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The Importance of Play

PLAY IS A CHILD'S WORK. Play is important for children's development. As children grow, play helps them learn how to act in society and build lasting bonds.
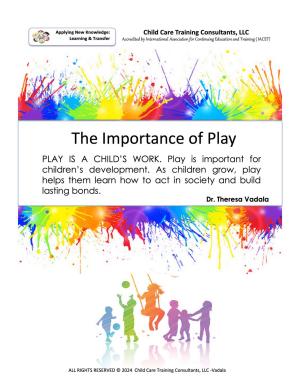
Dr. Theresa Vadala

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The Importance of Play

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Las Vegas, Nevada 89139

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CKA 3: Child Growth and Development Title: WY 3.E The Importance of Play	2 Hours	0.2 CEUs

STARS
Wyoming Statewide Training and Resource System

Dr. Theresa Vadala
(Instructor & Curriculum Designer)

AUTHORIZED IACET PROVIDER

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Child Care Training Consultants, LLC.,

for your Training Needs!

Learning Assessment

Read the material provided, take the 5-10 quiz questions and

complete the training evaluation at the end of the course.

Participants must receive 100% on individual courses to obtain a certificate of completion.

Questions?
We are happy to help.

Support Services:

Please contact us 24/7 at

childcaretrainingconsultants1@gmail.com

Business # 702.837.2434

Child Care Training Consultants LLC., Goal

The goal is to empower educators as they take Child Development Associate (CDA) courses to make a powerful difference in the lives of young children!

Mission Statement

"Child Care Training Consultants, LLC's is committed to provide research-based professional growth and development training courses primarily focused on the Child Development Associate. The CDA is the nation's premier credential that is transferable, valid, competency-based and nationally recognized in all 50 states, territories, the District of Columbia, community colleges and the United State Military.

Vision

Child Care Training Consultants, LLC's vision is to provide the early childhood community with courses based on CDA competency standards to obtain their CDA Credential and assist in reaching their goal as an exceptional early childhood educator to ultimately achieve higher child outcomes.

About the Instructor

Theresa has over 30 years experience in the field of Early Childhood Education. During that time, she served as a Preschool Teacher, Disabilities Coordinator, Program Facilitator, and Director of an Early Childcare Program. She has a Doctoral Degree in Educational Leadership with Specialization in Curriculum and Instructional Design. Theresa is a Professional Growth & Development Trainer and Curriculum Designer and offers web-based courses internationally. She is the Executive Director/Owner of of the training organization Child Care Training Consultants, LLC., (CCTC).

Business Description

Child Care Training Consultants, LLC. (CCTC) is an accredited provider (AP) with the International Association for Continuing Education and Training (IACET) that provides Continuing Education Units (CEU) for adult education nationally. The business is also a recognized training organization with the Council for Professional Recognition, Child Development Associate Council (CDA), National Credentialing Program.

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Welcome to… "The Importance of Play" Training

> ## KEY PRINCIPLE
>
> **PLAY IS A CHILD'S WORK.** PLAY IS IMPORTANT for children's development and for children to bond. It offers a chance to connect with a child. Play helps a child learn rules and what is expected of him or her. As children grow, play helps them learn how to act in society.

Playing with children builds lasting bonds. Playing allows child care providers to appreciate the uniqueness of each child. Playing with children can also be a stress reducer for over-worked teachers. Laughing and relaxing are important to your own well-being. Try to spend individual time with each child. When a teacher plays a board game with a child, shares a bike ride, plays baseball, or reads a story, the child learns self-importance. A child's self-esteem gets a boost. You are sending positive messages to the children when you spend quality playtime with them. From these early interactions, children develop a vision of the world and gain a sense of their place in it.

LEARNING OBJECTIVES:

By the end of the training participants will be able to:

1) Identify the various types of play:

   - Unoccupied Play
   - Solitary (Independent) Play
   - Onlooker Play
   - Parallel Play
   - Associative Play
   - Cooperative Play
   - Other Types of Play
   - Dramatic/Fantasy Play

2) Understand play and technology, language, and science and implement strategies in daily teaching activities.

3) Implement learning principles, parent involvement activities, and diversity and inclusion into lesson plan activities.
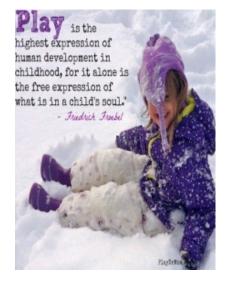
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AGENDA

- Research on the Importance of Play
- Types of Play
- Technology as Play
- Is Technology Changing the Way Children Think?
- Learning Principles/Theories Table
- Benefits of Play
- Cultural Diversity and Inclusion
- Crossword Puzzle Overview
- References
- Glossary

Play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."
– *Friedrich Fröbel*

Course Description

When a baby starts to smile and you smile back, you are engaging in play. Play is directed by the child and the rewards come from within the child. Play is enjoyable and spontaneous. Play helps a child learn social and motor skills and cognitive thinking.

Children also learn by playing with others. You provide the setting for a child to play with others. As children grow, you provide toys and materials so that they can play with others. It is important that children learn that play is important throughout life.

Recognize the various types of play, benefits of play among children, and organize an early child care facility environment to maximize play. PLAY IS IMPORTANT for children's development and for children to bond. It offers opportunities to connect with a child. Play helps a child learn rules and what is expected of him or her. As children grow, play helps them learn how to act in society.

