

# PLAY



**A handbook for people working with children  
with communication difficulties**



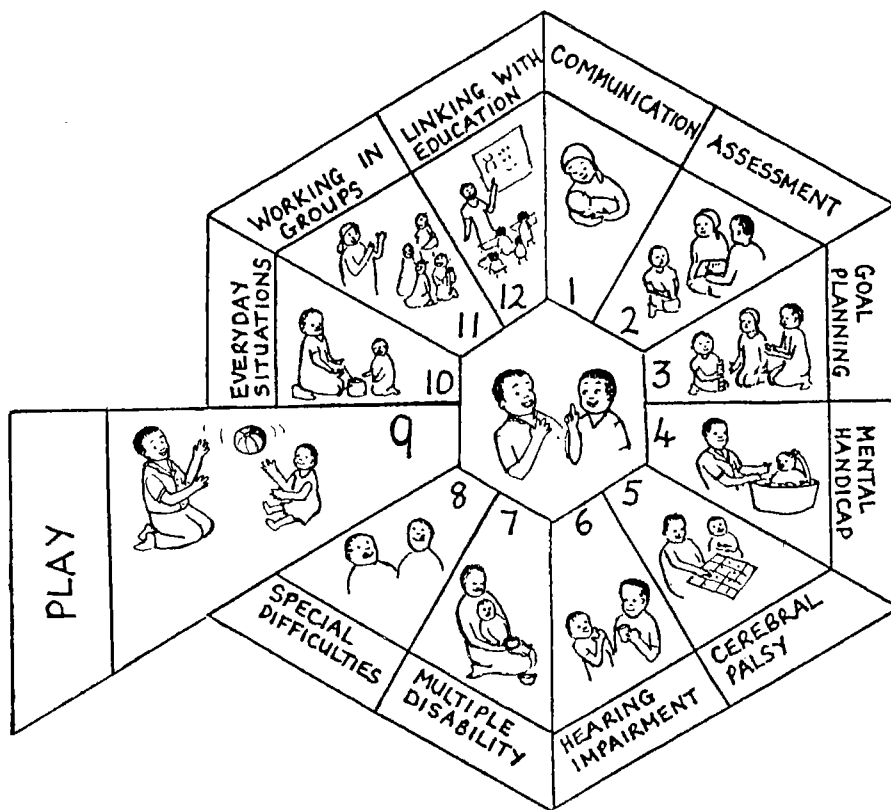
United Nations Children's Fund  
New York



Rehabilitation Unit  
World Health Organization  
Geneva



Rehabilitation Unit  
Ministry of Health, Zimbabwe



**In the last section** we looked at special difficulties with speech.

**In this section** we are going to look at

- the role of play and the use of toys with children
- ideas for making low cost toys.

**By the end of this section** you should be able to

- understand the meaning of play and its importance in developing a child's thinking and communication skills
- recognise a child's level of play
- apply your knowledge of play and toys to the practical situation of working with a child
- make a variety of low cost toys
- organise low cost toy-making sessions for parents.

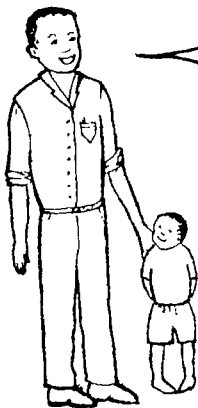
# PLAY

## Parents' views:



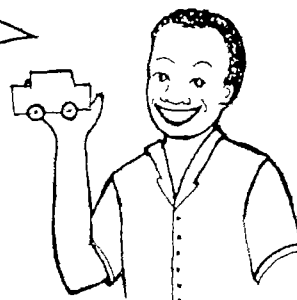
*I had not realised that play is so important and that a child can learn so much through play. But now I can see that since I've been helping my child to play more he is learning very much. He is much more interested in everything going on around him and even tries to tell me about it!*

I was never aware of teaching my other children to play as such — they just learnt naturally and easily. But with Chipso it is different — I have had to teach her to play.



I will never forget my first visit to the rehabilitation department. I had hoped there would be a cure for my child but instead I was just shown ways that I could play with Petros. Afterwards I thought "All the way to the rehabilitation department just for that? I'm not going there again!" But after a few months Petros was still not talking so my wife persuaded me to go back to the rehabilitation department. I went back and was given the same advice, but this time our family decided to try it. Since then, Petros has made steady progress.

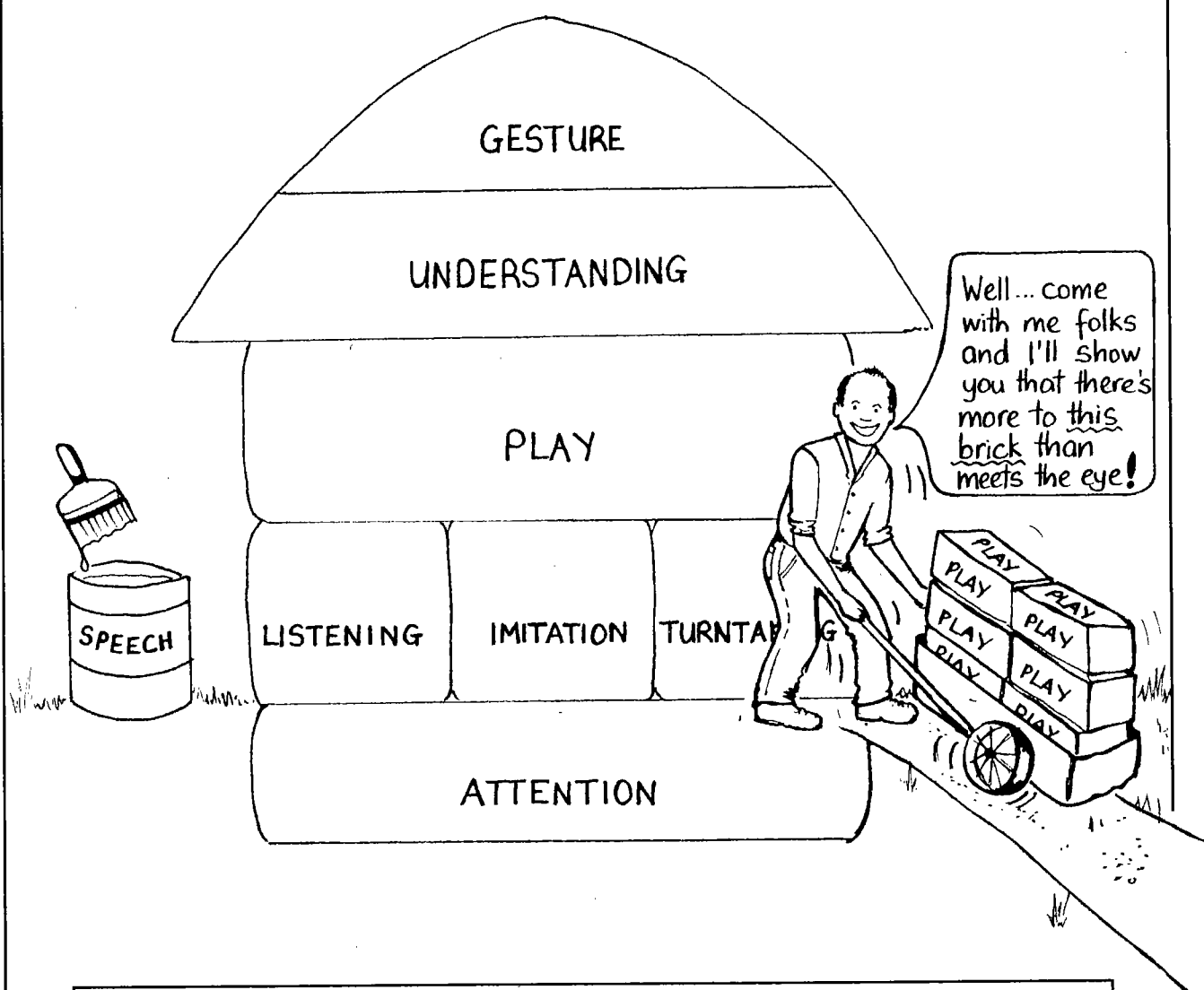
I thought that to be able to play with my child I needed to buy expensive toys. But this isn't true! My child likes best to play with tins, pots, spoons, stones and other things around the home, or with toys that I have made myself.



In this section we are going to look at why play is such an important part of working with children, and how we can use play to develop a child's communication skills.



Remember the communication house ?



- Play is one of the largest bricks of the communication house.
- It is through play that many of the skills needed for communication are developed.

## **What is play?**

- Play is a time when a child is free to try things out for himself, in his own way and at his own pace.
- Play is a time of pleasure and enjoyment.
- Play is initiated by the child himself — he chooses what to play and how to play. He may not involve another person.

## **Why is play important?**

- Play is important because it lays the foundations for the child's future learning in all areas. He can practice old skills and develop new ones.
- Play is important because it builds up the child's understanding of people and things around him, which is the basis for communication.
- Play allows the child to experiment and to learn without the risk of failure.

## **How does play develop?**

- Play begins with the interaction of the mother with her baby.
- Later on, the child will interact with other people and with objects around him.
- There are different types of play. Each type of play progresses through certain stages as the child develops. (We will be looking at this in more detail later in this section.)

## **Do children need help to play?**

- To learn to play all children need the stimulation of their parents, brothers and sisters and other people.
- Children who have a disability also need stimulation but may need special help and attention.
- The parents of a disabled child need to encourage their child to be active in play situations and they need to help him to learn.



