

Designing for Serious Play

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



Hayball @HayballArch

Fiona Young @FionaY27

Natalia Krysiak @NataliaK_au



hayball



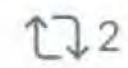
fy @FionaY27 · 9/4/18

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 hepell

@stephenhepell

Replying to [@FionaY27](#) and [@SirKenRobinson](#)

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

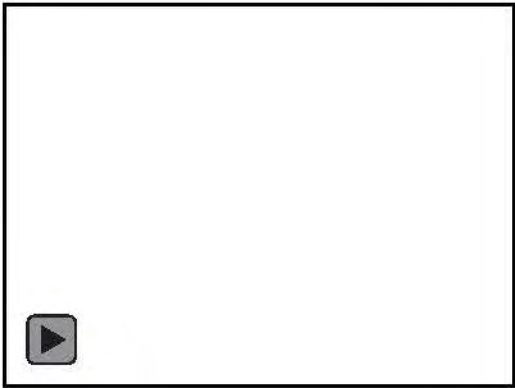
9/4/18, 8:04 am

2 Likes



Tweet your reply





WHAT DO YOU THINK OF
WHEN YOU THINK ABOUT
PLAY?

Go to www.menti.com and use the code 31 51 87

Play





**“play is the highest form
of research”**

- Albert Einstein



Voluntary

- Huizinga (1938)

Voluntary Not Ordinary

Voluntary
Not Ordinary
**Free from material
interest**

Voluntary
Not Ordinary
Free from material
interest
Creates Order



**SELF
CONFIDENCE**

**LANGUAGE
SKILLS**

**SOCIAL
SKILLS**

EMPATHY

TRUST

**REGULATING
EMOTIONS**

**COMMUNICATION
SKILLS**

**FINE MOTOR
SKILLS**

**ASSESSING
RISKS**

**PROBLEM
SOLVING**

CREATIVITY

RESILIENCE

**PHYSICAL
STRENGTH**

**DECISION
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SKILLS**

CRITICAL THINKING

**What does play have to
do with learning spaces?**

International Perspectives on
Early Childhood Education and Development 18

Sandra Lynch
Deborah Pike
Cynthia à Beckett *Editors*

Multidisciplinary Perspectives on Play from Birth and Beyond

 Springer



Areas to Relax

Transparency

Variety of Spaces

Different Types of Furniture

Connect to the outdoors

Non-defined areas

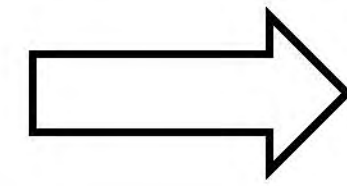
Different scales of space

Writable surfaces

Change easily

Voluntary

Voluntary



Choice



Variety of learning spaces



Variety of learning spaces



Variety of learning spaces



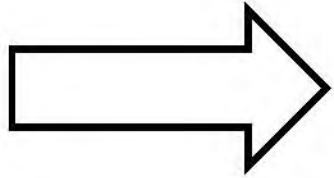
Different types of furniture

Anzac Park Primary School / NSW Government Architects Office



Different scales of space

Not Ordinary

Not Ordinary  **‘Outside the Box’**



**Different
scales of space**

Educator for an Hour

“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

hayball

<https://www.hayball.com.au/news/educator-hour-hayball-sending-architects-back-school/>



