



FLEER'S

CONCEPTUAL PLAYWORLDS

THINKING BOOK



This is your personalised Fleer's Conceptual PlayWorld thinking book

In this Fleer's Conceptual PlayWorld thinking book, you will be reflecting on your own practices and what you have learned through the specific chapters and throughout the whole book.

We invite you to revisit your responses, and to review your own thinking, and to build on the key questions originally posed in Chapter 1:

What is the problem that Charlotte is thinking about or experiencing?

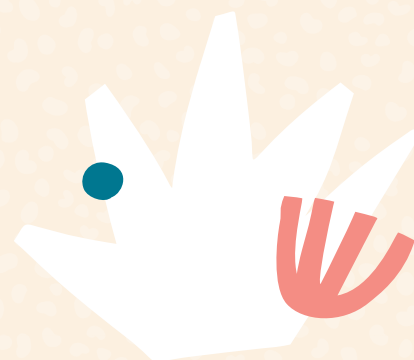
What is one key idea you gained from reading the narrative or viewing the material that you believe could help solve Charlotte's problem?

What are you curious about? Which chapter in this book could help you?

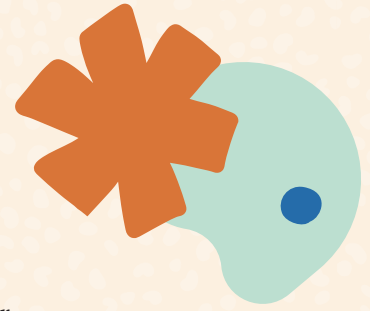


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CHAPTER 1



PRACTICE REFLECTION 1.1

Do you see any potential problems? Can you guess what happened? Record your thoughts. Note Charlotte's planning. Consider Charlotte's first experience working with a group of children – not just a small group, as advised by the university.

PRACTICE REFLECTION 1.2

What would you do to restore the situation? What went wrong despite Charlotte's thoughtful planning?

PRACTICE REFLECTION 1.3

Compare what you see in the overview video of practice to that of Charlotte's story of using the same book. Critically view the other video, identify some pedagogical characteristics you are curious about, and start a discussion about it in our private [Facebook for Fleer's Conceptual PlayWorlds](#).

PRACTICE REFLECTION 1.4

Find another children's book that you believe is full of drama and would help children build empathy with the characters in the story. Record your ideas. Watch the video '[Selecting a dramatic story](#)' for ideas to support your reflections.

PRACTICE REFLECTION 1.5

How would you design the imaginary space for the book you previously selected?
Record your ideas.

PRACTICE REFLECTION 1.6

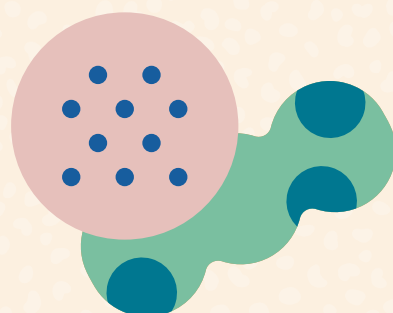
Brainstorm a range of entry and exit routines for Rosie's Walk and your chosen book. Some examples from the research include stepping into a huge basket and pretending to go up in a hot air balloon (Lindqvist, 1995) or going back in time through a portal (outdoor equipment) with the routine of counting down from 10 to zero in the time machine. Other examples can be found in the [PlayLab Working papers](#).

PRACTICE REFLECTION 1.7

What are the concepts Charlotte is explaining? Record your ideas. Check your curriculum document now in relation to the concepts.

PRACTICE REFLECTION 1.8

In planning your Conceptual PlayWorld of your chosen story, what will be the authentic problem? What concepts will act to serve the children's play? How will the play deepen because your children bring more concepts into their play? Record your ideas.



PRACTICE REFLECTION 1.9

Look at all the responses you made while reading this chapter 1 and consider if you are ready to plan a pop-up Fleer's Conceptual PlayWorld.

PRACTICE REFLECTION 1.10

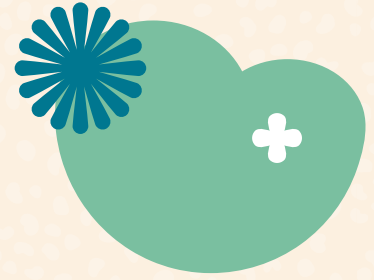
Before reading the next chapter, review the notes you made for each video link and summarise or list the characteristics of Fleer's Conceptual PlayWorld for Rosie's Walk. Record your ideas.

PRACTICE REFLECTION 1.11

Finalise your own Fleer's Conceptual PlayWorld for your chosen book. You will return to your plans as you go through the adventures found in the different chapters of this book. Over time, you will deepen your understanding as you assist Charlotte.



