

# Advocating for Play Gallery Walk

## Process:

### **Part 1 - Gallery walk** (10-15 min)

Browse across the Padlet – 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:

- a) Clarifying questions – is there anything that is unclear or missing in the presentation?
- b) Appreciations- what is working well?
- c) Suggestions – how could the presenter advocate for play even more effectively?

### **Part 2 - Focused looking/feedback** (10-15 min)

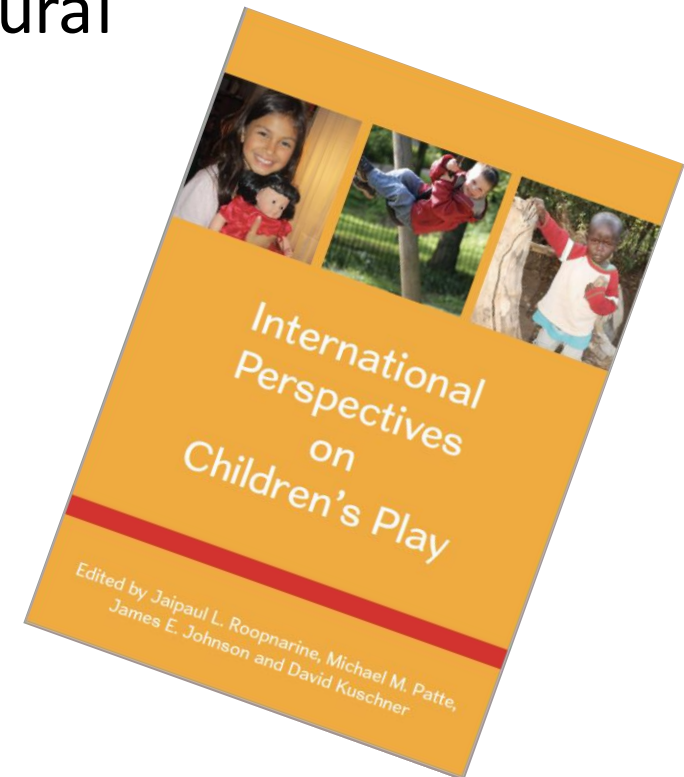
In partners, look more closely at each other’s posts, and any feedback colleagues have added. Ask each other clarifying questions, offer appreciations, and make suggestions to improve the work. (5-7 minutes to focus on the first person’s work, then switch roles)