Non-defined areas



**Non-defined
areas**



**Easily
changeable**

Our Lady of the Assumption / BVN,
Photographer John Gollings



**Easily
changeable**

WISH SCHOOL / Grupo Garoa Architecture



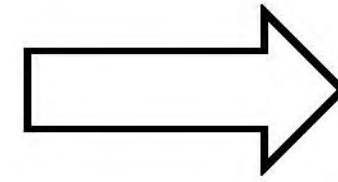
**Connected to
the outdoors**



**Connected to
the outdoors**

**Free from
material interest**

**Free from
material interest**

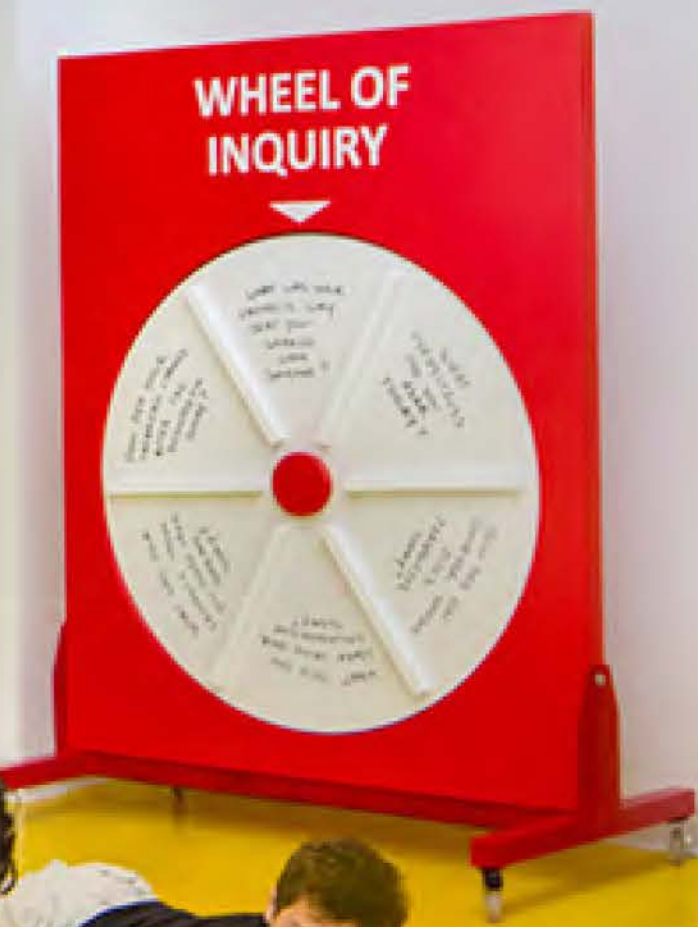


Process



Writable surfaces

The Collaboratory, High Tech Elementary / Kurani



**Writable
surfaces**





Spatial openness



**Areas to
relax**

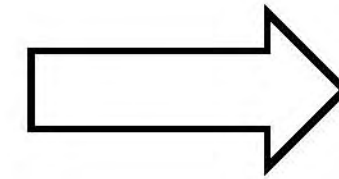
Areas to
