Playground Observation Worksheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:10</td>
<td>Children arrive at playground and go directly to Zone 2 where teachers place blankets on the ground. Teachers talk to kids and lead structured play activities with all 20 children in Zone 2: group functional play.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kids: 20 Teachers: 3 Parents: 3</td>
</tr>
<tr>
<td>11:15</td>
<td>Teachers continue to lead structured play activities with all 20 children in Zone 2: group functional play.</td>
<td></td>
</tr>
<tr>
<td>11:20</td>
<td>4 kids move from Zone 2 to 1, accompanied by a teacher. 4 Kids hula-hoop and chase each other in Zone 1: group functional &amp; rough and tumble play. 4 kids move from Zone 2 to 6 &amp; 7, not accompanied by teachers. 4 Kids chase each other under and around bridge: group functional &amp; rough and tumble play. Remainder of kids (12) stay in Zone 2: parallel functional play and active conversation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kids: 4 Teachers: 4 Parents: 4</td>
</tr>
<tr>
<td>11:25</td>
<td>4 Kids continue to hula-hoop and chase each other in Zone 1: group functional &amp; rough and tumble play. 4 Kids continue to chase each other under and around bridge: group functional &amp; rough and tumble. 12 kids remain in Zone 2: parallel functional play and active conversation.</td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>3 kids play hide and seek in the grass in Zone 5 south of the shed: group exploration and dramatic play. 3 kids with 2 parents go to the sand play area in Zone 4, parents watch as kids play: parallel constructive play. 6 Kids play tag on track and under the bridge: group rough and tumble &amp; perhaps games with rules. 8 kids remain in Zone 2 and primarily engage in passive activities and conversations with parents and teachers: parallel functional play and active conversation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kids: 5 Teachers: 4 Parents: 8</td>
</tr>
<tr>
<td>11:35</td>
<td>Primary concentration of activity in Zones 1 &amp; 2, where teachers remain and engage with 10 children that don't go into rest of playground: parallel functional play and active conversation, low energy. 3 kids continue to play in tall grass in Zone 5: group exploration and dramatic play. 4 Kids play in sand area: parallel constructive play. 6 kids continue to chase each other in Zones 6 &amp; 7: group rough and tumble play.</td>
<td></td>
</tr>
<tr>
<td>11:40</td>
<td>Activity continues in Zones 1 &amp; 2, teachers generally lead structured activities with 8-10 children, hula hooping popular along with lounging on grass: parallel functional play and active conversation. 3-4 kids play in tall grass in Zone 5: group exploration and dramatic play. 5 kids play in sand area: parallel constructive play. 6-8 kids chase each other in Zones 6 &amp; 7: group rough and tumble play. No activity in Zones 3, 8, 9: embankment slide, gravel maze and plaza area.</td>
<td></td>
</tr>
<tr>
<td>11:45</td>
<td>Same patterns as above observation. 8-10 children in Zones 1 &amp; 2: parallel functional play. 3-4 kids in Zone 5: group exploration and dramatic play. 6-8 kids in Zones 6, 7 &amp; 9: group rough and tumble. 3 kids in Zone 4: parallel constructive play. 2 additional teachers come out with lunch, kids will have a picnic in Zone 2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kids: 5 Teachers: 6 Parents: 12</td>
</tr>
<tr>
<td>11:50</td>
<td>All kids [20] gather in Zone 2 to wash their hands and have lunch: non play, active conversation &amp; transition. Lunch and non-play activities continue until 12:25, at which point kids go back inside.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kids: 4 Teachers: 12 Parents: 12</td>
</tr>
</tbody>
</table>
Observation Date: 06.26.2012
Time: 11:10
Weather: 75 F. sunny, warm, pleasant
Reviewer's Initials: SZ
Observation Date: 06.26.2012
Time: 11:20
Weather: 75 F. sunny, warm, pleasant
Reviewer's Initials: SZ

12 KIDS REMAIN IN ZONE 2: BLANKETS PLACED ON GROUND
MIX OF NON-PLAY BEHAVIOR - ACTIVE CONVERSATION AND PARALLEL FUNCTIONAL PLAY (OUTSIDE TOYS)

HULA HOOP: PARALLEL + FUNCTIONAL PLAY

ONLOOKING PARENT

TAG: GROUP + GAMES WITH RULES
CHASING: GROUP + ROUGH AND TUMBLE

MOVEMENT
Observation Date: 06.26.2012
Time: 11:30
Weather: 75 F. sunny, warm, pleasant
Reviewer's Initials: SZ

Bright Horizons Day Care
Behavior Mapping
Northfield, Illinois
Observation Date: 06.26.2012
Time: 11:40
Weather: 75 F. sunny, warm, pleasant
Reviewer's Initials: SZ

Bright Horizons Day Care
Behavior Mapping
Northfield, Illinois

KIDS RUN AROUND: PARALLEL + FUNCTIONAL PLAY
MOTHER AND CHILD LOOK AT PLANTER BOXES: EXPLORATION
FEWER KIDS REMAIN IN ZONE 2
NON-PLAY BEHAVIOR: ACTIVE CONVERSATION

TAG GROUP + GAMES WITH RULES
TAG GROUP + GAMES WITH RULES
SAND AREA PARALLEL + CONSTRUCTIVE PLAY
HIDE AND SEEK ‘MONSTER GAME’ GROUP + EXPLORATION & DRAMATIC PLAY

MOVEMENT
PARENTS & TEACHERS ONLOOKERS
PARALLEL + FUNCTIONAL PLAY
MOTHER AND CHILD LOOK AT PLANTER BOXES: EXPLORATION

06.26.2012 11:40 75 F. sunny, warm, pleasant
Observation Date: 06.26.2012
Time: 11:50
Weather: 75 F. sunny, warm, pleasant
Reviewer's Initials: SZ
Nature-Based Play Observation Worksheet: Field Notes

Location: New Trier Bright Horizons Playground

Observation Date: 06.26.2012

Time Period: 11:10 AM to 12:00 PM

Temp. & Weather: 75 F. warm and pleasant.

Observer Name: Shimon Zimbovsky

Bright Horizons is hosting a special lunch for parents and kids at noon. Not a typical summer observation day, there are usually less kids in June and July when parents are not teaching.

There are usually 12 kids in the 3-5 year old category in the summer.

Kids seem to gravitate more toward the tall grass in Zone 5 south of the shed. Lots of hide and seek games happening. Almost no activity in the embankment slide, one teacher mentions that kids in the 3-5 year old group think the slide is too small and designed for smaller kids. No activity observed in Zones 9 and 8, although the same teacher mentioned that kids like to site on the rock in Zone 9 after running around too much.

Maze in Zone 8 is not functional. Kids don't play there and don't seem to know what to do with it. Bright Horizons should consider planting Weeping Lovegrass or Little Bluestem in the maze's void areas for better visual interest. Based on how much children love to play in the tall grass on Zone 5, planting in the maze can be a low cost solution to giving kids additional experiential play options.

Teacher Preferences

T1: Does not like that the bridge is too low, casing kids to bump their heads, when playing in the under-pass. Does not like that the boulders are too sharp, at times kids can cut themselves on edges. does not like the crushed gravel in maze, kids pick up and throw the pebbles. Likes the grass in Zone 5, thinks it's great for hide and seek.

T2: Concerned that shed is too small and does not provide enough shelving and room for their needs. Also prefers that shed be placed along the fence because kids like to play behind it and the space tends to get muddy after rain events. Thinks that slide is too small and therefore kids in 3-5 age group stay away, thinking that it is for babies. Also is concerned about kids bumping their heads on bridge and does not like that kids tend to try to climb retaining walls of bridge resulting in falls and scrapes. Also does not like the maze because kids only go there to pick up and throw pebbles.

Likes the grass in Zone 5 and open space in Zone 1.
### Playground Observation Worksheet

**Location:** Paulo Freire Family Center Playground  
**Observation Date:** 07.02.2012  
**Time Period:** 10:45 - 11:25  
**Temp. & Weather:** 88 F., hot, muggy, sunny, uncomfortable.  
**Observer Name:** Shimon Zimbovsky

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45</td>
<td>Heavy concentration of activity in Zones 1, 5 &amp; 7: path, stage &amp; embankment slide. Bikes appear to be very popular, to which kids instantly gravitate. A few scuffles emerge over who will ride bikes first, not significant. 4 kids ride bikes around Zone 1: parallel functional play. 4 kids run between Zones 5 &amp; 6, wherein kids shoot a basketball into a mini hoop from boulder: group games with rules (functional play in Zone 5). 4 kids take turns going down embankment slide: parallel functional play.</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>10:50</td>
<td>4 kids continue to ride bikes along Zone 1: parallel functional play. 2 kids play with the mini hoop in Zone 6: group games with rules. Heavy activity under tree in the shade in Zone 8, 6 kids rest and talk with 2 teachers: group non-play, active conversation. 3 kids take turns going down slide in Zone 7: parallel functional play. Teachers appear to mainly observe kid’s play and lead from a distance, allowing kids to establish their own patterns.</td>
<td></td>
</tr>
<tr>
<td>10:55</td>
<td>Heaviest concentration of activity in Zones 7 &amp; 8. 8 kids and 2 teachers sit in the shade in Zone 8: group non-play, active conversation. 4 kids take turns going down slide in Zone 7: [now] group functional play. 4 kids continue to ride bikes along Zone 1: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Additional group of kids enters the playground. Primary activity occurs in Zones 7 &amp; 8. Zone 7: group functional play. Zone 8: group non-play, active conversation. First group exits playground. New group of kids mostly in transition.</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>11:05</td>
<td>4 kids ride bikes along Zone 1: parallel functional play. 2 kids run along the track individually: solitary functional play. 2 kids shoot hoops with 2 teachers on stage in Zone 5: group games with rules. Remainder of kids (5-6) chase each other between Zones 3, 5 &amp; 6: group rough and tumble play. Stage becomes an ad hoc basketball court. Slide in Zone 7 no longer in use.</td>
<td></td>
</tr>
<tr>
<td>11:15</td>
<td>New group enters the playground. 3 kids ride bikes along Zone 1: parallel functional play. 7-8 kids take part in a large basketball game against a teacher on the stage in Zone 5: group games with rules. 2 kids take turns going down slide in Zone 7: group functional play.</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>11:20</td>
<td>7-8 kids continue to play basketball with teacher in Zone 5: group games with rules. 3 kids ride bikes along Zone 1: parallel functional play. 2 kids play with blocks in Zone 4: parallel constructive play. Zone 7 no longer in use.</td>
<td></td>
</tr>
<tr>
<td>11:25</td>
<td>All activity confined to the path, Zone 1 and the stage, Zone 5. Kids line up to go inside. Many appear to not want to go. One child throws a tantrum and needs to be carried inside.</td>
<td></td>
</tr>
</tbody>
</table>
**Observation Date:** July 2, 2012  
**Time:** 10:45  
**Weather:** 88 F. hot, sunny, muggy

KIDS RIDE BIKES ON PATH (ZONE 1)  
PARALLEL + FUNCTIONAL PLAY

BOUNCING BALL ON TRACK  
PARALLEL + FUNCTIONAL PLAY

HOOPS FROM BOULDER:  
GROUP + GAMES WITH RULES

KIDS TAKE turns GOING DOWN SLIDE  
PARALLEL + FUNCTIONAL PLAY

PAULO FREIRE FAMILY CENTER

Reviewer’s Initials: SZ
**Paulo Freire Center Playground**

**Behavior Mapping**

Chicago, Illinois

---

**Observation Date:** July 2, 2012

**Time:** 10:55

**Weather:** 88 F. hot, sunny, muggy

**Reviewer's Initials:** SZ
Observation Date: July 2, 2012
Time: 11:05
Weather: 88 F. hot, sunny, muggy
Reviewer's Initials: SZ
July 2, 2012
11:15
88 F. hot, sunny, muggy

Paulo Freire Center Playground
Behavior Mapping
Chicago, Illinois
Anecdotally, kids seem to be more social at PFFC than Bright Horizons. At the start of observation, many children came to say hello to me despite my best efforts to be inconspicuous. One child even wanted me to play games with him in Zone 4.

Kids completely gravitate to the bikes. Several teachers noted that the bikes are so popular that kids often fight over them although no serious arguments over the bikes were observed, rather kids appeared to share very nicely and, on the two seater bikes, took turns driving.

When the basketball mini hoop moves near the stage, the space becomes very popular. Otherwise, it can be under-utilized. One teacher noted that the stage is a missed opportunity, because when it remains unprogrammed (when there is no hoop there, etc.) the kids don't use because they don't know what to do with it.

Slide is well used as well as shady area in Zone 8. The playground generally lacks shade, so Zone 8 becomes a very popular passive space on hot and sunny days such as this.

Zones 2 & 4 do not have a lot of activity. Seemingly neither does the open lawn in Zone 3.

**Teacher Preferences**

**Teacher 1:**
1. Observes that kids really love the slide and riding bikes on the path.
2. Observes that the stage is too open-ended and that kids tend to not play on it unless prompted by teachers with an activity like shooting balls into the basketball mini hoop.
3. Feels that play table in Zone 4 beneath canopy is too small. Should be bigger and maybe placed on the stage. Right now it is too hidden.
4. Kids love playing in the sprinklers on the lawn in zone 3.
5. More shade is needed.
6. "Kids respond well to the playground. It definitely promotes creative play but has no impact on behavior."

**Teacher 2:**
1. Add more water features.
2. Playground needs more shade. Kids love being in the shade of the tree in Zone 8.
JULY 16, 2012

NEW TRIER BRIGHT HORIZONS

NATURE-BASED PLAYGROUND
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:10</td>
<td>Due to excessive heat, kids will not stay outside for long. 8 kids enter playground and assemble in Zone 2: non-play, transition.</td>
<td></td>
</tr>
<tr>
<td>10:15</td>
<td>Kids crowd around the shed for play equipment. Bikes are taken out kids and vie for the first turn to ride. 3 kids ride bikes with helmets in Zone 6: parallel functional play. 5 kids remain in Zone 2 and play in the shade: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>10:20</td>
<td>2 Kids ride bikes along Zone 6: parallel functional play. 2 kids play in sand area: group constructive play. 1 child appears to look for an object between Zones 8 &amp; 9: solitary exploration, possibly in transition. 1 child slowly walks through tall grass in Zone 5: solitary exploration. 2 children remain in Zone 2 and appear to look for items in the grass below the tree: parallel exploration.</td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>1 child plays in the sand: solitary constructive play. 3 children ride bikes along path, Zone 6: parallel functional play. 4 kids stand together and look out past fence between Zones 2 &amp;3: group exploration. Of this group, 1 child then goes to run behind bikes in Zone 6: group functional play.</td>
<td></td>
</tr>
<tr>
<td>10:35</td>
<td>1 child continues to pay by herself in the sand area: solitary constructive play. 4 children ride bikes along Zone 6: [group] functional play. 3 kids play in Zone 2, in the shade: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>10:40</td>
<td>Kids begin to line up near the shed to go inside. 3 kids continue to ride bikes in Zone 6: parallel functional play. 2 kids remain in Zone 2: non-play, transition.</td>
<td></td>
</tr>
</tbody>
</table>
Non-play: Onlooker Behavior

Very hot day
Kids appear to be sluggish

Teacher continues to water plants

Bright Horizons Day Care
Behavior Mapping
Northfield, Illinois

Observation Date: 07.16.2012
Time: 10:25
Weather: 91 F, sunny + hot
Reviewer’s Initials: SZ
Bright Horizons Day Care
Behavior Mapping
Northfield, Illinois

Observation Date: 07.16.2012
Time: 10:35
Weather: 91 F, sunny + hot
Reviewer's Initials: SZ

BIKING DEFINES ALL ACTIVITY IN ZONE 6
NO ACTIVITY
PLAYING IN SAND SOLITARY + EXPLORATION / DRAMATIC PLAY
KIDS' GENERAL MOVEMENT PATTERN
RUNNING AROUND SOLITARY + FUNCTIONAL

NORTH ISSUE DATE: JUNE 14, 2012
PROJECT NUMBER: 98-9998-004-05-09
© 2011 Hitchcock Design Group
DRAWING NOT TO SCALE
**Nature-Based Play Observation Worksheet: Field Notes**

<table>
<thead>
<tr>
<th>Location</th>
<th>New Trier Bright Horizons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Date</td>
<td>07.16.2012</td>
</tr>
<tr>
<td>Time Period</td>
<td>10:10 - 10:40</td>
</tr>
<tr>
<td>Temp. &amp; Weather</td>
<td>91 F. hot + sunny</td>
</tr>
<tr>
<td>Observer Name</td>
<td>Shimon Zimbovsky</td>
</tr>
</tbody>
</table>

**Popular zones of activity:** 2 & 6  
**Semi-popular zones of activity:** 4, 5 & 7  
**Not used:** 3 & 8

Kids mostly gravitate to bike riding and sitting or running in the grass of Zone 2. Many children are observed sitting under the tree in Zone 2 to escape from the heavy sun. One child engages in a constructive solitary play activity for ten minutes in the sand box. Shw was also earlier observed engaged in solitary onlooker behavior (see 10:25 behavior map, zone 1). Kids play on the rocks in the san area and again the slide does not receive attention nor does Zone 8 and 9.

Due to the intense heat, perhaps this observation is not indicative of common play behavior.

**Teacher Preferences**
JULY 18, 2012

PAULO FREIRE FAMILY CENTER

NATURE-BASED PLAYGROUND
**Playground Observation Worksheet**

<table>
<thead>
<tr>
<th>Location</th>
<th>Paulo Freire Family Center Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Date</td>
<td>07.18.2012</td>
</tr>
<tr>
<td>Time Period</td>
<td>10:15 - 10:55</td>
</tr>
<tr>
<td>Temp. &amp; Weather</td>
<td>83 F. sunny, warm &amp; muggy</td>
</tr>
<tr>
<td>Observer Name</td>
<td>Shimon Zimovsky</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:20</td>
<td>Heaviest concentration of activity in Zones 1, 5 &amp; 7: path, stage &amp; slide. 5 kids ride bikes along Zone 1: parallel functional play. 3 kids play mini hoops on stage: group games with rules. 5 kids take turns going down slide: parallel functional play. 2 kids play with blocks in Zone 4: parallel constructive play. Teacher involved in play in Zones 1, 5 &amp; 7.</td>
</tr>
<tr>
<td>10:25</td>
<td>4 kids play mini basketball on stage: group games with rules. 6 kids ride bikes along Zone 1: parallel functional play. 4 kids play on slide: parallel functional play. Teachers play on stage and slide and observe kids on path as well as from Zone 4.</td>
</tr>
<tr>
<td>10:30</td>
<td>3 kids run around and chase each other on the lawn in zone 3: group rough and tumble play. 3 kids move onto the stage and play mini basketball: group games with rules. 5 kids ride bikes: parallel functional play. 1 child in Zone 2: solitary non-play, unoccupied. 1 child with teacher in Zone 4: solitary constructive play. 2-3 kids on slide: parallel functional play. 2 teachers stand by slide, 1 teacher on path and another goes inside to get water for kids.</td>
</tr>
<tr>
<td>10:35</td>
<td>3 kids walk along the stump steppers in Zone 2: parallel functional play. 5 kids ride bikes: group functional play. 6 kids take turns going down slide: parallel functional play. Stage no longer in use.</td>
</tr>
<tr>
<td>10:40</td>
<td>4 kids move between slide and boulder in Zone 6: parallel functional play. 6 kids ride bikes together: group functional play. 1 child gets in trouble and goes to Zone 4 to play with blocks, as teacher sits with him: solitary constructive play. 2 other kids play with both teacher and blocks in Zone 4: parallel constructive play.</td>
</tr>
<tr>
<td>10:45</td>
<td>4 kids play with blocks in Zone 4: group constructive play. 9 kids ride bikes in a single, large cluster: group functional play. 2 kids play on the slide: parallel functional play.</td>
</tr>
<tr>
<td>10:50</td>
<td>7 kids ride bikes along Zone 1: group functional play. 1 child plays with a ball in Zone 2: solitary functional play. 4 kids move between stage and slide. 2 kids remain on stage to play basketball with teacher: group games with rules. 2 kids play on slide: group functional play. 3 kids play with blocks in Zone 4: group constructive play.</td>
</tr>
<tr>
<td>10:55</td>
<td>As kids line up to go back inside, 10-12 kids play with blocks in Zone 4: parallel functional play (not constructive). 3 stragglers run around the playground and teachers round them up.</td>
</tr>
</tbody>
</table>
Observation Date: 07.18.2012
Time: 10:20
Weather: 83 F. sunny, warm, muggy
Reviewer's Initials: SZ

Paulo Freire Center Playground
Behavior Mapping
Chicago, Illinois

West 43rd St.
Observation Date: 07.18.2012
Time: 10:30
Weather: 83 F. sunny, warm, muggy

Reviewer's Initials: SZ

Paulo Freire Center Playground
Behavior Mapping
Chicago, Illinois
**Paulo Freire Center Playground**

**Behavior Mapping**

Chicago, Illinois

---

**Observation Date:** 07.18.2012  
**Time:** 10:40  
**Weather:** 83 F. sunny, warm, muggy

---

**Reviewer’s Initials:** SZ
Paulo Freire Center Playground
Behavior Mapping
Chicago, Illinois

Observation Date: 07.18.2012
Time: 10:50
Weather: 83 F. sunny, warm, muggy
Reviewer's Initials: SZ
Pleasant weather leads to a good mix of active zones. Whereas, the embankment slide does not appear to be in demand by 3-5 year old children at Bright Horizons, it is very popular with the 3-5 year olds at Paulo Freire. It was explained earlier that children at Bright Horizons think that the slide is scaled to younger children. Perhaps this is not the case as PFFC students of the same age group really prefer it. We need to look into it more.

Bikes are very popular in both PFFC and Bright Horizons.

Predominent Play Patterns
Social Play: Parallel play most prevelent but many case of group play, especially with bike riding and mini basketball on the stage.

Cognitive Play: Most commonly functional but constructive play occurs in Zone 4.
JULY 26, 2012

NEW TRIER BRIGHT HORIZONS

NATURE-BASED PLAYGROUND
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:05</td>
<td>Soccer balls are removed from shed. 4 kids play with soccer balls between Zones 1 and 2: parallel functional play. 3 kids ride bikes along the path, Zone 6: parallel functional play. Remainder of kids (5) in transition in Zones 2 &amp; 6, typically parallel, running or other functional activity.</td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td>2 kids play together in the grass in Zone 5: group exploration &amp; dramatic play. A girl plays on a rock in Zone 4 and tells teacher she is &quot;doing science&quot;: solitary exploration. 3 kids play on a rock in Zone 9: group exploration. 3 kids continue to play with soccer ball in Zone 1: group functional play. Kids constantly go back and forth between big boulders in Zones 4 and 9.</td>
<td></td>
</tr>
<tr>
<td>11:15</td>
<td>2 kids play on boulders in Zone 4: group exploration. 3 kids pretend to make soup on a large boulder in Zone 9: group exploration and dramatic play. 3 kids ride bikes on path around Zone 6: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>11:20</td>
<td>3 kids move to play on the rock on the southern-most side of Zone 9: group exploration. 5 kids continue to make soup on the large boulder in Zone 9, east of tall grass: group dramatic play. 1 teacher joins group in Zone 9. 2 kids continue to play on boulder in Zone 4: group exploration. 2 kids ride bikes: parallel functional play. Remainder of kids play with soccer balls between Zones 1 and 2: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>11:25</td>
<td>Kids are not allowed to go in the sand because it rained earlier, nevertheless 2 girls play in the sand (same girls that played on stones in Zone 4): parallel exploration. 2 kids ride bikes along Zone 6: parallel functional play. 2 kids play with soccer balls between Zones 1 &amp; 2: parallel functional play. 2 kids continue to play on big boulder in Zone 9: group dramatic play. 2 kids chase each other between Zone 6 &amp; 9: group rough and tumble play.</td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>3 kids play on big boulder in Zone 9: group exploration &amp; dramatic play. 2 kids with teacher near shed: non-play, active conversation. 4 kids ride bikes in Zone 6: parallel functional play. 3 kids play in sand area and move back and forth between large boulder in Zone 9: group constructive play &amp; exploration.</td>
<td></td>
</tr>
<tr>
<td>11:35</td>
<td>Teachers bring out drinks. Kids move into plaza area of Zone 9 for drinks. 3 kids then go to ride bikes: parallel functional play. 1 child goes into sand area: solitary constructive play. Remainder of kids stay in Zone 9: parallel, non-play transition.</td>
<td></td>
</tr>
<tr>
<td>11:40</td>
<td>5 kids play with cones in Zone 2: parallel functional play. 3 kids ride bikes along Zone 6: parallel functional play. 4 kids remain in Zone 9: parallel, non-play.</td>
<td></td>
</tr>
</tbody>
</table>
Observation Date: 07.26.2012
Time: 11:05
Weather: 81 F. overcast, warm, pleasant
Reviewer's Initials: SZ
Bright Horizons Day Care
Behavior Mapping
Northfield, Illinois

Observation Date: 07.26.2012
Time: 11:15
Weather: 81 F. overcast, warm, pleasant

Reviewer's Initials: SZ
Observation Date: 07.26.2012
Time: 11:25
Weather: 81 F. overcast, warm, pleasant

Bright Horizons Day Care
Behavior Mapping
Northfield, Illinois
Observation Date: 07.26.2012
Time: 11:35
Weather: 81 F. overcast, warm, pleasant

Bright Horizons Day Care
Behavior Mapping
Northfield, Illinois

Reviewers Initials: SZ
Nature-Based Play Observation Worksheet: Field Notes

Location: New Trier Bright Horizons
Observation Date: 07.26.2012
Time Period: 11:00 - 11:40
Temp. & Weather: 81 F. overcast + partly sunny, warm, pleasant
Observer Name: Shimon Zimbovsky

Most popular zones of activity: 4, 6, 9
Semi-popular zones of activity: 1, 2, 5
Zones not in use: 3 & 8

Kids were not allowed to play in the sand because it rained the night before. However, midway into observation, several kids played in the sand.

Boulders become the majority of kids' primary focus of attention. A group formed around the boulder in Zone 9 east of the grass in Zone 5 and held together until 5 minutes before kids had to go back inside. the boulder became the setting for dramatic and explorative group play. Kids pretended to make soup out of sand, blades of grass and twigs.

Major zones of activity are in the sand area and Zone 9. There is also tremendous movement between Zone 1 and 2 and Zones 4 and 9.

Teachers appear to not like when the kids get dirty and restricted kids' activities on several occasions when it appeared that kids would get to messy.

As in previous observations, kids did not play on slide and in maze in Zone 8.

DOMINENT PLAY PATTERNS
Social:
- Parallel and group play.
- Boulders stimulate many examples of cooperative play.
- Bikes stimulate parallel play.
- Several examples of solitary play, yet always accompanied by high level cognitive play

Cognitive:
- Primarily exploration and dramatic in sand area and on boulders
- Many examples of functional play - bike riding, soccer balls, cones, running and chasing

Non=play:
- One child fell off a bike and cried -- anxious behavior
- Several children engaged in active conversations with teachers.
- No cases of onlooker, aggression
- Rough and tumble behavior in all likelihood occurred but was not observed.
JULY 27, 2012

PAULO FREIRE FAMILY CENTER

NATURE-BASED PLAYGROUND
## Playground Observation Worksheet

**Location:** Paulo Freire Family Center Playground  
**Date:** 07.27.2012  
**Time Period:** 10:15 - 10:30 and 11:00 - 11:30  
**Temp. & Weather:** 79 F. partly sunny and periodic rain, warm, comfortable  
**Observer Name:** Shimon Zimbovsky

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15</td>
<td>4 kids ride bikes as a group along path: group functional play. 1 child runs on the track: solitary functional play. 10 kids play on slide: parallel functional play. Remainder of kids run between stage, slide and Zones 2 and 3: group rough and tumble play.</td>
<td>19</td>
</tr>
<tr>
<td>10:20</td>
<td>1 child and teacher briefly play with soccer balls in Zone 9: group functional play. 9 kids play tag with teacher in Zones 5, 6, 7: group games with rules. 6 kids ride bikes along path: group functional play. <strong>Movement between stage and Zones 2 &amp; 3.</strong> 7 kids jump and climb in Zone 2: group functional play.</td>
<td>19</td>
</tr>
<tr>
<td>10:25</td>
<td>1 child briefly plays on slide: solitary functional play. 6 kids play tag in Zones 5, 6 &amp; 7: group games with rules. 3 kids briefly rest in Zone 8 under tree: non-play, transition. 6 kids ride bikes: group functional play. <strong>Significant movement from stage to slide to Zones 2 &amp; 3.</strong></td>
<td>19</td>
</tr>
<tr>
<td>10:30</td>
<td>Game of tag takes place in Zones 3, 5, 6 &amp; 7 with significant teacher involvement and 10-12 kids: group rough and tumble play. 3 kids ride bikes along path: parallel functional play. Kids that stop bike riding immediately integrate into tag game. 5 kids explore or look for an item in Zone 9: group exploration.</td>
<td>19</td>
</tr>
<tr>
<td>11:00</td>
<td><strong>A new group of kids comes into the playground</strong> 1 child appears upset and goes to slide: solitary non-play, anxious behavior. 6 kids ride bikes on path: parallel functional play. 2 kids hula hoop on stage: parallel functional play. 1 child alone in Zone 1 (west of Zone 6): solitary non-play, onlooker. 4 kids chase each other in Zones 3, 5, 6 &amp; 7: group rough and tumble play. Remainder of kids move between slide and Zone 6: parallel functional play.</td>
<td>19</td>
</tr>
<tr>
<td>11:05</td>
<td>1 child looks at butterflies with teacher west of Zone 6: solitary exploration. 9 to 11 kids chase each other around slide: group rough and tumble play. 6 kids ride bikes on path: group functional play. 5 kids play soccer with teacher in Zones 2 and 3: group games with rules &amp; rough and tumble play. 3 kids play tag along the path: group games with rules. Primary concentration of activity: Zones 3, 5, 6 &amp; 7.</td>
<td>19</td>
</tr>
<tr>
<td>11:10</td>
<td>1 child looks at butterflies with teacher: solitary exploration. 1 child appears tired and briefly sits in shade and talks to teacher in Zone 8: non-play, active conversation. 7 kids take turns going down slide: parallel functional play. 6 kids ride bikes on path: group functional play. 4 kids chase each other around slide: group rough and tumble play. 8 kids talk with teacher in Zone 2: group non-play, active conversation.</td>
<td>19</td>
</tr>
<tr>
<td>11:15</td>
<td>4 kids hula hoop with teacher in Zone 3: parallel functional play. 6 kids ride bikes in a cluster on the path, Zone 1: group functional play. 1 child looks at butterflies with teacher in Zone 2: solitary exploration. He is then joined by another child briefly in Zone 2: group exploration. 8 kids play on and around slide: group functional &amp; rough and tumble play. 2 children play with soccer balls in Zone 9: parallel functional play.</td>
<td>19</td>
</tr>
<tr>
<td>11:20</td>
<td>3 kids chase each other in Zone 9: group rough and tumble play. 2 kids climb and jump off log steppers in Zone 2: parallel functional play. 6 kids ride bikes along Zone 1: group functional play. 6 kids on stage: non-play, unoccupied behavior. 3 kids chase each other in Zone 3: group rough and tumble play.</td>
<td>19</td>
</tr>
<tr>
<td>11:25</td>
<td>8 - 9 kids take turns throwing a ball on roof of Zone 4 as teacher looks on: group games with rules (organized activity with clear objective). 3 kids ride bikes: group functional play. A Teacher remains with 4 kids in Zones 2 &amp; 3, as they look for butterflies: group exploration and active conversation. 3 kids chase each other around slide: group rough and tumble play.</td>
<td>19</td>
</tr>
</tbody>
</table>
### Anecdotal Observations

Kids are getting tremendous exercise, lots of running and jumping. Also, teachers appear to be very involved with children, but not in a way that is overbearing.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Kids</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:30</td>
<td>Kids line up to go inside.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Paulo Freire Center Playground
Behavior Mapping
Chicago, Illinois

Observation Date: 07.27.2012
Time: 10:20
Weather: 79 F. periodic rain, partly sunny
Reviewer's Initials: SZ

ZONE 1
ZONE 2
ZONE 3
ZONE 4
ZONE 5
ZONE 6
ZONE 7
ZONE 8
ZONE 9

NORTH

KIDS RUN AROUND AND CHASE EACH OTHER
GROUP + FUNCTIONAL PLAY

KIDS TAKE TURNS ON SLIDE
PARALLEL + FUNCTIONAL

BIKE RIDING
GROUP + FUNCTIONAL PLAY
Paulo Freire Center Plaground
Behavior Mapping
Chicago, Illinois

Observation Date: 07.27.2012
Time: 10:30
Weather: 79 F. periodic rain, partly sunny
Reviewer's Initials: SZ

ZONE 2
ZONE 3
ZONE 4
ZONE 5
ZONE 6
ZONE 7
ZONE 8
ZONE 9

JUMPING, SKIPPING
AND CLIMBING
GROUP + FUNCTIONAL

BIKE RIDING ON TRACK
GROUP + FUNCTIONAL PLAY

KIDS SEEM TO BE LOOKING
FOR SOMETHING
GROUP + EXPLORATION?

