



National Unit Specification: general information

UNIT Children and Young People: Process of Play (Intermediate 2)

CODE F2CP 11

SUMMARY

This Unit is designed to allow candidates to consider and explain the importance and benefits of play and some of the significant theories of play for children and young people from birth to sixteen years.

The candidate will be expected to consider the variety of play provision available for children and young people and to explain the benefits of play and the different settings for children at different ages, within the range birth to sixteen years. The candidate should have the opportunity to consider the role of the adult in the provision of an appropriate play space, play and activities, and supporting children and young people's choices.

This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare, but is also suitable for candidates wishing to study the Unit on its own. The Unit is suitable for candidates who are in employment or are considering employment in the childcare and education sector or who wish to progress onto higher level Playwork and Early Education and Childcare qualifications.

OUTCOMES

- 1 Explain the value of play for children and young people between the ages of birth to sixteen years.
- 2 Describe the provision of play opportunities and activities.
- 3 Explain the role of the adult working with children and young people in the play setting.

Administrative Information

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National Unit Specification: general information (cont)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally benefit from having attained one of the following, or equivalent:

- ◆ a Communications Unit at Intermediate 1
- ◆ a Unit(s) from Intermediate 1 — Early Education and Childcare

Candidates would benefit from some knowledge and understanding of the development of children and young people from 0 to 16 years and appropriate play and activities for children and young people.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

National Unit Specification: statement of standards

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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 value of play for children and young people between the ages of birth to sixteen years.

Performance Criteria

- (a) Explain the values and principles of play for children and young people.
- (b) Explain the importance of play in relation to current play theories.
- (c) Explain the benefits of play for children and young people.

OUTCOME 2

Describe the provision of play opportunities and activities.

Performance Criteria

- (a) Describe a range of different types of play.
- (b) Describe a range of different play opportunities and activities for different age groups.
- (c) Describe a range of settings and play spaces for children and young people from birth to sixteen years.

OUTCOME 3

Explain the role of the adult working with children and young people in the play setting.

Performance Criteria

- (a) Explain the role of the adult in providing an appropriate space for play.
- (b) Explain the role of the adult in providing play and activities for children and young people.
- (c) Explain the role of the adult in supporting choice in play.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Written and/or oral evidence is required to demonstrate that the candidate has achieved all the Outcomes and Performance Criteria. The evidence for this Unit should take the form of:

- ◆ Two explanations of 250 words each, on:
 - the values and principles of play for children and young people
 - the importance and benefit of play in relation to a current play theories

This could take the form of an extended response question.

- ◆ At least three descriptions of types of play (from those listed in the appendix), play opportunities and activities for the child and young person appropriate to two age groups:
 - birth to three years
 - three years to five years
 - five to twelve years
 - twelve to sixteen years

For each of these age groups, the candidate should provide two examples of play settings or spaces and explain the role of the adult in each as defined in Outcome 3.

The evidence should be compiled as an on-going piece of work, and should be developed as the candidate progresses through the Unit.

The assessment should be conducted under unsupervised, uncontrolled, open-book conditions. Centres must be satisfied that the work submitted is the candidate's own work. Assessors should maintain a record of any discussions with each candidate. The evidence should be retained in a folio.

The Assessment Support Pack for this Unit provides sample responses for inclusion in a folio. Centres wishing to develop their own assessment should refer to the Assessment Support Pack to ensure a comparable standard.

National Unit Specification: support notes

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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 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is designed to allow candidates to investigate and explore the importance and benefits of play and some of the significant theories of play for children and young people from birth to sixteen years.

Candidates will work under the Scottish Social Services Council (SSSC) codes of practice.

This Unit aligns to the National Occupational Standards (NOS) for Playwork at level 2 developed by the Sector Skills Council (SSC) SkillsActive and also to the NOS for Children's Care, Learning and Development at level 2 developed by the SSC Skills for Care and Development.

Outcome 1

The candidate should be able to discuss the value of play for children and young people. They need to have the opportunity to explore their own play experiences and those of children today. Candidates should be able to explain the importance of play for the well-being of children and young people, as well as explore the developmental benefits of play for children and young people. The current Principles of Playwork can be found on the SkillsActive web site www.skillsactive.com.

Candidates should have the opportunity to consider the child and young person's view of play, and the different approaches to play at different ages. Candidates should explore the value of different models of play for children and young people at different ages, ie playing alone, playing alongside others and playing together and the significance of that to the child and young person. Candidates should give due consideration to children and young people who may have additional support needs and whose play may not be age appropriate.

