Facultad de Educación

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Rhythm, play and games
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RHYTHM, PLAY AND GAMES

UNIT 2. Planning Play Activities

Versión	Fecha	Motivo de modificación	Elaboración	Revisión	Aprobación

GLOBAL CAMPUS NEBRIJA

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Main goals of the unit ¡Error! Marcador no definido.

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UNIT 2. PLANNING PLAY ACTIVITIES

What are the main goals of this unit?

1.	• To know how to plan a play activity.
2	• To define the different aspects of a play activity plan.
3	• To be able to adapt the activities to all children and to support the learning process.
4	• To understand the importance of including cross-curricular links and values in play activities.
5	• To know what, how and when to evaluate a play activity

Unit 2. PLANNING PLAY ACTIVITIES

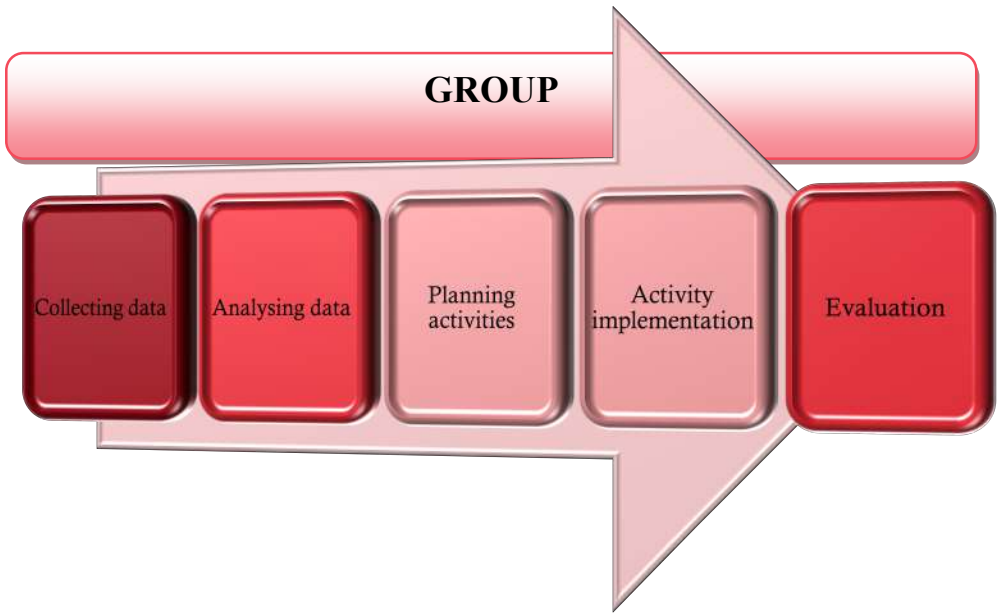
1. WHAT IS PLANNING?

Planning means to decide what we want to do in advance. It involves answering some questions such as why, when, where, how, with what/who and for what we want to put into practice this activity. This process may be divided into two sub-processes:

1. **Diagnosis**: The first thing we have to do when planning an activity is to consider the initial situation of our group, identifying their needs and interests.
    a. **Collecting data**. During this period we will collect data about the reality of the group in order to point out a starting point.
    b. **Analyzing data.** We need to analyze data in order to extract information about the group necessities and interests.
2. **Planning activities**. Once we know more about the group we can set out our aims, the situation we would like to achieve. At this moment, we can choose the activities that will help the group to develop properly.

After planning, we can consider two more processes:

1. **Activity implementation**.
2. **Evaluation**. At the end of the activity we should evaluate it considering outcomes achievement, difficulties, adaptations and children' feelings.



After analyzing data from the group, we can start planning the activity taking into account the group needs, capacities and interests. In order to do so, we should answer the following questions:

QUESTIONS	BULLET POINTS OF THE ACTIVITY
What kind of activity is it? What's its name?	TITLE
Why do we do it?	REASON/JUSTIFICATION
Who is the activity aimed for?	ADDRESSEE
What do we do it for?	GOALS/AIMS
Where do we carry it out?	LOCATION
When do we carry it out?	SCHEDULE
How do we do carry it out?	METHODOLOGY/PROCEDURE
What do we need to carry it out?	MATERIAL AND HUMAN RESOURCES
How to know if it worked?	EVALUATION

SUMMARY

- Planning means to decide what we want to do in advanced.
- It may be divided in four processes:
  - Diagnosis
  - Outcome establishment and adaptations.
  - Activity implementation
  - Evaluation.
- Bullet points of a play activity planning:
  - Title
  - Justification
  - Addressee
  - Goals
  - Location
  - Schedule
  - Methodology / Procedure
  - Material and human resources
  - Evaluation