relax



J101

Play Creates Order

**Play Creates
Order**



Protocols

COMMUNICATION

**SELF
CONFIDENCE**

**LANGUAGE
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**REGULATING
EMOTIONS**

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CREATIVITY

RESILIENCE

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**ASSESSING
RISKS**

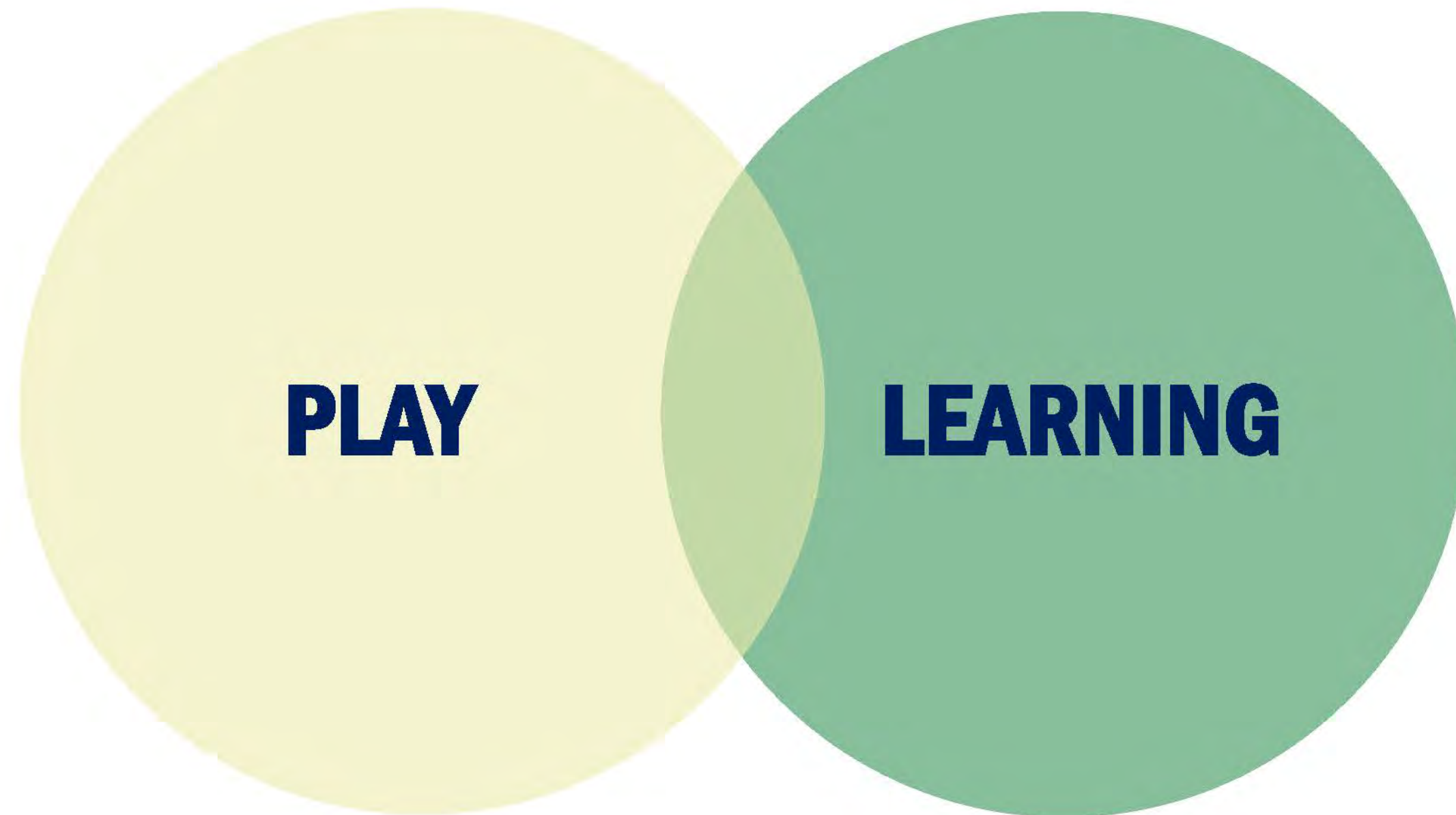
**PROBLEM
SOLVING**

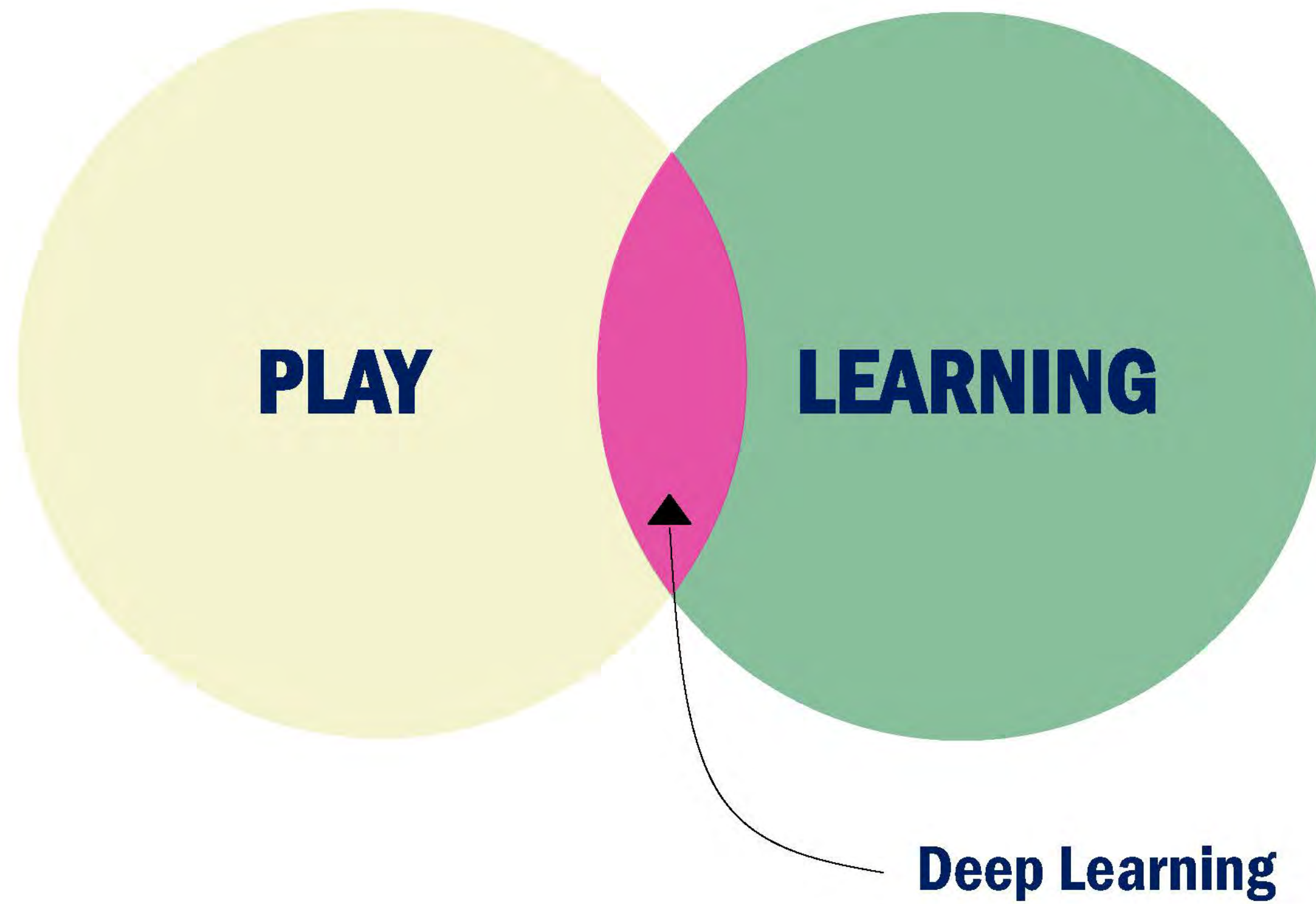
**PHYSICAL
STRENGTH**

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CRITICAL THINKING



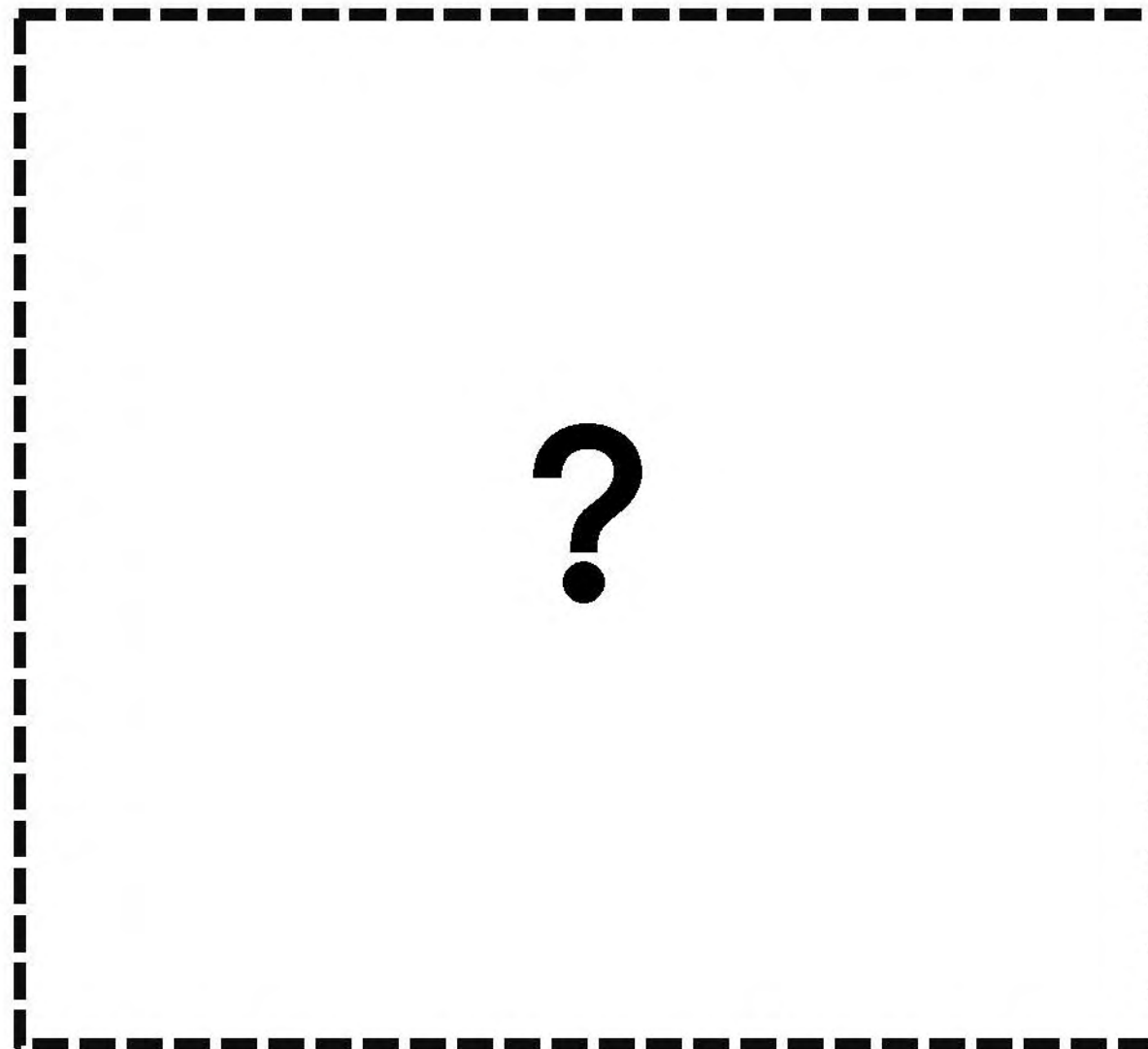


**“Play and learning are
like two wings of a
