

Session Three

LIST OF RESOURCES

1. Session Three Trainer's Guide

2. Handouts

- Play Activities for Different Age Groups Activity Sheet

RECOMMENDED READING

Anderson-McNamee, Jona K., Bailey, Sandra J. Montana State University Extension. The Importance of Play in Early Childhood Development. April 2010.

Bettelheim, Bruno. "The Importance of Play." *The Atlantic*. March 1987.

Bergen, Doris. *The role of pretend play in children's cognitive development*. ERIC Clearinghouse, 2002.

Ginsburg, Kenneth R. "The importance of play in promoting healthy child development and maintaining strong parent-child bonds." *Pediatrics* 119.1 (2007): 182-191.

Youell, Biddy. "The importance of play and playfulness." *European Journal of Psychotherapy and Counselling* 10.2 (2008): 121-129.

UN General Assembly, Declaration of the Rights of the Child, 20 November 1959.

UNICEF, (2010). Early Child Development: A treasure box of activities. Activity Guide. New York: UNICEF. http://www.unicef.org/videoaudio/PDFs/Activity_Guide_EnglishFINAL.pdf

Vygotsky, Lev Semenovich. "Play and its role in the mental development of the child." *Journal of Russian and East European Psychology* 5.3 (1967): 6-18.

Session Three: The Importance of Play for Children

OBJECTIVES

Participants will be able to:

- Provide two reasons why play is important for the development of a child.
- Explain key differences in types of play necessary for each developmental age group.
- List at least two play ideas for each developmental category.

OVERVIEW

As covered in the last two sessions, children are developing rapidly during their early years. Play is one way that they continue to expand their development. Play helps with cognitive, language, emotional, social, and physical development. This session will provide different types of activities/play ideas for parents to do with their children to foster growth and development in these different domains.

KEY CONCEPTS

- Playful behavior in childhood is the foundation for creativity in adulthood
- Depending on the age of the child, certain play activities are appropriate to promote growth in different developmental domains
- Toys and activities do not have to cost money or be time consuming in order to be beneficial
- Play activities can be fun and helpful to the entire family

SESSION OUTLINE

This session should last approximately two hours in a group setting or one hour in an individual setting. Topics to cover with the parents include:

1. Definition of play
2. Importance of play for all ages
3. Types of play activities for children ages 3 and under, 3-5, and 5-8 to do to foster development in the domains of language and literacy, social and emotional, physical health and motor development, and logic and reasoning.
4. Ways for to parents to use play to assess child development

MATERIALS NEEDED

- Importance of Play PowerPoint
- Projector
- Flipchart paper
- Markers
- Different materials to make toys/playthings with: paperclips, string/yarn, paper, cardboard tubes, stapler, etc.
- Consider bringing in sample toys that are easy to make

TO BE HANDED OUT:

- Play Activities for Different Age Groups Worksheet

ACTIVITIES TO ENGAGE PARENTS

- **Toy Activity**—Participants will work in groups to make a toy/play thing using readily available materials provided by the trainer.
- **Jigsaw Activity**—Participants will work in groups to summarize a domain of play and brainstorm different play ideas for this particular domain. At the end of the session, participants will have completed the **Play Activities for Different Age Groups Worksheet** and have play ideas per the four domains of play for children 3 years and younger, 3-5 years, and 5-8 years.

FREQUENTLY ASKED QUESTIONS

1. Is it normal for children to have imaginary friends?
 - Having an imaginary friend is often common among young children and is a way for them to develop and express their creativity. Children usually grow out of this by the time they begin school. It is important that you acknowledge your child's imaginary friend without criticizing your child for it or at the same time, making this "friend" a part of your family routine.
2. Am I expected to play with my child all of the time?
 - While it's great to spend time with your child and play different games or do different activities, it can be tiring. Part of learning and developing is for your child to explore and play on his/her own (in a safe environment!) This means you do not have to play with your child every minute of the day. There are other ways to show you care such as giving your child a hug, talking to your child, or checking in on your child and having him/her describe the activity he/she is doing or the toy he/she is playing with.

ADDITIONAL RESOURCES/READINGS FOR FACILITATORS

Anderson-McNamee, Jona K., Bailey, Sandra J. Montana State University Extension. The Importance of Play in Early Childhood Development. April 2010.

Bettelheim, Bruno. "The Importance of Play." *The Atlantic*. March 1987.

Bergen, Doris. *The role of pretend play in children's cognitive development*. ERIC Clearinghouse, 2002.

