

TOY STORY



Online Learning - Term 3

Name: _____

EXPLORING EARLY CHILDHOOD

Preliminary

MODULE 2: PLAY AND THE DEVELOPING CHILD

LESSON 1: Defining play and play experiences



Outcomes:

- 1.3 Examines the nature of different periods in childhood: infant, toddler, preschool and the early school years**
- 2.2 Analyses factors that influence the social world of young children**
- 2.3 Explains the importance of diversity as a positive issue for children and their families**
- 6.2 Critically examines all issues including beliefs and values that may influence interactions with others**

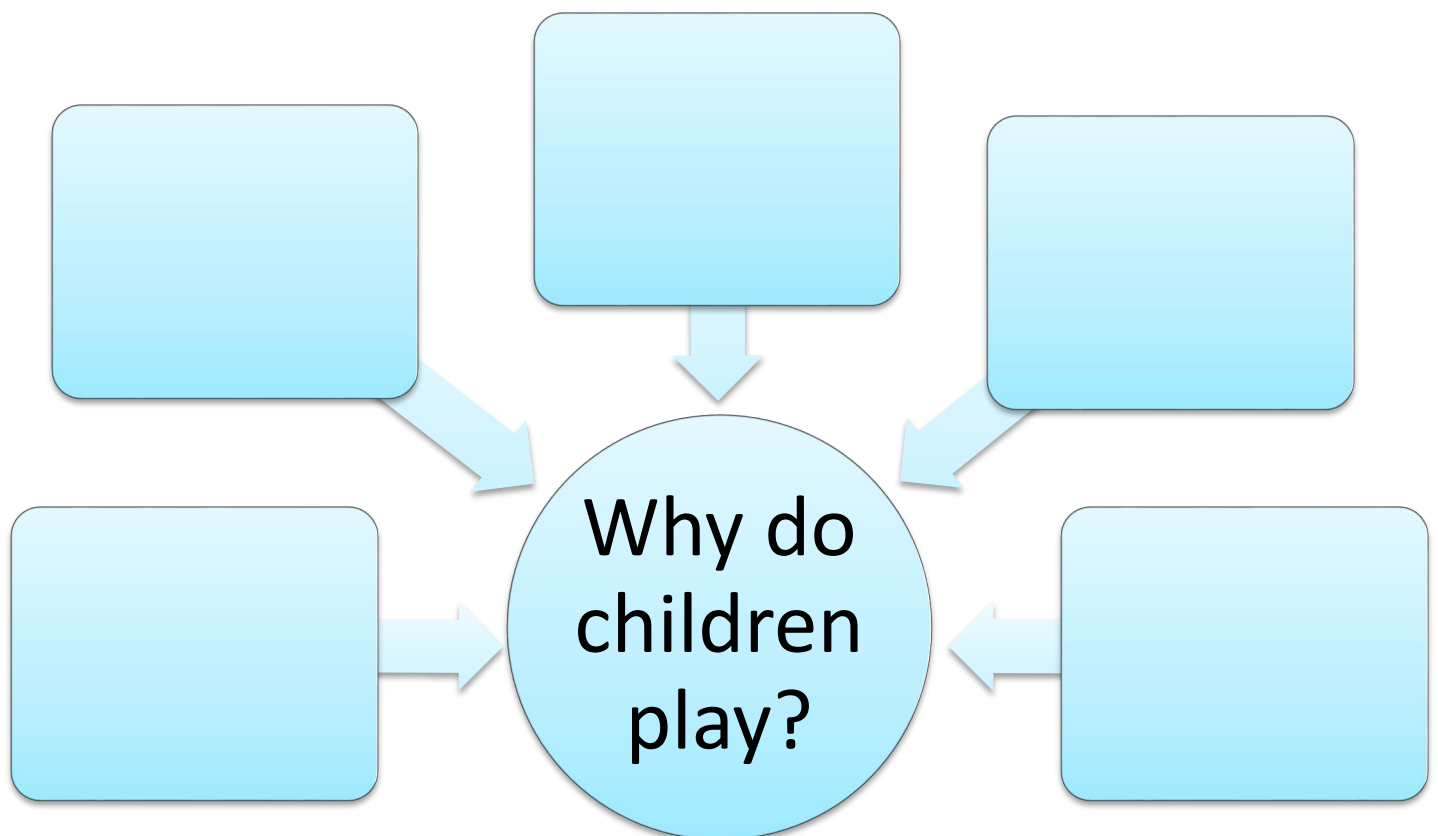
DEFINING PLAY AND PLAY EXPERIENCES

What is play?

