YES, Learning can be 
FUN and Games!

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Meet Your Learning Partners

- Share your name
- Identify your program and your position
- Name a game you enjoy playing

Session Goals-Participants Will:

- Recognize the value of learning by playing games
- Plan for opportunities to do learning games
- Implement intentional play practices that support classroom and home learning
- Consider practices that will invite families to guide play and learning success
Play or Game?

Play Versus Games

play: (verb)
1. to amuse oneself
2. to take part in as a game: play cards
3. to act the part of: He played the father in the movie we made.
4. behave, act
5. music reference
6. careless manner

(noun)
1. story
2. an activity done for fun or relaxation
3. a move, turn or act in a game

game:
1. a way of amusing oneself: play: The children were busy at their games.
2. a contest played according to rules with the players or teams competing against each other

Types of Play

Independent play
Parallel play / Associative play
Cooperative play

Electronic Impact

- Extreme potential for engagement
- Educational impact?
- Symptoms of ADHD not noticeable when children are playing
- Brigham Young study-kids who play with their parents trust parents more and more likely to bring issues to them
- Two years olds are highly attentive to electronic experiences (92%)
Brain Impact of Games

For this session let's agree to focusing on interactive games

- Social-Emotional interactions can happen during play
- Games can be simple and inexpensive!
- Play needs to be appropriate to development level of the child.

We learn best when we get to do “hands on” activities.

Types of Games

- No prop game
- Simple prop games
- Manufactured games/specific pieces

Game Formats

- Bingo
- Path games
- Card games
- Concentration
- Fishing
- Dominoes
- Games with balls
- Video/computer
- TV style games
- ...
Elements of a Game:

- Rules (but can be adapted)
- Competition (this element can be downplayed)
- Manipulatives / Resources
- Risk or Unknown

Games Provide Opportunities to:

- Communicate with others
- Relate/interact with others
- Develop Social Skills (taking turns, following rules, accepting status, regulate self-control)
- Reinforce or develop skills (counting, motor skills, reading, …)
- Encourage thinking challenges

Build Play Capacity

- Stage play opportunities-intentional
- Teach families/play leaders to:
  - observe
  - talk/comment (I statements…)
  - participate with meaningful guidance
- Introduce play resources

Parents Can be Partners and Support Learning

- PARENT
  - PARENT - the difference-YOU “R”
- Parents are the child’s first and best teacher
- How is that part of your current practices?
  - game events, lending library, lessons, homework
- Model and engage games/play

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Research Project
What strategies are effective in engaging families?

- 1/3 of families responding to an open ended question said they would do whatever they were asked to support their child’s learning

- 3 Intervention Levels
  - Suggestions
  - Suggestions with prompts
  - Shared resources

Opposites / Direction Words

Level 1
In a face-to-face exchange teachers suggested that families play a game of hide-and-seek. Parent were asked to give clues for the children to apply direction giving and opposite words.

Level 2
Foam shape to hide with direction sheet.

Level 3 - Game Kit

Parent Posttest Data

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many total activities did you do with your child? (out of possible 10)</td>
<td>6.44</td>
<td>7.33</td>
<td>8.24</td>
</tr>
<tr>
<td>How many people worked with your child on activities?</td>
<td>2.04</td>
<td>1.93</td>
<td>2.56</td>
</tr>
<tr>
<td>How long did you spend doing activities? (minutes)</td>
<td>13.94</td>
<td>17.91</td>
<td>22.88</td>
</tr>
<tr>
<td>How many times did you work on the activities?</td>
<td>2.15</td>
<td>2.34</td>
<td>2.72</td>
</tr>
</tbody>
</table>

Level 3 activities were done more frequently, more time was spent playing them, they involved more family members and activities were done more times.
Making Games

Path Games

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Making Games

- Adapt what works
- Use creative thinking
- Involve others in planning and doing
- Modify to meet the players needs
- Use materials available for families

Game Design

- Consider the number of parts
- Address safety
- Know the audience—apply age rule
- Establish organization system/ storage...
- Provide parts list
- Define game purpose
- What is the value of this experience, skills...
- Suggest ways to expand this experience
- Write clear directions
- Plan for maintenance and continuation
- Evaluate, define outcomes...

Game Mechanics

- Focus on Safety

- What is a small part?
- Avoid sharp edges
- Sanitizing issues
Evaluate Effectiveness

► Did the players benefit from the experience?
► Who can give you feedback?
► How can you document the data?

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