KIDS + TEACHERS PLAY WITH
WATER, SAND AND TWIGS IN
A SPECIAL STATION
PARALLEL / GROUP + EXPLORATION

MOVEMENT

PATH:
ZONE 1

BIKE RIDING ON TRACK
GROUP + FUNCTIONAL PLAY

GROUP + FUNCTIONAL PLAY

JUMPING, SKIPPING
AND CLIMBING
GROUP + FUNCTIONAL

KIDS SEEM TO BE LOOKING
FOR SOMETHING
GROUP + EXPLORATION?
Paulo Freire Center Playground
Behavior Mapping
Chicago, Illinois

Observation Date: 07.27.2012
Time: 11:05
Weather: 79 F. periodic rain, partly sunny
Reviewer's Initials: SZ
Observation Date: 07.27.2012
Time: 11:15
Weather: 79 F. periodic rain, partly sunny
Reviewer's Initials: SZ

Paulo Freire Center Playground
Behavior Mapping
Chicago, Illinois
Observation Date: 07.27.2012
Time: 11:25
Weather: 79 F. periodic rain, partly sunny
Reviewer's Initials: SZ
**Nature-Based Play Observation Worksheet: Field Notes**

<table>
<thead>
<tr>
<th>Location</th>
<th>Paulo Freire Family Center Playground</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Date</td>
<td>07.27.2012</td>
</tr>
<tr>
<td>Time Period</td>
<td>10:15 - 10:30 and 11:00 - 11:30</td>
</tr>
<tr>
<td>Temp. &amp; Weather</td>
<td>79 F. partly sunny and periodic rain, warm, comfortable</td>
</tr>
<tr>
<td>Observer Name</td>
<td>Shimon Zimbovsky</td>
</tr>
</tbody>
</table>

Most popular zones of activity: 1, 2, 3, 5, 6, 7  
Semi-popular zones of activity: 4, 8  

Many examples of active play observed in the playground. Almost all of the kids involved in a game of tag with teacher. 6 kids are on bikes at a time all the time, when a few kids get off, others get on. It is important to note that kids ride bikes together as a large group and not in parallel, this is not the case at Bright Horizons. Kids use the tree stumps in Zone 2 and 8 as rest areas. There is a lot of activity on and around the slide, where kids play tag and do some playful rough and tumble activities. During games of tag, stage is used as home base, a child can't be tagged on the stage.

Playground very conducive to active play, **this is due to the flexibility of the different spaces: allowing multiple activities to take place at one time and over time in a small space.**

**Predominant Play Patterns**

Social Play: Group

Cognitive Play: Functional, exploration and games with rules

Non Play: Active conversation as well as rough and tumble.
AUGUST 2, 2012

PAULO FREIRE FAMILY CENTER

NATURE-BASED PLAYGROUND
Playground Observation Worksheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:05</td>
<td>2 kids on bikes along Zone 6: parallel functional play. 5 kids roll a big ball together in Zones 1 and 2: group functional &amp; rough and tumble play. 2 girls play &quot;house&quot; in sand area: group dramatic play. 6 kids build bridge type objects with bowls in Zone 2: parallel constructive play. Kids fight over big ball until teachers take it away.</td>
<td>13</td>
</tr>
</tbody>
</table>
Observation Date: 08.02.2012
Time: 11:10
Weather: 81 F, sunny, a bit uncomfortable
Reviewer's Initials: SZ

Bright Horizons Day Care
Behavior Mapping
Northfield, Illinois

Observation: 08.02.2012
Time: 11:10
Weather: 81 F, sunny, a bit uncomfortable
Reviewer's Initials: SZ

- Bike riding on track
- Parallel + functional play
- MOVEMENT
- Solitary + onlooker (brief)
- Making bridge with play bowls
- Group + constructive play
- Child plays in tall grass
- Solitary + exploration
- Teacher
- Parent
- Student

ZONE 1
ZONE 2
ZONE 3
ZONE 4
ZONE 5
ZONE 6
ZONE 7
ZONE 8
ZONE 9
ENTRY
Observation Date: 08.02.2012
Time: 11:20
Weather: 81 F. sunny, a bit uncomfortable

Reviewer's Initials: SZ
Observation Date: 08.02.2012
Time: 11:30
Weather: 81 F. sunny, a bit uncomfortable
Reviewer's Initials: SZ
Nature-Based Play Observation Worksheet: Field Notes

Location: New Trier Bright Horizons
Observation Date: 08.02.2012
Time Period: 11:00 - 11:40
Temp. & Weather: 81 F. sunny, very warm in the sun, cool in the shade.
Observer Name: Shimon Zimbovsky

Most popular zones of activity: 1, 2, 4, 6
Semi-popular zones of activity: 5, 9
Zones not used: 3, 8

Primary activity is in zone 2. Open space allows kids to run around and chase each other. Zone 2 replaces the boulders as the primary zone of activity. Last observations, the boulders in zone 4 and 9 were most heavily used, on this observation it is the open space in Zone 1 and 2.

It appears that flexibility is key for nature-based playgrounds. Open space with shade becomes very important because it facilitates multiple activities at different times. Rocks were popular in last observation because they offer flexibility and tap into kid's creativity and exploration.

NON-PRESCRIPTIVE SPACE IS KEY: STIMULATES CREATIVITY AND EXPLORATION, KIDS DECIDE WHAT TO DO WITH IT. DESIGN FOCUS SHOULD BE ON CREATING FLEXIBLE, OPEN AND SHADED SPACES.

Key terms:
- Flexible space
- Open space
- Non-prescriptive
- Shaded

Examples:
- Lawn
- Boulders
- Tall grass, Zone 5

Again slide and maze are completely ignored by children, perhaps slide is too prescriptive, appears to only be suitable for younger children.

Predominent Play Patterns

Social Play: group, parallel

Cognitive Play: dramatic, exploration, functional

Non Play: rough and tumble

Informed by staff, that they will take my advice and plant tall grass in the maze area before the end of the summer. This should add a lot of interest to the maze, kids will likely explore it and play there.

They are also planning on putting in a play canoe into the playground.
### Playground Observation Worksheet

**Location:** Paulo Freire Family Center Playground  
**Observation Date:** 08.07.2012  
**Time Period:** 10:25 - 10:55  
**Temp. & Weather:** 85 F., sunny, warm, pleasant, can be hot in the sun  
**Observer Name:** Shimon Zimbovsky

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:25</td>
<td>Teachers do not take out bikes, instead they bring out hoses and sprayers and let kids play in water. 1 Teacher stands on stage and sprays 6-7 kids that run past stage: group functional play. 6 kids chase each other and run from teachers between Zones 3, 5 &amp; 6: group rough and tumble play. 4 kids build with blocks in Zone 4: parallel constructive play. Remainder of kids play around slide: parallel functional kids and under tree in Zone 8: group exploration.</td>
<td>28 kids, 4 teachers</td>
</tr>
<tr>
<td>10:30</td>
<td>1 teacher sprays 5 kids by water on stage: group functional play. 3 kids rest on stumps between Zones 3 &amp; 4: non-play, onlooker behavior. 2 kids chase each other in Zone 6: group rough and tumble play. 11 kids crowd around tree in Zone 8: group exploration. 5 kids on slide: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>10:35</td>
<td>1 teacher sprays 6-7 kids with water on stage: group functional play. Significant movement between Zones 3 &amp; 6, generally defined by group rough and tumble play. 8 kids appear to be tired from all the running and catch their breath in Zones 4, 6 &amp; 8: group non play, onlooker and active conversation. 6-8 kids play with tree in Zone 8: group exploration &amp; dramatic play.</td>
<td></td>
</tr>
<tr>
<td>10:40</td>
<td>1 child searches for butterflies alone in Zone 2 (same child as observed on 07.27.2012): solitary exploration. 3 kids sprayed with water on stage, group functional &amp; rough and tumble play. 3 kids manipulate a sprinkler in Zone 3: group exploration. 8 kids rest in Zone 4: parallel non-play, onlooker behavior. 2 kids play on slide: group functional play. 8 kids continue to play with tree in Zone 8: group exploration &amp; dramatic play. 3 kids and teacher sit in Zone 6: group non play, active conversation. Some movement between stage and Zones 3 &amp; 6.</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>1 child continues to search for butterflies in Zone 2: solitary exploration. 3 kids leave Zone 4 and move to Zone 3 and stage. 5 kids continue tree activity in Zone 8: group exploration and dramatic play. 3-4 kids sit and watch as the others play with tree: parallel non-play, onlooker behavior. Teacher leaves stage and lets 3-5 kids spray each other with water: group functional &amp; rough and tumble play. 4 kids chase and spray each other between Zones 3, 5 &amp; 6: group rough and tumble play. 7 kids rest on stumps in front of Zone 4: parallel non-play, onlooker behavior.</td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>Most active Zones: 3, 4, 5, 6, 8. 1 Child remains in Zone 2: solitary exploration. 6-8 kids move between slide to Zones 3, 4, 5 &amp; 8: parallel rough and tumble play. 4 kids on the lawn in Zone 3 manipulate water sprinkler: group exploration. 7 kids spray each other on stage: group rough and tumble play. 5 kids rest on stumps outside of Zone 4: parallel non-play, onlooker behavior.</td>
<td></td>
</tr>
<tr>
<td>10:55</td>
<td>Teachers instruct kids to start drying off and tidy up the playground, most kids appear happily tired out. Others (~10 kids), who have more energy, continue to chase each other between Zones 3, 5, 6 &amp; 8: group rough and tumble play. 1 child continues to look for butterflies in Zone 1 and appears distracted: solitary exploration and non-play, unoccupied behavior.</td>
<td></td>
</tr>
</tbody>
</table>
Observation Date: **08.07.2012**

Time: **10:30**

Weather: **85 F. warm, sunny, pleasant**

Reviewer's Initials: **SZ**
Paulo Freire Center Playground
Behavior Mapping
Chicago, Illinois

Observation Date: 08.07.2012
Time: 10:40
Weather: 85 F. warm, sunny, pleasant
Reviewer's Initials: SZ

SOLITARY + EXPLORATION
(CHILD LOOKS FOR BUTTERFLIES)

GROUP + EXPLORATION
(PLAYING WITH SPRINKLER)

MOvement

GROUP + FUNCTIONAL
(TEACHER SPRAYS KIDS WITH WATER)

GROUP + NON-PLAY
ACTIVE CONVERSATION, RESTING, ONLOOKING

GROUP + FUNCTIONAL
(CHILDREN PLAY ON SLIDE)

GROUP + DRAMATIC
(CHILDREN PLAY HOUSE)

GROUP + NON-PLAY
(RESTING, ACTIVE CONVERSATION)

MOVEMENT

GROUP + NON-PLAY
(RESTING, ACTIVE CONVERSATION, ONLOOKING)

GROUP + EXPLORATION
(PLAYING WITH SPRINKLER)
Paulo Freire Center Playground
Behavior Mapping
Chicago, Illinois

Observation Date: 08.07.2012
Time: 10:50
Weather: 85 F. warm, sunny, pleasant
Reviewer's Initials: SZ
Most popular zones of activity: 3, 4, 5, 6 and 8  
Semi-popular zones of activity: 2 and 7

Teachers did not take out bikes on this day but instead took out sprinklers and water hoses and allowed kids to play in the water. Water in Zone 3, 5 and 6. Lots of active play: group functional and rough and tumble in the water. All of the activity made kids tired quickly and passive activities are in Zones 4, 6 (kids sit on rocks) and 8 (kids sit on stumps), primarily parallel onlookers or group active conversation but nevertheless, non play activities / behavior.

