



MODULE 1 ASSESSMENT

This topic has been developed with Ellen Sandseter, international researcher and expert in Children's Risky Play. The course introduces the concept of learning through risk, also referred to as Risky Play, in early childhood. Ellen and Alistair delve into the benefits of learning through risk and practical ways to adopt a more relaxed approach to risk-taking in the Early Years.

Each episode offers insights and practical guidance on the subjective experiences and the developmental benefits associated with learning through risk and building confidence in incorporating risk-taking when taking children's learning outdoors and beyond the classroom. The following assessment will support you in reflecting on your environment and practice. You will be able to demonstrate that the information you have listened to has embedded and your answers will create new opportunities to implement learning through risk in your setting.

QUESTION 1

What does Physical Active Play mean?

QUESTION 2

How do children approach risk and what has Ellen's research highlighted especially in toddlers approaching risk?



MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

By telling a child to be careful regularly when they are exploring their physical environment, what impact can this have and why?

QUESTION 4

How does risky play in nature compare to risky play on purchased, physical equipment and what can you do to ensure children have physical risk opportunities?

QUESTION 5

What could you add to your outdoor and indoor areas to encourage experimental risky play and what is important as a practitioner when adding these resources?





MODULE 2 ASSESSMENT

QUESTION 1

What are some of the fundamental benefits to children from having risk opportunities in The Early Years?

QUESTION 2

If a child has had the opportunity to experience learning through risk and build resilience, what lasting benefit will this have on them in later life?



MODULE 2 ASSESSMENT CONTINUED

QUESTION 3

With learning through risk there may be accidents but why is this the best way of injury prevention?

QUESTION 4

If you prevent risk taking in the early years what effect could this have?

QUESTION 5

As a practitioner to enable risk it is important that you:





MODULE 3 ASSESSMENT

QUESTION 1

How has your understanding of risk changed since you entered the sector?

QUESTION 2

What are the differences of indoor construction play versus outdoor construction play and why should you not just take your indoor resources outdoors and vice versa?



MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

What can you do as a practitioner to challenge and implement risk opportunities and what should be the main aim of any implementation?

QUESTION 4

How can a practitioners risk boundaries effect children and what can you put in place if so?

QUESTION 5

What is practical piece of advice Ellen offers on waiting to intervene?





MODULE 4 ASSESSMENT

QUESTION 1

What are some useful strategies to create a more relaxed approach to risk-taking?

QUESTION 2

If you complete a training exercise on risk, such as climbing a tree, what should the next phase of training be and why is this second phase so important?



MODULE 4 ASSESSMENT CONTINUED

QUESTION 3

Rather than assessing activities as age appropriate, what does Ellen suggest instead?

QUESTION 4

Why is it vital as a practitioner to 'know' your children in relation to learning through risk?

QUESTION 5

Why is it important to encourage a parent partnership in relation to learning through risk and what are some tips to approaching parents when discussing implementing risk opportunities?





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED

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ANSWER SHEETS





MODULE 1 ASSESSMENT

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QUESTION 1

What does Physical Active Play mean?

Answer 1 (Answers may vary)

- This kind of risk involves thrilling, exciting experiences and unpredictability of the play.
- Children don't always know the outcome of their physical action meaning this type of play would be a subjective risk experience for the children.

QUESTION 2

How do children approach risk and what has Ellen's research highlighted especially in toddlers approaching risk?

Answer 2 (Answers may vary)

- Step by step and learning how to handle it.
- If children have risky play from an early age, then they are aware of their limits and become more self-aware.
- Each child is unique though and their limitations will differ.
- Ellen's research shows that toddlers constantly risk assess, risk manage and that from a young age are aware of their environment and find solutions to manage the risks presented.



MODULE 1 ASSESSMENT ANSWERS CONTINUED

QUESTION 3

By telling a child to be careful regularly when they are exploring their physical environment, what impact can this have and why?

Answer 3 (Answers may vary)

- Make the child/children reluctant to take risk, explore and experiment.
- If adults are relaying and advising to be careful then this can impact the creativity of the child and limit the play they intended to have.

QUESTION 4

How does risky play in nature compare to risky play on purchased, physical equipment and what can you do to ensure children have physical risk opportunities?

Answer 4 (Answers may vary)

- On equipment the spacing between climbing levels is the same therefore is not challenging or thrilling once a child has achieved the climb.
- Ensuring children have opportunities for risk that are not standardised, such as a climbing frame.

QUESTION 5

What could you add to your outdoor and indoor areas to encourage experimental risky play and what is important as a practitioner when adding these resources?

Answer 5 (Answers may vary)

- Pallets, logs, crates, tyres, anything the children can move and stack.
- For the practitioner to risk assess and ensure it's a safe space, but also realising that a safe space can also have risks.
- Create a space where there are possibilities for children to take risks if they choose to.
- For indoor environments, you can add large construction materials so children can build and climb.
- Practitioners can analyse the indoor environment to review if there is space for children to use their whole body.
- In both environments always add multi-functional resources that allow children to experiment.





MODULE 2 ASSESSMENT

QUESTION 1

What are some of the fundamental benefits to children from having risk opportunities in The Early Years?

Answer 1 (Answers may vary)

- What the children are experiencing whilst they are engaging in risky play is the self-value of play.
- By taking risks children balance on anxiety and excitement which supports their development and cause and effect.
- Building curiosity, creativity, problem solving and resilience.

QUESTION 2

If a child has had the opportunity to experience learning through risk and build resilience, what lasting benefit will this have on them in later life?

Answer 2 (Answers may vary)

- When things do not go to plan, they have a bank of feelings, sensations and resilience that they can draw on.



MODULE 2 ASSESSMENT ANSWERS CONTINUED

QUESTION 3

With learning through risk there may be accidents but why is this the best way of injury prevention?

Answer 3 (Answers may vary)

- The child wrongly assessing the risk will help them reflect and learn.
- The next time the child takes part in similar activities, they will risk manage, assess and learn from their previous mistakes/accidents and therefore, the body gets much better at recognising its physical capabilities.

QUESTION 4

If you prevent risk taking in the early years what effect could this have?

Answer 4 (Answers may vary)

- By preventing risk taking and sensation seeking you would be reducing the child's ability to build resilience, creativity and prevent them from taking risks in later life.
- You will prevent them from building a mindset about being secure in their ability to take and manage risk as risk taking provides opportunities to grown, learn and be self-aware and secure.

QUESTION 5

As a practitioner to enable risk it is important that you:

Answer 5 (Answers may vary)

- Quieten the voice that instinctively tell you to advise they child to 'be careful', 'get down' as there is no need to say these statements if the child is managing the situation and risk assessing themselves.
- Allow the child to explore and experiment, they are very focused and concentrated on the activity and by saying some of the above statements you risk breaking this focus which will prevent the child assessing the risk themselves.





MODULE 3 ASSESSMENT

QUESTION 1

How has your understanding of risk changed since you entered the sector?

Answer 1 (Answers may vary)

This question is a personal reflection question, all answers will be different however key points could be:

- Providing children with risky opportunities rather than preventing injury supports the child in developing.
- Allowing natural exploration, even if risky, is the best form of play for the child as they will assess and manage risks themselves.
- Minor accidents may happen, but these accidents are good for development and children exploring the capability of their bodies.

QUESTION 2

What are the differences of indoor construction play versus outdoor construction play and why should you not just take your indoor resources outdoors and vice versa?

Answer 2 (Answers may vary)

- Indoor construction is smaller scale such as blocking, stacking and bridging outdoor would be logs, wood, pallets etc - Items that aren't flat and may take a group of children working as a team to move and construct.
- Outdoor environment for construction is more open ended than indoor, giving children opportunities to explore further than they can indoors.
- Indoor environments have more limited opportunities for risk-taking.
- By taking indoor resources outdoors you are not giving further opportunities than what children have indoors. This prevents development as the children are not exploring new risks or having a different form of play to what they experience indoors.



MODULE 3 ASSESSMENT ANSWERS CONTINUED

QUESTION 3

What can you do as a practitioner to challenge and implement risk opportunities and what should be the main aim of any implementation?

Answer 3 (Answers may vary)

- Always ask the question 'is this good for the children?'
- Find solutions to any barriers you are facing through team communication.
- Challenge your own learning practice to ensure that you are exploring child engagement.
- Recognise your own learning preference to ensure that you aren't compromising the children's learning.

QUESTION 4

How can a practitioners risk boundaries effect children and what can you put in place if so?

Answer 4 (Answers may vary)

- If a practitioner is cautious about risk this can then feed into the child and prevent them exploring and experiencing opportunities given.
- Team communication and collaboration, sharing skill sets and fears to ensure that children can engage regardless of practitioner preference.
- Applying rules not to intervene even if your instincts are telling you to advise the child to stop exploring, be careful or get down.

QUESTION 5

What is practical piece of advice Ellen offers on waiting to intervene?

Answer 5 (Answers may vary)

- 17 second rule to wait to intervene so you don't act on your instincts as soon as you get them, this gives the children a chance to risk manage, assess before intervening.
- Metaphorical glue in your pockets to stop yourself as a practitioner from stopping the opportunity and experience the child is having.





MODULE 4 ASSESSMENT

QUESTION 1

What are some useful strategies to create a more relaxed approach to risk-taking?

Answer 1 (Answers may vary)

- Team communication and collaboration to ensure all the team have a shared ethos.
- Training in risky play to make practitioners comfortable with children being outdoors and taking risks.
- For practitioners to remember the excitement they felt when they were younger taking on new challenges and risks.
- Climb a tree with your team to see how it feels or practice making fires to build practitioner experiences.
- Challenge your own outlook on risk and explore theories to support your development in adopting a more relaxed approach.

QUESTION 2

If you complete a training exercise on risk, such as climbing a tree, what should the next phase of training be and why is this second phase so important?

Answer 2 (Answers may vary)

- Complete the same activity with the children.
- It is important because it allows educators to gain knowledge about each child's competencies, observe and assess their approach to risk opportunities.



MODULE 4 ASSESSMENT ANSWERS CONTINUED

QUESTION 3

Rather than assessing activities as age appropriate, what does Ellen suggest instead?

Answer 3 (Answers may vary)

- To assess activities as competence appropriate rather age as each child's physical competencies is unique.

QUESTION 4

Why is it vital as a practitioner to 'know' your children in relation to learning through risk?

Answer 4 (Answers may vary)

- You need to know if the child is a sensation or risk seeker.
- You need to know their competency levels to assess and implement activities effectively.
- Provide open spaces to observe children's approach to risky play.
- Allow children to take ownership of activities to review their approach to assessing and managing risk.

QUESTION 5

Why is it important to encourage a parent partnership in relation to learning through risk and what are some tips to approaching parents when discussing implementing risk opportunities?

Answer 5 (Answers may vary)

- Having parents on board creates a more relaxed approach to implementing risky play.
- Advise and reassure the parents of how well you know the children and how you have observed and assessed their child's competencies to make sure new activities are managed risk.
- You can gain further insight to children's approach to risky play from discussing this with parents.
- Talk to parents about the benefit of this type of play.

