



# INCLUSIVE BREAK

Project number: 2021-1-ES01-KA220-SCH-000032638

# Interactive handbook

CEIPES

aspaym  
castilla y león

Federación  
de Centros  
Juveniles  
DON BOSCO  
CASTILLA Y LEÓN



GAMA INSTITUTE  
Santitat, Educació, Cercatori

Inclusive Break\_Handbook © 2023 is licensed under CC BY-NC-SA 4.0

CC BY-NC-SA 4.0 DEED  
Attribution-NonCommercial-ShareAlike 4.0 International



Co-funded by  
the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## Table of Contents

Introduction	2
Interactive handbook	2
Contact	3
Consortium organizations	4
Fundación ASPAYM Castilla y León	4
Federación de Centros Juveniles Don Bosco Castilla y León	5
Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo Associazione (CEIPES)	6
I.C.S. Maredolce	7
GAMMA Institute	8
Scoala Primara Lorelay	9
Investigation: The school break as a learning space	10
Introduction	10
Chapter 1. What happens to students with fewer opportunities during the school break?	
Socio-psychological implications	12
Chapter 2. Physical benefits of the school break	14
Chapter 3. Psychological benefits of the school break	16
Chapter 4. Social benefits of the school break	21
Chapter 5. The role of the adults	23
Methodology: Inclusive break - equal opportunities in educational centers	25
Methodology design process	25
Suggestion of methodology plan	26
Workshop charts and video tutorials	28
Conclusions about the methodology	98
Recommendations for educators	100
Revised bibliography	102

# Introduction

## Interactive handbook

This document is the main result of the project “Inclusive Break: equal opportunities in educational centers”. It is an interactive handbook where you will find:

1. A first investigation where we analyzed the school break as an educational space, its physical, psychological and social benefits, with a special focus on students with fewer opportunities.
2. The methodology is designed by the consortium, consisting of 30 workshops for the school breaks. Each workshop is described in a work chart with the help of a video tutorial.
3. The conclusions that the consortium extracted from the testing phase, where all the workshops were put into practice in three different schools in Spain, Italy and Romania.
4. Some recommendations and considerations to take into account for educators to apply the methodology in their own contexts.

## The project

Born to promote the inclusion, the Inclusive Break project aims to make the school recess a common learning space in which support the integration of everybody. Especially because of any kind of difficulties students may have (disabilities, fewer opportunities, insecurities or difficulties socializing), they need to feel safe, united, respected and not judged in a strong social system as the school. Instead, this last one is often a place of stereotype, bullying episodes, group labels and divisions.

Through the Inclusive Break project, it is expected the improvement of the school time quality, promoting the acceptance of others, paying the appropriate attention to students’ needs, helping them to feel integrated and raising awareness of their difficulties.

In order to set this spiral of inclusiveness in the school and in the lifetime, this interactive handbook has been created, as well as activities promoting the participation and the inclusion of all the students. It is intended to lead the experts to improve their skills and to put in place the set-out approach.



## Objectives

The main objectives of the project are:

- To increase the transferability of innovative and non-formal methodologies through the development of an interactive manual;
- To create innovative practices in the field of school education through the development of a work methodology based on non-formal education and the development of inclusive activities to identify, enhance and evaluate significant competencies for the personal and social development of students;
- To encourage the disappearance of stereotypes and bullying behaviors among students;
- To increase the organizational development of 6 institutions with different cultural and organizational experiences.

## Contact

You can learn more about the project and its process in the following channels:



[inclusivebreak.infoproject.eu](http://inclusivebreak.infoproject.eu)



Inclusive Break



@inclusivebreakproject

## Consortium organizations

### Fundación ASPAYM Castilla y León



<https://www.aspaymcyl.org/>

#### Description

The ASPAYM Castilla y León Foundation began operating in 2004, twelve years after ASPAYM was founded in the region of Castilla y León, Spain. Its main objectives are to promote autonomy, equal rights and opportunities and improve the quality of life of people with physical disabilities, allowing them a meaningful integration into society.

ASPAYM CyL has a youth department focused on activities with young people. It develops a multitude of activities (advocacy, non-formal education, employment), as well as years of experience and multiple awards. In recent years, the organization has been committed to the use of gamification as a methodology in non-formal education activities. In this sense, ASPAYM CyL has developed board games, video games, escape rooms and manuals based on this technique to work with youngsters, always from an inclusive perspective in order to ensure equal access of young people with disabilities to all available resources.

In addition, within ASPAYM we have a project called JAVACOYA, which was born with the pretension of providing a personalized service to our clients and overcoming the daily challenges set by the market.

#### Target group

ASPAYM Castilla y León is an organization that works with the aim of improving the living conditions of people with disabilities in general and spinal cord injury in particular. Currently, we have more than 2000 members throughout the community and more than 200 workers.

Unfortunately, people with disabilities face daily access barriers to full social inclusion (architectural barriers, digital accessibility, employment barriers...). These can be analyzed and reflected in different areas of the person: physical condition, emotional well-being, interpersonal relationships, access to employment and educational and socio-cultural resources.

This way, and following the main proposal of this project, which works to minimize the risks of social exclusion, we include in our target group young people, between 16 and 30 years old. This group includes people with and without disabilities.



## Federación de Centros Juveniles Don Bosco Castilla y León



<https://www.federboscocyl.org/>

### Description

FEDERACIÓN DE CENTROS JUVENILES DON BOSCO DE CASTILLA Y LEÓN (or, to simplify “Don Bosco CyL”) is a non-profit association. That since its foundation in 1995 federates Youth Centres and Youth Associations in Castilla y León (Spain). It currently includes five youth centres in Valladolid, two in León, Salamanca and Villamuriel de Cerrato (Palencia).

Don Bosco CyL works in the field of prevention, education in leisure time, youth animation and socio-cultural development, with an educational style and identity of our own cultural development, with a Salesian identity and educational style, especially with groups in a situation of social exclusion. The quality of volunteering and working with the most needy groups are our main strengths.

Don Bosco CyL networks by being active members of the Regional Youth Council of Castilla y León or our National Confederation, Always with an active role and aligned to our objectives. Moreover, the Federation works in education and in the defense of human rights, especially those of children and young people, offering our services in the youth centers.

### Target group

Don Bosco CyL has like main objectives to offer a qualified service of education in free time, and to develop the youth animation and sociocultural development, helping the children, adolescents and young people following the educational style of Don Bosco.

The professional teams and volunteer teams make it possible to work for children, adolescents, young people and adults in the youth centres. Around 40 professionals and more than 300 volunteers (with a leading role) attend to groups in non-formal education, leisure and free time or in sport. Many of the groups belong to strata of society at risk of exclusion, mostly for socio-economic and cultural reasons.

Don Bosco CyL works for full inclusion; for real participation. Differences between people are not an obstacle, they are opportunities for growth.



## Centro Internazionale per la Promozione dell'Educazione e lo Sviluppo Associazione (CEIPES)

# CEIPES

<https://ceipes.org/>

### Description

CEIPES - International Centre for the Promotion of Education and Development is an International non-profit association founded in Palermo in 2007.

CEIPES works at local, European and international level in synergy with more than 100 organizations, bodies and institutions with the objective of improving methodologies and technologies in the field of education, developing innovative strategies and participatory tools in the work with youth and adults, in the field of education and research through local and international cooperation.

The main topics addressed are: ICT innovation and STEAM, well-being, sport and outdoor education, Special Educational Needs (SEN), local development and social inclusion, human rights education and raising awareness, advocacy and anti - discrimination, art, culture and creativity, sustainability, environment, climate change and capacity building of third sector organizations, educational institutes and public sector.

### Target group

The activities, depending on the area of intervention, are addressed to: young people, adults, migrants, disadvantaged youth and NEET, women, educators, teachers and students, members of public institutions, unemployed.

CEIPES annually involves more than 150 youngsters and youth workers in learning mobility, with sending and hosting capacity, through international volunteering, youth exchanges, internships and training courses, more than 100 youngsters in local educational paths and more than 100 adult learners among teachers and staff of non profit organizations and public institutions. At local level CEIPES coordinates the CEIPES Network, which is based in Sicily and counts more than 40 members among organizations, public and private bodies.





## I.C.S. Maredolce



[www.icsmaredolce.edu.it](http://www.icsmaredolce.edu.it)

### Description

Istituto Comprensivo Statale "MAREDOLCE" connects its identity to the historical and cultural reality of the territory in which it is located. The school contributes to the formation of the historical conscience and the cultural identity of the students. Currently, our school hosts 964 students, 140 teachers, 30 administrative staff and it is aimed at a vast area of the suburbs of the town.

Our school is the only body that can act as an interface between families and institutions, it is a place of cultural and social growth for the acquisition of values such as democratic coexistence, respect for the person, rules and institutions.

To guarantee the right to study and equal opportunities for educational success to each and every one, our Institute intends to follow the guidelines that have always distinguished it, therefore for students and pupils with disabilities continue to commit to promote a real and effective integration of pupils through common and/or individualized pathways and establish the processes of educational and didactic action in relation to the individualized plan; maintaining relations with external bodies and associations to improve teaching and encourage integration.

### Target group

Our institution deals with three school orders:

1. Pre-primary School (3 - 5 years)
2. Primary School (6 - 10 years)

Our objectives: to strengthen personal identity, to increase personal autonomy, to develop competence in knowing how to do.

School projects concern with graphic activities to know the use of different materials, the narration to learn to dramatize and invent, the game to socialize, sports and cultural projects to discover the territory.

3. Lower Secondary School (11 - 13 years)

The key skills and responsible citizenship are acquired thanks to teaching strategies focused on the development of language and scientific skills, choreutic-music and the care and enhancement of the artistic-cultural heritage with integrative activities in the afternoon of sports, music, theater and science on the territory and specific activities aimed at enhancing the culture, art, language and UNESCO heritage of the city of Palermo.





## Gamma Institute



<https://www.gammainstitute.ro/ro>

### Description

The Association Institute for Research and Study of Quantum Consciousness (GAMMA Institute of Psychology) is a non-governmental organization from Iasi, founded in 2011, whose purpose is the promoting, development, research and initiative for activities in the field of psychology, psychotherapy and mental health, in particular through training programs, workshops, psychological services and psychological assistance, counseling, psychotherapy and training of specialists; also, another aim is to facilitate the cooperation between Romanian specialists from the fields mentioned above and other specialists from international area.

Gamma Institute has 3 departments:

**Gamma Training** - education department that has 2 training schools.

**Gamma Clinic Psychology** - health and intervention department (there are available different psychological services, in individual sessions, couple, family or group sessions and workshops on interesting topics).

**Gamma Projects & Research** - is the department that develops european projects and research in the field of psychology, with the aim to promote self awareness and the benefits of mental state on the individual and familial life quality.

### Target group

The target groups on which Gamma's attention is focused include:

- People (all ages) with psychological issues as: low level of self-esteem, anxious or depressive episodes, bullying in schools or organizational environment, difficulties in lifespan transitions (launching in independent life on youngsters, divorce, career transitions – reprofessionalization) etc.
- Professionals in education and psychology field: people which are working with youngsters and with people with psychological problems, teachers and school/career counselors, systemic psychotherapists, clinical psychologists, etc.
- Future professionals in psychology: students from psychology (bachelor and master degree), which are making internships in Gamma Institute
- People (all ages) from Iasi city which are interested in personal development process.



## Scoala Primara Lorelay



[scoalaprimaralorelay.ro](http://scoalaprimaralorelay.ro)

### Description

Lorelay Primary School is an accredited private primary school, in Iasi, Romania, founded in 2009. We are interested in finding the best ways of approaching our pupils, in order to reach their potential and make them more involved and focused on their own development.

Our goal is to develop in children a set of values, in order to develop a healthy lifestyle, physically, cognitively and socio-emotionally. We aim to develop a proactive attitude in the community, to create national and international networks that will become live libraries of resources for everybody, pupils, parents or teachers. Learning to live together, to learn for knowing, doing and being are our main key-concepts, that are the foundation for future actions.

We also aim to become a European school, with pupils that understand and respect diversity, inclusion and multiculturality. We are interested in developing healthy relationships between children and creating opportunities for preventing bad habits. We promote learning, innovation and collaboration and celebrate the personal success of everyone, child or adult.

### Target group

We have two levels of education in our institution: the pre-primary school level, where we work with children aged 3 to 5/6 years old and the primary school level, where we work with pupils aged 6 to 10/11 year old.

Every day, we focus on formal and non-formal educational approaches in order to facilitate and adapt learning situations to each individual's needs, providing support, guidance and time, with fairness, openness and compassion. We aim to form a set of valuable academic, social and emotional skills that support the child's development. Through all our actions, we focus on developing a sense of safety, comfort and belonging in children, their parents and our teachers.



## Investigation: The school break as a learning space

### Introduction

Regular breaks throughout the school day—from short brain breaks in the classroom to the longer break of recess—are not simply downtime for students. Such breaks increase their productivity and provide them with opportunities to develop creativity and social skills.

Recent research shows that our brains aren't idle when we take breaks—they're hard at work processing memories and helping us make sense of what we experience. In a groundbreaking 2012 study, Mary Helen Immordino-Yang and her colleagues at USC and MIT used an fMRI scanner to examine neural activity during the brain's "default mode"—a state of rest that's usually associated with taking a break or letting our minds wander. In this state, the brain is still highly active, with a different set of regions lighting up than when we're focused on the outside world.

Further experiments showed that this default mode is crucial for consolidating memories, reflecting on past experiences, and planning for the future—in other words, it helps shape how we make sense of our lives. Breaks keep our brains healthy and play a key role in cognitive abilities such as reading comprehension and divergent thinking. "Rest is indeed not idleness, nor is it a wasted opportunity for productivity", Immordino-Yang and her colleagues write. So, breaks are an essential part of learning. Longer breaks—such as recess or playtime—provide opportunities for children to learn important life skills. Research shows that when children play together, they learn how to take turns, resolve conflicts, and solve problems. They also learn how to manage their own emotions and behavior—fundamental skills for life. So, dropping recess is a mistake, according to the American Academy of Pediatrics: Recess is a "crucial and necessary component of a child's development," and sacrificing it for more academics is counterproductive.

Unstructured playtime provides an opportunity for imaginary and creative play and allows children to practice divergent thinking. They benefit from the freedom to explore new ideas without fear of failure or the stress of grades, and regular exposure to new experiences can also increase their cognitive flexibility, preparing them for academics challenges.

Recess is many children's favorite part of school, which means that improving inclusion for all students is one of the best things to do. Many children can grow anxious and nervous when recess rolls around if they feel like they can't connect and enjoy the fun space as much as others. It's our job as adults to help children feel valued in various aspects of life, which is why we delve into how to increase inclusion at recess.

Inclusive games involve students with unique combinations of strengths, challenges, and social histories. These activities allow diverse student populations to re-engage and experience success without relying on skills which may be underdeveloped. The same student who couldn't perform in traditional organized sports can experience true learning and skill development.

All children benefit from being outside, interacting with their environment, learning from nature and developing through play. These experiences can be especially powerful for children with disabilities and inclusive play makes these opportunities available to all children, regardless of ability and background. Inclusive play doesn't mean that every element is accessible to everyone, but it does mean that the combination of experiences adds to something equally great for each child. Some children can't climb to the top of a rope, some don't want to, others really need to. The same is true with quieter, more creative activities. Diverse and flexible opportunities are needed.

It doesn't need to be complicated, but it does require thought. It means thinking about what different children can access - what can a child engage with if they use a wheelchair, or if they have autism or get distracted easily? Can disabled and non-disabled friends and siblings play together?

Play is by nature diversity - how does this get missed so often in play design? Play can be physical, noisy and challenging, but equally it can be quiet, creative and reflective. Some children love the social aspects, others need more contemplative space.

