

INCLUSION

Activities for Preschoolers

幼儿趣味活动



An Educator's Guide

教育者指南



SKOOL4KIDZ CARE FUND

Our Skool4Kidz Care Fund for the Community

Community outreach is a core part of our programmes and our collective corporate cause. We have established the Skool4Kidz Care Fund, our Corporate Social Responsibility (CSR) arm, to actively engage the community through outreach initiatives.

In our community outreach, we focus on social, emotional and developmental needs with care and concern to support the holistic development of children in our midst. This aligns with Skool4Kidz Preschools' mission: *To work with families and communities to give every child a successful early start in life through quality early care and education to prepare them for lifelong success.*

乐心儿关爱基金与社区同行

社区拓展是我们的课程与企业关注事项的核心部分。我们设立了乐心儿关爱基金，作为负责履行我们的企业社会责任的部门。我们通过拓展活动，积极与社区互动、合作。

在我们的社区拓展活动中，我们关怀我们身边的孩子，照顾他们的社交、情感与发展需求，帮助他们全面发展。这也符合乐心儿幼儿园的使命：与家庭和社区合作，通过优质的早期关怀和教育，帮助每个孩子奠定好人生的起步阶段，为终生的成功做好准备。

Published by Skool4Kidz Care Fund

由乐心儿关爱基金出版

Copyright © 2022 Singapore

Skool4Kidz Care Fund and Early Intervention Department. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or be transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without prior written permission of the publisher.

This book is printed on eco-friendly paper with soy ink.

Creative & Editorial Production by Artnexus Design Pte Ltd.



CONTENTS

Foreword	2
About us	3
Introduction	4
The Spirit of Inclusion	
Why We Wrote this Book	
About the Guidebook	
The Activities	7
1. Touch 'N' Go	6. Quick Freeze
2. Loony Balloon	7. Left, Right, Front and More
3. See What I Can Do	8. Clippity-Clap
4. That's How We Move	9. Hula Hooping Hoop
5. Unusual Directions	10. Amazingly Bouncy Catchy Ball
Let's Reflect	21



目录

前言	22
关于我们	23
简介	24
包容的精神	
我们为什么写了这本书	
关于这本指南	
活动	27
1. 动一动，碰一碰	6. 速冻
2. 气球气球，求你别落地	7. 左边、右边、前面，还有其他的
3. 看看我能做什么	8. 拍拍手，抛抛袋
4. 我们这样动	9. 呼啦呼啦呼进圈
5. 不一般的指令	10. 你抛我接不停歇
让我们来反思	41



There is a time and season for every child to bloom. Our educators have the important and sacred duty to find ways to bring out the best in every child by understanding and supporting their needs. I hope this guide will inspire our educators. Let us work together to create an inclusive and nurturing environment for our children.



Ms Sun Xueling
Minister of State, Ministry of Home Affairs & Ministry of Social and Family Development

Every child is UNIQUE! This belief in each individual's capacity to learn in his/her own way requires that the preschool educator embraces all possible ways to engage children through a variety of intentionalities. As we appreciate and understand the specific needs of children, we can better provide for and support their development and learning. This guide is written to offer the classroom educator many fun and easy ideas to include young children in the joys of childhood!



Dr Jane Ching-Kwan
Curriculum Founder, Skool4Kidz



ABOUT US



Skool4Kidz Preschools, trusted with over 45 years of Early Childhood expertise, are recognised for our Integrated Thematic programmes supported by technology.

Using multiple approaches such as technology, projects, language arts, music and movement, stories, outdoor play and STREAM (Science, Technology, Reading, Engineering, Arts and Mathematics), we scaffold children's learning to help them prepare for the 21st Century.

We emphasise holistic and multi-dimensional development through inquiry-based learning. Preschoolers in our care develop critical 21st Century life-skills through play and technology empowerment, using child-friendly tech bots and augmented reality.

Tailoring Early Intervention for Inclusive Learning

Skool4Kidz Preschools value the individuality of each child and is committed to building an inclusive environment. Our specialised Early Intervention Department (EID) supports our preschoolers with mild developmental needs through a range of professional services. The EID designs and implements appropriate differentiated activities and strategies to meet children's individual needs and help them integrate into the classroom as fully as possible. In addition, our EID has a team of Learning Support Educators serving children requiring low levels of early intervention support via the Development Support Learning Support (DS-LS) Programme. The DS-LS programme supports children who require low levels of early intervention for developmental and learning support in the classroom environment.

Collaboration with our teachers, therapists, parents and caregivers is vital to the success of our programme.



INTRODUCTION



The Spirit of Inclusion

The idea of inclusion is based on the belief that **all children should have access and opportunities for learning**; therefore, **all children can grow, learn, play and work together** regardless of backgrounds and abilities.

Skool4Kidz Preschools believe that every child is unique. This belief is our very first step towards inclusion. As we now know, growth and development are influenced by myriad factors. Children have differing personal interests, strengths, needs and backgrounds. These individual factors are related to a child's motivation, interest and ability to participate in classroom activities.

When we consider these personal characteristics, we face the reality that our classrooms have much diversity. That is why, no matter how many children you have encountered in your teaching career, you will likely notice that no two children are the same. For that reason, before we can learn and practice inclusion, we need to cultivate respect for individual uniqueness in each child and a sense of appreciation for diversity in every classroom.

