

I Believe in Play – Discussion Guide

The purpose of this discussion guide is to enable groups to view the video with a facilitator to guide discussions and the learning activities. The guide includes timing points on the video that match the slides in the power point, along with the content discussed. Talking Points are included for the facilitators to guide discussions. Facilitators should print off this discussion guide and the template for creating the *Stages of Make Believe Play* group activity.

Facilitators can decide if they will conduct the learning in a more self-guided way (**Option A**), utilizing more local discussion and interaction, or if the original discussions on the video will be listened to and watched (**Option B**).

Two options:

Option A: Red: Self-guided. Fast-forward through the video discussions from the workshop to generate your own discussions at the local level. There are talking points for the facilitator included.

Option B: Green: Listen to the video discussion from the workshop as a whole group. There are talking points for the facilitator as a reference.

Time	Slide	Discussion Content
	1 Introductions	Pat Chamberlain sra.patriciachamberlain@gmail.com and Julie Kallenbach jkallenbach.ed@gmail.com
4:20	2 B-3 Project	https://education.illinoisstate.edu/csep/b3/
5:34	3 Outcomes for Day	
6:20	4 Book Walk	Pages IN DAP Third Edition that are highlighted in video P. Xii for the key messages of the NAEYC position statement P. 1-31 has the full position reading with 8 pages of references. P. 10 Principles of child development and learning that inform practice P. 33: Ch. 1, <i>To Be an Excellent Teacher</i> P. 329: FAQs
8:40	5 Both/and Thinking	P. 49: Both/And Thinking in Early Childhood
10:54	6 Kg Continuum	
12:20	7 DAP Foundational Principles	
14:46	8 Locating the ZPD	
15:26	9-11 Play	



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<p>Pause at 18:20</p>	<p>12 <i>Why Do We Play</i> Stuart Brown Video</p>	<p>Link to Stuart Brown Video: https://www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital#t-95884 and stop at 15:50 Ask: What resonated with you in this video? Plan about 8-10 minutes of discussion.</p> <p>Talking points:</p> <ul style="list-style-type: none"> ● Problem-solving through play ● Lack of play impacts practice opportunities ● Increased accountability impacts amount of play that is “allowed” ● Hands free policies in school contradict the need for rough and tumble play ● Male style of play may differ from female style of play ● Opposite of play is depression ● Outside play is critical to healthy development ● Play is a safe place to work through emotional problems
<p>18:20 – 25:36</p>	<p>Video discussion</p>	<p>Stop the video and fast forward through this section if you are facilitating the discussion at the local level. Restart at 25:36 Listen to the group’s discussion.</p>
<p>25:36</p>	<p>13 Play</p>	
<p>26:14</p>	<p>14 Executive Function Skills</p>	
<p>27:07</p>	<p>15 Research on Play-Based Kg</p>	
<p>27:55</p>	<p>16 Examples of DAP</p>	<p>Intro to jigsaw of chapter activity</p>
<p>28:15</p>	<p>17-19 Activity – Stages of Play Jigsaw</p>	<p>You will want to have a mixed group of Preschool and Kindergarten teachers when possible. Have each group select a reporter and a recorder.</p> <ol style="list-style-type: none"> 1. Assign Preschool teacher numbers 1-6. 2. Assign Kindergarten teachers a letter A-F. If you don’t have a mixed grade level group, assign half of the group to read PK and half to read K pages. 3. Have participants form 6 new groups 1-A, 2-B, 3-C, 4-D, 5-E, 6-F. Each person reads their assigned pages and discusses key ideas.

30:10	20 Caring Community	<p>Debrief the section.</p> <p>Stop the video and fast forward through this section if you are facilitating the discussion at the local level. Have each small group create a chart to share with the whole group that summarizes the important points. The reporter will report out but other group members are encouraged to add thoughts and perspectives. There will be charts for 6 topics. Plan to spend 60 minutes for this activity.</p> <p>Restart at 1:04:37 after a break (slide 29)</p> <p>Listen to the group’s discussion and compare to small group discussions from your site.</p> <p>It is helpful to learn from others!</p> <p>Talking points:</p> <ul style="list-style-type: none"> ● Respect family and culture ● Be culturally responsive in your practice ● Assess during play (KIDS) ● Variety of child selected independent play opportunities ● Model positive interaction ● ALL students participate (inclusion of children with special needs and English learners) ● Include funds of knowledge with respect to community as well as family and school ● Include family projects that can be incorporated in meaningful ways in the classroom ● Utilize furniture and furnishings that represent the cultures of your classroom community ● Include recipes from families to recreate favorite dishes
39:07	21 Teaching to Enhance Development	<p>Talking points:</p> <ul style="list-style-type: none"> ● Space for dramatic play ● Small group area ● Large group area ● 45-60 minutes time to play for deep exploration ● Flexible schedule ● Scaffolding within zone of proximal development ● Hands-on materials ● Expand vocabulary in context ● Encourage parents to speak home language and honor it at school ● Code switching is a natural way for children to use all of their linguistic resources ● Utilize ESL technique ● Provide adequate think time

