Supporting Social Development of Three to Six Year Olds Using Fairytale Gym

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2015 Otaniemi

Laurea University of Applied Sciences
Otaniemi

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Collard, Hilary & Guled, Naima
Degree Programme in Social Services
Bachelor's Thesis
February, 2015

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Year	2015	Pages	61

This thesis is focused on developing social skills required to work cooperatively in a group using Fairytale Gym. Two main areas were targeted; firstly, listening and ability to follow instructions, and secondly, taking turns and sharing. After concentrating on developing these skills group dynamics were examined to determine if any impact was made. The target group for this project were seven children with multicultural backgrounds, aged between three and six.

The project was implemented in three stages. The first stage was pre-workshop observation, the second stage was the workshops themselves, the third stage was the post workshop observation. The project consisted of five different workshops. Two of which targeted listening and ability to follow instructions, another two targeted taking turns and sharing. The fifth workshop concentrated on overall working cooperatively as part of a group. Social and Physical developmental theories and in addition Fairytale Gym theory were referred to in the planning.

Following the pre workshop observation it was found that the group dynamics of the target group were split. Following the post workshop observation this had changed positively, and it was found that the target group became a cohesive group. Based on the observations it can be stated that this was a direct result of the workshops.

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Tässä opinnäytetyössä tarkoituksena oli laatia työpajoja, jotka keskittyvät kehittämään 3-5 vuotiaiden monikulttuuristen lasten sosiaalisia taitoja, käyttäen Fairytale Gym menetelmää. Projektin tavoitteena oli vahvistaa kohderyhmän toimimista osana ryhmää keskittymällä ja kehittämällä kahta osa-aluetta: kuuntelutaitoa ja kykyä seurata ohjeita sekä oman vuoron odottamista ja jakamista. Työpajojen jälkeen ryhmän sisäistä dynamiikkaa seurattiin mahdollisten muutosten havannoimiseksi.

Projekti toteutettiin kolmessa osassa; työpajoja edeltävä havainnointi, työpajat sekä työpajojen jälkeen tehdyt havannoinnit. Projekti koostui viidestä työpajasta, jotka olivat räätälöityjä oppimistavoitteiden mukaisesti. Kaksi työpajoista keskittyi kuuntelutaidon ja kyvyn seurata ohjeita. Toiset kaksi työpajaa keskittyi oman vuoron odottamista ja jakamista. Viides työpaja keskittyi osana ryhmää toimimista kokonaisuutena. Suunnittelussa käytettiin sosiaalisen ja fyysisen kehityksen sekä Fairytale Gym teorioiden kirjallisuutta.

Työpajoja edeltävästä havainnoinista selvisi kohde ryhmän dynamiikan olevan hajanainen. Työpajojen jälkeen tehtyjen seurannan ja havaintojen perusteella oli kuitenkin havaittavissa selkeä positiivinen muutos ryhmän dynamiikassa. Kohde ryhmä oli yhtenäinen. Havaintojen perusteella voidaan todeta työpajojen vaikuttaneen tähän muutokseen.

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Introduction

As the world is becoming increasingly smaller with the opening of international barriers there has been an increase in movement of peoples worldwide. Finland has seen an increase in immigrants and migrants who have moved by choice or as a result of forced migration. These peoples come to Finland carrying with them parts of their own cultures from where they have come, to meet a new culture and society in which they will need to live. The overall success of this newly-forming multicultural society hinges upon the acceptance and integration from all people concerned in order for it to become a united one. The importance of gearing for a united society without oppression is discussed by Dominelli discusses in her book: Anti-Oppressive Social Work and Practice (2002, 109-110) where she states, "oppression individualizes people in ways that isolate them and fragment their experience, leaving an individual feeling uncertain, without alternatives or incapable of taking action to change his or her situation. In coming together in groups is a major way of reversing this fragmentation."

The authors, being both immigrants themselves, and, having both travelled extensively, feel that they have a close connection to the importance of building a society free from oppression and agree with Dominelli's above quote regarding the coming together of groups. While the authors do have multicultural backgrounds and experiences this is not the main focus of the thesis, and the authors have instead chosen to focus on developing social skills that play an integral role in group formation. The authors chose this subject as a result of experience gained, first hand, by working within the early years setting. Dominelli, in her book: 'Anti-Oppressive Social Work and Practice' suggests that "identity is intricately bound up with people's sense of who they are and who others are in relation to themselves." (2002, 2) Using this as a model, it is the authors' aim to help children to develop their social skills, which in turn, will help them to understand themselves, make friends, and, feel at ease in their environment; thus benefiting their possibility for inclusion and learning when coming from another country.

In order to achieve this, the authors will devise a series of specifically designed group workshops that are scheduled to last for one week. The purpose of which is to stimulate different ways of developing social skills. The authors have chosen Fairytale Gym for the vehicle by which to do this as it has the potential to create the perfect environment, which incorporates role play where social skills can be practiced in a

safe and fun way. By concentrating primarily on Fairytale Gym the planned activities will promote working co-operatively as part of a group through developing listening skills, the ability to follow instructions as well as encouraging taking turns and sharing. The authors hope that this will strengthen the target group on many levels. By actively participating in the workshops, it is the hope of the authors that the children will gain a better understanding of each other thus increasing their confidence and ability to form sound relationships with adult and peers, hereby fostering inclusion within the target group. The authors are interested to observe if there is any impact on the dynamics of the group, through their efforts to inspire, empower, guide and motivate children to develop their social skills.

1   Background of the Thesis

The International Childcare and Education Centre (ICEC) kindergartens have been running for 27 years. Initially set up as a means for children living in Finland, primarily Helsinki and Espoo, to follow a British curriculum. The centres longevitiy is a clear indicator of it's success and the company now has seven kindergartens to it's name with waiting lists for children to attend.

The kindergarten where the project will be carried out is in Herttoniemi, both the working life partner and the authors are excited to be able to work in a multicultural setting which specifically support the authors' interst. The ICEC's classes are divided up by age groups; Preschool has two classes, Preschool 1 and Preschool 2 in which the children are 3 and 3-4 years of age. The children in School room are divided into Reception -for children aged 5-6, and, Year 1 -for children aged 6-7. For the purpose of the project the author's will invite seven children between the ages of 3 and 6 to participate.

ICEC's philosophy states that "our approach to education is one that recognises the importance of whole class teaching and of giving the children the freedom to experience and explore using hands-on activities to complete the learning process (...) Our aim is to foster a child's natural delight in exploration and discover, which results in their gaining knowledge and understanding". In the ICEC centres children are offered the opportunity to play and discover in a multicultural environment. One

of the main aims of ICEC's philospohy focuses on the importance of social interaction, the encouragement of personal responsibility and the sense of others.

Following discussions with the ICEC Company Deputy Director, the authors found the company was very keen to embrace the thesis project and were given a time for when the project could be carried out as well as a time for the observation sessions. The workshops were able to run for a week starting from 11am until 11:45 and a further 45 minutes was offered for observations. This time was agreed upon as it was the time when the main 'ball room' where gym activities could be carried out was free, and it was also the only time available which would not interfere with the children's learning under the ICEC curriculum.

1.1   Working Life Partner's Role

In order for the thesis to have a deeper meaning and sense of purpose the authors have worked hard at finding a common purpose for the project and the kindergarten, one which both would deem beneficial. Following discussions this was agreed to be the topical issue of developing social skills. The working life partner is unique in that its nursery consists of four different classes, each with one teacher and one assistant -all of which work together on common themes chosen together. The children come together during afternoon outdoor play time as well as during festival celebration and extra evening events. As a result the authors will establish several networks in order to ensure transparency for the project to inspire trust and partnership and thus achieve the best possible outcome for the thesis project. Miller & Pound (2011, 153) illustrate this with the following quote: "Learning involves a reciprocal partnership where adults and children jointly construct understanding and knowledge."

The authors acknowledge that differences of opinion may occur between themselves and the working life partner as Dominelli (2002, 25) states "...in taking a client centred approach, the practitioner has to prepare him or herself for potential tension between what the user may want to do and what the practitioner can or is permitted to do by the constraints within which they operate (...) Disagreements about allowable actions may subsequently become a source of conflict between a practitioner and a client...". The authors aim to avoid conflict by being transparent and keeping the working life partner informed at all times.

2   Theoretical Framework

All development is intertwined, as supported by Piaget in Bruce (2011, 90) where "Piaget stresses that movement, thinking, feelings and relationships cannot be separated". In this project the target group consists of three to six year olds. Cultural context and family relations play a large role in this, as it affects the rates in which certain areas of child development are passed through. "Relationships, feelings and interactions between adults and children, as well as the material provisions offered, both contribute effectively to the child's learning." (Bruce 2011, 95). It was only in recent years that researchers in child development have begun to consider the effect of cultures and different types of society in children's development (Bruce et al. 2012).

The authors are aware that knowledge of child development is essential in the observation process because it gives a base for what developmental stages the children should be at and gives a deeper level of understanding. According to the child's age, they move through rigidly set stages of development (Bruce et al. 2012). As Bruce (2011, 104) states, "children are born wanting to learn. We only need to help them. We do not always know exactly what is needed. If we observe and support a child's schema clusters and see what the child is serious about, we find this informs us over time, but we can begin to extend the learning because we know the general direction that the child is taking."

Although it is important to keep in mind that child development is holistic, it is beneficial to focus on a particular area to be able to examine children's learning in relation to it (Bruce et al. 2012). For the purpose of this study the author's will concentrate on social development that is dealt with in depth in the following section.

2.1   Social Development

Humans are social beings that need to fit into a group, this is so important that learning may otherwise suffer as a result; this is because not being part of a group is

one of the four basic human needs as identified by Kellmer-Pringle in Pollard (2003, 108).

Vygotsky introduces two simultaneous lines of development, the 'Natural Line', which refers to development from within; and the 'Social Historical Line' which describes development from an external perspective. The latter of which the authors are concerned with as its importance grows after the age of two. Hughes (2010, 31) states: "Development beyond infancy is heavily influenced by the environmental context in which it occurs." The authors agree with this and it is further supported by Bruce et al. (2012) who state that all children are unique, their social development is affected by many different factors, including the family and culture they are born in and their individual temperament.

Keltikangas-Järvinen (2012) argues that being social and social skills are two different things. In other words, being social is a temperamental aspect that one is born with which reflects one's interest and willingness to interact with other people. Whereas social skills, on the other hand, are learned, and refer to the ability to use necessary skills to navigate social situations. Being social and social skills are independent of each other, a person may be willing to be in the presence of others but may lack the social skills needed to have a successful relationship with these peoples. Equally one may possses good social skills but may prefer not be social.