butterfly; one cannot
exist without the other”**

- Carla Rinaldo
President of the Reggio
Children's Foundation



Early Learning



Workspace

“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

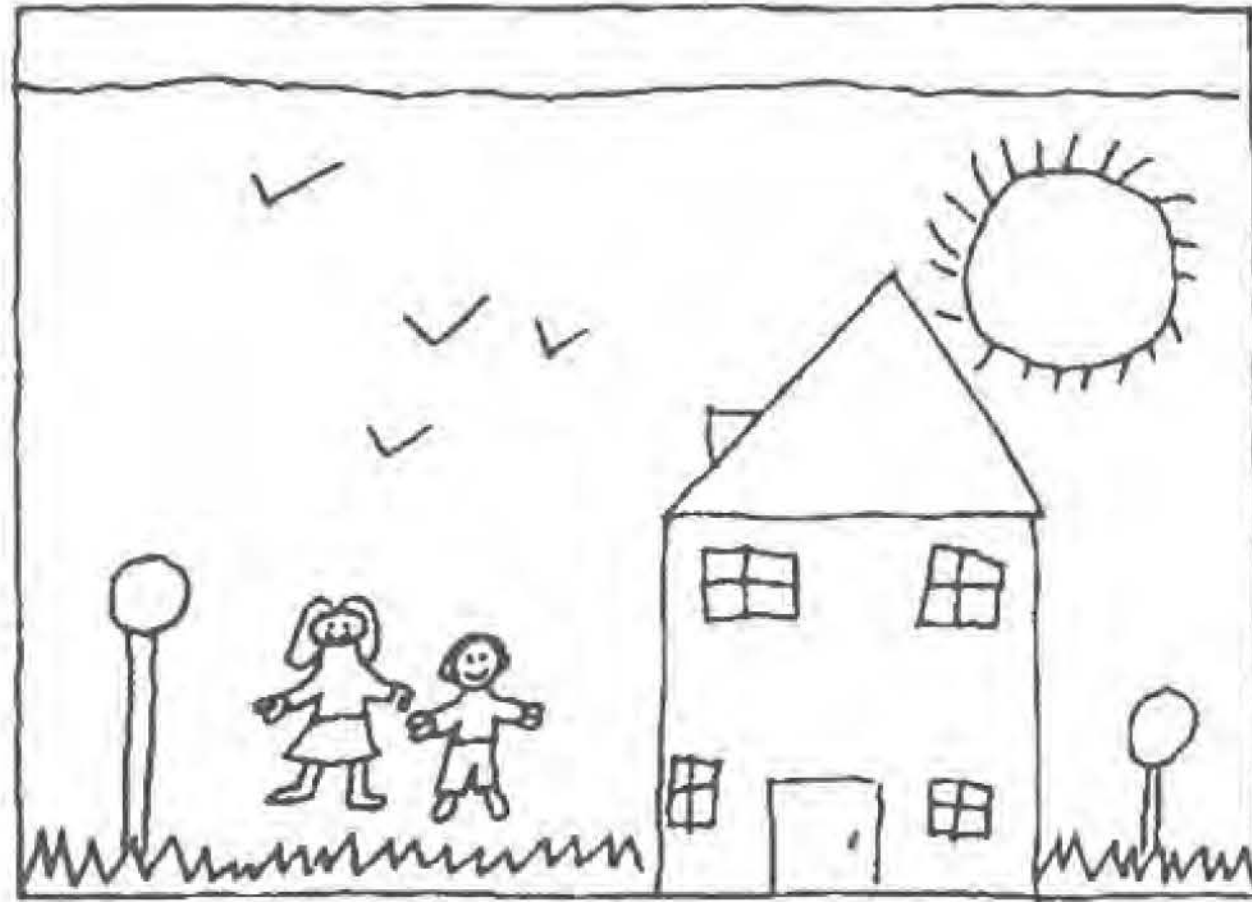
“As a junior/middle school student I appreciated the playful learning spaces that the school provided in order to make lessons interactive and enthusiastic. **Although, now as a senior student, I value the traditional learning spaces as it allows you to keep concentrated and comfortable while learning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