Play is very important to children; it is not just something they do to fill in their time. Playing is the way children learn new skills and is essential to their growth and development. A child's period of play can be as demanding as an adult's time at work. Because of its nature, children should be allowed to determine their own play, with adults providing opportunities and guidance. Children will spend more time on and give more effort to an activity that they have chosen for themselves and will probably find it more satisfying.

For small children there is no distinction between playing and learning; between the things that they do "just for fun" and things that are "educational". Toys and other play things are fun – if they were not, children would not use them and so they would learn nothing from them – but they are also tools for finding out about the world and acquiring grown up skills (Leach, 2006).

Activity 1: Think about why babies and young children play and write your answers in the boxes in the table below.



Children play because it is:

- enjoyable and satisfying
- something they choose
- actively engaging
- exciting and absorbing
- done for its own sake and not to please others



Image sourced from <http://www.bing.com/images/search>

Children need opportunities to play with other children: when a group of children are together, lots of different games are possible and the individuals involved will learn about mixing with others. At other times children need to play on their own, with no interference.

Activity 2: Please answer the following question.

1. Why is it important that children learn to play by themselves?

Definition of play

The following factors are important when thinking about a definition of play.

- ❖ Play is pleasurable, enjoyable. It is positively valued by the player.
- ❖ Play is spontaneous and voluntary or can be structured and goal orientated as in a game.
- ❖ Play requires the player to be actively involved.
- ❖ Play is intrinsic and has **no extrinsic goals**; children play games for their own reasons.

Activity 3: Write your own definition of play and then use a dictionary to find a formal definition of play.

Your definition: _____

Dictionary definition: _____

Types of play

Children can take part in **spontaneous** play and **structured** play.

Spontaneous play – play in which children make their own choices, building their confidence; adults give no direction but may provide materials.

Structured play – play planned by adults, who work with children to develop special skills.

Within these two broad divisions we might identify six types of play. The various types of play that a child engages in during the day are closely related to their developmental stage. Of course, at any one time a child may be involved in more than one type of play i.e. when a child climbs a tree he/she is discovering, being physical and may be imagining that he/she is a tiger in the jungle.

The six types of play

Creative Play	<ul style="list-style-type: none">• Through creative play a child expresses their ideas and emotions to make something that is original, such as a painting.• Helps children discover materials and develops fine motor skills• Can create much satisfaction and thus improve self-esteem
Discovery or Exploratory Play	<ul style="list-style-type: none">• Allows children to find out about objects - their size, shape, colour and texture.• Children discover that objects can be broken, so they learn that care is necessary.• May involve climbing a tree, digging in the sand or pulling a toy apart.
Imaginative Play or Pretend Play	<ul style="list-style-type: none">• The child imagines that he/she is someone else or in a different situation. Often the people around them have to be different too.• He/she may talk to objects or toys as though they are animate or make up games using characters.• Acting like someone else helps children to learn different roles in life.
Manipulative Play	<ul style="list-style-type: none">• Involves working with the hands in a skillful way. Hands, eyes and brain are learning to coordinate as the child shakes a rattle or puts a jigsaw together.• Fine and gross motor skills are developed.
Physical Play	<ul style="list-style-type: none">• Involves running while playing, jumping over rocks, climbing a tree crawling through a tent, kicking a ball or riding a bike.• Children learn to control muscles and develop coordination, as well as using energy and developing fitness.• Older children may enjoy competitive sports.
Social Play	<ul style="list-style-type: none">• Children learn to share and communicate and to practice behaving in ways that are acceptable.• Children can learn that antisocial behaviour may have unpleasant consequences.• They can observe others reactions and learn about relationships.