2. TECHNICAL DATASHEET

According to Garcia and LLull, "The play model is composed of:

- *Previous diagnostic considering the addressee characteristics.*
- *Clear didactic goals.*
- *Justification of the activity.*
- *Adaptations to children characteristics.*
- *Time, space and resources organization.*
- *Evaluation instruments."*

(Adapted text from García, A. and LLull, J. 2009: 31)

2.1. Reason/Justification

Once we have collected data about the moment of the group, their needs, capacities and interests, we should reflect on them and point out the needs or problems the group is facing. Maybe there is a cultural difference that may create a problem in the future or maybe they show some difficulties with oral/written language. It is important to take notes of them in our personal notebook (writing down the date and the situation) in order to be able to evaluate the evolution of the group throughout the year.

2.2. Goals

The goals of an activity are the purposes we would like to achieve through it. It is important to define the aims of the activity in advance. Otherwise it will be difficult to assess it. In order to define goals we may answer the following question:

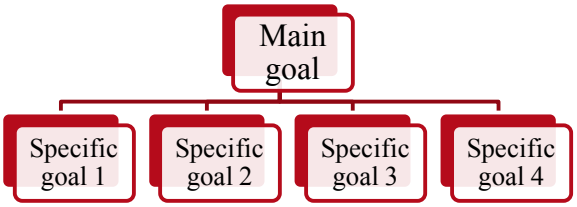
Which changes do we want to produce in the group?

Once we answer this question, we can decide which activity will be more appropriate for the group. For instance, if we have just arrived from summer and we need to know more about the students because it is the first year we are going to work with them, we can play an introductory game. If we feel the group needs to reinforce bonding and collaboration in the classroom we can play a collaborative game. As you can see, goals come from the group necessities so that is why the diagnosis period is so important.

In order to define goals we should take into consideration some rules:

- They should be realistic and achievable. We should take into account the group characteristics. For example, we should not **plan** a confidence game when children do not know each other or we will take into account the different children needs, providing them with scaffolding techniques if necessary. All children should be ready to play the activity.
- They should be measurable.
- They should be clear, easy to understand.
- Goals are actions so they will start with a verb. Some examples of goals may be "to promote cooperation among students" or "to introduce a scientific concept in a fun way".

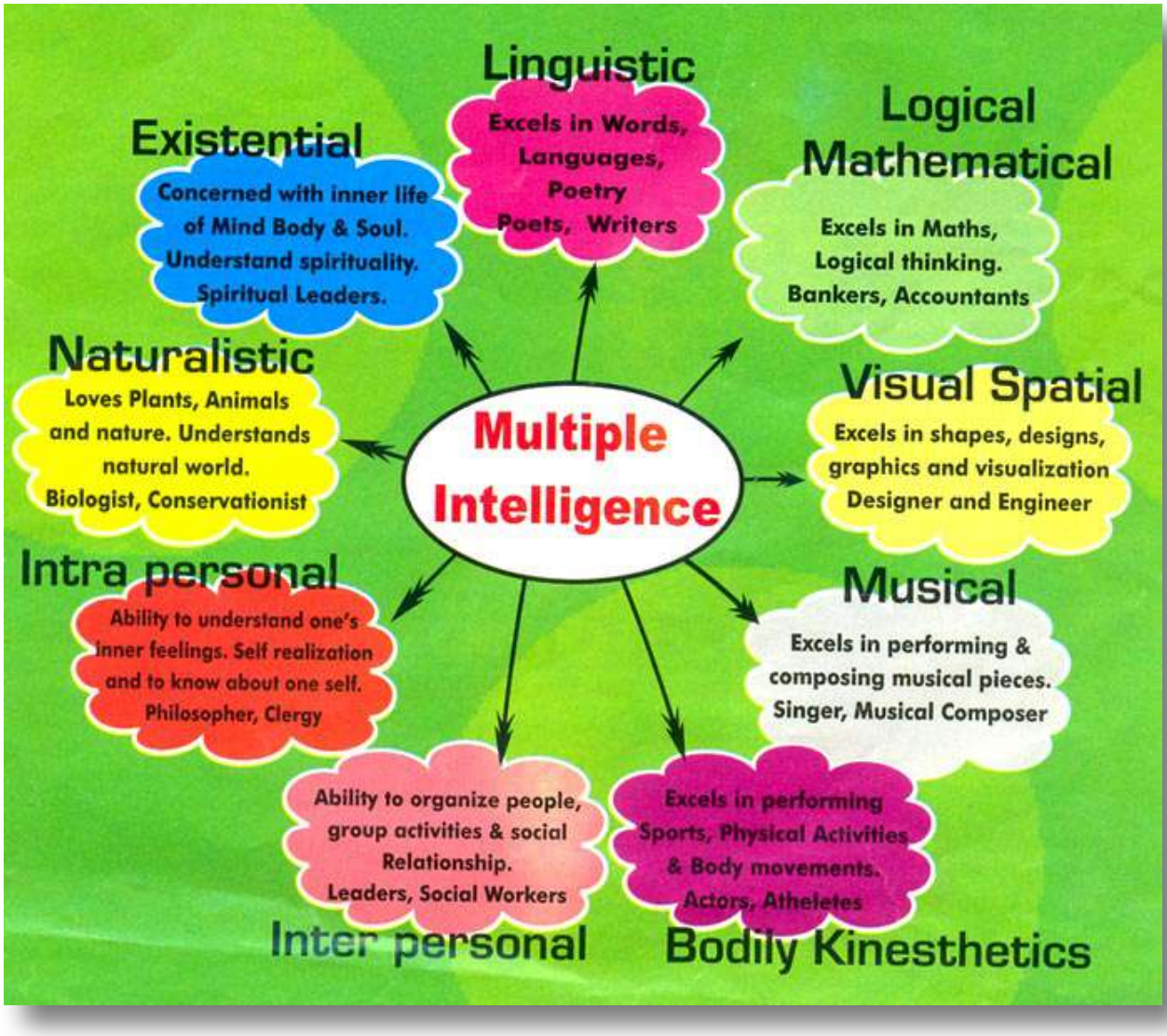
We can divide goals into two groups: Main goals and specific goals.