# Play Across Cultural Contexts

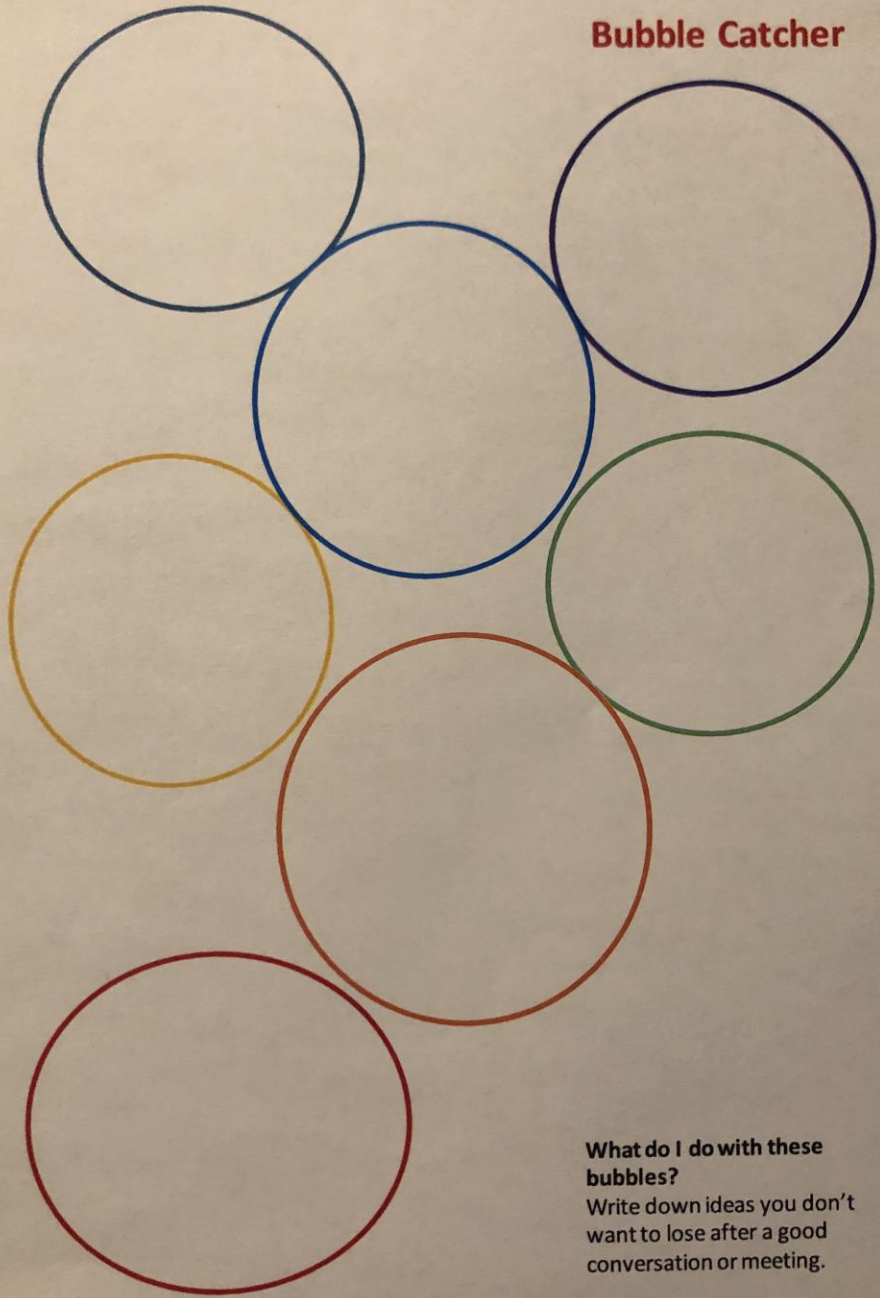
- What did you learn about play in your reading?
- What **resonated** with your personal/cultural understandings of play?
- What struck you as **different** from your personal/cultural understandings of play?

## Write-pair-share

- 5 min to review/write in your bubble catcher
- Conversation in pairs – add notes to your bubbles
- whole group discussion



**Bubble Catcher**



**What do I do with these bubbles?**  
Write down ideas you don't want to lose after a good conversation or meeting.

# Native American Play

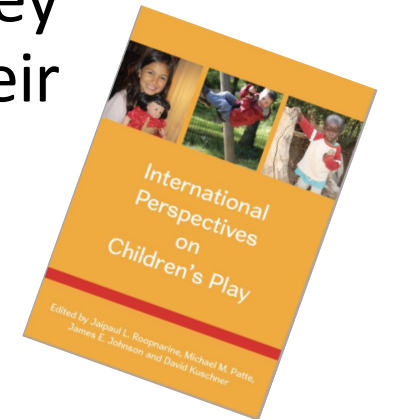
“For traditional Native people, nature-based play was more than an activity occurring in nature. It was a means of learning about and becoming an inseparable part of the natural world. It was part of a nature-based spiritual tradition. This play in nature may be seen as a way for children to practice skills that they would use in everyday adult life, but, equally important, it was also a way to inculcate spiritual values, most notably values related to people’s connection to the earth and natural world.”



