

Education Support Pack

Social Communication

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Acknowledgements

We would like to thank the following for their help and advice with this project:

Belinda Baker (Learning Support Assistant, Horsmonden Primary School)

Rebecca Dixon (SENCO, Pembury Primary School)

Rachel Keen (Speech and Language Therapist, East Kent Hospitals NHS Trust)

Briony Lambert (Speech and Language Therapist, South West Kent Primary Care Trust)

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Introduction

This Pack

This resource has been created as a result of collaboration between Kent Education Authority and Immersive Education. The need for such a resource emerged through the West Kent Communication, Interaction and Inclusion Service's work in training staff on including children with social communication difficulties in mainstream classrooms. One of the Kar2ouche history programs was seen at a local primary school being used to teach the Vikings to a Key Stage 2 class. The potential of this program to engage a wide range of students (including students with Autistic Spectrum Disorder) was recognised, and confirmed during a pilot project involving eight Kent schools.

During the development of the pilot package, it emerged that many students with ASD found it difficult to relate to the specific, realistic characters provided in existing Kar2ouche titles. It was therefore decided to substitute generic 3-D wooden stick figures (in various colours) for realistic characters in the pilot edition of Kar2ouche *Social Communication*. These figures can be posed, rotated and re-sized – just like the realistic characters that feature in other Kar2ouche titles – and students can add facial expressions to them if they wish. The students responded well to these wooden figures and, with a few modifications, these are the only characters included in the final version of the package. There are, however, a wide variety of realistic backgrounds and props included in the final version of *Social Communication*, which students can use as settings for their storyboards.

The activities in this pack have been designed to help staff to address areas of difficulty such as social communication, social interaction, empathy and executive function, and are based directly on issues raised by staff working with students with social communication difficulties in mainstream classes. They allow students to rehearse situations, anticipate events and think about other people's perspectives. By using the computer and virtual role play, students can deal with situations, ask questions and challenge assumptions safely and in a way that minimises frustration and anxiety.

The following pages provide teachers' notes for each activity, along with a copy of the step-by-step instructions that the students will see in the Activity screen. The 10 activities (summarised below) show how Kar2ouche *Social Communication* can be used with your students. However, they are only suggestions to get you started.

Kar2ouche provides the tools so you can devise your own lessons to supplement or replace those provided.

- **Activity 1 In the Classroom** The students watch and discuss one of two short storyboards, which show a range of activities going on in a primary and secondary school classroom. They then select one of three storyboards (on the topics of carpet time, group work, and talking and listening to a teacher) to work on and complete.
- **Activity 2 In the School** The unstructured times of the school day – such as using a busy cloakroom, changing room or school corridor – are presented to the students in a storyboard. They watch and discuss what they see either individually or in a small group. They then work through a partially completed storyboard where they type the feelings of the stick figures into thought bubbles, and add extra frames to show how these stressful situations might be made easier.
- **Activity 3 At Lunchtime** The students watch and discuss a short storyboard set in a school dining hall. The students then complete a storyboard on the topics of either noise or queues in the dining hall. After this, they watch an interactive storyboard about choosing food, and then consolidate this work by creating their own storyboard about choosing a meal at lunchtime.
- **Activity 4 At Break Time** The students watch and complete a choice of storyboards about typical incidents that can occur at break times. They have to consider the situations depicted in these storyboards from various points of view.
- **Activity 5 Taking Turns** The students consider the issue of taking turns and are presented with several situations that arise during the course of a school day where this is shown to be important. They explore these situations and come up with reasons for appropriate behaviour by completing prepared storyboards.
- **Activity 6 Unusual Situations** The students watch an introductory storyboard (from a choice of three) about a situation during the school day when their routine is disrupted by a supply teacher, a fire drill or a room change. They then create a storyboard in which they describe their experience of the situation.
- **Activity 7 Helping Myself** The storyboards in this activity focus on the importance of organisation and independence, and why teachers, parents and friends value the development of these skills. The students work through situations where they need to organise themselves or exercise independence – such as packing a bag for school or deciding on an appropriate person to ask for assistance.

- **Activity 8 Journeys** The students watch a short storyboard about bus travel and complete a storyboard that looks at the issue of noise on bus journeys. They then create a storyboard (either individually or with support) in which they express their own experience of travelling by bus.
- **Activity 9 Homework** This activity has been designed to help students understand why teachers set homework for their classes. You will need to consider the students for which this activity would be appropriate. The students have to explore the reasons why teachers set homework for their classes. They also think about the consequences of not doing their homework.
- **Activity 10 Teachers** The students work through an interactive storyboard where they have to decide why a teacher is asking each question. They then open one of three storyboards (each aimed at slightly different age groups) where a teacher is talking to a class. The students complete thought bubbles attached to the stick figures in each frame to show their understanding of the teacher's words.

What is Kar2ouche?

Kar2ouche is a multimedia authoring tool, and is used in a series of content titles focused on enhancing learning in a number of different subjects. In each instance the application's functions and interface are the same; it is just the backgrounds, characters, props and texts that change. Consequently, once children have learned to use Kar2ouche they are able to use it across a range of subjects.

Enhancing Learning

Not only does Kar2ouche help students develop the skills relevant to particular subject areas, it also facilitates the development of more generic thinking skills. Thus students are encouraged to know *how* and *why* as well as *what*.

| | |
|--------------------------------------|---|
| Information-processing skills | <p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • identify key images, text, ideas – extract what is essential • sort the relevant from the irrelevant • organise and where necessary prioritise ideas • sequence events • compare and contrast their work with the work of others • analyse the relationships between characters • develop cultural awareness. |
| Reasoning skills | <p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • justify decisions using evidence • make informed choices • work out subtexts • consider alternative perspectives/interpretations • articulate ideas. |
| Enquiry skills | <p>Using Kar2ouche students can be encouraged to:</p> <ul style="list-style-type: none"> • work collaboratively to question text • observe events and predict subsequent action • consider consequences • reflect critically on written text, their own work and the work of peers. |

| | |
|--|---|
| <i>Creative thinking skills</i> | Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• offer interpretations of texts/situations• create multimedia texts• respond imaginatively to texts/situations. |
| <i>Evaluation skills</i> | Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in collaborative working and dialogue• review, modify and evaluate work produced. |
| <i>Communication skills</i> | Using Kar2ouche students can be encouraged to: <ul style="list-style-type: none">• engage in group discussion• present ideas to a group• use visual aids and images to enhance communication• listen, understand and respond critically to others• read for meaning<ul style="list-style-type: none">– extract meaning beyond the literal– analyse and discuss alternative interpretations, ambiguity and allusion– explore how ideas, values and emotions are portrayed– consider how meanings are changed when texts are adapted to different media. |

To summarise, Kar2ouche encourages students to:

- make sense of information – understand texts
- reason – interpret, justify, compare, observe and predict
- enquire – investigate multiple meanings and perspectives
- create – respond imaginatively
- evaluate – modify and improve
- communicate/articulate ideas.

Making Your Own Activities Using Kar2ouche

You, and your students, can use Kar2ouche in a range of contexts and number of ways. You can devise your own activities in Kar2ouche to introduce texts and ideas to students using one PC and a data projector; alternatively, you might want to create partially made storyboards for individuals or pairs to use on a network. When a computer network is not readily available, you might also use the software to create your own worksheets and handouts for students to use in the classroom.

Roughly, you can use Kar2ouche to create:

- storyboards
- animations
- publications.

Storyboards

These are particularly useful in encouraging students to show their understanding and ability to extract key information. By producing storyboards, students often show their ability to summarise and synthesise key information. They can be asked to create:

- a summary of a particular event or piece of text in a specified number of frames
- witness reconstructions – step by step – as if for the police
- a summary with speech bubbles or captions containing important quotations
- a storyboard with their own commentary or summary in their own words
- alternative beginnings
- alternative endings
- before and/or after shots
- additional episodes
- alternative interpretations of a key moment where the text is ambiguous
- outlines of structure
- explorations of subtext through the use of thought bubbles
- illustrations of the difference between what people say and what they may think with reference to evidence
- presentations for class

- illustrations of alternative points of view/debate
- imagined meetings between characters
- photographs/freeze frames for a particular moment
- a proposal for a new film/advert/documentary etc to be presented to a board of executives.

In all of these, students can add sound, their own digital images, special effects and recordings of their own voices.

If time is limited, you can partially complete storyboards that students finish in the lesson.

Partially completed storyboards may comprise, for example:

- the first and last frames – students make the frames for the central section
- storyboards that contain blank thought bubbles, blank speech bubbles and/or blank text boxes
- storyboards with questions in text boxes or caption windows
- storyboards with text in the caption window – students create the pictures
- storyboards with odd frames missing
- sequencing activities
- a quiz – ‘who says what?’, ‘what happens next?’ etc.

Alternatively, students can create their own incomplete storyboards for others to complete – this could be a sort of consequences game – ‘what happens next?’

Animations

Students who have access to Kar2ouche out of class time can enjoy creating animations. As with storyboards, animations enable students to demonstrate their understanding and ability to extract key information. Most of the activities listed below *can also be created as still storyboards*. Students may be told that they have been commissioned to create a:

- news programme
- documentary
- TV chat show
- TV interview
- film trailer
- scene of a film or credits (representing a particular genre)
- TV advertisement
- musical score
- fashion show, to show fashions of the time.

Publications

As a plenary, students can present their storyboards to the class either using a data projector or on screen. Alternatively, they can use the print facility to create publications in Kar2ouche or copy into a word-processing/desktop publishing program. Within Kar2ouche you can produce a template for students who need the help of a scaffold.

The sorts of publications could include:

- newspaper front pages – using Kar2ouche to compose the pictures (students may choose to create broadsheets and tabloids to compare the differences)
- storybooks – picture above, story below (concentrating on structure/settings etc)
- cartoon strips (or film strips)
- graphic novels
- estate agents' details
- diary entries (with photos/pictures)
- letters (with pictures)
- photo albums
- magazine spreads
- advertising posters
- 'wanted' posters
- guides
- catalogues
- book and magazine covers.

In all of these activities, students may be asked to consider audience and purpose. You can stipulate this audience. As you get used to the software, you'll find the possibilities almost endless.

Useful Hints

Readability

When using Kar2ouche with younger students, you may like to change the screen fonts. Do this by going into the Utilities screen and clicking on the question mark. Go to the third page and change the Window, Bubble and Tool tip fonts. Window and Bubble work well on Comic Sans 12, whereas the Tool tip works at Comic Sans 14 bold. You will need to type in your password. The default password is 'password' – but your network manager may have changed this, so check first.

Presentations

Many of the activities culminate in a presentation of some sort. Ideally, this will involve a networked data projector and possibly an interactive whiteboard. Alternatively, you could use a data projector linked to a standalone computer and disks on which to record the students' work. Other methods of sharing work might include:

- a network management system allowing all students to see the same presentation on their individual computer screens
- saved files in a shared area where students can gain access at their own speed
- students moving around the room to view presentations at the machines on which the work was produced.

You may therefore need to discuss with your ICT coordinator what methods are available to you and your class.

Copying

The materials in the Education Support Pack are copyright Immersive Education 2005, but may be photocopied for use within the purchasing organisation.

Adding Text and Images

To add text to the text/audio palette, type what you want to add using a word-processing package and save as a .txt file. Insert this into the text/audio screen by clicking on the orange **open file** icon at the top of the text/audio palette, navigating to the file you have created and opening it. It will then appear without audio in the text/audio palette.

Digital photographs and scanned pictures can be saved on the PC, and inserted as additional backgrounds. To insert these, go into the composition screen, click on the backgrounds tab and the orange **open file** icon at the bottom of the backgrounds palette. Please check available disk space before adding too many of your own backgrounds as they tend to be heavy on memory.

