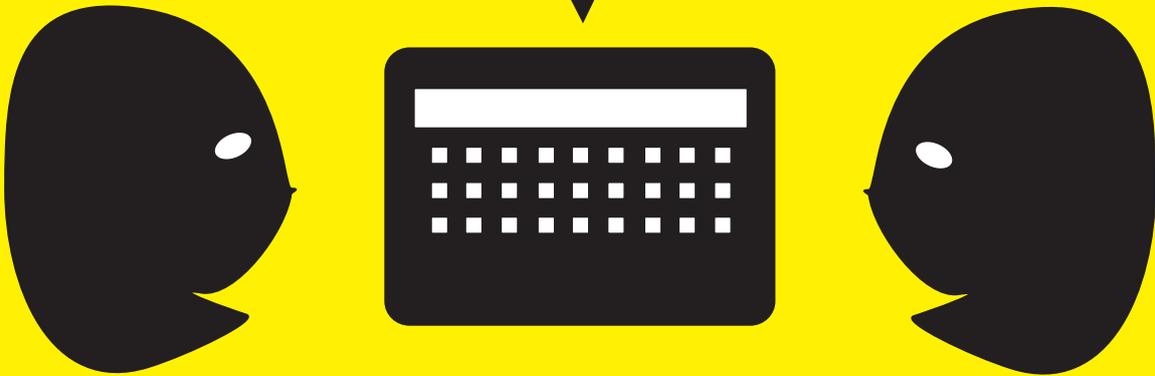


Keep Talking!

Structured Communication
Activities for Fun and Learning



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Keep Talking

Structured Communication Activities for Fun and Learning

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Keep Talking

Structured Communication Activities for Fun and Learning

A set of ideas for quick and easy activities to carry out with children and young people (and maybe some adults too) who are learning to use an augmentative communication aid, or Talker.

Introduction

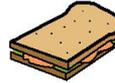
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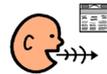


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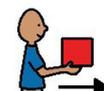
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Introduction

Keep Talking!

This book was inspired by the teacher who, on one of CALL Scotland's visits said with some desperation 'I know I'm not doing enough. Somehow, my brain goes all fuzzy – I just can't think of any communication games...'

That teacher is probably not alone.

We all know that teachers are geniuses in so many ways, and as well as all their teaching skills are always full of brilliant tricks and ideas to make a class of kids snap to attention, to get them buzzing with active, self-directed learning, or to constructively occupy that final 'five minutes before the bell goes'.

But many such ideas are for kids who are independent, who can talk and move about easily. They do not necessarily 'translate' into a suitable format for pupils who are mobility or hand function impaired and who cannot speak.

At the same time, we have children who are learning to use a voice output communication aid (or 'Talker') but who somehow don't seem to move forward with their communication skills as quickly or confidently as we might hope. Are they getting enough communication opportunities throughout the school day?

As visiting AAC specialists, our hearts always sink when we hear 'Well, he uses it to choose his snack...' because, we secretly fear, that may sometimes be the only time he uses his Talker.

This book aims to supply a few ideas and activities that could be useful for a youngster who uses AAC, by:

- Providing a reason to make sure that the Talker is always out of its bag, charged up, and on the table/wheelchair mount ready for daily use;
- Filling up some of those gaps in the school day with constructive and fun activities;
- Helping the youngster to learn and practise – in other words, use - his or her Talker to enjoy interactions with others and build up useful social and communicative experiences.

The aim of this booklet is to ensure that whenever a teacher or an auxiliary finds that, for whatever reason, there is nothing much happening at that moment for the pupil with a Talker, they flip it open and try to find a Talker-related activity that could be carried out in the time slot available. Once a few games have been tried, the youngster(s) using a Talker might choose for themselves the activity that they prefer.

The activities are divided into five categories, described below, and each activity is headed with a rough estimate of how long it takes to carry out (5, 15, 30, 45 minutes or more). 'The Player' is the term used for the youngster who uses a Talker.

1. Five Minute Standbys

These are very simple games that mostly require little preparation and few or no 'props'. They are mostly for the Player and his adult Helper (so ideal for an Auxiliary to use as a 'filler' between other activities) and/or (perhaps optionally) with one or two other youngsters.

2. Out and About

These are games that by definition involve an attempt to get out of the classroom and into other areas of the school and/or out of doors, with the associated effect of meeting and interacting with people that the Player might not normally come into contact with.

3. Play with Pals

These games are designed for the Player along with one or more other classmates/pals/older buddies.

4. Work and Play

These games are in themselves 'content-free' but would work well if incorporated into some curriculum work on any subject/topic, or used to reinforce and 'top up' learning.

5. Communication Friends Group

These games are specifically designed for use in a group composed of other youngsters who use Talkers. Increasingly 'Communication Friends' groups are used to provide role models and AAC peers, with fun and appropriately paced activities. Speech and Language Therapists should also find these activities helpful when planning Peer Groups for youngsters who use AAC.

Thanks to Dumfries and Galloway Speech and Language Therapy Department for their joint working on these games and active proof that they really do work!

Some of these games and activities are age-old standards – e.g. I Spy, Consequences etc., and some are just 'things that work'. They are geared primarily at social interaction rather than language development.

Please note that the activities in this booklet are NOT intended to be, or to replace, a proper 'programme' of teaching and learning language and Talker use that would be designed, planned and delivered/supervised by a specialist teacher or speech and language therapist. These games are just an 'add-on'.

We are the first to admit that some of these activities may not seem all that inspired or inspiring. But for the youngster with a Talker, they are ALL better than sitting passively doing nothing, just listening and watching others, or being physically present in a class activity that is inappropriate or inaccessible for them...

And for staff in schools, we hope that maybe these few ideas will act to stimulate and unleash some home-grown creativity, so you can all come up with your own even better activities, tailored to your own students' age, abilities and interests.

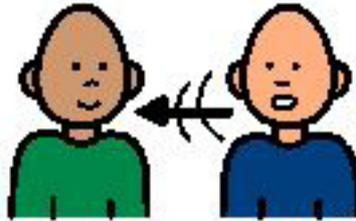
We'd be happy to hear feedback from you as to how useful (or not) you find these games, your 'top-ten' picks, or any suggestions that you have for other similar activities. We'd especially like to get the views of the Players themselves. Ask your Player to 'evaluate' each game (really great/good/OK/pretty boring/rubbish), see page 64 (print out and copy). You could keep a stack of these to fill out as records of your children's work - and we would like to get their feedback too!

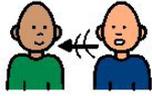
Sally Millar & Joanna Courtney, CALL Scotland

The activities are designed with schools in mind, but it would be perfectly possible to adapt most of them to suit older Talker users, in other settings.

1 Five Minute Standbys

Simple games to fill in that 5 minute slot
before the bell!





1.1 I went to the shops and I bought.....

Create a shopping list of things you bought at the shops with the other Players. See how many items you can remember as the list gets longer!



Communication Aims

- Locate and communicate items that you would buy from the shops on your Talker;
- Listen to the other Player's items and recall them so you can add them to the shopping list.

How to Play:

Who: Player with Talker, at least one other Player, one Helper if required.

- The Players take it in turn to suggest an item they would buy at the shops;
- Each time a new item is suggested, it is added to the list and the Players have to speak out the whole list before adding a new item e.g.;
- Player 1: I went to the shops and I bought an apple;
- Player 2: I went to the shops and I bought an apple AND a pencil etc.;
- The game ends when someone forgets an item from the shopping list!

What You Need

- Appropriate topic vocabulary pages e.g. food, toys, clothes on each Player's Talker so that they can suggest items they bought;
- Set Vocabulary phrases programmed for the game e.g. I went to the shops and I bought....

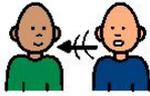
Vocabulary

- Topic vocabulary e.g. clothing, food, drinks, household items, available on each Talker;
- Set phrases for the game: *I went to the shops and I bought, And, I've forgotten, Well done, Oh no.*

Hints and Tips

- The Players using Talkers need to have plenty of topic vocabulary, so that they can give their own suggestions as well as adding the other Players' items to the spoken list;
- You could provide the Players with a list of possible items to choose from, so that you know that the vocabulary is available on the Talkers;
- This could also be useful if the Player with the Talker is playing with a 'speaking' Player;
- You could keep a note of any items that come up which a Player would like added to their Talker to use again.

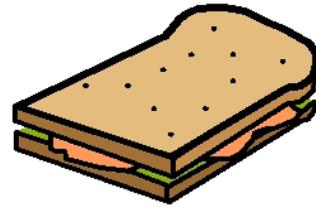
Variation - You could also use the same format to play 'I went on holiday and I took...' (with items, people etc) or 'I went on holiday to...' (with countries, cities, towns etc).



1.2 Make me a sandwich!

Communication Aims

- Put together your own designer sandwich - tasty or terrible;
- Practise accessing 'food' (and other) 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 describes a scenario, and explains that the Player needs to take/eat food – a sandwich;
- Helper asks, what will be in your sandwich? (allowed 2- 6 things);
- Player chooses bread or roll, white or brown;
- With Helper prompting as necessary, Player selects different foods to put in the sandwich;
- Helper lists or ideally draws (and lists) these.

Possible Scenarios

- Going to the beach with your family/friends;
- Going to sea for the day – with possibility of being shipwrecked and living on desert island forever with only self-renewing sandwiches to eat;
- Taking a sandwich as a 'gift' for boy/girl who is a mean bully;
- It's your birthday, and Mum offers to make you your favourite sandwich;
- Your nasty neighbour (could she be a witch?) invites you in on Halloween for a special snack;
- Your brother makes a you a sandwich to take to school for lunch (he's mad!);
- Go to a lovely café, for a treat. Choose whatever you like best;
- You get to the finals of a famous TV show 'Master Sandwich'. What will you make?

What You Need

Nothing much needed. If you are very well organised you could use:

- A pad of paper and some felt tips to draw a (dreadfully duff but jokey) picture of the sandwiches the Player describes. Remember to also write down a list of words used, as a record. (Or just write the list, if you can't/won't draw.)



Vocabulary

- If you don't have time to prepare or add new vocabulary, just go with whatever food the Player already has stored in their device;
- If you do have some time, you could add some or all of the following, as needed:

*Bread roll toast tomato sauce/ketchup mayonnaise/salad cream
pickle cheese ham lettuce tomato egg chicken cucumber tuna bacon
sausage prawns jam peanut butter marmalade fish fingers chips
marshmallow chocolate mousse jelly worms caterpillars slugs spiders
mud sand grass cardboard.*

Hints and Tips

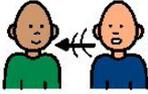
- With younger or less communication-experienced Players, set the Player up on his/her 'food' page (s) and stay there - don't expect navigation between different pages, at first;
- Add new vocabulary (see above) to that same page (or, if no room, to a further single page linking from the normal Food Page);
- With more able Players, identify a number of different vocabulary pages that can be used and expect them to navigate between them as part of the game. (e.g. add the yucky vocabulary (above) to 'minibeasts' section, not food).

