

PLAY TO LEAD

Facilitator's Guide



Co-funded by the
Erasmus+ Programme
of the European Union



Document Version: 1.0

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Date: 2019



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Erasmus+ Programme
of the European Union

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EXECUTIVE SUMMARY

Co-funded by the Erasmus+ Programme of the European Union, PLAY TO LEAD aims to develop a board game for the education of servant leadership characteristics that address the transformative competencies aimed for the XXI Century curricula. The goal is to raise responsible children to participate in the world, and to empower teachers and parents with an engaging educative resource and guidelines.

PLAY TO LEAD gathers the expertise of Non-Governmental Organisations, SME's and Schools to achieve innovative results. The partnership is comprised of 5 partners from 4 different countries:

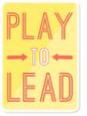
P₁ – Professionshojskolen Lillebaelt (UCL)

P₂ – Advancis Business Services, Lda (ADV)

P₃ – Associazione Docenti e Dirigenti Scolastici Italiani (ADI)

P₄ – Projeto Scholé Lda (SCHOLE)

P₅ – Tabasalu Ühisgümnaasium (TABASALU)



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PEDAGOGY OF PLAY

Neuroscience has been showing that the learning process is much more effective when one combines emotion, collaboration and surprise (Forés, A., 2015. *Neuromitos en Educacion*. Ed. Plataforma Actual).

“We say learning through play happens when the activity (1) is experienced as joyful, (2) helps children find meaning in what they are doing or learning, (3) involves active, engaged, minds-on thinking, (4) as well as iterative thinking (experimentation, hypothesis, testing, etc), and (5) social interaction.”

What we mean by: Learning through play. The Lego Foundation, version 1.2., June 2017.

The Playful Learning Manifesto by the University of Helsinki, highlights the work of Brian Sutton-Smith in the “Ambiguity of Play” where the author stresses that although we all have a preconception of what play is, we are all using the term to cover a high variety of activities:

“In this landmark study, Sutton-Smith describes different theories of play as different kinds of rhetoric because he argues that it is impossible to state with any certainty what play is, only what different theorists have claimed it could be. Because play is such a nebulous and unclear concept different theories, explanations or definitions only really make sense in the context of broader value systems and underlying ideological values. He then identifies seven rhetorics of play: as progress, as fate, as power, as identity, as the imaginary, of the self, and as frivolous.”

Playful Learning Manifesto by the University of Helsinki, 2015

How can these different perspectives of play influence the classroom and the potential of play for the learning journey?

“**Formidable tensions exist between playful learning and the way teaching and learning are currently structured in most schools.** Educators often differ in how they value playful learning practices and their understandings of the nature of play. For, what is playful to one learner may not be experienced as playful by another. To those who view play as a central pathway for learning, resources such as time, space, and materials can seem in short supply. To those who see play as silly and off-task, encouraging playful learning can run counter to educational policies that emphasize efficient coverage of the curriculum.”

Towards a Pedagogy of Play, 2015. Harvard University



Embracing play as a pedagogy – or setting the stage for a true pedagogy of play - requires much more than personal preferences and values. To fully implement a pedagogy of play, the school needs to nurture a culture of playfulness, ensuring that is recognized, valued, visible, celebrated; and a culture of learning that embraces risk, trial, experience and the joy of learning.

“Play has long been recognized as a central way children learn (Dewey, 1944; Froebel, 1887; Hirsh-Pasek et al., 2009; Huizinga, 1955; Piaget, 1971; Vygotsky, 1978)” (Towards a Pedagogy of Play, 2015. Harvard University).

Let us go through a short virtual fieldtrip (Marin, I. 2018. Jugamos? Paidós Education):

The United Nations Convention on the Rights of the Child states in Article 31 that “ States Parties recognize the right of the child to rest and leisure, **to engage in play** and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.”

Johann Heinrich Pestalozzi (1746-1827) argued that children learn empirically, and that game and education shared the action of exploring and observing allowing for a more significant learning process.

Friedrich Froebel (1782-1852) referred to nature and games as alias for education and defined the role of the game resources in the educational process as well as the concept of playful activity.

Sigmund Freud (1856-1939) sustained that play allows for the expression of emotions and feelings and facilitates the symbolic solution of difficult situations for kids.

Donald Winnicott (1876-1971) proposed that through play, children could recognize the environment and combines both emotional and cognitive learning.

