



# SCHOOL-AGE CHILDREN AT PLAY

Successful Solutions Professional Development LLC

[WWW.MYECECLASS-SOCIAL.COM/PLAY](http://WWW.MYECECLASS-SOCIAL.COM/PLAY)

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**ECE Virtual Classroom**  
Online Courses for Early Childhood Educators



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## School-Age Children at Play

### *4 clock hours early childhood education*

#### Course Description

Research shows that play promotes healthy social, cognitive, and physical development. A wide variety of activities can be categorized as play. Methods of play can be directed by an adult or determined by children. School-age children come to the school-age program after a full day of “work” at school, where most of their activities are planned and controlled by adults. By the time children arrive at the school-age program, they need to burn off some steam. Play is a child’s important work. Therefore, it is important for children to spend a good deal of the time at the school-age program playing. Program staff should set-up activities with choices for children to pick from, and staff to guide and direct children to these activities. To support their learning, caregivers should provide a safe environment and supervised freedom to move and explore. They also need opportunities throughout the day to move, climb, and explore.

**Washington STARS credit:** Child Growth & Development (4 hours)

**CDA Content Area:** Supporting Children's Social and Emotional Development (4 hours)

#### CDA Settings

- Family Child Care (Mixed-Age)

#### Learning Outcomes

- ✓ Recall the definition of play.
- ✓ Identify and give examples of the different types of play.
- ✓ Recognize if an activity is developmentally appropriate for children.
- ✓ Discuss how the different developmental skills are cultivated through all types of play.

#### Course Content

1. Course Agenda
2. Discussion: Play (1/13)
3. Defining Play
4. Developmentally Appropriate Practice
5. Cooperative Play
6. Lesson Plan: Hula Hoop Activity (2/13)
7. Independent Play
8. Supporting Play
9. Lesson Plan: Jellyfish Painting Activity (3/13)
10. Active Play
11. Lesson Plan: Giraffe Legs Activity (4/13)
12. Constructive Play



13. Lesson Plan: Look Out Below (5/13)
14. Fantasy Play
15. Lesson Plan: Worm Retelling (6/13)
16. Rule-Based Play
17. Lesson Plan: Pirate Hook Ring Toss (7/13)
18. Ages and Stages
19. Discussion: Ages and Stages (8/13)
20. Unstructured Play
21. Structured Play Vs Unstructured Play (9/13)
22. Play Through the Ages
23. 5-6 Year Old's: Early School Age Children
24. 5-6 Year Old's (10/13)
25. 7-8 Year Old's: Early School Age Children
26. 7-8 Year Old's (11/13)
27. 9-12 Year Old's: Early School Age Children
28. Discussion: Play (12/13)
29. End of Course Quiz (13/13)
30. Course Evaluation Form

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## Sources

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- Making the Most of Outdoor Play by Frank Self, University of Illinois Cooperative Extension. Retrieved from <http://www.canr.uconn.edu/ces/child/newsarticles/CCC532.html>
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- Our Proud Heritage: Outdoor Play is Essential to Whole Child Development. NAEYC. Retrieved from <https://www.naeyc.org/resources/pubs/yc/jul2017/outdoor-play-child-development>
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## Glossary of Terms

### Active Play

When children take part in active play, they burn energy and build healthy bodies. Active play is often thought to take place outdoors but it can also take place in a large area within a classroom. Some outdoor examples are hopscotch, tag, or kicking a ball. Some indoor examples are freeze dance, musical chairs, or moving around the room like animals.

### Constructive Play

Constructive play focuses more on the process of creating than on the end product. Through building with different materials children explore and discover how the world works. Using constructive play, children actively experiment with the objects in the environment, explore new possibilities, and use principles of mathematics and science.

### Cooperative Play

Cooperative play is concerned with solving a problem by working together to achieve 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.

### Developmentally Appropriate Practice (DAP)

An approach to teaching grounded in the research on how children develop and learn and in what is known about effective early education. DAP framework is designed to promote children's optimal learning and development. DAP involves teachers meeting children where they are (by stage of development), both as individuals and as part of a group.

