1

MEASURES TO COPE WITH DIVERSITY: Teachers

"One language sets you in a corridor for life. Two languages open every door along the way."said Frank Smith

Learning or understanding foreign languages make you understand diversity and its richness. Language learning, by definition, is an intercultural experience.

Through foreign language education, learners have the opportunity to engage with people with other values, meanings and behaviours, potentially but not necessarily in a pluralist mode…for a multicultural society. (Byram and Guilherme, 2000: 71).

Here are some activities that can be implemented in schools

1.1. 26th of September –European Day of Languages. Linguistic diversity is a tool that we can use to reach greater intercultural understanding. It's a good oportunity to make our students learn about other languages, about the variety and the richness of Europe, showing them linguistic diversity. Students can learn different expressions in a foreign language, they can sing songs and recite poems in other languages. They can design posters and presentations about a foreign language. They can ask for the help of their parents who work abroad. It's also useful to involve students who have other origins to show that your school cares about their culture. You can involve students who studied in other country to to share in those languages or they can read, sing in those languages: https://edl.ecml.at/

1.2. Blind Test-Multicultural game. Prepare some songs in different languages for students and a map. Students will work in teams.Each team choose a colour and they have to guess the country where it is on the map and place their colour on the map when you give the shape of the country or when you call the country.

Then you play the music and students in teams have to recognize the language .Students get points. You can give some options to choose when you play the music.

1.3. Celebrating different international traditions: Halloween, Saint Patrick's Day, Diwali, Ramadan or Eid in other countries. Our students are curious, open and eager to know and find more about other peoples life style , culture and traditions.

- 16th November International Day of Tolerance. Organize presentations about the meaning of this concept, students make flyers, drawings to show what they understand by tolerance.
- 9th May Celebrating Europe's day is a very good opportunity for our students to learn about Europe's rich culture, its values, traditions, about diversity and multiculturalism. Students choose a country and they can use different ICT tools or they can prepare a food fair helped by their parents with different dishes around the world.
- Encouraging schools exchanging and sharing good practice through international projects like eTwinning and Erasmus + are good ways to learn about diversity and eliminating prejudices and stereotypes, making our students getting directly in touch with other students.

1.4. Language Passport. The language passport is a simple but creative tool that enables pupils to present a clear overview of the languages in their repertoire.

The passport helps pupils to understand how they function as multilingual learners, which helps them to increase their 'language awareness', and also helps teachers to value all languages and language competences.

By using the language passport, teachers create a classroom that welcomes, embraces and value language diversity, which teaches pupils to respect their classmates from different cultures and backgrounds, therefore contributing to increasing the pupils' emotional wellbeing.

2

MEASURES TO COPE WITH DIVERSITY: Families

Our schools are diverse, exciting places where children and families from a range of ethnicities, nationalities and cultural backgrounds come to learn together.

Many of our families speak their home (native) language together and children speak their school's language of instruction at school only. We want the children and families in our schools to be proud of their culture and heritage and to feel welcome and included in our school communities. This guide offers some suggestions for helping families to feel included and to take an active part in celebrating cultural diversity in our schools.

2.1. Encouraging the use of home languages.

The research tells us that it is important for children to continue to speak their heritage/ native/home language at home with their family. A very solid foundation in their home language will enable them to map more accurately onto the language structures and vocabulary they are using in school.

We want children to be proud of their heritage and home language. Speaking in your home language as a family, sharing information about your family's culture and history will help children at school. You can also show your child how to read and write in their home language. Check your school library – there may be dual-language books that have the story in your home language and the language of instruction in school.

In school, there may be opportunities to complete homework in your home language. The children may be learning about food and want to know the words for different fruits and vegetables in your home language so that they can compare the words with the languages spoken by their friends.

2.2. Share your home language with your child's class.

Parents/carers can be invited into classes to share their home language with the children. If there are events like 'World Book Day' or a literacy week, families could be invited to share a book in their home language or tell a story in their home language.

Classes may be learning about different parts of the world or children could be completing a project about your country and heritage. Parents/carers can offer support to this learning by visiting classrooms and making links between their language and the language taught in school.

