



教育局  
Education Bureau



香港教育大學  
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# Diligence brings rewards, but play also has benefits

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# Kindergarten Education Curriculum Guide

## • Directions of the Review ( p.13 ) :

- focusing on **nurturing in children a balanced development**
- strengthening the promotion of **moral education**
- providing elaboration on the **learning objectives of each learning area**
- reinforcing catering for **learner diversity** and **promoting an inclusive culture**
- promoting the use of **real-life themes to connect each learning area**
- promoting **learning through play** and strengthening the element of free exploration in play
- enhancing the **interface between kindergarten and primary education**

The Curriculum Development Council (2017). *Kindergarten Education Curriculum Guide*. The Curriculum Development Council.

# Kindergarten Education Curriculum Guide

- Free exploration (p.66-67):

- Design a variety of play **in line with the curriculum aims and content**, and in accordance with children's life experiences, interests and abilities, so as to provide children with **relaxing and effective learning experiences**.
- **Create a safe environment conducive to play**, flexibly co-ordinate the time for different classes to participate in play, make good use of different facilities such as interest corners in the classrooms and venue for gross motor activity, and allow children to move freely in the activity area.
- Teachers may **minimise restrictions in play** and allow children to select various toys, invite playmates and design ways to play in free play based on their own preferences, abilities and life experiences. In this way, play can be more interesting, and children can fully **express their feelings and explore the things around**.
- Half-day and whole-day kindergartens should arrange children to participate in **free play** lasting for no less than **30 and 50 minutes** respectively every day. Schools should avoid arranging other learning activities during time slots dedicated to free play for children.

The Curriculum Development Council (2017). *Kindergarten Education Curriculum Guide*. The Curriculum Development Council.

# What is play?

Features	Play	Non-play
• Participative	Active	Passive
• Autonomous	Chosen by children	Chosen by adults
• Interesting	Process-oriented	Outcome-oriented
• Imaginative	Based on both reality and imagination	Based on reality only

Henniger, M. L. (2013). *Teaching young children*. New York: Pearson.

# What does “imaginative” mean?

SHHHHHH..

Be quite;  
pay attention



**Imaginative: Parents bring in imaginative components into play (e.g., monsters, heroes, magic)**

# Ways to learn

## ACTIVITY #1

PLEASE WRITE "LEARNING"  
5 TIMES

## ACTIVITY #2

PLEASE DRAW A MONSTER  
BASED ON MY DESCRIPTION

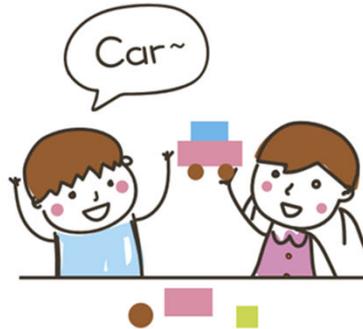
What can children learn from these activities?  
Which one is more interesting?

# Types of play



## Rough and tumble play

Children chase and push one another playfully.



## Constructive play

Children use small parts like blocks and clay to build things that others can recognize.



## Pretend play

Children act out different scenarios spontaneously and review their everyday experiences.



## Games with rules

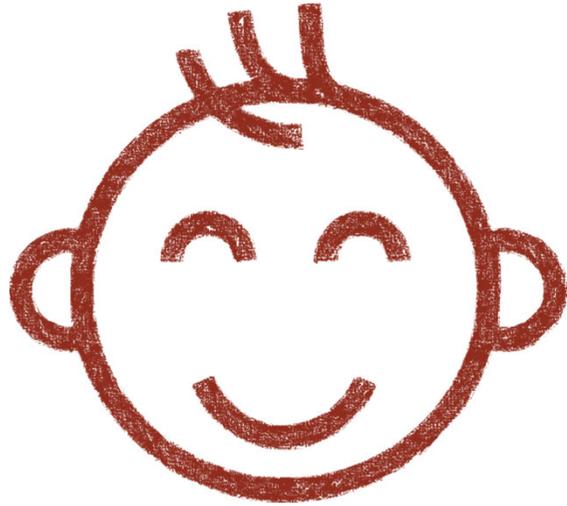
Children learn to react and interact with one another in board games, card games and ball games.

Gray, P. (2013). *Free to learn: Why unleashing the instinct to play will make our children happier, more self-reliant, and better students for life*. New York: Basic Books.

# Tips on rough and tumble play

-  Pick the right place
-  Set up basic rules
-  Demonstrate the right strength
-  Praise children for waiting patiently and using the appropriate strength

Polick, A. S., Carr, J. E., & Hanney, N. M. (2012). A comparison of general and descriptive praise in teaching intraverbal behavior to children with autism. *Journal of Applied Behavior Analysis, 45*, 593-599.



