

SCRIPT-NC Play Webinar Handouts

Dedicated Courses on Play

Course	Topics/Forums	Sample Resources
Two sample syllabi from Ronda Hawkins of Sandhills Community College (NC) are posted on the SCRIPT-NC website	Play Development	The Importance of Play in Early Childhood Development http://msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf
	A Child's Right to Play	This Is Me : Article 31 and a Child's Right to Play https://www.youtube.com/watch?v=0KhsxMCrTKE
	Loose Parts	The Learning in Loose Parts http://www.communityplaythings.com/resources/articles/2015/the-learning-in-loose-parts
	Active Play	The Crucial Role of Recess in School http://pediatrics.aappublications.org/content/131/1/183
	Physical Activities for Infants/Toddlers	Supporting Outdoor Play and Exploration for Infants and Toddlers http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-14-outdoor-play.pdf ;
	Physical Activities for School-Aged Children	Crisis in the Kindergarten: Why Children Need to Play in School http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf
	Gardening	Garden Lessons http://www.growinggardeners.net/garden-based-curriculum-1st-5th/
	Environmental Education	The Benefits of Connecting Children with Nature https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature_InfoSheet.pdf
	Mud Play	How to Create Your Own Mud Kitchen http://carmelmountainpreschool.com/how-to-create-your-own-mud-kitchen/
	Advocating for Play	The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds http://pediatrics.aappublications.org/content/119/1/182.full
<i>Miss Tizzy</i>	Author: Libba Moore Gray. <i>"She played inside and out and always had a smile on her face. She instinctively knew how to vary the schedule, design the environment, and make each child feel special. What an awesome role model!"</i>	

Activities and Assignments

Content/ Course	Topic(s)	Directions/Resources																
<p>Child Development</p>	<p>Play as a Support for Learning and Development</p>	<p>Based on your state early learning guidelines/standards, create a chart (a sample is provided below). NOTE: The Domain of Development column should reflect whatever your state early learning guidelines or standards are. Ask students to identify ways they can support each domain of development for each age group using play. Require students to identify evidence sources that support their ideas.</p> <table border="1" data-bbox="590 443 1965 589"> <thead> <tr> <th data-bbox="590 443 932 480">Domain of Development</th> <th data-bbox="938 443 1276 480">Infants/Toddlers</th> <th data-bbox="1283 443 1621 480">Preschool</th> <th data-bbox="1627 443 1965 480">Kindergarten</th> </tr> </thead> <tbody> <tr> <td data-bbox="590 485 932 516">Social-emotional</td> <td data-bbox="938 485 1276 516"></td> <td data-bbox="1283 485 1621 516"></td> <td data-bbox="1627 485 1965 516"></td> </tr> <tr> <td data-bbox="590 521 932 552">Language</td> <td data-bbox="938 521 1276 552"></td> <td data-bbox="1283 521 1621 552"></td> <td data-bbox="1627 521 1965 552"></td> </tr> <tr> <td data-bbox="590 557 932 587">Fine and gross motor</td> <td data-bbox="938 557 1276 587"></td> <td data-bbox="1283 557 1621 587"></td> <td data-bbox="1627 557 1965 587"></td> </tr> </tbody> </table>	Domain of Development	Infants/Toddlers	Preschool	Kindergarten	Social-emotional				Language				Fine and gross motor			
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<p>Nature as a Support for Learning and Development</p>	<p>Ask students/learners to read the following infosheet to understand how connections with nature can support different domains and aspects of development: The Benefits of Connecting Children with Nature https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature_InfoSheet.pdf Ask students to design their own infosheets on different topics (e.g., dramatic play, block play, water play, play with computers and other electronic devices). Be sure to include the requirement for documentation of evidence sources and to incorporate a requirement for adaptations for children of diverse abilities and dual language learners.</p>																	
<p>Child, Family and Community</p>	<p>Family Priorities, Value of Play as a Support for Learning</p>	<p>Ask each student to work with a family who has a young child. This should be a family they do not already know well. Ask each student to interview the family to learn about shared routines (parent-child), current value and opportunities for indoor and outdoor play, and knowledge of how play can support learning across the domains of development. Based on the responses, ask each student to develop plans for how families might, within the context of their current existing routines and play activities, incorporate opportunities to support learning and development.</p>																
<p>Creative Activities</p>	<p>Time in Nature</p>	<p>Ask students/learners to carve out 30 minutes and find a quiet place in nature in which to sit or walk slowly. Stress that during that time they should NOT talk to anyone. This is a time to be quiet and tune into the surroundings. After the time in nature, ask students/learners to post answers to the following questions: How were you feeling prior to going out into the natural setting? What did you notice about your surroundings? Which of your five senses were engaged? What did you enjoy the most about your time in nature? Was it easy or difficult to remain quiet? Why? Do you think this is a place that children would enjoy? Why? How do you envision them being in the space? What might they be doing?</p> <p><u>Option:</u> Ask students/learners to find a video that captures how their time in nature felt.</p>																

