

ECED-2200: PLAY'S PLACE IN AN INTEGRATED EARLY CHILDHOOD CURRICULUM

Cuyahoga Community College

Viewing: ECED-2200 : Play's Place in an Integrated Early Childhood Curriculum

Board of Trustees:

December 2023

Academic Term:

Fall 2024

Subject Code

ECED - Early Childhood Education

Course Number:

2200

Title:

Play's Place in an Integrated Early Childhood Curriculum

Catalog Description:

Students will examine the value of play and its role in early childhood development and education. Different types of play will be analyzed for their individual impact on learning across developmental domains. Focus will be on creating environments, experiences and, interactions that support play in all areas of the classroom. Discussion will also include the adult's role in children's play emphasizing the importance of advocacy.

Credit Hour(s):

3

Lecture Hour(s):

3

Requisites

Prerequisite and Corequisite

ECED-1010 Introduction to Early Childhood Education: Children's Development and Programs.

Outcomes

Course Outcome(s):

Define play in young children.

Objective(s):

1. Identify types of play.
2. Describe play theories.
3. Give original examples of play behaviors in infants, toddlers, preschoolers and school aged children.

Course Outcome(s):

Evaluate the impact of play on child development.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Recognize the many benefits of play to young children's growth and development.
2. Reflect on how play experiences promote a child's development and learning.

Course Outcome(s):

Create positive environments that support play in early childhood settings.

Objective(s):

1. Design the indoor and outdoor spaces that promotes play.
2. Explain the components of a positive affective environment.

Course Outcome(s):

Apply knowledge of play in a variety of authentic assessment techniques.

Objective(s):

1. Observe play across all domains to identify its impact on a child's development.
2. Practice various documentation techniques of children's play.
3. Assess a child's needs and interests through observation of play.

Course Outcome(s):

Advocate for Play in early childhood.

Essential Learning Outcome Mapping:

Oral Communication: Demonstrate effective verbal and nonverbal communication for an intended audience that is clear, organized, and delivered effectively following the standard conventions of that language.

Objective(s):

1. Educate parents on the value of play.
2. Identify ways to incorporate play into varying program structures.
3. Create a personal philosophy statement on the importance of play.

Methods of Evaluation:

1. Video reflections – adult role/language, development across domains, affective environments
2. Environmental plans to support play – outdoor, sensory, blocks, dramatic play, table top toys/choice of four?
3. Sketch appropriate play environments
4. Special topics paper
5. Developmental portfolios
6. Exams
7. Parent meeting presentation on the importance of play

Course Content Outline:

1. Defining play
 - a. Characteristics
 - b. Outcomes
 - c. Differing points of view
2. Theories of play
 - a. Classical theories
 - i. Surplus energy
 - ii. Recreation
 - iii. Recapitulation
3. Modern theories of play
 - a. Psychodynamic
 - b. Social learning
 - c. Cognitive
 - d. Neurobiological
4. Postmodern

- a. Sociocultural
- b. Critical
- c. Chaos
- 5. Play's impact on development
 - a. Cognitive
 - b. Language
 - c. Social
 - d. Emotional
 - e. Physical
- 6. Individual differences in play
 - a. Age group differences
 - b. Gender differences
 - c. Cultural differences
 - d. Special needs
- 7. Age appropriate environments that support play
 - a. Physical environment – indoor
 - b. Affective environment
 - c. Supporting materials
 - d. Curriculum
 - e. Teaching strategies
 - f. Physical environment – outdoor
- 8. Observing and assessing play
 - a. Anecdotal records
 - b. Portfolio assessments
- 9. Advocate
 - a. Communicate the importance of learning through play to parents and colleagues

Resources

Johnson, J., Christie, J., Wardle, F. (2005) *Play, Development and Early Education*, Boston: Pearson.

Kostelnik, M., Soderman, S., Whiren, A. and Rupiper, M. (2019) *Developmentally Appropriate Curriculum Best Practices in Early Childhood Education*, Boston:Pearson.

Sluss, D. (2019) *Supporting Play in Early Childhood; Environment, Curriculum, Assessment*, Boston:Cengage.

Bohart, H., Charner K., Koralek, D. (2015) *Spotlight on Young Children, Exploring Play*, Washington DC: NAEYC.

STEINER A., KARABON A., LITZ L. (2023) (2023) Eliminate Barriers to Risk Taking in Outdoor Play. 16 . Washington DC: NAEYC. <https://www.naeyc.org/resources/pubs/tyc/spring2023/risk-taking-outdoor-play>

FROST J., SUTTERBY, J. . (2017) Our Proud Heritage; Outdoor Play is Essential to Whole Child Development . *Young Children*, 72. Washington DC; NAEYC. <https://www.naeyc.org/resources/pubs/yc/jul2017/outdoor-play-child-development>