

**GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF EARLY CHILDHOOD DEVELOPMENT
CD1170
LEARNING THROUGH PLAY**

HOURS: 30

CREDITS: 2

SEMESTER: _____

INSTRUCTOR: _____

PHONE: _____

TEXT: _____

COURSE DESCRIPTION:

Learning Through Play provides an understanding of the role of play in promoting learning and development. The learner will gain an understanding of how to motivate and stimulate play-based experiences and identify the adult's role in planning and extending play through the use of space, time, and materials. The learner will apply these skills to plan and implement play experiences. The course focuses on practical application in the areas of socio-dramatic play, construction play, play with natural materials, and play outdoors.

COURSE OUTLINE REVISED: JUNE, 1995

CD1170

LEARNING THROUGH PLAY

UNITS

Unit 1

The learner will demonstrate an understanding of the learning and development potential which play has for young children.

Unit 2

The learner will demonstrate an understanding of the role of the adult in facilitating children's learning and development through play.

Unit 3

The learner will be able to plan, implement and evaluate play experiences in the areas of sociodramatic play, construction play, play with natural materials and outdoor play.

LEARNING THROUGH PLAY

Unit One: The learner will demonstrate an understanding of the learning and development potential which play has for young children.

Objectives: Upon successful completion of this section the learner will be able to:

1. Identify current theories related to the purpose of play.
2. Define play.
3. Describe the physical, social, emotional and cognitive learning and development potential in sociodramatic play, construction play, play with natural materials and outdoor play.
4. Explain how children learn through play.

LEARNING THROUGH PLAY

Unit Two: The learner will demonstrate an understanding of the role of the adult in facilitating children's learning and development through play.

Objectives: Upon successful completion of this section the learner will be able to:

1. Describe the physical and social conditions needed for children to learn through play.
2. Describe how to organize space to maximize the learning and development potential of the play environment.
3. Explain why it is important for children to have large blocks of time to play.
4. Use observation to determine and evaluate the role of the adult in providing and extending opportunities for children to learn through play.
5. Discuss the terms "rules" and "guidelines" in terms of establishing appropriate limits for children's play and behaviour.
6. Identify and describe different types of adult involvement in children's play including: participation, initiation, intervention, parallel playing, co-playing, play tutoring, spokesperson for reality.
7. Choose developmentally appropriate play materials and discuss the value of allowing children to carry materials from one area of the room to another.

LEARNING THROUGH PLAY

Unit Three: The learner will be able to plan, implement and evaluate play experiences in the areas of sociodramatic play, construction play, play with natural materials and outdoor play.

Objectives: Upon successful completion of this section the learner will be able to:

Sociodramatic Play

1. Describe the stages of sociodramatic play.
2. Discuss the value of sociodramatic play in terms of promoting the development of the whole child.
3. Identify the space and materials needed for a traditional housekeeping centre.
4. Identify other play areas where sociodramatic play occurs.
5. Use observation as a tool to expand children's sociodramatic play opportunities.
6. Encourage the making of props in a developmentally appropriate way.
7. Choose appropriate ways to become involved in children's sociodramatic play episodes.

Construction Play

1. Identify the stages of block play.
2. Describe the space and materials needed for a traditional block centre.
3. Describe the space and material requirements for a woodworking centre.
4. Identify alternate kinds of construction play and the space and materials needed to promote this kind of play.

LEARNING THROUGH PLAY

5. Discuss the value of construction play in terms of promoting the development of the whole child.
6. Choose appropriate strategies to promote and extend children's construction play.

Play with Natural Materials

1. Discuss the value of play with natural materials such as sand, water and wood.
2. Identify the space and materials needed for play with natural materials.
3. Justify personal position on the use of food as a play material.
4. Suggest strategies to promote environmental awareness and responsibility.
5. Choose appropriate ways to become involved as children play with natural materials.

Outdoor Play

1. Discuss the value of outdoor play in terms of promoting the development of the whole child.
2. Discuss the use of space and selection of appropriate materials, equipment and experiences for outdoor play.
3. Choose appropriate strategies to become involved in children's outdoor play.

LEARNING THROUGH PLAY

Upon successful completion of this course the learner will have acquired and be able to demonstrate specific knowledge, skills and attitudes.

They will gain knowledge of:

1. What play is and what it is not.
2. The physical, social, emotional and cognitive learning and development potential of sociodramatic play, construction play, play with natural materials and outdoor play.
3. The conditions (space, time, materials, rules) needed for children to learn through play
4. Different types of adult involvement in play.

They will gain skill in:

1. Organizing space to maximize learning and development.
2. Choosing developmentally appropriate play materials to encourage and enhance sociodramatic play, play with natural materials, construction play and outdoor play.
3. Using observation as a basis for extending children's learning through play.
4. Using appropriate strategies to promote and extend children's play.

They will develop attitudes which reflect:

1. An appreciation of the value and potential of play to promote the over-all development of the child.
2. An awareness of the environmental consequences of choosing and using particular materials.
3. A belief in the important role that adults play in creating environments that support children's play.