

Education Kit Handbook

Additional Guidance on Including Children with Disabilities

Basic Primary Education

Purpose

The purpose of this note is to provide teachers, caregivers, instructors and trainers with practical ideas on how best to include children with disabilities in all their activities. It acts as a supplement to the UNICEF Education Kit Handbook. The first part of the note is common to all three modules (Early Childhood Development, Basic Primary Education and Recreation). It provides general information on why it is so important to take an inclusive approach and focus on ensuring children with disabilities are not only present, but can participate fully and achieve. It also provides suggestions on how to raise awareness and encourage the community and others to get involved in ensuring all children benefit from learning and play opportunities and provides practical suggestions on how to reach out to children with different disabilities. The second part of this note focuses on a particular module of the handbook and provides concrete examples and practical advice on how to include all children in activities.

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We would appreciate any feedback on the guide as a result of its use. Please send any feedback to disabilities@unicef.org

PART ONE

Children with disabilities are often excluded from activities that other children take for granted, like making friends, playing with friends, having fun, playing sports and other recreational activities. They are often excluded from many of the things that help children develop and give them opportunities to reach their full potential. Yet they have the same right to be included in these activities as all children.

These guidelines will give you – the caregiver, teacher, instructor or trainer – practical ideas for including children with disabilities in all activities. Each child you work with is unique. By recognising the individual needs of every child you will be able to offer the same quality of education and instruction that all children need and have a right to. You are an important person in each child's development.

Whichever module of the UNICEF handbook you are using, if you are flexible in your approach to teaching and training and use your imagination, you can be confident in teaching **ALL** children, including those with disabilities.

**Think about what a child CAN do,
not what he/she CANNOT do.**

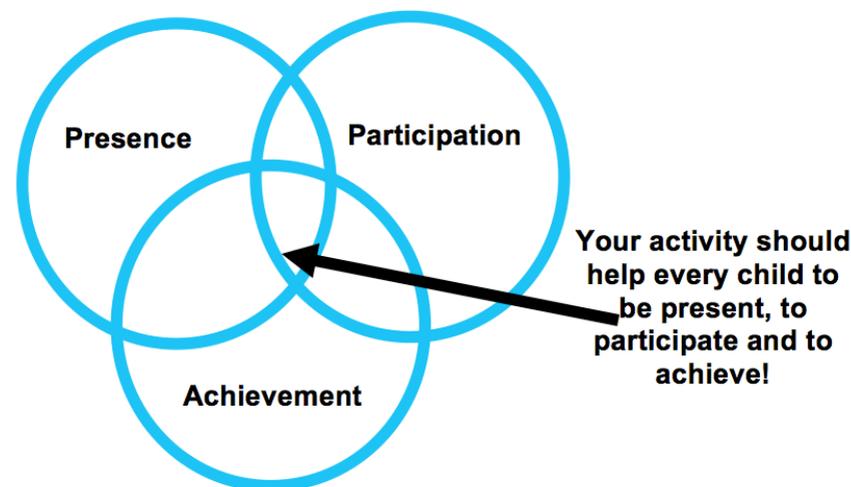
See the child – not the disability.

Raise awareness that children with disabilities will be included in your activities

Whichever module of the emergencies handbook you are using and whatever ages the children are, you will need to spread the word in the community that children with disabilities are welcome to join in and will be included. You need to do this when planning the activities, and keep doing it throughout your programme.

Your main message will be that children with disabilities can *attend* the school, early childhood centre, or recreational activity, and that they can *participate* in the activities and *achieve* something too, just like other children can.

