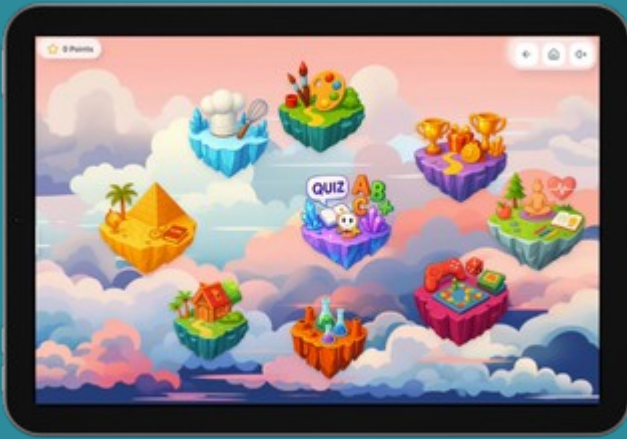


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My Likes, My Choices – Foundation

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Teacher guide: access and setup

Teaching focus

Five lessons explore expressing a preference, making a choice clear and responding respectfully. Read page directions and all alternatives aloud. Written reading, spelling, eye contact and long sentences are not assessment requirements.

Participation

Offer speech, pictures, pointing, drawing, an established AAC method or scribing. Wait for the pupil to respond and check what a gesture means. A pass is valid. Revisit later without pressure. Use fictional classroom choices rather than private disclosures. No tasting or physical contact is required.

Materials and organisation

Use the two displays, six worksheet pairs, three Everyday Choice cards sheets, game board/pieces, choice mat, two role-play sheets and Build a Clear Message page. Optional cutting is an adult preparation task. Uncut sheets work for pointing. Allow about 30–40 minutes per lesson, adjusting the number of turns to the group.

Choose-and-Share rules

Give each player a counter. Start at space 1. On each turn, roll an ordinary die and move that many spaces, stopping at 8. Offer two activity cards. The player communicates a choice; the partner acknowledges it. Swap turns. Without a die, move one space per turn. Passes allowed. Players at 8 listen while others finish. There is no winner, elimination or last score.

Role-play response guidance

Accept equivalent respectful replies. Sheet 1 examples: “OK, you can pass”; “You choose painting/choose drawing”; “You choose a story”; “You like a ball game. I like puzzles.” Sheet 2: “You prefer quiet play”; “Do you choose blocks?” while offering pictures; “OK”; “Today I choose blocks.” Model calmly if needed.

Evidence and answers

Observe actual messages, method and support. Personal-response answer pages are examples only. The quiz supports review; use the separate two-context conference and rubric for final evidence.

Lesson 1: Likes are personal

Intention and success

Explore how a message expresses a like. Say: “I can share something I like in a way that works for me.”

Prior knowledge and model

Ask what pupils notice in a puzzle picture. Contrast “This is a puzzle” with “I like puzzles”. Think aloud: the first names it; the second tells my preference. Then say “I do not like puzzles” to show that a different personal like is valid. Use the Ways to Share a Choice display to demonstrate speaking, pointing and AAC.

Guided practice

Use familiar Everyday Choice Cards. Read a naming message and a liking message for each. Invite pupils to identify which expresses a like by pointing or speaking. Ask what word gave the clue. Model again when needed without treating a pupil's actual choice as wrong.

Independent opportunity

Read Like or Just a Name? aloud. Pupils circle or point to the liking message in each pair. Then each pupil selects an activity card and communicates one personal like to you or a partner.

Differentiation

Support: show only two message cards, repeat “I like...” and scribe the intended response. Core: identify the language cue and communicate a like. Extend: communicate a dislike or add an optional supporting reason, without requiring peers to agree.

Formative record

Answers are 1A, 2A, 3B, 4A, 5B, 6A. Record the pupil's actual personal message, response method and model/prompt used. Exit: one communicated preference. Naming alone needs another supported opportunity.

Lesson 2: A choice between two

Intention and success

Communicate a choice between familiar options. Say: “I can make my choice clear with words or a picture.”

Prior knowledge and model

Revisit a pupil's choice from Lesson 1. Show drawing and building pictures. Ask “Which do you choose?” Point to building and say “I choose building”. Choose drawing in a second model and say “I prefer drawing”. Explain that a pupil may pass and preferences may change.

Guided practice

Pairs use story/music and indoor/outdoor choices. One partner offers two cards. The other communicates a choice, then the first acknowledges “You chose...”. Swap. Confirm the selected symbol with its user rather than interpreting a face.

Independent opportunity

Use My Choice Today. Read all four pairs aloud. Each pupil circles or points to one option per context, draws another choice if refused and gives one intended message. Scribe only what they mean. Either choice in every pair is valid.

Differentiation

Support: two clear enlarged cards, ample wait time and a familiar AAC method; teacher circles/scribes if no communication. Core: communicate choices in the four contexts. Extend: choose among three cards or give an optional reason.

Formative record

Record on actual choice and whether the message matched it. Note method and support, not timing or the chosen activity. Exit: offer a fresh pair and record an intended choice or a pass. A pass invites a later check without pressure.

Lesson 3: Words and gestures

Intention and success

Link a preference message with a picture or gesture and check uncertainty. Say: “I can show what I mean and check a message I do not understand.”

