DT1E 04 (SKAPW34) — Work with Children and Young People to Create Play Spaces and Support Freely Chosen Self-Directed Play

Overview

Children and young people have a right to a variety of play spaces that stimulate them and provide opportunities for risk, challenge and personal growth. This Unit is about working with children and young people to create such spaces and support their freely chosen, self-directed play.

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

1 Work with children and young people to create play spaces.

2 Support children and young people's freely chosen, self-directed play.

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.

Additional Information

Scope/range related to Performance Criteria

1 Play spaces

1.1 physical
1.2 affective
1.3 transient
1.4 permanent

Glossary

Ability

The quality of being able to do something; a quality that permits or facilitates achievement or accomplishment.

Affective play space

A space that pays attention to and supports the variety of feelings and moods that children and young people bring with them or have during play. The space has particular areas, materials and/or props that at different times stimulate or encourage the expression, experience or experimentation with a range of emotions; and seeks to develop via diverse means, an overall ambience of welcome, acceptance, freedom and playfulness.

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

Concern

The awareness of indicators (verbal or behavioural from the child/young person or information from third parties) that a child/young person's physical or emotional wellbeing has been disrupted. Some indicators could result from for example bereavement, difficulties or transitions at home or school. Indicators may also suggest the possibility of child abuse or an abusive situation.

Development

This includes play-related aspects of human growth from birth through adolescence. These include the progressive development of the child's intellectual skills; personality development, involving the complex interaction between psychological and social factors and the stage-by-stage development of the body and physical skills; it also includes socialisation, the process by which children and young people adjust to society and its demands.

Inclusion/inclusive provision

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.

Intervention styles

A range of methods the playworker can use in the play environment. These may range from complete non-involvement through to specific intervention and may include: waiting to be invited to play; enabling un-interrupted play; enabling children and young people to explore their own values; leaving children and young people to improve their own performance; leaving the content/intent of play to the children/young people; letting the children and young people decide why they play; enabling the children and young people to decide what is appropriate behaviour; only organising when children and young people want you to.

Observation

The purpose of observation in a play environment is to observe children and young people's play behaviours and the response of adults to ensure the environment continues to provide effective play spaces. These observations may include play types, cues and returns and playworkers' interventions. These observations are not for the purpose of monitoring children's development, planning activities or a curriculum; observations may or may not be recorded.

Permanent play space

Spaces that are fixed and cannot move, eg certain structures, kitchen, etc but these spaces may still also incorporate transient play spaces at different times.

Physical play space

Spaces that support children and young people in physically playing in any way they wish, for example, moving, running, jumping, climbing, swinging, dancing, wrestling, sliding, chasing, as well as all the fine motor skills.

Play cues*

Facial expressions, language or body language that communicate the child or young person's wish to play or invite others to play.

Play cycle*

The full flow of play from the first play cue from the child, its return from the outside world, the child's response to the return and the further development of play to the point where play is complete. The cycle includes the metalude, the cue, the return, the frame, adulteration, annihilation and display.

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.

Play process

There is much ongoing debate about what The Play Process is and individuals will continue to discuss and come to their own conclusions. However, for the purposes of this glossary, in the simplest terms, the Play Process is what the child goes through and what they experience and what they feel whilst they are engaged in playing.

Play space

Any area — physical, affective, permanent or transient — that supports and enriches the potential for children and young people's self-directed play. A play environment may consist of one or any number of play spaces.

Resources

Equipment and materials that will stimulate play: natural materials (such as earth, water, sand, clay or wood); construction materials (such as blocks); computer and IT equipment; communication resources (resources to support speaking, listening, reading and writing); `loose parts' (items that can be moved from place to place, carried, rolled, lifted, piled one on top of the other or combined to create new structures or experiences); real tools (such as carpentry or cooking equipment); bikes, trolleys, swings, climbing structures and ropes; paints, drawing equipment, modelling and fabrics; music, colours, scientific and mathematical equipment (such as clocks and calendars); dressing up materials, mirrors, cameras, videos to enable children to explore their own identity; items or experiences (such as poetry and literature) that allow for reflection about abstract concepts.

Segregated play provision

The setting aside of disabled children and young people, based on a professional's view of impairment and lack of ability to `fit in'. Non-disabled professionals have total control.

Separate play provision

Groups of disabled children and young people who choose to meet and develop their own agenda, similar to other minority groups.

Support

A process by which the playworker might encourage, help, inspire, motivate or advocate for children and young people without directing, controlling or instructing children and young people.

