

Anecdotal Record

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October 16, 2018

EDUC 297

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- ❖ Andrew (All names used are pseudonym throughout)
- ❖ 4 years old
- ❖ Date: October 3, 2018
- ❖ Time: 9:30 a.m. – 9:40 a.m.
- ❖ Activity: Free play after lunch time
- ❖ Children in room: Six; Children in activity: Four
- ❖ Atmosphere: It is time for free play while children are still arriving to the daycare. The children are very energetic and lively.

## **Narrative**

Andrew turns around on one foot and looks at Ryan. His eyebrows furrow and his lips purse. He crosses his arms and cries out, “who wants to play with me?” Jay meows at his question. Andrew pets the top of Jay’s head while saying, “good Kitty.” Jay crawls behind the child-sized couch. Jay states, “the cat is dead.” Andrew runs quickly to the Lego area to get Ryan. He says to him, “policeman, cat is dead.” Ryan and Andrew run back to Jay who is on the couch. Ryan states, “he will need to go to hospital.” Andrew runs to get the Little Tikes car but trips onto the carpet, hitting his head on a plastic chair. He lies on the floor and says, “now dad is dead. Cat, you too.” Ryan arrives with a police car. Andrew says comically to Ryan, “bring me to the hospital. Jokes, I’m not dead.” Ryan says that they are at the hospital. Andrew declares, “I pump myself back and become a robot. Now, I’m a police.”

Andrew turns to Jay, who is still in an enclosed area. “I’ll help you get out of jail,” he shouts. Jay shakes his head. Andrew asks, “you wanna stay in jail? Are you a bad cat?” Jay nods. Andrew jumps beside Jay while firmly yelling, “Bad kitty. Now, you stay in jail.” Andrew calls, “Ryan, need police.” Jay begins running around the room. Andrew jumps onto the play structure and shouts out, “cat runs away.” Andrew jumps off the structure onto his feet with his knees bent, one arm touching the floor, and one arm in the air. His mouth is pursed, and his eyes are furrowed. He runs wildly to the Little Tikes car, and goes in. Ryan catches Jay with a stuffed

animal and shouts to Andrew, “he like my doggy. I caught him. Come here.” Jay runs from Ryan’s grip. Andrew gets out of the Little Tikes car. “Catch him by the tail,” he exclaims as he grabs Jay’s left leg. He guides Jay to a cage that Laurie built with chairs, child-sized couches, and a child-sized book shelf.

Andrew runs back to the Little Tikes car wildly. He is so rushed that he begins driving the car while still getting into it. He yells out, “wee-woo, wee-woo,” repeatedly. He drives the Little Tikes car haphazardly, which makes him crash ruthlessly into a fort of chairs Max made. He laughs hysterically at what he just did and exclaims, “that was fun.” He gets out of the car quickly and runs towards Jay and Ryan. He leaps over a chair, grasping the back of the couch with his right hand to give him support. He jumps onto Jay and says, “you can’t escape. You’re not allowed to escape” He gets out of the cage by climbing onto a chair and jumping off.

Jay escapes the closure. Andrew follows him, while Ryan uses the Little Tikes car as a police car. They chase Jay around the room three times energetically. Then, Andrew grabs Jay and says forcefully, “you need to go back to jail.” Laurie arrives and says, “Cat is good now. He can leave jail.” Jay, Laurie, Andrew, and Ryan run to the play structure. Ryan says, “he stay out of jail. He good now.” Andrew asks Jay doubtfully, “you promise, cat?” He turns to Ryan while continuing hesitantly, “don’t trust him.”

(Cognitive Development)

### **Rationale**

I chose this particular anecdote because the behavior of make-believe play describes the personality of Andrew. He is filled with energy and liveliness. Andrew is an imaginative child. He is always playing make-believe. This behavior has been seen before. Even during lunch time,

he pretends plays. He often leads the discussion of make-believe play and tries to find someone to play with him. The themes vary from police, to house, to superhero, to hairdresser.

### **Analysis**

Make believe play is an important part of development. According to Piaget's Preoperational Stage, children playing make-believe will apply the scheme they have developed and strengthen them (Berk, 2013). During this anecdote, Andrew applied his knowledge on police by expressing the difference between someone who is good and bad, by understanding that policemen arrest bad people, by using the idea of a police car and having sirens, and by realizing that bad people can escape but the police must arrest them again. He strengthened his scheme of criminals being bad when Jay became good. Andrew realized that someone who is bad can become good; however, he was doubtful. Therefore, he understood that policemen often keep an eye on criminals to assure that they do not harm anymore.

Berk (2013) states that children after the age of two begin to use less realistic objects to describe what they are playing. They understand that one object can represent different real more objects. For example, in this anecdote, Andrew and his friends use chairs, child-sized couches, and a bookshelf to represent a jail. They do not need the realistic representation of a jail because they understand the scheme of what a jail is: a place that is closed that contains bad guys. In another event where they played hairdresser, Andrew used the chairs and couches as salon chairs and used the bookshelf as a door for the customers to exit. Therefore, he understands his schemes of different events, which allows him to use the same objects to represent different fictional identities.

Furthermore, the play of an older child is more complex with the combination of schemes used (Berk, 2013). This occurs when children can put different schemes together and when they

begin using each other's ideas during play to build a story. Berk (2013) states that the play of children has a sophisticated storyline with different roles and different ideas, it becomes sociodramatic play. Andrew shows this by cooperating with Ryan as police officers, by understanding that Jay is the criminal and that he is a cat, and by allowing Laurie to design the prison and determining if the cat is still a criminal. He understands the various roles of their play and uses his friends' ideas to coordinate with his own. For example, when Jay escapes, he uses that to react differently to what Jay is contributing. He will chase Jay and return him to the prison. Also, he uses Laurie's creation of the jail cooperatively. He does not change the jail or bring Jay to another jail. He plays and cooperates with the ideas of the others.

The progress of cooperation with others that Andrew shows in this anecdote. He plays with his friends and uses their ideas. He does not get upset when their ideas do not match his. Instead, he uses their ideas to relate to his ideas. For example, he uses the idea that Jay is a cat and uses his idea that Jay is the criminal. He has played make-believe previously on his own and with friends. He has played various different roles. For instance, before playing police with Ryan, Laurie, and Jay, he was playing superheroes with Jay. The week before, he was playing hairdresser with Ivy, Ethan, and Mary. Just his behavior is very common for him. During snack and lunch, he pretends to play house with the group. Last week during lunch, he was the daddy, Laurie was the mommy, Jay was the cat, Ivy was the dog, Ethan was the grandfather, Mary was the daughter, and Anna was the baby. Although they are eating, Andrew associated a role to each person eating and his friend played along. They acted as though they were having a family supper. This behaviour is worthy of further observations because it expresses Andrew's cognitive development and language development as well.

## References

Berk, L. E. (2013). *Child Development* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education Inc.