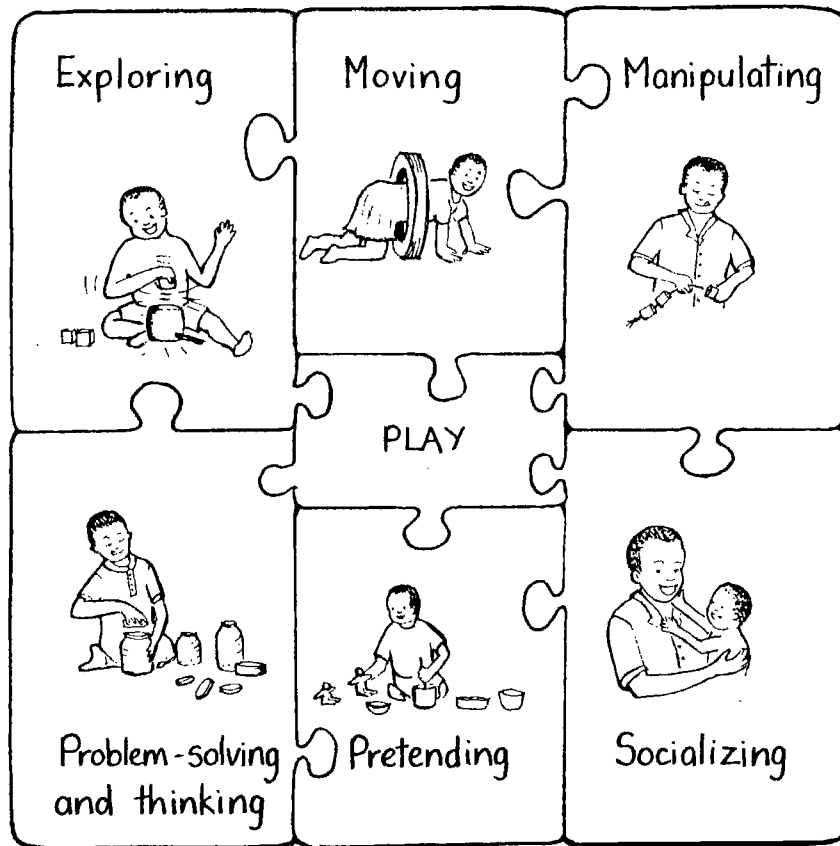


You mentioned that there are different types of play. Tell me more...!

The types of play are:

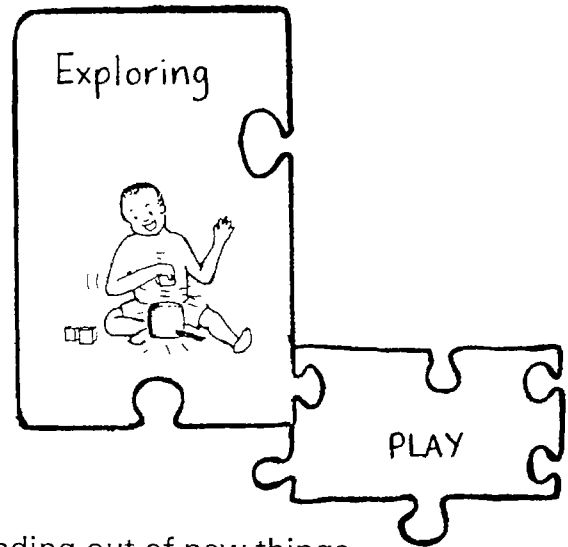
- exploring
- moving
- manipulating
- socializing
- pretending
- problem solving.

We can think of these as being like the pieces of a jigsaw puzzle fitting together to form play. All the pieces of the puzzle overlap and are dependent on each other.



Now let's look in more detail at each of the different types of play, and later, how they can be effected by different disabilities.





### **What is exploring play?**

- Exploring play is the trying out and finding out of new things.

### **Why is exploring important?**

- Exploring is fundamental to a child's development.
- It enables a child to make new discoveries and to learn more about the world he lives in.
- It stimulates a child to want to learn more about the world around him.
- It helps a child to develop his skills and to learn new ones.

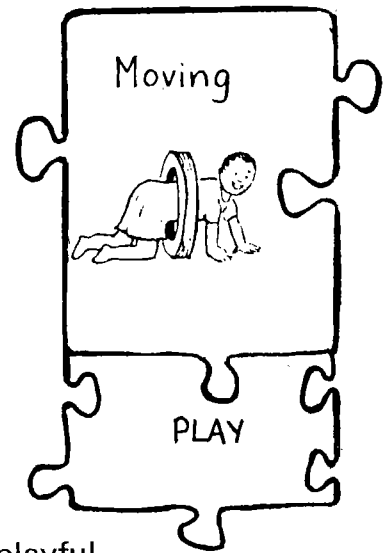
### **Does a disabled child need to explore?**



A disabled child needs to explore just like any other child, but he may need more help and encouragement to do so.  
If we give a child the opportunity to explore then he is more likely to learn and to develop his skills and abilities.

### **How can we encourage a child to explore?**

- Show the child that his world is interesting by filling it with different objects and events so that he is stimulated to explore it.
- Follow the child's lead — notice what he is interested in and show that you are interested in it too.
- By your interest in things, and by your actions, you can show a child how to explore.



### **What is moving play?**

- Moving play is the use of all parts of the body in playful, physical activities.

### **Why is moving important?**

- Moving is fundamental to a child's development.
- It enables a child to be active in her exploration of her world.
- It provides opportunities for a child to learn about her body and to gain control over it.

### **Does a disabled child need to move?**



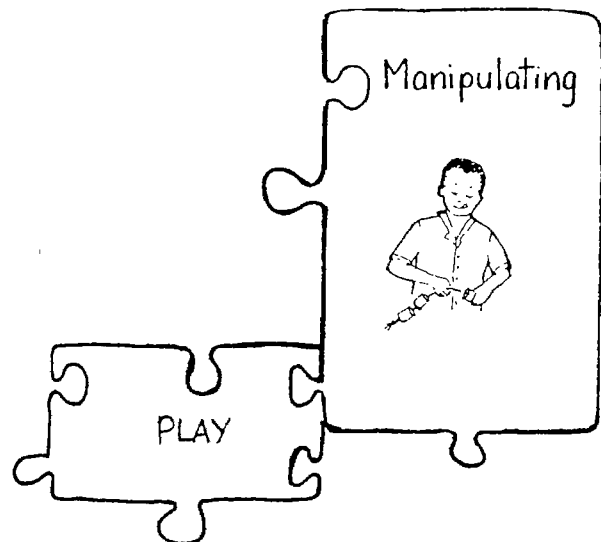
A disabled child needs to experience movement just like any other child, but she may need more help and encouragement to do so. If we give a child the opportunity to experience movement then she may develop an awareness of her body and an understanding of how to control it.

### **How can we encourage a child to move?**

- By setting up situations, a child can be stimulated to move. For example, by placing objects slightly out of reach.
- Playing energetic and physical games with a child will help her to see that movement is fun.

**If a child has a physical disability, e.g. cerebral palsy, specialist advice should be sought on how to encourage movement.**





### **What is manipulating play?**

- Manipulating play is the ability to coordinate both hand and eye in a skilful and controlled way (hand/eye coordination).

### **Why is manipulating play important?**

- Manipulating play is an important skill for a child's development.
- It enables a child to have control over toys and objects, so that he can play independently of an adult.
- The ability to manipulate means that as a child grows older, he will be able to do more things for himself, for example, doing up fastenings; using cutlery; writing or drawing. This is important if a person is to gain self-respect and independence.
- It is by manipulating objects that a child learns all about them — their size, weight, shape etc.

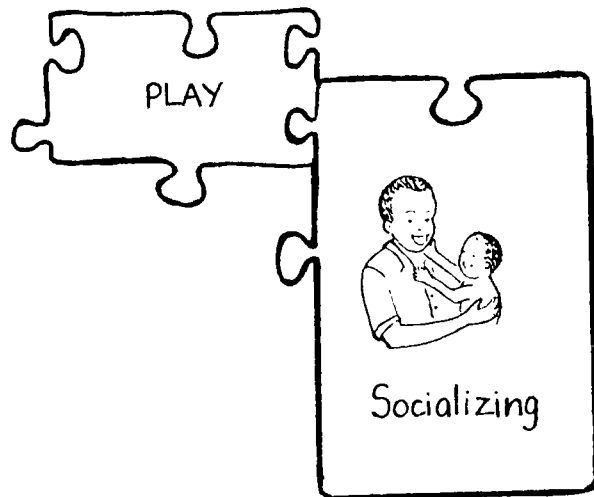
### **Does a disabled child need to manipulate?**

**Yes!** A disabled child needs to learn how to manipulate objects just like any other child, but he may need more help and encouragement to do so. If we give a child the opportunity to learn about manipulating objects, he is more likely to develop the fine motor skills needed for later life, for example, cooking, writing, sewing, carpentry, mechanics.

### **How can we encourage a child to manipulate?**

- When a child is interested in an object, share his interest, and show him how to manipulate it.
- By taking the child's hands you can physically help him to manipulate objects.
- Give the child toys and objects that will stimulate him to reach out and to manipulate.


**If a child has particular difficulty with hand/eye coordination, specialist advice should be sought.**



### **What is socializing play?**

- Socializing is interaction between two or more people. It involves give and take, and is a two way process.

### **Why is socializing important?**

- Socializing is essential for the development of communication.
- It encourages children to learn from other people by watching and copying their actions.
- It provides natural opportunities for a child to practise and develop her communication skills.
-  The experience of taking turns and interacting with people is essential for the development of relationships in later life.

### **Does a disabled child need to socialize?**

A disabled child needs to socialize just like any other child, but she may need more help and encouragement to do so.

If we give a child the opportunity to socialize she is more likely to learn about interaction and about forming relationships.

### **How can we encourage a child to socialize?**

- Watch carefully for any attempts a child might make to interact with you, and be sure to respond to them.
- Help the child to learn to play with other children and to be confident in playing with them.
- Create opportunities for the child to meet and play with other people, both adults and children.



### **What is pretending play?**

- Pretending play is when a child uses his imagination to make objects into symbols of the things they represent, for example, a card box becomes a motor car; a tin and stick become a pot and spoon.
- Pretending play is one of the most important types of play for developing communication skills.

### **Why is pretending play important?**

- Pretending play is essential for the development of thought and language, where words are used as symbols of the objects they represent.
- The development of imagination broadens a child's experience beyond himself and encourages him to be creative.
- It helps a child to make sense of the situations he sees around him and prepares him for situations in later life.

