INTRODUCTION
CHAPTER - 1

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The human life pattern is divided into two separate and distinct spheres - the world of work and the world of play. According to tradition, the former belongs to adulthood and the latter to childhood. With the present day emphasis on making good social adjustment, parents encourage their children to play with other children, and they choose homes in areas where playmates will be readily available. Schools have acknowledged the educational value of play by introducing into the curriculum organized games and sports, dramatics, singing and art. Today, more than ever before, manufacturers of toys and play equipment emphasize the educational value of their product.

Meaning of Play

"Play" is a term so loosely used that its real significance is apt to be lost. In its strictest sense, it means any activity engaged in for the enjoyment it gives, without consideration of the end result. It is entered into voluntarily and is lacking in external force or compulsion.

Play may be either active or passive. In active play the enjoyment comes from what the individual does, whether it is running just for the fun of running or constructing something with paints or clay. Children engage in active play less as
they approach adolescence and have more home and school responsibilities and a lower energy level, owing to rapid growth and body changes.

In passive play—generally called "amusements"—enjoyment is derived from the activities of others. The player himself expends a minimum of energy. The child who enjoys watching other children play, watching people or animals on television, looking at the comics, or reading books is playing with a minimum expenditure of energy, but his enjoyment may be equal to that of the child who expends a great amount of energy in the gym or on the playground.

At all ages, children engage in both active and passive play. The proportion of play time devoted to each depends not on the child's age, however, but upon his health and the enjoyment he derives from each. While, typically, active play predominates in early childhood and amusements in late childhood, this is not always true. A young child may prefer television to active play, for example, because he has not learned how to play the games of his age-mates and, therefore, is not an accepted member of the peer group. If he learns to play well enough to be accepted as a gang member later, his interest in active play will replace his earlier interest in such amusements as reading and television.

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activity, not necessarily because he enjoys it, but because he wants the end result. Work may be done voluntarily or involuntarily. Drudgery — work that is imposed on the individual by others — has no element in common with play; it is not engaged in voluntarily, nor is its end result important to the person.

Traditional Attitudes Towards Play

Traditionally, all leisure has been associated with loafing and wasting time that might be spent more profitably in other activities. This point of view was expressed in the saying that "idle hands will find some mischief to do." Leisure time pursuits were kept strictly for the end of the day or for holidays.

But today, there has come a great change in the value of play. Now-a-days social esteem is no longer limited to those who work hard but is also given to those who play hard. In some parts of our society, peer as well as parental esteem is higher for children who stand out athletics or other extracurricular activities than for those who are successful academically (Coleman, 1961).

Psychological and sociological studies have been finding that play has values undreamed of in the past. Consequently, the traditional view that leisure activities are a waste of time is no longer accepted as valid. Instead, play is beginning to receive as high a value rating as work, and in
4. Play advances the social development of the child. Particularly in fantasy play, through acting out roles, children learn to understand others and to practice roles they will assume as they grow older.

Value of Play

Play is such an accepted part of life today that few people stop to consider its role in the child's development. Millichamp has written that play "helps the child to develop as a person". Play makes many contributions to this goal which cannot be made through other channels.

1. Physical Value - Active play is essential if the child is to develop his muscles and exercise all parts of his body. It also serves as an outlet for surplus energy which, if pent up, makes the child tense, nervous and irritable. Martin and Vincent have stated - "The attitude of parents toward physical play and exercise has much to do with the child's attitude .... if they discourage activities involving physical play, the child consequently, may be retarded in his progress in general body control."

2. Therapeutic Value - Play is therapeutic in everyday life. Play helps the child to express his emotions and get rid of pent-up energy in a manner that will win social approval.

This purpose may be served by active physical play or by indirect methods, such as identifying with a character
in a book, in a movie or on television. As the child reads a story or watches a play unfold on the screen, he can give vent to his fears, resentments, anxieties, or even his joys and thus clear his system. (Mussen and Rutherford, 1961; Sadler, 1969; and Siegel, 1958).

