



Embracing Risk-Friendly Learning

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Agenda

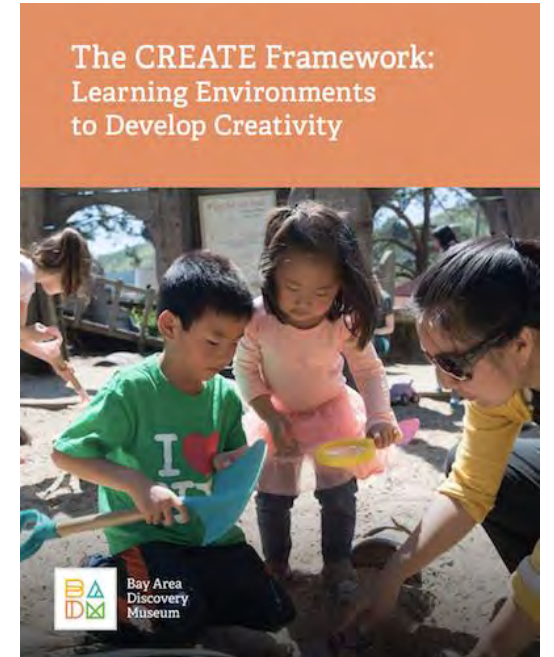
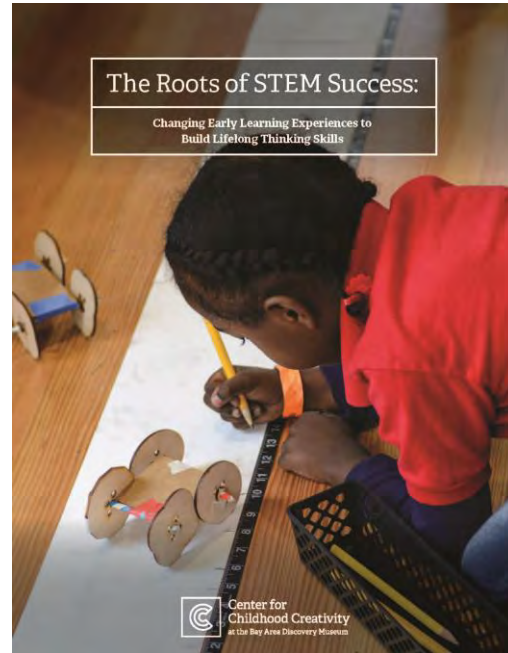
- The CREATE Framework
- Growth Mindset: Setting the Stage for Risk
- Risk-Friendly Learning



Our mission is to transform research into early learning experiences that inspire creative problem solving



Research Publications



<https://bayareadiscoverymuseum.org/resources/publications>

	Child-Directed	Intrinsic Motivation State of Flow Guided Play Planning & Reflection
	Risk-Friendly	Emotionally Attuned Appropriate Challenge Novel Experiences Growth Mindset
	Exploratory	Playful Experimentation Hands-on Learning Open-ended Divergent & Convergent Thinking
	Active	Opportunities for Movement Brain Breaks Physical Development
	Time for Imagination	Pretend Play Imaginary Worlds Daydreaming Explicit Instructions to be Creative
	Exchange of Ideas	Conversation Connections & Combinations Collaboration

C = Child-Directed

Child-directed environments allow children to take charge of their own learning



Child-Directed

- Intrinsic Motivation
- State of Flow
- Guided Play
- Planning & Reflection



R = Risk-Friendly

Learning and creativity require risk-taking.



Risk-Friendly

- Emotionally Attuned
- Appropriate Challenge
- Growth Mindset
- Novel Experiences



E = Exploratory

Children are naturally wired to explore the world around them and to build their understanding through play.

(Singer, Golinkoff, & Hirsh-Pasek, 2006)



Exploratory

- Playful Experimentation
- Hands-on Learning
- Open-ended
- Divergent & Convergent Thinking



A = Active

Physical movement and exercise not only strengthen our bodies, but also enhance learning and boosts creativity.



Active

- Opportunities for Movement
- Physical Development
- Brain Breaks



T = Time for Imagination

Research supports an important link between early childhood imagination and later creativity (Russ, 2003).



