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*DEPARTMENT OF EARLY CHILDHOOD STUDIES*

*COURSE CODE: ECD 113*

*COURSE TITLE: INDOOR AND OUTDOOR PLAY  
ACTIVITIES*

*Instructional Material for BEd. ECS Distance Learning*

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## **COURSE OUTLINE**

### **INTRODUCTION TO THE MODULE**

Young children are naturally busy, inquisitive and mobile. They learn by acting in their environment. Children enjoy moving for its own sake. The emotional satisfaction they receive from mastering physical skills is evident in their determination to succeed and the happiness displayed by shining smiles that follow accomplishments of the tasks.

Movement provides children with an outlet for expression, creativity and discovery. Through movement children learn about themselves, their environment and others. It is a stimulus for physical growth and development.

Children at the age of three to four like sliding, skipping, running, jumping, and playing with a lot of materials like swings. They like swings because they provide amusement and pride. The teacher should help the children to explore, create, challenge and expand movement potential. They should guide, encourage, reinforce and provide a helping hand. This provides an environment in which learning can occur. Due to the importance of play in early childhood, this module will focus on children's play.

### **PURPOSE OF THE COURSE**

This course will help the learner conceptualize the process of growth and development from conception to early childhood. It will give the learner the required knowledge, skills and attitudes towards expectant mother, infant, toddlers and pre-scholers.

### **COURSE DESCRIPTION**

- Definition of play.
- Objectives of play.
- Theoretical bases of children's play.
- The role of play in growth and development.
- Integration of play into every day activities and learning activities/areas.
- Maintaining a safe play environment.
- Maintenance and storage of play equipment.
- Planning an outdoor /indoor play activities lesson.
- Common accidents and first aid.
- Prevention of accidents.
- Administration of first aid.

## **TEACHING/LEARNING METHODOLOGIES**

This course will be offered and/or undertaken through tutorials, group discussions, group and individual assignments, presentations, interactive questions and answers, micro-teaching lessons, peer teaching and e-learning interactive forums. The learner will be required to go through this training module, make notes based on the objectives of the course and attempt the questions given at the end of every lesson. Tutorial classes will be organized by the university where the lecturer will take the student through the course. The purpose of tutorials is to help the learner conceptualize the course. It is, therefore, important to study the module before attending the tutorials. Further reading in this area of curriculum is encouraged. However all information gathered should be within the course description and objectives.

## **COURSE ASSESSMENT AND EVALUATION**

Learning will be assessed through sit in Continuous Assessment Tests (CATs), Take Away Assignments and a Main Examination. The CATs will constitute 30% and the Examination 70%

## **MODULE ORGANIZATION**

This module is organized in form of lessons. In every lesson an introduction is given. The introduction shows what the lesson constitutes. This is followed by the lesson objectives. Then, the learner is taken through the lesson content. The content may be sub-divided into sub-topics depending on the nature of the topic in a lesson. A summary of what has been learnt is given. At the end of the lesson the learner is given activities. These activities are in form of questions and practical. It is good to note that this is not a text book. The content is therefore in form of lecture notes. Further reading from text books is recommended. A list of books to refer to is given at end of the module.

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## LESSON ONE: DEFINITION TO PLAY



### *Objectives*

*By the end of this lesson learners should be able to*

- i. Define play and terms related to play.*
- ii. Explain four theories related to children play.*

The word play is used many times by parents, teachers, children and all care-givers. It seems to be universal among young children in all communities. Most people would see something unnatural or unhealthy in young children if they do not engage in play. Play is therefore a common and natural thing in children. Before we define play, let us consider this common saying “All work without play makes Jack a dull boy”. This statement means that children cannot do without play. Children and play are inseparable.

### 1.1 DEFINITION OF PLAY

**Definition of play:** Different psychologists have defined play differently depending on their school of thought. Some of the definitions are:

1. Play according to Piaget (1962) is the way a child learns about his environment and has an interactive nature (active participant) that facilitates construction of knowledge.
2. Anna Freud defines play as an acceptable behaviour through which a child expresses his emotions and impulses.
3. Groos (1901) on the other hand defines play as a means through which children get an opportunity to practice the necessary life skills.

4. According to Kuffaro (1974) play is the visible language of children wherein their total functioning are seen as well as heard and reveal their concerns, conflicts, information and misinformation, wishes, hopes pleasures and question

Generally, play can be defined as spontaneous (voluntary) intrinsic/inborn activities of children, inherently enjoyable to them. It involves intrinsic motivation focused on process rather than product. It also involves pretence, implicit (implied but not expressed) and flexible rules.

Play is therefore a pleasurable activity that is engaged in for its own sake.

### **Objective of play**

Children should be engaged in play in order to fulfil the following purposes:

- a. To allow them to relax and enjoy themselves in pleasurable activities.
- b. To increase their vocabulary and self expression. As the children involve themselves in different modes of play, pretend or dramatic play, they pick up new words and learn how to express themselves in their feelings.
- c. To enable children to explore and develop personal talents and skills. Trough play, children are able to try out new ideas and therefore find out what they are good at, at an early age. Preferences are also established through play and this enables adults or parents for that matter to identify the different talents their children possess in order to guide then in the right direction.
- d. To enhance the development of large and small motor sills, and strengthen body muscles.

## **Games**

A game is a competitive amusement played according to a system of rules (chambers Dictionary, 2007). In early childhood, games refer to play activities which are carried out according to pre-set rules. This includes games such as shake, hopscotch, marbles (bano), football, handball and others.

## **Movements**

Movement refers to the act of causing something to change its position or posture. It may also refer to the act of moving from one place to another or the suggestion of motion conveyed by a work of art such as music, dance or physical activity. In early childhood, movement means the controlled coordination of body parts, for a specific reason. For example, slithering like a snake, galloping like a horse, etc.

## **Rhythm**

Rhythm refers to a regular repeat pattern of sound or movement, mostly used in music. In early childhood music may be used to refer to the manner in which children move to a song. Rhythm can be fast or slow.

## **Dance**

Dance refers to a series of movements or steps, or the controlled coordination of body parts, that matches the rhythm and the speed of music, e.g. tap dance, where children dance while tapping their feet on the ground.



## **1.2 THEORITICAL BASES OF CHILDREN'S PLAY**

A number of theories as to why children play have been advanced. However, there is no single theory that gives a totally convincing explanation. Many theorists have talked about play in different ways however we shall look at four main theoretical approaches to play as follows:

- a) Psychoanalytic Theory by Sigmund Freud
- b) Learning Theory by Albert Bandura
- c) Cognitive Theory by Jean Piaget
- d) Surplus Energy Theory by Herbert Spencer

### **Psychoanalytic Theory**

1. In both Freud's and Erikson's theories, social and emotional importance of play is emphasized in early childhood. This is particularly because play provides an opportunity for children to gain mastery over problems by rearranging objects and social situations in a way that they can imagine they are in control.
2. In the case of a painful or upsetting experience, a child is able to display in symbolic play repetitive compulsion or repeating the experience there by gaining greater control over the problem or its resolution (Erikson 1963).
3. Play also allows children gain satisfaction for their wishful desires which they may not fulfil in reality.
4. The child is able to release tension through play which would not have been possibly expressed.

5. Play also allows the children to have increased power over the environment by rearranging it to suit their own needs and abilities or exploration of tasks and activities that might not have been possible in real life (Peller 1954).
6. A major strength of the psychoanalytic approach to play is its focus on the importance of fantasy and inner life in children's play (they can act out their inner fears).
7. However it is vague about precisely how the changes result from play.

### **Learning Theory**

1. Learning theory view play as an opportunity for children to try out new behaviours and social roles safely.
2. Through play children progressively learn adult social skills either through successive reinforcement of behaviour (praise, encouragement) or by observation and imitation.
3. Through play children learn adult experiences and practices e.g. they learn to collect and store the materials, share them with others, take turns and also cooperate with other children in a game.
4. A major strength of the learning theory approach is that it describes the specific processes by which play influences development
5. Its limitation is that it focuses almost exclusively upon the external or extrinsic functions and consequences of play rather than on its intrinsic qualities.

### **Cognitive Theory**

1. It is more systematic and specific compared to the other two

2. Cognitive theorists have identified four types of play which they believe develop sequentially parallel to the major stages of cognitive development (Piaget, 1962) and Smilansky (1968). They are grouped according to content (what child does)
  - a) Functional play – during sensori motor period
  - b) Constructive play – play during pre operational stage
  - c) Dramatic or make believe play – pre-operational stage
  - d) Games with rules – concrete operational stage
3. The basic idea in cognitive theory is that a child's play abilities depend upon his/her abilities to think and solve problems
4. The four levels of play are thought to reflect a developmental pattern or trend because most children seem to develop certain styles of play in a standard sequence, However, not every child engages in all the types of play or precisely follow developmental sequence

### **Surplus Energy Theory**

This theory was formulated by Herbert Spencer in the mid 19<sup>th</sup> Century. According to this theory, play is a form of releasing excess energy. This was explained in evolutionary terms where human beings are seen as having extra energy unlike in the past. Children are naturally playful, they want to play even when they are tired/ sleepy; therefore even children of the past wanted or loved to play but they were restricted.

 **ACTIVITY**

***1 .Give three definitions of play using appropriate references.***

***2. Describe the following theories related to play***

***i. Psycho analysis.***

***ii. Learning theory.***

***iii. Cognitive theory.***

***Iv. Surplus energy theory***

## LESSON 2: TYPES OF PLAY



### *Objectives*

*By the end of this lesson learners should be able to*

- i. Identify and explain types of children play.*
- ii. Characteristics of play*

### **PHYSICAL PLAY**

Play and children are inseparable. Play is the work of early childhood. Developmentalists view children's play as a major means through which physical, cognitive and social skills are strengthened and honed (sharpened).

There are three types of play that are well suited to the development of motor skills.

Through sensory-motor play, mastery play and rough and tumble play, children develop their bodies and skills.

