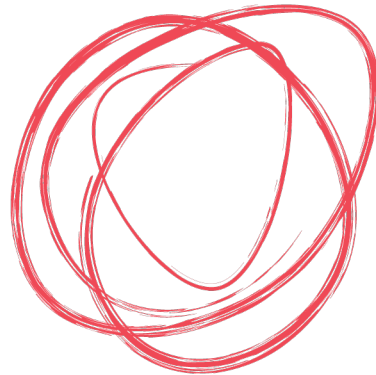


Practices that Promote a Pedagogy of Play Deep Dive



Sharing Poll Results

Attendees are now viewing poll results

1. Which Pedagogy of Play Practice would you like to learn more about during our next class session?

Empower learners to lead their own learning (4) 25%



Build a culture of collaborative learning (1) 6%



Promote experimentation and risk-taking (0) 0%

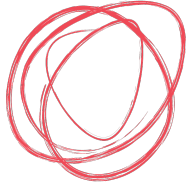


Encourage imaginative thinking (5) 31%



Welcome all emotions generated through play (6) 38%





Pedagogy of Play



**Empower Learners To Lead
Their Own Learning**

Example 1

Say yes to the mess: Responding to children's playful initiatives

Each day we make dozens of decisions, responding to learners' playful initiatives. Here we present four scenarios that involve such decisions: saying yes or no to play. We also provide guidance for making these decisions. The real value of these scenarios is in the conversations we hope they will provoke, helping us become more intentional about deciding when to say yes to the mess.

Based on a year of study, we have the following guidance for evaluating when (and how) to say yes to students' playful initiatives:

Plan with saying yes in mind:

- Allow time and space in lessons where you can be spontaneous
- Consider how to make your least playful lessons more playful

Have a say yes mindset:

- Look for opportunities to say yes to children's direct and indirect playful requests
- Act on students' ideas for play, letting go of your plans more often
- Say yes when students can explain how their ideas relate to learning goals
- It is OK to say no, for reasons of safety, time, and other competing priorities
 - Trust the children and be brave

Build a say yes team:

- Talk to colleagues about situations where you are saying yes or no to play in order to be more intentional in your decisions
- Rely on other adults in the room (and school) to increase opportunities to say yes

The Highwire Reader



Do you say **YES** or **NO**
to Dianne's playful reading
space?

It is reading time in your 1st grade class and you have asked your students to find

d. One student
es...

2m high partition not
r a change she is
ited about her

reading.

But, is it safe? What might the other teachers and students think?

Six-year-old Dianne has a mercurial personality. One moment she can be smiling and affectionate. The next she can be howling in rage. The smallest slight or disappointment--not getting the snack she wanted or having to wait for a toy--can trigger these dark moments. The source of her unhappiness is not hard to pin point. Her parents are divorced (with her dad mostly out of the picture). Her mom works long hours and doesn't have much time to spend with her daughter. You and your co-teacher are working hard to support Dianne regulate her emotions and help her be a valued member of the classroom community as the rest of the children are understandably disturbed by her frequent tantrums.

You have taken 6 children from your class to a common space in the school. Each has a book and you have asked them to find a comfortable spot to read. With a big smile on her face Dianne climbs up on a partition, not designed for sitting, that is about 2 meters high. She lies on her stomach and is happily reading her book. "This is fun", she exclaims. One problem: you have heard colleagues tell other children no one is allowed to climb on the partition for safety reasons.

To Tech or not to Tech



For a STEM unit, your class is building robots out of recycled materials. Until the students spot what the other class is doing....

...They are building "real robots" with

**Do you get on board with
the technology to support
your children's playful
wishes?**

iPads. Your
at this idea and
as much tech
should have.

But remember

out of power or crashed and the students were helpless and frustrated? And what about all the reports you have to write this week?

l the iPads ran

You are a primary teacher facilitating an IB unit on play. One group of kids initiated an inquiry into robot design, sparking a whole class interest. As a grade level teaching team you have decided to make the unit's summative assessment involve kids making their own robots in small groups. During the first unit lesson your class started building robots from recycled materials. They are very engaged and you are pleased to see how creative they are being.

