

*NonViolence in the Lives of Children Project*

# **Creating Safe and Trusting Places to Live and Learn**

Wilma Gold

Sharon Davisson

Marilyn Shelton

and The Susan Hopkins





NATIONAL  
GEOGRAPHIC



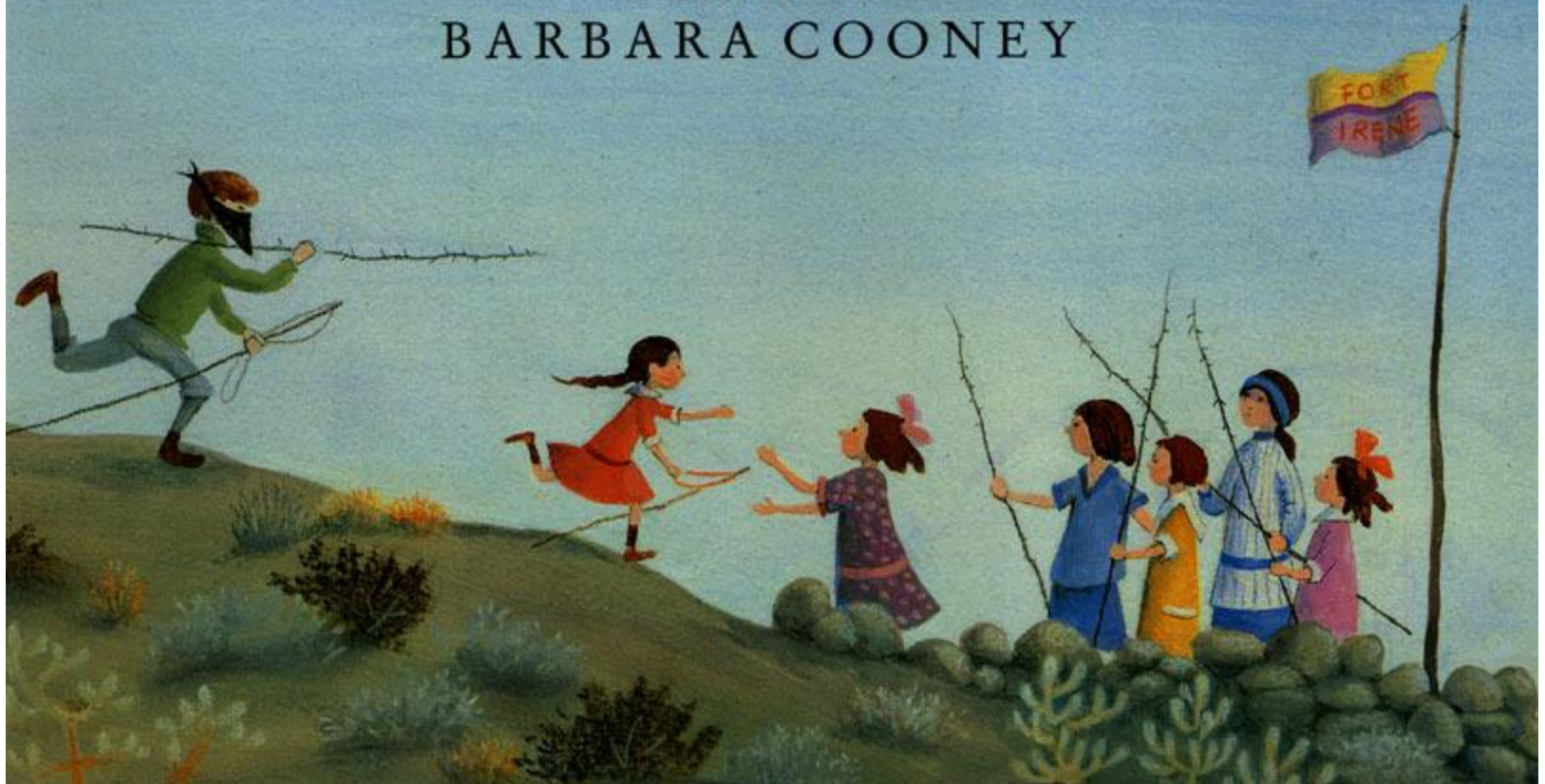
*A little*  
**PEACE**

*by Barbara Kerley*

ALICE McLERRAN

# ROXABOXEN

ILLUSTRATED BY  
BARBARA COONEY



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# Setting the Stage





Brainstorm expectations

for what you would like to get out of

this institute.

