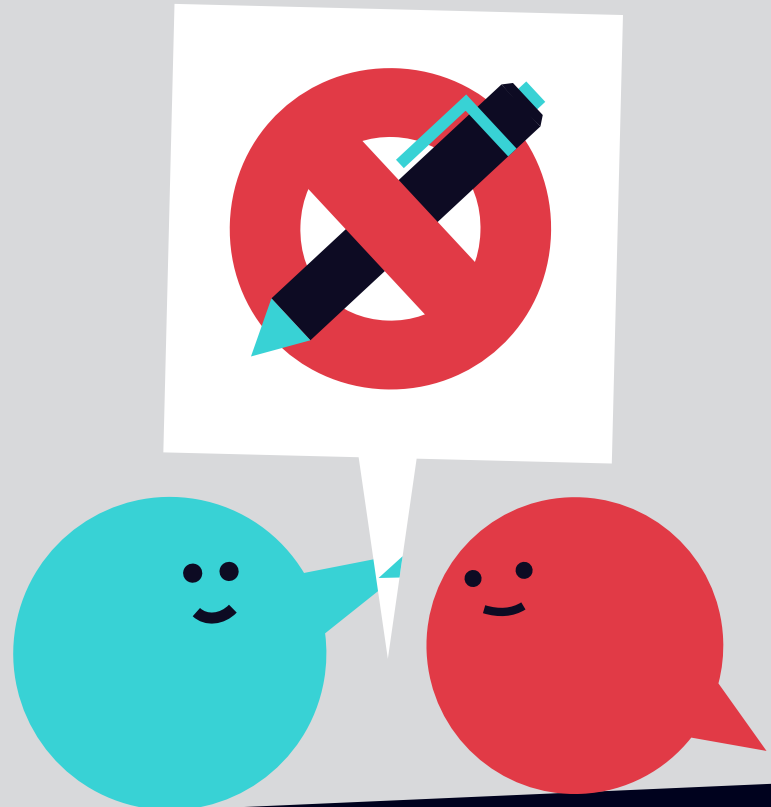


# Lesson plans

## Key stage 1



# These No Pens Day lesson plans have been created by mainstream teachers and speech and language therapists.

As all schools will be covering different topics and have different ways of planning, the lesson plans provide an example for teachers to adapt and build on.

Lesson plans aim to follow good practice principles:

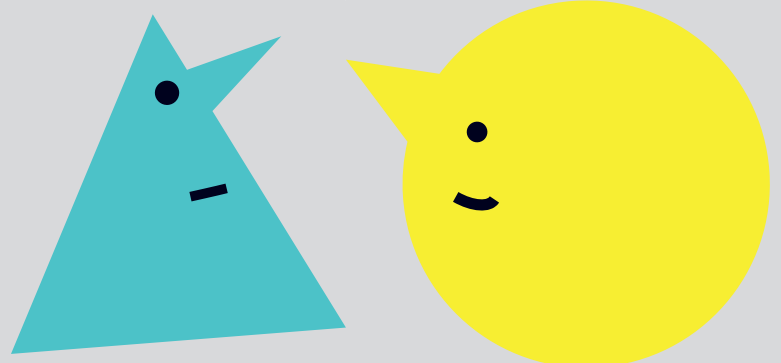
- Identifying explicit learning objectives.
- Supporting use of questioning, using Bloom's taxonomy, to support learning.
- Including ideas for discussion points that encourage pupils to reflect on their learning.

They also provide links to home learning and support different aspects of speech, language and communication skills.

Some lessons include reflection on how the "no pens" theme of the day has influenced learning. This could be a discussion you could have in any lesson to gather pupils' views on how an emphasis on talking and communicating has impacted on their learning and enjoyment of lessons.

Many of the plans also have some key vocabulary identified, but you may wish to add key words of your own too. Vocabulary is key for all pupils, particularly those whose language skills are not at an age-appropriate level or who are learning English as an additional language.

Visit the Speech and Language UK website for more information about supporting children's speech, language and communication skills.



