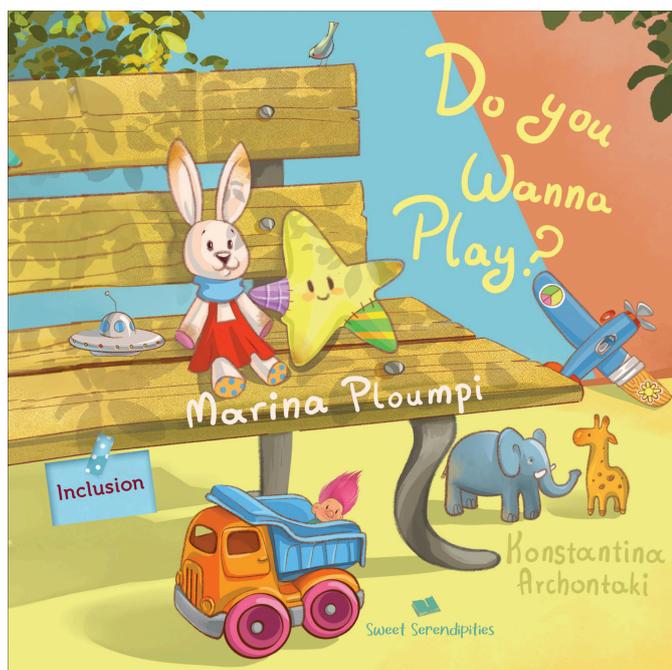


Guidelines and Educational Activities based on the book "Do You Wanna Play?"



Development of Educational Activities and Guidelines



The picture book *Do You Wanna Play?* aims to convey important messages about the value of acceptance through inclusion, diversity, solidarity, and cooperation through play among children.

The setting is **an inclusive and accessible playground**, where **all children** coexist and play together naturally and harmoniously. Sometimes side by side, and sometimes together—depending on their desire and needs.

The purpose of the book is to show that all children, with or without disabilities, have the legally established right to play and to access public spaces. It is the children who show us the way and invite adults to find ways to eliminate architectural and social barriers (such as prejudice and stereotypes), so that coexistence within a framework of equality can become possible.

How can it be used in a classroom where typically developing students and students with disabilities coexist?

The role of the teacher is pivotal in making use of the book, as they act as a bridge between the content and experiential understanding. Through appropriate questions, empathy, and sensitivity, the teacher encourages the participation of all students, highlights the values emerging from the narrative, and "cultivates" a classroom where every child feels they belong.

The active involvement of children and their safe coexistence in the learning process strengthen not only their cognitive development but also their social and emotional maturation.

Beginning the reading

It is recommended not to give children introductions or explanations, but simply to point out that the book is divided into two parts. It is also suggested **to allow sufficient time for each double-page spread**, so that students have the opportunity to observe, connect, think, process, feel, and retain the illustrated details.

Afterwards, we observe whether the children perceive the structure. Most likely, they will begin to decode it in the first pages of the reveal. If this does not happen, we guide them to compare the first and second halves of the book, so that they understand how the narrative functions.

Creation of educational activities and guidelines

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Next Steps

It is recommended to hold **a discussion about the challenges we all face in our daily lives**. This dialogue may focus on themes highlighted in the picture book, but it can also take a broader and more open direction through the children's participation.

It is suggested not to place emphasis only on visible differences.

Understanding "invisible" differences helps children see beyond what is immediately apparent (for example, social anxiety or diabetes).

The discussion could include exploring ways of offering help and support, depending on the challenges each person faces.

We may pose the following questions:

- How do we support someone who faces difficulties in a non-accessible environment?
- In which situations is it appropriate to help someone who is experiencing difficulties?
- What is the proper way to offer help?
- Could it be that sometimes a person with a disability can manage on their own, without our support? What do you think?
- Does a person with a disability need help, or rather support, encouragement, and accessibility?
- What is the most appropriate way to approach a person with a disability?
- How would we like others to treat us if we had a disability?

Some questions may function as activators (e.g., children who agree take a step forward).

- Should we speak to the companion or to the child with a disability?
(For example: "I see that most of you stepped forward and would speak to the caregiver. Why?")
- Do you think it is better to help immediately, or to ask the person with a disability whether they want help?
- What would be the first question you would ask a child with a disability? *("What's your name?")



