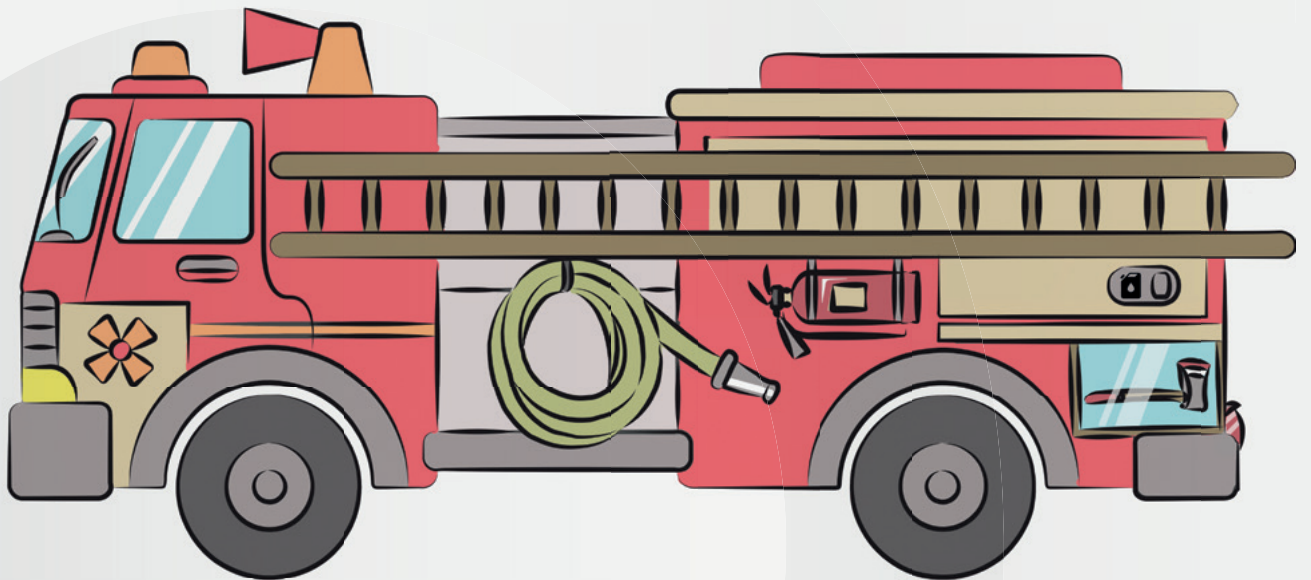


Lesson Kits

23 FIREFIGHTERS



hearLIFE

Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Fire Engine Puzzle

Therapist Notes, Resources

2. Fire Station Open Day

Therapist Notes, Resources

3. 5 little Firefighters

Therapist Notes, Resources

4. Find the Equipment

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

MED^oEL

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

MED⁹EL

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

			
FIRE ENGINE PUZZLE RESOURCES • Firefighters L1 A1	• Identifies one item · early listening sounds · parts of a fire engine	• Repeats or says · early listening sounds · parts of a fire engine	• Counts 1, 2, 3
FIRE STATION OPEN DAY RESOURCES • Firefighters L1 L2 L3 A2	• Attends to one item · places/objects · verbs	• Repeats or says · objects · verbs	• Recognises some feelings in others
5 LITTLE FIREFIGHTERS RESOURCES • Firefighters L1 L2 L3 A3	• Follows simple directions during craft	• Joins in singing with one word + actions in every line of the song	• Understands abstract pictures are representing real objects/things
FIND THE EQUIPMENT RESOURCES • Firefighters L1 L2 L3 A4 • Firefighters L1 L2 L3 A4 draw cards	• Understands a function of an object from a clue containing an early listening sound or suprasegmental cues	• Imitates early listening sounds	• Finds matching pictures of different size

Date:

Name: Age: H.A:



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

			
FIRE ENGINE PUZZLE RESOURCES • Firefighters L2 A1	• Identifies two items · parts of a fire engine	• Repeats or says · parts of a fire engine	• Counts 1-6
FIRE STATION OPEN DAY RESOURCES • Firefighters L1 L2 L3 A2	• Attends to 2 items · boy/girl + description · location phrase	• Gives directions: location phrase	• Recognises feelings in others
5 LITTLE FIREFIGHTERS RESOURCES • Firefighters L1 L2 L3 A3	• Follows two step directions during craft	• Joins in singing with two (to three) words + action in each line of the song	• Understands the concept of first (in the line)
FIND THE EQUIPMENT RESOURCES • Firefighters L1 L2 L3 A4	• Understands a function of an object	• Describes an object referencing its function	• Understands position words beside/between

Date:

Name: Age: H.A:

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

			
FIRE ENGINE PUZZLE RESOURCES • Firefighters L3 A1	<ul style="list-style-type: none"> Identifies parts of a whole from a description of function Repeats 3 numbers 	<ul style="list-style-type: none"> Describes a part of a fire engine referencing its function 	<ul style="list-style-type: none"> Counts 1-12
FIRE STATION OPEN DAY RESOURCES • Firefighters L1 L2 L3 A2	<ul style="list-style-type: none"> Attends to 3 items · boy/girl + description + place 	<ul style="list-style-type: none"> Gives directions containing boy/girl + description + place Uses pronouns: she/he 	<ul style="list-style-type: none"> Predicts own and other's feelings in response to a scenario
5 LITTLE FIREFIGHTERS RESOURCES • Firefighters L1 L2 L3 A3	<ul style="list-style-type: none"> Follows directions containing before/after during craft 	<ul style="list-style-type: none"> Joins in singing a new song and adds action in each line of the song 	<ul style="list-style-type: none"> Understands ordinal numbers 1st, 2nd, 3rd, 4th + last
FIND THE EQUIPMENT RESOURCES • Firefighters L1 L2 L3 A4	<ul style="list-style-type: none"> Understands a function of an object 	<ul style="list-style-type: none"> Describes an object referencing its function 	<ul style="list-style-type: none"> Understands and uses position words below/above

ACTIVITY

1. Fire Engine Puzzle

PREPARATION

Print resource onto lightweight card.

RESOURCES

- Firefighters L1 A1
- Scissors

You are going to make a simple fire engine puzzle.

1. Cut the numbers row off the bottom of the firetruck and encourage the child to cut on the lines to cut the numbers up and place the numbers to one side.
2. Cut off the top panel and leave as one piece on the table.
3. Cut the fire engine into the 3 pieces, turn them over and mix them up.
4. Turn over one piece of the fire truck, talk about it and then decide where it goes under the panel.
5. When the fire engine is complete, turn the numbers face down, mix them up and repeat the sorting with the numbers.



