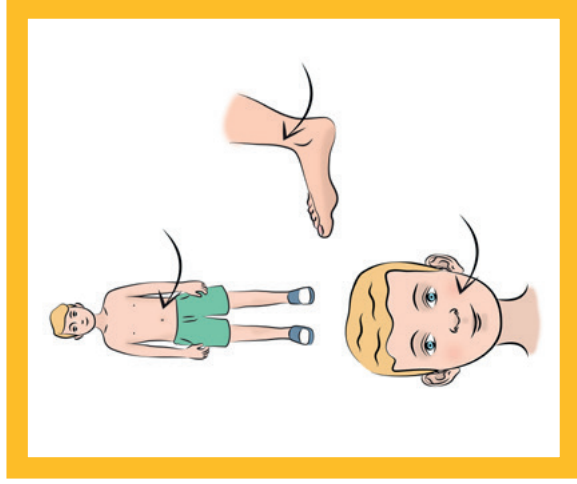
## KEY STRATEGY

**TALK TALK TALK:** The level 3 child has much practise following directions so may have difficulty with this game that requires following directions only if a particular condition is met. Model the language behind the thinking to go with understanding the condition: *I didn't hear Simon says at the beginning so I will not move. I don't want to be tricked.*

## 1. Simon Says



## 1. Simon Says



## ACTIVITY

## 2. Let's Move

## PREPARATION

Print the resource on to light weight card.  
Cut out the template.

## RESOURCES

- Our Body L1 L2 L3 A2
- Scissors and tape

You are going to make the cube and then perform the actions.

1. Together with the child fold the tabs of the cube.
2. Talk about each action picture.
3. Assemble the cube by folding the tabs under and stick using tape.
4. Move in to a space on the floor and everybody face away from the table.
5. One person turns and rolls the cube and tells everybody what they need to do.
6. After everyone has completed the action the next person has a turn at rolling the cube.



## EXPECTED OUTCOMES

- Follows directions containing one verb e.g. Can you run?

## KEY STRATEGIES

**TALK TALK TALK:** Involve the child in as much preparation as possible for every activity. In this activity the construction of the cube provides opportunities to highlight the verb “fold” and the verbs required to “pull” and “stick” the tape.

**LISTENING FIRST:** As you roll the cube, keep it out of sight of the child so you can give the direction through listening alone first. Give the instruction in a short sentence with the verb in the final position of the sentence if possible: *We need to **run**.*

**ACOUSTIC HIGHLIGHTING:** Make the verb a little bit louder and use intonation and suprasegmentals to add extra clues for the Level 1 child: *We need to **rooooll**.* (prolong the vowel sound). ***Clap clap** clap your hands.*



## EXPECTED OUTCOMES

- Gives directions containing one verb: e.g. hop. walk. roll.

## KEY STRATEGY

**USE CHOICES:** Help the Level 1 child give the directions for others to follow by providing a model of two choices. Look at the cube and talk about two adjacent action pictures so the child can hear the required words just before having a go at saying them by themselves: *Do we need to **run** or **clap**?*



## EXPECTED OUTCOMES

- Takes turns in an action game.

## KEY STRATEGY

**TALK TALK TALK:** Learning to take turns is an important social skill. Add language to each person's turn to help the child learn the language involved in turn taking: *Ok, it's my turn. Who is after me? Oh, it must be your turn. Who is next? It must be Dad.*

## ACTIVITY

## 2. Let's Move

## PREPARATION

Print the resources on to light weight card.

Cut out the cube templates.

You are going to make the cubes and then perform the actions.

1. Together with the child fold the tabs of the cubes.
2. Talk about each action picture.
3. Assemble the cubes by folding the tabs under and stick using tape.
4. Move in to a space on the floor and place the 'first and then' page on the table.
5. Everybody faces away from the table.
6. One person turns and rolls the cubes and places one on each place on the 'first and then page'.
7. That person tells everybody what they need to do eg: First run and then crawl.
8. After everyone has completed the actions the next person has a turn at rolling the cubes.

## RESOURCES

- Our Body L1 L2 L3 A2
- Our Body L2 L3 A2
- Our Body L2 A2 - First and Then
- Scissors and tape



## EXPECTED OUTCOMES

- Follows directions containing two verbs.

## KEY STRATEGIES

**TALK TALK TALK:** Involve the child in as much preparation as possible for every activity. In this activity the construction of the cube provides opportunities to highlight the verb *fold* and the verbs required to *pull* and *stick* the tape.

**LISTENING FIRST:** As you roll the cubes, keep them out of sight of the child so you can give the direction through listening alone first. Give the instruction with acoustic highlighting on the first verb to help the child attend to the two required actions.

**BUILD AUDITORY MEMORY:** If acoustic highlighting is not enough to help the child attend to the two verbs use the Auditory Sandwich technique: give the direction with acoustic highlighting, then show the child the two cubes, then give the direction through listening alone again.



## EXPECTED OUTCOMES

- Gives directions containing two verbs.

## KEY STRATEGY

**USE CHOICES:** Help the child give the directions for others to follow by providing a model of two choices. After the child rolls the two cubes help them decide which one will be first by placing them on the 'first and then' page and modelling the alternatives: *Do you want us to wave and then jump, or jump and then wave?*



## EXPECTED OUTCOMES

- Understands that movement can convey emotion.

## KEY STRATEGY

**TALK TALK TALK:** Movement and body language carry important information about emotional states. Add language and dramatize actions to help the child learn to interpret other people's behaviour: *Oh, I'm late. We need to run. Hurry. Let's run. Phew, I'm puffed.*

## ACTIVITY

## 2. Let's Move

## PREPARATION

Print the resources on to light weight card.

Cut out the cube templates.

You are going to make the cube and then perform the actions.

1. Together with the child fold the tabs of the cubes.
2. Talk about each action picture.
3. Assemble the cubes by folding the tabs under and stick using tape.
4. Move in to a space on the floor and place the '1st, 2nd, 3rd' mat on the table.
5. Everybody faces away from the table.
6. One person turns and rolls the cubes and places one on each place on the '1st, 2nd 3rd mat.
7. That person tells everybody what they need to do eg: First run, then crawl then stomp.
8. After everyone has completed the actions the next person has a turn at rolling the cubes.

## RESOURCES

- Our Body L1 L2 L3 A2
- Our Body L2 L3 A2
- Our Body L3 A2
- Our Body L3 A2
- 1st 2nd 3rd mat
- Scissors and tape or glue



## EXPECTED OUTCOMES

- Follows directions containing three verbs.
- Understands ordinal numbers: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>.

## KEY STRATEGIES

**TALK TALK TALK:** Involve the child in as much preparation as possible for every activity. In this activity the construction of the cube provides opportunities to discuss what would be the best way of sticking the tabs: *We could use glue but it might not stick quickly. If we use tape it will stick quickly.*

**LISTENING FIRST:** As you roll the cubes, keep them out of sight of the child so you can give the direction through listening alone. Give the instruction with acoustic highlighting on the ordinal numbers to cue the child in to listen out for the following verb: *First.... jump, second .. crawl... third ... wave.*

**BUILD AUDITORY MEMORY:** If acoustic highlighting is not enough to help the child attend to the three verbs use the Auditory Sandwich technique: give the direction with acoustic highlighting, then show the child the three cubes, then give the direction through listening alone again.



## EXPECTED OUTCOMES

- Gives directions containing three verbs.
- Uses ordinal numbers.

## KEY STRATEGY

**USE CHOICES:** Help the child give the directions for others to follow by providing a model of choices using the ordinal numbers as the alternatives. After the child rolls the three cubes help her decide which one will be 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> by placing them on the mat and modelling the alternatives; "Do you want us to wave first, jump second and stomp last or wave first, stomp second and jump last?"








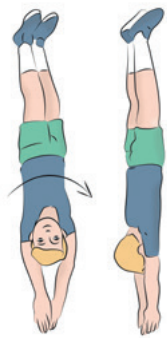
## EXPECTED OUTCOMES

- Attaches language to movement to convey emotion.

## KEY STRATEGY

**TALK TALK TALK:** Movement and body language carry important information about emotional states. Add language to actions to help the child learn to interpret other people's behaviour. *I feel happy when I dance. Mum looks angry when she stomps.*

