

# Instructor Guide

Draft Spring 2021



## Welcome, teacher educators!

This guide is designed as a companion for the Pedagogy of Play 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. This guide is designed to inspire and support you in teaching your course, and includes behind-the-scenes notes and session plans for each session in the course that we hope will help you as you plan for your course sessions. Use all of it, use some sessions, or simply read and get inspired to do something completely different that is appropriate in your context. We<sup>1</sup> designed this with support, collaboration, and feedback from over 30 teacher educators from around the globe, and hope you find it helpful in your work.

This course, or components of it, will be most powerful for learners if paired with some kind of fieldwork or concurrent experience in classrooms. Consider including a fieldwork component, or pairing this course with another at your institution that involves working with learners in classroom settings.

We designed the course in three “acts” that each center around one core question related to promoting playful learning in schools:

- ACT 1** Why do we need a pedagogy of play?
- ACT 2** What does learning through play look and feel like in different cultural contexts?
- ACT 3** How can we promote a pedagogy of play?

## 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
  - ▽ Some 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 for your teacher candidates, and thus what learning experiences are best for them, are for you (and them) to determine. Hence, for the course syllabus and all related materials, we share with you this “License to Hack.” Created by colleagues at the UCL University College (Denmark)<sup>2</sup>, it gives you permission to change any part of the syllabus in order to create professional meaningfulness and increased ownership of learning for your teacher candidates.

As you hack the materials, here are some design principles that may be helpful. With colleagues from around the world<sup>3</sup>, we have co-constructed five principles to support your work in creating and implementing playful learning in your course:



Figure 1. License to Hack Card

### 1. Use play to support learning

Play supports learning of information and basic content, as well as creativity and collaborative skills. This is true for your teacher candidates as well as children. As you plan and implement your course, keep in mind the core elements of playful learning – agency, meaningfulness, and joy<sup>4</sup>.

Bringing together theory and practice, aim to provide learning experiences that are meaningful, joyful, and about which learners feel ownership.

### 2. Play with a purpose

In educational contexts, we play for 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. And because they will undoubtedly encounter some skepticism from families, colleagues and supervisors about play, provide your students with tools to advocate for playful learning.

### **3. Cultivate and activate playful mindsets among your students**

What is playful for one isn't playful for all, so promoting playful learning in your courses is not as simple as telling a group of students to play. And while 5-year-olds will naturally embrace play as a means for learning, convincing a group of 20-year-olds you want them to explore, be active, and do more than passively listen, may be a challenge. So, a playful approach to learning must involve a variety of media and materials. It also involves an openness to surprise, leaving room for the unpredictable, sometimes silly, and the spontaneous.

### **4. Teaching is a team sport**

The best teaching is done in collaboration with others. So, provide opportunities for your teacher candidates to collaborate, as well as 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.

### **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, social class, gender, living situation, or disability. Bring a lens of justice to your teaching to help your teacher candidates learn about how play can promote awareness of and the disposition to create more just societies.

## Assumptions

Based on conversations with over 30 teacher educators around the globe and our own teaching experiences, we designed these materials with some assumptions in mind. Your context may not be like this at all, but we thought it might be helpful to know the contexts we had in mind when putting these materials together (and we imagine that with a playful mindset and some hacking, they are adaptable to many other possibilities as well):

- ▶ Class sizes may vary widely – we have considered this as we have created these materials. Whether your class is a large lecture of 100-300 students or a small seminar with 20, we hope there are pieces that work for your context
- ▶ Could be taught in-person or remote, or a hybrid of the two
- ▶ Sessions in this guide are planned for about 2.5 hours/week of class time, although could easily be broken up into more frequent, shorter sessions (based on conversations with many teacher educators, this seemed to be the average length of a class session)
- ▶ You are required to grade your students, and so 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.

### 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.

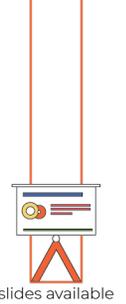
**Links:** Whenever possible you'll find hyperlinks to readings and resources embedded in each session.





