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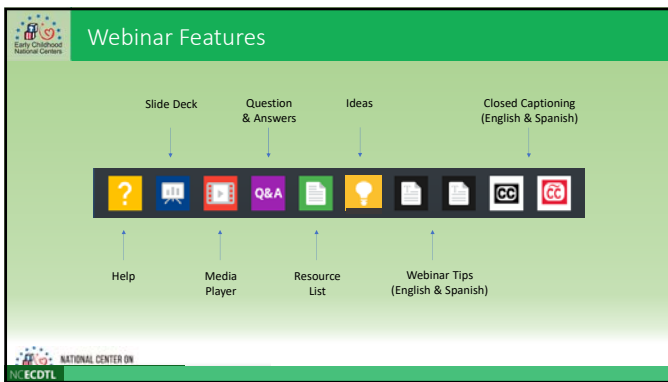
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Messy Play is Messing About



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Messy Play is Messing About

“Believe me, my young friend, there is nothing – absolutely nothing – half so much worth doing as simply messing about in boats.”

– Kenneth Grahame, *The Wind in the Willows*



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Messy Play is Messing About

Children learn through messy play



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### Messy Play is Fun?



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### Messy Play is Fun?



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### Messy Play – Worth the Effort

Builds foundational skills for later development



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## Messy Play – Worth the Effort

“The child amidst his baubles is learning the action of light, motion, gravity, muscular force.”  
—Ralph Waldo Emerson



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## POLL

How comfortable are you with messy play?



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## Session Objectives

At the end of this webinar, you should be able to:

- 1 Describe what messy play is and why it is important to infant and toddler development.
- 2 Identify ways in which messy play promotes learning in at least three ELOF domains.
- 3 Design activities and environments to support learning through messy play.

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Messy Play Defined

“Play that emphasizes the active exploration of materials and their properties.”



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Messy Play Defined



“Play that emphasizes the active **exploration** of materials and their properties.”



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Messy Play Defined



“Play that emphasizes the **active** exploration of materials and their properties.”



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Messy Play Defined



**Play** that emphasizes the active exploration of materials and their properties."

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Messy Play

		Initiated by:	
		Child	Adult
Directed by:	Child	 Free play	 Guided play
	Adult	 Co-opted play	 Instruction

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Messy Play is...

	<p>Child Directed</p> <p>Organized Materials</p> <p>Exploration</p>	
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### Messy Play is Exploration



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### Research



In order to learn we must explore.

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### Messy Play – an example



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### Messy Play – an example



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### What are children learning when engaged in messy play?



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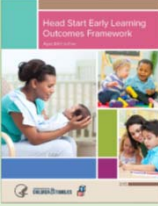
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### Messy Play and ELOF



### Head Start Early Learning Outcomes Framework

(ELOF)

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## Messy Play and ELOF



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## ELOF Perceptual, Motor, and Physical Development

**SUB-DOMAIN: PERCEPTION**

▲ **Goal IT-PMP 1.** Child uses perceptual information to understand objects, experiences, and interactions.

DEVELOPMENTAL PROGRESSION			INDICATORS
Birth to 9 Months	8 to 18 Months	16 to 36 Months	By 36 Months
Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.	<ul style="list-style-type: none"> <li>Combines information gained through the senses to understand objects, experiences, and interactions.</li> <li>Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.</li> <li>Modifies responses in social situations based on perceptual information, especially when meeting new people, such</li> </ul>

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## ELOF Perceptual, Motor, and Physical Development

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**ELOF** Perceptual, Motor, and Physical Development

**SUB-DOMAIN: PERCEPTION**

▲ **Goal IT-PMP 1.** Child uses perceptual information to understand objects, experiences, and interactions.



**INDICATORS**

**By 36 Months**

- Combines information gained through the senses to understand objects, experiences, and interactions.
- Adjusts ways of interacting with materials based on sensory and perceptual information, such as pressing harder on clay than on play dough to make something.
- Modifies responses in social situations based on perceptual information, especially when meeting new people, such as hiding their face from an unfamiliar person.

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**ELOF** Perceptual, Motor, and Physical Development

**SUB-DOMAIN: PERCEPTION**

▲ **Goal IT-PMP 1.** Child uses perceptual information to understand objects, experiences, and interactions.



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**ELOF** Cognition

**SUB-DOMAIN: EXPLORATION AND DISCOVERY**

▲ **Goal IT-C 1.** Child actively explores people and objects to understand self, others, and objects.

DEVELOPMENTAL PROGRESSION		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking or dropping.	Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.