# Turkana Kenyan Children's Play

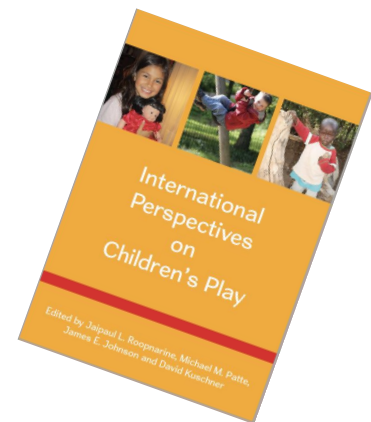
“The sociodramatic play of both Mexican and Turkana children reflect their cultural funds of knowledge consisting, for example, of family values, food, holidays, music, beliefs, gender roles, language and other aspects of their cultural heritage...”

“The narrative of Turkana children's play highlights the role of play as a social agent that children use to acquire the skills they need to develop as competent individuals who can fit into their culture and contribute to the growth and survival of their families.”



# Taiwanese Children's Play

“The Western belief of learning through play is in conflict with the mechanical way of learning held by Confucianism. Imagination or pretend play is never related to learning in society (Kim 2007). Play is not considered as important as work. Play has long been established as lying within the physical development domain that is separated from intellectual development in the culture. To many parents, working hard is the primary path to learning, with play perceived as recreational and not educational in its purpose (Cooney and Sha 1999). Parents arrange formal education for their children at an extremely young age so that children can engage in what parents perceive to be learning (Kim 2007). Leu (2008) claims that Taiwanese parents tend to believe that only goal-oriented activities can be counted as learning.”

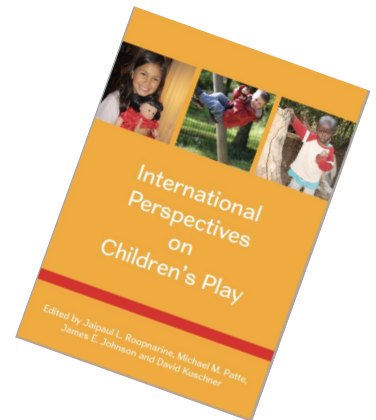


# Turkish Children's Play

“Play is increasingly viewed as the most important work of children and as an inseparable part of their lives (MONE 2013). This point of view has placed play at the center of the curriculum as a primary strategy for learning and teaching.”

“In the Turkish curriculum, children's play activities are divided into three main categories: unstructured, semi-structured and structured play.”

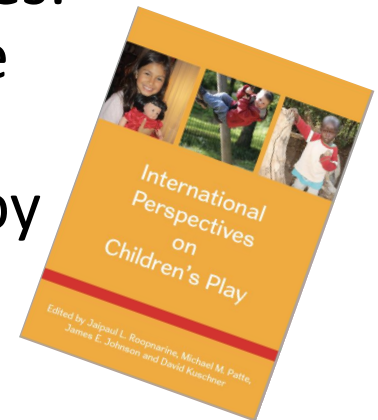
“There is an urgent need to create awareness of the new view of play among Turkish ECE teachers.”



# Mayan's Children's Play

“The **high cultural value placed on children's learning to be productive workers leads adults to curtail play when there is work to be done**, in contrast with cultures where play is either actively cultivated or merely accepted (Gaskins et al. 2007). Children themselves appear to share this cultural value, volunteering to do chores (Gaskins 2000, in press a) and usually complying when called away from playing in order to work.”

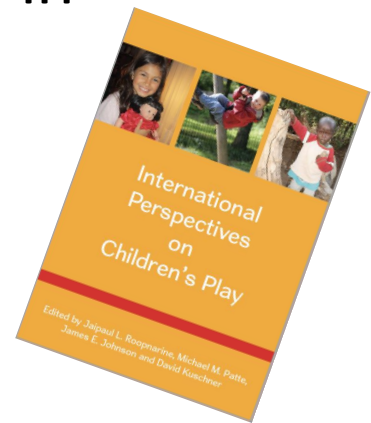
“Children are given a great deal of leeway to decide their activities from moment to moment, as well as to make major decisions for themselves. This **respect for children's agency**, when paired with beliefs about the relative unimportance of play and the inappropriateness of adult engagement in play, ensures that play is motivated by and organized by children—usually the oldest children in the immediate play group.”





