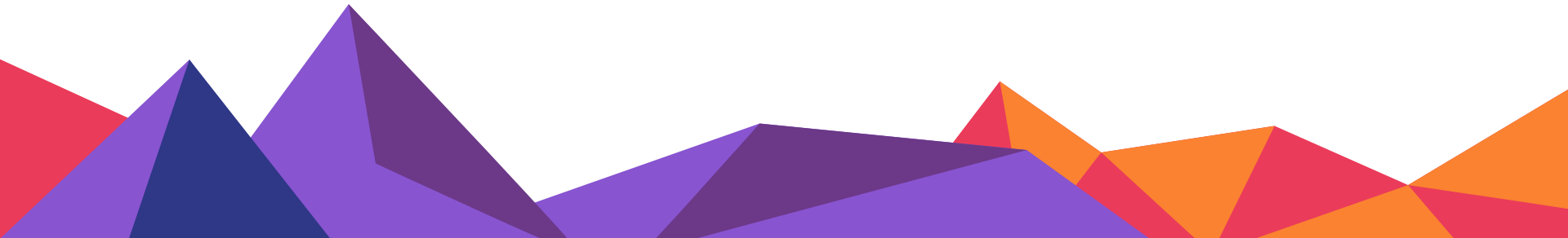




ADIN Assignment 3 presentation


Done by:

Afiqah (01), Rui Ling (07), Gilda (13), & Firzah (15)





Overview

1. Meta-analysis
 2. Chosen game
 3. Modification
 4. Implementation
 5. Evaluation
- 



ASSESSMENT

of the children



Teddy



Gender: Male



Age: 4 years 10 months



Level: K1



Assessment tool used: Anecdotal and Running records, Time Sampling, Photo Documentation, Checklist, Rating Scale, Work Samples

Teddy

Strengths:

- 💎 Language (Verbal)
- 💎 Motor Skills
- 💎 Shows interest in learning

Weaknesses:

- 💎 Self-regulation of emotion
- 💎 Aggressive
- 💎 Unable to share

Jerome

💎 **Gender:** Male

💎 **Age:** 5 Years 11 months

💎 **Level:** Kindergarten 1

💎 **Assessment tool used:** Anecdotal Records, Running Record, Event Sampling, Photo Documentation, Checklists, Rating Scales

Jerome

Strengths:

- 💎 Language (English)
- 💎 Independent
- 💎 Eager to help
- 💎 Skills in negotiating with peers

Weaknesses:

- 💎 Short attention span
- 💎 Emotional regulation
- 💎 Lack of confidence

Max



Gender: Male



Age: 5 Years 3 months



Level: Kindergarten 2



Assessment tools: Event sampling, Time Sampling, Anecdotal Record, Running Record, Checklists, Rating scale, Photo documentation and Work samples.

Max

Strengths:


 Reading

 Plays well with other children

 Motor skills

Weaknesses:

 Assertive

 Emotional regulation (anger)

 Alphabet writing

Nix



Gender: Female



Age: 5 years 1 month






Level: Kindergarten 1






Assessment tools used: Anecdotal Record, Running Record, Event Sampling, Checklists, Rating Scale, Photo Documentation, Work Samples

Strengths:

-  Phonemic Awareness
-  Inquisitive
-  Compassionate

Weaknesses:

-  Self-Confidence
-  Gross Motor Skills
-  Assertive



Meta-analysis





Collective Strengths



Language



Helpful



Independent



Collective Weaknesses

💎 Aggressive verbally & physically

💎 Easily distracted

💎 Defensive

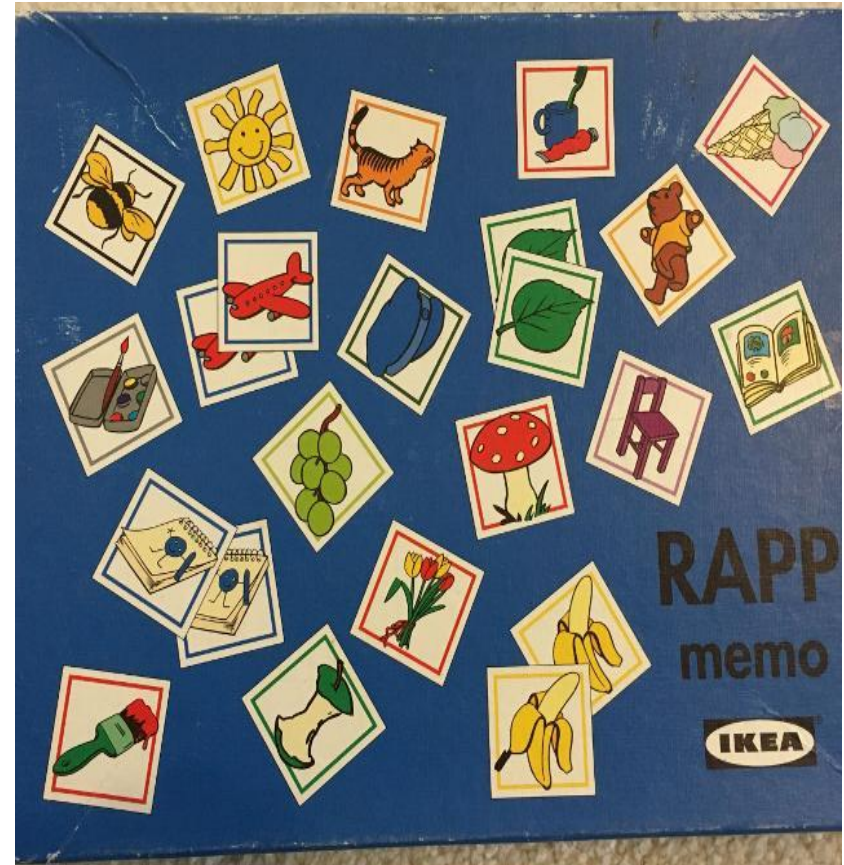


PLANNING

the game



- ❖ Players take turns to open a pair of cards
- ❖ Player aims to match a pair with the same picture together.
- ❖ The winner will be the one with the most number of pairs.



Rationale

💎 Simple game

💎 Straight forward instructions

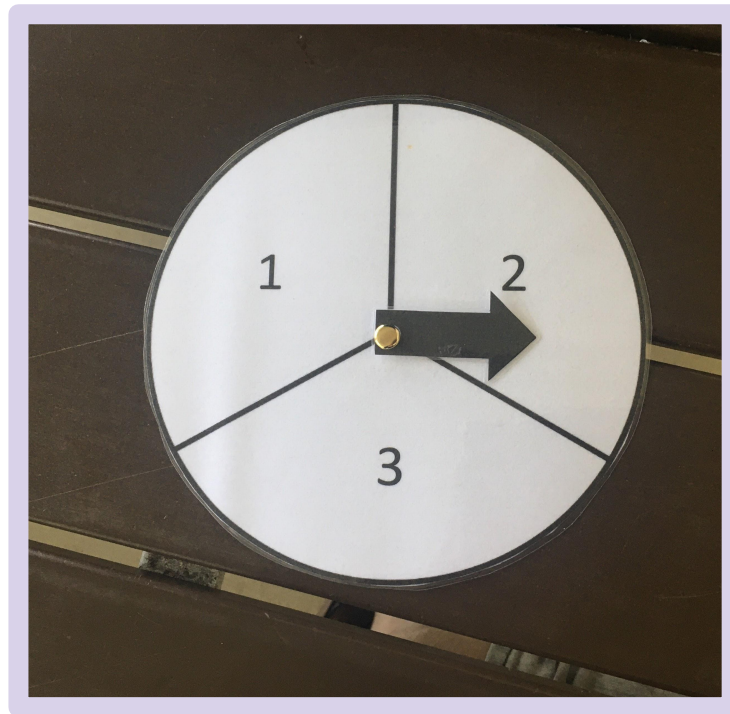
💎 Fun!

