

# Enlightening FREE PLAY Experience at Kindergartens to Nourish Openness of Play, Learning and Teaching

放手玩 · 放心教 · 放膽學：

自由遊戲@學前教育的實踐和啟迪



# 幼兒教育影響的持久性：



<https://www.mentimeter.com/s/b55b54eb45b20e3c3e1ab3580d2b9b4c/d21f5ec2ac56>

# 整全發展的內涵

## 習慣

- 衛生
- 閱讀
- 運動

## 能力/價值觀

- 交際能力
- 抗逆力
- 解難能力

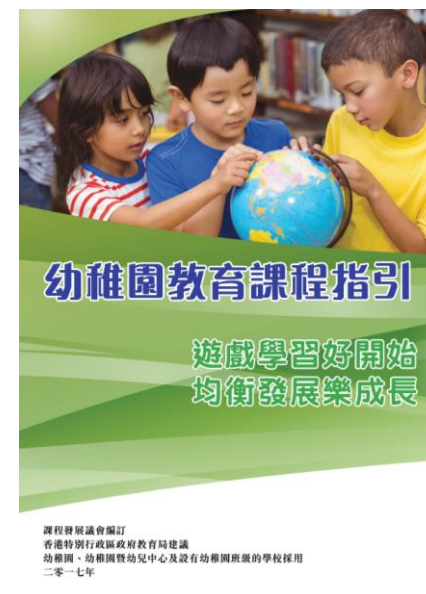
## 經驗

- 多元化
- 多感官
- 正面/負面

# 幼稚園教育課程的目標：

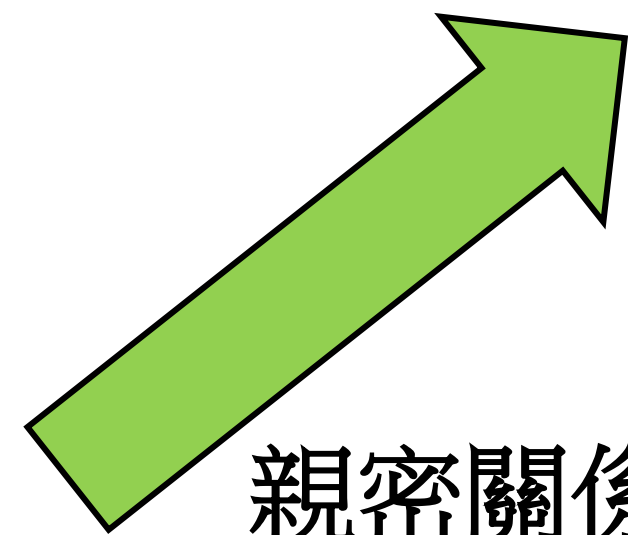
- 培育幼兒在德、智、體、群、美各方面的均衡發展；
- 培育幼兒的良好生活習慣，讓他們養成健康的體魄；
- 培育幼兒正面的價值觀和積極的態度。
- 培育幼兒的學習興趣和求知精神，樂於探索；

《幼稚園教育課程指引》  
(課程發展議會，2017)

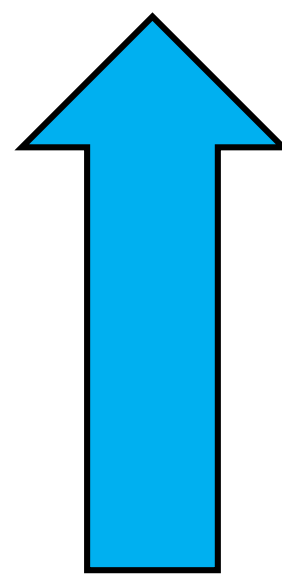




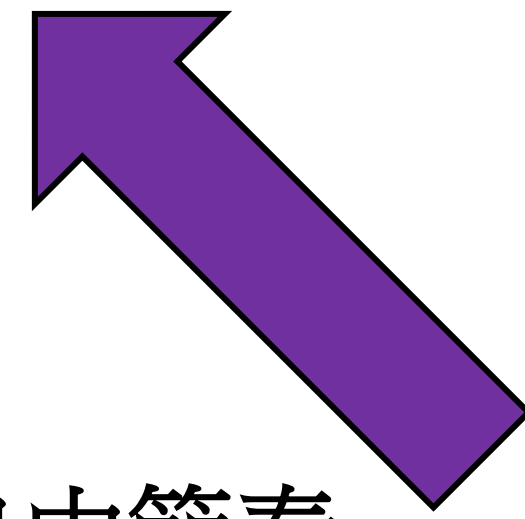
整全發展



親密關係(支持)



