

Communication and Language: Celebrations and Festivals - Building Understanding

# Speaking Skills: Party Role Play



# Introduction

This resource pack will walk you through engaging your child in a role play activity in which you pretend to be guests at a special festival or party. The purpose of this is to motivate communication skills.

The next page will detail what outcomes you may be looking for...



## **Aims or outcomes...**

You might use this lesson to motivate your child to...

- Show awareness of another person sharing space and interacting
- Respond to an adult initiating interaction
- Initiate interaction and show curiosity
- Engage in reciprocal vocalisation (my turn, your turn, use of voice)
- Articulate their own name
- Demonstrate sensory preferences and/or make meaningful choices
- Engage in reciprocal play (my turn, your turn)



# For this lesson you will need

- Recommended, but not required:
  - Relevant symbols & signs
  - Party decorations, food and clothing
  - Toys and games which your child finds particularly motivating
  - Some 'party-goers' (these may be dolls, stuffed animals or family and friends!)



# Getting ready

- Reduce distractions within the room (turn off anything that creates light or sound)
- Prepare your child to be 'ready for learning' - this may require a run around outside first, a snack, or an opportunity to re-position and settle into a comfy chair
- Create interest by sharing and exploring props / resources
- Show them you're excited for the lesson! Build curiosity and anticipation!



## Party “to do” list...

**Decide on your theme / festival**

**Choose your clothes and food**

**Invite some guests**

**Prepare the decorations / room**

**Introduce yourself**

**Play some games**

**Say goodbye**



# Party “to do” list...

**Decide on your theme**

**Choose your**

**Invitations**

**Prepare**

**room**

**yourself**

**some games**

**Say goodbye**

You don't have to do all the steps! Just choose which will be most relevant and meaningful for your child.



## Party “to do” list...

### Decide on your theme / festival

If it's nearing Halloween or Holi, you may have this decision made for you already!

If not, then encourage your child to choose from a selection of two. *It can be difficult for some children to make meaningful choices for something this abstract, so perhaps it's a question of them choosing a colour they prefer, or a character around which to base the party!*



## Party “to do” list...

### Choose your clothes and food

Offer a selection of fabrics to your child. It may be most appropriate for them to feel one at a time and show you their preference for each experience, or it may be best that they dig ferociously through a dressing up box!

Same with food - either present two different sensory experiences and determine preference based on response, or perhaps your child can tell you outright what they would prefer! Perhaps a choice of two from the cupboard or biscuit tin.



## Party “to do” list...

### Invite some guests

Your child may prefer to go around the house and ask family members to “come” to the role-play party, or they may prefer to spend some time mark making and decorating invitation cards. Encourage the interaction, either way, and encourage the child to initiate by handing the invitation, vocalising, tapping somebody on the shoulder or looking up! Don’t forget to remind the attendees that their responsibility is to interact, too!



## Party “to do” list...

### Prepare the decorations / room

This process may be very similar to choose food and clothing. However, if you feel that is the case, I would extend that process here by asking the child to direct you - if you're hanging bunting or placing a plate of cookies, allow the child to instruct “up”, “no”, “there”, gesturally, vocally and through taking your hand and leading you.



## Party “to do” list...

### Introduce yourself

A very important element of the party - the introductions! Practise your “hello” and “my name is...” and articulating names. Maybe the child will learn the names of the attendees and use them to greet them, or you may be able to prompt “where is... Polly?” for the child to indicate a particular party-goer!



## Party “to do” list...

### Play some games

Allow the child to direct the play in the room - whichever game they choose will be the most motivating for them and will encourage the most interaction. Gently direct the game into something that requires turn taking or ‘reciprocal interaction’. This can be simplified for other learners by developing a hide-and-seek game with a scarf over the head - you say a big dramatic 1-2-3 (or ready-steady-go) and take the scarf away to say “hello [name]!”, building anticipation and response.



## Party “to do” list...

**Say goodbye**

As people leave the party be sure to name them all and say “goodbye” to indicate that the party is over. If your child can name them, then encourage that, too!



# Communication and Language

## Celebrations and Festivals Unit 4: Lesson 4

### Speaking Skills: Party Role Play

#### Make it easier

Repetition, repetition, repetition.

Drama! Use big, dramatic pauses and silences to build anticipation in play.

Use familiar settings, objects and people.

#### Make it harder

There is a whole range of skills detailed in this lesson - for each, if you wish to create challenge, change the context (do the same thing in a different way or a different place), and encourage independence and fluency (practise to remove hesitancy).

#### More ideas

Apply these skills to new activities - maybe you could arrange a mock wedding or birthday party. Could you further explore the festivals in other cultures through exploring the food shared at the festival, the clothing worn and the music listened to?