Slide remains consistently used by about 3-4 kids at any given time.

Same child that was solitary + looking for butterflies just outside of Zone 6 in the previous observation was doing so again in Zone 2 for nearly 20 minutes.

Predominent Play Patterns
Social Play: group and parallel.

Cognitive Play: functional, dramatic, exploration.

Non Play: onlooker and active conversation.
SEPTEMBER 19, 2012

THE CARING PLACE DAYCARE

TRADITIONAL PLAYGROUND
## Playground Observation Worksheet

**Location:** The Caring Place  
**Observation Date:** 09.19.2012  
**Time Period:** 9:00 - 9:50  
**Temp. & Weather:** 61 F. sunny, breezy, slightly chilly, pleasant  
**Observer Name:** Shimon Zimbovsky

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
<th>Kids</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:05</td>
<td>3 kids ride bikes in various sections of Zones 1 &amp; 6: solitary functional play. 4 kids on long swing set: parallel functional play. 2 kids play together on large, main playground: group dramatic play. 3 kids play on balance beam in Zone 1: parallel functional play. 3 kids play in sand box in Zone 3: group constructive play. 3 kids sit on bench between Zones 2 &amp; 4 momentarily: group non-play, active conversation.</td>
<td></td>
<td>14</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td>3 kids play in sand box in Zone 3: primarily group constructive play. 3 kids ride bikes in Zones 1 &amp; 6: group functional play. 1 child plays with a basketball in Zone 7: solitary functional play. 5 kids play on small playground in Zone 3: group functional play.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:15</td>
<td>2 kids on long swing set: parallel functional play. 3 kids ride bikes separately in Zones 1, 6, 7: solitary functional play. 3 kids play with basketballs in Zone 7: group functional play [perhaps games with rules?]. 2 kids continue to play in sand box: group constructive play. 4 kids chase each other in Zone 5: group rough and tumble play.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:20</td>
<td>An additional group of kids enter the playground. 4 kids ride bikes in Zones 1, 6, 7: parallel functional play. 9 kids on big playground: group non-play, active conversation. 2 kids on long swing set: group non-play, active conversation. 2 kids continue to play in sand box in Zone 3: group constructive play. Remainder of kids chase each other in Zone 5: group rough and tumble play.</td>
<td></td>
<td>24</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>9:25</td>
<td>4 kids ride bikes in Zone 1: group dramatic and rough and tumble play. 7-8 kids play a chasing game in which they pretend to be tigers in Zones 2, 4, 5: group dramatic and rough and tumble play. 10 kids play on various parts of the large, main playground: parallel functional play. 1 child sits alone on picnic table in Zone 2: solitary non-play, onlooker. 2 kids on long swing set: group non-play, active conversation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td>4 kids ride bikes in Zone 1, 6, 7: parallel functional play. 2 kids on small swings: parallel functional play. 12-14 kids on various parts of the large, main playground: parallel functional play. 3 kids play in sand box: parallel constructive play. 1 child alone in Zone 7: solitary non-play, onlooker.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:35</td>
<td>2 kids play in sand box: parallel constructive play. 4 kids ride bikes in Zones 6 &amp; 7: 5 kids play on the slide of the large, main playground in Zone 4: parallel functional play. 3 kids in Zone 7: group non-play, active conversation. All swings occupied (6 kids): parallel functional play. Remainder of kids chase each other in Zones 1, 2, 4, 7: group rough and tumble play.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Kids</td>
<td>Teachers</td>
<td>Parents</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------</td>
<td>----------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>9:50</td>
<td>1 child plays alone in sand box: solitary functional play. 10 kids play in small playground in Zone 3: group functional play. 8 kids take part in face painting in Zone 2: non-play. 2 kids ride bikes in Zone 1: group functional play. 5 kids play with basketballs in Zone 7: parallel functional play with intermittent unoccupied behavior.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Caring Place

Behavior Mapping

Urbana, Illinois

Observation Date: 09.19.2012
Time: 9:10
Weather: 61 F. sunny, chilly, pleasant
Reviewer's Initials: SZ

- Kids ride bikes in zone 1
- Primarily group + functional
- Kids play in sand box
- Group + construction
- Kids play in playground
- Movement
- Pretend games
- Child talks with teachers
- Non-play active conversation
- Child plays with basketball
- Solitary + functional
- Teacher
- Parent
- Student

Drawing not to scale
The Caring Place
Behavior Mapping
Urbana, Illinois

Observation Date: 09.19.2012
Time: 9:20
Weather: 61 F. sunny, chilly, pleasant
Reviewer's Initials: SZ

- Kids ride bikes in Zone 1, 6, 7
- Primarily group + functional
- Kids play in sand box
- Group + construction
- Kids play a chasing game in which they pretend to be tigers
- Group + rough and tumble + dramatic
- Primarily group + functional
- Teacher
- Parent
- Student

PATH
Observation Date: 09.19.2012
Time: 9:30
Weather: 61 F. sunny, chilly, pleasant

Reviewer's Initials: SZ

The Caring Place
Behavior Mapping
Urbana, Illinois
The Caring Place
Behavior Mapping
Urbana, Illinois

Observation Date: 09.19.2012
Time: 9:40
Weather: 61 F. sunny, chilly, pleasant
Reviewer's Initials: SZ

1 CHILD RIDES BIKE IN ZONE 1
SOLITARY + FUNCTIONAL

KIDS PLAY IN SAND BOX
GROUP + CONSTRUCTION

KIDS PLAY WITH A BALL
GROUP + FUNCTIONAL

TEACHER PAINTS KIDS’ FACES
NON-PLAY

KIDS PLAY ON PLAYGROUND
GROUP + FUNCTIONAL

GROUP + FUNCTIONAL

SWINGS
PARALLEL + FUNCTIONAL

KIDS PLAY ON PLAYGROUND
GROUP + FUNCTIONAL

DAYCARE FACILITY
Observation Date: 09.19.2012
Time: 9:50
Weather: 61 F. sunny, chilly, pleasant
Reviewer's Initials: SZ
Notable activity: rough and tumble game called "tiger." Children chase each other in Zones 2, 4 & 5 with tremendous energy.

Similar to observations in nature-based playgrounds, bike riding appears to be a very popular activity at the Caring Place. With respect to social play, bike riding is most commonly observed as either solitary or group activity.

The swings and sandbox are also well used. Swings appear to facilitate parallel functional play whereas the sandbox primarily facilitates group constructive play.

Cognitive play breakdown:
- Exploration: 0 occurrences
- Games with rules: 2 occurrences
- Dramatic play: 3 occurrences
- Rough and tumble: 6 occurrences
- Constructive play: 6 occurrences
- Functional play: 28 occurrences

Most popular zones of activity: 4, 5 & 6
Semi-popular zones of activity: 1 & 2

Predominent Play Patterns
- Social Play: Group
- Cognitive Play: Functional
- Non Play: Active conversation & onlooker
SEPTEMBER 21, 2012

THE CARING PLACE DAYCARE

TRADITIONAL PLAYGROUND
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:55</td>
<td>4 kids play on the slide in the small playground in Zone 3: group functional play. 2 kids on small swing set: parallel functional play. 4 kids chase each other in Zone 5: group rough and tumble play.</td>
<td>10</td>
</tr>
<tr>
<td>9:00</td>
<td>8 kids play hide and seek with teacher in Zone 3, 4, 5: group games with rules. 1 child play by himself in the large, main playground in Zone 4: solitary functional play. 4 kids play on various parts of the small playground in Zone 3: group functional play. 2 kids play in the grass beneath tree near Zone 2: group exploration.</td>
<td>15</td>
</tr>
<tr>
<td>9:05</td>
<td>1 child rides bike alone in Zone 1: solitary functional play. 2 kids race each other on bikes from about the basketball hoop to shed: group games with rules. 3 kids appear to dig in the ground in northeast corner of Zone 3: group exploration. 2 additional kids join in on the digging activity. 5 kids chase each other between Zones 4 &amp; 7: group rough and tumble play.</td>
<td></td>
</tr>
<tr>
<td>9:10</td>
<td>6 kids ride bikes in Zones 1, 6, 7: group functional and dramatic play. 3 kids continue explorative digging activity in Zone 3: group exploration. 6 kids draw with chalk in Zone 7: parallel constructive play.</td>
<td></td>
</tr>
<tr>
<td>9:15</td>
<td>1 child plays in sand box in Zone 3: solitary constructive play. 3 kids ride bikes in Zones 1, 6, 7: group dramatic play. 6 kids draw with chalk in Zone 7: parallel constructive play. 2 kids dig in Zone 3 by shed: group exploration. 3 kids play on the slide of large, main playground: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>9:20</td>
<td>3 kids play in sand box in Zone 3: solitary constructive play. 3 kids race on bikes in Zone 1, 6, 7: group dramatic play [perhaps games with rules]. 4 kids draw with chalk in Zone 7: parallel constructive play. 1 child alone on small swing set: solitary functional play. 1 child walks around playground in Zone 4: solitary non-play, unoccupied and onlooker. 2 kids play with teacher on small playground: group functional play and active conversation.</td>
<td></td>
</tr>
<tr>
<td>9:25</td>
<td>5 kids play in sand box: parallel constructive play. 2 kids sit together on picnic table in Zone 3: group active conversation [perhaps dramatic play]. 3 kids ride bikes in Zones 1, 6, 7: group dramatic play. 2 kids play on slide of small playground: group functional play.</td>
<td></td>
</tr>
<tr>
<td>9:30</td>
<td>4 kids pretend to be construction workers on the large, main playground: group dramatic play. I child draws with chalk on the side of the shed: solitary constructive play. 5 kids play in sand box: parallel constructive play. 4 kids ride bikes in Zones 1 &amp; 6: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>9:35</td>
<td>1 child sits on long swing set: solitary non-play, unoccupied. 4 kids play on various parts of the small playground in Zone 3: parallel functional play. 4 kids draw with chalk in Zone 7: parallel constructive play. 4 kids interact with several 1-2 year olds (that play on a different playground) through fence: group active conversation. 2 kids chase each other in Zone 5: group rough and tumble play. 1 new child gets dropped off by father, child looks upset but does not cry.</td>
<td>16</td>
</tr>
</tbody>
</table>
Observation Date: 09.21.2012
Time: 9:00
Weather: 55 F. overcast, chilly, pleasant
Reviewer’s Initials: SZ
Observation Date: 09.21.2012
Time: 9:10
Weather: 55 F. overcast, chilly, pleasant
Reviewer's Initials: SZ

