

Let Students Learn
through Play -

***PROMOTING ACTIVE AND PLEASURABLE
ENGLISH LEARNING THROUGH PLAY
IN KEY STAGE 1***

"SEED" PROJECT BRIEFING SESSION: *NT0719*

Project Team:

**Fiona PERRY, Geoff BROWN, Joey VENTER, Jojo CHAN,
Mary HUI, Roland SMITH, Winnie SO**

Coordinator:

Winnie SO

Advisory Teaching Team, NET Section

TODAY'S playful RUNDOWN

Introduction

- Background
- Research Questions
- Project Objectives
- Project Design



Whole-class Activities

- Story
- Song



Station Activities

- Small World Play
- Sensory Play
- Language Game
- Independent Learning



Commitment

+
Q&A



LEARNING
THROUGH *P*lay
IN ACTION



WHY Play?

In play children develop exploratory as well as explanatory drives: they actively **look for patterns, test hypotheses and seek explanations**, leading to increased **complexity in thinking, learning and understanding** (Gopnik et al, 1999). These cognitive processes are socially and culturally situated and, through the subject disciplines, can become increasingly refined.

(Wood, E. & Attfield, J., 2005)

WHY Play?

Apart from being an ideal mode of activity fostering children's **physical and psychological development**, play facilitates the development of **creativity, problem-solving skills and versatility**, and it also helps children **express emotions, build confidence and develop social skills**. (CDC, 2017)

WHAT IS *play*?

- **Pleasurable** play is enjoyable. Play sometimes includes frustrations, challenges and fears; however **enjoyment** is a key feature.
- **Active** play requires action, either **physical, verbal or mental engagement** with materials, people, ideas or the environment.
- **Voluntary** play is **freely chosen**. However, players can also be invited or prompted to play.
- **Process-oriented** play is **a means unto itself** and players may not have an end or goal in sight.
- **Self-motivating** play is considered its own reward to the player (Shiple, 2008).

(Barblett, L., 2010)

- **Small world** play utilises miniature equipment representing objects familiar to children, e.g. a house with furniture and a family.

(Levy, 2008)

- **Sensory** play involves playing with natural material and realia, e.g. sand, water, clay, dough, paper, branches.

FEATURES OF *play*?

- Using first-hand experiences
- Making up rules
- Making props
- Choosing to play
- Rehearsing the future
- Pretending
- Trying out recent learning
- Co-ordinating ideas, feelings and relationships for free flow play (where kids are allowed to move freely indoors and outdoors however they please)
- ...

(Briggs M. & Hansen A., 2012)

Project

OBJECTIVES



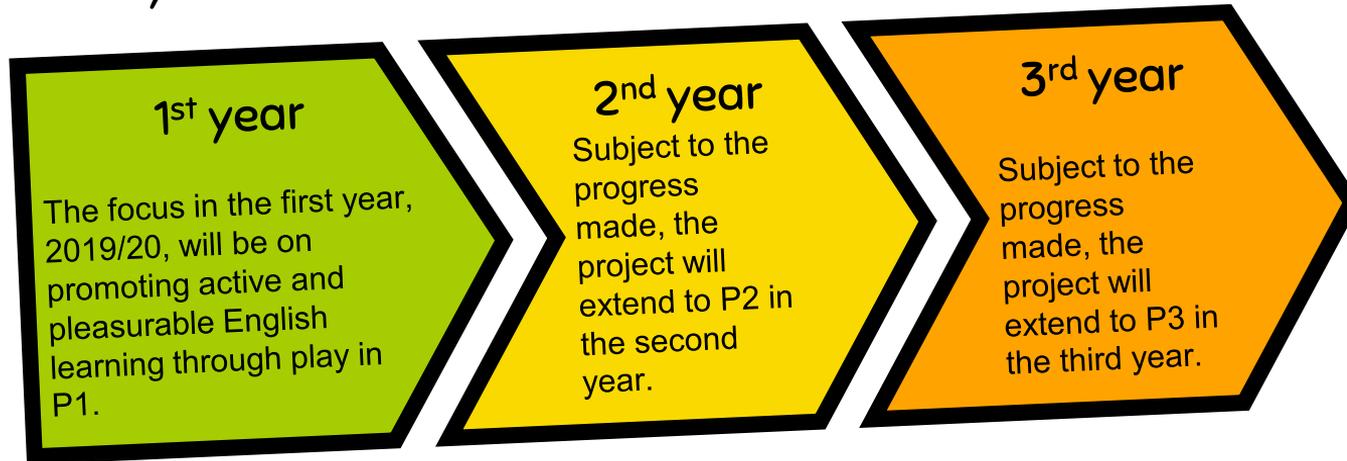
- ✓ To explore and develop approaches to **developing a learning environment conducive to students' learning of English through play**;
- ✓ To develop **classroom routines that facilitate the adoption of playful approaches** to literacy development;
- ✓ To design, conduct and review English learning **activities that promote active and pleasurable English learning through play**;
- ✓ To **engage participating teachers in developing, using and reviewing strategies** for preparing students for, and engaging them in, active and pleasurable learning English through play;
- ✓ To develop students' **creativity, social and collaboration skills, problem-solving skills, self-confidence, self-respect and respect for others**; and
- ✓ To develop, use and review strategies for using **assessment for and as learning in a play-based learning environment** to promote self-directed learning

