

Childcare

Level 1: Keeping children safe (J/502/3377)

Published by Pearson Education Limited, 80 Strand, London WC2R 0RL.

www.pearsonschoolsandfecolleges.co.uk

Copies of official specifications for all Skilled for Life units may be found on the Edexcel Skilled for Life website: www.edexcel.com/skilledforlife

Text © Pearson Education Limited, 2013

Designed by Kamae Design, Oxford

Typeset by Kamae Design, Oxford

Original illustrations © Pearson Education Ltd, 2013

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First published 2013; revised edition 2017

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

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Acknowledgements

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Kevin Peterson/Photodisc p.5 and 9; Jules Selmes/Pearson Education Ltd p.10.

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Disclaimer

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

In this unit, learners will find out about how to keep themselves and others safe in the setting. They will also learn how to plan safe environments by exploring a range of safety measures and equipment. They will look at ways of protecting children from infection and the kinds of measures they will need to take in their setting in order to do this. Finally, learners will consider how to look for different signs of abuse and what to do if abuse is suspected.

Learning and teaching activities in this unit

Resource sheet 1: Staying safe

The purpose of this sheet is to encourage learners to think about the types of hazards they may encounter in an early-years setting, as well as the measures they should take to prevent accidents from happening.

Introduce the unit by asking the group to think about situations in which they have felt unsafe or at risk from accidents, injury, infection or abuse. Encourage learners to think about how it made them feel.

Introduce the image on the resource sheet and ask learners to identify and discuss the ways in which the environment has been made safe for children; for example, hazardous cleaning products are kept in a locked cupboard high up in the kitchen area; a gate separates the kitchen area from the play area; the children on tricycles are wearing helmets; the outside play area is supervised; the outer gate has a bolt that is too high for children to reach.

You may also be able to find other examples of photographs of hazards and safety measures on the Internet. Alternatively, learners can carry out a safety check of the room they are in to see whether it is suitable for young children, what kinds of hazards are present and how they might be made safe.

A guest speaker such as a childminder or a health and safety representative could visit to talk to learners about the kinds of measures that they are required to have in place to keep children safe in their setting. Learners could prepare questions in advance. A guest speaker from this kind of environment could also speak about protecting children from infection, which is covered in assessment criterion 2.1.



As an extension, ask learners to brainstorm other kinds of safety equipment and safety measures that are available to help prevent accidents and injury. They could do further research on the Internet.

Activity 1: How can you stay safe?

In this activity, learners are asked to list two examples of safety measures – procedures that keep children safe – and three examples of safety equipment. An example of a safety measure has been given.



As an extension activity, you may wish to use this activity sheet as a planning tool for a creative activity in which learners go on to complete a poster or leaflet detailing three safety measures and three pieces of safety equipment that can be used to help protect children from accident or injury in their setting.

Resource sheet 2: Don't spread germs!

The purpose of this sheet is to encourage learners to think about how easily germs and infections can be spread and what the consequences of this could be.

After reviewing the cartoon strip as a group, ask learners to work in pairs and think of as many ways as they can in which infections may be passed on in an early-years setting. They should then think of the ways in which they can control the spread of germs and help to prevent infections.

Ask learners to cut up a copied version of the activity sheet and indicate where the image of the hands being washed should go in the sequence, in order to reduce the risk of spreading germs.

Alternatively, provide learners with different scenarios involving the care of children – such as a list of activities including cooking, a trip to a farm, using play doh or building something – and ask them to consider how the spread of infection may happen and/or be prevented in each example.

If you were able to arrange a visiting speaker to talk about safety procedures for assessment criterion 1.1, they could also use that session to speak to learners about how they avoid the spread of infection in their setting and what kinds of measures need to be in place.

Learners could then carry out a presentation to the class on how to protect children from infections.

Activity 2: Are they spreading germs?

In this activity, learners are presented with a list of statements demonstrating good and bad practice in preventing the spread of infection. They must identify good practice by ticking the appropriate column on the grid.

They are then asked to select three examples of good practice from the table and explain how each of the examples will help to prevent germs from being spread in a setting.

Resource sheet 3: Is something wrong?

Keeping children safe from abuse is a very sensitive issue and you should be aware of possible connections with learners' own lives when starting this unit.

The purpose of this sheet is to encourage learners to think about how they might be able to identify abuse, especially as it may often not be easily detectable. Ensure that learners are aware that there are different kinds of abuse; for example: neglect, physical abuse, emotional abuse and sexual abuse.

You may wish to invite a guest speaker, such as a social worker or member of an early-years setting who is responsible for safeguarding, to talk about the kinds of indicators they should look for. Learners should be given time to prepare questions beforehand. This talk can also incorporate material covered in assessment criterion 3.2, in which learners need to be aware of what to do if they suspect abuse.

There is an additional scenario sheet available to help expand on a group discussion or to act as a prompt for the corresponding activity.

Activity 3: How can you spot abuse?

The activity sheet asks learners to record their own ideas about how they can spot abuse. An outline of a human body has been given to help learners record possible signs of physical abuse. Boxes are provided for learners to provide written or drawn examples of emotional abuse, sexual abuse or neglect. Learners should be able to justify why each example might be a possible sign; for example, a child wearing the same clothes for a few days could be a sign of neglect.



As an extension activity, learners could discuss abuse of trust as a group and what this could mean; for example, people in high-profile positions who have access to children and abuse their position (teachers or celebrities).

