

TRAINING TEMPLATE

CLASS INFORMATION

Training Session Title: The Value of Play

Description of Training Session: A child's work is to play! Children concentrate and think deeply while they play. Learn how to set the stage for maximum learning using a child's natural learning style-play!

Training type: Annual or Initial

Session Length: 2 hours

Session Level: 1

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: Level 1.f: Recognizes that children learn and develop through play.

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 checked="" 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 type="checkbox"/> Visual aids <input type="checkbox"/> Other	
LEARNING OBJECTIVES	
Topic 1	
Key conditions Desired performance or behavior Criterion or evidence of learning	After viewing a video with children engaged in dramatic play Participants will brainstorm the ways they observed children learning while playing And be able to list at least 5 ways that children learned in multiple domains while playing
Learning Objectives: Topic 2	
Key conditions Desired performance or behavior Criterion or evidence of learning	After participating in a role play using assigned scenarios Participants will describe the learning that occurred by actors And analyze 3 ways to enhance play in these scenarios by adding additional props
Learning Objectives: Topic 3	
Key conditions Desired performance or behavior Criterion or evidence of learning	After participating in a self-reflection activity in which participants remember the emotions felt as children when they played for long periods Participants will be able to discuss the feelings that they experienced through play as children And create a class mural about the experience of play and how it affected them as adults
School Readiness Consideration	
School Readiness Objective: When children are allowed to free play in a rich learning environment they engage in deep cognitive skills as they problem solve and think during play. This prepares them for greater success in school.	
CLASS OUTLINE/ DETAILED AGENDA	
Agenda Timeline	Content and methods
5:30 –	Before Class Preparation: Set up tables in groups of 4 people. Have one table up front to hold props. Scenarios in a small cup folded over. Check equipment and distribute handouts. Have music playing that reference different professions, activities or events. Place agenda's on each table. Place a selection of interesting hats on the front table.

<p>6:25</p>	<p>Put up posters of different professions, activities or events. Place long butcher paper on the wall.</p> <p>Media Introduction: Cain’s Arcade</p> <p>Cain’s Arcade, Nirvan Mullick, An Interconnected Production, Monika Lenczewska & Marcin Nadolny, edt. Hilda Rasula, You tube download 4.25.2012</p>
<p>6:35-6:45</p>	<p>Class Overview and Instructions:</p> <p>Welcome to the Value of Play. Tonight we will look at ways to enrich your environment and inspire the imaginations of the children. Given the opportunity and tools any child will engage in play; using the opportunity to act out situations in their lives, or situations they would like to have in their lives. We encourage this as educators by not limiting play based on our judgments or our own understanding of what play is. Play is the same yet can be different in many cultures and communities.</p>
<p>6:45-6:55</p>	<p>Introductions/ Icebreaker:</p> <p>Introduce self.</p> <p>Play shortened version: I won’t grow up from Peter Pan (Play while participants draw) Have participants draw themselves as a child playing their favorite game or activity. Share with the group if they feel comfortable.</p> <p>Ask Group: Do you see any similarities with the people around the room and their play activities?</p> <p>We all come from different communities and cultures. Can we see that in the games and activities presented?</p> <p>Instructor share a one sentence contribution: My mother-in-law had no toys growing up. She had to create her play from the environment. The household work she did had to be her play.</p> <p>(Note to instructor: Do not be surprised at what people design as play)</p>
<p>6:50-7:05</p>	<p>Topic 1: The Importance of Play activity</p> <p>I remember kindergarten. It was all day, and we spend that time singing songs, reading books, and playing with materials. We were probably introduced to the alphabet and some basic social skills. The point is we played all day. In the kindergartens I see now, as I go around to many elementary schools, play is an afterthought. Everyone sits at tables; there is story time and an occasional song. But no opportunities for extended periods of play. Kindergarten has become the new 1st grade, and many childcare programs have become the new kindergarten. Children need to play. Play is how the young child explores their world, address problems with the environment and their friends. Play supports cognitive function, and physical development needed for future learning.</p> <p>Handout #1: Multiple Domains</p> <p>Let’s watch this short clip of children in unstructured play. See if you can find</p>

