



Skills for Work

Play in Early Learning and Childcare

**National 4 and National 5
Support Material**

Updated April 2023



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Disclaimer

Whilst every effort has been made to ensure the accuracy of this support pack, teachers and lecturers should satisfy themselves that the information passed to learners is accurate and in accordance with the current SQA unit specification.

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Introduction

These notes are provided to support teachers and lecturers presenting the National 4 Unit Play in Early Learning and Childcare (HX1R 74) and the National 5 Unit Play in Early Learning and Childcare (HX1R 75).

Further information regarding this course including unit specifications, assessment support materials (ASPs), centre approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

www.sqa.org.uk

[Early Learning and Childcare web pages](#)

How to use this pack

The *Play in Early Learning and Childcare* units at National 4 and National 5 are mandatory units in the Skills for Work Early Learning and Childcare courses but are also designed for learners who wish to study the units on their own.

They are suitable for learners who may be considering employment in the childcare and education sector or who wish to progress to further Early Learning and Childcare qualifications.

The National 4 unit is an introductory unit that allows learners to develop a basic understanding of a variety of types of play and how play contributes to the development of the child. It should allow learners to explore a variety of play types and describe a range of play experiences within different types of play. The learners should demonstrate an understanding of the appropriateness and value of play opportunities for the learning and development of children. The learners will have the opportunity to plan for practical play experiences.

The National 5 unit builds upon the National 4 unit and allows learners to develop an understanding of the benefits of play for children and young people. The learner will show how children and young people benefit from a range of play experiences through planning, preparing and reviewing play experiences, either in a real or simulated context.

This pack is intended as a guide and an aid to delivery of the units. It aims to provide centres with a flexible set of resources, materials and activities that can be selected, adapted and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials that you have developed yourself.

Play in Early Learning and Childcare — National 4 and National 5

The pack is divided into the following sections:

Introduction

National 4 Play in Early Learning and Childcare — Outcomes 1 and 2

National 5 Play in Early Learning and Childcare — Outcomes 1, 2 and 3

Delivery support section

Advice on delivery and generating evidence

Experiential learning

Employability skills

Suggested scheme of work — covering course topics

Delivery notes

Learner support section

Learner activities

Learner notes

National 4: Play in Early Learning and Childcare

Outcomes

On successful completion of the unit, the learner will be able to:

- 1 Explain how play contributes to children's learning and development.
- 2 Explain the potential benefits of a planned play experience for children's learning and development.

National 5: Play in Early Learning and Childcare

Outcomes

On successful completion of the unit, the learner will be able to:

- 1 Investigate the benefits of play for children and young people.
- 2 Facilitate a play environment for children and young people.
- 3 Evaluate the play and play environment for children and young people.

The play types covered in both National 4 and National 5 units are:

- ♦ symbolic play
- ♦ books and play that supports language enrichment
- ♦ creative play
- ♦ discovery play
- ♦ vigorous play
- ♦ play with technology
- ♦ games

The age range in the National 4 unit is:

- ♦ babies and toddlers (0 to 3 years)
- ♦ pre-school age children and young people (3 to 5 years)
- ♦ early school age children and young people (5 to 8 years)
- ♦ older primary children and young people (8 to 12 years)

National 5 covers the four age ranges above and includes:

- ♦ adolescents (12 to 16 years)

Evidence requirements

National 4: Play in Early Learning and Childcare

Outcome 1

Learners must identify a minimum of five different types of play.

Learners must describe a play experience from three of the identified types of play and explain how these experiences contribute to children's learning and development.

Outcome 2

Learners must produce a play plan for one identified play experience and explain a minimum of three potential benefits for this type of play.

Evidence is required to demonstrate that learners have achieved all outcomes and performance criteria.

National 5: Play in Early Learning and Childcare

The mandatory list of play types must be taught, and different types of play must be covered in the assessment across any outcome. Both play indoors and outdoors should be considered.

Play experiences can either be real or in a simulated environment.

Learners should plan, implement and evaluate a minimum of two play experiences. These two play experiences should cover different age groups. The types of play should be different for each planned play experience.

A minimum of two play plans must be retained as assessment evidence.

Delivery support section

Advice on delivery and generating evidence

The National 4 unit raises the learner's awareness of the nature and value of play and how it contributes to a child's learning and development.

It is important to recognise that some learners who wish to work with children may not have had the benefit of a wide variety of play experiences themselves. It may be of benefit to learners to undertake some practical play experience to enhance their understanding.

These play experiences will be supplemented by teaching/learning activities to establish appropriate types of play and play experiences for the age range and ability. Teacher-led activities will increase the learner's awareness and understanding of the impact of play on the child's learning and development.

When learners have developed an understanding of the nature of play and its importance, they will then contribute to planning relevant play experiences for children.

The objectives of the unit are that the learners will:

- ◆ learn about play through experiencing it
- ◆ be able to describe play and explain how it might contribute to the child's development at a basic level
- ◆ plan simple play experiences from within the specified age range and different types of experiences

The National 5 unit develops the learner's knowledge and understanding of the nature and value of play, and how it contributes to children and young peoples' overall development. The delivery should develop skills in planning and facilitating play experiences, and in evaluating both the planning process and the implementation of play experiences whilst allowing learners to reflect on their own role.

Learners will discover that play experiences, if designed around children's and young people's needs, will harness inquisitiveness, and encourage them to explore their surroundings and engender a love of learning. Children and young people, and perhaps even the parent, will perhaps not recognise that they are learning. The child is simply enjoying new experiences.

Learners will also learn the importance of supporting children and young people through this process and ensuring that artificial barriers to the development process are not introduced. Learners should demonstrate an understanding of this appropriate to the level of this unit.

It is important to recognise that some learners may not have experienced a variety of play, and as part of the unit they should participate in workshops or play in real settings to ensure they understand what play entails. They will have the opportunity to discuss play types and

experiences, and be given guidance in how these experiences contribute to the children and young people's overall development.

Learners will also gain an understanding of the role of the adult in the various play settings for children and young people across the age range. They should explore the changing nature of play depending on the age of the child or young person.

The content of the unit will cover:

- ◆ knowledge and understanding of the benefits of play for children and young people
- ◆ planning play experiences across the age range and different types of experiences
- ◆ setting up the planned play experiences in a real or simulated context
- ◆ evaluating how the plan and the experience met the development needs of the child or young person
- ◆ following feedback, reflect on their own role in planning and providing the experience, and consider action points that could be used in future experiences

Learners will, through a variety of methods, develop knowledge and understanding of how different types of play and play experiences benefit children and young people in a variety of settings. They should be given the opportunity to define play, and explore their own ideas and childhood play experiences, prior to exploring children's and young people's play. Some learners may have had very limited play experiences as a child, and all learners should have the opportunity to experience play first-hand through workshops or in a real play setting before asking the question 'What is play and why is it important?'

Some characteristics of play will be identified:

- ◆ Children and young people play every day.
- ◆ Play is essential to children and young people's care, learning and development.
- ◆ Play for its own sake.
- ◆ Play is an essential need of every child or young person.
- ◆ Play is the right of every child.
- ◆ Children and young people choose to play, and what they want to play.
- ◆ Play can be free-flow or with adult input.
- ◆ Play is a process without outcome.
- ◆ Play can be solitary or co-operative.
- ◆ The play of children and young people change as they develop.
- ◆ Play is fun.

Learners should be encouraged to recognise the importance of:

- ◆ recognising the child as an individual
- ◆ extending the choice and control children have over their play
- ◆ play giving freedom, enjoyment and satisfaction
- ◆ the child's need to test boundaries

- ♦ managing the balance between the need to offer risk and the need to ensure the safety of each child
- ♦ maximising the range of play experiences and play environments
- ♦ fostering independence and self-esteem
- ♦ fostering children's respect for others
- ♦ offering opportunities for social interaction
- ♦ fostering the child's wellbeing, healthy growth and development, knowledge and understanding of the world around them, creativity and capacity to learn

Learners should have the opportunity to identify play experiences suitable for different ages of children and young people, and then identify the benefits of these experiences for the child or young person. This means exploring age-appropriate play experiences, for example a three-year-old can play with puppets as can a 12-year-old, but they are involved in the experience at their own level of development and may derive different benefits from the experience. The benefits of play for children and young people should be identified in terms of their development and wellbeing, that is social, physical, cognitive, linguistic and emotional wellbeing.

Experiential learning

Throughout the delivery of these units, the emphasis will be on learning through experience of handling and using materials, taking part in play experiences, working together and sharing in planning and evaluating experiences. It is important to recognise that some learners may not have experienced a variety of play — as part of the delivery they should participate in workshops or play in real settings to ensure they understand what play entails. They will have the opportunity to discuss play types and experiences, and be given guidance in how these experiences contribute to the children's and young people's overall development.

As some learners will have had limited experience of play activities, and some will have had limited contact with children, film and video can be used to enable learners to observe children at play.

The lecturer will provide a varied range of experiences, encourage discussion to enable learners to link theory to practice, and provide notes that reinforce key points in effectively supporting children's play.

Visits to care and education settings can also be arranged. Where possible, learners should be involved in arranging these visits.

Employability skills

In these units, learners will have the opportunity to develop skills:

- ♦ working co-operatively with others
- ♦ planning and preparation
- ♦ maintaining a tidy, organised and safe environment

Play in Early Learning and Childcare — National 4 and National 5: Delivery support

- ◆ health and safety awareness and the concept of a risk–benefit approach
- ◆ understanding roles and responsibilities
- ◆ reviewing and evaluating own skills development
- ◆ time management skills
- ◆ gathering, collating and evaluating information
- ◆ developing an action plan

Through teaching and learning, the unit provides an opportunity to raise awareness of the importance of:

- ◆ communicating appropriately
- ◆ dressing appropriately for working with children and young people
- ◆ demonstrating a responsible attitude in all aspects of working with children and young people

Play in Early Learning and Childcare

National 4 Outcome 1 and National 5 Outcome 1

Teacher/lecturer-led activities should cover key aspects of knowledge and understanding about types of play and appropriate play experiences in the age range. In discussions and other teaching/learning activities, learners should consider such questions as:

- ◆ What is play?
- ◆ Why do children play?
- ◆ Do all children play?
- ◆ Is play good for children?

Learners should be encouraged to consider their own childhood play experiences, and those of the group. They may also wish to consider their 'best play' experience and compare with others in the group. This should start to introduce the learners to different types of play. Learners could consider the different types of play and explore:

- ◆ What experiences do they like?
- ◆ What do they least like and why?
- ◆ What do others like and why?

Through workshop sessions or visits learners should, for example, observe and experience a variety of play types. The statement of standards lists the mandatory types of play to be covered. Other types of play may also be included. The following list, though not exhaustive, contains suggested play experiences.

Symbolic play

- ◆ Play with toys
- ◆ Junk modelling
- ◆ Role play
- ◆ Imaginative play
- ◆ Dance and drama
- ◆ Messy play
- ◆ Small world play
- ◆ Home corner

Books and play which supports language enrichment

- ◆ Reading stories
- ◆ Different types of reading materials
- ◆ 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 and songs
- ◆ Creating blogs and web pages

Creative play

- ◆ Musical activities
- ◆ Music making
- ◆ Crafts
- ◆ Construction
- ◆ Drawing, painting
- ◆ Clay, dough, sculpting
- ◆ Movement and dance
- ◆ Imaginative play and drama
- ◆ Junk modelling
- ◆ Sewing, weaving and textiles
- ◆ Cooking and baking

Discovery play

- ◆ Sensory play
- ◆ Heuristic play
- ◆ Treasure baskets
- ◆ Exploratory play
- ◆ Water play
- ◆ Sand play
- ◆ Messy play
- ◆ Play using natural elements
- ◆ Mud kitchens
- ◆ Water walls
- ◆ Environmental activities
- ◆ '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

- ◆ Outdoors and indoors
- ◆ Risky outdoor play
- ◆ Tree climbing
- ◆ Running, jumping, racing, chasing
- ◆ Group games
- ◆ Parachute games
- ◆ Dance
- ◆ Wheels — bikes, scooters, tricycles, go-karts, roller blades, skateboards
- ◆ Play with equipment — climbing frames, swings, slides, tunnels
- ◆ Adventure or forest play — building fires, building dens
- ◆ Circus skills
- ◆ Earth balls, egg balls
- ◆ Soft play or bouncy castles, etc

Play with technology

- ◆ Using real tools
- ◆ Cooking, baking
- ◆ Working with wood and tools
- ◆ Scientific play — measuring weather, etc
- ◆ Taking things apart — clocks, radios, computers
- ◆ Using computers and IT equipment — tablets, using the internet
- ◆ Audio/visual activities, that is making films, taking photographs
- ◆ Using CAD/games software
- ◆ Drones and robots
- ◆ Using apps and social media

Games

- ◆ Physical games
- ◆ Group games
- ◆ Ball games
- ◆ Team games
- ◆ Board games
- ◆ Dance and singing games
- ◆ Traditional games
- ◆ Sports
- ◆ Playground games
- ◆ Games with or without rules

National 4 Outcome 2 and National 5 Outcome 2

Teacher/lecturer-led activities should cover knowledge and understanding of how play supports the care, learning and development of the child. Learners should be able to identify the value of play and play types for children, in terms of the child's wellbeing, learning and development. Learners should understand that children are the centre of play, and that children play for play's sake.

Learners should understand how different aspects of development interrelate and how, at times, this could be integration of **all** aspects of development. Learners should also be aware that children at different ages have different needs with regard to play. For example, a child of 10 months will play differently to a child of 8 years. Learners should be encouraged to explore the different element of play in relation to age. The learner should be able to explain the potential benefits of identified play experiences for children's play, learning and development.

The content for this outcome involves learners planning play, drawing on experiences and work done for the previous outcome. They may then present their play plans to the class group.

They should consider what needs to be done prior to the play experience, during the experience and after the experience. In planning play experiences learners should consider:

- ◆ What is the age of the child?
- ◆ Is the play child-centred?
- ◆ Does the play meet the individual needs of the child?
- ◆ How will the play contribute to the care, learning and development of the child?
- ◆ Will the child enjoy the play experience and how will you know this?
- ◆ What resources do you need, physical, human and material?
- ◆ What will your role be?
- ◆ Are there any health and safety considerations?

If possible, they should be given the opportunity to carry out their plan, in a real or simulated context. As part of the group process, learners should, if possible, present their plan in an interactive way. They may choose to set up a play area and explain their plan. They may produce a pictorial plan of the area. The means of presentation should be agreed by the group.

Learners should have the opportunity to identify the benefits of play to support individual development. In particular, a child with an identified or individual need can be supported through quality play experiences.

In considering the benefits of play, learners should also consider the benefits to the child of taking risks whilst playing and be introduced to the concept of taking a 'risk–benefit' approach to play. For example, a child may like to climb, there are risks involved in this, but similarly, there are benefits to the child. Learners should be encouraged to consider this approach to planning.

Learners should consider the role of the adult in providing play for children and young people in a variety of contexts. These might be:

- ◆ formal — school/nursery/out of school club
- ◆ informal — playground
- ◆ indoors/outdoors
- ◆ at home
- ◆ in hospital

National 5 Outcome 2

Learners should be able to describe the role of the adult in planning play experiences for children and young people. In this unit, learners are being asked to plan specific play experiences for children and young people, referred to as 'activity planning'. They are not being asked to make long or medium-term plans.

Learners will learn that the key to good practice in planning in an Early Learning and Childcare setting is by taking a child-centred approach by:

- ◆ involving the children and young people
- ◆ meeting individual needs and interests of children and young people

Learners must have the opportunity to plan play experiences, either in practical workshop sessions, or within Early Learning and Childcare settings. The play experiences should cover a range of types of play and age groups:

- ◆ babies and toddlers (0 to 3 years)
- ◆ pre-school age children and young people (3 to 5 years)
- ◆ early school age children and young people (5 to 8 years)
- ◆ older primary children and young people (8 to 12 years)
- ◆ adolescents (12 to 16 years)

The learners should show an understanding of different Early Learning and Childcare settings when planning for play experiences. For example, play experiences are different in a baby room, from an open access play provision. The play space will be different, as will the resources available.

Set up planned play experiences

Learners should be given the opportunity to set up their planned play experiences. This can either be in an Early Learning and Childcare setting, or more likely, in a realistic simulation, such as a playroom. The learner must prepare for the play experiences, taking into account their planning, health and safety, play space, and the best play experience for children and young people within the age ranges.

Learners should also have the opportunity to discuss the role of the adult in supporting play experiences. Adults should listen to children and young people; observe children and young

people; make suggestions; organise materials and equipment; facilitate play experience; and identify the benefits of play experience.

Learners should identify the benefits of adults 'joining in play' and also the benefits of the adults as observers of play. They should become aware of the skills adults need when taking part in play with children and young people, that is:

- ◆ encouraging children and young people
- ◆ listening to children and young people
- ◆ deciding to join in or not
- ◆ responding to unexpected opportunities for play
- ◆ positive interaction with children and young people
- ◆ recognising when to change play or activities or resources
- ◆ allowing children and young people to take ownership of play experiences
- ◆ allowing children and young people to extend and develop play experiences
- ◆ being flexible
- ◆ praising children and young people

They should consider a variety of scenarios and discuss the benefits to the child of adults 'playing' or not. They should have the opportunity to discuss the type of 'joining in' that is most beneficial, and they should consider their role when 'joining in' play, such as:

- ◆ play when invited to play by a child or young person
- ◆ recognise and join in when the play needs some support
- ◆ join in when direction is needed for the play
- ◆ play when children and young people may harm themselves or others
- ◆ don't take over play; don't tell everyone what to do
- ◆ don't make a list of rules for a child-invented game

Learners should have the opportunity to identify children's and young people's play cues and levels of participation in play experiences. This may be done using video, information and communication technology or observation within an Early Learning and Childcare setting. They should have the opportunity to discuss these 'real' play experiences in light of their knowledge of the above skills. Learners should participate in observation of children and young people at play, in terms of their level of interest, enjoyment, concentration and participation. This should assist with their planning of play experiences that meet individual needs and interests; provide stimulation, challenge and fun; and offer choice, flexibility and variety.

National 5 Outcome 3

Evaluating planned play experiences

The evaluation should be based on the planning, and the reason for providing the play experience:

- ◆ Did the planning work?
- ◆ Did the play experiences do what they set out to do?
- ◆ What were the benefits to the children and young people?

Learners should consider what information is required in order to evaluate play experiences. They should observe the children and young people whilst playing, listen to the children and young people during and after the play experience and get feedback from the staff team or adults involved. They should also consider the 'next steps' that should be planned to meet the needs of the child or young person.

In group discussion, simple questions can be asked that will inform the evaluation process, that is:

Planning

- ◆ Was the preparation adequate?
- ◆ Were all the materials and resources available?
- ◆ Were these the best resources for this play experience?
- ◆ Was there enough time for the play experience?
- ◆ How easy was the play experience to support, supervise or direct?
- ◆ Was the play experience appropriate for the space available, time allocated, etc?

Implementation

- ◆ Did the child/children and young people show signs of enjoying themselves?
- ◆ Were the children and young people focussed on the play experience or were they easily distracted?
- ◆ Did the play experience stimulate discussion and conversation?
- ◆ Did the children and young people participate fully? If not, why not?
- ◆ Was the play experience appropriate for the age of the children and young people involved?

Benefits to the child and young person

- ◆ What feedback did you get from the children and young people involved?
- ◆ What were the developmental benefits?
- ◆ What would I plan next to meet the needs of the child or young person?

Learners should have the opportunity to reflect on their own role in the play process and they should do this following feedback from others such as peer group, children and young people, placement staff, teacher/lecturer. They should consider the contribution they made to the experience and draw up an action plan to improve their performance when planning future play experiences. Learners may find this challenging and should be encouraged to keep a reflective journal throughout the duration of the unit.

Suggested topics

For each of these suggested topics, this pack contains delivery notes, learner activities and learner notes.

Some of these suggested topics have content that is relevant to National 4 and National 5 Play in Early Learning and Childcare; some are specifically relevant for National 5 Play in Early Learning and Childcare.

Topic	Content	Unit
Topic 1	What is play? Introduction to unit Memories of play 'My best play experience ever' What experiences did individual learners enjoy most/least? What makes play enjoyable? What is play? And why is it important? Common characteristics of play Consultation and preferences. Importance of variety and choice	Nat 4 Nat 5
Topic 2	Types of play Overlap and inter-relationship between types of play Play provision Practical activities Play is a process, not an outcome	Nat 4 Nat 5
Topic 3	Discovery play What is 'discovery play'? Practical discovery play: <ul style="list-style-type: none"> ◆ bubbles ◆ dough and clay ◆ water play and sand play ◆ loose parts play — 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 The role of the adult in discovery play What is meant by benefits to the child's care and wellbeing, development and learning? Progression in use of materials/how children use materials/stages of learning	Nat 4 Nat 5
Topic 4	Creative play What is 'creative play'? Practical creative play: <ul style="list-style-type: none"> ◆ creative activities suited to age groups 	Nat 4 Nat 5

Topic	Content	Unit
	<ul style="list-style-type: none"> ◆ ways of presenting music to children ◆ rhymes and action songs <p>The role of the adult in creative play Benefits of creative play experiences</p>	
Topic 5	<p>Books and play which supports language enrichment What is play that supports language enrichment? Practical language play:</p> <ul style="list-style-type: none"> ◆ types of books/choosing books ◆ ways of telling stories and visual aids ◆ puppets/puppet making/telling a story using puppets ◆ action stories/involving children in making up stories <p>The adult role in books and play which support language enrichment Contribution to care and development</p>	<p>Nat 4 Nat 5</p>
Topic 6	<p>Symbolic play What is play that supports language enrichment? Practical symbolic play:</p> <ul style="list-style-type: none"> ◆ puppet theatre ◆ creating opportunities for symbolic play ◆ drama and role play ◆ play spaces for symbolic play <p>The adult role in symbolic play Contribution to care and development</p>	<p>Nat 4 Nat 5</p>
Topic 7	<p>Vigorous play What is 'vigorous play'? Practical vigorous play:</p> <ul style="list-style-type: none"> ◆ large equipment and obstacle courses ◆ circle games, ball, chasing and running games ◆ parachute <p>Discuss age-appropriate activities The adult role in vigorous play Contribution to care and development Benefits of vigorous play</p>	<p>Nat 4 Nat 5</p>
Topic 8	<p>Play with technology What is 'play with technology'? Practical play with technology:</p> <ul style="list-style-type: none"> ◆ baking and cooking ◆ fashion design 	<p>Nat 4 Nat 5</p>

Topic	Content	Unit
	<ul style="list-style-type: none"> ◆ properties of materials — sand, malleable, construction, mirrors and lenses ◆ technology objects — clocks, cameras, telephones, etc ◆ technology games and online resources <p>The adult role in play with technology Contribution to care, learning and development</p>	
Topic 9	<p>Games What are games? Practical games:</p> <ul style="list-style-type: none"> ◆ table-top and board games ◆ team games ◆ non-competitive games ◆ traditional games <p>The adult role in games Contribution to care and development</p>	<p>Nat 4 Nat 5</p>
Topic 10	<p>Learning and development Types of play and their contribution to learning and development. Potential benefits for:</p> <ul style="list-style-type: none"> ◆ physical development ◆ language development ◆ social and emotional development ◆ cognitive development 	<p>Nat 4# Nat 5</p>
Topic 11	<p>Play environments Where do children and young people play? Spaces to play — play maps What is a play environment? Indoor and outdoor play Environmental play — the world outdoors</p>	<p>Nat 5</p>
Topic 12	<p>Role of the adult What is the role of the adult to support play? Planning for play Implementation</p> <ul style="list-style-type: none"> ◆ facilitating play ◆ observing play ◆ intervention or non-intervention 	<p>Nat 5</p>

Topic	Content	Unit
Topic 13	Risk in play What is risk in play? Risk or safety? Benefits of risk Risk–benefits assessment	Nat 5
Topic 14	Reflecting on play What does ‘reflection’ mean? How do we reflect on play? What information do you need to reflect on play? Own role and play evaluation	Nat 5
Topic 15	Employability skills What are employability skills? Teamwork Planning for play Self-evaluation	Nat 4 Nat 5

You may wish to replace some sessions by going out of school/college to extend students’ experiences.

Suggestions include:

- ◆ a circus skills workshop
- ◆ a dance workshop
- ◆ a forest school
- ◆ a craft centre where skills are demonstrated
- ◆ an adventure playground
- ◆ the beach or seashore
- ◆ den building activity
- ◆ science museum
- ◆ a pottery or a centre where visitors can choose a piece of pottery and use a range of techniques to decorate it
- ◆ a puppet workshop (making or performing)
- ◆ a storytelling workshop
- ◆ a storytelling session at your local library, such as a Book Bug session

There are a wide variety of workshop options and organisations that can provide opportunities for learners, therefore this list is not exhaustive.