KIDS DIG IN THE GROUND
GROUP + EXPLORATION

KIDS RIDE BIKES AROUND ZONE 1
PRIMARILY GROUP + FUNCTIONAL + DRAMATIC

MOVEMENT
KIDS DRAW WITH CHALK
PARALLEL + CONSTRUCTIVE

The Caring Place
Behavior Mapping
Urbana, Illinois
Observation Date: 09.21.2012
Time: 9:20
Weather: 55 F. overcast, chilly, pleasant
Reviewer’s Initials: SZ
The Caring Place
Behavior Mapping
Urbana, Illinois

Observation Date: 09.21.2012
Time: 9:30
Weather: 55 F. overcast, chilly, pleasant
Reviewer's Initials: SZ

- KIDS PLAY ON PLAYGROUND
- GROUP + FUNCTIONAL
- KIDS PLAY IN SAND BOX
- GROUP + CONSTRUCTIVE
- KIDS RIDE BIKES AROUND ZONES 1, 6, 7
- PRIMARILY GROUP + FUNCTIONAL
- MOVEMENT

- TEACHER
- PARENT
- STUDENT

DAYCARE FACILITY

DRAWING NOT TO SCALE

KIDS PLAY ON PLAYGROUND
GROUP + FUNCTIONAL
KIDS PLAY ON PLAYGROUND
GROUP + FUNCTIONAL + DRAMATIC
MOVEMENT
KIDS PLAY ON PLAYGROUND
GROUP + FUNCTIONAL
MOVEMENT
KIDS PLAY IN SAND BOX
GROUP + CONSTRUCTIVE
KIDS RIDE BIKES AROUND ZONES 1, 6, 7
PRIMARILY GROUP + FUNCTIONAL
MOVEMENT
MOVEMENT
MOVEMENT

09.21.2012
9:30
55 F. overcast, chilly, pleasant
SZ
More examples of social behavior observed than first day of observations at the Caring Place.

Few examples of anxious behavior and solitary play in this observation. Rough and tumble play is prevalent as well as high energy functional play.

Areas around trees appear to facilitate explorative play: south side of Zone 2 and east side of Zone 3. Pavement in Zone 7 and sand box in Zone 3 facilitate constructive play.

Despite being chilly, the temperature does not appear to make a significant impact on children's interest in being outside.

No examples of anxious behavior such as crying observed.

Most popular zones of activity: All zones appear well used, however Zone 2 is an exclusion.
Semi-popular zones of activity: All zones appear well used.

 Predominent Play Patterns
Social Play: Primarily group, however many examples of parralel play.
Cognitive Play: Functional & rough and tumble.
Non Play: Onlooker.
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:35</td>
<td>1 child looks for small twigs alone in Zone 6: solitary exploration. 5 high-energy kids chase each other in Zone 4: group rough and tumble. 5 kids take turns playing on the spinning seat in Zone 3: group functional play. Remainder of kids play on various parts of the playground: parallel functional play.</td>
<td>17</td>
</tr>
<tr>
<td>10:40</td>
<td>7 kids move leaves from Zone 1 to Zone 4: group exploration (teachers do not appear to support the activity). 5 kids now look for twigs in Zone 6: group exploration. 4 kids chase each other in Zones 3, 4, 5: group rough and tumble play. 2 kids watch leaf activity from monkey bars: non-play onlooker. 2 kids climb on drum set play equipment in Zone 6: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>8 kids play in leaf pile in Zone 3: group functional play and exploration. 3 onlookers from monkey bars. 4 kids chase each other in Zones 3, 4, 5: group rough and tumble play. Remainder of kids play on various parts of the playground: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>9-10 kids continue to play in leaf pile in Zone 3: group dramatic play. Remainder of kids play on various parts of the playground: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>10:55</td>
<td>6 kids play in and toss around leaves in Zone 3: group dramatic play. 3 kids first play on spinning seat and then move to look at planters in Zone 2: group non-play, unoccupied behavior. 4 kids play on various parts of the playground: parallel functional play. 1 child looks at leaf activity from seat in Zone 1: solitary non-play, onlooker.</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>Majority of kids primarily play on the playground: mostly parallel functional play.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kids go inside at 11:03</td>
<td></td>
</tr>
<tr>
<td>11:15</td>
<td>New group comes into the playground. Kids go straight to the leaf pile in Zone 3. 6 kids make dinner in leaf pile: group dramatic play. 6 kids play on various parts of the playground: parallel functional play. No chasing or other rough and tumble play observed.</td>
<td>12</td>
</tr>
<tr>
<td>11:20</td>
<td>9 kids continue to make dinner in the leaf pile in Zone 3: group dramatic and constructive play. 1 onlooker of leaf pile activity. 4 kids play on monkey bars: parallel functional play.</td>
<td>19</td>
</tr>
<tr>
<td>11:25</td>
<td>6 kids play in and toss around leaves in Zone 3: group functional and dramatic play. 1 child plays in leaves alone: solitary constructive play. Remainder of kids play on the monkey bars or other parts of the playground: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>11:30</td>
<td>6 kids play in leaf pile in Zone 3: group dramatic play. 2 kids chase each other in Zone 4: group rough and tumble play. 1 child watches leaf activity in Zone 1: non-play, onlooker. 5 kids play on monkey bars: parallel functional play. Remainder of kids play pretend monster game in the playground: group dramatic play.</td>
<td></td>
</tr>
</tbody>
</table>
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.15.2012
Time: 10:40
Weather: 60 F. sunny, cool, pleasant
Reviewer's Initials: SZ
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.15.2012
Time: 10:50
Weather: 60 F. sunny, cool, pleasant
Reviewer’s Initials: SZ

KIDS CONTINUE TO MAKE A LEAF PILE
GROUP + CONSTRUCTIVE

KIDS TAKE TURNS GOING DOWN SLIDE
GROUP + FUNCTIONAL + DRAMATIC?

ONLOOKERS + UNOCCUPIED
MOVEMENT

KIDS LOOK AT VEGETATION IN PLANTER BOXES
GROUP + EXPLORATION
The Child Development Lab

Behavior Mapping

Urbana, Illinois

Observation Date: 10.15.2012
Time: 11:00
Weather: 60 F. sunny, cool, pleasant
Reviewer's Initials: SZ

CHILD PLAYS ALONE IN LEAF PILE
SOLITARY + FUNCTIONAL

CHILD PLAYS ON MONKEY BARS
SOLITARY + FUNCTIONAL

KIDS PRIMARILY ENGAGE IN PASSIVE, REST ACTIVITIES IN THE PLAYGROUND

PLAY ACTIVITIES TAKE PLACE ON THE PLAYGROUND
KIDS APPEAR TO BE LOW ENERGY + SLUGGISH
PARALLEL + FUNCTIONAL

ONLOOKER + UNOCCUPIED

Weather: 60 F. sunny, cool, pleasant
Observation Date: 10.15.2012
Time: 11:20
Weather: 60 F. sunny, cool, pleasant
Reviewer's Initials: SZ
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.15.2012
Time: 11:30
Weather: 60 F. sunny, cool, pleasant
Reviewer's Initials: SZ
Kids make a leaf pile in Zone 3 and it quickly becomes the primary area of activity. Kids work together to build the pile and then make "leaf angels." Kids get very excited and exclaim, "we have to make the biggest leaf pile in the world."

At a later point, a child gets upset at other kids who apparently disrupt his personal leaf pile.

The leaf pile is incredibly popular and allows kids the opportunity to physically shape their environment.

At approximately 10:55, many children leave the leaf pile and go to play in the playground. Still, several children go back and forth between the playground and leaf pile. Leaf pile underscores the importance of allowing children the opportunity to create ad hoc spaces that support constructive and dramatic play.

Group 2

Almost all activity centered around the leaf pile in Zone 3. Kids construct multiple leaf piles then throw leaves in the air.

Most popular zones of activity: 3 & 4
Semi-popular zones of activity: 2 & 6

Predominent Play Patterns
Social Play: Group and parallel
Cognitive Play: Functional, dramatic and constructive
Non Play: Onlooker
OCTOBER 17, 2012

THE CHILD DEVELOPMENT LAB

TRADITIONAL PLAYGROUND
## Playground Observation Worksheet

**Location:** Child Development Lab  
**Observation Date:** 10.17.2012  
**Time Period:** 10:25 - 11:20  
**Temp. & Weather:** 60 F. breezy, slightly overcast, pleasant weather  
**Observer Name:** Shimon Zimbovsky  

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:30</td>
<td>3 kids &quot;garden&quot; in Zone 2 (structured, teacher-led activity): parallel exploration. 3 kids play 'teacher' on spinning seat in Zone 3: group dramatic play. 1 child keeps to himself in the playground: non-play, onlooker &amp; unoccupied. 9 kids play, mostly independently, on different parts of the playground: solitary functional play.</td>
<td>Kids: 16 Teachers: 2</td>
</tr>
<tr>
<td>10:35</td>
<td>Gardening or digging activity in Zone 2 continues with 3 new kids and one onlooker: parallel and potentially functional activity. 6 kids congregate on spinning seat in Zone 3: group dramatic play. 6 kids chase each other in Zones 3 &amp; 4 (primarily on playground): group rough and tumble.</td>
<td></td>
</tr>
<tr>
<td>10:40</td>
<td>Gardening/shoveling activity continues in Zone 2 (3 kids): parallel exploration/functional. 5 girls engage in active conversation in Zone 3: (uncertain) group dramatic play? 4 kids take turns on monkey bars: parallel functional play. 1 child keeps to himself next to playground: non-play, unoccupied &amp; onlooker. 6 very animated kids congregate in Zone 6: group dramatic play.</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Gardening/shoveling activity continues in Zone 2 (3 kids): parallel exploration/functional. 3 kids talk with teacher in Zone 3: non-play, active conversation. 3 kids climb on monkey bars, teacher stops them: group functional play. 7 kids chase each other on playground: group rough and tumble play.</td>
<td></td>
</tr>
<tr>
<td>10:50</td>
<td>8 - 9 kids chase each other in Zones 4 &amp; 6: group rough and tumble &amp; dramatic play. 3 girls continue to talk to teacher in Zone 3: non-play, active conversation. 4 kids sluggishly play on the monkey bars, momentarily unoccupied and onlooker: primarily parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>10:55</td>
<td>Gardening/shoveling activity continues in Zone 2 (3 kids): parallel exploration/functional. 1 child unoccupied near the monkey bars: solitary, non-play. 4 kids chase each other around the spinning seat in Zone 3: group rough and tumble. Remainder of kids play on various part of the playground: group functional play.</td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td>First group leaves playground and another enters. Teachers in first group appear to be stressed out and agitated.</td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td>Gardening/shoveling activity continues in Zone 2 (3 kids): parallel exploration/functional. 3 kids take turns spinning in Zone 2: group functional play. 1 child unoccupied on monkey bars: solitary, non-play. 4 boys chase each other on playground: group rough and tumble play. 3 girls whisper to each other playfully on the playground: group dramatic play.</td>
<td></td>
</tr>
</tbody>
</table>
### Playground Observation Worksheet

