



**DEPARTMENT OF HUMAN SERVICES**  
**COURSE OUTLINE – FALL 2011**  
**CD 1330 UNDERSTANDING CHILDREN'S PLAY**

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

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**OFFICE**      Tuesday 2:00 – 3:00  
**HOURS:**      Thursday 9:00 – 10:00

**PREREQUISITE(S)/COREQUISITE:**

**REQUIRED TEXT/RESOURCE MATERIALS:**

Please note, these texts will also be used for CD 1350 in the winter semester.

Dietze, B. & Kashin, D. (2012). *Playing and Learning In Early Childhood Education*. Pearson.

Curtis, D. & Carter, M. (2008). *Learning Together With Young Children. A Curriculum Framework for Reflective Teachers*. Red Leaf Press.

**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**

**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.

## **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.**

## GRADING CRITERIA:

Alpha Grade	4- Point Equivalence	Descriptor	Raw Score
A+	4.0	Excellent	90-100
A	4.0	Excellent	85-89
A-	3.7	First class standing	80-84
B+	3.7	First class standing	76-79
B	3.0	Good	73-75
B-	2.7	Good	70-72
C+	2.3	Satisfactory	67-69
C	2.0	Satisfactory	64-66
C-	1.7	Satisfactory	60-63
D+	1.3	Poor	55-59
D	1.0	Minimal pass	50-54
F	0.0	Fail	Less than 50

*In order to obtain credit for this course students must achieve a minimum of a "D+"*

## ASSIGNMENTS/EXAMINATIONS:

<b>Value of Play</b>	15%	October 4, 2011 (due in class)
<b>Types of Play</b>	15%	October 25, 2011
<b>Observation/Documentation</b>	20%	November 22, 2011
<b>Supporting Play</b>	15%	December 8, 2011 (in class, open book)
<b>Quiz</b>	25%	December 15, 2011

**Attendance/in class assignments** 10%

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

## 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.

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.

## COURSE SCHEDULE/TENTATIVE TIMELINE:

DATE	TOPIC/READINGS	IMPORTANT DATES
Sept. 8 (R)	Introductions Overview of course	
Sept. 13 (T)	Play <i>Play and Learning Chapter 1</i>	
Sept 15 (R)		
Sept. 20 (T)		
Sept. 22 (R)		
Sept. 27 (T)	Types of Play <i>Play and Learning Chapter 2</i>	
Sept. 29 (R)		
Oct. 4 (T)		<b>Value of Play (due in class)</b>
Oct. 6 (R)		
Oct. 11 (T)	No class	
Oct. 13 (R)	Library	
Oct. 18 (T)	Observation/Documentation <i>Play and Learning Chapter 3</i> <i>Learning Together Pages: 110, 160, 193, 265, 360</i>	
Oct. 20 (R)		
Oct. 25 (T)		<b>Types of Play</b>
Oct. 27 (R)		
Nov. 1 (T)		

**Nov. 3 (R)**

**Nov. 8 (T)**

**Nov. 10 (R)**

**Nov. 15 (T)**

**Nov. 17 (R)**

Strategies for supporting play

*Learning Together Chapter 4, 5, 6*

Play and Learning pges 108, 157-58, 196-7, 212, 251, 298, 356

**Nov. 22 (T)**

**Documentation**

**Nov. 24 (R)**

**Nov. 29 (T)**

**Dec. 1 (R)**

Issues

**Dec. 6 (T)**

**Dec. 8 (R)**

**Supporting (open book)**

**Dec. 13 (T)**

Catch up/Review

**Dec. 15 (R)**

**Quiz**

**Quiz**

# Assignments

## **The Value of Play            15%            Oct. 4, bring to class**

Create a visual representation (brochure, poster, or tri-fold poster) explaining the importance of play and how play supports children's development.

The brochure/poster will contain information regarding:

A definition of play

An explanation of why play is important

A description of learning/development that is acquired through play for each of the developmental categories/domains:

- physical
- creative
- cognitive
- language and literacy
- social and emotional

The brochure/poster will also have pictures showing a child and/or children engaged in play with a description of the learning/development that is acquired through play.

The brochure/poster will be shared with classmates in small groups. An informal/anonymous vote will be conducted to determine the top 3-5 brochures/posters. These will be posted on bulletin boards around the department. The top brochures/posters will be awarded an additional 10%.

The brochure/poster will be evaluated on:

- Clear illustrations of children's play (10 points)
- Thorough descriptions of learning/development (10 points)
- Presentation – Attractive/appealing (5 points)

## Types of Play

15%

October 25, 2011

The purpose of this assignment is to assess your ability to recognize the cognitive and social categories of play.

Observe 4 different play episodes in the Children's Center or at your practicum placement\*.

Take pictures of the play episodes. Take notes.

For each play episode include:

- Child's age

- A description of what was happening and the child's (or children's) actions

- Sounds, words, and/or comments made by the child (or children).

- Pictures of the play episode.

Identify the category of play:

- Social (onlooker, solitary, parallel, associative, cooperative)

- Cognitive functional, constructive, symbolic, games with rules) category of play

You must have 2 pictures depicting social play and 2 pictures depicting cognitive play.

For each play episode provide:

- One comment about the child's development

- An explanation of what the child appears to be interested in.

\*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.



## **Observation/Documentation**

**20% November 22, 2011**

Students will choose one child to observe in one of your practicum sites. If you are not registered in CD 1045, you will have to make arrangements to observe a child in the Children's Center. 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 your 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?

## **Supporting Play**

**15%**

**December 8, 2011**

This assignment will take place in class. You will be able to access all materials provided in class and through Moodle.

Pictures, (with descriptions) of play episodes will be provided.

You will be asked to:

Describe what appears to be happening using descriptive language.

Explain what you might do to:

- a) support or facilitate the play
- b) extend this play episode.

Explain what you might say to:

- a) support or facilitate the play
- b) extend this play episode.

## **Quiz**

**25%**

**December 15, 2011**

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

## **Attendance/in class assignments**

**10%**

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