

Detection and raising awareness of sound

Here are some suggested activities for pre-school and primary age children

Play 'go' type games:

The child has to listen for a signal before doing something in response. Remember he/she is still at the very early stage of experiencing this and everyone will have to model it and do it with him/her.

He/she will still need the visual signal as well as the auditory.

Examples of good 'go' games are

The wake up game

Jumping frogs

Cars going down a ramp

Jack in the box

Building up a tower then knocking it down

Games which make you listen for when a sound starts, stops or changes:

Practise listening for changes in sounds and then do something, or stop doing something, or change what you're doing, as the sound stops/changes

For example: Musical Statues

Musical Chairs

Musical bumps

Action or movement games - games where a child reacts in a certain way, when they hear a sound e.g. they clap their hands or raise their arm when the drum beats

Pass the parcel

Who's knocking - someone is knocking on the door. Calling at the door 'hello', 'Come in'

Dolly has a cold. Listen for when she sneezes and blow her nose!

Jack in the box - First you and then the child is in the Jack in the Box and pops out when they hear a sound.

Go on a sound walk to listen to:

Outside noises - cars vans lorries, planes, trains, birds, ducks and dogs in the park

Inside noises: vacuum, toilet flushing, cake mixer, hair dryer, phone ringing, microwave ping, alarm clocks ring, egg timers, radio and TV.

Use lots of routines

Use everyday routines where noises are repeated with a certain activity/outcome.

Certain times of the day naturally lend themselves to certain routines. i.e. alarm clocks, splashing water in the bath, mum or dad coming home from work etc.

Young children.

Many of the activities in the section above will still be useful for slightly older children.

Play games where an action changes as the sound changes.

So, walk forwards when you hear a drum, walk side-wards when you hear the bell, touch your nose when someone calls your name etc. It may take a little while for your child to understand the concept.

Or, when you hear a slow drum beat, march slowly and when the beat speeds up, use quicker little steps.

As time goes on...

children learn to demonstrate what they have heard by repeating what they have heard or pointing to a picture or a toy, imitating, labelling or naming what has been heard.

The child is becoming more aware of duration, rate, pitch, intensity and stress. They will also be progressively aware of the segmentals in speech e.g. the initial sounds in vocabulary, words varying in numbers of syllables etc.