



The UNIVERSITY OF TEXAS
at EL PASO

College of Education – Department of Teacher Education

<p>Title of Course: Play and Learning in the Early Years ECED 4357 CRN 14596</p>	<p>Credit Hours: 3</p>
<p>Semester: Fall 2022 Day/Time: Mondays, 9-11:50am MT Room: EDUC 201</p> <p>Note: The class meets in-person on ODD weeks only (Weeks: 1, 3, 5...). EVEN weeks are asynchronous and will require site/observation hours.</p> <p>This course is comprised of both in-class and on-site work. Both are required.</p> <p>Visit Dates: August 29, September 12, 26, October 10, 17, 24, November 7</p> <p>J Center Visit Hours (August 29 and October 17): 1 hour/visit YWCA ELA Visit Hours (remaining dates): 2 hours/visit</p>	<p>Instructor Information: Dr. Cynthia A. Wiltshire, Ed.D. Office: EDUC 602 Virtual Office Hours: Mondays, 12-1pm and by (virtual) appointment Email: cawiltshire@utep.edu Office Phone: 915-747-6655</p>

This syllabus is a living document. It is likely to change throughout the course of the semester. Please refer to the linked OneDrive document for the most up to date version.

Course Description: Play and Learning in the Early Years (ECED 4357) focuses on promoting and guiding children's play as a fundamental learning mechanism within culturally and linguistically diverse early childhood classrooms. It covers the theory of play, the research that supports play, strategies, materials, and activities that bolster and encourage play and creativity, and the role of play-based instructional approaches in fostering learning across all academic content areas. Students will experience play first-hand through classroom observations, by designing playful learning experiences, through multi-sensory engagement, and through active, hands-on problem-solving.

Student Learning Outcomes:

<p>COURSE SPECIFIC STANDARDS ECE 312 students will be able to:</p>	<p>Measurements (means of assessment for student learning outcomes listed in first column)</p>
<p>1. Evaluate the role of play in the physical, emotional, social, and intellectual development of young children.</p>	<p>Play History Paper; Class Discussion; Making Connections Work; Play Philosophy Paper, Observations and reflections</p>
<p>2. Analyze biological and socio-cultural theories and related empirical research regarding play in the early years.</p>	<p>Class Discussion; Making Connections Work, Observations and reflections</p>

3. Critically examine various approaches to play and its application in early childhood settings.	All ECED 4357 Assignments
4. Explain the role of play-based curriculum in promoting both developmentally appropriate and standards-based learning.	All ECED 4357 Assignments
5. Appraise the benefits of using play-centered assessments with children from diverse families and backgrounds.	Class Discussion; Making Connections Work; Play Philosophy Paper, Observations and reflections
6. Design meaningful learning experiences for culturally and linguistically diverse learners that emphasize play, multi-sensory integration, and active problem solving to promote development in all domains (cognitive, language, social/emotional and physical).	Learning Experiences Unit
7. Articulate a definition of play and its function in classroom practice in his/her personal teaching philosophy.	Play History Paper; Making Connections Work; Play Philosophy Paper, Observations and reflections

TEXAS TEACHING STANDARDS ECE 312 students will be able to:	Measurements (means of assessment for student learning outcomes listed in first column)
1. 1.B.i. Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.	Learning Experiences Unit
1.E.i. Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.	Learning Experiences Unit
1.E.ii. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.	Learning Experiences Unit
2.B.i. Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.	Play History Paper; Making Connections Work; Play Philosophy Paper, Observations and reflections
2.C.i. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.	Class Discussion; Making Connections Work; Play Philosophy Paper, Observations and reflections
3.B.i. Teachers organize curriculum to facilitate student understanding of the subject matter.	All ECED 4357 assignments
6.B. Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.	All ECED 4357 assignments

Required Text & Readings:

1. Van Hoorn, J., Nourot, P.M., Scales, B. & Alward, K.R. (2015). Play at the center of the curriculum (6th Edition). Boston, MA: Pearson. ISBN 10: 0133461769
2. Gussin Paley, V. (2004). A Child's Work. Chicago, IL: University of Chicago Press. ISBN 0-226-64489-8
3. Additional readings selected throughout the semester will be provided electronically on Blackboard and/or via UTEP's OneDrive.
4. Texas TEKS app for iPhone or Android device

Coursework Requirements and Evaluation:

Coursework Requirement	Evaluation
Play History Paper	10 points
Making Connections Work	12 points
Learning Experiences Unit	34 points
Observation Reflections	14 points
Play Philosophy Paper	10 points
Class Participation/Site Observation Visits	20 points

Grade Determination:

Earned Percentage of Available Points	Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F

Late Work:

Late work will be accepted, without penalty, up to one week from the original due date. If there are extenuating circumstances, please reach out to me directly to discuss existing options. After one week, a zero will be entered into the gradebook.

