

Online RECI Open Space

# Sharing & exchange Play-Based Learning

Presented by Daria Zanni

24th of June, 2021  
3pm to 5pm



**RIGHT TO PLAY**  
PROTECT. EDUCATE. EMPOWER.



Réseau Suisse  
Education et  
Coopération  
Internationale



# OROS

## Online RECI Open Space

- **WHAT** → easy to prepare regular online events
- **OBJECTIVE** → mutual learning & allow RECI members to exchange and discuss future issues and themes (involvement of partners in the field)
- **CONTENT** → Subjects, questions, problems, ideas or projects proposed by RECI members and beyond + preparation and implementation by RECI back office
- **COMMUNICATION** → The OROS will be recorded and disseminated through the website, social media and other channels.





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# OROS “Play-Based Learning”

A group of children in a schoolyard playing a game with colorful balloons. The children are wearing school uniforms and are running and jumping around. The balloons are in various colors like red, green, yellow, and purple. The background shows trees and a school building.

**Let's Play!**

**Treasure Hunt**

**Find three objects specific to the topic we are discussing today**

# Warm Up



## Discuss in pairs:

### Share a memory of playing in childhood?

- When we think of play we associated it with other people and outdoors!
- Structured team sport
- Playing football and having a lot of fun interacting in a team and competing at the same time
- Watching a laundry machine as a TV
- Playing with Playmobils
- Playing in the forest with sticks
- Playing with others and finding all sorts of objects to play with

### What is your experience, question or challenge with play-based learning?

- Children love playing and time is always too short. This shows how important it is
- Working through play with children in street situation in Ethiopia. Through the opportunity to play together, the children were interested to engage and come into an education situation
- Immediate commitment of kids
- To create a learning games book with children to contribute
- Projects using play in schools/kindergarten, one for children below the age of 6 and one for older children mainly using football in Albania
- Sometimes, the approach of learning through play is not known to parents or community members and they might question its effectiveness - especially in contexts where education is very teacher-centred

### What did you learn while playing?

- Playing in her childhood very much with the social interactions with her siblings, brothers and sisters, „boys games“ as well as barbie-sessions
- Learned through play was social interactions, conflict resolution, getting to know other people
- Cooperation, tolerance
- Play with dirt, build little houses, and being in nature, from which he learned to have a relationship with nature
- Teamwork
- Negotiation, social role
- Learned a lot about mediation skills in gang-fight games
- Learned to defend her right to play in being part of a football club
- Gain language skills
- Coordination and motor skills

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1. The Importance of Play-Based Learning
2. Right To Play's Methodology
3. Discussion based on Right To Play's practical examples



Why is play important?

# 1. The Importance of Play-Based Learning



## Play in the Convention on the Rights of the Child (CRC)

Article 31:

“1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the art.”

“2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.”



# 1. The Importance of Play-Based Learning



## Play and the three Ps of the Convention on the Rights of the Child (CRC 1989)

**Provision (survival and development) Rights:** Rights to the resources, skills and contributions necessary for the survival and full development of the child, e.g. right to formal education, primary health care, leisure and recreation, information about their rights, etc.

☑ **Through play, children develop mechanisms enabling their full development and survival.**

**Protection Rights:** Protection from all form of child abuse, neglect, exploitation and cruelty, e.g. prohibition of child labor, protection from drugs, illicit activities, etc.

☑ **Play as a form of self-protection as it acts across a number of adaptive systems that contribute to the well-being and resilience of a child.**

**Participation Rights:** Enabling children to actively participate in their surroundings, regional, national and global, preparing them for active citizenship in the future, e.g. freedom to express their opinions, to have a say in matters affecting their life, right to be heard, etc.

☑ **Play represents a primary form of participation**

# 1. The Importance of Play-Based Learning



**Research-based Evidence – Play is brain-building and at the heart of child development**

- Play benefits early life skills development (example of pretend play, fine motor and gross motor physical skills during play )
- Life skills are important for educational outcomes

# 1. The Importance of Play-Based Learning



## Cognitive and non-cognitive skills in the SDG 4 “Quality Education”

**Target 4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

2. Skills acquisition: Beyond work-specific skills, emphasis must be placed on developing high-level **cognitive and non-cognitive/transferable skills**, such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational fields.

