Play and Pedagogies in Early Childhood Education

Student Name:

Student ID:

Unit Assessor:

Tutor:

Date Submitted:

Part 1 – PLAY SPACE DESIGN

Figure: (Playspace Design)

Source: Self-made

Part2 –LEARNING EXPERIENCE PLAN				
Aim/objective Through a range of play activities, children of the age of 5 years will learn about the qualities of natural components. Its goal is to provide an extensive, interactive experience emphasis and nature. Kids will explore the properties, designs, and forms of natural assets while making free-from-play with natural substances.				
Rationale Children around the age of 5 who play outdoors will be more likely to acquire advanced motor abilities such as skills, balance, and coordination than those who play inside most of the time. Playing outside will increase a child's potential for engaging in physical activities that strain their muscles, bones, and stamina.				
Setting and timing				
Timing	Procedure- how you will implement this Plan	Considerations- space, time, supervision	Environment: Resources/materials required	Teaching strategies/ Pedagogical Approaches

5 minutes 10 minutes depending on the child	• The children of 5 years were asked to gather in a playground surrounded by trees and were encouraged to look for natural ingredients. • The conversation about the learning activity is short and establishes curiosity among them. • The children aged five years were asked to carry magnifying glasses and be acquainted with the natural ingredients they would meet in the exploration. • The children were asked to form a group of five and gather various items like flowers, rocks and other natural items in the park. • They would gather the items discuss them within the group and ask questions to the teacher. • The teacher would ask children to describe the texture and colour of the thighs they gathered. For example, "I have found yellow and pink flowers with very soft petals. I also found a black insect inside the flower." • The little students can also share their findings with their classmates.	• Kids may come and depart from this encounter • Sufficient room should be left between kids at the bench • Children utilutilisings and devices need supervision. • Performed out in the afternoon, when play is unbroken for a lengthy time • The bench has to be shaded, and kids need to wear hats and sunscreen • Easily accessible containers for water	• Play-based resources • Gadgets for playing activities • Natural resources for the activity • Table • Chair • Bench • Magnifying glass • hats and sunscreen • Dress • Shoes	**Active listening:** This strategy would encourage the children to express their opinions. A meaningful conversation can be made by listening carefully to what the children are narrating and considering what they have to say. Children would be encouraged to share more ideas with their teachers. **Encouraging:** Supporting the children in what they are doing and making motivational comments can enhance their desire to learn more. For example, *"You have done very well!"* or *"Good job".* These simple words can encourage the children to learn more about the subject.

Suggest possible further learning ideas:

Part 3 - WRITTEN STATEMENT

Learning Experience Plan- The Role of Play in Natural Activity

Khalil, Aljanazrah, Hamed, & Murtagh, (2022) asserted that play is considered an asset in the development of children which enhances their ability to learn, increases their socio-psychological skills and establishes a self-concept. The play-based strategies in education were introduced according to the needs of the children. The children ages 5 would learn while discovering the natural elements. When the children were asked to gather in the playground beside the classroom, they would be curious about what they would learn there. They would be acquainted with wildflowers, insects and various types of plants and trees. These would pique their interest in knowing the unknown species of flora and fauna. According to Robinson et al. (2018), teachers should carefully plan their learning designs as per EYLF so that their students can develop knowledge and skills. The short conversation between the teacher and students is enough to instil curiosity among the students. the children would learn to use instruments like magnifying glasses and learn the scene behind them. They learn to identify small objects which cannot be observed by normal eyes but can be seen by magnifying glasses. according to the theory of cognitive development by Piaget, children's intelligence grows as they can understand things better with play-based learning. Vankúš, (2021) stated that game-based learning is effective for active learning and the students can develop their skills in problem-solving. Gathering natural ingredients in a group also teaches them how to work in a group and respect everyone's opinions.

Play is an integral phase of natural activity for 5-year-old children, playing an important role in their physical, mental, and social behaviour development. During this crucial development period, play is not only simply a leisure activity but an evolving procedure that affects cognitive, physical, social, and emotional development. Children's play engages their bodies, minds, and souls, fostering holistic development and laying the groundwork for future success. It may take many forms, from simple games of tag to complex pretend situations. Play is important for the physical development of both fine and gross motor capabilities. Children enhance their contact, balance, muscle, and skill as they play vigorously, whether by running, leaping, climbing, or engaging in activities. As per Fathirezaie et al. (2021), these activities enhance body power and spatial awareness and increase physical fitness. Kids are practising their movement skills as they play on playground tools or arrange obstacle studies, for example, and enjoy the joy of movement and discovery.

