

Lesson Kits

22 JOBS



Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Where do I work?

Therapist Notes, Resources

2. What do I use?

Therapist Notes, Resources

3. Johnny (or Joanie) Works with One Hammer

Therapist Notes, Resources

4. My Town

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

			
Level 1	The child is learning to listen and attend to <i>1 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 into 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.
Level 2	The child is learning to listen and attend to <i>2 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 <i>2 to 3 word combinations</i> , has a vocabulary of 200 to 2000 words and is beginning to use some grammatical markers.	
Level 3	The child is a proficient listener learning to attend to <i>3 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 <i>4 to 5 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

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Date:

Name: Age: H.A:

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

			
BUILD A HOUSE RESOURCES • My House L1 L2 L3 A1	• Identifies 1 item: • parts of a house • Understands some prepositions: front/back	• Labels house parts • Uses verbs: cut/stick/fold	• Understands that people see different things from different angles
WHO'S IN THE HOUSE? RESOURCES • My House L1 L2 L3 A2	• Attends to 1 item: • person • place • verb	• Repeats or labels 1 word: • person • place • verb	• Understands same and not the same
WHERE DOES IT GO? RESOURCES • My House L1 L2 L3 A3	• Identifies 1 item • object • place	• Consolidates vocabulary within categories; things in a house/places in the house	• Understands the association between an object and a place
MY HOUSE RESOURCES • My House L1 L2 L3 A4	• Attends to verbs: cut, fold, hold, push, count • Attends to book	• Attempts to repeat one word from each page	• Joins in conversation about own house

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

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ACTIVITY

1. Build a House

PREPARATION

Print all resources onto 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

			
WHERE DO I WORK? RESOURCES • Jobs L1 A1	• Understands one item: · names of jobs · places	• Repeats or says: · jobs · places	• Understands 'together'
WHAT DO I USE? RESOURCES • Jobs L1 L2 L3 A2 (i) • Jobs L1 L2 L3 A2 (ii) • Jobs L1 L2 L3 A2 (iii) • Jobs L1 L2 L3 A2 people	• Understands association between people and objects used	• Repeats or says: · objects · verbs	• Recognises and matches same pictures
JOHNNY (OR JOANIE) WORKS WITH ONE HAMMER RESOURCES • Jobs L1 L2 L3 A3	• Recognises suprasegmentals of a song and joins in actions	• Joins in singing with one word	• Recognises the emotion 'tired'
MY TOWN RESOURCES • Jobs L1 L2 L3 A4	• Understands when to take a 'turn' in conversation	• Uses a word or word approximate to join in make believe play	• Joins in imaginative play

Date:

Name: Age: H.A:




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

			
WHERE DO I WORK? RESOURCES <ul style="list-style-type: none"> • Jobs L2 A1 • Jobs L2 A1 places 	<ul style="list-style-type: none"> • Understands two items: <ul style="list-style-type: none"> · names of job + place 	<ul style="list-style-type: none"> • Repeats or says 2 word combinations: name of job + place 	<ul style="list-style-type: none"> • Can relate some jobs to own experiences
WHAT DO I USE? RESOURCES <ul style="list-style-type: none"> • Jobs L1 L2 L3 A2 (i) • Jobs L1 L2 L3 A2 (ii) • Jobs L1 L2 L3 A2 (iii) • Jobs L1 L2 L3 A2 people 	<ul style="list-style-type: none"> • Identifies 2 items: <ul style="list-style-type: none"> · job + object used 	<ul style="list-style-type: none"> • Repeats or says word combinations: <ul style="list-style-type: none"> · job name + object · verb + object 	<ul style="list-style-type: none"> • Can relate some objects to own experiences
JOHNNY (OR JOANIE) WORKS WITH ONE HAMMER RESOURCES <ul style="list-style-type: none"> • Jobs L1 L2 L3 A3 	<ul style="list-style-type: none"> • Predicts the next line of the song based on the previous 	<ul style="list-style-type: none"> • Joins in singing with two words 	<ul style="list-style-type: none"> • Recognises the emotion 'tired' and understands the solution
MY TOWN RESOURCES <ul style="list-style-type: none"> • Jobs L1 L2 L3 A4 	<ul style="list-style-type: none"> • Follows two step directions in play 	<ul style="list-style-type: none"> • Uses word combinations to join in make believe play 	<ul style="list-style-type: none"> • Understands other's needs

Date:

Name: Age: H.A:

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

			
WHERE DO I WORK? RESOURCES <ul style="list-style-type: none"> Jobs L3 A1 Jobs L3 A1 places 	<ul style="list-style-type: none"> Understands descriptions of a job when referencing the place of work and job description 	<ul style="list-style-type: none"> Formulates a clue of a job based on the place of work and job description 	<ul style="list-style-type: none"> Can relate jobs to own experiences
WHAT DO I USE? RESOURCES <ul style="list-style-type: none"> Jobs L1 L2 L3 A2 (i) Jobs L1 L2 L3 A2 (ii) Jobs L1 L2 L3 A2 (iii) Jobs L1 L2 L3 A2 people 	<ul style="list-style-type: none"> Recalls 3 items 	<ul style="list-style-type: none"> Can identify the job that uses 3 objects listed Can formulate a clue beginning with 'Who uses...?' 	<ul style="list-style-type: none"> Can relate some objects to own experiences
JOHNNY (OR JOANIE) WORKS WITH ONE HAMMER RESOURCES <ul style="list-style-type: none"> Jobs L1 L2 L3 A3 	<ul style="list-style-type: none"> Completes next line of song after listening to example 	<ul style="list-style-type: none"> Sings whole song and joins in actions Uses pronoun 'he' or 'she' 	<ul style="list-style-type: none"> Recognises the emotion 'tired' and can offer the solution
MY TOWN RESOURCES <ul style="list-style-type: none"> Jobs L1 L2 L3 A4 	<ul style="list-style-type: none"> Understands 'Why' questions 	<ul style="list-style-type: none"> Gives (polite) directions to others in pretend play 	<ul style="list-style-type: none"> Uses language to help solve other's problems in pretend play

ACTIVITY

1. Where do I work?

PREPARATION

Print resources onto lightweight card.

Cut up Jobs L1 A1 in half, so that the people are separated from the places.

RESOURCES

- Jobs L1 A1
- Scissors and glue

You are going to make 2 sided cards that connect the job to the place of work.

1. Together with the child look at the picture of the police officer, he is the first 'job'. Cut him out.
2. Look at the places. The police station is the first place. Cut it out. Explain that they go together because that is where the police officer works.
3. Turn over one of the cards and put glue on the back, then stick the two cards together.
4. Repeat for all remaining 'jobs'.
5. Position all the cards so the jobs are on the top and one by one turn the cards over so you can talk about the place the person works.



EXPECTED OUTCOMES

- Repeats or says one item:
 - name of jobs e.g. policeman
 - places e.g. police station

KEY STRATEGIES

TALK TALK TALK: Help the child remember the new vocabulary in this activity by providing lots of meaningful repetition and assist them build associations between words or sounds they already know. *Oh, see here is the police officer. Let's cut out the police officer. His car goes Nee Nah Nee Nah. That's the sound for the Police officer.*

AUDITORY HOOK: Build anticipations using Auditory Hooks before you turn over the card. Auditory Hooks are words that grab the child's attention and ready the child to listen to the spoken information that comes next. *Ok... Ready! Let's turn over the teacher. Oh... Look! It's the school.*



EXPECTED OUTCOMES

- Repeats or says one item:
 - name of jobs e.g. policeman
 - places e.g. police station

KEY STRATEGY

WAIT WAIT & WAIT SOME MORE & MY VOICE MATTERS: Say the name of the job and then gently hold the card to prevent the child turning it over until they have attempted to repeat the word. As soon as the child has vocalised they can turn the card.



EXPECTED OUTCOMES

- Understands 'together'.

KEY STRATEGY

LISTENING FIRST: You will have eight opportunities in this activity to put together the pairs of cards. Coach the parents/caregivers in the importance of using words before adding a gesture or action.

ACTIVITY

1. Where do I work?

PREPARATION

Print resources onto lightweight card.

