

# TEACHING UNIT 2 PLAYTIME AS SOCIAL SPACE

## IDEAS TO MAKE PLAYTIME INCLUSIVE. SOCIAL SPACE

### FOR ME AND MY SCHOOLMATES

#### Special Education and Primary Category

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This educational material and the dynamics proposed are not mandatory; they are merely intended as extra support for participating teachers, to give more information about the content of this publication before starting with the working group.

#### **1. FINAL PRODUCT:**

The Primary and Special Education working group consists of creating a classroom poster as a group, which contains the guidelines to encourage and advocate for diversity and inclusion during playtime. The poster should have a title and an audio-description to improve accessibility (more information at [www.concursoescolaronce.es](http://www.concursoescolaronce.es))

As already explained in Teaching Unit 1, playtime can be approached from a social perspective or from a physical or spacial perspective.

In this teaching unit **we will explore the social side of** playtime and how to work on it so that it includes all pupils, remembering at all times that we are referring to and considering all the needs and disabilities that the student body may have. To do this, you will find an **innovative, inclusive methodology, service learning**, which will help you to transform dynamics in the playground and transform playtime into a cross-cutting, enriching educational experience.

This unit will explain the stages that must be followed in this methodology and propose some examples of projects which, for guidance purposes, may serve to achieve the objective sought: that no student feels

left out during playtime. These proposals are based on the curriculum and on key competencies and are intended to empower students through the egalitarian dialogue, development of critical and creative thinking and from teamwork.

The objective of this unit is to raise students' awareness so that they become more aware and conscious of the needs and disabilities that their classmates may have, in order to achieve a more inclusive society and develop a more humane world, with proposals created through **service learning** that ensure learning by serving the community and developing values for fairer citizenship.

## **2. GENERAL OBJECTIVES, KEY COMPETENCIES AND AREAS OF THE CURRICULUM TO DEVELOP**

The following are the general objectives, **key competencies and curricular areas** we will work on with this methodological proposal. The main objective with this unit is to understand the methodology, also making some proposals by way of examples that we are sure to inspire the many others that emerge at your schools and that we would like you to share with us through the competition's social networks.

GENERAL OBJECTIVES	<p>Know and appreciate the values and rules for living together, learn to act accordingly, prepare for active citizenship and respect for human rights, as well as the pluralism of a democratic society. (1) (2)</p> <p>Develop habits of individual and team work, effort and responsibility when studying, as well as attitudes of self-confidence, critical sense, personal initiative, curiosity, interest and creativity in learning, and an entrepreneurial spirit. (1) (2)</p> <p>Acquire skills for the prevention and peaceful resolution of conflicts, to be able to act independently within the family and in the domestic sphere, and in the social groups they relate to. (1) (2)</p> <p>Know, understand and respect different cultures and differences between people, equal rights and equal opportunities for men and women and non-discrimination of persons with disabilities. (1) (2)</p> <p>Know and use the Spanish language appropriately and, if any, the official language of the Autonomous Community and develop reading habits. (1) (2)</p>
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	<p>Start using, for learning, information and communication technologies, developing a critical spirit toward messages received and prepared. (1) (2)</p> <p>Use different representations and artistic expressions and start learning construction of visual and audio-visual proposals. (1) (2)</p> <p>Appreciate hygiene and health, accept their own bodies and those of others, respect differences and use the physical education and sport as a means to foster personal and social development. (1) (2)</p> <p>Develop emotional abilities in all areas of the personality and relationships with others, and an attitude contrary to violence, to prejudices of all kinds and to sexist stereotypes. (1) (2)</p> <p>Encourage road safety and attitudes that help to prevent traffic accidents. (1)</p>
COMPETENCIES <sup>1</sup>	<p>Linguistic communication (1) (2)</p> <p>Mathematical competence and basic competences in science and technology (1)</p> <p>Digital competence (1) (2)</p> <p>To learn how to learn (1) (2)</p> <p>Social and civic competences (1) (2)</p> <p>Sense of initiative and entrepreneurship (1) (2)</p> <p>Awareness and cultural expressions (1)</p>
CURRICULAR AREAS	<p>Spanish Language and Literature (1) (2)</p> <p>Mathematics (1)</p> <p>Physical Education (1) (2)</p> <p>Artistic education: music (1) (2)</p> <p>Artistic Education: plastic (1) (2)</p> <p>Social Sciences (1)</p>

<sup>1</sup> The number in brackets is that corresponding to the ApS proposal

### 3. PROPOSED METHODOLOGY FOR SERVICE-LEARNING

The theoretical framework of the Didactic Unit 1 highlighted the need to contribute to the improvement of the quality of all people, as well as the importance of non-formal learning to work on values of social justice, human rights and sustainability.