Rationale

- 💎 Visual stimuli attracts attention
- 💎 Develops concentration and memory capacity
- 💎 Communication and sociability

Modified game:

Match It!



Rules for the game

1. One player from each pair to play a game of *Scissors, Paper, Stone* to decide on who goes first in *Match it!*
2. The winning pair to spin the number wheel which determines the number of chances to flip the cards.
3. Winning pair will begin to flip one card each, according to number of chances they have.
4. If cards match, they get to keep the cards. If they do not, they lose a turn.
5. The cycle repeats for the next pair, until all cards are matched.

Why? (Social-Emotional)

- 💎 Emphasise social skills through different areas of the activity (e.g. turn taking)
- 💎 Allows children to reflect on the rationale behind the illustrations
- 💎 Engages interests through healthy competition



Why? (Intellectual)

- 💎 Requires retention of information
- 💎 Focuses their attention
- 💎 Rationalise the reason behind behaviour (thought process)



Differentiation

of the game



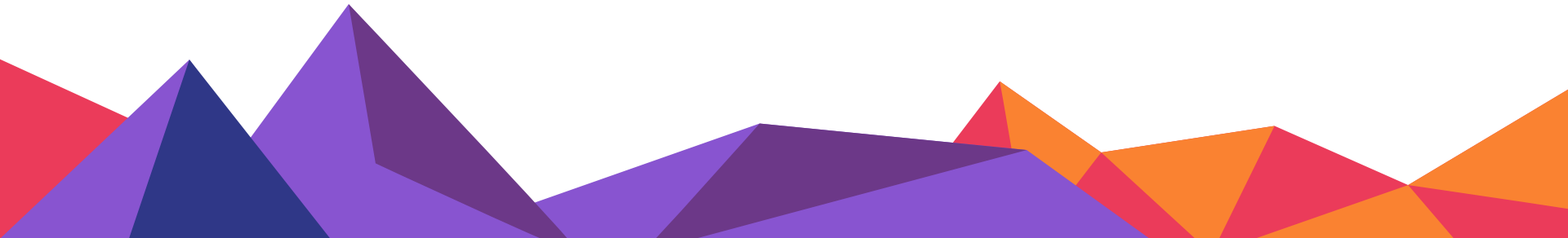
Game Procedure

Game Procedure	Differentiation in the game
<p>Teacher to brief and demonstrate the game to the children</p> <p>Step-by-step instruction:</p> <ol style="list-style-type: none">1. Each child will get his or her chance to turn over a pair of cards2. If the cards do not match, the other child will have their turns3. If the cards match, that child will hold onto the pair of cards.4. This game cycle will continue until all the pairs are matched. <p>Rules:</p> <ol style="list-style-type: none">1. When each child gets a chance to turn over the cards and match they will have another turn.2. Children to have wait patiently for their turns	<ul style="list-style-type: none">- Children will be paired up during the game- A number wheel will be included to aid in the children's behavior and give them a sense of anticipation- In the pair, each child will play a game of <i>Scissors, Paper, Stone</i> to spin the number wheel. One child of the pair will then pick one card to turn over- When they are unable to cooperate and misbehave, they will have to skip a turn.- Teacher to then talk to the child after the activity on his/ her behavior

Adding a Number Wheel

 Allows children to be responsible of their own actions

- Child would not be able to self-justify his actions in a form of **being defensive**, when the arrow lands on a smaller numeral