Think about some of the types of play you have seen babies and small children doing. These may include:

- shaking a rattle over and over
- playing with dirt and mud
- making tea for teddy or mummy
- finger painting
- making a cubby house



Image sourced from http://writingsofmaria.com/wp-content/uploads/2010/10/kids_playing_in_dirt.jpg

Play may also allow a child to learn a difficult task. When playing pretend games, children can act out what they are feeling or what they are worried about. For example, a child may be worried about breaking a vase or getting into trouble from mum and dad.

Activity 4

1. List 5 other types of play infants, toddlers or preschoolers engage in.

The value of play

Many adults realise that play is important in a child's development but it's functions are not always understood. There are five broad functions or purposes to children's play:

- it is fun
- it releases energy
- it allows children to acquire new concepts and perfect new skills
- it allows children to practice the behaviours of a role model and to understand what it feels like to be that person
- it provides children with experiences that can't be gained in other areas of their lives

Activity 5: Look at the images below and write next to each image the function of that activity. The first one has been done for you. Some may have two functions.



- role playing as a chef



- _____



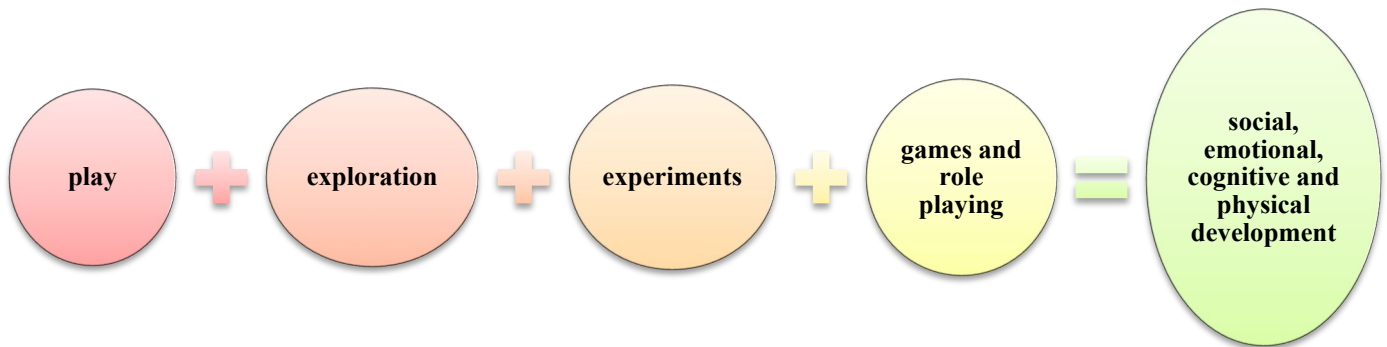
- _____



- _____

Why is play important?

- Play is important because it helps the development of a child's **social, emotional, cognitive** and **physical** development.
- From earliest infancy, play is the primary way children learn.
- Through play children explore their bodies, their relationships with their parents and peers and the world around them.
- During play the child will use all five senses to learn, especially in the first year.
- Exploration is the heart of play and in the child's minds any experiment counts, even hurling a bowl of cereal off the highchair tray.



Let's have a brief look at each of the areas of a child's development through play:

<p>Social development</p>	<ul style="list-style-type: none"> • Children can improve their ability to communicate with other people. • Play allows children to experiment with other roles and learn moral standards. • Children learn how to share their toys and to solve problems.
<p>Emotional development</p>	<ul style="list-style-type: none"> • Children can release their pent up feelings through play. In doing so they learn about themselves and other people. • Through play, children can compare themselves with other children and learn to know what they do well.
<p>Cognitive development</p>	<ul style="list-style-type: none"> • Playing with toys helps children understand and use things in their environment. As they play with toys and work out what they can and can't do they are building up information. They store this information in their memory for future use.
<p>Physical development</p>	<ul style="list-style-type: none"> • Play allows children to exercise their bodies. This exercise builds and strengthens their muscles.

Activity 6: Next to each heading in the table give one example of an activity that would build on that particular area of development.

Area of development	Example of an activity
Cognitive	
Social	
Physical	
Emotional	

Playgroups

Activity 7: Read the article below and answer the following questions.