Ginsburg, Kenneth R. "The importance of play in promoting healthy child development and maintaining strong parent-child bonds." *Pediatrics* 119.1 (2007): 182-191.

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UN General Assembly, Declaration of the Rights of the Child, 20 November 1959.

UNICEF, (2010). Early Child Development: A treasure box of activities. Activity Guide. New York: UNICEF. http://www.unicef.org/videoaudio/PDFs/Activity_Guide_EnglishFINAL.pdf

Vygotsky, Lev Semenovich. "Play and its role in the mental development of the child." *Journal of Russian and East European Psychology* 5.3 (1967): 6-18.

WARM-UP (5 MINUTES)



“Please respond to the following questions: Think about your favorite game or activity when you were a child. Why did you like to play this game or activity? What aspect of SPECS development do you think this game or activity enhanced?”

“Take two minutes to think about this statement and come up with one to two reasons why you think this. You may write down your response if you want. After two minutes are up, I will call on volunteers to share their responses with us.”

(Responses will vary)

“This week we will be discussing play, what it is, why it is important, and what we can do as parents to help our children play in a safe and caring environment. Before we get started, let’s take a few minutes to review our home assignment from last session.”

REVIEW OF HOME ASSIGNMENT (5 MINUTES)



“For this assignment, you were asked to determine your child’s development in the five different developmental domains as well as come up with ways to promote growth in development in each domain.”

1. *Who can tell me what the five domains are?*
 - SPECS: spiritual, physical, emotional, cognitive, and social.
2. *Did anyone find it challenging to figure out your child’s development? What did you do?*
 - **(Responses will vary)**
3. *What were some of the activities you did or ideas you had to promote developmental growth in each domain?*
 - **(Responses will vary)**



“As we discussed during our warm-up, play is an important part of a child’s development. As adults we may often forget that play is essential to helping a child learn and develop emotionally and physically. Let’s begin with a short activity to get us thinking about play.”

THE IMPORTANCE OF PLAY (40 MINUTES)



Unless otherwise noted, read information from the slide out loud to participants before reading the prompts provided in the sidebar and below. For this session, each slide presented corresponds to **The Importance of Play PowerPoint**.

Trainer Action: Hand participants a copy of the **Play Activities for Different Age Groups Worksheet**. Remind them throughout the session where to correctly place information as you discuss the relevant age group and domain of play.



Talk with the person sitting to your right. What is another game you can play with your baby?

Trainer Action: Call on a few pairs to share additional examples.



Why do we usually associate babies with play? Do other ages of children need to play as well?

Model Response: We usually think of play and babies together as they are not old enough to “learn” or be in school. Sometimes we may think that older children should be in school or helping out with the family and chores, not spending time playing.

Baby Games

- Playing with baby helps her to feel safe and loved and develop feelings of trust.
 - Tummy tickles
 - Silly songs
 - Blowing bubbles
 - Peek a boo
 - Lifting high in the sky
 - Other?



“As we will discuss today, play is actually a very important. part of a child’s development and helps him/her both learn and grow. It is important not just for babies but for all ages.”

Trainer Action: Read this slide to participants.

Play in the Early Years

The early years, especially birth through three years of age, are extremely significant in shaping the brain since “hands on” experiences cause the child to develop increasing numbers of brain synapses, or connections that shape and pattern the growing brain.

Play, in the context of secure attachments to adults, gives children the enrichment, stimulation, and physical activity they need to develop their brains for future learning. (Shore, 1997)






Play, alongside health, nutrition, water and sanitation, adequate standard of living, education, leisure, cultural activities etc., is one of the relevant elements to ensure the maximum development of the child.

Play is:

- A universal interdisciplinary process
- A self-expressive activity based on imagination.
- An expression of cross-cultural themes - nurturing, family relationships, roles
- A fundamental right of the child



 CRS **faith. action. results.**



While play is an unstructured activity, assuming many different forms, there are often a lack of child-friendly structures and venues for children's play. Consider encouraging your community leaders to promote and facilitate children's play through provision of parks and more appropriate play grounds.

Trainer Action: Read this slide to participants.

Remember...

- Play promotes development, learning, and future success
- Play activities can be created from local resources
- Interaction with adults is an important part of play



 CRS **faith. action. results.**



“By providing play opportunities for young children, we are promoting development, learning, and future success.”



Play activities often do not require extensive funding, but rather require the wise use of local resources in the context of caring relationships. This is a very important concept to stress to participants as many parents believe that more expensive toys are better.