Pedagogical **ISSUES TO PONDER OVER**

- ❖ ~~Is there a place for play in the KS1 English Language curriculum?~~
- ❖ To what extent can playful learning and teaching be promoted in the English language classroom?
- ❖ What practices can be built on to promote playful learning and teaching?
- ❖ What contextual constraints are there hindering the adoption of playful approaches to literacy? How to address those constraints?
- ❖ What are the conditions that need to be established to facilitate the implementation of play-based learning?
- ❖ What changes need to be made to existing practices in terms of curriculum design, teaching, learning and assessment?
- ❖ How to gauge the effectiveness of playful approaches to literacy?
- ❖ ...

PROJECT **D**esign

The project is to be implemented, reviewed, refined and completed within a three-year time frame.



WHAT MAY A Playful Unit BE LIKE?

Theme: Animals (P1)

Concepts:

- 1) Animals come in different sizes and appearances.
- 2) Learning is FUN especially when you learn together with your friends.

Language and Literacy:

Learning intention:

- Names of animals
- Categorise jungle, ocean and farm animals
- Animal diet, habitat, appearance and ability
- Adjectives to describe appearance and size

Activity:

- Playdough or sand tray
- 1 upy "Animals"
- Categorising activity
- Crossword / Bingo
- Hopscotch

Physical Education:

Learning intention:

- Understand how to play different games following instructions and rules

Activity:

- Hopscotch
- Fishing game
- Dancing

Arts and Music:

Learning intention:

- Communicate ideas through facial expressions, movements and sounds

Activity:

- Role-play different animals with the script provided
- Practise singing Punctinella with actions

Mathematics and Numeracy:

Learning intention:

- Revisit numbers
- Use appropriate mathematical language when describing different animals and body parts

Activity:

- Making paper plate masks
- Describing or comparing the size of animals
- Forming groups of 2/4/6

Personal Growth and Social Skills:

Learning intention:

- Turn-taking
- Understand that physical proximity is a key ingredient to successful social interactions

Activity:

- Story - Body in the Group
- Song - In the Group
- Form interest groups before moving to stations and stay as a group throughout

Assessment Modes:

- Selected response/short answers: Language Game
- Written response: Independent Learning
- Performance: Small World Play
- Personal communication: Small World Play /Sensory Play

Parents' Involvement / Home Learning:

- Help your child with the preparation of the drama performance
- Go through animal flash cards with your child and discuss, compare and contrast appearance of each

Examples of Student Work and Classroom Activities:

- Animals, Animals, Animals!** Book Report Form
- Monkey Puzzle** Book Report Form
- That's the End of It!** Book Report Form
- Gathering Fire** Book Report Form
- My Book Movie** (Monkey Puzzle)
- Introducing...the Author** Book Report Form
- Describe the Main Character** Book Report Form
- Small World Play** (Language Cards, Movement Learning)
- Personal Growth and Social Skills** (Learning Stations)