Imagine you are playing a game of musical chairs with a class of 20 preschoolers. You explain the rules and turn on the music to start the game. Most of the preschoolers begin dancing in a circle around the chairs. Wait a minute! Some children are not participating. Why is this so?



In this scenario, there are many possible reasons. For instance, a child has never played this game before and prefers to be an observer. Another child may be painfully shy and feels anxious about playing large-group games. Another child may not have understood the instructions and is trying hard to make sense of the game. Perhaps, another child with an unstable gait finds it difficult to run around with everyone.

Ultimately, the question is: as educators, can we support all our children, no matter their background or abilities, so that everyone can enjoy this game? Thankfully, the answer is yes. With a pinch of creativity and practice, we can all learn to promote inclusivity in our teaching and classroom.



Finally, there are endless benefits to being inclusive in the classroom. By reaching out to the children who are not participating, the educator expresses care and concern for them. When an educator explains, "It can be quite challenging to find a seat as soon as the music stops. I might feel quite lost too!", she is putting herself in the child's position and modelling empathy. When two children pair up as buddies, it becomes a beautiful opportunity to build friendship skills. Ultimately, the educator who practises inclusion creates a sense of belonging and cohesion within the classroom.

WHY WE WROTE THIS BOOK

Our classrooms may have children with diverse learning and developmental needs, including language, literacy, fine motor, socio-emotional and communication concerns. Unfortunately, these concerns sometimes make it challenging and hinder active classroom participation.



Fortunately, our humbling experiences supporting children in the classroom have taught us that accommodations or modifications in the child's learning environment or resources could reduce these barriers. For instance, we can simplify expectations or make adaptations to encourage participation in class activities, depending on the child's unique strengths and needs.

We hope to share practical ideas with fellow educators through this book in the spirit of inclusion. Everyone can play a part in advancing inclusion and championing diversity!



ABOUT THE GUIDEBOOK

This guidebook is written for educators looking for fun movement activities to conduct in the classrooms. These activities aim to create opportunities for children ages 4 to 6 to play and enjoy themselves together, regardless of their backgrounds or abilities.

For example, children with motor difficulties could participate according to their abilities and benefit from opportunities to practice motor skills. By incorporating movements for instructional purposes, educators can help to engage children with language, learning and cognitive difficulties who often struggle to process verbal instructions and linguistic tasks. In addition, children with socio-emotional challenges can learn to take risks and practise social skills through participation in a smaller group.

The guidebook contains activities that Early Childhood Educators can use as warm-up or in-between lessons. These activities can also be incorporated as part of daily lessons. If there is time to spare, how about organising a "Fun Activities Day"? Play indoors or outdoors in big or small groups; it's entirely up to you!

At the end of each activity, we have included the Tips for Inclusion and Tips for Adaptation sections to share ideas to support children with diverse needs. In the Tips for Inclusion section, you will find suggestions to modify the activity to reduce barriers, enhance accessibility and promote participation. You can consider alternative ways to up the challenge in the Tips for Adaptation section.

Our ultimate goal is for everyone to be able to participate actively and enjoy alongside one another.

Tips for inclusion:

Suggestions to modify activities to reduce barriers, enhance accessibility and promote participation.

Tips for adaptation:

Alternative suggestions to modify activities according to the child's level of mastery, ability or readiness.



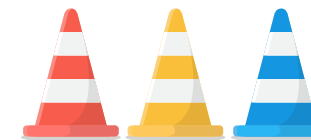
1. TOUCH 'N' GO

Target Skills:

- Movement
- Imagination
- Turn-taking
- Teamwork

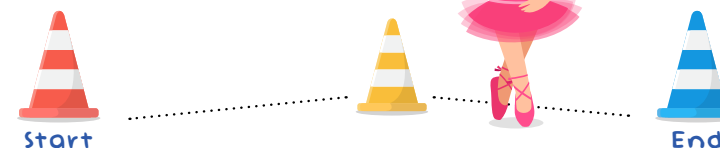
Materials:

- Cones



Instructions:

- Create 'start' and 'end' points.
- Invite children to move from the start to the end point by **performing different movements**.
- Some ways to move are:
 - "Let's **waddle** like a **penguin**!"
 - "Let's **gallop** like a **horse**!"
 - "Let's take a **stroll** in the **park**."
 - "Let's **tiptoe** like a **ballerina**."
 - "Let's **swim** like a **polar bear**"
 - "Let's **jump** like a **frog**!"



Tips for Inclusion:

- Support children with motor difficulties by **adjusting the intensity** of the movement according to their abilities.
- Divide the class into **small groups** and assign different movement to each group.
- Some children may not be familiar with certain action words. **Demonstrate the actions** to the class before the activity.

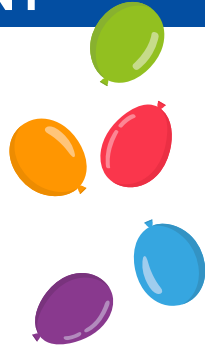
2. LOONY BALLOONY

Target Skills:

- Balance
- Flexibility
- Spatial awareness
- Spontaneity

Materials:

- Balloons



Instructions:

- Instruct the children that they must use different parts of their bodies to **keep the balloon in the air**.
- Once you have called out a body part, the children are only allowed to use that part for that duration. For example, if you call out “hands!”, the children are to touch the balloons with their hands only.