EXPECTED OUTCOMES

- Identifies one item
 - early listening sounds: nee nah nee nah, round and round
 - parts of a fire engine: lights, wheels

KEY STRATEGIES

AUDITORY HOOK: Use big bold vocal sounds to capture the Level 1 listener's auditory attention. These sounds can be called Learning to Listen sounds, or Early Listening Sounds or Play sounds. One of the important features of these sounds is that they use speech sounds, with exaggerated suprasegmental features, such as slightly increased intensity (loudness) or more dramatic intonation and because they are 'play' sounds we can repeat them frequently during play to help the child attach meaning to what they hear. You can add early listening sounds to items you see on each part of the fire engine picture. *The door goes open ...eeeeek and shut.... bang. Up the ladder we go, up up up.*

TALK TALK TALK: Model how to build vocabulary through the strategy of identifying and talking about parts of a whole. See how many new words you can talk about with each piece of the puzzle. You can talk about the front, the middle and the back and also the lights, the wheels, the door handle, the fuel tank, ladder, windows, windscreen.



EXPECTED OUTCOMES

- Repeats or says
 - early listening sounds e.g. up up up, nee nah
 - parts of a fire engine e.g. ladder, siren

KEY STRATEGY

SIGNAL TO NOISE RATIO & WAIT WAIT & WAIT SOME MORE: Children with hearing impairment learn best through audition when the signal (the voice) is at least 15dB louder than the background noise or other voices. Adjust the listening environment to minimise background noise, coach parents/caregivers in how to do this in the home environment and use positioning and a clear voice to speak to the child. Early listening sounds are often easier to make a bit louder than typical speaking volume but avoid unnatural loudness as this distorts the sound quality. Say the sounds (or words) and leave plenty of wait time for the child to have their turn.



EXPECTED OUTCOMES

- Counts 1, 2, 3.

KEY STRATEGY

LISTENING FIRST: Say the numbers before you show the numeral on the card and say it again as you place it down above the fire engine. Repeat all the numbers when you have them in the row.

ACTIVITY

1. Fire Engine Puzzle

PREPARATION

Print all resources on to lightweight card.

RESOURCES

- Firefighters L2 A1
- Scissors

You are going to make a fire engine puzzle.

1. Cut the numbers row off the bottom of the firetruck and encourage the child to cut on the lines to cut the numbers up and place the numbers to one side.
2. Cut off the top panel and leave as one piece on the table.
3. Cut the fire engine into the 6 pieces, turn them over and mix them up.
4. Turn over one piece of the fire truck, talk about it, mentioning two parts visible on the piece.
5. Encourage the child to repeat the words and then decide where the piece goes under the panel.
6. When the fire engine is complete, turn the numbers face down, mix them up and repeat the sorting with the numbers.



EXPECTED OUTCOMES

- Identifies two items: parts of a fire engine e.g. window and wheels.

KEY STRATEGIES

TALK TALK TALK: Model how to build vocabulary through the strategy of identifying and talking about parts of a whole. See how many new words you can talk about with each piece of the puzzle. You can talk about *the lights and the wheels, the door handle and the window, the fuel tank and the ladder, the door and the roof*.

LISTENING FIRST: When you are sorting the numbers into position you may like to check for comprehension at the two item level by asking the child to find where to put the number that *goes with the wheel and the window*.



EXPECTED OUTCOMES

- Repeats or says parts of a fire engine.

KEY STRATEGIES

SIGNAL TO NOISE RATIO: Children with hearing impairment learn best through audition when the signal (the voice) is at least 15dB louder than the background noise or other voices. Adjust the listening environment to minimise background noise, coach parents/caregivers in how to do this in the home environment and use positioning and a clear voice to speak to the child but avoid unnatural loudness as this distorts the sound quality.

WAIT, WAIT AND WAIT SOME MORE & USE CHOICES: Remind the child when it is their turn to describe the piece to say 2 parts of the fire engine. Provide a prompt by holding your fingers up to indicate 2 and lower them as they say their clues. If the child can't think of the words, provide alternatives as suggestions... *Well you could say the wheel and the window, or the wheel and the door handle*.



EXPECTED OUTCOMES

- Counts 1-6.

KEY STRATEGY

LISTENING FIRST: Often children learn to count by rote (memorising the order without attaching meaning). Say the numbers before you show the numeral on the card and say it again as you place it down above the fire engine to help build the understanding that these numbers are independent of each other.

ACTIVITY

1. Fire Engine Puzzle

PREPARATION

Print resource onto lightweight card.

RESOURCES

- Firefighters L3 A1
- Scissors

You are going to make a fire engine puzzle.

1. Cut the numbers row off the bottom of the firetruck and encourage the child to cut on the lines to cut the numbers up and place the numbers to one side.
2. Cut off the top panel and leave as one piece on the table.
3. Cut the fire engine into the 12 pieces, turn them over and mix them up.
4. Turn over one piece of the fire truck, talk about it, describing the function of one part that you can see on that piece.
5. Encourage the child to guess what it is you are talking about.
6. Put the piece down and try and work out where it goes in relation to the panel on the table.
7. Take turns taking a piece of fire engine and describing a part.
8. When the fire engine is complete, turn the numbers face down, mix them up, pick up three and say them for the child to repeat, then sort them onto the puzzle.



EXPECTED OUTCOMES

- Identifies parts of a whole from a description of function
e.g. this is something on the fire engine that makes a loud noise.
- Repeats 3 numbers.

KEY STRATEGIES

TALK TALK TALK: The Level 3 listening child is developing a wide vocabulary. Model how to build vocabulary through the strategy of identifying and talking about parts of a whole. See how many new words you can talk about with each piece of the puzzle. Identify new parts and use specific verbs to facilitate continued vocabulary growth. *This is something the firefighters use to ascend a building.*

BUILD AUDITORY MEMORY: The ability to hear, listen and remember pieces of information is a skill that contributes to academic success. Facilitate the development of this skill by encouraging the child to practise recalling lists of items, in this case numbers. *Ok, lets see how many numbers you can remember, ready to listen? 7, 3, 10.*



EXPECTED OUTCOMES

- Describes a part of a fire engine referencing its function.

KEY STRATEGIES

SIGNAL TO NOISE RATIO: Children with hearing impairment learn best through audition when the signal (the voice) is at least 15dB louder than the background noise or other voices. Adjust the listening environment to minimise background noise, coach parents/caregivers in how to do this in the home environment and use positioning and a clear voice to speak to the child but avoid unnatural loudness as this distorts the sound quality.

COME CLOSE TO ME & USE CHOICES: Remind the child when it is their turn to think of a clue about what the part of the fire engine does. If the child can't think of the words lean in close and whisper suggestions... *Well you could say it opens to let air in or it's made of glass so you can see out.*