Across the hall, the other class and their techy teachers have started building and programming LEGO robots using the computer program Scratch. When your students find out that their friends in the other class are “actually making real robots”, they are all deflated and discouraged. You are still in the very beginning of your summative assessment and might be able to change the course. But aside from the many reports you have to write, you are skeptical of how such technology might work (or not work) in your classroom. Last month you introduced a writing app to your students. While it worked great during the PD session you had attended, in the classroom it was a disaster. iPads ran out of power or crashed, children couldn't figure out how to make the app work, and everyone got very frustrated. In meeting learning goals, pencils and paper would have been as effective and far less stressful.

Can we just go?

Lunch time – “let’s line up”. Art class – “let’s line up”. Recess – “let’s line up”. Some of the children (and your colleagues) are getting very frustrated with how much time is wasted in your class until everyone is ready. But there might be another way...



Do you say **YES** to the request and “just go”?

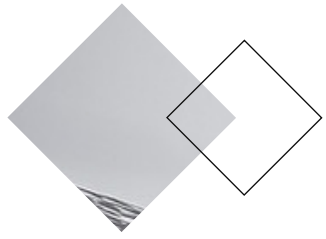
...a solution and
...es. And
...er school doing
...g just fine.

But, what if certain children disrupt other classes or pose a safety risk to themselves or others... How can you stay in charge?

Your class has a difficult time lining up to go to the cafeteria or specialist classes. It seems to always be the same students who are ready to go, and then wait for others to get in line. Some have started to ask, “can we just go?” Indeed, it can take 10 minutes of class time to line up and get to the next location. Specialist teachers have complained about wasting precious teaching time as well. Lining up is the least playful part of the day.

During a Professional Development Day you visited a school and were surprised to see children moving around on their own with no lines and no teacher following them. It seemed to be a smooth and playful process, although you wonder how the teachers keep tabs on the safety and behavior. While the children chatter and walk in creative ways (e.g., skipping; holding hands in pairs), they behave and do not interrupt other classes.

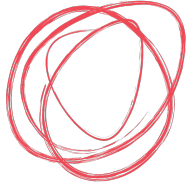
Upon returning to your school, you discuss the possibility of children transiting without lining up with your team teacher. She agrees this would work well for most of your students. However, you both worry about a couple of children whose impulse control isn't fully developed. It is likely they might disturb other classes on their walks (or runs) down the hall, and even pose safety risks to themselves and others.



REFLECTION

How does the idea of saying yes to the mess **connect** to your practice?

How does the idea of saying yes to the mess **extend** your practice?



Pedagogy of Play



**Empower Learners To Lead
Their Own Learning**

Example 2

Some context for our story



- Nova Pioneer Ormonde
- Near the center of Johannesburg
- Student population: 800

Ms. Nuhaa Ismail, teacher grade 2

Nuhaa's Lesson: Introduction to subtraction

- ▶ Objective:
 - students can solve word problems that involve subtracting numbers within 100 without regrouping

Nuhaa: “If I removed 7 children from our class, what would happen?”

Onthatile: We would be incomplete.

Bophelo: We will be fewer.

Tlotlego: Our class will have a smaller amount of children in it.

Tsalerato: It’s like, if you take out 7 students from our class, we would be left with only 23 students. That’s because $30 - 7 = 23$.



Kayden has 24 sweets. He gives Busi 18 sweets.



What is happening in this word problem?

Tsalerato shares his thinking

//

So if Kayden gave her 18 and he had 24...I'm trying to figure out how much makes 24. So that will help me figure out how much he has left. So, 18 plus 5 equals 24.

Tsalerato pauses for a bit.

Hmm...something doesn't look right. Let me count again. 18, 19, 20, 21, 22, 23, 24. I made a mistake. It has to be 18 plus 6 equals 24.