## 2. Let's Move

## 2. Let's Move



clap

/ Glue Under \



run

/ Glue Under \

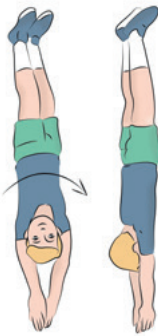
/ Glue Under \



jump

/ Glue Under \

/ Glue Under \



roll

/ Glue Under \



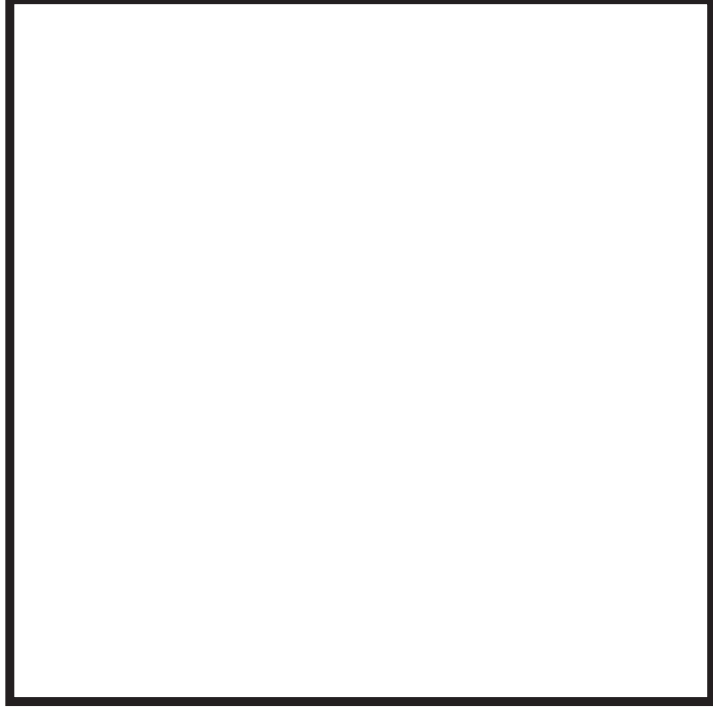
walk

/ Glue Under \

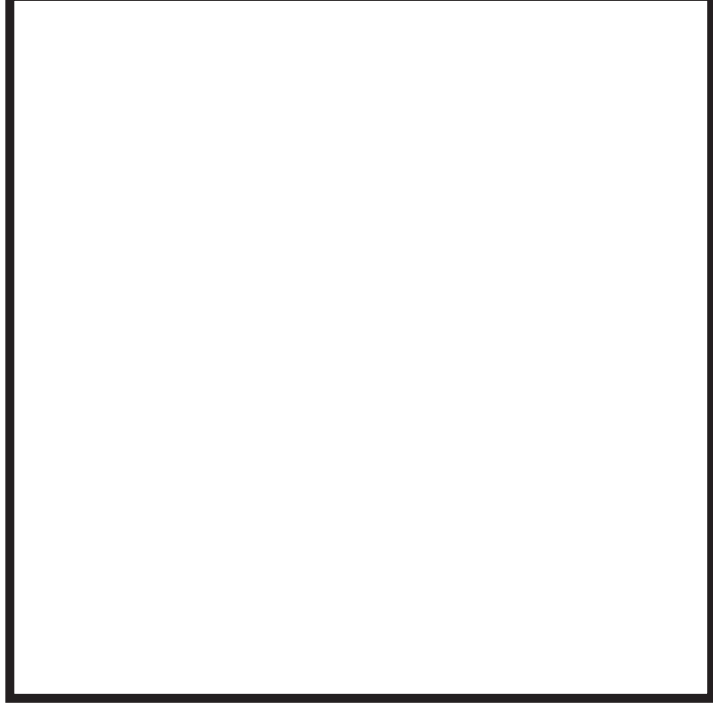


## 2. Let's Move

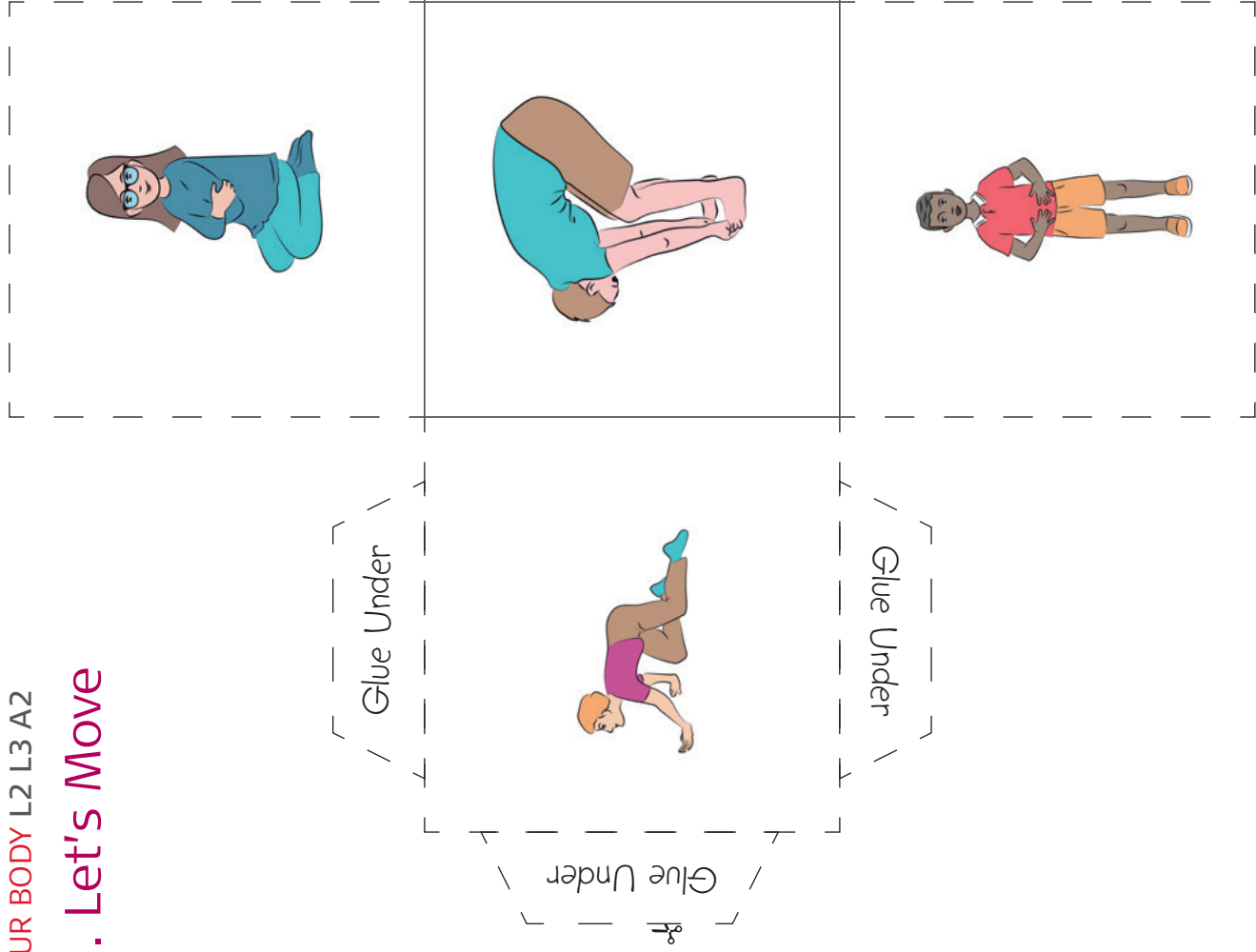
First






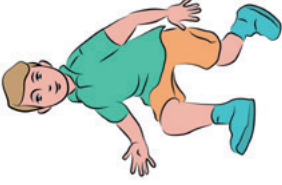
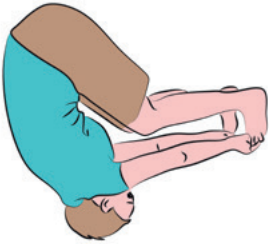