Prior knowledge and model

Show a drawing card and point while saying “I like drawing”. Explain that the word and picture agree. Make a deliberately unclear hand gesture, then model asking “Which one do you choose?” with two pictures. Thumbs and faces can mean different things, so we check with the person.

Guided practice

Read a short preference while pupils point to the matching choice card. Include “I do not want the drum today”. Ask which object is NOT wanted; do not assume a different object is wanted. Pupils practise requesting clarification with word, a picture or an established AAC message.

Independent opportunity

Read Which Picture Matches? aloud, including its dislike question. Pupils mark or point to the named choice/dislike. Then use Build a Clear Message: choose a starter and picture, or point on the uncut page, and communicate it. Do not require reading every tile.

Differentiation

Support: one spoken model with two isolated pictures and repeated prompt. Core: link message and picture in a card to check uncertainty. Extend: notice a mismatch between word and pointed picture, then check gently without claiming the speaker is wrong.

Formative record

Worksheet answers: drawing, story, drum (not wanted), blocks. Record the evidence used, one clarified message and support. Exit: a matching personal message, spoken, selected or scribed. No eye contact or emotional performance is required.

Lesson 4: Different choices are OK

Intention and success

Hear a different preference and acknowledge it respectfully. Say: “I can hear your choice even when my choice is different.”

Prior knowledge and model

Use We Can Choose Differently. Role-play Sami choosing books and Tia choosing blocks. Model “You like blocks. I like books”. Both preferences are valid. Model “No, thank you” for an optional art/drum offer. This is separate from following necessary safety directions.

Guided practice

Use the My Choice / Your Choice Mat with two large cards. Each partner places or points to their choice and acknowledges the other. Read the role-play cards and accept equivalent kind responses. Then model a complete game turn and play Choose-and-Share with no taste scoring.

Independent opportunity

Read Two Friends, Two Choices and A Message That Works aloud. Pupils select responses expressing or respecting preferences. Reverse one chosen reply. The final own-message task accepts speech, drawing, pointing, AAC or scribing.

Differentiation

Support: adult models a respectful reply; pupil can select a reply or point to the partner's card. Core: acknowledge the other choice and make an own choice clear. Extend: offer an optional alternative reason while respecting the partner's choice.

Formative record

Two Friends: 1A, 2B, 3A, 4B. Message That Works: 1A, 2B, 3A; own responses vary. Record an actual exchange, support and whether the pupil acknowledged without pressure. Exit: one respectful acknowledgement, not compulsory whole-class performance.

Lesson 5: Make my choice clear

Intention and success

Transfer choice communication to a fresh classroom context. Say: "I can make my choice clear and hear another person's choice."

Prior knowledge and guided rehearsal

Revisit the language models and two displays. Pupils complete My Picture Choice Board with drawings or the supplied cards, then point/share one choice. No cutting or full sentence is required. Use the native quiz for teacher-read review; its answers judge meaning, never personal taste.

Independent conference

Use Choice Conference with each pupil. First offer books or blocks, then offer making a paper crown or building a toy bridge. Allow a response in the pupil's established method and wait. Record exact words/selected symbols/etc. or prompting. If unclear, check the intended message and record that support.

Different-choice evidence

After each choice, have a partner or adult communicate a different harmless choice. Ask the pupil to identify it and acknowledge. Record what actually happens. If a criterion is not observed, mark it as such and arrange another opportunity rather than invent evidence.

Differentiation and assessment

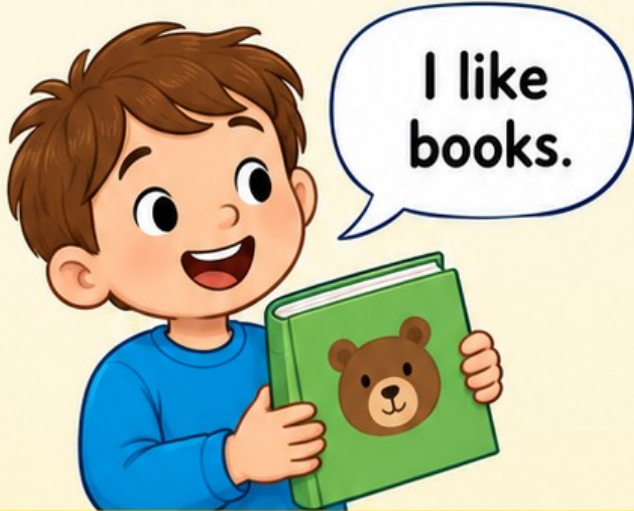
Support: large two-position picture, established AAC, direct model if needed with the support recorded. Core: communicate intended choices in both contexts and acknowledge another. Extend: explain an optional reason or communicate a changed preference. Apply the four-criterion rubric using independent/prompted/substantial-support evidence.

Closure and next step

Invite one personal message to a partner; passing is allowed. Plan the next teaching step from the record. Assess communication, consistency, recognition and respectful acknowledgement. Do not score spelling, eye contact, confidence, taste or public performance.

Ways to Share a Choice

Speaking



Pointing



Gesture and words



AAC



**We can use words, pictures or AAC.
Check what a gesture means.**

I like...

I choose...

No, thank you.

We Can Choose Differently.

I choose books.