24/Mar/2009

Childhood experts speak out in support of Playgroup



*Two of Australia's best-known child psychologists, Steve Biddulph and Dr John Irvine, have come out in support of Australia's playgroup movement. Their announcements were made at the start of **National Playgroup Week – March 22-28**, an annual event that recognises the value of more than 8,300 playgroups around the country, and brings families together.*

Dr John Irvine, who has studied the beneficial effects of play on childhood development, said that a time when many parents are raising children away from extended family networks, playgroups are more important than ever. "Playgroup represents that concept of a 'tribe' which offers great support to families of young children, who are all on the parenting journey together. I see them as incredibly important.

"Playgroups, which are slightly different to mother's groups because they stress the importance of play, are essential for children's optimal development. Play is the spice of life. It builds social skills, ego development, language skills, motor skills... the list goes on," he said.

*Steve Biddulph, best-selling author of *Raising Boys and Secrets of Happy Children*, has been advocating the importance of playgroup for several years. "As a young Dad I loved going with my kids to playgroup, as a psychologist I recommend them. I think they are the greatest grassroots movement in Australia for promoting human wellbeing and community," he said. Mr Biddulph and Dr Irvine have spoken to many playgroup families about 'play' as an essential ingredient in raising under fives.*

Executive Officer of Playgroup Australia, Karen Merange, said that National Playgroup Week was a perfect time for parents with babies and children under five to discover playgroup, and find out about local playgroups near them. "The number of playgroups has risen in the last few years and so has the diversity of the playgroups. 108,000 families from all backgrounds and walks of life are now involved. We want to thank the Australian Government for its ongoing support of playgroups," she said.

Over 250 family-friendly events are planned in every corner of Australia, coordinated by State and Territory Playgroup Associations in partnership with Playgroup Australia, and major national sponsor Tyres & More. Find out about National Playgroup Week, or joining or starting a playgroup at www.playgroupaustralia.com.au or call 1800 171 882 (toll free).

Article sourced from the website, PlayGroupAustralia.com.au

Questions

1. What is a playgroup and why, according to Dr. John Irvine, are they so important?

2. How are mother's groups different to playgroups?

3. Why does Steve Biddulph advocate the use of playgroups?

4. Research a local playgroup in your area and write a description of the characteristics and features of this group.

Differences in adult and child play

Adults call their play leisure or recreation. They play when they read, garden, participate in sport, cook or do whatever they enjoy as a hobby and not for payment or duty. One of the functions of adult play is to provide a release from everyday work and stresses, and this may be one way in which it is different from children's play; however, it should be remembered that children also use play to work through stressful situations.

Activity 8: You now know the broad functions of child's play. Can you list four more functions of adult play?

1. Stress relief

2. _____

3. _____

4. _____

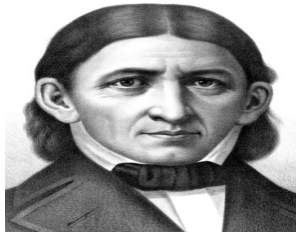
5. _____

Can you think of some more leisure activities that adults participate in that are **different** from babies or preschoolers?



Theories of play

Society's attitude towards play has changed greatly in the past century. Today play is accepted, encouraged and considered an essential part of a child's life, a belief reflected in the early years' curriculum at preschools and schools. Certain theorists have had a significant impact on learning through play and are seen as pioneers in early education. The work of five influential theorists is outlined below.



Friedrich Froebel (1782-1852)

Froebel, a German educator, was one of the first people to form the view that children need to learn from doing and playing, rather than being taught or instructed.

In 1837 Froebel founded his first kindergarten, for children aged three to seven. Kindergarten is a German word meaning 'children's garden'. He encouraged 'pretend play' both outdoors and indoors and believed that children learn about their world through directly exploring materials they find in their environment. Froebel felt that children learn best through imaginative play.

At the time he lived, Froebel's ideas were considered unusual. It was not until after his death that child-centred kindergartens became popular in Germany and later throughout Europe.



Maria Montessori

Montessori was an Italian doctor and educationist who worked with poor children in Rome. She observed children's development and came to believe that children needed to experience concepts such as shapes and order through structured play. Her approach was very different from Froebel's, as she felt that imaginative play was not useful.

She felt strongly that young children were highly receptive to learning and that it was important not to waste this time in their lives – learning could not be left to chance. Children were encouraged to work quietly when using equipment and were guided by an adult. She believed that children would become independent learners in this way.