The candidate should be able to explore some of the significant theories of play, and then be able to describe one of these theories which is relevant or of interest to them. This should be a play theory related to children and young people, such as those listed in the appendix.

Outcome 2

Candidates should have the opportunity to identify a variety of play settings appropriate to children and young people from birth to sixteen years. The candidate should consider the play environment, play space, and play and activities on offer to children and young people.

Candidates should have the opportunity to explore practical play and activities for children and young people (0–16 years).

The candidates must then be able to describe the type of play and activities on offer, identify the appropriateness for developmental levels and choices of children and young people. This aspect links closely with the candidates understanding of development for children and young people.

National Unit Specification: support notes (cont)

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The Appendix to the Statement of Standards for this Unit states the mandatory types of play which **must** be covered. Other types of play may be included in addition. In the list, there are suggested play opportunities in each play type. Not all opportunities should be covered and the list of play opportunities is not prescriptive.

Outcome 3

Candidates should consider good communication skills, the ability to plan and prepare, an awareness of the health and safety and well-being of the child and/or young person, adaptability and flexibility, adhering to legislation, policies and procedures. Candidates should have the opportunity to investigate the role of the adult in providing an appropriate space for play.

Candidates should have the opportunity to investigate the role of the adult in providing play opportunities and activities that are appropriate and fun for children and young people, 0–16 years. This means the adult must be able to identify developmental levels of children and young people, have an understanding of what is appropriate, what children and young people would enjoy. They should also be able to understand the range of play opportunities and activities that are appropriate and fun.

Candidates should consider the role of the adult in supporting the child or young person's choices in play. This means they should consider the child at the centre of the play process, the need for the adult to sensitively intervene or not, the need for the adult to understand the process of play and to recognise when play is not working for a child or young person, how to support and encourage the child or young person to make choices in play.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit is a mandatory Unit in the National Progression Award in Playwork and Childcare at Intermediate 2, but is also suitable for candidates wishing to study the Unit on its own. However, it is recommended that it should be delivered within the context of this award.

In delivering this Unit there should be a balance between teacher/lecturer presentation and candidate-centred learning. This can be taught using a variety of methods, such as:

- ◆ small group exercises
- ◆ group discussion
- ◆ case studies
- ◆ worksheets
- ◆ individual research
- ◆ videos
- ◆ lectures
- ◆ use of ICT such as searching appropriate and relevant websites

This Unit may be supported by play workshops, or through visits to a variety of play settings, particularly in Outcome 2. These workshops could be a good teaching start point to lead into what the benefits of the play are and what the role of the adult could be. Candidates should have the opportunity to discuss and investigate the role of the adult in providing an appropriate space for play.

National Unit Specification: support notes (cont)

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OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates may have the opportunity to develop aspects of the Core Skill in Working with Others through group discussions and exercises as part of the learning and teaching approach.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The assessment for this Unit is laid out clearly in the Evidence Requirements section of the Statement of Standards of this specification. The standard to be applied is exemplified in the Assessment Support Pack for this Unit. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

Evidence for this Unit will take the form of a folio of play and activities appropriate to children and young people. The folio should consist of three parts:

Part One: 250 words describing the value and benefit of play for children and young people; and 250 words describing a significant theory of play. This could take the form of extended response questions.

Part Two: candidates must cover at least three examples of play (from those listed in the appendix) and activities for the child and young person appropriate to their age group:

- ◆ birth to three years
- ◆ three years to five years
- ◆ five to twelve years
- ◆ twelve to sixteen years

Part Three: for each of these age groups, candidates should provide two examples of play provision, and describe the role of the adult in each. It may be helpful to the candidate to use extended response questions for parts two and three of the folio.

The folio should be produced as an on-going piece of work, and should be developed as the candidate progresses through the Unit. The folio may be produced in a format appropriate for the candidate. For example, aspects of the folio (Part One and Three) may take the form of Power Point presentation or verbal report, if more appropriate.

The folio could integrate to the workplace Unit Working with Children and Young People.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

National Unit Specification: appendix to the statement of standards

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NB: This Appendix is within the statement of standards, ie the mandatory requirements of the Unit.