Assignments:

Play History Paper (10 points)

DUE: September 9th by midnight MT

Each of us has a unique Play History.

A Play History tells the story of play in *your* life; it involves reflecting and detailing the role of play in your journey from childhood to adulthood. A primary goal of the Play History assignment is to create a general mental picture of play attitudes, and to color them with the thoughts and feelings related to them.

Because we teach who we are, it is hoped that a better understanding of your personal Play History will help consciously define who you are as a player and provide insight into how this may impact your use of play-based methods in the classroom. Directions for this assignment, including a grading rubric, are found in Appendix A.

Making Connections Work (12 Points)

DUE: Various Dates (See Course Schedule and/or Appendix B)

Classroom learning experiences in this course, like those found in any developmentally and culturally responsive early childhood classroom, are based on active participation and making connections. Active participation enables individuals to contribute ideas, reflect upon individual ideas and the ideas of others, and to discuss/connect/apply the use of new knowledge in personally meaningful ways.

There will be 3 tasks assigned in which you will make connections to the course readings/engagements. Additionally, you will be asked to make connections during related in-class activities.

The specific Making Connections tasks, as well as a grading rubric, are found in Appendix B. You should bring your Making Connections work to class on the day it is due (See the Course Schedule and/or Appendix B). Any required written work should be typed, following standard conventions: 12 point, New Times Roman font, double spaced, 1” margins.

Learning Experiences Unit (LEU) (34 Points)

DUE: In class, October 17^h or 31st

This semester, you will spend 10+ hours in classrooms. In preparation for your own classrooms, one goal this semester is to observe play experiences and the ways teachers carry these out.

In response to these observations and reflections, a major task this semester is to create a DCAP (Developmentally and Culturally Appropriate) Play-Based curriculum related to different early childhood content areas. One way you will do this is by designing a Learning Experience Unit (LEU).

An LEU is a whole-classroom activity (or lesson) plan connected by a *Central Focus*¹ (Big Question/Idea) to TEKS, allowing children to gain more knowledge about a particular topic.

As detailed in Appendix C, there are 2 distinct tasks to this assignment:

1. planning, and
2. individual lesson plans

Your goal for this assignment is to plan a complete LEU that is play-based, Developmentally and Culturally Appropriate (DCAP), and related to the different classroom centers that are found in play-based DCAP early childhood schools.

Observation Reflections (14 points)

DUE: November 11th by midnight MT

Throughout the course of the semester, you will be visiting classrooms 7 times. As such, you will be asked to give thought to these visits both before and after.

Prior to each visit, the class will generate a question for the observation period. It may have to do with material covered in the readings; it may have to do with something you’re curious about or from personal experiences. Whatever the question, it will guide how you observe while on-site.

As a part of this journal and with regard to the question, you will be asked to reflect on and write down what you saw, what you experienced, how you interacted with children and teachers in the course of these observations.

While there is no length requirement for these written entries, they are to be thoughtfully and meaningfully written. As an outsider reading your writing, I should be able to fully experience what you experienced – the only way to do this is to be detailed, descriptive, and expressive.

¹ Central Focus is a term used in the edTPA teaching assessment instrument.

You will be graded on a scale of 2-0, where:

2 = a journal entry that is written in a thoughtful and detailed manner; one that speaks to the question/prompt fully by offering the specifics of the observation, offering a full accounting of insight and analysis of what was observed; the entry is clearly written without grammatical, spelling, or formatting errors,

1 = a journal entry that is written in a somewhat thoughtful and detailed manner; one that mostly speaks to the question/prompt by offering some specifics of the observation, offering some insight and analysis of what was observed; the entry is clearly written but has some grammatical, spelling, and/or formatting errors,

0 = a journal entry that is written topically, merely recounting what happened in the hours of observation without any thoughtful insight or analysis of what was observed; there are significant errors in grammar, spelling, and/or formatting.

