



Provincial Outreach
Program for the Early Years

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Session 4 SD 42: Learning in the Primary Years

Date: May 14, 2025

8:30-2:30pm

Presenter:
Megan Zeni



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Acknowledgement

We acknowledge that our work takes place on the traditional and unceded territories of the Indigenous Peoples of British Columbia, home to 198 distinct Nations. Across Canada, we also recognize the 46 treaties and agreements that reflect ongoing relationships with the land.



We are grateful to the First Nations, Métis, and Inuit Peoples for their care and teachings about the Earth.

This acknowledgment reminds us of our responsibilities to these relationships and the ancestral lands where we live, work, and learn.



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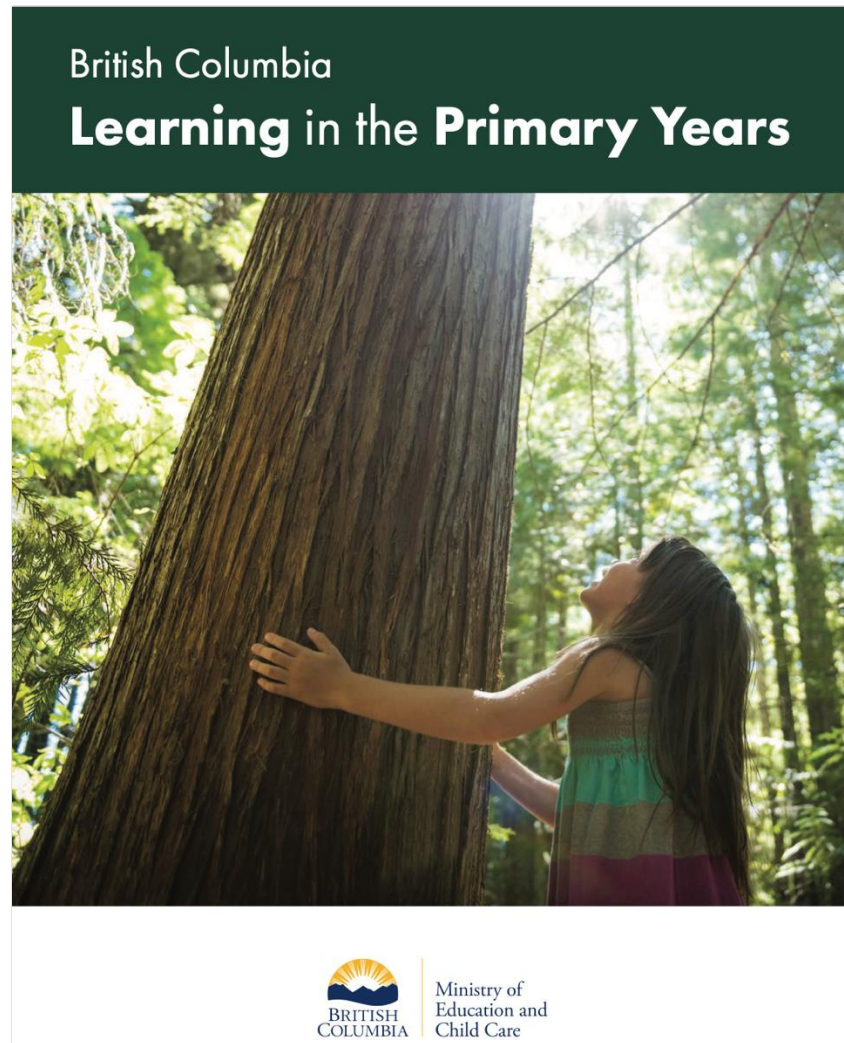


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The play-learn connection





- Intended to support K-3 teachers across BC
- Part One: Foundations for Learning
- Part Two: Connecting Learning & Teaching Practices



The CASEL framework



- SEL competence is associated with emotional competence, academic success, health and well-being
- SEL *is not about* compliance or social behavior expectations
- SEL *is about* developing an internal motivation for adapting to demands and challenges

