

Facilitator Guide ETFO Book Clubs



Primarily Play

Engaging primary learners through play

Table of Contents

Introduction to ETFO Book Clubs	2
Introduction to <i>Primarily Play</i>	8
Session One: Get Thinking About Play	9
Session Two: Play and Curriculum	13
Session Three: Building the Foundation for Play	17
Session Four: Learning Through Play.....	23
Support Materials Section.....	28



Introduction to ETFO Book Clubs

The Elementary Teachers' Federation of Ontario is committed to providing professional development for its members in a variety of forms. Teachers are best able to determine what professional development they need to pursue as life-long learners and ETFO Book Clubs are designed for voluntary participation of interested members. As ETFO professional development programs and services continue to evolve to meet the challenging needs of educators and their students, the new season of offerings has been expanded to include book clubs with a focus on classroom management, differentiated instruction, and Kindergarten.

Professional book clubs provide an excellent opportunity for members to reflect on their classroom practice, enhance their professional knowledge, and engage in the professional learning that best meets their needs and the needs of their students. A book club is a staff learning experience that gives educators an opportunity for professional networking, sharing, and reflection through an in-depth examination of ideas, concepts, research, and strategies presented in a professional resource.

The main goals of ETFO Book Clubs are:

- To enhance the professional knowledge of our members.
- To enhance the professional practice of our members.
- To foster leadership at the local level.
- To implement high-yield, research-based instructional strategies.
- To monitor the impact or effects of instructional decisions on students.
- To reflect on current teaching practices.

When professional book club experiences are tied to the real work of teachers, and to authentic issues they are grappling with in their classrooms, teachers have a deeper understanding of their impact on classroom practice and student learning.

Book Club Structure

Professional book clubs provide an excellent opportunity for our members to enhance their professional knowledge and practice. Participants attend four two-hour sessions that focus on specific chapters of the various resources highlighted, consider strategies they can try in their classroom, and reflect on and share their experiences within a community of learners. As a facilitator, you will contribute to building leadership capacity within our locals in the area of professional development.

Roles and Responsibilities

ETFO Book Clubs are offered in partnership between locals and the provincial office. Facilitator guides, such as this one, have been developed by members to support you as you facilitate this book club.

The Role of the Facilitator

A book club facilitator guides a group of participants through an interactive discussion of a selected title. The facilitator organizes the session and conducts the meetings. Group members can expect the facilitator to use open-ended questions, wait time, and paraphrasing to encourage participation. The facilitator also emphasizes the importance of keeping the discussion on track, focusing on one topic or task at a time. The person in this role is not an expert and should remain neutral allowing group members to share different perspectives. All group members are valued and encouraged to participate in their own way.

“The most valuable insight a group can have is that the most effective resources for moving ahead are found within their situation and within themselves.”

R. Bruce Williams

Establishing Group Norms

Any group that meets regularly to work together needs to identify a set of norms or ground rules that will help a group do its work and discourage behaviours that interfere with a group’s effectiveness. Norms govern how the group will interact, share, and learn together.

It is ideal to set norms at the beginning of a group's work together inviting group members to suggest ideal behaviours for groups, eventually refining them into an agreed-upon set of norms. Once established and posted, groups need to continually remind themselves about the norms they have created.

Some topics you may want to raise as starting points for discussion with your group are:

Expectations for behaviour – How will your group relate to one another within (and beyond) the group? Considering norms in TRIBES such as right to pass, attentive listening, and taking turns, may be helpful.

Shared leadership – How will members share responsibility for the group? How will decisions be made about what to read, when to meet, and where to meet be made?

Participation and interaction – How will members work together? Considering roles such as recorder, timekeeper, and encourager may ensure that all group members become involved in the discussions.

One strategy that may be helpful when reviewing group norms is 'Round-Robin Reflection'. In this process everyone takes 30 seconds to silently reflect on the extent to which he/she honoured the group's norms and to what extent it enhanced the group's work. The facilitator then chooses someone at random to share their reflections. When this person is finished then another group member paraphrases what they have heard. This process is repeated in round-robin fashion beginning with the person to the right of the first speaker.