**Target 4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development

“It is vital to give a central place to strengthening education’s contribution to the fulfilment of human rights, peace and responsible citizenship from local to global levels, gender equality, sustainable development and health. The content of such education must be relevant, **with a focus on both cognitive and non-cognitive aspects of learning**. The knowledge, skills, values and attitudes required by citizens to lead productive lives, make informed decisions and assume active roles locally and globally in facing and resolving global challenges can be acquired through education for sustainable development (ESD) and global citizenship education (GCED), which includes peace and human rights education, as well as intercultural education and education for international understanding.”

## 2. Right To Play's Methodology

We use all forms of play – **sports, art and games** – to ignite children's life-long love of learning. We make learning active and engaging so children attend, stay in school and graduate. We use a highly-structured, evidence-based approach that is easy to adopt, sustainable and scalable to national levels.

Our methods work both inside and outside the classroom, and are **especially effective with girls**.



FREE PLAY



CREATIVE PLAY



GAMES



SPORT



# Play-based learning



Our **play-based learning approach** harnesses the developmental benefits of play <sup>(4)</sup>, targeting curriculum outcomes and life skills development at the same time, resulting in

## For children:

increased school attendance

enhanced academic performance

enhanced motivation for learning

more active participation in class

improved relationships with teachers

increased peer support

increased creativity

improved cognitive regulation

improved self awareness

improved self-management

improved social awareness

responsible decision-making

## For teachers:

improved pedagogical practice

improved classroom management

reduced corporal punishment

increased motivation for teaching

Increased confidence in teaching

gender-responsive, inclusive practice

increased peer collaboration

increased quality supervision

improved relationships with students

# Play-based learning



Our **play-based learning approach** harnesses the developmental benefits of play <sup>(4)</sup>, using play as the context or educational tool for learning in the classroom. It takes on various forms across a **continuum** <sup>(5)</sup>, with varying levels of adult involvement in the play.



(4) Miller & Almon 2009, Hirsch-Pasek, Golinkoff, Berk & Singer 2009, Riley & Jones 2010, Pyle & Danniels 2017

(5) Dr. Eric Jackman Institute of Child Study, Ontario Institute for Studies in Education, University of Toronto

## 2. Right To Play's Methodology



Play is a valuable learning tool for adults as well.

The training for teachers is play-based - infused with song, dance, games, small and large group discussions, demonstrations, brainstorming activities, energizers. We model play in the training for teachers to understand the value of using it with their students.

## 2. Right To Play's Methodology

### RCA METHODOLOGY

Shared **experience** through play, sport or any active learning methodology

**Reflect** back on the activity and what one experienced

Compare and **connect** what one experienced through the activity with previous experiences & prior knowledge

Consider/explain how one can use or **apply** the experiences in other situation in life







REFLECT

CONNECT

APPLY

# 3. Discussion



## Group 1: Teaching Life Skills

1 Study a video on how to teach children to understand their habits and behaviours: [ALIEN GUIDE](#)

2 Study a video on how to teach children communication skills: [FOUR GOAL FOOTBALL](#)

## Group 2: Teaching Numeracy

Study a teacher's guide on how to play a game that integrates a curriculum requirement: [The MATH LADDER](#) (p.20)

## Group 3: Teaching Literacy

Study a teacher's play-based learning [lesson plan](#) (p.23) for English, example from Rwanda

## Group 4: Play-Based Learning in the Wake of Digitalization (remote learning, COVID-19, etc.)

# 3. Discussion Groups 1-3

Discuss in groups:

- What do you consider as advantages and disadvantages/challenges of the presented game in particular and play-based approaches in general?
- What would you do differently? Why?
- How does the role of the teacher/trainer change when applying play-based learning? What should the role of a teacher be?
- Do you apply similar approaches/pedagogies in your programs? If so, please further explain how, where, what?



RMP: AGES 6-9, 10+

## MATH LADDER

### Key Learning

To solve problems involving addition of whole numbers (number sense).

### Goal Of The Game

A team race in which the students must identify with a number, and/or solve a math problem while racing the other team back to their original spot.

### What You Need

Equipment

- Blackboard or flipchart paper, markers/pens, rocks/pebbles

No. of students

- 6 or more (an even number of students is required to work in pairs)

*\*adapted from the Red Mind Ball Game: Literacy Ladder*

**Note to Teachers:** You may need to modify this new game further to meet the needs of the learners and curriculum expectations.