When working in a group the children have a perfect environment for practicing a wide variety social skills such as, self control -through voice tone and volume, sharing spaces and articles, sharing the attention of the teacher, and waiting for their turn. Also through group play children learn to become guides, through instruction giving and caring. Whilst at other times, learning to become part of a pack and practice following directions and allowing someone else to take care of them.

While it is often assumed that older children will take care of younger ones, it is also possible that the situation might be reversed as children develop at different rates. Learning is not age dependent and all children can learn from one another. For the child's positive social development the constructive help of the adult is needed. Jantunen & Lautela (2011) suggest that positive social development can be promoted in group situations by making activities available to all children to be able to participate, and by solving critical situations without taking sides. In addition to

this, Helenius & Lummelahti (2013) acknowledge that the children themselves may create ways in which to relate to the new-comer or new situation. This is something which the authors will be aware of and observe during the project.

Working in a group has the potential to offer the child, love and security, new experiences, praise, recognition, and responsibility which all are important for a child's social development (Pollard, 2003). There is a place for everybody in a play as even the children who cannot participate verbally can participate through observation, gesture and imitation. Children are often learning through observation, even when the task at hand is not yet accessible to them. For example a child who has limited verbal skills may observe what is being done in order to understand the rules and requirements, enabling them to take part in the activity at a later time. Helenius & Lummelahti (2013) state that young children like to observe and follow others example. The observation is an important learning situation.

Even conflict situations can be seen as an opportunity for children to learn social development skills. It is important to let children do things for themselves and for them to experience the feeling of achievement. For example, allowing children to resolve conflicts between themselves is a way that an adult can help to promote children's emotional and social development (Bruce et al. 2012).

The ability to imagine is necessary to establish empathy which is important in social interactions and in the development of friendship (Keltikangas-Järvinen 2010). Children learn through imitation, and playing with peers of different ages and abilities offers children the chance to play out different roles. This difference in age and abilities brings its own character to the play with valuable lessons to learn. As Helenius & Lummelahti (2013) mention that play between siblings fosters a bond between the children and the age difference gives the play its own tone. This is further supported by Lindon (2012) who discusses how children of varying ages can help eachother to reach higher stages of development that they would be unlikely to be able to achieve with their own peers.

By the end of the child's third year, the child begins to be able to separate themselves from their carers, and see themselves as an individual person; beginning to understand that other people may feel differently to themselves (Bruce et al. 2012). This development of identity is a long process, which has particular emphasis

from ages three to six in the early years, and then again in puberty, and, also in early adulthood (Keltikangas-Järvinen 2010).

The third year is important in the social development of the child as the child becomes interested in having friends and begins to make friends. The child learns to negotiate through experimentation, and in role play also develops an understanding of being in control and following. They become interested cause and effect; in why people do certain things and what happens when they do these things. At this age the child enjoys to participate in simple, non competitive games and begins to develop a sense of moral values, understanding what is right and wrong. Between the ages of three and four, children value companionship and often chose one special friend, on the other hand children of this age still enjoy playing independently. There is a need for the child at this age to have independent play times, times to do things side by side with other children, and times to work in a group (Bruce et al. 2012).

By four years of age, the child often has developed a strong will, and likes to be independent. The child shows a sense of humor and is still interested in cause and effect. In addition problem solving skills develop, the child begins to question and guess what will happen next, and has a better understanding of time –of what has happened in the past, what is happening now, and what will happen in the future. As a result of the grasping of this concept, the child is then able to verbalize this by using past, present and future tenses in their language. (Bruce et al. 2012).

From the age of five the child begins to develop a more stable sense of self. They are able to better internalize the rules of their culture, and are more aware of the feelings of others -taking increased responsibility for themselves and in helping others (Bruce et al. 2012).

From the age of six, the child is becomming more independent, and emotionally mature to handle social situations. They are adept at voicing their opinions and have a solid understanding of empathy and sharing. Due to the fact that they spend more time at school and with their friends the development of social skills plays a central role (Lee 2015), however, they can react negatively to drawbacks and losses in a game even to the point of not wanting to continue. At this age a child's ability to understand rules is more advanced so it is natural that their interest in organised

games and activities are increased. It is important to be aware that six year olds are still developing and are naturally self centred. The need of adult encouragement and guidance to further develop social skills are very important at this stage (Lee 2015).

Social skills are recognized by Keltaikangas-Järvinen (2010) to be defined by culture and time, -protocol popular in the fifties is no longer relevant today. In modern life, networking has gained a high priority in order for one to succeed one must gain skills in this area and be able to connect with different people in our multicultural world. Networking is becoming increasingly important as a means of expressing identity in the form of status (Keltikangas-Järvinen 2010). Friendships are increasingly made in order to benefit from another's resources.

As Miller & Pound (2011, 153) state, "children participate in cultural activities with skilled partners and come to internalize the tools for thinking they have practiced in social situations. Hence, relationships and interactions are of central importance." The authors aim to initially observe what the children are already aware of in terms of cultural difference and build upon this knowledge through our workshops. The authors intend to follow up through observation, the relationships and interactions of the children during and following the workshops for any impact. Childhood is a time to learn social skills and social interactions, children have to also learn the art of reading social situations (Parkkinen & Keskinen 2005).

2.2   Physical Development

The authors decided to use physical education as one of the means to improve social skills in the target group because of the benefits it can bring to the social development of children, which is the projects' aim. As Shimon (2011) states, physical education can bring about an environment that lends itself to supporting children in developing respect, and playing fairly with regards to rules and etiquette. This fosters positive interactions among children, and in addition allows for the opportunity to build up problem solving and reasoning skills that are important life skills.

Physical education is beneficial to child development, as studies have proven that it can help to reduce stress and anxiety, and as a result reduce the signs and symptoms

of depression. Goddard-Blythe (2004, 125-6) supports this, "during social occasions such as the sharing of meals, or the playing of games together, the production of oxytocin is increased... In a society in which relationship bonds are fragile, it is possible that something as simple as sharing a meal together on a daily basis may help psychologically as well as socially to strengthen the ties that hold us together."

In addition to this, it can increase blood flow to and in the brain that results in improved mental alertness and intellectual functioning (Shimon 2011). Also, "participating in physical activities can have a positive psychological effect on the well-being of children" (Shimon 2011, 41). This is important in developing children's self-esteem and positive self-image, enabling children to express themselves; Bruce (2011, 202) states the importance of this in the following quote: "helping children to identify themselves is probably the most constructive thing practitioners can do." Through creating a stronger sense of self and identity children are able to contribute positively in a group without losing their own identity.

The author's need to be aware of the children's need to develop their own sense of identity and be careful to ensure that they are able to see the children as individuals with their own individual skills and needs and not simply part of the target group. This is essential in being able to foster the development of children's social skills, as it is known from child development philosophers, such as Rudolf Steiner and Maria Montessori that children learn a great deal through imitation. The respect and seeing a child for what they are as an individual which, will be imparted from the authors to the target group, is thus important in helping to build up these social skills for the children through imitation. Piaget stressed the importance of imitation in his work. As Bruce (2011, 116) discusses, "imitation is important as part of representing experience (...) the child makes use of and reconstructs an event after the event (...) Through imitation of this sort, children experiment with different behaviours." This supports the benefits that both older and younger children may learn from each other when in a group setting.

In order to ensure success in the areas mentioned above the authors will need to take into account the children's skill level and ensure that the activities are made as enticing as possible. The challenge, which immediately presents itself, is the age gap in the target group that is directly linked to the children's physical development. As a result the authors will ensure that the activities are pitched at the correct skill

level for the children following the observation sessions and in addition ensure that there is differentiation within each activity to reduce the possibility that the children with higher skills in certain areas will become bored and disinterested. Shimon (2011) supports this expressing the notion that one size does not fit all when it comes to activity and fitness. In addition to this the authors will endeavor to ensure that the activities are as fun as possible and give plenty of positive feedback and encouragement to the children to further foster their developing process. The activities will be rewarding in themselves, and so that the children do not only strive for results but enjoy participation, without any fear of judgment.

Three to six is a very active time in children's lives, when they will normally exercise freely without much help from adults. According to Sheridan (2006) between these ages, children are able to hop, walk, run, and arrange and pick up objects from the floor. They show increasing skills in ball games, move rhythmically to music, and build elaborate models. Hand eye coordination and gross motor skills are also developing continuously. According to Shape America (2014), development, and the development of motor skills, are an interactional process in which life experience, including experiences that are teacher instructed, as well as hereditary potential, play a role. As a result the importance for the authors to encourage development in all areas including motoric, cognitive, social and psychological are equally important within the workshops which will be created. While the author's will focus on social skill development within a physical educational setting using Fairytale Gym, during the workshops, the authors will also strive to be aware and support any cognitive and psychological development that may also occur.

The National Association for Sport and Physical Education (1995) state that motor skill development is cumulative and is in addition directional, meaning that the skill acquisition may either be progressive or regressive. This is particularly evident when children who can be observed to do drill skills particularly well may loose these skills when placed in a team setting as the sudden need to think cognitively and process the elements of the game may cause a regression in the skill level. For this reason it is important to ensure that the learned skills are practiced in many different ways in order to help support progressive development, both cognitively and physically. Skills themselves may be classified in different ways. For the purpose of this paper the authors will discuss skills when they are divided into the following three different categories: *discrete skills*, these are skills which have a clear start and end, such as

jumping over an object; *serial skills*, these are a combination of discrete skills which are used to make a movement pattern, an example of this would be to jump several hurdles, where in this case the act of running and calculating when to jump over an object are combined to produce a serial skill; the final classification of skill are the *continuous skills*, these are skills which are used continuously, such as walking, when one ends and stops is arbitrary.

Skills which will be practiced in the Fairytale Gym workshops will be encouraged in a variety of forms, there will be the opportunity to practice the various classes of skills listed above, discrete, serial and continuous, which will also be used by the authors as a means of differentiation between activities. It is natural that discrete skills are learned prior to serial and continuous. The skills introduced in the workshops will be practiced not only individually but also in various group sizes to not only help to promote the progression of physical skill development and to also encourage social skill development as well. The activities in the workshops will have an emphasis on self-development, participation and co-operation in order to promote social skill development and reduce the aspect of individual competitiveness. The authors will ensure that the activities are accessible, challenging enough and kept interesting and fun for all of the children, hereby promoting success for each individual child.

