

Shopping Game

Object of the Game: To encourage the child to try and remember items on a shopping list by using whichever rehearsal strategy your therapist has suggested.

Equipment: A shopping bag and play items of food, OR the picture of a Shopping Trolley and pictures of food on the CD.

How to Play: Tell the child which items you would like them to get from the supermarket. The child must repeat the items to themselves before going over to the pictures or items of food and selecting the correct ones to put in the bag or trolley. Start with one or two items and work up to the maximum appropriate for their age.

To Make It Easier: If pictures support the child's memory let them look at the pictures of all the shopping items as you tell them the ones you want.

To Make It Harder: Make the child wait a short while before being allowed to go and get the shopping items so they have to remember them for longer.

Reinforcement: Give lots of praise and encouragement for any attempt at rehearsing items. The child will need to start rehearsing out loud, then in a whisper and finally in their heads.

Memory Magic Activity 2.1

Stepping Stones

Object of the Game: To encourage the child to listen to and rehearse the names of the stepping stones they must jump/step on in order to safely get across the river using whichever rehearsal strategy your therapist has suggested.

Equipment: The Stepping Stone pictures on the CD, stuck onto large pieces of coloured paper.

How to Play: Place the stepping stones pictures on the floor in order to make a line across the river that is about ten pictures wide. Stand the child at the beginning of the stepping stones and tell them which stones they can step on in order to get across the river safely. If they forget, or step on the wrong stone a crocodile/shark (you) will eat them! Say the names of five stones they can step on safely. Repeat the names encouraging the child to rehearse them before attempting to cross the river.

To Make It Easier: Reduce the number of stones in the river to just six and give the child just two or three to remember.

To Make It Harder: Tell the child you will only say the names once and they must rehearse them on their own.

Reinforcement: Praise all attempts to rehearse the names of the stepping stones whether the child says the names out loud, counts them on their fingers or whispers them.

Memory Magic Activity 2.2

Witch's Brew

Object of the Game: To encourage the child to try and remember the ingredients for a spell by using whichever rehearsal strategy your therapist has suggested.

Equipment: Picture of a Cauldron and two copies of the Ingredients as on the CD.

How to Play: Tell the child a simple recipe for a spell. For example, 'Put two eyeballs in the cauldron and stir. Next add a bat and some slime. Now stir and make your spell.' They must repeat the ingredients to themselves before going over to the pictures and placing the right ones in the cauldron. Start with one or two items and work up to the maximum appropriate for their age.

To Make It Easier: If pictures support the child's memory let them look at the pictures of all the ingredients as you tell them the spell.

To Make It Harder: Make the child wait a short while before being allowed to go and get the ingredients so they have to remember them for longer.

Reinforcement: Give lots of praise and encouragement for any attempt at rehearsing items. The child will need to start rehearsing out loud, then in a whisper and finally in their heads.

Memory Magic Activity 2.3

Simon Says Go!

Object of the Game: For the child to remember a simple instruction by using whichever rehearsal strategy your therapist has suggested.

Equipment: None.

How to Play: Explain to the child you are going to give them an action to do which they must try to remember. Tell them that if you say 'Simon Says Go!' they must do what you told them to. If, however, you just say 'Go!' they must NOT do anything because if they do they will be out! Give the child a simple instruction to follow. Typical 'Simon Says' instructions might include 'Touch your nose', 'Sit down' etc. Pause for a few seconds to allow the child time to rehearse the instruction and then say 'Go' or 'Simon Says Go!'.

To Make It Easier: Encourage the child to repeat the instruction out loud with you several times.

To Make It Harder: Give the child two instructions to remember at any one time, e.g. 'Turn round AND then touch your foot.'

Reinforcement: Praise any attempt to listen to and rehearse the instructions.

Memory Magic Activity 2.4

Moving House

Object of the Game: To encourage the child to remember where items of furniture need to go in the house by using whichever rehearsal strategy your therapist has suggested.

Equipment: Picture of a Removal Van, Furniture and a House on the CD.

How to Play: Tell the child to put some items of furniture in the Van (start with three or four and increase according to the child's ability). Give the child a simple instruction about where to put the furniture that is on the Removal Van. Make the activity fun by giving silly instructions, e.g. 'Put the bed in the kitchen and the lamp in the garage.' Start with one or two instructions and work up to the maximum appropriate for their age.

To Make It Easier: If pictures support the child's memory let them look at the pictures of the furniture as you give them the instructions.

To Make It Harder: Make the child wait a short while before being allowed to go and move the furniture so they have to remember them for longer.

Reinforcement: Give lots of praise and encouragement for any attempt at rehearsing items. The child will need to start rehearsing out loud, then in a whisper and finally in their heads.