### How To Play

1. Divide students into groups of 6-10, making sure that you have an even number of teams.
2. Pair up the teams. Call one Team A and the other Team B, within each pair.
3. Have each pair of teams sit so that each Team A line is beside its partner Team B line.
4. Ask all members of Team A and Team B to turn and face one another (see diagram).
5. Ask the students to sit and extend their legs so that Team A's feet are touching the feet of someone on Team B. For example, the fourth child from the first line would turn to the fourth child in the second line (see diagram).
6. Place a blackboard or flipchart stand in front of each team, if available.
7. Explain and/or demonstrate that:

The point of the game is to complete a racing course and return to your spot as quickly as possible after your number is called.

#### DIFFICULTY LEVEL 1 (simplest)

- Students in one line will be assigned a number. The same number will be assigned to the students sitting across from them. For example, the fourth child in Team A receives the number "4." Therefore, the fourth child in Team B also receives the number "4."
- You will then call out a number to begin the game.
- All students assigned the number that you call will get up and hop over their teammates' legs in front of them, then run around the back of the line and hop over the remaining legs until they reach their spot again and sit down (see diagram).

⚠ Ensure the students navigate safely through the other students' legs.

## MATH LADDER CONTINUED

8. Continue playing until every child has had at least 3-4 chances to run.

DIFFICULTY LEVEL 2 (more challenging)

9. Call out a simple math question and write it on the flipchart for all of the students to see, for example:  $4 + 2 = ?$ . The students, who have been assigned the number that is the ANSWER to that math problem, will then get up and complete the running circuit. In this situation it would be students with the number 6. To increase the difficulty, increase the difficulty of the questions, for example:  $9 - 3 + 2 = ?$ , or  $10 \div 2 + 1 = ?$ .

DIFFICULTY LEVEL 3 (most challenging)

10. Place a marker/pen at the base of each flipchart stand (one per team, if available). Write a math problem on the flipchart. Call out a number that corresponds to the students. The students with that number will then complete the running circuit but will stop in the middle to complete the math problem written on the flipchart.

**NOTE:** For students who are younger, you may want to place small rocks or marbles at the base of the flipchart stand for them to use to help them solve the math problems.

### Watch For

- Are the students remembering their numbers?
- Are the students responding to the correct number when you call out a math problem?
- Are the students able to complete the math problems presented on the flipcharts/blackboard?

### Discussion

#### **Reflect**

- Which were the most challenging math problems you had to solve in this activity? Why? What were some things you did to help you solve the math problems quickly and correctly?

#### **Connect**

- When you are working on your math homework at night, what are some things you do to help you solve challenging math problems?

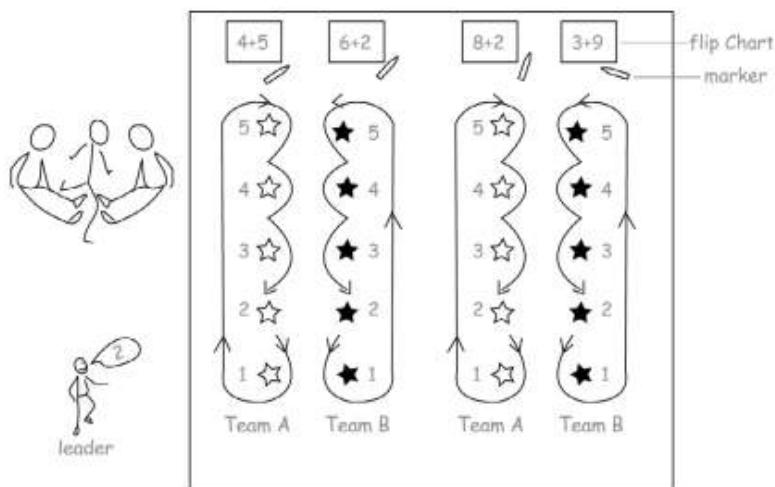
#### **Apply**

- What is one thing you can do to increase your confidence in working with math?

# MATH LADDER CONTINUED

## Variations

- Ask each pair (the two players with the same number) to write down a math problem on a piece of paper. The answer to their problem should be their number. For example, the students with number 7 should create a math problem that equals 7 (for example,  $10 - 3 = ?$ ). After all teams have completed this task, change the assigned number for each team member. Collect the math problems and use them for the next round of the game.



# PBL LESSON PLAN - English



Term	Date	Subject	Class	Unit No	Lesson No	Duration	Class size
1		English	P2	2nd	5 of 24	40 min.	55

**Type of Special Educational Needs to be catered for in this lesson and number of learners in each category:**

*Type of Special Education Need (SEN) and number of learners: Two children with learning disability*

**Unit Title:** Oral and Written Communication

**Key Unit Competence:** To use language learnt in the context of events in the past and future.

**Title of the Lesson:**

**Instructional Objectives:** By the end of the lesson, learners will be able to:

To find and read words in a newspaper or magazine to improve spelling and vocabulary, especially in the context of past and future tense/events.