安全環境



自由節奏

# 自由遊戲是一種自然學習的途徑：

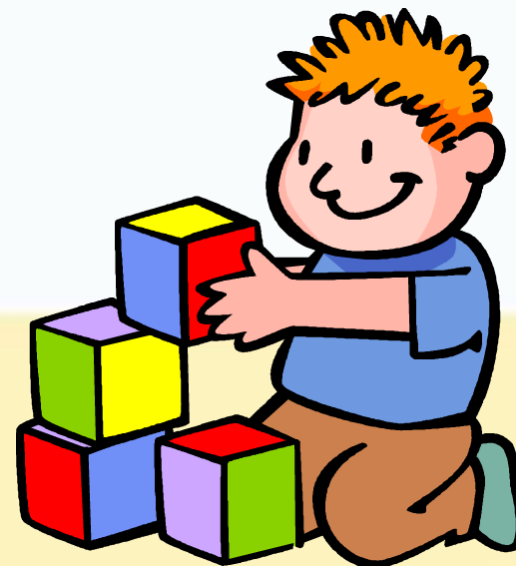
遊戲的特色：

1. 自我導向、自我組織、自我激發

∴ 滿足他們的興趣、能力、思維

2. 充滿靈活性

∴ 沒有壓力



CLINICAL REPORT Guidance for the Clinician in Rendering Pediatric Care

American Academy  
of Pediatrics



DEDICATED TO THE HEALTH OF ALL CHILDREN™

# The Power of Play: A Pediatric Role in Enhancing Development in Young Children

Michael Yogman, MD, FAAP,<sup>a</sup> Andrew Garner, MD, PhD, FAAP,<sup>b</sup> Jeffrey Hutchinson, MD, FAAP,<sup>c</sup>  
Kathy Hirsh-Pasek, PhD,<sup>d</sup> Roberta Michnick Golinkoff, PhD,<sup>e</sup> COMMITTEE ON PSYCHOSOCIAL  
ASPECTS OF CHILD AND FAMILY HEALTH, COUNCIL ON COMMUNICATIONS AND MEDIA

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智樂playright



Children need to develop a variety of skill sets to optimize their development and manage toxic stress. Research demonstrates that developmentally appropriate play with parents and peers is a singular opportunity to promote the social-emotional, cognitive, language, and self-regulation skills that build executive function and a prosocial brain. Furthermore, play supports the formation of the safe, stable, and nurturing relationships with all caregivers that children need to thrive.

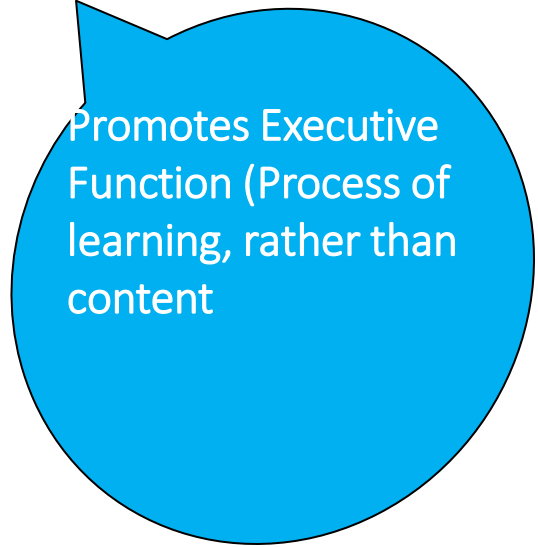
Play is not frivolous: it enhances brain structure and function and promotes executive function (ie, the process of learning, rather than the content), which allow us to pursue goals and ignore distractions.

