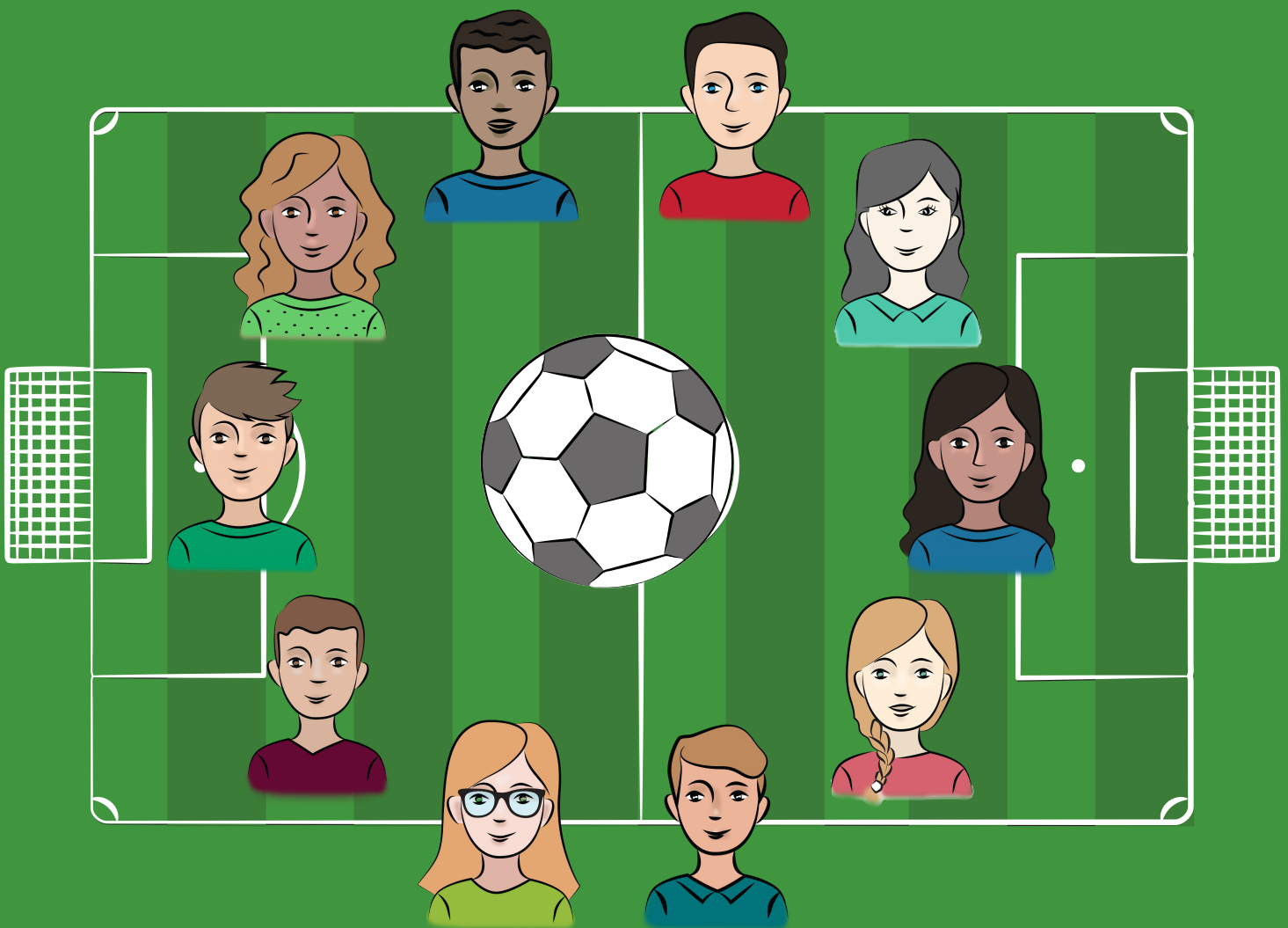


Lesson Kits

25 OUR HOBBIES



Learn About the Lesson Plans

Lesson Plan

Level 1, Level 2, Level 3

1. Our Hobbies

Therapist Notes, Resources

2. The Field

Therapist Notes, Resources

A note about the resources: English text is provided on some of the resources. In these cases, we provide a duplicate of the same resource with no text. Choose the one that 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 utilized to enable the child to attend to new information.	The child is using single words, 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 (ToM) 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. Furthermore, 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. Older children working at Level 1 may already have more advanced cognitive and ToM skills and need stronger language skills to express themselves. Conversely, younger children 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 utilized to encourage the child to attend to all the information in the sentence.	The child is producing 2- to 3-word combinations, 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 utilized to encourage the child to attend to grammatical elements in the sentence.	The child is producing 4- to 5-word sentences 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 (i.e., a broad general topic, such as *Animals*) followed by a related micro theme (i.e., a narrow, related sub-topic, such as *Cats* and *Dogs*) 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 save electronically to computer or tablet.

Resources are easily identified by file name:

Theme Level (L) Activity (A)

(e.g., Animals L1 L2 A2 refers to 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 <i>same</i> and <i>not the same</i>
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	<div> <div>MY HOUSE: LEVEL 1 THERAPIST NOTES</div> <div>MED⁹EL</div> </div>
The activity name	<div> <div>ACTIVITY</div> <div>1. Build a House</div> </div>
What you need to do before the lesson	<div> <div>PREPARATION</div> <div> Print all resources onto lightweight card. <div> <div>RESOURCES</div> <ul style="list-style-type: none"> • A cardboard box • My house L1 L2 L3 A1 • Glue and scissors • Craft knife </div> </div> </div>
Step-by-step through the activity	<div> <div> You are going to make a house using the cardboard box. <ol style="list-style-type: none"> 1. Cut out the windows, curtains, doors, and chimney. 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 the chimney by folding the dotted lines in order; 1, 2, 3 and glue the base together. 10. Stick the chimney to the top of the box. </div> </div>
Goal from lesson plan: example of skill	<div> <div>  <div> <div>EXPECTED OUTCOMES</div> <ul style="list-style-type: none"> • Identifies 1 item: parts of a house (e.g., <u>door</u>, <u>window</u>, <u>curtain</u>, <u>chimney</u>) • Understands some prepositions: <u>front</u>, <u>back</u> </div> </div> </div>
Key listening strategy or technique to use to help the child to achieve the goal.	<div> <div> <div>KEY STRATEGIES</div> <div> 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. </div> </div> <div> <div> 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...<i>the front</i>." (Turn the box around.) "Or maybe we could put the blue door on...<i>the back</i>." </div> </div> </div>
	<div> <div>  <div> <div>EXPECTED OUTCOMES</div> <ul style="list-style-type: none"> • Uses verbs: <u>cut</u>, <u>stick</u>, <u>fold</u>. • Labels parts of a house (e.g., <u>door</u>, <u>window</u>, <u>curtain</u>, <u>chimney</u>) </div> </div> </div>
	<div> <div> <div>KEY STRATEGIES</div> <div> 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 to repeat it back. "<i>Just here on this line, you need to cut. Use the glue to make it stick.</i>" </div> </div> <div> <div> USE CHOICES: Using the house parts vocabulary in choice questions provides children with a model of the vocabulary just before they try and say it. Choosing from options is easier than trying to recall unfamiliar vocabulary. <i>Shall we do a window or a door?</i> </div> </div> </div>
	<div> <div>  <div> <div>EXPECTED OUTCOMES</div> <ul style="list-style-type: none"> • Understands that people see different things from different angles </div> </div> </div>
	<div> <div> <div>KEY STRATEGY</div> <div> SABOTAGE: Angle the box so the child's parent/caregiver cannot see the piece you just stuck on. Encourage parents/caregivers to comment that they can't see it. This strategy helps the child learn that not everybody has access to the same information. <i>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.</i> </div> </div> </div>

