**Addendum A:**

**The purpose of the questions bellow is to broaden my understanding of how you as a teacher implement construction play regarding young children:**

**Semi-structured Interview:**

**School code: S4**

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| 1. **What do you understand under the concept construction play?**   The teacher understands that construction play means the child must engage in building something.  It helps to develop their creativity. |
| 1. **Where does construction play usually take place? Indoors or outside?**   The majority of the time outdoors. |
| 1. **How often do the children in your class engage in construction play indoors?**   Once a week on a Friday, for 20 minutes. |
| 1. **How often do the children engage in construction play outdoors?**   Every day in the afternoons for one hour. |
| 1. **Which materials do you frequently use for construction play?**   Boxes  Wooden blocks  Big LEGO |
| 1. **How do the available construction materials for the indoor and outdoor constructions differ?**   When the children construct indoors the use the big LEGO.  For the outdoor environment, the children use wooden blocks when building. |
| 1. **What requirements do you value as important in a construction play environment? Please motivate your answer.**   Group play  Socialising  Creativity  Observe how the children see things differently |
| 1. **How much time do you think the children should play with construction materials during a normal school day?**   More often compared to other toys  One hour a day |
| 1. **What do you think are the benefits or advantages of construction play?**   Helps them to think freely  The children are free to build what they want |
| 1. **In your opinion what are the disadvantages of construction play?**   When you want them to build a certain way. |
| 1. **How do you think you can address the disadvantages of construction play?**   You can teach the children to listen when you give hem different tasks. |
| 1. **Do you use construction play to enhance problem solving skills in young children? Please explain.**   Yes – Ask the children to build you a car out of construction toys.  The children need to think what they must do next, when constructing. |
| 1. **Do both the boys and girls equally make use of the construction materials? If not, how do they differ in play?**   Yes – both genders like this form of play. |
| 1. **How do you think construction play benefits a child’s problem-solving abilities?**   A child can see this is what needs to be done. |
| 1. **When your class is engaged in construction play, do they make use of any toys or materials and if so, what are those and how do they do this?**   Different toys  Toy people |
| 1. **Percentagewise how much time do the children prefer to play with construction materials compared to other toys?**   40% |
| 1. **What type of constructions do the children build when they engage in construction play? Do you have evidence of any constructions?**   The boys like to build guns out of the LEGO  Cars  Houses |
| 1. **Does it sometimes happen that these constructions are being built over the course of a few days? If so, please provide an example.**   No – the construction only gest build over one day. |
| 1. **Do the children engage in group construction play activities or do they prefer to build their own constructions?**   Group constructing |

**Thank you very much for your willingness to share your time, knowledge, and expertise with me.**

**Is there anything else you would like to share?**

**Addendum B:**

**Structured Narratives:**

**School code: S4**

**Please write a 150-word story about your own experiences with construction play as a child:**

**A few things to keep in mind when writing your narrative:**

* What is your earliest memory of construction play?
* Did you have your own construction toys (blocks, big or small LEGO) growing up and what were they?
* Did you enjoy construction play as a child? (Please explain why or why not)
* What constructions did you build as a child?
* Did you combine construction play with fantasy play? (Please explain why or why not)
* When building constructions would you make use of open-ended materials? When you were young or in your learning environment now (Please provide examples)
* If you have a photograph of yourself engaging in construction play, please will you provide a copy of the image?

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**Addendum C:**

**Observation checklist of learning environment:**

**School code:S4**

**Scale: 1 – None**

**2 – Partial**

**3 – Almost fully**

**4 – Fully**

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| **Checklist:** | **Scale:** | **Comments:** |
| 1. Does the school’s learning environment for 4 – 5-year-olds have a dedicated construction play area? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Blocks in containers |
| 1. Where does the construction play take place? (Indoors or outside?) | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Outdoors |
| 1. What materials does the construction play area have?   (Tick the various options)   * Wooden blocks * Large LEGO blocks * Small LEGO blocks * Boxes * Open-ended materials * Other | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1**X | **2** | **3** | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Name the open-ended materials:  Different toy animals |
| 1. Where are the construction materials stored? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | In the classroom in containers |
| 1. How accessible is the materials to the children? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Have to ask the teacher |
| 1. Do the children know where everything is? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Yes – They know the materials are in the containers |
| 1. Do boys and girls take part in construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Yes sometimes – Only one girl in the class preferred to play with other toys |
| 1. How often do the children get the opportunity to play with the construction materials? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Daily |
| 1. How does the teacher promote construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | She gives them different examples of things to build |
| 1. What stage of construction play are the observed group of children engaging in? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Stage 1: Carry, move, hold, pile, knock down X  Stage 2: Vertically and horizontally X Stacking blocks on top of each other  Stage 3: Enclosures appear No enclosures  **Stage 4:** Bridging begins X  **Stage 5:** Patters begin  No patters  **Stage 6:** Begins with dramatic play  No dramatic play  **Stage 7:** Symbolise real life structures  No real life structures |
| 1. Does the stage of construction play cohere with the age of the children? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Their building development ends at stage 4 |
| 1. Does problem-solving occur during construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | 1. Understand:   One boy showed problem-solving skills   1. Plan:   To boys started building together   1. Carry out/ act:   Constructions where only carried out halfway   1. Check:   No construction was checked |
| 1. Additional observation |  | Only two boys started building together on a construction.  The other children played around. |

**Addendum D:**

**Play observation of children with construction and play resources:**

**School code: S4**

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| **Date and time:** | **Situation:** | **Participants:** | **Action Observed:** | **Reflection:** |
| 23/02/2021 | **Is construction play taking place indoors or outside:**  Outside – No space for group construction play in the classroom | **Number of children, girls and boys taking part in construction play:**  8 – Children  7 – Boys  1 – Girl  **Teacher interaction towards children:**  Only observed  **Teacher’s general attitude towards this form of play:**  Has a positive and open attitude | **Type of construction play:**   * **Box play** * X **Block play** * X **Big LEGO play** * **Small LEGO play** * X **Open-ended material play**   **Materials and resources used:**  Toy animals  Wooden blocks  Big LEGO | The children mostly played on their own.  Here and there two children played together, but that caused a fight.  Only vertical and horizontal building to place.  The children liked the toy animals.  The children played very rough with the wooden blocks, at one stage the started throwing the blocks. |

**Addendum E:**

**Polva’s problem-solving techniques:**

**School code: S4**

**Do the children make use of Polya’s problem-solving techniques when engaging in construction play activities:**

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| **Understand:**  Only one boy understood the problem that there was a lot of rain and they had to help the dog stay dry.  He suggested that they build him a car. | **Plan:**  The one boy started to plan how to build a car out of boxes and open-ended material. |
| **Carry out/ Act:**  The boy started to build the car out of open-ended material, boxes, and bottles, but he never completed his construction.  He lost interest and started to play with the wooden blocks. | **Check:**  The boy did not complete his car and so he never checked the construction. |

**Addendum F:**

**Teacher’s personal information:**

**School code: S4**

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| **Teacher’s age:** | 30 years |
| **Teacher’s years of teaching experience:** | 5 years |
| **Teacher’s home language:** | Xosa |
| **Teacher’s qualifications and training:** | Foundation phase teaching degree |
| **Schools language of teaching and learning:** | English |