Some children want to charge about and others are happier quietly playing in a sand pit. Some will be more prone to injury from others knocking into them.

Some children use wheelchairs, either all or part of the time, and some use walking aids. Children with certain health conditions have reduced stamina or may need to avoid boisterous play.

If we want to have the kids play a game for recess, then we need to ensure those games can include everyone. Nothing should be too complex, or too competitive, as that will leave students feeling unable to participate, and they may even shut down. We have to pick ones the children know, and make sure everyone can join in. Many children struggle with entry behaviors, so they miss out on fun play. Make it obvious where lines start and have a parent or teacher around the game to make sure everyone plays fairly.

Creating a well-designed recess can engage students, improve school climate, build valuable social and emotional skills, reduce behavioral incidents, and promote healthy lifestyles.

## Chapter 1. What happens to students with fewer opportunities during the school break? Socio-psychological implications

The school break represents a not structured space not directed by teachers and educators, in which the group dynamics emerge in a spontaneous way. Since birth, we have been members of groups like the family one, the scholastic one, the pair one and so on. In fact, we can think about school as a social system with its own organization inside, in which we have classrooms with roles, specific identities and their own **psycho-social dynamics** affecting the members and the whole institution. Not surprisingly, the school is the second agency of socialization of the human being, right after the family group.

Classmates and teachers are the closest to students, but in a few cases and during the recess it's possible to socialize with other groups made up of friends or other peers to be comfortable with. There are various scenarios, but in case of lack of integration, the situation can go beyond the regulatory step and be **dysfunctional**. It means that if a student is not well included in some group, he can experience frustration, anxiety, discomfort, social isolation and psychological implications. Actually, everyone belongs to some bigger group based on **classification**. For example, a student with fewer opportunities can be labeled and considered part of some stereotyped and generalized group, like the disadvantaged one or the disabled one, taking on himself all the images related. <sup>1</sup>This phenomenon is called labeling, which relates to the **Labeling theory** developed for the first time by the sociologist Émile Durkheim and based on the roles everyone has in the society, as well as on the latter's need to control the behavior.

The Labeling theory has been introduced in sociology of deviance, but it represents one of the intrinsic **mechanisms** of the society responsible for the creation of **stigma** and **prejudice**, as academics studied in cases of discriminated groups.

We can define the theory as:

*“An approach in the sociology of deviance that focuses on the ways in which the agents of social control attach stigmatizing stereotypes to particular groups, and the ways in which the stigmatized change their behavior once labelled.”* (Nickerson, 2021).<sup>1</sup>

This postulate is connected to another one through which we can see how the classification of the other can affect our behaviors and beliefs: the **Self-fulfilling prophecy** theory developed by the sociologist Merton in 1948. He assumed that a role or a label is made up of expectations that, through social interactions, affect and reinforce so much the person that conceptions are internalized and become true, even if they weren't before. The beliefs can be put in practice in social actions and reactions, influencing the addressed person. The latter will act in the expected way, influencing the beliefs' owner and confirming more and more the expectations-role relationship.

---

<sup>1</sup> Nickerson, C. (2021, Oct 09). Labeling theory. Simply Psychology. [www.simplypsychology.org/labeling-theory.html](http://www.simplypsychology.org/labeling-theory.html)

*“The self-fulfilling prophecy is, in the beginning, a false definition of the situation evoking a new behavior which makes the originally false conception come true.”(Merton, 1948, p.195).<sup>2</sup>*

Let's see an experiment carried out in the light of the Self-fulfilling prophecy theory in 1968, right in a school setting, specifically in an elementary school. Rosenthal and Jacobsen showed how the teachers' expectations can affect the students' learning in a positive or in a negative way. On the occasion of an IQ test, the researchers told teachers which students were going to don't exceed the standard and which ones had a good potential. The members of these groups have been chosen randomly without any relation to the test, but after eight months, the academics found out that the group composed by students with the "good potential" had higher IQ scores than the students representing the "standard" scores. The phenomenon took the name of **Pygmalion effect**. Through this experiment, it has been proven how students can incorporate the expectations of educational roles in the self concept and act accordingly.<sup>3</sup>

It's clear how these dynamics affect the psychological and social areas of people/students, as it's also possible to observe during the school break. In fact, the **stigma** can connect those who bear the burden, they can feel comfortable with those who is similar and is handling the same issues. In the school there are specific academic moments in which it's expected the aggregation of students with similar difficulties that stay apart from the rest of the classrooms, for example in case of activities carried out with only one disabled student (or more than one). This way, students spend a lot of time together and the members of the **group** become the people to be the most comfortable with. The result is that they will especially do it in the time span in which they're not often supervised by educational staff (like in the recess), so they will spend time with who represents the image of friend. Being stigmatized, they can experience all the consequences involved in that, like disrespect or bullying episodes. They can also live with **fake tolerance** or half inclusion. For example, they can be emphasized and have special attention, but not be fully included by schoolmates. How many times have you seen a student carry out an activity with a classmate with a disability, but he didn't want to spend time with him in leisure moments? Or again, how many students are isolated, even if they haven't fewer opportunities, but they participate in activities with classmates? There are various **psychological implications** which reflect on their identity, on their skills development and on their social circles. Teachers and educators do the best to support every student, with fewer opportunities or not. In various contexts, scenarios can be better than others, but the school break can always be a learning space in which promote values and a real inclusion, as well as obviate the illustrated dynamics.

<sup>2</sup> Merton, Robert K. (1948) "The Self-Fulfilling Prophecy." The Antioch Review, 8(2), 193-210

<sup>3</sup> Schaedig, D. (2020, Aug 24). Self-fulfilling prophecy and the pygmalion effect. Simply Psychology. [www.simplypsychology.org/self-fulfilling-prophecy.html](http://www.simplypsychology.org/self-fulfilling-prophecy.html)



## Chapter 2. Physical benefits of the school break

The school break is a space that should be considered part of the curriculum, as it is a learning space where the interaction of all pupils in the school should be encouraged. School break allows for the pupils' all round physical and social development, where they should feel safe, respected and not judged, as on many occasions this feeling does not correspond to reality.

It must be taken into account that not all children interact in the same way. Each child has different needs that vary according to many factors, from whether or not they have a disability to the type of education they have received. Therefore, children in the playground are grouped into different groups differentiated by different reasons similar cultures, same gender, disability or similar tastes.

For this reason, recess should be a safe space where pressure can be released, where stress can be reduced, where self-esteem can be increased, and where integration and interaction between children can be encouraged. We must bear in mind that playtime should be a space where children should feel safe and teachers should ensure that no play can cause physical or mental harm so that not only mental but also experimental development is positive for the child. So, the break school is not only beneficial for normal children, but also for children with special needs, who can improve their physical abilities, help to improve coordination, orientation, balance, prevent illness, improve blood circulation and develop muscles.

Physical activity also helps to build confidence and learn to be able to achieve personal goals as social and occupational integration.

Although it is true that one of the biggest problems, and that in most cases it gets worse at recess, is bullying towards children, especially children with disabilities, because they are often the target of ridicule and sometimes there is abuse among peers.

One of the most important elements that we often do not take into account is the school playground, which is an educational space where, through games, educational processes such as increasing self esteem, reducing stress or improving cognitive functions are favored.

The construction of play spaces encourages play and movement of children, however, not only favors play, but also favors inclusion either by eliminating barriers, introducing appropriate swings or covering the play needs of students.

The performance of different physical activities favors the development of a healthy body, which, taking into account physiological benefits, favors the prevention of cardiovascular diseases, although cardiovascular effort at recess does not meet the recommended levels to a great extent, it could be sufficient.

One of the biggest problems in children is sedentary lifestyles, as many of them do not engage in any physical activity after school, which can be a risk factor for obesity. So recess contributes to daily exercise, improves the immune system and promotes a healthy lifestyle. Controlled physical activity helps to prevent injuries, improves coordination, improves cognitive functions, and encourages contact with nature, which



helps children to experience the world and encourages their curiosity and knowledge of the world around them.

The performance of different physical activities favors the development of a healthy body, which, taking into account physiological benefits, favors the prevention of cardiovascular diseases, although cardiovascular effort at recess does not meet the recommended levels to a great extent, it could be sufficient.

Another factor to take into account is that recreation promotes concentration, as the release of endorphins helps to improve self-esteem. And it improves concentration, reduces bad thoughts and negative behaviors, as a quality break helps school performance.

At recess there is little variety of games, there is territorial feudalism, which translates into the boys on the football pitch and the girls sitting on the benches. This can lead to little physical and playful activity. Therefore, this project is based on dynamic work, in which activities are generated that encourage inclusive, non-sectarian activities in which everyone can participate, thus promoting social skills. This also relates to children learning to play safe games, as well as the ability to learn to interact with their peers in a healthy way and to cooperate with each other.

Playtime is a therapeutic time where children can develop responsibility, skills, decision-making, problem-solving and be able to interact with their peers. This will favor the optimal development of the pupil by promoting self-awareness, self-acceptance, imagination and creativity, and will even improve the pupil's vocabulary.

## Chapter 3. Psychological benefits of the school break

In this chapter we focus on the psychological benefits of different types of breaks.

It is now widely accepted that play time promotes development and learning in younger and older children. It should be considered a fundamental characteristic of the school day because it offers children the opportunity to experience and practice emotions, promoting resilience and social relationships. Pupils who struggle in school spend their breaks catching up on homework in class and therefore have fewer opportunities to benefit from the learning and development that occurs during breaks. The reduction and suspension of breaks not only violates the child's right to play, but also affects the child's learning and development. Those who have behavioral problems waste valuable time releasing energy by taking breaks as punishment. Reducing breaks increases class time and takes away valuable recreational and leisure activities that in themselves provide important learning opportunities.<sup>4</sup>

There has been extensive research on break and what impact it would have on kids and teenagers. It has shown that breaks in schools can be used functionally and sometimes improperly. A break is very much essential during continuous studies taking place. Break time helps students in socializing and to get them involved in many activities and games and thus keeps them motivated and energized with an open mind for the next session of classes. Break time with the right kind of system implemented, could be made into moments of beauty that could be treasured in every child as they grow.<sup>5</sup>

In recent decades there have been substantial changes in schools and education in England with campaigns focusing on improving school food and increasing physical activity levels among children and so have concerns about the mental health of children and young people. The BaSiS study (Breaktime and Social life in Schools) collected information on the main characteristics of break and lunch times, on the function of times and on pupils' behavior during breaks. It also carried out a survey on the pupils' experience of social life in and out of school and on the approach to lunch break time and the school education offer. The result of the study represents that every pupil in the school should have the opportunity for breaks during the school day. These times are important as a pleasant short break from learning intensities. But they also provide crucial opportunities for children and adolescents alike to engage with colleagues and friends in fun activities of their choice in a safe and supportive setting. It is important to recognize the valuable contributions that breaks make to the social, emotional, mental and physical development of children and young people.

Break times are a necessity in schools and in order to make it more meaningful and in a positive manner should be considered a non-negotiable part of the school day.<sup>6</sup>

---

<sup>4</sup> School break and lunch times and young people's social lives: A follow-up national study Executive - Summary Ed Baines and Peter Blatchford- Department of Psychology and Human Development UCL Institute of Education- May 2019 Research funded by the Nuffield Foundation.

<sup>5</sup> The importance of school break times 9 March 2020 Article Education systems Learning & Education Play Unstructured play helps students to learn- Author Annie Brookman-Byrne.

<sup>6</sup> School break and lunch times and young people's social lives: A follow-up national study Executive -Summary Ed Baines and Peter Blatchford- Department of Psychology and Human Development UCL

Recent studies have shown that regular breaks during school activities have beneficial effects from a psychological point of view, as they increase student productivity and help them develop social skills and creativity. Regular breaks also help students to be less distracted by maintaining focus and reducing stress. They are an important part of learning. The benefits are not only related to the psychological well-being of students but can be an effective way to reduce disruptive behavior. These pauses, however, should not be understood as moments of inactivity: our brain in fact continues to work by processing memories.<sup>7</sup>

Interruptions keep our brains healthy and they are very importance in the development of cognitive skills, such as understanding a text or the ability to make sense or generate new ideas.<sup>8</sup>

It has been shown that practicing physical exercise, such as yoga, helps to create an atmosphere of confidence, enthusiasm and non-competitiveness, where everyone can be successful.

Several studies have shown that breaks during the school day have positive repercussions in the teaching-learning process, as they develop psychophysical well-being.

Movement is important, as it stimulates the production of endorphins and serotonin, neurotransmitters which, if released in the right quantities, produce states of euphoria, tranquility and well-being.

Physical activity, play and movement in general stimulate neurogenesis, synaptogenesis and angiogenesis. Movement contributes to increasing attention, memory, concentration, building a solid self-esteem, these cognitive factors contribute to improving learning and academic performance.

The World Health Organization points out: *“Regular physical activity has been shown to help prevent and manage non-communicable diseases such as heart disease, stroke, diabetes and various types of cancer. It also helps prevent hypertension, maintain a healthy body weight and can improve mental health, quality of life and well-being”* (WHO, 2010).<sup>9</sup>

The research consulted supports the usefulness of movement as an educational catalyst, favoring cognitive development and the construction of a positive vision of oneself, indispensable factors that support learning.

---

Institute of Education- May 2019 Research funded by the Nuffield Foundation. The BaSiS Breaktime and Social Life in Schools) study is directed by Ed Baines and Peter Blatchford at the UCL Institute of Education

<sup>7</sup> *Rest Is Not Idleness: Implications of the Brain's Default Mode for Human Development and Education*, Mary Helen Immordino-Yang, Joanna A. Christodoulou, Vanessa Singhfirst, 2012 in PubMed:  
<https://doi.org/10.1177/1745691612447308>.

<sup>8</sup> Youki Terada, *Research-Tested Benefits of Breaks Students are easily distracted, but regular, short breaks can help them focus, increase their productivity, and reduce their stress* in  
<https://www.edutopia.org/article/research-tested-benefits-breaks>.

<sup>9</sup> World Health Organization. (2010). Global recommendations on physical activity for health. WHO, Geneva - 2008 Physical Activity. Guidelines for Americans.

A research study was conducted in Texas through the Liink Program<sup>10</sup> "Let's inspire innovation 'N Kids" with the aim of researching the differences in emotional states, in free play and physical activities, comparing two private elementary schools, in which the school day was structured differently. The results of this program highlight, through Positive Actions, the connection between free play and the growth of positive emotional states. The American Academy of Pediatrics calls playtime "*a crucial and necessary component of a child's development.*" Debbie Rhea, a professor of kinesiology at Texas Christian University described the functionality of recreation: "*Recess restarts the system so that when they come back, they are ready to learn, they are focused*". According to a study conducted in Greece, by Pateraki, L., & Houndoumadi, A. (2001) "*Bullying among primary school children in Athens, Greece*" experiential theatrical activities enhance pupils' social and emotional skills, aimed at combating bullying in primary schools. Pupils first explore themselves and the others, developing cognitive, psycho-emotional and social factors that favor acceptance, awareness, self-esteem, cooperation, empathy, sociability, feelings capable of creating a positive classroom climate suitable for promoting learning and combating bullying.

The third goal of Agenda 2030 "*Health and wellbeing*" is one of the goals that contributes to the implementation of a resilient society capable of supporting individual and social wellbeing.<sup>11</sup>

Daniela Lucangeli, Full Professor of Developmental Psychology at the University of Padova, starting from positive emotions that are the main basis for conscious learning, implements teaching in order to structure intelligence. The breaks are promoters of social and emotional learning and enhance its benefits, developing empathy, compassion, understanding, tolerance, cooperation and collaboration, indispensable factors for being well together. The research consulted supports the usefulness of movement as an educational catalyst, favoring cognitive development and the construction of a positive vision of oneself, indispensable factors that support learning.