You are going to make 2 sided cards that connect the job to the place of work.

1. Together with the child look at the two pages of pictures.
2. Cut out the police officer from the first page and the police station from the second page.
3. Explain that these two go together because the police officer works in the police station. Put glue on the back of one of the cards and stick them together.
4. Repeat for all remaining 'jobs' and place cards.
5. Position all the cards so the jobs are on the top and one by one turn the cards over so you can talk about the job and the place the person works.

RESOURCES

- Jobs L2 A1
- Jobs L2 A1 places
- Scissors and glue



EXPECTED OUTCOMES

- Understands two items: names of job + place e.g. teacher in the school.

KEY STRATEGIES

TALK TALK TALK: Help the child remember the new vocabulary in this activity by providing lots of meaningful repetition and assist them build associations between words they already know. *Oh, see here is the police officer. Let's cut out the police officer. Maybe you've seen a police car. With the light on top. The police car drives back to the police station.*

AUDITORY HOOK: Build anticipations using Auditory Hooks before you turn over the card. Auditory Hooks are words that grab the child's attention and ready the child to listen to the spoken information that comes next. *Ok... Ready! Let's turn over the teacher. Oh... Look! See the teacher works in the school.*



EXPECTED OUTCOMES

- Repeats or says 2 word combinations: name of job + place.

KEY STRATEGY

WAIT WAIT & WAIT SOME MORE & EXPANSION & EXTENSION: Say the name of the job and then gently hold the card to prevent the child turning it over until they have attempted to repeat the word. Encourage the child to predict the place on the other side of the card and model the word combinations for the child to repeat e.g. *Yes, you see, the nurse works in the hospital.*



EXPECTED OUTCOMES

- Can relate some jobs to own experiences.

KEY STRATEGY

TALK TALK TALK: Encourage the child's parent/caregiver to help the child recognise these jobs and places from their own life experience. *So this bakery is like where we buy your donut. Everyday, the baker makes the donuts. You like chocolate donuts.*

ACTIVITY

1. Where do I work?

PREPARATION

Print resources onto lightweight card.

RESOURCES

- Jobs L3 A1
- Jobs L3 A1 places
- Scissors and glue

You are going to make 2 sided cards that connect the job to the place of work.

1. Together with the child cut out the people dressed in their work clothes (Jobs L3 A1) and spread these out on the table.
2. Then cut up the places, talking about them and who works there. Shuffle the cards and place them face down in a pile.
3. Take a card from the place cards pile, say where it is and encourage the others to find the person who works there.
4. When the correct card is found put glue on the back and stick the two cards together.
5. Repeat for all remaining place cards.
6. Position all the cards so the jobs are on the top and one by one turn the cards over so you can talk about the job and the place the person works.



EXPECTED OUTCOMES

- Understands descriptions of a job when referencing the place of work and job description e.g. 'Who works in a restaurant and cooks the food?'

KEY STRATEGY

TALK TALK TALK: Remind parents/caregivers of the continued importance of vocabulary development even for the practised listener. This activity will provide a chance to expose the child to new words, either in the jobs people do (specialised nouns), the job descriptions (specific verbs) or locations. To consolidate new vocabulary model how to use the 5 step approach:

1. STRESS: acoustically highlight the new word
2. SHOW: an illustration or gesture to assist in comprehension
3. TELL: a definition
4. RELATE: the word to something the child already knows (identify an association)
5. REPEAT: Say the word again in a meaningful sentence



EXPECTED OUTCOMES

- Formulates a clue of a job based on the place of work and job description.

KEY STRATEGY

CHOICE QUESTIONS & EXPANSION & EXTENSION: Formulating clues is a tricky skill especially if the vocabulary is new. Help the child out by modelling suggestions in the form of choice questions. For new vocabulary try to make both choices correct to help consolidate the child's ability to RELATE the word to something they already know. *So you could say either: 'he works in a garage and fixes car engines or repairs car tyre'.* After the child has said their clue repeat it adding in Acoustic Highlighting on any grammatical markers the child has missed.



EXPECTED OUTCOMES

- Can relate some jobs to own experiences.

KEY STRATEGY

TALK TALK TALK: Encourage the child's parent/caregiver to help the child recognise these jobs and places from their own life experience. *So this bakery is like where we buy your donut. Every day the baker wakes early and bakes the donuts. You like chocolate donuts.*

1. Where do I work?



police officer



cleaner



doctor



teacher



farmer



builder



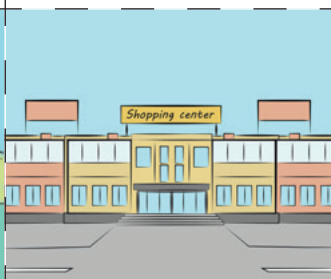
nurse



firefighter



police station



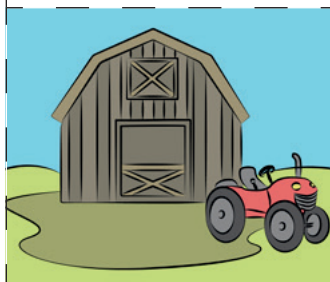
shopping centre



doctor's surgery



school



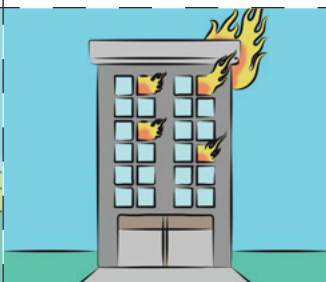
farm



building site

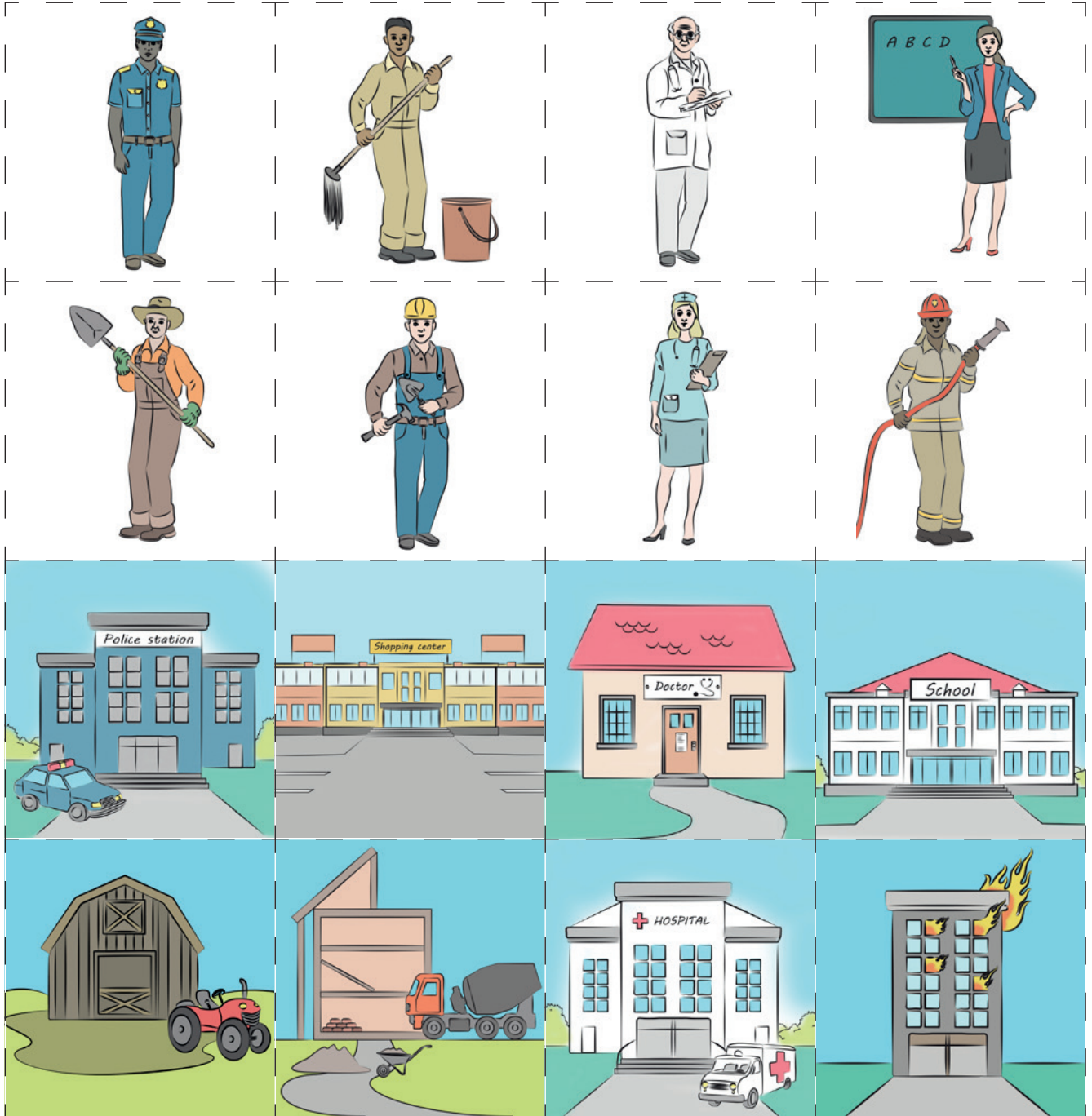


hospital



burning building

1. Where do I work?



1. Where do I work?



police officer



cleaner



doctor



teacher



farmer



builder



nurse



firefighter



mechanic



chef



hair stylist


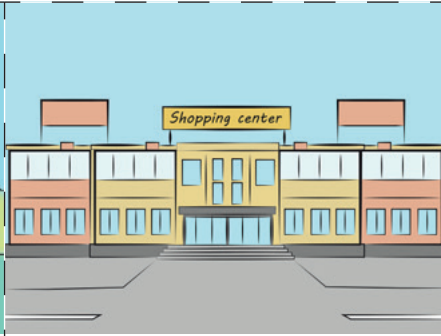


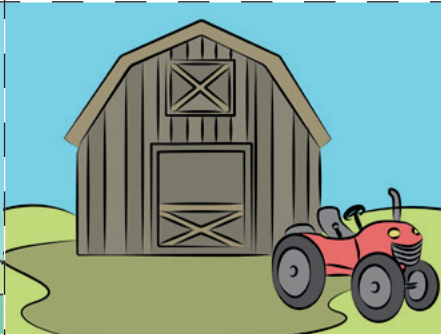
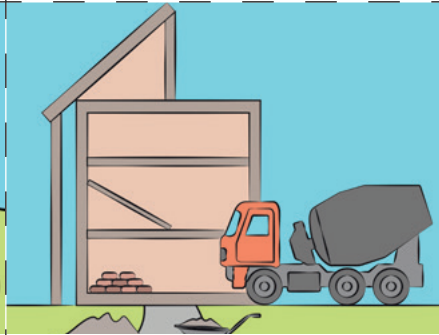


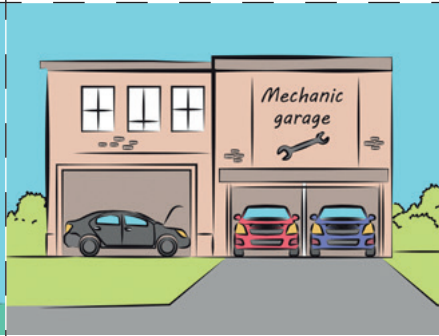





veterinarian

1. Where do I work?



1. Where do I work?

		
police station	shopping centre	doctor's surgery
		
school	farm	building site
		
hospital	burning building	garage
		
restaurant	hair salon	vet clinic

1. Where do I work?



1. Where do I work?



police officer



cleaner



doctor



teacher



farmer



builder



nurse



firefighter



mechanic



chef



hair stylist



veterinarian



pilot



baker



cashier



paramedic



reporter



secretary



waiter



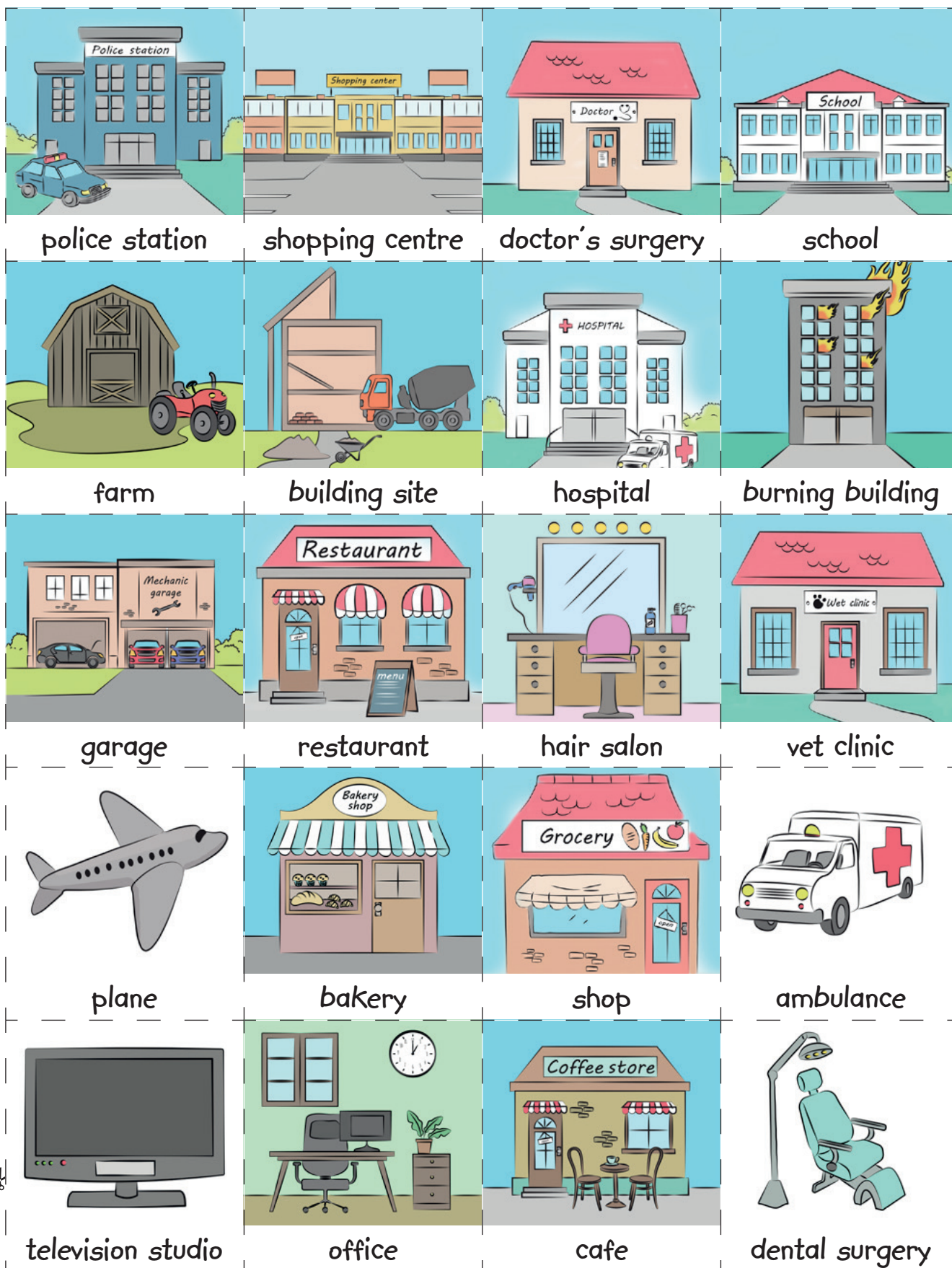
dentist



1. Where do I work?



1. Where do I work?



1. Where do I work?



ACTIVITY

2. What do I use?

PREPARATION

Print resources onto lightweight card.

You are going to match the people to the things they use.

1. Together with the child cut up the people cards. Talk about the pictures as you do.
2. Look at the Jobs L1 L2 L3 A2 (i). Identify the doctor and the cleaner at the top and then look at the other images on the page. Decide if they are used by the doctor or the cleaner.
3. Put a matching 'people' card over the top as you decide who uses it.
4. Repeat for Jobs L1 L2 L3 A2 (ii) and Jobs L1 L2 L3 A2 (iii).

RESOURCES

- Jobs L1 L2 L3 A2 (i)
- Jobs L1 L2 L3 A2 (ii)
- Jobs L1 L2 L3 A2 (iii)
- Jobs L1 L2 L3 A2 people



EXPECTED OUTCOMES

- Understands association between people and objects used e.g. cleaner uses a broom.

KEY STRATEGIES

LISTENING FIRST: Providing information through listening first can be as simple as saying the words and then pointing to the picture. Use this strategy when identifying the 'jobs' at the top of each page. *See this page has the builder (then point) and the police officer (then point).*

AUDITORY SANDWICH: This activity most likely contains a lot of new vocabulary for the level 1 listener. Help the child attach meaning to new words by adding gestures after you talk about the equipment used by each person. Remember to repeat the word again to complete the auditory sandwich. *This one is a saw. You hold it like this... and pull and push, like this. It can cut wood. Yes the builder uses the saw.*



EXPECTED OUTCOMES

- Repeats or says:
 - objects: e.g. broom
 - verbs: e.g. sweep

KEY STRATEGY

SAME THINKING PLACE & WAIT WAIT WAIT: Follow the child's eye gaze to establish what they are looking at and thinking about. Model the words to go with their thinking and then show them your expectant waiting face. Wait for the child to attempt a word before you hand over the matching person card.



EXPECTED OUTCOMES

- Recognises and matches same pictures.

KEY STRATEGY

TALK TALK TALK: As you start each page gather up the matching people cards and position them at the top of the page, ready for placing on the equipment. Add language to this process to help the child understand the words that go with this visual task. *We need to find all of the farmers. Help me find the farmers. Find the ones the same as this. Good job, that's the same. Yes another match.*

ACTIVITY

2. What do I use?

PREPARATION

Print resources onto lightweight card.

You are going to match the people to the things they use.

1. Together with the child cut up the people cards. Talk about the pictures as you do.
2. Look at the Jobs L1 L2 L3 A2 (i). Identify the doctor and the cleaner at the top and then look at the other images on the page. Decide if they are used by the doctor or the cleaner.
3. Put a matching 'people' card over the top as you decide who uses it.
4. Repeat for Jobs L1 L2 L3 A2 (ii) and Jobs L1 L2 L3 A2 (iii).

RESOURCES

- Jobs L1 L2 L3 A2 (i)
- Jobs L1 L2 L3 A2 (ii)
- Jobs L1 L2 L3 A2 (iii)
- Jobs L1 L2 L3 A2 people



EXPECTED OUTCOMES

- Identifies 2 items: job + object used e.g. cleaner uses a broom.

KEY STRATEGIES

LISTENING FIRST: Providing information through listening first by naming the person and the equipment before you reach for the matching card. Repeat the words again as you point to the two that go together and then place the 'people' card on top of the object.

AUDITORY SANDWICH: This activity may contain some new vocabulary for the level 2 listener. Help the child attach meaning to new words by adding gestures after you talk about the equipment used by each person. Remember to repeat the words again to complete the auditory sandwich. *This one is a hoe. The farmer holds it like this and digs the earth. He uses it to help plant the seeds. Show me how you can use a hoe.*



EXPECTED OUTCOMES

- Repeats or says word combinations:
 - job name + object: e.g. the farmer's tractor
 - verb + object: e.g. hammer the nails

KEY STRATEGY

SAME THINKING PLACE & EXPANSION & EXTENSION: Follow the child's eye gaze to establish what they are looking at and thinking about. Perhaps they can label the object and understand the association with the job name but not yet combining the words. Model the word combinations to go with their thinking and then show them your expectant waiting face.



EXPECTED OUTCOMES

- Can relate some objects to own experiences.

KEY STRATEGY

TALK TALK TALK: Talk about your own experiences with the objects and encourage the child's parent/caregiver to link these to the child's own. *I have a hairdryer at home. Just like this hairdresser. How about you mummy?*

ACTIVITY

2. What do I use?

PREPARATION

Print resources onto lightweight card.

You are going to match the people to the things they use.

1. Together with the child cut up the people cards. Talk about the pictures as you do.
2. Look at the Jobs L1 L2 L3 A2 (i). Identify the doctor and the cleaner at the top and then look at the other images on the page. Pick up the three doctor 'people' cards and list the things the doctor would use. Then place the cards over those pictures.
3. Repeat for the cleaner, Jobs L1 L2 L3 A2 (ii) and Jobs L1 L2 L3 A2 (iii).
4. Variation: give each player one Jobs page. Without showing the page to the others list three things from the page that are used by one of the people. The others must recall the three things and then identify the person who uses them.

RESOURCES

- Jobs L1 L2 L3 A2 (i)
- Jobs L1 L2 L3 A2 (ii)
- Jobs L1 L2 L3 A2 (iii)
- Jobs L1 L2 L3 A2 people



EXPECTED OUTCOMES

- Recalls 3 items: a bandage, a needle and a stethoscope.

KEY STRATEGIES

LISTENING FIRST: Provide information through listening first by listing all 3 things the people use before you place the matching card. You can make it even more listening focussed by taking turns in the role of the 'talker'. The talker holds the Jobs page out of view of the others, lists the 3 pieces of equipment. The 'listeners' repeat, then they can place the matching cards.

ACOUSTIC HIGHLIGHTING: Recalling three objects is challenging, particularly if one or more of the words are new. Use acoustic highlighting techniques such as slower rate, adding stress and varying intonation to help the child remember the words more easily.



EXPECTED OUTCOMES

- Can identify the job that uses 3 objects listed.
- Can formulate a clue beginning with 'Who uses...?'

KEY STRATEGY

TALK TALK TALK + BUILD AUDITORY MEMORY: Add extra information when listing the three objects to help the child understand and remember new vocabulary, then repeat your clue with just the three nouns to help develop the child's ability to listen and remember specific items. *So there is a bandage for wrapping around a sore leg, a needle, ouch, for giving medicine in your arm, and a stethoscope for listening to your heart. So can you remember; a needle, a bandage and a stethoscope? Great. Who uses a needle, a bandage and a stethoscope?*



EXPECTED OUTCOMES

- Can relate objects to own experiences.

KEY STRATEGY

TALK TALK TALK: Talk about your own experiences with the objects and encourage the child's parent/caregiver to link these to the child's own. *I have a hairdryer at home. Just like this hairdresser, but I use a brush instead of a comb. How about you mummy?*

2. What do I use?



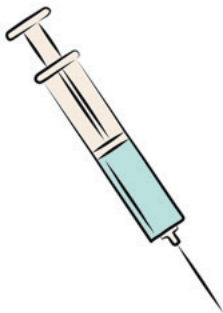
doctor



cleaner



spray



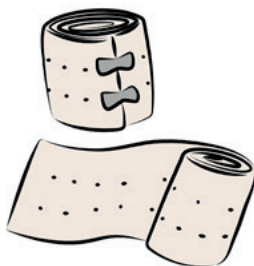
needle



stethoscope



dustpan



bandage



broom

2. What do I use?



builder



police officer



saw



walkie talkie



hammer



nails

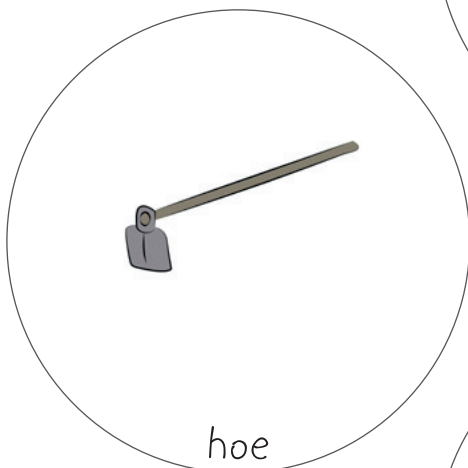
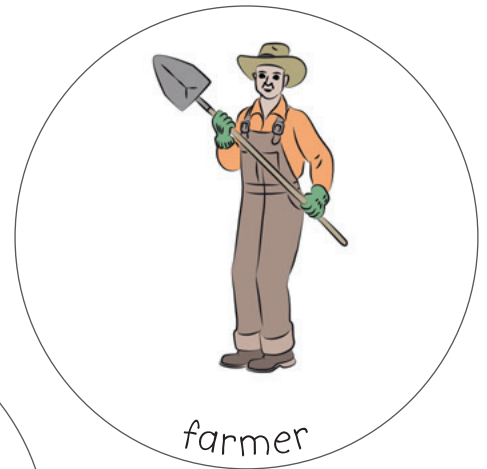