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The Importance of Play
Transfer of Learning

Objectives	Exercises/Activities	Learning Outcomes	Transfer of Learning Strategies
By the end of the training participants will be able to: 1)Identify the various types of play. • Unoccupied Play • Solitary (Independent) Play • Onlooker Play • Parallel Play • Associative Play • Cooperative Play • Other Types of Play • Dramatic/Fantasy Play	**Lecture** **Discussion** **Large group** **Small Groups** **Exercise 1.1** Building Blocks	Given the building blocks materials, learners will learn various strategies to teach letter sounds to children.	Learners will use use the building blocks activity with children in their daily teaching activities to teach letter sounds.
2) Understanding Play • Play and Technology • Play and Language • Play and Science	**Lecture** **Discussion** **Charting** **Sharing** **Exercise 2.2** Think, Pair, Share **Exercise 2.3** Word Search Overview **Exercise 2.4** Play and Language **Exercise 2.5** Play and Science	Given ideas for Think, Pair, Share, learners will incorporate techniques that encourage individual participation.	Learners will encourage students to think independently about questions to form ideas of their own.
3) Implement learning principles, parent involvement activities, and diversity and inclusion into lesson plan activities.	**Lecture** **Small Groups** **Exercise 3.6** Develop a Lesson Plan that includes learning principles, parent involvement, and diversity and inclusion **Exercise 3.7** Reflection **Exercise 3.8** Crossword Puzzle	Given the information on learning principles learners will create a lesson plan that includes: •The 5 senses •Learning styles •Multiple intelligences •Parent Involvement •Diversity & Inclusion	Learners will create a lesson plan that includes: The 5 senses, learning styles, multiple intelligences, parent involvement, and diversity and Inclusion to use in their daily activities.

Parental Involvement

The Importance of Play
&
Parent Involvement

Research suggests that the most creative children are those who have adult involvement in their play. The richest play can occur when an adult takes an active role and plays alongside the child, rather than just providing the toys or supervising the activity. Becoming part of our children's play activities may seem a little daunting because we are taught, as adults to give up childish things and "grow up." As adults we have the answers to a range of difficulties that children may encounter when trying to make sense of the world through play. Although it is important that children find solutions to problems adults can give clues to help children before they become frustrated and leave the activity. To help children to get the most out of their play experiences try some of the following ideas:

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Diversity & Inclusion

The Importance of Play
&
Diversity and Inclusion

Inclusion is the process of conceiving, designing, planning and maintaining of all parts of the physical and cultural community to cater for the widest spectrum of ability and need. Achieving inclusion involves changing the attitudes of both organizations and individuals, as much as the adaptation of buildings and facilities. Inclusion is an ongoing process and the overall aim is to embrace diversity, rather than to tolerate differences. An inclusive community sees diversity as positive and offers services tailored to individual needs.

Inclusion ensures education is accessible to all students regardless of age, race, gender and abilities. Teachers differentiate the classroom environment along with the content and its delivery, in order to cater for all students' needs at an individual and class level. Gardner's theory of multiple intelligences (MI) can be used as a mediator, to differentiate how students access this content. Using MI-inspired lessons allows students to explore important concepts using a range of domains, and find information based on their own abilities.

Incorporate cultural diverse activities and books, cooking experiences, and games in lesson planning. Use activities that include as many of the five senses as possible and multiple intelligences.

Murray, Sarah and Moore, Kylie, Inclusion through multiple intelligences, Journal of Student Engagement: Education Matters, 2(1), 2012, 42-48.

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Research

The Importance of Play
Research

Early Childhood Education (ECE) is the term frequently applied to the education of young children from birth through age 8. Although early childhood education has existed since the creation of kindergarten in the 1800s, the last decade has seen a tremendous amount of attention devoted to the subject of early education for young children and the importance of play.

Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child.

Research shows that 75 percent of brain development occurs after birth. Play helps with that development by stimulating the brain through the formation of connections between nerve cells. This process helps with the development of fine and gross motor skills. Fine motor skills are actions such as being able to hold a crayon or pencil. Gross motor skills are actions such as jumping or running. Play also helps your child to develop language and socialization skills. Play allows children to learn to communicate emotions, to think, be creative and solve problems. Play enhances language development, social competence, creativity, imagination, and thinking skills. They react to each other socially. They think about what they are doing or going to do. They use language to talk to each other or to themselves and they very often respond emotionally to the play activity. The integration of these different types of behaviors is key to the cognitive development of young children.

Reference:
Center for Childhood Obesity research (2017) http://hhd.psu.edu/ccor
SPARK (2010). Child Obesity Research Studies and Facts.
http://www.sparkpe.org/blog/child-obesity-research/

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RESEARCH ON THE IMPORTANCE OF PLAY

Early Childhood Education (ECE) is the term frequently applied to the education of young children from birth through age 8. Although early childhood education has existed since the creation of kindergarten in the 1800s, the last decade has seen a tremendous amount of attention devoted to the subject of early education for young children and the importance of play.

Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child.

How does play influence child outcomes?

_____

_____

What types of play best support children's development?

