

Contents

	Page
Introduction	4
Classroom Implications	5
How To Use This Resource Pack	6
Step 1: Creating a Safe Environment	9
Step 1: Resources	27
Step 2: Further Investigation and Planning	53
Step 2a: Screening for Underlying Language Difficulties	54
Step 2b: Recording Baseline Scores for Active Listening	65
Active Listening Assessments	68
Interpretation of Active Listening Assessment Scores	83
Step 2c: What Next?	85
Step 3: Linking Language to Social Interaction	91
Step 3: Resources	135
Step 4: Concepts of Understanding and Knowledge	179
Step 4: Resources	221
Step 5: Developing Clarification Skills	253
Non-Verbal Clarification Strategies	254
Verbal Clarification Strategies	258
Coping with messages that don't make sense	259
Coping with distorted messages	272
Coping with too much or too little information	280
Coping with a variety of barriers to understanding	295
Step 5: Resources	303
Step 6: Maintaining Active Listening Skills	375
Step 6: Resources	395
Resource List	413

Introduction

There is a growing bank of resources to enable schools to support children with speech, language and communication needs (SLCN). But as teachers will acknowledge, it is much easier to give timely and appropriate support if children start the ball rolling by indicating that they do not understand. Unfortunately, most children with SLCN lack the vocabulary, awareness or confidence to acknowledge their difficulties and seek clarification. They can fall into a pattern of guessing at what they should be doing and frequently become over-reliant on the assistance of learning support staff. Many of these children cope relatively well at primary school where their problems are recognised and contained within one classroom, but they can quickly become overwhelmed at secondary school. Without well-developed active listening skills, their struggle to keep up may be interpreted as disinterest or laziness.

Poor attention and listening skills

Unfortunately, SLCN can be subtle and often go unrecognised. A different pattern may emerge as children disengage with the learning process at a younger and younger age. It starts with poor attention and listening skills. Spoken instructions and explanations go over their heads. They seek individual attention over organised activities and unsupervised play. And significantly, they appear to switch off or go their own way rather than ask for help.

Behaviour problem or language difficulty?

All of these behaviours can be explained by genuine communication difficulties. Despite speaking clearly, children may be unable to process or internalise instructions and routines. Without clear understanding and planning, they are unable to identify how to put things right or seek appropriate help. They try to please but misjudge situations so often that they eventually cease to trust their own judgement. At this point they rely on constant reassurance and without it, may opt out altogether. They may lash out in frustration and become an easy target for other children. The downward spiral of disengagement, under-achievement and unacceptable behaviour is underway . . .

Confident communication

This resource manual has been written to help prevent and address this downward spiral, and to generally improve children's ability to actively participate in the learning experience. By taking an inclusive approach, all children are helped to recognise the importance of clear two-way communication and compensatory strategies such as peer support and active listening. Teachers are helped to recognise early warning signs, identify children with communication difficulties and provide a safe classroom environment where mistakes are part of the process. Strategies for general classroom practice are combined with specific activities at a range of levels so that teachers can tailor the resource to the needs of their class.

Whatever the age-range or level of additional need within a class, the overall goals are for pupils to *enjoy* learning and become confident communicators; active learners who can acknowledge their difficulties and seek clarification when confused. Until this is achieved, other programmes of learning are likely to have limited success.



Activity 3: Saying 'I don't understand'



Aim: To demonstrate that everyone has difficulty understanding at times – even adults!

Preparation

Laminate one set of large Comprehension pictures (see Resources: Step 1, pages 41-43).

Procedure (younger children)

- 1) Introduce concept of understanding with a general discussion using the large pictures to illustrate 'I understand' and 'I don't understand'.
- 2) Start by saying that we cannot understand everything we hear and encourage children to think of someone they cannot understand easily.
- 3) Use examples from your own experience to facilitate the discussion:
 - our pets
 - baby brothers and sisters
 - characters from popular children's television programmes (puppets, robots, aliens etc.)
 - the home language of children speaking English as a second language
 - members of staff with strong regional accents
- 4) Stress that we must not worry when we don't understand what someone is saying because we can help each other work it out. For example, we offer younger siblings choices, or ask an adult to talk a bit slower or point.