CHAPTER 2



PRACTICE REFLECTION 2.1

Based on your reading of the article, how do you think the research will help support teachers like Belinda to embrace more play in the classroom?

PRACTICE REFLECTION 2.2

Ashlee McCarthy played a range of roles in the Fleer’s Conceptual PlayWorld including Charlotte, Wibur and – along with the children – a butterfly going through a metamorphosis. What position did she take in each: equal, below or above?

PRACTICE REFLECTION 2.3

A Fleer’s Conceptual PlayWorld has five key characteristics that are informed by research. Which ones would you like to try?

PRACTICE REFLECTION 2.4

Go through your notes from your research readings. What are the key ideas you will apply in your own practice?

PRACTICE REFLECTION 2.5

Thinking about how Fler's Conceptual PlayWorlds can change the dynamic of STEM engagement for girls, how do you think it might support children from diverse backgrounds?



CHAPTER 3



PRACTICE REFLECTION 3.1

How do you feel about the Fleer's Conceptual PlayWorld that Charlotte has created? Can you see what problems arose based on your understanding of Fleer's Conceptual PlayWorld from Chapter 1? Could you help Charlotte solve the problems according to what you have learned?

PRACTICE REFLECTION 3.2

What are the relations between a play role and a real role? Why do we need to become play partners in the Fleer's Conceptual PlayWorld?

PRACTICE REFLECTION 3.3

What improvisation principles could you use to extend the children's imagination and play in your classroom? Can you use improvisation principles in daily conversation? Why do you think they are important in a Fleer's Conceptual PlayWorld?

PRACTICE REFLECTION 3.4

How do you feel about using body movements and gestures to illustrate the scientific concepts? Have a practice with your friends, family or colleagues and see if they can guess which concepts you are trying to portray.

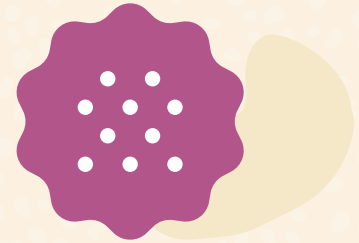


PRACTICE REFLECTION 3.5

Can you think of another dramatic conceptual problem you could plan for children's STEM exploration, drawing upon the story of The Gruffalo? How would you design the learning process while considering children's learning progression of the concept?



CHAPTER 4



PRACTICE REFLECTION 4.1

Go back to Chapter 1 and review the five characteristics of *Fleer's Conceptual PlayWorld*. Record your notes below

PRACTICE REFLECTION 4.2

Do you remember the Australian education system? Compare it to the Indonesian education system – did you find any similarities and differences?

PRACTICE REFLECTION 4.3

Now that you know the four core competencies intended for kindergarten children in the Indonesian ECE curriculum, read the five Learning Outcomes in the Early Years Learning Framework for Australia V2.0 (ACECQA, 2023, p. 29). What did you find most interesting between the two policy documents?

PRACTICE REFLECTION 4.4

Help Charlotte think about which aspects of the five characteristics of Fleer's Conceptual PlayWorld need to be modified in different cultural contexts.

CHAPTER 5



PRACTICE REFLECTION 5.1

Brainstorm what you think children are learning in Fleer's Conceptual PlayWorlds. Record your thoughts. Note children's ideas and your own reflections.

PRACTICE REFLECTION 5.2

When observing children's learning, use the following questions for reflection and wondering:

- What is currently happening in this situation?
- What are the imaginary situations children are co-creating, negotiating and collaborating with each other?
- How are children relating and discussing ideas (verbally and non-verbally)?
- What resources in the environment are available for children?

PRACTICE REFLECTION 5.3

Discuss with your mentor teacher if you have consent to record images of children. Think about how you will ask children for permission to take record images, and what questions you would ask them. Record your ideas.

PRACTICE REFLECTION 5.4.

Record your answers to the questions. Discuss with your mentor teacher your thoughts for further reflection.

- what do children know and can do in play? (intentional observation)
- what is being captured or documented in order to make judgements about children's play? (assessment moment)
- what new provocations can I introduce to engage in children's play? (teachable moments)

PRACTICE REFLECTION 5.5

Charlotte discusses the intentional observations with Yuwen. Yuwen asks her to identify and assess a focus child's cognitive-creative and socio-emotional knowledge. Record your answers. Discuss with your mentor teacher your thoughts for further reflection.

PRACTICE REFLECTION 5.6

Review your notes and consider your observations of children's play and learning. Consider how you can further extend children's learning. Record your answers. Discuss your thoughts for further reflection with your mentor teacher.



