MONASH University

Planning proforma for *Fleer's Conceptual PlayWorld* (Fleer, 2022) Monash PlayLab

Five Characteristics of Fleer's Conceptual PlayWorld to support imaginary play and conceptual thinking and learning (Fleer, 2022)

Pedagogical characteristics	Pedagogical practices that are planned	Fleer's Conceptual PlayWorld in action
Selecting a story for Fleer's *Conceptual PlayWorld*	▪ Selecting a story that is enjoyable to children and adults. Summary of the story. ▪ Building drama for the characters in the story. ▪ Building empathy for the characters in the story. ▪ A plot that lends itself to introducing a problem situation. Overview of the problem. ▪ Being clear about the concept(s) and its relation to the story and play plot to be developed ▪ Adventures or journeys that spring from the plot (e.g., chapters).	▪
Designing Fleer's *Conceptual PlayWorld* space	▪ Finding a space in the classroom/centre/outdoor area suitable for an imaginary *Conceptual PlayWorld* of the story. ▪ Designing opportunities for child-initiated play in ways that develop the play plot further or explore concepts and make them more personally meaningful. ▪ Planning different opportunities for children to represent their ideas and express their understandings.	▪
Entering and exiting Fleer's *Conceptual PlayWorld* space	▪ Plan a routine for the whole group to enter and exit the *Conceptual PlayWorld* of the story where all the children are in the same imaginary situation.	▪

Pedagogical characteristics	Pedagogical practices that are planned	Fleer's Conceptual PlayWorld in action
	■ Children choose characters as they enter into the imaginary situation. ■ Adult is always a character in the story.	
Planning the play inquiry or problem scenario	■ Problem scenario is not scripted, but a general idea of the problem is planned. ■ The problem scenario is dramatic and engaging. ■ The problem invites children to investigate solutions to help the play in the *Conceptual PlayWorld.* ■ Being clear about the concepts that will be learned from solving the problem situation. Concepts are in service of the children's play.	■
Planning adult interactions to build conceptual learning in role	■ Adults are not always the same character. Roles are not scripted. ■ Planning of who will have more knowledge and who will be present with the children to model solving the problem. There are different roles adults can take: Adults plan their role for the *Conceptual PlayWorld* to be **equally present** with the children, or to **model practices** in role, or to be **needing help** from the children. Their role can also **be together with** the child leading (primordial we), where they literally cradle the child or hold their hand and together act out the role or solution.	■