Getting in Touch

We would welcome feedback on the materials we are providing and if you have additional suggestions it would be great to share them with other teachers. You can get in touch with us by:

- visiting our web page www.immersiveeducation.com
- e-mailing support@imed.co.uk

Activities

Teacher Notes

Activity 1 In the Classroom

Key Stage Key Stages 1-3

Group Organisation This activity can be used with a whole class (using a projector and whiteboard for the introductory storyboard) or with individual students who may need to be supported by a teaching assistant.

Overview of Task

The students watch and discuss one of two short storyboards, which show a range of activities going on in a primary and secondary school classroom. They then select one of three storyboards (on the topics of carpet time, group work, and talking and listening to a teacher) to work on and complete.

Objectives

Areas for development will include:

- expressing understanding of a situation
- understanding others' perspectives
- understanding others' feelings
- understanding the link between cause and effect.

Outcomes

By the end of this activity students will have one or more of the following:

- a completed storyboard about carpet time
- a completed storyboard about group work
- a completed storyboard about talking and listening to a teacher in class.

Resources

Kar2ouche *Social Communication*

- **Classroom 1** storyboard
- **Classroom 2** storyboard
- **Carpet Time** storyboard
- **Group Work** storyboard
- **Talking and Listening** storyboard

Activities

Introduction



1. The student or group watch and discuss either **Classroom 1** storyboard or **Classroom 2** storyboard.

Classroom 1 storyboard (set in a primary school) and **Classroom 2** storyboard (set in a secondary school) show a range of activities going on in a classroom:

- home corner, carpet time, pair using computer, PE
- science experiment, group discussion, teacher talking to class, working in library

(The scripts for these storyboards can be found in the Appendix.)

Talk through the storyboard with the group, and ask them to describe what is going on in each frame. (If you are working with an individual, encourage him/her to express his/her ideas and feelings about the content of each frame of the storyboard.)

Development



2. Choose one of the following storyboards for the student or students to work on. You may, of course, wish to create your own storyboard tailored to a specific classroom issue, or you could simplify (or extend) one of the storyboards described below.

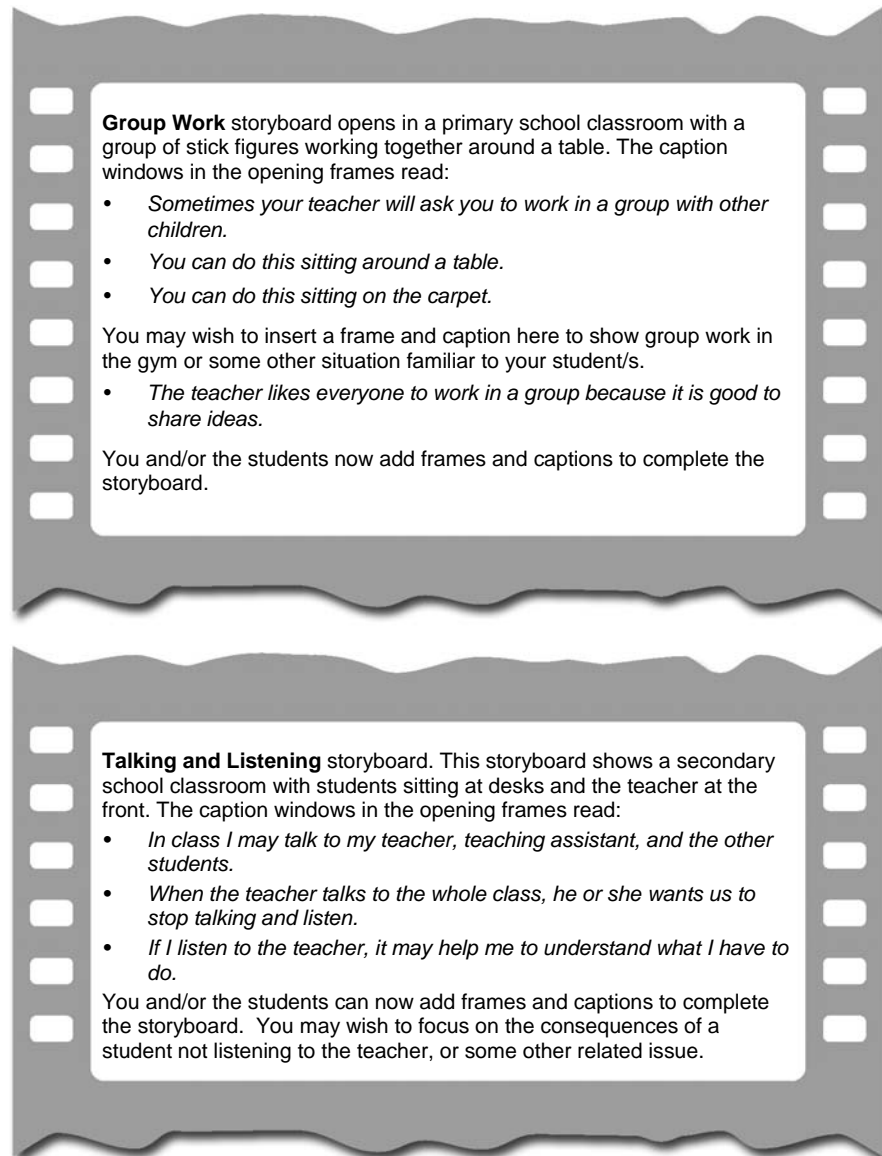
Carpet Time storyboard opens in a primary school classroom with a teacher at the front and several stick figures sitting cross-legged on the carpet. The caption windows in the opening frames read:

- *In some schools children sit on the carpet to listen to their teacher.*
- *Most children sit still and listen.*
- *The teacher is happy when the children do this.*
- *One child is standing up and shouting out.*
- *The teacher is not happy when this happens.*

You may also wish to change the fourth caption above in order to address another specific issue to do with carpet time.

The following frames and caption windows are blank. You may need to add backgrounds and characters to them, and/or include complete or incomplete sentences in the caption windows in order to make this storyboard more suitable for your student/s.

You may also wish to suggest a solution to the student/s.



Plenary/ Reflection

3. If you have been working with an individual, encourage the student to retell his/her storyboard to another person. If you have been working with a large or small group, show a selection of completed storyboards to the group (using a projector and/or whiteboard) and discuss them. Try to focus the discussion on the feelings and perspectives of all the stick figures involved in each storyboard.

Suggestions for Further Work

- An individual student may wish to create a storyboard in which they can record a step forwards they have recently made in participating in carpet time or working in a group.

- The students could create a storyboard (or short animation) about a problem (real or fictitious) that occurred when students were working together in a group, and how it was resolved.
- Ask the student/s to list three positive reasons why listening to the teacher is a good thing and use the printing screen in Kar2ouche to make an information poster of their ideas.

Student Notes

Activity 1 In the Classroom

Objectives

This activity will help you to think about working with other people in the classroom. You will also think about how other people think and feel about working in groups.

Outcomes

At the end of this activity you will have:

- a completed storyboard about working with other people.

Resources

To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities

Introduction

1. Click on one of the links below and watch the storyboard. (Your teacher will tell you which one to choose.)

 to open the **Classroom 1** storyboard.


 to open the **Classroom 2** storyboard.

Development

2. Your teacher will tell you to click on one of the links below to open a storyboard that you can work on.

 to open the **Carpet Time** storyboard.

 to open the **Group Work** storyboard.

 to open the **Talking and Listening** storyboard.

Plenary/Reflection

3. Show your storyboard to another person and talk to them about the work you have done. You may be able to see some of the storyboards that other students have made too.

Suggestions for Further Work

- You can use Kar2ouche to create your own storyboard about carpet time or working in a group.
- Think about the problems that there sometimes are when groups of students work together. Make a storyboard (or short animation) about this and, in the final frames, show how the problem was solved.
- List three positive reasons why listening to a teacher is a good thing, and use the printing screen in Kar2ouche to make an information poster of your ideas.

Teacher Notes

Activity 2 In the School

Key Stage Key Stages 2-3

Group Organisation This activity can be used with a small group or whole class (using a projector and whiteboard for the introductory storyboard), or with individual students who may need to be supported by a teaching assistant.

Overview of Task

The unstructured times of the school day – such as using a busy cloakroom, changing room or school corridor – are presented to the students in a storyboard. They watch and discuss what they see either individually or in a small group. They then work through a partially completed storyboard where they type the feelings of the stick figures into thought bubbles, and add extra frames to show how these stressful situations might be made easier.

Objectives

Areas for development will include:

- expressing understanding of a situation
- understanding others' perspectives
- understanding others' feelings.

Outcomes

By the end of this activity students will have:

- a completed storyboard about strategies for coping in a busy cloakroom or corridor
- an information leaflet for new students to the school, giving them advice about specific times in the school day.

Resources

Kar2ouche *Social Communication*

- **Crowded Cloakroom** storyboard
- **Cloakroom** storyboard
- **Corridors** storyboard
- **Leaflet** storyboard

Activities

Introduction



1. Spend some time discussing with the student or group what happens when the lesson ends or at the end of the school day when they leave the classroom. Encourage them to express how they feel in a busy cloakroom where everyone is rushing to get to their coats and bags at once. Open the **Crowded Cloakroom** storyboard and continue the discussion once it has been viewed.

Crowded Cloakroom storyboard is designed to highlight all the challenges the students might face in an overcrowded cloakroom or changing room and should promote further discussion on the subject.

It takes place in a PE changing room where everyone is in a hurry to get changed and on their way home. Several stick figures are clearly fed up with the hustle and bustle. Their thoughts can be seen in bubbles above their heads as they become annoyed with the chaos around them.

Eventually the teacher comes in and says, *Hurry up everyone! You're making a lot of noise.* The students leave, and the cloakroom is empty and quiet once more.

Development



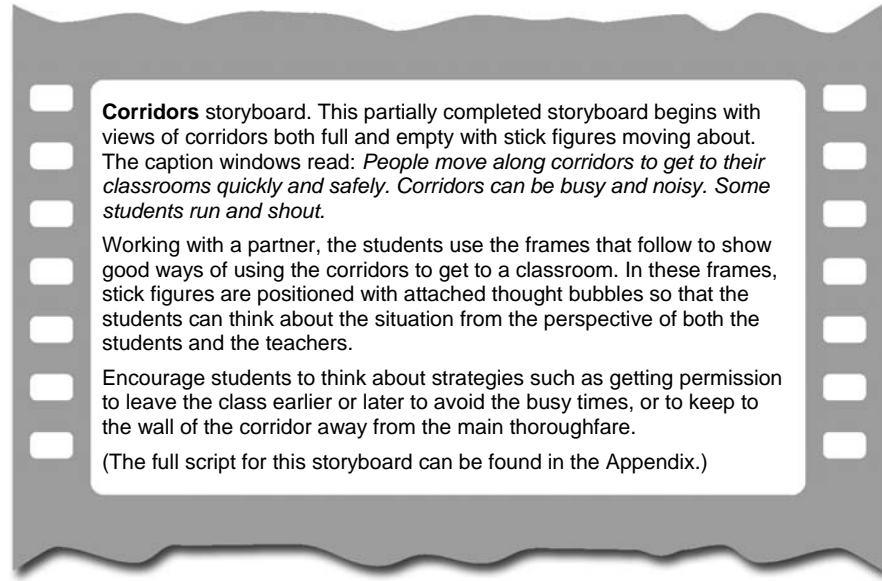
2. You now have a choice of storyboards for the student or group to work through that unpick the issue of coping with crowded areas and the unstructured times during the school day. Select either **Cloakroom** storyboard (KS2) or **Corridors** storyboard (KS3) according to the key stage/ability of the students you are working with.

