

## TEACHING UNIT 3 PLAYTIME AS PHYSICAL SPACE

### IDEAS TO MAKE PLAYTIME INCLUSIVE. PHYSICAL SPACE

#### ESO Category, BACCALAUREATE AND VOCATIONAL TRAINING

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This educational material and the dynamics proposed are not mandatory in nature; 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:**

A music video (maximum 1 minute) promoting more inclusive playtime. You need to choose the soundtrack and put the words to it. You can either compose your own music or choose some royalty free music.

It must be accompanied by a title and a text with the words to the song and an explanation-guide of what is happening in the video to make it more accessible.

More information at [www.concursoescolaronce.es](http://www.concursoescolaronce.es)

As we explained in Teaching Unit 1, we can look a playtime from a social standpoint and from a physical or spatial perspective.

In this Teaching Unit, **we are going to explore this physical dimension of playtime** and how to work on it to include all pupils. To do this, we will find an innovative, inclusive methodology based on the curriculum and key competencies, which will help to empower students through egalitarian dialogue, development of critical and creative thinking and teamwork.

The challenge of succeeding in getting students in these stages involved to contribute to a more inclusive society and the development of a more human world, to do this the idea if for students to be capable of

transforming their playgrounds through *Design Thinking*, which will encourage critical and creative thinking in all students.

**REMEMBER!** The objective of this unit is for students to **take part in the transformation of the playground** to convert it into an accessible, welcoming place for all, a place where all students can take part.

As occurs in Teaching Unit 2 aimed at older students, we know that this is a big challenge, because it means involving them when they do not participate in the dynamics or the games, of playtime, but which, however, they do have some rest time.

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

The following are the general objectives, key competencies and areas of the curriculum with which his methodological approach will be used. The priority objective with this teaching unit is to have an innovative, inclusive methodology, also offering some proposals by way of example that we trust will serve as an example for many others that may arise in our centres and which we would like you to share with us through the competition social networks, helping with this to promote inclusive education from this leisure area.

GENERAL OBJECTIVES	<p>Be responsible for their duties, know and exercise their rights regarding others, be tolerant, cooperative and supportive to people and groups, engage in dialogue, upholding human rights and equal treatment and opportunities between women and men, as shared values of a plural society and prepare to act as democratic citizens. (1) (2) (3)</p> <p>Appreciate and respect differences between sexes and equal opportunities and rights among them. Reject discrimination against people due to sex or any other personal or social condition or circumstance. Reject stereotypes that involve discrimination among men and women and any other manifestation of violence against women. (1) (2) (3)</p> <p>Strengthen emotional abilities in all areas of the personality and relationships with others, rejecting violence and prejudices of all kinds, sexist behaviours and peacefully resolve conflicts. (1) (2) (3)</p> <p>Develop basic skills using sources of information to acquire new knowledge using critical sense. Acquire basic training in the field of technologies, particularly information and communication. (1) (2) (3)</p> <p>Develop the entrepreneurial spirit and self-confidence, participation, critical sense, personal initiative and the ability to learn to learn, plan, take decisions and assume responsibilities. (1) (2) (3)</p> <p>To understand and correctly express themselves, orally and in writing, in the Spanish language and, if any, in the official language of the Autonomous</p>
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	<p>Community, texts and complex messages and start understanding, reading and studying literature. (1) (2) (3)</p> <p>Understand and accept the functions of one's own and other people's bodies, respect differences, adopt body care and healthy habits and incorporate physical education and sport to encourage personal and social development. Understand and human dimension of sexuality in all its diversity. Critically assess social habits related to health, consumption, care of living beings and the environment, contributing to its conservation and improvement. (1) (2) (3)</p> <p>Appreciate artistic creation and understand the language of different artistic manifestations, using different means of expression and representation. (1) (2) (3)</p>
COMPETENCIES <sup>1</sup>	<p>Linguistic communication (1) (2) (3)</p> <p>Mathematical competence and basic competences in science and technology (1)</p> <p>Digital competence (2) (3)</p> <p>To learn how to learn (1) (2) (3)</p> <p>Social and civic competences (1) (2) (3)</p> <p>Sense of the initiative and entrepreneurship (1) (2) (3)</p>
CURRICULAR AREAS	<p>Spanish language and Literature (1) (2) (3)</p> <p>Mathematics (1)</p> <p>Technology (1)</p> <p>Music (1)</p> <p>Physical Education (1)</p> <p>Biology and geology (3)</p> <p>Ethical values (2)</p> <p>Plastic, visual and audio-visual education (1) (2) (3)</p> <p>Introduction to entrepreneurial activity and business (1) (2) (3)</p>

### 3. METHODOLOGICAL PROPOSAL FOR DESIGN THINKING

The theoretical framework of Teaching Unit 1 highlighted the need to contribute to the improvement of all people's quality of life, as well as the importance of non-formal learning to work human values that speak of universal accessibility, design for all, but also of social justice, human rights and sustainability. The methodological proposal proposed to achieve these objectives is **design thinking**, a methodology that allows you to create new designs in a creative or innovative.