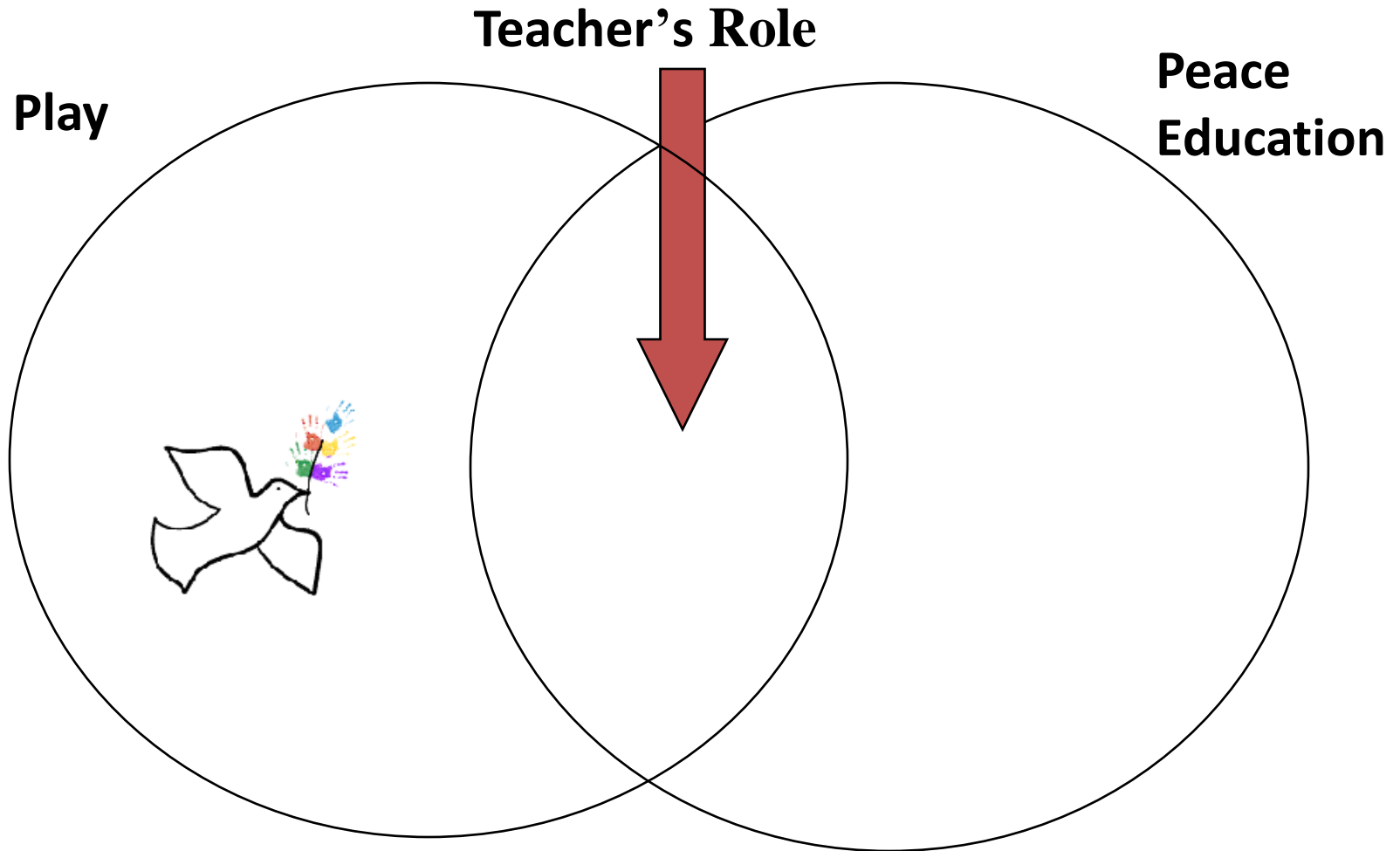
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# Setting the Stage: Connecting Play, Learning and Nonviolence



Marilyn Shelton

# Venn Diagram: Play, Peace Education, and Teacher's Role





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## Definitions of Play

Erik Erikson, “Play provides model situations in which aspects of the past are re-lived, the present represented and renewed, and the future anticipated.”

Lev Vygotsky, “The child engages in an “imaginary, illusory world in which...unrealized desires can be realized”

from Hirsh, 2004





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## Definitions of Play (continued)

Maria Montessori,

from Hirsh, 2004

“Play is the child’s work”

Elizabeth Jones and, “Choosing what to do,

Renatta Cooper

from Jones and Cooper, 2006

doing it, and enjoying it.”



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## Characteristics of play

- ✎ intrinsically motivated,
- ✎ freely chosen,
- ✎ actively engaged in,
- ✎ pleasurable,
- ✎ and nonliteral (symbolism)

Hughes (1989) from Hirsh





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# Piaget's theory of symbolic development

- ✧ Sensory: scribbling stage
- ✧ Motor Play: functional play stage
- ✧ Level I Representation: cognitive/manipulative
- ✧ Level II Representation: creative/expressive
- ✧ Level III Representation: language-mediated



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# Piaget's theory of symbolic development

## Sensory: scribbling stage

“Sensory experiences coordinate brain functioning and create synapses. Sensory experiences are necessary for the development of higher-level functioning.”

Hirsh, pg 184



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# Piaget's theory of symbolic development

## Motor Play: functional play stage

- ✎ Stage is characterized by movement.
- ✎ Child utilizes motor movements to manipulate toys and tools in very functional ways





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## Piaget's theory of symbolic development

### Level I Representation: cognitive/manipulative

- ✎ creation of symbols or their use in nonliteral aspects of play
- ✎ beginning of nonliteral or pretend characteristic of a true play experience
- ✎ mental organization and use of symbols





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# Piaget's theory of symbolic development

## Level II Representation: creative/expressive

- ✎ Dramatic play stage,
- ✎ Express ideas and feelings through verbal and nonverbal use of symbolism.
- ✎ Child's symbol becomes a theme or storyline.
- ✎ Drawing, role-play, or play with miniature life toys.
- ✎ Theme/storyline will have sequence and will last for a significant time.



