

# Inclusive activities: Information for teachers

Try these ideas for children who struggle with talking and understanding words, or who are less confident or able to talk in front of a group.

## Pair and share:

- They could show their item and other children in their group take turns to make a comment about it or ask a simple question (What is it? What does it do? Where did you get it?).
- If they have adult support, the adult could give the child prompts or cues (e.g., sentence lead ins such as "it's a...", "it's used for..."), or support the child to show or demonstrate the item.
- Use the visual prompt cards to give the child additional cues for how to talk about the item.
- Give children roles based on their skills and the level of support required – for example, the builder, the director, the timekeeper, store person (make up your own roles based on the activity!).
- Give children choices (e.g., "did you make a cat or a chicken?").

## In whole class show and tell:

- They could take the role of holding, pointing at or demonstrating the item or parts of it.
- Someone else in the group could ask them simple questions about the object that they are able to answer (e.g. What is it? What does it do? Where are the legs?).
- An adult could stand next to them and support them with the visual prompt cards.

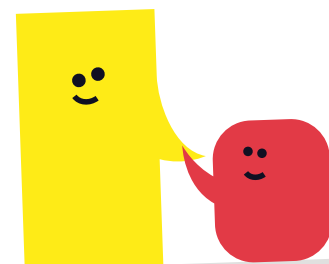
Try these ideas for children who don't bring in an item or come prepared to talk about something.

- Pair or group them with other children who have brought something in. They could spend the time during pair and share listening to the presentations from the other children, asking them questions about their items and helping prepare for the whole class show and tell.
- Run an imaginary version of show and tell where they talk about an imaginary item. They could have time to draw their ideas first or make them out of playdough before sharing them with the rest of the group.

**You could also try including the children mentioned above in an alternative small group activity that takes part at the same time as the pair and share.**

Following this, the children can take part in the whole class show and tell by sharing the activity they did. This would rely on having another adult available who can run the activity with a small group of children.

See activity ideas on the following pages.



# Perfect playdough workshop

## Resources required:

- Adult
- Mixing bowls
- Spoons
- Flour
- Salt
- Water
- Oil
- Powder paints
- Herbs
- Cooking essences (e.g., vanilla)

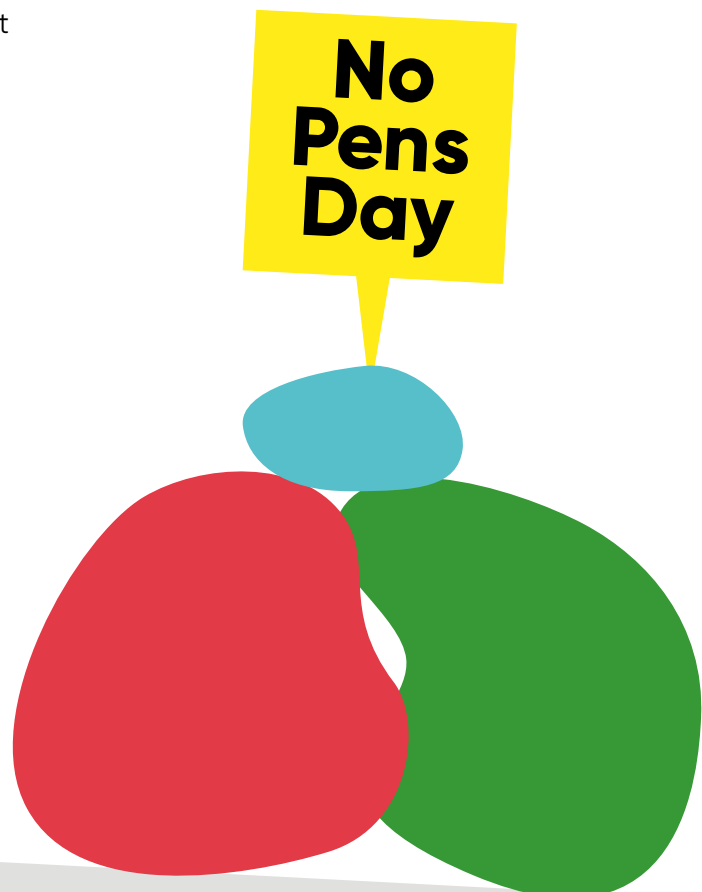
## Directions:

- Introduce the resources to be used (flour, salt, water, oil, etc.) and discuss features of these such as how they look, feel, taste and smell.
- Support the children to use the ingredients to make playdough, giving them a chance to experiment with the ratios to create the perfect playdough.
- Encourage children to add any other ingredients available such as glitter, food colouring or flavourings to create different smells, colours and textures.

## Show and tell:

For show and tell, children could:

- Individually create something using their playdough and then show and tell this to the group/whole class using the visual prompt cards.
- Make something from the playdough as a group and then show and tell it as a group, to the rest of the class, deciding on who will say which part.
- Describe to the rest of the class how they made the playdough, using words and phrases that they have practised in the activity already.