Extensions

- Think up more of your own scenarios.

Will take longer

- Try actually physically making (and eating) together a sandwich that a Player has described;
- Play in a small group and take a vote at the end for 'the nicest sandwich' and/or 'the nastiest sandwich'. Applause, Points /Prizes can be awarded;
- Display drawings of the sandwiches and take a vote.



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....?

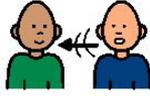
- 2 legs?; 4 legs?
- have wheels?
- can go in the sky? (can fly on their own?; can fly with an engine?)
- you would find in/on water?
- you might see on a road?
- are yellow (or any colour)
- are furry to touch?
- need electricity to be able to work
- you can eat with ice-cream?
- you have to peel before 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.



1.4 Mini Treasure Hunt

This is a version of 'Hunt the Thimble' (or a cut down one-to-one version of a full scale treasure hunt as a group activity). Hide an object somewhere in the room, and then use your Talker to direct a partner until they find it.



Communication Aims

- Remember where the object is, and to think of the place in relation to another person, who is moving around;
- Practise giving instructions (a key function of language);
- Choose appropriate directional vocabulary in relation to the other person and the object – i.e. give effective instructions;
- Practise accessing directional vocabulary and comments (another key function of language).

What You Need

- A few suitable - fun! - objects, to hide. (These probably need to be big enough to show, e.g. if a fabric was draped over them, or for a bit to stick out from under something);
- Directional vocabulary and comments programmed into Talker;
- Optional - A number of different (preferably plain) coloured cloths or square scarves (www.stuff2gogo.com/bandanas-scarves-neckerchiefs-orange.html) - or use towels or t-shirts, if that's easier.

Vocabulary

Some of this may already be on the Player's Talker- but perhaps spread out across various different pages. To make it easier, to start with, you could program it all on to the same page.

Look Up a bit

You're miles away

Look down a bit

You're getting closer

Look underneath

You're very close!

Go where I'm pointing

No

Left a bit

Yes

*Right a bit (or use instead:
towards the Windows/door/
teachers' table or whatever,
as appropriate to the room)*

You'll never find this!

Well done!

Keep going

Colours - red, blue, purple, black, green, pink, orange etc.

How to Play

Who: Two Players, at least one Helper

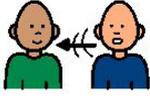
- Player 1 and Helper choose an object to hide and hide it;
- Player 2 enters the room and is told what he/she is looking for (either name the object or give clues - about this size and shape - gesture);
- Player 2 starts to search the room;
- Player 1 gives prompts and clues (see vocabulary above);
- When Player 2 finds the object, swap roles. Player 1 leaves the room or covers his/her eyes;
- Player 2 hides the object as per (1) above. As Player 1 searches, Player 2 can give the same kind of prompts (from Talker or spoken);
- If Player 1 cannot search physically, he/she can use the vocabulary in his/her Talker to direct a Helper to search on his/her behalf.

Hints and Tips

- Objects hidden may be 'prizes' in themselves - so that once found, they are awarded to the finder (this may motivate partners to want to play);
- For example, banana, chocolate, biscuits, cheap toys.

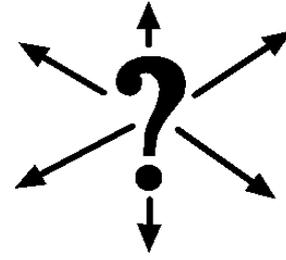
Extensions -

- Add a layer of clues involving colours. Hide the object under one of a series of different coloured cloths all in the same general area of the room. Make sure there are a few duplicates, e.g. three or four yellow ones. Then when Player 1 is giving instructions, and the other Player is homing in on the right area, Player 1 can add in a colour clue. E.g. say Red - no . Yellow - yes;
- Or give a colour clue right at the start of the game. Spread different coloured cloths all over the room, hide the object under one of them, then set the Player off on his/her search by telling what colour he/she has to look under.



1.5 Where does it belong?

This is a type of 'quick quiz' that can fill a little gap in classroom proceedings, and provide some practice and reinforcement of concepts and vocabulary. It is useful for Players with Talkers that have access to a large vocabulary but perhaps little chance to explore and master it all. The Helper names an object or activity, and the Player with the Talker responds by saying where that would normally be found. E.g. fork = kitchen; sleeping = bedroom.



Communication Aims

- Practise a set of vocabulary items from a specific category/section;
- Develop some 'world knowledge' (and associated vocabulary) around a particular concept;
- Navigate to, locate and fluently use relevant vocabulary in the Talker.

How to Play:

Who: Player with Talker, with adult Helper/older pupil buddy as a partner.

- Discuss with Player and get him/her to choose the category to be used;
- If, for example, the category is 'Rooms in the House', ask the Player to navigate to that page (help him/her to get there if necessary and practise the path, so he/she can later repeat the navigation path independently);
- Quickly revise the concept and each symbol/vocabulary item on the page, if necessary, before starting the quiz;
- The Helper or partner holds up a picture and/or says the name of an item, then 'where does it belong?' (or 'where does it go?') and the Player with the Talker responds by saying where that item would normally be found. E.g. for Rooms in the House: fork = kitchen; pillow = bedroom; toothbrush = bathroom;
- Keep a score. The game finishes when 10 items have been correctly 'placed'.

What You Need:

- A set of picture cards (or a series of pictures on a computer screen that you've downloaded from Google Images earlier).
- Appropriate topic vocabulary pages e.g. Rooms in the house, Parts of the Body, Places I Go, Transport etc. on the Player's Talker;
- Paper to note score, draw or stick stars etc.

Vocabulary

- Use what's already in the Talker;
- If necessary, guide the Player to the appropriate page before starting the quiz.

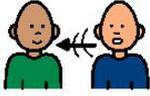
Hints and tips

- If the Player does not seem to recognise a vocabulary item or a location, try using synonym or add an explanation. E.g. sitting room/lounge/living room/front room etc;
- Some items may lend themselves to gestural or signed 'clues' if necessary;
- NB. Some items may have more than one correct answer (e.g. Television may go in more or less any room in a house);
- Some concepts might allow for use of verbs and activities rather than nouns/things- which is good practice;
- Keep a record of which concepts & categories you've covered, and keep trying to extend to new ones.

If you run out of ideas, you can move towards more of a 'word association' type of quiz, see below re Sports.)

Variations -

- Work your way through a variety of concept categories on different occasions;
- Parts of the Body – socks/feet; hat/head; gloves/hand etc;
- Parts of the Body (activities) – thinking/head; blinking/eyes; chewing/teeth or mouth; jumping/legs; etc;
- Transport – wheels/car (or bus, bike etc.); pedals/bike; wings/plane; sail/boat etc;
- Places I go – trolley/supermarket; petrol pump/garage; ticket machine/cinema (or bus, etc.); bench/park; table/café, etc;
- Animals – scales/fish; fur/dog, cat, lion etc.; feathers/bird; collar/dog; claws/cat; beak/bird, etc;
- Sports - ball/football, rugby etc.; racquet/tennis; club/golf.



1.6 He said, she said

This is really the age-old game 'Consequences', to be played with 2 or 3 Players and at least one Helper, in a spare 5 minutes. Each Player has a piece of paper and has to build a story based on answers to the set structure of questions. The papers are folded over a line, and passed one place to the left in the group, after each question & answer. The stories should be pretty silly when each is read out at the end!



Communication Aims

- Interaction and fun;
- Reinforce turn-taking behaviour;
- Choose (semi) appropriate responses to questions;
- If playing at advanced level, practice navigation paths to appropriate pages.

How to Play:

Who: Player with Talker, with an adult Helper and 1 - 3 other pals, using speech or AAC.

- Issue Players with question sheets and explain the game, with lots of ham acting to add drama, e.g. 'This was a very special meeting! Nobody knows exactly what happened, but it was all VERY, VERY STRANGE..... We're going to try and work it out...';
- Read out the first question/story stage, 'First we need to know WHEN this story took place. What time of day, do you think it was?' (give some prompts if needed, e.g. 'Was it morning, or afternoon, or evening, or night-time?', 'What time was it on the clock?');

What You Need:

A set of papers with the story structure on it, in the form of Questions/Headings, with a gap underneath for the responses to be written in. Use symbols to support the text, e.g.

- What time of day was it? (insert symbol of clock);
- Where were they?;
- Who was there? (has to be a girl/woman/or female animal or character);
- Who else was there? (has to be a boy, man, or male animal or character);
- What did she say to him?;
- What did he say to her?;
- How did they feel?;
- Then what did they decide to do?

Vocabulary

- Use what's already in the Talker;
- If necessary, Helper may guide the Player with a Talker to an appropriate page before he/she answers each step in the story. For example – to 'Time' page, then to 'Places I go' page, then to 'Chat' or 'Quick Phrases' page (for He said/ She said answers), and so on;
- Advanced level – Player has to navigate by him/herself from Top Page to the appropriate page to find messages of the right type.

- Some Players may write their own answer down, silently. Otherwise, adult writes down the other Players' spoken answers. (Get the speaking children to whisper their answers, turn the Talker's volume down, to make it all a bit spooky and mysterious – and so they don't hear each others' answers and so don't know what's coming at the end of the story);
- When the answer's written, fold the papers over and all pass along to the next Player, round the circle;
- Continue through the various questions, following this pattern. 'Now, WHERE did this happen? (prompts – 'Was it at home or was it out in some other place? Was it indoors or out of doors?');
- At the end, put all the stories into a hat/bucket/box - pull out a paper and to unfold it with much pazazz, and then read it out as dramatically as possible. (Don't read out the questions, but just read the answers, stringing them into a story, see below).

Hints and tips

- Print out a set of ready-made story structure sheets in advance, so you always have some quickly to hand;
- You can use a computer instead of a bit of paper, which, if using a text to speech program such as WordTalk with Microsoft Word, gives the option of reading back the story out loud, independently;
- Reassure the Players that so long as it's the right type of word (e.g. place, time, phrase, feeling etc.) there are no 'Right' or 'Wrong' answers and that they can say whatever they fancy. Encourage the Players to avoid 'safe' and 'ordinary' answers and to try to come up with unexpected/silly answers;
- For reading out the story at the end – especially if you might get a special person in to read them out who is not familiar with the game (e.g. Head Teacher) it might be worth having another template sheet that lays out the story form: 'At... o'clock in the, two people met in the Who were they? Well, there was....., and she metShe said to him..... Then he said to her..... They both felt rather..... Then they decided to ...';
- Alter the length (number of steps) of the story structure to suit the abilities and interests of the Players, and think about changing it more radically from time to time for the sake of variety.

