

CD 260 Social Quiz (Ch. 5)

Name:

Date:

Read the following play scenarios below and indicate whether it is an example of solitary, parallel, or cooperative play.

1. Mary and Joe are both sitting on the carpet playing with blocks. Each one is taking blocks from the pile. Mary is making a tower. Joe looks at Mary's tower and starts to make his own tower. Joe builds his tower four blocks high and then knocks it down. Mary laughs and then knocks over her own tower. They continue building their own towers and knocking them down.

2. Jason is sitting at the table trying to solve a 50 piece puzzle. Jason is getting frustrated because he can't find any pieces that go together and pounds his fist on the table. Another child Lucy walks over and asks if she can help. Lucy shows Jason how to find the pieces with smooth edges. They both work together on the puzzle finishing half and then go outside to play.

3. Melissa is playing with a doll in the kitchen. She is silently singing to herself, "Rock-A-Bye-Baby..." Another child, Audrey enters the kitchen with a teddy bear. Audrey walks past Melissa and places her bear in the small high chair. Melissa keeps singing and rocking her doll. Audrey gets a bowl and spoon and begins to pretend feed her teddy bear.

4. Sarah, Jane, and Toni are painting. They have one large piece of paper that the teacher taped to the table. "Let's make a forest!" said Jane. "No, I want to make a ranch!" exclaimed Toni. "OK, I'll draw the chickens" said Jane. "And me the pigs," said Sarah. All three started painting a part of the ranch. "Let's give this to Ms. Wanda for her birthday!" All three children signed their names on the bottom when finished.

5. What are at least two things teachers can do to help children engage in social play?

6. List two strategies a child uses to **gain** access to ongoing play.

7. According to your book, what are at least two skills children learn through group dramatic play?

8. What are at least three of the six strategies listed in your textbook that children can use for resolving conflicts?

9. Choose two items listed below and write something a teacher can do to help a child gain this skill.

☐ Plays by self with own toys/materials.

☐ Plays parallel to others in group play.

☐ Plays with others in group play.

☐ Gains access to ongoing play in positive manner.

☐ Makes friends with other children.

☐ Resolves play conflicts in positive manner.

10. The early childhood researcher who developed six categories of social participation among preschool children was:
- a) Piaget
 - b) Vygotsky
 - c) Parten
 - d) Smilansky
11. Important social play skills for the preschool child include:
- a) Using manners when meeting new children
 - b) Knowing how to build with unit blocks
 - c) Knowing which children are most popular
 - d) Taking turns and waiting for a turn
12. Friendship for preschool children:
- a) Is usually not based on children's personalities
 - b) Is usually easy for children to form
 - c) Is something young children do not need at first
 - d) Is not something teachers should support
13. When a child says to another child, "I can't be your friend today," it usually means:
- a) She no longer likes the child
 - b) She has had a conflict with the child
 - c) She wants to play a different game
 - d) She is playing with someone else at present
14. A successful strategy for a young child to gain access to ongoing group play seems to be:
- a) Taking one of the group's toys
 - b) Forcing himself into the group
 - c) Asking more than once "Can I play?"
 - d) Claiming the space or toys are his or her own
15. The social dilemmas faced by preschool children:
- a) Are best solved with the teacher's help
 - b) Are best solved if children can communicate with one another
 - c) Are not as important as they will be later
 - d) Need to be addressed by parents
16. Who was the theorist that coined the Zone of Proximal Development?
- a) Piaget
 - b) Vygotsky
 - c) Parten
 - d) Smilansky

TRUE/FALSE

17. Young children need to develop the basic social skills of getting along with other children, taking turns, waiting for a turn, sharing, and seeing things from another child's point of view. (T/F)

18. Young children may also experience peer pressure and stress. (T/F)

19. It is unusual for a new child on their first day at child care to be uninvolved in social play. (T/F)

20. Social skills are not as important as academic skills in early childhood education. (T/F)

21. The quality of children's attachment relationship with their mother (or primary caregiver) in infancy predicts their social acceptance in preschool. (T/F)

22. Before children turn 3 years old, most have already developed social skills for making friends and getting along with others. (T/F)

23. Two year olds have difficulty handling more than one playmate at a time. (T/F)

24. Even after children have advanced to cooperative play teachers should not discourage them from playing by themselves on projects of their own. (T/F)

25. Briefly describe at least one activity presented by a classmate that promoted social-emotional development.

Study Guide for Quiz #2 Emotional Competence

1. Read all of Ch. 4.
2. Know causes of stress in young children.
3. Be familiar with the six common emotions cited in your textbook.
4. What is the hormone released during stressful situations?
5. What is an example of an activity that can promote emotional competence?
6. What problem may occur if a child experiences too much stress over a long period of time?
7. Define Emotional Literacy.

Study Guide for Quiz #3 Social Competence

1. Read and review Ch. 5 Social Development in your textbook.
2. Understand how to recognize solitary, parallel, and cooperative play in young children.
3. Know which theorist came up with the different type of plays.
4. Know what teachers/caregivers can do to help children engage in social play.
5. List strategies for children to use to gain access to ongoing play.
6. List strategies for children to use to maintain access to ongoing play.
7. What are at least two skills children learn through group dramatic play?
8. List strategies children use for avoiding conflicts.