

Afternoon Work(Play)shops

Workshop Title	Presenter(s)	Description	Room
Building Buddy Relationships Through Play	Melisa Messenger and Terry Wickman Aldo Leopold Community School	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.	202
Catharsis as a Social-Emotional Goal in the Classroom	Paul Grajnert The Children's School	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 Wingra School	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 Francis W. Parker School	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

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<p>From the Inside Out: Allowing for Playfulness in Academic Study</p>	<p>Molly Donahue, Barbara Hunt abd Miriam Pinkus Francis W. Parker School</p>	<p>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.</p>	<p>104</p>
<p>Gender and Play</p>	<p>Allen Cross, Dawn Liska-Tollefson, Emily Sonnemann, Kathy Oker, Middle school students Wingra School</p>	<p>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.</p>	<p>200</p>
<p>No Child Left to Play: Promoting Play in the Era of NCLB</p>	<p>Allison Greer Hubbard Woods School</p>	<p>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.</p>	<p>107</p>

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The Play Must Go On	Hilarie Rath and Joan Swigert Aldo Leopold Community School	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 Baker Demonstration School	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 Wingra School	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 Wingra School	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

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<p>Thoughtful Physical Education: Safe, Playful, Reflective</p>	<p>Karen Steward Nolan The Children's School</p>	<p>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.</p>	<p>106 or outside</p>
<p>Turn Off the T.V. and Clear Your Calendar</p>	<p>Nadine Brockman and Cathy Ward The Children's School</p>	<p>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.</p>	<p>103</p>