	<p>examples of the multiple domains.</p> <p>After viewing a video with children engaged in dramatic play.</p> <p>Participants will brainstorm the ways they observed children learning while playing</p> <p>Have participants report least 5 ways that children learned in multiple domains while playing.</p> <p><i>Media Clip: The Importance of Play, Great Start Childcare Quality Program Early Learning Resources, Michigan Early Childhood Investment Corporation, and Greatstartconnect.org. You tube download 4.25.2012</i></p>
<p>7:05-7:40</p>	<p>Topic 2: Role Play with Props</p> <p>Hand out: Benefits of Play</p> <p>Handouts: Role play slips</p> <p>Role play scenarios have been placed on your table. Pick a scenario and act it out. You can use the props available on the prop table, or you can create your own. I'll give you a few minutes to develop your play before performing it for us. During the performance the other participants will describe the learning that may be present.</p> <p>Now that we have been blessed with such lovely performances, how might we analyze 3 ways to enhance play in these scenarios by adding additional props?</p> <p>Small Group: Have participants spend a few minutes on the following question. Report.</p> <p>Think of your classroom: What additional props might you provide to expand play and provide items that would interest the diverse community you work with? Because each child has a set of interests, family culture, and learning styles.</p> <p>(Props may include: A small tea set, Blocks (with box of items to add), Colorful clothing and hats, Small dolls, Small House, Microphone, two cell phones, masks, etc.)</p> <p>7:40-7:45 break</p> <p>Media Clip Musical Interlude 5 Minutes: Types of Play</p> <p>A Mapalim video on "A Guide to Playtypes for Playworkers" Aisha and Nuno Unknown, Types of Play, Plane Tree Play Group, Mapalim Productions 2011, You tube download 4.25.2012</p>
<p>7:45-8:15</p>	<p>Topic 3: When you were little</p> <p>The way that adults play, is often different than when they were small.</p> <p>Close your eyes and imagine an age when you had the most fun playing. What are you playing? Who are you playing with? Where are you playing? What time of the day are you playing?</p> <p>What were some of the feelings that came up when as you watched yourself playing?</p>

	<p>Playing?</p> <p>Instructor: This is where you would add your own short (two or three sentence recollection of playing as a child and how it felt.)</p> <p>Such as: I remember on hot summer days when I was small, my Mother would bring out pie tins, spoons and bowls. She would help me set them up on the back steps, which became my kitchen. I spent hours collecting leaves, dirt, flowers and stones creating wonderful baked goods. My Mother would then come out and taste them with me. I felt loved and valued.</p> <p>This will make the participants more comfortable sharing their stories.</p> <p>Ask participants, what do you remember and how did it make you feel?</p> <p>Give participants a large piece of paper to create their experience. Have them attach them to a long wall as a mural.</p> <p>Ask participants: How do you think these wonderful experiences represented on the wall impact or influence you now?</p> <p>The next question is: How can we provide opportunities for the children we work with to have similar experiences?</p> <p>In pairs: Think of an activity, environment, props etc. that might help a child experience the wonderful feelings you have all expressed.</p>
<p>8:15-8:30</p>	<p>Class Review/ Wrap-Up:</p> <p>Ask Participants:</p> <p>Let's re-cap what we've discussed</p> <p>What do children learn from play? How do the multiple domains impact play? What additions could you add to enhance play and the environment? How can we bring our childhood experience with play into the classroom?</p> <p>There is an old myth that says that when we are born, we know pure the joy of life, and the mysteries of the universe. Year by year we forget it, and what it means to embrace a gentle breeze and stand in awe of a sunset. Let's try to remember and bring this joy back to the children through play.</p> <p>Distribute class evaluations and STARS certificates</p>
	<p>Additional Extended Learning or Follow-Up:</p> <p>Prue Walsh, Planning for Play in a Playground, Exchange Magazine, 2008, vol. 30, Issue 5, pg. 88-84</p> <p>Singer, D., Golinkoff, R. M., & Hirsh-Pasek, K. (Eds.) (In press). <i>Play=Learning: How play</i></p>

	<i>motivates and enhances children’s cognitive and social-emotional growth.</i> New York, NY: Oxford University Press. 2006
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EFFECTIVE INSTRUCTIONAL METHODS

How content reflects cultural awareness and learner diversity: Encourage the sharing of values as participants reflect on play in their childhood or their homes. Offer supportive opportunities for sharing of cultural experiences connected to play.

Varied Learning Styles Offered: (Provide examples for those that apply)
 Auditory- mini lecture, and class and small group discussions
 Visual- Youtube video, handouts,
 Kinesthetic- Create mural, role play
 Self reflection

Varied Student Grouping and Interaction: independent reflection, pair share, small group, large group, class project.

Research Supported: (Please list sources):

John Scott Curwood, What Happened to Kindergarten, Instructor Magazine, Scholastic, August 2007, pg. 28-32

Perry Else, *“The Value of Play”*, Continuum International Publishing Group, 2009

Peter Gray, Freedom to Learn, “The roles of play and curiosity as foundations for learning” The Value of Play I: The Definition of Play Provides Clues to Its Purposes, Freedom to quit is an essential aspect of play's definition. Published on November 19, 2008 by Peter Gray in Freedom to Learn

ADDITIONAL NOTES OR INSTRUCTIONAL TIPS