

Childcare

Entry Level 3: Respecting children (M/502/3373)

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Illustrated by John Batten/Beehive Illustration Ltd; Kevin Hopgood/Beehive Illustration Ltd; Julian Mosedale; Mark Ruffle; Stephanie Strickland; Kate Taylor.

Picture research by Jane Smith

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This material is provided as an additional and optional resource for tutors and teachers to use and adapt when delivering a programme of units for their learners. For learners to achieve units within a Skilled for Life programme, it is important that every assessment criterion is assessed, fully met and noted. The resource sheets provided for each unit will enable learners to produce evidence for certain criteria. It is not envisaged that solely by completing the resource sheets, learners will fully meet all the criteria. It is the responsibility of tutors and assessors to ensure that all criteria are properly assessed and the evidence recorded appropriately.

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 asks learners to consider the needs, rights and views of individual children when caring for them in everyday settings and situations. Learners will be asked to look at various scenarios and think about how they can demonstrate an understanding of, and show respect for, the rights of individuals, as well as how to provide learning environments that reflect this.

Learning and teaching activities in this unit

Resource sheet 1: Children's needs

The purpose of this sheet is to provoke a broad discussion around individual choice and encourage learners to recognise that, in this example, they have no choice about the set menu and that their individual needs, rights and/or cultural beliefs are not being respected. The menu does not allow for a number of different scenarios; for example, it is not appropriate for vegetarians, Muslims, people who are lactose intolerant or those with a nut allergy.

The sheet can be used as the starting point for a discussion about individual needs. Invite learners to contribute by talking about situations in which their needs have not been met and how this made them feel.

If possible, invite a visiting speaker from an early-years setting, an early years SENCo (Special Educational Needs Co-ordinator) or a teacher who has experience working with children with different needs, to talk about ways in which settings might adapt what they do to ensure that all individual children's needs are met.

You could end with a question and answer session to explore what could happen when children are both valued and not valued by the adults who care for them.



As an extension to this, you could ask learners to role-play different situations in which an adult does not show respect to a child. Role-play may include a child excitedly showing a new book or toy to the adult, who doesn't pay attention, doesn't actively listen, doesn't make eye contact and doesn't come down to the child's level. Ask the rest of the group to decide how the adult could have shown more respect to the child. Then repeat the scenario with the adult showing more respect.

Activity 1: How would they feel?

This activity encourages learners to think about children with specific needs and explore in more detail what those needs could be. Learners can work in pairs or small groups to discuss two examples from the sheet. They should focus on the individual needs of the child and how the child might feel if their needs were not valued.

Following the discussion, learners must give at least two reasons why it is important to respect children as individuals. Space has been provided on the worksheet for this information.



As an extension to the activity, learners could be asked to create an information sheet for new childcare workers, explaining why it is important that children be respected as individuals. Learners could also research the term 'inclusion' and explain what it means for early-years settings.

Resource sheet 2: Plan the day

The purpose of this sheet is to encourage learners to think about how they could incorporate the needs of individual children throughout their day at the nursery. The simple plan provided has been customised to reflect the needs of some children and updated with additional considerations.

Start by discussing the kind of things that need to be included in a simple daily routine, taking into account all of the children's basic needs; for example, snack time, sleeping, a story and lunch times. Learners can work in pairs to think about different activities that they could plan for the rest of the day before discussing how these activities can be adjusted for children who have more specific needs, such as a child who has issues with mobility, a child whose culture is different from the majority or one who speaks an additional language. (You may prefer to give them a list to work through if they are unable to think of examples.) The routine should demonstrate how the setting shows respect for children by considering their individual needs when planning activities.

Activity 2: How can we show respect?

In Activity 2, learners are asked to devise some guidelines of their own for a nursery setting, to help ensure that the children are respected by adults. Learners should think about behaviours, as in the examples given, but also about the physical environment and how it is organised, which is covered in more detail in Activity 3. To meet the criteria, learners must think of at least four ways in which adults can show respect to children.



As an extension activity, learners could be asked to explain how each of their rules ensures respect for the children at the nursery.

Resource sheet 3: Making children welcome

The purpose of this sheet is to encourage learners to think about how physical environments may be organised to respect children and the various ways they can be improved.

Learners should start by thinking about what might make an environment child friendly – you could give the example of the room you are currently teaching in and ask them whether this would be appropriate for children. Then, review the photographs on the sheet and ask learners to point out child-friendly features or make suggestions as to how the environment could be made more child-friendly.

To develop this idea, learners will need to look at other environments to identify further features and evaluate how they respect children; for example: different early-years settings, doctors' waiting rooms, libraries, hospitals, parks and so on. This could be achieved by visiting the locations or, if this is not possible, by viewing photographs of different environments (see the Useful resources section at the end of these notes). Alternatively, learners can work in pairs to design an ideal environment where children are respected. They could go on to produce a class display in which they present different environments that respect children.

Activity 3: Is it child-friendly?

This activity provides learners with a checklist that they can use to assess different environments. Learners are asked to choose an environment that children visit. They should visit the environment themselves and can use photographs to illustrate their findings. They can use the checklist to carry out a simple audit of how their chosen environment respects children. Learners can also be asked to create a visual representation of their findings, such as a collage or drawing, or to make a short presentation to the group, which you can record and use as evidence.

Useful resources

There are many images of different learning environments, both indoors and outdoors, available online. Enter the phrase 'early years learning environment' into an Internet search engine and select 'Images'. You can also do a similar search to see examples of various waiting rooms.

Websites

- www.unicef.org/crc – the United Nations Convention on the Rights of the Child (UNCRC)
- www.ncb.org.uk – Early Support looks at how disabled children can be supported effectively

Answers to activities

Activity 1: How would they feel?

Learner's own answer. Ensure learners recognise that respecting children as individuals encourages them:

- to feel included
- to have higher self-esteem
- to feel confident
- to achieve more.

Ensure learners recognise that a failure to respect the needs of individual children could lead to:

- the child feeling different
- the child feeling excluded
- low self-esteem
- a lack of confidence
- poor achievement
- the child becoming withdrawn.

Reasons why children should be respected may include the following.

- Human rights must be observed.
- Different children have different needs.
- Children must be valued for their own particular qualities.
- Differences in children's home/family life, such as culture, religion or language, must be valued.
- Children's choices must be respected.
- Respect promotes independence.

Activity 2: How can we show respect?

Learner's own answer. Some examples are given below.

- Give equal attention to all children.
- Keep the nursery tidy.
- Pay attention when children are talking.
- Offer choices.
- Have realistic expectations.

Activity 3: Is it child-friendly?

Learner's own answer.