Making links with heritage language schools or organisations in your country that promote the use of home languages is another way to support your child's learning at school.

For example, in Ireland, an organization called 'Mother Tongues Ireland' (https://mothertongues.ie/) runs a programme called 'Language Explorers' (https://languageexplorers.eu/) which provides supports and resources for schools to work with families to bring children's home languages into the classroom. The programme raises the profile of languages in the classroom, promotes an interest in languages and develops children's awareness of their own language and the languages around them.

2.3. Share aspects of your culture and heritage with your child's class.

We often keep objects or mementos in our houses that remind us of our home place. You may have pieces of clothing or keep sakes that are special and specific to your cultural heritage. Sharing items like these with your child and bringing them to share with your child's class is a fantastic way of bringing aspects of your heritage to life.

You may also know songs and stories from your culture, old folk tales, myths and legends, that are suitable for sharing with children. You could visit your child's class to share one, in your home language or in the school's language of instruction.

2.4. International events

Host international events as a way for families to share their heritage and culture with the wider school community. There are lots of ways to involve families, for example, with an international food fair, where families cook a traditional dish and bring it to share. Families can also wear their traditional dress or costume to show how clothes are different around the world.

Where parents/careers have special talents and skills, they could showcase these at an international event, e.g. a Chinese parent could demonstrate Tai-Chi, an Indian parent may be part of a traditional dance group, other parents/careers may be talented musicians or singers and can share a song or performance piece.

Children and families could take part in multicultural concerts, sharing songs and music in home languages or from their home countries. These events can be a display or more interactive, where a parent/career teaches the song to the other children or families present.

2.5. Community Cookbook

Food is a great way to bring people together – everyone loves to eat! Children can work with their family at home to decide on a favourite recipe to share with their class and these recipes can be compiled into a cookbook.

You could extend this by creating a school-wide cookbook or even work with other local schools and organisations to create a community cookbook with recipes from all around the world. Events to promote the cookbook can include opportunities for children and parents to cook together and try new foods made by their classmates.

2.6. Take a playful approach – games from around the world

Playground games are a great way to involve parents/carers in school. Different cultures play different games and families can come into school to describe, demonstrate and share their games with their child's class. The demonstration aspect means that parents/carers who may find it difficult to communicate in the language of instruction, can model the game for the children.

2.7. Intercultural tapestry

Families can share their culture with the school by creating a large display piece, like a tapestry. A family from each country represented in the school, is given a square of fabric to decorate with their country flag, symbols, photos or written information.

Effective and real inclusion: A Practical Guide
Unblocking Limits Together

Families work together at home to create their fabric piece and then the pieces are brought together to create a school tapestry to be hung in a prominent place in the building for all to see.

2.8. Language of the month

Families can contribute to initiatives like 'language of the month' or 'country of the month' by sharing information and first-hand experience with their child's school. There are lots of opportunities that can be created to invite families to school to speak at an assembly or visit classrooms. Families could teach a simple phrase in their home language, show cultural items or clothes, and speak about what life is like in their home country.

2.9. Use of technology for translation and communication

Using technology can be a good way to address any language barriers between families and schools.

Lots of websites now have in-built translation using tools like Google Translate, which enable families to read messages or news from school in their home language. Schools can publish newsletters or blogs to the school website and families can access these at home

There are also a wide variety of apps available for encouraging home-school links and sharing children's learning. Using apps that have translation features increases the potential audience and allows families to respond to their child's learning in their home language too.

2.10. Use of interpreters

For families who do not speak the language of instruction in the school, using interpreters is an important way of helping them to feel included. While professional interpreting services can be expensive and are sometimes necessary, having informal arrangements with other parents/careers who speak the same language or older children who are confident in both languages, can be a useful tool for informal communications and message-sharing.

2.11. Explicit conversations about racism and discrimination

In all communities, being clear about what racism and discrimination are, and setting out the actions a school will take to ensure all families are included is crucial. Addressing clearly the potential issues of exclusion or families feeling different or not part of the community, will always be a first step towards a more open conversation. By having these conversations with children and families, through meetings and workshops, schools can find out how families feel and what would help them to feel further included.

