

SKAPW26 - SQA Unit Code F37B 04

Facilitate a specific play opportunity at children or young people's request



Overview

This unit is about planning and implementing a specific play opportunity within a play environment. This specific play opportunity may or may not be planned with children and young people, but will always be optional for children and young people to take part in if they choose to, and should form part of a wider play environment with a range of other, non-adult involved opportunities or possibilities. The unit is appropriate for all environments whose main purpose is providing children and young people with opportunities for freely chosen, self-directed play. It is possible that this unit would be inappropriate for some play environments where adults do not become involved in planning and implementing a specific play opportunity.

The unit is divided into three parts. The first part describes the three things you have to do. These are:

1. plan a specific play opportunity
2. prepare for a specific play opportunity
3. implement a specific play opportunity

The second part describes the knowledge and understanding you must have.

The third part gives some examples and explanations of some words we use in this unit.

This unit is for staff working directly with children and young people in a setting whose main purpose is to provide children and young people with opportunities for freely chosen, self-directed play. These staff do not have full responsibility for the play environment but make a significant contribution to supporting play.

This unit is underpinned by the Playwork Principles and staff must be familiar with these and committed to them in their practice.

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Performance criteria

You must be able to:

Plan a specific play opportunity

- P1 identify ideas for a specific play opportunity appropriate to your play environment
- P2 only pursue this if it is in line with children and young people's needs and preferences
- P3 involve the children and young people in planning the opportunity if they choose
- P4 create a plan for the opportunity
- P5 discuss the plan with the responsible colleague to gain approval

You must be able to:

Prepare a specific play opportunity

- P6 select and obtain appropriate resources for the opportunity
- P7 prepare the requirements of the opportunity in an inclusive way, according to the plan
- P8 check the condition and safety of the resources you intend to use
- P9 use environmentally friendly resources and methods wherever possible
- P10 ensure your own physical and emotional competence to facilitate the opportunity
- P11 gain appropriate permissions to facilitate the opportunity

You must be able to:

Implement a specific play opportunity

- P12 only undertake the opportunity at the children's or young people's request or agreement
- P13 involve only those who wish to take part and for as long as they wish to take part
- P14 introduce the opportunity using inclusive methods
- P15 take on an appropriate role in the opportunity, adapting your role if appropriate
- P16 adapt and exercise flexibility with the plan in order to respond to children and young people's current needs and preferences
- P17 bring the opportunity to an effective close

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Knowledge and understanding

You need to know and understand:

For the whole unit

- K1 how the playwork principles specifically relate to this unit
- K2 how to ensure that the playwork principles are upheld in the context of a specific play opportunity with adult involvement
- K3 the legal requirements when relating to children and young people and why it is important to comply with them
- K4 the reasons why a specific opportunity may be planned and when and why this may or may not be appropriate
- K5 the importance of children and young people being involved in decision making, and having a say in relation to specific play opportunities in their play environment
- K6 potential barriers children and young people may experience in accessing a specific play opportunity, and how to overcome these
- K7 the importance of an inclusive approach in relation to planning and implementing a specific play opportunity
- K8 how to implement anti-discriminatory practice in relation to planning and implementing a specific play opportunity
- K9 qualifications, experience and adherence to codes of practices required for a range of specialist opportunities
- K10 the process of facilitating a specific opportunity in the context of intervention spectrums or styles
- K11 a range of different ways to approach and carry out the planning process
- K12 the purpose of planning and what it should cover and who could be involved
- K13 the range of methods and techniques that could be used to facilitate the opportunity
- K14 how to check a plan for deliverability and inclusion
- K15 the range of health and safety considerations that need to be addressed at the planning stage
- K16 the importance of the plan being based on the children and young people's needs and preferences
- K17 the importance of only pursuing plans and ideas when the children and young people you are working with want to
- K18 specific play opportunities that are, and are not appropriate for your play environment
- K19 who you need to gain approval from in order to carry out a range of specific play opportunities and the importance of gaining these approvals
- K20 the importance of developing group agreements for a specific play opportunity and how to do so and when these are and are not needed

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- K21 why it is important to ensure your physical and emotional competence appropriate to a specific play opportunity, and how to do so
- K22 potential effects a specific play opportunity could have on the environment, including your choices of materials and resources
- K23 how to minimise negative effects on the environment and the importance of this
- K24 when different roles may be appropriate for you to take on, in the context of implementing a specific play opportunity
- K25 how you implement inclusion and diversity through your words and actions whilst facilitating a specific play opportunity
- K26 the levels of supervision required for a range of a specific play opportunity

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Additional Information

Scope/range related to performance criteria

1. **plan**
 - 1.1 reasons for undertaking the opportunity
 - 1.2 health and safety considerations
 - 1.3 children and young people's needs and preferences
 - 1.4 inclusion
 - 1.5 resources required
 - 1.6 permissions required
 - 1.7 methods and content
 - 1.8 contingencies
 - 1.9 monitoring and evaluation

2. **role**
 - 2.1 observing
 - 2.2 leading
 - 2.3 taking part
 - 2.4 facilitating

Glossary

Aims

The intentions and reasons behind carrying out the planned activity or specific play opportunity

Anti-discriminatory practice

Taking positive action to counter discrimination; this will involve identifying and challenging discrimination and being positive in your practice about diversity without compromising the right of individuals to play

Barriers to access

Things that prevent or discourage children and young people from taking part in play provision. These may include physical barriers for disabled children and young people, but also include wider issues such as discrimination, lack of positive images, lack of culturally acceptable activities and customs, language barriers and many other factors that affect different communities

Children and young people

All children and young people with respect for any impairment, their gender, race, culture, language, sexuality, health, economic or social status and any other individual characteristics

Children and young people's rights

Children and young people's entitlements under law and the United Nations Convention on the Rights of the Child. In particular that children and young

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people have a right to play and free time, and to say what they think and be listened to about decisions that affect them

Consult/consultation

An active two-way process of informing and involving individuals and groups to encourage the sharing of ideas, views and opinions especially in order to reach an agreed decision

Diversity

Where there is difference and variety that reflects a broad mix of people from, for example, various demographic, socio-economic, ethnic and cultural backgrounds and types of ability

Health and safety requirements

Those required by law, industry codes of practice, regulatory authorities, national governing bodies (if relevant), and those of your own organisation

Inclusion

Ensuring that play provision is open and accessible to all and takes positive action in removing barriers so that all children and young people, including disabled and non-disabled, and those from other minority groups, can participate

Plan

Evidence that the specific play opportunity has been systematically organised; this would usually take some kind of written or visual format

Play environment

Anywhere where children and young people play, for example, parks, open spaces, streets, adventure playgrounds, after-school clubs, holiday play schemes or indoor play centres, whether supervised or unsupervised

Responsible Colleague

The colleague with overall responsibility for the play environment on a specific play opportunities basis i.e. – the person in charge of the group you are working with

Links to other NOS

This unit links closely with units SKAPW33, SKAPW34, SKAPW35 and SKAPW36.

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