

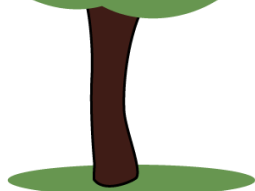


9 Roles of Successful Play Facilitators

Note: These roles **are not** sequential and can be used in a variety of play settings.

1. **Plan:** Plans and organizes the environment (e.g., uses appropriate materials and adequate, well-designed space) and plans activity for structured play. Based on observations, the adult decides on changes in his/her roles or in materials and props.
2. **Observe:** Remains outside the play and notes how the child or children play with materials or peers, their development in the different developmental domains, whether toys and materials are interesting and challenging, the effect of props or how rearrangement of materials affects play, and the interests exhibited.
3. **Model:** Takes on a role within the play of the child/children, following the lead of the child/children, and becomes involved in play by modeling a new behavior.
4. **Extend:** Adds a prop, asks a question, or makes a comment that helps play become more complex or elaborate and/or connects to previous learning (e.g. “Wow! That rock sank just like the shells and the block sank in our sink/float experiment”).
5. **Respond:** Provides feedback to the child/children engaged in play by commenting on the activity, use of materials, or by asking questions while being respectful of the role the child has assumed (i.e., who the child is pretending to be) and/or the activity with which he/she is engaged.
6. **Sportscast:** Describes exactly what is happening during the play, without interfering, suggesting, questioning, or extending; uses movement literacy vocabulary.
7. **Integrate:** Insures that various learning domains are integrated into the play experience while not interfering in the child-initiated play. In structured play experiences, adult insures that objectives across domains are integrated into the activity.
8. **Include:** Provides opportunities for all children to be included, and necessary adaptations are available.
9. **Support:** Monitors and assists children in negotiation, cooperation, and other social interactions without taking over the play.

TAKE IT OUTSIDE! WEEK



Sportscasting will help develop movement literacy as children learn movement specific vocabulary. It also supports cognitive development; overlaying language for position and direction words as children move their bodies through space is essential for developing these concepts. Children will also notice you noticing them. This is an integral part of a positive behavior guidance approach.

Don't be a Benchwarmer Be a Sportscaster

Instead of watching the action from the park bench, get up and get closer. While you are keeping an eye on the children, monitoring for safety, you can talk about the physical activity that you see. Just like a Sportscaster giving a play-by-play of an athletic event, you can describe their actions using movement vocabulary. Refer to the chart below excerpted from the I Am Moving, I Am Learning (IMIL) program.

Action Awareness (what the body does)			
Traveling Actions Walking, Skipping, Hopping, Climbing, Jumping, Crawling, Sliding, Marching, Galloping, Running, Leaping	Stabilizing Actions Twisting, Standing, Stretching, Landing, Turning, Sitting, Swaying, Bending, Balancing, Squatting, Pulling, Shaking, Curling, Kneeling, Pushing, Dodging	Manipulating Actions Throwing, Rolling, Opening, Catching, Kicking, Closing, Bouncing, Trapping, Striking, Tossing, Object Handling	
Effort Awareness (how the body moves)			
Speeds: Slow, Medium, Fast, Speeding Up, Slowing Down		Degrees of Force: Strong, Medium, Light	
Space Awareness (where the body moves)			
Categories Self Space Shared Space	Directions Up, Down, Right, Left, Forward, Sideways, Backwards	Levels High Medium Low	Pathways Straight Curved Zigag
Relational Awareness (the body in relation with self, other movers, and objects)			
Locations: Near to-far from, Around-through, In front-behind, Together-apart, Facing-side by side, On-off, On-out, Top-bottom, Over-under			
Body Parts			

Examples:

- *Wow, Justin is climbing up high on the ladder. He is squatting down low, waiting for a turn to use the slide. I see his legs out in front. He is going down forward. That was really fast!*
- *Liliana and Jose are crawling through the tunnel together. Jose came out sideways. Liliana is backwards.*
- *Susan, you are strong. You are pumping your legs hard to go high on the swing.*

Teaching Tip: If you consistently find you are not using vocabulary from one or more areas of the chart/categories, consider how you might create those movement opportunities. Perhaps you might add some new features to the environment such as manipulatives or toys and materials from the indoor classroom. You might join in children's play, modeling a wider variety of movements in your own play. You might also lead some structured activities that create those movement opportunities.





**TAKE IT
OUTSIDE!**

“Let’s Get Dirty” Quiz

1. Outdoor play provides opportunities for brain development. **True**
2. Teacher-led, structured outdoor play may increase children’s level of physical activity and movement beyond the level created by child-initiated outdoor play. **True**
 - Research indicates that when children are engaged in well planned teacher-structured outdoor play and movement, the level of physical activity is usually greater than when children are engaged in self-initiated outdoor play activities.
3. Play spaces that allow children to interact with the natural environment help to reduce the growing number of children who may be experiencing “nature deficit disorder.” **True**
 - Nature deficit disorder is a phrase coined by Richard Louv to describe the increasing number of children and adults who lack experiences with nature. Louv suggests that the lack of experiences with the natural environment results in a growing number of children who not only lack an appreciation of nature, but also do not have the benefits of what contact with nature seems to provide: increased focus, decreased anxiety, and pleasure and joy.
4. The addition of “mobile” equipment and materials in an outdoor play space (e.g. water, bells, bubbles) provides children with opportunities to use their imagination and creativity. **True**
 - Research indicates that the provision of manipulatives (balls, ribbons, hoops, etc.) increases children’s levels of moderate to vigorous activity.
5. Studies indicate that time spent in nature does not reduce ADHD/ADD symptoms. **False**
 - Physical activity is associated with decreases in depression and anxiety and with increases in performance and levels of concentration. For example, various studies have found that children with ADHD who spent time outdoors in a park or other “green” setting are less symptomatic and that it had a positive effect on performance and focus.
6. Spending time outdoors cannot help prevent myopia (near-sightedness) in children. **False**

Time spent outdoors is shown to reduce myopia in children (*Optometry and Vision Science, 2008*).
7. An adequate and stimulating environment for outdoor play and movement should focus on allowing children to run, climb, move through space, and “let off steam.” **True**
8. Exposure to dirt/soil does not help boost immunity. **False**
 - According to immunologists, today’s children do not get enough exposure to dirt and bacteria found in soil and that these things actually boost immunity.
9. It is more difficult to make outdoor play inclusive than indoor play. **False**
10. Sun exposure should be avoided at all costs. **False**
 - Time spent outdoors is also the best way to get vitamin D. According to the journal *Pediatrics*, 70% of American kids are not getting enough vitamin D, which can lead to a host of health issues.