

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**GENERAL INFORMATION**

**-Module Number-** 7140086

**-Session-**1996-97

**-Superclass-** PQ

**-Title-** PLAY: AN INTRODUCTION

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**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** To develop an awareness of the importance of play activities for children and how adults can assist children's learning through play activities. This is an introductory module about play suitable for candidates who need to know how to provide activities for children 0-7 years.

**OUTCOMES**

1. describe how children learn through play;
2. describe play activities for children;
3. outline play activities for children.

**CREDIT VALUE:** 0.5 NC Credit

**ACCESS STATEMENT:** There is no access statement for this unit.

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For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

**NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION**

**STATEMENT OF STANDARDS**

**UNIT NUMBER:** 7140086

**UNIT TITLE:** PLAY: AN INTRODUCTION

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. DESCRIBE HOW CHILDREN LEARN THROUGH PLAY

**PERFORMANCE CRITERIA**

- (a) The identification of types of play is correct.
- (b) The description of how children learn is comprehensive in terms of each identified type of play.

**RANGE STATEMENT**

Type of play: solitary play; on-looker play; parallel play; simple co-operative play; complex co-operative play.

Children: birth to 7 years.

**EVIDENCE REQUIREMENTS**

Written and/or oral evidence to cover all performance criteria and to cover the range.

**OUTCOME**

2. DESCRIBE PLAY ACTIVITIES FOR CHILDREN

**PERFORMANCE CRITERIA**

- (a) The identification of children's play activities is comprehensive in terms of children's play.
- (b) The description of the benefits to children is comprehensive in terms of the range of activities.

**RANGE STATEMENT**

Activities: pretend; construction; creative; sensory; physical; problem solving.

Children: birth to 7 years.

Benefits: physical; cognitive; language; social; emotional.

**EVIDENCE REQUIREMENTS**

Written and/or oral evidence to cover all performance criteria and to meet the outcome.

**OUTCOME**

**3. OUTLINE PLAY ACTIVITIES FOR CHILDREN**

**PERFORMANCE CRITERIA**

- (a) The aim of the play activity is clearly stated in terms of the benefits to children.
- (b) The identification of the materials required for play activities is comprehensive in terms of the identified age of the children and size of group.
- (c) The health and safety issues identified for each play activity are valid.
- (d) The identification of the role of adults participating in play activities is correct in relation to the activity.

**RANGE STATEMENT**

Children: birth to 7 years.

Groups: individual; small; large.

**EVIDENCE REQUIREMENTS**

Written and oral evidence to cover all performance criteria and to meet the outcome.

A minimum of 3 plans should be produced by the candidate, covering different ages, activities and groups.

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**ASSESSMENT**

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 the 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:** 7140086

**UNIT TITLE:** PLAY: AN INTRODUCTION

**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 20 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** 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 is designed to make candidates aware of the concept of play. It introduces the candidate to types of play and activities which are suitable for children from birth to age seven. Candidates are required to produce plans for play activities paying particular attention to health and safety issues. The benefits to children of play and the role of adults in play are investigated.

**CONTENT/CONTEXT** In Outcome 1 candidates discuss various types of play: solitary, on-looker, parallel, simple co-operative and complex co-operative, and how children learn during each type of play. It is envisaged that the candidates will be shown videos of children playing in order to encourage the candidates to observe play. Children aged from birth to seven years should be observed.

For Outcome 2 candidates could identify activities for:

pretend play - dressing up clothes, the house/hospital area.

construction - small bricks, large blocks, Lego, Duplo, Stickle Bricks.

creative - paints, collage, 3-d modelling, drawing materials.

sensory - materials for touching, tasting, smelling, listening to and looking at.

physical - activities for climbing, balancing, pushing, pulling, throwing, catching, running, hopping, skipping.

problem solving - sand, water, computer, games.

The above list is neither comprehensive nor prescriptive.

Candidates should be encouraged to visit toy shops or look at catalogues to discover what is available for children to play with. Speakers from child care and education settings, parents of young children or staff from the local toy shop may be invited to address the candidates. There is a vast amount of published material relating to toys/activities for children.

Candidates should be encouraged to look critically at available toys and identify how they benefit children. It should be noted that the packaging for toys can provide the child with as much fun as the most expensive toys. Everyday household objects also provide valuable activities for children! Materials should be vetted for equal opportunities for children and candidates should be aware of this issue.

For Outcome 3 candidates should be able to produce plans of activities for children. Candidates should be able to identify why they are choosing a particular activity; which materials and equipment are required; be aware of health and safety issues relating to the activity. Candidates are required to produce plans in a clear, concise way and tutors will guide candidates. If circumstances allow candidates should be encouraged to attempt to implement one or more of the plans. Tutors should discuss with candidates what is required in the plan and also how they will assist the children. Candidates should be made aware of promoting equal opportunities for all children.

The following is a suggested outline for planning:

**Candidate's Name:** ..... **Date:**.....

**Title of Activity:**.....

**Age(s) of child(ren):**.....

**Group Size:** .....

**Reasons for choosing this activity:**

**Materials and equipment I need:**

**How I will interact with the children:**

**APPROACHES TO GENERATING EVIDENCE** Candidates should be expected to build up a portfolio of evidence corresponding to the outcomes and performance criteria.

Evidence will be generated by classwork, group discussion, case discussions, case studies, visiting, speakers, magazine articles, videos and books.

**ASSESSMENT PROCEDURES** Case studies for Outcome 1 covering all performance criteria.

A project for Outcome 2 which will identify activities for children aged from birth to seven and briefly describe how they benefit children.

For Outcome 3 - three plans for three different age groups.

Outline a sensory activity for a one year old baby.

Outline a creative activity for a small groups (3 or 4) of children.

Outline a construction activity for a large group (6 or 7) of children.

The above is only an example.

**PROGRESSION** This National Certificate unit forms part of the GSVQ in Care at level II.

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

## REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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