- Main goals: it is the central purpose of our project. They need time and are not easy to evaluate.
- Specific or secondary goals: they develop the main goal into different actions. They can be evaluated and represent the achievements we would like to reach.

2.3. Addressee

Each child is different. Each child owns a different kind of intelligence. Howard Gardner established the Multiple Intelligences Theory in 1983. He firstly established seven intelligences: Linguistic, Logical-mathematical, Visual-spatial, Musical, Bodily Kinesthetics, interpersonal and intrapersonal Intelligence and a few years later he added Naturalistic and Existential Intelligences to the previous list. According to Gardner "*The concept of style designates a general approach that an individual can apply equally to every conceivable content. In contrast, an intelligence is a capacity, with its component processes, that is geared to a specific content in the world (such as musical sounds or spatial patterns*" (Gardner, H. 1995:3).



https://es.pinterest.com/pin/344877283938620062/

According to this image, children learn in nine different ways. Therefore, images, videos, texts, games (social, drama, scientific, sculptural, oral, rhythmic and sport games), sounds and gestures should be included in our planning in order to facilitate the learning process.

Some activities related to these intelligences may be:

Linguistic	• Reciting poems, writing letters, discussions.
Logical-mathematical	• Ordering, comparing and classificating objects.
Visual-spatial	• Interpreting plans and maps, designing devices.
Musical	• Singing, reciting chants, playing instruments.
Bodily kinesthetics	• Practicing sports, dancing, drama activities.
Interpersonal	• Social games, leading activities.
Intrapersonal	• Individual reflections, personal work.
Naturalistic	• Identifying animals and plants, taking care of them.
Existential	• Meditation, Mindfulness.

2.3.1. Adaptations

As we saw in the first didactic unit, all children have the right to play. Therefore, when we plan a play activity we have to take into consideration all the students of the group, without exceptions. Adaptations of the activities are needed when there are children with functional diversity in our groups. Sometimes the diversity comes from disabilities and others from personal characteristics of the students. For instance, we need to adapt an activity if the child has just come from another country and does not know our language or maybe the child suffers from sunlight intolerance and we are planning an activity in the playground.