police car

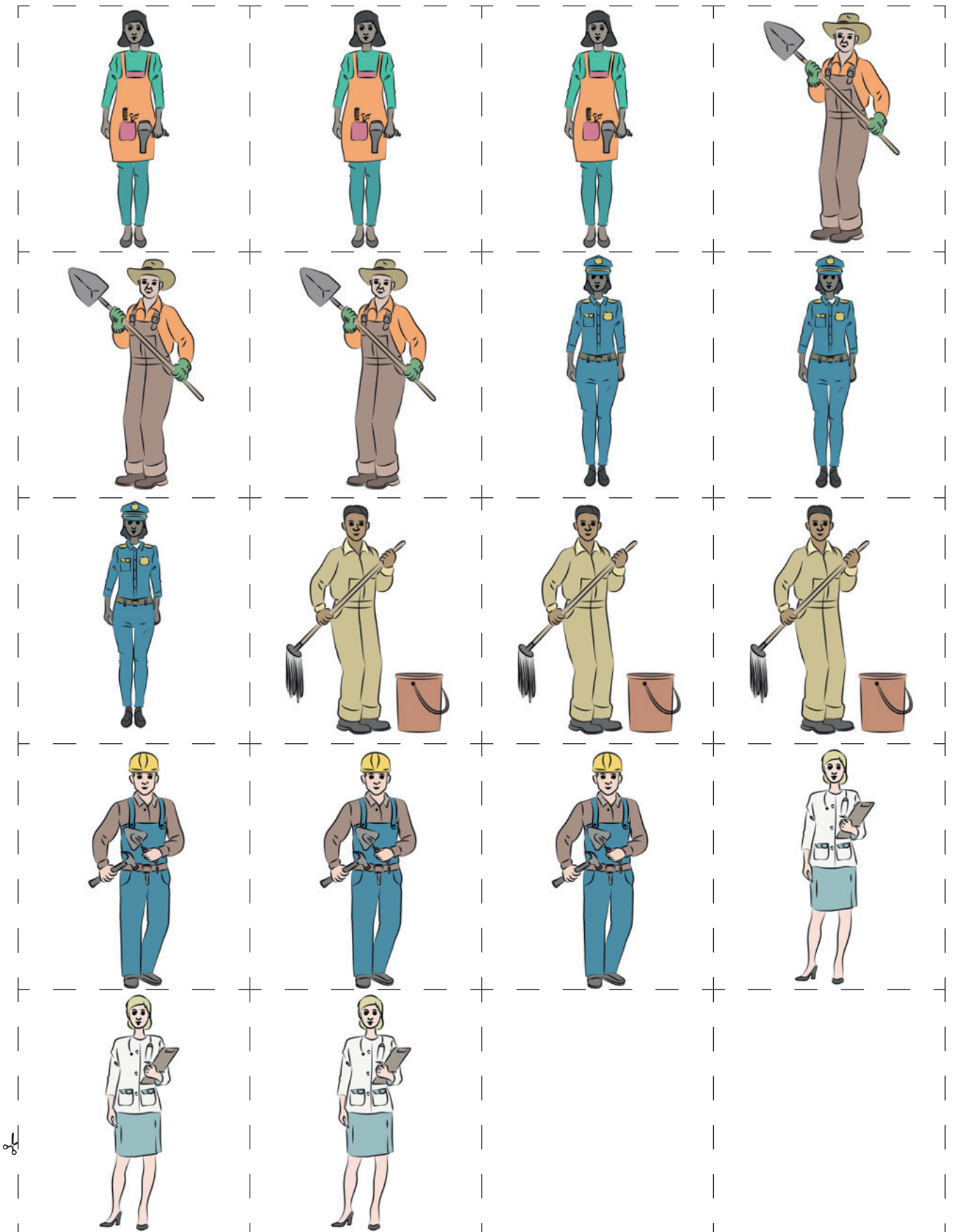


handcuffs

2. What do I use?



2. What do I use?



ACTIVITY

3. Johnny (or Joanie) Works with One Hammer

PREPARATION

Print Jobs L1 L2 L3 A3 onto paper or lightweight card.
Put the last 2 pages to one side.

RESOURCES

- Jobs L1 L2 L3 A3
- Scissors, stapler, glue

You are going to make a song book together and then sing the song.

1. Together with the child find the first page of the book. It has one hammer and the empty box.
 2. Show the child the last page and explain they need to choose the girl or the boy to stick in the box. Cut it out and stick it in.
 3. If the child chooses the boy, write 'Johnny' and 'he' in the spaces, if the child chooses the girl, write 'Joanie' and 'she' in the spaces.
 4. Sing the first line of the song. If you don't know the melody, search it on YouTube.
 5. Repeat for each page until the last.
 6. On the last page, add the remaining picture of the girl or boy.
 7. Sing the song again without the book. Add the following actions:
 - 1 hammer: move one hand like a hammer
 - 2 hammers: move both hands like a hammer
 - 3 hammers: move both hands and one foot like a hammer
 - 4 hammers: add the other foot
 - 5 hammers: add a head nod to all the above
- go to sleep: close eyes and flop down



EXPECTED OUTCOMES

- Recognises suprasegmentals of a song and joins in actions.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Adding a movement sequence to a song increases the learning opportunities. Research has demonstrated that the gains from the combination of movement and music are greater than music and movement when done separately.

ACOUSTIC HIGHLIGHTING: Singing, because it has greater intonation range and changes, is already a form of acoustic highlighting. Add additional emphasis and an action to the stressed syllables to help the child develop the pre-literacy skill of segmenting the sentence into words.



EXPECTED OUTCOMES

- Joins in singing with one word.

KEY STRATEGY

AUDITORY CLOSURE: This song is perfect for trying out the strategy of auditory closure because it repeats phrases three times. Sing the first line on each page, adding the action for the hammer, then stop singing before the last word and wait with your 'hammers' raised up for the child to say the last word.



EXPECTED OUTCOMES

- Recognises the emotion 'tired'.

KEY STRATEGY

TALK TALK TALK: Understanding how other people feel and what made them feel that way is an important Theory of Mind skill. Talk about how tired Johnny (or Joanie) must be after working with all those hammers. *Wow.... (Yawn) That's a lot of hammering. He must be so tired.*

ACTIVITY

3. Johnny (or Joanie) Works with One Hammer

PREPARATION

Print Jobs L1 L2 L3 A3 onto paper or lightweight card.
Put the last 2 pages to one side.

RESOURCES

- Jobs L1 L2 L3 A3
- Scissors, stapler, glue

You are going to make a song book together and then sing the song.

1. Together with the child find the first page of the book. It has one hammer and the empty box.
 2. Show the child the last page and explain they need to choose the girl or the boy to stick in the box.
Cut it out and stick it in.
 3. If the child chooses the boy, write 'Johnny' and 'he' in the spaces, if the child chooses the girl, write 'Joanie' and 'she' in the spaces.
 4. Sing the first line of the song. If you don't know the melody, search it on YouTube.
 5. Repeat for each page until the last.
 6. On the last page, add the remaining picture of the girl or boy.
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 - 1 hammer: move one hand like a hammer
 - 2 hammers: move both hands like a hammer
 - 3 hammers: move both hands and one foot like a hammer
 - 4 hammers: add the other foot
 - 5 hammers: add a head nod to all the above
- go to sleep: close eyes and flop down



EXPECTED OUTCOMES

- Predicts the next line of the song based on the previous.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Adding a movement sequence to a song increases the learning opportunities. Research has demonstrated that the gains from the combination of movement and music are greater than music and movement when done separately.

