



Ålesund
kommune

Developing life skills through play

Ellingsøy Barnehage

v/ Lise Kalvøy og Torill Giskegjerde

Ellingsøy barnehage





Silda, Makrellen, Seien, Torsken, Hummeren (Herring, Mackerel, Pollock, Cod, Lobster)

The names of the classes, are named after different types of fish

98 kindergarten places

Age 1-5 years

The classes have 1 room each. And several small group rooms to share. We have 2 different outdoor areas, one ordinary playground and "The lobster forest" where we have only natural materials.

The last year at kindergarten is an outdoor group


Location

- Near the sea and beach
- Near the mountain
- Near the forest
- Small local community with a long tradition with the fishing industry
- 10 minutes from Aalesund sentrum





Our vision:



*«Active, inclusive adults
and children, provides
security and joy»*



Goals

Get to know, and make use of the local community

Have good nature experiences

Experience belonging, care and community

All children should have someone to play with, and master different ways of getting into play



Our topic today

Promote an inclusive play
environment with room for everyone

The importance of the adult role

Facilitation of free play

Nature as a playground

Kindergarten Act

§1. Purpose:

“In cooperation and understanding with the children`s homes, the nursery school must take care of the children`s needs for care and play, and promote learning and education as a basis for all-round development»

“The kindergarten must meet the children with trust and respect, and recognize the intrinsic value of childhood. It should contribute to well-being, and be a challenging and safe place for community and friendship»

«The nursery must contribute to children`s well-being, enjoyment of life, coping and sense of self worth and prevent abuse and bullying»

(Rammeplan.s.11)

Arena for daily exercise and promoting children`s enjoyment of movement and physical development.

The children should have the opportunity to sense, experience, play, learn and create with the body as a starting point.

Assess and master risky play through physical challenges

Requirement for staff within all subject areas

Arrange a variety of nature experiences and get to experience nature as an arena for play and learning.

Curiosity and wonder.

Childrens play



Whats hiding
under the ice?





Meaning of play

A developing brain has an innate need for play.

Concern – increased learning pressure at an early age, leads to greater school dropout and mental disorders in children and young people.

Children`s play is important for both physical, social, linguistic and cognitive skills.

The importance of the childhood years – Crucial for opportunities to master ones` life later .

Early guidance

Promote an inclusive play environment with room for everyone

- Children experience the environment with their whole being
- The culture and how we are treating each other in the group are important factors in a good play environment
- «How can working with emotions contribute to a safe and inclusive play environment?» - Development work in the initial phase. Linked to «*Life as that*»
- See what is going on in the group. Children who don't play? – only playing alone? – not allowed to join in?
- Facilitate both physical and psychosocial support for children with different needs and challenges
- Vary physical environment and selection of play materials
- Shared experiences in the nursery provide a common basis for play
- Gathering time with content and duration adapted to the children's requirements
- Introducing techniques (nailing, carpentry, clay, stick men)
- Follow up the children's interests and assumptions
- Ensure that everyone can participate in their own way.



Mapping relationships

- Map who the children play with and whether everyone has someone to play with.
- Mapping the adults`relationships with the children. (Relationship form, developed by Kari Pape)
- Use the form as a basis for conversation where the aim is to identify relationships and help each other to become even better in contact with the children.
- The forms are used internally in the department. Awareness of the kind of relationship we have with the child that gives us signals about what we should work on.
- A child`s relationship is always an adults responsibility

The importance of the adult role

Responsible for the well- being of individual children in the nursery

See the children`s needs, and create a good framework for play by deviding into small groups, varying play materials and physical environment

Helping children who are struggling to take part and find a place in the group

Create room for sharing common experiences

Participate in theme play and role play. Supporting scaffold both in role play and in other activities