Building Inclusion

Grounding is an excellent inclusion activity for introductory meetings. It serves several purposes including:

- establishing a norm for respectful listening;
- bringing people into the here and now;
- allowing people to connect with one another; and
- allowing for expression of hopes and apprehensions.

Directions - Each person in round-robin fashion, speaks to these points:

- name;
- current role;
- school;
- reasons for joining a professional book study; and
- expectations of the book club experience.

Powerful
Conversations:

- Focused
- Productive
- Interactive

Needs of Individuals in Groups

Regardless of the nature of the group and its purpose, some basic needs must be met within the group setting for it to be as focused, productive, and interactive as possible. A good facilitator looks for signs of the characteristics listed below to determine whether it provides the kind of satisfaction group members need.

Periodically it may be helpful to give group members time to evaluate the extent to which the group is meeting their individual needs.

The following are important needs group members value. As the group evolves, it is about finding the balance between the needs of the group members and the group work that needs to be accomplished.

Feeling a sense of belonging – Group members need a collaborative environment where they feel safe and supported in their presence and their contribution to the group's work.

Commitment to group goals – Group members achieve commitment when they see value in the goals selected, having a part in selecting and refining those goals, and directing the group process.

Sense of progress – It is important to give group members opportunities to reflect on their progress toward goals so that members feel a sense of accomplishment.

Having confidence in the facilitator – A good facilitator establishes a supportive, risk free learning environment emphasizing the importance of professional dialogue.

The facilitator organizes the sessions and conducts the meetings. The person in the role of facilitator is not intended to be an expert and should remain neutral, allowing participants to share different perspectives.

Knowing Your Participants

When developing a group's capacity for powerful conversations, Robert Garmston suggests that group members set aside unproductive patterns of listening, talking, and participating.

However, from time-to-time, facilitators may need to confront challenging situations. Late arrivals at meetings, overbearing participants, and conflict among group members can negatively impact on a group.

Although there is no "right" way to respond to these problems, here are some possible solutions to common problems faced by facilitators.

"We should all try to listen with the same intensity we have when we are talking."

Richard
Saul
Wurman

Non talker – Honour an individual's right to pass. Each member has the right to choose when and to what extent they will participate in the group discussion; ask open ended questions and learn to be silent.

Underminer – Focus on the agenda and topics agreed upon by the group. Don't acknowledge or over react; at the end of the session revisit the group norms and their purpose.

Rambler – When the member pauses, refocus attention by restating the relevant points and move on; ask "How does that relate to _____?"

Side talker – Re-direct conversation by asking the person an easy question or to paraphrase what has been stated; create a parking lot (flip chart, sticky notes) to post questions or issues that can be discussed in a later session.

Over talkative – State "We only have a limited amount of time today. We want everyone to have a chance."

Further Reading

Robert Garmston. "Teacher Talk That Makes a Difference". Educational Leadership, ASCD, April 1998.

Garmston, R. & Wellman, B. The Adaptive School: A Sourcebook for Developing Collaborative Groups, Christopher-Gordon Publishers, 1999.

Richardson, J. "Norms Put the 'Golden Rule' into Practice for Groups". Tools for Schools, NSDC, August-September 1999.

Easton, L.B. Powerful Designs for Professional Learning. NSDC, 2004.

Richard G. Weaver & John D. Farrell. Managers as Facilitators: A Practical Guide to Getting Work Done in a Changing Workplace, McGraw Hill, 1999.

Bennett J., Dawson R., & Torney. "Book Study Facilitator's Guide for Teaching Student-Centred Mathematics". Pearson Education, Canada, 2007.

Wisconsin Staff Development Council – www.wi-sdc.org.

