

## Facilitator's Guide for 'The Work of Play'

### **2 min. Introduction and Framing - Why this video?**

The purpose for viewing this video is to look at strategies for Student Work Time and the impact these strategies have on the learning community - both socially and intellectually. Framing Question: What might be the benefits of Student Work Time?

\*This can be recorded on Note Catcher #1.

### **8 min. First Viewing**

Watch video all the way through once.

### **5 min. Reflection**

Write: What are the key messages of this video? What would you like to know more about? For a more open-ended reflection, write about the impressions this video made on you. Share with a partner.

\*This can be recorded on Note Catcher #1.

### **15 min. Deeper Dive**

Choose a question you'd like to explore further and re-watch the related segments of the video with an eye toward unpacking what you saw and collecting more information. Pause on visuals you'd like to examine further, replay conversations to gather content and generate more questions, pause to look at features of the school or classroom environment that relate to your questions. (Facilitation note: If you don't have one device per person, people can be grouped around similar questions or the entire group could choose areas for deeper examination.)

\*This can be recorded on Note Catcher #1.

Example Deep Dive Questions: Where do you see opportunities for students to develop language to explain their thoughts, to express their feelings, or to negotiate or collaborate? Where do you see examples of (or opportunities for) teachers observing students closely and reflecting on what they've noticed? How might this influence their future teaching decisions?

### **5 min. Share**

Share what you found out about your question(s) with 1 or 2 partners. Also, share any new questions that emerged for you as a result of watching the video a second time.

\*Chart the responses or enter into a group Google Doc.

### **7 min. Plan**

What practice(s) would you like to adapt or adopt from Student Work Time? What next steps will you take? These could be concrete FIRST steps in trying out a piece of this practice or something this practice inspires you to try. What else do you need to know or have in order to take your next steps?


\*This planning can be done on Note Catcher #2.

### **2 min. Share**

Lightning share - What might you try as your next step (as many people as time allows - keep it brief)?

### **1 min. Summary**

Wrap up the session by summarizing any big shifts in the group's thinking or any threads that stand out.

 **Additional Resources****1. [The Building Blocks of a Good Pre-K](#)**

This three-age op-ed from The New York Times lays out what the authors feel are the hallmarks of a high-quality pre-k program. Central Park East II shares this article because they use many of the practices and follow the main beliefs articulated in the op-ed. This piece can serve as a brief conceptual and intellectual background of the practices that CPE II engages in, increasing buy-in to the practices shown in the video and granting them further legitimacy.