Delivery notes

Delivery notes topic 1: what is play?

In this lesson, you will briefly introduce the unit and the aims of the unit to the learners.

Learners will be encouraged to use their own memories of play to decide what is meant by play. The emphasis will be on play activities and experiences rather than toys.

What is play? Activity 1

Memories of play

Ask learners to think back to memories of play. For some learners these will be general memories. For others they may find it easier to split their memories into age groups/stages and draw a memory line:

- ◆ babies and toddlers (0 to 3 years) (much of this may be based on stories they have heard or pictures they have been shown)
- ◆ pre-school age children and young people (3 to 5 years) (the pre-school stage, when they may have been attending playgroup or nursery)
- ◆ early school age children and young people (5 to 8 years)
- ◆ older primary children and young people (8 to 12 years)
- ◆ adolescents (12 to 16 years) (National 5)

0 to 3 years	3 to 5 years	5 to 8 years	8 to 12 years	12 to 16 years

After learners have individually recorded this information, ask them to share their memories in small groups.

Groups can feed their discussion back to the class.

Feedback should include common experiences and ways in which their experiences of play differed.

Summary of feedback can be made on a chart and used for class discussion including:

- ◆ What does play include?
- ◆ What do children do at play?
- ◆ Where do children play?
- ◆ Possible explanations for differences:
 - area the child lived in
 - brothers and sisters
 - preferences

Summary:

- ◆ What does play include?
- ◆ What do children do at play?

Class discussion:

- ◆ Why do children play?
- ◆ Do all children play?

The lecturer may at this point give a summary of some theories on play, emphasising points in current thinking.

What is play? Activity 2

‘My best play experience ever’

The first lesson should finish with learners sharing their ‘best play experience ever!’

Try to get each learner to think about what made it so good.

What is play? Activity 3



This lesson should emphasise the importance of choice for children by involving the learners in a variety of play experiences.

Ask learners to reflect further on their ‘best play experience ever’ and think about who was involved.

Who decided what to play, how to play and what to play with?

Have a focused discussion on play as ‘freely chosen and personally directed’. Play is what children ‘do’, not what someone asks them to ‘do’.

What is play? Activity 4

Workshop:

- ◆ gloop
- ◆ finger paints
- ◆ paper, paint and brushes
- ◆ colouring in
- ◆ rainbow art
- ◆ painting stones



Discuss preferences

Following this workshop session learners will be asked to identify which activities they enjoyed and which they did not enjoy, giving reasons for this.

Make brief notes of points made.

Discuss the importance of giving children **choice**.

Involve learners in the tidying-up process. It may be appropriate to ask the learners why children should be involved in the tidying-up process too.

Learners should complete a written record of activities/experiences available in the practical session. (Provide a standard log sheet which learners will use for this.)

Choose one of today's activities and complete a record of this as a class.

What is play? Activity 5

Ask the learners to collect pictures of children (and young people) at play.

Try to find pictures of different ages of children at play:

- ◆ babies and toddlers (0 to 3 years)
- ◆ pre-school age children and young people (3 to 5 years)
- ◆ early school age children and young people (5 to 8 years)
- ◆ older primary children and young people (8 to 12 years)
- ◆ adolescents (12 to 16 years) (National 5)

Discuss possible sources of pictures (own photos, shop catalogues, magazines, internet).

You may wish to emphasise that 'play' **does not mean** 'toys'.

What is play? Activity 6

What is play and why is it important?

This is an opportunity to consolidate discussion and understanding about play.

Some characteristics of play will be identified:

- ◆ Children and young people play every day.
- ◆ Play is essential to children and young people's care, learning and development.
- ◆ Play for its own sake.
- ◆ Play is an essential need of every child or young person.
- ◆ Play is the right of every child.
- ◆ Children and young people choose to play, and what they want to play.
- ◆ Play can be free-flow or with adult input.
- ◆ Play is a process without outcome.
- ◆ Play can be solitary or co-operative.
- ◆ The play of children and young people changes as they develop.
- ◆ Play is fun.

For National 5 learners, there is an opportunity to emphasise that throughout the centuries, and in the last few decades, theorists and educationalists have tried to answer these questions and have come up with a wide variety of answers, to the questions 'What is play?' and 'Why is it important?'

Develop a poster, mind map, etc to answer the question — 'What is play?'

Delivery notes topic 2: types of play

Types of play activity 1

Divide learners into small groups.

Each group will choose one type of play and illustrate this on a poster showing examples of that type of play.

The learner should use pictures they have gathered as well as magazines and catalogues provided by the lecturer.

Learners can then present their work to the class. This should be done informally.

Attention should be drawn to the overlap between types of play. (Playdough may have been included by the groups working on creative play, discovery play and play with technology. Dancing may have been included by the groups working on creative play, vigorous play, games and symbolic play.

At this point we can also think about how one type of play can lead to another. For example, children playing in the sand pit, exploring using their senses who begin to play together and invent a scenario — discovery play becomes imaginative play.

Types of play activity 2

Support learners in a practical session where they can try the following activities:

- ◆ cooked playdough
- ◆ making playdough
- ◆ clay
- ◆ commercially bought playdough
- ◆ craft clay

After a time of freely experimenting with the different materials, encourage discussion on their properties and how easy they are to work with.

Involve learners in clearing away the materials.

Some may wish to take a creation home, others may ask to paint their creation in the next session, others may be happy to have enjoyed the experience.

Help learners to relate this to the **child's response** on completion of an activity.

Emphasise **process** rather than **end product**.

Conclude with a brief discussion — 'Does **age** matter?' and 'Good play provision should...'

Get learners to make notes on the activities on their log sheets and add these to their folder. Which of these activities is suitable for:

- ♦ babies and toddlers (0 to 3 years)
- ♦ pre-school age children and young people (3 to 5 years)
- ♦ early school age children and young people (5 to 8 years)
- ♦ older primary children and young people (8 to 12 years)
- ♦ adolescents (12 to 16 years) (National 5)?

Types of play activity 3

Good play provision should:

- ♦ offer lots of things to choose from
- ♦ be fun to do
- ♦ encourage children to play well together
- ♦ keep children safe from harm
- ♦ give children a sense of independence
- ♦ build up self confidence
- ♦ promote all aspects of development

Types of play activity 4

Types of play

Introduce the learners to the following list of play experiences/ types of play. Then discuss each one in more detail, drawing on their ideas and suggestions.

- ♦ Symbolic play



- ◆ Books and play which support language enrichment



- ◆ Creative play



- ◆ Discovery play

- ◆ Vigorous play

- ◆ Play with technology



- ◆ Games



Symbolic play can include:

- ◆ Reading stories

- ◆ Play with toys

- ◆ Junk modelling

- ◆ Role play

- ◆ Imaginative play

- ◆ Dance and drama

- ◆ Small world play

- ◆ Home corner



Books and play which supports language enrichment can include:

- ◆ Reading stories
- ◆ Story boards
- ◆ Songs with actions
- ◆ Making books with children
- ◆ Reading stories
- ◆ Different types of reading materials
- ◆ Telling stories
- ◆ Sharing stories and making up stories
- ◆ Making books with children and young people
- ◆ Imaginative play
- ◆ Role play
- ◆ Puppets
- ◆ Story boards
- ◆ Drama
- ◆ Songs with actions
- ◆ Poetry and rhymes
- ◆ Traditional stories and songs
- ◆ Creating blogs and web pages
- ◆ Virtual story telling



Creative play can include:

- ◆ Musical activities



- ◆ Crafts

- ◆ Construction

- ◆ Drawing and painting etc



- ◆ Clay, dough and sculpting etc

- ◆ Movement and dance

- ◆ Imaginative play and drama



- ◆ Junk modelling

- ◆ Sewing, weaving, tie-dye, T-shirt painting, textiles

- ◆ Cooking and baking



Discovery play can include:

- ◆ Sensory play
- ◆ Heuristic play
- ◆ Treasure baskets
- ◆ Exploratory play
- ◆ Water play



- ◆ Sand play



- ◆ Play using natural elements
- ◆ Mud kitchens
- ◆ Water walls
- ◆ Environmental activities



- ◆ '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 can include:

- ◆ Outdoors and indoors
- ◆ Risky outdoor play
- ◆ Tree climbing
- ◆ Running, jumping, racing and chasing



- ◆ Group games
- ◆ Parachute games
- ◆ Dance



- ◆ Wheels — bikes, scooters, go-karts, roller blades, skateboards etc
- ◆ Play with equipment — climbing frames, swings, slides, tunnels
- ◆ Adventure play — building fires, building dens
- ◆ Circus skills
- ◆ Earth balls, egg balls etc
- ◆ Soft play or bouncy castles

Play with technology can include:

- ◆ Using real tools

- ◆ Cooking and baking

- ◆ Working with wood and tools



- ◆ Scientific play

- ◆ Taking things apart — clocks, radios, bikes, computers, etc

- ◆ Using computers and IT equipment



- ◆ Using the internet

- ◆ Audio/visual activities, that is making films, taking photographs etc

- ◆ Using CAD/games software

- ◆ Drones and robots

- ◆ Using apps and social media



Games can include:

- ◆ Physical games



- ◆ Group games

- ◆ Ball games

- ◆ Team games



- ◆ Board games

- ◆ Dance and singing games

- ◆ Traditional games

- ◆ Sports



- ◆ Playground games

- ◆ Games with or without rules

Delivery notes topic 3: discovery play

Discovery play activity 1

Introduce learners to what is meant by **discovery play**.

Talk through the definition of discovery play.

Look at the examples on our list of discovery play.

Discuss early experiences a child might have of discovery play such as bath-time, splashing in puddles, blowing bubbles, playing in the washing up bowl.

Introduction to benefits and role of the adult

Discuss what is meant by benefits to the child's care and wellbeing, development and learning.

Discuss what is meant by the role of the adult.

Explain that these influences will be discussed and written on worksheets with each type of play.

Discovery play activity 2

Bubbles

'I'm forever blowing bubbles'

What are the benefits of blowing bubbles?

What do I discover?

What is the role of the adult?



Discovery play activity 3

Provide various materials for learners to make up their own treasure basket.

Exploring natural materials

Ask your learners to consider filling the treasure basket with natural materials, and why this benefits children.

This could be completed as a class discussion.

Discovery play activity 4

Use Tassoni, P. and Hucker, K. (2004) *Planning Play and the Early Years* as a good source of reference.

- 1 In groups, have learners think about how discovery play benefits the children in all areas of development.
- 2 Carry this on further to think about a specific experience participated in, the benefit to the child's care, learning and development, plus the role of the adult within that experience.

Discovery play activity 5

Loose parts play

What are 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'
- ◆ 'simple everyday objects can improve creativity, boost social and problem-solving skills and support inclusion'
- ◆ 'a 'loose parts' toy is open-ended: children may use it in many ways and combine with other loose parts through imagination and creativity. Nature, which excites all the senses, remains the richest source of loose parts'

What is a stick?

- ◆ a magic wand
- ◆ a sword
- ◆ a light sabre
- ◆ a giant worm or scary snake
- ◆ a broomstick
- ◆ a paint brush

What would you do with ...

- ◆ cardboard boxes
- ◆ logs and planks
- ◆ a tarpaulin and some rope
- ◆ tyres and inner tubes

Discovery play activity 6

Practical loose parts play

Ask your learners to design a play space using a series of loose parts.

Discovery play activity 7

Benefits of loose parts play

Discuss the value and benefit of using 'loose parts' in play.

You may consider some of the following:

- ◆ creativity and imagination
- ◆ construct and deconstruct
- ◆ self-expression
- ◆ innovation
- ◆ collaboration and working together
- ◆ competence and design
- ◆ independence and sense of self
- ◆ child-led
- ◆ develop sense of belonging and ownership
- ◆ create the play space

Discovery play activity 8

Progression in use of materials and resources

Introduce the idea of stages of learning and that children may use materials and resources in different ways depending on:

- ◆ age
- ◆ preferences
- ◆ experience
- ◆ the way the adult presents the materials

You may wish to allow learners time to make notes.

Delivery notes topic 4: creative play

Creative play activity 1

Practical creative play

This will be a session involving learners in **working as a group** to create a **large** model from the boxes which **they** have supplied.

Involve the learners in preparing the area using newspaper and plastic sheets.

Involve learners in preparing paints for the activity.

Have a brief discussion on possible subjects for their model but emphasising that it can be abstract or at least start off randomly.

Provide a range of tools and materials which the learners may need:

- ◆ staplers
- ◆ Sellotape
- ◆ glue
- ◆ paint brushes
- ◆ paint rollers
- ◆ paint trays

Allow time at the end of the practical session to discuss **preparation** required for such an activity, the **benefits** of large-scale experiences, **skills** used when working as a **team**.

Suggested answers

Creative play

List materials you may provide for painting and drawing experiences.

Mark making equipment:		
pencils	pencil crayons	wax crayons
chalk	charcoal	pastel crayons
felt tip pens	pens	paint and brush

What can you paint on?

stones	flower pots	plates
paper plates	large boxes	walls
windows	faces	hands
glass	tiles	pottery
wallpaper	large sheets of paper	

What can you paint with?

brushes	large paint brushes	rollers
twigs	feathers	hands
feet		

Creative play activity 2

In small groups, get learners to make notes on the role of the adult in some experiences which they have tried in practical sessions, and also how that activity will contribute to the care, learning and development of the child. Each group will choose one activity.

The class text will provide information on the adult's role.

Each group should feedback to the class.

Use this as a basis of discussion on the role of the adult in creative play in general but also how this role will vary according to:

- ♦ the age of the child
- ♦ the needs of the child
- ♦ the activity itself
- ♦ the experience of the child

Recap examples of creative play experiences — what will this include? — on the board as a class.

Creative play activity 3

Practical play activities for babies (birth to 18 months) and toddlers (18 to 36 months)

Consider providing play for babies and toddlers.

Briefly discuss what babies and toddlers are like:

- ◆ What will they be able to do?
- ◆ What will they have difficulty with?

Write a summary of provision of play for these two age groups.

Suggested play experiences for babies and toddlers

Some suggested play experiences for babies and toddlers which could be included in a practical session:

‘Mix and mess’

Simply put large tubs of a selection of pulses, grains and pasta with assorted large spoons on a table and allow the children to explore these freely.

‘Abstract collage’

Put small amounts of the pulses, grains and pasta into containers. Provide sheets of paper and PVA glue and spreaders. Children can use these freely to create a collage.

Salad spinner prints

This is an unusual but effective way to create a pattern with paint!

- ◆ Put a piece of paper in the bottom of the spinner.
- ◆ Put a few drops of paint on to the paper.
- ◆ Put the lid on the salad spinner and turn the handle.
- ◆ When the spinner has stopped, examine the design. Repeat with other colours if desired.

The very young child will enjoy the movement as much as the print or end product!

Wheel prints

- ◆ Provide two trays of ready-mix paint, a selection of toy vehicles (not too small) and a large sheet of paper.
- ◆ Dip the wheels of one of the vehicles in the paint.
- ◆ Drive it over the paper.
- ◆ The young child will enjoy making patterns in this way.

Again, the child will gain satisfaction from the process as much as from the end product.

Christmas!

Create an exciting collage table with a range of materials in colours which are associated with Christmas:

- ♦ red, green, gold, silver ribbon, materials, pictures from magazines and wrapping paper, tinsel
- ♦ paper in assorted shapes — crackers, trees, bells — which can be used as a base for the pictures
- ♦ paper in assorted Christmas colours which can be used as a base for the pictures.



When painting, provide sheets of black paper as a base for the pictures and paints in assorted colours:

- ♦ red, green, white, silver, gold

Sprinkling a little sparkle on the painting at the end can add excitement and a little sparkle!

Finger painting

So simple! So cheap! Exploration using the senses! This simple recipe for finger paints can be made in minutes:

- ♦ Take 1 cup of cornflour, 2 pints of boiled water, put in a pan and stir on the cooker until it begins to boil and thicken.
- ♦ Take off the heat and add one cup of soap flakes and a drop of food colouring.
- ♦ Allow to cool completely. Store in a fridge.

Place a spoonful of the finger-paints on to the smooth surface of a table or a plastic sheet. Enjoy making patterns in the paints.

A print can be taken of the pattern but it is the process which is important!

Colour splash (collage)

A very young child may find applying glue difficult.

Provide collage materials and a large sheet of sticky back plastic. The child will enjoy patting the shapes on to the plastic sheet. They will have a bright creation.

To make it permanent another sheet can be placed on top. Make a hole at the top of the picture. Add a piece of ribbon or string to hang the picture!

Tennis ball prints

- ◆ Take a large sheet of paper, 3 tennis balls and 3 bowls of paint.
- ◆ Put one ball in each bowl. Roll it around.
- ◆ Carefully remove the ball and drop on to the paper. This can be repeated several times until all the paint has gone from the ball.

Coloured rice

This can be used in collage or just for sensory exploration. The child can get enjoyment from the process of colouring the rice.

- ◆ Put rice into a clear container.
- ◆ Add a few drops of food colouring.
- ◆ Put the lid on to the container. Shake until the colour has mixed through.
- ◆ If slightly damp put on a tray to dry. Otherwise use straight away.

Musical instruments — beaters

It can be interesting painting on a non-flat surface. It can be fun making our own instruments and using them!

- ◆ Cut a length of dowelling (1 inch in diameter) into pieces of about 9 inches in length.
- ◆ Give the child a length of dowelling, a chubby paintbrush and paint. Paint one end of the stick. Allow to dry. Paint the other end of the stick. You may wish to have some that have been made already to play with while these ones dry. A child of this age may not understand the delay.

Golf ball, orange or marble printing

- ◆ Place a sheet of paper in the bottom of the tin/box.
- ◆ Dip the 'golf ball' in a bowl of paint.
- ◆ Spoon the ball on to the paper.
- ◆ Roll the ball back and forward making a pattern on the paper.
- ◆ Wash and dry the ball. Repeat with another colour.

Musical instruments — shakers!

- ◆ Decorate a cardboard tube (collage).
- ◆ Secure a strong piece of paper to the bottom of the tube.
- ◆ Put a handful of rice or lentils inside the tube.
- ◆ Secure a piece of paper to the top of the tube.
- ◆ Prior to decoration make a couple of holes at one end of the tube. Bells or streamers can be added through these with a nice piece of ribbon for added effect when the shakers are being used!

In this session we will look at musical experiences we can provide for children. We will:

- ◆ Discuss the child's early experiences of music:
 - the rhythmic noises in the womb
 - lullabies, the mother's voice for the young baby
 - nursery rhymes and finger rhymes for the baby and toddler
 - action songs for the pre-school child
 - using a drum — using an empty pot or tin and a wooden spoon.
- ◆ Identify opportunities we can provide for children to take part in musical experiences.
- ◆ Identify possible benefits of musical experiences.

Creative play activity 4

- 1 Learners are asked to identify nursery rhymes and action songs which they remember.

Opportunity should be given to share/compare their list with two other people in the class and add to their own list.

Learners may wish, as a small group, to share their favourite rhyme or song with the class, demonstrating the actions.

Discuss the benefits to the child of nursery rhymes and songs.

- 2 Use the computer to find songs suitable for 3 to 5 year-old children.
- 3 Learners can access a website which enables them to have a 'karaoke session' singing children's songs.

Creative play activity 5

- 1 In groups ask the learners to think about how creative play benefits the children in all areas of development.
- 2 Carry this on further to think about a specific experience participated in, the benefit to the child's care, learning and development plus the role of the adult within that experience.

Delivery notes topic 5: books and play which support language enrichment

Introduce 'Books and play which support language enrichment'

Recap. What does this include?

Discuss possible types of books suited to children and young people:

- ◆ baby (birth to 18 months)
- ◆ toddler (18 months to 36 months)
- ◆ young child (3 to 5 years)
- ◆ child (primary school age)
- ◆ teenager (secondary school age) (National 5)

Show the learners your favourite examples of each type of book.

Talk about methods of storytelling:

- ◆ from a book
- ◆ a familiar story from memory
- ◆ using visual aids
- ◆ involving children in making up or acting out the story

How do we choose books for children?

Discuss important features of the area we use when telling stories to children.

Discuss skills we use when telling stories to children:

- ◆ getting children ready for the story
- ◆ arousing interest
- ◆ maintaining interest



Books and play which support language enrichment activity 1

Visit the local library as a class or individually outside class time. Think about what types of books are available.

Books and play which support language enrichment activity 2

Choose an appropriate book for story-telling to a specific age of child.

Books and play which support language enrichment activity 3

Listen to someone reading a story/watch someone reading a story.

You may:

- ◆ use a tape for this
- ◆ read the story yourself
- ◆ arrange for someone from the local library to visit
- ◆ arrange a visit to the local library

Books and play which support language enrichment activity 4

- 1 In groups, ask the learners to think about how 'books and play which support language enrichment' benefits the children in all areas of development.
- 2 Carry this on further to think about a specific experience participated in, the benefit to the child's care, learning and development plus the role of the adult within that experience.

Delivery notes topic 6: symbolic play

Discuss what is meant by symbolic play and give examples of symbolic play evident at different ages:

- ◆ simple imitation
- ◆ dressing up
- ◆ role play
- ◆ modelling
- ◆ imaginative play
- ◆ small scale models



Symbolic play activity 1

Ask the learners to develop their ideas using resources for symbolic play, and to discover and describe what happened next!

Symbolic play activity 2

- 1 In groups ask the learners to think about how symbolic play benefits the children in all areas of development.
- 2 Carry this on further to think about a specific experience participated in, the benefit to the child's care, learning and development plus the role of the adult within that experience.

Symbolic play activity 3

Design and make a puppet theatre in groups

This task should enable learners to bring together types of play:

- ◆ symbolic play
- ◆ creative play
- ◆ play with books and
- ◆ play with technology

Learners will also work as a team, using the appropriate skills.

They will be asked to plan, implement and evaluate the task. Ensure learners have the opportunity to reflect on and consider their work and contribution.

Symbolic play activity 4

Creating opportunities for symbolic play

Provide your learners with a variety of materials and resources:

- ◆ cardboard boxes
- ◆ tubes, paper, card
- ◆ material and cloth
- ◆ ribbons and feathers
- ◆ tin foil and wallpaper
- ◆ a wide variety to materials and resources

Outdoor material and resources can also be used to inspire and enhance symbolic play.

This task should enable learners to bring together different types of play.

Learners will also work as a team, using the appropriate skills.

Ask them to design and make something that would encourage symbolic play. Encourage them to use their imagination and be as creative as they can.

For example:

Children may use this wide selection of materials to make a boat, a robot, an alien, a house, a castle or a spaceship.

Initially they may not have an aim for their creation. It just comes from random piecing together of boxes and other items. Later the child will plan, design and create their model which becomes a spaceship!

Symbolic play activity 5

Drama and role play

Work in small groups, ask your learners to choose a familiar story, such as:

- ◆ Cinderella
- ◆ Goldilocks and the Three Bears
- ◆ The Billy Goats Gruff
- ◆ The Three Little Pigs

Or they may choose any other traditional story which they are familiar with to retell.

Ask them to consider how they would retell this story to the other people in the group:

- ◆ They may wish to act out the story.
- ◆ They may wish to include dance and music when retelling the story.

If there is time, they may be able to make props for their story, and present that story to the group.

They will be asked to plan, implement and evaluate the task. Ensure learners have the opportunity to reflect on and consider their work and contribution.

Symbolic play activity 6

Ideas for themed imaginative play include:

- ◆ train station
- ◆ doctor's surgery or hospital
- ◆ office
- ◆ space station
- ◆ café / restaurant
- ◆ shop
- ◆ vet

In small groups, allocate one of these areas, and ask them to design one of these play spaces. Ask them to:

Make a list of materials or equipment that could enable children to get maximum enjoyment and benefit from the play in this space.

How might children benefit from this play space?

What is the adult's role in this type of play experience?

Delivery notes topic 7: vigorous play

Remind learners what is meant by vigorous play.

Discuss why it is important to provide opportunities for children to take part in vigorous play.

Discuss examples of large equipment, suited to children, which will encourage vigorous play.

Make notes of the learners' suggestions. Discuss.

Vigorous play activity 1

Make a list of movements children use on large equipment.

Vigorous play activity 2

Work in a small group to design an obstacle course.

Work together to answer the questions linked to this task.

Vigorous play activity 3

Give learners the opportunity to try some of the following experiences:

- ◆ circle games
- ◆ parachute games
- ◆ ball games
- ◆ chasing games
- ◆ running games

- 1 in a hall
- 2 on a section of grass area out of doors

Following each set of experiences, discuss:

- 1 the age of the child the experience is suited to
- 2 how the experience can contribute to the care, learning and development of the children

Vigorous play activity 4

Equipment which encourages vigorous play

Work in groups of three or four.

