**2019 Play Facts (quiz answers)**

|  |  |
| --- | --- |
| A rich imagination improves the ability to use words to express needs, feelings, and ideas. | ***“Research provides more and more evidence of the positive effects that well-developed play has on various areas of child development such as social skills, emerging mathematical ability, mastery of literacy concepts, and self-regulation.”*** (p. 29)  Leong, D. J., & Bodrova, E. (2012). Assessing and scaffolding make-believe play. *Young Children, 29*, 28-34. [**http://www.imagineeducation.com.au/files/CHCECE018022/1.pdf**](http://www.imagineeducation.com.au/files/CHCECE018022/1.pdf) |
| Children who grow up with greener surroundings have better mental health. | ***Children who grow up with greener surroundings have up to 55% less risk of developing various mental disorders later in life.*** (p. 1) [**https://doi.org/10.1073/pnas.1807504116**](https://doi.org/10.1073/pnas.1807504116) |
| Healthy social and emotional development helps children develop the ability to learn and concentrate. | ***“Research indicates that children who are mentally healthy tend to be happier, show greater motivation to learn, have a more positive attitude toward school, more eagerly participate in class activities, and demonstrate higher academic performance.”***(p. 3)  Ho, J. & Funk, S. (2018). Promoting young children’s social and emotional health. *Young Children, 73*(1). [**https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health#activities**](https://www.naeyc.org/resources/pubs/yc/mar2018/promoting-social-and-emotional-health#activities) |
| Creating safe and predictable routines helps children feel safe, secure, and comfortable. | ***“Preschool children flourish in a positive, trusting building environment this environment includes: a daily schedule, an orderly classroom arrangement, respect between both teacher and students, and clear open communication between the student, parent, and teacher.”*** (p. 8)  DeMeulenaere, M. (2015). Promoting social and emotional learning in preschool. *Dimensions of Early Childhood, 43*(1), pp 8-10. [**https://www.southernearlychildhood.org/upload/pdf/DeMeulenaere\_43\_1.pdf**](https://www.southernearlychildhood.org/upload/pdf/DeMeulenaere_43_1.pdf) |
| Support from teachers can make a great difference in whether children with disabilities get to play with peers. | ***“It is the responsibility of educational professionals to make sure that . . . all children feel accepted, regardless of their differing abilities. For this goal to be achieved, under-standing what children think about their peers with disabilities and how their thoughts and ideas affect their play interactions is an important step in promoting social acceptance of, and interactions with, peers with disabilities.*** “(p. 50)[**https://doi.org/10.1177/0271121414554432**](https://doi.org/10.1177/0271121414554432) |
| Play allows for real-world experiences to reinforce positive social skills. | ***Play is a natural way for children to connect and relate to each other. As they engage in various types of play and through the social stages of play children from infancy work to develop social skills as they play.*** [**https://www.encourageplay.com/open-ended-play**](https://www.encourageplay.com/open-ended-play) |
| Creating an environ-ment that helps children explore their physical body and take risks supports emotional development | ***The inclusion of rough and tumble play and risk as elements of play for young children support social and emotional development children learn to assess risks, learn the limits of their bodies, and learn how to respond to others in the play.***  Tannock, M. T. (2008). Rough and tumble play: An investigation of the perceptions of educators and young children. *Early Childhood Education Journal, 35*(4), 357-361. [**https://search.proquest.com/docview/228485799?pq-origsite=gscholar**](https://search.proquest.com/docview/228485799?pq-origsite=gscholar) |
| Mindfulness refers to repetitive, prescriptive breathing and movements. | ***“When fostering mindfulness activities, practitioners will want to focus on engaging students’ imagination, creativity, and playfulness as opposed to rigid attention to prescribed physical movements. Within an early childhood context, mindfulness can be thought of as an observable sense of engagement and joy during moments of connection with oneself, the environment, materials, or others.”*** (p. 6)  [**https://doi.org/10.1177/1096250615593326**](https://doi.org/10.1177/1096250615593326) |