

LEARNING PROGRAMME

Inclusive Education Through Arts and Games

10-DAY COURSE

50 learning hours | Course programme

Inclusive Education Through Arts and Games – 10-Day Course

Introduction and Description

This comprehensive 10-day training course offers a practice-oriented exploration of inclusive education through the integrative use of arts-based and game-based pedagogies. Rooted in international frameworks such as UNESCO's principles of inclusive education, European Agency for Special Needs and Inclusive Education guidelines, and Universal Design for Learning (UDL), the course critically examines how creativity, play, and aesthetic experience can function as powerful vehicles for equity, participation, and meaningful learning in diverse classrooms. It positions inclusion not merely as a legislative obligation, but as an ethical and pedagogical commitment to recognise, value and support the full spectrum of learner identities, abilities and cultural backgrounds.

The programme provides a structured progression from understanding the complexities of learner variability and identifying risk and protective factors, to designing and implementing concrete strategies that reduce barriers to participation. Through a dynamic combination of theoretical inputs, case study analysis, experiential workshops, and reflective practice, participants are introduced to a wide range of artistic modalities—visual arts, drama, movement, storytelling, sound and collaborative creation—alongside an extensive repertoire of cooperative and game-based activities. These approaches are explored as tools for building positive classroom climates, regulating behaviour, strengthening interpersonal skills, and fostering communication, empathy and collaboration.

A key emphasis of the course lies in the translation of inclusive principles into daily classroom practice. Participants engage in micro-teaching sessions, co-design activities, simulations, and project-based tasks that allow them to experiment with adapting traditional lessons into inclusive, multimodal learning experiences. They learn how to create learning-friendly physical and emotional environments, how to establish shared ground rules with learners, and how to use group work structures that promote autonomy, shared responsibility, and mutual respect. The course also highlights differentiation as a central pillar of inclusion, guiding participants through the design of open-ended artistic tasks, tiered game challenges, and flexible grouping strategies that respond to diverse learning needs and preferences.

In addition, the programme places strong importance on authentic assessment approaches that move beyond traditional testing and capture the creative, collaborative, and developmental dimensions of learning. Participants explore portfolios, performance tasks, reflective arts-based assessments, and co-created rubrics as means of recognising the strengths and progress of every learner.

By the end of the course, each participant will have developed a substantial practical toolkit of arts- and game-based strategies, adaptable templates for inclusive classroom practice, and a complete inclusive learning unit tailored to their own subject area or educational context. The course aims not only to enhance participants' methodological repertoire, but also to cultivate reflective, empathetic and forward-thinking teaching mindsets that embrace diversity, creativity, and collaboration as fundamental components of high-quality inclusive education.

Methodology and Assessment

The course uses experiential, arts-based and game-based methodologies that model inclusive, participatory and learner-centred practice. Participants engage in creative workshops, cooperative games, drama techniques, reflective dialogue, case studies and micro-teaching sessions that demonstrate how arts and play can foster collaboration, motivation and equitable participation. Learning is supported through guided reflection, peer feedback and hands-on design tasks. Assessment is continuous and formative, based on active engagement, reflective contributions, observation of practical applications and the development and presentation of an inclusive learning activity that integrates arts- and game-based strategies.

Learning Objectives

By the end of the course, participants will be able to:

Knowledge and Understanding

• Demonstrate a solid understanding of the principles of inclusive education, learner variability, Universal Design for Learning (UDL) and factors that contribute to equitable participation.
• Identify key risks, barriers and protective factors that influence the engagement, behaviour and learning of diverse student groups.
• Explain the educational value of arts-based and game-based methodologies in fostering collaboration, motivation, emotional expression and meaningful participation.

Application of Arts-Based and Game-Based Inclusive Practices

• Design and facilitate a wide range of cooperative games, creative tasks and group activities that strengthen communication, peer relationships and classroom belonging.
• Apply visual arts, drama, movement, storytelling and other creative modalities to support student engagement, self-expression, social-emotional learning and behaviour regulation.
• Adapt arts-based and game-based activities to accommodate diverse cognitive, social, cultural, linguistic, behavioural and sensory needs, ensuring access and participation for all learners.

Classroom Environment, Behaviour, and Group Dynamics

• Create learning-friendly classroom environments that promote safety, trust, curiosity and positive interaction through the use of rituals, routines, aesthetic elements and structured group practices.
• Establish inclusive ground rules and cooperative learning structures that promote accountability, shared responsibility and constructive peer collaboration.
• Apply game-based and art-based strategies to support positive behaviour, emotional regulation and conflict prevention in heterogeneous classrooms.

Planning, Differentiation and Authentic Assessment

• Develop inclusive lesson plans and learning sequences that integrate arts and games with differentiation, open-ended tasks and flexible grouping based on learner profiles and needs.
• Implement a variety of authentic assessment techniques—including arts-based reflections, performance tasks, observational tools and collaborative games—to monitor participation, growth and social-emotional development.
• Create and present an inclusive learning unit (individual or collaborative) that incorporates arts- and game-based methodologies and is suitable for application in participants' own teaching contexts.

Reflection, Collaboration and Professional Growth

• Reflect critically on personal instructional practices, underlying assumptions about learners and the effectiveness of chosen inclusive strategies.
• Collaborate constructively with peers in designing, testing and evaluating inclusive arts- and game-based activities, offering and receiving meaningful feedback.
• Demonstrate an ongoing commitment to professional development in the areas of inclusive pedagogy, creative methodologies and equitable classroom practices.

Preparation

After registration participants will receive pre-course questionnaire which will be used by the trainer to learn about participants' teaching backgrounds and to assess their exact needs. Before the beginning of the course a basic reading list will be suggested to participants to prepare for the training. Participants will also be asked to prepare a presentation about themselves, their professional context and their culture. The presentation will be presented on the first day of the course to facilitate networking opportunities. Participants will receive information about the country they are going to visit in order to prepare them for their cultural experience.

Follow up

After the course participants will be asked to share what they have learned with the rest of the staff in their schools. Further books and articles to deepen the topic and contacts with some other practitioners all over Europe and in the world will be suggested by the trainer. The methods shared and explored and the bibliography given will allow the participants to complete and improve their educational path.

Certificate

Certificate complies with the guidelines of the Erasmus+ programme and includes the topic, number of didactic hours, dates and location of the course. We can list the record of learning outcomes on the Europass Mobility Document on request of participants. In case a participant requires a specific format of certificate we can accommodate that if requested at least one week before the start of the course. It is necessary to attend at least 80% of the hours in order to receive the certificate.

Accommodation

We do not directly offer accommodation and subsistence and participants are responsible for organizing it by themselves.

Paperwork

We also provide all the support with paperwork you might need for your Erasmus+ project documentation such as mobility agreement and registration letter.

Fee: 800 €

Cancelation policy

We have a flexible cancellation policy in force at the moment and you can cancel your registration up to 30 days before the course and receive a full refund. In case you don't cancel the registration more than 30 days before you will not receive any refunds, but you will be able to choose to attend any other confirmed course session later (within 6

months) without any additional costs. In case you are not able to travel, your school can send someone else to take instead of you and you can change the details of the participant any time before the start of the course at no additional cost.

TENTATIVE PROGRAMME (50 didactic hours - 5*45min per day) Monday to Friday	
Day 1	Welcome, Introduction & Foundations of Inclusion
09.00 - 09.45	Introductions & Icebreakers
09.45 - 10.30	Course Overview & Learning Agreement
10.30 - 11.15	Warm-ups and embodied community-building games
11.15 - 11.30	Break
11.30 - 12.15	Understanding inclusion: key principles & definitions
12.15 - 13.00	Arts-based reflection session
Day 2	Identifying Risks, Barriers and Protective Factors
09.00 - 09.45	Observing diversity in learning profiles
09.45 - 10.30	Barriers to learning and participation
10.30 - 11.15	Risk factors vs. protective factors
11.15 - 11.30	Break
11.30 - 12.15	Reflective drama: stepping into the learner's shoes
12.15 - 13.00	Designing supportive learning climates
Day 3	Arts and Games for Participation & Collaboration
09.00 - 09.45	Cooperative game theory for the classroom
09.45 - 10.30	Games for inclusion
10.30 - 11.15	Arts-based activities: participation through creativity
11.15 - 11.30	Break
11.30 - 12.15	Designing inclusive game-based tasks
12.15 - 13.00	Micro-teaching planning
Day 4	Fostering Meaningful Learning Environments
09.00 - 09.45	Elements of a learning-friendly classroom

09.45 - 10.30	Arts for safe and expressive learning environments
10.30 - 11.15	Game-based strategies for engagement
11.15 - 11.30	Break
11.30 - 12.15	Micro-teaching 1: Learning-friendly environments through arts/games
12.15 - 13.00	Reflection and documentation
Day 5	Managing Behaviour Through Arts and Games
09.00 - 09.45	Rethinking behaviour: needs, communication and context
09.45 - 10.30	Game-based behaviour regulation strategies
10.30 - 11.15	Arts-based behaviour support
11.15 - 11.30	Break
11.30 - 12.15	Classroom scenarios & case work
12.15 - 13.00	Reflection & practical toolkit building
Day 6	Interpersonal Skills for Learning Through Arts & Games
09.00 - 09.45	Social-emotional learning foundations
09.45 - 10.30	Cooperative drama exercises for wellbeing
10.30 - 11.15	Art-based empathy and perspective-taking tasks
11.15 - 11.30	Break
11.30 - 12.15	Games for SEL and relationship building
12.15 - 13.00	Designing SEL-integrated lesson tasks
Day 7	Establishing Ground Rules & Cooperative Learning Structures
09.00 - 09.45	Why ground rules matter in inclusive settings
09.45 - 10.30	Co-creation rituals through art & theatre
10.30 - 11.15	Cooperative learning fundamentals
11.15 - 11.30	Break
11.30 - 12.15	Designing cooperative structures using games
12.15 - 13.00	Micro-teaching 2: Group Learning Task
Day 8	Differentiation Through Games and Arts
09.00 - 09.45	Understanding learner variability and differentiation principles

09.45 - 10.30	Differentiated game structures
10.30 - 11.15	Differentiation through arts
11.15 - 11.30	Break
11.30 - 12.15	Redesigning standard classroom tasks
12.15 - 13.00	Individual work on participant project tasks
Day 9	Authentic Assessment in Inclusive Classrooms
09.00 - 09.45	What authentic assessment is and why it matters
09.45 - 10.30	Arts and games as assessment tools
10.30 - 11.15	Designing rubrics for inclusive assessment
11.15 - 11.30	Break
11.30 - 12.15	Assessment simulations
12.15 - 13.00	Individual work on participant project tasks
Day 10	Individual Support, Presentations & Closing
09.00 - 09.45	Preparing the final presentations and individual support (part 1)
09.45 - 10.30	Preparing the final presentations and individual support (part 2)
10.30 - 11.15	Final presentations and feedback
11.15 - 11.30	Break
11.30 - 12.15	Evaluation & Reflection
12.15 - 13.00	Validation of learning outcomes and certification

*This is only a tentative timetable. The exact hours or the course might differ and will be announced for each session 2 weeks before the start. However, there will always be a total of 5 didactic hours per day and all will be in line with the Erasmus+ quality standards. The trainer might slightly modify the content in response to the needs of the group.
**Cultural and social programmes will be organized in addition to the academic programme. The exact cultural and social programme depends on the location, season, weather, etc.