

## Focus Area: Hearing Impairment

### Name of the Activity: “Charade – Story Telling Activity”

**Target:** Enhance non-verbal communication, creativity and expression through gestures and body language.

**Duration:** 30-45 minutes

**Organizational Form of the Activity:** Group work

**Target Age Group:** 6-10 years

#### Tools:

- Cards with words or pictures (animals, emotions, actions, etc.)
- A timer (optional)
- A3 papers
- Small white boards
- Whiteboard markers
- Instructions either printed out or on the board
- Green Lights
- Red Lights

#### Instructions:

- Provide a set of cards featuring words or images: (Depending on the level of students)
  - Objects/People (e.g., apple, chair, car, bike, airplane, boy, girl, dog)
  - Actions (e.g., jumping, waving, dancing, walking, running, swimming, flying)
  - Emotions (e.g., happy, surprised, sad)
- Form small teams of 2 to 4 students. Every team should choose a student, who will act first. This student picks a card and acts out the word or image without speaking. The rest of the team tries to guess the word based on the gestures and writes the words on their small whiteboard.
  - If the word is correctly guessed, the student that does the charade has to show the green light.
  - If the guess is incorrect then the “charade master” shows the red light.
- When guessed correctly the team members write the word on the big white paper in the middle of the table. Another student of the team become a “charade master”.
- The game continues for 5-10 minutes, with the team trying to guess as many words as possible.
- After time is up, each team member chooses one or two words from the guessed to write a sentence on the second white paper in the middle of the table. The next



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student of the team then continues the story using another one or two words and the process continues till all of the words that the team guessed have been used.

- The final story can then be presented in one of two ways:
  - Written form
  - Illustrated version, where students create drawings for each sentence and present them as a story. Stick the drawings around the class and have students go around the class to read them or take pictures and present them on the whiteboard if connected to a computer.

### Tips for Teacher:

- Offer non-verbal support (e.g., nodding or pointing) to guide struggling students.
- Provide sentence starters for students who need help with forming sentences (e.g., Once upon a time..., One day, a...). Encourage simple, clear sentences before allowing more creative storytelling. For advanced students encourage more detailed sentences and storytelling.
- Allow more time to act or guess the words for students with additional needs.
- For younger children the flashcards could have images while for more advanced learners they could just have the word written.
- Praise all efforts, and keep the game light-hearted — mistakes and funny guesses should be encouraged.
- For a longer activity you can have each team once completed to set up a little play based on their short story and present it to the rest of the class.

### ANNEX:

- Visual Resources: Templates for visual cue cards with images or words.
- Instructions: Instruction to be shown to the students to explain the activity.
- Rubric: For tracking visual attention, creativity, and task engagement.



### Visual Resources:

- Animals: <https://www.canva.com/flashcards/templates/animal/>
- Emotion: <https://www.canva.com/flashcards/templates/emotions/>
- Objects: <https://learnenglishkids.britishcouncil.org/print-make/flashcards/everyday-objects-flashcards>

### Instructions for Students:

1. Form teams of two to four people.
2. One person from each team picks a card and acts out the word image without speaking.
3. The rest of the team guesses the word based on the gestures.
4. Once a word is correctly guessed, write the word on the big white paper in the middle of the table.
5. The game continues for (select the time) minutes, with the team trying to guess as many words as possible.
6. After time is up, each team member chooses one or two words and writes a sentence on the second white paper. The next student then continues the story using another one or two words and the process continues till all of the words that the team guessed have been used.
7. The final story will then be presented in one of two ways:
  - a. Written form (shared with the class) (shown through a projector or just to the teacher).
  - b. Illustrated version, where students create drawings for each sentence and present them as a story.

The instructions have to change accordingly to what version and level you would like to follow.