MAKING A PLAY THING ACTIVITY (5-10 MINUTES)



“Over the next few minutes we will have the opportunity to create our own play thing using the materials in this room.”

Trainer Action: Split participants into groups of 3-4 individuals and provide each group with an assortment of items common to that region. The purpose of this activity is to stress the importance of parental creative in making low-cost but effective child play things.



“Using the materials on the table, you will have five minutes to create a toy a child could use. Be as creative as possible!”

Trainer Action: After four minutes, proceed to give a one minute warning. After time is called, ask for groups to volunteer. Ask each group to describe its toy, how it works, its purpose etc. Ask groups to explain how they came up with the idea-did they also play with something similar when they were children?



“Who can tell me what he/she thinks was the purpose of this activity?”

Model Response: Play things do not need to be expensive or elaborate. It is possible to take a few items found in most homes and create something new that will hold a child’s interest and is effective for promoting appropriate developmental growth.



“Now that we have discussed what play is and why it is important, we will focus on what play looks like for different age groups and how it helps with different types of developmental growth.”



“First, we will look at play activities for children 3 years and younger according to the domains of language and literacy, social and emotional, physical and motor, and logic and reasoning.”

CHILDREN FROM BIRTH TO 3 YEARS OF AGE




The first area or domain we will look at is language and literacy

Language and Literacy

Play involves:

- Simple words, sounds and naming
- Words become sentences
- Interactions lead to conversational skills
- Expressing needs, negotiating and sharing ideas
- Responding to the language models of adults and other children



 **OCRS** faith. action. results.



Consider sharing the following points with participants as well.

- Simple words and sounds, in the context of play, become the building blocks of sentences and grammatical structures.
- Children learn vocabulary by naming things as they play. Increasingly, words become complex sentences and interactions lead to conversational skills.
- Expressing needs, negotiating, and sharing ideas are all communicated through play.
- Additionally, adults and other children serve as language models for young children who frequently learn through imitation.



“There are different types of toys that can help children learn words and practice conversation skills. Brainstorm with the person to your right; what are two play activities you could do to help your child work on language and literacy?”


Trainer Action: Call on a few pairs to share their responses. Responses will vary. Prompt parents to think of things that involve understanding language, speaking, or reading if they suggest something unrelated or need additional assistance.

Trainer Action: Emphasize that none of these toys costs a lot of money or would take a lot of time to make but can be very effective and fun and engaging for both the parent and the child to play with.

Toys that Support Language and Literacy

- Picture/photos—familiar people, family, pets, animals
- Cloth books—sew together pieces of fabric and use non-toxic markers to make simple pictures
- Puppets—make sock puppets and sew on button eyes



 CRS faith. action. results.



“The next domain we will discuss is social and emotional development. This type of development focuses on how a child learns to get along with other people as well as express his/her emotions.”

Trainer Action: Read this slide to participants.

Social and Emotional Development

- Feelings of trust and acceptance allow the child to express emotions, take risks, accept disappointments, and experiment.
- Non-verbal cues are as important as verbal
- Children become aware of the posture, facial expression, feeling tone, and energy level of adults as they engage in play.

 CRS faith. action. results.




There are several types of play or play things that can help a child work on social and emotional development. These include...

Play that Supports Social & Emotional Development

- Soft, fabric toys
- A 6-7 page picture book
- A set of medium size, colored light wood or plastic blocks (15-30 pieces)
- Games with adults



 CRS *faith. action. results.*



The following notes provide additional description for the play ideas listed previously. Based on participant engagement and understanding, consider elaborating on each idea. Alternatively, ask participants to either explain how each play thing helps social/emotional development or provide additional examples of each.

- Soft, fabric toys provide sensory stimulation
- A picture book made out of cloth or plastic in colour (6-7 pages) Picture books provide visual stimulation, promote imagination and increase adult/child interaction and allow for expression of feelings and thoughts
- A set of medium size, coloured light wood or plastic blocks (15-30 pieces)-This toy fosters creativity and imagination, develops thinking, creativity and fine motor skills, and promotes social interaction.
- Games with adults such as peek-a-boo—hiding faces, objects



“The next domain we will discuss is physical health and motor development. When babies are born they do not yet have the coordination to make a lot of movements. As children get older, they learn to crawl and walk and pick up different objects.. At each step it is important that as parents we provide play activities and toys that will help children develop this coordination.”

Trainer Action: Read this slide to participants.