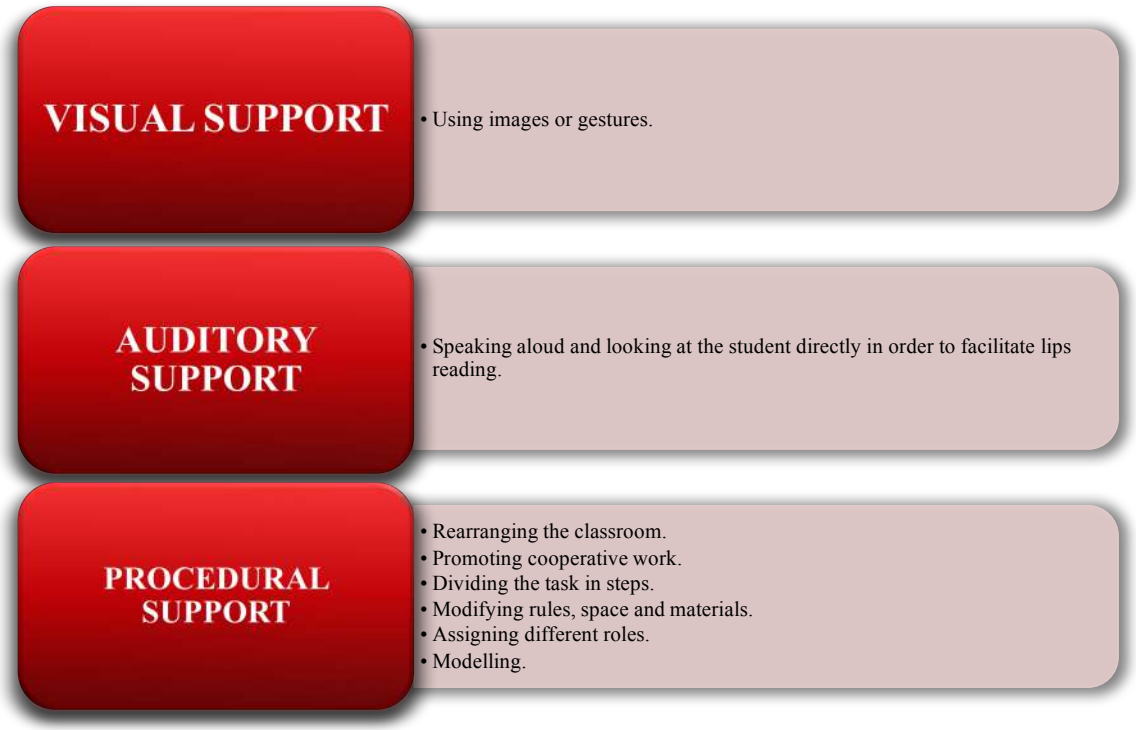
Furthermore, we can have special needs students in the group (ACNEE students). Then, we should take into consideration their special needs in order to adapt the activity and facilitate integration. We can find different special needs in the classroom. Here you have a simple classification of the main disabilities in the classroom:

DISABILITY	DESCRIPTION
Sensory disability	It may be visual and oral. Visual disability: These children show difficulties to move and coordinate because of the lack of vision. Oral disabilities: These children tend to show difficulties to communicate with other children and to interact with their group mates.
Physical disability	The motor abilities acquisition and execution are under the expected level (according to the child age).*
Intellectual and learning disability	It includes intellectual and behavioral limitation that produces learning difficulties.*
Psychiatric disability	These disabilities are not always obvious. These children use to take medicines and are under psychiatric control. *
ASD (TEA) Autism Spectrum Disorder	Persistent disabilities in communication and social interaction.*
SLI (TEL) Specific Language Impairment	Persistent difficulties to associate and use oral and written language because of comprehension or production disabilities.*
ADHD T(DAH) Attention Deficit Hyperactivity Disorder	Persistent inattention and/or impulsivity pattern that interferes with children development.*

**Definitions based on (American Psychiatric Association (2014). "The Essential Companion to the Diagnostic and Statistical Manual of Mental Disorders. DSM-5")*

Moreover, **high capacity students** show some social and emotional difficulties. These difficulties can interfere in the development of some play activities, so we will support these children in order to overcome them.

We need to identify where the differences among children may affect to an activity and which strategies and resources are the most appropriate according to the children specific needs. All members of the group have to be able to participate in our activities. If we feel an activity is impossible for one of our students, we should not put it into practice if we are not able to adapt it for him/her. Otherwise, we will promote segregation instead of integration in our classroom. In most cases adaptations consist in including scaffolding techniques. These may be:



2.4. Location and schedule

We need to define the place and schedule of our project. Are we going to carry out the project throughout the year, a term or a didactic unit? Is it a specific activity to deal with an important aspect for the group in a certain moment? Are we going to carry it out in the classroom, in the ICT room, in the playground or out of the school? We need to answer these questions in order to reserve areas of the school or to ask for permission if we are thinking about going out of the school.

In order to support both aspects (location and schedule) it is advisable to draw a chart with all this information.

Here you have an example of a chart. This project lasts three weeks and its main aim is to introduce cooperation, a grammar function (I like / I don't like) and vocabulary of the didactic unit (food). We will put into practice oral games (such as riddles, chants and songs) and some cooperative games. Thus, we will introduce these activities according to this table.

