



# Come and play: creating an inclusive English-speaking game club

NCE 2024 – The All-Inclusive English Classroom

.....with Max and Wessel



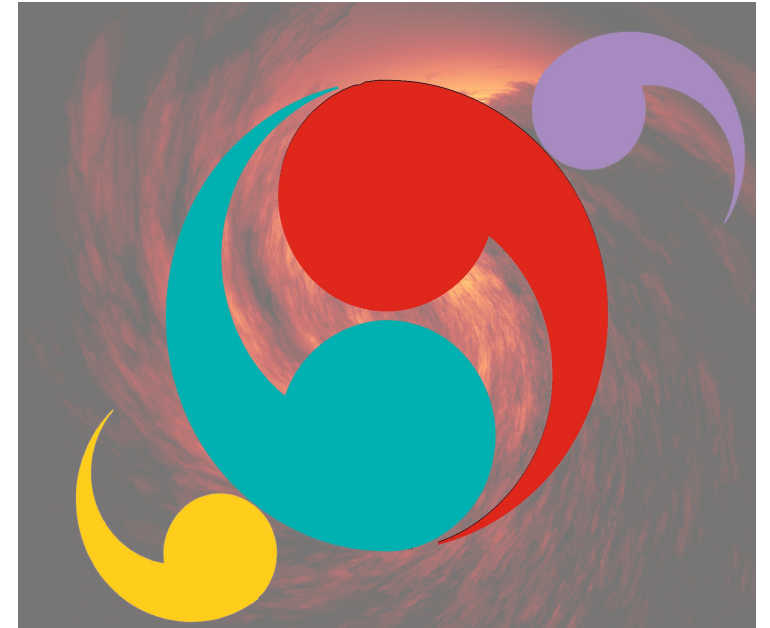






# Overview of this workshop

- Welcome and overview
- A quick round of roleplay
- Reflection, questions, exchange
- The situation at Cals
- Second round of roleplay



You enter a room that were told you have a meeting in. You enter together, but you find it's empty and abandoned. As you as you all enter the doors swing closed lock audibly. Then... silence...









CAN YOU OPEN  
THE LOCK USING  
THESE CLUES?

614 ONE DIGIT IS RIGHT  
BUT IN THE WRONG PLACE

682 ONE DIGIT IS RIGHT  
AND IN ITS PLACE

738 ALL DIGITS ARE WRONG

206 TWO DIGITS ARE RIGHT  
BUT BOTH ARE IN THE WRONG PLACE

380 ONE DIGIT IS RIGHT  
BUT IN THE WRONG PLACE



# The situation at Cals

- Started out of a combination of enthusiasm and Post-Covid19 socialization
- Attracted people through word of mouth
- Advertising through English classes
- After-school haven
- LGBTQI+
- Neurodivergent + neurotypical gamers and socializers

## Over the years:

- Students have started autonomous gaming groups
- Given each other support with school stress
- Made a safe place to discuss identity
- Taken ownership of their own space
- Speak English as a default





# The situation at Cals

Why do we do this?

- Because it's fun!
- But also
- Intensive English practice
- Teamwork and project-based learning
- 21st Century Skills
- Leadership
- Social development
- Citizenship/burgerschaft
- "Real world" communication and problem solving
- Safe place to practice and allow for expression of identity

It's magical to see the transformation after the first time attending.

Students that are the odd one out in their class can find a community here, leading to friendships outside of the game club.



**Students are welcomed into a safe, open and positive environment**

**Students reinforce the norms of the club**

**Students are given a role and can participate quickly in a regulated space of play**

**Students teach each other the rules of the games**



# What the students say

(note: the video was deleted to ensure students' privacy)



# Nationaal Congres Engels Inclusivity in the English Classroom

IT'S A PLACE THAT IS  
OPEN TO EVERYONE.

pretty much everyone  
here are cool people

this is a very  
safe space that  
is filled with fun  
and kindness ♡ :)

it's fun  
:D

BOARD GAME NERD CENTRAL  
BIG SHOUT, BIG LIE, FUN WITH FRIENDS  
STRESS GETS KILLED LIKE ORCS

EXPLORATION  
OF NEW  
HOBBIES

A place to  
bond with  
new friends

Easy to share  
interests ♡ ♡

this club gives  
me the opportu-  
nity to explore my  
PASSION for fanta-  
sy with peers who  
enjoy it too, whilst  
being a great  
outlet.

Also, Killing orcs

Come and join the Cals Gaming Club!

We play every Wednesday.

- No experience required.
- No equipment required.
- Bring snacks!