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<sup>1</sup> The number that corresponds to the Design Thinking proposal is shown in brackets

***Did you know that...?*** Design thinking originated in the world of marketing and is now increasingly used in education because of the great benefits it offers all students. This methodology in education is called "**Design For Change**" and has **five stages: feeling, imagining, acting, developing and sharing**

Before continuing, we invite you to watch this video by Miguel Luengo, president of **Design for Change Spain** and the awakener of dreams, as he likes to call himself. In it, he explains the international movement that offers children and young people the opportunity to take control and change the world.



LINK: <https://youtu.be/hlyrBynyEvo>

The methodology develops converging and divergent thought, achieving a climate of leisure, in an enjoyable, fun way. It encourages collaboration, respect, empathy, a sense of initiative and entrepreneurship throughout the student body.

**REMEMBER!** The idea is for your pupils **to play an active role** transforming the playground through a learning process with personal commitments, searching for ideas and solutions, with hard work and perseverance, with autonomy and teamwork, and that through this methodology they will be capable of transforming physical aspects of the playground for smaller children (at their own or at other schools).

The following are the stages of this methodology with specific examples of the dynamics in each of them.

### ***3.1. EMPATHISE***

The first stage entails ascertaining all the problems in playground. It means empathising with smaller children, **asking** them questions and **observing** them in the playground to identify their difficulties and the things that they would like to change. You can also get them to think about and discuss their own experiences with younger children: *What can you remember about playtime when you were small? What difficulties did you have?*

They have to learn to listen, to observe, to ask questions to know what is holding them back, what they don't like, to understand the barriers facing them or limitations of the playground available. They will mainly use surveys, photographs and notebooks to write down their observations.

**IDEA!** With all the data, in the classroom, you can write everything on Post-Its so that every idea is on one piece of paper and together they will form a cloud that can be accessed at all times.

### **3.2. DEFINE**

Now is the time to define the proposal to work on in a little more detail. Take all the surveys, post-its or images. Define the problem you want to solve and the transformational intervention.

**IDEA!** In this phase you can use the Nominal Group dynamic: all the ideas are written on post-it notes and arranged like a cloud. There will be a discussion to evaluate and classify them, putting similar ideas in the same category. Then, each group chooses a topic to work with or, if the entire class is working on the same problem, just one is chosen. They can even vote on the topic they want to work on. From now on, they work in teams, each of which seeks solutions or ways of improving the problem in question. If all the groups are working on the same topic, their solutions will be different, since each group will have their own.

### **3.3. IDEATE**

Now the class is working in teams and each team has a defined focus of action, it's time to **develop divergent thinking to find ideas that will solve the problem.**

This can be done using **different creativity techniques.** Here are some of them you can learn about, using only the ones that fit the situation in your own classroom.

- **And if?** Based on a question that starts like this, the creative work begins. What if we had a space to sit in? What if everyone could play their favourite games in the playground? And what if everyone could get about the playground without difficulty?
- **GoogleStorming.** Use Google or another search engine to find ideas that help solve the problem on which we want to work, it's common to find very interesting solutions from other schools.
- **Ask other people.** You can ask people not involved in the activity for their opinions. Other teachers, family, brothers and sisters in other classes...
- **SCAMPER method:** This is a list of questions that encourage and stimulate the generation of ideas.
  - **S:** Substitute things, places, procedures, people and ideas
  - **C:** Combine themes, concepts, ideas and emotions.
  - **A:** Adapt ideas from other contexts, times, schools or people.
  - **M:** Modify, add something to an idea or to a product, transforming it...
  - **P:** Put to other uses, draw hidden possibilities from things.
  - **E:** Eliminate or reduce to the minimum concepts, parts or elements of a problem.
  - **R:** Rearrange or invert elements, change their position.

- **Mind Maps or radiant thinking.** These are useful for organising ideas as they emerge around interrelated topics.
- **Method 635:** 6 participants, 3 ideas per participant Pass ideas on 5 times Six participants write three proposed solutions on a piece of paper. The paper is passed to the neighbour, who reads the proposals and adds three new ideas. After half an hour, up to 108 ideas can be obtained.
- **The Fishbone diagram (also called the Ishikawa diagram) i:** This technique is usual to make a visual analysis of the cause and effect variables of ideas and projects. The annex contains an example of this diagram in case you would like to use it.

