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|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY[[1]](#footnote-1)** |
| **RESEARCH / EVIDENCE SOURCES** | **Beyond Blue to Green: The Benefits of Contact with Nature for Mental Health and Well Being**  [**http://www.hphpcentral.com/wp-content/uploads/2010/09/beyondblue\_togreen.pdf**](http://www.hphpcentral.com/wp-content/uploads/2010/09/beyondblue_togreen.pdf)  *This report provides a review of existing Australian and international literature on the links between mental health and well-being and contact with nature, especially through green spaces. The evidence included in the review has been drawn from a range of sources including relevant electronic databases, and peer-reviewed journals. A major focus of Beyond Blue to Green was on the links between parks and other green open spaces and mental health, in particular depression and anxiety.*  **Crisis in the Kindergarten: Why Children Need to Play in School** [**http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten\_report.pdf**](http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf)  *This 2009 publication from Alliance for Childhood highlights evidence of changes in the amount of child-initiated play that occurs in kindergarten classrooms and offers both data and arguments for the importance of restoring that kind of activity.*  **The Crucial Role of Recess in School** [**http://pediatrics.aappublications.org/content/131/1/183**](http://pediatrics.aappublications.org/content/131/1/183)  *Excerpts from the American Academy of Pediatrics policy statement underscore that recess is a crucial and necessary component of a child’s development and, as such, it should not be withheld for punitive or academic reasons.*  **How We Play- Cultural Determinants of Physical Activity in Young Children**  [**http://www.playscotland.org/wp-content/uploads/assets/HowWePlayLitReview.pdf**](http://www.playscotland.org/wp-content/uploads/assets/HowWePlayLitReview.pdf)  *This literature review synthesizes the research on various socio-cultural influences on physical activity in young children at home and at school. Implications for research and policy are discussed.*    **The Impact of Pretend Play on Children’s Development: A Review of the Evidence** [**http://www.faculty.virginia.edu/ASLillard/PDFs/Lillard%20et%20al%20(2012).pdf**](http://www.faculty.virginia.edu/ASLillard/PDFs/Lillard%20et%20al%20(2012).pdf)  *The authors define pretend play and review three theoretical positions on whether and how it affects development generally, including a domain by domain analysis. Then they consider one position more deeply and address the implications of their findings for educational settings.*  **Moving Beyond Screen Time: Redefining Developmentally Appropriate Technology Use in Early Childhood Education** [**http://www.rand.org/content/dam/rand/pubs/research\_reports/RR600/RR673z2/RAND\_RR673z2.pdf**](http://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR673z2/RAND_RR673z2.pdf)  *This 2014 policy brief challenges the traditional emphasis on screen time when discussing the use of technology. The authors argue that a more comprehensive definition of what constitutes developmentally appropriate technology use for young children should consider the following six considerations: 1) Is it purposefully integrated to support learning? 2) Is the use solitary or taking place with others? 3) Is the activity sedentary or mobile? 4) What are the content and features of the* *media? 5) Are the device's features age-appropriate? 6) What is the screen time involved?*  **The Physical Play and Motor Development of Young Children: A Review of the Literature and Implications for Practice** [**http://www.easternct.edu/cece/files/2014/06/BenefitsOfPlay\_LitReview.pdf**](http://www.easternct.edu/cece/files/2014/06/BenefitsOfPlay_LitReview.pdf)  *The author analyzes the literature examining the effects of the effects of physical play from birth to five across all areas of development. It offers guidance for parents, practitioners, and policy makers to support the inclusion of more physical and outdoor play for young children.*  **Overview of Play: Its Uses and Importance in Early Intervention/Early Childhood Special Education** [**http://journals.lww.com/iycjournal/Fulltext/2011/07000/Overview\_of\_Play\_\_Its\_Uses\_and\_Importance\_in\_Early.2.aspx#**](http://journals.lww.com/iycjournal/Fulltext/2011/07000/Overview_of_Play__Its_Uses_and_Importance_in_Early.2.aspx)  *This publication presents a review about the importance of play in early intervention, early childhood special education and early childhood education and how play is regarded and used within these contexts*.  **Technology and Interactive Media as Tools in Early Childhood Programs Serving Children** [**https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS\_technology\_WEB.pdf**](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf)  *This joint position statement from the National Association for the Education of Young Children and the Fred Rogers Center is intended primarily to provide guidance to those working in early childhood education programs serving children from birth through age 8. Although not developed as a guide for families in the selection and use of technology and interactive media in their homes, the information here may be helpful to inform such decisions.* |
|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **EVIDENCE** | **Zero to Eight: Children’s Media Use in America 2013**  [**https://www.commonsensemedia.org/research/zero-to-eight-childrens-media-use-in-america-2013**](https://www.commonsensemedia.org/research/zero-to-eight-childrens-media-use-in-america-2013)(full report)  [**https://www.commonsensemedia.org/zero-to-eight-2013-infographic**](https://www.commonsensemedia.org/zero-to-eight-2013-infographic) (infographic of results)  *This report is based on the results of a large-scale, nationally representative survey to document children’s media environments and behaviors. To obtain these results, parents of children ages 0 to 8 in the U.S. were surveyed and asked about media ranging from books/reading and music to mobile interactive media like smartphones and tablets.* |
| **Print sources** | **American Journal of Play**[**http://www.journalofplay.org/**](http://www.journalofplay.org/)  *The* American Journal of Play*® is a forum for discussing the history, science, and culture of play. The website includes research, publications and other resources.*  **Assessing and Scaffolding Make-Believe Play**  [**https://www.researchgate.net/publication/292513144\_Assessing\_and\_scaffolding\_make-believe\_play**](https://www.researchgate.net/publication/292513144_Assessing_and_scaffolding_make-believe_play)  *This thoughtful article takes an evidence-based approach to observing, understanding, and facilitating play.*  **Babies Get Out: Outdoor Settings for Infant Toddler Play**  [**http://www.naturalplaygrounds.com/documents/NaturalPlaygroundsDotCom\_Living\_RealWorld.pdf**](http://www.naturalplaygrounds.com/documents/NaturalPlaygroundsDotCom_Living_RealWorld.pdf)  *This classic 1991 article by Jim Greenman offers ideas for using outdoor places for children under two to play in.*  **The Benefits of Connecting Children with Nature** [**https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature\_InfoSheet.pdf**](https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature_InfoSheet.pdf)  *This is one of several evidence-based infosheets produced by the Natural Learning Initiative. This document clearly cites evidence for how connections with nature can support different domains and aspects of development.*  **The Case for Play: How a Handful of Researchers Are Trying to Save Childhood**  [**http://chronicle.com/article/The-Case-for-Play/126382/**](http://chronicle.com/article/The-Case-for-Play/126382/)  *This article describes the work of researchers who have documented the many benefits that accrue from opportunities for young children to play.*  **Children’s Right to Play and the Environment**  [**http://ipaworld.org/wp-content/uploads/2016/05/IPA-Play-Environment-Discussion-Paper.pdf**](http://ipaworld.org/wp-content/uploads/2016/05/IPA-Play-Environment-Discussion-Paper.pdf)  [*This discussion paper*](http://ipaworld.org/wp-content/uploads/2016/05/IPA-Play-Environment-Discussion-Paper.pdf) *highlights the critical role of play to children’s well-being, development and survival and reflects upon the impact of environmental conditions on the realization of the right to play in children’s everyday lives.*  **Cultural Variations in Parent Support of Children’s Play**  [**http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1054&context=orpc**](http://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1054&context=orpc)  *This article reveals how the amount of attention devoted to play in a particular society depends in part on the cultural beliefs about the nature of childhood, and on the adults' specific goals for their young children. An example of a finding is that some parents consider themselves appropriate social partners for their young children, but in many communities it is older siblings and peers who are the children's primary play partners.*  **Developing Self-Regulation In Kindergarten: Can We Keep All The Crickets In The Basket?**  **https://www.researchgate.net/profile/Elena\_Bodrova/publication/237121551\_Developing\_Self-ReguIation\_in\_Kindergarten\_Can\_We\_Keep\_All\_the\_Crickets\_in\_the\_Basket/links/552c35f90cf21acb0920c54c/Developing-Self-ReguIation-in-Kindergarten-Can-We-Keep-All-the-Crickets-in-the-Basket.pdf**  *The authors discuss the use of play to support the development of self-regulation skills in young children. These skills, like controlling impulses and delaying gratification are key to success in Kindergarten and beyond.*  **Exploring Sand Play** [**http://www.communityplaythings.com/resources/articles/2014/exploring-sand-play**](http://www.communityplaythings.com/resources/articles/2014/exploring-sand-play)  Sand and water hold a tremendous attraction for young children, but as time for play is increasingly threatened by standards and curriculum driven activities, how can teachers validate the educational value and necessity of sand in the classroom? This article offers answers across a variety of developmental domains.  **Guided Play: Where Curricular Goals Meet a Playful Pedagogy**  **https://www.sas.upenn.edu/~deenas/papers/weisberg-hirshpasek-golinkoff-mbe-2013.pdf**  *The authors offer an alternative to direct instruction in preschool classrooms. They offer a model for guided play as an approach to delivering content. It lies between free play and direct instruction and offers a more developmentally appropriate focus on child-centered exploration.* |

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|  | **RESOURCES FOR SPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **Print sources** | **The Healing Power of Play: Therapeutic Work with Chronically Neglected and Abused Children**  [**http://www.mdpi.com/2227-9067/1/3/474/htm**](http://www.mdpi.com/2227-9067/1/3/474/htm)  *This article explores the power of play and playful interaction to benefit and heal children in a Romanian orphanage suffering from abuse and neglect.*  **Helping Parents Stay Confident In Their Own Playful Instincts In World of Professional Play Specialists**  [**https://www.childcareexchange.com/library/5016756.pdf**](https://www.childcareexchange.com/library/5016756.pdf)  *This is an excellent article for supporting family members and helping them to understand how they can support the play of their children.*  **The Importance of Play in Early Childhood Development** [**http://msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf**](http://msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf)  *This “self-learning resource” provides an overview of types of play and why play is essential for a child’s development and for learning life skills. While the information in this publication is specifically for family members, the information applies to other adults and providers who have opportunities to affect the play of children.*  **The Importance Of Play In Promoting Healthy Child Development And Maintaining Strong Parent-Child Bonds** [**http://pediatrics.aappublications.org/content/119/1/182.full**](http://pediatrics.aappublications.org/content/119/1/182.full)  *This report offers guidelines on how pediatricians can advocate for children by helping families, school systems, and communities consider how best to ensure that play is protected as they seek the balance in children’s lives to create the optimal developmental milieu.