Unit 3. Play and Children Development

Rhythm, Play and Games

Facultad de Lenguas y Educación



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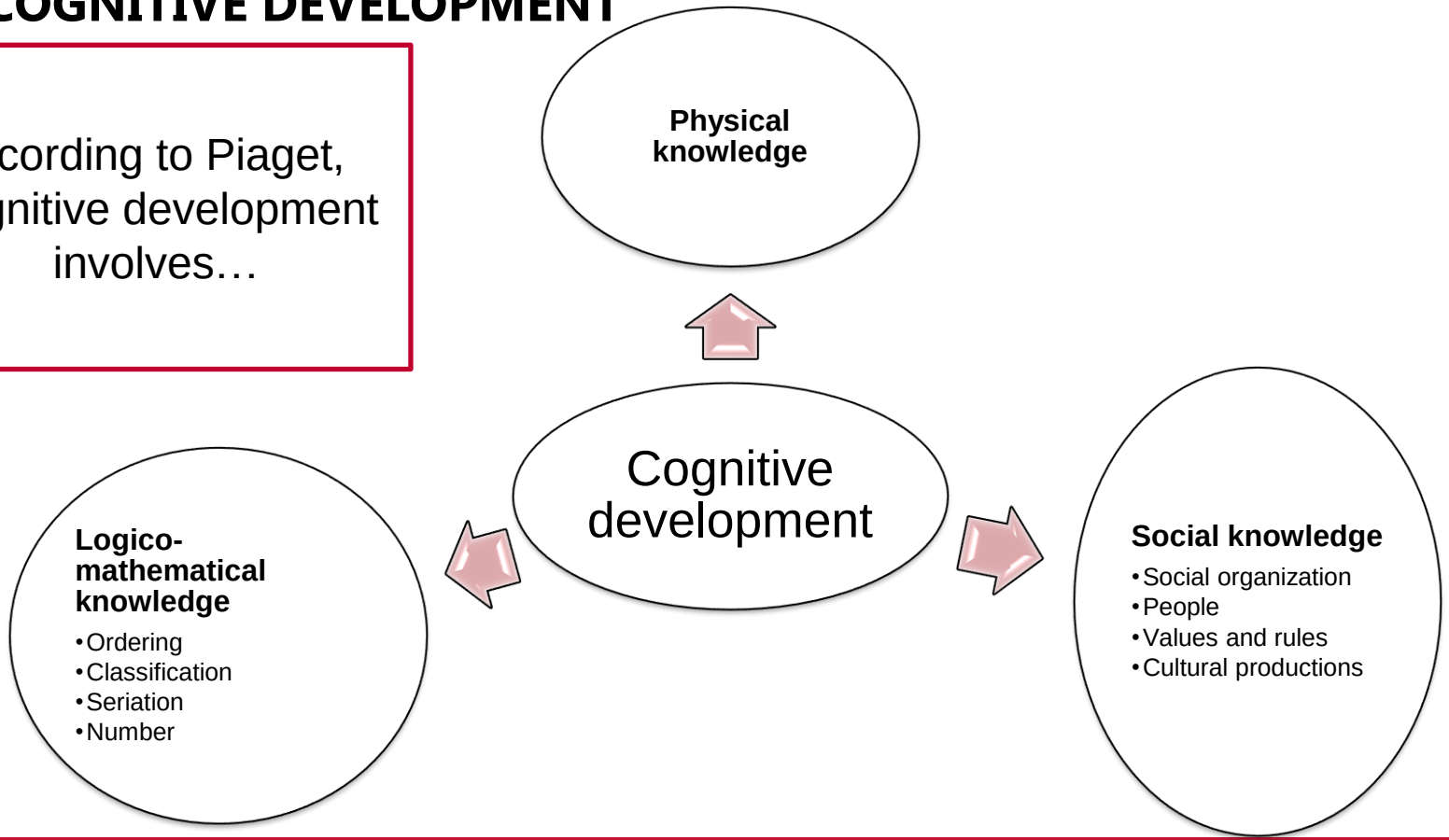
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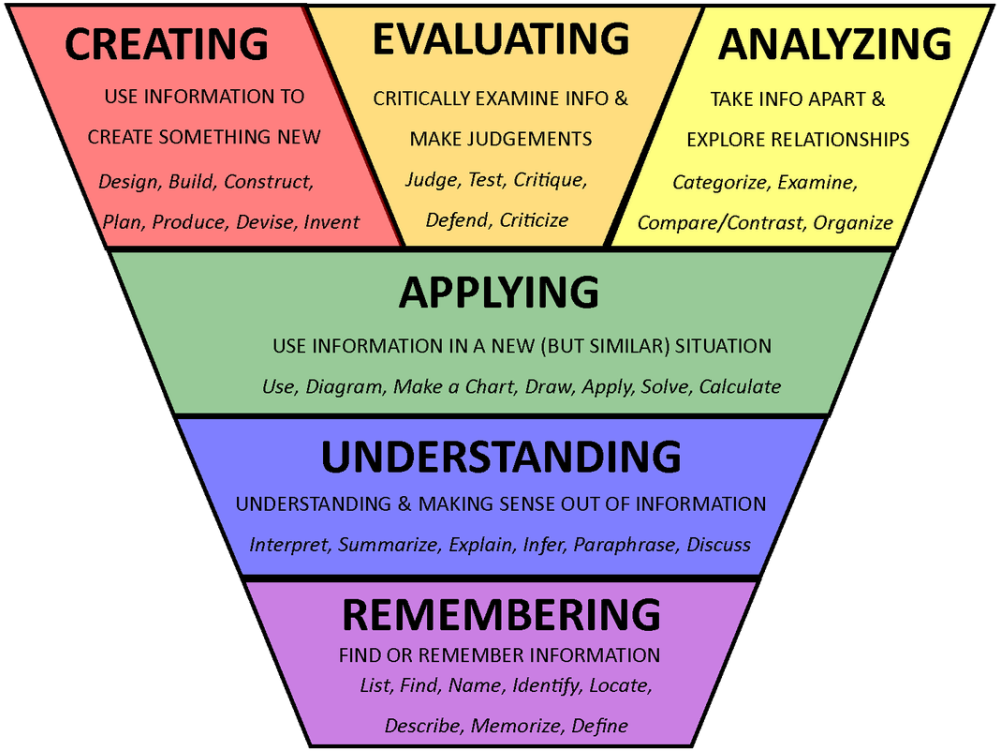


