

Chwarae – dull effeithiol i ddysgu? Play – an effective method to learning?

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Transforming Education; Transforming Lives



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Amcanion / Aims :

- I ddeall rôl chwarae yn y blynyddoedd cynnar ac yn rhan o Ddysgu Sylfaen.
- I ddeall pedagogeg sy' ynghlwm gyda chwarae
- I ddechrau deall pwysigrwydd chwarae yn nhermau datblygiad corfforol plant.
- I gymryd rhan mewn gweithgareddau ymarferfol / corfforol.

Chwarae / Play

- To understand the role of play in the early years and in Foundation Learning
- To understand playful pedagogy
- To begin to understand the importance of play and movement in child development
- To experience some practical activities and play.

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Dysgu Sylfaen / Foundation Learning

- Cwricwlwm i blant 3 – 7 oed (a thu hwnt)
- Cwricwlwm seiliedig ar chwarae
- Pedwar Pwrpas & Chwech Profiadau Dysgu (dim pynciau traddodiadol)
- Plentyn yn ganolog i'r dysgu
- Ardal tu allan yn allweddol i ddysgu effeithiol.
- Curriculum for children aged 3 – 7yrs old (& beyond)
- Play based curriculum
- Four Purposes & Six Learning Experiences (no subjects in the traditional sense).
- Child-centered learning
- The outdoors central to the learning.

Rights of the child. Article 31. United Nations ...

‘recognises the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child’ (UN, 1989: article 31).

What is play? How has play influenced our lives?

Scenario : When you were between 3 and 8 yrs old

(1) what types of games do you remember playing?

(2) did your play involve... (i)rules? (ii)specific area / space used? (iii)children you played with same or varied? type of equipment?

(3)what type of movements did these games involve? e.e. running?

- *What do you think are the key features of play?*

Then...

- *Write what you think is a definition of play ...*



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Foundation Learning - a play-based curriculum



Foundation Learning advocates a holistic child-centered approach. Well-being underpins the curriculum with the learning being taught/ provided through 'first-hand experiential activities with the serious business of play providing the vehicle' (DCELLS, 2008a:4).



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'Introduction to Play'

- Chapter 1.
 - Pages 3 - 12
 - Natalie Macdonald
 - Published in a book called 'Introduction to Play'
 - Edited by Jane Waters-Davies
 - Published by SAGE
 - London
 - 2022
- Write reference for within text and for the reference list.

Pwysigrwydd chwarae yn natblygiad plant

The role of play in
child development

Sensorimotor
integration



Evidence from neuroscience

- 'Movement skills in childhood are inextricably linked to core aspects of development including social, cognitive and psychological.... Language emerges as children physically interact with their surroundings...'
- Studies show movement skills are linked with early language and literacy, emotional regulation, social behaviour and academic self perceptions

Intro. to Practical

Mygind (2007) found that the outdoors, in particular a Forest School environment had a significant impact on the levels of physical activity of children



Ymarferol / Practical

- Outside : Go to a space i.e. Woodland, Willow, Pump Track, Fire Pit area and/or by the Yurt.
- Take turns to lead a play game that includes moving i.e. tag, stuck in the mud, hide & seek, and/or base 1,2,3.
- Notice : directions of travel ... / physical ways of traveling ... / speed ... / levels ... & prepositions.

Links with Mosston & Ashworth's Spectrum of Teaching Styles

Behaviourism

Constructivism - Learning is a result of the child's exploration of and interaction with the environment but importantly that learning is the result of **internal processes** rather than external stimuli.

Social constructivism - All cognitive functions originate in **social interaction** and are then internalised on an individual level.



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Ymarferol / Practical

Yn eich grwpiau
cynlluniwch, creuwch a
chwaraewch cwrs rwystr
syml gan gynnwys:
(i) arddodiadau
(ii) amrywiaeth o offer fel
rhwystrau
(iii) hefyd ydych chi'n annog
gwahanol ffordd o deithio
ar eich cwrs rhwystr?

In your groups design,
create & play a simple
obstacle course using :
(i) prepositions and
(ii) various items as
obstacles
(iii) can you also promote
different ways of traveling
on your circuit?



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Consider - from the practical ...