Monday	Tuesday	Wednesday	Thursday	Friday
1st Place: Classroom  https://batangantrip.wordpress.com/2017/01/16/things-i-like-to-do/	2nd	3rd Place: Classroom  https://www.emaze.com/@AOZQIFZC/LatinCyber	4th	5th Place: ICT classroom  http://www.teamworkandleadership.com/category/teamwork-video-2
8th	9th Place: Classroom  https://www.slideshare.net/fengchuishaster/i-like-i-dont-like-pablo	10th	11th Place: Classroom  e.com/@AOZQIFZC/LatinCyber	12th Place: Playground  http://www.teamworkandleadership.com/category/teamwork-video-2
15th Place. Classroom  https://www.slideshare.net/fengchuishaster/i-like-i-dont-like-pablo	16th	17th Place: Classroom  https://www.emaze.com/@AOZQIFZC/LatinCyber	18th	19th Place: Playground  http://www.teamworkandleadership.com/category/teamwork-video-2

2.5. Methodological principles of play activities

We need to specify how we will carry out the activity in advance. In order to do so, firstly we will briefly reflect on the methodological principles of play activities. We should include all these principles when planning our project in the school. All our activities should include them in a balanced way.

Active Participation	• All children should be involved in the activity, suggesting ideas in order to continuously adapt the project to their necessities.
Adaptability	• Our activities should be adapted to the whole group, introducing scaffolding techniques if necessary. Activities should integrate diversity without refusing individuality.
Experience	• We should facilitate direct contact to the environment, promoting the affective relation and experimentation among children and to the environment.
Diversity of activities	• The activities should be varied: small group work, big group work, social games, crafts, songs, drama games, etc. in order to integrate all children intelligences.
Social Values Inclusion	• The activities should integrate social values, reinforcing relationships among children.
Reflection on the process	• The activities should promote individual and collective reflection.
Responsibility / Autonomy	• The activities should promote individual and collective responsibility and autonomy.
Globalization of learning	• The activities should link different aspects of the world. Thus, children will have a global view of the world, without fragmentation.

SUMMARY

- The technical datasheet of a project/activity is composed of:
    - Justification of the project/activity.
    - Goals
        - Main goal
        - Specific/Secondary goals: Develop the main goal in actions.
    - Addressee
        - Multiple intelligences: each child learns differently and we should plan varied activities for them.
        - Special needs:
            - Characteristics: sensory, physical, psychiatric intellectual and learning disabilities and ASD, SLI and ADHD.
            - Scaffolding techniques: visual, auditory and procedural support.
    - Location and schedule. Project chart.
    - Methodological principles of play activities
        - Active participation
        - Adaptability
        - Experience
        - Diversity of activities
        - Social values inclusion
        - Reflection on the process
        - Responsibility and autonomy
        - Globalization of learning

3. CROSS-CURRICULAR LINKS

Life is not a fragmenting place. Everything is connected in our lives. Then, why do we use a discipline-based content design at school? Teachers should count on interdisciplinary teaching when planning in order to prepare children to live in a global world. In other words, we should connect contents, values or principles from different subjects in our activities. Heidi H. Jacobs stated the necessity of this when she stated that "*We get up in the morning and confront the whole of our lives. It is here that relevancy comes into play. It is not that schools should avoid dealing with specific disciplines; rather, they also need to create learning experiences that periodically demonstrate the relationship of the disciplines, thus heightening their relevancy. There is a need to actively show students how different subject areas influence their lives, and it is critical that students see the strength of each discipline perspective in a connected way*." (Jacobs, H.-1989:5).

This author supports the idea of creating links among the different schools disciplines: "*The curriculum becomes more relevant when there are connections between subjects rather than strict isolation*." (Jacobs, H.H.-1989:5).

Some definitions:

- DISCIPLINE FIELD is "*A specific body of teachable knowledge with its own background of education, training, procedures, methods, and content areas*"(Piaget 1972, cited in Jacobs, H.H.-1989:7)
- "INTERDISCIPLINARY: "*A knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience*" (Jacobs, H.H.-1989:8)

3.1. How to do it

In order to follow interdisciplinary teaching, we should consider the following statement:

"*The central end of this interdisciplinary model is to bring together the discipline perspectives and focus them on the investigation of a target theme, issue or problem*" (Jacobs and Borland, 1986-cited in Jacobs, H.-1989:54).

Bearing in mind this statement, we should plan play activities considering their different cross-curricular links. This way, we will enrich and show a global view of the learning process and this will help our students when analyzing the surrounding world.

Here you have two examples of play activities with their cross-curricular links. In this case we have identified the links between the chosen activity/activities and the other school subjects.

Example 1. Days of the week song

We are planning to teach a song about the "Days of the week" to 6 years old children. We can use the song from this link: http://www.dreamenglish.com/videos/daysoftheweek

What different school subjects are we linking in this activity?

1) English. Content: Days of the week.

2) Music. Content: Music in our daily lives.

3) Physical Education. Content: Psychomotricity

Example 2. Game: Creating our group shield

Children will be divided into small groups. Each group chooses a plant from the playground in order to design a group shield with it.
Once they have designed the shield they classify the plant (tree, bush or grass), invent a name for it and describe it. They will also write a kind of poem about the plant.
At the end of the activity, they will present their shields and poems to the rest of the group.