A pilot study<sup>12</sup> of the University of Potsdam 21 documented already in the nineties the positive influence of motor exercises for the development of cerebral hemispheres that improve children's calculation, reading and writing skills. Taking up this result, the moving school 21 concept (Erasmus research group 2002-2005) was developed and since 2010 teaching and learning methods that include movement have been tested in several Italian and Berlin schools.<sup>13</sup> The results of this action-research have shown that interspersing the school routine with moments of movement stimulates the attention of children during lessons, improves the ability to memorize and concentrate, increases pleasure and success in learning, promotes relaxation, acts positively on the motivation

<sup>10</sup> "The Liink Project: Comparisons of Recess, Physical Activity, and Positive Emotional States in Grades K-2 Children" (article of International Journal of Childhood Health and Nutrition).

<https://www.tandfonline.com/doi/full/10.1080/2331186X.2016.1233843>;

<https://liinkproject.tcu.edu/publications>; <https://www.youtube.com/watch?v=CTBgX06Th1g>

<sup>11</sup> Agenda 2030 (Sustainable Development Goals – SDG), ONU 2015.

<sup>12</sup> R. Mulato e Stephan Riegger, *MAESTRA FACCIAMO UNA PAUSA? Migliorare il clima in classe e favorire l'apprendimento dei bambini*. Ed. La Meridiana-Parthenze.

<sup>13</sup> *Ibid.*, p. 25 e ss.

of students and contributes to creating a school atmosphere based on the psycho-physical well-being of students and teachers.

This greatly reduces the disturbing factors during a lesson (e.g. talking between classmates, frequent distraction, background noises) that create agitation, produce a feeling of loss or lack of time and in some cases result in episodes of aggression.

All this happens because - as several psychological studies have shown - the human being is a set of body, mind and emotions, closely interrelated with each other and school performance is a natural consequence of the correct functioning of each of these parts: each child goes to school not only with the backpack but also with his own experience, your emotions, your senses and your body.

The results of the "Snail Project - training needs health" carried out in Hesse confirmed the setting of the Moving School 21 program, showing that the improvement of physical balance has a positive influence on the scholastic performance of German and mathematics subjects. This shows that the development of reading, writing and numeracy skills also depends on the state of health and general well-being of children.

By introducing a rhythmic scan of the school day and week, the student becomes the protagonist of the learning process, actively participates in the control and management of school time, developing a greater capacity for self-regulation, responsibility and autonomy and learns to interact positively with others.

In this way the perception of school time changes - no longer a boring moment to avoid but a pleasant moment to share with one's peers - and at the same time the perception of oneself changes because this type of activity allows everyone to recognize and experience their own resources, and to develop the sense of self-efficacy that is the basis of a harmonious development of the human being. In this way, a new conception of learning is emerging, which takes place not only through the mind but also through the body, sensations and emotions.

In this way, participation becomes inclusive, because the different resources of each one are recognized and valued and a resilient environment is built capable of facing difficulties and improving the relationship between students and teachers: the movement, in fact, understood as an integral and strategic part of the teaching / learning method, leads to a different organization of teaching and allows to introduce differentiated activities with heterogeneous tasks and materials, according to the methodology of the active classroom that involves in a participatory way the different actors of the school (teachers, educators, parents and school managers) providing everyone with a working condition of greater psycho-physical well-being.

Studies worldwide examine how personal encounters with nature and with natural organisms during Education and School have psychological effects. Interactions with nature and activities in the garden could be combined with emotional skills also in Inclusive break, that could be a specific time of development of pupils' attitudes and self-perceptions. Emotions are an important part of well-being and the pupils' fulfillment of needs leads to an increased sense of well-being.

A recent Study<sup>14</sup> starts from the Question “What emotions were perceived by the pupils during lessons in the classroom and in the school garden?”

Five classes of the sixth grade were taught alternately, weekly, during a period of 10 weeks, in the school garden and in the classroom under the same conditions. A self-report “emotion diary” was given to pupils after each lesson in the classroom and in the school garden. It is a sort of checklist, a paper-and-pencil test, by which pupils’ emotions were investigated weekly during the lessons.

The lessons in the school garden were taught under the conditions of basic needs - competence, autonomy, and relatedness - of the Self Determination Theory (SDT).<sup>15</sup> The basic psychological needs are the following: competence - to experience oneself as a subject able to act, to fulfil tasks on one’s own; autonomy - to experience the achievement of goals by one’s own, self-determined action; and relatedness - feeling connected and accepted by a group.<sup>16</sup>

The results show that emotions in the school garden are declared 43% more frequently than in the classroom. Moreover, positive emotions in the school garden are intensively perceived - in contrast to the negative emotions - and emotions like happiness, pride, and surprise/wonder were perceived more frequently than in the classroom. The intensity of emotions in the classroom is generally low.

The focus, in learning in School Gardens but also in possible Inclusive breaks based on activities with living beings, is on motivation and well-being. Specifically, responsibility for their own plant bed can promote in pupils’ motivation and a caring attitude.

As another recent Study<sup>17</sup> shows, Use of pet bottles in the construction of vertical vegetable gardens offers the opportunity of a pedagogical environmental activity in School Garden but also in Schools without Garden and open spaces.

In conclusion, from what has been explained above, the positive psychological effects derive from the breaks organized also in different types of activities. Whether it concerns body movement, role playing games or contact with nature, the break has positive effects on pupils.

<sup>14</sup> Pollin, S., Retzlaff-Fürst, C., *The School Garden: A Social and Emotional Place*, Front. Psychol., Sec. Environmental Psychology, (2021) (<https://doi.org/10.3389/fpsyg.2021.567720>).

<sup>15</sup> Deci, E. L., and Ryan, R. M. (eds.). *Handbook of Self-Determination Research* (Softcover Edn). Rochester, NY: University of Rochester Press (2004).

<sup>16</sup> Pollin, S., Retzlaff-Fürst, C., *The School Garden: A Social and Emotional Place*, Front. Psychol., Sec. Environmental Psychology, (2021) (<https://doi.org/10.3389/fpsyg.2021.567720>) p. 4.

<sup>17</sup> Dullius, A.I., Dullius, R. L., Ansuj Pellegrini, A. et al. *Reuse Technology: Use of pet bottles in the construction of vertical bevegetable gardens in early childhood education schools*, International Symposium on technological innovation (ISTI), Aracaju, Sergipe, Brazil (2019).



## Chapter 4. Social benefits of the school break

Often, the school break is just a period of time when classes are interrupted: there is a break for students and teachers. The routine of a normal school day and the heavy workload of teachers means that the behaviour of students is sometimes not observed. Moreover, this general relaxation leads to conflicts, negative attitudes (sexist, superiority, violence, abuse...), boredom, uncivic behaviour... For all these reasons, it is necessary to reflect on the pedagogical value of school breaks and to achieve the social benefits it brings.

### What is the school break? Some definitions

Here are some definitions of school breaks from recognised authors:

Pellegrini and Smith (1993) define school recess as *a break time for students, typically outside the building. Compared to the rest of the school day, the break is a time when they have more freedom to choose what to do and with whom.*

Jarret and Maxwell (2002) argue that school break *is not only a time in the school day that students look forward to, but a time of great importance, as it provides children with cognitive, socio emotional and physical benefits.*

Although many countries' education laws give little importance to school breaks, they are based on the Convention on the Rights of the Child (2005). The laws are based on two articles that refer to play, breaks and holistic development, in order to provide spaces for recess during the school day.

### What do we perceive in a school break today?

Although each school is unique, with very different characteristics, recent studies state that there are worrying aspects that are being reproduced in many school breaks at all educational stages: few games, students in corners with their groups of friends, occupation of spaces by some groups, little physical activity, little interaction... This is the situation that needs to change and take into account the positive aspects that can be found in breaks.

More experts say that school breaks should be used as the most desired space and time for students in their school day, in order to continue with the educational line. Moreover, it should not be a space in which the student understands it as "let's see what I can do" but as an opportunity to "do something new" that breaks with theory and with the pressure to obtain numerical grades for everything (califications).

Not everything is negative. There are new methodologies that advocate changing the trend of passivity and try to highlight the educational and social benefits of school breaks.

For example, the National Association for Sport and Physical Education (2006) says: *the school breaks should not be seen as a reward, but as a necessary educational support; for this reason, recess should not be denied as a punishment or as a time for homework.*



With these arguments, we can focus on our topic: the social benefits of the school breaks. To do so, we go down to another level within educational values: the social benefits.

## What are the social benefits of the school breaks?

It is important to remember the National Association for Sport and Physical Education (2006) to take into account several premises about school breaks: a space for unstructured play, which has the presence of professionals (teachers, monitors...) and where it is not a Physical Education class.

At this point, many experts allude to the many benefits of school breaks for students. There are many categories: cognitive, behavioural, rest and relaxation, academic performance, etc., all of them related to social ones. Here are some of them:

- To improve conflict resolution skills.
- To develop communication skills, mainly with peers.
- To encourage cooperation through play.
- To help to develop negotiation skills in dealing with peers.
- To respect differences, where, under the premise of freedom, everyone chooses what to play, what to spend their playtime on, what space to occupy.
- It is a potentially integrating space, where cultural, religious, ethnic...differences disappear.
- Etc.

These social benefits contribute to the holistic development of pupils. However, educational teams must provide resources, supervise and participate in their proper development and functioning.

The social benefits of school breaks for students are many. Taking into account what a school break is and how it is structured, schools and their professionals have to provide spaces and time, giving great value to the school break. A planning of the spaces, rules, a previous preparation so that all the students make the most of the breaks.

Each student will get a certain amount of benefit. However, we must not forget the right to playtime, as it is part of their education, part of their integral development. Moreover, it can be complemented by moments of lively reflection in the classroom; in other words, it should not be seen as something isolated, but as part of the educational stage in order to obtain greater social benefits.

## Chapter 5. The role of the adults

The role of adults in children's education and perspective regarding reality is very important and in terms of education, has a great impact on the way children are perceiving educational system, with all its components.

The most important adults in a children's life are:

- Parents
- Teachers

Breaktime is "the forgotten" part of the educational system (at least the formal one) and most of the times, both teachers and parents are focused more on the achievements of the children during the classes and less on the way the children are spending their breaks, not only in school, but also the breaks during their homework.

The perspective of a child regarding breaks is influenced by adults (as all aspects in life - and in mind grid, in general) and if they don't receive a healthy attitude regarding it, they will ignore the need of having breaks and the risk is to enter (maybe not in the school time, but also later) in burnout or exhausting work.

### How can adults transmit a healthy attitude regarding breaks?

#### 1. Parents

Even if we are talking about breaks at school, the perspective of the parents is very important, because it sets the perspective of the child regarding the way he/she could or should spend the breaks. Most of the educational systems don't have a specific setting of the breaks and then, the children tend to behave as they see their parents behave in their own breaks or free time. That's why, there are big differences in kids' attitude, some of them being very social and involving all the time in discussions or games with other kids and some of them are isolated, staying most of the time alone and feeling excluded. The negative effect that the isolation in breaks can have is the exclusion feeling, the lack of social skills, dysfunctional relations with peers (most of the time, with rigidity regarding the others opinions), low self esteem and less assumed responsibility on personal wellbeing.

#### Recommendations:

- Take in serious breaks and talk with then child about the activities that he/she is doing during the school breaks.
- Transmit the message that a break is not a "gap" in the learning process, but a healthy habit, normal in everyone's life, that is helping to maintain mental health and wellbeing.
- Reflect on the relations that the child has with the peers in the class group and encourage the relations with all kids, without denigrating some of them, in terms of educational performance, parents' professional life, socio-economic status or health status
- Talk about breaks and help the child to organize the time during homework, in a way that he/she can take 10 minutes break during one hour of working. Guide the kid on how to take the break: to be outside of the learning process, to take some

fresh air if it's possible, to connect with the others from home (other family members, pets), to hydrate and to rearrange the working environment (open the window to enter some fresh air, rearrange the books and notebooks for the next topic etc.

## 2. Teachers

When we talk about breaktime in school, the teacher's role can be hard, because in most of the school, there is no setting on the breaks and the teachers can feel overwhelmed about the number of children they need to manage and also about their own break in between the lessons, break that is normal. That's why, the attitude regarding break is also important coming from the teachers and the risk is of two opposite attitude: a rigid attitude in which the teachers are very strict, very present in the middle of the children, but in an invasive way, limiting the activities that the kids can do for relaxing and a very laissez faire attitude, in which the teacher is not present at all and is not guiding the children to relate in a healthy way, during the breaks.

What is very important to take in consideration on a break time in school, as objectives is:

- To be a time of relaxation, in which the brain to take a break from learning process in terms of curricula.
- To be a time of socialization in the group of peers - in this process (that is also a learning process, being an informal education) the kids can learn how to deal with relations with the others (the same or different age), how to communicate, how to approach different opinions of the others or different preferences in terms of activities and hobbies, can make exchange of experiences and can learn from each other different things (even knowledge in different areas).

### Recommendations for the teachers:

- To transmit to the children the message (and also the attitude) that the breaks are important, not as "not learning time", but a time of informal learning and opportunity to know better the others.
- To have a relaxed attitude regarding "relaxation mode" in which kids should be during the breaks, not imposing what to do, but more, to guide them and give them ideas about what and how to do in breaks.
- To have an inclusive attitude regarding the involvement of all kids in the activities and validate the initiatives of some kids regarding the activities they propose, as being important ones for their wellbeing and happiness.
- To respect the breaktime, not only for the kids, but also for their own, because this attitude of self respect is transmitted to kids and when they see a relaxed adult nearby, they can also relax and feel entitled to take breaks.

## Methodology: Inclusive break - equal opportunities in educational centers

### Methodology design process

The methodology that you will find in this chapter has been designed by the consortium of the project and its workers: a team of teachers, facilitators, social workers and other educational professionals.

Based on the prior investigation, the team has developed 31 workshops, 30 of them composing the methodology plan and one extra workshop.

The workshops have been divided into four **categories**:

- Icebreakers
- Sports and outdoor activities
- Traditional and inclusive games
- Evaluation

Based on the type of activities included in the workshops, a plan has been designed, where the workshops have been ordered so that the process makes sense. However, this is just a suggestion. The methodology should be used adapting the selection, number and order of the activities to the context and target group, keeping in mind that the objective is always to promote the inclusion of all children in their educational centers.