Physical Health and Motor Development

Activities/things to support motor development include

- Space to crawl
- Pull toys
- Balls, or stuffed old stockings
- Riding toys
- Small slides



CRS faith. action. results.



The following notes provide additional description for the play ideas listed previously. Based on participant engagement and understanding, consider elaborating on each idea. Alternatively, ask participants to either explain how each play thing helps physical/ motor development or provide additional examples of each.

- Space to crawl—clean, safe, comfortable
- Pull toys—small toys on a string that a child can pull behind it
- Balls, or stuffed old stockings—to practice throwing and catching, and possibly large baskets to throw them in
- Riding toys—tricycles, or take a square board and attach wheels to it so children can move it with their feet.



“The next domain we will cover is logic and reasoning. Types of play that develop this domain help a child understand how everyday objects function. This also helps a child develop basic concepts of order, cause and effect, and patterns.”

Trainer Action: Read this slide to participants.

Logic and Reasoning

Thinking skills are supported by:

- Plastic objects
- Shakers with different sounds
- Stacking toys
- Matching games
- Sorting games
- Puzzles with large pieces
- Sand and water play

CRS faith. action. results.



The following notes provide additional description for the play ideas listed previously. Based on participant engagement and understanding, consider elaborating on each idea. Alternatively, ask participants to either explain how each play thing helps logic/reasoning development or provide additional examples of each.

- Plastic objects—bowls, spoons, lids to sort and fit together
- Shakers with different sounds—put different quantities of shells or pebbles in cans with the plastic tops glued on for safety
- Empty cans (make sure the sharp edges are removed)—use them to make stacking toys
- Matching games—matching sets of pieces of coloured paper, fabric, old wallpaper
- Sorting games—collections of large items (that cannot be swallowed) like seashells, big pieces of coloured cardboard for playing “put together what goes together”
- Puzzles with large pieces. Jigsaw puzzles—take a simple magazine picture and glue it to a piece of cardboard. Cut the image into 3 or 4 pieces and let the child reconstruct it.
- Sand and water play--sand can be dry or mixed with water. Provide: spoons, shovels, pails, plastic containers, funnels, and strainers, if available.



“Children are very creative when learning and how they see things. As adults, we may consider the games children play as silly or not useful, but they are quite helpful in developing the different domains we just discussed. For this reason it is important to make sure play activities are related to the way a child learns.”

Trainer Action: Read this slide to participants.

Play Related to a Child’s Approach to Learning

Opening up possibilities, creativity, divergent thinking and resilience are supported by:

- Pretend and fantasy play
- Things that make noise – create ‘music’
- Painting, coloring
- Use of clay and play dough



Consider elaborating on previous list with information provided below.

- Pretend and fantasy play, opens up new possibilities, novel combinations and syntheses of ideas, divergent thinking, and the creation of meaning.
- Play builds mental health and resilience, strengthening the self and the capacity for creative problem solving.
- Initiative, task persistence, and attentiveness, all of which takes place within play, enables children to develop and follow through on plans and tasks;

- Imagination and invention are a part of play and are associated with the ability to form images of what is not actually present and to extend conventional thinking. Use props to help children act out their imagination such as old clothes for dress-up, hats, fabric, old kitchen items (bowl, spoon, pot), toy telephone, doll babies.
- Things that make noise/musical instruments—banging on pots, drums



“Based on what we have just learned, what do you think are important areas to focus on for children younger than three years in order to determine if your child is on track with development?”

Trainer Action: Have participants reflect for a minute individually before sharing with the rest of the class. Direct participants to provide answers that are on this list. If not, share any missed bullet points on the next slide.

Assessment

At this age level areas of focus are:

- motor activity (fine and gross motor)
- oral language and communication
- social behavior
- activities chosen and attention span
- willingness to try new tasks, explore, and discover



“Now that we have covered types of play for children three years and younger, we will focus on older children between the ages of three to five.”

“How might play activities for children three to five differ from play activities for children younger than three?”

Trainer Action: Use the slide below for several sample answers to this question. Read those bullet points participants do not provide.

CHILDREN FROM THREE TO FIVE YEARS OF AGE

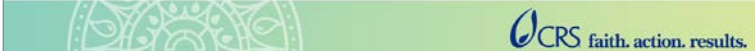
Children from Three to Five


Children are

- Ready to engage in pretend, imaginative play
- Able to initiate play

Parents and other caregivers should

- Provide space and toys
- Encourage and appreciate child's play



 **OCRS** faith. action. results.



Consider elaborating further on the above slide by saying the following:

- Children are developmentally ready to engage in pretend, imaginative play, and they need play materials to play with and play spaces at home and in childcare centres.
- Parents and other caregivers should encourage and appreciate their children's play, sometimes joining in and guiding the play, but the majority of play should be child initiated. In this way, children learn to further develop their own ideas, solve problems, and use corresponding and appropriate language.