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**Rubric:**

Criteria	Excellent (4)	Good (3)	Developing (2)	Needs Improvement (1)
<b>Non-Verbal Communication</b>	Uses clear, expressive gestures that make the word easy to guess.	Uses appropriate gestures but may need minor adjustments for clarity.	Uses some gestures but struggles to convey meaning effectively.	Has difficulty using gestures to represent words.
<b>Team Collaboration &amp; Guessing</b>	Actively participates, engages with teammates, and contributes effectively.	Participates well but may need occasional encouragement.	Engages sporadically or hesitates to contribute.	Minimal participation, struggles to stay engaged.
<b>Use of Green &amp; Red Light Cues</b>	Uses the green and red lights accurately and confidently to indicate correct/incorrect guesses.	Uses the lights correctly most of the time but may need occasional reminders.	Sometimes forgets to use the light cues or does so inconsistently.	Does not use the lights correctly or forgets them entirely.
<b>Word Retention &amp; Writing</b>	Writes accurate and meaningful sentences using guessed words creatively.	Writes sentences correctly but with simple or minimal creativity.	Writes sentences with some errors or limited connection to the story.	Struggles to form sentences or connect words meaningfully.
<b>Storytelling &amp; Creativity</b>	Creates a well-structured and imaginative story using all words effectively.	Story has a clear flow but may lack strong creativity or structure.	Story is somewhat disorganized, with limited creativity.	Story lacks structure and engagement, with minimal word usage.
<b>Illustration &amp; Presentation (if applicable)</b>	Drawings are clear, engaging, and effectively illustrate the story.	Drawings support the story but lack some details.	Drawings are minimal or unclear in representing the story.	No effort in creating illustrations or presenting.



## Focus Area: Hearing Impairment

### Name of the Activity: “Light & Maze Adventure”

**Target:** Help children with hearing impairments to develop sensory awareness, problem-solving skills, team work and coordination by navigating a maze using light cues.

**Duration:** 30-45 minutes

**Organizational Form of the Activity:** Individual or group work (1-4 students)

**Target Age Group:** 6-10 years

#### Tools:

- Large floor mat or masking tape to outline the maze on the ground (Alternatively, cardboard boxes can be used to design the maze).
- Coloured cards with symbols (arrows) or coloured flashlights for directional cues.
- Small props (e.g., flags, soft toys, or objects) to mark checkpoints.
- Optional: Background music with strong bass or a speaker that creates floor vibrations for additional sensory input.
- Timer to track the activity duration.

#### Instructions:

- Create a maze on the floor using masking tape or cardboard boxes. Adjust the complexity based on the age and skill level of the children.
- Mark specific checkpoints within the maze using flags or small props, where actions will take place.
- One student from the team is selected to navigate the maze without looking down at the floor. They must rely on their teammates' guidance. The rest of the team members are each given a coloured flashlight or card, which they will use to signal directions:
  - **Green** → Move forward
  - **Red** → Stop
  - **Yellow** → Turn right
  - **Blue** → Turn left
  - **Purple** → Pick up
- The team uses their flashlights or cards to guide the student through the maze.
- Optional challenges:
  - The student can also pick up small toys placed along the path.
  - Teammates who guide can turn the lights on and off to indicate the number of steps required before the next cue.
  - If students step on the masking tape, then the team will miss points (add 5 seconds on their overall time).
- Easier version:



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- Place flags at turning points to help the team coordinate when to switch cues.
- Team members also can hold up their flashlights/cards continuously.
- Each team is timed. The team with the less time wins.

#### Tips for Teacher:

- Praise children for successfully following the cues and navigating the maze.
- Ensure the maze area is free from hazards or sharp edges.
- Adjust the activity based on the children's engagement and skill levels.

#### ANNEX:

- Rubric: Rubric for evaluating sensory awareness, problem-solving, and coordination skills.
- Maze Templates: Diagrams of simple and complex maze layouts.
- Visual Guides: Printable cards with symbols (e.g., arrows, lights, and vibrations) for reinforcement.



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**Rubric:**

<b>Criteria</b>	<b>Excellent (4)</b>	<b>Good (3)</b>	<b>Satisfactory (2)</b>	<b>Needs Improvement (1)</b>
<b>Sensory Awareness</b>	Accurately responds to all light and vibration cues.	Responds correctly to most cues.	Occasionally recognizes cues but needs guidance.	Struggles to recognize cues and needs significant help.
<b>Coordination &amp; Movement</b>	Moves smoothly and confidently through the maze.	Moves well but hesitates occasionally.	Some difficulty maintaining balance or direction.	Struggles with movement and frequently needs assistance.
<b>Engagement &amp; Participation</b>	Fully engaged and enthusiastic throughout.	Engaged with occasional distractions.	Participates but needs encouragement.	Shows little interest or avoids participation.



### Maze Templates:

Website with free maze template samples:

<https://www.yourtherapysource.com/blog1/2022/11/07/simple-mazes/>



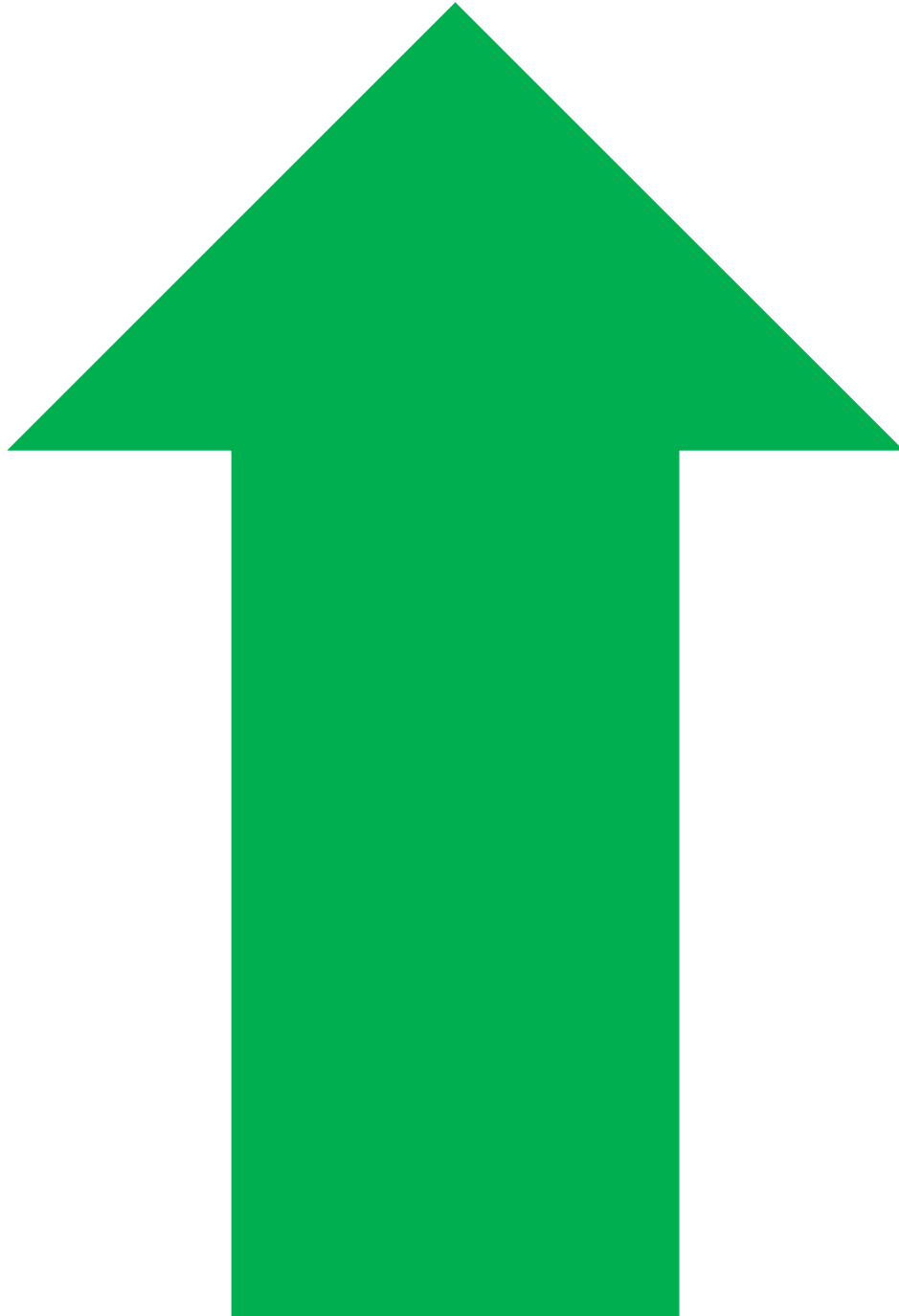
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**Visual Cards:**

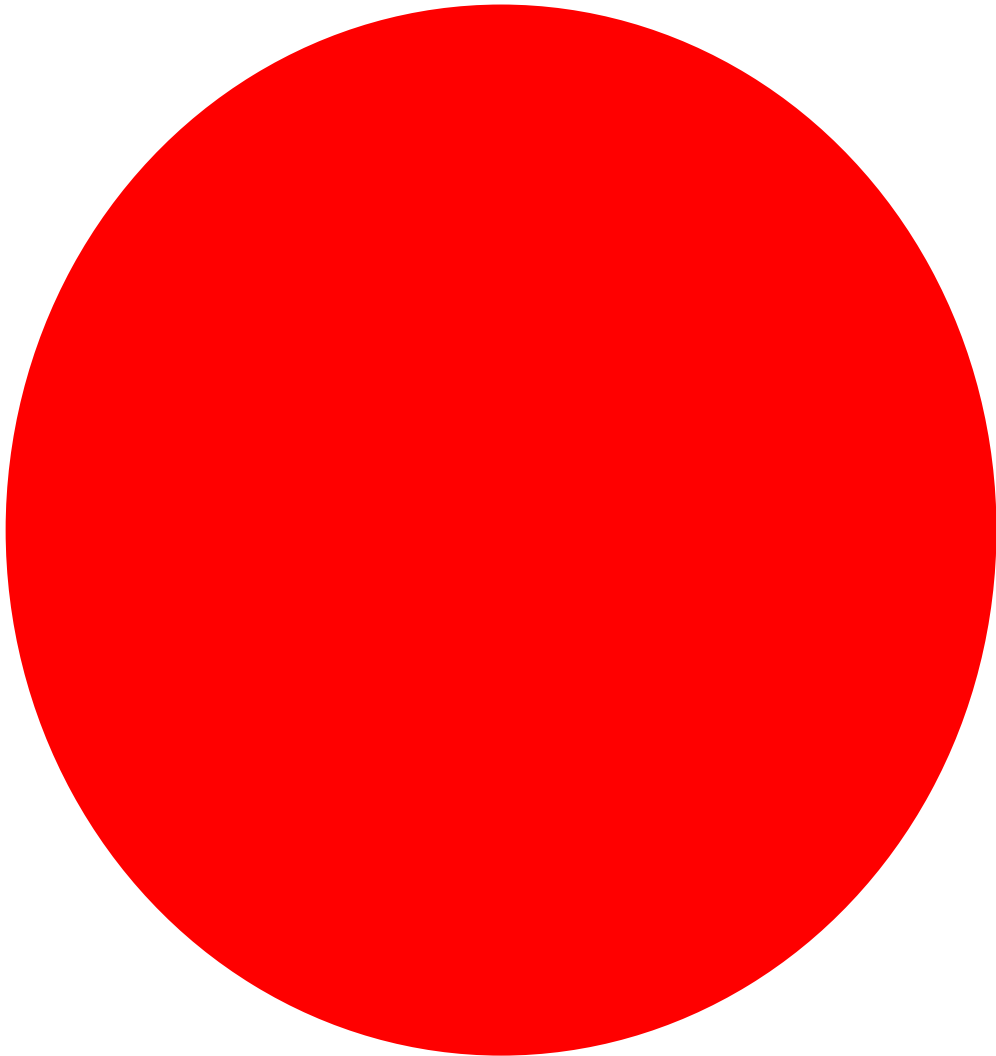
Print these cards to use instead of flashlights.



