

DOCUMENTATION OF EMERGING CURRICULUM:

Social Skills

Developing from Solitary to Parallel to Interactive Play

Large Carpet Area – encompassing trains, blocks, cars & trucks, dress-up

When the train was first put out, the children's behaviours were mostly **solitary** and some **parallel** play. Many of the children wanted all of the cars or blocks or track (hoarding). They were very physical with each other i.e. grabbing and hitting and there was very little use of language. They would build their own section of track but not let others drive over it or else they would destroy others' tracks.



This child is watching what is going on but he still needs all of the blocks beside him. (Parallel Play)

Next we saw more **parallel** and **interactive** play. It was also the beginning of being able to not having to have ALL of the vehicles, of being able to connect sections of the track together and of moving along the track when another train came along. We saw more co-operation, the trading of cars back & forth, like bartering.



Different children are starting to connect their sections of track together.

As children mastered these skills and **interactive** play developed, more language was heard and new friendships were formed. Some children helped other children to put things together or gave information as to where to find more vehicles. One child told another to "Look in the bin over there." for another vehicle.

We saw great personal development in many children and confidence building. There was the sharing of ideas, of what to build, how to build it and how others could join in.

As the activity was out for several weeks it enabled the children to establish their emerging skills through repeated practice. (Emerging skill through repeated practice leads to mastery (integrated skill)).

When a new activity was presented or chosen by them, you could see that the children sometimes started at the lower level of developmental play but then were able to move more quickly to the next level as they incorporated their newly mastered social skills. (Their learning moved from using skills in one situation to using skills under more than one condition)



Children are co-operatively working together using all of the blocks to build a balanced structure.

Summary

Providing /leaving out/having an activity available for the children to participate in it for an extended period of time (as long as they are still showing interest in it) enables the children to practice and possibly master an emerging skill. In this case it was the play developing from **solitary** to **parallel** to **interactive** and the social skills of **sharing** and **co-operation** that we saw really grow and develop for all of the children.