The authors are aware of current stereotyping and will ensure that all children, regardless of age, gender, culture and religion will have equal access and be encouraged and supported equally to participate in all the activities in the workshops. In addition teams will be selected without bias by the authors, and done with respect and dignity for each child. Competitive games will be avoided, as will situations in which children could become targets. The authors will provide equipment that is safe and suitable for the children's development level, and will ensure that the activities are pitched at the correct level of duration for the children, being neither too long nor too short. The activities will include a proper warm up and cooling down session.

The Council on Physical Education for Children (COPEC) of the National Association for Sport and Physical Education (NASPE) support that during early childhood the focus should be on fundamental motor and social skill development, the joy of movement, and movement concepts. The COPEC goes on to discuss certain five areas that it believes to be fundamental when planning activities for children in early child-

hood. These include: the importance of the teachers, the importance to include movement activities which relate to the developmental level of the children, the importance for the children to be active, the importance of knowing that development of motor, cognitive, emotional and social skills are integrated, the importance that planned movement enhances the play experiences of the children. These focuses will be taken into account by the authors when devising the activities for the workshops.

Often children will select activities which they already know how to perform well and the authors will aim to aid the development of the children's social and physical skills by observing and being aware of when to help the children to make choices to enable this to happen, this will be done with the knowledge of child development written in this paper. In the following paragraphs, the typical physical development stages of each of the ages relevant to this particular paper will be discussed in more detail.

At the age of three, children are beginning to have better control over their bodies. They are able to concentrate for prolonged periods of time, however, the inclusion of slower games which encourage children to focus on certain movements are often beneficial for this age. Children of this age are beginning to develop an understanding of rules of games, this is aided by the simultaneous language development, which helps to aid listening and understanding. Children are able to better remember songs and through the gradual development of fine motor skills also learn to control instruments more effectively.

Three-year old children can throw and a ball, though the focus for this aged child should not be on accuracy so much as on distance as this encourages the full motion of movement, and this is the same with kicking. In addition, encouraging the exploration of these skills is more important than accuracy for this age group. Catching is a more difficult skill to learn for children of this age, and typically they are catching with the aid of their chest. Children of this age can walk on a line, balance for five to ten seconds, hop on one foot, can jump in place with two feet together, and in addition, jump over six inch high objects and land with both feet together. They can walk up and down stairs on alternative feet, walk on tiptoes, can pedal and steer a tricycle. Three-year old children can climb jungle gyms and ladders. It is between the ages of three and four that children are able to flex their upper body while hop-

ing, jumping, and throwing. At this age they can also imitate simple bilateral movements of their limbs. (Folio et al. 2002)

Children are continuously developing the skill of empathy, and the ability to take others into account is becoming more and more advanced, in addition to this children may also begin to help and guide others less able in tasks. In correspondence, solo play begins to decrease as the children start to naturally actively seek interaction with peers as the social skills become more developed (Sheridan 2006).

By the age of four, children are able to follow agreed rules, and this is again aided by the simultaneous language development that is important in listening and understanding. They are progressing, honing the development of the skills that they have learned previously when they were three mastering running more smoothly, hopping with both feet, galloping and skipping using alternative feet, and jumping with confidence. They are able to stand on one foot for up to five seconds. Personal space is a good theme for children of this age, as is the combining of different locomotive skills and patterns. Children can throw a ball with increased accuracy than at the age of three, in addition they are able to use their weight, shifting it to suit their need, and increasingly start to use a rotating motion for this. Children can kick and control a ball, again with increased accuracy than at the age of three, in addition children are beginning to be more adept at catching, and typically all children of this age can catch a ball, at least from a bounce, using only their hands. At this age children are able to do a somersault, and walk backwards from heel to toe, in addition they are more proficient than at three years of age at jumping able to jump several times in a row without falling or loosing their balance. Children are better able to control a tricycle, steering with confidence (Folio et al. 2002).

As the children reach the final ages of this age bracket, and at five, muscle development becomes more defined, again fine tuning the skills mentioned above and are able to balance and jump more proficiently, they can perform a somersault well, run on their tiptoes and generally run faster than before. Five-year old children also are able to master sideways movement and tend to be able to ride a bicycle with stabilizers. They are proficient at throwing and catching and often have many serial kill movement patterns mastered. Five-year old children are able to walk up the stairs while holding an object, and are able to hang form a bar for a minimum of five seconds (Folio et al. 2002). Five-year old children develop an increased understanding

of the concept of sharing and taking turns, both in play and conversation. Conflicts are able to be resolved among peers and the support of the teacher is less sought. Stories begin to play an important role in the child's development particularly at this age as they enjoy to be told read stories, and these often will be enacted out in play later on (Sheridan 2006). As mentioned in the Fairytale Gym section that follows, role-play is a fantastic, safe environment in which the children can practice movement and express themselves as well as experiment with their social skills.

At six years of age children have generally fine-tuned the above listed movements mentioned with five-year old children have reached ability, where, they are able to perform these movements with skill and control. In some instances they are beginning to learn to ride bicycles without stabilizers. Children of six years of age can typically already jump rope well and are adept at balancing and can jump for two meters, hoping. Hopscotch is a game that is well enjoyed by children of this age and opposite hands and foot movement is developing (Folio et al. 2002). At this age children enjoy being the leaders and also respect being able to have a say in the rules of games. They are able to follow rules and also increasingly invent their own games and rules for those games. Ensuring there is space for extending activities is important at this age group, children often are able to create their own games given minimal supervision and some age appropriate materials, providing time for child led activity is appropriate at this age (Sheridan 2006).

To summarize, movement stations are beneficial in early childhood from three to six, as such stations when set up correctly, provide the opportunity for the fine-tuning of the jumping, hopping, galloping, running, catching, throwing and kicking skills which are listed above. Having varied equipment is important to keep the activities fresh and interesting for the children to learn and this is something that the authors will take into account when planning the activities.

2.3   Fairytale Gym

As mentioned above, one way to support children's social development is by using fairytales. A fairytale is described in Steenberg's (2007) paper as a "narrative, usually created anonymously, which is told and retold orally from one group to another across generations and centuries, a form of education, entertainment, and history, a

lesson in morality, cultural values, and social requirements an a story which address-es current issues as each teller revises the story, making it relevant to the audience and time/place in which it is told". In the authors' workshops Fairytale Gym will form the authors' structure for the main activities, and this will be gone into further detail in the planning section. Story telling is one of the human races oldest arts, it crosses cultural boundaries and comes naturally to humans (Vehkalahti & Urho 2013).

Fairytales have the ability to communicate the values and differences of different nations, and this can help children to understand different points of view, they also enable participants to learn about themselves and the world that they are living in. According to Steenberg (2007) "fairytales could help in addressing children's deepest fears and also help them to realize that the challenges they face, do have solutions. In addition, the visual presentation of fairytales could possibly serve as visual support in teaching social skills".

Bruce (2011, 118) emphasizes that "words are only one way of making symbols and should not be over-emphasised in human development (…) Adults can help children to construct images and value those that children create which are based on experiences." Steenberg (2007) further supports the use of fairytales in developing social skills by saying, that fairytales are a good tool to use as the language of fair-ytales are simple and clear for children to understand and therefore to follow.

Through fairytales children are able to practice problem solving, fairytales also sup-port the development of imagination (Sidlovskaya 2012), as well as emotional literacy in children (Steenberg 2007). Fairytales are important as they have the ability to transport children into their own world, therefore calming them down. As Mellon (2002, 99) states, "to young children, stories are living experiences". Fairytales usu-ally begin with a problem and requires working in a group to find a solution to solve this problem, because of this group working function the authors find this method to be a useful tool in supporting children's social development.

Story telling is an important part of children's free play, one of the children usually takes the readers part and moves the story forward, but also other participants can still have an input in the direction the story is taken, and in this way forming a uni-fied story. In the author's activities the authors will take on the role of the story teller, letting the children to influence its' journey. The authors want to do this as

Vehkalahti & Urho (2013) express, ready thought-out play is like already chewed chewing gum. This principle also applies in over planning as it leaves the imagination of the child out.

Pedagogical drama's roots are from theatre, when talking about educational drama it refers to activities which are educational through their use of creativity and acting. It is a process that connects different art forms; word, sound, picture, movement and music. These art forms are the same as the ones that are used by the authors in Fairytale Gym. In Fairytale Gym, the adults' role is important because the adult has to motivate, plan and set goals for the activity. In addition the children take part in a role play during the Fairytale Gym, this becomes similar to using drama. By using drama it is easy to try out different roles and sides of characters. It is through drama that we can help the child to understand themselves and the world they live in (Helenius 2000, 27).

Fairytale is perfectly suited to the authors' wish to focus upon social goals, as it is good for social and emotional development. It offers a safe space to think and understand what it is like to be in another's shoes. To try out different emotions, and qualities, for example, being humble, greedy, just, and so forth, thus fostering the development of empathy and having the potential to stimulate all the senses. Through fairytale it is possible to help the children to deal with the concept of relationships and how to be with friends. Role play enacted in Fairytale Gym can also have the advantage of stimulating the child's imagination; the child is given free reins to act out the story in their imagination; this is valuable as it allows the child to test different possible scenarios and outcomes to situations which is very useful later in life.

Hughes (2010, 27) states "children at play move beyond mastery of their own bodies and mastery of objects to mastery in social interactions. Playing with peers, sharing both fantasy and reality with them, and demonstrating skills in a social setting are all elements of macrosphere play, which again strengthens children's egos as they realize that they can be successful in the larger social world. Erikson suggested that successful macrosphere play helps children better understand their culture and the social roles that they -and everyone else -are expected to assume". In Fairytale Gym, the role and the situation are always imaginary and end when the activity ends. Nobody stays as themselves, though throughout the process the participants act as

though the roles are real. Anybody can get out at anytime; it is voluntary -not compulsory.

Fairytale in a group, gives the participants a purpose to work together towards the same goal; this provides them with a unity which in turn fosters group atmosphere. With fairytale, it is possible to help children to learn about different cultures without being overwhelmed as they learn naturally through play. This also makes Fairytale Gym a good tool for our social development workshops as Helenius (2000, 27) confirms the following, through roleplay the child is given an opportunity to use fantasy, direct the child to make choices and to reflect. In this way drama will strengthen the child's imagination, creativity, curiosity, explore, everything which is natural to the child.

Fairytale Gym can be made age appropriate across the board as they have something for everybody, for some children it is very visual and enjoy being in the role, even if they do not understand all of the verbal parts, the movement and sounds can be enjoyed. For other children, they will benefit from the depth of the role, the meaning and values behind the story. "As children become more able to play imaginatively together, the possibilities grow for sharing and enjoying each other's company. This is because, in play, children can rearrange the real world to suit themselves -you can pretend anything when you play" (Bruce et al. 2012, 150).