I choose blocks.



Sami



Tia

You like blocks.

You like books.



Both choices are OK.

Like or Just a Name?

Name: _____

Listen to each pair. Circle the message that tells a like.

1.



A. This is a ball.

B. I like ball games.

2.



A. I like reading.

B. This is a book.

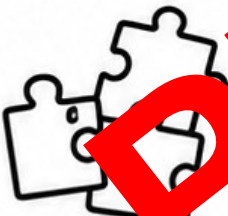
3.



A. This is music.

B. I like listening to music.

4.



A. I like puzzles.

B. This is a puzzle.

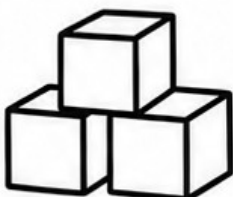
5.



A. This is a drawing.

B. I like drawing.

6.



A. I like building with blocks.

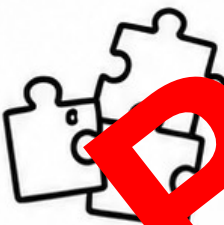
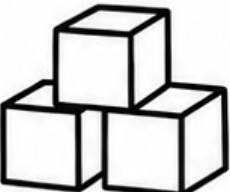
B. These are blocks.

You may point. Your teacher can circle for you.

Like or Just a Name?

Name: **ANSWERS**

Listen to each pair. Circle the message that tells a like.

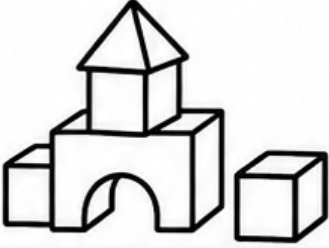
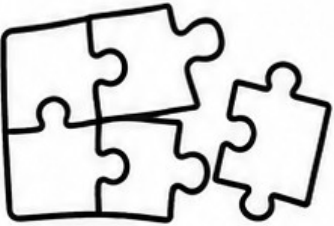
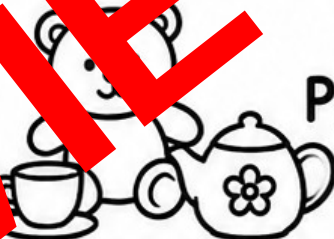
1.  ☐ A. This is a ball. ☒ B. I like ball games.
I like tells a preference.
2.  ☒ A. I like reading. ☐ B. This is a book.
I like tells a preference.
3.  ☐ A. This is music. ☒ B. I like listening to music.
I like tells a preference.
4.  ☒ A. I like puzzles. ☐ B. This is a puzzle.
I like tells a preference.
5.  ☐ A. This is a drawing. ☒ B. I like drawing.
I like tells a preference.
6.  ☒ A. I like building with blocks. ☐ B. These are blocks.
I like tells a preference.

You may point. Your teacher can circle for you.

My Choice Today

Name: _____

Circle or point to your choice. Different choices are OK.

1.	 Drawing	 Building
2.	 Story	 Music
3.	 Puzzles	 Pretend play
4.	 Quiet corner	 Outdoor game

Draw another choice.

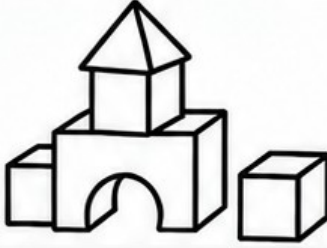
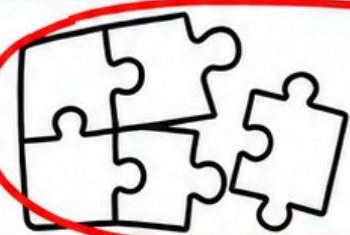
My message: _____

You may speak, point, use AAC or have your teacher write.

My Choice Today

Name: ANSWERS

Circle or point to your choice. Different choices are OK.

1.	 Drawing	 Building
2.	 Story	 Music
3.	 Puzzles	 Pretend play
4.	 Quiet corner	 Outdoor game

Draw another choice.



Example only.
Answers will vary.

My message: I choose drawing.

You may speak, point, use AAC or have your teacher write.

Which Picture Matches?

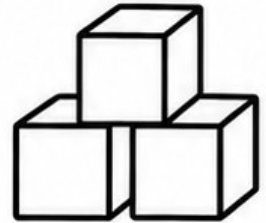
Name: _____

Listen. Circle or point to the matching picture.

1. "I like drawing."



Drawing



Blocks

2. "I choose the story."



Music



Story

3. "I do not want
the drum today."
Which one do they NOT want?



Drum

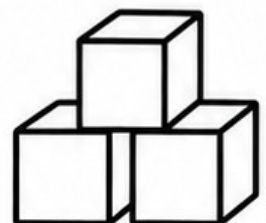


Book

4. "I prefer blocks."



Drawing



Blocks

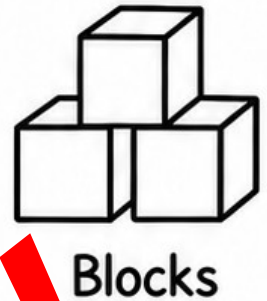
Use the words. A face alone cannot tell us for sure.

Which Picture Matches?

Name: ANSWERS

Listen. Circle or point to the matching picture.