- Student

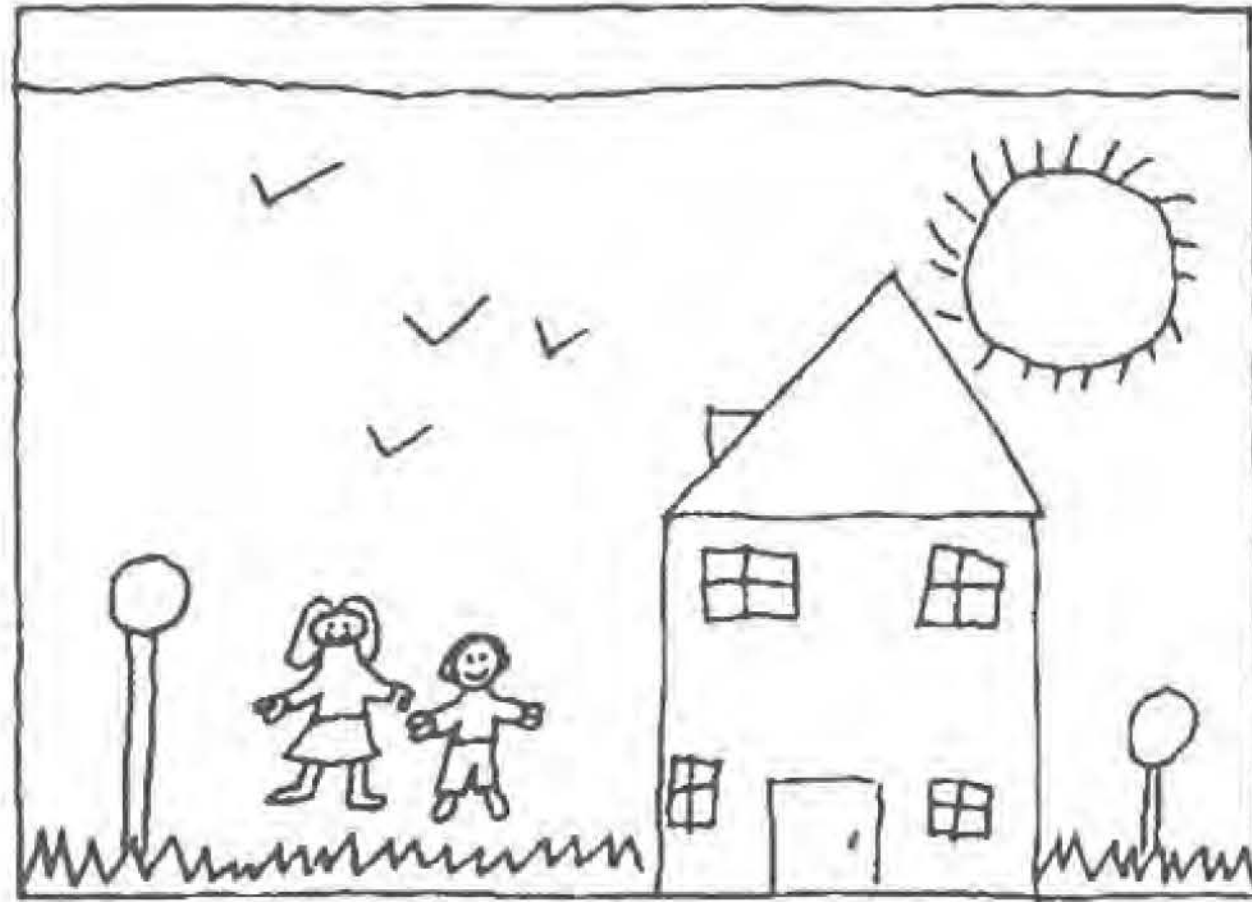


Montagne Centre, Marist College Bendigo / Y2 Architects

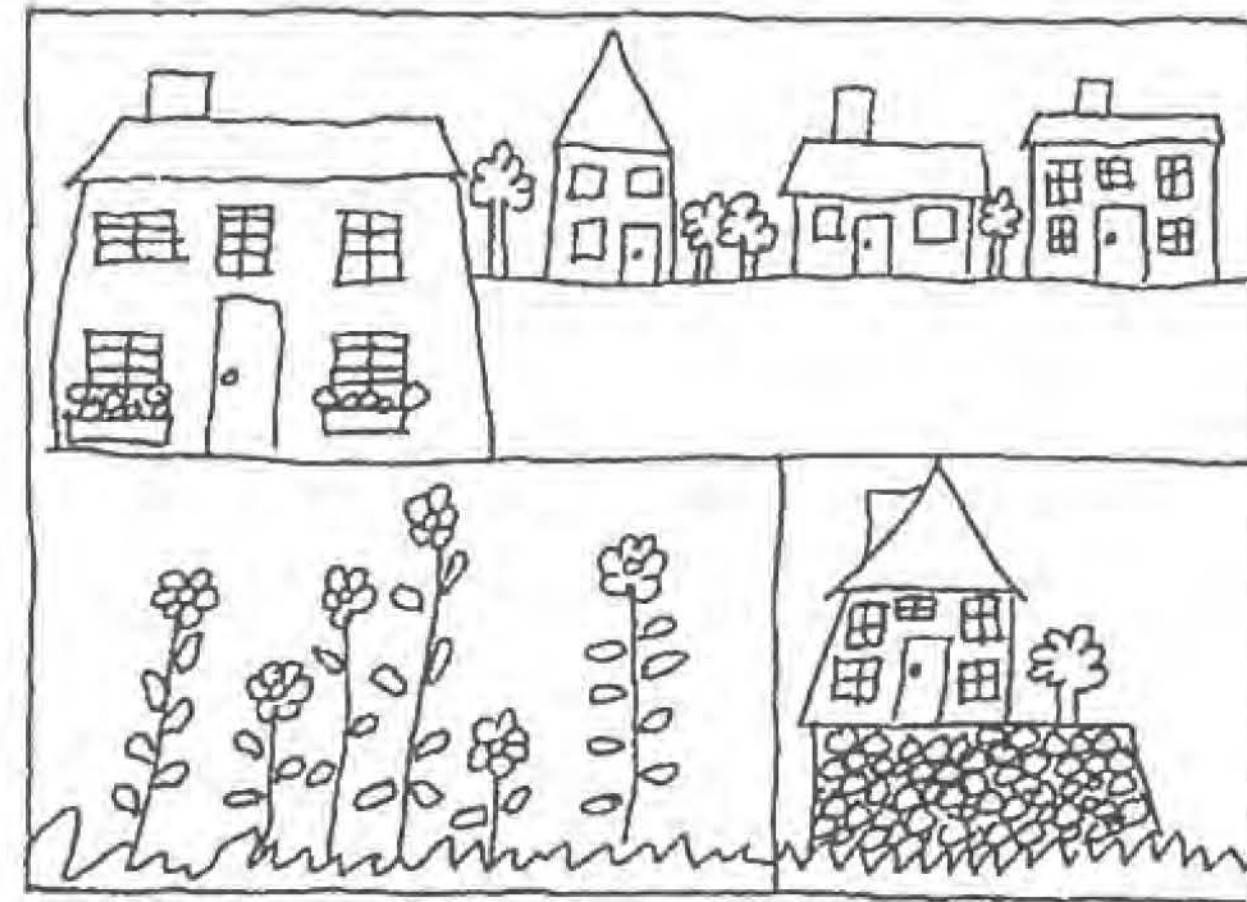
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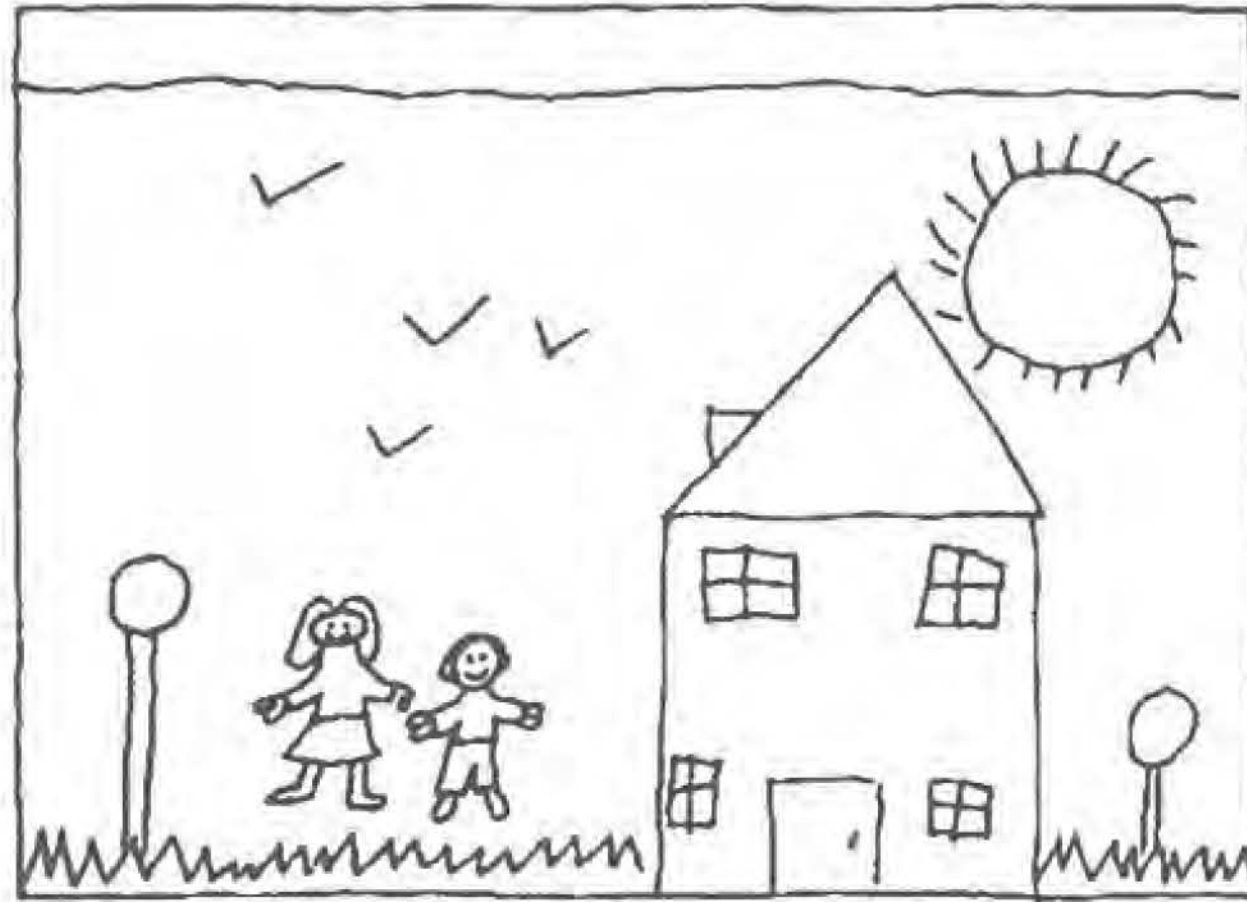
Rebecca, 5 years old



