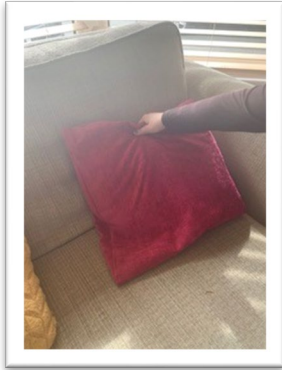


Auditory Memory and Recalling Instructions Activities

GO TOUCH!



Tell your child to walk around the room, touching and naming lots of items in the room.

Next tell your child to touch two or more items in sequence when you say "Go!".

Start with asking your child to recall 2 items and gradually increase up to 5 items.

Looking at and pointing to items can help your child to remember since they will be reinforcing the sequence visually.

GO ACTIONS!

Practise some simple actions together and name the actions as you do so (jumping, clapping, twirling, jiggling etc). Get suggestions from your child.

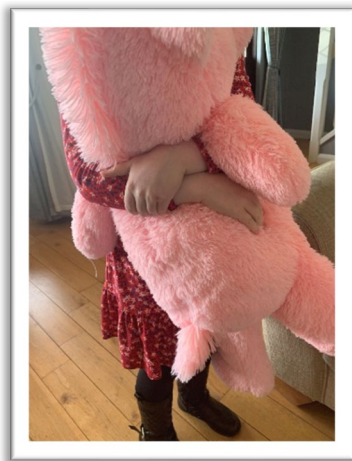
Next say two or more actions for your child to perform when you say "Go!".

Start with asking your child to recall a few actions and gradually increase up to 4 or 5 actions.

You could also tell them two things to do simultaneously (Put hands in the air and stand on one leg, Open your mouth and roll your arms etc)



SERGEANT MAJOR!



Tell your child that you are going to be the Sergeant Major and they have to follow your commands!

Give one or two commands to your child. Make them funny if you can: stick out your tongue, hug the monkey, put the teddy on your head etc. They must keep still and remember the instruction until you bang the drum.

Now let your child be the Sergeant Major!

Items required: Drum or improvised drum.

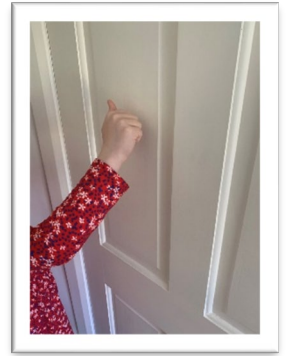
GIVE ME THEN DO AN ACTION!

Gather some toys with your child.

Name two of the toys and an action to perform, for example, *“Give me the lorry and the lion and then knock on the door”*.

Increase the number of toys your child is to give you gradually.

Items required: Selection of child’s favourite toys.



FEED THE HUNGRY CATERPILLAR!



Gather some food items with your child along with a ‘Caterpillar’. You could make a pretend caterpillar with your child for this activity or you can just use a towel wrapped up in the shape of a Caterpillar. Set out and name the food items.

Tell your child 3 or more items to feed the Caterpillar.

Cover the items they have put out with a tea towel and see if they can still recall what is under it.

MAKE A PIZZA!

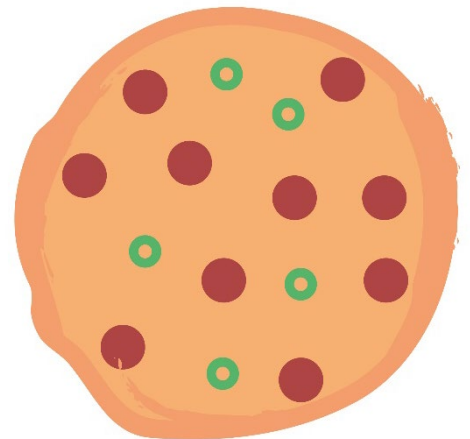
Gather round pieces of card for the pizza bases and different colours and shapes of paper and card for the pizza toppings (pepperoni, tomatoes, peppers, mushrooms, pineapple etc).

Give your child a ‘pizza base’ and tell your child three or more toppings to put on your pizza.

As a further challenge, you could have some cans and bottles containing drinks and name a drink with your list of toppings.

Items required:

- Card and paper scraps.
- Several bowls in which to place the toppings.
- Cans and bottles of soft drinks (unopened or empty).



HANG THE WASHING!



Show your child a washing line and give your child some clothes. Name the clothes that your child has.

Tell your child 3 or more items to hang up on the washing line.

SNACK TIME!

Gather two soft toys with your child along with some food items and two places.

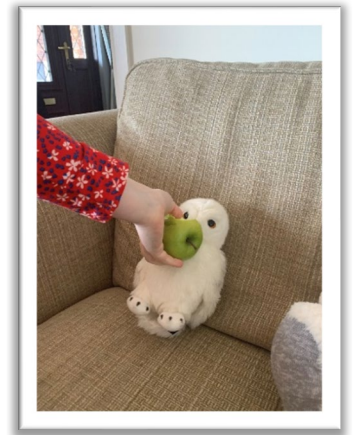
Tell the child a simple phrase to feed a toy, for example, *“Give the monkey the apple”*.

Build the number of items up gradually. Repeat this for several different toys, for example, *“Give the teddy an apple, crisps and nuts”* and *“Give the monkey a biscuit bar, a banana and a carrot”*.

After several toys have been served, cover each of their plates with a cloth and see if your child can still recall what is on each plate.

Items required:

- Selection of soft toys, dolls or puppets.
- Fruit and snack items from your kitchen.
- Several plates.
- Cloths or tea towels.



WHAT'S IN THE BAG?



Show your child a bag. Place an object in the bag and ask your child to tell you what is in the bag. Then ask your child to add another item to the bag and you have to recall which items are in the bag. Each person takes a turn to place one toy in the bag and says what is inside the bag. As it is passed around the number of items to recall increases.

To help recall, say something about the animal, or do something with the toy before it is placed in the bag. This should help to make the item more memorable.

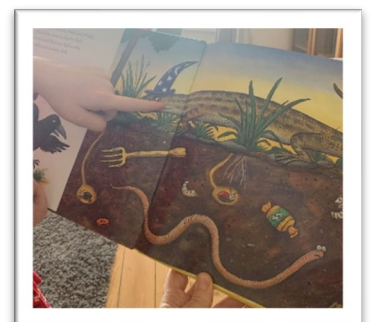
Variations:

- Grocery items in a shopping bag.
- Clothing items and things to take on holiday in a small suitcase or travel bag.

PICTURE BOOKS

Let your child choose a book with an illustration of interest to your child and talk together about what you see in the picture.

Next, tell your child three or more things in the picture on which to place counters.



COLOUR COMMANDS



Talk with your child about actions. Decide together an action to associate with each colour. For example, a red card could mean *jump up and down*, or yellow could mean *twirl around* and so on.

Tell your child that you are going to say two colours and they are going to do the actions associated with the colours. Start with only two colours and gradually increase the number of colours you give.

PICK FIVE

Sit with your child with an empty tray in front of you and another empty tray in front of your child.

Take turns to select an item each and put it on your tray. You could encourage your child to say why they like the item or talk about something the item can do. Continue until you have 5 items on each tray.

Next cover each tray with a cloth to hide the contents and see if your child can recall what is under the cover. Can they also remember your selection?

They should get the idea that talking about or doing something with the chosen items is an aid to remembering and they may be able to recall most of the 10 items which will boost their confidence.

As a further challenge, tip the contents of the trays back amongst the other toys in the collection. Can your child now recall and select the items which you chose for your trays?

