Unit 1. The Ludic approach. Theoretical framework

Rhythm, Play and Games

Facultad de Lenguas y Educación



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Contents

- Play activities
  - Concept
  - Classification
    - Games classification
- Intrinsic and Extrinsic motivation
- Play .Theoretical Framework
  - Herbert Spencer
  - Stanley Hall
  - Karl Gross
  - Sigmund Freud
  - Agazzi sisters
  - Ovide Decroly
  - María Montessori
  - Lev Vygotsky
  - Jean Piaget



1. PLAY ACTIVITIES

Play is a range of voluntary, intrinsically motivated activities normally associated with recreational pleasure and enjoyment.



WHY TO USE PLAY ACTIVITIES IN CLASS?

PLAY ACTIVITIES CLASSIFICATION

PLAY ACTIVITIES				
Traditional festivals (Christmas, Easter, Halloween, …)	**Games**	**Amusement activities** (Break time in the playground)	**Sport activities** (Football, basketball, swimming, …)	**Storytelling**



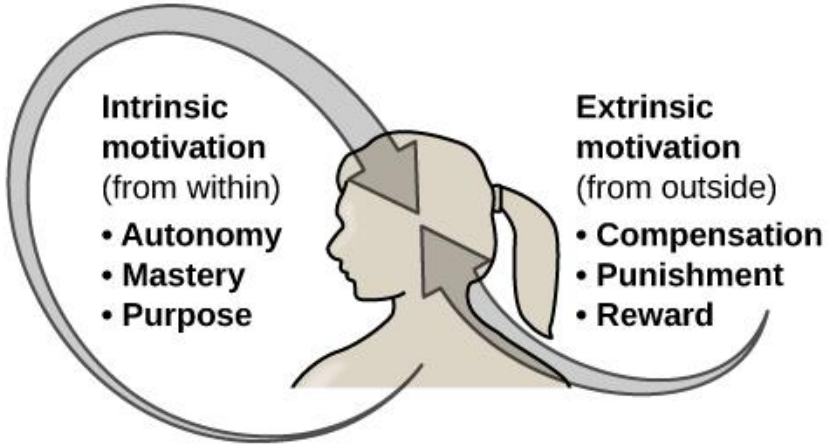
GAMES CLASSIFICATION

Body games	• Free dancing, body language and relaxing activities.
Drama games	• Mimo, masks theater, puppets,…
Sculptural games	• Collective jigsaw puzzles, craft activities, modelling,...
Rythmic games	• Songs, musical instruments workshop, chants, …
Oral games	• Tongue twisters, riddles, chained words, debates, …
Sport games	• Racers and ball games among others.
Board games	• Parchisi, chess, game of the goose, …
Social games	• Introduction games, cooperative games, problem solving games,…



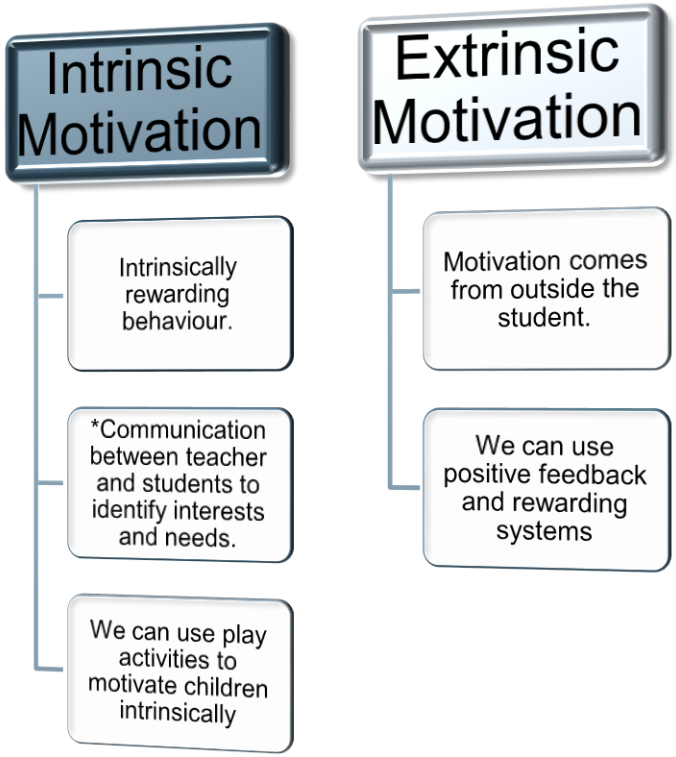
2. MOTIVATION

- Motivation may be intrinsic or extrinsic.