Your group will consider equipment that is provided for children in one of the following settings:

- ◆ equipment in the garden in a domestic setting for a baby (birth to 18 months)
- ◆ equipment provided at nursery school for toddlers (18 months to 36 months)
- ◆ equipment in the park or children's playground for young children (3 to 5 years)
- ◆ outdoor equipment provided at primary school for children
- ◆ equipment in an adventure playground for teenagers

Each group should:

- 1 Identify and describe equipment.
- 2 Identify points which would be important in relation to health and safety.
- 3 Describe the role of the adult in this setting, with this age group and type of equipment.
- 4 Give examples of ways in which this contributes towards the development of the child.

Decide on a way of sharing your ideas with the class.

Feedback to the class.

They will be asked to plan, implement and evaluate the task. Ensure learners have the opportunity to reflect on and consider their work and contribution.

Vigorous play activity 5

Vigorous play

Use Tassoni, P. and Hucker, K. (2004) *Planning Play and the Early Years* as a good source of reference.

- 1 In groups, ask the learners to think about how vigorous play benefits the children in all areas of development.
- 2 Carry this on further to think about a specific experience participated in, the benefit to the child's care, learning and development plus the role of the adult within that experience.

Delivery notes topic 8: play with technology

What is meant by 'play with technology'?

The learner will look at information and communication technology (ICT) and also other resources which children might use.

The learner should consider science, technology, engineering and maths (STEM) opportunities that can be considered when planning play.

Play with technology activity 1

Cooking — recipes for use with children of different age groups. Find a recipe and share it with others to make a recipe book.

Baking — recipes for school-age children.

Play with technology activity 2

Decorating cakes or biscuits

Plan for the activity/experience, and discuss the adult's role and health and safety in relation to cooking and baking.

Play with technology activity 3

- 1 In groups, ask the learners to think about how play with technology benefits the children in all areas of development.
- 2 Carry this on further to think about a specific experience participated in, the benefit to the child's care, learning and development plus the role of the adult within that experience.

Play with technology activity 4

Fashion designer

Have you always wanted to be Vivienne Westwood, Versace, Stella McCartney or Alexander McQueen? Now's your chance!

You will be provided with:

- ◆ black bin liners
- ◆ green bin liners
- ◆ white bin liners
- ◆ crepe paper
- ◆ sequin mesh
- ◆ staplers
- ◆ glue
- ◆ feathers
- ◆ needles and thread

- ♦ card
- ♦ ribbon

Or any other materials and resources that may be available.

Your task is to design a dress (or jacket) and a pair of shoes for your partner.

The outfit will be modelled at the end of the session.

An added suggestion is that you take photos of the models wearing their creations and produce a fashion catalogue.

How could you adapt this activity for children in an out-of-school setting?

Or for teenagers? (National 5)

Are there points you would consider in terms of health and safety?

The learners have been asked to plan, implement and evaluate the task. Ensure learners have the opportunity to reflect on and consider their work and contribution.

Play with technology activity 5

Play with technology: properties of materials

For example:

Give examples of **two** materials which have a variety of uses.

Give examples of **two** materials which have specific uses because of their properties.

Give **two** examples of objects that can be changed in shape by bending, squashing and stretching.

Give **two** examples of everyday materials which change when they are heated or cooled.

Through play children can find out about the properties of a range of materials and their uses.

Materials and equipment which encourage understanding of science through play include:

- ♦ sand and water
- ♦ malleable materials such as dough, clay and putty
- ♦ construction materials
- ♦ mirrors and lenses
- ♦ everyday objects such as clocks, cameras, locks and keys, bicycles, mechanical toys, telephones

Play with technology activity 6

Play with technology

Access the BBC websites on the computer which will provide stimulating interactive games for children.

Find a game which is suitable for each of the following age groups, describe the game, say what the child will be doing and give one way in which this game will assist the development and learning of the child in each case:

- ◆ baby (birth to 18 months)
- ◆ toddler (18 months to 36 months)
- ◆ young child (3 to 5 years)
- ◆ child (primary school age)
- ◆ teenager (secondary school age) (National 5)

Delivery notes topic 9: games

Discuss different kinds of games which children play.

Games activity 1

Table-top games or board games

Provide a selection of table-top games or board games to the learners.

Split into groups in order to play a game.

When learners have finished playing the game identify ways in which this game could benefit the child:

- ♦ baby (birth to 18 months)
- ♦ toddler (18 months to 36 months)
- ♦ young child (3 to 5 years)
- ♦ child (primary school age)
- ♦ teenager (secondary school age) (National 5)

Game

Description of game:

Aim of the game:

Age of child:

Benefits to the child:

Learners can then be asked to work in groups of 3 or 4 to discuss other games they played as children under the following headings:

- ♦ table-top games or board games
- ♦ physical games
- ♦ team games
- ♦ dancing and singing games
- ♦ traditional games

They will then decide which of the games are suitable for each age group and discuss reasons for their choices/decisions.

Games activity 2

- 1 In groups, ask the learners to think about how games benefit the children in all areas of development.
- 2 Carry this on further to think about a specific experience participated in, the benefit to the child's care, learning and development plus the role of the adult within that experience.

Games activity 3

Non-competitive games

- ◆ It is important to include a selection of non-competitive games when working with children.
- ◆ It is important that children appreciate the value of taking part.
- ◆ A sense of failure can make the child frustrated.
- ◆ A sense of failure damages self-esteem and confidence.
- ◆ Feeling a failure or becoming very competitive can lead to children becoming disruptive and non-co-operative.

Ask learners to think of games which are **non-competitive and encourage co-operation**.

Work in groups of 3 or 4. Make a list of non-competitive games.

Games activity 4

Traditional games

Traditional games give a sense of identity and provide links between generations.

Discuss traditional games with your learners — games that they play or played and maybe learned from parents or grandparents.

Ask them to think about:

- ◆ skipping
- ◆ hopscotch
- ◆ hide and seek
- ◆ singing games and rhymes

Games activity 5

Challenge your learners to teach a **game** (physical game, a board game or a traditional game) to a group of **3- to 5-year-old** children.

Choose a suitable game for this age group.

Make a list of the instructions or rules they would give the children when explaining this game to them.

Try this same activity with different age groups of children.

Delivery notes topic 10: learning and development

Much of the work for this has been covered as it has been discussed and integrated in the previous topics.

Discuss:

- ♦ the value of play in relation to the care and wellbeing of the child
- ♦ ways in which play contributes to children's learning
- ♦ ways in which play contributes to the development of the child

Learning and development activity 1

Types of play and their contribution to learning and development

Consider the benefits of the following play experiences and how these contribute to the learning and development of children?

A small group of four-year-old children are playing at the dough table. Each child has a large chunk of dough.

Lia rolls out a piece of dough into a sausage shape. She makes it move across the table. 'sss.....I'm a sssnake.'

A group of nine- and ten-year-old children are playing in an adventure playground. They are using the structures and loose parts in the playground to play 'High Tig'.

Katie runs after Daniel. He just manages to jump on to the tree stump before Katie touches his T-shirt.

Kamal, Hannah and Tom have been out walking. Each child had a bag to collect interesting natural objects on the walk. When they arrive back at the Kids Club, they get out magnifying glasses and look at the objects more closely. Tom is fascinated by the pattern on the leaf he's found and shows it to Hannah. Kamal shouts them across to see the tiny ladybird which he has found on one of the twigs.

A group of six-year-old children and their teacher are singing 'Head, shoulders, knees and toes' while carrying out the actions.

Sophie is 8 months old. Her mother has gathered a selection of objects in a basket. She sits Sophie on a carpet and as the child explores the objects using her hands and her mouth her mother watches her closely, giving an encouraging smile when Sophie looks across.

Malik is in the corner of the nursery which has been set out as an office. He is holding the telephone in one hand and saying 'Yes, I think we can see you then. Thank you. Goodbye.' He 'writes' on the i-Pad beside the telephone.

Jane and Lizzy are 11 years old and are attending their art club. They are working on a papier maché sculpture. They have attached a balloon to a box using masking tape and are now moulding the paper maché round this into the shape of a head and shoulders. The nose and ears are proving tricky. Next session they will paint their model.

Suggested answers to learning and development activity 1

Describe how each of the following play experiences can contribute to the development of the child. For each play experience describe how it assists two areas of development.

Play experience

A small group of four-year-old children are playing at the dough table. Each child has a large chunk of dough.

Lia rolls out a piece of dough into a sausage shape. She makes it move across the table. 'sss.....I'm a sssnake.'

Answer

- ◆ Lia gains control of hand and finger movements when moulding and rolling the dough.
- ◆ It promotes imagination.
- ◆ Children share space and materials leading to co-operation.

Play experience

A group of nine- and ten-year-old children are playing in an adventure playground. They are using the structures and loose parts in the playground to play 'High Tig'.

Katie runs after Daniel. He just manages to jump on to the tree stump before Katie touches his T-shirt.

Answer

- ◆ Children are in the fresh air and are getting exercise. This will stimulate sleep and appetite and the physical wellbeing of the children.
- ◆ The children may be presented with challenges when moving on to pieces of equipment leading to increased balance and co-ordination.
- ◆ Children learn to follow the rules of the game.
- ◆ Problem solving is encouraged when working out how to move from one piece of equipment to the next.
- ◆ Children gain spatial awareness.

Play experience

Kamal, Hannah and Tom have been out walking. Each child had a bag to collect interesting natural objects on the walk. When they arrive back at the Kids Club, they get out magnifying glasses and look at the objects more closely. Tom is fascinated by the pattern on the leaf he's found and shows it to Hannah. Kamal shouts them across to see the tiny ladybird which he has found on one of the twigs.

Answer

- ◆ Leads to increased awareness and appreciation of nature.
- ◆ Encourages observation skills.
- ◆ Children work together when sharing their discoveries.
- ◆ Stimulates discussion.

Play experience

A group of six-year-old children and their teacher are singing 'Head, shoulders, knees and toes' while carrying out the actions.

Answer

- ◆ It's fun.
- ◆ Gives release of energy.
- ◆ Leads to increased balance and co-ordination.
- ◆ Encourages memory skills.
- ◆ Reinforces names of body parts.
- ◆ Provides exercise thus promoting the health and wellbeing of the children.

Play experience

Sophie is 8 months old. Her mother has gathered a selection of objects in a basket. She sits Sophie on a carpet and as the child explores the objects using her hands and her mouth her mother watches her closely, giving an encouraging smile when Sophie looks across.

Answer

- ◆ Encourages control of fine motor skills when grasping and manipulating a variety of objects.
- ◆ Develops large muscles in the arms when stretching for items in the basket.
- ◆ Provides practice in sitting unsupported.
- ◆ Encourages awareness of texture — hard and soft, rough and smooth.
- ◆ Encourages concentration and exploratory play.
- ◆ Encourages observation skills and extends use of the senses.

Play experience

Malik is in the corner of the nursery which has been set out as an office. He is holding the telephone in one hand and saying 'Yes, I think we can see you then. Thank you. Goodbye.' He 'writes' on the i-Pad beside the telephone.

Answer

- ◆ It allows Malik to experience the roles of others.
- ◆ It gives the child the chance to feel in control and direct and organise the play.
- ◆ Increases awareness of the purpose of the written word.
- ◆ Gives practice in pre-writing skills.
- ◆ Malik uses memory skills to recall actions of others.

Play experience

Jane and Lizzy are 11 years old and are attending their art club. They are working on a papier maché sculpture. They have attached a balloon to a box using masking tape and are now moulding the paper maché round this into the shape of a head and shoulders. The nose and ears are proving tricky. Next session they will paint their model.

Answer

- ◆ Encourages creativity.
- ◆ Encourages problem solving.
- ◆ Gives opportunity to use language to predict and negotiate.
- ◆ Requires refinement of motor skills.
- ◆ Encourages co-operation and working together.

Learning and development activity 2

Revision exercise

What are the benefits of play in relation to care, learning and **physical development**?

Describe one play experience which would benefit the child in the way suggested at the given age.

Suggested answers:

Age of child	Contribution to development	Description of play experience
Baby (birth to 18 months)	Encourages the child to use their hands to manipulate objects	<i>The treasure basket Heuristic play Shape sorters and stacking toys</i>
Toddler (18 months to 36 months)	Gives the child opportunity to release energy, promoting sleep and appetite and gaining control of large movements	<i>Running in open spaces</i>
Young child (3 to 5 years)	The child gains control of tools and fine motor skills	<i>Painting Woodwork Cooking and baking Collage</i>
Young child (3 to 5 years)	Leads to increase in balance and co-ordination	<i>Climbing frame Stepping stones Circle games or action games</i>
Child (primary school age)	The child is able to refine movement and use precision of movement when handling small objects	<i>Construction experiences Craft activities such as sewing and weaving</i>
Child (primary school age)	The child is taking part in vigorous play which will increase control of motor skills and prevent obesity	<i>Vigorous play such as 'Scarecrow Tig' or 'Baked Beans' Playing on bicycles Ball games</i>
Child (primary school age)	The child will learn a new skill	<i>Craft activities Ball games Sports</i>
Child (primary school age)	The child will play in the fresh air. This will in turn promote sleep, appetite and circulation	<i>Football, running games Exploratory play outside, eg a treasure hunt or building dens</i>

Learning and development activity 3

Revision exercise

What are the benefits of play in relation to care, learning and **language development**?

Describe one play experience which would benefit the child in the way suggested at the given age.

Age of child	Contribution to development	Description of play experience
Baby (birth to 18 months)	Encourages listening skills	<i>Nursery rhymes Music and movement</i>
Toddler (18 months to 36 months)	Encourages enjoyment of language	<i>Action songs and rhymes</i>
Young child (3 to 5 years)	Introduces children to new vocabulary	<i>Exploratory experiences with an adult — indoors or outdoors (nature or finger painting)</i>
Young child (3 to 5 years)	Enables the pre-school child to become aware of purposes of the written word	<i>Imaginative play such as offices or shops Exploring the outdoor environment and looking at signs</i>
Child (primary school age)	Gives the child the opportunity to use language to plan and predict what might happen	<i>Exploratory play Play with technology Construction play</i>
Child (primary school age)	Encourages enjoyment of language	<i>Singing Nonsense rhymes Jokes Drama</i>
Child (primary school age)	Encourages discussion	<i>Early science Making discoveries in outdoor play Working together to create something from paper maché</i>
Child (primary school age)	Encourages enjoyment of language	<i>Putting on puppet shows Making up songs Karaoke</i>

Learning and development activity 4

Revision exercise

What are the benefits of play in relation to care, learning and **social development**.

Describe one play experience which would benefit the child in the way suggested at the given age.

Age of child	Contribution to development	Description of play experience
Baby (birth to 18 months)	Encourages interaction between baby or toddler and carer	<i>Peek-a-boo games</i> <i>Action rhymes</i> <i>Nursery rhymes</i> <i>Playing with a ball</i>
Toddler (18 months to 36 months)	Encourages toddlers to play alongside others	<i>Finger painting</i> <i>Sand play</i>
Young child (3 to 5 years)	Encourages turn-taking	<i>Climbing frame</i> <i>Circle games</i>
Child (primary school age)	Encourages responsibility when tidying away materials	<i>Water play</i> <i>Dressing up</i> <i>Painting techniques</i>
Child (primary school age)	Children become more aware of rules for safety and the wellbeing of others	<i>Vigorous physical play</i> <i>Climbing</i> <i>Using tools</i>
Child (primary school age)	Encourages co-operation and working together	<i>Making a large scale model</i> <i>Parachute games</i>
Child (primary school age)	Encourages independence	<i>Solitary creative activity</i> <i>Being responsible for own work</i>
Child (primary school age)	Encourages children to share ideas and experiences	<i>Paper maché modelling</i> <i>Sand modelling on the beach</i> <i>Construction activities</i>

Learning and development activity 5

Revision exercise

What are the benefits of play in relation to care, learning and **emotional development**? Describe one play experience which would benefit the child in the way suggested at the given age.

Age of child	Contribution to development	Description of play experience
Baby (birth to 18 months) Toddler (18 months to 36 months)	It can be soothing or relaxing for the baby or toddler	<i>Sensory play, exploring materials and textures</i> <i>Bath time</i> <i>Sand play</i>
Baby (birth to 18 months) Toddler (18 months to 36 months)	It is enjoyable	<i>Songs and rhymes</i> <i>Splashing in puddles</i> <i>Playing with bubbles</i>
Young child (3 to 5 years)	The child gains confidence and develops self-esteem	<i>Learning a physical skill such as riding a tricycle</i> <i>Climbing frame</i> <i>Helping to clear away after a messy activity</i>
Young child (3 to 5 years)	The child can release tension	<i>Playing with dough</i> <i>Running in wide open spaces</i> <i>Hammering pegs</i>
Child (primary school age)	The child is presented with challenges which can lead to a sense of achievement	<i>Mastering materials such as clay</i> <i>Learning to follow rules and play a game</i> <i>Refining skills in a craft activity</i>
Child (primary school age)	Children begin to try different roles and feel in control	<i>Imaginative play in home corner or office</i>
Child (primary school age)	A new experience can provide excitement	<i>A visit to a workshop to learn circus skills</i> <i>Large scale building out of doors</i> <i>Tyre prints — riding bike through paints</i>
Child (primary school age)	The older child will gain confidence and a sense of wellbeing	<i>Mastering skills</i> <i>Sharing hobbies with others</i> <i>Physical activity/sport</i>

Learning and development activity 6

Revision exercise

What are the benefits of play in relation to care, learning and **cognitive development**? Describe one play experience which would benefit the child in the way suggested at the given age.

Age of child	Contribution to development	Description of play experience
Baby (birth to 18 months) Toddler (18 to 36 months)	Babies and toddlers become aware of cause and effect	<i>Playing with musical toys</i> <i>Building a small tower with wooden bricks and knocking it down</i>
Baby (birth to 18 months) Toddler (18 to 36 months)	The baby or toddler is encouraged to use their senses to investigate objects and find out the properties	<i>Treasure basket</i> <i>Heuristic play</i> <i>Play at bath time</i>
Young child (3 to 5 years)	The child explores materials and becomes aware of texture and colour	<i>Playdough</i> <i>Finger painting</i> <i>Painting</i> <i>Collage</i> <i>Exploring natural materials</i>
Child (primary school age)	The child is encouraged to use memory skills	<i>Action games</i> <i>Circle games</i> <i>Jigsaws and puzzles</i> <i>Singing songs</i> <i>Table-top games</i>
Child (primary school age)	Problem solving skills are encouraged	<i>Construction play</i> <i>Jigsaws and puzzles</i> <i>Hide and seek</i> <i>Large scale modelling</i> <i>Board games</i>
Child (primary school age)	The child becomes aware of sequence and pattern	<i>Exploration of the natural world</i> <i>Painting/craft activities</i>
Child (primary school age)	Creativity is encouraged	<i>Crafts</i> <i>Drama</i> <i>Music</i> <i>Construction</i> <i>Dance</i>
Child (primary school age)	The child uses technology to make and record discoveries about the world around them	<i>Taking photos using a digital camera</i> <i>Using microscopes and magnifying glasses</i> <i>Using computers</i>

Delivery notes topic 11: play environments

Play environments activity 1

Where do children and young people play?

Thinking about all the discussions of play. Where does play happen?

- ◆ indoors
- ◆ outdoors
- ◆ in the playground
- ◆ in school
- ◆ in a playpark
- ◆ in the woods
- ◆ online

The Play Strategy for Scotland states that:

Play can happen indoors or outdoors, with or without the oversight of adults, in everyday spaces, in environments designed for play and in places chosen by children and young people.

Discuss this statement with learners.

Play environments activity 2

Where did or do you play?

Ask learners to make a list of all the places they played when they were younger?

Design a play map of their homes and local area, of the places where play happens.

Play environments activity 3

What is a play environment?

Play Scotland states that:

A rich play environment is one where children and young people are able to make a wide range of choices; where there are many possibilities so that they can invent and extend their own play.

It is a varied inspirational and interesting physical environment that maximises the potential for socialising, creativity, resourcefulness and challenge. It is a place where children feel free to play in their own way, on their own terms.

The Play Strategy for Scotland states that:

All children and young people enjoy high quality play opportunities, particularly outdoor free play in stimulating spaces with access to nature, on a daily basis in early learning and childcare, nursery and school.

Discuss this with learners, and ask them to develop a definition of a play environment.

Play environment activity 4

Outdoor play

Outdoor play is an important part of provision in all childcare and learning settings.

Some play experiences such as sand and water can be offered on a larger scale out of doors, giving the child more freedom in their play.

Being out of doors can enable children to explore a totally new environment, finding out what is under stones, seeing what happens when the sun shines on a splash of newly spilt water.

What play can children do outdoors?

The learners may have identified that children like to:

- ◆ jump
- ◆ climb trees
- ◆ dig or excavate
- ◆ roll down slopes
- ◆ collect leaves, sticks, stones, bugs
- ◆ make dens in secret places
- ◆ hide
- ◆ build
- ◆ play with mud
- ◆ walk across stepping stones
- ◆ investigate living creatures
- ◆ grow plants
- ◆ explore natural objects
- ◆ play in natural spaces
- ◆ splash in puddles

Play environments activity 5

Environmental play — the world outdoors

It is useful to access the Care Inspectorate's *My World Outdoors* document.

Children are naturally curious and keen explorers. The young child explores using their five senses and their whole body. They will explore both indoors and outdoors.

Children will explore plants and other living things.

Out of doors they will use powers of observation to make discoveries about animals, insects and birds. They find out about plants and growth and about colours and patterns in nature.

The child will become aware of changing weather, cloud formations and the effects of changing temperatures and seasons.

Children can become involved in planting and gardening activities. In the garden they may show interest in different soil types, growth of plants and healthy eating.

By lifting a stone they can see into the world of beetles. They can follow the trail of a snail or wonder at the pattern and detail in a spider's web.

Children can make collections of natural materials such as leaves, wheat and shells. These materials can later become part of their creative play — in collage or printing.

Children become aware of scientific concepts such as 'evaporating' and 'freezing' as they look at a vanishing pattern of water on the paving on a warm, sunny day or the ice forming on top of a puddle on a cold winter's day.

On a visit to the seashore, children become aware of tides, changes to the coastline, the salty taste of water and the variety of seaweeds, shells and sea creatures as they play on the beach and explore rock pools.

Children also become aware of architecture in the area surrounding their home. They become interested in different styles and ages of buildings, of surfaces on the ground and on walls, of roof types and of building methods.

Much of this comes from a combination of the natural curiosity of the child and the opportunities and encouragement provided by the adult, who can:

- ◆ share the discoveries made by the child with enthusiasm.
- ◆ extend interest and learning following on from the child's initial discoveries.

We can provide interest or discovery tables to enable children to display their collections and share their findings with others.

We can provide magnifying glasses which enable children to see tiny details not normally visible on plants, shells and insects.

We can give children access to reference books to help answer their questions.

Children can be encouraged to take photographs to record their experiences and discoveries.

Play environments activity 6

Thinking about play environments

Ask your learners to consider some of the specific aspects of the play environment to consider when offering a variety of play opportunities.

Such as:

- ◆ painting
- ◆ storytelling
- ◆ playing musical instruments
- ◆ junk modelling
- ◆ baking and cooking
- ◆ loose parts play
- ◆ water play

You may consider some of the following responses, and aids for discussion:

Painting:

- ◆ position equipment in good light
- ◆ easy access to water and sink
- ◆ set aside an area for drying of work
- ◆ tables and flooring that can be cleaned and easily wiped surfaces

Storytelling:

- ◆ area should be well-lit
- ◆ comfortable areas (seating, carpeting, cushions, etc)
- ◆ quiet area, free from distractions
- ◆ books presented attractively and kept in good condition

Playing musical instruments:

- ◆ space for freedom of movement
- ◆ variety and choice of musical instruments

Junk modelling:

- ◆ good lighting
- ◆ near water and a sink

- ◆ easily wiped surfaces
- ◆ option to move onto the floor if a larger space is required
- ◆ a variety of materials and resources presented attractively to enable children to have choice

Baking and cooking:

- ◆ easily wiped surfaces which should be cleaned before and after use
- ◆ near water and a sink for hand washing and cleaning of equipment, ideally a dishwasher should be available
- ◆ ingredients such as dairy products should be stored in a fridge
- ◆ tables and chairs at children's height
- ◆ no access to the kitchen area for children or safe access for children
- ◆ a safe area for any hot dishes or kettles which cannot be reached by children

Loose parts play:

- ◆ space for freedom of movement
- ◆ variety and choice of loose parts materials and resources
- ◆ outdoor space for play or suitable floor surfaces (carpet or hard floor depending on noise factor to be encouraged)
- ◆ away from passing 'traffic' so that creations are not knocked down by mistake and so that no injuries occur if knocked down intentionally

Water play:

- ◆ position in a safe area where spillages can be mopped up readily
- ◆ position near tap and sink for accessibility of water supply
- ◆ position near outdoor area so that equipment can be moved outside according to the weather
- ◆ ensure that supervision is possible

Ask learners to consider how to engage with two of these activities within the same play setting/room or which two should not be close together. Explain your choice.

