



# Kinect Adventures Reflex Ridge

## English - Talking and Listening

### Outcomes

#### K-6

**TES1.1** Communicates with peers and known adults in informal situations and structured activities dealing briefly with familiar topics.

#### 7-10 Life Skills

**LS.2** Listens for a variety of purposes in a range of contexts.

**LS.4** Uses spoken language to interact with a range of audiences.

#### HSC – Life Skills

**3.3** Listens to and follows directions and announcements in a variety of contexts and media

**2.10** Gives directions and instructions

**2.9** Speaks with others in a range of formal and informal situations

### Teaching Intentions

#### For students to:

- Follow directions that assist in participating in an activity.
- Attend to instructions relating to an activity.
- Name or describe an activity that they choose to engage in.

### Links to Australian Curriculum

#### Early Stage one

**ENe-1A:** Communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.

#### 7-10 life skills

#### ENLS-1A:

listens and responds in familiar contexts

#### ENLS-2A:

communicates for a variety of purposes, audiences and contexts

#### ENLS-3A:

selects and uses language to communicate according to purpose, audience and context

## Content

### Introduction:

1. Follow directions that assist in participating in an activity / Attend to instructions relating to an activity: Discuss and demonstrate with students the actions and movements needed to complete the activity. Ensure instructional language is consistent. For example the word 'crouch' or 'jump' is used every time a student is required to do this action. Display an image of students or staff performing specific movements needed within the activity. Display these images alongside correlated screen captures from Reflex Ridge that may prompt the student to use these exact movements (see **SMART Notebook activity**). The screen captures highlight the various obstacles in the game. Make reference to the obstacles in the activity and the movements that will need to be performed to avoid the obstacles. Allow sufficient time for students to practice these movements. Select several students to play the activity. While these students are completing the activity discuss with the other students simple instructional language that may assist their peers. For example they could call out 'arm up' at the appropriate time within the activity. Also discuss with these students the movements/actions being performed by their peers in the activity.
2. Name or describe an activity that they choose to engage in: (Note: You may need to conduct this part of the lesson once students are familiar with the Kinect Adventures game). Allow sufficient time for students to participate in and become familiar with the 5 activities in Kinect Adventures. Construct a choice board consisting of visuals (PSC) of the 5 activities. Use these visuals to also indicate what activity is currently being played so students familiarise themselves with what the visuals represent. Allow students to make a choice verbally or through the choice board. Reduce the number of choices if necessary.

### Exploration:

1. Follow directions that assist in participating in an activity / Attend to instructions relating to an activity: Allow students to participate in the activity. If possible allow students to have a number of opportunities to practice the skills/movements associated with the activity. If needed, pause or restart the activity to allow for reinforcement. If required provide simple one word directions to the student participating in the activity e.g. 'jump' and 'duck'. Allow students the time to demonstrate understanding of the direction and its corresponding movement. Provide feedback while they participate including the language that supports and describes the movements they are making e.g. 'great jumping', 'arm out', 'lean left', 'lean right'. Reduce prompts as needed.
2. Name or describe an activity that they choose to engage in: Students participate in their chosen activity. Encourage/model language that describes the activities. For example: 'balls', 'raft', 'water', 'bubbles' and 'fish'. Pause game when appropriate to allow time for the student to describe the activity either verbally or through the use of AAC (Augmentative and Alternative Communication).

### Conclusion:

1. Follow directions that assist in participating in an activity / Attend to instructions relating to an activity: Summarise the key concepts of the lesson. Select various students to perform specific movements using visual and/or verbal instructions. Play a game such as 'Simon Says'. When playing the game allow students the opportunity to be 'Simon'. Display screenshots of the various obstacles found in 'Reflex Ridge' and have students perform the movement / action required to dodge this obstacle when playing the game. Consider level of prompting used when assessing student's ability to follow directions and attend to instructions.
2. Name or describe an activity that they choose to engage in: Discuss with students why they chose a particular activity. Students can do this verbally or through the use of AAC.

## Assessment

**The student will:** Follow directions that assist in participating in an activity / Attend to instructions relating to an activity.

**Indicators:**

- Follow simple one-word verbal directions (e.g. ‘jump’) with a physical model to copy from
- Follow simple one-word verbal directions (e.g. ‘jump’)
- Follow a number of simple directions for an extended period of time
- Attempt to perform/Performs an appropriate action when presented with an in-game instruction / cue alongside a verbal prompt
- Attempt to perform/Performs an appropriate action when presented with an in-game instruction / cue
- Follow on-screen instructions / cues to successfully complete game

**The student will:** Name or describe an activity that they choose to engage in.

**Indicators:**

- Match a PCS for the current activity being played from a choice of 1, 3 or 5
- Select the PCS for the current activity being played from a choice of 1, 3 or 5
- Update the visual activity timetable to highlight games played, game being played and games to play
- Indicate a preferred choice of game to play verbally or by selecting a PCS
- Describe basic features of their preferred game

## Resources

- Xbox Kinect
- Kinect Adventures
- TV/Interactive Whiteboard
- SMART Notebook Activities
- Images of Movements
- In-game screenshots
- Choice Board

## Extension Activities / Additional Games

Movements skills associated with the game can be practised during class aerobic lessons or integrated during other PDHPE sessions.

