



**DEPARTMENT OF HUMAN SERVICES
COURSE OUTLINE- WINTER 2013
CD 1350 – SUPPORTING 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

HOURS: Monday 12:00 – 1:00, Tuesday 10:00 – 11:00

PREREQUISITE(S)/COREQUISITE:

CD 1330

REQUIRED TEXT/RESOURCE MATERIALS:

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

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. Appropriate child-centered routines, schedules, transitions, and group times will also be discussed.

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.

Note: after Reading Week we will be in A314

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 Invitations for Learning and Treasure Baskets.

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.

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.

GRADING CRITERIA:

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

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

TOPICS

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

Play – REVIEW only

The value of play

Stages of social and cognitive play

Developmentally appropriate practice and play

The adult's role in promoting play

Curriculum approaches

Emergent Curriculum

Project approach

Setting goals and objectives

Schedules

Routines and transitions

Group times

Indoor and outdoor learning environments

Organization and aesthetics

Play space and play units

The adult's role in constructive play

Learning and development

Space, materials, strategies

The adult's role in pretend play

Learning and development

Space, materials, strategies

The adult's role in sensory play with natural materials

Learning and development

Space, materials, strategies

Invitations

Concept and purpose

Arrange materials for an Invitation
Treasure baskets

EVALUATIONS:

IN CLASS ASSIGNMENTS 20%

If you are absent from class you will not have the opportunity to complete the assignment.

ASSIGNMENTS

- | | | |
|--|------------|-------------------------|
| 1. Invitation for Learning | 20% | Due: February 26 |
| Plan | | |
| Implement | | |
| Observe/Document | | |
| Prepare Powerpoint | | |
| Share with classmates | | |
| 2. Learning Centre* | 30% | Due: Varies |
| Assist in setting up Learning Centers in Children's Centre | | |
| Observe, evaluate, document | | |
| Find resources to support development of centers | | |
| Create web for further possibilities | | |
| 3. Group Time* | 30% | Due: March 22 |
| Observation | | |
| Group time | | |
| Resources Binder | | |

Assignments 1, 2, and 3 MUST be completed, in their entirety, to pass the course.

STUDENT RESPONSIBILITIES:

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

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

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

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.

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at

http://www.gprc.ab.ca/about/administration/policies/**

**Note: all Academic and Administrative policies are available on the same page

INVITATION FOR LEARNING 20%

Due: February 26

Presentation: March 21 and 26

You will:

- a) Plan for an Invitation for Learning for the children in the Children's Center.
- b) Implement the Invitation for Learning
- c) Document the children's learning* to share with the families of the Children's Centre.
- d) Share information with your classmates in the form of a Powerpoint.

Additional information will be provided.

This is an individual project, however you will be asked to pick a partner, one person will organize their Invitation for Learning and their partner will take pictures and notes and the next day, the roles will be reversed.

LEARNING CENTRE

30%

Due: the Tuesday AFTER your observation of the Learning Centers

In your group of 3 you will:

- a) Assist Gina and Angela in setting up the learning centers in the Children's Centre on Friday afternoon from 1:00 – 4:00. Provide a brief summary of your activities.
- b) Choose 2 centers, take 3-4 pictures of the center. For each picture, provide a clear description/explanation of what the picture is showing.
- c) Meet with Gina or Angela the following Tuesday morning from 8:30 – 9:00 to discuss what worked well with the current arrangement of the centers and what could be changed and why. Provide a written summary.
- d) Observe the children playing in the 2 centers you chose on the following Tuesday from 9:00 – 10:30. Take pictures and write down what the children are doing and saying.
- e) For each center, answer the questions on the Learning Centre Evaluation Form.
- f) Create two learning stories or documentation panels for the families of the children in the Children's Centre.
- g) For the centers you have chosen, find 3 resources/articles that you could use to enhance the center.

Written Materials:

Summary from Friday set up.

Pictures and description of centers.

Summary from meeting with Gina and Angela Tuesday morning.

Evaluation regarding center (for 2 centers)

Resources/articles

Learning story/Documentation Panel (2)

GROUP TIME
Due March 22

30%

Individual Observations

Individually, each group member will:

- a) Observe 2 group times in the Children's Centre – a sign up sheet will be available. It is your responsibility to remember your date and to show up on time. If, for some reason you cannot make the time, it will be up to you to find an alternative date to observe a group.
- b) Provide a summary of the group time – the songs, chants, fingerplays, rhymes used (with the words provided) AND a description of the main activity. This summary will be placed in your resource binder that your group will submit.
- c) Provide written comments as to what seemed to work well in the group and what did not with suggestion as to how it could be improved.

Note: Gina and Angela will be providing feedback with regards to your professionalism (Did you show up? Did you show up on time? Did you participate? Did you smile and act enthused?)

Group time

In your group of 3 you will:

- a) plan a group time for the children in the Children's Centre.
- b) Implement the group time. Ensure that your songs are written out so the other adults can participate. However, ALL of your group members should know the words to the songs, chants, fingerplays and NOT have to rely on the printed word.
- c) Provide written comments as to what seemed to work well and what did not with suggestions as to how it could be improved.

Note: Gina and Angela will be providing feedback with regards to your professionalism (Were you prepared? Did you know the words? Did you all participate? Did you smile and act enthused?)

Resource Binder

In your group of 3 you will:

The resource binder/file will contain:

- 6 summaries of group times from your individual observations (with the written comments)
- 1 plan from your group time (with the written comments)

ADDITIONALLY your resource binder/file will contain:

- o 3 Gathering songs/chants and action rhymes
- o 5 settling finger plays, rhymes and songs
- o 5 transition songs, action rhymes, and games
- o 3 games appropriate for group times
- o 3 songs, chants, rhymes and/or games appropriate for helping children know the names of others in the groups.
- o 3 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.

A resource file for each individual in the group will be compiled, however only ONE file/binder will be submitted.

COURSE SCHEDULE/TENTATIVE TIMELINE:

January 8 (T)	Course outline/overview
January 10 (R)	Play – review
January 15 (T)	Invitations for Learning
January 17 (R)	Curriculum
January 22(T)	Curriculum*
January 24 (R)	Curriculum*
	*refer to moodle for readings/assignment
January 29 (T)	Curriculum Group Times
January 31 (R)	Curriculum Routines and Transitions
February 5 (T)	Indoor and outdoor learning environments
February 7 (R)	Indoor and outdoor learning environments
February 12 (T)	Implementation of Invitations
February 14 (R)	Implementation of Invitations
February 19/21	Reading week
February 26(M)	The adult's role in constructive play
	Due: Invitations For Learning
February 28 (W)	The adult's role in constructive play
March 5 (T)	The adult's role in pretend play
March 7 (R)	

March 12 (T)	The adult's role in pretend play
March 14 (R)	The adult's role in sensory play
March 19 (T)	The adult's role in sensory play
March 21 (R)	<i>Share information from Invitations</i>

Due: Group Time

March 26 (T)	<i>Share information from Invitations</i>
March 28 (R)	