Procedure (older children)

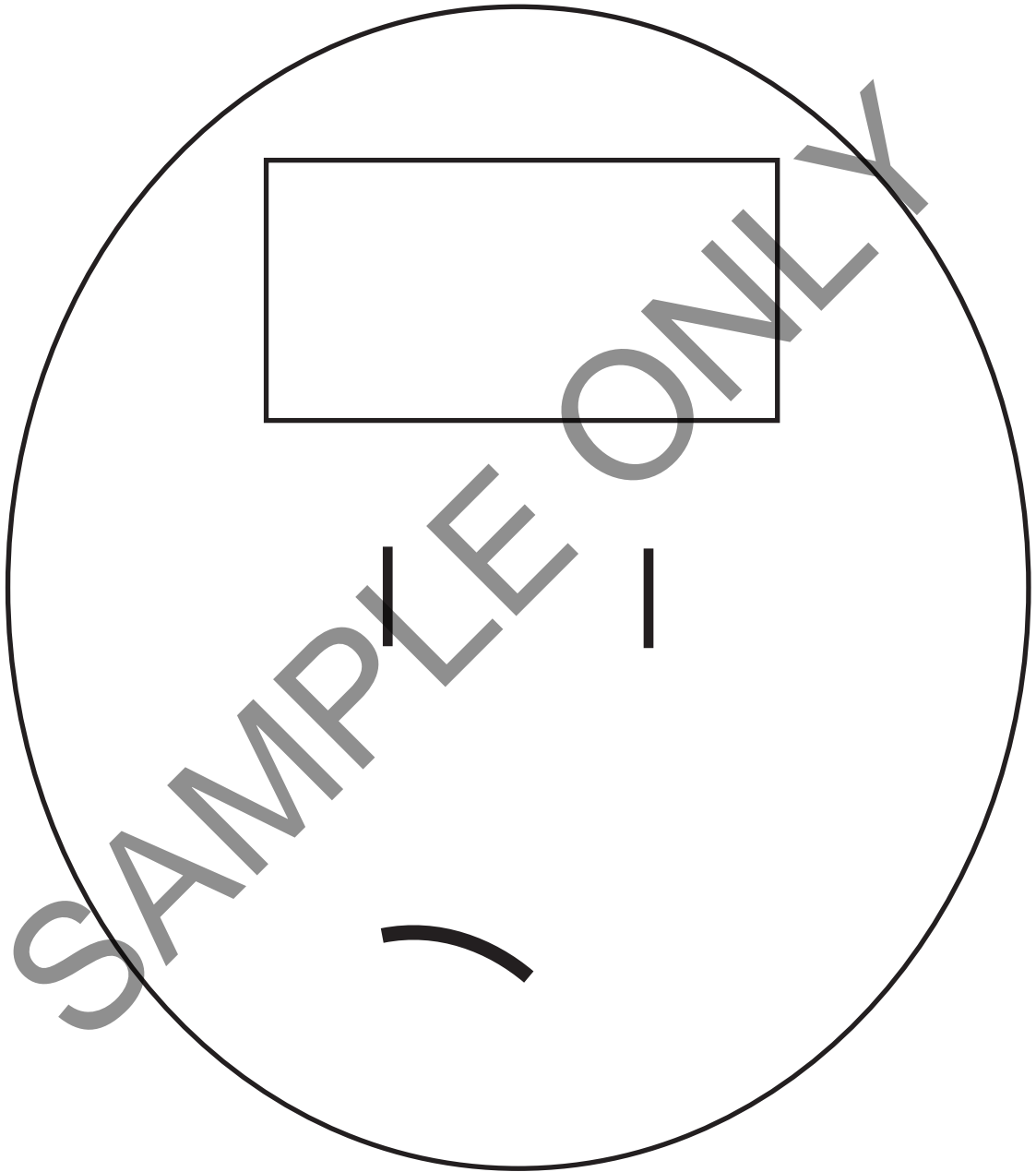
- 1) Introduce concept of understanding with a general discussion using the large pictures to illustrate 'I understand', 'I don't understand' and 'I'm not sure'.
- 2) Encourage children to think about times when they did not understand, and how that felt.
- 3) Use examples from your own experience to facilitate the discussion:
 - going abroad
 - being in a very noisy place
 - being given long-winded directions
 - trying to follow an instruction manual
 - communicating with animals
 - talking to someone who is still learning the sounds and words of English
- 4) Ask how we can improve understanding and list all ideas. Think about what works best (e.g. getting help) and what is less successful (e.g. guessing).

All children

- 1) Stress that you want to make sure that everyone understands the work in class and that you are going to work together as a team to make sure everyone gets the help they need. You will be really pleased if you notice children helping each other without being asked.
- 2) And you will be *extra* pleased if children are clever enough to realise they don't understand and let you know.

See Activity 5 'It's Good to Ask' for a follow-up activity.

?



Step 2: Further Investigation and Planning



Establish a baseline for planning intervention and monitoring progress.

While the whole class strategies in this resource pack provide an essential context for consolidation and generalisation of skills, pupils with additional educational needs are likely to need more time in smaller groups to develop active listening and comprehension skills to their full potential. It is important to understand the difficulties these pupils are experiencing in order to plan appropriate support.

In practice it is not always easy to recognise children with poor understanding as they may talk clearly, fluently or incessantly, giving the impression that they have well-developed language but poor listening skills, attitude or behaviour. It must be remembered that we are all capable of repeating things we don't completely understand (the lyrics of a song, business jargon, phrases in a foreign language) and we cannot assume that children have full understanding of language they produce.

The procedures in this chapter are designed to flag up hidden comprehension difficulties as well as poor active listening skills.

Step 2a – Screening Activities

Step 2a provides methods of structured observation to screen for the most common factor in classroom behaviour problems and poor listening skills - an underlying language processing difficulty.

Step 2b – Active Listening Assessments

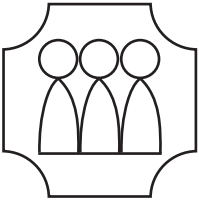
Step 2b provides a selection of informal assessments to establish or confirm that children are finding it difficult to seek clarification when given instructions they do not understand. It may then be advantageous to document their progress against this initial baseline, as evidence that intervention to develop active listening skills has been effective.

Step 2c – What Next?

Having identified children who are not seeking clarification effectively and investigated possible reasons for this, it is time to plan intervention.

Step 2c enables staff to use information from general classroom observation and the above procedures to select appropriate activities from this manual and plan intervention.

Step 2a: Screening for Underlying Language Difficulties



Explore the possibility that poor listening skills or class contribution are associated with language processing difficulties.

General classroom observation will alert staff to children who:

- do not cope well with routine
- give inappropriate answers
- make little contribution
- employ delaying tactics when threatened by change or failure
- are generally disorganised and unfocused

It is highly likely that the same children struggle to ask specific questions and seek help. The following screening activities will help to determine whether inappropriate behaviour is linked to poor language skills and provide a baseline record for reviewing progress.

Screening Activity 1 (SA1) 'Is it a Question, Direction or Statement?'

Most children are able to recognise the function or purpose behind different language forms and realise that a different response is expected from them in terms of *answering a question, following an instruction or confirming/negating a statement*.

Some children may not be able to infer the intentions of others however, and will need to begin active listening work by establishing the fundamental principles of two-way communication. Some may not understand the grammatical markers which distinguish questions, commands and statements and will respond to information-carrying words only, often taking action when only a verbal response is required. Others process language through direct action rather than visualisation, leading to delayed or inappropriate reactions.

SA1 will identify children who need help to establish appropriate response patterns.