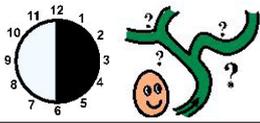
Variations - Think about the possibility of using a computer or classroom interactive whiteboard to display and share the stories, once created;

Think about the possibility of acting out (drama/role-play) one of the stories – with the person who uses the Talker filling in at least some, if not all, of the 'gaps', out loud.

2. Out and About

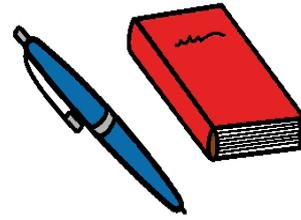
Games to get Players communicating with a wider range of people and in a variety of situations





2.1 Autograph Book

Move around the school or centre collecting autographs from different members of staff. Tick the staff members off your list as you go and see how many you put in your book!



Communication Aims

- Look at the list of staff names and navigate your way to each one. (either by driving yourself or by directing a Helper using your Talker);
- Use appropriate questions to ask staff for autographs.

How to Play:

Who: 1 or more Players, with a Helper to facilitate.

- The Player reads their 'autograph list' of people and thinks about where they need to go to find them e.g. janitor, nurse, secretary, dinner lady, teacher;
- They then decide what is the best route to take to collect the autographs;
- The Player then drives or directs their Helper along the route using their Talker;
- As the Player gets to each person they must ask them for their autograph. As they collect them, the people can be ticked off the list;
- Once the Player has collected all the autographs on their list they need to bring them back to their teacher or key worker to collect a prize!

What You Need

- An 'autograph list' of people to go and find (use photos or symbols to aid non-readers);
- A pen for 'ticking off' the autographs;
- An autograph 'book' or similar for people to sign and make it more fun!;
- Appropriate questions to go with the request, programmed onto the Talker i.e. Can I have your autograph please?;
- Directional phrases, if Player is directing a Helper;
- Other appropriate phrases like 'Hi, how are you?' 'Thank you';
- A small prize as a reward for completing the autograph hunt e.g. stickers, key-rings, a 'token' for time to do a favourite activity.

Vocabulary

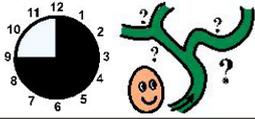
- Directional phrases e.g. *Straight ahead, Turn left, Turn right, Stop, Here we are* (if led by a Helper);
- A page with the question *Can I have your autograph?* to ask each person on the list;
- Also on the page, phrases like *Hi how are you today? I'm doing an Autograph Hunt, can you help? Thank you, I've finished, How many people are left?;*
- You might also want to have the names of the people being looked for and the phrase *I'm looking for....* and *Do you know where they are?*

Hints and Tips

- Look through the autograph list and check beforehand that the people you are likely to ask are in the school/centre that day!

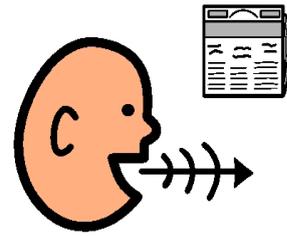
Extension - Centres are often short of up to date photos of staff, to be used on communication boards, in computer programmes and activities and on Talkers. As well as collecting autographs, the Player could also ask if they can take a photo of the person - thus collecting very useful resources for further activities and for other pupils to use too. A switch operated camera could be used to fully involve the Player in the task - www.qedonline.co.uk, then search for switch camera.

Variation - Instead of asking for autographs, the Player could ask for a letter from a 'mystery word' from staff around the school or centre, so 'Do you have a letter for me?' instead of 'Can I have your autograph?' The letters from the mystery word would need to be handed out to the staff on the list beforehand. Perhaps the mystery word could be the location of a prize for the Player e.g. Dining Hall.



2.2 Roving Reporter

Keep your finger on the pulse of what is happening in your school or centre by attending events, questioning people, photographing and reporting the news back



Communication Aims

- Asking appropriate questions to people in a variety of situations;
- Using social comments and phrases to encourage people to speak to you and give you information.

How to Play:

Who: One player, with a helper or older buddy to take notes

- The player goes along to any school event or gathering and asks relevant questions to people there in order to collect interesting information and points of view to pass on to others;
- The helper, or buddy, notes down what people say in answer to the questions and the information can be presented in a variety of ways afterwards e.g. a short article for the school newspaper, used for language work and recorded on the computer e.g. using *Clicker 5* grids, as a 'spoken' presentation to the class or peer group for discussion.

Possible Scenarios

- Player attends school assembly and asks 'guest speaker' or class who has led assembly some questions afterwards about the content;
- Player 'interviews' actors in the school show about how their rehearsals are going or how the 'opening night' went;
- Player might attend the school fair and ask 'stall holders' about how their sales are going, what charity they are supporting etc;
- Player might want to gather people's opinions on how the school disco went - any juicy gossip?;
- Player might go and speak to someone who has achieved something great, or won a prize or competition and ask them about their experience.

What you need:

- Appropriate questions programmed onto the Player's Talker (depending on scenario);
- Fun social phrases and 'probing' questions e.g. 'Go on tell me!'. 'That sounds interesting', 'You've got to be kidding?';
- A journalist's notepad or similar (piece of paper!) and a pen for the helper to note down people's answers and responses to the reporter's questions.

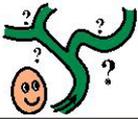
Vocabulary

- Questions for the 'Reporter' to ask, depending on scenario. For example, if the Player is questioning a pupil about how the school disco went they might have: *So, was it a good night? What was the D.J like? Did you get dressed up? How long did it go on? Were there any arguments? Did anyone get into trouble? Did you get a dance?;*
- Social fun phrases and questions: *Tell me more.? Can that go on record? You've got to be kidding! What a scoop! I don't believe it! Really? Can I take your photo please? (if using a camera too).*

Hints and Tips:

- Have the Talker volume up relatively high when the player is going into busy areas of the school or big events, so they can be heard and responded to;
- Make people at the event aware that the 'Roving Reporter' will be attending and to be responsive to their questions and interaction;
- Once the answers to questions have been recorded by the helper and brought back to class, use your imagination as to how to present the information e.g. in a Clicker Talking book made with a classmate, an 'article' for the school newspaper or newsletter put together with a classmate or even a spoken 'debriefing' by the Player and the helper/buddy to the rest of the class or group;
- It is important to DO something with the information gathered to make the 'reporter' role motivating and make the Player want to do more 'reporting.'

Extension - The player might also like to take photographs at the events or of the people they are interviewing, to be used when presenting their findings as suggested above. They could take their own photos using a switch operated camera if available see www.qedonline.co.uk and search for 'camera with switch interface' or, if not, they could tell the helper who/what they would like photographed.



2.3 Scavenger Hunt

Move around the school or centre collecting items from different members of staff. Tick the items off your list as you go and see how many you can find!



Communication Aims

- Decide who is likely to have an item from the list and navigate your way there. (either by driving yourself or by directing a Helper using your Talker);
- Use appropriate questions to ask staff for items.

How to Play:

Who: 1 or more Players, with a Helper to facilitate

- The Player(s) read their 'scavenger list' of items and think about who they are going to ask for them e.g. janitor, nurse, secretary, dinner lady;
- They then decide what is the best route to take to collect the items;
- The Player(s) then drive or direct their Helper along the route using their Talker;
- As the Player(s) get to each person they must ask them if they have the desired item e.g. at the lunch hall they might ask the dinner lady 'Do you have a wooden spoon?' or at the office they might ask 'Do you have a stapler?' As they collect the items, they can be ticked off the list;
- Once the Player(s) have all the items on their list they need to bring them back to their teacher or key worker and collect a prize!

What You Need

- A 'scavenger list' (symbolised and made using Boardmaker) for non-readers) of items to collect around the building/ grounds;
- A pen for 'ticking off' the items;
- Appropriate questions to ask for each item, programmed onto the Talker;
- Directional phrases, if Player is directing a Helper;
- Other appropriate phrases like 'Hi, how are you?'. 'Thank you', 'Never mind', 'Who else might have one?';
- A small prize as a reward for completing the scavenger hunt e.g. stickers, key-rings, a 'token' for time to do a favourite activity.

Vocabulary

- Directional phrases e.g. *Straight ahead, Turn left, Turn right, Stop, Here we are* (if led by a Helper).
- A page with questions to ask for each item on the list i.e. *Do you have a ...?*
- The items being hunted
- Phrases like *Hi how are you today? I'm doing a Scavenger Hunt, can you help? Thank you, Never mind, Who else might have one? I've finished, How many items are left?*

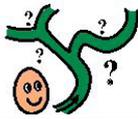
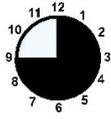
Hints and Tips

- Look through the scavenger list and check beforehand that the people you are likely to ask are in the school/centre that day!;
- Take something to carry the items in;
- Write down who gave the Player each item for feedback later.

Extension - The game could lead on to a discussion about the 'equipment' that different jobs require and further games e.g. name 2 things that a dinner lady needs (apron, cooker) etc.

Variations -

- Names - You could have a scavenger hunt for things that start with different letters e.g. something for each letter of the Players name;
- Scrambled Letters - hide letters around the school or centre which spell out a secret word or clue (you could tell the Players how many letters there are in the word). You could spell out the location of a prize or treat to make it even more motivating;
- Symbol Money Hunt - hide symbols of coins around the school/centre and have the Player(s) hunt for a certain amount of money. There is an element of luck in reaching the correct amount quickly or before other Players who have different money targets.



2.4 Becoming a Smooth Talker

This is not for everyone, but suits some cheeky teenagers well. The aim is to have a smooth remark to deliver (appropriately) on as many as possible occasions, throughout the day, both in the classroom and when 'out and about' around the school. An appointed Helper or 'buddy' keeps a daily score and each week, the Player tries to outdo him/herself (or may compete with another pal who uses a Talker). The Smooth Remarks may be pretty 'tongue in cheek' but can also be good practice for social chitchat.



Communication Aims

- Initiation – Player is in control of initiating an interaction;
- Social Competence - Player is in control of choosing an appropriate moment, and selecting an appropriate remark.

How to Play

Remind the Player early each day about this game, and if necessary go over some of the available phrases in the Talker, maybe suggesting one that needs to be used more and talking about situations where it might be used. Remind key people around the school that they are likely to be on the receiving end of such messages and what their response might be (NOT 'Oh he used his Talker, well done' BUT something as natural as possible even if it's only 'aye right'/'yeah, yeah' (or equivalent). Or, if they 'spot' the game, they can say 'ooh - you Smooth Talker you!'. (A chorus of that coming from a group can be a fun communication interaction...)