Play also provides an outlet for needs and desires which cannot be met in any other way. The child who wants to be a leader, for example, may not be able to achieve this status in real life, but in dramatic play, he can be the father, the teacher, or the general of his army of toy soldiers (Cianciolo, 1965; Hartley, Frank and Goldensen, 1952 and Mass & Michael, 1964).

3. **Educational Value** - Through his play with toys, the young child learns the shapes, colors, sizes and textures of objects as well as their significance. Exploring, collecting and other favoured play activities in late childhood furnish the child with information that cannot be obtained from school books. Play helps the child to comprehend and control the world in which he lives and to distinguish between reality and fantasy. (Schramm, Lyle and Parker, 1961; and Witty, 1966).

4. **Creativity Value** - Play offers the child an opportunity to be creative. He can experiment and try out his ideas in toy play, in constructions of different sorts, and in dramatizations. Once he learns that creating something new
and different can be satisfying, he will transfer his creative interest to situations outside the play world.

5. Self-Insight Value In play, the child learns about himself and his relationships with others. He learns what his abilities are and how they compare with those of others. This enables him to establish a more definite and realistic concept of himself. In addition he learns about his problems and how to face them.

In play the child assumes many different roles and thus learns which roles give him the greatest satisfaction and at the same time enable him to establish the most satisfying relationship with others.

6. Social Value - By playing with other children, the child learns how to establish social relationship with strangers and how to meet and solve the problems such relationship bring. Through co-operative games, even with adults, he learns to give and take.

One of the greatest social values of play is that the child learns the appropriate patterns of the sex role that society expects him to fulfil. Very early in his play life he discovers that certain toys and play activities are appropriate for members of his sex, while others are appropriate for the other sex. This makes him sex-role conscious - an essential to learning the approved role in other areas of life.
7. **Moral Value** - Play makes an important contribution to the moral training of the child. Although he learns at home and in school what the group considers right and wrong, the enforcement of moral standards is nowhere so rigid as in the play group. The child knows that he must be fair, honest, truthful, self-controlled, a good sport, and a good loser if he is to be an acceptable member of the play group.

**Characteristics of Children's Play**

Studies show that children's play has certain characteristics that differentiate it from adult play. These characteristics are practically universal, as the following:

1. **Play is Influenced by Tradition** - Since the activities in any culture are more or less stereotyped, the play of little children in a particular culture changes little from generation to generation, whatever the specific neighbourhood environment. Young children imitate the play of older children, who have imitated the play of the generation of children preceding them. Thus, in every culture, one generation passes down to the next the forms of play it finds most satisfactory.

The influence of tradition is also apparent in the seasonal patterns of children's play. Roller skates, jumping ropes, jacks, and bicycles come out on the first warm days of spring. With the approach of winter, children took forward to show for sledding, snowball fighting, ice
skating, and - in rural districts - sleigh riding.

2. **Play Follows a Predictable Pattern of Development** - From early babyhood to maturity, certain play activities are popular at one age and not at another, regardless of the environment, nationality, socio-economic status, and sex of the child. These play activities are so universally popular and predictable that it is customary to divide the childhood years into specific play stages, each with its own name.

**Stages in Play Development**

A. **Exploratory Stage** - Until the baby is about 3 months old, his play consists mainly of looking at people and objects and making random movements in an attempt to grab objects held before him. From then on, his arms and hands come under enough voluntary control to enable him to grasp, hold, and examine small objects. After he can walk, he plays by pushing or pulling wheel toys.

B. **Toy Stage** - Toy play begins in the first year and reaches a peak between 7 and 8 years. At first, the child merely explores his toys. Between the ages of 2 and 3 years, he imagines that they have life qualities - that they are capable of taking, acting, and feeling. As he develops intellectually, he is no longer able to endow intimate objects with life qualities, and this damps his interest in them. Other factors that contribute to a decline in toy
play are that it is mainly solitary and the child wants companionship, and after entering school, he regards toy play as babyish.

C. **Play Stage** - After the child enters school, his play repertoire greatly increases, giving this stage its label. At first, he continues to play with toys and, in addition, becomes interested in games, sports and hobbies.