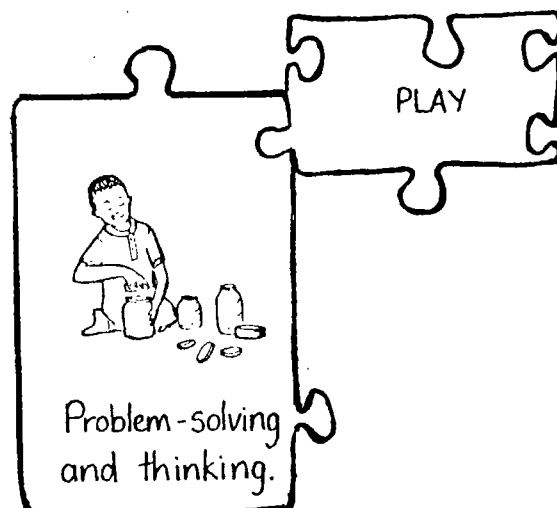


### **Does a disabled child need to pretend?**

A disabled child needs to learn to pretend just like any other child, but he may need more help and encouragement to do so. If we give a child the opportunity to pretend and to use his imagination then we will help him to develop language and thought.

### **How can we encourage a child to pretend?**

- Encourage the child to watch while household chores are being carried out, for example, while the mother is cooking, sweeping washing dishes etc. Talk to the child about what's happening.
- Sit with the child and show him how to pretend play, so that he is motivated to try to do it himself. Talk to him about what he is doing.
- Help the child in his attempts at pretend play and show him how he can develop it further.



### **What is problem-solving play?**

- Problem-solving play is when a child has to think carefully to puzzle out how to do something.

### **Why is problem-solving important?**

- Problem-solving develops thinking skills that help a child to work things out for herself.
- The challenge of having to work something out for herself develops a child's confidence and curiosity.
- The skills needed for problem-solving become essential in later life, when an adult is faced with situations in which she must make well thought-out decisions for herself.




### **Does a disabled child need to problem-solve?**

A disabled child needs to learn to problem-solve just like any other child, but she may need more help and encouragement to do so. If we give a child the opportunity to develop the skills of problem-solving then we will help her to be motivated to work things out for herself.

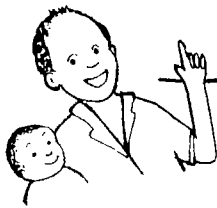
### **How can we encourage a child to problem-solve?**

- Draw the child's attention to the objects and events around her, so that she becomes curious and wants to find out more about them.
- Follow the child's lead — notice what she is interested in and show her how to find out more about it.
- Give the child activities to do in which she can succeed, so that she is encouraged to keep trying.
- Give the child time to try things out on her own and to solve her own problems, without adult intervention.



And now let's look at how each of these different types of play develops in a child ....

STAGE	EXPLORING	MOVING	MANIPULATING	SOCIALIZING	PRETENDING	PROBLEM-SOLVING AND THINKING
1 0-6 months	<ul style="list-style-type: none"> <li>• Explores objects by mouthing, banging and shaking; and later examining with hands.</li> <li>• Removes cloth from face.</li> <li>• Bangs objects together.</li> </ul>	<ul style="list-style-type: none"> <li>• Kicks strongly when lying on back.</li> <li>• Makes splashing movements with arms in bath.</li> <li>• Crawls on hands and knees.</li> </ul>	<ul style="list-style-type: none"> <li>• Grasps toys, reaches out and picks up small toys.</li> <li>• Touches mother's face, pulls hair etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Watches and touches faces.</li> <li>• Enjoys interaction and physical contact.</li> <li>• Plays peek-a-boo.</li> <li>• Smiles and laughs.</li> </ul>	<ul style="list-style-type: none"> <li>• Treats all toys alike, banging, mouthing, feeling them.</li> <li>• Later, puts cup to mouth.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes noises in response to voice.</li> <li>• Uses noise and movement to attract adult attention.</li> <li>• Realises that a certain action will bring a particular result.</li> </ul>
2 6-12 months	<ul style="list-style-type: none"> <li>• Drops and throws objects.</li> <li>• Searches for hidden toy when he sees it being hidden.</li> <li>• Puts objects into a container.</li> </ul>	<ul style="list-style-type: none"> <li>• Stands and walks alone.</li> <li>• Reaches, holds and plays with objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Passes toy from one hand to the other.</li> <li>• Bangs with stick on another toy.</li> <li>• Uses pincer grasp.</li> </ul>	<ul style="list-style-type: none"> <li>• Offers toy to an adult and gives it when requested.</li> <li>• Very responsive to adult. Seeks interaction.</li> <li>• Will roll ball back and forth.</li> </ul>	<ul style="list-style-type: none"> <li>• Waves "bye bye" .</li> <li>• Relates spoon to cup.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses an adult to get an object for him.</li> <li>• Uses one object to obtain another.</li> <li>• Looks for hidden toy.</li> <li>• Pulls a toy on a string and watches its movement.</li> </ul>
3 12-18 months	<ul style="list-style-type: none"> <li>• Follows a ball that rolls out of sight.</li> <li>• Opens a container to find out what's inside.</li> </ul>	<ul style="list-style-type: none"> <li>• Walks pulling toy on a string.</li> <li>• Runs unsteadily.</li> <li>• Enjoys "rough and tumble" .</li> </ul>	<ul style="list-style-type: none"> <li>• Builds a tower with bricks.</li> <li>• Able to feed self with hands.</li> </ul>	<ul style="list-style-type: none"> <li>• Copies adults actions and sounds.</li> <li>• Plays turntaking games with adults.</li> <li>• Starting to be sociable with other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Pretends to feed self.</li> <li>• Imitates adult activities, for example, washing, cooking, sweeping etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Will match one object to similar objects.</li> <li>• Climbs on chair to reach an object.</li> </ul>
4 1½-3 years	<ul style="list-style-type: none"> <li>• Interested in exploring and finding out about everything around him.</li> <li>• Knows way around own home.</li> </ul>	<ul style="list-style-type: none"> <li>• Kicks and throws a ball without falling over.</li> <li>• Runs well.</li> <li>• Starting to climb over/under/through objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Removes screw top from bottle.</li> <li>• Removes some clothes.</li> <li>• Holds pencil or stick in fist.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to cooperate in play with other children.</li> <li>• Starting to share objects.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys pretending to cook.</li> <li>• Later will carry through a sequence of pretend play, for example, cooking, feeding doll, putting doll to bed etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Will sort objects into groups.</li> <li>• Rolls ball to hit a target.</li> <li>• Will try to mend a broken toy.</li> </ul>
5 3-5 years	<ul style="list-style-type: none"> <li>• Handles fragile objects carefully.</li> <li>• Plays hide and seek.</li> <li>• Joins in activities with older children.</li> </ul>	<ul style="list-style-type: none"> <li>• Jumps with both feet together.</li> <li>• Catches large ball.</li> <li>• Climbs well.</li> <li>• Fully active.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to thread a shoe-lace through holes.</li> <li>• Able to draw.</li> <li>• Can manage fastenings on clothes.</li> <li>• Holds pencil with adult grasp.</li> </ul>	<ul style="list-style-type: none"> <li>• Starts to play well in a group of children in games such as hide and seek and ball games.</li> <li>• Starting to play games with simple rules; able to wait his turn.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys looking at and talking about pictures.</li> <li>• Listens to stories.</li> <li>• Draws imaginatively.</li> </ul>	<ul style="list-style-type: none"> <li>• Will match 2 pictures of the same objects.</li> <li>• Able to match shapes and colours.</li> <li>• Able to do simple jigsaw puzzles.</li> </ul>



Finally, let's look at how all this information about play can help us in our work with children ...

We've already said that it is through play that all the skills needed for communication are built up. This is why we always use play activities in our work with children who have communication problems.

By "**play**" you now know that we mean

- exploring
- moving
- manipulating
- socializing
- pretending
- problem-solving and thinking.



Think back now to the activity pages in Section 3 and take a second look at them.

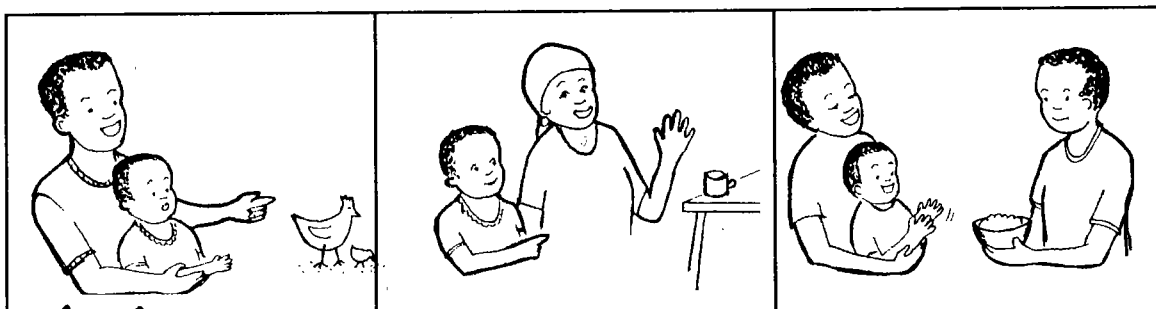
Notice how the suggested activities use many different types of play. Take the ideas to develop **ATTENTION** for example. Here are some activities from those pages.



**Think!**

Which types of play are being used in each of these activities?

Now, take the **GESTURE** pages and look at some of those activities.



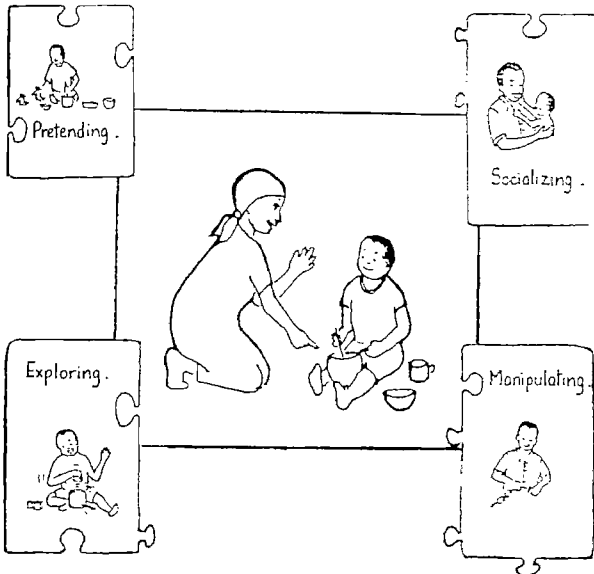
**Think!**

Which types of play are being used in each of these activities?

