



# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Incorporating Playful Approaches  
to Learning and Development Webinar

July 26, 2016

2:00 pm – 3:00 pm



UNC

FPG CHILD DEVELOPMENT INSTITUTE





**Welcome and  
Introductions**

# SCRIPT-NC Webinars

## emphasize

- embedding **inclusion and diversity** into coursework
- content that reflects **evidence-based and recommended practices**
- opportunities to build both **knowledge acquisition and knowledge application**
- Resources that are **readily available and free**

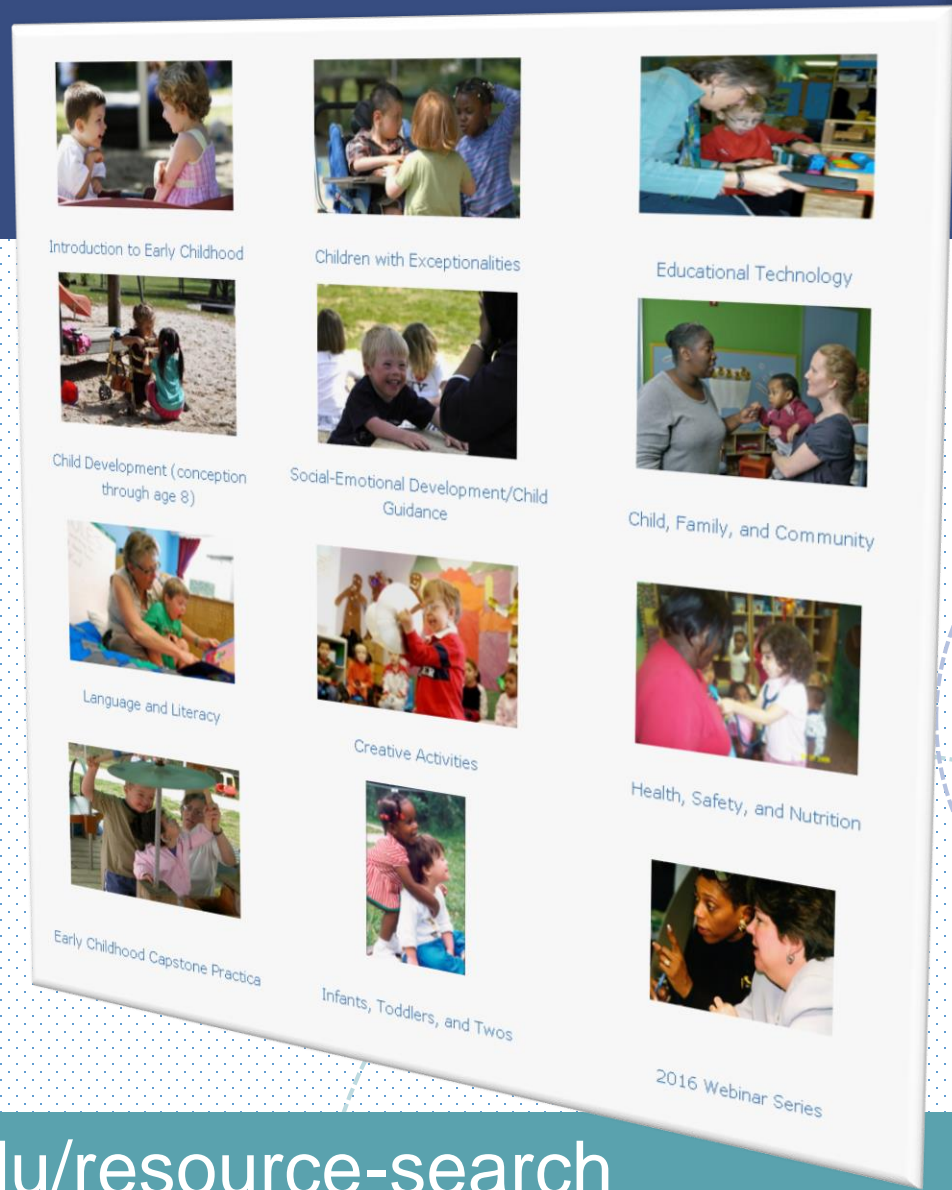


# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

## Landing Pads

- **Handouts**
- **PowerPoints**
- **Recording**



<http://scriptnc.fpg.unc.edu/resource-search>



# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



UNC  
FPG CHILD DEVELOPMENT INSTITUTE

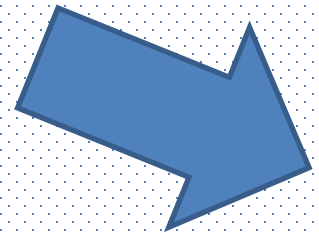
# Logistics

Questions?  
Comments?