Cloakroom storyboard. This partially completed storyboard opens in an orderly cloakroom. The stick figures in the cloakroom have empty thought bubbles attached, which the students are asked to fill in.

The second set of frames show a crowded, untidy and noisy cloakroom and again the stick figures have thought bubbles attached to them for the students to complete.

The final section encourages the students to add some more frames to the storyboard to show how they might solve the problems they find in their cloakroom.

You might get students to think about using the cloakroom when it is quieter/less busy, or getting a peg in a more spacious area of the cloakroom.



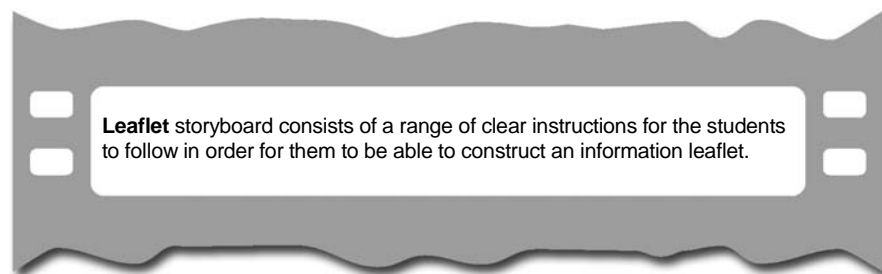
Plenary/ Reflection

3. If you have been working with an individual, encourage him or her to describe their storyboard to another person in the class/group, or to another adult that they are comfortable talking to. If you have been working with a group, show a selection of the storyboards to the group (using a projector and/or whiteboard) and discuss them. Try to focus the discussion on the feelings and perspectives of all the stick figures involved in each storyboard.

Suggestions for Further Work



- The students could use Kar2ouche to create storyboards to describe their experience of other out-of-the-classroom situations – for example, going to and from assembly, changing for PE, before and after school.
- Use the template provided in the **Leaflet** storyboard to create an information leaflet for new students to the school, giving them advice about specific times in the school day. This could be a valuable exercise in reinforcing the work done on corridors and cloakrooms, and could perhaps link to work you might do on school rules and why they are necessary.



Student Notes

Activity 2 In the School

Objectives

By working through this activity you will think about places like the cloakroom and corridors where it can be busy and noisy. You will try to think about how people feel in these places and come up with some suggestions for ways to make them easier for you.

Outcomes

At the end of this activity you will have:

- a completed storyboard about the way children feel in crowded places such as cloakrooms and corridors and what you can do if you find these places upsetting
- an information leaflet for someone who has just started coming to your school.

Resources


To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities

Introduction

1. Open the **Crowded Cloakroom** storyboard and watch carefully. Discuss what you have seen with your teacher and/or group.

 to open the **Crowded Cloakroom** storyboard.

Development

2. There are two storyboards to look at and work through in this part of the activity. Your teacher will tell you if you need to open the **Cloakroom** or **Corridors** storyboard. There are clear instructions for you to follow in each one.

 to open the **Cloakroom** storyboard.

 to open the **Corridors** storyboard.

Plenary/Reflection

3. When you have finished working on your storyboard, check it through carefully. Your teacher may ask you to retell it to another person or to the rest of the group. Make sure you are ready to do this.

Suggestions for Further Work

- Think about the other times in the school day that you don't like because it is noisy or busy. Using a blank storyboard in Kar2ouche, create a storyboard about this time. If you are stuck for ideas, you could make a storyboard about going to assembly or changing for PE.
- Use the **Leaflet** storyboard to make an information leaflet for someone who has just started coming to your school. This leaflet will tell the student all about the rules for the corridors, cloakrooms and other parts of your school that get busy and noisy.

 to open the **Leaflet** storyboard.

Teacher Notes

Activity 3 At Lunchtime

| | |
|---------------------------|--|
| Key Stage | Key Stages 2-3 |
| Group Organisation | This activity can be used with a whole class (using a projector and whiteboard for the introductory animation) or with individual students who may need to be supported by a teaching assistant. |

Overview of Task

The students watch and discuss a short storyboard set in a school dining hall. The students then complete a storyboard on the topics of either noise or queues in the dining hall. After this, they watch an interactive storyboard about choosing food, and then consolidate this work by creating their own storyboard about choosing a meal at lunchtime.

Objectives

Areas for development will include:

- expressing understanding of a specific situation
- understanding others' perspectives
- understanding others' feelings.

Outcomes

By the end of this activity students will have one or more of the following:

- a completed storyboard about noise in the school dining hall
- a completed storyboard about queues in the school dining hall
- a completed storyboard about choosing a meal at lunchtime.

Resources

Kar2ouche *Social Communication*

- **Lunchtime** storyboard
- **Noise** storyboard
- **Queue** storyboard
- **Choosing Lunch** storyboard
- **My Lunch** storyboard

Activities

Introduction



1. The student or group watches and discusses **Lunchtime** storyboard.

Lunchtime storyboard is a short animation, which shows normal dining hall activity: stick figures queuing and sitting down to chat and eat. The final frame focuses on one figure with an empty thought bubble attached.

Ask the student or group what they think this character is thinking about and/or feeling.

(The script for this storyboard can be found in the Appendix.)

Development



2. Choose one of the following storyboards for the student/s to work on. You may, of course, wish to create your own storyboard tailored to a specific dining hall issue, or you could simplify (or extend) one of the storyboards described below.

Noise storyboard opens in a busy school dining hall. The caption windows explain that the dining hall is noisy, and a thought bubble attached to one stick figure reads: *It is noisy. What can I do?*

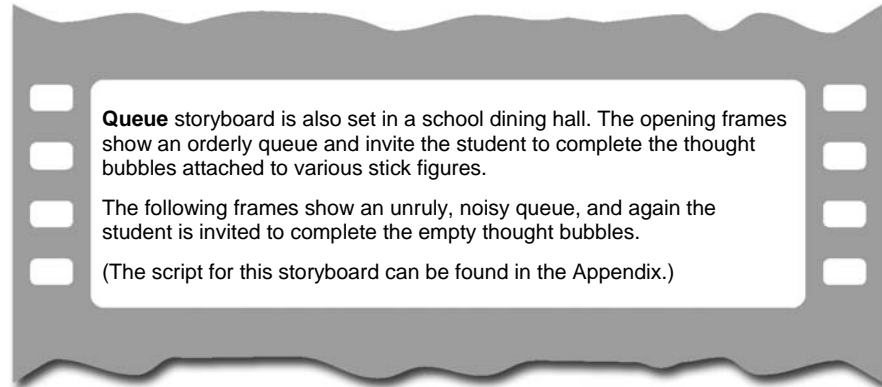
The following frames suggest some solutions to the problem of noise in a dining hall:

- the stick figure sits in a quieter part of the dining hall
- the stick figure sits with a buddy
- the stick figure uses the dining room at a time when it is quieter

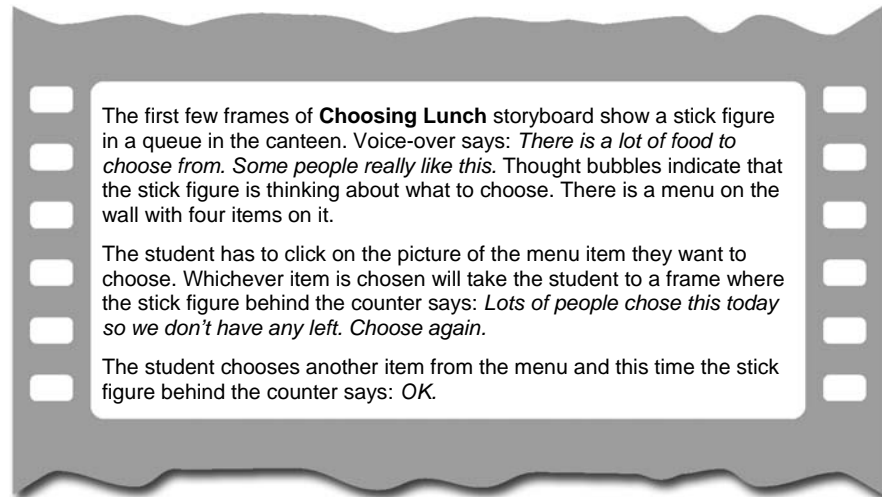
You may wish to add further frames to the storyboard, which show solutions appropriate to the specific situation in your school; you may also wish to delete frames that do not apply to your environment. You could also replace the backgrounds in this storyboard with digital photographs of your school dining area.

The students are asked to complete the empty thought bubbles which are attached to one or more stick figures in each frame.

(The full script for this storyboard can be found in the Appendix.)



3. The students now open and work through the interactive **Choosing Lunch** storyboard. Alternatively, you can work through this storyboard with a group using a whiteboard.



Discuss the storyboard with the student or group. It may be helpful to point out that they may be able to get their first choice the following day. Try to focus the discussion on the effect on the queue if one student takes a very long time to choose their meal.



4. The students now open the **My Lunch** storyboard. This storyboard allows the student to approach the subject of making choices at lunchtime on an individual basis. Individual students will need varying levels of support in order to complete this blank storyboard with a description of their experience of choosing a meal at lunchtime.

Plenary/ Reflection

5. If you have been working with an individual, encourage the student to retell their storyboard to another person. If you have been working with a large or small group, show a selection of storyboards to the group (using a projector and/or whiteboard) and discuss them. Try to focus the discussion on the feelings and perspectives of all the stick figures involved in each storyboard.

Suggestions for Further Work

- You may wish the students to explore other situations in which they have to deal with queues: for example at a bus stop, shop or cinema. They could create a storyboard using Kar2ouche, or write about the situation either by hand or using a word-processor.
- The students could use the backgrounds and props in Kar2ouche to create a storyboard based in a fast-food or takeaway outlet.

Student Notes

Activity 3 At Lunchtime

Objectives

This activity will help you to explain what it is like to eat a meal at school. You will also think about how other people feel about having meals at school.

Outcomes

At the end of this activity you will have:

- at least one completed storyboard about eating in the school dining hall.

Resources

To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities

Introduction

1. Click on the link below to watch the **Lunchtime** storyboard.

 to open the **Lunchtime** storyboard.


Development

2. Your teacher will tell you to click on one of the links below to open a storyboard that you can work on. Click on each frame in turn, and fill in any empty thought bubbles.

 to open the **Noise** storyboard.

 to open the **Queue** storyboard.

3. Now click on the link below to open the interactive **Choosing Lunch** storyboard and follow the instructions.

 to open the **Choosing Lunch** storyboard.

4. You can use the next storyboard to explain how you feel about choosing a meal at lunchtime. Click on the link below and begin.

 to open the **My Lunch** storyboard.

Plenary/Reflection

5. Show your storyboard(s) to another person and talk to them about the work you have done. You may be able to see some of the storyboards that other students have made too.

Suggestions for Further Work

- You can use Kar2ouche to create a storyboard about other places where you have to queue – for example, at a bus stop, shop or cinema. You may want to write a story about this instead.
- Use the backgrounds and props in Kar2ouche to create a storyboard about a visit to a fast-food or takeaway outlet.

Teacher Notes

Activity 4 At Break Time

| | |
|------------------|-------------|
| Key Stage | Key Stage 2 |
|------------------|-------------|

| | |
|---------------------------|---|
| Group Organisation | This activity can be used with a small group or whole class (using a projector and whiteboard for the introductory storyboard), or with individual students who may need to be supported by a teaching assistant. |
|---------------------------|---|

Overview of Task

The students watch and complete a choice of storyboards about typical incidents that can occur at break times. They have to consider the situations depicted in these storyboards from various points of view.

Objectives

Areas for development will include:

- expressing understanding of a situation
- understanding others' perspectives
- understanding others' feelings.

Outcomes

By the end of this activity students will have:

- a completed storyboard in which they explore different break-time situations.

Resources

Kar2ouche *Social Communication*

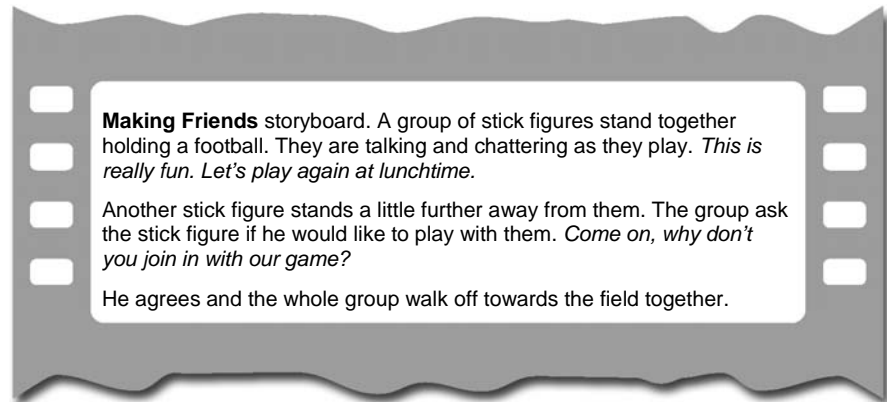
- **Making Friends** storyboard
- **At Break Time 1** storyboard
- **At Break Time 2** storyboard
- **At Break Time 3** storyboard
- **My Break Time** storyboard

Activities

Introduction



1. The students open the introductory **Making Friends** storyboard and watch it carefully.

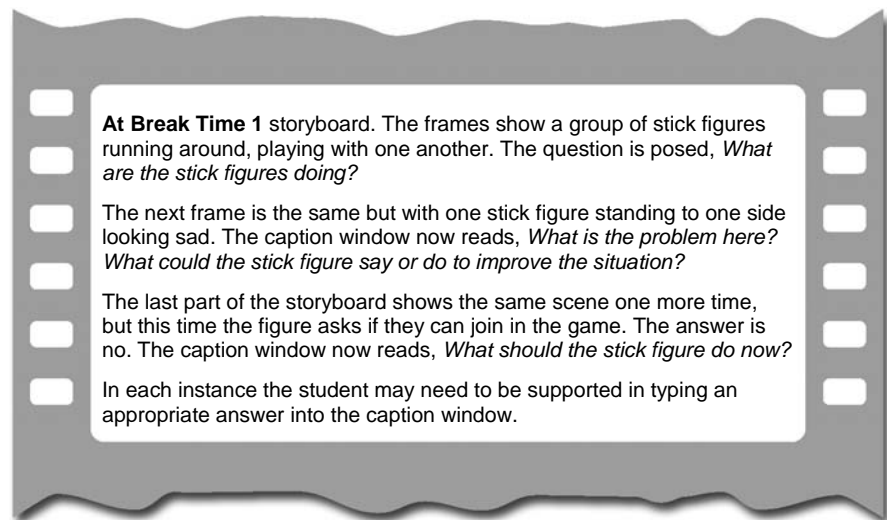


2. After your group have watched this storyboard, talk to the students about what they saw and how the stick figure became part of the game. You may like to discuss the importance of body language in situations such as these.

Development



3. There are three storyboards in this section. You need to decide which one is most appropriate for the student/group that you are working with.



At Break Time 2 storyboard. The frames show a group of stick figures running around playing tag together. In the background there is a stick figure teacher talking to a stick figure child. Another stick figure adult is holding a stick figure child's hand and two stick figure children are playing a clapping game. There is an empty thought bubble attached to the stick figure that is about to be tagged.

The caption window reads, *Discuss what you see in the frame above, and fill in the empty thought bubble.*

At Break Time 3 storyboard. The frames show several stick figures running around. One stick figure is standing arms folded, looking over his/her shoulder with a defiant expression. Another stick figure is on the ground having fallen over – or having been pushed. There is an empty thought bubble attached to the figure on the ground.

The caption window reads, *Discuss what you see in the frame above, and fill in the empty thought bubble.*

Plenary/ Reflection

4. If you have been working with an individual, encourage the student to describe their work to someone else. If you have been working with a group of children, show the storyboards that they have worked on to the rest of the group. Try to focus the discussion on the feelings and perspectives of all the stick figures involved in the storyboards.

Suggestions for Further Work



- The students could now create their own storyboard about how they like to spend their break times at school. If they have access to a digital camera, they could take photographs of their school environment and load these as backgrounds for their storyboards. More able students could produce detailed, extended storyboards which they may wish to animate.

My Break Time storyboard consists of a title frame and blank frames for the children to fill in as they choose.

Student Notes

Activity 4 At Break Time

Objectives

As you work through this activity you will look at storyboards which show you situations that you might face in the playground. You will have to think about these situations from several points of view.

Outcomes

At the end of this activity you will have:

- a storyboard depicting your own experiences of break time in the playground.

Resources

To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities

Introduction

1. You will need to open and watch the **Making Friends** storyboard with your group and teacher. After you have seen it, you will talk about what you thought about the storyboard.

 to open the **Making Friends** storyboard.

Development

2. There are three storyboards for you to work through in this section. Your teacher will tell you which one to open. Each storyboard contains clear instructions for you to follow, so that you know exactly what to do.

 to open the **At Break Time 1** storyboard.

 to open the **At Break Time 2** storyboard.

 to open the **At Break Time 3** storyboard.

Plenary/Reflection

3. Check your storyboard carefully, and then show it to the group or another person that you know well.

Suggestions for Further Work

- Now create your own storyboard about how you like to spend your break times at school. Open the **My Break Time** storyboard to get started. If you have access to a digital camera, you could take some photographs of your school environment to load as backgrounds to your storyboard frames. You could even go on to create an animation of your school day!

 to open the **My Break Time** storyboard.

Teacher Notes

Activity 5 Taking Turns

Key Stage Key Stages 1-3

Group Organisation This activity can be used with a whole class (using a projector and whiteboard for the introductory storyboard) or with individual students who may need to be supported by a teaching assistant.

Overview of Task

The students consider the issue of taking turns and are presented with several situations that arise during the course of a school day where this is shown to be important. They explore these situations and come up with reasons for appropriate behaviour by completing prepared storyboards.

Objectives

Areas for development will include:

- expressing understanding of a situation
- understanding others' perspectives
- understanding others' feelings
- understanding the link between cause and effect.

Outcomes

By the end of this activity students will have a completed storyboard about one of the following:

- taking turns in the home corner
- lining up fairly
- putting hands up when answering a teacher's questions.

Resources

Kar2ouche *Social Communication*

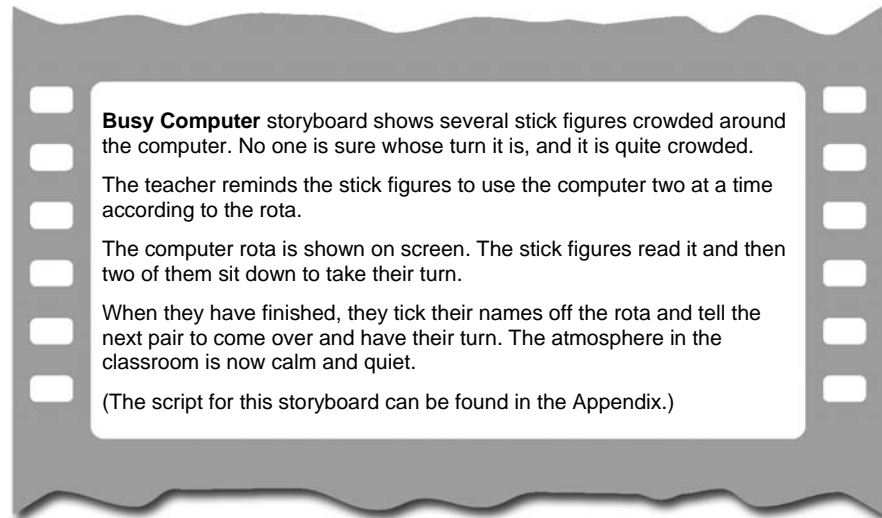
- **Busy Computer** storyboard
- **Home Corner** storyboard
- **Lining Up** storyboard
- **Taking Turns** storyboard

Activities

Introduction



1. The students watch a storyboard entitled **Busy Computer**, which is set in a classroom where a number of stick figures are trying to use the computer.



2. Discuss what has been shown in the storyboard. You may wish to use the following questions to help your discussion:
 - How did the stick figures decide who had first turn at the computer?
 - Was the rota fair?
 - What did the first two stick figures do when they finished their turn?
 - Why was this important?
 - Where else would a rota work or be necessary?

Development



3. For this part of the activity, there are three different storyboards for you to choose from. You need to select the one that is appropriate for the group or student you are working with. Another alternative is to create a storyboard yourself, tailored to a specific issue where turn-taking is a problem. (Refer to the *Kar2ouche QuickStart Guide* to help you to do this.)

Home Corner storyboard. This is a short storyboard showing two stick figures in a home corner; another stick figure wants to join them but there is no room. He looks sad.

The students have to decide what the stick figures should do to make sure that everyone has a fair turn. They click on the next frame and come up with a solution.

(The script for this storyboard can be found in the Appendix.)

Lining Up storyboard. The introductory frames show students lining up to leave the classroom, lining up for playtime, and lining up to leave or enter the assembly hall. In each line the stick figures are in a different order. Under each frame the students are asked, *Who is at the front of the line?* and *Who is at the back of the line?*

The next few frames show a different stick figure approaching one of the lines and moving to the front. The question is posed, *How do the rest of the stick figures feel when someone forgets to take his or her turn?*

To conclude, the students choose introductory frames and, by typing into a blank thought bubble, give their answer to the question, *How do the stick figures feel about the stick figure who doesn't take his or her turn?*

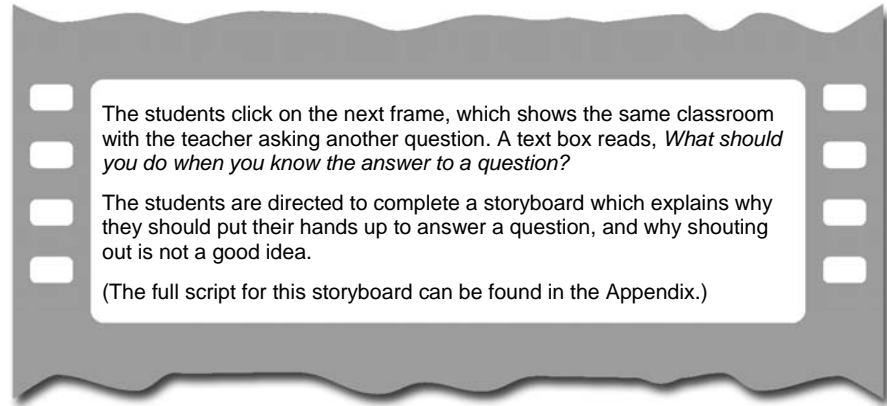
You could extend this storyboard by adding blank thought bubbles to other stick figures in the line, asking the student/s to think about their feelings and then fill in the thought bubbles.

Taking Turns storyboard. The students see a classroom where a teacher is talking to the class. It is a geography lesson. The teacher asks, *Does anyone know what the capital of Australia is?*

Several stick figures call out incorrect answers. A thought bubble above one stick figure's head reads, *I know it's Canberra **not** Sydney or Melbourne.*

In the next frame the same stick figures are still calling out the wrong answers, but the teacher ignores them and says, *I only want to hear from children who remember to put their hands up.*

The stick figure who knows the answer now has a hand up and gives the answer to the teacher when asked. The teacher says, *Well done! And thank you for putting your hand up before answering the question.*

**Plenary/
Reflection**

4. If you have been working with an individual, get them to describe the storyboard they have been working on to another person. If you have been working with a large or small group, show a selection of storyboards to the group (using a projector and/or whiteboard) and discuss them.

