

## Turn Taking Games.

**Taking turns** is an **important** part of communication development for young children. When children learn to take **turns**, they learn the basic rhythm of communication, that back-and-forth exchange between people. They also learn about **taking turns** and communication through serve and return interactions.

Turn taking games encourage children to build on many areas of their development, particularly their social and communication skills. By learning to wait, listen, share and take part in a structured interaction with adults and other children.

Start initially by taking turns with one adult.

Then introduce other children one at a time when the child is ready.

Use turn taking language "Charlie's turn", "Tommy's turn".

Can the child begin to indicate whose turn it is next?



See below for some ideas.

<p>Bricks in a tube</p>	<p>Car run</p>
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Puzzle in a bag



Ball run



Shape sorters take turns putting the shapes in.



Building a tower of bricks



Sand tray- one large bucket, 2 or 3 spades. Children take turns putting a spade full of sand in the bucket



Water tray - one waterwheel, 2 or 3 jugs. Children take turns pouring water through the waterwheel.



Musical instruments - children take a turn to play the selected instrument. Or one large drum, 2 beaters, children take turns to bang the drum.

**Look & Listen**  
**Instrument Matching**

**You will need:** Pairs of a range of musical instruments, e.g. bells, shakers, drums.

**How to play:** Place one set of instruments on the floor or table. Place an identical second set so that the children cannot see them behind a screen or upturned table.

**Pick up each instrument of the floor in front of the children, and ask them how the different sounds they make. Let the children have a turn playing the instruments to become familiar with playing them and the sounds they make. One child should take turns on hearing a sound made by one of the hidden instruments.**

**The child has to listen and match the sound of the hidden instrument heard by passing it or playing the same instrument to front of them. If the child has difficulty matching the sound, show them the instrument while making the noise and encourage them to pick up the same instrument enthusiastically in the next round.**

**To encourage and develop:** Taking turns and observation and listening.

**Small Talk**

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**Look & Listen**  
**Instrument Matching**

**General strategies for children with language needs:** Encourage children to describe their instrument and to play with it. Encourage them to play with it and to play with it. Encourage them to play with it.

**To develop this activity try:** Encourage children to describe their instrument and to play with it. Encourage them to play with it. Encourage them to play with it.

**Small Talk**

What's in the box?

**Express Yourself!**  
**What's In The Box?**

**How to play:** Put a range of familiar and interesting objects in a box. Secretly, then pass the box and urge to the back of the room to the class.

**"What's in the box? What's in the box?"** (Child's name, child's name) what's in the box? Can the child choose an object from the box and tell everyone what they have found. Give them time to say what it is.

**If the child doesn't give a verbal response help them by giving them a choice, e.g. "Is it a ball or a ball?"**

**If they are still unable to name the item, make it for them or use a gesture to give them a clue.**

**You can extend the child's language and understanding by asking "What do you do with it?" to encourage the child to describe the function of the object, e.g. "You use a cup to drink from."**

**To encourage and develop:** Taking and taking turns.

**Small Talk**

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**Express Yourself!**  
**What's In The Box?**

**General strategies for children with language needs:** Encourage children to describe their object and to play with it. Encourage them to play with it. Encourage them to play with it.

**To develop this activity try:** Encourage children to describe their object and to play with it. Encourage them to play with it. Encourage them to play with it.

**Small Talk**

Taking turns blowing bubbles.



Rolling a ball or car back and forth with another adult or child.



Taking turns rolling a car down a slope or piece of guttering.

Taking turns going down the slide or over climbing equipment.



Throwing a bean bag/ball in a box or at a target, or through a hoop.



Posting games using posting box and picture cards.



What do you do with it?

Puppet    Socks    Wellie boot



Scissors

Apple



Book

Feed the puppet



- A puppet- you can even make this using a sock and googly eyes.

- Object picture cards-flash cards

Or

- General objects like a book, a pen, an apple, a shoe, hat etc.



*You can differentiate the objects to meet the developmental stage of the children and link it to topics and activities.*

Here is one for you to watch.....



**A Turn taking video on YouTube**

<https://youtu.be/HK25g1U-GF4>

For additional activity ideas using 'Small Talk' cards which were developed by Greenwich Speech and Language Therapy Service ask your Area SENCo