Transient play space

Spaces that change or get modified, adapted or deconstructed using a wide range of movable resources, props, materials and structures — breaking up the wider physical space into different smaller spaces for different kinds of play at different times; examples may include: creating dens and hidey-holes; using fabrics and loose parts to create imaginative places like a hospital or a forest; shifting furniture back or around to accommodate particular games; a transient play space could be the couple of cubic feet behind a piece of furniture, a whole room or field; it could be created spontaneously or planned beforehand.

*Gordon Sturrock and Perry Else, 1998, The playground as therapeutic space: playwork as healing (known as ‘The Colorado Paper’), published in Play in a Changing Society: Research, Design, Application, IPA/USA, Little

Links to other NOS

This Unit links closely with Units SKAPW33, SKAPW35 and SKAPW36.

Performance Criteria — What you do in your job

You must provide evidence to meet all the 16 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Work with children and young people to create a range of play spaces

	Performance Criteria	**Evidence Number where this criteria has been met**
1	Use your observations, and feedback from children and young people, to identify their play needs and wants.	
2	Work with children and young people to develop possibilities for play spaces that meet these needs and wants.	
3	Support all children and young people to create play spaces appropriate to their individual needs and requirements.	
4	Support children and young people to adapt play spaces to provide challenge, stimulation, rest or relaxation.	
5	Contribute to ensuring there is sufficient flexibility, variety and choice of resources to enable children and young people to adapt the play space.	
6	Seek advice and support from colleagues throughout this process of creating play spaces.	

Support play spaces for children and young people's freely chosen, self-directed play

	Performance Criteria	**Evidence Number where this criteria has been met**
7	Support all children and young people's right to play.	
8	Observe children and young people involved in play.	
9	Respond to play cues appropriately.	
10	Support children and young people to explore their play spaces.	
11	Support the play process in a way that does not undermine the children and young people's personal control and involvement.	
12	Leave children and young people to determine the content and intent of their play.	
13	Choose an intervention style that enables children and young people to extend their.	
14	Take part in play only when invited by children and young people through their play cues.	
15	Intervene in children and young people's play when their or others' health, safety or welfare requires it.	
16	Enable play to end in a way that is appropriate to the children and young people, their level of involvement and the requirements of your organisation.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 32 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the ‘evidence number ‘box after each point.

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
1	How the Playwork Principles specifically relate to this Unit.	
2	How the requirements of the un convention on the rights of the child in relation to play provision specifically relate to this Unit.	
3	The legal requirements when relating to children and young people and why it is important to comply with them.	
4	What is and is not freely chosen, self-directed play.	
5	Why children and young people's play should be freely chosen and self-directed.	
6	The importance of inclusion in playwork practice.	
7	How play and interactions with others in the play environment help the child/young person to understand themselves and the world around them and realise their potential.	
8	The playworker's role in supporting freely chosen, self-directed play through helping to create play spaces with children and young people.	

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
9	Different types of play spaces and why they are important: 9.1 physical 9.2 affective 9.3 transient 9.4 permanent	
10	How children and young people's development can affect their play needs and wants and their ability or willingness to take part in changing/adapting and creating play spaces.	
11	The specific requirements of disabled children and young people and how these should be met when creating play spaces.	
12	Different methods of observing children and young people and how to use this information to identify play needs and wants.	
13	Effective methods of getting feedback from children and young people with respect for their preferred methods of communication.	
14	How to identify if a play space is stimulating, challenging, restful or relaxing.	
15	Possible interventions that could be used to provide challenge and stimulation.	
16	The barriers to accessing the play space and play that some children and young people may experience and how to address these.	
17	The difference between `inclusive quality play provision' and `separate', `segregated' or `integrated' play provision.	

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
18	The concept of `loose parts' and how loose parts are used.	
19	The importance of risk and challenge in the play of all children and young people's play.	
20	How to undertake risk/benefit assessment.	
21	Awareness of assessment frameworks or guidelines designed to safeguard the welfare of children and young people.	
22	How to communicate any concerns you may have about individual children and young people playing.	
23	The importance of recognising and advocating all children's rights to play.	
24	The specific requirements of disabled children and young people and how these should be met when they are involved in play, including helping them to manage risk.	
25	How to balance the rights of the child or young person to play in a self-directed way with the rights of others.	
26	The types of support that children and young people might need to adapt a play space and how to provide this support without taking control.	
27	How to identify when children and young people need support within the play space and the types of support they may need.	
28	The main stages of the play cycle.	
29	A range of play types that are commonly accepted by the playwork sector.	

	Knowledge and Understanding *You need to know and understand:*	**Evidence Number where this knowledge point has been met**
30	Situations in which your own involvement in play could increase the children and young people's involvement and stimulation and situations where it could have the opposite effect.	
31	How to bring play to an end sensitively and in a way that is sensitive to the children and young people and their level of involvement.	
32	The organisational procedures you need to follow after a play session, including tidying up and checking equipment and other resources.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	