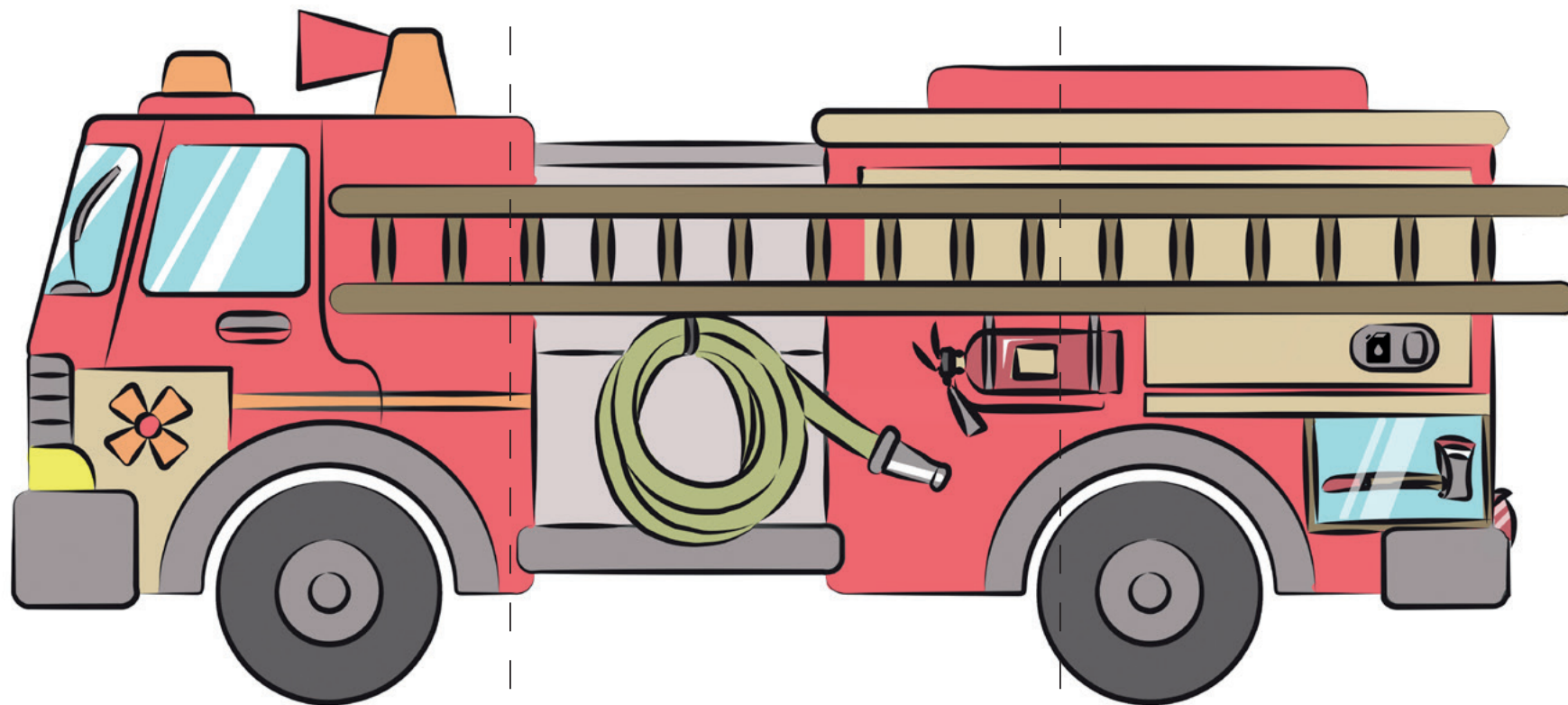
EXPECTED OUTCOMES

- Counts 1-12.

KEY STRATEGY

LISTENING FIRST: Often children learn to count by rote (memorising the order without attaching meaning). Say each number before you show the numeral on the card and say it again as you place it down above the fire engine to help build the understanding that these numbers are independent of each other.