When play and safe, stable, nurturing relationships are missing in a child's life, toxic stress can disrupt the development of executive function and the learning of prosocial behavior; in the presence of childhood adversity, play becomes even more important. The mutual joy and shared communication and attunement (harmonious serve and return interactions) that parents and children can experience during play regulate the body's stress response. This clinical report provides pediatric providers with the information they need to promote the benefits of play and to write a prescription for play at well visits to complement reach out and read. At a time when early childhood programs are pressured to add more didactic components and less playful learning, pediatricians can play an important role in emphasizing the role of a balanced curriculum that includes the importance of playful learning for the promotion of healthy child development.

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Enhances Brain  
Structure &  
Function



Promotes Executive  
Function (Process of  
learning, rather than  
content)



# Executive Summary



## Physical Activity Guidelines for Americans

2<sup>nd</sup> edition





PARENTS

## Are my kids getting enough physical activity?

You know kids need physical activity to grow up strong and healthy. But did you know it can help them feel better right away?



Better sleep



Better mood



Better grades

**And when your kids are feeling good, your life is easier, too. So find ways to help your kids fit more activity into their day.**

### How much do they need?

Kids and teens ages 6 to 17 need at least **60 minutes** every day.

Most of it can be **moderate-intensity aerobic activity**. Anything that gets their heart beating.

Is it moderate or vigorous?



## **Convention on the Rights of the Child**

Distr.: General

17 April 2013

Original: English

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**Committee on the Rights of the Child**

### **General comment No. 17 (2013) on the right of the child to rest, leisure, play, recreational activities, cultural life and the arts (art. 31)\***



(c) **Play:** Children's play is any behaviour, activity or process initiated, controlled and structured by children themselves; it takes place whenever and wherever opportunities arise. Caregivers may contribute to the creation of environments in which play takes place, but play itself is non-compulsory, driven by intrinsic motivation and



**CRC/C/GC/17**

undertaken for its own sake, rather than as a means to an end. Play involves the exercise of autonomy, physical, mental or emotional activity, and has the potential to take infinite forms, either in groups or alone. These forms will change and be adapted throughout the course of childhood. The key characteristics of play are fun, uncertainty, challenge, flexibility and non-productivity. Together, these factors contribute to the enjoyment it produces and the consequent incentive to continue to play. While play is often considered non-essential, the Committee reaffirms that it is a fundamental and vital dimension of the pleasure of childhood, as well as an essential component of physical, social, cognitive, emotional and spiritual development.

Undertaken  
for its own  
sake

Initiated, controlled  
& structured by  
children

Fun, uncertainty,  
challenge,  
flexibility and  
unproductive



根據2017年《幼稚園教育課程指引》的建議，幼稚園應每天分別 **「安排不少於30及50分鐘時間，讓幼兒參與自由遊戲」**





自由遊戲點玩？  
無時間學習？  
點可以無規矩？  
老師陪玩？  
家長覺得學校.....

??



# Playwork Practice

as a profession that support  
children's free play

## WHAT IS PLAYWORK?

Playwork is an approach to working with children that aims to support and facilitate the play process

It is about removing barriers to play, and enriching the **play environment**...The role of the playworker is to create flexible environments which are substantially adaptable or **controllable by the children** ...' (Professor Fraser Brown)



THE PLAYWORK  
FOUNDATION

FOR PLAYWORK, PLAYWORKERS AND PLAY

‘Playworkers support play that is led by children with **no planned outcome i.e. not adult led or directed**. Playworkers provide children with a space for them to be themselves and to play in the ways in which they want and need to. Playworkers plan for play, observe and reflect on what they see’. ([Playboard Northern Ireland](#))



# Free Playtime model

## @ Early Childhood Education Settings

Designated TIME  Flexible Space  Playwork Practice

Partner with 11 seeds schools



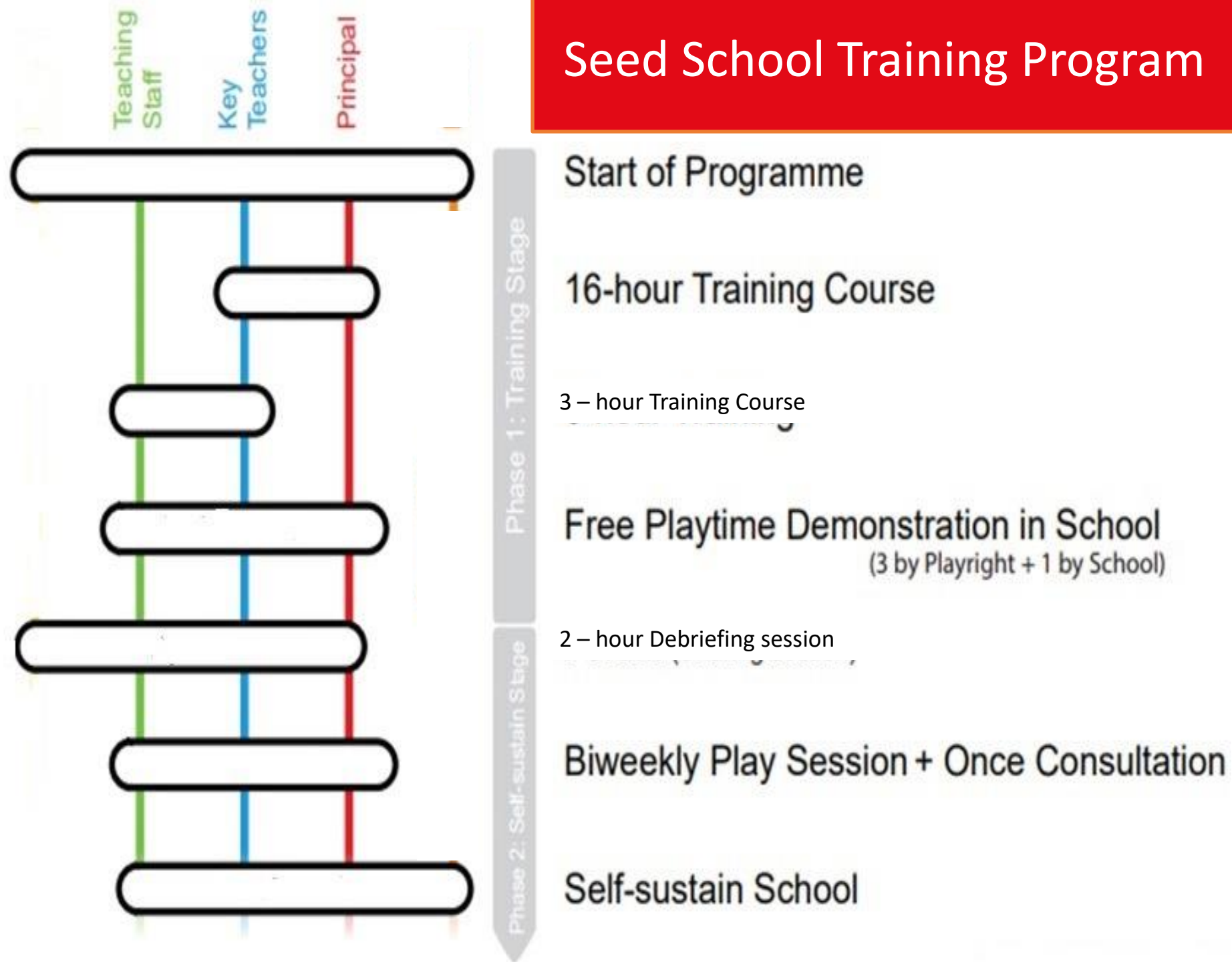


# Seed School Training Program (SSTP) objectives

1. Support early childhood educators to work out an action plan to implement free playtime,  
and resolving the constraints at playtime by **developing playtime training model**.  
And most importantly, is to create a school culture that values children's play that will lead to sustain school playtime through working out a detailed play policy and strategy.
2. Verify the benefits of free playtime to the well being and development of pre-school children by **research** and advocate its importance by **publicity**
3. Develop **resources to support** teaching staff to sustain free playtime in the long run.



# Seed School Training Program



# 種子學校培訓計劃 (SSTP)

SSTP Phase 1

HOW/WHO?

