**Guilford Technical Community College**

**Early Childhood Education**

# EDU 157: Active Play

# Student Learning Outcomes and Guidelines for Course Requirements

**Student Learning Outcomes**

At the completion of the course, the students should be able to do the following:

1. Distinguish between the stages of play.
2. Design an outdoor play environment for preschool children.
3. Portray a multicultural play experience.
4. Categorize a variety of play experiences with their corresponding developmental level.
5. Assess the role of teachers in play.

**ACTIVE PLAY FILE:**

You will choose at least 12 *ACTIVE PLAY* activities that you would like to use with children. You must choose at least 2 activities that would be appropriate in each age group: Infants, Young Toddlers, Old Toddlers, Young Preschoolers, Old Preschoolers, and School- Agers:   
  
Sections from the Be Active Kids Guide include:

* Infants
* Young Toddlers
* Older Toddlers
* Young Preschoolers
* Older Preschoolers
* School-Agers

You will write up a rationale for your choices. This will include answering the following questions:

1. Name of Activity:
2. Brief explanation of activity
3. When would you use this activity and why?
4. How would you revise this activity for children who are culturally, linguistically, and/or ability diverse in any way? Explain the revision. If revisions are not needed, explain why it is appropriate the way it is. Be sure to carefully reflect on the appropriateness of your plan for all children.
5. Using the *NC Foundations for Early Learning and Development* (2013), look under Approaches to Play and Learning (APL) and under each Subdomain and each Goal and list and ***explain*** which goals and developmental indicators this activity would apply. *(For the School-Age activity, there is not a section in NCFELD for School-age, instead please list at least 2 of your own developmental goals for each activity.)*

Then you will present and lead one of these activities to the class. You will reflect on the experiences in class.

For the assignment you are to write which 12 activities you have chosen. Answer the above questions for each activity. Then, you will present 1 of these to the class. Be prepared to write a reflection on how you felt the activity went with your fellow classmates.

4. **OUTDOOR LEARNING ENVIRONMENT PROJECT:**

Students will design an Outdoor Learning Environment (OLE) for preschool children from 3-5 years. The OLE should be large enough for 35 children and show consideration for children’s developmental levels, abilities and skills, interests and needs. Students should plan an outdoor learning environment that supports children’s development through provision of various play areas and choices and by providing experiences with the natural world.

***Included in the project will be:***

a. An OLE plan: Draw the plan according to scale. Designate the different areas/zones and the placement of equipment. Also indicate exits, electrical and water outlets, types of surfaces, pathways and storage.

b. A list of permanent equipment placed on the playground.

c. A list of moveable equipment/materials, including numbers of each. For example: 5 nine-inch balls, 10 hoops etc.

1. Written reasons/rationale for:
   1. How you met each of the 12 Best Practice Indicators.
   2. How your OLE aligns with POEMS.
   3. Placement of areas.
   4. Choice of permanent equipment. This should include the types of play it provides and why you feel it is an appropriate choice. Consider how they will support and challenge ALL children. Be sure to reflect on cultural, linguistic and ability of ALL children. If permanent natural items are included that were not discussed in the best practice indicators, discuss those here.
   5. Choice of moveable equipment/materials. Consider how they will support and challenge ALL children. Be sure to reflect on cultural, linguistic and ability of ALL children.

Criteria for evaluation: Demonstrates an understand of young children’s characteristics and needs; use of developmental knowledge to create healthy, supportive, and challenging learning environments; thoroughness of equipment lists; developmental appropriateness of equipment and materials; appropriate placement of areas and equipment; adequate and appropriate rationales for choice of equipment/materials and placement of areas; proper use of scale; neatness; and correct grammar and spelling.

**MULTICULTURAL GAME PRESENTATION:**

Instructions:

1. Research “multicultural games” for preschool children and choose one game to present to the class. Be sure this game involves ACTIVE Play.
2. We will have a “game” days. During that time each student will set up their game and students will take turns playing all the games presented. You may present inside or outside.
3. Each student will plan for a group of four (4) people to play at one time. If the game is an outside game that needs more players, we will adjust the planning. The student presenting the game will guide the “players” through the process as if you are teaching and playing the game with a group of children.
4. Each student must bring the materials that are needed for the game. We will not be using materials from the classroom.
5. Each student will prepare a “sign” for their game for other students to see. On the sign should be the following:

* The country the game is from
* The name of the game
* Directions for play
* Information about play in the country of your game.
* Any other information you’ve found about the game
* Your name

1. The sign for the game will be turned in to be included with the rubric.

6. **OBSERVATION REPORT:**

You will do 2 one-hour observations. All students will do observation #1. Then based on your area of study/interest/certificate, you may choose to do observation #2 ***OR*** #3. ***You will submit your notes for each observation as well as the written paper answering the below questions.***  Be sure to complete all questions including the compare/contract and personal reflections at the bottom. Remember that all observations need to be objective, specific, and detailed. Notes should be sufficient in detail and quantity to provide an understanding of the play and interactions with peers and teachers.