# Rough and tumble play versus Bullying



- Children smile and laugh
- Children actively join the activity
- Gentle contact
- Children change roles
- Several children are normally involved

- Children frown, cry, get red in the face
- One child dominates another
- Hostile contact
- Children never change roles
- Two children are normally involved

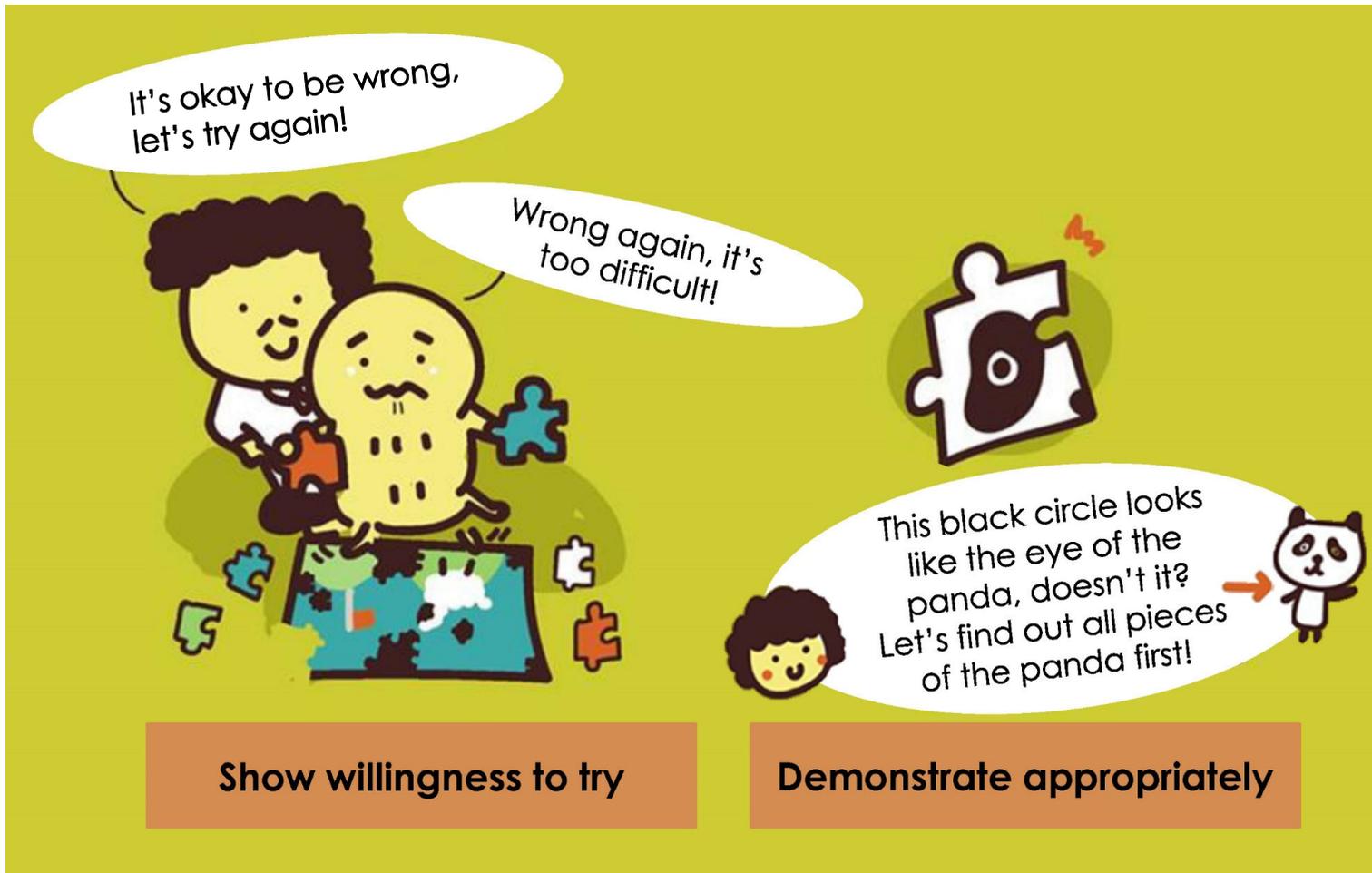
DeBenedet. A. T., & Cohen, L. J. (2010). *The art of roughhousing: Good old-fashioned horseplay and why every kid needs it.* Philadelphia, PA: Quirk Books.

# Tips on constructive play

-  Show willingness to try
-  Demonstrate appropriately
-  Promote self-talk
-  Review prior experiences

Fay-Stammbach, T., Hawes, D.J., & Meredith, P. (2014). Parenting influences on executive function in early childhood: A review. *Child Development Perspectives*, 8, 258-264.