Good role models

Introduce techniques

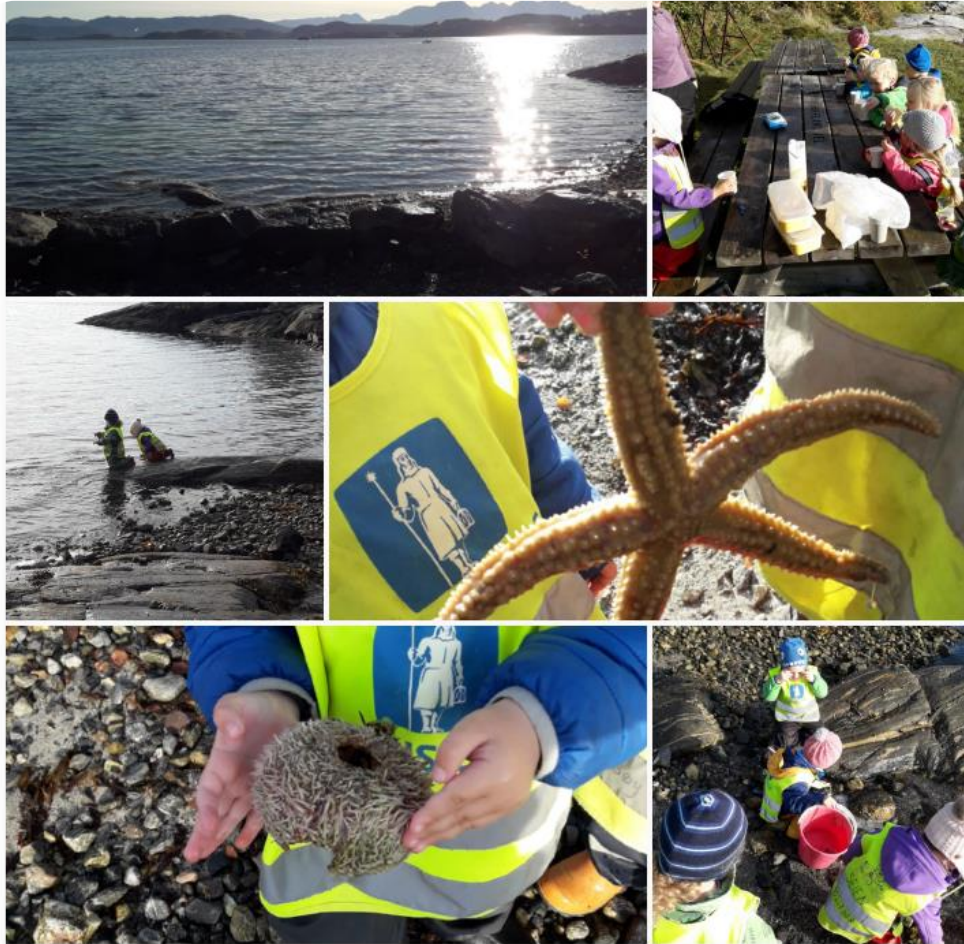
Active and «logged in» adults. Something we have worked on a lot at staff meetings.

"Life and that" livetogsann.no

Facilitation of free play

- We see play as a counterpoint to achievement, and we set aside large parts of the day for free play inside and outside
- Children express themselves through play, and we are aware of childrens playful expressions in waiting situations and transitions
- Changes in the physical environment and play materials, affect free play to a large extent
- Deviding into small groups
- Observations of children`s free play can tell us something about how they are doing
- Children mix imagination with first-hand experiences from kindergarden and at home, playing «Burger King», mazes with computer animals etc etc
- Our experience: Play materials that are nonfigurative, open up instead of limiting
- Input from adults can help stimulate free play
- Introduce techiques and facilitate further exploration (Spiking, making stickmen, landart, clay etc.)
- Our experience is that planks, pallets, trees, cabins, sticks, flowers, leaves, etc. appeal to the imagination and demand inclusion.



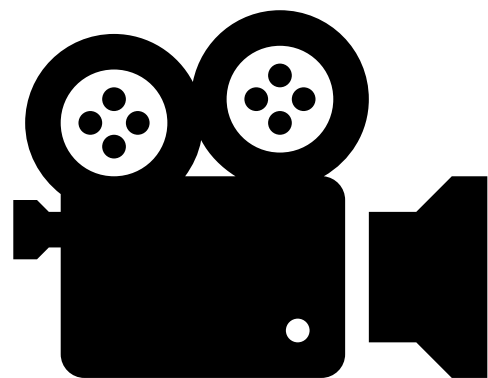


The fishing weeks

- During the fishing weeks, the adults have activities with the children that have to do with fish
- Fish food for lunch, and a buffet with tastings fish food
- Watch the gutting of the fish
- Walk to the beach and find crab, kelp, seaweed and shells
- Sensory box with seaweed and kelp, sand, shells, crab, stones etc.
- See pictures of different fish, fishing boats and fishing methods
- Songs, dramatizations
- Provides input and inspiration for children`s free play

Nature as a play ground

- Nonfigurative play material
- The creative play is started with imagination and joy of movement
- Adult-led: Handle sculpting knives, hammers, make dandelion chips, heather mulled wine, natural juice, flowers, run in the mountains and eat lunch outside
- Experience weather; wind, water, mud, ice, loose sand, give input to the play
- Ex: Goal of reaching the top of the mountain
- Physical challenges
- Develop individual physical skills and independence
- Improvise and find solutions when you lack access to something
- Outdoor time every day (except in extreme weather)



Film from the outdoor group



Sources

- Framework plan for the kindergarten: <https://www.udir.no/laring-og-trivsel/rammeplan-for-barnehagen/>
- Act on Kindergartens: Act on Kindergartens (kindergarten law): <https://lovdata.no/dokument/NL/lov/2005-06-17-64?q=barnehageloven>
- Lunde Charlotte og Per Brodal (2022) Play and learning in a neuropsychological perspective. Universitetsforlaget.