

History Of Play And Childhood

Colin Renfrew, Iain Morley, Michael Boyd

A History of Children's Play and Play Environments Joe L. Frost, 2010 This valuable book traces the history of children's play and play environments from their roots in ancient Greece and Rome to the present time in the high stakes testing environment. Through this exploration, scholar Dr. Joe Frost shows how this history informs where we are today and why we need to re-establish play as a priority. Ultimately, the author proposes active solutions to play deprivation. This book is a must-read for scholars, researchers, and students in the fields of early childhood education and child development.

Toys, Play, and Child Development Jeffrey H. Goldstein, 1994-06-24 Anything to do with children's entertainment is a source of controversy: children's television programmes, musical preferences, and leisure activities are frequent sources of debate. Toys and play are often singled out for attention, particularly war toys, sex-typed toys, and video games with aggressive themes. Are these harmful to children? Are they addictive? Alternatively, can parents facilitate children's learning with educational toys? Toys, Play, and Child Development explores these and other questions. Parental attitudes and reactions towards war toys are described, as are the children's views themselves. Toys and play are shown to contribute to the development of language, imagination, and intellectual achievement and to be effective in child psychotherapy.

Children at Play Howard P. Chudacoff, 2007-08-01 A chronological history of children's playtime over the last 200 years. If you believe the experts, "child's play"; is serious business. From sociologists to psychologists and from anthropologists to social critics, writers have produced mountains of books about the meaning and importance of play. But what do we know about how children actually play, especially American children of the last two centuries? In this fascinating and enlightening book, Howard Chudacoff presents a history of children's play in the United States and ponders what it tells us about ourselves. Through expert investigation in primary sources—including dozens of children's diaries, hundreds of autobiographical recollections of adults, and a wealth of child-rearing manuals—along with wide-ranging reading of the work of educators, journalists, market researchers, and scholars—Chudacoff digs into the “underground” of play. He contrasts the activities that genuinely occupied children's time with what adults thought children should be doing. Filled with intriguing stories and revelatory insights, *Children at Play* provides a chronological history of play in the U.S. from the point of view of children themselves. Focusing on youngsters between the ages of about six and twelve, this is history “from the bottom up.” It highlights the transformations of play that have occurred over the last 200 years, paying attention not only to

the activities of the cultural elite but to those of working-class men and women, to slaves, and to Native Americans. In addition, the author considers the findings, observations, and theories of numerous social scientists along with those of fellow historians. Chudacoff concludes that children's ability to play independently has attenuated over time and that in our modern era this diminution has frequently had unfortunate consequences. By examining the activities of young people whom marketers today call "tweens," he provides fresh historical depth to current discussions about topics like childhood obesity, delinquency, learning disability, and the many ways that children spend their time when adults aren't looking.

Understanding Children's Play Jennie Lindon, 2001 Understanding Children's Play offers a full exploration of children's play from babyhood through to the early years of primary school. It explores how their play is shaped by time and place and supports early years practitioners and playworkers.

SAGE Handbook of Play and Learning in Early Childhood Elizabeth Brooker, Mindy Blaise, Susan Edwards, 2014-06-17 'This Handbook offers diverse perspectives from scholars across the globe who help us see play in new ways. At the same time the basic nature of play gives a context for us to learn new theoretical frameworks and methods. A real gem!' - Beth Graue, Department of Curriculum and Instruction, Wisconsin Center for Education Research, USA Play and learning scholarship has developed considerably over the last decade, as has the recognition of its importance to children's learning and development. Containing chapters from highly respected researchers, whose work has been critical to building knowledge and expertise in the field, this Handbook focuses on examining historical, current and future research issues in play and learning scholarship. Organized into three sections which consider: theoretical and philosophical perspectives on play and learning play in pedagogy, curriculum and assessment play contexts. The Handbook's breadth, clarity and rigor will make it essential reading for researchers and postgraduate students, as well as professionals with interest in this dynamic and changing field. Liz Brooker is Reader in Early Childhood in the Faculty of Children and Learning at the Institute of Education, University of London. Mindy Blaise is an Associate Professor of Early Childhood Education in the Department of Early Childhood Education at the Hong Kong Institute of Education. Susan Edwards is Associate Professor in Curriculum and Pedagogy at Australian Catholic University. This handbook's International Advisory Board included: Jo Aliwood, The University of Newcastle, Australia Pat Broadhead, Leeds Metropolitan University, Australia Stig Brostrom, Aarhus University, Denmark Hasina Ebrahim, University of the Free State, South Africa Beth Graue, Wisconsin Center for Education Research, USA Amita Gupta, The City College of New York, CUNY, USA Marjatta Kalliala, University of Helsinki, Finland Rebecca Kantor, University of Colorado Denver, USA Colette Murphy, Trinity College, Dublin, Republic of Ireland Ellen Sandseter, Queen Maud University College of Early Childhood Education, Norway