Activities are not inclusive if children with disabilities are just physically attending the school or activity. Inclusion is about providing the opportunities for **ALL children to be present, to participate and to achieve.**



Ideas for raising awareness

- Hold community meetings to tell leaders and community members about your activities and plans for including children with disabilities. Give specific examples of how you will include them.
- Inform people during meetings with local authorities, non-governmental organisations (NGOs), clubs and parents groups.
- Invite parents and carers of children with disabilities into school or to the place where you hold your activities. Explain to them that their children have a right to join in the activities, and show them what sorts of activities you will help their children to do.
- Inform any disabled people's organisations (DPOs) in your area about your school or activity, so that they can encourage local children with disabilities, and their parents, to join in your activities.
- Post notices in your local shops, clinics, schools, youth clubs, etc.
- Tell people: word-of-mouth is always a very effective way of spreading information.
- Include the concept of inclusion in your curricula and manuals, so teachers and children are aware of it, have an opportunity to interact positively with children with disabilities, and can spread the word back in their home or surroundings.

How to help children with disabilities join in your activities

Important things to remember

- All children have different abilities and needs. This is normal. We should not be frightened by these differences, but should see difference and diversity as a resource that we can use.
- You do not need to be a medical or disability expert to find ways to help children with disabilities participate in your activities.
- Encourage children to help and support each other. Children will often accept help from their friends but may not like to be singled out as 'different' by an adult.
- Make sure your physical environment is appropriate (accessible, safe and secure) for children with disabilities. I.e. ensure that the steps are of low height, handrails, ramps, and wide doors are available and there is enough space to move around with a wheel chair, etc). See the section 'helping children who have physical impairments' for more ideas.
- Try to ensure indoor spaces are well-lit (remove window coverings if necessary). However, remember that some children who have difficulty seeing may find it harder to see in very bright light, so be prepared to adjust the lighting or window coverings.
- Make toilets as accessible as possible by clearing pathways and keeping the surrounding area and the toilet itself clean. Remember that some children who have problems moving or seeing may need to touch the floor or walls or would benefit from the installation of a simple handrail. Ensure there is clean water and soap or ash available. Make sure that

children who have problems seeing know where to find the toilets. Create a buddy system so that children can help each other get to/from the toilets.

- Spend some time watching the children (for instance while they are playing together). You may notice things that particular children seem to be good at or enjoy, and things that they find difficult or upsetting.
- Ask the children what support they need in order to join in. They may be the best people to tell you how you can adapt an activity or lesson so that you include them.
- Find out if the child uses any assistive devices (such as a wheelchair, crutches, splints, canes, hearing aides, magnifying glasses, mobile phones, tablets, communication boards etc) or could benefit from some if they are available.
- Involve family, friends and community members whenever possible. Ask their advice and learn from their experience of living with and caring for their children with disabilities.
- Spend some time before each session choosing activities that are most suitable for the children in your class/group and the space you have available.
- Try to find ways to change activities, so that all children can participate and achieve. Do not try to make a child do a particular activity if he/she is not able to do it or finds it too difficult.
 - For instance, if the instructions for an activity say that the children should 'run to the other side of the area and pick up a stick', you could adapt the activity so that it is slower (e.g. ask the children to 'walk to the other side of the area and pick up a stick'). This would ensure that children who can walk but not run, and children who are using mobility

aids like crutches or a wheelchair, have a fair chance of participating in the activity.

- Remember, also, that not every child has to do the same activity at the same time. You could plan the session so that some children are doing fast, physical activities and others are doing activities that involve communication rather than moving.
- Do not worry if your first idea does not work – be flexible and try another way. Try to use lots of different teaching and communication methods.

Helping children who are deaf or cannot hear very well

If you have a child in your class/group who cannot hear what you are saying, there are many things you can do to communicate with them, and help them communicate with you and the other children. Here are some ideas:

- Get the child's attention before you begin to speak. Do this gently (don't shout at them).
 - For instance you could raise or wave your hand so they look at you. You could even have a toy or a flag that you hold up to tell all the children that you are ready to start speaking and they all need to look at you.
- Make sure that the child who cannot hear is sitting in the best place to see you at all times.
- When you are explaining something or giving instructions, use pictures and objects to show children what the subject or activity is about.

