

The Role of Play in Learning

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PEN REGIONAL CONFERENCE

OCTOBER 29, 2010

Hosted by Wingra School in Madison, WI



Today's Schedule

8:30–9:30: Arrival- Registration Coffee, Tea & Light Breakfast	ROOM 203
9:00–10:15: Experiential Activity Related to Play (Join any of the ongoing activities after you register.)	See map
10:15–10:45: Welcome - Introduction – Schedule	GYM
10:45–11:00: Break	
11:00–12:30: Panelist Discussion: <i>The Role of Play in Learning</i>	GYM
12:45–1:30: Lunch	GYM
1:30–2:30: Afternoon Work(Play)shops	CLASSROOMS
2:45–4:00: Open Space Event	GYM
4:00–4:30: Sharing - Closing	GYM

Morning Panelists

Panelists take up the role of play in learning from four different angles:

- Outdoor Learning Environments
- Theater
- Human Development
- Technology

Andy Howard

Throughout his 12-year career with Hitchcock Design Group, Andy Howard's creative vision and construction knowledge have played an instrumental role in a variety of projects ranging from community parks to large-scale master plans. An active member of the Chicago Wilderness Leave No Child Inside planning committee, he led the logo design team for the Leave No Child Inside initiative.

This passion for connecting children with the natural environment has resulted in some of the Chicago region's most innovative, nature-based play environments. Andy's work on outdoor learning environments, such as The Morton Arboretum Children's Garden and Bowen Park has been recognized by numerous professional organizations, including the Illinois Chapter American Society of Landscape Architects and Illinois Park and Recreation Association.

He has a B.S. in landscape architecture from Purdue University.

Rebecca Jallings

Rebecca Jallings has taught theater, speech, media literacy, and film at Madison West High School for 18 years. In 1996, she created MULTICO, West's multicultural touring company. She taught theater and directed several productions at Wingra School before she started at West.

Rebecca has also directed for Stagecoach, Wisconsin Children's Theater, Madison Repertory Theater, Strollers, Millennium Theater, and the Madison Theater Guild. She was honored to receive a teaching award from the Parents of African American Students Association in 1994-5. In 1997, she earned a Best Director Award from the Wisconsin High School Theater Association.

She has a B.A. in theater, a B.S. in communication arts, and an M.S. in education, all from the University of Wisconsin-Madison.

Jill Steinberg

Jill Steinberg has been teaching in the Department of Human Development and Family Studies at the University of Wisconsin for the past 15 years. Her highly popular experiential course, “Development and Role of Play Across the Lifespan” has been invigorating undergraduates for the past seven years. Melding her life experience as elementary teacher, parent, school-age child care consultant, and academician, she believes that we, as a culture misunderstand and under-value play.

Jill has a Ph.D. in human development and family studies from the University of Wisconsin-Madison.

Constance Steinkuehler

Constance Steinkuehler is an assistant professor in the Educational Communications and Technology Program in the Department of Curriculum and Instruction at the University of Wisconsin–Madison. She is a founding fellow of the Games, Learning, and Society Initiative at UW-Madison and chairs their annual conference held each summer in Madison.

Her research on cognition, learning, and literacy in massive multiplayer online games has been funded by the MacArthur Foundation, the Spencer Foundation, and the Academic ADL Co-Lab.

Constance’s current work focuses on the potential for virtual worlds to function as sandboxes for the reconstruction (perhaps, reinvigoration) of a new form of twenty-first century citizenship—a “pop cosmopolitanism” marked by the willingness to engage in an increasingly globalized and therefore diverse socio-technical world and the development of intellectual practices crucial to successful navigation within it.

She has a Ph.D. in literacy studies, M.S. in educational psychology, and three B.A. degrees in mathematics, English, and religious studies.

