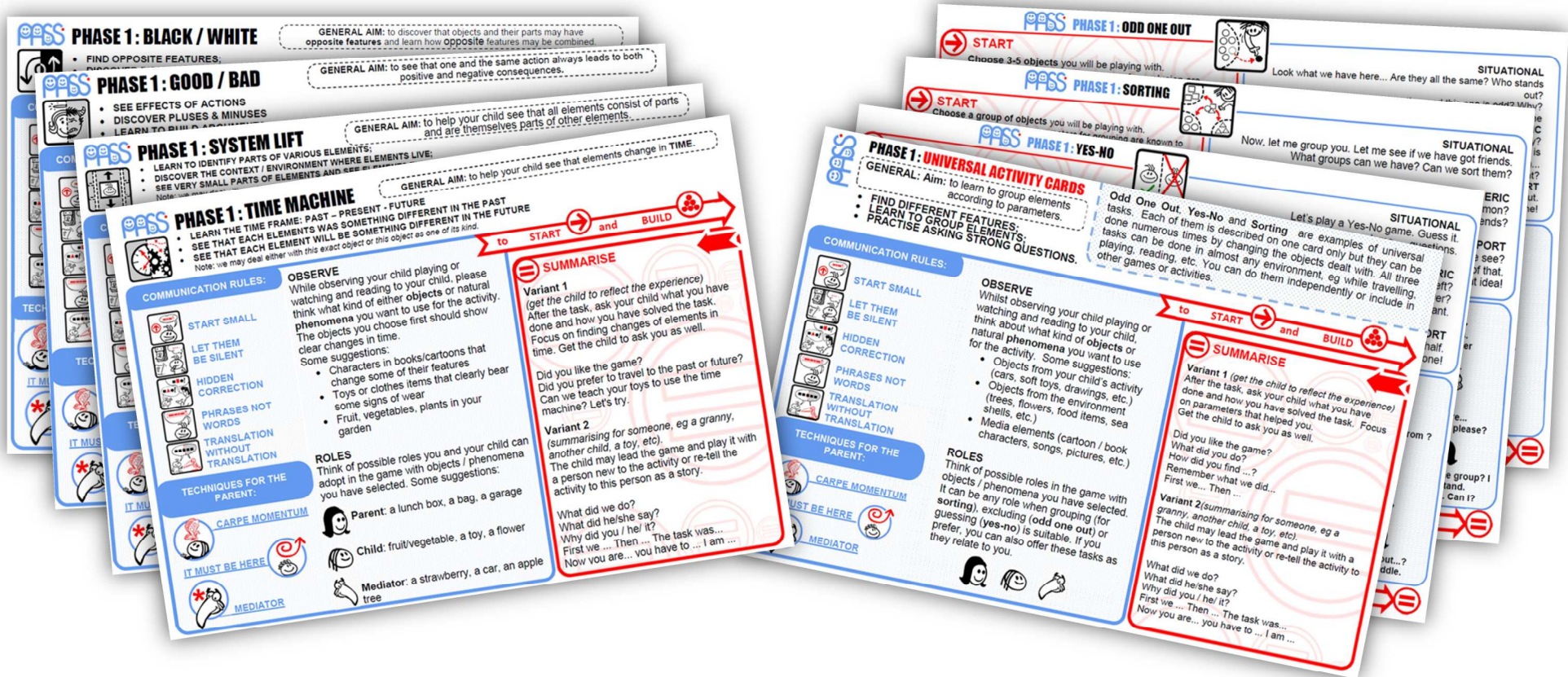


There are 8 types of tasks in PASS Phase 1. They are divided into 2 groups.



Group 1 includes the following tasks: System Lift; Time Machine; What's Your Job; Good-Bad and Black and White. Each type has one Cover Card four Task Cards (A,B,C or D).

Group 2 includes Yes-No, Sorting and Odd One Out. These tasks are universal, ie they can be practiced in any situation and many times each. There is one common Cover Card for



## There are three elements for planning your activity:

**PHASE 1: WHAT IS YOUR JOB**

GENERAL AIM: to help your child see that all elements have a certain job or a FUNCTION.