For example:

- First thing in the morning, Player addresses class or teacher with 'Well folks, hope everyone has a good day today!';
- Meeting any other pupil, 'You're looking pretty fit today!';
- Meeting a familiar adult/staff member 'Looking good today';
- After another pupil gives a good answer in class 'Good Answer!';
- As the Player gets to the lunch area he/she could deliver a message like e.g. 'Hello ladies, lunch smells good today!'

What You Need

This game needs plenty of preparation, working with the Player to think of suitable 'smooth' phrases, decide where to store them, and practising matching up appropriate phrases to situations.

Others in the school need to be informed about the game and told to expect 'unsolicited remarks' – so they need to be ready to listen or if necessary to say 'sorry – I didn't catch that, can you say it again?' and also told they are free to respond as they wish, or can use say 'ooh - you Smooth Talker you!'

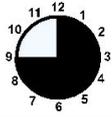
- Make a simple Score Card and attach it (and a pen) to the Player somehow, so it's easy to see and access. Use happy faces, ticks and thumbs up symbols etc. to make it quick to fill in.

Vocabulary

Choice of phrases is very personal and also needs to reflect age of Player and the range of contexts targeted. You don't necessarily need many phrases; results may be better just working on a few at a time. Developing the ability to use 'all purpose' phrases such as *go for it* in many different situations can be a useful communication skill.

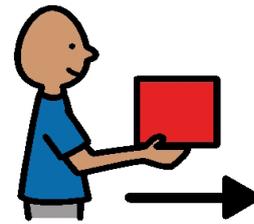
Variations - Message of the Week -

- If the above game is too complicated, try going with this variant, where the Player just has ONE new message every week (or even every month). Everyone in the school is told what it is. The Player has to use it as often as he/she can – but appropriately. Every time he/she says it, the listener has to tick the Score Card that the Player is carrying around;
- (If use is inappropriate, the scorer should mark the score card, but with a sad face/ thumbs down instead of a happy face/thumbs up);
- The score is checked each week. A decision taken as to whether to stick with that phrase, until it's been used 'enough' (at least two or three times each day).



2.5 Errands and Deliveries

Setting up a youngster with a Talker to run errands, take orders and to deliver things around the school (or even, potentially, outside school) is a classic way of setting up communication opportunities, and of building self confidence. For errands, you just send the Talker user all over the place to ask for things and bring them back. For orders, you ask the Talker user to be involved in, or even to take charge of, a process of collecting and recording orders. For deliveries, basically, you find something that people in the school already need, get, or would like to get, on a regular basis. Then you reorganise things so that the Player who uses a Talker is responsible for making the delivery of that item.



You can do this on a simple fairly superficial level just by 'engineering' the status quo a little to create communicative interactions where none existed before. Or you can go for the 'max' by setting up semi-commercial enterprises. Or anywhere in between. The exact details of what you set up will depend on your own context. Below are a few activities that others have set up.

Activities can be very simple – for example, running out of 'supplies' in the classroom very frequently and asking the Talker user to go to the school office (or another classroom) to ask for a loan of, e.g. paper/sellotape/stapler/hole-puncher/ etc. etc. Ask staff colleagues to reciprocate by asking to borrow things from your classroom, then sending the Player to deliver these.

Circulating lunch menus and collecting lunch orders is another common process in schools that can be commandeered for AAC purposes. Similarly, collections of money for any causes.

In one school, the Additional Support Needs Teacher instigated an occasional 'prize' for the teacher/assistant/ class/small group or individual pupil who'd spent some significant quality time with the youngster(s) using a Talker. The Player makes a (carefully planned) 'Surprise!' visit to the classroom to award the prize (packet of biscuits, sweets, flowers etc.), with a little joky 'thank you for XXXX with me' certificate and an appropriate 'award speech' programmed into the Talker.

In one school, a member of staff who privately ran an 'Avon' catalogue, entrusted the catalogue to the teenager with a Talker, who then (with permission from the Head and other staff) went around to each class and delivered it to the staff there, told them how long they had it for and how to place an order, and then went back in three days to pick it up and take it to the next classroom. She also collected orders and took these back to the 'Avon teacher'.

In another school, a number of teachers and assistants agreed that they would all like to buy a copy of the local paper (which comes out weekly). The Player with the Talker went to the local shop, with a Helper, bought the papers, then spent Friday afternoon going round the school delivering papers to each room, and collecting then counting the money. This allowed for him to work on his mobility at the same time, using his power-chair, with a bag on the back for the newspapers.

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With older pupils, there are lots of opportunities for integrated cross-curricular working on Maths, if you use real products, and money changes hands; on Home Economics or Art or Business Studies (making something to distribute or sell), and so on. In one school on a charity drive to raise money for Somalia, some classes made cupcakes to sell and others made cards. A business team that included the youngster with the Talker planned the marketing and sales strategy. The Talker user was in charge of going round every class distributing advertising leaflets and telling people what it was all about and when the 'shop' would be open.

Communication Aims

- Interaction, short social and functional exchanges in a 'real-life' context;
- Initiation – Player is in control of the topic;
- Confidence - Player builds up confidence in approaching and interacting with people, repetition of limited set of utterances builds mastery and confidence.

How to Play

Who: One Player with Talker; one Helper; one or a number of adults

(Sensible classmates or an older pupil acting as a 'buddy' can perhaps replace the Helper at times, if appropriate).

Errands & Loans

Taking things to people

- Give the Player an object on his or her tray, lap or in a bag (show what it is and chat about it) e.g. stapler, cardigan, roll of sellotape, CD – anything! Sometimes it can be a surprise gift e.g. packet of biscuits (he/she will need a surprised & delighted response from the recipient!);
- Tell the Player who it is for, and ask him/her to deliver it to that person. Make sure he/she knows the person and where he/she is being told to go;
- Program the Talker to say something like 'Hello, I've brought you an X, from Mrs. (Teacher's name);
- Send the Player off to deliver it. (Helper to accompany discreetly to help out with direction finding as required, but trying to leave Player as independent as possible, especially when he/she delivers the message & object, and interacts with the other member of staff.)

What You Need - Preparation is all!

- You need time in advance to discuss what the task is, with the Player
- In essence you need to 'rehearse' the script and perhaps do a few role-plays and/or 'practice runs' with the Helper modelling the interactions and acting as a mentor;
- Identify a few places the Player can get to reasonably straightforwardly and prime the staff in those rooms to expect visits from him and what kind of thing they can expect him to say;
- Even if the Player has the message pre-programmed into his Talker, and has practised using it, also give him it written out on a card to give to the adult, if necessary, to avoid possible communication breakdowns. (This is better and more independent than being helped out by a Helper 'speaking for' him). Staff should read the note out loud, then respond as required 'Right, I have got X – here it is please take it back to the Unit/teacher etc. – thanks a lot, that's really helpful'.

Going to ask people for things & collecting things

Collecting objects is more or less the same process in reverse.

Message would be things like:

'Good morning – Mrs. Smith sent me – She'd like to borrow a XXXX – Please – is that OK?'

'Hello –I've come to pick up Mrs. Smith's YYYYY that she lent you. Is that OK? She says thank you.'

Vocabulary

- The Player should use the standard greetings and polite phrases already stored in the Talker, e.g. *Good Morning, Hello, please, Thank you very much, Yes, No, OK etc.*;
- These may need to be supplemented with things like: *May I come in?; Mrs. XXXX sent me; The Head Teacher said it's OK;*
- And specific tasks and messages will need their own specific messages programmed in e.g. *Mrs. Smith needs to borrow your Promethean Pen, please. She'll send it back before lunch.*

Hints and Tips

This will all work much better if you have discussed it widely with staff colleagues beforehand and explained how important it is for the Player to be communicating in 'real life' situations. Prime them to expect visits and give some background on what the visits will be about. Make sure staff concerned all know the Player's non-verbal Yes/No signal, and that he uses a Talker.

If necessary, give targeted staff a written copy of exactly what the Player is supposed to say, when he/she comes in.

Go over with staff what their replies should be (something encouraging but pretty matter of fact, like – 'Oh, thank you very much John, I was needing that, how clever of you to bring it to me, good for you.' 'Is there anything Mrs. Teacher/office staff/Mr SLA/ other teacher etc. needs taking back, from here?' 'Oh yes, right – who sent you, John?')

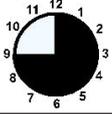
In essence, you are almost writing a mini 'play' and giving both parties their 'script'.

Training may be required to ensure that staff wait and listen to the Player, don't finish the Player's sentences for him/her; don't 'take over' from him or her in addressing the class; and that they are willing to pretend that they are receiving completely new information that they didn't know before, and so on.

3. Work and Play

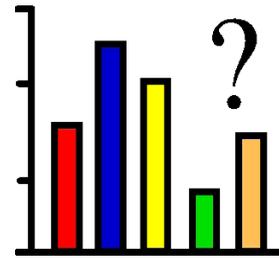
Games designed to help reinforce curricular work and topic based learning





3.1 Surveys

Carrying out surveys is a good way to integrate curriculum work with social communication in one activity. One Player carries out a survey on any one of a range of topics, using his/her Talker to ask the question(s) to a sample of 'subjects'. Surveys tend to be just one or a few short questions, asked of many people, and the outcome is mainly statistical – i.e. to practise the mathematical side of information analysis. (For more in-depth and conversational interview-type surveys, with fewer subjects, see the next activity 'Interview-type Surveys').



Once all the 'subjects' have been questioned the Helper and Player sit down together to analyse the results, and get them transferred to a bar chart (or other form of graph, as required) either on paper or on computer. (This can be done in a second session, after a break.) The Helper may have to physically create the chart, but the Player will be asked to supply suggestions re colour, numbers/scores and so on. The final document should be filed in pupil's records as evidence.

Depending on how extensively this is to be worked up, a final stage (at a further session) could be for the Player to rehearse replaying the information from his/her Talker, in order to give a presentation to the class group in the format: '10 -people-have -blue eyes; 6-people -have-brown eyes; 1-person-has-green eyes; 2-people-have-grey-eyes.' Any presentations should be video-ed if possible.

Communication Aims

- Interaction, one-to-one interaction with adults and/or other children;
- Initiation – Player is in control of the interaction and the topic;
- Confidence - repetition of limited set of utterances builds mastery and confidence.

What You Need

- 20 minutes, to think up a topic and to program in the question, showing the Player where it is stored;
- A few minutes to make chart for recording responses & another for laying out a bar chart;
- Access to several people (say, minimum 6) one after the other, not all at once;
- Questions pre-programmed into Talker;
- A large sheet of paper to note down responses on;
- A large sheet on which to draw a bar chart (+ ruler & coloured pencils/pens).

How to Play

Who: One Player with Talker, one Helper + access to a series of other people, for a few minutes each.

