



DEPARTMENT OF HUMAN SERVICES

**COURSE OUTLINE – WINTER 2011
CD 1350 Supporting Children’s Play**

INSTRUCTOR: Terrah Lindsay
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OFFICE HOURS: M/W 11:00 – 12:00

PREREQUISITE(S)/COREQUISITE: HS 1217 or consent of instructor

REQUIRED TEXT/RESOURCE MATERIALS:

Shipley, Dale (2008) Empowering Children. *Play-Based Curriculum For Lifelong Learning.* Nelson: Thomas-Nelson School Bell Productions.

CALENDAR 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.

CREDIT/CONTACT HOURS: 3 credits/45 hours

DELIVERY MODE(S):

Students will be engaged in active learning, and classes will include a mixture of lecture, discussion, small group work, guest speakers and audio-visual materials.

ADDITIONAL COSTS:

Costs may also be incurred by the students for the following:

Photocopying/printing resources for binder and group time activities.

Purchasing items for set up of learning centers.

OBJECTIVES:

On successful completion of this course, students will 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 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.

TOPICS

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

Play

- The value of play
- Stages of social and cognitive play
- Developmentally appropriate practice and play
- The adult's role in promoting play
- Issues in children's play (rough and tumble, gunplay, superhero play, technology in early childhood programs, aggressiveness)

Indoor and outdoor learning environments

- Organization and aesthetics
- Play space and play units

Curriculum approaches

- Emergent Curriculum
- Project approach
- Setting goals and objectives to support and extend children's development

Learning Centers

- Core learning centers
- Equipment, materials, supplies
- Learning and development through play in learning centers

Materials

- Selecting appropriate material

Program components

- Schedules
- Routines and transitions
- Group times

STUDENT EVALUATION

Letter Grade	Numerical Grade	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

COMPONENTS OF EVALUATION

IN CLASS WORK	15%
QUIZ	15%
ASSIGNMENTS	
LEARNING CENTRE	35%
RESOURCES BINDER	20%
TRANSITIONS	7.5%
ROOM ARRANGEMENT	7.5%

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. Cell phones are to be used outside of class time.

STUDENT RESPONSIBILITIES:

It is your responsibility to become familiar with the basic student rights and responsibilities found in the College calendar.

Students are responsible for missed class time, including the gathering of resources handed out during class.

STATEMENT ON PLAGIARISM AND CHEATING:

Please refer to pages 49-50 of the College calendar regarding plagiarism, cheating and the resultant penalties. These are serious issues and will be dealt with severely.

COMPONENTS OF EVALUATION

IN CLASS WORK 15%

A variety of in class activities will be marked, these will include application exercises, reflection exercises, short quizzes and group activities. If you are absent from class you will not have the opportunity to complete the work.

QUIZ 15%

Study questions will be provided; the quiz will take approximately 30 - 45 minutes of class time.

LEARNING CENTRE 35%

You will plan and set up one center, for the children in the Children's Centre and share information with your classmates regarding the experience.

Before You will:

Consult with Cindy and/or Tish regarding the children's current interests.

Plan for the learning center. Plan will include*:

- Equipment, materials, supplies required for center

- Goals and objectives

- Specific ways in which the play in this center contributes to the children's growth, development and learning.

- A description of a minimum of 15 experiences that could be provided in the learning center to support children's play.

Set up the learning center the **Friday before** your "center" date and submit the plan to me.

Day of You will:

Take pictures of your learning center before the children arrive.

Interact with the children at your center.

Take pictures of the children at your center and write down what they are saying.

Next class You will:

Present information about your learning center: the materials, goals, objectives, how the center contributed to the children's learning and development, things that went well, things that you would change. Your presentation should include a hand out for the class and should include documentation regarding your learning center. Your documentation will be given to the Children's Center for display.

Additional details will be provided closer to the date.

RESOURCES BINDER **20%**

You will compile a variety of resources that can be used with preschool age children at group times.

The resource file will contain:

- **5 Gathering** songs/chants and action rhymes
- **10 settling** finger plays, rhymes and songs
- **10 transition** songs, action rhymes, and 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 groups.
- **5 plans for group time** over one week. No storybooks will be acceptable for the body of the group times. Each component of the group time should be described with words and actions of songs, chants, finger plays, rhymes included. Props you will use either to introduce the body of the group or as part of the body must be submitted for at least one of the group times.
- **Materials for one flannel story** (or other story with props). Submit the pieces as well as the text of the story you will use.

TRANSITIONS **7.5%**

This assignment will be completed in class. You will be given a scenario and asked provide recommendations for change based on your readings and notes regarding transitions. This will be an open book assignment.

ROOM ARRANGEMENT **7.5%**

This assignment will be completed in class. You will be given a scenario and asked provide recommendations for change based on your readings and notes regarding transitions. This will be an open book assignment.

Class Schedule

Jan. 6	Play	
Jan. 11	Play	
Jan. 13	Play	
Jan. 18	Play	
Jan. 20	Play	
Jan. 25	Curriculum	Quiz 9:00 – 9:45
Jan. 27	Curriculum	
Feb. 1	Room arrangement	
Feb. 3	Room arrangement	
Feb. 8	Materials	
Feb. 10	Materials	
Feb. 15	Materials	
Feb. 17	Transitions/Routines and Group times	
Feb. 22/24	Reading Week	
March 1	Transitions	
March 3	Group times	
March 8	Transition assignment (in class)	
March 10	Outdoor Play	
March 15	Centers/room arrangement assignment (in class)	
March 17	Outdoor Play/presentations	
March 22	Centers/room arrangement assignment (in class)	
March 24	Outdoor Play/Presentations	

