

- **Visual and auditory perception:** The learner can recognise and interpret information by using the senses of sight and hearing.

Some ideas to support learners who find it difficult to recognise and interpret information using sight and hearing:

- Use the dotted patterns, pegboards and posters in the Grade R Resource Kit 2015. These activities require the learner to carefully observe and act on visual information (input).
- Speak clearly and at a regular pace (not too fast, nor too slowly). Keep instructions simple. More complex instructions should be broken into bits so that the learner can respond to and act on the information he/she hears.

- **Visual and auditory figure-grounding:** The learner can extract the most important sights and sounds in a body of information.

Some ideas to support learners who find it difficult to recognise and extract the most important sights and sounds in a body of information:

- Games which demand figure-ground perception include puzzles, dominoes and board games like 'Snakes and Ladders'
- Pen and paper activities such as simple mazes and follow-the-line activities also help. Learners can trace the mazes and lines with their fingers.
- Make a short (30-40 second) tape recording of various simultaneous sounds – for example, a car hooting, car engines revving and a bicycle bell. Play it to your learners, then ask them to tell you how many sounds they could hear.

- **Visual and auditory discrimination:** The learner can recognise the difference between a number of objects (visual discrimination) or a number of sounds (auditory discrimination).

Some ideas to support learners who find it difficult to recognise the difference between objects or sounds:

- Any game or activity that demands careful visual attention is a good visual discrimination exercise. Place a busy picture, such as the posters in the Grade R Resource Kit 2015, in a clearly visible place. Ask your learners to find specific items in the picture.
- Play music in the background and ask your learners to perform various actions – for example: 'Walk to the door, turn around twice, then skip back to me.' This is also a good auditory memory activity.
- Sit quietly and ask learners to identify specific sounds in the environment.