

TOPIC 1. Concept of play

Game Workshop for Infant Education - Code 33613

Credits: 4.5

Academic Year 2023- 2024

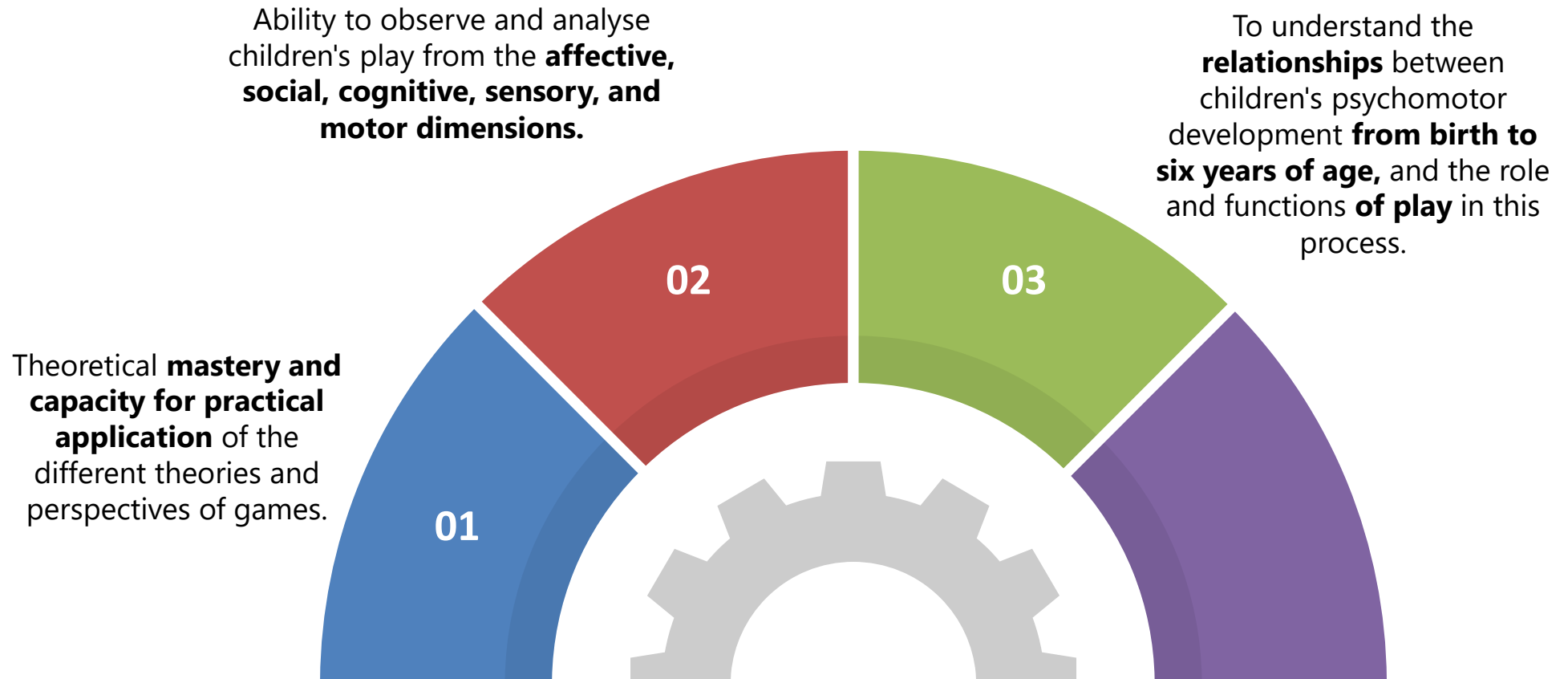
Contents

1. Fundamentals and **methodological** and **didactic** aspects of the game.
2. Play and **affective, social, cognitive, sensory** and **motor** dimensions.
3. **Pedagogical times** and the variables of organisation, management, and control in the early childhood education classroom.

Play during your childhood

- Preliminary reflections:
 - *What games did you play when you were little?*
 - *Which ones did you like the most and why?*
 - *Did you play alone, in a small and/or large group?*
 - *Did you play in the street, at school, at home...?*
 - *Did you change the way you played when you entered school?*
 - *When did you start to stop playing?*

Learning outcomes (teaching guide)



Children's play:



- It happens throughout life.
- It is healthy.
- It is practised as a psychomotor necessity.
- It is a means of spontaneous learning.
- It is a means of exercising intellectual, physical, social, and moral habits.

LOMLOE Decree 100/2022

Article 6. Pedagogical principles

1. School must be understood as a space of well-being and learning. **Educational practice must be based on play, experimentation, and meaningful learning experiences from everyday life. It must take place in a safe environment, where the child feels cared for, valued, accepted, and can integrate into the group.**

LOMLOE Decree 100/2022

Article 6. Pedagogical principles

3. In the two cycles of this stage, attention must be paid progressively to aspects related to **affective development and emotional management; movement, the possibilities and needs of one's own body; communication** with others through different languages; the establishment of **social relations** of coexistence and respect; as well as the **exploration of the environment. Education in values, education for responsible, and sustainable consumption, as well as health promotion and education** must also be included.

LOMLOE Decree 100/2022

Article 6. Pedagogical principles

4. Children must be encouraged to acquire **personal independence** and to develop a positive, balanced, and egalitarian **self-image**, free of **discriminatory stereotypes**.



When do games appear?

- Some authors (Claparède) affirm that **all activity is play from the first months of human existence** (except nutrition or certain emotions such as fear).
- **Piaget places** the appearance or formation of play in the second stage of the SENSOMOTOR period (around the 2nd/3rd month) → children reproduce certain behaviours for the pleasure they cause them (guttural sounds, hand games in their visual field, and picking up/dropping objects).

Why do children play?

- A form of **rest for the organism** and the spirit.
- A way to **get rid of surplus energy**.
- A form of **recapitulation of phylogenesis**: reproduction of the evolution of the activities of past generations.
- Form of **preparation for adult life**.

Why do children play?

- **Cathartic form**, to reduce tensions, to defend oneself from frustrations, to escape from reality or to reproduce pleasurable situations.
- **Rehearse, fix, and retain new habits.**
- **Learning and harmonious growth:** self-education.

Characteristics of children's play

- **Voluntary and spontaneous** activity that totally absorbs.
- **Pleasant and satisfying.**
- **Autotelic** → it is a worthwhile activity in itself.
- It involves activity.
- Form of **self-expression** (confidence, security, and inner balance).
- It involves **learning and a form of experimentation** with oneself (skills), with others, and with the environment.

Importance of play in child development

- **Psychomotor development:** improvement of general dynamic and segmental dynamic coordination, HMB (FMS) and **body schema** issues (sensory perception and use of body parts to represent sensations, ideas, or situations).
- **Cognitive development:** we stimulate **attention, memory, creativity,** and encourage the development of communication and language.

Importance of play in child development

- **Social development:** through symbolic play we prepare children for life in society and stimulate moral development. We encourage **communication and cooperation processes** with others. With co-operative games we promote communication and the feeling of identity and co-operation with peers, and we facilitate the acceptance of differences and the reduction of aggressive behaviour.
- **Emotional development:** facilitates **conflict resolution and anxiety management**. It favours the development of subjectivity and produces emotional satisfaction.

Classification of games according to evolutionary point of view

- Functional play (up to 6 months)
- Exploratory play (6-12 months)
- Self-assertion play (1-2 years)
- Symbolic play (2-4 years)
- Presocial play (4-6 years)



Classification of games according to evolutionary point of view



Functional play (0-6 months)



- **Fundamental role of the adult.**
- **Games that focus on different bodily functions.**
- **Movements characterized by spontaneity, lack of coordination, and globality.**
- **First months: child acts on own body recognising it through eye and mouth contact** and involving head, neck, hands, and later legs.
- **End of this stage:** games with objects.

Exploration game (6-12 months)

- Use of the object within a game.
- Exploration games with intentionality in action.
- Practical intelligence: **grasp, strike, hold, throw, or handle objects.**
- Experienced repeatedly.



Self-assertion game (1-2 years)

- **Self-affirming games:** increased interest in themselves and in discovering their own abilities. Play for personal conquests that affirm identity.
- **Construction sets:**
- With the onset of language: increased interaction with adults → **vocal games** with affective exchanges through contact, gestures, and expressions.



Symbolic play (2-4 years)



- Characteristic of the pre-operational stage.
- Symbolic play → **ability to represent in the mind an idea attributed to something.** Unreality of actions, simulation of simple ideas, creation of symbolic schemes about new objects, and simple assimilations of one object to another.
- Symbolisation → manipulate an object in a physical way, or an idea in a physical way.
- Functional and construction play continue to exist.
- **Play is individual but children like to have someone with them (company).**

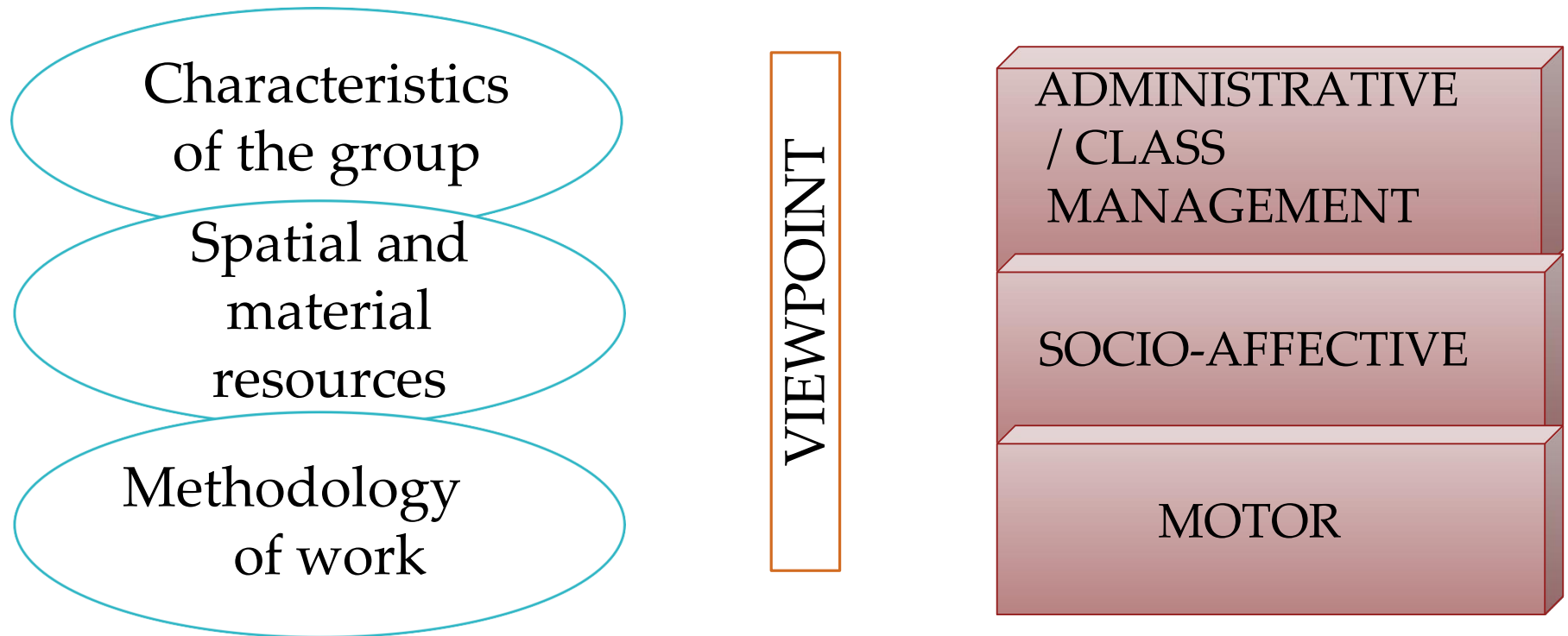
Pre-social play (4-6 years)

- Child seeks out peers for collective symbolism, although play is not yet considered a social act (uses other people as toys or plays alone).



- 5-6 years → plays without too much help from the adult and can **act out dramatic roles with grace and fluency** and understand them. They like group tasks without caring who wins or loses.
- The child represents individually, but the first regulated activities appear. **They follow a role and therefore start to accept rules.**

Organisation and teaching resources



Organisation as a methodological resource:

- **Programming** (basic educational principles, methodological resources, objectives, basic knowledge, competences, and learning situations).
- Creation of an **appropriate and positive atmosphere**.
- This enables **individualisation** of teaching.
- Favours the experience and **active participation** of pupils.
- Use of **risk-free, varied, motivating, and age-appropriate materials and spaces**.
- Adequate **distribution of class time**, both in terms of sessions (number, structure, and duration) and activities (work and rest time).

Elements to consider:

- Material resources: types, quantity, and quality.
- Facilities: auxiliary spaces or spaces for sports use (characteristics, timetables, maintenance, etc.).



Organisational factors:



- **1. TIME**
 - Teaching resources:
 - **Plan class time and travel time before and after class.**
 - **Reduce number and duration** of initial organisational and information activities.
 - **Good use of the distribution of pupils, materials, and spaces** during activities.

Organisational factors:



- **1. TIME**
 - Teaching resources:
 - Use **reinforcement** and playful strategies for the organisation of activities (+ **participation**).
 - Give **accurate information** regarding placement of pupils and materials.
 - Establish **habits of organisation** and division of roles.

Organisational factors:

- **2. ORGANISATION OF PUPILS AND CLASS GROUP**
 - Group/class structuring
 - Arrangement and movement of pupils/subgroups
- **3. STATUS OF TEACHING STAFF**
 - Good communication, increased interaction
 - Attention to the situation
 - Fitting into space

Organisational factors:

• 4. ORGANISATION OF ACTIVITIES

- Form of execution.
- Intensity, duration, and rest time.
- Difficulty level.
- *Levels of motivation.*
- Level of **SAFETY** in its implementation.



Security as an organisational factor:

- Methodological guidelines:
 - Prevent possible risks and take precautions.
 - Adapt materials and spaces to individual differences.
 - Encourage habits that favour their care.
 - Adapt activity to the place where it is carried out.

PUPILS:

- ➔ Implementation monitoring.
- ➔ Avoid overloading, control rest time and intensity.
- ➔ Formation of groups adapted to individual differences.

Security as an organisational factor:

INFORMATION:

- ⊙ Sufficient information for pupils to trust and participate.
- ⊙ Inform and control **clothing and hygienic conditions**.
 - ➔ Warn about the correct use of material and rules.
 - ➔ How you can help support your colleagues.
 - ➔ Emphasize security-related standards.

ORGANISATION OF PUPILS, MATERIALS, AND SPACES:

- ➔ Avoid crowding or waiting during practice.
- ➔ Determine specific and broad exercise areas.
- ➔ Protect walkways and drop-off areas.
- ➔ Practice in an organized way and avoid collisions.
- ➔ Necessary help from teachers.

