



Chapter 7

Play, Way of Conducting Joint
Activities

Play, represents the most appropriate way of conducting joint activities. The specific objectives of each type of activity can be achieved through play, when the tasks are well set and the play takes logical steps for the achievement of operational objectives (Preda, Viorica, 1999). The teacher projects the weekly activity plan according to the objectives set by the instructive-educational syllabus for kindergartens. She has to link the stages to the selected topic.

We present a daily activity plan for the topic *Autumn* in the preparatory group.

Stage I – activities on activity sectors

- Board games: Sorting fruit and vegetables (tokens),
- Constructions: Boxes and baskets for vegetables and fruit;
- Art: Baskets for fruit and vegetables(drawing),
- Role play: Acting like chefs.

Stage II

1. Joint activity: Speaking activities.

Topic: “*Sentences, words, syllables*”

Type of activity: knowledge reinforcement.

Completion: didactic game: *Say further*.

General objectives:

- reinforcing the ability to divide words into syllables and formulating sentences; stating the number of words from a sentence.

Operational objectives:

- to divide correctly words into syllables,
- to formulate grammatically correct sentences,
- to state the number of words from a sentence.

Methods and techniques: conversation, explanation, exercise, problematizing.

Didactic resources: costume *Autumn fairy*, autumn basket, tokens, toys, bag, worksheets, crayons.

Bibliography: *The syllabus for instructive-educational activities for kindergartens, Bucharest, 2005.*

Duration: 35-40 minutes.

2. Artistic-craft activity.

Modelling – *Baskets for fruit and vegetables.*

Operational objectives: to model the given topic through movements of kneading, flattening, rolling; to reproduce as accurately as possible a basket (based on the model).

Stage III – Complementary activity

- Movement game *Touch the leaf*,
- Game with lyrics and song: *The wind blows the leaves.*

7.1 Play in Speaking Activities

For *Speaking development* activities the syllabus mentions the following general objectives:

- development of communication and coherent speaking,

- vocabulary development,
- using grammar structures,
- development of eloquence in oral communication,
- development of written communication.

These objectives can be customized into reference objectives and can be also operational if adapted to the age of children. The contents are selected according to contents and their aim is to acquire knowledge and train verbal and written behavioural skills (Kim, S., 1999). The contents can be achieved using the didactic game.

The following didactic games can be used to learn parts of speech which designate objects from the child's close environment: toys, plants, fruit, vegetables, furniture, dishes, clothes, parts of objects, actions and states: *What does your letter contain? What had the painter done wrong? Say when it happens? The sachet with surprises! Say what's it made of?*

The following games can be used to develop vocabulary with words which designate phenomena, state, space relationships, characteristics: *Say what's going on? When does it happen, Where has the dwarf moved? Say everything you can about the objected you've got!*

Didactic games such as: *What toys has the doll got? Say how it is?* can be planned when teaching antonyms: big-small, strong-weak, smart, clever-stupid, and didactic games like: *How is it called?* for knowing and understanding synonyms: cat (moggy), rabbit (bunny), horse-crock etc.

We can use certain didactic games to understand the denotative and connotative meaning of words, which define research actions for the identification of objects' qualities and features (to smell, to smooth, to lift, to

blow, to push, to squeeze etc.). The games are: *Say what we have to do?* (to smell the perfume of flowers, to smooth the blanket, to move the buggy, to clean up etc.), *Say what you know about...?*

The grammar forms and constructions of cause-effect type, temporal and spatial relationships can be reinforced using didactic games: *Say why it has happened this way?* (mum got angry because the girl didn't listen to her, if Dan hadn't played with the ball on the street, he wouldn't have injured himself; the kids had been eaten by the wolf because they hadn't listened to their mum; it's night because the sun has set etc.); *When does it happen?* (Maricica wakes up in the *morning*, she has lunch at *noon*, she goes for a walk in the *afternoon*, she watches cartoons in the *evening*, at *night* she goes to bed); *Where has the butterfly sat?* (*up* in the tree, *down* on the grass, *to the left*, *to the right*, *under* the umbrella etc.)

Models of nouns in the singular and the plural, the genders, cases, verbs in different tenses and moods, sentences and clauses with temporal and cause subordination can be practiced using didactic games: *I say one, you say many!* *Whose name is it? Whose hat is it? Remember what you did yesterday? How will I spend my holidays? How have I spent my holidays? Say what you're doing now! Why has it changed? Why do we learn correct speaking?* etc.

The grammar means (the flexion of nouns typical for certain cases, the suffixes: -țel, -ișor, -uță etc. for word "creations) can also be learnt through didactic games: *How do we cuddle the chicken?* (chick), horse (horsey), calf (baby beef), cat (kitten) etc.

Didactic games such as: *Say how it's called? Read the picture and say what you see? How is it? Chose a token and name the object from the picture?* etc., are used for reinforcing knowledge of: polysemantic words (power, head) etc., comparisons, epithets, compound words.

