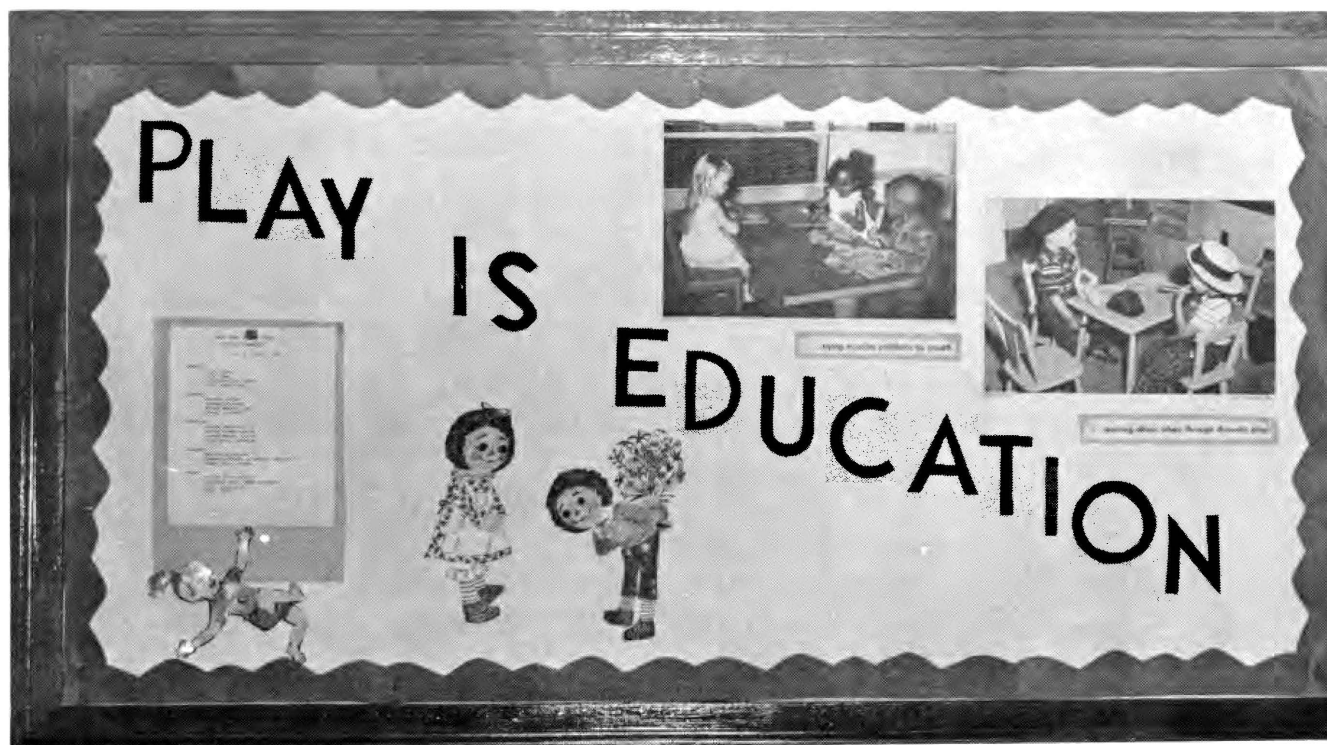


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Workshop Guide On Young Children's Play

Extension Division
Virginia Polytechnic Institute
and State University
Virginia State College

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Directions for Workshop Leaders

- A. State "Objectives of Workshop."
- B. Give "Pre-Test." It is designed to start the audience thinking about play. Do not discuss answers to the Pre-Test until later in the program. See "Comments on Pre-Test."
- C. Ask "Discussion Questions." Encourage as much audience participation as possible. Be familiar with the bulletin on "Young Children's Play."
- D. Show film or slides and record on play (optional). Slides and record available from Family Life Education Specialist, VPI/SU: "Play -- A Learning Medium for Pre-School Children." (See list of films).
- E. Present material in bulletin on "Young Children's Play."
- F. Comments on Pre-Test and correct answers:
 - T 1. According to Dodson in How To Parent.
 - F 2. Adults need to contribute ideas to children who get "stuck." They can encourage constructive play with praise. They can prevent play from disintegration by providing helpful suggestions.
 - F 3. Children learn through play. They learn through experiences with concrete objects. They learn through using their senses -- smelling, seeing, touching, hearing, and tasting. Children learn what they are interested in.
 - F 4. He is not developmentally able to share. More intellectual development is necessary before he is able to learn to share.
 - T 5. This discourages children from beginning some activities. The more a child explores and the more mental stimulation he receives, the more he develops intellectually.
 - T 6. See Number 5 above.
 - F 7. "Clean" should not be equated with "good," nor "dirt" with "bad." The more actively children explore and interact with their environment, the more learning takes place. Dress children in sturdy, washable clothes which they can manipulate themselves and expect them to get dirty. Don't worry about what the neighbors say!