## Suggestion of methodology plan

<i>Number</i>	<i>Name</i>	<i>Category</i>
<b>PHASE 1: ICEBREAKERS</b>		
1	Let's get to know each other!	Icebreakers
2	Let's connect! 1	Icebreakers
3	Let's connect! 2	Icebreakers
4	Let's have fun! 1	Icebreakers
5	Let's have fun! 2	Icebreakers
<b>PHASE 2: GAMES</b>		
6	Experiences with active breaks	Sports & outdoors
7	Ball in the air	Traditional & inclusive
8	Educate to balance with peer tutoring	Sports & outdoors
9	Good communication	Traditional & inclusive
10	The minefield of trust	Sports & outdoors
11	Learning on the go	Sports & outdoors
12	Play with us	Traditional & inclusive
13	Improvitational theater	Sports & outdoors
14	Catch me if you can	Traditional & inclusive
15	Step into my shoes	Sports & outdoors
16	Who is hiding?	Traditional & inclusive
17	Movement games	Sports & outdoors
18	Play in the sand	Traditional & inclusive
19	A new basket game	Sports & outdoors
20	Don't look	Traditional & inclusive

21	Listen to the music	Traditional & inclusive
22	A path to the inclusion	Sports & outdoors
23	Faster!	Traditional & inclusive
24	Cooperative games	Traditional & inclusive
25	Attack the exclusion	Sports & outdoors
<b>PHASE 3: EVALUATION</b>		
26	Knowing me - knowing us!	Evaluation
27	P from the perfect	Evaluation
28	The feedback	Evaluation
29	Be the star!	Evaluation
30	Me and my name	Evaluation
<b>EXTRA WORKSHOP</b>		
extra	Recycle, collaborate and nature respect	Sports & outdoors

## Workshop charts and video tutorials



## Workshop 1. Let's get to know each other!

WORKSHOP NUMBER 1: LET'S GET TO KNOW EACH OTHER!		
Category	Icebreakers	
Objectives	<ul style="list-style-type: none"><li>- To get to know the participants names</li><li>- To find out information about the other participants</li></ul>	
Activities		
Activity 1: The spiderweb	<b>Description of the activity</b>  The facilitator uses a ball of string. He/she starts by saying his-her name and one thing about him/her and then will throw the ball to a participant, keeping the string. The person catching the ball will do the same. The game continues until everybody has said the name and characteristic. Then, they go backwards, rolling back the ball, but this time they have to say the name of the person they throw the ball to.	
	<b>Materials required:</b>  Ball of string	<b>Adaptations</b> <ul style="list-style-type: none"><li>- They can give the ball in circle</li><li>- They can only say the names,without characteristics</li><li>- If needed, some can use the writing instead of talking</li></ul>
Activity 2: Do you remember my name?	<b>Description of the activity</b>  The participants are split into two teams, staying in line, face to face. Between them there will be a cover/blanket/sheet. In turns, one participant from each team has to stay in front of the cover, when the cover is off, they have to say the other person 's name as quickly as possible. The person who loses goes to the other team.	
	<b>Materials required:</b>  Cover/blanket/sheet	<b>Adaptations</b> <ul style="list-style-type: none"><li>- There can be cards with the names to be held</li><li>- Without time</li></ul>

## Video tutorial

### WP1. Let's Get to Know Each Other



## Workshop 2. Let's connect! (1)

WORKSHOP NUMBER 2: LET'S CONNECT! (1)		
Category	Icebreakers	
Objectives	<ul style="list-style-type: none"><li>- To connect in pairs</li><li>- To interact with other children that they usually do</li><li>- To include all the kids in their group</li></ul>	
Activities		
Activity 1:  Match the cards	Description of the activity  The facilitator chooses a number of well-known phrases/short quotes, splits the text in half and writes each on a different piece of paper or card. For example, they write ‘Happy’ on one piece of paper and ‘Birthday’ on another. (The number of splitted phrases should match the number of participants in the group.) The folded pieces of paper are put into a hat. Each participant takes a piece of paper from the hat, walks around and tries to find the member of the group, with the matching half of the phrase.	
	Materials required:  Written cards with phrases from 2-3 words	Adaptations <ul style="list-style-type: none"><li>- The kids can find the pair by saying loud what is written</li><li>- Instead of written words, can be used half of drawings (like puzzles)</li><li>- It can be done freely or in a specific time</li></ul>
Activity 2:  Family members	Description of the activity  Prepare cards with family names. You can use different types of professions, such as Mother Farmer, Father Farmer, Sister Farmer and Brother Farmer. Or you could use names of different animals or fruits. Each family should have four or five in it. Give each person one of the cards and ask everyone to walk around the room. Explain that when you call out, “family reunion”, everyone should try to form a ‘family group’ as quickly as possible.	
	Materials required:  Cards with invented family names	Adaptations <ul style="list-style-type: none"><li>- Some of the kids describe what they have on the card and the members try to recognize and connect</li><li>- The cards can be pictures (clear or cartoon) and they find the members</li></ul>

- Without time

### Video tutorial

 WP2. Let's Connect 1



## Workshop 3. Let's connect! (2)

WORKSHOP NUMBER 3: LET'S CONNECT! (2)		
Category	Icebreakers	
Objectives	<ul style="list-style-type: none"><li>- To connect in pairs</li><li>- To interact with other children than they usually do</li><li>- To interact with the colleagues</li><li>- To develop the non verbal expressivity</li></ul>	
Activities		
Activity 1:  The sun shines on...	<b>Description of the activity</b>  Participants sit or stand in a tight circle with one person in the middle. The person in the middle shouts out “the sun shines on...” and names a color or articles of clothing that some in the group possess. For example, “the sun shines on all those wearing blue” or “the sun shines on all those wearing socks” or “the sun shines on all those with brown eyes”. All the participants who have that attribute must change places with one another. The person in the middle tries to take one of their places as they move, so that there is another person left in the middle without a place. The new person in the middle shouts out “the sun shines on...” and names a different color or type of clothing.	
	<b>Materials required</b>  None	<b>Adaptations</b> <ul style="list-style-type: none"><li>- Instead of changing places, the children with the specific characteristic can sit/lay down. The one that doesn’t realize the characteristic will come in the middle.</li><li>- Only the facilitator says the characteristic</li></ul>
Activity 2:  Find your pair	<b>Description of the activity</b>  The participants will extract cards with names of animals (the cards will contain the same animal twice). They see what animal they extracted and the facilitator says “move and find your pair”. The children will move around, making the sound of the animal or miming it, until they find each other.	
	<b>Materials required</b>	<b>Adaptations</b> <ul style="list-style-type: none"><li>- The cards can be drawings or having</li></ul>

Cards with names of  
animals/cartoons

the Braille writing

**Video tutorial:**

 **WP3. Let's Connect 2**



## Workshop 4. Let's have fun! (1)

WORKSHOP NUMBER 4: LET'S HAVE FUN! (1)		
Category	Icebreakers	
Objectives	<ul style="list-style-type: none"><li>- To interact with all the children</li><li>- To learn how to put the right questions</li><li>- To pay attention and be quick</li><li>- To be resilient</li><li>- To develop tolerance to frustration</li></ul>	
Activities		
Activity 1:  Who am I?	<b>Description of the activity</b>  Pin the name of an animal/cartoon to each participant's back, so that they cannot see it. Then ask participants to walk around the room, asking each other questions about the identity of their card. The questions can only be answered by "yes" or "no". The game continues until everyone has figured out who they are. For example: Am I a mammal? Do I have 4 legs? Do I have fur?	
	<b>Materials required</b> Cards with names of animals/cartoons	<b>Adaptations</b> <ul style="list-style-type: none"><li>- The cards can be drawings or having the Braille writing</li></ul>
Activity 2:  The electrical current	<b>Description of the activity</b>  The participants are split into two teams. They are positioned face to face in two rows. They are holding hands. Everybody has their eyes closed. At the end of the lines there is a scarf that will be the prize. The facilitator holds hands with the first child in the row. The facilitator gives the "electrical current" by squeezing the hands of the first child in each row. The children have to give the impulse further, by squeezing the hands of their colleagues. Everybody does the same, continuing the impulse until the last child. The last opens the eyes and takes the scarf. That means his/her team wins. The last cold in the row becomes the first.	
	<b>Materials required</b>  Scarf	<b>Adaptations</b>
Activity 3:	<b>Description of the activity</b>	



<p><b>(optional)</b></p> <p>The island</p>	<p>The participants are in pairs and have a big piece of paper (A2). This represents their island. They stay on it and the facilitator says that the island is sinking little by little. The paper will be folded and they have to stay on the new paper. They continue until the facilitator decides the end.</p>	
	<p><b>Materials required</b></p> <p>Sheets of paper</p>	<p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>- Bigger papers/cover can be used, if needed</li> </ul>

### Video tutorial

#### WP4. Let's Have Fun - First part



## Workshop 5. Let's have fun! (2)

WORKSHOP NUMBER 5: LET'S HAVE FUN! (2)		
Category	Icebreakers	
Objectives	<ul style="list-style-type: none"><li>- To get to know the participants better</li><li>- To connect with all the participants</li></ul>	
Activities		
Activity 1:  The bingo game	<b>Description of the activity</b>  Each participant has a paper with different sentences (e.g. I have blue eyes, I have a dog, I like pasta). They walk around in the group and find a participant who has one of his/her characteristics and write down his/her colleagues' name. When they complete the paper, they say "Bingo".	
	<b>Materials required:</b>  Paper with sentences	<b>Adaptations</b> <ul style="list-style-type: none"><li>- If needed, it can be used in Braille writing. The person can say the question loudly and the person who identifies the characteristic comes and writes the name on the paper.</li></ul>
Activity 2:  Paper and straws	<b>Description of the activity</b>  Participants split into teams. Each team forms a row and places a piece of paper at the beginning of their row. Each member of the team has a drinking straw or reed. When the game starts, the first person has to pick up the piece of paper by sucking on the straw. The paper then has to be passed to the next team member using the same method. If the card drops, it goes back to the first person and the whole sequence has to start again.	
	<b>Materials required:</b>  Paper and straws	<b>Adaptations</b>
Activity 3:  Create a geometrical	<b>Description of the activity</b>  The participants are blindfolded. They keep a rope with both hands.	

form	The facilitator tells them to create a geometrical form. They have to create the form, using communication.	
	Materials required:  Rope	Adaptations

Video tutorial

▶ WP5. Let's Have Fun - Second part



## Workshop 6. Experiences with active breaks

WORKSHOP NUMBER 6: EXPERIENCES WITH ACTIVE BREAKS		
Category	Sports and outdoors activities	
Objectives	Educating on listening, trust, orientation, body control (eye-hand) and cooperation.	
Activities		
Activity 1:  Experiences with active breaks	<b>Description of the activity:</b> Activity suitable for children aged 8 to 11. Before the children form pairs in which one is the Robot, the other its commander. The robot has its back to the commander and is commanded by touches.  After the teacher draws on the blackboard and crossroad with the respective directions (up, down, right, left). With arms extended parallel, pupils must point in the direction that the teacher points. At the same time, they pronounce the direction in chorus (up, down, right, left).  Finally, the children move slowly around the room. At the following keywords they must make the right movement: <i>sun</i> = children rejoice, arm in arm and dance; <i>cold</i> = 2 children huddle and rub each other to warm up: <i>rain</i> = one child builds a rain shelter, another takes shelter underneath; <i>wind</i> = one child builds a wind shelter, another takes shelter behind it.	
	<b>Materials required</b>  Blackboard and chalks	<b>Adaptations</b> The Robot stands with closed or open eyes. Pupils must do the opposite of what the teacher indicates; they exchange the right with the left, the bottom with the top. Swap your partner during the game; children say the key words; introduce new words and gestures: lightning, thunder, etc.
	<b>Advice and recommendations for educators:</b>	
Active breaks can be used strategically to improve performance. Teachers recorded good experiences using the active break:		

- as a ritual before starting the lesson, it is a good starting point with an active break;
- as an interruption of a math test, it can be used to relax and restore concentration skills;
- as motivation, involving children in the selection of games, perhaps linking the choice with some questions: "How do I feel?  
What do I need to feel better? Which game of the break is best suited? "

### Video tutorial

WP6. Experiences with active breaks



## Workshop 7. Ball in the air


WORKSHOP NUMBER 7: BALL IN THE AIR		
Category	Traditional and inclusive games	
Objectives	<ul style="list-style-type: none"><li>- To Build trust and coordination.</li><li>- To create group identity.</li></ul>	
Activities		
Activity 1:  Bomb!	<b>Description of the activity:</b>  All the children stand in a circle and the one who takes the ball in the middle, with their eyes closed. The students pass the ball to each other, always to the person on their right, while the person in the middle counts mentally. At ten, raise one arm in a cross. At twenty, both arms cross. At thirty, raise one arm towards the sky. At forty, both arms raised. When he/she reaches fifty, he claps his hands and says BOMB! The person who has been left with the ball at that moment is the one who stands in the centre of the circle.	
	<b>Materials required</b> <ul style="list-style-type: none"><li>- A ball</li></ul>	<b>Adaptations</b> <ul style="list-style-type: none"><li>- If someone cannot move their arms, they can verbalize the time/notices.</li><li>- A hearing impaired person can tell where he or she is by seeing the person's arms in the middle.</li></ul>
Activity 2:  Hot ball	<b>Description of the activity:</b>  Before starting, determine the number of participants/players per team in order to have the same number of balls as the players. Identify each team with a scarf. Mark the line that divides the court in half. Determine the plays (example 8). Decide the time limit for each game (e.g. 2 minutes)  Development of the game:	

	<p>The whistle blows, and all members of each team must run to try to grab one of the balls in the centre. Players in possession of a ball will try to hit any opposing team member to knock them out of the game.</p> <p>When approaching the ball, try to catch it before it touches any part of the body. If the ball is caught in an opponent's throw-in, one of the team-mates who are burnt may be chosen to return to the field, if the player fails to dodge the hit, the player is eliminated.</p> <p>Who wins? The team that keeps at least one team member on the field.</p>	
	<p><b>Materials required</b></p> <ul style="list-style-type: none"> <li>- Balls</li> </ul>	<p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>- In case of difficulty in physical mobility, the field can be reduced in order to shorten the throwing distances of the ball.</li> </ul>
<p><b>Activity 3:</b></p> <p>Feet stop</p>	<p><b>Description of the activity</b></p> <p>Groups of 5 to 10 people are formed and a space is marked out in which the participants are placed.</p> <p>One person shouts a name; the person named catches a ball while the others run away from him or her.</p> <p>When he//she catches the ball, he will shout: "Feet Stop!" and then everyone must stand still, and whoever has the ball will in turn take three steps and throw it to someone else.</p> <p>On the first hit he is wounded, on the second hit he is seriously wounded; and on the third hit he/she is dead and eliminated.</p>	
	<p><b>Materials required</b></p> <ul style="list-style-type: none"> <li>- Ball</li> </ul>	<p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>- No running.</li> <li>- Use ball and socket</li> <li>- Playing in pairs, working together</li> </ul>
<p><b>Advice and recommendations for educators:</b></p>		
<p>Carrying out activities in the playground, multi-sports court...</p> <p>Each game can be repeated more than once, depending on its development and use.</p> <p>If the participants are very excited, they are asked to sit in a circle and told to take a deep breath and count to 10.</p>		



Then explain to them that we are going to make a collaborative story. The educator starts with a sentence, and in turns each one of them comes up with the next sentence, in relation to what was said in the previous one, and so on.

### Video tutorial

 WP7. Ball in the Air



## Workshop 8. Educate to balance with peer tutoring


WORKSHOP NUMBER 8: EDUCATE TO BALANCE WITH PEER TUTORING		
Category	Sports and outdoors activities	
Objectives	Develop balance, concentration, muscle control and motivation to learn	
Activities		
Activity 1:  Educate to balance with peer tutoring	<b>Description of the activities:</b>  Suitable for children of 6-8 years. <u>Before</u> (activity to be done in pairs) the children balance on their toes, facing each other, and spread their wings (arms) backwards and say the following words "We are birds, we want to fly up high in the sky ". The children sit on their heels and balance on their toes, side by side, holding their arms around their heads and say the following words: "We are frogs. You can hear us croaking in the pond. When we are happy, we jump on tiptoe here and there". The children bendtheir backs, leaning on their hands and feet with outstretched armsand legs, upside down. Then they bend their knees to the ground and lean on their hands, lower the back, bend it and look upwards. Finally, lifting one stretched leg upwards, they turn their heads to look at their foot in the air and say: "I am a cat. I like to stretch all mymuscles. Look what I can do!".  <u>After</u> in pairs, the children, facing each other, are balanced on one foot, with the other foot touching the inner thigh of the other leg. They raise their arms high above their head by touching their fingersand say the following words: <i>"I am a tree and a loyal friend, I give oxygen to breathe and a lot of shade to cool down, take care of meif you want to Love the Earth"</i> .  <u>Finally</u> in pairs, the children, facing each other, balance themselves on the right leg, bend the leg backwards and grab the foot with the left hand. The right arm stretched forward, the hand turner upwardsand recite: <i>"I am an Arrow and I will throw many kind words: sorry, thank you, please, please... but what beautiful works, they warm theheart!"</i> .	
	Materials required:	Adaptations
	None	Replay the activity 3-5 Times. Pupils must wear comfortable clothing.

