

MODULE SPECIFICATION FORM

Module Title: Providing for Risk, Resilience and Well-being in Children's Play	Level 6	Credit Value: 20
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Module code: ECS607	Cost Centre: GAEC	JACS2 code: X310
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Semester(s) in which to be offered: 3	With effect from: September 2013
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Office use only: To be completed by AQSU:	Date approved: September 2013 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any):
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Originating Academic area: Childhood and Family Studies	Module Leader: Ben Tawil
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Module duration (total hours) 200	Status: core/option/elective (identify programme where appropriate): Option
Scheduled learning & teaching hours 42	
Independent study hours 158	

Percentage taught by Subjects other than originating Subject (please name other Subjects):
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Programme(s) in which to be offered: BA (Hons) Childhood Studies	Pre-requisites per programme (between levels): None
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Module Aims:

This module aims to enable a critical evaluation of contemporary literature, policy and practice in respect of the relationship between provision and risk, resilience and well-being.

Expected Learning Outcomes:

At the end of this module, students should be able to:

Knowledge and Understanding:

- 1) Demonstrate a critical awareness of the relationship between risk, resilience and well-being.
- 2) Critically analyse the relationship between play and risk, resilience and well-being.
- 3) Critically discuss the obstacles and opportunities in supporting children's resilience through play.
- 4) Demonstrate how knowledge and understanding of the relationship between risk, resilience, well-being and play can be applied in practice.

Key Academic skills:

Demonstrate academic writing conventions, including use of supporting evidence and Harvard referencing.

Transferable/Key Skills and other attributes:

- Effective Communication
- Independent learning
- Evaluation
- Critical thinking
- Research Skills
- Reflective practice
- Analyse concepts, theories and issues of policy

Assessment:

Case Study – How can knowledge and understanding of the relationship between children's play, risk, resilience and well-being be embedded within provision.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,4	Case Study	100%		4,000

Learning and Teaching Strategies:

This module is delivered through e-learning/blended learning

The basis for working with online materials will be through self-directed study, regular online communication with tutors/peers and work-based tasks. Each module will consist of sessions whereby the students are introduced to appropriate content through reading, watching videos, screencasts, listening to podcasts, and accessing suitable web resources. Students are directed towards and supported to access journal articles and e-books through Athens. Students are encouraged to interact with each other and tutors through a range of communication tools. Each tutor would be expected to engage students using chat forums, live chat sessions, e-mail, Moodle messaging, wiki pages, interactive quizzes and web conferencing. Students are enabled to communicate with each other and to form a community of practice using a variety of the above tools.

Students on a blended learning route will cover 4 hours of taught material by e-learning as above and 2 hours discussion/exploration of topics in the classroom, per week.

Syllabus outline:

The syllabus outline has been presented as a broad set of questions for the lecturer and students to answer together using the most up-to-date materials available. This recognises that knowledge, theory, concepts and practice will change over the life span of this course and the content used to answer the questions below should be revised each year as appropriate.

This module will support students to explore the following questions:

- 1) What is the relationship between risk, resilience and well-being?
- 2) What is the relationship between risk, resilience and well-being and play?
- 3) What are the obstacles and opportunities in supporting children's resilience through play?
- 4) How can practitioners best support the resilient child through play?

In exploring these questions the module will consider:

- Play and uncertainty
- Regulation requirement and myth
- Dynamic interrelationship between play, development well being and resilience
- Risk management/risk benefit/dynamic risk assessment
- Subject and object features and characteristics to support play resilience and well being

Bibliography

Books marked with an * are currently available for students to access via Athens

Essential reading:

Ball, D., Gill, T. and Spiegel, B. (2008), *Managing Risk in Play Provision: Implementation Guide*. www.playengland.org.uk/reseources/managing-risk-playprovision.pdf

Ball, D.J. and Ball-King, L. (2011), *Public safety and risk assessment: improving decision making*. London: Earthscan

Betsy, T., Sales, R. and Pearce, J.J. (2007), *Growing up with risk*. Bristol: Policy Press.

Smith, P. K. (2010), *Children and Play; with a chapter by Yumi Gosso*. Chichester, West Sussex: Wiley-Blackwell

Other indicative reading:

Ball, D. (2002), *Playgrounds- risks, benefits and choices*. London: Crown.

Brown, F. and Taylor, C. (2008), *Foundations of Playwork*. Berkshire: Open University Press.

Christensen, P. and Mikkelsen, M. (2008), 'Jumping Off and Being Careful: Children's Strategies of Risk Management in Everyday Life', *Sociology of Health and Illness*, Vol. 30 (1), pp. 112-130.

Furedi, F. (2002), *The Culture of Fear*. London: Cassell.

Gill, T. (2006), *Growing Adventure: Final Report to the Forestry Commision*. London: Forestry Commission.

Gill, T. (2012), *No Fear, Growing up in a risk adverse society*. London: Calouste Gulbenkian Foundation*

Gleave, J. (2008), *Risk and Play: A Literature Review*. London: Play England. Available electronically

Hughes, B. (2001), *Evolutionary Playwork and Reflective Analytic Practice*. London: Routledge.

Jarvis, P. (2009), 'Building 'Social Hardiness' for Life: Rough and Tumble Play in the Early Years of Primary School' in Brock, A., Dodds, S., Jarvis, P., and Olusoga, Y. (eds) *Perspectives on Play- Learning for Life*. pp.175-193. Essex: Pearson Education Limited.

Kilvington, J. and Wood, A. (2010), *Reflective Playwork For all who work with children*. London: Continuum International Publishing Group.

Lester, S. and Russell, W. (2008), *Play for a change. play, policy and practice: A review of Contemporary Perspectives*. London: National Children's Bureau. [Available Electronically]

Masten, A and Obradovic, J. (2006), 'Competence and resilience in Development', *Annals of the New York Academy of Science*, 1094: 13-27.

Mackett, R. and Paskins, J. (2004), *Increasing Children's Volume of Physical Activity Through Walk and Play*. Contribution to the Department of Culture, Media and Sport and Department of Health Consultation on Choosing Health, Choosing Activity.

Palmer, S. (2006), *Toxic Childhood: How the Modern World is Damaging Our Children and What We Can Do About It*. London: Orion Books.

Pellegrini, A. D. (2009), *The role of play in human development*. New York: Oxford University Press.

Tovey, H. (2007), *Playing Outdoors: Spaces and Places, Risks and Challenge*. Berkshire: McGraw Hill-International.

Unicef Report (2007), *Report Card 7, Child Poverty in Perspective: An overview of child well-being in rich countries*. The United Nations Children's Fund

Valentine, G. (2004), *Public space and the culture of childhood*. Aldershot: Ashgate.

Journals:

Childhood – A journal of Global Child Research
European Early Childhood Education Research Journal
Educational Research
Early Years - An International Research Journal
Education 3-13
Journal of Early Childhood Research

Websites:

National Children's Bureau
<http://www.ncb.org.uk>
International Play Association
<http://www.ipaworld.org>
American Journal of Play
<http://www.journalofplay.org>
UNICEF
<http://www.unicef.org/crc/>

UK Play organisations
<http://www.playwales.org.uk>
<http://www.playengland.org.uk>
<http://www.playboard.org>
<http://www.playscotland.org>

Play Link
<http://www.playlink.org>
British Association of Play Therapists
<http://www.bapt.info/>
Play Therapy Uk
www.playtherapy.org.uk
Learning Through Landscapes
<http://www.ltl.org.uk>