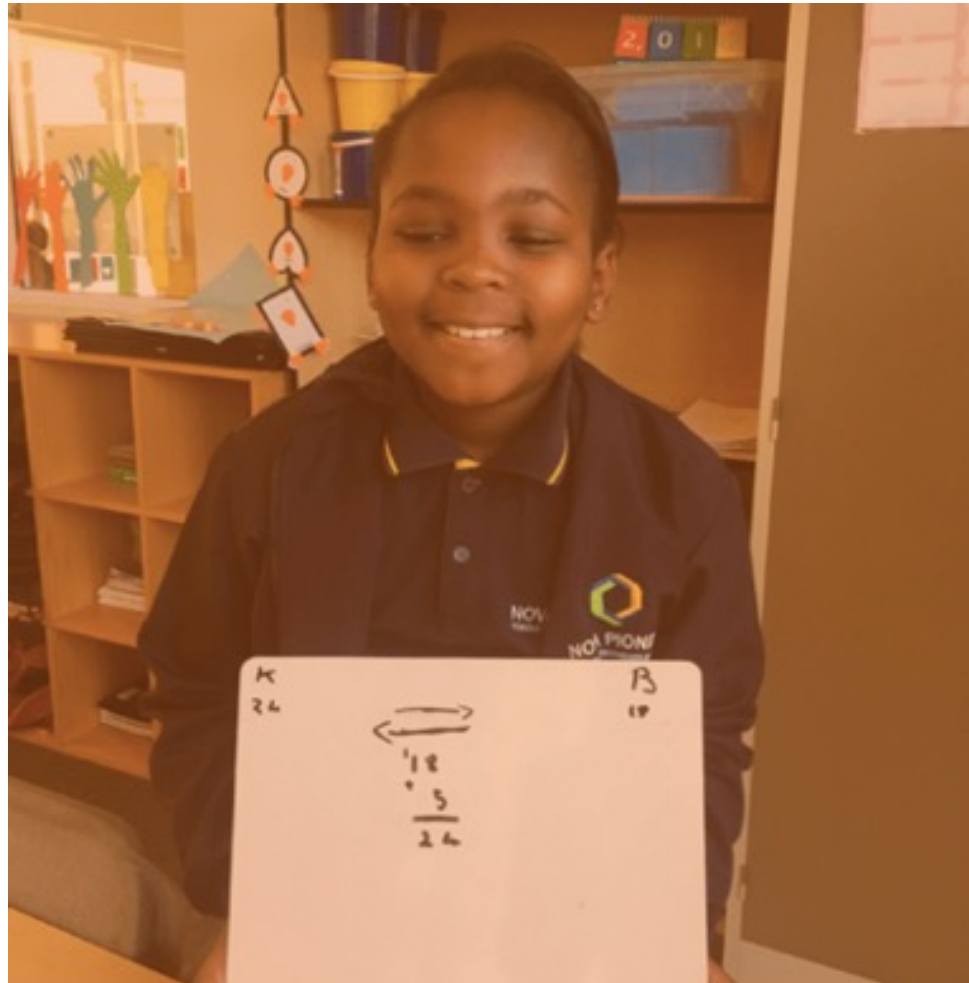
//

► Tlotlego shares his process

Nuhaa: What did you notice?

Tlotlego: I was taking away, which means subtraction because if Kayden had 24 sweets and 'gave' which means he was giving away some of his sweets, he would be left with less sweets.

▶ How did you feel about doing this homework?



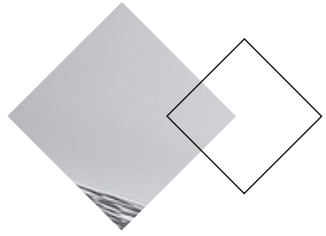
Tsalerato

// I made a mistake and I was proud that I solved it on my own...you didn't tell us how to solve the problem. You made me feel like a president because I got to make my own choice in what strategy to come up with. //



When learners better understand how they are learning, they become equipped to co-construct or lead the learning process.

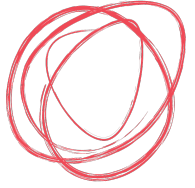




Reflecting on learning with learners

How does this strategy connect to something you already do in your own setting?

How does this strategy extend your thinking in new directions?



Pedagogy of Play



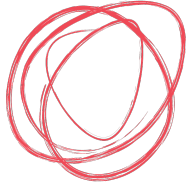
**Build a Culture of
Collaborative Learning**

Build a culture of collaborative learning



Feelings of playful learning are often activated and sustained by being part of a group. Playful learning is enhanced when players exchange, build on, or disagree with each other's ideas.