Introduction to *Primarily Play*

Primarily Play is a resource for Grade 1-3 educators who are interested in improving their practice, reflecting and moving to a play-based program for young students. The resource includes important research in the field about the benefits of play-based learning, scenarios to illustrate important ideas, and questions to get one thinking about their practice and to engage in personal reflection about the children they teach each day. The resource provides a wealth of knowledge about implementing and planning for play-based learning in the primary grades. It is hoped that the knowledge gained will confirm appropriate practices along with providing new ideas and information on connecting the curriculum through play. Whether a new or an experienced teacher, *Primarily Play* will stimulate discussions about how to best prepare our students for the future.

The resource centres around the primary students capacity to learn through play and about how play-based learning can be implemented through the curriculum areas as you come to understand your student's needs.

For educators, play should not be an added component of the curriculum, but used as a vehicle to integrate, complement, and differentiate instruction. The role of the teacher is to create an environment for self-directed inquiry. Students can build independence, refine the ability to think and question, experiment in a safe place, and synthesize new ideas to solidify their learning. The goal is to allow them to share and reflect on their own discoveries.



Session One: Get Thinking about Play

Readings:

Chapter 1, *School: A Place For Play*, pages 7-25.

General Overview:

The first session will be an opportunity for participants to interact with one another. They will share and discuss information from the resource and reflect on their current practice. Through collaborative discussions, participants will read about why play is important for the whole child, development of play across the primary division, and the vital role of play in learning. *Primarily Play* is focused on supporting the need for play in the primary classrooms.

Key Learning/ Objectives:

- Get to know others in the group
- Share ideas by engaging in small group and large group discussions
- Reflect on classroom practice
- Engage in self-reflection
- Think critically about their practice

Time: 120 minutes

Materials:

- Name tags for each participant
- Markers for each table
- Chart paper
- Pens or pencils for each participant
- Tables arranged in small groups of four to six
- Copies of *Primarily Play* for each participants

- One index card for each person
- One journal per person to record their questions, thoughts, and ideas
- Getting Acquainted questions (see Line Master 1A - print on chart paper)
- 3-2-1 Activity sheet for each person (see Line Master 1B)
- Expert Groups recording sheet (see Line Master 1C)
- Self-Reflection Questions (see Line Master 1D)

Instructional Tasks: 105 minutes

Introduce yourself and state the general overview of the session. Let the participants know any logistical information before getting started. Let them know the signal you will use to get the group back to a large discussion (rain stick, clapping, etc.)

Getting Acquainted: 15 minutes

Purpose:

During their time in the book study, they will be asked to work with other participants. It is a time to connect with other colleagues and share new ideas. Announce to the group that we need to know four things about them: your name, one fact about yourself that is important to you, why you are attending the book study, and what you hope to gain from the book study.

Instructions and Task:

Post the questions on chart paper as outlined in Line Master 1A. Each person will be provided with an index card. On the index card get each person to record the four pieces of information and then find someone in the room they do not know and share their information. The facilitator will signal when to change partners. Do this 2 times so that they get to know at least 2 new people.

3-2-1 Activity: 25 minutes

Purpose:

Play is a critical component to teaching and learning. “The very attributes we want to nurture in our children-creativity, initiative, collaboration, problem-solving, courage –

are best developed through imaginative play (Miller and Almon, 2009). Advocates for play around the world consistently agree that play needs to be restored as the primary way children learn. This chapter will begin the dialogue on the importance of play-based learning.

Instructions and Task:

1. Have each participant read through pages 7-25.
2. Have participants record their thoughts in the 3-2-1 activity (Line Master 1B).
Three things they find important, two things they find interesting, and one thing they have rolling around in their head.
3. They will share these ideas in a small group discussion.

Expert Groups: 65 minutes (35 minutes to read and share in each small group, 30 minutes to present to the larger group)

Purpose:

In this section participants will be discussing the characteristics of play, the development of play in the primary division and how children engage in a play-based environment. With the knowledge of child development and how the brain learns, all grades need to put play into practice. The process of learning through play does not change and therefore needs to be integrated at every level.

