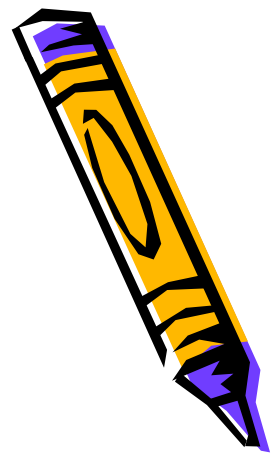


True or False?

*Play is play.
As long as the children appear to be
engaged with something, it is
contributing to their overall
development.*



Prepared by: Kim McGrath



Forms of Play



- Types of Play

Large-motor play

Small-motor play

Mastery play

Rules-based play

Construction play

Make-believe play

Symbolic play

Language play

Playing with the arts

Sensory play

Rough and Tumble play

Risk-taking play

Edward, Millar & Joan, Almon. Crisis in the kindergarten: Why children need to play in school, College Park, MD: Alliance for Childhood, 2009

- Play Levels

Level 1: Children use realistic props only

Imitate everyday actions

No imagination

Actions are repetitive

Order of actions is not important

Roles are determined by choice of props

Children do not label roles

No rules

No speech roles

Play is solitary or parallel

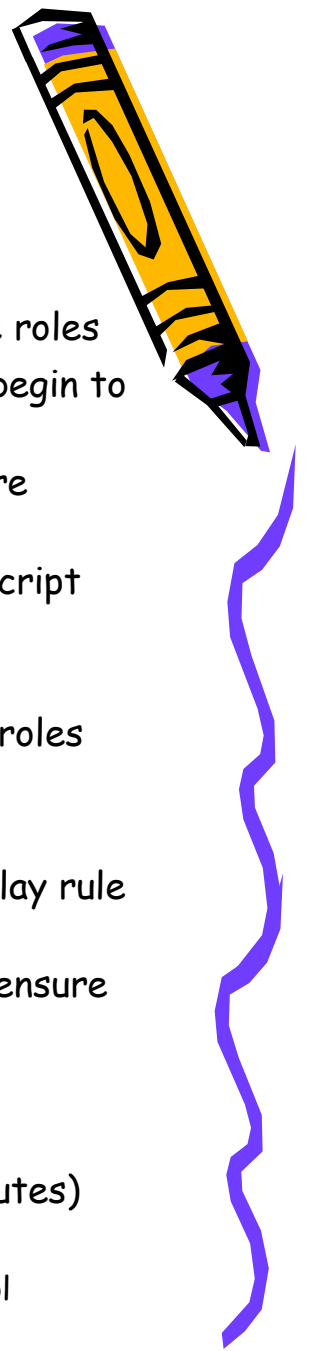
Play time is short

(Leong & Bedrova, E. (2009) Power Point Presentation. School Readiness and School Success: From Research to Policy and Practice. Hotel Chateau Laurier Quebec, Quebec City

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Play Levels



Level 2

- Play actions are combined in simple scripts
- Play scripts are familiar and are repeated
- Roles are labelled
- No speech roles
- No rules
- Children begin to interact during play (about props and actions)
- Interactions are short
- Play includes 2-3 children

Level 3

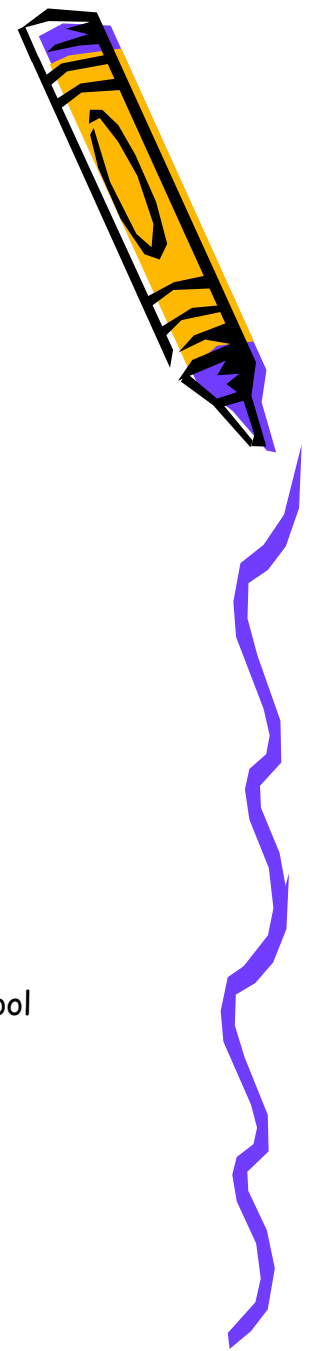
- Play actions are determined by the roles
- Relationships between the people begin to emerge in the play actions
- Play scripts become longer and more varied
- The sequence of play actions in a script reflects the sequence in real life
- Roles are determined prior to play
- Both speech roles and non-speech roles emerge
- Play rules emerge
- Children begin to conform to the play rule by inhibiting impulses
- Children supervise one another to ensure rules are being followed
- Props are determined by the roles
- Interactions increase
- Duration of play increases (40 minutes)



(Leong & Bedrova, E. (2009) Power Point Presentation. School Readiness and School Success: From Research to Policy and Practice. Hotel Chateau Laurier Quebec, Quebec City

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Play Levels



Level 4

Children organize the play episode prior to beginning: roles, play scenerio, props, make the props if needed

Relationships between people is the main focus of the play

Roles are well defined and sustained throughout the play

Play actions are consistent with roles

Role speech is used consistently

Play actions reflect real life

Play scripts are combined and modified using imagination

Play rules are respected throughout the duration of play

Duration of play is extended

The number of children participating increases

(Leong & Bedrova, E. (2009) Power Point Presentation. School Readiness and School Success: From Research to Policy and Practice. Hotel Chateau Laurier Quebec, Quebec City