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# Piaget's theory of symbolic development

## Level III Representation: language-mediated

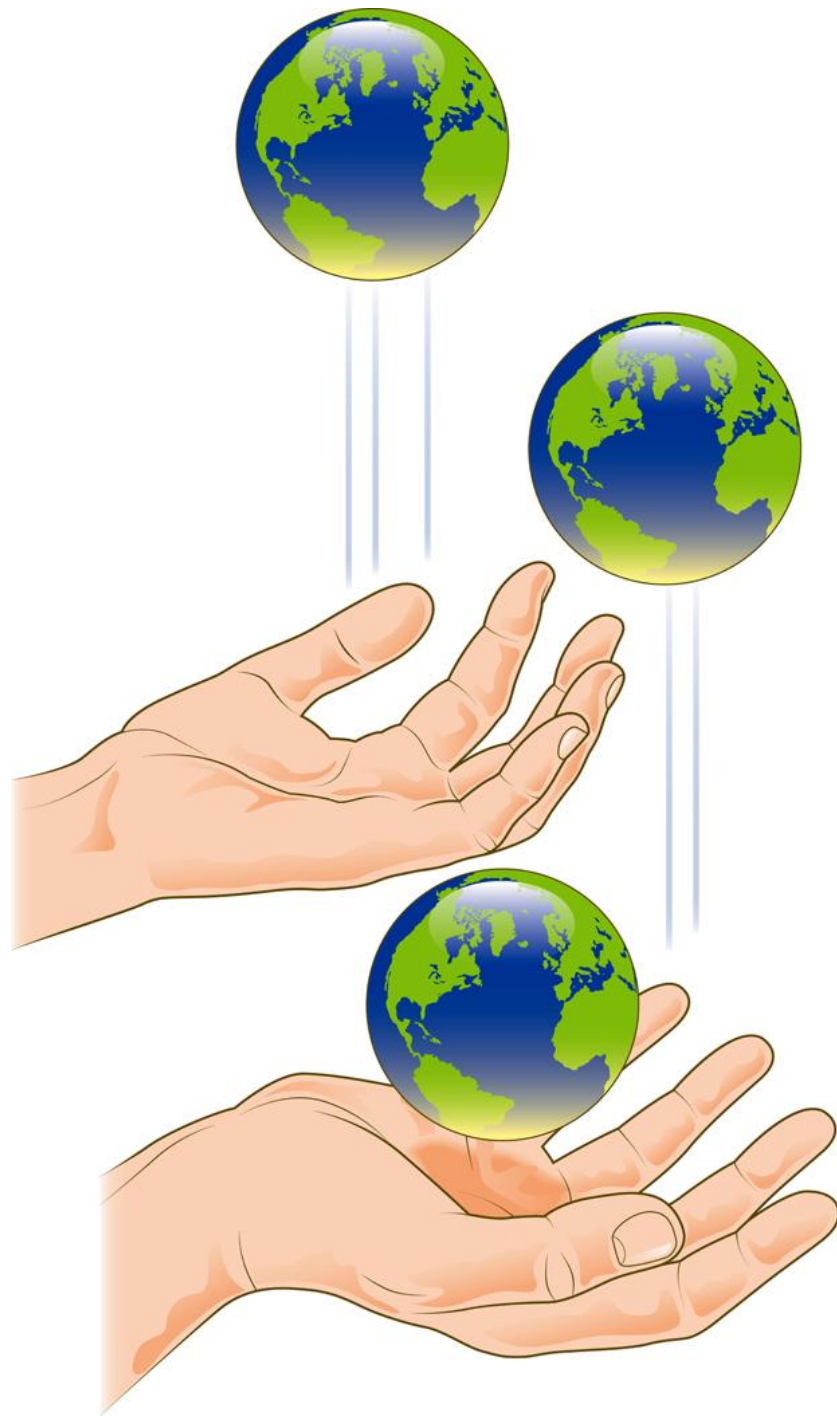
- ✧ Games with rules
- ✧ Words are used in place of actions.  
“lets pretend...”
- ✧ Play not dependent on props.
- ✧ Can indicate when a child is ready for formal symbol systems



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# Vygotsky

## Zone of Proximal Development





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## **Social Levels of Play** (Parten 1932)

 Onlooker Play

 Solitary Play

 Parallel Play

 Associative Play

 Cooperative Play



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## Social Levels of Play (Parten 1932)

### **Onlooker Play**

 watching others play

 only observing

 not interacting



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## Social Levels of Play (Parten 1932)

### **Solitary Play**



Independent



Not influenced by those  
around them







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## Social Levels of Play (Parten 1932)

### **Parallel Play**




- ✎ Use of similar toys and/or engaged in similar activities
- ✎ But not playing together
- ✎ They notice what others are doing and may get ideas for their own play.



