

## Play Space Ideas for ‘What is Hope?’ Learning Experience

The table below provides some additional ideas about how to facilitate this dramatic play experience for children:

Play space focus	Possible Props	Possible Teacher’s Roles	Children’s roles	Possible “What’s up?” (the sources of dramatic tension that drive the play)
<p>The Shoe Shop of Hope</p> <p>The premise for this space is that customers can come in and try on shoes that will help them to feel hopeful! But they have to be sure to try on a matching pair and to walk in the shoes for a little while so</p>	<ul style="list-style-type: none"> <li>Shoes of all shapes and sizes (some odd shoes, some very tiny shoes, some very large shoes, some old shoes, some unusual shoes, some decorated shoes, some labelled shoes, some unlabeled shoes)</li> <li>shoe racks</li> <li>small chairs for customers to try shoes on</li> <li>shoes that have been decorated</li> <li>aprons for the shoe sellers to wear</li> <li>cash register and money</li> </ul>	<ul style="list-style-type: none"> <li>Shoe shop manager</li> <li>Customers of different kinds: already hopeful, gloomy, worried, cynical, unsure, low status, high status, in a hurry, slow to decide, problem feet, no money, fussy, demanding, confused, greedy, etc.</li> <li>Shoe designer</li> <li>Shoe maker</li> <li>Shop assistant</li> </ul>	<p>As per the teacher’s roles + Hope helper, Shoe matcher, size co-ordinator, shoe sorter, shelf tidier, sign maker, banker, ad writer, ad developer.</p>	<ul style="list-style-type: none"> <li>Some customers can’t feel the hope even with the shoes one.</li> <li>Some customers are not putting on matching shoes and are getting confused about what to feel.</li> <li>The shoes are mixed up and out of order!</li> <li>Too many customers – so much hope is needed. What to do?</li> <li>Not enough customers – how do we let people know about the shoes that bring hope?</li> <li>People need the shoes but don’t have any/enough money to buy them?</li> <li>The shoes need to be sorted by type of hope...but how will we know? How can we test them?</li> <li>Can one pair of shoes bring different kinds of hope to different people?</li> </ul>



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that they can really feel the hope! If they can't feel the hope, they will need to try another pair!	<ul style="list-style-type: none"> <li>• signage</li> <li>• shoe boxes</li> <li>• shoe posters explaining about categories of shoes/hope: for the world; for good weather; for your family; for your class; for the school; etc</li> </ul>	<ul style="list-style-type: none"> <li>• Director of Hope</li> </ul>		<ul style="list-style-type: none"> <li>• An evil person has stolen all of the shoes that can bring hope to the world!</li> <li>• The store manager needs to go on holidays – who can take on this job?</li> </ul>
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<b>Play space focus</b>	<b>Possible Props</b>	<b>Possible Teacher's Roles</b>	<b>Children's roles</b>	<b>Possible "What's up?" (the sources of dramatic tension that drive the play)</b>
<p>The Garden Centre of Blooming Hope</p> <p>The premise for this space is that customers can come in and buy plants or seeds that will help them</p>	<ul style="list-style-type: none"> <li>• Bottles of seeds labelled with different kinds of emotions that might/might not bloom into hope (sadness, happiness, fear, gratefulness, joy, curiosity, etc.)</li> <li>• Small plants of hope that are already</li> </ul>	<ul style="list-style-type: none"> <li>• Garden Centre manager</li> <li>• Customers of different kinds: already hopeful, gloomy, worried, cynical, unsure, low status, high status, in a hurry, slow to decide, no idea of how to</li> </ul>	As per the teacher's roles + Hope helper, seed or plan specialist, plant sorter, store tidier, sign maker, banker, ad	<ul style="list-style-type: none"> <li>• Some customers can't don't care for their plants and they return them.</li> <li>• Some customers are not sure what kind of hope they want</li> <li>• Some customers don't believe that the plants will bring hope</li> <li>• Too many customers – so much hope is needed. What to do?</li> <li>• Not enough customers – how do we let people know about the seeds and plant that bring hope?</li> </ul>

<p>feel hopeful! But, they need to be careful because unless the seeds and plants are cared for, and challenges are overcome, the hope might not bloom!</p>	<p>blooming or are almost there</p> <ul style="list-style-type: none"> <li>• Images of plants and of people being hopeful</li> <li>• Gardening tools</li> <li>• Hoses for pretending to water the plants</li> <li>• Watering cans</li> <li>• Tables and shelves</li> <li>• Empty pots that have been decorated by the children in order for the plants to thrive</li> <li>• aprons for the gardener centre staff to wear</li> <li>• cash register and money</li> <li>• signage</li> <li>• posters explaining about categories of hope: for the world; for good weather; for your family; for your class; for the school; etc.</li> </ul>	<p>garden, no money, fussy, demanding, confused, greedy, etc.</p> <ul style="list-style-type: none"> <li>• Gardening experts</li> </ul>	<p>writer, ad developer.</p>	<ul style="list-style-type: none"> <li>• People need the shoes but don't have any/enough money to buy them?</li> <li>• The shoes need to be sorted by type of hope...but how will we know? How can we test them?</li> <li>• Can one pair of shoes bring different kinds of hope to different people?</li> <li>• An evil person has stolen all of the shoes that can bring hope to the world!</li> <li>• The store manager needs to go on holidays – who can take on this job?</li> </ul>
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Some important additional points about play spaces:

- Work with the children to create and stock their shop. Don't create it for them!
- Once the shop is ready, explain to the children that because the space is small, only a couple of people can work in the shop and be customers at the same time (limit to 4-5 in total).
- Don't require the children to play in the space or use a rotational activities chart. The children have to WANT to play there.
- Don't worry if the children take the play in different directions. Play is a fun activity, so if they are innovating on what happens in the shop, that is still a valuable outcome.
- For some children you will need to MODEL how to play. You might do this by inviting the class to watch while you and a couple of the more confident children play together. This should NOT be like a performance, but should be engaging. For example, you could pretend to be the customer who is a bit picky about your purchase or someone who is not sure if the invention will work. Show how you don't just buy the first thing that is offered to you. Make the shopkeepers work.
- Once the modelling is complete, talk to the children as a class about what just happened in the play and why it worked. Talk about collaboration, not being bossy, not making it too easy, going along with what the others have said, etc.
- Talk to the children about the list of roles and possible what's ups in the table above. This will help the play.
- Join the play as a coplayer when you are needed. Remember that your job is to keep the players playing, so keep your time in the space to a minimum. A problem for the players to solve is a good way to achieve this.
- Following a play session, ask the children to tell the class what they played and what happened.