

Pursuing Bad Guys:
The Transformative Power of Collaboration Among Children, Teachers, and a Pedagogical Companion

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Moving from fear to courage: children, in their work, and teachers, in theirs
The Stories

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Reflecting on Identity as Teachers and as a School

AND	
The teachers create rich spaces for pretend play	The teachers consider themselves thinking companions in children's play
The teachers observe play and help keep it consensual and safe	The teachers treat play as an expressive language that is part of a shared research project
Respect for children's play	Research includes and considers the play
The teachers see, follow, and cherish the individual child	The teachers consider the group as the 13 th child

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Risk-Taking as Transformative

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Recognizing Compelling Research Topics

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- The idea keeps coming back, either day after day or over a long period of time
- The energy behind the children's engagement is remarkable
- One or more of the children engage with the idea with a particular passion
- You observe contagion around the idea

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Slowing Down

If we are too quick to think we understand what children are thinking and seeking, we take the chance that we may derail the children's research.

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Trapped in a Globe

Then Miles draws an enclosure around his bad guy...

Miles: And they want to be in a globe so he's in a globe.

Parker: A globe around him, like a big globe. A live globe with a live person in it, a live bad guy.

Donna: Can he get out of there, Miles, or is it like a trap?

Miles: It's a trap.

Donna: A trap is like a protection against bad guys, I guess.

Elisabeth: He's trapped all right.



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Parker: Traps

Miles: No, I made them be globes.

Sam: What are globes?

Parker: They can't walk around the earth; it's

like a trap for the bad guys. ...

Parker takes a snow globe from a nearby table

and holds it up for our consideration...

Donna: What do you put inside the globes?

Parker: Yucky things that they don't like.

Sam: I think poison. Poison falling down, like

when you shake it.

Donna: How does the bad guy get in the globe?

Parker: They trap him. It's too strong, that he

can't open it up.

Donna: You mean, they open it and he goes in?

Parker: Uh huh, but he can't open it once he's

in.



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Donna: Who is 'they'? Who is doing the trapping?
 Parker: The regular people.
 Donna: Good guys?
 Parker: Uh huh.
 Elisabeth: Or good girls.
 Miles: Maybe we could do a story of these?

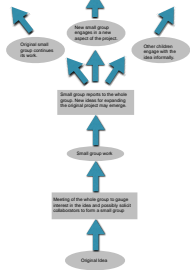


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The Power of Group Work

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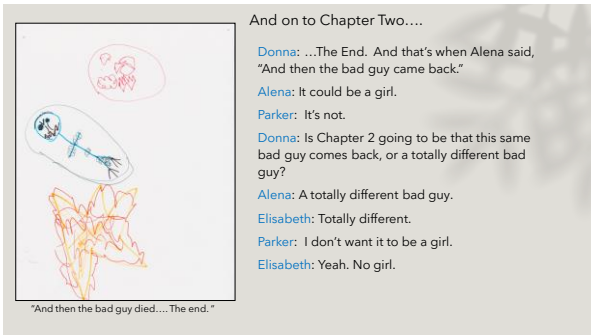
REGIOGITY BETWEEN SMALL GROUP AND WHOLE GROUP IN PROJECT WORK



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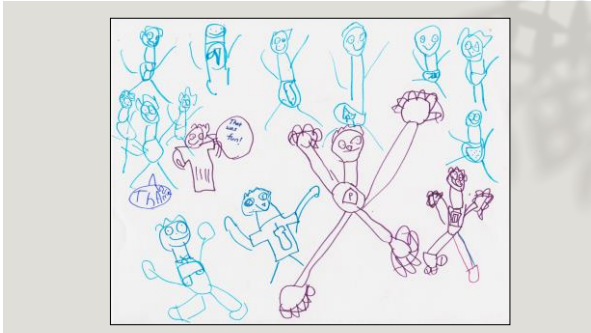
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The Library Bad Guy as a Member of the Group



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Saying Good-bye to the Library Bad Guy



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The Illustrators' Responsibility to the Group



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Having Good Conversations

With children
With colleagues

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Studying Documentation

"If we want to ally ourselves with children's deep intentions, then we have to gift ourselves with time to study documentation"

-Donna King, in "Pursuing Bad Guys"



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The Cycle of Pedagogical Documentation

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