2.4   Feedback and Evaluation of the Project

Evaluation is an important part of the project, involving the collection of material which can be used to assess the dynamics of the project and all those involved in it. While it can be gathered throughout the project, it is most valuable when it is collected according to a specific task. It is therefore important to plan its implementation at all stages of the project from the planning phase. According to the Western Australian Coastal Planning and Management Manual (2015), "there is no one way to carry out an evaluation, but it should include, regardless of the approach, the following steps: Design and plan the evaluation, gather the information, analyse the information and use the conclusions".

As this is a project-based thesis, the authors will use evaluation methods that are common for projects, active evaluation and post project evaluation methods, self-evaluation, and participant feedback. Active evaluation method will be continuously occurring throughout the project, enabling the adjustment of the activities to meet the needs of the children. Self-evaluation will also occur continuously, and in addition from the participants, both children and working life partner. The authors will ask for age appropriate evaluation and oral or written evaluation respectively. Post project evaluation will occur after all the activities have been completed and will be done at project closure (Young 2008).

In addition photographic records and participant observation methods were used in the project evaluation. Photographic records enable the authors to visually observe and document the changes in the target group throughout the project. Participant observation is material that is collected by observing and recording what is seen and heard. It is also possible to be interactive, and enables the opportunity for the authors to ask questions and interact with the target group (Western Australian Coastal Planning and Management Manual 2015).

3   Methodology: Observation Method

For the purpose of our study, and in order to plan for our workshops we will be conducting a weeklong observation of our target group. Each observation session will be for 45 minutes during the children's free play time following morning sessions. This was the only time offered to the authors, as it would not interrupt the children's daily learning routine. The authors' chose to do the observation in this way so that they would be able to take into account the children's current interests, their needs, how the children interact with each other and with adults (Hobart et al. 2009). This gives the authors the opportunity to use the information collected to build the sessions and pitch them at the appropriate level thus potentially increasing participation and learning in the target group, as Hobart et al (2009, 16) state "observing a child's interests and strengths allows the staff in the establishment to plan activities that will extend further development and add to the child's enjoyment and stimulation."

Observation will also be carried out directly following each workshop. The data obtained will be used in the overall project evaluation in order to discuss any impact

from the workshops. All data collected will be confidential, and will comply with the data protection act as stated in Child Observation and Assessment by Hobart, Frankel & Walker (2009). Prior to any data collection the authors will obtain signed consent forms from the ICEC the guardians of the children in the target group.

The chosen observation method is that of narrative/free description. This method was chosen because it lends itself to be used for short periods of time, enabling also direct recording of what is seen, and thus allowing for spontaneous activity to be recorded, it will enable the authors to examine the current dynamics of the group (Sharman et al. 2007). For the observation, the authors will be defining particular areas of the spaces in which the children have their free play, be it outside or in-doors, in an attempt to ensure that maximum observation data is recorded.

For the purpose of the project the observation will be focused on the children's social development skills. The authors have divided five workshops into two categories, two of which detail on listening skills and the ability to follow instructions, and, two of which focus on taking turns and sharing. These are necessary skills required for working successfully as part of a group. The final workshop will tie these previously examined skills together to focus on working cooperatively as part of a group.

4   Study Design

4.1   The Educator's Role

Due to the diversity of the target group it is important to celebrate and acknowledge differences, and to be aware that the authors' own attitudes can influence the atmosphere of the workshops, and this includes any conscious or subconscious prejudices which may be harboured by them. As Helenius & Lummelahti (2013) state, the nursery teacher/s in a child's life can have a strong influence on whether the child is open to mixing with other children of different genders and age or whether they will have a drawn preference towards a particular gendered and aged child.

The authors need to pay attention to their emotions, to be calm and never show any negative strong emotions. To be a good carer the authors need to also be able to set

limits and let the children take some responsibility for their environment to support and enable lifelong lessons and learning in the future. By taking these aspects into account it enables a sensitive and supportive environment which allows creativity to develop. Mutual respect also plays a key role; the authors will respect the children, and it is expected for them to respect the authors and each-other. Part of respect involves not always giving the answers, but allowing the children the time to figure things out.

The authors, we need to take care to be very clear with our instructions, using images, gesture and speech in order to help everyone participate in the workshops. Communication is more effective than exercising power and authority as this may lead to the shutting down of communication lines. Over exertion of authority may cause the participants to feel that their views are not taken into account, this is also true of the authors' communication between each other. Therefore as adults in a setting it is very important to be aware of the verbal and non-verbal language that is used with the children, and how it makes them feel about themselves, since, "feeling bad about yourself holds back social, emotional, spiritual and moral development. All of these are closely interwoven." (Bruce 2005, 162).

As leader's of the classroom, when introducing the workshops to the children, it is important to take into consideration the participants' input and ideas because as Bruce (2005, 139) mentions in her book, Early Childhood Education, "rearranging ideas and words is the basis of the creative process". Also, using ideas given by the children, will more likely foster engagement of the children, in turn fostering a good learning environment.

As Gordon (2004) mentions, it is important to be open and aware to interpret the child's behavior and signals, the authors will need to be patient and sure that they really understand the child needs, being careful not to make quick judgments on a situation. For example, while a child may seem to act in anger, in reality the reason for this outburst may be because their needs are not being met. By being aware of group size and pairing control the individual child can be supported; for example placing a child into a smaller group where involvement requires a lower threshold could encourage increased participation.

To help the children feel secure the authors will construct a pictorial timetable for the weekly and daily schedule. This will help the children to prepare for what is coming and also recall what has been done. After giving instructions for the activities the authors will take care to give the children enough space, to process and act on these. The authors will also ensure that there is space for the children to find solutions themselves, thus allowing them to be challenged appropriately. In order to do this the author's will use age appropriate challenges and materials, and in doing so, a safe, group environment will be created. In addition, the authors aim to help the children to feel settled, respected and listened to, through valuing their work and input, and in addition, give specific positive feedback to foster interest and positive self-esteem, as well as helping children to navigate challenging behavioral situations and refocusing their energy in a positive way. Bruce et al. (2012) reiterates this point when discussing the import role leaders have in creating a calm, orderly environment.

4.2 Target Group

In the target group the age of the children range from three to six, the authors will not find this problematic because children often have in their home life, different aged siblings, relatives, neighbours and friends so it is natural for children to be surrounded by other children of different ages. This is supported by Helenus & Lum-melahti in the Social Development Section.

While the workshops involve a lot of group activities, the authors recognize that individualism and collectivism are not mutually exclusive. Each child is an individual, with their own identity and individual personality, and the authors will endeavor to help the children to develop this by recognizing each child's individual needs and abilities throughout the workshops.

The main role of the children will be to actively participate in the workshops. By participation it is meant that the children are present and engaged in the activities planned for them. Although the ideal situation would be that the children would be actively participating, the authors acknowledge that a child may also be equally engaged and learning while observing. Another important role of the children will be the feedback they give at the end of each session and workshop week. The authors

will rely on this along with observation for their evaluation of how successful the activities, sessions and project has been.

The target group consists of children aged between three and six who attend the ICEC Herttoniemi kindergarten. The children come from different language and cultural backgrounds, representing a wide range of multicultural backgrounds, therefore their appearances, religion, gender expectations and culture all differ from each other. According to the Early Years Foundation Stage Statutory Framework (2008) children develop and learn in different ways and at different rates, however these are all interconnected. A mixed aged target group reflects the natural home environment where many children have older or younger siblings. As a result of this, even though developmental stages for three to six year olds varies the authors felt that for the purposes of the workshops having a mixed aged target group would be an advantage rather than a hindrance.

Furthermore, as Montessori pedagogy teaches, a mixed-aged environment fosters peer group learning as the older children find themselves in a position of responsibility as they have the opportunity to lead the younger and less able children. In reflection the younger children have the benefit of being surrounded by children who are more developed to look up to, and learn to follow direction. In correctly guided mixed age groups competition levels are more likely to be replaced with co-operation between the children.

Table 1 below, lists the participants in the target group, for confidentiality purposes the children's names have been omitted, and code letters have been used in their place.

Code for the Child	Age
A	6
B	6
C	3
D	5
E	6
F	4
G	5

Table 1, Target Group Participants

4.3   Planning and implementation

As mentioned above, the author's will be restricted to running the project at a given time, despite this the authors were given the opportunity to work with a mixed-aged, multicultural group, where the issues of language and culture will be broad, and in which the need to develop social skills will be of high importance as discussed in the introduction. In addition the author's will be able to take advantage of a free play session which directly will follow the workshops which will enable a timely session to observe any immediate effects, if any, from the activities.

The author's will devise five workshops which will run for a week; there will be one workshop each day, and these will be divided up into three sections, a warm up, a main activity, and an appreciation session during which feedback will be received. These workshops are inspired by a week's observation of the target group, the authors feel that this week of observation is essential as it will give an indication of the children's current abilities; Thus enabling the authors to plan accordingly and design the workshops for success, and in doing so avoiding unrealistic expectations of the children (Bruce et al. 2012). The authors will take it in turns to lead the warm up, main activity and appreciation session depending on the day so that the other author can be free to observe from a distance. Following each workshop there will be a free play session in which the author's will observe the children and note any possible impact from the workshop, this is going to be compared to the observations done prior to the workshops beginning.

Although a 45 minute time limit has been planned for each workshop, within that time the activities that are planned have been planned with flexibility so that it is possible to modify the activities according to the children's interests and mood. The activities will also be planned in such a way that they can also be adapted to make room for the children to take the activity into their own direction as well -within reason as Bruce et al. (2012) state in their title "Child Care and Education" that it is beneficial for children to give them choices and consult them about issues that affect them. For example if the target group are particularly active a more active warm-up can be used to suit the children's' needs, even if the plan for the day would have been a more calm/sedimentary one. The school has access to an outdoor space

which will not be typically available to use, though the planned activities will be made adaptable to work outside as well as in.

The Environment is an important aspect to take into consideration. It can have the effect of making the children feel included or excluded from the activities, therefore it is really important when planning the workshops to use the environment to ones' advantage. "When there are new or confusing stimuli in the environment, the person feels confused and uncertain, and the level of central nervous system arousal is elevated. To reduce this level the person must explore the environment in order to reduce its uncertainty. In contrast when there is a lack of stimulation in the environment, the person is bored and seeks stimulation to maintain the desired arousal level" (Hughes 2010, 29).