Planning Play and the Early Years Penny Tassoni, Karen Hucker, 2005 Written for early years practitioners and students, Planning Play and the Early Years provides full-colour, fully illustrated guidance through the process of planning

and providing play opportunities for children aged 0-5 years.

A Practical Guide to Play Therapy in the Outdoors Ali Chown, 2017-08-15 A Practical Guide to Play Therapy in the Outdoors responds to the significant and growing interest in the play therapy community of working in nature. Alison Chown provides practical ideas about why we might decide to take play therapy practice into outdoor settings and how we might do this safely and ethically. This book discusses how nature provides a second intermediate playground and can be seen as a co-therapist in play therapy. It explores the relevance of different environments to the play therapy process by considering the elements of earth, air, fire, water and wood. It looks at the way we can connect with nature to find a sense of place and details some activities to do with children in play therapy to get started. The book provides an important guide for the practitioner and talks them through the crucial guidelines that are necessary for outdoor play therapy and gives a philosophical perspective to working in nature. It will be engaging and essential reading for play therapists in training and practice.

Play and Child Development Joe L. Frost, Sue Clark Wortham, Robert Stuart Reifel, 2001 Covering the developmental range of infancy to adolescence, this book offers a comprehensive study of play—including play therapy, disabilities, anthropology of play, and play environments. It also provides current perspectives on culture and gender differences in play through a blend of research, theory, and practical applications. Focusing greater attention to contemporary issues than other books, coverage includes brain research, play deprivation, therapeutic intervention, and cutting edge information on how and why play is important for children. The book also contains practical material on enhancing play; play leadership; balancing challenge, risk, and safety in play. Other discussions emphasize the need to understand play and children with disabilities, integrate play into classroom curricula, and be aware of special places for play. For teachers and other individuals concerned with child development and early childhood education.

Introduction to Play Therapy Ann Cattanach, 2003 Written by a renowned expert in the field, this book provides a basic grounding in play therapy intervention.

Exploring the History of Childhood and Play Through 50 Historic Treasures Susan A. Fletcher, 2020 Exploring The History of Childhood and Play in American History Through 50 Historic Treasures is a compilation of fifty iconic toys and games from American history. As the amount of leisure time available to children has increased in the United States, the number of toys available to them has also dramatically increased.

International Perspectives on Children's Play Jaipaul Roopnarine, Michael Patte, James Johnson, David Kushner, 2015-01-16 This book provides an analysis of children's play across many different cultural communities around the globe. Each chapter discusses children's play as an activity important for formal and informal education, mental health and childhood well-being, and children's hobbies and past-times. Traditional, modern and postmodern play forms are

discussed and probed for their meaning within a contemporary global community. Authors address the functions that this phenomenon serves for indigenous cultures and the problems that arise due to the globalization of educational and social resources. Issues that are covered include the importance of conceptualizing the relationship between play and culture, how play varies both within and between cultures, children's non-play activities in relation to play activities, how play is learned and how adults, parents and teachers, as well as older peers and siblings, are all important influences on the play of children. Questions that are raised include: Is it fair to emphasize the importance of certain kinds of play, such as social pretense play? Is this ethnocentric? Is the mastery of certain forms of play (e.g. socio-dramatic play) during the early years critical in the acculturation process? How are different cultures incorporating literacy props in play, or otherwise developing early educational programmes that use play educationally to foster literacy acquisition? These and many other questions or issues are taken up in this volume. At the heart of the book is a focus on human rights, in particular the Child's Right to Play as stated in the UN Convention on the Rights of the Child. The book is committed to the principle of all children reaching their full potential and the enhancement of their families, communities, and cultures through play.