Date:

Name: Age: H.A:




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

			
OUR HOBBIES RESOURCES <ul style="list-style-type: none"> • Our Hobbies L1 L2 L3 A1 + additional activity at the back of the book 	<ul style="list-style-type: none"> • Identifies 1 item: <ul style="list-style-type: none"> · person's name · hobby 	<ul style="list-style-type: none"> • Repeats a name • Says a hobby 	<ul style="list-style-type: none"> • Understands that people like different things
THE FIELD RESOURCES <ul style="list-style-type: none"> • Our Hobbies L1 L2 L3 A2 • Our Hobbies L1 L2 L3 A2 field 	<ul style="list-style-type: none"> • Attends to 1 item: <ul style="list-style-type: none"> · object · preposition 	<ul style="list-style-type: none"> • Labels objects 	<ul style="list-style-type: none"> • Takes turns in different roles in a game

Date:

Name: Age: H.A:




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

			
OUR HOBBIES RESOURCES <ul style="list-style-type: none"> • Our Hobbies L1 L2 L3 A1 + additional activity at the back of the book 	<ul style="list-style-type: none"> • Identifies 2 items: <ul style="list-style-type: none"> · name + hobby · verb + hobby 	<ul style="list-style-type: none"> • Repeats 3 to 4 words from a sentence 	<ul style="list-style-type: none"> • Understands that people like different things • Talks about own preference
THE FIELD RESOURCES <ul style="list-style-type: none"> • Our Hobbies L1 L2 L3 A2 • Our Hobbies L1 L2 L3 A2 field 	<ul style="list-style-type: none"> • Attends to 2 items: <ul style="list-style-type: none"> · preposition + object 	<ul style="list-style-type: none"> • Describes a person using 2 words • Gives directions containing a preposition + object 	<ul style="list-style-type: none"> • Takes turns in the listener role and talker role in a game

Date:

Name: Age: H.A:

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

			
OUR HOBBIES RESOURCES <ul style="list-style-type: none"> Our Hobbies L1 L2 L3 A1 + additional activity at the back of the book 	<ul style="list-style-type: none"> Repeats a 6-word sentence 	<ul style="list-style-type: none"> Discusses past experiences 	<ul style="list-style-type: none"> Talks about own preference and asks others about theirs
THE FIELD RESOURCES <ul style="list-style-type: none"> Our Hobbies L1 L2 L3 A2 Our Hobbies L1 L2 L3 A2 field 	<ul style="list-style-type: none"> Follows a direction that contains a description of a subject + preposition + object 	<ul style="list-style-type: none"> Gives directions containing name (or description) + preposition + object 	<ul style="list-style-type: none"> Checks understanding using clarification questions

ACTIVITY

1. Our Hobbies

PREPARATION

Print the back page of *Our Hobbies* L1 L2 L3 A1 onto lightweight card and set aside for the additional activity.

Print the remaining pages of *Our Hobbies* L1 L2 L3 A1 onto paper.

RESOURCES

- Our Hobbies L1 L2 L3 A1
- Scissors (and a split pin for the additional activity)

You are going to make a book together and then read it.

1. Spread the pages out face up and pick up the title page.
2. Set aside the last page, "And we all love football!"
3. Look together at all the remaining pages and decide which page will go first in the book. You might ask, "Who do you want?" or "Who will be next?"
4. Encourage the child's parent/caregiver to show the child how to make a choice by pointing and saying, "This one."
5. Take turns making a choice as you put each page into the book.
6. Add the last page and staple together.
7. Read the first page and encourage the child to repeat at least one word, then show the picture.
8. Pass the book over to the parent/caregiver to take the lead of the activity.
9. After reading the book, follow the instructions for the additional activity on the page with the arrow.



EXPECTED OUTCOMES

- Identifies 1 item:
 - person's name
 - hobby

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING and WAIT, WAIT & WAIT SOME MORE: Level 1 children will mostly attend to the last word on each page, which is the hobby. You also can help them attend to the names by rephrasing and leaving wait time for them to try and repeat what they hear (e.g., *Her name is Hannah... She said she likes bike riding.*)

BOOKS, BOOKS, BOOKS: Reading with your child assists in the development of literacy skills. Pointing out the text helps children work out the difference between text and illustrations and begin to understand that text carries meaning.



EXPECTED OUTCOMES

- Repeats a name
- Says a hobby (e.g., tennis)

KEY STRATEGIES

THE AUDITORY FEEDBACK LOOP: The Level 1 child may not be able to spontaneously repeat the names or hobbies after listening just once. Provide an acoustically highlighted model for the child to try to copy. Encourage the child to make an attempt and then repeat the target word again to compare the two.

AUDITORY SANDWICH: If the child cannot repeat the target word, use the Auditory Sandwich technique. Give the child a peek at the picture and additional information about the word. For example, you might like to act out the hobby for extra fun and then say the word again.



EXPECTED OUTCOMES

- Understands that people like different things

KEY STRATEGY

TALK, TALK, TALK: The sentence structure in this book can help children develop their Theory of Mind skills by encouraging them to learn that people like different things and also that people can say things that may not even be true. Learn more about Theory of Mind in the additional activity on the back page.

ACTIVITY

1. Our Hobbies

PREPARATION

Print the back page of *Our Hobbies L1 L2 L3 A1* onto lightweight card and set aside for the additional activity.

Print the remaining pages of *Our Hobbies L1 L2 L3 A1* onto paper.

RESOURCES

- Our Hobbies L1 L2 L3 A1
- Scissors (and a split pin for the additional activity)

You are going to make a book together and then read it.

1. Spread the pages out face up and pick up the title page.
2. Set aside the last page, "And we all love football!"
3. Look together at all the remaining pages and decide which page will go first in the book. You might ask, "Who do you want?" or "Who will be next?"
4. Encourage the child's parent/caregiver to show the child how to make a choice by pointing and saying, "This one," or "This girl," or "This boy."
5. Take turns making a choice as you put each page into the book.
6. Add the last page and staple together.
7. Read the first page and encourage the child to repeat at least two words, then show the picture.
8. Pass the book over to the parent/caregiver to take the lead of the activity.
9. After reading the book, follow the instructions for the additional activity on the page with the arrow.