_____

_____

_____

Research shows that 75 percent of brain development occurs after birth. Play helps with that development by stimulating the brain through the formation of connections between nerve cells. This process helps with the development of fine and gross motor skills. Fine motor skills are actions such as being able to hold a crayon or pencil. Gross motor skills are actions such as jumping or running. Play also helps your child to develop language and socialization skills. Play allows children to learn to communicate emotions, to think, be creative and solve problems. Play enhances language development, social competence, creativity, imagination, and thinking skills. They react to each other socially. They think about what they are doing or going to do. They use language to talk to each other or to themselves and they very often respond emotionally to the play activity. The integration of these different types of behaviors is key to the cognitive development of young children.

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Play

Play is an essential and critical part of all children's development. Play starts in the child's infancy and ideally, continues throughout his or her life. Play is how children learn to socialize, to think, to solve problems, to mature and most importantly, to have fun. Play connects children with their imagination, their environment, their parents and family and the world.

Your involvement in a child's world of play is not only beneficial for a child but is extremely beneficial to you. Playing with children establishes and strengthens bonds that will last forever. Teacher-child play opens doors for the sharing of values, increases communication, allows for teachable moments and assists in problem solving. Playtime provides opportunities for the teacher and child to confront and resolve individual differences, as well as classroom related concerns and issues.

Finally, it allows the teacher to view the world through the eyes of a child once again.

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Benefits of Play

- Children gain knowledge through play

- Children involved in make-believe can stimulate several types of learning

- Children gain an understanding of size, shape and texture

- Play allows a child learn the skills of negotiation, problem solving, sharing and working in groups

There are many benefits to play. Children gain knowledge through their play. They learn to think, remember, and solve problems. Play gives children the opportunity to test their beliefs about the world. Children increase their problem-solving abilities through games and puzzles. Children involved in make-believe play can stimulate several types of learning. Children can strengthen their language skills by modeling other children and adults. Playing house helps children create stories about their roles, such as "I am the Mom." They also imitate their own family experiences. This helps children learn about the different roles of family members. Children gain an understanding of size, shape, and texture through play. It helps them learn relationships as they try to put a square object in a round opening or a large object in a small space. Books, games, and toys that show pictures and matching words add to a child's vocabulary. It also helps a child's understanding of the world. Play allows children to be creative while developing their own imaginations. It is important to healthy brain development. Play is the first opportunity for your child to discover the world in which he lives. Play offers a child the ability to master skills that will help develop self-confidence and the ability to recover quickly from setbacks. For example, a child may feel pride in stacking blocks and disappointment when the last block makes the stack fall. Play allows children to express their views, experiences and at times, frustrations.

Play with other children helps a child learn how to be part of a group. Play allows a child to learn the skills of negotiation, problem solving, sharing, and working within groups. Children practice decision-making skills, move at their own pace and discover their own interests during play.

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WHAT IS PLAY?

- Child-directed play
- Unstructured Play
- Unoccupied Play
- Solitary Play
- Parallel Play
- Onlooker Play
- Construction Play

- Associative Play
- Social Play
- Motor-physical Play
- Expressive Play
- Fantasy Play
- Cooperative Play
- Technology as Play

Child Directed Play

Some studies have shown that certain types of play can help engage children in learning, influence their motivation to learn, improve self-regulation, and focus their attention. Research also indicates that play that is both teacher guided and child initiated is most beneficial for children. Research on playful learning can help inform early education program standards, learning standards, curriculum choices, and classroom assessment practices.

When play is allowed to be child driven, children practice decision-making skills, move at their own pace, discover their own areas of interest, and ultimately engage fully in the passions they wish to pursue. Ideally, much of play involves adults, but when play is controlled by adults, children give in to this practice reluctantly to follow the adult rules but lose some of the benefits play offers them, particularly in developing creativity,

leadership, and group skills. In contrast to passive entertainment, play builds active, healthy bodies. In fact, it has been suggested that encouraging unstructured play may be an exceptional way to increase physical activity levels in children, which is one important strategy in the resolution of the obesity epidemic. Perhaps above all, play is a simple joy that is a cherished part of childhood.

Is teacher-directed play more effective than children's free play? (Why or Why not?)

_____

_____

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UNSTRUCTURED PLAY

Enhances children's:

— Learning readiness
— Cognitive development

Unstructured play may lead to more physical movement and healthier children. Play is important when a child enters school. Play can assist children in adjusting to a school setting. It enhances children's learning readiness and their cognitive development by allowing them to move from subject and area without of the fear of failure. Playtime in school such as recess time, allows learning and practicing of basic social skills. Children develop a sense of self, learn to interact with other children, how to make friends, and the importance of role-playing. Exploratory play in school allows children time to discover and manipulate their surroundings.

Unstructured play does not mean that children are let free and loose in a no rules environment, nor does it mean unsupervised. It can be alone or with friends and family, and unlike structured play has no specific end goal or learning objective in mind. Unstructured play does not have a beginning, middle or end and is not rules orientated, it is reliant on a child's imagination to self-direct their play time. It may include toys or no toys, activities like dressing up, playing on outdoor equipment or anything that allows for infinite play options.

It is through unstructured play, at any age, that children can really develop their skills. These include communication and social skills such as conflict resolution when faced with opposing views and arguments, learning to share, learning to appreciate others' opinions, and interacting with other children and their environment. It also develops their emotional, physical and cognitive skills as well as building confidence and self-esteem. The self-motivated aspect of play gives children the freedom to expand their own interests and discover what they enjoy and what they don't. By nature it also usually involves a lot of movement which can help children preserve information – the more senses involved in the activities, the more likely they are to retain and learn from it, as well as giving them all the benefits of physical exercise.

List examples of unstructured play.

_____
_____
_____
_____
_____
_____
_____
_____

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UNOCCUPIED PLAY

- Infants are busy in unoccupied play
- Random movements with no clear purpose

In the early months of infancy, from birth to about three months, a child is busy in unoccupied play. Children seem to be making random movements with no clear purpose, but this is the initial form of playing.

During unoccupied play, a child doesn't seem very interested in toys or exploring her surroundings. Instead, a child engaged in this type of play tends to stay in one place and often makes seemingly random movements or gestures. In infants and young toddlers, these movements are an attempt to interact with and learn about the environment.

Solitary Play

- Children may not notice other children
- Explore the world by:
  - -Watching
  - -Grabbing
  - -Rattling

From three months to 18 months, babies will spend much of their time playing on their own. During solitary play, children are very busy with play and they may not seem to notice other children sitting or playing nearby. They are exploring their world by watching, grabbing and rattling objects. Solitary play begins in infancy and is common in toddlers. This is because of toddlers' limited social, cognitive, and physical skills. However, it is important for all age groups to have some time to play by themselves**.**

This type of play is important because it teaches a child how to keep himself entertained, eventually setting the path for being self sufficient. Part of it has to do because they are still pretty self-centered, but a lack of good communication skills also plays a role. If a child is on the shy side and doesn't know the person who s/he is playing with well, he may prefer this type of play.

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PARALLEL PLAY

Children play alongside others without interaction.

Onlooker Play

- The child watches other children play
- Learn to relate to others
- Learn language

Onlooker play happens most often during the toddler years. This is where the child watches other children play. Children are learning how to relate to others and learning language. Although children may ask questions of other children, there is no effort to join the play. This type of play usually starts during toddler years but can take place at any age.

CONSTRUCTIVE PLAY

In this type of play, children create things. Constructive play starts in infancy and becomes more complex as a child grows. This type of play starts with a baby putting things in his/her mouth to see how they feel and taste. As a toddler, children begin building with blocks, playing in sand, and drawing. Constructive play allows children to explore objects and discover patterns to find what works and what does not work. Children gain pride when accomplishing a task during constructive play. Children who gain confidence manipulating objects become good at creating ideas and working with numbers and concepts.

Constructive play teaches kids about manipulation, building and fitting things together. Cognitive skills are important here too as a child learns to figure out how to make something work best, whether it is a block tower that won't stand up or a sand castle that keeps collapsing.

BRAINSTORM
List examples of constructive play.

_____

_____

_____

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_____

_____

_____

EXERCISE 1.1 BUILDING BLOCKS

Time: 30 minutes
Objectives: Learners will be able to teach children to alphabetical blocks and create words that begin with the given letters.
Directions:
(Linguistic/Mathematics) Work in small groups and the place blocks in alphabetical order. Write as many words as you can on a sheet of paper that begin with each letter on the block.
Additional Activities:
(Math) Stack the blocks and count the amount of blocks. Measure how high the blocks are.
(Spatial Relations) Use the blocks to line up, stack up, or design shapes.
(Cognitive) Sort blocks by color.

List of words ( )	List of Words ( )	List of Words ( )	List of Words ( )	List of Words ( )

ASSOCIATIVE PLAY

- Learn the do's and don'ts
- Socialization
- Loosely organized play
- There is no formal organization

When children are around three to four years of age, they become more interested in other children than the toys. A child has started to socialize with other children. This play is sometimes referred to as "loosely organized play." Associative play helps preschoolers learn the do's and don'ts of getting along with others. Associative play teaches the art of sharing, encourages language development, problem-solving skills and cooperation. In associative play, groups of children have similar goals. They do not set rules, although they all want to be playing with the same types of toys and may even trade toys. There is no formal organization.

Slightly different than parallel play, associative play also features children playing separately from one another, but in this mode of play they are involved with what the others are doing -- think children making a city with blocks. As they build their individual buildings, they are talking to one another, and engaging each other. This is an important stage of play because it helps little ones develop a whole host of skills -- socialization (what should we build now?) and problem solving (how can we make this city bigger?), cooperation (if we work together we can make our city even better!) and language development (learning what to say to get their messages across to one another). Through associative play is how children begin to make real friendships.

SOCIAL PLAY

- Share toys and ideas
- Moral reasoning
- Sense of values

Children around the age of three are beginning to socialize with other children. By interacting with other children in play settings, a child learns social rules such as give and take and cooperation. Children are able to share toys and ideas. They are beginning to learn to use moral reasoning to develop a sense of values. To be prepared to function in the adult world, children need to experience a variety of social situations.

Motor-Physical Play

- Children run, jump and physically play

Motor - Physical Play: When children run, jump, and play games such as hide and seek and tag they engage in physical play. Physical play offers a chance for children to exercise and develop muscle strength. Physically playing with your child teaches social skills while enjoying good exercise. A child will learn to take turns and accept winning or losing.