Press “\*6” to  
mute or  
unmute your  
phone

**USE THE CHAT BOX**



# Quick Poll



Share your state and  
**your** favorite form of  
play

# Appreciation



**Ronda Hawkins**

Sandhills Community College  
Pinehurst, North Carolina

# Handouts



## RESOURCES FOR SUPPORTING LEARNING AND DEVELOPMENT THROUGH PLAY

**American Beliefs Associated with Encouraging Children's Nature Experience Opportunities**  
[https://www.researchgate.net/publication/258993585\\_American\\_beliefs\\_associated\\_with\\_encouraging\\_childrens\\_nature\\_experience\\_opportunities\\_Development\\_and\\_Application\\_of\\_the\\_EC-NES\\_Scale](https://www.researchgate.net/publication/258993585_American_beliefs_associated_with_encouraging_childrens_nature_experience_opportunities_Development_and_Application_of_the_EC-NES_Scale)  
This study of American adults' attitudes towards children's experiences in nature was based on survey data from 2,138 people who participated in an independently commissioned, online consumer survey in February 2010. A key finding was that American adults generally believe that childhood experiences in nature are important for all children, and very strongly support the claim that they personally intend to support children in having these experiences.

**At Home With Nature: Effects of "Greenness" on Children's Cognitive Functioning**  
[http://www.sfrc.ufl.edu/furbarforstrategy/Resources/PDF%20downloads/Wells\\_2000.pdf](http://www.sfrc.ufl.edu/furbarforstrategy/Resources/PDF%20downloads/Wells_2000.pdf)  
This research study explored the effects of nature on the cognitive functioning of children in low-income urban families in the context of the housing environment. In the first phase of the study, the children lived in "poor" housing that typically has fewer natural or restorative resources; in the second phase families were relocated to better housing. The study examined the children's cognitive functioning at both times and documented that children whose homes improved the most in terms of greenness following relocation also tended to have the highest levels of cognitive functioning following the move.

**Beyond Blue to Green: The Benefits of Contact with Nature for Mental Health and Well Being**  
[http://www.hphcentral.com/wp-content/uploads/2010/09/beyondblue\\_togreen.pdf](http://www.hphcentral.com/wp-content/uploads/2010/09/beyondblue_togreen.pdf)  
This report provides a review of existing Australian and international literature on the links between mental health and well-being and contact with nature, especially through green spaces. The evidence included in the review has been drawn from a range of sources including relevant electronic databases, and peer-reviewed journals. A major focus of Beyond Blue to Green was on the links between parks and other green open spaces and mental health, in particular depression and anxiety.

**Crisis in the Kindergarten: Why Children Need to Play in School**  
[http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/ki kindergarten\\_report.pdf](http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/ki kindergarten_report.pdf)  
This 2009 publication from Alliance for Childhood highlights evidence of changes in the amount of child-initiated play that occurs in kindergarten classrooms and offers both data and arguments for the importance of restoring that kind of activity.

**The Crucial Role of Recess in School**  
<http://pediatrics.aappublications.org/content/131/1/183>  
Excerpts from the American Academy of Pediatrics policy statement underscore that recess is a crucial and necessary component of a child's development and, as such, it should not be withheld for punitive or academic reasons.

**How We Play- Cultural Determinants of Physical Activity in Young Children**  
<http://www.playscotland.org/wp-content/uploads/assets/HowWePlayLitReview.pdf>  
This literature review synthesizes the research on various socio-cultural influences on physical activity in young children at home and at school. Implications for research and policy are discussed. A summary of studies and their measurement and findings are presented as well.

**The Impact of Pretend Play on Children's Development: A Review of the Evidence**  
[http://www.faculty.virginia.edu/ASLitterd/PDFs/Litterd%20et%20al%20\(2012\).pdf](http://www.faculty.virginia.edu/ASLitterd/PDFs/Litterd%20et%20al%20(2012).pdf)  
The authors define pretend play and review three theoretical positions on whether and how it affects development generally, including a domain by domain analysis. Then they consider one position more deeply and address the implications of their findings for educational settings.

**Moving Beyond Screen Time: Redefining Developmentally Appropriate Technology Use in Early Childhood Education**  
[http://www.rand.org/content/dam/rand/pubs/research\\_reports/RR600/RR673z2/RAND\\_RR673z2.pdf](http://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR673z2/RAND_RR673z2.pdf)  
This 2014 policy brief from the RAND Corporation challenges the traditional emphasis on screen time when discussing the use of technology in early childhood education. The authors argue that a more comprehensive definition of what constitutes developmentally appropriate technology use for young children should take into account the following six considerations: 1) Is it purposefully integrated to support learning? 2) Is the use solitary or taking place with others? 3) Is the activity sedentary or mobile? 4) What are the content and features of the media? 5) Are the device's features age-appropriate? 6) What is the total screen time involved?

**Overview of Play: Its Uses and Importance in Early Intervention/Early Childhood Special Education**  
[http://journals.hww.com/ijournal/Fulltext/2011/07000/Overview\\_of\\_Play\\_Its\\_Uses\\_and\\_Importance\\_in\\_Early2.aspx#](http://journals.hww.com/ijournal/Fulltext/2011/07000/Overview_of_Play_Its_Uses_and_Importance_in_Early2.aspx#)  
This publication presents a review about the importance of play in early intervention, early childhood special education and early childhood education and how play is regarded and used within these contexts.

