

Defining Features of Play

Play is self-chosen and self-directed

Play is process oriented

Play is guided by mental rules

Play is imaginative

Play involves an active, alert, but non-stressed frame of mind

Schemas of Play

Orientation

The urge to hang upside down, get the view from under the table or on top of the dresser and other actions that are part of the Orientation schema.

Positioning

Positioning is a child's urge to manipulate objects in a variety of positions or contexts. Creating patterns, shapes, structures and different dimensions.

Connection

Joining train tracks, clicking together pieces of blocks, running a string from one thing to another... the urge of Connection. This can mean connecting and disconnecting too, building followed by destruction, and that can mean other people's buildings and sandcastles get destroyed when the urge gets hold.

Trajectory

The urge to throw, drop and other actions that are all part of the Trajectory schema. Some other Trajectory actions are things like climbing up and jumping off (Trajectory of one's own body), putting your hand under running water (interacting with things that are already moving) and the classic, throwing and dropping (making it happen).

Enclosure/Container

The urge to fill up cups with water, climb into cardboard boxes or kitchen draws, build fences for the animals or to put all the animals inside the circular train track, it is the Enclosure/Container schema.

Transporting

Transporting can be the urge to carry many things on your hands at one time, in jars, in buckets and baskets, or even better containers with wheels.

Enveloping

To have a sheet over your head, wrapping things in fabrics or with tape and paper - all actions seen in the Enveloping schema. An extension of this is peek-a-boo, now you see it now you don't, a concept that just keeps on amusing.

Rotation

Anything that goes around anything that is circular - wheels, turning lids, watching the washing machine on spin cycle, drawing circles, spinning around on the spot, being swung around. These are all experiences of the Rotation schema.

Transformation

The urge to Transform can come in many forms; holding all your food in your mouth for a long time to see what it turns into, mixing your juice with your fish pie, water with dirt, or helping with mixing the bread dough.

Resources

www.kready.org

www.pureplayeveryday.org

The Power of Play, by David Elkind

Play: How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul, by Stuart Brown

Free to Learn: Why Unleashing the Instinct to Play Will Make Our Children Happier, More Self-Reliant, and Better Students for Life, by Peter Gray

Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder, by Richard Louv

Big Body Play, by Frances M. Carlson

Play = Learning: How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth, by Dorothy G. Singer, Roberta Michnick Golinkoff, Kathy Hirsh-Pasek

The Hungry Mind: The Origins of Curiosity in Childhood, by Susan Engel

Loose Parts: Inspiring Play in Young Children (Loose Parts Series), **by Lisa Daly**

Notes

PLAY AS THERAPY



In 1920, Sigmund Freud posed a psychoanalytic play theory that was defined in his book "Beyond the Pleasure Principle." In this work, Freud described play as a child's mechanism for repeatedly working out a previously experienced traumatic event in an effort to correct or master the event to his satisfaction.

PLAY AS REHEARSAL



In 1972, Bruner stated that one of the main functions of child's play was to rehearse actions to various real-life scenarios in a safe, risk-free environment so that when confronted with a difficult situation, it would not be so stressful.

PLAY AS PREPARATION



John Dewey was a prominent theorist in the early 1900s. According to Dewey, play is a subconscious activity that helps an individual develop both mentally and socially. It should be separate from work as play helps a child to grow into a working world. As children become adults, they no longer "play" but seek amusement from their occupation. This childhood activity of play prepares them to become healthy working adults.

PLAY AS SENSORY LEARNING



Maria Montessori, an Italian educationist during the early 1900s, postulated that "play is the child's work." According to the Montessori method, which is still employed today in private schools, children would be best served spending their play time learning or imagining. Montessori play is sensory, using a hands-on approach to everyday tools like sand tables. The child sets her own pace, and the teacher is collaborative in helping the child play to learn.

PLAY AS INTELLECTUAL DEVELOPMENT



Jean Piaget is most noted for introducing the stages of child development. These stages directly relate to play, as he stated that intellectual growth occurs as children go through the stages of assimilation, or manipulating the outside world to meet one's own needs--playacting--and accommodation, or readjusting one's own views to meet the needs of the outside environment, or work.

PLAY AS SOCIAL DEVELOPMENT

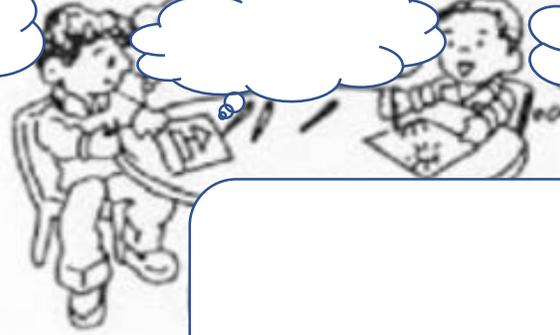


Lev Vygotsky suggested that children will use play as a means to grow socially. In play, they encounter others and learn to interact using language and role-play. Vygotsky is most noted for introducing the ZPD, or zone of proximal development. This suggests that while children need their peers or playmates to grow, they need adult interaction as they master each social skill and are ready to be introduced to new learning for growth.

WHAT IS THIS TEACHER DOING? THE CHILDREN ARE JUST PLAYING!!



STORY CENTER



IM DEVELOPING CLASSIFICATION SKILLS