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 based on their own and their classmates' experiences.
- ▶ 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., \(2016\) Towards a Pedagogy of Play](#)
- ▶ [PoP Team \(2019\) What we believe about learning through play in schools](#) [PoP Principles blog post on the Pedagogy of Play blog]
- ▶ OR: PoP Book Chapter 1 (forthcoming)
- ▶ 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)

## Possible Agenda

- ▶ **Playful start**
  - ▽ As students arrive or for the first 10 min of class, invite them to create a representation of their Play Autobiography story using materials. 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
- ▶ **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 timekeeper and keep each story share to 2 minutes

- ▷ **Playful Activity: Playing with Light and Shadow**
  - ▽ See Activity Card
- ▷ **Content Focus: The Pedagogy of Play Principles**
  - ▽ Introduce the PoP Principles, using video examples from the video library to illustrate (Note: we will eventually add some suggestions of which videos to use – under construction)
  - ▽ Share examples of Profiles of Playful Learners (related assignment) to illustrate Principle 4 (examples are provided on the website)
    - Niels Bohr
    - Nelson Mandela
  - ▽ Connect back to the Play Autobiographies and the Playing with Light and Shadows activity to illustrate the principles
- ▷ **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 troubled you?
    - Surprised you?
- ▷ **Syllabus Review**
  - ▽ Go over the course assignments, trajectory, and expectations
- ▷ **Setting class norms**

### More than One Way

- ▷ In order to empower your learners to lead their own learning and build a culture of collaborative learning, it is important for you to get to know them and for learners to build relationships among themselves. Other playful activities that support this included “Chance Encounters” and “Class Bingo” (see activity cards).<sup>5</sup>

# Session 2: Frameworks and Theories to Understand Play



## Gameplan

- ▶ Through reading and class lecture/discussion, students will learn about the neuroscience research that exists to understand how learning through play affects our brains.
- ▶ Through discussion, 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, students will practice using a range of play theories to interpret video examples of children's play.

## Playful Preparation

### Options for readings:

- ▽ PoP Book Chapter 2 (forthcoming)
- ▽ 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
- ▽ 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* (4<sup>th</sup> ed). New York: Pearson, p. 27-59.
- ▶ And look at some visuals about play, like this visual [add link to book play illustration - under construction] or 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)
    - In small groups of 3-4, students share for one 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 (activity card in the works)

▷ **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 & Vaugn (2009) definition<sup>6</sup>
  - 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 neuroscience and play report? What surprised you about the effect play has on neurodevelopment?
- What are you curious about?

▷ **Content Focus: Play Theories**

Introduce a range of theories about play, drawing on the readings you chose. 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:

- ▽ 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?
- ▽ Vygotsky – play as a ZPD
  - What pivots (play objects) are involved?
  - In what ways do adults scaffold play?
  - How is play socially constructed?
- ▽ Piaget – play as assimilation
  - How are children acting on objects to assimilate knowledge?
  - Are children transforming objects or themselves during play?
- ▽ 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?
- ▽ 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?
- ▽ Paley – storytelling, culture, and language development
  - What stories are children telling during their play?

- As a teacher researcher, what are you learning about these children by observing their play?
- ▾ Helle Marie Skovbjerg – play moods
- ▷ **Activity: Play Theories Gameshow**
  - ▾ See activity card
- ▷ **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.
- I liked the variation in whole group, small group, discussion, plus "lectures". 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 enjoyed getting to reference videos to make connections between "theory" and life :)
- 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 semester 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.
- ▷ As an alternative to the Replay, have students pair up in groups of 2. They have 5 minutes to tell about the moment when had the most fun in their lives with each other. 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. Afterwards, they are asked to mix and share their classmates' memories with each other. Each of them tries to guess who the memories belong to.<sup>6</sup>

# 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, and how they must take action to ensure playful learning experience in school are open to all.

