

TEACHING UNIT 2 PLAYTIME AS SOCIAL SPACE

IDEAS TO MAKE PLAYTIME INCLUSIVE. SOCIAL SPACE.

FOR ME AND MY SCHOOLMATES

Category ESO, BACCALAUREATE AND VOCATIONAL TRAINING

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This educational material and the dynamics proposed are not mandatory in nature; they are merely intended to serve 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) on the playground and inclusivity. Pick one of our suggested soundtracks and add your own lyrics, compose your own music or use other royalty-free music.

The video must have a title and a text with lyrics and an explanation-guide to what happens in the video to make it more accessible.

More information at www.concursoescolaronce.es

As already explained in Teaching Unit 1, playtime can be approached from a social perspective or from a physical or spatial 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 and inclusive methodological proposal**, based on the curriculum and in key competencies, which will help to empower students through egalitarian dialogue, to approach education holistically so as to encompass **ethical and emotional facets for the development of a fair society**.

While working on the playground in these stages can have many particularities and difficulties (especially in case of vocational training and Baccalaureate students), we believe that it is appropriate **for older students to reflect on the significance of exclusion at playtime**, since here, friendship and social relationships with peers are so important. Another challenge may be to get the pupils in these stages of their school careers involved in creating a more inclusive society and the development of a more humane

world, by committing to energising younger pupils' playtimes with proposals created through **SERVICE LEARNING** that ensure learning through service to the community.

The purpose of this unit is to transform the playground into a safe, inclusive place for all, a place in where there is room for all children to participate because of the many opportunities available.

As occurs in Teaching Unit 3, that deals with these students, we know that this is a significant challenge, because we want them to get involved despite the fact they no longer participate in the dynamics of the playground, however, they still have a break and they may or may not be regular users of this space. This proposal is intended to develop cross-cutting skills in students, abilities for life, pro-social values and attitudes based on a previously detected need.

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

The following are the general objectives, **key competencies and curricular areas** worked upon this methodological proposal. The main objective with this unit is to give an understanding of the methodology, also making suggestions by way of examples that we are certain will serve as the basis for many others that will emerge from your schools and that **we would like you to share with us through the competition's social networks.**

GENERAL OBJECTIVES	<p>Accept their duties with responsibility, understand and exercise their rights by showing respect and tolerance to others through cooperation and solidarity between people and groups, engaging in dialogue, upholding human rights and equal treatment and opportunities between women and men, such as the values shared in a plural society and preparing them to exercise democratic citizenship. (1) (2)</p> <p>Appreciate and respect differences between the sexes and their equal rights and opportunities. Reject discrimination between people based on sex or any other personal or social condition or circumstance. Reject stereotypes involving discrimination between men and women as well as any form of violence against women. (1) (2)</p> <p>Strengthen emotional skills in all areas of the personality and relationships with others, rejecting violence and prejudices of all kinds, sexist behaviours, peacefully resolving conflicts. (1) (2)</p> <p>Develop basic skills and critical sense for using sources of information to acquire new knowledge. Acquire basic training in the field of technologies, particularly information and communication technologies. (1) (2)</p> <p>Develop an 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)</p>
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	<p>Understand and use the Spanish language appropriately, orally and in writing, and, the official language of the Autonomous Community, if any, for complex texts and messages and to start learning about, reading and studying literature. (1) (2)</p> <p>Appropriate understanding and self-expression in one or more foreign languages. (1) (2)</p> <p>Know, value and respect the basic aspects of own and others' culture and history, and artistic and cultural heritage. (1)</p> <p>Understand and accept the functions of one's own and other people's bodies, respect differences, care for one's only body, adopting healthy habits and taking up physical education and sport to encourage personal and social development. Know and value the humane dimension of sexuality in all its diversity. Critically assess social habits related to health, consumption, taking care of living beings and the environment, contributing to its conservation and improvement. (1) (2)</p> <p>Appreciate artistic creation and understand the language of different artistic manifestations, using a variety of means of expression and representation. (1) (2)</p>
<p>COMPETENCIES¹</p>	<p>Linguistic communication (1) (2) (3)</p> <p>Mathematical competence and basic competences in science and technology (2)</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>Cultural awareness and expressions (1)</p>
<p>CURRICULAR AREAS</p>	<p>Spanish Language and Literature (1) (2)</p> <p>Mathematics (2)</p> <p>Geography and History (1)</p> <p>Technology (1) (2)</p> <p>Music (1) (2)</p> <p>Foreign language (1) (2)</p> <p>Physical Education (1) (2)</p> <p>Ethical values (1) (2)</p> <p>Initiation to entrepreneurial activity and business (1) (2)</p> <p>Plastic education, visual and audio (1) (2)</p>