All seven journal entries will be submitted together by the above due date via Blackboard.

Play Philosophy Paper (10 Points)

DUE: December 5th by midnight MT

In lieu of a final exam, you will write a Play Philosophy paper.

In this paper, you will express 1) how your viewpoint of play has changed over the course of the semester, and 2) the play goals you have established as important for your own classroom.

This assignment will require you cite course readings. As such, it is a good idea to begin keeping a journal, flashcards, and/or a Word document that collects passages you have read throughout the semester that are particularly salient to you, to your thinking, that exemplify how you are changing and growing as an educator.

Details of this paper, including a grading rubric, will be distributed toward the latter part of the semester.

General Criteria for Grading Assignments:

Does not meet expectations (Loss of many points)	Meets expectations (Loss of few points)	Exceeds expectations (Loss of no points)
The information provided is not organized and/or detailed, and/or the conclusions drawn from the information provided is not supported by the readings or is inaccurate. The assignment is incomplete and/or does not include all required sections according to the directions. All written portions include repeated grammatical and/or	The information provided is somewhat organized and detailed, and/or the conclusions drawn from the information provided is somewhat supported by the readings and accurate. The assignment is mostly complete and/or includes most required sections according to the directions. All written portions include few or no grammatical and/or spelling	The information provided is organized and detailed, the conclusions drawn from the information provided are supported by the readings and accurate. The assignment is complete and includes all required sections according to the directions. All written portions include no grammatical and/or spelling errors, and is cited properly without errors.

spelling errors, and/or cited improperly or not cited at all.	errors, and/or mostly cited properly with few errors.	
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Standards of Academic Integrity: Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HoOP), available in the Office of the Dean of Students, may result in sanctions to include but limited to disciplinary probation, a failing grades on the work in question, a failing grades in the course, and/or suspension or dismissal.

Students with Disabilities Statement: If you have, or believe you have, a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS), located in Union East, Room 106. Students who have been designated as having a disability must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

Attendance Policy:

As this is a participation-based course, it is *imperative* for your success and the success of your classmates that you attend class. Therefore, attendance is expected at each scheduled class meeting (ODD weeks of the semester) *and* site/observation visits. However, I also realize that life happens and that as adults, you are managing your lives and sometimes the lives of family members.

If you must miss class or an site/observation visit, you are required to advise me of your absence before the class meeting and/or site/observation visit when possible. If your absence is unexpected (e.g., illness), you are expected to email me as soon as you are able to discuss your absence.

Because this is a participation-based course that meets six times *and* because we are guests in teachers' classrooms, a structure to attendance must be imposed.

A first absence will result in the loss of your class participation points for that day (2 points possible).

A second absence will result in the loss of assignment/in-class points that will impact your final grade.

A third absence, half of the in-class meetings, will result in a failing grade.

Therefore, if you miss three classes, I *highly recommend* that you drop the course and take it in another semester when your commitments are more manageable. In the event of dropping the course, please go to the Registrar's Office and *formally withdraw* from the course. In the event that you do not formally withdraw, you will receive a final grade of fail.

Guide to Classroom Etiquette:

As a member of the learning community of this class, the following is a list of specific expectations. Please note that this list is not exhaustive and that it may be added to as needed throughout the semester:

1. *You are expected to be present for all scheduled class meetings and site/observation visits.*

Discussions and activities during class will *not* come directly from the textbook and anything covered in class *is* considered fair game for your assignments. Therefore, missing class will adversely affect your grade and attendance is *required*.

Equally so, as guests in teachers' classrooms, your attendance is expected. As both teachers and children rely on consistency, missing these visits will adversely affect your grade and attendance is *required*.

Please note that in the case of missing class, it is *your* responsibility for obtaining the information covered from one or more of your classmates (work done for points in-class will not be allowed to be made-up).

2. *You are expected to arrive to class or observation visits on time and to stay for the entire period.*

If you must leave early due to extenuating circumstances, you must inform me before the meeting/visit.

