



Reduces anxiety!

“Relates to higher reading levels and IQ scores, and to greater creativity and imagination.”  
*p. 33, Ostroff, 2012*



“Play prepares the brain to handle the unexpected and may contribute to healthy brain development.”  
*p. 34, Ostroff, 2012*

# Unstructured Play!

Playing with peers develops more sophisticated language skills than playing with adults. This is especially effective with peers with different skill levels - ZPD

Research from:  
Wendy Ostroff, *Understanding How Young Children Learn*, 2012



Pull out your list...



discuss what items  
can you set out for  
your students to  
explore this week for  
**unstructured play.**



**Unstructured Play**

# MEET UP to learn

*understanding how the brain research relates to teaching and learning young children.*

**M**

Explain and connect to schema

**E**

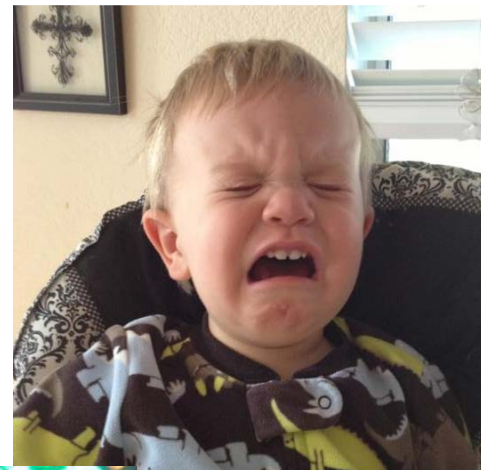
**T**

**Unstructured  
Play**

**MEET UP** *to learn*



# Emotions!



Be on the lookout for negative emotions that may interfere with learning.

Novelty excites students and motivates them to explore. Use it to enhance routine.





# Musical Chairs...

a fun way to connect to background knowledge

Walk if you have ever been really loud!

Walk if you have ever tried to kick a ball really far!

Walk if you have ever let your dog do something your mom said not to do.

Walk if you have ever had a messy room.

Walk if you have ever been perfect.

For more information:

Read "Musical Chairs Removes Blank Stares"  
by Linnea Lyding, in ASCD Express

**Emotion and schema**

It's in the  
Bag!



**E**motion and schema

# Movement *And* Gestures

“Children’s bodies are designed to be active... embrace movement.” *p. 79, Ostroff, 2012*



Research from:  
Wendy Ostroff,  
*Understanding How  
Young Children  
Learn*, 2012



Use the rhythm of  
the body to  
internalize concepts



**E**motion and **M**ovement



# **Movement and Emotion**

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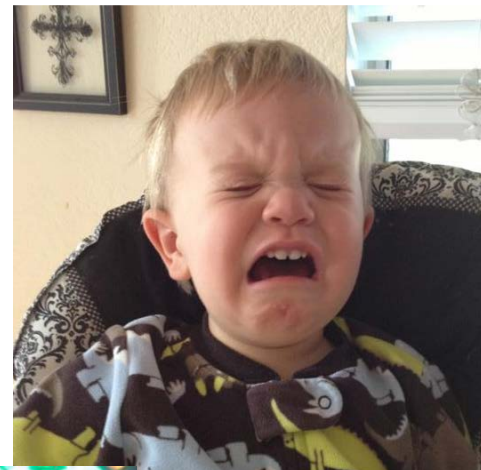
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**E**motion and **M**ovement



# **Movement and Emotion**



Reflecting on your list...



brainstorm with the people at your table about something novel you can do to add **m**ovement and/or **e**motion to one of your lessons.

**M**ovement and **E**motion

# MEET UP to learn

*understanding how the brain research relates to teaching and learning young children.*

**Movement and gestures**

Explain and connect to schema

**Emotion**

**T**

Unstructured  
Play

**MEET UP** *to learn*



Self Talk



Support  
cooperative play

Talk



Ask and encourage  
questions



Use  
process  
praise

Talk

# Think about your classroom...



share one way you already do or want to encourage talk in your classroom...

- Self talk
- Cooperative play
- Questioning
- Process praise

## Talk

# MEET UP to learn

*understanding how the brain research relates to teaching and learning young children.*

Movement and gestures

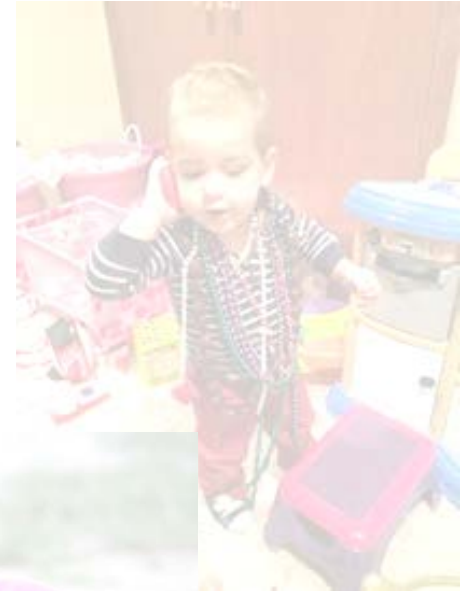
Explain and connect to schema

Emotion

**Talk**

Unstructured  
Play

**MEET UP** *to learn*



# Let's **MEET UP** to learn using gestures

**M**ovement  
**E**xplain  
**E**motions  
**T**alk

**U**nstructured  
**P**lay



**Help us create meaningful gestures**

## MEET UP

**Movement**  
**Explain**  
**Emotions**  
**Talk**

**Unstructured**  
**Play**



Turn to the person next to you. Try to remember all of the gestures to MEET UP.

After practicing the gestures, talk about what you remember from each one.

Finally, share one thing you will take back to your classroom next week.



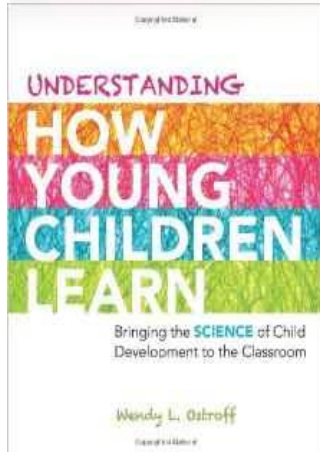
# Unstructured Play!



Remember the unstructured play you experienced at the beginning. Can you identify the part of **MEET UP** we were thinking about when we included that object?



# Thank You!



Presentation based on material from *Understanding How Young Children Learn* by Dr. Wendy Ostroff, *Using Lesson Study to Help Teachers Design Lessons with Purposeful Planned Movement* by Dr. Linnea Lyding, and personal experience. 😊