

TRAINING TEMPLATE

CLASS INFORMATION

Training Session Title: Play's the Thing

Description of Training Session: Play is more than just kids having fun. It is how they learn about the world and develop in all domain areas. Learn about why play is such an important part of your curriculum and how you as a teacher are an important facilitator of children's play.

Training type: Annual or Initial

Session Length: 2 hours

Session Level: 2

Training Delivery Method: Classroom/In person Correspondence Online Hybrid

Target Audience: Administrators Child Care Center (ECEAP) Family Home
 FFN Head Start Military Parents/Relatives School-Age Trainers Tribal Nations

Core Competencies Early Care & Education Professionals

Hours

- Child Growth & Development
- Curriculum & Learning Environment
- Families & Community Partnerships
- Health, Safety & Nutrition
- Interactions
- Ongoing Measurement of Child Progress
- Professional Development & Leadership
- Program Planning & Development

Core Competencies School-Age Professionals

Hours

- Child/Adolescent Growth and Development
- Child/Adolescent Observation & Assessment
- Cultural Competency & Responsiveness
- Families, Communities & Schools
- Interactions with Children/Youth
- Learning Environment & Curriculum
- Professional Development & Leadership
- Program Planning & Development
- Safety & Wellness
- Youth Empowerment

Specific Competency(s) area and sub-content area: Curriculum and Learning Environment: Level 2g : Encourages children's learning through play and interactions

Training Language: English Spanish Other:

Content Focus Group: Prenatal Infants Toddlers Preschool Age Pre-Kindergarten School-Age Special Needs Parents Staff Administrators
 Other

Training Methods:

- Audio-video with facilitation Case studies Demonstration & practice
- Handouts, printed materials Hands-On activities Independent study with supervision

<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Materials display <input type="checkbox"/> Observation of children <input type="checkbox"/> Panel discussion <input type="checkbox"/> Role-playing, simulation <input type="checkbox"/> Self or program assessment <input checked="" type="checkbox"/> Small group discussion <input type="checkbox"/> Technical assistance <input checked="" type="checkbox"/> Visual aids <input type="checkbox"/> Other	
LEARNING OBJECTIVES	
Topic 1	
Key conditions	After lecture, small and large group discussions about personal memories of play, handouts and a video
Desired performance or behavior	Participants will discuss why play is an important part of their curriculum
Criterion or evidence of learning	And pass a “What have you learned?” short post-class T/F Test with 80% accuracy.
Learning Objectives: Topic 2	
Key conditions	After discussing a teacher’s many roles as play facilitator via lecture, handouts and large group discussion
Desired performance or behavior	Participants will learn how to set up and manage their classroom environment to promote productive play and encourage skill development
Criterion or evidence of learning	And create a poster within a small group with the elements conducive to engaged play
Learning Objectives: Topic 3	
Key conditions	After participating in a small group activity involving problem solving scenarios
Desired performance or behavior	Participants will learn to mediate conflict in a way that facilitates play
Criterion or evidence of learning	And be able to identify the role described on the small scenarios on slips of paper at each table.
Add additional Learning Objectives as needed	
School Readiness Objective: There is a direct and researched supported correlation between early learning environments that have play as their curricular foundation and later academic success in school. Teachers play a crucial role as facilitators and champions of play in the early learning classroom.	
CLASS OUTLINE/ DETAILED AGENDA	
Agenda Timeline	Content and methods
5:30 - 6:30	Before Class Preparation: Arrange optimum table grouping configurations; Set out handouts; Prepare video for play; Gather parts of “teacher” visual for display

6:30-6:40	Class Overview and Instructions: Greetings; Housekeeping issues; Agenda
6:40-6:50	Introductions/ Icebreaker: Memories of Play partner activity
6:50-7:00	Discussion of how and why play is important (lecture, large group discussion and handouts)
7:00-7:20	Topic 1: View video: NAEYC video clip: "Developmentally Appropriate Practice and Play" and discuss in large group. Complete test at the end of class with 80% accuracy. Activity: short "Brain Gym" movement
7:20-7:50	Topic 2: Teachers Roles in supporting play (using teacher drawing visual) Discuss "Stage Manager" and "Mediator/Coach" Problem Solving Activity; get into small groups, discuss problem solving/mediation scenarios; create a small group poster with the elements in a classroom that support play. Report to large group 7:50-8:00 Break
8:00-8:20	Topic 3: Teachers Roles in supporting play (continued) "Player", "Scribe", "Assessor/Communicator", "Planner"; lecture and large group discussion. Identify different roles from examples on small slips of paper at each table.
8:20-8:30	Class review/ Wrap-Up: Take T/F Post-test; Summarize and discuss what specific skills/knowledge have/has been learned to be applied in the classroom Distribute class evaluations and STARS certificates
	Additional Extended Learning or Follow-Up: Recommend books and websites related to the importance of play and teachers roles in play facilitation. Listed on handout.

EFFECTIVE INSTRUCTIONAL METHODS

How content reflects cultural awareness and learner diversity: Diversity in learning styles is reflected in the variety of teaching methods (see below). Class discussion involves topic of how children's play happens within a social and cultural context particular to their experience.

Varied Learning Styles Offered: (Provide examples for those that apply)
 Auditory- mini lecture and class discussions, share with large group
 Visual- NAEYC video, handouts, teacher drawing visual
 Kinesthetic- Brain Gym activity; Talk with others about scenarios.
 Interpersonal- Small group discussions

Varied Student Grouping and Interaction: Independent during T/F test, video watching; Pair Share during opening memory activity; small group sharing during problem solving scenario activity.
 Large group sharing during discussions on play importance, video, teachers roles in play facilitation

Research Supported: (Please list sources): Content must reflect current research and best practice. At least one reference within the last 5-7 years. However, some material tied to older research is still valid, and should not be overturned as an idea.

The Play's the Thing; Teachers' Roles in Children's Play; Teachers College, Columbia University; Jones and Reynolds, 1992 (revised edition 2011)

Excerpt from NAEYC Video: [Developmentally Appropriate Practice: A Focus on Intentionality and on Play](#)

Article: "Let the Children Play: Nature's Answer to Early Learning"; Hewes and MacEwan; Early Childhood Learning Knowledge Centre, University of Montreal; 2006

Einstein Didn't Use Flash Cards; Hirsh-Pasek, Golinkoff; Rodale, 2003

ADDITIONAL NOTES OR INSTRUCTIONAL TIPS