“Although we will now discuss play activities for older children, you will notice that we will still use the same developmental domains.”



What are some other types of games/activities that would help a child 3-5 improve his/her language ability?

Trainer Action: Have several participants share their ideas. Use this slide for model ideas.

Language and Literacy

- Memory games
- Lotto games
- Sequence games
- Storytelling
- Conversation





The following notes provide additional description for the play ideas listed previously. Based on participant engagement and understanding, consider elaborating on each idea. Alternatively, ask participants to either explain how each play thing helps language/literacy development or provide additional examples of each.

- Memory games
- Lotto games—made like bingo games with pictures of familiar objects, shapes, letters, numbers, children’s names
- Sequence games
- Storytelling—reading books of family stories written down, photo albums, joke books, children’s dictated stories about the neighbourhood; have children enact stories from the books; create a library play area; purchase books, if possible
- Conversation—take time to tell your child a story or have your child explain what he or she did throughout the day. Provide support and encouragement by asking your child what he/she did next.



“The next domain we will discuss is social and emotional. We will also learn about play activities that can help a child develop skills in this area. Who can remind us what social and emotional development is?”

Model Response: Social and emotional development is the process during which a child learns how to express and control emotions as well as determine what is and is not acceptable within the household and larger community.

Trainer Action: Read this slide to participants.

Social and Emotional Development

In support of self-expression use:

- Puppets
- Dolls
- Pretend play costumes and props
- Singing, action games, movement play

 CRS faith. action. results.



The following notes provide additional description for the play ideas listed previously. Based on participant engagement and understanding, consider elaborating on each idea. Alternatively, ask participants to either explain how each play thing helps social/emotional development or provide additional examples of each.

- Puppets—a variety; paper bag puppets, sock puppets, stick puppets, mitten puppets and puppet theatre—made from a big cardboard box
- Dolls—made by parents and children, or purchased
- Pretend play costumes and props—old dress up clothes and/or uniforms, shoes, hats, kitchen equipment, dolls and doll bed empty food boxes, fabric, masks, play telephone (or a sanded and painted piece of wood)
- Singing, action games, movement play—such as tag, hide-and-go-seek



“The next domain we will discuss is physical health and motor development. Can I get another volunteer to explain what this domain is about?”

Model Response: Physical health and motor development means the process by which children learn to control their ability to move around and to pick up/use (manipulate) common objects, things that we may take for granted such as walking, running, skipping, kicking/throwing a ball.

Trainer Action: Read this slide to participants.

Physical Health and Motor Development

In support of large and small motor development use:

- Objects for stringing
- Active play outdoors



CRS faith. action. results.



The following notes provide additional description for the play ideas listed previously. Based on participant engagement and understanding, consider elaborating on each idea. Alternatively, ask participants to either explain how each play thing helps physical/motor development or provide additional examples of each.

- Beads for stringing—spools, old hair curlers, cut up towel rolls, cut up plastic straws
- Active play outdoors—climbing equipment, slides, swings, jump ropes, balls, obstacle courses, wheeled vehicles (wagons, trucks, tricycles) made or bought, balance beam (wood), balls, a target for throwing (hoop, basket, box)



“Next we will consider play activities for children 3-5 years of age within the domain of logic and reasoning. Can anyone explain the meaning of this domain?”

Model Response: Logic and reasoning is the process by which children learn the order and sequencing of things that happen to them and around them every day. It is the process by which children understand that if they kick a ball, it will roll away from them, etc.

Trainer Action: Read this slide to participants.

Logic and Reasoning

In support of problem-solving use:

- Sorting
- Puzzles
- Wooden or cardboard blocks

 CRS faith. action. results.



The following notes provide additional description for the play ideas listed previously. Based on participant engagement and understanding, consider elaborating on each idea. Alternatively, ask participants to either explain how each play thing helps logic/reasoning development or provide additional examples of each.

- Sorting—use an old egg carton for compartments; buttons, sticks, shells, stones, cork, pieces of wood, bark, bottle caps, feathers
- Puzzles—create jigsaw puzzles
- Blocks—wooden blocks (sanded pieces of wood), or a variety of cardboard boxes (taped closed)



“As discussed earlier, while growing and developing, children have different ways that they learn best. From ages 3-5, children still need to be able to use their creativity but with more hands on and concrete ways. We will now discuss some examples.”

