



Inclusive Playgrounds
Teacher Training Programme - PINC

Co-funded by the
Erasmus+ Programme
of the European Union

Evaluation book





Inclusive Playgrounds
Teacher Training Programme - PINC



Co-funded by the
Erasmus+ Programme
of the European Union

Project information

GRANT AGREEMENT No.:	2020-1-ES01-KA203-082341 E10208658
PROJECT ACRONYM:	PINC
PROJECT TITLE:	INCLUSIVE PLAYGROUNDS - TEACHER TRAINING PROGRAMME
PROJECT TIMEFRAME AND DURATION:	October 2020 - March 2023 (30 months)
INTELLECTUAL OUTPUTS:	<ol style="list-style-type: none"> 1. Inclusive Processes in Education. 2. Theory guide on play: Play as an inclusion facilitator. 3. Practical guide on play. 4. Guide for leading an educational community: strategies for raising awareness towards inclusion. 5. Guide for teachers: resources and didactics of PINC training.
ORGANISATION RESPONSIBLE:	Murcia University
COORDINATOR:	Olga Rodríguez Ferrán
E-MAIL:	olga.rodriguez@um.es
POSTAL ADDRESS:	C/ Argentina, 19, 30720 San Javier, Murcia, España
RESPONSIBLE FOR THE INTERNAL EVALUATION OF THE PROJECT:	Athanasios Kolovelonis
ENTITY:	University of Thessaly, Greece
EMAIL:	akolov@uth.gr
RESPONSIBLE FOR THE DISSEMINATION OF THE PROJECT:	Dorothea Urban
ENTITY:	CESIE (Italy)
EMAIL:	dorothea.urban@cesie.org

Guide information

GUIDE COORDINATORS:	Ambra Gentile, Valerio Giustino, Marianna Alesi, Giuseppe Battaglia and Antonino Bianco
PERSON RESPONSIBLE AND EMAIL:	Ambra Gentile (ambra.gentile91@gmail.com)
ORGANISATION RESPONSIBLE:	Palermo University
POSTAL ADDRESS:	Viale delle scienze, edificio 15, 90128, Palermo, Italy.



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect 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.



Index

- ◆ Evaluation book..... 1
 - ◆ Project information..... 3
 - ◆ Guide information 4
- ◆ Evaluation module 1..... 7
- ◆ Evaluation module 2..... 9
- ◆ Evaluation module 3..... 11



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect 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.



EVALUATION MODULE 1



Inclusive Playgrounds
Teacher Training Programme - PINC



Co-funded by the
Erasmus+ Programme
of the European Union

Evaluation module 1

The teacher can use this section to evaluate students' knowledge of the module.

1. The teacher can use this section to evaluate students' knowledge of the module:

.....

.....

.....

.....

.....

.....

.....

.....

2. What barriers do you see in the process towards more inclusion in your environment (school, sports, leisure, work)?

.....

.....

.....

.....

.....

.....

.....

.....

3. What do you think is necessary to overcome these barriers? What resources do you see? What can YOU do?

.....

.....

.....

.....

.....

.....

.....

.....

EVALUATION MODULE 2



Inclusive Playgrounds
Teacher Training Programme - PINC



Co-funded by the
Erasmus+ Programme
of the European Union

Evaluation module 2

The teacher can use this section to evaluate students' knowledge of the module.

1. Answer true (✓) or false (✗):

Families of students without disabilities may refuse to participate in the process of including a student with a disability in a regular classroom".



Justify your answer (argue from a multiple vision: legal, ethical, psychopedagogical and educational, social criteria ...).

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. List keys of inclusive education to improve social inclusion.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

EVALUATION MODULE 3



Inclusive Playgrounds
Teacher Training Programme - PINC



Co-funded by the
Erasmus+ Programme
of the European Union

Evaluation module 3

The teacher can use this section to evaluate students knowledge of the module.

1. What are the fundamental concepts of inclusive play?

- a. Inclusion, learning and universal design.
- b. Equity, universal design and accessibility in play.
- c. Inclusion, equity and play.

Correct: b

2. Explain the fundamental concepts of inclusive play:

.....

.....

.....

.....

.....

.....

3. Which of the following statements is correct?

- a. Mediated play is variable, adaptive and stimulates the process towards free and unsupported play.
- b. Mediated play only uses material resources.
- c. Mediated play is the same as directed play.

Correct: a

4. List five characteristics of mediated play:

- a.
- b.
- c.
- d.
- e.

Answer: Provides equitable support, varies according to support needs, uses material and personal resources, is adaptive and encourages the process towards free and unsupported play.

5. The implementation process consists of:

- a. Actively observe, calculate, select or create, play and share.
- b. Actively observe, organise, select or create, play and evaluate.
- c. Actively observe, organise, reflect, play and evaluate.

Correct: b

6. List the steps of the implementation process and briefly explain each step.

.....

.....

.....

.....

.....

7. Active observation is a fundamental step in the implementation process because:

- a. The physical and sensorial space is observed, as well as the play and non-play profiles of the students.
- b. The space is observed and information is collected.
- c. It focuses on detecting target students.

Correct: a

8. Briefly explain why active observation is a critical step in the implementation process:

.....

.....

.....

.....

.....

.....

9. Games are selected or created based on:

- a. The data collected in the active observation with respect to space
- b. The data collected in the active observation with respect to students who present patterns of non-play.
- c. The games that teachers are familiar with.

Correct: b

10. Briefly describe the key points to consider when selecting games:

.....

.....

.....

.....

.....

Response: Games are selected or created based on the data collected and analysed, taking into account the play areas that are already in operation, making them inclusive and creating others to complete the leisure and play response with the preferences of the students and their activity styles.

11. What is the main objective of the PINC Stratific table (STRATA)?

.....

.....

.....

.....

.....

12. What are the four main steps of STRATA for inclusive play?

.....

.....

.....

.....

.....



Inclusive Playgrounds
Teacher Training Programme - PINC



Co-funded by the
Erasmus+ Programme
of the European Union

13. Which elements are important to analyse in part the accessibility chain?

.....

.....

.....

.....

.....

14. Which levels of interaction with peers in the game can we determine?

.....

.....

.....

.....

.....

15. Briefly describe some important points and the process of evaluation of inclusive play

.....

.....

.....

.....

.....



Inclusive Playgrounds
Teacher Training Programme - PINC



inclusiveplaygrounds.eu



 Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect 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.