

Description

This in-depth six weeks online course that covers the nature and purpose of play, the types and stages of play, appropriate materials and resources, gender boundaries, cultural variances, differing abilities of young children and the role of the adult. Discussion questions and group participation are designed to prompt participants to analyze their own perceptions and attitudes, and ultimately guide them in developing programs that recognize play as a powerful learning experience.

Prerequisites

- None

Who Should Take This Course?

This course is designed for Home visitors, and for teaching staff concerned with establishing the correct playing environments. Parents are also an audience for this training. However, because all staff has the potential to affect play and learning that occurs in the home and at the center, the training opportunities can apply to all Head Start staff.

Objectives

- ✓ Understanding play is fun and that's why children love it
- ✓ Distinguish how play has an important role in furthering social, cognitive and emotional development
- ✓ Uncover the intricate relationship between play and learning
- ✓ Focus on the acquisition of social skills and the development of attitudes
- ✓ Use an "anti-bias" theme for play

Outline

Play, Development and Learning Role of play in development and learning

Play from a constructivist perspective Implications for development and learning

Stop, Look and listen: adopting an investigative stance when children play

Play: a personal anecdote Developmental paradigm of play
Role of HS educators

Thinking about play, playing about thinking

Defining play Observing and interpreting play
Play as a cognitive and social experience
Alternative views of play Playing with thinking

Play and Diversity, Developmentally appropriate play and turtle hunting

The first locations: the original agenda a new location: the script changes
Aboriginal children and play Planning for play

Characteristics of Aboriginal children's play

Universal fantasy: the domination of Western theories of play

The play activities of children	Paradigm shifts in the conceptualization of play
The learning of play	Characteristics of Western and non-Western
Play activities	The implications for Head Start

Even pink tents have glass ceilings: crossing the gender boundaries in pretend play

Pretend play and power	Playing across the gender boundaries
Minimizing the risk of crossing the gender boundaries	
The value of pretend play	

Play and the gifted child

Characteristics of the gifted child	Play patterns of the gifted child
Play: a context for learning	the role of the supportive adult

The place of play for young children with disabilities in mainstream education

School One: an example of a school for children with severe disabilities
School Two: and example of a school with a 50% disability rate.

The Play Environment, Resources and the Adult's Role

A walk around Lucy's garden: a playground designed to foster children's play and enhance learning.

Redeveloping a Playground	Features of the new design
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Play, a way of being for babies and toddlers

The essence of play for babies and toddlers
How play fit into a group program for babies and toddlers
The basis of the program for babies and toddlers
Differences in play for babies and toddlers
The role of parents in contributing to play in child care
Planning for children's play important ingredient for the "backdrop" to play
Multiculturalism and anti-bias in play for under three- year- olds

Persona dolls: the effects on attitudes and play

Interview with Kerry and Anne	How we started
Data collection	Interviews with parents
Staff involvement	Structure of sessions
Findings	

"I can be playful too": the adult's role in children's socio-dramatic play

Observing children's socio-dramatic play	
Planning for socio- dramatic play	The value of real-life experiences
Making time for socio-dramatic play	Necessary materials and resources