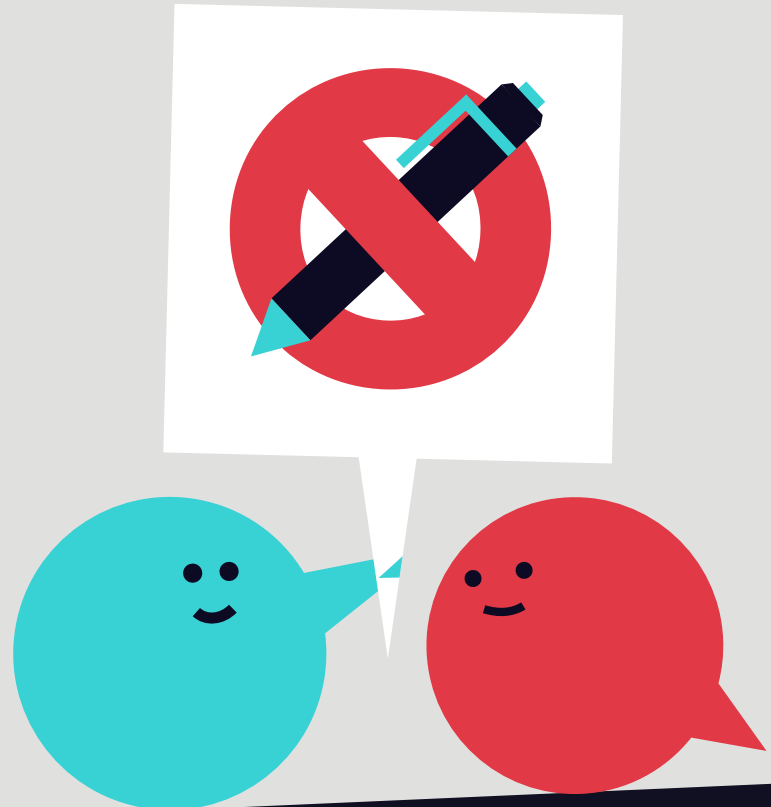


Lesson plans

Key stage 2



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:

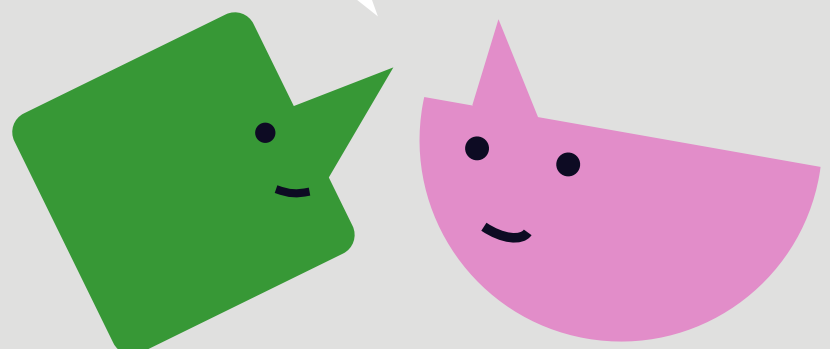
- Identifying explicit learning objectives.
- Supporting use of questioning, using Bloom's taxonomy, to support learning.
- Including ideas for discussion points that encourage pupils to reflect on their learning.

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 is not at an age-appropriate level or who are learning English as an additional language.

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



Theme: We all have a voice

Activity title: Dance routine

Learning objective/aim:

To explore alternative methods of communication.

Success criteria:

- I understand ways of communicating other than talking.
- I can follow instructions that are given with pictures.

Resources:

- iPad/camera to photo/capture the dance moves

Instructions:

1. Split the class into small groups of three to five depending on how many routines you wish the class to learn.

2. Explain:

- How nonverbal communication can be useful when we or others are struggling to talk or understand words. Think about how difficult it is to communicate without words or a shared language.