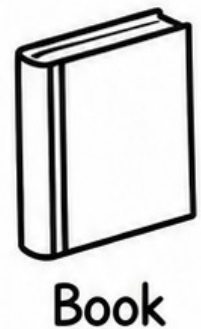
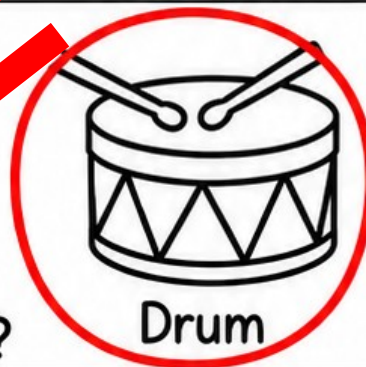
1. "I like drawing."
like drawing



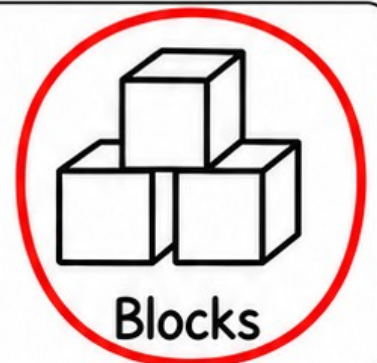
2. "I choose the story."
choose the story



3. "I do not want the drum today."
do not want the drum
Which one do they NOT want?



4. "I prefer blocks."
prefer blocks



Use the words. A face alone cannot tell us for sure.

Two Friends, Two Choices

Name: _____

Listen. Circle a reply that respects the choice.

1



Sami:
I like books.



A You like books.

B You must like blocks.

2



Tia:
I choose painting.



A That is a silly choice.

B You choose painting.

3



Sam:
I prefer the
quiet corner.

A You like quiet play.

B You must dance.

4



Mina:
No, thank you.



A You have to take it.

B OK. You can pass.

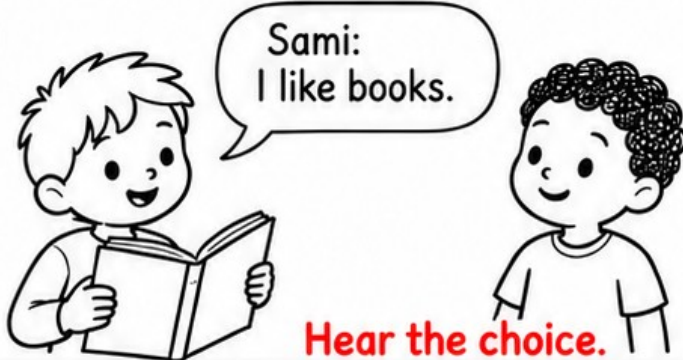
We may choose differently.

Two Friends, Two Choices

Name: **ANSWERS**

Listen. Circle a reply that respects the choice.

1



A You like books.

B You must like blocks.

2



A That is a silly choice.

B You choose painting.

3



A You like quiet play.

B You must dance.

4



A You have to take it.

B OK. You can pass.

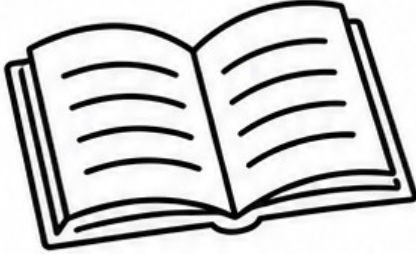
We may choose differently.

A Message That Works

Name: _____

Listen. Choose a message that tells a preference.

1.

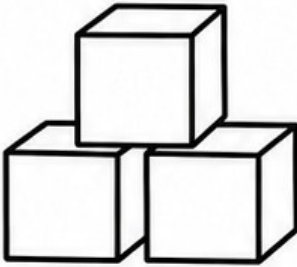


This is a book.

A. I like books.

B. The book is here.

2.



These are blocks.

A. The blocks are blue.

B. I choose blocks.

3.



This is a drum.

A. I do not want the drum today.

B. The drum is round.

Draw or share your own choice.

My message: _____

Speech, pictures, pointing and AAC are welcome.

A Message That Works

Name: _____ **ANSWERS**

Listen. Choose a message that tells a preference.

1.



This is a book.

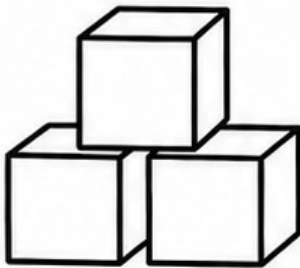
A.

I like books.

B.

The book is here.

2.



These are blocks.

A.

The blocks are blue.

B.

I choose blocks.

3.



This is a drum.

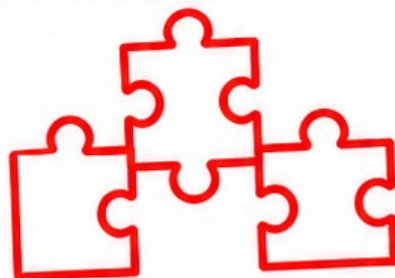
A.

I do not want the drum today.

B.

The drum is round.

Draw or share your own choice.



Example only.
Answers will vary.

My message: **I like puzzles.**

Speech, pictures, pointing and AAC are welcome.

My Picture Choice Board

Name: _____

Draw choices in the boxes or use the choice cards. No cutting is needed.

My choice message

I choose...

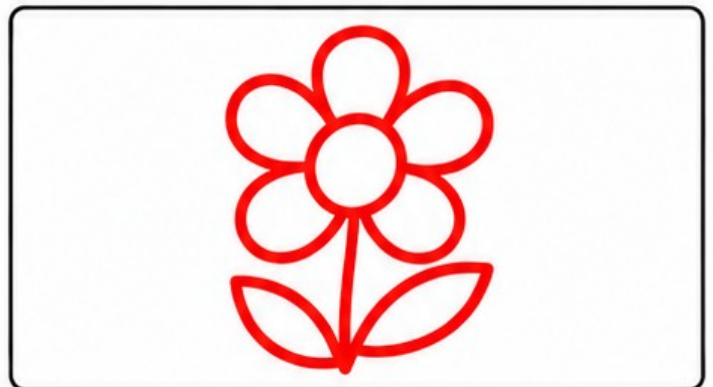
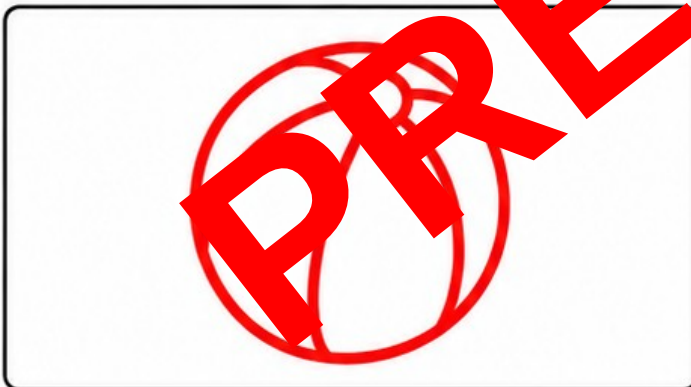
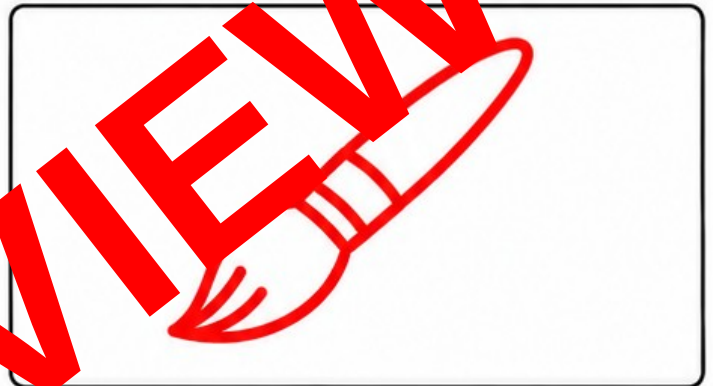
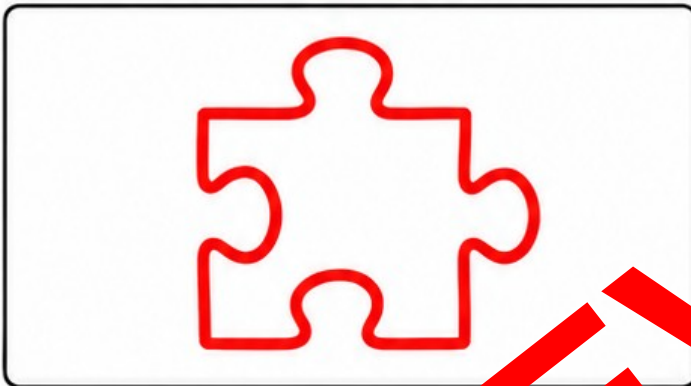
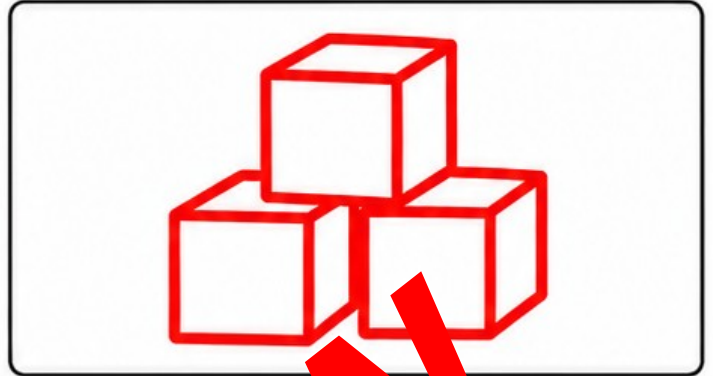
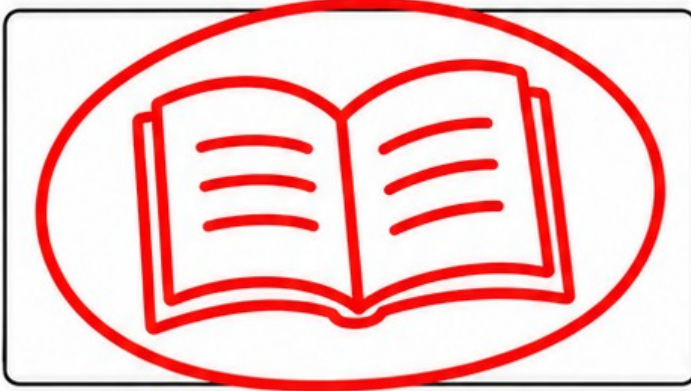
Point, speak or use AAC. Your teacher may scribe.