Theme: We include everyone

## Activity title: Backwards pictictionary

### Learning objective/aim:

- To explore some ways of communicating without talking.

### Success criteria:

- I can work with others to achieve a common goal.
- I can identify some ways that we communicate nonverbally.

### Resources:

- Simple flashcards of letters, numbers and shapes
- Timer

### Instructions:

1. Prepare some flashcards with a selection of shapes, letters, numbers written on them.
2. Split the children into pairs.

#### 3. Explain:

- One of each pair will take it in turns to come to the front of the class to see a flashcard.
- They will then return to their partner and draw it on their partner's back with their finger. They are not allowed to talk!
- With no further clues, their partner must guess what they have drawn.
- They have five minutes to correctly guess as many as they can.

Now merge the pairs together so that they are in a small group and ask them to stand in a line.

#### 4. Explain:

- The child at the back of the line will be shown a flashcard.
- They will draw it on the back of the person in front of them.
- That child will then draw it on the back of the person in front of them. This continues until it has been passed down the line to the person at the front.

- They have ten minutes to correctly guess as many as they can.

5. Finally, have the whole class make a circle.

#### 6. Explain:

- One child will be shown a flashcard.
- They will draw it on the back of the person in front of them and this gets passed around the circle.
- What does the last child think is been drawn?

### Scaffolding:

- Choose only one category for the flashcards (e.g. shapes).
- Show three flashcards to the whole class and ask the drawer to choose one of them.

### Extension:

Include some simple images (e.g., an apple, smiley, a hand, fish, house, sunshine, snowman).

### Think about:

#### Draw out from discussions:

- How they were able to communicate without talking.
- What made it more difficult (e.g., they weren't able to see the person's facial expression or other nonverbal cues, only feel their partner's finger on their back).

#### You may want to ask:

- Was this activity easier or harder than you expected? Why?
- How did it feel when things went wrong?
- What could be some other ways of communicating nonverbally?

### Links to home learning:

- Encourage parents/carers to play this game at home with their children.

Theme: We include everyone

## Activity title: Describe it

### Learning objective/aim:

To understand the challenges of word-finding difficulties.

### Success criteria:

- I can experience what it feels like to struggle to talk and understand words.
- I can be patient and supportive when listening to someone.
- I can describe common objects.

### Resources:

- A timer
- Picture cards of common objects (pages 4-5).

### Instructions:

1. Put the children into pairs and tell them who is child A and who is child B.
- 2. Explain:**
  - Child A will pick up a card without showing it to child B.
  - Child A will describe what's on the card without naming it (e.g., for banana they might say you eat it, it's yellow, it's curvy).
  - Once child B has guessed correctly it is their turn to pick a card.
  - They have five minutes to guess as many words as they can.
3. Once the timer goes off, stop and count how many cards each pair has.
- 4. Discuss:**
  - What were the hardest objects to describe? Why?
  - How did it feel when you couldn't explain clearly?
  - How did it feel when the other person couldn't guess what you were describing?

5. Explain that sometimes, it's hard to find the words that we want to use. Some children find this harder than others. We can help other children with this by listening patiently and encouraging them to tell us more about it or show us so we can guess.

### Scaffolding:

- Choose one or two categories to focus on (e.g. fruit).
- Split the game into two rounds. Child A goes first, providing a language model. Child B is the describer in the second round. You may want to use the same pictures for both rounds.

### Extension:

- Put a ban on using certain types of words to describe the object (e.g.. no colours, no shapes or no size words).

### Think about:

#### Draw out from discussion:

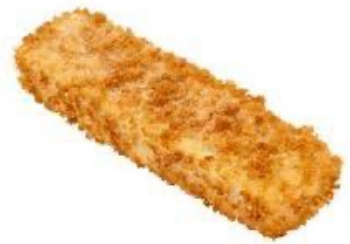
- The importance of being patient when someone is having trouble talking and understanding words.
- How you can encourage others who may be struggling to point to what they mean or describe it – just like we did in this game.