2.12. Curriculum Involvement

Schools can involve families in curriculum development in many different ways. This means that the cultural diversity of the school community can be included in curriculum choices and issues like anti-racism or content about home countries, can be explicitly included to ensure the curriculum reflects the children in the school.

2.13. Policy and Practice

It is important that the diversity of families in schools is represented at all levels, including on Parents' Councils and the school's Board of Management/Governing Body. Schools must provide opportunities for families to engage with school life in this way, offering a wide variety of parental engagement activities, like those outlined above, to create a welcoming and inclusive community that values and actively includes the views of all.

Effective and real inclusion: A Practical Guide
Unblocking Limits Together

4

4.1. REALITY IN SPAIN

The reality about inclusive education in Spain has changed a lot during the last years from the elimination of pejorative or mocking terms towards people, giving them rights and regulations that protect their integrity and personal development.

However, despite all these laws and regulations, the reality we contemplate is very different since two out of three people with functional diversity are not integrated into the working world. In addition, those who work generally receive around 3,500€ less per year than the general population.

If we focus on the field of education, we find that more than 15% of people with disabilities have higher education marking more than 18 points from distance respect to the general population.

To this concern is added the fact that the school dropout rate of this group is approximately 43%, surpassing the general population by 18 percentage points.

Regarding the reality of people from other countries, it should be noted that between 2007 and 2011 a quarter of the migrant population lacked social security and that the number of people engaged in informal work never dropped by 25% compared to 3% of native people.

All this social reality is nothing but the reflection of what has been learned in school contexts. It is vitally important that people, each with their singularities, learn in the same context so that they develop values such as empathy and social skills with their peers and thus learn to develop in the world that they will have to live.

4.2. REALITY IN ROMANIA

Scoala Gimnaziala "Inv. Radu Ion "is a rural primary and lower secondary school with 168 students and 16 teachers.It is in the village Vadu-Parului, at 20 km far from Ploiesti, the capital of Prahova county and 80 km from Bucharest.80% of the staff are qualified teachers with over 10 years of teaching in this school.The school has two buildings: one for primary students and one for lower-secondary students; a gym , a garden , a schoolyard and a sport field.Our school has judicial personality and coordinates 3 kindergartens in the villages Vadu-Parului, Muru and Cioceni and 2 schools in the village Cioceni and in the commune Albesti.In the school there is a small library, an ICT lab, a Science lab, a Romanian language lab, a Biology lab , workshop and meetings room and other 6 classrooms.The school has internet connection and wifi and has some media devices but not enough as laptops, some white boards at primary level , 2 projectors and an IWB.Every school year our school does its best to attracts financing and funds to modernize its classrooms.In 2015 our school was evaluated by a National Commission from the Minister – ARACIP and got the qualification –"Very good "and "Good ".

Our staff-primary and lower-secondary teachers are motivated and look for professional development courses every school year.Together with students they participate in national and international competitions in art or in STEM competitions.30% of the students of our school come from families, where parents are divorced, or they live with their grandparents because one or both parents went abroad to work.2 students have left school earl and 4 students have special needs and have to be integrated in the classes and in the school community.

Our school is in a rural area, in a small village at 20 km far from the main big town of our county. It's difficult for parents to take their children to extracurricular activities due to the distance, insufficient finances and lack of time. In every class there are parents who work abroad. Our teachers have to involve the students in different projects in order to open their horizon and their opportunities and prepare them to become long life learners.There is good collaboration between parents and school.

Our school has agreed partnerships with local institutions like: Police, the local Church, with national organizations /institutions: RESPIRO (in the field of culture and education), Let's get green, Recycling Agents, Eco-Junior (environment) and Junior Achievement Romania (in the field of entrepreneurship education). Scoala Gimnaziala "Inv. Radu Ion " is proud to have a folklore group of dancers called "Ansamblul Ciobanasul" who won medals and prizes in regional and national competitions of traditional dances and costumes.