To minimalize the risk of losing the children's concentration, and evoking bad behavior the authors' aim is to create a stimulated, controlled environment, which takes into account creativity, originality and expressiveness and include a range of activities which allow the use of many senses. Also, the activities will be as much as possible set up prior to their start, and have additional materials close thus reducing the chance of distraction.

The authors are aware when working with children there are always unforeseen situations which may lead to a lack of concentration. Outbursts may seem not to be related and could stem from outside sources, for example they could be related to the situation at home, or about an incident that occurred earlier in the day. Listening to the child and reflecting the child's feelings to the child, and being aware of the overall situation as Gordon (2004) advises in his book, Toimiva Perhe, can help diffuse the situation. In order to address this issue, the authors have contacted the kindergarten staff to be made aware of any issues which may impact on the workshops.

The authors recognize that different areas of development cannot be isolated from each other as Bruce et al. 2012 supports by acknowledging that it is not possible to isolate emotional and social development from other areas of development. It is also important to acknowledge that while a child may act in an undesired way, it is essential not to criticize the child, but rather to focus on the unwanted behavior. A useful tool is to focus on positive feedback which may enable self correction on its

own. The authors will, by leading through example, and gentle intervention when deemed necessary, encourage the children to learn about being cooperative, positive and caring towards their peers (Bruce et al. 2012). As the target group consists of varying age ranges, it will be important to be aware of activities which could be too competitive as mention above, three year olds in particular, but also children form other age groups may suffer or loose interest in the workshops and this could become a barrier that stops them participating (Gordon 2006).

The authors also need to be aware not to have the activities not challenging enough as this may foster boredom, therefore each activity should have the possibility of varying stages of difficulty. The authors intend to be proactive to guide situations as they arise to avoid conflict before it escalates. The authors also acknowledge that participation is more important than the end result, and that all the efforts that the children make will be appreciated and respected (Bruce et al. 2012).

4.4   Project Goals

The authors of this thesis have a special interest in early childhood education in a multicultural background setting as they themselves have grown up between different cultures. From their experience they have found inclusion to play a vital role in learning and child development. Social development skills are part of the stepping stones to achieve this goal as they help to promote healthy relationships between peers, adults and the environment (Early Years Foundation Stage 2014).

As previously acknowledged, all the areas of child development are interlinked and cannot be separated. The field of social skills is vast and for the purpose of the project the authors are focusing on learning goals that are age appropriate for the target group within the social development skills. The authors are focusing on working cooperatively as part of a group, which involves the following skills: Listening and ability to follow instructions, taking turns and sharing, and these are supported by the theoretical framework above.

The authors hope that the findings obtained from this study will be able to be used as a tool to help promote inclusion through developing social skills between three to six year olds in any early childhood setting regardless of language or cultural boundaries.

The authors hope that this may act as a preventative method to fight against the topical issues of exclusion and bullying.

4.5   Resources and Equipment

The Working Life Partner is providing the authors with the physical space within which to work, including age appropriate equiptment which is suitable for the planned workshops and observation. The authors have been assigned a classroom for the purpose of observation as well as a large "ball room" equipped with tables and chairs of child height as well as basic kindergarten supplies including, toys, paint, paper and so forth. The authors were also given access to the gym facilities and equipment, first aid supplies and a cd player. Toilet facilities are nearby.

The room is familiar to the children as it is used during the kindergarten hours, this was helpful for some of our workshop activities as the materials were familiar to the target group and easily accessible.

4.6   Workshop Structure

Each session will be developed following a weeks work of observation of the target group. In addition each workshop has been structured according to creative method theory to include a warm up activity, main activity and an allocated time for feedback and evaluation. The maximum time for the workshop is 45 minutes, which is then followed by immediate observation. Before the official observation begins the authors will have meetings and introductions to the kindergarten staff and deputy directors of the school, as well as the children's guardians. They will also be introduced to the children prior to the observation starting. Both of the authors have done some previous work in the kindergarten setting and are thus already familiar with the system of the school as well as the children taking part.

The workshops will take place after a morning session at 11:00 every day. The start of each workshop will begin with a small circle time this is when the structure of the workshop will be explained and also in sequential workshops it will be a time to recap on what has happened in previous workshopss.

The base storyline for the workshops will be made adaptable to beable to take on roots from the children's current area of interest. Each workshop is individual and follows it's own Fairytale Gym narrative and has set learning goals which will be embedded in the tasks that are set.

4.7 Workshops

Prior to each workshop there was a small circle in which the safety word "STOP!" was explained. When this word was spoken the children needed to stop what they were doing and sit down to wait for further instructions. The use of a drum was used to signal the stop and start of each station/activity.

4.7.1 Workshop 1: Lost Farmyard Animals

Goals:	Listening Skills & Following Instructions
Conductor:	Naima
Observer:	Hilary
Time:	3-4 minutes per station

Warm Up: Cat and Mouse

The children were in a circle with the parachute, one of the children volunteers to be the mouse, and goes under the parachute. Another child volunteers to be the cat and goes on top of the parachute and tries to find the mouse while the children holding the parachute shake it.

Main Activity: Finding the Lost Animals

Four stations were set up to help the children to find lost animals, the children needed to complete the tasks for the animals to return to the farm.
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At the first station, there was a duck pond, they needed to hop over the stepping stones and walk over the narrow bridge (skipping rope) to complete enough circuits to encourage the animals to come back.

At the Second station, the children needed to throw food for the chickens to encourage them to return. The food was beanbags which was thrown into the chickens pen.

At the third station, the children needed to jump over logs and go through a rabbit warren to encourage the rabbits to return to the farm.

At the fourth station, the children needed to weave through the obstacle course carrying food for the horses.

Cooldown: The children sat together in a circle and saw the animals all returned safely to the farm.

Feedback: Emotion faces

      The workshop was discussed with the instructors, and were asked what was best, what was the most fun, asked if there was something that they did not enjoy so much and so on. It was a time for free speech. Following this, the children pointed to the face that they felt best summed up their overall experience of the workshop.

4.7.2   Workshop 2: The Arctic

Goals:	Listening Skills & Following Instructions
Conductor:	Hilary
Observer:	Naima
Time:	3-4 minutes per station

Warm Up: Penguins on Ice

      The children are encouraged to be penguins, escaping from a shark. The shark is indicated by the sound of a tambourine. When the children hear the sound of the tambourine they need to climb up onto an ice sheet to be safe. The ice sheets gradually melt making the game more difficult as the children need to share and help each other.

Main Activity: Gathering Firewood Against the Cold

Four Stations were set up, the children were Inuits who are in need of firewood to help them to keep warm over the winter

The first station was a polar bear who was trying to steal the Inuit's firewood. The children needed to scare the polarbear away by throwing snowballs at its tummy.

The second station was an area of deep snow that the Inuits needed to navigate over and around in order to get their firewood.

The third station was a husky dog ride to find firewood, where the children took turns being an Inuit and a husky dog. The children pulled eachother and directed the husky dog using the sound of a maraccas.

The fourth workshop was an ice fishing station where the Inuits needed to fish for fish.

Cooldown: Finally the parachute was used to construct the igloo together and place our firewood in the middle to make a fire.

Feedback: Two Baskets

The children came together in a circle and as previously the workshop was discussed and the children were encouraged to speak freely about their likes and dislikes. Two empty baskets were placed and the children given a fish each. If the children enjoyed the workshop they were encouraged to place the fish into one basket. If the children did not enjoy the workshop they were encouraged to place the fish into the other basket.

4.7.3   Workshop 3: The Beach

Goals: Taking Turns & Sharing

Conductor: Hilary & Naima

Observer: Hilary & Naima

Warm Up: Land, Sea, Boat & Flood

The children needed to run to the different area which was identified by three different sounds. For the flood game, when the children heard the specified sound, they needed to get high enough up to escape the flood.

Main Activity: Collecting the Oysters

The children needed to collect oysters for cooking. The oysters were under the waves of the sea. The children needed to take turns running over the beach, and under the sea to reach the rocks were the oysters were in order to gather them, before running back and placing them in their basket for cooking later. The children took turns in being the sea, a parachute, and in collecting the oysters. Once the oysters were collected the children needed to cook these in a big pan –the parachute.

Cooldown: Sharing the cooked oysters.

Feedback: Two Baskets to place their eaten oyster shells into depending on whether they enjoyed the activity over all or not.

4.7.4   Workshop 4: The Pet Shop
        Goals: Taking Turns & Sharing
        Conductor: Naima
        Observer: Hilary

Warm Up: Fishes in the Net.

The children were fish swimming in the sea, and a few of them were a net. They needed to catch the swimming fish, if the fish were caught they joined to be part of the net. Once there were no more fish swimming, the game restarted. The children took turns being the net and the fish.

Main Activity: Pet Shop Animals

The children were in a pet shop and chose what animal they wanted to be. The children took turns in being the shop owner. The shop owner told the pets how to move from one place to another –hop, roll, jump, skip and so on.

Cooldown: The children came into a circle to discuss.

Feedback: Two Baskets

The children each had a mouse and could decide into which basket they wanted to place the mouse depending on whether they liked the workshop or not.

4.7.5   Workshop 5: The Jungle

      Goals: Working Co-operatively as Part of a Group

      Conductor: Hilary

      Observer: Naima

Warm Up: What's in the Jungle?!

The children were in the jungle and needed to be aware of the different animals that could pose a threat to them. If they heard that the lions were coming, they needed to run to the village for safety. If they heard that the elephants were coming they needed to run to the river. If the children heard that the hippo was coming they needed to run to the trees.   The lions, elephants and hippos were differentiated by three different musical instruments.

Main Activity: Collecting Food

The children needed to join together to form a snake. They needed to pass the food through the snake as quickly as they could. The children were timed and tried to beat their own score.

The children were vultures and needed to gather food/bones for themselves. The children held a small parachute under which were a large number of bones they needed to take back to their nest. The children circled above the food, while one child was given the opportunity to dive down and collect a bone, taking it to the nest.

Cooldown: The children needed to gather their food all together and eat it.

Feedback: Two Baskets

The picked at bones were then placed into a basket depending on whether they enjoyed the activity or not.

5   Ethical Considirations

Since the thesis revolves around young children and involves their observation and participation the formal consent of the guardians of the children and working life partner were needed.   These are to be obtained through formal consent letters, which will be produced in two languages, Finnish and English to ensure full understanding of the content.

It will be ensured that the collected data will not be given to any outside persons and will be appropriately disposed of after its use. It will also be taken care of that the thesis will bring no harm to anyone involved. A copy of the consent letter can be found in the appendix.