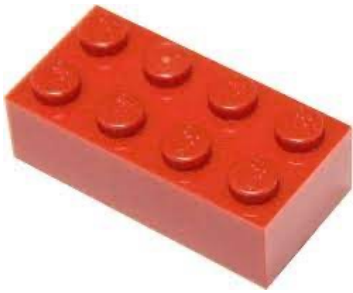
### You may want to ask:

- How can we help children who find it difficult to talk and understand words?
- How can we make our descriptions clearer?

### Links to home learning:

- Encourage the children to play the game at home with their parents. Take it in turns to think of an object from around the home and describe it for the other to guess.





Theme: We communicate confidently

## Activity title: 2D shape pictures

### Learning objective/aim:

To ask questions to help me understand.

### Success criteria:

- I can describe my ideas.
- I know what to do when I don't understand something.
- I can ask questions to help me understand.

### Resources:

- 2D shapes or the 2D shape images from the pack if you don't have enough for all children.
- Irregular 2D shapes (for extension).

### Instructions:

1. Pre-teach/recap 2D shape names. If using the extension shapes, discuss the shapes being irregular.
2. Put the children into pairs and give each of them the same 2D shapes.
- 3. Explain:**
  - Each pair have the same 2D shapes.
  - The children sit back-to-back.
  - One child creates an image with the 2D shapes or arranges the shapes in a certain way.
  - This child describes to their partner what they have created, and the other child tries to replicate it. The second child can ask questions to help them understand what to do.
  - Children then reveal what they have made and compare.
  - Children swap roles and repeat.

### Scaffolding:

- Give one child a pre-made image using 2D shapes, that they can describe to their partner.
- You may want to use a small barrier to hide the shapes but have the children sitting facing each other so they can see each other's faces whilst communicating.

- Reduce the number of shapes given.

### Extension:

- Children can cut out the shapes themselves to practise cutting skills.
- Use irregular 2D shapes.

### Think about:

#### Draw out from discussions:

- The importance of listening carefully and asking good questions to help us understand.
- It's okay to ask questions whenever you don't understand something – explain that this is an 'asking-friendly classroom'.
- How difficult it can be when you can't see the same thing as others, or you can't understand.

### You may want to ask:

- How did it feel when you/your partner didn't understand?
- Did asking questions help you to understand what you had to do?

### Links to home learning:

- Asking questions when you don't understand something is an important skill. Explain this to families and encourage them to support their child asking questions when they don't understand something.
- You may want to give them an outline of this activity and they can try a similar thing at home, with everyday objects to hand.



Theme: We all have a voice

## Activity title: Exploring emotions through music

### Learning objective/aim:

To be able to use emotion words to describe how we are feeling.

### Success criteria:

- I can explain how a piece of music makes me feel.
- I can think of words and phrases to describe the music.
- I can listen to how others feel about the music.

### Resources:

- A whiteboard with speakers, or an alternative device that can play music.
- Access to YouTube
- A selection of classical pieces of music that conjure a range of emotions (examples below)
- Emotions cards (optional)

### Instructions:

#### 1. Explain:

- Music makes us feel certain emotions. Whether it's anger, excitement, happiness or sadness, we may all feel different things when we listen to different pieces of music.
  - The same piece of music might mean different things to different people and that's ok. There is no wrong or right way for music to make you feel.
2. Explore some alternative vocabulary for common emotions (e.g., happy might be joyful, cheerful, or jolly; angry could be furious, irritated or rageful).
  3. Listen to a series of pieces of classical music. In small groups, ask the children to think about what the music made them imagine and how it made them feel? Ask each group to decide on three words or phrases to describe each piece.