WHAT?

WHY

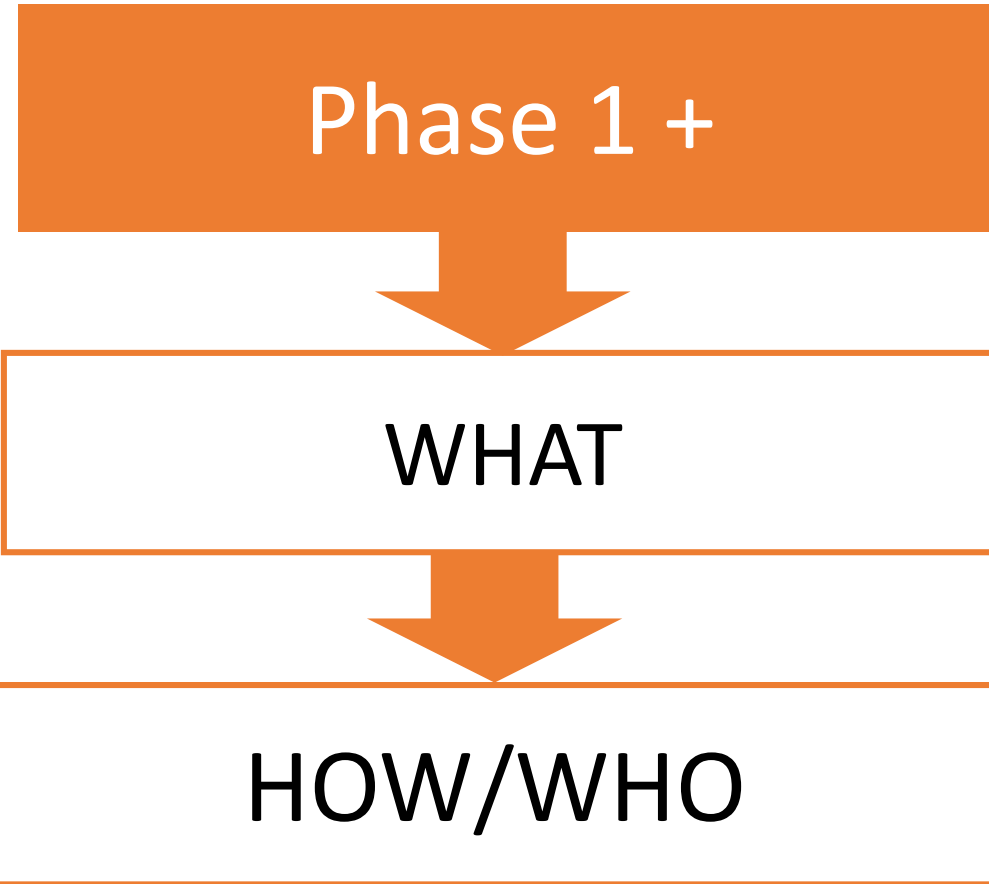
- 自由遊戲環境設計
- 自由遊戲老師角色
- 課程安排

對象：種子老師

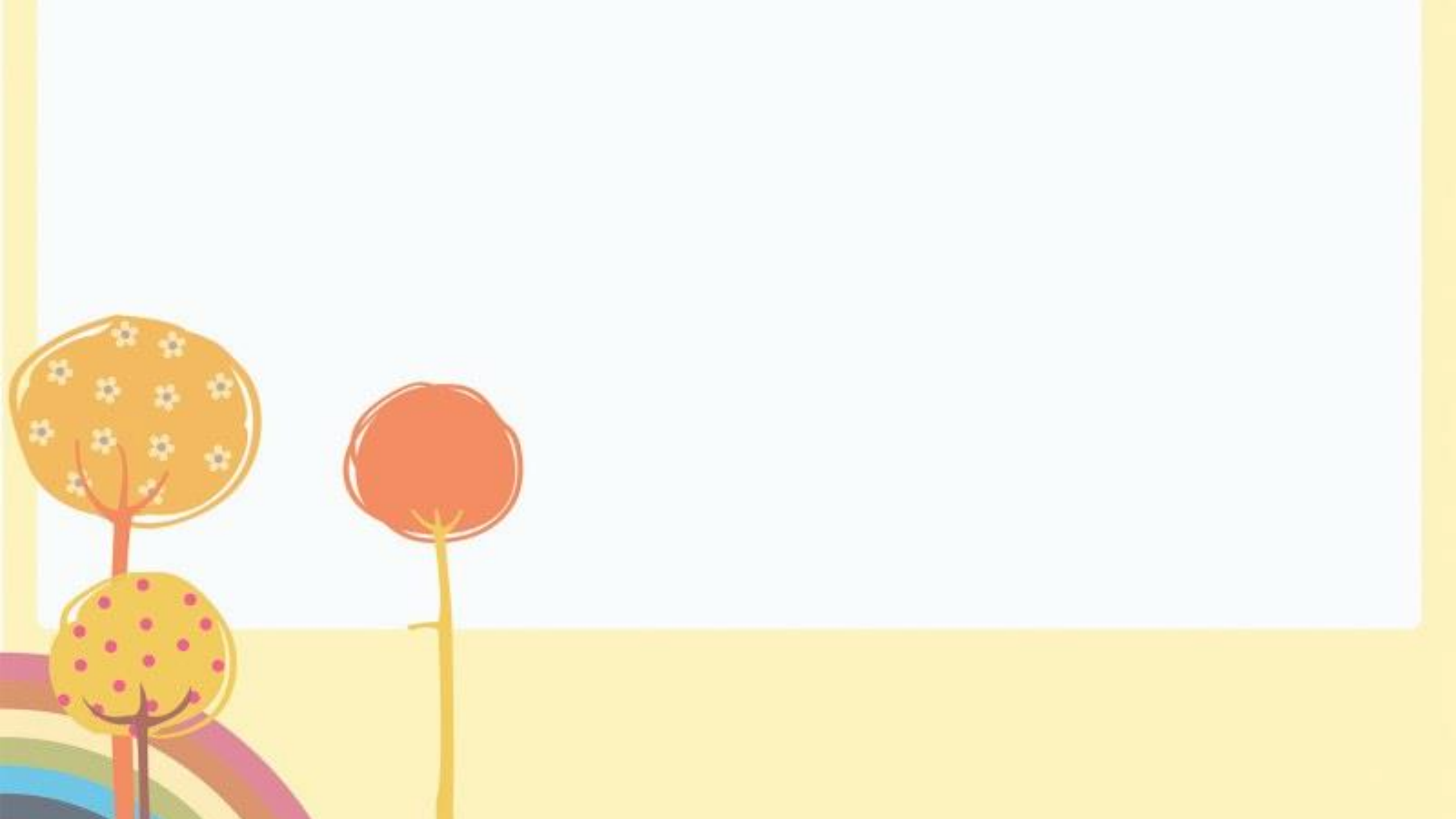
- 從外貌定義自由遊戲



# 種子學校培訓計劃 (SSTP)



- 從內涵定義自由遊戲
  - 幼兒的能力
  - 幼兒的創意
  - 幼兒的快樂
  - 機會↑ → 進入課室
  - 物資↑ → 整個課室
  - 內容↑ → 與課程結合
- 對象：全體老師



