

Dr. Toy's Smart PLAY Smart TOYS - Stevanne Auerbach

1. Why are Play and Toys important?

- Well-designed toys stimulate child's mind, enhance creativity, and encourage activity.
- A child's PQ (Play Quotient) will affect his physical, creative, and intellectual potentials.
- The first five years in the life of the child are of the greatest consequences (on all physical, mental and emotional).
- Researchers found that children who do not play and are rarely touched have brains that are 20-30% smaller than normal for their age.

2. Observation helps to...

- Reveal how children interact with people and elements in their environment.
- Know children's play process, the way they get frustrated, their tolerance levels, their curiosity and creative responses.

3. Play Principles

- A child plays alone, with other children, and with adults. Each teaches him sth different. Eg. children learn from other children by talking with and watching one another, by trying new scenarios, and exchanging information, even fantasies.

4. Power of Play

- Children have the need to explore. Parents should serve as "Play Guide" - observe, enhance and extend kid's experiences.
- Play experiences help the child to: gain an understanding of the world, act productively with other children and adults, get and hold the attention of others in a suitable way, enhance the ability to concentrate, expand his natural curiosity, whet his ability to solve problems, and foster spontaneity.

5. What Makes A Good Toy

Active, creative and educational. (P19-21)

- DESIGN. Easy to use for intended age group, use the best possible materials, easy to keep clean.
- QUALITY. Appealing in color, shape and workmanship.
- DURABILITY. Long-lasting selection, childproof, can't be easily broken, made with good materials.
- SAFETY. Tested by an independent toy testing lab.
- VALUE. Has many different and long-lasting uses (Blocks, construction toys), have clear instructions for best use.
- APPROPRIATENESS. Fulfill the usual play patterns for the child's age.

6. Observe Children at Play (P30)

- Watch how he shares and how he plays with others.
- How does she use toys? Is there a favorite she returns to? Does she find new uses for her toys?
- Watch how the kid masters skills. Does he take time to discover new ways to play? Is he impatient or easily distracted?
- Does he follow directions? Does he use ingenuity?
- Notice the types of toys with which he spends the most time. What does he most like to do with them? What does he not like?

