



EduTrend Contents

G4C · IMAGINATIVE PLAY GAMES · HIGH SCHOOL

Pretend Play Leaders

Plan, rehearse and evaluate a pretend play session for children aged 4 to 10

Ages 14–18

Level: Advanced

75 minutes

Teams of 3–4 · up to 24

Activity 05

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 student worksheets · assessment checklist

ACTIVITY 05 · AT A GLANCE

Pretend Play Leaders

Teams plan a 15-minute session for children aged 4 to 10 using games such as The Magic Object and Pop-up Places. Plans set up the space and props, let children lead the story, have leaders join as minor characters and ask open questions in role, and end with time to talk about the play. Teams rehearse and critique plans. Real sessions need staff approval and supervision.

Learning outcomes

By the end of the session students can:

- plan an age-appropriate pretend play session;
- support without taking over;
- ask open questions in role;
- evaluate a plan with evidence.

KEY WORDS

lead · minor character · open question · props · rehearse · evaluate

CURRICULUM LINKS

Early years practice. Leadership and volunteering programmes.

1

WARM UP

Imaginations ready

2

EXPLAIN

Set the scene

3

PLAY

Pretend together

4

SHARE

Show and tell

5

TALK

What happened?

6

TIDY

Clear up together

Materials (whole class)

- Session plan template
- Prop and scene card sets
- Inclusion and safety checklist
- Worksheets 1, 2 and 3

Before the session

- Print templates and checklists.
- Form teams.
- Brief on safeguarding.
- Arrange rehearsal space.

SAFETY

Safe, soft props only; no pretend weapons. Sessions with children need staff approval and supervision.

ACTIVITY 05 · SESSION PLAN

Step by step

Join as a minor character and follow the children’s storyline.

Time	What happens	Say or ask
0–10 min Warm up	Recall pretend play games.	<i>“What do children learn in pretend play?”</i>
10–35 min Plan	Draft a 15-minute session.	<i>“How will children lead the story?”</i>
35–60 min Rehearse	Run with peers acting as children.	<i>“Did you take over?”</i>
60–75 min Evaluate	Checklist critique and revision.	<i>“What will you change?”</i>

CHALLENGE CARD (print or copy onto the board)

Produce a 15-minute pretend play plan where children lead, and improve it after rehearsal.

ACTIVITY 05 · FACILITATOR NOTES

The pretend play know-how in brief

Pretend play builds language, empathy and self-regulation.

Adults support best by setting up, joining when invited and stepping back.

Common ideas to listen for

- “Leaders should direct the story.” Children lead.
- “More props are better.” Open-ended props spark more imagination.
- “Leaders handle every problem.” Concerns go to supervising staff.

Adapting the activity

Support

Provide a partly completed plan and prop list.

Stretch

Adapt the plan for two age groups, 4–6 and 8–10.

WORKSHEET 1

Session plan

Name: _____

Class: _____ Date: _____

Plan your 15 minutes.

Plan

Time	Activity	Leader

WORKSHEET 2

Inclusion and safety checklist

Tick and note evidence.

Checklist

Check	Evidence
Safe props and space	
Children lead the story	
Leader as minor character	
Talk-about time	

WORKSHEET 3

Evaluation

Reflect after rehearsal.

Our strengths and next steps are...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight students; copy as needed.

Student	Plans age-appropriately	Supports without taking over	Evaluates with evidence

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Pretend Play Leaders is a sample activity from the EduTrend Contents G4C Imaginative Play Games programme (high school, level: advanced). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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