### **SENSORIMOTOR PLAY (INFANCY)**

This is play that captures the pleasures of using the senses and motor abilities. For example, they develop the senses of touch, feel, smell, sight and hearing. Infants engage in this kind of play and delight in things like kicking the side of the bed/cot and watching a turning mobile toy, objects etc.

This pleasure in sensory experiences and motor skills continue throughout childhood.

Children happily explore many sensory experiences. For example, from their food they explore by feeling various textures with their hands, by watching peas float after they put them in their

milk, by listening to the sound they make as they drink their porridge, or milk, by tasting unusual combinations such as cocoa mixed with juice, tea, or soda.

### **MASTERY PLAY**

This is a play that helps the children to master new skills. For example, as you walk with the child to the shops or the market, the child will skip, jump, walk backwards, run, and drives imaginary vehicles etc.

Hand skills are also developed in ,mastery play for example when they tie knots in their shoe laces, put pegs in pegboards, use a pair of scissors to snips papers, etc. Mastery play is most obvious when physical skills are involved. It includes almost any6 skill the child feels motivated to learn, e.g. playing with words (word puzzles for older children). The impulse to engage in mastery play comes naturally to pre-school children. Parents should encourage a child and influence the skills a child will master.

### **ROUGH - AND - TUMBLE PLAY**

One characteristic of rough and tumble play is its mimicry of aggression. The play is different from aggression although at first glance it may look the same. Rough and tumble play is part of the daily activities of many children in pre-school especially after they have had to sit quietly for a period of time. Adults who may wonder when to break up a “fight” may be helped by observing the facial expression of the children (Play face). Children almost always smile and often laugh in rough-and- tumble play, whereas they frown and scowl (threatening expression of the face showing anger) in real fighting (Aldis, 1975) . Rough-and- tumble play is a social activity that usually occurs among children who have had considerable social experience with

each other. The game is more likely to occur among boys than among girls. Girls mostly engage in cooperative playing on swings, etc. Here below is an example of rough-and- tumble play:

Kamau, a pre-schooler stands observing 3 of his male classmates building a house with wooden blocks. After a few moments he climbs on a tricycle and smiling runs over the structure in a single sweep. The builders immediately take off in a hot pursuit of hit- and- run phantom (ghost) yelling menacing threats of “come back here you” . Soon the tricycle halts and they pounce on him. The four of them tumble (to fall suddenly or helplessly roll over or down quickly or violently) about in the grass amid shouts of glee (a feeling of joyful satisfaction at something which pleases one), wrestling and punching until a teachers intervenes. The four wander off together toward the swings.

What do you think was happening?

## **DRAMATIC PLAY**

The beginning of dramatic play coincides (happens at the same time or period) with the achievement of symbolic thinking and can be clearly seen. For example, in a child’s “feeding, cuddling and punishing a doll”. N dramatic play helps the social development especially when two or more children cooperate in creating their own drama. Simple domestic scenes are one of the standard plots of dramatic play. Other scenes include doctor, nurse and patient, a thief and a policeman.

Dramatic play such as this not only is fun but also helps children try out social roles, express their fears and fantasies and learn to cooperate.

Note. Playing with other children prepares pre-schoolers for the demands of school and the social relationships they will later develop. As children grow older, they spend more time in associative and cooperative play than in the more simple onlookers or parallel play that is characteristic of the younger child.

## **2.1 CHARACTERISTICS OF PLAY**

1. Play is a pleasurable and enjoyable activity that is rewarding to the child.
2. It is a voluntary action (freely chosen), spontaneous and unpremeditated (not planned in advance).
3. It is not goal oriented which means that it is the play process which is important in children but not the end or its product.
4. It is an active process or engagement (physically, mentally and socio-emotionally).
5. Play is non-literal (non-actual or pretence activity). It therefore offers an opportunity for children to act out situations in real life without victimization and as such has been described as the opposite of reality.
6. Play is flexible (not rigid).
7. Play involves repetition.
8. It is intrinsically motivated (inwardly motivated).
9. It occurs with familiar objects (children explore, discover new toys first before play).
10. It involves pretence use of objects. It emphasizes on process (doing) rather than goal or outcome.
11. Play is intrinsically motivated hence it comes from within the child. Children are not forced to play. They initiate play themselves.



## **2.2 COGNITIVE LEVELS/ TYPES OF PLAY**

They are four and reflect a developmental pattern or trend

### **A. Functional or exploratory play (3m – 3yrs)**

- I. It involves simple repeated movements and focus on one's body and is an activity that goes on throughout life. The movements could involve play with or without objects or running round for no reason
- II. The child may for example joyfully shake a rattle, wave his hand, bubble to hear himself or engage in monologue. Although the child engages in play without reason, the child nevertheless learns about his physical environment and the effects of his actions through functional play
- III. By pre-school time, functional play decreases due to the shift to make believe/ dramatic play and mastery in language. However, most of these activities involve physical movements characterised in functional play
- IV. However, if the activity is later on used for some other reason/goal or purpose e.g. running, cycling, driving competition for commercial gain, the activity ceases to be play because it now emphasises the goal (end) and not the process (means).

### **B. Constructive Play (3yrs +)**

- I. It is not always clear when functional play ends to pave way for constructive play
- II. Constructive play involves manipulation of physical objects in order to build or construct something. It is therefore directed towards an end product or goal
- III. The child might however forget that he was for example constructing with blocks of wood, maize cobs etc and end up just banging or tapping with the materials

- IV. As the child grows older, he puts additional details in his construction e.g. he can construct a house, garage and a car in it, and a road leading from the home to the shopping centre etc.

#### C. Dramatic/ Make believe Play (Pre-operational 3-6yrs)

- I. This play involves symbolic play with egocentrism and it emerges after infancy
- II. During play the child might change roles severally e.g. be a teacher, mother, baby, a bird etc and the objects may also be transformed
- III. Pretend activities occur even in toddlers and may perhaps begin as soon as they are able to symbolize or mentally represent objects
- IV. The pretence activities grow in frequency and complexity during pre-school years but begins to decrease later as they grow older
- V. Pretend activities help children practise and rehearse previously acquired knowledge and skills (Piaget, 1932) and Vigosky (1967)
- VI. In constructing a house in dramatic play for example the child practises the motor skills of building and also knowledge about arrangements of the blocks and functions of the various rooms in the house constructed, garage etc
- VII. Dramatic play has rules and the player must seem real during play to depict real life and it therefore involves high level of imagination and thus enhance children's cognitive capacities
- VIII. Dramatic play also fosters social skills/ roles when they are in group play known as social dramatic play. Since children enjoy the game, this enhances their emotional development as well

- IX. The children can also release their stress or learn to cope with challenging situations through dramatic play
- X. The children may also engage in games with humour which involves rib cracking stories told in turns. Since the children use words in this type of play, they must have acquired language in order to play the game.

#### D. Games with rules (7- 11yrs middle years)

- I. In these games, the rules are present and the games are typical in older children
- II. The rules involve use of symbols but are more objective, logical and therefore more formal in nature
- III. Games with rules are of two types:
  - a) Table games e.g. chess, draft, snakes and ladders etc
  - b) Movement games e.g. hide and seek, skipping, killing the rat etc
- IV. The rules made may be simple or complex and may seem more important than the game itself
- V. Although the rules are supposed to govern the game, they may generate arguments and negotiations
- VI. The games may be traditionally handed over e.g. “ I lost a letter” statue etc
- VII. Games with rules help children learn to control their behaviour, instil fairness, predictability etc
- VIII. The rules in game cal also help another new child fit into the game easily
- IX. Games with rules also foster children’s socio-emotional development

## **2.3 STAGES OF COGNITIVE LEVELS OF PLAY**

### **1. SOCIAL AFFECTIVE PLAY:**

It is observed in infancy and involves cooing, grasping, touching and smiling between the child and adult. The caregiver should provide toys and mobiles to enhance the child's senses

### **2. SENSE – PLEASURE PLAY (1 Month- 2yrs.)**

i) It is seen in toddlers and late infancy. The child explores his body and immediate environment by reaching out, looking at his hands, putting things in his mouth, smelling them e.t.c. In other words he uses his senses to explore and finds pleasure in this.

ii) In this stage, caregivers should similarly provide attractive multi-sensory toys to help develop all the child's senses e.g. toys that make noise or bounce.

### **3. SKILL PLAY (1yr-6yrs.)**

i) Evident during infancy and pre-school years.

ii) The child can sit and stand at will and therefore uses his gross (large) and fine (small) motor skills in reaching out with hands, climbing, throwing e.t.c.

iii) During the pre-school years, children often engage in play that involves practicing various skills like running, jumping, sliding, twirling (rotating, spinning) and throwing balls.

### **4. PRETENSE/SYMBOLIC PLAY/DRAMATIC/MAKE BELIEVE PLAY (2-6yrs).**

i) Symbolic play occurs when the child transforms the physical environment into a symbol between 9 months and 2 ½ yrs. of age. Experts on play consider the pre-school years “golden age“ of symbolic play that is dramatic or socio-dramatic in nature (Fein, 1986, Rubin, Bukowski,

& Parker, 2006). This type of make-believe play often appears at about 18 months of age and reaches a peak at 4-5 yrs. of age then gradually declines.

ii) The child observes and imitates those around him e.g. parents, teachers caregivers, pets e.t.c.

### **5. RITUAL PLAY (7-11 YRS)**

i) This involves games with rules and is evident in middle years of primary school.

ii) The children engage in skilful play or else they become misfits in front of their peers.

### **6. COMPETITIVE PLAY (5+ YRS.)**

It starts in late pre-school years and goes on till adulthood. They may compete individually or in teams.

### **7. CONSTRUCTION PLAY**

i) Constructive play combines sensorimotor/practice play with symbolic representation of ideas.

ii) It occurs when children engage in the self-regulated creation of a product or a solution.

iii) Constructive play increases in the preschool years as symbolic play increases and sensorimotor play decreases.