Resource sheet 4: Sam's story

The purpose of this sheet is to take the issue of abuse and personalise the situation to a particular child so that learners can begin to consider what they would do in cases where they suspect abuse may be taking place.

You will need to ensure that learners think about how to keep everyone safe in this scenario; for example, how practitioners can keep the child safe, how they can protect the parent from false allegations, and how they can keep themselves safe including why the issue of their own safety might arise. You could use a variety of different scenarios – including those provided on the stand-alone scenario sheet – so that learners develop an awareness of the kinds of procedures that early-years workers should follow if they are on their own with a child or have to give personal care to children.

If possible, invite a guest speaker, such as a social worker or member of an early-years setting responsible for safeguarding, as suggested in the starter stimulus for assessment criterion 3.1, to speak to learners about the different courses of action available to them. Alternatively, give learners a series of case studies ('What would I do if...?') and invite them to work in pairs or groups to discuss what they would do before feeding back to the rest of the group.

Activity 4: What should you do?

In this activity, learners will need to describe what they would do in a situation in which they know a child in their nursery is being abused. Less confident learners could be provided with a series of options from which they can select the most appropriate response, for example:

Question 1: What should you do first?

- 1 Promise not to tell anyone
- 2 **Let the child know you're listening**
- 3 Tell them you're busy

Question 2: Who should you tell?

- 1 Your best friend
- 2 Social Services
- 3 **The Nursery Manager**

Resource sheet 5: Stay safe at home

The purpose of this sheet is to encourage learners to think about how all home environments are slightly different and how the safety concerns will vary accordingly.

Begin the session by discussing the photographs as a group and asking learners to describe the type of safety concerns they may have in each example. How might they make these very different homes safe?

Activity 5: Plan to be safe

In the activity, learners are asked to work in groups to complete a presentation on a home environment of their choosing, with the focus on how to make the environment safe for children and the type of activities they can safely plan to do there. The activity sheet is made up of two parts. Part 1 contains the outline of a plan for learners to complete before the presentation takes place. Part 2 contains a self-assessment checklist that they can use to evaluate their performance.

Divide learners into small groups. Provide them with one of the pictures from the resource sheet or encourage them to select an environment they know personally. They should begin by planning their presentation and can undertake further research using the Internet, books or journals, if appropriate.

Learners should be encouraged to consider the criteria listed in the unit specification, such as safety measures and equipment, the supervision of play, hygiene and the child's age/stage of development. Reinforce these points using a display, a poster, or a PowerPoint presentation; it would be helpful to have a variety of these.

During the presentation, learners will need to demonstrate the personal skills outlined in the specification; for example, self-management, making a positive contribution as a team member, meeting agreed deadlines, problem-solving skills, and safe practice and communication skills.

Useful resources

There are a number of useful websites and resources given in the specification for this unit.

Websites

- www.hse.gov.uk – the Health and safety Executive
- www.redcross.org.uk – British Red Cross
- www.barnardos.org.uk – Barnardo's children's charity

Answers to activities

Activity 1: How can you stay safe?

Examples of safety procedures could include: safety checks, having trained first aiders present, supervising children during play, having a fire safety procedure in place, undertaking a risk assessment of the setting and storing hazardous substances safely.

Examples of safety equipment could include: helmets, locked cupboards, stair gates and highchair harnesses.

Activity 2: Are they spreading germs?

	Good practice	Bad practice
No time to clean toilet area		✓
Wore gloves to change nappies	✓	
Washed hands before eating	✓	
Used hand sanitiser	✓	
Cleaned floor with dish cloth		✓
Put a plaster on a cut	✓	

Activity 3: How can you spot abuse?

Learner's own answer. The scenario cards provided give some examples of physical or behavioural changes.

Activity 4: What should you do?

- 1 What should you do first?
Let the child know you're listening. Report your concerns to the appropriate individual in your setting.
- 2 Who should you tell?
The Nursery Manager or your supervisor

Activity 5: Plan to be safe

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

	My plan
The house I chose:	Terraced house with no front garden
The child's name and age:	Kanika, 5 years old

	My plan
Ideas for making the home safe:	<ul style="list-style-type: none"> • Locks on cupboards and windows, particularly at the front of the house • Safety lock out of child’s reach on front door/ porch as it leads onto the road • Safety film on any glass doors • Ensure child cannot trip on mats or rugs • Put a stairgate on the stairs, if necessary, to keep child downstairs • Keep potentially dangerous items out of reach, such as electrical items, chemicals, drugs and medicines • Keep a replenished first-aid kit in the home • Ensure no poisonous plants or seeds are within reach in the garden • Check for holes in fences and hedges, and ensure gates are locked, particularly at the side of the house if there is access to road
Ideas for safe activities:	<ul style="list-style-type: none"> • Indoor activities – painting, play doh or other creative activities • Dressing up and role-play (check clothes/bags/ shoes for any sharp items) • Puzzles and games • If the child uses a computer or other online technology, limit the time given and ensure that parental controls are on when using the Internet for safety • Television/DVDs – again, time should be limited and supervised • Cooking activities in the kitchen (monitor safety at all times and talk to child about safety when cooking) • Outdoor activities – if the back garden is large enough, Kanika could have equipment such as a climbing frame, bicycle or trampoline, but this should be supervised
The date of my presentation:	20-11-13