D. **Daydream Stage** - The older child loses interest in play activities he formerly enjoyed and spends much of his play time daydreaming. The characteristic day dreams of the pubescent are of the martyr type, in which he sees himself as misunderstood and mistreated by everyone.

Different kinds of play also follow predictable patterns. Block-play, it has been reported, passes through four distinct stages. In the first, the child merely handles and carries blocks and piles them in irregular masses; in the second, he constructs rows and towers; in the third, he develops techniques for building more complicated designs; and in the forth, he dramatizes and reproduces actual structures. At 3 years of age - in the first stage - the child is primarily concerned with balance and size and ways of combining blocks; by 4, he begins to make crude and sprawling structures, loosely hung together; at 5, he can build highly integrated, carefully balanced structures; and at 6, he uses these intricate structures as setting for
dramatic play. (Margoim and Leton, 1961; Moyer and Gilmer, 1956). Definite patterns also appear in drawing, starting with scratching and dotting with a crayon in the 1-year-old and developing into drawing pictures against backgrounds by the time the child is 8. (Dennis, 1960; Stone and Church 1968).

3. There are also Some Categories of Play in Age Development - Parten observed the play behaviour of children ranging in age from slightly under two to four years and 11 months and saw that she could categorize this play according to amounts of social involvement. These were her categories:

A. Unoccupied Behaviour - The child is not engaging in play as it is commonly understood. He may stand in one spot, look around the room, or perform random movements that seem to have no goal. In most nursery schools unoccupied play is less frequent than other types of play.

B. Solitary - The child plays alone and independently of those around him. He seems engrossed in what he is doing and does not care much about anything else that is going on. Parten found that two and three year olds engage more frequently in solitary play than older preschoolers do.

C. Onlooker - The child watches other children playing. He may talk with them or ask them questions but he does not enter into their play behaviour. The child's active interest
in other children's play distinguishes this type of play from unoccupied play.

D. **Parallel** - The child plays by himself, but with toys like those that other children are using them in a manner that mimics the behaviour of other playing children. The older the child, the less frequently he engages in this type of play; even older preschool children, however, engage in parallel play relatively often.

E. **Associative** - Social interaction is involved in associate play, but with little or no organization. Children engage in play activities similar to those of other children; however, they appear to be more interested in being associated with each other than in the tasks they are involved with. Borrowing or lending toys and materials and following or leading one another in a line are examples of associative play. The child plays as he wishes; there is no effort at placing the group first and himself last.

F. **Cooperative** - Social interaction in group categories cooperative play. A sense of group identity is present, and activity is organized. Children's formal games, competition aimed at winning something, and groups formed by the teacher for doing things together are usually examples of this type of play. Cooperative play is the prototype for the games of middle childhood; little of it is seen in the preschool years.
Parten's research into developmental changes in play was conducted over forty years ago. To see whether her findings were dated, Keith Barnes (1971) observed a group of preschooler, using parten's categories of play. He watched the children's activities during an hour-long free-play period each school play for twelve weeks. He found that children in the 1970s do not engage in as much associative or cooperative play as they did in the 1930. Several reasons were advanced to explain this difference -

(i) Children have become more passive because of television viewing,

(ii) Toys today are more abundant and attractive than they were forty years ago. So solitary play may be more natural,

(iii) Parents today may encourage children to play by themselves more than parents did years ago.

An important point in Barnes's findings also bears mentioning: the developmental changes in social play that was observed by Barnes as well Hartup (1976). That is three year old children engaged in solitary and parallel play more than five year old children did, and five-year old children engaged more frequently in cooperative and associative play than in other kinds of play. Parten's categories then are still a relevant and valuable method for observing children.
4. **Play Activities Decrease With Age** - The number of play activities engaged in gradually decreases as children grow older. Comparative studies have reported that among 8 years olds, an average of 40.11 different play activities are engaged in during 1 week, while among persons 12 years old and older, the average is 17.71. Activities involving play with other children likewise decreases with age. At 7½ years, the average is 27, as compared with 21 at 11½ yrs. and 13 at 16½ years (Stone and Church; Witty, 1966).

