

## **Level 2 Between the Lines**

### **Extension Activities: Listening Activity**

#### *Make the Face (Matching Facial Expression to Emotion Heard)*

1. Set the Settings to “Manually Show Choices”.
2. Have the user listen to the voice and anticipate what the matching face will look like by demonstrating the expected facial expression.
3. Touch “Show Choices” and see if the user(s) can find the matching face. Did they guess right?

#### *Describe the Emotion (Vocabulary & Word Retrieval)*

1. Have the user listen to the voice.
2. Ask, “What emotion(s) do we hear in that voice?”
3. Discuss how sometimes a voice can be telling us many feelings at the same time, e.g. fear, surprise, etc.
4. For those with language deficits, consider having a set of index cards with a specific emotion written on it. Show an appropriate number of choices. (\*See the list below, but do use simpler vocabulary if appropriated) Replay the voice several times and have the user collect the associated cards.
5. Over time, try to replay this activity with cards that have the first and last letter only of the word with spaces in-between. For example, “f\_\_r” (fear) to aid in word retrieval, perhaps even with a visual cue on the card, such as a face of someone who is displaying fear. These can be downloaded right off the internet and glued on.

**Emotions/states vocabulary that could be included in the Level 2 listening activity are:** annoyance, confusion, disgust, curiosity, shyness, disappointment, boredom, frustration, disbelief, indecisive, pity, bragging, apologetic, impatience, horrified,

adamant, regret, betrayed, pouting, uneasy, surprise, anger, anticipation, excitement, outrage, panic, amazement, impressed, joy, reluctance, sarcasm, contentment, worried, anxious, furious, relief, offended,

***Say It (Speech, Prosody Practice, Auditory Memory)***

1. Have the user listen to the audio clip.
2. Then ask the user to repeat what was said, being careful to say it in the same manner—matching the intonation, pace and words as closely as possible.
3. The instructor can also play along. If the user is reluctant to participate, the instructor can make the attempt, but make errors. The user needs to pick out what was wrong, e.g., “You sounded happy when you said it. She sounded sad.”

***Hear, Say, Write (Auditory Memory, Speech & Literacy)***

1. Have the users listen to the audio clip.
2. Then have them repeat what was heard.
3. Have them write it down.

***Hear, Say, Write & Play! (Auditory Memory, Speech, Literacy & Vocal Play, Perspective-Taking, Emotion Concepts)***

1. Repeat the steps for the activity above.
2. Have the user repeat the sentence in as many ways as possible. Use the emotion/states vocabulary cards. Can you repeat that phrase as though you are angry? Whining? Happy? Disappointed?

***What Are They Thinking? (Inference, Speech, Language)***

1. Take a look at the “wrong choice” photos at the bottom of the screen.
2. Take turns making up what they might be thinking or would say, eg., “Oh, I have a test tonight!”

## **Extension Activities: Body Language**

### ***Guess It (Expressive Language, Inference, Perspective-Taking)***

1. Go into the Settings and set the Answer Choices to “Manually show choices.”
2. Have the user watch the video clip.
3. Before the choices are shown, have the user try to guess what the correct answer will be.
4. Show the choices and see if the response is similar!

### ***Act It Out (Working Memory, Collaboration, Speech, Language)***

1. The short length of the video clips makes it fairly easy to recreate. Assign parts to users.
2. Try to act out the scene, using the same body language, facial expressions and script.
3. Switch roles!

### ***What Is He/She Thinking? (Perspective-Taking, Inference, Expressive Language)***

1. Take the same skills from this app activity and work on transferring it to other situations.
2. Walk around the school, hospital or any area where you would encounter people.
3. Have the user watch their face/situation and try to imagine what the person is thinking. For example, the cashier may be looking harried, as the line gets longer. What is he thinking? The woman smiling as you walk by who is holding the hand of her grandchild. What is she thinking?

## **Extension Activities: Expressions**

### ***Examples Please! (Divergent Thinking, Association, Expressive Language)***

1. If the user needs cueing to find the correct response, don't move on just yet. After the correct response has been ascertained, take a few minutes to review the phrase. Using a notebook to keep track of the new phrases is very helpful.
2. If the user is able to write, it's especially helpful to have him/her write the target phrase at the top of the page. Try to have only one phrase on each page. Otherwise, the instructor can do it.
3. Draw out/write out what it means.
4. Try to have the user come up with at least 2 other scenarios where this phrase would be appropriate.

### ***Match It (Word Retrieval, Auditory Processing)***

1. As Expressions are learned from the app, keep track of them by writing them down. Put each one on a separate index card.
2. Provide an example for the user, with a cloze technique. Have the user find the card (or remember it from memory if possible). For example, you could say, "The man had been getting in lots of trouble—getting arrested, drinking too much, and not working. He decided he wanted to change. So he said to his friend, I want to....?" (turn over a new leaf). The user either recalls it or finds it from a group of choices.

### ***Find More! (Auditory Processing, Receptive/Expressive Language)***

1. Once the user gets the idea of recognizing “expressions”, go on a hunt to find more. Recognizing idiomatic and slang expressions can be a fun challenge.
2. Where can you find them? Turn on the TV, pick up a magazine or you can talk and see if the user can pick them out. A good online source is [usingenglish.com](http://usingenglish.com). It has 3700+ idioms and definitions! The main thing to remember is to include a context—an anchor to help the user remember what it means. Drawing/showing the literal (incorrect) meaning is not as helpful as it creates an inaccurate visual memory of the phrase, although it’s fun to quickly point out and think about how someone might interpret it.