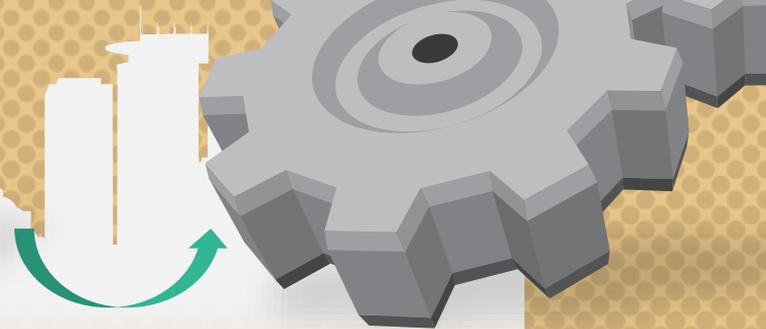
INVOLVING **Children** IN THE PLANNING PROCESS

Step One
01 Choose theme and concepts



Step Three
03 Carry out the plan

Step Two
02 Plan the unit together



INVOLVING **Children** IN THE PLANNING PROCESS



INVOLVING **Children** IN THE PLANNING PROCESS



05

Step Five

Demonstrate and review learning



Choose theme and concepts



Plan the unit together



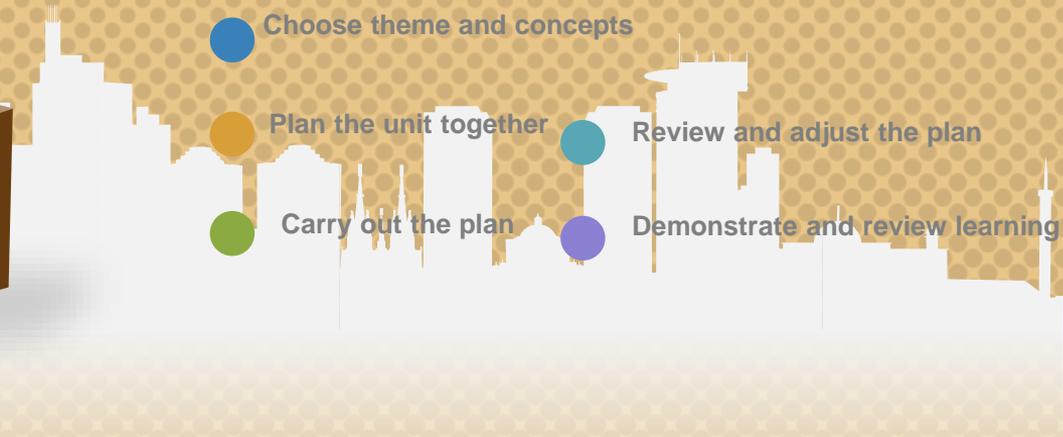
Review and adjust the plan



Carry out the plan



Demonstrate and review learning



<p>Setting the scene:</p> <ul style="list-style-type: none"> • Small World Play: Jungle • Story – Monkey Puzzle • Song – Punchinella • Drama Performance 	<p>Assessment Modes:</p> <ul style="list-style-type: none"> • Selected response/short answers: Language Game • Written response: Independent Learning • Performance: Small World Play • Personal communication: Small World Play /Sensory Play 	<p>Personal growth and social skills:</p> <p>Learning intention:</p> <ul style="list-style-type: none"> • Turn-taking • Understand that physical proximity is a key ingredient to successful social interactions <p>Activity:</p> <ul style="list-style-type: none"> • Story – Body in the Group • Song – In the Group (https://www.youtube.com/watch?v=FE6oIASjG8) • Form interest groups before moving to stations and stay as a group throughout
<p>Language and Literacy:</p> <p>Learning intention:</p> <ul style="list-style-type: none"> • Names of animals • Categorise jungle, ocean and farm animals • Animal diet, habitat, appearance and ability • Adjectives to describe appearance and size <p>Activity:</p> <ul style="list-style-type: none"> • Playdough or sand tray • I spy “Animals” • Categorising activity • Crosswords / Bingo • Hopscotch 	<p style="text-align: center;">Theme: Animals (P1)</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Animals come in different sizes and appearances. • Learning is FUN especially when you learn together with your friends 	<p>Mathematics and Numeracy:</p> <p>Learning intention:</p> <ul style="list-style-type: none"> • Revisit numbers • Use appropriate mathematical language when describing different animals and body parts <p>Activity:</p> <ul style="list-style-type: none"> • Making paper plate masks • Describing or comparing the size of animals • Forming groups of 2/4/6
<p>Arts and Music:</p> <p>Learning intention:</p> <ul style="list-style-type: none"> • Communicate ideas through facial expressions, movements and sounds <p>Activity:</p> <ul style="list-style-type: none"> • Role-play different animals with the script provided • Practise singing Punchinella with actions 	<p>Physical Education:</p> <p>Learning intention:</p> <ul style="list-style-type: none"> • Understand how to play different games following instructions and rules <p>Activity:</p> <ul style="list-style-type: none"> • Hopscotch • Fishing game • Dancing 	<p>Parents’ involvement / Home Learning:</p> <ul style="list-style-type: none"> • Help your child with the preparation of the drama performance • Go through animal flash cards with your child and discuss, compare and contrast appearance of each

