

- Red Hat Press - books for teachers & have developmental focus
- important to leave gender out of equation when working with children

Benefits of Rough and Tumble Play → academic term, research initiated 1950's but is really just beginning 21st century

Emotional Benefits

- Enjoyment, fun
- Release of energy
- Self-expression
- Self-esteem

- 98% of leaders in EC are women
2% are men

Social Benefits

- Creates group cohesion
- Cooperation skills
- Sharing and turn-taking
- Impulse control
- Conflict resolution
- Communication skills

→ 80% boisterous play occurs with boys, 20% girls.
→ If teacher engages, girls more likely to.

Approaches to Learning Benefits

- Experimentation
- Self-confidence
- Attention regulation
- Persistence
- Practice of skills

- assumptions from both teachers & parents thinking if the other knows about ROT it can be a (-) impression
→ cultural bias

Cognitive Benefits

- Stimulates neuron growth
- Predicts academic success

- its okay to question "whats safe" in terms of playgrounds & activities because in reality cars are more dangerous than anything.
→ cultural opinion

Physical Benefits

- Fine and gross motor skills
- Overcome physical challenges
- CDC recommends one hour of physical activity daily

- emphasize the fun & role model by engaging in the same activity
→ if each kid has a different goal act as mediator and state what they want & they can decide how to proceed.

- experience in play fighting is related to social competence later in life. If an adult doesn't stop when the child says stop the opposite has been found to be true.
→ Pellus & Pellus 2007

→ the issue may not be attention, it could be the task at hand & how you do it. → perhaps allow it to be more boisterous

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→ releases BDNF which stimulates neuron growth
→ playground behavior is a better predictor of 1st grade achievement than kindergarten test scores

children that expect a positive relationship outcome with an adult/teacher do better academically later in life. → when the kids don't do well they also try to understand & reflect why more.

- recommended 1 hr structured play / 1 hr unstructured
 is really what kids need

Fear of Rough and Tumble Play

Fear of aggression

- Rough and tumble mimics aggression, but it is not aggression
- Players do NOT intend to hurt each other
- They play because they ARE friends
- Child will hunch over and use deeper voice when they are actually being aggressive

Fear of injury

- Children need to learn about risk and how to evaluate risk
- Risk is not the same as hazard
- Some activities require constant or nearly constant supervision
- Kids can make a safety checklist

- can't grab necks, heads
- can't kick (can't control force)
- you have to say stop if you want it & the other has to stop.

how to teach impulse control

ex: kids play by rose bush, how do you respond?

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- have them mark away (avoid risk entirely)
- point out it is a rose bush, then let them decide
- let them find out on their own
- 3-4 words ideal age for them to learn on their own

* make things as safe as they need to be
 (versus as safe as they can be.)
 → need to evaluate & look at why we have the perspective we do... cultural factors influencing.

* kids can make a safety checklist (kids come up w/it orange paper on clipboard & go through list to behavior)

ex: of activities to do:

- exercise balls that are peanut shaped

- mat for wrestling (could have taped bar to one another)

- pull up tight (even one on knees and ground)

- plastic bottle + tune

- boisterous brainstorm (walk & talk around those to react) (while others can think & share)

Resources on Rough and Tumble Play

Picture Books:

Let's Play Rough by Lynne Jonell, pictures by Ted Rand. G.P. Putnam's Sons, 2000.

The Party by Barbara Reid. Scholastic Press, 1997.

So Much by Trisha Cooke, illustrated by Helen Oxenbury. Candlewick Press, 1994.

- Boisterous play on mat (versus calling it wrestling)

Books:

- bring outdoor things like swings, bars, etc.

Big Body Play: Why Boisterous, Vigorous, and Very Physical Play Is Essential to Children's Development and Learning by Frances M. Carlson. NAEYC, 2011.

Motor Development in Young Children: Implications and Applications by Linda M. Gagen, Nancy Getchell and Greg Payne from Informing Our Practice: Useful Research on Young Children's Development edited by Eva L. Essa and Melissa M. Burnham. NAEYC, 2009

The Art of Roughhousing: Good Old-Fashioned Horseplay and Why Every Kid Needs It by Anthony T. DeBenedet, M.D. and Lawrence J. Cohen, Ph.D. Quirk Books, 2010.

in art of roughhousing.com (website)

Supporting Boys' Learning: Strategies for Teacher Practice, Pre-K-Grade 3 by Barbara Sprung, Merle Froschl and Nancy Gropper. Teachers College Press, 2010.

Ants in their Pants: Teaching Children Who Must Move to Learn by Aerial Cross. Redleaf Press, 2010.

Books for Policy Making:

Circle of Influence: Implementing Shared Decision Making and Participative Management by Paula Jorde Bloom. New Horizons, 2000.

Video:

preschool

Supporting Young Children in Conflicts from High/Scope Educational Research Foundation, 2006

its mine - toddler version Betsy Evans researcher

* cultural bias - expecting book time but not story time.

democratized the discussion

hang from tree & they kick/go at it) If they use a bat have them wait in line for safety

easy modification:

- throwing balls (should fit in palm, socks are good)!
- kicking 6-9"
- catching 7-9" → throw up, easier to catch
- striking
 - ball on a T
 - tennis ball hung on a rope
 - paper plates, rackets, bats