**Plan for this Class**

**Location:** (in/outside) In the classroom, learners are sitting in small groups facing each other

**Learning Materials:** (for ALL learners) Pens/pencils, old newspapers and/or magazines.

**References:** REB (2016). Lower Primary Syllabus.

**Pupil's Daily Reader Book:** p. 93.

**Right To Play:** Literacy Learning through Play. Pp. 39 - 40. Or see attached copy of game.

Timing for Each Step	Description of Teaching and Learning Activity		Generic Competences and Cross-cutting Issues to be Addressed including a short explanation
	Teacher Activities	Learner Activities	
	<p>Both teacher and learners conduct a warm up activity by spelling their own names with different body parts (i.e. right hand, left foot, left shoulder, nose, belly button). Then ask a child to volunteer to lead the group to spell their name, and choose which body part, and all follow to spell their name.</p> <p>Group work will be used in the main lesson whereby the learners look in the newspaper for types/categories of words with a guidance of the teacher. Children will present some of their findings to the whole class.</p> <p>The conclusion and summary will be done through the same game but as a whole class activity (with some of the words they found in the newspaper activity).</p> <p>Share the importance of words/literacy within a short discussion accompanied by an RCA questions.</p>		
<b>Introduction</b> 5 min.	<ul style="list-style-type: none"> <li>To introduce learners to a warm up activity.</li> </ul>	<ul style="list-style-type: none"> <li>Learners participate in a warm up where they use body parts to spell their names.</li> </ul>	<b>Generic Competences:</b>

Timing for Each Step	Description of Teaching and Learning Activity		Generic Competences and Cross-cutting Issues to be Addressed including a short explanation
	Teacher Activities	Learner Activities	
	<ul style="list-style-type: none"> <li>▪ Ask the learners opening discussion questions, ensuring to call on girls to give them opportunity to share their views:               <ul style="list-style-type: none"> <li>▫ <i>What do you find in a newspaper?</i></li> <li>▫ <i>Who writes newspapers?</i></li> <li>▫ <i>Have you ever looked through a newspaper?</i></li> </ul> </li> <li>▪ Explain that newspapers help to explain events in the past, or sometimes that will happen in the future, and so they use words that help to talk about the past and the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners answer the questions confidently.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>Cooperation, Interpersonal Management, Life Skills:</i> Thinking and body coordination when the learners are thinking about the spelling of their names, along with making those letter shapes with specific parts of the body.</li> </ul> <p><b>Cross-cutting themes:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Gender Education:</i> Girls have opportunity to volunteer to be the leader for the second part of the warm up game and everyone spells her name. Girls and boys given opportunity to share their knowledge in opening discussion, what one can find in a newspaper, etc.</li> </ul>
<p><b>Development of the Lesson</b> 25 min.</p>	<ul style="list-style-type: none"> <li>▪ Divide learners into 11 groups of 5 per group (3 boys and 2 girls per group), 6 groups headed by girls and 5 by boys. Explain the role of the leader to the learners.</li> <li>▪ Explain and demonstrate to the learners what their task is in the Newspaper Treasure Trove Activity.</li> <li>▪ Ask learners to decide and apply the general ground rules for equal participation for boys and girls.</li> <li>▪ Ensure that both boys and girls participate and have opportunities to lead and speak throughout the lesson.</li> <li>▪ Ask learners to share what words they know related to the past and future tense, and also the types of words they know (i.e. verbs, nouns, adjectives, etc.)</li> <li>▪ Distribute materials and move around to facilitate group work.</li> <li>▪ Ensure boys and girls are taking turns to work with the materials if there are not enough materials.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learners share the words they know and discover new words related to describing past and future events, as well as share types of words they know (i.e. verbs, nouns, adjectives, adverbs, etc.)</li> <li>▪ Learners identify/search for words in the newspaper.</li> </ul>	<p><b>Cross-cutting theme:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Gender Education</i> - Girls and boys in their groups are given opportunity to search for/identify words they know and "read" the newspaper; girls given opportunity to be leader in their group.</li> </ul> <p><b>Generic Competences:</b></p> <ul style="list-style-type: none"> <li>▪ <i>Cooperation, Interpersonal Management, Life Skills:</i> Girls and boys given opportunity to work and collaborate together; Girls and boys, especially girls, given opportunities to be peer mentor for the child with a learning disability</li> </ul>