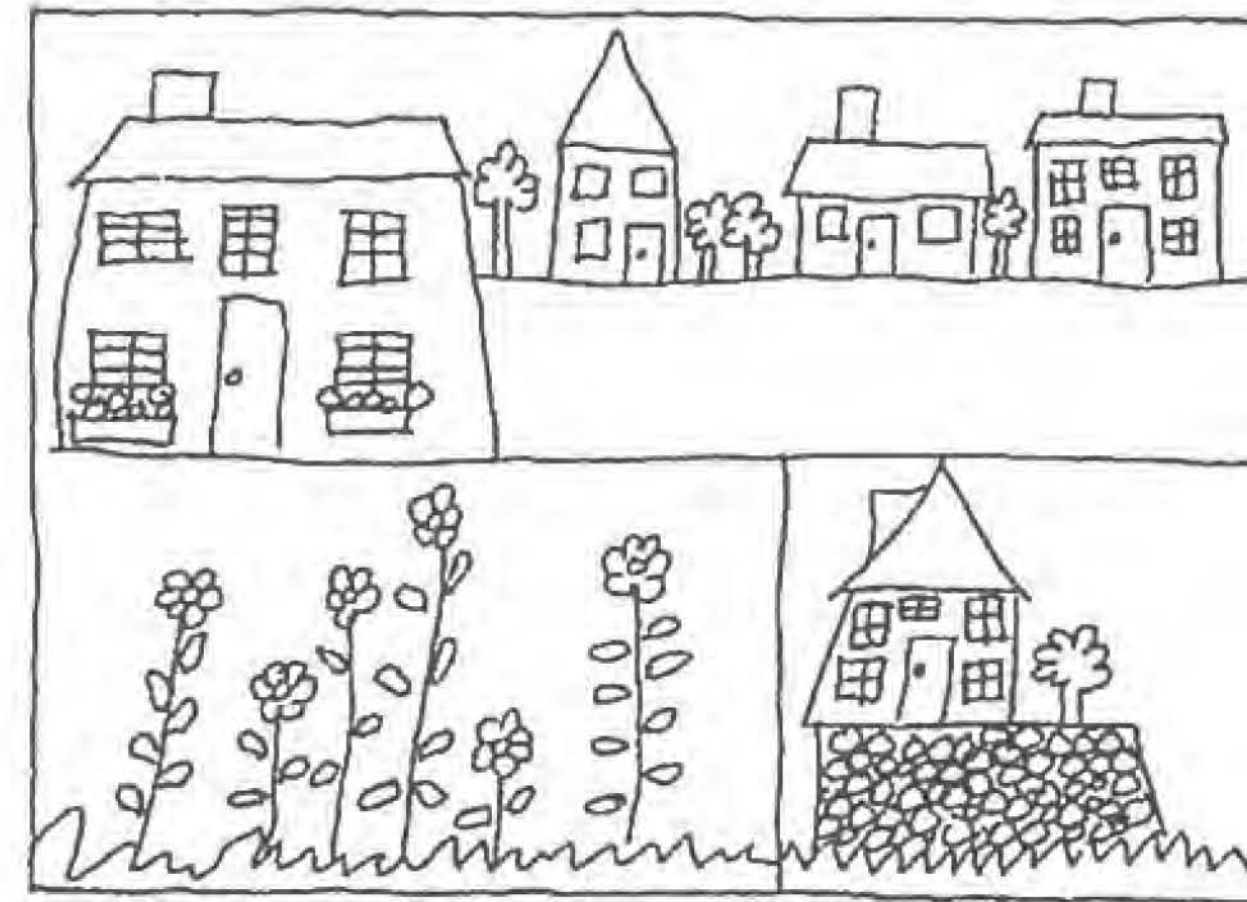
Rebecca, 5 years old



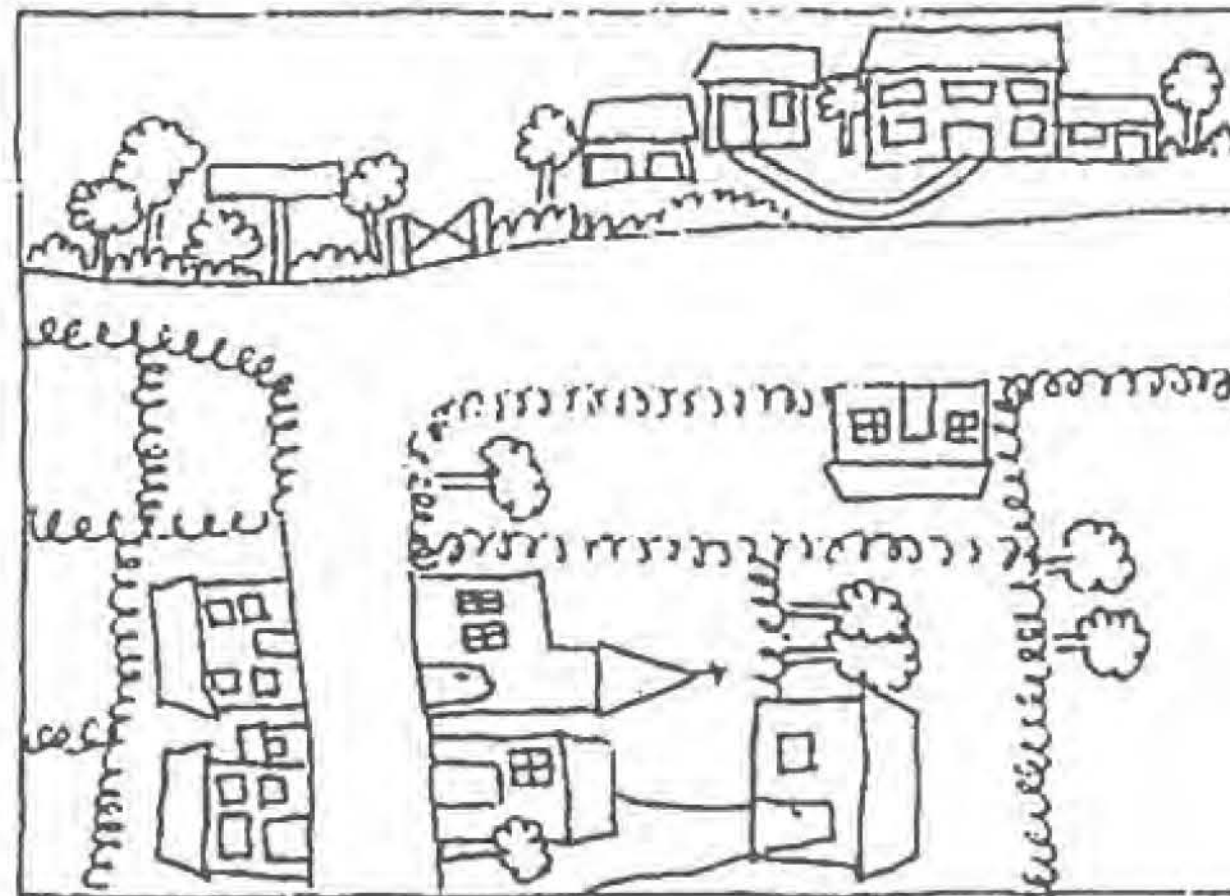
Mathew, 7 years old



Rebecca, 5 years old



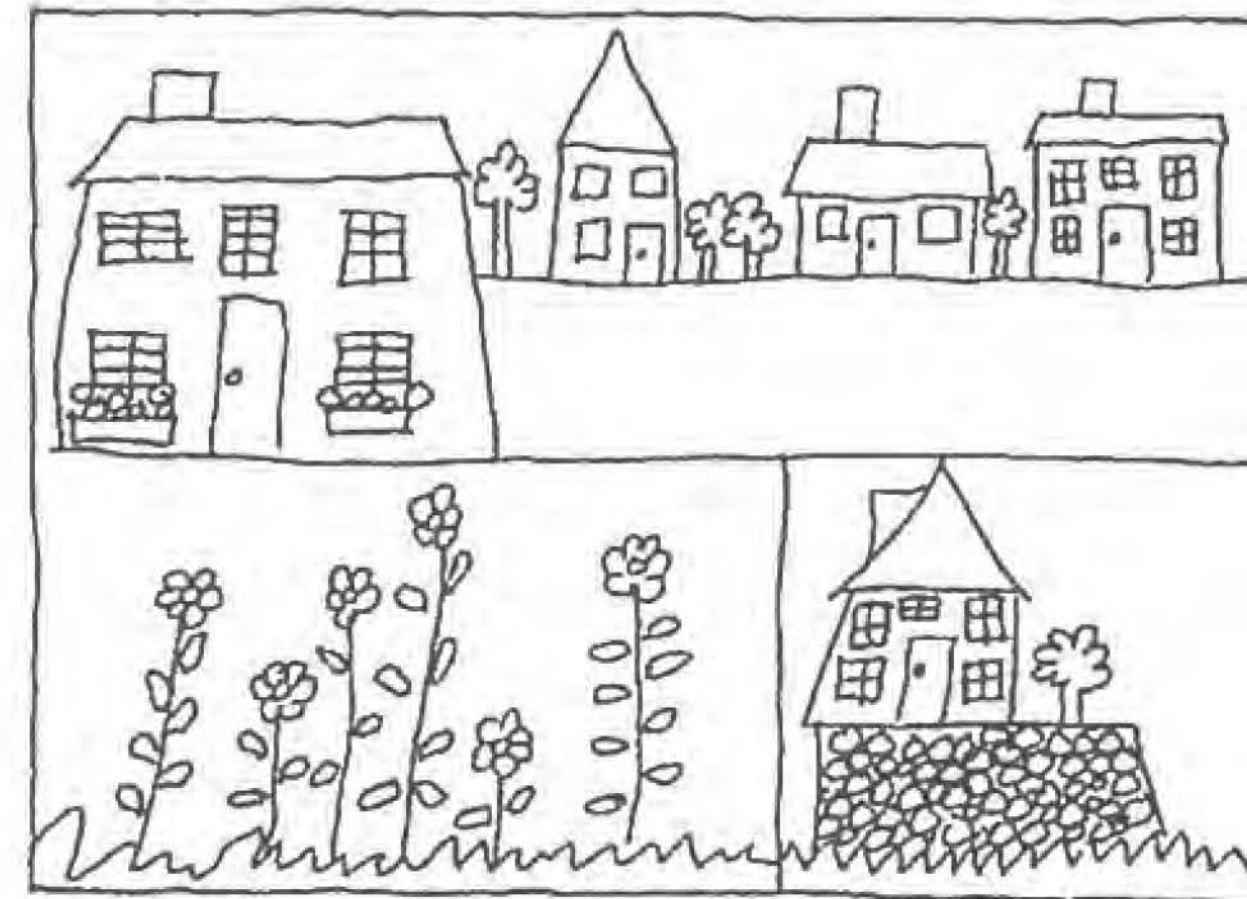
Mathew, 7 years old



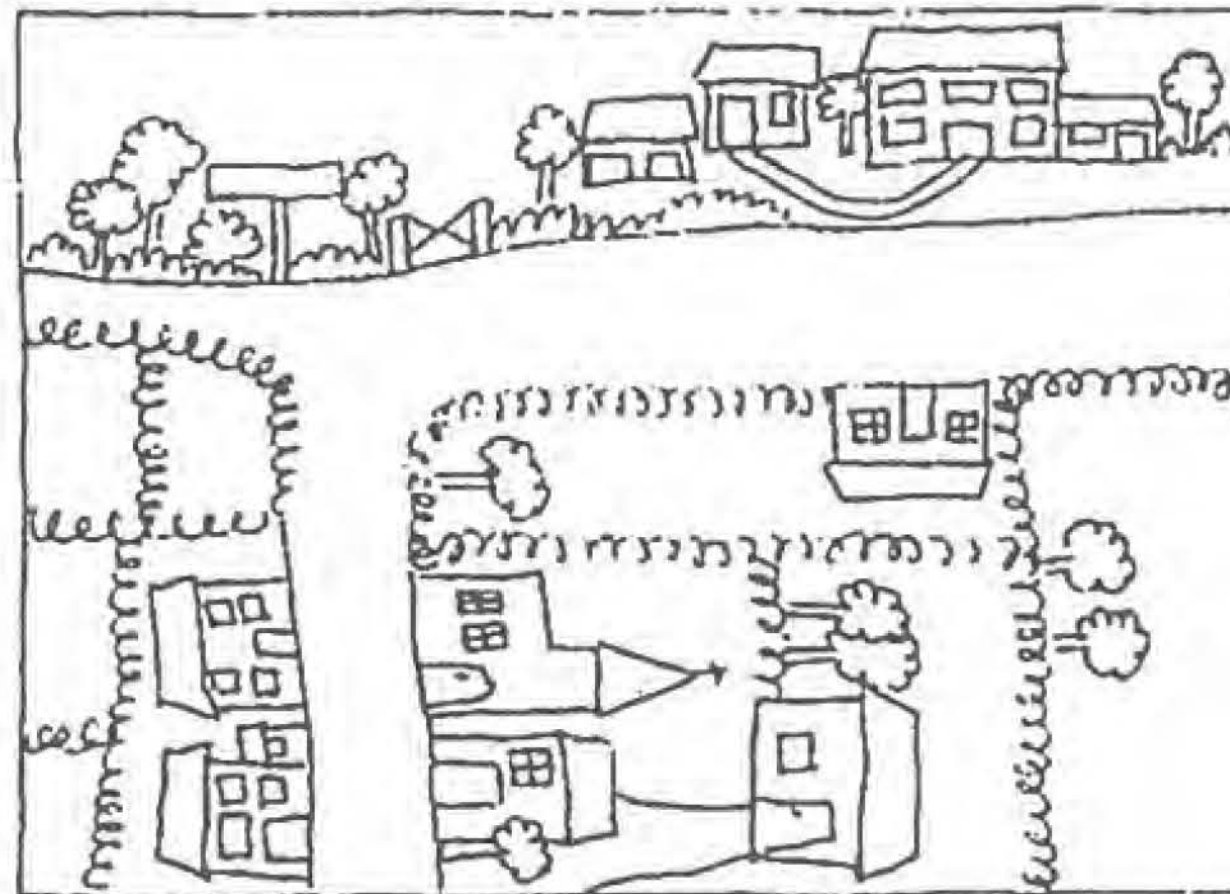
Heather, 9 years old



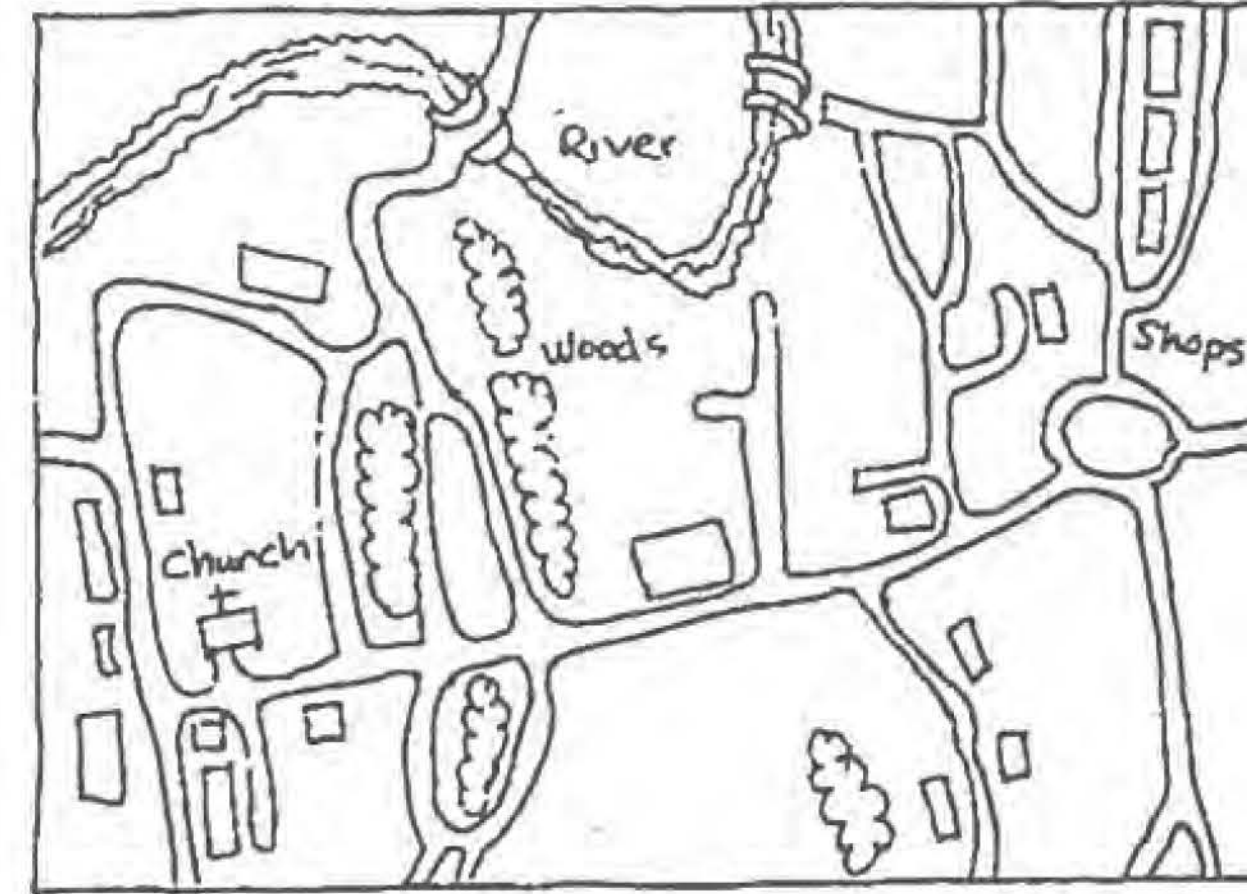
Rebecca, 5 years old



Mathew, 7 years old



Heather, 9 years old