• SEE THAT ALL ELEMENTS HAVE FUNCTIONS  
• LEARN THAT ONE ELEMENT HAS MORE THAN ONE FUNCTION  
• DISCOVER THAT FUNCTIONS ARE SEEN IN RELATION TO OTHER ELEMENTS

**COMMUNICATION RULES:**

- START SMALL**
- LET THEM BE SILENT**
- HIDDEN CORRECTION**
- PHRASES NOT WORDS**
- TRANSLATION WITHOUT TRANSLATION**
- TECHNIQUES FOR THE PARENT:**
- CARPE MOMENTUM**
- IT MUST BE HERE**
- MEDIATOR**

**OBSERVE**  
While observing your child playing or watching and reading to your child, think what kind of either objects or natural phenomena you want to use for the activity. First choose objects that have a clear functional use.  
Some suggestions:  
• A spoon moves food from the plate to our mouth.  
• A pencil leaves trace on paper  
• Gloves keep our hands warm

**ROLES**  
Think of possible roles you and your child can adopt in the game with objects / phenomena you have selected.  
Some suggestions:  
Parent: a ship's captain, a dinner table, jam  
Child: a slice of cheese, a fork, a carpet, a cap  
Mediator: watch, glasses, a bag

**SUMMARISE**  
**Variant 1**  
(get the child to reflect the experience)  
After the task, ask your child what you have done and how you have solved the task. Focus on defining the function of elements (their job). Get the child to ask you as well.  
Did you like the game?  
Whose job was the easiest to find?  
Can we find the job of different things in...?  
Let's try.  
**Variant 2**  
(summarising for someone, eg a granny, another child, a toy, etc).  
The child may lead the game and play it with a person new to the activity or re-tell the activity to this person as a story.  
What did we do?  
What did he/she say?  
Why did you / he / it?  
First we ... Then ... The task was...  
Now you are... you have to ... I am ...

**PHASE 1: TIME MACHINE**

**START**  
Choose an object which clearly changes in time.  
Options: food items, flowers, sand building, etc.  
You may discuss the object with your child. In this case, stress your child's experience rather than knowledge (what he saw, felt, experimented with, etc.).  
You may draw, make, paint the object, etc.

**Decide on roles**  
You are going to play a competitive game with your child. Choose between playing as yourselves or adopting roles.  
Possible roles: a toy, the chosen object, thinking / language character

**Set a task**  
In turn you travel either one step to the future or the past. You should describe what your object looks like


**BUILD**  
Build a dialogue  
Demonstrate making a step (Now this milk bottle is half empty, in the morning it was full). Don't reject your child's answers – ask for explanations. Agree if you are speaking about a particular object (this tree) or an object of its kind (a tree in general). Decide on time periods you will travel. Discuss how fast the object changes. When doubtful, ask when or for whom this may be possible. Try to work with 3-5 objects.  
If the child is interested:  
Let the child study changes in some objects (like vegetables) placing them in various environments and comparing later.

**CARD A: FIND SIMILAR**

**SITUATIONAL**  
Shall we have a competition? Who will be the winner?  
We're the champions! I am going to win!  
Let's play. In turn. Your turn. My turn.  
**GENERIC**  
It was ... ago; It will be ... in the future. Before/After. Now/Then.  
How did/will it look ... years in the past/future? What is it? What about you? Do you agree? / last week?  
**SUPPORT**  
Past or future, just jump in, let's go in the time machine. You're right. Good. Well done! Look here. Has it changed?

What do you see?  
Let's go ... days back?  
Has it changed? Why?  
What are you?  
How long is it?  
How fast does it change?  
How do you know it changes? How fast?  
What changes do you see? How?  
I think ...  
I am (I) now  
How do I look?  
I think ...  
What did you say?  
I was (a car in the shop)  
How do you know its future?

**Connect the objects which are linked in time.**

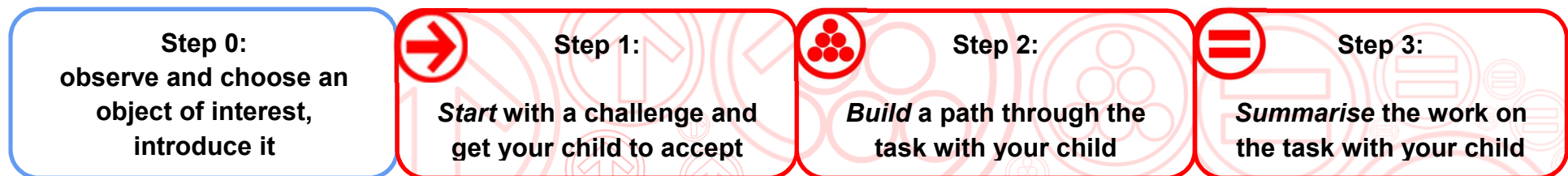


**Cover Card**  
(face card, common for activities of the same type, eg What is your job)

**Task Card Side 1**  
(parent side for each activity, one of four cards for each type – A,B,C or D card)

**Task Card Side 2**  
(child side for each activity, one of four cards for each type – A,B,C or D card)


You need all three elements – a Cover Card and both sides of the Task Card to make an activity. Choose a Cover Card for the type of activity, then any Task Card (A, B, C or D). Task Card Side 2 goes together with Task Card Side 1. The steps below show you the structure of a typical PASS activity:



All PASS Phase 1 cards have the same structure:  
Each situation starts with Cover Card. You can see its main blocks below:

LEARNING FOCUS: Find out what you want to help your child to learn while doing each activity.

HOW TO: Communicative rules and techniques for you when talking to your child during the activity.








## PHASE 1 : TIME MACHINE

GENERAL AIM: to help your child see that elements change in TIME.




- LEARN THE TIME FRAME: PAST - PRESENT - FUTURE
- SEE THAT EACH ELEMENTS WAS SOMETHING DIFFERENT IN THE PAST
- SEE THAT EACH ELEMENT WILL BE SOMETHING DIFFERENT IN THE FUTURE

Note: we may deal either with this exact object or this object as one of its kind.

**COMMUNICATION RULES:**

-  **START SMALL**
-  **LET THEM BE SILENT**
-  **HIDDEN CORRECTION**
-  **PHRASES NOT WORDS**
-  **TRANSLATION WITHOUT TRANSLATION**

**TECHNIQUES FOR THE PARENT:**




-  **CARPE MOMENTUM**
-  **IT MUST BE HERE**
-  **MEDIATOR**



**OBSERVE**  
While observing your child playing or watching and reading to your child, please think what kind of either **objects** or natural **phenomena** you want to use for the activity. The objects you choose first should show clear changes in **time**.

Some suggestions:

- Characters in books/cartoons that change some of their features
- Toys or clothes items that clearly bear some signs of wear
- Fruit, vegetables, plants in your garden

**ROLES**  
Think of possible roles you and your child can adopt in the game with objects / phenomena you have selected. Some suggestions:

-  **Parent:** a lunch box, a bag, a garage
-  **Child:** fruit/vegetable, a toy, a flower
-  **Mediator:** a strawberry, a car, an apple tree

to **START**  and **BUILD** 

**SUMMARISE**

**Variant 1**  
*(get the child to reflect the experience)*  
After the task, ask your child what you have done and how you have solved the task. Focus on finding changes of elements in time. Get the child to ask you as well.

Did you like the game?  
Did you prefer to travel to the past or future?  
Can we teach your toys to use the time machine? Let's try.

**Variant 2**  
*(summarising for someone, eg a granny, another child, a toy, etc).*  
The child may lead the game and play it with a person new to the activity or re-tell the activity to this person as a story.

What did we do?  
What did he/she say?  
Why did you / he/ it?  
First we ... Then ... The task was...  
Now you are... you have to ... I am ...

START OF ACTIVITY: Observe and choose what your activity will be based on. Here you find some help what to do and what to look for.

SUMMARISE LANGUAGE: possible language chunks to be used when summarising the activity.

FINISH HERE: It is important to summarise what you have done. Choose one of the two ways this section offers you.

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## Task Card Side 1 includes the following information:

**TASK STRUCTURE:** see what elements you can choose for the activity, what roles can be adopted and how the task can be defined.

**HOW & WHAT THEN:** see how you can start an activity and what can be offered to your child if he/she is interested.

**BUILDING A DIALOGUE:** examples of possible combination of PASS language with roles of the participants in the activity

**PASS PHASE 1: ODD ONE OUT**

**START**

**Choose 3-5 objects** you will be playing with. Start with objects where parameters for exclusion are known to your child (eg cars can be excluded according to colour, size, make, type, etc.). Later you can introduce less well known parameters (eg age of cars, number of doors/wheels, etc.) and/or increase the number of objects.

**Decide on roles**  
You are going to be playing Odd One Out. Choose between playing as yourselves or adopting a role (eg a dinosaur who will eat a car unless it can prove what makes it different from other cars)

**Set a task**  
I am special / odd because... Each object should prove in turn what makes it different from other objects. You may stay by asking your child to play as one object and then increase the number of your child's objects with time.

