Designing for Serious Play

Why Play is key to Resilience and (Re)Imagined Learning Spaces

Hayball @HayballArch
Fiona Young @FionaY27
Natalia Krysiak @NataliaK_au
According to my 6yo @SirKenRobinson is wrong. He states: "For children there are few things more serious than play". Ms 6 says 'is nothing' needs to replace 'are few things' 😊😊 play #YouYourChildandSchool

prof stephen heppell
@stephenheppell

Replying to @FionaY27 and @SirKenRobinson

I'm with her - and indeed all 6 year olds!

9/4/18, 8:04 am
WHAT DO YOU THINK OF WHEN YOU THINK ABOUT PLAY?

Go to www.menti.com and use the code 315187
Play
“play is the highest form of research”

- Albert Einstein
Voluntary

- Huizinga (1938)
Voluntary
Not Ordinary

- Huizinga (1938)
Voluntary
Not Ordinary
Free from material interest

- Huizinga (1938)
Voluntary
Not Ordinary
Free from material interest
Creates Order

- Huizinga (1938)
What does play have to do with learning spaces?
Areas to Relax

Variety of colour
Transparency

Different heights

Variety of Spaces

Different Types of Furniture

Range of materials

Connect to the outdoors

Non-defined areas

Light & dark areas

Different scales of space

Writable surfaces

Change easily
Areas to Relax

Transparency

Variety of Spaces

Different Types of Furniture

Connect to the outdoors

Non-defined areas

Different scales of space

Writable surfaces

Change easily
Voluntary
Variety of learning spaces
Variety of learning spaces
Variety of learning spaces
Different types of furniture
Different scales of space
Not Ordinary
Not Ordinary ➞ ‘Outside the Box’
Different scales of space
“While playing maths games with the smaller children, I noticed the importance of floor space in allowing the students to take small breaks to stretch on the floor, do a quick handstand or roll around. The ability for children to move around freely seemed to improve concentration and engagement.”

-Andrew

Non-defined areas
Non-defined areas
Easily changeable
Easily changeable
Connected to the outdoors
Connected to the outdoors
Free from material interest
Free from material interest → Process
Writable surfaces

The Collaboratory, High Tech Elementary / Kurani
Writable surfaces
Spatial openness
Areas to relax
Areas to relax
Play Creates
Order
Play Creates Order ➔ Protocols
PLAY

LEARNING
“Play and learning are like two wings of a butterfly; one cannot exist without the other”

- Carla Rinaldo
President of the Reggio Children’s Foundation
“Playful can be seen as a negative word in the sense that it can be seen as trivial. So some people may not see 'playful' as being appropriate, although they would support the idea of creative and explorative and engaging learning etc., which is what playful learning is about.”

- Secondary Teacher
“As a junior/middle school student I appreciated the playful learning spaces that the school provided in order to make lessons interactive and enthusiastic. Although, now as a senior student, I value the traditional learning spaces as it allows you to keep concentrated and comfortable while learning vital things needed for exams.”

- Student
Rebecca, 5 years old
How can we enable learning through playful urban spaces?
Variety of spaces
Variety of spaces
Different types of furniture
Different types of furniture
Different scales of space
Non-defined areas
Writable surfaces
COLLABORATION
COMMUNICATION
CREATIVITY
CRITICAL THINKING
1. The importance of play
2. Space can support playful learning
3. Perceptions can constrain playful learning
Let’s make a PLAYbox!
1. **IDEA**
   Classroom | School | Neighborhood

2. **CONSTRAINT**
   what constrains your idea?

3. **SOLUTION**
   how can you overcome this constraint?