

Here is the quotation I read from Stuart Brown's *Play: How it Shapes the Brain...* the definition that helped us to see the value of Robert's different approaches and activities in his classroom:

"Sometimes running is play, and sometimes it is not. What is the difference between the two? It really depends on the emotions experienced by the runner. Play is a *state of mind*, rather than an activity. Remember the definition of play: an absorbing, apparently purposeless activity that provides enjoyment and a suspension of self-consciousness and sense of time. It is also self-motivating and makes you want to do it again. We have to put ourselves in the proper emotional state in order to play (although an activity can also induce the emotional state of play)" (60).

I wanted to mention (which is why I was itching to show you the definition on the screen instead of just read it to you) that Robert's practice of asking students to stop and register how his activity is making them feel is in line with helping students be receptive to the "emotions [they're] experienc[ing]" (as play depends so heavily on this awareness).