



DEPARTMENT OF HUMAN SERVICES  
COURSE OUTLINE - FALL 2014  
**CD 1330 UNDERSTANDING CHILDREN'S PLAY**

*To be recognized for educational excellence in the fields of early learning & childcare  
and educational assistant training.*

**INSTRUCTOR:** Terrah Lindsay B.Sc., M.S.

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**OFFICE HOURS:** Monday 11:30 - 1:00, Tuesday/Thursday 12:00 - 12:30

**PREREQUISITE(S)/COREQUISITE:**

CD 1000 Child Development 1

**REQUIRED TEXT/RESOURCE MATERIALS:**

Although a text is NOT required for this course, a number of readings/resources will be placed on moodle; it is your responsibility to become familiar with this learning tool and to check it regularly.

**CALENDAR DESCRIPTION:**

This course provides an introduction to the central role of play in early learning and child care settings, with an emphasis on developmentally appropriate, culturally-sensitive practices. This course focuses on a number of topics including the nature, value, and types of play, as well as important theories and issues regarding play. Students will also learn about the role of the practitioner in play, including the use of appropriate observation and documentation to understand and support children's development through play

**CREDIT/CONTACT HOURS: 3 (3-0-0)**

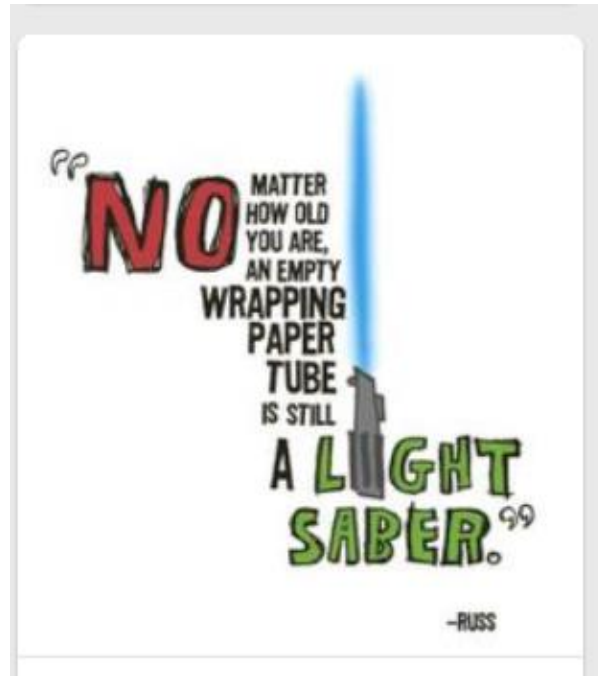
**DELIVERY MODE(S):**

Classroom instruction will include a combination of lectures, as well as small and large group work. Audio-visual material and additional resources will also be used.

**OBJECTIVES:**

Upon successful completion of this course, the student will be able to:

- \*Explain how attitudes perceptions and theories of play have changed over time and how they have influenced practice in Early Learning and Child Care.
- \*Define play and identify examples of play and non-play experiences.
- \*Explain how play based programs meet children's developmental needs.
- \*Classify children's play episodes, using the categories of play identified by Parten and Piaget.
- \*Use appropriate observation and documentation tools and techniques to understand, and interpret children's play.
- \*Articulate the role of the practitioner in facilitating, supporting, and extending children's play.
- \*Discuss current issues regarding children's play.



GRADING CRITERIA:

<b>GRANDE PRAIRIE REGIONAL COLLEGE</b>			
<b>GRADING CONVERSION CHART</b>			
<b>Alpha Grade</b>	<b>4-point Equivalent</b>	<b>Percentage Guidelines</b>	<b>Designation</b>
<b>A<sup>+</sup></b>	<b>4.0</b>	<b>90 - 100</b>	<b>EXCELLENT</b>
<b>A</b>	<b>4.0</b>	<b>85 - 89</b>	
<b>A<sup>-</sup></b>	<b>3.7</b>	<b>80 - 84</b>	<b>FIRST CLASS STANDING</b>
<b>B<sup>+</sup></b>	<b>3.3</b>	<b>77 - 79</b>	
<b>B</b>	<b>3.0</b>	<b>73 - 76</b>	<b>GOOD</b>
<b>B<sup>-</sup></b>	<b>2.7</b>	<b>70 - 72</b>	
<b>C<sup>+</sup></b>	<b>2.3</b>	<b>67 - 69</b>	<b>SATISFACTORY</b>
<b>C</b>	<b>2.0</b>	<b>63 - 66</b>	
<b>C<sup>-</sup></b>	<b>1.7</b>	<b>60 - 62</b>	
<b>D<sup>+</sup></b>	<b>1.3</b>	<b>55 - 59</b>	<b>MINIMAL PASS</b>
<b>D</b>	<b>1.0</b>	<b>50 - 54</b>	
<b>F</b>	<b>0.0</b>	<b>0 - 49</b>	<b>FAIL</b>
<b>WF</b>	<b>0.0</b>	<b>0</b>	<b>FAIL, withdrawal after the deadline</b>

