

Play Invitation Title:		
Observed Student Schema and/or Interests	How will this be introduced?	
	Anticipated Key Competencies:	Anticipated Learning Area(s):
Motivators, Resources, Loose Parts Provided:	Student Play Observed:	

Play Invitation Title: Rube Goldberg Machines		
Observed Student Schema and/or Interests Schema/Urge: Construction, Trajectory, Deconstruction, Orientation/Perspective Interest: Cause and effect, simple machines	How will this be introduced? Show image of simple machines (blank names). Discuss these with students. Can they think of an example where these are used? Show You Tube video 'Rube Goldberg Easy Examples'. Can the students see any examples of simple machines in the video? Share 'Hamster Wheel Massive Rube Goldberg Machine to students' Show students loose parts/simple machines resources. Ask what other resources around the room might be useful to create a rube Goldberg machine? Suggest students might like to give it a go when they are playing.	
	Anticipated Key Competencies: <ul style="list-style-type: none"> Thinking: actively seek, use and create knowledge. Reflect on learning, ask questions Managing self: enterprising, resourceful, reliable, resilient. Make plans, manage projects, set high standards. Know when to lead, when to follow and how to act independently. Relating to Others: take different roles, know when it is appropriate to compete and collaborate. 	Anticipated Learning Area(s): <ul style="list-style-type: none"> Science (Physical World): Level 1/2 Science (Nature of Science): Mathematics (Measurement): Health & PE (Relationships with Other People): <i>Relationships with other people (Interpersonal Skills)</i> English (Listening & Speaking) Technology: Technological Practice: <i>(Planning for practice, brief development, outcome development and evaluation)</i> Technological Knowledge: <i>(Technological products)</i> Nature of Technology: <i>(Characteristics of technological outcomes).</i>

<p><u>Motivators, Resources, Loose Parts Provided:</u></p> <p><i>Pulleys, cotton wheels, crocodile clips, cable ties, small balls, builders measuring tape, string etc</i></p> <p><i>You tube clips: Rube Goldberg Easy Examples/Hamster Wheel Massive Rube Goldberg Machine.</i></p> <p><i>Image of simple machines</i></p>	<p><u>Student Play Observed:</u></p>
---	---

Play Invitation Title: Survival Skills		
Observed Student Schema and/or Interests <ul style="list-style-type: none"> • Construction/Enclosure (building forts/bases/huts) • Transformation (socio-dramatic play) 	How will this be introduced? <p>Share the video with the whole class and discuss what might be needed to survive being lost in a forest or on an island. What might students need to build or create? What would the dangers be? Using phrases like “you might like to”, or “if you are interested” and introduce the available loose parts for students to use in their play. Provide access to the book for the students to draw on to add to their socio-dramatic play ideas and problem-solve as they develop their ideas further.</p>	
Motivators, Resources, Loose Parts Provided: <ul style="list-style-type: none"> • Book: Lonely Planet Kids Survival Guide • Video: Bear Grylls Survival School • Loose parts: material, blankets, sheets, tarpaulin, planks of wood • Dress up accessories: hats, jackets, shoes, ties, scarves • Natural loose parts, containers, construction material. 	Anticipated Key Competencies: <p>Managing Self Participating and Contributing Relating to Others Language, Symbols and Text</p>	Anticipated Learning Area(s): <p><i>English</i> – Oral Language/Listening & Speaking <i>The Arts</i> – Drama <i>Social Sciences</i> – Culture & Collective Identity <i>Science</i> – The Living World <i>Technology</i> – Technological Processes</p>

Student Play Observed:

What do we mean by a play invitation?

“An invitation is something that gives an idea, urge or cause to do something. It is built to invite children into a specific exploration or experience. It is based on teacher wonderings and ponderings. An invitation is a verb. It sparks children’s interest. It provides children with *new* interests to pursue and engage in.

*An invitation **breathes** new interests into the classroom.”*

Haughey & Hill, 2017, p. 6

Invitation or Provocation?

“A provocation is something that calls forth, stirs up or stimulates a response or action. It is built to expand or extend children’s own unique ideas, interests, and theories. It is constructed from the deliberate and meaningful observation of children’s pursuits. It is based on children’s wonderings and ponderings. A provocation is a verb. It engages and activates children’s thinking. It provides children with new experiences and connections in their pursuits of ideas, interests, and theories.

*A provocation **challenges** the next level of thinking in the child.”*

Haughey & Hill, 2017, p.7