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AFFILIATED CRS UNIVERSITY, JIND

B.P.ED – 4<sup>th</sup> Sem. (2021-22)

RECREATION



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# **RECREATION—MEANING, DEFINITION, CHARACTERISTICS, SIGNIFICANCE OF RECREATION**

## **MEANING OF RECREATION**

The word recreation means different things to different people. To an average person, it is anything that amuses, entertains or relaxes, and it may vary from such quite occupations as reading and handicrafts to such strenuous activities as athletic sports, hiking and mountaineering; from such group activities as team-games and folk-dancing to such solitary occupations as meditation, contemplation and admiration of beauties of nature; from such intellectual pursuits as writing or making brilliant conversation, to such humdrum occupations as cooking or visiting.

Recreation is an activity of leisure, leisure being discretionary time. The "need to do something for recreation" is an essential element of human biology and psychology. Recreational activities are often done for enjoyment, amusement, or pleasure and are considered to be "fun".

The editor of a popular weekly magazine, on inviting his readers to give their pleasurable recreations, received answers varying from enjoying the fragrance of jasmines to tabulating the stock phrases of fumbling professors and reading Charles Dickens and Agatha Christie. The activity side of the physical education programme for normal group is made up largely of five major types of

work; the practice of formal exercises commonly known as calisthenics; the practice of dancing; the practice of acrobatic feats on the mats, horizontal bars, parallel bars etc., commonly known as gymnastic stunts.

Mass physical recreational activities find more universal usage perhaps than any other type of activity. It is revealed that this sort of work is in use on the playground, and the gymnasium everywhere. Different individuals find recreation in different activities, depending upon their mental make-ups. As Brightbill and Meyer say, "Recreation is as widely in variety and as deep in contact as the whole human endeavour".

The wide range of recreation activities suggests the recreation is not merely a seasoning of life but a part of its substance, not a certified list of activities but a way of living. The essence of recreation is best expressed in the attitude of the doer, and as such almost any activity can be recreational. What is work for one may mean recreation at one time and not at another to the same individual. Hence, there is no activity to which a permanent label as recreational can be attached.

There are, however, certain types of activities which have come to be commonly considered as recreational because many people attain basic satisfactions by engaging themselves in them, e.g., sports, drama, social functions, music and the entire gamut of hobbies. These activities are found to be almost universally satisfying and recreative because they provide an opportunity to exercise our body and mind in a pleasant way, giving a chance for developing skills and providing scope for the expression of creative abilities.

But the value and worth of these activities also may vary with different individuals and with the same individual in varying circumstances. All that can be

amusement is limited to those activities that divert without requiring any effort. But the recreative and the amusing are always intermingling, and even the most mechanised amusement retains something of the recreative value, because of the pleasure-giving quality common to both.

## **CHARACTERISTICS OF RECREATION**

Recreation is acknowledged to be one of the most basic and essential of human needs for maintaining and improving health, making friends with different backgrounds, and engaging in community life. Recreation, in its broadest definition, means any activities that individuals enjoy doing in their spare time. Literature has consistently addressed the needs of providing inclusive recreation services to individuals with disabilities. Inclusion refers to giving everyone a chance to be part of community throughout their life.

The following are the Characteristics of Recreation:

- Recreation occurs during leisure
- Recreation is as different as people are different; it is extremely wide and varied
- Recreation is activity; it is some sort of action as distinguished from rest
- Recreation must be voluntary; it cannot be ordered, imposed, or forced
- Recreation has no single form; it offers a variety of choices with endless possibilities
- Recreation is flexible; it can be organized or unorganized; it can be enjoyed in a group or alone
- Recreation to one individual may be work to another
- Recreation involves an individual's attitude, motive, and incentive

- Recreation may occur or not occur; a specific activity may be recreation for an individual at one time, but not at another time
- Recreation is necessary in order for an individual to have balanced growth
- Recreation and work are not the same thing; although an individual may be very happy in his job, it is not possible for that individual's work to be his recreation

### **AIMS AND OBJECTIVES OF RECREATION**

The main Aims and Objectives of Recreation are include the:

- Advancement of parks, recreation, cultural and leisure services through representation and the dissemination of information
- Adoption of internationally acceptable training and qualification standards,
- Promotion of relevant research
- Establishment of national recreation and park associations
- Promotion of the conservation ethic and the reduction of pollution
- Encouragement of efficient use of resources
- Organisation of international congresses and meetings
- Publication of a magazine,
- The international exchange of students and professionals
- Establishment of regional sectors where appropriate

- Development of an international network of individuals and organisations concerned with the objectives of the Federation.

### **TYPES OF RECREATION**

Breaking recreation down into various areas, classifications, or types might be done in numerous ways. The listing below represents one of the ways that recreation could be categorized for individuals, groups, or leaders planning programs. The listing is shown in random order and does not indicate any order of importance.

- Physical activities (sports, games, fitness, etc.)
- Social activities (parties, banquets, picnics, etc.)
- Camping and outdoor activities (day camps, resident camps, backpacking, float trips, etc.)
- Arts and crafts activities (painting, scrapbooking, ceramics, woodworking, etc.)
- Dramatic activities (plays, puppetry, skits, etc.)
- Musical activities (singing, bands, etc.)
- Cultural activities (art appreciation, music appreciation, panels, discussion groups, etc.)
- Service activities (fun in doing things for others)

Recreation also, of course, includes activities for all age groups (children, senior adults, etc.), as well as various special populations (physically handicapped, mentally retarded, etc.). However, most people in these groups could still relate to many of the types of activities mentioned in the list above.

### **SIGNIFICANCE OF RECREATION**

All work and no play makes you a dull boy/girl." This

saying has lasted in time for quite long and for good reasons. If you work all the time, and don't have time for some occasional recreation, you will simply tire yourself . Recreation is beneficial for both physical and psychological wellbeing.

### **Basics**

Recreation is an activity of leisure, leisure being discretionary time. The "need to do something for recreation" is an essential element of human biology and psychology. Recreational activities are often done for enjoyment, amusement, or pleasure and are considered to be "fun". The term recreation implies participation to be healthy refreshing mind and body.

recreationThe Values and Benefits of Recreation for professionals are numerous. The charm lies in looking out something that's works out best for you. There are different types of recreation and what value and benefit you derive from it depends upon your proactiveness to try them out and incorporate them as part of working routine. Let's talk about 10 values and benefits that work out best and should encourage you to take recreational activities from time to time

1 ) Helps You Relax – Recreational activities help you relax and give soothing effect to your nerves. It helps you release the tension and maintain equilibrium. It is one of the best relaxation techniques to help you get back to work in full form.

2 ) Reduces Stress- Are you feeling stress lately. Do late hours sucks out the best in you. If tension is taking its toll on you then recreation activities are best for you.

3 ) Impacts Your Health- Recreational activities have a very good impact on your health. It is an excellent medicine for ailments which cannot be cured by any

other manner. It is a natural way to stay fit and healthy in life.

4 ) Social Benefits- It helps you meet like minded people and develop a favorable rapport. People who share common interest makes a joyful group that help each other to promote themselves. Importance of recreation gets reflected in the status you build for yourself.

5 ) Refresh the Senses- Feeling dumb? Recreation is the important and best activity to refresh you senses and prepare you for the next battle. It rejuvenates your senses and makes you feel light again.

6 ) Refills the Energy- Recreation activities are best mechanism to refill your energy and make you feel alive again. It is best way to charge you up when you feel exhausted and drained out.

7 ) Quality of Life- Recreational activities help you build self esteem and confidence. It helps you enhance the quality of life by building a positive self image.

8 ) Effective Time Utilization- When your body is at the best of its form both in terms of health and energy, recreational activities helps you utilize your time effectively. The effort you put in a certain task is way below what you could have possibly put without any recreational activity.

9 ) Sharpen Skills- The value and benefit of recreational activities is best seen in the form of skills that gets developed and sharpened over the period of time. You not only are inclined to learn more things but are also motivated to be at your best.

10) New Avenues- It has happened to people and it can help you too. People who enjoy it to the best of its form have developed a career in one form or the other.