Afternoon Work(Play)shops

Workshop Title	Presenter(s)	Description	Room
Building Buddy Relationships Through Play	Melisa Messenger and Terry Wickman <i>Aldo Leopold Community School</i>	The Buddy Program is a partnership between a 6th grade buddy and a kindergartener using play as the format. These partnerships teach cooperation, and turn taking and offer students another avenue for creative play. In this workshop, Melisa and Terry will share the program that they have built over the past ten years.	200
Catharsis as a Social-Emotional Goal in the Classroom	Paul Grajnert <i>The Children's School</i>	A term from the theater, <i>catharsis</i> is usually defined as the experiencing of different emotional states in a safe and consequence-free environment. In many ways the classroom is a theatrical (fake) environment where students are able to "practice" different emotional states in consequence-free ways. "Play" time offers students the widest possible parameters for such experiences. How can catharsis be encouraged in the classroom? What/how can teachers learn about students through this process? What are the moral limits of "using" these experiences for "teaching"? What are other limits of this process?	101
Construction: Constructing Relationships	Kim Cotant and Sarah Ramirez <i>Wingra School</i>	What can you construct with some big wooden blocks and a cooperative classroom atmosphere? Come and join us as we take this opportunity to build far more than just a building; let's construct some classroom relationships.	100
The Dynamics of Humor in the Progressive Classroom	Michael Mahany and Robert W. Stone <i>Francis W. Parker School</i>	While a sense of humor can often be a necessity for maintaining a teacher's psychological well-being, it is not always used as a classroom strategy. But, when employed creatively and strategically, humor can serve a variety of teacher and student needs and can greatly support students in the processes of learning and maturing. This interactive presentation will be based upon a published article.	Commons /Library

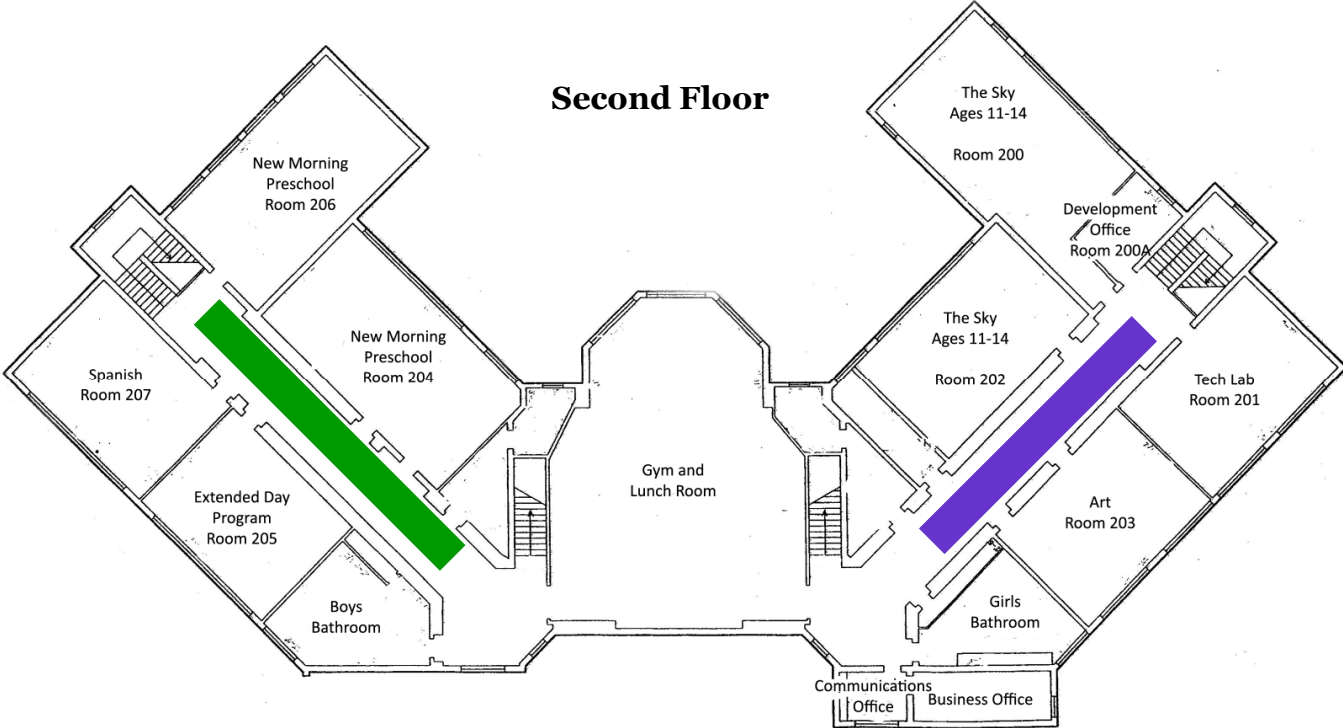
Workshop Title	Presenter(s)	Description	Room
From the Inside Out: Allowing for Playfulness in Academic Study	Molly Donahue, Barbara Hunt abd Miriam Pinkus <i>Francis W. Parker School</i>	This presentation will address issues involved in ensuring that children have opportunities to use play as a basis for learning academic skills and significant bodies of knowledge. We will present examples of learning from the inside out, where children immerse themselves in various contexts, playing with roles and taking on different perspectives. The examples will be from various elementary grades and may include building cultural knowledge while playing in a Japanese tea room, using autobiographical sketches of a Medieval person to understand class and society, the use of an imaginary nation to develop geographical terms and environmental relationships, or taking on the life of an historical character living in Fort Dearborn to understand various perspectives of the conflicts during the War of 1812. We will include our thoughts on the benefits of this type of approach and how it has been put into practice at our school. We will engage the participants in brainstorming how to establish this approach in their classrooms.	104
Gender and Play	Allen Cross, Dawn Liska-Tollefson, Kathy Oker Emily Sonnemann, and Wingra students <i>Wingra School</i>	11–14-year-old students will present their findings after analyzing gender and play during a six-week, integrated unit titled <i>Work and Leisure</i> . A few of the topics will include recess free-play, locker tag art, activities they choose to participate in, items they choose to use or consume, and the analysis of community building activities.	202
No Child Left to Play: Promoting Play in the Era of NCLB	Allison Greer <i>Hubbard Woods School</i>	With standards and test scores driving curriculum development, how do educators communicate the value of play to our communities of parents, administrators, and politicians? Using definitions of play from Stuart Brown's book <i>Play</i> , this workshop will provide discussions on ways to observe, assess, and communicate children's growth through play.	107