3. *You are expected to come to class and/or observation visit prepared to join the learning community.*

For class, this means being prepared to turn in all coursework on the assigned due date. Because the nature of this course is participatory, it will be exceedingly difficult for me to accept late work. If you find yourself in need of an extension, you are required to contact me before the posted due dates.

Prepared also includes bringing to class:

- this syllabus,
- paper and something with which to write
- any other materials which are requested.

For observation visits, this means being prepared to engage with both teachers and children in meaningful and thoughtful ways. You need to be well-rested, alert to the

needs of the children with which you will work and to the needs of the teachers who may ask that you participate.

IMPORTANT: Plan to wear comfortable clothes to class and observation visits and dress casually (you may work with messy materials and/or work with other students or children on the floor).

4. *You are expected to turn off or set to silent all cell phones prior to coming to class and/or observation meetings.*
5. *You are expected to actively engage in the learning community of this class and that of the observation sites.*

For class, this means engaging in the learning community of this class includes: completing the Coursework Requirements as outlined, attentively working on in-class activities (i.e. leave non-class related interactions and sleeping for before/after class), actively listening during discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question), and exhibiting professional courtesy during interactions with classmates/your instructor (showing respect, taking turns, etc.). Class participation includes, but is not limited to, engaging in in-class activities and writing, volunteering input in class discussions, answering questions, defending personal viewpoints, and orally presenting completed assignments to the class.

For observation sites, this means engaging with the teachers and children with whom you will be working in meaningful and thoughtful ways—responding to their needs and to the directions of the classroom and teacher(s).

6. *You are expected to exhibit appropriate behavior for a higher learning environment.*

This class is a place to engage in playful learning; it is meant to be a safe space for all, both physically and psychologically. Our ideas and beliefs shape who we are and will differ from our peers. Sharing these within this classroom community allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in the classroom is respectful of others' individual ideas.

You are encouraged to participate in all activities to the fullest extent possible and with an open mind to new experiences. All the information discussed between peers or within the class should be kept confidential, thus providing a safe atmosphere for creative expression, one free of judgment. You are also encouraged to participate in discussions to the depth that you feel comfortable sharing with the class, keeping in mind that this course does require participation and calculates a participation grade.

You are expected to be respectful in any class in which you are observing. This means, being attentive, kind, patient, understanding, and able to ask questions when you need to, and at the appropriate times.

7. *You work is expected to be your own.*

Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct will be held accountable according to the procedures adopted by the University.

8. *You are expected to contact me for help if needed throughout the semester.*

My office hours and location are posted on the first page of this syllabus. If my posted office hours are not convenient for your schedule, please email me and we will make arrangements to meet at an alternate time. My email is cawiltshire@utep.edu.

If you have difficulty understanding my expectations or the course material or completing course work for any reason, be proactive. I encourage you to come to talk to me as soon as possible and we will work together to make this class a success for you!

ECED 4357 Course Schedule: Please note that the schedule below is subject to change.

*We meet in-person on ODD Weeks: 1, 3, 5...

WEEK	CLASS/SITE MEETING	Questions for Contemplation	Required Readings/Engagements (to be completed before class/site visit)
1	Monday August 22	Who is this playful community? Are we built to play? How does theory and academic literature support play?	1) Read/review Syllabus 2) New York Times: Where the Wild Things Play 3) Van Hoorn: Chapters 2 & 3
2	Monday August 29 J Center Site Visit #1	What does play and learning look like? Does play belong in your classroom? What is a teacher's role in a child's play?	1) Van Hoorn: Chapters 4, 5 & 1 2) New York Times: How Play Energizes Your Kid's Brain
3	Monday September 5 NO CLASS: Labor Day Monday	What is the power of play? What is the state of play? Are you ready to observe?!	1) New York Times: The Importance of Play as a Learning Tool 2) NAEYC: The Power of Playful Learning in the Early Childhood Setting 3) A Mandate for Playful Learning in Preschool, Chapter 1 4) Van Hoorn: Chapter 6
	Friday September 9		DUE: Play History Paper by midnight MT
4	Monday September 12 YWCA ELA Site Visit #1	How does play aid in social and emotional development? In what ways do we play: How can outdoor play be harnessed?	1) Van Hoorn: Chapters 11 & 12 2) Early Learning Nation: Unstructured Play and Self-Regulation Study Shows Children Need Time and Space to Make Their Own Fun
5	Monday September 19	How does play support language and literacy learning? LEU Brainstorming Session	1) Van Hoorn: Chapter 8 2) The Genius of Play: The Power of Pretend Play in Language and Literacy Learning BRING to class: Making Connections 1
	Friday September 23		DUE: LEU Plan by midnight MT
6	Monday September 26 YWCA ELA Site Visit #2	In what ways do we play: How are toys and technology harnessed?	1) Van Hoorn: Chapter 13 2) New York Times: No, My Toddler Doesn't Need to Learn to Code 3) New York Times: I Play Video Games With My 4-Year-Old, and That's Okay
7	Monday October 3	How does play support mathematics and science learning?	1) Van Hoorn: Chapters 7 & 9 2) New York Times: A Paleontologist's Guide to Playing Your Dinosaur Obsessed Kid 3) Bower et al. (2019) BRING to class: Making Connections 2

