

EDC 6001: Social Emotional Learning Through Puppetry and Play

Common Syllabus

Course Description: This course is designed to introduce students to the developmental theories behind Social Emotional Learning (SEL) while also providing an interactive and integrative approach to the exploration of puppetry as a vehicle to reinforce this learning. Through the use of multi-lingual storytelling, arts-making, dramatic play, and lively group discussions, this course will provide hands-on practice, planning, and curriculum design instruction to students of diverse backgrounds and needs. Learners will come away from the course with the necessary skills to implement puppetry play and other creative arts activities to foster deep and lasting social-emotional learning in both the early childhood and elementary classrooms.

Course Learning Outcomes
1. Students will analyze and compare a variety of standards-based theories centered on social emotional learning and empathy development for very young children.
2. Students will identify and actively practice developmentally-appropriate strategies to promote social emotional development, language learning, and role play utilizing puppetry skills.
3. Students will utilize student-centered methods and materials to implement visual, language, and performance art activities specific to the early childhood and elementary classroom.
4. Students will incorporate elements of critical teaching with an appreciation of culturally diversity by responding to and analyzing a variety of play-based curricula, video documentation, children's literature, and classroom projects.
5. Students will demonstrate active and collaborative participation during class sessions by contributing thoughtfully/critically and in partnership with their peers.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
<p>1. Students will analyze and compare a variety of standards-based theories centered on social emotional learning and empathy development for very young children.</p>	<p>20%</p>	<ul style="list-style-type: none"> ● Create Reading Responses to chapters/articles geared to the four main social emotional domains. ● Formulate a working list of the '4 Strands of Social Emotional Learning.' ● Assignment: 'Feeling Time with the Nursery Rhyme' –Written outline and Presentation
<p>2. Students will identify and actively practice developmentally-appropriate strategies to promote social emotional development, language learning, and role play utilizing puppetry skills.</p>	<p>20%</p>	<ul style="list-style-type: none"> ● Weekly 'Puppetry Play Circles' in which, in small groups or partner teams, we practice dramatic play strategies using puppets. ● Video Assessments: Students identify play dynamics and write a brief response.
<p>3. Students will utilize student-centered methods and materials to implement visual, language, and performance art activities specific to the early childhood and elementary classroom.</p>	<p>20%</p>	<ul style="list-style-type: none"> ● Puppetry File Folders and Play Journals (amassing materials needed for a puppetry unit as well as dramatic play ideas and children's book titles to complement the unit.) ● Partner-teams for 'My Puppet Has a Name' performances/sharings, complete with a one-page self-assessment.
<p>4. Students will incorporate elements of critical teaching with an appreciation of culturally diversity by responding to and analyzing a variety of</p>	<p>20%</p>	<ul style="list-style-type: none"> ● Children's Book Analysis (w/ a focus on social emotional objectives and themes that connect to

<p>play-based curricula, video documentation, children's literature, and classroom projects.</p>		<p>culturally diverse populations</p> <ul style="list-style-type: none"> ● 'My Puppet Has a Name' Presentations—utilizing two languages and meeting the needs of more than one population and age group ● 'Self-Assessment Page' and one 'Puppetry in Education' Video Critique
<p>5. Students will demonstrate active and collaborative participation during class sessions by contributing thoughtfully/critically and in partnership with their peers.</p>	<p>20%</p>	<ul style="list-style-type: none"> ● 'Puppetry Play Circles' in partner and small-groups ● Individual and group presentations on Reading Responses and other Discussion Topics.

Modules:

MODULE ONE Weeks 1-3

Topics:

Introduction to Social Emotional Learning (A brief, what, why, and how)

What IS a puppet?--'Puppet as a Metaphor'

The Role of Puppets in Symbolic Play and Social Emotional Development

Reading/Support/Resources:

--'Puppetry Play Circle' Document #1 (Morris/Jones): Focus Points for Discussion

--Bernier and O'Hare, *Puppetry in Education and Therapy* (chapters 1 and 2)

Assignments:

--Reading Response

--'Language of Puppetry Play Binder'

MODULE TWO Weeks 4-6

Topics:

Building Relationships with Peers and 'Perspective Play' through Creative Drama

Play and Emotions—A Partnership in the Classroom

Puppet Creation #1

Reading/Support/Resources:

--Puppetry Play Circle Document #2 (Hunt and Renfro, "Puppetry in Early Childhood Education")

– McCaslin, Nellie, *Creative Drama in the Classroom and Beyond* (chapter 11 and 12)

--"Sesame Street Comes to Preschool" (video, youtube.com and edutopia.com)

Assignments:

- Reading or Video Response (Student's Choice)
- Create Puppet #1 (during in-class 'Puppetry Circle')
- 'Emotions Time with the Nursery Rhyme' one-page outline

