



Pedagogy of Play: Teacher Education Resources Instructor's Guide

Welcome, teacher educators!

This guide is a companion to the Pedagogy of Play (PoP) Teacher Education Course Syllabus. That syllabus is designed for you to adapt, hack, and share with the students in your course about learning through play. The syllabus is available on the [PoP webpage](#) as a PowerPoint file, which you can edit and then export as a PDF file to share with your students. This guide is designed to inspire and support you in teaching your course. It includes behind-the-scenes notes and plans for each session. Use all or some of it, or simply read and get inspired to do something completely different that is appropriate in your context. We¹ hope you find the guide helpful in your teaching.

This course will be most powerful if paired with concurrent classroom experiences. Consider including a fieldwork component or pairing this course with another at your institution that involves working with learners in classroom settings. Please note that any resource that includes a creative commons license is available for use without permission. We are also sharing some readings that require copyright and permission from the original publisher; we are not responsible for providing access beyond the link shared here.

Here are the course objectives shared with students in the syllabus:

- ▽ Through this course, you will learn:
- ▽ WHY play is a core resource for learning
- ▽ WHAT play looks and feels like in different cultural contexts
- ▽ HOW educators can promote play and playful learning in schools, including practices and strategies for teaching and assessing learning through play
- ▽ To understand and address social justice and equity issues associated with learning through play with teacher research and equity-centered teaching
- ▽ To advocate for play as critical to children's development and learning in schools
- ▽ To use Playful Participatory Research to reflect on and deepen learning through play

Students will work toward these goals by exploring and discussing theoretical and empirical literature on play, engaging in playful learning activities, and viewing examples of play from real classrooms.

1. "We" in this guide refers to Megina Baker and Ben Mardell, researchers on the Pedagogy of Play project at Project Zero, Harvard Graduate School of Education, generously funded by the LEGO Foundation. We have both been classroom teachers and teacher educators, and have tried out all of the resources and most of the ideas in this guide in our teacher education courses where we are based in Boston, MA, Megina identifies as a white, cisgender, bilingual woman. Ben identifies as a white, Jewish-American man. We built the Teacher Education Resources, or TER in collaboration with 30 teacher educators from around the globe who bring a wide range of cultural, linguistic, and educational experience and teach in a variety of teacher education programs. You can learn more about our contributors on our website. We recognize that our lived experiences color our work, and we hope that you will adapt these resources for your own context.

We designed this course in three “acts,” with each centered around a core question related to promoting playful learning in schools:

ACT 1: Why Do We Need a Pedagogy of Play?

1. Course Overview (pg. 9)
2. Frameworks and Theories to Understand Play (pg. 12)
3. Equity and Play (p. 15)
4. Introduction to Playful Participatory Research; Advocating for Play (pg. 18)

ACT 2: What Does Learning through Play Look and Feel like in Different Cultural Contexts?

5. Playful Learning in Different Cultural Contexts: Part 1 (pg. 22)
6. Playful Learning in Different Cultural Contexts: Part 2 (pg. 24)
7. Technology, Remote Learning, and Play (pg. 27)
8. Play for All: Inclusive Playful Classrooms (pg. 30)

ACT 3: How Can We Promote a Pedagogy of Play?

9. Pedagogy of Play Practices and Strategies (pg. 33)
10. Scaffolding Play or Play in the Learning Domains (pg. 36)
11. Playful Learning Environments (pg. 39)
12. A Playful Pedagogy in Action: Storytelling and Story Acting (pg. 42)
13. Practices Deep Dive (pg. 44)
14. Playful Participatory Research Celebration (pg. 46)

References/Resources (pg. 48)

Each session contains:

- ▷ Suggested readings and other playful preparations
- ▷ A possible class agenda for a 2.5 hour-ish session, including:
 - ▽ In-class activities
 - ▽ Notes for instructors
 - ▽ Thoughts about in-person and remote learning
 - ▽ Links to shareable, adaptable slides, and other resources where appropriate. Note that you may want to view the slides alongside the session agendas below to get a more complete sense of each session

Design Principles

While playful learning is universal, it is also shaped by culture. What playful learning involves and thus what learning experiences are best for them are for you and your teacher candidates to determine. Hence, for the course syllabus and all related materials, we share with you this “License to Hack” card. Created by colleagues at the UCL University College (Denmark), it permits you to change any part of the syllabus. You might also want to hand out these cards to your students on the first day of class and invite them to hack their learning experience. For example, you could encourage students to play their “License to Hack” card for a particular assignment—if they have an alternate idea of presenting their ideas (e.g., via audio or video recording instead of writing).

As you hack the materials, here are some design principles that may be helpful. With our colleagues from around the world², we have co-constructed five principles to support you in creating and implementing playful learning in your course:

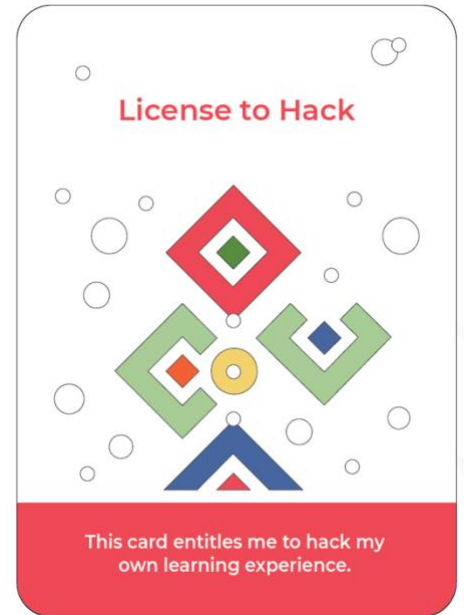


Figure 2: License to Hack Card

1. Use play to support learning

Play supports the learning of information and basic content, as well as creativity and collaborative skills. This statement is true for both your teacher candidates and the children they will teach. As you plan and implement your course, keep in mind the core elements of playful learning—learners leading learning, exploring the unknown, and finding joy in learning.³ Bringing together theory and practice—aim to provide learning experiences that are meaningful, joyful, and about which learners feel ownership.⁴ For course sessions, include playful preparations (more than only readings as homework assignments) and playful activities to engage students in exploring course content during most class sessions.

2. Play with a purpose

In educational contexts, we play to support learning. Providing your teacher candidates with playful learning experiences, and helping them reflect on these experiences, will increase their disposition to teach playfully upon graduation. For this reason, the course’s playful activities are linked to learning goals (see the “Gameplan” section in each session below), and sessions include time for your students to reflect on learning. Since your students will undoubtedly encounter some skepticism from families, colleagues, and supervisors about play, Session 4 provides your students with tools to advocate for playful learning. And in addition, when you engage in playful learning experiences during the course, make that opportunity purposeful twofold by reflecting on the experience and asking your students, “How could you use an activity like this in your own teaching context with your learners?”

3. Cultivate and activate playful mindsets among your students

What is playful for some isn’t playful for all, so promoting playful learning in your courses is

2. Two resources shared by colleagues were especially helpful here: the [Playful Learning Playbook](#) created by the Danish Playful Learning initiative and the [Sandbox research compendium](#) from South Africa.

3. The Indicators of Playful Learning developed by the Pedagogy of Play research – you can read more and find additional resources on the Pedagogy of Play website: <http://www.pz.harvard.edu/projects/pedagogy-of-play>

not as simple as telling a group of students to play. While 5-year-olds will naturally embrace play as a means of learning, convincing a group of 20-year-olds that you want them to explore, be active, and do more than passively listen, may be a challenge. Therefore, a playful approach to learning must involve a variety of media and materials, which is why you will see “play kits” used in several class sessions. Cultivating a playful mindset also involves an openness to surprise, leaving room for the unpredictable, sometimes silly, and the spontaneous. Be ready to hack course sessions, adapting them to the needs of your teacher candidates. In each session plan, you’ll see a section called “More Than One Way” with some ideas to spark your imagination.

4. Teaching is a team sport

The best teaching is done in collaboration with others. Providing opportunities for your teacher candidates to collaborate and chances for them to hear how their colleagues learn—which may be very different from their own—will help them understand that there is more than one way to teach playfully. You will see numerous opportunities for collaboration both during in-class activities as well as assignments throughout the course.

5. Play for justice

Play can help promote creativity, collaboration, and empathy. Because of this, play has the potential to be a medium for exploring and promoting justice. Yet, play can also be a space where inequities are perpetuated if players are excluded or even bullied because of race, religion, social class, gender, living situation, or disability. Bring a lens of justice to your teaching to help your teacher candidates learn how play can promote the disposition and awareness to create more just societies. You will see this in the sessions below in several ways. First, there are a few sessions (Sessions 3, 4, 5, and 6) that explicitly dive into issues of justice, cultural differences, and equity. Next, the Playful Participatory Research process, an ongoing assignment throughout the course, asks students to explore a question specifically related to play and equity. Finally, you will find suggestions for “thinking with an equity lens” throughout this instructor guide. These include ideas about facilitating group work and class discussions, selecting examples for sharing in class, and prompts to keep justice at the center across the course.

Other Considerations

Play with the space

The physical environment can promote a playful mindset among teacher candidates. Clusters of seats encourage small group conversations. Options of how to sit (or even stand) provide a sense of agency. Placing photographs and/or quotes from your candidates on the wall creates a sense of ownership. While you will have constraints, you will also likely have opportunities to play with your space. Consider the physical environment and give your learners input (and responsibility) for creating an environment that encourages playful learning. Here are some examples of the Play Lab at the University College in Lillebaelt, Denmark, for inspiration:

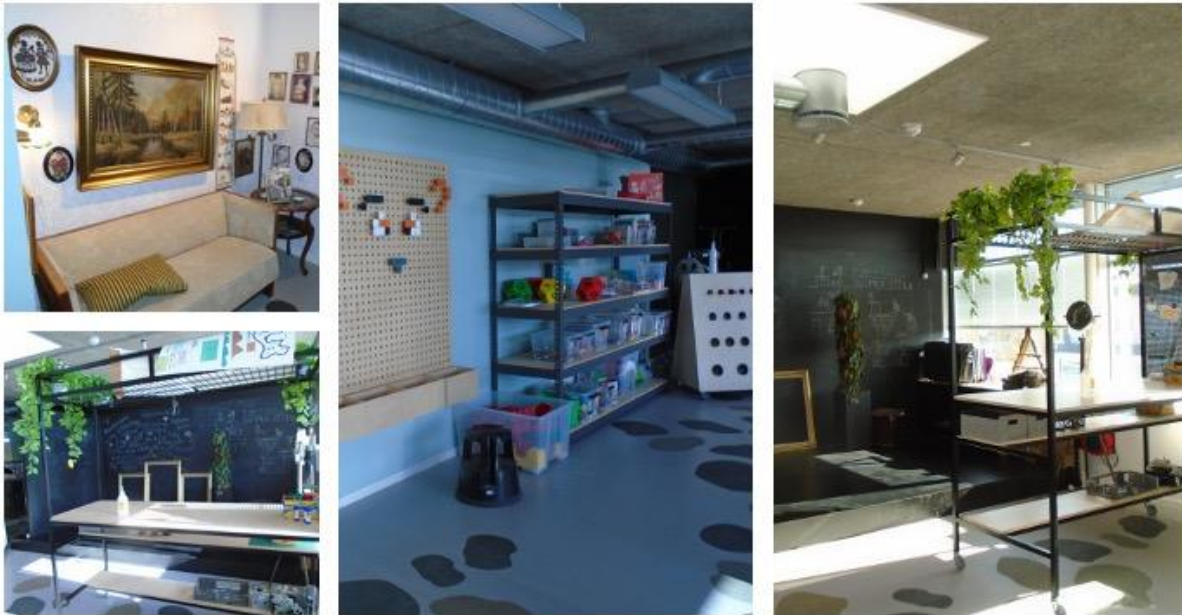


Figure 3: Playful learning environments at the University College of Lillebaelt, Denmark

Play Kits

Materials can provide a playful way for learners of all ages to explore and express ideas. Throughout the course syllabus, we suggest opportunities to use Play Kits—easily obtainable materials—to support your teacher candidates' playful learning. See the Play Kit tool for more details.