RESEARCH / EVIDENCE SOURCES



# Handouts

## 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 <a href="http://msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf">http://msuextension.org/publications/HomeHealthandFamily/MT201003HR.pdf</a>
	A Child's Right to Play	This Is Me : Article 31 and a Child's Right to Play <a href="https://www.youtube.com/watch?v=0KhsxMCrTKE">https://www.youtube.com/watch?v=0KhsxMCrTKE</a>
	Loose Parts	The Learning in Loose Parts <a href="http://www.communityplaythings.com/resources/articles/2015/the-learning-in-loose-parts">http://www.communityplaythings.com/resources/articles/2015/the-learning-in-loose-parts</a>
	Active Play	The Crucial Role of Recess in School <a href="http://pediatrics.asppublications.org/content/131/1/183">http://pediatrics.asppublications.org/content/131/1/183</a>
	Physical Activities for Infants/Toddlers	Supporting Outdoor Play and Exploration for Infants and Toddlers <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-14-outdoor-play.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-14-outdoor-play.pdf</a> ;
	Physical Activities for School-Aged Children	Crisis in the Kindergarten: Why Children Need to Play in School <a href="http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/ki ndergarten_re port.pdf">http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/ki ndergarten_re port.pdf</a>
	Gardening	Garden Lessons <a href="http://www.growinggardeners.net/garden-based-curriculum-1st-5th/">http://www.growinggardeners.net/garden-based-curriculum-1st-5th/</a>
	Environmental Education	The Benefits of Connecting Children with Nature <a href="https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature_Inf oSheet.pdf">https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature_Inf oSheet.pdf</a>
	Mud Play	How to Create Your Own Mud Kitchen <a href="http://carmelmountainpreschool.com/how-to-create-your-own-mud-kitchen/">http://carmelmountainpreschool.com/how-to-create-your-own-mud-kitchen/</a>
	Advocating for Play	The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds <a href="http://pediatrics.asppublications.org/content/119/1/182.full">http://pediatrics.asppublications.org/content/119/1/182.full</a>
	Miss Tizzy	Author: Libba Moore Gray. "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!"



# Overview of Content

- 1. Importance of play**
- 2. Cultural and individual considerations**
- 3. Tools and strategies for incorporating an emphasis on play**
  - **Dedicated course**
  - **Activities & assignments**



# Importance of Play

“Dramatic play produces documented cognitive, social, and emotional benefits”

(Copple & Bredekamp, 2009, p. 15)