Play was not encouraged in the same way as Froebel promoted, although children did take part in free creative work after they had studied a sequence of exercises using specifically designed instructional materials.



Rudolph Steiner (1861-1925)

Croatian-born Steiner studied natural sciences at Vienna University. He was an advocate of community education and believed that the relationship between child and teacher was very important. Adults were encouraged to observe a child's temperament and plan work accordingly with that child. Children with special needs were encouraged to be a part of the community and work with other children.

Steiner described three phases of childhood:

- * the will, from 0-7 years, a period when the body and spirit fuse
- * the heart, from 7-14 years, a phase when the feelings are important
- * the head, from 14 years onwards, which is a period of thinking.

Steiner believed that a vegetarian diet and proper rest were essential for life and learning. Steiner community schools that follow his original methods can be found in Europe and many other parts of the world.

Activity 9: Answer the following questions.

1. Discuss how Froebel's theory of play is different from Montessori's theory of play.

2. Which theorist's approach do you prefer? Give reasons for your answer.

Activity 10: Summary

1. Why is play important to children?

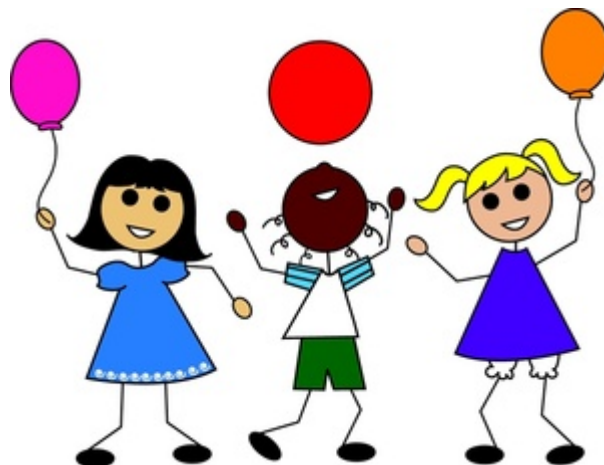
2. Give reasons why children need to play: with other children; on their own.

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MODULE 2: PLAY AND THE DEVELOPING CHILD

LESSON 2: Development of play



Outcomes:

- 1.3 Examines the nature of different periods in childhood: infant, toddler, preschool and the early school years**
- 2.2 Analyses factors that influence the social world of young children**
- 2.3 Explains the importance of diversity as a positive issue for children and their families**
- 2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children**

DEVELOPMENT OF PLAY

Children of each age play differently because they are constantly gaining new skills and knowledge that they use in their play. The play that they engage in helps provide the incentive to develop further skills and knowledge; thus play is significant in overall development.

Activity 1: In the boxes below brainstorm some ideas about the way infants, toddlers, preschoolers and early primary school children play. As you complete this lesson you can come back later and add to or modify the boxes.

Infants	Toddlers	Preschoolers	Early primary school children

Developmental stages of play

It is important to match children's play activities with their developmental level.





- Infants can be inexpensively and easily entertained with simple items and games that stimulate the senses and encourage them to explore their environment.
- Toddlers become more interested in physical activities because they are mobile and full of energy.
- Because preschoolers develop new abilities they are able to make creative works and are proud of what they can do.
- In the early primary school years children develop a longer attention span and are able to play games that are more sustained and require adult skills.



Figure 1.1: By the early primary school years children can play a game that involves adult skills.

The table below summarises children’s development at different ages and suggests play activities that match their development.