	Preschoolers (3 - 4)	Primary School (5 - 8)	Older Child (9-12)
Dev't Milestones	<ul style="list-style-type: none"> • Love creative playthings. • Enjoy dolls and puppets. • Enjoy constructing things and improve their ability to use the materials with which they play. • Helping a child establish a strong reading habit can raise his IQ by 10-15 point. • Expressions of anger and frustrations are natural during play. (puppets and dolls make these feelings safer and less anxious) • Sibling rivalry might escalate. (A. Instead of both kids attempting the same task, each should perform what she can do well as a part of a greater, joint endeavor; B. Duplicates of a few favorite toys). • A milestone for cooperative play. • Learn more in playgroup than alone or with only one or two playmates. • Imitate each other and learn from each other's behavior, interests, and response. • Imaginary companions are common. • Cooperative and do not challenge instructions. They go along, be easy to talk to. • Provide reward for good behavior to help the child feel the pride of achievement. 	<ul style="list-style-type: none"> • Many previous toys kids played will continue to hold his attention. But the play experiences are far more varied and complex. • "Individual differences" • Some figure things out through "trial and error", or heuristic learning, which is an inductive learning process. Others prefer to be shown a procedure: deductive learning process. • Peer-group acceptance becomes an imperative to a child now. • Tend to find certain special friends that he can "belong to". • A period of self-conceptualizing. Mild narcissism. 	<ul style="list-style-type: none"> • As they enter puberty, children are constantly transforming, in pace of growth, in attitudes, in moods. • Enjoy playthings, especially the challenging ones. • Activities from earlier childhood will continue to entertain and to teach on greater levels of sophistication. • Centered on peer relationships more than ever before and show increased sensitivity, responsibility, and caring for friends. • Preference for homogeneity prevails. • The age of technology. Acquiring the skill of keyboarding is a must.
Physical	<p>3 YRS (P149)</p> <ul style="list-style-type: none"> - Nimble; climbs, runs, turns well, swinging arm - Holds cup by handle. - Interest in own body. - Dresses and undresses if helped with buttons. - Put on shoes. <p>4 YRS (P152)</p> <ul style="list-style-type: none"> - Can lace shoes. - Can stand on one foot, skip on one foot, and then hop on the other. - Very active: uses shovels, sweeps, rakes, races up and down stairs. - Can carry liquids without spilling. - Manages own clothes if they are simple; buttons and unbuttons. 	<p>5 YRS OLD (P198)</p> <ul style="list-style-type: none"> - Agile. Poised and controlled motor ability. - Spontaneous drawing with definite ideas in mind. - Knows primary colors. - Knows morning from afternoon. - Girls one year ahead of boys in growth. - Handedness well established. - Can tie shoelaces, can tie a bow, but not snugly. <p>6 YRS OLD (P202)</p> <ul style="list-style-type: none"> - Large muscles better developed than small. - Eyes not yet mature; tendency toward farsightedness. <p>7 YRS OLD (P204)</p> <ul style="list-style-type: none"> - Gets up frequently when sitting. - Interested in developing various motor skills. - Will concentrate on one activity at a time, then lose interest. <p>8 YRS OLD (P208)</p> <ul style="list-style-type: none"> - Has improved rhythm and grace in body movement. - Show increase in speed and smoothness of eye-hand performance. - May display a gap between what she wants to do with her hands and what she can do. - Improving in handwriting and printing. - Likes to do neat work, but frequently is in a hurry. - Is accident prone (falls and bicycles) 	<p>9 YRS (P239)</p> <ul style="list-style-type: none"> - Works and plays hard; possible to overdo efforts. - Displays increased skill and interest in motor skill performance and competitive sports. <p>10-12 YRS (P241)</p> <ul style="list-style-type: none"> - Inclined to be clumsy if in a growth spurt. - Unaware of spaces needed to operate in. - Aware of body changes and the onset of puberty. - Will want to shower or bathe either frequently or never. - Likes jeans and sneakers, the shabbier the better. - Time of extremes in behavior related to health habits.