MODULE THREE Weeks 7-9**Topics:**

The Role of the Transitional Object for Language Learning and Emotional Awareness

Storytelling, Story-Making, and Performance

Children's Literature as a Springboard for Puppetry and Dramatic Play

Reading/Support/Resources:

--Puppetry Play Circle Document #3 (Winnicott, "Play as Reality")

--Gussin-Paley, Vivian. *You Can't Say You Can't Play* (chapter 3) and *The Boy Who Would Be a Helicopter* (chapter 1)

--Lionni, Leo. *Frederick*

Assignments:

- Create Puppet #2 and #3 (In-Class 'Frederick Puppets' and Begin 'My Puppet Has a Name Project')
- Children's Picture Book Analysis (with Play Extensions)

MODULE FOUR Weeks 10-12

Topics:

Revisiting the Social Emotional Domain of the New York State Standards—What We Now Know!

Performing with Puppets--'My Puppet Has a Name!' Project Presentations

Utilizing a Read-Aloud to Foster Puppetry and Dramatic Play

Reading / Support/Resources:

- 'Puppetry Play Circle Document # 4 ('Story-Making in the Classroom')
- Hunt and Refro, "Puppet Playing: Simple Performance Stages"
- www.nysed.gov Social Emotional Learning in Today's Classrooms

Assignments:

--Mini-Social Emotional 'Read Aloud Lesson Plan'

--'My Puppet Has a Name' Partner Presentations

--Add 'Materials Section' and 'Children's Book Bibliography' into our Puppetry Play Binders

Sample Assignments

1. Reading Responses

Responses to reading will consist of an organized and thoughtful reaction to the the chapters or articles we read. These assignments will include a summary of the main points and key terms / concepts from the readings (the 'Big Ideas') as well as any personal connections, questions, or favorite passages from the text.

2. Children's Picture Book Analysis

This 'Children's Book Analysis' is a two page paper that addresses the summary, central themes, and social emotional objectives embedded in a particular picture book. In addition, part of the assignment includes sharing ideas for both dramatic play, visual art, and puppetry-play extensions.

3. Mini-Read-Aloud Lesson Plan

Stemming from the 'picture book analysis paper,' students will be asked to write a lesson plan that can be brought to life with ease in the classroom. This lesson plan will include sections consisting of 'Materials,' 'Social Emotional Objectives,' as well as a the 'Dramatic Hook/Introduction' portion of the plan. Each students will read the book, the basis of this lesson plan, to the entire class. They will also actively implement, with their peers, one extension puppetry activity connected to this read-aloud.

4. 'My Puppet Has a Name' Project and Presentation

This assignment will help students synthesize information gained throughout this course. Students will make their own individual puppets and give their creations a name, background, as well as social-emotional traits. Working with a partner team, a mini-story will be created using both puppets. This story project (and presentation) will have a clear beginning, middle and end; it will include a culturally responsive component; and each 'puppet drama' will grapple with a central narrative problem. These presentations will ntegrate at least two of the social emotional learning strands examined in our coursework.

Selected Bibliography and Source materials:

Recent studies/data/theories centered on 'Creating a Positive Climate to Support Social and Emotional Learning in PreKindergargen through 3rd Grade; Supporting a Strong Foundation for the New York State Learning Standards

http://www.nysecac.org/application/files/7015/8223/2331/DAP7b_behaviorTwelvePage112719Web.pdf

New York State Prekindergarten Foundation for the Common Core (Domain 3: Social and Emotional Development (12-14) and at:

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

Brown, V. & Pleydell, S. (1999). "Drama for emotional growth." *The dramatic difference: Drama in the preschool and kindergarten classroom*. Heinemann. Chapter 6.

Down, S. (2005). "Thoughts on puppetry for the very young." *Puppetry in education and therapy*. 26-33.

Elliot, En. & Gonzalez-Mena. J. (January, 2011). "Babies' self-regulation: Taking a broad perspective." *Young Children*. 28-32.

Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. Basic Books. Chapter 6.

Hunt, T. & Refro, N. (1984). "Creative Puppetry: The Puppet as a Process." *Puppetry in Early Childhood Education*. Nancy Renfro Studios. Chapter 1.

McCaslin, N. (2000). "Play" and "Puppetry and Mask Making." *Creative drama in the classroom and beyond*. Longman.

Norman, , V. J, Constace, A, et al. (March, 2021). "How are you feeling?" Strategies for helping children understand and manage emotions." *Young Children*. 63-68.

Paley, V. G. (1988). *Bad guys don't have birthdays: Fantasy play at four*. Preface.

Singer, Dorothy G., R. M. Golinkoff, & Hirsh-Pasek, K. (2006). "Learning to Play and Learning through Play." *Play=Learning: How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth*. Oxford University Press. Epilogue.

Smith, Leslie. (2005). "Social competency skills through puppetry." *Puppetry in education*. Chapter 16.