*  **Inspiring Play Magazine**  [**http://issuu.com/inspiringplay/docs/inspiring-play-magazine-fall-2012/1?e=5549491/2965477**](http://issuu.com/inspiringplay/docs/inspiring-play-magazine-fall-2012/1?e=5549491/2965477)  *Inspiring Play is an online/print publication dedicated to inspiring stories of children, family members, community leaders, educators, corporations and playground advocates who believe in inclusive play for children and families of all abilities.*  **International Journal of Early Childhood Environmental Education** [**http://naturalstart.org/research/ijecee**](http://naturalstart.org/research/ijecee)  *This peer-reviewed open-access electronic journal promotes early childhood environmental education for global audiences.*  **Literacy Learning And Pedagogical Purpose in Vivian Paley’s Storytelling Curriculum**  [**https://www.researchgate.net/profile/Patricia\_Cooper8/publication/249744067\_Literacy\_Learning\_and\_Pedagogical\_Purpose\_in\_Vivian\_Paley%27s\_%27Storytelling\_Curriculum%27/links/57d9745708ae601b39b155ce.pdf**](https://www.researchgate.net/profile/Patricia_Cooper8/publication/249744067_Literacy_Learning_and_Pedagogical_Purpose_in_Vivian_Paley%27s_%27Storytelling_Curriculum%27/links/57d9745708ae601b39b155ce.pdf)  *The author describes Vivian Gussin Paley’s story play curriculum which involves children using their own stories as opportunities for literacy learning. Stories are dictated by the children, recorded, and dramatized. The authors describe this holistic, play-based activity as well as the teacher’s role in the process.*  **Lively Minds: Distinctions Between Academic vs Intellectual Goals For Young Children**  [**http://tactyc.org.uk/wp-content/uploads/2015/06/dey-lively-minds-4-8-15.pdf**](http://tactyc.org.uk/wp-content/uploads/2015/06/dey-lively-minds-4-8-15.pdf)  *The author describes the importance of focusing on developmentally appropriate experiences inclusive of play and less academic content and direct instruction in the early years.*  **Make The Most Of Playtime** [**http://csefel.vanderbilt.edu/documents/make\_the\_most\_of\_playtime2.pdf**](http://csefel.vanderbilt.edu/documents/make_the_most_of_playtime2.pdf)  *This succinct article provides an overview of the developmental stages of play and effective play practices with children birth to 36 months with and without disabilities.* |
|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **Print sources** | **Making A Mud Kitchen** [**http://www.muddyfaces.co.uk/download/mudpack2016/books/Making\_a\_mud\_kitchen\_english.pdf**](http://www.muddyfaces.co.uk/download/mudpack2016/books/Making_a_mud_kitchen_english.pdf)  *This delightful publication offers guidance on creating opportunities for children to experience the deep pleasures of mud play. In addition to information about related resources, it offers support to practitioners who push the boundaries to enable young children access to the outdoors in an elemental and meaningful way.*  **Making the Most of Creativity in Activities For Young Children With Disabilities** [**https://cpin.us/sites/default/files/CC/VPA/docs/intro/Creativity\_Disabilities\_Young\_children.pdf**](https://cpin.us/sites/default/files/CC/VPA/docs/intro/Creativity_Disabilities_Young_children.pdf)  *Using the MOST (Materials + Objectives + Space + Time) approach, this article offers practical suggestions and planning tips for including children with disabilities in classroom activities. Examples of how the MOST approach can be used for children with visual impairments, hearing impairments, autism, or physical disabilities are presented in a chart.* |
|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **Print sources** | **Play and Cultural Context** [**http://www.child-encyclopedia.com/pages/PDF/Gosso-CarvalhoANGxp1.pdf**](http://www.child-encyclopedia.com/pages/PDF/Gosso-CarvalhoANGxp1.pdf)  *Using an ethnographic and observational approach, this publication looks at culture in the play of young children, including the main factors affecting the frequency, duration and the nature of play activities, gender differences, and other cultural conceptions and practices that impact time, space, materials and play partners.*  **Play and Disability**  [**http://www.child-encyclopedia.com/pages/PDF/JenveyANGxp1.pdf**](http://www.child-encyclopedia.com/pages/PDF/JenveyANGxp1.pdf)  *This article identifies the main groups of disabilities present in early childhood and considers how those disabilities affect children’s development and engagement in play.*  **Play and Self-Regulation: Lessons from Vygotsky** [**http://files.eric.ed.gov/fulltext/EJ1016167.pdf**](http://files.eric.ed.gov/fulltext/EJ1016167.pdf)  *The authors explore the connections between play and development especially in the areas of creativity, reasoning, executive function, and regulation of emotions.*  **Play as the Learning Medium for Future Scientists, Mathematicians, and Engineers**  [**https://files.eric.ed.gov/fulltext/EJ1069001.pdf**](https://files.eric.ed.gov/fulltext/EJ1069001.pdf)  *This article examines the importance of returning educators’ attention to play as the learning medium that can best develop these abilities and motivate students to pursue careers in science and mathematics.*  **The Play Behaviours of Roma Children in Transylvania**  [**http://eprints.leedsbeckett.ac.uk/4127/1/IJP%20-%20Fraser%20Brown%20Article%20Transylvanian%20Roma%20Children%2527s%20Play%20April%202017.pdf**](http://eprints.leedsbeckett.ac.uk/4127/1/IJP%20-%20Fraser%20Brown%20Article%20Transylvanian%20Roma%20Children%2527s%20Play%20April%202017.pdf)  *This article explores the character of play of children living in abject poverty and the ability of play to make their lives happy and full despite living in very difficult circumstances.