Instructions and Task:

Ask the participants to number themselves from one to four. They will be moving to meet with the numbered groups somewhere in the room. Each group will be assigned one section listed below to read and become the “experts” on that reading. They will agree on the top five most important pieces of information in the section. On chart paper they will record them and present it to the larger group.

1. Pages 11-13, *A New Look at Play*
2. Pages 13-16, *Exploratory Play*
3. Pages 16-21, *A New Look at Learning*
4. Pages 21-25, *To Play is to Learn*

Once the groups have completed their chart leave it posted on the walls so others can reread and record ideas into their journals.

Self Reflection: 10 minutes

Purpose:

Self-reflection is an important part of professional development. It solidifies the new knowledge gained through discussion and from the resource.

Instructions and Task:

Give the participants time to think about the main areas for discussion in session one. Then, ask them to use the guiding questions (Line Master 1D) to help them focus on their thoughts.

1. What does play mean to me?
2. Where does play fit in?
3. What is valued in my classroom about play and learning?
4. What are my students interested in? Do they have a “voice” in the classroom?
5. What am I doing well?

Homework/Follow-up Tasks: 5 minutes

1. Ask participants to re-read pages 16-21 and use the questions listed in “Think About It” sections to guide a discussion with their students.
2. In preparation for the next session, have the participants talk to their students about what they are interested in learning. Ask them to record the student responses to share at the next session.
3. Ask the participants to bring a photo, diagram, sketch of a current classroom layout. Get them to think about what they would like to change, improve or implement to support their students through the curriculum.

Session Two: Play and Curriculum

Readings:

Chapter 2, *Play and Curriculum*, pages 27-37.

General Overview:

Play is a rich source and natural method of learning for children. It is often the first to be dropped out of the curriculum, yet what is mandated can be integrated through play. It is important that teachers introduce play as a means of learning and change their role from instructor to facilitator. As a facilitator, the teacher examines the physical environment, establishes a social environment that is valued and allows opportunities for risk-taking, and stimulates the learning environment to extend and enrich play. Play needs to be carefully planned, valued and monitored by the teacher. The classroom environment has a significant impact on the learning of children.

Key Learnings/Objectives

- Changing role of the instructor to facilitator
- Supporting play as a vehicle for learning
- Integrating play into the curriculum
- Setting-up of the classroom environment
- Monitoring child engagement

Time: 120 minutes

Materials:

- Name tags for each participant
- Markers for each table
- Chart paper
- Pens or pencils for each participant

- Tables arranged in small groups
- Copies of Primarily Play for each participants
- Graffiti Activity, one per person (Line Master 2A)
- Dreams and Nightmares (Line Master 2B)

Ask the participants to sit with a new group as they enter the room, maybe someone they have not met yet.

Instructional Tasks: 110 minutes

Activities:

“Ah-ha” Moments: 10 minutes

Purpose:

The word “play” is constantly absent from many curriculum documents, yet play is critical to children learning new things. Play has been given such a negative perspective when it comes to school, it is seen as a waste of time! However, play is in place to extend a child’s learning. It is the careful planning by a teacher where new skills, questions, and materials can be explored in a risk-taking, safe environment. Participants will make connections and reflect on their own beliefs, their school and classroom practice.

Instructions and Task:

Give participants time to review pages 19-20. Ask them to record in their journal an ‘ah-ha’ moment and share with their small group.

Graffiti Activity: 40 minutes

During this activity participants will review the chapter and discuss ways to integrate the curriculum and play. They will be focusing on *physical space*, *social environment*, *pump priming* and *informed participation* as their role changes from instructor to facilitator.

Purpose: To gather new information and reflect on current classroom practice to extend and enrich play opportunities alongside the curriculum.