My Picture Choice Board

Name: ANSWERS

Example only. Answers will vary.

Draw choices in the boxes or use the choice cards. No cutting is needed.



My choice message

I choose...

I choose books.

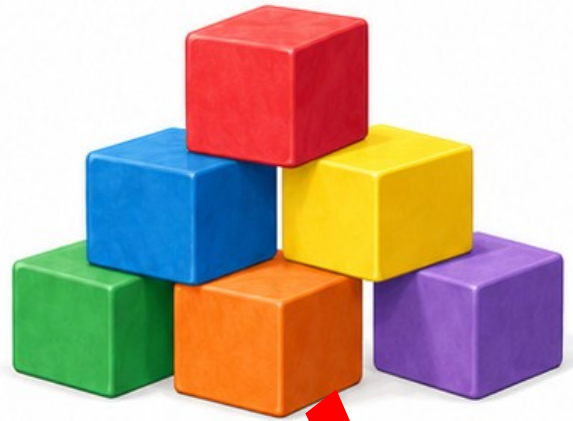
Point, speak or use AAC. Your teacher may scribe.

Everyday Choice Cards

Sheet 1



Books



Blocks



Puzzles



Drawing



Music



Pretend play

Everyday Choice Cards

Sheet 2

Ball game



Gardening



Sand play



Construction



Dancing



Looking at insects



Everyday Choice Cards

Sheet 3



Storytelling



Toy vehicles



Painting



Quiet corner



Movement game



Paper craft

Choose-and-Share Game.

We share choices. There is no winner.



Take turns. Roll and move.



Show two choice cards.



Share a choice. Your partner listens.



Finish together. Keep taking turns until all finish.



You may pass or use pictures or AAC.

Choose-and-Share Pieces and Rules



My turn



Your turn



Books



Blocks



Drawing



Music



Puzzles



Quiet corner

Teacher rules:

- 1 Use the board and Everyday Choice Cards.
- 2 Each player starts at 1. Roll a die and move that many spaces. Stop at 8.
- 3 Offer two cards. The player shares a choice. Partner says: You choose...
- 4 No die? Move one space each turn.
- 5 A player may pass. Play until everyone reaches 8.

My Choice / Your Choice Mat

My choice

Your choice

PREVIEW

We may choose differently.



What do you choose?

I choose...

You choose...



Respectful Reply Role Plays

Sheet 1

1

An optional art club is offered. Jo says:
No, thank you.



What could you reply?

2

Sami chooses painting.
You choose drawing.



How could you share both choices?

3

Tia chooses a story.
You choose music.



What could you say to Tia?

4

Bo chooses a ball game.
You choose puzzles.



How could you respect Bo's choice?

Listen. Choices can differ.

Respectful Reply Role Plays

Sheet 2

5

Mina prefers the quiet corner today.



How could you acknowledge her choice?

6

Lee points to the blocks picture. You are unsure.



How could you check the choice?

7

You offer an optional drum turn. A says No, thank you.



What could you reply?

8

You chose books yesterday. Today you choose blocks.



How could you make today's choice clear?



A person may pass or change a choice.



Build a Clear Message



Choose a starter and a picture. Point or say your message.

I like...

I choose...

**No,
thank you.**



Books



Blocks



Drawing



Puzzles

Starter

Choice

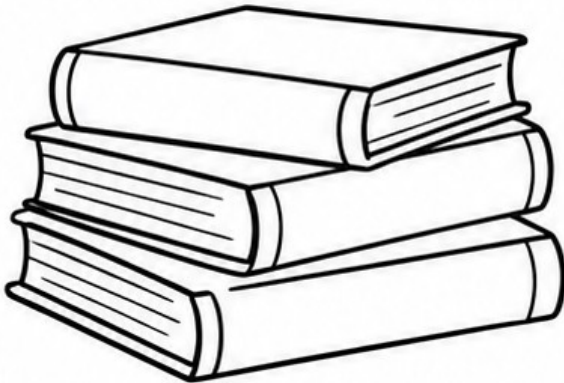
You may use speech or AAC instead. No cutting is needed.

Name: _____

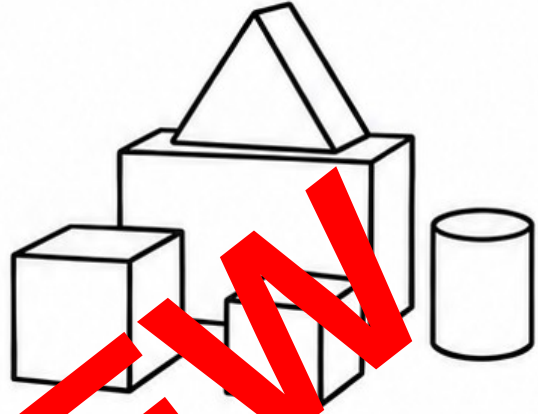
Choice Conference

Show or tell your choice. You may point, use AAC or pass.