Workshop Title	Presenter(s)	Description	Room
The Play Must Go On	Hilarie Rath and Joan Swigert <i>Aldo Leopold Community School</i>	In this experientially-based workshop, you will participate in a variety of games. After each game, we'll explore some of the benefits. Hilarie and Joan also invite each participant to make 24 one-sheet copies of a favorite game or two that you play in your classroom. In doing so, we'll all go home with lots of ideas for making learning fun and valuable. We'll spend some time playing time tested games, followed by a brief discussion of the benefits of each in our classrooms.	207
Playing with Narrative Structure in the Storybox	Jane Stenson <i>Baker Demonstration School</i>	In K–2 classrooms we play with narrative structure through the folktales we tell, through a storybox where children use their created tableaux to tell stories, and through a template that reflects many story conventions. The workshop will show these opportunities and YOU will create a storybox narrative. Helping children view themselves as storytellers who tell and write their own stories is fundamental to good reading and writing, and to good speaking and listening.	205
Playing with Programming: A Hands-on Introduction to Scratch	Angie Sparks and Wingra Students <i>Wingra School</i>	Scratch is a programming language that makes it easy to create your own interactive stories, animations, games, music, and art—and share your creations on the web. In this one-hour introduction, we'll look at some simple games created by students and give participants the tools, time, and inspiration to create their own.	Tech Lab/201
Storyline—Learning Through Role Play	Marieka Peterson Greene <i>Wingra School</i>	The Scottish Storyline Method of Teaching and Learning allows children to develop their own characters and "experience" curriculum as the story unfolds. This workshop will focus on the key elements of a storyline and how role play supports curriculum. And we'll get a chance to practice a bit of role play.	102

