Chapter 1 : Theories of Play | www.nxgvision.com

b) Modern theories: Modem theories of play attempt to determine the role of play in child development and not only why it exists, as is the case with classical theories.

Children possess a natural curiosity to explore and play acts as a medium to do so. Play must have no extrinsic goals; there is no prescribed learning that must occur. Play is spontaneous and voluntary. Play involves active engagement on the part of the player. Play involves an element of make-believe. Definitions of play Creativity Role play and pretend play involves creativity, such as: Play can also be creative when the player constructs building blocks, uses paint or uses different materials to build an object. Creativity is not about the end product, but the process of the play scenario. Imagination Imagination is used during play when the person involved creates images in their minds to do with their feelings, thoughts and ideas. The person then uses these images in their play. Play is active, child-initiated, process oriented, intrinsic , episodic , rule-governed, and symbolic. Play is mostly a self-chosen activity by the child, rather than prescribed by a parent or teacher; it is a process, rather than a predicted outcome or product. Work, on the other hand, has a definite intent and a prescribed outcome. In order for an activity to be considered play, the experience must include a measure of inner control, ability to bend or invent reality, and a strong internally based motivation for playing. If parents and educators try to label experiences as play, but in reality have specific requirements for the activity, then it becomes work not play. For example, it is really impossible to play with flash cards whose purpose is to have a child memorize something on each card. This is not playing and children quickly differentiate between pure play and work being disguised as play. Researchers may choose definitions of play or work based on: A child in the United States who sets up a lemonade stand is considered to be working for money. Children have different ideas of what play and work are in comparison to adults. Classical, modern and contemporary perspectives[edit] There are three main groups of play theories: Herbert Spencer suggests that play is a mechanism that allows humans to expend excess energy not required for survival; this can be achieved by children through play. Theorist John Dewey suggests that children learn best by both physical and intellectual activity; in other words, children need to take an active role in play. Contemporary theories focus on the relationship of play to diversity and social justice in daily living and knowledge. Children learn social and cultural contexts through their daily living experiences. The Zone of Proximal Development concept, developed by Lev Vygotsky , suggests that children require activities that support past learning and encourage new learning at a slightly-more-difficult level. Cultural values of the Yucatec Maya[edit] The way that children learn through play is culturally specific "as result of differences in childrearing beliefs, values, and practices. Most western cultures would agree with the previously described definition of play where play is enjoyable, have no extrinsic goals, no prescribed learning that must occur, is spontaneous and voluntary, involves active engagement on the part of the player, involves an element of make-believe. For example, the Yucatec Maya do not have emotional aspects in make-believe play, and most of their play is reality based. Yucatec Maya commonly learn through "Intent Community Participation," an approach different from that commonly found among middle class European American families. Unlike children from the U. Pretend play is considered a form of lying because children are not representing something that actually happens. For example, a Mayan mother told an ethnographer that she would "tolerate" her child pretending that the leaves in the bowl was a form of food. For example, children go through the steps of making tortillas, weaving, and cleaning clothing. This relates to not having Age Segregation. Unlike children of the industrialized middle-class who play mainly with children of the same age, The Yucatec Mayan children engage with all ages, exploring activities of daily life. Different cultures and communities encourage children to play in different ways. For instance, some cultures may prevent parents from joining in play, prohibit children from receiving toys, or may expect children to play in mixed age groups away from adults. They may be expected to grow out of play by 5 or in middle childhood. Children are active participators by observing and modeling activities that are useful to the community. In the first half of the twentieth century, Susan Isaacs introduced the study of play. However, experts such as Gunilla Dahlberg et al. She suggests that, "the children she studied