Memory Magic Activity 2.5

At the Cafe

Object of the Game: To encourage the child to try and remember what food has been ordered by using whichever rehearsal strategy your therapist has suggested.

Equipment: Picture of a Place Setting, Menu and items of Food on the CD.

How to Play: One player is the customer with the place setting. Another player acts as the waiter and takes a simple order for food from the Menu. The waiter then goes across to the other side of the room to the 'kitchen' where pictures of the food are laid out and selects the food ordered. The waiter then takes these items and places them on the customer's plate. Start with one or two items and work up to the maximum appropriate for the child's age.

To Make It Easier: If pictures support the child's memory let them look at the pictures of the food as they take the order.

To Make It Harder: Make the waiter wait a short while before being allowed to go and collect the food so they have to remember the items for longer.

Reinforcement: Give lots of praise and encouragement for any attempt at rehearsing items. The child will need to start rehearsing out loud, then in a whisper and finally in their heads.

Memory Magic Activity 2.6

Dressing Up

Object of the Game: To encourage the child to try and remember which clothes to put on by using whichever rehearsal strategy your therapist has suggested.

Equipment: Dressing up clothes.

How to Play: Lay the dressing up clothes out on the floor so they are easy to find. Tell the child you are going to tell them which clothes they are to put on. Tell the child to look at the clothes while you name four or five items for them to put on. Repeat the items encouraging the child to rehearse them for themselves. The child must then go and find the items you named and put them on as fast as they can.

To Make It Easier: Only tell the child one or two items to find and gradually build up to four or five as they get better at rehearsing.

To Make It Harder: Turn the child round so they cannot see the clothes as you name them. Tell the child you will only say the names once and they must remember them straight away.

Reinforcement: Praise any attempt to listen and use the rehearsal strategies. The child will need to start rehearsing out loud, then in a whisper and finally in their heads.

Memory Magic Activity 2.7

Washing Day

Object of the Game: To encourage the child to try and remember items to be hung on a washing line using whichever rehearsal strategy your therapist has suggested.

Equipment: A washing line made of string tied between two chairs, clothes pegs and some doll's clothes OR the picture of a washing line and pictures of clothes on the CD.

How to Play: Tell the child which clothes you would like them to put on the washing line. They must repeat the items to themselves before selecting the items to peg on the line or pictures to place them on the picture line. Start with one or two items and increase the number as appropriate for their age.

Extend the game: Tell the child a strong gale has come and blown some of the clothes off the line. While the child is not looking, remove several items, and ask the child to look and see what is missing.

To Make It Easier: If pictures support the child's memory let them look at the pictures of all the clothes as you tell them the ones you want them to hang out.

To Make It Harder: Make the child wait a short while before being allowed to go and get the clothes so they have to remember them for longer.

Reinforcement: Give lots of praise and encouragement for any attempt at rehearsing items. The child will need to start rehearsing out loud, then in a whisper and finally in their heads.

Memory Magic Activity 2.8

Pass the Object

Object of the Game: To encourage the child to try and remember what has already been said by other players by using whichever rehearsal strategy your therapist has suggested.

Equipment: An unusual object.

How to Play: Players stand in a circle and pass the object around. Each player takes a turn to say one thing about the object, e.g. name the colour, texture, size, what it's made of, what it's used for, what it could be used for, what it looks like, etc. Each player must try and remember what the others have said so they can say something different. If they repeat something someone else has already said about the object the game is finished and they must start again.

To Make It Easier: Only play with two players and only have two or three turns each.

To Make It Harder: Play with three or four players and keep going until no one can think of anything else to say about the object.

Reinforcement: Praise good listening and any attempt to remember what other players have said using any rehearsal strategies your therapist has suggested.

Memory Magic Activity 2.9

The Toy Cupboard

Object of the Game: To encourage the child to try and remember toys which need to be put in the toy cupboard by using whichever rehearsal strategy your therapist has suggested.

Equipment: Picture of a Toy Cupboard and pictures of Toys on the CD.

How to Play: Tell the child a list of toys you would like them to put in the toy cupboard. They must repeat the items to themselves before going over to the pictures and placing the right toys in the cupboard. Start with one or two items and work up to the maximum appropriate for their age.

Extend the game: Ask the child to hide his eyes while you remove two toys. Say that his/her naughty sibling/friend has taken some of the toys and ask what is missing.

To Make It Easier: If pictures support the child's memory let him/her look at the pictures of all the toys as you tell them the ones you want them to put in the cupboard.

To Make It Harder: Make the child wait a short while before being allowed to go and get the toys so they have to remember them for longer.

Reinforcement: Give lots of praise and encouragement for any attempt at rehearsing items. The child will need to start rehearsing out loud, then in a whisper and finally in their heads.

Memory Magic Activity 2.10