

## National Unit Specification: general information

**UNIT** Promoting Play (Intermediate 2)

**NUMBER** D31E 11

### COURSE

### SUMMARY

This unit enables candidates to gain knowledge of play opportunities appropriate for children. The unit also examines the benefits of play and the skills required by the adult in providing play.

### OUTCOMES

- 1 Explain the benefits of play.
- 2 Investigate the role of the adult in the promotion of play.

### RECOMMENDED ENTRY

Access is at the discretion of the centre, however access to children in the age range 5-15 years would be desirable.

### CREDIT VALUE

0.5 credit at Intermediate 2

### CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

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### Administrative Information

**Superclass:** PQ

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## National Unit Specification: statement of standards

### UNIT Promoting Play (Intermediate 2)

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

#### OUTCOME 1

Explain the benefits of play.

##### Performance criteria

- a) Identify and describe different types of play in terms of given age groups.
- b) The explanation of how play contributes to development is comprehensive.

##### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

#### OUTCOME 2

Investigate the role of the adult in the promotion of play.

##### Performance criteria

- a) The description of adult skills required is comprehensive in terms of planning, implementing and evaluating play.
- b) The investigation of a range of activities is appropriate in terms of given age groups and settings.

##### Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

### EVIDENCE REQUIREMENTS FOR THE UNIT

#### Outcome 1

- a) Written and/or oral evidence describing two types of play for two different age groups.
- b) Written and/or oral evidence of how play contributes to two aspects of development (physical, cognitive, language, emotional and social).

#### Outcome 2

- a) Written and/or oral evidence describing two skills required in each of the following planning, implementing and evaluating play.
- b) Written evidence in the form of a folio of notes covering six play activities for an identified age group or groups. Folio should contain appropriate activities for both indoor and outdoor settings.

# National Unit Specification: support notes

## UNIT Promoting Play (Intermediate 2)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 20 hours.

### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

#### Outcome 1

Candidates should first identify how play can be defined and the meaning of 'play'. Play should be emphasised as an integral part in the learning process. Candidates should understand the terms free-flow and structured play and should be aware of various types and categorisations of play eg. creative play, cultural play, physical play, environmental play and imaginative play. Consideration should be given to the age of children and young people.

Candidates should be able to explain how play contributes to the following aspects of development eg. physical cognitive, language, emotional and social. Consideration should be given to children developing at different rates and the child and young adult with special needs.

As well as specific work in relation to areas of development the candidate should also consider how effective play can contribute to the holistic development of the child.

#### Outcome 2

The candidate should be aware of the underlying principles and values appropriate to working with children and young adults. These could include:

- the importance of allowing choice
- the value of providing opportunities for decision making
- the importance of building self-esteem, confidence and empowerment
- the encouragement of co-operation and respect for all, including self
- the appreciation of different social and cultural backgrounds.

The candidate should examine the skills required by an adult in the planning, implementation and evaluation of play. These are inter-related but candidates should have an awareness of specific skills required in providing play activities. Consideration should be given to the following:

#### Planning

- identifying children's needs
- considering resources (materials/equipment)
- preparing activities
- consulting with children and other professionals
- considering policies and guidelines
- providing a safe environment
- providing choice

## National Unit Specification: support notes (cont)

**UNIT** Promoting Play (Intermediate 2)

### Implementation

- mediating behaviour
- setting boundaries
- fostering anti-discriminatory practice
- ensuring all children have equality of opportunity
- participating with children appropriately
- being sensitive
- adhering to legislation in relation to health and safety
- enabling children to carry out their own ideas

### Evaluation

- observing children and young adults
- monitoring progress
- monitoring and extending play
- consulting with colleagues

It should be noted that the range of activities required for PC(b) will vary according to the age of client group and this should be taken into consideration before work for the P.C. commences. However it would be desirable to focus on a minimum of two age ranges from the following 5-8, 9-12 and 13-15.

The range of activities which may be provided by the adult may be categorised in the following way:

- creative play
- cultural play
- physical play
- environmental play
- imaginative play

The candidates must also explore indoor and outdoor settings and the context in which the play is taking place, for example, out of school club, youth group, school. Candidates should also be aware of age, interest and abilities of the client group. Appropriate activities which may be explored are:

#### Creative play could include:

art, drama, music, writing, poetry/story telling etc.

#### Cultural play could include:

celebration of festivals, different customs, regional games, food and drink etc.

#### Physical play could include:

Active games such as football, volleyball, rounders, netball, cycling, swimming, adventure play etc.

## National Unit Specification: support notes (cont)

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Environmental Play could include:

nature, wild life, visits, outings etc

Imaginative play could include:

drama, role play, theatre visits etc.

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

In delivering this unit there should be a balance between teacher/lecturer exposition and candidate centred learning. This unit can be taught using a variety of methods:

- Brainstorming
- Small group exercises
- Group discussion

Candidates should be encouraged throughout to contribute from their own experience of work with children. It is necessary to draw on the requirements of individual settings it may therefore be appropriate to involve visiting speakers eg. from 'out of school group', community based play projects 'Play Scotland' etc.

#### **Outcome 1**

Candidates should be given the opportunity to examine different types of play through use of videos and if possible visits to appropriate settings. Candidates should participate in group discussion and complete worksheets where appropriate.

#### **Outcome 2**

Following lecturer exposition candidates could brainstorm skills required of the adult in planning, implementing and evaluating play. Principles and values could be discussed in groups with supporting written exercises. The use of video, material showing good practice may assist in establishing the underlying principles of play.

The investigation of appropriate activities should be covered by tutor exposition and group discussion.

Consideration, through discussion should be given to available resources and appropriate activities should be obtained from various journals, magazines and books. Candidates should be encouraged to build a folio of appropriate activities.

Samples of, pro-formas used for planning purposes should be available for discussion.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

A variety of approaches to assessment could be used. These would include:

- Short answer and/or restricted response questions
- Case studies with associated questions.

## **National Unit Specification: support notes (cont)**

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Integration of assessment across outcomes may be used where this is considered appropriate.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).