

GRANDE PRAIRIE REGIONAL COLLEGE
EARLY LEARNING AND CHILD CARE

CD 1350
SUPPORTING CHILDREN'S PLAY

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Semester: Fall 2007
Credits: 3
Hours: 45 hours
Dates: Fridays Sept 14, 21, Oct 5, 19th 6:00 - 9:00
Saturdays Sept 15, 22, Oct 6, 20th 9:00 - 5:00
Location: Cadotte Lake School
Instructor: Linda Sirko-Moyles
Phone: 780 624 5804 home/ 780 618 6944 cell
Email: moyles@telusplanet.net
Office hours: Evenings 6:30 - 9:30 or pre-arrange a time suitable to student and instructor

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.

PRE-REQUISITES:

CD 1010 OR 1011 or consent of the department

Notes: Credit will be granted for CD 1350 or the combination of CD 1150 and CD1170

TEXT:

Dodge, D., Coker, L & Heroman, C. (2002). The Creative Curriculum for Preschool. Washington, DC: Teaching Strategies

A variety of articles and handouts will be distributed in the classes for student reading.

OBJECTIVES:

On successful completion of this course, the student must 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:

The instructor will use a variety of teaching tools that include discussion, practical hands-on activities, A.V. materials, 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 and in-class learning activities (90%) Attendance (5%) 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 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 as determined upon distribution of the assignments. Should students be unable to complete assignment on the due date, all students must discuss another arrangement prior to the due date of the assignment. Failure to do this may result in a failure in that assignment.
- All work needs to be typewritten (or neatly handwritten in dark ink) double-spaced, and single-sided. All students need to work to the best of their ability to ensure correct spelling and accurate grammar. Please proof-read your work prior to submitting.
- Graded assignments will be returned within one to two weeks.
- Changes to the course outline will be discussed with students 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 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

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 or articles provided. It will be helpful to the success of your learning to read the articles and reading indicated on the pages in your textbook.

As you bring your own stories, experiences and education to this class, it is likely that the flow of the course may change. I believe you may find this exciting as it parallels the type of planning and programming with young children called an “emergent curriculum”.

| Date | TOPIC | READING | ASSIGNMENT |
|---------|--|---|-----------------------------|
| Sept 14 | Introduction CD 1350 “Play and learning” The adult or teacher’s role in child’s play. | Foundation Textbook by Dodge Assorted Articles distributed in class | |
| Sept 15 | The importance of Observing, documenting, and participating To learn how to create a responsive environment with schedules, routines, and group times. | Chapter 4 Textbook by Dodge Chapter 2 Textbook by Dodge Articles in class | Give out assignment 1 and 2 |
| Sept 21 | To examine room arrangements that will lend to optimal learning. To introduce concept of emergent curriculum. | Chapter 1 Textbook by Dodge Articles in class | |
| Sept 22 | To discuss daily and weekly planning processes to assist in the development of the curriculum. To introduce long term planning to organize and evaluate the curriculum. | Articles in Class | |

| | | | |
|--------|---|---|---|
| Oct 5 | <p>To understand how learning centres can support children's growth and development</p> <p>To explore several types of learning centres; block play; dramatic/pretend play; and manipulatives</p> | <p>Chapter 2, 6 - 16 as reference/resource - Textbook by Dodge</p> <p>Articles in class</p> | <p>Assignment #2 Research Project Due</p> |
| Oct 6 | <p>To introduce prop boxes in children's play;</p> | <p>Articles in class</p> | <p>Assignment # 1 Learning Centre Part 2 due- meet with instructor as need to have at least your centre set up and children using it.</p> |
| Oct 19 | <p>To introduce the importance of natural materials in children's play. To experience sand/water.</p> | <p>Articles in Class</p> | |
| Oct 20 | <p>To experience outdoor play</p> <p>Evaluation</p> <p>Sharing of assignments in class</p> | | <p>Assignment #1 Parts 1,2,3 all due Class Presentation and Sharing - must be present for last session or assignment will not be accepted.</p> |

**RESOURCES for
CD 1350 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>

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>

****Hummingbird Educational Resources**

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

****Earlychildhood.com**

<http://www.earlychildhood.com>

****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-12edpgs/su96/ece/TITLE.html>

Technology and Young Children

<http://www.techandyoungchildren.org>

Technology in Early Childhood Education

<http://www.netc.org/early> connections

****Web Corner Index:Teacher Pages**

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