### 3.4. EXPERIMENTING, PROTOTYPING

This is precisely where the design thinking develops, with this phase the aim is to take action and implement the chosen proposal to solve the problem chosen.

### 3.5. TESTING

Once the project has been developed, both process and impact are evaluated.

## 4. EXAMPLES OF DESIGN THINKING

We have seen and explained how, based on a real need, on a specific problem that has been detected in the playground, the above methodology can be used to encourage proactive thinking in all students based on their own proposals. **These problems were grouped into three major objectives: transformation of the space, accessibility and green spaces or environmental sustainability in playgrounds** (see image 1).

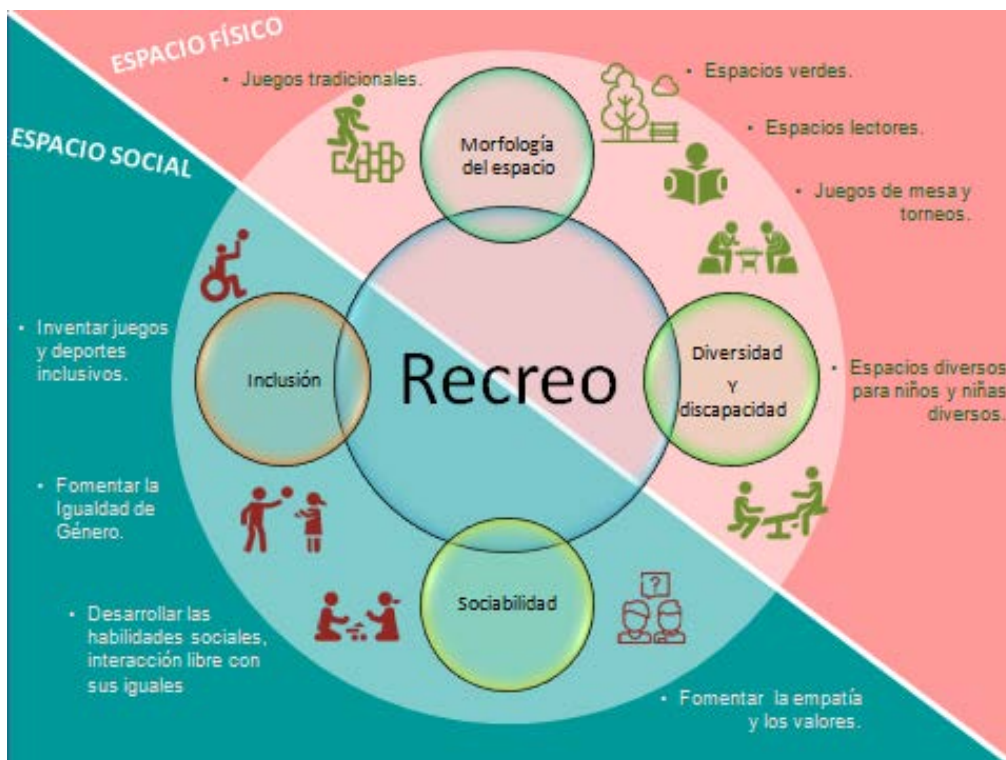


Image 1. Computer image created for the competition. "For me and my schoolmates. Ideas to make playtime inclusive"

Set out below as an example are some topics that can be worked on by the students together, which can be carried out in the school itself or in another one, always with the same objective: to transform the physical space of the playground.

- **Divide the playground into different spaces where all students feel welcome and able to participate (1).**

This proposal is based on pupils' interests and their response to specific questions about their preferences and motivations. The playground is divided into different spaces. To prepare in advance, students can draw a scale plan to work on in the prototyping phase during their Maths or Technology classes .

This proposal is interesting because it is interdisciplinary and can be worked on from all areas: music with dance and karaoke; plastic education with proposals for art, drawing or origami; Spanish with a reading area; physical education with games painted on the ground or with suitcases containing play equipment; biology with respect for the environment...But it is always interesting to these activities based on the smaller pupils who will use this space.

**IDEA!** If you need more ideas for potential play areas for small children, I suggest you take a look at the **"Play Areas" Annex** that you will find at the end of **Teaching Unit 3 for Primary Education and Special Education**.

- **Accessibility (2).**

Within this proposal they would work on all aspects of accessibility: cognitive accessibility, sensory accessibility and physical accessibility.