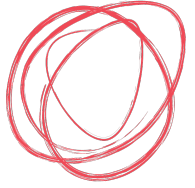


Pedagogy of Play



FOSTER PEER TO PEER TEACHING





Pedagogy of Play

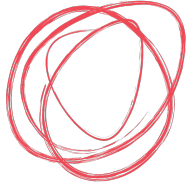


**Teach an online lesson to classmates:
Genesis of the assignment**



Learning Goals

- ▶ **Present ideas clearly**
- ▶ **Answer questions confidently**



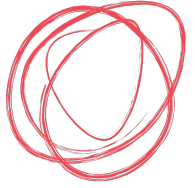
Pedagogy of Play



**Eamon:
How to make a funny
but kind prank**







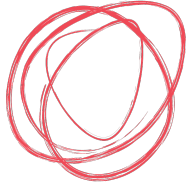
Pedagogy of Play



**Eamon:
The history of pranking**





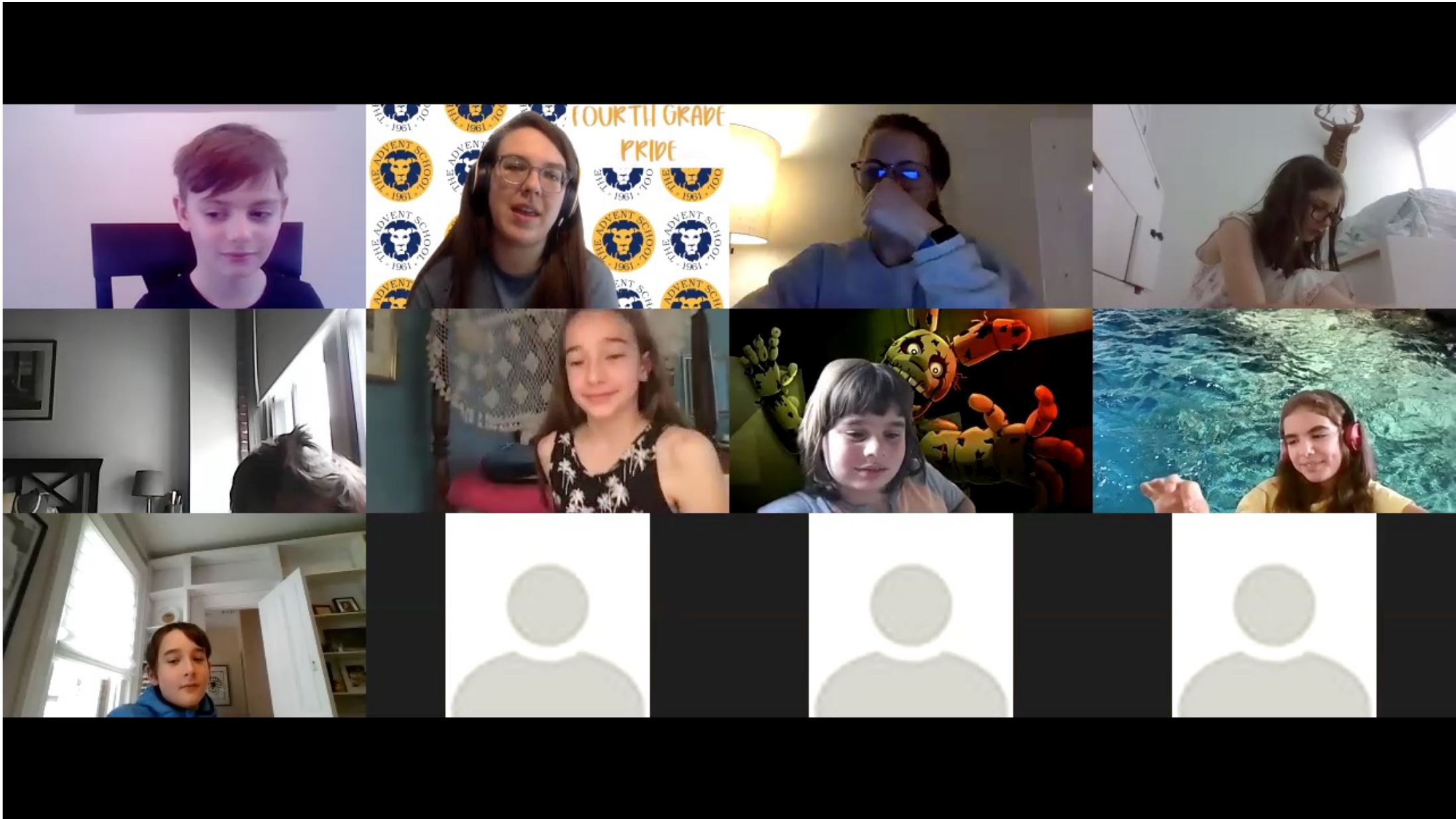


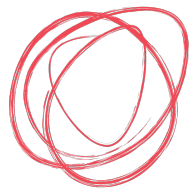
Pedagogy of Play



Eamon:
How do you know a prank
is kind?