Furthermore, play fosters mental growth by giving youths many chances for investigation, study, and problem-solving. According to Nijs et al. (2020), the play can spark the vision, one of its most attractive rates. By employing creative play, such as taking the roles of firemen, astronauts, or dinosaurs, children may share thrilling journeys beyond existence limits. According to the Australian Government Department of Education. (2022), the educators need to understand the different backgrounds of the children and recognise their belonging, being and becoming as with EYLF their learning can be effective.

Structured play sports, like puzzles, building blocks, and board fun, encourage mind processes that contain spatial sense, pattern identification, and

logical thought in addition to imaginative play. Children solve issues hands-on, creating strategic reviews and testing their spatial attention, when they complete puzzles and build elaborate structures out of blocks. Similarly, children learn necessary life tasks from board games, such as planning, making judgments, and sticking to rules all of which are essential for both academic triumph and lifetime knowledge.

As per the view of Kaizar and Alordiah (2020), play is supposed to be an effective emotional tool for social-emotional education, emotional power, and self-expression. Kids may freely research various feelings during play, from confidence and joy to anger and dissatisfaction. Through playing, whether independently or with others, kids get to rehearse managing their feelings, overcoming barriers, and being resilient in cases of problems said Meng et al. (2023). Kids may practise conflict resolution, empathy, and perspective-taking, for example, when they play jointly and run into issues or arguments as per Erikson's theory (Wijaya, 2022). These are some of the mandatory skills for developing positive connections and encouraging a sense of community while performing activities. In addition, play is a prosperous environment for social development since it gives kids so many chances to communicate, work together, and form relationships. Playing in cooperative games, acting out scenarios, or working together on projects teaches kids important social skills including collaboration, communication, bargaining, and team bonding. In addition to developing empathy and understanding, these types of social connections could help peers feel like they belong and support one another. Also, the play could break down social, language, and cultural hindrances by giving kids from different backgrounds a place to connect, exchange stories, and form deep bonds as per the view of Liaqat et al. (2021).

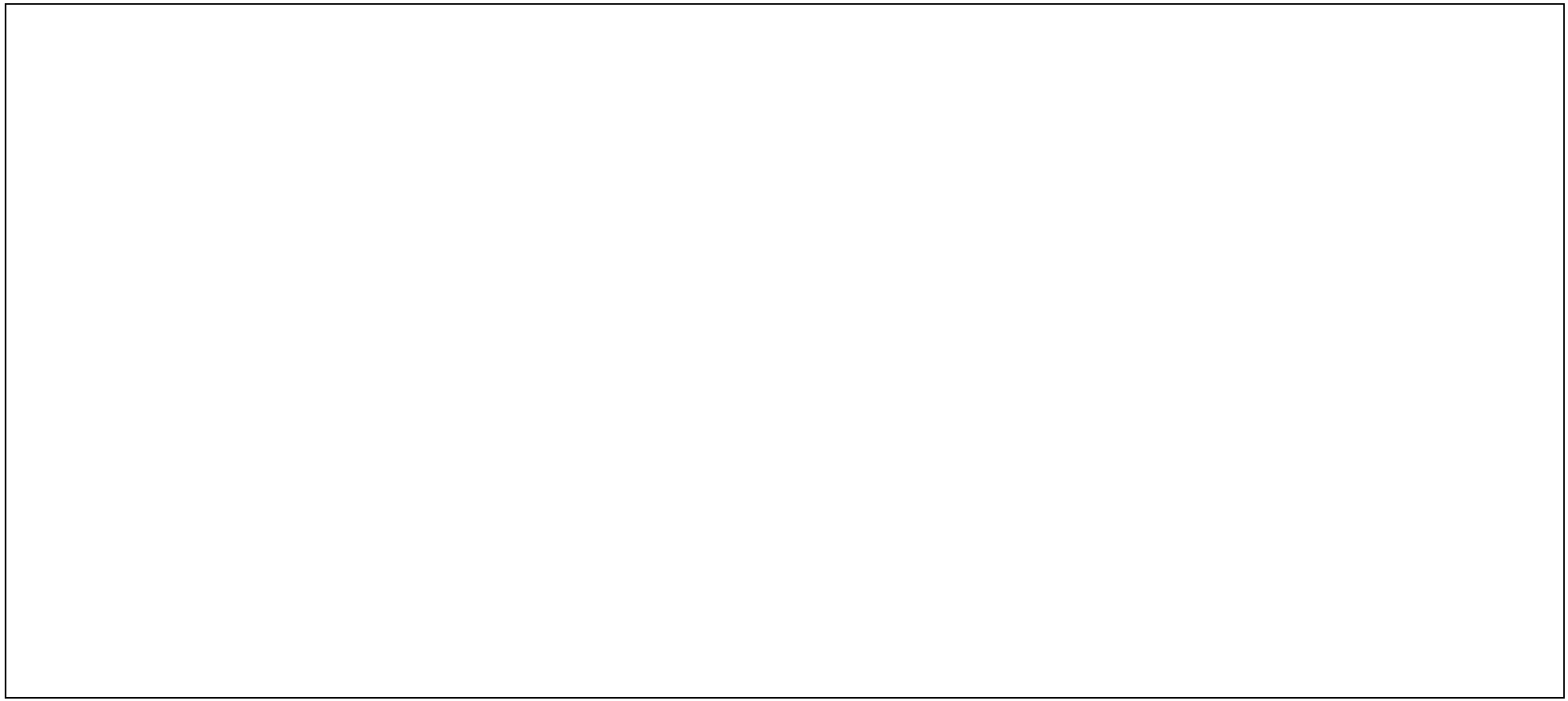
Play is also essential for language development since it helps youngsters communicate, express themselves, and grow in their literacy, children actively increase their vocabulary, practise grammar, and improve their language abilities when they play pretend, and tell stories argue Brodin and Renblad, (2020). Australian Children's Education and Care Quality Authority (2022) asserted that keeping the fact that learning is not predictable, teachers should take different approaches to educate a child. Play-based activities also provide abundant possibilities for linguistic discovery and expression, building the groundwork for literacy abilities and a lifetime love of learning. In addition, play is not complete without sensory exploration, which enables kids to use of their senses and interpretation of their surroundings (Unwin et al. 2022). Kids instinctively seek out tactile sensations that spark their imaginations and curiosity. Rich sensorial stimulation is provided with the aids of sensory bins, playing in the water, and exploring outdoors, which improves brain development and processing abilities. Children develop a deeper understanding of the world and a keener sense of sensory awareness when interacting with various textures, noises, scents, and tastes. As per Das, (2020), utilising the sociocultural theory of Vygotsky, the children can develop their interaction skills and learn to dissolve in group activities.