Topic 2. Types of motor games: theory and practice

Game Workshop for Infant Education - Code 33613

Credits: 4.5

Academic Year 2023- 2024

Index

Contents:
Theme 2.
types of motor
games: theory
and practice

1

Learning
results

2

3

References

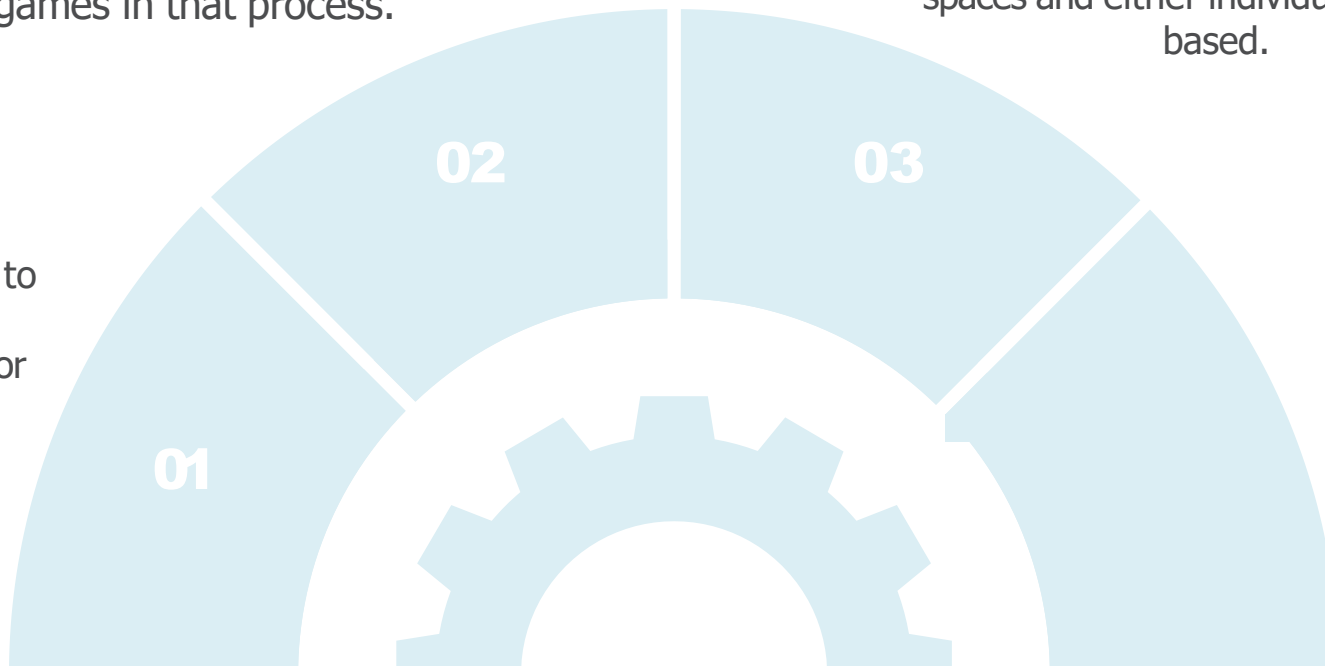


Learning results

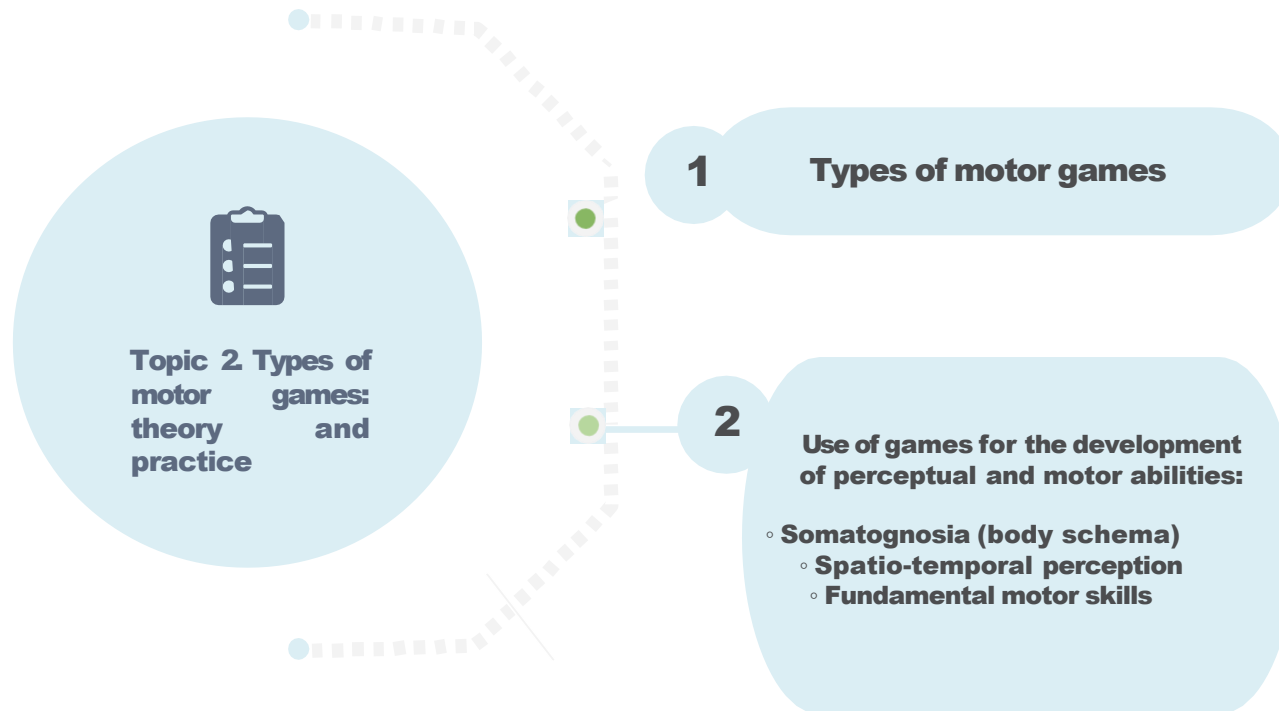
Grasp the relations between psychomotor development in children from birth until six years of age, and the role and functions of the games in that process.

Ability to design and structure methodological resources, spaces and materials to create specific games: in open or closed spaces and either individual or group based.

Knowledge and ability to design and organize different types of motor games



Contents





Definiton

A MOTOR GAME is a...

Playful activity with motor significance

...refers to the use of motion/movement skills, including:

- Intention
- Decision
- Adjustment of motor skills to fluctuating situations in space and with others in a certain context.

(Navarro, 2002)

DIFFERENTIATE BETWEEN **MOTOR ACTION** (GESTURE, MOTION, EXECUTION) OF **MOTOR BEHAVIOUR** (DONE WITH INTENTIONALITY AND SIGNIFICANT)



Types of motor games

CLASSIFICATIONS

Galley (1999)	Without motor interaction	- Individual
	With motor interaction	- Cooperation - Opposition - Cooperation and opposition

Piaget	According to the developmental phase	- Sensorimotor - Symbolic - With rules
--------	--------------------------------------	--



Types of motor games

CLASSIFICATIONS

Navarro (2002)	For different group dynamics- aims	- Presentation - Simulation - Trust - Cooperation - Conflict resolution
	Part of function of the participation and communication between participant/s	- Individual (self- improvement) - Opposition - Cooperative - Cooperation/opposition
	Part of the complexity of the task	- Generic motor skills - Specific motor skills - Adapted



Types of motor games

CLASSIFICATIONS

Renson and
Smulders (1981)

Traditional games

With.....

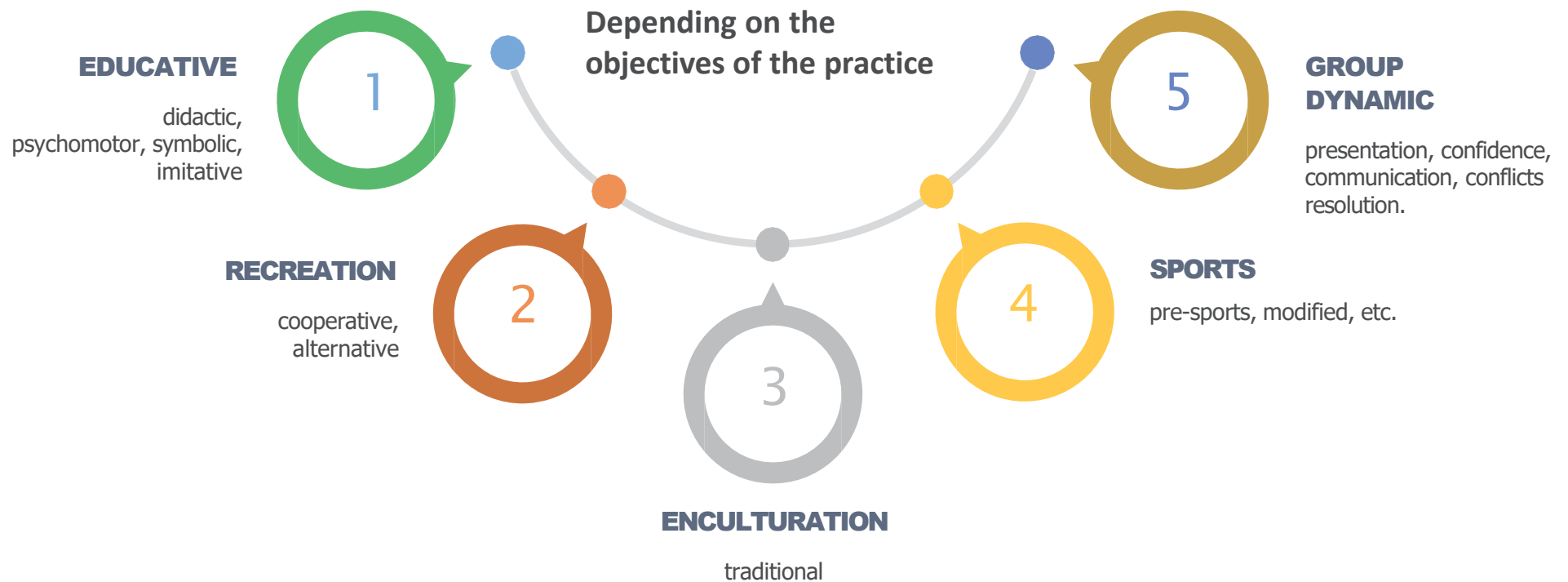
- Balls
- Animals
- Shooting and aiming
- Fighting
- Locomotion
- Throwing
- Training for land work
(e.g., cutting down trees)





Types of motor games

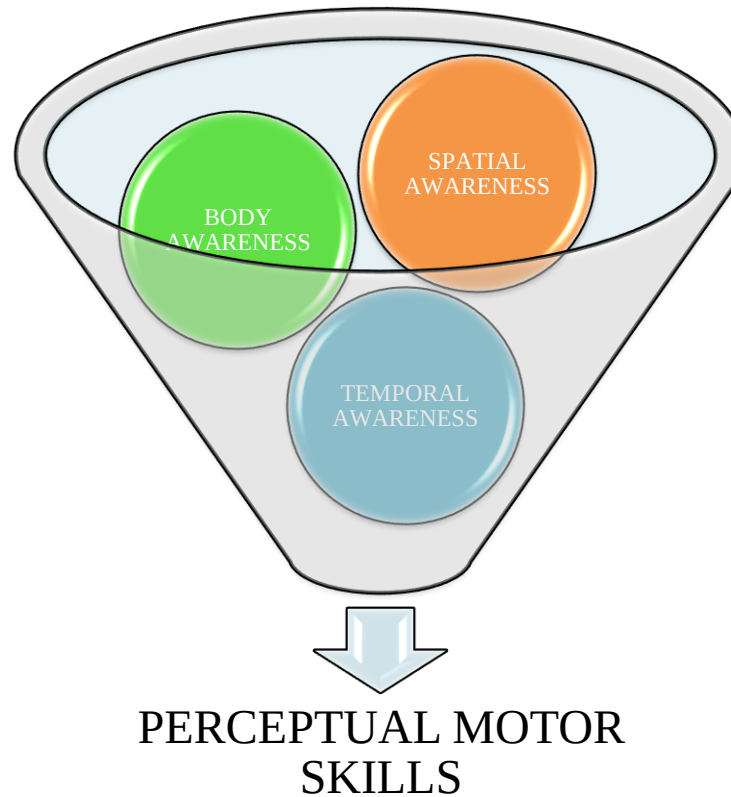
In conclusion....





Use of games for development of perceptual and motor skills:

0. PERCEPTUAL MOTOR SKILLS



*This term tells us about the relationship between **movement** and the **perception of information**, that we receive through different **senses***



Use of games for development of perceptual and motor skills:

1. BODY SCHEMA

“Representation that everyone has about his/her body”. (Pieron, 1968)

“Result of the relationship between the individual and the space”. (Wallon, 1974)

}
Extracted
from Shepherd
(2002)

Conceptualization, each one give us a clue...

For each person. The body schema is....

“the mental representation of their own body, their segments, as well as their movement possibilities and limitations in the space”

(Garcia-Núñez, 1991)

“the immediate knowledge that we have about our body in relation to its different parts and their relations with the surrounding space with objects and people”

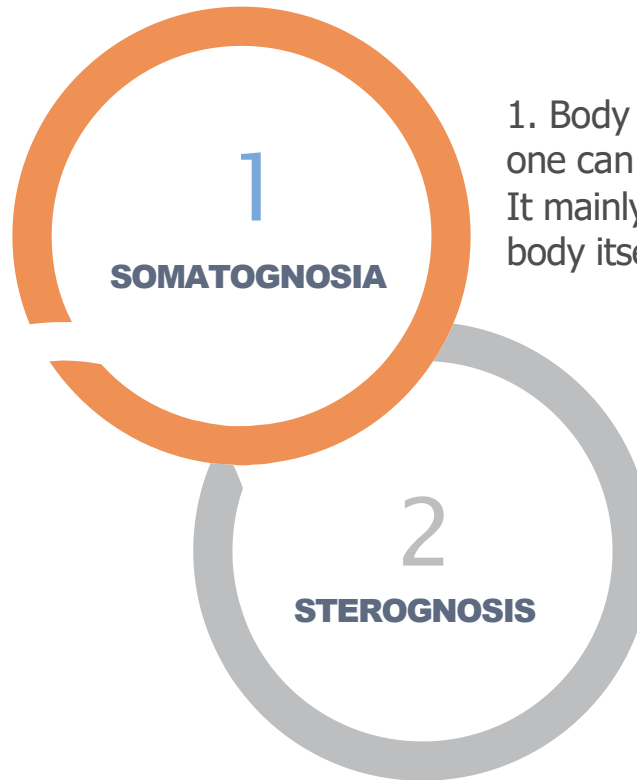
(Le Boulch, 1981)



Use of games for development of perceptual and motor skills:

1. BODY SCHEMA

◦ Analysis of own body:



1. Body shape **knowledge** → what it is and how one can change shape during life. It mainly involves information received from the body itself.

2. Information from the outside (i.e., **spatiality** and **temporality**).



Use of games for development of perceptual and motor skills:

1. BODY SCHEMA

1.1 The aim is for pupils to:

- **Know** their own body from a **global** and **segmentary perspective**, including **perceptual** and **motor** capabilities.
- **Locate**/point to and **to name** different body parts.
- Recognize body **symmetry**.
- Locate and develop **laterality**.
- Identify **interoceptive**, **proprioceptive**, and **exteroceptive** sensations.

This forms the basis for learning **fundamental motor skills**



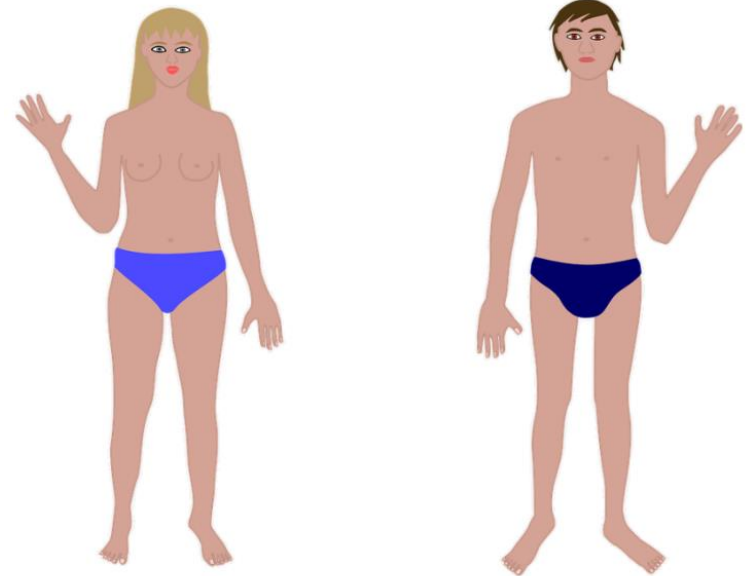
Use of games for development of perceptual and motor skills:

1. BODY SCHEMA

1.1. KNOWLEDGE of own body

PRACTICE: Try to locate the following body parts:

- Head: ear, nose, forehead, mouth, lips, ...
- Neck.
- Shoulders.
- Arms: elbows, hands, fingers, nails...
- Trunk: chest, back, waist, hips...
- Legs: knees, calf, thigh, ankles, feet, fingers and nails....
- Backside, genitals...





