Gameplan

Today is all about learning how to scaffold and facilitate play, ensuring that learners explore and learn concepts in specific learning domains (e.g., literacy, mathematics, science) through play.
Note to instructors:

• The following slides focus mainly on scaffolding and facilitating play, and may be more appropriate for teachers of younger learners.

• If you are working with older learners or in a context in which learning domains are taught as separate subjects in school, use this session as a time to think specifically about your domain and ways in which you could teach that particular content (e.g. math, science, literacy) through play.
Revisiting: PoP Practices and Strategies

• Empower learners to lead their own learning
  – Get to know your learners
  – Involve learners in decision-making
  – Co-construct rules
  – Say yes to students’ spontaneous ideas
  – Reflect on learning with learners

• Build a culture of collaborative learning
  – Use play to build relationships
  – Facilitate purposeful conversations to build knowledge
  – Nurture a culture of feedback
  – Document learning through play
  – Foster peer-to-peer teaching

• Promote experimentation and risk-taking
  – Design open-ended investigations
  – Value risk-taking as a strategy for learning
  – Focus on process as well as product
  – Model risk-taking and experimentation

• Encourage imaginative thinking
  – Share stories to engage and enhance learning
  – Ask questions that invite curiosity
  – Use role play and pretend scenarios
  – Provide materials that encourage hands-on learning

• Welcome all emotions generated through play
  – Design for joy
  – Make learning meaningful and relevant
  – Use play to explore complicated issues
  – Support learners in working through frustration
Veterinär: 
Djuret: 
Symptomer: 
Behandling: 
medisin: 

Barn

Och

Leksaker
During play you can...
Questions to extend play and deepen thinking

- How did you create this?
- What part did you do first? What could you add?
- What else could you try?
- Tell us more about your (painting, structure, game...)
- What do you notice about (that structure, object, etc...)?
- What do you wonder?
- What do you think is going on?
- Why do you think that?
- What might happen if....?
- What is the problem? What ideas do you have to solve that problem?
- Can you teach me/us how to...?
During play you can...

**Be a player.**
Take on a role in the play and follow the children’s lead.

**Be a connector.**
Scaffold children to connect with each other around a common goal or play theme.

**Be a rubber band.**
Stretch and extend the play through open-ended questions, embedding vocabulary and reinforcing teaching of concepts. Try the question stems to the right.

**Be a doctor.**
Record learning processes in order to deepen and extend learning.

**Be a mirror.**
Describe in detail what children are doing, using rich vocabulary e.g. “you’re drawing a curved yellow line using the thin paintbrush...”

**Be a steering wheel.**
When play becomes unproductive, repetitive, or unsafe, steer it back in a positive direction.

Questions to extend play and deepen thinking:
- How did you create this?
- What part did you do first?
- What could you add?
- What else could you try?
- Tell us more about your (painting, structure, game...)?
- What do you notice about (that structure, object, etc...)?
- What do you wonder?
- What do you think is going on?
- Why do you think that?
- What might happen if...?
- What is the problem? What ideas do you have to solve that problem?
- Can you teach me/us how to...?
Jones & Reynolds – Roles for Supporting Play

- Observer
- Stage Manager
- Mediator
- Player
- Interrupter
- Scribe
- Assessor & Communicator
- Planner
Observer

• Carefully watching and listening to children at play
• Documenting
  – To understand the learning taking place
  – To share back with learners to relaunch and deepen learning
  – To share more widely (with other educators, with families...)
Stage Manager

- Prepares the environment for play
- Organizes and reorganizes materials
- Prepares provocations to spark children’s thinking and interest
- Creates and provides physical scaffolds (e.g. graphic organizers, templates) to scaffold play
Mediator

• Teaching conflict resolution skills
• Keeping play safe
Player – NOT Interrupter

• Joining children in play, following their lead
• Taking on a role
• Using and modeling materials
• Takes care not to interrupt or take over children’s play!
  Watches first to be sure the children need a player
Scribe

• Recording children’s ideas, to share back with them and further the play
  – E.g. writing down a storyline for dramatic play
Assessor and Communicator

- Using documentation gathered during play to assess children’s learning and plan next steps
- Using documentation to communicate to others about the power of learning through play
Planner

• Planning emergent curriculum based on children’s interests
• Planning for embedding curriculum content and skills in children’s play themes
  – Literacy
  – Mathematics
  – Science
  – Arts
  – Social and emotional opportunities
PoP Practices

• 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
Principles Guiding Play Orchestration

1. Taking the child’s view
2. Being a keen observer
3. Seeing meaning as it is constructed
4. Being a stage manager

From Van Hoorn et al. (2015) p.81-83
Figure 4.1
Continuum of Play
Orchestration Strategies

INDIRECT

Setting the Stage
- Physical space
- Accessories
- Daily schedule
- Curriculum extensions

Guided Play
- Artist apprentice
- Peacemaker
- Guardian of the gate
- Parallel player
- Spectator
- Participant
- Matchmaker
- Story player
- Play tutor

DIRECT

From Van Hoorn et al. (2015)
p.83