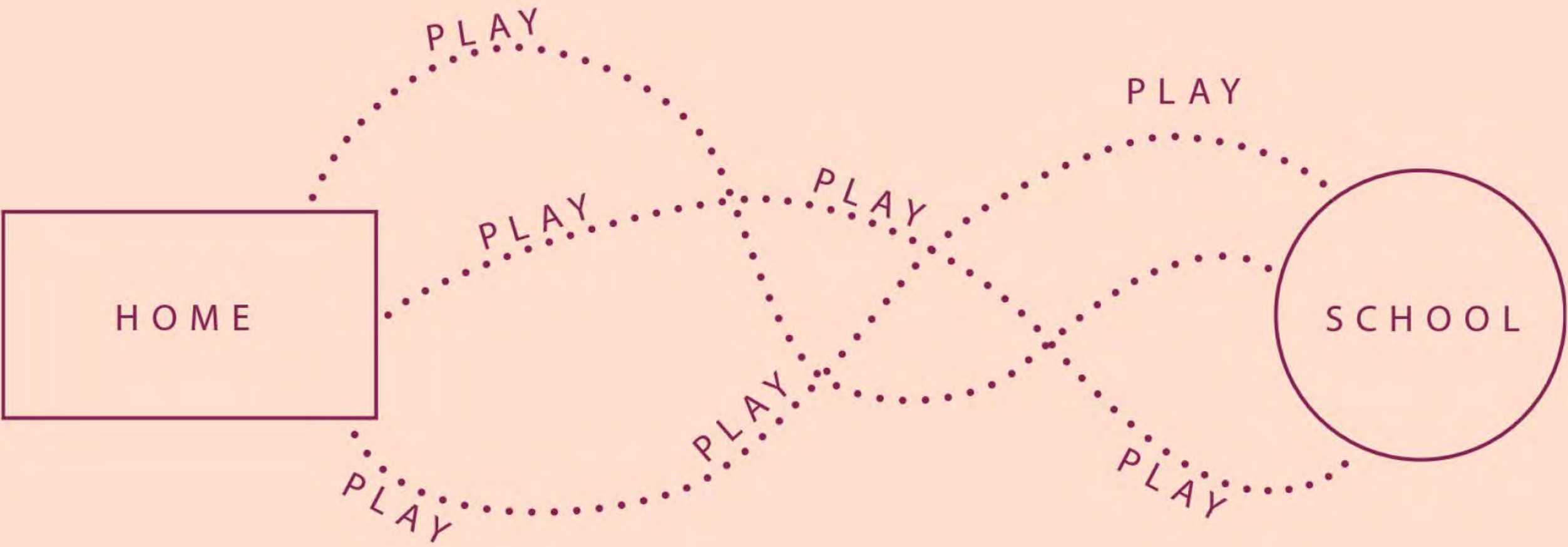


Travis, 11 years old

**How can we enable
learning through
playful urban spaces?**

HOME

SCHOOL







**Variety
of spaces**



**Variety
of spaces**



Different types of furniture

XXX Times Square / UAP & J.Mayer H & Times Square Arts



Different types of furniture



Different scales of space

Parklet / Work Program Architects



Non-defined areas