1. Familiar choices



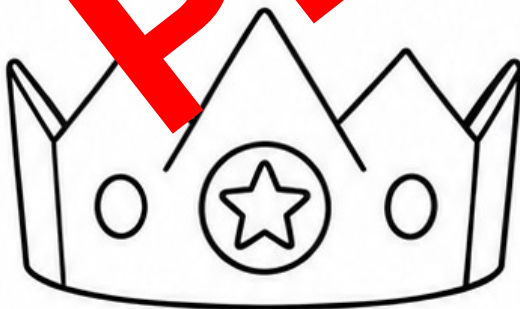
Books



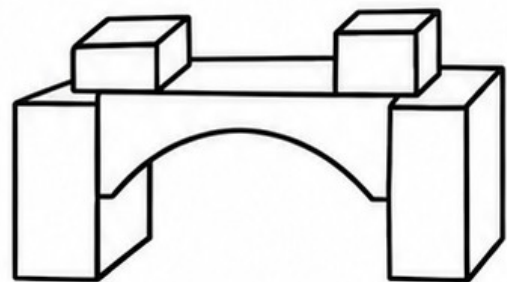
Blocks

My choice: _____

2. A new classroom choice



Make a paper crown



Build a toy bridge

My choice: _____

Your teacher will listen and record your message.

Choice Conference: Teacher Record

Name: _____

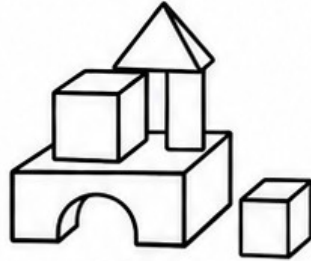
Date: _____

Record two actual messages. Judge communication, not the chosen activity.

Context 1: books or blocks



books



blocks

Actual words or selected picture:

Response method:

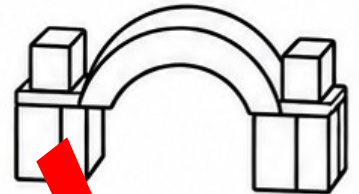
speech / pointing / AAC / drawing /
scribed / other

Support provided: _____

Context 2: paper crown or toy bridge



paper crown



toy bridge

Actual words or selected picture:

Response method:

speech / pointing / AAC / drawing /
scribed / other

Support provided: _____

Criterion	Context 1	Context 2
Communicates a preference		
Message matches intended choice		
Recognises another person's different choice		
Acknowledges respectfully		

Record: independent / prompted / substantial support / not observed

Next teaching step: _____

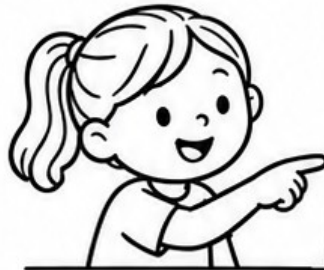
Teacher can use a fresh partner choice to observe the latter two criteria.

Preference Communication Rubric

Name: _____

Date: _____

Use with the Choice Conference. Record evidence across *both* contexts.



Criteria	With substantial support	With prompts	Independently
Communicates a preference	Chooses with a model and supported response	Makes a choice after a cue	Shares an intended choice
Message matches choice	Links message and picture with modeling	Makes the link after a check	Uses a clear matching message
Recognises a different choice	Recognises it with adult modelling	Recognises it after a prompt	Recognises another person's choice
Acknowledges respectfully	Uses a reply with direct support	Uses a reply after a cue	Acknowledges without pressure

Speech, pointing, AAC, drawing and scribing are valid.
Do not score taste, eye contact, spelling or confidence.

Evidence and next step: _____

My Likes, My Choices Foundation



Our choice messages



I can share a like or a choice.

I can make my message clear.

I can hear another person's choice.

Different choices are OK.





A name and a like



Puzzles

“This is a puzzle and it’s something.”

“I like puzzles.” tells a preference.

Listen for the words “I like”.

Which message tells you a like?





Personal likes



Books

Sami likes books. Tia likes blocks.

Both likes are OK.

You may like something different.

A preference can change.



Blocks





Ways to respond

Speak, point to a picture or use AAC.

Your teacher may write your message.

A gesture may need a clear word and picture.

You may pass.





A choice between two



Drawing

Look at drawing and building pictures.

I prefer to building. I choose building.”

I could choose drawing instead.

“I prefer drawing.” tells my preference.



Building



Our guided choice



Your teacher shows two choice pictures.

Take turns choosing one.

Say "I choose..." and point to the picture.

Your partner says "You choose..."





My choice today

Use My Choice Today.

Circle or point to an activity you choose.

Draw another choice if you want.

Share your message with a partner.





Words and pointing



Drawing

I point to the drawing picture.

I say "I like drawing".

My words and picture give the same message.

You may point or use AAC to share your

choice.





A gesture to check

Lee gestures. I am unsure what he means.

I ask "Which one do you choose?"

I offer two pictures and wait.

I check with Lee. I am not sure.





Different preferences



Books

Sami: "I choose books."

Tia: "I choose blocks."

Sami: "You like blocks. I like books."

Neither friend needs to change.



Blocks





A respectful reply

Partner: "I like music."

I can reply: "You like music."

Then I may share my own choice.

Take turns with the name-play cards.





An optional offer

Teacher: "Would you like an optional offer?"