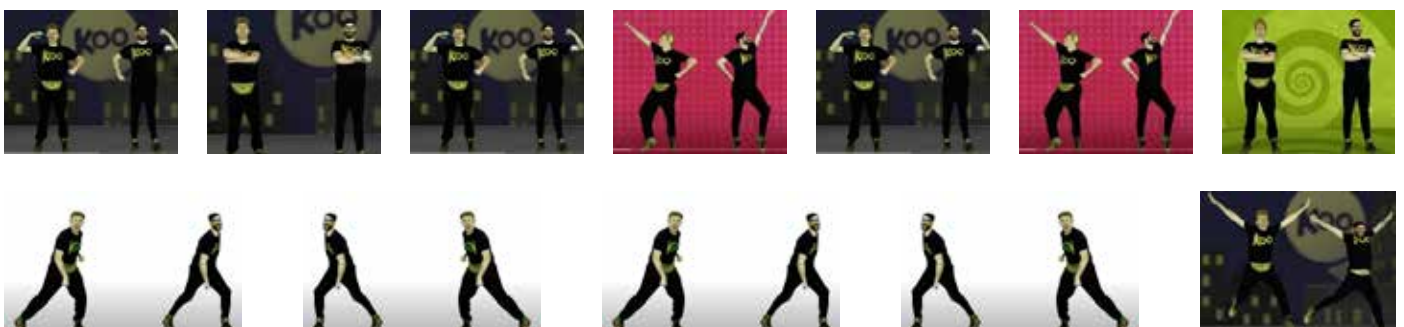
3. Ask:

- Have they ever been in a place/country/ situation where they couldn't understand what was going on or what was being said? How did they feel in that moment?

- Can they think of alternative ways to communicate that don't involve talking? (e.g., gesture/actions, pictures, sign language, etc.)

4. Explain:

- We are going to use pictures to communicate today.
 - You are going to teach your dance to the class without talking – only using pictures.
 - Each group will have a device to take photos/capture images on.
 - First, they should come up with a short dance routine made up of a few moves that can be put together and repeated.
 - Next, they will need to break down the moves and take photos of each move.
 - They should then order the images they have taken and test out their routines.
5. Once all the groups have completed the task, they swap devices or print out the photos and give them to other teams to practise.
6. Each team will then showcase their new dance routine based on the pictures they were given. The team who came up with the original routine will give feedback on how much they got right!



You may want to ask:

- How did it feel to communicate without words?
- How easy/hard did you find it?
- Is there anywhere else you feel we could use pictures to communicate something?

Scaffolding:

- Restrict the number of dance moves that children should include in their routines.
- An adult could generate a few different dance routines with photos first and give these to the groups of children so that they don't have to generate the routines themselves.

Extension:

- Increase the number of dance moves that children should include in their routines.
- Can they make photo instructions for other tasks around school?

Think about:

Draw out from discussion:

- How they used pictures to help them understand what to do.
- That having a voice/communicating doesn't always have to mean talking.

Links to home learning:

- Encourage families to explore different communication methods other than talking.

Theme: We include everyone

Activity title: Activities that encourage empathy

Learning objective/aim:

To understand and empathise with children who struggle with talking and understanding words.

Success criteria:

- I can understand some of the challenges faced by children who have speech and language challenges.
- I know what it feels like when I can't use words to explain what I am thinking.
- I can describe objects effectively using descriptive language, even when I cannot use the three key words.

Resources:

See cards below – you can also make your own.

Instructions:

1. Divide the class into pairs and provide them with a set of 'Describe it' cards.
- 2. Explain:**
 - We are going to play a game called 'Describe it'.
 - In this game, one person will describe an object without using three key words, and the other person will try to guess what it is.
 - The goal of the game is to be as descriptive as possible to help the other person guess the object quickly.
 - You should take turns being the describer and the guesser.
 - The 'Describe it' cards have the object on it and the three key words. You cannot say these words.
 - If the guesser cannot guess the object after 30 seconds, the describer should give them a clue.