Jean Piaget (1896-1980) present play as a mean to understand how the world works.

Karl Gross (1861-1946) presented play as a training for the adult life as children can learn basic patterns of behaviour.

Lev Vigostky (1896-1934) stressed the social and cultural function of play.

Brian Sutton Smith (1924-2015) stated that play is born out of different cultures as a way to ensure their values and beliefs.

The list of authors supporting play is unlimited and has been growing especially through the work of specialized research centers such as PEDAL (University of Cambridge), Project Zero (Harvard School of Education), Playful Journey Lab (MIT).



The benefits of learning through play have also been explored and discussed throughout years of research:

“Intellectual development

By fostering engagement and stimulating sense making, play allows learners to build domain-related skills, content knowledge, and creative thinking. When children play with blocks, draw, and engage in dramatic play, they count, classify, and create and examine patterns (Ginsburg, Lee, & Boyd, 2008). Socio-dramatic play involves telling stories, using rich vocabulary and practicing writing (Cooper, 2009; Dickinson & Tabors, 2001; Flewitt, Cremin, & Mardell, in press; Rosko & Christie, 2015). Children who participate in play-oriented early childhood classrooms show long-term academic gains (Marcon, 2002; Lillard & Else-Quest, 2006; Weiland & Yoshikawa, 2013). Studies such as these, as well as examples from primary and middle years classrooms, demonstrate powerful links between play and the acquisition of academic skills, deepening content knowledge in the domains of mathematics, literacy, science, and information and computer technology (e.g., Cheng, 2011; Han, Moore, Vukelich, & Buell, 2010; Honeyford & Boyd, 2015; Kangas, 2010; Kennewell & Morgan, 2006). Playful learning is also a wellspring of creativity. Providing children the opportunity to ask “what if?” helps them to imagine new possibilities, identify problems, and work to solve them. They form new connections between people, ideas, materials and the world. It is not surprising that children who are more playful are more creative (Bateson & Martin, 2013).

Social development

When learning through play, children often engage with others and make sense of relationships (Shonkoff & Phillips, 2000). They learn to read cues, listen, and take another’s perspective— all key aspects to the development of empathy. They build friendships based on trust and experience the satisfaction of creating with others. As children enter primary school, peers take on increasing importance, and play’s contribution to social learning continues. Students learn to share ideas, express themselves, negotiate, and reach compromises (Mraz, Porcelli, & Tyler, 2016). In play they learn to balance autonomy and interdependence. In short, they learn the skills and dispositions of collaboration (Project Zero & Reggio Children, 2001; Paley, 1990; Frost et al., 2012).

Emotional development

As children develop from preschool to middle school, playful learning contributes to emotional growth. In early childhood, a central task is learning to self-regulate—to defer gratification, control impulses, and direct one’s attention. In playful learning, children develop the motivation and capacity to follow rules and pay attention. Studies suggest a positive relationship between play and self-regulation (e.g., Elias & Berk, 2002; Berk, Mann, & Ogan, 2006). Self-regulation skills predict important outcomes such as peer acceptance, positive self worth, and college completion (Frost et al., 2012; McClelland, Acock, Piccinin, Rhea, & Stallings, 2013). Learning through play



also contributes to children’s sense of agency—the capacity and wherewithal to influence, manipulate, and shape one’s world. This sense of agency enables children to recognize and act on opportunities for change, and empowers them to make choices about their lives (Clapp, Ross, Ryan, & Tishman, in press). When children play, they are in charge; they set the agenda; they construct and deconstruct the rules. It is the children who determine how (and when) to conform, when to deviate (or become deviant), and when to lead (or follow). In sum, playful learning engages children in exploring and making sense of the world, while developing self-regulation and agency.

Physical development

Children’s physical health and well-being lay the groundwork for learning in other spheres (Copple & Bredekamp, 2009; Dotson-Renta, 2016; Pica, 2004), and play supports this development. At its core, much of play is physical, as children often choose to play with and through their bodies (Wennerstrand, 1998). In such play, a child develops strength, muscle control, coordination, reflexes, and gains a sense of her own body’s abilities and limits (Frost, 2015; Manning, 1998). Furthermore, play, whether climbing a tree or playing tag, is often about pushing limits and trying new things—activities that that can motivate children to take these risks.”

Towards a Pedagogy of Play, 2015. Harvard University



SERVANT LEADERSHIP

When thinking about leadership, we often and immediately have a mental representation of one leader and several followers, and we all have preconceptions of how one is born or is predisposed to be a leader.