Use only your hands to keep your balloon in the air!



Tips for Inclusion:

- Balance and coordination can be a challenge! Every child develops at a different pace. Watch out for children who struggle and provide help by **simplifying the movement**. For example, using “hands” is much easier than “feet”.
- You can also try breaking into **different stations** and assigning a different movement at each station (some easier than others).
- **Offer support** by checking if the child with additional needs is ready to move to the next station or is **more comfortable staying** where they are.

3. SEE WHAT I CAN DO

Target Skills:

- Spatial awareness
- Balance and coordination

Materials:

- Dice
- Timer
- Picture of different movements



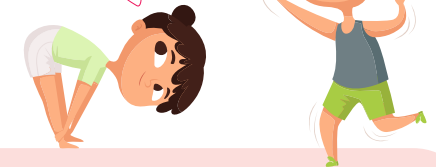
Instructions:

- Invite a child to **throw the dice** (can be one or two dice) and refer to the number on the picture to determine the corresponding movement.
- Start from a sitting position and **gradually increase the difficulty** of movement.
- Children should carry out movements in bursts of 15 or 30 seconds. **The shorter the time, the faster the pace.** (E.g. hopping / standing on one leg / bending and touching toes / kicking etc.)

Balancing on one leg is so fun!



I can bend and touch my toes!



Tips for Inclusion:

- When supporting a child with gross motor difficulty, **always start with a simple action**.
- Allow the child to be **positioned next to a wall for support**.
- Be **flexible** with rules.

4. THAT'S HOW WE MOVE

Target Skills:

- Coordination
- Imagination

Materials:

- Animal picture cards with action words (E.g. a picture of a bear with words like crawl, etc.)



Instructions:

- Inform children that they will **act out** the different movements associated with these animals. Some examples are:
 - Bear ➔ crawl
 - Duck ➔ waddle
 - Rabbit ➔ hop
 - Snake ➔ slither
 - Flamingo ➔ dance
 - Lion ➔ prowl
 - Crab ➔ walk sideways



Tips for Inclusion:

- One player will act out the movement of the animal while the **other players will make a guess.**

5. UNUSUAL DIRECTIONS

Target Skills:

- Attention to details
- Multiple-step directions

Materials:

- Paper and pencils
- A box

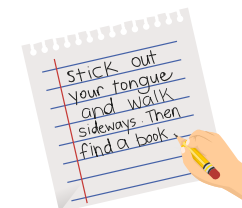


Instructions:

- Give each child a piece of paper and a pencil. Encourage children to **write down silly instructions** on the paper.
- **Gather all the silly instructions** into the box.
- **Draw out one at a time** and have a go at it!
- To lead by example and make the children feel at ease, you can try out the **first instruction for yourself** before encouraging the children to participate. This may help them feel less shy and insecure about doing 'silly' things.

Some examples are:

- Move like a robot, then find a book, then place it on your head.
- Touch your nose, next, run in a circle, then sit on a chair.
- High five a friend, then walk backward and strike a pose.
- Stick out your tongue and walk sideways, then find a book.



Tips for Inclusion:

- Some kids may find it difficult to write down their ideas - so, doodles are **great as well!**
- If they are comfortable, invite them to stand in front of the class and share their silly instructions aloud.
- For kids who need more time to warm up, **allow them to observe the game** for as long as they wish before inviting them to join in. For this activity, being an audience can be just as enjoyable!



Find a good time and place to be silly!
Being silly can help to develop creativity!



6. QUICK FREEZE

Target Skills:

- Balance
- Spontaneity
- Spatial awareness
- Attention

Materials:

- Bean bags
- Hula hoops



Instructions:

- Say an **action word** and invite children to follow along. Once you say "Freeze!", children are to **stop and hold their positions**.

For example, "Everyone, let's sway...! Okay, ready...1, 2, 3, Freeze!".

Other examples of action words are:

- **Low-intensity** actions:
Read / Wipe / Dig /
Sleep / Sweep

- **High-intensity** actions:
Jump / Run / Skip /
Hop / Dance



Let's pretend
to sweep
the floor!



7. LEFT, RIGHT, FRONT AND MORE

Tips for Inclusion:

- Include action words that best suit your class's ability range. If you notice a child **facing difficulty** performing the moves, feel free to introduce an "**unfreeze**" option.
- Provide children with **ample space** to express the action words freely. This gives them the **opportunity to participate actively**.

Tips for Adaptation:

- For children ready for more, you can **include props** such as bean bags and hula hoops for something a little more challenging.
- For example, they could balance a bean bag on their head while jumping within the hula hoop.

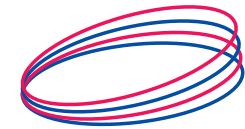


Target Skills:

- Directionality
- Balance

Materials:

- Hula hoops



Instructions:

- Place hula hoops to form a circle, one hula hoop per child. Invite each child to stand in a hula hoop and listen out for your commands.

For example, when you say, "**move to the left!**", children are to take a step to the hula hoop on their left. **Be creative with the actions** and movements. Some examples are:

- Jump to the front
- Tip Toe to the left



Tips for Inclusion:

- For children who are learning to differentiate between left and right, you can include **visual prompts**/hints such as using gestures or pictures.
- You can also use **hula hoops of different colours** and have the children move around based on the colours.