Anecdotal observations: Teachers appear to be a bit tough on the kids. Very strict and restrictive behavior.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Kids</th>
<th>Teachers</th>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:15</td>
<td>Gardening/shoveling activity continues in Zone 2 (3 kids): parallel exploration/functional. 3 kids continue spinning activity in Zone 2: group functional play. 4 kids climb on monkey bars: parallel functional play. Remainder of kids are high energy and chase each other in Zones 4 &amp; 6: group rough and tumble.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.17.2012
Time: 10:40
Weather: 60 F. breezy, overcast, pleasant
Reviewer's Initials: SZ
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.17.2012
Time: 10:50
Weather: 60 F. breezy, overcast, pleasant
Reviewer's Initials: SZ
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.17.2012
Time: 11:05
Weather: 60 F. breezy, overcast, pleasant
Reviewer's Initials: SZ
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.17.2012
Time: 11:15
Weather: 60 F. breezy, overcast, pleasant
Reviewer's Initials: SZ
Spinning seat in Zone 3 attracts passive activity. Kids congregate around the spinner and participate in active conversation.

At first glance it appears that the shoveling activity taking place in Zone 2 can be seen as parallel exploration, as kids take turns digging in the garden. However, it appears that the activity is really functional with respect to cognitive play. The shoveling activity is planned by teachers and each child gets several minutes to dig without any apparent goal or objective.

Significant amount of unoccupied behavior observed in the playground, children appear to be tired. Significant amount of active conversation observed among children as well as with children and teachers. In this case, active conversation is social in nature and not a divergent behavior.

Observed benefits of playground:
opportunities for climbing, swinging and running are highly supported in the playground.

Cognitive play breakdown:
Constructive play: 0 occurrences
Games with rules: 0 occurrences
Exploration: 1 occurrence
Dramatic play: 7 occurrences
Rough & tumble: 8 occurrences
Functional play: 18 occurrences

Most popular zones of activity: 2, 3 & 4

Predominent Play Patterns
Social Play: Group and parallel
Cognitive Play: Functional and rough & tumble
Non Play: Active conversation and unoccupied
OCTOBER 18, 2012

THE CARING PLACE DAYCARE

TRADITIONAL PLAYGROUND
Playground Observation Worksheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:05</td>
<td>All 6 swing sets in use: parallel functional play. 5 kids ride bikes in Zones 1 &amp; 6: parallel functional play. 1 child plays (climbs) on playground: solitary functional play. 4 kids play &quot;fire truck and fire fighters&quot; on playground: group dramatic play.</td>
<td>15</td>
</tr>
<tr>
<td>10:10</td>
<td>4 kids bike along path (Zone 6): parallel functional play. 2 kids play and talk in a highly animated manner on beam in Zone 1: group dramatic play. 4 kids on long swing set: parallel functional play. Remainder of kids play on various parts of the large, main playground: primarily parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>10:15</td>
<td><strong>New group enters playground, first group comes inside.</strong> Kids from first group do not appear to want to come inside. 3 kids on long swing set: parallel functional play. 2 kids spend time gazing at a large puddle in Zone 1 then get on bikes: group exploration. 1 child in transition: non-play.</td>
<td>6</td>
</tr>
<tr>
<td>10:20</td>
<td><strong>Additional group enters the playground.</strong> 4 kids ride bikes in Zones 1, 6, 7: parallel functional play. 4 kids on long swings: parallel functional play. Remainder of kids still in transition after walking into playground.</td>
<td>17</td>
</tr>
<tr>
<td>10:25</td>
<td><strong>Additional group enters the playground, tracking kids becomes very difficult.</strong> 3 kids play on various parts of the large, main playground: parallel functional play. Both swing sets are occupied (6 kids): parallel functional play. Remainder of kids are not involved in play activities: non-play unoccupied and transition.</td>
<td>~35</td>
</tr>
<tr>
<td>10:30</td>
<td>Significant activity along Zone 6, 6 kids on bikes and several other kids run behind: primarily parallel functional play. Significant activity in large, main playground: parallel functional play. All swings in use (6 kids): parallel functional play. A group of children chase each other in Zone 5: group rough and tumble play. Several kids play under tree near Zone 2 (appear to search for something): group exploration. 5 kids sit and talk on bench between Zones 2 &amp; 4: non-play, active conversation.</td>
<td></td>
</tr>
<tr>
<td>10:35</td>
<td>Significant activity in large, main playground: primarily parallel functional play. 4-6 kids play with mini-basketballs on the lawn in the northwest corner of Zone 7: parallel functional play. Significant movement between Zones 2 &amp; 7. Large group of kids lines up to go inside.</td>
<td></td>
</tr>
<tr>
<td>10:40</td>
<td>2 kids on long swing set: parallel functional play. 2 kids play a soccer type game in Zone 4: group games with rules. 2 kids take turns going down slide in the large, main playground: group functional play. 3 kids sit and talk in a very animated manner under small playground in Zone 3: group dramatic play.</td>
<td>9</td>
</tr>
<tr>
<td>10:45</td>
<td>2 kids remain on long swing set: parallel functional play. 2 kids continue to play soccer type game in Zone 4: group games with rules. 2 kids play on various parts of the large, main playground: group functional play. 3 kids continue to sit under small playground in Zone 3: group dramatic play.</td>
<td></td>
</tr>
</tbody>
</table>
The Caring Place
Behavior Mapping
Urbana, Illinois

Observation Date: 10.18.2012
Time: 10:15
Weather: 60 F. sunny, windy, chilly
Reviewer's Initials: SZ
The Caring Place
Behavior Mapping
Urbana, Illinois

Observation Date: 10.18.2012
Time: 10:25
Weather: 60 F. sunny, windy, chilly
Reviewer's Initials: SZ
The Caring Place
Behavior Mapping
Urbana, Illinois

Observation Date: 10.18.2012
Time: 10:45
Weather: 60 F. sunny, windy, chilly
Reviewer's Initials: SZ

KIDS PLAY UNDER PLAYGROUND
GROUP + DRAMATIC
PRETEND GAMES
KIDS CLIMB UNDER PLAYGROUND
KIDS CLIMB ON SLIDE
GROUP + FUNCTIONAL

TEACHER
PARENT
STUDENT
Primarily passive activity observed in the playground and very little rough and tumble play. Kids primarily stand or sit in a group and talk.

Perhaps due to a large group size, primarily passive activity was observed in the playground with many children in transition from one activity to the never, but never involved in one particular activity for an extended period of time. However, due to the large group size, observations were difficult to conduct and thus it was difficult to establish use patterns.

It appears that a large group size decrease the incidence of group and higher order cognitive play, perhaps to due to too many conflicting stimuli.

Most popular zones of activity: 3,4 & 5

Predominent Play Patterns
Social Play: Parallel
Cognitive Play: Functional
Non Play: Transition and active conversation
**Playground Observation Worksheet**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:20</td>
<td>4 kids survey a pile of wet leaves in the SW corner of Zone 6: group exploration. 1 child plays alone in the playground by the monkey bars: solitary functional play. 2 kids talk with teacher in Zone 6: non-play, active conversation. Remainder of kids move between functional activities on the playground and high energy game of tag in Zones 3, 4, 5, 6: group rough and tumble.</td>
<td>18</td>
</tr>
<tr>
<td>10:25</td>
<td>2 kids talk with teacher in Zone 1: non-play, active conversation. 3 kids play &quot;school&quot; on the monkey bars: group dramatic play. 7 - 8 kids chase each other in Zones 3 + 4 while shouting, &quot;we’re flying to the moon!&quot;: group rough and tumble and dramatic play. Remainder of kids take turns going down slide: parallel to group functional play.</td>
<td>5</td>
</tr>
<tr>
<td>10:30</td>
<td>A group of kids find a worm in Zone 6. 8 - 9 kids and teacher survey the worm and try to remove it from a score joint in the path: group exploration. 2 kids continue to talk to teacher in Zone 1: non-play active conversation. Remainder of kids play high energy chasing games in Zones 3 +4 (in and around the playground): group rough and tumble.</td>
<td></td>
</tr>
<tr>
<td>10:35</td>
<td>3 kids talk with teacher in Zone 3: non-play, active conversation. 2 kids play on monkey bars: parallel functional play. ~11 kids and teacher move worm from Zone 6 to planter box in Zone 2: group exploration. 3 kids remain in Zone 6 and arrange small twigs on the ground: group exploration and dramatic play.</td>
<td></td>
</tr>
<tr>
<td>10:40</td>
<td>Significant movement between Zones 2 and 6. Some kids remain in Zone 2 and look at worm, others run to Zone 6, pick up small twigs and bring them to the worm: group exploration and dramatic play. High energy activities turn to more passive onlooking activities. Remainder of children move between momentary unoccupied behaviors and functional play on the monkey bars and slide: parallel functional play.</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Movement between Zones 2 and 6 continue and activity is consistent with 10:40 observation. Passive functional activities continue in Zone 4: parallel functional play. Kids go inside as a precaution due to thunder.</td>
<td></td>
</tr>
</tbody>
</table>
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.22.2012
Time: 10:30
Weather: 70 F. overcast, warm, pleasant
Reviewer's Initials: SZ
The Child Development Lab

Behavior Mapping

Urbana, Illinois

Observation Date: 10.22.2012
Time: 10:40
Weather: 70 F. overcast, warm, pleasant

Reviewer’s Initials: SZ
Playground Observation Field Notes

Location: Child Development Lab
Observation Date: 10.22.2012
Time Period: 10:15 - 10:45
Temp. & Weather: 70 F. warm, overcast & pleasant
Observer Name: Shimon Zimovsky

10:20 - 10:25  Significant amount of active play such as chasing and climbing. Kids are highly animated, no one appears to be tired or sluggish.

10:30 - 10:35  A girl arranges tiny twigs that fell on the ground from a nearby tree. She spends several minutes arranging the twigs in a pattern and invites another child to look at her work.

10:40 - 10:45  Kids' energy level drops significantly. Much less running and chasing, more unoccupied behavior occurred. However, several kids spotted a worm in Zone 6 and moved it into the planter box in Zone 2. Several kids then collected small twigs throughout the playground and brought them to Zone 2.