- **Cognitive Accessibility in Schools<sup>2</sup>** (we recommend the practical guide for educational inclusion by Belinchón, Casas, Díez and Tamarit, published by the Ministry of Education, Culture and Sport, which contains some very interesting dynamics.
- To make the playground understandable and accessible to all pupils, you can use the **pictograms** by ARASAAC<sup>3</sup>
- Physical and sensory accessibility. To discover elements that are not accessible in the first empathy phase, you would have to work with dynamics of awareness using blindfolds, wheelchairs, crutches, a headset that blocks out the sound of sirens, bells and music...
- **Prepare adapted materials and games** for everyone to play.

- **Environmental sustainability (3).**

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<sup>2</sup> You can download it from the CNIIE website by clicking on this link <http://blog.educalab.es/cniie/wp-content/uploads/sites/3/2015/05/ACCESIBILIDAD-COGNITIVA-EN-LOS-CENTROS-EDUCATIVOS.pdf>

See <http://www.arasaac.org/>

This proposal is intended to promote initiatives to improve the lives of all students and work toward a sustainable future.

It encourages environmental education with eco-social suggestions to:

- **Create, maintain and take care of green areas.** These areas could be equipped with labels showing the characteristics of the plant, name, care recommendations, origin...
- A **guide to trees and plants** at the school could be created in both paper and online format. Do **awareness campaigns** at the school, to encourage respect for green areas. Development of recreational ideas based on this topic with gymkhana or escape room games or any other initiative to work with the environment.
- **School kitchen gardens.** This is similar to the previous proposal. The kitchen garden can be used by all the children at the centre, and they can devise menus with seasonal fruits and vegetables.
- **Create recycled games for use outdoors** with used, painted tyres, pallets and boxes...
- In technology class, create **benches for resting on** with pallets. You'll find some interesting suggestions on the Internet.

With any of the above proposals, the aim should be to encourage participation by all students, develop values of care, respect and tolerance, to improve coexistence at the school and ensure a more inclusive education for all students.

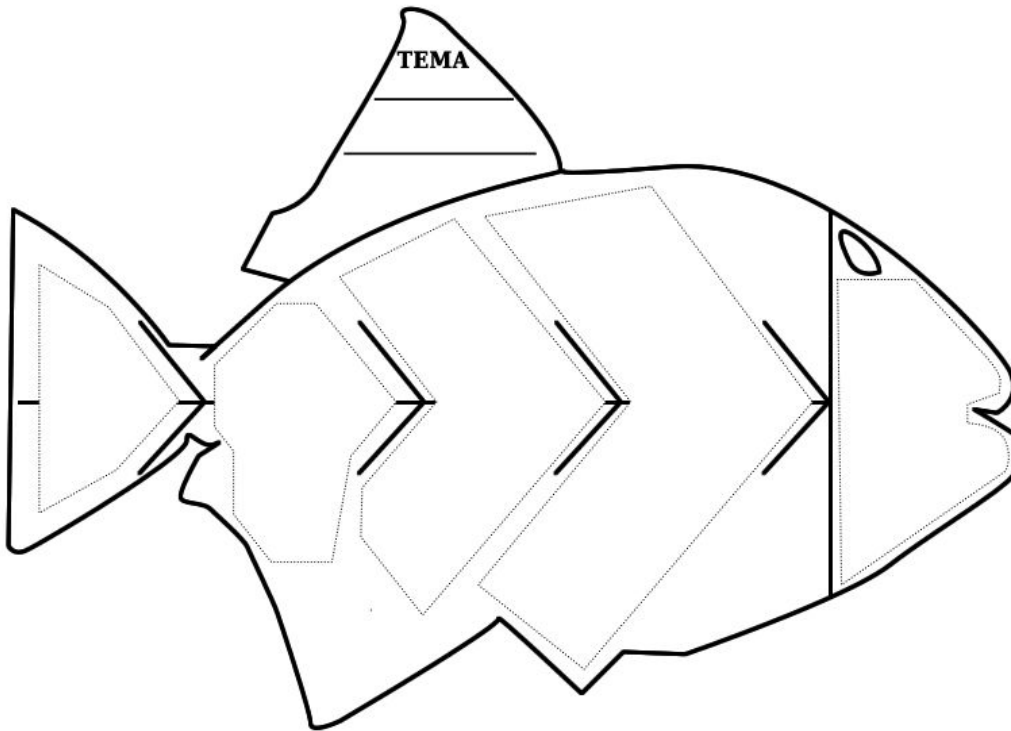
## 5. ANNEX

Fishbone diagram



**NOMBRE** \_\_\_\_\_ **FECHA** \_\_\_\_\_

**GRÁFICO FISHBONE O ESPINA DE PEZ para CAUSA Y EFECTO**  
Colocar las causas en las espinas del pez y el efecto final en la cabeza.



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