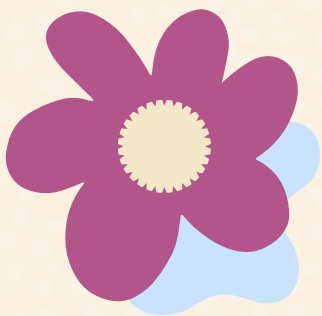
CHAPTER 6

PRACTICE REFLECTION 6.1

What are your earliest memories of learning mathematics? Like Charlotte, do you recall endless worksheets or a range of mathematics manipulatives (i.e. counting blocks, shapes, etc.)? Or, do you recall mathematics embedded in your play during everyday experiences (i.e. making biscuits with your parents, measuring quantities and making shapes)? Would you suggest that these experiences were playful? Do you think mathematics concepts can be intentionally taught during play?

PRACTICE REFLECTION 6.2

What other books can you think of that may have inherent mathematical connections yet involve complex plots and a dramatic dimension?





PRACTICE REFLECTION 6.3

When you are next at an early learning centre, what manipulatives (large or small) do you have that could be used for mathematics learning? Make a list in your Fleer's Conceptual PlayWorlds thinking book of what you have, which may transform within the Fleer's Conceptual PlayWorld setting to be used in new and interesting ways.

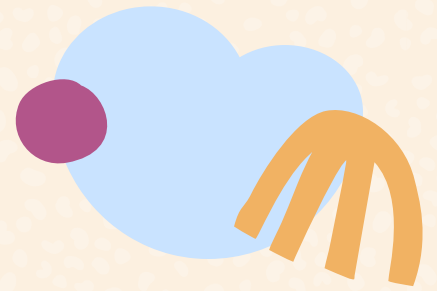
PRACTICE REFLECTION 6.4

While the focus was on measurement, what other mathematics concept could you see happening in the Room on the Broom Fleer's Conceptual PlayWorld?

PRACTICE REFLECTION 6.5

Bring together the elements of your Fleer's Conceptual PlayWorlds thinking book. Hopefully, not only can you help Charlotte on her journey, but your thinking will provide you with a springboard for embedding mathematics learning in Fleer's Conceptual PlayWorlds. Carefully consider pedagogical positioning to engage children throughout the Fleer's Conceptual PlayWorld to create an emotional connection to their character roles and, ultimately, solve the mathematical conceptual problem.

CHAPTER 7



PRACTICE REFLECTION 7.1

Using Charlotte's analysis of *Wombat Stew* as a model, complete a linguistic analysis of a text of your choice. What elements of the text will you focus on as you read and discuss the story?

PRACTICE REFLECTION 7.2

Working with a book you have selected, plan a series of prompts to invite children into shared reading. Your interactions should engage the children as active partners, focusing on the characters, the sequence of events and the language features of the text.

PRACTICE REFLECTION 7.3

Record your notes below about the Draw, Talk, Write (and share) process and how this can supplement children's learning as they engage in a Fleer's Conceptual PlayWorld.

PRACTICE REFLECTION 7.4

What other opportunities can you think of to engage the children in drawing, mark-making and writing in the *Wombat Stew* PlayWorld?

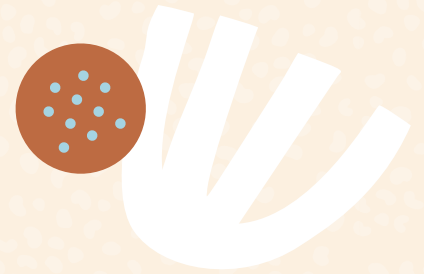
PRACTICE REFLECTION 7.5

Record the literacy learning opportunities the children experienced in the *Wombat Stew Conceptual PlayWorld* and the understandings about reading and writing that were advanced.

Return to the text you selected for linguistic analysis and design a *Conceptual PlayWorld* amplifying children's literacy learning. List the opportunities for reading and writing to, with and by children within the context of STEM learning.



CHAPTER 8



PRACTICE REFLECTION 8.1

What do you think Charlotte's biggest barrier is to implementing Fleer's Conceptual PlayWorlds for Wellbeing? Note Charlotte's thinking and perceived preparation. Record your ideas below.

PRACTICE REFLECTION 8.2

Now that you understand the importance of wellbeing for young children, can you help Charlotte? What would you do to help her feel more equipped to use Fleer's Conceptual PlayWorlds to build Wellbeing? What could have stopped her despite being alarmed by rising rates of mental illness? Record your ideas below.

PRACTICE REFLECTION 8.3

How you might apply a Conceptual PlayWorld model to build wellbeing. What would be different from other Conceptual PlayWorlds? What would be the same?



PRACTICE REFLECTION 8.4:

Find another children's book that you believe could be a book readily adopted into a Fleer's Conceptual PlayWorld activity to build wellbeing. Begin to complete the proforma for Fleer's Conceptual PlayWorlds for Wellbeing (see proforma below).