Instruction and Task:

1. Ask participants to number themselves off from one to four. This will determine their group number.
2. Ask one member of each group to be the recorder. They can write anywhere on the chart. They will be given four minutes at each chart and then signaled to move to the next chart. As each group arrives at a chart their job is to read that section of the resource specifically referring to the charts. They record ideas about the topic that will extend and enrich play through the curriculum referring to 'Things to Keep in Mind' and their own ideas. Post four pieces of chart paper indicating one section on each paper: chart #1: physical environment, page 29; chart #2: social environment, page 32; chart #3: pump priming, page 34; chart #4: informed participation, page 36
3. Stop the activity once they arrive at their original station. Give them some time to read over what others have added.
4. Each group then presents the ideas/information to the larger group.
5. Allow participants to have time to record ideas on the Graffiti Activity sheet (Line Master 2A)

T-Chart Activity: 40 minutes

From last session participants were asked to have a brief discussion with their students about what they are interested in learning about. They were to bring in a photo or sketch, regarding their current room set-up. This activity will get the participant thinking about their current classroom practice; get them thinking about the chapter content and ideas from each of the four areas and how they can transfer new ideas to extend learning through play.

Purpose:

Valuing personal reflection and providing participants time to discuss their strengths, areas for growth and improvement, and to determine how the student's interests can be integrated into the classroom.

Instructions and Task:

In their small table groups, have the group share their findings. On a piece of chart paper have them draw a 'T' chart labeling one side Student Interests and the other Ideas for Change or Improvement. What would they change or improve on to support student interests? Think about the questions and ideas from each of the four areas we just reviewed. How can those ideas help you within your classroom?

Sharing: 15 minutes

After they have completed their chart have them post it on the wall in the room. Have each group present their work to the larger group.

Self-Reflection: Dreams and Nightmares: 15 minutes

During this time of self reflection participants will reflect on their feelings. What do they hope for? What are their dreams? On the other hand, what are they second guessing or still have questions about? What are their nightmares?

Have them record their ideas on Line Master 2B.

Homework Review: 10 minutes

1. Read through chapter 3, Planning and Decision Making, Independent Inquiry on pages 43-44.
2. Record three important points from the chapter into your journal to be shared next session. As you read pages 39-31, be prepared to share your previous findings from student interviews. On page 37 are some added questions to guide your discussions. Record your findings/thoughts in your journal.
3. Bring any curriculum documents for the grade you are teaching, or would like to teach.

Session Three: Building the Foundation for Play

Readings:

Chapter 3, *Planning and Decision-Making*, pages 39-59.

General Overview:

Traditional models for planning present challenges in implementing play in the everyday classroom. Curriculum planning often happens around timelines, topics, and testing, yet some of the most memorable learning opportunities come from the unexpected.

Play in school is very different from play seen at home. Play is carefully planned by the classroom teacher using informed decisions based on assessment, student interest, and curriculum connections. The teacher sets-up the classroom environment to allow opportunities to extend learning through play-facilitating exploration, asking probing questions, building social skills, allowing inquisitive minds to think independently. Independent inquiry in the primary grades is a teaching strategy that allows children to explore and make sense of their discoveries through play.

Key Learning/ Objectives:

- Using assessment to plan for play
- Establishing play in the classroom
- Learn ways to plan for and use independent inquiry effectively in the classroom.
- Documenting Learning through play
- Scheduling and setting up centres for independent inquiry

Time: 120 minutes



Materials:

- Ask participants to sit with a new group of people
- Primarily Play resource
- Chart paper and markers
- Give each person a copy of Line Master 3A
- Masking tape

Instructional Tasks: 105 minutes

Activities:

Opening (5 minutes):

Play is carefully planned by the teacher to promote independent thinking, allow for exploration, making decision, and asking questions. The teacher sets up the classroom environment based on student needs and connects learning to various curriculum expectations. Items are chosen and purposefully placed to support and extend the learning. The teacher's role during play is to facilitate the learning by promoting discussions, providing opportunities for reflection and sharing, and promoting self-directed learning.

Homework Review: 25 minutes

Based on the participants' past data and interviews with students, record the following questions on chart paper for everyone to see. What are the students interested in? What areas of the curriculum can you connect to? Give the participants an opportunity to share their discoveries and student interests.

Instructions and Task:

1. Ask participants to take out their material from their student interviews and their three important points.
2. Ask participants to find a person in the room that they have not had a chance to speak with yet, then find another pair and, as a foursome.