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		<ul style="list-style-type: none"> ● Accept all language and scaffold one more thing ● Big ideas based on DAP concepts ● All areas are related in the curriculum ● Student-based interests rather than prescriptive approaches
46:56	22 Curriculum Essentials: Physical	<p>Talking points:</p> <ul style="list-style-type: none"> ● Multiple opportunities for fine and gross motor experiences and practices ● Nutrition
49:46	23-24 Language & Literacy	<p>Talking points:</p> <p>Listening, speaking and understanding</p> <ul style="list-style-type: none"> ● Child to child conversation important ● Explicit teaching of listening skills ● Materials and books in different languages; fiction and nonfiction ● Pictures that represent the students in the room ● Lots of repetition needed for a solid foundation ● Songs, poems, onset and rime in English ● Writing: speech to writing, alphabet charts, variety of materials, write for a variety of purposes ● Letter and print knowledge during read alouds ● Print-rich environment that is meaningful ● Comprehension: multiple types of questions ● Explain their thinking ● Start where the children are and scaffold learning
57:55	25-28 Reasoning & Problem Solving: Math, Science & SS	<p>Talking points:</p> <ul style="list-style-type: none"> ● Play is the vehicle for reasoning and problem solving ● Early foundational math concepts include number sense, geometry and measurement ● Early social studies concepts include geography, civics, and history ● Early science concepts include life, physical and earth sciences ● Technology must be used as a tool in a thoughtful way ● Ensure equal access for boys and girls ● Connect to real life experiences

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1:00:09	28 Assessment	<p>Talking points:</p> <ul style="list-style-type: none"> ● Preschool and kindergarten should be aligned ● Planning and adapting the curriculum to meet individual needs ● Helping teachers and families monitor progress ● Goal is to improve teaching ● Screening and diagnosis of potential disabilities ● Observational assessment is most appropriate: in different settings, over time
	29 BREAK	Break: Take a break as needed
1:04:37	30-32 Powerful Interactions	
1:06:52	33 What’s Working In Your Schedule? 34 Teacher’s Role in Scaffolding Students’ Play	<p>Directions are given for activity then pause at 1:08:22 – Start of Report out...</p> <p>Talking points</p> <ul style="list-style-type: none"> ● Students have choice and options ● Variety of play: centers, gym, outside ● Administrator’s philosophy is critical ● Flexibility: follow child’s lead ● Noisy and quiet times intentionally planned ● Visual schedule- flexibility as mediator ● Sufficient time to play, allows “flow” and builds engagement and persistence
1:15:58	35 PRoPELS	<p>1:17:58 is matrix activity instructions</p> <p>Allow at 15 minutes for this activity</p> <ol style="list-style-type: none"> 1. Copy the Five Stages of Make Believe Play Rubric document. Cut up each descriptor in the matrix. Place all of the descriptors in an envelope. Make one envelope for every 4-5 people who will work together in a small group. 2. Copy the template for the Five Stages of Make Believe Play Rubric Document. Distribute one template per small group. Instruct participants to divide descriptors evenly to each person. 3. Direct participants to arrange each descriptor by the appropriate category and stage of play. Each person is responsible for placing their own descriptor in the matrix. Conversation with other group members will be essential to complete the matrix. 3 descriptors have been provided for you.
1:20:36	36 5 Stages of Play	Video lecture

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1:23:54	37 Hamilton’s Towing	<p>Hamilton’s Towing Video (video can be played from the pdf of accompanying slides and is 3:34 minutes long) – To access more than this short clip and other similar videos please visit Videatives website. Participants will watch the video and the debrief.</p> <p>2: Used phone as a prop. We don’t know how much he planned.</p> <p>3: Used white phone wouldn’t use another phone-not flexible to use a different prop. He needed the prop to play the role. Could not use symbolic props.</p> <p>4: Multiple roles-customer and business owner and other regulating by telling others, role speech-changed his voice.</p> <p>Solid level 3 with some characteristics of 4. Need more information. Multiple observations, over time and in different settings.</p>
1:24:38	(Slide 36 can be used for discussion)	Activity Discussion
1:29:00	38 How Would You Scaffold the Boy’s Play?	<p>1:29:35 Scaffolding Discussion</p> <p>What additional ideas do you have for scaffolding the boy’s play? Use the PROPELS template to think of more ideas for each category.</p> <p>Option A: Fast Forward to 1:36:30 through the discussion. Have teams brainstorm scaffolding ideas using the PROPELS template.</p> <p>Option B: Watch the activity discussion and encourage participants to add more ideas.</p> <p>Talking points: (There can be many more ideas.)</p> <p>Planning:</p> <ul style="list-style-type: none"> - Ask questions during play: What will happen if you had 3 calls? What would happen if you had too many calls? Who else might you have to call? Who are you going to play with? Who are you going to be? What are you going to do? Do you need anything to do that? -Model during play: Use a fishbowl to discuss some other scenarios. -Plan to build background knowledge by reading a book, going a field trip, watching a video clip, etc. <p>Role: Baby, mother, father, tow truck driver, paramedic, doctor, nurse, policeman, mechanic</p> <p>Props: Clothing, trucks, cars, tires, police tickets, bandages, tow truck business. Child made props using makers-space materials.</p>