# STTP Phase 1 +

## 從自由遊戲意義出發

1.打破空間限制

e.g.課室自由遊戲角落  
自由遊戲箱

2.遊戲物資豐富

e.g.全課室的mix match  
不同素材的loose parts

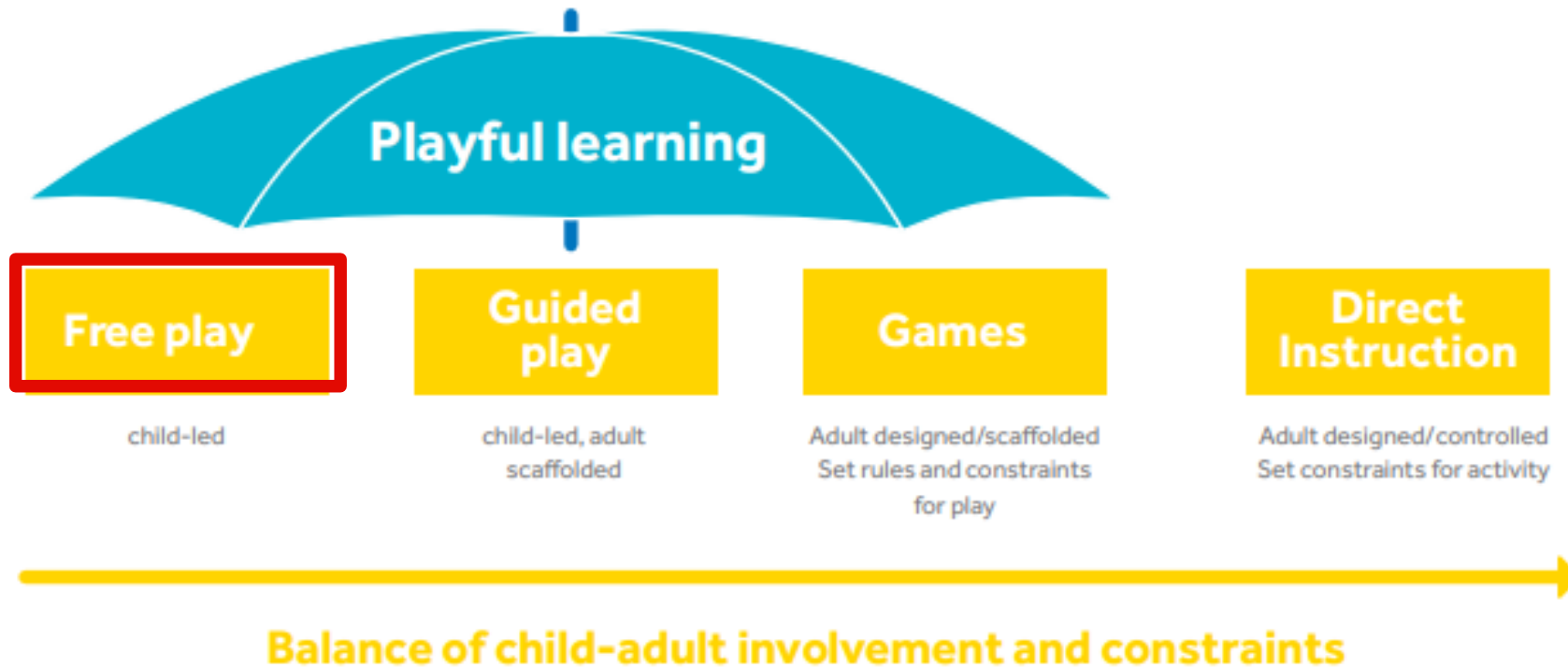
4. 全校種子老師、家  
參與體驗

3.以自由玩帶動學習

e.g.體能課  
探索角



# Spectrum of Play




Jennifer M. Zosh, Emily J. Hopkins, Hanne Jensen, Claire Liu, Dave Neale,  
Kathy Hirsh-Pasek, S. Lynne Solis and David Whitebread (November 2017)

# SSTP phase 1++ 與 phase 2+的未來

- 更多自由玩的模式
- 更適合玩的社區
- 更「識玩」的孩子  
(e.g. 勇氣、解難能力)
- 其他?

- 對孩子能力的信任
- 老師對自由遊戲的操作成熟
- 家長對自由遊戲的認同

# 小朋友點睇自由遊戲 – 來自種子學校小朋友自創的兒歌

低班寶寶就係鍾意玩，玩法夠多仲要夠創新，  
玩樂之外學習都認真，我哋仲識三個大原則，  
就係愛己愛人愛環境，自由遊戲你哋聽過未？  
就係隨意隨地又隨心，我哋玩到污糟又邋遢，  
以為我哋係度玩垃圾，其實我哋玩得好認真，  
學習判斷衡量同挑戰，多謝你哋平日嘅體諒，  
無言感激你哋嘅付出，唔好以為咁樣就完結，  
精彩活動K3陸續有嚟，我哋準備好啦！升班啦！