

Play and Leisure

Structured Play is product based, structured, rule bound, adult led and adult modelled. The vast majority of structured games playing is automatically social and co-operative in nature, the exceptions being computer games.

Learning Intentions	Teaching ideas and activities	Notes
The learning intentions for these activities are only a suggestion and can be remodelled and changed as appropriate for the audience and the situation. They are just starting points.		
<p>To respond positively to the initiation of a game.</p> <p>To recognise that both parties in the game have roles to play.</p> <p>To request the game again.</p> <p>To initiate the game by taking the lead.</p>	<p>One to one or small group games such as tickle monster; Row, Row, Row Your Boat; rolling a ball or throwing and catching; peek-a-boo; Mr Potato Head; This Little Piggy; Round and Round the Garden; blowing bubbles and trying to pop them before they hit the ground.</p> <p>Following the pupils lead – if they are playing with a train then use this</p> <hr/> <p style="text-align: center;">Adult's Role</p> <hr/> <p>These games are excellent for working into Intensive Interaction as a means of kick-starting an interaction, but can be played at any time there is a spare 5 minutes. Keep to the same rules every time.</p> <p>Pause before the 'big' ending as in '<i>And the laaaaaassst little piggy ran.....(big pause).....wee, wee, wee, wee, all the way home</i>' to encourage anticipation and turn taking.</p> <p>Be aware that the close up physical interaction games may not be suitable for some learners on the autistic spectrum who do take easily to close physical contact.</p>	<p>Links with Communication for requesting.</p> <p>People Games</p>
<p>To express pleasure at the game.</p> <p>To allow another person to share play space and activities whilst outside.</p> <p>To request the help of an adult.</p>	<p>'Activity' games that can quickly develop into free play for those learners who might be at that developmental level, such as playgrounds with swings and round-a-bouts and especially adventure playgrounds.</p> <p>The rules of these games may be as simple as '<i>I sit on the swing and you push</i>' but these can be valuable for establishing and building friendships and trust between learners and staff, as well as encouraging communicative opportunities, as in '<i>Push please!</i>'</p> <hr/> <p style="text-align: center;">Adult's Role</p> <hr/> <p>Encouraging pupils to take part in play activities and modelling where appropriate. Allow pupils the time to communicate their choice – don't pre-empt. Ensure communication devices or a low tech version is available for those pupils who need support whilst outside.</p>	<p>Playgrounds are fantastic resources for all ages if the learners enjoy them. They are excellent for developing the kinaesthetic proprioceptive and vestibular senses. It is accepted that swings and roundabouts might only develop solitary play, but this is an excellent goal in itself.</p>

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<p>To respond positively to the initiation of the game.</p> <p>Recognise that both parties in the game have roles to play.</p> <p>Responds positively.</p> <p>To concentrate and follow the rules over time.</p> <p>To request to play a particular game.</p> <p>To be able to organise resources and putting them away once finished.</p>	<p>Small group or one to one games for any age such as Hide and Seek; Pass the Parcel; Musical Chairs; Blind Man's Bluff; Musical Statues; Simon Say's; Sleeping Lions; What's the Time Mr Wolf?; balloon and spoon relay race; barrel relay race; three armed relay race (tie children's arms together rather than their legs); skittles; Flap the Kipper; treasure hunts. Prize Walk Numbers, like musical chairs only with numbers in big circles drawn onto the floor. When the music stops, children have to run to a circle and stand on it. A big die gets thrown and those standing on that number are the winners. This can be easily transferred to a team game so that points are added up and the team with the most points wins – group hug!</p> <p>Bean-bag-toss game – into different sized holes for different scores; Hop-scotch; Ring-a-Ring-a-Roses; The Farmer's in the Den (good for theory of mind – understanding that different people have wants and needs).</p> <p>Duck, Duck, Goose; Hokey-Cokey. Practiced hands at this will pause for children to take the lead as to what the next action might be.</p> <p>Tag and variations of it like Shark Attack where learners have to run/walk/swim from one end of the hall or the playground or the swimming pool to the other without being caught by the shark. Learners become sharks when they themselves get eaten. For older learners this might become Zombie Attack.</p> <p>Parachute games are also great for this.</p>	<p>These games are the essential stuff of structured play and should be played regularly.</p> <p>There are so many games that can give so many opportunities for learning that it might be best to have a group of 5 to 10 per term. The most popular ones can stay for the next term as well.</p> <p>Parachute games</p>
<p>To request a game outside of allocated time for play (not always possibly but it's about the active request)</p> <p>To initiate a game during formal playtime with staff support.</p> <p>To initiate a game during formal times and engage others to join in without staff support.</p> <p>To initiate the game and organise all of the relevant resources and tidying away.</p>	<p style="text-align: center;">Adult's Role</p> <p>Assign a symbol for each game that's velcroed to a Games Board or kept in a box or book that is always in a specific place in the classroom.</p> <p>Encourage learners to take turns to make choices on the game to be played. Have all the class photos on the Games Board so that everyone can see whose turn it is next to choose the game?</p> <p>When learners have played the game 20 or so times, encourage the more able learners to take control of the game, so that they're the ones (perhaps with initial support) switching the music on and off for example.</p> <p>Extend this to specific learners taking complete charge and clearing the classroom, getting the resources out before the game is played, clearing the resources away and putting the classroom back together again at the end. Mistakes will be made and additional time will be taken, but this is how learners will learn.</p>	