Screening Activity 2 (SA2) 'Analysing Children's Responses To Questions'

Teachers, parents and classroom assistants may be aware of children who do not answer questions correctly or consistently. It is usually fairly obvious when children have understood the question but do not know the answer.

e.g. Q: Where's Buckingham Palace? A: 'Somewhere near Manchester'

It is not always obvious however, that children have not understood the question in the first place. Inappropriate answers are an inevitable consequence of language comprehension or processing difficulties, but can also make the child appear inattentive, poorly motivated, silly or disruptive.

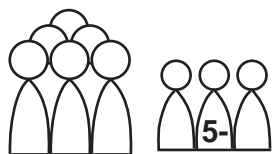
SA2 will help to discern a pattern in children's unusual or inappropriate responses and identify children who warrant further consideration.

Screening Activity 3 (SA3) 'Pupils Response to Clear and Unclear Directions'

Once children understand the function of requests and questions they need coping strategies for when they cannot hear or make sense of what the speaker is saying.

SA3 flags up children who are unable to compensate for their comprehension difficulties.

Step 3: Linking Language to Social Interaction



Ensure that children recognise the different functions and social responses associated with questions, commands and comments. Only then can they be expected to develop effective questioning strategies.

Some children say a lot (too much at times!) but are actually very ineffective communicators. They tend to talk *at* rather than *with* other people and struggle with shared activities such as active listening, problem solving and negotiation.

Teachers and parents may recognise children who:

- interpret language literally and ignore the wider context
- engage in extended monologue rather than dialogue
- state rules rather than address people directly
- repeat questions rather than answer them
- ask questions to secure attention rather than to seek information
- memorise facts easily but do not consistently follow simple instructions or social routines
- assume others know what they are thinking and become distressed or angry when things do not go as they anticipate

It is likely that these children have learnt to speak and read clearly but struggle with the 'pragmatic' aspects of language that allow us to use and respond to language appropriately in different situations and social contexts.

Such children need help to:

- appreciate the give and take, two-way nature of communication
- recognise the different functions or purposes of language and see how each can be used to influence other people's behaviour
- link different language structures (questions, commands, statements) with different intentions (requests for information, action, clarification etc.)
- recognise the speaker's intention behind certain language choices and how this impacts on the listener's response
- generalise skills learnt in small group activities to the wider school, home and community settings

! Staff awareness is vital to ensure children's behaviour is not misconstrued.

! Involving parents and non-classroom based staff in children's targets and activities is always important, but particularly so in the area of social use of language. Effective strategies from this section will need to be extended to other settings such as the playground, dining-room and home to ensure that concepts are generalised beyond the classroom.



Activity 1: Simple Directives



Aim: For children to associate directives with an action response and formulate instructions in a practical activity.

Preparation

- 1) A selection of action pictures (use your own pictures or the selection on pages 140-141, Resources: Step 3).
- 2) Action symbol (Resources: Step 3, page 136).
- 3) Directive symbol and several copies of the blank Directive speech bubble (Resources: Step 3, pages 142).

Procedure

- 1) Show the children the Action symbol and explain that actions are all the things that we can do (this complements the vocabulary categorisation work in Step 4, Activity 9). If needed, have a few rounds of 'Follow My Leader' to perform and copy different actions.
- 2) Now introduce the Directive symbol and explain that you are going to practice giving each other 'instructions'. We give people instructions (*hold up the Directive symbol*) when we want them to **do** something (*hold up the Action symbol*).
- 3) Put an object of your choice in the middle of the group or circle. Explain that if you want one of the children to take it you could give them an instruction. Take the blank Directive speech bubble and think about what you could say:

The ball is red (*pause*) No, that didn't work - nobody moved. OK, let's try something else.

The ball is on the floor (*pause*) No, that didn't work either.

Peter, pick up the ball (*looking at a child you know will understand*) Great! Peter knew what to do, that was a good instruction. Let's try another one.

Peter, give the ball to Lloyd (*wait*) Fantastic! Now you are going to give each other instructions.

