

# Childcare

**Entry Level 3: Communication between children aged 0-3 years and adults (H/502/3371)**



## Introduction

Our Skilled for Life resources are designed to provide you with ideas for delivering the unit content and engaging tasks and activities that will help learners work towards assessment.

The materials consist of stand-alone sheets that can be used in a range of ways to suit most situations. Whether you are working in a classroom or a less formal learning environment, with individual learners or with groups, it is hoped that you will find these sheets and the accompanying tutor guidance notes useful.

The sheets are in pdf format; they are downloadable and may be photocopied for use only within your institution. Alternatively, learners can access them on-screen – the write-in sections are interactive so that answers to activities can be recorded electronically.

Each sheet addresses one or more of the assessment criteria in the unit (A.C.s are clearly marked at the top of each page). Page 1 of each sheet provides a starter stimulus or introductory idea based around the suggested unit content in the specification; it can be used to explain key concepts, or as the basis for a discussion. You could use the stimulus to draw together key learning points and encourage learners to engage with the topic or concept from the outset. There is plenty of scope for you to introduce your own content or ideas as well.

Page 2 of each sheet includes tasks that will consolidate learners' knowledge and understanding and, in some cases, may provide evidence for assessment.

This tutor guidance document provides detailed suggestions for how to use each of the resource sheets in the unit, and includes tips and advice together with suggested extension activities, alternative ideas, useful reference sources and answers to activities where applicable.

## Unit overview

This unit encourages learners to consider why it is important to communicate with children under 3 years and the role of the adult in doing this, using a variety of experiences and a stimulating environment. Learners will explore different ways of communicating with others, including looking at forms of verbal and non-verbal communication, and think of ways in which they can support children to extend their language and communication skills.

## Learning and teaching activities in this unit

### Resource sheet 1: What does he need?

The purpose of this sheet is to encourage learners to think about how children start to communicate with adults from an early age and the different ways in which they do this.

You could introduce this topic by asking learners to think more broadly about all the different forms of communication that they use during the course of a day. This will likely include verbal examples, as well as written forms of communication such as emails, texts and social media sites. They might also consider how you and they are communicating in the session through both verbal and non-verbal means, as well as through the use of handouts, PowerPoint and other media. You could also introduce the sheet by showing photographs or video clips of children communicating with adults and asking learners to discuss the different examples of communication that they can see.

Learners could also use group role-play to explore how young children might communicate with adults. Ask them to think about different scenarios – such as the child feeling hungry, tired or needing something – and then ask them to communicate as the child might.

This leads into the activity sheet, where learners can record their ideas about the ways in which children communicate with adults.

### Activity 1: How are they communicating?

For this activity, learners will need to identify at least three methods by which children aged 0–3 years are communicating with adults using the pictures on the sheet. One example is given.

## Resource sheet 2: Is this person communicating?

The purpose of this sheet is to encourage learners to explore the difference between verbal and non-verbal communication.

Although the subject of the photograph is not saying anything, learners should be able to suggest how that person might be feeling or what they might be thinking, based on how they look in the picture. They could go on to look at other photographs of facial expressions to think more deeply about what the images are communicating. Examples can be found on the Internet – enter the phrase ‘facial expressions test’ into an Internet search engine. They could then discuss the importance of non-verbal communication and how it might affect children; for example, how a child might respond to an adult talking to them without making eye contact or showing interest.

It may also be helpful to carry out an activity in which learners need to listen closely to one another; for example, by following instructions to draw a picture to demonstrate how often we ‘switch off’ during conversations.

Learners should be encouraged to think about how they interpret facial expressions and the effects of non-verbal communication, as well as the things people say. Learners will need to be able to recognise different forms of non-verbal communication, as well as the importance of actively listening during communication with others and young children in particular. Non-verbal communication is also particularly important when working with children who have additional needs, such as those with a sensory impairment.

### Activity 2: Verbal or non-verbal?

In the activity, learners must sort a short selection of words and phrases into two containers, to indicate whether they are examples of verbal or non-verbal communication.

They are then asked to add three further examples of verbal communication and two further examples of non-verbal communication.



As an extension, you may wish to ask them to put five of these words in sentences. Learners should include at least one verbal and one non-verbal example.

### **Resource sheet 3: What's the difference?**

The purpose of this sheet is to encourage learners to think about how they can communicate positively with children. They should study the two pictures and discuss which of them shows good communication and why.

It may be helpful to invite a visiting speaker, such as a speech therapist, to talk to learners about why positive communication is so important at this age and to explain the different stages of development. If you do not have a speaker, you will need to discuss the stages of development with learners, as this information should be included in the poster for the activity.

It would be worth learners carrying out an observation of adults and children in an early-years setting, to look at the ways in which adults communicate with children. This will give learners the opportunity to identify further positive methods of communication and understand how the children respond. If this is not possible, you could look at video-sharing websites for clips about the importance of communication.

Learners should also consider that what adults say could sometimes be ambiguous – especially if children are unfamiliar with particular vocabulary or ways of speaking – and the importance of pitching what they say at an appropriate level.

### **Activity 3: Why should we communicate with children?**

For the activity, learners will need to create a poster outlining why it is important to communicate with children aged 0–3 years. Broad categories of development are given on the activity sheet to guide them. Learners must give at least one reason why each of these areas will help children develop. It may be helpful for learners to work in groups and write notes on a flipchart before working on their own posters.

### **Resource sheet 4: What can you do to help?**

The purpose of this sheet is to encourage learners to consider what they should do to help children to communicate through the ways in which the learners respond to them. The sheet encourages learners to think about what they say to children and how this might affect the developing communication skills of the child. Each example given shows a pair of positive and negative statements. They relate to the same event but show different ways of expressing the communication.

Lead a discussion between learners to identify the differences between encouraging and discouraging statements – the focus in each case

should be the impact of the statement on the child. You might also ask them to work in pairs to devise further examples of saying different things in a positive or a negative way; for example, 'Don't run near the road!' versus 'We always walk when we are near a road'.

Another way to introduce the topic is by giving learners a range of scenarios on cards – for example: daily routines, playing games, sharing stories, mealtimes, exploring new environments or using props such as puppets – and asking them to consider, in pairs or groups, how these might encourage children to communicate in a positive way.

### **Activity 4: Do these things help?**

The activity asks learners to think about where various examples of communication might sit on a scale. The answers will be subjective and based on how the learners justify what they have said.

Learners should be encouraged to discuss their responses to each statement in pairs or groups. Some examples are deliberately ambiguous; the trip in the car could be very dull for the child or could be made more interesting by singing songs or playing games.

Spaces are available for learners to add their own examples. All examples they add should also be discussed and assessed using the scale provided.

### **Resource sheet 5: What can you use?**

The purpose of this sheet is to encourage learners to think about the tools that adults can use to aid their communication with children. In the corresponding activity, learners will create a resource of their own (such as a game, poster or book) to encourage children's communication skills.

To set the scene, you may like to bring in some examples of resources you have used, or invite an early-years practitioner to talk about the kinds of resources that are particularly effective in supporting communication. Alternatively, you could give groups of learners examples of different resources such as games, puppets, pop-up books, dressing-up clothes or role-play materials, and ask them to consider how these could support the development of a child's communication skills.

### **Activity 5 - What will you make?**

In the activity, learners must create a resource of their own to encourage children's communication skills. The activity sheet provides the outline of a plan that learners can complete as preparation for the task. The plan will allow learners to be clear about what they are going to do, how they will

go about it, how their resource will help communication and how they will meet the deadline for making the resource. Provide learners with additional paper if they need more space than is provided on the sheet.

You should go through the completed plans with each learner before they begin to create their resources. You will need to make sure that they can provide a clear explanation of how their resource will encourage a child's communication skills, as this is a key part of achieving the criterion.

The development of this resource could be ongoing throughout the unit. Time would need to be built in for this but it could be introduced at any stage and supported by tutorials. Alternatively, it could be a focus at the end of the unit, although learners will need to be given time to consider how they are going to plan and produce the resource.



As an extension activity, learners could make a presentation to the group. They should talk through their resource and give a full explanation of how it will support the development of children's communication skills.

### Useful resources

- **Communication games:** There are a large number of these and many can be found on the Internet by entering the phrase 'communication games for students' into an Internet search engine. These will usually be team based and may be competitive; for example, distribute playing cards to each student and ask them to use other methods of communication to arrange themselves in number order without showing one another their cards or talking to one another.

### Websites

- <http://www.cio.com/article/facial-expressions-test> – a simple test where users can assess their ability to read different facial expressions

## Answers to activities

### Activity 1: How are they communicating?

Image	Answer
Image 1	Baby talk
Image 2	Touching
Image 3	Pointing
Image 4	Crying



### Activity 2: Verbal or non-verbal?

Verbal	Non-verbal
Talk	Smile
Questions	Touch
	Eye contact
	Makaton
Further examples could include: words, pause, questions	Further examples could include: listen, nod

### Activity 3: Why should we communicate with children?

Learner's own answer. Examples are given below:

- Talking: expressing themselves (emotions, hunger, hurt), showing understanding (what they want, what they have to do)
- Learning: development of concepts (shape, special awareness, colour, reading, writing)
- Exploring: confidence (new experiences), self-esteem (knowing who they are)
- Making friends: being able to function within the context of their world (socialising with other children, small groups, large groups)
- Feeling and thinking: thoughts, ideas, emotions (hurt, anger, happiness)

### Activity 4: Do these things help?

Learner's own answer.

Further examples could include:

- Going to the park
- Using a dummy
- Talking over them
- Reading new books

### Activity 5: What will you make?

Learner's own answer. An exemplar is given below.

	Your plan
What should you do first?	<ul style="list-style-type: none"> <li>Find out more about what different resources I could make and think about what would be possible in the available time.</li> <li>Go on the Internet or talk to an early-years practitioner or parent about useful resources.</li> <li>Agree my idea and plan with my tutor.</li> </ul>
What will you make?	<ul style="list-style-type: none"> <li>I am going to make a simple board game for children to play.</li> <li>I will need some card, felt pens, counters and a dice.</li> </ul>
Explain why it helps children communicate	The game will help children communicate because they will need to talk to an adult or another child so that they can play it. They will also be learning to take turns as part of the game. They may learn new vocabulary such as dice or counter, and it will help them with their counting and number skills.
When must it be finished?	By the end of October, before half term.
How can you stay safe?	I will make sure I tidy up as I go along so as not to leave sharp scissors or other resources which could be dangerous lying around.