InterAct

LEARNING PROGRAMME

Inclusive Education Through Arts and Games

5-DAY COURSE

25 learning hours | Course programme

Inclusive Education Through Arts and Games – 5-Day Course

Introduction and Description

This 5-day intensive course provides educators with a focused, practice-oriented introduction to inclusive education through the integrated use of arts-based and game-based pedagogies. Grounded in international frameworks such as Universal Design for Learning (UDL), the course explores how creativity, play and aesthetic experience can foster equitable participation, strengthen social-emotional development, and support meaningful engagement in diverse classroom environments. The programme guides participants through the foundational principles of inclusion, with particular attention to understanding learner variability, identifying risk and protective factors, and recognising the emotional, behavioural and cognitive needs of all students.

Across the week, participants engage in a series of experiential workshops that model the use of visual arts, drama techniques, movement activities and educational games to build classroom community, support communication, encourage collaboration and enhance wellbeing. These experiences are complemented by structured reflections, case discussions and hands-on design tasks that help participants translate theory into practical, classroom-ready strategies. Special emphasis is placed on creating learning-friendly classroom climates, establishing inclusive group norms, applying differentiation through creative and game-based approaches, and fostering active participation among learners with varied abilities, cultural backgrounds and learning profiles.

Through micro-teaching tasks, individual project work and peer feedback sessions, participants will develop a concise yet robust set of tools for inclusive planning, participation, behaviour support and creative assessment. By the end of the course, each participant will produce an inclusive arts- or game-based learning activity that can be directly implemented in their teaching context. The programme supports educators in strengthening their reflective capacities, enhancing their pedagogical versatility, and cultivating learning environments where all students can engage, express themselves and thrive.

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 an understanding of the foundations of inclusive education, learner variability and UDL principles.
• Identify key risks, barriers and protective factors influencing learner engagement, participation and classroom behaviour.
• Explain the educational value of arts-based and game-based methodologies for building community, supporting emotional development and promoting inclusive participation.

Application of Arts-Based and Game-Based Inclusive Practices

• Facilitate cooperative games, warm-ups and creative group activities that strengthen trust, communication and classroom cohesion.
• Apply visual arts, drama, movement and storytelling techniques to support student self-expression, wellbeing and participation.
• Adapt arts- and game-based activities to accommodate diverse learning needs, cultural backgrounds and behavioural profiles.

Creating Inclusive Learning Environments

• Design classroom environments that promote safety, trust, positive interaction and learner agency using creative and game-based approaches.
• Establish inclusive ground rules and supportive group norms through co-creation with learners.
• Implement strategies that use games and arts to increase engagement, regulate behaviour and promote peer collaboration.

Planning, Differentiation and Micro-Teaching

• Create inclusive lesson tasks that integrate open-ended artistic processes, differentiated game structures and flexible grouping methods.
• Demonstrate differentiated approaches to content, process and participation using arts- and game-based activities.

• Design and present a short inclusive activity or project suitable for implementation in participants' own educational settings.

Reflection, Collaboration and Professional Development

• Reflect critically on personal teaching practices and assumptions related to inclusion and learner diversity.
• Collaborate effectively with peers in the design, adaptation and evaluation of inclusive arts- and game-based activities.
• Demonstrate a commitment to ongoing development in creative, inclusive and learner-centred pedagogies.

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: 400 €

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 (25 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	Games for inclusion
09.45 - 10.30	Cooperative drama exercises for wellbeing
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	Differentiation through arts and games
12.15 - 13.00	Reflection & practical toolkit building
Day 5	Individual Support, Presentations & Closing
09.00 - 09.45	Individual work on participant project tasks
09.45 - 10.30	Preparing the final presentations and individual support
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.