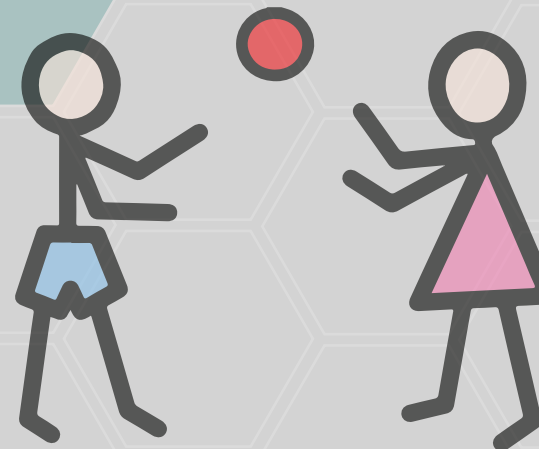


Curriculum Scheme of Work

My Play and Leisure



Preview of first 3 pages
My Play and Leisure
Basic Principles

Equals SLD (Semi-Formal) Curriculum Schemes of Work
My Play and Leisure

Basic Principles

It is very difficult to over-emphasise how important Play is to the development of both the child and the adult that the child will become. All animals play; it is one of the crucial ways of learning within a safe and secure environment, but it must be given **TIME**. So often, within a conventional curriculum model, play is only allowed to develop up to the age of six, and from then on is assumed to be secondary to the serious business of formal education. For those with learning difficulties however, whose learning takes so much longer to develop, Play, with a capital P and as a key area of learning needs to be expanded at the rate and speed which each individual learner can make sense of. Play **MUST** take a central part in any Curriculum discussions, **MUST** be given time to develop and will probably continue to be central for the whole of the learners' school career.

For those who are at the earliest stages of intellectual development, play, and playing games....

'are not time out from real work; they are the most intensive developmental work you can do' (Nind and Hewett, 2001; p66).

Functions of Play. There are very many functions of Play, among them being to help the learner to:

- experience interaction with others
- learn about social interaction
- practice and develop social communication
- encourage in the making of friendships
- learn new skills in a safe environment
- explore own body and senses
- develop kinaesthetic senses

- explore the surrounding world
- develop a safe understanding of emotions of both self and others
- develop fine and gross motor skills
- develop flexibility of thought
- develop Theory of Mind
- develop Central Coherence

On top of all of these, Play is essentially about HAVING FUN and with FUN comes a multitude of learning opportunities.

Difficulties with Play. It is also however, very difficult to over-emphasise how challenging Play is for most learners with SLD, and if they have an additional autistic spectrum disorder (ASD), it is probably even more challenging! This is because children, young people and adults with SLD:

- are unlikely to learn spontaneously and will find the art of generalising one learned experience of play into another very difficult ;
- will have difficulties remembering what they played last time and with whom, and exactly what the rules were last time, and of course, the time before that;
- will have poor expressive and receptive communication skills, thus making for extreme challenges in joint play;
- will have difficulties in repairing communicative breakdowns so that misunderstandings and children’s natural squabbles will become insurmountable barriers to extended play experiences;
- will have poor concentration skills and may not be able to follow the ‘rules’ which themselves may be changed from minute to minute. They may wander off to some other attraction within a very short time;
- will have difficulties in repairing communicative breakdowns so that misunderstandings and children’s natural squabbles will become insurmountable barriers to extended play experiences;
- will have difficulties with the abstract nature of creative play.

In addition, and especially if they have an additional ASD, those with SLD

- will probably have problems with flexibility of thought, perhaps engaging in rigid routines or rituals which prevent the development of play skills;
- may lack social reciprocity;
- may exhibit behaviours which may be circular, with repeating patterns;

- may naturally incline to preferring solitude and therefore lack the motivation to communicate socially;
- may lack social and emotional directedness;
- may have a high level of compulsions and rituals;
- may have only a limited ability to communicate in unstructured situations;
- may have a limited ability to communicate beyond simple requests;
- may use inappropriate language and have difficulties mapping language to the task;
- may have difficulties understanding non-verbal communications;
- will probably lack theory of mind and an understanding of others thinking differently to themselves;
- may have difficulty with emotional involvement with other people.