	Friday October 7		DUE: LEU Lesson Plans (3)
8	Monday October 10 YWCA ELA Site Visit #3	How does play support arts?	1) Van Hoorn: Chapter 10 2) Vanderbilt University Learning Through Play: Art & Music 3) New York Times: Using Arts Education to Help Other Lessons Stick
9	Monday October 17 J Center Site Visit #2		
10	Monday October 24 YWCA ELA Site Visit #4	How can diversity be supported and centered through play? Do different children play differently?	1) New York Times: How to Diversify your Toy Box 2) New York Times: The Magic of Black Girls' Play 3) National Association for the Education of Young Children Valuing Diversity: Developing a Deeper Understanding of All Young Children's Behavior
11	Monday October 31	Let's Play! Final LEU Presentations	1) New York Times: Let Kids Play
12	Monday November 7 YWCA ELA Site Visit #5	Where do you stand on play?	1) Hunt Institute Early Efforts Creating Ideal Learning Environments Through Play (05:25-30:52)
	Friday November 11		DUE: Observation Reflection Journal by midnight MT
13	Monday November 14	Let's Play! Final LEU Presentations	BRING to class: Making Connections 3
14	Monday November 21	What is the landscape with regard to early childhood policy and advocacy? What now? Moving Forward.	1) A Mandate for Playful Learning in Preschools, Chapter 4 2) Van Hoorn: Chapter 14
15	Monday November 28	No Class Meeting. Finish reading, writing, and submitting.	DUE by December 5 th : Play Philosophy Paper

Appendix A: PLAY HISTORY PAPER

Part 1: Inventory of your childhood with regard to play.

Grab some paper and something to write with.

Find a safe and comfortable place where you can close your eyes and relax.

Spend a few minutes thinking about what you did as a young child that really, *really* got you excited. Try to recapture times of *pure joy*, when you were at your *best*, your *happiest* and *most free*.

What were you doing? Where were you? Were you on your own or with others; maybe both?

Were the things that engaged you more mental or physical?

As part of your remembrance, if specific situations or mental images come to mind, dwell in that mental space for some time and try to recapture any related emotions.

When you are ready, open your eyes and write down quick notes of what you remember, including details (the *who*, *what*, *when*, *where*, *how*) along with any related thoughts and emotions from the time you have recalled.

As a second step, spend a few minutes thinking about what you do *now*, as an adult, that you get the most excited. What do you do in your life that brings you *pure joy*, when you are at your *best*, your *happiest* and *most free*?

What are you doing? Where are you? Are you on your own or with others; maybe both?

Are the things that engage you more mental or physical?

As part of this present-day, adult remembrance, if specific situations or mental images come to mind, dwell in that mental space for some time and try to recapture any related emotions.

When you are ready, open your eyes and write down quick notes of what you are thinking, including details (the *who*, *what*, *when*, *where*, *how*) along with any related thoughts and emotions that are elicited.

Part 2: Determine your Play Personality

Noted Play expert, Dr. Stuart Brown, contends that as we grow older, people start to have strong preferences for certain types of play. He suggests that some things float your boat, and some things don't (Brown, 2009). He notes that people have a dominant mode of play, a *Play Personality*. People's play personalities naturally reflect that in which they most prefer to engage, the dominant modes of play that bring joy.

