



Chapter 8

Play in Personal Development
Activities—Complementary Activities

8.1 Complementary Activities

Stage III of a daily kindergarten schedule contains complementary activities. Their role is to practice and reinforce in a recreational manner what has been learnt in joint activities. Therefore, play, entertainment games, movement games, sport games, drama, puppet theatre plays, movies, computer games, walks, visits are the predominant activity at this stage.

Play covers much of the time allotted to complementary activities. All activities conducted during a day follow the same topic and the contents approach the objectives set by the syllabus. The games will be therefore selected in such a manner as to comply with these requirements. As the activities from stage II are mostly activities with cognitive and static character, it is mandatory that complementary activities contain movement or entertainment games to compensate for the lack of dynamic action.

The value of these games lies both in the didactic task that they contain, and in the pleasure of playing dynamic, competitive and entertaining games (Jones, E. & Cooper, R., 2006). They create an atmosphere of rivalry and joy, which engages all children in the game. Children experience many emotions and feelings which build teams and create a community. The children's anger is diminished through these games, due to the good mood they create and the relaxing atmosphere.

When time allows it, the kindergarten teacher conducts these activities outdoors, in the yard. If the weather doesn't allow it, they can be conducted in the gym or in a well-ventilated classroom.

Below, there are some entertainment and movement games very appreciated by the children.

8.2 Entertainment Games

Hoodmanblind

Children stand in circle. One child, appointed by the leader, is blindfolded with a scarf and stands in the middle of the circle. The other children spin round and round singing:

- Hoodmanblind,
- Where is your barrow,
- Barrow here, barrow there,
- Go and get it from anywhere.

After they finish singing, children stop moving and the blindfolded one head towards a child, touches him and tries to recognise him. In the end, he has to guess the child's name. If he succeeds, they switch their places, if not, the game goes on with the same child in the middle of the circle.

The Foxes and the Rabbit (Running)

The teacher arranges the children in a circle. They hold hands and two children are selected: one is the fox and the other one is the rabbit. The fox walks in the circle chasing the rabbit that walks outside the circle. All children say at once:

- I'm the reddish fox,
- You'd better watch your fur, rabbit,
- I run after you,
- But you run well, too,
- You fooled me once,

- But you won't fool me twice.

After they say these words, children let the fox out of the circle and she runs after the rabbit until she catches it. Children cheer and clap for the rabbit. The game is played several times, so that each child is the fox or the rabbit, once.

The Mouse and the Cat

Children sit in a circle and the teacher appoints two children, one is the cat and the other one is the mouse. The cat is inside the circle and tries to catch the mouse. She tries to sneak through the children but they don't let her. The game is accompanied by a song with the following lyrics:

- The cat wants to catch,
- A mouse stealing cheese,
- The cat wants to catch,
- A mouse stealing cheese,
- Oh dear, oh dear,
- Poor little mousy,
- Oh dear, oh dear,
- Poor little mousy,

The game repeats several times.

Don't Drop the Egg

One egg is placed in a spoon. The child hold the spoon in one hand and the other one is held at the back. Children leave the starting line taking care not to drop the egg. They can walk as quickly as they can (without dropping the egg) to the next marking (with chalk) and then return. The winners are those who

reach the starting line without dropping the egg.

Where are you, Chimiță

The children sit in a circle and the teacher names one who goes blindfolded in the middle of the circle. The blindfolded child goes towards the others asking: *Where are you, Chimiță?* and the children answer: *here, here*. The blindfolded child has to recognise the child toward whom he has walked and say who he is.

8.3 Movement Games

Who Jumps Further (Jumps)

The children are arranged in four rows. The line is marked at 2-3 metres in front of the first row. The one who jumps further from each row goes on one side of the room, the other on the opposite side. After the first row has finished, the other one jumps at the teacher's signal. In the end, the winners, namely those who have jumped the furthest from all rows, build a new row and jump. The winner is the one who jumps the furthest.

The Obstacle Race (Balance)

The game is played in two teams, like a competition. A bench is placed in front of each team, oriented towards their walking direction. A mattress is also placed at the end of the bench, which is used for jumping. The teacher places obstacles on the children's path at a distance of 2 meters. Children climb on the bench and walk balancing their hands in upright position, stretched back and looking straight; then they jump from the bench and walk the path trying to avoid the obstacles.

Pick the Chestnuts! (Skilfulness)

Children are divided in two teams and placed in a queue. On each team's right side, there is a bowl with chestnuts. One child from each team takes a chestnut with a spoon and then takes it to the finish line. If the child drops the chestnut, he has to pick it up with the spoon. When they reach the finish line, they put the chestnut in their team's basket (the baskets have different colours), then run back to their team and hand the spoon to the next teammate. The team who takes all the chestnuts to the basket first are the winners.

The Chipmunks and the Hunter (Climbing)

The teacher draws a circle; the hunter sits in the circle and the other children (the chipmunks) pick walnuts around him. When the teacher claps her hands, the hunter starts hunting chipmunks. The children run away from the hunter, climbing on the espaliers. The chipmunk which is caught by the hunter leaves the game and sits on the bench patiently. The game is played several times.

Seminar Activities



Tasks and Applications

1. —

Starting from the following statement: write a structured essay of 150 words.

Working time 10 minutes.

2. —

To what extent does playing fulfil the individual's necessity in the involvement of his own "creation".