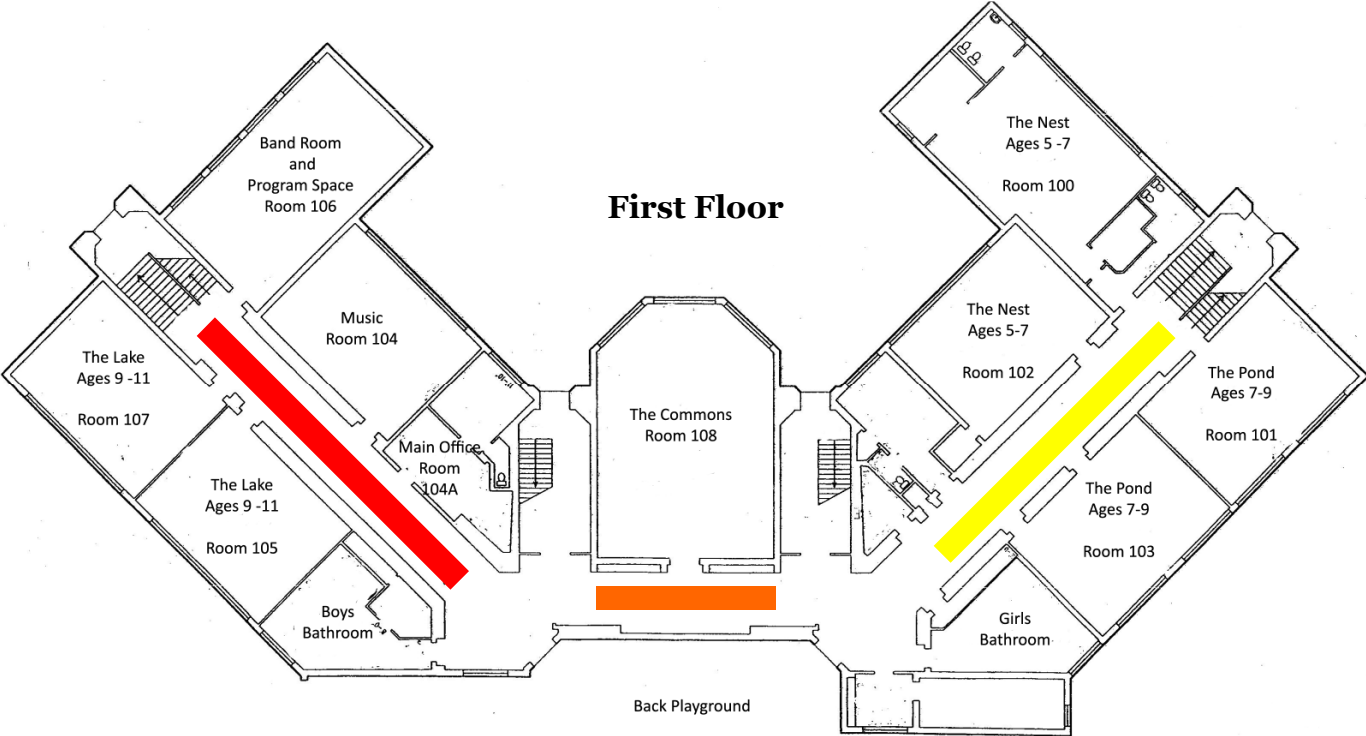
Workshop Title	Presenter(s)	Description	Room
Thoughtful Physical Education: Safe, Playful, Reflective	Karen Steward Nolan <i>The Children's School</i>	This workshop will showcase tools that can enrich any elementary teacher's ability to lead students in Physical Education activities that reflect our purpose as progressive educators. We often assume that the Physical Education class is somewhere that play is primary, but often without reflection and support of all students, there can be a loss of playfulness, largely as a result of reliance on hierarchical fitness education and sport and skill development. Through careful selection of activities and orchestration of cooperative, invented, and even traditional sports and games, we as leaders can foster the sort of safe environment for powerful construction of community and self that we strive for throughout other areas of study. It is so delightful to discover the playfulness that we all experience by moving in space, inventing games, and feeling whimsical in a safe setting.	106 or outside
Turn Off the T.V. and Clear Your Calendar	Nadine Brockman and Cathy Ward <i>The Children's School</i>	Presently, our society is driven by overexposure to media and over scheduling activities for children, leaving insufficient time for good old fashioned play. This workshop will include discussions about how educators and parents can foster rich play for all children, as well as the role project-based learning may serve.	103

Wingra School Map

Second Floor



First Floor



Dudgeon School to Wingra School: A Timeline

From its origins as a public school in 1927 to its current ownership by Wingra School, this building is an important community asset.



