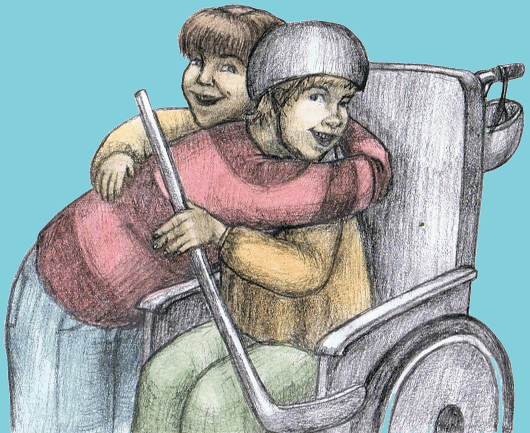
HOME KITS | LEVEL 1 WEEK 17

# DIEGO'S GREAT IDEA



# HOME KITS

Simple, fun activities to enjoy at home, strengthening your child's social and emotional learning (SEL) and promoting inclusion.

LEVEL ⓘ WEEK ⓘ

## DIEGO'S GREAT IDEA

ACTIVITY 1

### LEARNING GOALS

**By the end of the WEEK, children should be able to:**

- Understand the importance of including others
- Explore friendships with those who are different from them
- Recognise feelings and experience empathy

### RESOURCES

None

### VOCABULARY (EN)

| | |
|---|---|
| Same | Wheelchair |
| Include | Movement aid |
| Children with additional needs | |

### ACTION

Introduce the term "Children with additional needs" to your child.

- For example: "We all have special and unique differences – we sometimes people's bodies work differently, we have other different abilities – or other special needs. Do you know any things we can't do?" Be sure to include "Wheelchair" and "Movement aid".

Ask your child if they know of anyone who has additional needs or if they know of someone who has a wheelchair or movement aid.

Discuss how the different ways people move, look, hear, think, feel or learn make us all the same or similar in some ways and different in other ways. Discuss how these differences are what make us special and unique.

- Discuss anyone in your family or community who uses a wheelchair or movement aid.

Discuss how wheelchairs and movement aids help people who have difficulty with arms and/or legs or who have difficulty with balance, or who have other difficulties. Discuss how they help people to move without help.

- Discuss anyone in your family or community who uses a wheelchair or movement aid.

Discuss how wheelchairs and movement aids help people who have difficulty with arms and/or legs or who have difficulty with balance, or who have other difficulties. Discuss how they help people to move without help.

Discuss how wheelchairs and movement aids help people who have difficulty with arms and/or legs or who have difficulty with balance, or who have other difficulties. Discuss how they help people to move without help.

**SING**

You are you, and I am me
Two people in the world
Sometimes we do things differently
We're the same – you and me.
Sometimes we can't do things
Maybe we can't hear, or see
And some people have wheelchairs
Or special boots and aids to help us

CLICK HERE TO LISTEN

**GOOD LUCK**
with this activity

ACTIVITY 2

### LEARNING GOALS

**By the end of the WEEK, children should be able to:**

- Understand the importance of including others
- Explore friendships with those who are different from them
- Recognise feelings and experience empathy

### RESOURCES

None

### VOCABULARY (EN)

| | |
|---|---|
| Exclude | Same |
| Wheelchair | Children with additional needs |
| Include | |

### ACTION

Sing the song from Activity 1

Discuss what physical games your child plays at school (for example, tag, hide and seek, football, netball, basketball, etc).

Remind your child about the discussion you had in Activity 1 about children with additional needs.

Ask your child if children have to have special rules or special games to help them enhance your child's natural and/or around their ability, or "disabilities".

Ask your child how they think a wheelchair user would play tag (or other games in the playground, such as hide and seek). Discuss why.

Explain that there are ways that wheelchair users can play games that they have never felt included, and if they have felt included, they will be happier and more likely to want to play. Ask if they felt excluded?

