**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: S6**

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| 1. **What do you understand under the concept construction play?**   The children learn to be more social  Use their imagination  Fine motor development  Language development  Learn to share  Learn to think out of the box |
| 1. **Where does construction play usually take place? Indoors or outside?**   They prefer outside  LEGO indoors |
| 1. **How often do the children in your class engage in construction play indoors?**   One hour daily |
| 1. **How often do the children engage in construction play outdoors?**   Daily in the mornings for one hour. |
| 1. **Which materials do you frequently use for construction play?**   Wooden blocks  Big LEGO  Small LEGO |
| 1. **How do the available construction materials for the indoor and outdoor constructions differ?**   They use the bigger blocks for outside and the small LEGO blocks of indoors. |
| 1. **What requirements do you value as important in a construction play environment? Please motivate your answer.**   The area has to be stable and level.  There has to be enough space. |
| 1. **How much time do you think the children should play with construction materials during a normal school day?**   One hour minimum |
| 1. **What do you think are the benefits or advantages of construction play?**   Language development  Learn to think out of the box  Fantasy play  Fine motor – sensory development  Group work – learn to share  Develops their self-control |
| 1. **In your opinion what are the disadvantages of construction play?**   Argue over the different construction toys  They do not want to share  Constructions get knocked down  The children sometimes put the small LEGO pieces in their mouths |
| 1. **How do you think you can address the disadvantages of construction play?**   To be more prepared  Enough space  Supervision at all times |
| 1. **Do you use construction play to enhance problem solving skills in young children? Please explain.**   Yes – Especially when it comes to mathematics  It helps them with shape recognition |
| 1. **Do both the boys and girls equally make use of the construction materials? If not, how do they differ in play?**   Yes – There is no difference |
| 1. **How do you think construction play benefits a child’s problem-solving abilities?**   It helps them to express their emotions  They find it very calming  It helps to develop their communication abilities |
| 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 – Toy animals  Toy cars  Boxes |
| 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?**   Building blocks of different sizes and colour.  They also use big and small LEGO blocks.  There are different props that they can use – toy animals. |
| 1. **Does it sometimes happen that these constructions are being built over the course of a few days? If so, please provide an example.**   Yes – The small LEGO blocks is a yearly project for the children. |
| 1. **Do the children engage in group construction play activities or do they prefer to build their own constructions?**   They prefer to play in a group with the wooden blocks and on their own when they use the small LEGO. |

**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: S6**

**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:S6**

**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** | **3**X | **4** | | Yes – Small indoor and large outdoor area |
| 1. Where does the construction play take place? (Indoors or outside?) | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Outside |
| 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** | **3**X | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** |  |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Name the open-ended materials:  Trucks  Train sets  Road construction  Wild animals  Boxes  Plastic bottles  Toilet roles |
| 1. Where are the construction materials stored? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | In the classroom in containers – The classroom is a little messy |
| 1. How accessible is the materials to the children? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2**X | **3** | **4** | | Not very accessible |
| 1. Do the children know where everything is? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | The school is small, so the children know where everything is |
| 1. Do boys and girls take part in construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Both boys and girls take part |
| 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** | **3**X | **4** | | She does effort to provide fun construction toys – Train sets |
| 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 X  Stage 2: Vertically and horizontally X  Stage 3: Enclosures appear X  **Stage 4:** Bridging begins X  **Stage 5:** Patters begin X  **Stage 6:** Begins with dramatic play X  **Stage 7:** Symbolise real life structures X |
| 1. Does the stage of construction play cohere with the age of the children? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | Yes – Patterns begin to show  Bridging  Vertical and horizontal play |
| 1. Does problem-solving occur during construction play? | |  |  |  |  | | --- | --- | --- | --- | | **1** | **2** | **3**X | **4** | | 1. Understand:   The children understood the problem   1. Plan:   They plan the construction and build it with boxes   1. Carry out/ act:   They build a big construction   1. Check:   Checked by putting toys on the construction |
| 1. Additional observation | They did not mix the materials – Blocks on their own. The children did not really want to play with the open-ended materials.  Later on, they started putting materials into the boxes. | The children played in English – Home language is Afrikaans.  The children split up in groups and played together not next to each other – One boy plays alone. |

**Addendum D:**

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

**School code: S6**

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| **Date and time:** | **Situation:** | **Participants:** | **Action Observed:** | **Reflection:** |
| 02/03/2021 | **Is construction play taking place indoors or outside:**  Outside | **Number of children, girls and boys taking part in construction play:**  10 – Children  3 – Boys  7 – Girls  **Teacher interaction towards children:**  The teacher is an observer  **Teacher’s general attitude towards this form of play:**  She is very positive and open to the idea | **Type of construction play:**   * X **Box play** * X **Block play** * X **Big LEGO play** * **Small LEGO play** * X **Open-ended material play**   **Materials and resources used:**  Wild animal toys  Toy cats and dogs  Trucks  Wooden blocks  Big LEGO  Boxes | The children seem to ask before they play with something.  Most of the children want to play with the wooden blocks.  The children seem to have split into two groups – Two girls are playing with the LEGO.  Few girls started playing with the bottles – Putting the lids back on. |

**Addendum E:**

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

**School code: S6**

**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 the dog got wet from all the rain and wanted to build him a house, so he will not get wet.  Some children did not want to build a house – Played on their own. | **Plan:**  Five children planned and build a house together – Constructing with the boxes.  Another two children constructed with blocks – Two different constructions took place. |
| **Carry out/ Act:**  Five of the children constructed together and build a big house out of boxes for the dog. | **Check:**  The five children checked their construction by putting the dog in the house.  They further took other toys and also placed them in the house along with the dog. |

**Addendum F:**

**Teacher’s personal information:**

**School code: S6**

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| **Teacher’s age:** | 64 years |
| **Teacher’s years of teaching experience:** | 40 years |
| **Teacher’s home language:** | Afrikaans |
| **Teacher’s qualifications and training:** | Foundation phase teaching diploma |
| **Schools language of teaching and learning:** | Afrikaans |