

SKAPW30 - SQA Unit Code F37F 04

Carry out playwork in a school setting



Overview

This unit is about carrying out playwork and making provision for free play in a school-based environment. This may be at lunchtimes, in the school playground, after school or during curriculum time outside of lessons. The playworker undertaking this unit may be part of a multi-disciplinary team, a play team, they may be a lone worker, or may only operate as a playworker at particular times, fulfilling the function as part of a bigger job role. The unit is appropriate for all sessions where the main purpose is providing children and young people with opportunities for 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. establish a play space within the school setting
2. facilitate play in a school setting

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:

Establish a play space within the school setting

- P1 identify the physical space that will be used for the playwork session
- P2 help children, young people and adults understand where the play space exists
- P3 explain to children, young people and adults the difference, in terms of expectations, between the play space and other physical and emotional spaces within the school
- P4 advocate for children and young people's play in the wider school context
- P5 help protect the play space that has been created from interventions and interruptions from others

You must be able to:

Facilitate play in a school setting

- P6 form agreements with the children and young people about how the space will be used, in line with the playwork principles and the schools' policies
- P7 use areas, materials, resources and equipment that have been agreed with appropriate colleagues in the school
- P8 communicate with school staff about children and young people's play experiences
- P9 encourage children and young people to take ownership and responsibility of the space

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Knowledge and understanding

You need to know and understand:

- K1 how the playwork principles specifically relate to this unit
- K2 the importance of play in school settings
- K3 how play can enhance school experiences for children and young people
- K4 how to recognise the differences between playwork and play based activity that may happen in a school setting
- K5 potential conflicts between a school agenda and the play process
- K6 the difference between the role of the adult in interacting with children and young people in a playwork context to other school based adults' roles
- K7 the importance of children understanding that different expectations may be placed upon them regarding use of the same space
- K8 the importance of protecting the play space
- K9 the meaning of advocacy and how to do this in a school based setting

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Additional Information

Glossary

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

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

Links to other NOS

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

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Developed by SkillsActive

Version number 1

Date approved July 2010

Indicative review date July 2015

Validity Current

Status Original

Originating organisation SkillsActive

Original URN SA44NPW30

Relevant occupations Health, Public Services and Care; Child Development and Well Being; Associate Professionals and Technical Occupations; Sports and Fitness Occupations

Suite Playwork

Key words carry, out, playwork, school, setting