Trainer Action: Read this slide to participants.

Approaches Toward Learning

In support of exploration use:

- Art materials
- Collage materials
- Things to build constructions
- Musical instruments

 faith. action. results.



Consider elaborating on the above list with information below.

- Art materials—paint, clay, drawing materials (crayons, pencils), paper, crafts (macramé, origami, basket and tile making), wet sand, collage, sewing equipment, scissors
- Collage—paper, or newspaper; glue, or a mixture of flour and water; nature items (acorns, shells, sticks, leaves), cut up old magazines, pieces of material, old wrappers
- Constructions—discarded pieces of wood (sanded for safety) that children can glue or hammer together, if hammer and nails are available and if adults supervise
- Musical instruments—make them from daily items





“Based on what we have just learned, what do you think are important areas you should focus on to see if your child is developmentally on track?”

Trainer Action: Have participants reflect for a minute individually before sharing with the rest of the class. Direct participants to provide answers that are on this list. If not, share any missed bullet points on the slide below.

Assessment Through Observation

- how play is initiated
- predominant themes of imaginative play
- amount of time spent engaged in play activities
- evidence of creativity and the imagination
- use of language
- physical abilities
- social skills
- attitude toward play





Consider adding the following as additional things to observe:

- Children's organisation of play (to see if it has a beginning, middle, and end)
- Use of language (vocabulary, grammar, conversation and negotiation skills)
- Social skills (sharing, turn taking, compromise, experiencing pleasure)



“Now we will focus on children six to eight years of age for the rest of this session. Although we are no longer discussing infants or toddlers, for children of this age, play activities that are developmentally appropriate are important to helping school age continue to grow and develop mentally, emotionally, and physically.”

CHILDREN FROM SIX TO EIGHT YEARS OF AGE



Trainer Action: Split participants into groups of 3-4 individuals. These may be the same or different than groups used previously in this session.





“In your groups, brainstorm 3-4 ways children ages 6-8 are different from any of the other age groups we have discussed today. This can be related to the domains we have already discussed or can be something new. You will have 3 minutes to discuss with each other and select 2-3 ideas. Please nominate one person from your group to explain your answers to the rest of the class.”

Trainer Action: Give groups a one minute warning after two minutes. Call on group reporters to explain their group's ideas. Refer to the proceeding slide and trainer's notes to compare responses.

Children from Six to Eight

- In formal school setting there are explicit expectations
- Able to attend to tasks for longer periods of time
- Dependence on adults has decreased
- Role of the peer group increased in regulating social behavior.





Consider elaborating on the above points with the following information.

- When children reach this age, they have usually entered a formal school setting, with explicit expectations for learning and academic performance.
- They have passed through the highly energetic pre-school years and now are able to attend to academic tasks for longer periods of time.
- Their dependence on adults has decreased, and the role of the peer group has dramatically increased.
- Children spend more time with the peer group and to a great extent the group tends to regulate social behaviour.



Play ideas for the different developmental domains of children ages 6-8 are provided below in the same format as the previous age groups. To break up the session, it is suggested that trainer's use a jigsaw approach to cover the rest of the material and proceed with the next **Trainer Action**. If you are short on time, consider reading through the rest of the slides in the same manner as before.



Trainer Action: In either the same or different groups, assign groups one of the following domains to explain and come up with play activities as they relate to children ages 6-8.

- **Language and Literacy**
- **Social and Emotional Development**
- **Physical Health and Motor Development**
- **Logic and Reasoning**

Remind groups to refer to their appropriate domain of the **Play Activities for Different Age Groups Worksheet** for children ages 6-8.

Give groups 15 minutes to come up with an explanation of the domain for children ages 6-8 as well as at least four activities that would fit in that domain and could be considered age-appropriate.



“We will now discuss what you have come up with in your groups. Can someone from the language and literacy group please tell the rest of us what this domain means and 3-4 play activities children ages 6-8 can do to develop in this domain?”

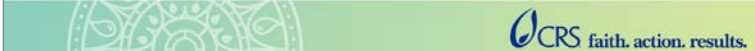


Use the following slide for model responses. Based on what groups produce, these may be the same or different than answers provided below. These are only suggestions and not an exhaustive list.

