Uses for Toys and Materials in Pro-Social Ways in the Early Childhood Classroom

*Dress up clothes/material/props:* Children can use dress up clothes to carry out dramatic play sequences with one another. Ex: Community Helpers

*Puppets/Dolls/Stuffed animals:* Replay books that have been read to carry out stories sequences that they have read in groups. They can also be used to act out and demonstrate variety of emotions.

*Vehicles (small)*: Children can use vehicles to create a highway or roadway together. This will strengthen both motor planning and communication/problem solving when creating a roadway.

*Blocks (large wood, geometric blocks, cubes, form blocks, Legos )*: Collaborating together to create a systems of blocks/structures (buildings, bridges, tunnels).

*Sand & Water Play:* Create sand castles, boat races, fishing, hunting for objects and joint clean up.

*Media:* (Computers, cd players) Take turns selecting games, songs and other interactive activities.

*Playground Vehicles and Structures:* Two or more children can create a scenario where they transport one another to a destination for play and take turns.

*Puzzles (floor and individual puzzles):* Two or more children can assemble a large floor puzzle together using problem-solving and communication skills. While assembling table-top puzzles, they can use they visual/motor-planning, turn-taking skills, while strengthening their ability to help one another.

*Manipulative Toys (pegs, beads, interlocking blocks, construction-type toys, etc.):* two or more children can make creations/structures or work together by communicating through words, pictures or symbols to foster social relationship. They can sort, build, sequence, and work on patterning skills, all while strengthening their pro-social skills.

*Art materials (writing utensils, paint, glue, scissors, paper scraps, etc.):* Take turns using the materials for both individual pieces of art and joint/shared creations.

*Books:* Have one child read to one or more other children in small group setting. Have children take turns choosing the book of the day for story time. Have children act out the storyline from the book.

Resources: [http://csefel.vanderbilt.edu/documents/booklist.pdf](http://csefel.vanderbilt.edu/documents/booklist.pdf%22%20%5Co%20%22web%20link) Created by IPOP Revision workgroup 2018.