- The first pair to guess the object correctly wins the round.
- 3. Before playing, model how to describe objects without using key words. For example, you could describe a banana without saying "fruit", "yellow", or "eat". Encourage the children to use a variety of descriptive words, including words that describe shape, size, colour, texture, and function.

Scaffolding:

- Model the activity first to the class so that they can understand what they must do.
- Provide objects or photographs that children need to describe.
- Positive encouragement and sentence starters may be helpful (e.g., "The colour is...", "You find it...").
- You may find it useful to use the cue cards from the 'Show and Tell' activity that you did earlier in the day!

Extension:

- Once familiar, children can suggest and create their own categories (e.g., cartoon characters, pop singers, snacks). They can create their own cards detailing the three words that must not be mentioned.



Think about:

Draw out from discussion:

- How it was more difficult to describe something when we couldn't use certain words.
- For some children who struggle with talking and understanding words, they may find talking and describing things difficult. Some children have trouble finding the words they want to use.

You may want to ask:

- How did it feel when your partner wasn't able to guess the objects from your descriptions?
- How do you think children who struggle with talking and understanding words might feel?

Links to home learning:

- Encourage families to play this game together at home and discuss what they found difficult/easy.

Apple
Fruit Green Red

Carrot
Orange Vegetable Rabbit

Banana
Yellow Fruit Long

Spaghetti
Pasta Italy Sauce

Family
Mum Dad Brother

Christmas
December Santa Celebration

Light
Bulb String Clear

Car
Drive Rpad Wheels

Tree
Leaf Root Trunk

Theme: We hear everyone

Activity title: A play with no words

Learning objective/aim:

- To communicate effectively using nonverbal cues.

Success criteria:

- I can identify and use a variety of nonverbal cues to communicate effectively.
- I can understand the importance of nonverbal communication in conveying emotions and ideas.
- I can apply nonverbal communication skills in everyday life.

Resources:

- Example of silent video ft. Charlie Chaplin
- Props (if desired)
- A space where the play can be performed
- Stimulus images

Instructions:

1. Explain:

- We are going to watch a play with no words.
- We will not be able to hear any of the dialogue, so we will have to look at the person's nonverbal communication to understand what is happening.
- Nonverbal communication includes body language, facial expressions, gestures, and tone of voice. We use this all the time alongside talking (e.g. "look at how I'm using my hands and facial expression while I'm explaining this to you"). Some children who struggle with talking and understanding words might use nonverbal communication to communicate a lot of the time.
- They should pay close attention to the actors' body language, facial expressions, and gestures/actions.
- They need to guess what is happening in the play.

2. Watch the video of Charlie Chaplin and encourage the children to share what they thought was happening in the play.

3. Discuss:

- How they were able to understand the play even though there wasn't any talking.
- The importance of nonverbal communication in conveying emotions and ideas.

4. Divide the class into pairs or small groups.

5. Explain:

- They are going to create their own play with no words.
- Each group will choose an image as inspiration.
- They will discuss what is happening in their image. What are the characters talking about? What are the events that happened before? What will happen next with the characters?
- The children will plan and practise their play with no talking.
- They will use their nonverbal communication skills to convey the emotions and ideas of the scene.

The groups perform their scenes for the class. Can the class pick up on the nonverbal cues to work out what is going on between the characters or in the scene?



Scaffolding:

- Break the task down into manageable chunks and support them with your questioning (e.g., how can you use your face to show you are sad?).
- Support the children if they are struggling by modelling.
- Group children so that there are strong models for children who may need it.

Extension:

- For older children, you can use a more complex play with more characters, more complex storylines, and more subtle nonverbal cues.
- You can also incorporate other nonverbal communication activities, such as charades or storytelling, to further enhance the children's understanding of nonverbal communication.

Think about:

Draw out from discussion:

- How much we can communicate without talking.
- How much we rely on nonverbal communication skills in our everyday lives.