### **TRANSFERABILITY:**

**\*\*** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.

The last date to withdraw with permission is October 29<sup>th</sup>.

In order to obtain credit for this course, students must achieve a minimum of a "C-".

### **EVALUATIONS (How do you get marks):**

**Play Assignment 1**    15%    October 2nd  
 Is this play? What are children learning when they play?

<b>Play Assignment 2</b> Types of Play	15%	October 23 <sup>rd</sup>
<b>Observation</b>	30%	November 25 <sup>th</sup>
<b>Quiz</b>	25%	December 11 <sup>th</sup>

**Attendance/in class assignments/participation** 15%

If a student misses more than 20% of scheduled classes, a grade of '0' will be assigned.

ALL of the evaluations must be completed in order to pass the course.

## **STUDENT RESPONSIBILITIES:**

*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.*

Students are responsible for missed class time, including the gathering of resources handed out during class. Be sure to check moodle.

The College expects students' conduct to be in accordance with basic rights and responsibilities. Refer to the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or

<http://www.gprc.ab.ca/about/administration/policies/>

## **STATEMENT ON PLAGIARISM AND CHEATING:**

Refer to the College Admission Guide at

<http://www.gprc.ab.ca/programs/calendar/> or

<http://www.gprc.ab.ca/about/administration/policies/>

These are serious issues and will be dealt with severely.

<b>Play Assignment 1</b>	15%	October 2nd
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Overview

*As a group of 3, you will observe 2 different play episodes. The play episodes may be of individual children or children playing in a group. You will take pictures of the play episode and notes as to what the children said/did. You will submit a written summary.*

*Questions to answer:*

*Is this play?*

*What are children learning when they play?*

**Your written summary will include 3 play episodes, for each episode you will have:**

3- 4 pictures of the play episode.

Notes of what the child/children SAID and DID.

Answers for the following questions:

**Is this play?** (Answer the question of " a PICTure")

**What are the children learning when they play?**

Describe the learning/development that might be acquired through each play scenario for each of the developmental categories/domains:

Cognitive *pages 411-415*

Language and Literacy *pages 416-417*

Affective Development (social and emotional) *pages 418 - 419*

Creative *page 419*

Physical *pages 419-423*

Performance objectives for each of these developmental categories are provided on Moodle. This is titled as *Suggested Set of Developmental Outcomes for Children Ages Two to Six.*

*To be submitted electronically.*

## **Play Assignment 2**

15%

October 23rd

### Overview

*You may choose to complete this assignment on your own, during practicum, or with a partner in the Children's Center Demonstration Preschool Program.*

*You will observe 4 different play episodes. The play episodes may be of individual children or children playing in a group. You will take pictures of the play episode and notes as to what the children said/did.*

### **Observation**

Observe 4 different play episodes - the play episodes will be of different children on their own, or in a group.

Take 3-4 pictures of each play episode.

Take notes of what the children SAID and DID.

### **Written Summary**

For each play episode include:

- a) Child's age
- b) A description of what was happening and the child's (or children's) actions
- c) Sounds, words, and/or comments made by the child (or children).
- d) Pictures of the play episode.
- e) Identify the category of play:
  - a. Social
    - i. onlooker, solitary, parallel, associative, cooperative
  - b. Cognitive
    - i. functional, constructive, symbolic, games with rules

*You must have 2 play episodes depicting social play and 2 play episodes depicting cognitive play.*

\*Please note, that if you take pictures of the children at your practicum placement, you must have signed permission, from the child's parent to use their picture. This MUST be submitted with your assignment. If it is not, a '0' will be given.