# Tips on constructive play



# Tips on constructive play



Promote self-talk

Review prior experiences

## Tips on pretend play

- 📢 Discuss roles with children
- 📢 Discuss plots with children
- 📢 Encourage children to use props
- 📢 Use pictures or words to keep a record
- 📢 Parents or children improvise under the framework

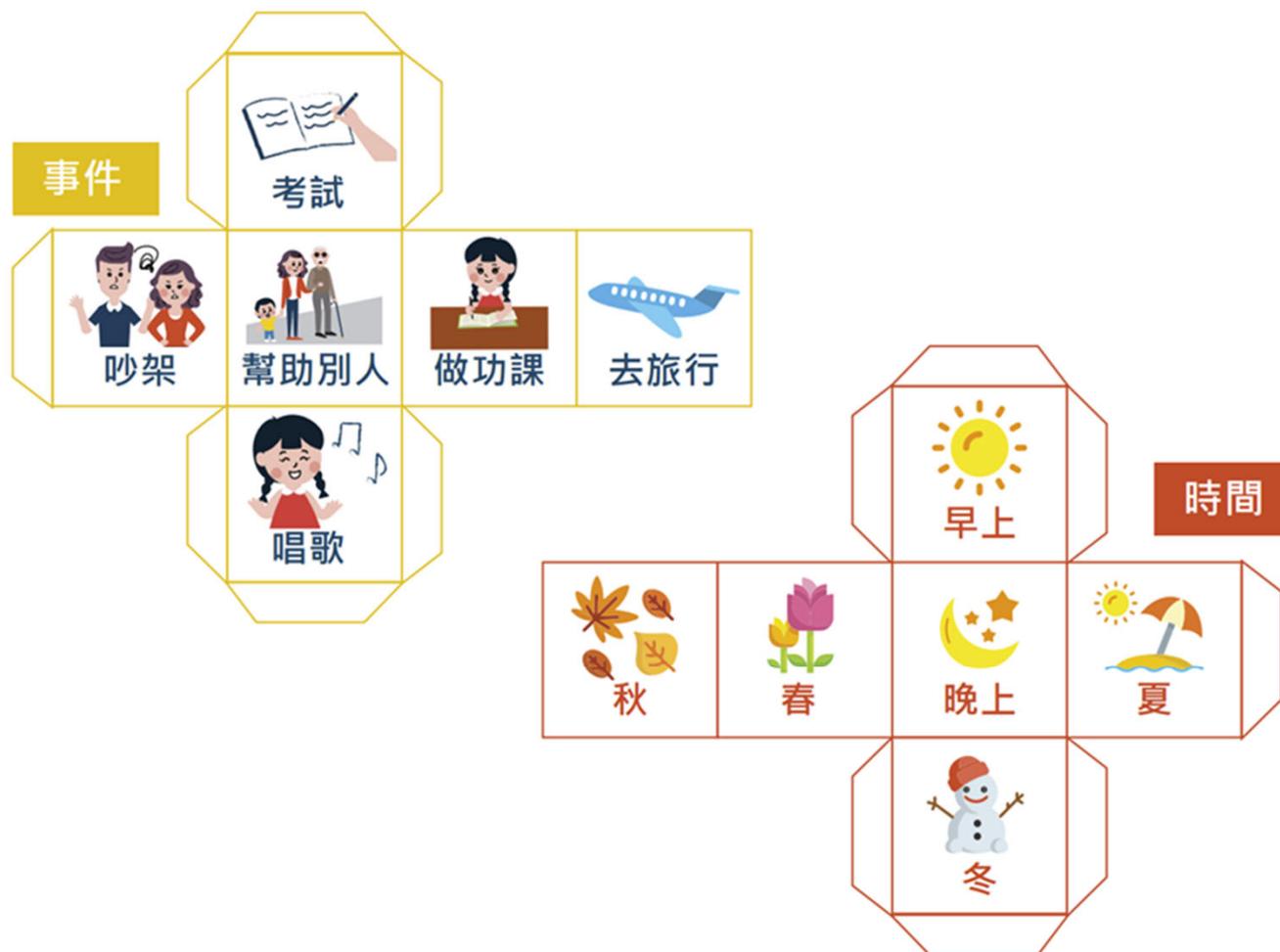
Bodrova, E., & Leong, D. J. (2007). Tools of the mind. Upper Saddle River, NJ: Pearson.