Servant Leadership requires a different perspective and opens a new range of opportunities:

“The servant-leader is servant [. . .] **It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead.** That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions [. . .] The leader-first and the servant are two extreme types. **Between them there are shadings and blends that are part of the infinite variety of human nature.**”

Robert Greenleaf, 1970

The Servant Leadership model is commonly applied to adults and, as expected, more prone to enterprises and business leaders. Yet, the latest research has shown the benefits of moving towards this model in younger ages and educational contexts, in order to nurture a new generation of leaders and followers devoted to empowering themselves and each other to the benefit of the world.

Innovation, reform, change have become regular words in the field of learning and education. To be able to keep the pace of the world and address the challenges of the future, educational institutions need to continuously learn and self-adapt to the unknown. As so, educational institutions need to “recognize that preparing students to become effective and enlightened leaders is critical to their future job prospects, leading deeply filled lives, and becoming positive contributors to society in increasingly difficult times” (Gergen, C. & Rego, L., 2014).

“Our education system needs to look beyond global ranking and curriculum reform. **Our education system needs an awakening and noble challenge:** to cultivate **learners as responsive and responsible servant leaders**, who serve and lead in their community, with the motive of benefitting those who are served to become «healthier, wiser, freer, more autonomous, more likely themselves to become servants». (...)”

Chan, K. W. C. & So, Gloria B. K. (2017), Servant Leadership: Theory & Practice, Vol. 4, Iss. 1, Art. 2



When designing the Play2Lead game, we have selected one specific model of Servant Leadership proposed by Dirk Van Dierendonck (2011) and based on 6 key characteristics:

Empowering and developing people

Humility

Authenticity

Interpersonal acceptance

Providing direction

Stewardship

These 6 characteristics present as “a strong indication of how a servant leader should function” (van Dierendonck, 2011). More recently (2015) the research has extended the theory introducing compassionate love as a “practical translation for the need to serve (van Dierendonck & Patterson, 2015):

“**Compassionate love** is the attitude that “will encourage a virtuous attitude in terms of humility, gratitude, forgiveness and altruism. **This virtuous attitude will give rise to servant leadership** behaviour in terms of empowerment, authenticity, stewardship and providing direction”

van Dierendonck, D. & Patterson, K. J Bus Ethics (2015) 128: 119.

Leadership development is always a challenge and it deals with people, personal characteristics, relations and emotions. When trying to adapt this theoretical approach to the Play2Lead game, the key questions were:

how to meet the learners where they are? How to relate the leadership development to their learning journeys and individual interests?

how to design it in a way that the key characteristics of the model could be embodied instead of being given?

how to ensure that the spirit of the Servant Leadership theory would be planted and could grow over time?

No game will be a winner in terms of developing social skills. Our personal growth and our social and emotional development are a continuous process that requires time, effort, trial and connections to fully happen.



“Chan (2016) argued that a servant leader has a growth mindset and develops his/her capacity to serve others. **A servant leader perseveres over challenges when he/she works and walks with others along the learning journey.** The practice of servant leadership in a learning community cultivates learners with resilience and a growth mindset.”

Chan, K. W. C. & So, Gloria B. K. (2017), *Servant Leadership: Theory & Practice*, Vol. 4, Iss. 1, Art. 2

Through the Play2Lead game the goal is to put the learners into situations that require the activation of key characteristics of the Servant Leadership model in order to play and win the game. In no case will the learners feel themselves in a leadership class or taking a leadership test. But they will be required to apply their ability to be humble, to understand others, to take action and share power, to give direction and accept different perspectives, to recognize the value of the team and support the growth of each member.



PLAY₂LEAD GAME DYNAMICS

The goal of PLAY₂LEAD is to collaborate in teams to overcome the challenges located in each country in the board game. Explore the countries and collect pieces (Lego) to build bridges that link the countries. The winner is the team that goes through all countries first.

There are at least two versions of the game, according to different age groups.

Option A | To be used with children between 6 and 10 years old

Components of the game:

- Country boards (4 boards in the final version of the game)
- Challenge cards
- Event cards
- Role cards
- Flag cards
- Dice
- Pawns (Lego pieces)
- Lego pieces to build the bridges

Game end:

- Collect the flag cards of each country displayed on the table. The team that collects all the flags first wins the game.

