

RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY¹

EVIDENCE SOURCES	<p>Crisis in the Kindergarten: Why Children Need to Play in School https://files.eric.ed.gov/fulltext/ED504839.pdf <i>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.</i></p> <p>The Crucial Role of Recess in School http://pediatrics.aappublications.org/content/131/1/183 <i>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.</i></p> <p>How We Play- Cultural Determinants of Physical Activity in Young Children http://www.playscotland.org/wp-content/uploads/assets/HowWePlayLitReview.pdf <i>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.</i></p> <p>The Impact of Pretend Play on Children's Development: A Review of the Evidence https://www.researchgate.net/publication/230706102_The_Impact_of_Pretend_Play_on_Children's_Development_A_Review_of_the_Evidence <i>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.</i></p> <p>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 <i>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?</i></p>
PRINT	<p>Assessing and Scaffolding Make-Believe Play https://www.researchgate.net/publication/292513144_Assessing_and_scaffolding_make-believe_play <i>This thoughtful article takes an evidence-based approach to observing, understanding, and facilitating play.</i></p> <p>Babies Get Out: Outdoor Settings for Infant Toddler Play http://www.naturalplaygrounds.com/documents/NaturalPlaygroundsDotCom_Living_RealWorld.pdf <i>This classic 1991 article by Jim Greenman offers ideas for using outdoor places for children under two to play in.</i></p> <p>The Case for Play: How a Handful of Researchers Are Trying to Save Childhood https://www.chronicle.com/article/The-Case-for-Play/126382 <i>This article describes the work of researchers who have documented the many benefits that accrue from opportunities for young children to play.</i></p> <p>Children's Right to Play and the Environment http://ipaworld.org/wp-content/uploads/2016/05/IPA-Play-Environment-Discussion-Paper.pdf <i>This discussion paper 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.</i></p>

¹ This collection was compiled and annotated by Robin Ploof and [Camille Catlett](#) for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of January 2020. **Highlighted resources are available in English and Spanish.**

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PRINT SOURCES

Cultural Variations in Parent Support of Children's Play

<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-Regulation_in_Kindergarten_Can_We_Keep_All_the_Crickets_in_the_Basket/links/552c35f90cf21acb0920c54c/Developing-Self-Regulation-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.

Guided Play: Where Curricular Goals Meet a Playful Pedagogy

https://www.researchgate.net/publication/264733773_Guided_Play_Where_Curricular_Goals_Meet_a_Playful_Pedagogy

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.

Helping Parents Stay Confident In Their Own Playful Instincts In World of Professional Play Specialists

<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://health.msuextension.org/documents/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.

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>

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

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.

Making A Mud Kitchen

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

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.

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#

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.

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Play and Self-Regulation: Lessons from Vygotsky

<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>

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.

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>

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

This article offers very specific ideas and activities for supporting young children's learning through play in each domain.

The Play's the Thing: Styles of Playfulness

<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>

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.

A Research-Based Case for Recess

https://www.playworks.org/wp-content/uploads/2017/09/US-play-coalition_Research-based-case-for-recess.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.

Science in Support of Play: The Case for Play-based Preschool Programs

<https://www.easterncct.edu/center-for-early-childhood-education/about-us/publications-documents/science-in-support-of-play.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>

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

<https://eclkc.ohs.acf.hhs.gov/learning-environments/supporting-outdoor-play-exploration-infants-toddlers/supporting-outdoor-play-exploration-infants-toddlers>

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.

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Talking it up: Play Language Development and the Role of Adult Support

<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

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.

AUDIOVISUAL SOURCES

Children, Free Play and 60 Homemade Musical Instruments

<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!

Children Speak About the Importance of Play

<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/>

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/>

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>

Rowan Professor Karen Hutchison talks about the importance of play for young children.

Kevin Carroll – Interview

<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

This video demonstrates the power of fun and toys for children with disabilities and their families.

The Land

<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>

This video shows a natural playground with musical instruments at a school in Perth, Western Australia.

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AUDIOVISUAL SOURCES

Nature-Based Learning and Development for Teachers

<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/>

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.

ScrapStore PlayPod® <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>

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

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.

Supporting Children’s 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/>

The Train Station (preschool) <http://www.easternct.edu/cece/the-train-station/>

The Garden Center (preschool) <http://www.easternct.edu/cece/garden-center/>

We can clean too! (toddler) <http://www.easternct.edu/cece/cleaning-center/>

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/>

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>

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/ljoG6tMq9ZU>

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>.

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A/V SOURCES	<p>When Education Goes Wrong: Taking Creativity and Play Out of Learning http://www.youtube.com/watch?v=BZzFM1MHZ_M <i>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.</i></p>
AUDIOVISUAL SOURCES	<p>Children and Nature: Helping Kids Connect to Life Mysteries http://www.rootsofaction.com/leave-no-child-inside-how-nature-benefits-children/ <i>This website features both a brief video on the importance and effectiveness of learning outside and resources for supporting learning in natural settings.</i></p> <p>Community Playthings http://www.communityplaythings.com/ <i>Go to the "resource" section of this website and you will be able to search for videos, articles or blogs on aspects of play.</i></p> <p>The Dirt on Dirt http://www.thedirtondirt.com/ <i>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.</i></p> <p>Exploring Sand Play http://www.communityplaythings.com/resources/articles/2014/exploring-sand-play <i>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.</i></p> <p>Gardening with Young Children <i>Here are four websites with ideas for gardening with young children.</i></p> <ul style="list-style-type: none"> • 16 Lessons for PreK and Kindergarten 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 • Gardening with Children http://eartheasy.com/grow_gardening_children.htm • Gardening with Small Children http://www.reneesgarden.com/articles/child.html <p>The Genius of Play http://www.thegeniusofplay.org/ <i>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) for ideas on how to playfully support learning and development in children from birth through 12 years.</i></p> <p>The Green Desk http://www.naturalearning.org/greendesk <i>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.</i></p> <p>Growing Minds: Farm to Preschool http://growing-minds.org/ <i>This website features a number of guides, lesson plans and literacy resources to help early childhood educators implement school garden and tasting activities. 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/.</i></p>

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The Importance Of Play In Promoting Healthy Child Development And Maintaining Strong Parent-Child Bonds

<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.

International Play Association (IPA)

<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>

This website provides an overview and examples of the concept of loose parts as well as resources and additional links.

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.

Natural Learning Initiative (NLI)

<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

Natural Start Alliance

<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-Based Learning and Development: Let's Go Play (And Learn) Outside

<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/>

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.

Outdoor Activities for Children <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 and Cultural Context

<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>

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.

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ONLINE SOURCES

Play England

<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 Article 31 and the Charter for Children's Play.

Play Wales

<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.

Playful Math Instruction in the Context of 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.”

The Power of Play: How Time Outside Helps Kids

<https://www.webmd.com/parenting/features/how-play-time-outside-helps-kids#1>

This article outlines how play advances skills, manages toxic stress, and supports the formation of stable and nurturing relationships.

Resource Guide Supplement to *Last Child in the Woods*

<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.

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/>

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>

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/>

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>

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>

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>