Literacy and SEL



Photo credit: Megan Zeni



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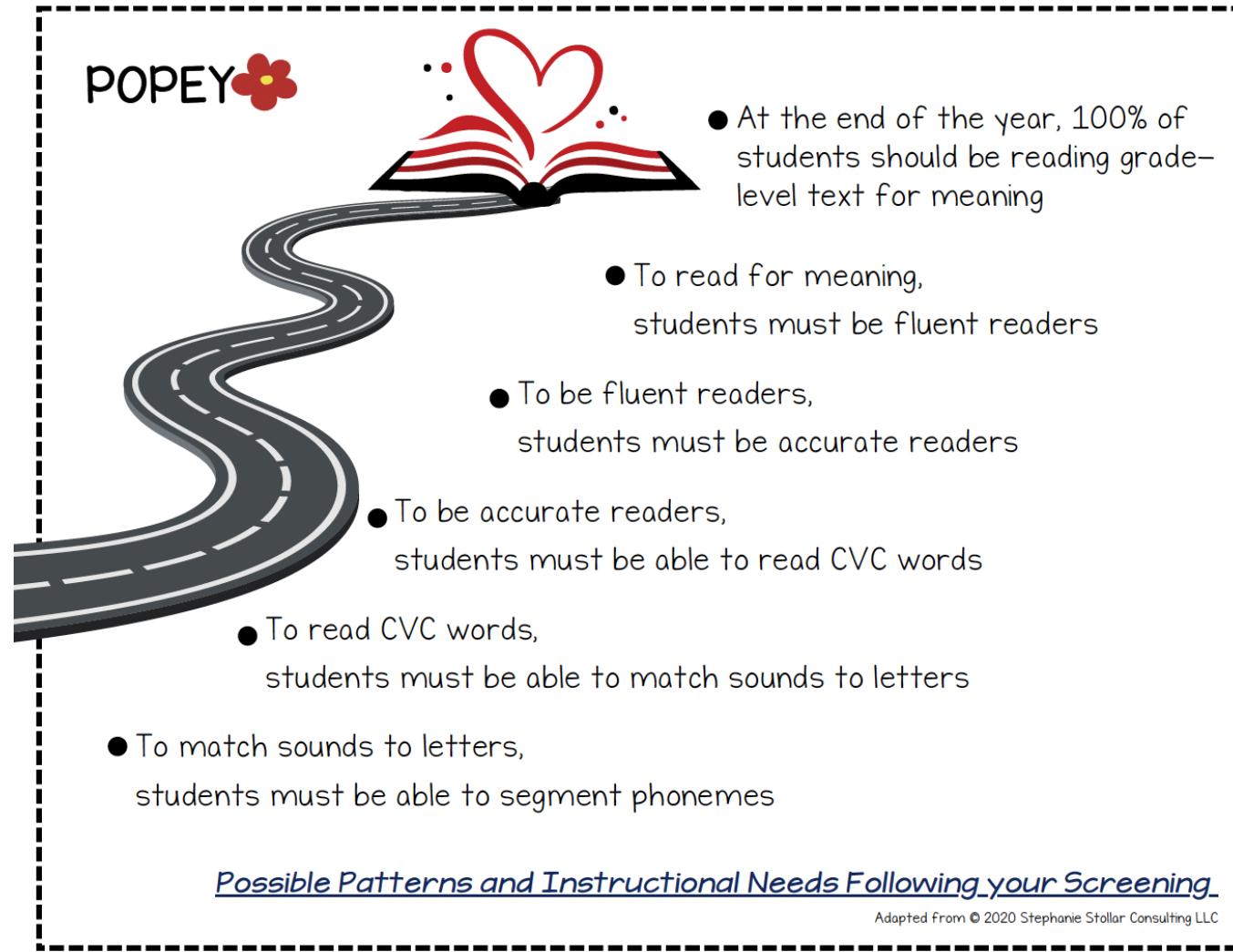


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Planning with play in mind





A developmental systems framework



Figure 1. SoLD principles of practice.

Implications for educational practice of the science of learning and development

- The conditions we create as teachers that support supportive environments, productive instructional strategies, SEL & Systems of support

The play continuum



Pedagogical strategies for play-based learning (adapted from Pyle & Danniels, 2017).