Time for Imagination

- Pretend Play
- Imaginary Worlds
- Daydreaming
- Explicit Instructions to Be Creative



E = Exchange of Ideas

Making connections and combinations, between different disciplines, topic areas, and ideas, is a vital creative practice.

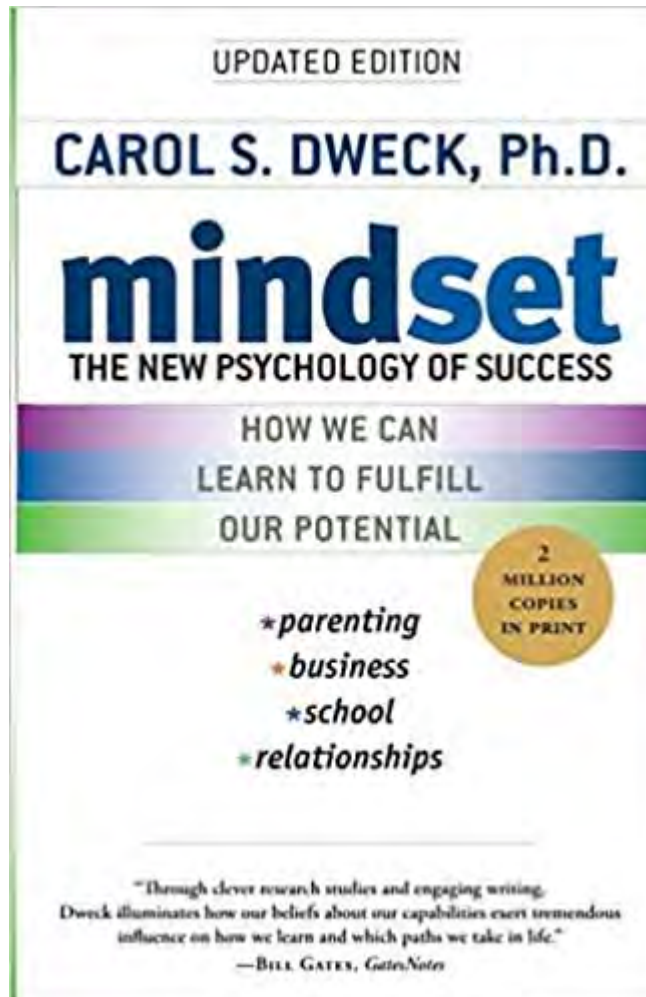


Exchange of Ideas