did not play, and that it is not necessary for them to do so". Play also contributes to brain development. During play children try new things, solve problems, invent, create, test ideas and explore. Children need unstructured, creative playtime; in other words, children need time to learn through their play. This is such an important understanding. Young children actively explore their environment and the world around them through learning-based play. When they engage in sociodramatic play, they learn how to cope with feelings, how to bring the large, confusing world into a small, manageable size; and how to become socially adept as they share, take turns and cooperate with each other. These include verbalization, language comprehension, vocabulary, imagination, questioning, problem-solving, observation, empathy, co-operation skills and the perspectives of others. It is argued that these skills are better learned through play than through flashcards or academic drills. While parents ascribe more learning value to structured play activities e. This guidance goes on to state: The variety of play children engage in also increases when adults join in. The joining in is different from controlling. When adults join in they should guide shape, engage in and extend it, rather than dictating or dominating the play. Orchestrate an environment by deciding what toys, materials, and equipment to be included in that environment. It is important to offer a variety of materials and experiences at varying levels of difficulty. Both indoor and outdoor experiences should provide exploratory centres and space. The play environment should allow children to make choices, and to explore play possibilities. Observe carefully as children begin to use the toys, materials and equipment. Observation helps identify ways adults can build on and guide the learning. Adults can promote play and opportunities for expansive discoveries; they can enhance or facilitate play by encouraging children to bring their interests and experiences into the play. The adults can ask questions, to expand and enhance play. However, many such findings may be reflective of procedural knowledge rather than declarative knowledge. Children act out stories that contain different perspectives and ideas. It can also improve social skills such as empathy, problem solving, and communication. The philosophy is that children should be involved actively in their own learning. In learning center time, they use a plan, do, review approach. This approach allows them to transcend the egocentric now while taking responsibility for directing their own learning. Adults working with the children see themselves more as involved facilitators of play rather than managing the play itself. This broad approach encourages children to learn through play. Ontario Early Years Centres is a parent-child interactive program with a focus on play-based learning. Parents and caregivers stay with the child, and can obtain information about programs and services available for young children and their families. The curriculum has purposeful progression, and is based on emergent curriculum, but no defined teacher-directed sequence. The Reggio approach believes that children learn through interaction with others including parents, staff and peers in a friendly learning environment.

Theories Relating to Play and Playwork Play is an important part of child www.nxgvision.com provides children with natural opportunities to engage in concrete and meaningful activities that enhance physical, language, social and cognitive development.

If one is leading troops in the Persian Gulf, an autocratic style is probably best of course, many might argue here, too. If one is leading a hospital or university, a more participative and facilitative leadership style is probably best. Systems Theory Systems theory has had a significant effect on management science and understanding organizations. If one part of the system is removed, the nature of the system is changed as well. For example, a pile of sand is not a system. However, a functioning car is a system. A system can be looked at as having inputs, processes, outputs and outcomes. Systems share feedback among each of these four aspects of the systems. Inputs would include resources such as raw materials, money, technologies and people. Outputs would be products or services to a market. Outcomes would be, e. Feedback also comes from the larger environment of the organization, e. This overall system framework applies to any system, including subsystems departments, programs, etc. Systems theory may seem quite basic. Yet, decades of management training and practices in the workplace have not followed this theory. Only recently, with tremendous changes facing organizations and how they operate, have educators and managers come to face this new way of looking at things. This interpretation has brought about a significant change or paradigm shift in the way management studies and approaches organizations. The effect of systems theory in management is that writers, educators, consultants, etc. Systems theory has brought a new perspective for managers to interpret patterns and events in the workplace. They recognize the various parts of the organization, and, in particular, the interrelations of the parts, e. This is a major development. In the past, managers typically took one part and focused on that. Then they moved all attention to another part. The problem was that an organization could, e. See the category Systems Thinking Chaos Theory As chaotic and random as world events seem today, they seem as chaotic in organizations, too. Yet for decades, managers have acted on the basis that organizational events can always be controlled. Many chaos theorists as do systems theorists refer to biological systems when explaining their theory. They suggest that systems naturally go to more complexity, and as they do so, these systems become more volatile or susceptible to cataclysmic events and must expend more energy to maintain that complexity. As they expend more energy, they seek more structure to maintain stability. This trend continues until the system splits, combines with another complex system or falls apart entirely. This trend is what many see as the trend in life, in organizations and the world in general. Planning typically includes identifying goals, objectives, methods, resources needed to carry out methods, responsibilities and dates for completion of tasks. Examples of planning are strategic planning, business planning, project planning, staffing planning, advertising and promotions planning.

Chapter 3 : THEORIES OF PLAY

Cognitive theories of play: Jean Piaget () was known for his work on studying children (particularly his own three children), and particularly to his contribution to that of "cognitive/intellectual development" and "constructivist theory of knowing".

