



**COURSE OUTLINE**

**ELCC 122**

**PROGRAM PLANNING - LEARNING THROUGH PLAY**

**45 HOURS**

**3 CREDITS**

PREPARED BY: Rebecca Fenton, Instructor

DATE: March, 2015

APPROVED BY: Andrew Richardson, Dean

DATE: March, 2015

APPROVED BY ACADEMIC COUNCIL: October 2015

RENEWED BY ACADEMIC COUNCIL:

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Yukon College  
P.O. Box 2799  
Whitehorse, Y.T.  
Y1A 5K4

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**PROGRAM PLANNING - LEARNING THROUGH PLAY**

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<b>INSTRUCTOR:</b> Rebecca Fenton	<b>OFFICE HOURS:</b> TBA
<b>OFFICE LOCATION:</b> TBA	<b>CLASSROOM:</b> TBA
<b>E-MAIL:</b> rfenton@yukoncollege.yk.ca	<b>TIME:</b> Mondays, 6:30 - 9:30 pm
<b>TELEPHONE:</b> (867) 668-8845	<b>DATES:</b> Jan 9 - April 24, 2017

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**COURSE DESCRIPTION**

Students will explore the nature and development of play in the lives of children from birth to twelve years of age. Students will learn how to research, plan, organize and prepare meaningful play experiences to enhance the growth of individual children. Through active exploration with suitable play materials, students will gain a personal appreciation of the functions of play and of their role as adult facilitators in that process.

Ongoing references will be made to appropriate and culturally relevant equipment and materials, and their utilization in both indoor and outdoor environments.

**PREREQUISITES**

ELCC 111 and ELCC 112

**EQUIVALENCY/TRANSFERABILITY**

Please check the following link <http://www.yukoncollege.yk.ca/programs/info/ecd> for information about transferability of Early Childhood Development Courses.

**LEARNING OUTCOMES**

Upon successful completion of the course, students will be able to:

- Identify and support the potential values of play as well as identify the specific learning of individual children in a distinct play episode

- Describe their role in the indoor and outdoor play of young children
- Describe and evaluate play experiences based on the needs and interests of children, and be able to use this knowledge to develop, plan and extend culturally diverse play experiences
- Describe the types and use of play equipment, materials and supplies in young children's play and be able to arrange and equip learning centres
- Identify the many possible learning centres that can enhance an early childhood environment and be able to plan meaningful play in these centres to support the overall growth and development of children
- Identify and discuss the characteristics of inclusive practices in children's programs.

## **COURSE FORMAT**

This 45-hour course will be delivered in the classroom and/or via web-conferencing. The presentation of information will be delivered primarily by the instructor and occasionally by guest speakers.

Each lesson will include a variety of teaching/learning methods. These methods may include lecture, large and small discussion groups, in-class projects, experiences, simulations, role plays, observations, readings, audio-visual aids, guest speakers, and students' individual assignments.

## **ASSESSMENTS**

### **Attendance and Participation**

Much of the learning is done in the classroom. Students learn from each other, as well as from the instructor; therefore, attendance and appropriate participation are essential.

Students are expected to attend and participate in all classes, are expected to be actively involved in discussions, and must take responsibility for their own learning. Their personal experience and thoughts will provide much of the material for discussion; therefore, it is expected that students are prepared for classes by having completed the required readings, assignments and other assigned work. Emphasis will be placed on learning by doing and on personal reflection on individual experiences.

Professional behaviour is expected. If a class will be missed, the student will communicate with their instructor ahead of time.

### Assignments

Each assignment is designed to help the student synthesize knowledge from class, readings, personal knowledge, and traditional knowledge to build greater understanding. Planned class discussions are enriched when students have completed assigned work at the appropriate time. Material from student assignments also plays an important role in helping the instructor design class activities and lectures to best suit the group of students; therefore, handing in assignments on the due dates is very important.

Assignments will be discussed at the beginning of the course and presented in writing with criteria clearly defined. All students are encouraged to contact the instructor if they have questions or concerns about assignments or their progress. In exceptional circumstances, students may discuss alternate arrangements with their instructor (such as late submission of assignments, etc.).

**ALL** assignments are expected to be submitted punctually. **Five % will be deducted** for each calendar day that an assignment is late.

Please see additional comments about assignments in the assignment package.

### EVALUATION

ASSIGNMENT #	ASSIGNMENT NAME	VALUE
Assignment #1	Weekly Reflection	20%
Assignment #2	Play Topic Assignment	40%
Assignment #3	Emergent Curriculum	15%
Assignment #4	Observations of Adult Interactions	10%
Assignment #5	Play Spaces	15%
Total		100%

### REQUIRED TEXTBOOKS AND MATERIALS

Shipley, Carol Dale. (2013) *Empowering Children: Play-based Curriculum for Lifelong Learning*. 5th ed. Toronto: Nelson Education.

## **ACADEMIC AND STUDENT CONDUCT**

Information on academic standing and student rights and responsibilities can be found in the current Academic Regulations that are posted on the Student Services/ Admissions & Registrations web page.

### **PLAGIARISM**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

### **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr)  
*ELCC 100 Cultural Competencies in ELCC* meets this requirement.

### **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## **WRITING CENTRE**

All students are encouraged to make the Writing Centre a regular part of the writing process for coursework. Located in C2231 (adjacent the College Library), the Writing Centre offers half-hour writing coaching sessions to students of all writing abilities. Coaching sessions are available in person and through distance technologies (e.g., email plus Skype or phone). For further information or to book an appointment, visit the Centre's website: [www.yukoncollege.yk.ca/student\\_info/pages/writing\\_centre](http://www.yukoncollege.yk.ca/student_info/pages/writing_centre).

## TOPIC OUTLINE

CLASS	TOPIC
#1	<ul style="list-style-type: none"> <li>❖ Introduction to Course and Review of Assignments</li> <li>❖ Opening Activity - Favourite Play Spaces</li> <li>❖ Understanding Play</li> </ul>
#2	<ul style="list-style-type: none"> <li>❖ Children Learn Through Play</li> <li>❖ Issues Related to Play, Development, and Learning</li> <li>❖ Selection of Play Topics</li> </ul>
#3	<ul style="list-style-type: none"> <li>❖ Play as Cultural Expression</li> <li>❖ Symbolic Play</li> </ul>
#4	<ul style="list-style-type: none"> <li>❖ Learning Centres</li> </ul>
#5	<ul style="list-style-type: none"> <li>❖ Introduction to Planning and Creating a Play Space</li> <li>❖ Facilitating Play</li> </ul>
#6	<ul style="list-style-type: none"> <li>❖ Framework for Curriculum Development</li> <li>❖ Activity and Program Planning</li> </ul>
#7	<ul style="list-style-type: none"> <li>❖ Framework for Curriculum Development</li> <li>❖ Activity and Program Planning</li> </ul>
#8	<ul style="list-style-type: none"> <li>❖ Activity and Program Planning</li> <li>❖ Assignment #3 Discussion</li> </ul>
#9	<ul style="list-style-type: none"> <li>❖ Planning and Creating a Play Space</li> </ul>
#10	<ul style="list-style-type: none"> <li>❖ Assignment #4 - Adult Interactions</li> </ul>

#11	❖ Assignment #5 - Play Spaces
#12	❖ Play and Children with Special Needs
#13	❖ Assignment #2 Part 3 - Play Fair
#14	❖ Our Strengths and Areas to Work On ❖ Wrap Up and Evaluation