Cognitive play breakdown:
Games with rules: 0 occurrences
Constructive play: 0 occurrences
Rough & tumble: 3 occurrences
Dramatic play: 4 occurrences
Exploration: 5 occurrences
Functional play: 7 occurrences

Most popular zones of activity: 2, 4 & 6
Semi-popular zones of activity: 3 & 5

Predominant Play Patterns
Social Play: Group
Cognitive Play: Functional, dramatic and exploration
Non Play: Active conversation
OCTOBER 25, 2012

THE CARING PLACE DAYCARE

TRADITIONAL PLAYGROUND
# Playground Observation Worksheet

<table>
<thead>
<tr>
<th>Location</th>
<th>The Caring Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Date</td>
<td>10.25.2012</td>
</tr>
<tr>
<td>Time Period</td>
<td>10:10 - 10:45</td>
</tr>
<tr>
<td>Temp. &amp; Weather</td>
<td>75 F. sunny, warm, breezy, pleasant</td>
</tr>
<tr>
<td>Observer Name</td>
<td>Shimon Zimovsky</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:15</td>
<td>5 kids (3 on bikes) with teacher chase each other around Zone 1: group functional play. 3 kids play in sandbox: parallel constructive play. ~15 kids on large playground primarily engaged in high energy functional activities: parallel functional play. All swings are occupied by children: parallel functional play.</td>
<td>~30</td>
</tr>
<tr>
<td>10:20</td>
<td>Half of the original group leaves the playground. 2 kids continue to play in sandbox: parallel constructive play. 3 kids on long swings in Zone 5: parallel functional play. 4 kids take turns going down slide in large playground: group functional play. 6 kids join activity in sandbox: group constructive play. 15 kids that remain from first group go inside.</td>
<td>15</td>
</tr>
<tr>
<td>10:25</td>
<td>New group comes into the playground. 4 kids ride bikes in Zones 1 and 6: activity begins as solitary then transitions to parallel functional play. 3 kids play in sandbox: parallel constructive play. 4 kids play on long swing set: parallel functional play. 5 kids in transition while waiting for bikes: non-play.</td>
<td>20</td>
</tr>
<tr>
<td>10:30</td>
<td>All 6 swings in use: parallel functional play. 3 kids engage in dramatic activity in Zone 3, on the south side of the shed: group dramatic play. 6 kids chase a teacher in Zones 3, 4, 5: group rough and tumble play. 1 child onlooks chasing game. 2 kids have active conversation with a teacher in the big playground. 3 kids ride bikes in Zone 6: primarily solitary functional play. 2 kids play in sandbox: parallel constructive play.</td>
<td></td>
</tr>
<tr>
<td>10:35</td>
<td>2 kids play under picnic table in Zone 2: group dramatic play. 6-8 kids continue rough and tumble chasing game with teacher in Zone 3, 4, 5 (in the game, children put teacher in &quot;jail&quot; in the large playground): group rough &amp; tumble and dramatic play. 2 girls play basketball in Zone 7: group functional. 2 kids play in sandbox: parallel constructive play.</td>
<td></td>
</tr>
<tr>
<td>10:40</td>
<td>2 kids make a small leaf pile in Zone 1: group constructive play. 4 kids ride bikes through out Zone 6: parallel functional play. 2 kids continue to play in sandbox: parallel constructive play. 2 kids play on long set of swings: parallel functional play. Remainder of kids continue rough and tumble chasing activity with teacher: group rough &amp; tumble and dramatic play.</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Kids line up to go inside.</td>
<td></td>
</tr>
</tbody>
</table>
**The Caring Place**

**Behavior Mapping**

Urbana, Illinois

---

**Observation Date:** 10.25.2012

**Time:** 10:25

**Weather:** 75 F. sunny, warm, breezy

**Reviewer’s Initials:** SZ

---

**KIDS PLAY ON BALANCE BEAM**

**GROUP + DRAMATIC**

KIDS RIDE BIKES AROUND ZONE 1

KIDS PLAY IN SAND BOX

PARALLEL + CONSTRUCTIVE

KIDS PLAY ON PLAYGROUND

PARALLEL + FUNCTIONAL

KIDS ON SWINGS

PARALLEL + FUNCTIONAL

NON-PLAY

ACTIVE CONVERSATION

KIDS PLAY ON PLAYGROUND

PARALLEL + FUNCTIONAL

KIDS ON SWINGS

PARALLEL + FUNCTIONAL

KIDS RIDE BIKES AROUND

ZONE 1

SOLITARY + FUNCTIONAL

BIKE

BIKE

TEACHER

PARENT

STUDENT

---

**DAYCARE FACILITY**
The Caring Place
Behavior Mapping

Urbana, Illinois

Observation Date: 10/25/2012
Time: 10:35
Weather: 75 F. sunny, warm, breezy

Reviewer's Initials: SZ

DAYCARE FACILITY

KIDS RIDE BIKES AROUND ZONES 1, 6, 7
PARALLEL + FUNCTIONAL

KIDS PLAY IN SAND BOX
PARALLEL + CONSTRUCTIVE

KIDS PLAY ON PLAYGROUND
PARALLEL + FUNCTIONAL

GROUNDS + ROUGH AND TUMBLE

KIDS AND TEACHER CHASE EACH OTHER

MOVEMENT

10.25.2012

STUDENT

PARENT

TEACHER
Unseasonably warm and pleasant day. Primarily functional high energy activity observed among all children. Perhaps warm weather has an impact on children’s activity level. Significant activity observed in large playground but not in small playground. Significant activity also observed in sandbox in each session, primarily parallel constructive play.

Many examples of rough and tumble play observed (perhaps more than in previous observations). Again, pleasant weather may be responsible for children’s high energy level.

Most popular zones of activity:  3, 4, 5 & 6  
Semi-popular zones of activity:  1 & 7  

Predominent Play Patterns  
Social Play:  Group, however solitary bike riding observed in last group  
Cognitive Play:  Functional, constructive and rough & tumble  
Non Play:  Active conversation
OCTOBER 26, 2012

THE CHILD DEVELOPMENT LAB

TRADITIONAL PLAYGROUND
### Playground Observation Worksheet

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:05</td>
<td>Two kids chase each other between Zones 3 &amp; 4: group dramatic play. Two girls race each other on the monkey bars: group functional play. There is a man with a leaf blower outside the playground, 3 kids are occupied with looking at him in Zone 6: group non-play, unoccupied? Remainder of kids play various games on the playground: parallel / group functional play.</td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td>Majority of kids play rough &amp; tumble games on playground: group rough &amp; tumble. Same girls continue to race on the monkey bars: group functional play. 1 child is unoccupied and onlooker and wanders in Zones 3 and 4.</td>
<td></td>
</tr>
<tr>
<td>10:15</td>
<td>A teacher plays with a group of 6 children by spinning in a large circle: group functional play. The remainder of kids play rough &amp; tumble games in the playground: group rough and tumble. Same child is unoccupied and onlooker in Zones 3 and 4.</td>
<td></td>
</tr>
<tr>
<td>10:20</td>
<td>2 boys act out a dramatic fighting game by spinning into each other in Zone 6 (teacher stops game): group dramatic play. 2 kids climb on monkey bars: parallel functional play. Previously unoccupied/onlooker child in active conversation with teacher in Zone 1. Remainder of children play high energy dramatic high energy games on the playground: group rough and tumble play.</td>
<td></td>
</tr>
<tr>
<td>10:25</td>
<td>2 boys rub their hands on table in Zone 1: group functional play. 7 kids explore planted area in Zone 2 with student teacher momentarily before running to Zone 4 (head teacher tells them to stop going in there): group exploration. A student teacher reads to 2 kids in Zone 1: group non-play (active conversation?). Remainder of kids play dramatic rough and tumble games in Zones 3, 4, 5: group rough and tumble.</td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>Predominantly high energy running/chasing games in Zone 3, 4, 5: group rough and tumble play. Teacher reads to 6 kids in Zone 1: group non-play, active conversation? Another group plays chasing game with teacher (co-mingles with above group but mostly separate): group rough and tumble play.</td>
<td></td>
</tr>
<tr>
<td>10:35</td>
<td>2 girls search for small twigs and leaves on the ground and arrange their collection on a table in Zone 1: group exploration. Teacher continues to read to 6 kids in Zone 1 (head teacher stops the activity and tells kids to run around instead): group non-play (active conversation?). Remainder of kids continue high energy chasing games in Zones 3, 4, 5: group functional and rough &amp; tumble play.</td>
<td></td>
</tr>
<tr>
<td>10:40</td>
<td>All kids engaged in high energy running / chasing games in Zones 3, 4, 5 and in the playground: parallel or group functional and rough &amp; tumble play. Kids get ready to go inside.</td>
<td></td>
</tr>
</tbody>
</table>
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.26.2012
Time: 10:15
Weather: 51 F. overcast, chilly, pleasant
Reviewer's Initials: SZ

KIDS RUN AROUND + SPIN IN A CIRCLE WITH TEACHER
GROUP + FUNCTIONAL
MOVEMENT
KIDS CHASE EACH OTHER AROUND PLAYGROUND
GROUP + ROUGH AND TUMBLE
CHILD WANDERS AROUND ALONE
SOLITARY + ONLOOKER + UNOCCUPIED

Observation Date: 10.26.2012
Time: 10:15
Weather: 51 F. overcast, chilly, pleasant
Reviewer's Initials: SZ
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.26.2012
Time: 10:25
Weather: 51 F. overcast, chilly, pleasant
Reviewer's Initials: SZ
The Child Development Lab
Behavior Mapping
Urbana, Illinois

Observation Date: 10.26.2012
Time: 10:35
Weather: 51 F. overcast, chilly, pleasant
Reviewer's Initials: SZ
Observation Date: 10.26.2012
Time: 10:45
Weather: 51 F. overcast, chilly, pleasant
Reviewer's Initials: SZ

The Child Development Lab
Behavior Mapping
Urbana, Illinois

The Child Development Lab
Behavior Mapping
Urbana, Illinois

Child plays alone (same child as previous observations)
Solitary + functional

Kids run + chase each other with teacher

Group + rough and tumble

Kids make a small leaf pile
Group + exploration + construction

Drawing not to scale
Surprisingly, teachers at the Child Development Lab appear to discourage creative, non-normative play. On multiple occasions, teachers would intervene and break-up activities such as making leaf piles, climbing on top of monkey bars, exploring the garden in Zone 2 and engaging in high energy rough and tumble play. Teacher behaviors during this observation are odd and counter-intuitive.

Children primarily engage in functional and rough & tumble play as well as several notable instances of dramatic play. For example, many children are observed playing a "monster" chasing game, which combines rough & tumble and dramatic play.

Remainder of cognitive play occurrences:
- Constructive play: 0 occurrences
- Games with rules: 0 occurrences
- Exploration: 2 occurrences

Kids generally maintain high levels of energy throughout the entire observation. In past observations, children became more sluggish as time progressed.

Most popular zones of activity: 3, 4 & 5
Semi-popular zones of activity: 1 & 6

Predominant Play Patterns
- Social Play: Group
- Cognitive Play: Functional and rough & tumble
- Non Play: Active conversation