Debussy – Claire De Lune: Feelings of calm and peace [https://www.youtube.com/watch?v=CvFH\\_6DNRCY](https://www.youtube.com/watch?v=CvFH_6DNRCY)

Wagner- Ride of the Walkries: Feelings of power and excitement <https://www.youtube.com/watch?v=GGU1P6lBW6Q>

Leroy Anderson – The Typewriter: feelings of happiness and joy <https://www.youtube.com/watch?v=t2wuNgwTsuA>

Korsakov –Flight of the Bumblebee: Feelings of worry and anxiety <https://www.youtube.com/watch?v=aYAJopwEYv8>

Samuel Barber – Adagio for Strings: Feelings of sadness <https://www.youtube.com/watch?v=izQsgEOL450>

Mussorgsky – Night on a Bd Mountain: Feelings of anger or fright <https://www.youtube.com/watch?v=iCEDfZgDPS8>

Grieg – In the Hall of the Mountain King: From calm to chaos [https://www.youtube.com/watch?v=kLp\\_Hh6DKWc](https://www.youtube.com/watch?v=kLp_Hh6DKWc)

### Scaffolding:

Provide some simple emotion cards that children can point to or hold up, to communicate how the music makes them feel.

### Extension:

Discuss what happens with the music to make us feel different emotions

- volume – loud/quiet
- tempo – fast/slow
- dynamics – crescendos/diminuendos
- length of notes – staccato/legato





**Think about:**

**Draw out from discussions:**

- It helps us to have emotion words to describe how we are feeling.

**You may want to ask:**

- What are some other situations when we might feel those emotions?

**Links to home learning:**

- Ask families to share a piece of music that they enjoy with their child. Talk about what emotions that music makes them feel.

Theme: We work together

## Activity title: Floating stick

### Learning objective/aim:

To communicate effectively to achieve a common goal.

### Success criteria:

- I can listen and respond to my peers' ideas.
- I can communicate my ideas clearly to my peers.
- I can work collaboratively to reach a common goal.

### Resources:

- Long stick (e.g., metre stick, broom/mop handle, bamboo pole)
- Outdoor space

### Instructions:

1. Organise the class in evenly numbered groups of between six and ten children.

#### 2. Explain:

- We are going to play a team game that involves communicating and listening to each other carefully.
  - We will work in teams to lower a stick to the floor but there is an important rule; no one must lose contact with the stick at any time. If you stop touching the stick, the team starts again!
  - The stick must not be held – straight index fingers only!
3. Each team forms two lines facing each other. Each child extends their index finger. A stick is laid on top of each team's finger and when the adult says "Go!" they should work together to lower the stick to the floor. They can talk to each other and work together to work out the best way of lowering the stick.
  4. They will need lots of practice and they may find the stick travels up rather than down until they perfect their strategy!

### Scaffolding:



- Create smaller groups for children who may find larger ones overwhelming.
- You could replace the stick with a strip of wide ribbon to make the task simpler.

### Extension:

- Can we do this without speaking? How can we use our body language and gestures to communicate? What do we need to be more aware of now? What made this more challenging?

### Think about:

#### Draw out from discussions:

- Ideas for communicating more clearly (e.g., no shouting, staying calm, giving one instruction at a time, choosing a leader).

#### You may want to ask:

- What is working well? Why?
- What isn't? Why?
- How can we communicate with each other and work together to achieve a goal?

### Links to home learning:

- Ask your pupils to explain today's activity to a family member. Ask them to describe what they learnt about communicating as part of working as a team.

Theme: We hear everyone

## Activity title: Frogs and flies

### Learning objective/aim:

To develop an understanding of ways we can communicate without talking.

### Success criteria:

- I can discuss ways we communicate without talking.
- I can pay attention to my peers to complete a task.

### Resources:

A large enough space to sit the class in a circle.

### Instructions:

1. Sit the children in a circle so that they can all see each other.
- 2. Explain:**
  - You will choose one child to be the guesser and ask them to leave the room.
  - You will silently choose somebody to be the 'frog'.
  - The remaining children will be the 'flies'.
  - The guesser will be invited back into the room. They will stand in the centre of the circle and try to guess who the frog is.
  - The frog must subtly make eye contact with individual flies and stick out their tongue to 'catch' them.
  - When a fly has been 'caught' by the frog, they must act out a dramatic fly death.
  - The guesser has three guesses to find out who the frog is.