Timing for Each Step	Description of Teaching and Learning Activity		Generic Competences and Cross-cutting Issues to be Addressed including a short explanation
	Teacher Activities	Learner Activities	
	<p><i>In pairs or small groups: Look for 3 new words and read them together. Try to guess what could they possibly mean, and how they might be used to talk about something in the past and in the future.</i></p> <p><b>Generic Competence – Cooperation:</b> <i>The next time you find a very new and difficult word, to whom will you go to for help? Who among your female/male friends will you teach the new word you learned today?</i></p> <ul style="list-style-type: none"> <li>▪ The teacher emphasizes: <ul style="list-style-type: none"> <li>▫ The need for both boys and girls to know how to read and to also have access to information/the news in their day-to-day lives.</li> <li>▫ That knowing words which help to describe or indicate things from the past and future helps us to be more clear when we communicate or tell stories to others about events in our lives and communities.</li> </ul> </li> </ul>		
<b>Teacher Self Evaluation</b>	<ul style="list-style-type: none"> <li>▪ What were the strong points of the lesson?</li> <li>▪ What were the challenges?</li> <li>▪ How can I improve my practice especially on the use of play-based learning?</li> </ul>		

# 3. Discussion Group 4

Discuss in groups:

- How does play-based learning change when digitally applied? Challenges, opportunities, risks, etc.
- How do play-based learning and digital learning interact?
- What is the role of a teacher in this context?
- In your opinion, what does a successful play-based digital learning experience look like? (based on the question which elements are the “ingredients” for successful learning?)
- How can we balance the “loss” of physical experience and in-person social interaction in digitalized forms of play-based learning? New evidences, experiences made so far within your organizations? Is digital play-based learning as effective as the in-person learning experience?

# Group 1 A: Teaching Life Skills (Non-Cognitive Skills) - Video 2 (Football)

Advantages and disadvantages/challenges?

- + all children active all the time
- + creating links
- + easy to implement
- + experiment the importance of communication in a team
- + involving children in changing the rules
- complex because have different roles
- need of facilitator to regulate the game

*What would you do differently?*

teacher's role: facilitator

similar activities in your programs

# Group 1 B : Teaching Life Skills (Non-Cognitive Skills) - Video 1 (Aliens)

## Advantage:

- every child can contribute, it is not based on specific knowledge. it is inclusive
- idea of exchanging roles
- learning from each other
- share different experiences and put yourself in someone else's shoes
- learn about someone's experience that is different
- teacher doesn't have an active role

## Disadvantage:

- can point out the differences between groups (who is mostly disadvantage)
- as there aren't many rules some people might take up more space compared to the "shy" kids

## *What would you do differently?*

- have a supervisor that can moderate in case of stereotypes. to guide

## Role of teacher:

- ensure there is fairplay
- do not interfere too much to allow children to learn through conflict. teacher be a referee but not directing. observing and not interfering.
- reflecting afterwards! how did it feel to be alien and to be explaining their life on earth

## Similar approaches:

- with parents, teaching them how to play at home
- Common approaches for ready to learn: materials given to parents to use with their children. could this be done between children themselves?

# Group 4 : Play-Based Learning in the Wake of Digitalization (remote learning, COVID-19, etc.)

General: became more and more important during the last year, affects all of us:

Possibilities /examples:

- Go through Toolkit and adapt whenever possible to online version, some things are (certain energizers and calm down games, review games, feedback games) => breaks or games to avoid endless hours or PPT
- E.g. group games in different zoom rooms => general, rather games than 'free play' is possible
- Use radio, TV stations, e.g. Right to Play, partner organisations of SAD
- Example of game to strengthen psychosocial skills, resilience, self esteem etc. [\(119\) The Helping Hand APP aug2020 - YouTube](#)

Challenges:

- Students do not have devices / access to the internet; teachers also not necessarily, neither IT skills
- Play-based learning already hard to bring in where teacher-centred approaches dominate, even harder online
- Not everything is possible in social (physical) distance, e.g. certain sport games...

Advantages:

- Reach more people once you have a game, can apply it globally
- Cost efficient, can reuse things easily

Disadvantage:

- In front of PC the whole day, not everyone has access...

A group of young girls are playing a game on a dirt field. They are wearing blue and green vests. Some are clapping, and others are running. The scene is outdoors, with a building visible in the background. A yellow circular logo with a woven pattern is in the top right corner.

### 3. Discussion in Plenum & Wrap Up



**THANK YOU !!**



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