

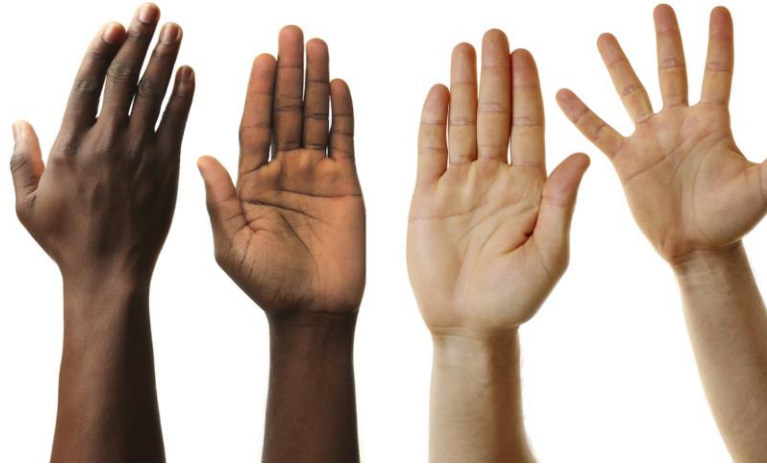
Course Overview

Welcome!

Represent your play autobiography

- Use materials in your play kit (or available in the room) to create a visual representation of your play autobiography that you prepared before class today.
- We will share them in small groups in a few minutes.

Top 5 intros



- Preferred name
 - Pronouns (if you choose)
- And up to 5 Things you want us to know about you – like...
- Languages you speak
 - Where you're from
 - What you want to be when you grown up
 - Something you're passionate about

Play Autobiography Share

Think back to your Play Autobiography.

What were you learning through play in that experience? Share with the students in your group.

Think of a hashtag (e.g. #rocksandsticksforever) to represent your story to share out to the class.



Let's Play! Light and Shadow



Playful Meter

(not) 1 2 3 4 5
(very)



PoP Principles

1. Play supports learning.
2. Playful learning in schools involves play with a purpose.
3. Paradoxes between play and school complicate learning and teaching.
4. Playful learning is universal and shaped by culture.
5. Playful mindsets are central to playful learning.
6. Supportive school cultures enable playful learning to thrive.

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Why Playful Learning?

- Play and playfulness are core resources for learning
- During play children...
 - Are engaged, relaxed, and challenged—states of mind conducive to learning.
 - Test hypotheses.
 - Explore their environment and social relations
- Research demonstrates that play offers powerful pathways for cognitive, social, emotional, and physical development

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Insert the visual from the book or other images of play from your context– a chance for students to talk about:

- 1) free play v. learning through play
- 2) learning through play happening both in classrooms and in other spaces
- 3) the continuum of free play v. guided play

Discuss: Was this play with a purpose?



If desired, insert video example here from video library – to discuss play with a purpose

In short, the debate must no longer be about learning *versus* play. Rather, curricula should stress learning *via* play.

-Hirsh-Pasek & Golinkoff (2011)

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Paradoxes between **Play** and **School**

Play is timeless.

School is time tabled.

Play can be chaotic, messy, and loud.

Schools are places of order.

Play involves risks.

In school, children should be safe.

In play, children are in charge.

At school, the agenda is generally set by adults.

Insert a video example from video library if desired to illustrate a paradox – e.g. risky play

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Niels Bohr

A playful physicist

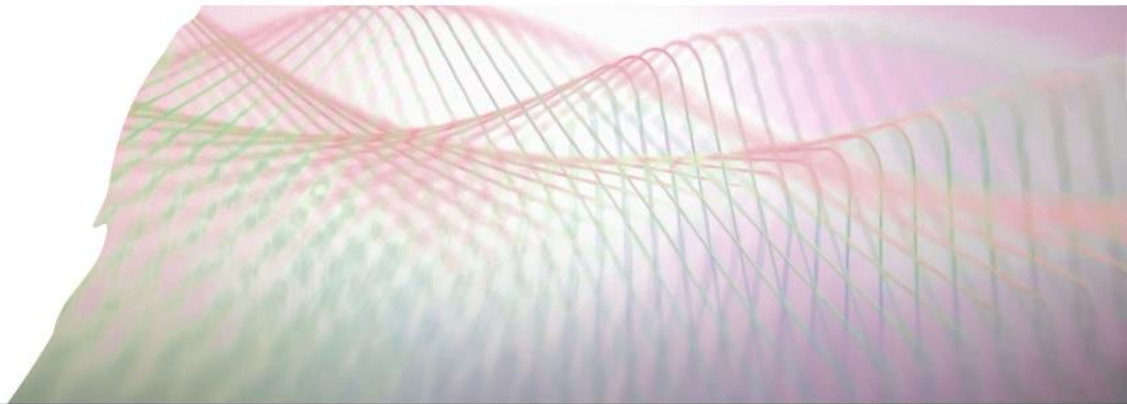
Nelson Mandela

Turning imprisonment into a university



Debbie LeeKeenan

ANTI-BIAS EDUCATOR
EXTRAORDINAIRE



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Readings Discussion

- What bubbled up in the readings or this conversation today that you want to know more about in this course?
- What puzzled you?
- Surprised you?

Syllabus review

Proposed Class Norms

- Bring a playful mindset
- Take care of your needs and be comfortable (e.g. bring snacks, stretch, take a break if needed)
- Monitor your airtime (be considerate about talking too much, or speak up if contributing too little)
- We are a learning community: treat each other as colleagues and partners. Respect and honor difference
- Confidentiality – we will not share any information about children or classrooms beyond this space.
- EDIT THE NORMS ABOVE AND/OR CREATE YOUR OWN AS A GROUP AND ADD HERE

Stars and Wishes



Reflect on the session today – what worked well for you as a learner? (stars)
What do you wish might happen next time? (wishes)