

Kindergarten Social Responsibility Development: Playing with Others

Developmental aspects	Emerging With direct support... 	Developing With guided support... 	Applying With minimal support... 	Extending 
The Child	With direct support and teacher modeling is beginning to interact appropriately with others in individual and group learning contexts, and is beginning to take responsibility for materials and behaviour.	With guided support interacts appropriately with some independence and self-confidence in individual and group contexts, and is beginning to take responsibility for materials and behaviour.	With minimal support interacts appropriately with increasing independence and self-confidence in learning situations, and takes increasing responsibility for materials and behaviour.	Generally interacts with independence and self confidence in learning situations and takes responsibility for materials and behaviour.
Contributing to the Classroom and School Community				
Socializing—playing with others	With direct support may play constructively with others.	With guided support plays constructively with others.	With minimal support plays constructively with others.	Plays constructively with others (e.g., is inclusive, welcoming, friendly, kind and helpful to others).
The Support/Scaffolding*	The Model: showing, instructing, explaining, directing, making explicit, demonstrating, giving examples	The Coach: structuring, sequencing, focusing, cueing, guiding, organizing, supporting	The Advisor: suggesting, reminding, prompting, monitoring, asking for elaboration	The Mentor: extending, stretching, wondering aloud, exploring, “what if-ing”
*a variety of supports (teachers, peers, environmental, etc.) can be provided at any stage of development				

Scenario: One of the most popular centres in the kindergarten classroom is the construction area. The children enjoy using the small blocks, along with wheel toys and plastic miniatures, to dramatize make-believe stories. However, several of the children with strong personalities clash whenever they play in this area at the same time, and then the quieter children withdraw from the play and become passive observers. Today there are five children in the centre when a disagreement erupts between Dominic and Sonora over how to build their town. The teacher observes their interactions and notices that Dominic gives in to Sonora’s insistence and leaves the area to sit by himself in the reading corner.



Direct Support

Sonora naturally dominates the play because she has an active imagination, thinks quickly and acts on her ideas before others have time to contribute. She needs direct support to attend to others’ ideas and participate in meaningful interactions with them. The teacher asks Sonora to another part of the room for a private talk. She *explains* what she has observed, and *shows* Sonora that Dominic has left the centre and is sitting by himself looking sad. Sonora acknowledges that she had an argument with Dominic but insists that he was the one who caused it. The teacher invites Dominic to join them, and asks him to describe the situation from his perspective.



Guided Support

Dominic also has a strong imagination. The teacher has observed in the past that he can play constructively with others when he is not challenged, so she provides guided support for him to talk about how he feels in this situation. She *cues* him to describe what happened. Dominic says, “Sonora never listens to us. I wanted to show her how we could make a zoo with the plastic animals, like the one we went to on our field trip.” When the teacher *guides* Dominic to tell Sonora how he feels about this, he says, “You just want everything your way. It makes me mad and sad.” Sonora is surprised and says, “But I still want to play with you. You can make the zoo part, you know.” The teacher thanks Dominic and suggests that he return to the construction centre to add the zoo. She continues to *coach* Sonora privately by *cueing* her to watch and listen to the other children before she makes a suggestion, and to ask for their ideas.



Minimal Support

The children who were previously playing with Dominic and Sonora return to the construction centre when they see him there. With minimal support of a *suggestion* from Dominic, they begin to gather some animals to put in the zoo. Sonora returns from her conversation with the teacher. The teacher *monitors* the play, and observes that Sonora asks, “What are you doing now? Can I help?”



Without Support

Without support, the children continue to develop their town for the rest of centre time. At the clean-up signal, Sonora and Dominic come to the teacher together to ask if they can leave the town and work on it more the next day. The teacher *stretches their thinking* by asking, “Have you made a plan for what comes next? Do you think you can agree without arguing?” Both children nod and smile.



During group play activities with their peers, children are building relationships, combining ideas, compromising, developing oral narratives, and learning to take the perspective of others—key elements of social competence, creative thinking, imagination and early literacy.