Children and Play Peter K. Smith, 2009-03-30 The role of play in child development is a source of ongoing interest and debate. In this book, renowned expert Peter Smith offers an expansive definition of the term "play", taking an in-depth look at its impact on children, as well as its adaptive value for birds and mammals, including primates. Using both contemporary and classic research, Smith examines how different age groups and sexes participate in a wide variety of play, including exercise and rough-and-tumble play, fantasy play and imaginary friends, and play with objects. The book gauges the function of play in early childhood education and makes the case for and against recess breaks in school. How play occurs in different societies and among various populations – including children with special needs – is also explored. With its comprehensive coverage of theoretical, historical, cross-cultural, and evolutionary perspectives, *Children and Play* holds significant insights for parents, educators, and clinicians.

Exploring Play for Early Childhood Studies Mandy Andrews, 2012-09-07 Winner of the 2013 Nursery World Awards! This is a key text for all those studying for degrees and foundation degrees in early childhood, early years and related disciplines and for candidates on EYPS pathways. It takes the reader through a detailed exploration of the nature of play examining the features and the concepts of play. Guidance on the observation of children's play is included and the text encourages students to appreciate the value of play in development and in socialisation. Children's rights and the ownership of play are also covered. With interactive activities and case studies throughout, the text helps students to arrive at an understanding of their own practice in relation to play. About the Early Years series This series has been designed to support students of Early Years, Early Childhood Studies and related disciplines in popular modules of their course. Each text takes a focused look at a specific topic and approaches it in an accessible and user-friendly way. Features have been developed to

help readers engage with the text and understand the subject from a number of different viewpoints. Activities pose questions to prompt thought and discussion and 'Theory Focus' boxes examine essential theory close-up for better understanding. This series is also applicable to EYPS candidates on all pathways. Other titles in the series are Early Childhood Studies, Childhood in Society for Early Childhood Studies and Child Observation for the Early Years.

Advanced Play Therapy Dee Ray, 2011-03 The purpose of this text is to present a resource to students and practitioners of play therapy that addresses topics beyond the training level. It provides advanced knowledge on the three main areas of play, child development, and play therapy and integrates them to help the play therapist gain a holistic understanding of how play therapy works.

Big and Little Histories Marnie Hughes-Warrington, Anne Martin, 2021-08-19 This book introduces students to ethics in historiography through an exploration of how historians in different times and places have explained how history ought to be written and how those views relate to different understandings of ethics. No two histories are the same. The book argues that this is a good thing because the differences between histories are largely a matter of ethics. Looking to histories made across the world and from ancient times until today, readers are introduced to a wide variety of approaches to the ethics of history, including well-known ethical approaches, such as the virtue ethics of universal historians, and utilitarian approaches to collective biography writing while also discovering new and emerging ideas in the ethics of history. Through these approaches, readers are encouraged to challenge their ideas about whether humans are separate from other living and non-living things and whether machines and animals can write histories. The book looks to the fundamental questions posed about the nature of history making by Indigenous history makers and asks whether the ethics at play in the global variety of histories might be better appreciated in professional codes of conduct and approaches to research ethics management. Opening up the topic of ethics to show how historians might have viewed ethics differently in the past, the book requires no background in ethics or history theory and is open to all of those with an interest in how we think about good histories.

Spontaneous and Supervised Play in Childhood Alice Corbin Sies, 1922

The Role of Play in Human Development Anthony D. Pellegrini, 2009 This book argues that play is an excellent example of the ways in which biology and culture influence each other, especially during childhood.

A Vygotskian Analysis of Children's Play Behaviours Zenna Kingdon, 2020-05-05 This book brings a refreshing Vygotskian perspective to the importance of children's play, and the role it has in the physical, social, emotional and cognitive development of young children. The authors use a praxeological approach and participatory, ethical research to provide a comprehensive yet accessible addition to the crucial and expanding field of Early Years play. Including illustrative vignettes and case studies, and covering a range of contexts, theories and approaches, the experienced authors explore a variety of topics, including: Role-play and Early Years practice Incorporating technology into practice Scenario and role

development Play in the home as well as the classroom Endorsed by EECERA, A Vygotskian Analysis of Children's Play Behaviours is an ideal choice for Early Years practitioners, researchers, policy makers, and academics researching or lecturing in early childhood education.

Ritual, Play, and Belief in Evolution and Early Human Societies Colin Renfrew, Iain Morley, Michael Boyd, 2018 This book presents unique new insights into the development of human ritual and society through our heritage of play and performance.

Plays for Children, an Annotated Index Alice Isabel Hazeltine, 1921

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