https://courses.lumenlearning.com/foundationsofedx81xmaster/chapter/extrinsic-and-intrinsic-rewards

Intrinsic and Extrinsic Motivation



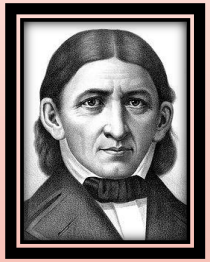
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3. PLAY. THEORETICAL FRAMEWORK

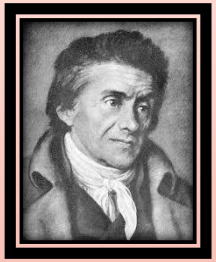
FREDERICH FRÖEBEL (1782-1852) and JOHAN H. PESTALOZZI (1746-1827)

- Importance of **freedom** in child development and **play** as the center of the learning process.
- Fröebel created the **Kindergartens** and established that children expressed creativity through playing.
- Fröebel published Mother-play and nursery songs, that compiles poetry, music and pictures for children.

https://es.wikipedia.org/wiki/Friedrich_Fr%C3%B6bel



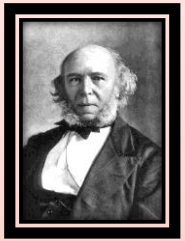
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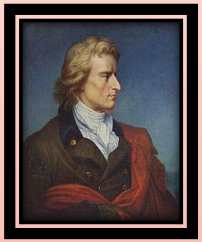
CLASSIC THEORIES

HERBERT SPENCER (1820-1903)

- **Surplus Theory:** Playing is a medium to release energy.
- This energy is accumulated because children do not have responsibilities as adults have.

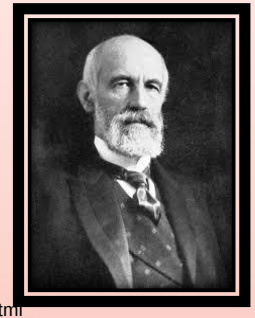


https://es.wikipedia.org/wiki/Herbert_Spencer
https://es.wikipedia.org/wiki/Friedrich_Schiller



STANLEY HALL (1846-1924)

- **Recapitulation Theory:** Playing follow the same stages as human evolution.

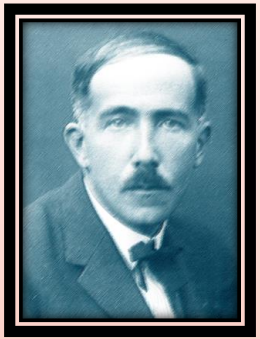


http://psychodevelopment.weebly.com/g-stanley-hall.html

CLASSIC THEORIES

KARL GROOS (1861-1946)

- **Pre-exercise Theory:** He considered playing as training for adult life, as a means for significative learning.



https://actividadesludicas2012.wordpress.com/2012/11/12/teorias-de-los-juegos-piaget-vigotsky-kroos/

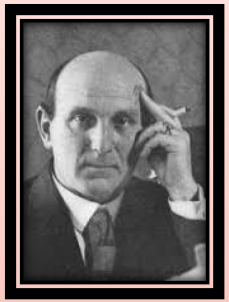
MODERN THEORIES

Frederik J.J. Buytendijk.

The General Game Theory: Playing is determined by three strengths:

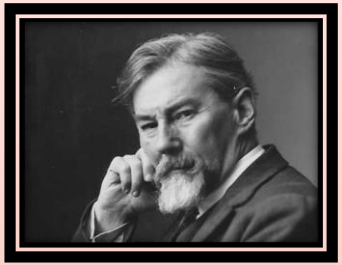
- Freedom
- Desire of integration with the environment.
- Tendency to repeat.

https://www.ecured.cu/Frederik_J._J._Buytendijk



Edouard Claparéde.

The Fiction Theory: The key of playing is Fiction and the way people represent reality and react to it.