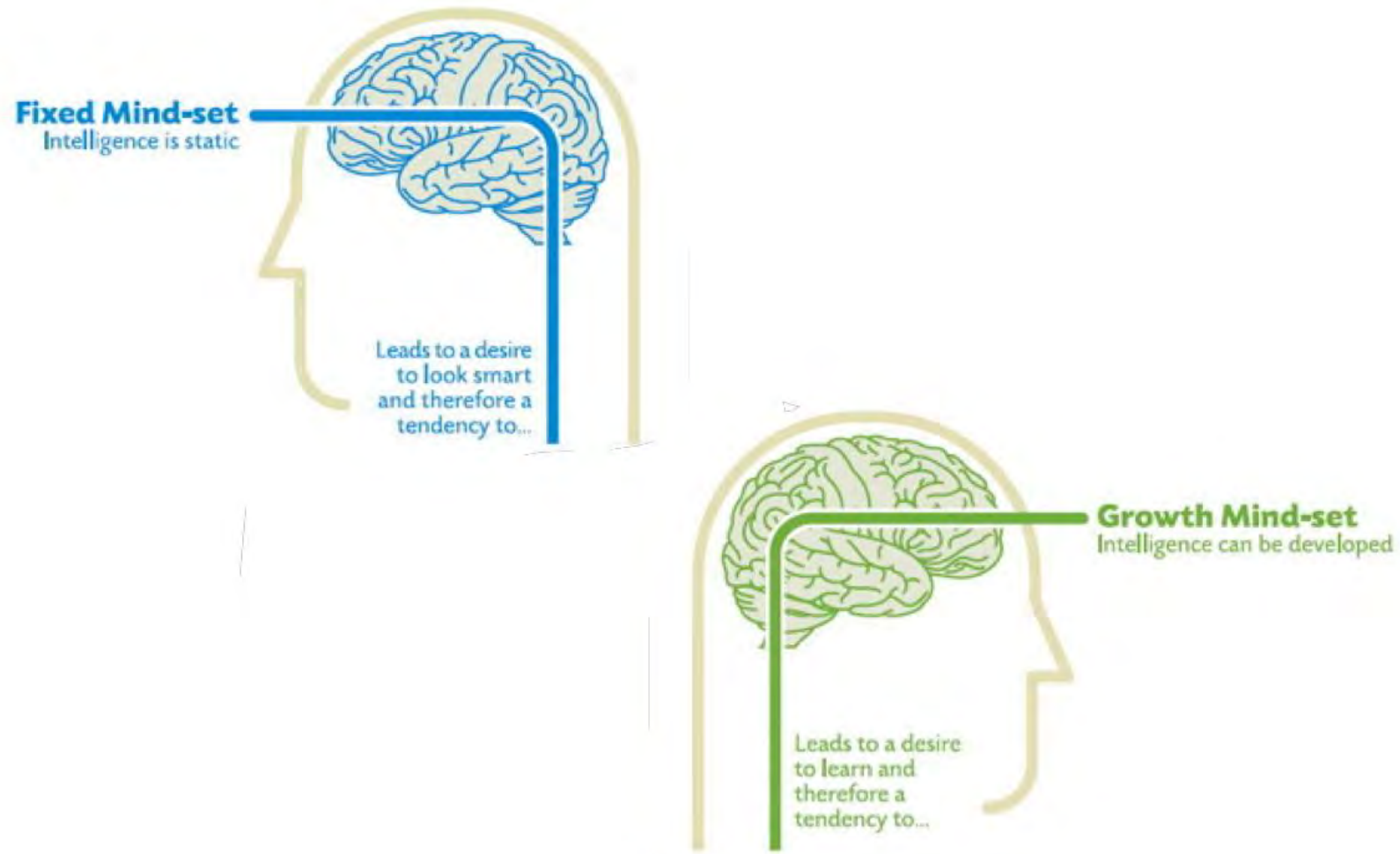
- Conversation
- Connections & Combinations
- Collaboration



Growth Mindset

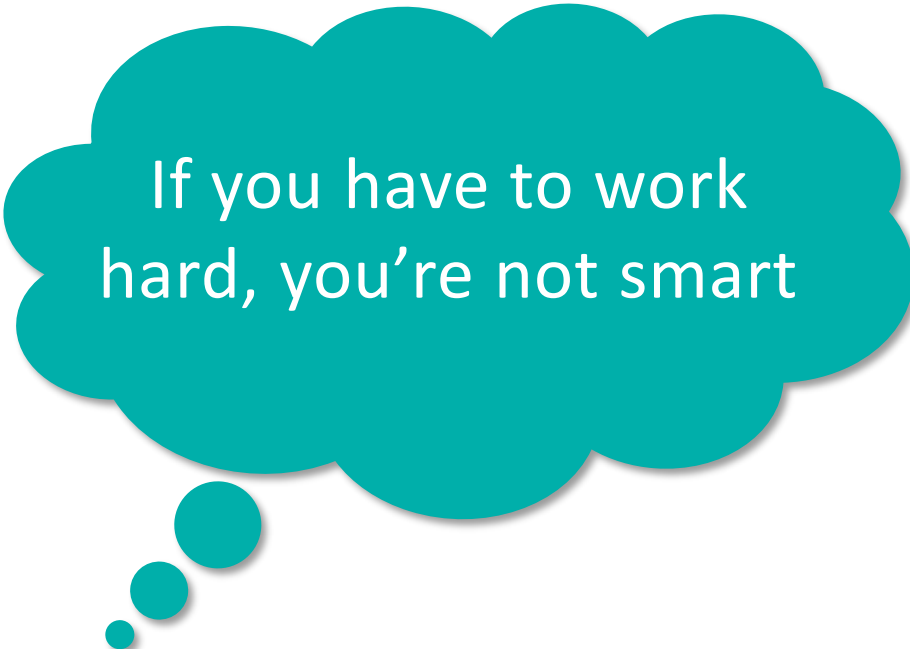


Growth Mindset



Graphic by Nigel Holmes (Mindset, p. 245)

Growth Mindset

A large teal thought bubble with three smaller teal circles leading down to the text "Fixed Mindset".