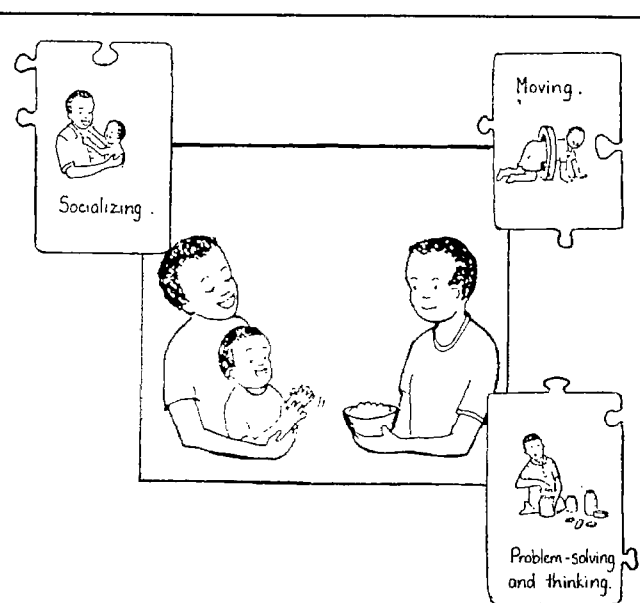
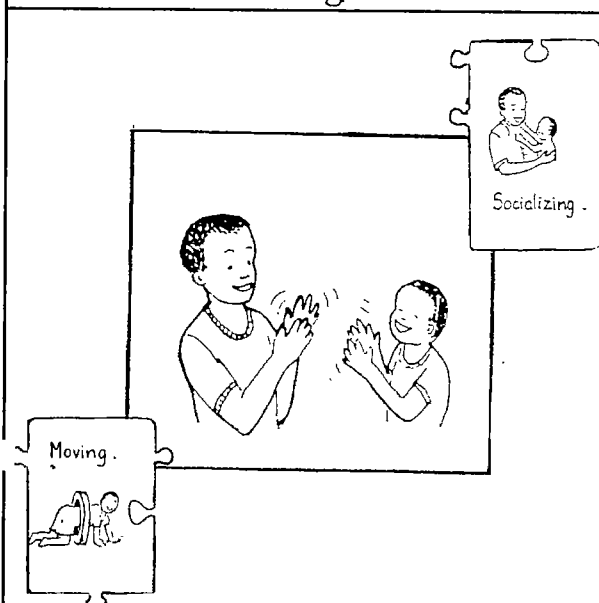
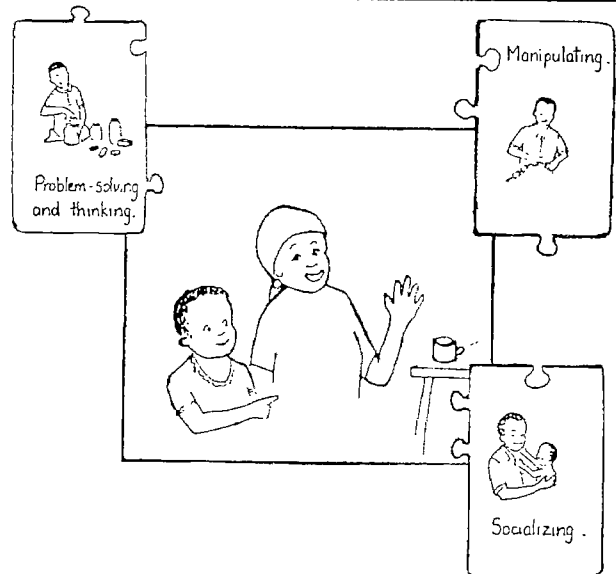
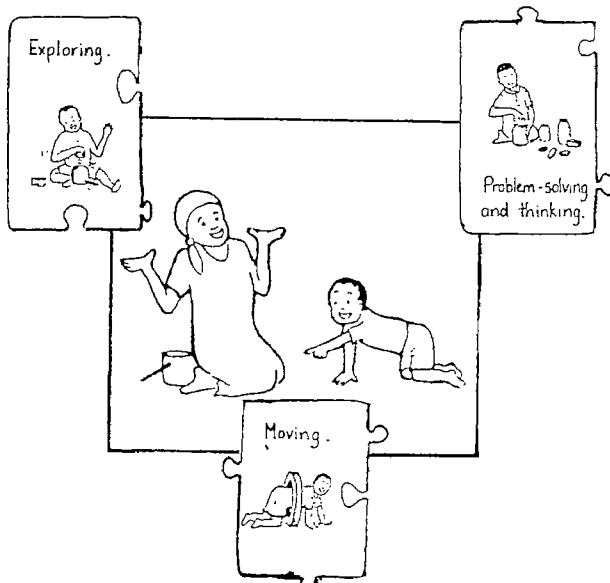
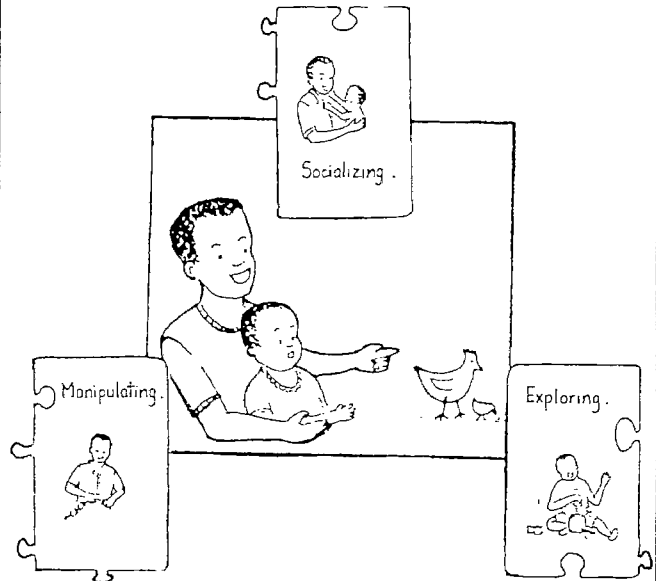


Yes, you're right! Here are the different types of play being used in the activities we gave on the previous page ...

## ATTENTION



## GESTURE



## Let's play!



Now I understand what play is and why it's important for me to use play in my work with children. But...do you have any hints for me on how to play with a child?

That's a very good point! The amount a child will learn from play will depend on how good we are at playing with her.- There is an art to playing with a child! Here are some ideas to help you build up your skills...



### When preparing to play with a child

#### think about the following questions:

- Which activities are you going to do and why?
- Do you have all the toys you will need?
- Is there a quiet, relaxed setting, free of distractions in which you can be with the child?
- Have you explained to the child's parents what you are doing and why?
- Are you involving the parents in the play activities with their child?
- Can you avoid being disturbed for the length of time that you are playing with the child?

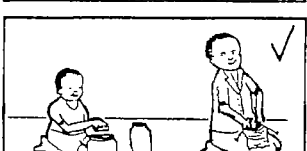
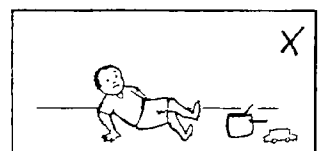
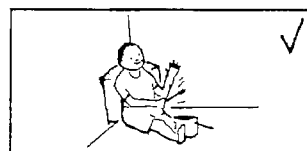




Now think about precisely **how** to play with a child.

## The Do's and Don't's of playing with a child

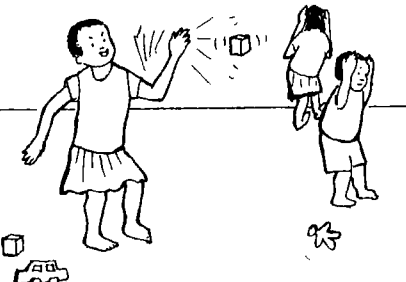
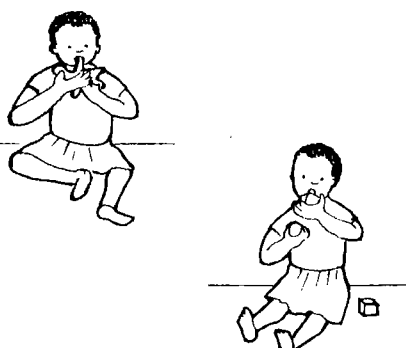
- **Choose activities which are appropriate** to the child's level of development. If he cannot do an activity, ask yourself "why" and change it accordingly.
- **Be flexible in your approach.** When something interests the child, follow his lead. You cannot force him to be interested in what you choose.
- **Praise and encourage** the child when he tries. Play is not a test for a child to pass or fail. It is important to praise any attempts he makes.
- Try to **remain calm and undistracted** throughout your time with the child.
- **Encourage** the child to take part in **a variety of play activities.** Do not concentrate on one type of play only.
- Before playing with a child, make sure he is **alert and sitting comfortably** in a position in which he is free to use his hands.
- **Show by your face and your voice** that you are **enjoying playing** with the child. Respond positively to any attempts he makes to play.
- **Play for short periods of time.** When the child starts to lose interest, move on to another activity.
- A child's play will develop if you **take small steps** and if you **repeat activities** with the child often.
- When introducing a new play activity, **model the activity** for the child first. When you think he understands what to do, let him try it for himself.
- **Playing alone** is also important for a child. Give him a chance to experiment and to discover things for himself.






## Any problems?

Some children with disabilities have specific difficulties with learning to play.

Here are the more common problems that you might come across in your work with children, with suggestions of what you can do to help.