Game Setup:

- It is a team game; each team must have 3 to 5 players.
- Display the country boards, one per each team, keeping in mind that the compass on each country board must be on opposite corners.



- Each team begins in a different country and must move clockwise until it goes through all the countries.
- Each team chooses a colour for their pawn and the Lego pieces obtained for each correct question answered must have the same colour.
- The pawns are also Lego pieces. It's important to choose pieces that fit the boxes in the board and the pieces should be of different colour for each team.
- Inside each team, the group chooses the leader. The leader card should be placed on the table in front of the leader.
- The leader has the job to decide if the team moves as a whole or if each team member moves separately.
- The questions are always answered as a team.
- Each correct answer wins a certain number of Lego pieces (3 pieces, 2 pieces or 1 piece – marked on the challenge cards and on the boards). Each team must collect exactly 12 Lego pieces per country in order to build the bridge and cross over to the next country.
- When the team collects 12 pieces, all team members have to go to the bridge box (identified with a yellow shade), build the bridge and cross over to the next country.
- After arriving in the new country, the team places the pawns in the compass box and waits for the next turn to start playing in that country.

Game Play:

- Roll the dice
- The leader decides if the team moves together or if only one member moves.
- If the pawn lands on a challenge box, the player must draw a card from the corresponding pile (1, 2 or 3 pieces pile).
- When a player randomly draws a CARD, it can be:
 - a question CHALLENGE CARD – when the answer is correct, the team wins the number of pieces indicated in the back of the card. When the answer is wrong the team loses its turn and must wait for the next turn;
 - an event card CHANGE YOUR LEADER – the team must elect a new team leader among the team members;
 - an event card CHANGE A TEAM MEMBER – the team must switch one element with the other team.
- The same challenge box can't be visited on two consecutive turns.
- The questions are always answered as a team.



- Each correct answer wins a certain number of Lego pieces (3 pieces, 2 pieces or 1 piece – marked on the challenge cards and on the boards). Each team must collect exactly 12 Lego pieces per country in order to build the bridge and cross over to the next country.
- When the team collects 12 pieces, all team members must go to the bridge box, build the bridge and cross over to the next country.
- After arriving in the new country, the team places the pawns in the compass box and waits for the next turn to start playing in that country.

Option B | To be used with children between 10 and 14 years old

Components of the game:

- Country boards (4 boards in the final version of the game)
- Challenge cards
- Event cards
- "Did you know...?" cards
- Role cards
- Flag cards
- Dice
- Pawns (Lego pieces)
- Lego pieces to build the bridges

Game end:

- Collect the flag cards of each country displayed on the table. The team that collects all the flags first wins the game.

Game Setup:



- It is a team game; each team must have 3 to 5 players.
- Display the country boards, one per each team.
- All the teams begin in the same country and must move clockwise until they go through all the countries.
- There cannot be two members of different teams in the same box.
- Inside each team, the group chooses the leader. The leader card should be placed on the table in front of the leader.
- The leader doesn't have a pawn. The leader has the job of overseeing the game and organising the plays, by deciding if the team moves as a whole or if each team member moves separately, deciding to where each one moves.
- The leader assigns one role for each team member:
 - the Saboteurs (Your role is to sabotage the game of the other teams. Keep in mind that no two different teams may stand on one box of the board. However, your job is not to block the other teams, it is to make sure your team collects the pieces faster).
 - the Collectors (Your role is to make sure you collect all the pieces you need as fast as possible. You must be alert and get all the hints and clues in order to answer all the questions correctly).

Each team member receives a YOUR ROLE card. The role is confidential so the other teams can't know what the role of each member is.

- The questions are always answered as a team.
- Each correct answer wins a certain number of Lego pieces (3 pieces, 2 pieces or 1 piece – marked on the challenge cards and on the boards). Each team must collect exactly 12 Lego pieces per country in order to build the bridge and cross over to the next country.
- When the team has all the 12 pieces, all the team members have to go to the bridge box (identified with a yellow shade), BUILD the bridge and cross over to the next country.
- On arriving in the new country, the team goes to the compass box and waits for the next round to start playing in that country.
- The EVENT cards must be put between the CHALLENGE cards. Make sure that there are no two EVENT cards in a row.

Game Play:

- Roll the dice.
- The leader decides if the team moves together or if only one member moves.