### **PARTEN'S CLASSIC STUDY OF PLAY**

Mildred Parten (1932) developed an elaborate classification of children's play. Based on observation of children in the free play at nursery school, Parten proposed the following types of play.

**i) Unoccupied play:** Describes a child who wanders about watching whatever is going on but does not become involved in any activity for more than a moment or two e.g he may pick a ball then walk over a tyre, sit on it quietly and suddenly jump up and wander away to watch what another child is doing. In most nursery schools, unoccupied play is less frequent than other forms of play.

**ii) Solitary play:** The child plays alone with objects or other objects without any awareness or involvement of other children even if they are nearby. He may engage in monologue talk. This play is common in 2 and 3 year olds.

**iii) Onlooker play:** The child merely spectates or watches other children play without getting physically involved in their activities. The child's active interest in other children's play distinguishes onlooker play from unoccupied play.

**iv). Parallel play:** The children play side by side in close proximity and are aware of each other's presence although they do not share the play materials. Their interaction is very minimal e. g. They may glance at each other occasionally but do not cooperate in their friends activities.

**v). Associative play:** (5yrs) The children become evidently social as they engage in a common activity and talk with one another. However, they do not assign specific tasks or roles to particular individuals in the group. One child may choose to play different roles e. g. He can be a father, then a child, then a doctor or a patient e. t. c. A lot of friendly conversation takes place but the play activity lacks coordination.

**vi). Cooperative play:** This is organized play in which children from a group to accomplish some activity. The children assign themselves specific roles and the game may have rules. The children may compete or strive to contribute to a common goal.

 **ACTIVITY**

***1. Identify and describe four types of children play.***

***2. Discuss the stages of cognitive play***

## LESSON 3: THE ROLE OF PLAY IN GROWTH AND DEVELOPMENT



### *Objectives*

*By the end of this lesson learners should be able to*

- i. Explain the importance of play in physical, cognitive, social and emotional growth and development of children.*
- ii. Explain the objectives of play in ECDE.*
- iii. Explain characteristics of play deprivation in young children*

Play is the most important provider of relief and it balances the child's development holistically i.e. physically, cognitively, and socio-emotionally. According to Freud and Erikson, play helps the child master anxieties and conflicts. Play permits the child to work off excess physical energy and to release pent-up emotions, (repressed, confined) which increases the child's ability to cope with problems.

### **3.1. BENEFITS OF PLAY TO THE CHILD'S PHYSICAL DEVELOPMENT**

Physical development means the development of bodily movement and control of both gross and fine motor skills.

- i). Play enhances gross and fine muscles
- ii). It enhances eye-hand coordination and discrimination in readiness for reading
- iii). It provides a feeling of body control and identification of any physical limitation they may have and how to deal with it
- iv). It improves blood circulation



- v). It influences elimination of body wastes
- vi). It aids in mastery of new skills

### **3.2 BENEFITS OF PLAY TO THE CHILD'S COGNITIVE DEVELOPMENT**

Cognitive development is the development of thinking, reasoning and learning new skills. It includes the development of concepts, problem solving skills, the imaginations, creativity, memory and concentration. Cognitive development includes language development. Language development is the development of communication through speaking which includes non-verbal communication. It is also the development of early reading and writing skills. Play therefore:

- i). Develops language in children
- ii). Develops their imaginations and creativity
- iii). Helps children acquire problem solving skills e.g. as they dismantle toys and fix them again
- iv). Enhances children's perception skills
- v). Improves children's abstract thinking (children develop divergent thinking)
- vi). Helps children acquire negotiation skills

### **3.3 BENEFITS OF PLAY TO THE CHILD'S SOCIAL DEVELOPMENT**

Social development is the development of skills needed to interact with other people in both individual and group setting. Play can meet a variety of children's needs as follows:

- i). Play enhances social interaction among children
- ii). It enhances cooperation, turn taking and sharing
- iii). It fosters leadership ability in children as they take care of their play materials

- iv). Play provides an opportunity for children to practice social and moral values
- v). It fosters responsibility as they take care of materials
- vi). It fosters an opportunity for children to compete and also learn from one another
- vii). Play fosters exploratory and discovery skills (of their environment) e. g children manipulate materials, smell, taste, observe, discover new knowledge and increase their ideas.

### ***3.4 BENEFITS OF PLAY TO THE CHILDREN'S EMOTIONAL DEVELOPMENT***

Emotional-development is the development of healthy expressions and the control of feelings and emotions. This includes feelings of self which is referred to as self concept. Play therefore:

- i). Acts as therapeutic measure against children's hurt, sadness, and releasing their emotions (stress).
- ii). Provides an opportunity for children to understand other peoples' feelings, sympathy and empathy.
- iii). Provides an opportunity for children to cope with failure and success
- iv). Helps children to persevere in their struggle towards a desired end.

### **The importance of play activities in early childhood development**

Play activities are very beneficial to children especially when they are able to participate in a variety of motor activities and are motivated to engage in regular, various plays (Leppo, Davis and Crim, 2000). The following importance is attached to pla activities in young children.

**(a) Development of gross and fine motor skills**

Play activities lead to proficiency in the physical skills that are the basis for successful participation in games, dance, sports and leisure activities. (Kostelnik, Soderman and Whiren, 2004). Physical activities promote the development of gross and fine motor muscles, improving coordination among various body parts; and enhancing strength in the muscles' endurance and fitness.

**(b) Good health**

Play activities enhance the function of the central nervous system, promoting the maintenance of lean body tissue, while simultaneously reducing the deposition of fat (V. G. Payne and Isaacs, 2002).

**(c) Development of concepts**

The activities assist children in the development of different concepts and ideas. As they play or compete in games, they learn to devise strategies that will enable them to beat their opponents. In the game called shake the children learn how to evade the hand of the opponent wanting to touch them.

**(d) Helps children to explore and discover their environment**

Play activities promote curiosity in children, which is a natural capacity in them. The curiosity leads to the urge to explore and discover many other components of the environment, which are only accessible when children move around and use their different body parts and senses to find out what is out there.

**(e) Helps children to develop self esteem and confidence**

Play activities enhance the development of self concept, self esteem and self confidence, as indicated by increased emotional stability, assertiveness, independence and self control. (Whiren, 2004). This essence aids the beginning of the development of the different skills like negotiation and problem solving skills, that will enable the child to be able to cope with others which will ultimately promote national cohesion. The sense of satisfaction that a child derives from being able to succeed can be countered by being able to cope with failure, so that inability to accomplish does not demoralize the child in an activity.

**(f) Helps children to develop positive attitude towards learning**

These activities assist in the ability to acquire positive attitudes and competitive skills, whereby a child strives to be good at something in order to emerge the best. This will encourage the child to like school and consider learning an enjoyable endeavor.

**(g) Enhances language development**

Play activities promote the development of language in children. They get to interact with each other as they play, asking for things, giving directions or instructions and also expressing what they think or feel. Language development is also enhanced through physical activities. It is important that children learn how to listen and speak clearly, in order for their friends to be able to follow. Children play with sounds and words, imitating others in an amusing voice, as they play individually they practice their language by talking to themselves (monologue). They tend to use more complex language than in regular conversation because they have no anxiety, are

very free and they are not being assessed. They learn how to ask questions, and express ideas. They also explain and describe the games they like or enjoy.

#### **(h) Relaxation (calming)**

Children indulge in play activities in order to relax and have fun. The activities enable them to experiment with their survival instincts. These activities used to release accumulated energy or feelings are best captured in the surplus energy theory of play, whose proponent is Herbert Spencer (1873). The theory suggests that nature equips human beings with some amount of energy for survival and therefore if the energy is not utilized for this survival, it has to be discharged. Children do this through play or physical activities, and it is evident that after vigorous exercises, children appear more relaxed. According to Patrick (1916), who is the proponent of the recreational relaxation theory, children are depleted of energy and need to restore it. This implies that the purpose of psychomotor activities is for renewal of energy.

#### **(i) Social stimulation**

Play activities assist the child to develop social skills which include the capacity to understand others, sympathize, and empathise with them. Children also develop cooperation, turn- talking and sharing as they engage in physical activities; since they interact more freely than when their activities are closely ministered by an adult.

#### **(j) Encourages sleep**

After children have played over a long period of time, they get tired and this provides an opportunity for them to sleep well at night.

### **(k) Improve Appetite**

Most of the time, children after play have worked up an appetite that will require filling up. When they reach home the first thing they ask for is food to satisfy them. Children usually eat better when they play than when they just sit at home. Generally play activities foster holistic development of a child in the following ways:

### **(l) Physical development**

Physical development is enhanced by psychomotor activities in that they assist in the development of body balance and coordination. They also enhance motor skills development such as running, jumping, hopping, and writing among others. According to Caplan (1973), a lot of progress was made in academic learning and physical poise in children who had participated in gross motor activities. Physical activities also provide the following gross to the child:

- (a) They stimulate blood flow and circulation of oxygen to all parts of the body.
- (b) Through blood circulation, waste is collected in the form of sweat and urine thus cleaning the body.
- (c) They exercise the body

### **(m) Mental/cognitive development**

It is a commonly held notion that intellectual development must be taught through structured academic experience. In most schools, teachers would like to be seen doing their work by introducing academic topics earlier in child's life. This is usually referred to as the 'dribble down disease', (Hymens, 1981. p.25). However a lot is gained from physical activities to support

intellectual growth and development, because it is through them that acquisition of new information and skills is manifested. This is done in the following ways:

- (a) Through physical activities children form ideas about the world around them and also acquire and refine problem solving skills.
- (b) Play provokes thought, for example in hide and seeks dramatic and pretend play.
- (c) Play assist in enhancement of imagination, for example in pretended play where the child assumes the role of another.
- (d) In play children acquire observation skills, classification and groupings, for example, of insects, flowers and others.
- (e) Through these activities children refine their reasoning. They test the feel of soil, study the direction of their own shadows, and so on. This promotes sensorial development.

Lawrence K. Frank (1968) had the following to say about physical activities (play) and learning.

