



Play-based learning

Sara Natalini – ELA Trainer



Play-based learning

- Play is one of the most important ways in which children gain essential knowledge and skills.
- Play opportunities and environments that promote play, exploration and hands-on learning are at the core of effective preschool education.



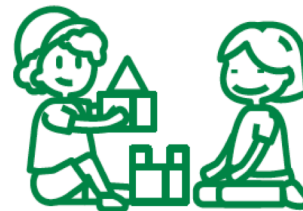
0 to 2 years

With adequate stimulation, a child's brain forms neural connections at a pace of at least 1.000 per second. These are triggered by rich, loving and protected environments, in the context of responsive and playful caregiving that fosters bonding and secure attachment, contributing to positive socioemotional development.



3 to 5 years

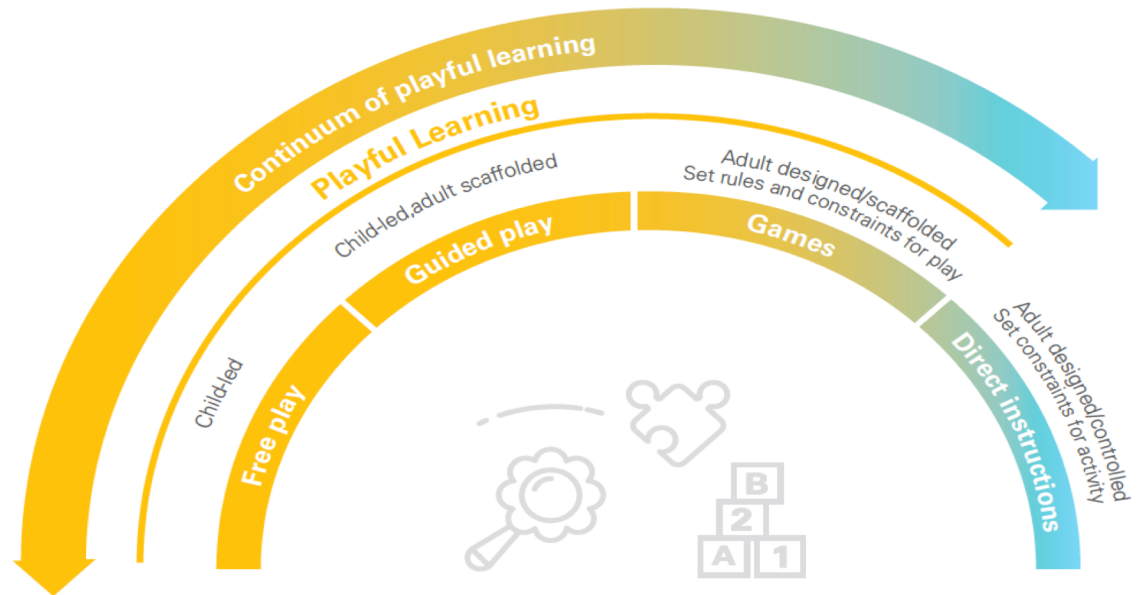
Often referred to as the "preschool period". Children's language, socio-emotional and cognitive skills are rapidly expanding. During this period, the stimulation and learning that comes from play, reading, singing and interacting with peers and caring adults are essential. They explore and make sense of the world around them, as well as to use and develop their imagination and creativity.



6 to 8 years

Often considered the early grades of primary school. More academic-focused education approaches are used. Yet, in this period, play-based learning approaches can transform the educational experiences and strengthen learning motivation and outcomes.

Continuum of playful learning





The wide world of Non Formal Education



Giulia Zambon - ELA trainer

Let's introduce ourselves with the Memory Circle!

- State your name + an adjective that describes you. The adjective has to start with the same letter of your name.
- State your name + make a movement.
- Let's do the Memory Circle. One person starts introducing name + adjective + movement. The following participants state their name + adjective + movement and repeat those of the participants before. Can you remember all of them? 😊

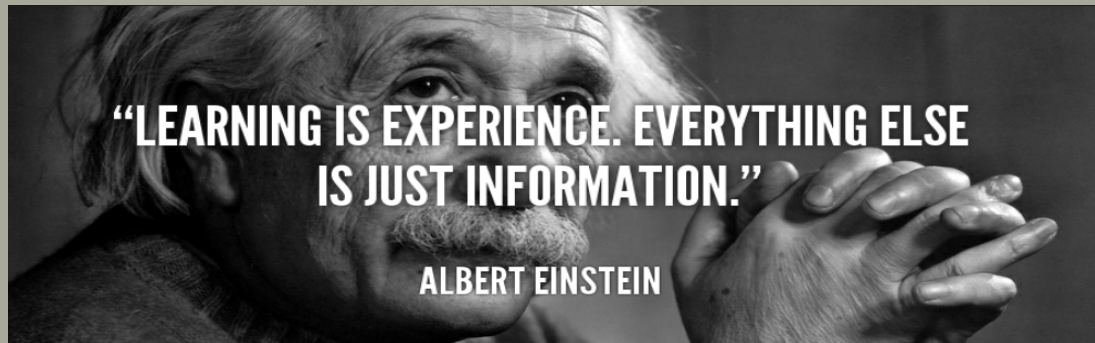


The essence of NFE

Let's start from the basis

The essence of Non Formal Education is...