During the last 4 years our school was involved in eTwinning projects where our students and teachers have collaborated with schools from Turkey, Bulgaria, Italy,Poland,Serbia, Greece,Sweden, Cyprus. We were awarded some European Quality Labels and 2 projects have been rewarded in the eTwinning National competition with prize III in 2016 for the project "Tell me your story "(secondary level) and prize II for "Povestile copilariei mele "in 2017 (primary level).For these good results Scoala Gimnaziala "Invatator Radu Ion " has been rewarded with the label eTwinning School.Our school mission and our school results and projects are promoted in our school magazine edited by the school's teachers and students called "A(p) titudini ".

4.3. REALITY IN GREECE

The 3rd Primary School of Hermoupolis is located on the island of Syros. The school has 117 pupils including kindergarten and primary. The permanent school staff comprises 12 teachers, three of whom hold a Master's degree and one a Postgraduate Diploma in the area of Special Education.

Although in recent years the number of refugees or immigrants is getting larger and larger all over Greece, on the island of Syros we still don't have many refugees or immigrants. In our school there are only 2 pupils from other countries and 5 pupils for whom only one parent is Greek and all of whom speak Greek almost fluently. So the nationality of our pupils is not a significant issue.

Effective and real inclusion: A Practical Guide
Unblocking Limits Together

Diversity in our school is more obvious when it comes to pupils with special needs. In recent years in our school there are a number of pupils with special educational needs such as autism, Asperger, P.P.D. (Pervasive Development Disorders), intellectual disabilities, etc. There are also quite a few pupils with slighter disabilities such as A.D.H.D. (Attention Deficit Hyperactivity Disorder), that is to say disabilities in concentrating, speech, reading or handwriting. This school year there are 6 pupils diagnosed with serious special educational needs (P.P.D., autism, Asperger, intellectual disabilities) and at least 8 with A.D.H.D. or other slighter disabilities. In some cases an extra teacher is required for each pupil to help him out with everyday school tasks and behavioral matters in the school environment. This year there are four extra teachers helping students with special educational needs. All of them have a Postgraduate Diploma in the area of Special education. They work within the classroom, side by side with the classroom teacher, helping mostly the pupil(s) in extra need. Their main target is not to work separately with these pupils but to integrate them as much as possible with the rest of their classmates.

In addition, there is another teacher who works in an Integration Classroom. She is a graduate in Special Education. She works with pupils diagnosed with special educational needs not considered that serious as to afford an extra teacher for each pupil.

She works in a specially equipped classroom where small groups of 2-4 pupils are taken from their classroom for 2-5 hours weekly to work in greater privacy on language or math subjects. In some cases she prefers to work within the class, thus helping to build the integration of pupils in need.

Apart from the specialized teachers, all the school staff are well aware of any diversity or difference concerning our pupils and we all try to embrace each child and to solve together every difficulty or problem arising. Discussions on educational matters and teaching methods are quite frequent among the people working in our school. We try both to renew our knowledge and teaching skills and deepen our understanding. Both teachers and pupils generally regard our school as an all-inclusive educational community.

To this end, the role of parents and/or guardians has strengthened in the last few years as we've been trying to involve the parents more in our school life. They offer their help in many ways such as the preparation of workshops or school events. They seem to join in every occasion offered and they organize extra activities on feast days and weekends.

4.4. REALITY IN UNITED KINGDOM

Essex Primary School is four form entry and nursery school, one of the largest in the country, situated in the ward of Manor Park in the London Borough of Newham. The school caters for 996 children from the ages 3 till 11 which means up to 120 children are admitted into each year group. There is also 156- place in Nursery. There are 134 staff working in school; 49 teachers and 85 support staff this includes teacher assistants, midday supervisors and kitchen staff. Socio-economic data indicates high ethnicity and overcrowded homes with low income or are unemployed. The majority of children are from ethnic minority backgrounds. The school is supported by the local community in all aspects of its learning and nurturing of the pupils. The school provides inclusive education for all learners following the L.A.'s(Local Authority) inclusive policy.

Our culturally inclusive curriculum ensures that each pupil in our diverse school population feels valued, respected and safe. Our children are encouraged to share their learning with others, a practice modelled by an excellent team of teachers and support staff who are always ready to share their expertise.

To this end, the school provides opportunities for local community members to experience our pupils' learning; for example, we run activities with a range of professional, award-winning musicians that enhance enjoyment and confidence through performance.