3. Designate one person from each group to be the time keeper. Allow only three minutes per speaker.
4. Allow the groups time to share their student ideas based on the guiding questions, and have them share their three important points from the chapter and why.
5. Be sure that each person has an opportunity to speak and they also have a right to pass.
6. Once each group is complete, share three to four points with the larger group.

Independent Inquiry: 10 minutes

Independent inquiry is a teaching strategy that provides opportunities for self-directed learning through play.

Purpose:

Participants will begin to see how independent inquiry can be incorporated into the curriculum to drive creativity, arouse the sense of curiosity, and to create an environment of self-directed learning.

Instructions and Task:

At your table independently read over pages 43-44. What is independent inquiry and why is it important? Get them time to think about their classroom and how they already incorporate these ideas. Ask the group to share three to four ideas with the larger group. The important idea is to allow children to explore creatively by providing the tools to stimulate their curiosity.

Chapter Scenarios: 15 minutes

Purpose: The scenarios will give participants an idea of how centres could look in a primary classroom integrated into the curriculum.

Instructions and Task:

Ask participants to number themselves off as one or two. All of the ones will choose scenario #1 and all the twos will choose scenario #2. Give them five minutes to read

and think about the guiding questions. After five minutes, give the group a signal (clap, chant, etc.) to move around the room. Ones will find twos and share their scenario. This will give participants an opportunity to visualize how centres can be established within a classroom. Give each person a copy of Line Master 3A.

Guiding questions for scenario on page 40:

1. How did she introduce the activities to the children?
2. What was her overall goal?
3. How can this centre be assessed?
4. What materials and centres were necessary?
5. How did things change to improve the centres?
6. How can these centres be extended to match curriculum areas?

Guiding questions for scenario on page 42:

1. What was the teacher's goal?
2. What aspects of the curriculum were covered?
3. What kind of skills were the children learning through inquiry?
4. What would be the teacher's role throughout the afternoon?
5. What would you add or change if you were this teacher?

Where to begin? Road Map: 30 minutes

The inquiry process of learning may be new to some participants and certainly a different model of teaching than the traditional model. We need to begin thinking about how to go about implementing self-directed learning into the classroom and how it will vary for our students and their learning needs.

Purpose:

Participants will take some time to review the chapter, look at their observations and interviews of their students, and curriculum areas they are responsible for covering and make a plan. The focus is on the process of learning.

Instructions and Task:

Participants will number themselves from one to five. Each group will meet at one table. With a chart paper, participants will each be responsible for reading an assigned section and reporting on the major ideas to the group. On chart paper they will create a road map of the journey to creating an inquiry based classroom. Have everyone review pages 44-45 before beginning. Feel free to record your mind map in your journals.

1. Scheduling, pages 45-49.
2. Introducing the Students to Independent Inquiry, page 50.
3. Facilitating Learning through Debriefing, pages 50-57.
4. Documenting Learning through Play, pages 57-59.

Sharing Walkabout: 5 minutes

Post all mind maps on the wall so others can view their learning. This will allow participants to solidify their thinking in a social context and determine if any major points need to be reviewed. Allow participants to record any new learning.

Planning a Centre: 20 minutes

Purpose:

Participants will work together to create a centre based on the information they have learned in the chapter. Based on their classroom needs and curriculum begin to tailor a centre that would best meet the students in your classroom.

Instruction and Task:

1. Ask participants to make groups of four with others that teach the same grade or subject area.
2. They will need markers and chart paper to develop their idea for one centre.
3. The group will focus on one area of interest that serves the best interest of their classroom.

4. The plan should include ideas from the chapter such as: curriculum expectations combined with a self-directed learning focus, assessment, materials, and steps to introduce the centre, how it will be sustained, and any considerations.
5. Each group will record their work and share it with the larger group next session.

Self-Reflection: 5 minutes

Give the participants time to write in their journals. Post the questions on chart paper.