1927: Dudgeon Elementary School was built, and named after Richard Dudgeon, Superintendent of Madison Public Schools from 1981-1922.

1938: The building's second story was added during the Great Depression. This Gothic-style building sits atop a hill overlooking Monroe Street, the UW Arboretum's Wingra Oak Savanna, and the Ho-Nee-Um pond.

1971: When the Dudgeon School closed in 1971, the Dudgeon Monroe Neighborhood Association worked to ensure that the building continued to be used by children. DMNA invited the newly forming Wingra School to reside in the building.

1978-1979: The City of Madison leased the building from the Madison Metropolitan School District. In 1979, the city purchased the building and grounds, turning the latter over to the parks department.

2007: After residing here since 1972, Wingra School purchased the building from the City of Madison on April 30, 2007 with the financial support of anonymous donors. The money from the sale was transferred directly to the City of Madison's Affordable Housing Fund. Wingra School owns the building. The front park and back playground are owned by the city and maintained by Wingra School.



2008: Wingra School installed new energy efficient windows and doors, which will save on heating and cooling costs for the building and allow light and air flow through our classrooms.



2010: Wingra School replaced the original 1927 boiler. In fact, 40 years ago, the public school moved out and built a new building because they were afraid the 50-year-old boiler wouldn't make it much longer. Little did they know, the hearty boiler was ready to go another 30 years! The new system uses hot water rather than steam, so the building will heat up faster and more consistently. It's more

2011 & beyond: Next steps include installing an elevator to make our building more accessible and updating the playground space and structures.

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What is the Progressive Education Network?

The Progressive Education Network (PEN) is a nationwide network of educators committed to sharing teaching practices that foster in students a strong motivation for learning, and the agency for social activism. PEN is dedicated to influencing the course of the national dialogue about early childhood, elementary, and secondary education in America, via national and regional conferences. The involvement, leadership and participation of teachers is at the heart of the organization.

In 2005, during a conference at The School in Rose Valley, Pa, a committee was formed to revive the Network of Progressive Educators, which had been inactive since the early 1990's. As a result of the committee's efforts, the Progressive Education Network (PEN) was formed, and in 2009 was incorporated as a 501 (c)(3) charitable, non-profit organization.

The roots of the network can be traced to the early 1900's and the Progressive Education Association, once one of America's leading educational organizations, which greatly influenced the shape of 20th Century education in America. The history of the association is chronicled in Lawrence Cremin's *The Transformation of the Schools* (1965), and Patricia Albjerg Graham's *Progressive Education: From Arcady to Academe - A History of the Progressive Education Association* (1967). PEN owes its inspiration to the early pioneers of the progressive education movement, many of whom founded schools which are still in operation today (i.e. John Dewey – The Lab School in Chicago, Ill; Lucy Sprague Mitchell – The Bank Street School in New York City; Frances W. Parker – The Parker School in Chicago, Ill.; Caroline Pratt – City & Country School in New York City; Carleton Washburne - Winetka Public Schools). PEN's philosophical underpinnings can be traced to the writings of John Amos Comenius, Jean-Jacque Rousseau, Friedrich Froebel, and Johann Heinrich Pestalozzi.

PEN has sponsored two national conferences – 2007 in San Francisco, and 2009 in Washington, D.C. Conferences are being planned for October, 2011 in Chicago, Ill, and 2013 in Los Angeles, CA. PEN is committed to sponsoring a bi-annual national conference held during the Fall of every odd year as well as supporting regional networking events.

For more information about the Progressive Education Network, visit www.progressiveed.org.



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