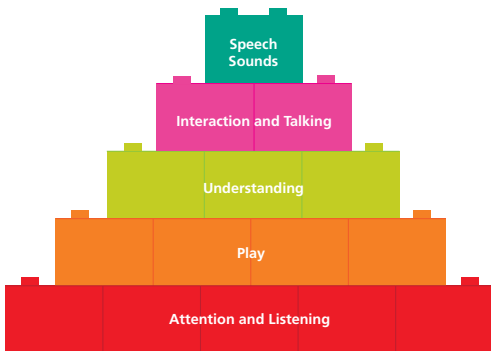


Listen Up

Being able to communicate is not just about talking.

Along with getting your own message across, being able to listen, pay attention, interact, play and understand what's being said are the fundamental building blocks of communication.

This pack explains more about these important skills and contains lots of activities to help you and your child. This can help them learn, make friends and have fun.



Hello.

2011 is the national year of communication.

The *Hello* campaign is here to support you in helping your child develop their communication. Find out more at www.talkingpoint.org.uk

To get involved in *Hello* go to www.hello.org.uk



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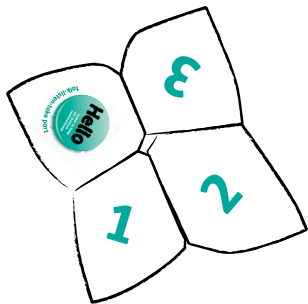


School Age Activities

Using the fortune teller provided, have your child put their fingers in the spaces and get ready to play.

Choose a number and your child opens and closes the fortune teller that many times.

Then, choose a colour and open and close the fortune teller to the number of letters in that colour e.g...b..l..u..e(4)



Choose a colour again and this time open up the flap – under the flap will be either the word

play,

interaction,

understanding or

listening.

You choose a card with the same word and colour and get your child to carry out the activity.

You can play as many or few of the activities as you have time for and can take turns holding the fortune teller.

You can set aside some time to play these games with your child or take the pack on a long journey or when needing to wait for appointments to make the time less boring.

Interaction

We communicate and interact with each other in different ways; learning the skills of interaction is really important for having good conversations.

We need to learn when to talk and when to listen, how to take turns, how to notice if someone is not listening or bored with what we're saying. We need words to do this, but also skills in looking, listening and noticing people around us.

Children learn from adults by watching how they interact with other adults and with children.

Interaction

What is different?

Get your child to look at you carefully and then ask them to close their eyes.

While they are not looking, change something about your appearance, like rolling up your sleeves, messing up your hair or putting on some glasses.

Can they spot what is different?

Interaction

Favourite things

Play a game sharing ideas of favourite things. Ask your child what their favourites are and tell them yours.

- My favourite food is...
- My favourite TV programme is...
- My favourite day is...
- My favourite book is...
- My favourite sport is...

Interaction

Three good things

Share some time with your child to talk about what they have enjoyed in their day.

A good way to do this is to ask:

“Can you think of 3 good things you did today?”

Share with them good things that have happened in your day.

Interaction

Charades

Get your child to play charades. Write down the words and phrases below on separate pieces of paper. Your child chooses one and acts it out for you to guess.

- The film The Lion king
- Batman
- The book character Harry Potter
- Spiderman
- A tiger

Play

Play is a really important part of children's learning and development.

Children learn all kinds of skills through play; they learn how things work, how to interact and share with other children, how to play with different toys and to enter a world of imagination.

Playing enables children to test things out in a safe way, to learn about emotions and to talk with others.

Children often love adults to play with them. It's great if you can follow their lead and join in the fun.

Play

Picture time

Have fun making a squiggly picture together.

One of you draws a squiggly line and then the other person adds to it to turn it into a picture.

The first person adds a bit more and so on... until you are all happy with the picture.

Talk about what you have created.

Play

Story time

Take turns to add different parts of a story so you build a story together:

- There was once a...
- Who lived...
- He decided to...
- He met a...
- They went to...
- Then something amazing happened...
- So then they....
- And in the end...

Play

I'm going to the seaside...

In this game, the rule is you can only take something to the seaside if it begins with the letter “s”.

Take turns – “I’m going to the *seaside* and I’m going to take my *scooter*”... “I’m going to the *seaside* and I’m going to take my *socks*”... “I’m going to the *seaside* and I’m going to take my...”

Keep going until you run out of ideas or someone makes a mistake, then change the letter if you want to play again.

Play

Sentence starters

You begin a sentence and someone else finishes it. Decide whether it's silly or sensible:

- Chicken is my favourite...
- One day I ate an enormous...
- In my garden I saw a...
- I won an amazing...
- The clown I saw was juggling...

Understanding

Understanding is key to talking and learning.

Children need to understand what single words mean and when words are joined together into sentences, conversations and stories. This takes time and children go through phases where they ask lots of questions.

This is a good thing as they're trying to find out how things work and understand the world around them.

Adults play an important role in answering the many questions children have and in checking out whether children understand.

Understanding

Riddles

Tell riddles and see if your child can guess the answer:

- It's an animal, it has stripes, it's black and white...
- It's a food, it's round, it's crunchy, it grows on trees, it begins with "a"
- You use it to eat with, it has a round bit at the end, you can stir your tea with it...
- You can use one of these if you make a mistake, they don't work on pen, it starts with "r"
- You can watch this, you can play it, you need a ball and you score goals...

Understanding

Odd one out

Which is the odd one out of the following:

- Sheep, cow, chicken, lion
- Apple, orange, grapes, carrot
- Chair, table, sofa, hat
- Cabbage, yoghurt, potato, broccoli
- Football, rugby, judo, cricket

Understanding

Jabber jabber

Think of a sentence for the following words, but replace the words with jabber jabber. Can your child guess the word?

Hat - you wear a jabber jabber on your head

Cook - I like to jabber jabber my dinner

School - I love coming to jabber jabber

Swing - the jabber jabber is my favourite thing in the park

Swim - my friend Joe can jabber jabber like a fish

Understanding

Spot the mistake/true or false

- Christmas is in November
- Leopards run as fast as mice
- The leaves fall off the trees in spring
- Eating lots of sugar is good for you
- Sheep lay eggs

Listening

Listening is an essential skill for talking and learning.

Everywhere we go there are different noises around us. Sometimes children need a bit of quiet time to help them tune into talking rather than the other noises going on around them.

Adults need to show children the way – when we listen to children, they learn what to do in order to be good listeners.

Listening

Rhyming riddles

I leave a trail
I am not a whale
I have a shell
I am a...

My tail is bushy
I don't wear socks
I live in the woods
I am a...

I have some fur
I am not a rat
I say meow
I am a...

Listening

Rhyming clues

Give clues about different things that rhyme...there might be more than one right answer.

- It's a part of your body, it rhymes with bed
- It's something you eat, it rhymes with pyjamas
- It's something you ride in, it rhymes with throat
- It's an animal, it rhymes with peep
- It's an insect, it rhymes with wider

Listening

Crazy talk

Say a sentence with a deliberate mistake
– can your child listen and correct the mistake?

- I love eating coal and chips
- My school is made of chocolate chips and bricks
- Maths is great, we do times chairs
- My mum likes beetles in her tea
- Saturday is the best day at school

Listening

Dressing up

Tell a story about dressing up – you have to listen and remember exactly what is worn.

I am going to wear my big red shoes, purple spotty trousers, a yellow shirt and a red bow tie and on my head a green hat with a feather on top.

What am I wearing?