EXPRESSIVE PLAY

- Express feelings
- Use materials such as:
  - Paint
  - Crayons
  - Colored pencils
  - Markers

Some types of play help children learn to express feelings. Here teachers can use many different materials. Materials may include paints, crayons, colored pencils and markers for drawing pictures or writing. It can also include such items as clay, water, and sponges to experience different textures. Beanbags, pounding benches, and rhythm instruments are other sources of toys for expressive play. You can take an active role in expressive play by using the materials alongside a child.

FANTASY PLAY

- Experiment with language and emotions
- Create beyond their world

Fantasy Play: Children learn to try new roles and situations, experiment with languages and emotions with fantasy play. Children learn to think and create beyond their world. They assume adult roles and learn to think in abstract methods. Children stretch their imaginations and use new words and numbers to express concepts, dreams and history.
Through this type of play, not only does a child's imagination get a workout, but they learn how to take turns, cooperate, share and work on language development. Through role play, kids are also able to learn about functioning in the greater community.

COOPERATIVE PLAY

- The play is organized by group goals
- Play games with rules

Cooperative play begins in the late preschool period. The play is organized by group goals. There is at least one leader, and children are definitely in or out of the group. When children move from a self-centered world to an understanding of the importance of social contracts and rules, they begin to play games with rules. Part of this development occurs when they learn games such as Follow the Leader, Simon Says, and team sports. Games with rules teach children the concept that life has rules that everyone must follow.

Cooperative play is when all the stages come together and children truly start playing together. Cooperative play brings together all of the social skills your child has been working on and puts them into action. Whether they are building a puzzle together, playing a board game, "house" or an outdoor game with a group, cooperative play really sets the stage for future interactions as your child matures into an adult.

When does cooperative play begin?

_____

_____

What do games with rules teach children?

_____

_____

_____

_____

EXERCISE 1.2 THINK, PAIR , SHARE

Time: 10 Minutes

Objectives: Learners will be able to elaborate on ideas in a linguistically rich environment.

Directions: Given the question "Why is play is important?" (Explain and give examples) learners will think independently. Learners are then grouped in pairs to discuss their thoughts. Learners will then share their ideas in a large group.

What Is It?

The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

Think: Students think independently about the question that has been posed, forming ideas of their own.

Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.

Share: Student pair shares their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Why is play important?

Students need many opportunities to talk in a linguistically rich environment. Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk.

EXERCISE 1.3 TYPE OF PLAY WORD SEARCH

D	X	A	C	O	S	T	G	A	E	L	E	D	O	O	L	N	O
E	V	I	S	S	E	R	P	X	E	S	I	F	Y	N	N	S	N
R	Q	A	M	I	S	O	O	L	R	R	F	O	O	W	Y	E	L
U	C	S	O	P	X	F	L	U	G	B	E	F	N	F	G	V	O
T	E	D	T	E	C	A	J	R	F	D	Y	T	C	R	O	I	O
C	V	I	O	V	R	F	A	N	T	A	S	Y	F	N	L	T	K
U	I	K	R	A	Y	A	A	M	I	T	A	R	F	M	O	C	E
R	T	B	P	Y	Z	Q	T	D	S	G	R	A	I	N	N	U	R
T	A	C	H	I	L	D	D	I	R	E	C	T	E	D	H	R	N
S	R	S	Y	Y	I	S	Q	O	S	U	I	I	D	D	C	T	I
N	E	Y	S	R	T	W	E	C	C	C	H	L	T	A	E	S	H
U	P	S	I	W	R	O	P	L	A	I	C	O	S	Y	T	N	H
S	O	Y	C	D	P	F	N	O	N	T	A	S	N	U	U	O	R
N	O	S	A	E	E	V	I	T	A	I	C	O	S	S	A	C	U
U	C	D	L	F	J	C	D	E	I	P	U	C	C	O	N	U	Z

Words to Find

- ❑ Child directed
- ❑ Unstructured
- ❑ Unoccupied
- ❑ Solitary
- ❑ Parallel
- ❑ Onlooker
- ❑ Constructive
- ❑ Associative
- ❑ Social
- ❑ Motor physical
- ❑ Expressive
- ❑ Fantasy
- ❑ Cooperative
- ❑ Technology

Play and Technology

- Technology Is emerging at a Rapid Pace
- Crucial Factors Necessary for Child Development
- Balance the Use of technology
- Sustaining Personal and Family Relationships
- Technology can be Beneficial
- Can be Harmful
- Child's Brain is still Developing
- Trained to Scan Information
- Don't Understand Children's Ability to Think
- Effects are Complicated
- Depends on Frequency of Usage

There is a growing body of research that technology can be both beneficial and harmful to different ways in which children think. Moreover, this influence isn't just affecting children on the surface of their thinking. Rather, because their brains are still developing and malleable, frequent exposure by so-called digital natives to technology is actually wiring the brain in ways very different in previous generations. Today's technology determines how our brains develop. The emergence of reading encouraged our brains to be focused and imaginative. In contrast, the internet is strengthening our ability to scan information rapidly and efficiently.

Balance the use of Technology

- Allow children to freely explore touch screens
- Provide opportunities for children to begin to explore and feel comfortable using "traditional" mouse and keyboard computers
- Capture photos of block buildings or artwork that children have created
- Celebrate children's accomplishments with digital media
- Incorporate assistive technologies as appropriate for children with special needs and/or developmental delays.
- Record children's stories about their drawings or their play
- Explore digital storytelling with children

IS TECHNOLOGY CHANGING THE WAY CHILDREN THINK?

During the preschool years, young children are developing a sense of initiative and creativity. They are curious about the world around them and about learning. They are exploring their ability to create and communicate using a variety of media (crayons, felt-tip markers, paints and other art materials, blocks, dramatic play materials, miniature life figures) and through creative movement, singing, dancing, and using their bodies to represent ideas and experiences. Digital technologies provide one more outlet for them to demonstrate their creativity and learning. Allow children to freely explore touch screens loaded with a wide variety of developmentally appropriate interactive media experiences that are well designed and enhance feelings of success.

Provide opportunities for children to begin to explore and feel comfortable using "traditional" mouse and keyboard computers to use Websites or look up answers with a search engine.

There is also little doubt that all of the new technologies, led by the Internet, are shaping the way we think in ways obvious and subtle, deliberate and unintentional, and advantageous and detrimental The uncertain reality is that, with this new technological frontier in its infancy and developments emerging at a rapid pace, we have neither the benefit of historical hindsight to examine the value and cost of these advancements in terms of how it influences our children's ability to think.

The effects of technology on children are complicated, with both benefits and costs. Whether technology helps or hurts in the development of your children's thinking depends on what specific technology is used and how and what frequency it is used.

SUSTAINING PERSONAL & FAMILY RELATIONS

It's important to come together as parents, teachers and therapists to help society "wake up" and see the devastating effects technology is having not only on our child's physical, psychological and behavioral health, but also on their ability to learn and sustain personal and family relationships. While technology is a train that will continually move forward, knowledge regarding its detrimental effects, and action taken toward balancing the use of technology with critical factors for development, will work toward sustaining our children. While no one can argue the benefits of advanced technology in today's world, connection to these devices may have resulted in a disconnection from what society should value most, children. Rather than hugging, playing, rough housing, and conversing with children, parents are increasingly resorting to providing their children with more TV, video games, and the latest iPads and cell phone devices, creating a deep and irreversible viewpoints between parent and child.

CRUCIAL FACTORS TO ACHIEVE HEALTHY CHILD DEVELOPMENT

Four Crucial Factors to Achieve Healthy Child Development

- Movement
- Touch
- Human Connection
- Exposure to Nature

Four critical factors necessary to achieve healthy child development are movement, touch, human connection, and exposure to nature. These types of sensory inputs ensure normal development of posture, bilateral coordination, and self-regulation necessary for achieving foundation skills for school entry. Young children require 2-3 hours per day of active rough and tumble play to achieve adequate sensory stimulation to their vestibular, proprioceptive and tactile systems. Tactile stimulation received through touching, hugging and play is critical for the development of praxis, or planned movement patterns. Touch also activates the parasympathetic system lowering cortisol, adrenalin and anxiety. Nature and "green space" has not only a calming influence on children, but also is attention restorative and promotes learning.

2.4 PLAY AND LANGUAGE ACTIVITY

Exercise 2.4 Linking Sounds

Time: 15 minutes

Objectives:

(1) Learners will teach children phoneme segmentation, counting, and phoneme blending

Directions:

1) Distribute 3-5 linking cubes with a letter (i.e. C-A-T, B-O-Y, D-U-C-K) written on it to each child.

2) Say the word such as /C/A/T/. Have children repeat the word slowly.

3) Direct children to take a cube for each sound they hear and link the cubes together.

4) Have children sweep their hand across the word as they blend the sounds together.

ADDITIONAL ACTIVITY:

Hide alphabet cards in the room. Invite children to search for cards and say a word that begins with that sound.

What is a Phoneme?

A phoneme is the smallest unit of sound in speech. When we teach reading we teach children which letters represent those sounds. For example – the word 'hat' has 3 phonemes – 'h' 'a' and 't'.

Phoneme Segmentation is the ability to break words down into individual sounds. For example, the learner breaks the word run into its component sounds – r, u, and n.

List additional language activities:

_____

_____

_____

_____

_____

_____

Play and Language

Play is the way children learn new skills, and language is one of the most important skills that children learn while they play. Play develops as children develop. First they might put everything in their mouth, or just throw toys. This is their way of experimenting and learning how different objects feel and taste. Next they build with blocks and play with cars and trains. They learn that different objects go together, and that objects have names, and you can play with them in a variety of different ways. While playing, children can learn nouns (the names of things), verbs (what objects do or action words) and how to describe. They learn to explore objects and see how they feel, where you can put them and how big or small they are.

2.5 PLAY AND SCIENCE ACTIVITY

Exercise 2.5 Magnetic Items

Time: 15 minutes

Objectives:

(1) Learners will discover which items are magnetic and which items are not

Directions:

1) Place a variety of objects in a plastic container. Use a magnetic wand and place it in the jar.

2) Pull out the items that are magnetic.

3) Classify the magnetic and non magnetic items.

ADDITIONAL ACTIVITY:

Density Experiment: Add a variety of small items in a bottle of water. See which items float or which items sink.