The decrease is due to number of reasons:

(i) Older children have less time available for play, and they want to spend it in ways that give them greatest enjoyment.

(ii) As their attention span increases, they can concentrate on a play activity longer instead of flitting from one to another as they did when they were younger.

(iii) Children abandon some activities because they have become boring or are regarded as babyish. For example, kindergarten children show a decreasing interest in blocks as other materials - paints, clay, crayons and chalk - offer a greater variety of interesting activities.

(iv) The narrowing of the number of play activities may be the result of lack of playmates. Children who
are not accepted in the peer group find themselves limited to activities they can enjoy alone. This is especially true for older boys, because most of the play of this group centers in gang activities.

5. Time Spent in Play Decreases with Age - As leisure time decreases because of new school work and new duties, the child has less and less time for play.

6. Time Spent in Specific Activities Increases with Age - Because of their short attention span, little children go from one toy to another or from one play activity to another. As they grow older and intellectually more mature, they comprehend more, their interest does not wane so quickly, and they can attend to what they are doing for longer periods. When interest in an activity wanes, however, children spend less time on that activity. (Margolin and Leaton, 1961).

7. Number of Playmates Decreases with Age - A young child will play with anyone who is available and willing to play with him. When he finds a child who is playing in a more interesting way, he will shift from the child he is with to the new one. In a neighbourhood or school group, he regards all group members as potential playmates.

After the child becomes a member of a gang, all this changes. He wants to play with a small, select group—his gang—whose members have common interests and whose play gives him particular satisfaction. He limits the number
of his playmates and spends all his play time with them (Eifermann).

8. Play Becomes Increasingly Sex Appropriate - Babies and very young children make little distinction between boys' toys and girls' toys, and children of both sexes play in much the same way. By the time they enter school, however, boys are clearly aware that boys do not play with certain toys unless they want to gain the reputation of being sissies (Delucia).

Boys not only drop their girl playmates when they enter school but they also shy away from all play activities which are not regarded as appropriate for them. Even when girls prefer play activities which the social group regards as "masculine", they, like boys are influenced by social pressures to play in a sex appropriate manner. As a result, the sex appropriateness of all children's play increases each year.

9. Childhood Play Changes from Informal to Formal - The play of little children is spontaneous and informal. The child plays when and with what toys he wishes, regardless of time or place. He does not need special play equipment or special playclothes. Gradually, play becomes more and more formal. During the gang age, for example, the child feels that special clothing, special equipment, and a special place for play are essential. Appointments are
made to meet and play at a definite time, and each player is expected to appear promptly.

10. Play is Less Physically Active as Children Grow Older - During the first three grades in school, children care little about sedentary play until late in the day, when they are tired. They like to watch television or be read to.

11. Childhood Play Varies Greatly - Although all children pass through similar and predictable stages of play, not all children play the same way at the same age. Variations in children’s play may be traced to a number of factors, the most important of which are as follow.

Variations in Play

A. Health - The healthier the child, the more surplus energy he has for active play, games and sports. Children who lack energy prefer passive play.

B. Motor Development - As children's play at every age involves motor coordination, what the child will do with his play time will depend on his motor development. Good muscle control enables the child to participate in active play.

C. Intelligence - At every age, bright children are more active than the less bright, and their play shows greater ingenuity. As they grow older, they show more interest in intellectual games, in dramatics and construction, and in
ages make-believe play; a predominance of block, paints, and clay encourages constructive play.

12. Through Play a Child Learns to Take Risk - At the beginning of any new play experience there is an element of risk, as when a child seeks to climb, to ride a bicycle, or to swim. In many of their play activities children deliberately make conditions somewhat more hazardous than is necessary. This can be seen in coasting, sledding, climbing, and also in conventional games. For example, in ball play, the game not only becomes more complicated as the children grow older, but there is a shift from a soft to a hard ball which is violently thrown and which might cause an injury if it is dully handled.

