

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

**SUBJECT AREA AND COURSE NUMBER**

HMDV 591

**COURSE TITLE**

EARLY LEARNER OUTDOOR ENRICH

**ALTERNATE TITLE(S):**

24-36 MONTH OUTDOOR ENRICHMENT  
3-5 YEAR OUTDOOR ENRICHMENT  
TWO-YEAR-OLD OUTDOOR ENRICH  
EARLY LEARNING OUTDOOR ENRICH  
PRESCHOOL OUTDOOR ENRICHMENT

**TYPE COURSE**

NON-FEE

VOCATIONAL

**COURSE DESCRIPTION**

This introductory course focuses on development of the 2-5 year-old child in outdoor settings. The physical, cognitive and social-emotional benefits of outdoor play and activity for families and children will be emphasized. Students develop ecological and environmental awareness of local outdoor community resources. Students experience, plan and create safe and appropriate outdoor spaces, caring for and stimulating the positive development of 2-5 year-olds in outdoor settings. Students will explore careers and educational pathways in Early Childhood Care and Education. (FT)

**LECTURE/LABORATORY HOURS**

63

**ADVISORIES**

NONE

**RECOMMENDED SKILL LEVEL**

NONE

**INSTITUTIONAL STUDENT LEARNING OUTCOMES**

1. Social Responsibility  
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

2. Effective Communication  
SDCE students demonstrate effective communication skills.
3. Critical Thinking  
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development  
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

1. Understand the normative similarities and differences of intellectual, emotional, social and physical developmental from the ages of 2 through 5 years as influenced by outdoor experiences.
2. Develop career technical education knowledge of theoretical and appropriate practical elements of caregiving to facilitate discussions for a healthy outdoor environment for the 2-5 year-old child.
3. Understand the benefits of incorporating activities related to natural elements and environments on the 2-5 year-old child.
4. Become aware of the career, vocational and higher educational pathways related to caring for the 2-5 year-old child in an outdoor setting.

COURSE OBJECTIVES

Upon successful completion of the course, the student will demonstrate course competencies by being able to:

1. Identify and describe normative similarities and differences of intellectual, emotional, social and physical developmental of the 2-5 year-old child as influenced by outdoor experiences.
2. Assess research of theoretical and appropriate practical elements of caregiving to facilitate discussions for a healthy outdoor environment for the 2-5 year-old child.
3. Evaluate the effects of incorporating activities related to natural elements and environments on the 2-5 year-old child.
4. Identify career, vocational and higher educational pathways related to caring for the 2-5 year-old child in an outdoor setting.

## **SECTION II**

### **COURSE CONTENT AND SCOPE**

1. Orientation
  - 1.1. Goals and objectives
  - 1.2. Student responsibilities
    - 1.2.1. Requirements for successful completion
  - 1.3. Outdoor safety guidelines
  - 1.4. Age guideline for children in laboratory classroom
2. The Impact of Outdoor Experiences and Nature on Development
  - 2.1. Physical
    - 2.1.1. Benefits of exercise and physical activities
    - 2.1.2. Sensory and perceptual experiences of outdoor play/activities
    - 2.1.3. Physical benefits of exercise for caregivers
  - 2.2. Cognitive
    - 2.2.1. Sensorimotor and preoperational concepts
      - 2.2.1.1. Sensory activities
      - 2.2.1.2. Perceptual stimulation
      - 2.2.1.3. Measuring and counting, seriation
      - 2.2.1.4. Comparing and classifying
      - 2.2.1.5. Creativity in natural settings using natural materials
      - 2.2.1.6. Enhancing language development and emergent literacy
  - 2.3. Social-emotional
    - 2.3.1. Connecting children with nature and encouraging curiosity
    - 2.3.2. Overcoming fears and developing self-confidence
    - 2.3.3. Relationships
      - 2.3.3.1. Introducing friendships, peer relationships and cooperative play
      - 2.3.3.2. Caregiver relationships
    - 2.3.4. Egocentrism
    - 2.3.5. Encouraging autonomy and initiative
    - 2.3.6. Benefits to 2-5 year-olds with special needs
  - 2.4. Bronfenbrenner's Ecological Systems Theory
3. Safety, Health and Well-being Issues in the Outdoor Classroom
  - 3.1. Safety practices and considerations
    - 3.1.1. Outdoor play and activity areas for children ages 2-5
    - 3.1.2. Preparing and transporting food/snacks
    - 3.1.3. Toileting: safety and hygiene
    - 3.1.4. Injury prevention
    - 3.1.5. Basic first aid
  - 3.2. Health
    - 3.2.1. Nutritional needs of the 2-5 year-old
    - 3.2.2. Providing proper nutrition
      - 3.2.2.1. During outdoor activities
      - 3.2.2.2. After physical exertion
  - 3.3. Well-being
    - 3.3.1. Outdoor activities and stress management