Theories of Play That children engage in play seems to be a proposition that is universally true. Whatever historical period is examined, evidence can be found of children playing. Play may also transcend species; the young of many other animals also exhibit behaviors that are similar to the play of children. Among these are time and space, which, in turn, are frequently related to poverty or its absence. If children are engaged in labor, whether in their homes or outside them, the opportunities for play are much curtailed. Space for play has been less of a constraint but as the growth of cities led to a diminution in the availability of space in general and secure or safe space, in particular, space for play became an issue. A further necessary condition, that by its absence has occasionally disrupted the universality of play, is adult consent. These constraints aside, the recognition that play is strongly associated with childhood has given rise to an extensive literature devoted to its definition, explanation, and description. In addition, there is an equally extensive and rather different literature that has focused on how the propensity to play may be harnessed to educational purposes, pedagogy, and forms of schooling. This literature on play is rendered even more extensive by the fact that play has often given rise to controversy. Arguably, this is because whenever play is mentioned, its antithesis, work, is never far away. Play has been defined in numerous ways but is perhaps best understood by knowing first of all what it is not. In this case the main thing it is not is work. Play and work are powerful binary oppositions that have attached to them a number of signifiers. Work, for example, is valued as a necessity that provides the material basis for life. It is also frequently seen as giving meaning to life. Play, in contrast, is often seen as frivolous and lacking the serious purpose of work. Play takes place in the time not given over to work and in some cultures, such time in school is called playtime to distinguish it from time devoted to lessons. These oppositions between play and work are organized not only in the present but also over the time of the life cycle as well. For example, in modern popular perception, childhood is a time for play, whereas adulthood is a time for work. Toys are central to many kinds of play and attention will be given to their use and the rise of the toy industry and how that has affected play. Finally, theories of play and the practice of play have had to contend with an attitude associated with Puritanismâ€"but found in Christianity in generalâ€"that play was at best a distraction and at worst sinful. Any discussion of play needs to take account of this powerful and pervasive belief. Play in Ancient Civilizations Play is typically divided into a number of categories. Among them are sociable play, fantasy play, and play with toys. While evidence of the first two kinds are hard to find in the remains of ancient civilizations, artifacts interpreted by archaeologists as toys are widespread. Small clay and stone balls that are thought to have been toys dating back to the Yangshao Culture during the Neolithic Period â€" c. Small carts, whistles shaped like birds, and toy monkeys have been recovered from Harappa and Mohenjo-Daro, cities that existed in the Indus valley between to b. There is some debate, however, about whether all these objects were toys or whether they were used in religious rituals. In later periods, representations of play began to appear. Images of children playing games or children with toys appear on ancient Greek vases and plates of children playing with toys and playing games and ancient Greek playthings have also been recovered. These include swings, seesaws, kites, hoops with bells, model carts, whipping tops, and wheels that were attached to poles for pulling along. Evidence of toys can also be found among ancient writings. In The Clouds, a comedy by the ancient Greek dramatist, Aristophanes , a proud father tells how clever his son is and how, even when quite little he amused himself at home with making boats and chariots and frogs out of pomegranate rinds. The first known discussions of play and its relation to education also made their appearance in the work of the ancient Greek philosophers Plato â€" b. Encouraging children to play in school was often controversial and the advocates of play methods frequently used the work and prestige of Plato to legitimize their approach. In his Laws and the Republic Plato provides not a theory of play but a justification for its use in education. In the Laws, for example, Plato views play as a form of

anticipatory socialization. If children were to become builders, he suggested, they should play at building houses. This view of play as best when it is directed by the teacher is a recurrent one and has sometimes been seen as a way of manipulating and controlling children. Between the ages of three and six, however, this distinction between desirable and undesirable play did not apply; at this stage in their life, Plato wrote in the Laws, children had certain natural modes of play, which they discovered for themselves. His reasoning was not, as might have been expected, that unregulated play would lead to violence but that if children changed the rules of their games, they might, when adults, attempt to change institutions and laws. This theme of free play leading to serious and detrimental consequences, as Plato put it, was to reappear often in subsequent discussions of play. In the Laws, Plato described how play could be used as a method in education by noting that in Egypt , arithmetical games had been invented for the use of children so they found learning a pleasure and an amusement. Play and Education in the Dark and Middle Ages In the early Christian period, some of the misgivings that Plato expressed about play reappeared in the writings of Saint Augustine of Hippo â€" c. In his autobiographical Confessions, Augustine related how he had neglected school work when a boy in order to satisfy his love of play and how he was beaten for it. Unlike Plato, he saw no educational value in play whatsoever, noting only its incompatibility with schoolwork. He expressed regret that he had, out of a love of play, not obeyed his teachers and parents and worked harder. Although Augustine goes out of his way to present his early life as sinful, this view of play in childhood as a temptation and a distraction from the work of preparation for adult life is a persistent theme in many variants of Christianity. Why the appearance at this time? From then on, the growth of schools and changes in the structure of the family led to the modern emergence of childhood as a stage of life marked by its own distinctive characteristics. The role of schools was subsequently dominated by moralization and the moralizers who promoted them, like the medieval Church, tended to oppose the playing of games and play in general as a threat to order and authority. The Enlightenment This negative attitude was also present among the Puritans of New England among whom the Calvinistic work ethic was deeply rooted. According to the German sociologist Max Weber , such religious groups saw their most urgent task as the destruction of spontaneous, impulsive enjoyment. In pursuit of this, the New England Puritans tried to prevent children playing with toys unless they were related to Biblical stories and adjudged to be morally uplifting. Play was regarded as frivolous if not sinful; work was the road to salvation. But it was an English political philosopher who had been brought up as a Puritan, John Locke â€" , who made one of the earliest significant contributions to the modern conception of the place of play in education. Locke discussed play quite extensively in Thoughts Concerning Education. Like Plato, Locke thought the chief aim of education ought to be virtue. He was opposed to the use of corporal punishment to motivate children to learn Latin and Greek or any other form of school knowledge. For him, the acquisition of school knowledge was of less importance than producing people who were virtuous and wise. Locke believed that children learned best not by being coerced, but if learning was made a recreation. They then would develop a desire to be taught. As an example of how play could facilitate learning, he proposed that "contrivances" or apparatus might be made to teach children to read. Locke was interested in harnessing play to educational aims, but he also provided clues to a theory of play. By observing how girls spent hours becoming expert at a game called dibstones, Locke concluded that this was due to a natural tendency to be active. Among these, the most prominent was the Genevan-born political philosopher, Jean-Jacques Rousseau â€" Rousseau cited Locke, approvingly for the most part, throughout his book but when he came to consider the relation between play and education he turned only to Plato to support his belief that children should be taught through play. Rousseau thought that in all the games that children played, there could be found material for instruction. He held that what children learned from each other in play was worth far more than what they learned in the classroom. In contrast to the Puritan view, Rousseau did not hold that play was idleness or a waste of time because it contributed to what he believed to be the main object of childhood, that children should be happy. Rousseau believed instead that learning took place best when it was pleasurable and when pupils were hardly aware that they were learning. Their views and those of other members of their Anglo-Irish family appeared in a two-volume book entitled Practical Education In addition to Rousseau, this book drew heavily upon Locke and other sources. It was distinguished from much of the previous literature on play and