Learning Intentions	Teaching ideas and activities	Notes
<p>See also learning intentions from above as well as...</p> <p>Tolerate another person in sight playing.</p> <p>Tolerate another person within reach playing.</p> <p>Tolerate another person next to playing.</p> <p>Show an interest in the parallel play of another when both playing.</p> <p>Engage in shared play with another when both playing with the same item.</p> <p>Engage in turn taking with another when both playing with the same item.</p>	<p>Board games for older and more able learners such as lotto/bingo; ludo; kim's game; snakes and ladders.</p> <p>Card games such as snap; pelmanism.</p> <p>Any game that doesn't require cooperation within it such as matching pictures, lotto, building a picture alongside each other.</p> <p>Any game where the outcome doesn't rely upon others such as splatting aliens on a floor projector.</p> <p>All sports such as football, cricket, rounders, skittles, relay races, team wellie boot throwing, any game with rules where some co-operation is required and where a team ethic can be fostered.</p> <p>Computer, i-pad, smart phone games - these are somewhat different to other games as they are usually designed for solitary play. They may therefore come under the broad label of leisure.</p>	

Free Play

Solitary Play involves only one person and is generally the way babies begin to find out about the world around them. Everything and anything becomes an object to be reached for, squeezed, banged, crunched, shaken, mouthed, and generally explored.		
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<p>Accept the near presence of an adult.</p> <p>Looks at play objects. Reaches for play objects. For learners with visual impairments, the object will need to be placed in or very near to the hands.</p> <p>Concentrate on solitary play of own choosing for increasing length of time.</p> <p>Accepts different offerings of opportunities from adult.</p> <p>Positively engages with adult by looking or touching – not necessarily part of the play.</p>	<p>Such play opportunities can for example, occur in Art, where learners freely explore materials set before them, or such activities as messy play. Staff may also just set up Play opportunities as would typically occur in primary by providing free access to toys and objects of interest. These toys may be explored in a sensorimotor, relational or functional manner, depending upon where the learner is</p> <ul style="list-style-type: none"> • Heuristic Play with everyday objects. Arrange the whole in a large or small space. See treasure baskets. • Play with foodstuffs, particularly uncooked or cooked pasta, rice, beans; dry cereals – have water or milk in a separate bowl to see if they mix the two; dough in various stages of plasticity. • Cups or large bricks that stack and can be knocked over; bubbles; various balls; sea shells; bubble wrap; feathers; hand-cream; corn-flour paste; jack-in-the-boxes; scouring pads; stickle bricks; clay with various other objects to stick into the clay; water filled balloons; water spray; bells; various mobiles; leaves; mirrors; slime pots; switch operated things; musical instruments; shaving foam; vibrating toys; bumble ball; sponges; material. • Sand and water objects for digging and pouring. Including washing up liquid, ice play and both wet and dry sand. • Messy Play 	<p>Ensure that a pupils tactile needs are taken into account at this point. Use of the tactile hierarchy can be a useful measure for planning and progress for those who find this hard.</p> <p>Tactile Hierarchy</p> <p>Heuristic Play</p> <p>Such Play opportunities MUST NOT be restricted to early years or even primary education. These events may well offer valuable learning opportunities for the whole of the learners' school careers.</p>
	Adults Role	
	<p>Unlike Play at later levels, the adults role here is not to be a child and play, but to be entirely removed from the play. Any play that occurs in solitary play, is the sole function of the learner. It is not the adults role to play, but to be an enabler and an inviter. Start with what interests the learner but don't stop there. Introduce new things and try them often, over a long period of time. Don't give up if they're rejected or ignored. The second element of TIME is to ensure that learners are not rushed through the stages or given up on. This is not a matter of one size fits all, and some learners may take several years to move through the stages. As a general rule we would advise the least amount of talk possible. Take your cues from Intensive Interaction techniques and recognise that talking will probably not be appropriate .</p>	

