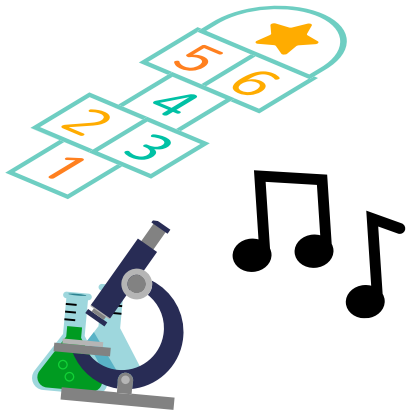


USING P.O.W.E.R. FOR COLLABORATIVE PLAY



WHAT IS PLAY-BASED LEARNING (PBL)?

Play-based learning is learning through different types of play that are selected for a purpose or learning goal. Some examples are games, songs, pretend play, or art. Even projects, debates, or science experiments can be used in playful ways!

All these types of play help children make sense of the world around them, and can be modified in different ways to match children's level of development and learning goals.¹

WHAT IS COLLABORATIVE PLAY?

One way to think about PBL is to look at the role of children and adults. Sometimes adults direct the play by planning the activity, organizing the groups, etc. Other times, children direct the play by deciding what to do, making up rules or roles, finding materials to use, etc. Adults and children can also direct the play together through **"collaborative play"** or **"guided play"**.

Through collaborative play, adults guide the children's learning, but control of the play and learning is shared.²

All three approaches help children learn, but P.O.W.E.R. uses collaborative play because **giving children opportunities to be in control and make decisions supports their learning!**

Sharing control and making decisions together promotes child agency. Having agency means children decide what to do, how to do it, and take responsibility for actions. If they make a mistake, they can learn from it.



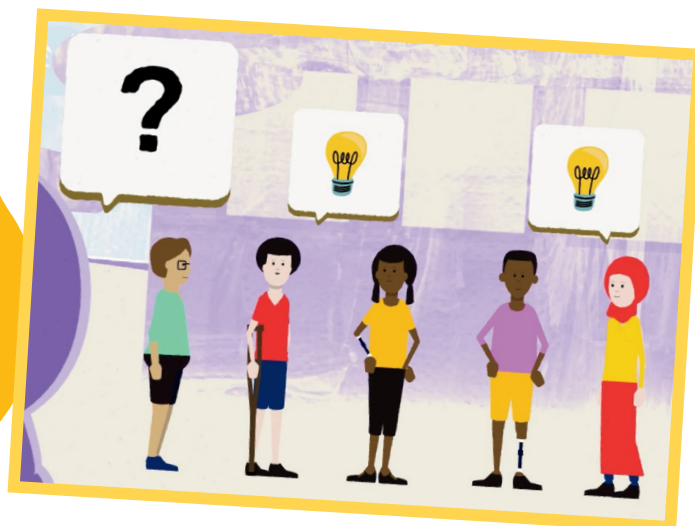
¹ Pyle, A., & Danniels, E. (2017). A continuum of play-based learning: The role of the teacher in play-based pedagogy and the fear of hijacking play. *Early Education and Development*, 28(3), 1-16. <https://doi.org/10.1080/10409289.2016.1220771>

² Ibid.

HOW DOES P.O.W.E.R. USE COLLABORATIVE PLAY?

In P.O.W.E.R., the adult chooses a learning objective and activity, and then invites children to make some decisions about how to play that activity.

The different parts of the P.O.W.E.R. activities support you to increase children's agency:



KEY LEARNING

You can share the learning objective with children so that they know the goal.



FLEXIBLE MATERIALS

The materials listed are just a suggestion. Children can decide what to use, how to use them, or even make their own.



HOW TO PLAY

There are steps for children to lead their play and set game rules. As they play, children use their own ideas to complete the task and solve problems. Each activity reminds you to invite children to share ideas for how to play in the next round, or how to do an activity.



OTHER WAYS TO PLAY

Has examples of how to make the activity easier or more challenging – but first you can invite children to think of their own ideas.



CLOSING REFLECTIONS

These questions invite children to decide how to apply the learning to their lives.



SUCCESS INDICATORS

Are things for you to look for as children play. You can use some of these to help children assess their own learning.

Your role is to help children learn. As you invite children to share their ideas, guide them to make sure the play will reach the learning objective. Also, ask questions before, during, and after the activity to help them reach the learning objective.