13. Through Play a Child Learns the Habit of Repetition. Another important element in play is repetition. Repetition gives a child the chance to consolidate the skills that the game calls for, and as he becomes more and more adept he gains freedom to improvise, to create innovations of his own. Even though children in their play sometimes, seem to be doing the same thing over and over again. The repetition may be very far from static. If the child, for example, has learned to elementary motor skills in running and dodging, he has freedom to develop strategy, to try to anticipate the moves of his playmates, and to deal with
then. Moreover, after repetition has enabled them to master a basic skill, children often go on to develop this into a more complicated movement.

14. Play as a Means of Problem Solving - A youngster, while playing may be hard at work when his play is linked to a persisting problem in his everyday life. Play at this kind is that how a child, in coping with fears, plays a bogeyman game, or selects a toy which on a miniature scale represents an object he fears.

15. Play as a Vehicle for Other Intentions - A relatively simple play activity can become the vehicle for a more complicated intention, this is seen in the play of boys and girls as they reach adolescence. Adolescent boys and girls often resort to very "childish" play, such as running and chasing and hitting: through this play they are making advances to one-another. Even a coltish forty-year-old man and a kittenish forty year-old woman sometimes make their first tentative step toward getting acquainted by means of childish play activities at parties and picnics.

16. Play as a Guarded Means of Self Assertion - Through play children can express their needs in relative safety, as when a child who desires affection cuddles up to another person in a game. They can experiment with what is forbidden as when they play with sex, or exercise, within "the rules of the game", a desire to hit and punish. In their
play children can also act out and try out various roles. And in playing a role, a child may express a need to hurt others. He may submit to pain and thus express or imply a desire to punish himself. He may reveal a desire for being dominant or submissive, a desire for greater freedom or for security.

17. Play as a Permissible Form of Expressing Forbidden Impulses - Many of the play activities of children provide a socially accepted outlet for impulses that would be forbidden if they appeared in raw form. A child in a housekeeping game punishes other children in a manner that would not be permitted outside a play setting. The young football player charges into another younger with violence that would be punished if it occurred outside the field.

18. Play and Self-Revealment - In a play setting a child will reveal desires, fears, grievances and other disturbing conditions, this is the basis for play therapy. In the process of play a child may be able not only to formulate and reveal but also to 'work through' and to receive help in working through problems that are supremely important in his private life.

Types of Play

1. Free, Spontaneous Play - The child's earliest play is free and spontaneous. It has no rules and regulations and is, for the most part, solitary. The child plays as he
wishes to play and stops when he is no longer interested. This kind of play loses popularity late in childhood, when competitive games are more favoured.

Free, spontaneous play is mostly exploratory. The baby derives keen enjoyment from stimulating the sense organs and experiencing different sensations.

Studies of the exploratory play of babies show that even as early as the first year of life there are sex differences in play. Boys and girls may play with the same kinds of toys, but they use the toys differently. Boys are more active and more constructive. Girls, by contrast, spend more time in exploratory play and display more fine-muscle coordination; as a result, they are less destructive. Whether these sex differences reflect parental encouragement or the more rapid mental and motor development of girls has not been determined experimentally. (Goldberg and Lewis; Laurence and Sulton Smith; and Fulaski).

2. Dramatic Play - In dramatic or make believe play, the child, through language or over behaviour, deals with materials or situations as if they had attributes other than those they actually have. Dramatic impersonations usually begin between the ages of 1½ and 2 years and reach their peak at about 5½ years. (Greenacre; Marshall). This kind of play loses much of its appeal after the child enters school because he then begins to view life more
realistically. His ability to attribute living qualities to inanimate objects and to imagine that situations are different from what they actually are decreases as his ability to reason increases.

Very bright children enjoy dramatic play even more than children of lower intellectual levels. They usually lose interest in this play quite early, however, because their reasoning ability develops rapidly and they become realistic early. Girls, as a rule, engage in dramatic play more than boys, though it is popular with members of both sexes.

3. **Daydreaming** - Daydreaming is a form of mental play. The role the child adopts in his daydreams is dramatic heroic, fanciful, and remote from daily life. While the young child generally centers his make-believe play around the mundane experiences of daily life, such as playing house or playing Sunday school, the day-dream more glamour, romance, and excitement in both setting and action. Many of the ideas for daydreams come from books, comics, movies and television programmes that have an element of the fanciful or the unreal. (Greenacre, Pulaski).