EXPECTED OUTCOMES

- Identifies 2 items:
 - name + hobby (e.g., Hannah... bike riding)
 - verb + hobby (e.g., playing tennis/likes tennis)

KEY STRATEGIES

ACOUSTIC HIGHLIGHTING and WAIT, WAIT & WAIT SOME MORE: Level 2 children will be beginning to attend to more elements in a sentence. This sentence construction provides a challenge by presenting the name at the beginning and the hobby at the end. You can also help them attend to the names by rephrasing after the first presentation and leaving wait time for them to try and repeat what they hear (e.g., *His name is Liam... He said he likes playing hockey.*)

BOOKS, BOOKS, BOOKS: Reading with children assists in the development of literacy skills. Point out the text to help them understand that text carries meaning. In addition, books provide a platform to teach about things not part of the child's everyday life.



EXPECTED OUTCOMES

- Repeats 3 to 4 words from a sentence

KEY STRATEGIES

AUDITORY SANDWICH: Some of the hobbies might be new words for Level 2 children. Help them lay down associations which can assist in recalling new vocabulary by repeating the target word using the Auditory Sandwich technique. Give the child a peek at the picture and additional information about the word. For example, you might like to act out the hobby for extra fun and then say the word again.

EXPANSION & EXTENSION: Listen carefully to what the child says and coach the parent/caregiver to say it back and add one more word or idea to make the sentence more complete or complex.



EXPECTED OUTCOMES

- Understands that people like different things
- Talks about own preference

KEY STRATEGY

TALK, TALK, TALK: The sentence structure in this book can help children develop their Theory of Mind skills by encouraging them to learn that people like different things and also that people can say things that may not even be true. Learn more about this topic in the additional activity on the back page.

ACTIVITY

1. Our Hobbies

PREPARATION

Print the back page of *Our Hobbies L1 L2 L3 A1* onto lightweight card and set aside for the additional activity.

Print the remaining pages of *Our Hobbies L1 L2 L3 A1* onto paper.

RESOURCES

- Our Hobbies L1 L2 L3 A1
- Scissors (and a split pin for the additional activity)

You are going to make a book together and then read it.

1. Spread the pages out face up and pick up the title page.
2. Set aside the last page, "And we all love football."
3. Look together at all the remaining pages and decide which page will go first in the book. You might ask, "Which person do you want next?" or "Who will be after (say name)?"
4. Encourage the child's parent/caregiver to show the child how to use *soft suggestion* as a way of joining in cooperative play (e.g., "Maybe we could choose this one?").
5. Take turns making a choice as you put each page into the book.
6. Add the last page and staple together.
7. Read the first page and encourage the child to repeat as many words as possible, then show the picture.
8. Pass the book over to the parent/caregiver to take the lead of the activity.
9. After reading the book, follow the instructions for the additional activity on the page with the arrow.



EXPECTED OUTCOMES

- Repeats a 6-word sentence

KEY STRATEGIES

BUILD AUDITORY MEMORY: The ability to listen to and hold sentences of increasing length in our memory is an important skill and it contributes significantly to a child's language development. The sentence structure in this story is an important one to practise as it allows children to report what other people talk about and begin to understand others' thoughts, feelings, and beliefs.

BOOKS, BOOKS, BOOKS: Reading with children assists in the development of literacy skills. Point out the text to help them understand that text carries meaning. In addition, books provide a platform to teach about things not part of the child's everyday life.



EXPECTED OUTCOMES

- Discusses past experiences

KEY STRATEGIES

AUDITORY SANDWICH: Some of the hobbies might be new words for the Level 3 child. Help to lay down associations which can assist in recalling new vocabulary by repeating the target word using the Auditory Sandwich technique. Give the child a peek at the picture and additional information about the word. For example you might like to act out the hobby for extra fun and then say the word again.

EXPANSION & EXTENSION: Encourage the parent/caregiver to extend the child's utterance by engaging in discussion about the child's past experiences. *Isaac said he likes playing baseball, but you said you don't like baseball.*



EXPECTED OUTCOMES

- Talks about own preference and asks others about theirs

KEY STRATEGY

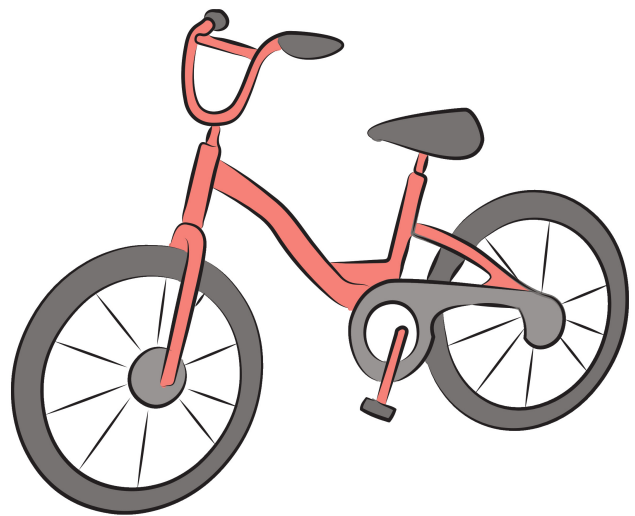
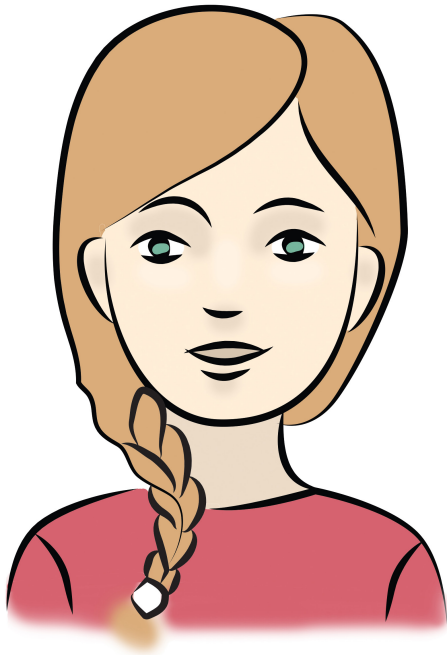
TALK, TALK, TALK: Asking people about what they like to do is a useful social skill and a great way to start a conversation. Model how to ask those questions as you go through the book. *Hannah said she likes bike riding. Do you like bike riding? Ask Dad if he likes bike riding.*