Assumptions

We designed this course with some assumptions in mind and thought it might be helpful to know the contexts we had in mind when putting these materials together. We imagine that with a playful mindset and some hacking, they are adaptable to many other possibilities as well:

- ▷ Class sizes may vary widely. Whether your class is a large lecture of 100-300 students or a small seminar with 20, we hope some pieces work for your context.
- ▷ You can teach these sessions in-person, remote, or in a hybrid online/in-person model.
- ▷ Sessions in this guide are planned for about 2.5 hours/week of class time. However, they could easily be broken up into more frequent, shorter sessions (based on conversations with many teacher educators, this seemed to be the average class session length).
- ▷ If you are required to grade your students (as many of us are), we have included suggestions in the syllabus on how you might do this. If you have the license to evaluate students' learning in more playful ways, we encourage you to do so.
- ▷ Issues will come up while teaching! Maybe students don't have enough data to access online resources before class, or large class sizes can cause a challenge for engagement. We encourage you to stay connected with others who are teaching using these materials and share questions and creative solutions with each other.

- ▷ Playful Participatory Research, or PPR, is included as a core part of this course. Inspired by practitioner inquiry and action research traditions (see Cochran-Smith & Lytle, 2009 and Reason & Bradbury, 2008 for more information), PPR is both a research methodology and a professional learning approach. In PPR, educators generate and explore questions about their practice and investigate these through ongoing documentation and playful analysis. This guide and related materials offer an approach to getting your teacher candidates started as playful teacher-researchers. They will do this by generating a question about learning through play relevant to their context, then gathering documentation to explore their question, and sharing that documentation with an ongoing small group of students in the class. For more about PPR, see [this working paper](#) or [this article](#). We have also created a PPR Guide available on our website that you can share with your students as a resource to guide their PPR process.
- ▷ Blog posts: The Playful Learning Journey Blog is an ongoing assignment that structures reflection for your students throughout the course. The six posts in the blog are submitted by students approximately bi-weekly throughout the course and, if possible, should be posted in a way that enables students to read and comment on each other's posts. You and your students might notice that the submission of posts doesn't always align with the topic of that week's focus in class; this is because often, a topic is introduced in class, and then students have time to reflect on that before submitting their post. Consider taking a "more than one way" approach to the blog posts and inviting your students to use multiple ways of sharing their ideas—they could write, audio record themselves talking about the prompt, or create a short video to share. Or use visual strategies like mapping, storyboarding, or illustration to represent their ideas.
- ▷ This isn't the only course. We recognize that there are some BIG topics addressed here, like equity, inclusion, and culture. While this course touches on each of these areas as they relate to learning through play, students will need more time to delve deeply into each as part of their teacher preparation program.

Let's play!

How to navigate this guide: Each session plan below contains:

Gameplan: Goals of this session

More than One Way: Ideas for adapting or other activities to try

Slides available icon: See the icon to the right? Anytime you see this, you will find a deck of hackable slides on our website that you can play with to support your teaching. Slides are available for most sessions.

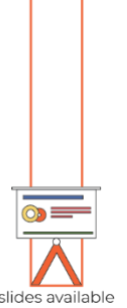
Links: Whenever possible you'll find hyperlinks to readings and resources embedded in each session.





ACT 1. Why do we need a Pedagogy of Play?

Session 1: Course Overview



Gameplan

- ▷ Through the Play Autobiography, students will begin to think about the relationship between play and learning through the lens of their personal experiences and their classmates
- ▷ Students will learn about the Principles of a Pedagogy of Play, using the hands-on Light and Shadow activity and video examples to unpack each principle

Playful Preparation

- ▷ Mardell et al., (2016) *Toward a Pedagogy of Play*
- ▷ OR: PoP Book Chapter 1
- ▷ Recommended: Parker & Thomsen (2019) *Learning through play at school*

Assignments Due Today

- ▷ Blog Post 1: Play Autobiography (due before the start of class so that students can share in class)
- ▷ Want more than one way to do this? Invite students to share their autobiographies in various formats—written, oral (audio recording), poetry, or through visual or performance art (with a description/caption). **Note: for full descriptions of this and all other assignments, please see the course syllabus)**

Possible Agenda

- ▷ **Playful Start**
 - ▽ As students arrive or for the first 10 minutes of class, invite them to create a representation of their Play Autobiography story using materials. It could be as simple as pencil and paper or involve playdough, clay, wire, collage, or found/recycled materials to sculpt with
- ▷ **Introductions**
 - ▽ Introduce yourself and invite the students to introduce themselves to each other. Playful ways to take turns are welcome (e.g., passing a ball or potato, or pretending to toss something to the next person). See the slide deck for one version—the Top 5 Introductions
- ▷ **Play Autobiography Share**
 - ▽ In small groups of 3-4, students share their Play Autobiographies (see Syllabus – assignments Playful Learning Journey Blog – Post 1) with each other and show their representations
 - ▽ The goal is to get them talking and thinking about learning through play, being powerful and varied
 - ▽ Ideas:
 - Ball toss—toss a ball to the next person to share (adds a little whimsy)

- Headlines or hashtags (e.g., #rocksandsticksforever)—have students come up with a headline or hashtag to represent their story to share out with the whole class
 - Timers—ask one student in the group to be a timekeeper and keep each story shared to 2 minutes
- ▷ **Playful Activity: Playing with Light and Shadow**
 - ▽ See [Activity Card](#)
 - ▽ Use the Play meter in the slides as a simple way of having the students debrief how playful that experience was for them as individuals (later in the course, you will explore more nuanced ways of assessing playful learning using the Indicators of Playful Learning)
- ▷ **Content Focus: The Pedagogy of Play Principles (PoP)**
 - ▽ Introduce the PoP Principles, using slides and examples from the video library to illustrate. The PowerPoint slides for this session include:
 - A slide introducing each of the PoP Principles
 - A visual of many different kinds of play for viewing and discussing some key topics such as:
 - The continuum of free play to guided play
 - The difference between play and playful learning
 - The fact that learning through play happens both in classrooms and informal learning spaces, outdoors, etc.
 - ▽ Share examples of the Profiles in Playfulness (related assignment) to illustrate Principle 4 (examples are provided on the TER website). Examples are embedded in the slide deck.
 - Niels Bohr (Danish physicist)
 - Nelson Mandela (South African president)
 - Debbie LeeKeenan (U.S. anti-bias educator)
 - ▽ Connect back to the Play Autobiographies and the Playing with Light and Shadows activity to illustrate the principles
 - ▽ Make a connection between the characteristics of playful learners and playful teachers
 - See the slide deck for a visual of the characteristics of playful teachers. Ask your students to turn and talk:
 - Why do you think it is important for teachers to be playful themselves?
 - Which of these characteristics do you see in yourself? Which have you seen in other teachers you know?
 - Point out that in this course, you will be focusing on building capacity to become a playful teacher who can support playful learning in schools
- ▷ **Whole-Class Discussion**
 - ▽ Conversation starters:
 - What bubbled up in the readings or this conversation today that you want to know more about in this course?
 - What puzzled you?
 - What surprised you?
 - How might you use the playful learning experiences we tried out today with your

learners?

▷ **Syllabus Review**

- ▽ Go over the course assignments, trajectory, and expectations

▷ **Setting class norms**

- ▽ Agree on a few norms about how you will work together as a learning community. Some examples are in the slide deck

More than One Way

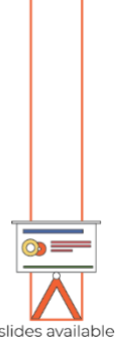
It is important for you to get to know your learners and for them to build relationships among themselves and empower them to build a culture of collaborative learning—other playful activities that support this included Chance Encounters and Class Bingo (see activity cards).⁵

Thinking with an Equity Lens:

- ▽ Introductions can be informative, playful, and promote equity. Model this by sharing your own cultural, linguistic, racial, or gender identities (and preferred pronouns), and invite (but do not require) students to do the same.
- ▽ Setting class norms is a process that invites the learners in your class to voice their learning needs and preferences, co-constructing course expectations as a group.
- ▽ When grouping students for small group work, consider justice and what is most appropriate given your students and context. For example, in some contexts, grouping students in mixed groups according to cultural or linguistic background may be appropriate. At other times, affinity groups (where students meet with others who share a common language or cultural/racial identity) can promote more equitable conversations. Keep this in mind during this session and throughout the course.

5. “Chance Encounters” and “Class Bingo” are inspired by Metehan Buldu and Elif Buldu. Thank you for contributing!

Session 2: Frameworks and Theories to Understand Play



Gameplan

- ▶ Through reading and class lecture/discussion, your students will learn about the neuroscience research that exists to understand how learning through play affects our brains
- ▶ Through discussion, your students will learn about prominent theories about play and playful learning and understand that theories are tools that can help educators plan for and interpret playful learning
- ▶ Through the Play Theory Gameshow, your students will practice using a range of play theories to interpret video examples of children's play

Playful Preparation

- ▶ Cut up your reading! Print out and read one or more of the options below, and then cut up the reading—clipping out 3-4 essential ideas, quotes, or questions that stood out to you (or write them down on slips of paper if you don't have access to a printer).
- ▶ Make something using the text you have selected—a collage, a sculpture with other materials from your Play Kit, origami, or a [folded-paper fortune teller](#). Bring your creation to class and be ready to share it during the discussions
- ▶ **Options for Readings (choose one or more appropriate for your students):**
 - ▽ PoP Book Chapter 2
 - ▽ Liu, C., Solis, S. L., Jensen, H., Hopkins, E. J., Neale, D., Zosh, J. M., Hirsh-Pasek, K., & Whitebread, D. (2017). Neuroscience and learning through play: a review of the evidence (research summary). The LEGO Foundation, DK.
 - ▽ Overview of theories on play: Cowan, K. (2020). *A Panorama of Play – A Literature Review*. Digital Futures Commission. London: 5Rights Foundation
 - ▽ Zosh, J. M., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Hirsh-Pasek, K., Solis, S. L., & Whitebread, D. (2017). Learning through play: a review of the evidence (white paper). The LEGO Foundation, DK.
 - ▽ OR a chapter from a text about theory as a lens on children's play, for example: Frost, Wortham, & Reifel (2012) *Theory as Lenses on Children's Play in Play and Child Development* (4th ed). New York: Pearson, p. 27-59.
 - ▽ Look at this [infographic](#)
 - ▽ Add or replace these readings to incorporate those appropriate to your context

Assignments Due Today

- ▶ None! But this point in the course is a great time to set up meetings with individual students or smaller groups to get to know them better as learners if your context allows

Possible Agenda

▷ Playful Start—Choose Among:

- ▽ Replay (playful start to put learners in a playful mindset and build a sense of community)
 - See activity card
 - In small groups of 3-4, students share for 1 minute each about a playful moment from the past week, either in their personal lives or in their classroom experiences (student choice)
- ▽ Figure Me Out Identity Web (see activity card)
- ▽ OR any activity in the [Playful Starters activity card](#)

▷ Content Focus: What is Play? What Do we Know About the Brain and Play?

- ▽ Begin with sharing a range of definitions of what play is (see slides for some examples and include your own)
 - Brown & Vaughn (2009) definition
 - LEGO Foundation's 5 play characteristics
 - Characteristics from the [Panorama of Play report](#)
 - Pedagogy of Play Indicators of Playful Learning
 - Parten's Stages of Play
 - Types of play [infographic](#)
- ▽ Share highlights from the [Liu et al. \(2017\) neuroscience report](#) (e.g., the Key Takeaways on p.4)

▷ Discussion: Neurology and Play

- ▽ As a whole class or in small groups, discuss:
 - What stood out to you in the reading for today? What surprised you? E.g., about the effect play has on neurodevelopment?
 - Students share their “cut up your reading” creations as they discuss in small groups
 - What are you curious about?

