# Unit 2. Planning play activities

**Rhythm, Play and Games**

Facultad de Lenguas y Educación




GLOBAL CAMPUS
NEBRIJA

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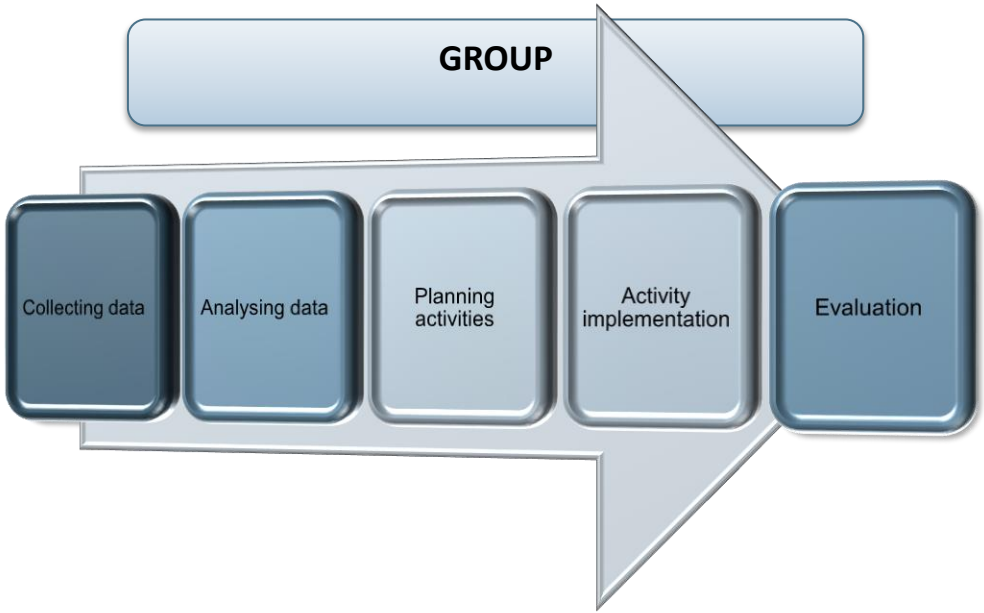
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# 1. PLANNING PLAY ACTIVITIES

Planning an activity means to decide **WHAT** we want to do **IN ADVANCED.**

PLANNING STEPS



# 2. TECHNICAL DATASHEET

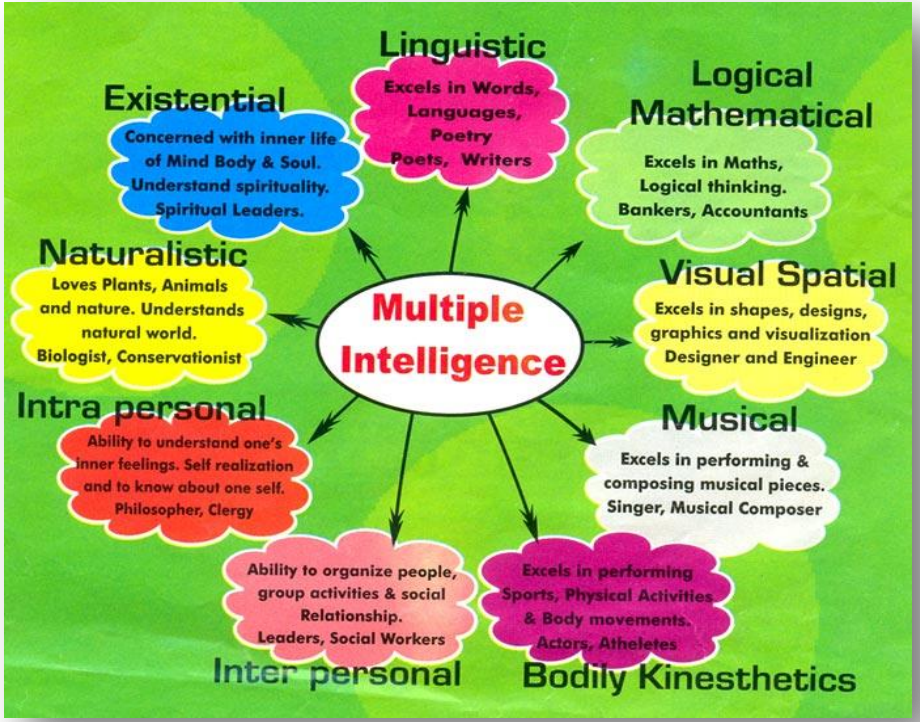
| QUESTION | BULLET POINT |
|---|---|
| What? | Title |
| Why? | Justification |
| For what? | Goals |
| For who? | Addressee |
| Where? | Location |
| When? | Schedule |
| How? | Methodology / Procedure |
| What you need? | Human and material resources |
| Did it work? | Evaluation |