Tips for Adaptation:

- Level up! **Increase the difficulty** by moving in 2 (or more) steps in a single command!
- Up the challenge by integrating **short-term memory, numeracy,** and **sequencing skills** into the activity.

For example, count in multiples of twos as you hop right to the next hula hoop!



8. CLIPPITY-CLAP

Target Skills:

- Visual tracking
- Hand-eye coordination

Materials:

- Bean bags



Instructions:

- Start with a **demonstration** of the activity.
- Inform children that they would have to:
 - Step 1: Toss bean bag upwards
 - Step 2: Clap hands
 - Step 3: Catch bean bag!
- Play this game **in rounds**
 - Round 1: Clap Once!
 - Round 2: Clap Twice!
 - Round 3: Clap Three times!



Tips for Inclusion:

- If a child needs additional support, **modify the activity according to the child's abilities.** For instance, the child can do a simple toss and catch instead.
- The fast pace of this game may be a struggle for some. **Use a balloon instead!** The slower movement of the balloon will **allow for more reaction time.**

Tips for Adaptation:

- **Level up!** Invite children to toss bean bag into the air and...
 - Stomp feet
 - Tap shoulders
 - Spin around
- You can also **integrate sight words** into this game by inviting children to spell as they clap.



9. HULA HOOPING HOOP

Target Skills:

- Turn-taking
- Hand-eye coordination

Materials:

- Hula hoops
- Bean bags

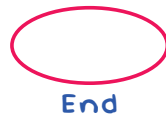


Instructions:

- Place the hula hoops in a vertical line as throwing targets and determine the start point.
- Demonstrate the underarm throw. Inform children that the goal is to throw the bean bag into the hoop.



I shall throw this blue bean bag into the blue hula hoop!



Tips for Inclusion:

For children who are developing throwing skills, try these simple modifications. It allows the entire class to participate meaningfully and enjoy this game all the same!

- Shorten the throwing distance.
- Place the hula hoops of different colours in a horizontal line. The goal is to throw it onto the hoop of the correct colour!

Tips for Adaptation:

- Level up! Increase the throwing distance or use a smaller target (E.g. smaller hoops).
- Throw in numbers fun! Assign each hula loop with a numeral value. Children can add up the sum of 3 throws at the end of their turn.

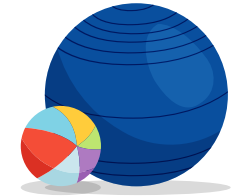
10. AMAZINGLY BOUNCY CATCHY BALL

Target Skills:

- Gross motor
- Attention
- Hand-eye coordination

Materials:

- Ball



Instructions:

- Invite the children to form a circle and play a demonstration round.
- Have the child with the ball call out a letter (e.g. 'A'). Invite the child to throw the ball to another player. The second player will catch the ball and say a word that begins with the letter (e.g. alligator).



Tips for Inclusion:

For children with emerging word memory and vocabulary, focus on **building confidence** through these simple modifications!

- **Play with letter sounds!** One player will say the letter (e.g. 'C') and the player who catches the ball will say the letter sound (e.g. 'cuh' sound).
- **What's the next letter?** A player calls out a letter (e.g. 'H') and the next player calls out the subsequent letter (e.g. 'I').

For children with motor difficulties, **choose a bigger ball** that is easier to catch and throw!

Tips for Adaptation:

- **Level up!** You can play this game with themes such as countries, farm animals and many more! For instance, each child calls out a country's name before throwing the ball to the next player to name another country.



LET'S REFLECT

How do I know if I am building an inclusive classroom?

Here are some questions we can ask ourselves to reflect how well we have supported our children.

- Were my **instructions clear** for all children?
- Did I use **multiple tools** of engagement? (E.g. visual, oral, roleplay, etc.)
- Did I give the children **choices**?
- Did I provide **alternative instructions/rules according to the child's learning needs**?
- Did I provide **opportunities** for children to work in pairs or small groups?
- Did **all children participate** in the activity?

Along the way, don't forget encouragement! **Praise the children's effort and celebrate every small victory.** Our positive affirmations can work wonders in building children's confidence.





前言

如果孩子是一朵花，那么每个孩子都有绽放的时间和季节。我们的教育工作者肩负着重要而神圣的责任。他们必须通过理解和支持每个孩子的需求，找到让他们发挥最佳潜能的方法。我希望这本指南能够启发我们的教育工作者。让我们共同努力，为我们的孩子们创造一个具包容性且有利于教养的环境。



孙雪玲女士

内政部兼社会及家庭发展部政务部长



关燕玲博士

乐心儿董事兼课程创始人

每个孩子都是独特的！我们相信每个人都能以自己的方式来学习，而这个信念要求学前教师针对各种目的，通过各种可行方式来引发孩童的学习兴趣。当我们意识到并了解孩童的特定需求，我们才能更好地教导他们，更好地支持他们的学习与发展。这本指导手册旨在为教师们提供许多简单有趣的点子，让幼儿们享受童年的乐趣！