▷ Content Focus: Play Theories

Introduce a range of theories about play, drawing on the readings you chose. Provide students with the Play Theorists Resource (see Activity Cards) for some background information about the theorists. Offer some key questions that these theories can offer as a lens to think about children's play. These questions will be used in the Play Theories Gameshow activity (below). For example:

- ▽ Gregory Bateson—play frames
 - What roles are children taking on? Is there role flexibility at play?
 - Do the events in the play frame relate to their real world? How?
- ▽ Lev Vygotsky—play as a Zone of Proximal Development
 - What pivots (play objects) are involved?
 - In what ways do adults scaffold play?
 - How is play socially constructed?
- ▽ Jean Piaget—play as assimilation

- How are children acting on objects to assimilate knowledge?
- Are children transforming objects or themselves during play?
- ▽ **Jerome Bruner—problem-solving**
 - What domains of learning are children developing in this play?
 - Are children acting in ways that minimize consequences compared to actions in the real world?
 - Are tools being used to solve problems?
- ▽ **William Corsaro—peer culture and play talk**
 - What types of play talk took place in this play episode?
 - What do you think about the social dynamics/power relationships here?
- ▽ **Vivian Gussin Paley—storytelling, culture, and language development**
 - What stories are children telling during their play?
 - As a teacher researcher, what might you learn about these children by observing their play?
- ▽ **Tina Bruce—12 features of play** (see Bruce, T. (2011). *Learning Through Play: For Babies, Toddlers and Young Children* (2nd ed. edition). Trans-Atlantic Publications, Inc.)
 - What features of play do you see in this example?
- ▽ **Helle Marie Skovbjerg—play moods**
 - What play moods do you observe in this example?
- ▽ **Kathy Hirsh-Pasek – guided play**
 - In what ways are educators guiding play in this example?
- ▽ Add other theorists relevant to your context here—remove those that don't feel relevant
- ▷ **Activity: Play Theories Gameshow**
 - ▽ See activity card
 - ▽ The PowerPoint slides for this session include instructions for the gameshow as well as prompts for discussion
- ▷ **Reflection: Stars and Wishes**
 - ▽ Invite students to reflect on what worked well for them as learners in today's session (stars) and what they wish future class sessions might be like or include (wishes)
 - ▽ Stars and wishes can be posted physically (written on post-it notes or paper and posted or handed to the instructor) or digitally (Jamboard, Padlet, or Google Docs all work—see example (created in Jamboard))

Class 1 Sept 2

STARS
What worked well for you in this class?

Small group chats make the time go faster, and makes it feel more personal & fun

I appreciated the flow of the class schedule as well as the engaging breakout rooms discussions/activities.

I liked the variation in whole group, small group, discussion, plus "lecture". I felt like I could sit back and listen and learn, and also share some thoughts.

More class discussion-I know that its the first class and were all getting to know one another[and that we also do lots of discussion anyway] but more from us!

I enjoyed adding a "play" break with the flashlight...I liked that it applies with the theme of the class

I liked that the activities tied directly into the material you talked about!

I liked the break out rooms because it allowed us to connect on a more personal level

I loved the engaging and hands-on activities throughout the classroom. Helps understand and relate to the concepts better and clearly.

I like the way we play and share our thoughts in small groups

more competition please

WISHES
What do wish for in future class sessions?

video was a little laggy- could you try sharing computer audio for better sound quality? (if you're not already doing so)

More/deeper contemplation about big & important ideas, and connections to the current world we are living in

I cannot say I would attend every time, but I like having the early 6:30-7pm slot open to join earlier. I'm sure it will come in handy later on as we have more assignments to work on.

More whole-class discussions.

I think it could be fun to interact with your children sometimes (if you are comfortable), or if anyone else has someone young to bring on for real-time engagement/ questions.

"Office hours" will be awesome if we have specific questions later in the semester. My professor did the same thing at the end of my summer 2 class and it was VERY helpful!

I think it would be great to have a copy of a handout or notes for the lecture

More prompts in small group discussions. I think there's a hands up button in the Zoom participants. I haven't used it before, but we may try it.

More than One Way

- ▷ Instead of the gameshow activity, have students work in small groups to create games or engage in play situations that demonstrate a certain type of play or theory about playful learning. Students can use materials in their Play Kits for this activity.
- ▷ The idea of a "gameshow" may be inappropriate or off-putting in some contexts. Instead, you could create a set of clues about each theorist and play a guessing game where students identify theorists based on the clues they hear or see.
- ▷ Thinking with an Equity Lens: We are aware that most of the theorists listed above are White, male, and Western. We are actively working on shifting this and invite you to replace this list with play theorists from your context and/or who represent a greater diversity of world views.
- ▷ As an alternative to the Replay, have students pair up in groups of 2. They have 5 minutes to tell each other about the moment when they had the most fun in their lives. Later, they randomly partner with someone else and again tell their moment to their new partner. Eventually, each student in the class listens to 2 different moments from 2 different classmates. Afterward, they are asked to mix and share their classmates' memories with each other. Each of them tries to guess who the memories belong to.
- ▷ For online teaching: If teaching asynchronously online set the gameshow as a quiz to complete solo or with a peer/study partner. If teaching live via a virtual platform, move students to breakout rooms to discuss with their teams during the gameshow.

Session 3: Equity and Play



Gameplan

- ▷ Through reading and class lecture/discussion, students will explore how play can be a medium that supports children's dispositions towards fairness and justice—how they must ensure playful learning experiences in school are open to all

Playful Preparation

- ▷ Read:
 - ▽ this article about [Anti-Bias Education](#)
 - ▽ Paris, D. (2016). On educating culturally sustaining teachers. *Teaching Works, University of Michigan*.
 - ▽ You may want to add additional reading on equity issues relevant to learning through play in your context, e.g., [Ramsey \(2015\) Diversity and Play](#) in Fromberg, D. P., & Bergen, D. (Eds.). (2015). *Play from Birth to Twelve: Contexts, Perspectives, and Meanings* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315753201>
- ▷ Play and Reflect:
 - ▽ Choose a significant quote from the reading that struck you. Write the quote on a piece of paper using colors and a style of writing (bold, large, small print, flowy words, illustrated....) that represents the significance of the quote to you.
- ▷ Optional listening: [Podcast about Gilliam et al. 2016 study of implicit bias in young children](#)
 - ▽ [Additional resource for early childhood education](#)—watch this film about anti-bias education in early childhood classrooms

Assignments Due today

- ▷ Blog Post: Profiles in Playfulness. There are many options for how students engage with this assignment—see the syllabus and activity card for details

Possible Agenda

- ▷ **Playful Opener**
 - ▽ Group students into small groups of 3-4. Using materials of your choice from your play kit, have students represent the playful learner they profiled for the Profiles in Playfulness assignment. While they work, have students share with the other members in their group their “focal people” and why they think they embody a playful mindset. Ask students to share, i.e., what did you learn while working on this assignment?
- ▷ **Revisiting**
 - ▽ Ask students to turn and talk to one person nearby (or in breakout rooms, if virtual) to name one of the theorists/theories from last week that made an impression. Why are you still thinking about this theory or theorist? Have you seen any examples of this theory in action in the past week?

▷ **Content Focus: Equity and Play**

- ▽ Introduce the idea that conditions for play—the time, environments, and support for play are not equitably distributed—some children have more access to play than others. Playful learning experiences in schools are also often unequal (e.g., children in better-resourced schools or serving higher-income families are more likely to experience learning through play rather than rote learning)
- ▽ Explain that implicit bias affects all of us and how we see children—can affect their experiences of playful learning (e.g., how surveilled/free they are during play) (share results from Gilliam et al. 2016 study of teachers' implicit biases)
- ▽ Play offers opportunities to uncover, address, and counteract stereotypes and exclusion but can also exacerbate them if not addressed (see Ramsey's book chapter for a good explanation of this)
- ▽ Frameworks like anti-bias education and culturally sustaining pedagogies offer tools for educators to build equitable classrooms and practices. Both deeply compatible with play
 - Share some examples of these frameworks
- ▽ Discuss the fact that who decides what counts as play varies by culture
- ▽ Children may perceive experiences differently from adults. For example, a teacher could plan a “playful” learning experience for their class, but children might report that it didn't feel like play—they might say they felt like play happened at recess but not during their morning in the classroom. How and when adults and children describe their experiences as play varies by culture and expectation
- ▽ Invite a short discussion for students to think of their own experiences as a child or as a teacher. What counted as play in their experience? What didn't? What does this mean in your role as a teacher?
- ▽ The slide deck for this session includes quotes from the readings, discussion prompts, and slides about anti-bias education

▷ **Activity: Equity and Play Thought Museum**

- ▽ Have students display the quotes they brought to class—on the walls, tables, or virtually (e.g., with screen share or in a Padlet or Jamboard) if teaching remotely. You may want to add your own quotes from Ramsey, Gilliam, Paris & Alim, Derman-Sparks & Edwards, or other quotes focused on equity and play
- ▽ Students read each other's quotes and add their own connections, questions, and reactions using post-it notes
 - Read others' quotes and write comments first for 10 min
 - Then meet for a small group discussion for 10 min
 - Come back together for cross-sharing 10 min
- ▽ See the activity card for more details and examples

▷ **Take a Break—That was Hard Work!**

▷ **Relaunch**

- ▽ Invite students to play with materials in their play kits while you talk—it can facilitate thinking and focus. Invitation to represent any ideas we are discussing using materials—with a chance to share at the end of class

▷ **Content Focus: Working Towards a More Equitable Play Experience**

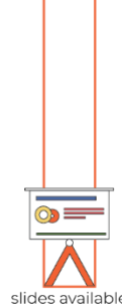
- ▽ Lead-in: A lot came up before the break. You may be wondering what to do about all of this bias and inequity. Things we can do (use slides to talk through this):

- Understanding, acknowledging, and working through our implicit biases
- Anti-bias teaching
- Culturally sustaining pedagogy (will explore ST/SA as an example—emergent curriculum also has this power)
- Family partnerships and knowing our playful learners (see Gilliam; funds of knowledge)
- Advocacy (note this—and that we will talk more about it next week in the course)
- **Activity: Getting to Know your Learners**
 - ▽ See slides to launch
 - ▽ 15 min in groups
 - ▽ Try out using the Getting to Know your Learners tool—choosing some of the questions to ask each other
 - ▽ Take 5 mins for each group to share out to everyone—something you had in common with another, something that was unique
- **Closing: I Used to Think, Now I Think**
 - ▽ Ask students to use these sentence starters to reflect on a way their thinking has shifted during this class session about equity and play
 - ▽ Share out in small or large groups
 - ▽ Option to share out any representations of ideas students created during this class
 - ▽ [Link to PZ thinking routine if needed](#)

More Than One Way

- There is a lot of content in this session. You may want to pick and choose some of the discussions/activities and save others for another time.
- Thinking with an Equity Lens: The topics discussed in class today can be complex. Be sensitive to not asking a single student to represent a cultural/racial/linguistic or other groups.