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## Social Levels of Play (Parten 1932)

### **Associative Play**

-  Similar, somewhat organized activity
-  No joint effort
-  Do talk to each other









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## Social Levels of Play (Parten 1932)

### **Cooperative Play**

-  Joint effort toward common purpose
-  Different roles
-  Organized play themes
-  Play takes shape from contributions made by all players







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“Play scholarship appears to coalesce into  
seven broad **rhetorics...**”

- ✎ belief systems adopted by fields of scholarship,
- ✎ underlying ideologies,
- ✎ values of those who participate in such scholarship

Brian Sutton-Smith(1997, 1999) in Frost, Worthman and Reifel, pg 31 (2008)

# Rhetorics of Play and Their Respective Disciplines and Theories

<b>Rhetoric</b>	<b>Discipline</b>	<b>Play Forms</b>	<b>Scholars</b>	<b>Child Play Research</b>
Progress	Biology, Psychology, Education	Pretend Games	Erikson Piaget Vygotsky	Smilansky (1968)
Fate	Mathematics	Gambling	Abt, Fuller	
Power	Sociology	Athletics	Spariosu Huizinga	Yeatman Reifel (1997)
Identity	Anthropology	Festivals Parties	Turner	Fine (1983)



# Rhetorics of Play and Their Respective Disciplines and Theories

<b>Rhetoric</b>	<b>Discipline</b>	<b>Play Forms</b>	<b>Scholars</b>	<b>Child Play Research</b>
Imaginary	Art Literature	Fantasy	Bateson Bakhtin	Dyson (1997)
Self	Psychiatry	Leisure	Csikszentmihalyi	Kelly-Byrne (1989)
Frivolity	Pop Culture	Nonsense	Stewart Welsford	Opie & Opie (1959)

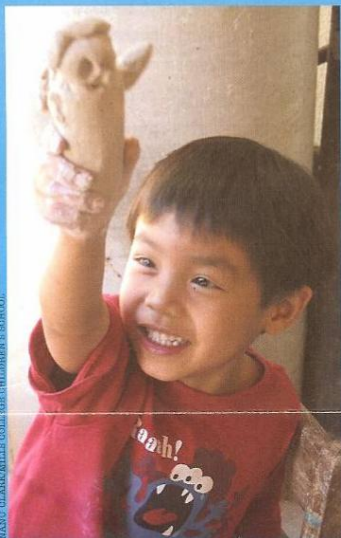
# Leisure play



Frivolity



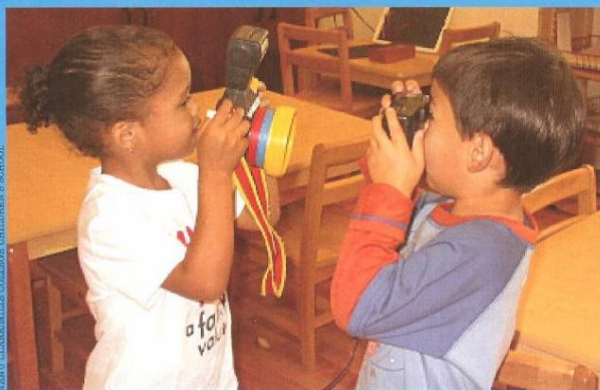
# Play in the Early Years:



MARY CLARKMILLS COLLEGE FOR CHILDREN'S SCHOOL



SEENA FISH PHOTOGRAPHY



MARY CLARKMILLS COLLEGE CHILDREN'S SCHOOL

## Key to School Success

### A Policy Brief

© Bay Area Early Childhood Funders  
May 2007

Based on the work of the late Dr. Patricia Monaghan Nourot and  
dedicated to her memory

Edited by Jean Tepperman,  
Executive Director, Action Alliance for Children



# ***CAN WE PLAY?***

Play is essential to positive human development, but kids are playing less and less, says psychologist **David Elkind**. What can we do to build a new culture of play?

# Alliance for Childhood

The Alliance for Childhood promotes policies and practices that support children's healthy development, love of learning, and joy in living. Our public education campaigns bring to light both the promise and the vulnerability of childhood. We act for the sake of the children themselves and for a more just, democratic, and ecologically responsible future. For more information visit our web site: [www.allianceforchildhood.org](http://www.allianceforchildhood.org).



Photograph by Dody Riggs

## Time for Play, Every Day: It's Fun — and Fundamental

There was a time when children played from morning till night.

They ran, jumped, played dress-up, and created endless stories out of their active imaginations.

Now, many scarcely play this way at all. What happened?

- Over four and a half hours per day watching TV, video game, and computer screens;<sup>1</sup>
- Academic pressure and testing, beginning with three-year-olds;
- Overscheduled lives full of adult-organized activities;
- Loss of school recess and safe green space for outdoor play.

Decades of research clearly demonstrate that play—active and full of imagination—is more than just fun and games. It boosts healthy development across a broad spectrum of critical areas: intellectual, social, emotional, and physical. The benefits are so impressive that every day of childhood should be a day for play.

*What's the smartest thing a young child can do with a computer or TV? Play with the box it came in! Computers tend to insist on being just computers, programmed by adults. But an empty box becomes a cave, a canoe, a cabin, a candy shop—whatever and whenever the child's magic wand of imagination decrees.*

### THE BENEFITS OF PLAY

Child-initiated play lays a foundation for learning and academic success. Through play, children learn to interact with others, develop language skills, recognize and solve problems, and discover their human potential. In short, play helps children make sense of and find their place in the world.