# A) GOALS



# B) ADDRESSEE

- Multiple Intelligences (Howard Gardner, 1990)




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

# ADAPTATIONS

| | |
|---|---|
| **VISUAL SUPPORT** | • Using images or gestures. |
| **AUDITORY SUPPORT** | • Speaking aloud and looking at the student directly in order to facilitate lips reading. |
| **PROCEDURAL SUPPORT** | • Rearranging the classroom.<br>• Promoting cooperative work.<br>• Dividing the task in steps.<br>• Modifying rules, space and materials.<br>• Assigning different roles.<br>• Modelling. |



# C) METHODOLOGICAL PRINCIPLES

| | |
|---|---|
| **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. |
| **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. |

# 3. CROSS-CURRICULAR LINKS

- We use cross-curricular links in order to connect our activity to different school disciplines.

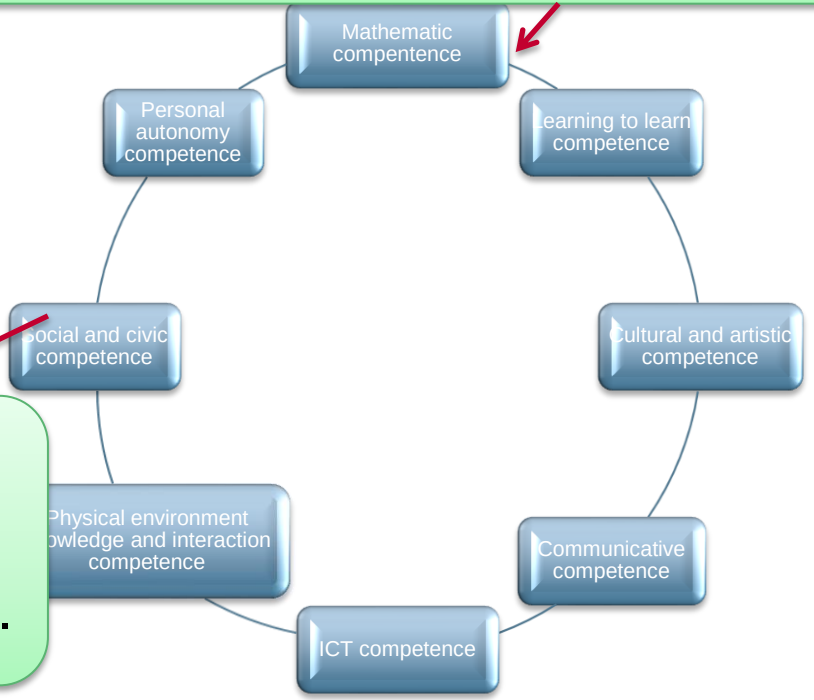
- Children need to perceive the world in a global way, connecting the different aspects that compose it.

# 4. VALUES EDUCATION

**VALUES**

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

- The current law in Infant Educatio (LOE, 2006) includes 8 basic competences to develop in the classroom:




- **Social and civic key competence** involves the inclusion of values in our planning.