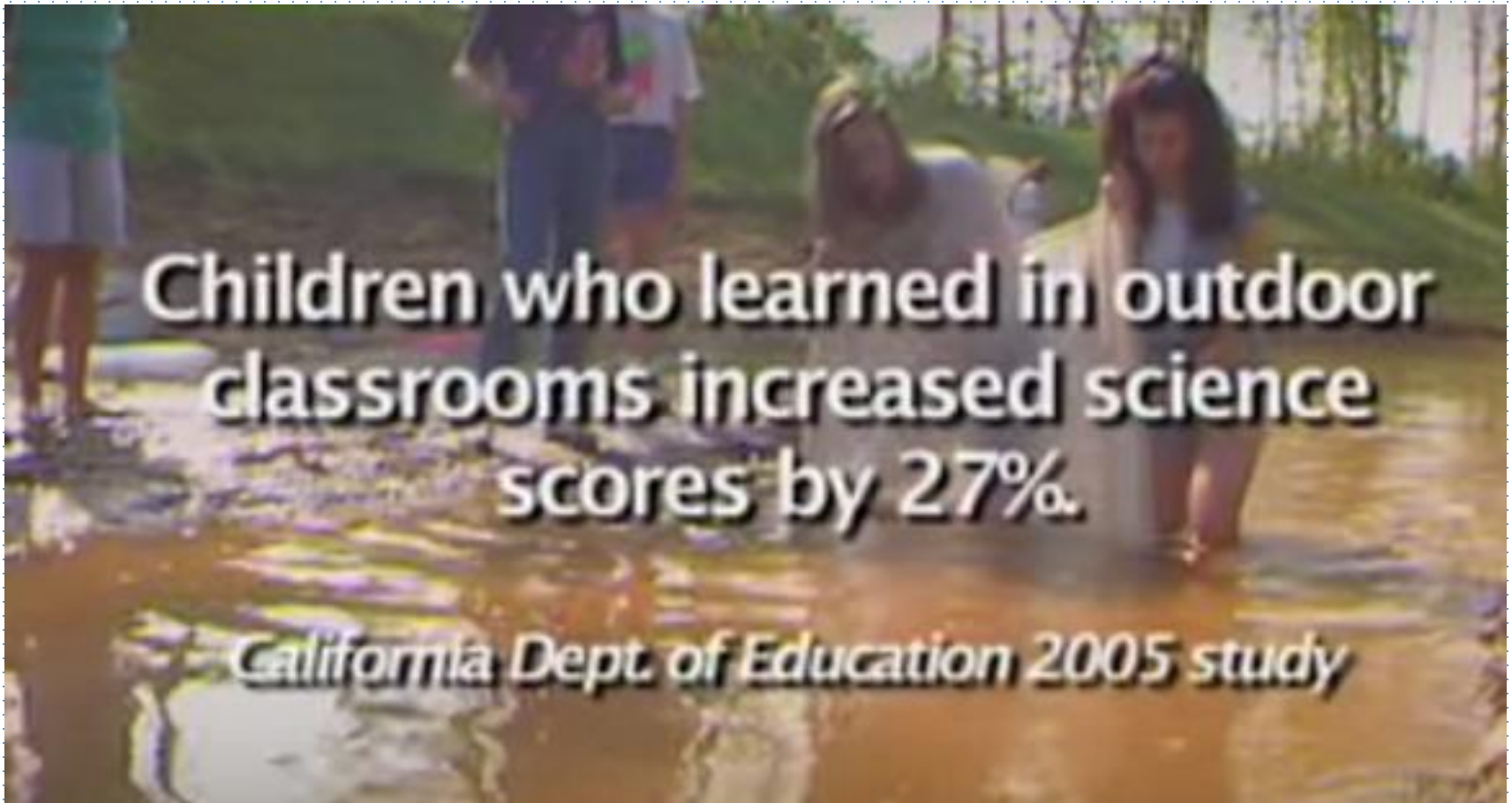
# Importance of Play

Play “is a significant contributor to a child’s cognitive, physical, emotional, and social development”

(Hurwitz, 2002, p. 101)



# Importance of Play



**Children who learned in outdoor classrooms increased science scores by 27%.**

*California Dept. of Education 2005 study*

# Importance of Play

A clinical report for the American Association of Pediatrics said, “play is essential to development . . . so important . . . that it has been recognized by the United Nations High Commission for Human Rights as a right of every child”

(Ginsburg, the Committee on Communications, & the Committee on Psychosocial Aspects of Child and Family Health, 2007, p. 182)





## PLAY

### Play and Cultural Context

Yumi Gosso, PhD, Ana Maria Almeida Carvalho, PhD

Universidade de São Paulo, Brazil

June 2013

#### Introduction

Human beings are biologically sociocultural.<sup>1</sup> Every human activity is, thus, permeated with and affected by culture, and reciprocally affects culture's dynamics and historical transformations. Play is no exception. Culture permeates and is affected by children's play in two major ways: creative assimilation, or interpretive reproduction<sup>2</sup> of meso- and macro-cultural aspects of the social environment (routines, rules, values); and construction of shared meanings and routines that constitute the microculture of peer groups.<sup>2,3</sup>

#### Subject

Understanding play as a basic human motivation and a locus of individual development and of culture assimilation and construction leads to a particular view on childhood and early education. Play should not be opposed to learning activities or to "serious" work, but rather seen as an important arena of children's lives, a condition for children's welfare and a legitimate right of childhood.



# Cultural Considerations

Page  
1



*How We Play—  
Cultural Determinants of  
Physical Activity in Young Children*







Page  
3

Making the *MOST*  
of Creativity in Activities for  
Young Children with Disabilities

# Individual Considerations

Page  
4

## Play Modifications for Children with Disabilities

Susan R. Sandall



# Public Health/Current Events



Abecedarian  
childhood obesity  
screen time  
long term health benefits  
vaccination  
sedentary  
anti-vaccination  
food insecurity


# Dedicated Courses

**Icebreaker:** Share a favorite memory of play from your childhood



# Three Generations Talk About Play

Page  
5



We had 3 generations answer the same question.



**SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North Carolina



UNC

FPG CHILD DEVELOPMENT INSTITUTE

# Play Development

A Self-Learning  
Resource From  
MSU Extension

Page  
3

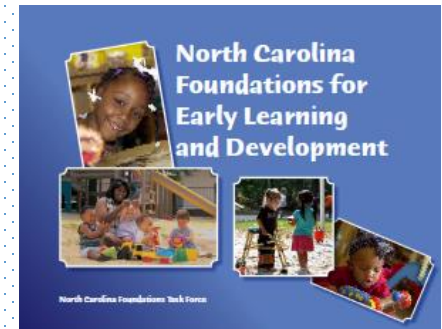
## The Importance of Play in Early Childhood Development

by Jona K. Anderson-McNamee, MSU Extension Family and Consumer Science Agent, Cascade County, and Sandra J. Bailey, Family and Human Development Specialist, MSU

**Play is essential for a child's development and for learning life skills. While the information in this publication is specifically for parents, the information applies to other adults including grandparents, extended family members and child care providers that have opportunities to affect the play of children.**



**Don't forget to include your state early guidelines or standards**



# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



# UNC

FPG CHILD DEVELOPMENT INSTITUTE

# A Child's Right to Play

Page  
5

This Is Me : Article 31 and a  
Child's Right to Play



  
**SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North Carolina



UNC

FPG CHILD DEVELOPMENT INSTITUTE

# Loose Parts

## The Learning in Loose Parts



Page  
6





## Pediatrics

January 2013, VOLUME 131 / ISSUE 1

From the American Academy of Pediatrics

Policy Statement

## The Crucial Role of Recess in School

COUNCIL ON SCHOOL HEALTH

Article

Info & Metrics

Comments

[Download PDF](#)