- The Player approaches a potential subject or a whole group of people, and asks them if they will participate (using a phrase from the suggested Introductory vocabulary, below);
- Player asks a question, person answers, Helper notes down answer;
- Repeat - until all the questions are finished;
- Sit down with Helper and notes, count up, discuss and create the final bar chart.

It is important, if working with a group, say, the whole class, to engineer the situation so that the Player has to repeat the question to each person, separately. The exercise is not useful if the Player just activates the question once, then 20 people reply.

Vocabulary

If surveys are felt to be useful, it might be helpful to create a whole area called 'Surveys' (perhaps linking off from a 'School Index page'). When the Survey page opens up, there will be a link to the 'Introductions' page, and lots of empty locations waiting to be linked to new surveys as they are created.

Some or all of these introductory chat phrases should be programmed on to a single page, called 'Introductions' (or *somesuch*) – and can be re-used often, with each different survey (and Interview) topic.

- *I'm doing a survey on - XXX;*
- *Please will you answer a few questions;*
- *It will only take you a few minutes;*
- *It's not difficult, it's quite fun;*
- *First question coming up;*
- *That's it – you're finished;*
- *Thank you very much.*

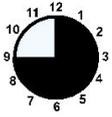
The survey questions can be programmed on to other single pages by topic, also linked to from the Survey Page.

Hints and Tips

Possible topics:

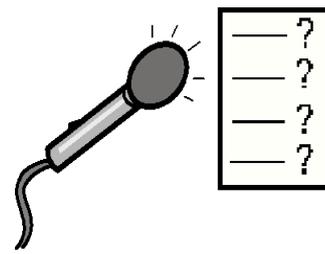
- Colour of eyes;
- Colour of hair (long/short hair; curly/straight hair);
- Height (activity could include actually measuring everybody);
- Wear glasses or not?;
- Wearing shoes with laces?;
- Like Maths? (or any other school subjects);
- Like salad? Like fruit? Like MacDonalds?;
- Support a football team? Which?

Actually – any topic will do, as it is the act of questioning and the process of information collection and analysis that are the intended outcomes, not knowledge of the topic itself. Carry out a survey on a different topic, another day. Follow the exact same procedure, so that everyone 'knows the drill'.



3.2 Interview Type Surveys

Interview-type surveys is a variant - sort of half-way between Interviews and Surveys. This approach means asking more questions to fewer people, than a Survey. And taking a longer time with each person than a Survey. So it's a bit more like an interview/conversation - and probably more valuable for the person using the Talker than a Survey is. But it's more structured and shorter than an 'Interview' and can be linked to a curriculum topic.



One Player asks a series of questions on a chosen topic, orally, using his/her Talker to deliver each question. The questions are asked of individual people, in 1:1, in turn, not in a group. The responses are noted down by a Helper.

Once all the 'subjects' have been questioned interviewed, the Helper and Player sit down together to analyse the results, and get them transferred to a bar chart (or other form of graph, or display, as required), as for 'Surveys'. Any additional information can be added as 'Notes'. The final document should be filed in pupil's records as evidence.

Communication Aims

- Interaction, one-to-one conversation with adults and/or other children;
- Initiation – Player is in control of the topic;
- Confidence - repetition of limited set of utterances builds mastery and confidence;
- Communication function – Asking Questions. Player experiences asking questions (power) and learns that asking questions brings useful/interesting information.

How to Play

Who: One Player with Talker, one Helper + access to a series of other people – about 5 - for a few minutes each.

- The Player approaches a potential interviewee, and asks them if they will participate (using suggested Introductory vocabulary, below);
- Player asks a question, Interviewee answers, Helper notes down answer;
- Repeat - Ask next question;
- Use introduction comments, in between, see Vocabulary below;
- Repeat until all the questions are finished.

What You Need

- 30 Minutes prep time to think up and program a set of questions;
- A few minutes to make chart for recording responses & another for laying out a bar chart;
- Access to a few people (max 5) one after the other;
- Questions pre-programmed into Talker;
- A large sheet of paper to note down responses on;
- A large sheet on which to draw a bar chart (+ ruler & coloured pencils)

Vocabulary

Interview-type survey can be added to the 'Surveys' area on the Talker. (perhaps linking off from a 'School Index page'). When the page opens up, there will be a link to the 'Introductions' page, and lots of empty locations waiting to be linked to new interview-type surveys as they are created. Surveys and Interview-type survey buttons might be colour coded differently, to show at a glance which is which type.

Some or all of these introductory chat phrases should be programmed on to a single page, called 'Introductions' (or somesuch) – and can be re-used often, with each different survey topic.

Interview questions can be programmed on another single page by topic.

- *I'm doing a survey on – XXX*
- *I'm carrying out some interviews*
- *Please will you answer a few questions*
- *It will only take you a few minutes*
- *It's not difficult*
- *It's fun*
- *Sit down please*
- *First question coming up*
- *You're doing great*
- *That's interesting*
- *Last Question*
- *That's it – you're finished*
- *Thank you very much.*

Hints and Tips

A good interview-type survey to start with is 'Pets'. The question set is composed of 'closed questions' such as:

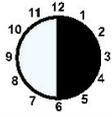
- Do you have any pets at all? If no;
- Did you used to have pets?;
- Do you think you'll maybe get another pet in future?;
- Do you have a cat?;
- Do you have a dog?;
- Do you have a rabbit (hamster, budgie – whatever – up to about 5);
- Does that cover all your pets or do you have any other animals to tell me about?

That covers the basic numbers, but the interview can be extended as a conversation by asking further questions that cannot be 'counted' but can be added as interesting information, for example -

- What is its name?;
- What is it like?;
- What does it like to eat?;
- Can you tell me any more?

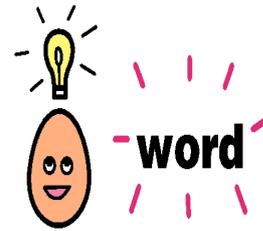
Extensions - Carry out an interview-type survey on a different topic, another day. Follow the exact same procedure, so that everyone 'knows the drill'. Possible topics:

- Favourites – what is your favourite? – colour, food (snack, meal, pudding, fruit), sport on TV, make of car, band/singer, TV programme, football team etc;
- Football (or any other topic of particular interest to Player);
- Family – brothers and sisters, granny, etc;
- Your house – do you have a garden, how many bathrooms, bedrooms etc. how many people live there?



3.3 Topic Hangman

Guess the letters that you think might be in a mystery word and try to guess what the word is before the hangman is drawn!



Communication Aims

- Guess the letters in the mystery word and communicate them to your Helper using your Talker;
- Practise your phonics and literacy skills to decode the mystery word;
- Guess the mystery word using methods such as letter matching and word recognition.

How to Play:

Who: 1 or more Players, with a Helper 'Hangman writer' to facilitate.

- The Helper comes up with a mystery word linked to a topic and gives the Player(s) a clue by telling them the topic e.g. this is a food;
- The Player(s) take it in turns to guess a letter from the mystery word;
- The Helper fills in the letter as many times as it appears in the word or, if it does not appear, draws the first part of the hangman then writes and scores out the letter on the Smart Board or wherever it is being drawn;
- The Player(s) continue to take it in turns to guess letters until either someone guesses the word correctly or the hangman is drawn;
- Points are collected by the Players for a correct guess;
- If there are two or more Players, you could have the first to 5 or 10 points, depending on time.

What You Need

- An alphabet, keyboard or letters page available on the Talker;
- Topic vocabulary on the Talker for guessing the mystery word;
- Something e.g. Smart Board, blackboard, Flip chart for drawing out the Hangman on;
- A small prize as a reward for winning the game e.g. stickers, key-rings, a 'token' for time to do a favourite activity.

Vocabulary

- Set vocabulary for the game e.g. *Does it have a?* (followed by a letter) *I Know it, Can I guess? Oh no it's too late! Can you put that word on my Talker?;*
- Letters of the alphabet for guessing the word (alphabet page, or keyboard page perhaps);
- Topic vocabulary like foods, places, clothes, kitchen utensils, pop singers etc. for guessing the whole word.

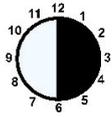
Hints and Tips

This game requires the Player(s) to have some literacy and phonic skills. If the Player's spelling is quite good, they may only need to use their keyboard or alphabet page as they can spell out their guesses at the mystery word (rather than using topic page vocabulary).

- Players with more emergent literacy skills (i.e. not able to spell out individual words) could have their topic vocabulary page in front of them and play by using letter matching and letter order within the word e.g. if the topic was 'the kitchen' the word was 'knife' and the first letter revealed was ___f_ they would need to know that 'fork' wasn't a possibility (as it does have an 'f' in it, but in a different position - it also has fewer letters);
- If Players do have emergent literacy skills, the Helper would need to know what is on their topic page(s) so you could pick a word that all the Player(s) can access and guess.

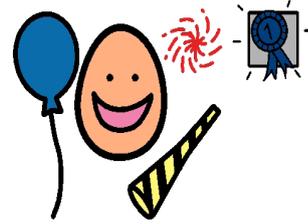
Variations -

- You could play this game using seasonal vocabulary e.g. Easter words, Christmas words, Spring words, Autumn words etc;
- You could also use current reading book words in order to make this activity more curriculum based;
- Using words from current topics or class themes e.g. the Vikings is also a good way of consolidating the language needed for the topic.



3.4 Quiz Show

Get a few Players together and have a quiz! The quiz questions can be curriculum based or purely for fun. Give the Players a chance to show what they really know and the motivation of competing against their friends!



Communication Aims

- Answer the multiple-choice quiz questions using your Talker;
- Use your Talker to ask for more time or clarification and interact with the other Players.

How to Play:

Who: at least 2 or more Players, with a Helper 'Quizmaster' to facilitate.

- Players take it in turn to answer questions from the Quizmaster. They could have 5 or 10 questions each (depending on the number of Players and time available);
- Points are gained for each correct answer and the Player with the most points is the winner!

What You Need

- A list of multiple-choice questions for curriculum topic work, or themes or current books being read or any relevant subject matter;
- And/or a list of multiple-choice 'trivia' questions for fun e.g. music questions, T.V programmes, famous people etc;
- A 'Quiz game' page made on the Talker, with letter and number responses and other suitable phrases and comments for taking part in the game.;
- A box of small 'prizes' to choose from for the winner;
- A 'timer' (egg timer, stopwatch etc) might be useful for giving a time limit to answer a question.