You may want to ask:

- What have you learnt about nonverbal communication?
- What other situations do you use non-verbal communication in? (Remember we use this all the time alongside talking – so any situation!)

Links to home learning:

- Encourage children to share what they have learnt about nonverbal communication with their families at home.

Theme: We all have a voice

Activity title: Exploring emotions through the music of John Williams

Learning objective/aim:

- To understand that music can make us feel different emotions, without using words.

Success criteria:

- I can explain how a piece of music makes me feel.
- I can listen to someone else's point of view.
- I can discuss with others how music makes me feel.

Resources:

- A whiteboard with speakers, or an alternative device that can play music
- Access to YouTube
- A selection of music by John Williams (examples below)
- Emotions card (optional)

Instructions:

1. Explain:

- Music can make us feel different emotions based on how it sounds.
- How fast or slow the music is, how loud or soft it is, the instruments that are used – all of these factors can affect how the music makes us feel.
- The same piece of music might mean different things to different people and that's ok.
- John Williams is a famous composer who writes film scores.
- We are going to listen to some of John Williams' music and think about how it makes us feel.

2. Discuss what the music is doing to make us feel these different emotions:

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

Imperial March from Star Wars: Feelings of power <https://www.youtube.com/watch?v=vsMWVW4xtwI>

Flying theme (ET): Feelings of happiness and joy <https://www.youtube.com/watch?v=2-qrMz-JAzo>

Catch Me if You Can theme: Feelings of worry and anxiety <https://www.youtube.com/watch?v=Dr8Ju31nnEk>

Hedwig's theme (Harry Potter): Feelings of anticipation & excitement <https://www.youtube.com/watch?v=wtHra9tFISY>

Schindler's List theme: Feelings of sadness <https://www.youtube.com/watch?v=izQsgEOL450>

Theme from Jurassic Park: Feelings of calm and peace <https://www.youtube.com/watch?v=BXsWn9DhF5g>

Jaws theme: Feelings of anger or fright: <https://www.youtube.com/watch?v=BePfcCOMRZQ>

Scaffolding:

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



Extension:

- Watch this YouTube video on the life of John Williams: <https://www.youtube.com/watch?v=XGPAhz4Ro24>.
- Work in groups to create a dance or silent drama to one of the pieces of music.

Think about:

Draw out from discussions:

- Music makes us feel different emotions.

You may want to ask:

- Can you think of other examples of music that make you feel different 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: Classification game

Learning objective/aim:

- To work as a team.

Success criteria:

- I can take into consideration what my friend says.
- I can show active listening skills.
- I can share my ideas and opinions.

Resources:

15-20 objects per group or alternatively images

Instructions:

1. Put the children into small groups.
2. Provide each with the same set of pictures.

3. Explain:

- You are going to work in groups.
- Each group will get the same set of objects/ images to sort.
- You must work together to discuss a way to sort them into four groups maximum (e.g., a banana could go in a group of yellow things, curvy things, or things you can eat).
- There is no right or wrong answer, but you must be able to explain your choices.
- You must consider the viewpoints of others and work as a team.
- Decide how and who will present your final decisions to the whole class.

4. When each group has completed the classification, they present to the rest of the class their categories and their reasons for choosing these.

Scaffolding:

- Provide one or two categories initially to start children off.
- Give children real objects to sort and make their attributes more obvious (e.g., four different colours of 2D shape).

Extension:

- Guess how – Children present their sorted images and the other children guess what the category is.
- Children could use technology to select their own images using the drag and drop function on the interactive whiteboard.

Think about:

Draw out, through discussion:

- The importance of working together in a team to come up with their categories.
- The importance of listening to, and understanding the opinions of others.

You may want to ask:

- How did it feel to work as a team?
- What is easy/hard about working in a team?

Links to home learning:

- Some children may want to take the idea of teamwork and use it at home with their siblings/ friends.

Theme: We work together

Activity title: Count to 30

Learning objective/aim:

To work collaboratively to achieve a common goal.