### Abstract

Recess is at the heart of a vigorous debate over the role of schools in promoting the optimal development of the whole child. A growing trend toward reallocating time in school to accentuate the more academic subjects has put this important facet of a child's school day at risk. Recess serves as a necessary break from the rigors of concentrated, academic challenges in the classroom. But equally important is the fact that safe and well-supervised recess offers cognitive, social, emotional, and physical benefits that may not be fully appreciated when a decision is made to diminish it. Recess is unique from, and a complement to, physical education—not a substitute for it. The American Academy of Pediatrics believes that recess is a crucial and necessary component of a child's development and, as such, it should not be withheld for punitive or academic reasons.

Want kids to listen more, fidget less? Try more recess... this school did



TODAY

Play time at Brown Elementary in Irving, Texas, one of four public schools in the area to add more recess for the youngest students.

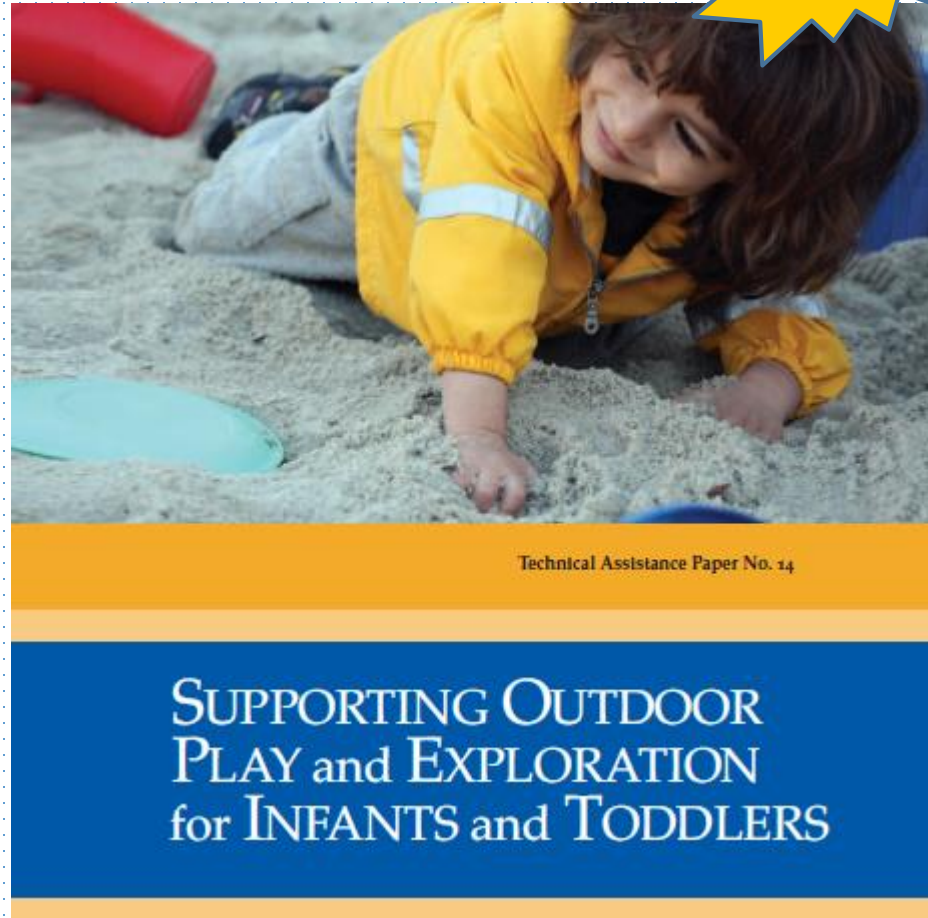
  
**SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North Carolina



UNC

FPG CHILD DEVELOPMENT INSTITUTE



# School-Aged Children

## CRISIS IN THE KINDERGARTEN

Why Children Need  
to Play in School

Page  
1



# Garden Lessons

Gardening lessons aligned with the standard course of study

- 16 lessons for PreK-K
- 15 lessons for 1<sup>st</sup>-3<sup>rd</sup>



## Benefits of Connecting Children with Nature



- **Supports creativity and problem solving.** Studies of children in schoolyards found that children engage in more creative forms of play in the green areas. They also played more cooperatively (Bell and Dyment, 2006). Play in nature is especially important for developing capacities for creativity, problem-solving, and intellectual development (Kellert, 2005).
- **Enhances cognitive abilities.** Proximity to, views of, and daily exposure to natural settings increases children's ability to focus and enhances cognitive abilities (Wells, 2000).
- **Improves academic performance.** Studies in the US show that schools that use outdoor classrooms and other forms of nature-based experiential education support significant student gains in social studies, science, language arts, and math. Students in outdoor science programs improved their science testing scores by 27% (American Institutes for Research, 2005).