Parallel Play is play engaged in alongside another. The resources are individually claimed and not shared, though some of the other's resources may be 'taken'. This marks a significant movement in accepting the presence of others in in play.

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<p>Tolerate another in sight playing.</p> <p>Tolerate another in reach playing.</p> <p>Tolerate another next to playing.</p> <p>Show interest in the parallel play of another when both are playing.</p> <p>Engage in shared and/or turn taking play with another when both are playing.</p> <p>Show interest in the parallel play of another when both are playing with something other than the learner's particular motivating interest(s).</p> <p>Engage in shared and/or turn taking play with another when both are playing with something other than the learner's particular motivating interest(s).</p>	<p>Any solitary free play initiated by the learner or derived from solitary play experiences and developments. See all of the above suggested activities.</p> <p>For those on the autistic spectrum, this may be stereotypical, repetitive or even obsessive play such as twiddling with string, flapping paper, finger flicking against the light, watching feathers fall, playing with running water, but they will all be related to the things that really interest individual learners.</p> <p style="text-align: center;">Adults Role</p> <p>Be there, in the moment, available to indicate to the learner that you really enjoy watching feathers, or whatever is the motivating play interest is, too.</p> <p>Play with the feathers, but make no obvious attempt to engage the learner. The interest for engagement should come from the learner, in the learner's own time and at the learner's own pace.</p> <p>Look for indications of interest, a glance, a smile, coming over to you to take your feathers (make sure that you have lots in order to replace any taken by the learner).</p> <p>Remember that this is likely to be a long, slow process, so be patient and don't push too hard too fast for the learner to engage with you.</p> <p>Model different things you might do with the feathers such as stand tall to drop them from a height, blow them from your hand, blow them across the floor, gather lots and whoosh them up in the air, drop them with a backlight to look at the reflections, use different sizes and colours of feathers.</p> <p>It may be that the learner will steal the adults play resources. Allow this to happen and do not object, but immediately replace the resources stolen. This is engagement at least.</p> <p>By the same token, stereotypical, obsessional, repetitive play may be broken by an adult making a game of 'stealing' picking up, touching, though the adult must be careful not to overdo it and merely aggravate and alienate the learner.</p>	<p>Remember that this is process based learning. There will be no targets or expected outcomes; the pupil learns to do by doing. Your learners will learn to play by playing, but what they will learn and the pace they will learn it at will vary considerably from one learner to the next.</p>

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<p>Tolerate another in sight playing.</p> <p>Tolerate another in reach playing.</p> <p>Tolerate another next to playing.</p> <p>Show interest in the parallel play of another when both are playing.</p> <p>Engage in shared and/or turn taking play with another when both are playing.</p> <p>Show interest in the parallel play of another when both are playing with something other than the learner's particular motivating interest(s).</p> <p>Engage in shared and/or turn taking play with another when both are playing with something other than the learner's particular motivating interest(s).</p>	<p>Any free exploration opportunities set up by staff – see all of the various ideas in the solitary play section.</p> <p>Ensure that there is sufficient resources to allow more than one child to play with something at the same time.</p> <p>Both sand and water play are excellent vehicles for converting solitary play to parallel and onto shared and turn-taking simply because they are so attractive to learners.</p> <p>Such play is not necessarily related to the individual learners' interests but might be deliberately set up or be dependent on general 'subjects' if working within the National Curriculum, or 'areas.'</p> <p>Games in the ball pool, which are especially good for rough and tumble and king of the castle. Staff are often wary of such games as they can sometimes quickly get out of hand, and there is a risk of learners getting hurt; but there is no chance of learning what is an appropriate amount of rough play if they don't have the practice. Sessions can start off being very short, perhaps a minute or two several times during the day, and build up from there. Such activities might go some way towards the physical curriculum as well as allowing learners opportunities to let off steam.</p>	<p>Be prepared to allow this process to develop over time. This is not a half term or even a whole term's work but could take many terms.</p> <p>The pace of progress is dependent upon the learners and learners will develop at their own pace.</p>
	<p style="text-align: center;">Adults Role</p> <p>Initiate the play opportunities by providing the materials.</p> <p>Be a child! Play like a child! Play with the materials yourself just to see if other learners are interested in what you are doing.</p> <p>Facilitate being together so that social interactions are encouraged. Think about your room organisation so that learners who do not work well together are kept well apart. This should be a positive experience.</p> <p>Try not to force social interaction but encourage it to develop. If it all goes pear shaped after one or two minutes, stop and try again later.</p> <p>Model ways to explore and play with the equipment and resources.</p> <p>Observe carefully in order to inform progress and next steps.</p> <p>Video the results.</p> <p>Remember that this is process based learning and when working with the whole class, staff will need to have some way of working out in retrospect, exactly what the process was.</p> <p>Carefully set up the environment to provide opportunities, allow space for running and exploring in parallel.</p> <p>Have a multiplicity of the same resource.</p>	

