

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

CHILD CARE AND ADOLESCENT WORKER PROGRAMME

CCW 219-6 - Therapeutic Play

INSTRUCTOR: Michael McFarling  
Office: E 468  
Phone: 949-2050, Ext. 263

TIME: Wednesday Afternoon - 2-5 p.m.  
September 8 - April 20/83

NATURE OF COURSE: Therapeutic Play is designed to familiarize the student with children's play activities and the use of same as a means of achieving identified goals. Play theory will be viewed in a developmental context. Emphasis will be placed on the use of play experiences both programmed and spontaneous, as a therapeutic tool.

GOALS AND OBJECTIVES:

1. To become familiar with theoretical concepts of play.
2. To develop a systematic approach to utilize theoretical concepts in programming children's activities.
3. To develop a technique whereby both structured and spontaneous play will be used in a therapeutic context.
4. To further develop skills in recognizing environmental/developmental needs of children.
5. To obtain practical experience in planning and implementing activity programming.
6. To develop and complete a comprehensive inventory of activities for future reference.
7. To develop and implement a personal fitness program.
8. To plan and implement an outdoor camp experience.
9. To acquire practical experience in activities ie: arts and crafts, gym activities, etc.
10. To develop an awareness of service/cost relationships in program planning.
11. To revitalize one's personal creativity in a relaxed and enjoyable atmosphere.

LEARNING RESOURCES:

1. Provided by the student
  - a) New Games Book  
New Games Foundation
  - b) Various craft materials - junque
2. Provided by college:
  - handouts
  - film
  - Learning Resources Centre

METHODOLOGY:

The class will be taught a combination of lectures, films, student presentations and practical experience. Format will vary relative to content presented.

COURSE REQUIREMENTS:

1. To maintain regular attendance (80% compulsory to pass course).
2. To complete assigned reading and research and be prepared to discuss in class.
3. To participate actively and fully in class activities.
4. To complete a comprehensive behavioural observational report on an individual child at play.
5. To complete a comprehensive behavioural observation report on a group of children at play.
6. To participate in the therapeutic camp experience.
7. To contribute to the preparation of an activities manual.
8. To become actively involved in individual and group presentations.

Assignments et al. for Sept. - Dec '82

READ CAREFULLY

1. Therapeutic Camp Weekend - COMPULSORY

PLACE: Pancake Bay Prov. Park  
DATE: Sept. 24, 25, 26.

...3

The ability to use an outdoor camp experience in a therapeutic manner is an essential component of the CCW's overall competencies. As a result of this we provide a relatively short experience as part of the Therapeutic Play course. This experience is a compulsory part of the course.

Students are totally responsible for the planning of the weekend. The instructor will serve as resource/facilitator for the planning process. Although there is a definite format for the weekend (info available 1st. class) there is ample time allotted for individual/group pursuits.

Cost of food for the weekend is shared by all participants (usually averages \$8 - \$10.

NOTE: Since this is a "class" visitors are prohibited.

DACUM SKILLS ATTACHED:

2. Observation Report I (Individual Child)  
Due: Oct. 13
3. Observation Report II (Group of Children)  
Due: Oct. 27

Format for both reports is similar in that the focus of play activity, duration and significant actions/interactions are recorded. Report must include personal opinions on play observed.

NOTE: If you intend to observe a group in a daycare, ~~OR~~ ON elementary school property obtain permission from supervisor/principal as the case maybe.

4. Seminar Presentations 'A'

Dates: Dec. 1  
Dec. 8  
Dec. 15

Format & Topics available Sept. 15/82

#### 5. Creative Scrounge:

Budgetary restraints in Child Care settings have implications on the number of arts and crafts materials available to children for creative expression. This 'lack' of material need not impact significantly on a therapeutic A & C program the purpose of this assignment is to provide the experience of working with materials readily available in any household, castoff's etc.

The student presenters of the activity are responsible for scrounging the material (enough for all participants) and leading the activity.

When doing such with children we would allow for independent creative expression, however we must be prepared with suggestions/demo's for the use of the material. We will follow the more structured format in class presentations.

Due Dates: Oct. 20  
Nov. 3  
Nov. 10  
Nov. 17  
Nov. 24

NOTE: I hr. time limit (includes clean up time)

#### 6. Submissions to Activity Booklets

The purpose of this assignment is to prepare a resource book of crafts and physical activities available for use <sup>in</sup> on the field.

All submissions will be photocopied and given to each student in the course.

- 1.) Assignments must be typed in proper format (examples attached.)
- 2.) All diagrams must be done in black ink and be cross-referenced correctly to written material.
- 3.) Typed submission must be gramatical correct and free of spelling errors.
- 4.) Use no more than both sides of the page for one activity (paper 29.8 cm X 21 cm.)

...5

6. Submissions to Activity Booklets cont'd

5.) Students are responsible for both proof-reading and insuring that there is no duplication of activities submitted.

6.) Left hand margin 3cm.

NB If all above criteria are not met assignment will be graded incomplete.

Submission to Activity Booklet Due Dates:

Nov. 24/82

Jan. 12/83

Feb. 9/83

Feb. 16/83

7. Theme Day Presentations

Variety in activity programming with children is essential. The presentation of a theme day (day geared around a specific idea ie. pioneer day) can bring in many different facets of activities that cover an entire day.

In the example cited above planning would include costumes, meals, games, films etc. with a pioneer theme.

This assignment is to be in written form and specific about the types of programming being carried out during the day.

Presenters will be given  $\frac{1}{2}$  hr. to present and insure rest of the class has a grasp of the material presented.

DATES DUE: announced Dec. 15/82 for coming term.