- You can also use gestures (hand/arm movements), facial expressions and body language to help you communicate.
- Give a demonstration of the activity so that you show the children what you expect them to do.
 - You could even ask a few of the other children to role play the activity, to show the rest of the group what to do. You might need to spend some time with these children before the session so they can prepare their role play.
- Try to learn some of the signs and gestures the child uses at home (if any).
 - You could start with the signs for the child's name and your own name, and then use gestures to ask the child to show you signs for words he/she wants you to learn. Ask the child's parent/caregiver, brother/sister, etc, to spend some time with you and the child to help you learn these signs. Encourage the other children in the class/group to also learn some signs.
- If the child can hear a little, you should speak very clearly (but don't shout) and use consistent language. Always use the same word for a particular object and the same words for instructions. Explain to the other children that they need to be quiet when you (or someone else) is speaking, so that there is no 'background noise'.
- Always check the child understands the instructions. You can do this by observing the child during the task or involving them in a role play or demonstration.
- Encourage children to work in small groups or pairs, so that the child who cannot hear very well works with friends who can give support and help with communication.

- Sometimes there might be other people in the local community who could help you to work with deaf or hearing-impaired children in your class/group.
 - For instance, there might be some people who use sign language, who could volunteer for a few hours to help you with the activities.
 - You might also find people who can provide the child and his/her parents with medical advice relating to their hearing problem, if this has not already been done.
 - If the child is literate, s/he may be able to use the talking software which are built into most smartphones and tablets (e.g. 'Talkback and 'VoiceOver') to communicate.

Helping children who are blind or cannot see very well

If you have a child in your class/group who has trouble seeing, or who cannot see anything, there are many simple steps you can take to help them join in the activities:

- First of all, you can help the child to become familiar with the school or activity area. The other children can help you with this too.
 - You can walk around the school/area with the blind or visually impaired child and explain what the environment is like. Show them where there are obstacles (such as holes, steps, fences, etc), and where the toilets and water supply are.
 - You could ask the child if he/she thinks some obstacles should be removed to facilitate his/her movement.
- Encourage other children to help and support the child who is blind or visually impaired, but make sure they allow the child to be as independent as safely possible.

- Always use objects and tactile teaching aids (things that the child can touch, so that they can feel the shape and texture).
 - For example, the best way for a child to understand ‘a banana’, is for him/her to hold, touch, smell and taste one. Also, try to use objects that make a noise (for instance, you can make a ball that blind children can hear).¹
- If you are writing on the board or giving children written instructions on paper, always read these aloud too, for the children who cannot see them.
- If you are showing pictures or objects, describe the pictures or let the children who cannot see (and all the other children) touch the objects.
 - You could also ask the other children to describe the picture or object to their friends who cannot see.
- Check the child understands what is expected of him/her. You can do this by watching the child or asking him/her to demonstrate the task.
- If the child can see a little, make sure he/she sits near the front of the classroom or activity area so that he/she can see what you are doing and any objects you are showing, etc.
- If the child reads and writes Braille, try to find out if there are any organisations or individuals locally who can help you get Braille materials (and maybe even help you to learn to read and write some simple Braille, such as the alphabet).

¹ This can be made by taking a small bell, or even a small container of stones or seeds that rattles when you shake it. Wrap the bell or stone-filled container in layers of old plastic bags or fabric, and tie string around it so that it becomes ball-shaped.

- Explore whether e-readers are available or children have access to smart-phones or tablets with built-in talking software.
- There may be other people or organisations in the local community who could help you to do ‘mobility and orientation’ training with blind and visually impaired children, to help them become more independent with moving around safely.

Helping children who have physical impairments / who have difficulties with moving

All children have different physical abilities – some can run fast, others cannot; some have good balance, others do not. This is normal – we are all different. Some children have more difficulties than others with moving around or co-ordinating their movements. There are lots of simple things you can do to help them join in activities:

- Make sure the ground around the school or activity area is as obstacle free as possible, so that children with physical impairments can move around more easily and safely.
 - For instance, stones, fallen branches, litter and other items can be cleared from paths and play areas; and holes can be filled in. School children and community members could be invited to help with ground clearing. You could ask people with disabilities in the community for their ideas on low-cost ways to make your learning space more accessible.
 - Make toilets as accessible as possible by clearing pathways and keeping the surrounding area and the toilet itself clean. Ensure there is clean water and soap or ash available. Create a buddy system so that children can help each other get to/from the toilets.

