

Reflecting on Acts 1 and 2: Madlib Style



Playful Learning Activity Card

A Playful Teacher Education Resource

Purpose

A playful way to have students reflect on the first half of th

Materials

- ▶ A printed copy of this Activity Card, so you can write on it during the activity to fill in the blanks below.
- ▶ PowerPoint slide 1, in which you will be able to fill in the blanks based on your students' responses (Note: Change the slide based on the version of the syllabus you are using).

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. _____.

- ▶ PowerPoint slide 2 (the "real" text from the syllabus)

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 for all in a session on inclusive playful classrooms.

Process

- ▷ Introduce students to the idea of madlibs, a game where there is a text that has some blanks the group will fill in, hopefully with humorous results.
- ▷ DON'T SHOW YOUR STUDENTS THE SLIDES UNTIL AFTER THEY HAVE SHARED IDEAS FOR THE BLANKS! Or it won't be funny. ☺
- ▷ Model filling in the first blank, e.g., “We need a number, it could be 3, or 5 million..”. Ask for a number and fill it in on the slide (do not reveal the slide until the end of the process).
- ▷ Continue through the rest of the list, asking for a suggestion for a period of time, then a verb, etc.
 1. NUMBER CHOSEN BY CLASS
 2. A period of time
 3. A verb (past tense)
 4. An activity
 5. A noun
 6. A verb
 7. An adjective
 8. A verb
 9. A place
- ▷ With the blanks filled in, reveal the slide, asking a student to read the completed madlib out loud.
- ▷ Note this is hopefully a playful way to recall the first half of the course and share the second slide that has the “real” text.
- ▷ Ask students to share reflections on the first part of the course—insights, learnings, and new and continuing questions about why we need a pedagogy of play and what playful learning looks and feels like in different cultural contexts.

More than One Way

- ▷ You can make the reflection process more structured by using the “I used to think, now I think” thinking routine. Ask students to reflect on what they used to think and what they think now about the questions embedded in the first two acts of the course.
- ▷ Reflections can be done individually, in small groups and/or as a whole group. If you start with individual reflections, you can ask students to write down their ideas and then share them with a partner.