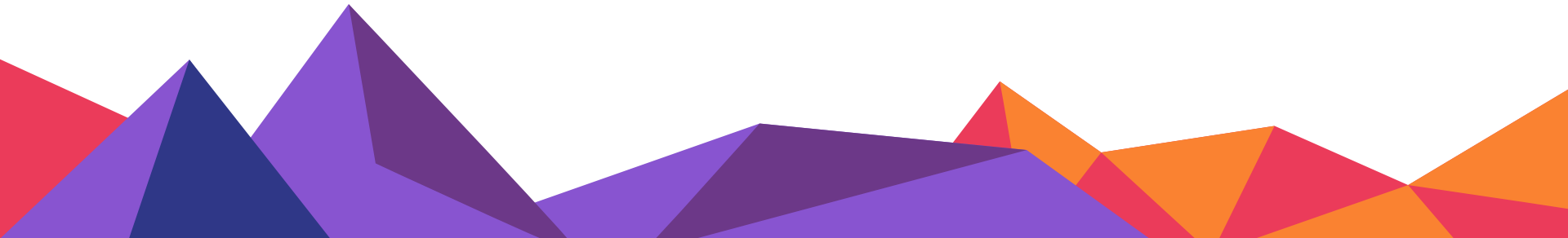


Adding a Number Wheel



Higher chances of success

- To keep children motivated
- Help the game move faster
- provide more opportunities to interact with the cards

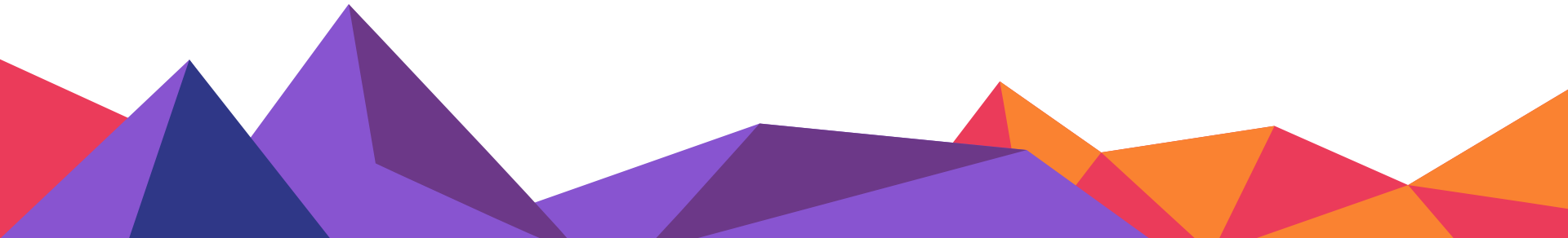


Adding a Number Wheel



Pro-social Behaviour

- Turn Taking
- Accepting results

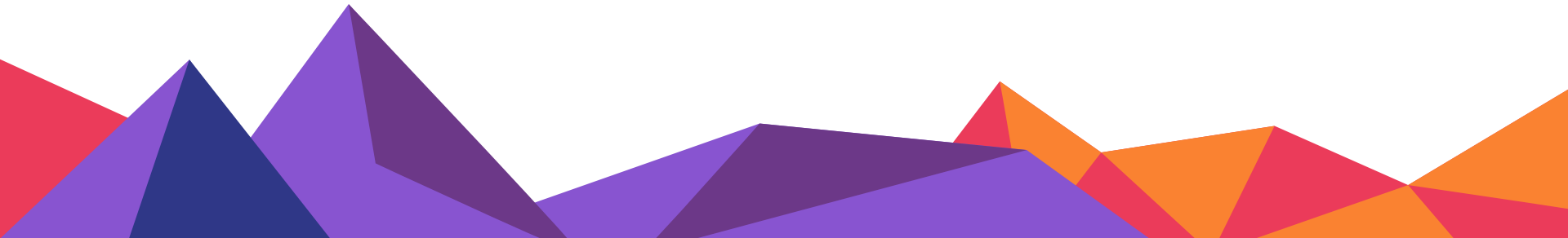


Pairing the Children



Allows children to take lead when necessary, and share the responsibility

- Take the lead: when one child remembers the position of the cards and one does not.
- Share responsibility: When they each pick a card and they are not a match.