- 4) The children take it in turns to take an action picture and make the person opposite them do what is on the card. **They must not describe the card.** For example, when looking at a picture of a boy jumping up and down, a child might describe it and say, 'The boy is jumping'. If that happens, make sure no-one moves. Quickly interject and say, 'Yes, *that* boy is jumping but Kevin isn't. What can you say to make Kevin jump like the boy in the picture?' Allow other children to help if necessary until the correct command form is chosen, 'Kevin, jump!' or if they can manage it, 'Jump please!'
- 5) As the children successfully formulate instructions, these can be written in the blank speech bubbles and stuck on the wall. Note that instructions are often given in the more polite question form, e.g. 'Can you stand over there please?' so although it is unlikely, accept any polite requests for action, should they arise.
- 6) When all the pictures have been used, recap by taking each speech bubble in turn and seeing who can be first to carry out each instruction, e.g. 'OK everyone, let's do them all together this time. Everybody . . . jump!'



Step 4: Concepts of Understanding and Knowledge



Ensure children recognise the difference between knowing and not knowing; understanding and not understanding. Only then can they trust their own judgement and decide when they need to seek clarification.

Teachers and parents may recognise children with specific comprehension disorders. These children's strengths lie in 'here and now' language (language relating to concrete facts, visual concepts, the 'running commentary' and their immediate needs) and rote-learning (which requires good memory rather than true understanding). They experience more difficulty with abstract language, relative concepts and the language of social interaction which includes giving and seeking clarification. For some it is mainly the spoken and written word they find hard to understand or process at speed, for others the difficulty extends to understanding the complex social rules which govern the way we use language to communicate in different situations. A proportion of these children will receive a diagnosis of autistic spectrum disorder.

Children with comprehension difficulties typically become so used to being confused, that they come to rely on adults to tell them if they are right or wrong. They become passive, in that they expect failure, readily accept correction and do not query explanations. *They always try to answer because they think they are supposed to.*

Children with social-communication difficulties who cannot mentalise ('mind-read') cannot easily visualise an alternative to their own thought process. They come to believe that they are always right, do not readily accept correction and challenge anything that veers from their black and white view of the world. *They always try to answer because they think they can.*

What these children have in common is a lack of distinction between *knowing* and *not knowing*. In fact, we inadvertently reinforce their confusion when we encourage guessing and accept incorrect or inappropriate answers in order to build rapport and self-esteem.

We need to . . .

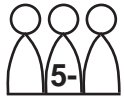
- Strengthen the child's understanding so that a clear distinction between knowing and not knowing is experienced.
- Develop awareness that messages cannot always be understood and questions cannot always be answered.
- Establish concepts 'I don't know' and 'I don't understand'.
- Avoid reinforcement of inappropriate responses, whilst valuing the child's contribution.
- Ensure that simple question-answer routines are secure before working on expanded or inferred responses.
- Develop flexibility by storing vocabulary in terms of connections rather than absolutes and recognising that there may be several answers to the same question.

N.B. Activities that support vocabulary development and storage are indicated by the filing cabinet symbol.





Activity 3: Out of Sight...



Aim: For children to develop a clear distinction between 'knowing' and 'not knowing' and learn that 'I don't know' can be the right answer.

This activity is particularly useful for children who continually try to answer even when guessing is not helpful, necessary or appropriate.

Preparation

- 1) A selection of containers, some with the contents clearly displayed and others that are sealed with the contents hidden.
e.g. a glass of water, a mug of tea, a bowl of paperclips, a clear pack of pens, a wrapped present, a closed unmarked box, a jiffy bag, a carrier bag.
- 2) Large Comprehension pictures 'I know' and 'I don't know' (Resources: Step 1, pages 41 and 42).