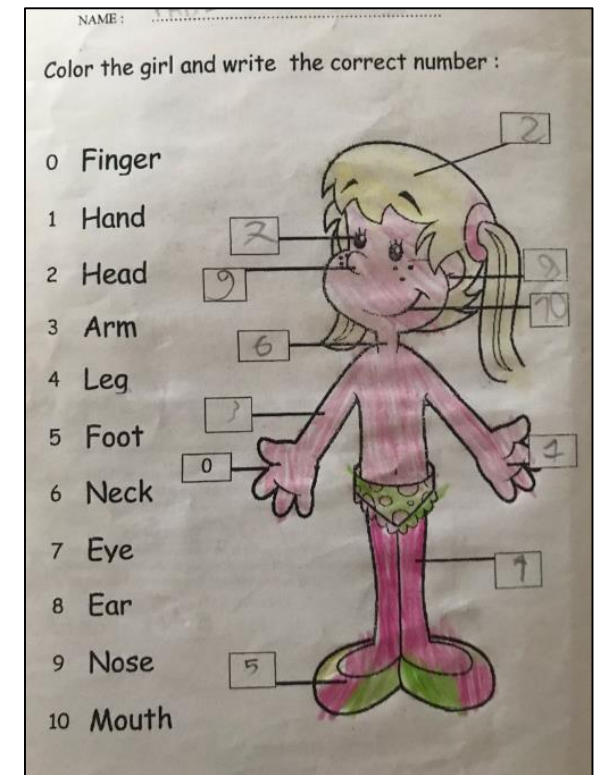
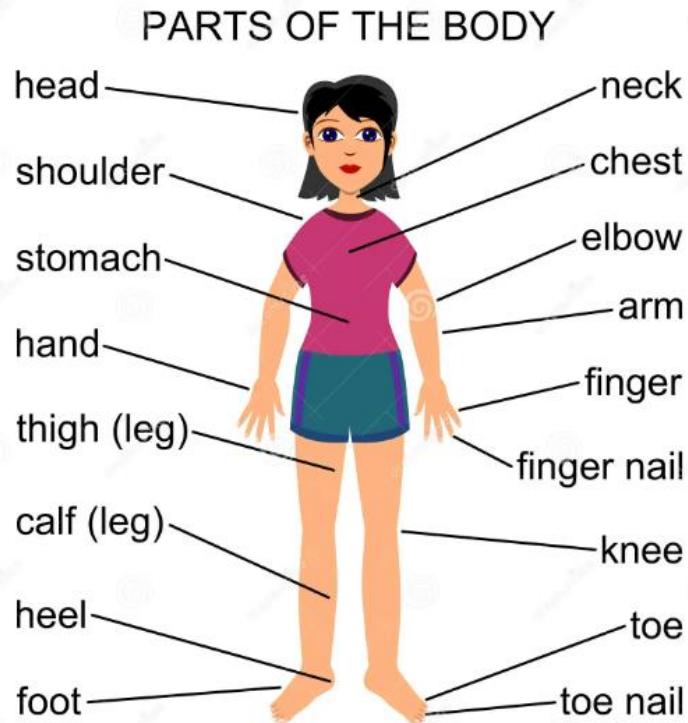
Use of games for development of perceptual and motor skills:

1. BODY SCHEMA

1.1. KNOWLEDGE of own body

PRACTICE: Try to locate the following body parts:

- Head: ear, nose, forehead, mouth, lips, ...
- Neck.
- Shoulders.
- Arms: elbows, hands, fingers, nails...
- Trunk: chest, back, waist, hips...
- Legs: knees, calf, thigh, ankles, feet, fingers and nails....





Use of games for development of perceptual and motor skills:

1. BODY SCHEMA

1.1. Knowledge of own body

Methodological

To learn about and how to move their bodies, pupils must:

A) Learn to identify the different segments and body parts: head, trunk, arms and legs.

- This can involve games related to body parts and the mobilization of such segments (e.g., “mirror”, “follow the leader”, “we are puppets”, etc., Barcala et al. 2016) or
- Songs about parts (e.g., head, shoulders, knees, and toes).

B) Learn the possibilities of movement of the body parts:

- Locomotion movements: walk, roll, dance, etc.
- Stability movements (or without displacement): shake, jump, stretch, etc.
- Object control movements: throw, catch, kick, etc.





Use of games for development of perceptual and motor skills:

1. BODY SCHEMA

1.2. Spatial awareness

Conceptualisation. Spatiality is...

Awareness of the place where a person is moving (and the possibilities of movement in it) which is determined by the stimuli that OCCUR (Rivera 2000).

► Goals:

- To become aware of **self**-space, as well as the **near** and **far** through movement.
- **To distinguish** the main spatial notions (e.g., laterality and directional awareness).

► Evolution:

- 2-6 years: topological relations, establishing spatial relations of distance, ordination, continuity, displacement, etc.
- 6-9 years: projective relations (length, width).
- 7-12 years: Euclidean relations (volume, etc.).

- Directional: right left; up and down; front-back.
- Situation: inside-outside; over-under; interior-exterior.
- Surface: free or full spaces, etc.
- Size: big-small; tall-short; wide-narrow, etc.
- Location: far-near; grouping-dispersion; together-separated, etc.
- Order and succession: (order objects in function of qualities): first-last, etc.





Use of games for development of perceptual and motor skills:

1. BODY SCHEMA

1.3. Temporal awareness

Conceptualization. Temporality is...

Rigal: “the awareness of the changes that occur during a certain period of time”.

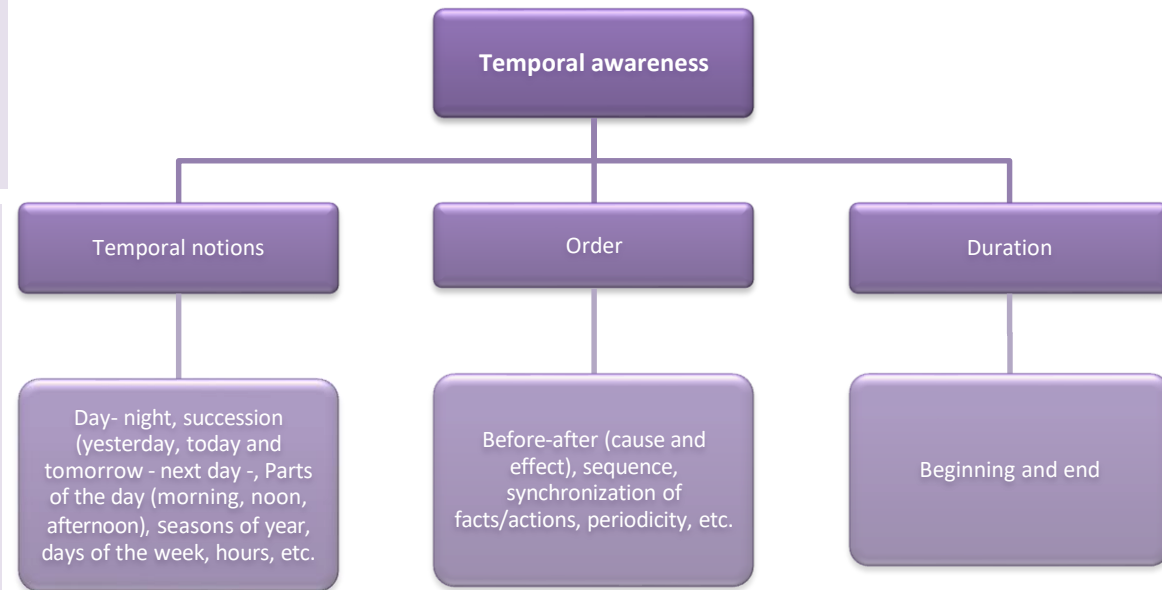
! Goodway et al.: intricately
● related to eye-hand and eye-foot coordination .

► Goals:

- To **recognize spatio-temporal relations and notions** (e.g., speed, duration, cadence, simultaneity, succession, etc.).

► Evolution:

- 0-2 years: awareness of the moment of the day in function of their physiological needs (hunger, dreaming, etc.).
- 3-6 years: the child uses temporary terms but confuses them. She/he starts to understand the first notions of speed (slow vs. fast, etc.)
- Until 6-7 years, the duration of an activity is subjective.
- 9-12 years: objective assessment of time in the same way as adults.





Use of games for development of perceptual and motor skills:

1. BODY SCHEMA

1.3. Temporal awareness

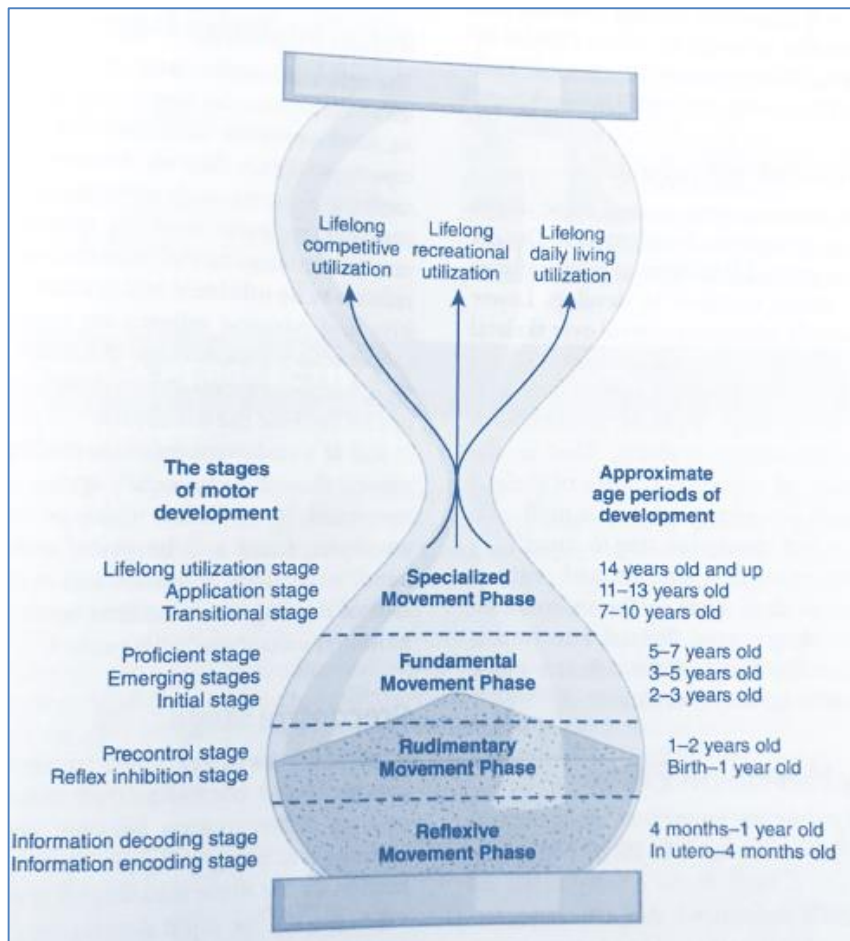
Methodological orientations

- Development through: **games** and **motor songs** (claps, world **dances**, etc.).
- Appreciation of **velocity** (fast vs. slow).
- Adjust displacement to marked **rhythms** (individually or with instruments, songs, or a ball).
- Adjust movement to do something **simultaneously** (e.g., jump when the ball touches the floor).

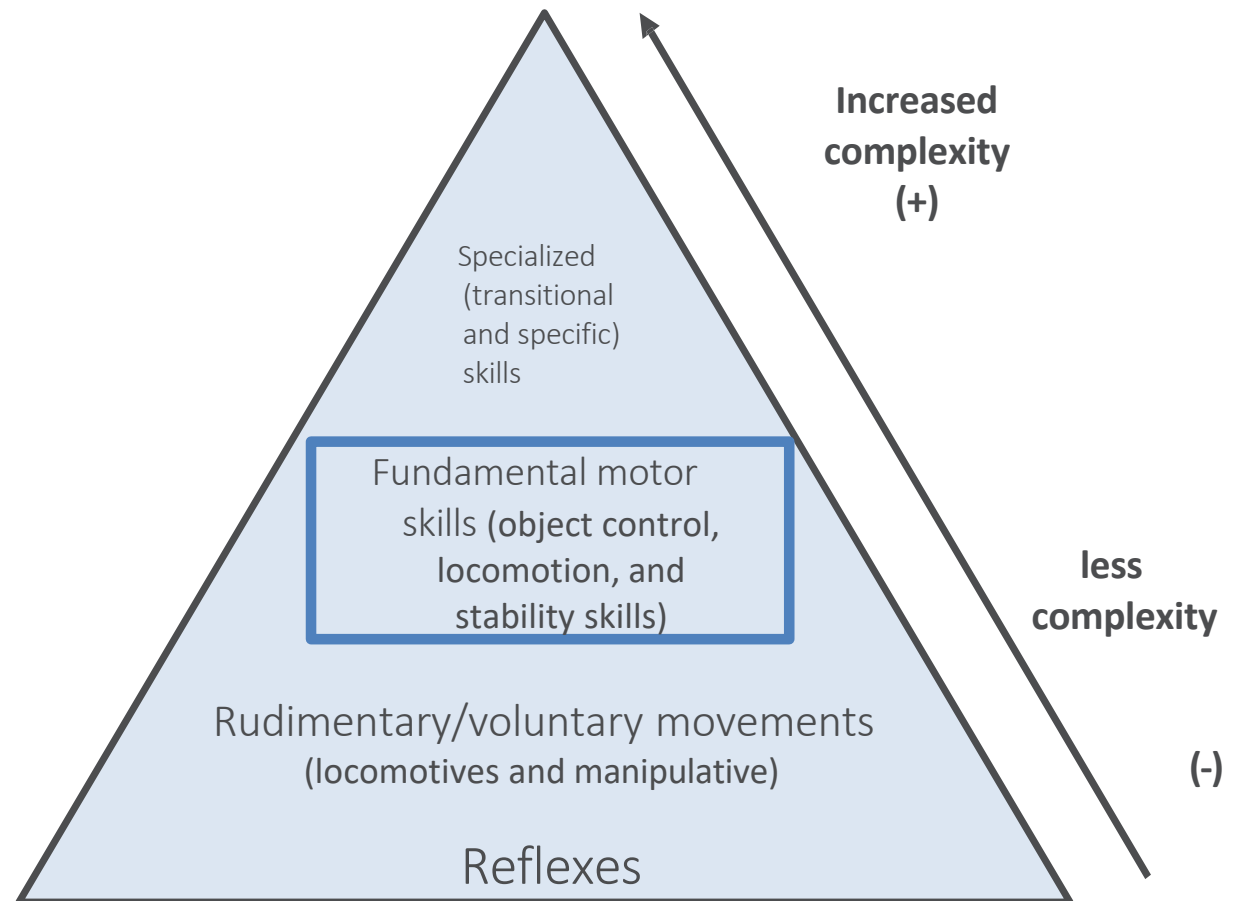


Use of games for development of perceptual and motor skills:

Motor skill classification



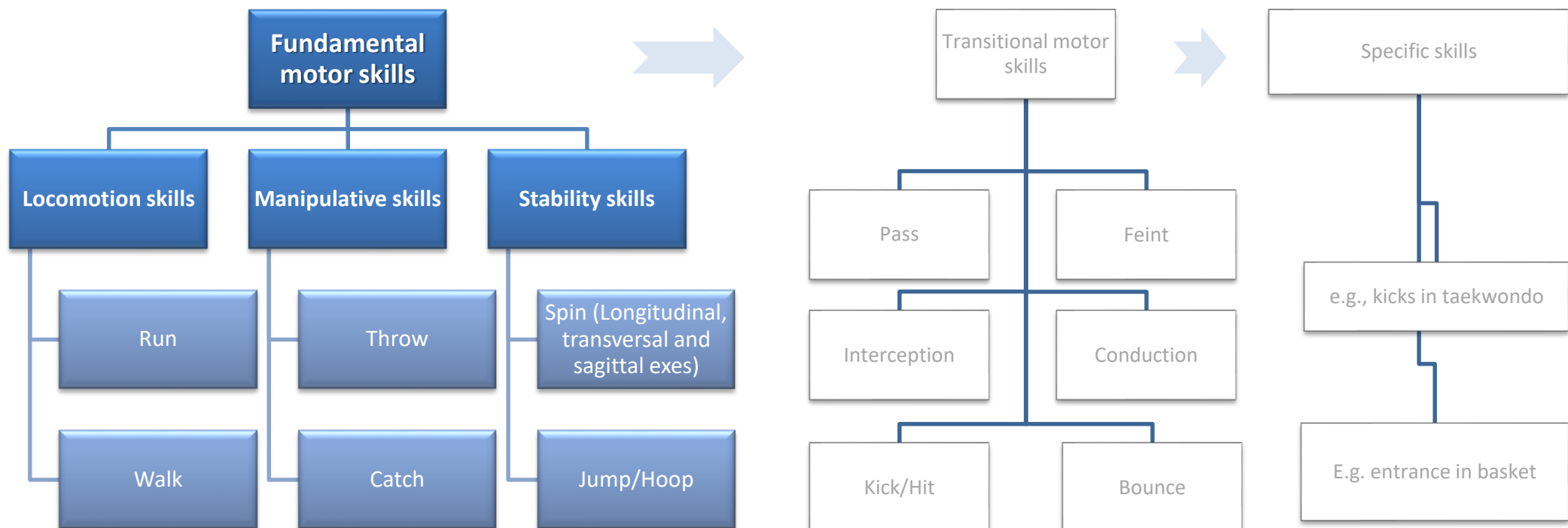
Goodway et al. (2018)