1. Fire Engine Puzzle

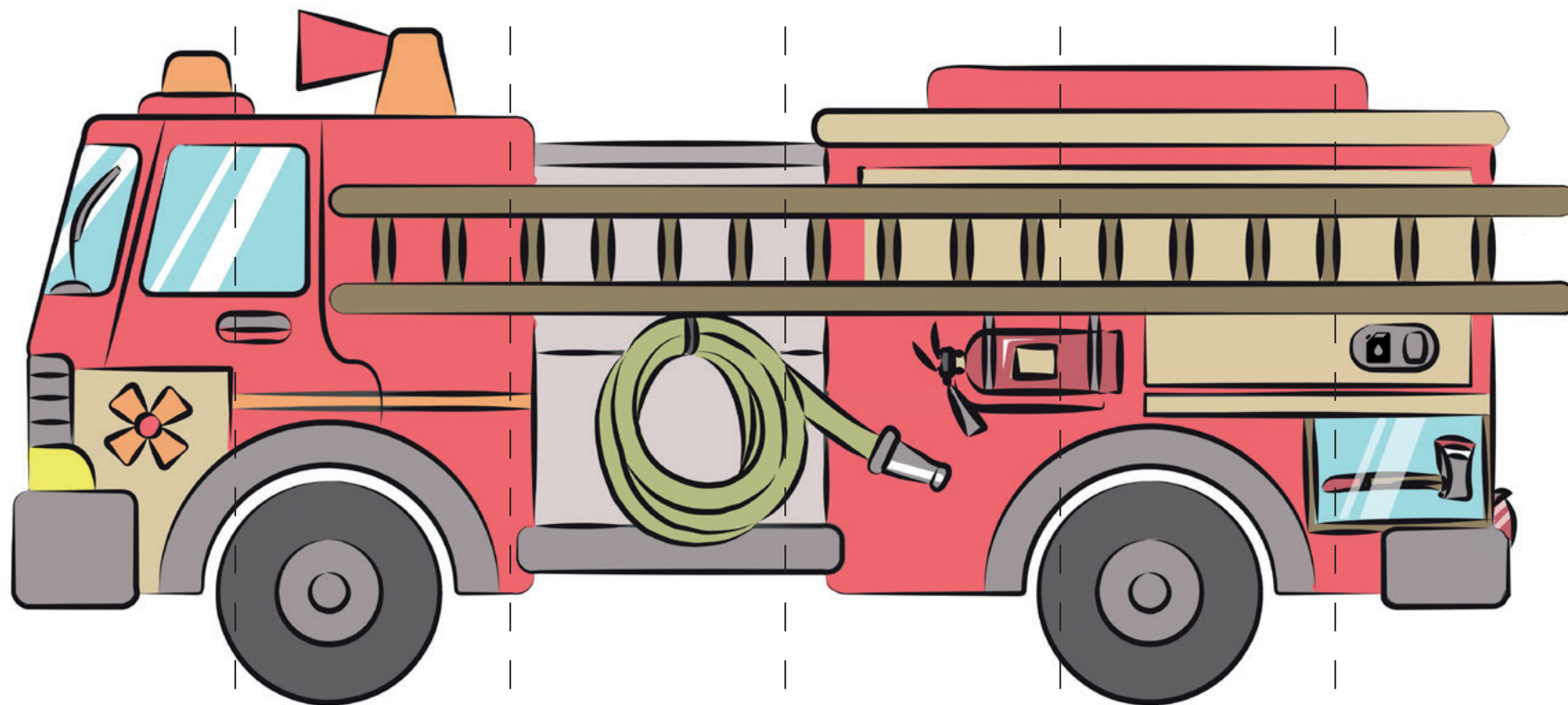


1

2

3

1. Fire Engine Puzzle



1

2

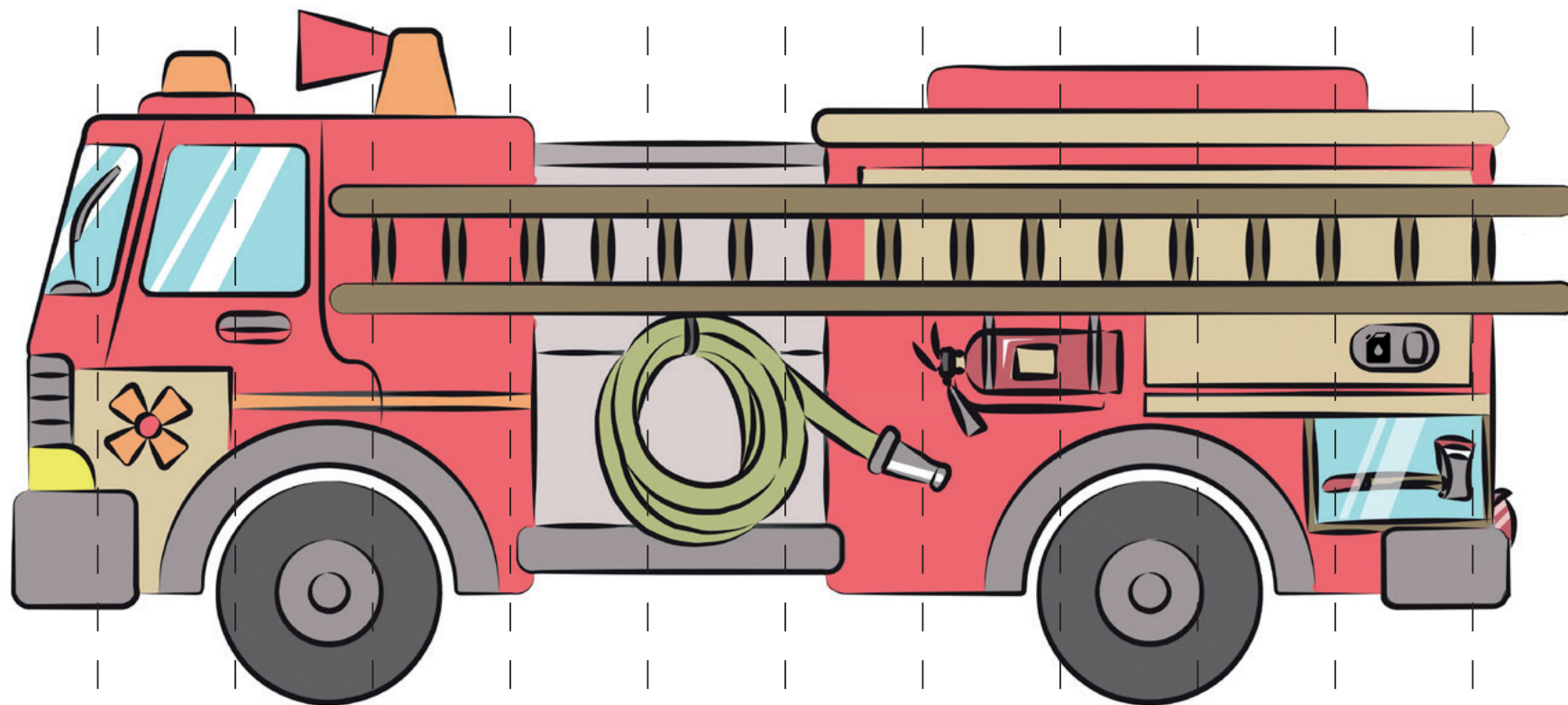
3

4

5

6

1. Fire Engine Puzzle



1 2 3 4 5 6 7 8 9 10 11 12

ACTIVITY

2. Fire Station Open Day

PREPARATION

Print 2 copies of the resource onto lightweight card.
Cut the panel of children off the bottom.

RESOURCES

- Firefighters L1 L2 L3 A2
- Blu tack

On fire station open day the children are allowed to visit the fire station. You are going to make the 2 fire stations match by putting the children in the same place.

1. Give the child one fire station and one panel of children and encourage them to give the others to their parent/caregiver.
2. Cut the children into pairs so that you have 2 children standing, 2 children kneeling and 2 children in wheelchairs.
3. Decide which pair of children you will start with and put the others aside.
4. Cut the pair in half and decide if you are going to start with the boy or the girl.
5. Encourage the child to instruct their parent/caregiver to pick up that one.
6. Talk about the rooms of the fire station and encourage the child to put the child in a room. You might like to roll a tiny piece of blu tack onto the back to keep them in place.
7. Encourage the child to instruct their parent/caregiver on where to put their child.
8. Talk about what the firefighters might do in the room.
9. Compare the 2 fire stations to check they are the same.
10. Swap roles so the parent/ caregiver chooses a child (picture) and tells where to put them.
If the above is easy, try doing it with a barrier between the fire stations so the listener cannot see the speakers' fire station.



EXPECTED OUTCOMES

- Attends to one item
 - places/objects e.g. kitchen, bed
 - verbs e.g. cook, sleep

KEY STRATEGIES

LISTENING FIRST: Use words before you point to the pictures to help the child attend to the auditory input before focussing on the visual information.

COME CLOSE TO ME: Sitting so the child is shoulder to shoulder with their parent/caregiver and with you will help provide the best auditory signal. As the children begin to take their spots in the fire station sitting side by side also allows everyone to easily compare the fire stations to check they are the same.



EXPECTED OUTCOMES

- Repeats or says
 - objects e.g. oven, bed
 - verbs e.g. cook, sleep

KEY STRATEGIES

USE CHOICES: Provide the language for the child to attempt to repeat in a choice question. *Maybe you want to put her on the chair or on the bed?*

EXPANSION & EXTENSION: It is easy to point to nouns in pictures and label objects so typically nouns develop earlier than verbs. If the child uses a noun, repeat it back and add a verb to it to facilitate the development of verbs and also build word associations.



EXPECTED OUTCOMES

- Recognises some feelings in others.

KEY STRATEGY

TALK TALK TALK: Add information about how the firefighters might feel each day and relate this to rooms of the fire station. *The firefighters are probably all dirty after work and need a bath. Then they would be tired and want to sleep.*

ACTIVITY

2. Fire Station Open Day

PREPARATION

Print 2 copies of the resource onto lightweight card.

Cut the panel of children off the bottom.

RESOURCES

- Firefighters L1 L2 L3 A2
- Blu tack
- A barrier to place between players (a folder/ book or board)

On fire station open day the children are allowed to visit the fire station. You are going to make the 2 fire stations match by putting the children in the same place in a barrier game.

1. Give the child one fire station and one panel of children and encourage them to give the others to their parent/caregiver.
2. Place the barrier between the two fire stations.
3. Decide which picture of a child to start with, talk about whether it is a boy or girl and whether they are standing, sitting or in a wheelchair.
4. Both players cut that picture from the panel and roll blu tack on the back.
5. Talk about the rooms of the fire station and encourage the child to put the paper child in a room.
6. Encourage the child to instruct their parent/caregiver on where the paper child is and what they are doing. Parent places their matching paper child in the position described.
7. Compare the 2 fire stations to check they are the same.
8. Swap roles so the parent/ caregiver chooses a child (picture) and tells where to put them.