- If the pawn lands on a challenge box, the player must draw a card from the corresponding pile (1, 2 or 3 pieces pile).
- When a player randomly draws a CARD, it can be:
 - a question CHALLENGE CARD - when the answer is correct, the team wins the number of pieces indicated in the back of the card. When the answer is wrong the team loses its turn and must wait for the next turn;
 - an event card CHANGE YOUR LEADER – the team must elect a new team leader inside the team;
 - an event card CHANGE A TEAM MEMBER – the team must switch one element with the other team;
 - an event card LOSE PIECES – the team loses automatically 1, 2 or 3 Lego pieces;
 - an event card DID YOU KNOW THAT...? – it's a card with clues that can be used for their own benefit or can be used to negotiate with the other team in exchange for pieces.
 - an event card ORGANIZE YOUR TEAM – the leader can reorganize, if necessary, the roles inside the team.
- The same challenge box can't be visited two consecutive rounds.
- The questions are always answered as a team.
- Each correct answer wins a certain number of Lego pieces (3 pieces, 2 pieces or 1 piece – marked on the challenge cards). Each team must collect exactly 12 Lego pieces per country in order to build the bridge and cross over to the next country.
- When the team collects 12 pieces, all team members must go to the bridge box, build the bridge and cross over to the next country.
- After arriving in the new country, the team places the pawns in the compass box and waits for the next turn to start playing in that country.



USING THE PLAY₂LEAD GAME AS AN EDUCATIONAL RESOURCE

The Play2Lead game, despite the primary objective of the game specification and dynamics, allows the teacher to use it as an educational resource to discover, introduce, reflect and practice around different curriculum goals and scientific areas.

Each teacher will be able to use the game as it better supports the group and subject. Nevertheless, the development team selected some examples of curriculum goals or subject that can be addressed using the game as support:

Primary school

Mathematics

- Spatial Orientation – cartesian coordinates – how to move vertically and horizontally in the board
- Sets – for example n° of sheep/person
- Natural numbers multiplication
- Number composition
- Number decomposition
- Hours – time zones
- Problem solving – for example number of points, bridge
- Equations
- Strategies for mental calculus
- Areas, perimeters, volumes (bridge)
- Decomposition of figures
- Dimensions

Environment

- The seasons / calendar / hours of sunlight / position of the earth
- Natural landscape / Anthropic landscape
- Soil – types of soil
- Climate – sectors of activity, food, agriculture, plantations



- Geographic location, continents, countries, citizenship, language
- Relief forms – mountains, valleys, plains
- Culture – greetings, hierarchy, religion, costumes, food, behaviours
- Types of lifestyle – nomadic, sedentary

Natural sciences

- Climate – different types of climate / biomes
- Fauna

Language

- Writing direction
- Make a dictionary “if you were going to this country, what did you need to know?”

History and Geography

- Religions
- Tribes
- Founders
- Capitals, Language
- Borders, division of countries
- Behaviours

Middle school

Geography

- Usage of the compass
- To discuss the territorial identity, culture, ethnicity, language, religion; techniques, habits and costumes, acculturation, globalization, racism, xenophobia, multiculturalism
- Explain in what way does the language, religion, art, costumes, social organization (...) are factors of cultural identity



- Relate the respect for the human rights to building inclusive societies
- Discuss the consequences of globalization, both in cultural unity and in the affirmation of world cultural diversity
- Reflect on the importance of building multicultural and inclusive communities that are also heterogeneous, in different territories (country, city, school)
- Identify the main obstacles (natural, historical, political, economic and social) to the development of countries
- Recognize the causes of the unequal access to employment, health, education, housing and its consequences to the development of populations.
- Find the area's most susceptible to the phenomena of hurricanes and tornadoes on a planetary scale.
- Find the area's most susceptible to the occurrence of heatwaves and cold waves on a planetary scale.
- Find the area's most susceptible to the occurrence of drought on a planetary scale.
- Find the area's most susceptible to flooding on a planetary scale.
- Find the area's most susceptible to slope and avalanche movements on a planetary scale
- Know and understand demographic indicators
- Apply knowledge of concepts to determine demographic indicators
- Understand world demographic development

Natural Sciences

Internal earth dynamics - volcanism

History

- Understand the existence of different meanings of evolution in collecting / hunting and agropastoral societies, making comparisons with current societies
- Identify/apply the concepts; collector lifestyle, producer lifestyle, nomadic, sedentary, magical rituals

Mathematics

- Translations associated to vectors



Co-funded by the
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