Use of games for development of perceptual and motor skills:

Motor skill classification

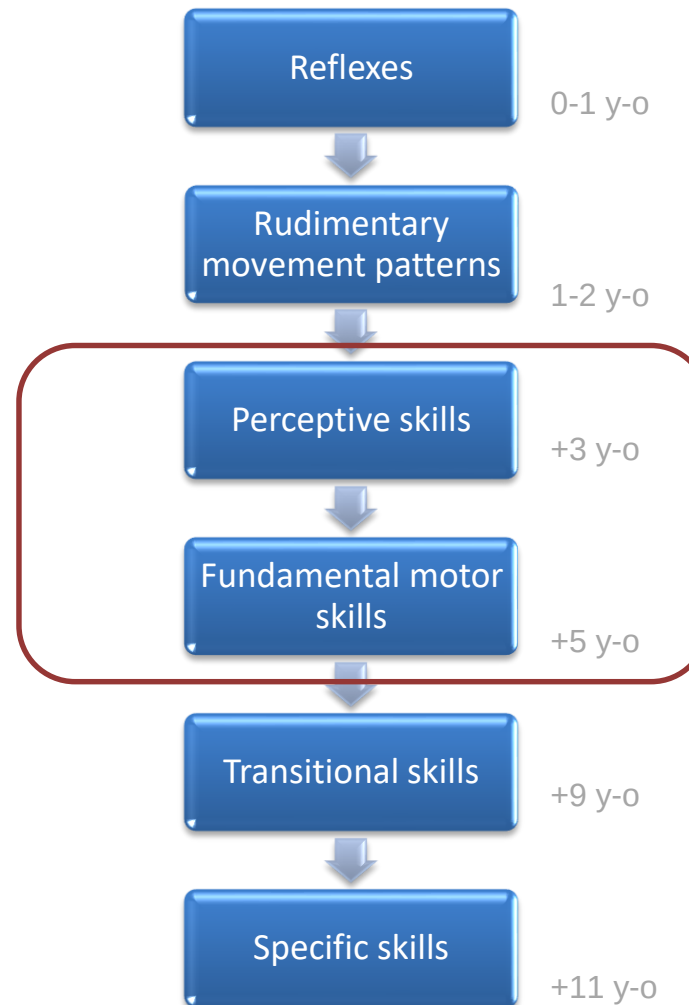




Use of games for development of perceptual and motor skills:

Motor skill classification

What skills and content should we develop in infant education?





Use of games for development of perceptual and motor skills:

In pairs, ask the question:

Which skill/s are we developing with the following assumptions?

Game 1: “**The endless scroll**”: the pupils are placed in rows. The first in line has a ball. She/he must pass it, following the music rhythm, to the next partner and so on, until the music stops.

Game 2: “**The jumping frog**”: Giant frogs are set up with their mouths open. The pupils, from different positions, throw small balls to “feed the frog”.



Practical session

Groups of 4

ALIENS AND ASTRONAUTS

The participants form groups of four. Three members hold hands in a circle, and the fourth member is outside the circle (i.e., the alien). One member of the circle is the captain of the spaceship; the other two are the astronauts. The alien tries to capture the captain by running around the circle (not reaching through), while the astronauts try to protect the captain by moving around quickly while not releasing their hands.

DISC LANDING

Activity goal: Throw a disc to hit or land on a target.

Tactical focus: Explore the appropriate distance from which to throw the disc.
Instructions: Set up multiple spaces by placing two cones at optimal distances apart and having teams of three or four stand behind each cone. The teams take turns attempting to land a disc on the opposing team's cone.

MIRROR

There are two groups of children, where those in one group are "the mirrors" and must imitate the movement of their partners.

BLIND

In pairs, one child adopts a certain position and their partner, with their eyes closed or wearing a mask, will touch them and try to recognize the partner's posture. After that, and without the mask, they will try to reproduce the partner's posture.

TWISTER WITH RINGS

The teacher indicates a colour and body part that must be placed in each coloured ring.



References

Barcala, R., Abelairas, C., & Gil-Madrona, P. (2016). *Didáctica de la educación física en educación infantil*. Síntesis.

Conde, J. L., y Viciano, V. (1997): *Fundamentos para el desarrollo de la motricidad en edades tempranas* . Editorial Aljibe.

Gil-Madrona, P., Contreras, O. R., & Gómez, I. (2008): Habilidades motrices en la infancia y su desarrollo desde una educación física animada. *Revista Iberoamericana de Educación* , 47, 71-96.

Navarro, V. (2002): *El afán de jugar. Teoría y práctica de los juegos motores*. Inde.

Pic, M., and Navarro-Adelantado, V. (2019). *La paradoja de jugar en tríada. El juego motor en tríada* . Bubok

publishing: Extraído desde:

<https://www.bubok.es/libros/261016/La-paradoja-de-jugar-entriada-El-juego-motor-en-triada>



References

Goodway, J. D., Ozmun, J. C., & Gallahue, D. L. (2019). *Understanding motor development: Infants, children, adolescents, adults*. Jones & Bartlett Learning.



Topic 3. Activities and rhythmic expressive games in early childhood education

ACADEMIC YEAR 2023/24



Table of contents

- Body expression and early childhood education
- Rhythmic activities
- Dances
- Dramatisations

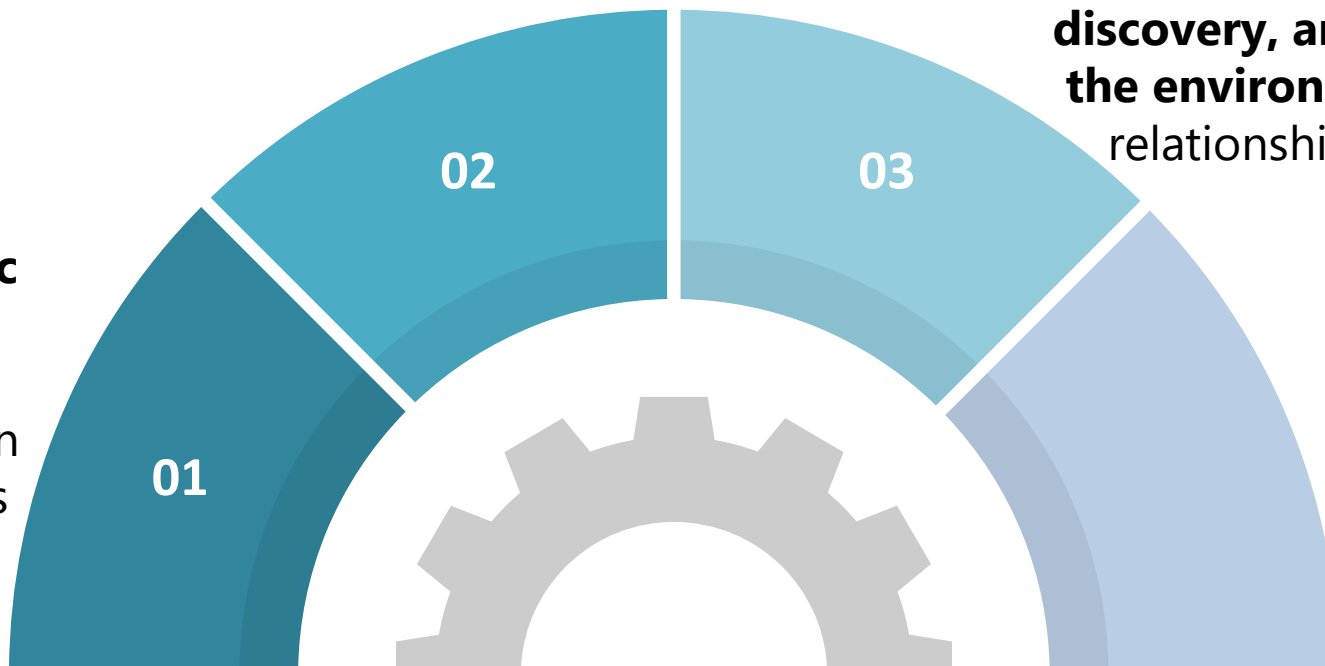


Outcome learnings

Ability to **design and structure methodological resources, spaces, and materials around specific games**: play in open and closed spaces or individual and group games

Ability to design, apply, and evaluate, in different contexts, play-motor proposals oriented towards **self-knowledge, discovery, and relationship with the environment**, or to facilitate relationship with objects and peers

Recognize the value of **symbolic play in child development**, capacity to design spaces and times for educational games



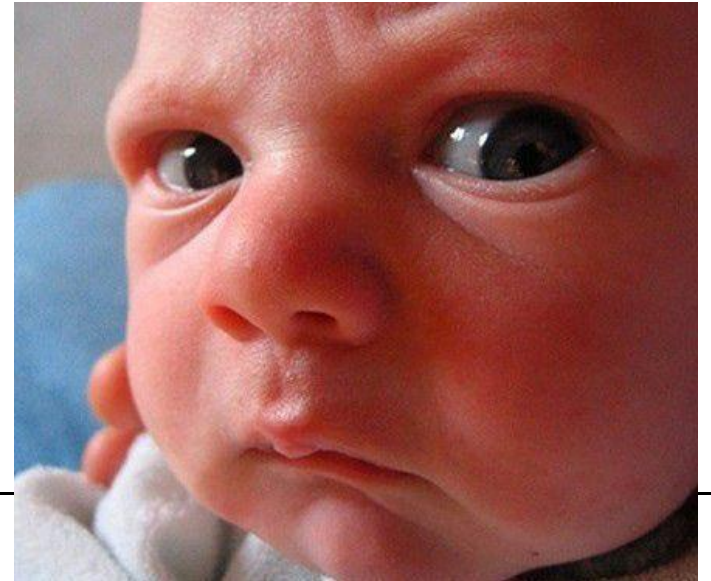
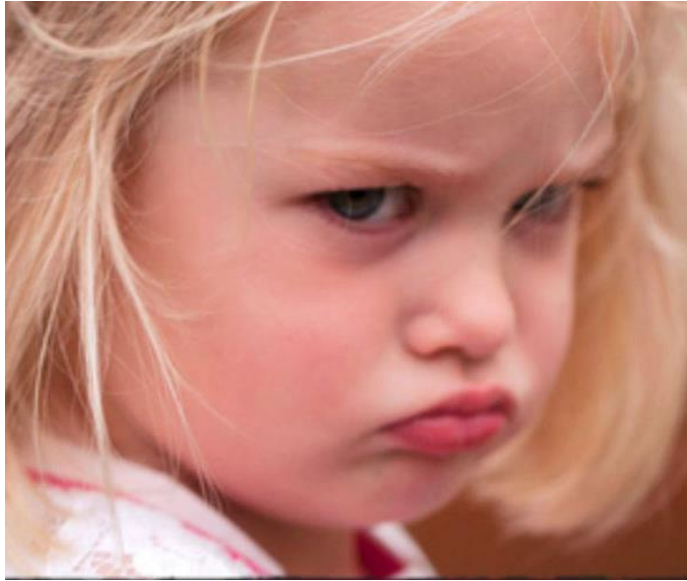
Body expression and early childhood education

- At this stage, **BE encompasses almost everything** (from a child's first moments until they can express themselves and communicate through verbal language).
- In the beginning, it is all **motor skills**.
- Subsequently, children integrate **stimuli from the external and internal world**. This learning takes place through **symbolic actions**.

Body expression and early childhood education

► Importance of BE in ECE:

- It is a **vital priority period** in relation to expressive performances.
- **Basic objective:** to **promote**, through a range of materials, experiences, and opportunities for action, the **development of their possibilities, and the mastery of their expressive resources**.
- Avoid **gender stereotypes**.
- BE will help children to **express themselves, to understand themselves and others, and for adults to understand what they want to communicate**.





**HOW MANY
EMOTIONS CAN YOU
CONVEY WITH YOUR
BODY?**

Body expression and early childhood education

- **Definition EC →** form of communication that through **body language** and **movement** externalizes and communicates **moods, emotions, ideas, thoughts, and feelings**, as well as forming an important part of the characteristics that give originality and personal identity to each subject.



Body expression and early childhood education

- **Stage objectives:**

- Awareness of the body schema.
- Recognition of personal possibilities.
- Development of the sense of rhythm.
- Spatio-temporal perception.
- Awareness of the body as an instrument of expression in space and time.
- Relating to others in a responsible and active way.
- Education of sensory, perceptual, representational, and symbolic abilities.

Body expression and early childhood education

► Factors to consider when designing and developing CE activities:

1. Creativity
2. Research
3. Relationship
4. Internalisation
5. Communication



Body expression and early childhood education

- Basic knowledge:
 - Block A: *Language discovery*

First cycle EI	2. Sound and expressive possibilities of the voice, body, objects, and instruments. 3. Image and sound in the physical environment. 4. Listening as discovery and enjoyment of the environment. 5. Songs and other musical manifestations. Lullabies and lap games. Accompanying sensations, recognition, evocation, and reproduction. 6. Exploration and expression through gesture and free movement. Movement through space. 9. Desire to communicate and interest in participating in different artistic proposals.
-------------------	---

Body expression and early childhood education

- Basic knowledge:
 - Block A: *Language discovery*

Second cycle EI	2. Creative and communicative possibilities of digital applications and tools. 3. Image and sound in the physical and virtual environment. 4. Approach to the language of sound and the expressive and creative possibilities of the voice, the body, everyday objects in the environment, and instruments. 5. Visual and auditory identification and discrimination. 6. Songs and other musical and artistic manifestations. Feelings, emotions, and actions they suggest. 7. Voice care. Relaxation and vocal intensity. 8. Gesture, movement, mime, dance and theatre. Interest and participation. 10. Games of corporal and dramatic expression.
-----------------------	--

Rhythmic activities

- **Inner** rhythm.
- **External** rhythm → as a relation of sound values; which allows us to **order the body in time and space simultaneously**.
- It is important that we observe the natural **tempo*** of each child and their degree of capacity for rhythmic pick-up.

*tempo: the rapidity or slowness with which a given rhythmic or musical sequence is expressed in time in its broadest sense.

Rhythmic activities

- The tempo created between different children always tends towards restlessness or excitement. We must be able to calm this through activities with **calm tempos, especially at the beginning.**
- We must start from the most elementary degree of sound relationship.



Dances

► Potentialities:

- Enables the development of **co-education** and interdisciplinary objectives.
- Gives movement a **creative and** expressive component.
- Enables the **intensity** of the effort to be **managed**.
- It works on basic **perceptual** and **motor skills**.
- Improves **communication** between group members.
- Enables children to develop independently of their physical abilities.

Dances



Dances

- Teaching aspects:
 - Choreographic repetitions or **copies of movement sequences are not of interest.**
 - Children are interested in **thinking, constructing, and organising their own dances.** They are motivated to discover the movements of their bodies, to externalise sensations, to imagine, and reproduce their own movements (be creative).

Dances

- Factors to be considered:
 - MUSIC: suggests moods.
 - ENVIRONMENTAL AWARENESS: spatial orientation.
 - AWARENESS OF YOURSELF: awareness of one's own body.
 - DAILY: we start from the interests of the child.
 - COMMUNICATION AND LANGUAGE: plasticity of the body, of movements, gestures, etc.
 - ART: performances, shows, etc.