Our staffing has developed to provide teams to support the work of the school using internal expertise and external agencies. The school is a member of M.P.S.C.P.(Manor Park Schools Community Partnership), established to support Refugee and E.M.A.(Ethnic Minority Achievement) provision through development of mid-phase protocols, transition, ICT and P.S.H.C.E.(Personal Social Health and Citizenship Education) staff development, sharing good practice.

A Multi faith school with special assemblies for the major religions planned by year groups for all children to take part, reflecting the different religious backgrounds of the pupils and attended by parents, governors, community groups and other schools. The school work closely with a variety of agencies, to support our children as appropriate.

In recent years our school has undergone an extensive redesign and rebuild, thus providing an excellent academic environment with specific facilities for the teaching of art, technology, music and ICT. The school also has four large playgrounds, which have recently been refurbished and improved to include grass and garden areas.

Our new Resourced Provision was opened in 2013, focusing on delivering a specific educational programme for children identified with Autistic Spectrum Disorder (ASD). The Resourced Provision has a state-of-the-art learning and teaching environment with highly trained staff who are well equipped to meet the exceptional needs of these children.

We are also proud at Essex to have a committed staff and governing body who ensure the school maintains a high level of teaching and learning.

Our mission for the whole school community is to work in partnership and enable all our learners to have equal access to a broad and balanced curriculum. Through this project, we will provide a stimulating, secure, safe and happy environment, which will enable each child to reach his or her full potential and support and guide our partners to reach the same outcome.

The school ethos will ensure children take responsibility for their own learning and actions and this project will certainly reinforce it. We are committed to work co-operatively and with high expectations, to ensure that we develop an exciting range of opportunities for all children, prepare our pupils as Global 21st century citizens, enhance their life chances and create a motivating learning environment for all partners within our community.

Effective and real inclusion: A Practical Guide
Unblocking Limits Together

4.5. REALITY IN IRELAND

St. Mary's Primary School is a co-educational primary school for children aged 4-12. The school is located in the north inner city of Dublin, Ireland. The current enrolment is 243 students**.** At present, the school has 22 teachers including the Principal, Home-School-Community Liaison teacher, eleven mainstream class teachers and nine support teachers. There is also full-time secretary, caretaker and five Special Needs Assistants.

Our school has DEIS Band 1 status. DEIS (Delivering Equality of Opportunity In Schools) is the Department of Education's policy and programme to address educational disadvantage, prioritising the educational needs of children and young people from disadvantaged communities, from pre-school through to second-level education (3 to 18 years). The benefits of being part of the DEIS programme include a lower teacher-student ratio, additional funding, priority access to professional development for teachers and the allocation of a Home-School-Community Liaison (HSCL) teacher. The HSCL teacher is a permanent member of our staff who is released from teaching duties and seeks to promote partnership between parents, teachers and community family support services.

In our school, a high proportion of families come from significantly low socio-economic backgrounds and our community faces significant challenges.

The school is both linguistically and ethnically diverse, with over 27 nationalities represented and 39 different languages spoken. Over 85% of the children come from families where one or both parents are from a minority ethnic group and where English is not the first language of communication at home. The school enrolment figures for 2019-2020 indicate that a quarter of the school population is Romanian and out of these, fourteen families are Roma. While the school is designated as a Roman Catholic school, just 40% of families identify as Roman Catholic. The other main religions represented include: 16% Orthodox, 16% Christian, 12% Muslim, 6% Hindu, 4% of no religion and 2% Buddhist.

In Ireland, schools are allocated additional support teachers, who are fully qualified primary teachers, to provide additional support to individual students or groups of students. The support varies per class and per individual student. This support can take place alongside the class teacher in a whole-class setting as 'team teaching' or some children may work with the support teacher outside the classroom, in small groups or 1:1.

The type of support given may be for a specific educational, social, behavioural, physical or emotional need. With a significant number of children with English as an additional language, those new to English are also targeted for support. In terms of special education, we have children in our mainstream classes who have diagnoses of Autism Spectrum Disorder, behavioural and emotional needs, speech and language disorders, visual impairment and Down Syndrome. Some children with specifically diagnosed needs also have the support of a Special Needs Assistant (SNA) to support their care needs.