8. Gym Presentations

Actual experience in gymnasium to practice programming and program leadership.

NB Proper gym attire essential, lack of attire and resulting prohibition from using the gym will be considered as absence.

9. Arts & Crafts in-class activity

The instructor will teach a number of A & C's. Although the student will not be graded on final product the importance of participation and effort will be a factor in final grading in this area.

NOTE: It is the students responsibility to have a 3 ring binder/duotang paper & coloured pencils etc. to take notes & diagrams of all presented material to complement activity booklets.

GRADING BREAKDOWN:

1. Seminar Presentations - 15%
2. Participation - 20%
3. Gym Presentation - 10%
4. Observation Report - 5% X 2 = 10%
5. Quiz - 10% X 2 = 20%
6. Submission to Activity Booklets - 5% X 4 = 20%
7. Creative Scrounge - 5%

TOTAL = 100%

College Grading System

80% - 100% = A

70% - 79% = B

60% - 69% = C

Less than 60% = R (Repeat)

## BRAIDED BELT

**MATERIALS:** Pyro-lace (flat plastic strips sold by the spool, at hobby stores.

**OBJECTIVES:** Increase fine motor skills, conceptualization skills.

### PROCEDURES

**Step I** Hook the belt buckle on a nail, and drape four strands of Pyro-lace over the buckle, alternating the colours as shown in Fig.1 Pull the strands so all ends are even.  
See Fig.1

**Step II** Take the back strip of lace on the far left side and bring it in front of the same piece of lace. Then take, in turn, each remaining piece of lace and bring each in front of the same strip of lace, which hangs in front of the buckle, and weave it across to the left.  
See Fig.II

**Step III** Take the far left lace and weave it in and out to the centre. Then take the far right lace and weave it in and out to the centre. Continue alternately; taking each outside lace and weaving it to the centre, until the belt reaches the desired length.  
See Fig.III

**Step IV** To finish off the belt end, take each lace, bring it to the underside and weave it in and out of several woven loops to keep it from unbraiding, then out of the remaining ends.  
See Fig.IV

**Step V** Make a braided loop and fasten it in place about three inches back from the buckle.  
See Fig.V

Fig. I

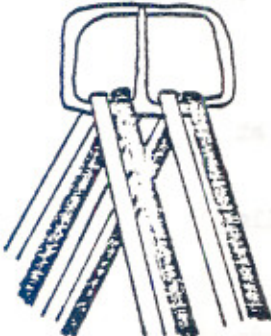


Fig. II

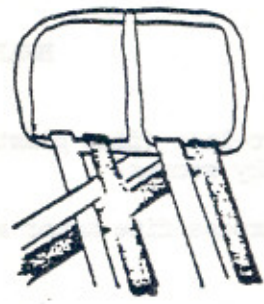


Fig. III

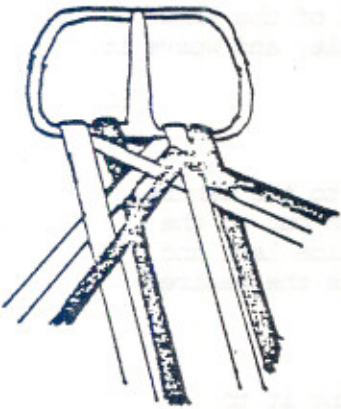


Fig. IV

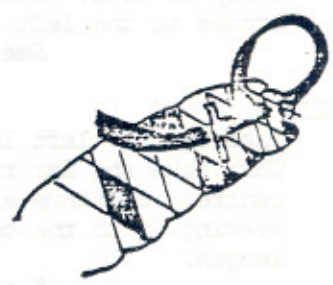
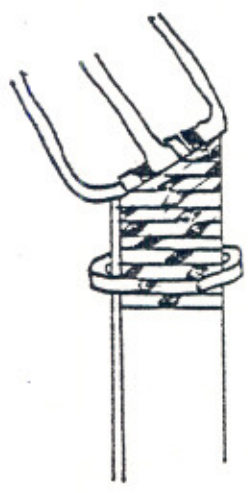


Fig. V





## Title

Clothes relay

## Supplies

An abundant supply of clothes, such as shirts, pants, coats, socks, boots, etc. A number of garbage bags will also be needed.

## Objective

The objectives are mainly group interaction, co-operation of group members, co-ordination (putting on clothes), a release of energy. The game also helps teach the younger child the art of putting clothes on in a hurry.

## General Description

Each member of each team runs to the garbage bag which is full of clothes, puts them on and then run to the back of the room. The kids then come back to the garbage bags, take off the clothes they had just put on and then return to his team. Each person on the team has his turn and the relay is ended when the team to first complete the relay sits down.

## Instructions

The bags of clothes (about five pieces in each bag) are placed in the middle of a large room or gym. Teams are picked and stand apart from each other in a line, at one end of the gym. On the word "go" the first person in each team goes to the middle of the room where the bags are. Each team has their own bag of clothes, take the clothes that are in the bag and put them on. After putting on the clothes, the child runs to the back of the gym, touches the wall, comes back to where the bag is and takes off the clothes. The child then puts the clothes back in the bag and returns to his team. After coming back to the team, the child then touches the next person in line who then goes to the bag of clothes and repeats the relay. When the last child has finished the relay the whole team sits down. The first team to be sitting down wins.

## Clothes Relay

### Modifications

Hop instead of run. Use other objects beside clothes, to put on in a hurry.

### Participant Reaction and Points for Discussion

- Was it fun?
- Was there any trouble in putting on the clothes?
- Would they like to do it again?
- Was winning important?
- What were the kids doing who weren't doing the relay?