Table 2.1 Developmental stages of play

Age	Developmental level	Play activities
<p>Infants 0 – 18 months</p>  <p><small>Image sourced from http://forum.baby-gaga.com/about2083735.html</small></p>	<ul style="list-style-type: none"> smile and laugh, kick and wave, becoming mobile respond to others, interested in people, and objects, may be distressed when separated from main caregiver communicate by crying, laughing, babbling and with simple words 	<ul style="list-style-type: none"> ‘Peek-a-boo’, clapping games, singing, rhymes mirror games, naming games, books mobiles, musical or rattling toys, stacking toys board books, soft toys to cuddle ‘feely’ centre – textured objects fixed to a box or card
<p>Toddlers 18 months – 3 years</p>  <p><small>Image sourced from gymbobuzz.gymboreeclasses.com</small></p>	<ul style="list-style-type: none"> walk, kick, push toys along, jump recognise many people, imitate others, practice self-help skills understand what is said, using simple sentences, becoming a sharer 	<ul style="list-style-type: none"> ball games, sand and water play playdough and painting dress-up and other pretend play, simple construction, music, dancing word games, books, poems, storytelling ‘feely’ centre
<p>Preschoolers 3 – 5 years</p>  <p><small>Image sourced from micheleborba.com</small></p>	<ul style="list-style-type: none"> run, skip, hop, jump, climb, catch and throw follow instructions, solve simple problems, concentrate for a time use complex sentences, sing, rhyme 	<ul style="list-style-type: none"> drama, puppetry, music collage, paiper-mache, painting, construction obstacle course, chasing or hiding games, gardening stories, books, poems in groups, ‘life skills’- bathing dolls, using telephone or keyboard
<p>Early primary school children 5-8 years</p>  <p><small>Image sourced from theage.com.au</small></p>	<ul style="list-style-type: none"> confident to run, jump, hop, skip, kick and throw follow instructions and rules, work cooperatively with others understand concepts, communicate with speech and gestures aware of others’ feelings, know right and wrong 	<ul style="list-style-type: none"> group games with rules and sharing involved imaginative storytelling and drama obstacle and slalom courses, using equipment such as bikes, scooters interpretive drawing, poems, craft work

Infants at play

Infants are continually learning about their bodies and the environment in which they live. Play is one of the best ways an infant can find out about and express their feelings. Very early play consists of movements that are repeated over and over. For example, babies kicking their legs or moving their arms backwards and forwards in front of their faces.

Think about the little baby you have seen in the pram when shopping who has been busy looking at and exploring their own feet! During this stage a baby is busy watching things in the environment. A baby spends much time watching mum and dad or the mobile above the cot moving in the breeze.



The baby will be enthusiastic about exploring their environment. Anything new is an object to be explored. For example, the new teddy bear, the hair and faces of their care givers and of course, their own bodies. Shaking or banging a rattle provides pleasure. This pleasure may be from both the activity and the noise produced.

As infants play these games they continue to develop their skills and learn to co-ordinate their eyes, hands and ears.

Activity 2: Access the following website, watch the video and complete the following task:

http://raisingchildren.net.au/articles/play_babies_video.html

1. Complete the table by listing the different ways the mothers played with their babies and in the second column list the benefits and/or learning that takes place.

How mum played with baby	Learning and Benefits
Playing peek-a-boo	<ul style="list-style-type: none"> - babies have fun because they love copying mum's actions - babies love the suspense of waiting for mum to pop out

Toddlers at play

For toddlers, play is an essential part of learning. It's how your child develops physical skills, self esteem and confidence.

Toddlers are on a quest to find out how everything works. Curiosity drives their play and learning. If you say 'no' to them every time, it's like pouring cold water on their natural curiosity. Toddlers enjoy experimenting with new and interesting things in their environment.

Play is also one of the best ways for young children to find out about and express their feelings. There are some great ways to encourage children to express their emotions – but keep in mind that play is mostly about having fun!

From about 14 months, toddlers will play side-by-side with other children, but not always with them (this is called parallel play). By the age of three, they'll start to play with others. Playing with other children helps toddlers build important social and life skills such as sharing. In turn, being able to share helps toddlers and children make friends and play cooperatively. The presence of an adult helps toddlers in playing with each other children. Adults guide their play with others, helping them to relate to other children in an acceptable social manner.

Toddlers continue to develop their play skills and will begin to get involved in manipulating toys and their environment. This is also the stage where a toddler begins to develop an understanding of mathematics, science, social studies and language.



Activity 3: Access the following website, watch the video and complete the following task:
http://raisingchildren.net.au/articles/play_toddlers_video.html

1. Fill in the missing words from each scene from the video by using the words in the table.

socialise	imagination	turn	Libraries	parents
explore	pretend	pictures	learning	
understand	share	reading	words	page

Scene 1

- Toddlers love _____ play. It helps them _____ and understand the world around them. Play should be lead by the toddler's _____.

