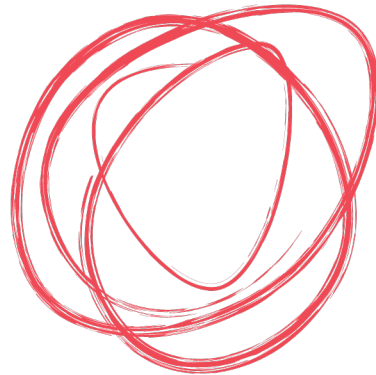# Practices that Promote a Pedagogy of Play

Gameplan

- Revisit key concepts in the course so far through a playful activity
- Learn about the Pedagogy of Play practices and explore examples of these from classrooms
- Make connections between the local learning standards in your context and the PoP practices
- Try out planning learning experiences using the practices for inspiration

Madlib:

Why do we need a Pedagogy of Play? We spent the first 1._____.   2._____ of the course answering this question. We 3._____ at frameworks and theories to understand 4._____, talked about equity and play, and began advocating for 5._____. We also were introduced to playful participatory research.

We then examined the question "What does 6._____through play look and feel like in different cultural contexts?" We studied indicators and examples of 7._____learning from different cultural contexts. We studied technology, remote 8._____ and play, and discussed how play is for all in a session on inclusive playful 9._____.

Madlib – a playful way to revisit our learning so far

Why do we need a Pedagogy of Play? We spent the first four weeks of the course answering this question. We looked at frameworks and theories to understand play, talked about equity and play, and began advocating for play. We also were introduced to playful participatory research.
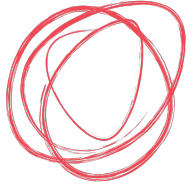
We then examined the question "What does learning through play look and feel like in different cultural contexts?" We studied indicators and examples of playful learning from different cultural contexts. We studied technology, remote learning and play, and discussed how play is
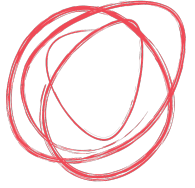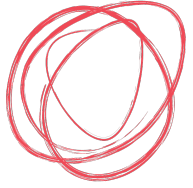
Pedagogy of Play

Empower Learners To Lead Their Own Learning

Pedagogy of Play

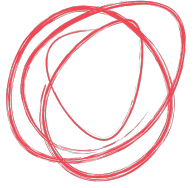# Build a Culture of Collaborative Learning

Pedagogy of Play

Promote Experimentation and Risk-Taking

Pedagogy of Play

Encourage Imaginative Thinking

Pedagogy of Play

Welcome all Emotions Generated Through Play

Does a Fact Have to be True and the Tic Toc

Nova Pioneer Ormede

Johannesburg, South Africa

Chapter One
A Writers Workshop on Information Texts

Learning Goals

Reading: Gain familiarity with informational texts—to be able to locate information confidently and efficiently

Writing: Create non-fiction texts that provide information in a clear and engaging way

Chapter Two
Does a fact have to be true?

Students definitions of informational texts

Mbali: Gives you more information on the subject.

Ntando: A step by step description.

Tadiswa: About something or someone.

Abdullah: It is a fact that Spiderman can spin webs from his wrists. Even though Spiderman is not real, it is still a fact that he fights crimes.

Mbali : Fiction does not give correct information

Ntando: There cannot be an informational text about Spiderman because it's a story from the movies and even his web is not real".

Firdous: Do all facts have to be true to life ?

Ntando: Facts have to be true.

Follow up questions

If a fact is *something that actually exists,* is fear a fact?

If a fact is *something known to be true,* what about religious beliefs?

Chapter Three
Making it more complicated

Firdous: I'm loving what is coming out of this conversation…

A lot of you seem a little confused. Some of you are now unsure. You were sure and now you are unsure. And I'm going to make it a little more complicated.
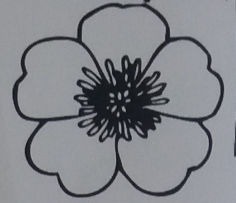
Create-an-Animal

You are a zoologist who has just discovered a new animal species. As every good scientist does, you will document your exciting finding. Design a fact sheet highlighting this new animal discovery. Be sure to include the following key pieces of information:

- your animal's name
- your animal's basic needs
- how your animal's needs are met
- where your animal lives
- a colored illustration of your animal in its natural habitat

Your fact sheet might have text features like labels, captions, maps, bold words, subheadings, and more.

http://ilove2teach.blogspot.com

Create-a-Plant

You are a botanist who has just discovered a new type of plant. As every good scientist does, you will document your exciting finding. Design a fact sheet highlighting your new plant discovery. Be sure to include the following key pieces of information:

- your plant's name
- your plant's basic needs
- how your plant's needs are met
- where your plant lives
- a colored illustration of your plant in its natural habitat

Your fact sheet might have text features like labels, captions, maps, bold words, subheadings, and more.

http://ilove2teach.blogspot.com

Firdous*: You are the scientist; it's your discovery, You can draw or write the facts first. It's okay to think of real-life plants and animals to get inspiration. It's okay to look at one another's work because this enables you to share ideas and to give each other feedback. However, make the creation your own.*

Chapter Four
Creating a tic toc

Tadiswa : Ma'am, may I please use the globe? I want to see where my animal will be from.