Procedure

- 1) Place one Comprehension picture on the children's left and the other on their right.
- 2) Introduce one container at a time and ask the children what is inside. The objective is for children to only say what is inside if they are sure, otherwise they will need to say 'I don't know'. It is important that the children believe that you don't know either so that if anyone says 'What is it?' you can reply 'Good question!' and model 'I don't know'.
- 3) As you discuss each container get the children to allocate them to either the 'I don't know' picture (contents not known) or the 'I know' picture (contents known) so they end up with two groups of objects.
- 4) Establish that they **know** what is in the open containers because they can **see** the contents (*refer to 'I know' picture, pointing to the eye and 'knowledge box'*). If children start to guess what is in the closed containers say 'It might be that but I didn't ask you to **guess** what's inside – you can **guess** in a little while when we play a **guessing** game. Can you see what's inside? No, so we **don't know** what's inside. We have to say (*refer to the other picture*) "**I don't know**".
- 5) When children consistently reply 'I don't know' on being asked what's inside the closed containers, it is time to discover the answer! Pick up one container at a time and ask each child to **guess** what's inside. After each guess say, 'Yes, it *might* be ____'. Encourage different answers and allow children to have more than one guess. Stress that 'We **don't know** what's inside so we are **guessing**.'
- 6) Finally say 'We've had lots of **good guesses**. I wonder if anyone got it right. Let's have a **look** and then we'll **know**.'
- 7) Once the children discover what's inside, move that container over to the 4b group ('Now we **know** what's inside!') until there are no containers left unopened.
- 8) Be sure to repeat this game until you are confident that children only start guessing once this is invited.

Step 5: Developing Clarification Skills



Establish appropriate ways to seek clarification by giving children practice in deciding if requests or instructions make sense and asking for more information when they do not.

This section provides clarification skills practice for two groups of children:

Children with delayed development or lack of social experience who are aware that messages do not always make sense but are unable to reliably communicate this to others. Such children tend to:

- look blank or anxious when they don't know the answer
- wait for an adult to spot that they are stuck
- look worried or unsure but try to follow instructions
- look for adult reassurance and confirmation

Children with specific language and learning difficulties who have worked through the appropriate sections of Steps 3 and 4. Such children should now be aware that:

- messages cannot always be understood
- sometimes 'I don't know' is the right answer
- questions require a verbal response
- directions require an action response

For both groups of children, direct practice and reinforcement is now indicated to enable them to ask for clarification when they have not understood. We are aiming for children to:

- Become aware of why they did not understand and their role in putting it right
- Request clarification politely and appropriately
- Gain in confidence, independence and enjoyment of language and interaction



Practice is first provided in non-verbal communication, followed by activities for each of the areas discussed in Step 2: inadequate volume, rapid speech, competing noise, contradictory, impossible, ambiguous and lengthy requests, unfamiliar vocabulary and complex language. Finally, the areas of verbal communication breakdown are combined, and children are given practice using a variety of clarification strategies within the same practical activity.

Facilitators do not need to work through all the activities but may target specific areas as indicated by individual assessment findings or observation.

Coping with messages that don't make sense

ages 5
and above

- In this section:
- Dealing with **unfamiliar vocabulary**
 - Dealing with **impossible requests**
 - Dealing with **contradictory information**

	<h3>Activity 3: Silly or Sensible? (body parts)</h3>
	<p>Aim: To enable children to recognise unfamiliar vocabulary within instructions.</p>
	<p>Preparation</p> <ol style="list-style-type: none"> 1) Make up the prompt cards for Nonsense Words (Resources: Step 5, pages 307-310) and place in a pile. 2) Large Comprehension pictures 'I understand' and 'I don't understand' if children still need a visual reminder of the concepts (Resources: Step 1, pages 41-42).
	<p>Procedure</p> <ol style="list-style-type: none"> 1) Explain that you are going to read out instructions from the cards, asking the children to point to different parts of their bodies. They need to listen carefully; sometimes the instructions will be easy to understand (<i>point to the 'I understand' picture</i>) and sometimes they will be impossible to understand (<i>point to the 'I don't understand' picture</i>) because you have used a 'made-up' or 'silly' word. 2) Read out a prompt card and if the child knows what to do, give them the card to reinforce the fact that we do not need to challenge <i>every</i> utterance – a ☺ appears at the bottom of the card underneath a picture of the body part. 3) If the instruction cannot be followed because a nonsense word has been used, the child should state this, e.g. 'That's not a real word!', 'You made that up!' Give the child the prompt card with the silly words to reinforce their decision not to guess. 4) If children <i>think</i> they know what to do and carry out the instruction incorrectly, tell them it was a difficult one but they 'had a go'. Do not give them the prompt card but put it at the bottom of the pile so it will be repeated later (not necessarily with the same child). 5) Continue until all cards have been given out. <p>Variations</p> <ul style="list-style-type: none"> • Omit use and references to 'I understand' and 'I don't understand' pictures if not needed. • Use blank cards on page 311 to add your own ideas or cater for different language levels.

