**Running Head: Games and Development 1**

 **Games and Development**

 **Activity 1**

**Activity 2**

**Activity 3**

**The Learning Child – Part 2 – Planning For Play and the Environment**

**ECC 125 / CVS3 & CVS4**

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**Games and Development 2**

**Activity #1**

**How do games address these areas of development?**

Running, moving game equipment, balancing, climbing, swinging, hopping, along with cheering friends on, laughing, sweating, having fun, until a child is huffing and puffing is pure game development.

**For each developmental domain below– brainstorm a minimum of 2 ways outdoor games influence/support each area of development**

**• Physical Development:**

* Fine motor and gross motor skill development
* Increases the child’s endurance and activity levels
* Increases the child’s knowledge of different activity games along with the skills of the game
* Allows a child to experience risky game play

**• Social Development:**

* Cooperating with peers in group game activities
* Increases a child’s problem-solving skills in regards to the rules of the game activity
* Exchanging ideas, equipment and points of view with their peers to develop friendships
* Develop the understanding of fairness

**• Emotional Development:**

* Regulating emotions in order to solve conflicts
* Increasing a child’s level of self esteem to develop the understanding they are a valued member of the group
* Noticing their own strengthens and abilities in game activity
* Expressing positive emotions and learning to express negative emotions in a way that does not harm any of their peers or teachers
* A child develops self concept learning that they are capable of self direction in group game activities

**• Cognitive/Language Development:**

* Positive listening to others

**Games and Development 3**

* Observing the role modeling from the teacher and peers to understand how the game activity is to be played
* Questioning when a child does not understand the rules of a game activity
* Counting
* Following and identifying directions e.g. move to the right/left, clockwise/counter clockwise
* New vocabulary e.g. hold/release, run fast/slow, jump high/low, above your head, under your leg, parachute, maze, twister, target, pool noodles, go, and stop.

**Activity #2**

**• Now recall a favourite childhood memory of a game you played outside**

I loved to participate in stack races.

Hopping into an old farmers grain stack was super itchy; however the fun of wiggling the stack up to my belly and pushing my toes into each corner of the stack was part of the fun. Then off to racing down the hayfield to cross the finish line. Completing the race 1st, 5th, or last did not matter as we all were rolling on the hayfield in our now hot and sweaty stacks with bellies that hurt from laughter.

**Activity #3**

**Doggy, Doggy, Where’s Your Bone**

In this game, the child who is the Doggy turns around while someone steals his “bone”. The bone can be any object, but with smaller kids using a [toy bone](https://www.amazon.com/gp/product/B0024E4YXO/ref%3Das_li_tl?ie=UTF8&camp=1789&creative=9325&creativeASIN=B0024E4YXO&linkCode=as2&tag=famfuntwicit-20&linkId=55d9290fb5007d8234b76c8e9aed7523) might make it easier to understand. When the Doggy turns back around to face the children, all the children attempt to look guilty while Doggy guesses who stole the bone. With little ones, let them guess until they pick the right person, then it’s the next child’s turn to be doggy.

**The name of the game:**

Doggy, Doggy, Where’s Your Bone

**Is this a group game or individual?**

Group game.

**Games and Development 4**

**Is it a cooperative game or competitive?**

Cooperative – as the children all have to look guilty to make it harder for the Doggy to guess who took his bone.

**Is this game played:** in a circle, in lines, in teams, in a group, in a large area/field

This is a great game to play either in a gym or an outdoor field space. This allows distance for the child who stole the Doggy’s bone to run back to the other children to stand side by side in their group line.

**Can this game be played inside?**

Yes. If your centre is small you can have small groups playing with slow sneaky feet action.

**Number of players for this game?**

More than 3.

**Ages of players for this game?**

30 months to 12 years old.

**Equipment needed for this game?**

Children.

1 pretend doggy bone.

**Time needed for this game?**

Enough time for each willing child to play the role of the Doggy

**Any variations to this game?**

Different animals e.g. chicken – egg, monkey – banana, rabbit – carrot.

Change the number of guesses a child can have.

Change the distance from the Doggy and the line of children – shorter, longer.

Doggy sits in the middle of a circle of children.