1. Our Hobbies

Our Hobbies

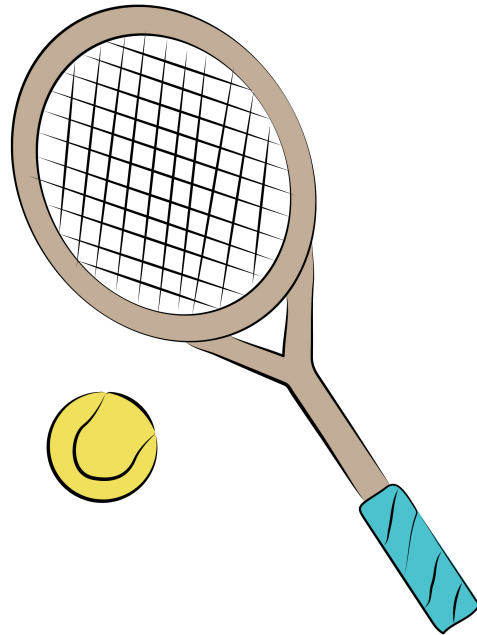
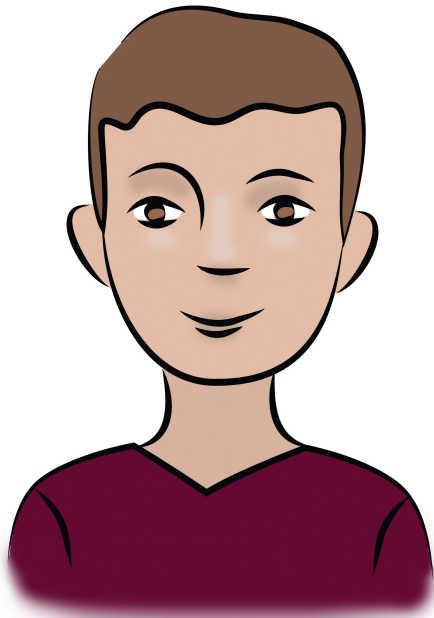


1. Our Hobbies



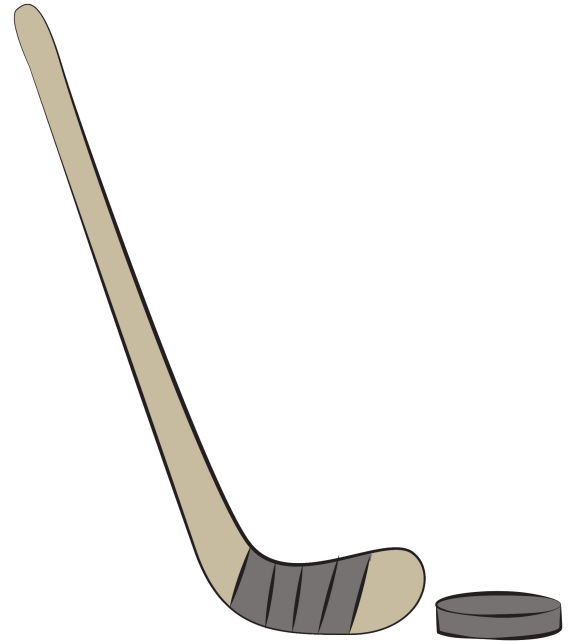
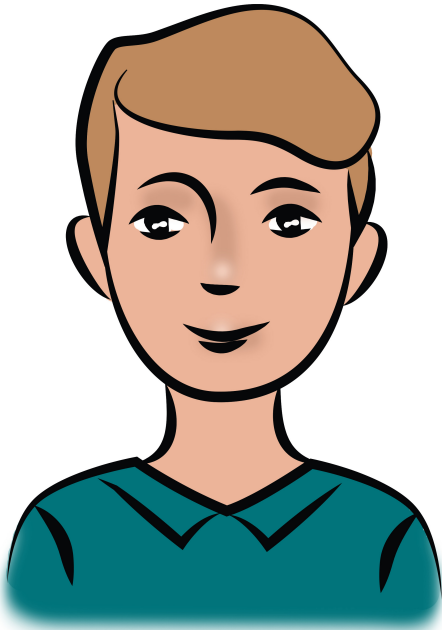
Hannah said
she likes bike riding.

1. Our Hobbies



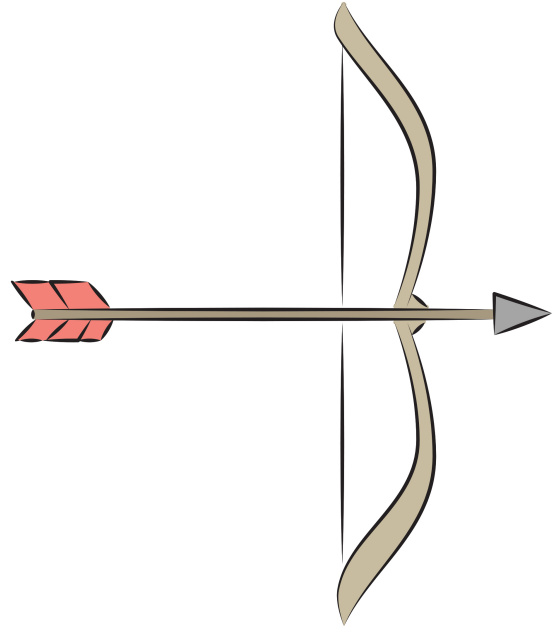
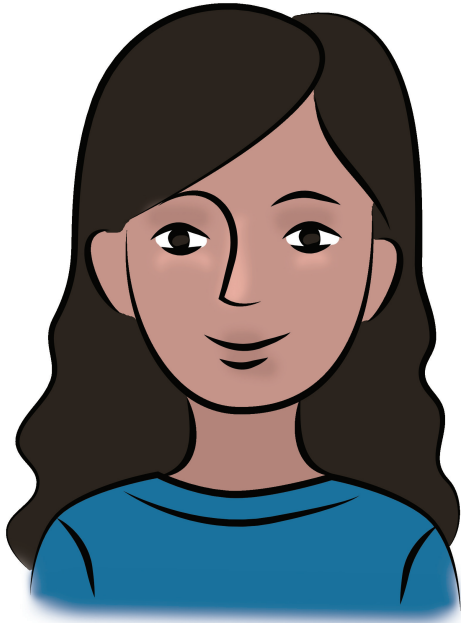
Carlos said
he likes playing tennis.

