

3 QUESTION DRILL

This is an easy activity that can be used for children who struggle to initiate questions. The aim is not to have an in-depth conversation - it is simply to ask three quick questions on a given topic. In Color My Conversation, this is a modified activity from 'Wynnies Wakootabonga Lightning Challenge'!

How is this done?

Take a stack of picture vocabulary cards and deal five of them (face down) in front of each player. The first player turns over his/her top card, turns to the player on the left and asks him/her three quick questions about that topic. For example, if the child turns over a picture of ice cream, he/she might ask the other player the following questions: Do you like ice cream? What is your favorite flavor? Do you like it in a cone or in a dish? Once the first player is done, the person to the left does the same as stated above. The play moves in a clockwise direction. When all of the cards have been turned face up, the game is done.

Children enjoy this 'fast paced' drill activity because it is fun and engaging, however, from a learning perspective, it can provide a number of conversational benefits!

- Confidence: The children hear many different types of questions being asked. Through this process, they can grow in their own ability to ask others questions on a given topic.
- Gained Perspective: Once the activity is done, the Conversation Coach can take a moment to ask the children what new information they have learned about each other. Often through these discussions, they can gain a deeper understanding about their peers (i.e. what makes them unique individuals or a person of interest).
- Shared Interests: During the discussions, it is common for the children to discover that they have shared topics (i.e. hobbies, sports). This information can then provide the groundwork for new conversations and potential friendships to emerge!

PLEASE NOTE: The person who turns the card gets to determine what the picture represents. For example, if the child turns over a picture of a dog, they might say that the topic is dogs, or pets, or furry animals (i.e. "The topic is PETS. Do you have a pet? What type of pet do you have? What's its name?")

COMMENT + QUESTION CONNECTION

This is an easy activity that can be used to help children combine comments with questions. In Color My Conversation, this is known as a Comment + Question Connection!

How is this done?

Write a list of 5 sentences down on a piece of paper (i.e. I got a new bike!) Read the sentences out loud one at a time to the child. Ask him/her to provide a comment or a comment followed by a question. For example, with a Comment Connection, the child would simply provide a single comment (i.e. Cool!). For a Comment + Question Connection, the child would provide a comment followed by a question (i.e. Cool! What type of bike did you get?)

This activity is so simple and yet, when done on a daily basis, the children very quickly grow in their confidence and competence in making Comment + Question Connections – a skill that they can then use in their social interactions with others.

CHITCHAT SHUFFLE

Chitchat is often highly predictable. We tend to say the same things in our social interactions with others. For example, we provide a greeting (i.e. Morning, followed by some questions (i.e. How are you? What's new with you? How's your day going?). When our conversation is about to end, we will often make a comment (i.e. Well, I'd better get going! Nice to see you!) before we give our farewell (i.e. Bye for now).

The Chitchat Shuffle is an easy activity that can be done to help children understand the language we often use for this social interaction.

How is this done?

Write some examples for what we might say for each conversational feature (i.e. greetings, questions, comments, farewells) on strips of paper and place them face down on the table. Then on a larger separate piece of paper, write down for category labels (i.e. Conversational Features) entitled: Greetings, Starter Questions, Closing Comments and Farewells. Have the children turn over a sentence strip, read it and then put it under the appropriate heading. If you are using the Color My Conversation program, the Conversation Path (i.e. yellow, green, red, yellow) would be placed on the floor or on the table, and the child would place the sentence strips on the conversation stones.

DICE AND MEN

An alternative activity to the Chitchat Shuffle is Dice and Men!

How to do this?

In this activity, all that you will need is a generic board game, men and some dice. Play the game as you normally would by rolling the dice and moving the men in the intended game format. However, when it is the child's turn, ask him/her to come up with some examples of Conversational Features (i.e. Greetings, Starter Questions, Closing Comments, Farewells). For example, if the child rolls a three, you might say "Tell me three ways that we say hello!", or "Tell me three different comments you might say if your friend got a new bike!"

DISCOVER ME + DISCOVER YOU

Becoming an Asker of the Questions is an amazing skill to acquire! Firstly, the ability to ask questions is an important Conversational Feature within our social interactions. However, more importantly, it is through our use of questioning, that we often discover shared topics of interest! At a deeper level, our use of follow up questions allows us to gain a broader understanding about who our conversation partners are and what matters to them! Who knows what we might learn – Simply by asking a question!

How to do this?

Write up some questions in an interview format. Have the children sit in pairs and go through the questions together. They can later report back to the group what they learned about each other.

If you are using the Color My Conversation program, this activity will be provided for you in either the Learn About Me + Learn About You worksheet(s) and/or the WH Question Cards activity.

QUESTION EXAMPLES:

1. Who is one of your favorite people to be with? Why?

2. What is one of your favorite things to do on a rainy day? Why?

3. If you could be meet anyone in the world, who would it be? Why?

4. If you could travel anywhere in the world, where would you go? Why?

5. What is one thing you have always wanted to do? Why?

CONVERSATION PIX & SCRIPTS

A great way to hone our ability to read people and situations is through observation. A convenient way to do this is to simply look at pictures of people having conversations. There are many options of images available online. Conversation Pix n Scripts is a fantastic “brain gymnastics” activity to do daily as a warm-up for the conversation lesson! In Color My Conversation, this activity is known as Conversation Recipes and Scripts.

How to do this?

Determine what type of conversation you want the child to observe. For example, you might look for images of people greeting each other, having chitchat, or others deeply engaged in a serious conversation. Make sure to consider the level of awareness the child will have in comprehending the pictures. For example, for younger children select pictures where the facial expressions are easy to read or interpret (i.e. happy, sad, excited). For older children, you may look at pictures where the emotions and situations are harder to read (i.e. mixed emotions of feeling happy and yet sad). Discuss the social interaction in the photograph with the child by making comments or asking questions about it.

QUESTION EXAMPLES:

- What are these people doing?
- Where are they? How can you tell?
- What time of day is it? How can you tell?
- Do you think these people know each other? How can you tell?
- What do you think they might be thinking? How can you tell?
- How do you think they might be feeling? How can you tell?
- How would you feel in this situation? What might you say?

This activity has many benefits that can impact a child’s language skills, problem solving skills, imagination, and emotional awareness. More importantly, it’s an opportunity to spend time with the child and grow your relationship with them.

TOPIC INVENTORY AND THINK-PAIR-SHARE

Many children are unaware of what things matter to them. Developing a Topic Inventory can allow them to gain a sense of self-awareness as they contemplate and consider and document the names of things that matter to them. This is a Think-Pair-Share activity that can be done one-to-one or in a classroom setting.

How to do this?

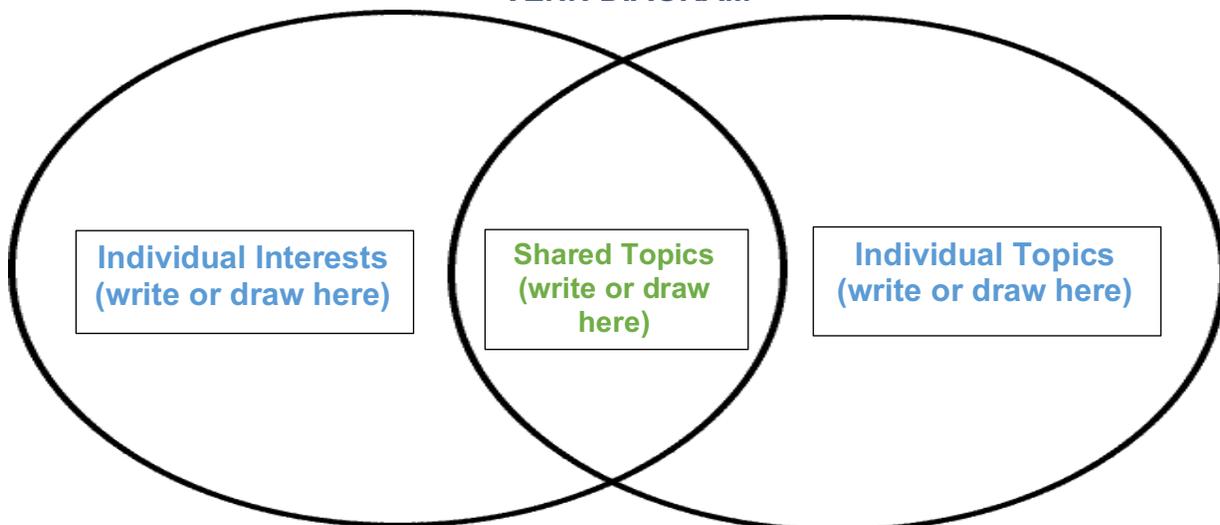
Create a document that lists a variety of categories (i.e. sports, hobbies, animals, etc.) Give the document to your children and have them write or draw in three examples of the things that like best within each category.

Then have the children get in pairs so that they discuss their personal Topic Inventories with a partner. Have them look for topics that they share and others that they have that are unique. They can add this information to their VENN Diagram below and the report back to the class what they have learned about each other. The Conversation Coach can then remind them that this information can be used two ways. Firstly, when we have a 'shared topic' with another person when can then take opportunities to talk about them in future conversations. Secondly, when we know what topics are of specific interest to a child (even if we don't share an interest in it), we can take time to talk about it with them to show that we care about them and are interested in what is important to them!

TOPIC INVENTORY

TOPIC	FAVORITE(S)
EXAMPLE: Sports	Soccer, Football, Baseball
Animals	
Holiday	
Hobbies	
Sports	
Snack foods ...	

THINK-PAIR-SHARE VENN DIAGRAM



*How many topics do you share with your friend?
Write the answer here: ____/10*