Play and Science

Research has linked early object play with positive math and science outcomes. Object play, including play with art materials, has been shown to be related to better visual-spatial skills. Through play with objects – blocks, sand, balls, crayons, and paper – children begin to understand logical scientific thinking, such as the concept of cause and effect. They also practice mathematical skills such as measurement, quantification, classification, counting, ordering, and part-whole relations.

Which items float?

_____

_____

_____

_____

_____

_____

Which items sink?

_____

_____

_____

_____

_____

_____

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Types of Play	5 Senses	Learning Styles	Multiple Intelligences (Gardner)	Adult Learning Principles (Knowles)
Unoccupied Play Solitary Play Parallel Play Onlooker Play Associative Play Constructive Play Social Play Motor-Physical Play Expressive Play Fantasy Play Cooperative Play	Sight Hearing Taste Smell Touch	Visual Auditory Kinesthetic	Visual-Spatial Bodily-Kinesthetic Musical Interpersonal Intrapersonal Linguistic Logical-Mathematical Naturalist	Adults understand why something is important to learn Adults have the freedom to learn in their own way Learning is experiential (based on experience) The time is right for them to learn The process is positive and encouraging

5 Senses

Each person has five sense organs that take in information from your environment and send it to your brain. Your brain then processes the information and tells your body how to respond. The sense organs are your eyes, ears, nose, tongue and skin.

Learning Styles

Information about learning styles and Multiple Intelligence (MI) is helpful for everyone especially for people with learning disabilities and Attention Deficit Disorder. Knowing your learning style will help you develop coping strategies to compensate for your weaknesses and capitalize on your strengths.

Multiple Intelligences

Information about learning styles and Multiple Intelligence (MI) is helpful for everyone especially for people with learning disabilities. Knowing your learning style will help you develop coping strategies to compensate for your weaknesses and capitalize on your strengths. This page provides an explanation of what learning styles and multiple intelligence are all about, an interactive assessment of your learning style/MI, and practical tips to make your learning style work for you.

The Five Senses

The Five Senses

Studies have shown that we rely heavily on our senses to process information when learning and engaging more than one sense when teaching can help information processing. Using multiple senses allows more cognitive connections and associations to be made with a concept. This means it is more easily accessible to your students as there are more ways the information can be triggered and retrieved from their cognitive learning center. We all have different learning styles and as a teacher it is crucial to make lessons beneficial to all your students. Here are handy tips on how to make learning a fun, multisensory experience to help children remember and retain information more effectively.

The outside world shapes children's development through experiences that they have, which include using their five senses—hearing, sight, smell, taste, and touch. Drawing a child's attention to the five senses and discussing them increases understanding of and communication about the world around us.

Why is learning using the five senses more effective for children?

_____

_____

_____

_____

_____

_____

List two play activities for each of the five senses:

Hearing

_____

_____

_____

Smell

_____

_____

_____

Taste

_____

_____

_____

Touch

_____

_____

_____

Sight

_____

_____

_____

What is Multiple Intelligence?

Multiple intelligences are a set of different ways to look at how children (and all people) are smart and skillful. Understanding children can be intelligent and good at different things allows you to help the children learn and succeed by seeing the world through their eyes

It can help you understand how he/she best shows what he/she knows and can do

Multiple Intelligences is a concept and approach developed in 1983 by Dr. Howard Gardner. Gardner says there are at least nine different ways to show intellectual ability. His findings expand the idea of intelligence or the way people think, problem-solve, and understand beyond the measure of typical intelligence tests (IQ).

Multiple Intelligence Type	Incorporated into subject matter	Way of demonstrating understanding
Verbal-Linguistic	Books, stories, poetry, speeches, author visits	Writing stories, scripts, poems, storytelling
Mathematical-Logical	Exercises, drills, problem solving	Counting, calculating, theorizing, demonstrating, programming computers
Musical	Tapes, CD's, concert going	Performing, singing, playing, composing
Visual-Spatial	Posters, art work, slides, charts, graphs, video tapes, laser disks, CD-ROMs and DVDs, museum visits	Drawing, painting, illustrating, graphic design, collage making, poster making, photography
Bodily-Kinesthetic	Movies, animations, exercises, physicalizing concepts, rhythm exercises	Dance recital, athletic performance or competition
Interpersonal	Teams, group work, specialist roles	Plays, debates, panels, group work
Intrapersonal	Reflection time, meditation exercises	Journals, memoirs, diaries, changing behaviors, habits, personal growth
Naturalist	Terrariums, aquariums, class pets, farm, botanical garden and zoo visits, nature walks, museum visits	Collecting, classifying, caring for animals at nature centers
Existential	Working on causes, charity work, astrology charts	Community service

CULTURAL DIVERSITY & INCLUSION

- Inclusion is a Process
- Designing
- Planning
- Maintaining
- Changing Attitudes
- Adaptation of Buildings
- Embrace Diversity
- Not Tolerate Differences

Inclusion is the process of conceiving, designing, planning and maintaining of all parts of the physical and cultural community to cater for the widest spectrum of ability and need. Achieving inclusion involves changing the attitudes of both organizations and individuals, as much as the adaptation of buildings and facilities. Inclusion is an ongoing process and the overall aim is to embrace diversity, rather than to tolerate differences. An inclusive community sees diversity as positive and offers services tailored to individual needs.