About the time the child enters school, daydreaming replaces make-believe play. It reaches a peak during puberty. It is popular among older children when they are bored or restricted in other play, as when they must sit through a long, drawn out family meal. A well-adjusted
child usually daydreams only when he cannot engage in other forms of play. The poorly adjusted child, by contrast, substitutes daydreaming for play with other children or for constructive play. Girls daydreams more than boys at every age.

4. Constructive Play - Upto the age of 5 or 6 years, the child puts objects together without a preconceived plan or pattern. If, by chance, they resemble a familiar object, he is delighted. From the age of 6, however, he uses materials specifically and appropriately for building.

Early constructive play consists of making mud pies, building mountains or tunnels from sand, and playing with blocks, beads, scissors, clay, paint, crayons and paste. Although young children may make something that has a definite meaning and can be recognized, the objects practical use is of secondary importance. In block building, for example, children call their structures "houses" or "boats", but not until after the third year is block construction coordinated with dramatic play. By the time they reach kindergarten, most children shift their interest from block building to clay modeling, finger painting, playing with puzzles, and making collages.

5. Music - Music in its many forms appeals to children as a kind of play. Whether they perform or listen, they derive keen enjoyment from it. Regardless of their musical talent, little children like to sing. The baby engages in
this form of self-expression when he introduces rhythm into his babbling. It gives him great pleasure, and he laughs heartily at himself. Children give a bodily response to music while they are still in the crib. Later, they spontaneously walk, hop, and clap to the accompaniment of music. By the age of 4 or 5 years, most children can sing simple melodies, beat good rhythm, and recognise simple tunes, when they do not know all the words of song, they supply their own (Jersild).

Singing is the most frequent form of musical expression because it requires no technical training. Children's favorite songs vary according to their major current interests. During the first four grades of school children's songs are the most popular. Interest in popular and dance music increases with age (Fisher; O'Brien; Payne).

6. Collecting - Collecting things is a common kind of play for every normal child. It begins during the preschool years, usually by the time the child is 3 years old. At first, the child collects anything and everything that attracts his attention, regardless of its usefulness. It gives him pleasure to pick up things and carry them home, where he usually puts them with his toys and other possessions.

Girls, at every age, are more interested in collecting than boys. As girls approach adolescence, less prestige
is associated with competition in games and sports, and as a result, competition in collecting provides a substitute source of satisfaction (Garai).

7. Games and Sports - Games and sports are contests with set rules, undertaken for amusement or for a stake. Sports are always physical contests, while games may be either physical or mental. Sports usually, though not always, involve either greater physical exertion or more rigid rules than games. The term "Sport" is usually reserved for contests of highly organized teams, such as baseball, football, or basketball, though it can apply to individual outdoor contests, such as track, tennis, or hunting.

Kinds of Childhood Games

A. Mother Games - Simple games, played with the mother or mother substitute, appeal to the baby before he is a year old. These traditional games, passed down from one generation to another, include pat-a-cake peekboo, and pigs-to-market.

B. Individual Games - By the age of 5, the child plays games to test his skills rather than just to have fun. Play is individual, and competition is with his own past achievements. The child walks on street curbs, jumps down steps, hops on one foot, bounces balls, and plays jacks.

C. Neighbourhood Games - While the child plays individual games, he is also interested in neighbourhood games of the
play time devoted to reading indicates that the child, for one reason or another, gains too little satisfaction from active and other kinds of passive play to want to engage in them.

Sex Differences in Play

There is a great difference in the interests and play patterns of girls and boys. In a recent study of boys and girls in elementary school, Thorne (1985) found marked differences in the play styles of the two sexes. Girls tend to play in low energy-games in small groups near the school building and close to adult's supervision. Boys occupy nearly ten times the space of the girls and play high energy run and chase games when they are young and organized rule-oriented games when they become older. Moreover, young boys are involved in boisterous, rough and tumble play or play with blocks and cars. (Dipietro, 1981; MacDonald & Parke, 1984), while girls prefer art, books and dolls (Eisenberg, Murray & Hite, 1982).