Sounds can be practiced through didactic games: *What's the first sound of? What the last sound of? Say a word with a! (m ,d, r, s, t etc.).*

We can also use didactic games to make children understand the difference between intonations and tones: *Say how the doll talks when it's angry? Read the picture and say what you've seen? Talk like the character from the story!*

Words-general representations (gender-species), of the following type “toys”, “clothes”, “furniture”, “fruit”, “vegetables”, “dishes” can also be used in didactic games like: *Enumerate as many fruit as possible!, What do you call them altogether? etc.*

Didactic games are also useful for the understanding and dissemination of sounds and sentences: *Let's build a word with the sound m! Let's build a sentence with the word mother! Let's add another word to the sentence! complete the word with the missing sound! Complete the sentence with the missing word! I made an error, correct it! Let's write the word! (a dash for each sound you hear), Let's count the words from the sentence! (children draw a dot on the blackboard for each word from the sentence), Let's divide into syllables! Sentences, words, syllables, sounds! My favourite book!*

The following didactic games are used to develop the habit of using politeness words: *How does a child speak politely? Pair games!* (the game is conducted in pairs; they practice roles for using polite speaking and common phrases).

For the improvement of oral communication, vocabulary enrichment, and fluid and accurate expression, we can use the following didactic games: *Princess and princesses from fairy tales, Recognize the character and the story! In the world of fairy tales! Describe what they do!* (non-verbal language: mimicry, gestures), *Find the proper word! Jumbled story!*

The teacher can introduce various play elements during didactic games and make them more attractive (their role is to animate boring or repetitive moments). She can also organize competitions (rivalry always awakens the children's interest), set rewards at the beginning of the game (They motivate children).

Didactic games, through the teaching tasks specific for each play, offer children the opportunity to learn accurate and coherent speaking, clear expression of their thoughts, knowledge acquisition and also develop their intellectual habits, doing something what they enjoy. The contents can refer to topics such as: man, society, nature, human activities etc.

7.2 Play in Environmental Knowledge Activities⁴⁸

There are plentiful didactic games for *Environmental knowledge*. They are attractive and are used especially for the retention of children's knowledge. Below are some games that can be conducted with children for the following areas:

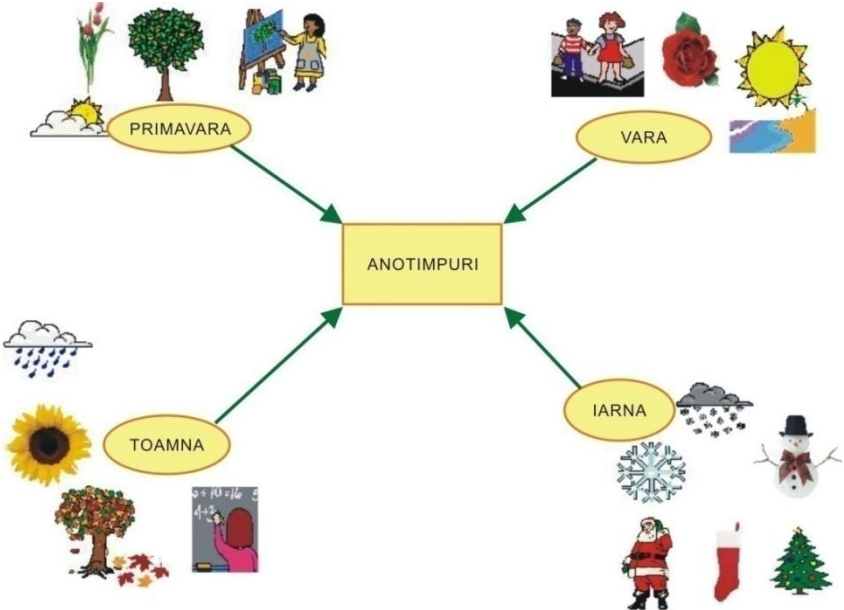
A. Man- living being:

- a) The man's characteristics and features: people are different in terms of physical appearance, gender, age, race; they have reason, use articulated speech, behave properly, possess memory, hear, see, think, love, invent; work, learn and rest: *What activities do people conduct? The job I like! How is he and what does he make? What does he want to become? Help the tailor! Guess what objects do I need for school! What to wear?*

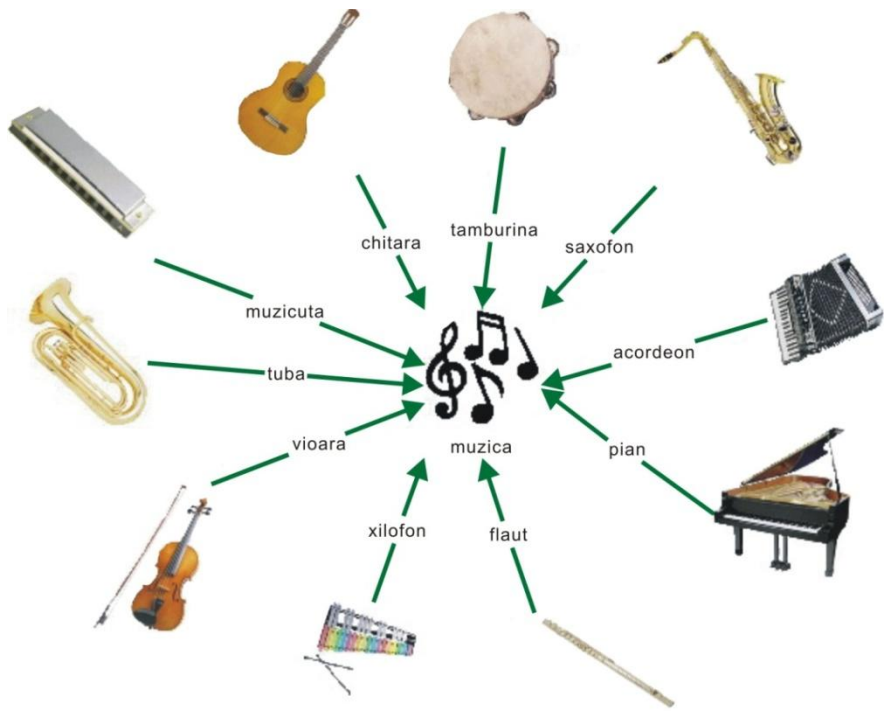
⁴⁸Pictures taken from the website www.didactic.ro.