- **Reduces Attention Deficit Disorder (ADD) symptoms.** Contact with the natural world can significantly reduce symptoms of attention deficit disorder in children as young as five years old (Kuo and Taylor, 2004).
- **Increases physical activity.** Children who experience school grounds with diverse natural settings are more physically active, more aware of nutrition, more civil to one another and more creative (Bell and Dyment, 2006).
- **Improves nutrition.** Children who grow their own food are more likely to eat fruits and vegetables (Bell & Dyment, 2008) and to show higher levels of knowledge about nutrition (Waliczek, & Zajicek, 2006). They are also more likely to continue healthy eating habits throughout their lives (Morris & Zidenberg-Cherr, 2002).
- **Improves eyesight.** More time spent outdoors is related to reduced rates of nearsightedness, also known as myopia, in children and adolescents (American Academy of Ophthalmology, 2011).
- **Improves social relations.** Children will be smarter, better able to get along with others, healthier and happier when they have regular opportunities for free and unstructured play in the out-of-doors (Burdette and Whitaker, 2005).
- **Improves self-discipline.** Access to green spaces, and even a view of green settings, enhances peace, self-control and self-discipline within inner city youth, and particularly in girls (Taylor, Kuo and Sullivan, 2001).
- **Reduces stress.** Green plants and vistas reduce stress among highly stressed children. Locations with greater number of plants, greener views, and access to natural play areas show more significant results (Wells and Evans, 2003).



## Making a Mud Kitchen

Pediatrics

January 2007, VOLUME 119 / ISSUE 1

## The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds

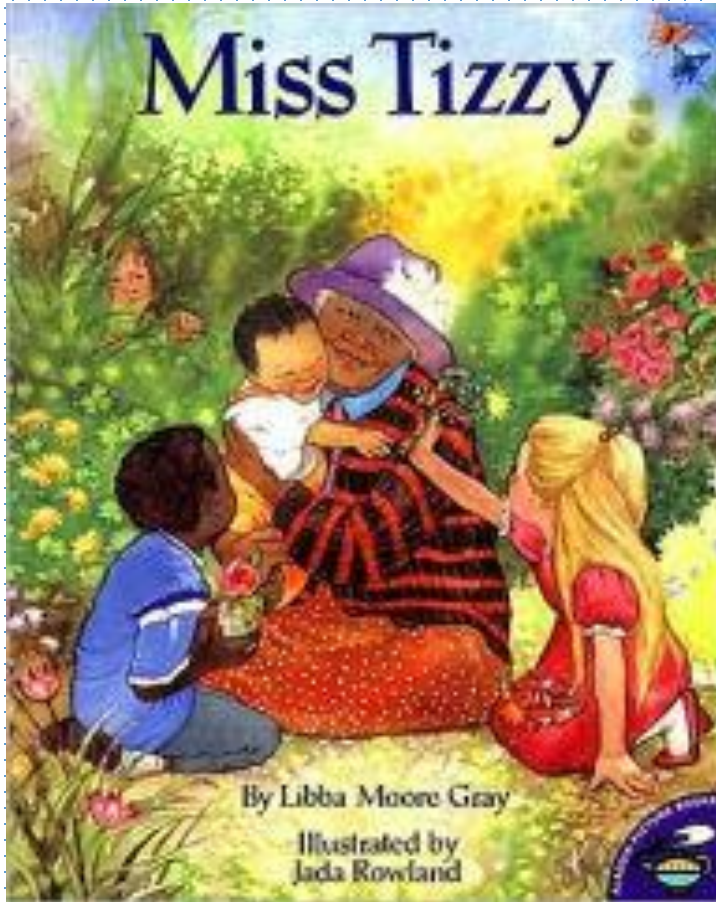
Kenneth R. Ginsburg

This report offers guidelines on how pediatricians can advocate for children by helping families, school systems, and communities consider how best to ensure that play is protected as they seek the balance in children's lives





# Miss Tizzy



We read and reflected on Miss Tizzy and the joy she brought into children's lives. 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!

## Our collective capability

What activity, assignment or resource do you like best for underscoring the importance of play?