- If you are using an indoor space, make sure you are using a room on the ground floor, which does not have a step or steps to the entrance, or which has a ramp:
 - If all of the indoor spaces have steps to the entrance or are inaccessible in other ways, think about whether you can hold the activities outside instead (if it is safe to do so).
- If you are using a classroom, make sure there is space for children to move easily and safely between the desks and chairs/benches.
 - If the room is too full with furniture, try to move some of it before the activity starts, or even ask some of the children to help you move furniture as a team-building activity at the start of the session.
- Encourage children to help each other with activities that involve movement.
 - You can also adapt the activities so that children work in pairs and need to help each other to complete the activity.
- Be flexible with the timing of activities, and with the start/finish times.
 - For example, if a child needs to move from another part of the school or from another place to come to your activity session, remember it may take them longer to get there.
- There may be people or organisations locally who can give you advice or help with making your building or activity area more accessible. For instance, adults with disabilities or

DPOs may be able to give advice on simple changes you can make to the area, or advice on where to find support for making bigger changes like building ramps, installing handrails or accessible toilets.

Helping children who have difficulty learning or understanding

- Plan activities and lessons so that children who have difficulty with learning, and those who don't, can work together in pairs or groups. Children can help each other with tasks, and they can learn from each other.
- Try not to overwhelm a child who has learning difficulties with multiple tasks at the same time. Make sure the child is given one task or activity that he/she can cope with, so that you can praise him/her and encourage improvement. Then move to the next task.
- When giving instructions, use simple language (e.g. words that you know the children will understand).
- Break each task into small steps.
 - Give one line of the instructions, then wait for the children to do that part of the task, and then give the next instruction, and so on.
- Some of the ideas you use to help children with visual, hearing and physical impairments will also help children who have difficulty learning or understanding.
 - For instance, showing pictures and objects, letting children touch objects, or giving a demonstration of an activity may help children to understand better the instructions you are giving them.

- Repeat important information and instructions, but find different ways to explain the task (don't just repeat the same sentences).
- Do not overreact to difficult behaviour unless it is disrupting the whole class or is dangerous. Redirect the child's attention or consult parents and caregivers about the best ways to help the child. Be generous with your praise when things run smoothly.

Keeping children safe

Children with disabilities are often much more vulnerable than other children. Sometimes they do not hear a warning, cannot shout for help or run away, or tell a responsible adult when something has happened.

Here are some ideas to help you keep children with disabilities as safe as possible:

- Group all of the children into 'circles of friends' who will help each other in an emergency situation, or if one of them gets hurt or has a problem.
- If you are giving children information about what to do in an emergency, make sure that children who cannot see or hear are able to access this information. Make sure the information is clear and simple for children who have difficulty with learning or understanding.
- Include the children in designing routines for how to react to emergency situations. This approach helps them to memorise the routines. Ask the children for their ideas about how to ensure the emergency plan is suitable for themselves and their

friends with disabilities. Test the routines and monitor if children with disabilities can participate and receive the support they need – nobody should be left behind.

- Remember that some children cannot shout for help – give them a whistle or some other device they can use to call or signal for help.
- Be 'approachable'. Let the children know they can come to you and you will listen.
- Involve parents and carers in designing and testing all plans for keeping their children safe in an emergency.

PART TWO

This guide will give you practical ideas for including children with disabilities in all lessons and activities provided in UNICEF's 'Basic Primary Education' kit. Each child you work with is unique. By recognising the individual needs of every child and planning or adapting your activities to meet those needs, you will be able to give all children the opportunity to enjoy the activities you have planned.

