SUGGESTED EXERCISES

# Observing a group of children playing freely

[](http://cpe-pn.ccdmd.qc.ca/fiche/enfants-en-jeu-libre)

**Video:** [Children](http://cpe-pn.ccdmd.qc.ca/fiche/enfants-en-jeu-libre) playing freely

## Objectives

* Analyzing the profession.
* Promoting a healthy lifestyle for children.
* Promoting children’s holistic development.
* Observing the development and behaviour of children.
* Planning democratic educational interventions.
* Organizing the educational environment.
* Facilitating active learning-based educational interventions.
* Integrating the language and culture of belonging into educational practices.

## Activity details

Approximate duration: 3 hrs

STEP 1

1. Watch the video clip as a group or individually.

STEP 2

1. Individually, write down in the table below any elements observed in the video clip that relate to the cognitive, affective and social development of children in this group.

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| **Cognitive development** |
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| **Social development** |
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| **Affective development** |
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STEP 3

1. Together as a group, go around the table and let everyone share their answers.
2. Answer the following questions about free play and its influence on child development:

* Is free play a right? Why?
* How would you define free play?
* What are the benefits of free play for a child’s cognitive, social and affective development?
* Does indoor free play have the same impact as outdoor free play? Why, do you think?
* What are the educator’s role and mandate during free play time?

STEP 4

1. Watch the video clip for a second time as a group or individually.

STEP 5

1. Describe how the benefits of free play relate to First Nations’ values.

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| **Note the benefits of free play for a child’s development below.** |
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| **What elements of Indigenous culture and educational values are consistent with free play?**  Examples: kindliness, confidence in children, cyclical learning. |
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STEP 6

1. In teams of three, do the education planning of a free play activity that integrates the following elements of Indigenous culture:

* Listening, smelling, touching, tasting;
* Consciousness, heart, body, spirit;
* Self-respect, respect for other people, the earth and the spiritual world;
* Four sacred elements: air, water, earth, sun.

STEP 7

1. Each team makes a list of the materials and games needed for their planning.

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| **Materials** | **Games** |
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STEP 8

1. Each team shares their room layout plan with the group.

STEP 9

1. Together as a group, start a discussion around the following question:

* What is your takeaway from this activity?

## Additional suggested exercises

* Answer the following questions with recommendations:
  + What can parents, educators, school boards and municipalities in a child’s environment do to expand access to free play?
  + What are strengths that Indigenous communities could build upon to implement educational practices that promote free play?
* Form a sharing circle and discuss social pressure, overprotection and supervision issues around our children, and the proper balance needed to allow free play.