

FOUNDATIONAL PLAYFUL INQUIRY AND PLAYFUL LEARNING CONCEPTS

PLAYFUL LEARNING APPROACHES HONORS CHILD CAPABILITY

- Playful Learning Approaches are based in Neuroscience & the science of learning.
- **Children are naturally good at many things.**
- **Children communicate in multiple ways** – They use the materials in their lives as languages to share their thinking, their understandings, their wishes, and desires.
- Playful Inquiry Approaches and **use of open-ended materials is culturally and linguistically responsive**, allowing each child to make meaningful connections between the exploration experiences and their lives outside school.



When I play, my brain is inspired by what I am doing.

ENVIRONMENTS DESIGNED FOR PLAYFUL LEARNING EXPLORATION OFFER CONNECTION & ENGAGEMENT

- Environments for playful learning and inquiry are **warm and welcoming**.
- Environment organization invites children to explore with intention and helps children “read the room”.
- They attend to **beauty** and play with **light, color, and the natural world**.
- Spaces are relational offering opportunities to **work alone** or to observe and **collaborate with others**.
- Elements (furniture, materials, displays) are meaningfully connected to children’s lives and work.
- Environments are **multi-sensory** with attention given to the ways in which light, sound, texture, smell and even taste.
- Environments for playful inquiry and exploration are **dynamic and evolve** as the classroom community grows.

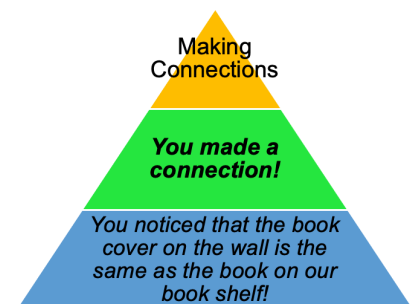
ADULTS AUTHENTICALLY ENGAGE WITH CHILDREN, PLANNING WITH INTENTION TO SUPPORT CHILDREN’S POSITIVE EXPERIENCES



- **Adults carefully observe** children’s interactions with the materials, the environment, and with others in the room.
- Adults look for cues and clues that help identify the ways in which children are seeking to understand the world around them. They ask, *What is the child communicating through this behavior?*
- Adults use their observations and reflections in their planning to “*catch the ball that children have thrown them and toss the ball back in a way that allow children to continue the game.*”
- Adults ask **open-ended, wondering questions** and are genuinely interested in children’s responses.

ADULTS NOTICE AND NURTURE HABITS OF MIND

- All children will show evidence of Habits of Mind *somewhere* in their lives.
- When adults notice and name Habits of Mind and Traits with children, children begin to recognize the Habits and Traits as characteristics that help them in their lives at school and at home.



COLLABORATION AND PLANNING IDEAS AND INSPIRATIONS

Ideas and inspirations for the materials kit (Color)

Ideas and inspirations from the collaborative question exploration

Ideas and inspirations from the environment visit and debrief (if applicable)