Dr. Brown outlines eight different categories of Play Personalities. Most people are a mix of these categories, or they may have a couple dominant ones. Different times, situations, and/or people may call for different types of play from us.

Read Dr. Brown's Eight Play Personalities listed below. As you read, think about your play experiences from childhood/adulthood (reread your Part 1 notes as needed).

Based on your Part 1 thinking, try to identify the category (or two categories) you most closely relate to as a player.

The Joker

The jokers' play revolves around some kind of nonsense: being foolish, telling jokes, playing practical jokes, trying to get others/themselves to laugh. Some examples include the class clown, the practical joker, the joke teller.

The Kinesthete

The Kinesthetes' play revolves around the joy that can be found in physical movement. In a sense, they need to move to think and feel happy, pushing their bodies just to feel the result, they may play physical games but it is not about competition/winning – games are only the means for achieving joy in a movement activity. Some examples include the athlete, the dancer, the jogger, the yogi.

The Explorer

The Explorers' play revolves around investigating the world and trying new things. Exploration can be physical (literally going new places), it can be emotional (searching for a new feeling or deepening of the familiar through music, movement, flirtation, etc.), or it can be mental (researching a new subject or engaging in media exploration to discover new points of view). Some examples include the traveler, the “*I'll try anything once*”, the researcher.

The Competitor

The Competitor's play revolves around games with rules and with the goal of winning. Keeping score and being #1 is where the joy comes from. Active competitors can play solitarily (against themselves/computer) or socially (be part of a team); or competitors can take the role of observers only. Some examples include video gamer, basketball player, football fan.

The Director

The Directors' play revolves around executing scenes and events. Enjoying the power of planning and organizing other people's actions, materials, and/or situations. Some examples include the party giver, the event planner, the social leader in a group.

The Collector

The Collectors' play revolves having and holding the most, the best, the most interesting collection of objects or experiences. The obtaining and arranging of objects may be as or more enjoyable than just having them. Collecting can be a solitary activity or be a social activity joining people with similar interests. Some examples include the toy train collector, the coin collector, the amateur astronomer who goes around the world collecting and recording visual glimpses of eclipses.

The Artist/Creator

The Artist/Creators' play revolves around the making of things. It can be the actual creation of objects (such as painting a picture or sewing a quilt) or the making of something old or broken now fixed/new (such as antique restoration). The process of making and the made thing bring joy, whether the things are kept for themselves or shared with others. Some examples include the gardener, the chef, the classic car restorer.

The Storyteller

The Storytellers’ play revolves around the imagination; they make themselves part of a story. Finding joy in the thoughts or actions of characters. It can be the actual creation of stories in some way or by enjoying the products of someone else’s imagination. Some examples include the writer, the photographer, the cartoonist, the avid reader, the avid movie goer.

Part 3: Report your Play History

Based on the work you did in Parts 1 and 2, write up your findings. Your submission should have the following four sections:

A. The Child Player

Using your notes from Part 1, write a paragraph that summarizes your remembrance of play during childhood. Include the rich and textured details of the play experience(s) and your related emotions.

B. The Adult Player

Using your notes from Part 1, write a paragraph that summarizes your times of play now – during adulthood. Include the rich and textured details of the play experience(s) and your related emotions.

C. Play Personality

Using your thinking from Part 2, identify your Play Personality (or two if you identified with more than one). Explain why this Play Personality suits you the most.

Connect this thinking to your Part 1 notes.

Share whether your Play Personality has changed or remained the same from childhood to adulthood, explaining why or why not.

D. Analyze your data (THIS IS THE MOST IMPORTANT PART OF THIS ASSIGNMENT)

Using the data you’ve collected in Parts 1, 2, and 3, speak to how this may influence your thinking with regard to play in your classroom of the future by answering each of the questions below:

What does it mean to have your particular Play Personality?

What will that mean for your classroom?

What will that mean for the children in your classroom?

What about the children whose Play Personalities may differ from yours?

How will you welcome all Play Personalities in your classroom into the fold of play?

How does this exercise shape the way you think about play?

How does this exercise help you think about your future classroom?

Play History Papers will be accepted through Blackboard. Your Play History is worth 10 points towards your final grade.