It is important that the authors acknowledge that everyone harbors their own prejudices, even those that they may not be aware of. In order to counter this problem the authors endeavour not to favour one child over another, and to treat everyone fairly to ensure equal grounds to work from. For example, it may be needed to spend more time with a certain child who may need extra help for whatever reason.

When planning and executing the activities the authors made sure that age-appropriate and child safe materials were used. Care was taken that the environment was safe, and the children were made aware that taking part in the activities was voluntary and they were free to leave the activities at any given time.

The authors of the thesis are required by law to obtain valid criminal record checks in order to work with children. In addition to the above, the authors will sign a confidentiality agreement, a copy of which will be given to the working life partner, and made available for the guardians of the participants.

The thesis project will be on a small scale and will be based on accumulated qualitative data; on which the activities will be specifically designed. As a result they will be purpose made for this specific target group. However, the authors aim that with this project the ideas and theory behind the workshops can be taken and applied to any target group whose goals are to support inclusion through play and social development.

The validity of the thesis project will be limited as the results are observed only on a short term basis directly following the activities. In order to obtain more conclusive results the project would need to include a means of obtaining long term impact observation. The authors did not include a long term means of assessing the project due to time constraints

The authors will make sure to contact the Deputy Director of the school, the Manager, the kindergarten staff for all of the classes as well as the guardians and children. The thesis contract was presented to the Deputy Director and Manager, and informal meetings with the kindergarten staff took place. Letters of consent in which a brief explanation of the project will be included and will be read and signed in two languages by the guardians of those concerned, along with introductions made to the target group and their parents. In addition contact will be made to the kindergarten teachers to ask for any specific information that they may feel will be relevant for the authors to know prior to the commencement of the activities.

6   Discussion & Outcomes of the Project

The thesis focused on developing the target group's social skills, with specific focus on working co-operatively as part of a group using Fairytale Gym. In order to achieve this goal, two different social skill areas were condensed into two categories; firstly, listening and the ability to follow instructions, and secondly, taking turns and sharing. As discussed in the study design section, there were important factors for the educators to take into account when implementing the project.

For this project the authors chose to work with a mixed aged group of three to six year olds. Age is often used as one means of discrimination and exclusion, particularly in kindergarten age. The authors aimed that the workshops will overcome this

barrier and help children to learn from each other -how to care for others by being cared for, and, how to lead by being led. The workshops were designed to have a place for everybody to participate. As discussed in the social development section, learning is not age dependent and all children can learn from one another.

Children are social by nature and they show interest in other human beings from birth (Lindon 2012). The acquisition of a different dimension to their identity brings about a desire to bond with other peers who share this aspect of their identity in order to reaffirm who they are, in order to create this bond social skills play an important role. If children are lacking in social skills they become increasingly alienated (Jenkinson 2001).

One of the central factors that the authors were aware of was the environment setting which was influenced, set up and controlled by the teachers. One important aspect of this was the pairing of the target group for the purpose of the activity stations. The pairing of the children was done strategically by the authors, as the authors noticed the chance for C to be paired with an older child with a common language through clothing color, thus seemingly to be uncontrived. This demonstrated mutual respect and fairness from the authors in the teacher's role. This manner of pairing as a result created a supportive environment for the target group.

The children were very excited at being chosen and taken out from their normal routien. They were very curious about the new set up of a familiar room. The workshops began with a short circle time, the importance of which is demonstrated in the following quote relating to circle time: "a little child learns through such an activity that there are others occupying their own space and need their own space. They learn that there is a time for all things and that time must be allowed for others with differences in learning ability. It is at this time that the foundation for healthy, well-balanced relationships are made." (Childs 2005, 107).

The target group was eager to take part and in the first workshop were unable to listen to the teacher's instructions, instead looking around and wanting to try out the activities. The authors were sensitive and understanding to the children's curiosity and encouraged it and talked through it during the first circle time. The authors hoped that this enabled the children to feel that their opinions were valid and considered, again fostering a positive and supportive atmosphere right from the start.

The authors have an influential input on the workshop atmosphere, and were aware that throughout the project their own attitudes could potentially influence the target group and the environment of the workshops.

This was demonstrated further in the third workshop where the authors had to ensure participation for all, this was because initially some of the target group were not keen to adopt the role of the sea. Through positive encouragement and clarity through demonstration the children were able to see space to demonstrate their own creativity through the expression of the role, which in turn encouraged them to partipate.

The importance of the authors role is also present during the observation setting. Whether the author chose to intervene during the free play observation or not would have a direct effect on the situation. For example, during the fourth post workshop observation, F was interacting with D & E, initially offering pillows which were not being used in F's play. Later on however, F decided that they needed the pillows which they had given away. This presented a conflict situation; the authors gave the children the space to try to solve this amongst themselves. Following the resolution of the conflict the author saw an opportunity to support social skills learning through encouraging verbalization. Also as discussed in the social development section, it is important to let the children have the space to find their own solutions to resolve conflict, and if needed the teacher is there to help. "The ability to renounce our desires for others is the bedrock of truly social behavior -with the development of relationships and appropriate emotional responses. The capacity to share and to take on the perspective of others is all played out in germinal form in the multiplicity of games which children in all cultures play in their early years." (Jenkinson 2001, 16).

From a young age children interact with adults through body language. Keltikangas-Järvinen (2010) state that the first attachment bond is the starting point for the child's social development. Throughout the workshops the authors were aware that young children only manage to socialize cooperatively in small doses. As a result the authors took care to foster a positive, encouraging environment to help the target group to develop social skills in order to enable them to have an access into play with the other children (Bruce et al. 2012). As a result of the pre observation, the authors were aware that special attention needed to be placed on C & F as these were the

youngest in the group and did not play with the other children at first. C was recorded to be observing the other children, both during the workshops and in the post observation workshops, photographical representation of this can be seen in Appendix 7. This is typical of three year olds, children of this age like to observe others and still enjoy playing independently or alongside a peer without making physical or verbal contact (Bruce et al. 2012). As was noted in the second post workshop observation, see Appendix 11, C was happy to play independently and alongside D but did not object when D took contact.

Also, F had problems participating, often preferring to be on their own, and this was observed in the pre-workshop observation when often they would go to imerse themselves in their own activity, not seemingly wanting or needing to be part of a group, as discussed on the social development section, this is typical of children of four years old. Also, the authors believe that one of the reasons for the prolonged separation of F could have been due to the gender. While the group was expecting to have another male participant, due to family reasons the child was not present. The authors chose to stick to their target group as pre workshop observation had already been done.

Another challenging issue that arose was related to the expressing of feedback that was given by F. As despite stating that the workshop was enjoyed in the circle, the item was continuously placed in the 'did not enjoy' basket. This seemed to follow a pattern throughout the workshops, suggesting to the authors that F wanted to express being different, and unique. This demonstrates the children's need to be seen as individual and not just part of a whole, supported by the physical development section. The authors took care not to let this influence their attitudes towards F in a negative way, instead taking the time to listen to, and thank F for their contribution.

Another example of the importance of the authors role refers to the following example that concerns language. It was recognized that in order for there to be equal opportunity, the authors needed to give extra support to C in particular. As while, overall, the participation level was great, C appeared shy in the new workshop environment. This was to be expected, as, C, being the youngest with English as a third language, did not have a master of spoken English yet. As a result the authors preceded to conduct the workshops in a way that was easy to follow. The authors adapted the activities to include sounds instead of verbal commands. Also, as men-

tioned above, through pairing A and C, who shared a common language. In addition to this the authors used Finnish when extra clarity was needed, this was one way of ensuring equal opportunity and participation for all. This proved to be successful as Appendix 4 shows C carefully observing and following A at one of the stations.

The need for extra support in order to create equal opportunity arose in the fifth workshop, when F was seemingly upset by something that occurred during the workshop and was unable to continue, removing themself from the situation. He was able to continue with the help of the teacher of the session who talked through the situation with them and gave encouragement and a means to return to the activity.

Fairytale Gym was the method used by the authors for the project; it incorporates both role play and physical development. Through fairytale children are able to practice problem solving (Sidlovskaya 2012), as fairytales usually begin with a problem that requires working in a group to find a solution. The pre workshop observation was relevant and the authors' accumulated information on the target groups' current interests to take into account the target groups' current interests. The interests that were observed in the pre observation sessions became useful as they enabled the children to access their roles in the workshops. For example, the children were drawing and playing with items to do with the arctic as they had been studying winter and seasonal changes, hibernation and so forth. The second workshop was based around the arctic and the Inuits so the information and pictoral elements were already there and this sparked the children's interest even further.

For the final three workshops, the authors gave the children even more input into the design of the workshops. The children were able to influence the direction of these, as the authors took their feedback and the importance of this is supported by Lievegoed (2005, 90) as stated "…the best stories are those which the story-teller made up himself." There was a noticeable change in the children's attitude as a result of this. They kept asking when they were going to the pet shop, to the jungle and to the beach –which were the three last workshop themes, created by them. This was something which was also observed and discussed with the authors by the working life partner staff. As Lievegoed (2005, 75) remarks: "The child is essentially concerned not with the final product, but with the *joy of creation.*" Lievegoed (2005, 138) further states: "Children's play is always an attempt at creation, and is, therefore, always artistic from the child's point of view."

Also, by taking on their input, the children seemed to engage deeply in their roles in the Fairytale Gym sessions and they really wanted to explore and develop them. Again this shows the successfulness of child-led activities. This was further reflected in the children's inability to hear the drum sound -the sound that was used to indicate when to stop and start a new station. A further example of deep engagement in a role was demonstrated by A, who, while previously had been observed to be very helpful and kind, remarked about how fun it was to throw snowballs at the polar bears head. Due to the clashing behavior difference, the authors feel that A was deeply engaged in the role they took on. This demonstrates Fairytale Gym to be a good vessel for the learning of social skills as it enables a safe place for the child to engage in other roles and this is an effective way to develop empathy. The role play impacted on the target groups' social development which directly impacted on the groups' dynamics as the workshops went on, this is discussed in the following paragraphs.

The children were very enthusiastic easily getting into the role of each workshop's theme. The children, in their pairs, were willing to help each other, often collecting things for each other and were able to take turns at the various stations. A visual example of this can be seen in Appendix 10 where the beanbags for the station are being collected by one pair for the next child's turn -this was self initiated and not 'teacher led'. The children also were able, from the start, to be respectful of each others personal space and the authors were pleasantly surprised at this level of awareness that the group had even already at this early stage in the workshops.