*  **Play Games, Learn Math! Explore Numbers and Counting with Dot Card and Finger Games**  [**https://www.naeyc.org/resources/pubs/tyc/oct2017/play-games-learn-math-explore-numbers**](https://www.naeyc.org/resources/pubs/tyc/oct2017/play-games-learn-math-explore-numbers)  *Playing math games with children can be a fun, developmentally appropriate way to spark understanding of big mathematical ideas. Math games also support children’s mathematical habits of mind—and key school readiness skills, such as problem solving, puzzling, and perseverance. Learn more in this article.*  **Play: Ten Power Boosts for Children’s Early Learning**  [**https://www.researchgate.net/profile/Alice\_Honig/publication/281109884\_Play\_Ten\_power\_boosts\_for\_children%27s\_early\_learning/links/55d5ff7408aed6a199a3f80f/Play-Ten-power-boosts-for-childrens-early-learning.pdf**](https://www.researchgate.net/profile/Alice_Honig/publication/281109884_Play_Ten_power_boosts_for_children%27s_early_learning/links/55d5ff7408aed6a199a3f80f/Play-Ten-power-boosts-for-childrens-early-learning.pdf)  *This article offers very specific ideas and activities for supporting young children’s learning through play in each domain.*  **Playful Math Instruction in the Context of Standards**  [**https://www.naeyc.org/resources/pubs/yc/jul2017/playful-math-instruction-standards**](https://www.naeyc.org/resources/pubs/yc/jul2017/playful-math-instruction-standards)  *This article provides several examples of engaging activities that show how to use standards, curricula, and assessments to support—not stifle—math learning through play. As the author writes, “Abundant research has demonstrated that young children enjoy learning math and can learn far more than was previously assumed—without a single flash card or worksheet.”*  **Playing it up with Loose Parts!**  [**http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/Playing\_It\_Up.pdf**](http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/Playing_It_Up.pdf)  *This book-length publication underscores the importance of opportunities for children to engage in play alone and in groups. The author wrote that play provides motivation, resiliency, purpose, and meaning. This book explores various outdoor settings and other ways to enhance them with loose parts.*  **The Play’s the Thing: Styles of Playfulness** [**https://www.childcareexchange.com/library/5008928.pdf**](https://www.childcareexchange.com/library/5008928.pdf)  *The author gives us a glimpse of play through the eyes of the child and reflects on the role of the adult in the play.*  **The Power of Play**  [**https://www.zerotothree.org/document/196**](https://www.zerotothree.org/document/196)  *From day one, children are eager and determined to understand how the world works. They do this through play, using all the “tools” they have at their disposal. This brochure explores how play supports all areas of children’s development. Also included are age-based suggestions for playtime from birth to 3.* |

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|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **Print sources** | **Reading Instruction in Kindergarten: Little To Gain And Much To Lose**  [**https://truthinamericaneducation.com/wp-content/uploads/2015/06/readinginkindergarten\_online-1.pdf**](https://truthinamericaneducation.com/wp-content/uploads/2015/06/readinginkindergarten_online-1.pdf)  *The authors discuss the lack of scientific evidence that teaching reading early – in kindergarten or even preschool – will help them become better readers. The weigh the costs of this approach to the development and well-being of the child.*  **A Research-based Case for Recess**  [**http://usplaycoalition.org/wp-content/uploads/2015/08/13.11.5\_Recess\_final\_online.pdf**](http://usplaycoalition.org/wp-content/uploads/2015/08/13.11.5_Recess_final_online.pdf)  *The author offers research based evidence to illustrate the importance of recess and how academic gains are supported by including daily opportunities for outdoor play.*  **The Role of Pretend Play in Children’s Cognitive Development**  [**https://files.eric.ed.gov/fulltext/ED464763.pdf**](https://files.eric.ed.gov/fulltext/ED464763.pdf)  *The article notes that there is growing evidence to suggest that high-quality pretend play is an important facilitator of perspective taking and later abstract thought, that it may facilitate higher-level cognition, and that there are clear links between pretend play and social and linguistic competence. The article also notes that there is still a great need for research on the relationship between high-quality pretend play and development of specific academic skills.*  **Science in Support of Play: The Case for Play-based Preschool Programs**  [**http://www.easternct.edu/cece/files/2013/06/TheCaseforPlayinPreschool.pdf**](http://www.easternct.edu/cece/files/2013/06/TheCaseforPlayinPreschool.pdf)  *The authors discuss the unfortunate trend in classroom practice—the inclusion of excessive direct instruction and academic programs for 3 and 4-year-olds. Research on play based models of curriculum is offered as a counterpoint to this trend.*  **The Serious Need for Play**  [**https://bgcutah.org/wp-content/uploads/2014/10/Wenner-The-Serious-Need-for-Play.pdf**](https://bgcutah.org/wp-content/uploads/2014/10/Wenner-The-Serious-Need-for-Play.pdf)  *The author examines the research that shows a lack of opportunities for unstructured, imaginative play can keep children from growing into happy, well-adjusted adults. “Free play,” as scientists call it, is critical for becoming socially adept, coping with stress and building cognitive skills such as problem solving.*  **Supporting Outdoor Play and Exploration for Infants and Toddlers**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-14-outdoor-play.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-14-outdoor-play.pdf)  *This technical assistance paper explores the benefits of outdoor time for infants and toddlers and provides suggestions for creating outdoor play spaces, safety considerations, and strategies and policies that support this important part of quality infant–toddler programming.*  **Talking it up: Play Language Development and the Role of Adult Support**  [**http://files.eric.ed.gov/fulltext/EJ1016058.pdf**](http://files.eric.ed.gov/fulltext/EJ1016058.pdf)  *According to the authors, play helps children learn language. They review the research that supports this claim. The research suggests that play benefits children’s language development because it incorporates many of the socially interactive and cognitive elements known to enhance language skills.