THE COGNITIVE DEVELOPMENT

Acording to Piaget, cognitive development involves…



The cognitive skills

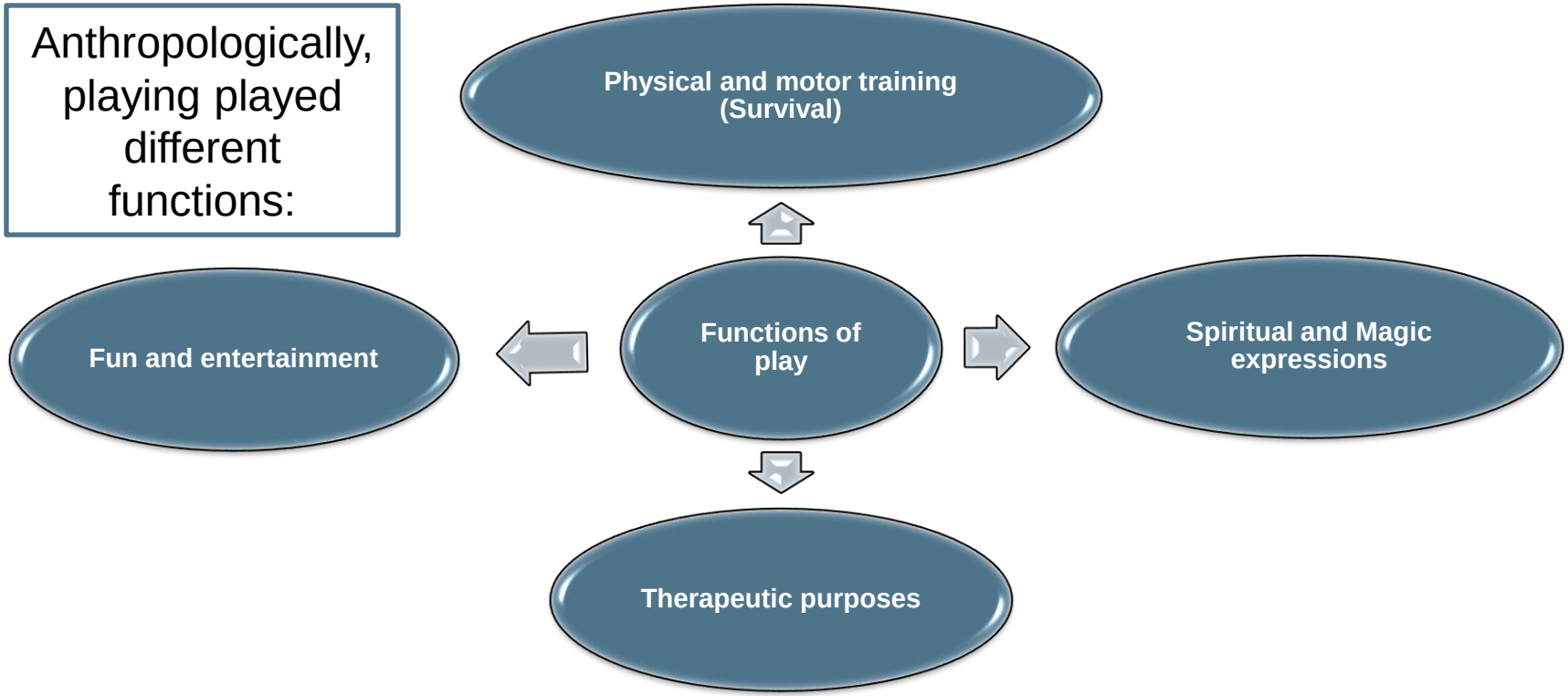


https://lsa.umich.edu/iss/knowledge-base/active-learning-/bloom_s-taxonomy-history-and-development/history-and-development.html

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THE SOCIAL DEVELOPMENT

Anthropologically, playing played different functions:



The social skills

Gresham and Elliot established the acronym CARES to define the main social skills:

- Cooperation
- Assertion
- Responsibility
- Empathy
- Self-control

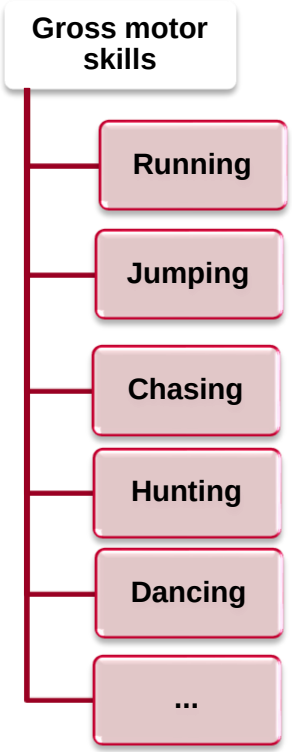