### Scaffolding:

- Position an adult near children who may need support in understanding the concept of the game at first.
- You could play this in a small group first to build familiarity.

### Extension:

- Once familiar, allow the children more autonomy in organising roles and running the game.
- There are also numerous variations to the game. For example, in this musical version, there is a conductor instead of a frog. The conductor starts to mime playing an instrument and the other players copy. Now and again, the conductor must change the instrument they are playing. When players see the change of instrument, they must copy the new instrument. The guesser must identify who the conductor is.

### Think about:

#### Draw out from discussions:

- How the guesser identified the frog (through watching the body language of everyone in the circle).
- What clues they noticed.
- How the frog communicated with the flies without speaking (e.g., eye contact, gaining their attention, facial expressions/movements).
- How they were able to communicate without talking.

### You may want to ask:

- What did you try to look out for?
- Why did you need to look at the person?
- What are some other ways we can communicate without talking?

### Links to home learning:

- Family games such as Charades can be a fun way for families to support their child's communication skills in a motivating way.

Theme: We communicate confidently

## Activity title: Lego barrier game

### Learning objective/aim:

To give and understand clear verbal instructions.

### Success criteria:

- I can give clear instructions.
- I can listen carefully to instructions and act on them.
- I can work well with a partner to achieve a goal.

### Resources:

- Lego, portioned into pairs of identical bricks (e.g., two green, two red, two yellow, two blue).

### Instructions:

1. Put the children into pairs. Each member of the pair must have identical Lego blocks in front of them.
- 2. Explain:**
  - Today we will work in pairs to complete a Lego challenge.
  - You will both sit back-to-back or have a barrier between you so you can hear each other but not see each other. You will both have identical sets of Lego bricks.
  - Child A should spend a few moments building with their bricks. The model does not have to represent something real but can be any abstract shape they would like.
  - When finished, they should explain to child B how to make it.
  - They should compare their models to see if they match, then swap roles to try again.

### Scaffolding:

- Provide fewer bricks to simplify the activity and build up to using more as the child becomes more confident.
- Some children may want to practise the game with an adult before working with a peer.

- The game can be adapted to have players facing each other with a screen in between their hands/Lego. This may support the child's focus.

### Extension:

- Add more bricks to increase complexity.
- Substitute Lego for other resources (e.g., placing counters into a grid or creating a picture with loose parts).

### Think about:

#### Draw out from discussions:

- The importance of giving clear instructions to help others understand.
- How it feels when the other person doesn't understand you.
- How it feels when you don't understand.

#### You may want to ask:

- Was this activity easier or harder than you expected? Why?
- What made the instructions easy to follow? (e.g., speaking slowly and clearly, giving one instruction at a time, being specific)
- What made instructions hard to follow?
- How did it feel when things went wrong?
- What helped when things went wrong?

### Links to home learning:

- Encourage families to repeat this activity at home with their child. They don't have to use Lego bricks – they could have a set of coloured pens each and take turns drawing a picture and describing it to the other for them to copy.

Theme: We all have a voice

## Activity title: Mime

### Learning objective/aim:

To use nonverbal communication to act out a variety of verbs/action words.

### Success criteria:

- I know what a verb is.
- I can express myself and ideas through mime.
- I can work collaboratively with others.

### Resources:

- Verb picture cards with words.  
[Regular Verbs – ESL Flashcards](#)
- Picture cards to act out

### Instructions:

1. Put the children into pairs.
- 2. Explain:**
  - We are going to play a game where we will act out different verbs (action words) with our bodies.
  - We are going to use our bodies to communicate without talking.
  - The other children are going to guess the action word that we are acting out.
- 3. Ask:**
  - *The rabbit was jumping in the field.* Which word do you think is the verb?
  - Can you think of an action for it? Find a space and show that action. Repeat with other verbs in sentences, as needed.
4. Give each pair a set of image cards with verbs. The children take turns flipping over a card and acting out the verb on the card without speaking.
5. Encourage the children to use their whole bodies and make exaggerated movements to express themselves clearly. The partner must try to guess the verb being acted out.