Constructivist principles firmly highlights how kids actively develop their conception of the world via practical exchanges and meetings with their environments. According to this hypothesis, five-year-old children energetically experience in learning and knowledge access via play, which is a

natural and essential function. Through entertaining in play-based learning activities, kids take control of their education, using natural knowledge to explore, experiment, and create purpose. Play lets kids physically explore and interact with their environment, using their bodies to energetically move and learn. According to Clark (2023), Constructivist philosophy holds that kids learn best when they participate fully in the educational process, and play provides a multitude of sensory stimuli that pique children's interest and promote healthy physical growth. Through hands-on exploration, children may refine their sense of place and problem-solving abilities, build their muscles, and develop better coordination as they construct buildings with blocks or negotiate obstacle courses.

Play intellectually promotes engaged research and solving issues by letting kids explore imaginative environments and engage in unrestricted discovery. According to constructivist theory, learning is most effective when it is connected to students' interests and experiences and is relevant and meaningful. Play-based learning encourages children's natural creativity and curiosity by allowing them to explore concepts such as causality, impact, spatial relationships, and logical thinking via practical, real experiences. For example, when kids play pretend and adopt various roles and scenarios, they are growing in their imaginations and strengthen their cognitive skills as they learn to deal with challenging social situations and problem-solving situations. According to Ahmed, Khan, & Mehmood, children may express and regulate their emotions in a safe and supportive environment via play, which fosters resilience, empathy, and self-awareness. Constructivism promotes the value of social and emotional development in education, recorecognisingt children's emotional well-being plays a crucial role in their ability to connect with and make sense of their environment. Through play, children learn about various roles, connections, and circumstances. This helps them to learn how to handle a wide range of feelings, from excitement and pleasure to sadness and anger. Additionally, peer interactions via play develop children's social-emotional abilities and promote healthy relationships by promoting empathy, collaboration, and dispute resolution.

Play provides a social platform for children to collaborate, communicate, and develop communities via cooperative activities and shared experiences. Constructivist philosophy holds that children learn best when cooperating with others and engaging in meaningful interactions within their social environment. Learning is intrinsically social. As per Danniels and Pyle, (2023), children may negotiate roles, discuss ideas, and strive towards shared objectives via play-based interactions with peers, promoting community and belonging. Children who engage in collaborative play acquire critical abilities for forming healthy relationships and interacting with others: effective communication, listening to the viewpoints of others, empathy, and understanding. Play also promotes language development because it allows kids to interact in rich and meaningful ways that advance literacy, vocabulary growth, and communication. Australian Government Department of Education. (2022) Belonging, being and becoming: The early years learning framework for Australia (V2.0).



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