Affordances for play



Natural		Manufactured	
Acorns	Plants	Balls/Rubber ball	Mailbox
Bamboo poles	Pumpkins	Bamboo blocks	Mats
Bark	Recycled	Bean bags	Measuring cups
Berries	evergreen	Bench	Metal cake pan
Boulders	(Christmas) trees	Bottles	Milk crates
Bulbs	Reeds	Bowls	Mini-bricks
Bushes	River rocks	Brick structures	Muffin tin
Clay	Rocks/rock piles	Bricks	Musical instruments
Corn (cobs, kernels, and ears)	Roly poly bugs	Buckets	Old clothes
Cornhusks	Rose quartz	Building blocks	Paint
Dirt	Sand/sand pits	Building materials	Pans
Driftwood	Seed pods	Cameras	Paper
Feathers	Seeds	Cardboard boxes	Paper and pens/pencils
Flat stones	Shells	Cardboard tubes	Pipe cleaners
Flower and herb gardens	Snow	Cars	Pipes
Flowers	Soil	Ceramic tiles	Planks
Frozen snow	Spiky seed pods	Chalk	Plastic bat
Grass	Squash	Climbing structure	Plastic cones
Grassy hills	Sticks	Clips	Plastic plates
Heavy wood pieces	Stones	Colorful blocks	Plastic playhouse
Hedge apples	Stream	Containers/small containers	Plastic shovels
Ice	Stumps	Costumes	Pots
Insects	Sweet gum pods	Dramatic play props	Pottery
Large tree branches	Their own body	Empty plant pots	Raised garden bed
Large wooden chunks	Tree blocks	Empty plastic sandbox	Ramps
Leaves	Tree cookies	Fabrics/Large fabrics	Scarves
Living things	Tree limbs	Foam building blocks	Scoop
Logs	Tree branches	Garbage can and lids	Shovels
Loose gravel	Trees	Garden hand tools	Simple toys
Lumber	Twigs	Gutter	String
Mud	Vegetation	Hand-held instruments	Sunglasses
Mud pies	Water	High structure toys (telephone, medical kit, trucks, dolls)	Tables
Native grasses	Wildlife		Tire
Native plants	Willow branches	Hoe	Trucks



The play-learn connection



The continuum of play-based learning is an alternative to simply alternating direct academic instruction with free-play periods. Instead, educators can intentionally design play-based learning experiences from across the continuum with varying degrees of child direction and educator guidance. The type of program and who the children and educators are will influence how the continuum is used."

(Ministry of Education, 2019, p. 39)







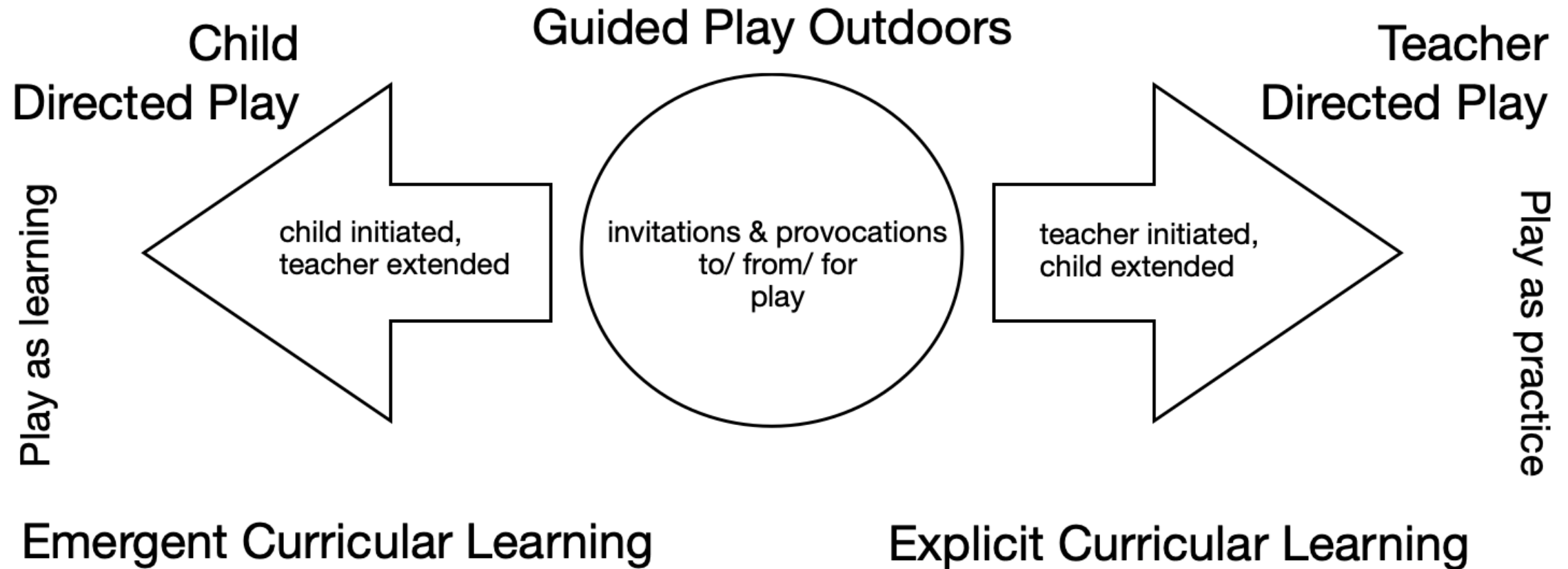




Games with Rules



Outdoor Play and Learning in Schools





Taking literacy outdoors





Learning Series Feedback



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Thank you from the POPEY team!