1. Our Hobbies



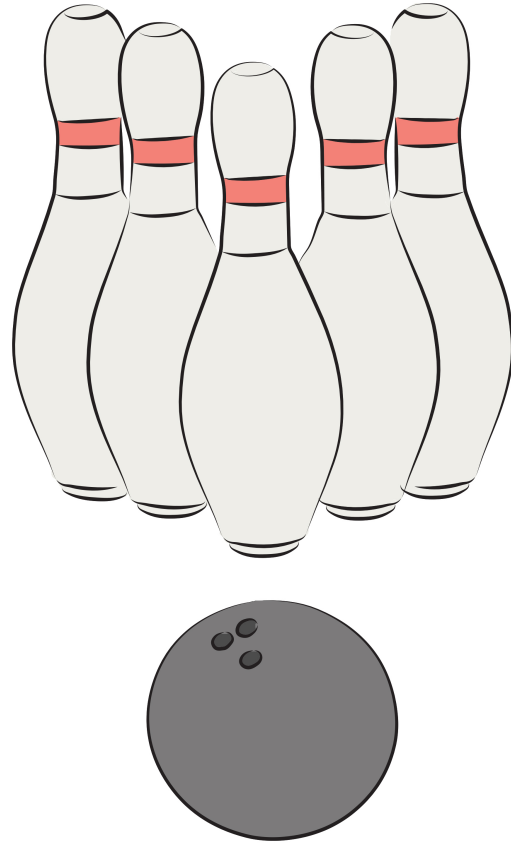
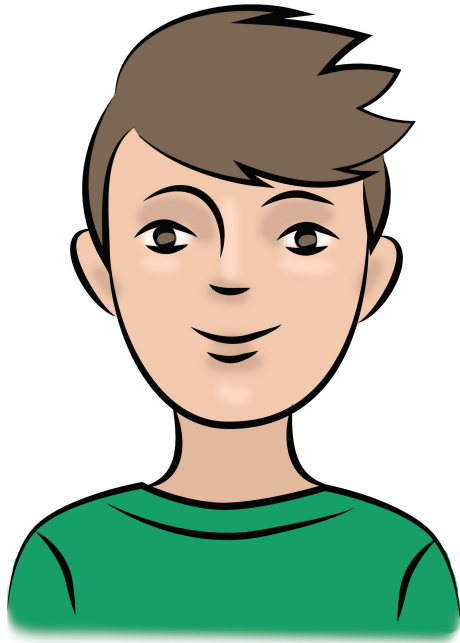
Liam said
he likes playing hockey.

1. Our Hobbies



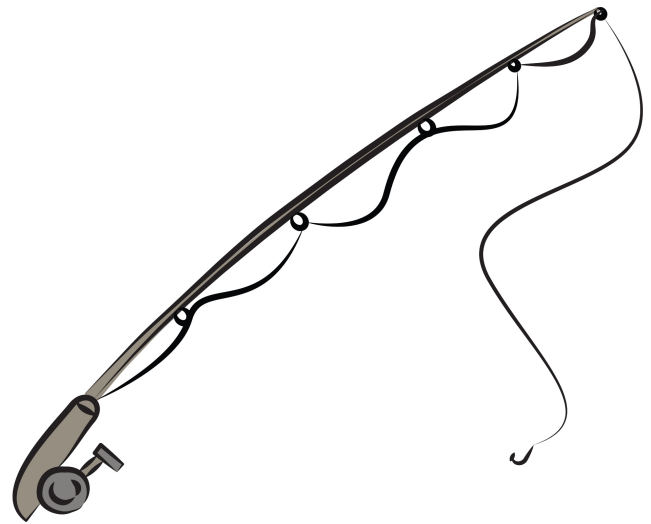
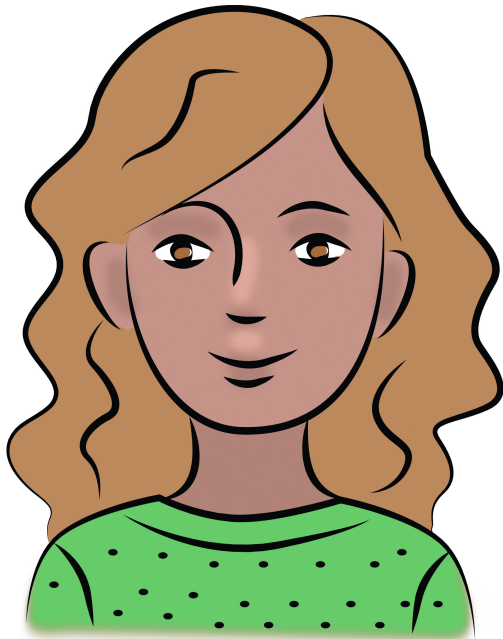
Diya said
she likes doing archery.

1. Our Hobbies



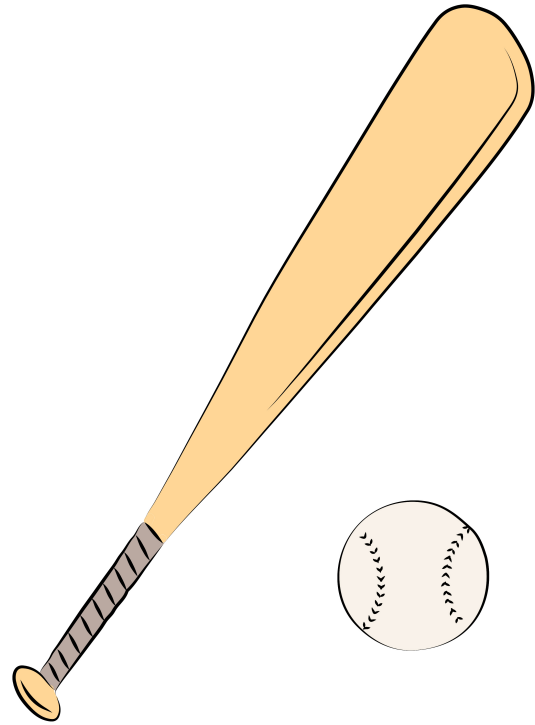
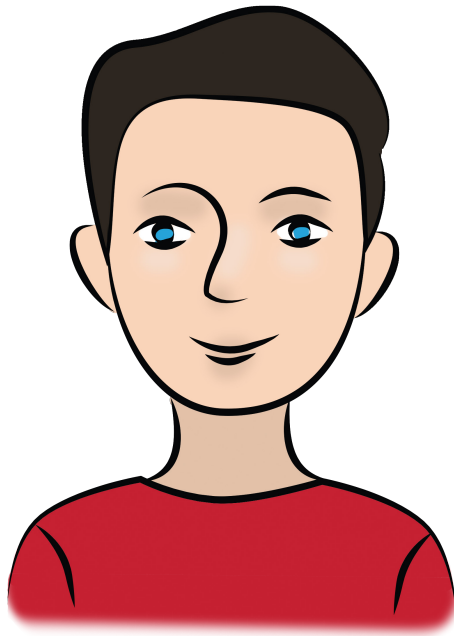
Paolo said
he likes going bowling.