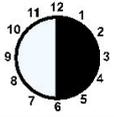
Vocabulary

- A 'Quiz page' on the Talker(s) including the following:
- A,B,C,D responses (for multiple choice);
- 1,2,3,4 responses (for multiple choice);
- Ask the audience, phone a friend, 50/50 (for a Millionaire-style quiz);
- Set vocabulary phrases and comments programmed for the game e.g. *Can you repeat that? I'm not sure, I need a minute to think, I'll take the money, I know it! I give up, Well done! Thanks!*

Hints and Tips

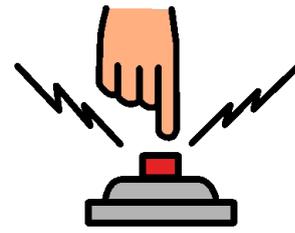
- Encourage the Players to use the messages like 'Can you repeat that?' and 'I need a minute to think' to make the game more interactive and fun (rather than purely question followed by answer, like in a 'test');
- When planning the questions, think about the level of difficulty of the questions in relation to who is playing - having Players with a similar level of knowledge might work best;
- 'Engineer' the situation to be as much fun as possible e.g. pretend you're on a quiz show, with lights low, with a fun quizmaster; create a sense of drama, suspense and excitement at a correct answer etc.

Extension - Find an 'entertaining' Quiz Show host and include the quiz game in a talent contest or end of term show- great for confidence building, some motivating competition and a sense of achievement.



3.5 Simplified 'Just a Minute'

Get a few Players together to speak about a variety of topics against the clock! The topics can be curriculum based or more general and fun. Give Players the opportunity to say as much as they can about a set topic, and stick with it for 1 minute until the timer goes!



Communication Aims

- Say as much as you can about a given topic, using your Talker;
- Try to stay on that topic and not 'deviate' or 'change' to a different topic, for a full 1 minute.

How to Play:

Who: at least 2 or more Players, with a Helper 'Game Show host' to facilitate.

- Players take it in turns to be given a topic/pick a topic card e.g. Holidays, My weekend, My pets, My favourite things; which they must speak about for 1 minute (timed by the clock);
- The Player talking must try to remain on the topic, or else they can be challenged by the other Player(s). If it is agreed that the Player has gone off topic, the challenger then has a go to see if they can manage a full minute on the same topic. Whoever manages to last a minute gets a point;
- A new topic is then given to the next Player and the game continues;
- You could have the first to 5 points or 10 points, depending on time available and number of Players.

What You Need

- A set of cards with curricular topics written on them to choose from e.g. Recycling, the Romans, French food etc and/or a set with general fun topics like: My ideal weekend, My dream bedroom, When I grow up/leave school....etc;
- A timer (stopwatch, alarm etc) to time 1 minute;
- You could also have a 'buzzer' sound or 'Stop!' recorded on a Big Mack or other similar switch for the other Players to press if they want to challenge the speaker;
- A variety of topic vocabulary programmed into Talker(s);
- Some core vocabulary, phrases and comments on the Talker(s) for the Players to use;
- A box of small 'prizes' to choose from for the winner!

Vocabulary

- Topic vocabulary e.g. places, people, activities, food, clothes, jobs etc;
- Core vocabulary phrases and comments e.g. *I like it, that's good, I don't like it, I can't wait, that's my favourite, that's fun;*
- *Set phrases for the game e.g. Oh no! Your turn, Good Luck, Well done, You changed topic! My turn, That was easy, This is tricky!*

Hints and Tips

- When coming up with topics, think about what vocabulary is already on the Talker(s) and what you will need to add and also the difficulty level in relation to who is playing. Having Players with a similar level of language ability and access to vocabulary may work best;
- 'Engineer' the situation to be as much fun as possible e.g. pretend you're on a game show, with a fun game show host; create a sense of drama, humour and excitement-have a laugh when things go wrong;

Variation -

- You might find that 1 minute is not long enough for the Players to navigate and find suitable things to say on a topic (so it's all over very quickly!) Try making it 2 minutes or extend the time further, as you see appropriate;
- If the Players are doing VERY well at the game, you might like to introduce 'no repetition' of the same comment or 'no hesitation' if they are taking a long time to say more (perhaps on purpose!) You could add: You've already said that! and You're taking too long! to the Talkers, as challenges to the speaker.

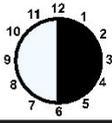
Extension - Find an 'entertaining' Game Show host and include the game in a talent contest or end of term show- great for confidence building, some motivating competition and a sense of achievement.



4. Playing with Pals

Get Players chatting with their peers and building friendships





4.1 Full-Scale Treasure Hunt

This can be as short and simple or long and complicated as you like, depending on who's playing and what time is available. Two Players (or small teams of Players) compete in seeking a 'hidden treasure'. Instead of uncovering written clues as they go along, they find coloured tokens which 'buy' them spoken clues from the Keeper of the Treasure, using his/her Talker.



Communication Aims

- Interaction, empowering the child using AAC in the eyes of his/her peers;
- Practise timed 'public speaking' and commenting;
- Practise accessing vocabulary accurately (matching colour coded items).

How to Play

Who: Two teams, each composed of 1-3 Players; The Keeper of the Treasure (who is the person using a Talker); at least one Helper

In advance

- Treasure Keeper & Helper choose an object to hide and hide it – not just in the room but around a wider area that is easily accessible to all;
- Then discuss and design some 'clues', and program these into Talker.

Playing

- 2 Players/teams enter;
- Treasure Keeper allocates each a name & badge (e.g. names of forms of transport or suchlike, just drawn on sticky labels is OK);
- Treasure Keeper speaks out first clue, and teams set off to solve that problem and find next clue. E.g. 'your next clue is - near water' (could be by the sink, or bird bath, bottle of water, watering can etc.)

What You Need

- Access to an area a bit wider than just a single classroom, e.g. including hall, garden;
- A Treasure or several treasures depending on the number of Players;
- Clues and comments programmed into Talker;
- A set of clue cards, two of each colour (however many you want) (laminated, for repeated use). Something like Lego bricks might be easier for some Players to grasp.

- Clue, when found, is a coloured card (there is one for each team). Teams bring this card back to Treasure Keeper, who then speaks out the next clue (by activating message stored under that colour of key);
- Repeat steps 5-6 as many times as is suitable to the group involved. Treasure Keeper will enjoy following the teams around and observing, as they search;
- Eventually, Player/Team finds the treasure.

Preparation

- Half-to-one hour per game, to think up clues, program them in, and hide cards and Treasure .

Vocabulary

This really needs to be programmed on to a single page. You will have to think up your own clues, and match these to the age and ability of Players, but here a few ideas:

- *Your next clue is;*
- *Near a door/near;*
- *Open and go through, to find some leaves (ie through the door and amongst the leaves of a plant or tree);*
- *We watch and watch. But do we ever go round the back? (back of TV);*
- *These are on when we arrive, and when we go home. But we take them off in between times (amongst the coats).*

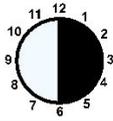
Comments

- | | |
|----------------------------|--------------------------------|
| • <i>Keep going</i> | <i>Look where I'm pointing</i> |
| • <i>You're doing well</i> | <i>Well done!</i> |

Hints and Tips

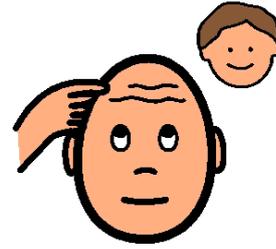
- Players/teams can come back as often as they need to, to hear the Treasure Keeper's clue repeated;
- Three spoken clues, including the first one, may be enough for many young Players, or when a quick game is required;
- If you don't want this to be competitive, with a 'winner' and a 'loser', provide two Treasures. The first to find it gets to pick their choice of Treasure first;
- If the game is popular, it could be integrated into the daily/weekly routine – start on a Monday and do a clue every day until finding the treasure on Friday (perhaps giving out points or stickers each day for successful clue find, to keep motivation going);
- High Stakes – the Treasure could be cumulative in the same way, e.g. items that make up a 'set' (e.g. My Littlest Pet Shop, Transformers etc.) spread out over a term or so.

Extensions - Appoint a different Treasure Keeper, and let the Player with Talker join a team. Program a couple of basic messages, to be used at each stage, e.g. *I think it's over there, That way, I know where it is! I've found it, Can I hear the clue again?*



4.2 How well do you know your friend?

Answer questions about a friend using your Talker and then find out how many of their answers match! Navigate your Talker to find appropriate answers and tell them to your Helper to write down on the quiz sheet.



Communication Aims

- To recall personal information about another person and to locate appropriate vocabulary on own communication system;
- To ask questions and take part in turn taking to find out the correct answers from the other Player;
- To interact appropriately with both the Helper and the other Player.

How to Play

Who: Two Players, each with a Helper, if both have Talkers

- Each Player gets a quiz sheet with the same 5 questions on, to go away and answer about their friend, with a Helper to write down the answers;
- The Players then get back together to find out how many answers they got right. The Helper reads out the question (or the Player if they have the questions programmed in their Talker) to the friend and they give their answer;
- The Player asking the questions gets a point for each 'matching' correct answer;
- They then change over. The other Player now asks the questions to their friend and gains a point for each 'matching' answer;
- If the answers do not match, the Player can tell their friend what they thought was the answer;
- At the end of the game, you can discuss the results and talk more about the answers that did not match so that the friends get to know each other even better!

What you need

- A pre-made quiz sheet of appropriate 'About them' questions e.g. 'What is your favourite food?';
- Pens for recording answers on the sheet;
- 'About Me' vocabulary programmed on each Player's Talker;
- Appropriate topic vocabulary pages e.g. foods, time, places etc on each Player's Talker so they can suggest answers about their friend.

Vocabulary

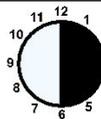
- *About Me* vocabulary e.g. favourite foods, places, family members, pop groups etc available on each Player's Talker;
- General topic vocabulary e.g. food, drinks, places, family, pop groups available on each Player's Talker so they can suggest answers about their friend;
- The *Quiz Sheet Questions* available on the Talker(s), as appropriate;
- Vocabulary like *I'm not sure; That was a guess; That's easy; That's tricky; Well done; No way; I didn't know that* so the Players can comment both while answering the questions and when going over their answers together.

Hints and tips

- Make sure that the friends can't hear each other when they are filling in the quiz sheet e.g. One Player and their Helper could move to another room;
- If the Players are going to ask each other the questions, these will also need to be programmed on the Talkers. This is best practice if time allows.

Extension -

- To extend the game you could have more questions on the quiz sheet, or make the questions more difficult;
- You could go over the mis-matched questions individually with the Players again later that day, 'what was her favourite food again?' to see if they can recall what their friend's answer really was.



4.3 Playing Shops

The Player who uses AAC plays the shopkeeper with an adult Helper and a few pals /classmates, as 'customers'. A real life trip to the local shops might be better, but this takes less time, may be easier to set up, and allows for more flexible communication opportunities. You can do (a series of) 'quick shopping trips' with each customer each taking 5 minutes, or a longer shopping experience (30 minutes).



Communication Aims

- Role play, with appropriate choice of message from a stock of phrases pre-programmed in, for the shop-keeper role;
- Repetitive use of a small number of pre-programmed phrases, to facilitate fluency and confidence;
- Gradually, use of a wider range of phrases.

