Drawing from discoveries from both brain science and behavioral research, the authors of this chapter argue that free play and guided play—together called *playful learning*—can be a dynamic combination of tools for supporting children's development in ways that are enjoyable but also conceptually rich. Consider the definition of guided play presented, and think about why this strategy can be such a powerful learning tool. What is your reaction to the authors' ideas? How does guided play seem to enhance children's enjoyment of play and what they are learning as they experiment with materials and interact with others? Might it potentially interfere with children's agency? If so, what are some ways to more seamlessly balance free play and guided play?

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Brain Science and Guided Play

Brenna Hassinger-Das, Kathy Hirsh-Pasek, and Roberta Michnick Golinkoff