- **Physical development:** The rough and tumble of active play facilitates children's sensorimotor development. It is a natural preventive for the current epidemic of childhood obesity. Research suggests that recess also boosts schoolchildren's academic performance.<sup>2</sup>
- **Academics:** There is a close link between play and healthy cognitive growth. It lays the foundation for later academic success in reading and writing. It provides hands-on experiences with real-life materials that help children develop abstract scientific and mathematical concepts. Play is critical for the development of imagination and creative problem-solving skills.<sup>3</sup>
- **Social and emotional learning:** Research suggests that social make-believe play is related to increases in cooperation, empathy, and impulse control, reduced aggression, and better overall emotional and social health.<sup>4</sup>
- **Sheer joy:** The evidence is clear—healthy children of all ages love to play. Experts in child development say that plenty of time for childhood play is one of the key factors leading to happiness in adulthood.<sup>5</sup>



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# Reclaiming play: helping children learn and thrive in school

By Nancy Carlsson-Paige



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# The Importance of Child-Initiated, Unstructured Play

By Sharon Davisson







## **Role or importance of play**

- ✎ Play is a creative thinking process
- ✎ Play contributes to social, emotional and cognitive development, including literacy
- ✎ Play helps build synapses in the brain..
- ✎ Play meets a challenge and challenges the players to solve problems of their own creation



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## Role or importance of play

**Play helps make sense of the world**

**– the way things work:**



Mechanical



Relationships



Bodies



Events







Sensitive issues

(divorce, war, domestic abuse, etc.)





## Current issues around play

-  NCBL –  
emphasis on LITERACY and testing
-  Video games
-  Violence/dangerous neighborhoods
-  What else?





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## What is Your Sphere of Influence

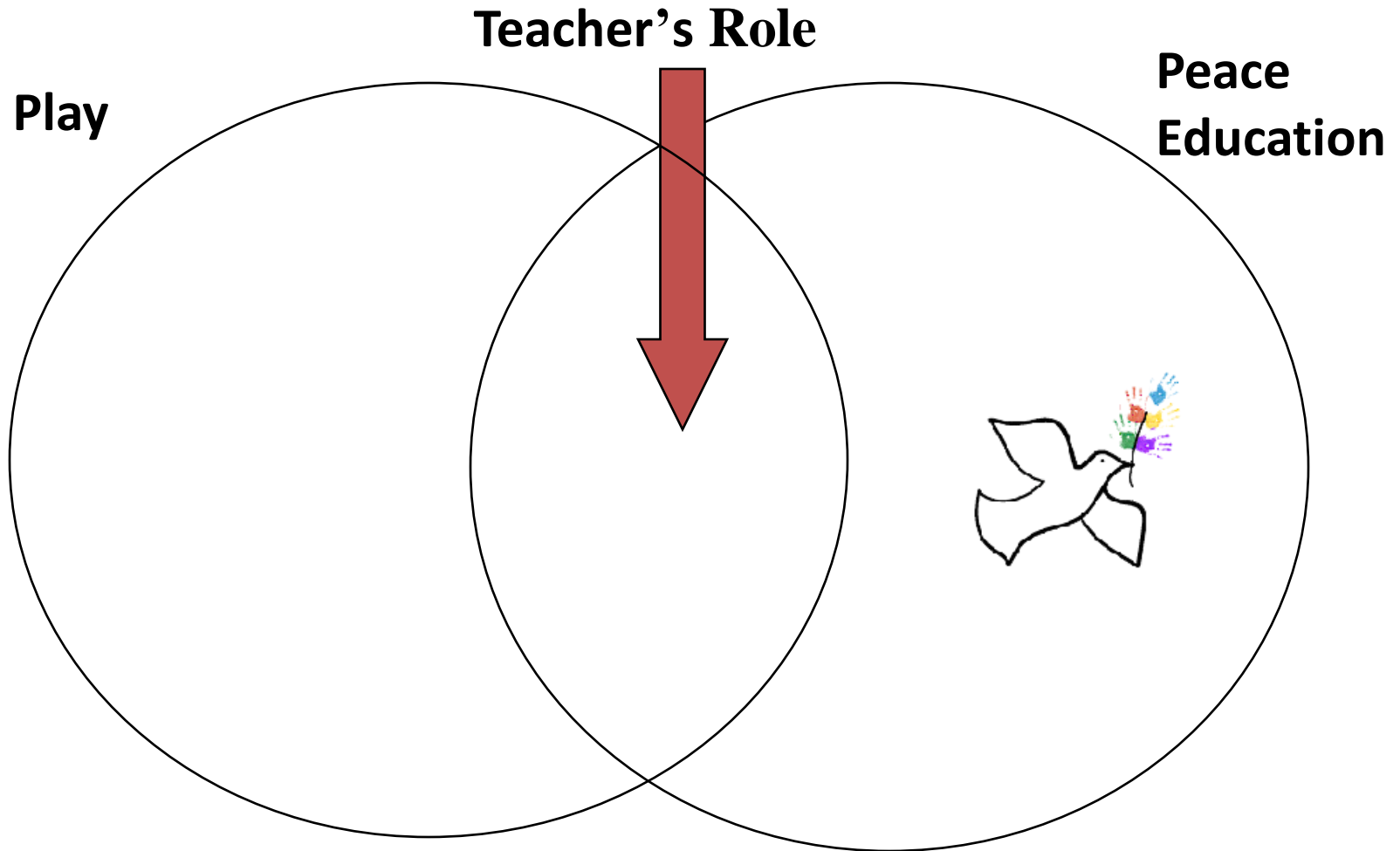
- ✚ Classroom/home
- ✚ Children
- ✚ Families
- ✚ Administration
- ✚ Colleagues

At your  
tables, discuss  
the  
influence  
you see  
here





# Venn Diagram: Play, Peace Education, and Teacher's Role











## Peace Education

The aim of peace education is to provide the tools and the framework to empower peaceful problem solving, conflict resolution, and decision making in ways that emotionally support individuals, the community and the world.