- ? 8. A matter of interpretation. See answer to Number 2. When children are deeply involved in play, it is frustrating to them to be interrupted. Allow them to finish their activity if possible. Such uninterrupted play develops the power of concentration.
- F 9. See stages of Young Children's Play.
- F 10. They are beginning to play separately at this age.
- F 11. Children have not developed mental ability enough to understand rules.
- G. Distribute bulletins on "Young Children's Play."
- H. Distribute Follow-Up Activities (Optional).
- I. Distribute Evaluation of Workshop on "Young Children's Play." Allow audience time to complete forms and then collect them.

CHILDREN'S PLAY

Pre-Test

- | <u>T</u> | <u>F</u> | |
|----------|----------|---|
| ___ | ___ | 1. Children need to learn how to play. |
| ___ | ___ | 2. Adults can facilitate play best by just watching. |
| ___ | ___ | 3. Learning and playing are the opposite of one another. |
| ___ | ___ | 4. The toddler should be taught to share toys with playmates. |
| ___ | ___ | 5. Children should complete whatever task they begin. |
| ___ | ___ | 6. Children need help from adults in cleaning up after play activities. |
| ___ | ___ | 7. Children should be encouraged to keep their clothes clean during play. |
| ___ | ___ | 8. Adults should not interfere in children's play. |
| ___ | ___ | 9. Two-year-olds can be expected to engage in cooperative play. |
| ___ | ___ | 10. Four-year-old boys and girls like to play together. |
| ___ | ___ | 11. Three-year-olds can be expected to play games with rules. |

Objectives For Workshop on Children's Play

1. To understand the benefits of play for the child.
2. To understand the adult's role in the child's play.

Discussion Questions

1. What is play?
2. What is the difference between play and work for children?
3. What do you remember about your play as a child?
4. What is the adult's role in facilitating the child's play?

CHILDREN'S PLAY

Follow-Up Activities for Teachers

1. Observe another teacher during play for 15 minutes. Pretend that you are a child. Write down every direction she gives to the children. Think how you would feel if you were a child in that situation.

2. Consider how you can reorganize your room for a better flow of activities.

3. Observe a group of children at play. Note one example of the different types of play listed below:

	<u>Age of Child</u>
a. <u>Solitary</u>	—
b. <u>Parallel</u>	—
c. <u>Cooperative</u>	—

4. Pretend you are a child. Go in your room get down on your knees so that you are at child's level. Look around the room. What catches your eye? What would you like to play with?

CHILDREN'S PLAY

Follow-Up Activities

Observe two children playing for 15 minutes. Place an "X" in front of each of the ideas listed which you think are happening in the play you see each child doing.

<u>Child</u>		<u>The Child:</u>
<u>1</u>	<u>2</u>	
___	___	1. Is developing body coordination.
___	___	2. Is strengthening his large muscles.
___	___	3. Is strengthening his small muscles.
___	___	4. Is trying something new.
___	___	5. Is trying again.
___	___	6. Is exercising make-believe.
___	___	7. Is acting out his anger.
___	___	8. Is exploring.
___	___	9. Is solving a problem.
___	___	10. Is learning about materials and equipment.
___	___	11. Is learning to share and take turns.
___	___	12. Is practicing verbal skills.

EVALUATION OF WORKSHOP ON CHILDREN'S PLAY

Please fill out the evaluation sheet. This is very important for planning and developing future programs. Please take your time in completing it.

Yes No

- ___ ___ 1. The material presented will be helpful to me.
___ ___ 2. No material new to me was presented.

Please complete the following questions:

3. The workshop would have helped me more if . . .
4. What was the most helpful part of the workshop to you? (Write your answer.)
5. What was the least meaningful part of the workshop?
6. How could this workshop be improved?
7. The manner in which the program was presented, I thought . . .

FILMS

Appropriate for children in group situations -- day care, nursery, schools, church schools:

"Dramatic Play--An Integrative Process for Learning" (Campus Films; rental fee: \$20.00).

"Organizing Free Play" (NYU; rental fee: \$8.50).

"Outdoor Play--A Motivating Force for Learning" (Campus Films; rental fee: \$20.00).

"Waterplay for Teaching Young Children" (VPI/SU, no charge).

Addresses for Ordering Films

(Should be ordered at least one month ahead of planned showing.)

Campus Films
20 East 46th Street
New York, NY 10017

New York University Film Library
26 Washington Place
New York, NY 10003

Family Life Education Specialist
Wallace Hall, VPI/SU
Blacksburg, VA 24061