Play History Paper Evaluation (10 Points Total):

A/B: The Child/Adult Player (2 Points)	
Remembrance Summary	Value
You provide a rich and thoughtful description of at least one play experience from childhood/adulthood, giving rich and thoughtful details about the situation and your related emotions.	2

You include a brief description of the experience but do not include details or related emotions.	1
You do not include a description of a play experience from childhood/adulthood and/or do not provide any details of related emotions.	0
C: Play Personality (2 Points)	
Descriptive Summary	Value
You thoroughly and thoughtfully describe why a particular Play Personality suits you best. You connect this thinking to your Part 1 notes, sharing whether your Play Personality has changed or remained the same from childhood to adulthood, explaining why or why not.	2
Your somewhat thoroughly and thoughtfully describe why a particular Play Personality suits you best. You somewhat connect this thinking to your Part 1 notes, sharing somewhat whether your Play Personality has changed or remained the same from childhood to adulthood, explaining why or why not.	1
You do not describe why a particular Play Personality suits you best. You do not connect this thinking to your Part 1 notes, and do not share whether your Play Personality has changed or remained the same from childhood to adulthood, explaining why or why not.	0
D: Data Analysis (4 Points)	
Descriptive Summary	Value
You thoroughly and thoughtfully answer each of the noted questions.	4
You somewhat thoroughly and thoughtfully answer some or most of the noted questions.	2
You do not answer the noted questions.	0

Appendix B:
MAKING CONNECTIONS WORK

Throughout the semester, you will complete 6 Making Connections tasks. Specific directions for each of the tasks and the related due date is listed below. Making Connections Work accounts for a total of 12 points (3 Making Connections tasks x 4 points each = 12 points total).

Making Connections 1: Due September 19th in class

Think about favorite play activities/objects, games and/or songs from childhood (birth to 8 years old). Specifically, think of play activities/object, games and/or songs with which you engaged at home and/or in your neighborhood from your earliest years.

Interview at least one [or more] elder (e.g., parent, aunt/uncle, grandparent, older sibling, neighbor who knew you when you were young). Ask them to contribute their memories of your early play activities/objects and songs/games from your infancy, toddlerhood, and/or preschool years.

Using rich and thoughtful details, compose a paragraph which details 1) your own memories about these favorite play activities/objects, games and/or songs from childhood, and 2) the memories contributed by the elder interviewed.

Making Connections 2: Due October 3rd in class

Think about the play history you are writing. Your task is to convey that history (i.e., how you played as a child, favorite playful childhood memories, your play personality then/now) using only images.

Collect at least 10 images to create a visual collage of your play history from childhood to adulthood – a history in pictures.

You can use pictures printed from the Internet, images cut from magazines or newspapers, copied pictures of yourself playing throughout your lifetime (please do not bring original copies of pictures as these will not be returned and/or may be damaged in the processes of this assignment). Collect what you think best reflects who you were as a player, and who you are now as a player. Bring your 10 (or more if desired) pictures to class.

Making Connections 3: Due November 14th in class

Young children will often play with *anything* they find around them.

Bring six (6) of the same common object to class (e.g., plastic spoons, leaves, paper clips) that you consider an interesting toy/play item. All 6 objects should be the same (e.g., size, color, etc.). Please *do not* bring anything valuable or food items.

Please be prepared to discuss *why* you selected these items and *how* you play with them and *how* you envision that children would play with them – what makes them playful and interesting?

Appendix C:
Learning Experiences Unit

To complete the Learning Experiences Unit (LEU), you (and group members, if you wish) will engage in the following manner:

- 1) you (and your group) will select a classroom scenario/activity from your on-site observations over the course of the semester that you think could have been more playful,
- 2) you (and your group) will create lesson plans that reflect the changes you would institute to make the observed scenario/activity more playful, and
- 3) you (and your group) will present the “before and after” to your classmates.

(Group) Planning (2 Points) – DUE September 19th by midnight MT through Blackboard
After the first on-site observation (September 12th), you (and your group) will:

- 1) identify the content area (e.g., science, writing, mathematics) you will focus on – where you (and your group) will observe for potentially less-than-playful scenarios/activities, and
- 2) write an initial paragraph that speaks to what you are currently seeing in the classroom with regard to this content area (how would you describe the *level of play* in this domain? why do you characterize it as less-than-playful? what about the scenario/activity strikes you as lacking?)