ACOUSTIC HIGHLIGHTING: Singing, because it has greater intonation range and changes, is already a form of acoustic highlighting. Add additional emphasis to the number to help the child pick out that piece of information and then encourage them to guess what will be the next number.



EXPECTED OUTCOMES

- Joins in singing with two words.

KEY STRATEGY

AUDITORY CLOSURE: This song is perfect for trying out the strategy of auditory closure because it repeats the two word phrases three times. Sing the first line on each page, adding the action for the hammer, then stop singing before the last two words and wait with your 'hammers' raised up for the child to say the last words.



EXPECTED OUTCOMES

- Recognises the emotion 'tired' and understands the solution.

KEY STRATEGY

TALK TALK TALK & AUDITORY CLOSURE: Understanding how other people feel and what made them feel that way is an important Theory of Mind skill. Talk about how tired Johnny (or Joanie) must be after working with all those hammers. *Wow.... (Yawn) That's a lot of hammering. He must be so tired... He needs to go to*

ACTIVITY

3. Johnny (or Joanie) Works with One Hammer

PREPARATION

Print Jobs L1 L2 L3 A3 onto paper or lightweight card.
Put the last 2 pages to one side.

RESOURCES

- Jobs L1 L2 L3 A3
- Scissors, stapler, glue

You are going to make a song book together and then sing the song.

1. Together with the child find the first page of the book. It has one hammer and the empty box.
 2. Show the child the last page and explain they need to choose the girl or the boy to stick in the box. Cut it out and stick it in.
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 4. Sing the first line of the song. If you don't know the melody, search it on YouTube.
 5. Repeat for each page until the last.
 6. On the last page, add the remaining picture of the girl or boy.
 7. Sing the song again without the book. Add the following actions:
 - 1 hammer: move one hand like a hammer
 - 2 hammers: move both hands like a hammer
 - 3 hammers: move both hands and one foot like a hammer
 - 4 hammers: add the other foot
 - 5 hammers: add a head nod to all the above
- go to sleep: close eyes and flop down



EXPECTED OUTCOMES

- Completes next line of song after listening to example.

KEY STRATEGIES

MUSIC MUSIC MUSIC: Adding a movement sequence to a song increases the learning opportunities. Research has demonstrated that the gains from the combination of movement and music are greater than music and movement when done separately.

ACOUSTIC HIGHLIGHTING: Singing, because it has greater intonation range and changes, is already a form of acoustic highlighting. Add additional emphasis to the number to help the child pick out that piece of information and then encourage them to guess what the words will be for the next page.



EXPECTED OUTCOMES

- Uses pronoun he or she.
- Sings whole song and joins in actions.

KEY STRATEGY

BOOKS BOOKS BOOKS: Talk about the words that you have hand written in. This will help in the development of literacy skills, the understanding that a spoken word is represented by a written word. Point out the word he (or she) and how this relates to Johnny being a boy (or Joanie being a girl).

AUDITORY CLOSURE: This song is perfect for trying out the strategy of auditory closure because it contains a lot of repetition. Sing the first page and see if the child can continue the song by themselves. You can prompt the child by waiting with your 'hammers' raised.



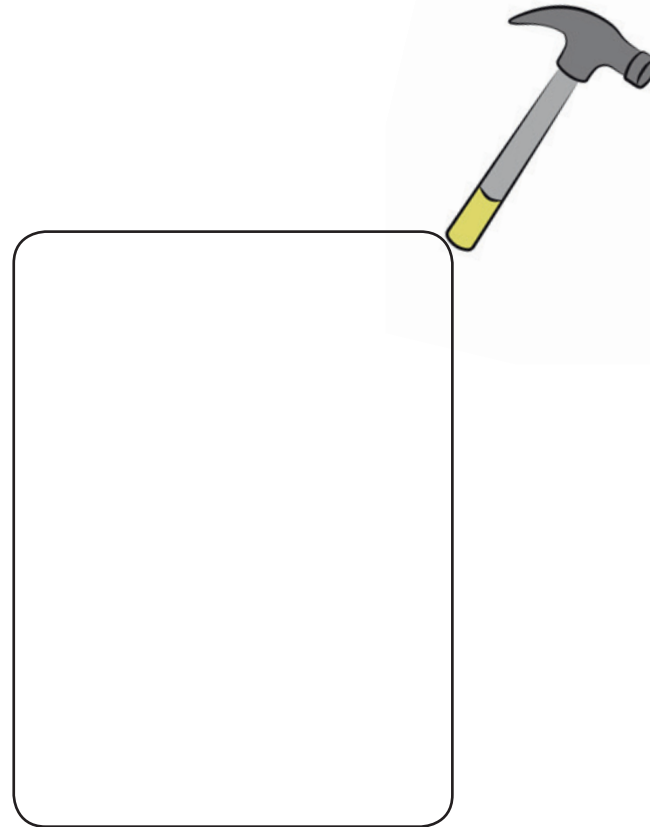
EXPECTED OUTCOMES

- Recognises the emotion 'tired' and can offer the solution.

KEY STRATEGY

TALK TALK TALK & AUDITORY CLOSURE: Talk about how tired Johnny (or Joanie) must be. *Wow, He must be so tired from all that hammering. What should we do when we are tired?* Use this opportunity to talk about other feelings, causes and solutions e.g. hungry, cold, cranky, sad.

3. Johnny (or Joanie) Works with One Hammer



_____ works with one hammer, one hammer, one hammer.
_____ works with one hammer and then _____ works with...

3. Johnny (or Joanie) Works with One Hammer

2.



_____ works with two hammers,
two hammers, two hammers.

_____ works with two hammers
and then _____ works with...

3. Johnny (or Joanie) Works with One Hammer

3.



_____ works with three
hammers, three hammers, three hammers.

_____ works with three
hammers and then _ works with...

3. Johnny (or Joanie) Works with One Hammer

4.



_____ works with four
hammers, four hammers, four hammers.

_____ works with four
hammers and then _ works with...

3. Johnny (or Joanie) Works with One Hammer

5.

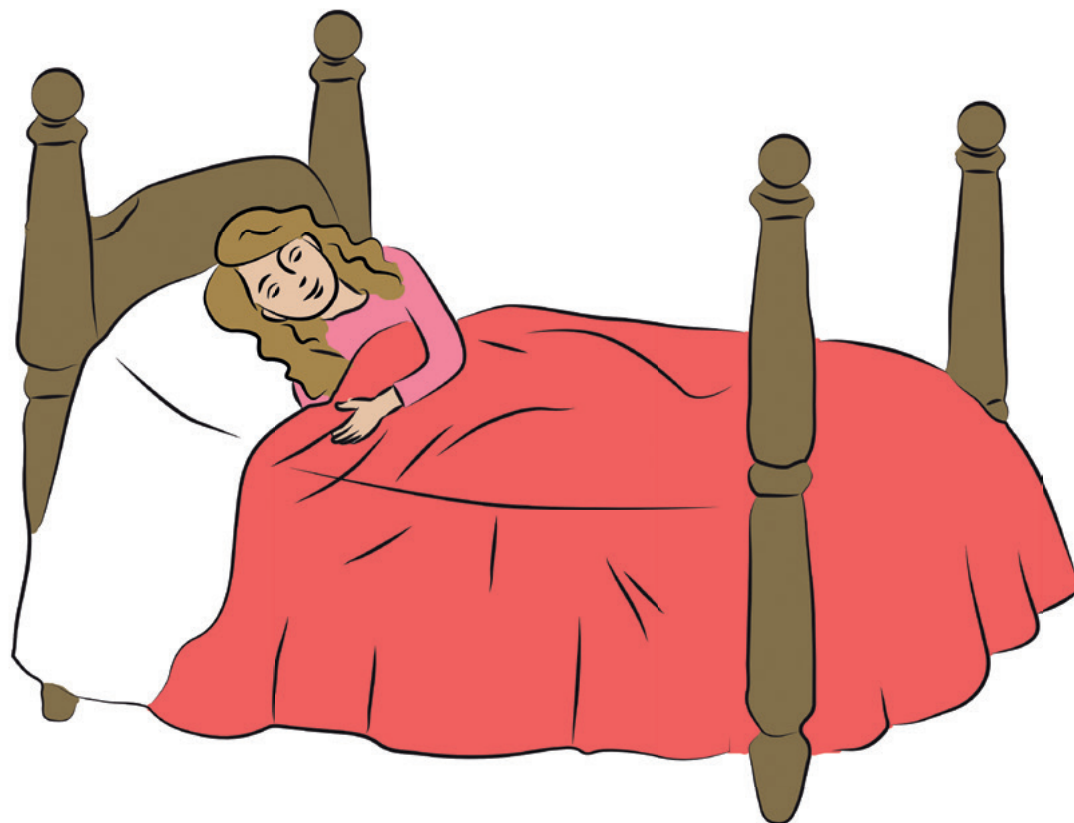


_____ works with five hammers,
five hammers, five hammers.

_____ works with five hammers
and then...

3. Johnny (or Joanie) Works with One Hammer

She goes to sleep.

