

# Dramatic Play

Dramatic play is the activity in which children practice the most language skills in the classroom and develop their social skills. As children pretend in their play, they use talking to tell about their ideas, either talking to themselves or to those they are playing with. Listening and talking become more important in dramatic play as children become older preschoolers, because they begin to take on roles and coordinate them with each other in a more elaborate story line or plot. Children receive the greatest benefit from dramatic play when staff are positively involved in their play, providing information, and asking questions but not taking over or directing their play.

**All About ECERS-3 Item 21. page 262 and 263**



**TN ELDS Guiding Principles:** *Four-year-old children are active, eager learners. A primary approach to learning is through purposeful, inquiry-based play.*

**Head Start ELOF (page 21):** *Children often use objects or materials to represent something else during their play. They may engage in role play and pretend to be a familiar figure in their community.*

## **ECERS-3 Item 21, page 55**

**5.1 Many and varied dramatic play materials, enough for number of children allowed, are accessible, including dolls, child-sized furniture, play food and cooking. Eating utensils, dress-up clothes for boys and girls.**

\*This indicator requires that there are many and varied materials. It also requires that within the many and varied materials, basic like dolls and play food are present. However, just providing the specified materials does not meet the requirement of many and varied. Children should have additional props to use, either additional housekeeping toys or materials from other themes, such as **different kinds of work, fantasy, and leisure.**

### **5.2 (All About ECERS-3, page 270)**

A dramatic play interest center should be clearly defined with concrete (not imagined) boundaries, such as shelving or other furniture, marking the space to play. Because preschool children do not understand boundaries unless they are made of real objects that they can see, concrete boundaries are required so that the play does not spill into other areas of the room.

**5.3 Staff carry on conversations with the children as they play, joining in but not taking over.**

**7.1 At least 4 clear examples to represent diversity are included for dramatic play.**

#### **1) Dolls from different race/culture**

- Baby dolls and accessories

#### **2) Food**

- Sushi with menu (written in Japanese)

- Taco kit

#### **3) Equipment used by people with disabilities**

- Wheelchair