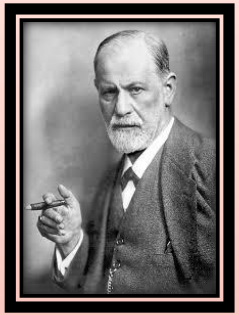
https://www.emaze.com/@AQZTWTIT/%C3%89douard-Clapar%C3%A8de

MODERN THEORIES

SIGMUND FREUD (1856-1939)

- **Psychoanalytic Theory:** Freud considered playing a self-expression. It is the means to express and satisfy needs.
- It is also a way to identify traumatic experiences.

http://lamasbolano.com/blog/sigmund-freud/



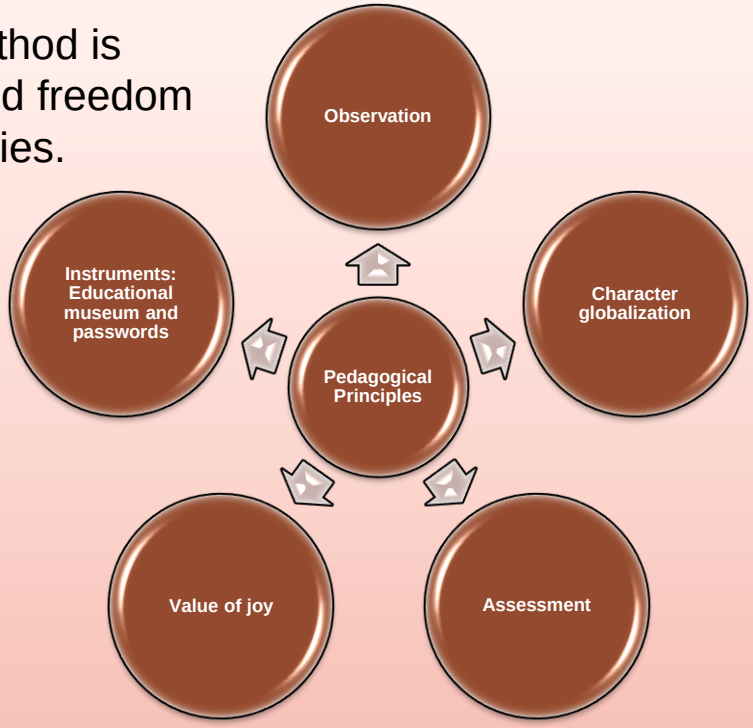
MODERN THEORIES

ROSA AGAZZI (1866-1951) AND CAROLINA AGAZZI (1870-1945)

- **The Nursery school Method:** Their method is based on respecting children spontaneity and freedom and introducing contents through play activities.



- https://www.emaze.com/@AZRIITZR/Presentation-Name

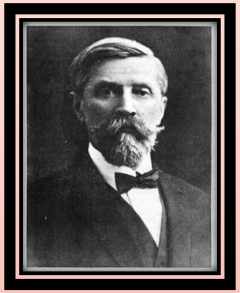


MODERN THEORIES

OVIDE DECROLY (1871-1932)

- **The Centers of Interest Method:** He created the Centers of interest connecting three concepts: individual learning, motivation and globalization.
- The Centers of interest are focused on the real capacities and needs of the children in order to facilitate their development through play.

http://portafoliodepedagogia2014.blogspot.com.es/2014/06/la-escuela-nueva-johann-friedrich.html



MARÍA MONTESSORI (1870-1952)

The Montessori Education Method: Interaction with a controlled environment facilitates children optimal development.

•**Autoeducation:** Education is a natural process acquired through experiences upon the environment.

https://www.biografiasyvidas.com/biografia/m/montessori.htm



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MODERN THEORIES

LEV VYGOTSKY (1896-1934)

- **Theory of cognitive development:**Learning is a social process and interaction plays a fundamental role in cognitive development.
- **Learning levels**

1. • **Interaction** with others.
2. • Mental **incorporation** of the new information.



- http://www.childdevelopmentmedia.com/articles/play-the-work-of-lev-vygotsky/

MODERN THEORIES

JEAN PIAGET (1896-1980)

- **The Cognitive Theory.** children need to play in order to interact with the environment.
- **Mental structures:**

1. **Assimilation** of new information from the environment.
2. **Accomodation** of the new information in children's mind.



https://actividadesludicas2012.wordpress.com/2012/11/12/teorias-de-los-juegos-piaget-vigotsky-kroos/



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