*  **Uniquely Preschool**  [**https://www.researchgate.net/profile/Elena\_Bodrova/publication/274898553\_Uniquely\_preschool/links/552c4df90cf21acb0920c6f9/Uniquely-preschool.pdf**](https://www.researchgate.net/profile/Elena_Bodrova/publication/274898553_Uniquely_preschool/links/552c4df90cf21acb0920c6f9/Uniquely-preschool.pdf)  *In this article the authors discuss the scaffolding of intentional play to prepare children authentically for learning.*  **Vygotskian and post-Vygotskian Views on Children’s Play**  **https://files.eric.ed.gov/fulltext/EJ1070266.pdf**  *In addition to examining Vygotsky’s ideas the authors explore the theory of play developed by Vygotsky’s colleague Daniel Elkonin. He considered make-believe play a tool to develop the intentional behavior necessary to develop higher cognitive functions and processes.* |
| **a/v** | **Children, Free Play and 60 Homemade Musical Instruments**  [**https://www.youtube.com/watch?v=qjqM3DI6yO4**](https://www.youtube.com/watch?v=qjqM3DI6yO4)  *This video shows a class of 4.4 to 5.4 year-olds exploring my 60 homemade musical instruments through free hands-on play. It's loud, it's amazingly educational and it's fun!* |

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|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **AUDIOVISUAL SOURCES** | **Children Speak About the Importance of Play** [**https://www.youtube.com/watch?v=sby38BbLZuY**](https://www.youtube.com/watch?v=sby38BbLZuY)  *In this delightful video from Ireland, children speak candidly about the importance and benefits of play.*    **Cultural Influences on Children’s Play**  [**http://www.easternct.edu/cece/cultural-influences-on-childrens-play/**](http://www.easternct.edu/cece/cultural-influences-on-childrens-play/)  *In this video Dr. Patricia Ramsey explains how children’s play preferences reflect the values of the cultures they are raised in.*  **The Importance of Play** [**http://www.easternct.edu/cece/e-clip-importance-of-play/**](http://www.easternct.edu/cece/e-clip-importance-of-play/)  *Research shows that play has an essential role in children’s learning. Dr. Jeffrey Trawick-Smith of Eastern Connecticut State University discusses the importance of play and advises early childhood professionals to look at several elements of children’s play, including engagement in make-believe play, social interaction during play, and play complexity. Teachers who enhance children’s play can help promote children’s development in a variety of domains.*  **The Importance of Play**  [**http://www.youtube.com/watch?v=t5JyA0m2TvE&feature=related**](http://www.youtube.com/watch?v=t5JyA0m2TvE&feature=related)  *Rowan Professor Karen Hutchison talks about the importance of play for young children.*  **Kevin Carroll – Interview**  [**https://www.youtube.com/watch?v=-L8JRODgRjM**](https://www.youtube.com/watch?v=-L8JRODgRjM) *This is inspiring three-minute video on the transformative power of play was extracted from Mr. Carroll’s presentation at the U.S. Play Coalition Conference.*  **Kids with Special Needs and the Power of Play** [**http://www.youtube.com/watch?v=pwWeW7PTB\_w**](http://www.youtube.com/watch?v=pwWeW7PTB_w)  *This video demonstrates the power of fun and toys for children with disabilities and their families.*  **The Land** [**https://youtu.be/vHKrH51ygok**](https://youtu.be/vHKrH51ygok)  *This video features a discussion and documentary on adventure play.*  **A Natural Playground With Musical Instruments**[**https://www.youtube.com/watch?v=4LC9mi9dsXI**](https://www.youtube.com/watch?v=4LC9mi9dsXI)  *This video shows a natural playground with musical instruments at a school in Perth, Western Australia.*  **Nature Therapy** [**https://youtu.be/Bf5TgVRGND4**](https://youtu.be/Bf5TgVRGND4)  *This very brief video takes an irreverent approach to highlighting the importance of getting outdoors to experience nature.*  **Nature-Based Learning and Development for Teachers** [**http://view.vzaar.com/4501587/download**](http://view.vzaar.com/4501587/download)  *This skillfully organized video connects opportunities for nature-based outdoor experiences to learning and development across all domains of development. A companion video (Nature-Based Learning and Development for Administrators) looks at the rationales for nature-based learning from the perspective of program directors and leaders.*  **The Relationship of Teacher-Child Interactions in Preschool Play to Young Children’s Mathematical Abilities**  [**http://www.easternct.edu/cece/math-play-video/**](http://www.easternct.edu/cece/math-play-video/)  *Math ability in preschool is one of the best predictors of later school success–research suggests it is a better predictor than early literacy skills. While many studies have found strong relationships between young children’s play and literacy, studies of teacher interactions in play and mathematics learning have not been conducted. This edition of Research Clips describes findings from a study aimed at identifying classroom interventions in play that are associated with math achievement in three- and four-year-olds. The findings indicate that how teachers interact with and communicate with children while they play has powerful impacts on children’s mathematical learning.*  **Supporting Children’s Learning in Dramatic Play Centers**  [**http://www.easternct.edu/cece/supporting-childrens-learning-in-dramatic-play-centers/**](http://www.easternct.edu/cece/supporting-childrens-learning-in-dramatic-play-centers/)  *Play has an essential role in children’s learning. In this brief video, Dr. Jeffrey Trawick-Smith of Eastern Connecticut State University discusses the importance of pretend play. This video is accompanied by a series of other videos (links below) that bring these ideas to life.*  The Bakery (preschool) [**http://www.easternct.edu/cece/bakery/**](http://www.easternct.edu/cece/bakery/)  The Train Station (preschool) [**http://www.easternct.edu/cece/the-train-station/**](http://www.easternct.edu/cece/the-train-station/)  The Garden Center (preschool) [**http://www.easternct.edu/cece/garden-center/**](http://www.easternct.edu/cece/garden-center/)  We can clean too! (toddler) [**http://www.easternct.edu/cece/cleaning-center/**](http://www.easternct.edu/cece/cleaning-center/) |