# Tips on games with rules

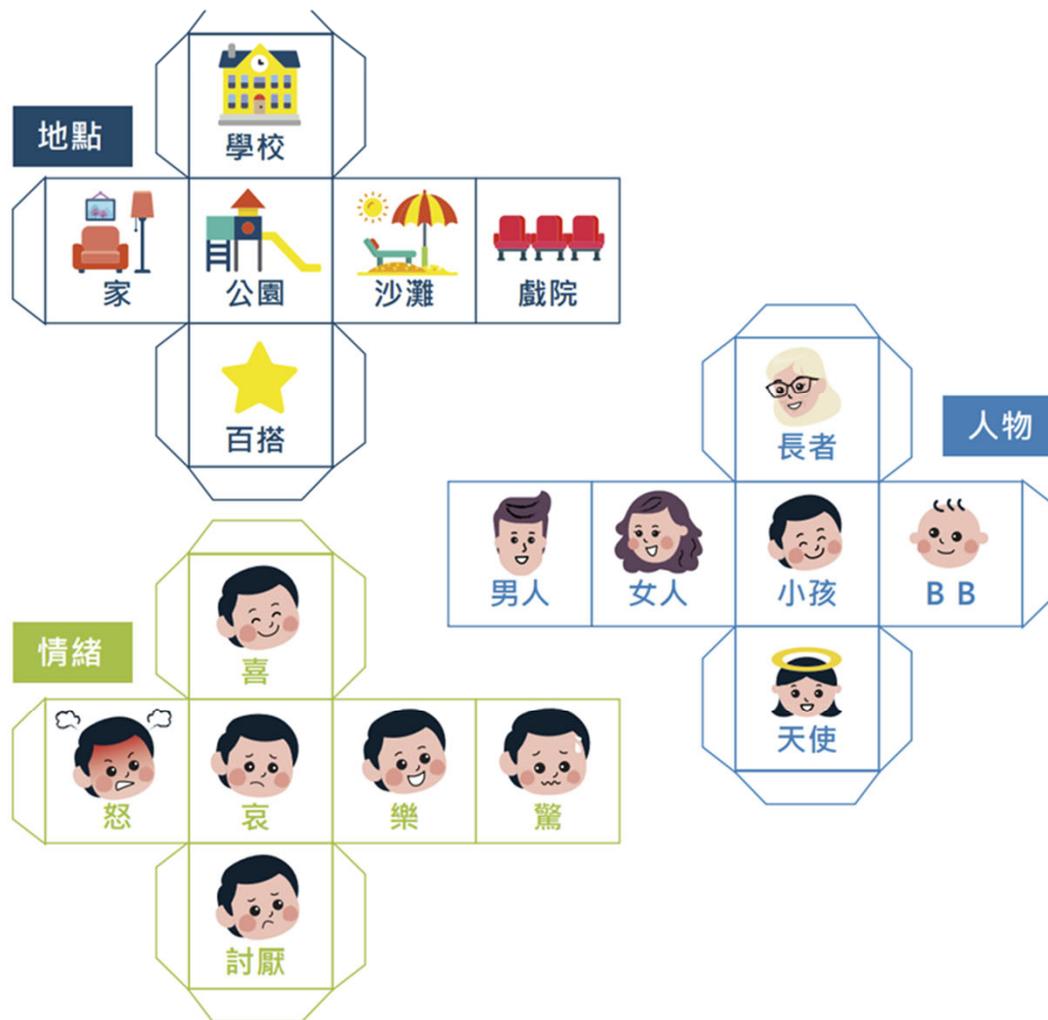
-  Help children follow rules
-  Help children use strategies
-  Help children deal with winning and losing

Cheung, S. K., & McBride, C. (2017). Effectiveness of parent-child number board game playing in promoting Chinese kindergarteners' numeracy skills and mathematics interest. *Early Education and Development, 28*, 572-589.