### Advice and recommendations for educators:

These breaks use peer-tutoring, because through observation and imitation, peers mutually acquire self-esteem and positive attitudes towards others other than themselves and are motivated to learn.

To improve oxygen intake, we also recommend opening the windows.

### Video tutorial

 WP8 Educate to balance with peer tutoring



## Workshop 9. Good communication

WORKSHOP NUMBER 9: Good communication		
Category	Traditional and inclusive games	
Objectives	- To encourage assertive communication and participation	
Activities		
Activity 1:  Broken telephone	<b>Description of the activity:</b>  The game consists of one student quickly relaying a message to another student's ear. The student who has received the message must quickly tell the next person what he/she has understood in his/her ear, and so on until the last student is reached. At the end, he/she will say out loud what he/she has understood, and the first student will also say the real message. The fun is that the initial message and the final message have nothing to do with each other.	
	<b>Materials required</b>  None	<b>Adaptations</b>  - If there are children with speech or hearing difficulties in the group, the message can be conveyed more slowly and with good gestures. Try to make sure that only the next person in turn sees the message.
Activity 2:  Related words	<b>Description of the activity:</b>  It consists of forming words that begin with the last syllable of the word said by the previous participant. To make the game even more interesting, it is not allowed to repeat words. The players must therefore be very attentive and sharpen their memory to be able to detect these mistakes. When a player fails to say a word within the stipulated time, he or she must eliminate and continue until only one player remains, who will be the winner...This rule can be more flexible.	
	<b>Materials required</b>  - Blackboard	<b>Adaptations</b>  If there are any participants with speech difficulties, blackboards can be used to allow them to write down the words.

<p><b>Activity 3:</b> Talking with our hands</p>	<p><b>Description of the activity</b></p> <p>In pairs. Each pair lies on their backs, joined at the heads; raise their hands so that they can see each other's hands. Then the participants will say "Good morning" with their hands. Then they are asked:</p> <ul style="list-style-type: none"> <li>- How are your friend's hands?</li> <li>- What do you feel about them?</li> </ul> <p>Always in the same position, more hand actions are proposed to them:</p> <ul style="list-style-type: none"> <li>- Say goodnight,</li> <li>- Invite someone to play...</li> </ul> <p>Finally, try to communicate a feeling through your hands to your partner: happiness, sadness, tiredness, anger, affection... Afterwards, they share it together and give an explanation of why they have put their hand like that.</p>	
	<p><b>Materials required</b></p> <p>None</p>	<p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>- In the case of a child with physical difficulties, this can be done by bending their heads down so that only their hands are visible.</li> </ul>
<p><b>Advice and recommendations for educators:</b></p>		
<p>No need for a large space Each game, depending on its development and use, can be repeated more than once.</p>		

## Video tutorial

WP9. Good Communication



## Workshop 10. The minefield of trust

WORKSHOP NUMBER 10: The minefield of trust		
Category	Sports and outdoor activities	
Objectives	<ul style="list-style-type: none"><li>- Team building</li><li>- Strengthen confidence among team members</li><li>- Raise awareness about visual disabilities/impairments</li></ul>	
Activities		
Activity 1:  The minefield of trust	<b>Description of the activity</b>  In this workshop, students will be blindfolded and will cross a minefield led by a partner.  Prepare the minefield with objects working as obstacles and delimit its start and end with specific items. Divide participants into teams of a minimum of two persons each. One partner must lead the other one and blindfold him.  The partners must cross the minefield with its obstacles, if they make a mistake, they will start the path again. The blindfolded person can't talk and can't be touched, but just follow the partner's instructions given only by voice.  After the activity, make questions and ask participants to express impressions and feelings they experienced during the activity. Some examples of questions: <ul style="list-style-type: none"><li>1. Which kind of feelings have you experienced being led by your partner?</li><li>2. Which kind of feelings did you experience leading someone else while the person couldn't see anything?</li><li>3. Do you trust your partner more?</li><li>4. How much has been complicated moving between obstacles without seeing?</li></ul>	
	<b>Materials required</b> <ul style="list-style-type: none"><li>- Items to use as obstacles, like balls, circles, soft objects, etc.</li><li>- Support tools needed</li><li>- Bandages/scarves to cover eyes</li></ul>	<b>Adaptations</b> In case of <b>physical difficulties</b> , you can leave a larger space between obstacles. Having a supporting tutor can give physical help to <b>deaf</b> schoolmates. According to the type of <b>disorder</b> , the blindfolded partner can be touched, physically guided around obstacles or make use of support tools.



### Advice and recommendations for educators:

- Ask participants the roles they want to perform.
- After you explain a move, make a movement of the activity to show how to cross the minefield.
- Split students in an equal way, involving those with special needs and not in the same team.
- Make the activity dynamics, you can introduce funny things to do with specific obstacles. For example, at the end of the minefield, participants can make a breakdancing move or sing (you can put a microphone as the final obstacle).

### Resources:

[https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-1143/Outdoor\\_games.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1143/Outdoor_games.pdf)

<https://www.mobilesport.ch/aktuell/sport-e-inclusion-e-attivita-allaperto-andicap-e-sicurezza/>

### Video tutorial

WP10. The minefield of trust




## Workshop 11. Learning on the go

WORKSHOP NUMBER 11: LEARNING ON THE GO		
Category	Sports (breaks to focus)	
Objectives	Stimulate concentration, memory, listening, movement, body control and relaxation.	
Activities		
Activity 1:  Learning on the go	<b>Description of the activities:</b>  Before the children get up from their chairs and stretch as if they want to pick apples from a tall branch. Then they drop their arms and place the "apple" in a basket near their feet. The harvest is repeated until the imaginary basket is filled (15-10 apples). During the game, the legs and feet are stretched. The stretch is held longer for the last one, to feel better the final relaxation.  After massaging your partner's back by doing the following actions:the sun is shining = place the hands on the shoulder blades until the heat is transmitted; a cloud arrives = withdraw your hands, it becomes colder; light drizzle = knock lightly with the fingertips; heavy rain = knock carefully with clenched fists; downpour = knock harder with the fingertips; the water runs off = caress from the shoulder blades to the lower back with open hands (repeat 5 times).  Finally, the children arrange themselves one behind the other, their eyes on the back of their partner in front of them. The teacher gives a message to the last player (a word or a number). The message must be "telegraphed in the line": players must draw or write on the back of the teammate in front of them. So, the message is transmitted to the end. We cannot speak. When the message has arrived at the last player, it is compared with the initial one (similar to the wireless phone game).	
	<b>Materials required:</b>  None	<b>Adaptations</b> Inhale as you stretch, exhale as you relax. Sit back-to-back and feel the warmth of the "sun" (from your partner) Compose short sentences of 3 or 4 words.
	Advice and recommendations for educators:	

It is advisable to take motor breaks after about 20 minutes of work to restore concentration. By introducing a relaxation game, the normal teaching unit is interrupted for about 3-15 minutes. Make sure that the pupils have the appropriate clothing to carry out the activities. To improve oxygen intake, we also recommend opening the windows.

### Video tutorial

 WP11. Learning on the go




## Workshop 12. Play with us

WORKSHOP NUMBER 12: Play with us		
Category	Traditional and inclusive games	
Objectives	<ul style="list-style-type: none"><li>- To develop attention, coordination, agility and reflexes.</li><li>- To promote individual and group identity.</li></ul>	
Activities		
Activity 1:  The submarines	<b>Description of the activity:</b>  1. In teams of 6 people (approximately) each. Each team should hold each other by the waist or shoulders in a line. Each team is a “submarine”.  2. All people must be blindfolded so that they cannot see. Only the person at the end of the line can see.  3. Each submarine must walk through space, without touching the other submarines. The person at the end of each row (submarine), as the only one who can see, is the one who guides the rest of the team on how to move so as not to touch with the others.	
	<b>Materials required</b>  Mask / Something to cover the eyes	<b>Adaptations</b> <ul style="list-style-type: none"><li>- If there is a hearing impaired person, he/she can participate in the middle of the submarine.</li><li>- To play in silence: without using the voice: only pressing certain sides of the waist/shoulders to indicate direction.</li><li>- If there is a person in a wheelchair, he/she can participate according to his/her mobility, characteristics, etc., and can be located at any point.</li></ul>
Activity 2:  The snakes	<b>Description of the activity:</b>  1. In 3 or 4 teams of 6-8 members each, depending on the number of participants. 2. Each team forms a snake by holding each other by the waist/shoulders.	

	3. The first of each snake (head), tries to touch the last member of another snake (tail), acting in a way that at the same time protects its own tail.	
	<b>Materials required</b> <ul style="list-style-type: none"> <li>- Cloth / scarf /tail per team</li> <li>- Something to cover the eyes.</li> </ul>	<b>Adaptations</b> <ul style="list-style-type: none"> <li>- If there is a hearing impaired person, he/she can participate in the middle of the snake.</li> <li>- A visually impaired person can be part of the group snake.</li> <li>- A visually impaired person can also lead the group as the heads of other snakes would also be blindfolded. The rest of the snake would indicate where to go.</li> <li>- If there is a person in a wheelchair, he/she can participate according to his/her mobility, characteristics... and can be located at any point.</li> </ul>
<b>Activity 3:</b>  The hen and the chicks.	<b>Description of the activity:</b> <ol style="list-style-type: none"> <li>1. A line of 8-10 students. Each one holds on to the waist/shoulders of the one in front of them. The first in the line is the hen and the rest are the chicks.</li> <li>2. A free boy or girl will be the wolf who wants to catch the last chick in the line. To achieve this, all you need to do is to touch him with your hand.</li> <li>3. The last "chick" will have to move from one side to the other to avoid it. The line can't be broken, so the hen and the other chicks must also move with without letting go.</li> <li>4. Together they will try to ensure that the wolf never catches up with the chick at the end.</li> </ol>	
	<b>Materials required</b>  None	<b>Adaptations</b> <ul style="list-style-type: none"> <li>- If there is a person in a wheelchair, he/she can participate according to his/her mobility, characteristics, etc., and can be located at any point.</li> </ul>
<b>Advice and recommendations for educators:</b>		
<p>To play in the playground, multi-sports field...</p> <p>Facilitate all pupils to "lead" the games, i.e. to put themselves in the first or last position in certain activities.</p>		

Each game, depending on its development, can be repeated more than once.

### Video tutorial

 WP12. Play with us



## Workshop 13. Improvisational theater

WORKSHOP NUMBER 13: IMPROVISATIONAL THEATER	
<b>Category</b>	Sports and outdoors activities
<b>Objectives</b>	Promote self-confidence and trust in others, experimenting with different expressive languages
Activities	
<b>Activity 1:</b>  The flying carpet	<p><b>Description of the activities</b></p> <p>Activity for pupils aged 9 to 13.</p> <p>The guide teacher presents to the group the idea of the flying carpet, explaining how it works: (every time the group gets on it and takes each other by the hand, the carpet rises in flight. Sometimes it flies slowly, sometimes it flies fast; fly high or low. Each participant can go anywhere they would like to be and visit all kinds of places and countries. They will be able to tell the flying carpet to get off and take them for a while to the places they prefer. When they are ready to leave, they get on the carpet again, take each other by the hand and the flight continues. In the end, the participants will return to the starting point).</p> <p>“The flying carpet take off” Before the group is invited to prepare for take-off, climbing onto the carpet and holding hands, creating the sensation of flying by imitating the hiss of the wind. Once "at altitude", the guide invites the participants to indicate what they see below them and, if possible, go to visit the place of everyone's dreams.</p> <p>“Visit of the dream place” After, everyone's dream place can be a real geographical place or a particular mood, such as serenity. The group sets up the scene in its essential elements and spends some time there before leaving.</p> <p>“Return to base” Finally, the group returns to the base, rolls up the carpet and briefly discusses what happened during the trip.</p>



	<p><b>Materials required:</b></p> <p>A carpet and / or blanket and / or a very large piece of fabric; variety of objects.</p>	<p><b>Adaptations</b></p> <p>The flying carpet must allow all participants to sit on it.</p> <p>Participants create and decorate their own personal magic carpet. This then becomes part of the stable set of props, which can be used for traveling to a variety of imaginary destinations and for improvisation work for numerous sessions.</p> <p>The guide invites participants to discuss their dreams and wishes, those that have come true and those that are still aspirations.</p>
<p><b>Advice and recommendations for educators:</b></p>		
<p>Improvisational theater breaks can be used to give participants the opportunity to exercise their spontaneity and creativity; it's fun and it develops the self-confidence that is useful in everyday life. The unique feature of improvisation is precisely the gradual unfolding of what is unknown and unexpected.</p>		
<p><b>Video tutorial</b></p>		
<div data-bbox="576 1229 1016 1265">  WP13. Improvisational theater         </div> <div data-bbox="338 1301 1238 1980"> </div>		

## Workshop 14. Catch me if you can

WORKSHOP NUMBER 14: Catch me if you can		
Category	Traditional and inclusive games	
Objectives	<ul style="list-style-type: none"><li>- Work together</li><li>- Strategy</li><li>- Move your body</li></ul>	
Activities		
Activity 1:  Stop	<b>Description of the activity:</b>  There will be a person that chases the rest of the class. However, if you do not want to be captured, you would say the word STOP. This, it tries to help you not to be captured, but you cannot move, until a classmate saves you.	
	<b>Materials required</b>  None	<b>Adaptations</b> <ul style="list-style-type: none"><li>- To save a classmate you can touch, for example, the shoulder or go under their legs or you can even say a specific word.</li><li>- If you think of different levels, you can reduce the time that they do not move. So, they will be eliminated if they are not saved.</li></ul>
Activity 2:  Spider	<b>Description of the activity:</b>  You can draw a line on the floor. One person stood in line. Classmates pass through the line when the child says ARAÑA, the child will try to catch up to the classmates. Each classmate that is captured, they stand on the line, and they try to make it difficult to pass to the other side.	
	<b>Materials required</b> <ul style="list-style-type: none"><li>- Chalk</li></ul>	<b>Adaptations</b> <ul style="list-style-type: none"><li>- You can change the distance of the line.</li><li>- Classmates will pass through the line to different forms.</li></ul>


		(Ex.: Kicking, jumping, dancing...)
<b>Activity 3:</b>  The chain	<b>Description of the activity:</b> There will be a person that has chased classmates. However, here they are not eliminated, and they will have to join the partner who caught them and they will join the chain to chase the rest of the classmates.	
	<b>Materials required</b>  None	<b>Adaptations</b> - You can reduce the speed
<b>Advice and recommendations for educators:</b>		
<ul style="list-style-type: none"> <li>- Try to play these games in big places and without architectural barriers.</li> <li>- You can think about all needs and the level of each group.</li> <li>- The objectives change depending on groups</li> </ul>		
<b>Video tutorial</b>		
<p>  WP14. Catch me if you can         </p>		