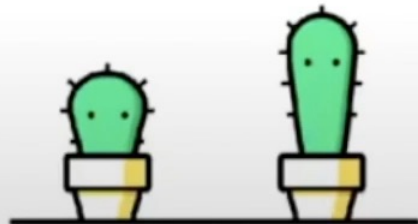


Pedagogy of Play



Sol:
How to relieve stress

HOW TO RELIEVE STRESS



By: Sol Gregorio



Modeling Creating a Lesson

- ▶ **Making an animation**
- ▶ **The ultimate mac and cheese**
- ▶ **Paper airplane design**
- ▶ **Walking on your hands**



BRAINSTORM

EMAIL A TEACHER IF
YOU WANT HELP



Jot a few ideas down that answer each prompt.

What is something you know alot about?

- How to knit a scarf
- How to walk on my hands
- How to draw a Harry Potter scar
- How to draw a dog
- How to make the perfect paper airplane

What do you think the class would want to learn?

- How to walk on my hands
- Or
- How to make the perfect paper airplane

What is something you are good at that you want to share?

- How to walk on my hands

Top Two Lesson Ideas

- How to walk on my hands
- How to make the perfect paper airplane!



LESSON PLAN

EMAIL A TEACHER IF
YOU WANT HELP



Use this slide to organize and plan your lesson.

Lesson Title *How to walk on your hands!*

Format

Slides
Demo

Lecture
Other

Materials

Slides

Self

Main Talking Points

- Importance of core strength
- Importance of warming up wrists
- If you're trying this for the first time, recommend doing it outside on the grass
- Discuss steps 3-6
- Recap

By the end of the lesson, the class should be able to answer this question:

What are the six main steps to learning how to walk on your hands?



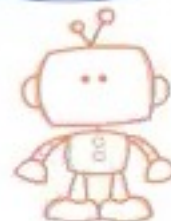
TEACH THE CLASS!

This is your chance to teach the class!
You can teach a skill or educate us on a topic.

REQUIREMENTS

- Attend at least 1 Q&A Lesson Plan Session
- You have brainstormed multiple ideas.
- You have a clear goal to your lesson.
- Your lesson is not longer than 10 minutes.
- You have a visual.
Could be you acting, a picture, a video, slides, or another idea
- You are prepared to answer questions at the end of your lesson.
- Reflect with a teacher after your lesson.
- **Sign up for a timeslot on Monday, June 1.**

What if I don't
want to teach
the class?



See
Slide
4



BRAINSTORM

EMAIL A TEACHER IF
YOU WANT HELP



Jot a few ideas down that answer each prompt.

What is
something
you know alot
about?

Type answer here

What do you
think the
class would
want to learn?

Type answer here

What is
something you
are good at that
you want to share?

Type answer here

Top Two
Lesson
Ideas

Type answer here



LESSON PLAN

EMAIL A TEACHER IF
YOU WANT HELP



Use this slide to organize and plan your lesson.

Lesson Title *How to make funny but kind pranks.*

Format

Slides
Demo

Lecture
Other

Materials

Cotton balls, shoe

Main Talking Points

History of pranks, cotton ball shoe prank.

By the end of the lesson, the class should be able to answer this question:

How do you make a funny but kind prank?



LESSON PLAN

EMAIL A TEACHER IF
YOU WANT HELP



Use this slide to organize and plan your lesson.

Lesson Title *Relieve Your Stress*

Format

Slides
Demo

Lecture
Other

Materials

Material That will be needed

in - Fidget

- Cream (Optional)

-Candles (Optional)