### COURSE CONTENT AND SCOPE (CONTINUED)

- 3.3.2. Exercise and physical activity
- 3.3.3. Behavior management in the outdoor setting
  - 3.3.3.1. Principles of positive guidance and discipline for 2-5 year-olds
  - 3.3.3.2. Managing individual and group behavior
- 4. Nature Study and Outdoor Experiences
  - 4.1. Outdoor and recreational space
    - 4.1.1. Open space vs. controlled environments
    - 4.1.2. Types of playgrounds
    - 4.1.3. Designing natural environments for 2-5 year-olds
- 5. Outdoor Activities that Promote Development
  - 5.1. Gross and fine motor development
    - 5.1.1. Physical exercise and motor skills
    - 5.1.2. Natural materials and art
  - 5.2. Music and movement
  - 5.3. Cognitive development
    - 5.3.1. Language development/emergent literacy
    - 5.3.2. Emergent math and science
  - 5.4. Safe water play and activities
- 6. Career, Vocational and Educational Pathways in an Outdoor Setting
  - 6.1. Exploring career choices
    - 6.1.1. Conservation, Ecology and the Environment
      - 6.1.1.1. Recycling, reducing waste and conservation
      - 6.1.1.2. Teaching about and involving young children in conservation and recycling
      - 6.1.1.3. Encouraging ecological awareness for adults and children
  - 6.2. Identifying pathways to achieving personal, educational and vocational goals

### APPROPRIATE READINGS

Reading assignments may include, but are not limited to, instructor selected materials from publications, such as:

- *The Great Outdoors, Restoring Children's Rights to Play Outside*, Mary S. Rivkin (NAEYC)
- *A Sense of Wonder*, Rachel Carson
- *Last Child Into the Woods* and *The Nature Principle*, Richard Louv
- Field Guides to local flora and fauna

### WRITING ASSIGNMENTS

Writing assignments may include, but are not limited to, planning for outdoor spaces and weekly journal entries.

### OUTSIDE ASSIGNMENTS

Outside assignments may include, but are not limited to, preparation of outdoor activities for 2-5 year-old children and readings as assigned by instructor.

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Assignments that demonstrate critical thinking may include, but are not limited to: applying knowledge gained in course to develop and conduct a children's activity appropriate for the outdoor setting; outlining preparations necessary for a developmentally appropriate outdoor area for use by 2-5 year-olds for play and exploration.

### EVALUATION

Multiple measures will be used to assess student acquisition of the course objectives. The assessments may include, but are not limited to:

1. Pre-test and post-test.
2. Student attendance and participation in lectures, discussions and activities.
3. Student journal or portfolio.
4. Outdoor activity for 2-5 year-olds designed and implemented by student under guidance of the instructor
5. Designing a developmentally appropriate area outdoor area for use by the 2-5 year-old for play and exploration either individually or in a group.
6. Identifying age appropriate expectations of the 2-5 year old child.
7. Listing the benefits of outdoor experiences to physical, cognitive and social-emotional growth for 2-5 year olds.
8. Describing ways in which outdoor play and nature activities may benefit children with special needs.
9. Describing the types of play typical of children at ages 2-5 years.
10. Describing the differences, advantages and disadvantages of the types of outdoor play setting in terms of safety, accessibility and enjoyment for the 2-5 year-old.
11. Listing the ways in which outdoor play and experiences help to reduce stress and promote positive relationships.
12. Identifying hazards and apply developmentally appropriate safety precautions in natural environments.
13. Identifying developmentally appropriate guidance techniques in outdoor settings for 2-5 year olds.
14. Listing the physical, cognitive and social-emotional benefits of exercise and physical activity for 2-5 year-olds and caregivers.
15. Listing current American Dietetic Association (ADA) nutritional recommendations for the 2-5 year-old and challenges to provisions in an outdoor setting.
16. Identifying outdoor activity for each of the following: art, gross and fine motor development, language development, music and movement.
17. Defining how each activity might engage children ages 2-5 and promote physical, cognitive and/or social-emotional development.
18. Demonstrating how to teach the 2-5 year-old child about the importance of conservation and recycling for future generations.
19. Listing ways in which caregivers can encourage the 2-5 year-old child to participate in recycling and other environmental care activities.

EVALUATION (CONTINUED)

Upon successful completion, a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Methods of instruction may include, but are not limited to, lectures, digital media, laboratory, group discussions, role-plays, readings, field trips, and participation with children ages 2-5 years in a laboratory setting.

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

*Experiencing Nature With Young Children*, Alice Sterling Honig, The National Association for the Education of Young Children (NAEYC), current edition

PREPARED BY Laurie Mikolaycik, Rachel Treviño Rose DATE October 2, 2019

REVISED BY \_\_\_\_\_ DATE \_\_\_\_\_

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100  
California Community Colleges, Title 5, Section 55002  
Continuing Education Catalog