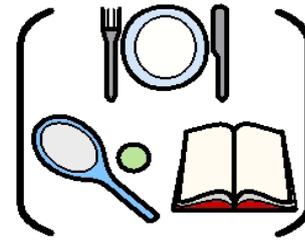


1.3 How many things can you find me that...?

How many things can you find on your Talker? You'll need to think creatively to get the best score!



Communication Aims

- To practise accessing 'animals' (and people, insects, furniture, colour etc.) vocabulary;
- Interaction - to have a bit of a laugh and spend 5-15 minutes productively, in communication terms.

How to Play:

Who: one Player, one Helper (or more)

- Helper sets up the game. Either just say what it is to be or – more fun – let the Player choose by pulling a card out of a 'Lucky Dip' tub (round ice-cream cartons are good for this – can be painted or covered with sparkly fabric etc);
- All cards will be of the format 'How many things can you find me that.....';
- Helper & Player read the chosen card. E.g. How many things can you find me that have four legs?;
- Player starts finding vocabulary items;
- Helper draws each on a whiteboard, and/or lists the words;
- Optional – make a big deal of using an egg timer or kitchen timer (to make it more 'competitive') so the game stops when the time runs out;
- Helper tots up the score and notes this.

What You Need

- Cards with possible game choices on – use symbols or other graphics;
- Box or tub to pull the cards out of;
- Optional – egg timer or cooker timer device;
- 'Magic Slate, whiteboard or similar (sheet of paper & felt tips) to draw the answers on on.

Vocabulary

- Just go with whatever the Player already has stored in their device.

Other Possible Scenarios

How Many things can you find me that....?

- 2 legs?; 4 legs?
- have wheels?
- can go in the sky? (can fly on their own?; can fly with an engine?)
- you would find in/on water?
- you might see on a road?
- are yellow (or any colour)
- are furry to touch?
- need electricity to be able to work
- you can eat with ice-cream?
- you have to peel before you eat (or don't have to peel?).

Hints and Tips

- With younger or less communication-experienced Players, set the Player up on his/her 'animals' (or whatever) page (s) and stay there - don't expect navigation between different pages, at first;
- Helper may have to prompt the Player to think of a different relevant page , e.g. furniture (for 4 legs); kitchen (for electricity question);
- With more experienced Players, encourage them to navigate around to lots of different pages;
- Can be played in pair or small group with other Players who use AAC or with speaking Players. If speaking Players, to 'handicap' them – they can only give an answer (a) after the AAC Player has given one, and/or if the AAC Player admits that they've run out of answers. Set a time limit in the session so speaking children don't get huge scores.

Extensions -

- Think up more topics and add those question cards to the tub;
- Play in a pair or small group and count scores, award points/prizes.