<p>Emotional & Social</p>	<p>3 YRS (P150)</p> <ul style="list-style-type: none"> - Can make simple choices. - Curiosity level rises rapidly. - Responsive to verbal guidance. - Loves to be with other children. <p>4 YRS (P153)</p> <ul style="list-style-type: none"> - Love of opposite-sexed parent grows. - Language added to tantrums; name-calling. - Boastful; dogmatic; bossy - Loves an audience and talks to self or imaginary playmate if none available. - Total confidence in his own ability to do anything. - Emotions at surface. - Show pride in mother, boasts about daddy. 	<p>5 YRS (P198)</p> <ul style="list-style-type: none"> - Calm and self-confident most of the time. - Likes to finish what he begins, with pride. - Purposeful, constructive. - Refines emotions, more stable. - Obedient (mostly). Likes instruction to improve. - Likes time limits; has a sense of order. <p>6 YRS (P202)</p> <ul style="list-style-type: none"> - Independent. - Shows off; less cooperative than at five. - Difficulty making decisions. Indecisive. - Boys' and girls' interests begin to differ. - Needs praise, warmth, patience. - Beginning social personality. <p>7 YRS (P204)</p> <ul style="list-style-type: none"> - Is anxious for approval and acceptance. - Interests in peer group; enjoys special friends, cliques, gangs, secret languages and passwords. - Show interest in familiar experiences. - Is easily confused about responsibilities but eager to accomplish them. - Shows interest in fair play and living up to standards. - Does not like to lose in games and may become very upset or may cheat to win. <p>8 YRS (P208)</p> <ul style="list-style-type: none"> - Tends to be argumentative and dramatic. - Emotional when fatigued. - Disappointed when feelings are hurt, if criticized or if makes a mistake. - Tends to be apprehensive about some activities if not confident or familiar. - Is quick to criticize. - Will interrupt work to socialize with peers. 	<p>9 YRS (P239)</p> <ul style="list-style-type: none"> - Interested in achieving. - Is easily discouraged by failure. - Interested in discovering how errors made. <p>10-12 YRS (P242)</p> <ul style="list-style-type: none"> - Great peer pressure for group conformity. - May display need to be independent and "grown up". - May need more support than ever in changing social world. - Notices opposite sex.
<p>Mental</p>	<p>3 YRS (P150)</p> <ul style="list-style-type: none"> - Can count to five or ten, but can't understand numbers. - Draws a man on request. - Sees forms; Knows circles, triangles, and squares. - Can copy a circle, cross or other simple outline. - Remembers simple rhymes. - Likes to compare two objects. - Is vague about time and space. - Average attention span: 10 minutes - May not be able to do two things at once. <p>4 YRS (P154)</p> <ul style="list-style-type: none"> - May identify primary colors. - Can usually count fingers. 	<p>5 YRS (P200)</p> <ul style="list-style-type: none"> - Learning language quickly. - Responsive to new ideas, lots of imagination. - Enjoys going from one experience to another. - Thoughts are concrete. Sentences are well defined. - Enjoys repetitive sounds. - Likes definite task, very good at problem-solving. - Likes concrete results. <p>6 YRS (P203)</p> <ul style="list-style-type: none"> - Can copy a diamond shape. - Knows right from left. - Counts out any number up to ten, from a grouping of objects. - Short interest span. 	<p>9 YRS (P239)</p> <ul style="list-style-type: none"> - Enjoys school. - Interested in achieving. - Is easily discouraged by failure. - Interested in discovering how errors made. - A spontaneous interest in problem-solving. - Individual differences become more apparent. <p>10-12 YRS (P242)</p> <ul style="list-style-type: none"> - A critical time for parent "Play Guide" to be an active, nonjudgmental listener.

	<ul style="list-style-type: none"> - Perceive simple analogies and reasons. - Some difficulty in separating fact from fancy. - Rationalize own behavior. - Uses sentences. - Experiments with adjectives. - Attention span of 12-15min. - Likes collecting: leaves, pictures, postcards, toys. 	<p>7 YRS (P205)</p> <ul style="list-style-type: none"> - Strives for perfection. - May still need widely spaced paper. - Worries if written work is not done. - Begins to control size and uniformity of letters. - May find writing easier than printing. - Enjoys using pencils. - Interested in and grasps the sounds of letters. <p>8 YRS (P209)</p> <ul style="list-style-type: none"> - Enjoys school. - Is eager to attack new tasks. - Likes to talk. - Impatient for directions to be given but tends to forget them. 	
Writing & Language Arts	-----	<p>8 YRS (P209)</p> <ul style="list-style-type: none"> - Shows individual differences in size and style of writing. - Begins to space words and sentences. - Has more ideas for a story than can easily write. 	-----
Reading	-----	<p>7 YRS (P206)</p> <ul style="list-style-type: none"> - Reads mechanically. - Omits or adds familiar or simple words. - Needs to know some follow-up activities after reading to build upon what is read. - Interested in number of pages in a book. - Beginning to be critical of reading materials. <p>8 YRS (P210)</p> <ul style="list-style-type: none"> - Tends to omit unimportant words. - Reverses words in a phrase. - Can talk about the story without losing thread. - Like stories with excitement and humor. - Begins to prefer silent reading. 	<p>9 YRS (P240)</p> <ul style="list-style-type: none"> - Prefers silent reading. - Likes to read for fact and information. - Displays an ability to evaluate himself and his skills. - Displays difficulties in immediate recall.
Arithmetic	-----	<p>7 YRS (P206)</p> <ul style="list-style-type: none"> - Male prefers oral and written activities, female prefers concrete examples. - Frequently reverses 2, 6, 7, and 9. - Easily confused if addition and subtraction problems appear on same page. <p>8 YRS (P210)</p> <ul style="list-style-type: none"> - Prefers oral to written. - Likes to shift from one math process to another. 	-----
At Play	<p>3 YRS (P151)</p> <ul style="list-style-type: none"> - Enjoys playmates, but playmates main source of anger response. - Parallel play with some cooperation, beginning to share. - Begins to "wait his turn". - Sings simple songs, not always on pitch. 	<p>5 YRS (P201)</p> <ul style="list-style-type: none"> - Relatively short attention span, and enjoys building with blocks, playing with toys. - Likes experience outside the home. - Likes realistic props. - Draws crude but realistic reproductions of scenes. - Interprets meaning of a picture. 	<p>9 YRS (P240)</p> <ul style="list-style-type: none"> - Eye-hand coordination and fine-motor skills are well advanced. - Shows more organization in play than earlier. - Organizes informal clubs which have a real purpose for short periods of time;