and then



## 2. Let's Move

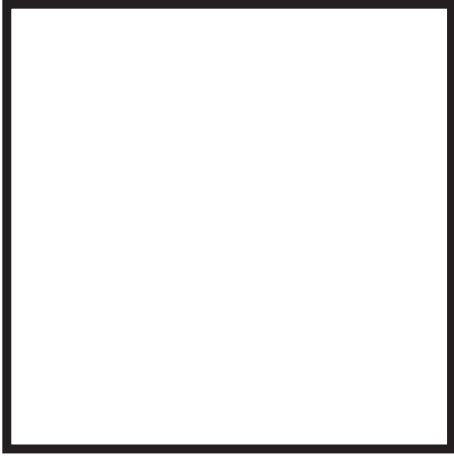


## 2. Let's Move

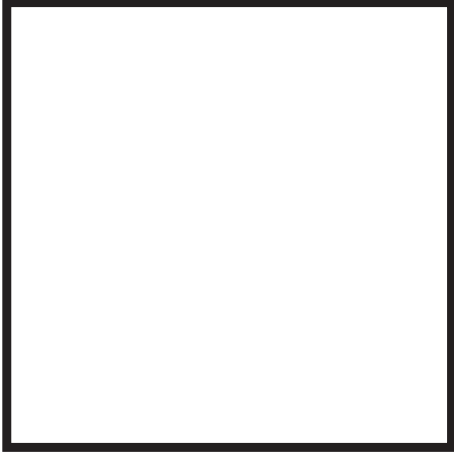
 <p>Glue Under</p>	 <p>kneel</p>	 <p>Glue Under</p>	 <p>Glue Under</p>
<p>crawl</p>	 <p>touch your toes</p>	<p>wave</p>	<p>skip</p>
 <p>rub tummy</p>			

2. Let's Move

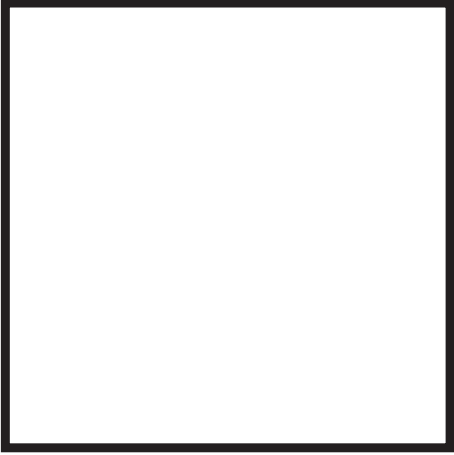
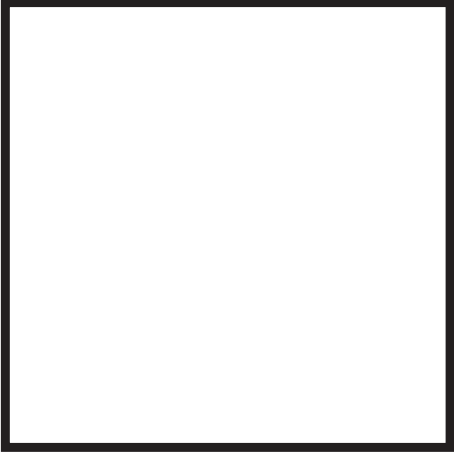
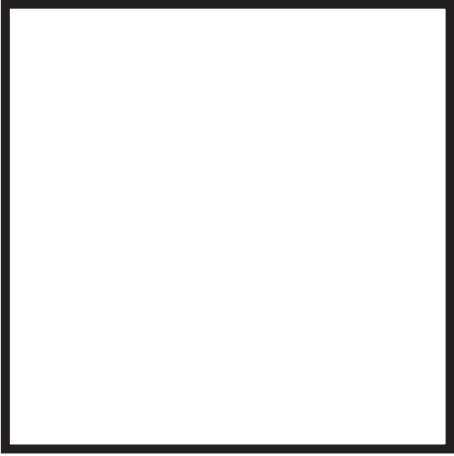
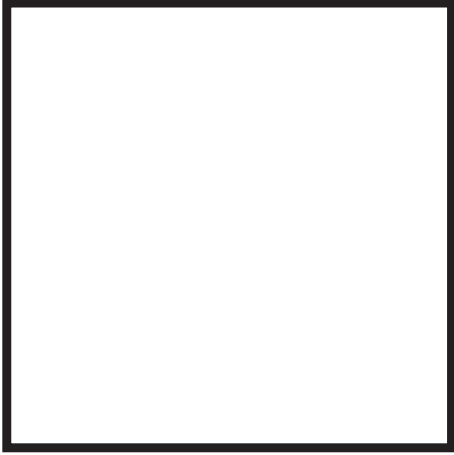
1st