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## Goals of Peace Education






-  Self Awareness
-  Awareness of Others
-  Cultural Understanding
-  Conflict Management
-  Creative Thinking
-  Love of Nature





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## Concepts of Peacemaking

-  begin with inner peace
-  Safe-respectful-inclusive environment
-  Sense of community
-  Celebration of differences
-  Advocacy



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## Integrating Peace Education with Play

- ✎ Appreciation of diverse perspectives and cultures
- ✎ Values of respect and inclusion
- ✎ Values freedom with responsibility
- ✎ Sense of community - “we-ness”






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# Integrating Peace Education with Play

 Competency

 Citizenship

 We can make things better, solve problems, change, take action

 Skill Building: problem solving; creative thinking  
communication of wants/needs

 Emergent curriculum





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High/Scope, *Adult-Child Interaction Participation Guide*, 1996, p.55

## **Six Steps in the Problem-Solving Approach to Conflict**

It is important to listen more than one talks,

“allow children the time to make mistakes and figure out solutions, and point out that a diversity of viewpoints is natural, normal and workable.”



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### **Six Steps in the Problem-Solving Approach to Conflict**

#### **1. Approach Calmly**

- a. Use a calm voice and gentle touch
- b. Stop any aggressive behavior
- c. Place yourself between the children, at their eye level
- d. If needed, neutralize the object of conflict by holding it yourself

#### **2. Acknowledge Feelings**

- a. “You look really upset”
- b. Offer no judgments, values, or solutions



## Six Steps in the Problem-Solving Approach to Conflict

### 3. Gather Information

- a. “What’s the problem?”
- b. Draw out details; define problems
- c. Don’t direct questions toward pinpointing blame

### 4. Restate the Problem

- a. “So the problem is . . .”



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### Six Steps in the Problem-Solving Approach to Conflict

5. **Ask for ideas for solutions and choose one together**
  - a. **“What can we do to solve this problem?”**
  - b. **Give the children the job of thinking and figuring out the solution**
  - c. **If any solution seems unsafe or grossly unfair, tell the children: “It is too dangerous for you both to stand on the trampoline. What is another way you can agree?”**
  - d. **Try not to find a solution too quickly; give children the time to discuss their ideas and feelings**





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## **Six Steps in the Problem-Solving Approach to Conflict**

