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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## The play-learn connection

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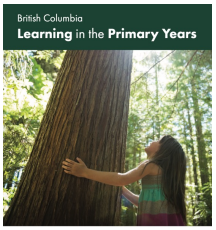
## LIPY document




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

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## 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

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## Literacy and SEL

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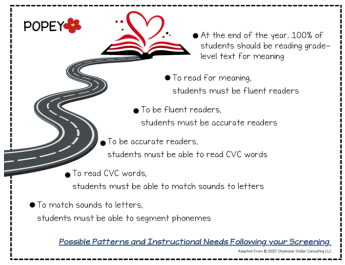
## Planning with play in mind



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## A developmental systems framework

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

Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020).



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## The play continuum

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

ADAPTED from LIPY, page 22: Photo credits Megan Zeni



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## 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-bicicles |
| 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 |
| Fossils | Soil | Ceramic tiles | Plastic |
| 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 | Single toys |
| Lumber | Twigs | Gutter | Sink |
| Mud | Vegetation | Hand-held instruments | Sunglasses |
| Mud pies | Water | High structure toys (telephone, medical kit, trucks, dolls) | Tables |
| Native grasses | Wildlife | Hoe | Tire |
| Native plants | Willow branches | | Trucks |

Photo Credit: Megan Zeni; Affordanaces list: Gull & et al., 2019

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## 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)

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## Free Play

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## Inquiry Play

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## Collaborative Play

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## Playful Learning

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## Games with Rules

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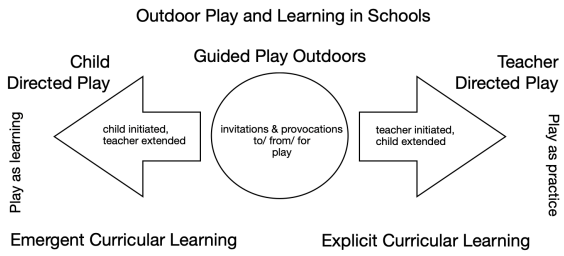
## OPAL in schools




Zeni et al., 2025

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## Taking literacy outdoors

Outsideplay.org

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## Learning Series Feedback

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Thank you from the POPEY team!

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