1. Our Hobbies



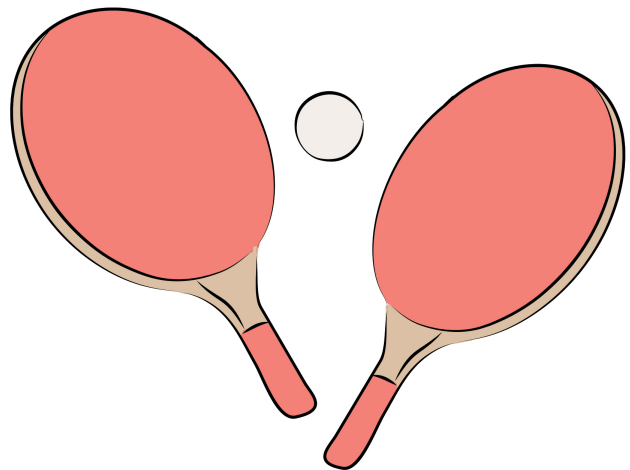
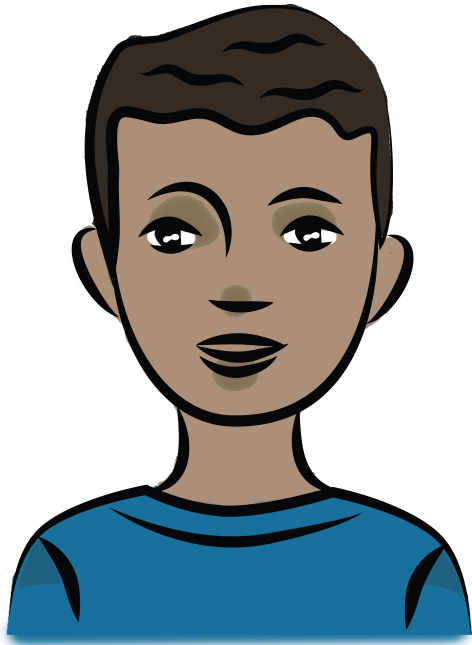
Zara said
she likes going fishing.

1. Our Hobbies



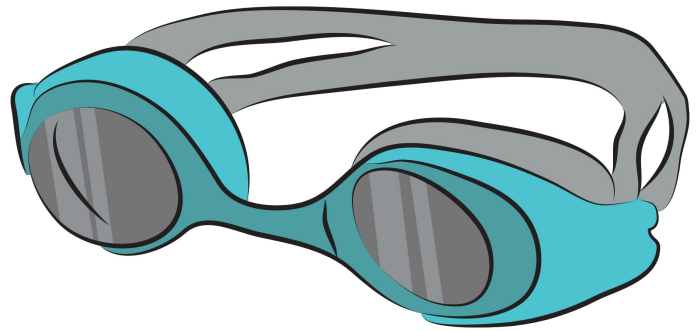
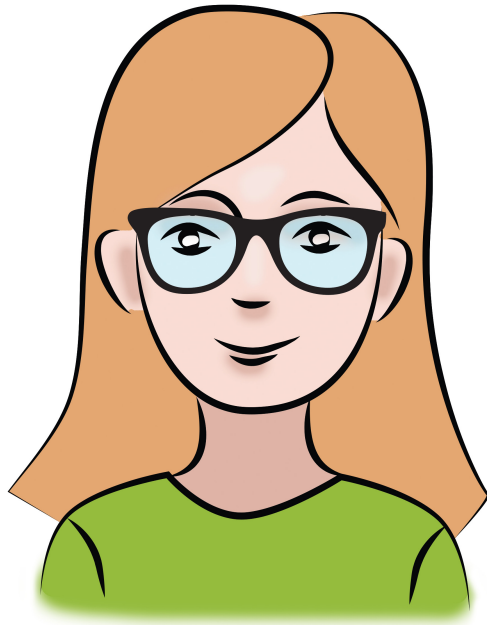
Isaac said
he likes playing baseball.

1. Our Hobbies



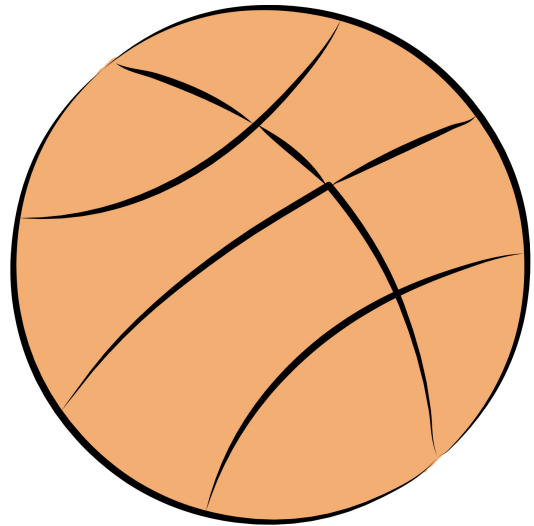
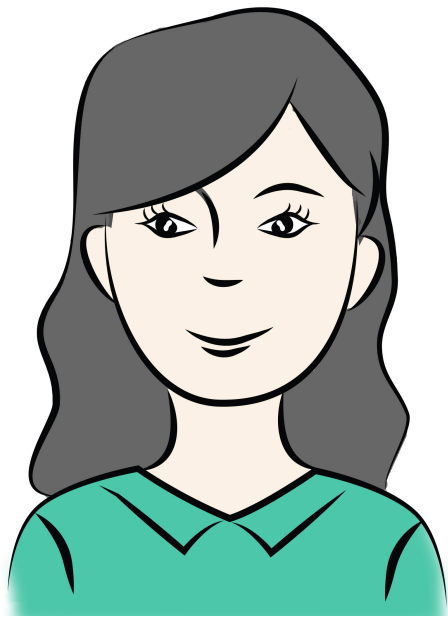
Harry said
he likes playing table tennis.

1. Our Hobbies



Emma said
she likes going swimming.

1. Our Hobbies



Mika said
she likes playing basketball.

1. Our Hobbies



Everybody said,
"And we all love football!"

Additional activity

Additional activity:

Print the arrow onto lightweight card, cut it out, and attach it to the title page using a split pin. Move the arrow around each of the pictures and talk about the hobbies.

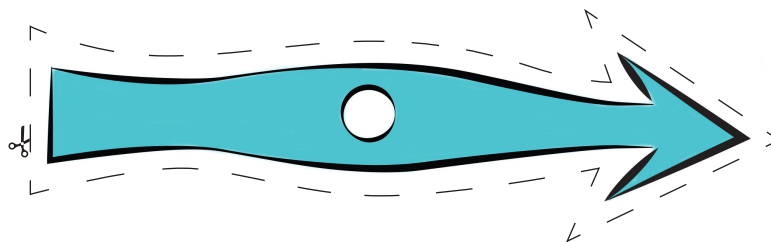
Take turns spinning the arrow and talk about who in the book **said** they liked that hobby.

Model how to use mental state verbs (e.g., think, remember, forgotten, guess).

1. *I **remember** Hannah **said** she likes bike riding.*
2. *I have **forgotten** who **said** they like playing tennis.*
3. *I **guessed** Liam, **but** it was Zara who **said** she likes fishing.*

Exposure to the sentence structures above help children develop the skills they need to embed one thought in another, which provides a format for them to understand reasoning from two different perspectives. Communication verbs (e.g., said, replied, whispered) help the child learn about the perspective of others. Mental state verbs (e.g., remember, forget, guess, worry, enjoy) help the child develop an understanding of other's thoughts (and feelings). Example 3 contrasts a thought with a fact, which helps the child develop the understanding that people can say and believe things that are not true. This is called False Belief. All of these are important Theory of Mind skills.