While playing the penguin and ice sheet warm up activity in the second workshop. All of the children wanted to help C, perhaps because C is the youngest and they wanted them to be able to participate and be part of the group. Also observed, in the fourth post workshop observation, were the elder children, D & E being flexible in their response to the younger aged child, F, this is congruent to what one would expect in their social development as five and six year olds are more aware of the feelings of others, and take increased responsibility for themselves and in helping others (Bruce et al, 2012). "Often, considerable negotiation precedes a game. Negotiation is at the heart of social competence and contract: for the good of the game, or for the happiness of the other, I agree to terms less favorable to me." (Jenkinson 2001, 21).

It was noted in the first post-workshop observation, that the group dynamics were the same as in the pre workshop observation. A, B, D,& E playing together and F was playing separately. C came over to observe the play, see Appendix 7, but did not stay observing for long, and soon went to play on their own. The first shift in the group dynamics was visible to the authors during the second post workshop observation, when the children, except for C, drew together on the floor, see Appendix 8 which demonstrates this. C was meanwhile content to play alone, again as they had done in the first post workshop observation, they occasionally glanced over to the other children to observe their play. The authors recognize that the observation is an important learning situation as discussed in the social development section, children are often learning through observation -even when the task at hand is not accessible to them. This is supported by Helenius & Lummelahti (2013) who discuss, young children like to observe and follow others' example.

In the third post workshop observation, C was seen to be making the shift from observer to actively interacting and creating friendships with the other children. This is pictorially represented in Appendix 9, where C is laughing and smiling while interacting with the other members of the target group who were sitting at the table drawing. Unfortunately the photograph cannot show C's as, emotion due to confidentiality reasons, the faces of the children have been blurred. Also the photograph represents only a literal snapshot of the moment, however observation material collected noted how C took a chair over to the table in order to be part of the group. As stated in the social development section, the third year of a child's life is a transitional period when the child begins to come out of their own independent play, seeking to make friendships, and this observation demonstrates this in action. Lievegoed (2005) supports this by stating that self awareness occurs around the age of three.

In the fourth workshop, even though C was only part of the group for 3 days, C's absence was deeply felt by the other members of the group, and expressed so. This shows to the authors that when a group does things so intensively together they bond very quickly and adapt to each other. The absence of C caused a new adaption, and possible pressure for the other members of the group. In particular F who now found themselves in the new role of being the youngest group member.

During the fifth post observation workshop the children demonstrated social competence through their communication while constructing an airplane together. They

discussed how to do it, taking into account each others feelings and wishes -who was to be the driver and so forth. It was in this post workshop observation that a clear change could be seen in the group dynamics; the group began by constructing their own separate pieces, the target group then began to communicate with eachother which led to a deconstruction of the individual pieces in order to make a larger airplane alltogether. Appendix 12 demonstrates the deconstructing of the individual work, while Appendix 13 demonstrates the final airplane piece when the target group came together to make one piece together. The change in the group dynamics became very visible here. Especially when comparing it to the observations recorded in the pre workshop time and the early post workshop observations. The group became visibly cohesive, interacting and playing together. The authors believe that this is a result of an increased development in social skills that were directly encouraged by the workshops as when children achieve goals together it fosters bonding. Also, because of the intensivity of the workshops and the timescale helped the group bonding. As Jenkins (2001, 21-22) states: "The more imaginative the games that children play together, and the greater the complexity of their play, the stronger the indication that they will also develop higher levels of social competence, and interpersonal (i.e. knowing and communicating with others) and intrapersonal (i.e. self knowledge and management) skills."

Also, in the final workshop, A was the eldest in the group, and became the natural leader for the children, being confident in their choices and actions. Though the authors did not observe any verbal or physical taking on of that role, is was as expected as explained in the social development section, it is natural for younger children to look up to, follow and imitate older children.

Throughout the project the authors conducted evaluation. This took on three forms; active evaluation, post project evaluation and self-evaluation. In addition participation evaluation and photographic record methods were used. Active evaluation took place continuously during the workshops and immediately after it during the free play. Post project evaluation was conducted between the authors and also took into account the participant feedback and the staff and manager feedback from the working life partner. This feedback was collected orally throughout the project. Self-evaluation was done through formal discussions that took place after each post workshop observation session, it was done individually and as project leaders. The photographic record method proved to be very successful in this particular project. It

clearly demonstrated the changes that happened in the group dynamics of the target group, giving the authors data that illustrated the before, during and after picture.

As the project was a joint one, the partnership between the two authors is very important. Both acknowledged similarities and differences in their life stories which affect their views of the world and how best to conduct best practice. In order to ensure the full functioning of the project the authors met up regularly to combine sourced materials and to plan, write, discuss and continually evaluate the progress of the project. The pair was able to discuss openly and set clear goals and targets throughout the project to ensure its smooth running. In addition to this was the partnership between the author's tutor and themselves. By keeping an open relationship in which the authors were able to honestly discuss any challenges that were faced with the tutor a respectful relationship was formed which proved to be very beneficial. Through the evaluations the following issues arose.

At the first feedback session, the children expressed that they did not enjoy giving feedback with smiley faces, asking instead that it would be made into a game. The teachers were surprised how determined the children were about this and how verbal each of them, except C, expressed this. The teachers feel that this was because they enjoyed being part of the Fairytale Gym role play, and wished to choose how to come out of the roles. These wishes were taken on board and from the second workshop onwards, the feedback method was changed, connecting it as part of the game relating to the various workshop. G was not present for the duration of the workshops, or for the post workshop observations due to being called abroad because of family reasons. The introduction of the basket form of feedback was greatly received by the children, and they were enthusiastic to give their feedback in this manner. Appendix 5 shows the original feedback method with the smiley faces and Appendix 6 shows the basket method which was introduced following the target groups' feedback.

Overall the project had to be condensed due to time constraints and room availability. This affected the length of the workshops, and to some degree their flexibility. For example, the authors had planned to use a pictoral timeline to aid the participants in their understanding and navigation of the workshops. This was not possible as it would have greatly increased the time needed for the workshop. In addition the

tie restrictions meant that the authors felt under pressure to deliver a meaningful session in a specific timeframe. This proved to be challenging for the authors as it became an interesting issue as to whether push forward with planned activities or to take head of the children's feedback at the time. Following feedback discussions with the manager of the kindergarten, it became clear that it is one policy of the kindergarten to have as many activities as possible child led –this made future decisions easier for the authors who previously felt pressure to deliver a 'Fairytale Gym Session'.

The authors did not have direct contact with the guardians of the target group regarding the workshops, this was due to the time restraints. The authors had also planned to directly include the guardians in the project by giving the children an optional project home with them to continue working on together with their guardians to strengthen the home life bond, essential to self esteem and where many of the first social skills are learnt. Also this would have enabled the guardians to discuss at home in their mother tongue anything that could have arisen from the workshops.

The observation method chosen by the authors had its limitations. For example, narrative free description requires a continuous record of everything that is happening. The authors found it was difficult to record everything that was happening in great detail as it happened so fast (Hobart et al. 2009). To keep a written record and observe at the same time posed its own challenges. In addition, in many of the sessions, one author was observing while the other was instructing, where in some cases it would have benefited to have the two authors this was not possible to provide. For example for some activities C & F required extra help which was challenging to give while still keeping the rest of the target group engaged.

The observational material collected and the results obtained from it, are only relevant to the target group in the specific setting. Despite the limitations listed above, the authors still feel that the final evaluation from the observational material collected directly indicates that play is able to cross cultural boundaries. As a result, the authors feel that the project thesis conducted is valid. The changes the authors observed throughout the project in the groups' dynamics indicate that there is potential in the future for extending the use of Fairytale Gym in multicultural settings as a means to develop social skills, and promote inclusion through group work.

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Appendixes

Appendix 1 Observation Material

Pre-Workshop Observation

The pre-workshop observation was conducted during a 45 minutes free play session when all the children were together. The children each had there own group to play with during this time. Four of the target children, A, B, D & E, seemed to be closely bonded and played naturally together all the time during the observed free play sessions. These children often engaged themselves in roleplay games, such as house, hairdressers, nail salon and make up artists. F played with different children, and was engaged in another area of the room, favouring to play with construction materials such as Lego and large plastic construction pieces that snapped together. In addition F enjoyed playing with wooden blocks and sometimes with the Barbies. During the time that F was playing with Barbies, G also took part when not invited to play with other children. C was the youngest of the group and enjoyed free drawing and independent play. At times C would also engage in play with other children of her own age.

During Workshop Observation
Workshop 1:   Lost Farmyard Animals

Present: A,B,C,D,E,F
Not Present: G
During the first circle time the children were excited to start the workshops, exclaiming F: "I want to go here", B: "when can we start". C was quiet and seemed to be observing others. During the warm up, all of the children participated and took turns waving the parachute while selected children took part in the game. All the children took turns to be the cat and the mouse in the parachute game, however, C did not want to be the cat but when paired with the teacher, took a turn as the mouse.

The children were paired according to the colour and or shapes on their clothing. C was quiet but imitated and followed carefully what A was doing at each station. B was very considerate at the beanbag station, making sure that E had their turn, and B brought the beanbags to E.

At the sound of the drum to signify the change of station, none of the participants stopped, instead continuing with the activity.

C exclaimed during of the fourth station: "En jaksa enää!": "I can't carry on anymore!". A asked: "Are you tired?", C replied "No". With encouragement from the teacher C was able to continue and complete the workshop.

At the fourth station, B exclaimed: "en jaksa kantaa": "I can't carry" (the ball) The teacher said: "You could ask your partner for help", E went to help B.

At the second station, F said: "I want some!" (beanbags), D says to F: "...ok! You can take these", F says:"Now it's my turn".

At the appreciation circle, the children expressed positive feedback. A, B, D, E & F were verbally expressing their feelings about the workshop, whereas C would give feedback through bodylanguage -nodding and shaking the head. When the feedback was being given, the children said they did not like the smileyface feedback method and asked for it to be changed into a game.

Workshop 2: The Arctic

Present: A,B,C,D,E,F
Not Present: G

The children particpated well. The children needed to share ice sheets as the ice melted away. The children were very helpful of each other and enjoyed trying to fit more children onto the smaller and smaller ice sheets. The children did not want this game to stop, and were instructing each other to available places. A exclaimed: "over here, over here!". The children were hugging each other close in order to fit onto the small ice sheets.

Throughout the workshop the children were engaged and found it difficult to stop when the sound of the drum rang out. The children took on the roles and really worked hard to achieve the end goal, helping each other and directing each other. The children all enjoyed the husky ride and directing their husky dog to which way to go using the maracas.

A enjoyed the polar bear stating that "it was fun to throw snowballs at the polarbear's head". F started to roll about in the tunnel, not wanting to move to the next station, B said "You have to stop now!" the teachers needed to intervene for health and safety reasons.