## Workshop 15. Step into my shoes

WORKSHOP NUMBER 15: Step into my shoes	
<b>Category</b>	Sports and outdoors activities
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Raise awareness about inclusion</li> <li>- Understand social roles</li> <li>- Fight discrimination</li> </ul>
Activities	
<b>Activity 1:</b> Step into my shoes	<p><b>Description of the activity</b></p> <p>This activity is built on a match in which each player has specific roles and tasks according to a kind of discrimination.</p> <ol style="list-style-type: none"> <li>1. Decide the kind of match (basketball, football, etc.)</li> <li>2. Prepare the role cards based on discrimination and social roles, one for each participant. For example: <ul style="list-style-type: none"> <li>- being religious</li> <li>- being a girl</li> <li>- being a male</li> <li>- being genderqueer</li> <li>- coming from a European country</li> <li>- coming from a poor or dangerous country</li> <li>- not speaking the mother tongue of the country</li> <li>- being deaf</li> <li>- not having a hand</li> </ul> </li> <li>3. Prepare the distribution of tasks according to roles and prejudices. Some examples: <ul style="list-style-type: none"> <li>- give the role "being a girl" to a boy, which should play using the prejudice on the role. One of them can be the weakness, so he should play "weakly". To do that, he can play with the hand not usually used, such as the left one or the right one;</li> <li>- who has the "not having a hand" card, must really play just with one hand;</li> <li>- players must communicate through signs with the person having the "being deaf" card, while this person will pretend to don't listen anything and to don't understand without signs;</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>- with the “being a male” card, the person can score just making a specific move;</li> <li>- the “genderqueer” can receive the ball from just one team member;</li> <li>- the person “not speaking the mother tongue” can pass the ball to just one team member (not necessarily to the one with the “genderqueer” card);</li> <li>- the one with the “religious” card can’t do a specific move, like dribbling;</li> <li>- just the participants “coming from a European country” can do a specific move;</li> <li>- who is “coming from a poor or dangerous country” can’t score.</li> </ul> <p>After the match, ask participants to express impressions and feelings they experienced during the activity. Some examples can be:</p> <ul style="list-style-type: none"> <li>- Do you think you experienced discrimination during the match?</li> <li>- Which kind of feeling did you experience when you couldn’t play?</li> <li>- How did you feel watching your teammates playing?</li> </ul>	
	<p><b>Materials required</b></p> <ul style="list-style-type: none"> <li>- Cards and marks;</li> <li>- A sport court;</li> <li>- A ball.</li> </ul>	<p><b>Adaptations</b></p> <p>Adapt the task of the roles to students’ characteristics. If students need <b>physical support</b>, you can ask team members or an educator to give help. Pay attention to the physical <b>effort</b> of participants with difficulties.</p>
<p><b>Advice and recommendations for educators:</b></p>		
<ul style="list-style-type: none"> <li>- Participants don’t have to decide which role to perform, you must decide this distribution.</li> <li>- Adapt the task of the roles to students’ characteristics. For example, in the case of students with physical disabilities, give them roles allowing them to stay in a position which keeps them safe and not too tired.</li> <li>- Maybe the team members will complain during the match for different reasons, for example if a score is not valid. There’s the possibility for them to feel excluded or frustrated. Remember that the goal of the activity is not winning the match but understanding roles and discriminations. Be ready for these kinds of conflicts and remember they must respect rules.</li> </ul> <p>Resources:</p> <p><a href="https://www.salto-youth.net/downloads/toolbox_tool_download-file-1766/Play%20Forward%20Booklet_OV201\1227.pdf">https://www.salto-youth.net/downloads/toolbox_tool_download-file-1766/Play%20Forward%20Booklet_OV201\1227.pdf</a></p>		

## Video tutorial

 WP15. Step into my shoes



## Workshop 16. Who is hiding?

WORKSHOP NUMBER 16 Who is hiding?		
Category	Traditional Games	
Objectives	- To work on cooperation and teamwork.	
Activities		
Activity 1:  One by one (Reversed hiding place)	<b>Description of the activity:</b>  One person hides. The rest of the group, with their eyes closed, count 50 seconds (time may vary).  At the start of the search, the students who find the person who hid first, stay there and become a “hidden team”.  The game ends when the last person finds the team, and also hides.	
	Materials required  None	Adaptations  - If there are participants with sensory or physical difficulties, the group can be divided into pairs so that no participant is ever left alone without the possibility of finding the rest of the group.
Activity 2:  Collaborative storytelling	<b>Description of the activity</b>  Students sit in a circle. A story is going to be made between all of them. An order is followed in which each person contributes a phrase. Two conditions:  1. Imagination 2. and that the sentences make some sense.  To start, the adult (educator, monitor, teacher...) can come up with a phrase, a title, or simply mention a character, about whom the children should each contribute a phrase, in order.	
	Materials required  - Something to write, if necessary	Adaptations  - If there is a child with sensory hearing difficulties, writing can be used instead of speaking.
Advice and recommendations for educators:		



Carry out the activities in the playground, sports court... In a large space.

Be flexible with the times

### Video tutorial

#### WP16. Who is hiding



## Workshop 17. Movement games

WORKSHOP NUMBER 17: MOVEMENT GAMES		
Category	Sports and outdoors activities	
Objectives	<ul style="list-style-type: none"><li>- Acting together effectively</li><li>- Cooperating with the peer group</li><li>- Develop awareness of oneself and one's potential</li><li>- Develop confidence in oneself and in the other</li><li>- Feeling part of a group</li><li>- Develop attention and concentration</li></ul>	
Activities		
Activity 1:  From self to other	Description of the activity  The conductor throws the yellow ball, pronouncing his name aloud and invites those who receive it to do the same with their partner. When everyone has said their name, the red ball is thrown: this time the one who throws it must pronounce the name of the person to whom he is throwing it. The two balls are thrown at the same time and the members of the group will have to pay attention to the color of the ball they receive and throw to understand if they have to pronounce their own name or that of the other.	
	Materials required  Two soft balls of different colors (e.g. yellow and red).	Adaptations
Activity 2:  The new musical chairs	Description of the activity  A number of chairs equal to the number of members of the group are arranged in a circle. You put on background music and everyone scattered in the hall dances inside the circle. When the conductor turns off the music, everyone must sit down. Then the music is restarted, and the conductor takes off a chair. Again, he turns off the music and everyone runs to sit down. No one is eliminated: those who do not find a free chair sit in the arms of a companion. The game proceeds in this way, restarting the music, removing one chair at a time, turning off the music. In the end the whole group manages to	


	sit on a single chair, forming a long row of people sitting each on the other's knees.	
	<b>Materials required</b>  Chairs	<b>Adaptations</b>
<b>Activity 3:</b>  Let's clap our hands together	<b>Description of the activity</b>  The group is in a circle.  The conductor improvises a rhythm by clapping his hands first in front of the chest, then on the legs and finally again in front of the chest and everyone repeats the same rhythm.  After the first few minutes the rhythm is associated with the phrase "Name calls name".  Whoever is called in turn will do the same with another member of the group until everyone is called.  It is important to enter the same rhythm.	
	<b>Materials required</b>  Stereo for music or computer/LIM to listen to music from the internet.	<b>Adaptations</b>
<b>Advice and recommendations for educators:</b>		
<p>These activities are useful for the knowledge of the group and to strengthen its communication.</p> <p>In this workshop there are 3 different activities. You can take the activities one after the other or separately.</p>		

## Video tutorial

WP17. Movement games



## Workshop 18. Play in the sand

WORKSHOP NUMBER 18: Play in the sand		
Category	Traditional and inclusive games	
Objectives	<ul style="list-style-type: none"><li>- To promote concentration.</li><li>- To promote group coordination and integration.</li></ul>	
Activities		
Activity 1:  The chapas/The caps	<b>Description of the activity:</b>  A running track is drawn on the ground or on a piece of cardboard. Each player must move his or her “badge”/“chapa” along this circuit with the fingers, from the start to the finish line, alternating between all the players. If you go off the circuit, the next time you start again from where you shot the last time or start from the beginning. The “badge” (chapa) that reaches the finish line first wins the badges of all its rivals.	
	<b>Materials required</b>  <ul style="list-style-type: none"><li>- Metal caps for soft drink bottles.</li></ul> 	<b>Adaptations</b>  <ul style="list-style-type: none"><li>- In case of difficulty in finger movement, a straw can be used to blow a lighter object than a metal plate instead of a metal plate.</li><li>- If there is a person who cannot bend down/lie on the floor, we have to look for another type of location or material: large table, platforms...</li></ul>
Activity 2:  The circle	<b>Description of the activity:</b>  We draw a circle of about half a meter in diameter, and a line away from the circle as a shooting reference (a mark).  Inside the circle we place the marbles we want to bet. The players take turns to try to remove the marbles from the circle to keep them. If you manage to remove a marble you can continue shooting, while if you fail you will have to wait your turn. The game ends when there are no marbles left in the circle.	

	<p>We can divide the group into subgroups of 5-6 people and have their own circle. In each of them there will be one person collecting marbles.</p>	
	<p><b>Materials required</b></p> <ul style="list-style-type: none"> <li>- Marble</li> <li>- Chalk</li> <li>- Cardboard if necessary.</li> </ul>	<p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>- If a child has difficulty sitting on the floor, a table can be used instead of the floor.</li> <li>- If there is a visually impaired person, he/she can throw following the indications of a companion who will act as a guide, indicating the force, direction, etc.</li> </ul>
<p><b>Activity 3:</b>  Big Tic Tac Toe</p>	<p><b>Description of the activity</b></p> <p>A 3x3 grid is drawn on the ground, with numbers from 1 to 9. The squares/spaces should be large enough to guarantee the interpersonal distance of one meter (more or less).</p> <p>The players will be divided into two teams, the 'X' and the 'O' (can be differentiated by another method, e.g. using colors). Each team is made up of 3 people (possibility of 3+1, one person directing the movements of the others).</p> <p>In order, one person from one team occupies a square/space. Then another from the other team, and so on until a line is formed. If the game has not finished (no line has been made) and all the people are inside the board, following the order in which they entered, they have to move and occupy another square. A variant is that the order of people in the same team can change.</p> <p>In each game, three players from each team will play, who will have to place themselves on the different squares/spaces of the grid in order to make three in a row. To do this, they will place their arms in the shape of an X or an O, depending on which team they belong to. The other members of the team who are not playing the game can advise/guide their teammates on the square in which to place themselves.</p>	
	<p><b>Materials required</b></p> <ul style="list-style-type: none"> <li>- Chalk</li> </ul>	<p><b>Adaptations</b></p> <ul style="list-style-type: none"> <li>- A visually impaired person can participate by following the directions of a partner.</li> <li>- A person with reduced mobility can</li> </ul>

participate at his or her own pace.


### Advice and recommendations for educators:

To play in playground, multi-sports field...

Facilitate all pupils to "lead" the games, i.e. to put themselves in the first or last position in certain activities.

Each game, depending on its development, can be repeated more than once.

### Video tutorial



 WP18. Play in the sand



## Workshop 19. A new basket game

WORKSHOP NUMBER 19: A new basket game		
Category	Sports and outdoors activities	
Objectives	Promote inclusion through a basket activity	
Activities		
Activity 1:  Play from the floor	Description of the activity  Two baskets adjustable to the minimum height. The participants of the two teams sit in a row behind each other, with a margin of space that you can mark off. One player stands in the middle of the two baskets and throws the ball to both players in the front row of the two teams. They throw the ball while sitting in front of their own team's basket. In turn, the other players move forward and it is their turn to play and try to score points. They will throw the ball back to the player in the middle.	
	Materials required <ul style="list-style-type: none"><li>- A standard basketball court or an outdoor space</li><li>- 2 adjustable baskets</li><li>- 2 basketball ball</li><li>- Items to delimit the space</li></ul>	Adaptations Write rules and roles on posters with images and symbols, it can be helpful for players with <b>learning and developmental disorders</b> . If needed, a player can help the team member who needs <b>physical support</b> to play. You can use softer balls if needed.
Activity 2:  Crossball	Description of the activity  The players are in a circle, two of them kneeling in front of the basket from a distance of 1.10 meters. The first players on the end next to the baskets pass the ball to their teammates next to them, who will pass it in turn to those next to them. There is a crossing of passes and each ball will arrive at the opposite end from which it started. When this happens, the players (who are the first to have started passing the ball), will throw it to their teammates kneeling in front of the basket. They will throw the ball to score.	



	<p><b>Materials required</b></p> <ul style="list-style-type: none"> <li>- A standard basketball court or an outdoor space</li> <li>- 2 adjustable baskets</li> <li>- 2 basketball ball</li> <li>- Items to delimit the space</li> </ul>	<p><b>Adaptations</b></p> <p>You can use softer balls if needed.</p>
<p><b>Advice and recommendations for educators:</b></p>		
<p>Delimits the space from which players should throw the ball (remember an indicative distance of 1,10 mt).</p>		
<p><b>Video tutorial</b></p>		
<div data-bbox="587 972 983 1010">  WP19. A new basket game         </div> 		

## Workshop 20. Don't look

WORKSHOP NUMBER 20: Don't look		
Category	Traditional and inclusive games	
Objectives	<ul style="list-style-type: none"><li>- Learning to be empathetic</li><li>- Learning to work together</li></ul>	
Activities		
Activity 1:  Blind chicken	Description of the activity:  One student closes his/her eyes. The students should put them in front of the students with close eyes. He/she tries to know who the person infront of them is.	
	Materials required  Handkerchief	Adaptations
Activity 2:  Which movie is it?	Description of the activity  There will be a few groups of 4-5 people. They will be given cards with a few films that they know. So, a person reads a card and he or she will express with gestures what film is, and their classmates tryto know it.	
	Materials required  Cards	Adaptations  -
Activity 3:  Find it	Description of the activity  There will be a few groups of 3-4 people. He or she covers the eyes, tries to get the objects with the instructions of classmates, that have been putting previously in the play area	
Advice and recommendations for educators		
<ul style="list-style-type: none"><li>- Adapt the activities to different needs and the levels of the different classes</li></ul>		

- Bif spaces and without architectonic barriers

### Video tutorial

 WP20. Don't look




## Workshop 21. Listen to the music

WORKSHOP NUMBER 21: Listen to the music		
Category	Traditional and inclusive games	
Objectives	<ul style="list-style-type: none"><li>- Improve mobility</li><li>- Improve strategy</li></ul>	
Activities		
Activity 1:  Follow the rhythm	Description of the activity  Each student will move around space to the rhythm of the drum. The teacher will play the drums and the children move this rhythm. In addition, the teacher will say the different forms to move, example: jump or creep...	
	Materials required Drum	Adaptations
Activity 2:  Imitate	Description of the activity:  The children do a circle. Each student would repeat a movement of other classmates and she or he would add your own movement.	
	Materials required None	Adaptations - They can make different sounds.
Activity 3:  4 corners	Description of the activity  There will be few groups, each group will have 5 people. We will mark 4 corners and each student will stand in a corner, but one student will not have a corner. You will play music and they will change the corners. When the music stops, who have not corners will stand in the middle	
	Materials required Music Chalk	Adaptations

**Advice and recommendations for educators:**

- Adapt the activities to different needs and the levels of the different classes
- Big spaces and without architectonic barriers



**Video tutorial**

 WP21. Listen to the music



## Workshop 22. A path to the inclusion

WORKSHOP NUMBER 22: A path to the inclusion	
<b>Category</b>	Sports and outdoors activities
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Team building</li> <li>- Strengthen confidence, tolerance and support among team members</li> <li>- Check the students' idea of inclusion</li> <li>- Promoting supporting skills</li> </ul>
Activities	
<b>Activity 1:</b>  A path to the inclusion	<p><b>Description of the activity</b></p> <p>The workshop can be carried out in an outdoor area or a sport court in which items are placed in different spots. Students will be divided into couples to perform a physical activity. It can be totally created by themselves or taken advantage of objects placed in the area, which work as incipits. The main goal is that partners should play together to complete tasks.</p> <p>It's expected to have teams ideally composed of 2-3 people each (students with and without special needs for each team).</p> <p>You can place incipits, write them on a post-it or just don't suggest anything. For example, some items to place can be:</p> <ul style="list-style-type: none"> <li>- A circle or a kind of obstacle, one team member should help the partner to cross it. You can also place additional tools, like bandages/scarves to blindfold the partner;</li> <li>- A cd, one team member can create a choreography (even with a ball), then he should help the partner performing the same movements.</li> </ul> <p>Make questions and ask participants to express impressions and feelings they experienced during the activity.</p> <p>Some examples of questions:</p> <ul style="list-style-type: none"> <li>- How has your partner helped you?</li> <li>- How has been getting support from your partner?</li> <li>- How did you feel helping your partner?</li> <li>- How do you evaluate cooperation with your partner?</li> </ul>

	<b>Materials required</b> Items to use as incipits, like chairs, balls, circles, sticks, notes, scarves, etc.	<b>Adaptations</b> If there are specific <b>physical difficulties</b> in which the use of specific support tools is needed, use them like items to place in the area. This way, you'll encourage all students using the same items.
<b>Advice and recommendations for educators:</b>		
<ul style="list-style-type: none"> <li>- Don't force participants, let them be free to choose what to do. Except incipits, just give suggestions if it's really needed.</li> <li>- It's also possible not placing items but letting students totally free to create activities.</li> </ul>		
<b>Video tutorial</b>		
<div data-bbox="517 875 948 909">  WP22. A path to the inclusion </div> 		

## Workshop 23. Faster!

WORKSHOP NUMBER 23: Faster!		
Category	Traditional and inclusive games	
Objectives	<ul style="list-style-type: none"><li>- Work together</li><li>- Strategy</li></ul>	
Activities		
Activity 1:  Points	Description of the activity:  There are two teams and a line that are separate. Players on both sides must hit their opponents with balls and eliminate them. There will be different combinations of rules for the rest to test or to save themselves from elimination.	
	Materials required <ul style="list-style-type: none"><li>- Softballs</li></ul>	Adaptations
Activity 2:  Handkerchief	Description of the activity  There are two teams, each person will have a specific number. There is a person in the middle of both groups and he or she says the number. So, each person of the different groups will have this number, they will run to take a handkerchief and it will carry to the group	
	Materials required  Handkerchief	Adaptations <ul style="list-style-type: none"><li>- Each person can arrive at the handkerchief in different forms. Ex.: Kicking, jumping or covering the eyes...</li></ul>
Activity 3:  Run, run sneakers	Description of the activity  The students sit down on the floor in the circle, they sing a specific song with eyes closed up. There will be a child who puts an object in the back of a classmate. So, when this classmate	




	open the eye will see the object and she or he will run to capture him	
	<b>Materials required</b>  Handkerchief  Softballs	<b>Adaptations</b>

**Advice and recommendations for educators:**

- Adapt the games to the specific needs of each child.
- Work in big spaces and without architectural barriers.