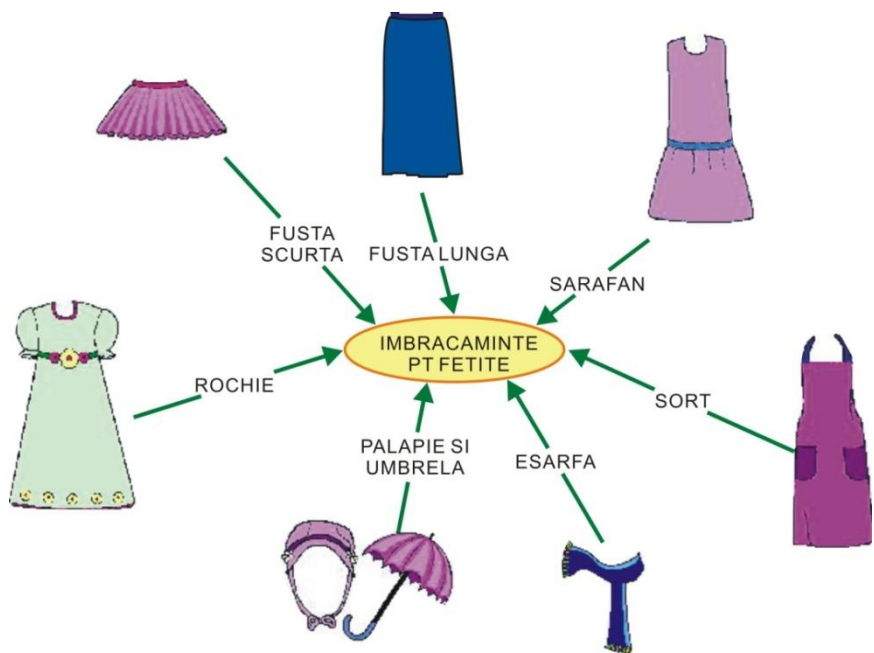
b) Features of human aspect (racial aspects), the spatial position, the functions of various internal and external organs: *Where does the man live? Trip around the world! Let's discover the human body! What is it used for?*



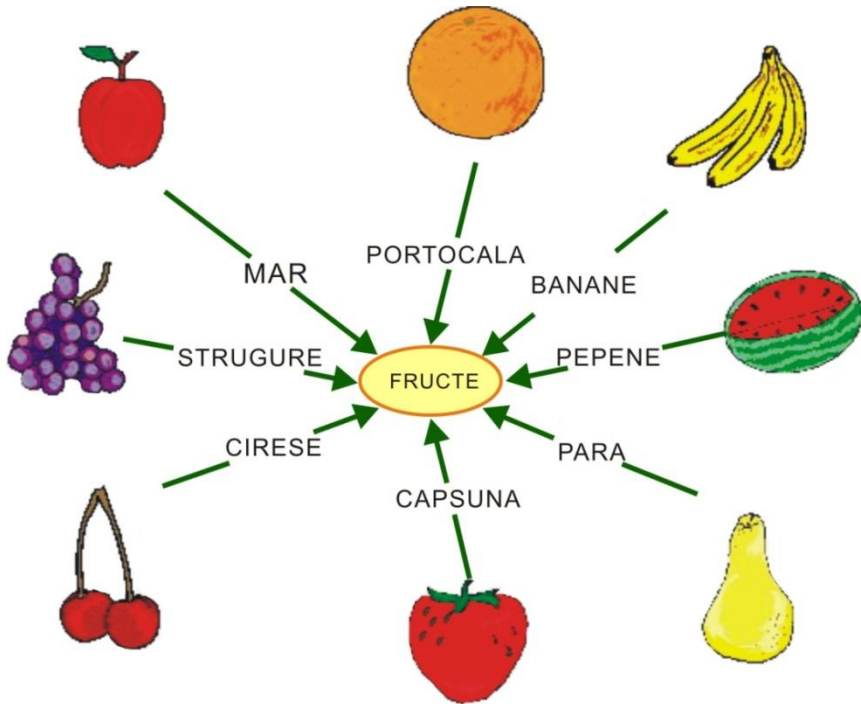
c) Sensations caused by various physiological needs: *Say what you feel? The magic sachet! How does it taste like?*



d) The human needs and the hygienic usage of personal objects: *The box with surprises, What do you have to do? Going sledging!*



e) Food consumed by humans and their role in the development of their body:
The basket with vitamins!