What different school subjects and competences are we linking in this activity?

1) Natural sciences. Content: Plants classification.
2) English. Content: Adjectives and writing poems. Oral presentations.
3) Arts. Content: Designing a shield.
4) Social key competence: Cooperative work.
5) Natural key competence: Knowing and respecting plants.

SUMMARY

- Cross-curricular links aloud teachers to connect different school subjects in one activity.
- We use cross-curricular links to facilitate integrating the different aspects of the world.

4. VALUES EDUCATION

One of the main functions of school is to facilitate children socialization and social values acquisition.

"*The school is a socializing agent whose influence can be directly controlled by Society, through institutional mechanisms*". (Adapted text from García Roca, 1991:109).

In fact, the LOGSE (1990) included the Interdisciplinary Issues and Education in values as an educative opportunity.

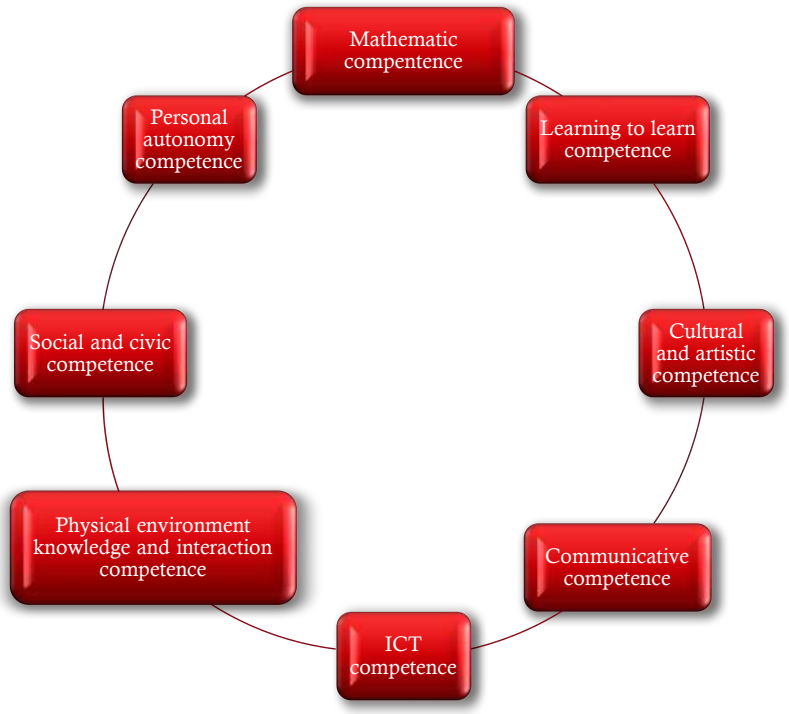
INTERDISCIPLINARY ISSUES

- Environmental Education.
- Peace Education.
- Health Education.
- Moral and Civic Education.
- Sexual Education.
- Consumer Education.
- Vial Education.

VALUES

- Life
- Health
- Freedom
- Hope
- Peace
- Tolerance
- Justice
- Equality
- Solidarity

This idea has been adapted in the following educative laws as competences. The current law in Infant Education (LOE, 2006) establishes 8 basic competences to develop in the classroom.



One of these competences is directly related to socialization: **SOCIAL AND CIVIC COMPETENCE**. Because of this, it becomes compulsory to introduce social values to facilitate the social development of the students. In order to identify which social values we should develop, we can take into consideration the values promoted by LOGSE in 1990: life, health, freedom, hope, peace, tolerance, justice, equality and solidarity. As play activities provide children with relaxing moments to reflect and introduce concepts, strategies and attitudes unconsciously, we can use them to include social values in our planning. Some examples of how to introduce values in a play activity may be:

- Through a cooperative game in which each child has a role and all roles are indispensable to achieve the target.
- Through a role play where children know and empathize with other ideas and cultures.
- Through games in which boys and girls have the same opportunities,…

In order to reflect on the social values, Victor J. Ventosa (2003: 213) suggests the following activity:

ROBOT-PORTRAIT

Aim: To construct the portrait-robot of the new humanity incorporating the most outstanding features and attitudes of this humanity.

Development:

- Teacher organizes the group in small subgroup (4-5 people) and let them collect information about different cultures (by the internet, interviews, books, etc.).
- Each group designs a robot-portrait using the most outstanding collected data. They can take into consideration the physical appearance, traditions, abilities, attitudes, etc.
- Each group shows the final design to the big group and explains the reasons of its choices.

Summarizing, values should be integrated in our annual plan. Play activities provide teachers with the opportunity to introduce values in class unconsciously.