Session 4: Introduction to Playful Participatory Research; Advocating for Play



Gameplan

- ▷ Knowing that students may face skepticism on the part of families, administrators, and/or colleagues about playful learning, students will explore ways to advocate for play
- ▷ Introduce Playful Participatory Research through discussion of teacher research articles
- ▷ Use an activity to learn about documentation and help students identify a research question for the semester

Playful Preparation

- ▷ **Learn about Playful Participatory Research (PPR):**
 - ▽ Read the PPR Guide (downloadable from the website)
- ▷ **Choose One Teacher Research Article:**
 - ▽ [Baker & Salas Davila](#) (2018) (Playful Participatory Research)
 - ▽ [Escamilla et al.](#) (international borders)
 - ▽ [Latta](#) (multilingual learners)
 - ▽ Or others [in Voices of Practitioners](#) (focus on early childhood teacher research)
 - ▽ Or browse the [current issue of the Journal of Teacher Action Research](#) and choose an article of interest to you (focus on older learners), for example:
 - [Science curriculum through gardening](#)
 - [7th grade math and reflective practice](#)
 - [Math stations in a 3rd grade classroom](#)
- ▷ **Read about Advocating for Play:**
 - ▽ Be familiar with the UN Convention on the Rights of the Child <https://www.unicef.org/child-rights-convention/convention-text>
 - ▽ [Souto-Manning 2017](#)
 - ▽ [Crisis in Kindergarten report summary](#) (early childhood and the U.S. focused—may wish to omit or replace this with a different piece, possibly a podcast or blog post from your context discussing the role of play in schools)
 - ▽ If you are preparing teachers to teach older learners, consider including an advocacy reading more specifically about the value of play in schools for older learners
 - ▽ If the concept of pedagogical documentation is new to your students, explore the resources on the Making Learning Visible website: <http://www.pz.harvard.edu/projects/making-learning-visible> or read the book *Visible Learners* (Krechevsky et al., 2013)
- ▷ **Create and Reflect:** Think about times when you have seen children having access to play and times when you may have seen play denied or not prioritized. Draw, sculpt, or build something using materials from your play kit that represents this idea. Take a photo and be ready to share in class

Assignments Due Today

- ▷ None!

Possible Agenda

- ▷ **Content Focus: Advocating for Play**
 - ▽ Introduce the idea of children’s right to play using a couple of thought-provoking quotes (see slides for some examples)
 - ▽ Turn and talk: When have you seen children afforded a right to play? Where have you seen that right denied? Show the photograph of what you created using materials from your play kit
 - ▽ Explain the importance of advocating for play in different contexts—with families, school leaders, to the general population—and give some examples of what that could look like (see slides for examples)
 - ▽ Look at an example of playful learning from the video library (your choice) and ask the students to discuss—how would you explain the learning that is happening in this play situation? How could you advocate for more playful experiences like this in your context?
- ▷ **Playful Activity: The Great Play Debate**
 - ▽ In this activity, as the instructor, you will take on the persona of someone who doesn’t value playful learning in schools to encourage your students to playfully consider how to respond to such arguments they might encounter in their teaching.
 - For example, you could take on the role of Chester Finn, a fellow at Stanford’s Hoover Institution and a former Bush Administration Education advisor, who has stated, “We also have ample evidence that while “playful teaching and learning” does little harm to middle-class kids with support and structure in the rest of their lives, for children from troubled circumstances it’s a recipe for failure. Many such youngsters already have plenty of “play” of various sorts in their lives, even a corrupted sort of “natural state,” but precious little formal learning—and few of the other benefits (character formation, self-discipline, citizenship, etc.) that also flow from the purposeful adult direction.” You might present this quote or take on this persona, arguing that play has no place in schools.
 - Or take on the role of a skeptical parent or administrator who feels that learning through play isn’t really learning. You say that you are disappointed not to see more written work (worksheets) coming home and don’t believe that there is evidence that children are learning anything in your play-based classroom.
 - ▽ Have your students work in a small group to generate arguments in favor of playful learning. They could nominate one person from the group to represent them in the debate against you as the instructor
 - ▽ This should be playful yet useful in thinking about how to succinctly argue in favor of playful learning!
- ▷ **Content Focus: Introduction to Playful Participatory Research**
 - ▽ Explain the purpose and process of PPR—see slides/notes within slides. These include slides about the PPR process as well as examples from teacher researchers and students
- ▷ **Discussions—Teacher Research Examples**
 - ▽ Have students gather in groups of 3-4 to discuss the article that they chose to read for today that exemplifies teacher research

- ▽ Set up: (also in a slide) Pretend you are hosting a Playful Participatory Research conference and need to find excellent teacher researchers to speak about their work. Discuss the article that you read with your group, considering:
 - Does the author enact an inquiry stance? How?
 - What were the research questions?
 - What kinds of data/documentation were gathered to explore this question?
 - Was the research process playful? Would you call this PPR or regular teacher research?
 - What surprised you/intrigued you about what you read?
- ▽ Share out some highlights
- ▷ **Content Focus: Documentation as a Tool for Understanding Learning through Play**
 - ▽ Share the definition of documentation
 - ▽ Give some examples of types of documentation that can be gathered—e.g., written notes, photos, videos, examples of student’s work...
- ▷ **Activity: The Airplane Activity**
 - ▽ This is a way to try out documenting learning with a playful activity. See the activity card for details/process and related slides in the slide deck
- ▷ **Activity: Choosing a PPR Question**
 - ▽ The purpose here is to help students start to think about a question they might like to pursue for their PPR project in the course
 - ▽ Talk through the slides about choosing a question (the slides contain suggestions about what makes for a focused and researchable PPR question), and then have students meet in small groups to start brainstorming questions they might want to pursue for their PPR project in this course
 - ▽ Make sure students know that questions change and can be adjusted over time—using the suggestions in the slides can be helpful in shaping and honing questions to make them manageable and useful. And they can always change!
- ▷ **Reflection: Stars and Wishes** (if desired) to reflect on the session

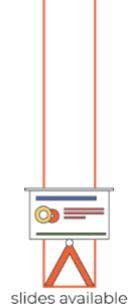
More Than One Way

- ▷ Thinking with an Equity Lens: Keep in mind that there is unequal access to play opportunities based on where children live/the income levels of their families. Advocating for play often requires advocating for a more equitable allocation of resources.
- ▷ If teaching in-person, consider scaffolding the discussions about teacher research articles by giving students a printed graphic organizer to jot notes on during their small group discussions (with the questions above printed on the page)
- ▷ Remember the Playful Starters activity card mentioned in Session 2? There are many activities there you can draw on at any point in the course



ACT 2. What does learning through play look and feel like in different cultural contexts?

Session 5: Playful Learning in Different Cultural Contexts: Part 1



Gameplan

- ▷ Through readings, video, and discussion, students will learn that while there are general features, playful learning is also culturally determined
- ▷ In order to illustrate cultural variations of playful learning, students will be introduced to the indicators of playful learning from several contexts

Playful Preparation

- ▷ Read:
 - ▽ Pedagogy of Play Pictures of Practice and working papers—choose at least 3 from the resources provided on the Pedagogy of Play website
 - ▽ Chapter 3 of the Pedagogy of Play book—What playful learning looks and feels like
- ▷ Play a traditional game you participated in as a child. If possible, bring the materials needed for playing this game to class (great if we can use the materials in our play kits) and be ready to teach a group of your peers how to play

Assignments Due today

- ▷ Blog Post 3: PPR Plan

Possible Agenda

- ▷ **Playful Opener: Traditional Games**
 - ▽ See Activity Card
- ▷ **Revisiting**
 - ▽ What has stayed with you from the last session about advocating for play or Playful Participatory Research? What questions remain?
- ▷ **Content Focus: The Indicators of Playful Learning (see slides)**
 - ▽ Introduce the indicators and how they were developed (see notes in the slide deck for details)
 - ▽ Use two different videos from the video library to view and try out using the indicators to reflect on playful learning (this can be done by giving out paper copies of the indicators to write on—circling the ones observed—or in a digital format, like Jamboard)
 - ▽ Discuss the indicators observed and whether this is an example of playful learning, based on that analysis
- ▷ **Small Group Discussions about Today's Readings**
 - ▽ If possible, have students gather with others who read the same Picture of Practice or working paper they did. Mixed groups are also ok
 - ▽ Discussion prompts: what indicators did you see present in the PoP picture of practice

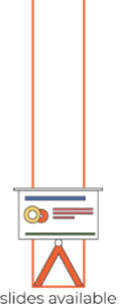
you read? What struck you?

- ▽ Invite students to use materials in their play kits to represent ideas while they discuss
- ▷ **Activity: Co-constructing Indicators of Playful Learning for our Community of Learners**
- ▽ In this activity, students work together to try out the process of creating their own indicators of playful learning specific to their context
- ▽ First, give students a few minutes to think about an experience of playful learning they have had in the course so far. Ask them to write down what that felt like and looked like
- ▽ Next, have students gather in small groups of 3-4 to share the words they generated. Use the template in the final slide of this session (you can provide printed copies or put this template in a collaborative digital space like Jam board). You can also have the whole class work in the same digital space at the same time to build on each other's ideas
- ▽ Have groups post or share their indicators. Which are most frequently present?
 - You can create one version that represents your group's definition of what learning through play looks and feels like to them as learners, and refer to this throughout the remainder of the course to understand your own experiences of playful learning
- ▽ Wrap up by sharing the "create your own indicators" template, and invite students to use this in their future classrooms with their students

More Than One Way

- ▷ If you are teaching remotely, students will need to be creative in playing the traditional games during the Playful Opener. Let them know that this can be part of the fun—coming up with new ideas and solutions to play at a distance. Challenge them to try something new and unexpected

Session 6: Playful Learning in Different Cultural Contexts: Part 2



Gameplan

- ▷ By sharing their Advocating for Play assignments, students will learn from and with each other about promoting playful learning
- ▷ Through readings, reflections on their play, and conversations with classmates, students will continue to explore how playful learning is influenced by culture

Playful Preparation

- ▷ Read 2-3 additional PoP resources provided here and here
 - ▽ While you read, choose an example of playful learning to act out or imagine being a part of. You might read some of the dialogue aloud or pretend you are one of the teachers or children in a vignette. If you are studying with others, act out the scenario together. This may sound silly, but it can help offer a new perspective and be a way to understand the reading differently
- ▷ Recommended Reading:
 - ▽ If available to your students, choose 1-2 chapters from the International Perspectives on Children's Play book (Roopnarine et al., 2015). Each chapter focuses on play in a particular country, and a wide variety of contexts are included
- ▷ Share your Advocating for Play assignment with someone else – on social media, with your school, etc.

Assignments Due today

- ▷ Advocating for Play: Have students come to class ready to share their work with others

Possible Agenda

- ▷ **Advocating for Play Gallery Walk**
 - ▽ Part 1: Gallery walk (10-15 min)
 - ▷ Browse across the assignments (helpful to have students post them in a shared digital space— like a Padlet— before class), exploring as many of the posts as you have time for
 - ▷ If digital, use the “add comment” feature to add at least two written comments to colleagues that include:
 - Clarifying questions—is there anything that is unclear or missing in the presentation?
 - Appreciations—what is working well?
 - ▷ Suggestions—how could the presenter advocate for play even more effectively?
 - ▽ Part 2: Focused looking/feedback (10-15 min)

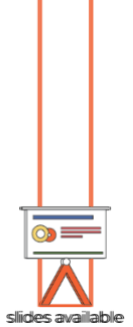
- In partners, look more closely at each other’s posts, and any feedback colleagues have added. Ask each other clarifying questions, offer appreciations, and make suggestions to improve the work. (5-7 minutes to focus on the first person’s work, then switch roles)
- **Content Focus: Examples of play across cultures**
 - ▽ Introduction/setup:
 - The goal of this section is to reflect on how play varies across cultural contexts and consider the implications of what this means for working with families in schools
 - As you read, you may have noticed resonance or dissonance with your own experiences, values, and cultural norms
 - Refer back to traditional games from the start of class last week—discussing the origins and beliefs around play in the contexts that were represented
 - Suggest staying “curious, not furious” when dissonances arise
 - ▽ 5-minute quiet writing time to review the readings for today, write key points you want to share with others in your bubble catcher (see an example of a bubble catcher in the slide deck, or students can jot down their ideas on paper if you prefer)
 - What did you learn about play in the reading?
 - What **resonated** with your personal/cultural understandings of play?
 - What struck you as **different** from your personal/cultural understandings of play?
 - ▽ Small group discussions—with intentional groupings
 - Discuss the readings/videos/podcasts you selected to have students think about how play varies across cultural contexts (the slides contain some examples that you can draw from, but please adapt as appropriate)
 - Invite students to use the “bubble catcher” (or notebook) to keep track of ideas/questions/insights they are having during the discussion
 - ▽ Whole Group Discussion: Play across cultural contexts
 - This can involve:
 - Asking: Why could it be problematic to assume that play is understood and treated in the same way across cultures?
 - What implications does this have for teaching?
 - Continuing to learn more through reading and talking with families in your school
 - Revisit the idea of staying curious, not furious when dissonance arises
 - Notice that families’ desire for the “best for their children” was often described in these chapters as a reason to push play out— in place of more “learning” through academics,” so some of our work is advocating for helping parents/policymakers understand that play = learning
 - Listen to families and engage in respectful dialogue about differences in perspectives
- **Planning Playful Learning Experiences**
 - ▽ Introduce the Playful Learning Planner— available under “Resources” on the TER website

