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SPE 240

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Child/ Child Observation

 I chose to do my observation at Kids Round-Up, which is an Early Childhood Development Center and Preschool. I chose to observe toddlers at play. TO my surprise toddlers are way smarter in this generation then they were several years back. They know about all the updated devices used in the in today’s society such as cell phones, IPads, Music/ Dancing/ Singing, and they are really good actors/actresses when it comes to dramatic play.

 I think it is important for children, especially toddlers, to have time to play. Let them play with kitchen toys, let them play with tools, Let them have access to music and movement. This helps prepare them for the future to come. It is not only allowing for dramatic play, it is giving the child experience hands-on. Hands-on learning should be applied on a daily basis in schools especially if you have kinesthetic learners.

 I watched two girls play with baby dolls with the kitchen set. One child was feeding their baby a bottle while the other was pretending to make something on the stove with a pan and a spoon. On the other side of the room I observed a group of children crawling around the floor pretending to be farm animals and dinosaurs just like the plastic animals they had surrounding them.

 One other plus to allowing for dramatic play in the classroom is that it helps children with communication skills. Through the play children are maybe not always talking at this age, but they are watching and copying each other’s actions. They could also be working together as a pair to take care of their baby doll. I say that one of the girls was patting the baby’s tummy while the other child was feeding the baby its bottle.

 To apply what I have learned through this observation to what we have gone over in class I decided to connect my experience to the issues of conflict. Allowing children to play with one another through dramatic/ free play it helps the children to become stronger problem solvers. I didn’t really see any conflict issues in my observation period, but I know that children can fight over who had the toy first, or there might even be some physical conflict such as hitting, biting, or wrestling.

It is our jobs as teachers to make sure we gather all the facts first before jumping to conclusion. We need to remove each child from the situation and ask each individual what happened that is causing the issue. Then we can pull each child back together to solve the issue better known as compromising. In the text, *You Can’t Come to My Birthday Party,* The author describes compromise as being…

*“A high level adaptive response because it demonstrates not only willingness to give information and account for the perspective of the opposing child but also a capacity for diminished egocentricity. In other words, at this level, the child offers to give up some of the original demand by proposing to share or partner in some way with the other child. One example could be, “When you finish playing with that toy can I have it after… or you play with that toy for five minutes then I get it for five minutes.”*

These situations will more than likely show up in your classroom and knowing how to handle the conflict by having both children involved, helps the children to learn how to eventually solve conflict on their own without having to use physical contact to get what they want.