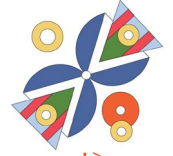


Traditional Games

Playful Learning Activity Card



Purpose

To provide an opportunity for students to reflect on what playful learning looks and feels like in their cultural context

Preparations

- ▶ Have students sign up to lead a favorite childhood game in the proceeding class. You will need about a quarter of the class to volunteer
- ▶ Have game leaders consider what materials they will need to lead their game (e.g., jump rope, jacks, rocks...) and how many participants in their groups
- ▶ Let game leaders know this will only be an introduction to the game and that they will have 5 to 10 minutes to share and play

Process

- ▶ Break the class into small groups with the size appropriate for the game
- ▶ Provide time for game leaders to provide instructions for the game
- ▶ Have students reflect on playing the game. You could ask:
 - ▽ What feelings did you have while participating in the game?
 - ▽ What were you learning?
 - ▽ How could you use this game (or others) to facilitate children's learning in different domains (e.g., math, social, emotional...)?
 - ▽ Which did you prefer during this experience – playing or leading? Why?

More than One Way

- ▶ Each group could include a couple of “documenters” who use your version of the indicators of playful learning as a lens to observe the group. Documenters could share their observations with the group
- ▶ Watch a video of children playing a traditional game to introduce this activity. For example, <http://pz.harvard.edu/pop-teacher-education-resources/video-library>
- ▶ Game leaders can use materials from play kits to play their games