education by being based upon observation and experience of a domestic education often of an experimental nature. A chapter in Practical Education was devoted to a consideration of toys, their nature, their suitability, and how best they might be used for educational purposes. Like Rousseau, the Edgeworths saw play as leading to science through the presence in play of observation, experimentation, and discovery. These notions about childhood innocence and the need to protect children from the world of adults were present in the work of the English poets William Blake and William Wordsworth as well as others, and were among those that informed the thinking of the German educationalist and founder of the kindergarten, Friedrich Froebel â€" Much of what Froebel advocated, such as the use of play objects or apparatus to provide learning experiences, was not novel. As was discussed above, Plato had recorded that the ancient Egyptians had used games to teach arithmetic. However, Froebel went further than any theorist before by placing play at the center of his conception of how young children should be educated. In his Pedagogics of the Kindergarten Froebel detailed how his play apparatus, the gifts, and occupations should be played with. In contrast to earlier traditions Froebel says of play in the early stage of childhood in his Education of Man that "play at this time is not trivial, it is highly serious and of deep significance" p. He intimated that play arose from an impulse to activity that in the next stage, a stage he calls boyhood, becomes expressed in work. Evolutionary Theories of Play Because of the similarities between the play behavior of young children and the behavior of the young of some animal species, the behavior of the latter has also been described as play. These theories gave rise to the first attempts to provide explanations for play, rather than observations of play or uses to which play could be put. Although hints as to how play arises are present in earlier texts, it is not until the nineteenth century that theories of play make their first appearance. One of the most prominent theories arose from the work of the German philosopher J. Friedrich von Schiller â€" in his Letters on Aesthetic Education and later the works of English philosopher and sociologist Herbert Spencer â€" They expounded what was called the surplus energy theory to explain animal play. Schiller, writing before Darwin, was principally concerned with the relation between play, art, and aesthetics. He believed that a concern with aesthetic appearance emerged in humans when they acted on an impulse "to extend enjoyment beyond necessity" and thereby stimulate their imagination. Necessity in this context meant the struggle for survival. In support of this argument, he cited the way in nature, a lion sometimes roared, not out of necessity but in order to release its "unemployed energy. For Spencer, the release of surplus energy in play took the form of imitation of a "serious" activity. In his book Education, Intellectual, Moral and Physical , Spencer argued that learning should be made as pleasurable as play, although he makes no connection here to his general theories of play. Unusually for the time in which he wrote, Spencer drew attention to the fact that girls were often prevented by schools from engaging in noisy play even though it was thought desirable for the adequate development of boys. Groos argued that play was the expression of an instinct necessary to the survival of the species. The young child, due to its prolonged dependency on adults, did not need the instinct.

Chapter 4 : What is Management? How Do I Manage?

