

Educator **Activity Station** set-up and guidance (S1-2)

- The **activity cards** and the '**alphabet code**' can be found in the accompanying file '**Activity Station Resource Bank**'
- **All learners** will require a copy of the '**Right Tools for the Job Tracker**' from '**S1-S2 Resources**'
- **Learners should record their responses to each learning tool on the 'tracker'.**
- Complete as many activities as practicable.

Activity	Preparation	Activity without tool	Activity with tool	Tool being tested
1. Use a code to solve a mystery phrase.	Copy of activity cards 1a and 1b for each learner. Copy of the alphabet code on display. Pencils, timer, digital camera if available, space to set up activity.	Place 'Alphabet Code' on one side of the room and 'Activity Card 1a' on the other. Allow the learner to look at the code and then solve the mystery phrase by using the code from memory. Code Answer: 'Dyslexia is only about reading and spelling'	Repeat with phrase#2. This time the learner can use a picture or a photo of the code placed alongside the answer sheet. Code Answer: 'Dyslexia can also affect short-term memory'	Using a picture/photo to support my working memory
2. Talking about a personal interest.	Copy of activity card 2b for each learner.	Ask learners to a partner for 2 minutes about a personal interest topic with no preparation time.	Use activity card 2b to draw or write key points. Ask learners to repeat talk to a different partner for 2 minutes about your personal interest topic but this time using Activity Card 2b	Making visual prompts to organise my thoughts.

3. Reading differently formatted text	Display copies of activity card 3a and 3b.	Ask learners to read the passage on about dyslexia from activity card 3a and consider how comfortable reading felt.	Ask learners to read through the passages on activity card 3b and notice how font, font size, spacing and colour affect how comfortable the text feels to read. Which format is easier/more difficult?	Change font, font size or colour to make reading more comfortable.
4. Writing with and without 'speech to text'	Copy of activity cards 4a and 4b for each learner. Access to iPad/laptop/PC with 'speech to text' function and Word Document open.	Using activity card 4a , ask learners to copy as much of the paragraph as they can in a minute.	Using activity card 4b, ask learners to read the same paragraph using 'speech to text' in Word.	Speech to text typing.
5. Using a mind map to organise an event	Copies of activity cards 6a and 6b for each learner.	Using activity card 6a , ask learners to plan a party for 10 friends.	Repeat the activity using the mind map on activity card 6b.	Using a mind map to organise my ideas and planning.