### **6. Follow-up support**

- a. ‘You solved this problem!’**
- b. Stay near to offer follow-up support**



# Hearing Everyone's Voice

**Educating Young Children for  
Peace and Democratic Community**

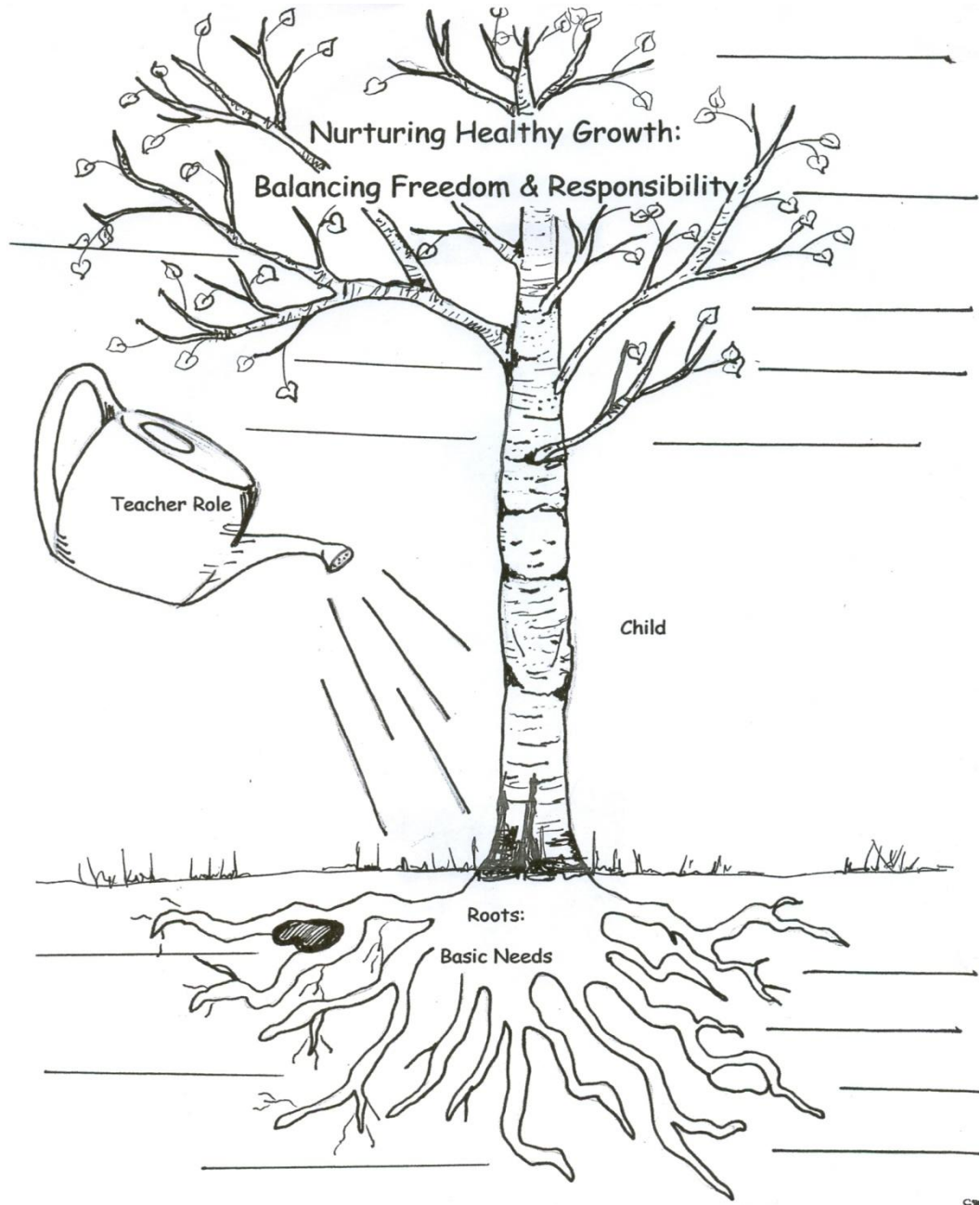
**Edited by Susan Hopkins**

PEACE EDUCATION	ANTI-BIAS PERSPECTIVE	DEMOCRATIC PRACTICE
Self Awareness	Identity: One's self and group	Self Identity and Responsibility
Awareness of Others	Groups: Similarities and differences	Safety and Trust
Cultural Understanding	Awareness of Bias and Stereotypes	Cherishing Diversity
Conflict Management	Empathic Relationships	Shared Power and Decision Making
Creative Thinking	Critical Thinking	Problem Solving and Choices
Love of Nature	Action/Advocacy	Shared Resources

Used with permission, *Hearing Everyone's Voice*, edited by Hopkins.









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## K W L Chart: Philosophy\_

Know	Want to know	Learned
List what is already known	List what you want to know	List what you have learned



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## **Definition:**

“A philosophy statement is a concise, written description of your beliefs and values specific to teaching and learning.”



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In the KNOW column,  
list what you know about  
writing a personal  
professional philosophy statement



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In the **WANT** column,  
list what you want to know  
about developing a  
personal professional  
philosophy statement



Maintaining one's own integrity and remaining congruent while working with other groups, school systems, etc.

Being intentional and congruent so that your actions reflect your beliefs



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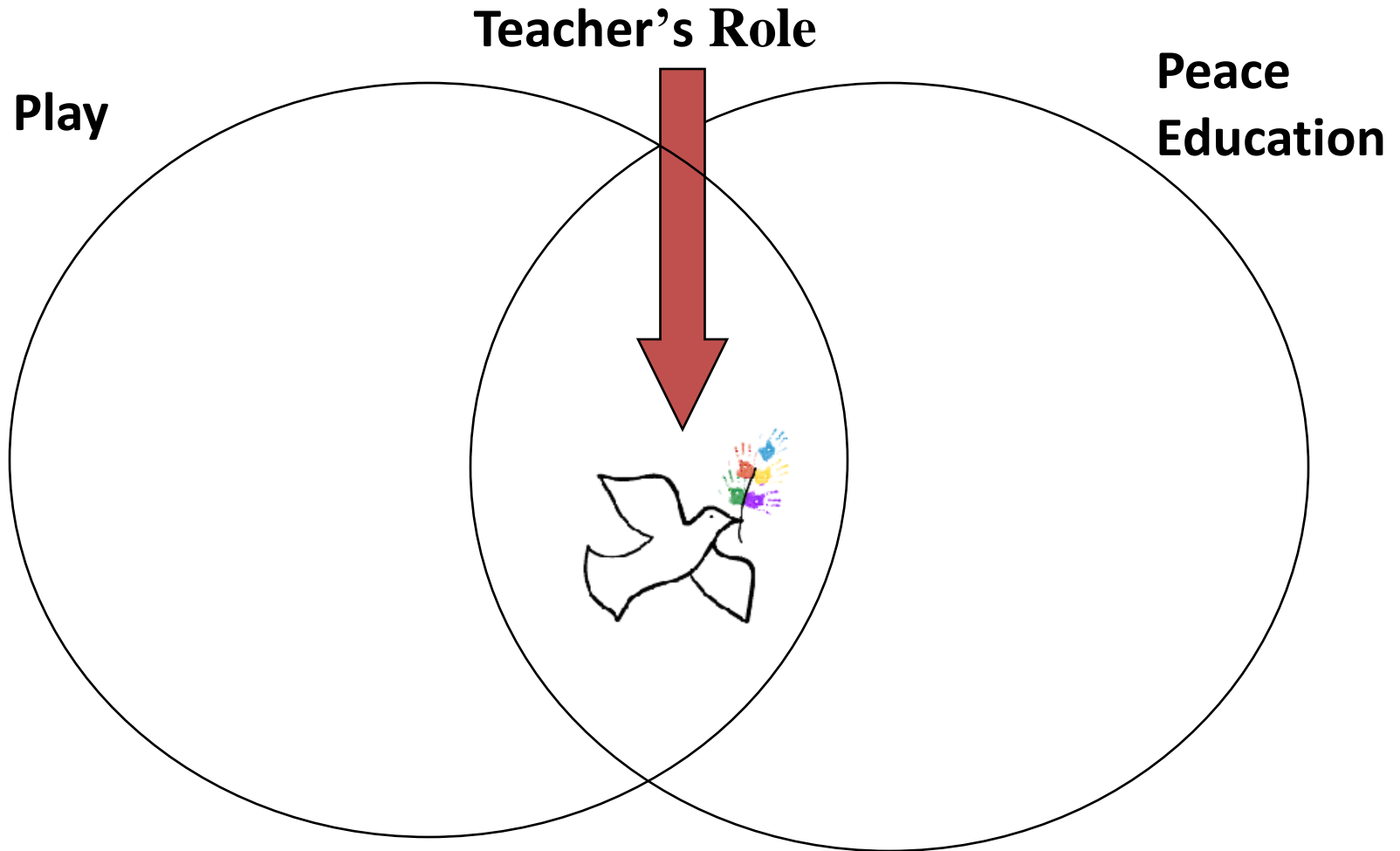
## Individual Philosophy of Education