- ▽ Model using the planner. Invite students to imagine a learning experience they would like to play. This could be a real upcoming learning experience or imagined—and walk through using the planner to generate ideas for playful learning
- ▽ In pairs, small groups, or individually, take some using the planner and then come back together to share, ask questions, or give each other feedback
- ▽ Use this flexibly to suit your students and context. See the More Than One Way section below for another approach
- ▷ **Inquiry Groups**
 - ▽ Before class, read over the Blog Post 3 responses and organize students into inquiry groups of 3-4 students for their Playful Participatory Research projects. Consider grouping based on commonalities in their questions or sites of practice
 - ▽ Remind students of the PPR process and the fact that they will start meeting in inquiry groups next session, and continue this for the rest of the semester
 - ▽ Show slides from the slide deck to remind students of the process, and share the protocol you will start using next session for students to share documentation in their inquiry groups—the Looking Playfully at Documentation Protocol
 - **Listening:** The presenting teacher names their question and gives context about the documentation they are sharing (2 min)
 - **Looking:** Look carefully at the documentation for a few minutes (2-3 min)
 - **Clarifying:** Presenter answers short, fact-based questions from the group (2 min)
 - **Noticing and Wondering:** A round of “I notice” (just saying what you see/hear in the documentation without judgment) and then “I wonder” statements. The presenter listens and is silent (4 min)
 - **Pretending:** Take on roles, act out a scenario from the documentation (2-3 min)
 - **Noticing/Wondering again:** Did the playing help you notice anything new? (2 min)
 - **Inspiring:** Repeat the presenter’s question. What could the presenter try as the next steps in their teaching? Or share ideas of what to document next (5 min)
 - **Closing:** The presenter has the last few minutes to share their take-aways/questions (2 min)
 - ▽ Have students meet in their groups for a few minutes at the end of class to introduce themselves and their questions, and make a schedule for who will share documentation on which dates

More Than One Way

- ▷ As an alternative to using the Playful Learning Planner, you might want to try Storyboarding with your students. In Storyboarding, students sketch or use a digital storyboarding app to create a comic-like plan for a learning experience. Storyboardthat.com offers a free template for digital storyboarding and examples

Session 7: Technology, Remote Learning, and Play



Gameplan

- ▷ Students will learn about recommendations for technology and screentime use, try out a tech-based playful learning tool, and consider what playful learning with technology looks and feels like
- ▷ Through readings and discussion, students will consider what playful remote learning involves

Playful Preparation

- ▷ Read:
 - ▽ Guidelines about technology and play relevant to your context (e.g., the [American Academy of Pediatrics Screentime Guidelines](#) for the U.S. context)
 - ▽ [Pedagogy of Play Playful Home Learning Series](#) - choose 1-2 posts
- ▷ Browse the [Scratch website](#) and watch [this video](#)
- ▷ Play: Join Scratch (it's free [at this website](#)) and play around with the platform to create something
- ▷ Additional resources:
 - ▽ [How to choose the best apps for kids \(NYT\)](#)
 - ▽ [Remote Learning Guide](#)— ideas from teachers (note that this was developed in collaboration with teachers during the pandemic, and practices have likely evolved since)
 - ▽ Explore [Interland](#)— a gamified way for older children to learn about internet safety
 - ▽ [Project SOLVE](#)—resources for remote learning for inclusive classrooms
 - ▽ [Suggestions for balanced home learning for young children](#)
 - ▽ [Children, Technology, and Play](#) (LEGO Foundation white paper)
 - ▽ [Learning through Digital Play](#) (LEGO Foundation white paper)

Assignments Due today

- ▷ Blog Post 4: Funds of Knowledge.
 - ▽ Continue to offer more than one way for students to engage with the blog posts—written, as an audio recording, or using visual representation to communicate their ideas. For this blog post, for example, students might want to create a web or visual map to represent their own and their learners' funds of knowledge, rather than a written paragraph or list

Possible Agenda

- ▷ See the slides for today's session for all components of the agenda!

▷ **Playful Start: Scratch**

- ▽ Invite students to work in pairs or small groups using the Scratch platform (Scratch is a free coding and digital creative platform that can be accessed on the web or as an app on a tablet). There are two versions—Scratch for older children and Scratch Jr. for young children. Students should have set up their access ahead of the class and played a bit with the platform, but provide 10-15 minutes during class for them to play together. They can share and continue to play with the projects they started outside of class or create a new Scratch project
- ▽ Debrief: Use your class-developed Indicators of Playful learning, or the PoP Indicators from your context, to assess their experience with Scratch. What indicators did you experience? Was this playful learning?

▷ **Content Focus: Technology and Play**

- ▽ Share the guidelines for technology use from the American Academy of Pediatrics or replace these with guidelines from your local context
- ▽ Play the audio clip from Mitch Resnik (embedded in slides) talking about the debate between having children play with physical materials v. digital technology

▷ **Activity: I Never Thought of That Before!** (A Playful Learning Routine to discuss Playful Home Learning blog posts)

- ▽ After reading a blog post, each person brings forward an idea/practice/activity that is new and intriguing
- ▽ New thoughts are posted (chalk talk, electronically)
- ▽ The group reads over the posts. Each person nominates (with a checkmark, sticker, etc.) two ideas that are also new to them they'd like to explore. The instructor groups similar ideas
- ▽ Based on group preferences and grouping, the instructor chooses one or more ideas to dig into with small groups or the entire class
- ▽ The person who posted that idea shares more about it
- ▽ The group has a "what if" conversation (What if I took this idea on in my practice? What might this mean?)

▷ **Content Focus: Remote Learning**

- ▽ Bring the whole group back together after the activity above
- ▽ Share some resources and examples of playful remote learning—from the Remote Learning Guide (see link above) or other sources (see some examples in the slides)
- ▽ Discuss the "things to consider for distance learning" from the Remote Learning Guide and share the "guiding questions" for designing remote learning experiences
- ▽ Share the Project Solve resources (considerations for remote learning for inclusive classrooms) — see slide and link above
- ▽ Turn and Talk: Ask students to think of a playful learning experience they may have had or observed in a remote learning environment and share it with a partner

▷ **Activity: Math Games—Create a Remote Learning Activity**

- ▽ In pairs or small groups, have students use materials from their play kit to design a remote learning activity to teach a math concept playfully. You might suggest a target age group for the learners to keep in mind and identify an appropriate math concept using the local frameworks for mathematics learning for that age. OR offer the students choice of age group and math skill focus
- ▽ If you have time, have the students mix up their groups to teach the game they

developed to someone else and play it together— either remotely if your class is being taught remote or “pretending” to be remote if you are together

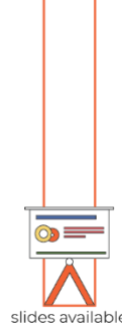
Wrap-up Prompt and Discussion

- ▽ Discussion Prompt: Now that you’ve read different statements about managing/limiting screen time, done some technology play yourselves, heard from a play expert (Mitch Resnik) about his perspective, and heard from educators about remote learning approaches— how is your thinking changing based on these experiences/perspectives? Take a minute and write using, “I used to think, now I think,” and then share and open up the conversation for a discussion. Remember that this can also be a place to name a question you are still grappling with— e.g., “now I think... but I’m still not sure... does x cause y?”
- ▽ Remind students that some teachers will be sharing documentation with their PPR groups next session and should come to class ready to share

More than one way:

- ▷ Instead of the Math Games activity, or in addition, if you have more time, consider guiding students through the [Walnut provocation](#) from “At Home with the Reggio Approach” as a playful way to experience remote learning
- ▷ Thinking with an Equity Lens: Be mindful that access to technology is not equitable in many communities. Engage students in thinking about this and sharing what they have observed in schools or homes in their contexts. Invite them to think about creative options for both advocating for more equitable technology access as well as working with the technology that is available to their learners

Session 8: Play for All: Inclusive Playful Classrooms



Gameplan

- ▶ Students will learn or revisit definitions of inclusion, dis/ability, and bilingualism
- ▶ Through reading, watching video examples, and discussion, students will build an understanding of what playful learning looks like in inclusive classrooms
- ▶ In inquiry groups, students will begin to share documentation with colleagues and use the Looking Playfully at Documentation protocol to guide their Playful Participatory Research

Playful Preparation

- ▶ Browse and read one or both of these websites and related resources:
 - ▼ [Inclusion Toolkit for Play Settings](#)
 - ▼ [Autism and Play Guide](#)
- ▶ Watch [The Power of Aesthetics and Engagement](#)— an example of a playful learning curriculum in an inclusive kindergarten classroom (if you are teaching teachers of older learners, consider exchanging this with an example of older children)
- ▶ Optional:
 - ▼ Add readings/videos/podcasts here relevant to your context to explore inclusion for learners who are learning a new language and learners with dis/abilities
 - ▼ For example— [Watch this video](#) from the Center for Early Childhood Education in a U.S. context (based on the Dominguez & Trawick-Smith 2018 study). Note that this is a U.S. example and centers on English and will not be appropriate in all contexts
 - ▼ Some articles to consider if you want to offer more reading (mainly early childhood focused; empirical studies):
 - ▶ Long, Volk, & Gregory (2007) Multilingual, multicultural learners
 - ▶ Han, Moore, Vukelich, & Buell (2010) Play tutoring for vocabulary development
 - ▶ Papacek, Chai, & Green (2016): Children with autism spectrum disorder
 - ▶ Wainman et al. (2012): Beliefs about inclusion
 - ▶ Baker (2018): young DLLs
 - ▶ Lifter, Mason, & Barton (2016) Children with dis/abilities
 - ▶ Movahedazarhouligh (2018): Teaching play skills to children with dis/abilities
 - ▶ Dominguez & Trawick-Smith (2018) Young DLLs

Assignments Due today

- ▶ Be ready to share documentation from your PPR exploration with your inquiry group