Investigated the role of recreation satisfaction on life

satisfaction using 78 male and 132 female retired persons (aged 60–94 yrs). Ss completed the Leisure Activities Blank, a leisure satisfaction scale, and a self-exploration questionnaire. Results indicate that frequency of participation in recreation activities had no significant positive relationship to life satisfaction in retirement. Satisfaction with recreation activities showed a significant and positive relationship with life satisfaction even when compared with the variables of gender, age, marital status, annual income, self-rated health, religiosity, retirement choice, and mobility. It is suggested that recreation program planners who serve older participants should assess the activity as well as the potential for satisfaction in programs.

This paper proposes that recreation resource managers need to give more attention to the benefits that a person derives from participation in recreation activities. Behavioral information is described as one of several types of knowledge needed in recreation planning and management decisions. A model outlining the dynamics of a recreationist's behavior is presented. Within that model sequences of specific types of recreation behavior are traced from: deciding on a particular recreation activity, planning and preparation, on-site engagement, recall, realizing satisfying experiences, to gaining the ultimate benefits these experiences can produce. Personal and social benefits of recreation participation are defined as the ways in which an individual functions or performs more effectively because of his having participated in a recreation activity. The importance to recreation resource management of information on these benefits is described as is the state of knowledge for identifying and measuring them. Throughout, the need for additional research is emphasized.

This study examines the interrelationships among

recreation and other life circumstance variables and quality of life. LISREL, a causal analysis technique, was used to test a theoretical model based on previous gerontological research. Results indicate that the variables of sex, education, religiosity, marital status, and age are significantly related to income, health, recreation activity participation, and recreation satisfaction. However these variables do not significantly influence quality of life directly. The only significant, direct predictor of quality of life is satisfaction with recreation.

## **CONCLUSION**

Recreation feels like a rain shower during scorching heat. Recreation is the time to be together with your friends and family and to have fun. Devoting some time for recreation helps in staying healthy and achieving a peace of mind. Recreational activities serve as a way of relaxaxing and as researches have shown recreation on a daily basis reduces risks of diabetes and hypertension and it improves mental and physical health and improves the quality of life.

# CAMPING

The concept of modern education is wider and more progressive than the old one. Its aims and objects are vast. Once there was a time when education was confined to the knowledge of 3 R's Reading, Writing and Arithmetic. To achieve this limited aim of work of teachers was confined to few activities within the four walls of school and to some text-books. But now education has widened its horizon. It aims at the all-round development of child's personality physical, mental, social, intellectual, moral and professional.

Limited knowledge gained through text-books taught within the four walls will never help in the development of every aspect of child's personality. He should be given such an opportunity as may help him in making practical use of his acquired knowledge, enable him to get new knowledge through his direct experiences and inculcate in him self-confidence to face the different situations of life courageously.

## **Meaning of Camping**

Camping means to pass a few days away from the routine life in the lap of nature alongwith the company of friends, co-workers, colleagues etc. In words living away from the home for a few days in the company of friends and colleagues is called *Camping*. But in the modern system of education Camping is not confined

to its ordinary meaning, but it is organised as a serious educative activity. From educational point of view Camping is a temporary living organised for a few days by the educational authorities for the benefit of the students.

Difference between Camp and Picnic should also be understood clearly. Picnic is organised to give entertainment to the students. Relaxation to fatigued mind and body is the chief aim of Picnic. But aim of Camping is not mere entertainment but it is also meant to give practical training in some specific field of life.

### **Significance and Need of Camp**

Modern education is heading towards vast aims. It demands that the students should be prepared for healthy adjustment in life. Modern life is full of complexities and healthy adjustment is not an easy job. To prepare the students for the complexities of life it is necessary that they should be given such opportunities as could provide them with variety of experiences. Classroom environment does not provide such opportunities adequately.

Camping has a significant place in modern system of education, because: —

1. It provides an opportunity to the students for different experiences. It takes them with new environment full of challenging situations.
2. Child learns more from his experience than by any other medium. New experiences add to his knowledge. Camp life provides them an opportunity to have different experiences of life.