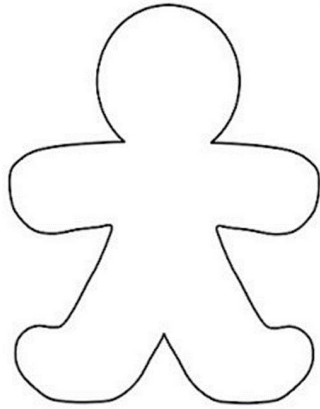


- By playing : either via child led or adult led – what physical skills are being developed?
- Other attributes / skills / characteristics present?

Chwarae – i beth? / Play – so what?

- Felly - sut mae chwarae'n dylanwadu ar blentyn yn fewnol ac yn allanol?
- Gwnewch amlinelliad o berson a nodwch
- So - how does play effect a child internally (emotionally)
Cognitively (thinking) and externally (physically)?
- Write within the outline of a person

Task / Tasg



Sut mae chwarae'n dylanwadu ar blentyn yn fewnol ac allanol?

How does play effect a child internally (emotionally), cognitively (brain thinking) & externally (physically)?

Prif bwyntiau / *Main points*

- * Dysgu drwy brofiadau uniongyrchol a chwarae / Learning through experiential activities & play
- Rôl yr oedolion / The Adult's role
- Tu allan / The outdoors
- Plentyn ganolog / Child centred
- O fewn cyd-desun / Within context
- Annog dysgu gydol oes / Encourage lifelong learners



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Beth ydy chwarae? *What is play?*

- Revisit your definition of play ...
- Make additions / tweaks / refinements
- Does your definition resonate with another author's thoughts?
- You may want to convey your thoughts / notes as a chart ? ... or a diagram ? ...

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Sut i ni'n dysgu? / How do we learn?

- Ar gyfer ein ddarlith nesaf - beth am ysgrifennu ymateb i:
- 'Ydy'r awyr agored yn cyflymu dysgu?'
- For next lecture - have a go at writing a response to this statement :
- 'Does the outdoors accelerate learning?'

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Sut i ni'n dysgu? / How do we learn?

- Gwneud
- Cael hwyl
- Arbrofi personol
- Trwy ryngweithio ag eraill
- Datrys problemau (i)wrth fethu a llwyddo (ii)ymchwilio
- Gwylio – athro'n arwain neu o gyfoedion
- Ailadrodd Pwrpasol
- Datblygu sgiliau trwy ehangu ar wybodaeth mewn gweithgareddau amrywiol.
- Doing
- Enjoying
- Personal Experimentation
- Through interaction with others
- Problem solving by (i)failing and achieving (ii) investigating
- Watching – teacher directed or peers
- Purposeful Repetition
- Develop skills through knowledge based activities



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Agweddau sylfaenol o sensorï a motor sy'n dylanwadu ar ddysgu.

Basic sensory & motor components that influence learning.

- Ymwybyddiaeth corfforol
- Cynllunio motor
- 'Perception of movement'
- Sgiliau cain
- Cyffwrdd
- Sgiliau Gweledol
- Prosesi Iaith
- Body awareness
- Motor planning
- Perception of movement
- Fine motor control
- Touch
- Visual skills
- Language processing



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Rhestr Cyfeirnod / Reference List

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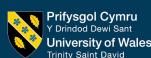
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Simple theories of learning



- Learning is hard – learning is uncomfortable, difficult, can feel overwhelming at the beginning.
- Not knowing – know - knowing
- Can lead from the front & can facilitate from the side lines - supporting learners construct meaning individually or with others socially.
- Promote learning to be creative



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Damcaniaethau syml o ddysgu

- Mae dysgu'n anodd – pan rydych yn dysgu mae'n anghyfforddus, anodd ac mae'n medru teimlo'n llethol ar y dechrau.
- Dim gwybod – gwybod – gwybod sut i...
- Arwain y dysgu a chefnogi o'r ochr / cefn – wrth i ddysgwyr llunio ystyr ar ben ei hun ag / neu gydag eraill.



Dydd Llun / Monday

24 / 10 / 2022

1pm Cynefin.

Affordances & Inclusion

Finished 3.30pm

**Reminder : Friday 28th Oct. 2022 9.15am
mini-bus from campus**

Ymarferol

Dillad addas

Potel dwr personol.

Practical

Dress appropriately

Bring own water
bottles