Scene 2

- Reading books with _____ and pictures is very important to toddlers learning. Children should be encouraged to hold the book and _____ the pages. It is important to point to the _____ in the book and tell the child more about them.

Scene 3

- Some local _____ hold toddlers story time. These are a fun, social time for children, where _____ is the main event. When children are read to they start to _____ that the story is coming from the words on the _____. This is important in helping them read and _____.

Scene 4

- Playgroup is a great way for toddlers to _____ and play with other children. They are also a great way for _____ to _____ ideas and _____ each other.

Physical activity and toddlers

- It might look like child's play, but toddlers are hard at work learning important physical skills as they gain muscle control, balance and coordination. Each new skill lets them progress to the next one, building on a foundation that leads to more physical tasks such as skipping, kicking a ball on the run or doing a cartwheel.
- Toddlers always want to do more, which can motivate them to keep trying until they acquire a new skill, no matter what it takes.
- Even at this early stage, toddlers establish patterns of physical activity that carry through the rest of childhood. So an active toddler is likely to remain active later.

Toddlers can generally complete the following physical skills from 12 – 36 months:

Early toddler skills – 12 to 24 months

- walks independently
- pulls/carries toys while walking
- stoops and gets back up
- begins to run
- kicks a ball
- holds railing going up and down stairs
- walks backwards

Older toddler skills – 24 to 36 months

- balances 1 to 2 seconds on one foot
- climbs well
- bends over easy without falling
- runs well
- kicks ball forward
- starts to pedal tricycle
- throws ball

Activity 4: Answer the following question using resources such as books, magazines and the internet.

How much physical activity is enough for toddlers? Explain your answer.

Preschoolers at play

At preschool or kindergarten a child's main occupation is still play. Preschoolers are very good at playing and love playing with their parents, other children, and on their own with toys and other objects. Play helps preschoolers learn about social relations and it also teaches them about sharing and taking turns.



DID YOU KNOW?

Growth and learning for preschoolers still occurs mostly through play – even though preschool and kindergarten are just around the corner.

What preschoolers love to play?

Activity 5: Match the type of play that preschoolers love on the left with the appropriate explanations in the boxes on the right. The first one has been done for you.

Dramatic play

Clambering over playground equipment teaches a lot about co-ordination, balance and how far abilities can be pushed

Songs, books, riddles & silly rhymes

Preschoolers use games like dress ups to act out scenarios that are confusing or scary

Messy play

These give preschoolers the chance to learn about taking turns, following the rules, counting and being a gracious loser

Physical play

These are great fun to share as your preschooler's sense of humour comes to life. They'll also extend the child's vocabulary and understanding of words

Simple board games

With paints, water or in the sand pit – this is also a great outlet for expressing emotions

Activity 6: Access the following website, watch the video and complete the following task:

http://raisingchildren.net.au/articles/play_preschoolers_video.html/context/878

How could you create learning opportunities for vocabulary and counting for preschool children at home?

Vocabulary - _____

Counting - _____

Play time and learning

Reading to the preschooler:

- Books open up amazing new worlds and experiences. Stories help preschoolers improve speech, imagination, and counting skills. Reading and storytelling can be a much loved ritual.
- Make the most out of reading to the preschooler by talking about what's happening in the pictures and by asking the child what they think will happen next. Objects can also be counted.
- Preschoolers are developing their sense of humour, so they often love books with a ridiculous story – even if they're not sure the story is true.

Play ideas for preschoolers:

To release emotions and express feelings, encourage the preschooler to:

- act out feelings by role playing with puppets or toys
- run wild - a safe place for tumbling, rolling and giggling loudly can help release emotions
- paint and draw
- get into some rough and tumble play - this can help children to understand their own strength and work out their social relationships

To enhance imagination and creativity, give the child the chance to:

- read books and share silly rhymes
- play dress ups with old clothes
- try something new, like a bushwalk or museum visit

To encourage thinking, the parent / caregiver and child could:

- play board games together
- read books and tell riddles
- play memory card games

To help with reading and identifying numbers, the parent / caregiver could:

- read together often
- cook simple recipes together
- set up a 'shop' at home and let the child 'buy' items
- consider using online educational resources

Play in the early school years – 5 to 8 years

As children get older, they continue to play but they play in different ways. Children of this age begin to play more games where they need to follow rules, for example; chess, scrabble and skipping games. Computer games are also popular due to their interactive nature, rules, bright colours and sound effects. Play is still very important for learning and development and as the child gets older, he/she will get more creative and experiment more with toys, games and ideas. Games played by primary school children help children count, read, solve problems and remember things that they have done earlier in the game.

