

Fostering Meaningful Investigations Through Play & Provocation

Presenter:

Email:



www.kodokids.com - for products

www.kodokids.org - for education

pd@kodokids.com

Next Step Action Plan

Name: _____ Date: _____

Topics: Fostering Meaningful Investigations Through Play & Provocation

Key Messages:



1. Mature Play
2. Moving from Activities to Investigations
3. 6 Provocation Styles & Strategies to Foster Investigations

What action steps will you take to implement what you learned today in your classroom practice?

What current teaching practices do you want to modify or extend?

What new teaching practices or strategies do you want to try?

The Value of Play

Play is more than just fun for babies and children. It's how they learn, and how they work out who they are, how the world works and where they fit into it.

- Play helps children build confidence
- Play develops and refines neural pathways
- Children exercise their imaginations and inventiveness as they play
- Play invites discovery, wonder, and new perspectives
- Play offers opportunity to explore, examine, question, predict, test, and investigate.
- When children are playing joyfully they develop a positive approach to learning.

Mature Play

- During mature play children practice cognitive skills, acquisition of literacy skills, symbolic representation, practice writing, improve memory.
- Children use symbolic props in mature play.
- Children learn to negotiate what they want with others through play.
- Mature play is related to the development of self-regulation – children are practicing how to regulate themselves when engaged in make-believe play.

“Young children’s engagement in high-level play is one of the best predictors of later school success.”

Children’s Play and Learning: Perspectives and Policy Implications, eds. E Kligam & S Smilansky, 18-42. New York: Teacher’s College Press. 1990

Benefits of High-Quality Play

- Longer interactions among children
- High levels of involvement
- More cooperation
- Strengthened ability to picture situations
- Control experiences
- Supports self-regulation

Enabling High-Quality Mature Play

Provide:

- Lengthy play periods
- Realistic play materials
- Unstructured, open ended materials

SOURCE: Copple, C and S Bredekamp, eds 2009. *Developmentally Appropriate practice in Early Childhood Programs Serving Children from Birth through Age 8.*

Not all play is high-level play, and without adult support some children will not reach this level.

- ✓ Help children by intentionally scaffolding their cognitive and social play experiences.
- ✓ Deepen and broaden their problem solving and critical thinking while they explore the world around them.
- ✓ Help children to interpret their experiences, make sense of the world and learn by doing through play.
- ✓ Help them expand from engaging in simple activities to more complex investigations.



What is an INVESTIGATION?

Investigations in an early learning environment occur over time, are based on children's individual and collective interests and are often structured through intriguing relevant themes or projects. We encourage educators to expand and deepen learning experiences by progressing along a continuum which shifts the focus from providing singular activities to sensory explorations to integrated in-depth systematic investigations.

Kodo defines the learning experience on the **Activity → Exploration → Investigation** continuum as follows:

Activities are:

- often adult initiated
- one time *exercises or tasks*
- singularly *focused on the outcome*
- result oriented

Explorations are:

- hands-on
- open-ended opportunities and experiences
- focused on process
- engaging, multi-sensory experiences
- often child initiated
- revisited over time
- provoked by diverse materials

Investigations are:

- an in-depth study of a specific topic of interest
- approach exploration systematically
- build on explorations
- include adult facilitation
- contain intentional provocations, challenges, and constraints
- allow for problem solving and understanding through trial and error experiences
- invite mistakes, failures, and successes
- bridge previous experience and knowledge to new experiences.
- include reflection opportunities
- are planned for examination, study and inquiry over time
- incorporate a systematic and intentional approach to foster reasoning and critical thinking through children's documentation, reflection, and representation

“When children engage in investigations, they are involved in asking probing questions, collecting data, analyzing the information, and finding meaningful answers to their original questions.”

Loose Parts by Lisa Daly & Miriam Beloglovsky



6 Provocation Styles to Foster Investigations

1. MODEL CURIOSITY

- Wonder out loud
- Demonstrate curiosity

2. ADAPT the ENVIRONMENT

- Design space with intention
- Include intriguing materials
- Offer diverse loose parts
- Plan outdoor provocations

3. Use VERBAL COMMUNICATION

- Talk Informatively
- Ask open ended questions
- Expand vocabulary

4. Use NON-VERBAL COMMUNICATION

- Use drawings, photos, and art as inspiration
- Use real objects as inspiration
- Use images and visual reference materials
- Facial expressions
- Make sounds – ‘mmmph”

5. OFFER CHALLENGES & CONSTRAINTS

- Add materials
- Remove or limit materials
- Change variables
- Provoke complexity incrementally

6. Facilitate DATA COLLECTION & ANALYSIS

- Document plans and outcomes
- Record and reflect
- Document both process AND outcomes

NOTES

NOTES

Ball Investigation Observation Activity

Record examples of each of 6 Provocation Styles you observe in the Ball Investigations video

6 Provocation Styles To Foster Investigations

1. MODEL CURIOSITY

2. ADAPT the ENVIRONMENT

3. Use VERBAL COMMUNICATION

4. Use NON-VERBAL COMMUNICATION

5. OFFER CHALLENGES & CONSTRAINTS

6. Facilitate DATA COLLECTION & ANALYSIS

6 Provocation Styles To Foster Investigations TEMPLATE

PLANNING - INVESTIGATION FOCUS: _____

Age Group: _____

1. MODEL CURIOSITY

2. ADAPT the ENVIRONMENT

3. Use VERBAL COMMUNICATION

4. Use NON-VERBAL COMMUNICATION

5. OFFER CHALLENGES & CONSTRAINTS

6. Facilitate DATA COLLECTION & ANALYSIS

Reflection and Evaluation

Topic: _____ Date: _____

Please complete the following questions (front and back) and leave your evaluation with the presenter.

<i>What I expected</i>	<i>What I got</i>
<i>What was most important to you and what did you find valuable?</i>	<i>What will you implement or how will you change based on what you learned?</i>

Session Rating

Please rate the following questions on a scale of 1 to 7 by circling a number.
(1 is Low/Poor/Not Effective and 7 is High/Extremely Effective)

1. What was your overall experience of this session?

Low 1 2 3 4 5 6 7 High

2. Were the materials helpful and appropriate to your learning needs?

Low 1 2 3 4 5 6 7 High

3. Was the content of the session relevant and helpful to you?

Low 1 2 3 4 5 6 7 High

4. Was the presentation and delivery of the presenter successful in this session?

Low 1 2 3 4 5 6 7 High

5. Were the experiential activities relevant and helpful?

Low 1 2 3 4 5 6 7 High

Keepers.... What was supportive and helpful to you during this training?

Rethink.... What could the presenter do to be more effective and add value to your professional development?

Testimonial - If you are willing to provide a testimonial of what you found to be valuable, please write them here:

EVENT/TRAINING DATE: _____

Complete this form to receive Kodo Kids announcements and information:

Name:

Title:

Program:

Street Address:

City/State:

Email:

Phone:

Please check any of the following options. I want and consent to:

- Please contact me regarding Kodo products.
- I am interested in hosting or sponsoring a training.