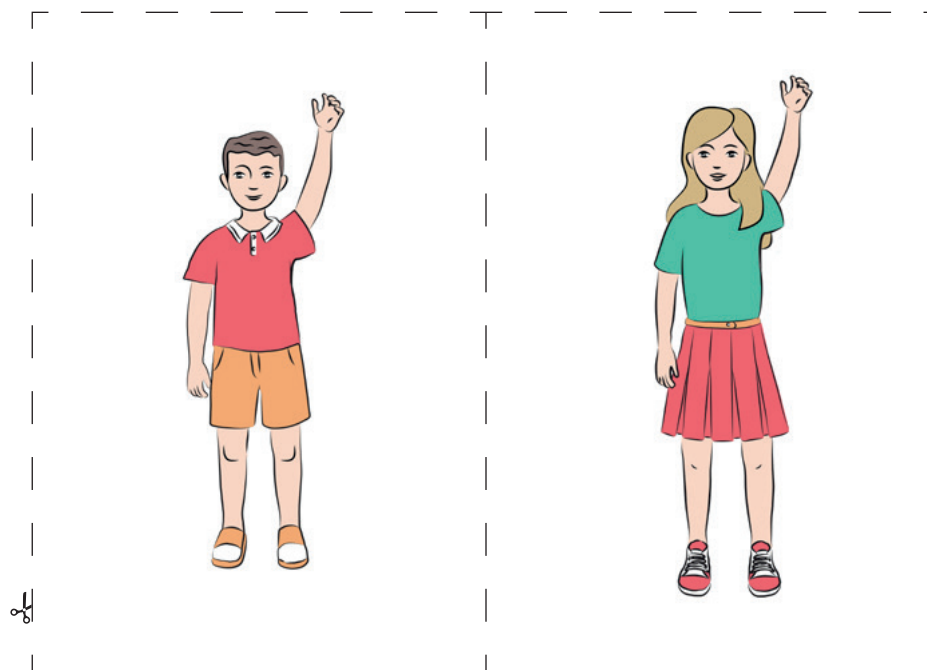


3. Johnny (or Joanie) Works with One Hammer

He goes to sleep.



3. Johnny (or Joanie) Works with One Hammer



ACTIVITY

4. My Town

PREPARATION

Print the resource onto lightweight card.

RESOURCES

- Jobs L1 L2 L3 A4
- Scissors and sticky tape
- Inside of toilet rolls (or make some cardboard tubes)

You are going to make a town and role play in it with the people.

1. Cut out the people and stick them onto toilet rolls or leave a tab at the bottom and shape this into a circle so the person can stand on their own.
2. Leave a tab at the bottom of all the other pictures. Make a vertical cut through the tab and fold one half forward, one back, to act as a stand.
3. Together decide where you are going to put all the places and vehicles.
4. Decide on which person you each want to be.
5. Begin the play by talking about where your person is going and move them into position.
6. Encourage the child to join in moving their person to a place in the town and adding some language.
7. Add social language exchanges and some problems that need communication to resolve.



EXPECTED OUTCOMES

- Understands when to take a 'turn' in conversation.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Use exaggerated intonation during the role play game to help the child recognise comments and social enquiries that require a response e.g. *Hello.... How are you?*

WAIT WAIT WAIT: Leave a long pause after the acoustic highlighted language models and combine this with the expectant look and body posture to help the child understand that it is their turn to fill up the empty space with words.



EXPECTED OUTCOMES

- Uses a word or word approximate to join in make believe play.

KEY STRATEGY

MY VOICE MATTERS: Show the child that their attempts at joining in the conversation are important. Try and establish the meaning of any word approximation and repeat it back. See how many 'turns' you can each have in the conversation. Just say a few words and wait again for the child to try.

COME CLOSE TO ME: Encourage the child's parent/caregiver to take the lead in this activity after demonstrating how to leave the wait time for the child. If the child is not yet able to spontaneously contribute in the wait time you could try leaning in to whisper a suggestion for the child to imitate.



EXPECTED OUTCOMES

- Joins in imaginative play.

KEY STRATEGY

AUDITORY HOOKS & SABOTAGE: Demonstrate to the child the idea of using language inventively during play. Add a problem that the child can see and help the child understand the solution by adding language. *Oh, no. The bakery has fallen down. Oh dear, the baker is squashed! Help, help! Let's get the fire engine. eeee orrrr eeee orrrr*

ACTIVITY

4. My Town

PREPARATION

Print the resource onto lightweight card.

You are going to make a town and role play in it with the people.

1. Cut out the people and stick onto toilet rolls or leave a tab at the bottom and shape this into a circle so the person can stand on their own.
2. Leave a tab at the bottom of all the other pictures. Make a vertical cut through the tab and fold one half forward, one back, to act as a stand.
3. Together decide where you are going to put all the places and vehicles.
4. Decide on which person you each want to be.
5. Begin the play by talking about where your person is going and what they are going to do and then move them into position.
6. Encourage the child to join in moving their person to a place in the town and adding some language about what they are doing.
7. Add social language exchanges and some problems that need communication to resolve.

RESOURCES

- Jobs L1 L2 L3 A4
- Scissors and sticky tape
- Inside of toilet rolls (or make some cardboard tubes)



EXPECTED OUTCOMES

- Follows two step directions in play.

KEY STRATEGIES

LISTENING FIRST: Talk about where your person is going and what she is going to do before you move it. Use first person language to help the child understand the idea of role play. *I'm going to the **doctor's surgery** to get some medicine. Ok, here I go, off to the **doctor's surgery**. Oh, I feel sick.*

WAIT WAIT WAIT: Mostly we want to be teaching the child but occasionally we need to sneak a little test in to check the child's developing auditory comprehension skills. In play is the best time for this. Ask the child to help you because 'you can't reach'.... *Can you take the police officer to the shop..... Thanks... I think he looks thirsty, I'm going to buy him a drink.*



EXPECTED OUTCOMES

- Uses word combinations to join in make believe play.

KEY STRATEGY

TALK TALK TALK: Take care to avoid testing the child too much, in this role play activity and in any activity. Most of what we say we need to be teaching. You can tell if you are teaching if mostly you are making comments or statements rather than asking questions or giving directions.

SAME THINKING PLACE: Try to imagine what the child is thinking about and add comments about that. Leave wait time for the child to have a conversational turn and respond to their words. See how many 'turns' you each have in the conversation.



EXPECTED OUTCOMES

- Understands other's needs.

KEY STRATEGY

AUDITORY HOOKS & SABOTAGE: Demonstrate to the child the idea of using language inventively during play. Add a problem that the child can see and help the child understand what they can do to help by adding language. *Oh, no. The bakery has fallen down. Oh dear, the baker is squashed! Help, help! Let's get the fire engine and help lift it up.*

ACTIVITY

4. My Town

PREPARATION

Print the resource onto lightweight card.

RESOURCES

- Jobs L1 L2 L3 A4
- Scissors and sticky tape
- Inside of toilet rolls (or make some cardboard tubes)

You are going to make a town and role play in it with the people.