2nd

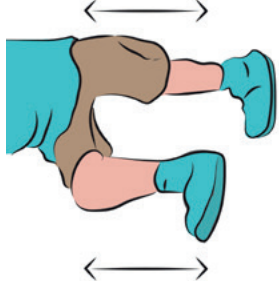



3rd



## 2. Let's Move

		
<p>Glue Under</p>	<p>Glue Under</p>	<p>Glue Under</p>

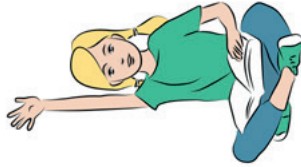
	
<p>Glue Under</p>	<p>Glue Under</p>

## 2. Let's Move



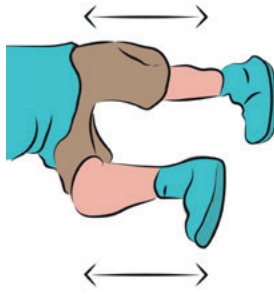
balance

/ Glue Under \



raise your hand

/ Glue Under \



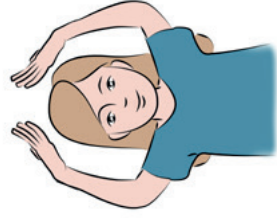
stomp

/ Glue Under \



sleep

/ Glue Under \



pat your head

## ACTIVITY

# 3. Band-aids

## PREPARATION

Print resource onto paper.  
Cut out the band-aids.

You are going to trace around the child's body on the paper and stick on band-aids.

1. Lie the paper out flat on the floor and have the child lay down on it face up.
2. Trace around the child using a marker pen and talk about each body part as you draw.
3. Ask the child to stand up, give them the marker and they can draw on eyes, nose and mouth.
4. Explain you are going to stick on some band-aids.
5. Take turns deciding where the bandaid will go or use the body parts cards from activity one to decide where to put a bandaid.

## RESOURCES

- Our Body L1 L2 L3 A3
- Large sheet of paper (large enough for the child to lie down on)
- Marker pen, scissors and glue



## EXPECTED OUTCOMES

- Identifies 1 item: body parts: e.g. finger, toe, knee.
- Understands: hurt/sore.

## KEY STRATEGIES

**LISTENING FIRST:** Talk about the body part before you gesture, point or place the bandaid so the auditory area of the child's brain is receiving information before the visual area.

**AUDITORY HOOKS:** Use auditory hooks as you place the bandaid to draw attention to words that young children use to talk about injury: *Ouchy. It's sore. Nasty boo boo.*



## EXPECTED OUTCOMES

- Says body parts e.g. finger, toe, knee.
- Uses words to indicate pain: Sore/hurt/ouch.

## KEY STRATEGIES

**USE CHOICE:** If the child is unable to spontaneously label a body part, or make a decision on which body part to put the bandaid on, provide a choice. Say the one you think the child wants last. *Do you want to stick the bandaid on your **leg** or your **arm**?*

**WAIT WAIT AND WAIT SOME MORE:** Capture the child's attention with the use of Auditory Hooks: ***Ouch!*** and gently withhold the bandaid while you wait for the child to make an attempt at copying these words.

**EXPANSION & EXTENSION:** Once the child has made an attempt at saying one of these words e.g. "sore", model an expansion e.g. *Oh dear, your **arm** is **sore**. You have a **sore arm**.*



## EXPECTED OUTCOMES

- Shares emotions appropriate to hurting self and fixing injury.

## KEY STRATEGY

**TALK TALK TALK:** Help the child understand and use the language that typically goes with the emotions when children hurt themselves. This will help the child understand their own emotions and also help build their ability to react with more emotional sensitivity when someone else hurts themselves. *Oh dear, you must be sad. That looks like it hurts. You poor thing.*

## ACTIVITY

# 3. Band-aids

## PREPARATION

Print resource onto paper.  
Cut out the band-aids.

You are going to trace around the child's body on the paper and stick on band-aids.

1. Lie the paper out flat on the floor and have the child lay down on it face up.
2. Trace around the child using a marker pen and talk about each body part as you draw.
3. Ask the child to stand up, give them the marker and they can draw on eyes, nose and mouth.
4. Explain you are going to stick on some band-aids.
5. Take turns deciding where the bandaid will go and add a sentence to explain why it needs a bandaid.

## RESOURCES

- Our Body L1 L2 L3 A3
- Large sheet of paper (large enough for the child to lie down on)
- Marker pen, scissors and glue



## EXPECTED OUTCOMES

- Understands a two part sentence.
- Understands synonyms for: hurt.

## KEY STRATEGIES

**LISTENING FIRST:** Talk about the body part before you place the bandaid so the auditory area of the child's brain is receiving information before the visual area.

**TALK TALK TALK:** Add more information to create a little story about why a bandaid is needed. Put some redundant information in the story so the child can practise listening out for the important information. Redundant information is information that the child does not really need to place the bandaid on the body part. *Maybe you bumped your head on the bed and needed a bandaid.*

**EXPANSION & EXTENSION:** Use a variety of specific verbs to describe the action of getting hurt: *cut, bumped, scraped, stubbed, bruised.*



## EXPECTED OUTCOMES

- Answers a question about a sentence.
- Makes up a short sentence from question prompt.

## KEY STRATEGIES

**USE CHOICE:** After your turn making up a two part sentence to explain the injury check the child has understood by asking 2 questions. *Where do you need the bandaid?* and *What happened?* If the child has trouble answering the questions repeat the sentence and encourage the parent/caregiver to model the replies in choice questions. *Do we put the bandaid on your arm or your head? Did you cut your head or bump your head?*

**EXPANSION & EXTENSION:** Encourage the child to make up their own sentence when it's their turn to decide where the bandaid goes. Add more information to the child's utterance as a question about why need a bandaid. *Do you need a bandaid on your knee because you fell over?*



## EXPECTED OUTCOMES

- Uses words to convey emotions appropriate to hurting self and fixing injury.

## KEY STRATEGY

**TALK TALK TALK:** Help the child understand and use the language that typically goes with the emotions when children hurt themselves. *Oh dear, you must be sad. That looks like it hurts. You poor thing. You've got a bandaid now. All better.* This will help the child understand their own emotions and also help build their ability to react with more emotional sensitivity when someone else hurts themselves.



## ACTIVITY

# 3. Band-aids

## PREPARATION

Print resource onto paper.  
Cut out the band-aids.

You are going to trace around the child's body on the paper and stick on band-aids.

1. Lie the paper out flat on the floor and have the child lay down on it face up.
2. Trace around the child using a marker pen and talk about each body part as you draw.
3. Ask the child to stand up, give them the marker and they can draw on eyes, nose and mouth.
4. Explain you are going to stick on some band-aids.
5. Take turns deciding where the bandaid will go and add a sentence to explain why it needs a bandaid.

## RESOURCES

- Our Body L1 L2 L3 A3
- Large sheet of paper (large enough for the child to lie down on)
- Marker pen, scissors and glue



## EXPECTED OUTCOMES

- Understands a three part story.
- Understands synonyms for: hurt.

## KEY STRATEGIES

**TALK TALK TALK:** Create a little story about why a bandaid is needed. Put some redundant information in the story so the child can practise listening out for the important information. Redundant information is information that the child does not really need to place the bandaid on the body part: *When you were riding your bike you hit a tree, fell off and scraped your elbow.*

**EXPANSION & EXTENSION:** Use a variety of specific verbs to describe the action of getting hurt: *cut, bumped, scraped, stubbed, bruised, broke.*



## EXPECTED OUTCOMES

- Answers a question about a sentence.
- Makes up a short story from question prompt.

## KEY STRATEGIES

**USE CHOICE:** After your turn making up a short story to explain the injury check the child has understood by asking 2 questions; *Where do you need the bandaid?* and *What happened?* If the child has trouble answering the questions repeat the sentence and encourage the parent/caregiver to model the replies in choice questions. *Do we put the bandaid on your knee or your elbow? Did you scrape your elbow or bruise your elbow?*

**EXPANSION & EXTENSION:** Encourage the child to make up their own story when it's their turn to decide where the bandaid goes. Add more information to the child's utterance as a question about why they need a bandaid. *Do you need a bandaid on your knee because you fell over when you were running?*



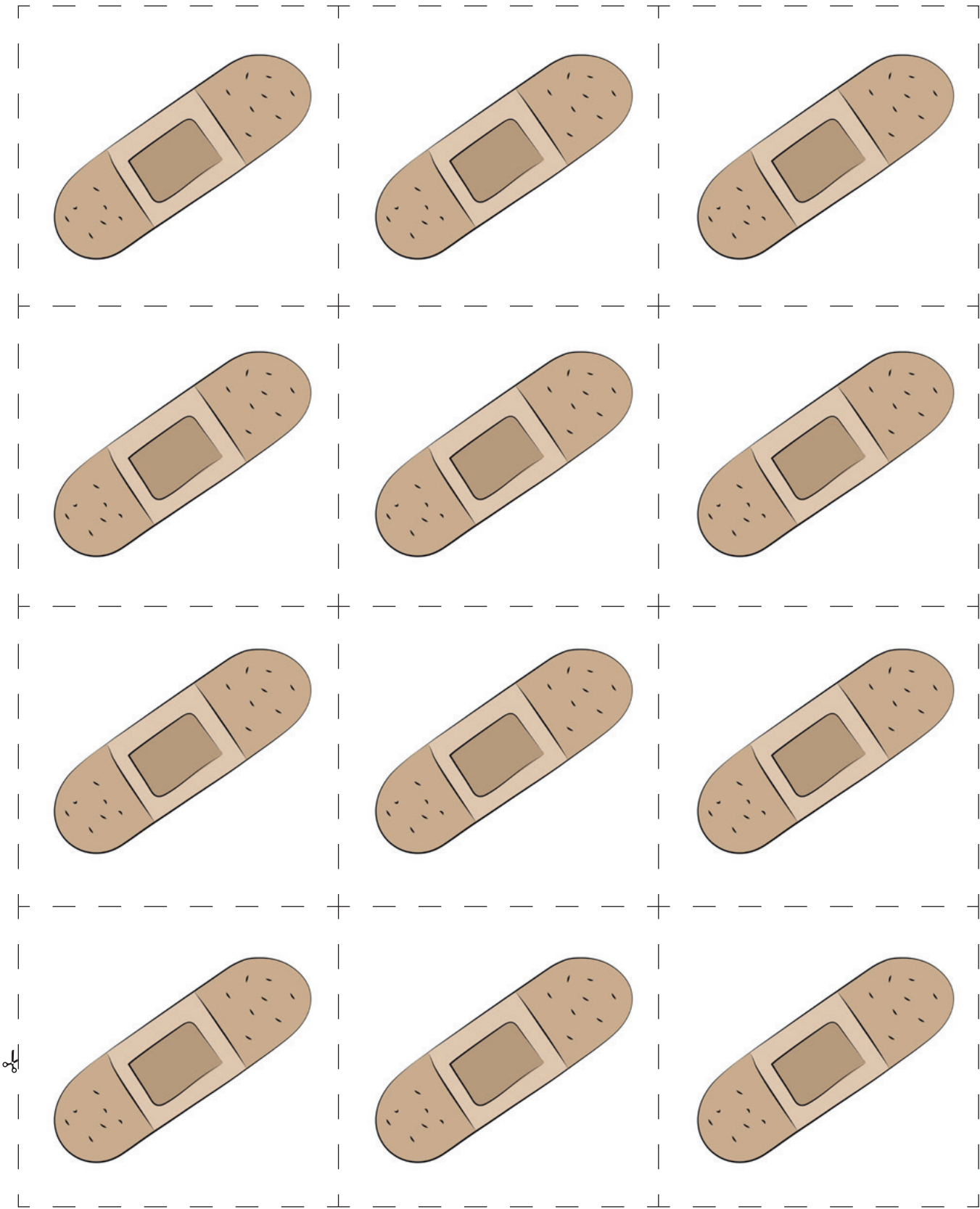
## EXPECTED OUTCOMES

- Uses sentences to convey emotions appropriate to hurting self and fixing injury.

## KEY STRATEGY

**TALK TALK TALK:** Help the child understand and use the language that typically goes with the emotions when children hurt themselves. *Oh dear, you must be sad. That looks like it hurts. You poor thing. You've got a bandaid now. All better.* This will help the child understand their own emotions and also build their ability to react with more emotional sensitivity when someone else hurts themselves.

3. Bandaids



## ACTIVITY

## 4. Head and Shoulders Knees and Toes

## PREPARATION

Print resource on to paper.

If you don't know the song, listen to "Head shoulders knees and toes" on YouTube.

## RESOURCES

• Our Body L1 L2 L3 A4

You are going make a song book and sing the song "Head and shoulders knees and toes".

1. Cut the pages into quarters and leave in 4 piles.
2. Pick up the title page and point to each picture as you label the body parts.
3. Pick up the first page, "Head" and put it under the title page.
4. Continue to assemble the pages by putting the next body part at the bottom of the pile.
5. Complete the book by adding the page that says "The End."
6. Staple the book together and then sing the song.



## EXPECTED OUTCOMES

- Follows directions in context: e.g. Put it under.
- Performs actions in song: e.g. Touches head.

## KEY STRATEGIES

**TALK TALK TALK:** As you put together the book talk about each page in the song and ask the child to *Put it under* as you lift up the pile. The child will hear *Put it under* 23 times in the process of assembling the book!

**MUSIC, MUSIC, MUSIC:** Throughout this lesson the child will have heard many repetitions of body parts. This song provides an opportunity to put these words to a melody and take advantage of the natural acoustic highlighting of pitch changes and strong rhythm to make it easier for the child to attend to and remember these words.



## EXPECTED OUTCOMES

- Sings some words from song.

## KEY STRATEGIES

**THE AUDITORY FEEDBACK LOOP:** Provide the words of the song for the child to model. Sing each page, holding the pitch so the child make an attempt and compare how they sound with your version.

**WAIT WAIT AND WAIT SOME MORE:** Sing each page and wait for the child to vocalise before turning the page.



## EXPECTED OUTCOMES

- Matches picture to part of own body.

## KEY STRATEGY

**THE SAME THINKING PLACE:** Each page of this song book has one clear image of a body part and an associated action for the song. Demonstrate how to copy these actions and take advantage of the idea of Same Thinking Place to give the child the language for what they are thinking about.

## ACTIVITY

# 4. Head and Shoulders Knees and Toes

## PREPARATION

Print resource on to paper.

If you don't know the song, listen to "Head shoulders knees and toes" on YouTube.

## RESOURCES

• Our Body L1 L2 L3 A4

You are going make a song book and sing the song "Head and shoulders knees and toes".

1. Cut the pages into quarters and leave in 4 piles.
2. Pick up the title page and point to each picture as you label the body parts.
3. Pick up the first page, "Head" and put it under the title page.
4. Continue to assemble the pages by putting the next body part at the bottom of the pile.
5. Complete the book by adding the page that says "The End."
6. Staple the book together and then sing the song.



## EXPECTED OUTCOMES

- Follows directions containing prepositional phrase: "at the back".
- Joins in words and performs actions in song.

## KEY STRATEGIES

**TALK TALK TALK:** As you put together the book talk about each page in the song and ask the child to *Put it at the back* as you lift up the pile. The child will hear *Put it at the back* 23 times in the process of assembling the book.

**MUSIC, MUSIC, MUSIC:** This song provides an opportunity for the child to demonstrate their ability to comprehend the words within the song. After you have run through the song once put the song book away and sing the song again. Lead the way with the words and let the child lead the way with the actions.



## EXPECTED OUTCOMES

- Sings words from song.
- Uses some plurals e.g. eyes, knees.
- Uses conjunction: and.

## KEY STRATEGIES

**THE AUDITORY FEEDBACK LOOP:** Provide the words of the song for the child to copy. Sing each page, holding the pitch so the child make an attempt and compare how they sound with your version.