*To be submitted electronically.*

## Observation 30%

November 25th

Students will choose **one child** to observe in one of your practicum sites OR in the Children's Centre Demonstration Preschool Program. If you are not registered in CD 1045, you will have to make arrangements to observe a child in the Children's Centre. **You may not complete these observations on your own child.**

### Part A

Using the information you have gained in class and the various handouts about observing and recording children's behavior as resources, complete two 20- minute observations of the child at play. One of your observations should be recorded using a **running record** format and the other as an **anecdotal record**. For confidentiality, use the child's initials or a pseudonym rather than the child's real name.

### Part B

After you have completed both observations and written them up, write a summary about what you currently know about this child based on your two observations, using the following questions as a guide:

What did you learn about this child? Remember to base this summary only on the information you obtained from your observations. Did you learn anything about the child? For example, does the child seem to prefer playing alone or with one or two others? Are most of the child's interactions with adults or other children? Does the child involve him/herself in a quiet activity or participate in more active behavior? Does the child move from center to center of focus he/her attention of one or two? What does this information tell you about the child's attention span? Does the child use a lot of language in his/her play or is he/she quiet? What is the child able to do? Run, jump, skip, glue, draw with detail, build with blocks, ask for help from the teacher or other children, talk with other children? Is the child able to solve problems that arise? Does the child lead the play, or follow the lead of others. Is he/she able to share toys and materials and take turns? What does the child appear to be interested in? Is there a certain aspect of the activity/materials that the child is interested in?

Any information about the child that you include in this summary should be supported by the information from you observation.



### **Part C**

What further questions do you have about this child's interests, behavior or development that you do not know from completing these two observations? How could you collect his information?

Based on the child's interest, what are two ways in which you could support or facilitate this interest?

### **Quiz**

**25%**

**December 11<sup>th</sup>**

Study questions will be provided for this quiz. It will not be open book. Regular attendance is strongly recommended.

### **Attendance/in class assignments 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.

Additionally, you will be expected to check into moodle on a weekly basis and complete any assignments/readings posted.

If a student misses more than 20% of scheduled classes, a grade of 'O' will be assigned.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

DATE	TOPIC	IMPORTANT DATES
Sept. 4 (R)	Introductions Overview of course	
Sept 9 (T)	Play: Definition	
Sept. 11 (R)	<i>No class, however a reading with questions to be submitted will be provided.</i>	
Sept. 16(T)	Play: Learning	
Sept. 18 (R)	Play: Characteristics	
Sept. 23 (T)	Play: Characteristics	
Sept. 25 (R)	Play: Role of Play and DAP	
Sept. 30 (T)	Types of Play	
Oct. 2 (R)	Types of Play	<b>PLAY ASSIGNMENT 1</b>
Oct. 7 (R)	Types of Play, Repetitive Play	
Oct. 9 (T)	Finish up with play.	
Oct. 14 (R)	<i>Opportunity for Observation in CC/No class*</i>	
Oct. 16 (T)	<i>Opportunity for Observation in CC/No class*</i>	
Oct. 21 (R)	Observation and Documentation	
Oct. 22 (T)	The Observation Process	
Oct. 23 (R)	Factors that Influence Observation	<b>PLAY ASSIGNMENT 2</b>
Oct. 28 (T)	Observation Methods	
Oct. 30 (R)	Observation Methods	
Nov. 4 (T)	Observation Methods	
Nov. 6 (R)	The Use of Portfolios in Early Childhood Facilitating, Supporting and Extending Children's Play	
Nov. 11 (T)	<b>Fall Break</b>	
Nov. 13 (R)	High Quality Play, When to Intervene	
Nov. 18 (T)	Language to Support Play, Roles	

Nov. 20 (R)	Adult's Role in Block Play Adult's Role in Pretend Play Adult's Role in Play with Natural Materials	
Nov. 25 (T)	Societal Issues	<b>OBSERVATION ASSIGNMENT</b>
Nov. 27 (R)	Societal Issues	
Dec. 2 (T)	Rough and Tumble Play	
Dec. 4 (R)	Superhero Play	
Dec. 9 (T)	Catch up/Review	
Dec. 11 (R)	Quiz	<b>QUIZ</b>