Write a one page reflection about your learning. Here are some questions to guide you:

- What have I learned about independent inquiry?
- How will this new information change my practice?
- What am I already doing well? What do I still want to learn?

Homework: 5 minutes

1. Read chapter 4.
2. Record the questions that your school staff has around play in the classroom or school. Record their questions in your journal. Be prepared to share at the next session.

Session Four: Learning Through Play

Readings:

Chapter 4, *Learning Through Play: From Practice to Policy*, pages 61-70.

General Overview:

The value of play is not always seen in a positive manner, of benefit to students, nor do individuals see play as having a place in the school system. Yet research has indicated that there are significant benefits in child development and the skills required for tomorrow's marketplace are all developed during play. Through discussions with colleagues one can reflect, research and take action to engage others on the importance of play-based learning. Teachers are the key to implementing change and educational reform depends on changes in values and behaviours. Before teachers can become change agents they need to be respected as participants in the learning process. One way to begin personal growth is through reflection.

Key Learnings/Objectives:

- Becoming a change agent through reflective practice.
- Realize the importance of planning and ensuring plans meet the needs of different learners.
- Changing attitudes about learning through play in school.
- Improving classroom practice through reflections and action research.

Time: 120 minutes

Materials:

- Blank paper (one per person)
- Large cue cards (one per person)
- Personal journals



- Chart paper from previous session, *Planning a Centre*
- Markers
- Tape
- Letter envelopes with a stamp (one per person)
- CD player with music
- ETFO Book Club Evaluation Form

Instructional Tasks: 105 minutes

Activities:

Planning a Centre-Completion: 25 minutes

Allow participants time to complete their work from the previous session. Allow about 10 minutes for completion and 15 minutes for the entire group to present. They will need to select a speaker to present to the larger group. Post charts on the wall so participants can record ideas after the session.

Instructions and Task:

1. Pick a speaker from your group to share with the larger group your ideas for a play-based centre.
2. After you have presented, tape your chart to the wall.
3. After the session, you are free to record the ideas in your journal.

Homework Review-Beginning the Action Research Process: 15 minutes

Have participants share their ideas from their homework. Participants were asked to record questions that colleagues had about play.

Purpose:

There are several ways to familiarize yourself with play-based learning. By beginning a discussion with colleagues about play, we can begin to open implement educational change.

Instructions and Task:

1. Ask participants to share in groups of four or five.
2. Allow each person to speak and share their responses.
3. Upon conclusion, share three to four remarks with the larger group.

How will you promote play? 20 minutes

Purpose:

Based on the previous discussion as participants to look at how they can be change agents within their school. Teachers are key to change and educational reform begins with the change in attitudes and behaviours which is not easy.

Instructions and Task:

1. Participants will stay with their current groups of four to five.
2. On one piece of chart paper per group, make a T-chart.
3. On one side record the title: Obstacles in Implementing Learning Through Play; on the other side record the title: Strategies or Ideas
4. Have the groups come up with three obstacles from their homework or personal thoughts and then come up with an idea to remedy the problem. **Note that there are several ideas within the chapter.
5. When they are done, share one idea from each group.
6. Post charts in the room for others to see and record in their journals.



A. Values Activity: 15 minutes

Purpose:

As participants have read the resource and shared with others around the topic of play-based learning, how have their values changed? Reflecting back to session one, they had both dreams and nightmares, have things changed? They will once again get to meet other colleagues to share their thoughts.

Instructions and Task:

1. Give each participant an index card.
2. Have them record their answer to this question in the middle. What is the next step for play-based learning?
3. The response to this question can be global or individual.
4. Give the participants one minute to record their answer in the centre of the card.
5. When the music begins ask them to move around the room and catch eyes with someone they may have not met before and share their answer.
6. They will each record the others response in one of the four corners of the card.
7. This will continue until all four corners are filled.
8. Once the activity is complete ask for three to four ideas to be shared with the larger group.

Reflection - 30 Day Letter: 15 minutes

Purpose:

Participants will have an opportunity to reflect on how their practice has changed based on their new learning throughout the four sessions.

Instructions and Task:

1. Give each participant a blank piece of paper and an envelope that they need to self address.

2. Tell the participants to write a reflection letter and outline three things they will commit to doing in the next 30 days (Depending on the timing, you could say next semester, school year).
3. Once they are complete ask them to place the letter into the envelope. The facilitator will mail the letter back to the participant in about 40 days. This will serve as a reminder as to what they have committed to accomplishing.

Wrap-Up and Survey: 10 minutes

Gather all participants in a large, standing circle. Thank everyone for their contributions, expertise, and time to be part of the book club. It is our hope that teachers are now more familiar with the research, implementation, and action necessary to implement play-based learning within the classroom. No, this is not an easy fix, but little by little teachers can be effective in change.

Have participants share any last thoughts with the group and ask them to fill out the evaluation form as their ticket out the door.

Support Material Section



Session One: Get Thinking about Play

Line Master 1A

Getting Acquainted

Print the following instructions on chart paper.

On your index card answer the following questions:

1. Your name
2. One fact about yourself that is important to you
3. Why you are attending the book study?
4. What do you hope to gain from the book study?

Session One: Get Thinking about Play

Line Master 1B

3-2-1 Activity

Three things you find important

Two things you find interesting

One thing you have rolling around in their head

Session One: Get Thinking about Play

Line Master 1C

Expert Groups Recording Sheet

1. Pages 11-13 A New Look at Play
2. Pages 13-16 Exploratory Play
3. Pages 16-21 A New Look at Learning
4. Pages 21-25 To Play is to Learn



Session One: Get Thinking about Play

Line Master 1D

Self-Reflection Questions

1. What does play mean to me?
2. Where does play fit in?
3. What is valued in my classroom about play and learning?
4. What are my students interested in? Do they have a 'voice' in the classroom?
5. What am I doing well?



Session Two: Play and Curriculum

Line Master 2A

Graffiti Activity

Physical Environment, page 29

Social Environment, page 32

**Play and the
Curriculum
Connection**

Pump Priming, page 34

Informed Participant, page 36



Session Two: Play and Curriculum

Line Master 2B

Dreams and Nightmares

Dreams

Nightmares

Session Three: Building the Foundation for Play

Line Master 3A

Chapter Scenarios

Guiding questions for scenario on page 40:

1. How did the educator introduce the activities to the children?
2. What was her overall goal?
3. What materials and centres were necessary?
4. How did things change to improve the centres?
5. How can these centres be extended to match curriculum areas?

Guiding questions for scenario on page 42:

1. What was the educator's goal?
2. What aspects of the curriculum were covered?
3. What kind of skills were the children learning through inquiry?
4. What would be the teacher's role throughout the afternoon?
5. What would you add or change if you were this educator?



ETFO Book Club Evaluation Form

Primarily Play – Engaging primary learners through play

1. My overall impression of the ETFO Book Club is:	Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	Fair <input type="checkbox"/>	Poor <input type="checkbox"/>
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Please explain your answer:

2. Outline the most useful feature(s) of the program and why?

3. What three things from the ETFO Book Club had the most impact on you?

- a. _____
- b. _____
- c. _____

4. How do you think your learning from the ETFO Book Club will impact your work?	To a Great Extent <input type="checkbox"/>	Somewhat <input type="checkbox"/>	Very Little <input type="checkbox"/>	Not All <input type="checkbox"/>
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Please explain your answer:

5. What one thing would you change or add to the program to enhance its effectiveness and applicability in your work?

6. The ETFO Book Club model was appropriate for the type of learning I expected:	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>
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Please explain your answer:

7. Attending the ETFO Book Club changed my understanding of ETFO as a professional organization:	Strongly Agree <input type="checkbox"/>	Agree <input type="checkbox"/>	Disagree <input type="checkbox"/>	Strongly Disagree <input type="checkbox"/>
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Please explain your answer:

8. Can you suggest ways this ETFO Book Club could be more environmentally friendly?

Overall comments:
