

GRANDE PRAIRIE REGIONAL COLLEGE
EARLY LEARNING AND CHILD CARE

CD1350
SUPPORTING CHILDREN'S PLAY

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Semester:	Winter 2007-2008
Credits:	3
Hours:	45
Dates:	Jan. 3 – Feb. 29
Days and Times:	Monday 9:00 – 11.50 Wednesday 8:30 -11:20
Location:	H135 &A203
Instructor:	Karen Kennedy
Phone:	539-2040
Office:	H210
e-mail:	kkennedy@gprc.ab.ca
Office hours:	posted or by appointment

COURSE DESCRIPTION:

The adult's role in supporting young children's learning and development with an emphasis on a child centered, play based approach to program planning will be examined in this course.

PREREQUISITES:

CD1010 or 1011 or consent of the department

Notes: Credit will be granted for CD1350 or the combination of CD1150 and CD1170

TEXT:

Gestwicki, C. (2007). Developmentally Appropriate Practice: Curriculum and development in early education 3rd. ed. Clifton Park, NY: Thomson Delmar Learning

ADDITIONAL EXPENSES:

You will incur additional expenses for assignment materials and photocopying.

OBJECTIVES:

On successful completion of this course, you should be able to:

- Describe the ways play contributes to children's development
- Provide materials and experiences that support children's play, learning and development
- Describe the role of the adult in supporting and extending children's play through observing, planning, and participating in activities with children
- Demonstrate an understanding of emergent curriculum as an approach to promoting children's learning and development
- Develop learning centers that include developmentally appropriate materials and experiences to support and enhance children's learning and development
- Plan program components including schedules, routines, transitions, and group times

TEACHING METHODS:

Lectures will incorporate A.V. materials, discussion, in-and out-of-class activities and assignments.

GRADING POLICY:

A final grade of D (1.0) must be obtained in order to pass this course. The final grade is based on: Assignments (85%) Attendance (10%) Participation (5%)

Final grades will be based on the following 4-point grading system:

Alpha Grade	4-point equivalence	Percentage
A+	4.0	90 - 100
A	4.0	85 - 89
A-	3.7	80 - 84
B+	3.3	76 - 79
B	3.0	73 - 75
B-	2.7	70 - 72
C+	2.3	67 - 69
C	2.0	64 - 66
C-	1.7	60 - 63
D+	1.3	55 - 59
D	1.0	50 - 54
F	0.0	0 - 49

CLASS POLICIES:

It is the right of the student and of the instructor to a favorable learning/teaching environment. It is the responsibility of the student and the instructor to engage in appropriate adult behaviors that positively support learning. This includes, but is not limited to, treating others with dignity and respect.

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar and the following policies for this class.

- Regular attendance and active class participation help you understand the content and be a successful student. Absence from 20% and over of the class hours will result in a grade of 0 for attendance and participation.
- Active participation in class is required. 5% of the final grade will be earned through contributing to discussions and in-class activities, and preparing and cleaning up materials used in class
- Assignments are due in-class or before 4:30 on the assignment due date. Late assignments will be deducted an initial 10% then 5% per day (including weekends) late.**
- All work should be typewritten (or neatly handwritten in dark ink) double-spaced, and single-sided. Points will be deducted for spelling and grammatical errors and when the work does not meet the assignment submission guidelines.
- Graded assignments will normally be returned within two weeks.
- Changes to the course outline will be discussed with you in class.

TOPICS:

The following topics will be covered in this course, although not necessarily in the listed order.

- A. Play
 - The value of play
 - Stages of social and cognitive play

Developmentally appropriate practices and play
The adult's roles in promoting play
Issues in children's play (Rough and tumble play, gun play, superhero play, technology in early childhood programs, aggressiveness)

- B. Indoor and Outdoor Learning Environments
 - Organization and Aesthetics
 - Play space and play units
- C. Curriculum approaches
 - Emergent curriculum
 - Project approach
 - Setting goals and objectives to support and extend children's development
- D. Learning Centers
 - Core learning centers
 - Equipment, materials and supplies
 - Learning and development through play in learning centers
- E. Materials
 - Selecting appropriate materials
- F. Program components
 - Schedules
 - Routines and transitions
 - Group times

CHILDREN are the foundation of the world's future.

CHILDREN have played at all times throughout history and in all cultures.

PLAY, along with the basic needs of nutrition, health, shelter and education, is vital to develop the potential of all children.