Shared Play, in the sense that the resources or group of objects are shared, and though there may be an acknowledgment of the others' presence, it is fleeting rather than sustained.

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<p>Tolerate another in sight playing.</p> <p>Tolerate another in reach playing.</p> <p>Tolerate another next to playing.</p> <p>Show interest in the resources of another when both are playing.</p>	<p>Free Sensorimotor Shared Play with one staff member or a small group.</p> <p>Activity Suggestions included above for ideas on sensory activities to place out in the classroom.</p> <p>Sensory play as in using the senses of touch, taste, smell, hearing and sight</p> <p>Kinaesthetic – using the proprioceptive and vestibular senses - rocking chair; swings; hoists; physio balls; trampoline; secretary's spinning chair; balance boards; ball pool; rough and tumble.</p> <p>Ensure there is a wide range of 'toys' which could be shared to enable pupils to 'share in the same space'.</p>	
<p>Share the resources of another.</p> <p>Engage in turn taking play with another when both are playing.</p>	<p style="text-align: center;">Adults Role</p> <p>Provide the materials and the time to play.</p> <p>Be a child! Play like a child! You are looking to invite the learner into your world of play, but don't force it. This is process based learning and the process will happen when the learner is ready and not before.</p> <p>Observe how pupils use materials provided.</p> <p>Engage in intensive interaction approaches, mimicking pupils' interactions but allowing them to lead the play.</p> <p>Model possibilities and opportunities to further explore the potential of the resources, for example pouring, filling, emptying, banging things together, bouncing things around, making sounds etc.</p> <p>Using the materials and resources within the Activity Suggestions is a really good way of discovering what learners really like and what learners really dislike. Such knowledge is key.</p> <p>Ensuring a surfeit of toys and play equipment offers the maximum opportunities for sharing and modelling.</p> <p>Shared peer play can be started by giving a learner two (of something they like) and encouraging the learner to give one to a peer.</p> <p>Early shared play may be extended through sharing watering the school vegetable patch, making a collage, moving a table etc.</p>	