Ari: "No, thank you."

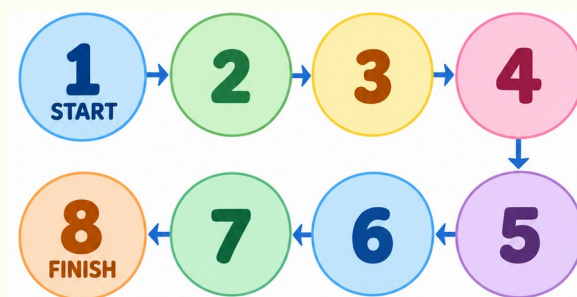
Teacher: "OK. You can pass."

We still follow necessary safety directions.





A game turn



Start at 1. Roll a die and move. Stop at 8.

Example: roll 2 and move from 1 to 3.

Offer books and blocks. I share “I choose books.”

Partner: “You choose books.” Then swap turns.

Need a? Move 1 space. Play until everyone finishes.





My clear message



Puzzles

I choose to start with "I like puzzles."

I point to the puzzle picture.

My message is "I like puzzles."

I can use the picture board, speech or AAC.



Choice conference



Share a choice from books and topics.

Then choose a new classroom activity.

Show or tell what you mean.

Listen to your partner's different choice.

Your teacher records how you communicate.





A choice in a new place

Which classroom activity do you choose to do?

Make the choice clear with words or a picture.

Hear another person's message.

You may choose differently.





Well Done!



PREVIEW

My Likes, My Choices Foundation Quiz





Question 1: A like message



Puzzles

Which message tells like?

A. This is a puzzle.

B. "I like puzzles."

Point to A or B, or use AAC.





Answer 1

B. "I like puzzles."

The words "I like" express preference.





Question 2: A chosen activity



Drawing

“I choose drawing.” What did the child
choose?

A. Drawing

B. Blocks

Just, say A or B, or use AAC.



Blocks





Answer 2

A. Drawing

The word “drawing” names the chosen activity.





Question 3: Drums today

“I do not like noisy drums today.”

A. The child likes noisy drums today.

B. The child dislikes noisy drums today.

Point, say for B, use AA.





Answer 3

B. The child dislikes noisy drums too.

“Do not like” tells a dislike today. It does not tell us about all music.





Question 4: A preference

“I prefer a story to a movement game.”

A. A story

B. A movement game

Point, say for B, use AA.





Answer 4

A. A story

“I prefer a story” tells us a preference.





Question 5: Different choices

Minda likes books. Bo likes blocks. Must Minda change?

A. Yes. Both must choose blocks.

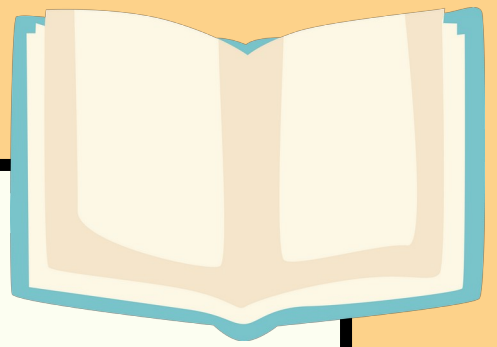
B. No. Different choices are OK.

Point, say for B, use AA.



Answer 5

B. No. Different choices are OK.
People can have different preferences.





Question 6: An optional drawing offer

Which reply is a respectful decline?

A. "No, thank you."

B. "Your drawing idea is silly."

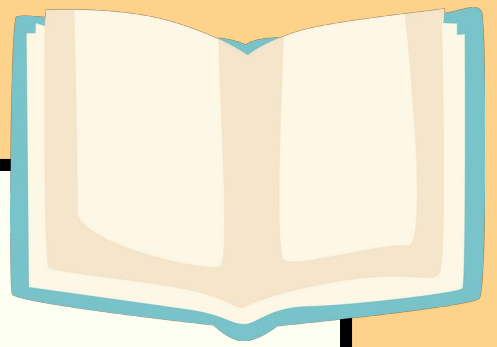
Point, say "no" to B, choose A.



Answer 6

A. "No, thank you."

This politely declines an unsolicited offer.





Question 7: A clear choice



Puzzles

A child points to a picture and says “I choose
the puzzle.”

A. The word and picture give a clear choice.

B. The message must be wrong.

Point, say A or B, or use AAC.





Answer 7

A. The word and picture give a clear choice.

The spoken choice matches the picture.





Question 8: An unclear gesture

You are unsure what a gesture means. What helps?

- A. Guess and say you know for sure.
- B. Ask or check using pictures or words.

Point, say for B, use A.





Answer 8

B. Ask or check using pictures or words.

Check with the person to readers and their choice.





Question 9: Hearing a preference

A partner says “I like music.” Which reply acknowledges it?

A. “You like music.”

B. “No, you don’t like music.”

Point, say “No” B, “Use A”.





Answer 9

A. "You like music."

The reply recognises the partner's preference.





Question 10: Pictures and AAC

Can a child point or use AAC to change a choice?

A. Yes, with the support you need!

B. No. Only a long spoken sentence counts.

Point, say, or B, use AAC.





Answer 10

A. Yes, with the support they need.

Pictures and AAC can communicate an intended choice.





Well Done!



PREFACE