1. Cut out the people and stick onto toilet rolls or leave a tab at the bottom and shape this into a circle so the person can stand on their own.
2. Leave a tab at the bottom of all the other pictures. Make a vertical cut through the tab and fold one half forward, one back, to act as a stand.
3. Together decide where you are going to put all the places and vehicles.
4. Decide on which person (or people) you each want to be.
5. Begin the play by talking about where your person is going and why they are going there and then move them into position.
6. Encourage the child to join in moving their person to a place in the town and adding some language about what they are doing.
7. Add social language exchanges and some problems that need communication to resolve.



EXPECTED OUTCOMES

- Understands 'Why' questions e.g. 'Why did the policeman go to the doctor's surgery?'

KEY STRATEGIES

LISTENING FIRST: Talk about where your people are going and why they are going before you move them. Use first person language to help the child understand the idea of role play. *I'm going to the **doctor's surgery** to get a **bandage** on my arm. I hurt myself at work.*

WAIT WAIT WAIT: Mostly we want to be teaching the child but occasionally we need to sneak a little test in to check the child's developing auditory comprehension skills. In play is the best time for this. You can encourage the child's parent/caregiver to 'pretend' they weren't listening and ask a question. *Oh, I wasn't listening.... Why did the policeman have to go to the doctor's surgery?*



EXPECTED OUTCOMES

- Gives (polite) directions to others in pretend play.

KEY STRATEGIES

TALK TALK TALK & USE CHOICES: Take care to avoid testing the child too much, in this role play activity and in any activity. Most of what we say we need to be teaching. You can tell if you are teaching if mostly you are making comments or statements rather than asking questions or giving directions. But we also want the child to be able to give directions to others in play without sounding bossy so model the language required to make 'soft suggestions'. *Maybe you could suggest the builder comes into your shop. You could say 'Would you like to come and buy something for lunch?' or 'Maybe you need something for dinner?'*



EXPECTED OUTCOMES

- Uses language to help solve other's problems in pretend play.

KEY STRATEGY

AUDITORY HOOKS & SABOTAGE: Demonstrate to the child the idea of using language inventively during play. Add a problem that the child can see and help the child understand what they can do to help by adding language. *Oh, no. The bakery has fallen down. Oh dear, the baker is squashed! How can we help?*

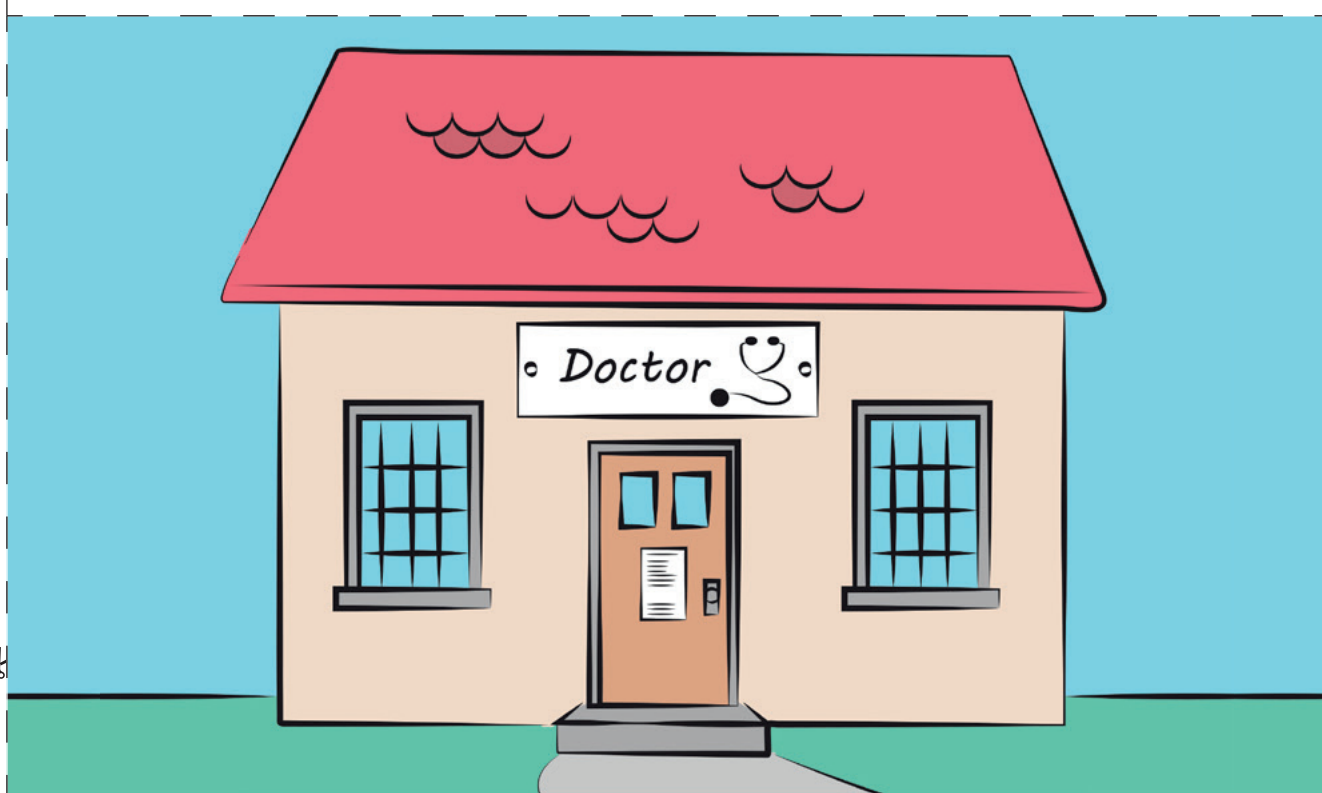
4. My Town



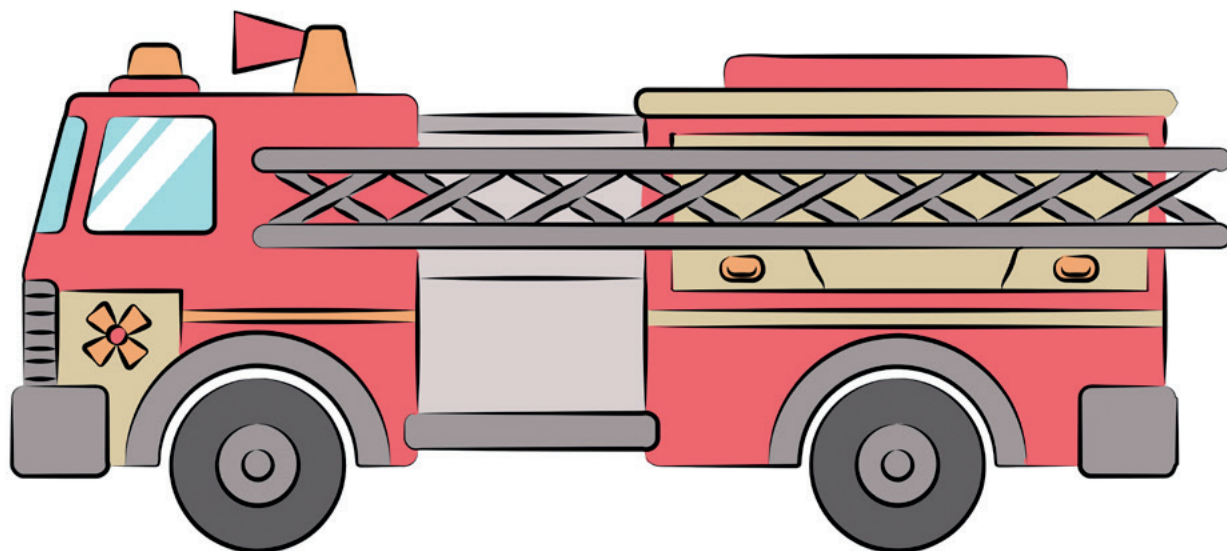
4. My Town



4. My Town



4. My Town



4. My Town



MED-EL Offices Worldwide

AMERICAS

Argentina
medel@medel.com.ar

Canada
officcanada@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