Children of this age will continue to develop physical skills e.g. riding a bicycle, roller skating or playing piano. The physical skills a child develops will depend on the access they have to various experiences and their geographical location.

Activity 7: Complete the table by identifying the physical skills a child will most likely develop early based on their experiences or geographical location.

Physical skills most likely developed early	Experiences or geographical location
	Child lives near the beach
	Both parents play competition tennis
	Child lives near the snow fields
	Child attends gymnastics from the age of 2



Activity 8: Complete the following questions based on your experiences.

1. Can you remember the games you played in primary school? If so, list as many as you can.

2. Did you develop physical skills early due to your experiences or geographical location? Write a brief paragraph about your experiences and how you developed these physical skills.

Play and learning for the 5 – 8 year old

By the time a child is 7 or 8, he/she will have formed special friendships with one or two other children, usually of the same sex. Playing games with others helps children learn about sharing. Learning to play fair is also important at this age, and there's often a lot of talk between children about fairness, rules, and right and wrong.

Group games

- Group games help children learn about **self-control and getting on with others**. They'll learn that if they just do what they like, when they like, they will not likely to win or be liked by others.
- Group games also give children **a way to safely unload angry feelings**. For example, a child can kick a ball (instead of another person) and use all that energy by playing hard.
- Sometimes rough-and-tumble play and play fighting will be a part of children's group games. Rough play is important for helping them understand their own strength, and work to out their social relationships.
- Sport is another way children can learn about being part of a group effort. By teaching children how to play sport from a young age, can help them get the most out of being part of the game.

gross motor skills

sharing

relationships

fine motor skills

problemsolving

learning

Activity 9: a) Find a picture of primary school aged children playing a group game. You may paste a picture in the box or draw your own picture.

b) What learning is taking place in this group game?

Rough- and -Tumble play

Most children love rough- and tumble- play and play fighting. It helps them understand their own strength and work out their social relationships. You can usually tell play fighting from the real thing.

Why children play rough?

Rough play might have developed among children as a way of learning the fighting skills they'd need to survive. These days, play fighting helps children avoid actual fights. This is because it helps children learn who among their friends is stronger and weaker. It allows them to work out who they can beat and who'll beat them. It's a way of setting up a hierarchy of stronger and weaker children in play group.

Climbing over one another and rolling around also helps young children:

- understand the limits of their strength
- explore their changing position in space
- find out what other children will and won't let them do



Play fighting vs real fighting

In rough- and- tumble play children will be smiling and laughing. Once they're finished, they'll keep playing together. Children who are really fighting will not be laughing and will separate once the fighting is over.

Rough and tumble play can easily lead to real fighting, so rules should be established to know what is and isn't acceptable during play.

Play fighting: ages and stages

- Infants and toddlers enjoy exciting movement as long as they feel safe. Babies and toddlers like to be bounced on the carers' knee or lifted into the air. It's best to be very gentle and avoid accidental injury.
- Toddlers love playing chasings, spinning around and dancing. This kind of active play works best when the child is wide awake and not expected to go to bed.
- Primary school children are the biggest rough and tumblers.
- Play fighting is most common among boys during primary school years (both because of their hormones and because grown- ups tend to play more roughly with boys). Boys tend to like wrestling and holding each other down whilst girls who like rough play prefer chasing each other around.

Activity 10: Access the following website, watch the video "Rough and Tumble Play" and answer the following question.

http://raisingchildren.net.au/articles/rough_play_video.html/context/1240

1. According to the video, what do children learn from engaging in rough-and-tumble play?

2. What problems can arise from this sort of play?

3. Have you ever engaged in rough-and-tumble play with a child? If so, what did you play and what happened?