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Post-Reading Activities

The following activities are indicative. Through a differentiated approach, they can be implemented by teachers or caregivers in any classroom, depending on its composition, needs, pace, and dynamics.

Dramatization Activities

- **We All Play Together** - Children are divided into groups and role-play games in which some participants have limitations (e.g., hands tied). In this way, they experientially understand others' difficulties.
- **Friendship Scenarios** - Each group is given a scenario in which a child with a disability wants to play with the others. The group members must find ways to include the child in the game.
 - A. is blind. During recess, the children are enthusiastically playing hide-and-seek. A. approaches and expresses a desire to join. Some hesitate because they don't know how to organize it, while others want to include him. How can the group adapt the game so that A. participates safely and joyfully? Could they use sounds or voices instead of visual cues? How does A. feel when welcomed with a spirit of cooperation?
 - D. has intense outbursts in class, especially when feeling pressure or frustration. During an activity, she shouts and throws her pencil. How can classmates and the teacher respond with understanding? How can the class learn to manage such moments without exclusion or stigmatization?
 - M. speaks very little English. The class is working in groups to create a story. M. wants to participate but struggles to express herself. How can the group help her participate equally? What communication methods could bridge the language gap?
 - O. uses a wheelchair. In the schoolyard, the children are playing soccer, while O. watches from a distance and clearly wants to join. How can the children adapt the game so he can participate actively? Could they play with different rules or choose a team game involving less running and more coordination? How does O.'s presence affect the group, and what do the children learn from this experience?
 - H. is a child with higher body weight. The class is preparing for a relay race. H. hesitates to participate because she fears comments or not succeeding. How can her classmates encourage her? How can the game be organized so that everyone feels comfortable and capable of participating?
 - E. has alopecia and no hair. During recess, the children are playing hair salon, styling and coloring hair. E. wants to participate. Some children are surprised or unsure how to include her. What can they do to make the game embrace imagination, creativity, and diversity? Could they design imaginative accessories, or assign different roles so that everyone has a place?

