

# From Play-Based to Project Based

Cultivating learning landscapes

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# Transitioning From Play-Based to Project-Based Learning

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*The move from play-based to project-based learning requires a thoughtful and strategic approach, balancing the intrinsic motivation and exploratory nature of young learners with the structured, goal-oriented framework of projects. It necessitates careful planning to ensure activities are developmentally appropriate and aligned with educational standards.*

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*Educators must scaffold this transition, providing support and guidance while gradually increasing the complexity and student autonomy in learning tasks.*

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## Review & Reflect

Review the continuum for each grade level to understand the progression and expectations. Reflect on your current practices and how they align with the suggested activities and emphases.

## Collaboration & Share

Work with colleagues to share ideas, strategies, and successes related to implementing the continuum. Collaboration can provide additional insights and support as you transition your teaching practices.

## Plan Gradually

Use the table as a guide to plan your curriculum. Start by integrating small changes that align with the continuum's suggestions and gradually incorporate more as students become comfortable with new learning styles.

## Assess & Adjust

Regularly assess the effectiveness of the new strategies in your classroom. Solicit feedback from students, parents, and other educators to understand what is working and what might need adjustment. Use this feedback to make informed changes to your approach.

## Customize

Adapt the activities and emphasis based on the specific needs, interests, and abilities of your students. The continuum serves as a guide, but flexibility is key to meeting the diverse needs of your class.

## Document & Reflect

Keep a record of the projects and activities undertaken at each grade level. Reflect on these experiences and document student progress and challenges. This documentation will be valuable for planning future activities and for sharing with other educators.

# Continuum of Learning

for moving from play-based to project-based learning.

This continuum was designed as a tool to enhance learning experiences for students, ensuring that the transition from play-based to project-based learning is both effective and enjoyable.

Grade	Emphasis	Key Activities	Skills Developed	Community Involvement
P	Play-based learning with an introduction to project elements.	Hands-on exploration, imaginative play, and simple group projects based on shared interests.	Social-emotional skills like sharing and collaboration, introduction to group work, and communication.	Families involved in storytelling, sharing cultures, and community exploration days.
K	Balanced play-based and project-based activities, moving towards more child-led inquiries.	Teacher-led activities integrated with child-initiated projects, increased role in decision-making in centers.	Developing independence, problem-solving within play contexts, and basic project management skills like planning and executing simple tasks.	Local community members invited for interactive sessions, and students begin small, class-based community projects.
1	Transition to more structured project-based activities with continued support.	Balanced structured activities with longer-term, teacher-guided projects; introduction to research skills.	Learning to work collaboratively, basic research and inquiry, responsibility through classroom jobs related to projects.	Organized field trips that connect with project themes, and community helpers involved in classroom activities.
2	Greater autonomy in project-based learning with teacher as facilitator.	Daily project activities chosen by children, integration of subjects within projects, and introduction to reflective practices.	Critical thinking, decision-making in project topics and execution, and balanced individual and group work.	Collaboration with local organizations for projects, students take on more visible roles in community engagement.
3	Full immersion in project-based learning with increased student-driven inquiry.	Long-term projects with significant student choice, interdisciplinary approaches, and assessment based on project outcomes.	In-depth research and analysis, leadership within project execution, and effective communication of findings.	Development and execution of service-learning projects, increased collaboration with community organizations, and reflective sessions that include community feedback.