	<ul style="list-style-type: none"> - Responds to rhythm. - Throws a ball without losing balance. - Recognizes familiar melodies. - Can gallop, jump, and run to music. - Makes planes, trains and cars with block play. - Likes paint, crayons, and clay. - Uses varied and rhythmical strokes in painting and drawing. - Likes to have picture or artwork saved. - No sex preference in play. - Begins to combine things such as pots and dish, sock and shoes. <p>4 YRS (P155)</p> <ul style="list-style-type: none"> - Can cut with scissors on a line. - Can throw overhand and underhand. - Paints in flourishes with running commentary. - Begins cooperative play, but more content in small group. - Interested in other children and their activities. - Capable of group planning and play. - Play reaches new heights of inventiveness and grows rich in detail. - Does not like to be reminded of limitations. - Needs guidance and lots of materials. - Physically aggressive: hits, kicks, throws and bites; is rough and careless with toys. - Is able to accept turns and may share graciously. - Accept rules and responds well to objective commands such as "It's time to..." - Has a great interest in music: in listening, dancing or performing to it. - Increased control of voice, which allows him to sing on pitch. - Works with precision in painting, but shifts ideas. - Begins to copy pictures and color them in. - Watches to learn. - Interest in new experiences, in how and why. - Likes collecting: leaves, pictures, postcards, toys. 	<ul style="list-style-type: none"> - Begins to paint with an idea in mind. - Plays in social group without much conflict - most cooperatively with group of three children. - Prefers playmates her own age. - Plans surprises and jokes. - Can march to music. <p>6 YRS (P203)</p> <ul style="list-style-type: none"> - Likes competition. - More interest in peer group than family. - Competent at large muscle activities: throwing, jump rope, street games, hopscotch, skating, football, basketball, softball. - Capable of small-muscle activities: painting, printing, drawing, tracing, sewing, weaving, braiding, cutting target games, and yo-yos. <p>7 YRS (P207)</p> <ul style="list-style-type: none"> - Prefer playing with same gender peers. - Enjoys climbing, but has a new awareness of height that makes for caution. - Prefers realism to imaginative play. - Finds pleasure in manipulating objects, creating with hands, and building complicated structures. - Can play fairly well with 4-5 friends, but is not well organized in group activity. - Likes to produce finished products (art, models, crafts, sewing, and carpentry). - Interest in fantasy and reality, other times and other places. - Enjoys dramatic play. - Enjoys attack-and-defense themes: police, cowboy, military, space. <p>8 YRS (P210)</p> <ul style="list-style-type: none"> - Growing interest in games requiring small muscle coordination. - Enjoys group activities. - Displays feelings of belonging. - More cooperative, but requires supervision to prevent dissension. - Is interested in competitive games. - Is becoming selective in choice of friends. - Is seeking a "best friend" of same sex. 	<p>generally likes codecs, secret language, bulletins.</p> <ul style="list-style-type: none"> - Wants to be part of organizations. <p>10-12 YRS (P243)</p> <ul style="list-style-type: none"> - Sports play a significant role. - Street sports and organized sports seem to attract. - Construction or workbench materials to make models are appealing. - Earlier childhood play activities will continue to be enjoyed because of improved skills. <p>Prefers</p> <ul style="list-style-type: none"> - Construction materials (varied materials for detailed construction and for creating models: tiny nuts, bolts). - Puzzles. - Creating permanent designs (art and craft materials). - Bead-stringing, braiding, weaving, spool-knitting, and sewing.
<p>Suggestions On Toys</p> <p>Active (promotes eye-hand coordination, muscle tone, strength)</p> <p>Creative (encourages spontaneity,</p>	<ol style="list-style-type: none"> 1. Art Supplies..... C 2. Balls and Beanbags..... A 3. Beads..... E 4. Blocks..... A 5. Books..... E 6. Construction Toys..... A 7. Dolls and Action Figures..... E 8. Housekeeping Toys.....E 9. Music and Instruments..... C 10. Play People & Play Sets..... C 11. Puzzles..... E 	<ol style="list-style-type: none"> 1. Art Supplies..... C 2. Bicycle..... A 3. Books..... E 4. Construction Toys..... E 5. Dolls, Dollhouse. Figures, Community Helpers.... E 6. Electronic Games..... E 7. Jump Rope..... A 8. Kite..... A 9. Musical Instruments..... C 10. Non-Electronic Games..... E 11. Puppets and Marionettes..... C 	<ol style="list-style-type: none"> 1. Arts and Crafts/Hobbies..... C 2. Board Games..... E 3. Books..... C & E 4. Dolls..... E 5. Electronic Games & Tech Products.... E 6. Miniatures..... C 7. Musical Instruments..... C 8. Puzzles..... C 9. Scientific MaterialsE 10. Transportation Toys..... E <p>(P228)</p>

