

Name of the activity: _____ Playing _____

This idea comes from: _____ Heinrich-Böll-Schule _____

(Name of school)

Aspect of relationship (focus): _____ Pupil/Teacher-Relationships _____

Short description of the activity (How to do?):

Playing means exploring the world. While playing children are learning the most important skills for life. Sometimes they stay completely in their own world. But also older pupils (and adults) love to play: table games or computer games or sport games. Playing is a very important part of life. For building relationships it is a good start to share this part. The teacher can follow the children into their own world, the pupils feel the interest to their personality. Teacher and pupils can establish dialogues either verbal or non-verbal (sounds, activities). They meet offside the usual roles.

Playing times in school can be an important part of support with clearly defined objectives of development. Concerning emotional development the children can experience self efficacy, they get a response and appreciation for their activities, they learn to act and speak in dialogues, they experience interest on their ideas and they get a platform to present their abilities. Last but not least they share a relevant situation of their life with a relevant person of their life. This is how relationships can grow.

Requirements (What do we need? Staff, material, rooms, time, ...)

- A place to play (in classroom or in an other room)
- Toys and games (due to the age)
- At least 15 to 20 minutes a day (if you plan mainly table games it should be a little bit more)
- An implementation into the structure of schedule
- An organisation structure for the group (who is playing with whom; who is playing what)

What else?

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