**Suggestions for
Further Work**

- Ask the student/s to list three positive reasons why taking turns (for example, in the home corner or on the computer) is a good thing.
- Consider special situations where lining up is very important – such as lining up for a fire drill.
- Explore what happens if people don't take their turns in conversations, and how this makes people feel.

Student Notes

Activity 5 Taking Turns

Objectives

This activity will help you to think about the times when we have to take turns to do things at school. You will try and think about how other people feel about taking turns.

Outcomes

At the end of this activity you will have:

- a completed storyboard about taking turns.

Resources

To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities

Introduction

1. Watch the **Busy Computer** storyboard with your teacher or the rest of your group.

 to open the **Busy Computer** storyboard.

Development

2. Your teacher will tell you to click on one of the links below to open a storyboard that you can work on.

 to open the **Home Corner** storyboard.

 to open the **Lining Up** storyboard.

 to open the **Taking Turns** storyboard.

Plenary/Reflection

3. Show your storyboard to another person and talk to them about the work you have done. You may be able to see some of the storyboards that other students have made too.

Suggestions for Further Work

- Try to think of three positive reasons why taking turns (for example, in the home corner or on the computer) is a good thing.
- At what other times is lining up very important? An example would be lining up for a fire drill.
- Think about how people feel when other people don't take their turns in conversations.

Teacher Notes

Activity 6 Unusual Situations

Key Stage Key Stages 2-3

Group Organisation This activity can be used with a small group or whole class (using a projector and whiteboard for the introductory storyboard), or with individual students who may need to be supported by a teaching assistant.

Overview of Task

The students watch an introductory storyboard (from a choice of three) about a situation during the school day when their routine is disrupted by a supply teacher, a fire drill or a room change. They then create a storyboard in which they describe their experience of the situation.

Objectives

Areas for development will include:

- expressing understanding of a situation
- understanding others' perspectives
- understanding others' feelings.

Outcomes

By the end of this activity students will have:

- one or more completed storyboards in which they explore their understanding of a change in their routine at school.

Resources

Kar2ouche *Social Communication*

- **Supply Teacher** storyboard
- **Fire Drill** storyboard
- **Room Change** storyboard
- **My Supply Teacher** storyboard
- **My Fire Drill** storyboard
- **My Room Change** storyboard

Activities

Introduction



1. The storyboards in this activity can be used to prepare a student for a specific situation, and/or give them the opportunity to describe their experience of it. Ask the students to open one of the storyboards described below, or watch and discuss one together using a projector and whiteboard. Alternatively, use Kar2ouche to create a short introductory storyboard about a specific situation, which your student has met, or will shortly encounter.

Supply Teacher storyboard (KS2) opens in a primary classroom. The storyboard explains that a class teacher may have to be absent sometimes, and invites the students to consider the thoughts and feelings of the teacher who takes his/her place.

(The script for this storyboard can be found in the Appendix.)

Fire Drill storyboard explains that fire drills do not happen very often, but that they are important. For this reason the fire bell is loud so that everybody hears it and leaves the building quickly and safely.

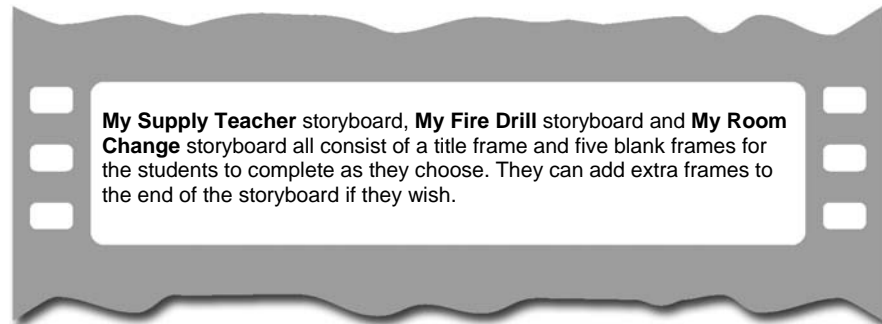
(The script for this storyboard can be found in the Appendix.)

Room Change storyboard (KS3) shows an English class being moved to a computer room. The emphasis is on having a good lesson even though it is happening in a different room.

(The script for this storyboard can be found in the Appendix.)

Development

- The student/s now have the opportunity to describe their experience of the situation by opening and completing the **My Supply Teacher** storyboard, **My Fire Drill** storyboard or **My Room Change** storyboard.



- If your students have been exploring a different issue during the introductory part of the activity, ask them to open the storyboard that you have prepared for them via the Utilities screen. They can then create their own account of the situation. Encourage them to use thought bubbles to show their thoughts and feelings.

**Plenary/
Reflection**

- If you have been working with an individual, encourage him or her to describe their storyboard to another person in the class/group, or to another adult that they are comfortable talking to. If you have been working with a large or small group, show a selection of the storyboards to the group (using a projector and/or whiteboard) and discuss them. Try to focus the discussion on the feelings and perspectives of all the stick figures involved in each storyboard.

**Suggestions for
Further Work**

- Students could use Kar2ouche to create a storyboard (or short animation) about other unusual school days – for example, the last day of term, religious festivals, sports day or visitors to the class.
- Encourage the students to think about why we have fire drills. They could use Kar2ouche to produce a poster about this.

Student Notes

Activity 6 Unusual Situations

Objectives

This activity will help you to prepare for unusual situations at school. You will think about the reasons why these situations happen, and about the thoughts and feelings of all the people involved.

Outcomes

At the end of this activity you will have:

- one or more completed storyboards in which you explore what happens when you have another teacher, a change of room or a fire drill.

Resources

To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities

Introduction

1. Click on one of the links below and watch the storyboard. (Your teacher will tell you which one to choose.)

 to open the **Supply Teacher** storyboard.

 to open the **Fire Drill** storyboard.

 to open the **Room Change** storyboard.

Development


2. Your teacher will tell you to click on one of the links below to open a storyboard that you can work on. Follow the instructions in the caption window of the first frame.

 to open the **My Supply Teacher** storyboard.

 to open the **My Fire Drill** storyboard.

 to open the **My Room Change** storyboard.

3. Your teacher may ask you to create a storyboard about another situation that you have been thinking about. Use thought bubbles to show what you are thinking or feeling in each frame.

 to open a blank storyboard.

Student Notes**Plenary/Reflection**

4. Show your storyboard(s) to another person and talk to them about the work you have done. You may be able to see some of the storyboards that other students have made too.

Suggestions for Further Work

- Use Kar2ouche to make a storyboard (or short animation) about other unusual days at school.
- Make a poster about fire drills and the reasons that we have them. You could do this by hand, or use the printing screen in Kar2ouche to help you to design your work.

Teacher Notes

Activity 7 Helping Myself

| | |
|---------------------------|---|
| Key Stage | Key Stages 2-3 |
| Group Organisation | This activity can be used with a small group or whole class (using a projector and whiteboard for the introductory storyboard), or with individual students who may need to be supported by a teaching assistant. |

Overview of Task

The storyboards in this activity focus on the importance of organisation and independence, and why teachers, parents and friends value the development of these skills. The students work through situations where they need to organise themselves or exercise independence – such as packing a bag for school or deciding on an appropriate person to ask for assistance.

Objectives

Areas for development will include:

- expressing understanding of a situation
- understanding others' perspectives
- understanding others' feelings.

Outcomes

By the end of this activity students will have:

- one or more completed storyboards about organisation and/or independence skills.

Resources

Kar2ouche *Social Communication*

- **Cookery Lesson** storyboard
- **Needed for School** storyboard
- **Pack a Bag** storyboard
- **Asking for Help** storyboard

Activities

Introduction

1. The students open and watch the **Cookery Lesson** storyboard, in which a group of students are making chocolate chip cookies.



Cookery Lesson storyboard opens in the cookery room, where the stick figures are preparing to make cookies.

The stick figures stand at the tables with their equipment laid out in front of them. The focus moves to a stick figure who is reading a recipe card and checking off the equipment that is on the table to ensure that everything is there and ready. The teacher praises the stick figure for being well prepared.

(The script for this storyboard can be found in the Appendix.)

2. Discuss the organised stick figure's behaviour with the student or group. Emphasise the fact that the teacher was pleased with the stick figure because they did the preparation independently and got themselves organised.

Development



3. For this section of the activity, there is a range of storyboards available for your students to work through. You may wish to create your own storyboard tailored to a specific issue, or you may wish to simplify one of the storyboards given below. They all cover the same theme – the importance of being able to organise yourself for school, and the ways you can help yourself to do this. There are three storyboards to choose from:
 - **Needed for School** storyboard (aimed at Key Stage 2)
 - **Pack a Bag** storyboard (aimed at Key Stage 3)
 - **Asking for Help** storyboard (aimed at Key Stage 2/3).

Needed for School storyboard. The first frame shows a stick figure posing the question, *What do I need to take to school today?*

The next frame shows the timetable for the week at school, clearly showing the subjects for each day. There is a stick figure posed at the side of the timetable saying, *Today is Wednesday. What lessons do you have today?*

The students click on the next frame, where the subject titles for Wednesday are arranged across the top of the frame. Underneath they see a whole range of items that they might need to take to school on that day. They are instructed to delete the ones that they do not need that day.

The objects shown are a maths book, English book, history book, French book, science book, music book, PE kit, towel, packed lunch, pencils and pens, and a calculator. The subjects the students have on that Wednesday are literacy, numeracy, science, art and history.

(The full script for this storyboard can be found in the Appendix.)

Pack a Bag storyboard. The first frame shows a child stick figure and an adult stick figure in the hallway of a house. The child stick figure is holding a bulging backpack ready to go to school.

The adult stick figure is saying, *I'm sure you're taking far too much stuff to school today. Let me look inside your bag and see what you really need.*

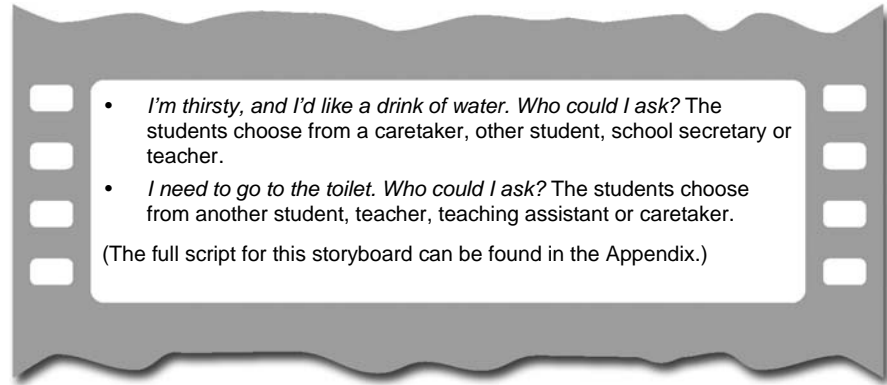
The next frame shows all the objects that the child had filled the bag with. Some of the items are inappropriate for school – the students are instructed to drag the items that they think the child needs into the backpack. They should be left with the inappropriate items to the side of the bag.

The final two frames provide the answers. A stick figure is posed to the side saying, *A mobile phone, Gameboy, CD player, magazines and playing cards **are not** usually needed in your school bag.* In the next frame the stick figure is seen to say, *Pens, coloured pencils, a ruler, a calculator, a pencil case and a homework planner **are** usually needed in your school bag.*

(The full script for this storyboard can be found in the Appendix.)

