



**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****STATEMENT OF STANDARDS****UNIT NUMBER:** 7260224**UNIT TITLE:** PLAY EXPERIENCES FOR THE YOUNG CHILD

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**OUTCOME**

1. INVESTIGATE A RANGE OF PLAY EXPERIENCES APPROPRIATE TO PROMOTING THE DEVELOPMENT AND WELL-BEING OF YOUNG CHILDREN

**PERFORMANCE CRITERIA**

- (a) Explanation of the nature of play is appropriate in terms of current thinking.
- (b) Identification of the different types of play experiences is clear and appropriate in terms of promoting development.
- (c) Description of the different situations in which play can be experienced is valid in terms of promoting development.
- (d) Explanation of the importance of play experiences to the well-being of young children is appropriate to identified needs of young children.

**RANGE STATEMENT**

Age range: 0-7 years.

Number of children: individual; small group; large group.

Location: indoor; outdoor.

Type of children: with/without special needs; children from different cultural backgrounds.

**EVIDENCE REQUIREMENTS**

Written evidence generated by notes, class work and research.

**OUTCOME**

2. EXPLAIN HOW YOUNG CHILDREN LEARN THROUGH PLAY EXPERIENCES

**PERFORMANCE CRITERIA**

- (a) The explanation of the ways in which children can learn through play experiences is comprehensive in reflecting current thinking.
- (b) The description of the potential of play experiences in promoting children's learning is comprehensive in reflecting current thinking.
- (c) The explanation of how play experiences can assist a child to explore the concept of gender and cultural stereotyping is valid in terms of promoting equality of opportunity for the child.

**RANGE STATEMENT**

Age: 0-7 years.

Children: with/without special needs; varied cultural backgrounds.

Location: indoor and outdoor play.

Childcare environment: nursery; creche; playgroup; domestic.

Adult: nursery worker; childminder; play leader; nanny.

**EVIDENCE REQUIREMENTS**

Written evidence generated by notes, classwork and research.

**OUTCOME**

3. DESCRIBE THE ROLE OF THE ADULT IN PROVIDING A RANGE OF PLAY EXPERIENCES

**PERFORMANCE CRITERIA**

- (a) The description of the role of the adult in providing play experiences reflects the adult's responsibilities within the context of health and safety requirements for child care environments.
- (b) The description of the role of the adult in providing play experiences is valid in the context of anti-discriminatory practice and promotion of equality of opportunity.

**RANGE STATEMENT**

Age: 0-7 years.

Children: with/without special needs; varied cultural backgrounds.

Location: indoor and outdoor play.

Childcare environment: nursery; creche; playgroup; domestic.

Adult: nursery worker; childminder; play leader; nanny.

**EVIDENCE REQUIREMENTS**

Written evidence generated by notes, classwork and research.

**ASSESSMENT RECORDS**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

**SPECIAL NEEDS**

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of Support Notes.

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**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION****SUPPORT NOTES**

**UNIT NUMBER:** 7260224

**UNIT TITLE:** PLAY EXPERIENCES FOR THE YOUNG CHILD

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** This unit aims to increase the candidate's awareness and understanding of the role of play in promoting the development and well-being of young children. It provides some of the underpinning knowledge required for units in the SVQ Child Care and Education at level II and is also suitable for candidates following other child care programmes. It could be undertaken in conjunction with the following NC modules: 7260204 - Child Development: An Introduction and 7260244 - Providing for an Early Years Curriculum.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

This unit will help develop your understanding of the importance of play to a child's development.

**CONTENT/CONTEXT** Corresponding to Outcomes 1-3:

1. The candidate should be encouraged to investigate the nature of play to explore various basic definitions of what play is, why children play and the purpose of play experiences. This could be based on the candidate's own experiences of play, discussion of various ideas in text books, video, studies, research etc. The candidate could also look at the basic common "characteristics" of play e.g. play is enjoyable, the child plays willingly, the child is an active participant and so on.

The candidate should identify different types of play experiences such as sensory play, physical play, construction play, play with natural and malleable materials, pretend play, problem-solving play. The candidate will also need to consider the appropriateness of different types of play experiences in the context of promoting physical, cognitive, social and emotional development.

The candidate should identify different types of play situations i.e. solitary play, onlooker play, parallel play, simple co-operative play and complex co-operative play. The candidate should be able to describe the significance of each situation in context of promoting development, and should also understand that the above sequence is not always clear cut, and children who may be able to interact with each other in play situations may also choose to play alone.