### Fantasy Play

This type of play requires the use of the imagination. The dramatic play area is often the most thought of area for fantasy or pretend play.

### Independent Play

This type of play allows the child the opportunity to practice making choices on their own and entertaining themselves. Fostering independent play in young children takes time and patience. Some children are naturally more content with their own company but for others, playing independently can be a struggle, particularly if they have been entertained frequently as infants or had play done for them in the early stage of their life.



## Play

To occupy oneself in amusement or recreation.

### Rule-Based Play

This type of play is similar to cooperative play but with rules attached to it. It is important for organization and consistency. The rules are discussed and confirmed that everyone playing understands each of the rules.

### Structured play

Structured play, or "play with a purpose," is any activity that offers a specific learning objective. Most games fall under the category of structured play: card games, board games and classic outdoor games like red-light-green-light and tag are all structured activities.

### Unstructured play

Unstructured play is open ended with unlimited possibilities. Playing with blocks is unstructured play. So is coloring, drawing or painting on blank paper. Deciding how to play with a toy airplane or doll is unstructured play. Inventing games to play is unstructured activity. So is running around the playground or park. Generally speaking, when a child is engaging in unstructured play, they are in the process of establishing their own objectives.

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## Optional Resources for Further Study

- School-age children at play (School Age/Play, media & technology), Raising Children Network (Australia), Retrieved from [http://raisingchildren.net.au/articles/play\\_ideas\\_and\\_school\\_kids\\_games.html](http://raisingchildren.net.au/articles/play_ideas_and_school_kids_games.html)
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## Course Author

**The learning outcomes and curriculum for this course have been updated by Brittney Andrade, BS ECE.**

This topic was originally created, organized, and developed by our team of trainers, educators, administrators and specialists. We strive to maintain high quality online training methods while adhering to state standards for adult learning and meeting the needs of our students.

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## ECE Virtual Classroom Academic Coach

The Virtual Classroom Academic Coach’s role is to support the ECE students through the training process. The Virtual Classroom Academic Coach reviews assignment per directions, monitors discussion threads, answers inquiries/emails, monitors student engagement, provides online student support, and regularly collaborates with team members on development. The Virtual Classroom Academic Coach serves as the facilitator and grader, while the Online Educators are the official state approved trainers.



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## Student Support

The best way to reach us is through live student support chat. Look for the Chat with Us bubble on the bottom left corner of the website.

Website: [www.myececlass-social.com](http://www.myececlass-social.com)

E-mail: [info@myececlass.com](mailto:info@myececlass.com)

Phone: (360) 602-0960

### Student Support Hours

#### Chat & Email Support

Monday - Friday	7 am – 6 pm
Saturday & Sunday	9 am – 6 pm
Holidays (Email Only)	10 am – 4 pm

#### Phone Support

Monday - Friday	7 am – 6 pm
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## Required Assignments

### Reading

The text on each page should be read. When you submit the worksheets, discussion boards, and click on the NEXT PAGE button, it will create a record of your progress moving through each page.

### Videos

Watch the videos as you encounter them. If you have trouble with the videos playing, this may require that you update flash player on your computer. Optionally, some students find that if they are having difficulties playing the videos on their computer, they can view them on their phone. There is a link above the videos to view them on YouTube directly. You may wish to save the Youtube link for the video to refer to in the future, or in order to use another device for viewing.

### Discussion

The discussion questions are a required part of the course. You may either post on the discussion board where you are contributing to the thread with other students. Alternately, you have the option of clicking on the link above the discussion board and submitting your response on a worksheet form. The ECE Virtual Classroom Coach will be tracking your



submission of the discussion board assignments as part of meeting the learning outcomes for the course.