Asking for Help storyboard. This storyboard consists of a series of frames with a confused-looking stick figure posed in the middle of each one. Around each stick figure is a stick figure labelled with a title – teaching assistant, school nurse, caretaker, teacher, midday supervisor, school cook, student and school secretary. The students have to drag a green tick next to the correct person.

- *I've tried to do my work, but I still don't understand it. Who should I ask for help?* The students can choose from teaching assistant, caretaker, teacher and school cook.
- *I think I'm lost. Who could I ask for help?* The students choose from another student, school cook and school secretary.

**Plenary/
Reflection**

4. If you have been working with an individual, encourage the student to describe their storyboard to another person. If you have been working with a large or small group, show a selection of their work to the rest of the group and discuss what has been achieved.

**Suggestions for
Further Work**

- The students could create a storyboard showing a task that they can do independently – as an affirmation of their achievement.

Student Notes

Activity 7 Helping Myself

Objectives

By working through this activity you will think about why it is good to organise yourself and to learn to be independent.

Outcomes

At the end of this activity you will have:

- one or more storyboards showing situations where you have to be organised or independent.

Resources

To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities

Introduction

1. First open and watch the **Cookery Lesson** storyboard – on your own or with your group. After you have seen it, you will talk about what you have seen and why the teacher in the storyboard was pleased with the stick figure.



to open the **Cookery Lesson** storyboard.

Development

2. There is a choice of three storyboards for you to open in this part of the lesson. Your teacher will tell you which one you are to work on.



to open the **Needed for School** storyboard.



to open the **Pack a Bag** storyboard.



to open the **Asking for Help** storyboard.

Plenary/Reflection

3. When you have finished your storyboard, show it to another person or to the rest of your group.

Suggestions for Further Work

- Open a blank storyboard and create frames where you show something that you are able to do on your own. It could be something at home or at school. Try to say why your parents or teachers are pleased with you when you get organised by yourself.

Teacher Notes

Activity 8 Journeys

Key Stage Key Stages 1-3

Group Organisation This activity can be used with a small group or whole class (using a projector and whiteboard for the introductory storyboard), or with individual students who may need to be supported by a teaching assistant.

Overview of Task

The students watch a short storyboard about bus travel and complete a storyboard that looks at the issue of noise on bus journeys. They then create a storyboard (either individually or with support) in which they express their own experience of travelling by bus.

Objectives

Areas for development will include:

- expressing understanding of a situation
- understanding others' perspectives
- understanding the link between cause and effect.

Outcomes

By the end of this activity students will have:

- a storyboard with completed thought bubbles about travelling on a noisy bus
- a storyboard which expresses their perspective on bus travel.

Resources

Kar2ouche *Social Communication*

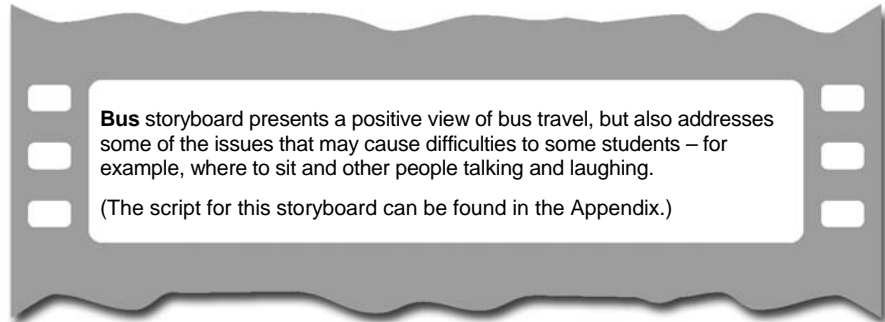
- **Bus** storyboard
- **Noisy Bus** Storyboard
- **My Bus Journey** storyboard

Activities

Introduction



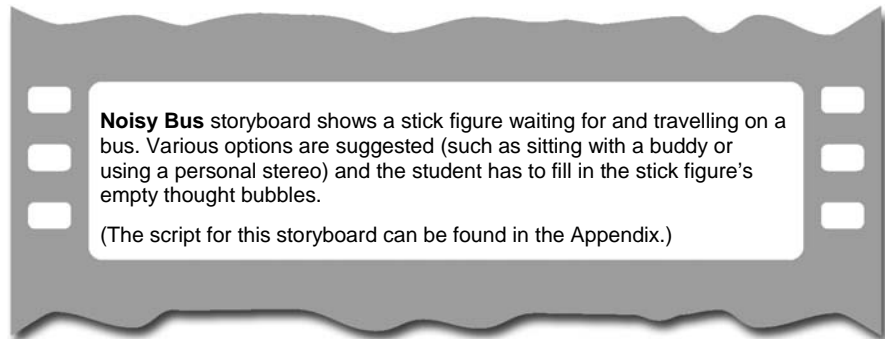
1. The students open and watch the **Bus** storyboard. You may wish to discuss the situation presented in this storyboard with the student/s.



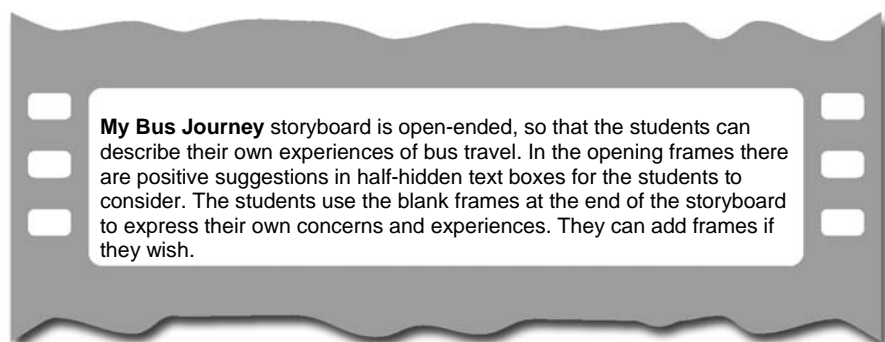
Development



2. The students open the **Noisy Bus** storyboard and work through it, completing the empty thought bubbles. Alternatively, create an incomplete storyboard for the students to work on which focuses on another aspect of bus travel which your students would find helpful to explore.



3. The students then open and complete the **My Bus Journey** storyboard.



Plenary/ Reflection

4. If you have been working with an individual, encourage the student to retell their storyboard to another person. If you have been working with a large or small group, show a selection of storyboards to the group (using a projector and/or whiteboard) and discuss them. Try to focus the discussion on the feelings and perspectives of all the stick figures involved in each storyboard.

Suggestions for Further Work

- The students could use the printing screen in Kar2ouche to produce a poster about keeping safe when travelling on a bus. (Students could look at this from the perspective of travelling on school transport or a public bus. Issues to raise might include: staying seated, wearing a seatbelt, pressing the bell in good time, getting off the bus safely.)

Student Notes

Activity 8 Journeys

Objectives

Travelling on a bus can be difficult. By working through the storyboards in this activity, you will think about how you might solve any difficulties you may experience.

Outcomes

At the end of this activity you will have:

- a storyboard about travelling on a noisy bus
- your own storyboard about a bus journey.

Resources

To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities

Introduction

1. Click on the link below to watch the **Bus** storyboard.



to open the **Bus** storyboard.

Development

2. Now open the **Noisy Bus** storyboard and follow the instructions given.



to open the **Noisy Bus** storyboard.

3. Next open the **My Bus Journey** storyboard. This storyboard has been left unfinished so that you can make your own frames about travelling by bus.



to open the **My Bus Journey** storyboard.

Plenary/Reflection

4. Show your storyboard(s) to another person and talk to them about the work you have done. You may be able to see some of the storyboards that other students have made too.

Suggestions for Further Work

- Use the printing screen in Kar2ouche to produce a poster about keeping safe when travelling on a bus. This could be about travelling on school transport or a public bus. Think about points such as staying in your seat, wearing a seatbelt, pressing the bell in good time, and getting off the bus safely.

Teacher Notes

Activity 9 Homework

| | |
|---------------------------|---|
| Key Stage | Key Stages 1-3 |
| Group Organisation | This activity can be used with a small group or whole class (using a projector and whiteboard for the introductory storyboard), or with individual students who may need to be supported by a teaching assistant. |

Overview of Task

This activity has been designed to help students understand why teachers set homework for their classes. You will need to consider the students for which this activity would be appropriate. The students have to explore the reasons why teachers set homework for their classes. They also think about the consequences of not doing their homework.

Objectives

Areas for development will include:

- expressing understanding of a situation
- understanding others' perspectives
- understanding others' feelings.

Outcomes

By the end of this activity students will have:

- a completed storyboard at an appropriate level that examines the reasons why it is important to do homework.

Resources

Kar2ouche *Social Communication*

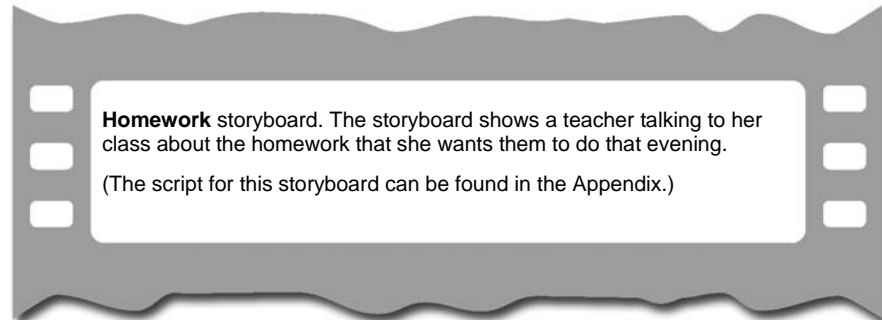
- **Homework** storyboard
- **Collecting** storyboard
- **Finding Out** storyboard
- **Maths Practice** storyboard

Activities

Introduction



1. To get this activity started off and to promote some discussion, you need to watch the **Homework** storyboard with the group or individual you are working with.

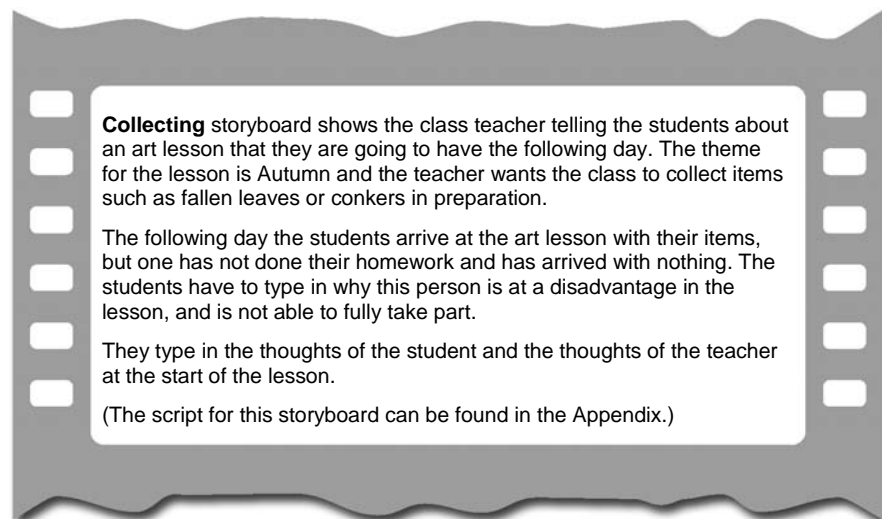


2. Try to focus your discussion on why the teacher wanted the stick figure to do his homework and why it would be important for him to do well in the spelling test.