“With his sensory capacities, the child learns not only to look but to see, not only to hear but to listen, not only to touch but to feel and grasp what he handles. He tastes whatever he can get into his mouth. He begins to smell what he encounters. He can and will if not handicapped, impaired or blocked, master these many experiences through continual play....the most intensive and fruitful learning activity in his whole life cycle”. This summarises the importance of play to intellectual growth and development; deciding what to do and how to do it, sharpens the child’s intellect. These activities also provide for exercise of brain, eyes, hands and other parts of the body. (Taylor, 2004). When they manipulate materials, children also discover and explore.

### **(n) Social development**

The environment in which a child grows dictates the social behavior the child will be associated with. We have seen in the introduction to this unit that play has been described as the means through which children learn about the environment. It gives children opportunity to interact with others and hence enhances the establishment of acceptable behavior. Play activities also assist children in establishing or building relationships with their family members and peers. Some of the social skills that children develop when engaging in physical/psychomotor activities include:

- (a) Leading the following, which are essential aspects of effective social participation (Trawick – Smith 1988 p.58);
- (b) Pro social or acceptable behavior, for example sharing, cooperation, turn taking;
- (c) Teamwork whereby children learn that to work together promotes cohesion;
- (d) Self confidence skills, which come about as children learn to make eye contact with their play mates and play leading roles;
- (e) Sensitivity to others' emotions, thus making one competent in sustaining social relations;
- (f) Self control, whereby the children learn to cope with their limitations in act out of imminent frustrations, (Development of self control fosters a child's acceptance among the peers);
- (g) Acceptable morals and appreciation for their culture.

### **(o) Emotional development**

How well a child has developed emotionally determines how he or she reacts in either exciting or frustrating situations. Children become able to function within established limits and eventually learn to control their behavior. As children participate in physical activities, they encounter success or failure in a relaxed atmosphere; therefore they are able to deal with these in real life



situations. Children learn to cope with their emotional feelings as they act being about being angry, sad, or worried in a situation they control) Jalongo, (1983). Children release their anger, tension and aggression in play and physical activities. Play activities set children free from restrictions, and enables them to deal with the environment without fearing the big frightening world. Research has shown that children who play seem happier than those who do not play. These children are more appealing to their peers and consequently, are very popular.

### **(p) Language development**

Language in play is used systematically. Children play with sounds and combine them to form words. A good example is the “Piki piki ponky” chant. Children tend to use more complex language in play than in regular conversation. Play enables children to effectively communicate to each other. In order to illustrate this, let us take the example of how children engage in house pretend play;

#### ***(a) Explaining***

This is necessary, especially when the children are sharing roles. Children’s specific roles are explained to them in the set p they are trying to emulate.

#### ***(b) Describing***

When children have enjoyed a game they have been engaged in, they describe it in details to their peers, parents or even teachers, highlighting how other children performed in relation to themselves.

*(c) Expression of ideas*

In the course of play, children will share different ideas on how to make their games more interesting.

*(d) Expression of feelings*

For the particular role the child takes, he or she may make others know how he feels; for example, a girl who makes the role of a mother may express dissatisfaction at the way the children have performed the household chores.

*(e) Asking questions*

Children keep asking questions in their course of their play, a child who acts as the baby may keep asking questions such as; “mummy, where is my doll?”.

 **ACTIVITY**

- i. Discuss the benefits of play to children’s physical, cognitive, social and emotional development.*
- ii. Assess the objectives of play in ECDE.*
- iii. Discuss characteristics of children deprived of play.*

## LESSON 4: MUSIC, DRAMA AND DANCE AS PLAY ACTIVITIES



### *Objectives*

- i. Define the terms music, drama and dance.*
- ii. Identify songs and dances for children.*
- iii. Explain the role of music, drama and dance as play activities.*

Music is a spontaneous integral part of Early Childhood development and Education curriculum. It eases lesson transition, aids the children with special needs and fosters in children's skills, knowledge and concepts. For young children, music is singing, chanting, moving, playing instruments, experience with sound, composing, performing and so on and often at the same time. Comte (1982) quoted in Barbour and Seefeldt, 1986). By the end of chapter, the student teacher should be able to explain the meaning of several terms related to music and movement.

### **4.1 Music**

Music can be described as combination of sounds which are pleasant to the ear. Music can also be defined as the art of expression in sound, melody and harmony, including both composition and execution. In early childhood development, music is seen as the use of sounds and beats to express a feeling or emotion such as joy, happiness, sadness, excitement, or anger by children. Music at pre-school may involve singing, clapping, tapping and playing simple musical instruments. A pre-school teacher should ensure that children are exposed to varied sounds in order to identify those that are pleasing and musical.

## **Movement**

This is an attribution that is made to tempo and pace in music. It can also be described as act of changing positions or the act or manner of moving. It involves the coordination produced by different body parts to elicit performance or activity, usually as a response to a song or music (KIE, 2006). In early childhood development, movement in music constitutes the co-ordinated use of most of, if not all the body parts. It is a vital activity for developing musicianship musical concepts. The fundamental types of movement in music are;

(a) Axial movement which occurs when a child moves in place or at the same spot and it includes bending, swaying and shaking.

(b) Locomotive movements which are movement by a child from one place to another, and include walking, running, skipping, and jumping. Some of the concepts that can be reinforced through movement are tempo, rhythm, pitch, articulation, intensity and texture.

## **To enhance other learning areas**

Music movement form an important component in pre-schools because of its ability to be used in all the activity areas found in the curriculum. Music can be integrated with mathematics, language, religious, outdoor or psychomotor/physical activities, creative and Environmental activities to promote the building up of concepts and skills. Through music children are able to go through the paces in each area in a joyful manner. This way they do not find it cumbersome or monotonous to participate in their various tasks. Teachers should ensure that they have a repertoire of songs in different languages or diverse cultural backgrounds that children can learn

in order to enhance acquisition of concepts. For example, using this Dholuo song during language activities.

*'Gino maber are kama dayude*

*a-a-a ere kama dayude*

*e-e-e erekama dayude*

*i-i-i ere kama daduye*

*o-o-o ere kama daduye*

*u-u-u ere kama daduye*

*Gino mabar ere kama daduye.*

The song is used by teachers to teach the vowels in language activities. In mathematics activities, a song such as '10 green bottles standing on the wall' can be used. In creative activities children can draw musical instruments, model them and also cut and paste pictures of people dancing. Songs in an ECDE centre can be used at the beginning of a typical school day as prayers and also at the end of school day to give thanks to God's providence.

### **Physical development and co-ordination**

The central factor in music and movement is to increase mobility. Music and movement enhances children's physical development and co-ordination in that it requires children to involve their body parts and muscles to move to the music. Music needs to be a part of young children's experience from the very beginning of life, as it enhances the development of physical co-ordination, control over muscles and balance. Muscular control and physical co-ordination and be developed in ways such as swaying to the music, dancing, clapping and singing. Physical

control over the large or gross muscles can be enhanced through the playing of instruments and moving to music. Participation in music helps the children to develop awareness of their own body capabilities and awareness of their ability to master self. Movement is viable and important part of the daily curriculum which can easily be integrated as an expression medium. This is because it is natural, essential and valuable for physical development. It helps to encourage inquisitiveness and creativity in children, who have inborn drive to master environment through sensor motor activities (Taylor, 2004). Physical control helps in the ability to respond vocally and to control the muscles of the mouth.

### **Sequential thinking**

Paying attention in music is very important because when learning a new song or a dance style, children have to be very alert. Concentration also comes in since music requires the processes of perceiving, remembering and conceptualizing. It offers children the opportunity to use all the three mode of cognition identified by Jerome Brunner; the enactive, iconic and symbolic. Children can be taught to think widely or creatively through music and movement especially when teachers and parents stimulate their thinking. For example, “How would a tree bend in a slight breeze?” or “Could you show us another style of dancing while moving?” In music children learn how to think systematically: to know what come first followed by what. This is especially true in the sense that the song has a beginning then an end and certain movements come before others. E.g. in the Gikuyu song *Nyambaga kondo gakwa*, children cannot undo the basket before they weave it first.

## **Language development**

Music and movement enhances language development in children from as early as during the gestation period. Research has shown that children, whose mothers listened to a particular song when they were expectant, tended to like the songs even after birth and beyond. This clearly shows that children's listening skills are honed earlier. Through songs and dance children learn new vocabulary. This is true especially when the new songs are introduced to them. Music and movement also enhances language development in that children get to pronounce words more articulately, speaking to each other and expressing themselves. Music goes beyond all language barriers such as differences in language, language delays and stammering. It is not rare to find a child who stammers but sings fluently.

## **Emotional development**

Young children exhibit different emotions at different times. Some may be melody, happy and joyful, sad or temperamental. In the classroom, teachers value music for creative movement, song, dramatics and expression, as a change of pace and release for tension and energy. For example in the Kiswahili song

*Babie (analia x3)*

*Babie analia maskini sana*

*Anataka (mama yake x3)*

*Anataka mama yake maskini sana.*

Music and movement can help children know what their feelings are and assist them to clarify and structure them too. It is seen as one mode of understanding the world and our experience of it. It is also a way of knowing the affective/feeling. Giving young children a chance to express their feelings through music makes them learn how to control themselves and reasonably deal with their feelings. Music soothes young children. Allowing a child to sing a song that he or she likes boosts his or her self-esteem and confidence.

## **4.2 OBJECTIVES OF TEACHING AND LEARNING MUSIC TO ECDE CHILDREN**

### **Introduction**

The objectives of teaching and learning music in ECDE must be clear and achievable. This is due to misconceptions that most people have about songs and dance in early childhood classes. It is very common to find people saying that a pre-school teacher's job is just to sing and play with children. Music is often not taken seriously by people outside the ECDE circle. Therefore, it is important that the activity area be treated with the seriousness it deserves. Childhood experiences focusing around music and movement are no doubt the most memorable. This calls for the teaching of this activity area bearing in mind that it will enable the rest of the subjects to be enjoyed by the children. By the end of this chapter, the student teacher should be able to discuss the objectives of teaching and learning music and movement in ECDE and the importance of music and movement in young children. The following are the objectives of teaching music and movement to ECDE children.

