

Kaalmaynta Ciyaarta Carruurta

Carruurta ciyaarta ayay wax ku bartaan kuna ogaadaan aduunka ay ku noolyihiin, nuxurka ciyaartuna waa inay carruurta u madax banana-yihiin inay doortaan waxa ay samayn . Adduunkan aad ka isu beddelaya, carruurta waxay u baahan-yihii inay bartaan tijaabiyaana xirfada marka ay ciyaara-yaan.

Dadka waaweyni carruurta way la ciyaari karaan (dhuumalsiga toban bilood jira) ama waxay habayn karaan ciyaarta carruurta (tababarida koox kubbaadda cagta ah). Dadka waaweyni ciyaaraha carruurta way ka caawin karaan iyagoon si toos ah uga qayb gelin . Tusaalooyin-kani waa fikrado hodan ka dhigaya ciyaaraha carruurta marka iyaga awooda la siiyo.

Waqti u samee

- Carruurta sii waqti ay u madax-banana yihiin kol haday maalintoo dhan ku qaateen hawlo habaysan oo loo maamulayey. Ciyaarta carruurta waxay bartaa siday isku waafajin lahaayeen waxyaabaha ay bardeen.
- Waqtiga lagu isticmaalo duruusta habaysan (dabaasha, jimicsi, biyaanada, iyo iwm) ma aha waqti ciyaareed. Carruurta waxay baran karaan xirfado ay isticmaalaan marka dambe ee ay ciyaarayaan , lakiin duruusta habaysan waxaa ka maqan madax baanida carruurta ay wax ku dooran karaan.

U diyaari meel

- Guriga ka qaad wixii ilmaha khatari ugu jirto oo dhan, si uu ilmahaaga socod-baradka ihi u socdo isagoo madax banan . Ilmahaa afar jirka ah ku rid xoolka weyn (playpen) ay carruurta ku ciyaarto; wuxuu ku dhex sameyn kara barnaamijyo ah sawir, midabayn (farshaxanka) iyo ciyaaraha dhismaha lagu barto sida (Lego).
- Ilmaha gee meelo kala duwan oo lagu ciyaaro meelaha dhismayaasha gudahooda, iyo banaanaada. Jardiinooyinka degaanka iyo xarumaha keydka qoysku waxay ilmaha ku dhiiri geliyaan ciyaaro kala duwan.
- Furaash (joodari) gaboobay ilmaha u dhig dhismaha hoose ee guriga (beesmanka) si uu ugu dhiirado inuu isqalaamo-rogoa, boodboodo iyo kuwa kale oo hore u mariya kobcinta dhaq-dhaqaaqa iyo muruqyada.
- Ciyaarta badiyaa ma aha wax nidaamsan oo nadiif ah ku talo gal marka wasakh iyo is-dhex daadsanaan. Saar waraaqo iyo baco meelaha carruurta ku ciyaarto si ay kuugu fududaato nadiifintu. . Meelaha qalabka carruurta aad dhigtid si fudud u habee oo shalafyo iyo sanaaduq u samee si wixii ku jira loo arko oo ilmuhu u gaadhi-karo.

U keen Alaabo iyo Qalab

- Qalabka carruurta ku ciyaaraan oo ay ka helaan khasab maaha inay noqdaan qaar qaali ah oo waaweyn. Run-ahaantii waxaa dhic karta in ilmuhu aad

u jecleysto sida qalabku isugu xidhanyahay, waayo waxay ka arki karaan waxyaabo badan oon markaa muuqan.

- Ku darida shay cusub mudadiiba waxay hodan ka dhigtaa ciyaarta waxanay dhiirigelisaa xiisayn cusub. Isku day in aad qalabka toonta lagu burburiyo in aad dul dhigtid miiska cajiinta carruurta ay ku ciyaarto. Ku biiri kaydka qalabka carruurta ay ku ciyaarto bil-kastana keen guriga qalab cusub.
- Noqo qof ururiya “ aan is ku xidhnayn”* kuwaas oo si yaabo kala duwan la is kugu xidhi karo. Tusaalo ahaan waxa ka mid ah: sida qalabka kala- waaweyn ama kala duwan , wax yaabo sida cajiinta carruurta ku ciyaarto oo guriga lagu sameeyo. Qalab yaryar ee wax xajiya sida koofiyadaha iyo waxyaabo laga soo urursado jardiinooyinka. Kuwan oo idili waxay ilmaha awood u siinaysaa in uu fikiro, oo ay baaraan siyaabo ay u sameysan lahaayeen qalab ay ku ciyaaraan.

U samee saaxiibo

- La ciyaar marka ay kugu martiqaadaan, lakiin xusuunaw inay iyagu hoggaamiyaan ciyaarta. Iyagu ha sameeyaan go'aamada adiguna ku raac.
- U soo marti qaad saaxiibo ay la ciyaaraan ama u gee carruurtada carruur kale oy la ciyaaraan. Waxaa suurawda in ilma kale oo 4 sanno jiray uu ciyaari karo isaga oo matalaya dab-damiye intaad adigu ciyaari kartid in ka badan.

Aragtidaada La Wadaag

- Marka aad ciyaarta u diyaarisid, adigu dib uga joogso. Waxa lagaaga baahan karaa in aad qaadid wax culus, ama aad dib u habeesid ciyaarta hadii ay khatari ku jirto, lakiin carruurta u ogolaw in any xalilaan wixii iska-horimaad ah. Marka ay murmayaan, xusoonaw sida loo ciyaaraa in ay uga muhiim-santahay ciyaar ta lafteeda.
- Ixtiraam dadaalka ilmaha. Iyaga u daa in any ogaadaan wixii shaqaynaya, iyo wixii aan shaqaynayn. Baran maayaan in ay xallilaan mushaakilkooda hadii mar kasta qof weyni u xallilayo.
- Ogeysii carruurta inaad qabtid in ciyaartoodu kula weyntahay. Ha ka joojin hadayna daruuri ahayn. Waqtiga la joojinayo sii ogeysiis badan.
- Ciyaar fiican oo aad ogtahay sheeka-deeda u dhexgali sheekada aad u sheegtid xilliga hurdada.” Marbaa waxa jiray in carruur uu u bedelay jir sixirlaw ku jiray koofiyad cas yidhi erayo sixir” Carruurta way garan ciyaartooda hadana way ciyaari.

Kalgacal u hay ciyaarta. Barbaari ilmahaaga adigu!

Qoreh Betsy Mann

*Waxa la socda qoraallo laga soo qaatay aqoon-isweydaarsi ay sameysay Betty Jones oo ka tirsan Pacific Oaks College, California. *Simon Nicholson wuxuu qoray 'sida aanad u khiyaameyn carruurta: Aragtida Waxyaalaha aan Isku-xidhnayn' ee ku jirta Landscape Architecture, 1971.*

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.