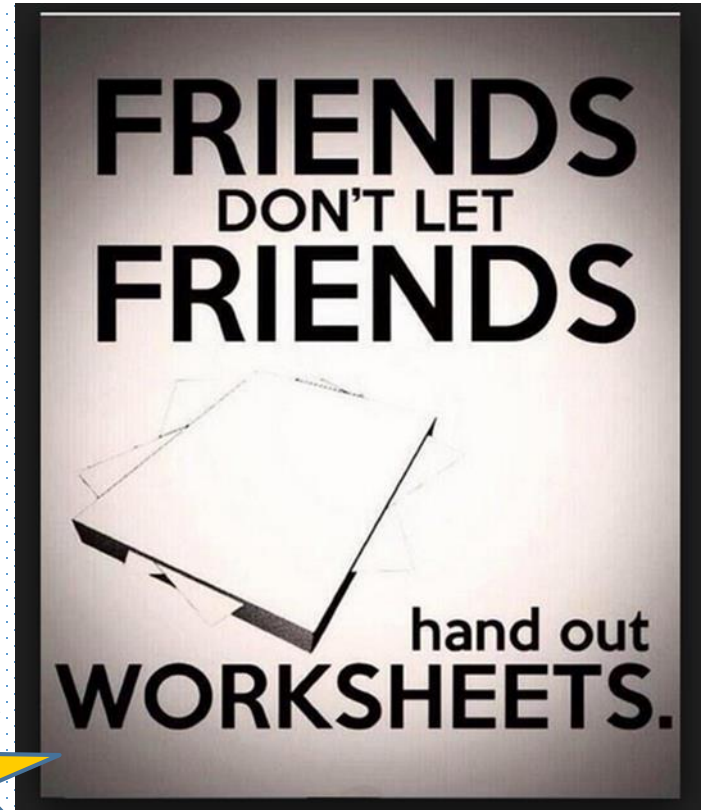


# Activities – Hold a Debate

**RESOLVED:** Recess is essential to development and learning

**Step Away from the Photocopier: Learning through Play**  
**#nomoreworksheets**

Page  
7



# Assignment – Discover a new journal

Page  
2



- *American Journal of Play*
- *Inspiring Play Magazine*
- *International Journal of Early Childhood Environmental Education*

# Child Development

Domain of Development	Infants/Toddlers	Preschool	Kindergarten
Social-emotional			
Language			
Fine and gross motor			

Play as a  
Support for  
Learning and  
Development



# Child, Family and Community

## Interview a family

- Adult-child routines?
- Value for indoor and outdoor play?
- Knowledge of play as a support for learning and development?

**Share ideas** for playful ways to support learning and development within existing routines and play activities



# Assignment – Plan a community activity

PlayDaze **3<sup>rd</sup> weekend in September**

Global Day of Play/Cardboard Challenge

**October 5th**

Universal Children's Day **November 20th**

Children and Nature Awareness Month **April**

International Mud Day **June 29th**



# Creative Activities

Reflect on what  
can be learned  
from quiet time  
in nature





# Curriculum

1. Ask learners to write down something it would be challenging to teach through play on a card

2. Shuffle the cards and ask each learner to select a new card (with a challenge identified by a colleague)

3. Ask each learner to identify developmentally appropriate and playful ways to teach the concept on their card



## How Getting Dirty Outdoors Benefits Kids

While many times getting our hands dirty is frowned upon, NWF has some new facts and figures that may have you throwing your kids into the nearest mud puddle.

In our latest report, we'll reveal how getting down and dirty in the great outdoors--far from being a bad thing-- helps children lead happier, healthier lives. *Get in on our dirty little secret!*



## For the Health of it

When we let our kids play in dirt we're not only allowing them to explore the wonders around them, we are also exposing them to healthy bacteria, parasites, and viruses that will inevitably create a much stronger immune system! Many kids who live in an ultraclean environment have a greater chance of suffering from allergies, asthma, and other autoimmune diseases that we would otherwise be protected from through the simple pleasure of playing with some nice common dirt.

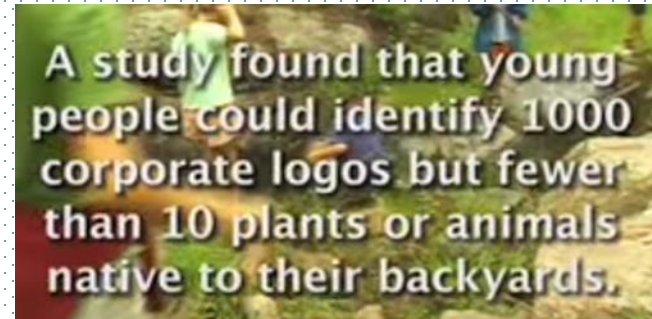


*The first thought that came into my mind while I was reading this article was when I visited Mexico. In my grandmother's house there was a big space of just dirt besides her house and my daughter wanted to spend the whole time playing there. I will get upset with her because she would get so dirty and she would grab handfuls of dirt and throw it everywhere. My grandmother also had dogs, cats, and chickens and I just kept thinking oh no!!! she is getting so dirty and she is going to get sick. My grandmother told me "if you don't let her play in the dirt, she is going to be sick" I was still hesitant but I didn't contradict my grandmother. I have to say that my daughter was so happy. Now I know that there is wisdom in my grandmother's words. I think that from now on starting with my daughter I will let her enjoy jumping in muddy puddles and let her and the children explore their natural environment.*

# Language and Literacy

Identify developmentally appropriate language and literacy concepts for each age group (infant/toddler, pre-school, Kindergarten, 1<sup>st</sup>-3<sup>rd</sup>)

Design activities/create centers that support playful language and literacy learning and development using natural materials



# Math and Science

## It's a contest.

You have the opportunity to take a group of 14 preschool age children on a walk in the woods on a beautiful, sunny day. **How many math and science concepts will you be able to teach using only the naturally occurring materials you find on the walk?**