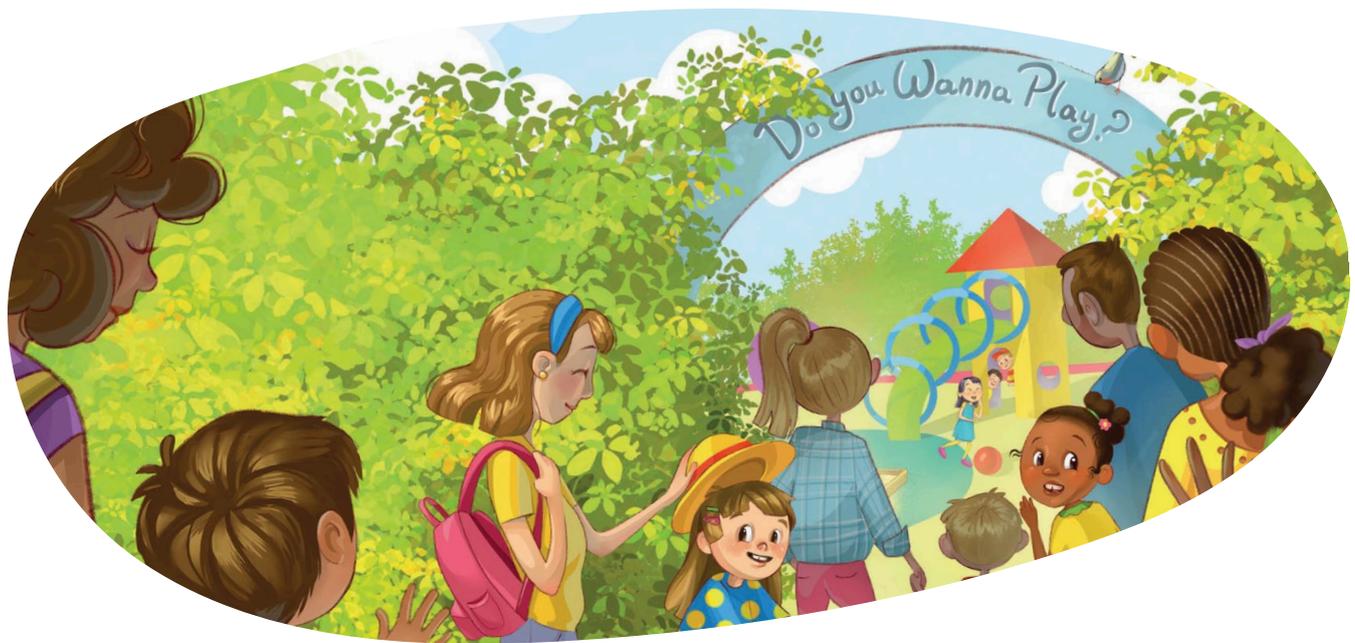


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Artistic Activities

- **Drawing Diversity** - The children collaboratively create a poster with slogans and images promoting inclusion.
- **The Friendship Tree** - Each child writes on a paper leaf what acceptance means to them and adds it to a large cardboard tree.
- **Drawing Our Dream Playground** - Individually or in groups, children draw their dream playground. They are encouraged to let their imagination run free and design original structures—lakes, volcanoes, etc. They present their ideas to one another. Together, they can create a model incorporating the ideas they liked most.

Language Activities

- **Changing the Story** - The children read the book and imagine what would happen if one child refused to play with the others. How might the story change?
- **Creating Our Own Fairy Tale** - Together, the class creates a story in which the heroes face challenges and learn to accept one another unconditionally.
- **“Inclusive playground” - “Accessible playground”**
What do these terms mean? Is there an inclusive playground in your city?
- **Website Research** - The class is divided into groups and conducts research on provided websites about appropriate terminology used for people with disabilities. The groups present their findings. They may also create a poster to inform the entire school community or even produce a short video.

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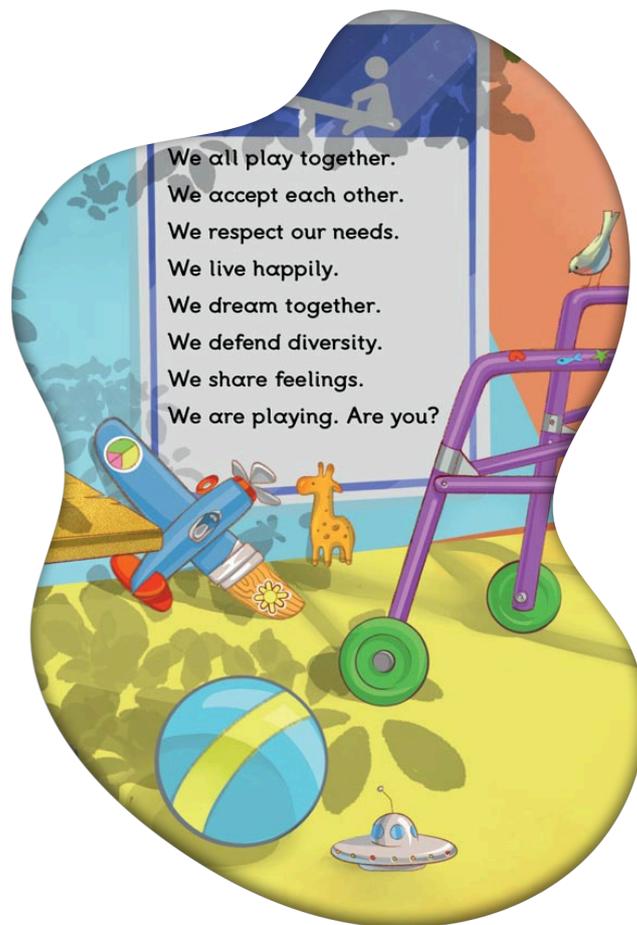
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Physical Activities

- **Adaptation Games** - Children are divided into two groups (which will later switch roles): one group includes children assigned specific difficulties, and the other includes children without difficulties.

To define the difficulties, slips of paper are prepared naming each one. Each child from the group with difficulties draws a slip to determine their role. Then, the children play classic games and adapt the rules so that everyone can participate without exception.

- **The Learning Journey** - A path-based game in which children pass through “challenges” related to disabilities (e.g. describing an object through pantomime).



Discussions and Social - Emotional Activities

- **The Feelings Box** - Each child writes how they feel when someone accepts or rejects them, folds the paper, and places it in a box. At the end, the box is opened, the anonymous responses are read aloud, and the class discusses them.

- **The Power of Words** - The whole class suggests phrases that encourage inclusion and finds ways to use them daily.

- **Inviting a Hero** - The children choose a hero or heroine from the book they would like to meet. They “invite” the character to their party and think about what they would do to make them feel welcome and have a good time.



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