Tadiswa: *I don't want it to come from South Africa. It's always the same place. I want to go somewhere like maybe somewhere where nobody has ever been to. Or somewhere that is very rare….I just want to find something that is really exciting… It will stand out. It will be a little different. It will have that little touch.*

Tadiswa: *I'm thinking in the ocean because I want it to be a sea animal. Maybe it can also go out of the water like a dolphin if it needs air. I want it to go on land as well. So, maybe it will have like a little island where it can breathe. It can feed off the coconuts and it can also go into the water to find fish.*

I am excited too! I am excited about what it will look like when I am done. I think I want to make it look really cute. But when it opens the mouth it looks like a killer shark!

Chapter Five
Meet the Tic Toc
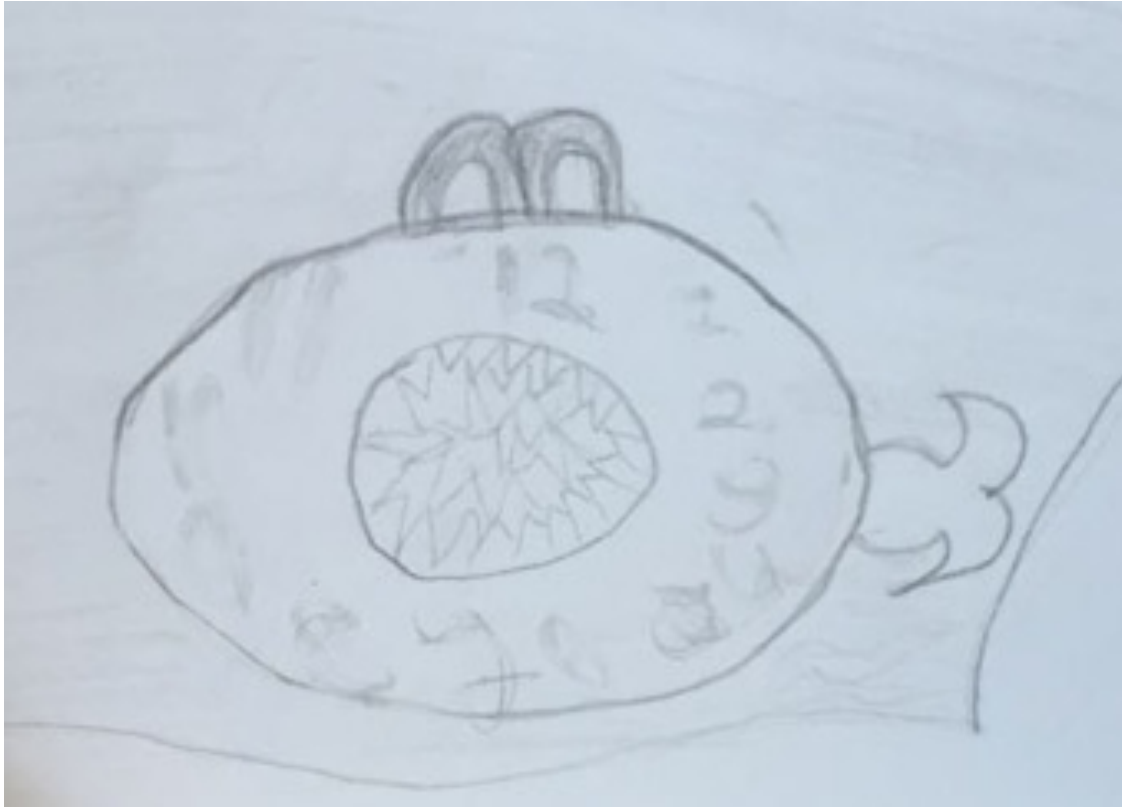
Tadiswa: The Tic-Toc is an amazing creature it has 2 eyes, one nose, one tail, two small arms and one mouth. The Tic-Toc is named Tic-Toc because it looks and sounds like clock going tic-toc. Tic-Toc lives in Kermadec Island (N.Z.). My animal needs 12 hours of being in the water and 12 hours of being on land. The Tic-Toc also feeds on prawns and baby fish. On land it feeds on coconuts and sand. Tic-Toc can only be 600km away from the island so that it cannot die.

Chapter Six
Everything is fun about it

Tadiswa: *[It was fun] that we get to do this. Well, everything is fun about it because like we get to invent something that is different. We get to create. It's like an art session or like a general knowledge session. It's just like really exciting.*

Which practices did you see in this example?

Empower learners to lead their own learning

Build a culture of collaborative learning

Promote experimentation and risk-taking

Encourage imaginative thinking

Welcome all emotions generated through play

Learning Standards

- Add a link or screenshot here to the local learning standards appropriate to your 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.

Planning Playful Learning Experiences with the PoP 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.

Context: Second Grade
Learning Goal: Reading Literature - Acknowledge differences in the points of view of characters

- **Pick 1-2 strategies from the PoP Practices booklet that you could you use to teach this content in a playful way**

- Talk through ideas with your group members.

- Use materials in your play kit to represent yourself teaching this content in a playful way to.

- Upload a photo of your representation to this slide (you can delete this text) and be ready to talk about it with the class.

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)

Additional slides follow… if you want to dig more into one particular practice (or save this for session 10)

Empower learners to lead their own learning

- Get to know your learners
- Co-construct rules
- Say yes to students spontaneous ideas
- Reflect on learning with learners
- Involve learners in decision-making

Encourage imaginative thinking

- Share stories to engage and enhance learning

- Ask questions that invite curiosity

- Use role play and pretend scenarios

- Provide materials and experiences that engage the senses and the body