关于我们



10 YEARS

MEMBER OF KINDERLAND INTERNATIONAL EDUCATION

乐心儿，拥有超过45年学前教育专业经验，广受信赖。我们以科技为本的综合主题性课程获得认可。我们通过各种方式，例如科技、专题作业、语言艺术、音乐与运动、故事、户外游戏及 STREAM（科学、科技、阅读、工程、艺术及数学），以支架式的教学方式，帮助孩子们为21世纪做好准备。我们强调通过探究式学习进行整体和多维发展，我们教导的学龄前孩童通过游戏和科技（包括孩童适用的科技机器人和增强现实），发展关键的21世纪生活技能。

我们相信每个孩子都是独特的。意识到每个孩子的独特性与每个课堂的多元性，我们正朝具包容性的教学迈出第一步。以此为目标，我们的早期介入部门致力于支持需要早期介入援助的孩子们。在我们的日常工作中，我们的学习辅导师团队负责设计并落实帮助孩子们尽可能充分融入学习环境的策略。

本着包容的精神，我们希望通过这本书与其他教师分享让我们学会谦卑的那些经历和实用的点子。

为包容性学习量身定制早期介入

乐心儿幼儿园重视每个孩子的个体性，并致力于营造包容性的环境。我们的早期介入部门通过各种专业服务，专门在为发展方面有轻微特需的学龄前孩童提供支持。这个部门负责计划并执行适当的差异化活动与策略，以满足孩子们的个别需求，帮助他们充分地融入课堂。此外，这个部门也拥有一组学习支援教育工作者。他们通过“发展支持学习支援计划”，为需要初阶早期介入支持的孩童提供帮助。针对在发展及学习方面需要初阶早期介入支持的孩童，这项计划在他们的自然环境——课堂为他们提供支持。

我们的课程要获得成功，关键是与我们的老师、治疗师、家长以及照护人员的合作。



简介



包容的精神

包容性是建立在**所有孩童都应该有学习的权利与机会**这个信念上。因此，无论背景与能力如何，**所有孩童都可以一起成长、学习、玩耍及合作。**

在乐心儿，我们相信每个孩子都是独一无二的。这种信念是我们迈向包容性的第一步。

我们已经知道的是，成长与发展受各种因素影响。孩子们有不同的个人兴趣、长处、需求及背景。孩子的参与动机、兴趣及能力与这些个体因素有关。当我们考虑到这些个人特征时，我们面临的现实是我们的课堂有很大的多样性。这就是为什么无论你在教学生涯中遇到过多少孩子，你可能会注意到没有两个孩子是相同的。因此，我们在学习与实践包容性之前，需要学会尊重每个孩子的个人独特性，并且欣赏每个班级的多样性。

想象一下，你正在和 20 名学龄前孩童一起玩音乐椅这个游戏。你已经描述了游戏的规则并宣布游戏开始了。你播放了音乐，大多数孩子开始围着椅子跳舞。等一下！有些孩子没有参与。他们为什么不参与呢？



在这个情境里，孩子们没有积极参与的可能原因有很多。例如，孩子以前从未玩过这个游戏，比较喜欢当观察者。另一个孩子可能非常害羞并且对玩大型游戏感到焦虑。另一个孩子可能无法理解说明，正在努力理解游戏。也许，另一个步态不稳的孩子发现自己无法和大家一起跑来跑去。

根本问题是，作为老师，我们能否支持我们所有的孩子，无论他们的背景或能力如何，以让每个人都能享受这个游戏？值得庆幸的是，答案是肯定的。通过一些创意与实践，我们都可以学会在我们的教学与课堂中促进包容性。



最后，把包容性融入课堂里有无穷无尽的好处。通过接触没有参与的孩子，老师表达了对他人的关心。当老师解释道：“音乐一停止就要找到座位也许很困难。我可能也不知道怎么办！”，她是将自己置于孩子的位置，示范了什么是同理心。当两个孩子配对成为伙伴时，这就成为建立友谊并学习如何当好朋友的绝佳机会。最终，实践包容性的教师会在课堂上营造一种归属感与凝聚力。

我们为什么写了这本书

在我们的课堂里，我们会发现孩子们有着各种学习与发展需求，包括语言、读写、精细动作、社会情感及沟通方面的问题。不幸的是，这些担忧有时会使教学具有挑战性并阻碍孩子们积极参与。



幸运的是，我们在课堂上支持孩子们而让我们学会谦卑的经历告诉我们，对孩子的学习环境或资源进行调整或修改可以减少这些障碍。例如，根据孩子的独特长处与需求，我们可以简化期望或进行调整，以鼓励他们参与课堂活动。这样一来，没有人会被排除在外。



本着包容的精神，我们希望通过这本书与同行们分享实用的点子。每个人都可以为促进包容性贡献一份力量！

关于这本指南

这本指南专为想在课堂上开展有关身体运动的有趣活动的教师们而编写。这些针对身体运动的活动着重为四至六岁的孩童创造机会，让他们无论背景或能力如何，都可以一起玩耍与享受乐趣。

例如，有运动障碍的孩子们可以根据自己的能力参加，并从练习运动技能的机会中受益。那些有语言、学习及认知障碍困难的孩子们在理解口头指令与语言任务方面往往面对问题，教师可以通过结合教学目的的动作，来帮助他们参与课堂活动。此外，教师可以安排在社会情感方面面对挑战的孩子们在较小的组里来学习冒险和练习社交技能。