Level 1 and Level 2 children will have difficulty understanding complex sentences. However, you can modify the language to coach their parent/caregiver in how to use State of Mind verbs in the spinner activity. *Oh, it's tennis. Hmm... Let me guess... Who likes tennis? I think Diya. Let's see. Oh No! Not Diya. I remember. It was Carlos.*



ACTIVITY

2. The Field

PREPARATION

Print the resources onto lightweight card. Print 2 copies of the field.

Cut the teams into 2 panels.

RESOURCES

- Our Hobbies
L1 L2 L3 A2
- Our Hobbies
L1 L2 L3 A2 – The Field
- 2 pairs of scissors

You are going to play a barrier game and place the players and the ball on the field.
The 2 fields should match.

1. Give the child and the parent/caregiver one team of players and one field each.
For the Level 1 child, limit the team to 6 players in the team. Encourage the child to cut out the player cards and ball. You might need to help with the cutting.
2. While cutting, use the book from the previous activity to remind everyone of the child's name in the picture.
3. The team player cards should be positioned beside the field to start.
4. Guide the parent/caregiver in how to talk about who the child will choose first. The child can use the name or a description, then pick up the picture.
5. Encourage the child to find the same one.
6. Guide the parent/caregiver to talk about where to put the player on the field, wait a moment, and then place it on the field.
7. Then encourage the child to choose a player and talk about where it should go. The parent/caregiver will then place their matching player in the same spot on their field.
8. Repeat until all players and the ball are on the field.
9. As the child becomes more familiar with the vocabulary, you might be able to place a barrier between the fields so the directions are followed through listening alone.



EXPECTED OUTCOMES

- Attends to 1 item:
 - object (e.g., leaf, tree, flower)
 - preposition (e.g., under, on)

KEY STRATEGIES

TALK, TALK, TALK: Involve the child in as much preparation as possible for every activity. You might make the cutting easier for the child by cutting the players into 2 long strips so the child only needs to do the short cuts. This will give you 10 opportunities to repeat the instruction. *Now you can cut.* Children benefit from natural repetition in context to help consolidate the meaning of words.

LISTENING FIRST: Encourage the parent/caregiver to talk about the pictures before making a selection and before putting the player on the field. This input helps call children's attention to the sound of the words and then they can attach meaning when they see what happens next.



EXPECTED OUTCOMES

- Labels objects (e.g., leaf, rock)

KEY STRATEGIES

USE CHOICES: Help the Level 1 child learn vocabulary by providing the words in a choice question. *Do you want to put her on the **leaf** or the **rock**?*

COME CLOSE TO ME: Sitting side by side for this activity allows the child and parent/caregiver to compare their fields to be sure they match. It also provides optimal listening conditions with the voice being nice and close to the child's audio processor.



EXPECTED OUTCOMES

- Takes turns in different roles in a game

KEY STRATEGY

TALK, TALK, TALK: Learning to take turns is an important social skill. In this game there is the chance to be the listener and the talker. Highlight the elements of each role so the child knows what to do when it is their turn. *So now mum is the talker. Wait. She will tell you where to put it. Listen.*

ACTIVITY

2. The Field

PREPARATION

Print the resources onto lightweight card. Print 2 copies of the field.

Cut the teams into 2 panels.

You are going to play a barrier game and place the players and the ball on the field. The 2 fields should match.

1. Give the child and the parent/caregiver a team of players and a field. Encourage the child to cut out the player cards and ball. You might need to help with the cutting.
2. While cutting, use the book from the previous activity to remind everyone of the child's name in the picture and talk about what the child looks like and is wearing.
3. The team player cards should be positioned beside each field to start. Use the barrier to prevent the child and parent/caregiver seeing each other's field.
4. Guide the parent/caregiver in how to talk about who the child will choose first. The child can use the name or a description, then pick up the picture.
5. Encourage the child to find the same one.
6. Guide the parent/caregiver to talk about where to put the player on the field and encourage the child to follow the directions.
7. Then encourage the child to choose a player and talk about where it should go. The parent/caregiver will then place their matching player in the same spot on their field.
8. Repeat until all players and the ball are on the field, then lift the barrier and compare the fields.

RESOURCES

- Our Hobbies
L1 L2 L3 A2
- Our Hobbies
L1 L2 L3 A2 – The Field
- 2 pairs of scissors/some kind of barrier (a book or folder)



EXPECTED OUTCOMES

- Attends to 2 items: preposition + object (e.g., on the flower, in front of the tree)

KEY STRATEGIES

TALK, TALK, TALK: Involve the child in as much preparation as possible for every activity. You might make the cutting easier for the child by cutting the players into 2 long strips so the child only needs to do the short cuts. This will also allow you to provide specific information describing each picture. *Oh, you are cutting out the boy with a blue shirt. His name is Harry.*

LISTENING FIRST: Barrier games encourage listening because the task is to see if you can get the players in the same position just through listening alone. For the Level 2 child you will want to try this task in 2 steps. First identify the person and then talk about the location.



EXPECTED OUTCOMES

- Describes a person using 2 (or 3) words (e.g., red shirt, girl (with) long hair)
- Gives directions containing a preposition + object (e.g., under the rock, next to the flower)

KEY STRATEGIES

COME CLOSE TO ME: Barrier games are great for listening practice. Remind the parent/caregiver to sit nice and close to the child's audio processor to provide optimal input.

USE CHOICES: Help Level 2 children learn new prepositions by providing the words in a choice question for them to copy to give instructions to their parent/caregiver. *Maybe you want to tell dad to put his here under the rock or here beside the rock.*



EXPECTED OUTCOMES

- Takes turns in the listener role and talker role in a game

KEY STRATEGY

TALK, TALK, TALK: Learning to take turns is an important social skill. In this game there is the chance to be the listener and the talker. Highlight the elements of each role so the child knows what to do when it is their turn. *So now mum is the talker. Wait. She will tell you where to put him. Listen.*

ACTIVITY

2. The Field

PREPARATION

Print the resources onto lightweight card. Print 2 copies of the field.
Cut the teams into 2 panels.

You are going to play a barrier game and place the players and the ball on the field.
The 2 fields should match.

1. Give the child and the parent/caregiver a team and a field. Encourage the child to cut out the player cards and ball. You might need to help with the cutting.
2. While cutting, use the book from the previous activity to remind everyone of the child's name in the picture and talk about what the child looks like and is wearing.
3. The team player cards should be positioned beside each field to start. Use the barrier to prevent the child and parent/caregiver seeing each other's field.
4. Guide the parent/caregiver in how to talk about who the child will choose and where to put the player on the field.
5. Encourage the child to find the player and position it on the field.
6. Then encourage the child to choose a player and talk about where it should go. The parent/caregiver will then place their matching player in the same spot on their field.
7. Repeat until all players and the ball are on the field, then lift the barrier and compare the fields.