Girls tend to play in pairs or small groups, and much of their play involves activities such as fantasy play with dolls and related equipment, table games, playing school or other play involving imitation of adults, arts and crafts, and reading and other school related activities, girls also participate in certain kinds of feminine sex typed physical activities (jumping rope, dancing) and in physical activities that are considered appropriate for
both sexes (bike riding, swimming, bowling, games of tag, and the like). Most girls also can partake in 'boy' activities if they want to although they may have to overcome some resistance and/or put up with some teasing.

Boys tend to play in larger groups, partly because of the nature of the play considered appropriate for them. The fantasy play of younger boys involves pretending to be super heroes, cowboys, and the like, or imitating more familiar adult models by playing with automotive garage sets, trains and trucks and so on. Boys usually play outdoor more than girls, and their play tends to be more active and boisterous, younger boys will play a lot of chase games and spend a lot of time riding tricycles or bicycles, while older boys will begin to play group sports (Hartup, 1970).

Indoor games are more popular with girls. Most boys like indoor games only when they play for stakes, which add some excitement even though they are mere tokens. Girls, by contrast, rarely play for stakes. They enjoy a game for the fun of being with their friends and for the competition offers. (Carai and Scheinfeld; Mass and Michael; Sutton-Smith, 1965).

In one area - cheating-sex differences are frequently noted. Just as boys cheat more in schoolwork than girls, so they cheat more in games.

Role of Play in Development

Psychologists have always been interested in children's
play, and many theories have been formulated with regard to its meaning and role in development. Spencer thought that it was simply an outlet for superfluous energy a letting off of steam. Groos, in his book, emphasized the utility of the child's play as a preparation for life. G. Stanley Hall put forward the recapitulation theory - that the child, in his development, repeats the history of the race.

1. Social Development - Children's play activities give evidence of their increasing social consciousness. During the first month of life, whatever the infant does in the form of 'play' he does alone. Three-year-olds of both sexes start to show the beginnings of social play. Instead of grabbing the other child's toy, the child now is impelled to offer the other child his toys or other belongings. He may seem to be very generous, but he still tends to take the toys belonging to others and to demand that his own be returned to him when he wants them.

One of the favorite pastimes of elementary school boys is teasing or tormenting younger sisters or girls schoolmates. Teasing activity seems to be inherent in the child's development of social consciousness functioning as a means of learning how other young people will react to annoying situations. It also helps to teaser to discover his own power to influence others.

Games and sports have great value as socializing agents.
From them the child learns how to get along with other children, to cooperate in different activities, to play the role of leader as well as follower, and to evaluate himself and his abilities realistically by comparing himself with his playmates, DoBois has said.

"When young people do not participate in sports,.....they frequently headed for trouble, because they have not had the opportunity to learn to win humbly, to lose gracefully, and endure physical discomfort to attain a goal. In short they have not had privilege of learning the discipline of good sportsmanship, so necessary for a happy adult life.

Imaginative play seems particularly important in the development of social competence. It permits children to practice their own future roles as well as the playfully experience the roles and feelings of others. It teaches children to function as part of the social group and to coordinate their activities and roles with those of other children.

Unless children have a certain amount of exposure to other children, they cannot grow through the various stages of social development. Murphy (1956) sketches development of social expression as, first a tendency to help others only when it is convenient or when it does not interfere with plans and only later, the development a tendency to stop what one is doing in order to help another.
2. Sensory Motor Development - Development of sensory motor schemes proceeds rapidly during the second year of life, especially after infants learn to stand and walk around. In addition to elaboration of the visual and auditory stimulation that were important earlier, they now become especially interested in the development of sensori-motor schemes. They both learn and practice these through playing with blocks, sand manipulative toys, using playground equipments, riding tricycles and the like and playing with other toys that involve physical manipulation and body movement. Further more, the largely sensory-motor schemes that developed at this time are the foundations for later cognitive schemes.