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<p>Tolerate another in sight playing.</p> <p>Tolerate another in reach playing.</p> <p>Tolerate another next to playing.</p>	<p style="text-align: center;">Free Relational Shared Play with 1 to 1 or with a small group.</p> <p>Provide the materials and the time to play. Activity Suggestions of play continues from above. Provide resources for play which motivates the pupil and that they enjoy.</p> <p style="text-align: center;">Adults Role</p> <p>Be a child! Play like a child! You are looking to invite the learner into <i>your</i> world, but don't force it. This is process based learning and will happen when the learner is ready. Observe how pupils use materials provided. Engage in intensive interaction approaches, allowing them to lead the play. Model possibilities and opportunities to further explore the potential of the resources, for example putting things in tins and taking them out again, making towers etc.</p>	
<p>Tolerate another next to them playing.</p> <p>Show interest in the resources of another when both are playing.</p> <p>Share the resources of another.</p> <p>Engage in turn taking play with another when both are playing.</p>	<p style="text-align: center;">Free Functional Shared Play with 1 to 1 or with a small group.</p> <p>Activity Suggestions include: Sand play and water play but explore buckets and spades and various other tools, build sandcastles, dig holes. Dressing up for a particular topic or drama or role play Dressing appropriately for weather/activity. Using particular instruments relating to different cultures, religions, celebrations such as bells at Christmas, African drums in an African topic etc. Musical instruments scattered around a room etc. Lego, Duplo, Brio train and car sets and other small world.</p> <p style="text-align: center;">Adults Role</p> <p>Provide the materials and the time to play. Functional Play with water and sand can be greatly enhanced by extension from the normal sand tray onto a larger scale with lots of resources for pouring and digging, especially if the size allows for several staff and learners to play at once. Model possibilities and opportunities to further explore the potential of the resources. Staff may begin to take a step back to allow peer led play. Provide opportunities for peer led play, considering the dynamics of the group to maximise these opportunities. Continue to develop language, sign and symbol use. Consider opportunities within themes and topics and provide ample opportunities for shared play within these, as well as opportunities relating to current events such as the Olympics, Royal Celebrations, charity events etc.</p>	<p>Social interaction opportunities may begin to occur with both staff and other learners.</p>

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<p>Tolerate another next to them playing.</p> <p>Show interest in the resources of another when both are playing.</p> <p>Share the resources of another.</p> <p>Engage in turn taking play with another when both are playing.</p>	<p>Free Symbolic Shared Play – with 1 to 1, with a small group or with a larger group.</p>	
	<p>Free Symbolic Shared Play – with 1 to 1, with a small group or with a larger group. Building on previous sessions but clearly as we are discussing symbolic play, there is no limit to what might become a play object or a play theme. Introduce enhancements to the activity such as different clothes and costumes to represent different characters in the play. Introduce everyday objects into the play so that plastic colanders become hats, pieces of rope become snakes, cardboard boxes become boats. Use familiar poetry and drama and stories to hang the play onto since the familiarity of the 'script' will help to ease the learners into the pretence and onto socio-dramatic play.</p>	
	<p>Adults Role</p>	
	<p>Clearly symbolic play will be associated directly with the learners' abilities to understand abstract concepts and pretence. To a greater or lesser degree, all learners with SLD will probably have some difficulty with immediately grasping symbolic play and a considerable amount of modeling will be required. Pupils benefit from many opportunities for modelling and then repeatedly modeled, and is not too obtuse. Using a hook for real life concepts helps to link learning and develop understanding.</p>	
	<p>Free Socio-dramatic Shared Play with 1 to 1, small group or a larger group.</p>	
	<p>The absence of a script is critical to the emergence of socio-dramatic free play, though the previous use of poetry, stories and drama will help to ease learners into the concept of abstract play and perhaps give ideas for extensions. The Bear Hunt becomes The Monster Hunt for example.</p>	
	<p>Adults Role</p>	
<p>Additional to above: Provide opportunities for imaginary play scenarios, especially considering learning environments most likely to stimulate imaginary play such as forest schools areas, outdoor learning, immersion, sensory or theme rooms etc.</p>		

Turn-taking play represents the first stirrings of co-operative play in the acknowledgment of others' involvement. Although this is about sharing resources, we are also now asking learners to engage directly with others so that the play may go off in a direction not totally in the learner's control because someone else has the resource. This then opens up possibilities for the learner and the staff role in guiding play towards a co-operative model becomes key.

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<p>Turn take with a familiar adult.</p> <p>Turn taking with a familiar peer with support.</p> <p>Turn take in a familiar small group with support.</p> <p>Turn take with a familiar peer without obvious adult support</p> <p>Turn take with a familiar peer without support</p> <p>Turn take without support in a small group.</p> <p>Turn take without support in a larger group (four or more).</p> <p>Cope with sabotage with support</p> <p>Engage in turn taking successfully with a wide variety of SMs and peers in a wide variety of situations and contexts.</p>	<p style="text-align: center;">Relational and Functional play</p>	<p>This is extended by playing with a common, central resource with a limited and distinctly finite amount of equipment.</p> <p>This included outside playground equipment such as swings, slides, scooters, bikes, trampoline etc.</p> <p>The limitation of a number of resources (rather than one particular resource) now places considerable additional tension and strain on the co-operative abilities of learners and needs to be moved into slowly and with care, as there is a risk that this can backfire.</p> <p>This does not mean to say that the risk should not be taken!</p>
	<p>Playing with a common, central resource with lots of equipment but one or two key resources that are strictly limited.</p> <p>The play might be, for example: sand and/or water play with one jug heuristic play with one box; Brio train tracks and carriages with one train; dressing up box with one super-hero cape; or whatever play is enjoyed by more than one learner as long as there is one commonly enjoyed resource.</p>	
	<p style="text-align: center;">Adults Role</p>	
	<p>Initiate the play opportunities.</p> <p>Guide the individual learner's play towards using the one key limited resource.</p> <p>Model how to wait for the key limited resource to be free.</p> <p>Model and develop coping strategies when the game breaks down.</p> <p>Facilitate being together, so that learners see positive social interactions and have positive experiences of turn-taking.</p> <p>Model the correct use of communication, both verbal and non verbal</p> <p>Model play with the equipment/resources.</p> <p>Observe in order to inform progress and next steps.</p> <p>Risk assess – allow for close proximity play where suitable. Be aware how to diffuse situations</p> <p>Carefully set up the environment to provide opportunities for interaction and both turn-taking and co-operative play.</p> <p>Ensure the appropriate communication aids are available, particularly modeling the correct sign for the limited resource.</p> <p>Provide comfort, the correct equipment and of course maximise mobility as much as you can for each individual learner.</p>	

Co-operative play develops from turn-taking, recognising the existence of others and openly involving them. The direction the play takes is shared with both a recognition and acceptance of the desires of others. Here Theory of Mind is brought into play. There may be disagreements about the direction of the play, and coming to terms with this is part of the learning process. The length of time spent in each act of co-operative play will vary and may not be very long for some learners as they flit in and out of the shared and turn-taking phases, but this is also a learning process for which considerable practice time is needed.

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<p>Enter into play with at least one familiar adult.</p> <p>Communicate with adult during play.</p> <p>Share resources with adults more readily during play activities.</p> <p>Enter into play with at least one peer.</p> <p>Communicate with peer during play.</p> <p>Share resources with peer more readily during play.</p> <p>Play with a small group of peers initially.</p> <p>Play in a small group of increasing number.</p> <p>Takes turns with support.</p> <p>Aware of the needs of other participants.</p> <p>Adult role begins to diminish.</p>	<p style="text-align: center;">Functional, Symbolic and Socio-dramatic Free Play</p> <p>Provide learners with opportunities to enter into play with other children.</p> <p>Examples of these opportunities could include:</p> <p>Sand and water play extended into a mini-drama.</p> <p>Various simple symbolic games such as <i>The Farmer's in the Den</i>, <i>Shark Attack</i> etc.</p> <p>Small world toys</p> <p>Household items such as telephones</p> <p>Lego and Duplo and Meccano which can provide the basis for imaginary extensions.</p> <p>Fancy dress to take learners into all sorts of imaginary worlds.</p> <p>Class shops that allow for the roles of shop-keeper, Mum, Dad, baby brother etc.</p> <p>Puppet theatres</p> <p>Sensory Stories that can easily be extended to encourage learner's to take on the roles of the different elements of and characters in the stories.</p> <p>Familiar action books such as <i>The Bear Hunt</i> fairy stories such Grimm's Fairy Tales.</p> <p>Drama and Poetry, especially Keith Park's dramatisations used in Call and Response</p> <p>Role play of any description.</p>	<p>Repetition and time will be necessary to enable acquirement and reinforcement of these skills - moving from acquiring, to developing, to consolidating and generalising.</p>
	<p style="text-align: center;">Adults Role</p> <p>Begin with basic communication prior to the play, ensuring that all learners have an awareness of others involved in the activity and what their involvement might be.</p> <p>Introduce resources to learners and the idea that they will share them during the activity.</p> <p>Staff may need to play the role of 'mediator' initially to enable interactions to occur.</p> <p>Staff may need to model cooperative play initially, gradually stepping back.</p> <p>Model how to adapt to new 'rules' and the fact that the direction of the play will probably change and take unexpected directions. This is no longer the play of your turn, my turn'.</p> <p>Support learners in developing their awareness of others' needs around them.</p> <p>Staff will need to differentiate learners' needs in that some will need lots of support and some hardly any. Facilitation will be needed for those who struggle with co-operative play while stepping back for those who take to it more easily.</p>	

