



Didactic Unit: Mediation for Inclusive Play



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Learning objectives:

Duration:

Contents:

Session 1: Introduction to Inclusive Play

- Objective: Familiarize mediators with the principles of inclusive play.
- Activities:

Session 2: Barriers and

- Adaptations • Objective: Identify common barriers in play and learn to adapt activities.
- Activities:

Session 3: Communication and Empathy Tools

- Objective: Develop communication and empathy skills.
- Activities:

Session 4: Practice and Evaluation

- Objective: Apply what has been learned in real situations and evaluate performance.
- Activities:

Evaluation form



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Learning objectives:

1. Understand the concept of inclusive play and its importance in child development.
2. Acquire skills to mediate and facilitate play between children with diverse abilities.
3. Identify barriers and strategies to create inclusive play environments.

Duration:

- 4 sessions (can be adapted according to the needs of the group).

Contents:

Session 1: Introduction to Inclusive Play

•Objective: Familiarize mediators with the principles of inclusive play.

•Activities:

- Presentation on the importance of play in child development.

According to article 31 of the United Nations Convention on the Rights of the Child, every child has the right to play. It is a vital part of a child's development and a key factor in how they come to understand the world around them.

Playgrounds that are designed taking into account only levels of specific abilities can exclude many children who have the desire and need to play and participate in daily school activities. Therefore, creating an inclusive outdoor playground is of great importance, since it offers numerous benefits. One of the benefits of playgrounds is that they help children participate in social games. Social play includes any type of play in which two or more children interact with each other.

Playing with others is an important part of how children develop social skills that continue to benefit them even into adulthood. For example, through social play, Children can learn to:

- Communicate their ideas
- Include and listen to others.
- Resolve conflicts
- Take turns and share
- Recognize the needs and emotions of others.

All children should be encouraged to develop as whole people and respect themselves each other, regardless of whether or not they have special needs. Some children with disabilities feel particularly stressed and uncomfortable outside the family environment. Have Regular access to outdoor games (a fun way to expend energy) can help reduce anxiety. tension and anxiety. Provides opportunities to test and develop social interactions appropriate. Children learn to communicate, share and deal with conflicts, while having fun in a low-stress environment.

- Discussion about skill diversity and how it affects the game.

Present explanatory cases of learning and communication difficulties.

Types of Difficulties

Game needs

Hearing difficulties	
Visual difficulties	Understanding the rules of the game
Mobility difficulties	Free movement - autonomy
Cognitive difficulties	Emotion management: frustration, anger
Social difficulties	

The different skills and abilities of boys and girls bring about, during play, conflict and reactions and emotions that need to be managed. The mediator plays the role of facilitator to prevent conflict, in cooperative or competitive games. It introduces the rules of the game, and facilitates their understanding by all players. In the face of conflict, it intervenes as a mediating agent to reduce the intensity of aggressive, angry, and even violent reactions. It helps, through clear and assertive communication, to manage extreme emotions. Helps and shows tools to manage emotions: verbalize, communicate the reasons for anger, or establish limits in interactions.

- Analysis of success cases in the mediation of inclusive games.

Example: Badaboom! program from Amicos.

Playground days with an inclusive, dynamic games program. Mediators: Amicos specialist staff (psychologists). Days arranged with the participating schools, in which a battery of games and group activities are designed, between 3 and 5 different ones, spread around the playground for the recess time. Each game has a mediator assigned. It is explained at an information point in the yard where each game is, with basic information about what it consists of. Each mediator encourages participation, and has all the necessary material. Clearly explains the rules of the game, with simple information,

pictograms and simplified language. Start a round of play, participating as another player, in one of the rounds or games.

Session 2: Barriers and Adaptations

- Objective: Identify common barriers in play and learn to adapt activities.
- Activities:
 - Practical workshop: Identification of physical and social barriers in an environment of game.

Images of one or more patios or parks and work on identifying: different play areas, accessibility, sensory aspects (noises, smells). Include an image with a real situation of boys and girls playing and identify possible warning social situations (solitary play, conflict, wandering...)

- Strategies to adapt traditional games and create inclusive versions.

Ask the participants to propose a well-known, typical or traditional game from their schools. Prepare the necessary material to facilitate the participation of children with cognitive difficulties. Think about possible sensory difficulties (vision, hearing or mobility). Prepare the explanatory material step by step in simple language and with pictograms, or with accessible sheets (Braille, sign language).

- Role-playing: Simulation of mediation situations.

With the material prepared in the previous step, simulate among all the participants a real game situation, in which a conflict arises, or in which a player has some difficulty not contemplated in the design of the material. A participant plays the role of mediator (explain rules, play, mediate the conflict).

Session 3: Communication and Empathy Tools

- Objective: Develop communication and empathy skills.
- Activities:
 - Role games: Practice effective communication with children and parents.
 - Techniques to actively listen and understand individual needs.

Session 4: Practice and Evaluation

- Objective: Apply what has been learned in real situations and evaluate performance.
- Activities:
 - Observation and mediation in a real play environment (park, school, etc.).

Replicating what was done in the previous sessions, on images or hypothetical situations, develop an activity in a real environment. Necessary materials: paper, scissors, cords or ropes, adhesives, glue, computer and printer (access to AARASAC, design and print pictograms), registration sheets (minimum content: identification of play areas -active, semi-active, sensory- creative, natural-, description of player profiles - ages, gender, disabilities, diversities-, observations of the game - interactions, conflicts, exclusion indicators-).

- Group feedback and self-assessment.

Develop a group session open to comments, interaction and brainstorming. Write down on the board, or with post-its, the mental map resulting from the comments and contributions. Record the resulting ideas.

Evaluation form

1. General Information

- Teacher's Name:
- Activity Date:

2. Activity Evaluation

- How would you rate the relevance of this training activity for your teaching practice?
(1-5)
- Was the content of the activity clear and understandable? (1-5) • How would you rate the usefulness of the materials provided during the activity?
(1-5)

3. About the Play Mediator • How would

you rate your level of understanding about the role of play mediator inclusive after this activity? (1-5)

- Do you feel that you can play the role of game mediator in your work?
(But)
- If yes, could you provide an example of how you plan to do this?

4. Additional Comments

- Is there any aspect of the activity that you would like to improve or change? • Do you have any suggestions for future training activities related to the inclusive game?

Please rate the questions from 1 to 5, with 1 being "very dissatisfied" and 5 being "very satisfied." Thank you for your time and valuable comments.

- Planning future actions to promote inclusion in the game.

Remember that mediation in inclusive play is essential to create spaces where all children can fully participate and enjoy meaningful experiences. Good luck in your training as an inclusive play mediator!