**Video tutorial**

 WP23. Faster!



## Workshop 24. Cooperative games

WORKSHOP NUMBER 24: COOPERATIVE GAMES		
Category	Traditional and inclusive games	
Objectives	<ul style="list-style-type: none"><li>- To promote teamwork, coordination and cooperation.</li><li>- To contribute to the integration of people and to develop their attention capacity.</li></ul>	
Activities		
Activity 1:  The knot	<b>Description of the activity:</b>  The participants stand in a circle, shoulder to shoulder, with their arms crossed. In this position, all the participants hold hands with their partner.  The game consists of undoing the crossing of hands, without letting go of each other's hands, in order to form a circle with everyone facing inwards.	
	Materials required	Adaptations
	None	
Activity 2:  The tree and the wind	<b>Description of the activity:</b>  A small circle of 5 to 7 people is made. One person is in the center, and becomes rigid, as if he were a tree, and lets himself fall. When falling, he should let himself flow and not move his feet from a fixed point on the ground. It is as if the tree is moved by the wind, but its roots remain firm.  The people who form the circle are the wind, and they should not let the tree person fall. They gently catch it and gently push it towards another person, who will do the same, and so on.  Everyone should have a chance to be in the middle, and it is best if the person in the middle (the tree person) has his eyes closed.	
	Materials required	Adaptations
	None	

<b>Activity 3:</b> Group lifting	<b>Description of the activity</b>  Everyone crouches in a circle facing outward, with knees bent and feet flat on the ground, holding each other elbow to elbow.  The game consists of everyone standing up simultaneously, without resting their hands on the floor.	
	<b>Materials required</b>  None	<b>Adaptations</b>
<b>Advice and recommendations for educators:</b>		
<ul style="list-style-type: none"> <li>- Execute the activities in the playground, multi-sports court...</li> <li>- Each game, depending on its development and use, can be repeated more than one round.</li> </ul>		
<b>Video tutorial</b>		
<div>  WP24. Cooperative games         </div> <div> </div>		

## Workshop 25. Attack the inclusion

WORKSHOP NUMBER 25: Attack the exclusion	
<b>Category</b>	Sports and outdoors activities
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- Promote cooperation and trust among team members</li> <li>- Fighting bullying, discrimination, exclusion and intolerance</li> </ul>
Activities	
<b>Activity 1:</b>  Attack the exclusion	<b>Description of the activity</b>  <p>In this activity, students will physically hit or jump on items representing exclusion and intolerance. First, they will write what they think can make them and people feel excluded. Then, they will use a ball to hit items representing what they wrote.</p> <p>As a third step, participants will jump on other items representing that, placed in a path to reach the final point (the inclusion).</p> <p>Prepare the material, a block of post-it and decide from which distance they can throw the ball.</p> <p>Every participant writes with anonymity on a post-it what they believe can make people feel excluded, like body shaming, bullying, coming from a different country, a disability and so on. Write them on items/objects to hit, called "targets" (like cones) or to jump on, called "stones" (but you can place papers).</p> <p>Divide students into teams of which members will hit targets and collect a point each time they succeed. After that, they will jump on items together. Give points also in this step, considering the amount of help and support that teammates put in the challenge.</p> <p>Collect points and name the winning team! Explain how you gave points, especially during the "Jumping on stones" activity. Give your feedback on the type of inclusivity.</p> <p>Make questions and ask participants to express impressions and feelings they experienced during the activity.</p> <p>Examples of questions:</p> <ul style="list-style-type: none"> <li>- What did you experience fighting what makes people in a negative way?</li> <li>- How has been the cooperation with your partner jumping on stones?</li> </ul>

	Materials required	Adaptations
	<ul style="list-style-type: none"> <li>- Cones, papers and other items to hit or to jump on</li> <li>- Post-it</li> <li>- Notes for points</li> <li>- Pens</li> <li>- A ball for each team</li> </ul>	<p>In case of <b>physical disabilities</b>, you can place stones closer, make them bigger or leave more space between them. For example, in the case of a student in a wheelchair, you can propose to hit the targets not expecting the use of legs, but of hands. If a student can't throw the ball, teammates can help him do that.</p> <p>During the jumping step, a student with a <b>wheelchair</b> can pass on the stones with all the wheels or with just one.</p> <p>Each person with a disability can have the support of the partner. Keep in mind that some students, such as those with <b>visual or physical difficulties</b>, can feel more comfortable not jumping, but making softer movements or walking. In these cases, it's okay if there's just one student on the stones.</p> <p>Depending on the difficulty, it's not necessary to have couples with one person without any difficulty. If there is a student who doesn't want to be touched, like it can be in case of ASD, he can do it without physical contact, but jumping coordinately with the partner.</p> <p>If there are students with <b>perceptual and behavioural disabilities</b>, you can place this path close to a wall. You can promote a sense of security and orientation creating a clear and visible space.</p>

### Advice and recommendations for educators:

- Evaluate how participants act during the activity and the amount of inclusivity they put in, even in the first part of hitting targets. Explain to them its importance before starting the activity and give feedback at its end.

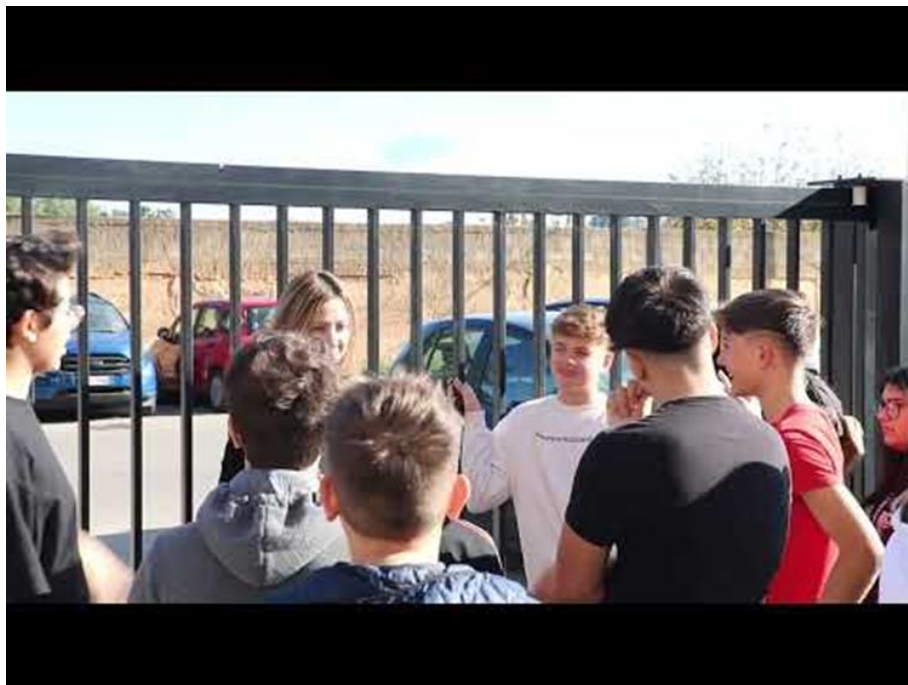
-Some students can be annoyed by the fact that they can't be as fast and competitive as they wish. If it occurs, remember to all participants that the goal is not competition but cooperation. They win if they're more inclusive, not if they score more points.

### Resources:

[https://www.schulebewegt.ch/it/spcials-sets/Parkour/Saltellando\\_sulle\\_isole](https://www.schulebewegt.ch/it/spcials-sets/Parkour/Saltellando_sulle_isole)

### Video tutorial

WP25. Attack the exclusion




## Workshop 26. Knowing me - knowing us!

WORKSHOP NUMBER 26: KNOWING ME - KNOWING US!		
Category	Evaluation	
Objectives	<ul style="list-style-type: none"><li>- To increase self awareness about their qualities and traits to be improved</li><li>- Self evaluation</li><li>- Knowing the others</li></ul>	
Activities		
Activity 1:  Music performance	Description of the activity <ul style="list-style-type: none"><li>1. The kids are split into groups of 4 (or adapted to the number of children) and randomly, they receive a melodic line (prepared previously by the facilitator)</li><li>2. They need to invent a chorus of a song for that melodic line, including in the lyrics some information for presenting each of them.</li><li>3. They need to find a name for their “music band” and to sing their song in front of the others.</li></ul>	
	Materials required: <ul style="list-style-type: none"><li>- Melodic lines</li></ul>	Adaptations
Activity 2: (Optional)  Evaluation in colors	Description of the activity <ul style="list-style-type: none"><li>1. Each participant will receive some pieces of papers, in different colors - for ex yellow and pink. They should think and write, for another colleague, one positive trait (quality) - for ex on yellow and one trait/thing that they should improve - for ex on pink. On the pieces of papers they will not write the names of the colleagues.</li><li>2. The facilitator is collecting the papers (all colors) and is mixing them in a box. One by one, each participant will come and extract one piece of paper and read it out loud. All the others (including the one who is extracting) will raise the hand if is considering that has that quality or has to improve that trait/behavior and is writing on a list.</li><li>3. After finishing all the words from the box and all the kids have the list, they are making a drawing about themselves, including their name, a symbol and all the words written previously.</li><li>4. The drawings are stucked as in an exposition in their class.</li></ul>	



	5. At the end, the facilitator is making a debriefing/ a discussion about the importance of self evaluation and observing the others, with qualities and issues to improve.	
	<b>Materials required:</b> <ul style="list-style-type: none"> <li>- Pens</li> <li>- Post-its in 2 colors or small pieces of colored paper</li> <li>- A4 paper - one per student</li> </ul>	<b>Adaptations</b>

### Video tutorial

 WP26. Knowing me Knowing us!





## Workshop 27. P from the Perfect

WORKSHOP NUMBER 27: P from the Perfect		
Category	Evaluation	
Objectives	<ul style="list-style-type: none"><li>- To increase the awareness that mistaken is normal and is part of life</li></ul>	
Activities		
Activity 1:  P from the Perfect	Description of the activity	
	<ul style="list-style-type: none"><li>1. Each participant will toss the coin and if the head will move the pawn with one, if is tail, will move 2.</li><li>2. Each player will extract a card with the color of the box from the board and will answer the question from the card.</li><li>3. The facilitator is adding at the end the discussion about mistakes and non-judgmental attitude toward ourselves.</li></ul>	
	Materials required: <ul style="list-style-type: none"><li>- A coin</li><li>- Pawns</li><li>- A game board (annexe 1)</li><li>- Cards with questions (annexe 2)</li></ul>	Adaptations <ul style="list-style-type: none"><li>- The board and content of the cards canbe adapted according to the cultural specific or group dynamic.</li><li>- The facilitator can do less or more cards according to the number of the studentsor the available time to do the activity.</li></ul>

## Video tutorial

 WP27. P from the Perfect



## Workshop 28. The feedback

WORKSHOP NUMBER 28: The feedback			
Category	Evaluation		
Objectives	<ul style="list-style-type: none"><li>- To develop their skills to give constructive feedback to their peers</li></ul>		
Activities			
<b>Activity 1:</b>  The Feedback's Wheel	<b>Description of the activity</b>  <ul style="list-style-type: none"><li>1. The facilitator/teacher is making a spin wheel and on each piece from the wheel writes the name of the kids from the group.</li><li>2. The facilitator is explaining to the group of kids what feedback is and how to give feedback to others, including positive aspects and aspects that should be improved or they don't like.</li><li>3. Each participant is spinning the wheel and will give feedback to the colleague from the wheel, including 2 aspects:<ul style="list-style-type: none"><li>- What I liked today on you was...</li><li>- What I think that you should improve for today is...</li></ul></li></ul> <p>*It is important to teach the kids not to say <i>but</i> in between the positive and the negative aspect</p>		
	<b>Materials required:</b> <ul style="list-style-type: none"><li>- a handmade spin wheel</li></ul>	<b>Adaptations</b>	
	<b>Variation:</b>  Spin the wheel	<b>Description of the activity</b>  <ul style="list-style-type: none"><li>1. The facilitator is creating the other side of the same manufactured spin wheel and on the parts of the wheel is writing several questions which are creating a reflection of kids about themselves.</li><li>2. Each participant is spinning the wheel and is answering the question. Questions to include on the wheel:</li></ul>	

	<ul style="list-style-type: none"> <li>• I am good at...</li> <li>• I feel appreciated for...</li> <li>• I like on myself that...</li> <li>• I don't like on myself that...</li> <li>• I like to...</li> <li>• I don't like to...</li> </ul>	
	<b>Materials required:</b> - The same handmadespin wheel, but on the other side, with questions	<b>Adaptations</b>

### Video tutorial

 WP28. The feedback



## Workshop 29. Be the star!

WORKSHOP NUMBER 29: Be the star!		
Category	Evaluation	
Objectives	<ul style="list-style-type: none"><li>- Increase public speaking abilities</li><li>- Expanding the comfort zone regarding being evaluated by the others when they speak in public</li></ul>	
Activities		
Activity 1:  The News Show	Description of the activity	
	<ol style="list-style-type: none"><li>1. The facilitator is introducing the concept of News Show, making the analogies with a popular News show in the country.</li><li>2. The children are split into small groups. One of them will be the host of the News Show and will have another participant as Guest - an expert on one topic. The others are the auditory.</li><li>3. The kids will have an interview with the “expert” regarding that topic for 5 minutes, then they change roles.</li><li>4. The children from the auditory can ask questions to the expert, too.</li></ol>	
	Materials required: <ul style="list-style-type: none"><li>- A mobile phone/ audio-video camera to record the participants during the activity</li></ul>	Adaptations

## Video tutorial

WP29. Be the star!