Dramatisations

- ▶ All those expressive activities that **communicate** (representing bodily) **some action, object, or animal**.
- ▶ Potentialities:
 - They introduce children to **other languages**.
 - They enable relationships and **cooperation with peers**.
 - They help improve self-concept.
 - They work on **imagination, creativity, communication, movement, communication skills**, and **linguistic ability**.

Dramatisations

- The proposals, which always take the form of play activities, depend on the age group and are as follows:
 - **Symbolic/role play** (4-5 years) adult is the mirror to imitate.
 - Dramatic play (6-8 years) ➔ simultaneous activity by all pupils.
 - Creative drama or drama making (9-13 years) ➔ in subgroups.
 - Collective creation (14-17 years) ➔ more practiced and rehearsed product.



Dramatisations

- ▶ In dramatic acting, the whole body participates, **expressing emotions** through action and **movement in relation to space, time, and rhythm**, with the use of spontaneous gestures, sounds, and words through fantasy.
- ▶ Children find a channel to communicate their emotions, thus **fostering affective, social, cognitive, and motor development**.
- ▶ Through **dramatic/symbolic play**, a **fictional space is created** between the inner world and the outer reality where feelings, emotions, and ideas are rehearsed in powerful instruments of socialisation.

Dramatisations

- Teaching aspects:
 - **Aim:** expression in its most varied forms and to enhance **creativity**.
 - **Activities** should include **imitation games and movements, manual, and gestural gestures**, etc.
 - Developmental **flexibility** so that children can easily accommodate unexpected changes.
 - In the case of **stories, encourage children to verbalise a story**.
 - **Do not diminish children's creative** freedom and freedom of expression.
 - Put children in situations unfamiliar to them in their daily experience to **break down stereotypes** and prejudices.
 - Objects should underpin awareness-raising (act as a stimulus and invite action).

Basic references

- Gil, P. and Gutiérrez, D. (2005). Expresión corporal y educación infantil. Wanceulen Editorial Deportiva, Sevilla.
- Hugas, A. (1996): La Danza y el Lenguaje del Cuerpo en la Educación Infantil. Celeste, Madrid.
- Schinca, M. (2011): Manual de psicomotricidad, ritmo y expresión corporal. 2nd Ed. Wolters Kluwer Educación, Las Rozas.
- Tejerina, I. (1994). Dramatisation and children's theatre. Psychopedagogical and expressive dimensions. Siglo XXI de España Editores, S.A., Madrid.



Topic 4. Cooperative games

ACADEMIC YEAR 2023/24

Learning Outcomes

Ability to **design and structure methodological resources**, spaces, and materials around specific games: play in open and closed spaces or individual and group games.

Ability to **design, apply, and evaluate** play-motor proposals aimed at self-knowledge, discovery, and relationships with the environment, or to facilitate relationships with objects and classmates.

Recognize the value of cooperative play as opposed to competitive play in the child's development, ability to design spaces and times for educational games.

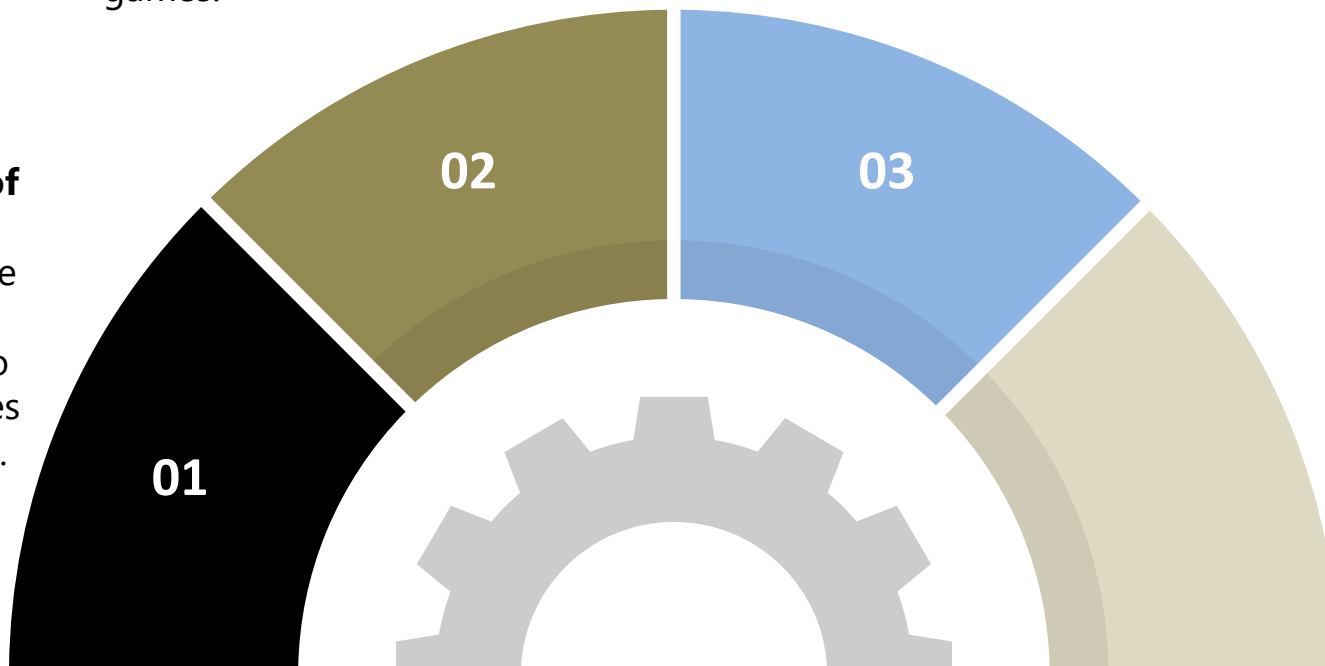


Table of contents

- Definition
- Features
- Design guidelines
- First approach: early childhood education
- Promoting values
- Potentialities

Definition

Cooperative activities are those in which the playful demands of the players' way of acting is a **group-oriented way of acting**, in which each participant collaborates with the others to **achieve a common goal**.



Features

- Cooperative games must have as requirements:



- The **participation of all pupils** without excluding anybody.
- Promotion of attitudes of **awareness, cooperation, solidarity, and mutual help**.
- Predomination of **collective objectives** within the game and not individual objectives.

Features

- According to Crévier and Berubé (1987):
 - The **participation of each player** in the well-being of others.
 - **Non-elimination.**
 - The release of **physical aggression.**
 - The possibility of **exchanging roles** within the game.
 - Participation in **accordance** with one's own **capacities.**
 - Emphasis on **pleasure.**

Features

- According to Pallares (1978):

- Instead of competing, everybody aspires to a **common goal: to work together.**
- **Everyone wins** if the goal is achieved and **everyone loses** if not.
- **Players compete against** the non-human elements of the game rather than against each other.
- The participants **combine their different skills by joining their efforts to achieve** the aim of the game.



Design guidelines

- Demand **collaboration** between group members towards a common goal.
- Propose a **joint and participatory activity**.
- Require **coordination** of work.
- Ensure **enjoyment of means**, a creative exploration of possibilities rather than a pursuit of goals.
- Monitor the **process**.
- **Do not encourage competition.**
- **Do not exclude, discriminate, or eliminate.**



First approach: early childhood education



Promoting values

- **Peace education**
- **Respect for others**
- **Solidarity**
- **Collaboration**
- **Socialisation and communication**
- **Integration**



Potentialities

- Children who participate in cooperative learning programmes show evidence of:
 - Increased **acceptance** of partners.
 - Increased **inter-ethnic** relations.
 - Decrease in the degree of rejection of normally progressing children towards those with learning **difficulties**.
 - Increased **self-esteem**.
 - Improved feelings of **individual control**.
 - Greater disposition towards **altruism**.
 - Development of norms between individuals in favour of good performance in activities.
 - More **positive assessment** of school.

Basic references

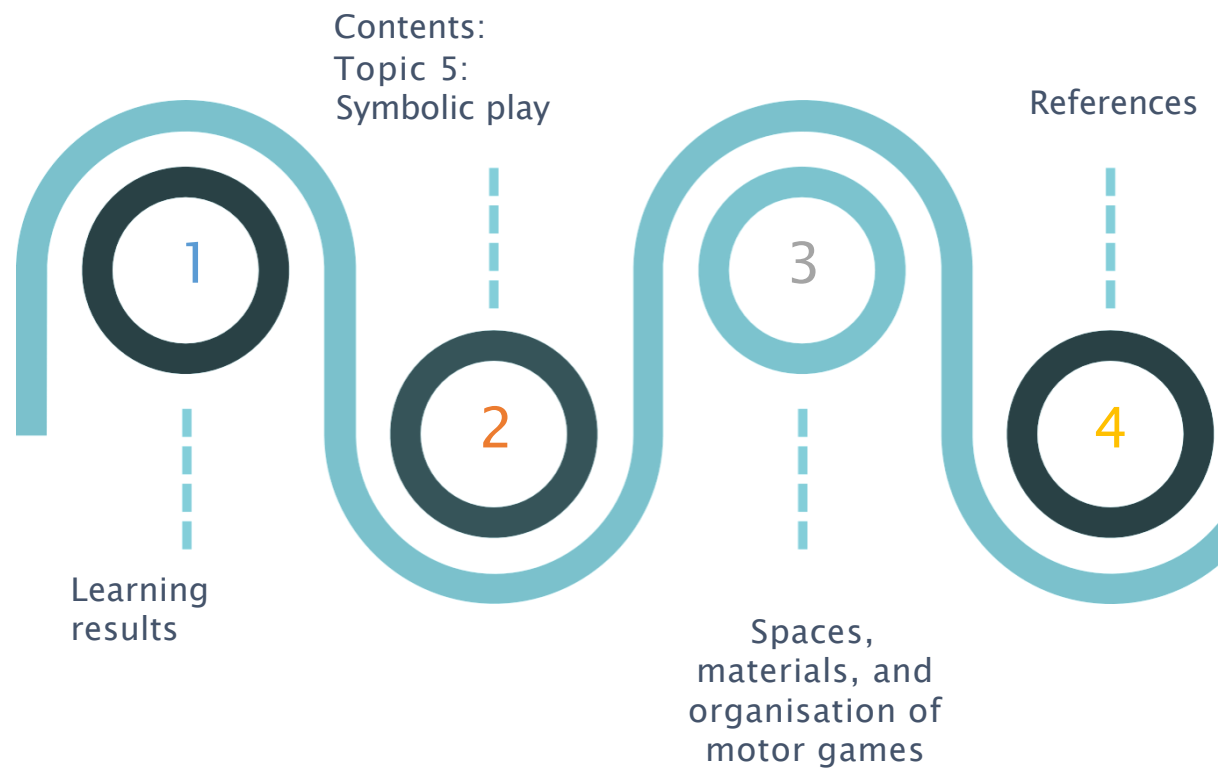
- Navarro, V. (2002) El afán de jugar: Teoría y práctica de los juegos *motores*. Inde, Barcelona.
- Omeñaca, V. and Ruiz, J.V. (1999). Cooperative games and physical education. Paidotribo, Barcelona.
- Pinheiro, M. T. (2004) Cooperative games in physical education: a playful proposal for peace. Revista Tándem 14.

TOPIC 5

**SYMBOLIC PLAY AND ITS DIDACTIC WORTH AS A
FORM OF ACCESS TO REALITY:
THE CLASSROOM ORGANIZATION OF MATERIALS,
SPACES AND ACTIVITIES**

**Play workshop in early childhood education –
Academic Year 2023- 2024**

Index

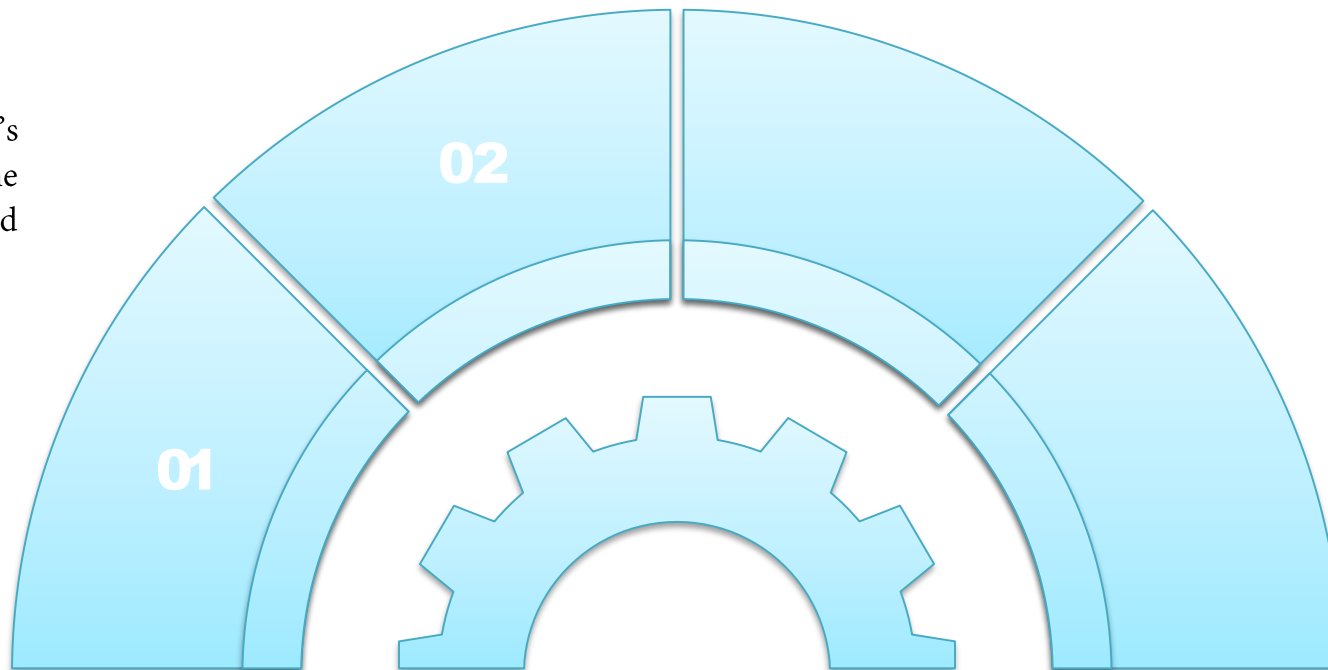




Learning results

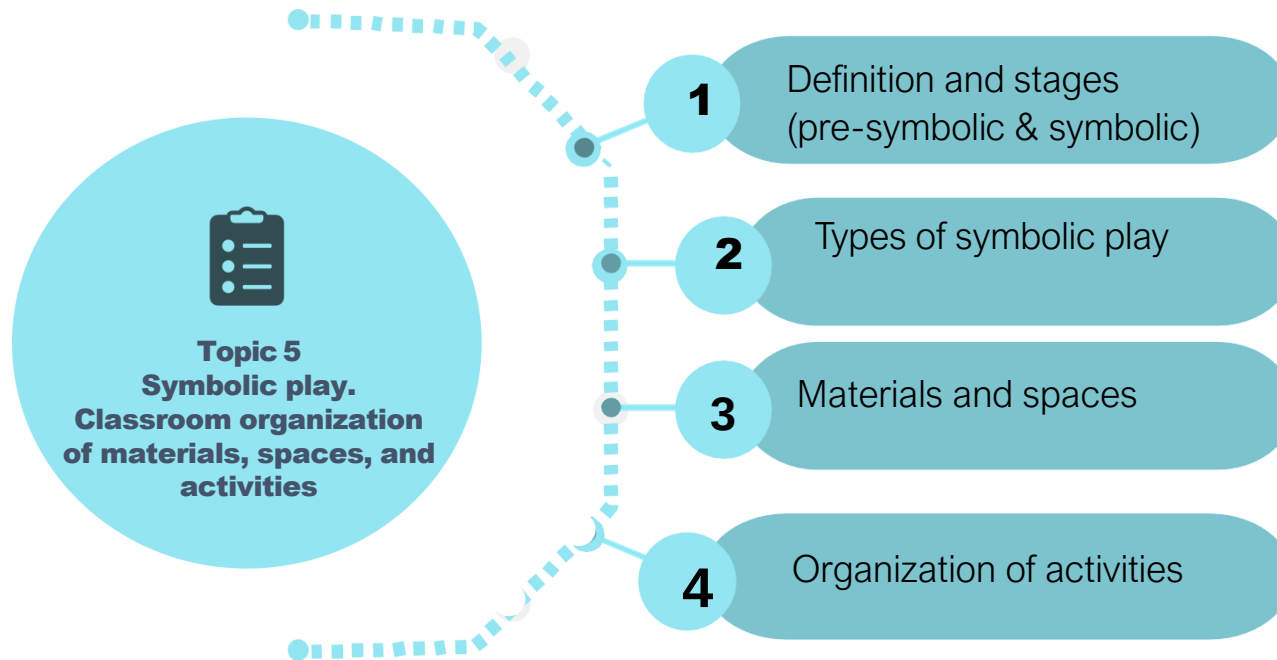
Ability to design, apply, and evaluate, ludomotor proposals oriented to knowledge and discovery, and relationship with the environment, or facilitate connections with objects and companions.