Language and Literacy

To develop language use:

- Books to look through and for adults to read
- Puppetry
- Drama and acting out stories
- Opportunities to read simple words and phrases
- Opportunities to express themselves through storytelling and writing





The following note provides additional description for the play ideas listed above. Based on participant engagement and understand, consider elaborating on each idea.

- Books to look through and for adults to read to the child: folktales, stories dictated by children and parents, storybooks, comic books, newspapers, magazines, joke books, photo albums, books of children's collections (i.e., leaves, stamps)



“We will now discuss what you have come up with in your groups. Can someone from the social and emotional group please tell the rest of us what this domain means and 3-4 activities children ages 6-8 can do to develop in this domain?”



Use the following slide for model responses. Based on what groups produce, these may be the same or different than answers provided below. These are only suggestions and not an exhaustive list.

Social and Emotional Development

Children in this age group:

- Are interested in real-life tasks
- Become competitive
- Learn complex social rules



The following note provides additional description for the concepts listed above. Based on participant engagement and understand, consider elaborating on each idea.

- Children are interested in real-life tasks (i.e., cooking, building things) as well as fantasy play. Through these activities, they build a sense of teamwork and learn the importance of following rules.
- Children become competitive, yet at the same time, they are learning complex social rules and so a sense of morality develops. Their experience of play reflects these developmental changes



“We will now discuss what you have come up with in your groups. Can someone from the physical health and motor development group please tell the rest of us what this domain means and 3-4 activities children ages 6-8 can do to develop in this domain?”



Use the following slide for model responses. Based on what groups produce, these may be the same or different than answers provided below. These are only suggestions and not an exhaustive list.

Physical Health and Motor Development

Physically children are more mature:

- Outdoor play space is important
- Equipment should challenge motor skills and encourage interactive play.
- Boys and girls should be given equal opportunities with all play equipment.
- Outdoor playgrounds should be clean, safe, and well supervised



The following note provides additional description for the concepts listed above. Based on participant engagement and understand, consider elaborating on each idea.

- Community playgrounds are optimal for children from six to eight years of age. Equipment should be chosen that challenges children's growing motor skills and encourages interactive social play. Sensitive to gender segregation that may occur at this age, both boys and girls should be given equal opportunities with all play equipment. Outdoor playgrounds should be clean, safe, and well supervised



“Physical play is extremely important for children ages 6-8. Sometimes because of the time or environment, it is not always possible for children to play outside. For the next few minutes we will discuss what both outdoor and indoor play areas should have in order for children ages 6-8 to play.”

Trainer Action: Read this slide to participants.

Physical Health and Motor Development: Outdoor Options

Stationary and movable equipment

- Permanent equipment includes swings, climbers
- Movable equipment includes:
old tires, open wooden boxes, plastic crates, bicycles, tricycles, wagons
- Provision for sports (i.e., soccer, baseball, basketball) and the necessary equipment.



 **OCRS** faith. action. results.



“Is there anything else an outdoor space should have? Does your community have outdoor places where children can play? If yes, do these spaces contain anything else not on this list? If so, what else do they have?”



Consider mentioning the additional information to participants.

- There should be stationary equipment, as well as movable equipment, so children feel empowered to change and recreate the play space according to their interests and needs.
- Movable equipment might be old, carefully selected tires, open wooden boxes, plastic crates, etc. bicycles, tricycles, wagons
- Permanent climbing equipment that is sturdy and firmly anchored into the ground (swings, climbers)
- Provision for sports (i.e., soccer, baseball, basketball) and the necessary equipment.

Indoor Play Spaces

Community centers and play libraries, to include:

- Board games
- Art and crafts materials
- Pretend play costumes
- Books
- Clean, safe and supervised space



"Is there anything else an indoor space should have? Does your community have indoor places where children can play besides your house? If yes, do these spaces contain anything else not on this list? If so, what else do they have?"



Consider mentioning the following along with the previous slide:

- The sense of community should be enriched through the provision of indoor play spaces, preferably in community centres and play libraries.
- board games,
- art and crafts materials,
- pretend play costumes,
- books,
- Community members should contribute culturally specific and relevant stories and games, and should be involved in staffing of community centre play spaces.
- Play libraries allow games and other play materials to be borrowed and taken home.



“We will now discuss what you have come up with in your groups. Can someone from the logic and reasoning group please tell the rest of us what this domain means and 3-4 activities children ages 6-8 can do to develop in this domain?”



Use the following slide for model responses. Based on what groups produce, these may be the same or different than answers provided below. These are only suggestions and not an exhaustive list.