Possible Agenda

- ▷ **Playful Start**
 - ▽ In small groups, use materials in your play kit to represent a scene that demonstrated inclusion from the *Power of Aesthetics and Engagement* video. Talk about your representation and your initial reactions to the video with your small group
- ▷ **Content Focus: Inclusive Playful Classrooms (see slide deck)**
 - ▽ Define vocabulary relevant to talking about inclusion—see slides
 - ▽ Explain the idea of Universal Design for Learning
 - ▽ Use examples from *The Power of Aesthetics and Engagement* to illustrate the ideas
 - ▽ Call out some strategies in place in this classroom:
 - Variety of seating for class meeting times
 - Considering entry points and purposeful grouping for forming groups
 - Built-in opportunities for differentiation in the daily schedule—lots of child choice
 - Classroom environment considerations—UDL, e.g., braille and English labels
- ▷ **Activity: Give One, Get One, Let's Pretend**
 - ▽ Designed to give students a chance to process together what they read/watched before class in a playful and interactive way
 - ▽ Instructions:
 - Give students 5 min to prep individually
 - Take a piece of paper and fold it into 4 sections
 - In 1 section—write down one strategy/approach/consideration for tailoring play experiences for DLLs or children with dis/abilities that you learned from the article/resources you reviewed before class
 - Leave the other sections blank
 - Split into pairs—3 rounds 5 min each, mix up the groupings each time
 - **Give one:** Give brief context about the article/resource and share one of the ideas you have. E.g., “I read Han et al.’s article on young DLLs, and one strategy they mentioned was....”
 - **Get one:** Listen as your partner shares their article/strategy
 - **Let's pretend:** Imagine your future context as a teacher. How might you implement that strategy?
 - Regroup together and bring the activity to a close— e.g., thank each other with a fun form of applause for sharing and pretending together
- ▷ **Looking Playfully at Documentation**
 - ▽ Model using the Looking Playful at Documentation protocol to orient students to what they will do in their inquiry groups each session from now on. Invite one student or team in the class to share their documentation with the whole class. The rest of the class pretends to be members of the inquiry group (if your class size is larger than 20, consider inviting 3-4 students to come forward to pretend to be the inquiry group members, and the rest of the class watches the experience)
 - ▽ Show slides from the slide deck as you review the Looking Playfully at Documentation Protocol:
 - **Listening:** The presenting teacher names their question and gives context about the documentation they are sharing (2 min)

- › **Looking:** Look carefully at the documentation for a few minutes (2-3 min)
 - › **Clarifying:** Presenter answers short, fact-based questions from the group (2 min)
 - › **Noticing and Wondering:** A round of “I notice” (just saying what you see/hear in the documentation without judgment) and then “I wonder” statements. The presenter listens and is silent (4 min)
 - › **Pretending:** Take on roles, act out a scenario from the documentation (2-3 min)
 - › **Noticing/Wondering again:** Did the playing help you notice anything new? (2 min)
 - › **Inspiring:** Repeat the presenter’s question. What could the presenter try as the next steps in their teaching? Or share ideas of what to document next (5 min)
 - › **Closing:** The presenter has the last word to share their take-aways/questions (2 min)
- ▷ **Inquiry Groups**
- ▽ In advance of this session, create purposeful groupings of students in groups of 3-4. Consider an equity lens when forming groups—use your knowledge about students’ identities and preferences when deciding whether to form mixed groups or affinity groups. For example:
 - › Students meet for 45 min in their inquiry groups
 - › 2 students in each group share documentation today (each group will do two rounds of using the Looking Playfully at Documentation protocol)
 - › For each round, the group nominates one person to facilitate the protocol and keep time (using a smartphone timer is helpful)
 - › At the end of the session, remind students to agree together about 2 students who will bring documentation next time

More than one way

- ▷ Adapt the readings/resources students access for this session to fit your learners, context, and focus. Provide 3-5 options that students can select among for today’s preparation
- ▷ The Looking Playfully at Documentation Protocol can be shown as slides or printed out so that each group has a copy to follow while meeting with their inquiry group. Printing out may be most flexible, as it allows each group to move at their own pace through the protocol.
- ▷ Thinking with an Equity Lens: Consider that some students likely identify as individuals with dis/abilities, multilingual learners, or have personal relationships with others who identify as such. Students making connections with their identities may share them, which can be valuable, but take care that students do not feel singled out, tokenized, or expected to share their experiences unless they choose to do so.



ACT 3. How can we promote a pedagogy of play?

Session 9: Pedagogy of Play, Practices and Strategies Overview



Gameplan

- ▷ Revisit key concepts in the course so far through a playful activity (mad lib)
- ▷ Introduce students to the Pedagogy of Play practices and share examples of these from classrooms
- ▷ Make connections between the local learning standards in your context and the PoP practices. Engage students in planning learning experiences using these practices for inspiration

Playful Preparation

- ▷ Read and play: Chapter 4 in the Pedagogy of Play book. After you read, use materials in your play kit to create a representation of one of the strategies you read about that captures your attention. Take a photograph of your representation or save it to share in class
- ▷ Review local learning standards applicable to your context and learners (provide the applicable documents or links for your students' age band and context)
- ▷ Watch some examples of learning through play from the Video Library on the TER website (you might want to select some specific examples to suggest to your students)

Assignments Due today

- ▷ Blog Post 5: Opportunities for Play

Possible Agenda

- ▷ **Playful Revisiting—mad lib**
 - ▽ The purpose is to revisit key concepts and ideas from the Why and What sections of the course, now that we are moving into the How
- ▷ **Content Focus: The PoP Practices**
 - ▽ Turn and talk: Share the representation you created during your Playful Preparation this week with 1-2 other learners in the class
 - ▽ See slide. These introduce each of the five PoP practices and use a vignette from a South African 5th grade classroom to illustrate the practices
- ▷ **Content Focus: Local learning standards/frameworks**
 - ▽ Guide students to the local learning standards for their content area/age of learners. Review the standards relevant to your group of students
 - ▽ In many contexts, learning standards outline what learners are supposed to master but don't dictate HOW the content needs to be taught. This is where the PoP practices can be useful—to guide planning playful learning experiences that address the standards

▷ **Activity: Planning with the Practices**

- ▽ Consider a learning context, a learning standard, and choose a practice or strategy that could lead to a playful learning experience in a playful way (in pairs or small groups)— [use google slides for this – you can use this as an example and make a copy if you'd like to create your own version](#)
- ▽ Debrief as a group (or have small groups pair up and share in a large class) and share out learning experience plans, and offer feedback to each other

▷ **Inquiry Groups**

- ▽ Students meet for 45 mins in their inquiry groups (same groups as last time— these groups remain together for the rest of the semester)
- ▽ 2 students in each group share documentation today (each group will do two rounds of using the Looking Playfully at Documentation protocol—see Session 8)
- ▽ For each round, the group nominates one person to facilitate the protocol and keep time (using a smartphone timer is helpful)
- ▽ At the end of the session, remind students to agree together about 2 students who will bring documentation next time

More than one way

- ▷ The learning goals, standards, or frameworks that apply to your students will be unique to your situation. Please tailor as appropriate and use this as an opportunity to help students see that they can meet local learning expectations through a playful approach. If you are teaching an eclectic group of students, invite them to identify and work with the learning standards or frameworks most appropriate to each of them, and consider grouping students with others using the same frameworks
- ▷ Thinking with an Equity Lens: If your local context has learning goals related to equity (e.g., goals for bilingual/multilingual learners or related to anti-bias education), include these in the Content Focus above connecting to learning standards/frameworks.

Session 10: Scaffolding Play or Play in the Learning Domains



Gameplan

- ▷ Today is all about learning how to scaffold and facilitate play, ensuring that learners explore and learn concepts in specific learning domains (e.g., literacy, mathematics, science) through play

Playful Preparation

- ▷ Read the Play Facilitation Guide. Take a good look at the graphic on p.10. Think about three different activities you've engaged in in the past week that might land on different parts of this continuum—e.g., playing checkers = games; attending a lecture on physics = instruction. Did you engage in any free play this week? If not, spend at least 15 minutes doing something that feels like free play for you
- ▷ Watch a video or two from the video library highlighting play in specific learning domains (choose from the video library)
- ▷ Add your own readings about play in your domain/area of expertise (e.g., mathematics, literacy, science...)
 - ▽ E.g., Mathful Play website <https://mathfulplay.org/>
 - ▽ For teachers of younger learners (up to age 10): If you and your students are able to purchase a book, we highly recommend: Jones, E. & Reynolds, G. (2011) *The Play's the Thing: Teachers' Roles in Children's Play*. New York: Teachers College Press (see slides for some summary of the content)

Assignments Due today

- ▷ None!

Possible Agenda

- ▷ **Revisiting Practices and Strategies**
 - ▽ Ask students to work with a partner to write down as many PoP practices and strategies as you remember from last time (or give the students the practices and see how many strategies they can name)
 - ▽ Write up on a board or digital whiteboard space—ask groups to contribute ideas until the whole set of practices/strategies are visible
 - ▽ Say: Today, we are going to talk more about facilitating playful learning—which of these strategies have to do with facilitating play? (put a star next to these on the board)
- ▷ **Content Focus: Facilitating Play**—This is a choose your own adventure session:
 - ▽ If you are instructing teachers of younger learners (age 8-9 or younger):

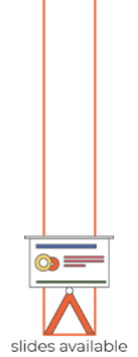
- There are PowerPoint slides available that describe different roles teachers can take on to facilitate learning through play
- Use 2-3 examples from the video library of your choice and discuss which play facilitation moves you saw teachers using in the video or which you might use as a teacher in this situation
- ▽ If you are instructing teachers of older learners (upper primary or secondary) or younger learners in a situation in which learning is organized by domain (e.g., science, mathematics, language and literacy, art), use this session as a chance to dig more deeply into learning through play in your specific learning domain
 - Have a discussion with students about opportunities for integrating multiple domains of learning in a playful learning experience. For example, if you are teaching a science lesson, how could you integrate literacy? Art? Music?
 - Select an example from the video library that highlights learning through play in a learning domain relevant to your students. Possible examples in the video library include:
 - Mathematics in Grade 2 (from South Africa)
 - Literacy and Science—writing informational texts in Grade 5 (South Africa)
 - Mathematics— patterns and algebra in Grade 5 (U.S.A)
 - Mathematics in grade 7 (U.S.A)
 - Math and literacy—playing with Money in Grade 2 (ISB – Denmark, not a video, but available as a [written Picture of Practice from the ISB website](#))
- ▷ **Activity Option 1: Cartoon Tableau**
 - ▽ To play with and practice the idea of facilitating play in your specific learning domain or with your age group of learners
 - ▽ See activity card
- ▷ **Activity Option 2: The Great Play Conversation—Free Play v. Guided Play**
 - ▽ Engage students in a discussion of free play v. guided play
 - ▽ You, the instructor, pretend to be a colleague or parent who believes that play should always be fully child-directed, and once adults get involved, it is no longer play. You might put on a simple costume (a hat, a scarf) to signal that you are “in character” as another persona
 - ▽ Pause, and tell the students that in a few minutes, they will have a chance to respond to this colleague/parent/administrator by explaining the merits of guided play, and why play can have a place in more formal learning in schools
 - ▽ Group students in small groups or pairs to prepare their counterarguments. Encourage them to refer to the Play Facilitation Guide and recall the arguments from the Advocating for Play session earlier in the semester
 - ▽ Resume the role play, and invite student representatives from the different groups to share their arguments until all arguments have been surfaced
 - ▽ Remind students that they can use these arguments in real situations when asked to defend the value of guided play. Also, remind them that BOTH guided play and free play have a place in schools
- ▷ **Activity Option 3: Say Yes to the Mess Scenarios**

- ▽ In this activity, students engage with scenarios in which learners make spontaneous, playful proposals in school, and teachers have to decide whether to say “yes” or “no” to the playful ideas. Students work in small groups to discuss the scenario and vote yes or no (see the Say Yes to the Mess Scenarios for more details)
- ▷ **Inquiry Groups**
 - ▽ Students meet for 45 min in their inquiry groups (same groups as last time—these groups remain together for the rest of the semester)
 - ▽ 2 students in each group share documentation today (each group will do two rounds of using the Looking Playfully at Documentation protocol— see Session 8)
 - ▽ For each round, the group nominates one person to facilitate the protocol and keep time (using a smartphone timer is helpful)
 - ▽ At the end of the session, remind students to agree together about 2 students who will bring documentation next time

More than one way

- ▷ See above—choose your own adventure!
- ▷ Thinking with an Equity Lens:
 - ▽ Engage students in a discussion of how learning through play can engage all learners more equitably in content areas that may traditionally be more dominated by one gender (e.g., males in STEM learning)
 - ▽ Ask students if they have noticed any learners more reluctant to engage in learning a particular content area and offer space for them to generate ideas for connecting with those particular learners through play