- I. To allow children to learn all curriculum or activity areas in enjoyable manner without all the hustles of rote counting and memorisation.



- II. To enable the children to develop co-ordination of various body parts and muscles. This can be done through moving as they sing and dance.
- III. To enhance the children's vocabulary, speaking and other communication skills. When children learn songs, they encounter new words which they can start incorporating in to their day to day speech with their peers, parents and teachers.
- IV. To allow children and a cheap and readily available means of expressing their thoughts, anxieties, ideas, feelings and emotions. Children can very easily bring out of what they feel through songs. This can act as a pointer for teachers to intervene if need be
- V. To allow the children to relax and to enjoy themselves. Life in ECDE centres should not be reduced to "all work with no play". Children should be allowed to engage in music activities that will let them come to recognize that school can be fun.
- VI. To help children appreciate others' talents. When children sing or participate in music activities, they get to understand that they are not the only ones who can sing, they start realizing that their friends too can sing, thus building respect for each other.
- VII. To develop listening and retention skills. In order for children to learn a new song, they have to hear it first, and then they repeat after the teacher before they can sing it on their own. Therefore listening well form the basis of any road to learning a new song. The words of the song have to be retained in the memory for one to remember and sing.
- VIII. To enable children to identify and to learn to play simple musical instruments like the drum.
- IX. To appreciate our diverse and rich cultural backgrounds and therefore develop a keen sense of nationhood. This will ensure national cohesion among the different ethnic communities who come together through the infusion of multi-cultural songs and dance.

- X. To enable children to learn and to sing new children's songs and games. Music will ensure that children have a repertoire of songs for nearly each situation or circumstance in their life. They will be able to compose short songs at no notice whenever they face a situation that is conducive.
- XI. To enable children to build self-confidence and leadership skills. Imagine if a child was appointed soloist of a song or leader of a poem. The child would have his/her self confidence boosted to the maximum. Leadership skills also emerge when a child gains self confidence to direct others.
- XII. To develop the children's social skills. Through music children are able to interact with their peers, take turns, co-operate and share. This is especially true with musical instruments. Children learn patience and self-control in the process.
- XIII. To appreciate that other people have different cultures, therefore, promoting international cohesion.

### **Importance of music and movement in ECDE**

- i. Music and movement is important in ECDE for setting a firm foundation in learning music. Children start appreciating music at an early e.g.; hence it should be a prerequisite to learn music in primary school and higher levels.
- ii. Music is important for the promotion of our heritage through singing of patriotic songs.
- iii. It is important for self reliance. It forma a foundation for possible future careers in music leading to non-dependency on other people.
- iv. Music is necessary for concentration. This is because children have to listen first before repeating a song. If they don't concentrate they will not be able to do that.

- v. Music can be used for instructional purposes. For example the actual teaching of numbers e.g. *“moja mbili tatu.....”* in higher levels music cannot be used to teach concepts because the concepts are too many and would require a longer time.
- vi. Music is a motivator; for example *“Ayooo....Ayo Yo Yo”*
- vii. Music is used for behavior modification and socialisation, or for instilling discipline in children. Eg *“Mejuma usije kucheza nasi, una mikono michafu michafu. Watumia mikono kutoa makamasi, michafu michafu.”*
- viii. Music issued for relaxation and entertainment. For example during sports day, parents’ day and prize giving days in school.
- ix. Music helps improve physical fitness; for example holding the breath increases lung capacity and as children dance, they improve large muscles. It also helps in development of a singing voice.
- x. Music is used to enhance all areas of a child’s development, that is, a physical, intellectual, and language, emotional and social aspects.
- xi. Music is also used for the purpose of competition. This is clearly demonstrated during the Kenya school of music festivals where children compete for top honors in the performing arts

### **4.3 Songs and dances**

Children like singing as they carry out their activities, and that is why most of what they engage in is referred to as singing games. The songs and dances should be culturally acceptable and therefore collected locally by the teachers, children and parents. Examples include: Nyambaga Kondo Gakwa – Kikuyu game, Marobo–Tanda–Robo – Coastal game, Ng’ielo Ng’ielo – Luo game

#### **4.4 Body movement exercises**

These are exercises that enable children to move and control different parts of their bodies. The activities though directed by the teacher, should capture the children's interest, to avoid boredom. One activity should not be performed repeatedly to avoid monotony. Examples include: Running/jogging on the spot, tug of war, cock fighting, hand and feet exercises such as star jump, beckoning, butterfly and others.

#### **4.5 Competition**

In these activities children compete among themselves, or just for the fun of it. Example include: Sack races, dress up and buttoning competition, tyre race, potato race, filling bottle competition.



#### **ACTIVITY**

- i. Define the terms music, dance and drama for children as play activities.*
- ii. Identify songs and dances for children.*
- iii. Explain the role of music, drama and dance as play activities.*

## LESSON 5: THE PLAY ENVIRONMENT



### *Objectives*

- i. Identify categories of play materials.*
- ii. Things to consider when preparing the play environment.*
- iii. Explain how to maintain a safe play environment.*
- iv. Describe characteristics of play equipments and materials.*
- v. Identify ways to storing and maintaining play equipments.*

### 5.1 COMPONENTS OF PLAY ENVIRONMENT

In order for children to be able to engage in play, they need to be provided with the best play environment. The following components need to be considered when looking at play environment: space, play time/opportunity, play equipment/materials, adult companionship and encouragement

#### **a). Space:**

- i). It should be enough to facilitate or allow free movement
- ii). It should be safe (free from sharp objects, well levelled, and if in school the space should be fenced.

#### **b). Play time/opportunity**

- i). Children need uninterrupted time for play
- ii). Interruptions lead to frustration and dissatisfaction
- iii). Children should be made aware of the best time to play so that they play to their satisfaction

**c). Play materials/Equipment**

- i).The children should be provided with developmentally appropriate play materials or according to their interest /size/ age.
- ii). Equipment should be as much as possible be multi-sensory.
- iii). They should be made from locally available materials.
- iv).They should be attractive (bright) durable, repairable, adequate in number /quantity, cost effective, and cleanable.
- v). Children use play materials/ facilities as a link between themselves and their environment.
- vi).Children can have strong emotional attachment to play materials like toys.

**d). Companionship:** Children need to be accompanied by adults during playtime. These include siblings, peers, parents and other caregivers. They influence play in children. During infancy, the child needs the caregiver as a play mate. Later on the child needs his peers to play with. The caregiver or adult needs to indirectly supervise the play.

**e). Encouragement:**

- i). For children to do better in play they need encouragement from adults as they perform various play activities.
- ii). When necessary, caregivers should give suggestions to children during play

**Categories of Materials For Play Activities**

Materials can be categorized into two broad classes:

**(a) Mobile/portable/loose resources**

These are materials or resources that can be moved from one place with another at ease. Some of these materials include: beanbags, bottle tops, whistles, sticks, toy cars, rings, skittles, tyres, bricks and blocks, among others.

**(b) Fixed/permanent resources**

These include resources that are immobile and fixed at specific places within the playground. Cases where they need to be moved are rare and mainly during maintenance. Some examples include: climbing frames, merry go rounds, ladders, see saws, swings, tyres that form tunnels when arranged next to each other vertically, sandpits, Wendy houses, slides, swimming pools etc. Material development and collection should be a collective responsibility of the teacher, parents, children and the community. Both categories of materials can be acquired through various ways, which include the following:

**Improvisation**

The teacher can use his/her creativity to come up with materials even without prior preparation.

***Soliciting for donations***

The teacher can solicit for donations from organizations such as Non Governmental Organizations, interested individuals, charities, clubs and institutions.

**Collecting from the local environment**

Some resources can be collected from shopping centers and hotels, for example, bottle tops.

Others can be acquired from workshops, for example pieces of wood, while blocks and seeds can

be sourced from factories and the immediate environment. Children should also participate in the collection

### ***Borrowing from the church***

The teacher can borrow some resources from the church. For example, they can borrow the cross, so that the children can model it.

### ***Material making days/workshops***

The teacher can organize resource development workshops for caregivers, where advice is given on how to develop materials for children. Parents and other community stakeholders can exchange ideas, each making contributions on how they can go about aiding the resource development process.

### ***Buying from shops***

Some of the resources which are not so expensive can be purchased from the shops by the school management.

## **5.2 MAINTAINING A SAFE PLAY ENVIRONMENT**

- i. Play environment should be away from traffic or any other human activities that can harm children.
- ii. The play area should be fenced, well levelled, and free from sharp objects, e.g. broken bottles, thorns, stones, sticks , nails bone, open tins ,etc.
- iii. It should be adequate in size, for example to allow 3m<sup>2</sup> outdoors and 1m<sup>2</sup> indoors (KIE,



1999).

- iv. Fixed play equipment in the field should be arranged properly to create different areas for the different play activities. This minimises noise and aggressive behaviour. Sharp edges of play equipment should be rounded or smoothed.
- v. A large play field hinders social interaction, cooperative play and makes it difficult for the teacher to keep an eye or supervise all the children. When play is in such a large field there is then a need to mark to show where the children are expected to play and no child should go beyond the marked area.

### **5.3 SELECTION AND IMPROVISATION OF PLAY EQUIPMENT AND MATERIALS**

- i. The materials should be developmentally appropriate, i.e. they should be light but large for children to handle and develop their large muscles. They should also be small to develop their fine motor skills. Materials should cater for the children's varied interests, e.g. gender: provide materials that girls and those that boys like.
- ii. Large permanently fixed equipment should be in an area of their own. Such equipment should include: slides, slides, climbing frame, seesaw, wendy house, sand pit, etc.
- iii. There should also be adequate small moveable apparatus and materials, e.g. balls, bean bags, ropes, hops, toy cars, wheels, tires, walking tins, etc. These materials should be safe for children's use.
- iv. For improvisation of play materials, the teacher could involve other teachers, children, parents and the entire community in collecting and developing play materials. The materials could be collected from school, home, shops, markets, industries, etc. They should be thoroughly cleaned and must be safe before they are used by the children.

- v. The improvised equipment and materials should be multi-purpose to allow their use in different games and plays.

#### **5.4 MAINTENANCE AND STORAGE OF PLAY EQUIPMENT**

- i. All play materials should be frequently checked and repaired from time to time in order to minimise accidents. Bean bags, for examples should be re-stitched to ensure that the contents do not pour out and hurt children. Large permanently equipment should be properly secured by screwing to avoid accidents. Check splinters (small sharp broken pieces of wood broken off a larger plank of wood), removable parts and broken areas.
- ii. Repairing the equipment in time saves serious damage which is also costly.
- iii. The small movable materials could be stored in large tins, boxes, etc, e.g. counters, reading cards, etc.
- iv. Cards should be made durable by laminating the. They can be stored in cartons, sisal sacks and pockets made out of cloth, old calendars and news papers.
- v. Proper storage of play, materials ensures durability and also safety from intruders and thieves. It also prevents materials from unnecessary damage. However, materials should be stored at children's reach where they are accessible to the children.



#### **ACTIVITY**

- i. Identify categories of play materials.*
- ii. How would you store and maintain a safe play environment for pupils aged 3-6 years?*

## LESSON 6: OUTDOOR LESSON PLAN



### *Objectives*

- i. Define important terms.*
- ii. Identify the components of an outdoor lesson plan.*
- iii. Prepare an outdoor lesson plan.*
- iv. Identify challenges faced by a teacher in preparing this lesson.*

### **6.1 PLANNING AN OUTDOOR/INDOOR PLAY ACTIVITIES LESSON**

- i. Play activities should include children's free activities and the teacher's directed activities.
- ii. Free play activities: these are activities that children do freely according to their choice but with the teacher around them to ensure participation and safety. These activities can be done using fixed play equipment, moveable materials and without materials. Such activities include: swinging, sliding, skipping with a rope, throwing and catching a ball, bouncing a ball; walking, making statures, running and running on the spot, etc.
- iii. Directed or guided activities: these are performed under the teacher's instructions or demonstrated so that the children imitate and acquire a specific skill. Older children could also be used to demonstrate a skill. There are three categories of directed activities. These are:
  - Running races, e.g. relay race, potato race, sack race, obstacle race, etc.
  - Body movement and exercises: these should be simple for children to perform, e.g. running on the spot, galloping, sit ups, flying kites, tag of war, jumping, bending, etc.

The teacher should ensure changeover from one activity to another quickly so as not to tire or bore the children.

- Songs and dances: these include songs and dances the children know, for example, kamales, kofia ya baba; what is the time Mr lion? Mingle mingle; nyuki tararara; Ukuti ukuti; etc. The games should be relevant to the children and they should be allowed and encouraged to compose their own games.
- The lesson should start with an enjoyable warm up activity, such as children's free choice activity.
- The lesson should be concluded with slow activities that provides relaxation to the children.

## **6.2 ORGANIZING INDOOR PLAY ACTIVITIES**

The following should be considered when organising an indoor activity:

- i. Safety:** This includes ventilation, lighting and re-arrangements of the class
- ii. Weather:** In door activities are done when the weather is not conducive for outdoor activities, e.g. if it is too hot and no shade; too cold, too windy and when it is raining.
- iii. Space:** Ensure that there is enough space in the class room to perform the indoor activities.

## IN DOOR/OUTDOOR PLAY LESSON PLAN

DAY	DATE	TIME	AGE GROUP	CLASS	ROLL

Theme: Means of transport

Sub-Theme: Air transport

Objectives: By the end of the lesson learners should be able to:

- Make coordinated and uncoordinated movements as they run freely.
- Fly their kites in the air
- Play the singing game ( napanda ndege....)

Materials: Balls, bean bags, kites, skipping ropes, picture cards of aeroplanes.

Lesson presentation: Lead the children out with a song related with the theme (e.g. flying highx2 in a big big plane..... here we go!).

### Step 1. Introduction

Children warm up by running freely like aeroplanes, throwing and catching/beans bags, little spider flying up the sky wiggle wiggle out went still;

### Step 2. Learn skill of balancing

Children to balance over a rope on the ground;

Card game – children to identify picture on a card while blind-folded

### Step 3. Competitive activities

Children to compete in two groups in flying kites.

### Step 4. Enjoyment activities

Play the singing games: “napanda ndege” and “twaenda Nakuru.”

### Step 5. Conclusion and relaxation

- Children relax by sitting down quietly in an imaginary aeroplane.
- Children to do the relaxation exercise, “breathe in breathe out”
- Ask the group leaders to collect the play materials and take them back to class.
- Children to march back to class either with a new song or the song they sang as they went out.

## **6.3 PLAY DEPRIVATION**

Children who are deprived play have the following characteristics

- i. Children who are deprived play opportunities do not grow holistically and the effect of deprivation could last a lifetime (irreversible).
- ii. Such children also portray poor imagination and creativity.
- iii. They are dull, suffer nervousness, are irritable, intolerant and they lack self-confidence.
- iv. Children who are deprived play are idle and lazy. They crave for entertainment and have poor problem solving skills.
- v. They lack empathy for others (they don't put themselves in others' place). They are insensitive to others' needs.

### **The role of care givers during children's play**

- i. The teacher is a guide/leader/director during play.
- ii. He is a participant and an observer (assesses children's development during play).
- iii. He is a mediator to settle disputes that arise during play.
- iv. The teacher is a role model, protector and ensures a safe play environment for children.
- v. He makes and provides appropriate play materials for children.
- vi. He encourages children in their activities and creativity.
- vii. He groups the children according to age, interest, strength and ability.
- Viii. He selects developmentally appropriate activities form the children.

### **Integration of play into every day activities and learning activities/subjects**

Play is the most important learning method because it is natural. Play can be used to teach other learning activities in a ECDE class as follows:

#### ***i. Language activities***

- a. Language is enhanced through play as children listen to, speak imitate and practice their conversation in various language activities, e.g. socio-dramatic activities, songs, poems, rhymes, riddles and story telling.
- b. Games that can enhance language are:
  - who lost the letter
  - captain in says jump
  - am going to Nakuru
  - Nyama... nyama... nyama...

## **ii. Mathematics activities**

Children play number games such as matching pictures to numbers; classifying objects; skittle aiming; domino games; loto games; fishing numbers games and playing number games ( e.g. on a drawing sketched on the ground).

## **iii. Science activities**

Children engage in water and sand play activities. Here they can weigh sand, filling and emptying; sinking and floating; channelling (water in sand channels); dissolving thing (salt and sugar into water); feeling the textures of sand, guessing games that involves listening, smelling or tasting.

## **iv. Social studies activity areas**

Children role play gender roles and interact with each other as they play, e.g. father-mother; patient –nurse; patient- doctor; thief policeman; and other such activities.

## **v. Music and movement**

- Children sing as they play their games. They listen, keep rhythm and movement; play musical instruments.
- Children engage in various songs related to the different activity areas, e.g. five little ducks went out to play (mathematics).

## **vi. Art and craft activity areas**

Children engage in creative/doing-play activities such as painting; scribbling; drawing; modelling, etc.





## **ACTIVITY**

- i. Prepare a detailed lesson plan for an outdoor lesson*
- ii. Discuss the challenges faced by a pre school teacher during the preparation of an outdoor lesson*

## LESSON 7: INTEGRATION OF PLAY ACTIVITIES WITH OTHER LEARNING AREAS



### Objectives

- i. Explain using examples how play can be integrated in other learning activities.*
- ii. Explain the role of ECDE teacher during children's play.*
- iii. Describe the challenges faced by the ECDE teachers in performing the above roles*

### Introduction

Play activities should be included in the whole early childhood education curriculum. It should be integrated with all the other learning activity areas to ensure that concepts are acquired through play. It is important for teachers to develop awareness on how to integrate play activities with other learning areas.

#### 7.1 Play and learning

Play is a great teacher through-out childhood. Unlike simpler species, human beings continue to play throughout their lives. Being a skilled player it values because it implies\* a high degree of mastery. In history education and play have been vied separately, but in the recent years there has been a growing awareness that play helps to develop skills in conceptual thinking. With this understanding comes a concern for the quality of play for modern children who may be entering a school setting at two years of age or younger. Physical skills learned during play are basic to success in the classroom.

Every ECDE teacher can tell you stories about children who have difficulty developing writing skills because when they move one hand the other moves as well. Being able to move individual parts of the body while the rest of the body remains still, is part of many childhood games. The ability to read a line of text is fundamentally a physical skill. Some children have problems reading because their poor eye coordination prevents them from maintaining their place on the page. Eye doctors have noticed a disturbing trend in modern children. Many children see well enough when they are looking straight ahead but have poor peripheral vision. Too much television watching is suspected to be the cause. Visual perception is significantly improved through play.

A game of tag for example requires good peripheral vision. Being able to focus on objects both near and far requires motor development. In this case the eye muscles are receiving the workout\*. A good place for this exercise is on a swing because motion requires constant changes in focus. Once this is learned, children can catch a moving ball as it nears them. From the millions of objects in the environment, how do children discover what is important to look at, to hear and to smell? Many children have difficulties discerning figures from background. Some do not read by looking at the letters; rather they see the surrounding space. For them writing is the same as were. By exploring the environment through play, such children learn through direct experience what is object and what is background.

Children must have a mental image of their body in order to move through space. This is not as simple as it sounds because a child's body is rapidly changing in both size and proportion. Not

only is body image key to movement, but it underlies such important perpetual abilities as directionality, judging relative sizes, and defining relationships of objects in space.