At the point of the final circle, the children were really happy that they achieved their goal, collected the firewood. The children were very happy in the change of the feedback method, and said so verbally, except for C, who was again nonverbal. All of the children placed their firewood into the 'enjoyed' basket.

Workshop 3:   The Beach

Present: A,B,C,D,E,F
Not Present: G

The children enjoyed playing land, sea, boat and also 'flood'. C & F took more time to understand these games and A, B, D & E were verbally helpful in telling them where to go and what to do next. The children noticed the similarities in the flood game to the melting ice sheets as the same equiptment was used and F exclaimed "why don't you take them away?".

For the main activity, the children wanted to participate in being collectors of oysters and were not so enthusiastic to take on the role of the sea. However with positive encouragement from the teachers, helping the children to get into the sea role, this was achieved. In this game B helped by physically aiding C.

For the cooking of the oysters F & E especially wanted to cook the oysters again. F did not like that there was a hole in the cooking pot which the oysters kept falling into if team work was not sucessful. F found this frustrating, D went over to F when he stormed away, speaking softly to him to encourage him to come back. At the end of the activity all the children except F were helping to share out the cooked oysters.

At the end of the session, 2 oyster shells were placed into the 'did not enjoy' basket by A & F. A exclaimed "I didnt like it cause they kept running away", F said: "I didnt like because of the cooking"

Workshop 4:   The Pet Shop

Present: A,B,D,E,F
Not Present: C, G

During the warm up circle the children noticed that C was not present and A asked: "Where is my partner?". The workshop was explained and the children quickly got into role and were able to chose their role in the pet shop themed workshop.

The children chose a wide variety of different animals, from ant to jellyfish to monkey and so on. The children took turns peacefully and the transition from being the petshop owner to a pet was smooth.

During the fish game F wanted to be part of the net and not a fish, exclaiming "I don't want to", and at one point went to sit down, needing to be coaxed back by the teachers. Seeing this E volunteered to be part of the net again. At the end of the session, 4 fish were placed in the enjoy basket, and one in the did not enjoy by F. F stated that "thats why, nobody else wanted to play with me".

This workshop started later than scheduled and cut short due to a previous rehearsal out of the teacher's control. The workshop lasted 30 minutes.

Workshop 5:   The Jungle

Present: A,B, D, F
Not Present: C, E, G

The children were subdued. Not as active as previous sessions during the workshops. However this changed as soon as the activities started. The children followed A during the warm up game, even though A did not always head to the right place.

During the snake food game, all of the children really enjoyed this at first, trying hard to beat their own times. The teacher was involved at first but the children then took it on themselves and continued. F became frustrated at first being unable to move the hula-hoop as efficiently as the others. He stormed off, and the teacher needed to coax him back. A, B & D continued during this time to practice the activity.

During the vulture game, F & B were messing around, and did not want to work together with the rest of the group, prefering to play with the equipment. The teacher needed to exagerate the roles of the game in order to bring the childrens interest back.

During the final activity, the children listened attentively and completed the activity well. The children began to adapt the activity, wanting to make it harder by stepping backwards, F stated: "Lets stand up, I ..I..I want to be here". F started to try lots of different ways of throwing the ball. During the feedback, A, B & D placed their bones into the enjoyed basket, and F placed the bone into the did not enjoy, without stating anything. The teachers did not press for information.

Post-Workshop Observation 1

Post Workshop Observation 1

At the start of the free play session, A, B, D & E were playing 'ballerina class' and 'make up artist' together. C was observing them from a close distance –less than c.1 meter away. After observing the others playing, C walked away to play by herself with the Barbies. F was playing alone with Legos. After 20 minutes, D went to play in C's vicinity, playing with plastic construction blocks. C was comfortably aware of D's presence, but did not initatiate contact with D. After a while D initiated contact with C, showing C a Barbie wardrobe C was not currently using.

Post Workshop Observation 2

The beginning of the second post workshop observation began much like the first. A, B, D & E played together, C observed them, again from a close distance. F played alone with the Lego. After a time, the authors observed a shift in the dynamics of the group as F joined in with A, D & E's play. B & C began to interact together, getting papers for the game. All the children except for C then continued to draw together, drawing pictures of one of the teachers. In the meantime, C was happy to go into a corner closeby to play with the Legos which had been left out by F.

Post Workshop Observation 3

At the beginning of the third post workshop observation, there was a dramatic shift in the group dynamics. For the first time C went to sit straight away with A, B, D & E at a table to draw, sharing the colouring equipment with them. C not only was sitting with the other members of the group but was also interacting, laughing and talking with them. D moved the crayons closer to C so that they would have easier access to them. F played alone on a nearby carpet, looking at a book of his choice.

Post Workshop Observation 4

At the beginning of the fourth post workshop observation, E & D were playing together with B, helping to build a den with animals. A was drawing a picture of fish and shells alone.
After a while B came to speak to A, B asked: "Why there is paper here?" A replied: "It's a spare one, you can take it". Together they began to make wish lists for Santa for Christmas.

F was constructing a building with plastic construction blocks. D & E stated "We need more pillows" F threw a pillow to them. D & E continued to play together, suddenly F exclaimed:

"Don't take them all!" F went on to say: "I need the small pillow", in response D remarked: "We can have the big ones then we can have a bed" D & E gave F the small pillows. The teacher asked: "Would you like to say anything?", F said: "Thank you", D "You're welcome". The children were all subdued and very slow at tidying.

Post Workshop Observation 5

In the fifth post workshop observation the children started playing in the same room constructing. The children put their different pieces together to form one large piece in which they all played with for the duration of the free play. At the beginning the large piece was not large enough for them all to fit. As a result they all began to break it down and rebuild it. In the middle of this A got tired, and sat out, observing.

Appendix 2

Dear Guardians,

We are students from Laurea University of Applies Sciences and we are working on our final thesis. Our thesis involves the observation and creating of a week of workshops based upon our observations, which are designed to use Fairytale Gym to help develop the children's social skills.

We would like to ask for your permission for your child to be observed and to participate in our workshops. We would also like to ask permission to take photographs for the purpose of illustrating our work, the children will not be recognizable from the photographs.

We have signed an oath of confidentiality which will also be valid after the thesis is complete, a copy of which is available from Miki Nyyssönen. We will ensure that all data collected will not be given to any outside persons. We will also take care that the thesis will bring no harm to anyone involved.

Kind Regards,

Hilary Collard & Naima Guled

_____

Please fill in the following:

I ……………………………………… give permission for my child, ……………………………… to be observed and to take part in the workshops, as well as for photographs to be taken for the purpose of the thesis for ten days in December 2014.

Signed: _____
Place & Date: _____

Appendix 3

Hyvät Huoltajat,

Olemme opiskelijoita Laurea Ammattikorkeakoulusta ja työstämme tällä hetkellä opinnäyte-
työtä. Opinnäytetyömme kestää kaksi viikkoa. Ensimmäisellä viikolla havainnoidaan ja toisella
viikolla toteutetaan työpajoja havaintojen pohjalta. Työpajoissa käytämme Fairytale Gym,
lasten sosiaalisten taitojen kehittämiseksi.

Haluaisimme pyytää lupaa lastenne havainnointiin sekä heidän osallistumiseen työpajoihin.
Lisäksi saatamme käyttää valokuvausta havainnollistamaan työtämme. Lasten yksityisyys tul-
laan säilyttämään eikä heitä tulla tunnistamaan kuvista. Olemme allekirjoittaneet luottamuk-
sellisuussopimuksen, joka tulee olemaan voimassa myös opinnäytetyön valmistuttua. Halutes-
sanne tämä sopimus on saatavilla Miki Nyysöseltä. Kerättyjä tietoja ei tulla luovuttamaan ul-
kopuolisille. Varmistamme, että opinnäytetyöhön osallistumisesta ei tule koitumaan mitään
haittaa osallistuneille.
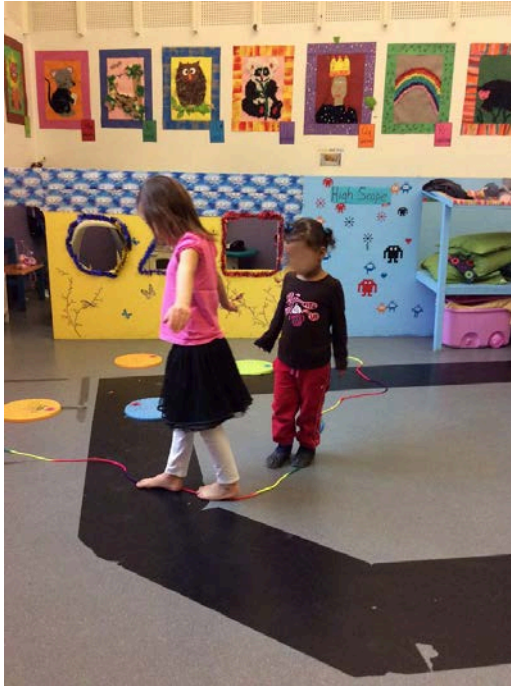
Ystävällisin terveisin,

Hilary Collard & Naima Guled
_____
Täytä tämä kohta:

Minä ....annan luvan lapselleni............................... osallistua havain-
nointiin, työpajoihin sekä valokuviin kymmeneksi päiväksi ajalle joulukuussa 2014.

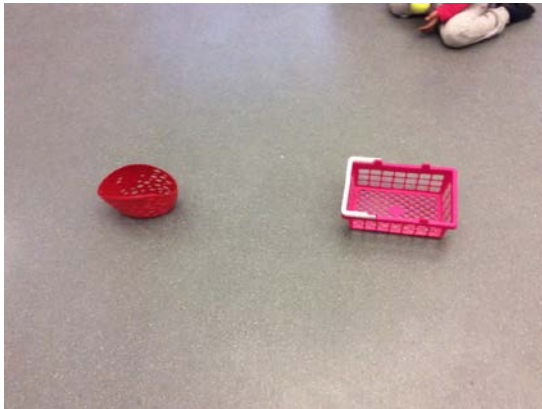Allekirjoitus: _____

Paikka ja Aika: _____

Appendix 4:_C observing and following A_

Appendix 5: _The smileyface feedback_

Appendix 6: _The baskets used in the new feedback game_

Appendix 7:_C Observing other members of the target group_

Appendix 8:*Children of the target group playing together*

Appendix 9:*C joining in and interacting with other members of the target group*

Appendix 10:*Collecting beanbags for eachother*

Appendix 11:*D interacting with C*

Appendix 12:*Dismanteling own individual constructions*

Appendix 13: *The airplane*