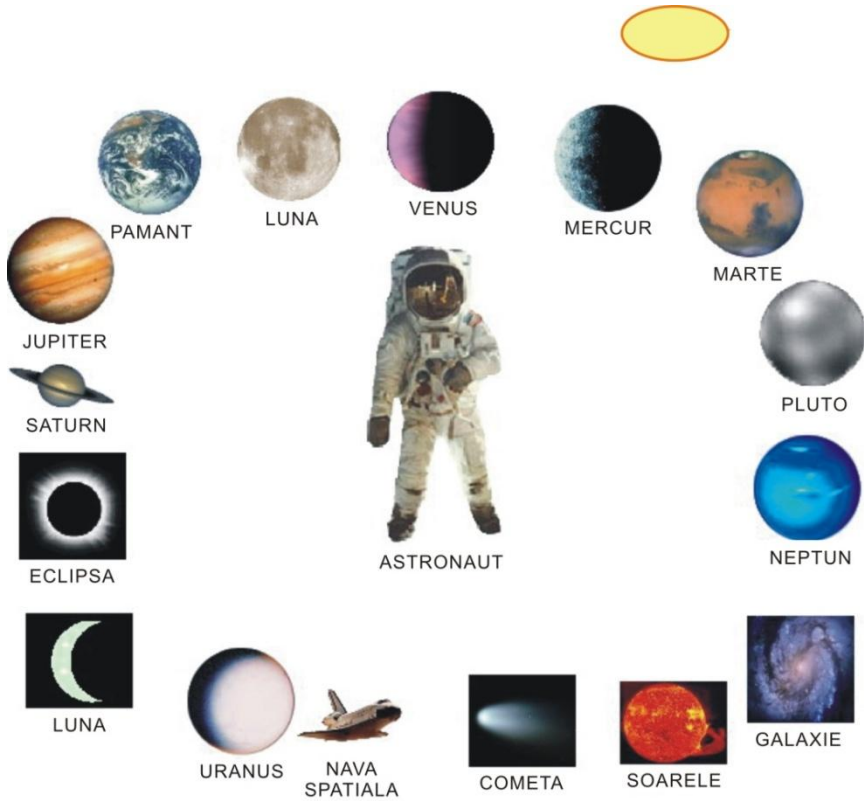
- f) I and other people. Civilized behaviour (greeting, relationships children-children, child –society): *Wheel of fortune! The travelling postman! I and my family!*
- g) Relationships: man – nature - society. The man’s activities depending on the season, Clothing in different seasons, modern means of transport and issues related to environmental safety. Holidays around the year: *When does it happen? Travelling! We are getting ready for holidays! Little ecologists! At Christmas!*



B. Nature with its elements, features and characteristics:

- a) The Earth, the water, the Sun, the air, the fire – the basis of nature's integrity. The main element of the universe (the Moon, the Sun, the planets,

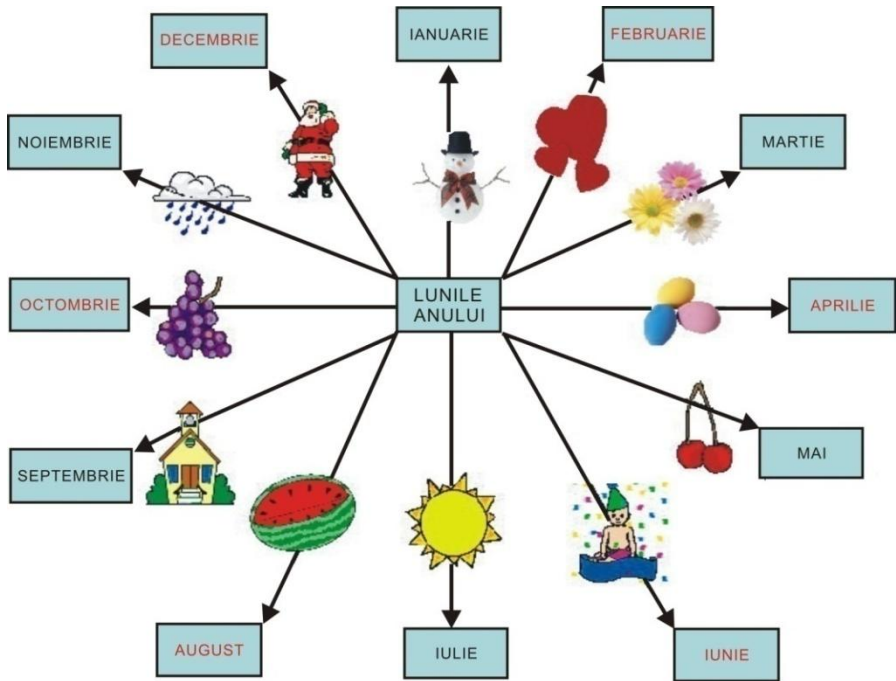
land, cosmic vehicles): *Travelling to the Cosmos! Fantastic trip.*



