

Anticipation Games and Activities

Why?

These types of activities support children to:



- ◆ anticipate what happens next in an activity
- ◆ follow an activity someone else is leading
- ◆ engage in early turn taking situations
- ◆ develop early communication skills
- ◆ use and apply non-verbal communication approaches e.g. face watching



How?

Example: ball run play

- ◆ Allow the child to explore the ball run if they would like to.
- ◆ Adult to demonstrate how the ball run works - placing the ball at the starting point and letting it go, rolling down the channels.
- ◆ Once the child is familiar with the ball run the adult can use the phrase 'ready, steady...go' (adult to say each word slowly and to allow sufficient pause before saying 'go')
- ◆ Adult to increase the pause between, "steady" and "go" – encouraging the child to communicate their want for the activity to continue - verbally or non-verbally (using a sound, word, sign, eye contact/face watching, physical pointing or taking of hand or object.) If the child looks at or towards the adult to communicate 'go' then the adult can acknowledge this by saying 'good looking' and then releasing the ball.
- ◆ The adult can help the child to have a turn of the activity - hand over hand support may be needed as the adult shows the child how to place the ball on the ramp. Then the adult can use the phrase, "ready, steady....." again and pause for some communication of "go" before saying "go" and releasing the ball.
- ◆ Adult may need to use the sign or word for 'wait'
- ◆ Adult will need to gauge how long the activity lasts e.g. it may be for 30 seconds or for 10 minutes - this will be individual to the child.
- ◆ The activity finishes on the adult's term with the adult using the phrase "one more go then finished" (use gestures).
- ◆ When the activity is finished, the adult uses the sign/word for finished and together you tidy up.



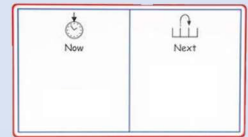
Considerations: to observe and assess over time:

- Observe the child to see if they can anticipate what will happen next.
- Watch for the child's interest as they engage - which resources capture a high level of interest?
- How is the child communicating?
- Can the child follow the adult's model of communicating?
- Does the child attempt to reach for the resource? Can they initiate the activity?
- Does the child respond to this strategy in their free play as well as adult led times?
- Is the child able to finish the activity on request and help tidy the toy away?

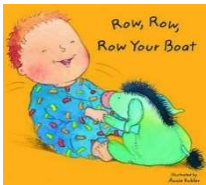




Anticipation games and activities can be used as part of a “now and next” approach – either the motivational resource following a routine or task or adult led time with another motivational activity following it.



Ideas for anticipation games and activities:



Songs and rhymes

“Round and round the garden” “This little piggy went to market”
“Row, row, row your boat” “Old Macdonald had a farm” etc.



Non-resource based (only an adult required)

peek'a'boo, peepo.



Resource based

Ball runs, car runs, guttering with cars, balls, water, etc. Bubbles, crazy foam, friction toys, pop-up toys, wind-up toys; Use of feathers - tickling, blowing; light up toys, toys with sounds or moving parts, pulling resources out of a bag/box, bouncing objects, popping objects, stretchy objects, shape sorters, puzzles and click clack tracks etc.



It is important to remember:

- ☑ **Resources and activities must be highly motivating to the individual child.**
- ☑ **The activity must be fun and engaging and the adult's emotions must reflect this.**
- ☑ The activity must require a person to initiate or activate it.
- ☑ Take the resources to where the child is within the environment.
- ☑ The child may communicate anticipation through use of the word/sign for “go,” “more,” using the object's name or sharing a non-verbal signal, e.g. glance towards the adult, bouncing up and down, pointing, smiling, taking the adult's hand etc.
- ☑ There must be significant pauses to allow the child time to communicate with the adult – the adult will need to model these forms of communication as listed above.
- ☑ Ensure the language used is adapted to the developmental stage of the child, e.g. using key words – “more ball” “ball finished.”