5

CREATING RESPECTFUL AND CREATIVE CLASSROOM ENVIRONMENTS

Respect is a fundamental human value but at the same time it is a critical variable in education. One cannot hope to achieve much in the classroom, unless they have built a learning environment in which students feel safe and secure and know that they will be treated with respect no matter what their origin or background may be. Before embarking on a discussion about the techniques we can use to help infuse our classroom with a sense of respect, let us try to explore the term first.

In previous generations, we were instructed to treat others with respect. Those others were almost always people of old age or of some kind of authority. You were never to question their position in life or find fault with them.

This notion of respect, however, does not apply in the world of education today. Nowadays our educational settings have become extremely diverse and may comprise students from different ethnic minorities, with a varying socioeconomic background, with a different set of ideas, traditions, cultures, or with special learning needs. In the world in which children find themselves today, it is pretty certain that they will encounter and interact with a diverse population.

The question is how can we instil this sense of respect in our students? Learning to respect others is extremely important, and by learning to respect each other in order to work together, children can acknowledge individual differences. While working together, students will have a variety of responses. This is very positive since it can help the group become aware of a wide range of perspectives which will make their work more complete and comprehensive. We manage to dispel our fears and doubts about stereotypes that permeate our classroom with regard to these diverse populations.

There are certain guidelines we need to bear in mind when we design and implement activities which are mean to foster respect, tolerance and cooperation among our students.

- Teachers are models for the children they teach. In order for teachers to foster respect among students, teachers need to reflect on their own values and biases, and ensure that these do not act as an impediment to their teaching.
- They need to consider the contexts and be familiar with the personal background of their students' lives. However, at the same time they should protect such personal information and avoid disclosing it in the context of their classroom.
- We should never ask our students to act as representatives of the group they belong to so as to avoid exposing them and their data to public scrutiny.
- We can design activities which cater for a wide range of differences, thus exposing our learners to as many diverse settings as possible.
- We should urge our students to work in mixed groups, where possible.

All in all, cooperative and collaborative learning brings positive results such as deeper understanding of content, increased overall achievement of lesson goals, improved self-esteem and higher motivation.

6
PRACTICAL ACTIVITIES

Practical activities and enjoyable strategies to help you as a practitioner and a parent/ carer to facilitate interaction and communication for children with disabilities, learning difficulties and children who are new to a language to create an inclusive and diverse learning.

Depending on the child's disability and ability, you will find some activities and advice on how to develop your child's ability and help them reach their full potential and lead a better life.
In these activities it is encouraged to:

- Get down on the child's level
- Comment on what the child is looking at/doing using simple words
- Repeat words/ vocalisations/actions
- Add to what the child does or says
- Pause to let the child join in

6.1. How best support your child

It is very important to have a clear routine and structure of the day.

- Plan small steps to reduce anxiety with regular breaks.
- Create a visual timetable.
- Give choices - give the child a choice of two activities to choose from.
- Use objects / pictures to make the child aware of what he/ she is going to do next.
- Use a timer to show when each turn starts (my turn, your turn).

First of all spend some time observing your/ the child and learn how your / the child is doing e.g. actions, sounds, words or other behaviours.

6.1.1. Communication

Create a visual timetable at school/ for home. Use pictures to represent different rooms or activities e.g. bath time or dinner time etc. making sure that these cards are available to the child at all times where it is visible and can easily be reached, such as on the table or on the floor.

Teacher/ parents will model what the child is trying to say with actions, words or using his/ her cards.

6.1.2. Encourage the child to…

- Respond to greeting with a smile, word, gesture etc.
- Self-help and independence – e.g. The child to take his/ her shoes and socks on / off independently when necessary- staff to model and use hand over hand to support dressing. As it progresses, support should be decreased to allow the child to be more independent.

6.1.3. Parents/Teachers should…

- Offer the child repeated and varied learning opportunities to practice the same skill in similar activities/ different situations across the day.
- Include plenty of actions, gestures, pictures and object cues with each activity to aid the child's understanding.
- Include all children in your class / at home in activities, as children pick up most of their new language from their peers.
- Play alongside the child as a play partner, modelling, copying and commentating on yours and their play.