If you have to work
hard, you're not smart

Fixed Mindset

A large green thought bubble with three smaller green circles leading down to the text "Growth Mindset".

Working harder
makes you smarter

Growth Mindset

Praise Process

You must be
really smart!

Fixed Mindset

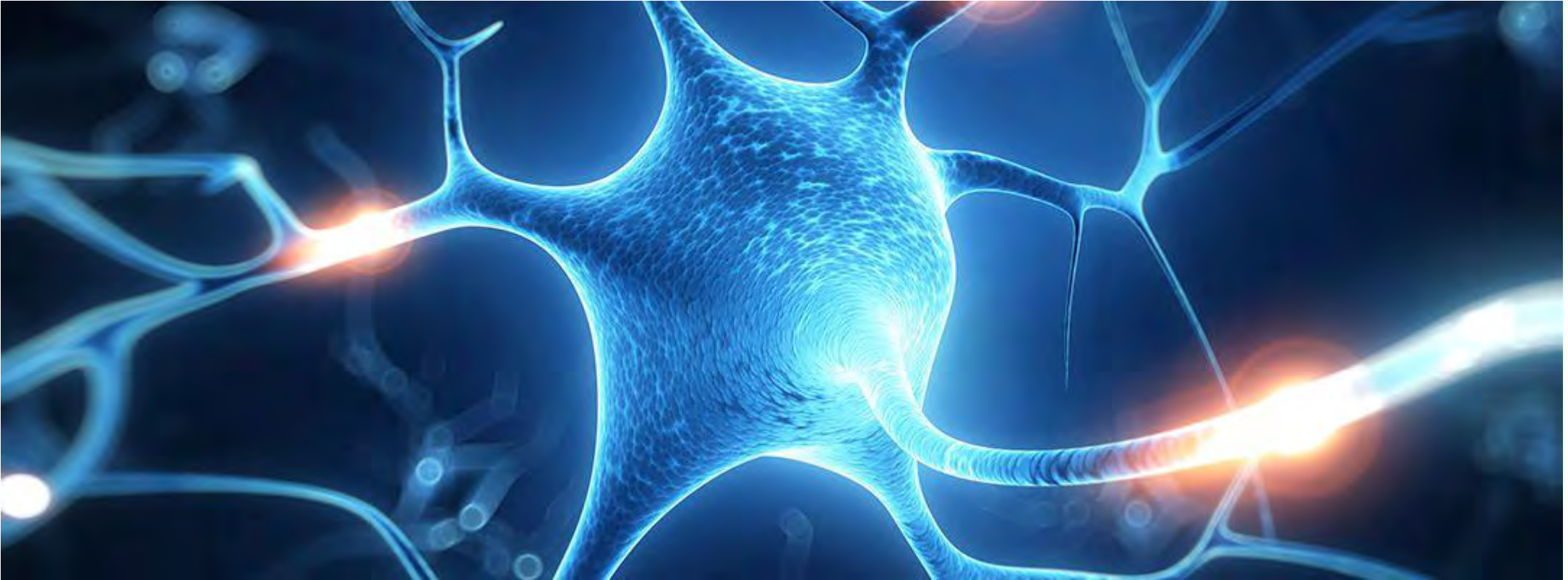
You must have
worked really
hard!

Growth Mindset



Neuroplasticity

You can change your brain by growing more connections among neurons.

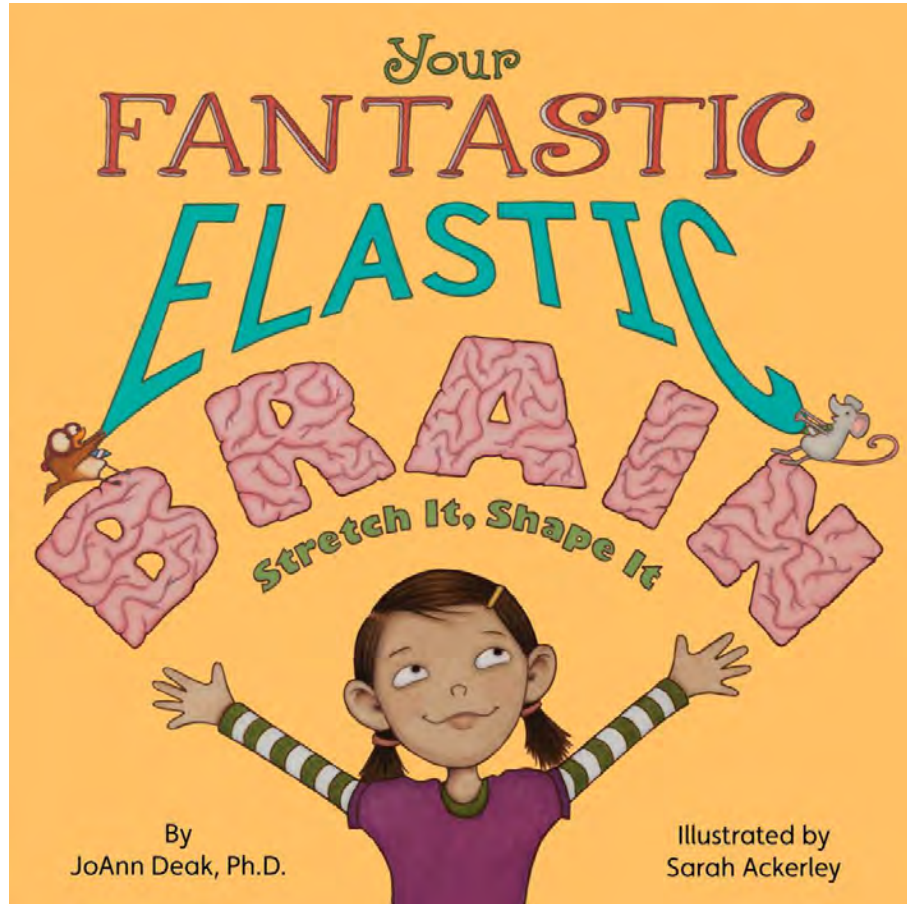


Neural pathways grow like forest pathways



Flickr © "Forest Path" by Joshua Mayer

Teach Neuroplasticity & Growth Mindset



“I’m struggling!”



The Case For Risky Play

- Children **will** engage in risky play
- Keeping them safe means allowing them to take risks
- Risk-taking builds the ability to assess and manage risks



Risky Play

- Great height
- High speed
- Dangerous elements (water, trees)
- Rough & tumble play
- Ability to disappear/get lost



Benefits of Risky Play

- Decrease in depression and anxiety
- Better competence with perceiving and assessing risk
- Better physical health
- Increase in self-esteem
- Stronger social competence
- Improvement in conflict resolution skills



The Risk-Deprived Child

Is more likely to experience:

- Depression & anxiety
- Obesity
- Lack of independence
- Decrease in learning, judgment & perception
- Weaker motor abilities
- Inability to cope with fear
- Abnormal physical & mental development



A background image of Stephen Curry in a Golden State Warriors jersey, celebrating with his arms raised and a joyful expression. The image is darkened to serve as a backdrop for the text.

“IF YOU **DON'T FALL HOW ARE YOU
GOING TO KNOW WHAT
GETTING UP IS LIKE.”**

- Stephen Curry

Risk Competence

When encountering a risk,
either:

1 - engage

2 - transform

3 - choose not to engage



Adult Influence

- Culture
- Type of setting
- Gender
- Age
- Individual personality & interest



Examples of Risky Physical Play

Reflect on photos on each of the 5 upcoming slides:

- What do they make you think about?
 - Where do you see the risks?
 - What reactions do you have?
- Complete the Poll about your reaction following each slide

Example of Risky Physical Play #1



Example of Risky Physical Play #2



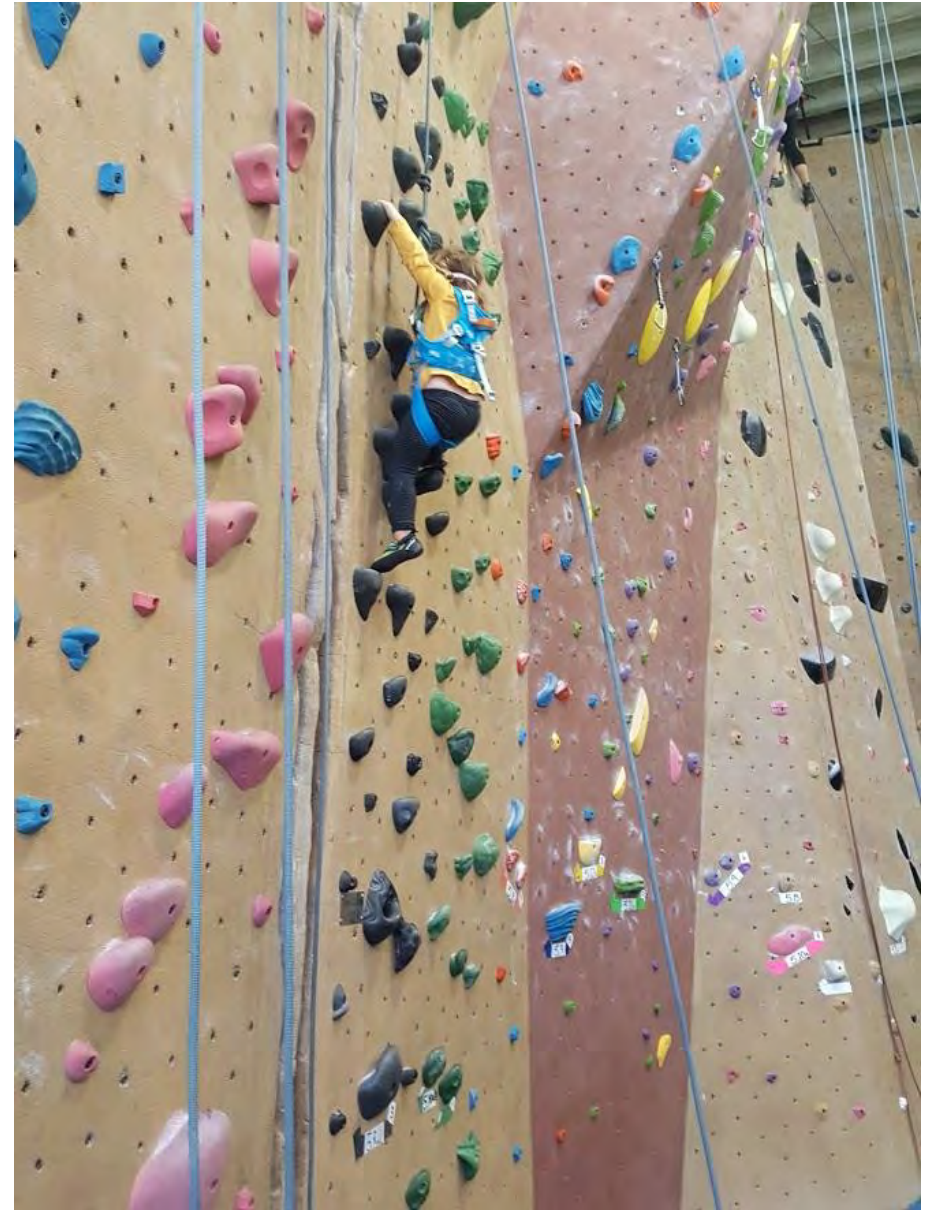
Example of Risky Physical Play #3



Example of Risky Physical Play #4