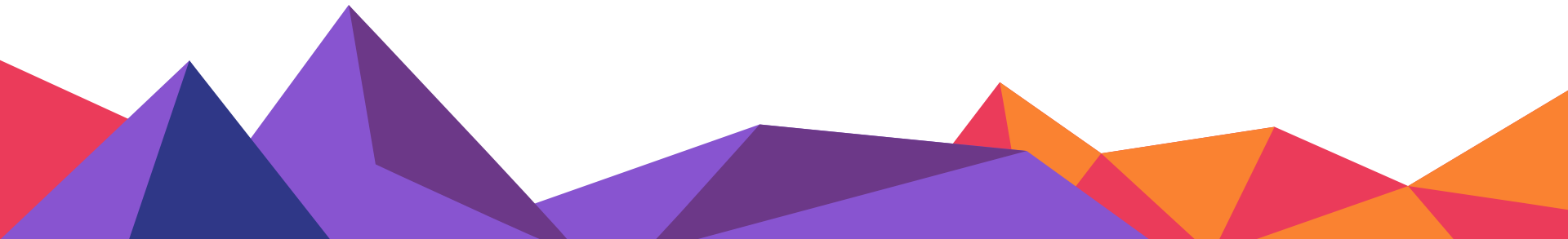


Pairing the Children



Build Teamwork

- Communication
- Patience
- Understanding

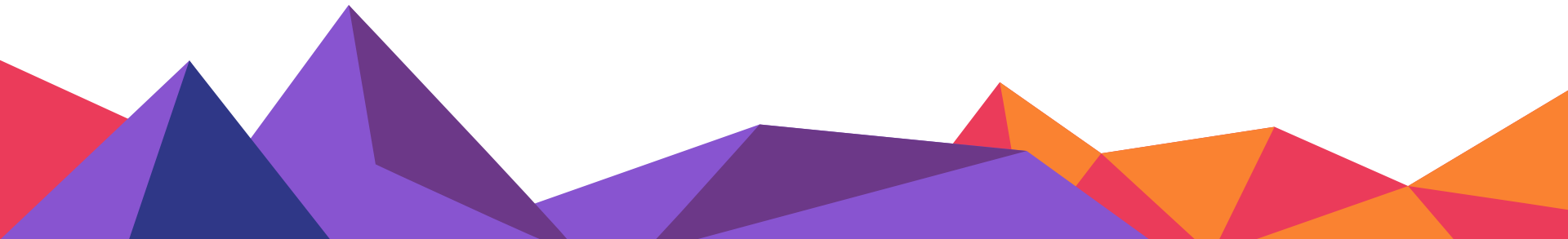


Consequence of fighting



Pair has to skip a turn

- Encourage teamwork
- Practice patience and understanding





IMPLEMENTING

the game





Demonstration



EVALUATING

the game



Effectiveness of the Wheel



Pro-social behaviour

- Both teams and their team members took turns to spin the wheel
- Children showed understanding of the rules by playing according to the number determined when they spun the wheel

Effectiveness of the Wheel



Keeping Children Motivated

- Allowed children more chances to open cards
- Higher chance of getting matches
- Sense of pride and confidence
- Sustained engagement

Effectiveness of Pairs



Pro-social behaviour

- Teamwork towards a common goal
- Communication
- Turn taking
- Encouragement for each other

Limitations of the Wheel



Stir up negative emotions

- Unequal opportunities for the different pairs
- Disagreement among a pair
- Self-blame

Limitations of Pairs



Conflict

- Conflicting perspectives and methods
- Putting blame on others
- Unequal participation between the pair

Improvements



Lessen number of cards

- Excess of cards
- According to the commercial number of cards
- Game took too long

Improvements



Make wheel less predictable

- Include more sections
 - To increase anticipation

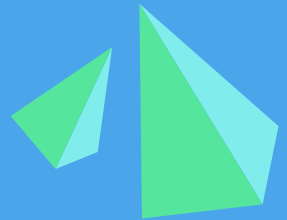


Each pair to have their own wheels

- Prevent fighting between the two pairs
- Reduce waiting time



The APIE Cycle



- Effectiveness & Limitation of the Wheel and Pairs
- Improvements to be made

Assessment

- Meta-analysis
- Collective strengths/weaknesses

Evaluation

Planning

- Chosen commercialised game
- Differentiation of game

Implementation

- Demonstration of game



Thank You!

Any Questions?





References

IntroBooks. (2016). *Memory Games*. Can Akdeniz.

