**Tobii Dynavox Eye Gaze Lesson Plan**

**Week 2: Requesting**

**Objective:** The learner will continue to explore using their requests and revisiting their want chart. The learner will continue to engage using these requests and will add items to their want chart. The learner will engage in making requests when working with a partner to complete a cooking activity.

**Activity 1 –** Read the List

* Read the personalized list.
* Use the learner's device to model the requests.
* Ask the learner to role play with you, using the listed requests on his/her device (this role play will help create a concrete understanding of the request being made).

**Activity 2 –** Review the "Want" Chart

* Use the device to produce the requests as you review the chart with the learner. Then, ask the learner to use the device to produce the requests.
* Add a few items to the chart, if possible. (Extra hidden buttons have been added to the request page and can be made visible when the student is ready. Feel free to customize the buttons to the learner’s preferences and what was decided on in the “Want” chart.)
* Have the learner produce the requests while sharing the chart with another communication partner.

**Activity 3 –** Cooking Activity

* Make a list of requests that the learner could produce during a cooking activity. The requests should be based on the skills you are targeting.
* Prepare by collecting the things you will need for either a real or pretend cooking activity.
* You can do a real cooking activity or a pretend one, but keep all ingredients and utensils out of the learner's reach.
* Tell the learner he/she are the chef and you are just the assistant. Go over a simple recipe and ask the learner to show you how to make it.
* Help the learner locate requests for necessary items in the device to ask you for necessary items. (e.g., "Pass me the salt," "Can I have thes poon?" "Will you stir this?" "May I taste?")

**Modeling**

In every lesson plan, you should always model the targeted skill by using it yourself. It allows the learner to see how you use the skill in daily activities, as well as when and why. Research supports the use of modeling to teach skills naturally. Use your voice and the device to make requests as you interact with the learner. You will say other words with your speech, but it is not necessary to produce these with the device. Focus on modeling requests. Say out loud where you are going in the device to find the words going to find words in the device (e.g., "I'm going to Quick Fires." Or "I picked..."). Model as often as possible throughout the day.