Length, height, area and volume are just a few of the concepts a child learns while moving in play. Movements such as running, throwing and swimming are actually composed of many smaller movement skills that must be strung together in a series. Fundamental to most logical and intellectual thinking, the ability to make these chains is first learned in play. During play, movement chains are practiced repeatedly, until they become habitual patterns that free the intellectual parts of the brain for part of more learning. These are but a few of ways that children's thinking is developed through play. But play is far more than just a tool by which children discover and organize their world.

Play is also critical to the development of expressive capabilities. As those who work with the disabled children are vividly aware, children who learn to play successfully with other children are on the road to leading normal lives. Through play children learn to interact with others. When they invent pretend games and give each other roles, they are developing both communication skills and leadership skills. Being able to live within the rules of society is a complex challenge that is critically important to a child's success in life. Play provides the stage for practicing social skills.

## **7.2 Play Activities And Science**

Children are naturally curious and should be encouraged to make enquiries as this comes naturally for them. Science provides a good avenue for children to exercise their explorative and

discovery skills. Play Activities foster the acquisition of scientific concepts and skills through the following:

- a) Water play, to promote acquisition of floating and sinking skill
- b) Sand play for heavier or lighter than skills
- c) Smelling different foodstuffs such as spices, to develop tasting and smelling skills
- d) Running races, to develop running skills
- e) Flying kites, to develop the concept of wind and speed.

### **7.3 Play Activities And Mathematics**

Activities that promote thinking skills, through the introduction of basic mathematical concepts include:

Hide and seek (1child counts), counting race, skittle games – promote number recognition, number and domino cards (matching numbers)

### **7.4 Play Activities And Social Environment**

These are activities that promote concept formation in the social and Environmental Activity areas include

- a) Nature walk
- b) Potato racing
- c) Practicing matching and hosting the national flag
- d) Dramatising the work people who help us do for example doctors, policemen and the tools they use
- e) Dressing competitions

- f) Imitating activities done by different family members
- g) Lacing and buttoning.

## **7.5 Play Activities And Language**

Children need to acquire four major language skills which include; listening, speaking, reading, reading, and writing.

As children participate in play Activities, they learn how to communicate verbally.

### ***Role play***

This enhances the following language skills

Listening ability, development of receptive language, vocabulary development, development of children's pronunciation and audience awareness.

### ***Singing games***

During singing games, children acquire new words, articulation and rules to be followed. Physical activities enable children to learn language by listening, speaking, imitation and practicing conversation. During listening activities, directions are given and the children try to follow them, for example, in songs like, "If you are happy and you know clap your hands" or "Father Abraham". Other activities include

- a) Picture puzzles, which enhance memory and listening skills
- b) Puppetry, which enhances speaking skills
- c) Word puzzles to enhance cognitive skills

## **7.6 Play activities and Creative Activities**

Creativity in children develops best in rich learning environment supported by adults providing the materials and opportunities to allow children to experiment and therefore discover new ideas. Some activities that are associated with creativity include: modeling, drawing, painting, construction, tearing and cutting, pasting and sticking, weaving, photomontage, collage and mosaic and foot and finger printing.

## **7.7 Play activities in music and movement**

Music and movement play an integral role in the physical growth of young children. The major components of children's music include listening, singing, rhythm and movement. In order to enhance these aspects, children can engage on the following activities: clapping, marching, stamping feet, snapping fingers, jumping up and down according to rhythm and swaying.

## **7.8 Play activities and religious activities**

Religion plays a very important role in ECDE. Children are encouraged to recognize the role that a supreme being plays in their lives through the following activities:

### **Reciting verses**

Constructing churches or mosques using blocks

Dancing to religious songs

Dramatising religious rituals like baptism, laying-on of hands and others

Modeling things found in church like the cross, chalice etc

## **7.9 Play Activities In Life Skills Development activities**

Life skills enable children to be able to live harmoniously with their fellow children, by equipping them with behavior that will ensure cordial relation relationships with others. Pla

Activities can be integrated with life skills Development Activities in the following ways:

- a) Self esteem and confidence can be enhanced by asking a child to demonstrate or lead others through certain activities.
- b) Negotiation skills can be enhanced when children practice justice and fairness in a game.
- c) Problem solving skills are developed when children try to find solutions to a puzzle.
- d) Children learn to cope with failure and success in the different competitive activities such as running relays.

## **7.10 CHALLENGES IN THE INTEGRATION OF PLAY ACTIVITIES**

### **Introduction**

Efficiency and effectiveness in job performance of a teacher can be undermined by the kind of experiences the teachers come across in their endeavour to execute the duties expected of them.

A pre – school teacher has diverse roles in Pla Activities, which include:

Providing for the individual child and his or her needs through setting up and maintenance of necessary limits, for example through material development; This will provide for the development of skills and concepts.

Stimulating the needs to encourage children to explore and consequently appreciate their interests and enthusiasm,

Providing a variety of experiences both indoors and outdoors, which will, thereof promote flexibility.



## **7.11 Specific roles of an ECDE teacher**

### ***Supervisor***

The teacher should be able to recognize children, offer back and support with a nod or smile.

The teacher should be concerned with safety, ensuring that broken objects are removed from the play area.

### ***Mediator***

This is because children need to be controlled, since they are still egocentric and can grab anything they come across. This applies even to play items that do not belong to them. The adult therefore should be able to solve disputes and conflicts, and also promote sharing. Prevention of fights and scuffles among children is also a mediation role.

### ***Protector***

.Children should be protected from danger. This is because due to their innocence, they engage in dangerous play and hence need supervision. The teacher also protects children by upraising play equipment, and taking charge when there is an emergency.

### ***Counsellor***

The teacher gives guidance or reassures the child. He /she should use a calm voice, as shouting portrays hostility. Children need to be encouraged to play sometimes because they may be new to a group or area, therefore if left alone they cannot play. The teacher can commend a child for doing a task well. This way the child's morale is boosted and their self esteem enhanced.

### ***Observer***

Observation in this case is for recording purposes. The teacher records the progress made in children's developmental milestones. This is important for effective planning in all curriculum areas. Observation allows the teacher to understand the meaning of play (Seefeldt and Barbour,

2002). Children who are experiencing difficulties, or are momentarily stuck and can resolve a problem can be identified through a careful observation and helped (Udwin, 1983). This is important because it gives a clue to the child's level of comprehension and teachers may tell when a situation does not provide enough stimulation for thinking, socializing or expanding motor skills.

### ***Model***

This role is especially important because children love to do what their models appreciate. Teacher appreciation of play makes the children to feel their play is worth it.

### ***Planner and organizer***

This is usually manifested on how well the classroom is arranged, and how careful the variety, amount and range of materials to be used by the children during play are chosen. Seefeldt, (2004) says that too few materials will not provide enough interest for an activity to be useful; while too many can be distracting. Some materials dictates the process and manner of play; for example table games such as lotto, jigsaw and word puzzles while others, such as art materials are open ended and allow children the freedom to impose their own order to play (Wasserman,1984, as quoted in Barbour, 1986). Planning and organizing also considers time. Activities involving children require more time than others. It is imperative for early childhood education stakeholder, to understand that children need to be free to spend as much as little time as they wish with their chosen activity.

## **7.12 Challenges that teachers face while performing the above roles**

### ***Number of children***

Early childhood educators know the importance of providing each child with adequate opportunities and materials to enable holistic development. This is only achievable if children are

few and therefore manageable, to guarantee individualized attention. This cannot be the case in most school where teachers teach large classes. The rising number of children in pre-school is influenced by more awareness among parents, of the benefits of early education. Due to free primary education (FPE), parents avoid taking their children to Pre School. They take them straight to primary school thereby causing overcrowding in lower classes. A large number of children in a class make the work difficult in guiding and directing them. A big number of children also means that the resources for activities will be limited, thus not guaranteeing proper acquisition of skills for the children. An increased number of children that time allocated for each child engage in psychomotor activities will be limited. This will not promote learning because children need enough time to carryout the exploration and discovery activities related to play activities.

### *Space*

The space available for play activities in most pre schools is adequate. This is partly due to the fact that pre-schools are mushrooming in estates and other areas where space is not enough to incorporate playgrounds. It is common to find pre-schools walled around, living little space to accommodate a play area. In cases where there is a play ground, it is either too small with a lot of loose soil, or rock-hard and patchy, making it uncondusive for physical activities. Some activities in play curriculum area require that children roll on the floor or crawl on their knees. This is not possible on rough terrain as it will be uncomfortable and may lead to grazing and bruising. Play areas mad of concrete in a tiny space do not provide for free atmosphere off physical activities. This is especially true of most pre-schools in urban areas which are made of steel and concrete all around. Space that is too large on the other hand does not promote proper supervision because

the teacher may be required to shout in order to catch the children's attention which is ineffective. Greater densities (more children or less space) in the classroom or play area are linked in increase aggression, decreased social interaction and non-involvement with tasks (Maxwell, 2000). The space available should be utilized in such a way that there is:

Private space where children can work independently or gain control of their thoughts and feelings,

Space to accommodate a small group of two to six children, which encourage quiet interaction with one another. When areas are designed for small groups rather than only for individuals or large groups such behavior as wandering, running, fighting, over materials, and repeating the same activity many times can be minimized. (Stein & Gregory, 2002),

Space for a large group where children can listen to songs, engage in games or other movement activities, and share in whole group instruction.\*

### ***Cost of materials***

As mention in the previous topics, materials offer the best avenue for learning, for young children; through their manipulation. Most materials that promote all around development of children are expensive to procure. Many companies have come up with resources that children can easily manipulate and do discovery learning on. Considering the Kenyan situation and the high poverty levels, it is difficult for most pre-schools to purchase materials from shops. Most teachers improvise materials that are available from the children's environment. These materials though cheap and readily available, may not be able to meet the child's quest for exploration

fully. That is why they should be complemented with those from shops. The high cost of good didactic materials force most teachers to teach without any aids, and children to learn without the benefit of materials. Since children learn by doing, the absence of materials may impede their acquisition of skills and concepts. When materials are also too few they may not play the role they were designed for, and children may not have equal opportunities to manipulate them. Sometimes the high cost of materials inhibits provision of materials that are developmentally and age-appropriate.