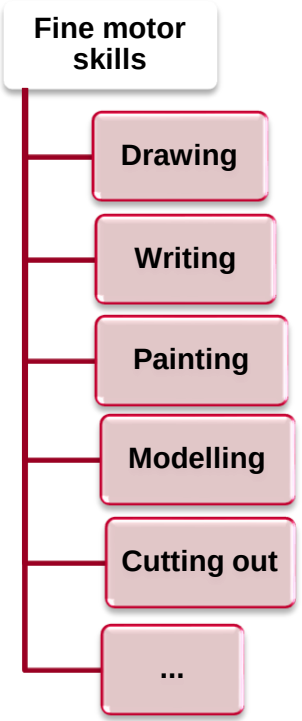
Playing as a socialization agent

1. Children learn different strategies that will support their social development through playing .
2. Children learn cultural context concepts through playing .
3. Playing prepares children for adult's life.
4. Pretend play facilitates social roles comprehension.
5. Playing provides children with the opportunity to share time with others.



PHYSICAL AND MOTOR DEVELOPMENT.
The motor skills





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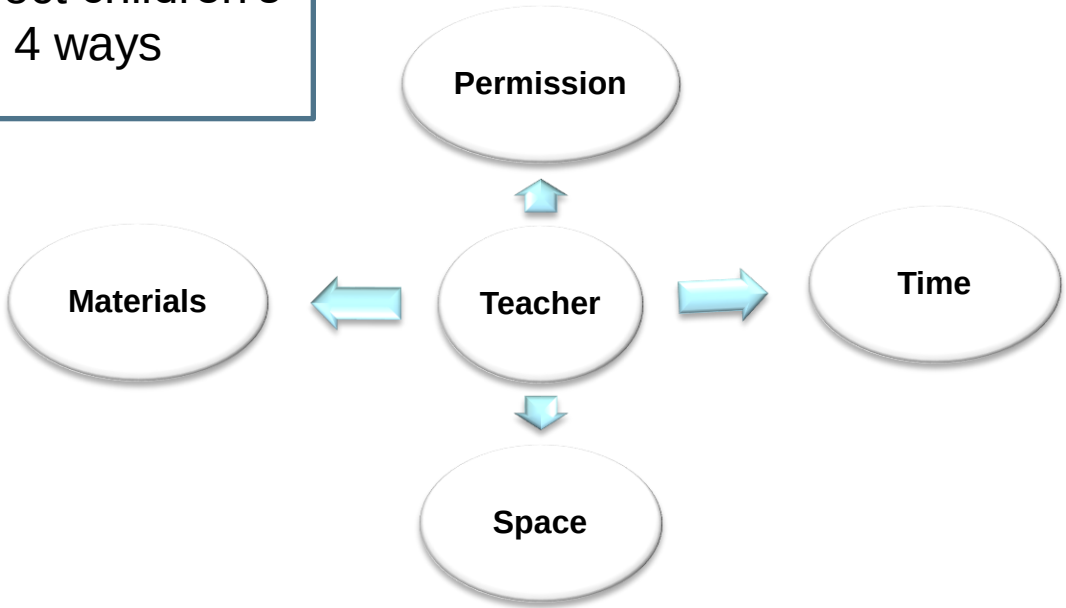
Games and physical development

