

Auditory Memory Activities

What's on the washing line?



Show the child clothes and the washing line. Tell them that you are going to give them an instruction about what they have to put on the washing line. You can give the child one piece of clothing at the beginning and then add more items to make your instruction a little trickier! See how many items they can remember to put onto the washing line correctly!

As an entertaining twist, let the child become the teacher and make up the instructions for you to follow.

I went to the shop and I bought a ...

Start by telling the child *'I went to the shop and I bought a ...carrot'*. Tell them that they have to repeat the same sentence and add to it, *'I went to the shop and I bought a carrot and a...'* The game continues until someone cannot remember all the past items bought in the shop. See how many items you can remember!

You could also use the alphabet as a support using the first sound to aid recall of the items, e.g. *'I went to the zoo and I saw an antelope, a bear, a cougar, a deer, an elephant, and a....'*



Odd One Out!



Tell the child that you are going to tell them a list of words that are part of a topic. Insert one word into the set that clearly does not belong and ask the child to identify the word which doesn't belong in that list, e.g.

*'Cow, sheep, dog, cat, pig, **house**, rabbit'*.

You could make this trickier by making the category more specific, e.g. *'cow, **frog**, pig, horse'*.

Encourage the child to tell you why the object does not belong in the group!

As an entertaining twist, let the child become the teacher and make you find the odd one out from their list.

Expanding Sentences

Start with a simple sentence and take turns to add information to it. The story can be as silly as you want, e.g.

Child: *'I played football.'*

Adult: *'I played football on Saturday.'*

Child: *'I played football on Saturday, and let a goal in!'*

Adult: *'I played football on Saturday, let a goal in, and then scored the winning goal.'*



What did I say?



Ask the child to repeat a spoken sequence of words. List the items and see if the child can recall them. Start with two items/numbers, e.g. *'Red, blue'*,

or *'Red, blue, yellow'*,

or *'Cow, pig, duck, horse'*.

Gradually increase, e.g. *'5, 1, 6, 9'*.

As an entertaining twist, let the child become the teacher and make up a list for you to remember and repeat.

Draw it!

Tell the child that you are going to give them a simple set of instructions, e.g. *"Draw a triangle at the top of the page and a square at the bottom of the page"*.

The instruction *'Draw it'* is then given and the child has 20 seconds to try to recall and follow the instructions you gave.

You could play this as a family too and give points to the person who was able to *'Draw it'*!

As an entertaining twist, let the child become the teacher and make up the instructions for you to remember and draw.



Take and give instructions



Encourage the child to follow instructions. It is easier if this task results in a reward for them. Most children enjoy helping make their favourite food. Say something like, *'You add all the dry ingredients into the bowl first.'*

Check that the child understands and remembers what you have said.

You can check by asking, e.g. *'If I were baking for the first time, could you tell me what sort of ingredients go in the bowl first?'*

As an entertaining twist, let the child become the bakery teacher and help them to remember the instructions as they guide another child in making the same mouth-watering creation!

Add to the List



Start a silly list and let your child add to it. You can say, *'I'm going to Outer Space, and I'm going to bring a broom.'* Your child says, *'I'm going to Outer Space, and I'm going to bring a broom and an apple.'* Each player repeats the list and adds an item.

The game finishes when someone forgets the previous items on the list.

Simon Says

Play the classic kids game *'Simon Says'*. The leader calls out an instruction, preceded by the words *'Simon Says'*, e.g. *'Simon Says...touch your nose!'* The players are not supposed to follow the instruction unless the words *'Simon Says'* are called out first. They are supposed to stand still if they don't hear *'Simon Says'*, e.g. *'Touch your nose!'* The game is over when someone fails to listen carefully and does the wrong thing.

You can make the game more entertaining by increasing the number of the instructions, e.g. say, *'Simon Says touch your nose with one hand and your mouth with the other hand.'*

For even more fun, make the child listen really hard, try the game above, with everyone except Simon blindfolded.



Read and Remember

Read a simple story to your child. At the end, ask questions about it, starting with easy ones such as;

'Who was the Wimpy Kid?'

'What was the worst thing that happened to him?'

'Where does he go to school?'

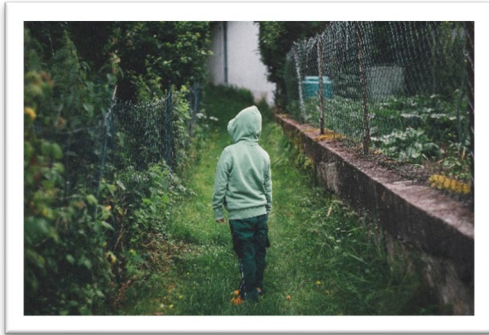
'When does he show courage?'



Questions asking 'Why?' are the most difficult.

'Why does he not like school?'

Commands



Play a game of Commands to increase your child's listening, concentration and memory. This fun game can be played indoors or out of doors.

The aim of the game is to follow the commands and get from the start of the path to the very end (and maybe even a reward), by listening carefully to instructions e.g. *'I want you to take three steps forwards.'* The child can only start moving when you tell them to *'Go!'*

For older children you could make it more difficult by giving two orders at a time, e.g. *'I want you to take two steps forward and one step to your right. Go!'*

You can make this more fun and entertaining by asking the child to give instructions to you or another member of the family.

Tap This, Tap That

The aim of this game is to listen carefully and copy rhythms.

Ask the child to sit with you at the table or on the floor. You beat out a rhythm, as if on a drum, e.g. one slow beat, then two fast beats. Ask the child to repeat what you did. When the child has copied you, add more beats and vary the rhythm sequence to make it more challenging.

Why not ask the child to lead? You can listen very carefully and copy them.



Number Game



The aim of this game is to listen and recall the combination of numbers.

Start with a simple sequence, e.g. '5, 4'. Then ask the child to repeat it. Slowly start increasing the numbers, e.g. '5.4.7'. This will require more concentration and better understanding.

You can make this game trickier if you ask the child to lead and you repeat the number sequence they tell you. In this case, the child has to remember the sequence they said and then remember what you said and finally, check if they are both the same.

Silly Me, Silly You

The aim of the game is to listen and identify what is wrong with the sentences.

Make up several sentences that are absolutely silly and wrong, e.g. *'The sun came out at night and played with the stars'* or *'I had a sore throat, so I ate a lot of ice cream and cold water'*. Ask the child to tell you what the mistakes are in each sentence.



To make this game more challenging, you could them to make up sentences while you find the mistakes.

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Check that the child understands and remembers what you have said.

You can check by asking, e.g. *'If I were baking for the first time, could you tell me what sort of ingredients go in the bowl first?'*



As an entertaining twist, let the child become the leader as they guide you or another child in making the same mouth-watering creation!

Draw it!



You and the child sit back to back. Tell them that they must listen and remember a simple set of instructions, e.g. *'Draw a triangle at the top of the page and a square at the bottom of the page'*. They can begin to draw when you say *'Draw it!'*

After instruction has been given, the child has only 20 seconds to try to recall and follow the instructions you gave. Turn around and praise your child for their efforts and good remembering.

You can make this more challenging by adding more words to the instructions, e.g. *'Draw a red triangle at the top left of the page and a small blue rectangle in the middle of the page'*.

As an entertaining twist, let the child become the leader and make up the instructions for you to remember and draw.