3. Camp-life does impart practical knowledge in one specific subject for which it is organised. It also increases practical knowledge of other subjects.
4. Camp-life also develops interest in nature-study which further helps in the development of scientific attitude towards life. Besides, it offers an opportunity to feel divine mysteries inherent in nature.
5. Camp-life establishes a close contact between the participants and nature. Modern life has become almost mechanical. Man is losing his contact with Nature. This loss, on the one side, is deteriorating his physical and mental health and on the other side depriving him of direct knowledge which can be obtained through Nature.
6. Camp-life develops social qualities in the students and creates in them civic sense. While living together the students begin to feel needs of one another and begin to realise the importance of co-operation and goodwill.
7. Camp-life makes the students self-dependent, courageous, and self-confidence. There they are not to live under the care of their parents. There they learn the lesson of self-care, they have to work with their own hands and face every situation on their own.
8. It is a laboratory where acquired knowledge can be experimented. It provides an opportunity to the student's to make practical use of their acquired knowledge.

9. Camp-life is an important medium through which qualities of leadership can be developed in the students. While leading a camp-life the students are to take several decisions and shoulder many responsibilities.
10. It is very useful for providing training in one or the other specific subject. In school the students are supposed to give attention to different subjects. They can't afford time to concentrate on any one subject seriously and practically. This deficiency is made up in camp-life. For instance, if an N.C.C. camp is organised, the campers will be given practical training in that very subject. They will have to concentrate their attention on that subject. Similarly, if a scout group is organised, the participants will be imparted practical training in scouting and if a camp of physical training is organised the participants will have to concentrate on physical activities.

In a nut-shell, camp-life is helpful in the harmonious development of students' personalities, gives them deep pleasure; inculcates in them social qualities, imparts them practical knowledge in different subjects and specific knowledge in a particular subject for which the camp is organised and makes them realise the importance of disciplined and regular life.

### **ESSENTIALS OF A GOOD CAMP**

Camping has got an important place in modern education. Physical education teacher is to play a very important role in the planning and organisation of camp. In reality it is one of his main duties. So he must know

qualities of a good camp which are as under:-

(i) The students should be told well in advance as to what they are to take along with them while going to camp. They should also be helped in managing that material.

(ii) As far as possible, there should be no fee for the camp. If at all fee is to be charged, it should not be as much as may dishearten the willing students.

(iii) The aims of the camp should be clear and useful. They should be well defined and described in intelligible language.

(iv) Camp should not be thrust on any student. Only those should be taken on camp who are interested in it and show their willingness to participate in it.

(v) The place of camp should be beautiful, attractive and suitable from health point of view so that the students could get ample opportunity to get variety of experiences.

(vi) The time for the organisation of camp should be suitable to weather and it should also not hinder the studies of the students.

(vii) There should be cordial relation between the officials and campers. The official should give them proper guidance and the campers should not feel hesitation in following their guidance.

(viii) The programme of the camp should be interesting and entertaining. The same programme every day will create boredom and monotony. There should be variety in everyday's programme.

(ix) Organisation and the conduct of the camp should

be on democratic basis. In order to seek the co-operation of students and inculcate in them sense of responsibility, different committees should be formed.

(x) There should be necessary provisions at the place of camp such as residence, baths, latrines, drinking water, mess etc.

(xi) Discipline is very necessary in the camp. But at the same time the campers should be given ample freedom so that they should not feel suppressed.

### **ORGANISATION AND CONDUCT OF CAMP**

Different types of camps are organised by educational institutions. Before organisation of camp its aims and objects should be decided and well-defined. After deciding the aims and objectives of camp and its nature it should be organised while keeping in view the following suggestions:-

**(i) Place of Camp:** While selecting the place of camp the objectives, nature and desired facilities should be kept in mind. It should also be remembered that selection of a suitable place is the first condition for the success of camp.

**(ii) Proper Time for Camp:** Proper time should be selected for the organisation of camp. The weather and climate of venue of camp must be taken into consideration. In India spring season is considered to be the most suitable time for organising a camp. In this season neither there is excess of heat nor excess of cold. Besides, the students have no burden of studies during that time. So they can participate in camp activities with free mind.