## Cals Gaming Club

Every Wednesday in E.04 at 16:00

Boardgames / Dungeons and Dragons / Social Deduction Games



# Roleplay round 2

- Create a character
- Switch groups
- Face the challenge (in character)
- (How are group dynamics influenced by the roleplaying element?)



# Rounding off

How was the experience?

Questions?



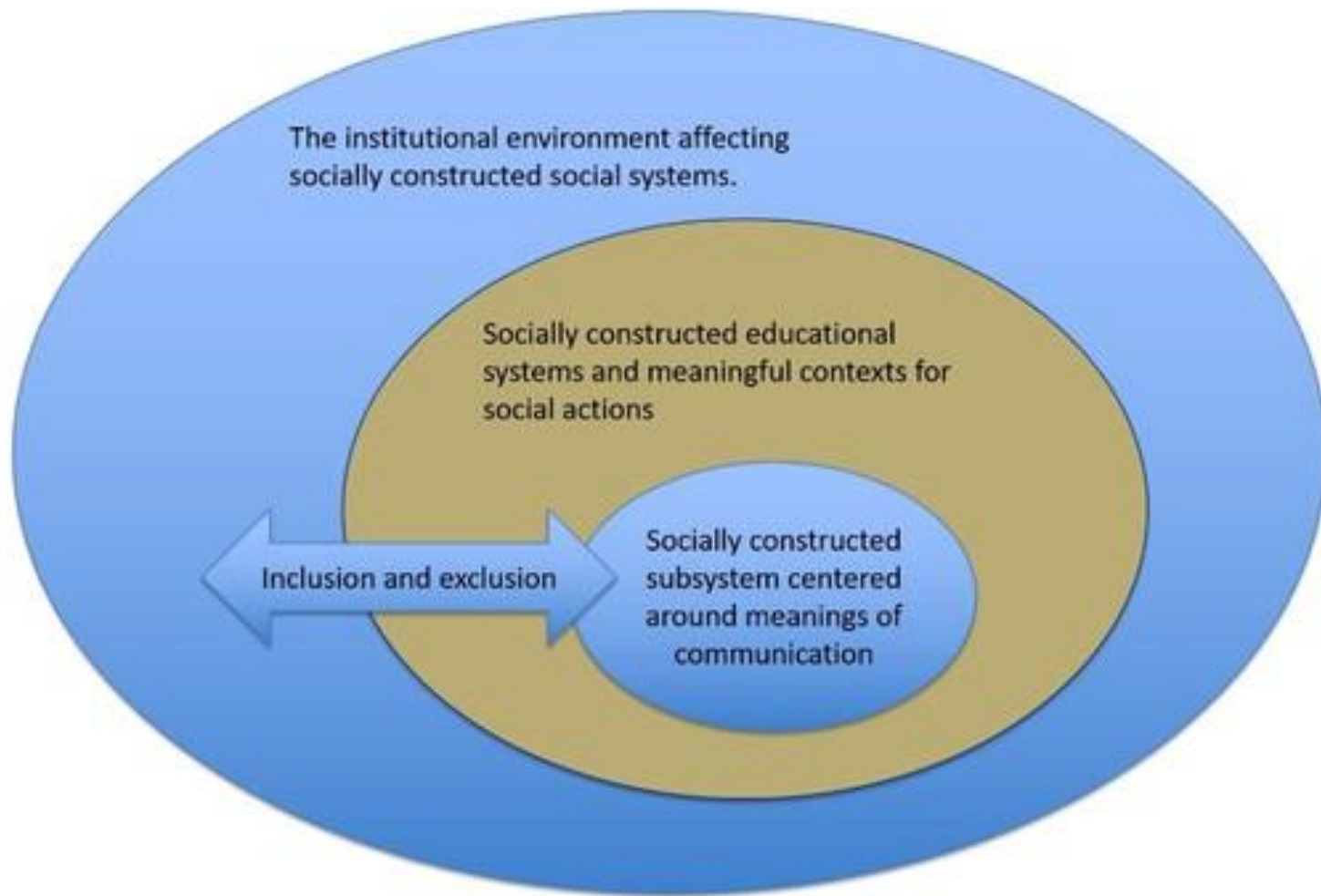




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Anna Cecilia Rapp & Anabel Corral-Granados (2021) Understanding inclusive education – a theoretical contribution from system theory and the constructionist perspective, *International Journal of Inclusive Education*, DOI: [10.1080/13603116.2021.1946725](https://doi.org/10.1080/13603116.2021.1946725)





# Toward an Interdisciplinary Framework for Educational Inclusivity

Christopher DeLuca  
*Queen's University*

## Abstract

This purpose of this paper is to provide a theoretical foundation for inclusion in Canadian schools for this Special Issue on Inclusive Education. In response to the need for an interdisciplinary framework, this paper uses an interpretive literature review methodology to construct a framework for educational inclusivity based on four disciplinary perspectives: (a) special education and disability studies, (b) multiculturalism and anti-racist education, (c) gender and women's education, and (d) queer studies. The constructed framework elucidates four conceptions of inclusivity—normative, integrative, dialogical, and transgressive—positioned on a continuum with each conception representing a different approach to inclusion. Unlike previous models, this framework is not anchored to any one marginalized group; rather, it is intended to represent multiple forms of inclusivity to edify historical, existing, and idealistic educational practices and structures for all forms of difference.

- a) Special education and disability studies
- b) Multiculturalism and anti-racist education
- c) Gender and women's education
- d) Queer studies

**normative, integrative, dialogical, and transgressive**

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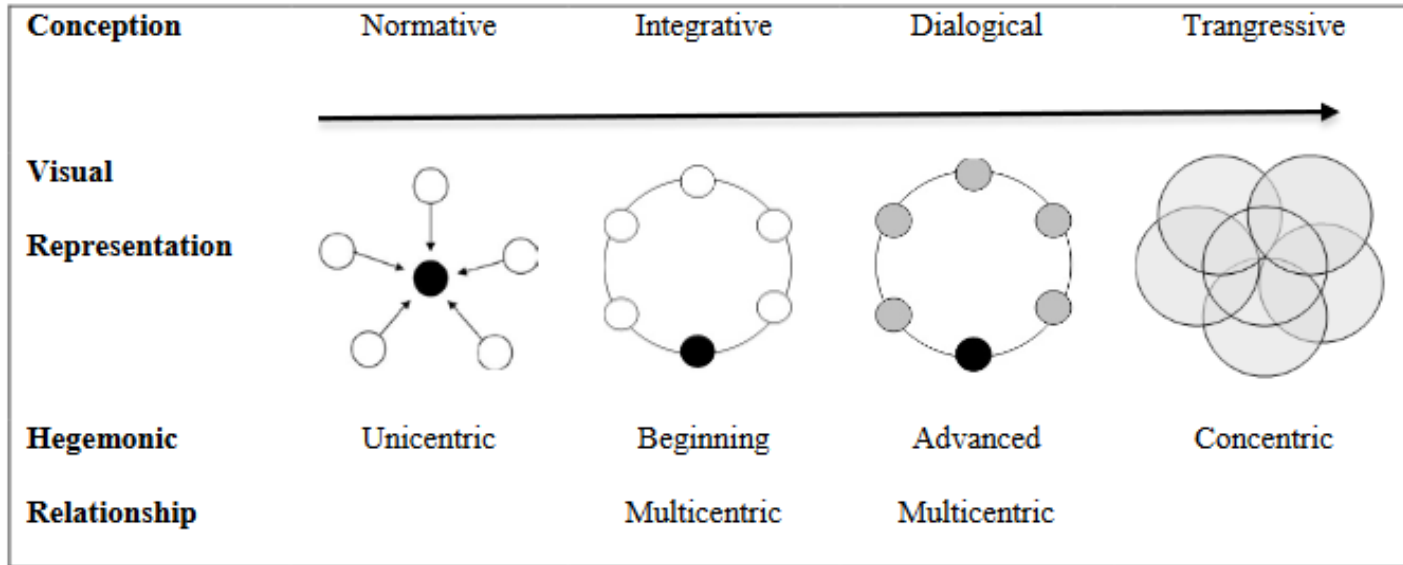


Figure 2

Framework for inclusivity

Key: White circles – group of difference (simple cultural identification)

Gray circles – complex cultural identification

Black circles – dominant group

- a) Special education and disability studies
- b) Multiculturalism and anti-racist education
- c) Gender and women’s education
- d) Queer studies

normative, integrative, dialogical, and transgressive

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“This conception of inclusivity hinges on principles of social justice. Kelly and Brandes (2001) indicate that “within this pluralistic conception, the school is an important arena for the expression of diverse values and the teacher must assume the role of a nonpartisan referee, whose dominant interest is to ensure fair competition in the classroom marketplace of ideas” (p. 438). In addition, education in this form of inclusion recognizes the circling nature of power affecting various inequities (e.g., sexism, racism, heterosexism, homophobia, ablism, poverty) that shape the opportunity to access a socially just learning context (Brandes & Kelly, 2003; McDermott, 1987). Therefore, social justice pedagogy moves inclusive campaigns from specific identifiable groups toward the treatment of alterable ‘isms’ by acknowledging forms of discrimination through reframing inclusive discourse as a socially constructed condition.”

- a) Special education and disability studies
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