*Observation #1 Preschool Age*

Observe children **age 36 months -60 months** **in a child care or preschool environment** for one hour. Look for the following as you observe:

1. In what ways are children engaged in play? *Discuss domains, skills, level and characteristics of play.*
2. What are the adults doing to support play in this environment? *Make connections to the teacher’s roles in play that were discussed in class.*
3. Does this fit with what you have read in the course resources and what we have discussed?
4. Using the *NC Foundations for Early Learning and Development* (2013), look under Approaches to Play and Learning (APL) and under each Subdomain and each Goal and *explain which developmental indicators you observed and give specific examples of each indicator you observed.*

*Observation #2 Toddler Age*

Observe children **12-36 months in a child care or preschool environment** for 1 hour. Look for the following as you observe:

1. In what ways are children engaged in play? *Discuss domains, skills, level and characteristics of play.*
2. What are the adults doing to support play in this environment? *Make connections to the teacher’s roles in play that were discussed in class.*
3. Does this fit with what you have read in the course resources and what we have discussed?
4. Using the *NC Foundations for Early Learning and Development* (2013), look under Approaches to Play and Learning (APL) and under each Subdomain and each Goal and *explain which developmental indicators you observed and give specific examples of each indicator you observed.*

*Observation #3 School Age*

Observe children age **6 -12 years in an afterschool care setting** for one hour. Look for the following as you observe:

1. In what ways are children engaged in play? *Discuss domains, skills, level and characteristics of play.*
2. What are the adults doing to support play in this environment? *Make connections to the teacher’s roles in play that were discussed in class.*
3. Does this fit with what you have read in the course resources and what we have discussed?
4. Discuss which developmental domains you observed in action through play and give specific examples of how goals for each domain were being met.

**Compare/Contrast:**

1. What differences did you see in the play of the 2 ages/observations?
2. What similarities did you see?
3. What differences did you see in the ways adults support the play of the 2 ages/observations?
4. What similarities did you see?

**Personal Overall Thoughts:**

1. What are your general thoughts about the ways adults engage with the children and the setup of the classroom or OLE to encourage active play?
2. Any other overall thoughts in relation to active play for based on your observations of children in child care settings?
3. Make connections between your observations and our discussions of play around the world.
4. Did these observations spark any thoughts for your philosophy of play statement?

**7. PHILOSOPHY OF PLAY STATEMENT**

You will develop a 1-page statement of your own beliefs about play. This statement will indicate that you can advocate for play for all children and explain to families and legislators the value of play. In this statement you will include:

**Opening Statement**

Attention grabbing

Speaks to the value of play

**Research Based References**

Refers to Vygotsky or other developmental theorist

and

Refers to NAEYC or other professional organization

**Developmental Outcomes of Play—discuss the benefits of play across each domain**

across domains (cognitive, social/emotional, gross/fine motor, language)

**Explain how an emphasis on play will affect a classroom–discuss things such as:**

Classroom design

Materials

Schedule

Planning

**Family Friendly Language**

Jargon free—include language that families can understand

Acronyms spelled out (i.e. NAEYC should be referred to as The National Association of Education for Young Children)

**8. THE VALUE OF PLAY IN EACH CENTER FINAL GROUP PROJECT**

The Final Project will be a collaborative project consisting of a power point presentation given to the class during the final exam time. In addition to the presentation, the group will do one activity with the class that would be done in their center/area, and submit a sign that can be placed on their center to educate families about the benefits/learning occurring while ***actively*** playing in that center. There will be a maximum of 4 people per groups. Each group will work together to choose the center that is most relevant to them from the following centers: blocks, music/movement, dramatic play, science, art, books/library, sensory, math, and writing, but each area can only be chosen by one group.

**To be included in your power point:**

1. Names of group members
2. Area/Center in the Classroom
3. Value of Area/Center as stated by each of the following:
   1. A theory/theorist or research?
   2. NAEYC (DAP book)
   3. Creative Curriculum or any curriculum of your choice
   4. NC Foundations
   5. Any other sources? What can you take from our research into play around the world to include here.
4. What are opportunities for learning in each domain?
   1. Cognitive
   2. Social/Emotional
   3. Motor – fine and/or gross
   4. Language
5. A specific and detailed list of basic materials to be included in center.
6. Give at least 5 examples of activities/experiences planned for that center. You will do 1 of these activities with the class after your presentation. Remember this is a summary project for this course, so your activities should be play-based, actively engaging, fun, involve movement and involve all children –be sure to incorporate cultural, linguistic and ability diversity.

**The sign for your center will be:**

“While I’m Playing in this Center I’m Learning…” This sign will educate families about the benefits of play in your center/area. The sign should be both informative and aesthetically pleasing. The sign should include how opportunities for learning in each domain occur in that center (Cognitive, Social-Emotional, Motor – Fine and/or Gross, and Language).