Remind your child that we are always kind and thoughtful and think of others, and that we don't want someone to feel excluded or left out because they can't do something.

Ensure your child there is no reason to feel "bad" for anyone with a disability.

- For example: "People with a disability can do anything they want to do, like the same things you can do, but sometimes they need a little help or need to do things in a different way. Sometimes they need a little help to do the jobs you can. The same as you need help with things you can't yet do on your own."

**GOOD LUCK**
with this activity

ACTIVITY 3

### LEARNING GOALS

**By the end of the WEEK, children should be able to:**

- Understand the importance of including others
- Explore friendships with those who are different from them
- Recognise feelings and experience empathy

### RESOURCES

Blindfold/scarf

### VOCABULARY (EN)

| | |
|---|---|
| Exclude | Disability |
| Wheelchair | Same |

### ACTION

Discuss other examples of people who have difficulties with sight and/or hearing, such as being blind or deaf.

- For example: "Just as some people have special needs, or need a little extra help, some people need some help/ tools to find/ hear/ understand things."

Explain to your child that some books are written in braille, which is a way of reading by touching the dots on the page. Ask your child if they know what braille and feeling means. Ask your child if they would like to try.

Cover your child's eyes with the blindfold/scarf. Ask your child to imagine that they are at a party, at school, or at a birthday party, and everyone is dancing away to a lively tune. Remind your child with social distances and, if necessary, gather people together to dance.

Discuss what fun they have with their friends and family.

Discuss what fun they would have if they couldn't see anyone.

Discuss what fun they would have if they couldn't see anyone.

**GOOD LUCK**
with this activity

ACTIVITY 4

### LEARNING GOALS

**By the end of the WEEK, children should be able to:**

- Understand the importance of including others
- Explore friendships with those who are different from them
- Recognise feelings and experience empathy

### RESOURCES

Internet or books
Examples of Sign Language (below)

### VOCABULARY (EN)

| | |
|---|---|
| Lip-read | Deaf |
| Sign language | Communicate |
| Hearing aid | |

### ACTION

Talk to your child about people who are deaf or hard of hearing, or who use "hand of hearing". Explain that someone who is deaf or hard of hearing may communicate by using sign language.

- Explain that sign language communicates using hand movements, facial expressions and body language.

Or if possible, use the internet to locate a show your child some examples of British Sign Language and watch the clip together. Then use the image below to show your child a sign like "I love you".

**GOOD LUCK**
with this activity

ACTIVITY 5

### LEARNING GOALS

**By the end of the WEEK, children should be able to:**

- Understand the importance of including others
- Explore friendships with those who are different from them
- Recognise feelings and experience empathy

### RESOURCES

Pocket/Bucket
Ball or rolled up paper
Blindfold (scarf or bandana)
Internet or books

### VOCABULARY (EN)

| | |
|---|---|
| Exclude | Children with additional needs |
| Include | Blindfold |

### ACTION

Ask your child if they have heard of something called the Paralympic Games. Explain that it is a sporting event for people who have disabilities or special type of Olympics competition, where people who have disabilities or special needs can compete, celebrate and play sports and compete for medals.

Watch a short Paralympic clip with your child. Discuss what they saw. The aim of the game is for the ball to land in the pocket/bucket, or to roll the ball/paper ball into a bucket.

After a few attempts, ask them to close their eyes and try again. Discuss how difficult it is to do something complicated like this without a blindfold.

Now, ask them to repeat the activity without the blindfold, but this time, ask your child to close their eyes. Discuss how difficult it is to do this, and how they felt when they could see.

Discuss how there is not only one way to do something, and that there are many ways we can do things!

Discuss how fun the activity / together.

Explain that now that they know more about how children with additional needs, or who have disabilities, feel, they may feel excluded, they can be kind and thoughtful and ensure they are having fun and feel good, and that they gives just as much as everyone else!

**GOOD LUCK**
with this activity


**TRUE EQUAL**

Free resources to support your child's social and emotional development and inclusion at home.

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