## Playful Preparation

- ▷ Anti-Bias Education
- ▷ Paris, D. (2016). On educating culturally sustaining teachers. *Teaching Works, University of Michigan*.
- ▷ Optional: [Podcast about Gilliam et al. 2016 study of implicit bias in young children](#)
- ▷ Additional reading on equity issues relevant to learning through play in your context e.g., Ramsey (2015) Diversity and Play (book chapter)
- ▷ [Additional resource for early childhood education](#)

## Assignments Due today

- ▷ Blog Post – Profiles in Playfulness

## 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 folks in their group about their focal people, and why they think they embody a playful mindset. Ask students to share with each other: What did you learn while working on this assignment?
- ▷ **Content Focus: Equity and Play**
  - ▽ Introduce the idea that access to time to play, supports for play, environments for play is not equitably distributed – some children have more access to play than others. Playful learning experiences in schools is 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 surface, address, and counteract stereotypes and exclusion, but can also exacerbate if not addressed (see Ramsey 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
- ▷ **Activity: Equity and Play Thought Museum**
  - ▽ See the activity card for details
  - ▽ Use Jamboard (or hang physical pieces of paper around the classroom) with quotes from Ramsey, Gilliam, Paris & Alim, Derman-Sparks & Edwards or other quotes focused on equity and play
  - ▽ Students read the quotes and add their own connections, questions, and reactions using post-it notes
    - Write first for 10 min, adding comments
    - Then meet for small group discussion 10 min
    - Back together for cross-sharing 10 min
- ▷ **Take a break – that was hard work!**
- ▷ **Relaunch:**
  - ▽ Invite students to play with materials in their play kits while you talk – 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 more equitable play experience**
  - ▽ Lead in: lots 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: Funds of Knowledge**
  - ▽ See activity card
    - 15 min in groups
    - 5 min quick share out in whole group (hear something from each group) of 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](#)

# 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 and an activity to learn about documentation, and help students identify a research question for the semester.

## Playful Preparation

- ▶ Learn about Playful Participatory Research:
  - ▽ PPR Guide (PoP online resource – in development)
  - ▽ **And choose one teacher research article:**
    - ▶ [Baker & Salas Davila](#) (2018) (Playful Participatory Research)
    - ▶ [Escamilla et al.](#) (international borders)
    - ▶ Goeson (cultural conflict) pdf
    - ▶ [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)
- ▶ Read about Advocating for Play:
  - ▽ [Souto-Manning](#) 2017
  - ▽ [Crisis in Kindergarten report summary](#) [early childhood and 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]
- ▶ Think about times when you have seen children having access to play, and times when you may have seen play denied or not prioritized

## 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?

- ▽ Explain the importance of advocating for play in different contexts – with families, to school leaders, to the general population – and give some examples of what that could look like (see slides for examples)
- ▷ Content Focus: Introduction to Playful Participatory Research
  - ▽ Explain the purpose and process of PPR – see slides/notes within slides
- ▷ Discussions – Teacher Research Examples:
  - ▽ group students in groups of 3-4 to discuss the article that they chose to read for today that exemplify 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, video, examples of student's work...
- ▷ Activity: The Airplane Activity
  - ▽ This is a way to try out documenting learning with a playful activity. See activity card for details/process and related slides in 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, 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 to shape and hone questions to make them manageable and useful. And they can always change!
- ▷ Stars and Wishes (if desired) to reflect on the session

# 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.
- ▶ Illustrating the cultural element 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 here and here.
- ▶ 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

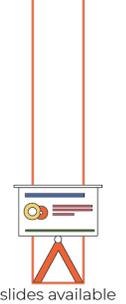
## Assignments Due today

- ▶ Blog Post 3: PPR Plan

## Possible Agenda

- ▶ Playful Opener: Traditional Games
  - ▽ See activity card
- ▶ 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 2 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 is 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 (see activity card)

# 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 own 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 from provided here and here.
- ▷ Recommended reading:
- ▷ Choose 1-2 chapters from International Perspectives on Children's Play (Roopnarine et al. 2015)
- ▷ 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.
    - ▶ 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:

- Goal of this part of class is to reflect on how play varies across cultural contexts, and consider implications for what this means for working with families in schools
  - As you read, may have noticed resonance or dissonance with your own experiences, values, cultural norms
  - Refer back to traditional games at start of class and discussing the origins, beliefs around play in each context that was represented
  - Suggest staying “curious, not furious” when dissonances arise
- ▽ 5 min quiet writing time to review, write key points you want to share with others in your bubble catcher
  - What did you learn about play in the chapter you read?
  - 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” (see slides) to keep track of ideas/questions/insights they are having during the discussion
- ▽ Whole Group Discussion: Play across cultural contexts. This could 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 – more reading, talking with families in your school
  - Revisit the idea of staying curious, not furious when dissonance arises
  - Noticing 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/policy makers 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 (under construction – will eventually be available on the website under “Resources”)
  - ▽ Try out using it together, and invite students to imagine a learning experience they would like to plan - could be a real upcoming learning experience, or imagined
  - ▽ In pairs, small groups, or individually, take some time to try out 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
- ▷ Inquiry Groups:
  - ▽ Before class, read over the Blog Post 3 responses and organize students into inquiry groups of 3-4 students per group 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 time, 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 time 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 judgement), 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 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)
- ▽ 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

# 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 in 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)
- ▶ Read: [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 ping 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

## Possible 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. Students should have set up their access ahead of class and have played a bit with the platform – but provide 10-15 minutes during class as well for them to play together.
- ▶ Debrief: Use your class-developed Indicators of Playful learning, or the PoP Indicators from your context, to assess the 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 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!” Playful Learning Routine** (to discuss Playful Home Learning blog posts)
  - ▽ See activity card
  - ▽ After reading a blog post, each person brings forward an idea/practice/activity that is new and intriguing to them.
  - ▽ New thoughts are posted (chalk talk, electronically)
  - ▽ The group reads over the posts. Each person has two chits they can place by an idea that is 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 (whole group or small group).
  - ▽ Person who posted that idea shares more about it
  - ▽ 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 source (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 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 playfully teach a math concept. 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 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 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 jot down.. “I used to think, now I think” and then we'll share and open up for a discussion. Remember that this can also be a place to name a question that you are still grappling with –e.g., “now I think... but I'm still not sure... does x cause y?”

**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

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# 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 understandings 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
- ▶ 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 English – will not be appropriate in all contexts
  - ▽ Some articles to consider (mainly early childhood focused):
    - ▶ 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
    - ▶ Movahedazarhouli (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 represents 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
  - ▽ See activity card, or instructions below:
    - Give students 5 min to prep individually
    - Take a piece of paper and fold 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 – 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 during the fishbowl. The rest of the class pretends to be members of the inquiry group (if your class size is large, 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 judgement), 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 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
  - ▽ 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

- Definitely adapt the readings/resources that 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.

# 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, and engage students in planning learning experiences using the practices for inspiration

## Playful Preparation

- ▷ Read: [PoP practices booklet](#)
- ▷ Review local learning standards applicable to your context and learners
- ▷ Watch: add video examples here

## Assignments Due today

- ▷ Blog Post 5: Opportunities for Play

## Possible Agenda

- ▷ **Playful Opener – mad lib**
  - ▽ Purpose is to review 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**
  - ▽ See slides – these introduce each of the five PoP practices and use vignette from a South African 5<sup>th</sup> 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 material 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 to each other in a large class) and share out learning experience plans, offer each other feedback
- ▷ **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**

- ▷ The learning goals, standards, or frameworks that are applicable to your students will be unique to your situation. Please tailor these as appropriate and use this as an opportunity to help students see that they can meet local learning expectations through a playful approach.