EXPECTED OUTCOMES

- Attends to 2 items
 - boy/girl + description e.g. the boy who is standing
 - location phrase e.g. in front of the fridge

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING & AUDITORY SANDWICH: The Level 2 listener will be developing their understanding of location words (or prepositions). There are many prepositions in English (e.g. in, on, under) that develop early and others that develop later. Use acoustic highlighting to stress these words then show the child what it means by pointing to that position in the fire station, then repeat the location phrase again. *Mum said **under** the window.* (point) *You got it, **under** the window.*

COME CLOSE TO ME: Sitting so the child is shoulder to shoulder with their parent/caregiver and with you will help provide the best auditory signal. As the paper children begin to take their spots in the fire station sitting side by side allows you to remove the barrier to easily compare the fire stations to check they are the same. If they are not the same review the listening that lead to the error.



EXPECTED OUTCOMES

- Gives directions: location phrase.

KEY STRATEGY

USE CHOICES & EXPANSION & EXTENSION: If the child has difficulty formulating the direction, provide the language for the child to attempt to repeat in a choice question. *Maybe you want to put her on the chair or on the bed?* Extend the interaction by talking about what the child would be doing in that location, then model how that verb goes together with the location phrase. *Looks like she is balancing on the chair.*



EXPECTED OUTCOMES

- Recognises feelings in others.

KEY STRATEGY

TALK TALK TALK: Add information about how the firefighters might feel each day and relate this to rooms of the fire station. *The firefighters are probably all dirty after work and need a bath. Then they would be tired and want to sleep.*

ACTIVITY

2. Fire Station Open Day

PREPARATION

Print 2 copies of the resource onto lightweight card.
Cut the panel of children off the bottom.

RESOURCES

- Firefighters L1 L2 L3 A2
- Blu tack
- A barrier to place between players (a folder/book or board)

On fire station open day the children are allowed to visit the fire station. You are going to make the 2 fire stations match by putting the children in the same place in a barrier game.

1. Give the child one fire station and one panel of children and give the others to their parent/caregiver.
2. Encourage them to cut up the paper children describing the children as they do.
3. Place the barrier between the two fire stations and put the paper children beside the fire stations.
4. The parent/caregiver can start the game by saying which child goes where in the fire station, both players roll up blu tack, put it on the back of the described paper child and push it into position in the fire station.
5. Swap roles so the child chooses a paper child and tells the parent/caregiver where to put him/her.
6. After 2 turns compare the fire stations to check they are the same.



EXPECTED OUTCOMES

- Attends to 3 items: boy/girl + description + place: e.g. the boy in the wheelchair is in the fire engine.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING & AUDITORY SANDWICH: There is a lot of information for the Level 3 listener to attend to and remember in this activity. If the child is finding it difficult, use acoustic highlighting to stress the words that the child has missed in the instruction and if necessary point to the paper child or position then repeat the direction again. *Mum said put the girl who is kneeling in between the bedroom and the bathroom.*

COME CLOSE TO ME: Sitting so the child is shoulder to shoulder with their parent/caregiver and with you will help provide the best auditory signal. As the paper children begin to take their spots in the fire station sitting side by side allows you to remove the barrier to easily compare the fire stations to check they are the same. If they are not the same review the listening that lead to the error.



EXPECTED OUTCOMES

- Gives directions containing boy/girl + description + place.
- Uses pronouns: she/he.

KEY STRATEGY

USE CHOICES & EXPANSION & EXTENSION: If the child has difficulty formulating a complex direction, provide the language for the child to attempt to repeat in a choice question. *Maybe you want to put the boy who is standing up on the table or the girl in the wheelchair in the fire engine?* Extend the interaction by talking about what the paper child could be doing in that location, then model how that verb goes together with the location phrase. *I think he could be on the table trying to turn off the smoke detector.*



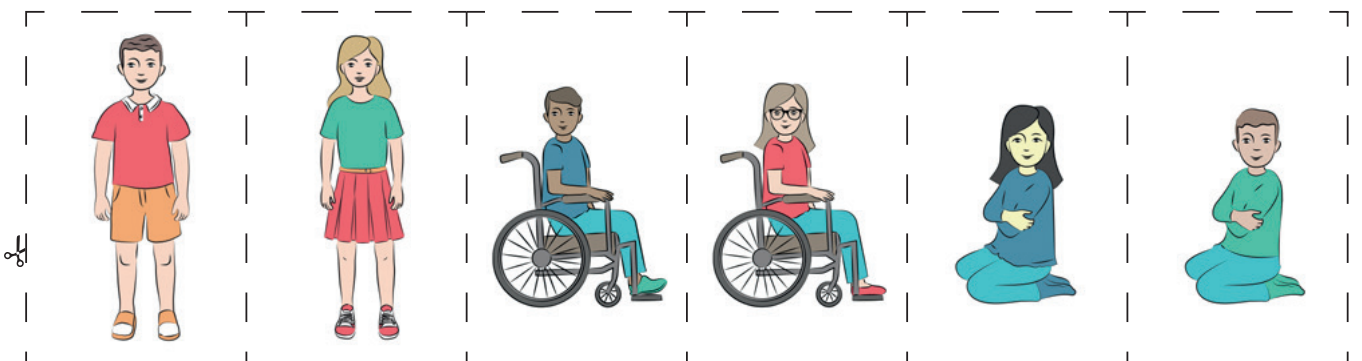
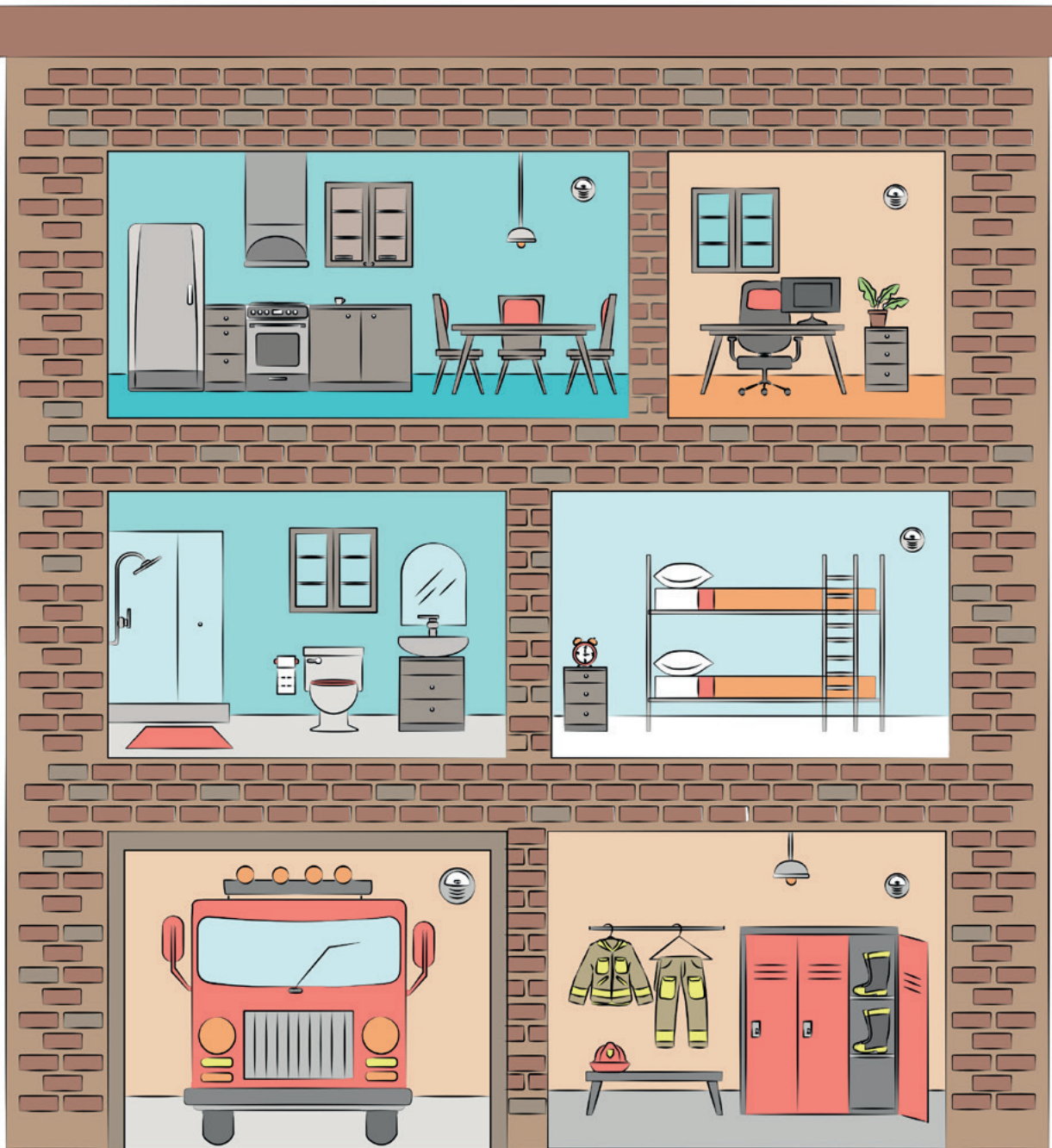
EXPECTED OUTCOMES