## Worksheets

Check for Understanding worksheets are provided throughout each course. The worksheets allow opportunities to reflect on the course materials as you are progressing through the training. Watch your email in-box for trainer feedback. You may not receive feedback for every single assignment, depending on how quickly you are moving through the course. Instead, you may receive an email letting you know that your work was done well, with a certificate attached. If you need guidance, the trainer or the academic coach will be sending you emails with feedback with instructions for resubmission. Certificates will not be issued if worksheets are skipped, incomplete, or filled in with inappropriate responses. If you need assistance, we have student support available via Live Student Support Chat 7 days a week (Mon.-Fri. 7 am-8 pm and Sat.-Sun. 9am-6pm PST).

## Quizzes

The end of course quizzes are primarily multiple choice and true or false questions, with occasional open-ended questions. 70% or better is required to pass the quiz. You can review the course materials and retake the quiz as many times as needed to pass. Automated emails are sent to you confirming that you have submitted the worksheets and quizzes and provide you with a link to resume at the next page.

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## Optional Course Items

The items below are offered in each course as options. Optional means that you have the choice to utilize them, or not.

## Optional Resources for Further Study

We have included a wealth of resource links for you to explore and further your knowledge about each topic.

*The resource links provided in our website are provided solely for your convenience and may assist you in locating other useful information on the Internet. When you click on these links you will leave our website and will be redirected to another website. These websites are not under the control of Successful Solutions Training in Child Development. Successful Solutions Training in Child Development is not responsible for the content of linked third party websites. We are not affiliated with these third parties nor do we endorse or guarantee their products, services, website content, etc. We make no representation or warranty regarding the accuracy of the information contained in the linked websites. We suggest that you always verify the information obtained from linked websites before acting upon this information.*



## Parking Lot

The Parking Lot is offered as an optional opportunity to interact with the trainer about a question that you may have about the course topic. If you do not have a question, it is not necessary to fill out this form, it is not required. If you choose to submit a question to the trainer, she will respond to you by email. Be sure to watch your email in-box.

You can always leave a message for student support on our Live Chat on the bottom left corner of the website, any time of day or night. If we are not available, we will respond by email as soon as possible.

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## Certificates

When you submit the evaluation form, that prompts the academic coach to review all of your work. We will evaluate your work to assure that you have met the learning outcomes. Once that assessment is complete, you will receive your certificate by email. [Click Here](#) for a sample certificate. (This certificate is an example. The student certificate may vary slightly). Certificates are prepared 7 days a week between 7 am and 7 pm PST. In most cases, you should receive your certificate by email within a few hours after you submit the evaluation form, or first thing the next morning.

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## State Training Approval

This training may, or may not, meet annual training requirements in your state. Please provide us with your state, and any State registry ID number on the evaluation form, and if we are able to record your completed training with your state, we will. In some cases, for annual state credit, you will need to submit the certificate to the appropriate registry and they may or may not award annual credit. Providing a State Registry number to us does not guarantee that your state will approve the training for annual continuing education credit.

### **The following states have *pre-approved* our courses:**

- Washington State DEL MERIT Trainer: Kimberlee Turner, MS Ed
- Illinois - Organization Approval Number B102312
- Ohio (Entity OIN # 21084413)
- North Carolina - Organization approval
- Utah - Organization approval for Online Career Ladder Courses
- Vermont - Organization Approval

Our courses may be accepted many states that do not require pre-approval.



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## Technical Requirements

- Laptop or PC
- Most students are able to use mobile devices such as tablets to complete courses. However, each device is different, and an individual's skill level with the device may determine their success with using a mobile device.
- Recommended web browser: Google Chrome
  - Microsoft Edge, Safari and Firefox are other acceptable browsers.
  - Internet Explorer is no longer supported by Microsoft, and you may have issues if you use it to take training.
- Operating System
  - Make sure you're using a current operating system (for example, Windows 10).
  - Outdated operating systems may cause technical difficulties.
- Internet Speed
  - Slow internet speed may impact loading time.
- Videos may require Adobe Flash Player.

Adobe Reader is required to open PDF files. Download Adobe Reader can be downloaded free <https://acrobat.adobe.com/us/en/acrobat/pdf-reader.html>