|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **audiovisual sources** | **ScrapStore PlayPod**® [**https://youtu.be/nqi1KyJJeKg**](https://youtu.be/nqi1KyJJeKg)  *The Scrapstore PlayPod® is an initiative out of the UK aimed at transforming play on traditional elementary school playgrounds using loose parts. Though some of the children in the video are in the upper range of early childhood or even above the age of early childhood this idea can be easily and successfully adapted to early childhood environments.*  **Shane’s Inspiration: Where I Feel Like Me**  [**http://www.youtube.com/watch?v=yUDKtK6Gfls**](http://www.youtube.com/watch?v=yUDKtK6Gfls)  *This video tells the story of the international non-profit Shane's Inspiration, based in Los Angeles, whose mission is to foster a bias-free world for children with disabilities through inclusive playgrounds and programs. Shane's Inspiration partners with communities to design and build fully-inclusive play environments and offers inclusive playground programming for schools and recreation departments.*  **Stuart Brown: Play Is More Than Fun** [**http://www.ted.com/talks/stuart\_brown\_says\_play\_is\_more\_than\_fun\_it\_s\_vital.html**](http://www.ted.com/talks/stuart_brown_says_play_is_more_than_fun_it_s_vital.html)  *A pioneer in research on play, Dr. Stuart Brown says humor, games, roughhousing, flirtation and fantasy are more than just fun. This video makes the case that plenty of play in childhood makes for happy, smart adults — and keeping it up can make us smarter at any age.*  **This Is Me : Article 31 and a Child's Right to Play** [**http://ipaworld.org/ipa-video-this-is-me-the-childs-right-to-play/**](http://ipaworld.org/ipa-video-this-is-me-the-childs-right-to-play/)  *This brief video captures the importance of play, embodied in Article 31 of the U. N. Convention on the Rights of the Child.*  **Three Generations Talk About Play**  [**https://youtu.be/1XDVDyDJ3s0**](https://youtu.be/1XDVDyDJ3s0)  *This brief video highlights differences in attitudes about and priorities for play across three generations – children, parents, and grandparents.*  **What About Play? The Value of Investing in Children’s Play**  [**https://youtu.be/IjoG6tMq9ZU**](https://youtu.be/IjoG6tMq9ZU)  *This 10 minute video explores the value of play, playful inquiry and the role of adults in supporting, advocating for and investing in children’s play. A companion full-color, 42 page book is available to purchase from the Portland Children’s Museum* [**http://www.portlandcm.org/shop/educational-materials/what-about-play**](http://www.portlandcm.org/shop/educational-materials/what-about-play).  **When Education Goes Wrong: Taking Creativity and Play Out of** **Learning** [**http://www.youtube.com/watch?v=BZzFM1MHz\_M**](http://www.youtube.com/watch?v=BZzFM1MHz_M)  *Dr. Nancy Carlsson-Paige, professor emerita of Lesley University, is the co-founder of Defending the Early Years, a nonprofit project whose purpose is to encourage educators to speak out about current policies that are affecting the education of young children. In this TED talk, Nancy speaks about how educational institutions, in their attempts to meet the bureaucratic limitations of "Race to the Top" and "No Child Left Behind" policies, have eliminated creative play from early childhood education—resulting in the loss of problem-solving and critical-thinking skills in later years.* |
| **audiovisual sources** | **The Alliance for Childhood** [**http://www.allianceforchildhood.org**](http://www.allianceforchildhood.org)  *The Alliance for Childhood is an organization devoted to research and advocacy for play. There are excellent free publications and resources on their website.*  **The Association for the Study of Play** (TASP) [**http://www.tasplay.org/**](http://www.tasplay.org/)  *TASP is a membership organization dedicated to interdisciplinary research and theory construction concerning play throughout the world. The TASP website offers a variety of resources.*  **Be Active Kids** [**http://www.beactivekids.org**](http://www.beactivekids.org)  *Be Active Kids is an interactive health program, funded by the Blue Cross and Blue Shield of North Carolina Foundation, for children ages birth* *to five. It is available to adults working in child care centers, child care homes, and schools across North Carolina. It's evidence-based and evidence-informed messages are carried out through five cuddly and adventurous characters.  Using these characters as their guides, children can engage in playful experiences, interact with a story, explore their natural surroundings, and much more.*  **The Center for Early Childhood Education at Eastern Connecticut State University** [**http://www.easternct.edu/cece/**](http://www.easternct.edu/cece/)  *The Center for Early Childhood Education is a multidisciplinary research and training institute at Eastern Connecticut State University. Opened in 2007, the Center is housed in a high-tech facility connected to a model early care and education program. The Center works to enhance the quality of early care and education by providing trainers, faculty, coaches, and others with tools to support the professional development of those who work with young children and families.* |