The methodology proposed to achieve these objectives is **Service Learning**, *a methodology that encourages empowerment, respect and responsible citizenship by connecting learning with social commitment.*

Roser Batlle is a teacher who specialises in this methodology and is a national expert in the subject. Who better to highlight its importance? Therefore, before continuing, you are invited to listen to her in [this short video](#).



LINK: <https://youtu.be/6NxUcO7A9c8>

The process to **transform the social facet of the playground**, involves promoting solidarity programmes within the school itself or in collaboration with a special education school to achieve inclusive playtimes where all the girls and boys feel recognised.

Therefore, this is social volunteering proposal with great human importance, since it seeks to improve the quality of life of all people.

In Service Learning, students **identify a situation that needs improvement** and develop a solidarity project to resolve it. Once the need has been established (in this case, a social need) and they are sensitive to it, they must improve it by making specific proposals they devise themselves and put into action to serve the community, giving them a practical learning experience that goes beyond the content of the curriculum.

The Zerbik Guide - *Cómo iniciar un proyecto de aprendizaje y servicio solidario*<sup>2</sup>(2008 ) - by Josep María Puig, Xus Martín and Roser Batlle, describes the stages for doing this. The stages and phases set out below

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<sup>2</sup> Download it in this link <http://www.zerbikas.es/wp-content/uploads/2015/07/1.pdf>

(you will find guidelines to help you to use them) are divided into **three main moments: preparing, implementation and learning through reflection.**

### **3.1. PREPARING**

Initially, the process is divided into three stages with their respective phases. In this stage, teachers are responsible for preparing proposals, finding organisations to collaborate with, defining educational and organisational aspects and organising the groups.

#### **STAGE 1. Preparing the draft**

Here is an idea for the first stage, which is the premise for the 35 ONCE Competition: *Ideas for an inclusive playground. Social space.*

Phases:

1. **Define where to start.** Asking questions like “*What can we do?*” is a useful starting point.
2. **Analyse the group and its members** before organising them into groups.
3. **Identify a socially necessary service** (in our case "an inclusive playground").
4. **Establish the learnings linked to service.** The general work objectives, competencies and materials are taken into consideration, but in this case they have already been discussed at the beginning of the Teaching Unit.

#### **STAGE 2. Establish relationships with social organisations**

In the second stage, now with the suggested proposal, a school must be found where the Service-Learning can be implemented. This could be your own school or you can work with a special education school to do joint activities.

Phases:

5. **Identify the entities to collaborate with.**
6. **Propose the need and come to an agreement** to be able to carry it out.

#### **STAGE 3. Planning**

The competition organisers provide the general objectives, competencies and areas that can appear in the two proposals presented as examples and shown below.

Phases:

7. **Define the educational aspects**, as the activities to be carried out need to be defined.
8. **Define the management and organisation** with calendars, timetables, the necessary materials...
9. **Define the work stages with the group**, organise work groups.

### **3.2. IMPLEMENTATION**

This is one of the most important moments of the process, since this is when the action takes place.

### **STAGE 4. Preparing**

This stage is aimed at teachers and is the moment for intrinsic and extrinsic motivation.

Phases:

10. **Motivate the group** using direct testimonies of boys and girls at the school, teachers and families.
11. **Diagnose and define the project.** In our specific case, the problem can be defined by the students themselves.
12. **Organise the work** to be done, group planning.
13. **Think about what has been learned during the preparatory stage**

### **STAGE 5. IMPLEMENTATION**

This is the stage when the action begins.

Phases:

14. **Implement the service.**
15. **Relate to people and organisations.**
16. **Register, communicate and disseminate** the project at the school, on networks, using different formats.
17. **Think about what has been learned.** A time and place must be scheduled to identify the learnings achieved, what has not been achieved, to self-assess the project, correct it and adapt as necessary.