**Easily
changeable**



**Writable
surfaces**



**Writable
surfaces**

COLLABORATION

COMMUNICATION

CREATIVITY

CRITICAL THINKING

PLAY

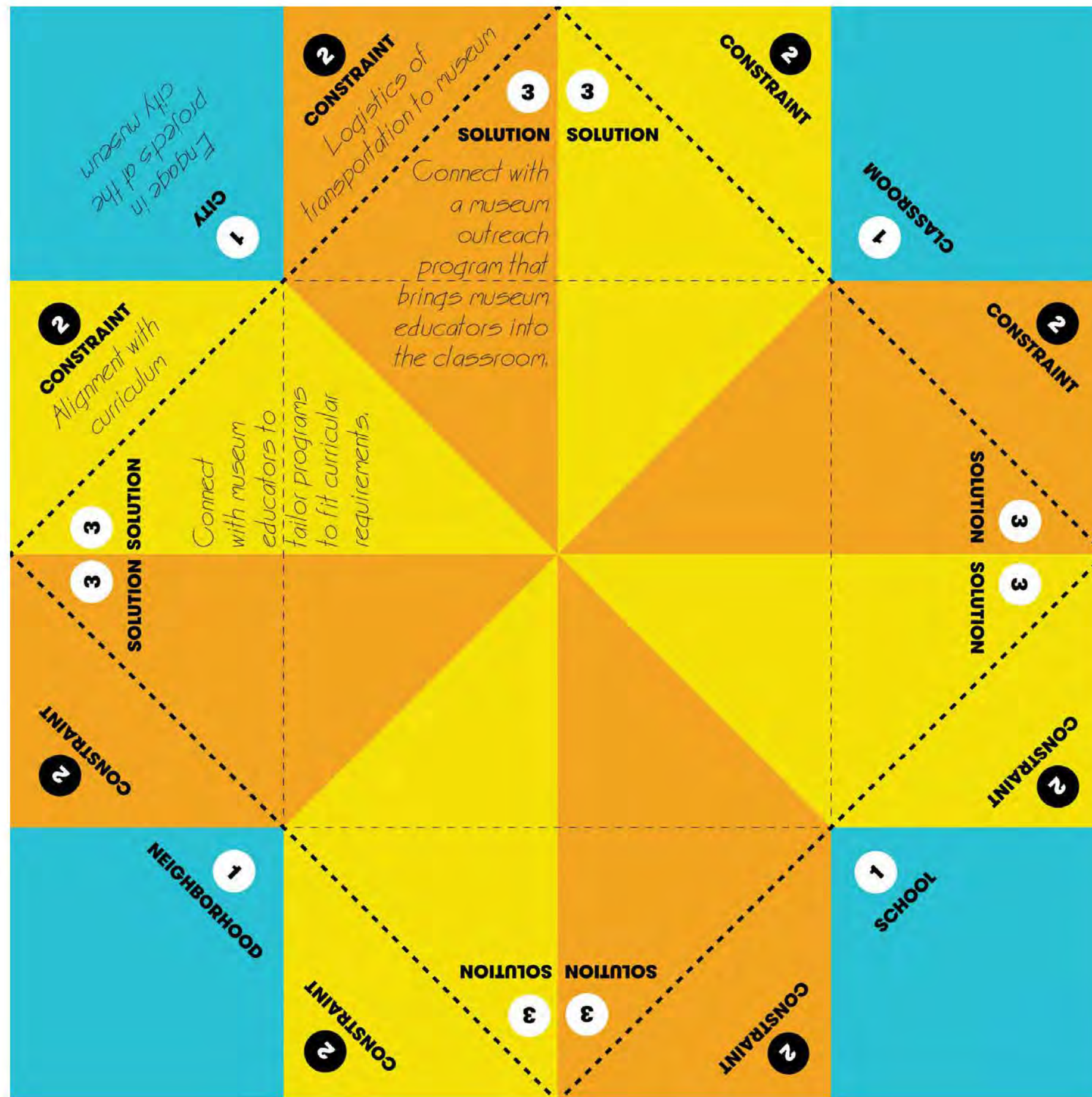
1. The importance of play

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?



Hayball @HayballArch

Fiona Young @FionaY27

Natalia Krysiak @NataliaK_au



Hayball @Hayball_Arch

Natalia Krysiak @CitiesForPlay

hayball