# Learn Chinese through games with rules

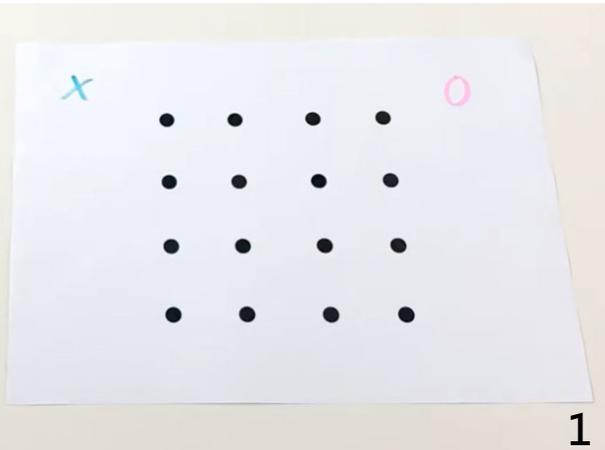


# Learn Chinese through games with rules

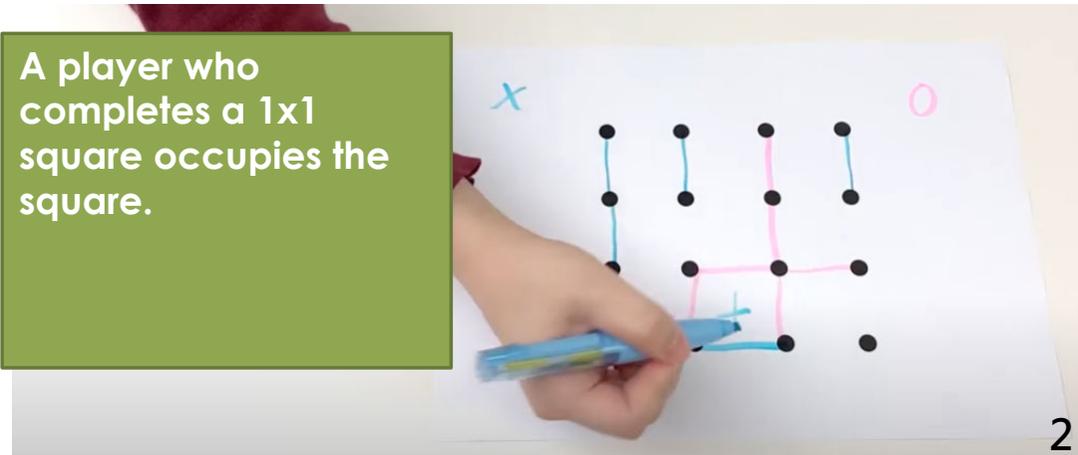


# Learn Math through games with rules

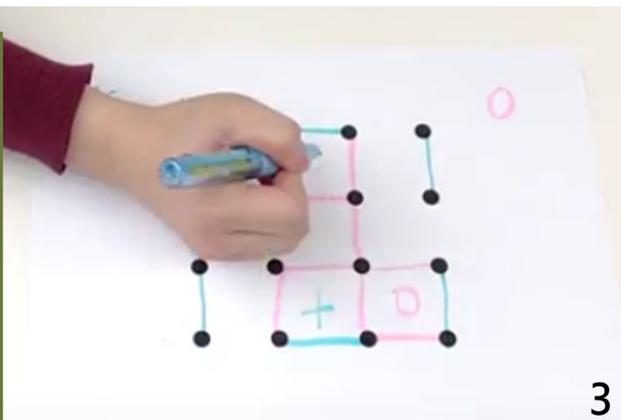
Players first draw rows of dots on the paper. Players then take turns to connect any two adjacent dots with horizontal or vertical lines.



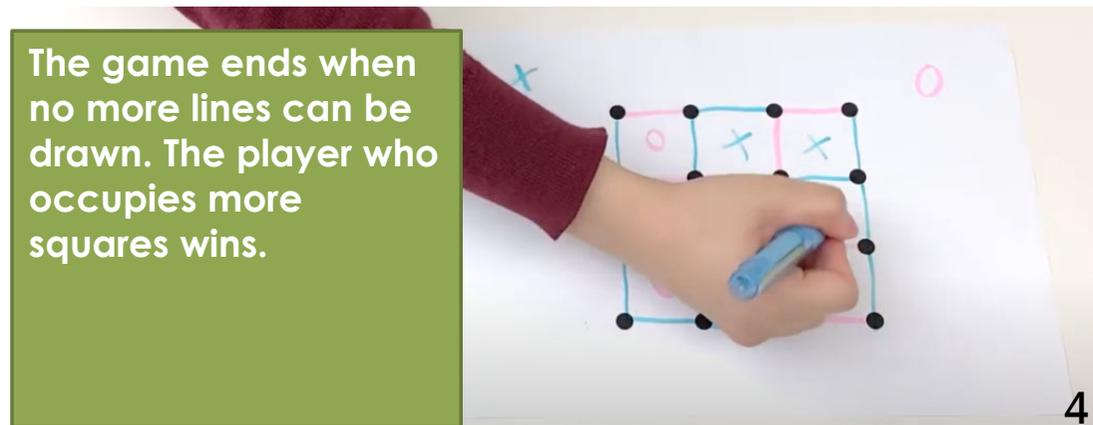
A player who completes a 1x1 square occupies the square.



The player who has occupied a square earns an extra turn to draw a line. The player can continue to draw lines until he or she cannot occupy a new square.



The game ends when no more lines can be drawn. The player who occupies more squares wins.

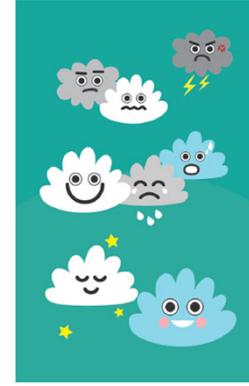
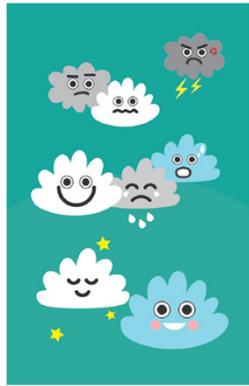
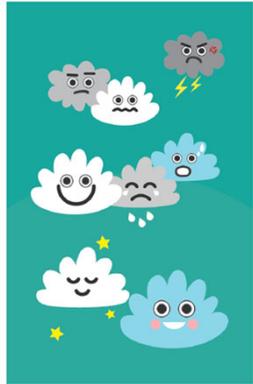