The candidate should investigate how play experiences can contribute to the well-being of young children. It is important that the candidate is aware of the concept of "well-being", and he/she should explore the basic needs of the young child and how some of these can be met through play experiences in a safe and secure environment, e.g. the need for new experiences, the need to explore, the need for responsibility.

The candidate must cover the range statement during this investigation and will need to ensure that all aspects of play experiences are examined for cultural bias, discriminatory practice, and equality of opportunity (this will include children with special needs).

The candidate should have access to class notes, text books, periodicals, video and case studies, and should be encouraged to participate in group discussion where possible and also draw on personal experience.

2. The candidate should have an understanding of the progression of learning through play experiences, taking into account natural curiosity, exploration and experimentation. It is important that candidates can identify potential learning experiences within play situations and the need for children to have direct "hands on" experience, time to explore and practice new skills, acquire language, basic concepts, the skills of social interaction, and the skills of independence. The candidate must also be able to understand the concept of "free-flow" and "structured" play experiences.

The candidate must cover the range and should have access to class notes, text books, periodicals, video and case studies and should be encouraged to participate in group discussion where possible.

3. The candidate should explore all aspects of the role of the adult in providing play experiences across the range of childcare environments. The candidate needs to consider different types of play activities with regard to risks, hazards and accident prevention, hygiene, age of children and size of group, adult/child ratios, equality of opportunity, and the suitability of the environment for chosen activities. This should include selection of materials and alternatives that could be used.

The candidate must also explore a range of equipment available for both indoor and outdoor play with regard to suitability, safety, cost-effectiveness, and potential for adapting for children with special needs.

The candidate must also be aware of the need to be able to adapt play activities to suit children with special needs.

The following aspects of the role of the adult need to be explored fully:

- provision of a safe, stimulating and caring play environment;
- planning and preparation of activities;
- supervision of the children;
- intervention when necessary;
- motivation, encouragement, support and involvement;
- observation and evaluation of play activities;
- initiation of ideas;
- anti-discriminatory practice;
- role model for language, communication and interaction.

The candidate must cover the range and should have access to class notes, text books, periodicals, video, case studies, and should be encouraged to participate in discussion where possible. The candidate should also have practice in planning and preparing play activities within his/her learning environment, and evaluating a range of materials and equipment.

**APPROACHES TO GENERATING EVIDENCE** Tutor input should focus on providing a supportive environment in which candidates can identify and explore a range of play experiences and how they relate to the promotion of the well-being and development of the young child. Use should be made of video material, current articles and reports from newspapers and periodicals, visiting speakers from both users and providers of play environments. Candidates should be encouraged to draw from their own experiences and to compile a resource folio of play activities and ideas across the age range.

This unit could be introduced by a short tutor exposition followed by group discussion focusing on candidates' own personal experiences of play. Their own ideas of what play is and why we play could be followed up by reference to text, video material and work sheets. Candidates should be encouraged to identify and explore the different types of play experiences and situations through recalling personal experience, video and case study material, and reference to text, and to compile a folio. This outcome will require the candidate to have a basic knowledge of the physical, cognitive, social and emotional development of the young child so that he/she can identify how play experiences can promote children's development. Candidates and tutor will need to explore the concept of well-being and how some of the child's needs can be met through play experiences.

The second learning outcome will require more tutor input and the candidate will need to refer to current text available, video material and case studies to illustrate a variety of potential learning situations. The tutor will need to explore with the candidate issues of gender and cultural stereo-typing within play situations. This learning outcome will draw on the candidate's knowledge of child

development and raise issues of anti-discriminatory practice and equality of opportunity.



The third learning outcome will require the candidate to access information from a variety of sources regarding health and safety, hygiene and accident prevention to cover the range of play environments. A variety of play materials could be made available within the candidate's learning environment for evaluation and the candidate could also survey a range of equipment. The role of the adult will require tutor exposition, discussion and reference to text, case studies and video material, and the tutor will need to give the candidate guidance and practice in planning and preparing play activities.

**ASSESSMENT PROCEDURES** Evidence could be generated by classwork, research, notes and observation and assessment could follow the following format:

Outcome 1 & 2	Project/Folio
Outcome 3	Written Assignment

**RECOGNITION** Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised and Recommended Groupings'.

## REFERENCES

1. Guidelines for Module Writers.
2. SQA's National Standards for Assessment and Verification.
3. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
4. Procedures for special needs statements are set out in SQA's guide 'Students with Special Needs'.

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