

Course Outline for ECE 64

PLAY: MATERIALS AND ENVIRONMENTS

Effective: Fall 2018

I. CATALOG DESCRIPTION:

ECE 64 — PLAY: MATERIALS AND ENVIRONMENTS — 3.00 units

Application of principles of human growth and development in the consideration of play materials and environments for children birth through early elementary. The selection and development of play materials and environments that are developmentally, culturally, and age-appropriate.

3.00 Units Lecture

Prerequisite

ECE 56 - Child Growth and Development
with a minimum grade of C

ECE 50 - Early Childhood Principles and Practices
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- Child Development/Early Childhood Education

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ECE56

1. Demonstrate objective techniques and skills when observing and evaluating behavior in children of all ages, taking into consideration bias
2. Articulate the connection between child development knowledge and appropriate practices
3. Examine ways in which developmental domains are continuous, sequential and inter-related
4. Assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level
5. Evaluate the role of play and its relationship to development at various stages
6. Identify the teachers role and ethical responsibilities to children

B. ECE50

1. Examine the value of play as a vehicle for developing skills, knowledge, dispositions and strengthening relationships among young children
2. Describe children's developmental stages as it relates to developmentally appropriate practices
3. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development
4. Document written objective observations based on specific criteria which informs curriculum
5. Develop a personal and professional philosophy using a theoretical perspective and Developmentally Appropriate Practices (DAP)

IV. MEASURABLE OBJECTIVES:

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

- A. describe the prevalent theories of play;
- B. specify stages and types of play and its importance from birth through early elementary;
- C. defend the importance of play based curriculum using brain research findings;
- D. compare and contrast the play activities for different age groups;
- E. select, construct, and use play materials that demonstrate an understanding of developmentally appropriate practices;
- F. educate others in the value of play;
- G. describe the role of the teacher in setting up the environment to foster appropriate play;
- H. analyze environments, using assessment tools, to implement developmentally appropriate play materials and experiences.

V. CONTENT:

- A. Theories and philosophies embracing play
 - 1. Piaget
 - 2. Vygotsky
- B. Stages and types of play
 - 1. Parten
 - 2. Smilansky
- C. Brain Research on child development
 - 1. Research findings
 - 2. Implications for play
 - 3. Findings regarding language development and literacy
- D. Social, cultural and content differences of play related to age and development
 - 1. Infant/toddler play
 - 2. Preschool age children's play
 - 3. School age children's play
- E. Criteria for making and selecting play materials
 - 1. Aged based choices
 - 2. Teacher chosen to enhance children's competencies
 - 3. Focused on an individual's identified needs
- F. Articulation of play benefits to other adults
 - 1. Families
 - 2. Co-workers and directors
 - 3. Community
 - 4. Policy makers
- G. The role of the teacher in setting up the environment to foster appropriate play
 - 1. Special arrangement that facilitates implementation of program and curricular goals
 - 2. Aesthetic considerations that enable children to feel secure and accepted
 - 3. Shows appreciation for diversity including cultural considerations
 - 4. Adapt environment to meet needs of children with differing needs
 - 5. Safety issues
- H. Interactive strategies of the teacher to enhance children's play
 - 1. Authentic observation and assessment
 - 2. Using reflection for planning
 - 3. Implementation
 - a. Provide supportive materials
 - b. Enrich theme areas
 - c. Support child initiated play
 - 4. Feedback to the child based on teacher observation

VI. METHODS OF INSTRUCTION:

- A. **Field Trips** - Field trip to a toy store to determine criteria for selecting play materials based on instructor provided criteria.
- B. **Lecture** - Short lecture on the teacher's role in selecting materials with cultural considerations.
- C. **Projects** - Create a developmentally appropriate play material based on age and skill development.
- D. **Observation and Demonstration** - Use observation to compare and contrast children's social interaction during child-initiated play.
- E. **Discussion** - Small group discussion, following field trip, on safety considerations regarding material selection.

VII. TYPICAL ASSIGNMENTS:

- A. Prepare a written observation of a child in a play situation.
 - 1. Describe how scaffolding (from Vygotsky's theory of the Zone of Proximal Development) might be used to help the child achieve a higher level of performance.
 - 2. Discussion on providing scaffolding based on developmental level and age of child.
- B. Design a toy, activity or game for a specific age group.
 - 1. Project may be done alone or in groups of 2-3 students
 - 2. Must be developmentally appropriate and inexpensive
 - 3. Provide complete written instruction for production.
 - 4. In class, orally justify why the creation is developmentally appropriate and what skills and dispositions are reinforced.
- C. Observation of the same child during free choice time looking at both child-initiated play and a teacher directed activity.
 - 1. Compare and contrast the use of language, child's social interactions, emotional expression including facial affect and body language.
 - 2. Describe how findings may be documented and shared with families, teachers, stakeholders and administrators to depict the benefits of play.

VIII. EVALUATION:

- A. **Methods**
 - 1. Quizzes
 - 2. Oral Presentation
 - 3. Projects
 - 4. Field Trips
 - 5. Class Participation
 - 6. Other:
 - a. Child observation/s
- B. **Frequency**
 - 1. 1-2 quizzes
 - 2. 2-3 child observations
 - 3. 1-2 individual or group projects
 - 4. 1-2 Field trips
 - 5. 1-2 oral presentations
 - 6. Final project

IX. TYPICAL TEXTS:

- 1. Sluss, Dorothy. *Supporting Play in Early Childhood: Environment, Curriculum, Assessment*. 2nd ed., Delmar Cengage Learning, 2018.
- 2. Bohart, Holly, Kathy Charner, and Derry Koralek. *Spotlight on Children: Exploring Play*. 1 ed., Teaching Strategies, Inc., 2015.
- 3. Nell, Marsha, Walter Drew, and Deborah Bush. *From Play to Practice: Connecting Teachers' Play to Children's Learning*. 1 ed., NAEYC, 2013.

- X. OTHER MATERIALS REQUIRED OF STUDENTS:
- A. No other material required