Development



3. There are three storyboards in this section. You need to select the one that is most suitable for the age and ability of the students you are working with. In each storyboard the student or group has to think about the reasons why the teacher set each different piece of homework, and the importance of doing it well. Each storyboard is partially completed with speech and thought bubbles for the students to type into. Choose from:
 - **Collecting** storyboard (KS1)
 - **Finding Out** storyboard (KS2)
 - **Maths Practice** storyboard (KS3)



Finding Out storyboard begins in a history lesson where the class are really enjoying finding out about the Tudor period. The teacher talks to them about the following week.

There are three frames for the students to fill in:

- A stick figure with a whole pile of papers. He has written notes and can tell the teacher many facts about the six wives. The students are asked to type in what is good about his homework and why his teacher will be pleased with him.
- Another stick figure has six pictures, one of each wife. She can talk about these pictures in detail. The rest of the group are interested. The students are asked to type in what is good about her homework and why this teacher will be pleased with it.
- A stick figure has not done his homework and he looks embarrassed. The teacher tells him he will need to stay in at lunchtime and look through the books in the classroom to find out about the six wives of Henry VIII and write out some information about them. He is not happy about this. The students have to type in why he feels unhappy, why the teacher wants him to stay in, and why he should have done his homework.

(The script for this storyboard can be found in the Appendix.)

Maths Practice storyboard. The frames show a maths lesson where the students have been learning how to find out the area of a triangle. Some of the students say they think it is hard, so the teacher is explaining it carefully again. He asks them to practise doing it again for their homework, and gives them a sheet to do at home so they get better at it.

The next day one of the class goes to the teacher at the start of the school day to tell him that she has forgotten to bring her sheet to school, although she has done the homework.

In the maths lesson the girl shows her teacher that she can work out the area of a triangle, so it is obvious that she has done her homework. The students have to type in why the teacher is pleased with her.

In a final frame the teacher gives the girl a homework diary to help her to be better organised. The students type in why a homework diary might be a good idea.

(The script for this storyboard can be found in the Appendix.)

Plenary/ Reflection

4. Discuss the homework that the students had to write about in their storyboards. Share the work with the rest of the group. If you are working with an individual, find someone else that they are comfortable with to show the storyboard to.
5. Using a large sheet of paper or a whiteboard, make a list of the different reasons why a teacher wants students to do homework.

Suggestions for Further Work

- Discuss what happens if students forget to do homework or can't do it because they have not written it down carefully. Bring in the idea of having a homework diary or asking the teacher to write down what is expected, so that parents can understand the work and help their children to get organised.
- Use Kar2ouche to create a storyboard or poster showing why doing homework is a good idea for all the students in the class.

Student Notes

Activity 9 Homework

Objectives

By working through this activity you will think about the reasons why your teacher wants you to do homework and how it can help you to learn.

Outcomes

At the end of this activity you will have:

- a completed storyboard about doing homework.

Resources

To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities

Introduction

1. Watch the **Homework** storyboard with the person or group you are working with.

 to open the **Homework** storyboard.

2. Talk about what you have just seen. How did the teacher feel when the stick figure said they couldn't do the homework? Why did the teacher insist that it must be done?

Development

3. Your teacher will tell you which of the storyboards you need to open now. There will be clear instructions to follow. You will need to fill in the speech and thought bubbles that are attached to the stick figures.

 to open the **Collecting** storyboard.

 to open the **Finding Out** storyboard.

 to open the **Maths Practice** storyboard.

Plenary/Reflection

4. Discuss the following questions with your partner, teaching assistant or group:
 - What kind of homework did the stick figures in the storyboard have to do?
 - Why was it important that they understood and did this homework?
 - Why was the teacher happy that the homework was done?
5. Make a list of all the reasons why a teacher wants you to do homework.

Student Notes***Suggestions for Further Work***

- Talk about what happens if you forget to do your homework, or if you don't understand what you have to do. Make a list of things you could do to make sure that you understand your homework and hand it in on time.
- Make a storyboard or poster showing why it is a good idea for all the students in the class to do homework. You could use Kar2ouche to do this.

Teacher Notes

Activity 10 Teachers

Key Stage Key Stages 2-3

Group Organisation This activity can be used with a whole class, small group or with individual students who may need to be supported by a teaching assistant.

Overview of Task

The students work through an interactive storyboard where they have to decide why a teacher is asking each question. They then open one of three storyboards (each aimed at slightly different age groups) where a teacher is talking to a class. The students complete thought bubbles attached to the stick figures in each frame to show their understanding of the teacher's words.

Objectives

Areas for development will include:

- expressing understanding of a situation
- understanding others' perspectives and motives.

Outcomes

By the end of this activity students will have:

- a completed storyboard in which they have expressed their understanding of why teachers ask questions in a lesson.

Resources

Kar2ouche *Social Communication*

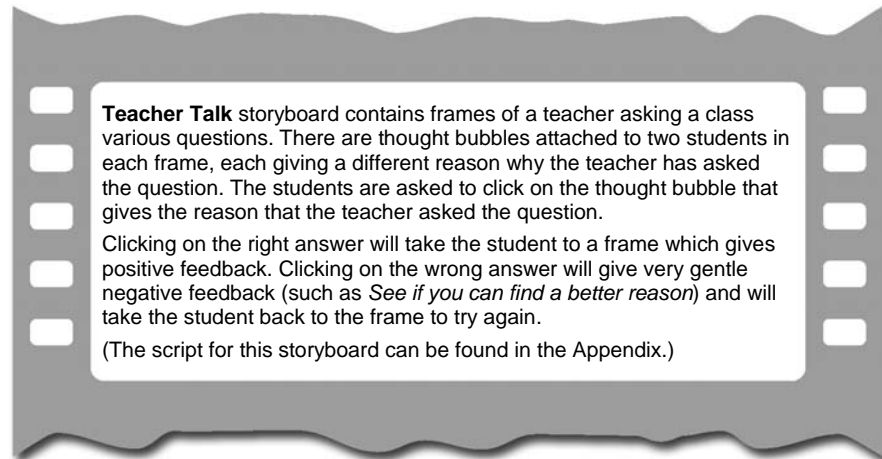
- **Teacher Talk** storyboard
- **Maths** storyboard
- **History** storyboard
- **Science** storyboard

Activities

Introduction



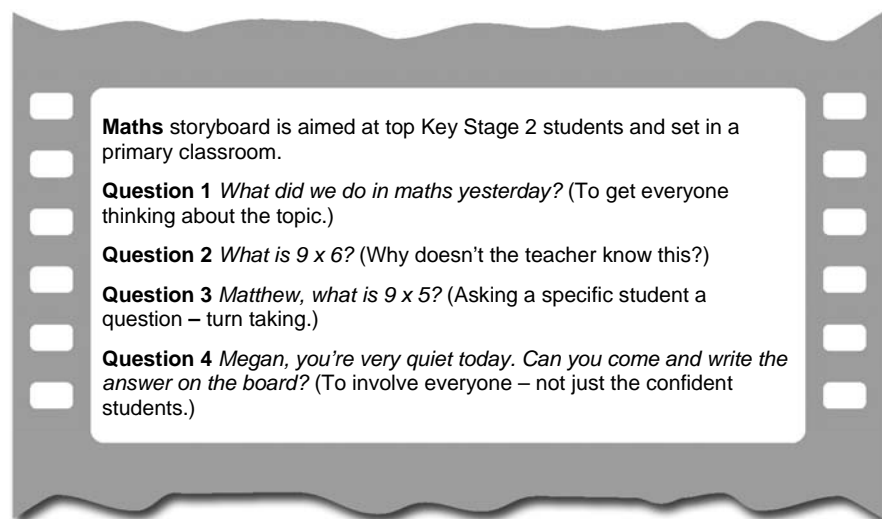
1. The students open the interactive **Teacher Talk** storyboard and follow the instructions given.

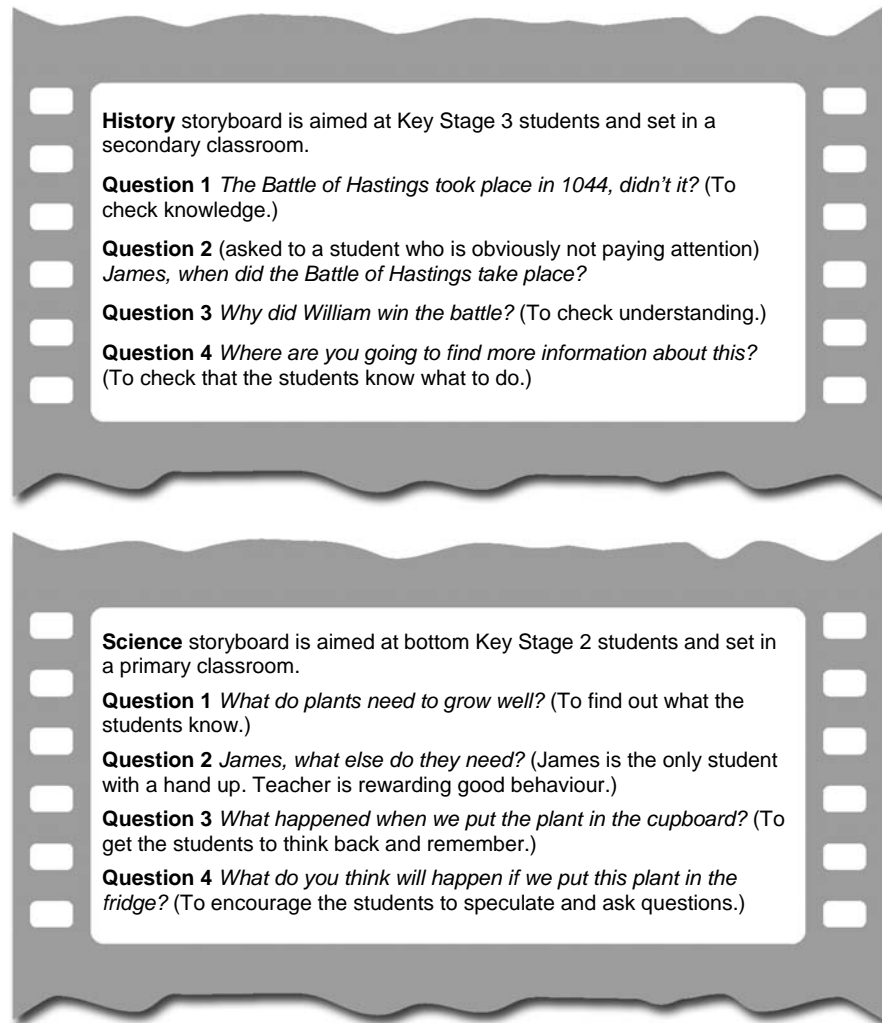


Development



2. Look through the storyboards in this section and choose one for your students to work on. Alternatively, you can create your own storyboard about a specific language issue, or you could simplify (or extend) one of the pre-made ones. The frames in these storyboards all show a teacher with a speech bubble containing a question and a group of students. There are two thought bubbles attached to different students; one bubble contains a question such as: *Why is the teacher asking this question? / Why is the teacher pretending she doesn't know this? / Why is she asking him/her?* The other thought bubble is blank and the caption window reads, *Type into the empty thought bubble the reason why **you** think the teacher has asked this question.*





Plenary/ Reflection

3. If you have been working with an individual, encourage the student to show their storyboard to another person. If you have been working with a large or small group, show a selection of storyboards to the group (using a projector and/or whiteboard) and discuss them. Try to focus the discussion on the reasons why the teacher asked each question, and to resolve any misunderstandings that may have arisen.

Suggestions for Further Work

- Students could create a short animation showing a lesson from a teacher's point of view.
- Ask groups of students to prepare a short role play of a teacher presenting facts to a class, and then hold a discussion about what they have performed or watched.

