

GRANDE PRAIRIE REGIONAL COLLEGE
EARLY CHILDHOOD DEVELOPMENT PROGRAM

CD1350
SUPPORTING CHILDREN'S PLAY

Semester:	Winter 2004-2005	Instructor:	Karen Kennedy
Credits:	3	Phone:	539-2040
Hours:	45	Office:	H133
Dates:	Jan. 4 – Mar. 4	e-mail:	kkennedy@gprc.ab.ca
Days and Times:	Tuesdays – 8:30 – 11:20 Thursdays – 1:00 – 3:50	Office hours:	posted or by appointment
Location:	Portable C		

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 curriculum 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: *Creating Effective Learning Environments* (2003) by Ingrid Crowther

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

- Describe the ways play contributes to children's development
- Identify the stages of social and cognitive play
- Facilitate children's play
- 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 that support and enhance children's learning and development
- Plan program components such as 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 (90%)

Attendance/Participation (10%)

Assignments and 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.

You should be familiar with the ECD student handbook and students' rights and responsibilities described in the College calendar.

- 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.
- Active participation in class is required. 10% of the final grade will be earned through contributing to discussions and in-class activities, 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 not be accepted unless a "No Questions Asked" coupon has been submitted.**

- ☑ Points will be deducted for spelling and grammatical errors and when the work does not meet the assignment submission guidelines described in the ECD handbook. All work should be typewritten (or neatly handwritten in dark ink) double-spaced, and single-sided.
- ☑ 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
- Issues in children's play (Rough and tumble play, gun play, superhero play, technology in early childhood programs)

B. Indoor and Outdoor Learning Environments

- Organization
- Aesthetics
- Play space and play units

C. Curriculum approaches

- Emergent curriculum
- Project approach
- Planning and providing experiences to support and extend 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

ASSIGNMENTS:

Assignment #1

Due Date: _____

Weight: 30%

Learning Center

With one or two other students you will plan and set up one learning center in the classroom.

You will:

- a. gather and prepare materials needed for the learning center and set it up as it would appear in an early childhood environment.
- b. prepare a hand-out to distribute to other members of the class. This must be submitted ready for photocopying 5 days prior to the due date. The handout should:
 - o briefly describe the learning and development potential for the learning center (goals and objectives)
 - o list the equipment, materials and supplies needed for the learning center
 - o list, in a web format, potential experiences that could be provided in that learning center to support children's functional play, constructive play and dramatic play
 - o include descriptions of a minimum of 15 experiences that could be provided in the learning center. These must be researched, the source for each cited, and a bibliography of resources provided.

This assignment will be graded on the appropriateness of the learning center (play value, choice, organization of the materials, appeal) and the quality of the handout (thorough, organized, presentation).

Assignment #2

Due Date: _____

Weight: 25%

Resource File

You will research songs, fingerplays, action rhymes and games that can be used with preschool age children at group times and transition times.

Part 1.

You will:

- a. prepare a resource file with a minimum of 30 activities. These should include:
 - gathering songs, chants, action rhymes
 - settling fingerplays, rhymes, songs
 - transition songs, action rhymes, fingerplays
 - a minimum of 5 games appropriate for group times
 - a minimum of 5 songs, chants, rhymes, and/or games should be 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. Each component of the group time should be described with words and actions for songs, chants, fingerplays, rhymes included. NO storybooks will be acceptable for the body of the group time. Props you will use either to introduce the body of the group time or as part of the body must be submitted.

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

Assignment #3

Due Date: _____

Weight : 20%

Research paper

Research one of the following topics and write a paper (1000 words min.).

- superhero play
- guns and war play
- computers in early childhood programs
- organized competitive play in early childhood

You should describe the positive and negative aspects of the topic, and describe the most appropriate ways to manage the play in early childhood programs. In-text citations and a bibliography of a minimum of 3 references are expected.

Assignment #4

Due Date: _____

Weight: 15%

Portfolio tasks

A minimum of 4 tasks will be completed in- or out-of class. These will include responses to readings and class presentations.

RESOURCES
for
CD1350 Supporting Children's Play

Internet Sites

★ ★ A-to-Z Kids Stuff

<http://www.atozkidsstuff.com>

Ask The Preschool Teacher

<http://www.askthepreschoolteacher.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>

Early Childhood Education Resources on the World Wide Web

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

★ ★ Early Childhood Educators and Family Web Corner

<http://users.sgi.net/~cokids>

Early Childhood Educators Resources

<http://eceresources.iwarp.com>

★ ★ Early Childhood Educator

www.edpsych.com/Resources1.html

★ ★ Earlychildhood.com

<http://www.earlychildhood.com>

EduPuppy.com

<http://www.edupuppy.com>

★ ★ Hummingbird Educational Resources

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

★ ★ The Idea Box

<http://www.theideabox.com>

★ ★ The Perpetual Preschool

www.perpetualpreschool.com

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>

Early Connections: technology in early childhood education

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

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