**(iii) Development of Camp Place:** Selecting of a suitable place for camping is not sufficient. It should also be developed and set in such a way that it should give the appearance of an organised camp. After selecting the suitable place a map should be prepared by the experts, showing therein what will be where. The residence for the participants, bathrooms, latrines, urinals, administrative wing, kitchen, specific places for different activities etc., should be clearly shown in that map. According to that map the place of camp should be set in that map.

**(iv) Duration of Camp:** Duration of camp should be divided according to its objectives and nature. While fixing the duration availability of facilities should also be taken into consideration. Camp should be brought to end after the expiry of fixed duration.

**(v) Camp Organisers:** A camp is organised for some specific purpose and the campers are to live away from their homes for some days. So it is necessary that it should be efficiently and skilfully managed. Many things are to be provided at the camp—as provision of residence, meals, water, adequate light and air, sanitation, necessary material for various activities etc. Therefore, arrangements cannot be made without skilful and efficient organisation. Generally the following organisers are appointed for the efficient functioning of the camp:-

**(a) Chief Camp Organiser:** He is the chief authority of the camp. The whole functioning of the camp is supposed to be under his supervision and control.

**(b) Deputy Camp Organiser:** He is assisted to chief

camp organiser. He looks to the day-to-day functioning of the camp and gets the policies and programmes implemented. The important duty of establishing co-ordination among different sub-committees and organisers of various activities is performed by him.

**(c) Programme Organiser:** Organisation and conduct of different programmes according to the aims and objectives of the camp is performed by Programme Organiser. To fix daily programme and to make necessary alteration according to the changed condition is his main duty.

**(d) Mess Manager :** Provision of meals to the campers is an important work which is assigned to the Mess Manger. He is responsible for preparing the menu, arranging the necessary cooking material, getting the meals properly cooked and served. He should have desired knowledge of food value of different eatables so that the campers should be balanced diet.

**(v) Different Committees:** Organisation of a camp should be based on democratic principles and the campers should also be given opportunity to take active part in it. For this purpose different committees should be formed as under:-

**(a) Management Committee:** The planned management of the whole camp should be under the control of this committee.

**(b) Discipline Committee:** Discipline must be maintained in the camp. The slightest indiscipline may create bitterness and spoil its whole purpose. Though rules and regulations pertaining to discipline are pre-determined, yet there remains the need of their

implementation and alteration according to changed conditions. This responsibility is assigned to Discipline Committee which also decides necessary punishment for the breakers of those rules and regulations.

**(c) Health Committee:** The responsibility of keeping the environment of the camp clean and healthy is assigned to this committee, which makes the campers follow the necessary rules of health.

**(d) Programme Committee:** Programme Committee is formed for efficient planning and working of various programmes of the camp.

**(e) Mess Committee:** Mess Committee is formed to assist in the proper and adequate provision of meals for the campers.

**(f) Entertainment and Camp-fire Committee:** After the expiry of daily programme the campers need entertainment for which camp fire is planned. This duty is assigned to entertainment and camp fire committee.

It has already been said that every committee should consist of some campers. For this purpose the campers should be divided into groups. Every group should have more or less equal number of campers. Every group should have its elected leader and this leader should represent his group in the Management Committee. Similarly in other committee every group be given representation. A counsellor should also be appointed for the proper guidance of every committee so that every problem pertaining to different committees should be discussed in right direction and judicious decisions should be taken to suit the changed situations.

# **PLAY—MEANING, DEFINITIONS, THEORIES, IMPORTANCE OF PLAY IN PHYSICAL EDUCATION**

## **MEANING**

In psychology and ethology, play is a range of voluntary, intrinsically motivated activities normally associated with recreational pleasure and enjoyment. Play is most commonly associated with children and their juvenile-level activities, but play can also be a useful adult activity, and occurs among other higher-functioning animals as well.

Many of the most prominent researchers in the field of psychology have viewed play as endemic to the human species. These psychologists all had strong beliefs on how important play was on human development. Many research methods were performed to prove their theories.