6.2. Activities that involve blowing and sucking

- Give drinks from a sports bottle or from a straw
- Finger dipping-child can use finger to dip such as peanut butter and lick off
- Play straw- ball try squashing up a tissue paper to use as a ball use a straw to blow to pass from one to another
- Blow through a straw to spread paint/ milk etc.
- Musical instruments such as recorders
- Copying of different facial expression

6.3. Memory game

- Show the children up to 7 items on a tray, e.g. cups and plates, animals, toys etc.
- When the children have named the items with your support, cover with a cloth.
- Remove one item and remove the cloth.

- Can the children identify the missing item? Use pictures or duplicate objects to help the child remember the items on the tray to point to especially if they are non-verbal.
- Increase the difficulty as the child becomes better at identifying the missing item. This can be adding more items or taking more away.

6.4. Multisensory Messy Play

you can use the following to allow the child to draw, make shapes, letter or just making marks. Pick two or three key words that you want the child to learn and repeat through practical play e.g. pouring, rolling, squeezing, poking, wet, dry, sieve etc.

- Play with sand
- Rice, pasta, couscous, beans
- Corn flour and water and mix together- it can be used for pulling, pushing, finding hidden objects e.g. the letters of his/ her name
- Paint
- Shaving foam
- Water/ coloured water (use food colouring)
- Writing with large markers on paper/ board
- Forming letters in sand
- Paint
- Whipped cream
- Mushy food

- Use hand over hand to support and modelling can be used to initially model tasks but opportunities need to be given for the child to explore

6.5. Sensory games

This activity will help the child to learn different vocabulary linked to senses and learn how to describe things.

- Using a variety of foods, sensory objects, focus on the language used to describe touch, smell, taste and sounds e.g. sweet, sour, hard, soft etc.
- Repeat activities to give the child confidence.

6.6. Preposition games

Make this game active and enjoyable, and use lots of actions and gesture to reinforce your instructions. The child will understand and use language to describe positions e.g. under, on top of, near, inside etc.

- Use small world objects, cars, counters or any other objects that are of interest to the child and easy to handle as using their favourite toy will engage them more.
- Model first by putting the object in different places naming the position e.g. the car is under the table.

- Then give instructions in a turn taking game asking the children to put objects in different places.
- When the child is more confident, they lead the activity and give you instructions.
- If possible include and create opportunities to talk about colour and counting.

6.7. Using puppets and toys

- The child will gain confidence to speak aloud by adding a voice / sounds
- Model the language you want them to use e.g. please, my name is, thank you etc.
- Whenever possible include other children/ siblings in the activity who can model the language you want then to learn.

6.8. Sorting games

- Focus on one topic each time e.g. colours, size, birds, etc.
- Have different coloured objects. Model what you want the child to say or do e.g. this is a pink bag, this is a pink teddy etc.
- Start with things that the child is able to name/ recognise and are familiar with. Once they are confident include other objects you want them to learn. You can use pictures as well.

6.9. Songs with actions

- Sing a variety of rhymes try and include action whenever possible to help with memorisation and to reinforce the meaning of some words e.g. for number song use fingers to count.
- Repeat the same song for different days.

6.10. What's missing? Describing things

- Use describing words for everyday objects.
- Have different objects on the table/ floor name them and allow the child to touch them and feel them.
- Take one away and give a description of the missing object for the child to name.
- Use the language you want the child to learn e.g. big, smooth, soft
- Use the same objects until the child is able to describe them, then replace them with some with similar description.
- You can also give a description of an object for the child to pick or find.
- When confident ask the child to lead and ask/ describe the object.
- Include other children /siblings in the play whenever possible.

6.11. Choosing a buddy

Having another child helping the struggling child or a child with a disability or a child that is lacking confidence is a powerful way to integrate them into different setting and activities. Make sure you choose a caring and friendly child who understands the need of the child they are supporting.

The buddy can help teach everyday words either verbally or with gestures depending the child's needs .e.g. greetings, please, thanks you etc.

Effective and real inclusion: A Practical Guide
Unblocking Limits Together