# Caribbean Children's Play

“Contrary to middle-class aspirations in North America (Morelli et al. 2003), play is rarely viewed in terms of school readiness and social adjustment. Because Caribbean parents construct and interpret their childrearing roles in the context of facilitating academic preparation, learning manners, being obedient to adults, and in providing food, clothing, and basic school materials for children, there is less of an emphasis on fostering curiosity and creativity through play... Findings of parents' and teachers' perceptions of what children should learn in preschool also show a lack of emphasis on play and learning.”



# Whole Group Discussion

- 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

## Playful Learning Planner

A planning tool using the PoP playful learning indicators.

To increase engagement, enhance learning, and make school more enjoyable, you can make almost any aspect of your teaching more playful — from introducing a new concept to practicing skills to getting from one part of the school to the next. Use this tool to support playful learning in your classroom.

**Note:** The indicators and markers come from the PoP meta-model. If you have developed your own set of indicators, you can use them instead.

1. **Identify an experience in which you would like to support playful learning**  
(you might think of a particular class, a theme, a unit of learning, or something else)
2. **How might you structure the experience to encourage...**  
(Choose one or more of the below indicators<sup>1</sup> as your focus)
  - ▷ **Choice:** a feeling of empowerment, autonomy, ownership, and intrinsic motivation. Can be promoted by helping learners participate in setting goals, challenges, and purposes; making and changing rules; negotiating; having and sharing ideas; being spontaneous; choosing how long to work/play; choosing collaborators and roles; and moving around.
    - ▽ *For example*, to create more choice, consider giving learners a choice related to: 1) content (e.g., What aspect of World War II would you like to learn about?); 2) the learning process (e.g., Would you like to study alone or with a classmate?); or 3) assessment (e.g., How would you like to show what you know — write a paper? create a video? something else?)
  - ▷ **Wonder:** a feeling of curiosity, surprise, engagement, fascination, novelty, and challenge. Can be promoted by supporting learners to improvise, explore, learn from mistakes, create, invent, pretend, imagine, and take risks.
    - ▽ *For example*, to encourage wonder, do something out of the ordinary. Invite an unexpected guest into the classroom, provide an unusual material, or go outside. Pose questions without predetermined answers.
  - ▷ **Delight:** a feeling of enjoyment, excitement, satisfaction, inspiration, pride, and belonging. Can be promoted by creating a sense of anticipation; providing time to explore; showing your own excitement; highlighting learners' discoveries; and providing aesthetically engaging materials, stories, and ideas.
    - ▽ *For example*, to support the conditions for delight, allow students to learn together, face and overcome manageable challenges, sing and dance, or celebrate learning.



A Planning Tool

# Inquiry Groups!

## Directions:

- 1) Introduce each other to your questions. Write your question on a piece or strip of paper using marker (or share some other way)**
- 2) Make a plan for when each person in the group will bring documentation to share during class. Each person will bring documentation to class TWICE during the semester.**