# Train motor skills through games with rules

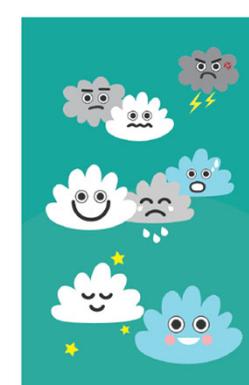
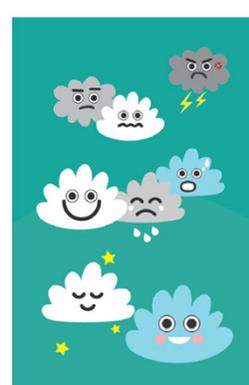
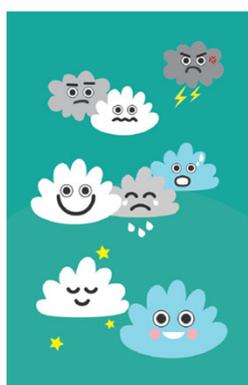
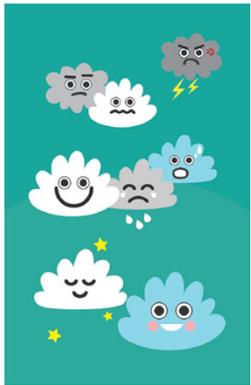


# Learn emotional expression through games with rules

1



2



A

B

C

D

E

F



# What can parents do while playing with children?



# **Praise** children for their behaviors, efforts, and strategies

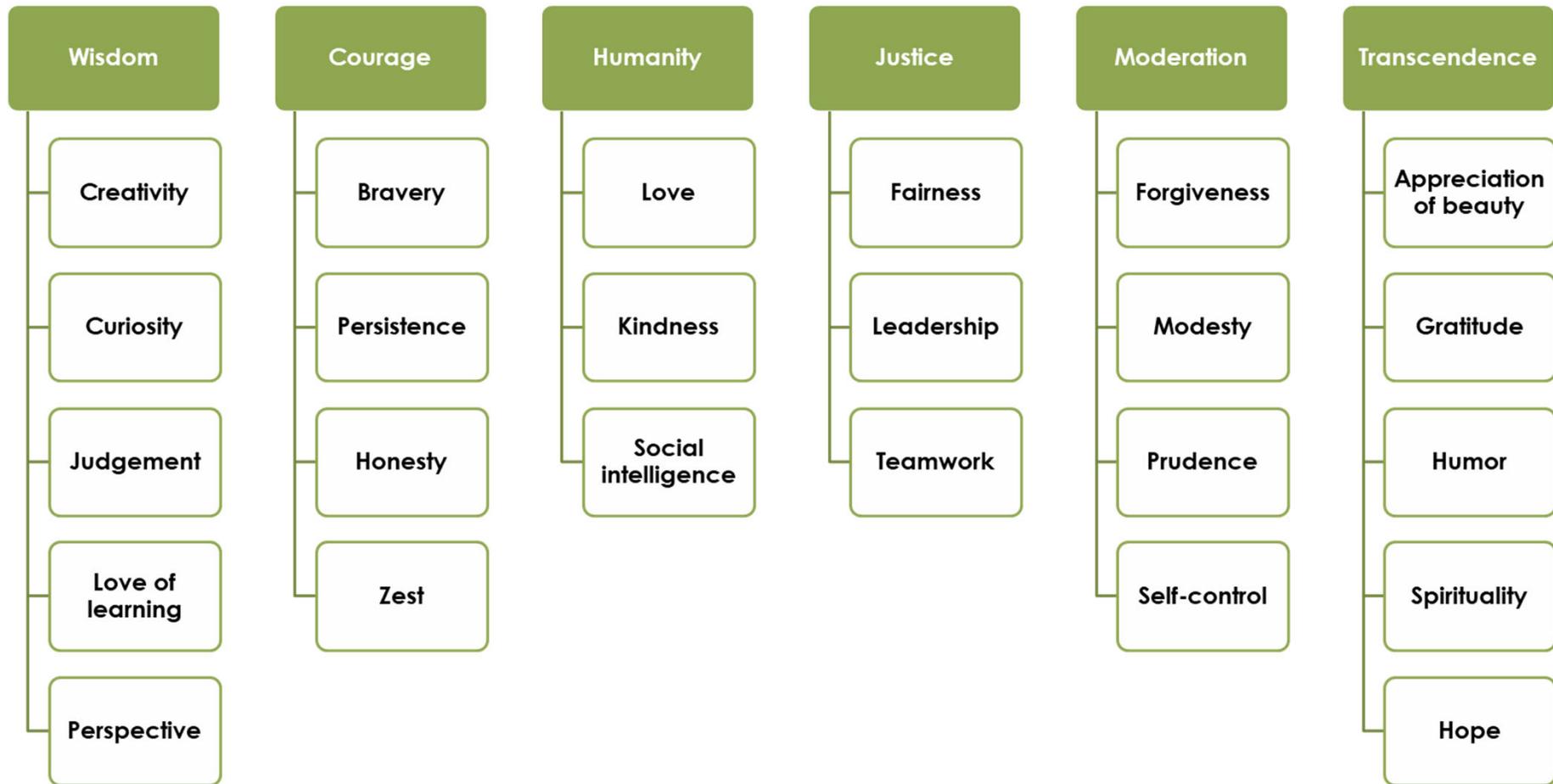
HOW	EXAMPLES
• <b>Specific</b>	“I really like how you treat the wound of the teddy bear gently.”
• <b>Quick</b>	“Thanks for sharing your Legos with me”
• <b>Genuine</b>	“Wow! You have been so focused on the puzzles! It’s really great!”