For example:

Storytelling should not be close to the area where musical instruments are being played as it will mean that concentration will be disrupted and enjoyment of the story will be lessened.

Storytelling or a book corner should not be beside messy experiences such as painting.

Play environments activity 6

Design an outdoor play environment

Based on this, encourage learners to work in a small group to design an outdoor play space which would encourage children to explore their environment.

Present the design to the class.

Play environments activity 7

Design an indoor play environment

Based on this, encourage learners to work in a small group to design an indoor play space which would encourage children to explore their indoor environment.

Present the design to the class.

Delivery notes topic 12: role of the adult

Role of the adult activity 1

What is the role of the adult to support play?

Discussion if children play wherever they are and with whatever they find — what is the role of the adult?

As we have looked at different types of play we have discussed the role of the adult in play experiences. Let's summarise this role!

- ◆ Consult with the child or young person to identify their play preferences, ideas and interests.
- ◆ Plan appropriate experiences suited to the age and stage of development of the children and/or young people.
- ◆ When deciding on play experiences consider the needs of individuals and the interests of individual children or young people.
- ◆ When planning play experiences consider health and safety; and risk and benefit.
- ◆ Prepare the environment and the materials required for the play experience.
- ◆ Involve children in setting up play experiences when appropriate.
- ◆ Provide a challenging and dynamic play environment.
- ◆ Balance familiar experiences and the child's need to repeat and practise skills with the need for challenge.
- ◆ Support and extend play.
- ◆ Extend and support learning and language through play.
- ◆ Interact with the children and young people, showing enthusiasm for their discoveries and incorporating their ideas into future plans.
- ◆ Be flexible and adapt play experiences to include children's suggestions and make changes when necessary.
- ◆ Provide extra equipment and resources if needed by the children and young people to extend the experience.
- ◆ Observe children and young people at play.
- ◆ Intervene when necessary — giving help, demonstrating correct use of equipment and new techniques, reinforcing rules for safety.
- ◆ Play alongside children, join in when invited or needed.
- ◆ Look for ways to encourage, support and facilitate play.
- ◆ Keep a record of experiences provided.
- ◆ Evaluate the success of play experience.

Role of the adult activity 2

Planning for play

Let's consider the importance of planning in ensuring the success of a play experience:

Group discussion

What should we consider when planning play experiences?

Planning a play experience should:

- ◆ meet the needs of the child
- ◆ meet the interests and preferences of individual child or young person
- ◆ provide stimulation
- ◆ provide challenge
- ◆ provide opportunities for risk taking
- ◆ give fun and enjoyment
- ◆ offer choice
- ◆ offer flexibility
- ◆ offer freedom
- ◆ offer variety

It is important to support your learners to focus on the child or young person as the centre of their planning for play, and observation and consultation are a vital part of the planning process.

Role of the adult activity 3

Implementation

Let's consider the importance of the implementation of the play experience, and the impact that has on the children and young people involved and the quality of their play.

Group discussion

What is the role of the adult during play?

Role of the adult activity 4

Encourage the learners to develop a play opportunity and use this as the basis for the discussion of the role of the adult.

For example: you may wish to try 'spaghetti painting'.

This activity has been included as it can be enjoyed by all our age groups and it will give the learners the experience of messy play.

Opportunity should be taken to discuss the benefits to the child and the role of the adult in such an activity.

Involve the students in tidying up! Discuss the importance of involving children in this process.

The role of the adult — planning and preparation:

- ◆ Consult with children and/or young people prior to the play opportunity.
- ◆ Discuss plan with your colleagues, line manager, other staff members (tutor and other learners).
- ◆ Choose a suitable area to carry the activity out in.
- ◆ Prepare table and floor.
- ◆ Collect ingredients — cooked and uncooked spaghetti, paint.
- ◆ Collect suitable containers.
- ◆ Have a sink or bowl of water nearby.
- ◆ Prepare protective clothing for children.

The role of the adult — implementation — during the experience:

- ◆ Discuss activity with children.
- ◆ Offer choice for participation and in play.
- ◆ Child is at the centre of the play experience and can direct the play.
- ◆ Give choice of colours, textures, etc and allow the child to make play decisions.
- ◆ Encourage discussion on texture of materials, preferences.
- ◆ Enable children to label each painting.
- ◆ Encourage children to clear away.

The role of the adult — after the experience:

- ◆ Ensure that materials are tidied away and area is cleaned.
- ◆ Evaluate the experience — discuss the value of the experience and the implementation of the experience with your colleagues. Discuss what went well. Discuss changes you would make if providing this experience again.

Discuss how this play activity can contribute towards the development of the child.

Physical development:

- ◆ Encourages tactile experience.
- ◆ Gross motor movement is encouraged when throwing the spaghetti.
- ◆ Manipulative skills are practised when arranging the spaghetti into shapes.
- ◆ Small hand muscles are used when squeezing the spaghetti.

Cognitive development:

- ◆ Children become more aware of pattern and shape.
- ◆ Differentiation of colour is encouraged when making choices about colour of paint and paper.
- ◆ Children become aware of texture.
- ◆ Understanding of opposites is encouraged — hard/soft, wet/dry, fat/thin.
- ◆ Awareness of early scientific concepts — how does the spaghetti change from hard to soft?

Social and emotional development:

- ◆ Soothing feel of pasta and paint.
- ◆ Gives an opportunity for legitimate messy play.
- ◆ Children become aware of safety when throwing the spaghetti.
- ◆ Take responsibility for cleaning the environment after play.
- ◆ Taking turns and sharing the experience.
- ◆ It's fun!

Language development:

- ◆ Encourages tactile language.
- ◆ Encourages discussion.
- ◆ Encourages listening skills.

Delivery notes topic 13: risk in play

Risk in play activity 1

What is risk in play?

Discuss with the learners the riskiest thing they have done whilst playing?

- ◆ Climbed a tree?
- ◆ Played in a stream?
- ◆ Climbed on a roof?
- ◆ Played on a building site?
- ◆ Went too far from home?

Ask them to describe what they learned from the experience.

We all 'learned' by taking risks:

- ◆ We learn about our abilities and our limitations.
- ◆ We learn about our challenges and our achievements.
- ◆ We learn about our determination and our confidence.

Risk in play activity 2

Risk or safety?

Health and safety: We need to ensure that the play environment is free from hazards — something that may cause harm to the health, safety and welfare of children and young people, for example, broken glass, faulty play equipment, doors being left open that should be closed.

Risk: A level of challenge and risk that provides the potential for children and young people to learn and develop without causing risks that are not acceptable to your play setting's policies and procedures for health and safety.

The benefits of risk taking include, extending skills, developing physical and emotional capacities, challenging ourselves in new ways and gaining direct experience of the consequences of our actions. Being brave and conquering a fear is something that is very important to children and a sign of growth.

Extract from 'Play and Risk' Briefing Paper, Play Wales.

Discuss what the learners think may be acceptable risks.

Risk in play activity 3

Benefits of risk

In considering the benefits of play, learners should also consider the benefits to the child of taking risk whilst playing and be introduced to the concept of taking a 'risk benefit' approach to play.

For example, a child may like to climb, there are risks involved in this, but similarly, there are benefits to the child.

Consider the following risks in play. And ask the learners to identify the benefits to the child or young person and if the benefits, make the risk acceptable. And what would age make the difference?

Risk in play	Benefits	Acceptable risk?
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It is interesting to note that the play activity above that caused the most injuries to children is playing on a trampoline, next is playing football.

Risk in play activity 4

Risk–benefits assessment

As an adult who works with children and young people it is essential to have an awareness of health and safety and an understanding of the concept of risk–benefit approach.

The age and stage of development of children and young people can have an impact on their ability to manage risk for themselves. Their ability to think about consequences, to consider the next step in their actions or to be aware of the impact of their behaviour on another child is affected by their development and learning.

For example:

A toddler may not have the cognitive skills to think about the consequences of a particular play behaviour on other children, for example, throwing an object.

A young person may be more concerned with fitting in with their peer group rather than considering the consequences of their play behaviour.

It is helpful to ask your learners to consider the key milestones in the developmental progress of the children and young people, and the impact this can have on risk in play. It is also helpful to consider children and young people with additional support needs and the balance between risk and safety.

Discuss the impact of age and development on risk in play, and how to support the benefits of risk.

Delivery notes topic 14: reflecting on play

Reflecting on play activity 1

What does ‘reflection’ mean?

- ♦ Serious thought or careful consideration?
- ♦ Thinking deeply about some subject matter, idea, or purpose?
- ♦ A fixing of the thoughts on something?

Make a list of the times when the learners are ‘reflective’, when they think deeply about something.

And what do they need to help them do this?

Reflecting on play activity 2

How do we reflect on play?

Thinking about play, discuss how you would ‘think deeply’ about play.

And why would you give play ‘serious thought or careful consideration’?

Make a list of the things you could discover by reflecting on play.

Reflecting on play activity 3

What information do you need to reflect on play?

Learners should consider what information is required in order to evaluate play experiences, and where this could be found.

- ♦ Reflect on the play within the play environment.
- ♦ Reflect on the benefits of the play for individual children or young people within the play environment.
- ♦ Reflect on possible next steps in relation to further play environments to meet the individual development needs of the children or young people
- ♦ Reflect on their own role in facilitating play.

It is worth assisting learners to consider:

- ♦ observing children and young people whilst playing
- ♦ listening to children and young people during and after the play experience
- ♦ getting feedback from the staff team or other adults involved

Reflecting on play activity 4

Thinking about your own role, how do you evaluate play?

Learners should have the opportunity to reflect on their own role in the play process.

They should consider the contribution they made to the experience and consider ways to improve their performance when planning future play experiences.

A **reflective practitioner** is someone who is able to step back from their work and think about what they do, how they do it and why they do it. And where they can improve.

The learners must recognise that the ability to be reflective is an important skill, which can help them to identify:

- ◆ the best way to meet children's play needs
- ◆ which steps to take to improve their play practice
- ◆ which aspects of their practice have been successful, and why
- ◆ the areas of their play practice which need improving, and why

It is a valuable exercise to ask your learners to consider their skills for reflection:

Do you think you are?	Yes/No
◆ self-aware	
◆ observant	
◆ good listener	
◆ honest, fair and realistic	
◆ willing to adapt and make changes	
◆ willing to listen to, accept, and act upon feedback	
◆ accountable for their own actions	
◆ able to make changes to their own behaviour	
◆ seek to continuously improve their own play practice	

Delivery notes topic 15: employability skills

Employability skills activity 1

What are employability skills?

Employability skills are those generic skills/attitudes valued by employers, such as:

- ◆ understanding of the workplace and the employee's responsibilities, for
- ◆ example, timekeeping, appearance, customer care
- ◆ self-evaluation skills
- ◆ positive attitude to learning
- ◆ flexible approaches to solving problems
- ◆ adaptability and positive attitude to change
- ◆ confidence to set goals, reflect and learn from experience

And specific employability skills for Early Learning and Childcare.

Ask your learners to describe a play practitioner — an adult who can support and facilitate play.

- ◆ What are their skills?
- ◆ What do they need to know?
- ◆ What values should they hold?

You may wish to make posters or to draw round a picture of a learner to present the information about the 'play practitioner'.

Employability skills activity 2

Teamwork

Straw tower task

Group task for your class: provide each group with a pack of straws and a roll of sticky tape.

Give them 20 minutes to make the tallest tower they can from the straws. The tower must be free-standing.

Discuss the skills which they used when working as part of a team to build this tower.

Make a list of these skills and discuss if they would be needed for providing play for children and young people.

Nursery task

Some of the tasks which need to be carried out at the nursery are:

- ◆ setting up a collage area
- ◆ preparing playdough and setting out this area
- ◆ tidying away paints
- ◆ tidying up the sand and water areas

Ask your learners to work in pairs.

Choose two tasks which they will each undertake, ask them to work out:

- ◆ what needs done for each
- ◆ how long it will take

Employability skills activity 3

Groups or teams

In the world of work people may be part of a working group which is not necessarily a working team.

In a class discussion, identify some basic differences between working groups and teams.

Consider:

- ◆ What makes an effective team?
- ◆ What qualities do you need to be an effective team member?
- ◆ What are the advantages of working in an effective team?

As part of the *Skills for Work* Course, your learners will be working as part of different teams carrying out investigations, planning and contributing to presentations and taking part in group discussions. This will help them build the skills they will need if they get a job in the early learning and childcare sector or in any other sector.

From the activities they have already undertaken, discuss the skills they have already used to work as an effective team member:

As a class, make a list of the skills needed to be an effective team member when supporting and facilitating play for children and young people.

Here are some of the things they may suggest that are needed to be a good team member:

- ◆ Contribute to team discussion.
- ◆ Be enthusiastic.
- ◆ Share your ideas.
- ◆ Acknowledge the ideas of others.

Play in Early Learning and Childcare — National 4 and National 5: Delivery support

- ◆ Be helpful to other team members.
- ◆ Be ready to do a little more than necessary to help out.
- ◆ Be flexible.
- ◆ Be supportive of each other.
- ◆ Take responsibility for your own actions.

Learner support section

Tutor note on learner activities

This section includes both learner notes and activities. It isn't mandatory to use these materials. Rather, they are offered to centres as a flexible set of notes and activities that can be selected, altered and used in whatever way suits individual centres and their particular situation — for example as a supplement to centres' own tried and tested materials.

For the learner activities, you may want to explain and discuss the instructions with the learners before issuing them on paper as reminders. Likewise, you should decide how much support learners will need with notes and information sheets before issuing them. In some cases they may be issued to reinforce knowledge gained through practical activities or following discussion of specific issues or underpinning knowledge.

This section should not be issued as a pack of learner notes in its entirety.

National 4: Play in Early Learning and Childcare

Outcome 1

Explain how play contributes to children's learning and development.

You should be able to:

Performance criteria

- (a) Identify a range of types of play for children.
- (b) Describe a range of play experiences from identified play types which are appropriate to the age range of the children.
- (c) Explain how different types of play contribute to children's learning and development.

National 5: Play in Early Learning and Childcare

Outcome 1

Investigate the benefits of play for children and young people.

You should be able to:

Performance criteria

- (a) Explain how children and young people benefit from play.
- (b) Explain how play supports the individual development of the child or young person.
- (c) Describe the role of the adult in facilitating play in a variety of environments.

Learner notes topic 1: what is play?

What does play include? What does play involve?

Play can involve:

- ◆ running about in wide open spaces or sitting quietly in a corner
- ◆ playing together with friends or playing by themselves
- ◆ children playing themselves or an adult joining in
- ◆ using materials and equipment or no equipment at all
- ◆ an end product or simply the enjoyment of the experience
- ◆ running, chasing and jumping or completing an intricate jigsaw puzzle
- ◆ splashing about in water or playing a musical instrument
- ◆ building a tower of bricks or playing with a huge chunk of playdough
- ◆ baking a cake or bouncing a ball

So, what is play?

There is no one correct answer. However all play has common characteristics.

Play is:

- ◆ fun! enjoyable! pleasurable!
- ◆ chosen by the child
- ◆ the child wanting to take part in activities and experiences
- ◆ spontaneous
- ◆ sometimes stimulated by an adult
- ◆ the child feeling control of his/her play experience
- ◆ about having a choice
- ◆ the child making up his or her own rules
- ◆ not always having an end product
- ◆ having a relaxed atmosphere

Do all children play?

Children play no matter what:

- ◆ their social or cultural backgrounds are
- ◆ their individual needs are
- ◆ age they might be
- ◆ resources are available to them

However, a child who is sick, unhappy, over-occupied, abused or going through some other kind of trauma may experience difficulty in playing.

What things decide what children will play at?

- ◆ likes and dislikes
- ◆ interests
- ◆ what they need
- ◆ their age
- ◆ influence of friends
- ◆ opportunities
- ◆ the setting or area they are in

Children will go through **stages in learning** when using materials.

Stage 1:

- ◆ They will explore the materials using their senses (touch, taste, smell, sight and hearing).

Stage 2:

- ◆ They will repeat and practise movements and skills (such as cutting with scissors).
- ◆ They are continually learning lots of new and exciting skills.

Stage 3:

- ◆ They will use the knowledge and skills that they have already learned, to plan their own ideas and be creative.

Good play provision should:

- ◆ offer lots of things to choose from
- ◆ be fun to do
- ◆ encourage children to play well together
- ◆ keep children safe from harm
- ◆ give children a sense of independence
- ◆ build up self confidence
- ◆ promote all aspects of development



How will children's play change with age?

Stage of play	Age group
<p>Solitary play:</p> <ul style="list-style-type: none"> ◆ Plays alone ◆ Show no interest in others ◆ Totally involved in own play 	Baby (birth to 18 months)
<p>Parallel play:</p> <ul style="list-style-type: none"> ◆ Plays alongside other children ◆ Often still absorbed in own play ◆ Beginning to notice other children 	Toddler (18 months to 36 months)
<p>Associative play:</p> <ul style="list-style-type: none"> ◆ Children begin to join in with others ◆ Other children become important as the play activity ◆ Children are able to play together ◆ Friendships are formed 	Young child (3 to 5 years)
<p>Co-operative play:</p> <ul style="list-style-type: none"> ◆ Children will progress in their ability to play together ◆ Begin to share and take turns ◆ Organise and plan elaborate and complex play together ◆ Use language to express feelings and needs 	Child (primary school age)

How will children's play change to develop new skills?

<p>Mastery play:</p> <ul style="list-style-type: none"> ◆ Explore using their senses ◆ Control their own body movements ◆ Repeat movements over and over again to practise them ◆ Find out about cause and effect — what happens when they touch something 	<p>Baby (birth to 18 months)</p>
<p>Symbolic play:</p> <ul style="list-style-type: none"> ◆ Make one thing stand for another ◆ The doll is a baby ◆ The wooden block can become a telephone ◆ A bowl of mud is a meal she/he is preparing 	<p>Toddler (18 months to 36 months)</p> <p>Young child (3 to 5 years)</p>
<p>Play with rules:</p> <ul style="list-style-type: none"> ◆ Understands why some games have rules ◆ Enjoys making up rules ◆ Play with simple board games ◆ Takes part in elaborate role play where they have invented their own rules 	<p>Young child (3 to 5 years)</p> <p>Child (primary school age)</p>

National 5

What is play? Why is play important?

The answers to these questions will vary — and have varied — throughout centuries.

Read the following extracts to see what some people think about play and its importance to the child.

Play brings together the ideas, feelings, relationships and physical life of the child. It helps children to use what they know and to understand things about the world and the people they meet. When they play, children can: rearrange their lives; rehearse the future; reflect on the past; and get their thoughts, feelings, relationships and physical bodies under their own control.

The act of playing gives them a sense of mastery and competence which helps them to face the world and to cope with it. This is crucial for the development of good self-esteem and for becoming a rounded personality. Play co-ordinates a child's learning and makes it whole.

In Sweden, a 6-year-old, when asked the difference between work and play, explained that when she worked she needed adults to help her, but she could not do this for long, and that when she played it was much more difficult because she had to have her own ideas: in order to play, she said she needed acres of time.

Extracts from *Childcare and Education* by Tina Bruce and Caroline Meggitt.

A skilled five-year-old grows from a busy four-year-old, a curious three-year-old, a cuddled two-year-old, an adventurous one-year-old and a communicative baby.

Extract from British Association for Early Childhood Education website.

Froebel (1782–1852) placed importance on:

- ◆ *activities taking place outside that encourage free movement*
- ◆ *exploration of the environment*
- ◆ *the value of the creative arts*
- ◆ *spontaneous play'*

Susan Isaacs (1885–1948) believed that play is valuable:

- ◆ *in enabling children to build positive relationships*
- ◆ *in enabling children to develop their thinking*
- ◆ *in assisting children to understand differences between reality and fantasy*
- ◆ *as an alternative to formal learning*

Jerome Bruner values the importance of play and believes children need to be physically active and have first-hand experiences.

Extract from *Contextualised learning for 5 to 8 year-olds*.

Kathy Sylva suggests that play strengthens instincts for the future and that play is a child's way of practising and preparing for adulthood. She also believes that play helps children with problem solving. It reduces the stress of anticipating success and failure and can change the emphasis of the task from product to process.

Extract from *Contextualised learning for 5 to 8 year-olds*.

WHAT IS PLAY?

Play comes in many forms. It can be active, passive, solitary, independent, assisted, social, exploratory, educational or just for fun. Moreover, it can happen indoors or outdoors, it can be structured, creative, messy, entirely facilitated by the imagination or can involve using the latest gadget.

What is important is that children and young people have the freedom to choose how and when they play. From the earliest days and months play helps children learn to move, share, negotiate, take on board others' points of view and cultivate many more skills. It remains equally important throughout infancy, childhood, the teenage years through adolescence, and beyond into adulthood and at all ages, stages and abilities.

Play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward, and is a fundamental and integral part of healthy development — not only for individual children but also for the society in which they live.

Extracts from the *Play Strategy for Scotland*.

Play is an intrinsic part of human nature and development. Through play a child develops their cognitive, social, emotional and physical capacities.

'Play' is therefore both a tricky word and concept to describe. It can be fun and joyful or difficult and complicated.

Extracts from *Realising the Ambition, Being Me* National practice guidance for early years in Scotland.

Learner notes topic 2: types of play

Types of play

In this unit we will look at play under the following headings:

- ◆ Symbolic play
- ◆ Books and play which support language enrichment
- ◆ Creative play
- ◆ Discovery play
- ◆ Vigorous play
- ◆ Play with technology
- ◆ Games



Please add your own notes to the following pages.

Symbolic play can include:

- ◆ Reading stories
- ◆ Play with toys
- ◆ Junk modelling
- ◆ Role play
- ◆ Imaginative play
- ◆ Dance and drama



Books and play which supports language enrichment can include:

- ◆ Reading stories
- ◆ Sharing stories and making up stories
- ◆ Making books with children
- ◆ Role play
- ◆ Puppets
- ◆ Story boards
- ◆ Drama
- ◆ Songs with actions
- ◆ Poetry and rhymes
- ◆ Traditional stories



Creative play can include:

- ◆ Musical activities
- ◆ Crafts
- ◆ Construction
- ◆ Drawing and painting etc
- ◆ Clay, dough and sculpting etc
- ◆ Movement and dance
- ◆ Imaginative play and drama
- ◆ Junk modelling
- ◆ Sewing, weaving, tie-dye, T-shirt painting, textiles



Discovery play can include:

- ◆ Sensory play
- ◆ Exploratory play
- ◆ Water play
- ◆ Sand play
- ◆ Play using natural elements
- ◆ Environmental activities



Vigorous play can include:

- ◆ Running, jumping, racing and chasing
- ◆ Group games
- ◆ Parachute games
- ◆ Dance
- ◆ Wheels — bikes, scooters, go-karts, roller blades, skate boards etc
- ◆ Play with equipment — climbing frames, swings, slides, tunnels
- ◆ Outdoor activities
- ◆ Adventure play
- ◆ Circus skills
- ◆ Earth balls, egg balls etc
- ◆ Soft play or bouncy castles



Play with technology can include:

- ◆ Using tools
- ◆ Cooking and baking
- ◆ Working with wood and tools
- ◆ Scientific play
- ◆ Taking things apart — clocks, radios, bikes etc
- ◆ Using computers
- ◆ Using the internet
- ◆ Audio/visual activities, that is making films, taking photographs etc
- ◆ Using computer design and games software



Games can include:

- ◆ Physical games
- ◆ Group games
- ◆ Ball games
- ◆ Team games
- ◆ Board games
- ◆ Dance and singing games
- ◆ Traditional games
- ◆ Sports



National 5

Let's remind ourselves of the benefits of these types of play which we looked at in Play in Early Learning and Childcare National 4.

We can describe ways in which each type of play can contribute to children's care, development and learning but also consider how the play might support the individual development of the child.

Symbolic play

Dance and drama give opportunity for exercise and promote balance and co-ordination. Young children practise large motor movements. Older children and young people refine these skills.

When playing with toys, and junk modelling, children use and become more skilful in hand and finger movements.

Symbolic play encourages imagination and creativity. This can also enable some children and young people to 'escape' from a boring or stressful environment.

