

Unit 04 Contribute to equality of opportunity in support of young children's development

Assessment Ability 1 . Understand own role in promoting children's rights

Performance Criteria 1.2 , 1.3, 1.4, 1.5

A three year old child has just arrived on her first day to the nursery she does not speak any English. She is happily playing in the home corner with the kitchen equipment – but other children start to laugh at her because of the way she is pretending to cook

1.2

State the importance of equality within this issue (why is this an issue)

Race and culture, language (religion)
Child feeling, sad, confused lonely - other children do not know or understand what she is doing as she is doing something different.

1.3

What procedures should be in place to respond to this?

Comfort the child. Speak to the other children and explain how they should make others welcome and how she does things may be different – everyone is different. Get the children to join in with what she may be doing

1.4

What resources will support children within this situation?

Book showing various foods, engage with children talking about different foods,
Various kitchen equipment, tasting different foods. Dried goods - introduce to children. Food packaging – from parents. Trips to local/specialised shops.

1.5

Any further activities with children that can support equality

Different dolls of different ethnic groups
Dressing up different clothes
Books showing various religion and cultures – role play
International day and BHM, singing in different languages, flags, welcome poster, say hello

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A five year old child with visual impairment (limited eye sight) has picked out a book from the book shelf that he clearly cannot see to read

1.2

State the importance of equality within this issue (why is this an issue)

Disability
Depressed, frustrated, stress, lonely, isolated

1.3

What procedures should be in place to respond to this?

Show the child a suitable book that he can see. Offer to read together. Make sure the glasses are available. Magnify glass

1.4

What resources will support children within this situation?

Audio book, Large print or copies, ipads devices, sounds/instruments, Special books

1.5

Any further activities with children that can support equality

Engage with other children on disabilities/ visual impairments, Diverse materials e.g posters, dolls, books, programmes, sign language, staff training on SEND, visitor – blind person, Paralympics, family and community

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Chantel is four years old and loves playing with the dolls in the house. Aaron also four loves playing with the dolls but not in the house. When he begins to take a doll out of the house Chantel says ' you can't take the dolls out of the house and anyway you can't play with the doll you're a boy'

1.2

State the importance of equality within this issue (why is this an issue)

Sexism/gender
Aaron –upset, embarrassed, feels he is doing something wrong (shame)
Chantel – confused –thinks it is a boys toy . Stereotyping

1.3

What procedures should be in place to respond to this?

Explain to Chantel and Aaron about toys and girls and boys can play with all equipment.
Reassure Aaron and comfort him.

1.4

What resources will support children within this situation?

Show images of men/women doing a variety of activities
Change home-corner
Restaurant – barbers, hairdressers, office, doctors/ dentist. School, campsite

1.5

Any further activities with children that can support equality

Books different family structures
Discussion around positive female/male role models