Success criteria:

- I can work collaboratively with my class.
- I can read and respond to others' nonverbal communication.
- I am more aware of my own nonverbal communication.

Resources:

None

Instructions:

1. Adjust the target number depending on your year group.
2. Sit the children in chairs in a circle.

3. Explain:

- We are going to play a game where we will count to 20 as a class, with a different child standing up to say each number.
- Sounds easy? The twist is that you are not allowed to use talking to tell each other whose turn it is to talk
- This game is all about nonverbal communication. You will need to look for subtle nonverbal cues from each other to know when to stand up.
- Nonverbal communication includes body language, facial expressions, gestures, and tone of voice. We use this all the time alongside talking (e.g. "look at how I'm using my hands and facial expression while I'm explaining this to you"). Some children who struggle with talking and understanding words might use nonverbal communication to communicate a lot of the time.

- If more than one child stands at the same time to say a number, then the game starts again.
- The more you practise and develop your skills in reading others' nonverbal communication, the easier the game will become.

Scaffolding:

- Help children to tune into others' nonverbal cues by giving prompts, e.g., "Look around – is anyone looking at you? Nodding at you? Using their eyes or body language to show you that it's your turn?"

Extension:

- Challenge the class to count backwards or to higher numbers or even include times tables.

Think about:

Draw out from discussions:

- How they had to tune into others' nonverbal cues to know when it was their turn.
- How we can communicate a lot without even talking.
- How they needed to use nonverbal communication to work as a team to get to the last number.

You may want to ask:

- What skills did you need to successfully play the game?
- What nonverbal cues were you looking for?
- How did you know when it was your turn?

Links to home learning:

- Think about how we use nonverbal communication in other ways. Encourage families to complete a joint task without talking. How did they get on?

Theme: We include everyone

Activity title: Morse code

Learning objective/aim:

To understand that communication can be verbal and nonverbal.

Success criteria:

- I know there are other ways to communicate, besides talking.
- I can send a simple message using morse code.
- I can decode a simple message using morse code.

Resources:

- Morse code (see next page)
- Two types of pasta, one long (e.g. penne), one short (e.g. farfalle). This could also be different objects that represent dots and dashes (e.g., buttons and paperclips).
- Torches (optional)

Instructions:

1. Explain:

- Morse code is like an alphabet but letters are represented by dots and dashes.
 - This can be communicated in different ways; visually (flashing light), written form or through sound (e.g. beeps).
 - Look at the code and practise encoding a word together as a class.
2. Put children into pairs and tell them one will give the morse code for a three word animal and the other must decode it. They can use torches if available or make beeping sounds. Words could include – owl, ant, bat, yak, rat, cow, fox, fly, pig, emu.
3. Next, the children will represent morse code using different shapes of pasta. A short type of pasta (e.g. penne) will represent the dots and a long type (e.g. farfalle) will represent the dashes.

4. The children work together in their pairs to spell out their favourite foods on their tables using the pasta shapes. At a given time, everyone stops and moves around the room to “read” the foods that other groups have “written”.

Scaffolding:

- Find one letter at a time, supporting the child, and selecting a matching magnetic letter to help them keep track of the word as they decode it.

Extension:

- Children could transmit their coded messages in different ways (e.g., torches, electrical circuits with buzzers, musical instruments, etc.).

Think about:

Draw out from discussions:

- The importance of different forms of communication.
- Other forms of nonverbal communication (e.g., BSL, semaphore).

