



Play  
School

# Story Time

PlayWorld

## Ideas for Educators

In this episode of Play School Story Time, Grant and Scout Denyer share 'Tomorrow is a Brand-New Day' by Davina Bell & Allison Colpoys.



### Pedagogical characteristics

Selecting a story for the *Conceptual PlayWorld*

#### Story: Tomorrow Is a Brand New Day

Written by Davina Bell and illustrated by Allison Colpoys

Publisher: Scribe Publications, 2021

### Pedagogical practices

- Select a story that is enjoyable for children and adults.
- Build drama for the characters in the story.
- Build empathy for the characters in the story.
- Choose a plot that lends itself to introducing a problem situation.
- Be clear about the concept(s) and its relation to the story and play plot to be developed.
- Choose adventures or journeys that spring from the plot.

### Conceptual PlayWorld in action

- **Story summary:** This story brings forward ideas about a range of feelings, friendship, embracing mistakes and brainstorming solutions to problems.
- Develop empathy for the main characters who are not having a very good day.
- **Problem situation:** The imaginary characters are having a very bad day and need help! The children at home can design a boat to go on a sea adventure to improve their day by finding treasure.
- **Possible plot extension:** Use the metaphor from the story about the stormy sea to explore children's emotions. Let's build a boat and sail the sea! In their play children can embrace all of the emotions represented by the sea just like the characters in the book.
- **Concepts:** Understanding phases of the design process when building a boat, including -
  1. Creating a solution to a problem;
  2. Making 'mistakes' e.g. there could be a hole in your boat;
  3. Investigating how to steer a boat;
  4. Testing and evaluating the design along the way.

A partnership between



### Pedagogical characteristics

Designing a *Conceptual PlayWorld* space

### Pedagogical practices

- Find a space in the classroom or outdoor area suitable for an imaginary *Conceptual PlayWorld* of the story.
- Design opportunities for child-initiated play in ways that develop the play plot further or explore concepts and make them more meaningful.
- Plan ways for children to represent their ideas and express their understandings.

### Conceptual PlayWorld in action

- Turn the outdoor area into an imaginary ocean where you can pretend to be sailors or scuba divers and sail in your boat. You could encounter waves, wind or marine animals.
- Pretend to be designers and engineers. Research the design of a boat, make mistakes, construct a model, test and evaluate your model. Pretend to be in a design workshop and explore the form and function of different materials.

Entering and exiting the *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.
- Children choose characters as they enter into the imaginary situation.
- Educator is always a character in the story.

- To support the children in designing a boat and sailing on the imaginary ocean, sing *A sailor went to sea* or pretend to put your life jacket on together. Don't forget to take it off when you return to land.
- Children and adults choose to be characters. For example, the girls in the story, a captain, deckhand, or chief engineer.
- Pretend to meet expert sailors. For example, [Laura Dekker](#) is the youngest person to circumnavigate the globe single handed.

Planning the play inquiry or problem scenario

- Problem scenario is not scripted, but a general idea of the problem is planned.
- Problem scenario is dramatic and engaging.
- The problem invites children to investigate solutions to help the play in the *Conceptual PlayWorld*.
- Be clear about the concepts that will be learned from solving the problem situation, through children's play.

- Find a letter in a bottle - The two girls from the story need the children's help. They are having a bad day ... They want to go on a sea adventure to improve their day. They need to go on a hunt to find a treasure chest full of gold from a shipwreck. They'll need a boat! Can the children design and build them one?
- How do they feel when they travel on their boat? Where will they travel to in the boat? Where will they go next? Who will they meet?



## Pedagogical characteristics

Planning the play inquiry or problem scenario

(continued)

Planning educator interactions to build conceptual learning in role

## Pedagogical practices

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- Educators are not always the same character. Roles are not scripted.
- Plan who will have more knowledge and who will be present with the children to model solving the problem. Educators can take on different roles for the *Conceptual PlayWorld*. Plan your role to be either **equally present** with the children, or to **model practices** in a role, or to be **needing help** from the children. Your role can also be **together with** the child leading, where educators support children to act out the role or solution together.

## Conceptual PlayWorld in action

- To build a boat to find the treasure they will need to design a boat, construct a model, test and evaluate their designs. These can be tested in the imaginary situation e.g. as naval engineers invite the imaginary characters from the story to provide feedback on the design.
  - Research parts of the boat and how it is powered e.g. propeller, sails, oars.
  - Build a small 3D model of a boat from the children's designs using craft and recycled materials.
- Plan for your role in the *PlayWorld* by choosing one of the following:
    1. **Be equally present with children** - e.g. "Let's explore the design process together. What size and shape is our boat going to be? We need to build a boat to find the treasure".
    2. **Model practices in a role** - e.g. "I'm pretending to be a boat. This is how I move like a propeller".
    3. **Seek help from the children** - e.g. "Show me how you steer your boat. Where do you think the treasure is?".
    4. **Act out the role together with the child leading** - e.g. "Let's pretend to be captains on a boat together".

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