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Creative Activities	Seeing New Possibilities in Common Objects	<ul style="list-style-type: none"> • Introduce students/participants to the theory of loose parts through a reading or video http://www.letthechildrenplay.net/2010/01/how-children-use-outdoor-play-spaces.html or http://extension.psu.edu/youth/betterkidcare/early-care/our-resources/tip-pages/tips/loose-parts-what-does-this-mean. • Create a shared learning opportunity for students/participants. Divide students into small groups. Give them 15 minutes and play/explore with natural or man-made loose parts (same materials for each group). Ask them to think about all the ways in which they could use those materials to support learning and development. • Debrief: Describe the loose parts you explored. Describe what this experience was like for you. Did you have any ah-ha moments? If so, share. • <u>Option</u>: Have students/learners work in small groups to create a game out of loose parts. • <u>Online Alternative</u>: Describe a set of loose parts to participants in the online learning. Use a forum discussion to consider all the ways there are to play with those loose parts. Then consider the aspects of learning and development that could be supported through those playful interactions.
Curriculum	Learning In/From Nature Playful Pedagogy	<p>Watch the six minute clip of the documentary School's Out: Lessons from a Forest Preschool http://www.schoolsoutfilm.com/ Share your personal reflection on what learning has occurred for you as a result of watching and reflecting on this video. What do you see as the benefits to an outdoor preschool? How was the learning/playing you observed different from what you typically see for children in the US? If it were possible, what questions about the forest preschool curriculum would you want to pose to the teacher?</p> <p>Introduce learners to the concept of playful pedagogy using resources like http://www.journalofplay.org/issues/6/1/article/3-talking-it-play-language-development-and-role-adult-support or http://www.wccf.org/playful-learning-rich-curriculum-meets-playful-pedagogy/ Ask learners to write down on a 3 x 5 card a concept they think would be challenging to address through play. Collect the cards and redistribute them to the learners. Ask each learner to identify ways in which they would address the concept on the card using playful pedagogy.</p>
Health, Safety and Nutrition	How Getting Dirty Benefits Children	<p>Assign How Getting Dirty Benefits Children (http://www.nwf.org/What-We-Do/Kids-and-Nature/Why-Get-Kids-Outside/Dirt-is-Great.aspx) and ask students to respond to the following questions in a discussion forum. Share your thoughts on the dirt report. Did you play with dirt as a child? Do you agree with the position of the authors that getting dirty is a healthy thing to do?</p>