Example of Risky Physical Play #5



Other Types of Risky Play



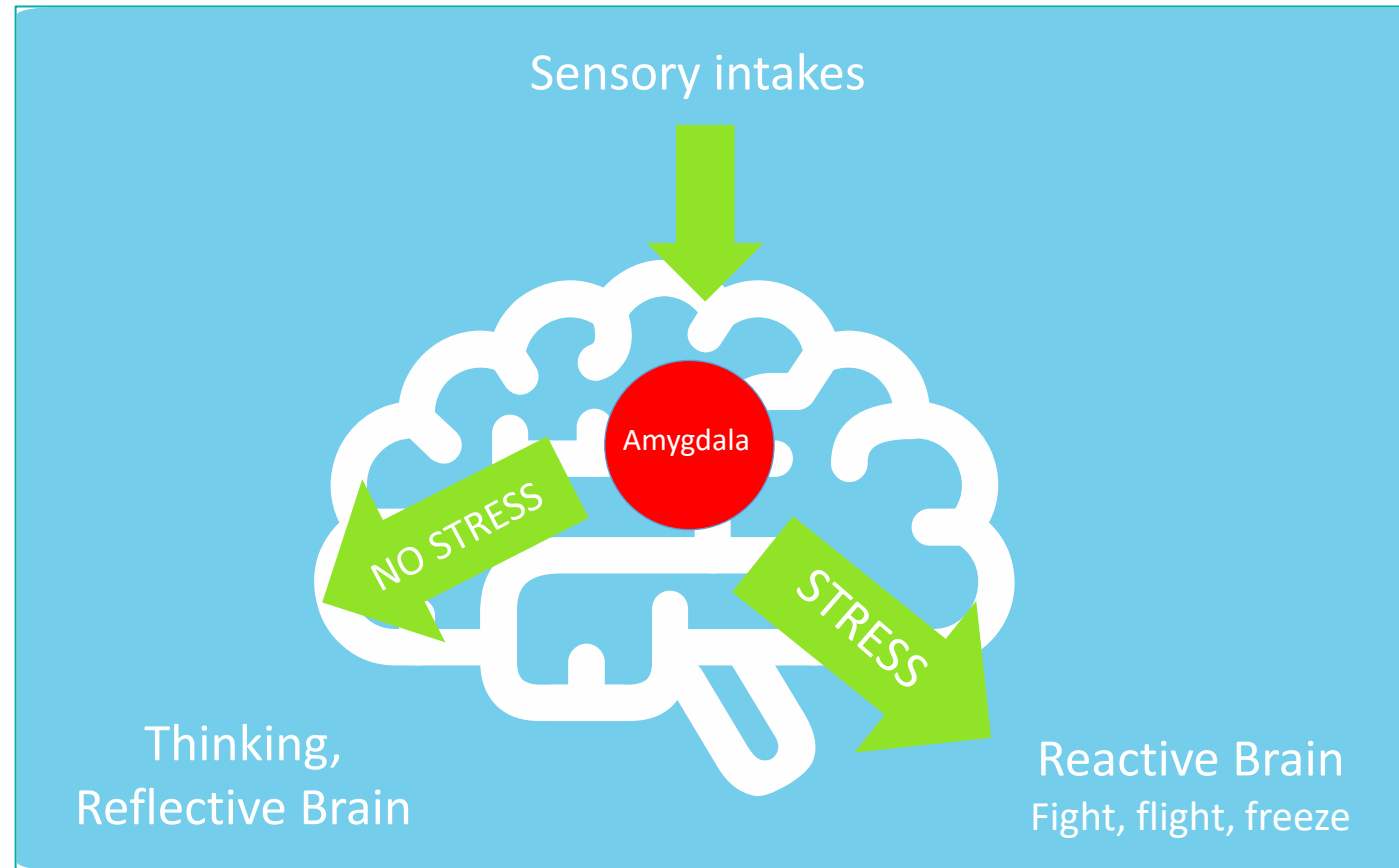


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Emotional Health and Learning



