



9 Roles of Successful Play Facilitators

1. **Plan:** plans and organizes the environment (i.e., appropriate materials and adequate, well-designed space) and plans activity for structured play. Based on observations, the adult decides on changes in his/her roles or in materials and props.
2. **Observe:** remains outside the play and notes how the child or children play with materials or peers, their development in the different developmental domains, whether toys and materials are interesting and challenging, the effect of props or how rearrangement of materials affects play, the interests exhibited.
3. **Model:** takes on a role within the play of the child/children, following the lead of the child/children, and becomes involved in play by modeling a new behavior.
4. **Extend:** adds a prop, asks a question, or makes a comment that helps play become more complex or elaborate and/or connects to previous learning (e.g. “Wow! That rock sank just like the shells and the block sank in our sink/float experiment”).
5. **Respond:** provides feedback to the child/children engaged in play by commenting on the activity, use of materials, or by asking questions while being respectful of the role the child has assumed (i.e., who the child is pretending to be) and/or the activity with which he/she is engaged.
6. **Sportscast:** describes exactly what is happening during the play, without interfering, suggesting, questioning, or extending; uses movement literacy vocabulary.
7. **Integrate:** insures that various learning domains are integrated into play experience while not interfering in the child initiated play. In structured play experiences, adult insures that objectives across domains are integrated into the activity.
8. **Include:** opportunities are available for all children to be included and necessary adaptations are available.
9. **Support:** monitors and assists children in negotiation, cooperation and other social interactions without taking over the play.