Play is often interpreted as frivolous; yet the player can be intently focused on his or her objective, particularly when play is structured and goal-oriented, as in a game. Accordingly, play can range from relaxed, free-spirited and spontaneous through frivolous to planned or even compulsive.

## **DEFINITIONS OF PLAY**

The seminal text in the field of play studies is Homo

Ludens by Johan Huizinga. Huizinga defines play as follows:

"Summing up the formal characteristic of play, we might call it a free activity standing quite consciously outside 'ordinary' life as being 'not serious' but at the same time absorbing the player intensely and utterly. It is an activity connected with no material interest, and no profit can be gained by it. It proceeds within its own proper boundaries of time and space according to fixed rules and in an orderly manner. It promotes the formation of social groupings that tend to surround themselves with secrecy and to stress the difference from the common world by disguise or other means."

This definition of play as constituting a separate and independent sphere of human activity is sometimes referred to as the "magic circle" notion of play, a phrase also attributed to Huizinga. However, many other definitions exist when trying to make sense of what play really is. As Piaget states, "the many theories of play expounded in the past are clear proof that the phenomenon is difficult to understand."

## **FORMS OF PLAY**

Play can take the form of improvisation or pretend, performance, mimicry, games, sports, and thrill-seeking, such as extreme or dangerous sports (sky-diving, high-speed racing, etc.). Researchers Roger Caillois (*Man, Play and Games*) and Stephen Nachmanovitch expand on these concepts in their works.

Structured play has clearly defined goals and rules; when this is the case, such play is called a "game". Other play is unstructured. Both types of play promote adaptive

behaviors and mental states of happiness.

Often sports with specific rules will take place within designated play spaces, such as sports fields where, in Soccer for example, players kick a ball in a certain direction and push opponents out of their way as they do so. While appropriate within the sport's play space, these same behaviors might be inappropriate or even illegal outside the playfield.

Other designed play spaces can be playgrounds with dedicated equipment and structures to promote active and social play. Some play spaces go even farther in specialization to bring the play indoors and will often charge admission as seen at Children's Museums, Science Centers, or Family Entertainment Centers. Family Entertainment Centers (or Play Zones) are typically For-Profit businesses purely for play and entertainment, while Children's Museums and Science Centers are typically Non-Profit organizations for edutainment, entertaining education through play.

The National Institute for Play describes seven play types:

- Attunement, which establishes a connection, such as between newborn and mother.
- Body, in which an infant explores the ways in which his or her body works and interacts with the world, such as making funny sounds or discovering what happens in a fall.
- Object, such as playing with toys, banging pots and pans, handling physical things in ways that use curiosity.
- Social, play which involves others in activities such

as tumbling, making faces, and building connections with another child or group of children.

- Imaginative (also called "pretend" or "fantasy"), in which a child invents scenarios from his or her imagination and acts within them as a form of play, such as princess or pirate play.

- Narrative (or storytelling), the play of learning and language that develops intellect, such as a parent reading aloud to a child, or a child retelling the story in his or her own words.

- Transformative (or integrative), by which one plays with imagination to transcend what is known in the current state, to create a higher state. For example, a person might experiment to find a new way to use a musical instrument, thereby taking that form of music to a higher plane; or, as Einstein was known to do, a person might wonder about things which are not yet known and play with unproven ideas as a bridge to the discovery of new knowledge.

Separate from self-initiated play, play therapy is used as a clinical application of play aimed at treating children who suffer from trauma, emotional issues and other problems.

## **THEORIES OF PLAY**

### **A. Early Classical Theories**

#### **1. Surplus Energy**

Play is the result of surplus energy that exists because the young are freed from the business of self-preservation through the activities of their parents. Energy finds its release in the aimless exuberant

activities of play.

(Based upon postulates: a quantity of energy is available to the child; there is a tendency to expend energy thought is not necessary for maintenance of life balance.)

## **2. Relaxation Theory**

Play is seen as a mode of dissipating the inhibitions built up from-fatigue due to tasks that are relatively new to the organism. Thus, play is found more often in childhood. Play replenishes energy for as yet unfamiliar cognitive activities of the child and reflects deep-rooted race habits—phylogenetically acquired behaviors that are not therefore new to the organism.