# Lego/block building activity

## Resources required:

- Adult
- Classroom building resources available, e.g., Lego/wooden blocks.
- Provide some pictures as stimulus to support children's ideas, e.g., photos of buildings, bridges, etc.

## Directions:

- Explain to the children that they are going to be working in teams to build models using the Lego/blocks.
- Encourage children to generate ideas of models they could build. Try linking children's ideas to the current theme or story in class.
- Facilitate discussion around different buildings or structures that the children know of and could try to recreate.
- Consider showing images of different models that the children could attempt to build (e.g. a bridge, a building, a box, or more complicated buildings such as the Shard, etc).

## Show and tell:

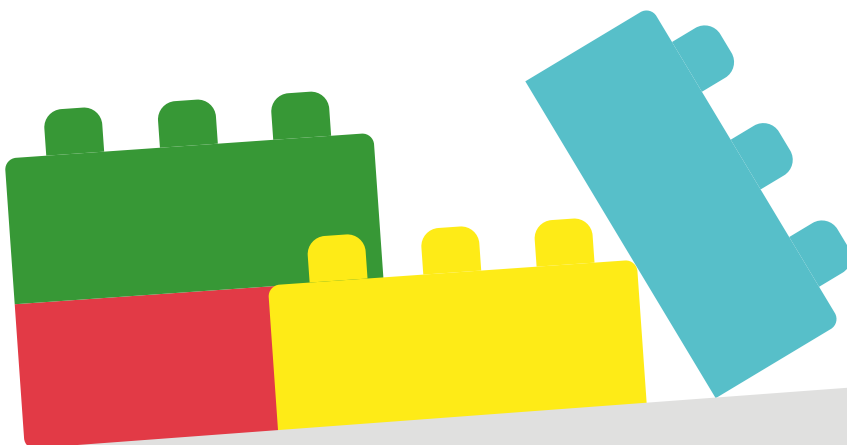
For show and tell, children could:

- Share a model they worked on together as a group.
- Share models they made individually.

Share the process of how they made their models, what materials were needed and what roles people in the group took.

## Making it more accessible:

- Gives 'roles' to children in the group such as brick selector, builder, supervisor or time-keeper. These can add structure to the activity and support teamwork. Children who struggle with talking and understanding words could have the role of holding or showing the playdough item to the class while others talk about it.



# Splat

## Resources:

- Eggs/toy figurine
- Fabrics
- Paper straws
- Plastic (e.g., plastic bag material)
- String
- Tape
- Scissors
- Glue
- Something to provide cushioning, e.g., cotton wool, padding, etc.

## Directions:

- Facilitate a discussion around parachutes. Discuss where children might have seen parachutes before and why they are used. Ask children how they think parachutes work.
- Consider sharing a video to watch with the children about parachutes:
  - Playtime with Parachutes | Physics for Kids - YouTube ([https://www.youtube.com/watch?v=Ab\\_g5sLoXoY](https://www.youtube.com/watch?v=Ab_g5sLoXoY))
  - Parachute Adventure! - #sciencegoals - YouTube (<https://www.youtube.com/watch?v=w4Jgh9V9gwE>)
- Explain that children are going to build a parachute that will safely land an egg dropped from a height to the floor. They need to work out how to construct the parachute so that the egg doesn't break when it lands.
- Another option to use rather than eggs is a simple toy figurine such as a Lego character.

## Show and tell:

- Before testing, children present their parachutes in groups to the class, explaining what safety features they have in place.
- Adults could prompt children with questions such as:
  - Tell us what your parachute is made from
  - Why did you choose that material?
  - What do you think is the best part of your parachute? Why?
  - What part of your parachute are you worried about? Why?
  - Is there anything you would do differently if you had more resources?
- Listening peers could vote thumbs up/down if they feel the parachute will land successfully.
- Test the eggs!



# Imaginary show and tell

## Resources:

- Timer
- Pictures can be used for prompts if needed

## Directions:

- Explain to the children that they are going to be talking about an object from their imagination. This can be anything they like – a pet frog, a dragon's egg, a personal helicopter, the world cup trophy, a pirate's treasure chest, Batman's mask, a magic wand. Anything at all!
- Get children to generate other ideas of imaginary things they could talk about.
- An adult can demonstrate show and tell with an imaginary item. Talk about things like what it is, what makes it special, why you like it, where it's from, etc. Use the visual prompt cards to support.
- Ask the children to think of an imaginary object to talk about. Children discuss these in pairs.
- If children struggle with thinking of an imaginary object, they could have a picture to describe instead.

## Show and tell element:

- The children take it in turns to speak about their imaginary object using the visual prompt cards.
- The other children have the opportunity to ask questions about the imaginary objects.