Reading stories encourages concentration and enjoyment of language.

Role play can enable a young child to practise skills as they act out simple everyday scenes. Older children and young people can feel in control as they invent characters and rules for their play.

Books and play which supports language enrichment

In this type of play children use memory recall when joining in nursery rhymes and action songs and retell traditional stories. Later they may use even greater memory skill when remembering lines when taking part in a more structured form of drama.

Stories, poems and drama encourage imagination. When puppets and story boards are used a quiet child can lose inhibitions and interaction can be encouraged.

Making books with children, and using puppets, encourages control of hand and finger movements (fine motor skills).

Vocabulary is increased and this in turn enables the child to communicate more readily with others. Older children and young people can develop their own voices and share their thoughts, feelings, ideas and imagination with others.

Creative play

In creative play, children tone muscles in hands, fingers and sometimes the whole upper body when handling materials such as dough, clay, plaster and textured paints.

Early motor skills are practised when putting one box, or one brick, on top of another. Precision of movement is required when joining pieces of Meccano together using nuts and bolts.

Techniques are practised and refined when taking part in craft work such as sewing, weaving and jewellery making.

Energy is released by the young child banging a drum or an older child swirling round and around in time to music.

Frustration can be released when pounding away at a huge piece of dough or clay.

Children and young people grow to appreciate diversity in culture when trying crafts from backgrounds other than their own such as hand-painting (Mehandi) or making colourful designs with coloured sand.

Satisfaction, a sense of achievement and confidence can be gained when a young child manages to use scissors for the first time or an older child or young person puts the final touches to a model which he or she has designed and has been working on.

Discovery play

Discovery play offers opportunity for children and adults of all ages to explore using their senses. They find out about their world and properties of materials by touch, taste, smell, sound and sight.

The young baby enjoys the movement of the trees as they pass by or the mobile above the cot.

The older baby can take delight in swirling food around on top of the tray of his high chair.

The child is naturally curious and first attempts to be mobile can be encouraged by the child's keenness to find out about an object a few feet away.

Enjoyment can be gained for the toddler from splashing in the bath or in puddles or for the older child diving in the sea for the ball which their friend has thrown.

Playing in sand or water or with dough can be soothing.

As children explore they make discoveries about cause and effect and begin to use tools such as a magnifying glass to assist their discoveries which can be the first steps for the young scientist.

Early interest in planting and growing can help the child and young person to have a greater appreciation of nature and of caring for their world, and wider environmental issues.

Vigorous play

This type of play offers the opportunity to release energy but also to exercise. This promotes appetite, sleep and circulation assisting the general wellbeing of the child and young person and introducing a lifestyle which will prevent obesity and be beneficial in later years.

Experiences which the child takes part in can promote balance and co-ordination and tones muscles.

Fresh air makes the child more alert and this in turn leads to greater ability to concentrate and take in information.

Vigorous play in a well-thought-out environment can balance the opportunity for risk taking with the need for safety.

By providing children and young people with equipment and resources that are well suited to their age, we can offer challenge while preventing frustration.

New experiences such as parachute games, earth balls and the chance to learn circus skills can offer challenge and stimulation.

Play with technology

Play with technology enables children to work out how to use tools in cooking and baking, in woodwork, when using a computer, when using a camera or when taking apart objects such as clocks or radios.

Children gradually gain precision of movement as they use these 'pieces of technology'.

Problem solving can be encouraged as the child takes something apart or tries to put the parts together again. The child is finding out how things work.

Problem solving is also encouraged when trying to complete a puzzle on a computer. Accessing online resources and games can support interaction, concentration and developing skills.

Co-ordination is required in some tasks being completed against the clock in these computer games. Some of these experiences can lead to long-lasting interests or hobbies.

Technology is a developing tool for play, and the interactive nature of online games and resources will continue to expand and enhance opportunities for play for children and young people.

Games

Physical games, dance and singing games have the physical benefits of vigorous play — they promote balance, spatial awareness, appetite, sleep, circulation, providing exercise and preventing future health problems.

Games such as parachute games and team games require co-operation.

Traditional games give a sense of identity and provide links between generations.

Ball games give practice in skills such as running, changing direction, throwing and catching. Older children and young people continue to refine and develop these skills and become graceful in movement. They require the child to think ahead and be aware of the people and space around them.

Board games encourage colour and shape recognition in younger children, counting skills and problem-solving skills in children and young people. Many games may also encourage memory skills.

And remember, hopefully all these types of play give enjoyment!

Learner notes topic 3: discovery play

Discovery play

Children are natural explorers. They are naturally curious.

In discovery play children explore, experiment and find out about properties and potential of the materials they are playing with.

Discovery play involves the child exploring using his senses.

Discovery play can range from a baby or toddler exploring a basket of objects to a child taking apart a clock and putting it back together again.

Discovery play can include:

- ◆ sensory play (sight, sound, smell, taste and touch)
- ◆ exploratory play
- ◆ water play
- ◆ sand play
- ◆ play using natural elements
- ◆ environmental activities



One of the earliest examples of discovery play which the child will experience is **water play**.

They experience water at:

- ◆ bath time (young children love splashing and making soapy bubbles)
- ◆ when it rains
- ◆ when it snows
- ◆ when they go swimming
- ◆ when they help with the washing up
- ◆ when they visit the seaside
- ◆ when they splash in puddles

The toddler and pre-school child will enjoy pouring water from one container to another.

The older child will make scientific discoveries as he or she plays with objects which will either:

- ◆ float or sink
- ◆ mixes substances which dissolve
- ◆ see what happens when the sun shines on a patch of ice
- ◆ plays with a huge chunk of ice in the water tray
- ◆ makes arrangements of tubes at different heights
- ◆ pours the water from one level to another
- ◆ tries to make a canal which will reach the sea on the beach.

Try some of these!

In discovery play, children benefit by:

- ◆ developing fine motor skills through handling objects, pouring and scooping sand, using sieves and tubes, carefully handling living creatures
- ◆ finding out about texture, shape, space, growth, volume and capacity
- ◆ finding out how things work and what causes something to happen
- ◆ playing alongside others
- ◆ working together and share discoveries
- ◆ using language for a variety of purposes — to ask questions, to describe, to predict what will happen, to tell others about their discoveries
- ◆ enjoying themselves
- ◆ handling materials which are soothing and relaxing
- ◆ being totally absorbed and concentrating.



Learner notes topic 4: creative play

Creative play

Creative play helps children to express themselves.

They may:

- ♦ paint, draw or make things
- ♦ make musical activities and create dances
- ♦ use their imagination and create ideas

However, in creative play what is important is **the process not the end product**.

Creative play includes a range of experiences or play opportunities which might include the following:

- ♦ painting
- ♦ painting techniques
- ♦ collage
- ♦ puppetry
- ♦ music and dance
- ♦ messy play
- ♦ sand
- ♦ malleable materials such as clay and dough
- ♦ drama
- ♦ crafts
- ♦ junk modelling



In creative play children benefit by:

- ◆ expressing feelings — pounding or smoothing dough or gently running fingers through paint
- ◆ practising hand and finger movements when using their hands to control tools such as paint brushes and scissors
- ◆ making discoveries about shape, texture and colour
- ◆ feeling a sense of achievement when mastering a new technique or finishing a model to **their** satisfaction
- ◆ gaining confidence
- ◆ learning to be responsible for their own work
- ◆ sharing ideas with others

Role of the adult

The adult can help children.

- ◆ The adult can introduce the child to new techniques.
- ◆ It is important that the adult doesn't tell children what to do; that the adult does not take over.

The idea behind creative play is to provide a varied range of materials and opportunities to stimulate the child and enable each child to use these materials and express themselves as they want.

The adult's role in creative play

The adult's role is to:

- ◆ provide a varied selection of materials
- ◆ prepare any materials which are required before the children arrive
- ◆ set up the area attractively — make it look interesting and inviting
- ◆ choose equipment carefully to enable all children to take part — include left-handed scissors
- ◆ find out what the child would like you to do
- ◆ give children help if it's needed
- ◆ supervise use of tools such as scissors and staplers — demonstrate how to use tools appropriately and effectively
- ◆ give praise for effort and perseverance rather than for end product
- ◆ say what you like about the child's work, not just simply 'That's lovely.'

Creative play — musical activities

Children can enjoy music from a very early age.

They have been aware of rhythm from hearing the heartbeat in the womb.

Studies show that the baby will not only respond to the mother's voice but also to the music which the mother has listened to during pregnancy.

Young children seem very understanding of even the least tuneful of voices when a caring adult sings them to sleep, or involves them in action songs and nursery rhymes.

Music has played an important part in most of our lives. Particular songs remind us of events in our lives.

Music is part of our culture and tradition.

Children can get a sense of cultural identity through music but can also share in the cultural identity of others.

Adults working with children can provide opportunities for children to:

- ◆ listen to music
- ◆ to make music, including singing
- ◆ to make instruments
- ◆ to play instruments
- ◆ to move and dance to music
- ◆ to take part in musical games

Examples of musical experiences

Examples of musical experiences we can offer children:

- ◆ singing nursery rhymes
- ◆ singing action songs
- ◆ beating out rhythms
- ◆ moving in time to music
- ◆ making musical instruments
- ◆ playing musical instruments
- ◆ making background music or sound effects for a poem or story
- ◆ recording our own music
- ◆ music and drama
- ◆ using tapes
- ◆ making sound maps



These activities will benefit the child by:

- ◆ encouraging listening skills
- ◆ encouraging imagination
- ◆ encouraging memory recall
- ◆ helping children to recognise patterns and sequences in sounds
- ◆ helping children to differentiate between sounds
- ◆ giving children the opportunity to release energy
- ◆ giving opportunity to make choices and express likes and dislikes
- ◆ enabling children to practise physical development skills
- ◆ encouraging co-operation
- ◆ enabling children to express a range of ideas and feelings

Nursery rhymes

How will nursery rhymes contribute to the care, learning and development of the child?

Benefits to child	Age and stage of child	Examples of nursery rhymes
<ul style="list-style-type: none">♦ The repetition in rhymes is comforting.♦ Emphasis on the meaning of words with actions to match.♦ Build-up of vocabulary.♦ Enjoys joining in.♦ Liven up bath time, changing and feeding.♦ Lots of fun.	Babies and toddlers	<p>'This little piggy'</p> <p>'Pat-a-cake, pat-a-cake'</p> <p>'Round and round the garden'</p>



Benefits to child	Age and stage of child	Examples of nursery rhymes
<ul style="list-style-type: none"> ◆ Use and recognition of rhyming words. ◆ Encourages memory recall. ◆ Counting skills are practised. ◆ Parts of body are recognised. ◆ Actions enhance motor skills. 	<p>Pre-school child (3 to 5 years)</p>	<p>'Three little men in a flying saucer'</p> <p>Head, shoulder, knees and toes</p> <p>'Five currant buns in a baker's shop'</p> <p>Circle games:</p> <ul style="list-style-type: none"> ◆ 'The farmers in his den' ◆ 'Here we go round the mulberry bush' ◆ 'Bobby bingo'

Learner notes topic 5: books and play which support language enrichment

Types of books include:

- ◆ picture books
- ◆ picture books with one or two words
- ◆ picture books with a simple narrative
- ◆ picture books with an extended narrative
- ◆ story book with few pictures
- ◆ highly illustrated story books
- ◆ books which reflect everyday life
- ◆ books which can help children come to terms with life circumstances such as the birth of a baby brother or sister
- ◆ novelty books — with smells, which make a noise, with flaps to lift etc
- ◆ cardboard books
- ◆ plastic books for the bath
- ◆ information or reference books
- ◆ factual books
- ◆ books with poetry/poems
- ◆ books with rhymes
- ◆ puzzle books



The range of books should reflect the:

- ◆ variety of backgrounds which children belong to
- ◆ range of interests children of that age group can have

Books can be used with or without an adult.

Stories can be told from a book or by the adult retelling a familiar story without the need for a book.

Adults can encourage the children to make up a story together.

Visual aids will help to hold the attention of the child when telling a story. Visual aids can take the form of:

- ◆ pictures
- ◆ puppets
- ◆ a story board or flannel graph
- ◆ props

How do we choose books for children?

We:

- ◆ think of the child
- ◆ think of the age of the child
- ◆ think of the interests of the child
- ◆ think of the needs of the child
- ◆ think of whether we will be using the book with one child or with a group of children
- ◆ invite the children to choose or follow up on the interests of children

In schools, nurseries and playgroups there is usually a book corner or a library area.

This should be set up in a well-lit area with comfortable seating and carpet on the floor. The area should be free from distractions such as people passing by. It's also a good idea to have it away from messy play areas such as paint, sand and water.

Books should be stored on shelves at children's height. Some can be displayed attractively on a table at children's height or on a rack so that children can see the covers and gain some idea of what the book might be about.



Planning a storytelling session

When planning a storytelling session, you should think about:

- ◆ the number of children who will take part
- ◆ the timing of the session — when it will take place and how long it will last
- ◆ what story/stories you will use
- ◆ whether you will use visual aids and which visual aids would be suitable
- ◆ the area you will use
- ◆ whether another adult should be present



Why will considering each of these be important?

◆ The number of children who will take part

This will depend on the age of the children. As the child gets older they can listen in larger groups. With children under the age of four it is important that each child is close to the adult, eye contact can be maintained and each child can see the pictures. It is therefore better to keep the size of the group at six or under.

◆ The timing of the session — when it will take place and how long it will last

Try to avoid storytelling when children are hungry or tired or are disturbed by other children being collected by their parents. Tell stories to the children in the middle of the session. Allow time to repeat the story if the children have really enjoyed it and to have a relaxed discussion at the end of the story. Remember a young child might have a short attention span — be adaptable.

◆ What story/stories you will use

Be aware of the needs of children in the group. Be aware of the interests of the child. Do not use stories with ogres and witches with younger children. It is better to use stories about familiar events with this age group. Choose stories which you enjoy reading. This makes it easier to pass on your enjoyment to the child.

◆ Whether you will use visual aids and which visual aids would be suitable

It is easier to use visual aids when you are telling a story rather than reading a story. It means that you have your hands free to use puppets and props to illustrate the story and hold the attention of the children.

◆ The area you will use

The area should be comfortable, well-lit and free from distractions.

A visit to the library to join in with a storytelling session can be a good way of introducing some families to visiting libraries as a family.

◆ Whether another adult should be present

This can be a good idea when telling a story to toddlers who may need help, for example they might wander off or need to go to the toilet, or with children who have emotional or behavioural problems and need one to one support to hold their attention

What skills will you use when telling a story to a group of children?

Getting ready

- ◆ Be prepared! Read the story a few times so that you are familiar with the story. This means that you won't hesitate and children will not lose concentration so readily
- ◆ Make sure that the children are comfortable
- ◆ Make sure that children can see and hear you
- ◆ Make sure that children can see any visual aids that you have
- ◆ Make sure that you are comfortable and that you can see the children
- ◆ Make sure that children are reasonably settled before you begin

Arousing interest

- ◆ Introduce the story ... the title and the author
- ◆ Show the book to the children, discuss the picture on the cover
- ◆ 'What do you think it is about?'
- ◆ Tell them something about the content of the story... give them a clue which makes them want to hear more
- ◆ You may use props to introduce the story
- ◆ Show the children that you have something interesting to say by your tone of voice, your body language and your facial expression

Maintaining interest

- ◆ Use actions to help the story
- ◆ Make eye contact with the children
- ◆ Change the tone and pitch of your voice
- ◆ Use character voices if you can
- ◆ Inject humour into the story where appropriate
- ◆ Project your voice
- ◆ When using a book hold it to the side of you so that the pages and pictures can be clearly seen by the children

Visual aids

Visual aids used in storytelling can be:

- ◆ pictures
- ◆ puppets
- ◆ story board or flannel board
- ◆ props



By giving the child something to look at as well as to listen to we can hold their attention.

We can involve children in using puppets, moving characters on the story board and holding props.

A **story board or flannel board or graph** can be made from felt or from paper.

We cut out the main characters in the story and key objects in the story and attach these to the board as the story progresses.

If using paper or card to make the pieces it is a good idea to laminate them so that they will last.

Children can enjoy retelling the story without the adult using these materials.

Benefits to the child

- ◆ Increases vocabulary
- ◆ Encourages questioning
- ◆ Awareness of books, illustrations and words and how they link together
- ◆ Develops an enthusiasm for books
- ◆ Develops imagination
- ◆ Increases memory recall
- ◆ Increases discussion skills — what happened next?
- ◆ Develops early reading skills
- ◆ Is enjoyed as part of a group
- ◆ Can tackle difficult issues such as death, birth and divorce
- ◆ Helps concentration skills
- ◆ Increases listening and talking skills
- ◆ Is lots of fun!

Learner notes topic 6: symbolic play

In symbolic play children use toys, dress up, use puppets to symbolise something else.

Symbolic play enables the child to be whatever they want to be and use their imaginations without adult direction.

Symbolic play can be as simple as:

- ◆ a child putting on a hat and pretending to be someone in their family
- ◆ picking up a brush and being the parent sweeping the floor

The child can make one object stand for another:

- ◆ When playing with bricks — the brick becomes 'a car' or 'a telephone'.
- ◆ As a lump of dough takes shape it becomes a dragon or a birthday cake.



We can see quite elaborate symbolic play with children acting out their storylines when children play with small scale models:

- ◆ farmyard set
- ◆ a doll's house
- ◆ a play mobile hospital
- ◆ zoo sets

Benefits to the child

As the child gets older the symbolic play becomes more elaborate and language becomes an important part of the play, which they share with others. We can see a game of:

- ◆ hospitals
- ◆ firemen

Involving several children:

- ◆ in inventing storylines
- ◆ negotiating roles
- ◆ giving instructions
- ◆ problem solving over a long period of time

As the child's ability to use their imagination increases, fantasy play is evident in this type of play as children take on the characters of pirates, princesses and wizards. These stories can also be acted out in dance.

Learner notes topic 7: vigorous play

Vigorous play involves children being active. It is sometimes known as active play or energetic play.

Studies show that our children now have less exercise than children in previous generations. Some reasons for this include:

- ◆ getting lifts in cars rather than walking
- ◆ sitting in front of a TV, game console or computer rather than being outside playing
- ◆ parents worrying about the safety of the child outside

By providing opportunities for vigorous play it is beneficial to their wellbeing — particularly if combined with fresh air.

Vigorous play will provide the much needed opportunity for exercise enabling children to develop muscle control but also promoting appetite, circulation, sleep and a sense of wellbeing.

Vigorous play includes:

- ◆ running, jumping, racing, chasing
- ◆ group games
- ◆ team games
- ◆ parachute games
- ◆ dance
- ◆ sports
- ◆ outdoor activities
- ◆ adventure play
- ◆ play on wheels
- ◆ play with equipment
- ◆ circus skills
- ◆ soft play or bouncy castles
- ◆ musical games
- ◆ ball games
- ◆ throwing and catching games



Vigorous play with equipment

Equipment provided to encourage vigorous play can include:

- ◆ climbing frames
- ◆ swings
- ◆ ropes
- ◆ ladders
- ◆ planks
- ◆ tree trunks
- ◆ slides
- ◆ tunnels
- ◆ trampolines (**with great care!**)
- ◆ play tunnels
- ◆ large cardboard boxes
- ◆ stepping stones



How does vigorous play contribute to the development of the child?

Vigorous play contributes to development because:

- ◆ children enjoy bouncing, climbing and the sensation of movement
- ◆ it can improve the child's sense of balance
- ◆ jumping, bouncing, pedalling, dancing and stretching strengthens leg muscles and builds stamina
- ◆ it improves co-ordination between arms and legs
- ◆ it encourages agility or gracefulness of movement
- ◆ children can enjoy challenge and a sense of risk taking
- ◆ children can gain a sense of achievement through mastering movement or a new skill
- ◆ children gain increased ability to judge distance, space speed and height
- ◆ children will solve problems when creating their own obstacle course or moving across pieces of equipment
- ◆ vigorous play can lead to co-operative play on the climbing frame
- ◆ children are encouraged to be aware of their own safety and that of others



In vigorous play children:

- ◆ release energy
- ◆ release tension
- ◆ develop skills such as steering, pedalling, pushing, co-ordination and balance
- ◆ gain control over movement
- ◆ gain confidence

Role of the adult

When providing large equipment, or apparatus, which may encourage vigorous physical play a key role of the adult is to ensure the safety of each child.

All equipment should be suited to the age group of children and meet safety standards.

We should consider where we position the equipment:

- ◆ there should be adequate space round each piece of equipment
- ◆ there should be no fences or obstructions nearby
- ◆ equipment should be placed on safety surfaces — such as sand, bark, soft grass, safety rubber — or mats should be provided
- ◆ the equipment should be supervised easily — at a distance for the older age group but close by for younger age groups

There should be clear guidelines on appropriate and safe use of the equipment while allowing opportunity for challenge and risk-taking.

All staff and children should be aware of rules for safety and staff should be consistent in reinforcing these rules.

The selection of apparatus offered should be flexible enough to provide challenges for children who are confident on the apparatus and security for children who wish to practise and consolidate skills.

Learner notes topic 8: play with technology

Technology can range from very simple to very complex. Technology is a major part of everyone's life.

In play, technology can include anything from a pair of scissors to a digital camera or computer.

Children can take photographs, can use a weaving loom or use computer software.

Children use mobile phones and use tills when playing at shops.

They can use whisks and mixers when baking and cooking or in the water tray.

ICT (Information and Communication Technology) plays an ever-increasing role in our society.

It is therefore appropriate that children's learning within childcare and education settings reflects and builds on their wider experiences using ICT.

There are several forms of ICT that are appropriate to use in childcare and education settings.

In play, children can use the following resources to communicate information:

- ◆ audio and video equipment
- ◆ digital cameras
- ◆ printers
- ◆ projectors
- ◆ desktop and laptop computers
- ◆ handheld/notebook computers/graphic tablets
- ◆ scanners
- ◆ interactive whiteboards

These resources are more appropriate for the 5 to 8 and 8 to 12 year age groups.

The following resources encourage children to interact and be actively involved in their use:

- ◆ programmable and radio controlled toys
- ◆ musical keyboards
- ◆ talking toys
- ◆ electronic activity centres
- ◆ books that incorporate music or other recorded sounds
- ◆ computer software
- ◆ children's websites

Benefits to the child

Appropriate resources for young children enhance:

- ◆ communicating information
- ◆ promoting interactivity
- ◆ improve fine motor skills
- ◆ increase awareness
- ◆ build on past experience
- ◆ develop new skills
- ◆ learning about their IT environment
- ◆ the use of tools and utensils

Role of the adult

- ◆ to provide the resources available to enhance play with technology
- ◆ to ensure safety at all times
- ◆ to supervise and discuss any findings
- ◆ to instruct use of new tools or utensils, then allow children to practise

Cooking and baking

Cooking is a popular activity with children.

When looking for activities to use with children, it is best to choose activities which will allow maximum involvement of the child... maximum 'hands-on' experience.

Choose an activity which is suited to the age and stage of development of the child.

Decide on the number of children who can be successfully involved in the activity at any one time.

Hygiene should be considered at all times.

Cooking or baking activities with children can promote a balanced diet and encourage healthy eating.

Experiences can include:

- ◆ hot cooking
- ◆ cold cooking
- ◆ using recipes from a variety of cultures

Involve children in choosing recipes and making a recipe book of their favourites.



How does this contribute to the development of the child?

Physical development

- ◆ Encourages control of hand and finger movements when stirring, mixing, cutting and spreading
- ◆ Encourages precision of movement and hand-eye co-ordination when adding small ingredients

Cognitive development

- ◆ Encourages understanding of consistency when stirring, mixing and spreading
- ◆ Encourages understanding of properties of ingredients and the effect of mixing these (early science)
- ◆ Encourages decision making
- ◆ Encourages awareness of pattern and colour when decorating cakes or biscuits

Emotional benefits

- ◆ Gives a sense of satisfaction and pleasure in the end product
- ◆ Can be relaxing
- ◆ It's fun!

Social benefits

- ◆ Encourages sharing of ingredients and ideas
- ◆ Encourages responsibility when using tools safely
- ◆ Encourages children to be aware of and follow rules for maintaining hygiene

Language benefits

- ◆ Encourages children to listen to and follow instructions
- ◆ Using recipe cards can lead to understanding of the link between the written and the spoken word
- ◆ Encourages discussion

And... hopefully it tastes good! Yum!

Role of the adult

Health and safety considerations when cooking and baking

When cooking and baking:

- ◆ Children should be closely supervised when using tools.
- ◆ The adult should demonstrate appropriate use of tools.
- ◆ The adult should ensure that children do not go near cookers.
- ◆ Mop up spillages immediately.
- ◆ Check whether children have allergies... avoid recipes with these ingredients or provide an alternative for the child.

