

## SUGGESTED EXERCISES

# Observing a group of children playing freely



**Video:** Children 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

1.1 Watch the video clip as a group or individually.

## STEP 2

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.

### Cognitive development

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### Social development

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### Affective development

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## STEP 3

**3.1** Together as a group, go around the table and let everyone share their answers.

**3.2** 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

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

#### STEP 5

**5.1** Describe how the benefits of free play relate to First Nations' values.

**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: kindness, confidence in children, cyclical learning.

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## STEP 6

**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

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

Materials	Games

## STEP 8

**8.1** Each team shares their room layout plan with the group.

## STEP 9

**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.

