Playworker Level 2 (V1.0)
Revision Guide

SAMPLE

Apprentice's Full Name:	
Date:	
Unique Learner No:	

V.PW2-RG-01

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This revision guide will support you in preparing for your Playworker Level 2 End-Point Assessment. In addition to this guide, you will be expected to complete your own additional research and review materials from your training provider.

As you will be aware, at the end of your learning period, you will be expected to complete your End-Point Assessment. For this standard you will complete a Professional Discussion Underpinned by a Portfolio of Evidence that will last 90-minutes with a minimum of 7 questions asked, an Observation with Q&A that will last 180-minutes and a Knowledge Test that will consist of 40 questions and take place over a 60-minute time limit. More guidance on the End-Point Assessment for the Playworker Level 2 Apprenticeship can be found within the subject support pack via *www.nqual.co.uk* or by emailing *admin@nqual.co.uk*

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K 1 Playwork theory. The Playwork Principles and introduction to child development.

Play is a crucial part of childhood. Children, under the correct conditions, will learn and develop both while they are playing, and through their play. Play allows children and young people the opportunity to learn new skills, develop existing skills and build relationships with others. For this revision guide, we will be focusing on children and young people aged between 4 and 16 years of age.

The theory that surrounds playwork brings together ideas and concepts from many different disciplines, such as education, psychology, sociology and ecology, to help us understand the meaning and purpose of play for children and young people.

Article 31 of the United Nations Convention on the Rights of the Child states that children and young people 'have the right to relax, play and take part in a wide range of cultural and artistic activities.

Playwork is the work of creating and maintaining spaces for children and young people to play within. The theory and practice of playwork recognises that children's play should be 'freely chosen, personally directed and intrinsically motivated' – simply, children and young people choose and control the content and the intent of their play, by following their instincts, ideas and interests (PPSG, 2005).

Playwork can be found in a variety of play settings offering different models of Playwork. Most playworkers are employed in the voluntary or public sector, whilst some work in the private sector.

Research has shown that play has many benefits for children, such as:

- An increase in self-awareness, self-esteem, and self-respect
- It helps to improve and maintain physical and mental health.
- Play helps provide the opportunity to mix with other children of all abilities and backgrounds.
- Play can help to increase a child's confidence through the development of new skills, such as social skills.
- It helps with the promotion of imagination, independence, and creativity.
- Play can help the building of resilience through risk-taking and challenge, problem-solving, and dealing with new situations.
- Provision of opportunities to learn about their environment and the wider community.

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There are many settings where Playwork can be carried out, such as:

- Before and After School Clubs
- Adventure Playgrounds
- Mobile Play Provision – for example, a play bus
- Parks
- Woodlands
- Playschemes in Sport and Leisure Centres

The Playwork Principles

The Playwork Principles detail 8 principles in total, principles which describe what play is, why play is different to other behaviours we may associate with children and young people, and how play should be approached. The principles also look at how you can support play as an adult, and a playworker. These principles were put into place by the Scrutiny Group, a cross-section of experienced playworkers who represented the views held by all Playworkers across the UK.

1

All Children and Young People Need to Play

The impulse to play is an innate impulse. This means it is a natural reaction, something that we are born with. Play is a necessity on many different levels, these include biological, psychological and social necessities. Play is key to the healthy development and well-being of individuals and communities.

2

Play is a Process

Play is chosen freely, personally directed and intrinsically motivated. Children and young people decide and control the content and intent of their play, through following their own instincts, ideas, and interests. This is done in their own way and for their own reasons.

3

The Focus

Playwork has a primary focus. This focus and the main core of playwork is to support and facilitate the play process.

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4 The Play Process

The process of play takes precedence for playworkers, with playworkers acting as an advocate for play whilst engaging with adult-led agendas.

5 The Playworker's Role

The role of the playworker is to support all children and young people in the creation of a space in which they can play.

6 The Response to Play

The response given by the playworker to the children and young people playing is based on a sound, up-to-date knowledge of the play process, and reflective practice.

7 Recognising the Impact

Playworkers recognise their own impact on the play space, along with the impact of children and young people's play on the playworker.

8 Choosing Your Intervention Style

Playworkers choose an intervention style that enables children and young people to extend their play. All playworker interventions must balance risk with the developmental benefit and well-being of children.

