**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: S2**

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| 1. **What do you understand under the concept construction play?**   Receiving and creating with objects  Developing creativity |
| 1. **Where does construction play usually take place? Indoors or outside?**   Both indoors and outside  Box play takes place outside  LEGO and block play takes place indoors |
| 1. **How often do the children in your class engage in construction play indoors?**   Every day |
| 1. **How often do the children engage in construction play outdoors?**   Once a quarter |
| 1. **Which materials do you frequently use for construction play?**   LEGO blocks  Wooden blocks  Different shapes |
| 1. **How do the available construction materials for the indoor and outdoor constructions differ?**   Wooden blocks  The bigger materials for outside  Make use of sticks and plant material for outdoor construction |
| 1. **What requirements do you value as important in a construction play environment? Please motivate your answer.**   Enough objects and materials  The children build the same type of constructions with limited materials |
| 1. **How much time do you think the children should play with construction materials during a normal school day?**   One hour in the morning  30 minutes just before break time |
| 1. **What do you think are the benefits or advantages of construction play?**   Problem-solving |
| 1. **In your opinion what are the disadvantages of construction play?**   First impression was no disadvantages  The amount of space construction play takes up or requires  The amount of materials, if the materials are limited the children are reluctant to share |
| 1. **How do you think you can address the disadvantages of construction play?**   To have construction play rather take place outside where the area is bigger  Divide the children into smaller groups |
| 1. **Do you use construction play to enhance problem solving skills in young children? Please explain.**   Yes – The teacher will give a problem to the children and they must come up with a solution |
| 1. **Do both the boys and girls equally make use of the construction materials? If not, how do they differ in play?**   The boys in her class prefer construction play  Girls only build certain constructions  The boys and girls rarely build together, prefer playing separately |
| 1. **How do you think construction play benefits a child’s problem-solving abilities?**   Yes – It allows their brains to develop |
| 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?**   Yes – open-ended material and toy animals |
| 1. **Percentagewise how much time do the children prefer to play with construction materials compared to other toys?**   80% |
| 1. **What type of constructions do the children build when they engage in construction play? Do you have evidence of any constructions?**   They like building, especially the boys, their own roads and toy cars  Towers and stacking the construction materials  Different three-dimensional shapes and constructions |
| 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 – They pack up the materials every day  Before covid they sometimes left the constructions, but not often |
| 1. **Do the children engage in group construction play activities or do they prefer to build their own constructions?**   It differs from child to child  Depends on their personality |

**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: S2**

**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:S2**

**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** | | No, the materials and toys are packed in containers |
| 1. Where does the construction play take place? (Indoors or outside?) | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Mostly 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**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:  Sensory toys  Toy animals |
| 1. Where are the construction materials stored? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Stored in three containers in the classroom |
| 1. How accessible is the materials to the children? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Not very – the teacher has to unpack the materials |
| 1. Do the children know where everything is? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Yes – but cannot access the materials on their own |
| 1. Do boys and girls take part in construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Yes – but the boys prefer the construction toys |
| 1. How often do the children get the opportunity to play with the construction materials? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Daily – one hour and 30 minutes |
| 1. How does the teacher promote construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | They have scheduled play sessions |
| 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  Stage 2: Vertically and horizontally  Stage 3: Enclosures appear X  **Stage 4:** Bridging begins X  **Stage 5:** Patterns begin X Build different shapes  **Stage 6:** Begins with dramatic play X  **Stage 7:** Symbolise real life structures X Build a castle |
| 1. Does the stage of construction play cohere with the age of the children? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Yes – 4-5 years  Bridging, patterns, and real-life structures occurred |
| 1. Does problem-solving occur during construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | 1. Understand:   Want’s to build a bigger castle   1. Plan:   Children started working together   1. Carry out/ act:   Two boys started building together   1. Check:   The children did not check their constructions |
| 1. Additional observation |  | Children only play with the wooden blocks.  There is group and individual play – the boys and girls prefer to play separate |

**Addendum D:**

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

**School code: S2**

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| **Date and time:** | **Situation:** | **Participants:** | **Action Observed:** | **Reflection:** |
| 16/02/2021 | **Is construction play taking place indoors or outside:**  Indoors in the classroom | **Number of children, girls and boys taking part in construction play:**  5 - Children  2 – Boys  3 – Girls  **Teacher interaction towards children:**  The teacher has a positive attitude but is outside.  Does not observe the session.  **Teacher’s general attitude towards this form of play:**  Positive attitude towards this form of play. | **Type of construction play:**   * X **Box play** * X **Block play** * **Big LEGO play** * **Small LEGO play** * X **Open-ended material play**   **Materials and resources used:**  Wooden blocks  Toy animals  Boxes | The school only has LEGO, colourful wooden blocks, and sensory material.  The children preferred the wooden blocks and toy animals. Later on, they played with the boxes and did not want to play with the bottles or small cardboard materials.  Lastly the children started climbing into the boxes. |

**Addendum E:**

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

**School code: S2**

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

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| **Understand:**  The children understood the problem that was set. “There was a lot of rain and the dog needed their help to keep dry”.  They decided to build him a new doghouse, so he will not get wet. | **Plan:**  Most of the children forgot that they needed to build a house for the dog. They found the wooden blocks and toy animals more interesting and wanted to continue building their own constructions.  They did not plan on how to build the dog a new house. |
| **Carry out/ Act:**  Only one girl out of the group started building a new doghouse, but then quickly lost interest and found the other children’s constructions more fascinating. | **Check:**  None of the children checked any constructions. |

**Addendum F:**

**Teacher’s personal information:**

**School code: S2**

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| **Teacher’s age:** | 28 years |
| **Teacher’s years of teaching experience:** | 5 years |
| **Teacher’s home language:** | Afrikaans |
| **Teacher’s qualifications and training:** | BE.d Foundation phase |
| **Schools language of teaching and learning:** | English |