- Predicts own and other's feelings in response to a scenario.

KEY STRATEGY

TALK TALK TALK: Add information about how the firefighters might feel each day and relate this to rooms of the fire station. The firefighters are probably all dirty after putting out a fire. How do you think they feel? How would you feel?

2. Fire Station Open Day



ACTIVITY

3. 5 Little Firefighters

PREPARATION

Print Firefighters L1 L2 L3 A3 onto lightweight card.

Cut off the top panel and cut out the faces and fire hats. Save the remaining white card.

RESOURCES

- Firefighters L1 L2 L3 A3
- Scissors, glue
- Coloured pens

You are going to do some craft, then sing a song.

1. Place the child's hand on the remaining white card and help them draw around it.
2. Stick a face at the top of a finger.
3. Stick a hat on the top of the face.
4. Add eyes, nose and mouth to the face.
5. Repeat with all remaining faces and hats.
6. Draw a hose across the middle of all the fingers, extend it past the thumb.
7. Draw water coming out of the hose.
8. Sing the song below and add the actions:
 - Five little fire fighters standing in a row (hold up 5 fingers).
 - When the bell rings away they all go (wiggle fingers and move them away).
 - Climb up the ladder (pretend to climb a ladder).
 - Pull on the hose (pretend to pull a hose).
 - See how far the water goes (wave hands everywhere for the water spraying).



EXPECTED OUTCOMES

- Follows simple directions during craft.

KEY STRATEGIES

TALK TALK TALK: By sticking on one face and then one hat and then drawing the eyes, nose and mouth, you have 5 chances of repeating the craft sequence and the language that goes with it. This natural repetition will help the child attach meaning to the words.

THE SAME THINKING PLACE: The child may demonstrate that they understand, remember and anticipate the next action in the sequence. *Turn over the face, put glue on the back, stick it on, turn over the hat, put glue on the back and then stick it on the face. Then draw on the eyes, draw on the nose and draw on the mouth.* Continue to provide the language to match the child's thinking to consolidate auditory comprehension skills.



EXPECTED OUTCOMES

- Joins in singing with one word + action in every line of the song.

KEY STRATEGIES

MUSIC MUSIC MUSIC: This song is an adaptation of a couple of different firefighter songs, so you will not be able to find the melody on line. Make up a melody and rhythm pattern that you can repeat consistently and you have your own homemade song. Homemade songs are great for capturing the child's attention, following the child's lead and interests, introducing new vocabulary and sentence structures and they encourage vocalisation.

AUDITORY CLOSURE: Use the parent/caregiver as a model to demonstrate how to complete auditory closure. Sing the song a couple of times and then stop before the last word and encourage the parent/caregiver to 'cloze' or complete the song. Then suggest the parent/caregiver have a try with the child.



EXPECTED OUTCOMES

- Understands abstract pictures are representing real objects/things.

KEY STRATEGY

BOOKS BOOKS BOOKS: The completed craft will look quite abstract. You might like to have a book or image in the internet ready to show the child a row of real firefighters.

ACTIVITY

3. 5 Little Firefighters

PREPARATION

Print Firefighters L1 L2 L3 A3 onto lightweight card.

Cut off the top panel and cut out the faces and fire hats. Save the remaining white card.

RESOURCES

- Firefighters L1 L2 L3 A3
- Scissors, glue
- Coloured pens

You are going to do some craft, then sing a song.

1. Place the child's hand on the remaining white card and help them draw around it.
2. Stick a face at the top of a finger.
3. Stick a hat on the top of the face.
4. Add eyes, nose, mouth and hair to the heads (make some look like girls and some like boys).
5. Repeat with all remaining faces and hats.
6. Draw a hose across the middle of all the fingers, extend it past the thumb.
7. Draw water coming out of the hose.
8. Sing the song below and add the actions:
 - Five little fire fighters standing in a row (hold up 5 fingers).
 - When the bell rings away they all go (wiggle fingers and move them away).
 - Climb up the ladder (pretend to climb a ladder).
 - Pull on the hose (pretend to pull a hose).
 - See how far the water goes (wave hands everywhere for the water spraying).



EXPECTED OUTCOMES

- Follows two step directions during craft e.g. turn over a face and put glue on the back.

KEY STRATEGIES

TALK TALK TALK: By sticking on one face and then one hat and then drawing the eyes, nose and mouth you have 5 chances of repeating the craft sequence and the listening that goes with it. This natural repetition will help the child attach meaning to the words.

THE SAME THINKING PLACE: The child may demonstrate that they remember and can predict the sequence but encourage the parent/caregiver to continue to provide language to match the child's actions. *turn over the face, put glue on the back. Stick it on the top of one finger. Turn over the hat, put glue on the back. Stick it on the top of the head. Then draw on the eyes and nose. Last of all draw on the mouth and hair.*



EXPECTED OUTCOMES

- Joins in singing with two to three words + action in each line of the song.

KEY STRATEGY

MUSIC MUSIC MUSIC: This song is an adaptation of a couple of different firefighter songs, so you will not be able to find the melody on line. Make up a melody and rhythm pattern that you can repeat consistently and you have your own homemade song. Homemade songs are great for capturing the child's attention, following the child's lead, introducing new vocabulary and sentence structures and they encourage vocalisation.