Session 11: Playful Environments



Gameplan

- Think about how to use the learning environment to foster playful learning
- Look at examples of indoor and outdoor playful learning environments
- Consider risky play
- Connect all of this to the PoP Practices

Playful Preparation

- Watch a video:
 - [Denmark's Forest Kindergartens](#)
 - [Read Risk and Play](#) or Tim Gill. (2014). The Benefits of Children's Engagement with Nature: A Systematic Literature Review. *Children, Youth, and Environments*, 24(2), 10-34. doi:10.7721/chilyoutenvi.24.2.0010
- Look at this tool: Playful Learning Environments Tool (PoP) in the PoP toolbox or under "resources" on the TER website
- Bring photographs or sketch an indoor playful learning environment you are currently working in or have seen

Assignments Due today

- Blog Post 6: PPR Memo

Possible Agenda:

Note: There are many options in this session, and it could easily be split into 2 sessions—1 focused on the indoor environment and 1 on the outdoors. Plan 1 or 2 sessions depending on what works for your course schedule

- **Playful Opener Options (choose one or more)**
 - **Designing a playful learning environment**
 - Use materials from play kits to model your ideal playful learning environment (this might be inspired by a favorite playful learning space when you were a child). Share some words in the chat that describe that space
 - Play soothing music while students work
 - **Outdoor Play**
 - Go to a natural space or a playground nearby, and spend some time playing/investigating the space, then debrief what you learned or what you think children might learn or discover through that kind of experience
 - **Natural or Recycled Materials Workshop**
 - Gather an array of natural materials or loose parts/recycled materials
 - For example, leaves, branches, seeds, cardboard, paper, recycled plastic objects,

etc... Present them in a beautiful array (e.g., organized in baskets, bowls, or spread out on a tabletop, and invite students to use the materials to create a composition or sculpture of their choosing. Use this as a way to talk about the power of open-ended materials to support learners' playful learning

▷ **Content Focus: Indoor Playful Learning Environments**

- ▽ Introduce the Reggio Emilia concept of the environment as the 3rd teacher and look at some images from Reggio classrooms
- ▽ Explore the ISB Playful Environments Tool—read over and discuss
 - If you were to adopt this tool for your cultural context, what would you change/add/take away?
- ▽ Using the photographs that students brought to class, think about changes they might make to their play environments based on the ideas in the Playful Learning Environments tool

▷ **Content Focus: Outdoor Playful Learning Environments**

- ▽ Start with a quote from an Opal School 5th grader: “We go outside to have fun, to get our energy out, and to find problems we have to solve.”
 - Have a short discussion about the implications students see about this. Talk about the potential for using outdoor play as a way to uncover learners' questions, interests, and topics for further exploration
- ▽ Examples of outdoor play:
 - Anji Play – show a video of outdoor play and reflection after playing
 - Opal School child-created games (show tool)
 - Forest Schools – revisit the video from Playful Preparation above

▷ **Discussion: Risk v. hazard**

- ▽ Show slides of risk v. hazard:
 - In the examples we just saw, where did you see children taking risks? Did you see anything you could consider a hazard?
 - If you imagine yourself as a teacher in one of these play contexts (adult-structured outdoor play environment like Anji or forest environment), where do you feel comfortable? What makes you uncomfortable? Where would you like to push yourself to grow?

▷ **Thinking Routine to Process: Connect-Extend-Try**

- ▽ What did you connect to in the examples we just saw?
- ▽ What extended your thinking about the outdoor environment?
- ▽ What is something you'd like to try in your teaching?

▷ **Playing Outdoors—some things to consider**

- ▽ Equity lens: Getting outside and using natural materials is a tool that can provide equitable access to play—low-cost and culturally relevant (using what exists in the environment)
- ▽ Getting outside, working with natural materials = often evokes choice, wonder, delight
- ▽ Use what's going on outside as a topic for learning when you come back inside —e.g., conflict at recess, stories that come up in children's play, construction that's being done
 - Watch embedded video examples in the slides

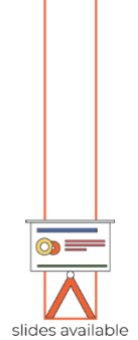
▷ **Discussion**

- ▽ How can the learning environment (indoor and or outdoor) support the PoP playful learning practices?
 - Discuss in large or small groups
- ▷ **Activity**
 - ▽ If time allows, revisit the models students created at the start of class and see what they might add or modify to make their imagined learning environments better support playful learning based on what they learned through today's discussions
- ▷ **Inquiry Groups**
 - ▽ Students meet for 45 min in their inquiry groups
 - ▽ 2 students in each group share documentation today (each group will do two rounds of using the Looking Playfully at Documentation protocol—see Session 8)
 - ▽ For each round, the group nominates one person to facilitate the protocol and keep time (using a smartphone timer is helpful)
 - ▽ At the end of the session, remind students to agree together about 2 students who will bring documentation next time

More than one way

- ▷ Use examples of play environments and materials from your local context
- ▷ Consider adapting the Planning Playful Environments tool for your context
- ▷ Thinking with an Equity Lens:
 - ▷ Cultural experiences and values influence aesthetics. When thinking about classroom environments, students may come with varying understandings of what makes a learning environment aesthetically appealing/appropriate for learners.
 - ▷ Materials and physical spaces vary widely depending on the resources available in a school. Be sensitive to sharing examples and images that are within reach of your given context. For example, focusing on natural and found/recycled materials can offer a more equitable way to provide classrooms with excellent play materials at little or no cost

Session 12: A Playful Pedagogy in Action: Storytelling and Story Acting



Gameplan

- ▶ Take a deep look at one of the PoP Teaching Practices: Encourage Imaginative Thinking
- ▶ Learn a strategy called Storytelling and Story Acting, which was developed by Vivian Gussin Paley, and think about how to use this playful teaching approach with your learners

Playful Preparation

- ▶ Listen to this [Podcast](#) about Vivian Gussin Paley and her Storytelling/ Story Acting approach
- ▶ Browse this website about [Storytelling and Story Acting](#)
- ▶ To consider ST/SA for older learners, look at this [Kindergarten through Second Grade progression](#) from the Boston Public Schools

Note: If you are interested in hearing about Storytelling and Story Acting from Vivian Gussin Paley herself, [this series of videos](#) is a great resource.

Assignments Due today

- ▶ None—but this is an excellent time to check in with students about how their PPR projects are coming along. Remind them that you plan for them to share their PPR research as the course comes to an end. It can be helpful to show the slides from the session introducing PPR again—to remind them about how to share their work in a mini-poster or another format you have chosen

Possible Agenda

Check in: See how the PPR process is coming along, and check if anyone needs support

- ▶ **Content Focus: Storytelling and Story Acting**
 - ▽ Show slides on ST/SA, which include a video example of this practice in action with young children, as well as some ideas for adapting for older learners
 - ▽ If your students are preparing to teach much older learners (beyond primary school), spend time sharing the Storytelling and Story Acting for Older Learners tool and discussing how they might use this in their teaching to teach the content focus of their specialty
 - ▽ There is also an example in the slides of a visual essay from the U.S., showing ST/SA in action with preschoolers
- ▶ **Activity: Storytelling/Story Acting for Older Learners**
 - ▽ Try out ST/SA (see the activity card Storytelling and Story Acting for Older Learners)
- ▶ **Inquiry Groups**
 - ▽ Students meet for 45 min in their inquiry groups (same groups as last time—these

groups remain together for the rest of the semester)

- ▽ 2 students in each group share documentation today (each group will do two rounds of using the Looking Playfully at Documentation protocol—see Session 8)
- ▽ For each round, the group nominates one person to facilitate the protocol and keep time (using a smartphone timer is helpful)
- ▽ At the end of the session, remind students to agree together about 2 students who will bring documentation next time

More than one way

- ▷ Another approach to integrating storytelling into the curriculum comes from the Story Workshop model by Susan Harris McKay—you can learn more [here](#)
- ▷ Thinking with an Equity Lens: What counts as a “good” or “well structured” story is a cultural construct. Offer time for students in your class to discuss this idea and give examples of storytelling styles/expectations from their cultural experiences and backgrounds
- ▷ In the video library, there are two videos of Vivian Paley answering questions about ST/SA. In the first, she gives her take on children telling stories with violent themes (generally, she is accepting, seeing this as an opportunity to help children understand that they control the stories, not the other way around). In the second, she talks about how ST/SA can support children with special rights.

Session 13: Practices Deep Dive (Specific topics based on students' interests)



Gameplan

- ▷ To dig into some of the PoP practices and take more time to see examples of these in action
- ▷ To envision and practice using the PoP practices in current or future classrooms

Playful Preparation

- ▷ PoP Resources TBD based on topics of students' interest, including classroom tools in the Pedagogy of Play book and the online PoP toolbox.

Assignments Due today

- ▷ None!

Possible Agenda

This session offers a chance to poll your students (do this the week prior) and select 1-2 specific practices from the set of PoP teaching practices to explore more deeply. Students can nominate one of the practices they would like to investigate more, and you can either pick 1-2 to explore as a whole class through additional examples of activities that you choose/design. The slide deck for this session includes many examples presented as visual essays, with accompanying scripts, as well as a couple of activities. Please choose the examples you and your students find most relevant.

- ▷ **Activity: Planning for playful learning using the PoP Practices**
 - ▽ Using the PoP planning tool (see the “tools” tab on the PoP website), have students select one of the practices you discussed today and make a sketch of a plan for a playful learning experience that employs this teaching practice, tailored for their current or future learners
- ▷ **Inquiry Groups**
 - ▽ Students meet for 45 min in their inquiry groups (same groups as last time – these groups remain together for the rest of the semester)
 - ▽ 2 students in each group share documentation today (each group will do two rounds of using the Looking Playfully at Documentation protocol – see Session 8)
 - ▽ For each round, the group nominates one person to facilitate the protocol and keep time (using a smartphone timer is helpful)
 - ▽ At the end of the session, remind students to agree together about 2 students who will bring documentation next time

More than one way:

- ▷ Thinking with an Equity Lens: Consider whose voices are heard when students get to

choose a direction for this session.

- ▷ Can you offer a way for all students to vote, or to prioritize the voices of students who may typically be more quiet participants in the class?
- ▷ Instead of the planning activity described above, you could instead repeat the playful planning activity from session 9, using Google Slides
- ▷ Activity: Planning with the Practices
 - Consider a learning context, a learning standard, and choose a practice or strategy that could lead to a playful learning experience in a playful way (in pairs or small groups) – [use google slides for this – you can use this as an example and make a copy if you'd like to create your version](#)
 - Debrief as a group (or have small groups pair up and share in a large class) and share out learning experience plans and offer each other feedback

Session 14: Playful Participatory Research Celebration



Gameplan

- ▷ Wrap up and celebrate the Playful Participatory Research process by sharing research processes and findings with the group

Playful Preparation

- ▷ Come ready to share your PPR research!

