Dramatic Play

FCCERS-R Indicator	Why is this important?
• Dramatic play area must be accessible much of the day Definition: **Much of the day** – is associated with the children's access to materials typically used indoors (books, art materials, and fine motor or dramatic play toys). It means that most of the time that any child is awake and able to play. No wait times or inactive times longer than 3 minutes. They must have access to materials for Much of the Day.*Observation note* If any child is prevented from reaching and using materials for a total of 20 minutes during the 3 – hour observation much of the day cannot be given credit. Definition: **Accessible** – children don't have to ask the teacher to get/open materials.	• Dramatic play is a child's first opportunity to act out real-life situations and explore different roles. Children need to have access to these materials in order to make sense of the world around them by acting out things they see in daily life.
• All materials must be child-sized.	• Clothing that is adult size doesn't accurately represent how it should look and fit on a child and it also poses a safety hazard because they could trip and fall.
• Props that represent diversity must be provided. o Dolls that represent at least <u>3 races</u> At least <u>2 other props that show diversity</u> – examples different play foods, cooking utensils, clothing that represents different cultures.	• It is important to include diversity in this area because sometimes children aren't exposed to different races, cultures, ethnicities or traditions. The dramatic play area is a great place to introduce different clothing or food that represents different cultures.
• Dramatic play should be offered in another area (either outdoors or a large, uncrowded indoor space such as a gym or multi-purpose room	• Dramatic play should be extended to the outdoor play area or gym so that children can carry out more complex dramatic play. Children can pretend to drive cars or go grocery shopping with larger pieces of equipment like push cars and grocery carts.
• Teachers must participate and facilitate imaginative/pretend play –	• Dramatic play can be extended and enriched by the input of an adult who facilitates play and adds resources. Staff can extend children's language, entice a child to continue playing, help with disagreements and provide a model for pretending.

• Materials must be organized by type.	• Children tend to play with materials longer when the environment and materials are organized. Different categories of items (dolls, cooking, dress-up clothes, and food) should be stored together so children know where to find what they need for pretend play.
There must be at least 2 examples from each of the 9 categories (Dress-up clothes, child-sized furniture, cooking/eating equipment, play foods, dolls, doll furnishings, soft animals, small play buildings with accessories, and toy telephones) For more info and examples, see page 41 in FCCERS Guidebook.	• Children should have access to the materials without long periods of waiting. There should be enough dramatic play materials that children won't have to fight over toys. By offering a variety of different materials, children will have many choices and different possibilities for their dramatic play.

SOURCE: Family Child Care Environment Rating Scale (FCCERS)