

## Exercise | A script

Connected to the playplace

PLAY  
PLACE



### Background | Information

What is a script? A script describes everything that can be heard or seen in a fragment down to the smallest detail. Thoughts and feelings are not described.

### Get started | Action

Write the script of the fragment you are watching. This requires sustained attention and presence. In this way we practise looking. Looking is different from just seeing. Looking can show us something, tell us something, prompt us to do something.

### Purpose | What can this exercise mean?

This exercise gives you the opportunity to look very carefully and to write down what you see. There is a chance that different scripts will emerge. Not everyone's eye falls on the same thing. That is what makes it fascinating and a starting point for dialogue with each other. Sharing the scripts gives the opportunity to show something to each other, to be inspiring, to question something.

### Questions | Initiate dialogue

- What does the fragment show us? What do you notice? What have you not noted or noted differently?
- What does it tell us? Through which glasses do you look? What assumptions can you recognise? Who or what has shaped your view?
- Does it set something in motion? Transfer to own practices? What did the other's script draw your attention to?

### Transfer | other applications

Observing the behaviour of children in a situation that you would like to investigate further - a place where play comes about or not - watching a sequence of actions and investigating what can stimulate children's play, taking these insights further - ...

## Example of a script | fragment child balancing

Playground of a school

GOPRO image POV of a toddler on the playground walking around and singing a song.

On the left is a school building, it is a low-rise building with yellow walls and many windows. In front of the building there is a piece of stone ground, the rest of the playground is unpaved. Sand, many wet spots, it has rained hard. Three adults are standing against the school building, two toddlers are standing in a puddle on the unpaved part.

We follow the toddler on the unpaved part of the playground. From the toddler's POV, we see a flowerbed with a few yellow daffodils and a wooden birdhouse on a pole, and in the background the school building. The yellow of the daffodils is the only colour; otherwise it looks grey and drab. The flowerbed is raised and a small path runs through it, separated on both sides by stacked stones. A little further on are a few bare trees.

The toddler walks on the stone edge of a flowerbed and sings softly. She looks sideways down for a moment. There in the flowerbed are yellow daffodils and purple crocuses. She looks ahead for a moment. A little further on, there is a slide on a slope.

When she gets to the end of the stone edge, she looks down, jumps off the stone edge, goes to the other side of the path, steps on the stone edge on the other side and walks all the way back.

She looks at the stone edge in front of her. Sometimes she looks a little more to the left. There lies a fallen tree. She keeps singing, now a little louder. She looks ahead a little more. A little further on, tree trunks lie on the ground with, on the left, some branches and trees that have been put together in a construction and end in a wooden house. Between two trees, two ropes are stretched out (you can walk on these). At the end of the path, she jumps off the stone edge. She looks back and forth for a moment. You can see the construction with the tasks and also again briefly the school building.

She then walks through the wet sand across the playground towards the school building. She jumps over a rake lying on the ground.