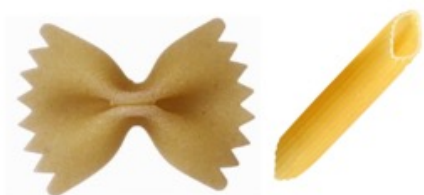
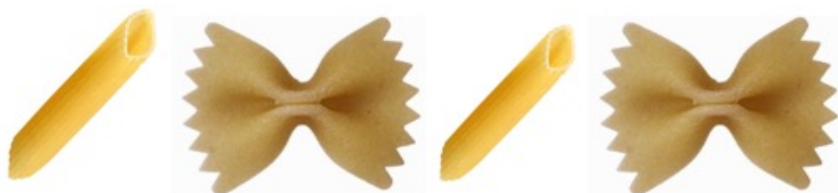
You may want to ask:

- What did you find difficult about communicating in this way? Responses may include it being time-consuming, ease of making mistakes, hard work, the necessity of having the “key”, etc.
- When would it be necessary to communicate like this?

Links to home learning:

- Children could be set homework to find out how and why morse code was created and how it was used.

A ● -	J ● - - -	S ● ● ●
B - ● ● ●	K - ● -	T -
C - ● - ●	L ● - ● ●	U ● ● -
D - ● ●	M - -	V ● ● ● -
E ●	N - ●	W ● - -
F ● ● - ●	O - - -	X - ● ● -
G - - ●	P ● - - ●	Y - ● - -
H ● ● ● ●	Q - - ● -	Z - - ● ●
I ● ●	R ● - ●	



Theme: We hear everyone

Activity title: Silent origami

Learning objective/aim:

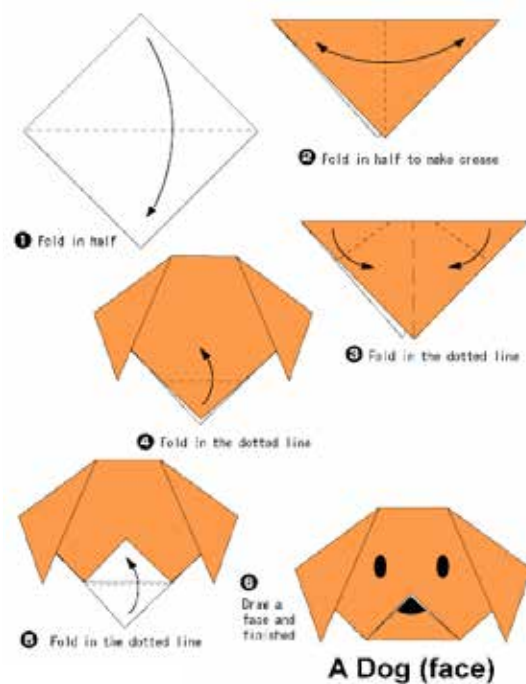
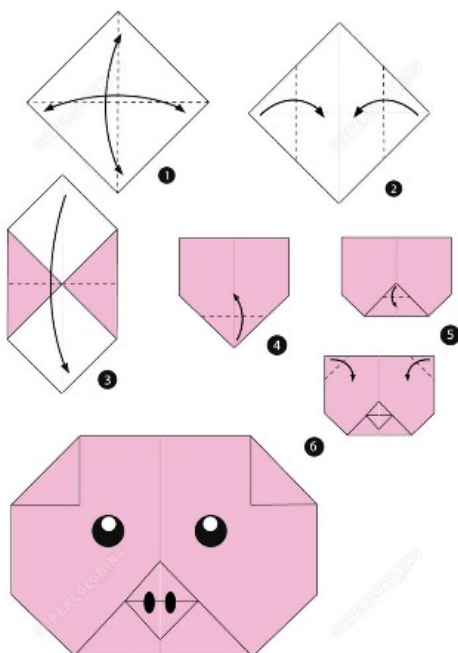
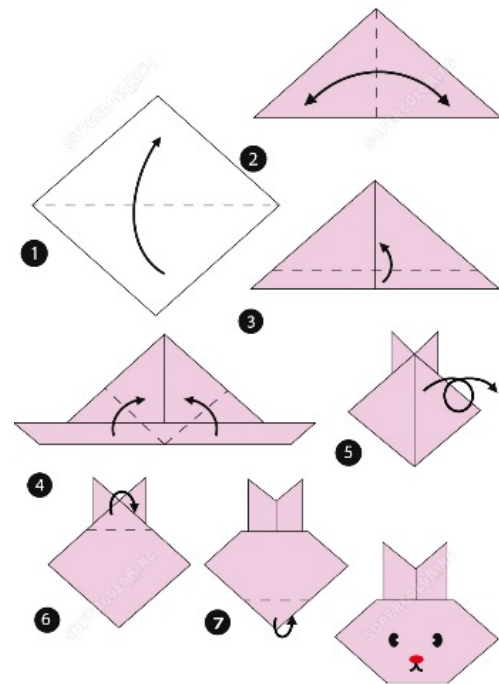
To understand what nonverbal communication skills are and the importance of them.