Problem	Suggestion
<p><b>Throwing</b></p> <p>Some children throw objects that they are given to play with.</p> 	<ul style="list-style-type: none"> <li>● First of all, ask yourself "<b>why</b>" is the child throwing objects? How you manage the situation will depend on your answer.</li> <li>● You might decide to ignore the throwing when the child is doing it to get attention, but be sure to give the child attention when she is playing well.</li> <li>● Before the child throws an object, say "no" firmly to her, and show by your face and your voice that you mean it.</li> <li>● Show the child new play activities that are of more interest to her.</li> </ul>
<p><b>Mouthing</b></p> <p>Some children mouth all objects that they are given to play with.</p> 	<ul style="list-style-type: none"> <li>● Again, ask yourself "<b>why</b>" is the child mouthing objects?</li> <li>● It might be that mouthing is her only way of exploring objects, in which case you need to show the child how she can explore in other ways.</li> <li>● Help the child to use her hands more to feel objects, to bang objects, to drop and pick up objects.</li> <li>● Use objects that are interesting for the child to feel and to play with. Find objects with different textures, different noises, bright colours.</li> <li>● Encourage the child to move on to new play activities that will be of more interest to her.</li> </ul>
<p><b>Playing only with certain objects</b></p> <p>Some children like to play with one particular toy only and it can be difficult to persuade them to play with anything else.</p>	<ul style="list-style-type: none"> <li>● Allow the child to play with the object she likes best for short periods, but try to introduce new activities gradually.</li> <li>● Show the child how she can use the object in different ways.</li> <li>● Help the child to use new objects alongside her favourite one.</li> <li>● Show the child by your interaction that play can be fun.</li> </ul>

Problem	Suggestion
<p><b>Constantly moving around</b></p> <p>Some children have difficulty sitting down and concentrating on a play activity for any length of time.</p> 	<ul style="list-style-type: none"> <li>● Encourage the child to sit down and play, but do not force him against his will.</li> <li>● Start to play without the child and see if, in time, he comes to join you.</li> <li>● Make sure the child sits down before joining in the activity.</li> <li>● Play only for short periods of time. When the child loses concentration let him get up and move around for a short time, before coming back to the next activity.</li> <li>● If the child sits and concentrates on an activity for a period of time, praise him and show him by your face and your tone of voice that you are pleased with him.</li> </ul>
<p><b>Not very interested in toys</b></p> <p>Some children do not show much interest in toys.</p> 	<ul style="list-style-type: none"> <li>● Use toys that are most likely to attract the child. Try toys which are brightly coloured, noisy, or interesting to look at.</li> <li>● If the child will look at faces but not objects, hold the object up by your face and encourage him to look.</li> <li>● Try to make your face and voice bright and full of expression when you are playing so that your child will be interested in what you are doing.</li> <li>● Use toys and play games that are bright and exciting so that the child is more likely to be interested.</li> </ul>
<div data-bbox="271 1568 1173 2004"> <p>If you are working with a child who has difficulties playing well, I hope these suggestions will help you. If the child has more severe problems with behaviour in general, turn to section 4 for more ideas of how to help. The most important thing to remember is that helping a child to learn takes time, so... be patient! be consistent! and show you care!</p> </div> 	

### **Important points to remember about play**

- Play is an essential part of the communication house. It is through play that a child develops skills that are essential for communication.
- There are 6 different types of play: exploring, moving, manipulating, socialising, pretending, and problem-solving and thinking.
- Each type of play is of equal importance.
- All the types are interrelated and dependent on each other. Together they follow a sequence of development.
- Each of the different types of play makes a valuable contribution to the child's development.
- In our work with children we need to make sure that a child has experience of all the different types of play.
- Most play activities involve several different components.
- By knowing the stages of development of play we can find out the level at which a child is functioning and help her to develop her skills from there.
- The development of play takes time and a child cannot be rushed on to a later stage of development until the earlier stages are well established.
- As well as the parents, other children should be shown how to play with the disabled child.
- Be sure that the play activities you suggest to parents can be easily carried out in the home.
- **The development of a child's play is dependent on how skilful we are at playing with the child.**

# MAKING AND USING TOYS



You've been talking a lot about play, but you haven't really mentioned toys yet. Just how important are they in our work with children?

That's a good question~ Some people think that toys are the most important part of play and that the more toys a child has the better. But this isn't true! Firstly, play can take place without toys. And secondly, toys in themselves do not help a child - it is how we use them that is most important.



Here are some more thoughts about toys and play...

Interaction with people comes before interaction with toys. A child needs to be helped to do both.

Using toys effectively takes all our skills.

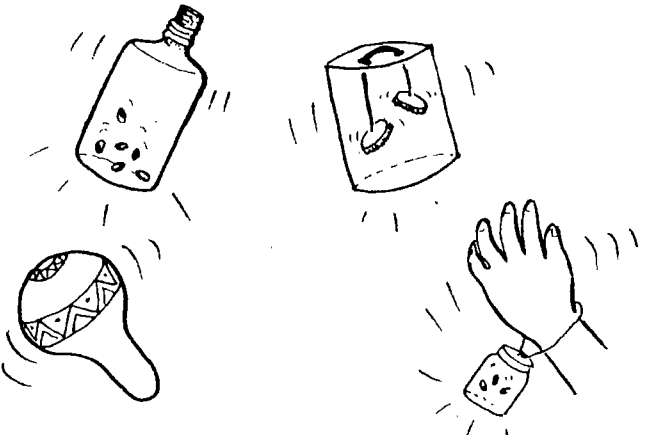
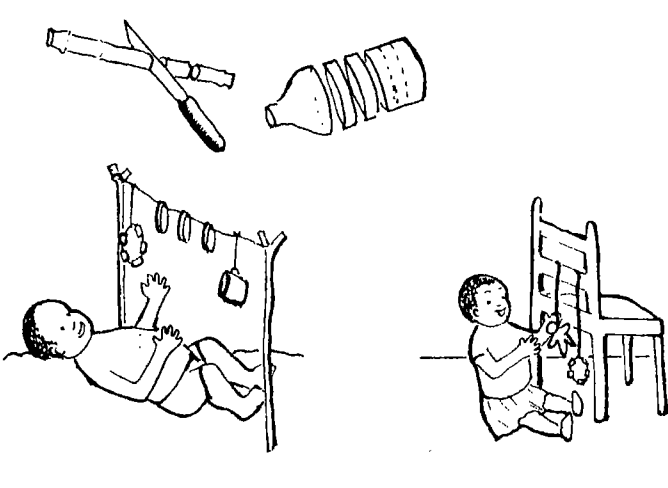
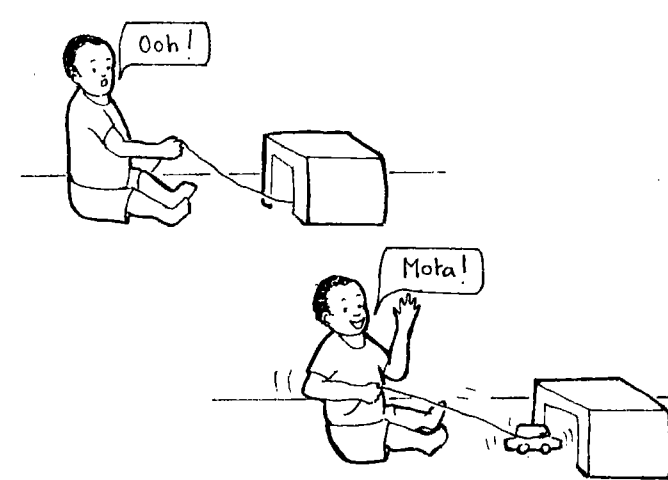
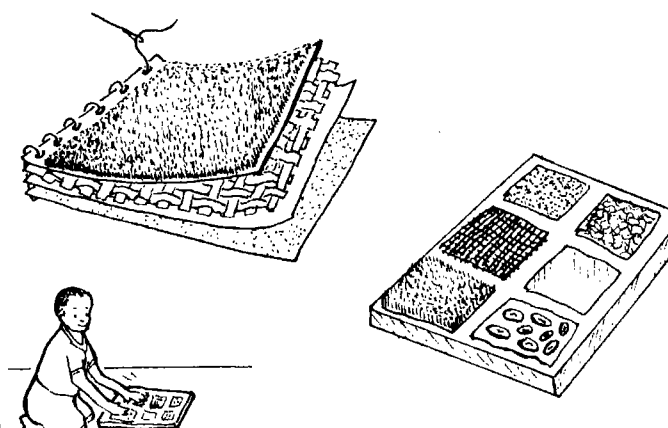
For any interaction with people or toys, a child needs to have a certain basic level of attention.

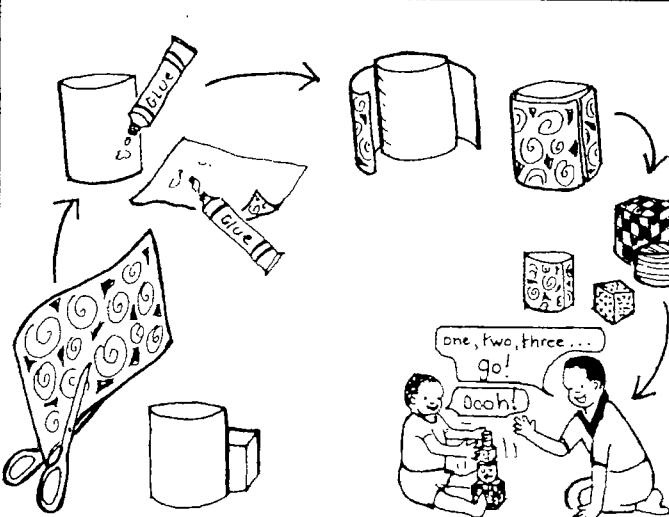
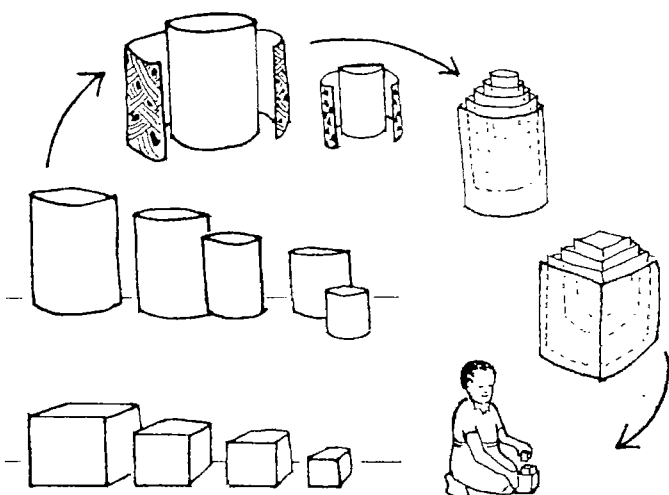