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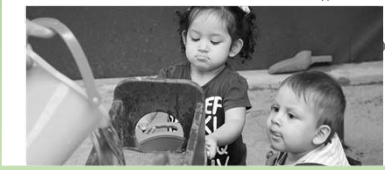
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**ELOF Approaches to Learning**

**SUB-DOMAIN: COGNITIVE SELF-REGULATION (EXECUTIVE FUNCTIONING)**

▲ Goal IT-ATL 3. Child maintains focus and sustains attention with support.



**INDICATORS**

**By 36 Months**

- ▲ Maintains engagement in interactions with familiar adults and children.
- ▲ Chooses to join in activities or pays attention to tasks and activities that are self-initiated.
- ▲ Maintains focus and attention on a single task or activity for short periods of time.

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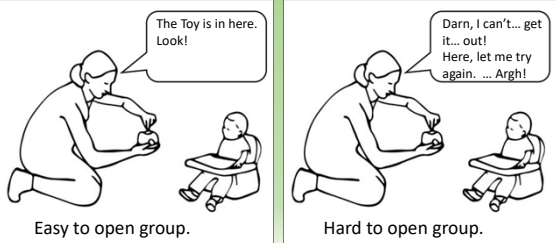
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**Modeling Persistence**



**Easy to open group.**

**Hard to open group.**

Leonard et. al, 2017

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**Modeling Persistence**



Leonard et. al, 2017

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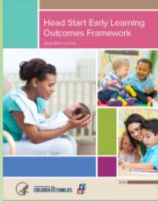
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Messy Play and ELOF



- **Perceptual, Motor, and Physical Development**
- Social and Emotional Development
- Language and Communication
- **Cognition**
- **Approaches to Learning**

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Messy Play and ELOF



- **Perceptual, Motor, and Physical Development**
- Social and Emotional Development
- Language and Communication
- Cognition
- Approaches to Learning

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Messy Play



“Children’s spontaneous exploratory... play is designed to help them learn.”

- Alison Gopnik



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### Dry Materials



- Sand
- Balls
- Paper – whole, crumpled, ripped
- Cardboard
- Cloth



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### Dry Materials



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### Newspaper Activity



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Wet Materials

Squishy  
Goey  
Slimy






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Wet Materials



- Play dough
- Clay
- Goop (Cornstarch and water)
- Gloop (Corn flour and water)
- Whip cream
- Mud
- Cottage Cheese
- Yogurt
- Paint
- Bubbles
- Ice
- Water

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Wet Materials







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### Wet Materials



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Early Data

DRY MATERIALS WET MATERIALS OUTDOOR MATERIALS

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### Wet Materials



Planning & Preparation

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Early Data

DRY MATERIALS WET MATERIALS OUTDOOR MATERIALS

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### Wet & Dry Materials Ideas



Ideas

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DRY MATERIALS WET MATERIALS OUTDOOR MATERIALS

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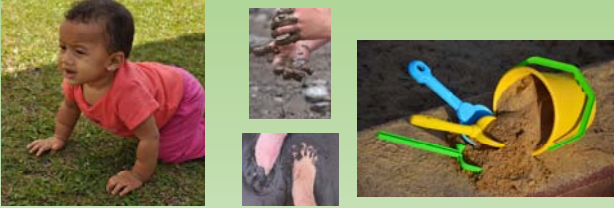
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### Outdoor Play



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BabySteps

outdoor play

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### Outdoor Play – an example



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BabySteps

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### Outdoor Play



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BabySteps

outdoor play

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### Outdoor Play



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### Messy Play Environments



- Safe
- Defined
- Cleanable
- Organized & Equipped
- Inviting



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### Messy Play Environments

Effective messy play environments will be:



- **Safe**
- Defined
- Cleanable
- Organized & Equipped
- Inviting



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### Messy Play Environments

Effective messy play environments will be:

- Safe
- **Defined**
- Cleanable
- Organized & Equipped
- Inviting



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### Messy Play Environments

Effective messy play environments will be:

- Safe
- Defined
- **Cleanable**
- Organized & Equipped
- Inviting



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### Messy Play Environments

Effective messy play environments will be:

- Safe
- Defined
- **Cleanable**
- Organized & Equipped
- Inviting



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### Messy Play Environments

Effective messy play environments will be:



- Safe
- Defined
- Cleanable
- **Organized & Equipped**
- Inviting

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### Messy Play Environments

Effective messy play environments will be:



- Safe
- Defined
- Cleanable
- **Organized & Equipped**
- Inviting

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### Messy Play Environments

Effective messy play environments will be:



- Safe
- Defined
- Cleanable
- Organized & Equipped
- **Inviting**

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### Guiding Messy Play

Effective practices for guiding messy play:

- Prepare the Environment
- Model Persistence
- Provide Autonomy
- Make it social
- Have Fun



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### Guiding Messy Play

Effective practices for guiding messy play:

- **Prepare the Environment**
- Model Persistence
- Provide Autonomy
- Make it social
- Have Fun



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### Guiding Messy Play

Effective practices for guiding messy play:

- Prepare the Environment
- **Model Persistence**
- Provide Autonomy
- Make it social
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### Guiding Messy Play

Effective practices for guiding messy play:

- Prepare the Environment
- Model Persistence
- **Provide Autonomy**
- Make it social
- Have Fun



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### Guiding Messy Play

Effective practices for guiding messy play:

- Prepare the Environment
- Model Persistence
- Provide Autonomy
- **Make it Social**
- Have Fun



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### Guiding Messy Play

Effective practices for guiding messy play:

- Prepare the Environment
- Model Persistence
- Provide Autonomy
- Make it social
- **Have Fun**



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### Messy Play: Favorite Activities Discussion

Prepare the Environment    Model Persistence    Provide Autonomy

Question & Answers  
**Q&A**

Make It Social    Have Fun

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### Messy Play

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### Teacher Time: Little Scientists – Exploring STEAM

**STEAM for Infants, Toddlers & Preschoolers Webinar Series**

Register Now!  
<https://event.on24.com/wcc/r/2079326/064EEB5BAEF7AFD02DDDBA75EAB83514/613919>

Science    Technology    Engineering    Art    Math

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**Thank you!**

Contact us at [ecdtl@ecetta.info](mailto:ecdtl@ecetta.info) or call  
(toll-free) 1-844-261-3752

**Please fill out the evaluation.**



Supporting Messy Play with Infants & Toddlers



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### Resources and Support



- Classroom Visuals & Supports: <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>
- ELOF Effective Practice Guides: <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/effective-practice-guides>
- ELOF2GO Mobile App: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elo2go-mobile-app>
- Engaging Interactions for Dual Language Learners: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/engaging-interactions-2/engaging-interactions-teach-tips-01.pdf>
- Environments that Support High Quality Inclusion: <https://eclkc.ohs.acf.hhs.gov/video/environments-support-high-quality-inclusion>
- Fostering Emotional and Behavioral Self Regulation: <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/emotional-behavioral-self-regulation-do>
- Fostering Initiative Activities: <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/initiative-curiousity-do>
- Head Start Early Learning Outcomes Framework (ELOF): <https://eclkc.ohs.acf.hhs.gov/hsk/hst/r/approach/eloef>
- Loose Parts on the Playground: <https://eclkc.ohs.acf.hhs.gov/video/loose-parts-playground>
- Nature-Based Learning and Development for Teachers: <https://eclkc.ohs.acf.hhs.gov/video/nature-based-learning-development-teachers>
- Outdoor Play Benefits: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/outdoor-play-benefits.pdf>
- Planned Language Approach: <https://eclkc.ohs.acf.hhs.gov/culture-language/article/planned-language-approach>



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### Resources and Support



- Resources for Preschool Learning Environments: <https://eclkc.ohs.acf.hhs.gov/learning-environments/article/resources-preschool-learning-environments>
- Safe and Nurturing Learning Environments for Infants and Toddlers: <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/safe-nurturing-learning-environments-infants-toddlers>
- School Readiness for Infant and Toddler Caregivers: <https://eclkc.ohs.acf.hhs.gov/school-readiness/article/infant-toddler-caregivers>
- Sensory Play Activities: <https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/perception-do>
- Supporting Interactions for Children with Disabilities or Suspected Delays: <https://eclkc.ohs.acf.hhs.gov/video/supporting-interactions-children-disabilities-or-suspected-delays>
- Teacher Strategies for Making Learning Meaningful: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/no-search/engaging-interactions-2/making-learning-meaningful-teacher-tips.pdf>
- Teacher Time: Creating A Responsive Environment for Young Children: <https://eclkc.ohs.acf.hhs.gov/curriculum/teacher-time-series/creating-responsive-environment-young-children-1>
- Teacher Time: Take It Outside!: <https://eclkc.ohs.acf.hhs.gov/teaching-practices/teacher-time-series/take-it-outside-adventures-nature-steam>
- Tips for Keeping Children Safe: <https://eclkc.ohs.acf.hhs.gov/safety-practices/article/tips-keeping-children-safe-developmental-guide>
- Tips for Keeping Children Safe – Young Infants: <https://eclkc.ohs.acf.hhs.gov/safety-practices/article/tips-keeping-infants-toddlers-safe-developmental-guide-home-visitors-00000>
- Tips for Keeping Children Safe – Toddlers: <https://eclkc.ohs.acf.hhs.gov/safety-practices/article/tips-keeping-infants-toddlers-safe-developmental-guide-home-visitors-toddlers>



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