Point to your
mazz -dezz!

? ? ? ? ?

CLARIFICATION STRATEGIES: Nonsense Words

Point to your
see-dar!

? ? ? ? ?

CLARIFICATION STRATEGIES: Nonsense Words

Show me your
sibb-tee!

? ? ? ? ?

CLARIFICATION STRATEGIES: Nonsense Words

Show me your
nort-tazz!

? ? ? ? ?

CLARIFICATION STRATEGIES: Nonsense Words

Point to your
lid-bar!

? ? ? ? ?

CLARIFICATION STRATEGIES: Nonsense Words

Point to your
dorm-tar!

? ? ? ? ?

CLARIFICATION STRATEGIES: Nonsense Words

Show me your
hig-lay!

? ? ? ? ?

CLARIFICATION STRATEGIES: Nonsense Words

Show me your
daffle!

? ? ? ? ?

CLARIFICATION STRATEGIES: Nonsense Words

Step 6: Maintaining Active Listening Skills



Facilitate carryover into the classroom with consistent encouragement and reinforcement of active listening principles, ensuring that children use each other for support and avoid over-dependence on adults.

Many children develop and use active listening effectively in one to one, small group or familiar settings but fail to generalise these skills to the classroom or a new environment. There are a number of possible reasons for this:

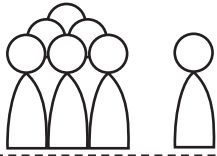
- Children may lack confidence to use skills in new settings without explicit invitation and approval
- Staff in new settings may be unwittingly discouraging requests for repetition or clarification
- Children may not be aware that the strategies they have practiced in small groups have a wider application
- Children may be conscious of their peers and afraid that asking questions will make them look stupid
- Children may be poor at initiating conversation and uncertain of the best time to seek clarification
- There is no need to seek clarification (often a direct result of providing one to one support)
- Children may have become dependent on one trusted adult and view only this person as a means of support.

So we need to . . .

- Adopt a whole class approach where active listening is routinely and consistently encouraged and reinforced
- Ensure continuity of approach with changes of staff, class and school
- Ensure we do not remove opportunities to practice seeking clarification by over-anticipating children's needs
- Ensure children know when and how to seek clarification within the classroom and work as a team to support each other's learning
- Capitalise on links with home to reinforce learning and promote generalisation.

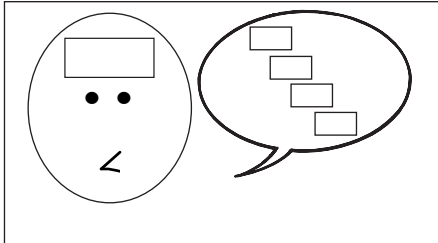
Having established a classroom ethos where children are comfortable with the principles of active listening, the majority of children will continue to seek clarification naturally and appropriately. This is not the case for children with communication disorders or low self-esteem however, and this section includes simple strategies which need to be applied on a routine basis to maintain their confidence and focus.

Ensure that any principles successfully adopted in the classroom are demonstrated to parents with examples of application at home and in the wider community setting.



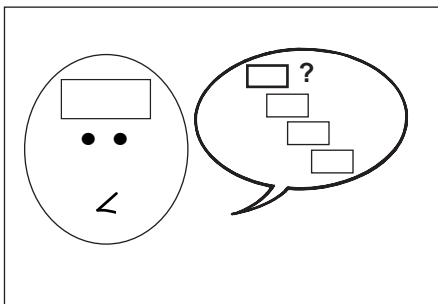
Strategy to reinforce the difference between knowing and not knowing, so that children can make a more appropriate contribution

As a general backup to classroom discussion, use the pictures below to help children with poor Comprehension differentiate between providing reasoned answers and guessing, and recognise when each is appropriate. This will often be in association with Step 4 activities.



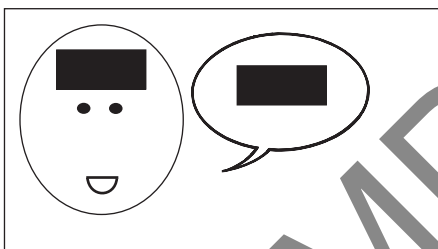
- guessing
- answering too quickly
- saying the first thing that comes into your head

[Step 4 Resources, pages 238 and 242]



- having a go
- trying when you are not sure
- double-checking
- 'Is it OK to guess?'
- suggestions/possibilities

[Step 4 Resources, pages 244 and 245]

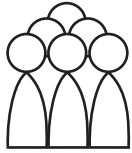


- the correct answer
- 'I got it right'
- working it out before answering
- being sure

[Step 4 Resources, pages 239 and 246]

For example

- Children can appraise their own work by saying which answers they are sure about and which are guesses.
- Children can be encouraged to have their 'first thoughts' and discussion in small groups and present only their solution to the whole class.
- Children can be given permission for calling out when lots of suggestions are needed.
- Individuals can be reminded when guessing is NOT appropriate (e.g. trying to find out what happened in a dispute).
- Incorrect information may be more positively regarded as 'having a go' rather than making a mistake or lying (particularly relevant for children with Comprehension or social communication difficulties).
- After giving incorrect information, children can be asked if it is something they definitely *know* or a guess. If they were just thinking about it or having a go, they may need some individual help to signal the difference (see guidelines on previous page).
- Rather than giving a blanket yes or no, guesses can be linked to the right answer, highlighting any associations or similarities.



Activity 2: Television Challenge



Aim: To extend active listening behaviour to visual media such as television programmes and video presentations and build confidence in a whole-class situation.

Many children concentrate on the action and sound-effects rather than dialogue, particularly when watching cartoons and comedy. This activity encourages them to focus on the words.

Preparation

- 1) Preview 10-20 minutes of a recorded television programme, video or dvd and note any words or phrases that some or all of the children are unlikely to understand.
- 2) Large 'I don't understand' picture, Resources: Step 1, page 42, for unfamiliar words/phrases.
- 3) Large Having a Go picture, Resources: Step 4, page 244, for suggestions.
- 4) Large 'I understand' picture, Resources: Step 1, page 43, for correct definitions.

Procedure

- 1) Divide the board into 3 sections for unfamiliar words, suggested definitions and actual answers. For additional visual support, identify the columns with the three symbols.
- 2) Tell the children that while they watch the programme you want them to listen out for any words or phrases which they do not recognise or are difficult to understand. Explain that you think there are at least . . . (give a number based on your preview) and that you challenge them to spot them all. Ask them to put their hands up as soon as they spot something they are not sure about. The class will then work together to agree on what they mean.
- 3) Start the recording. When a child raises their hand, congratulate them and see if they can repeat the word or phrase. Rewind if necessary and write the item on the board.
- 4) Invite the child to ask one of the others what it means. If that person is not sure, they should ask someone else. Children are allowed to guess but are encouraged to indicate this clearly (see guidelines on page 379). Their suggestions are added to the board until the class are agreed on a definition or explanation.
- 5) Back track the recording a little to repeat the unfamiliar item and continue watching in this way until you get to the end of the programme. Consider a class reward if they spot all the items on your list.
- 6) Close the session by reviewing the new vocabulary and overall content of the programme or by letting the children watch it again uninterrupted.