这本指南包含学龄前教师可以用作热身或课间教学的活动。这些活动也可以作为日常课程的一部分。如果有空闲时间，组织一个“趣味活动日”如何？在室内或室外让孩子们在大组或小组里玩耍；这完全由你决定！

在每项活动的说明后，你会看到“如何注入包容性”与“如何调适活动”这两个部分。我们在这里面分享了支持有不同需求的孩童的点子。“如何注入包容性”这个部分针对如何修改活动来减少障碍、增强可达性并促进参与，提供了一些建议。在“如何调适活动”里，你可以找到增加活动难度的其他方法。

我们最终的目标是让每个人都能积极参与并一起享受。

“如何注入包容性”

针对减少障碍、提高可及性及促进参与，提供修改活动的建议。

“如何调适活动”

提供根据孩子的掌握水平、能力或准备状态调整或修改活动的建议。



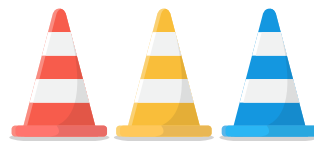
1. 动一动，碰一碰

活动目标：

- 身体运动
- 想象力
- 轮流
- 团队合作

道具准备：

- 运动锥

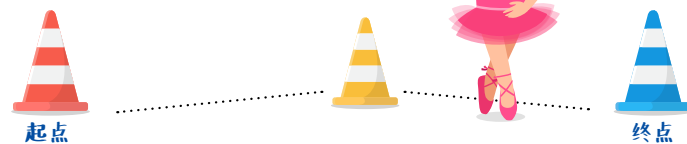


活动流程：

- 开始游戏之前，先把运动锥摆好，设定起点和终点。
- 再来引导孩子们作出各种不同的动词，以从起点前进到终点。
- 前进的动词可用以下几点来参考：

- “让我们像芭蕾舞舞蹈员一样踮起脚尖行走！”
- “让我们像企鹅一样摇摇摆摆地行走！”
- “让我们像马一样地奔跑！”
- “让我们到公园里散步。”
- “让我们像北极熊一样游泳。”
- “让我们像青蛙一样跳跃！”

让我们像芭蕾舞舞蹈员一样踮起脚尖行走！



如何注入包容性：

- 要支持在运动方面面对困难的孩子，你可以根据他们的能力，调整身体运动的强度。
- 把班级分成小组，分配给每组不同的身体运动。
- 有些孩子可能不熟悉某些表示动作的词语。在开始活动前，先示范那些动作。

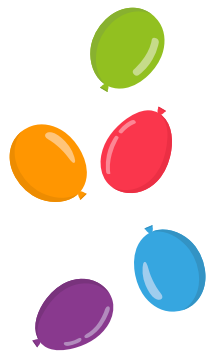
2. 气球气球，求你别落地

活动目标：

- 平衡感
- 灵活性
- 空间意识
- 自发性

道具准备：

- 气球



活动流程：

- 孩子们必须使用他们身体的不同部位，不让气球掉落或碰地。
- 在听到喊出指令的身体部位时，孩子们在这段时间内只能使用这个部位。例如，当你喊出“手！”的指令时，孩子们只能用他们的手来触碰气球。



只可以用手
让气球留
在空中喔！

如何注入包容性：

- 平衡感和协调具有挑战性！每个孩子的发展速度都不同。留意有困难的孩子，简化动作来帮助他们。
- 你也可以尝试添加几个游戏站，每个游戏站分配不同的身体运动。例如，一些游戏用“手”比用“脚”来的容易。
- 给予有特需的孩子各种援助，你可以问他们是否已经准备好前进到下一站继续进行游戏，或留在原处比较安心。

3. 看看我能做什么

活动目标：

- 空间意识
- 平衡感与协调

道具准备：

- 骰子
- 计时器
- 显示不同身体动作的图片



活动流程：

- 请出一位孩子掷骰子(可以是一或两个骰子)。
- 按照图片上的编号，进行指定的动作。
- 开始的姿势为坐着，慢慢地增加难度。
- 游戏以多个小时段进行，各为15或30秒。时间越短，速度越快。(例如：单脚跳/单腿站立/弯腰并触摸脚趾/踢等等。)



我可以弯腰
并用手碰到
脚趾头！

用一只脚
来平衡真
有趣！



如何注入包容性：

- 协助在大运动方面面对困难的孩子，一定要从简单的动作开始。
- 允许孩子站在一面墙壁旁，以便使用墙壁当作支撑。
- 游戏规则应该灵活处理。

4. 我们这样动

活动目标：

- 协调
- 想象力

道具准备：

- 带有表示动作的词语的动物图片卡
(例如：“像熊一样爬行”的图片卡)