The age range for this Unit is 0–16 years, divided into the following age groups:

- ◆ birth to three years
- ◆ three years to five years
- ◆ five to twelve years
- ◆ twelve to sixteen years

Significant Theories of Play

The candidate should be able to describe one of these theories which is relevant or of interest to them. This should be a play theory related to children and young people, such as:

- ◆ Piagets view of play: Practice play (0–2 years); Symbolic play (2–6 years); Games with rules (6/7 years +)
- ◆ Corrine and John Hutt categorised play into two broad types; Epistemic play; Ludic play
- ◆ Sturrock and Else, Psycholudics: description of the process of play through the play cycle

Types of Play

Symbolic play: play with toys, junk modeling, role play, imaginative play, dance and drama.

Books and play which supports language enrichment: reading stories, sharing stories and making up stories, making books with children.

Imaginative play: role play, puppets, story boards, drama, songs with actions, poetry and rhymes, traditional stories.

Creative play: musical activities, crafts, construction, drawing, painting, etc, clay, dough, sculpting, etc, movement and dance, imaginative play and drama, junk modeling, sewing, weaving, tie-dye, t-shirt painting and textiles.

Discovery Play: sensory play, exploratory play, water play, sand play, play using natural elements, Environmental activities: including ‘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).

Vigorous play: running, jumping, racing, chasing, group games, parachute games, dance, bikes, scooters, tricycles, go-karts, roller blades, skateboards, etc, play with equipment — climbing frames, swings, slides, tunnels, etc, outdoor activities, adventure play, circus skills, earth balls, egg balls, etc, soft play or bouncy castles, etc.

Play with Technology: using real tools, cooking, baking, working with wood and tools, scientific play, taking things apart — clocks, radios, etc, using computers, using the internet, audio/visual activities, ie making films, taking photographs, etc, using CAD/ games software.

National Unit Specification: appendix to the statement of standards (cont)

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Games: physical games, group games, ball games, team games, board games, dance and singing games, traditional games, sports.

Or the following definitions of Types of Play

Communication play: Play using words, nuances or gestures — for example mime, jokes, play acting, mickey taking, singing, debate, poetry.

Creative play: Play which allows a new response, the transformation of information, awareness of new connections, with an element of surprise — for example enjoying creation with a range of materials and tools for its own sake.

Deep play: Play which allows the child to encounter risky or even potentially life threatening experiences, to develop survival skills and conquer fear — for example leaping onto an aerial runway, riding a bike on a parapet, balancing on a high beam.

Dramatic play: Play which dramatises events in which the child is not a direct participator — for example presentation of a TV show, an event on the street, a religious or festive event, even a funeral.

Exploratory play: Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects — for example engaging with an object or area and, either by manipulation or movement, assessing its properties, possibilities and content, such as stacking bricks.

Fantasy play: Play, which rearranges the world in the child's way, a way which is unlikely to occur — for example playing at being a pilot flying around the world or the owner of an expensive car.

Imaginative play: Play where the conventional rules, which govern the physical world, do not apply — for example imagining you are, or pretending to be, a tree or ship, or patting a dog which isn't there.

Locomotor play: Movement in any and every direction for its own sake — for example chase, tag, hide and seek, tree climbing. Control of the physical and affective ingredients of the environments — for example digging holes, changing the course of streams, constructing shelters, building fires.

Mastery play: Control of the physical and affective ingredients of the environments — for example digging holes, changing the course of streams, constructing shelters, building fires.

Object play: Play which uses infinite and interesting sequences of hand-eye manipulations and movements — for example examination and novel use of any object eg cloth, paintbrush, cup.

Role play: Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature — for example brushing with a broom, dialling with a telephone, driving a car.

National Unit Specification: appendix to the statement of standards (cont)

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Rough and tumble play: Close encounter play which is less to do with fighting and more to do with touching, tickling, gauging relative strength, discovering physical flexibility and the exhilaration of display — for example playful fighting, wrestling and chasing where the children involved are obviously unhurt and giving every indication that they are enjoying themselves.

Social play: Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended — for example any social or interactive situation which contains an expectation on all parties that they will abide by the rules or protocols, ie games, conversations, making something together.

Socio-dramatic play: The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature — for example playing at house, going to the shops, being mothers and fathers, organising a meal or even having a row.

Symbolic play: Play which allows control, gradual exploration and increased understanding, without the risk of being out of one's depth — for example using a piece of wood to symbolise a person, or a piece of string to symbolise a wedding ring.