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How Children Play

Children will adapt the way they play according to their age and stage of development. Although children will demonstrate different forms of play, it is also natural for children to revisit forms of play. For example, babies will predominately demonstrate solitary play, however older children, although enjoying playing with friends, will also z\

In 1996, Bob Hughes wrote a book entitled 'A Playworkers Taxonomy of Play Types, where he described 16 different play types. These 16 play types are:

These play types are:

- **Creative Play:** Play which allows a new response, the transformation of information, and awareness of new connections, with an element of surprise.
- **Communication Play:** Play using words, nuances or gestures, for example, mime, jokes, play-acting, mickey-taking, singing, debate, and poetry.
- **Deep Play:** Play which allows the child to encounter risky or even potentially life-threatening experiences, develop survival skills and conquer fear.
- **Dramatic Play:** Play that dramatises events in which the child is not a direct participator.
- **Exploratory Play:** Play to access factual information consisting of manipulative behaviours such as handling, throwing, banging or mouthing objects.
- **Fantasy Play:** Play which rearranges the world in the child's way, a way which is unlikely to occur.
- **Locomotor Play:** Movement in any or every direction for its own sake.
- **Imaginative Play:** Play where the conventional rules, which govern the physical world, do not apply.

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- **Mastery Play:** Control of the physical and affective ingredients of the environments.
- **Object Play:** Play which uses infinite and interesting sequences of hand-eye manipulations and movements.
- **Recapitulative Play:** Play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness. Enables children to access play of earlier human evolutionary stages.
- **Role Play:** Play exploring ways of being, although not normally of an intense personal, social, domestic or interpersonal nature.
- **Rough and Tumble Play:** Close encounter play which has less to do with fighting and more to do with gauging relative strength. Discovering physical flexibility and the exhilaration of display.
- **Social Play:** Play during which the rules and criteria for social engagement and interaction can be revealed, explored and amended.
- **Symbolic Play:** Play which allows control, gradual exploration and increased understanding without the risk of being out of one's depth. Using symbols such as words or objects to represent something else.
- **Socio-Dramatic Play:** The enactment of real and potential experiences of an intense personal, social, domestic or interpersonal nature.

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Ways to Play

As well as the 16 different types of play that there are, there are also different ways that the children and young people who attend your setting may play. These can be child-led, adult-led or spontaneous ways, and we will have a look at some of these now.

Child Initiated Play

This way of playing occurs when a child decides when to play and will make choices of what he/she wants to play with.

Benefits of Child Initiated Play

Child Initiated play provides the child with the ability to:

- Make choices, consider options
- Be able to play creatively, making up rules, forming new ideas
- Be able to concentrate and focus, being engaged in an activity of interest
- Be able to problem solve through playing independently

Adult Initiated Play

Activities set by adults for children to explore. These activities may be planned and can be structured to help build a child's development in certain areas. Adult-initiated play can also help all children to feel included and given a chance to play.

Benefits of Adult Initiated Play

Adult Initiated play provides the child with the ability to:

- Learn structure and routine
- Learn through imitation and repetition
- Learn to follow instructions

Children can be supported within key areas of development, including speech and language through asking questions and listening and valuing their responses. They can also be exposed to a variety of learning experiences when play is led by an adult.

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Spontaneous Play

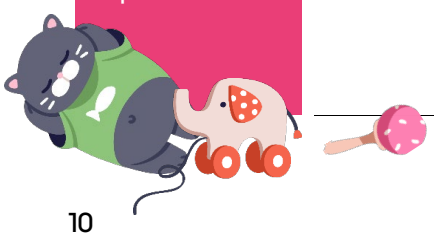
Occurs when children interact with the environment, resources and people around them. This is not planned or led by an adult. The children decide for themselves how and when play happens, usually made up on the spot, which helps social-emotional development and health.

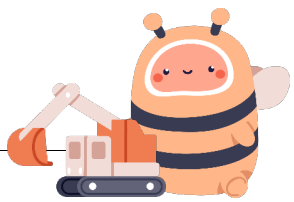
Benefits of Spontaneous Play

- Increase in confidence and independence
- Learning new social skills, like patience and turn taking
- Increase brain development
- Improves fine and gross motor skills
- Improves health and well-being
- Allows the child to challenge themselves
- Encourages language skills

Thinking about each way that a child plays, using the table below list some of the activities and experiences that you provide within your setting that help to support each individual area.

	Activity Type	Examples Of Activities / Experiences
Adult Initiated		
Child Initiated		
Spontaneous		





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