

- In play specific responses should never be demanded. The means is more important than the end result.
- In play, there should be some organization – the world is not a jungle.
- Teachers and other caregivers should not leave children's play to develop in a vacuum. They must be available and helpful.
- Competition should not be encouraged before children are ready for it. Premature competition can lead to frustration and aggression.
- When playing with children, teachers' or caregiver's main concern should be child-centred as opposed to self-directed.
- Children's creativity should not be limited as they use materials; the teacher should allow them to come up with new ways of using the materials.
- Unreasonable restriction should be avoided since it adversely affects creativity. These restrictions can lead to low self-confidence and may suppress the child's creativity.
- It is advisable to avoid watching for mistakes, as children play-instead the teacher or caregiver should appreciate children's creativity and new abilities.

UNSTRUCTURED PLAY VS STRUCTURED PLAY

Structured	Unstructured
Associated with John Locke/ environmentalists	Associated with Rousseau /Romanticism
Formal	Non-formal
Purposeful, goal oriented,	Goal free
Controlled, pressure bound	Uncontrolled, pleasurable, stress-free
Promotes dependency	Promotes autonomy, independence
Promotes copying	Promotes creativity, and invention, initiative
Teacher centered	Child centered, child's level and interest
	Promotes exploration and discovery
Can be used by teacher to introduce new ideas	Used for mastery of new skills
Helps in coverage of the predetermined syllabus (add)	Reinforces what has been learnt (add)

References

Bailey, C. M. (2006). Learning through play and fantasy, EC 1297E, Corvallis, OR Oregon State University.