Materials That I will be

showing in the lesson and That
students if they want can have

-Coloring Book

-Candles

-Tea

-Fidget

-Yoga ball

Main Talking Points

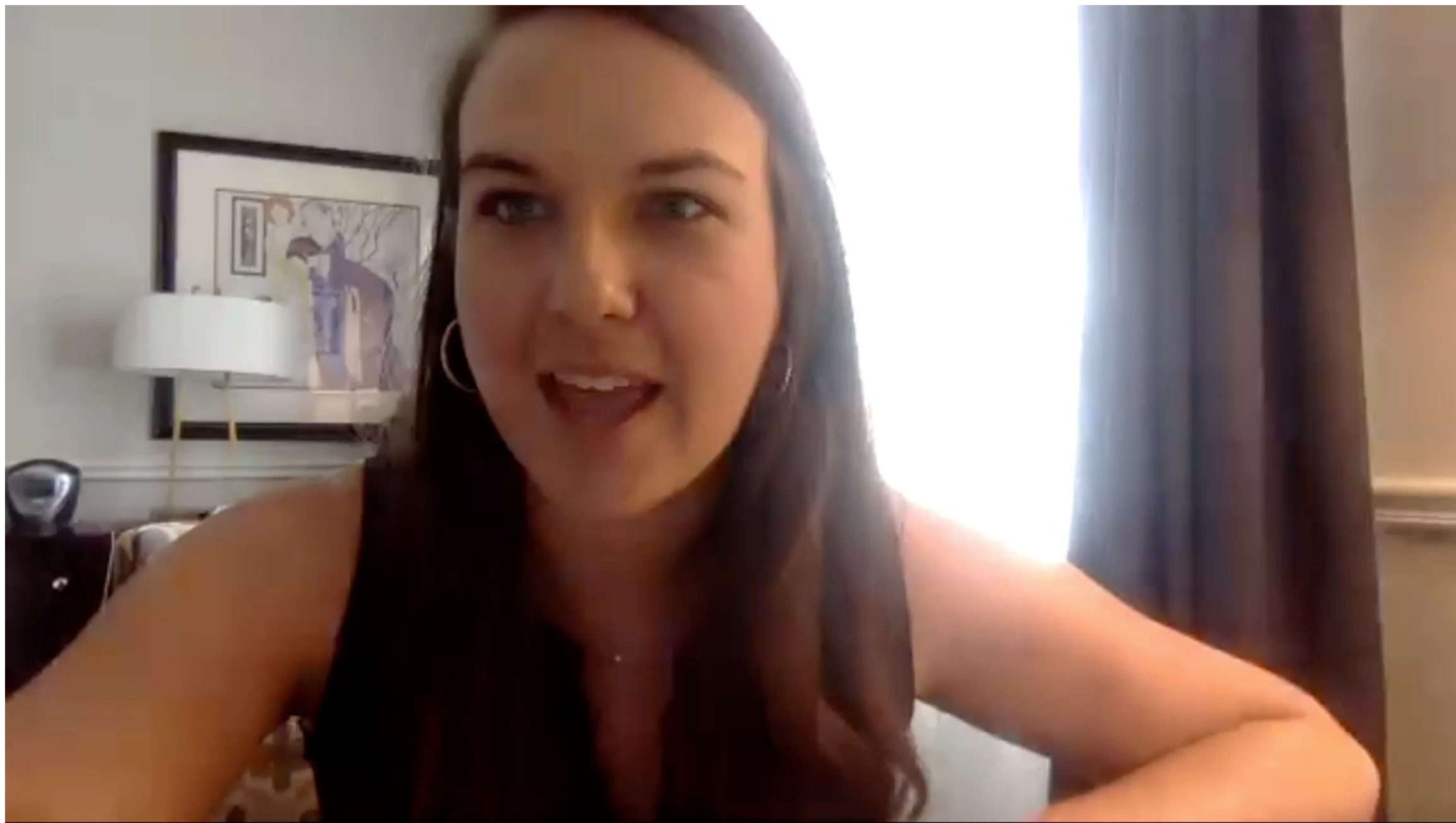
- Leading lesson question: What do you think Stress Relieving is and why do you think it exists?

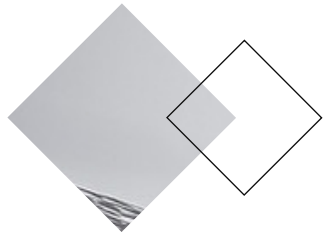
Ways to release stress and anxiety

- Talk about yoga and movement ways to release stress and anxiety
- If you do not want to release stress and anxiety with movements then use ways like (puzzles, coloring books ect.)
- If I think of something else I will write it down

By the end of the lesson, the class should be able to answer this question:

Type answer here





REFLECTION

How does the idea of fostering peer to peer teaching **connect** to your practice?

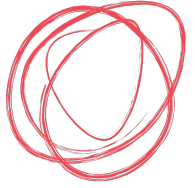
How does the idea of peer to peer teaching **extend** your practice?

Nurture a Culture of Feedback



Build a classroom culture in which learners give and receive **kind and specific** feedback. Creating **group norms** and using **discussion routines** support a culture of feedback and can help learners feel comfortable sharing emerging ideas.