You may be teaching as many as 50 or more children in a temporary learning space and you may have children with disabilities in your class. It is important to ensure these children do not simply *attend* the lessons; children with disabilities should be given the same opportunities as other children to fully *participate* and *achieve*. This may appear to be quite a challenge at first glance with so many children to focus on, however, with support from families and local communities, and by making small changes to your teaching methods, you will be able to meet the needs of all children – including those with disabilities.

Preparation

It is important to find out as much as you can about children who have disabilities and to focus on their strengths and positive qualities. First look at their abilities, just as you do with other children. Find out:

- What are the favourite things the child likes to do?
- What can each child do?
- What does each child need help with?
- What are the best ways in which you can help?

How can you find out about the individual needs of the child?

- Talk to the child; he/she may be able to tell you about his/her needs. Be careful, however, not to single the child out in front of their friends. Social inclusion is important and the child may not want to appear to be 'different'.
- Talk to parents and community members. Parents may be able to tell you about things that the child has not mentioned (for example if he/she needs to go to the toilet regularly and needs assistance). Parents and other community members may also be able to provide voluntary support for some children in the school/class.
- If the child is confident and has some good friends, you could hold a 'friends meeting' (with the child and his/her friends) to discuss ideas for how they can help each other in school. For example, if the child cannot see very well, friends could help to take notes and friends could help each other with homework.
- You should observe the child doing day-to-day activities, both in school and out of school, to find out how he/she manages his/her disability, and to get some ideas about what support (if any) the child needs in order to come to school and participate.
- Don't assume that because a child has a disability he/she will need a lot of special attention or treatment. Some children with disabilities are very independent and have their own strategies for coping including the use of appropriate assistive devices (e.g. wheelchairs, crutches, canes, hearing aids, mobile phones, tablets, communication boards, magnifying glasses etc). If this is the case, your role is to be 'approachable'; let the child know he/she can talk to you at any time if

he/she does need some help. Monitor the situation and talk to parents or caregivers regularly.

Important things to remember

- Plan your activities so you give children opportunities to work in groups and learn from each other. Allow time for investigation and problem-solving.
- Remember that children learn in different ways so offer a variety of activities (e.g. role-play, music and singing, word games and quizzes, and outdoor activities).
- Be a visual teacher. Try to make your temporary learning space a child-friendly environment – put up pictures and posters if possible (even if you have to take down your display at the end of every day). Use lots of objects and pictures for teaching. Allow the children to touch, feel, smell and get to know about the objects you are using.
- Always demonstrate the objective of your activity; show children what you expect them to do. For example, if you are teaching about hygiene and staying healthy, bring in soap and water and demonstrate effective hand-washing. Children who cannot hear very well will be able to understand the lesson. Clearly explain what you are doing for children who cannot see very well.
- Vary your pace of teaching and be flexible to meet the needs of each child and use smaller groups whenever possible. Some children process information and learn more slowly than others, whilst other may need to move around or play with tactile objects.
- Use clear consistent language – explain the meaning (and demonstrate or show pictures) if you introduce new words or concepts.

- Make full use of facial expressions, gestures and body language.
- Pair a child who has a disability with a friend. Let them do things together and learn from each other. Make sure the friend is not over-protective and does not do everything for the child. Both children will benefit from this strategy.
- Have a multi-sensory approach to your activities. Give children the opportunity to smell different foods, listen to different sounds, investigate and touch things.
- Keep parents and caregivers fully involved. Discuss with them ways in which they can do the same activities with this child as they would with their other children. Give parents opportunities to be involved in your activities and to help their child develop independence.

Practical ideas

Children with developmental disabilities including learning disabilities

- Observe the child. Find out what activities the child can do and what he/she needs help with.
- Be patient! If you find that the child takes longer than others to learn or to do an activity, allow more time.
- Do activities together with the child.
- Gradually give the child less help.
- Let the child do the activity with other children and encourage them to help each other.