Student Notes

Activity 10 Teachers

Objectives

Why do teachers ask so many questions? Don't they know the answers already? This activity will help you to think about the way that teachers use language, and the reasons why they ask questions during a lesson.

Outcomes

At the end of this activity you will have:

- a storyboard of a lesson with completed thought bubbles.

Resources


To complete this activity you will need:

- Kar2ouche *Social Communication*

Activities


Introduction

1. Click on the link below to open the interactive **Teacher Talk** storyboard, and follow the instructions.

 to open the **Teacher Talk** storyboard.

Development

2. Your teacher will tell you which of the following storyboards to open. Click on the link and start work!

 to open the **Maths** storyboard.

 to open the **History** storyboard.

 to open the **Science** storyboard.

Plenary/Reflection

3. Show your storyboard to another person and talk to them about the work you have done. You may be able to see some of the storyboards that other students have made too. Can you notice any differences between these storyboards? Talk about these differences, and try to work out the reasons for them.

Suggestions for Further Work

- Create a short animation showing a lesson from a teacher's point of view.
- Prepare and perform a short role play of a teacher presenting facts to a class, and then discuss this work with your group or class.

Appendix

Extracts from Text/Audio Palette

Activity 1 In the Classroom

Classroom 1 Script

Narrator: This is the home corner.
 Narrator: The children are having carpet time.
 Narrator: These children are working on a computer.
 Narrator: Now the children are having a PE lesson.

Classroom 2 Script

Narrator: These students are doing a science experiment.
 Narrator: The students are discussing their work.
 Narrator: The teacher is talking to the class.
 Narrator: These students are working in the library.

Carpet Time Script

Narrator: In some schools children sit on the carpet to listen to their teacher.
 Narrator: Most children sit still and listen.
 Narrator: The teacher is happy when the children do this.
 Narrator: One child is standing up and shouting out.
 Narrator: The teacher is not happy when this happens.

Group Work Script

Narrator: Sometimes your teacher will ask you to work in a group with other children.
 Narrator: You can do this sitting around a table.
 Narrator: You can do this sitting on the carpet.
 Narrator: The teacher likes everyone to work in a group because it is good to share ideas.

Talking and Listening Script

Student: In class I may talk to my teacher, teaching assistant, and the other students.
 Student: When the teacher talks to the whole class, he or she wants us to stop talking and listen.
 Student: If I listen to the teacher, it may help me to understand what I have to do.

Activity 2 In the School

Crowded Cloakroom Script

Teacher: Hurry up everyone! You're making a lot of noise.

Corridors Script

Narrator: People move along corridors to get to their classrooms quickly and safely. Corridors can be busy and noisy. Some students run and shout.

Narrator: What are the students and the teachers thinking?

Activity 3 At Lunchtime

Lunchtime Script

Narrator: This is a school dining hall.

Narrator: The students are queuing for their lunch.

Narrator: They like to talk to their friends.

Narrator: They talk about what they want for lunch.

Narrator: They talk about what they have been doing that morning.

Narrator: Lots of students are talking, so there is a lot of noise.

Narrator: What do you think this stick figure is thinking?

Noise Script

Narrator: It is lunchtime.

Narrator: The dining hall is busy.

Narrator: Lots of people are talking. It's very noisy.

Student: It is noisy. What can I do?

Narrator: This part of the dining hall is quieter.

Narrator: It helps to sit with someone you know.

Narrator: It is not so busy now.

Queue Script

Narrator: The students are queuing for their lunch.

Narrator: What do you think this stick figure is thinking?

Narrator: How do you think this stick figure feels?

Choosing Lunch Script

Narrator: There is a lot of food to choose from. Some people really like this.

Kitchen Assistant: Lots of people chose this today so we don't have any left. Choose again.

Kitchen Assistant: OK.

Activity 4 At Break Time

Making Friends Script

Child 1: This is really fun.
 Child 2: Let's play again at lunchtime.
 Child 1: Come on, why don't you join in with our game?

At Break Time 1 Script

Narrator: What are the stick figures doing?
 Narrator: What is the problem here? What could the stick figure say or do to improve the situation?
 Narrator: What should the stick figure do now?

At Break Time 2 Script

Narrator: Discuss what you see in the frame above, and fill in the empty thought bubble.

At Break Time 3 Script

Narrator: Discuss what you see in the frame above, and fill in the empty thought bubble.

Activity 5 Taking Turns

Busy Computer Script

Child 1: I can't see what I'm doing!
 Child 2: I'm very squashed!
 Teacher: Look at the rota I prepared. Everyone has a partner and there should be only two people using the computer at any time.
 Child 1: Look, it's our turn.
 Child 2: You tick our names off. I'll go and tell the next two children that it's their turn now.

Home Corner Script

Narrator: There is no more room in the home corner for the sad stick figure to play.
 Narrator: The other stick figures have not finished playing and do not want to come out of the home corner.
 Narrator: What could the stick figures do to make sure everyone has a fair turn?
 Narrator: Click on the next frame and come up with a solution.

Lining Up Script

Narrator: Who is at the front of the line? Who is at the back of the line?
 Narrator: How do the rest of the stick figures feel when someone forgets to take his or her turn?
 Narrator: How do the stick figures feel about the stick figure who doesn't take his or her turn?

Taking Turns Script

Teacher: Does anyone know what the capital of Australia is?

Child 1: Sydney!

Child 2: Melbourne!

Child 3: I think Sydney too!

Teacher: No one has said the right answer. Does anyone else know?

Teacher: I only want to hear from children who remember to put their hands up.

Teacher: Do you know?

Child 4: Yes, the answer is Canberra.

Teacher: Well done! And thank you for putting your hand up before answering the question.

Narrator: What should you do when you know the answer to a question?

Activity 6 Unusual Situations**Supply Teacher Script**

Student: I usually have the same teacher every day.

Student: Sometimes my teacher isn't in class.

Teacher: Sit down and get your books out.

Student: When my teacher cannot come to school, I may have another teacher that day.

Student: This is OK.

Narrator: Fill in the empty thought bubble.

Fire Drill Script

Narrator: Sometimes there will be a fire drill at school. This will not happen very often.

Narrator: It is important that everybody hears the fire bell, so it makes a very loud noise.

Narrator: When the fire bell rings, you must leave the building quickly and safely.

Room Change Script

Student: I usually have English lessons in this classroom.

Student: Today my teacher tells us that we cannot have our English lesson in the usual room.

Student: We have our English lesson in the computer room.

Student: This is OK.

Student: We don't have to use the computers just because we are in the computer room.

Student: We can have a good English lesson in this room. Today we are writing poems.

Activity 7 Helping Myself

Cookery Lesson Script

Narrator: In today's cookery lesson, the class will be learning how to make chocolate chip cookies.

Child: Chocolate chips, flour, butter, castor sugar – I think that's everything.

Teacher: Well done. You have got ready everything you need.

Needed for School Script

Child: What do I need to take to school today?

Narrator: Today is Wednesday. What lessons do you have today?

Narrator: Drag the items you do not need into the Kar2ouche bin.

Pack a Bag Script

Parent: I'm sure you're taking far too much stuff to school today. Let me look inside your bag and see what you really need.

Narrator: Drag the items that are really needed into the backpack.

Child: A mobile phone, Gameboy, CD player, magazines and playing cards **are not** usually needed in your school bag.

Child: Pens, coloured pencils, a ruler, a calculator, a pencil case and a homework planner **are** usually needed in your school bag.

Asking for Help Script

Narrator: Drag the green tick next to the stick figure you could ask for help.

Child: I've tried to do my work, but I still don't understand it. Who should I ask for help?

Child: I think I'm lost. Who could I ask for help?

Child: I'm thirsty, and I'd like a drink of water. Who could I ask?

Child: I need to go to the toilet. Who could I ask?

Activity 8 Journeys

Bus Script

Child: The bus stops at the bus stop. This is a safe place to stop.

Child: There are lots of seats on a bus.

Child: I can sit where I want when all the seats are empty.

Child: Sometimes the bus is nearly full of people.

| | | |
|-------------------------|-----------|--|
| | Child: | I can only sit where there is an empty seat. Most of the students like to sit by the window or at the back of the bus. |
| | Child: | These students are travelling to school. |
| | Child: | They talk and laugh because they are happy to be with their friends. |
| | Child: | This is OK. Some people like to read books or listen to their personal stereos. |
| | Child: | This is OK. |
| Noisy Bus Script | Narrator: | The yellow figure is waiting for a bus. |
| | Narrator: | The yellow figure does not like travelling on a bus. |
| | Narrator: | There are lots of people on the bus. It is noisy. |
| | Student: | Sit with me. |
| | Narrator: | Some people like to read books or listen to their personal stereos. |
| | Narrator: | Fill in the empty thought bubble. |

Activity 9 Homework

| | | |
|--------------------------|-----------|---|
| Homework Script | Teacher: | These are the spellings I want you to learn tonight. |
| | Child: | I can't do my homework tonight. I have to go to football practice. |
| | Teacher: | You will have a test on these words tomorrow. It would be a shame if you didn't do very well. Can you try to find 10 minutes before football practice and 10 minutes afterwards to learn the words? |
| | Child: | Oh, all right. I would feel sad if I didn't do very well and my mum would be cross. |
| Collecting Script | Teacher: | Tomorrow we've got an art lesson. I want to make some Autumn pictures. It would be great if after school you could collect some leaves that have fallen off the trees or some acorns or conkers. |
| | Child: | I forgot to collect anything. |
| | Narrator: | Why is it hard for this stick figure to join in the lesson? |

Finding Out Script

Teacher: Next week we will be learning all about Henry VIII. For your homework I want you to find out all about his six wives.

Child: I've written notes about Henry VIII's wives. I've learned a lot about them all.

Narrator: What is good about his homework?

Child: I've found some pictures of all of Henry VIII's wives. I've learned a lot by looking carefully at them all.

Narrator: What is good about her homework?

Child: I haven't done my homework. I don't know anything about Henry VIII's wives.

Narrator: Why is the teacher not pleased?

Teacher: You will need to work at lunchtime to find out some information about Henry VIII's wives so that you can tell us about them.

Narrator: The stick figure does not feel happy.

Maths Practice Script

Teacher: This is how we find out the area of a triangle.

Child 1: I think this is very hard.

Teacher: Don't worry. We'll go over this again slowly.

Teacher: I want you to practise this again for homework so that you get better at it. Here is a worksheet for you to do.

Child 2: I did my homework, but I've forgotten my sheet! I'm really sorry.

Teacher: Well done! I can see from this work that you did your homework really well. Bring your sheet in next week.

Teacher: Here's a homework diary to help you get better organised.

Narrator: Do you think a homework diary is a good idea? Type your answer into the caption below.

Activity 10 Teachers**Teacher Talk Script**

Narrator: Why is the teacher asking this question?

Narrator: Why doesn't the teacher know this?

Narrator: Why is the teacher pretending she doesn't know this?

Narrator: Why can't the teacher remember what we did yesterday?

Narrator: Why is she asking him?

Narrator: Why is she asking her?

Narrator: Type into the empty thought bubble the reason why **you** think the teacher has asked this question.

Maths Script

Teacher: What did we do in maths yesterday?
Teacher: What is 9×6 ?
Teacher: Matthew, what is 9×5 ?
Teacher: Megan, you're very quiet today. Can you come and write the answer on the board?

History Script

Teacher: The Battle of Hastings took place in 1044, didn't it?
Teacher: James, when did the Battle of Hastings take place?
Teacher: Why did William win the battle?
Teacher: Where are you going to find more information about this?

Science Script

Teacher: What do plants need to grow well?
Teacher: James, what else do they need?
Teacher: What happened when we put the plant in the cupboard?
Teacher: What do you think will happen if we put this plant in the fridge?