Hygiene routines

When cooking and baking:

- ◆ Children and adults should wash their hands before preparing food and before eating food.
- ◆ Ensure that all work surfaces, equipment and utensils are clean.
- ◆ Never refreeze food that has already been defrosted.
- ◆ Never store raw meat alongside other food. Keep it well wrapped at the bottom of the refrigerator.
- ◆ Keep rubbish bins clean and covered.
- ◆ Ensure that the refrigerator and freezer are at temperatures which meet health and safety regulations.
- ◆ Wash fruit and vegetables before use.
- ◆ Encourage children not to put their fingers in their mouth when preparing food.
- ◆ Label food that is to be eaten by children later with their names.

Learner notes topic 9: games

Games can include:

- ◆ physical games
- ◆ group games
- ◆ ball games
- ◆ team games
- ◆ board games
- ◆ dance and singing games
- ◆ traditional games
- ◆ sports

Games can:

- ◆ involve vigorous physical activity or can be played quietly at a table
- ◆ be played with a small group of people, a large group of people or totally alone
- ◆ be competitive or non-competitive
- ◆ have pre-decided rules to follow or rules which are decided on by the children



Good practice in working with very young children

Babies and very young children are primed to learn. They learn best by doing and need plenty of opportunities to apply their ideas. They:

- ◆ learn best at their own pace
- ◆ need time to explore and experiment
- ◆ need time to practise what new skills they have learned
- ◆ absorb themselves in their current interest
- ◆ need a safe environment
- ◆ enjoy a challenge
- ◆ need a variety of play materials
- ◆ like lots of hand on activities, such as play dough, drawing, painting, finger paints etc

For young children it is not always about the end product, for example a picture or model. Some children prefer to experiment and not have a final product.

Learner notes topic 10: learning and development

What is the value of play in relation to the wellbeing of the child?

The World Health Organisation sees good health as being a combination of physical, emotional and mental wellbeing.

How does play help promote:

- ◆ physical wellbeing
- ◆ emotional wellbeing
- ◆ mental wellbeing?



When children are actively involved in play:

- ◆ they use up **energy**
- ◆ **circulation** is promoted
- ◆ **appetite** is promoted
- ◆ they are more likely to have a good night's **sleep**



This is particularly true in outdoor play where children get the benefits of **fresh air** and the **space** to run about.

Let's look at each of these in turn and find out how the wellbeing of the child is promoted:

- ◆ A young child gains **security** in early play such as familiar nursery rhymes which they can join in with.
- ◆ They get **enjoyment** from interaction with their carer in simple peek-a-boo games as is often evident from their chuckles.



- ◆ Playing together leads to the formation of friendships and a **sense of belonging**.
- ◆ Mastering new skills leads to a **sense of achievement** and **increased confidence**.



- ◆ The child gains **reassurance** from the familiarity and **stimulation** from the challenges of play.
- ◆ Play encourages the child's natural **sense of curiosity**.
- ◆ Running about in the fresh air leads to **alertness** and a greater **ability to concentrate**.

Children learn more readily when they are relaxed, interested and enjoying what they are doing.

Describe how different types of play contribute to children's learning?

What do we mean by 'learning'?

What do children learn at play? They learn:

Concepts or ideas

Concepts or ideas which children gain understanding of at play include:

- ◆ the idea of shape
- ◆ the idea of space
- ◆ the understanding of cause and effect

Knowledge or facts

Knowledge or facts that children find out through play include:

- ◆ mixing blue and yellow together will give me green
- ◆ dry sand will flow through a sieve but wet sand will not
- ◆ what different pieces of equipment can be used for



Attitudes

Attitudes which children acquire through play include:

- ◆ perseverance
- ◆ helpfulness
- ◆ respect for others
- ◆ valuing differences
- ◆ looking after their environment
- ◆ understanding the feelings of others



Skills

Skills which children acquire through play include:

- ◆ problem solving skills
- ◆ social skills
- ◆ physical skills



Describe how different types of play contributes to children's development

Play promotes the all-round development of the child.

Play helps children in each of the following areas or aspects of development:

Physical development

- ◆ control of hand and finger movements
- ◆ hand-eye co-ordination
- ◆ control of body movements
- ◆ balance
- ◆ use of tools

Cognitive development

- ◆ memory
- ◆ problem solving
- ◆ understanding concepts
- ◆ concentration
- ◆ sensory perception
- ◆ imagination
- ◆ creativity

Emotional development

- ◆ enjoyment
- ◆ offers security
- ◆ offers opportunity for challenge and a sense of achievement
- ◆ express feelings and become aware of the feelings of others
- ◆ child feels in control

Social development

- ◆ leads to the ability to share, take turns
- ◆ able to co-operate with others
- ◆ opportunity to practise independence skills
- ◆ take responsibility and ownership

Language development

- ◆ Encourages listening skills
- ◆ encourages enjoyment of language
- ◆ encourages discussion
- ◆ gives opportunity for new vocabulary
- ◆ encourages children to use language to negotiate... to plan... to describe...

Let's remind ourselves of the types of play we looked at and indeed participated in.

We can describe ways in which each type of play can contribute to children's care, development and learning.

Symbolic play

Dance and drama give opportunity for **exercise and promote balance and co-ordination**. Young children practise **large motor movements**. Older children **refine these skills**.

When playing with toys and junk modelling, children use and become more **skilful in hand and finger movements**.

Symbolic play encourages **imagination**. This can also enable some children to '**escape**' **from a boring or stressful environment**.

Reading stories encourages **concentration and enjoyment of language**.

Role play can enable a young child to **practise skills** as they act out simple everyday scenes. Older children can **feel in control** as they invent characters and rules for their play.



Books and play which supports language enrichment

In this type of play (ie books) children use **memory recall** when joining in nursery rhymes and action songs and retell traditional stories. Later they may use even greater **memory skill** when remembering lines when taking part in a more structured form of drama.



Stories, poems and drama encourages **imagination**. When puppets and story boards are used a quiet child can lose inhibitions and **interaction can be encouraged**.

Making books with children and using puppets encourages control of **hand and finger movements (fine motor skills)**.

Vocabulary is increased and this in turn enables the child to **communicate** more readily with others.

Creative play

In creative play, children **tone muscles in hands, fingers and sometimes the whole upper body** when handling materials such as dough, clay, plaster and textured paints.



Early motor skills are practised when putting one box or one brick on top of another. **Precision of movement** is required when joining pieces of meccano together using nuts and bolts.

Techniques are practised and refined when taking part in craft work such as sewing, weaving and jewellery making.

Energy is released by the young child banging a drum or an older child swirling round and around in time to music.



Frustration can be released when pounding away at a huge piece of dough or clay.

Children grow to **appreciate diversity in culture** when trying crafts from backgrounds other than their own such as hand-painting (Mehandi) or making colourful designs with coloured sand.

Satisfaction, a sense of achievement and **confidence** can be gained when a young child manages to use scissors for the first time or an older child puts the final touches to a model which they have designed and have been working on.



Discovery play

Discovery play offers opportunity for children and adults of all ages to **explore using their senses**. They find out about their world and properties of materials by touch, taste, smell, sound and sight.

The young baby **enjoys the movement** of the trees as they pass by lying in a pram, or the mobile above the cot.

The older baby can **take delight in swirling food** around on top of the tray of his high chair.

The child is **naturally curious** and first attempts to be mobile can be encouraged by the child's keenness to find out about an object a few feet away.

Enjoyment can be gained for the toddler from splashing in the bath or in puddles, or for the older child diving in the sea for the ball which their friend has thrown.

Playing in sand or water or with dough can be **soothing**.



As children explore they make discoveries about **cause and effect** and begin to use tools such as a magnifying glass to assist their **discoveries** which can be the first steps for the young scientist.

Early interest in planting and growing can help the child to have a **greater appreciation of nature** and of **caring for their world**.

Vigorous play

This type of play offers the opportunity to **release energy** but also to **exercise**. This promotes **appetite, sleep and circulation** assisting the general **wellbeing** of the child and introducing a lifestyle which will **prevent obesity** and be beneficial in later years.



Experiences which the child takes part in can **promote balance and co-ordination** and **tones muscles**.

Fresh air makes the child more **alert** and this in turn leads to **greater ability to concentrate and take in information**.

Vigorous play in a well thought out environment can **balance the opportunity for risk taking with the need for safety**.

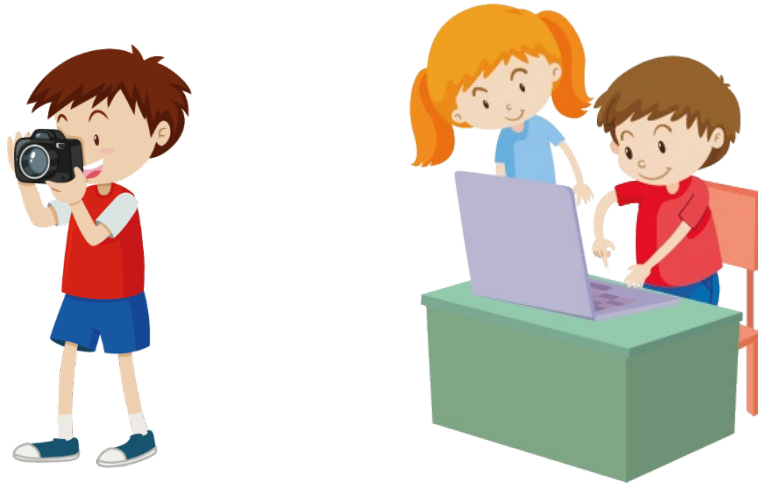
By providing children with equipment suited to their age we can offer **challenges** while preventing frustration.

New experiences such as parachute games, earth balls and the chance to learn circus skills **can offer challenge and stimulation**.

Bouncy castles can be **fun** for all ages!

Play with technology

Play with technology enables children to **work out how to use tools** in cooking and baking, in woodwork, when using a computer, when using a camera or when taking apart objects such as clocks or radios.



Children gradually gain **precision of movement** as they use these 'pieces of technology'.

Problem solving can be encouraged as the child takes something apart or tries to put the parts together again. The child is finding out how things work.

Problem solving is also encouraged when trying to complete a puzzle on a computer.

Co-ordination is required in some tasks being completed against the clock in these computer games.

Some of these experiences can lead to **long-lasting interests or hobbies**.

Games

Physical games, dance and singing games have the physical benefits of vigorous play — they **promote balance, spatial awareness, appetite, sleep, circulation, providing exercise and preventing future health problems.**

Games such as parachute games and team games require **co-operation.**

Traditional games give a **sense of identity** and provide links between generations.

Ball games give **practice in skills such as running, changing direction, throwing and catching.** Older children **refine these skills** and **become graceful** in movement. They require the child to think ahead and be **aware of the people and space around them.**



Board games **encourage colour and shape recognition** in younger children, **counting skills and problem solving skills** in older children. Many games may also encourage **memory skills.**

And remember, hopefully all these types of play give **enjoyment!**

National 5

How will children's play change with age?

Playing together

Babies and young children gradually learn to play with each other. In the first two years:

- ♦ children usually play alone
- ♦ they may play with interested adults
- ♦ they will often be absorbed in what they are doing
- ♦ they don't show interest in other children — apart from perhaps the object they are playing with

This is known as **solitary play**.

From about two years, toddlers play happily alongside other children. They are often still absorbed in their own play but begin to notice what other children are doing. This is known as **parallel play**.

From the age of three, children show interest in what other children are doing. They may stop what they are doing to watch others. This is known as **on-looker** or **spectator play**.

Between three and four years:

- ♦ children begin to join in play with others
- ♦ other children become as important as the play activity
- ♦ they are able to play together
- ♦ friendships are formed

This is known as joining in or **associative play**.

Over the coming years children will progress in their ability to play together. They begin to share and take turns in play. They begin to use language to negotiate, express feelings and express needs. Later they are able to organise their play and plan elaborate and complex **co-operative play**.

Although children go through these 'stages' in learning to play together, these play behaviours are not left behind. Older children and young people will still continue to play by themselves, alongside others and co-operatively.

Being aware of how the child's play changes with age gives us some understanding of support which might be needed in play in relation to helping the child or young person's development.

For example:

- ♦ We understand that babies and toddlers do not yet have the ability to share play objects.
- ♦ We can show babies and toddlers how to share in play by offering objects to them.

- ◆ We encourage turn-taking in conversations we have with them by leaving gaps for their 'contribution'.
- ◆ We play peek-a-boo games which encourage social interaction. It encourages them to join in.
- ◆ Nursery rhymes and simple finger rhymes encourage children to join in and share.
- ◆ We provide play opportunities for children so that they learn the skills required for playing.
- ◆ We provide opportunities for children to play alongside each other at toddler group and later playgroup and nursery.
- ◆ We introduce simple games to the pre-school child so that they can learn to share and take turns with our help.
- ◆ We make sure that we provide enough play materials and equipment so that they do not need to take things from other children.
- ◆ We praise children when they share, take turns and are helpful to others.
- ◆ We give gentle reminders of rules which help children to interact well with and respect others.

Learner notes topic 11: play environment

National 5

Where do children and young people play?

- ◆ indoors
- ◆ outdoors
- ◆ in the playground
- ◆ in school
- ◆ in a playpark
- ◆ in the woods
- ◆ online

The **Play Strategy for Scotland** states that:

Play can happen indoors or outdoors, with or without the oversight of adults, in everyday spaces, in environments designed for play and in places chosen by children and young people.

National 5

What is a play environment?

Play Scotland states that:

A rich play environment is one where children and young people are able to make a wide range of choices; where there are many possibilities so that they can invent and extend their own play.

It is a varied inspirational and interesting physical environment that maximises the potential for socialising, creativity, resourcefulness and challenge. It is a place where children feel free to play in their own way, on their own terms.

The **Play Strategy for Scotland** states that:

All children and young people enjoy high quality play opportunities, particularly outdoor free play in stimulating spaces with access to nature, on a daily basis in early learning and childcare, nursery and school.

Outdoor play

Outdoor play is an important part of provision in all childcare and learning settings.

Some play experiences such as sand and water can be offered on a larger scale out of doors, giving the child more freedom in their play.

Being out of doors can enable children to explore a totally new environment, finding out what is under stones, seeing what happens when the sun shines on a splash of newly spilt water.

What play can children do outdoors?

The learners may have identified that children and young people like to:

- ◆ jump
- ◆ climb trees
- ◆ dig or excavate
- ◆ roll down slopes
- ◆ collect leaves, sticks, stones, bugs
- ◆ make dens in secret places
- ◆ hide
- ◆ be with their friends
- ◆ build
- ◆ play with mud
- ◆ walk across stepping stones
- ◆ investigate living creatures
- ◆ grow plants

- ◆ explore natural objects
- ◆ play in natural spaces
- ◆ splash in puddles

Environmental play — the world outdoors

It is useful to access the Care Inspectorate *My World Outdoors* document.

Children are naturally curious and keen explorers. The young child explores using their five senses and their whole body. They will explore both indoors and outdoors.

Children will explore plants and other living things.

Out of doors they will use powers of observation to make discoveries about animals, insects and birds. They find out about plants and growth and about colours and patterns in nature.

The child will become aware of changing weather, cloud formations and the effects of changing temperatures and seasons.

Children can become involved in planting and gardening activities. In the garden they may show interest in different soil types, growth of plants and healthy eating.

By lifting a stone they can see into the world of beetles. They can follow the trail of a snail or wonder at the pattern and detail in a spider's web.

Children can make collections of natural materials such as leaves, wheat and shells. These materials can later become part of their creative play — in collage or printing.

Children become aware of scientific concepts such as 'evaporating' and 'freezing' as they look at a vanishing pattern of water on the paving on a warm, sunny day or the ice forming on top of a puddle on a cold winter's day.

On a visit to the seashore, children become aware of tides, changes to the coastline, the salty taste of water and the variety of seaweeds, shells and sea creatures as they play on the beach and explore rock pools.

Children also become aware of architecture in the area surrounding their home. They become interested in different styles and ages of buildings, of surfaces on the ground and on walls, of roof types and of building methods.

Much of this comes from a combination of the natural curiosity of the child and the opportunities and encouragement provided by the adult, who can:

- ◆ share the discoveries made by the child with enthusiasm.
- ◆ extend interest and learning following on from the child's initial discoveries.

We can provide interest or discovery tables to enable children to display their collections and share their findings with others.

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We can provide magnifying glasses which enable children to see tiny details not normally visible on plants, shells and insects.

We can give children access to reference books to help answer their questions.

Children can be encouraged to take photographs to record their experiences and discoveries.

National 5

Thinking about play environments

Think about specific aspects of the play environment that should be considered when offering a variety of play opportunities.

Such as:

- ◆ painting
- ◆ storytelling
- ◆ playing musical instruments
- ◆ junk modelling
- ◆ baking and cooking
- ◆ loose parts play
- ◆ water play

You may consider some of the following responses, and aids for discussion:

Painting:

- ◆ position equipment in good light
- ◆ easy access to water and sink
- ◆ set aside an area for drying of work
- ◆ tables and flooring that can be cleaned and easily wiped surfaces

Storytelling:

- ◆ area should be well-lit
- ◆ comfortable areas (seating, carpeting, cushions, etc)
- ◆ quiet area, free from distractions
- ◆ books presented attractively and kept in good condition

Playing musical instruments:

- ◆ space for freedom of movement
- ◆ variety and choice of musical instruments

Junk modelling:

- ◆ good lighting
- ◆ near water and a sink
- ◆ easily wiped surfaces
- ◆ option to move onto the floor if a larger space is required
- ◆ a variety of materials and resources presented attractively to enable children to have choice

Baking and cooking:

- ◆ easily wiped surfaces which should be cleaned before and after use
- ◆ near water and a sink for hand washing and cleaning of equipment, ideally a dish-washer should be available
- ◆ ingredients such as dairy products should be stored in a fridge
- ◆ tables and chairs at children's height
- ◆ no access to the kitchen area for children or safe access for children
- ◆ a safe area for any hot dishes or kettles which cannot be reached by children

Loose parts play:

- ◆ space for freedom of movement
- ◆ variety and choice of loose parts materials and resources
- ◆ outdoor space for play or suitable floor surfaces (carpet or hard floor depending on noise factor to be encouraged)
- ◆ away from passing 'traffic' so that creations are not knocked down by mistake and so that no injuries occur if knocked down intentionally

Water play:

- ◆ position in a safe area where spillages can be mopped up readily
- ◆ position near tap and sink for accessibility of water supply
- ◆ position near outdoor area so that equipment can be moved outside according to the weather
- ◆ ensure that supervision is possible

Learner notes topic 12: role of the adult

National 5

The role of the adult for planning play

When planning play, you should include the following:

- ◆ What is the type of play you wish to encourage?
- ◆ What is the play experience? Give a description of what will happen.
- ◆ How will this play experience support the care, development and learning of the children and/or young people in the group?
- ◆ What resources will you need?
 - physical resources
 - material resources
 - human resources (consider health and safety!)
- ◆ What will the role of the adult be?
- ◆ Are there any policies we need to consider?
- ◆ How do we take account of the individual needs of children and/or young people?

When **deciding on the play experience** you should consider:

- ◆ the age and stage of development of those in the group
- ◆ the interests and play preferences of those in the group
- ◆ the resources, materials and equipment available
- ◆ the play environment
- ◆ equal opportunities — is this accessible and appropriate for everyone in the group who would like to take part in this experience?

When considering **physical resources**, you are deciding on **the area** which would be most suitable for this experience.

Think about the appropriateness of the play environment for the play you are planning to provide.

Some experiences will need:

- ◆ outdoor play environment
- ◆ space
- ◆ carpets and comfortable seating
- ◆ good lighting
- ◆ easily wiped surfaces and access to a sink
- ◆ to be free from distractions, to be away from noisy activities
- ◆ safety surface
- ◆ an area which can be easily supervised

When considering **material resources**, you will think about the **materials and equipment** which you will need.

This will depend on:

- ◆ the age of the children and/or young people
- ◆ the number of children and/or young people
- ◆ the abilities of children and/or young people
- ◆ additional support needs which children and/or young people may have
- ◆ variety
- ◆ opportunity for choice

You should also consider:

- ◆ What materials and equipment will be required?
- ◆ Will any equipment be required to meet the needs of individuals?
- ◆ What preparation will be needed?
- ◆ When will you put out the materials and equipment?
- ◆ How do you follow up the interests of individuals?
- ◆ How do you offer variety and choice of material resources and opportunities for extension and creativity?

By **human resources** we mean ‘**people**’ — those who will be required to make the experience a success. This will depend on:

- ◆ the type of experience
- ◆ the ages of those taking part
- ◆ any additional support needs which individuals may have

Consideration should be given to:

- ◆ What consultation will take place?
- ◆ Who will you discuss the experience with?
- ◆ What will you discuss?
- ◆ How many adults will you need to make the play a success?
- ◆ Who will be involved during the activity?
- ◆ What will each person’s role be?
- ◆ Will 1:1 support be needed for anyone involved?

Remember — the children themselves are a human resource. They should:

- ◆ also be part of the planning process.
- ◆ be able to contribute ideas

The **role of the adult** can be looked at under the following headings:

- ◆ preparation
- ◆ interaction and support during the experiences
- ◆ observation during the experience
- ◆ tidying up after the experience
- ◆ evaluation of the experience

Setting up is an important task when providing play experiences for children. All the materials which children need should be laid out **attractively** and **easily accessible**.

Any materials which need preparation should be ready prior to starting the play experience.

Children are more likely to be interested in an activity if it is laid out attractively.

By planning effectively we can more readily:

- ◆ meet individual needs and promote development
- ◆ make sure resources are available
- ◆ ensure that adults are aware of their role and responsibilities and work as a team
- ◆ ensure the enjoyment and success of each play experience
- ◆ give you the opportunity to enjoy the play experience alongside the children

National 5

What questions should you ask yourself when planning a play experience?

- ◆ What will you be doing?
- ◆ Why have you chosen to do this activity or provide this experience?
- ◆ How many children and/or young people can do this at once?
- ◆ How old are those involved?
- ◆ Where will this be happening?
- ◆ What is the play environment like?
- ◆ How long is the session and how long will each play experience take?
- ◆ What equipment, materials and resources will need to be put out and prepared?
- ◆ What skills or knowledge are you hoping children will gain?
- ◆ How might this experience help aspects of development?
- ◆ Are there any health and safety factors you need to consider?
- ◆ What will you do to ensure the wellbeing of those involved?
- ◆ Are there any additional support needs of children which should be considered and provided for?
- ◆ How can I ensure the maximum involvement and enjoyment of the children?
- ◆ How many adults will be required to ensure the maximum success of the experience?
What will the role of the adult(s) be during the activity?

National 5

How long to play?

When planning play experiences we must also consider time:

- ◆ the timing of the experience — when the experience should take place
- ◆ how long the experience should last

The timing of the experience

Children will not get the most out of a play experience when they are tired or hungry.

If a play experience requires concentration do not plan the experience so that it takes place just before lunchtime. Similarly, at the end of the day the child may not have energy and concentration to enjoy a specific experience.

Activities such as storytelling require concentration and should be free from distractions. It is therefore not a good idea to plan this for a time when parents are coming in and out to collect children.

If an activity is likely to hold the attention of children for a long time, then start it earlier in the session so that they can complete their play.

How long should you allow for the play experience?

In general terms the older the child the longer they will be able to concentrate. However, when a young child becomes absorbed in a particular play experience, they may be able to concentrate for as much as an hour at a time.

Consider the experience and the strategies for learning which you wish to encourage.

A group of children working on a large-scale modelling project may work on this for most of the session and may come back to it the next day. You may have allowed time for the children to explore materials, discuss ideas, plan and design, investigate ideas, experiment as well as construct their model.

Another play experience may only last for a few minutes.

Always allow the child or young person to end their play, never try to keep a child involved if the children have lost interest. It is better to move on rather than have children become restless and perhaps lose interest in this type of activity for the future.

Equally, learning opportunities should be maximised. If an experience fascinates the child or young person you are working with and holds their attention, do not be concerned about extending the time beyond your original planned time if this is possible.

National 5

The role of the adult during the implementation of play

Some experiences will benefit from the **adult joining in**, others will benefit from the **adult stepping back** and only intervening when necessary or when a child invites the adult to take part.

Observation

By observing play, the adult can:

- ◆ assess the provision
- ◆ identify needs of individuals and use this to inform future planning of activities
- ◆ identify when materials/equipment needs to be replenished or changed
- ◆ identify ways of extending learning
- ◆ see if play is flagging and needs extended and identify ways of extending play
- ◆ add props to extend play
- ◆ identify when help is required

When should you intervene in children's play?