- Divide the activity into small achievable steps.
- Remember to praise and say 'well done' when the child learns something new or tries hard.

Children with physical disabilities or mobility difficulties

- Make sure the learning environment is as accessible as possible. Involve the community in making ramps if necessary and/or clearing the ground.
- Adapt activities so that children who use wheelchairs or other mobility aids, or other children who have difficulty moving, can participate.
- Ask parents/caregivers to assist with adapting furniture or facilities – e.g. the height of a table may need to be changed to make it easier for a child to reach it or fit their legs or wheelchair under, doors may need to be widened, ramps built or simple handrails installed in toilets.
- Encourage peer support – friends can help friends.
- Get advice from parents or a health professional about assistive devices.

Children with hearing disabilities or communication difficulties

- Always get the child's attention before you begin to speak.
- Encourage the child to look at your face.
- Use gestures, body language and facial expressions.
- Use pictures and objects as much as possible.

- Ask the parents/caregivers to show you the signs they use at home for communication – use the same signs yourself and encourage other children to also use them.
- Keep background noise to a minimum.

Children with visual disabilities

- Help children to use their other senses (hearing, touch, smell and taste) to play and carry out activities that will promote their learning and development.
- Use simple, clear and consistent language.
- Use tactile objects to help explain a concept. The best way to describe an apple is to give the child an apple and allow them to hold, touch, smell and taste it.
- If the child has some sight, ask them what they can see. Get information from parents/carers on how the child manages their remaining sight at home.
- Make sure the child has a group of friends who are helpful and who allow the child to be as independent as possible.
- Plan activities so that children work in pairs or groups whenever possible.

Differences in behaviour

- If the child cannot concentrate for long, divide the activity into small steps.
- Give more varied activities that are shorter and require less time for concentration.

- Always praise and say 'well done'.
- Seat the child near you so distractions will be less.
- When behaviour is not acceptable, tell him/her so firmly.
- Give the child some responsibility and the opportunity to help others.
- Talk to parents or caregivers to find out how the child is at home – what strategies do they use to encourage learning and avoid disruptive behaviours.

Ideas for adapting activities from the kit

Please refer to the overall 'Additional Guidance' booklet for more general ideas on how to make your activities and instructions accessible to children with disabilities.

Example 1: Free drawing

This is an activity from 'Unit two – Psychosocial activities'. This activity requires children to draw whatever they want and to display and discuss their drawing. The aim is for children to naturally express their thoughts, emotions and feelings through their drawings.

Helping children who cannot see very well

This activity will be difficult for children who are blind or who cannot see very well, so you will need to find ways to adapt the activity to help them join in. For instance:

- Divide the children into small groups and give them the choice of making a group or individual drawing. Even though this activity is about individual feelings and emotions, some children may be more confident to do this with a friend.
- Give all children the choice of making a collage or a drawing. In addition to crayons and pencils, collect tactile materials that can be used to make collage pictures and put them out together with glue and scissors. Some examples of tactile materials you could collect are: leaves, twigs, seeds, flowers, feathers, stones, shells, bottle tops, used food boxes, string, buttons and odd pieces of card or fabric. There are many things you can collect. You can also ask the children to collect items for the next drawing session.

- Allow children to help each other (e.g. allow a sighted child to help a child who cannot see well to choose the materials they want to stick on their collage).
- Some children who cannot see very well may still find it difficult to make a tactile collage, but they may be able to make a model instead, using clay or other natural materials.
- Write instructions on the board, but make sure you also give clear verbal instructions.
- Encourage all children to put some tactile elements in their drawings. Tactile collages may help children who have difficulty learning to engage with the activity, as well as helping children who cannot see well. If all the drawings have some tactile elements, then children can feel as well as look at each other's work when it is displayed.