<p>self-expression)</p> <p>Educational (challenges thinking, mental growth)</p>	<p>12. Sandbox and Outdoor Toys..... A 13. Stuffed Animals..... E 14. Transportation Toys..... E 15. Tricycle..... A (P126)</p>	<p>12. Puzzles..... E 13. Software and Apps..... E 14. Tools..... A 15. Transportation Toys..... E (P172)</p>	
<p>Action with Toys</p>	<p>Balls and Beanbags (P129)</p> <ul style="list-style-type: none"> • Likes throwing balls, beanbags and soft balls. • Balls are great for large- and small-muscle dev't, and they provide entertainment and exercise at the same time. • Positive social play advance: it takes at least two to play ball! <p>Beads (P130)</p> <ul style="list-style-type: none"> • Large beads easy to manipulate. • Teach colors, shapes, coordination and fine motor ability, help kids learn how to count. • A way to balance the rough-and-tumble play <p>Music and Instruments (P139)</p> <ul style="list-style-type: none"> • Kids like to hear it, move to it, dance, sing, and clap to it, also play music themselves. • Exposing kids to different instruments and watch his reactions to find out they type he'd like to master. • Provide him his own music player and help to start his personal music collection. • Beginning keyboard, percussion instruments (drums and cymbals), recorders are good for this age. 	<p>Art Supplies (P174)</p> <p>Sketching, painting, modeling clay, woodworking, sewing or embroidery, needlework, wood or linoleum engraving, leather work, model building, beadwork, photography...</p> <p>Non-Electronic Games (P186- P190)</p> <p>Candyland, Chess, Game of life, Cooperative Games, Monopoly...</p> <ul style="list-style-type: none"> • Is the game challenging? • Does it leave some feeling of accomplishment? • Is the game too frustrating and unbeatable? • Is there a reward? • What is the goal of the game? • Is there a finish line, a clear-cut point when someone is declared the winner? • Does the game have "repeat-play value"? Is each round fresh and interesting? 	<p>Musical Instruments (P236)</p> <ul style="list-style-type: none"> • Attention may be short-lived with an instrument. • Some are eager to play in a school band.