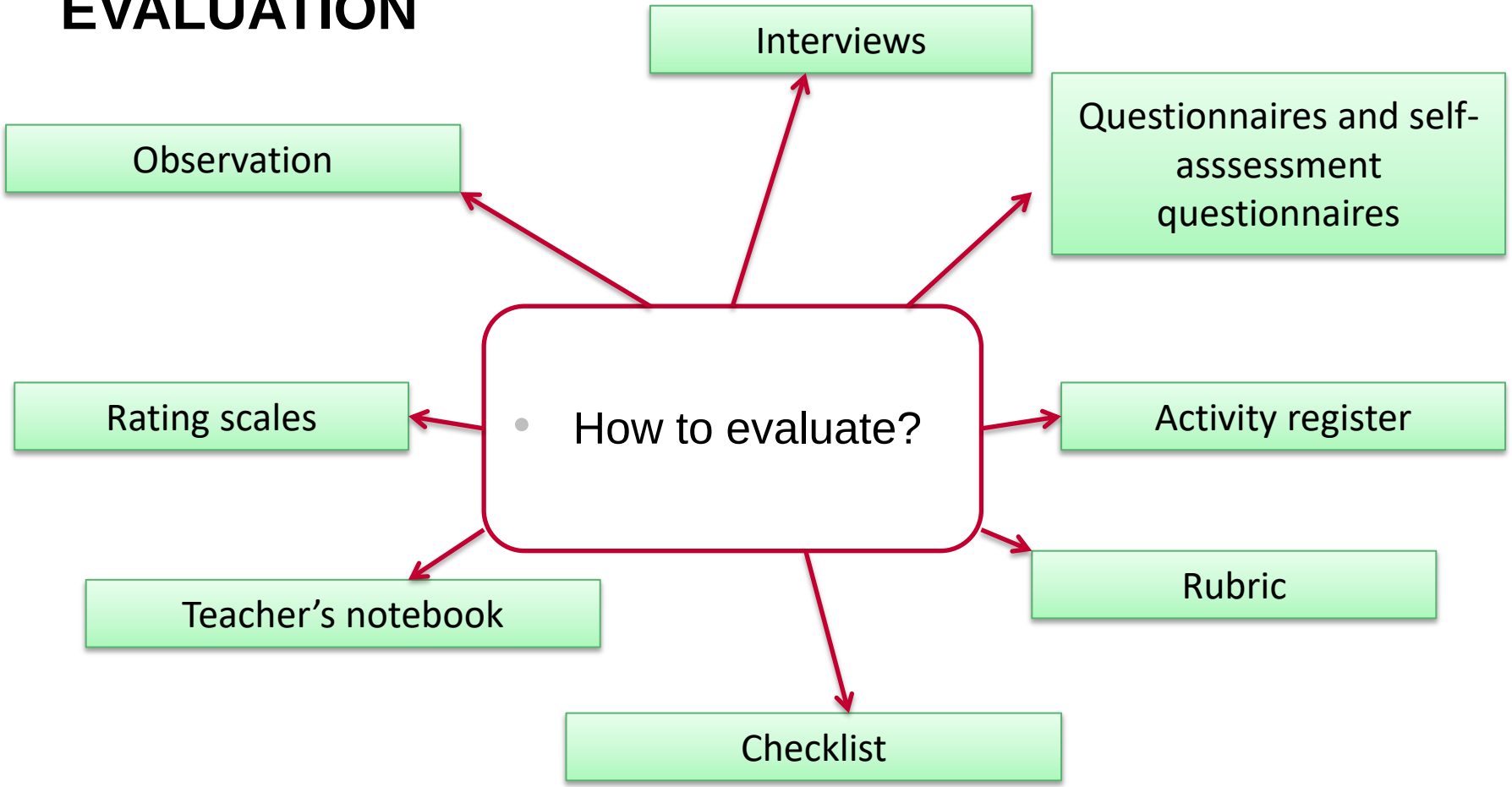
# 5. EVALUATION

- What to evaluate?
  - Activity goals achievement
  - Teacher's role
  - Difficulties

**We do not grade students through play activities**

- When to evaluate?
  - Initial evaluation
  - Procedural evaluation
  - Final evaluation

# EVALUATION


Interviews
Observation
Questionnaires and self-asssessment questionnaires
How to evaluate?
Rating scales
Activity register
Teacher's notebook
Rubric
Checklist




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