




MAKE-BELIEVE PLAY PRESENTER NOTES - OPTIONAL

OPTIONAL SLIDES FOR ALL SETTINGS




HSPPS Support Make-Believe Play

Subpart C - Education and Child Development Program Services

1302.30 Purpose

All programs must provide high-quality early education and child development services, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later success in school....

 NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

OPTIONAL SLIDE 1:

Programs must provide high-quality early education and child development services to all children, including for children with disabilities, that promote children’s cognitive, social, and emotional growth for later success in school.

HSPPS Support Make-Believe Play



Subpart C - Education and Child Development Program Services

1302.31 (c) Learning environment.

A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences...



OPTIONAL SLIDE 2:


1302.31 (c) Learning environment. A program must ensure teachers implement well-organized learning environments with developmentally appropriate schedules, lesson plans, and indoor and outdoor learning experiences that provide adequate opportunities for choice, play, exploration, and experimentation among a variety of learning, sensory, and motor experiences and:

- (1) For infants and toddlers, promote relational learning and include individualized and small group activities that integrate appropriate daily routines into a flexible schedule of learning experiences; and,
- (2) For preschool age children, include teacher-directed and child-initiated activities, active and quiet learning activities, and opportunities for individual, small group, and large group learning activities.

Head Start recognizes the importance of play in children's development and learning. Programs are required to create environments that promote learning through play. This is part of what it takes to provide a high-quality program that prepares children for school. In Head Start, play is not the opposite of learning. Play contributes to significant learning in early childhood.



Building Background Knowledge




Books

Videos

Guest Speakers

Field Trips
(real or virtual)

- The deeper children’s background knowledge, the more engaged they will be in play
- Start by finding out what children already know



OPTIONAL SLIDE 3:

- Build background knowledge so that children have lots of information about the props, roles, and scenarios.
- The deeper the children’s background knowledge, the more engaged they will be in play.
- Find out what the children already know about the theme. Use a book or picture about the theme as a visual support. Then plan the resources you will use to extend children’s background knowledge.
- You can use:

Books: Use a variety of books to build background knowledge. This is a great opportunity to include non-fiction texts that discuss general topics or ideas.

Videos: You may be able to find some educational websites (e.g., PBS KIDS) that have child-appropriate videos on a topic of interest for make-believe play. Using videos with books is a great way to provide children with a variety of experiences.

Virtual Field Trips: One of the best ways to introduce children to a new make-believe play area is to give them firsthand experiences. Take them on a field trip connected to the make-believe play area. A reasonable alternative is a “virtual” field trip. You (or parents) can create a virtual field trip for children by using your phone to film a scenario to show children later. If you have to take your dog to the vet, for example, you could film yourself getting the dog in the car or walking it to the vet, then (ask your vet) you could even film the dog getting weighed or examined during his visit.

- For all of these components, invite children to revisit the resources whenever possible to refresh their memory and get new ideas!
 - Place books in or near the make-believe play area for children to reference, show children videos or virtual field trips again, take pictures while on a field trip (if that’s an option for your program), or film guest speakers so children can watch them later and discuss them with you!
- Once children have played with the theme for a week or so, continue building their background knowledge by expanding information. For example, introduce different types of restaurants (add food trucks if you’re from the city and children have seen them, or a food stand where people can stop and order a quick bite to eat), add roles in the restaurant (talk about chefs/cooks, hostesses, or dishwashers), and create additional scenarios to keep the play interesting (create a scenario where a customer orders a meal, but the restaurant is out of it). Brainstorm throughout the theme to keep the play interesting.

Brainstorm Theme

—15-Minute—
In-Service Suites

- Brainstorm *with* children to determine the “what, who, and how”
 - What scenarios can children act out in the dramatic play area?
 - Who will children pretend to be in the dramatic play area—what roles can they play?
 - How will children pretend in the scenario—what kind of language will they use and what are the “rules” of the different roles?



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OPTIONAL SLIDE 4:

- Once you decide on a play theme, brainstorm *with* children to determine the “what, who, and how” of the make-believe play area (or socialization space or home).
- Consider creating a web with children to think about how they would play in the make-believe play area (the roles and actions). Ask questions to help children better understand the roles and rules of the theme. Incorporate pictures to help children remember what they discussed. Display the web in the make-believe play area for the entire unit and reference or add to it as the unit develops. Home visitors can engage with families to help them think about ways to act out scenarios at home or in socialization spaces.

Build Props and Create Make-Believe Play Areas



- Props help children stay in their roles and encourage role-specific language
- Props can also encourage children to engage in different types of play scenarios



OPTIONAL SLIDE 5:

- Building props to support a theme and accompanying roles is important because children's imaginations are tied to concrete props, especially for younger children or lower-level players. The more child-created props in the make-believe play area, the more creative children's play scenarios will be.
- After you have brainstormed with children to decide what will happen in the play scenario, have them think about the props they will need to act out their pretend scenarios.
 - If children cannot find the props in the classroom, have them brainstorm other ways of obtaining them. Even without a large budget for supplies, you can repurpose things you already have (for example, you could use furniture pieces, such as a puppet stage, in many ways); ask children to bring things from home; or have children make new props using existing supplies (such as construction paper or play dough).
- Props can also include labels, signs, or tags. For example, having price tags on "produce" at the "farmer's market" requires children to first make price tags and later read and interact about them during a play scenario.
- Use actual items from the source—menus from the restaurant, bus schedules, and old bus tickets.
- Another prop may be adult-made print materials that children add to by writing or drawing something to make them functional. In this doctor's office (image on slide), for example, teachers could make and print a standard patient form that the doctors and nurses use to record their patient's vital signs and symptoms—authentic literacy at its finest!

High-Level Make-Believe Play

Once you've selected an engaging play theme, provided children with rich background knowledge, brainstormed theme scenarios and roles with children, and made props, you are ready to support high-level make-believe play!



OPTIONAL SLIDE 6:

- Read the notes on the slide.
- If you have time at the end of the training, or perhaps at a follow-up team meeting, participants can complete the Planning for Make-Believe Play handout. This sheet helps them plan to create high-level make-believe play areas— in their classrooms and socialization spaces – regardless of their curriculum!

MATERIALS NEEDED:

- Handout: Tools for Supervisors: Planning for Make-Believe Play