SUMMARY

- Education values were included in Education Laws with LOGSE, in 1990.
- The current law (LOMCE) includes 7 key competences. The social competence is directly related to Values education.
- We should include Values education in play activities planning.

5. Evaluation

First of all we need to differentiate two concepts assessment and evaluation.

"***Assessment is the process of collecting information or evidence of student learning***". (Curriculum Developed Council, 2010 cited in Adamson, B. and Morris, P. 2010:130).

When we evaluate we reflect on whether the activity has worked well or not in order to make the necessary adjustments. **When putting into practice play activities we do not assess students but evaluate the process in order to make adjustments if necessary.**

Evaluating play activities is necessary, practical and useful. In order to avoid mistakes we should bear in mind that.

- Evaluation is not only assessment. We have to go deeper, find mistakes and consider other options.
- Evaluation is not only grading. In fact, we should not grade play activities.
- Evaluation should reflect different opinions, not only the teacher's one.
- We should know what, when and how to evaluate the activity.
- It is not only about collecting data. We should select the most relevant information.

5.1. What to evaluate?

When we evaluate we have to consider three aspects:

- Activity goals achievement.
- Teacher's role.
- Possible interferences in the activity.

In order to analyze the first aspect (activity goals accomplishment), we use the **evaluation criteria**. Evaluation criteria are the main reference to evaluate as they point out the concepts, procedures or attitudes a child should learn/put into practice through the activity. They are directly related to the main aims of the activity.

Example:

Activity: Tongue-twisters.
Main goal:

- To improve oral fluency.

Evaluation criteria:

At the end of the activity children will be able:

- To memorize an English text.
- To reproduce an English text fluently.
- To recognize new vocabulary.

5.2. When to evaluate?

Evaluating is a continuous process. According to this statement there should be:

- **Initial evaluation:** we evaluate at the beginning of the process in order to adapt the activity to the children needs (diagnosis).
- **Procedural evaluation:** this kind of evaluation is carried out during a period of time (didactic unit, term or year). During this time the teacher collects data, analyzes them and makes decisions about the process. In case of difficulties, he/she will try different scaffolding techniques.
- **Final evaluation:** It is carried out at the end of the process considering all data collected. We will bear in mind the initial evaluation results in order to evaluate students' improvement.

It is important to remember that the main aim of play activities evaluation is not grading students but support their learning process.

5.3. How to evaluate?

We also need to think about the **evaluation instruments** we are going to use. For play activities we can use the same instruments as in class. In fact, we usually monitor the activity and collect information from it in order to adjust materials, time, space, and other aspects that may influence the final results. We have to evaluate children individually and as a group. In order to do so, we can use:

- **Observation:**
  - **Direct observation:** We can observe the process and take notes of it using the teacher's notebook, activity register, rating scales, checklist or rubrics. We can use recordings if necessary.
  - **Indirect observation:** Through group work products or pictures taken during the activity, for instance.
- **Interview:**
  - **Formal interview**: The interview is prepared beforehand.
  - **Informal interview**: Spontaneous meeting.
- **Questionnaires:** we can use them to check the process and add information to our evaluation instruments. They include self-assessment questionnaires which are very valuable. One example of self-assessment questionnaires is the '**can do' chart**. This assessment tool is a kind of checklist with 'I can do' statements that children have to fulfill at the end of the activity/unit/term/year. It is based on the children's impressions of what they themselves 'can do' in the foreign language. "*Through self-assessment you instruct the students to assess their own improvement and to recognize their own strengths and weaknesses as a learner*" (Hasselgreen 2003: 58). Among other competences, this tool promotes children's autonomy which, according to Kohonen (as cited in Hasselgreen 2003: 570), is "*an approach whereby teachers guide their students to enhance their learning, development and awareness in three inter-related areas: personal awareness (...), process and situational awareness (...) and tasks awareness (...)*".

☺ I can do it without mistakes. I can help others
;) I can do it by myself. Sometimes I make mistakes
☹ I can't do it by myself yet. I need some help

Name of student	Date:
I can…	
Repeat a riddle	☺
Sing a song	☺
Listen to my classmates	☹
…	

All the data collected through these tools may be reflected on different instruments, such as:

- **Teacher's notebook:** We can take notes of the process in our notebook. Here we will write down relevant information about the activity: is it working or not?, are children participating?, is there any problem or not?, did we have to make some adjustments or not?,…
- **Activity register:** We can fulfill a chart about the activity. This chart may contain information such as location, schedule, number of participants, difficulties, unexpected events, and so on.

Activity:	Date:
Location and time	
Number of students	
Main goal accomplishment	
Difficulties and solutions	
Unexpected events and consequences	
Final result	

- **Rating scale:** We can register children's performance through this instrument.

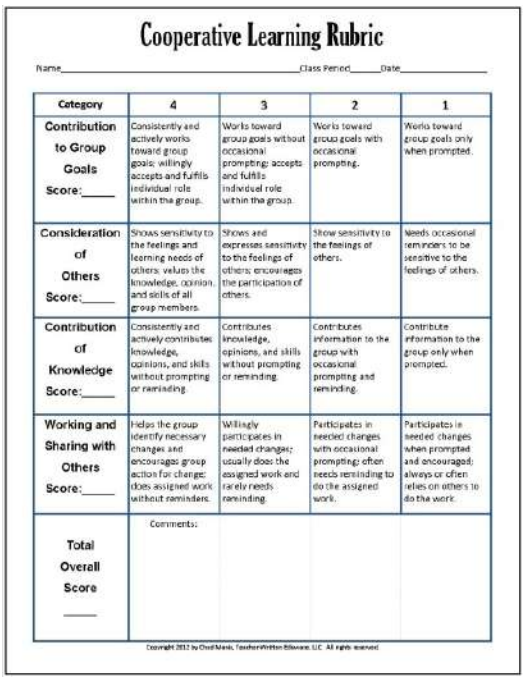
Play activities 1st /2nd /3rd Term (Rating scale)				Student
	Always (date)	Frequently (date)	Sometimes (date)	Never (date)
Participation				
Collaboration				
…				

- **Checklist:** It is a tool used to monitor specific students, skills. We tick a skill when it is observed.

Play activities 1st /2nd /3rd Term (Checklist)				Student
	Participates in small group	Participates in big group	Speaks in English	Shares materials
Student 1	V			V
Student 2	V		V	
…				

- **Rubric: "***The term "rubric" refers to a scoring guide used to evaluate the quality of students*". (James, W. 1997:72).

Here you can see a rubric to evaluate cooperative work. Each student will achieve a final mark according to his/her performance. We should create rubrics for the different competences we would like our children develop through play activities.



Cooperative Learning Rubric

Name_____ Class Period_____ Date_____

Category	4	3	2	1
Contribution to Group Goals Score:____	Consistently and actively works toward group goals; willingly accepts and fulfills individual role within the group.	Works toward group goals without occasional prompting; accepts and fulfills individual role within the group.	Works toward group goals with occasional prompting.	Works toward group goals only when prompted.
Consideration of Others Score:____	Shows sensitivity to the feelings and learning needs of others; values the knowledge, opinion, and skills of all group members.	Shows and expresses sensitivity to the feelings of others; encourages the participation of others.	Show sensitivity to the feelings of others.	Needs occasional reminders to be sensitive to the feelings of others.
Contribution of Knowledge Score:____	Consistently and actively contributes knowledge, opinions, and skills without prompting or reminding.	Contributes knowledge, opinions, and skills without prompting or reminding.	Contributes information to the group with occasional prompting and reminding.	Contribute information to the group only when prompted.
Working and Sharing with Others Score:____	Helps the group identify necessary changes and encourages group action for change; does assigned work without reminders.	Willingly participates in needed changes; usually does the assigned work and rarely needs reminding.	Participates in needed changes with occasional prompting; often needs reminding to do the assigned work.	Participates in needed changes when prompted and encouraged; always or often relies on others to do the work.
Total Overall Score ____	Comments:			

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http://www.dailyteachingtools.com/cooperative-learning-evaluate.html

SUMMARY

- We evaluate to reflect on whether the activity has worked well or not in order to make the necessary adjustments. We do not grade students; we support their learning processes.
- What to evaluate?
    - **Evaluation criteria** are the main reference to evaluate, they point out the concepts, procedures or attitudes a child should learn through the activity.
- When to evaluate?
    - Initial evaluation
    - Procedural evaluation
    - Final evaluation
- How to evaluate?
    - Through:
        - Direct and indirect observation
        - Interviews
        - Questionnaires.
            - Self-assessment: 'can do' chart
    - Evaluation instruments
        - Rubrics
        - Teacher's notebook
        - Activity register
        - Rating scale
        - Checklist

References

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Do you want to go further?

- **SCAFFOLDING**: In this in-service suite teachers learn ways to help children when they struggle to learn a concept or complete an activity.

  https://www.youtube.com/watch?v=5hWDbSx_kdo



- **"Binta and the great idea**": Short film by PELÍCULAS PENDELTON made in collaboration with UNICEF.



https://www.youtube.com/watch?v=lE8-QeON93Q

- **9 Types of intelligence**: This video explains the Multiple Intelligences theory (Howard Gardner).



https://www.youtube.com/watch?v=w7-rYp-BQJQ