活动流程：

- 引导孩子们**演出**动物图片卡上的各种动作词语。
例如：

- 熊 → 爬行
- 鸭子 → 摇摇摆摆地走
- 兔子 → 蹦跳
- 蛇 → 滑行
- 红鹤 → 跳舞
- 狮子 → 潜行
- 螃蟹 → 侧走

你们看！
我像兔子一样
蹦蹦跳跳！



我可以像
红鹤一样
跳舞！



如何注入包容性：

- 请出一位孩子来表演动物图片卡上的动作词语，再让其他孩子们**猜一猜**演出的动作是什么动物。

5. 不一般的指令

活动目标：

- 注意细节
- 多步方向

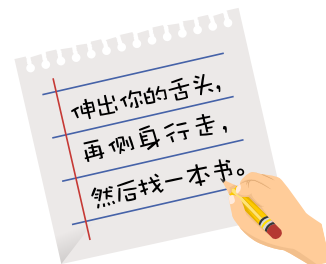
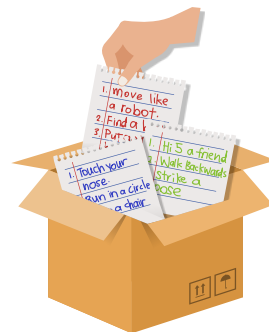
道具准备：

- 纸条和铅笔
- 箱子



活动流程：

- 活动开始之前，先分发一张纸条和一支铅笔给每一位孩子。鼓励孩子们在纸条上**写下一些看起来傻乎乎的指令**。
- 把所有写好的**纸条收上来**后放入箱子里。
- 你可以自己先完成第一项指示，作为示范，让孩子们感到安心后，才鼓励他们参与。这样也许能帮助他们消除因为得做一些“傻乎乎”的事而产生的不安与害羞感。
- 像机器人一样行走，再找一本书，然后把书放在你的头上。
- 把食指放在鼻子上、转个圈，然后坐在一张椅子上。
- 找一位朋友击掌、再倒退着走，最后摆出一个姿势。
- 伸出你的舌头、再侧身行走，然后找一本书。

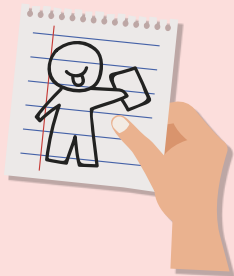


我看起来
傻乎乎的！



如何注入包容性：

- 有些孩子可能无法写下自己的想法！让他们**画出来也是可行的方法**！如果他们愿意，请他们站到大家面前，大声说出他们看起来傻乎乎的指令。
- 对于需要更长时间才能进入状况的孩子，在邀请他们加入之前，可以让他们**在一旁观察**游戏活动，花多长时间都行。在这个游戏中，当观众的孩子们也可以很开心！



**找个好时间和地方，一起做些傻乎乎的事吧！
做一些傻乎乎的事有助于培养创意！**



6. 速冻

活动目标：

- 平衡感
- 自发性
- 空间意识
- 注意力

道具准备：

- 豆袋
- 呼啦圈



活动流程：

- 说出一个表示动作的词语，并且引导孩子们跟着做。只要一喊“停！”的指令，孩子们就必按照指令停下来并且保持着他们的姿势不动。

例如：“大家一起来摇摆！你们准备好了吗？1、2、3、停！！！”

- 表示动作的词语如以下：

• 低强度动作：

读、擦、挖、睡、扫

• 高强度动作：

跳跃、跑、蹦跳、单脚跳、跳舞



让我们一起
假装拿着扫把
来扫地吧！



如何注入包容性：

- 所使用的表示动作的词语应该是最适合你的班级能力范围的。如果你观察到有孩子无法完成动作，你可以加入“解冻”选项。
- 给孩子们足够的活动空间，让他们自由表达这些表示动作的词语。这么做能让孩子们积极地参与游戏。

如何调适活动：

- 如果孩子们已经准备好进行较难的游戏，你可以加入道具，例如豆袋和呼啦圈，让游戏“升级”。
- 例如，在呼啦圈内跳动时必须保持平衡，不让放在头上的豆袋掉下来。



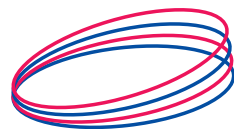
7. 左边、右边、前面，还有其他的

活动目标：

- 方向感
- 平衡感

道具准备：

- 呼啦圈



活动流程：

- 游戏开始之前，先把呼啦圈摆放在地上，形成一个圆形。
- 再请孩子们都站在他们各自的呼啦圈里，等待游戏指令。每发出一个指令，孩子们必须跟从。

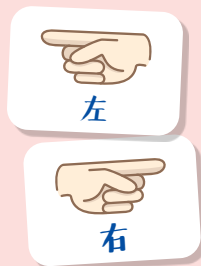
例如：“向左边走！”，孩子们就得踏进在他们左边的呼啦圈。动作和身体运动的设计可以自由发挥创意。以下例子可参考：

- 向前跳
- 踮起脚尖向左边走去



如何注入包容性：

- 针对正在学习分辨左右的孩子，你可以提供视觉提示，例如使用手势或方向图片。
- 你也可以采用不同彩色的呼啦圈，让孩子们根据颜色四处走动。



如何调适活动：

- 升级！要增加难度，可以让孩子们一次前进两步（或更多步）！
- 把短期记忆、算数及排序技能融入活动中，让它更具有挑战性。例如：在你往右边走动时，以二跳过计数。



8. 拍拍手，抛抛袋

活动目标：

- 视觉追踪
- 手眼协调

道具准备：

- 豆袋



活动流程：

- 先示范活动如何进行。
- 游戏步骤为以下：
 - 步骤1：把豆袋往上抛
 - 步骤2：拍手
 - 步骤3：及时接住豆袋！
- 以回合形式来玩这个游戏：
 - 回合1：拍一次手！
 - 回合2：拍两次手！
 - 回合3：拍三次手！



