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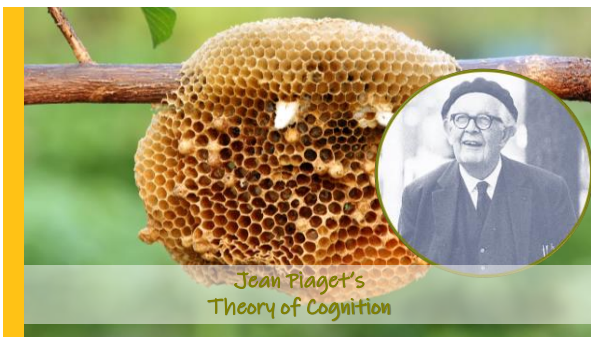
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The Honeycomb Hypothesis

STAGES OF COGNITIVE DEVELOPMENT

Stage	Age	Goal
1. Sensorimotor	Birth to 18-24 Months	Object Permanence
2. Preoperational	2-7 Years Old	Symbolic Thought
3. Concrete Operational	7-11 Years Old	Operational Thought
4. Formal Operational	Adolescence to Adulthood	Abstract Thought

www.healthcare.com/health/what-are-the-stages-of-development



10



Young children are intrinsically motivated to learn.

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Children learn best through hands-on experiences.

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Behaviors of Wee Ones



**Movement
Connoisseur**



**Enthusiastic
Improviser**



**Path
Finder**



**Sensory
Seeker**

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Patterns of Play








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PATTERNS OF PLAY

Hiding Revealing	Making Ummaking	Carrying Placing	Propelling Hindering	Turning Stopping	Attaching Detaching
Repeated action of making something seen or unseen (self or objects).	Repeated action of constructing and taking apart/ deconstructing	Repeated action of moving objects or one's body from one place-to-place.	Repeated action of propelling objects or self into space.	Repeated action of spinning objects or self in space.	Repeated action of sticking and unsticking.
-Enveloping -Uncovering -Burying	-Mixing -Crushing -Transforming	-Moving -Transporting -Punding	-Throwing -Swinging -Running	-Spinning -Rolling -Turning	-Connecting -Linking -Assembling

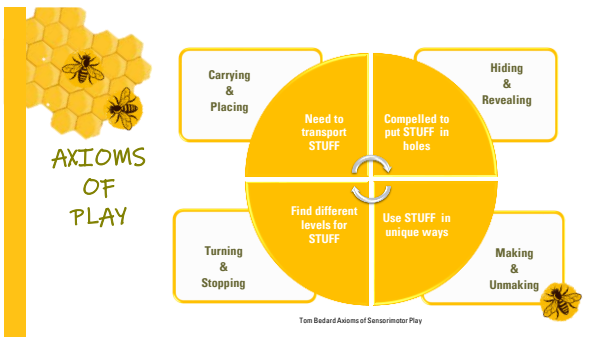
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PATTERNS & AXIOMS OF PLAY

- Hiding & Revealing
- Carrying & Placing
- Propelling & Turning

- Need to Transport
- Compelled to Fill Holes
- Find Different Levels



Video #3

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The Honeycomb Hypothesis



What's the connection?



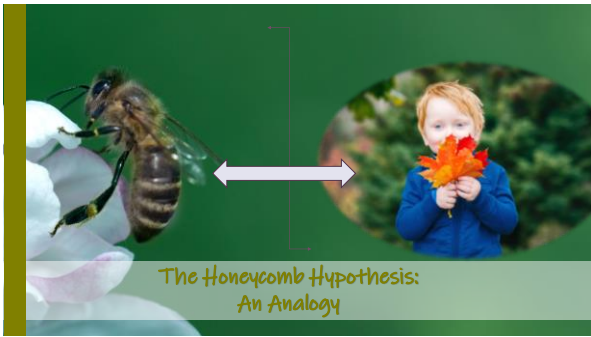
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Honeybee Stings

Teachers are not understanding.
Knowledge is not understanding.

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Honeybees need the Waggle Dance.
Children need Novelty.

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Piaget's disequilibrium is the motivation for learning.
Children need gentle disequilibrium.

32



Novelty
is the
key
to
disequilibrium

33

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Real Life



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3 Strategies



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Think Big



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Affordance Theory

An affordance is an action possibility formed by the relationship between an agent (child) and the environment.

J.J. Gibson (1977; 1978)



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<https://www.comashyplaythings.com/resource/articles/2018/Vertical-Learning-with-Classroom-Walls>



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Making & Unmaking	Hiding & Revealing	Carrying & Placing	Attaching & Detaching	Turning & Stopping	Propelling & Hindering
The making urge is one of mixing, stirring, swirling, creating, constructing, inventing, designing, and building. The child is repeating an action of making something.	The hiding urge is about containers, filling, burying, tenns, covers, wraps, concealing. The child is repeating an action of hiding or containing something; it's a function of acting.	The carrying urge is gathering, digging, picking up, carrying, pouring, and holding. It's a repeated action of picking things up and moving them. It is also the essential urge to change body perspective and movement.	The attaching urge is piling, stacking, joining together, tiling things up, gluing, pasting, tying, linking, sticking and arranging. There is a repeated urge to put things together.	The turning urge is spinning, turning around, twirling, or rotating in circles. The turning urge is also exhibited with small body movements such as the turning of knobs or screws, twisting on lids, or rolling toys with wheels. There is a repeated urge to move or rotate in a circular motion.	The propelling urge is throwing, tossing, rolling, tacking, pushing, pulling, jumping, darting, dishing, flying, whizzing. The child is repeating the action of propelling an object or oneself in space.
The unmaking urge is knocking down, spreading, tearing, cutting, smashing, pinching, poking and banging. There are the repeated actions of unmaking something.	The revealing urge is uncovering, dumping, allowing, unwrapping, unscrolling, unrolling and presenting. It is a repeated action of revealing something; it's a function of acting.	The placing urge is scattering, handing out, putting down, setting down, positioning and lying down. The child is repeating the actions of placing something somewhere. It is also the primary urge of placing one's body in a certain space or position.	The detaching urge is pulling apart, tearing apart, cutting apart, unhooking, and peeling away. The child is repeating an action of detaching things from each other.	The stopping urge is freezing, ending, disorientating motion, standing still, and halting. Stopping is the primary urge to stop the circular motion of an object or oneself.	The hindering urge is wasting, hesitating, postponing, lagging behind, delaying, creeping, up soiling, dragging. Hindering is the primary urge of delaying or slowing down movement.

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