### Scaffolding:

- Model the activity to the children to ensure that they understand what is being asked. Support any of the children who don't understand.
- You could provide images (e.g., drinking, eating, kicking a ball, crying) for children to select to match to a mimed action.
- Repeat the game at the beginning as many times as the children need to ensure that they understand what is being asked of them.

### Extension:

- Create a class action word dictionary with pictures of verbs and their corresponding actions.
- Teach the children how to mime actions from different genres, such as sports, animals, or emotions.
- Host a mime performance day where the children can showcase their mime skills to their parents and friends.
- Encourage the children to use mime to communicate with their peers and teachers in the classroom.
- Talk about how verbs can also be used to describe a state of being, that's feeling something. For example, the word 'likes' in "the monster likes rollercoasters". Act out this scene. Think about how the monster demonstrates that he likes it.

### Links to home learning:

- Encourage families to play this game together – you could provide some images of verbs or suggest charades. Encourage them to think about other common actions or gestures that we use to communicate.



**Think about:**

**Draw out from discussions:**

- We can communicate using our bodies/ actions.
- When are some situations in our daily lives where we might use actions/gestures to communicate? Think of some common gestures such as waving hello/goodbye, shrugging 'I don't know', miming having a drink.

**You may want to ask:**

- What are some other actions/gestures we might use to communicate?
- How did it feel when you couldn't talk and you had to use actions to communicate?

Theme: We work together

## Activity title: Pass the pulse

### Learning objective/aim:

To work in a team to achieve a common goal.

### Success criteria:

- I can take turns.
- I can work with my friends.

### Resources:

- Large space

### Instructions:

1. Organise the class into two teams, sitting in two lines, holding hands.
2. At the end of the line (in between the last child on each team) is something to grab to win the game (e.g., a ball/beanbag).
- 3. Explain:**
  - When the first child in each team is given the thumbs up by an adult (no one else should be looking), they squeeze the hand of the second person.
  - This repeats up the chain of children until the "pulse" reaches the final child who can then make a grab for the beanbag to win.

### Scaffolding:

- You could run a small group version of this for selected children, where the pulse is simply passed around a circle. You can begin this by passing around a beanbag to highlight what is happening visually, before removing the beanbag.
- Position the adult before a child who may need more support so that they are passing the pulse clearly and acceptable to the child.

### Extension:

Children sit in a circle holding hands. The adult (or later, a child can be chosen), creates a pulse by squeezing the first child's hand using short or long squeezes. This is passed around the circle until it reaches the original adult to compare if the pulse was passed accurately.

Examples could be:

- Short, short, short
- Short, long, short
- Long, long

### Think about:

#### Draw out from discussions:

- The importance of teamwork.

#### You may want to ask:

- Was it easier/more difficult than expected? Why?
- What worked well?
- What went wrong?
- How did you get better?

### Links to home learning:

- Ask families to talk to their children about teamwork and working together. Think of times when they may have worked together to achieve something (e.g., cooking a recipe together in the kitchen).



Theme: We hear everyone

## Activity title: Sign your name

### Learning objective/aim:

To sign our names using British Sign Language (BSL).

### Success criteria:

- I can spell my name with the BSL alphabet.
- I can sign my name with the BSL alphabet.
- I can sign... My name is...

### Resources:

- BSL alphabet:  
<https://youtu.be/mkTeqA4kwUQ>
- [British Sign Language Dictionary | What's Your Name? \(british-sign.co.uk\)](http://british-sign.co.uk)
- You can generate names and words in BSL here: [Fingerspelling Word Generator – British Sign Language – Learn BSL Online \(british-sign.co.uk\)](http://british-sign.co.uk)

### Instructions:

#### 1. Explain:

- We are going to learn how to sign our names in British Sign Language (BSL).
- BSL is a language used by some people with hearing impairment in the UK to communicate with each other.

#### 2. Ask:

- Do the children know anyone who uses BSL?
- Do they know any signs?
- Why do they think people use BSL?