LET'S EXPLORE THE PLAYFUL Stations!

Small World Play



Sensory Play



Language Game



Independent Learning



SCHOOL Commitments

- culture of collaboration
- project coordinator and committed teaching team sharing values that support playful teaching and learning, committing to PD
- time for observation to facilitate assessment and planning for progression
- flexible with teaching schedules and modes of assessment (allowing more space for experimenting with playful teaching and learning ideas)
- careful planning, organisation & management of the environment
- allocation of an annual budget
- collaborating with AT
- appropriate storage and care of resources on loan from EDB
- providing feedback on project implementation and evaluation
- supporting dissemination of good practices

NET SCHEME E-PLATFORM

*Fostering Learning
Communities Among
International*



<https://nets.edb.hkedcity.net/>

SUBMITTING A PROJECT PROPOSAL

Appendix C of the [EDB Circular Memorandum No.5/2019](#)

School Application Form to be completed by School Head and sent to:

**EDB Human Resources
Management Unit at 4/F,
East Wing,
Central Government Offices,
2 Tim Mei Avenue, Tamar**

Deadline
for Application:

5 March 2019

Complete Appendix B (Annexes 1-3) and Appendix C (Part IV) if your school wishes to nominate a teacher for secondment to the NET Section.

ENQUIRIES (CANNOT BE playful!)

General

Ms Christy NG

(Life-wide Learning Section)

Tel: 2892 5824

Project-related

Ms Winnie SO

(Native-speaking English Teacher Section)

Email: winniewlso@edb.gov.hk

Tel: 3549 8317

THANKS!



Any questions?

REFERENCES

- ❖ Department of Education and Training (2009). *Belonging, Being & Becoming – The Early Years Learning Framework for Australia*. Australia Government.
- ❖ Barblett, L. (2010). Why play-based learning? *Every Child*, 16(3), 4–5.
- ❖ Briggs M. & Hansen A. (2012). *Play-based Learning in the Primary School*. London: Sage.
- ❖ Curriculum Development Council (2017). *Kindergarten Education Curriculum Guide: Joyful Learning through Play, Balanced Development All the Way*. Hong Kong: Education Bureau.
- ❖ Levy R. (2008). “Third spaces” are interesting places: Applying “third space theory” to nursery aged children’s constructions of themselves as readers’, *Journal of Early Childhood Literacy*, 8(1):43–66.
- ❖ Shipley, D. (2008). *Empowering children. Play-based curriculum for lifelong learning*.(Fourth edn). USA: Nelson Education.
- ❖ Walsh G., McMillan D. & McGuinness C. (Eds). (2017). *Playful Teaching and Learning*. London: Sage.
- ❖ Wood, E. & Attfield, J. (2005). *Play, learning and the early childhood curriculum* (2nd ed). London: Paul Chapman.