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|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **audiovisual sources** | **Children and Nature Network** [**http://www.childrenandnature.org/**](http://www.childrenandnature.org/)  *This network is leading the movement to connect children, families, and communities to nature through innovative ideas, evidence-based resources and tools, and broad-based collaboration.*  **Children and Nature: Helping Kids Connect to Life Mysteries**  [**http://www.rootsofaction.com/leave-no-child-inside-how-nature-benefits-children/**](http://www.rootsofaction.com/leave-no-child-inside-how-nature-benefits-children/)  *This website features both a brief video on the importance and effectiveness of learning outside and resources for supporting learning in natural settings.*  **Community Playthings** [**http://www.communityplaythings.com/**](http://www.communityplaythings.com/)  *Go to the “resource” section of this website and you will be able to search for videos, articles or blogs on aspects of play.*  **The Dirt on Dirt** [**http://www.thedirtondirt.com/**](http://www.thedirtondirt.com/)  *Ever wondered where to find evidence supporting the benefits of children playing dirt? This is the place. This website shares ideas for supporting joyful and developmentally appropriate experiences that involve dirt through articles, videos, and other resources.*  **Gardening with Young Children**  *Here are four websites with ideas for gardening with young children.*   * *16 Lessons for PreK and Kindergarten* [**http://www.growinggardeners.net/wp-content/uploads/2011/03/Primary-Lessons-for-Edible-Garden.pdf**](http://www.growinggardeners.net/wp-content/uploads/2011/03/Primary-Lessons-for-Edible-Garden.pdf) * *15 Lessons for 1st, 2nd, 3rd Graders*[**http://growinggardeners.net/wp-content/uploads/2010/09/lcng\_lower\_el.pdf**](http://growinggardeners.net/wp-content/uploads/2010/09/lcng_lower_el.pdf) * *Gardening with Children*  [**http://eartheasy.com/grow\_gardening\_children.htm**](http://eartheasy.com/grow_gardening_children.htm) * *Gardening with Small Children*  [**http://www.reneesgarden.com/articles/child.html**](http://www.reneesgarden.com/articles/child.html)   **The Genius of Play** [**http://www.thegeniusofplay.org/**](http://www.thegeniusofplay.org/)  *Through play, children learn valuable skills they’ll use for a lifetime. This website is a great source for play ideas that build on these skills, expert advice, and the latest research on the value of play. Check out the Age-by-Age Toy and Play Guide* ([**http://www.thegeniusofplay.org/genius/time/toy-guide.aspx**](http://www.thegeniusofplay.org/genius/time/toy-guide.aspx)) *for ideas on how to playfully support learning and development in children from birth through 12 years.*  **The Green Desk** [**http://www.naturalearning.org/greendesk**](http://www.naturalearning.org/greendesk)  *The website is a resource for early childhood educators, childcare providers, administrators, and professionals seeking the latest information to create high quality, healthy outdoor environments for young children*.  **Growing Minds: Farm to Preschool** [**http://growing-minds.org/**](http://growing-minds.org/) [*This website features a number of guides, lesson plans and literacy resources to help early childhood educators implement school garden and tasting activities.*](http://growing-minds.org/preschool/) *One section of resources (Farm to Preschool) is devoted to activities and ideas for preschool children and settings* [**http://growing-minds.org/nfsn-farm-to-preschool/**](http://growing-minds.org/nfsn-farm-to-preschool/).  **International Play Association (IPA)** [**http://ipaworld.org/**](http://ipaworld.org/)  ***IPA’s purpose is to protect, preserve and promote the child’s right to play as a fundamental human right. To that end, the website has a variety of resources and references related to supporting young children.***  **The Learning in Loose Parts**  [**http://www.communityplaythings.com/resources/articles/2015/the-learning-in-loose-parts**](http://www.communityplaythings.com/resources/articles/2015/the-learning-in-loose-parts)  *This website provides an overview and examples of the concept of loose parts as well as resources and additional links.*  **Learning Opportunities for Children up to age 4: I See Something What Do You See?**  [**https://www.kinder-4.ch/en/landscape**](https://www.kinder-4.ch/en/landscape)  *This website from the Department of Education of the Canton of Zurich Switzerland offers 40 short films on everyday learning in early childhood. The listing of films includes a brief synopsis and how these simple activities, like playing with dolls support young children’s learning and development.*  **Making a Mud Kitchen** [**http://www.communityplaythings.com/resources/articles/2014/making-a-mud-kitchen**](http://www.communityplaythings.com/resources/articles/2014/making-a-mud-kitchen)  *This website has great free ideas for supporting this playful approach to learning.* |

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|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **ONLINe sources** | **National Institute for Play (NIP)** [**http://nifplay.org/**](http://nifplay.org/)  *The National Institute for Play is a 501c (3) non-profit public benefit corporation committed to bringing the unrealized knowledge, practices and benefits of play into public life. One section of the NIP website focuses on using science to discover all that play has to teach us about transforming our world.*  **Natural Learning Initiative (NLI)** [**http://www.naturalearning.org/**](http://www.naturalearning.org/)  *The purpose of the* ***Natural Learning Initiative*** *is to promote the importance of the natural environment in the daily experience of all children, through environmental design, action research, education, and dissemination of information. The “Resource” section of the NLI website features research, reports, articles and other information. One of many NLI resources is Infosheets, English and Spanish publications, each of which specific aspects of quality affordable outdoor learning environments for children* [**https://naturalearning.org/nli-infosheets**](https://naturalearning.org/nli-infosheets).  **Natural Start Alliance** [**http://naturalstart.org/**](http://naturalstart.org/)  *The Natural Start Alliance is a coalition of educators, parents, organizations, and others who want to help young children connect with nature and care for the environment. Natural Start is a project of the North American Association for Environmental Education. The site features publications, resources, and examples of exemplary early childhood programs.