These lists are limiting factors for learners with SLD and may explain why such learners struggle to play, but there is of course, a chicken and egg scenario here, since the fact that such learners struggle to play may also contribute to the establishment and continued existence of these limiting conditions. If we can teach learners with SLD (and SLD/ASD) to play, we may thereby help them to break into effective social communication, creativity, thinking, problem solving, formulating and maintaining relationships, purposeful self-engagement, narrative and storytelling, theory of mind, developing self-confidence, self-belief and self-esteem.

PLEASE NOTE. It is a grave mistake to think of any of the play opportunities noted here as being inappropriate because learners are too old. It's not about the play or what you are playing it's about the learning opportunities that the play realises. The key is the level of enjoyment gained by the learner. The greater the level of enjoyment, the more involvement, and the more likely they are to include and to allow themselves to be included by, others. You may want to lean the play towards more age appropriate learning opportunities (moving water play to a washing up style activity for example) but we must remember that age has nothing to do with having fun and we must think VERY carefully before stopping learners having fun because WE deem it age inappropriate.

Progress and what it might look like. In all of the suggestions relating to Play progress, there are clearly going to be many related directly to other Equals Semi-formal (SLD) Schemes of Work (SoW). This will be especially so with *My Communication*, and *My Thinking and Problem Solving*. The Equals Semi-formal (SLD) Curriculum has been designed to be holistic in nature, so that for example, we do not expect *My Communication* to be taught discretely (*'its 10.00 on Monday; drop everything else because now we're working on communication'*). Play progress will naturally be strongly related to other Equals SoW and it would be largely stating the obvious to point out the cross curricular links every time they occur, since they occur all of the time.

**Preview of 4 pages
from
My Play and Leisure**

Structured Play

Structured Play (Games) Learning Opportunities	Staff member’s (SM’s) role in enabling	Progression (and what it might look like)
<p>One to one or small group games such as tickle monster; Row, Row, Row Your Boat; rolling a ball or throwing and catching; peek-a-boo; Mr Potato Head; This Little Piggy; Round and Round the Garden; blowing bubbles and trying to pop them before they hit the ground.</p>	<p>These games are excellent for working into Intensive Interaction as a means of kick-starting an interaction, but can be played at any time there is a spare 5 minutes.</p> <p>Keep to the same rules every time.</p> <p>Pause before the ‘big’ ending as in ‘<i>And the laaaaaasssst little piggy ran.....(big pause).....wee, wee, wee, wee, all the way home</i>’ to encourage anticipation and turn taking.</p> <p>Be aware that the close up physical interaction games may not be suitable for some learners on the autistic spectrum who do take easily to close physical contact.</p>	<ul style="list-style-type: none"> • Learner positively responds to the staff members (SM) initiation of the game. • Learner recognises that both parties in the game have roles to play (such as SM threatens to tickle and learner giggles in anticipation). • Learner requests the game by for example, holding his/her hand out for Round and Round the Garden. • Learner initiates the game by taking the lead.
<p>‘Activity’ games that can quickly develop into free play for those learners who might be at that developmental level, such as ordinary playgrounds with swings and round-a-bouts and especially adventure playgrounds.</p>	<p>The rules of these games may be as simple as ‘<i>I sit on the swing and you push</i>’ but these can be valuable for establishing and building friendships and trust between learners and staff, as well as encouraging</p>	<ul style="list-style-type: none"> • Learner expresses pleasure at the game. • Learner appropriately requests the help of a SM.

<p>Playgrounds and adventure playgrounds should not just be restricted to the very young since they are fantastic resources for all ages if the learners enjoy them. They are excellent for developing the kinaesthetic proprioceptive and vestibular senses. It is accepted that swings and roundabouts might only develop solitary play, but this is an excellent goal in itself.</p> <p>There are numerous games such as Shark Attack for playing in the swimming pool and playground, as well beach ball catch and water polo.</p>	<p>communicative opportunities, as in <i>'Push please!'</i></p>	
<p>Small group or one to one games for any age such as Hide and Seek; Pass the Parcel; Musical Chairs; Blind Man's Bluff; Musical Statues; Simon Say's; Sleeping Lions; What's the Time Mr Wolf?; balloon and spoon relay race; barrel relay race; three armed relay race (tie children's arms together rather than their legs); skittles; Flap the Kipper; treasure hunts.</p> <p>Prize Walk Numbers, like musical chairs only with numbers in big circles drawn onto the floor. When the music stops, children have to run to a circle and stand on it. A big die gets thrown and those</p>	<p>These games are the essential stuff of structured play and should be played regularly, probably throughout learners whole school career. There is no reason why any of these games should ever be considered to be age inappropriate, as long as learners continue to enjoy them.</p> <p>There are SO MANY games that can give so many opportunities for learning that it might be best to have a group of 5 to 10 per term. The most popular ones can stay for the next term as well.</p>	<ul style="list-style-type: none"> • Learner positively responds to the staff members (SM) initiation of the game. • Learner recognises that both parties in the game have roles to play (such as SM starts the music while the learner walks around the chairs). • Learner responds positively when playing the game. • Learner's ability to concentrate and follow the rules improves over time. • Learner formally requests the game by for example, choosing the particular game symbol.