## Use praise to **highlight** child strengths

- “When you took the lead in cleaning up the toys with other children, you really acted like a leader!”
- “I like the way you express appreciation by praising others!”
- “You always ask questions—I appreciate your curiosity!”

Polick, A. S., Carr, J. E., & Hanney, N. M. (2012). A comparison of general and descriptive praise in teaching intraverbal behavior to children with autism. *Journal of Applied Behavior Analysis, 45*, 593-599.

# Use praise to **highlight** child strengths



Park, N., Peterson, C., & Seligman, M. E. (2004). Strengths of character and well-being. *Journal of Social and Clinical Psychology, 23*, 603-619.

# Reflect what children have said

HOW	EXAMPLES
<ul style="list-style-type: none"><li>• Reflection of feelings</li><li>• Reflection of meaning</li></ul>	<p>“You are upset. You spent a lot of time building the tower and it fell apart.”</p> <p>“You must be tired after swimming.”</p>

# Reflect what children have said

Joy :

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Happy



Excited



Grateful



Contented



Peaceful



Proud



Optimistic

Sadness :

---



Upset



Disappointed



Lonely



Guilty



Exhausted



Confused



Frustrated

# Reflect what children have said

## Anger :

---



Outraged



Hostile



Discriminated



Offended



Threatened



Criticized



Hurt

## Fear :

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Frightened



Nervous



Worried



Restless



Anxious



Petrified



At a loss

## Expand what children have said

 Dad: What is it?

 Child: Tree!

 Dad: Oh yes. It is a green tree. What about this?

 Child: Flower!

 Dad: This is a red flower. Are they friends?

 Child: Yes.

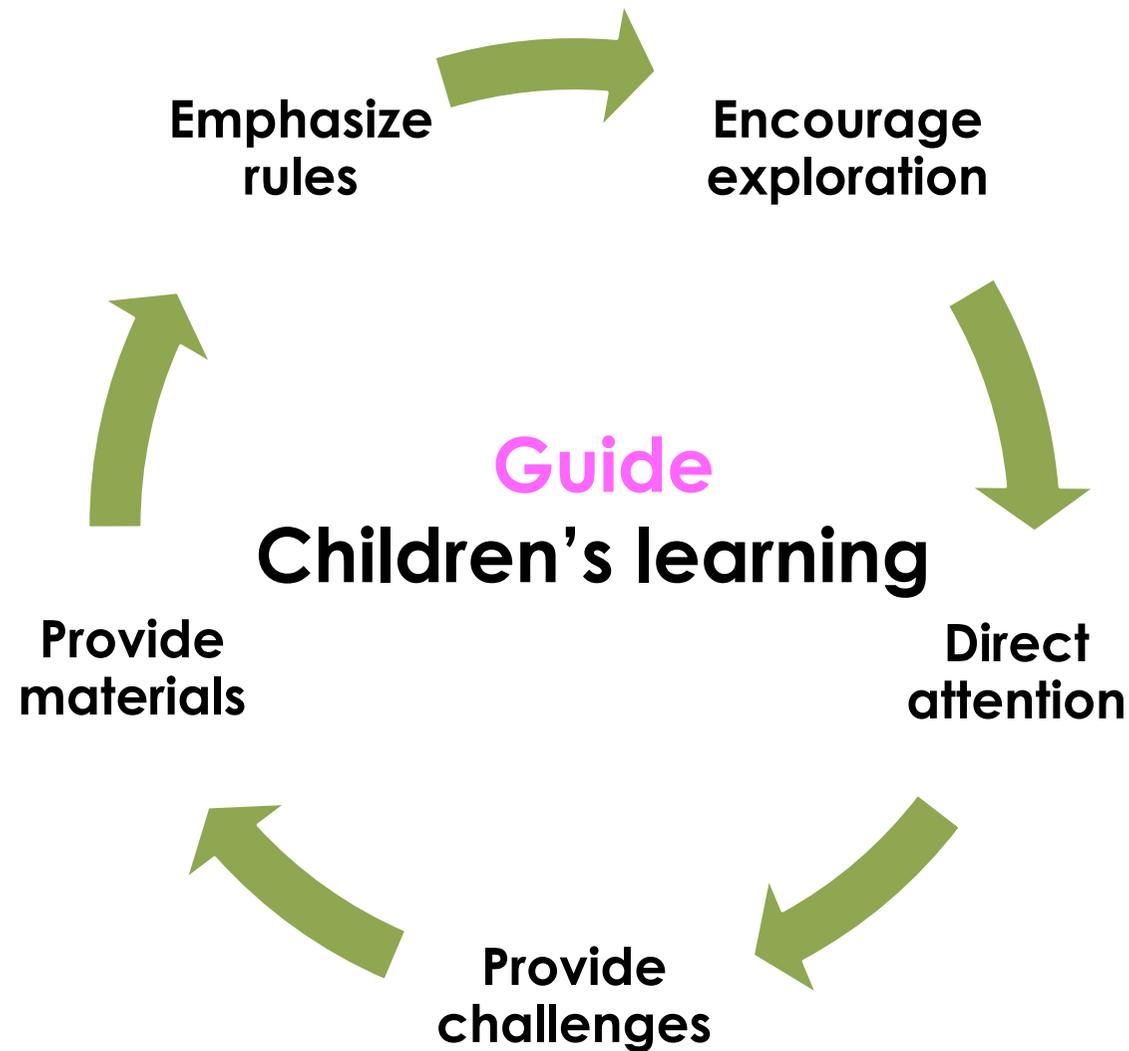
 Dad: The green tree and the red flower are good friends.