PLAY is communication and expression, combining thought and action; it gives satisfaction and a feeling of achievement.

PLAY is instinctive, voluntary, and spontaneous.

PLAY helps children develop physically, mentally, emotionally and socially.

PLAY is a means of learning to live, not a mere passing of time.

—International Play Association Declaration of the Child's Right to Play

TENTATIVE SCHEDULE

This schedule is a **tentative** outline of the topics we will cover in this class and due dates for assignments. Readings refer to the sections in the text book. Additional articles will also be provided. You should become familiar with the content of the topic by reading indicated pages prior to the scheduled class. The schedule may change and changes will be discussed with you in class.

DATE	TOPIC	READING	ASSIGNMENT
Jan. 7 - 11	Intro. to CD1350 Play	Chapter 2	
Jan. 14 -18	Program Planning "Long and short term planning" "Emergent, thematic, project approaches" "Goals & objectives"	Chapter 3	
Jan. 21 - 25	Creating Responsive Environments "Room Arrangement" "Learning Centers"	Chapter 6	
Jan. 28 – Feb 1	Materials		Assignment 1
Feb. 4 - 8	Developmentally Appropriate "Schedules and Routines" "Group Times" The Teacher's Role "Observing, Documenting and Participating"	p. 149 p. 357 Chapter 14	
Feb 11 - 15	In-Class Assignment Presentations		Assignment 2
Feb. 18 – 22	Reading Week Break		
Feb. 25 – 29	Outdoor Play Last Class Feb. 29 All course work must be submitted.		

ASSIGNMENTS:

Assignment #1

Due Date: _____

Weight : 20%

Research paper

Research one of the following topics and prepare a one-page "Tip" sheet for parents.

- Technology and young children
- Good toys for young children
- The Stages of Play
- Rough and Tumble play
- Children and Organized sports
- Superhero play
- Other topics may also be researched. Discuss your ideas with me.

Your "tip" sheet should be one page with the information presented in two or three columns and be attractive and readable. The "tip" sheet should have sufficient information for the reader to have a basic grasp of the topic. A bibliography of a minimum of 3 references is required. This assignment will be graded on the quality and depth of the content, presentation, and resources.

Assignment #2

Due Date: _____

Weight: 40%

Learning Center

With other members of a group you will plan and set up one learning center in the classroom.

You will:

- a. gather and prepare equipment, supplies and materials needed for the learning center and set it up as it would appear in an early childhood environment. Recyclable/found/teacher made materials must be evident.

- b. prepare a hand-out to distribute to other members of the class.
This must be submitted ready for final proofreading 5 working days prior to the due date. The handout should:
- o list the equipment, materials and supplies needed for the learning center
 - o identify the goals and objectives (learning and development potential) for the learning center
 - o describe the specific ways that play in this learning center contributes to children's growth, development and learning
 - o include descriptions of a minimum of 15 experiences that could be provided in the learning center to support children's play. Functional, constructive, and dramatic play opportunities should be included. The experiences should support children's motor skill, language and cognitive development, creativity and social interaction. The experiences must be researched and the source for each cited.
 - o provide a bibliography of resources (a minimum of 8 different resources must be cited)
- c. on the assigned due date, present the information about the learning center in the class. You will explain how the center contributes to children's learning and development, discuss the potential experiences that could be provided in the learning center, and engage the class members in using the materials for one of the experiences.

This assignment will be graded on the appropriateness of the learning center (play value, choice, organization of the materials, appeal), the quality of the handout information (thorough, specific, organized, professional presentation, creativity), and the quality of the potential experiences (developmentally appropriate, novel, supports growth, development and learning, supports children's independent exploration and involvement). Peer evaluations will be a component of the grade.

Assignment #3

Due Date: _____

Weight: 25%

Resource File

You will compile a variety of resources that can be used with preschool age children at group times. All parts of this assignment must be completed.

Part 1.

You will:

- a. prepare a resource file with a minimum of 30 activities that includes:
- gathering songs, chants, action rhymes
 - 10 settling fingerplays, rhymes, songs
 - transition songs, action rhymes, games
 - 5 games appropriate for group times
 - 5 songs, chants, rhymes, and/or games appropriate for helping children know the names of others in the group

The resource file must be submitted in a file box (or binder), include a table of contents, be organized into sections with dividers, and cite the source both on the activity and in a bibliography of resources (a minimum of 5 different sources must be cited).

Part 2.