<p>standing on that number are the winners. This can be easily transferred to a team game so that points are added up and the team with the most points wins – group hug!</p> <p>Bean-bag-toss game – into different sized holes for different scores; Hop-scotch; Ring-a-Ring-a-Roses; The Farmer’s in the Den.</p> <p>Games like The Farmer’s are excellent for working on Theory of Mind (understanding that others have different thoughts, feelings, wants, beliefs to yourself) where children have the opportunity to be the farmer, the wife, the child, the dog. There are no doubt, numerous variations of this game around the world that will carry different cultural significances.</p> <p>Duck, Duck, Goose; Hokey-Cokey (as in the song <i>‘You do the Hokey-Cokey and you turn around, that’s what its all about’</i>). Practiced hands at this will pause for children to take the lead as to what the next action might be. Songs such as Hokey-Cokey are also excellent for gathering children back into</p>	<p>Assign a symbol for each game that’s velcroed to a Games Board or kept in a box or book for more able learners, that is always in a specific place in the classroom. Have large versions of each symbol that the whole class can see, and can be held aloft when shouting ‘Let’s play MUSICAL CHAIRS!!’</p> <p>Encourage learners to take turns to make choices on the game to be played. Have all the class photos on the Games Board so that everyone can see whose turn it is next to choose the game.</p> <p>When learners have played the game 20 or so times, encourage the more able learners to take control of the game, so that they’re the ones (perhaps with initial support) switching the music on and off for example.</p> <p>Extend this to specific learners taking complete charge and clearing the classroom, getting the resources out before the game is played, clearing the resources away and putting the classroom back together again at the end. Mistakes will be made and additional time will be taken, but this is how learners will learn (see</p>	<ul style="list-style-type: none"> • Learner is involved with organising the resources when the game is chosen and putting them away again when the game is finished. • Learner requests the game outside of the time allocated for Play. NOTE: it may not be possible to play the game at this time, but it is the active request that is important. Staff might negotiate a suitable (additional) time to play the game. • Learner initiates playing the game during formal playtime. Staff will probably need to model rounding up other learners to join in the game. • Learner initiates playing the game during formal playtime and engages other learners to join in without staff support. • Learner(s) initiates playing the game during formal playtime without staff support, both getting out and putting back all the resources.
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<p>concentration mode when games (as they sometimes do) get a bit rowdy.</p> <p>Tag and variations of it like Shark Attack where learners have to run/walk/swim from one end of the hall or the playground or the swimming pool to the other without being caught (and disgustingly eaten) by the shark. Learners become sharks when they themselves get eaten. For older learners this might become Zombie Attack.</p>	<p>Equals <i>My Thinking and Problem Solving SoW</i>).</p>	
<p>Board games for older and more able learners such as lotto/bingo; ludo; kim's game; snakes and ladders.</p>	<p>As above</p>	<p>As above.</p>
<p>Card games (for more able learners) such as snap; pelmanism.</p>	<p>As above</p>	<p>As above.</p>
<p>Any game that doesn't require cooperation within it such as matching pictures, lotto, building a picture alongside each other.</p> <p>Any game where the outcome doesn't rely upon others such as splatting aliens on a floor projector.</p>	<p>Set up the game.</p> <p>Ensure that there are sufficient resources for multiple players without necessarily having to share.</p>	<ul style="list-style-type: none"> • Tolerating another in sight playing with..... • Tolerating another in reach playing with..... • Tolerating another next to playing with..... • Showing interest in the parallel play of another when both are playing with..... • Engaging in shared and/or turn taking play with another when both are playing with.....