Each group will submit one written response detailing these plans through Blackboard by the above due date.

Individual Lesson Plans (10 Points/Plan; 3 Plans/Group = 30 points) – DUE October 7th by midnight MT through Blackboard

You (and your group members) will design up to three activities and associated lesson plans as a revision of the selected, observed classroom scenario/activity.

The revisions of play that you (and your group) plan should be DCAP, play-based, and utilize the concepts you have learned throughout the semester and through your observations in cooperating school classrooms.

Lesson Plans will be submitted collectively through Blackboard by the above due date.

Final Activity Facilitation (2 Points) – DUE either October 17th or 31st in class

1. On the assigned day, you (and your group) will be required to describe the *before and after*. That is to say, you (and your group) will explain to your classmates and to me what the play experience you observed was (content area, what was happening, how and why, and where, what was lacking).
2. After describing the scenario/activity, you (and your group) will detail all the ways that it lacked in playfulness. What was happening in this scenario/activity that made you (and your group) think, “*This could be more playful!*” What was it about this scenario/activity that was missing?
3. Last, you (and your group) will explain with illustrations and/or playful experiences how to improve the observed scenario/activity. The lesson(s) you (and your group) will create

will demonstrate what to do differently, that which would add playfulness to the observed scenario/activity.

Learning Experiences Unit Evaluation (34 Points Total):

Plann (2 Points)			
Points	Selection of Content Area	Completion of Initial Paragraph	
2	You (and your group) identified the content area of focus	You (and your group) wrote a thoughtful and detailed paragraph that speaks to what you are seeing in the classroom with regard to this content area (how would you describe the <i>level of play</i> in this space?)	
0	You (and your group) did not identify the content area of focus	You (and your group) did not write a thoughtful and detailed paragraph that speaks to what you are seeing in the classroom with regard to this content area (how would you describe the <i>level of play</i> in this space?)	
Individual Lesson Plan (3 Individual Lesson Plants; 10 Points/Lesson Plan = 25 Points)			
Points	Overview	Bloom's Verbs	Relevance
5	The group has thoroughly and thoughtfully completed all the sections; all the information was detailed and accurate.	All of the group's objectives were expressed using full sentences in the "Children will" format, used the correct Bloom's verb ² , and were specific and measurable.	The group's objectives covered all developmental domains, accounting for the relevant TEKS, and were appropriate given the activity.
2.5	The group has somewhat thoroughly and thoughtfully completed all the sections; all the information is neither fully detailed nor accurate.	The group's objectives were somewhat expressed using full sentences, somewhat used the "Children will" format, somewhat used a correct Bloom's verb, and/or were somewhat specific and measurable.	The group did not have an objective some developmental domains, did not account for relevant TEKS, and/or did not have objectives that were appropriate given the activity.
0	The group did not complete any of the sections.	Your objectives do not use sentences in the "Children will" format, do not have a Bloom's verb and are not specific and measurable	You do not have objectives for your activity
Points	Materials	Learning Experience	
5	You have completed all the sections; all the information is detailed and accurate	You have completed all the sections; all the information is detailed and accurate	
2.5	You have not completed all the sections or all the information is not detailed and accurate	You have not completed all the sections or all the information is not detailed and accurate	
0	You have completed none of the sections	You have completed none of the sections	
Before and After Presentation (2 Points)			
Points	Professionalism	Presentation: What you observed	Presentation: What you would change
5	You (and your group) are prompt and prepared	You (and your group) have described the <i>less than playful</i> scenario/activity you observed in a detailed and thoughtful way	You (and your group) have described <i>how</i> you would change the observed

² <https://tips.uark.edu/using-blooms-taxonomy/>

			scenario/activity to make it more playful
2.5	You (and your group) are somewhat prompt and/or prepared	You (and your group) have described the <i>less than playful</i> scenario/activity you observed, but in a way that was not detailed and thoughtful	You (and your group) have described <i>how</i> you would change the observed scenario/activity to make it more playful, but in a way that was not detailed and thoughtful
0	You (and your group) are not prompt and/or prepared	You (and your group) have not described the <i>less than playful</i> scenario/activity you observed	You (and your group) have not described <i>how</i> you would change the observed scenario/activity to make it more playful