AUDITORY CLOSURE: Use the parent/caregiver as a model to demonstrate how to complete auditory closure. Sing the song a couple of times and then stop before the last 3 words in each line and encourage the parent/caregiver to 'cloze' or complete the line. Then suggest the parent/caregiver have a try with the child.



EXPECTED OUTCOMES

- Understands the concept of first (in the line).

KEY STRATEGY

TALK TALK TALK: The words 'first' and 'last' can be either referencing position or time. When referencing position it is tricky because it requires an understanding of direction as well. Point out the hose and the water coming out and how the firefighter holding closest to the water is **first** in the line and he or she must spray the water on the fire.

ACTIVITY

3. 5 Little Firefighters

PREPARATION

Print Firefighters L1 L2 L3 A3 onto lightweight card.

Cut off the top panel and cut out the faces and fire hats. Save the remaining white card.

RESOURCES

- Firefighters L1 L2 L3 A3
- Scissors, glue
- Coloured pens

You are going to do some craft, then sing a song.

1. Place the child's hand on the remaining white card and help them draw around it.
2. Stick a face at the top of a finger.
3. Stick a hat on the top of the face.
4. Add eyes, nose, mouth and hair to the heads. Make some look like girls, some like boys.
5. Repeat with all remaining faces and hats.
6. Draw a hose across the middle of all the fingers, extend it past the thumb.
7. Draw water coming out of the hose in front of the thumb.
8. Sing the song below and add the actions:
 - Five little fire fighters standing in a row (hold up 5 fingers).
 - When the bell rings away they all go (wiggle fingers and move them away).
 - Climb up the ladder (pretend to climb a ladder).
 - Pull on the hose (pretend to pull a hose).
 - See how far the water goes (wave hands everywhere for the water spraying).



EXPECTED OUTCOMES

- Follows directions containing before/after during craft e.g. Before you draw the nose, draw the eyes.

KEY STRATEGY

TALK TALK TALK: By sticking on one face and then one hat and then drawing the eyes, nose, mouth and hair you have 5 chances of repeating the craft sequence and the listening that goes with it. Use the words before and after the easy way and the harder way to help the child understand that they mean the same thing.

Easy way:

Draw the eyes before you draw the nose.

After you draw the eyes, draw the nose.

Harder way:

Before you draw the nose, draw the eyes.

Draw the nose after you draw the eyes.



EXPECTED OUTCOMES

- Joins in singing a new song and adds action in each line of the song.

KEY STRATEGY

MUSIC MUSIC MUSIC: This song is an adaptation of a couple of different firefighter songs, so you will not be able to find the melody on line. Make up a melody and rhythm pattern that you can repeat consistently and you have your own homemade song. Homemade songs are great for following the child's lead and interests, introducing new vocabulary and sentence structures. In addition you can talk about the beats in each line of the song and try and clap it out. This is a pre-literacy skill called segmentation.



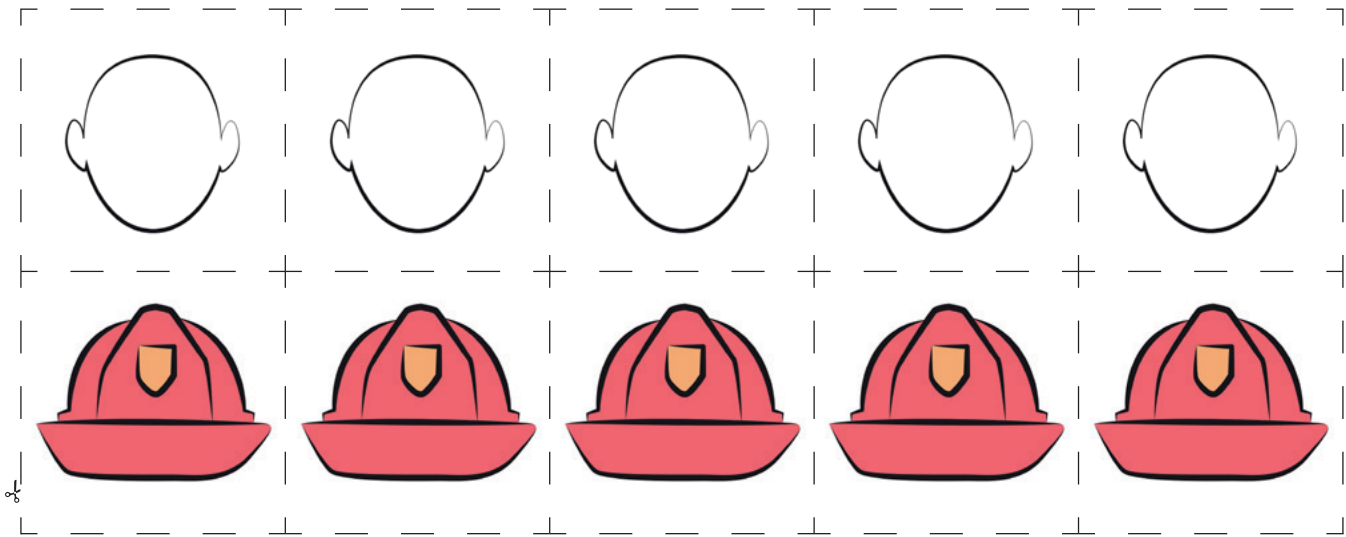
EXPECTED OUTCOMES

- Understands ordinal numbers 1st, 2nd, 3rd, 4th + last.

KEY STRATEGY

TALK TALK TALK: Ordinal numbers and 'last' reference position and require an understanding of direction. Point out the hose and the water coming out and how the firefighter holding closest to the water is **first** in the line. The one after is the second and so on.

3. 5 Little Firefighters



ACTIVITY

4. Find the Equipment

PREPARATION

Print the resources onto lightweight card.

RESOURCES

- Firefighters L1 L2 L3 A4
- Firefighters L1 L2 L3 A4 draw cards
- Piece of plain paper

You are going to play help the firefighter find the equipment.

1. Together with the child cut out the draw cards. As you do, add an early listening sound, song or suprasegmental clue to the name of the object to help you describe its function.
2. Show the child how the draw cards match the images on the right of the Hidden Equipment page (Firefighters L1 L2 L3 A4).
3. Shuffle the draw cards and place them face down.
4. Cover the rectangle containing all the hidden images on Firefighters L1 L2 L3 A4 with a piece of paper.
5. Take a draw card. Label the object, then add the clue: early listening sound, song or suprasegmental clue to describe the function. Encourage the child to identify the picture in the panel on the right.
6. Remove the covering paper and encourage the child and parent/caregiver to find the hidden image.
7. Take turns taking a card to be the talker.



EXPECTED OUTCOMES

- Understands a function of an object from a clue containing an early listening sound, songs or suprasegmental cues.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING: Using early listening sounds, songs and exaggerating suprasegmental cues are all forms of acoustic highlighting and are useful strategies to help attract the attention of the level 1 listener and enable them to remember and attach meaning to what they hear. You'll have to use your imagination to think of 10 different clues to describe the functions of these objects, but explain why you are doing this and ask the parent/caregiver to help. *This axe you can use to chop chop chop. How about this hose... Mum, what can we use that for...*

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

- Imitates early listening sounds.