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		<p>Language: “My car broke down.” “Where are you?” “I’ll be there in 2 minutes.” “How much does it cost?” “I don’t have any money.”</p> <p>Scenario: Car crashing, going into a ditch, junk yard, ambulance</p>
1:36:30	39 Airport	Introduction to Video then pause & play Zahidee’s Airport Video (video can be played from the pdf of accompanying slides and is 2:20 minutes long)
1:38:46	40 5 Stages of Play	<p>Activity Discussion Participants will watch the video and debrief.</p> <p>Talking Points:</p> <p>Little girl behind the counter</p> <p>Planning: Knew what she needed to know in advance. Roles and Actions: Multiple roles- Customer service worker, flight attendant. Knew actions for roles even when she switched roles. Calls the pilot, checks where the passenger is going (to Mexico), issues the tickets, waits as he goes through screening process. In the airplane girl turns into the flight attendant taking food orders. Props: Phone, computer, tickets, menu, order form Language: Role speech in each role. Scenarios: Counter and airplane. Self-regulation while waiting for travelers to get from one to the next scenario.</p> <p>Level 4</p>
1:40:14	41 Visual Prompts	
1:40:38	42 Create Props	

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1:43:18	43 Develop a Scenario	<p>Option A: stop at 1:44:46</p> <p>Divide into groups of 3. Choose what material to play and develop a scenario. Some possible materials include; Legos, magnatiles, playdough, plates/cups/spoons or any dramatic play materials, and/water tub, small toys, large blocks. Make sure there are characters for each set of materials e.g. animals, people, characters. One person will be the teacher and two will be students. The teacher will scaffold play using PROPELS as a guide. Switch roles after 4-5 minutes so that each person gets a turn to be the teacher.</p>
		<p>Option B Watch the play at tables. What did you notice?</p> <p>#1 There was dialog and role speech. The teacher was scaffolding language and actions using guiding questions and labeling: What kind of Soup? Turkey sandwich? Vegetables, onions. What could this be? Tomato. Broccoli. The scenario was eating a meal. The playdough lids were being used as props for the soup. The teacher followed the “children’s” lead in letting them decide on the kind of soup.</p> <p>#2 Scenarios were building zoo enclosures, opening the zoo and keeping the snake and other animals in their enclosures. The roles and actions were workers, snakes, and customers/families coming to the zoo, feeding the animals. The language included; “Don’t climb over the wall.” “Snake scares me”. “I need help.” “We don’t want animals to escape.” “Zoo is opening. The gates are opening.”</p>
1:45:00	44 Scaffolding Play with PROPELS	<p>Discussion with participants about play</p> <p>Talking Points:</p> <p>Tea Party: When play fell apart – tea party ended – transitioned to using objects as blocks. Added some characters/roles and then group changed the scenario to go to Disneyworld and rode teacup ride. Used plans, roles and actions, props, extended language and scenario.</p> <p>Building a Willis Tower, nonverbal student soup so spent time building language related to what she was eating. Animals and worker shared. Plan was related to the props but it was modified based on the needs of the child. As more props were added, additional actions evolved and more language was used in order to keep the play going.</p>

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		The original plan involved building an enclosure for the reptiles. Neighbors across town visited zoo to enrich the play. Building alone often does not provide enough imagination to get to higher levels of play. Scenarios and roles are critical to getting to the next level.
1:51:38		Directions for planning a unit with props, roles, scenarios
1:52:40	45 Unit of Study Template	One example of a planning template
1:53:05	46 Positive Student Outcomes	<p>Activity Discussion</p> <p>What was useful in planning?</p> <p>Talking points</p> <p>Other people’s perspective</p> <p>Once you get a scenario start think about how to extend the idea</p> <p>Creating a new unit made up of some old ideas and some new ideas. Make sure all areas have roles.</p> <p>Thinking about your children’s knowledge, your community, interests.</p> <p>Plan open ended questions affective, reflective, analytical and hypothetical questions. “ I notice, I wonder” “ I feel” “ I think” “I believe”.</p> <p>DAP means appropriate for child’s current level and scaffolds are within child’s zone of proximal development.</p> <p>Examples of developed flipcharts are included as this conversation wraps up and transitions to the next slide (1:59:55-2:00:28). Video could be paused on any of these images for further discussion as well.</p>
2:00:28	47-48 Outcomes Slides	One district’s results with play-based learning
2:02:01	49 Questions Slide	<p>What to Look for in a DAP Classroom document can be handed out</p> <p>2:02:30 turn and talk about action items.</p> <p>Discussion report out – 2:03:44</p>
2:04:33	End	