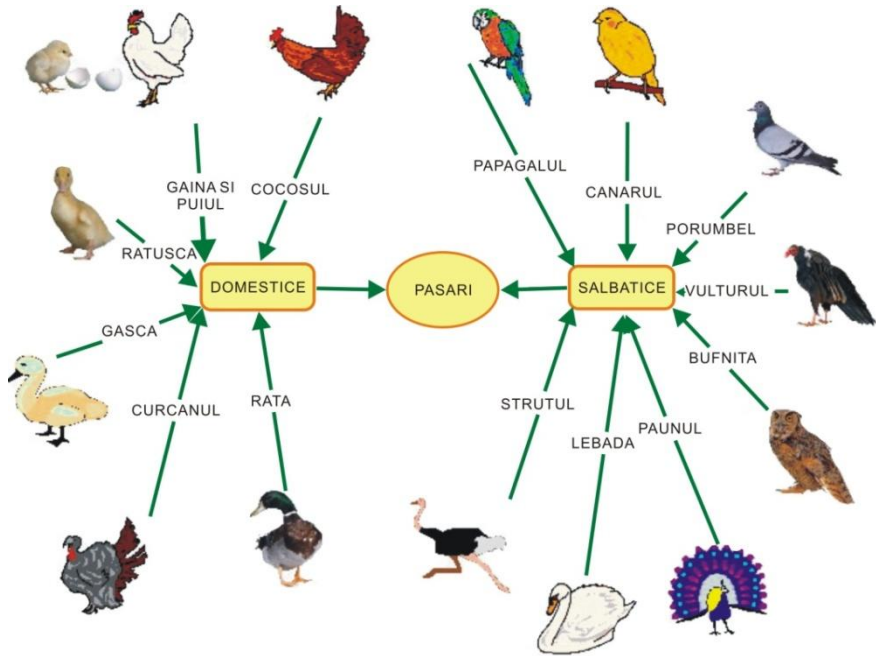
b) Recognitions of natural phenomena (wind, blizzard, rain, snow, frost, hail, lightning, storm, thunder) when they happen: *Spring's here! The seasons!*

c) Living beings: Breath, eat, move, grow, reproduce, adapt to various conditions. Inanimate objects: do not breath, do not feed themselves, do not grow, do not reproduce: *Tell me what you know about...! Recognise the object from the picture! It's a living being, it's not a living being! Who guesses, wins!*

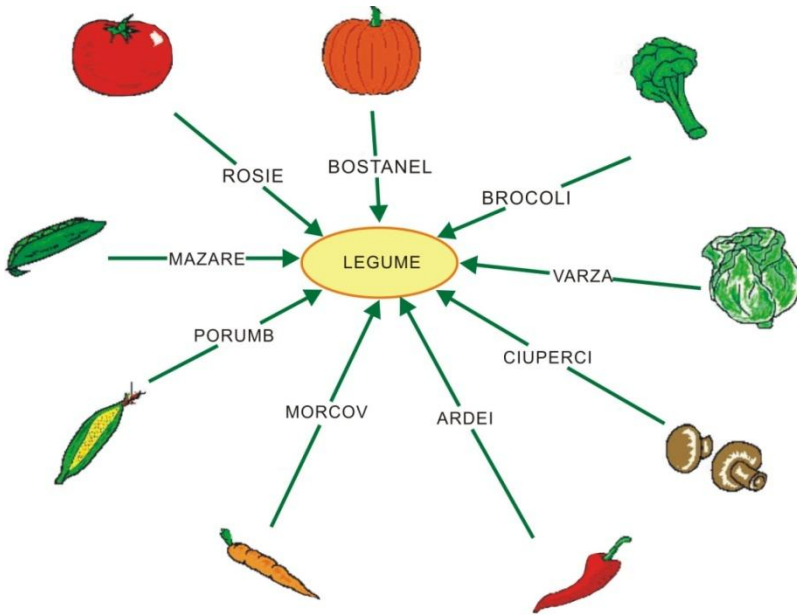
d) Four seasons, their sequence and specific phenomena: *The wheel of seasons! When does it happen? After me comes...?*



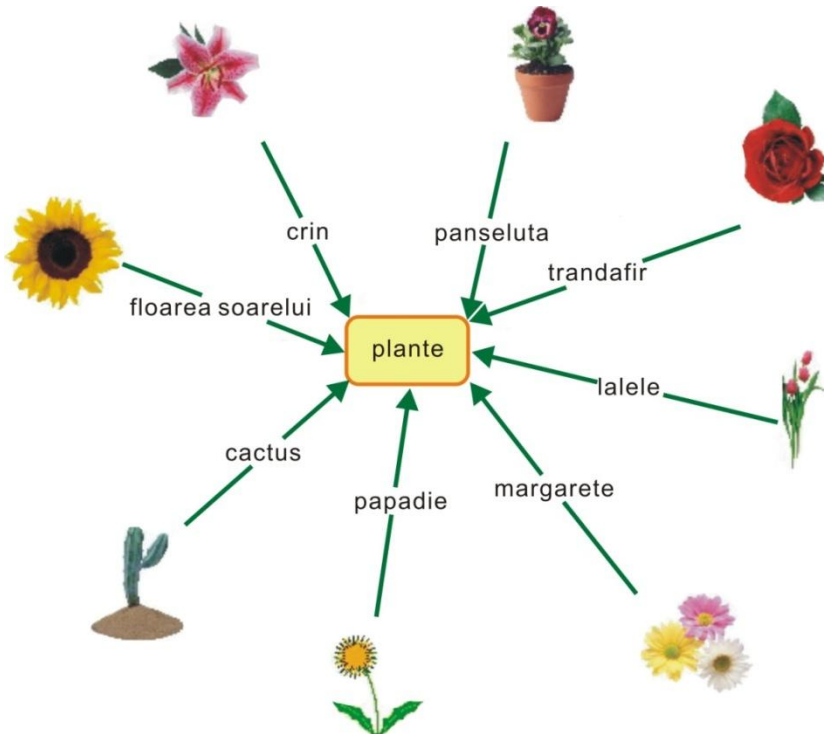
e) The living organisms' manners of adapting to seasonal changes: lower temperature, light intensity, wilting vegetation, disappearance of insects, bird migration etc.: *Where have they hidden? Say who you are!*



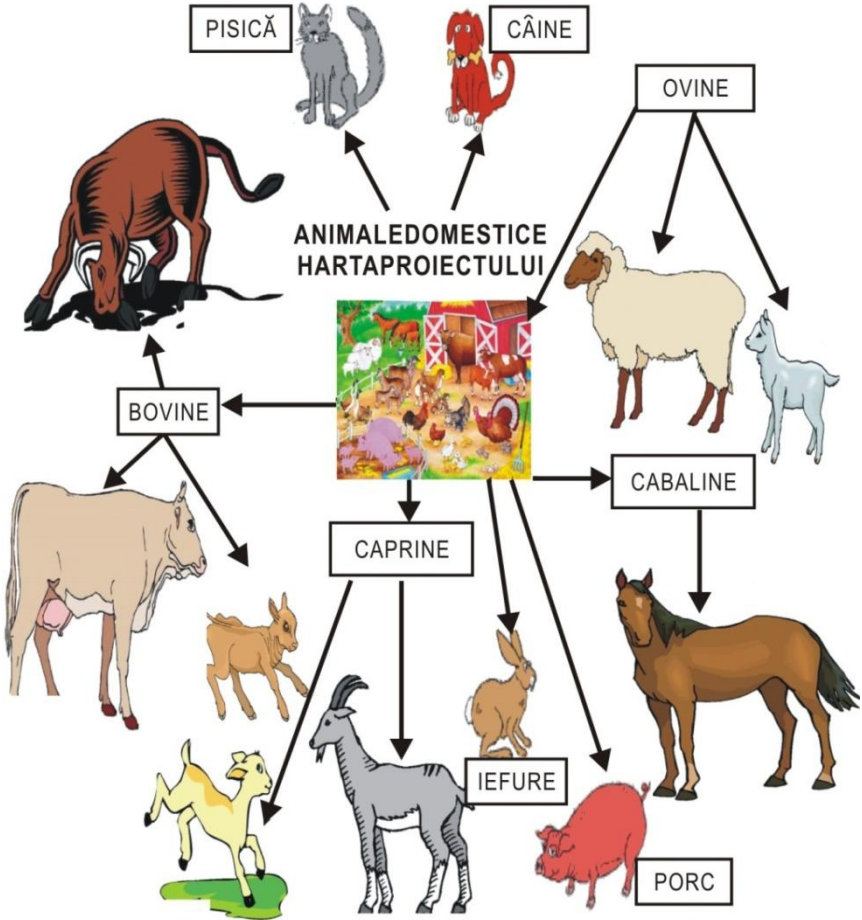
f) The plants' adaptation peculiarities to environment: root, stem, branches, leaves, multiplication, importance in nature and human life: *The naughty envelope! The troublesome game! The flower garden, The orchard! The mystery of forests!*



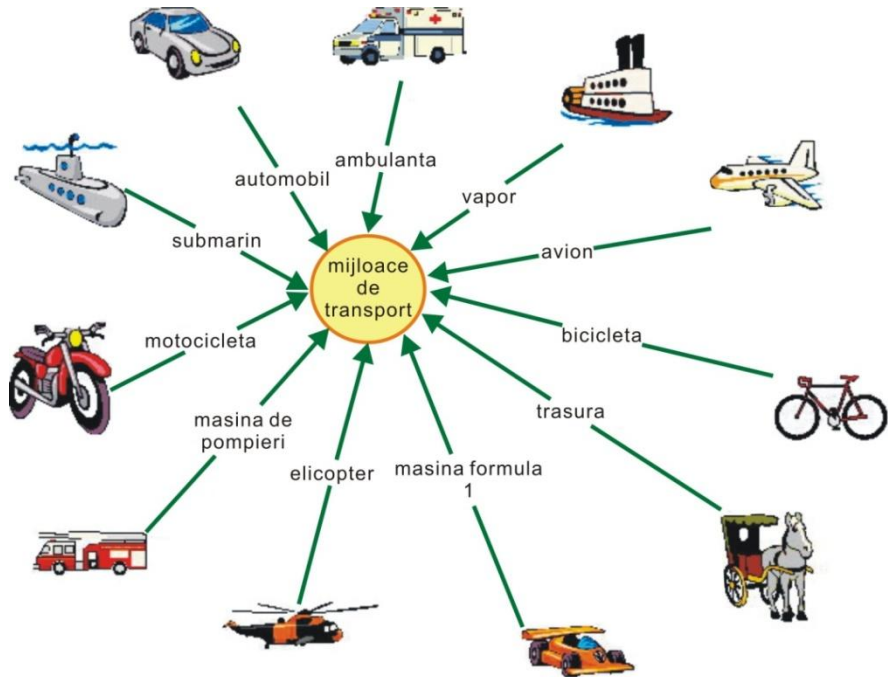
g) The animals' adaptation peculiarities to the environment (fish, birds, mammals, insects). Plants as living organisms, their structure, root, stem, leaves, seeds, characteristics, living conditions, nutrition, importance. Ornamental plants: *Who knows, wins, The florists, The greengrocer's*.



h) Animals as living organisms, can be of various types: insects, fish, amphibians, birds, mammals; characteristics, living conditions, nutrition, importance and life in captivity: *Aquarium, The Zoo, The botanical garden, Insectary!*



- i) The man's activity in nature. Growing and caring for plants and animals, their living conditions: air, light, heat, clean water, nutrition, soil, shelter: *Let's help the bunny! What can we do! The wheel of seasons! Animals and their food! Do you know when? Today, yesterday, tomorrow!*



j) Applying measures of environmental protection. The development of moral-affective behaviour towards nature with focus on their ecological culture: *In the park! Little ecologists! What has a little cricket told me!*