You should intervene when:

- ◆ they might hurt themselves
- ◆ they might hurt others
- ◆ they are being unkind towards others or discriminating against others
- ◆ equipment is being miss-used or might get broken
- ◆ they are showing signs of frustration and might need help
- ◆ they are running out of ideas of what to do in their play and need input to support and extend play

The adult will join in when:

- ◆ children are younger and need help to play alongside each other
- ◆ the children are being introduced to a new technique or skill
- ◆ a child is finding something difficult and needs physical help or verbal guidance or encouragement
- ◆ a child is using equipment in a way which could endanger themselves or others
- ◆ a spontaneous learning opportunity arises
- ◆ play is flagging and the children need support
- ◆ a child invites them to take part

National 5

Adult skills

Skills which the adult will use when supporting children and young people in play experiences:

- ◆ listening skills — listening to children and young people
- ◆ observational skills — watching play
- ◆ judging how best to support those involved during unstructured play experiences
- ◆ deciding whether joining in or intervention is appropriate
- ◆ responding to unexpected learning opportunities and opportunities for new play experiences
- ◆ encouraging children and young people to persevere
- ◆ interpersonal skills when interacting with children and young people, positive interaction
- ◆ recognising when to change play experiences or redirect play
- ◆ extending or adapting play experiences to meet the needs of individual children or groups of children and/or young people
- ◆ allowing children and/or young people to be in control and take ownership of activities
- ◆ allowing children and/or young people to extend or develop play experiences
- ◆ being flexible and adaptable
- ◆ offering praising for ideas and effort
- ◆ observing and recording play experiences

National 5

Summary: The role of the adult in providing play experiences

Planning — what should the adult consider?

- ◆ Provide a varied range of activities, materials and experiences.
- ◆ Consider the needs of individuals in the group — their personality, play preferences, interests, readiness to try activities and support they might need.
- ◆ Consider the age and stage of development of individual children and young people. Activities should be varied and flexible enough to allow for varied abilities and additional support needs.
- ◆ The number of children and/or young people who can be involved in specific areas at any one time.
- ◆ The adult/child ratio — will some activities require constant adult supervision or involvement?
- ◆ Possible ways of extending play and learning.
- ◆ Health and safety; risk and benefit.
- ◆ The nature of the play material, a suitable area and the layout required to ensure maximum benefits to the children for young people.

Fun and enjoyment!

Involvement of the adult

- ◆ The presence of a familiar adult can provide security for the child or young person when trying new experiences.
- ◆ The adult can give encouragement and praise for effort, creativity, innovation, determination, etc as well as success.
- ◆ The adult can break the task into small stages in order to enable the child or young person to meet with success and prevent frustration.
- ◆ The adult can encourage a view of play as fun, exciting and engaging, concerned with process rather than outcome.

Each of the above will enable the child and young person to grow in confidence and experiment without fear of failure.

- ◆ The adult can extend vocabulary by supplying the correct words linked to the experience.
- ◆ The adult can share discoveries with enthusiasm.
- ◆ The adult can ask open questions to encourage memory recall — reminding the child or young person of previous discoveries made and helping them to build on their experiences.
- ◆ The adult can give physical help when necessary — tying aprons, helping with fastenings, holding a model steady to enable the child to successfully complete a task.

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- ♦ The adult can demonstrate a new skill, give instructions or guide a child or young person through an activity if help or assistance is asked for or the adult feels support would help extend play.
- ♦ Skilled and sensitive assistance or help should be given for limited periods of time and when required by the child or young person — to prevent frustration or to enable them to gain a sense of achievement by completing a task or developing a skill.
- ♦ An adult can join in play when invited. By doing so the adult shows they value play. It can assist the development of ideas, introduction of skills, fostering of language and can encourage children to be involved in the care of their environment. The presence of an adult can assist concentration and extend the enjoyment and interest in the play experience.

At times the adult will reinforce rules for safety:

- ♦ not playing on the climbing frame wearing dressing-up clothes
- ♦ appropriate use of tools
- ♦ mopping up spillages
- ♦ limiting the number of children or young people at an activity when appropriate

but

the adult should **never take over the play** and should always be **flexible and incorporate children's suggestions** whenever possible — they are often much more imaginative!

Learner notes topic 13: risk in play

National 5

Play should:

- ◆ meet the needs of the child
- ◆ meet the interests of the child
- ◆ provide stimulation
- ◆ provide challenge
- ◆ provide opportunities for risk taking
- ◆ provide fun
- ◆ offer choice
- ◆ offer flexibility
- ◆ offer freedom
- ◆ offer variety

The role of the adult is to manage the balance between the need to offer risk and the need to ensure the safety of each child and young person.

In considering the benefits of play, you should also consider the benefits to the child of taking risk whilst playing and be introduced to the concept of taking a 'risk–benefit' approach to play.

For example, a child may like to climb, there are risks involved in this, but similarly, there are benefits to the child.

National 5

Risk or safety?

Health and safety: There is a need to ensure that the play environment is free from hazards — something that may cause harm to the health, safety and welfare of children and young people, for example, broken glass, faulty play equipment, doors being left open that should be closed.

Risk: A level of challenge and risk that provides the potential for children and young people to learn and develop without causing risks that are not acceptable to your play setting's policies and procedures for health and safety.

The benefits of risk taking include, extending skills, developing physical and emotional capacities, challenging ourselves in new ways and gaining direct experience of the consequences of our actions. Being brave and conquering a fear is something that is very important to children and a sign of growth.

Extract from 'Play and Risk' Briefing Paper, Play Wales.

National 5

Risk–benefit assessment

A **risk–benefit assessment** is a method of balancing the benefits of a play activity with any inherent risk, taking into account the risks while recognising the benefits to children and young people of challenging play experiences.

It means thinking about what the fun and learning the child may gain and balance that with the risk of the play they are engaging in.

For example:

Climbing a tree can be exciting, challenging, and develop skills of hand/eye co-ordination and problem solving.

But it can be risky, as the child could fall out the tree and be hurt.

So, the adult must make a decision — should I let this child climb this tree or not?

In order to make this decision the adult must ask themselves a number of questions:

- ◆ How old is the child?
- ◆ How high is the tree?
- ◆ Has the child climbed this tree before?
- ◆ If they fell, what would they land on?
- ◆ Is the child being careful?
- ◆ Are they having fun?

All of these will help the adult make the decision — to assess the risk and identify the benefit.

The Health and Safety Executive and the Play Safety Forum say this:

Striking the right balance between protecting children from the most serious risks and allowing them to reap the benefits of play is not about eliminating risk. In essence, play is a safe and beneficial activity.

Sensible adult judgements are all that is generally required to derive the best benefits to children whilst ensuring that they are not exposed to unnecessary risk.

It is essential to have an awareness of health and safety and an understanding of the concept of risk benefit approach when working with children and young people.

The age and stage of development of children and young people can have an impact on their ability to manage risk for themselves — their ability to think about consequences, to consider the next step in their actions or to be aware of the impact of their behaviour on another child is affected by their development and learning.

For example:

A toddler may not have the cognitive skills to think about the consequences of a particular play behaviour on other children, for example, throwing an object.

A young person may be more concerned with fitting in with their peer group rather than considering the consequences of their play behaviour.

It is essential for an adult who works with children and young people to have knowledge of the key milestones in the developmental progress of the children and young people, and the impact this can have on risk in play. It is also helpful to consider children and young people with additional support needs and the balance between risk and safety.

Play Scotland supports risk–benefit assessments:

*The opportunity to **face** challenges in a supportive environment helps children and young people learn to assess and manage **risk** for themselves, and this is vitally important for their development.*

Learner notes topic 14: reflecting on play

National 5

Play evaluation

When deciding how successful a play experience has been, we need to evaluate:

- 1 Did the planning work?
- 2 Did the play experiences do what they set out to do?
- 3 What were the benefits to the children and young people?

What questions should you ask yourself when evaluating the planning of the play experience?

- ◆ Were the children interested in the play experience?
- ◆ How long did they concentrate for?
- ◆ How did the children behave?
- ◆ Did the children and/or young people play in the way you expected?
- ◆ Did the experience take longer to prepare for than you thought?
- ◆ Was the preparation adequate?
- ◆ Were all the materials and resources available?
- ◆ Were these the best resources for the experience?
- ◆ Did the planning work?
- ◆ Was there anything that you had not considered in advance which made the experience less successful?
- ◆ Was there enough time for the play experience?
- ◆ How easy was the play experience to support, supervise or direct?
- ◆ Was the play experience appropriate for:
 - that group of children or young people
 - the space available
 - the area available
 - the time allocated?
- ◆ Did the experience provided link to the aims you had when planning the experience?
- ◆ What was successful about the activity?
- ◆ What parts of the activity went well?
- ◆ What aspect of your planning ensured the success of the experience?
- ◆ What didn't work?
- ◆ What would you improve if you were planning this again?

We also want to evaluate the **implementation of the play experience**. We want to know the answers to these questions:

- ◆ Did the children and/or young people show signs of enjoying themselves?
- ◆ Were the children and/or young people focused on the play or were they easily distracted?
- ◆ Did the play experience stimulate discussion and conversation?
- ◆ Did the children and/or young people participate fully? If not, why not?
- ◆ Was the play experience appropriate for the age of the children involved?
- ◆ What opportunities for learning occurred, if any?
- ◆ Was the play experience appropriate for the age of the children and young people involved?

And thinking about the **benefits for the child and/or young person**:

- ◆ What feedback did you get from the children and young people involved?
- ◆ What were the developmental benefits?
- ◆ What would I plan next to meet the needs of the child or young person?

Learner notes topic 15: employability skills

Working as part of a team

As part of your Skills for Work Course you will be working as part of different teams carrying out investigations, planning and contributing to presentations and taking part in group discussions. This will help you build the skills you will need if you get a job in the early learning and childcare sector or in any other sector.

Most people who work in early education and childcare work as part of a team. In some settings, like small playgroups, the teams can be small but in other settings, like large private nurseries, the teams can be large with twenty or more members sometimes split into smaller teams. Even people who seem to work on their own, like nannies, work with the parents as part of a team providing care for the child.

If everyone is to benefit in the team each member has to do their bit to ensure the team works well.

As teams are made up of people, and every person is different, it is not possible that you will share the same opinions and views as everyone in your team. In a team it is important to remember that everyone has different strengths and weaknesses and this is what makes a balanced team.

Here are some of the things you need to do to become a good team member:

- ◆ Contribute to team discussion and meetings
- ◆ Follow instructions carefully
- ◆ Ask for help
- ◆ Be enthusiastic
- ◆ Share your ideas
- ◆ Acknowledge the ideas of others
- ◆ Look for ways of helping other team members
- ◆ Be ready to do a little more than necessary to help out
- ◆ Be flexible

In a team everyone has different responsibilities and roles. These responsibilities and roles should be decided according to individual team members' strengths and weaknesses.

As part of your *Skills for Work* Course you will be asked to plan, implement and evaluate play for children and young people — working as part of a team, and part of this will be deciding in the team who is going to do what.

You will need to consider your role in the team because your behaviour can help to make the teamwork. Working with others is fun but you need to take your role seriously if you wish to succeed.

Learner activities

Learner activity topic 1: what is play?

Memories of play

Think about your own play experiences.

You may find it easier to split your memories into age groups or stages:

- ♦ **Baby and toddler** when you were a baby and a toddler (much of this may be based on stories you have heard and pictures you have been shown)
- ♦ **Young child** at the pre-school stage when you may have attended playgroup or nursery
- ♦ **Child** during your years at primary school
- ♦ **Teenager** during the years at secondary school

Record your memories of play in the space below.

Baby (birth to 18 months)	Toddler (18 months to 36 months)	Young child (3 to 5 years)	Child (primary school age)	Teenager (secondary school age)

When you have completed this exercise you will be asked to share your memories of play in small groups.

Thinking about the different play experiences you've had, fill in the chart below and then we'll have a class discussion.

Games I played	Who played with me	What I used	What I learned
Rounders	Various friends Boys and girls	Bat and ball Plastic cones	To follow rules, turn take. Skills — running, catching

In your discussion you may find that some memories are shared by several members of the group, but others are experiences that only you have had.

Make notes on any common experiences shared by members of your group.

Make notes on ways in which experiences of play differed.

Your tutor will ask you to share this information with the class.

In the space below write a few sentences about your 'best play experience ever!' Think about what made it so good.

My best play experience ever!

When thinking about **what made the experience so good** you may have said:

- ◆ 'It was fun!'
- ◆ 'I was given freedom!'
- ◆ 'My friends and I got to decide what we would do!'
- ◆ 'It was really messy!'
- ◆ 'It was exciting!'

It is important that we think about some of these things when we are providing play opportunities for children.

Answer the following questions:

1 What play experiences did you enjoy as a child? Why?

2 What play experiences did you enjoy least as a child? Why?

3 Are there any play experience which you still enjoy?

4 What made play good?

5 What stopped play?

You will be given the opportunity to try some of the following play experiences:

- ◆ gloop
- ◆ finger paints
- ◆ paper, paint and brushes
- ◆ colouring in
- ◆ rainbow art
- ◆ painting stones

When you have completed this practical session you will be asked to think about which of the experiences you enjoyed and which you did not enjoy.

Record your answers in the space below.

Experiences which I enjoyed	Why did I enjoy this experience?
Experiences which I did not enjoy	Why did I not enjoy this experience?

Play in Early Learning and Childcare — National 4 and National 5: Learner support

Collect pictures of children at play.

Try to find pictures of different ages of children at play.

Remember that 'play' does not mean 'toys'.

You might include pictures of children running in wide open spaces or crawling through cardboard boxes.

You might find pictures in your own photos, in shop catalogues, in magazines or newspapers or on the internet.

Learner activity topic 2: types of play

Types of play

Work in a small group with three other people:

- 1 Choose one type of play.
- 2 Illustrate this on a poster showing examples of that type of play.
- 3 Use the pictures you have gathered, as well as magazines and catalogues provided by your tutor.

You will be asked to present your work to the class.

Learner activity topic 3: discovery play

Playdough and clay

Try using the following materials:

- ◆ cooked playdough
- ◆ making playdough and using uncooked playdough
- ◆ clay
- ◆ commercially bought playdough
- ◆ craft clay

After a time of freely experimenting with the different materials think about what each material felt like and also how easy it was to use.

Describe not just how each different material felt to touch, but try to describe how you felt when you were holding each one.

Discovery play

'I'm forever blowing bubbles!'

Do you still enjoy blowing bubbles? Try these play experiences!

- 1 Your tutor will provide you with a tub of bubbles. Firstly, simply enjoy blowing bubbles.

When you have perfected this skill, work with someone else to see if you can get your bubbles to join together.

- 2 When you blow your bubbles:

- (a) try to keep them in the air as long as possible
- (b) try to catch one bubble on top of another

- 3 Work in groups of four. One person will be the bubble blower. The others have to:

- (a) stamp the bubbles as soon as they touch the floor/ground
- (b) burst as many bubbles before they reach the ground by clapping their hands

- 4 Make bubble blowers from wire. Try using florist's wire. Experiment with different sorts of wire. Which works best?

Try making different shapes of bubble blowers — circle, oval, square, triangle or an irregular shape with twists and curves.

Choose one of these play experiences for each of the age groups:

- ◆ baby (birth to 18 months)
- ◆ toddler (18 months to 36 months)
- ◆ young child (3 to 5 years)
- ◆ child (primary school age)
- ◆ teenager (secondary school age) (National 5)

Make up a treasure basket from the materials provided:

1 Make a list of objects you placed in your treasure basket?

2 What age would this treasure box be for?

3 What is the adult's role? Explain your answer.

4 Make a list of any health and safety factors the adult would consider.

5 How will this experience contribute to the care, learning and development of the baby or toddler?

Physical development

Emotional development

Cognitive development

Many publications describe the treasure basket and the benefits of this form of exploration for the young child.

Can you fill the treasure basket with only natural materials?

Now think about the benefits to the child.

Exploring natural materials/objects

Imagine you are walking along the beach. What can you see?

- 1 Make a list of objects a child might collect when walking along the beach?

- 2 What does each of these feel like?

- 3 Suggest four different ways which the child might play with the sand.

Thinking about ‘discovery play’, what are the benefits to children in each of the areas of development?

Social/emotional	
Language	
Physical	
Cognitive	

Stages of development

Now think about stages of development for **discovery play**.

- 1 Describe one experience which could encourage discovery play.
- 2 Describe how this experience benefits the child in two ways.
- 3 Describe the role of the adult within the experience.

Stage of development	Description of experience	Benefit to child	Role of the adult
Baby (birth to 18 months)		1 2	
Toddler (18 months to 36 months)		1 2	
Young child (3 to 5 years)		1 2	
Child (primary school age)		1 2	

Learner activity topic 4: creative play

Help your tutor set out materials which can encourage creative play.

You will be given the opportunity to try a range of experiences including:

- ♦ painting with a range of different materials
- ♦ collage
- ♦ crafts — puppet making

Have fun!

Keep a record of play experiences which you:

- 1 observed during the workshop
- 2 participated in during the workshop

Use this table to record this.

Play experiences observed	Play experiences participated in

Use this page to list materials you may provide for painting and drawing experiences.

What can you draw with?

What can you paint on?

What can you paint with?

Collage

Children can also have fun with glue!

What do we mean by 'collage'?

Make a list of materials you could provide for children which would encourage interest in collage experiences.

What is the adult's role in supporting children in this experience?

Suggest one way we could make this activity more challenging for a child in upper primary.

The following play experiences can be enjoyed by babies and toddlers.

Try some of these experiences.

Make a record of experiences you have participated in. Try to think why it would be suitable for this age group.

'Mix and mess' — simply put large tubs of a selection of pulses, grains and pasta with assorted large spoons on a table and allow the children to explore these freely.

'Abstract collage' — put small amounts of the pulses, grains and pasta into containers. Provide sheets of paper and PVA glue and spreaders. Children can use these freely to create a collage.

Salad spinner prints

This is an unusual but effective way to create a pattern with paint!

- 1 Put a piece of paper in the bottom of the spinner.
- 2 Put a few drops of paint on to the paper.
- 3 Put the lid on the salad spinner and turn the handle.

When the spinner has stopped examine the design. Repeat with other colours if desired.

The very young child will enjoy the movement as much as the print or end product!

Wheel prints

Provide two trays of ready-mix paint, a selection of toy vehicles (not too small) and a large sheet of paper.

Dip the wheels of one of the vehicles in the paint.

Drive it over the paper.

The young child will enjoy making patterns in this way.

Again the child will gain satisfaction from the process as much as from the end product.

When you were young, an early experience of music would be singing nursery rhymes, action songs and circle games.

- 1 In the space below make a list of nursery rhymes, action songs and circle games which you remember singing at home, at playgroup or at nursery.

Nursery rhymes

Action songs

Circle games

Compare your lists with two other people in the class. Add any games, songs or rhymes which you had forgotten to your list.

As a group share your favourite nursery rhyme or action song with the class.

- 2 Use your computer skills to access the following website: www.gameskidsplay.net. Find songs suitable for young children and add these to your lists. Add these lists to your folder.
- 3 Print out two of your favourites to add to your folder.
- 4 Access the following website: <http://www.bbc.co.uk/cbeebies/singasong/jukebox.shtm/>. Enjoy a karaoke with your friends!

Thinking about ‘creative play’, what are the benefits to children in each of the areas of development?

Social/emotional	
Language	
Physical	
Cognitive	

Stages of development

Now think about stages of development for **'creative play'**.

- 1 Describe one experience which could encourage creative play.
- 2 Describe how this experience benefits the child in two ways.
- 3 Describe the role of the adult within the experience.

Stage of development	Description of experience	Benefit to child	Role of the adult
Baby (birth to 18 months)		1 2	
Toddler (18 months to 36 months)		1 2	
Young child (3 to 5 years)		1 2	
Child (primary school age)		1 2	

Learner activity topic 5: books and play which support language enrichment

Visit your local library

- 1 Describe the area for children in the library.
- 2 Identify a book which would be suitable for each of the following age groups.

Baby

Title:

Author:

Toddler

Title:

Author:

Young child

Title:

Author:

Child

Title:

Author:

Teenager

Title:

Author:

When visiting the library, choose a book which you think you would enjoy reading to a group of four-year-old children.

Bring the book to class next time.

Show it to the class and explain why you chose this book.

Title:

Author:

A description of the book:

Listen to an audio recording of someone reading a story for young children.



What made it interesting?

What skills did the adult reading the story use?

When planning a storytelling session, you should think about:

- ◆ the number of children who will take part
- ◆ the timing of the session — when it will take place and how long it will last
- ◆ what story/stories you will use
- ◆ whether you will use visual aids and which visual aids would be suitable
- ◆ the area you will use
- ◆ whether another adult should be present

Why will considering each of these be important?

The number of children who will take part
The timing of the session — when it will take place and how long it will last
What story/stories you will use
Whether you will use visual aids and which visual aids would be suitable
The area you will use
Whether another adult should be present

Thinking about 'books and play which support language enrichment', what are the benefits to children in each of the areas of development?

Social/emotional	
Language	
Physical	
Cognitive	

Stages of development

Now think about stages of development for **‘books and play which support language enrichment’**.

- 1 Describe one experience which could encourage using books and playing which supports language enrichment.
- 2 Describe how this experience benefits the child in two ways.
- 3 Describe the role of the adult within the experience.

Stage of development	Description of experience	Benefit to child	Role of the adult
Baby (birth to 18 months)		1 2	
Toddler (18 months to 36 months)		1 2	
Young child (3 to 5 years)		1 2	
Child (primary school age)		1 2	

Learner activity topic 6: symbolic play

What happened next?

It had been a windy night on the farm and Tom couldn't sleep. He kept hearing a strange noise coming from one of the barns. As he looked out of the window he could see a light in the furthest away barn. Slowly and quietly he slid out of bed and put on his shoes. He grabbed his jumper from his chair and sneaked out into the cold, windy night. As he neared the barn he heard voices, one strange and one familiar. There was a crack in the barn door and quietly Tom knelt down to look inside...

- 1 In groups discuss what happened next.
- 2 Act out what happened next.
- 3 End your piece with a still picture (like a camera shot).

Thinking about 'symbolic play', what are the benefits to children in each of the areas of development?

Social/emotional	
Language	
Physical	
Cognitive	

Stages of development

Now think about stages of development for **symbolic play**.

- 1 Describe one experience which could encourage symbolic play.
- 2 Describe how this experience benefits the child in two ways.
- 3 Describe the role of the adult within the experience.

Stage of development	Description of experience	Benefit to child	Role of the adult
Baby (birth to 18 months)		1 2	
Toddler (18 months to 36 months)		1 2	
Young child (3 to 5 years)		1 2	
Child (primary school age)		1 2	

Learner activity topic 7: vigorous play

Work in pairs.

Make a list of movements children use on large equipment. If this is difficult, think about gymnastics!

Work in a small group.

You have been asked to set up an obstacle course for a group of primary school children.

The equipment you have been given is:

- ◆ 1 small trampoline
- ◆ 2 play tunnels
- ◆ a large wooden climbing frame with a slide
- ◆ 3 ropes
- ◆ 1 wooden ladder
- ◆ a bench
- ◆ a large tricycle
- ◆ a set of 'stepping stones'

You may also choose one other piece of equipment you would like to include. You may choose to leave out some equipment.

- 1 Design an obstacle course which would be fun for this age group
- 2 List any safety considerations
- 3 How many adults would be required to supervise this activity?
- 4 Where would you position the adults?
- 5 What will the role of these adults be?
- 6 What safety rules would you explain to the children before starting this activity?
- 7 How will this experience potentially contribute to the development of these children?
- 8 Can you think of two games which older children might devise on larger pieces of equipment?

Remember that in a play setting children may also set up their own obstacle course at this stage with your help.

Play in Early Learning and Childcare — National 4 and National 5: Learner support

You will be given the opportunity to take part in physical play experiences.

This will either take place in a hall, large room with clear space or out doors.

Suggested experiences are:

- ◆ circle games
- ◆ parachute games
- ◆ ball games
- ◆ chasing games
- ◆ running games

Your tutor may ask you for suggestions for games as well as giving you ideas.

The following website has lots of ideas for different age groups:

<http://www.kidsgames.org/>

During the session you will be asked to think about:

- 1 the ages of children who can enjoy each experience/activity
- 2 how each experience can contribute to the care, learning and development of the child/children

Thinking about 'vigorous play', what are the benefits to children in each of the areas of development?

Social/emotional	
Language	
Physical	
Cognitive	

Stages of development

Now think about stages of development for 'vigorous play'.

- 1 Describe one experience which could encourage vigorous play.
- 2 Describe how this experience benefits the child in two ways.
- 3 Describe the role of the adult within the experience.