如何注入包容性：

- 如果有孩子需要额外的协助，应该根据孩子的能力修改活动。例如，可以让孩子进行简单的抛和接。
- 这个游戏的节奏相当快，有些孩子可能无法跟上。游戏可改用气球！气球移动的速度较慢，能给孩子更多的反应时间。

如何调适活动：

- 升级！请孩子们把豆袋抛到空中并：
 - 跺脚
 - 拍肩膀
 - 旋转
- 你也可以把常用字词融入这个游戏中。请孩子们一边拍手，一边拼出这些字词。



9. 呼啦呼啦呼进圈

活动目标：

- 轮流
- 手眼协调

道具准备：

- 呼啦圈
- 豆袋

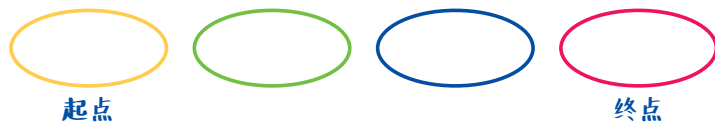


活动流程：

- 游戏开始之前，先把呼啦圈排成一条直线，当作投掷目标。接着，设定起点和终点。
- 示范低手抛豆袋，告诉孩子们目标是把豆袋抛进呼啦圈里。



我要把这个蓝色的豆袋扔进蓝色的呼啦圈！



如何注入包容性：

对于正在发展投掷技能的孩子，试试这些简单的修改。全班学生都能参与并享受这个游戏的乐趣！

- 你可以把投掷的**距离缩短**，也可以把不同颜色的呼啦圈排成一条横线，目标是把豆袋抛进正确颜色的呼啦圈里！

只要作出简单的调整，就能让全班参与并享受这个游戏，从中获益！

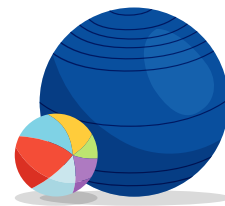
10. 你抛我接不停歇

活动目标：

- 大运动
- 注意力
- 手眼协调

道具准备：

- 球



活动流程：

- 请孩子们站成一个**圆圈**。先和孩子们玩一轮，当作示范。
- 让拿着球的孩子说出一个字母（例如：字母“A”）。再请孩子把球抛给另一个孩子。第二个孩子必须接住球，说出一个以该字母开头的词语（例如：“alligator”，鳄鱼）。



如何注入包容性：

针对记忆力较弱和词汇量有限的孩子，可对活动作出以下简单的调整，以专注于建立他们的自信心。

- 把字母发音融入游戏中！让一个孩子说出字母（例如：字母“C”），而接住球的孩子必须说出字母的发音（例如：“cuh”发音）。
- 下一个字母是什么？让一个孩子喊出一个字母（例如：字母“H”），而另一个孩子喊出这个字母之后的字母（例如：字母“I”）。

对于在运动方面面对困难的孩子，可以选择较大的球，让他们更容易抛和接！

如何调适活动：

- 升级！这个游戏也可以加入主题，除了国家和动物，还有其他更多的主题！例如，每个孩子在把球扔给下一个孩子之前，得喊出一个国家的名字。



说出农场动物的名称！

说出国家的名称！

让我们来反思！

我怎么知道我正在建立具包容性的课堂？

我们可以问自己以下问题，来检视我们在引导孩子们方面做得如何。

- 所有孩子都明白我的指示吗？
- 我有采用多种方式让孩子们参与活动吗？
(例如：视觉、口头、角色扮演等)
- 我有给孩子们做选择的自由吗？
- 我有根据孩子的学习需要给出不同的指示/规则吗？
- 我有让孩子们以一对或小组合作的方式参与活动吗？
- 所有孩子都有参与活动吗？

在教学过程中别忘了多鼓励孩子们！孩子们用心参与，别吝惜赞美，他们取得的各种小成就都值得庆祝！这么做对建立孩子们的自信大有帮助，也能强化我们期望他们有的行为或行动。



The activities in this resource are easy to plan and carry out for both educators and parents. Creating an inclusive learning environment is as simple as tweaking the tasks to pitch at their ability, especially so for struggling preschool learners.

WENG Yiyao

*Programme Manager,
Preschool Programme of
Specialised Education Services,
Dyslexia Association of Singapore*

包容-是一种共同的美德与价值。

此使用手册推荐了10个游戏。

这间中，通过了活动，让孩子们了解及认识各自特色，也可以理解与接纳他人的不同。

分享“和而不同”及“和谐共处”的理念。

谢谢 Dr Jane Ching-Kwan。让我们一起努力打造一个和谐安全的社会，和睦共处的世界。

陈之财

演员、绘本作者

The Early Intervention Department (EID) Guidebook is a useful resource for anyone who wishes to foster a compassionate society and create an inclusive, fun learning environment for young children. By embracing the uniqueness of each child, we can indeed ensure every child have a good start in life. Congratulations Skool4Kidz for the wonderful initiative!

Mdm Rahayu Buang

CEO, KidSTART Singapore



MEMBER OF KINDERLAND INTERNATIONAL EDUCATION



SKOOL4KIDZ CARE FUND

87 Marine Parade Central #03-208, Singapore 440087

Email: enquiry@skool4kidz.com.sg