---

**BUILD**

**Build a dialogue**  
Demonstrate the expected behaviour to your child through the mediator (eg one of the cars – I am special as I am the only blue car here, the rest are green). Use the mediator to draw your child's attention to different parameters (Can I also speak about names? I am McQueen and other cars don't have names). Don't start teaching instead of playing – do everything within the game. Do not reject your child's answers.

**If the child is interested**  
Get your child to play the game with whatever is around, eg houses in the street, passing cars, children in class, etc.

**SITUATIONAL**

Look what we have here... Are they all the same? Who stands out?  
What if I say that these 3 go together and this one is odd? Why?  
I think ... is different / stands out / is the odd one


**GENERIC**

Are they all the same? Are they similar? Why?  
They are similar / different because... They are/have ... It is (not)...


How are they different/similar? What makes them different?

**SUPPORT**


Say aloud who stands out.  
Excellent. That's a good question! Well done!




What makes these (2-4) objects similar? Is it different? Why? Why are they together?




It's out because... They are together because..




May I help you? They all have / are... Look here. What is different?




I think .... Do you know? What do you think?



Can you tell us how we search for the odd one? Can you describe...?



What do you call it? Can we say that...? Ask me please.

to **SUMMARISE** 

**LANGUAGE BANK:** examples of the three types of PASS language to be used during the activity.


**LABEL:** see what type of task you are working with.

**Remember** that this card is your assistant only. Although you are recommended to build the activity following the proposed structure, language examples provide you with minimal content only. Feel free to change or add on. The same refers to the proposed roles – you are welcome to adapt them to the interest of you and your child.

**Task Card Side 2** is an interactive card with the task for your child to do independently. Although there is a connection with the task type on the Cover Card and Side 1 of a Task Card, it may be used independently. These tasks normally ask your child to draw, imagine, connect, etc. You can use them to start a new discussion with your child when he/she has done the task or offer them to get your child interested in the task.

GRAPHICAL PART: here your child can draw, colour, connect, etc.

TASK PART: gives an idea of what your child should do.



**PASS** Connect the objects which are linked in time.

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## Which card of Side 1 Task Card should I choose?

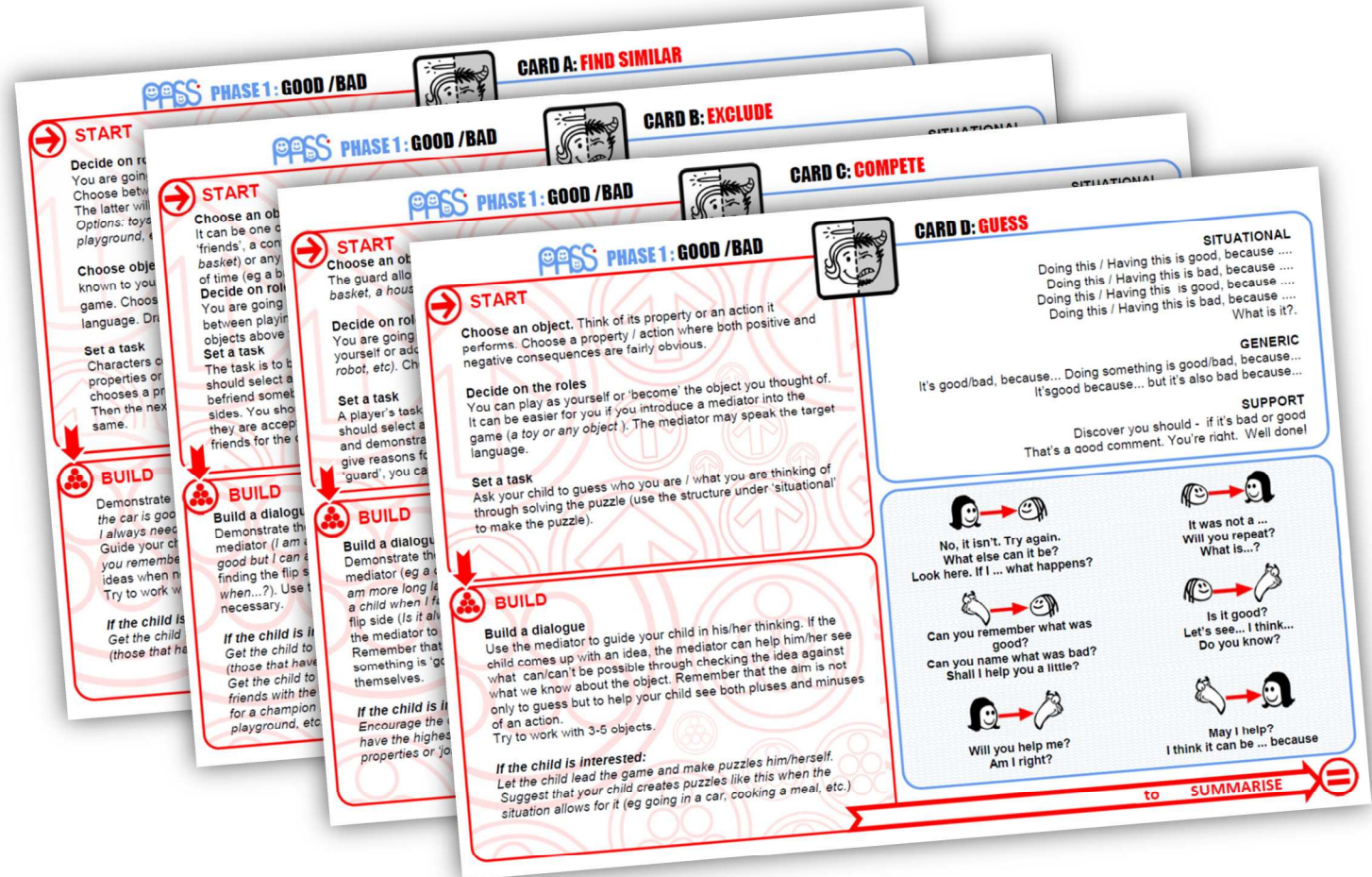
It is easy to understand which card you want to use in each situation, because each letter is associated with a specific type of activity:

**Card A** asks your child to find similar objects.

**Card B** asks your child to either exclude an object or prevent it from being excluded (prove that the object should remain in the group)

**Card C** invites your child to compete in finding more examples of the same kind

**Card D** is the most demanding of all types. It asks your child to make a puzzle or guess something on the basis of features of an object.



**CARD A: FIND SIMILAR**

**START**  
Decide on role. You are going to play a game. Choose between playing a 'guard' or a 'player'.  
Options: toys, playground, etc.

**BUILD**  
Demonstrate the car is good. I always need Guide your child to remember ideas when they are thinking. Try to work with 3-5 objects.

*If the child is interested:*  
Let the child lead the game and make puzzles him/herself. Suggest that your child creates puzzles like this when the situation allows for it (eg going in a car, cooking a meal, etc.)

**CARD B: EXCLUDE**

**START**  
Choose an object. It can be one of 'friends', a container, a basket, a house, etc.  
Decide on role. You are going to play a game. Choose between playing a 'guard' or a 'player'.  
Options: toys, playground, etc.

**BUILD**  
Build a dialogue. Demonstrate the mediator (I am a good but I can't find the flip side when...?). Use it necessary.

*If the child is interested:*  
Get the child to find the flip side (Is it always good?). Remember that something is 'good' for themselves.

*If the child is interested:*  
Encourage the child to have the highest properties or jobs.

**CARD C: COMPETE**

**START**  
Choose an object. Think of its property or an action it performs. Choose a property / action where both positive and negative consequences are fairly obvious.  
Decide on the roles. You can play as yourself or 'become' the object you thought of. It can be easier for you if you introduce a mediator into the game (a toy or any object). The mediator may speak the target language.  
Set a task. Ask your child to guess who you are / what you are thinking of through solving the puzzle (use the structure under 'situational' to make the puzzle).

**BUILD**  
Build a dialogue to guide your child in his/her thinking. If the child comes up with an idea, the mediator can help him/her see what can/can't be possible through checking the idea against what we know about the object. Remember that the aim is not only to guess but to help your child see both pluses and minuses of an action. Try to work with 3-5 objects.

*If the child is interested:*  
Let the child lead the game and make puzzles him/herself. Suggest that your child creates puzzles like this when the situation allows for it (eg going in a car, cooking a meal, etc.)

**CARD D: GUESS**

**SITUATIONAL**  
Doing this / Having this is good, because ....  
Doing this / Having this is bad, because ....  
Doing this / Having this is good, because ....  
Doing this / Having this is bad, because ....  
What is it?.

**GENERIC**  
It's good/bad, because... Doing something is good/bad, because...  
It's good because... but it's also bad because...

**SUPPORT**  
Discover you should - if it's bad or good  
That's a good comment. You're right. Well done!

**SUMMARISE** (indicated by a red arrow pointing to a red 'E' icon)

You are free to use any of the types you consider appropriate for your child. It might be a good idea to try different cards first and see how your child responds to them.