### ***Parental attitudes towards play activities***

Play activities are usually not taken seriously by most parents who do not see their importance in school. Parents concentrate more on their children's academic excellence and overlook their physical development. Impressive and glowing report cards in class make most parents happy. On the other hand, physical activities are seen as a total waste of time which should be utilized in more useful ways such as reading and studying.

### ***Cultural constraints***

Some cultures do not condone girls in engaging in physical activities such as, climbing, rolling on the ground or any other activities considered for the boys. Girls are expected to engage in more feminine activities such as playing house, sewing and knitting. From very early in a girl child's life, they are socialized to be gentle and to learn to depend on men. Boys on the other hand are expected to be tough, to engage themselves in activities that will make them masculine such as climbing racing with tyres or lifting. These kinds of trends lead to better physical development of the boy, while girls remain feeble and incline to vigorous activities. This may

also add to a debate as to why girls may be much more competent at fine motor skills than boys. In some communities, boys are not allowed to play with girls, as it is considered less manly.

### ***Inadequate skills in physical activities***

Lack of training teachers contribute a great deal to the challenges facing the teaching of physical activities. Most pre schools in Kenya do not appreciate the value of physical activities in the curriculum, thus deploying teachers who have no knowledge whatsoever, of child development and the resultant effects of physical activities. Lack of training amongst teachers on physical activities contributes to injuries or even accidents amongst children. This is because teachers may not know the steps to following teaching certain skills to children. Consequently, children are deprived of experiences which can promote the development of various body parts or concepts and skills, and this may have diverse effects on health, growth and development.

### ***Accidents***

Accidents form some of the most common challenges in ECDE. When children play, they often get accidents, which could be minor and some fatal. Many accidents are as a result of negligence or ignorance. Basically, this means that a good number of child's accidents can be avoided. Common accident in childhood centres include falls, putting foreign objects in body openings, collisions, smothering, drowning, cuts, burns, scalds, choking bites and stings. Accidents can very easily be prevented by putting simple measures in place. It is therefore imperative for an adult to be around during play to lessen or reduce the chances of children getting involved in accidents.



## **ACTIVITY**

- i. Explain with examples how play can be integrated in other learning activities.*
- ii. Discuss the role of care givers during children's play.*
- iii. Describe the challenges faced by the ECDE teachers in performing their duties during children's play.*

## LESSON 8: FIRST AID



### *Objectives*

- i. Define the terms related to first Aid.*
- ii. Identify and explain common accidents during children's play.*
- iii. Suggest prevention of accidents in a school situation.*
- iv. Explain how-to administer First Aid in cases of wounds, sprains, bangs/collisions, animal bites, poisoning, epilepsy.*

### 8.1 INTRODUCTION

Many accidents are as a result of negligence or ignorance. This means that a great percentage of children's accidents could be avoided. Parents, teachers and care givers should always be alert and on look – out any time the children are playing indoors or outdoors.

### 8.2 COMMON ACCIDENTS AND FIRST AID

Accidents to children during play occur any time and although most of them are minor, some could be fatal and need to be prevented as much as possible. Their causes could be due to neglect in supervision, use of broken play equipment or inadequate materials causing children to fight over them, and wrong use of equipment. Common accidents include bruises/glazes (due to falls, cuts, bangs, collisions), suffocation, choking, home/animal bites, burns scalds, poisoning, inserting foreign objects in the body openings, etc.



### **8.3 PREVENTION OF ACCIDENTS**

Children should be supervised all the time in class, during toileting and play times. All equipment in use by the children should be of the right size and safe for use, e.g. hot sun-scotched slide can burn children's tender skin; wet surfaces, like slides and floors could cause falls; fire and corrosive materials could also burn; toy parts or small counters could easily be inserted in body parts or openings; running around uncontrollably may cause bangs; sharp objects may cut, water may cause drowning and plastic paper bags may cause suffocation. Aggressive children bite others and children putting fingers in holes can be bitten by poisonous snakes/spiders while children may choked if they play as they eat, etc. The entire play area should be well maintained and grass should be cut short, cleaned of harmful objects and equipment should be removed or replaced when broken.

### **8.4 FIRST AID**

First aid means saving lives. It is the first help given to a casualty at the scene of accident before accessing qualified medical help using available materials at the scene of accident. First aid makes the healing process faster or promotes speedy recovery and prevents condition from becoming worse. It is done in the order of 5Bs:

- Breathing
- Bleeding
- Broken bones
- Burns
- Bites

## 8.5 OBJECTIVES OF FIRST AIDER (Teacher)

- To be able to save lives.
- To have knowledge of first aid so as to apply it once a problem is encountered.
- To give advice to the learners on how to avoid accidents.
- To assist the community around you on prevention and administration of first aid.

## 8.6 ADMINISTRATION OF FIRST AID

**Wounds:** When treating wounds wear gloves or plastic papers. Clean the wound with water using different swabs. Cover the wound with cleanest material available. Burn used up dressings.

Swelling, pus and bad odours are signs of infection.

A bleeding wound is of two types:

- a. Internal bleeding
- b. External bleeding

Signs of internal bleeding are coughing, vomiting, spitting blood, blood stained clothes.

Apply direct pressure for external wounds. For nose bleeding, let the child sit down and lean forward, then pinch the nose. Instruct the child to breathe through the mouth. Use a ring pad if there is a foreign body in a cut. Raise the limb.

**Sprains:** (tear or overstretching of strong tissues) cause pain, difficulty in movement, and swelling. Apply cold compress (small thick mass of cloth pressed to part of the body especially to stop bleeding or swelling, reduce fever, etc). Soaking in cold water, applying firm bandage and raising the affected limb helps. Panadol could be given to relieve pain

**Bang/collision:** Apply cold compress/ice cube if there is swelling

**Animal bites:** Treat like a wound but dog bites need tetanus and rabies vaccine injections. For leeches (suckers) apply alcohol to make them withdraw from the skin, stop bleeding and treat the wound ordinarily. Do not pull off the leech otherwise the jaws will remain in the skin and be infected. For ticks, light a match, blow it off and use it to burn the tick so that it lets go the skin. It should not be pulled off or the head will be left under the skin and cause a boil. For snake bites, keep the child casualty calm and reassure him /her. Let the child lie down to minimize or slow down circulation of poisoned blood, tie a bandage firmly but not too tightly, wash away as much venom as possible. If possible kill the snake and take to hospital for identification. For spider bites, apply ice cubes around the bite but not directly over the wound. Then seek medical help. For a sting, scrap away the sting in the skin with the finger nail and place a cold compress on the sting area to reduce pain and swelling. For choking the child should be made to sit leaning forward on a chair and hit him/her between the shoulder - blade 3-4 times. A baby should be held upside down.

**Drowning cases:** The child should be made to lie down on their tummy after ensuring the child is breathing. If breathing stops, cardio-pulmonary resuscitation should be done, after ensuring there is no pulse (2 breaths and 15 compressions, then check pulse and repeat if not present. If pulse is present, give 2 breaths and 15 compressions per minute.

**Fainting/ temporary loss of consciousness cases:**

Lay the child flat on the ground and preferably under the shade. It is caused by nervousness, excitement, injury, hunger, illness or bad news, or standing for a long time. Raise the legs, loosen clothing at the neck and waist, avoid giving food or drink. Put casualty in recovery position. It helps to ensure open airways facilitates free drainage of vomit/other fluids and prevents the tongue from falling to the back of the throat which may interfere with breathing.

**Unconsciousness:** If unconscious (person does not respond to external stimuli) check for breathing, and if there is breathing, open airways by tilting the head back. If no breathing, give kiss of life (artificial respiration, resuscitation). Manage other injuries observing the order of 5Bs. Do not give anything to eat or drink and transport to hospital.

**Shock:** For shock (failure of blood circulation into the brain due to severe pain/bleeding, major fractures or accidents) put casualty in lying position, open airways and check breathing, raise the legs high above the chest, manage other injuries, then transport to hospital.

**Fractures:** For a fracture (a cracked/broken bone) evident through severe pain, swelling, deformity of body parts, rotation of limbs where there is a joint. Apply splinters to prevent disturbance of broken bone.

**Dislocations:** Put the casualty in the most comfortable position, support injured part, apply cold compress and seek medical help.

**Burns:** For burns due to dry heat and scalds due to moist heat, pour cold running water over the injury for about 10 minutes then cover the burned area with a clean wet cloth. Remove any rings, bangles before swelling occurs. Do not break a blister. Give sips of cold water.

### **Poisoning:**

For **skin- contact** poisoning, rinse the skin with plenty of water. Remove any jewellery in case of swelling and cover the wound. Take to hospital.

For **breathed in** poisoning, let the casualty breathe in fresh air, i.e. open windows. If breathing stops, resuscitate, manage other injuries then transport to hospital.

For **swallowed** poisons, give water or milk immediately and induce vomiting.

For swallowed **corrosive** poisoning (acid) do not induce vomiting as it burns the throat tissues and walls of the intestines. However, give milk/water to neutralize the poison. If possible, carry a sample /container of the poison to hospital to help identify the type of poison.

### **Foreign bodies**

For foreign bodies in the eye, wash the eye under running water and if the object does not come out, cover the eye and take to hospital.

For an insect in the ear, pour vegetable oil/olive oil in the ear and the insect will float out and if it does not come out, seek medical help. For a foreign body in the nose, let the child block the other nostril and blow the nose. If it does not come off, seek medical help. Tobacco is used traditionally to make the child sneeze out the object.

**Epilepsy:** For cases of epilepsy, protect the head from injury, especially when there are convulsions, never put anything in the victim's mouth, or try to stop the jerking movements or give anything to drink. Epilepsy is not mental sickness, it is not related to crime nor is it infectious.



### **ACTIVITY**

- i. Identify some common accidents that your pre- school children often experience.*
- ii. How would you prevent their occurrence?*
- iii. Identify five accidents and how you would administer First Aid in a pre-school class.*

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