3. Intellectual Cognitive Development - Much play behaviour promotes the growth of sensory capacities and physical skills, but there is also a very important byproduct of all the whooping and chasing - cognitive development. We have seen that play with motion the child becomes aware of speed, weight, direction and balance. In his play with objects, the child acquires at first-through direct sensory exploration, and later, by active manipulation - "functional understanding of objects" and realizes that they have appropriate and conventional uses. The imitating, pretending, and role taking that occur in doll play enable a child to develop an ability for symbolic representations, to transform here and new objects into
symbols. In pretending play with a doll, for example, a child may explore, complex sequence of actions and roles such as being sick, seeing the doctor, going to the hospital, and being the patient, the nurse and visitor. Imaginary play of this kind invites the child to project himself into another personality, and allow a broader range of thought and feeling to enter his mind. (Garvey, 1977). In other words, there is a definite sequence of cognitive development in the preschool, child's play activity that begins with the child's investigating the sensory qualities of objects, continues with his experimenting with functional uses, and ends with his incorporating them into a broader social-cultural understanding.

The tremendously rich environment of the nursery school offers never-ending opportunities for building mental structures. The child constantly perceives, integrates his perceptions, and integrates sensory experience with verbal. Toys and materials are readily available for handling in addition to looking, a condition which stimulates richness in thinking about objects (Goodnow). Through building with blocks they learn that two of these equal one of those and that a square can be divided into two triangles. Counting may result from figuring out how many blocks to bring from this shelf and how many from that, when blocks are kept sorted accordingly, to size and shape.

A detailed listing of useful educational toys, grouped
Imaginativeness in play is associated not only with control, low impulsivity, and low aggression, but also with sharing cooperativeness, independence and social maturity (Rubin et al., 1983). In addition children who show spontaneous imaginativeness in play are likely to show a broader range of emotions and more positive emotions than less imaginative children. They are more likely to smile, be curious and interested in new experiences, and express joy in play and peer relations (Singer & Singer, 1980).

6. Learning Through Play - Play may be the basic method for the initial learning of children. As would be expected on the basis of work by Piaget (1969) and others, toys that allow or require the child to make some kind of discrimination and manipulation and then get feedback are specially valuable.

Young children can be introduced to letters and numbers through play long before they are able to read or count or even understand what there symbols are. Sets of numbers and/or letters come in a variety of types of materials, and they can be used for matching or manipulation exercises. So do building blocks with letters or numbers. Through these blocks the child learns the names of the letters and numbers, to recite them in order, to match each letter or number to its proper outline on the tray, the sounds of the letters, and, ultimately learns to use the letters to 'spell' words. The words should be names of familiar
people and short words that the child is familiar with and interested in. As they are spelled out, the adult should teach each letter and pronounce its name, finishing by giving the whole word (There, D, O, G, DOG).

Influence of Play Space and Available Materials

Children's play is not influenced solely by their own spontaneous interests, for the environment in which their interests are learned is to a large extent controlled by adults.

One practical problem is connected with children's play is the provision of play space and recreation centers. This problem is not solved simply by giving the children a large amount of space and equipment, for many children, while playing use at times of available space, will also be interested in playing on the streets and congregating where adults are going about their affairs. An indication of this tendency is provided in a study by Reeves (1931), based on a survey of street play in a large number of cities. Reeves found that a large proportion of the children (boys & girls) were simply 'hanging around' on the streets during their free time, on the average, less than half of the children who were in the streets were actively playing, and only a small proportion played organized games. The percentage of children on the streets bore little relationship to the amount of the streets bore
little relationship to the amount of open play space available in the city.

The extent to which children frequent the streets when play space is available varies according to the attractions afforded by the playground. In some instances it has been observed that children are more likely to go to a playground if there is an able adult supervisor in charge. In the case of younger children, it has been found that children who for a long time have attended nursery school and kindergarten frequently become bored with repetitions play activities and look to adults for ideas and stimulation.

And in the end of this chapter we can point out the interpretation of play by Freud (1959, pp. 1974-176).

"The play of children is determined by their wish - really by the child's own wish, which which is to be grow-up, the wish that helps to "bring him up". He always play at being grow up, in play he initiates what is known to him of the lives of adults."