

Early Development: (Holidays) - Secondary

***A Day Out - 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.



Watch out for that bear! (Activity 1)

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

Attend to visual stimuli | Track visual stimuli

It will also support your child: **Recognise familiar stimuli**

You will need a teddy bear / photos of bears and some cardboard tubes.

Use the tubes as binoculars or a telescope and search for the bear.

As you undertake this activity notice your child's responses. Are they surprised by the bear each time? Do they start to anticipate its appearance? Are they actively searching for it?

This activity could also be done with a spotlight.



Supporting Engagement (Activity 1)

Exploration - Does your child build on their initial reaction? Are they exploring the tube or looking through it for what they can find? Try using different sized tubes or different ways to search for the bear.

Anticipation - Is your child surprised each time you find the bear or are they actively looking and pleased when they find it? Use prompts 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? Think of ways or methods you could give your child more control over the search. For example, is your child able to control the tubes themselves, could you add a switch on a spotlight focussed on the bear, etc..?

Persistence - Does your child sustain attention for long enough to actively take part in the search? Use enthusiastic prompting to maintain or extend their engagement. If your child is particularly engaged, try extending the time between finding each bear.

Initiation - Is your child acting spontaneously / independently or do they need to be prompted? If your child is used to the game, become 'distracted' and see if your learner calls out or finds ways to search for the bear themselves - such as reaching toward the tubes or looking around the room.



What can we find in the woods? (Activity 2)

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

Respond to sensory stimuli | actively explore sensory items.

You will need different items you would associate with being in a wood.

Allow your child to explore each item in as many sensory ways as possible. Remember to use sensory cues when introducing the stimulus.

For sight - touch the side of child's eye whilst saying 'look'

For smell - touch the child's nose and say 'smell'

For auditory - touch the child's ear and say 'listen'

For tactile - touch the child's hand and say 'touch'



Supporting Engagement (Activity 2)

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

Anticipation - When exploring the resources, does your child act surprised 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.

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.



Listening to the sounds of nature (Activity 3)

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

Notice and respond to auditory stimuli | Track auditory stimuli

You will need different sound effects you can find in nature.

Support your child to explore different sound effects.

Cue your child to prepare them for auditory stimulus. Play the sound effect noting down their responses, repeat noting if their responses are the same.

If your child seems to like a particular sound, use that sound 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 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.

Anticipation - When exploring the sounds, does your child act repeatedly surprised 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?