KEY STRATEGIES

COME CLOSE TO ME: When it is the child's turn to take a draw card and be the talker, lean in and whisper a suggestion for the child to use as the sound, song or suprasegmental clue for the function of the object. *You could say 'squiiirt squiiirt' for the fire extinguisher.*

MY VOICE MATTERS: After the child's attempt everybody can copy them, so they learn the power of their vocalisations.



EXPECTED OUTCOMES

- Finds matching pictures of different size.

KEY STRATEGY

SABOTAGE: Sometimes sabotage can be just a case of bad acting. Pretend you can't see the tiny images and then reach for your glasses (or even pretend glasses for the addition of a pretend play goal). *I can't see the fire extinguisher that goes squiiirt squiiirt.... I must need my glasses. ... Oh there it is. It is so small.*

ACTIVITY

4. Find the Equipment

PREPARATION

Print the resources onto lightweight card.

You are going to play help the firefighter find the equipment.

1. Together with the child cut out the draw cards. As you do, label it and add a description of its function.
2. Show the child how the draw cards match the images on the right of the Hidden Equipment page (Firefighters L1 L2 L3 A4).
3. Shuffle the draw cards and place them face down.
4. Cover the rectangle containing all the hidden images on Firefighters L1 L2 L3 A4 with a piece of paper.
5. Take a draw card. Give the clue which describes the function and encourage the others to find it in the panel on the right.
6. Remove the covering paper and encourage the child and parent/caregiver to find the image.
7. Take turns taking a card to be the talker.

RESOURCES

- Firefighters L1 L2 L3 A4
- Firefighters L1 L2 L3 A4 draw cards
- Piece of plain paper



EXPECTED OUTCOMES

- Understands a function of an object from a clue.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING & TALK TALK TALK: You'll have to use your imagination to think of 10 different clues to describe the functions of these objects. Encourage the parent/caregiver to help think of the clues. *This is something the firefighter might use to chop a door. Ok, mum your turn to think of the next clue.*

WAIT WAIT WAIT: Leave a long pause after the acoustic highlighted language models and combine this with the expectant look and body posture to encourage the child to repeat what they hear or to show you they understand by finding the object in the panel.



EXPECTED OUTCOMES

- Describes an object by referencing its function e.g. You wear it.

KEY STRATEGIES

COME CLOSE TO ME: When it is the child's turn to take a draw card and be the talker, help if needed by leaning in and whisper a suggestion for the child to use as the clue for the function of the object. *You could say: This one sprays the water.*

EXPANSION & EXTENSION & USE CHOICES: Maybe the clue is not specific enough for you to find the correct picture. Request more information through a choice question and model the extended sentence. *Is it something they wear on their body or wear on their legs?*



EXPECTED OUTCOMES

- Understands position words beside/between.

KEY STRATEGY

SABOTAGE: Sometimes sabotage can be just a case of bad acting. Pretend you can't see the tiny images and then reach for your glasses (or even pretend glasses for the addition of a pretend play goal). *Oh there it is **between** the grapes and the comb.*

ACTIVITY

4. Find the Equipment

PREPARATION

Print the resources onto lightweight card.

RESOURCES

- Firefighters L1 L2 L3 A4
- Firefighters L1 L2 L3 A4 draw cards
- Piece of plain paper

You are going to play help the firefighter find the equipment.

1. Together with the child cut out the draw cards. As you do, label it and add a description of its function.
2. Show the child how the draw cards match the images on the right of the Hidden Equipment page (Firefighters L1 L2 L3 A4).
3. Shuffle the draw cards and place them face down.
4. Cover the rectangle containing all the hidden images on Firefighters L1 L2 L3 A4 with a piece of paper.
5. Take a draw card. Give the clue which describes the function and encourage others to find it in the panel.
6. Remove the covering paper and encourage the child and parent/caregiver to find the image and without pointing, describe where it is.
7. Take turns taking a card to be the talker.



EXPECTED OUTCOMES

- Understands a function of an object e.g. Firefighters use these to protect their heads.

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING & TALK TALK TALK: You'll have to use your imagination to think of 10 different clues to describe the functions of these objects. Encourage the parent/caregiver to help think of the clues. Try to include specific verbs to facilitate vocabulary development. *Firefighters **attach** their hose to this to **connect** to water pipes underground.*

WAIT WAIT WAIT: Leave a long pause after the clue to encourage the child to demonstrate they understood. If they are puzzled, encourage them to use clarification techniques such as a request for repetition or request an explanation.



EXPECTED OUTCOMES

- Describes an object by referencing its function.

KEY STRATEGY

COME CLOSE TO ME: When it is the child's turn to take a draw card and be the talker, lean in and whisper a reminder to only give a clue, don't say the name of the object. *Remember, tell us what the firefighters use it for....* Maybe the child needs some help thinking of a clue to describe the function.

EXPANSION & EXTENSION & USE CHOICES: Maybe the clue is not specific enough for you to find the correct picture. Request more information and model the language required for clarification questions. *Is it something they wear to protect their body or protect their legs?*



EXPECTED OUTCOMES

- Understands and uses position words below/above.

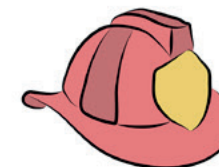
KEY STRATEGY

SABOTAGE: Sometimes sabotage can be just a case of bad acting. Listen to the description of where the item is, pretend you can't see the tiny images and then reach for your glasses (or even better, your pretend glasses to add an element of dramatic play) to highlight new prepositions. *Oh there it is **below** the cat's tail.*

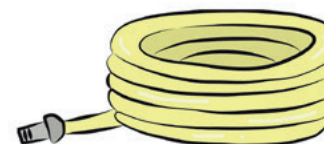
4. Find the Equipment



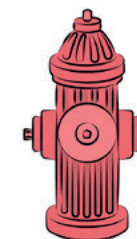
fire extinguisher



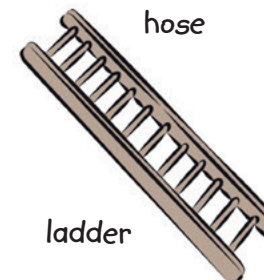
fire hat



hose



fire hydrant



ladder



fire alarm



boots



axe



jacket

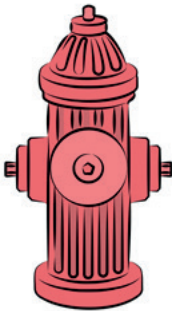
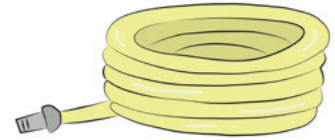
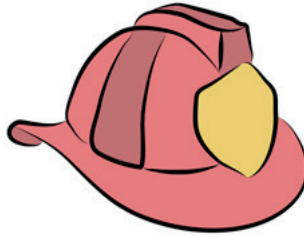
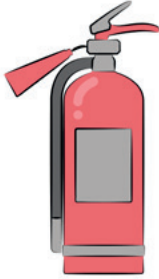


pants

4. Find the Equipment



4. Find the Equipment



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