# 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
- ▶ Watch a video or two from the video library highlighting play in specific learning domains (ADD LINKS HERE TO THE VIDEOS YOU CHOOSE)
- ▶ Add your own readings about play in your domain/area of expertise (e.g., mathematics, literacy, science...)
- ▶ E.g., Mathful Play website
- ▶ If you and your students are able to purchase a book, 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

- ▶ **Content Focus: Facilitating Play** This is a choose your own adventure session:
  - ▽ If you are teaching 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 teaching teachers of older learners (upper primary or secondary) 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
    - ▶ select an example from the slides provided or the video library that highlight learning through play in a domain of learning relevant to your students. Examples 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)
  - MORE TO BE ADDED – UNDER CONSTRUCTION
- **Activity: 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
- **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!

# 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 these videos:
- ▷ [Denmark's Forest Kindergartens](#)
- ▷ [Risk and Play](#)
- ▷ Look at this tool:
- ▷ Playful Learning Environments Tool (PoP)

## Assignments Due today

- ▷ Blog Post 6: PPR Memo

## Possible Agenda:

- ▷ **Playful Opener: Designing a playful learning environment**
  - ▽ Using 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
- ▷ **Content Focus: Indoor and Outdoor Playful Learning Environments**
  - ▽ See slides for this section
  - ▽ Introduce the Reggio Emilia concept of the environment as the 3<sup>rd</sup> teacher
  - ▽ Start with the indoor environment – share the tool developed with ISB
  - ▽ Where have you seen examples of these ideas in learning environments you have seen?
  - ▽ 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, culturally relevant (using what exists in the environment)
    - ▷ Getting outside, working with natural materials = often evokes choice, wonder, delight
    - ▷ Using 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**
  - ▽ In what ways can the learning environment support these playful learning practices? Think about the examples we have seen so far in class.
  - ▽ Discuss in large or small groups
- ▷ **Activity**
  - ▽ If time, 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 (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**

- ▷ Use examples of play environments and materials from your local context
- ▷ Consider adapting the Planning Playful Environments tool for your context

# 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

## Assignments Due today

- ▶ None – but this is a good time to check in with students about how their PPR projects are coming along. Remind them about your plan for them to share their PPR research with each other 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](#).

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# 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

### Assignments Due today

- ▷ none

### Possible Agenda

- ▷ Under construction!
- ▷ We envision this session as a chance to poll your students 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 (several will eventually be available in the powerpoint slides for this session) or activities that you choose/design
- ▷ Activity: Planning for playful learning using the PoP Practices
  - ▽ Using the PoP planning tool (also under construction but coming soon), 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:

- ▷ 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 own version
- Debrief as a group (or have small groups pair up and share to each other in a large class) and share out learning experience plans, offer each other feedback

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# 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 others' 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 webspace)
  - ▽ 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 own thinking about your PPR question?
    - Drawing on your own 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.
  - ▽ Students can 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**

- Instead of sharing PPR projects as posters, have students talk about their work with each other in small groups of 4 students, in a roundtable format. Use a protocol to facilitate each student having time to 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...

## References (under construction)

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## Notes

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1. “We” in this guide refers to Megina Baker and Ben Mardell, researchers on the Pedagogy of Play project at Project Zero, 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 in Boston, MA, where we live and work. Megina identifies as a white, cisgender, bilingual woman. Ben identifies as a white, Jewish-American man. We have built the resources in this guide and website through collaboration with many colleagues 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 all of the contributors on our website. We recognize that our lived experiences color our work, and we hope that you will adapt and hack these resources for your own context.
2. Add a link here to the UCL website about the playful learning initiative
3. On our website, you can read more about the teacher educators who have collaborated in developing this guide and the other PoP Teacher Education Resources. Two resources shared by colleagues were especially helpful here: [LINK TO UCL PLAYBOOK AND SANDBOX REPORT FROM UJ](#).
4. The Indicators of Playful Learning developed by the Pedagogy of Play research – you can read more here (add link to metamodel resources when ready)
5. “Chance Encounters” and “Class Bingo” are inspired by Mete Buldu ([University of \\_\\_\\_](#)) and [Elif Buldu \( \)](#)