PRACTICE REFLECTION 8.5

How would you design the imaginary space for the book you previously selected. Record your ideas on the proforma for Fleer's Conceptual PlayWorlds for Wellbeing (see Proforma below).

PRACTICE REFLECTION 8.6

Brainstorm a range of entry and exit routines for your chosen book. Record your ideas on the proforma for Fleer's Conceptual PlayWorlds for Wellbeing (see Proforma below).

PRACTICE REFLECTION 8.7

What are the potential wellbeing concepts Charlotte is explaining to Yewen?

PRACTICE REFLECTION 8.8

In your planning of your Fleer's Conceptual PlayWorld of your chosen story, what will be the authentic problem that arises? What concepts will act in service of building wellbeing through play? Record your ideas on the proforma for Fleer's Conceptual PlayWorlds for Wellbeing.

PRACTICE REFLECTION 8.9

How do you think Fleer's Conceptual PlayWorlds for Wellbeing differ from other PlayWolds? Record your ideas below.

PROFORMA FOR FLEER'S CONCEPTUAL PLAYWORLD FOR WELLBEING

CHOOSING A STORY & LEARNING OBJECTIVES

What book will you choose? What are the key wellbeing competencies you aim to develop in children through this PlayWorld for Wellbeing? Specify the learning objectives in terms of cognitive, emotional, and social development. Any special considerations for children with additional needs? Any risks or contingencies to prepare for?

PLANNING A FLEER'S CONCEPTUAL PLAYWORLD FOR WELLBEING SPACE

This step involves designing the PlayWorld Space. What elements will you incorporate into the physical space to immerse children in the PlayWorld for Wellbeing? What materials will you need? What resources will help?



PLANNING HOW TO JUMP INTO THE STORY

This step considers entering and exiting mechanisms of the PlayWorld. How will the children enter and exit the PlayWorld? How will you indicate these transitions? How will they exit?



CREATING AN AUTHENTIC WELLBEING PROBLEM

This part refers to the activity Inquiry or problem scenarios you will create. What is the problem or inquiry that the children will engage with? How will this problem be introduced to them? How will the problem relate to wellbeing?



BEING A PLAY PARTNER

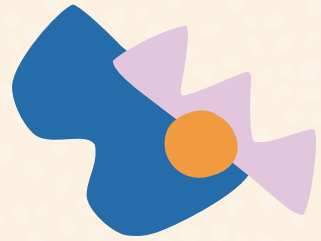
Think about what role the educator will play and what kind of discussions can take place. What role will you assume in the PlayWorld? What other roles could other educators or assistants assume? How will you interact with the children to meet the wellbeing learning objectives? What are some open-ended questions that can guide the children's inquiry? How will these questions align with the learning objectives?

FOLLOW-UP

This stage requires you to think about how the learning objectives can be sustained. How will you document or assess the children's experiences, thoughts, and learning outcomes? What methods will you use for this documentation? Are there any follow-up activities or discussions planned? How could the learning objectives be articulated to families to support and build upon the concepts explored in order to consolidate learning?



CHAPTER 9



PRACTICE REFLECTION 9.1

Do you have suggestions for Charlotte? Why do you think she is finding it so challenging? Record your answers.

PRACTICE REFLECTION 9.2

What do you think we should do to create a space that aligns with the story and also helps in exploring the concept of light and shadow? Can you help Charlotte create a collective imaginary situation? Record your answers.

PRACTICE REFLECTION 9.3

What do you think about Yuwen and Charlotte's plan? Do you think it will work?

PRACTICE REFLECTION 9.4

Can you think of other pedagogical positionings of the adults in children's play? Which role do you like to take? Do you think these roles differ from being the director of children's play from outside? Record your answers.

CHAPTER 10

PRACTICE REFLECTION 10.1

Why do you think Michael's colleagues are upset? How do you work with the calendar in your classroom? How useful do you think the 'date of the day' activity is in the classroom? What do children learn from doing it?

PRACTICE REFLECTION 10.2

In what situations do you use a diary or calendar? How do you do it? What does it help you achieve?

PRACTICE REFLECTION 10.3

Help Michael in his quest for stories. What do you think makes children empathise with a character?

PRACTICE REFLECTION 10.4

Do you know of any other stories that involve counting days, measuring time or setting dates and appointments?



PRACTICE REFLECTION 10.5

What do you think of Michael's idea? How would you help children enter the PlayWorld?

PRACTICE REFLECTION 10.6

What about you? Have you now a better understanding of the importance of calendars and diaries? What has changed? How can you help your students understand it too? What new ideas do you have on the subject?

PRACTICE REFLECTION 10.7

If, like Charlotte, you perceive a drop in motivation or dramatic tension in a Fleer's Conceptual PlayWorld, what are your tools for recreating that tension to get your students on board again?