Assignments Due today

- ▷ Submit your mini-poster or presentation
- ▷ Revise and resubmit your poster and submit your final paper the following week

Possible Agenda

- ▷ **Browsing each other's PPR posters in a Gallery Walk**
 - ▽ Students browse each others' PPR posters, either physically (hung up around a room) or digitally (e.g., posted in a Padlet or another web space)
 - ▽ While browsing, students use post-its or digital means to offer each other feedback (to at least 2-3 colleagues):
 - Appreciations
 - Puzzles/confusions
 - Suggestions for improving the poster and/or ideas to include in the paper
- ▷ **Connect-Extend-Try Reflection**
 - ▽ Students review the feedback they received from colleagues on their PPR poster
 - ▽ Using a series of prompts, reflect:
 - What connections are you making between your own question/documentation and that of your colleagues?
 - How does what you see here extend your thinking about the role of play in schools? What do you see that extends your thinking about your PPR question?
 - Drawing on your work and the work of others you have seen today, what do you plan to try next in your teaching or documentation practice?
 - ▽ Share out the “try” with others—either in small groups or as a whole class, depending on the size of the class
- ▷ **Reflecting on the Course**
 - ▽ Recall the course objectives from the syllabus and revisit some key moments from the course. Give students a chance to share some of their big take-aways and moments of learning. Share documentation that you have gathered from learning experiences throughout the semester—e.g., show a video of the students engaging in a learning

experience or photographs from playful activities you have done

- ▽ Students use materials in their play kits to represent a key moment of learning for them or for their peers during the course
- ▽ Consider asking for anonymous feedback from the students to improve the course for next time—for example, using a 3-2-1 feedback activity:
 - 3 must-have readings/activities for next time
 - 2 things to change or drop
 - 1 new idea to include
 - Students can write these on a post-it or paper or use a digital format to share their ideas

More than one way

- ▷ Thinking with an Equity Lens: Celebrations can be an opportunity to share cultural practices. You could invite students to suggest ways to celebrate their learning together.
 - ▽ For example, singing may be culturally meaningful in some contexts, or there might be a special dance or ritual that students would like to include in the celebration of their learning.
- ▷ Instead of sharing PPR projects as posters, have students talk about their work in small groups of 4 students in a roundtable format. Use a protocol to facilitate—have each student share their research question, some documentation, and emerging hypotheses, and time for others to discuss.
- ▷ There are many other ways to reflect on students' learning this semester—e.g., using Storytelling/Story Acting to tell/act out an important moment of learning, using artistic representation, etc.

References/Resources

- ▷ “Chance Encounters” and “Class Bingo” are inspired by Mete Buldu and Elif Buldu.
- ▷ Session 1:
 - ▽ Mardell et al., (2016) Toward a Pedagogy of Play:
<https://pz.harvard.edu/sites/default/files/Towards%20a%20Pedagogy%20of%20Play.pdf>
 - ▽ PoP Book Chapter 1
 - ▽ Parker & Thomsen (2019) Learning through play at school:
<https://www.legofoundation.com/en/learn-how/knowledge-base/learning-through-play-at-school/>
 - ▽ Playing with light and shadow
<http://pz.harvard.edu/sites/default/files/Playing%20with%20Light%20and%20Shadow.pdf>
- ▷ Session 2:
 - ▽ Joe_Tutorials, “How to Fold an Origami Fortune Teller + How to Use.”<https://www.instructables.com/How-to-Fold-an-Origami-Fortune-Teller-How-to-Use/>
 - ▽ PoP Book Chapter 2
 - ▽ Liu, C., Solis, S. L., Jensen, H., Hopkins, E. J., Neale, D., Zosh, J. M., Hirsh-Pasek, K., & Whitebread, D. (2017). *Neuroscience and learning through play: a review of the evidence (research summary)*. The LEGO Foundation, DK.:
https://www.legofoundation.com/media/1064/neuroscience-review_web.pdf
 - ▽ Cowan, K. (2020). *A Panorama of Play – A Literature Review. Digital Futures Commission*. London: 5Rights Foundation: <https://digitalfuturescommission.org.uk/wp-content/uploads/2020/10/A-Panorama-of-Play-A-Literature-Review.pdf>
 - ▽ Zosh, J. M., Hopkins, E. J., Jensen, H., Liu, C., Neale, D., Hirsh-Pasek, K., Solis, S. L., & Whitebread, D. (2017). Learning through play: a review of the evidence (white paper). The LEGO Foundation, DK.: https://www.legofoundation.com/media/1063/learning-through-play_web.pdf
 - ▽ “Play and Child Development, 4th Edition.”
 - ▽ infographic : <https://elearninginfographics.com/12-types-of-play-infographic/>
- ▷ Session 3:
 - ▽ “Understanding Anti-Bias Education.”
<https://www.naeyc.org/resources/pubs/yc/nov2019/understanding-anti-bias>
 - ▽ Paris, D. (2016). On educating culturally sustaining teachers. *Teaching Works, University of Michigan*.: https://www.teachingworks.org/images/files/TeachingWorks_Paris.pdf
 - ▽ Ramsey (2015) Diversity and Play (book chapter) – featured in Fromberg, D. P., & Bergen, D. (Eds.). (2015). *Play from Birth to Twelve: Contexts, Perspectives, and Meanings* (3rd ed.). Routledge. <https://doi.org/10.4324/9781315753201>
 - ▽ Turner, “Bias Isn’t Just A Police Problem, It’s A Preschool Problem.”
<https://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem>
 - ▽ “Reflecting on Anti-Bias Education in Action.”: <https://www.antibiasleadersece.com/the-film-reflecting-on-anti-bias-education-in-action/>

- ▷ Session 4:
 - ▽ “Inquiry Is Play.” (Playful Participatory Research)_NAEYC”.:
<https://www.naeyc.org/resources/pubs/yc/nov2018/inquiry-is-play-playful-participatory-research>
 - ▽ “Reflecting across Borders: Palestinian and US Early Childhood Educators Engage in Collaborative Science Inquiry (Voices) | NAEYC.”:
<https://www.naeyc.org/resources/pubs/yc/may2018/reflecting-across-borders>
 - ▽ “Learning to Listen: Supporting Dual Language Learners’ Language Acquisition and Learning Identities (Voices) | NAEYC.”:
<https://www.naeyc.org/resources/pubs/yc/mar2019/supporting-dual-language-acquisition-identities>
 - ▽ “Voices of Practitioners.”: <https://www.naeyc.org/resources/pubs/vop>
 - ▽ “The JOURNAL OF TEACHER ACTION RESEARCH.”
<http://www.practicalteacherresearch.com/>
 - http://www.practicalteacherresearch.com/uploads/5/6/2/4/56249715/revisiting_school_science_curriculum_through_school_gardening_participatory_action_research_project_in_nepal.pdf
 - http://www.practicalteacherresearch.com/uploads/5/6/2/4/56249715/developing_7th_grade_students%E2%80%99_mathematical_confidence_through_the_process_of_self-reflection.pdf
 - http://www.practicalteacherresearch.com/uploads/5/6/2/4/56249715/mathematics_stations_in_a_third_grade_classroom_are_they_worth_it.pdf
 - ▽ UN Convention on the Rights of the Child <https://www.unicef.org/child-rights-convention/convention-text>
 - ▽ “Is Play a Privilege or a Right? And What’s Our Responsibility? On the Role of Play for Equity in Early Childhood Education.”2017:
<https://www.tandfonline.com/doi/full/10.1080/03004430.2016.1266588>
 - ▽ [Crisis in Kindergarten report summary:](https://static1.squarespace.com/static/5d24bb215f3e850001630a72/t/5d389f785f713d0001a33797/1563991929109/Summary+Crisis+in+Kindergarten_8-page_summary.pdf)
https://static1.squarespace.com/static/5d24bb215f3e850001630a72/t/5d389f785f713d0001a33797/1563991929109/Summary+Crisis+in+Kindergarten_8-page_summary.pdf
 - ▽ <http://www.pz.harvard.edu/projects/making-learning-visible>
- ▷ Session 5:
 - ▽ Pedagogy of Play Pictures of Practice and working papers:
 - <http://www.pz.harvard.edu/projects/pedagogy-of-play>
 - <https://isbillund.com/academics/pedagogy-of-play/>
- ▷ Session 6:
 - ▽ Same links as Session 5
 - ▽ Roopnarine, J. Patte, M., Johnson, J. & Kuschner, D. (2014). International Perspectives on Children’s Play. Open University Press.
- ▷ Session 7:
 - ▽ Guidelines about technology and play relevant to your context:
<https://www.apa.org/pi/families/resources/newsletter/2019/05/media-use-childhood>
 - ▽ <https://www.popatplay.org/categories/home-learning>
 - ▽ Scratch Website: <https://scratch.mit.edu/about>
 - ▽ “Voices of Practitioners.”:

- https://www.ted.com/talks/mitch_resnick_let_s_teach_kids_to_code/up-next?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
- ▽ How to choose the best apps for kids (NYT):
<https://www.nytimes.com/2017/12/05/smarter-living/educational-apps-kids.html>
 - ▽ Remote Learning Guide: <https://www.nytimes.com/2017/12/05/smarter-living/educational-apps-kids.html>
 - ▽ Interland: https://beinternetawesome.withgoogle.com/en_us/interland
 - ▽ "ProjectSOLVE.Pdf." https://drive.google.com/file/d/1Jg5sK1LgDh1_k-gGasa9ZnfYrurR7Lt_/view
 - ▽ "Tips for Balanced Learning With Your Young Kids at Home.":
<https://news.utexas.edu/2020/04/13/tips-for-balanced-learning-with-your-young-kids-at-home/>
 - ▽ "Children, Technology and Play.":<https://www.legofoundation.com/en/learn-how/knowledge-base/children-tech-play/>
 - ▽ "Learning Through Digital Play.":<https://www.legofoundation.com/en/learn-how/knowledge-base/learning-through-digital-play/>
 - ▽ Reggio Emilia resources for at home learning:
<https://www.reggiochildren.it/en/athomewiththereggioapproach/a-walnut/>
- ▷ Session 8:
- ▽ "Play Toolkits | Sense, for People with Complex Disabilities or Who Are Deafblind.":
<https://www.sense.org.uk/get-support/support-for-children/play-toolkits/>
 - ▽ "Play | Scottish Autism.": <https://www.scottishautism.org/services-support/support-families/information-resources/play>
 - ▽ Baker and Mardell, "Kindergarteners Transforming Their Classroom":
<https://www.youtube.com/watch?v=0MYz0oFu7D8>
 - ▽ "Study of the Play of Dual Language Learners in an English-Speaking Classroom":
<https://www.youtube.com/watch?v=z2MXGOgrSR4>
- ▷ Session 9:
- ▽ PoP practices booklet: https://issuu.com/isbillund/docs/pop_booklet_final/2
- ▷ Session 10:
- ▽ "Play facilitation: the science behind the art of engaging young children", pg 10:
https://www.legofoundation.com/media/1681/play-facilitation_the-science-behind-the-art-of-engaging-young-children.pdf
 - ▽ Watch a video or two from the video library highlighting play in specific learning
 - ▽ Mathful Play website <https://mathfulplay.org/>
 - ▽ Jones, E. & Reynolds, G. (2011) The Play's the Thing: Teachers' Roles in Children's Play. New York: Teachers College Press: <https://eric.ed.gov/?id=ED523591>
- ▷ Session 11:
- ▽ "Denmark's Forest Kindergartens": <https://www.youtube.com/watch?v=Jkij9dJfcw>
 - ▽ Tim Gill. (2014). The Benefits of Children's Engagement with Nature: A Systematic Literature Review. Children, Youth, and Environments, 24(2), 10-34.
doi:10.7721/chilyoutenvi.24.2.0010:
https://static1.squarespace.com/static/5d24bb215f3e850001630a72/t/5d38fe0b0fd35d0012cb733/1564016145585/Adventure_-_The_Value_of_Risk_in_Children_s_Play.pdf
 - ▽ Playful Learning Environments Tool (PoP): <https://isbillund.com/academics/pedagogy->

of-play/

▷ Session 12:

- ▽ Vivian Gussin Paley and her Storytelling/ Story Acting approach:
<https://www.thisamericanlife.org/153/dolls/act-three>
- ▽ Storytelling and Story Acting: <https://www.bpsearlylearning.org/storytelling-and-story-acting>
- ▽ [Kindergarten through Second Grade progression](https://www.bpsearlylearning.org/storytelling-and-story-acting) from the Boston Public Schools :
<https://www.bpsearlylearning.org/storytelling-and-story-acting>

▷ Session 13:

- ▽ <https://docs.google.com/presentation/d/1acfqxfgozofLw2PdtYhLGFYW4a1PgghLatWiVpOzCp8/edit#slide=id.p>