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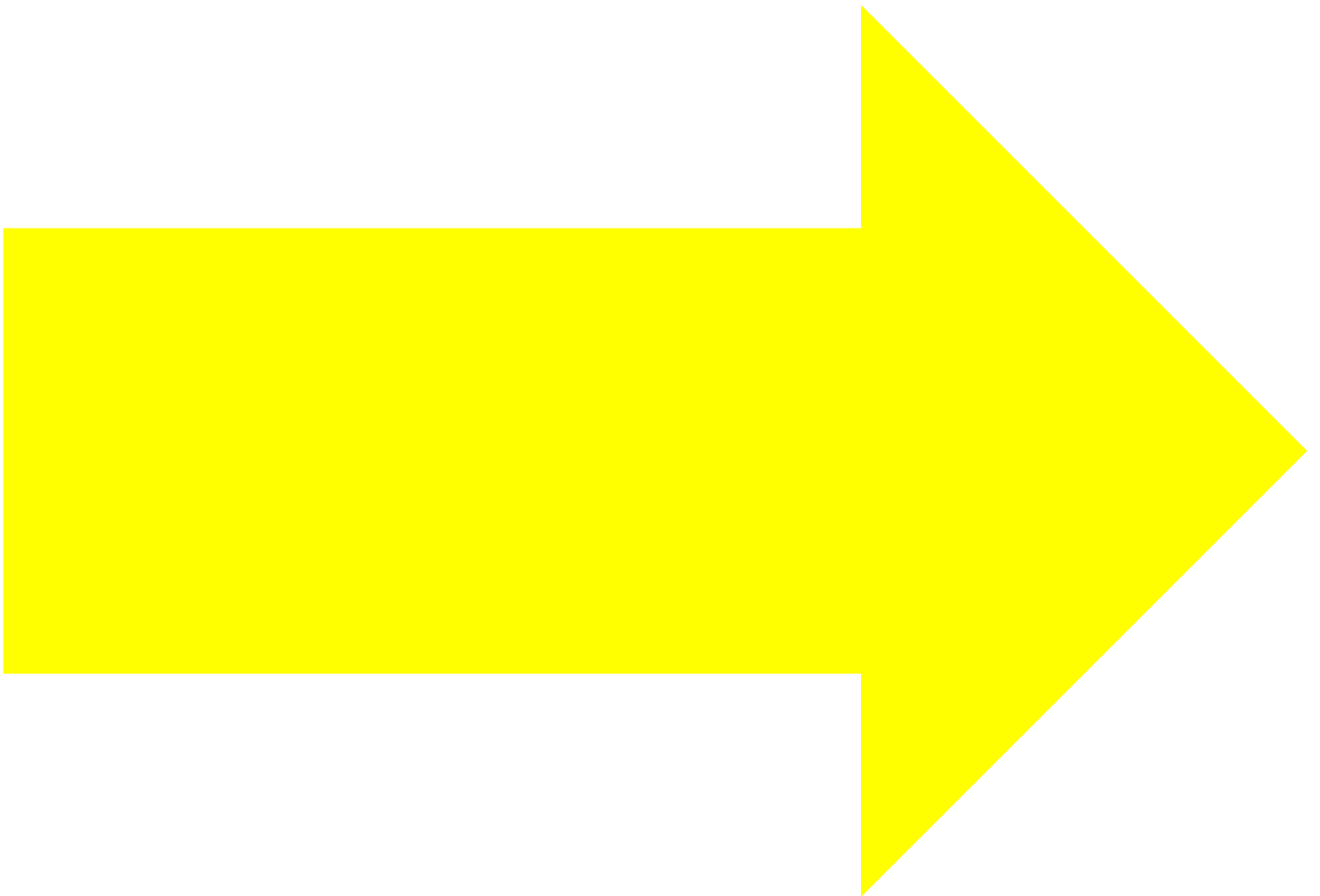
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