7.3 Play in Mathematic Activities

The acquisition of basic mathematic knowledge, as they are stipulated by the syllabus, plays a very important part in childhood education along other types of activity (Ginsberg, H.P., 2006). The specific objectives of mathematic activities can be achieved through didactic and logical games. The following games are useful in the acquisition of mathematic concepts:

- constructive games,
- games for building sets,

- differentiation games,
 - pair formation games,
 - games of equivalent sets etc.
1. Features of objects and phenomena. Procedures of exploring objects and phenomena: didactic games: *Flower garden, The round dance of small toys! The magic basket! The Florist!*
 2. Groups of objects and operations with them: grouping, series, ordering, comparisons according to a criteria: *Place me next to my pair, place me in an ascending series, The tall ones and the dwarfs, Many or few, The florist's basket!*
 3. Geometrical figures:
 - small section: Find the square, Let's arrange the discs,
 - middle section: What piece don't we know? What has Martinel done wrong,
 - high section: What is and how is this piece? The colourful painting, The houses on my street,
 - preparatory section: How is and how isn't this piece? The game with circles! Change alike! Build as many as I!
 4. Space, movement and space orientation. The place and position of objects in the space: Where has the dwarf stopped? Place the pieced from bottom to the top, Pair the butterflies with the flowers!
 5. Time (its passage and irreversibility). The speed of movement (slow, fast, like a flash) and how we perceive the passage of time (like a moment, like an eternity): The magic watch! The changing calendar!

6. The whole and its division into equal parts; its reconstruction from parts: The whole from parts! Let's rebuild the piece, Give Azorel as many bones as plates it's got! Rebuild the shape!
7. Procedures of measuring objects according to parameters: length, width, height, thickness. Standardized and non-standardized units of measurement: Measure and divide into equal parts! Weight and sell! Who is the tallest? Arrange the objects from the narrowest to the widest.
8. Procedures of measuring solid, liquid, flawed bodies. Standardized and non-standardized units of measurement: What is heavier? Measure the height of your mate! Divide juice equally to your friends!
9. The natural sequence of numbers. The notion of number and digit. Numbers within the 1-5 limit. Ordinal and cardinal numbers: Count the leaves from the tree, Count the sparrows on the rod, Which bunny has left? Place the digit in its position!
10. Counting from 1-10. Reinforcement of ordinal and cardinal numbers. Decomposing and composing numbers. Counting from 1-20. Reinforcement of ordinal and cardinal numbers. Decomposing and composing numbers: Place as many dots as indicated by the digit, Count from 1-10, count down, What digit is missing?
11. Mathematic symbols (operations with +, \times ; relation signs =, <, >): Say where it matches? I've made a mistake, correct me, What designates...?
12. Addition of numbers with 1-2 units. Subtraction of numbers with 1-2 units: We calculate, count and learnt mathematics! Solve the problem and you win! Who calculates faster!
13. Solving problems with objects in concrete situations. Easy problems within the limits 1-10, using objects: The dwarf school, We solve and solve and maths we learn! Who's wrong, goes out!

7.4 Play in Musical Education Activities

Music is the voice that mirrors the sincere and non-simulating traits of human soul, said George Enescu. The aim of music is to teach children aesthetics, to develop their abilities to appreciate the beauty of art, the ambiance, nature, social life and it contributes to the creation of beauty through age characteristics. It also makes a significant contribution to the completion of the children's personality.

All musical activities have aesthetic features, but musical plays are very important for children. They acquire sound and rhythm structures, which are intuitive in the beginning but later on, trained in kindergartens during the instructive-educational process.

The objectives of musical activities are:

- Development of the child's ability to express something through music,
- Training the ability to perceive music,
- Knowledge of national and universal values in the field of art,
- Development of creative abilities by cultivating imagination.

Besides singing and listening to music, musical games contribute to improving musical knowledge and abilities, to the development of special inclinations, which will be turned into abilities or even musical talent later on. The more interested the child is in music, the more emotions will he feel in relationship to music. He will develop his musical hearing, rhythm and melody. Musical games have important formative values; learning and practicing them is true "therapy" for the pre-schooler's intellect. Musical games develop different mental processes such as: thinking, memory, attention, affectivity, will, etc.

The pre-schooler has to take various operations into account during musical

games. Altogether they animate the song and the game. The child has to remember the lyrics, follow certain rules, to prove hearing acuity and to be disciplined during the game (attention-willingness-thinking).

Musical education expends its influence also on the child's physical development. The musical games conducted by children develop their respiratory and vocal apparatus and contribute to blood oxygenation. The rhythmic movements become less tiring and give beauty and shape to the body.

Musical games can achieve most objectives regulated by the instructive-educational syllabus for kindergartens due to their special structure.

Musical games mix game elements with music and move on from mere motor execution to an affective state of mind. Music raises the tonus, activates and produces desire for movement. Musical games conducted according to the age of participants are stipulated in the instructive-educational syllabus. Their aim is to develop movement skills based on the lyrics and the rhythm. There are musical games for each section: small, middle and high, and also for the preparatory groups.

Musical games have similar structure to didactic games. They use clear tasks (musical tasks), rules and specific elements for each game: movement, racing/competition, guessing, and surprise.