LEARNING BY DOING





Non-formal education

- Participation in all activities is **voluntary**
- The main focus is set on **people as learners**.
- Activities and methods are always designed for a particular **target group**.
- Learning in non formal setting is **planned, structured** and **evaluated**.
- It's **intentional** and **monitored**.
- Experiencing, often called as '**learning by doing**', is the main working method.

Kolb's experiential learning cycle





Debriefing

- Educators help students go through the learning cycle
- Guided reflection is known as “debriefing”
- “Processing” is conducted through **questions**



Debriefing - Example

Experience/Activity

1) Reflection

2) Conceptualization

3) Application

Debriefing - Example

Experience/Activity: a role play

1) Reflection

What?

2) Conceptualization

3) Application

Debriefing - Example

Experience/Activity: a role play

1) Reflection

What?

2) Conceptualization

So What?

3) Application

Debriefing - Example

Experience/Activity: a role play

1) Reflection

What?

2) Conceptualization

So What?

3) Application

Now What?



Debriefing: why?

- Learn to take turns when speaking
- Become more comfortable with expressing themselves
- Learn to listen and respect others
- Become more bonded as a group

Number Race

- Group agree on a common language, which is non verbal
- Group forms a circle, one person is blindfolded.
- Facilitator position the stars on the ground, inside the circle
- The blindfolded person picks up the stars in the right order, guided by the rest of the group
- The group cannot touch the blindfolded person or get inside the circle
- The group can communicate only with the language that they have invented



A decorative horizontal line consisting of a blue segment on the left and a grey segment on the right, positioned above the title.

Reflection and evaluation

Line up in order: was the group communication effective or not?

What could you do differently?

Handicap Race

You will have an handicap for the entire duration of the activity.

Tasks:

- Build a tower with paper sheets + tape: use all of them, don't attach the tower to the floor.
- During the whole game, pass a stick around the circle. Each person has to hold it for 20 sec.



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Reflection and evaluation

Write down how you felt during the activity. Fold the paper and give it to the trainer.

Pick one paper written by someone else, read it and try to guess who the writer was. Share any comment you may have.

Practicing debriefing

Remember the activities we have done. If you had to replicate them, **what questions would you ask during the debriefing?**

Create a list in couples, then share them and create a whole group list of debriefing questions.





Handicap Race Debriefing

- How did you feel during the game?
- What made it difficult for you?
- How did you feel when the team built the tower without you? (for the handicapped)
- How did you feel when you realised that you would not be useful? (for handicapped)
- How did you imagine the construction of the tower?
- Could it have been better? How?
- Would you play the game another time?
- What would you like to change in the rules of the game?
- Each member of the team can help to succeed, even those with handicaps (SO WHAT)
- Each member participate in the game with their own skills (NOW WHAT)



Number Race debriefing

- Will you use this game in your practical work?
- What skills will the game develop in children?
- How quick did you order the numbers? Fast / slow
- The final order, was it correct?
- What should we do to make it right (if there is a mistake)?
- How did you feel about the blinded / about the director / about the team?
- Were you happy about the result?
- Show us with an applause how happy you are.
- Why was the blinded sad? (in case he/she is)
- What can we do for him/her to not be sad and make him/her happy?
- What other things did we learn from today's game?
- What should we do when somebody needs help?
- Is it ok to leave him/her alone?

Count to 15

- Stand up and spread in a random order.
- **The group has to count to 11. Only one person can say each number.**
- No time is allowed for making up a strategy.
- If two say a number at the same time, the group must start again from the beginning until the job is done.



Line up Build

- Stand up and spread in a random order.
- You will be asked, **without speaking**, to line up on the wall according to different criteria.
- You are not allowed to talk.



Guess Who!?

Ask for one volunteer. The volunteer pretends to be someone else (e.g. a sportsperson, a well-known historical character, etc.). The group asks them questions to find out who they are.

The volunteer does **not** have to answer any open or closed questions, only answering to **hypothetical questions** (e.g. *What would you do if a war break out? What would you do if the world ended tomorrow?*)