3. Show the children pictures or videos of people using finger spelling to sign their names in BSL.

#### 4. Learning the handshapes:

Play some guessing games with the children. See if they can guess some of the more obvious signs:

- For example, the "B" handshape is made by forming a "B" with your fingers.
  - C is making the c shape with your hand.
  - Bunny is made by making bunny ears on top of your head (see dictionary).
5. Point out how the vowels are spelled out on consecutive fingers and use the online dictionary to find more examples of letters (see resources).
  6. Teach the children how to sign their first names in BSL and ask them to practice. Have their names printed out for them or use the online finger spelling word generator (see resources).
  7. Ask the children to take turns signing their names to each other. Play a "guess the name" game where the children guess the name of a classmate based on their signed name.
  8. You can create your own key word posters and print them out here: [British Sign Language Vocab Generator \(british-sign.co.uk\)](http://british-sign.co.uk)



### Scaffolding:

- Support the children to use the handshapes and movements correctly. Some children may just learn the first letter(s) of their name.
- You may want to cut an individual child's letter images out of the poster, if the entire alphabet is overwhelming.
- Model asking the question...What is your name? Model the response... My name is...





**Extension:**

- Create your own key word posters and print them out here: [British Sign Language Vocab Generator \(british-sign.co.uk\)](http://british-sign.co.uk) Link them to your topics and encourage the children to learn topic related key words.
- Children who learn their name quickly can go on to practise other names of people important to them (e.g., Mum, Dad, or support a peer).

**Think about:**

**Draw out from discussions:**

- The different ways that people communicate.

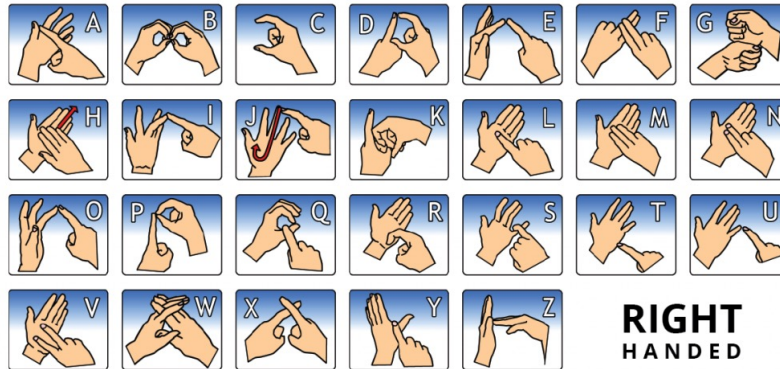
**You may want to ask:**

- Do you know any other types of sign language? e.g., Makaton, signalong

**Links to home learning:**

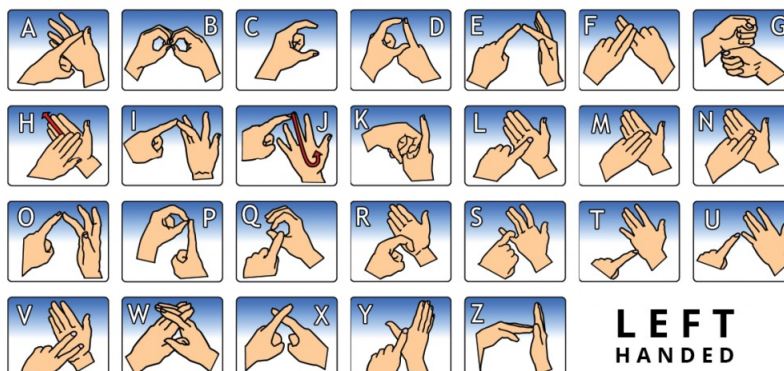
Send the poster home and the signs for My name is and What is your name? Encourage the children to share what they have learnt with their families and encourage families to have a go at signing their names. You could generate a family word mat here [British Sign Language Vocab Generator \(british-sign.co.uk\)](http://british-sign.co.uk)

**BRITISH SIGN LANGUAGE - FINGERSPELLING**



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