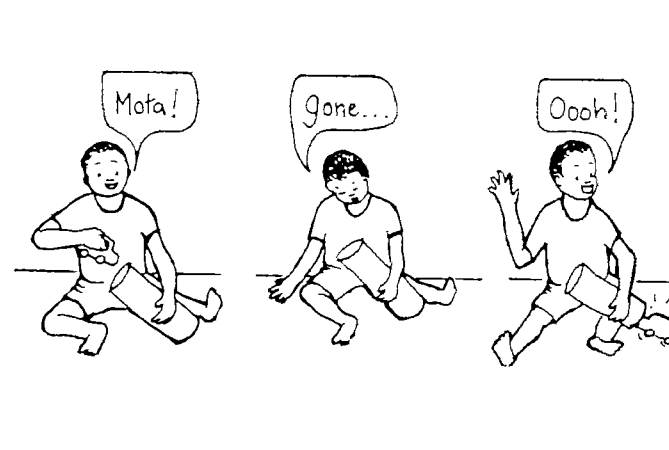
Toys don't need to cost money. Often the best toys are those we can make ourselves. For more ideas, read on...

We can use most toys in several different ways ~ to develop different types of play; or to encourage different communication skills, depending on the child's needs.



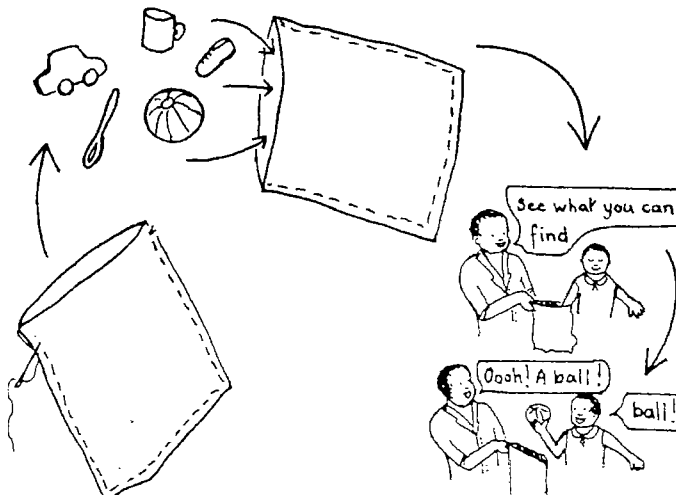
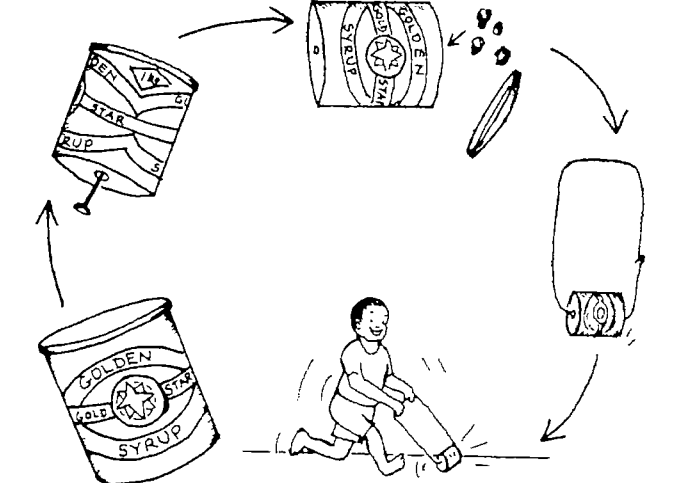


And now, let's look at some toys which we can make and use ourselves.


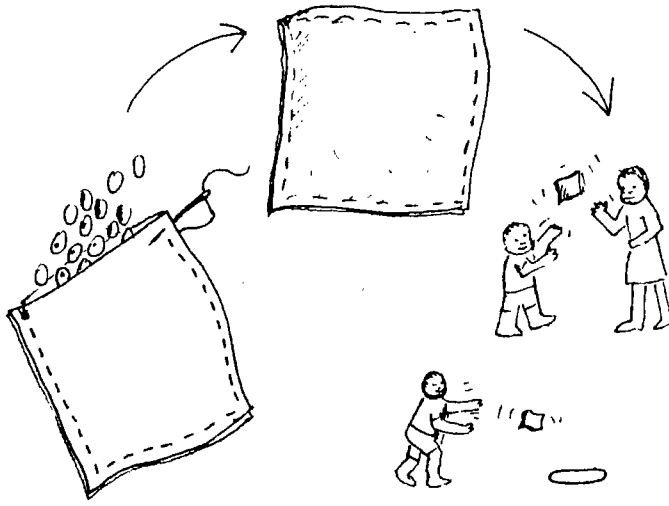
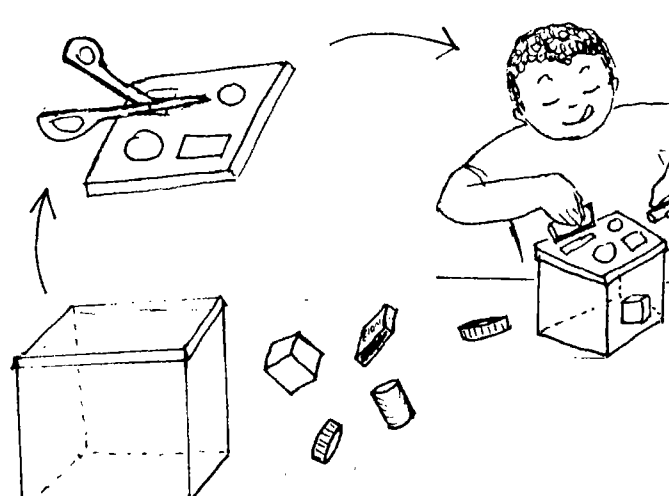
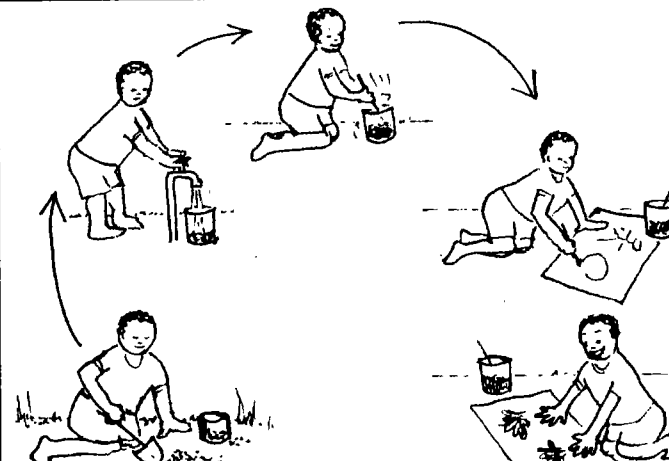
Type of play		Communication skills
Moving Manipulating		Attention Listening
Moving Manipulating Exploring Problem-solving		Attention
Moving Manipulating Problem-solving		Attention Speech
Manipulating Exploring		Attention