Success criteria:

- I know what nonverbal communication is.
- I can use my nonverbal communication skills to communicate meaning.

Resources:

- Three examples of simple origami animal faces are given here (a pig, rabbit and dog). Other designs are easily found online and video tutorials might also be useful.
- You will also need paper cut into squares, 20 x 20cm is a good size.



Instructions:

1. Spilt the class in half with one group being group A and one group B.
- 2. Discuss:**
 - What do we mean by nonverbal communication (e.g., pointing, gesture/ actions, body language, facial expression, posture, use of objects/pictures, tone of voice, etc.)
- 3. Explain:**
 - Today we will be working in pairs to teach our partner how to create an origami shape.
 - We will not be able to talk during this exercise. We will need to use our nonverbal communication skills.
 - Group A will learn to make one origami shape whilst at the same time group B will learn a different one.
 - Then the children will be put in pairs of one child from group A and one from group B.
 - Child A shows child B how to make their shape without talking – they can only communicate non-verbally! Then they swap roles and make the other shape.

Scaffolding:

- Origami can be replaced with Lego or other construction resources if more accessible for the child.
- Use a more simple shape or a pattern made out of a few blocks for children who need more support.
- Have picture instructions that children can refer to.

Extension:

- Origami can be replaced with other tasks linked to children's interests (e.g., a dance routine, a sports skill).
- Children could work in groups of four, with one child "teaching" to increase the challenge.

Think about:

Draw out from discussions:

- How much they were able to communicate nonverbally – without talking.
- Other situations when we may rely on nonverbal communication (e.g., very noisy environments, situations when we need to be quiet, etc.)
- How we use nonverbal communication skills all the time alongside talking (e.g. "Look how I'm moving my hands and changing my facial expression and tone of voice now while I'm talking to you").
- How nonverbal cues can help us to express ourselves and can also help other people to understand what we are saying.

You may want to ask:

- Was that easier or harder than you expected? Why?
- In what ways did you communicate nonverbally? Children may mention facing each other, watching carefully, using gestures/actions, facial expressions, etc.
- What are some other situations when we rely on nonverbal communication skills ?

Links to home learning:

- Children can take their new origami skill home to teach a family member. Tell families that the aim of the activity is to practise nonverbal communication, so no talking is allowed!
- Encourage families to reflect on other ways that they use nonverbal communication skills at home.

Theme: We communicate confidently

Activity title: Spot the difference

Learning objective/aim:

To understand and practise some different communication skills.

Success criteria:

- I can listen carefully to my peers.
- I can use questions to find out more.
- I can communicate clearly to help others understand.

Resources:

'Spot the difference' images. Many are available here: [Free Printable Spot the Difference Picture Puzzles | Print it Free](#)

Instructions:

1. Split the children into pairs.
- 2. Explain to the children:**
 - We're going to play a spot the difference game, but with an added difference!
 - Children must sit back-to-back in their pairs.
 - Each pair will have image A and image B, one for each child.
 - Explain there are ten differences to find between the two images .
 - Sitting back-to-back, one child will describe what they can see in their picture, while the other child carefully examines their own. The children try to identify the differences between the two pictures from listening to each other's descriptions. No peeking at their partner's picture!
 - The children can swap roles (one being the 'describer' and one being the 'listener') each time they identify a difference.
3. Encourage children to listen carefully and ask questions.