**ADD DATES HERE FOR WHEN STUDENTS WILL BRING DOCUMENTATION TO THEIR GROUPS. FOR EXAMPLE...**

10/21 – 1 person shares documentation

10/28 – 1 share

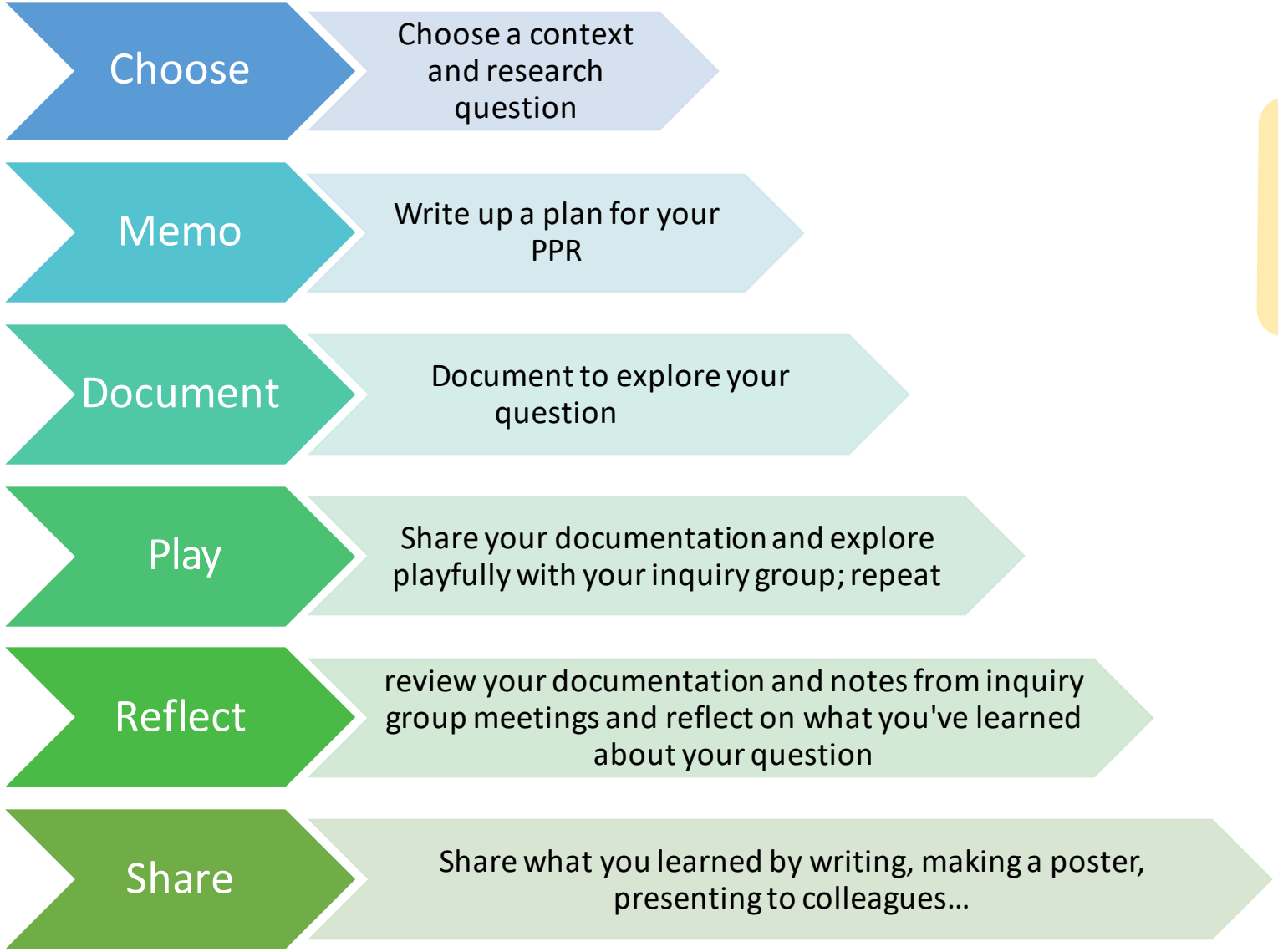
11/4 – 1 share

11/11 – 2 shares

11/18 – 2 shares

12/2 – 1 share

# The Playful Participatory Research Process



# Choosing Research Questions

- **Of interest** to you and perhaps others
- **Relevant** to your daily practice
- **Open-ended** - you don't already know the answer
- Focused on **play and playful learning**
- Connected to issues of **equity** and **social justice**



Choose

Choose a context and  
research question

# 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)

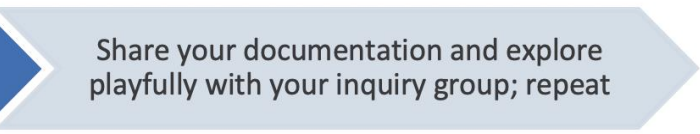
**Noticing/Wondering again:** Did the playing help you notice anything new? (2 min)

**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)



Play



Share your documentation and explore playfully with your inquiry group; repeat