A Christmas Carol - *Activities to extend your child's learning. Teacher/Parent/Carer notes*

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Explanation

- This document is designed to support the adult working alongside the child using the slides for lesson 2.
- For each activity there is a brief explanation outlining the aim of the activity as well as ideas to support delivery.
- For some activities, additional resources such as templates have been included.
- In addition there is a section on 'Supporting Engagement'. This outlines some of the things to look out for in terms of exploration, anticipation, initiation, realisation and persistence (The Engagement Model) and how you can develop these within the activity. It is important to note that when using the Engagement Model you should only be changing one thing at a time, rather than attempting to increase engagement in all areas simultaneously. There is no one size fits all and activities and learning should be tailored to your child's needs and based upon your observations and interactions with your child.

Exploring character sounds (Activity 1)

- The aim of this activity, depending on the level of your child, is for your child to: **Attend to audible stimuli | Track auditory stimuli**

- You will need pictures of the characters (these are provided on the lesson slides 6-12) and sound effects as detailed on lesson slide 2).

- Use the pictures as visual prompts and then play the sound effect, you may also want to use sensory cues. Note down your child's responses and if your child seems to like a particular sound use this to work on auditory tracking. Create a sustained (5-10 seconds) sound using the stimulus directly in front of them establishing a point where the sound is obviously heard. Pause then repeat the sustained playing, moving the stimuli gradually away from them until interest is lost, this can be done either by continually playing until interest is lost or by playing sustained sound, briefly pausing, moving the sound 10cms away and playing, continuing until the student does not respond.

Supporting Engagement (Activity 1)

Exploration - Does your child build on their initial reaction? For example, after noticing a sound, do they start to move their head toward it or widen their eyes. Replay the sounds allowing lots of time for exploration.

Anticipation - When exploring the sounds, does your child act repeatedly suprised or do they start to display familiarity? Use sensory cues to support anticipation.

Realisation - How is your child interacting with the activity? Are they allowing you to do all the work or are they demonstrating actions which suggest they would like more control over the activity? Provide your child with the switch so that they can control the sound.

Persistence - Does your child sustain attention for long enough to actively explore the resources? Try tracking activities.

Initiation - Is your child acting spontaneously / independently or do they need to be prompted? Are they losing interest really quickly or are they calling out to ask for more sounds?

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Tracking ghosts (Activity 2)

- The aim of this activity, depending on the level of your child, is for your child to: **Attend to visual stimuli | Track visual stimuli**

- You will need some fairy lights / a torch / a lamp, sheer white material and a heavy dark sheet / blanket.

- As you introduce the visual stimuli, notice your child's responses. Move the stimuli to see if your child tracks its movements. Does your child show a particular preference to any of the ghosts? You could use this to develop choice making.

Supporting Engagement (Activity 2)

Exploration - Does your child build on their initial reaction? For example, after resources are presented do they attempt to reach out to the resource, retain focus on the resource briefly or for extended periods?

Anticipation - When exploring the resources, does your child act suprised or do they respond in a way that is appropriate to explore that resource? Use sensory cues to develop this, reducing as your child builds up their engagement. Move the resource around in a predictable pattern and see if your child starts to predict its appearance.

Realisation - Is your child attempting to grab the resources themselves or showing signs that they would like to? Present the resources in a way that is accessible to your child so they are able to have more control.

Persistence - Does your child sustain attention for long enough to actively explore each resource? Find ways to enhance the resources or present them in different ways to capture their attention and increase the length in which they explore. Once a child is engaged with a particular resource you could try moving it slightly out of reach or hiding it under a cloth to see if they search for it in order to continue engagement.

Initiation - Is your child acting spontaneously / independently or do they need to be prompted? Try removing a resource they are exploring and see if they call out for it's return.

Exploring emotions (Activity 3)

- The aim of this activity, depending on the level of your child, is for your child to:

Respond to stimuli | Continue to attend to stimuli after adult initiation

- You will need facial expression pictures / photos and sound effects which represent emotions.

- Support your child to explore the facial expressions, use the sound to enhance the facial expression. You could also model these, pulling the faces yourself and making the sounds yourself.

- Encourage your child, if appropriate to mirror these expressions.

Exploring facial expressions (Activity 3)

Exploration - Does your child build on their initial reaction? For example, after noticing a sound do they start to move their head toward it or widen their eyes? Replay the sounds allowing lots of time for exploration. Are they visually exploring the pictures or do they just 'notice' them?

Anticipation - When exploring the sounds, does your child act repeatedly suprised or do they start to display familiarity? Use sensory cues to support anticipation.

Realisation - How is your child interacting with the activity? Are they allowing you to do all the work or are they demonstrating actions which suggest they would like more control over the activity? Are they perhaps mirroring the facial expression?

Persistence - Does your child sustain attention for long enough to actively explore the resources? Try tracking activities.

Initiation - Is your child acting spontaneously / independently or do they need to be prompted? Are they losing interest really quickly or are they calling out to ask for more sounds? Are they attempting to communicate with the faces?