

Unit 310

Understand Children and Young People's Self-Directed Play

Level: 3

Credit value: 5

Unit aim

This unit covers the knowledge, understanding and some elements of practice that a playworker requires to support children and young people's freely chosen, self-directed play and reflect on their practice.

Learning outcomes

There are **three** learning outcomes to this unit. The learner will:

- 310.1 Understand the nature of freely chosen, self-directed play
- 310.2 Understand the key concepts involved in children and young people's play
- 310.3 Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk
- 310.4 Be able to reflect on children and young people's play

Guided learning hours

It is recommended that **35** hours should be allocated for this unit, although patterns of delivery are likely to vary

Details of the relationship between the unit and relevant national standards

This unit reflects the following NOS

- PW9 Plan and support self-directed play
- PW13 Contribute to children's health and well-being
- PW7 Develop and maintain a healthy, safe and secure environment for children

Endorsement by a sector or other appropriate body

This unit is endorsed by SkillsActive

Assessment and grading

This unit will be assessed by an assignment which is externally set and internally marked

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310.1

Understand the nature of freely chosen, self-directed play

Assessment Criteria

The learner can:

1. explain the **characteristics** of freely chosen, self-directed play
2. explain the importance of **observing and analysing** children and young people's play
3. explain why it is important to collect **information** other than by observation in order to analyse children and young people's play preferences.

Range

Characteristics

Engaging, accessibility to resources/environment, without adult agenda, child/young person led, child/young person initiated, child/young persons own agenda

Observing and analysing

Observing and checking on children and young people's play behaviour, looking at what is happening and why

Information

What the child or young person wants / wishes

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310.2

Understand the key concepts involved in children and young people's play

Assessment Criteria

The learner can:

1. explain the following terms, giving examples for each:
 - play needs
 - play cycle
 - play cue
 - loose parts
 - play space
 - play frame
 - play preferences
2. explain the characteristics of ten different **play types**

Range

Play types

Communication play, creative play, deep play, dramatic play, exploratory play, fantasy play, imaginative play, locomotor play, mastery play, object play, role play, rough and tumble, social play, socio-dramatic play, symbolic play, evolutionary play

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310.3

Understand how to balance requirements for health, safety and welfare with the need for stimulation, challenge and risk

Assessment Criteria

The learner can:

1. summarise the main health, safety and security **requirements** that apply to a play environment
2. explain the importance of risk, stimulation and challenge during children and young people's play
3. give examples of risk in five different **play types**
4. explain the concept of acceptable and unacceptable risk in the context of different play types
5. evaluate different **approaches** to managing risk during children and young people's play
6. explain the value of enabling children and young people to manage risk for themselves
7. explain how playwork **organisations** seek to balance the health, safety and security of the play environment with children and young people's need for stimulation, risk and challenge.

Range

Requirements

Current for home counties, risk assessments, suitability of staff (criminal record checks), staff:child/young person ratios, legislation, policies and procedures, code of conduct, safeguarding

Play types

Communication play, creative play, deep play, dramatic play, exploratory play, fantasy play, imaginative play, locomotor play, mastery play, object play, role play, rough and tumble, social play, socio-dramatic play, symbolic play, evolutionary play

Approaches

Empowering and enabling linked to intervention styles

Organisations

Before/after school club, holiday play scheme, play centre, open access centre, adventure playground, play bus / mobile unit, youth groups, local authorities/councils

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310.4

Be able to reflect on children and young people's play

Assessment Criteria

The learner can:

1. **observe** play in a way that is sensitive to the children and young people involved
2. **reflect** on observations of children and young people's play
3. collect other information about children and young people's play and play preferences
4. identify a range of different play types from own observations
5. evaluate the impact of adult **intervention** on children and young people's play.

Range

Observe

Looking at and sometimes recording children and young people's play behaviours and needs. The observation is not for the use of monitoring children and young people's development or planning a curriculum of activities

Reflect

Thinking about the observations and identifying what is going well and what could be improved on to support self-directed play

intervention

Intervention styles, play cycle.