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**MICHELLE TANNOCK**

Douglas College, Canada

## **YOUNG CHILDREN'S ROUGH AND TUMBLE PLAY IN EDUCATIONAL SETTINGS**

### **Abstract:**

This exploratory study examined the thoughts of educators, parents, and young children on the role of rough and tumble play in early childhood settings. This study examines rough and tumble play within the context of the early childhood setting. The preschool children engaged in play contribute their voices. In this way, the role of rough and tumble play is considered not only from the viewpoint of the educators but also from the children themselves. A qualitative design with an exploratory approach was utilized in this study. Interviews and observations were used for collecting data from four daycare settings on the west coast of British Columbia, Canada. The results of the study add previously unexplored elements, including the thoughts of educators and children, to the expanding body of scholarly knowledge about rough and tumble play. The results of this study have implications for the understanding of child development. It may be that rough and tumble play evolves as children age; that children move into more, or less, complex play behaviors as they mature. This study also highlights implications for early childhood education. The parents and educators in this study conceded a lack of knowledge about rough and tumble play. This finding emphasizes the need for the development of teacher and parent education resources on rough and tumble play.

### **Keywords:**

play, children, physical development, social development