Logic and Reasoning

Children

- Are capable of taking multiple perspectives
- Have developed extensive memory for people and events,
- Are learning about their culture and nationality as part of identity and group awareness.

Toys include:

- Table games
- Manipulative materials


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Consider elaborating on the above list with information below.

- Cognitively, children’s minds are capable of taking multiple perspectives, they’ve developed extensive memory for people and events, and they possess a growing amount of content knowledge. They are learning about their culture and nationality as part of identity and group awareness.
- Table Games—playing cards, dominoes, checkers, puzzles, lotto, board games (a variety) floor games—jacks (or use little stones), marbles, hopscotch
- Manipulative: Puzzles (100+ pieces), blocks, construction toys such as interlocking shapes (legos), treading




“As discussed earlier, while growing and developing, children have different ways that they learn best. From ages 6-8, children can begin to play in more challenging and complex ways. They will also begin to explore some creative outlets that will continue to develop into adulthood such as art and music. We will now discuss some examples.”

Trainer Action: Read this slide to participants.

Approaches Toward Learning

To extend exploration and problem solving include:

- Items for pretend play
- Musical Instruments
- Construction Materials

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Consider elaborating on the above list with information below.

- Pretend Play: old dress up clothes, props, fabric, hats, real-world items (i.e., typewriters, cash registers that are no longer useful), dolls, pretend play phones, kitchen items, some office items (i.e., old briefcase that's of no use), some medical items (i.e., old stethoscope) if available, empty food boxes, containers for children's collections—old boxes, plastic containers, egg cartons
- Musical Instruments: can be made with the children, or purchased, if possible
- Construction Materials: pieces of wood, wire, string, buttons, old fabric, woodworking—hammers, nails, glue, pieces of discarded wood, sandpaper



The following ideas can be helpful when trying to determine if your 6-8 year old child is developmentally on track:

Assessment

At home and in group settings

- use checklists, anecdotal records, and a weekly play journal.

Children

- Can reflect on their own play
- Are able to keep a play portfolio- through writing and drawing

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Consider adding the following as additional things to observe:

- Assessment helps adults to see individual and group patterns of play development which provides the data necessary to plan new activities and support individual children's growth.
- Assessment of children's play can be done at home and in group settings, by keeping checklists, anecdotal records, and a weekly play journal.

EXPLANATION OF HOME ASSIGNMENT (5 MINUTES)

Trainer Action: Hand out the home assignment. This can either be as a packet or week by week.



“At home this week, select one to two play activities that are developmentally appropriate for your child for each domain we discussed today. Try practicing this with your child and then note what went well and what you need to do differently. We will go over this during our next session.”

CLOSING: SUMMARIZATION OF KEY POINTS AND CLOSING (10 MINUTES)

Trainer Action: Ask participants the following questions. Try to ask a variety of participants to share their responses. If any responses are not correct, ask other participants to offer support, or ask probing questions to help participant answer the question correctly.



“Take the next five minutes to think about the following questions:”

1. *What is the most important thing to keep in mind about children and play?*
2. *What is one activity you would like to try with your child before our next session? Why?*

Trainer Action: Spend the next five minutes selecting participants at random to respond to one or both questions before leading into review. **(Responses will vary)**



“Now we will review what we have discussed today.”

1. What are the four developmental domains we covered today?
 - Language and literacy, social and emotional, physical and motor, and logical and reasoning.
2. What is one type of activity for language and literacy that can be done with a child younger than 3.
 - Making a sock puppet and using it to talk to a child whether by making sounds or saying words.
3. Why is play especially important for younger children?
 - Playing is a way for young children to develop skills in a safe environment that they will need as they become older. It also allows children a way to learn and model appropriate behavior.
4. Are parents an important part of play?
 - Play helps a child learn how to share and interact with others, the parent can help model this behavior. Playing together also helps strengthen the relationship between the child and the parent.



“Does anyone have any questions about what we covered today?”

Trainer Action: Thank parents for attending and remind them of the time/date for the next session. Answer any lingering questions not answered in class.



Session Three Handouts

- Play Activities for Different Age Groups Activity Sheet

Play Ideas for Different Age Groups

AGE GROUP	LANGUAGE & LITERACY DEVELOPMENT	SOCIAL & EMOTIONAL DEVELOPMENT	PHYSICAL HEALTH & MOTOR DEVELOPMENT	LOGIC & REASONING DEVELOPMENT
<p>3 Years and Under</p>				
<p>3-5 Years</p>				
<p>6-8 Years</p>				