¹ The number in brackets is that corresponding to the Aps proposal

3. PROPOSED METHODOLOGY SERVICE LEARNING

The theoretical framework of Teaching Unit 1 underlined 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 methodological proposal used to achieve these objectives is **Service Learning**, a methodology that promotes female empowerment, respect and responsible citizenship by linking learning with social commitment

Roser Batlle is a teacher who specialises in this methodology, and a national leader on the subject. Who better than her to highlight its importance, so before continuing, we would like to invite you to watch [this short video](#).



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

REMEMBER! In the process to transform the social aspect of the playground, we propose you work with your students, young people who no longer use this play space, to **drive solidarity projects for smaller children at the same or even another school, in order to provide them with inclusive recreational activities where all boys and girls feel recognised.**

This is therefore a social volunteering proposal which will be valuable for the youngsters and teens who carry it out as well as being useful for the younger pupils who are the subject of the initiative, and, of course, to the entire educational community general, because it improves everyone's quality of life, strengthening the feeling of belonging and boosting empowerment, emphasising the transformational action of education.

During Service Learning, students **identify a situation that needs improvement**, and develop a solidarity project based upon that. Once the need has been identified (in this case, a social need) and they are aware of it, they will go on to improve it with specific proposals that they devise themselves, and put them into action, being of service to the community, and learning in a practical way, beyond the content of the curriculum.

Using the Zerbik Guide *How to start up a solidarity learning and service project*²(2008) written by Josep María Puig, Xus Martín and Roser Batlle, the following stages have been selected. The stages and phases set out below (you will find guidance about them to make them easier to apply) divided into **three main moments: Preparation, Implementation and assessment.**

3.1. PREPARATION

This first stage of the process is divided into three stages with their respective phases. In the preparatory stage, teachers prepare the proposals, find organisations to collaborate with, define educational and organisational aspects, and organise the groups.

STAGE 1. Preparing the draft

The idea of the first stage is the proposal of the 35 ONCE Competition: ***Ideas to make playtime inclusive: the social space.***

Phases:

1. **Decide where to start.** Ask yourself questions like “*What can we do?*” It’s a useful beginning.
2. **Analyse the group and each of its members** and then put them in groups.
3. **Identify the socially necessary service** (in our specific case “an inclusive playtime”).
4. **Establish the learnings linked to the service.** The general objectives, competencies and materials to work on are considered here, but which, in this case, these have already been provided at the start of the teaching unit.

STAGE 2. Establishing relationships with social organisations

In this second stage, having decided upon a proposal, a school must be found to put the Service Learning into practice. It could be your own school (if there is a playground and there are younger children to guide at playtime) or the group can cooperate with another school and work together.

Phases:

1. **Identify organisations to work with**, which could be your own school or another school in the neighbourhood, town, surroundings.
2. **Suggest the demand and come to an agreement** to be able to carry it out.

STAGE 3. Planning

The competition organisers will provide the general objectives, competencies and the areas for intervention in the two proposals presented as an example.

Phases:

1. **Define educational aspects**, necessary to reflect on the activities to be carried out.
2. **Define management and organisation** with calendars, timetables, necessary materials...
3. **Define the stage of work with the group**, organise the work groups.

² You can download it using this link <http://www.zerbikas.es/wp-content/uploads/2015/07/1.pdf>

3.2. IMPLEMENTATION

This is the most important moment of the process, because now the action begins.

