

Creating Spaces for Playful Inquiry

Provocations: Thinking about The Hundred Languages

As we come together in April as a playful inquiry community, we invite you to consider what are some of the hundred ways of knowing, listening, marvelling, loving, thinking, speaking and playing that you are seeing in your learning environment?

How might we invite students to reflect on and think about what different languages they can use to communicate their thinking and learning?

“The wider the range of possibilities we offer children, the more intense will be their motivations and the richer their experiences. We must widen the range of topics and goals, the types of situations we offer and their degree of structure, the kinds and combinations of resources and materials, and the possible interactions with things, peers, and adults.”

-Loris Malaguzzi

(1920-1994), Italian early education specialist.

Quoted in *The Hundred Languages of Children*, Ch. 3, by Carolyn Edwards (1993).

“The child is made of one hundred. The child has one hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking.

-Loris Malaguzzi

Connections in the BC Curriculum: The Hundred Languages

(not a comprehensive compilation)

Arts Education

Big Idea:

Dance, drama, music and visual arts are each unique languages for creating and communicating, (develops K-7)

Curricular Competencies:

- ⦿ Interpret and communicate ideas using symbolism in the arts (develops K-7)
- ⦿ Express feelings, ideas, and experiences in creative ways (develops K-7)

English Language Arts

Curricular Competency:

Plan and create a variety of communication forms for different purposes and audience. (example from grade 3 – similar competencies at all grade levels)
examples include personal writing, letters, poems, multiple-page stories, simple expository text that is non-fiction and interest-based, digital presentations, oral presentations, visuals, dramatic forms used to communicate ideas and information (grade 3 elaboration)

Mathematics

Curricular Competencies:

- ⦿ Communicate mathematical thinking in many ways (grades K-9)
 - *concretely, pictorially, symbolically, and by using spoken or written language to express, describe, explain, justify, and apply mathematical ideas; using technology such as screencasting apps, digital photos (elaborations)*
- ⦿ Represent mathematical ideas in concrete, pictorial and symbolic forms (K-9)

Science

Curricular Competency:

Communicate observations and ideas using oral and written language, drawing or role-play (K-2)

Communicate ideas, findings and solutions to problems, using scientific language, representations and digital technologies as appropriate (developed grades 3-7)

Communication Competency

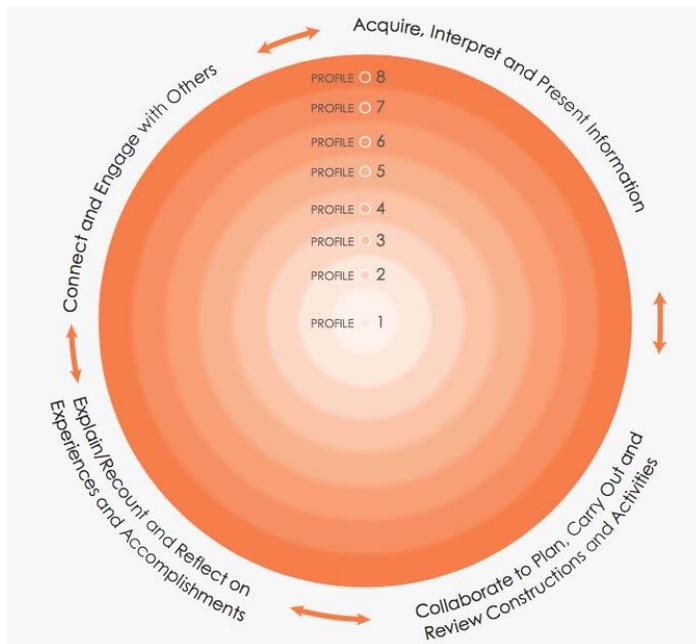


2. Acquire, interpret, and present information (includes inquiries)

Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples include “show and tell,” explaining a concept, sharing a Power Point presentation about a research/inquiry topic, and creating a video proposal.

SAMPLE “I” STATEMENTS

- I can understand and share information about a topic that is important to me.
- I present information clearly and in an organized way.
- I can present information and ideas to an audience I may not know.



***What languages do students have opportunities to communicate with?
To interpret and present information?
To collaborate with others through different languages?
To reflect on their experiences?***