RESOURCES

- Our Hobbies
L1 L2 L3 A2
- Our Hobbies
L1 L2 L3 A2 – The Field
- 2 pairs of scissors/some kind of barrier (a book or folder)



EXPECTED OUTCOMES

- Follows a direction that contains a description of a subject + preposition + object (e.g., Put the girl with a red shirt below the flower.)

KEY STRATEGIES

LISTENING FIRST: Barrier games encourage listening because the task is to see if you can get the players in the same position just through listening alone.

ACOUSTIC HIGHLIGHTING and WAIT, WAIT & WAIT SOME MORE: The Level 3 child will be beginning to attend to more elements in a sentence. The example above contains 4 critical elements and may be a challenge for a child just new to Level 3. Highlight the elements using stress and pausing and allow wait time to see if the child can follow the direction. If it is still too difficult, break the task down into 2 steps. Identify the player and then the position, and then repeat the full instruction again to build back up to 4 elements.



EXPECTED OUTCOMES

- Gives directions containing name (or description) + preposition + object

KEY STRATEGIES

COME CLOSE TO ME: Barrier games are great for listening practice. Remind the parent/caregiver to sit nice and close to the child's audio processor to provide optimal input of the sentence structure you want the child to try to copy.

USE CHOICES: Help Level 3 children learn new prepositions by providing the words in a choice question for them to copy to give instructions to their parent/caregiver. *Maybe you want to tell dad to put the girl in the red shirt below the rock or here above the mushroom.*



EXPECTED OUTCOMES

- Checks understanding using clarification questions (e.g., Do I put her beside the mushroom?)

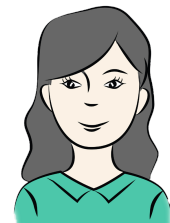
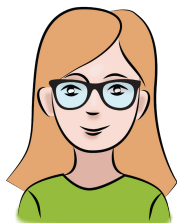
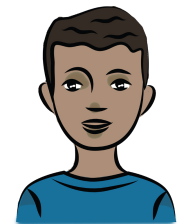
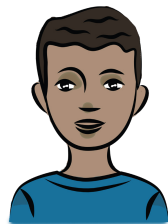
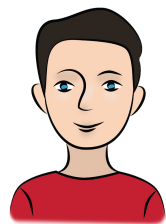
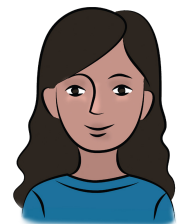
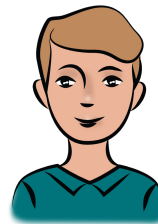
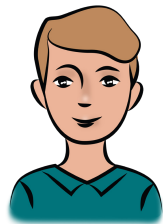
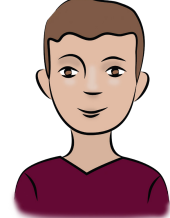
KEY STRATEGY

TALK, TALK, TALK: Barrier games provide a chance to practise how to use clarification questions. Encourage the parent/caregiver to use these types of questions to check if the child knows where to put the player. Model the question for the child to ask the parent/caregiver to check if they have the right information. *You could check with mum and ask, "Do I put her beside the mushroom?"*

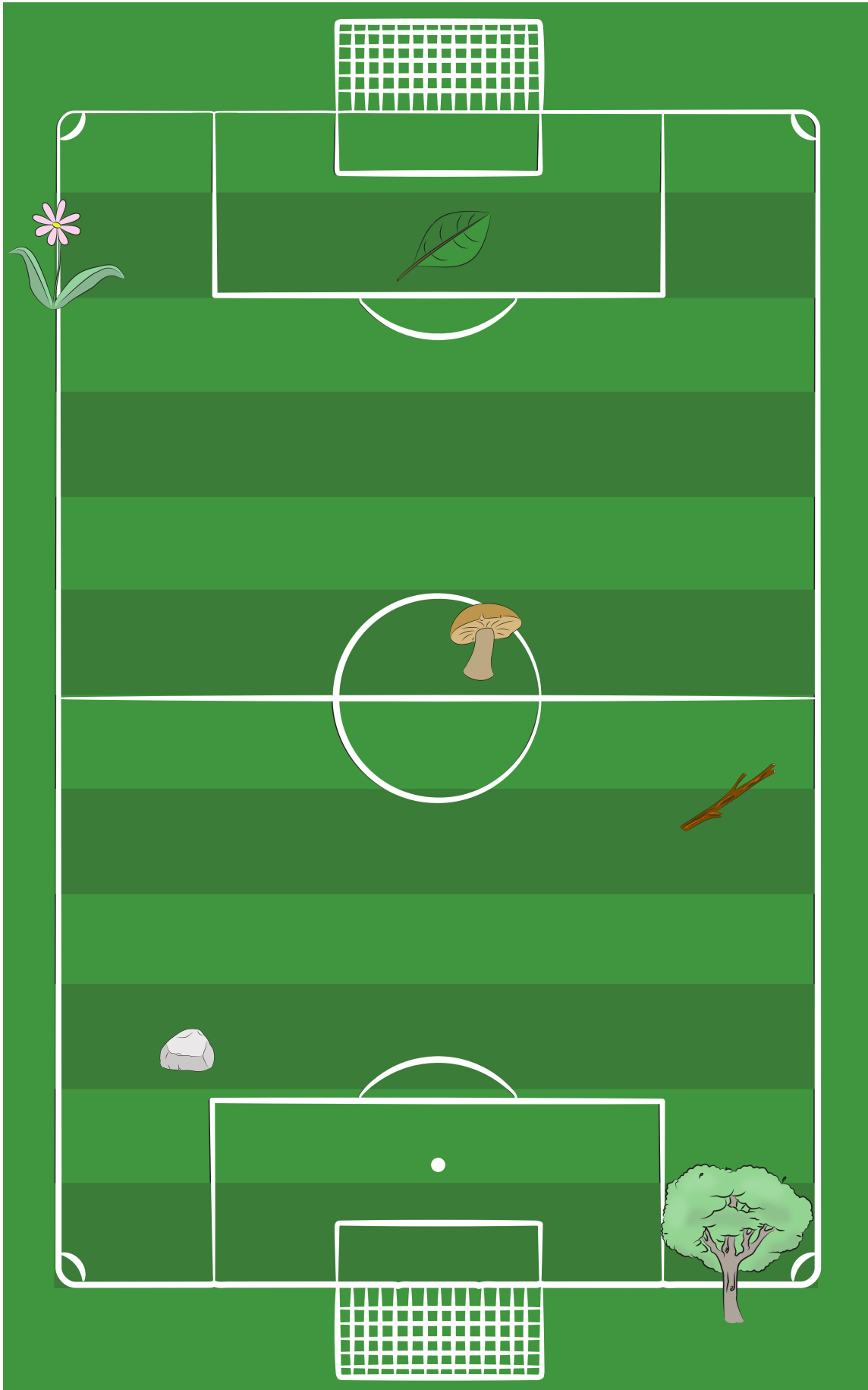
2. The Field

TEAM 1

TEAM 2



2. The Field



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