Recognize the value of symbolic play in the child's development, as well as the ability to design spaces and times for educational games.





Contents





Definition & stages: pre-symbolic games

Pre-symbolic games (0-3 years): *“Type of game prior to the acquisition of symbolic play that consists of the training of one's body through actions performed to interact with different objects”* (Ruiz -Velasco & Abad, 2011, p. 47).

- Play to destroy
- Play for sensorimotor pleasure
- Play to wrap
- Play to hide
- Play to be pursued
- Play to fill and empty (e.g., boxes), or pull together and pull apart



- based on sensorimotor actions
- based on relationships with adults
- based on interactions with objects



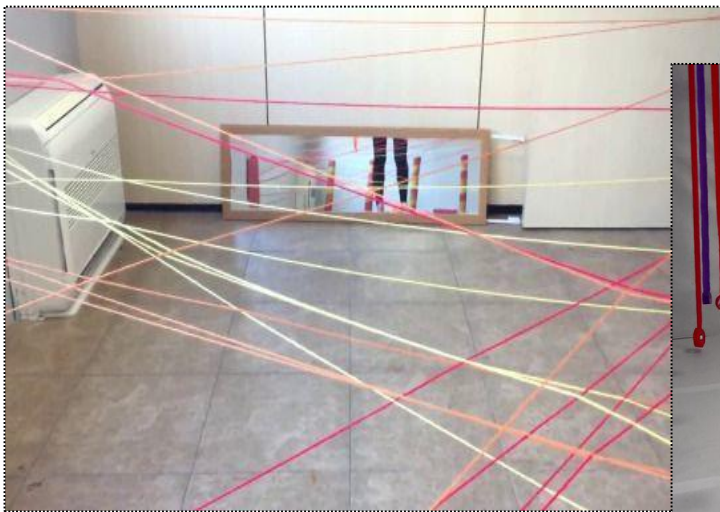


Definition & stages: symbolic games

Symbolic play is a type of play that is more spontaneous, free, and autonomous (ages 3 to 6) and “involves pretending, playing as others, creating different worlds, living other lives, etc.” (Ruiz -Velasco & Abad, 2011, p. 21).

It is based on the creation of fictional, simulated, and imaginary situations.

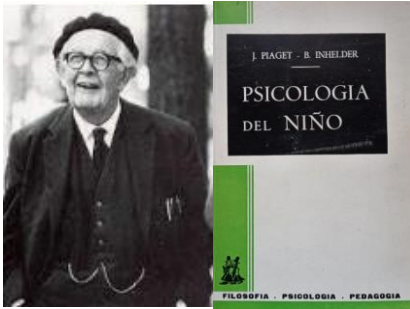
Manifestation of the symbolic function or ability described by Piaget for **use in mental representations**, which is present in language, play, and deferred imitation.



<https://www.youtube.com/watch?v=43S0KTptAAw>



Types of symbolic game

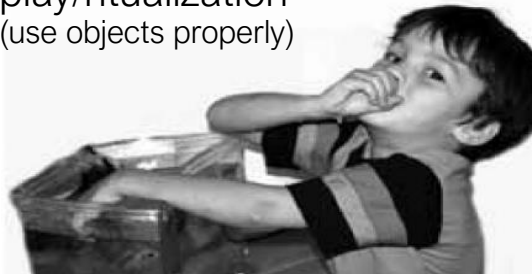


Piaget (1969, 1981)

1. Sensorimotor games
2. Symbolic games
3. Regulated games



Functional
play/ritualization
(use objects properly)



Fernando simulando beber

Symbolic
Schema

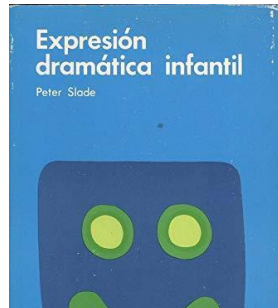


<https://www.youtube.com/watch?v=d3F1iWHkHnQ>



Types of symbolic game

Slage
(1978)



• Which kind of symbolic games did you play in your childhood?

Personal
game (0-3y)

game (3-5y)

Construction activities



Representation of
roles

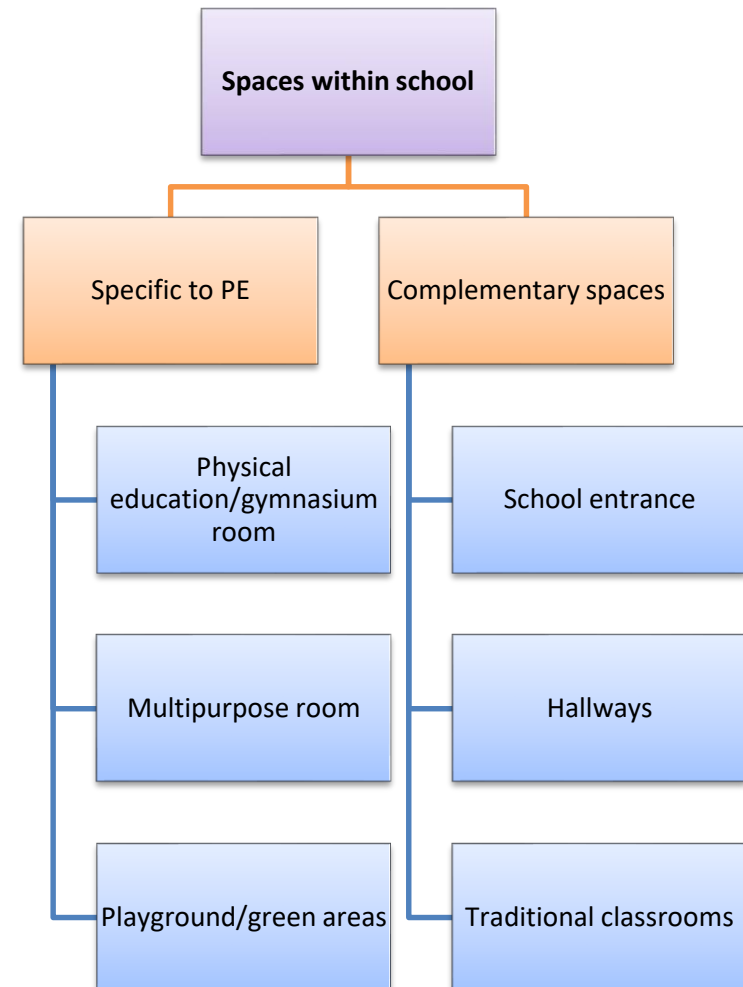
Symbolic play involves the use of imagination and creativity to create pretend scenarios and roles.



Materials and spaces in physical education (PE)



Which spaces we can use in the school building for PE?





Materials and spaces in PE

Which materials we can use for PE?



Traditional materials for PE



- Mats
- Balls
- Triangles/cones
- Wall bars
- Foam shapes
- Crawling tunnel
- Etc.

Unconventional materials for PE



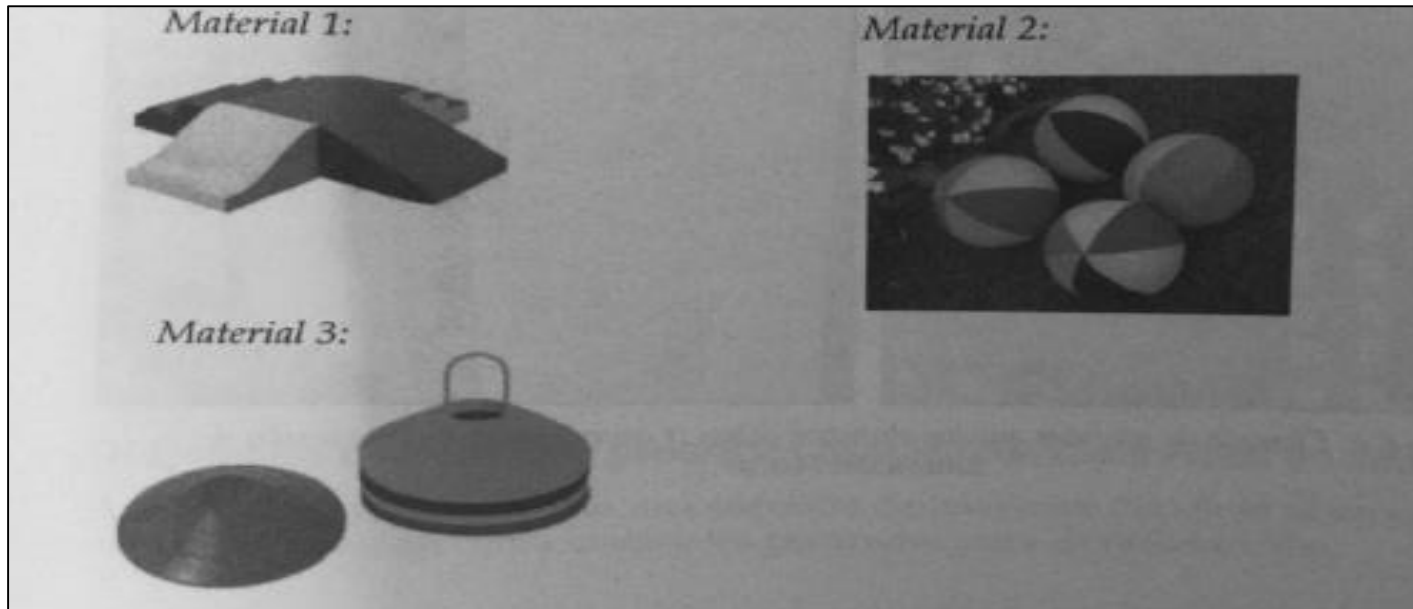
- Yogurt cups, boxes, etc.



Materials and spaces in PE



For what purposes would you use the following materials?





Materials and spaces in PE



Which materials we can use to create.....a house?



Diferentes espacios simbólicos para jugar «a la casa». Escuelas infantiles Zaleo y Cigüeña María (Madrid)



Casas de cartón para crear «el lugar» de juego. Blog de Amigas de El Martinet





Materials and spaces in PE



Which materials we can use to create.....a labyrinth?



towels and sponges





Materials and spaces in PE



Which materials we can use for sensorimotor satisfaction?



cups and paper strips



boxes



fabrics



Activity organization

When organizing activities, teachers should consider: **What? When? How? Why?**

What?

Determine the objective and the time available.

Why?

Reflect on the type of activities chosen and their impact on motor, affective-social, and cognitive aspects.

When?

Consider whether the activity occurs within a session, a learning unit, or a quarter, to align with the educational project.

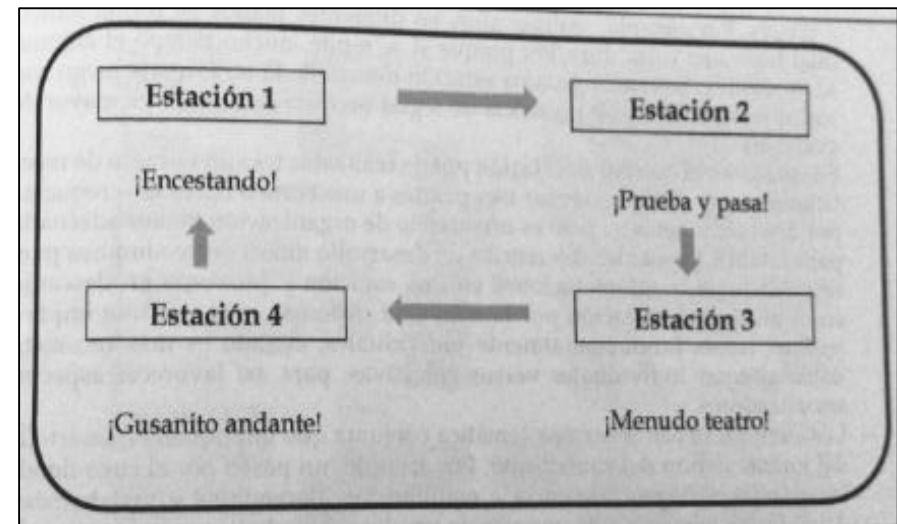
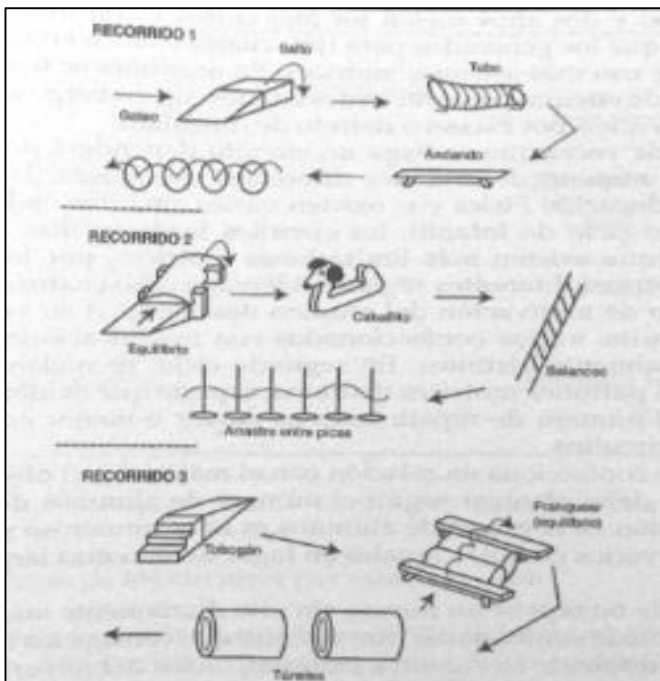
How?

Also consider if it's best to conduct the activity through **games, circuits, environments, or corners**, among other options, to maximize the benefits.



Activity organization

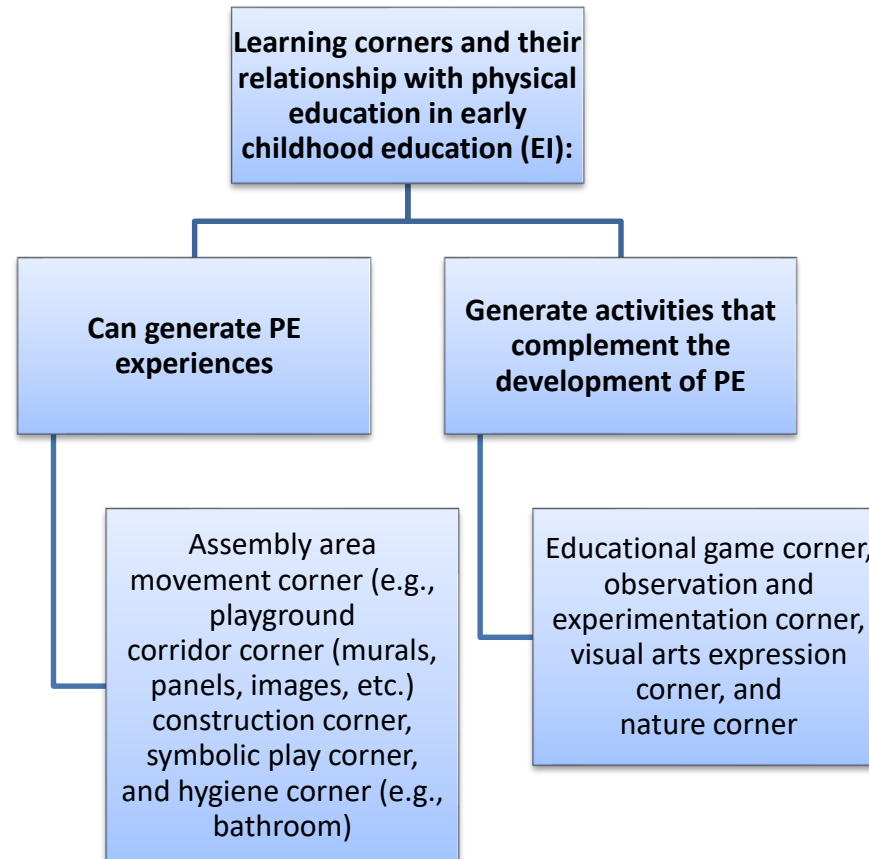
Motor circuits are a set of motor exercises organized and structured to enable pupils to assimilate and improve their motor skills. These circuits can be linear (left) or circular (right), depending on whether they have a defined start and finish. They can also be structured into stations, with each dedicated to a different activity or task, with the teacher determining when pupils change stations.