Theories of play, both traditional and contemporary, have derived from diverse historical foundations from the eighteenth and nineteenth centuries and are continually developing in contemporary society as more research has been conducted.

Humans and non-human animals playing in water Playing in the surf is among the favorite activities of children at the beach Dolphins playing in the surf In young children, play is frequently associated with cognitive development and socialization. Play that promotes learning and recreation often incorporates toys , props , tools or other playmates. Play can consist of an amusing, pretend or imaginary activity alone or with another. Some forms of play are rehearsals or trials for later life events, such as "play fighting", pretend social encounters such as parties with dolls , or flirting. In their book, Rules of Play, researchers Katie Salen and Eric Zimmerman outline 18 schemas for games, using them to define "play", "interaction" and "design" formally for behaviorists. Video Games between Real Rules and Fictional Worlds, game researcher and theorist Jesper Juul explores the relationship between real rules and unreal scenarios in play, such as winning or losing a game in the real world when played together with real-world friends, but doing so by slaying a dragon in the fantasy world presented in the shared video game. Some of the earliest studies of play started in the s with G. Stanley Hall , the father of the child study movement that sparked an interest in the developmental, mental and behavioral world of babies and children. Play also promotes healthy development of parent-child bonds, establishing social, emotional and cognitive developmental milestones that help them relate to others, manage stress, and learn resiliency. Studies have found that play and coping to daily stressors to be positively correlated in children. Evolutionary psychologists have begun to explore the phylogenetic relationship between higher intelligence in humans and its relationship to play, i. Play is explicitly recognized in Article 31 of the Convention on the Rights of the Child adopted by the General Assembly of the United Nations , November 29, , which declares: Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activities. In the colonial era, toys were makeshift and children taught each other very simple games with little adult supervision. The market economy of the 19th century enabled the modern concept of childhood as a distinct, happy life stage. Factory-made dolls and doll houses delighted young girls. Organized sports filtered down from adults and colleges, and boys learned to play with a bat, a ball and an impromptu playing field. In the 20th century, teenagers were increasingly organized into club sports supervised and coached by adults, with swimming taught at summer camps and through supervised playgrounds. Other cultures, such as people of African American or Asian American heritages, stress more group oriented learning and play where kids can learn what they can do with and for others. Parents in the Mayan culture do interact with their children in a playful mindset while parents in the United States tend to set aside time to play and teach their children through games and activities. In the Mayan community, children are supported in their playing but also encouraged to play while watching their parents do household work in order to become familiar with how to follow in their footsteps. Children in contemporary industrialized social cultural contexts will spend much of their free play time viewing television or other electronic activity such as video games. People from the Brazilian community use the tools and materials around them to create a form of play. For instance they use mud balls or cashews to play marbles, a game many communities play with small marbles. Many communities use play as a way children can emulate work. For instance, children can be seen comforting their toy dolls or animals something that they have modeled from adults in their communities. The way in which children mimic work through their play can differ with what opportunities they have access to but is something that tends to be promoted by adults. Sports can be played as a leisure activity or within a competition. According to sociologist Norbert Elias ; it is an important part of "civilization process". Research shows adolescents are more motivated and engaged in sports than any other activity, [25] [26] and these conditions predict a richer personal and interpersonal development. Dramatic play is common in younger

children. More specifically, young athletes could develop the following [30].

Chapter 5 : Play (activity) - Wikipedia

In all theories of play there is a duality in the process of play in terms of personal expression versus social adaptation. Generally, most of the research deals with the relationship between play and cognitive development, and the strongest link is in the area of creativity.

Chapter 6 : Theories About Play in Early Childhood Education | How To Adult

Play theories are divided into classical (Surplus energy theory, Recreation or Relaxation theory, Practice or Prea€•exercise theory, and Recapitulation theory); and modern theories (Psychoanalytic.

Chapter 7 : Learning through play - Wikipedia

Reviews two sets of play theories, classical and modern, noting that the reason and purpose for play are explained by classical theories; the role of play in child development, determined by modern theories. States that process of play has dual functions of personal expression and social adaptation.

Chapter 8 : More Than Just Early Childhood.: Play theories: Classical & Contemporary

There are a number of theorists and and theories that influence early learning and childcare programs. Exploring theories helps you decide what you believe is best for children, how children learn, what an effective learning environment is, and what your role is in supporting children in their.

Chapter 9 : Contemporary Theories of Intelligence - Oxford Handbooks

This text looks at how the study of play has gained attention and concerns about play in young children have emerged. Ten chapters examine the understanding of play and its theories, play in school, pre-school and theories of pretence, mental representation and humour development.