

支持孩子玩耍

孩子通过玩耍来探索和认识他们周围的世界。玩耍的核心是自由的选择：包括决定玩什么，什么时候玩以及和谁玩。在快速变化的世界里，孩子需要通过玩的过程学会和练习做选择的技巧。

成人可以和孩子一起玩(如和 10 个月大的孩子玩躲猫猫“peek-a-boo”)或者组织孩子游戏(当足球队教练)。成人也可以通过间接参与的方式来支持孩子玩。下面一些建议既能让孩子自己做决定，又能让他们的游戏更丰富多彩。

留出时间

- 在经过一天有规范的活动之后，给孩子一些自由活动时间。他们在玩的过程中，会结合使用他们学到的知识。
- 花在课程(游泳，体操，钢琴等等)上的时间不能算是玩的时间。孩子可以从课程中学到他们在玩耍时所需要的技能，但是上课缺少的一个重要因素就是让孩子自己做决定。

给予空间

- 家里的布置要考虑到婴幼儿的安全，这样刚学走路的孩子可以自由活动。让你 4 岁孩子在游戏围栏(playpen)里面做手工和搭积木，这样小宝宝就碰不到了。
- 带孩子去各种各样室内的或室外的地方去玩，附近的公园和家庭资源中心可以让孩子体验不同的游戏活动。
- 在地下室放一个旧床垫，可以鼓励孩子练习杂技动作，增强基本运动的技巧。
- 孩子玩的时候很少能保持干净整洁，所以不必太在意。铺上报纸和塑料布，这样清洁起来会容易一些。使用和孩子差不多高矮的架子和透明箱子，方便孩子整理收拾。

供给材料

- 孩子不一定需要昂贵和精致的玩具才会玩得开心。她可能对玩具的包装更感兴趣，因为她的想象力可以使它变成很多不同的东西。
- 不时地添加一些新的东西，来丰富玩耍的环境并且培养新的兴趣。比如在玩橡皮泥的桌子上放一个压蒜器。参加玩具俱乐部，每个月借新

玩具回家。

- 收集一些可以用不同方式拼装的“零散配件”。例如，大积木或不同大小的箱子可以当作装备，自制的橡皮泥当作材料，小型的工具当作道具，斗篷和帽子当作服装，公园里拣的“破烂”。这些东西都可以让孩子在自己做玩具的过程中尝试各种设想和探索不同的可能性。

提供玩伴

- 如果孩子邀请你，那么就和孩子一起玩，记住让孩子带你玩。你要遵从他们所做的决定。
- 请朋友到家里来，或者带孩子去游戏小组(play group)。其他 4 岁的小孩可能会比你更有耐心玩救火员的戏。

反馈意见

- 当你把玩耍的准备工作做好后，就不要干预孩子们怎么玩。你也许要帮忙搬重的东西，或者引导他们不要做不安全的事情，但是要让孩子自己解决他们的矛盾。当他们发生争执时，记住孩子想出如何玩的过程要比玩本身更重要。
- 尊重孩子努力的成果。让孩子自己发现什么可以做，什么不可以做。如果成年人总是替他们做，孩子就学不会怎么样解决问题。
- 让孩子知道你觉得玩是一件很重要的事。别在没有必要的情况下打扰他们。在快到结束前，要多次提醒孩子。
- 在睡觉前讲故事的时候，可以把一段特别好的玩耍的片段编进故事里。例如“一个穿红斗篷的魔术师说了一句咒语，把一些小孩变成了老鼠。”孩子会从故事里听出他们所玩过的游戏，以后他们就会再玩这个游戏。

让你自己爱玩的天性活跃起来，保持不泯的童心。

由 Betsy Mann 根据加州 Pacific Oaks 学院 Betty ones 讲座的笔记编著。

*Simon Nicholson 在 1971 年的 Landscape Architecture 上发表了著作“怎样不欺骗孩子：零散配件的理论”

Supporting Children's Play

Children explore and discover their world through play, and the essence of play is free choice: deciding what to do, when and with whom to do it. In a world that is rapidly changing, children need to learn and to practise the skill of making choices while they play.

Adults can play *with* children (peek-a-boo with a ten month old) or can *organize* children's play (coaching a soccer team). They can also *support* children's play without being directly involved. Here are some suggestions for enriching youngsters' games while leaving control in their hands.

Make Time

- Give children free time after they have spent a whole day in structured activities. Their play helps them integrate what they've learned.
- Time spent at structured lessons (swimming, gymnastics, piano, etc.) is not play time. Children can learn skills they will use later in play, but the essential element of free choice is missing during the lessons themselves.

Provide Space

- Baby proof your house so that your toddler can explore freely. Use the playpen for your four year old; he can take art projects and Lego constructions there to work on them out of baby's reach.
- Take children to a variety of play spaces, both indoors and outdoors. Local parks and family resource centres will stimulate different kinds of play.
- Put an old mattress in the basement to encourage acrobatics and develop gross motor skills.
- Play is rarely neat and tidy, so learn to put up with dirt and mess. Protect surfaces with newspapers and plastic cloths to make clean-up simpler. Make storage easy with shelves and transparent boxes at children's level.

Supply Materials and Equipment

- Expensive and elaborate toys are not necessary for children to have fun. A child may in fact be more attracted by the toy's packaging because her imagination can turn it into lots of other things.
- Adding a new element from time to time enriches the play environment and stimulates new interest. Try putting a garlic press on the playdough table. Join a toy library and bring home new toys each month.

- Become a collector of "loose parts"* that can be put together in different ways. Here are some examples: equipment like big blocks or different sizes of boxes, material like homemade playdough, props like small versions of tools, costumes like capes and hats, bits of "junk" collected in the park. All these allow children to play with ideas and explore possibilities while constructing their own toys.

Offer Companions

- Join in your children's play when you are invited, but remember to let them lead. They make the decisions and you follow.
- Invite friends over or bring your children to a play group. Another four year old will probably have a longer attention span for playing fireman than you do.

Give Feedback

- Once you've set the stage for play, just stand back and let it unfold. You might be needed to lift something heavy or to redirect unsafe play, but let children work through their own conflicts. When they are arguing, remember that working out *how* to play may be more important for them than actually getting down to the game.
- Respect children's efforts. Let them discover for themselves what works and what doesn't. They can't learn to solve their own problems if an adult is always doing it for them.
- Let children know you think their play is important. Don't interrupt unnecessarily. When it's time to stop, give them lots of warning.
- Weave a particularly successful play episode into a story to tell at bedtime. "Once there were some children who were all turned into mice by a magician in a red cape who said the magic words." Children will recognize their game and play it again.

Keep your own playful spirit alive. Nurture the child in yourself!

by Betsy Mann with notes from a workshop by Betty Jones of Pacific Oaks College, California.

*Simon Nicholson wrote "How Not To Cheat Children: The Theory of Loose Parts" in *Landscape Architecture*, 1971.