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Course Outline for ECD 64

PLAY: MATERIALS AND ENVIRONMENTS

Effective: Fall 2009

I. CATALOG DESCRIPTION:

ECD 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

ECD 51 - Prenatal to Early Childhood
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

	<u>MIN</u>
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. ECD51

1. demonstrate knowledge of the basic developmental theories of prenatal, neonatal, infant, toddler, preschool, and early primary child development within a social-cultural context;
2. describe current trends in research about early childhood;
3. assess through observation and identify children's unique qualities, behaviors, skills, traits, and developmental level;

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 the 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 with regard to interactive strategies that foster play;
- H. analyze environments, using assessment tools, in terms of providing 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 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. Observation
 2. Planning
 3. Implementation
 - a. Provide supportive materials
 - b. Enrich theme areas
 - c. Support child initiated play
 4. Verbalize for the child what is observed
- I. Authentic observation and assessment of children's play
 1. Reflection of child's developmental level
 2. Guide for decision making regarding the building of curriculum

VI. METHODS OF INSTRUCTION:

- A. **Lecture** -
- B. **Discussion** -
- C. Media presentations
- D. **Field Trips** -
- E. **Projects** - Class and individual projects
- F. **Guest Lecturers** -
- G. Child observations

VII. TYPICAL ASSIGNMENTS:

A. Prepare a written observation of a child in a play situation. 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. 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 project is developmentally appropriate and what skills are taught or reinforced C. Written observations of the same child during free playtime and during teacher directed activities; Compare and contrast the use of language, child's social interactions, emotional expression including facial affect and body language. Describe how findings may be used to support the benefit of play to families and others.

VIII. EVALUATION:

- A. **Methods**
- B. **Frequency**
 1. Frequency
 - a. Quizzes
 - b. 2 or 3 child observations
 - c. 1 or 2 individual or group projects
 - d. Final exam

IX. TYPICAL TEXTS:

1. Frost, Joe I, Wortham, Sue, and Riefel, Stuart *Play and Child Development.*, Merrill Prentice Hall, 2008.
2. Pronin Fromberg, Doris, and Bergen, Doris Ed., *Play From Birth to Twelve: Contexts, Perspectives, and Meanings.*, Routledge, 2006.
3. VanHorn, J., Monighan Nurot, P., Scales, B., & Rodriques Alward, K., *Play at the Center of the Curriculum.*, Merrill Prentice Hall, 2007.

X. OTHER MATERIALS REQUIRED OF STUDENTS: