

**Course Outline**

**COURSE:** CD 18                      **DIVISION:** 50                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2018                      **CURRICULUM APPROVAL DATE:** 03/27/2017

**SHORT TITLE:** OUTDOOR CLASSROOM

**LONG TITLE:** The Outdoor Classroom

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

In light of the evidence linking the lack of nature in children's lives to the rise in obesity, attention disorders, and depression, this course will teach participants how to create developmentally appropriate outdoor play and nature learning experiences for children from birth to age eight, ensure that outdoor environments are accessible and safe, and methodically observe and assess children's outdoor play. **ADVISORY:** Eligible for English 250 and 260.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

**STUDENT LEARNING OUTCOMES:**

1. Summarize current research regarding the relationship of the absence of nature in children's lives and the rise in obesity, attention disorders, and depression.

Measure of assessment: Written or oral exam; written or oral report.

Year assessed, or planned year of assessment: 2017

Semester: Summer

2. Develop and evaluate an integrated thematic unit that can take place entirely outdoors.

Measure of assessment: Written project, oral report

Year assessed, or planned year of assessment: 2017

Semester: Summer

3. Describe the evolution of outdoor programs for children, the compare/contrast appropriate outdoor environments for infants/toddlers, preschoolers, kindergarten and primary aged children.

Measure of assessment: Group project, written project, oral report

Year assessed, or planned year of assessment: 2017

Semester: Summer

4. Synthesize and critically analyze research on the importance of observing and assessing children's outdoor play.

Measure of assessment: Written Report, Exam

Year assessed, or planned year of assessment: 2017

Semester: Summer

## **CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 03/27/2017

6 Hours

CONTENT: Introduction to the Course and the Evolution of Outdoor Play in Early Childhood

STUDENT PERFORMANCE OBJECTIVES (SPO):

1. List a major contribution of each of these people: Rousseau, Pestalozzi, Froebel, Dewey, Hill, the McMillan Sisters
2. Describe the similarities and differences between the Froebelian kindergartens, the kindergartens of the progressive movement, and contemporary kindergartens.
3. Describe social, political, and economic trends of the mid-20th century that have influenced education.

8 Hours

CONTENT: Outdoor Play for Infants and Toddlers

SPO:

1. Describe the development of infants and toddlers in each domain (physical, cognitive, socioemotional, language).
2. Explain the necessary elements in an outdoor environment for infants and toddlers.
3. Describe the role of the teacher in responding to the challenging disposition of toddlers in an outdoor environment.

8 Hours

CONTENT: Outdoor Play in the Preschool and Kindergarten years

SPO:

1. Compare developmental differences of infants/toddlers with preschoolers and kindergarten children in all domains.
2. Define and provide examples of pretend play and constructive play.
3. Develop an argument that defends the need for outdoor play by identifying relevant curriculum goals.
4. Develop and evaluate an integrated thematic preschool unit that can take place entirely out of doors.

7 Hours

CONTENT: Outdoor Play in the Elementary Grades

SPO:

1. Explain dramatic developmental shifts during the primary and intermediate grades.
2. Compare the roles that can be played by outdoor experiences in each domain.
3. Introduce competitive as well as cooperative games to groups of children.

7 Hours

CONTENT: Observing and Assessing Children's Outdoor Play

SPO:

1. Describe current research regarding the relationship between the presence or absence of nature in children's lives and eating habits, obesity, attention disorders, and depression.
2. List and describe the components of the "assessment of learning" cycle.
3. Give reasons for evaluating children in an outdoor setting.

8 Hours

CONTENT: Playground Safety and Accessibility

SPO:

1. List the four categories for playground safety identified by the National Program for Playground Safety.
2. Explain what Playscapes designer Rusty Keeler means by "as safe as necessary" rather than "as safe as possible".
3. Evaluate natural playscapes and built playgrounds for safety by examining the use zones and surfacing materials.
4. Explain how to prevent injuries from the five most common playground hazards.

8 Hours

CONTENT: Residential and Community Outdoor Play Areas

SPO:

1. Transfer understanding of child care and school outdoor safety to community and residential play areas.
2. Describe the steps necessary for initiating, designing, and building a community playground.
3. Compare the unique advantages of residential play environments and community playgrounds.
4. Identify outdoor family activities typical to local geographical region.

2 Hours

#### **METHODS OF INSTRUCTION:**

1. Lecture and discussion 2. Multi media 3. Guest speakers 4. Demonstrations 5. Visitation to other sites 6. Hands-on project design 7. Evaluation of student written proposal and final projects 8. Quizzes on chapter readings

#### **METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 50.00 %

Percent range of total grade: 40 % to 50 % Written Homework, Essay Exams, Term or Other Papers

Problem-solving assignments

Percent of total grade: 20.00 %

Percent range of total grade: 10 % to 20 % Evaluating safety according to a rubric

Skill demonstrations

Percent of total grade: 20.00 %

Percent range of total grade: 20 % to 25 % Class Performance/s, Performance Exams

Objective examinations

Percent of total grade: 10.00 %

Percent range of total grade: 5 % to 10 % Multiple Choice, True/False, Matching, Completion

#### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 12

Assignment Description: OUT-OF-CLASS ASSIGNMENTS:

1. Write a personal philosophy for teaching young children.
2. Recall childhood play experiences; discuss in a group and compare with contemporary children's experiences.

Required Outside Hours: 16

Assignment Description: OUT-OF-CLASS ASSIGNMENTS:

1. Locate, read, and summarize an article that includes recent findings about the relationship between outdoor play in nature and social emotional development.
2. Observe toddlers outdoors engaged in pretend play and write at least three anecdotal records. In small groups, review observation notes, discuss the behaviors observed why they could be identified as pretend play.

Required Outside Hours: 16

Assignment Description: OUT-OF-CLASS ASSIGNMENTS:

1. Locate two quality children's books that relate to outdoor play and learning. Report on each book, explaining the main concept addressed by the author.
2. Observe two preschool or kindergarten playgrounds (or view photographs, slides, or video provided by the instructor) and analyze the complexity and variety of play opportunities. Work together in groups to make a plan for increasing the complexity and variety of play opportunities and variety and share with the entire class.

Required Outside Hours: 14

Assignment Description: OUT-OF-CLASS ASSIGNMENTS: Read related textbook chapters and study for exams.

Required Outside Hours: 14

Assignment Description: OUT-OF-CLASS ASSIGNMENTS:

- 1 Visit an outdoor play environment and observe a group of children for 30 - 60 minutes. Keep a running record during the observation. Transcribe and summarize.
2. Develop an assessment and evaluation plan for the curriculum developed earlier.
3. Prepare a power point presentation that combines the thematic unit curriculum plan and the assessment and evaluation plan and deliver it in class.

Required Outside Hours: 32

Assignment Description: OUT-OF-CLASS ASSIGNMENTS:

1. Read and summarize one article about natural playscapes.
2. With a partner, visit two child care centers or schools. Sketch the outdoor play areas, identifying use zones and identifying surfacing materials.

### **REPRESENTATIVE TEXTBOOKS:**

Required Representative Textbooks

Mary S. Rivkin. The Great Outdoors. National Association for the Education of Young Children NAEYC,2014.

Reading Level of Text, Grade: 10th Verified by: Verified by:Microsoft Word

### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 201130

UC TRANSFER:

Not Transferable

### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y  
Cooperative Education:  
Program Status: 1 Program Applicable  
Special Class Status: N  
CAN:  
CAN Sequence:  
CSU Crosswalk Course Department: CD  
CSU Crosswalk Course Number: 18  
Prior to College Level: Y  
Non Credit Enhanced Funding: N  
Funding Agency Code: Y  
In-Service: N  
Occupational Course: C  
Maximum Hours:  
Minimum Hours:  
Course Control Number: CCC000183735  
Sports/Physical Education Course: N  
Taxonomy of Program: 130500