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Infant/ Toddler	Play as a Support for Learning and Development	<p>Based on your state early learning guidelines/standards, create a chart (a sample is provided below). NOTE: The Domain of Development column should reflect whatever your state early learning guidelines or standards are. Ask students to identify ways they can support each domain of development for each age group using play. Require students to identify evidence sources that support their ideas.</p> <table border="1" data-bbox="590 418 1946 570"> <thead> <tr> <th data-bbox="590 418 932 456">Domain of Development</th> <th data-bbox="932 418 1274 456">Infants</th> <th data-bbox="1274 418 1617 456">Younger Toddlers</th> <th colspan="2" data-bbox="1617 418 1946 456">Older Toddlers</th> </tr> </thead> <tbody> <tr> <td data-bbox="590 456 932 493">Social-emotional</td> <td data-bbox="932 456 1274 493"></td> <td data-bbox="1274 456 1617 493"></td> <td colspan="2" data-bbox="1617 456 1946 493"></td> </tr> <tr> <td data-bbox="590 493 932 531">Language</td> <td data-bbox="932 493 1274 531"></td> <td data-bbox="1274 493 1617 531"></td> <td colspan="2" data-bbox="1617 493 1946 531"></td> </tr> <tr> <td data-bbox="590 531 932 570">Fine and gross motor</td> <td data-bbox="932 531 1274 570"></td> <td data-bbox="1274 531 1617 570"></td> <td colspan="2" data-bbox="1617 531 1946 570"></td> </tr> </tbody> </table>				Domain of Development	Infants	Younger Toddlers	Older Toddlers		Social-emotional					Language					Fine and gross motor									
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Language and Literacy	Bringing Nature Inside	<p>In some early childhood settings, for reasons of location, safety, or weather, it can be challenging or even impossible to go outside to play. Ask students to design activities or create centers that support playful language and literacy learning and development using natural materials. Ask learners to use state early learning guidelines/standards to support their work on this assignment. Here's what it might look like.</p> <table border="1" data-bbox="590 797 1946 1052"> <thead> <tr> <th data-bbox="590 797 800 906">Age of Children</th> <th data-bbox="800 797 932 906">Activity</th> <th data-bbox="932 797 1050 906">Center</th> <th data-bbox="1050 797 1623 906">Description of Activity/Center Including Natural Materials and Evidence Sources</th> <th data-bbox="1623 797 1946 906">Adaptations for Children with Different Learning Needs</th> </tr> </thead> <tbody> <tr> <td data-bbox="590 906 800 943">Infant/Toddler</td> <td data-bbox="800 906 932 943">X</td> <td data-bbox="932 906 1050 943"></td> <td data-bbox="1050 906 1623 943"></td> <td data-bbox="1623 906 1946 943"></td> </tr> <tr> <td data-bbox="590 943 800 980">Preschool</td> <td data-bbox="800 943 932 980"></td> <td data-bbox="932 943 1050 980">X</td> <td data-bbox="1050 943 1623 980"></td> <td data-bbox="1623 943 1946 980"></td> </tr> <tr> <td data-bbox="590 980 800 1018">Kindergarten</td> <td data-bbox="800 980 932 1018"></td> <td data-bbox="932 980 1050 1018">X</td> <td data-bbox="1050 980 1623 1018"></td> <td data-bbox="1623 980 1946 1018"></td> </tr> <tr> <td data-bbox="590 1018 800 1052">1st – 3rd Grade</td> <td data-bbox="800 1018 932 1052">X</td> <td data-bbox="932 1018 1050 1052"></td> <td data-bbox="1050 1018 1623 1052"></td> <td data-bbox="1623 1018 1946 1052"></td> </tr> </tbody> </table>				Age of Children	Activity	Center	Description of Activity/Center Including Natural Materials and Evidence Sources	Adaptations for Children with Different Learning Needs	Infant/Toddler	X				Preschool		X			Kindergarten		X			1 st – 3 rd Grade	X			
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Math/ Science	Learning Key Concepts With Natural Materials	<p>Divide students/participants into small groups. Ask that each group identify a recorder who will take notes and number the responses. Provide the following directions.</p> <p><i>It's a lovely autumn day. You and a group of twelve 4-year olds will be spending three hours in a lovely, naturally wooded area. In the next five minutes, identify all the developmentally appropriate math and science concepts you could possibly teach in those three hours, using only naturally occurring materials.</i></p> <p>Give participants five minutes. Find out which group has the longest list. Ask that they read all their ideas for confirmation that they're developmentally appropriate. NOTE: This would be a good activity to do with copies of state early learning guidelines/standards available for guidance and ideas.</p>																												