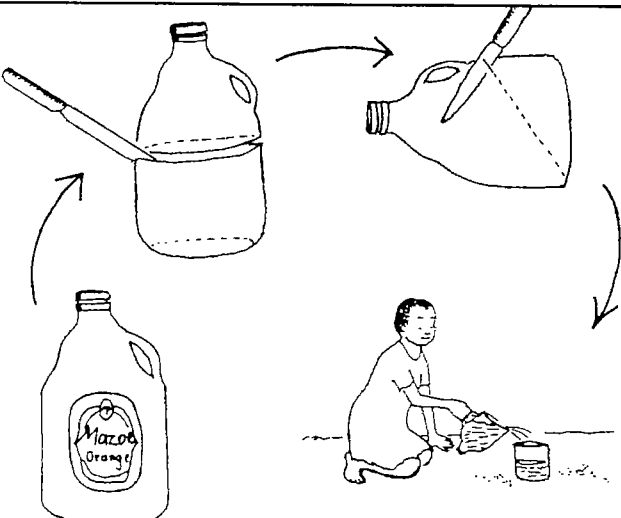
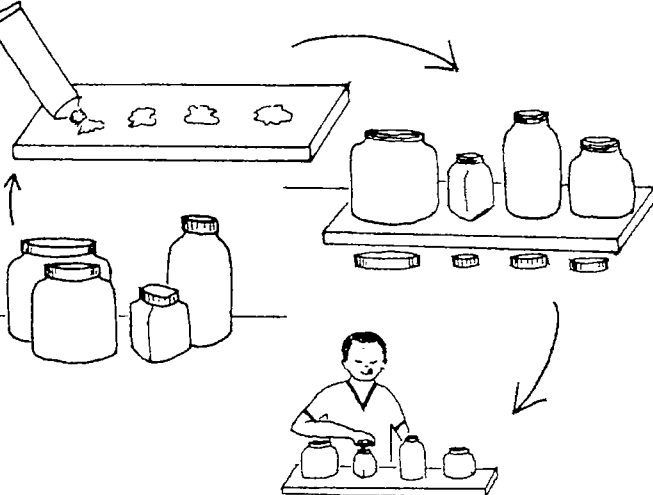
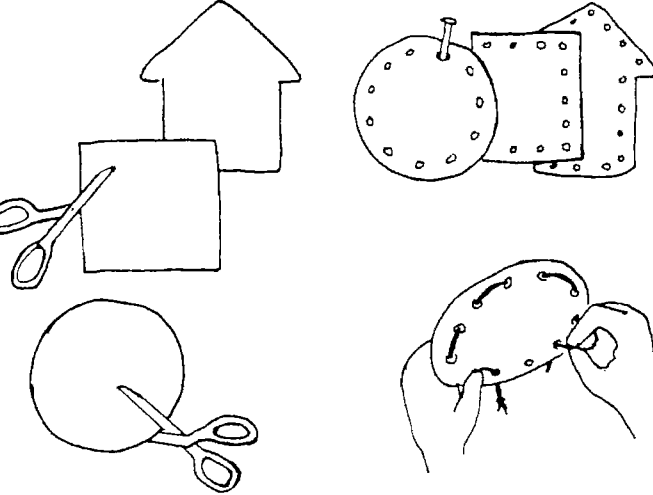
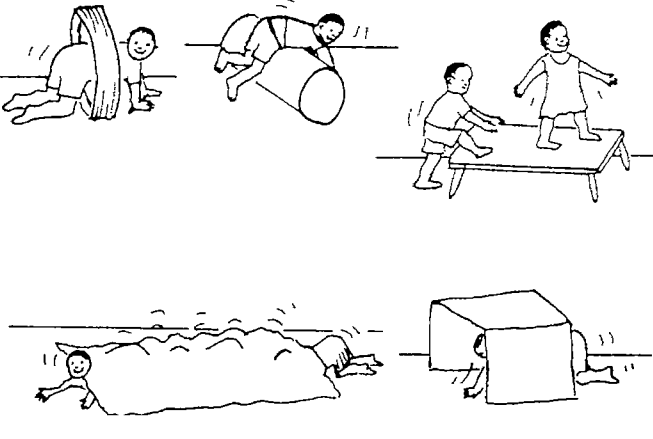
Type of play		Communication skills
Moving Manipulating Exploring Socializing Problem-solving	 <p>The illustration shows two children engaged in play. On the left, a child is using scissors to cut a paper cylinder. On the right, another child is stacking blocks and counting them: 'one, two, three... go!'. A speech bubble from the child stacking blocks says 'Oooh!'.</p>	Attention Listening Speech
Moving Manipulating Problem-solving Exploring	 <p>The illustration shows two children engaged in play. On the left, a child is stacking blocks. On the right, another child is stacking a tower of blocks. A speech bubble from the child stacking the tower says 'Oooh!'.</p>	Attention
Moving Manipulating Problem-solving Exploring	 <p>The illustration shows two children engaged in play. On the left, a child is pouring water from a cup into a bowl. On the right, another child is pouring sand from a cup. Speech bubbles from the children say 'Splash, Splash!' and 'Tea!'.</p>	Attention Imitation Speech
Moving Manipulating Problem-solving	 <p>The illustration shows three children engaged in play. On the left, a child is playing with blocks and saying 'Mota!'. In the middle, another child is playing with blocks and saying 'Gone...'. On the right, a third child is playing with blocks and saying 'Oooh!'.</p>	Attention Understanding

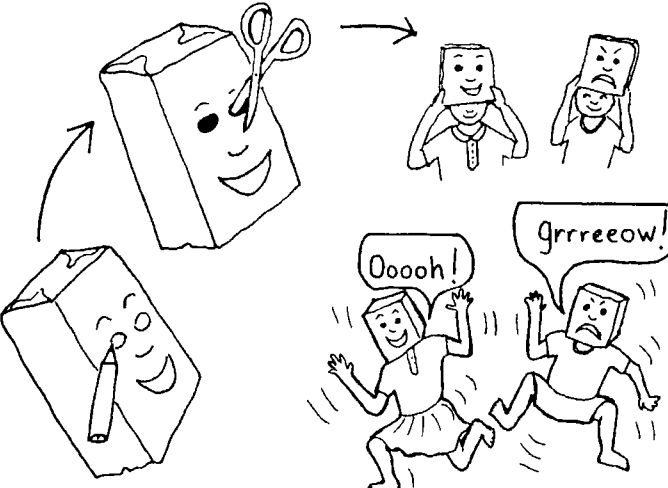
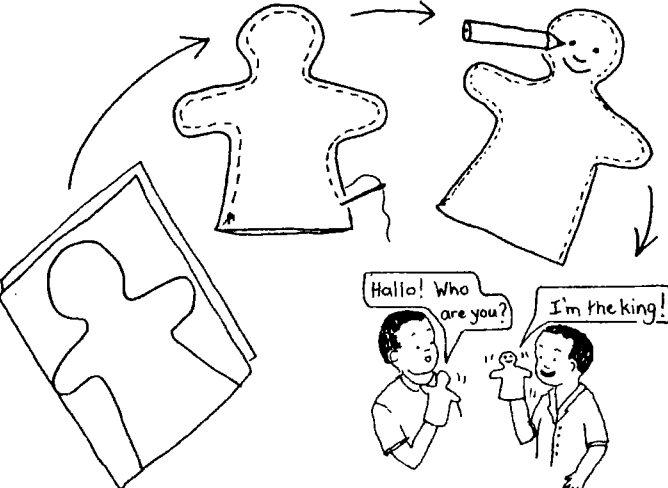
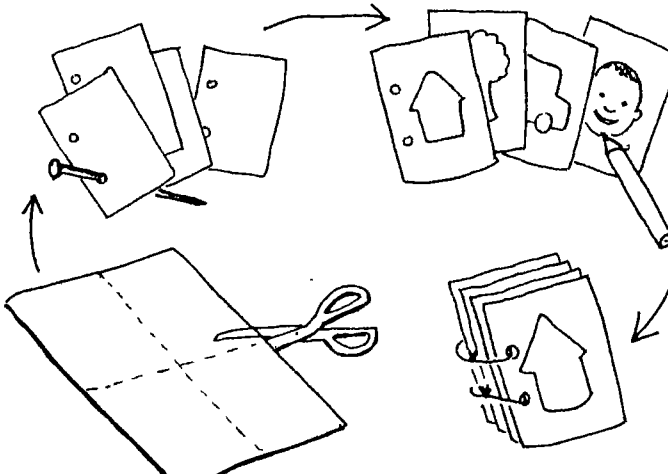
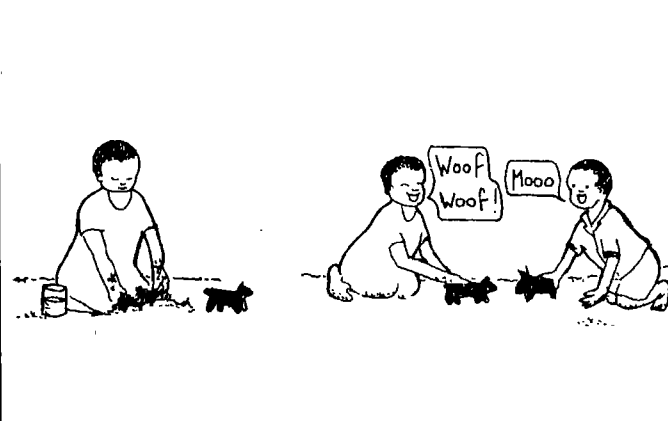




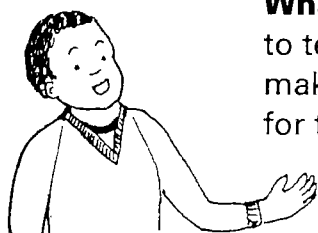
Type of play		Communication skills
<p>Exploring Manipulating Moving Problem-solving Socializing</p>		<p>Attention Speech Turntaking</p>
<p>Moving Pretending</p>		<p>Speech Imitation</p>
<p>Moving</p>		<p>Attention</p>
<p>Problem-solving Exploring</p>		<p>Attention Listening Turntaking</p>

Type of play		Communication skills
Manipulating Moving Problem-solving Socializing		Attention Speech Imitation Turn-taking Listening
Moving Manipulating		Attention
Manipulating Moving Problem-solving		Attention
Manipulating Moving		Attention

Type of play		Communication skills
<p>Exploring Moving Manipulating</p>		<p>Understanding</p>
<p>Manipulating Problem-solving</p>		<p>Attention Understanding</p>
<p>Manipulating Problem-solving</p>		<p>Attention</p>
<p>Moving Socializing</p>		<p>Attention Imitation</p>

Type of play		Communication skills
Pretending Socializing Moving		Speech Imitation
Manipulating Moving Pretending Socializing		Speech Imitation Attention
Manipulating Socializing Problem-solving		Attention Speech Listening
Manipulating Socializing Problem-solving		Attention Listening Imitation Speech

## Toy-making in groups



**What** is the best way to teach parents to make low cost toys for their children?

One of the best ways to teach parents to make low cost toys for their children, is by organising groups where parents come together and make toys for their children together.



**Why** is this the best way?

Working in a group is a chance for parents to meet together and share ideas about their children and the toys they need. It also gives parents access to materials for making toys that they might not have at home. It is an opportunity for you to teach the parents more about play and about how to use toys (see Teaching Ideas on pages 29-33).

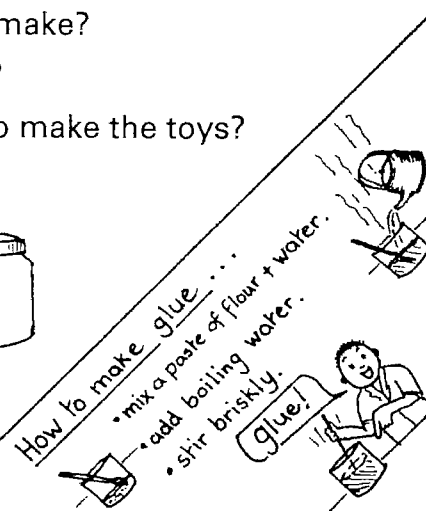
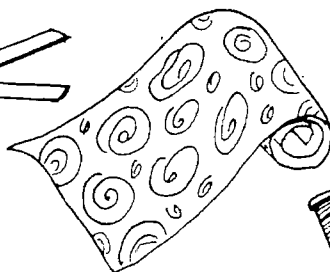
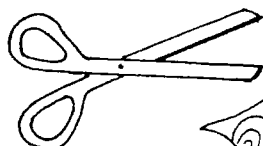


**How** can I organise a toy-making group?

Think about which children are in need of toys and invite their parents to come for a toy-making session. The session might take place over one or two days. That is up to you! Here are some more things that you will need to think about...



- Do you have a suitable place for running a toy-making group?
- If you think you will need table and chairs, are these available for your use?
- Will you need other people to help you run the group, for example, Red Cross volunteers, mothers?
- Exactly which toys do you want the parents to make?
- Are you sure that **you** know how to make toys?
- What materials are the parents going to need to make the toys?



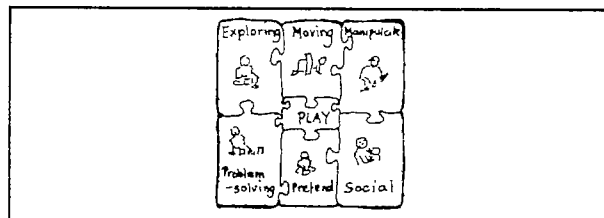
### **Important points to remember about toys**

- With a little imagination everyday materials can be used to make educational toys.
- We must think carefully about our aims in using a particular toy.
- When working with a child, use toys that the parents already have in the home, or that they can easily make.
- Organising toy-making sessions for parents is an important part of our work.
- Some children need our guidance to learn how to play with toys.
- We should encourage children to value their toys and to use them in appropriate ways.
- A child doesn't necessarily benefit from having a lot of toys. A few toys that are used well will help a child more than having many inappropriate toys.
- **It is our skill in playing with a child that can help the child get the most out of her toys.**

# TEACHING IDEAS

Here are three teaching ideas that can be used to explain the information covered in this section.

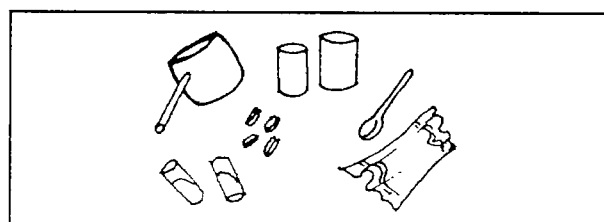
- Introduction to play



- Development of play

	Explore	Moving	Manipulation	Social	Pretend	Problem-s.
1	R <sub>1</sub>	R <sub>2</sub>	R	R <sub>3</sub>	R	R <sub>4</sub>
2	R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	R <sub>4</sub>	R <sub>5</sub>	R <sub>6</sub>
3	R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	R <sub>4</sub>	R <sub>5</sub>	R <sub>6</sub>
4	R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	R <sub>4</sub>	R <sub>5</sub>	R <sub>6</sub>
5	R <sub>1</sub>	R <sub>2</sub>	R <sub>3</sub>	R <sub>4</sub>	R <sub>5</sub>	R <sub>6</sub>

- Let's play



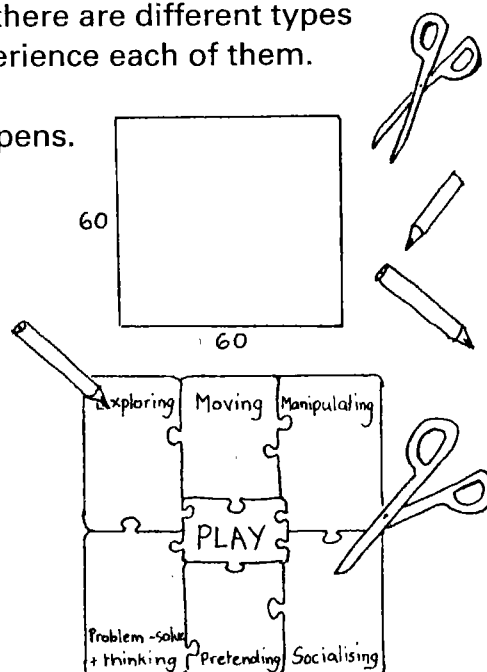
## Introduction to play

This is a set of posters which fit together to show the different types of play. The aim is to explain to parents that there are different types of play and that their children need to experience each of them.

**You will need:** scissors, card, stickistuff, pens.

### To make the posters:

- 1 Find a large sheet of card, or paper, at least 60 cm x 60 cm.
- 2 Draw onto the card a jigsaw with seven pieces as shown here and on page 4 of this section.
- 3 Label each piece of the jigsaw as shown.
- 4 Cut out each piece of the jigsaw.



**Before you use this teaching aid be sure that you yourself understand the different types of play, and why they are important.**

### To use this teaching aid:

- Remind the parents of the "play" brick in the communication house and why it is important. Explain that in this talk you will be looking at "play" in more detail.
- Stick up the central "play" jigsaw piece first.
- Ask the parents to think of different types of play. As they make different suggestions, stick up the appropriate jigsaw piece. Discuss each piece in turn, what it means, and why it is important.
- If the parents have difficulty in identifying the different types of play for themselves, give examples to help them.
- When the jigsaw is complete, revise each piece. Stress how each piece of the puzzle depends on the others, and that a child needs experience in all the different areas. Stress again how **it is through play that a child develops the skills needed for communication.**



## Development of play

This is a game which uses 6 sets of 5 posters. Each set of posters illustrates the development of one type of play. The aim is to remind parents of the development of play skills in a child so that they can identify their own child's level of play and know what stage they should work on next (see page 11 of this section).

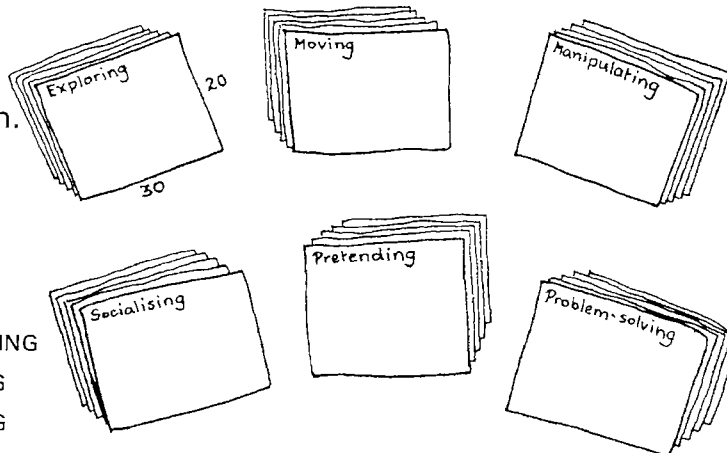
**You will need:** scissors, card or paper, stickistuff, pens.

### To make the posters:

**1** Cut out 30 posters each approximately 20 x 30 cm.

**2** Divide the posters into 6 sets of 5.

**3** Label: set 1 — EXPLORING  
set 2 — MOVING  
set 3 — MANIPULATING  
set 4 — SOCIALIZING  
set 5 — PRETENDING  
set 6 — PROBLEM-SOLVING



**4** Take set 1 — EXPLORING, and on each poster draw a different stage of development. Then, take sets 2-6 and draw the appropriate pictures on each poster, as shown below.

	EXPLORING (1)	MOVING (2)	MANIPULATING (3)	SOCIALIZING (4)	PRETENDING (5)	PROBLEM-SOLVING (6)
1						
2						
3						
4						
5						

**Before you use this teaching aid be sure that you yourself are familiar with the stages of development of each type of play.**

**To use this teaching aid:**

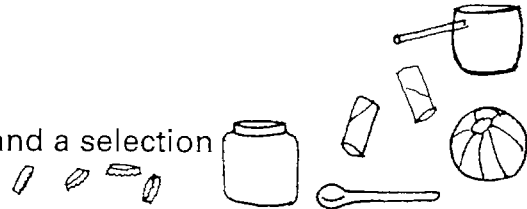
- Explain to the parents that each type of play follows certain stages of development and that each is dependent on the other.
- Divide the parents into 6 equal groups.
- Give group 1, set 1 of posters — EXPLORING.
- Give group 2, set 2 of posters — MOVING... and so on.
- Ask each group to discuss and decide the developmental sequence of the posters they have been given.
- When all the groups have finished discussing, ask each group, in turn, to come to the front and stick up their set of posters in developmental order.
- As each set is displayed, discuss with the whole group whether the sequence is correct or not. If mistakes have been made, discuss them with the group and then ask them to correct the sequence.
- Continue until sets 1-6 have been displayed, showing the development of the different types of play.

When the display is complete, revise the sequence of development of each of the types of play. Discuss again how each type relates to the others and how all are of equal importance. Help each parent to identify their child's level of play and give them ideas of how to work from there, to develop their child's play skills.

## Let's play

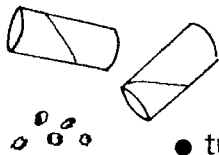
This is a game which encourages parents to use simple, everyday objects as toys to help their child develop different types of play and learn different communication skills.

**You will need:** Various items of "junk" and a selection of household objects.



**To prepare for the game:** Divide the items of junk, and the household objects into 6 sets. **Be sure that the items in each set can be used for at least one activity.** For example:

### SET 1



Could be used for:

- finger puppets
- sound making
- tunnels for the stones

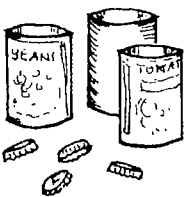
### SET 2

Could be used for:

- banging
- pretend cooking
- beating rhythms



### SET 3



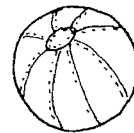
Could be used for:

- building a tower
- rolling back and forth
- rattles

### SET 4

Could be used for:

- throwing/kicking/rolling
- pulling with string attached
- hiding



### SET 5



Could be used for:

- screwing/unscrewing
- listening game
- hiding games/peek-a-boo

But where are our objects?

### SET 6



### How to play the game:

- Divide the parents into 6 groups.
- Give each group a set of items/objects as shown above.
- Within their group, the parents must discuss what their items can be used for, and be prepared to demonstrate their ideas to the whole group.
- When all the groups have finished their discussion each group must come to the front and demonstrate their activities.
- Discuss the different types of play that are used and the communication skills that can be learnt in each of the activities.
- The other groups should comment on what they see and should be asked if they can think of any other ideas.