## Workshop 30. Me and my name

WORKSHOP NUMBER 30: Me and my name		
Category	Evaluation	
Objectives	<ul style="list-style-type: none"><li>- To increase their abilities to ask for feedback to the others</li><li>- To develop their emotional competence of receiving feedback from the others</li></ul>	
Activities		
Activity 1:  Me and my name	Description of the activity	
	<ol style="list-style-type: none"><li>1. The facilitator is asking the participants to draw their name in a creative way on a A4 paper, with every letter on the start of a line (the name written on the column)</li><li>2. The participants need to ask colleagues (one for each letter) to say a positive trait about them, that is starting with each letter of their name.</li><li>3. At the end, they will obtain on their paper the following set-up (an example): M - math skills A - artistic R - realistic A - ambitious</li></ol>	
	Materials required: <ul style="list-style-type: none"><li>- A4 papers</li><li>- Colored pens</li></ul>	Adaptations: They can have the paper glued on their back, walk in the room and the colleagues to stop and write on their back, for an aleatory letter in the name. When they have the name completed, they can check.

## Video tutorial

### WP30. Me and my name





## Workshop Extra: Recycle, collaborate and nature respect

EXTRA WORKSHOP: RECYCLE, COLLABORATE AND NATURE RESPECT.		
Category	Sports and outdoors activities	
Objectives	Develop creativity, manual skills, collaboration, self-esteem, the ability to respect nature.	
Activities		
Activity 1:  The art of recycling	Description of the activity:  Children decorate the previously washed plastic containers with indelible markers of various colors. Using their imagination and creativity they create cheerful and colorful plant pots. Activity suitable for children aged 8 to 13.	
	Materials required Containers of detergents, indelible markers of various colors.	Adaptations Wash the containers well.
Activity 2:  Collaborate on a seminar	Description of the activity:  Children are in pairs, collaborate to fill the containers with soil, previously decorated ( <i>The art of recycling</i> ), up to about 1 cm from the edge. Then they trace a furrow with a hoe or make a hole with a rod, where they deposit the seeds. Finally, they sprinkle a little water into the pot to encourage germination, the substrate must be humid, obviously try not to create water stagnation. Activity suitable for children aged 8 to 13.	
	Materials required Seeds, soil, water, hoe, stick, sprinkler.	Adaptations The seeds of summer horticultural plants are sown between February and May, the winter ones from June onwards. Sow the flowering plants in fall or early spring.
Activity 3:  We respect nature	Description of the activity  The pupils in collaboration, supported by the teacher, take care of the plants by watering them, waiting for germination. When the seed has germinated, the first leaves sprout from the soil. Continue to take care of the plants by observing the leaves for pests or to	

remove dry leaves and / or withered flowers. Activity suitable for children aged 8 to 13.

**Materials required**  
Watering can


**Adaptations**

To favor germination, it is important that the seed, in contact with the ground, finds the right environmental conditions (temperature, sun exposure, humidity).

**Advice and recommendations for educators:**

The care of plants, in addition to having benefits on cognitive functions and mental well-being, is a fundamental tool for empowering students and approaching the theme of environmental sustainability.

**Video tutorial:**

 Extra. Recycle, collaborate and nature respect



## Conclusions about the methodology

The methodology was tested with children from the partner schools and the impact of the activities was analyzed, both quantitative and qualitative. All the activities had a positive impact, both on pupils and teachers who applied to the workshops. The main impact was related to the transformation of the breaks in a learning context, that exceeded the limitations of the formal learning process and at the same time, guided the children to organize themselves in their free time. This is a very important skill that helps a student to organize also on the academic level.

### Impact on students

The impact we observed in terms of personal development of students was:

- Students got involved and they liked the activities
- Stereotypes were broken and the students mixed with the others
- The impact and interest were more visible to the younger ones (6-8 years old) than in the older ones (11-12 years old)
- They felt confident and they improved their social skills
- They became more tolerant and invited different kids to their games
- The girls and boys played more together than before
- They had more initiatives and they started to become more independent in their games
- They improved their leadership skills

The activities also had a bigger impact in terms of social skills developed by students participating in the testing phase:

- They developed communication skills, leadership and tolerance
- They interacted very well with the facilitators, being more friendly and non-formal as approach
- The games stimulated collaborative relationships even if, in the beginning, with a certain shyness.

Another important aspect of the impact was the one in terms of tolerance and non-discrimination:

- There was a mix of cultures in the games and was easier with the younger ones. This impact was visible because at the beginning there was a clear separation that disappeared after the students understood the games and played them. Also, another positive aspect is the connection between different classes and the fact that the “older” students played with the ones that they considered until now “too small”.
- All students were tolerant and they didn't feel uncomfortable or discriminated in any way

- They developed and showed more patience with their colleagues and they accepted all the kids in the games

As a final conclusion after the implementation of this methodology of inclusive breaks activities is that this program has a positive impact overall on the educational system in which is applied, as following:

- Planning the time of the kids during the breaks, when they usually don't know what to do. This is structuring their mind and they are learning how to create games and how to organize their free time. Especially at this age, children are often getting bored in their free time and the risk is to ask for more and more academic or extracurricular activities and enter in burn-out. Using this methodology, they learn that funny activities and games are not proposed only by the adults and they can have the free choice of creating games. These last skills of creating new games or adapting old ones are also stimulating their creativity and imagination but is improving also their self-esteem because they have the proof that their creation can be implemented and gives an added value to their time and to the others.
- The opportunity to interact with the kids from other classes and know other colleagues better. Usually, a class becomes a "bubble" in which the kids are isolating themselves from the others. Through this methodology, they have the chance to discover the others, to know different group dynamics and to develop their social skills also outside their "bubble". This skill, in the long term, will help them develop their social network and interact with new people from different backgrounds.
- Became more independent and learned how to organize themselves not only during the breaks but also in other activities. The long-term effect of organization skills is the one of mental clarity and weighing the alternatives in a decision, no matter if it is one related with time management or other aspect of their life.
- They had fun and the activities made the breaks special, with a variety of games and activities. The variety of the activities that a kid is exposed to is one of the most important inputs that adults can offer to the students' development, because knowing several approaches (sports, self-reflection, socialization, communication, negotiation, decision-making etc.), they can know themselves better and they can decide what is the approach they want to develop on long term. In school period, especially in primary school and gymnasium, the kids discover their passions, abilities and talents, so trying a diversity of activities will create the context for them to "taste" everything and after that, choose what they want and like to focus more.

## Recommendations for educators

The methodology that we present in this handbook has been designed taking into consideration the contexts that we had in the different schools participating in the project, coming from different countries: Spain, Italy and Romania. The number, duration and order of the workshops and their content has been designed according to this situation, but this proposal is totally adaptable to each context and objective.

Here we present a series of recommendations for educators to apply the methodology, taking into account the spaces, times, facilitators, ages and activities.

First of all, it is essential to adapt the workshop session to the **space** and conditions available. If space is limited, it is advisable to select activities that fit that space. If there is sufficient space, it is possible to carry out larger and more expansive activities. It is also important to consider the safety and accessibility of the space for all participants.

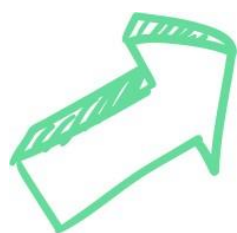


Adapt to the **time** available and don't worry about doing every activity. It is better to do fewer activities and have time to fully enjoy them, rather than rushing through them and not enjoying any of them. If time is limited, you can choose shorter activities or split an activity into several sessions.

It is important to consider the number of children and assign the right number of **facilitators** to ensure that all children receive attention and support. Remember that the goal is for children to organize and play, not a formal class. It is not to teach, but to support and encourage the children's creativity. It is essential for the facilitator to keep in mind that each child has different abilities and needs.

Adapt to the **ages** of the children and adjust instructions and activities accordingly. It is important to remember that each child is unique and may need different levels of support.

Regarding the **activities**, It is advisable to select activities that are clear, concrete and simple, and avoid overly long reflections that may bore children. It is essential to understand the logic and purpose of each activity, and to consider how it fits into the overall flow of the workshop. It is also important to consider the inclusion of all children and to take into account any exclusionary factors that may be present in the school.



The order of the activities is thought to create a **progression**, starting with some icebreakers, activities to help the children to get to know each other (especially, children who don't usually interact, or children who have a difficult time making friends), following with a mix of sports and traditional games, and ending with some evaluation workshops to know how everything has worked and how the participants felt during the workshops. It is designed in a way that allows a gradual progression from the known to the unknown, increasing the intensity of the

activities. You can use the workshops using this progression or not, you can do them individually or as part of a project, according to your educational objective with the children.

Finally, let your **inner child** be released, as this will help to create a playful and fun environment.

## Revised bibliography

Nickerson, C. (2021, Oct 09). Labeling theory. Simply Psychology.

[www.simplypsychology.org/labeling-theory.html](http://www.simplypsychology.org/labeling-theory.html)

Merton, Robert K. (1948) "The Self-Fulfilling Prophecy." The Antioch Review, 8(2), 193-210

Schaedig, D. (2020, Aug 24). Self-fulfilling prophecy and the pygmalion effect. Simply Psychology. [www.simplypsychology.org/self-fulfilling-prophecy.html](http://www.simplypsychology.org/self-fulfilling-prophecy.html)

Maderas y Recreo (S.F.) Beneficios de los juegos deportivos [Mensaje en Blog] Maderas y Recreo. Recuperado de: <https://maderasyrecreo.es/beneficios-los-juegos-deportivos/>

Drobnic, F (2013) La actividad física mejora el aprendizaje y el rendimiento escolar: los beneficios del ejercicio en la salud integral del niño a nivel físico, mental y en la generación de valores. Recuperado de: [https://www.observatoriodelainfancia.es/oia/esp/documentos\\_ficha.aspx?id=3912](https://www.observatoriodelainfancia.es/oia/esp/documentos_ficha.aspx?id=3912)

Educo (2018) Beneficios de jugar al aire libre [Mensaje en Blog] Educo. Recuperado de: <https://www.educo.org/Blog/beneficios-de-jugar-al-aire-libre>

Escuela Andaluza de Salud Pública (2019) El recreo, un espacio saludable en los centros docentes. Recuperado de: <https://www.easp.es/wp-content/uploads/2020/05/Recreos-Saludables-v5.pdf>

Huneeus, M. (2013). Beneficios del recreo [Mensaje en Blog] Patio vivo. Recuperado de: <https://patiovivo.cl/beneficios-del-recreo/>

Uguet, S. (2014) Promoción de la actividad física en la escuela. Beneficios sobre la salud. Recuperado de: [https://reunir.unir.net/bitstream/handle/123456789/2582/uguet\\_sin.pdf?sequence=1&isAllowed=y](https://reunir.unir.net/bitstream/handle/123456789/2582/uguet_sin.pdf?sequence=1&isAllowed=y)

Gaudino, S. (2019) El patio escolar, espacio de aprendizaje [Mensaje en Blog] Arquitasa. Recuperado de: <https://arquitasa.com/el-patio-escolar-espacio-de-aprendizaje-sabrina-gaudino/#:~:text=Es%20por%20esto%20que%20el,juego%20en%20sus%20m%C3%BAltiples%20formas>

Otero, M. (2021) La importancia del patio en la escuela [Mensaje en blog] Covivimos. Recuperado de: <https://convivimos.naranja.com/gratis/2021/la-importancia-del-patio-de-la-escuela/>

Boillos, F. (2021) El patio escolar, la asignatura olvidada [Mensaje en blog] Magisnet. Recuperado de: <https://www.magisnet.com/2021/01/el-patio-escolar-la-asignatura-olvidada/>

Carter, D. (S.F.) Benefits of recess for kids [Mensaje en blog] Victor Mochere. Recuperado de: <https://victor-mochere.com/es/benefits-of-recess-for-kids>

Lee, S. M., Burgeson, C. R., Fulton, J. E., & Spain, C. G. (2007). Physical education and physical activity: results from the School Health Policies and Programs Study 2006.

Journal of school health, 77(8), 435-463.  
<https://onlinelibrary.wiley.com/doi/full/10.1111/j.1746-1561.2007.00229.x>

Pino, P. G., & Giménez, J. P. (2015). El recreo ¿Sólo para jugar?. EmásF: revista digital de educación física, (36), 18-27. <https://dialnet.unirioja.es/servlet/articulo?codigo=5391808>

Chaves Álvarez, A. L. (2013). Una mirada a los recreos escolares: El sentir y pensar de los niños y niñas. Revista electrónica educare, 17(1), 67-87.

<https://dialnet.unirioja.es/servlet/articulo?codigo=4315628>

Aguilera, E. (2010). ¡Recreo!..¡Vamos a jugar! Espacios y juegos: una responsabilidad compartida. Fuente:

<http://www.colaborando.edu.ar/PcWeb/Contenido/Actividad4/File/Recreo,%20vamos%20a%20jugar.pdf>

Blández, J. (1995). La utilización del material y del espacio en EF. Editorial INDE. Barcelona

Gutiérrez Toca, Manuel (2014). Juegos Ecológicos con... ruedas y otros objetos.. Editorial INDE. Barcelona

Jarret, O. y Waite-Stupiansky, S. (2009). Recess –It's indispensable! (El recreo es imprescindible) (Play Policy and Practice Interest Forum, NAEYC). Fuente:

[http://www.naeyc.org/files/yc/file/200909/On Our Minds 909.pdf](http://www.naeyc.org/files/yc/file/200909/On%20Our%20Minds%20909.pdf)

Martínez, S. (2015). Los españoles apenas reciclan uno de cada cinco kilos de basura urbana. El Periódico

<http://www.elperiodico.com/es/noticias/medio-ambiente/los-espanoles-apenas-reciclan-uno-cada-cinco-kilos-basura-urbana-4054129>

Pellegrini, A.D, y Davis, P.L. (1993). Relation between children's playground and classroom behavior. British Journal of educational psychology, 63 (1), 88-95

Ortega, R. (1994). Violencia interpersonal en los centros educativos de Educación Secundaria. Un estudio sobre maltrato e intimidación entre compañeros. Revista de Educación, 304, 253-280

Pérez, L. y Collazos, T. (2007). Los patios de recreo como espacios para el aprendizaje en las instituciones educativas. Sedes Pablo Sexto en el municipio de Dosquebradas. Universidad tecnológica de Pereira. Colombia. Fuente:

<http://repositorio.utp.edu.co/dspace/bitstream/11059/761/1/371621P438lp.pdf>

Programa Perseo del Ministerio de Sanidad y Consumo (2015). Programa de actuación conjunta de la dirección provincial del MEC y de la dirección territorial de INGESA para la promoción de una alimentación saludable y el fomento de la actividad física en los escolares. Fuente:

[http://www.perseo.aesan.msssi.gob.es/docs/docs/comunidades/hacia\\_salud\\_alimentacion\\_y\\_ejercicio\\_fisico.pdf](http://www.perseo.aesan.msssi.gob.es/docs/docs/comunidades/hacia_salud_alimentacion_y_ejercicio_fisico.pdf)



Rivadeneyra, M. (2001). Selección y optimización de recursos materiales favorecedores del desarrollo de Educación Física. Revista Digital EF Deportes. Año 7. Nº35. Buenos Aires

Subirats, M. y Brullet, C. (1988). Rosa y azul. La transmisión de los géneros en la escuela mixta. Madrid: Instituto de la Mujer. Serie Estudios nº 19

Tortosa Ybáñez, M.T. (2007). Plan de actuación para la mejora de los tiempos libres y de recreo. Universidad de Alicante. Departamento de Psicología Evolutiva y Didáctica.

Fuente:

<http://rua.ua.es/dspace/bitstream/10045/12070/1/Plan%20actuaci%C3%B3n%20recreo.pdf>





# INCLUSIVE BREAK

**Thank you!**