

## Let's Play: From Play to Ideation-NAEA 2014 Conference

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Institute on Play:  
<http://www.nifplay.org/vision.html>

Alliance for Childhood:  
<http://www.allianceforchildhood.org/>

The Land (Adventure Playground Documentary, Wales)  
<http://vimeo.com/89009302>

Penny Wilson, Playworker Trainer:  
[http://www.allianceforchildhood.org/playwork\\_video](http://www.allianceforchildhood.org/playwork_video)

Scrapstore Playpods  
<http://www.playpods.co.uk>

Gaver Tulley's Tinkering Schools  
[www.tinkeringschool.com/](http://www.tinkeringschool.com/)  
[http://www.ted.com/talks/gever\\_tulley\\_s\\_tinkering\\_school\\_in\\_action](http://www.ted.com/talks/gever_tulley_s_tinkering_school_in_action)  
[http://www.ted.com/talks/gever\\_tulley\\_on\\_5\\_dangerous\\_things\\_for\\_kids](http://www.ted.com/talks/gever_tulley_on_5_dangerous_things_for_kids)

## WHY PLAY?

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- Attention: Focus through Play.
  - Memory: Remembering through play vs. isolation from the everyday.
  - Language and Literacy: Language is developed in the narrative of play event. There is an understanding of sequencing and children learn vocabulary in the context of play.
  - Hypothetical Reasoning: Playing allows children to imagine and understand a problem (Berk, p. 123).
  - Distinguishing appearance from reality (seeing a monster in the mobile-the more they play and represent objects symbolically the more distinctions they can make in reality) (Berk, p. 124).
  - Understanding the Mind: Play is rich in mental state language, especially emotions (role playing the emotions of a parent leaving on a trip) (Berk, p. 125).
  - Self-Regulation: Use of private speech to work out different scenarios through play (Berk, p. 127).
  - Imagination and Creativity: "By introducing fantasy elements into consciousness, this inventive private commentary probably helps us cope with the mundane, repetitive aspects of our daily lives" (Berk, p. 129).
  - Risk assessment and problem finding/solving (Almon, 2013; Rosin, 2014).
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