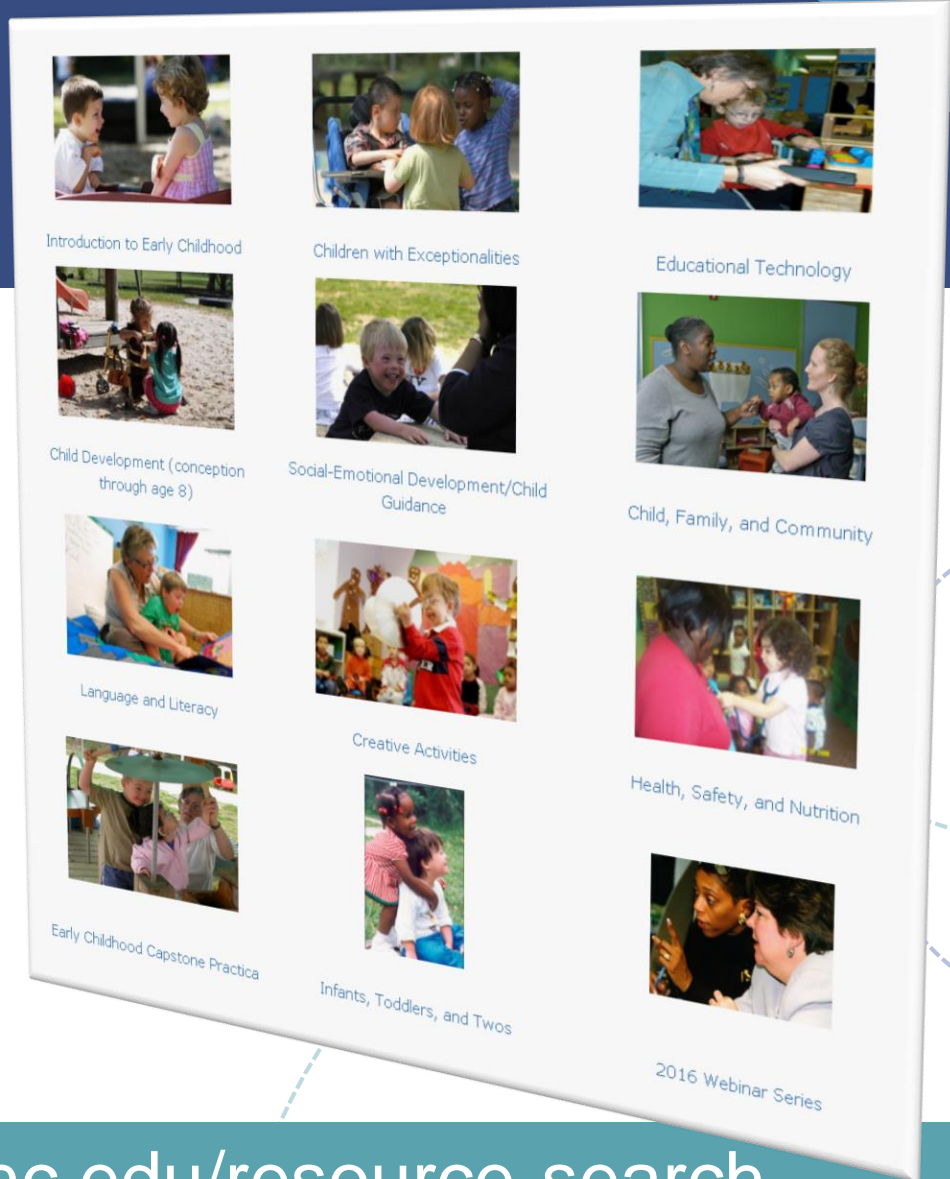






# SCRIPT-NC


Supporting Change and Reform in Preservice Teaching in North Carolina


## Landing Pads





- 


Introduction to Early Childhood
- 


Children with Exceptionalities
- 


Educational Technology
- 


Child Development (conception through age 8)
- 


Social-Emotional Development/Child Guidance
- 


Child, Family, and Community
- 

Language and Literacy
- 

Creative Activities
- 

Health, Safety, and Nutrition
- 

Early Childhood Capstone Practica
- 

Infants, Toddlers, and Twos
- 

2016 Webinar Series

<http://scriptnc.fpg.unc.edu/resource-search>



# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina



UNC  
FPG CHILD DEVELOPMENT INSTITUTE

# Upcoming Webinar

**August 23, 2016 2:00 pm – 3:00 pm EST**

**Topic:** Not Just Cool Apps and Games: Using Instructional Technology to Improve Teaching and Learning



**SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North Carolina



**UNC**

FPG CHILD DEVELOPMENT INSTITUTE



  
**SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North Carolina



**UNC**  
FPG CHILD DEVELOPMENT INSTITUTE



# Give Us Your Feedback



[https://unc.az1.qualtrics.com/SE/?SID=SV\\_6y6aExqveHx5YB7](https://unc.az1.qualtrics.com/SE/?SID=SV_6y6aExqveHx5YB7)

# Lagniappe

## Nature Therapy

Page  
5

<https://www.youtube.com/watch?v=Bf5TgVRGND4>



  
**SCRIPT-NC**

Supporting Change and Reform in Preservice Teaching in North Carolina



**UNC**

FPG CHILD DEVELOPMENT INSTITUTE