*  **Nature Action Collaborative for Children (NACC)** [**http://www.pgpedia.com/n/nature-action-collaborative-children**](http://www.pgpedia.com/n/nature-action-collaborative-children)  *The NACC is dedicated to re-connecting children with the natural world. Recognizing that children worldwide face societal, technological, and environmental conditions that are adversely affecting their physical and mental health, NACC is providing nature education resources to enrich their daily lives.*  **Nature-Based Learning and Development: Let’s Go Play (And Learn) Outside**  [**https://eclkc.ohs.acf.hhs.gov/learning-environments/article/nature-based-learning-development**](https://eclkc.ohs.acf.hhs.gov/learning-environments/article/nature-based-learning-development)  *This section of the Early Childhood Learning and Knowledge Center website features articles, downloadable videos, and other resources for teachers and administrators.*  **Nature Explore** [**http://www.natureexplore.org/**](http://www.natureexplore.org/)  *This collaborative supports efforts to connect children with nature. Among the many resources on the website are a section devoted to ways in which families can help their children to connect with and appreciate nature.*  **North American Association for Environmental Education (NAAEE)**  [**http://www.naaee.net/**](http://www.naaee.net/)  *This website features resources for educators who provide professional development on environmental education.*  **Outdoor Activities for Children** [**http://fun.familyeducation.com/play/outdoor-activities/33394.html**](http://fun.familyeducation.com/play/outdoor-activities/33394.html)  *This section of Family Education website lists dozens of ideas for supporting learning and development through outdoor play. Many of the activities could be easily modified to support dual language learners or children of diverse abilities.*  **Play England** [**http://www.playengland.org.uk/**](http://www.playengland.org.uk/)  *Play England’s vision is for England to be a country where everybody can fully enjoy their right to play throughout their childhood and teenage years, as set out in the*[*UN Convention on the Rights of the Child*](http://www.unicef.org/crc/files/Rights_overview.pdf)*Article 31 and the*[*Charter for Children’s Play*](http://www.playengland.net/resource/charter-for-childrens-play/)*.*  **Play Wales** [**http://www.playwales.org.uk/eng/home**](http://www.playwales.org.uk/eng/home)  *There are so many resources on this website particularly in the publications and library section. Play Wales publishes an excellent magazine on play twice a year all issues are available on this site. In Wales they believe that play is a child’s right and have developed policies and resources to support play.*  **Resource Guide Supplement to *Last Child in the Woods*** [**http://richardlouv.com/books/last-child/resource-guide/**](http://richardlouv.com/books/last-child/resource-guide/)  *This website features resources for parents, teachers, and community leaders to help them encourage children's enjoyment of the great outdoors, including nature activities for children and families, books and helpful links.*  **Sequential Outdoor Learning Environment**  [**http://www.solenvironment.org/**](http://www.solenvironment.org/)  *This website offers information and resources related to environments that are specifically designed to support children of diverse abilities including autism. These unique spaces, which are equally engaging for any child, offer a fun, safe and secure outdoor play and learning environment, while also presenting an array of opportunities to overcome common challenges.* |

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|  | **RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY** |
| **ONLINE SOURCES** | **Step Away from the Photocopier: Learning through Play #nomoreworksheets**  [**https://tecribresearch.wordpress.com/2015/08/29/step-away-from-the-photocopier-reggio-inspired-liteplay-nomoreworksheets/**](https://tecribresearch.wordpress.com/2015/08/29/step-away-from-the-photocopier-reggio-inspired-liteplay-nomoreworksheets/)  *Stop at this site to enter the world of evidence for engaging and playful alternatives to work sheets.*  **Tips on Playing With Babies and Toddlers**  [**https://www.zerotothree.org/resources/1081-tips-on-playing-with-babies-and-toddlers**](https://www.zerotothree.org/resources/1081-tips-on-playing-with-babies-and-toddlers)  *Access this resource from the ZERO TO THREE website to get tips on supporting learning and exploration through play. Suggestions for supporting infants and toddlers of diverse abilities are included.*  **US Play Coalition** [**https://usplaycoalition.org/**](https://usplaycoalition.org/)  *The US Play Coalition is a partnership to promote the value of play throughout life. We are an international network of individuals and organizations that recognize play as a valuable and necessary part of a healthy and productive life. Our membership is diverse – including educators, parents, physicians, health scientists, park and recreation professionals, psychologists, landscape architects and many more. Membership is free, and simply requires a declaration of shared commitment to the value of play.*  **What Has Happened to Play? An Alarming Effect of Academic Mandates in Early Childhood Settings**  [**http://www.communityplaythings.com/resources/articles/2016/endangered-play**](http://www.communityplaythings.com/resources/articles/2016/endangered-play)  *Diane Levin’s September 2016 web article ponders the answers to three questions: 1) How much structure and guidance should adults provide in children’s play? 2) What kinds of toys should be used to promote the best play? And 3) What other kinds of activities besides play are important for children’s optimal develop and learning?*  **ZERO TO THREE (ZTT)** [**https://www.zerotothree.org/resources?q=play**](https://www.zerotothree.org/resources?q=play)  *This section of the ZTT website features free resources on play for infants and toddlers .Resources are also available in Spanish at* [**https://www.zerotothree.org/espanol/play**](https://www.zerotothree.org/espanol/play) |

1. This collection was compiled and annotated by Robin Ploof and [Camille Catlett](mailto:camille.catlett@unc.edu) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of August 2018. Highlighted resources are available in English and Spanish. [↑](#footnote-ref-1)