**PRoPELS is an acronym that stands for the most critical elements of children’s play.**

“Massive changes in the culture of childhood—such as the disappearance of multiage play groups, the increase in time children spend in adult-directed activities after school, and so on—mean that, for many young children, early childhood settings are the only place where they have the opportunity to learn how to play…In addition, unlike the unstructured play of the past that often lasted for hours or days, playtime in today’s early childhood classroom is limited and rarely exceeds on or two hours. This means that to achieve rapid progress in the quality of play, play scaffolding in the classroom needs to be designed to strategically target its most critical components: children’s play **P**lanning, their ability to take on and maintain **Ro**les, use of **P**rops, **E**xtended time frame, children’s use of **L**anguage, and the quality of play **S**cenarios” (Carol Copple, et al., eds., *Developmentally Appropriate Practice: Focus on Preschoolers*, p. 137).

**Directions**: Working as a table group, answer the following questions as thoroughly and authentically as possible. Throughout the question answering process, chart the group summary of responses for each section on chart paper. Be prepared to share with the entire group.

**Anti-Bias start:**

* What are some key interests of your children and families?
* What are some everyday experiences your children and families have with these interests?
* Can you use this knowledge to think of a dramatic play center and scenario for this activity?

**P**lan**:**

* When and how will you facilitate planning?
* What visual will you use to facilitate planning?

**Ro**leschildren can play:

* What key roles need to be explained?
* What prior knowledge are you building upon with your children?
* How will you use UDL strategies to provide information on the roles?

**P**rops**:**

* What props might you use?
* What might you have the children make?
	+ Use what we have here today as a starting point.
	+ Remember to be open-minded and to think of multiple uses for one prop/material.

**E**xtendedtime frame:

* How will you allow for time?
* How will you encourage extensions?
* How will you model extensions?

**L**anguage**:**

* What key vocabulary will you teach?
* What UDL strategies will you use to teach the vocabulary?
* Where will you repeat language in the classroom?
* What connections will you draw to the home language(s) of the children?

**S**cenario**:**

* What are the key elements of the scenario?
* What prior knowledge do the children have of this scenario?
* How will you teach the needed extra or repeat knowledge?
* Where in the classroom will you connect this scenario?