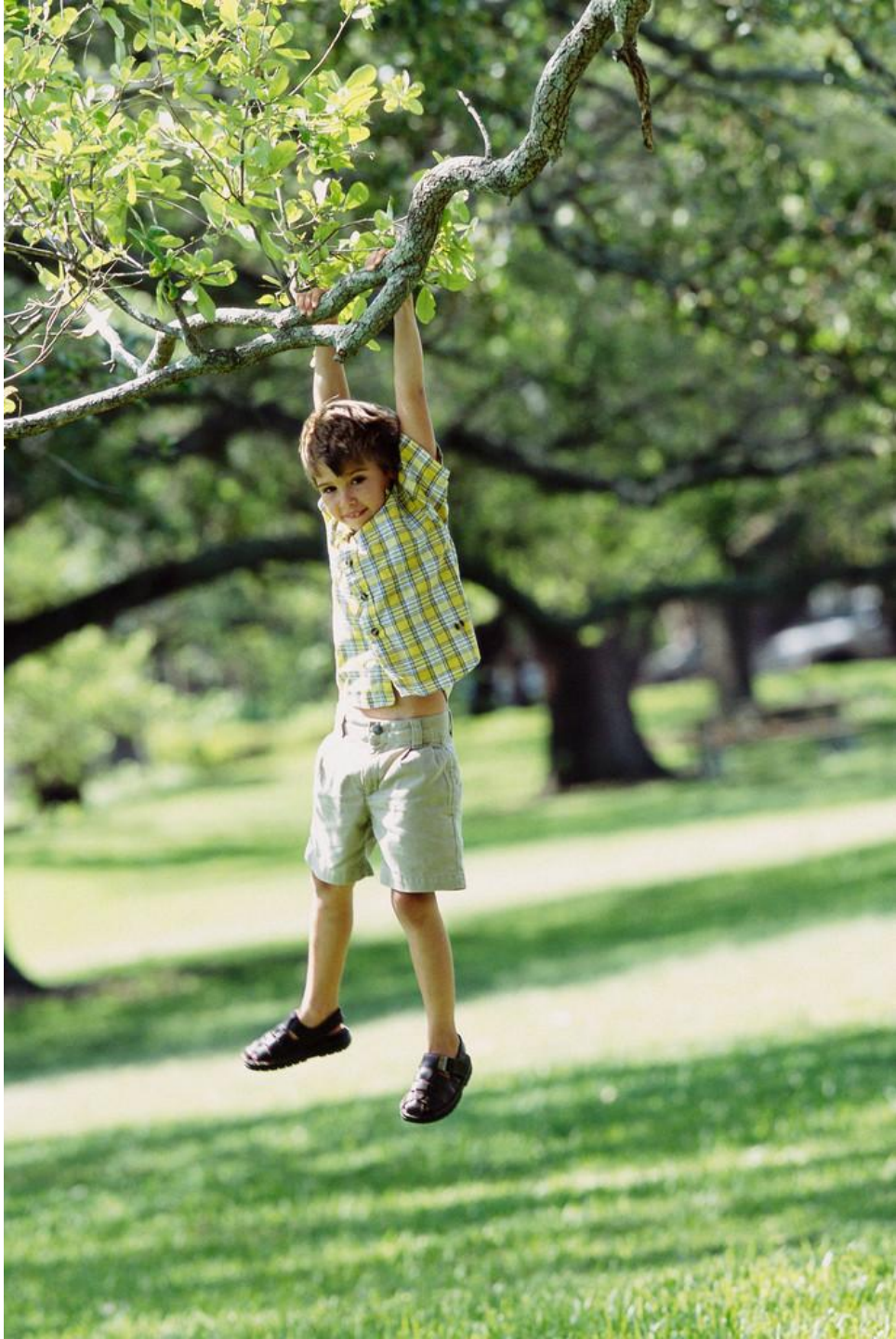
What are your beliefs and values  
related to play?

How does play relate  
to cognition, learning, literacy?



# Venn Diagram: Play, Peace Education, and Teacher's Role







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