Stage of development	Description of experience	Benefit to child	Role of the adult
Baby (birth to 18 months)		1 2	
Toddler (18 months to 36 months)		1 2	
Young child (3 to 5 years)		1 2	
Child (primary school age)		1 2	

Learner activity topic 8: play with technology

Find a recipe for baking which would be easy for school age children to follow. Write out the recipe here.

Title:

Ingredients:

Equipment and utensils needed:

Method/instructions:

Health and safety considerations:

By sharing recipes with other learners you could compile a recipe book. You might want to add illustrations.

Cooking and baking: decorating biscuits/decorating sponge cakes

What do you need?

Ingredients:

- ◆ 1 packet of icing sugar
- ◆ water
- ◆ food colouring
- ◆ tubes of coloured icing
- ◆ small sweets (varied)
- ◆ packet of digestive biscuits or fairy cakes.

Equipment/utensils:

- ◆ a small bowl
- ◆ a teaspoon
- ◆ a dessert spoon
- ◆ a small plate.

Have fun decorating your biscuit/cake!

We want to encourage **healthy** eating.

Can you think of what you could provide as a savoury alternative to this experience?

What ingredients would you provide?

Play in Early Learning and Childcare — National 4 and National 5: Learner support

In pairs, write a plan for this activity.

You can choose either:

- 1 biscuit or cake decorating
- 2 the healthy alternative

You will be carrying out the activity with a group of four-year-old children.

Plan:

Thinking about 'play with technology', what are the benefits to children in each of the areas of development?

Social/emotional	
Language	
Physical	
Cognitive	

Stages of development

Now think about stages of development for 'play with technology'.

- 1 Describe one experience which could encourage play with technology.
- 2 Describe how this experience benefits the child in two ways.
- 3 Describe the role of the adult within the experience.

Stage of development	Description of experience	Benefit to child	Role of the adult
Baby (birth to 18 months)		1 2	
Toddler (18 months to 36 months)		1 2	
Young child (3 to 5 years)		1 2	
Child (primary school age)		1 2	

Learner activity topic 9: games

Work in a group of 3 or 4.

What games did you play as a child? And what games do you still play?

Table-top games or board games:

Physical games:

Team games:

Dance and singing games:

Traditional games:

Share with the class.

Now try to decide which of our age groups each game would be suited to.
Fill them in on this chart.

Age	Table-top game or board game	Physical game	Other game
Baby (birth to 18 months)			
Toddler (18 months to 36 months)			
Young child (3 to 5 years)			
Child (primary school age)			

Thinking about 'games', what are the benefits to children in each of the areas of development?

Social/emotional	
Language	
Physical	
Cognitive	

Stages of development

Now think about stages of development for 'games'.

- 1 Describe one experience which could encourage playing games.
- 2 Describe how this experience benefits the child in two ways.
- 3 Describe the role of the adult within the experience.

Stage of development	Description of experience	Benefit to child	Role of the adult
Baby (birth to 18 months)		1 2	
Toddler (18 months to 36 months)		1 2	
Young child (3 to 5 years)		1 2	
Child (primary school age)		1 2	

Learner activity topic 10: learning and development

Areas of development — Revision

physical words age turns concepts stage social

concentrate experiences five fine self-esteem winner

questions independence

Fill in the blanks choosing from the words above.

There are ____ main areas of development. Play can help children's
_____ development by improving ____ and gross motor skills.

When children play together they take _____, learn rules and gain friends.

This promotes _____ development.

Within emotional development children learn that they can't always be the
_____. Play boosts their ____-_____ and helps them cope with
their feelings. Play can develop their _____.

Children's cognitive development is improved through play as it encourages
them to _____ and to discover new _____.

Children's language development is also improved as play helps them to,
listen, learn new _____, talk about exciting _____ and ask
lots of _____.

Play can benefit children in all areas of development. Play should be
appropriate to the child's ____ and _____ of development.

National 5

Teenagers

Thinking about 'play', what are the benefits to teenager in each of the areas of development?

Social/emotional	
Language	
Physical	
Cognitive	

Type of play	Description of experience	Benefit to teenager	Role of the adult
Symbolic play		1 2	
Vigorous play		1 2	
Play with technology		1 2	
Games		1 2	

Describe how each of the following play experiences can contribute to the development of the child. For each play experience describe how it helps two areas of development.

A small group of four-year-old children are playing at the dough table. Each child has a large chunk of dough.

Lia rolls out a piece of dough into a sausage shape. She makes it move across the table. 'sss.....I'm a sssnake.'

A group of nine- and ten-year-old children are playing in an adventure playground. They are using the structures in the playground to play 'High Tig'.

Katie runs after Daniel. He just manages to jump on to the tree stump before Katie touches his T-shirt.

Kamal, Hannah and Tom have been out walking. Each child had a bag to collect interesting natural objects on the walk. When they arrive back at the Kids Club, they get out magnifying glasses and look at the objects more closely. Tom is fascinated by the pattern on the leaf he has found and shows it to Hannah. Kamal shouts them across to see the tiny ladybird which he has found on one of the twigs.

A group of six-year-old children and their teacher are singing 'Head, shoulders, knees and toes' while carrying out the actions.

Sophie is 8 months old. Her mother has gathered a selection of objects in a basket. She sits Sophie on a carpet and as the child explores the objects using her hands and her mouth her mother watches her closely, giving an encouraging smile when Sophie looks across.

Malik is in the corner of the nursery which has been set out as an office. He is holding the telephone in one hand and saying 'Yes, I think we can see you then. Thank you. Goodbye.' He 'writes' on the pad beside the telephone.

Jane and Lizzy are 11 years old. They have been attending a Saturday morning club for 2 years. They are working on a paper maché sculpture. They have attached a balloon to a box using masking tape and are now moulding the paper maché round this into the shape of a head and shoulders. The nose and ears are proving tricky. Next week they will paint their model.

Play in Early Learning and Childcare — National 4 and National 5: Learner support

As we looked at types of play in Outcome 1 we also looked at how each of these types of play could contribute to the care, learning and development of the child.

How will play help development and learning?

Complete these revision exercises to remind yourself of play experiences and how they contribute to the care, development and learning of the child.

Note:

In the unit which you have studied on child development, emotional and social development are combined.

These worksheets look at them separately.

Revision exercise

What are the benefits of play in relation to care, learning and **physical development**?

Describe one play experience which would benefit the child in the way suggested at the given age.

Age of child	Contribution to development	Description of play experience
Birth to 3 years	Encourages the child to use their hands to manipulate objects	
Birth to 3 years	Gives the child opportunity to release energy, promoting sleep and appetite and gaining control of large movements	
3 to 5 years	The child gains control of tools and fine motor skills	
3 to 5 years	Leads to increase in balance and co-ordination	
5 to 8 years	The child is able to refine movement and use precision of movement when handling small objects	
5 to 8 years	The child is taking part in vigorous play which will increase control of motor skills and prevent obesity	
8 to 12 years	The child will learn a new skill	
8 to 12 years	The child will play in the fresh air, this will in turn promote sleep, appetite and circulation	

Revision exercise

What are the benefits of play in relation to care, learning and **language development**?

Describe one play experience which would benefit the child in the way suggested at the given age.

Age of child	Contribution to development	Description of play experience
Birth to 3 years	Encourages listening skills	
Birth to 3 years	Encourages enjoyment of language	
3 to 5 years	Introduces children to new vocabulary	
3 to 5 years	Enables the pre-school child to become aware of purposes of the written word	
5 to 8 years	Gives the child the opportunity to use language to plan and predict what might happen	
5 to 8 years	Encourages enjoyment of language	
8 to 12 years	Encourages discussion	
8 to 12 years	Encourages enjoyment of language	

Revision exercise

What are the benefits of play in relation to care, learning and **social development**?

Describe one play experience which would benefit the child in the way suggested at the given age.

Age of child	Contribution to development	Description of play experience
Birth to 3 years	Encourages interaction between baby or toddler and carer	
Birth to 3 years	Encourages toddlers to play alongside others	
3 to 5 years	Encourages turn taking	
3 to 5 years	Encourages responsibility when tidying away materials	
5 to 8 years	Children become more aware of rules for safety and the wellbeing of others	
5 to 8 years	Encourages co-operation and working together	
8 to 12 years	Encourages independence	
8 to 12 years	Encourages children to share ideas and experiences	

Revision exercise

What are the benefits of play in relation to care, learning and **cognitive development**?

Describe one play experience which would benefit the child in the way suggested at the given age.

Age of child	Contribution to development	Description of play experience
Birth to 3 years	Babies and toddlers become aware of cause and effect	
Birth to 3 years	The baby or toddler is encouraged to use their senses to investigate objects and find out there properties	
3 to 5 years	The child explores materials and becomes aware of texture and colour	
3 to 5 years	The child is encouraged to use memory skills	
5 to 8 years	Problem solving skills are encouraged	
5 to 8 years	The child becomes aware of sequence and pattern	
8 to 12 years	Creativity is encouraged	
8 to 12 years	The child uses technology to make and record discoveries about the world around them	

Revision exercise

What are the benefits of play in relation to care, learning and **emotional development**?

Describe one play experience which would benefit the child in the way suggested at the given age.

Age of child	Contribution to development	Description of play experience
Birth to 3 years	It can be soothing or relaxing for the baby or toddler	
Birth to 3 years	It is enjoyable	
3 to 5 years	The child gains confidence and develops self-esteem	
3 to 5 years	The child can release tension	
5 to 8 years	The child is presented with challenges which can lead to a sense of achievement	
5 to 8 years	Children begin to try different roles and feel in control	
8 to 12 years	A new experience can provide excitement	
8 to 12 years	The older child will gain confidence and a sense of wellbeing	

Learner activity topic 11: play environment

National 5

Where did or do you play?

Make a list of all the places you played when you were younger? Think about how this was different places as you got older.

Design a play map of your homes and local area, of the places where play happens.

Design an outdoor play environment

Design an outdoor play space which would encourage children to explore their environment.

If you have undertaken this as a group activity, you should choose different ages of children and young people and think about a different type of outdoor environment, such as a forest school or adventure playground.

Design an indoor play environment

Design an indoor play space which would encourage children to explore their environment.

If you have undertaken this as a group activity, you should choose different ages of children and young people and think about a different type of indoor environment, such as a sports hall or arts and craft club.

Learner activity topic 12: role of the adult

National 5

When planning a play experience, it can be helpful to consider strategies for learning which children and young people might use — how they might play — how they might learn!

Let's think about how we all learn!

If you go to buy a new outfit how do you decide whether you like it or not?

If you want to learn how to work your new mobile phone, what would you do?

Compare your answers with someone sitting near you.

Did you have the same answer?

Share your answers with others in the class.

You will find that there is a wide variety of answers to these two relatively simple questions.

Answers to the questions on the previous page probably included some of these.

If you go to buy a new outfit, how do you decide whether you like it or not?

You:

- ◆ look at it
- ◆ try it on
- ◆ touch the material
- ◆ ask a friend what they think

If you want to learn how to work a new mobile phone, what would you do?

You learn how to work a new video machine by:

- ◆ reading/following instructions
- ◆ watching someone else and then copy them
- ◆ asking questions
- ◆ trial and error
- ◆ building on previous experiences.

This is exactly how children learn at play!

The child:

- ◆ explores materials
- ◆ watches others
- ◆ follows instructions
- ◆ asks questions
- ◆ works with others and shares ideas
- ◆ builds on previous experiences with similar materials
- ◆ experiments
- ◆ repeats and practises until they can do something or knows how something works.

When planning play experiences, we have to consider whether the time we are allocating to the experience will allow children and young people the opportunity to use these varied strategies for learning and gain satisfaction from the experience.

Note three important points made in relation to the time we allocate to play.

1

2

3

National 5

The role of the adult in the play experience

When looking at the role of the adult in the play experience we can look at the role of the adult in:

- ◆ planning the play experience
- ◆ preparing materials and setting out equipment
- ◆ taking part in the play experience
- ◆ evaluating the play experience.

When looking at types of play, we have already started to look at the adult's role. We also looked at some points we consider when planning an experience.

In practice the role will vary according to:

- ◆ the age of the child
- ◆ the needs of the child or children
- ◆ the experience itself

National 5

Human resources: the role of the adult

For each of the following play experiences describe the role of the adult in enabling the child to gain maximum benefit from the experience.

Painting (a small group of toddlers, 18 months to 36 months)

Painting (teenagers)

Storytelling (babies, birth to 18 months)

Storytelling (with primary school children)

Playing musical instruments (toddlers, 18 months to 36 months)

Playing musical instruments (teenagers)

Baking and cooking (young children, 3 to 5 years)

Baking and cooking (with primary school children)

Construction materials, large building blocks (young children, 3 to 5 years)

Construction materials, woodwork (teenagers)

Water play (babies, birth to 18 months)

Choose **one** play experience and explain **two** ways in which the role of the adult will vary according to the age of the child when providing this play experience.

National 5

What preparation might be required in each of the following areas?

Play experience/area	Preparation required
Painting	
Dough	
Den building	
Water	
Book corner	
Home corner	
Dressing-up area	
Outdoor play equipment	
Loose parts play	

Learner activity topic 13: risk in play

National 5

What is risk in play?

Have you:

- ☐ Climbed a tree
- ☐ Played in a stream
- ☐ Climbed on a roof
- ☐ Played on a building site
- ☐ Went too far from home
- ☐ Built a fire
- ☐ Played on the road

What was the 'riskiest' thing you have done whilst playing?

Describe what you learned from these play experiences?

National 5

Benefits of risk

Think about the benefits to the child or young person of taking risk whilst playing.

Consider the following risks in play and identify the benefits to the child or young person and if the benefits, make the risk acceptable.

And what would age make the difference?

Risk in play	Benefits	Acceptable risk?
Climbing a tree		
Playing by a stream		
Playing football		
Jumping from a roof		
Playing on a trampoline		
Building a fire		

Learner activity topic 14: reflecting on play

National 5

Reflecting on play

Read this example of play practice:

‘As part of a seasonal theme, a member of staff brought a selection of bulbs for planting indoors and outdoors. The children played in the mud and planted the bulbs in the nursery garden and a book was prepared by the children on how to plant a bulb.’

After reading this extract, answer the following questions:

What was the aim of this play experience?

What was the adult’s role when interacting with and supporting the children?

What were the benefits of this play experience for the children involved?

What was successful about this play experience? What did the adult do to make the play experience a success?

What could be provided next to extend this play experience to meet the development needs of the children involved?

National 5

Reflecting on play

Read this example of play practice:

‘Four children aged between three and five, were observed making a ‘stage’ with large blocks and playing at being dancers.’

After reading this extract, answer the following questions:

What was the adult role in this experience?

What could be offered next to extend the children’s play?

How did this experience contribute towards the development and learning of the children involved?

National 5

Following a play experience that you have planned and implemented:

Discuss the following questions in a small group.

1 How can we tell if the play experience was successful?

2 How can we tell if the activity was unsuccessful?

You should be able to:

- ◆ explain your role in facilitating play within the play environment
- ◆ share your observation and reflection on the play within the play environment
- ◆ describe the benefits of the play for individual children or young people within the play environment

Learner activity topic 15: employability skills

Teamwork evaluation

Skills used in teamwork include listening skills, communication skills, negotiating skills, problem-solving skills, organisational skills.

Which of these skills did you use when working as a group to build the straw tower? Say how each skill was used.

Evaluate the part **you** played in the activity where you were asked to build the straw tower.

Did you **contribute ideas** in **planning** how to build the tower? If so, which ideas did you contribute in the discussion?

What was your role in the **implementation** of this activity? Did you **play a part** in building the tower? If so, what did you do? What was your contribution?

Choose one of the following **types of play**:

- ◆ vigorous or physical play
- ◆ creative play
- ◆ books and experiences which encourage language enrichment
- ◆ discovery play
- ◆ symbolic play
- ◆ games
- ◆ play with technology

For your chosen type of play choose a **play experience** suited to one of the following age groups:

- ◆ baby (birth to 18 months)
- ◆ toddler (18 months to 36 months)
- ◆ young child (3 to 5 years)
- ◆ child (primary school age)
- ◆ teenager (secondary school age)

Describe the play experience and the role of the adult when planning for and supporting this type of play experience.

Use the headings on the following pages to complete a more detailed plan of your play experience.

Learner activity: planning play

Planned play experience

Use this sheet to make notes as you plan a play experience.

Type of play experience:

Description of the play experience:

How will the play experience support the care, development and learning of the child?

Physical resources required:

Material resources required:

Human resources required:

Planned play experience

Any health and safety considerations?

What is the role of the adult in this experience?

Identify possible individual needs of children:

These notes can be used to help you plan your play experience.

Each group will decide on how they will present this plan to the class

Learner activity topic 15: employability skills

Self-evaluation

Skills used in teamwork include listening skills, communication skills, negotiating skills, problem-solving skills, and organisational skills.

Which of these skills were used when planning play experiences?

Evaluate the part **you** played in planning and implementing one play experience.

Did you **contribute ideas** in **planning** play experiences? If so, which ideas did you contribute?

What skills did you use in your role in the **implementation** of play activity? Did you **play a part** in preparation for the play experience? If so, what did you do? What was your contribution?

What was your role **during** the play experience? What did you do? Did you do it well?

What was your role at the end of the play experience? What skills did you demonstrate?

What were your strengths when planning and implementing the play experience? What did you do well? What skills did you use?

What do you feel are areas in which you could improve? What could you do better?

Review your own contribution to group planning and group presentation in terms of strengths and areas for improvement

You are being asked to consider what you did and how well you did it!

When considering your contribution to the group plan, think of ways you could contribute to a plan.

- ◆ Putting forward suggestions for the play experience and of ways in which your plan can be presented
- ◆ Listening to others
- ◆ Responding to the suggestions of others and building on their ideas
- ◆ Gathering information
- ◆ Sharing information
- ◆ Communicating clearly
- ◆ Helping others carry out an idea
- ◆ Making drawings
- ◆ Working on the computer
- ◆ Co-operating with others
- ◆ Thinking of possible difficulties and problem solving

You can perhaps think of other ways people can contribute to plans.

My contribution to the group plan — what I did:

When considering your contribution to the group presentation, think of ways you contributed to this part of the work. You may have:

- ◆ constructed a poster
- ◆ made drawings
- ◆ made signs
- ◆ drawn a chart
- ◆ written out part of the dialogue
- ◆ put forward ideas when deciding on the form of presentation
- ◆ made a model
- ◆ delivered the plan to the class, actually speaking about the plan

You can perhaps think of different ways of contributing to a group presentation.

My contribution to the group presentation — what I did:

When you have decided **how** you contributed to the group plan and group presentation, you then have to decide **how well** you contributed to the group plan and group presentation.

- ◆ What were your strengths?
- ◆ What did you do well?

Try to give an example to back up your statement.

For example, if you feel you were organised, say exactly what you did which showed this.

- ◆ What areas do you feel you could improve in?
- ◆ What could you do better?

Glossary

Wellbeing — to be contented, healthy and have some success

Care — to help, comfort

Spatial awareness — to know what space is needed for activities

Turn taking — to each take a turn

Co-operative — working together

Fine motor skills — co-ordination and manipulative skills of fingers and grasps

Areas of development — physical, social, emotional, language and cognitive

Language enrichment — adding to language plenty opportunity to hear and practise new words

Simple narrative — simple story; easy to follow

Extended narrative — a longer, more complicated story with more words; more description

Perseverance — to keep on trying

Respect — building up a relationship of trust

Enhance — improve, benefit

Resources

Resources required for workshop/practical sessions

Materials/equipment	Source/supplier
Clay	
Ready mix paints	
Rainbow Art kit	
Face paints	
Pearlised paints	
Finger paints	
Assorted brushes	
Paint rollers	
Paint pots	
Paint trays	
Pastel crayons	

Materials/equipment	Source/supplier
Charcoal	
Activity/craft paper (A4 + A1)	
Coloured card (A4 + A1)	
Frieze paper	
Crepe paper	
Tissue paper (sheets, circles)	
Ribbon	
Felt (squares, metres)	
Assorted threads	
Large eyed needles	
Feathers	
Sequins	
Masks	

Materials/equipment	Source/supplier
Paper plates	
Paper bowls	
PVA glue	
Pritt sticks	
Lollipop sticks	
Short garden canes	In store garden centres
Wool	
Cellophane	
Paper fasteners	
Hole punch	
Staplers	
Plastic flower pots Terracotta flower pots	Garden centres
Stones	Garden centres
Foil	Local supplier
Sponges	Local supplier

Materials/equipment	Source/supplier
Bells	
Dowelling	Local supplier
Balloons	Local supplier
Straws	Local supplier
Play parachute	
Board games and table-top games to suit each age group	
A varied selection of children's books	Local libraries are often happy to put a selection of books together to supplement your own supplies

Useful texts, journals, videos and websites

Texts

Tassoni, P. and Hucker, K. (2004) *Planning Play and the Early Years*. 5th print. Heinemann. 0-435-40154-8

'The Best of Children's Art and Crafts' *The Australian Women's Weekly* 186396330-8

Jones, M. *Gaining your NVQ Level 2 in Early Years Care and Education*. Scholastic .0-439-98499-8

Jones, M. (2003) *Gaining your NVQ Level 3 in Early Years Care and Education*. 1st ed. Scholastic. 0-439-98475-0

Hobart, C. and Frankel, J. (1999) *A Practical Guide to Activities for Young Children*. 2nd ed. Stanley Thornes. 0-7487-4503-3

O'Hagan and Smith (1999) *Early Years Child care and Education*. 2nd ed. Balliere Tindall. 0-7020-2373-6

Fabian, H. (2003) *Contextualised Learning for 5-8 year olds*. 2nd ed. Learning Teaching Scotland

Stephen, C. and Plowman, L. (2002) *ICT IN Pre-school: A 'Benign Addition'?* 1st ed. Learning Teaching Scotland

National Playing Fields Association, Playlink, Children's Play Council. (Sept 2000) *Best Play What play provision should do for children*. 2nd ed. National Playing Fields Association.

Anderson, A. (1992) *Technology through Play*. Pre-school Learning Alliance. 1-873743-03-3 Ref code A059.

Anderson, A. (1992) *Science through Play*. Pre-school Learning Alliance. 1-873743-03-3 Ref code A059.

Music through Play. Pre-school Learning Alliance.

Language through Play. Pre-school Learning Alliance.

Shapes and Colour through Play. Pre-school Learning Alliance.

The address for the Pre-school Learning Alliance is:
Pre-school Learning Alliance
69 Kings Cross Rd
London WC1X 9LL

Useful websites

Care Inspectorate

<http://www.careinspectorate.com/>

- ♦ Managing Risk in Play Provision: Implementation guide
- ♦ Gender equal play in early learning and childcare

Children and Young People's Commissioner Scotland

<https://www.cypcs.org.uk/>

Early Years Scotland

<https://earlyyearsscotland.org/>

Education Scotland

<https://education.gov.scot/>

Play Scotland

<https://www.playscotland.org/>

Scottish Book Trust — Book Bug

<http://www.scottishbooktrust.com/bookbug>

Scottish Social Services Council

<https://www.sssc.uk.com/>

BBC website

<http://www.bbc.co.uk/cbbc/>

BBC website

<http://www.bbc.co.uk/cbeebies>

Royal Society for the Prevention of Accidents

www.rospa.co.uk

The following site is a source for a wide range of games which children play, including: skipping games; ball games; chasing games; circle games and traditional games. It is useful for student research but also workshop preparation.

<http://www.gameskidsplay.net>

The following site has a selection of online games for children, which students may like to try.

<http://www.playkidsgames.com/games>

A 'Children's Games Poster' can be ordered from this site — would provide focus for discussion on children's play outdoors.

<http://www.playwales.org.uk>

Play in Early Learning and Childcare — National 4 and National 5

NCB: Children's play information service

http://www.ncb.org.uk/Page.asp?originx8826qo_11241871352121z16h45198729

Kidsactive

www.freeplaynetwork.org.uk

Photocopiable extracts from journals are available at:

www.scholastic.co.uk

Ideas for play experiences are available at:

<http://www.nurseryworld.co.uk/>

<http://www.ask-nanny.com/arts-crafts.html>

<http://www.literacytrust.org.uk/talktoyourbaby/initiativesmusic.html>

<http://www.ssc.education.ed.ac.uk/resources/vi&multi/digit/digit.html> (DIG IT Yourself — sensory gardens by children)

www.noahsarkgardens.co.uk (sensory gardens)

National Children's Bureau site provides excellent fact sheets including:

'What is play?'

'Where do children play?'

'Key sources of information on children's play'

<http://www.ncb.org.uk/Page.asp>

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