Activity organisation

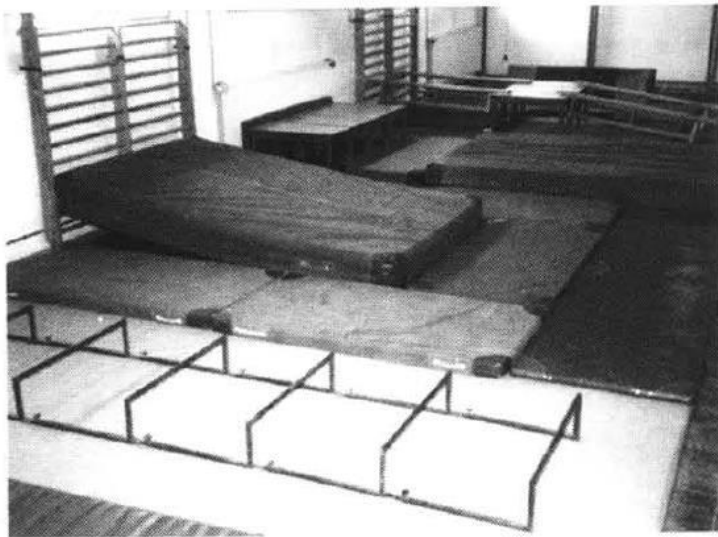
Learning corners are designated areas within the classroom where pupils simultaneously engage in learning activities. This approach caters to different pupil paces and interests .



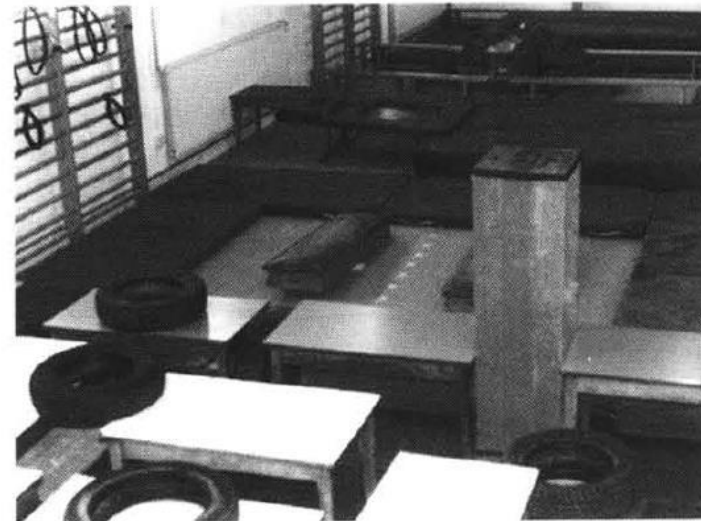


Activity organization

Learning environments involve organizing space and materials to create an atmosphere where learning occurs spontaneously. In these environments, pupils take the lead, while teachers become organizers and facilitators of learning. Pupils navigate through the environment, performing actions as they choose and making decisions independently.



Summer camp.
Obstacle courses, cliffs, slopes, caves, ravines, grottos, trails, and a climbing rock.



Fantasyland.

Inspired by the story of Peter Pan. Simulates the home of the Lost Boys, with a corner for young explorers, a factory for flying children, a ship for wicked pirates, and a reservation for native Americans.

Mediara (1999)



Activity organization

Learning environments involve organizing space and materials to create an atmosphere where learning occurs spontaneously. In these environments, pupils take the lead, while teachers become organizers and facilitators of learning. Pupils navigate through the environment, performing actions as they choose and making decisions independently.



Fair. Includes throwing attractions (e.g., shooting booths).

Mediara (1999)



Activity organization

Learning environments involve organizing space and materials to create an atmosphere where learning occurs spontaneously. In these environments, pupils take the lead, while teachers become organizers and facilitators of learning. Pupils navigate through the environment, performing actions as they choose and making decisions independently.

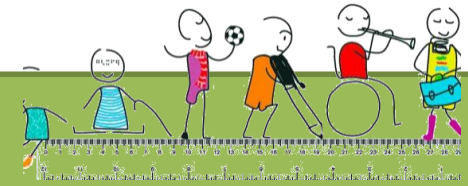




References

- ❑ Aucouturier, B., & Mendel, G. (2004). *¿Por qué los niños y las niñas se mueven tanto?: lugar de acción en el desarrollo psicomotor y la maduración psicológica de la infancia*. Graó.
- ❑ Abad, J. (2006). Escenografías para el juego simbólico. *Revista Aula de Infantil*, 34.
- ❑ Mendiara, J. (1999). Espacios de acción y aventura. *Apunts: Educación Física y Deportes*, 56, 65-70.
- ❑ Navarro, V. (2002). *El afán de jugar. Teoría y práctica de los juegos motores*. Inde.
- ❑ Ruiz-Velasco, Á. & Abad, J. (2011): *El juego simbólico*. Biblioteca de Infantil. Graó.
- ❑ Torres, G. (2015). *Enseñanza y aprendizaje de la Educación Física en Educación Infantil*. Paraninfo.
- ❑ Vallejo, A. (2007). El espacio del juego simbólico. *Revista Aula de Infantil*, 40.

- Hughes, F. P. (2021). *Children, play, and development*. SAGE publications (pp. 73-78).
- Yawkey, T. D., & Pellegrini, A. D. (Eds.). (2018). *Child's play: Developmental and applied* (Vol. 20). Routledge.



Topic 6.

Game adaptations for pupils with special educational needs (SEN)



UNIVERSITAT (GAE) ID VALÈNCIA Facultat de Magisteri

Outline

Learning
outcomes

**Contents: Theme 6. Games
for pupils with special
educational needs (SEN)**

Current situation of
SEN in PE
adaptations

Activity

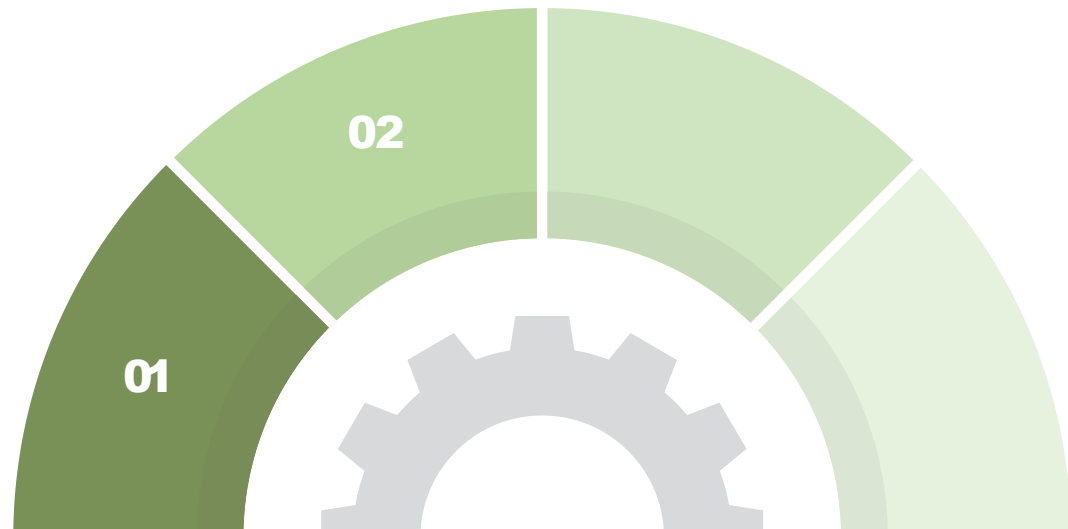
References



Learning Outcomes

Identify and plan the resolution of educational situations that affect pupils with different abilities and different learning rates, as well as acquire resources to encourage their integration.

Know how to use the game as a dynamic element in the development of perceptive, motor, cognitive, socio-affective, communicative and creative abilities typical of boys and girls, helping to improve their self-esteem and effectiveness.





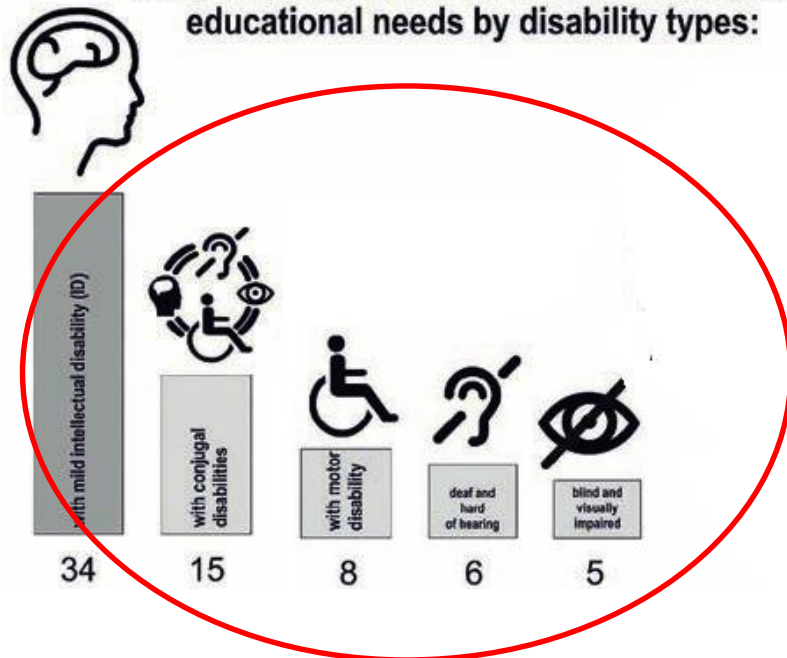
Previous knowledge

Disability? /
Pupils with disabilities?

1. PE in Spanish schools for pupils with SEN

Approx.

The percentage share of learners with special educational needs by disability types: (2019)



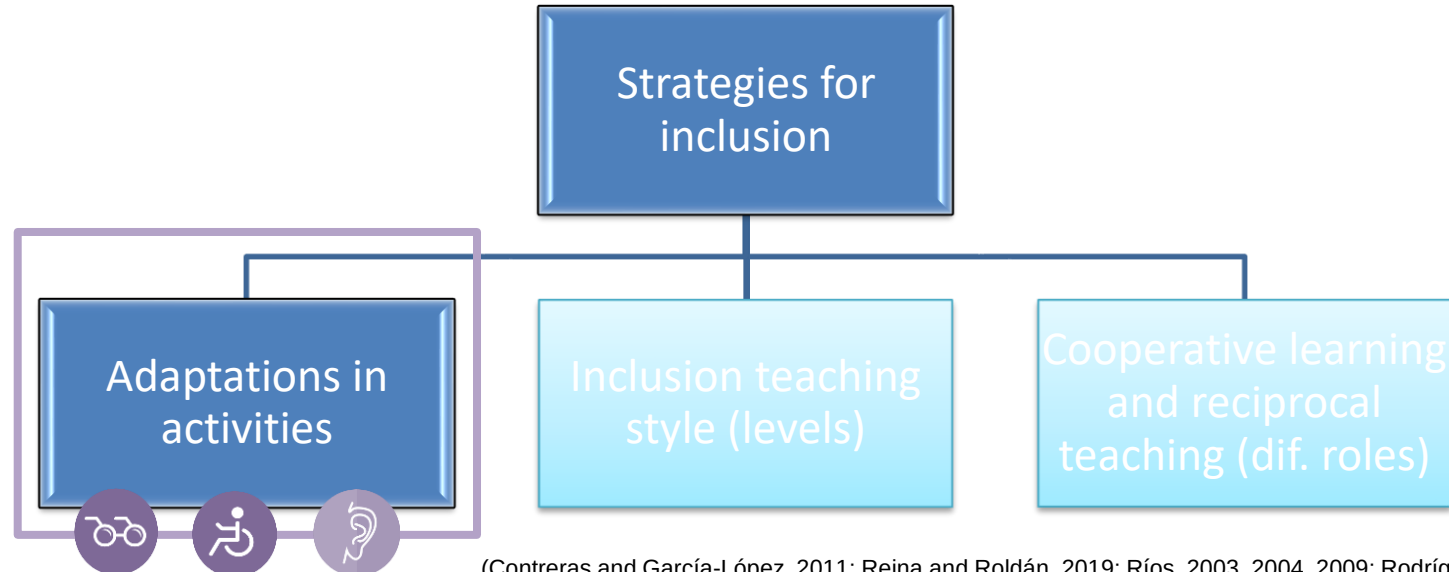
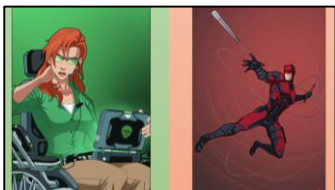
Excluded
part-time

(Martos, 2018)

1. PE in Spanish schools for pupils with SEN

Inclusive education

- Education goals (SDG, 4):
 - “guarantee inclusive and quality education and promote lifelong learning opportunities for all”



(Contreras and García-López, 2011; Reina and Roldán, 2019; Ríos, 2003, 2004, 2009; Rodríguez-Fernández et al., 2021)

Categories of disability



Nombre/Superhéroe: Ojo de Halcón.

Diversidad: Auditiva. Sordera.

Súper poderes: Habilidad con el arco, visión más desarrollada y artes marciales.

Aliados: Vengadores.

Actividad física recomendada: Deportes adaptados con estímulos visuales o táctiles.



Nombre/Superhéroe: Profesor Charles Xavier.

Diversidad: Motórica. Paraplejía (silla de ruedas).

Súper poderes: Telepatía.

Aliados: X-men.

Actividad física recomendada: Deportes en silla de ruedas, adaptaciones para integrarlo.



Nombre/Superhéroe: Daredevil (Matt Murdock).

Diversidad: Visual (agentes químicos).

Súper poderes: Super sentidos (Eclocalización).

Aliados: The Punisher, Elektra, Viuda Negra, Foggy.

Actividad física recomendada: Deportes para invidentes (atletismo, natación, ...), con estímulos sonoros o táctiles.









Nombre/Superhéroe: Echo.

Diversidad: Auditiva.

Súper poderes: Reflejos fotográficos (copia de movimientos).

Aliados: Daredevil, Vengadores.

Actividad física recomendada: Deportes adaptados con estímulos visuales o táctiles.



Nombre/Superhéroe: Batgirl (Bárbara Gordon).

Diversidad: Motórica. Paraplejía (silla de ruedas).

Súper poderes: Oráculo.

Aliados: Batman.

Actividad física recomendada: Deportes en silla de ruedas, adaptaciones para integrarlo.



Nombre/Superhéroe: Madame (Cassandra) Web

Diversidad: Visual (Ceguera)

Súper poderes: Telepatía, clarividencia y precognición.

Aliados: Spider-Man, Spider-Woman.

Actividad física recomendada: Deportes adaptados con estímulos visuales o táctiles.

“MORE THAN ABLE”

2020, Retos, 38, 684-691

© Copyright: Federación Española de Asociaciones de Docentes de Educación Física (FEADEF) ISSN: Edición impresa: 1579-1726. Edición Web: 1988-1041 (www.retos.org)

Sensibilización de los futuros egresados y egresadas de Magisterio hacia la diversidad desde la Educación Física por medio de la propuesta de buena práctica «More Than Able»
Diversity awareness in university students from Physical Education with the proposal of good practice «More than able»

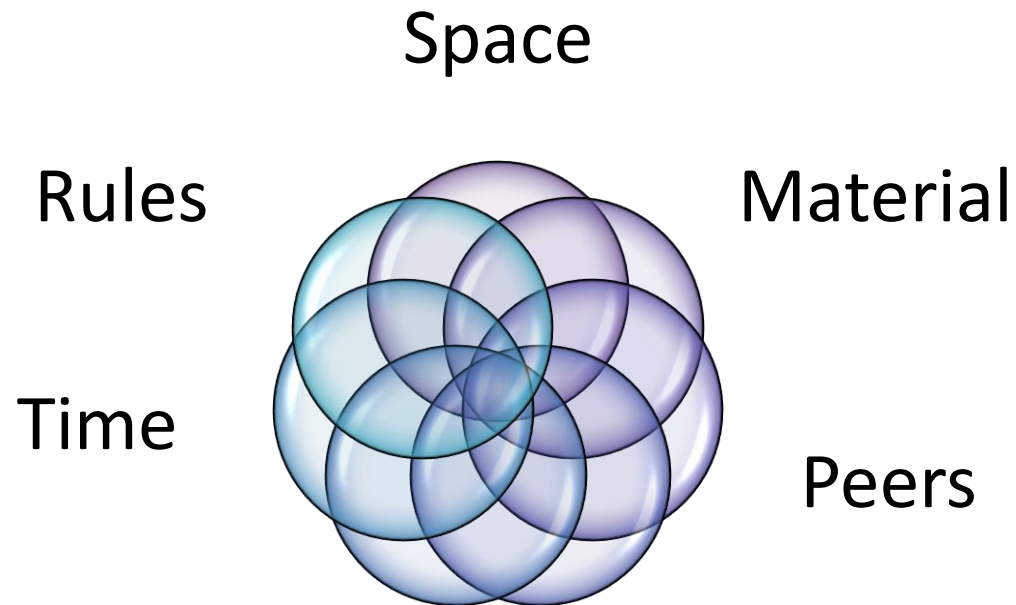
*Cristina Menescardi, *Isaac Estevan, ***Israel Villarrasa-Sapiña, ****Adrià Marco-Ahulló, *****Gonzalo Monfort-Torres, *María Teresa Pellicer

*Universidad de Valencia (España), **Universidad Internacional de La Rioja (UNIR), ***Institut de Recerca Vall d'Hebron (España), ****Florida Universitaria (España)

Resumen. El presente estudio describe y analiza la valoración del alumnado universitario ante la propuesta «More than able». Esta es una propuesta de buenas prácticas sobre la sensibilización hacia la diversidad funcional desde el área de Educación Física, y específicamente, mediante tareas relacionadas con las habilidades motrices básicas. El objetivo de este trabajo fue diseñar, aplicar y valorar una buena práctica que ofrezca una propuesta de sensibilización al alumnado basada en el uso de personajes de cómics como son los superhéroes y las superheroínas. Para valorar el grado de satisfacción de la propuesta, se empleó el cuestionario sobre la experiencia de buenas prácticas y el análisis de contenido sobre una pregunta abierta en relación a la experiencia. Los resultados mostraron que la práctica fue valorada como útil, innovadora, sostenible y transferible a su futura experiencia docente, así como una experiencia satisfactoria para el alumnado. Por tanto, el profesorado de las facultades de Magisterio o de otras que preparen a los/as futuros/as docentes, así como ellos mismos, deben ser conocedores de este tipo de propuestas y llevarlas a cabo en la formación reglada de los/as futuros/as egresados/as para acercar la escuela actual a una escuela inclusiva.

Palabras clave: diversidad funcional, educación física, superhéroes, sensibilización, alumnado.

2. Visual, hearing, and motor impairment and its treatment in PE



Practical activity: Adapt these traditional games



JUST THINK...



**Everybody is
different, and
every body is
different.**

To learn more...

Artigas, J. (ed.) (2014). *The misunderstood child* . Beloved Publishing.

Del Carmen, M. and Viera, AM (2000). Attention to diversity in child education: the corners. *Aula Magazine of Educational Innovation*, 90.

Jarque , J. (2017). *Educational intervention in ADHD* . CSS.

Olaya (1999). *Students with Disabilities II* . MEC.

Ríos, M. (2004). Physical Education and the inclusion of students with disabilities, in Fraile, A. *Didactics of Physical Education. A critical and transversal perspective*. Biblioteca Nueva.

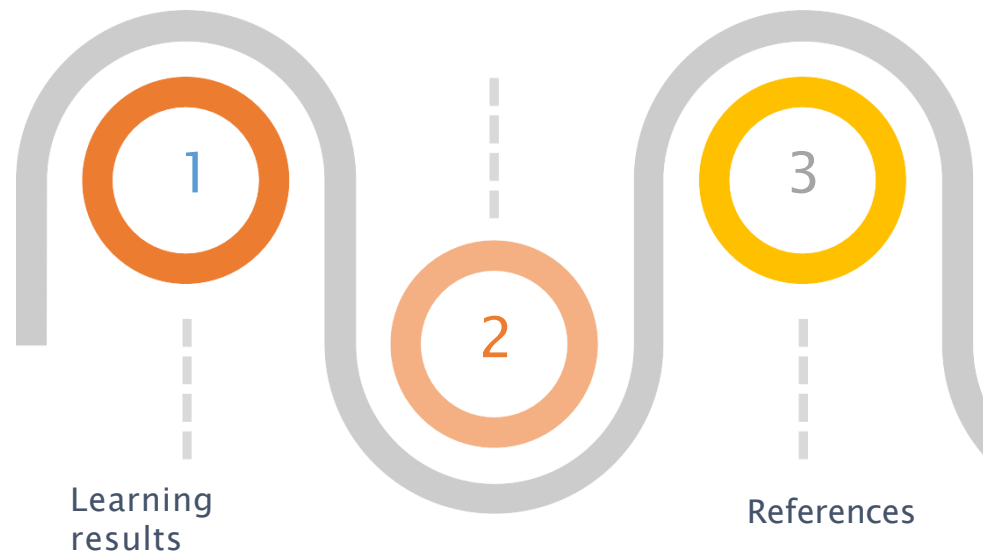
Ríos, M. (2003). *Physical education manual adapted to students with disabilities* . Paidotribo.

Several authors (2003). *Adapted physical education for Primary* . Barcelona: India .

**Topic 7. Criteria and foundations for the assessment,
design, development, and implementation of
games and toys in early childhood education**

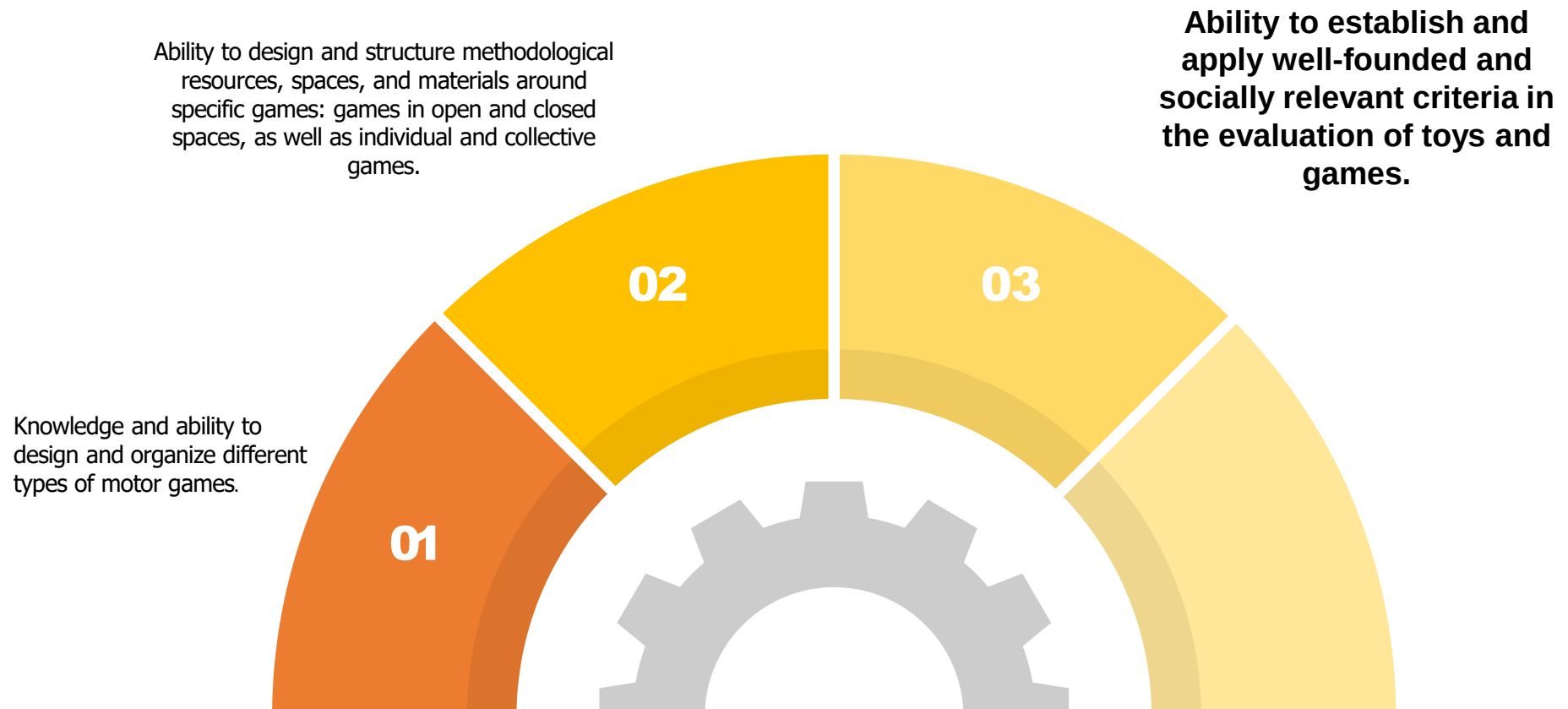
Index

Contents: Topic 7. Criteria and foundations for the assessment, design, development, and implementation of games and toys in early childhood education





Learning results





Contents



Contents: Topic 7. Criteria and foundations for the assessment, design, development, and implementation of games and toys in the context of early childhood education.

1

Criteria and foundations for the assessment, design, development, and implementation of motor games

2

Criteria for the selection of toys and play materials.



Criteria and foundations for the assessment of motor games

NATIONAL

REAL DECRETO 95/2022, de 1 de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil (*ROYAL DECREE 95/2022, establishing the organization and minimum standards for early childhood education*)

Article 6. Pedagogical principles:

"2. Such practice shall be based on meaningful and emotionally positive learning experiences, as well as on experimentation and play."

LOCAL

DECRETO 100/2022, de 29 de julio, del Consell, por el cual se establece la ordenación y el currículo de Educación Infantil (*DECREE 100/2022 establishing the organization and curriculum of early childhood education*)

Article 6. Pedagogical principles

"The school must be understood as a space for well-being and learning. Educational practice must be based on play, experimentation, and meaningful learning experiences from everyday life."



Criteria and foundations for the assessment of motor games

Motor skill development

Activity participation

Safety

Inclusivity

Educational value

Variety

Fun and enjoyment (BPN)



recibido el 30 de julio 2014
aceptado el 1 de noviembre 2014

DISEÑO Y VALIDACIÓN DE UNA RÚBRICA PARA VALORAR LA COMPETENCIA
DOCENTE EN LA DIDÁCTICA DE JUEGOS MOTORES Y EXPRESIÓN CORPORAL EN
EDUCACIÓN INFANTIL

DESIGN AND VALIDATION OF A RUBRIC TO ASSESS TEACHING COMPETENCY IN DIDACTICS OF GAMES AND
CORPORAL EXPRESSION IN THE INFANT SCHOOL

Carlos **CAPELLA-PERIS** (Universitat Jaume I, Castellón — España) ¹

Jesús **GIL-GÓMEZ** (Universitat Jaume I, Castellón — España)

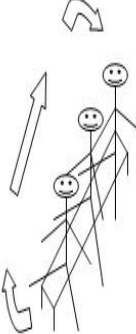
Óscar **CHIVA-BARTOLL** (Universitat Jaume I, Castellón — España)

Manuel **MARTÍ-PUIG** (Universitat Jaume I, Castellón — España)

- **Pupil adjustment** (age, special educational needs, safety, and duration)
- **Curricular adaptation** (content and objective alignment, progression, and educational value)
- **Game presentation** (description, structure, understanding of rules, and graphical representation)
- **Pupil organization** (participation, role distribution, individual/group work, and adherence to rules)
- **Spatial-temporal organization**
- **Social aspects** (attention to diversity, transmission of values and social norms, integration and cohesion of the group)
- Others (innovation and originality)



Criteria and foundations for assessment of motor games

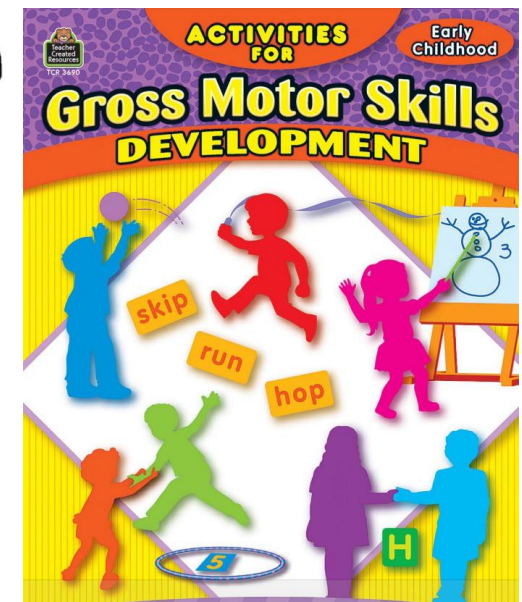
NOMBRE	NIVEL	TIPO
EL GUSANO LOCO	3 AÑOS	Escenificación primaria
	ROLES/PERSONAJES Todos los niños y niñas son los anillos componentes del "gusano loco".	
	TRAMA/DESARROLLO Los niños y niñas, sentados uno detrás de otro sobre un banco sueco, se mueven hacia delante ante la señal sonora del maestro/a (silbato). Cuando el primero tiene que salir del banco por el movimiento de los que vienen por detrás, corre al final del banco y se sienta nuevamente reincorporándose al gusano, y así sucesivamente.	
	CONTENIDOS Discriminación auditiva. Coordinación de movimientos. Carrera. Delante/detrás. Ordinales: primero y último.	
MATERIALES Banco sueco, silbato.	VARIANTES - Cuando están todos sentados se les indica con la mano adelante, atrás, a un lado a otro lado, y todos a la vez ejecutan esos movimientos. - Velocidad de ejecución rápida y lenta.	

The Whole Spectrum of Social, Motor, and Sensory Games

Using Every Child's Natural Love of
Play to Enhance Key Skills and
Promote Inclusion

BARBARA SHER
WITH
KAREN BEARDSLEY
ILLUSTRATIONS BY RALPH BUTLER

JOSSEY-BASS™
A Wiley Brand





Criteria for selection of toys and play materials:

1. Appropriate for their **maturity level**: ensuring it's neither too easy nor too difficult to handle.
2. **Safe and sturdy**: without sharp edges or points and made from non-toxic materials.
3. **Respectful** of the game's protagonist: avoiding toys that "do everything".
4. **Simple and affordable**: as it aims to fulfil a need, not a luxury.
5. **Manageable**: easy to use with bright colours, especially for babies.
6. **Attractive**: interesting, and stimulating for the senses, encouraging action and providing pleasure.
7. **Durable**: rejecting the idea of "buy and throw away, then buy again".
8. **Easy for transport**: organize and maintain.
9. **Versatile**: usable in various ways and with different play spaces.
10. **Complementary** to existing toys: and not of the same type.





Criteria for selection of toys and play materials:





Criteria for the selection of toys and play materials:





References

Real Decreto 95/2022, de 1de febrero, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Infantil.

DECRETO 100/2022, de 29 de julio, del Consell, por el cual se establece la ordenación y el currículo de Educación Infantil.

Capella Peris, C., Gil Gómez, J., Chiva Bartoll, O., & Martí Puig, M. (2015). Diseño y validación de una rúbrica para valorar la competencia docente en la didáctica de juegos motores y expresión corporal en Educación Infantil. *Agora para la educación física y el deporte*, 2, 148-167.

García-Rodríguez, M. L. (2006). La actividad lúdica en la etapa infantil. *Papeles Salmantinos de Educación* 7, 223-234.

Parlebas, P. (2001). *Juegos, deportes y sociedad. Léxico de praxiología motriz*. Paidotribo.