How to Play:

Who: 2 or more Players, with a Helper to facilitate.

- The 'shop keeper' (and Helper) can stay in place, and different 'customers' could come and go;
- Helper and Player who uses AAC decide what kind of shop it is today, and set out the wares and prices.

Hints and Tips

- When starting out, have 'primed' adult customers or older pupils coming in at first, until the 'shopkeeper' gets up to speed.

What You Need

- General Grocery store with a range of popular foodstuffs is a good shop to start with - collect a range of real snacks e.g. bag of crisps, banana, raisins, chocolate biscuit, small bunch of grapes etc;
- Stationery store is an easy one to cobble together on the spot, in a school, with no prior preparation - sellotape, pencils, pens, rubber, ruler, etc;
- Collect shopping bags to offer the customers (plastic carrier or re-usable jute bag - opportunities here to integrate with recycling topic);
- Lots of questions to ask the other Player (including plenty of 'closed' yes/no questions);
- Set of vocabulary phrases programmed in for Playing Shop (see below).

Vocabulary

- A set of standard greetings which may be already in the Talker, or which may be added on a special 'Shops' page (OK to duplicate): e.g. *Good Morning, Good afternoon, Nice to see you, Goodbye;*
- Some 'chat' phrases: e.g. *how are you today?; lovely day today; horrible weather!;*
- Set of 'shopkeeper phrases': e.g. *How can I help you? ; what are you looking for today?; This is nice/this is popular; good choice; sorry we don't have any/we've run out; how many?; please; thank you; enjoy it!; this is 'on special' today;*
- Numbers/money: e.g. *10p, 50p, 1 pound; it's dearer; it's cheaper.*

- Keep the money side really simple: use only a few coins, e.g. 10p, 50p, £1 (unless the maths is a major aim of the exercise);
- Keep the language simple, vary the customers and the goods not the vocabulary Repetition is fine in this context. Add new phrases gradually, for variety;
- From time to time, swap roles and let a classmate play the shop keeper. When he/she uses a new turn of phrases, ask the AAC Player if he/she would like that added to his /her set of phrases;
- If the AAC Player is going to swap and take a turn as the customer, they will have to point to their choice of purchase (unless they have a good page already in their Talker, e.g. for fruit). Just program in a few basics: *how much is it?; That's too dear.*

Extensions – integrate the activity with other curriculum activities. E.g.

- Maths – talk about pricing, use computer software to print out numbers on sticky labels, make price cards;
- Art – use art materials to decorate shoe boxes for packaging shop goods, or design wrapping paper (e.g. potato prints or stamps etc);

Variation - Having extracted as much as possible from one kind of shop:

- take a break for a week or two;
- discuss with Player who uses AAC and choose a different kind of shop. Make it as different as you can;
- collect the materials needed, program in relevant new phrases needed, then set up the new shop.

Suggestions:

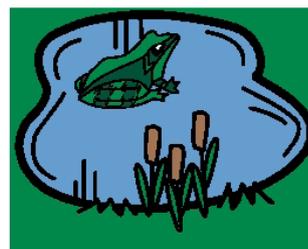
Fruit shop; Chemist/Pharmacy/Toiletries shop; Shoe shop; Hardware shop; Post Office Real Life Shops (change pricing to suit); Lemonade, Milk-shake or Smoothie Stall - much loved of American kids – opportunity here to integrate with other activities e.g. choose fruits, crush fruit, mix etc. (possibly using switch operated mixer/smoothie-maker); Bakers Shop (opportunities here to team up with older pupil buddies and distribute or even sell for real money (e.g. to staff) real baked goods from school home economics or baking activity.); Charity/Bric a Brac shop (opportunities to actually sell unwanted goods brought in by staff, for real money, to donate to school's favourite charity); Second hand book (or CD, or DVD, or toy) shop – as above

Vintage/secondhand clothes shop (opportunities here for some real life clothes swapping amongst class/staff; - or anything the child happens to be particularly interested in.



4.4 The Frog Jumped in the Pond

Going round in a circle, everyone takes it in turns to say one word from the sentence: The Frog jumped in the Pond - Plop! The game continues with each word being said twice etc to make it trickier! The first person to make a mistake is out!



Communication Aims

- Locate appropriate words on your Talker and say them at the right time;
- Listen and follow a change in instructions as the game gets harder;
- Listen to the other Players and turn take appropriately.

How to Play:

Who: 2 or more Players, with a Helper to facilitate.

- Get the Players together and decide who is going to start the sentence;
- The first Player says 'the,' the second Player says 'frog' and so on. Once the Players have got the idea of this, the game continues but this time each of the words has to be said twice (with each Player still only saying one word: so the first Player says 'the,' and the second Player also says 'the' but the third Player says 'frog');
- After the sentence is complete with each word being said twice, each word can be said three times, then four times and so on;
- The first person to make a mistake is out! The person who is left at the end is the winner!

What You Need

- The sentence 'The Frog Jumped In The Pond - Plop!' programmed onto the Talkers;
- Set vocabulary phrases programmed for the game e.g. 'Oh no', 'I've forgotten', 'that's wrong', 'you're out', 'well done'.

Vocabulary

- *The Frog Jumped Into The Pond Plop!;*
- Set phrases for the game e.g. *Oh no, I've forgotten, that's wrong, you're out, well done, where were we?*

Hints and Tips

- Have all the vocabulary on the same page so that navigation is not required and the game is more fluid. The momentum can be lost if played too slowly.

Variations - Use the same format to play the game with other funny sentences.

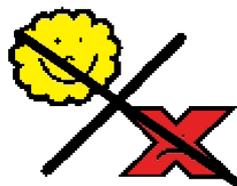
- Make the sentences longer to make it harder;
- Try saying the sentence backwards;
- 'Speed up' the game so that the Players have to think and respond more quickly; giving more opportunity for mistakes to be made!

Extension - Use a well known poem or song which is being learned or studied at school; perhaps having the words of individual lines rather than from a random phrase, programmed onto the Talker page.



4.5 The 'Yes and No' Game

A couple of friends get together and take turns to ask each other questions. However, there is one condition - they cannot answer using Yes or No! The Players need to think laterally to survive in this game!



Communication Aims

- Locate appropriate words/phrases on your Talker to answer questions;
- Find alternate ways of answering a question other than 'yes' or 'no';
- Use a variety of both open and 'closed' questions (yes/no answer) to try to catch out the other Player.

How to Play:

Who: 2 or more Players, with a Helper to facilitate.

- Get the Players together and decide who is going to ask the questions first;
- The 'questioner' has 2 minutes (timed) to ask the other Player as many questions as they can and try to force them to answer 'yes' or 'no.';
- If the Player answers 'yes' or 'no' by mistake-they are out. If they make it to the 'bell' without doing so, they have succeeded! If the Player answering the questions cannot answer without using yes/no, they are also out;
- The Players then swap over and see if they can catch the other one out.

What You Need

- Lots of questions to ask the other Player (including plenty of 'closed' yes/no questions);
- Set vocabulary phrases programmed for the game e.g. 'Oh no', 'That's wrong', 'Got you!', 'Hurry up', 'You're out', 'Well done';
- A timer of some sort e.g. alarm clock, phone alarm/timer, egg timer.

Vocabulary

- A variety of questions to ask (both open and closed) e.g. Open - *What do you like to do at the weekend?* Closed - *Do you like swimming?*;
- Set vocabulary phrases programmed for the game e.g. *Oh no, That's wrong, I can't answer, Got you! Hurry up, You're out, Well done, My turn, I'm going to beat you!*;
- *Can you put that on my Talker?*

Hints and Tips

- Encourage the Players to use both open and closed questions to try to 'catch out' the other Player. If asked a 'closed' question, the player will have to think laterally to stay in the game e.g. 'Do you like chocolate?', 'I like it.'

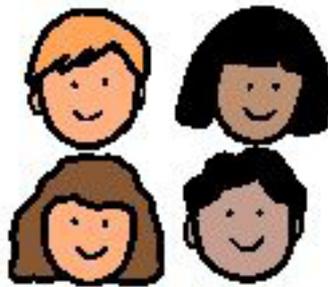
Variation -

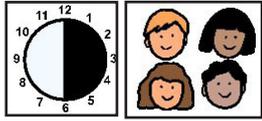
- Speed up the game by giving the Players only 1 minute to get a yes/no from their friend;
- Slow the game down by increasing the 'questioning time'. Longer turns may be needed by the Players.



5 Communication Friends Groups

Games to develop interaction skills and use of Talkers for social communication with AAC peers.





5.1 Guess which Country?

Listen to the clues and look closely at the picture on a 'postcard' from a foreign country. Then try to guess the mystery country correctly before the other Players.



Communication Aims

- Listen and work out what country is being described from the clues and picture;
- Locate the correct country from the vocabulary page on your Talker to give your answer.

How To Play

Who: at least two Players and one Helper, to read out the clues.

- The Players listen to each clue given by the Helper and try to work out which country is being described;
- The Players are only allowed one wrong guess, so they cannot just guess after each clue, they need to be quite sure of their answer;
- The first Player to guess the country correctly, gets a point. The Player with the most points at the end of the game is the winner.

What you need

- Some real postcards (or made up ones) with clues written on the back;
- 4 clues is a good number e.g. France: this country has a famous tall tower, this country has a famous bicycle race, this country is famous for its cheese and wine, this country begins with 'F';
- A page of countries programmed on each Player's Talker;
- Paper and pen to keep the score.

Vocabulary

- Names of countries of the world;
- Vocabulary like: *I'm not sure, That's tricky, That was easy, I know it, I've been there before*, so that the Players can interact during the game.

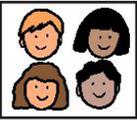
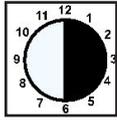
Hints and Tips

- Get the Players to take it in turns to guess a country from the clues and get a point (especially if one Player is much quicker than the others) The other Players could have the chance of a bonus point if the Player hasn't guessed correctly after all their clues;
- Start with the hardest clue first and then make them get easier, so that the Players are more motivated to really listen before guessing and there is more of a challenge involved.

Extension -

- The Players could have clues programmed on their Talker and take turns to show a postcard to the others and to lead the game;
- You could have a points system, so that if you answer on clue 1 you get 20 points, clue 2 (15 points), clue 3 (10 points) and clue 4 (5 points).

Variation - you could have clues to a mystery item e.g. jumper, mystery place e.g. cinema, mystery celebrity/person e.g. the Queen, mystery animal e.g. elephant (any category of vocabulary on the Talkers).



5.2 I Like to...

Come up with something you like to do, along with the other Players, to make up a growing list. See if you can remember what each Player likes to do, as the list gets longer. A great 'getting to know you' activity!