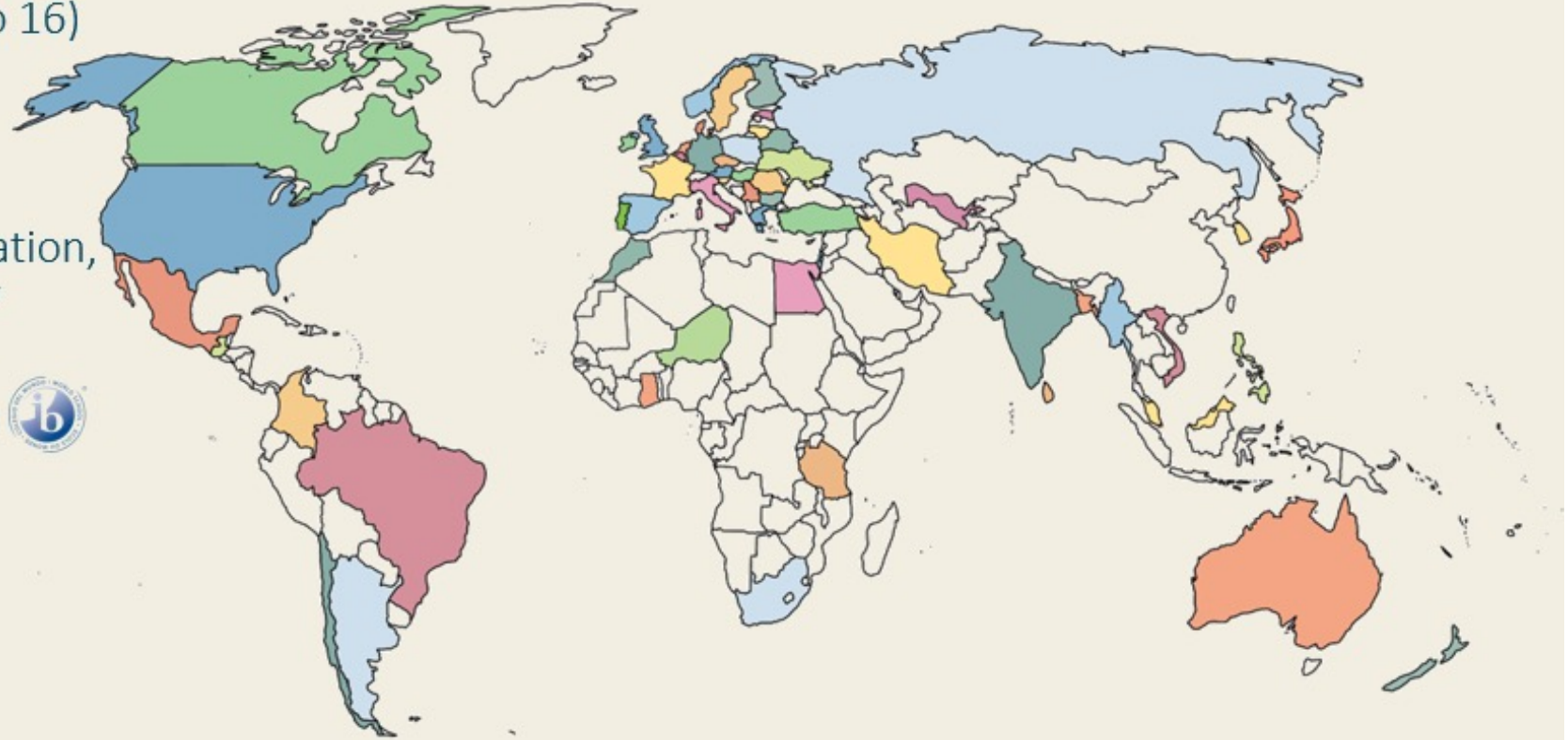
Pedagogy of Play



**Promote Experimentation
and Risk-Taking**

INTERNATIONAL SCHOOL OF BILLUND

- Private, independent school
- 360 students ages 3-14 (soon to 16)
- 75 Teaching staff members
- 50 nationalities
- 5th year in operation
- Established by the LEGO Foundation, based in Billund – the Capital of Children
- International Baccalaureate (IB)  World School