Musical games are used for the reinforcement of skills and acquisitions of new ones by combining songs with movement. Musical games influence children, contributing to the development of their sense of rhythm and melody. Below, there are some of the musical games used during activities of musical education: *Walk in the rhythm of the music, Sing like me, Sing aloud, sing still, Move in the rhythm of the music, Play, play - don't move, Circle dance.*

We smell the flowers, Sing like me, Musical instruments, Santa's Hat, Big

drums, small drums, “Guess whose voice it is, Come rain come! The fox and the cock, In the forest house, Sleep tight –stand up, The beadle with wings flies to the sun, Fog, fog, A hen with two chicks, Snail, snail; The goat and the kids, The Echo, The Bells, The flower and the sun, The rain and the sun, Look here, this is how we dance, Circle dance, “Dance with circles, dance with ribbons”, We dance circle dances, Dance in two, The bear and the fox, Going walking, The Stone bridge, The Joy Dance, We walk merry and dance, Who’s more attentive, The Circle dance, “Alunelul-lively Romanian dance”, Circle dance with thumping, Ciuleandra, Dance in circle to the right, The snowflakes ‘dance etc.

The musical education activities from kindergartens develop the children’s taste for beauty and sensitivity.

7.5 Play in Physical Education Activities

The syllabus for instructive-educational activities mentions the following objectives of physical education activities:

- general physical development and increase the resilience of the body,
- training and improvement of basic motor skills and of those with applicative character (development of general motor abilities),
- development of basic motor abilities, Continuous improvement of coordination abilities (neatness),
- development of interest and the habit of daily physical training,
- development of proper individual and collective hygiene habits.

The syllabus mentions also specific objectives for the development of knowledge and competences, besides the general objectives mentioned above:

1. Knowledge about:

- forms and varieties of walking, running based on conditions at hand,
- mastering the technique of jumping, throwing and catching the ball, climbing and escalading,
- dynamic games, relay races and their practice in various conditions and circumstances,
- team exercises,
- elementary rules of personal and social hygiene, and behaviour rules throughout physical education activities.

2. Competences in:

Motor performance:

- speed running,
- shuttle running,
- general coordination (neatness),
- resistance running,
- long jump,
- distance ball throwing.

3. Attitudes

- interest towards constant practice of physical exercises,
- follow hygiene rules, forms of body conditioning and their positive (beneficial) influence on the body,
- appreciation for fair play behaviours in sport games,
- showing feeling of friendship, esteem, mutual help, initiative in various types of activity (especially in play),

- proper assessment of the other's posture.

Movement games with specific elements for joint activities can be classified *according to the basic motor skills they act on*. Below we list a possible classification:

- walking games,
- running games,
- throwing and catching games,
- jumping games.

According to the motor quality they influence, games used during joint activities can be classified into:

- games for speed development,
- games for resilience development,
- games for skill development,
- games for strength development,
- games for grace development.

According to the *group of muscles they involve*, games can be divided into:

- games for upper limbs muscles and neck muscles,
- games for the body muscles,
- games for the leg muscles.

Based on the *effort intensity*, the physical education games are divided into:

- games of low intensity,
- games of medium intensity,

- games of high intensity.

Movement games are important activities used for the achievement of objectives set for physical education activities. Their aim is the children's physical development. Play is very important in selected activities but especially in frontal physical education activities. Movement games contribute to the development of a child's personality in this respect, it is necessary to underline that dynamic games (movement games) develop the musculoskeletal apparatus and have positive effects on important body functions, contributing to the improvement of metabolism.

Movement games are complex activities with great implications for the development of general motor ability. They offer the opportunity to develop and train basic motor abilities such as: walking, running, jumping, throwing, catching, climbing, escalating, crawling etc., to develop motor qualities: speed, skills, strength, resilience, coordination abilities, spatial orientation (estimation of directions and spatial sizes) etc.

Through movement games, children have the opportunity to develop motor abilities, thus enriching their motor experience. They contribute to the development of personality traits, of moral traits and of group work. Movement games have to be well prepared by the teacher, well-chosen and based on pre-existing motor abilities, if we aim for good results.

Below, we list the most common movement games used during physical education activities in kindergarten.

Running games: Catch me, Pair running, Catch the mosquito, Long ride, The circle race, The mouse and the cat, The Handkerchief, Chase him away, Relay race, Running after the bunny, Obstacle race.

Jumping games: Don't soak your feet, Who jumped the less? Who jumped

well, became a champion, The bridge, Jump over the pond, The spring race, The frogs' jump, The stork jumps on one leg, Interrupted relay race.

Throwing games: Ball to the leader, Ball in the circle, Up – down, Hit the gates, The best thrower, Ball in the basket, Ball to the target, The carrot in the basket, The winning throwers, Race with throwing, The happy shooters.

Crawling games: Find your house, The chasing cat, Going hunting, Crawl to the toy, Don't cross the line, Be careful, The monkeys.

Climbing games: Carousels, The hunter and the rabbits, The children and the catkin, The wolf and the kids, The chicks from the nest, The busy ants, Reach the flag.

Transportation games: Carry the sachet, White – black, The carp and the pike, The cunning fox, The empty seat, The rabbits, The fishing rod and the fish, The bears and the bees.

Seminar Activities



Tasks and Applications

1. —

Starting from the following statement: *Childhood games are the buds the man's entire life, because by its development, it reveals the innermost features of his being.*" (F.R. Froebel) write a structured essay of 150 words.

Working time 10 minutes.

2. —

3. —

4. —