**ACOUSTIC HIGHLIGHTING:** Prolong the plural marker as you hold the pitch to make it easier for the child to hear and attend to the plural marker in: *shoulders, knees, toes, eyes, ears*.

**WAIT WAIT AND WAIT SOME MORE:** Sing each page and wait for the child to have an attempt at the word or words before turning the page.



## EXPECTED OUTCOMES

- Understands adverbs: slowly/quickly.
- Discusses preferences.

## KEY STRATEGY

**EXPANSION & EXTENSION:** Extend the activity by repeating the song and adding an adverb. *Let's sing it again slowly. Now let's sing it again quickly.* Model the language of sharing preferences. *I like quickly best. Do you like singing it slowly or quickly?*

## ACTIVITY

# 4. Head and Shoulders Knees and Toes

## PREPARATION

Print resource on to paper.

If you don't know the song, listen to "Head shoulders knees and toes" on YouTube.

## RESOURCES

- Our Body L1 L2 L3 A4
- Stapler

You are going make a song book and sing the song "Head and shoulders knees and toes".

1. Cut the pages into quarters and leave in 4 piles.
2. Pick up the title page and point to each picture as you label the body parts.
3. Pick up the first page, "Head" and put it under the title page.
4. Continue to assemble the pages by putting the next body part at the bottom of the pile.
5. Complete the book by adding the page that says "The End."
6. Staple the book together and then sing the song.



## EXPECTED OUTCOMES

- Follows directions containing prepositional phrase: behind.
- Joins in words and performs actions in song.

## KEY STRATEGIES

**TALK TALK TALK:** As you put together the book talk, sing the song and stop at the word that is next and tell the child to find that one and put it **behind** the last one.

**MUSIC, MUSIC, MUSIC:** This song provides an opportunity for the child to demonstrate their ability to comprehend the words within the song. After you have sung the song once all the way through put the song book away and sing the song again. Lead the way with the words and let the child lead the way with the actions.



## EXPECTED OUTCOMES

- Sings all words from song.
- Uses plurals e.g. eyes, knees.
- Uses conjunction: and.

## KEY STRATEGIES

**THE AUDITORY FEEDBACK LOOP:** Provide the words of the song for the child to copy. Sing four pages modelling the melody and pause so the child can sing and compare how they sound with your version.

**ACOUSTIC HIGHLIGHTING:** Prolong the plural marker as you hold the pitch to make it easier for the child to hear and attend to the plural marker in *shoulders, knees, toes, eyes, ears*.



## EXPECTED OUTCOMES

- Uses adverbs: happily/angrily.
- Identifies an angry voice versus happy voice.

## KEY STRATEGY

**EXPANSION & EXTENSION:** Extend the activity by repeating the song in an angry voice and then in a happy voice or a tired voice. Talk about what makes the voice sound angry or happy or tired. Take turns singing the song in different voices and see if the others can guess how the person is feeling.

## 4. Head and Shoulders, Knees and Toes

Head and shoulders,  
knees and toes



Head

1



and shoulders,

2



knees

3

## 4. Head and Shoulders, Knees and Toes



and toes,

4



knees

5



and toes,

6



Head

7



## 4. Head and Shoulders, Knees and Toes



and shoulders,

8



knees

9



and toes.

10



knees

11





## 4. Head and Shoulders, Knees and Toes



and toes.

l2



and eyes

l3



and ears

l4

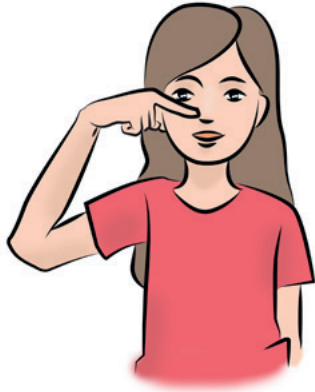


and mouth

l5



## 4. Head and Shoulders, Knees and Toes



and nose,

16



Head

17



and shoulders,

18



Knees

19

## 4. Head and Shoulders, Knees and Toes



and toes.

20



knees

21



and toes.

22

The End

23



## MED-EL Offices Worldwide

### AMERICAS

**Argentina**  
medel@medel.com.ar

**Canada**  
officecanada@medel.com

**Colombia**  
office-colombia@medel.com

**Mexico**  
office-mexico@medel.com

**United States**  
implants@medelus.com

### ASIA PACIFIC

**Australia**  
office@medel.com.au

**China**  
office@medel.net.cn

**Hong Kong**  
office@hk.medel.com

**India**  
implants@medel.in

**Indonesia**  
office@id.medel.com

**Japan**  
office-japan@medel.com

**Malaysia**  
office@my.medel.com

**Philippines**  
office@ph.medel.com

**Singapore**  
office@sg.medel.com

**South Korea**  
office@kr.medel.com

**Thailand**  
office@th.medel.com

**Vietnam**  
office@vn.medel.com

### EMEA

**Austria**  
office@at.medel.com

**Belgium**  
office@be.medel.com

**Finland**  
office@fi.medel.com

**France**  
office@fr.medel.com

**Germany**  
office@medel.de

**Italy**  
ufficio.italia@medel.com

**Portugal**  
office@pt.medel.com

**Spain**  
office@es.medel.com

**South Africa**  
customerserviceZA@medel.com

**United Arab Emirates**  
office@ae.medel.com

**United Kingdom**  
customerservices@medel.co.uk