

1988-89

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF  
EARLY CHILDHOOD DEVELOPMENT

LEARNING THROUGH PLAY

CD117

COMPETENCIES

1

Students will have an understanding of the motivation, learning and development that can arise from play.

2

Students will have a knowledge of the adult's role in planning and extending play through the use of space, time and materials.

3

Students will be able to plan, implement and evaluate play experiences.

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Students will have an understanding of the motivation, learning and development that can arise from play.

Learning Tasks:

1. Give descriptions of the kind of play discussed in the textbook, Structuring for Play, that can be developed in a program.
2. Discuss the meanings of the terms stimulus, motivation, learning and development as used in the textbook.
3. Suggest a number of ways to stimulate play in a given play area.
4. Write a short paper using a specific category of play and give examples of the motivation, learning and development that should occur e.g. emotional, social, language, mathematical, scientific, physical, manipulative, problem-solving, drama role playing, curiosity and concentration.

Students will have a knowledge of the adult's role in planning and extending play through the use of space, time and materials.

Learning Tasks:

1. Give definitions of preparation, observation, participation, initiation, intervention and rules as discussed in the textbook. Relate these to specific categories of play.
2. View video-tapes relating to the textbook, Structuring for Play, and observe the points discussed in this module. From your observations give practical examples of how these suggestions could be met in your field placement.
3. Discuss how the teacher can use space, time and materials. Make observations from your own work with children of how space was used; the length of time children concentrated; the equipment and materials used most frequently; the equipment and materials never used; materials used for improvisation; materials imported from another kind of play; materials used in a stereotyped way; materials used destructively and aggressively; rules broken by the children; regulations made by the children in the course of the play.
4. From your observations give reasons for teacher participation, intervention and initiation. Did the adult through participation promote learning? Did the adult take advantage of the full opportunity given for participation, initiation and intervention in the play situation?
5. How should the adult plan to extend the play so that more learning can occur?

Students will be able to plan, implement and evaluate play experiences.

Learning Tasks:

1. Select a play category from the following suggested list and implement play experiences relating to this topic in a program for young children.

Construction Play

- blocks
- manipulative materials
- wood-working

Domestic Play (housekeeping corner)

- babies and dolls
- shopping
- cooking
- housefurnishing & decorating
- cleaning
- washing
- hospitals

Make/Believe Play

- art play
- cultural customs/dress, etc.
- puppetry
- make/believe stories
- celebrations e.g. Hallowe'en
- family occasion e.g. a wedding

Play With Natural Materials

- dry sand
- wet sand
- water
- clay
- wood

Play Outdoors

- organization of taking play outdoors
- provision for play indoors
- play dependent on space
- noisy play
- play using the outdoor environment and equipment

2. Find and utilize references and resources to obtain information on your chosen play category i.e. books, articles, films, slides, etc. Investigate both traditional and non-traditional approaches.
3. Plan, carry out and evaluate at least 8 activities related to this category of play. Four of these activities should be carried out with children. At least 8 of these should be shared in class.

4. a) Prepare a written paper on the category of play chosen. Use your textbook as your main resource, as well as researching other books, periodicals and materials.
- b) Prepare a flow chart on your chosen play category showing the aspects of learning potential. Pay attention to the content e.g. social studies; language; attitudes; developmental tasks e.g. learning to relate to others while sharing; concepts e.g. about size, colour, shape, number; skills e.g. organizing ideas, measuring with the eye by matching parts and the process e.g. experimenting with materials, communicating ideas and evaluating the results of the activity. On your flow chart show that the learning process involves perceiving, thinking, doing and feeling.
- c) Record and evaluate at least 8 activities with the following points in mind:
  - i) Stimuli and motivation provided
  - ii) How did you structure the play?
  - iii) How did you become involved?
  - iv) Why did you become involved?
  - v) What was the result of your involvement?
  - vi) What learning and development occurred?
  - vii) What materials did you use (include found materials)?
  - viii) What extensions of play do you expect to follow with your help?
- d) Include a bibliography listing all the children's and adult books used; where films, slides, video-tapes, etc. were obtained; where posters, coloured pictures, found materials, toys, etc. were obtained.
5. When presenting your chosen play category it will be necessary to be in class at least one hour ahead of time. Set up the room using learning centres and show how your 8 activities can be integrated into other centres. Display pictures, posters, found materials, etc. used with children to promote learning through play. Display children's books and adult books on separate tables. Display a large neatly-printed flow chart. Display a large neatly-printed agenda.
6. Discuss your written paper with the other students. This should be typed, or double-spaced and duplicated in time for the presentation. Duplicating services need at least one week's notice. You must discuss all the points noted with the instructor before writing your paper or preparing your oral presentation.
7. Discuss your flow chart and practical activities with the students. Have huge charts prepared with the questions listed in Competency 3, Learning Task 4 c)(i-viii) on these charts for the students to answer. The instructor will discuss these answers with the students during the last 30 minutes of the presentation. The students will use the activities you have set out to prepare their answers.  
REMEMBER the Instructor is always available for consultation and to act as a facilitator.