Session 23

Objectives

- **Vocabulary**: Reinforce the words fire engine, ambulance, police car and siren.
- **Vocabulary**: Introduce the words doctor, vet, healthy and ill.
- **Narrative**: Personal event narrative focusing on emotions.

Equipment

- General group session equipment (see Session 1)
- Flashcards for fire engine, ambulance, police car, siren, doctor, vet, healthy and ill
- Healthy and Unhealthy cards

Preparation

- Cut out healthy and Unhealthy cards.

Session plan

Introduction checklist:

- Greeting
- Listening Rules
- Day of the week
- Best Listener board
- Ted
- Listening Game

Reinforcement

- Reinforce Session 22’s ‘special words’ fire engine, ambulance, police car and siren.
- “Let’s talk about the special words we learned last time. Who can remember what this is?” Show the children a picture of a fire engine. Repeat for ambulance and police car. “And who can remember what noise these make?” If the children imitate the noise then ask, “Well done. Can anyone remember what that noise is called?”
- Try not to prompt but if the children struggle to find a word, try to help them retrieve the word by describing the target word (semantic help) or tell them the first sound of the target word (phonological help).
- If they still struggle to find the word, tell them the word you are looking for, repeat the word’s definition and encourage all the children to try to remember it.
- “Well remembered. Our special words last time were fire engine, ambulance, police car and siren.” Ensure that all the children repeat the words.
GROUP SESSIONS   TOPIC 3: PEOPLE WHO HELP US

Vocabulary

• Introduce today’s ‘special words’ doctor, vet, healthy and ill.

• **Doctor, vet, healthy and ill**: Say, “Today we are going to learn some new words. Look at this picture. What is this?”

• Reinforce correct responses and give the answer if no correct responses are given. “Let’s all say the word **doctor**.” Make sure all the children say the word. Repeat for vet. “Who knows when you see a **doctor**?”

• Reinforce correct responses and give the answer if no correct responses are given. “That’s right – we go to the **doctor** when we feel **ill** and we go to the **vet** when our pet is **ill**. Let’s all say the word **ill**. Who can tell me what the opposite of **ill** is?”

• Reinforce correct responses and give the answer if no correct responses are given. “That’s right – the opposite of **ill** is **healthy**. We do not need to see a doctor or a **vet** when we and our pets are **healthy**.”

• Carry out Activity 1.

**Activity 1: Personal narrative**

Say, “Can anyone remember when they went to the **doctor**?” Encourage the children to tell you a story. Then say, “Can anyone remember when they went to the **vet**?” If no responses are given, ask any of them if they have an animal at home and continue from there. If none of them have pets, then tell them a story of your own and ask them where you should take the ill animal.

• Carry out Activity 2.

**Activity 2: Healthy/unhealthy pictures**

Say, “It is important to keep **healthy**. We are going to look at some pictures and I want you to tell me whether you think they would keep you **healthy** or not.” Show the children the pictures and reinforce correct responses, e.g. “Yes, fruit is good for us to eat because it is so **healthy**,” and correct incorrect responses.

• When you have completed Activities 1 and 2, say, “Well done. Our special words for today are **doctor, vet, healthy** and **ill**.” Show the children the flashcards and give definitions for each word.

A **doctor** is someone we go to when we don’t feel well. They try to make us feel better.

A **vet** is someone we take our pets to when they don’t feel well. The **vet** tries to make our pets feel better.

**Healthy** is when we feel well and do not need to see a **doctor**. We can stay **healthy** by eating **healthy** foods like fruit and vegetables, by drinking water, brushing our teeth and doing exercise.

We are **ill** when we do not feel well and we need to see a **doctor**.