Exercise 3.7 Reflection

Time: 20 Minutes
Objectives: Learners will reflect and review what they learned from the training.
Directions: Learning is enhanced if we are given a chance to reflect, review, and personally relate to the material and how we might apply it. Give participants a log or journal, then use a variety of ways to have participants stop and reflect periodically for a few minutes on what they've learned and how they might use it. After the reflection time you can have them volunteer to share, share in small groups, or not share. Here are some examples:

1) Most Important: *Write three things you just learned. Now put a star by the most important.*
_____
_____

2) Three Applications: *Write three ways you can use or apply what you've just learned. Circle the one you plan to do first.*
_____
_____

3) One Sentence: *Write one sentence explaining what you learned in the last _____ minutes.*
_____
_____

4) One Question: *Write one question that you have about what you've heard.*
_____
_____
_____
_____

Exercise 3.6 Lesson Plan Activity

Time: 45 minutes

Objectives:

(1) Learners will use a variety of materials to create a game.

(2) Learners will create a lesson plan activity that aligns with learning styles and multiple intelligence.

Directions: Select a type of play and create an activity that includes 3 or more five senses. List the type of learning styles and multiple intelligence.

Title:

Date:_____   Allotted Time Frame: _____

Type/s of Play _____

Learning Objectives 1) 2) 3)	Learning Activities 1) 2) 3)	
What *Learning Outcomes* do you expect to achieve? 1) 2) 3)	How will you make the *Transfer of Learning* into your classroom? 1) 2) 3)	How will you assess students? 1) 2) 3)
How will you involve parents?	How will you include Diversity?	How will you include ALL students?

Title:

Date:_____ Allotted Time Frame: _____

Which of the Five Senses are incorporated? 1) 2) 3) 4) 5)	Which Learning Styles will you use? 1) Visual 2) Auditory 3) Kinesthetic	Multiple Intelligences: Learning Styles
Activities	Activities	Activities

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GLOSSARY

Associative Play - a form of play in which a group of children participate in similar or identical activities without formal organization, group direction, group interaction, or a definite goal.

Child-directed play - Child Directed Play, called CDP for short. A one-on-one play interaction between. a parent and a child in which the child directs and leads the play in any way he or she wishes.

Constructive Play - When children manipulate their environment to create things, they are engaged in **constructive play**. Experimenting with materials, they can build towers with blocks, construct objects with miscellaneous loose parts, **play** in the sand, and draw sidewalk murals with chalk.

Cooperative Play -cooperative play involves the division of efforts among children in order to reach a common goal. ... In cooperative play, everybody wins. Play is how young children learn. Through play, children develop the skills they need to expand their physical, emotional, social, and cognitive abilities.

Expressive Play -With expressive play they can explore sides of themselves that often don't have much of a voice or chance to act. Expressive play is a natural function of childhood development and refers to the child's immersion in an imaginary world, complete with characters, setting, and dialogue.

Fantasy Play – A type of non-realistic play in which children take on different roles and enact various situations.

Motor-physical Play - The term "gross motor" development refers to physical skills that use large body movements, normally involving the entire body.

Onlooker Play - when the child watches others at play but does not engage in it.

Parallel Play - is a form of play in which children play adjacent to each other, but do not try to influence one another's behavior. Children usually play alone during parallel play but are interested in what other children are doing. This usually occurs after the first birthday.

Social Play - Social Play is any play in which children of the same age interact with each other. The play is structured (meaning there are rules to follow) and it may incorporate elements of pretend or imagination.0

Solitary Play - when the child is alone and maintains focus on its activity.

Unstructured Play - Child Development through Structured & Unstructured Play. Structured play is the kind of play where there is typically an adult leader and a specific, planned way in which the play will go.

Unoccupied Play - when the child is not playing, just observing. A child may be standing in one spot or performing random movements.

Outline of Training Content

Training Content	Training Methods	Time Frame (2 Hours)
Introduction/Icebreaker By the end of the training participants will be able to: 1) Identify the various types of play. • Child Directed Play • Unstructured Play • Unoccupied Play • Solitary Play • Parallel Play • Onlooker Play • Constructive Play • Associative Play • Social Play • Motor-Physical Play • Expressive Play • Fantasy Play • Cooperative Play	**Lecture** **Discussion** **Large group** **Small Groups** **Exercise 1.1** Building Blocks Reflection	(0.60 minutes) 0.15 0.30 0.15
2) Understanding Play •Play and Technology •Play and Language •Play and Science	**Lecture** **Discussion** **Charting** **Sharing** **Exercise 2.2** Think, Pair, Share **Exercise 2.3** Word Search Overview **Exercise 2.4** Play and Language **Exercise 2.5** Play and Science Reflection	(0.60 minutes) 0.10 0.10 0.10 0.15 0.15
Implement learning principles, parent involvement activities, and diversity and inclusion into lesson plan activities. A. Play and Learning Principles B. Five Senses C. Learning Styles D. Multiple intelligences E. Cultural Diversity and Inclusion	**Lecture** **Small Groups** **Exercise 3.6** Develop a Lesson Plan that includes learning principles, parent involvement, and diversity and inclusion **Exercise 3.7** Reflection **Exercise 3.8** Crossword Puzzle Reflection	(0.60 minutes) 0.10 0.20 0.10 0.10
Reflection/Overview Quiz Evaluation	Overview/Reflection/Questions	(0.10 minutes)

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