**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: S3**

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| 1. **What do you understand under the concept construction play?**   Playing with blocks and expressing feelings. |
| 1. **Where does construction play usually take place? Indoors or outside?**   Both indoors and outdoors.  When building outdoors the children mostly construct in the sandpit. |
| 1. **How often do the children in your class engage in construction play indoors?**   The children engage in construction play daily for 10 minutes twice a day. |
| 1. **How often do the children engage in construction play outdoors?**   Ones per week for 30 minutes and it is combined with free play. |
| 1. **Which materials do you frequently use for construction play?**   Big and small wooden blocks  Big LEGO at the children’s tables |
| 1. **How do the available construction materials for the indoor and outdoor constructions differ?**   Indoors – The children have more options of materials to play with.  Outdoors – They frequently make use of big sponge blocks to build with, they do not make use of natural elements when building outside. |
| 1. **What requirements do you value as important in a construction play environment? Please motivate your answer.**   Enough options for the children to play with.  Construction materials of different shapes and colours. |
| 1. **How much time do you think the children should play with construction materials during a normal school day?**   20 minutes per school day. |
| 1. **What do you think are the benefits or advantages of construction play?**   You can relate different themes to construction play.  Helps to develop new concepts with young children. |
| 1. **In your opinion what are the disadvantages of construction play?**   The teacher does not feel that construction play really has any disadvantages. |
| 1. **How do you think you can address the disadvantages of construction play?**   She feels the area has to be safe and that there are no sharp edges. |
| 1. **Do you use construction play to enhance problem solving skills in young children? Please explain.**   Yes – To assess different aspects and concepts.  Group different sizes and shapes together.  Build a house only using these materials. |
| 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 engaging in construction play. |
| 1. **How do you think construction play benefits a child’s problem-solving abilities?**   The child has to think about what he or she is doing and why they want to do it this way. |
| 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?**   Toy cars  Different educational and sensory toys |
| 1. **Percentagewise how much time do the children prefer to play with construction materials compared to other toys?**   70% |
| 1. **What type of constructions do the children build when they engage in construction play? Do you have evidence of any constructions?**   Different types of buildings  Stack the blocks on top of each other – towering  Roads and cars  Castles |
| 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 constructions get broken down after each session. |
| 1. **Do the children engage in group construction play activities or do they prefer to build their own constructions?**   The children engage in group and individual building, but they prefer building alone. |

**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?**

The children enjoy this form of play the most.

**Addendum B:**

**Structured Narratives:**

**School code: S3**

**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:S3**

**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** | | They play on the carpet with wooden blocks, sensory material, and LEGO |
| 1. Where does the construction play take place? (Indoors or outside?) | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Indoors |
| 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** | **3**X | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1**X | **2** | **3** | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1**X | **2** | **3** | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Name the open-ended materials:  Sensory material  Toy animals |
| 1. Where are the construction materials stored? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | In the classroom in different containers |
| 1. How accessible is the materials to the children? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Children have to ask if they want to play with the materials |
| 1. Do the children know where everything is? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Yes – But is not assessable |
| 1. Do boys and girls take part in construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Yes – Both genders like this from of play |
| 1. How often do the children get the opportunity to play with the construction materials? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | They have daily sessions |
| 1. How does the teacher promote construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Construction play is implemented daily |
| 1. What stage of construction play are the observed group of children engaging in? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Stage 1: Carry, move, hold, pile, knock down  Stage 2: Vertically and horizontally X  Stage 3: Enclosures appear X Build enclosures for the toy animals  **Stage 4:** Bridging begins  **Stage 5:** Patterns begin X  **Stage 6:** Begins with dramatic play X Toy animals and wooden blocks  **Stage 7:** Symbolise real life structures |
| 1. Does the stage of construction play cohere with the age of the children? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Mainly in phase three |
| 1. Does problem-solving occur during construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | 1. Understand:   Some of the children understand the problem   1. Plan:   Plan by trial and error   1. Carry out/ act:   Build different constructions   1. Check:   No one checked their constructions |
| 1. Additional observation |  | One boy does not engage in any form of play, he observes the other children playing. Later on, he packed some bottles.  The children really liked the toy animals.  The children rarely played with the open-ended materials. |

**Addendum D:**

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

**School code: S3**

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| **Date and time:** | **Situation:** | **Participants:** | **Action Observed:** | **Reflection:** |
| 19/02/2021 | **Is construction play taking place indoors or outside:**  Indoors in the classroom | **Number of children, girls and boys taking part in construction play:**  6 – children  2 – Boys  4 – Girls  **Teacher interaction towards children:**  The teacher is observing and interested  **Teacher’s general attitude towards this form of play:**  Positive 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  Does not use the bottles or boxes | One girl played alone and built her own constructions.  One boy did not want to play with any of the materials, later on he started stacking some bottles.  Another girl only wanted to play with the toy animals and did not want to share any of the toys. |

**Addendum E:**

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

**School code: S3**

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

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| **Understand:**  There was one strong girl in the group. She understood the problem that the dog was wet because of all the rain and decided to build him a house.  Most of the other children only wanted to play with the toy animals. One girl was very possessive over the toy animals and did not want to share. | **Plan:**  Some of the children came together and roughly started to plan a house so the dog will not get wet.  The majority of the children shorty lost interest and started building their own structures. |
| **Carry out/ Act:**  One of the girls started carrying out her plan and she putt the dog in some of the boxes and said, “this is his new home”.  The girl did not actually build her own construction with the boxes, just took one box, and imagined it was a home. | **Check:**  She roughly checked by putting the dog into the box and seeing if it would fit. |

**Addendum F:**

**Teacher’s personal information:**

**School code: S3**

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| **Teacher’s age:** | 33 years |
| **Teacher’s years of teaching experience:** | 13 years |
| **Teacher’s home language:** | Afrikaans |
| **Teacher’s qualifications and training:** | BE.d Foundation phase |
| **Schools language of teaching and learning:** | Afrikaans |