### **STAGE 6. Closure**

Phases:

18. **Reflect on and assess the results of the service** performed. You can prepare satisfaction scales to be completed by children at the school who have participated in the experience and by the rest of the student body, keeping in mind the needs and disabilities that the student body may have, in order to draw overall conclusions.
19. **Learn through reflection to improve.** Thinking routines can be used to reflect on what has been learned during the Service Learning Process: *What did I know before? What do I know now? Have I improved as a person?* Or any other aspect that seems interesting.
20. **Project future prospects with this other another project.**
21. **Celebrate the experience.** Spread the word about the work done, communicate the results to the community

### **3.3. TESTING**

#### **STAGE 7. Multi-focal assessment**

The teacher can write a simple report so that the experience is not forgotten quickly and to inspire other teachers. The following aspects will be assessed.

Phases:

22. **Assess the group** and each of its members.

23. **Assess the teamwork** with social organisations.
24. **Assess the experience** as a Service Learning project.
25. **Self-assess** as an educator.

### **EXAMPLES OF SERVICE LEARNING PROPOSALS**

We have seen and explained how, based on a real need, the methodology proposed can be used to work on living together, inclusivity, respect for diversity and social justice with students.

The aspects to develop are divided into two main objectives: real inclusion of all students and sociability (see image 1) during playtime, promoting equal opportunities, encouraging empathy and values and developing all the students' social skills.

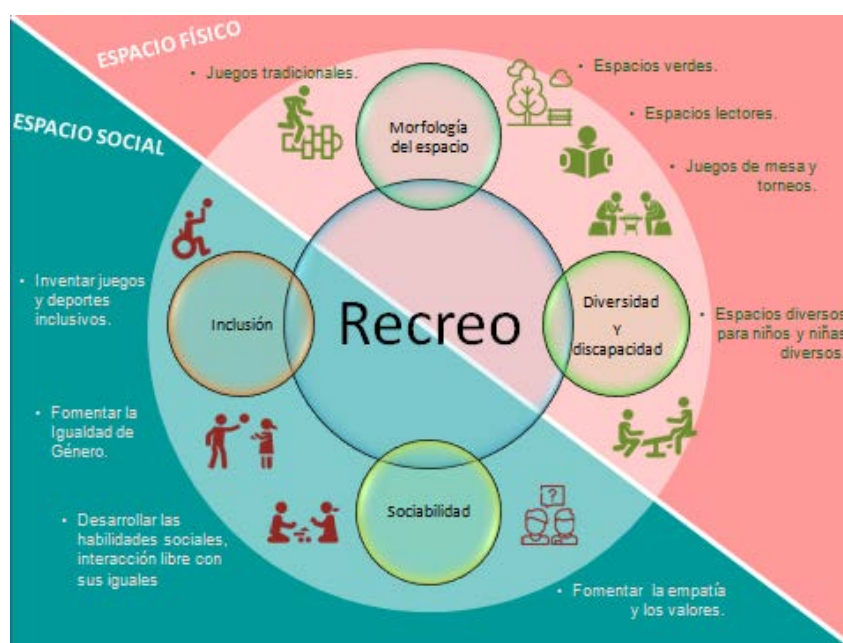


Image 1. Computer image created for the competition. "For me and my schoolmates. Ideas to make playtime inclusive"

The following are suggestions for developing collaborative projects for an inclusive playtime from a social standpoint. We suggest you put some of them into practise as an activity/dynamic for exploring with your students, to make it easier to approach the participative work later on.

- **Enliven the playground with smaller children with guided games (1).**

This project **can be done by twinned groups at the same school**<sup>3</sup> so that groups take it in turns to select the games, prepare the equipment and teach the children to play them.

This can also **be carried out at a nearby special education centre** with which the school has been able to twin. In this case, this is more than an opportunity to appreciate the differences between people, but also to **create inclusive societies where all people, with and without disabilities, are taken into consideration.**

A variation on this would be to **teach traditional games and/or games from other cultures** which children can learn the Physical Education department, or create circuits to work on road safety, circuits which are accessible to all...

- **Discover and invent inclusive games and sports for playtime (2).** The proposal would be similar to the above, but the creative component would be applied to inventing these games or sports.

There are numerous variations on the two ideas put forward here, which are just examples. These and other options thought up by teachers could be carried out, **taking the development of all multiple intelligences into account.** However, we must not forget that **the aim is always to encourage participation by all students,** bearing in mind all the needs and disabilities that the student body may have, teaching them values of care, respect and tolerance, to improve harmonious coexistence at the school and ensure more inclusive education for all students. These would be the objectives that the teachers would assess in stage 6 (closure and reflection).

<sup>1</sup> Classrooms of different levels can be twinned to work throughout the year on different activities related to the curriculum, such as writing or reading at playtime, or socio-emotional aspects such as organising playground games, which is the proposal here.