STAGE 4. Preparation

This stage is managed by the teachers and is a moment for intrinsic and extrinsic motivation.

Phases:

1. **To motivate the group**, you can use direct testimonies from the young boys and girls they are going to help, teachers, or families.
2. **Diagnose the problem and define the project**. In our specific case, the problem can be defined by the younger children who will be helped.
3. **Organise the work** to be carried out, planning groups.
4. **Reflect on what has been learned during the preparatory stage**

STAGE 5. IMPLEMENTATION

This is the stage when the action begins.

Phases:

1. **Implement the service.**
2. **Relate to people and organisations in the surroundings.**
3. **Register, communicate and disseminate** the project in the school itself, on social networks, using different formats.
4. **Reflect on the learnings carried out**, a time and space must be assigned to this, to be able to identify the learnings achieved, not achieved, to self-assess the project, correct it and adapt it if necessary.

STAGE 6. Closure

Phases:

1. **Reflect and evaluate the RESULTS of the service** carried out, satisfaction scales can be prepared for completion by the small children who have taken part in the experience. Draw overall conclusions.
2. **Reflect on and assess the LEARNINGS achieved** in order to improve. Thinking routines can be used to reflect on the learnings acquired 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.
3. **Project future prospects with this other another project.**
4. **Celebrate the experience.** Disseminate the work done, communicate the results to the community

3.3. TESTING

STAGE 7. Multi-focal assessment

The teacher should draft a simple report so that the experience is not forgotten quickly and to inspire other teachers. The following aspects are assessed.

Phases:

1. **Assess the group** and each of its members.
2. **Assess the teamwork** with social organisations.
3. **Assess the experience** as a Service Learning project.
4. **Self-assess** as an educator.

4. EXAMPLES OF SERVICE LEARNING PROPOSALS

We have seen that it is important to start with a real need. The following are examples of different proposals that can be carried out, all of which fall within the two main objectives, inclusion and sociability (see image 1) at playtime.

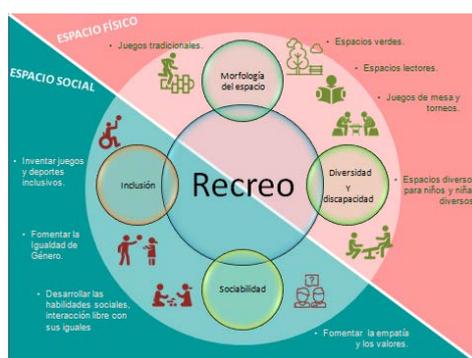


Image 1. Computer image created for the competition. "For me and my schoolmates: Ideas to make playtime inclusive"

- **Liven up the playground for smaller children with guided games (1).** In this proposal the games are selected, the equipment and instructions prepared and the games are taught.... One variation would be to teach **traditional games and games from other cultures**, games played with songs that can be recorded on a CD or whose lyrics can be written down to sing. Played and sung in different languages. There are different ways of disseminating the project: students can put together a **Game Museum** at the school, exhibiting all the games learned during the course with a QR code that explains them, to listen to the tune, or write a **game guide** with the instructions already prepared, a guide with designs by the students themselves, or a **YouTube channel** that explains all the games in the museum, that forms part of the school repository and which can act as a *flipped classroom*, to remember them.
- **Discover or invent inclusive games and sports for playtime (2).** This proposal is similar to the previous one, but the creativity is applied to inventing games or sports, with explanations based

on measurements of the playing field or scale drawings to work with as part of the Maths curriculum (for example).

There are numerous variations on the two proposals explained here but a couple have been included as 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**, remembering that we are referring to and considering 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 assessed by teachers in stage 6 (closure and reflection).

There are numerous variations on the two proposals explained here but a couple have been included as examples. These and other ideas contributed by teachers could be carried out, **taking the development of all multiple intelligences into account, or working on them in one or more foreign languages**. However, we must not forget that **the aim is always to encourage participation by all students**, developing values of care, respect and tolerance, to improve coexistence at the school and ensure a more inclusive education for all students. These would be the objectives assessed by teachers in stage 6 (closure and reflection).