



To: Subject Advisors; Teachers, Parents and Caregivers of NS Tech Learners

Topic: Playing for learning

Message Objective(s): To discuss the pedagogy of playing for learning in South Africa.
: To explore examples and benefits of play

In the previous article we teased the concept of playing as a form of pedagogy. Our understanding and embracing of the playing pedagogy will be very instrumental especially during this era of continual lockdowns due to Covid 19.

Playing should thus be seen not only as an orthodoxical pass timer but as a vehicle through which effective knowledge and skill acquisition and transference takes place.

Itemised below are some examples play through which science learning can be effected;

- Use of models to build 2 and 3 dimensional structures e.g. illustrating the Milky way Galaxy
- Coding and building of robots
- Use of interactive Simulations such as **PHeT and Electropius**
- Drawing and painting illustrations
- Storytelling and reading of scientific folklore and text
- Role playing and dramatization
- Puzzles

Some of the benefits of learning through play are;

- Develops 21st Century skills such as critical thinking, creativity, communication, collaboration, connectivity
- Creates harmony between the Learner, the learnt and the learning process
- Entrenches a mindset of target setting, problem solving and perseverance.
- Invokes exploratory and spontaneous learning
- Integrates and enhances **Indigenous Knowledge systems**

Project Zero Researcher, Lynneht Sollis advises that play is culturally determined. Even though play is a universal construct, who children play with, when and where they play is all determined by communities, resource availability and learning goals and objectives.

Here is to playful homes, playful schools and a playful world!

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Reference: <https://sandboxblog.home.blog>

: <https://youtu.be/4qmoSSvel28>

: <https://www.gse.harvard.edu/news/19/10/power-playful-learning>

: <https://www.colorado.edu/csl/programs/phet-interactive-simulations>