Scaffolding:

- Give children a marker or a sticker to mark each difference.
- You may choose to have a small barrier in the middle to hide the images and sit the children facing each other. This way the children can see each other's faces when talking/communicating.
- Reduce the number of differences to spot.

Extension:

- Give children a time limit to find the differences.

Think about:

Draw out from discussions:

- The different communication skills they used in the activity – e.g., talking clearly, listening carefully, using specific words, asking questions, etc.
- How it feels when there is a breakdown in communication – e.g. when your partner didn't understand you.
- How they can apply some of these communication skills in other parts of their day.

You may want to ask:

- What happened when you didn't use specific words in your descriptions?
- What other things did you do to help your partner understand?
- How did it feel when your partner didn't understand you?
- Are there other times when we need to listen carefully and ask questions to help us understand?



Links to home learning:

- At home, children may have similar games to this such as battleships that they can play.
- You may choose to send home some copies of the spot the difference images for them to try with family members. Explain the different communication skills that they can practise when doing this activity at home.

Theme: We communicate confidently

Activity title: Stacking cups

Learning objective/aim:

To communicate effectively with peers 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.

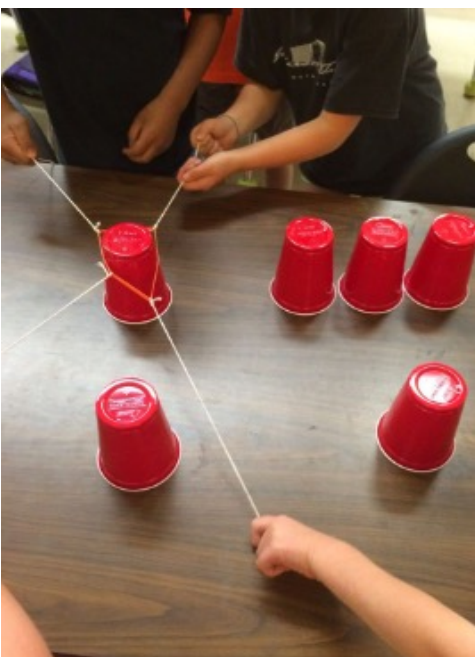
Resources:

- Elastic bands
- String
- Plastic cups

Instructions:

1. Preparation:

- Organise children into groups of four.
- Tie four lengths of string to an elastic band, equally spaced, for each group. Each group should have up to ten cups.



2. Explain:

- Today, we are playing a team game and practising communication skills at the same time.
 - The aim of the game is to stack the cups in a pyramid. The largest pyramid built after ten minutes will win.
 - Each child in the group holds one of the four pieces of string. Together, they need to pull on their string to lift the cup and then stack it in the pyramid.
 - They will need to communicate with each other to know where they are putting each cup, when they should pull the string, which direction they should be moving the cup, etc.
3. Give children a short practise round and help them reflect on what worked well, particularly regarding how they communicated with each other and worked as a team. Points might include staying calm, not all talking at once, listening to each other and watching each other's nonverbal cues for when and how to move.

Scaffolding:

- You can simplify the task by simply stacking the cups on top of each other, not in pyramid formation. The first group to stack all cups wins.
- You may choose smaller groups for some children who find larger groups overwhelming.
- You can use hand-over-hand to get a child familiar with how to control the string/cup.



Extension:

- Can you make more complex structures? How many different types of structure can you make? How will you explain your ideas to your peers so that they understand?



Think about:

Draw out from discussions:

- The importance of communication skills and how it can feel for both sides when there is a breakdown in communication.

You may want to ask:

- What worked well and what didn't? Why?
- What communication skills did you use to help you succeed?
- How did you feel when there was a breakdown in communication?

Links to home learning:

- Ask your pupils to share today's activity with their families. They could explain how the game is played and what they learnt makes effective communication because of them taking part.