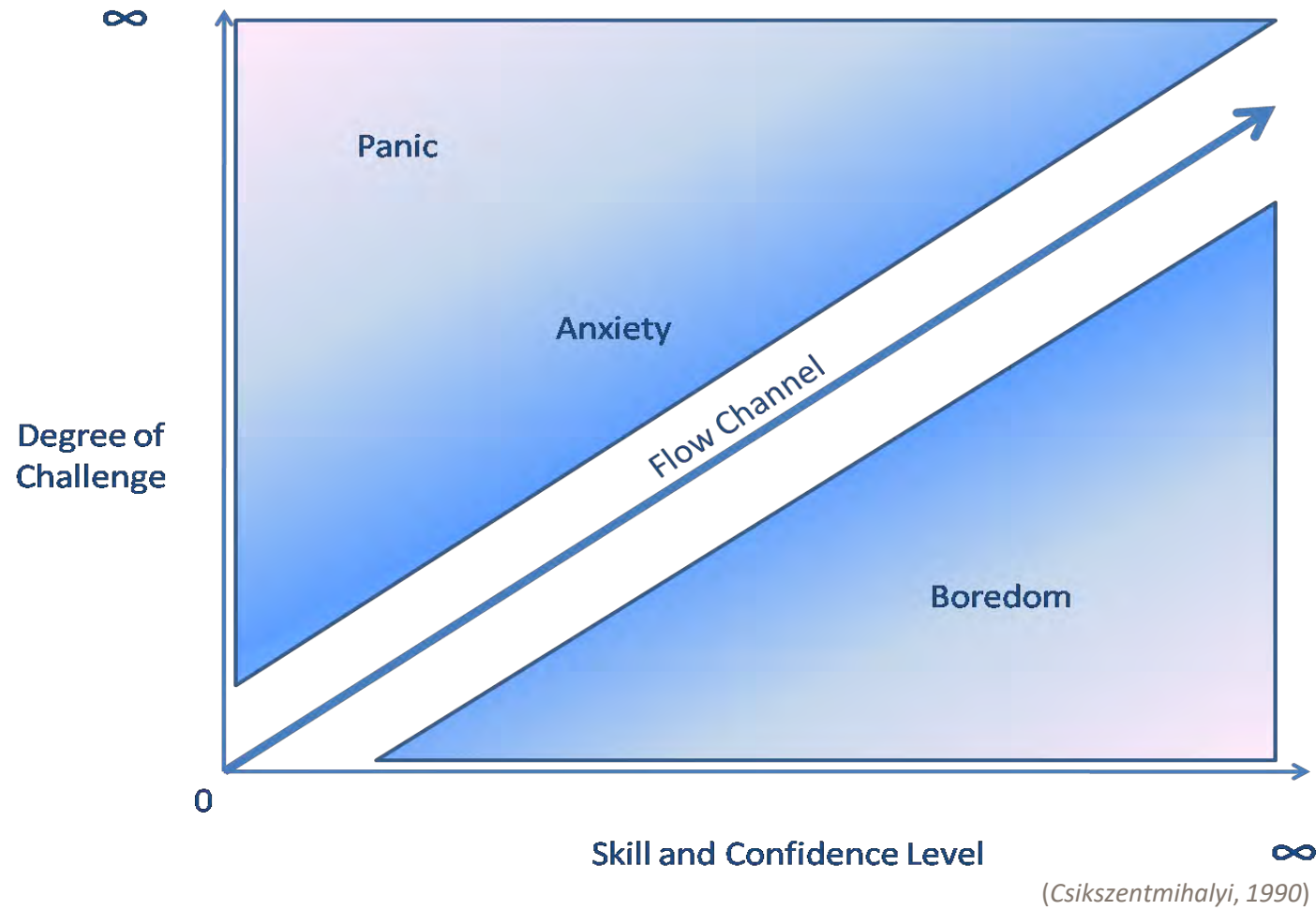
(Willis, 2010)

Emotional Health and Learning



Image source: <https://i.pinimg.com/564x/ca/16/d7/ca16d76a2decc397630fdd082cc78f35--emoji-faces-smiley-faces.jpg>

Appropriate challenge level



Novelty develops flexible thinking



Encouraging risk-friendly learning in your programs

- Cultivate a growth mindset in yourself and others
- View mistakes or challenges as a part of learning
- Teach about the brain and its plasticity
- Educate yourself and others about the necessity and benefits of risky play
- Examine your own influence on children and their families
- Provide an emotionally safe space for children
- Introduce novel materials, combinations, and experiences



Encouraging risk-friendly learning in your programs

When designing learning experiences, consider:

- ✓ How does your library, space, signage or programming communicate to children and families that trying new things, and even failing is encouraged?
- ✓ How will you create emotional safety for children and families to ask questions and try new things?
- ✓ How will you differentiate your activities or facilitation to reach children at different developmental levels?
- ✓ Where are there opportunities for children to try new things?
- ✓ Where do you anticipate children experience “failure” or difficulty? What strategies will you use to support them to persist?

Risk-Friendly

You'll know the program is risk-friendly if:

- Children experience failure and try again
- Children say: "I've never done this before!" or "I tried something new today!"



Still Curious?



<https://bayareadiscoverymuseum.org/resources/educator-resources/library-toolkit>



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Thank you!

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