You will submit plans for 5 group times to use over one week. NO storybooks will be acceptable for the body of the group time. Each component of the group time should be described with words and actions for songs, chants, fingerplays, rhymes included. Props you will use either to introduce the body of a group time or as part of the body must be submitted for at least one of the group times.

Part 3.

You will prepare the materials for one flannel story (or other story with props). Submit the pieces as well as the text of the story you will use.

This assignment will be graded on the variety, appropriateness, interest and novelty of the experiences, thoroughness of the descriptions, presentation, use and citation of resources.

RESOURCES for CD1350 Supporting Children's Play

Internet Sites

★ ★ A-to-Z Kids Stuff

<http://www.atozkidsstuff.com>

CanTeach - Resources for Educators

<http://www.canteach.ca/>

Child and Family Canada

<http://cfc-efc.ca>

★ ★ Children, Youth and Families Education and Research Network

<http://cyfernet.org>

CYFERnet Early Childhood Resources

http://cyfernet.ces.ncsu.edu/cyfres/browse_2.php?search=Child

Early Childhood Educators Resources

<http://eceresources.iwarp.com>

Early Childhood Education Resources on the World Wide Web

http://webster.comnet.edu/webpicks/weblist/educ_list.htm

Early Childhood News

<http://www.earlychildhoodnews.com/default.aspx>

Education World – Early Childhood Center

http://www.education-world.com/a_earlychildhood/

★ ★ Hummingbird Educational Resources

<http://www.hummingbirded.com/>

★ ★ The Idea Box

<http://www.theideabox.com/>

KidSource on-line – Preschool education and learning

http://cyfernet.ces.ncsu.edu/cyfres/browse_2.php?search=Child

★ ★ The Perpetual Preschool

http://www.perpetualpreschool.com/preschool_themes/topics.html

Playing for Keeps

http://playingforkeeps.org/site/resources_01.html

Preschool by Stormie

<http://www.preschoolbystormie.com/>

★ ★ Preschool Education

<http://www.preschooleducation.com>

Resources for Early Childhood Education

<http://www.ed.psu.edu/k-12/edpgs/su96/ece/TITLE.html>

Teacher Quick Source

<http://www.teacherquicksources.com/>

Technology and Young Children

<http://www.techandyoungchildren.org>

Technology in Early Childhood Education

<http://www.netc.org/earlyconnections>

★ ★ Web Corner Index: Teacher Pages

<http://users.stargate.net/~cokids/teacher.html>

Books

A wide variety of curriculum books are in the LB section of the Library. For example:

Barbour, A. and Desjean-Perrotta, B. (2002). **Prop Box Play: 50 themes to inspire dramatic play**. Beltsville, MD: Gryphon House Call No. LB1139.35 P55 B37 2002

Isbell, R. (1995). **The Complete Learning Center Book**. Beltsville, MD: Gryphon
Call No. LB1139.35.A37 I83 1995

MacDonald, S. (2001). **Block Play: the complete guide to learning and playing with blocks**. Beltsville, MD: Gryphon House Call No. LB1139 C7 M34 2001

Magazines

Young Children

Child Care Information Exchange

Citing internet sources:

If you are using a word-processing program, the easiest way to transcribe a URL correctly is to copy it directly from the address window in your browser and paste it into your paper (make sure the automatic hyphenation feature of your word processor is turned off). Do not insert a hyphen if you need to break a URL across lines; instead, break the URL after a slash or before a period. *Whenever possible, a URL should link directly to the article.*

For example:

- **A web document**

American Psychological Association. (2001). *Electronic references*. Retrieved November 1, 2001, from <http://www.apastyle.org/elecref.html>

Mann, B. (n.d.). *Singing through the day*. Child & Family Canada. Retrieved December 21, 2003, from http://cfc-efc.ca/docs/cafrp/00011_en.htm

- **Stand alone document, no author identified, no date**

GVU's 8th WWW user survey. (n.d.). Retrieved August 8, 2001, from <http://www.cc.gatech.edu/gvu/usersurveys/survey1997-10/>

- If the author of a document is not identified, begin the reference with the title of the document.

- **A Journal Article retrieved from a database**

Schrader, A. (1999). Internet censorship: Issues for teacher-librarian. *Teacher Librarian*, 26 (5). Retrieved November 1, 2001, from Academic Search Premier database.

- **A Web Site**

No reference entry is needed; give the URL of the site in text.

For example, 2Learn is a very useful Web site for teachers. <http://www.2Learn.ca/mapset/mapset.html>