Communication Aims

- Think of something you like to do and locate it on your Talker;
- Listen to what the other Players like to do and be able to recall and communicate who likes to do each activity.

How to Play:

Who: 4 or more Players, with a Helper to facilitate.

- Get the group in a circle and ask everyone to think of something they like to do;
- Pick someone to start by telling the group what they like to do e.g. 'I like to paint.' The Player to their left will then tell the group what the first Player liked and add on what they like to do e.g. Sarah likes to paint, I like to swim;
- Continue with the rest of the Players until the last Player has to say what everyone likes to do;
- Other Players can perhaps mime the activity or give a clue if someone gets stuck.

What You Need

- 'Activities' vocabulary available on Talkers;
- Set vocabulary phrases programmed for the game e.g. 'I like to', other Players names etc.

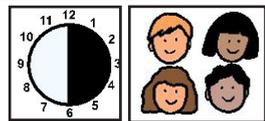
Vocabulary

- Activities e.g. *swimming, drawing, listening to music, playing on the computer, playing in the garden, going shopping, going out in the car* etc;
- Set phrases for the game e.g. *I like to, all the other Players names, likes to, I've forgotten, give me a clue* etc.

Hints and Tips

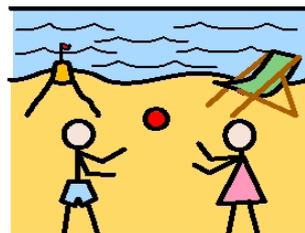
- The Players using Talkers need to have plenty of activities, so they can say what they like, as well as what the other Players like;
- You could provide the Players with a list of activities to choose from, so that you know that the vocabulary is available on the Talkers;
- This could also be useful if there are a mixture of speaking Players and those who use Talkers;
- You could keep a note of any items that come up which a Player would like added to their Talker to use on other occasions.

Variation - You could also use the same format to play 'I like to eat' (foods) or 'I like to watch' (TV programmes) or 'I like to go' (places) using other topic vocabulary.



5.3 Seaside Sounds Quiz

Listen to and identify the sounds and correctly match them to the appropriate picture or symbol on your quiz sheet. Find the matching symbol button on your Talker and tell your Helper the selected answer to mark on your quiz sheet.



Communication Aims

- Listening and identifying the sounds;
- Matching the sound to a symbol and then symbol matching on your Talker;
- Communicating an answer in a restricted time scale and keeping up with the game.

How to Play:

Who: At least two Players, each with a Helper.

- A Helper operates CD Player with sounds CD to play each sound in turn, 1 to 6;
- Each Player decides which sound they think they heard and communicates this to their Helper, using their Talker;
- The Helper then helps the Player to mark on the quiz sheet the number which matches the picture e.g. number 1 was the waves;
- Once all the sounds have been heard and answers recorded, the Players swap quiz sheets e.g. clockwise so that they can mark another Player's sheet;
- The Helper plays the sounds again and asks the Players to 'shout out' the answers;
- The Players mark the sheets and then hand them back to the correct Player;
- The Helper then asks who got the best score. Prizes or round of applause can be given.

What you need:

- CD Player;
- CD with appropriate sound files (.wav) prepared, try www.findsounds.com;
- Quiz sheets with 6 symbol 'answers' on for marking;
- Felt tip pens for marking answers;
- Vocabulary page programmed into VOCA beforehand.

Vocabulary

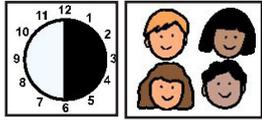
- *Ship's horn;*
- *Waves;*
- *Shark;*
- *Seagull;*
- *Ice cream van;*
- *I don't know;*
- *Can I hear it again.*

Hints and Tips:

- Try to have the VOCA volume relatively low when the Player is communicating their answers to their Helper, so that they aren't giving them away to the rest of the group;
- Encourage the Player to ask to 'hear it again' if they are not sure or miss one of the sounds.

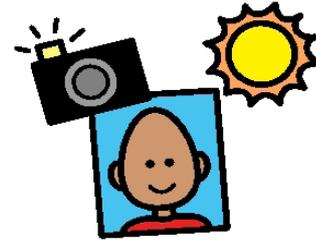
Extension - You could have more than 5 sea side sounds or make the sounds more tricky e.g. a seal, a jet ski. MP3s could also be used and one of the players could operate a switch operated MP3 player (see www.inclusive.co.uk and search for 'Inclusive MP3 player') to be the Quiz Master.

Variation - You could play this game using lots of other sets of sounds e.g. Halloween-spooky sounds, Christmas-festive sounds, farmyard sounds, school sounds, transport sounds etc.



5.4 Show and Tell Photos

Show a special photo to a group of friends and answer questions about it using your Talker. Find out more about your friends' photos by asking them some questions too.



Communication Aims

- Answering questions about your photo appropriately;
- Locating and asking appropriate questions about your friends' photos;
- Using non-verbal interaction skills with the others in the group and turn-taking to ask questions.

How To Play:

Who: 2 or more Players, at least one Helper depending on numbers.

- Each Player takes it in turn to show the rest of the group a special photo they have brought in. The photo is passed around the group for a closer look;
- The other Players take it in turn to ask questions about the photo e.g. 'Where was it taken?', 'Who is in it?', 'Why is it special?', etc;
- Depending on numbers, Players can ask a couple of questions each about the photo;
- When everyone has asked their questions, the next Player takes their turn to show their photo and answer the questions.

What you need

- A special photo for each member of the group to show;
- Vocabulary page programmed into Talkers beforehand. Questions to ask and also answers to the questions about their photo.

Vocabulary

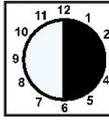
- 'Wh' questions to ask about other Players' photos e.g. *Where was it taken? Who is in it? When was it taken? What are you doing? etc;*
- The answers to these questions, specific to the Player's own photo e.g. *it was taken at the park, that's my mum, dad and sister, it was taken last Summer, we had just played football and are having an ice cream etc;*
- Vocabulary like *'that's a good one' 'I like that one' 'you look funny' 'my turn' etc.*

Hints and Tips:

- Enlarge the photos and then laminate them to make them easier to see and more durable, if appropriate;
- Make sure everyone has TIME to have a good look at the photo before deciding on their question and has an opportunity to have another look during the game to keep their attention on the game whilst other Players ask questions;
- Copy the photo and give everyone a copy, particularly if it is a larger group.

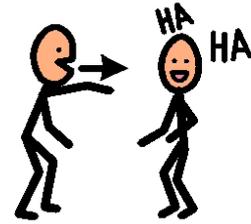
Extension - the Players could take their own photos, using digital cameras or a switch operated camera to show to the rest of the group. (See <http://www.qedonline.co.uk> and search for switch operated camera).

Variation - use other types of photos for Show and Tell e.g. holiday snaps, wedding photos, school trips etc and come up with other questions to ask.



5.5 The 'Trick or Treat' Game

A few friends get together and take turns to tell each other jokes. The friends vote and if most of them like the joke, the Player will get a treat! However, if the joke is voted as rubbish - a trick or forfeit lies in store!



Communication Aims

- Locate jokes on your Talker;
- Use 'comic timing' to ask the question and give the punch line to the joke appropriately;
- Use non-verbal skills e.g. eye-contact, pauses, facial expression to help make the other Players respond to your joke and enjoy it.

How to Play:

Who: at least 2 or more Players, with a Helper to facilitate.

- Get the Players together and decide which Player is going to be 'the joker' first;
- The joker tells their joke to the other Player(s) or 'audience.' The 'audience' responds appropriately by saying e.g. who's there? for a knock-knock joke;
- Once the joke has been told, the other Players vote whether they think the joke deserves a 'trick' or a 'treat';
- The 'majority' of the voters win and the joker then either chooses a 'treat' from a prize box or similar e.g. a sweet, key-ring, stickers or has a trick played or forfeit to do e.g. the forfeits could be communication related e.g. find/tell us 5 things that start with 'b', tell us something that makes you laugh, tell us all the people who live in your house as quick as you can etc.

What You Need

- Lots of jokes programmed onto the AAC device(s);
- Suitable vocabulary to respond the jokes;
- A box of 'treats' or small prizes;
- Cards with suitable 'forfeits' written on.

Vocabulary

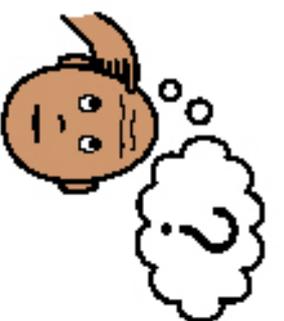
- A selection of 'knock knock' jokes and 'pun-style' jokes e.g. *What do whales eat - I don't know-Fish and Ships;*
- Set vocabulary phrases and 'heckles' programmed for the game e.g. *That's dreadful, That's a good one, Hurry up, My turn, Boo! Very funny, Trick, Treat, Can I have that one on my Talker?;*
- The starter lines - *What do whales eat?* and the punchlines- *Fish and Ships* clearly laid out on a page for 'the joker';
- The responses for 'the audience'- *I don't know* for puns and *Who's there? for the knock-knock jokes.*

Hints and Tips

- Make sure you lay the joke out clearly on the page so that the joker can easily see which starter line goes with which punch line. You could colour code both parts of the joke (e.g. light yellow for starter and dark yellow for punch line) or have all the starter lines on one side of the screen and all the punch lines on the right side, or both of the above;
- 'Engineer' the situation to be as much fun as possible e.g. pretend the joker is on a stage (or play the activity in the hall for effect).

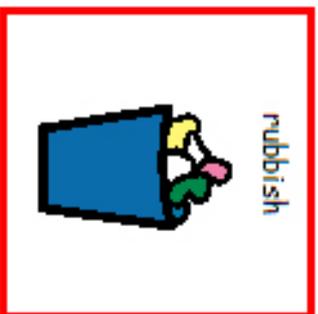
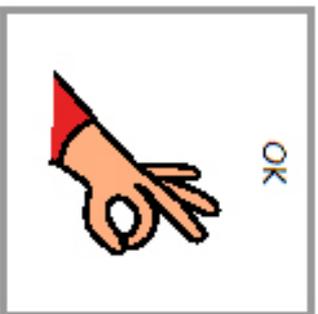
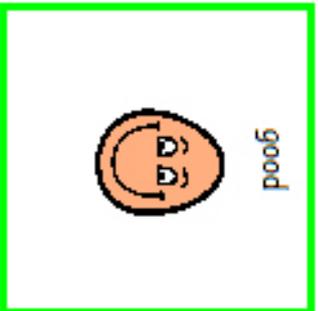
Extension - Have a 'Michael McIntyre' style presenter to introduce 'the acts' and include the game in a talent contest or end of term show - this is great for confidence building.

What did you think of the game?



Name of player:

Name of game:



Comments:

Keep Talking

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