# Describe children's behaviors

HOW	EXAMPLES
<ul style="list-style-type: none"><li>• Pay attention to children's behaviors</li><li>• Help children understand what they are doing</li></ul>	<p>What they are building: "You are lining up the Legos—are you building a spaceship?"</p> <p>What they are acting: "You are preparing tea for the teddy bear."</p> <p>What strategies they are using: "You are now separating the blocks by their colors."</p>

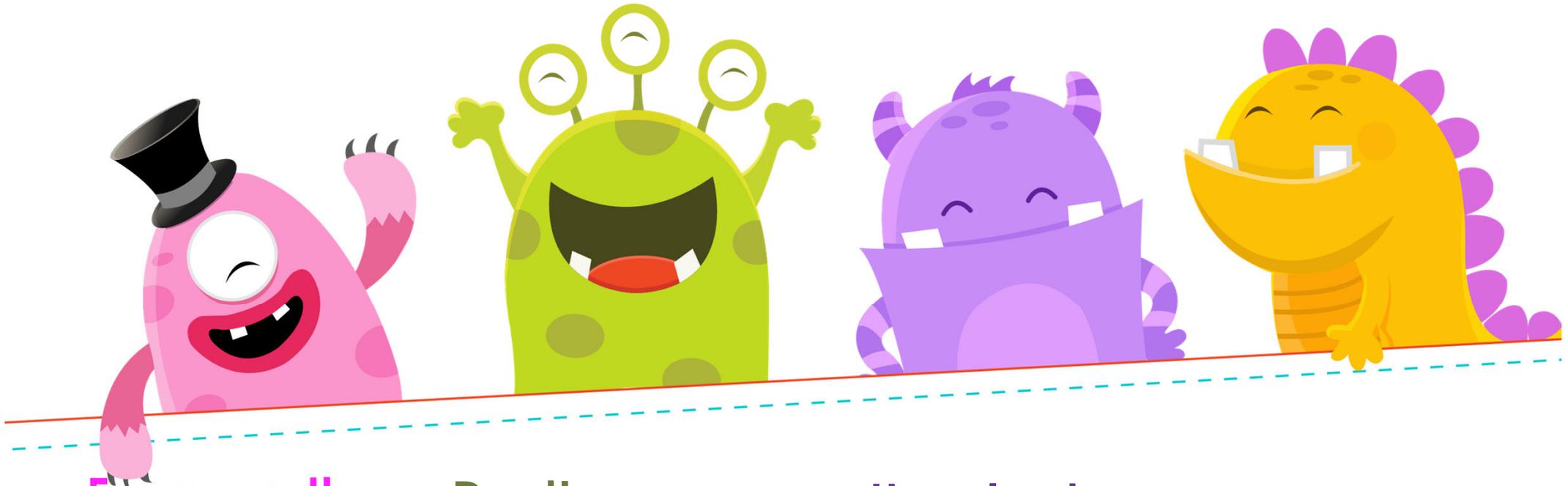
# Imitate children's behaviors

HOW	EXAMPLES
<ul style="list-style-type: none"><li>• Let children take the lead</li></ul>	What they are building: “You are building a tower. I am going to build a tower like you!”
<ul style="list-style-type: none"><li>• Let children know that you are imitating them</li></ul>	<p>What they are acting: “We are driving the train to take more passengers.”</p> <p>What strategies they are using: “I am learning from you—pressing the paper before drawing!”</p>



Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. M., Kittredge, A. K., & Klahr, D. (2016). Guided play: Principles and practices. *Current Directions in Psychological Science*, 25, 177-182.

# Pay full attention



**Focus on the  
process**

**Don't overuse  
the skills**

**Use play to  
understand your  
children and  
build relationships**

**Turn off the TV  
and the phone**