1. Physical development allows children to acquire a progressive autonomy
2. Physical activity also supports some socialization skills
3. Mobility improves spatial perception.

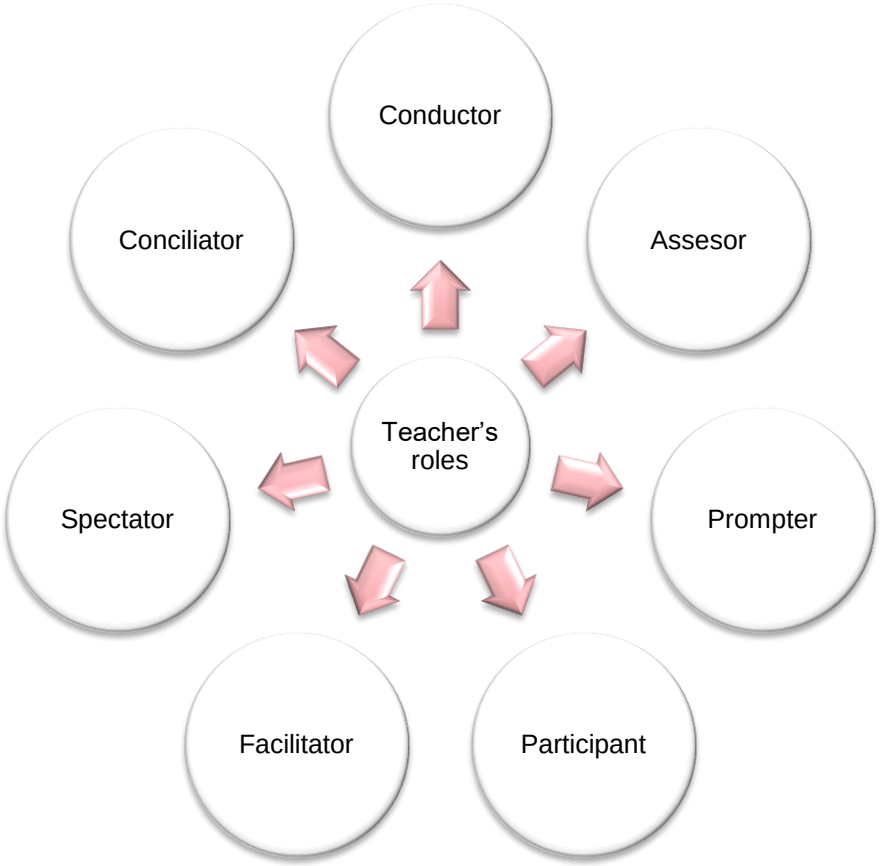


THE ROLES OF THE TEACHERS IN PLAY

Teachers affect children's play in 4 ways



The teacher's roles



TOYS

How to choose a toy?

The amount of toys in the classroom

Inclusion criteria

- Pedagogic or creative criteria.
- Recreational criteria.
- Resistance criteria.
- Practicality criteria.

Exclusion criteria

- The law:
  - Directive 88/378/CEE, 3rd of May about approximation of the laws of the Member States on the safety of toys
  - Directive 2009/58/CE, 18th of June about safety of toys
  - R.D. 1295/2011, 26th of August about safety of toys.
- The common sense
- Ethics

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ESAR classification

The ESAR system was suggested by Doctor Denise Garon (Canada, 1982).

SIDE A. Play activity

- Exercising play
- Pretend play
- Building play
- Simple rules play
- Complex rules play

SIDE B. The cognitive behaviour

- Sensory-motor behaviour
- Symbolic behaviour
- Intuitive behaviour
- Concrete operational behaviour
- Formal operational behaviour

SIDE C. Functional abilities

- Exploration
- Imitation
- Activity
- Creation

SIDE D. Social behaviour

- Individual
- Collective

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