(Phylogenetic - functions common to the race  
Ontogenetic - functions specific to the individual  
requiring training)

**3. Pre-Exercise Theory-** (Groos - 1898) Play is the necessary practice for behaviors that are essential to later survival. The playful fighting of animals or the rough and tumble play of children are essentially the practice of skills that will later aid their survival.

## **4. Recapitulation Theory**

Play is seen not as an activity that develops future instinctual skills, but rather, that it serves to rid the organism of primitive and unnecessary instinctual skills carried over by hereditary. Each child passes through a series of play stages corresponding to and recapitulating the cultural stages in the development of the race. (Plays roots are in the ritual of the savage and his need for magic)

## **5. Growth Theories**

Play is a response to a generalized drive for growth in the organism. Play serves to facilitate the mastery of skills necessary to the function of adult behaviors.

## **6. Ego Expanding Theories**

Play is nature's way of completing the ego an expressive exercising of the ego and the rest of the personality; an exercising that develops cognitive skills and aids in the emergence of additional skills.

## **CURRENT THEORIES OF PLAY**

### **1. Infantile Dynamics (Lewin)**

Play occurs because the cognitive life space of the child is still unstructured, resulting in failure to discriminate between real and unreal. The child passes into a region of playful unreality where things are changeable and arbitrary.

The child plays because he is a child and because his cognitive dynamics do not allow for any other way of behaving. Play is an expression of the child's uncoordinated approach to the environment.

### **2. Cathartic Theory**

Play represents an attempt to partially satisfy drives or to resolve conflicts when the child really doesn't have the means to do so. When a child works through a drive through play he has at least temporarily resolved it.

### **3. Psychoanalytic Theory**

Play represents not merely wish-fulfilling tendencies but also mastery—an attempt through

repetition to cope with overwhelming anxiety-provoking situations. Play is defensive as well as adaptive in dealing with anxiety'.

#### **4. Cognitive Theory**

Play is derived from the child's working out of two fundamental characteristics of his mode of experience and development. These are accommodation and assimilation -- the attempts to integrate new experiences into the relatively limited number of motor and cognitive skills available at each age.

Accommodation- the attempt to imitate and interact physically with the environment.

Assimilation- the attempt to integrate externally derived precepts or motor actions in a limited amount of schemata.

#### **IMPORTANCE OF PLAY IN PHYSICAL EDUCATION**

Play is recognized as a fundamental right of every child by the United Nations High Commission for Human Rights. However, this right is currently challenged by a host of forces, leading to the reduction or deletion of outdoor play, recess and physical education for growing numbers of American children. These challenges include the influence of sedentary technology, high-stakes testing, changing family structures, excessive and inconsistent playground safety standards, lawsuits and threats of lawsuits, threats of violence and environmental dangers, and failure of policy makers and other groups to understand the importance of active play for development, learning and health.

The voluminous evidence for free, outdoor play dates

back to ancient Greece and Rome, and gained support in hundreds of scholarly research reports throughout the 20th century. Many leading philosophers and educators, including Plato, Aristotle, Quintilian, Luther, Rabelais, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Groos, Hall, Spencer, Dewey, Piaget, Vygotsky and Bruner, were as one voice in recognizing and promoting the importance of play and physical activity for health and child development.

Their views were echoed throughout the 20th century by growing numbers of research scientists and professional organizations. Indeed, the evidence supporting the benefits of play is perhaps unparalleled in any other dimension of child development research. From a research perspective, the argument is essentially over, yet political priorities, and school, recreation and family practices, are increasingly isolating children from free, spontaneous, creative outdoor play.

Brevity allows only a cursory sampling of the thousands of research reports supporting the importance of children's spontaneous outdoor play. The selection of position papers and research by leading professional organizations and extensive research reviews referenced here set the stage for corrective action and more intensive study and introspection.

The American Academy of Pediatrics concluded in 2006 in a clinical report, "The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds" by K.R. Ginsberg, that play is essential for cognitive, social and emotional development, health and well-being of children.