**Rooted in a philosophy
of Learning through Play**



**Ole Jorgensen, ISB science teacher, and
Lene Christensen, Danish teacher**



The MYP Inquiry Group

International School of Billund	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:30 - 8:00	Breakfast club				
8:00 - 8:10	Homeroom				
8:10 - 8:55	Maths	Individuals & Societies	Danish	Advisory	English Language & Literature
8:55 - 9:40				English Library Language & Literature	
9:40 - 10:00	SNACK				
10:00 - 10:45	Danish	Electives	German / Spanish Language acquisition	Science	Visual Arts, Music & Drama
10:45 - 11:30	PHE theory				
11:30 - 12:30	LUNCH/PLAY				
12:30 - 13:15	Individuals & Societies	English Language & Literature	Maths	Visual Arts, Music & Drama	Science
13:15 - 14:00		Danish			
14:00 - 14:15	SNACK				
14:15 - 15:00	German / Spanish Language acquisition		PHE	Design	German / Spanish Language acquisition
15:00 - 15:45	Design				
15:45 - 17:00	After School Club				School closes at 16:00

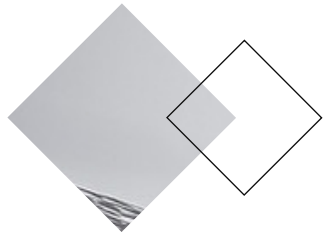
International School of Billund	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:30 - 8:00	Breakfast club				
8:00 - 8:10	Homeroom				
8:10 - 8:55					
8:55 - 9:40					
9:40 - 10:00	SNACK				
10:00 - 10:45					
10:45 - 11:30					
11:30 - 12:30	LUNCH/PLAY				
12:30 - 13:15					
13:15 - 14:00					
14:00 - 14:15	SNACK				
14:15 - 15:00					
15:00 - 15:45					

Middle Years Timetable

Playing with Time:

Student Composed Schedules in the MYP

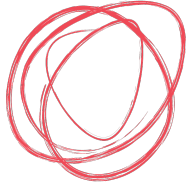
Video link: <https://vimeo.com/273657330>



REFLECTION

How does the idea of experimenting and risk-taking teaching **connect** to your practice?

How does the idea **extend** your practice?



Pedagogy of Play



Encourage Imaginative Thinking

Scorkle

- A child chimney sweep.
- When you laugh so hard you start to cry.
- To polish bronze using a metal scouring brush.
- The wicked laugh of a mythical European Troll.
- To cause a slight burn, as in ironing clothes, to scorch a shirt.

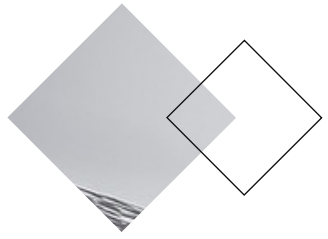
Ruswut

- Juice removed from shrubs used to treat inflammation of the eyelids
- A round, detachable fur collar worn in Flanders during the 13th and 14th centuries
- A small, brown, marmot type animal
- The technical name for a trap door in a theatrical stage floor
- The only known fruit to grow underground
- The name of the holes where the prongs of a bayonet light bulb fit into
- White specks in a fingernail

Queez-madam

- In 17th and 18th century France, a woman who was a specialist in personal hygiene
- A variety of French pear
- A woman who squeezes lemons
- A type of midwife
- The term for a woman who runs a bordello

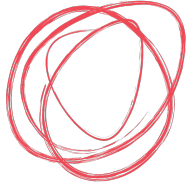
Invent a word that describes the experience of studying for the sole purpose of doing well on a test.



REFLECTION

How do you imagine using role plays and pretend scenarios in your teaching?

How does the idea of **fostering imaginative thinking** teaching **extend** your practice?



Pedagogy of Play



**Welcome all Emotions
Generated Through Play**

“to strengthen public education by provoking fresh ideas about environments where creativity, imagination and the wonder of learning thrive”



Playful Inquiry

“an approach to learning in a community that courageously and collaboratively relies on the **unique gifts of childhood** to question what it means to be a **citizen world-maker in the midst of uncertainty.**”

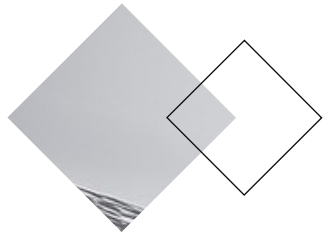






Inventing Playful Inquiry:

Cultivating agency and perspective taking in conflict



REFLECTION

How do you imagine using play to explore complex issues in your teaching?

How does the idea of *welcoming all emotions generated through play* extend your practice?