Helping children who cannot hear very well

- Demonstrate the task, as well as giving verbal and written instructions. You could ask one of the older children to do a demonstration, rather than doing it yourself. A demonstration may also help other children who have difficulty learning or understanding, not just those who cannot hear well.
- When asking children to tell a story about their drawing/collage, encourage children to use sign, gestures or mime if they want to. You could also allow friends to work together to tell the story of a drawing both verbally and visually.

Helping children who cannot move very well

Drawing may be difficult for some children who cannot move very well (e.g. children who have difficulty holding/controlling a pencil).

- The collage activity may be useful for children who cannot manage the fine motor control needed to draw.
- Allow children to help each other. For instance, if one child cannot hold a pencil to draw, he/she could describe the image to a friend who draws the outline. The child may then be able to colour-in the image, or stick tactile materials within the lines of the image.

Example 2: The rights of children

This is an activity from 'Unit three – Basic Primary Education Curriculum' (T3 Learning Activity Two). This activity requires children to discuss in groups some of the rights that children have, as stated in the UNCRC, and to give their opinion on children's rights.

Divide the children into mixed-ability groups. Make sure that children with disabilities are together with helpful friends for communication and peer support.

Helping children who cannot hear very well

This activity will be difficult for children who cannot hear very well, so you will need to find ways to adapt the activity to help them join in. For example:

- Check that children who cannot hear well are sitting with friends they can communicate with. Make sure they are sitting in the best position to see you (in particular to see your face clearly) as well as any written instructions.
- Add pictures to the 'rights' cards to help explain the meaning of the cards to children who may have difficulty hearing and others who may have difficulty understanding/learning.

For example:

Article 27 of the convention could have pictures of food, clothes and a house.

Article 21 could have a picture of a nurse treating a child.

Article 31 could have a picture of children playing.

- Encourage one of the group members to write clear notes of the group discussion, to help any member who cannot hear very well. This will also help the group when they have to present a summary of their discussions.

Helping children who cannot see very well

- When making your 'rights' cards, use minimal words in large, plain, clear text and a strong contrast of black text on white card. Use cardboard rather than paper if possible.
- If children cannot see at all, give clear instructions to the members of their group to ensure that they read aloud everything that is written on the cards, and also read out the notes they have taken to summarise the discussions.

Note: If you use your imagination and make interesting teaching aids, all children will benefit from a more interesting lesson and children with disabilities will be included.

Example 3: The mother word

This is an activity from 'Unit Four – Basic Literacy Activities'. The activity requires children to read the mother word (e.g. watermelon) from the board and write down as many words as possible using the letters in the mother word. This activity has a ten minute time limit.

Divide the children into mixed-ability groups. Make sure that children with disabilities are together with helpful friends for peer support.

Helping children who cannot see very well

This activity may be difficult for children who cannot see very well, so you will need to find ways to adapt the activity to help them join in. For example:

- Write the word and instructions on the board/flip-chart in large, clear writing. Try to use high contrast of black pen on white paper, or make sure you use heavy white chalk on the blackboard.
- If the child can see a little, but cannot see the board, write the word very clearly on a piece of paper which they can keep in front of them or use a tablet of mobile phone if they are available.
- If the child reads Braille, try to make 'alphabet tiles' (see below) with Braille as well as text on them.

Helping children who have difficulty learning or understanding

- As well as instructions, give a clear demonstration of the task.

A demonstration will also help children who do not hear very well.

- Prepare some 'alphabet tiles' – squares of paper with large letters written on them (one letter per square). Children who have difficulty learning may find it easier to make words from the letters contained in the mother word if they can physically pick up and move the letter squares around. This may also help children who cannot see very well – and will be a useful method for all children.
- Allow children to work in pairs, so they can help each other. Make sure that each child has a go at suggesting words (i.e. ensure that one child doesn't dominate).
- You do not always have to stick to the 10-minute timeframe. If some children work more slowly, allow more time.
- You could adjust the rules so that there is no winner (children who have difficulty with the task may feel like they have failed if they have made far fewer words than other people). You could instead ask each child to read out their words, write them all on the board and then see which word was the most common (which word is the winner!).

