



ISLINGTON

Adult and community learning

# NCFE Level 1 Working with Children

# Online rules

- During this session classes, we agree:
- We will behave towards each other as we would in a physical classroom.
- No personal details given within the group – can speak to me on a one to one afterwards
- Turn your video on for the session
- Mute your audio unless you need to speak
- Use protocols such as hands up if you wish to speak
- Children should not be in the background whilst the session is active – if you need to communicate with your child turn your video off
- If you need to leave temporarily – send a message to the tutor

Safe sites- lock and key

Not sharing passwords

Filters and blockers

Beware of spam and fake emails

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Here you can find information about how to stay safe online.



### ZIP IT

Keep your personal stuff private and think about what you say and do online.



### BLOCK IT

Block people who send nasty messages and don't open unknown links and attachments.



### FLAG IT

Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

# Group Agreement

How do we wish to work as a group so everyone can successfully complete the course in this environment

*Example:*

Everyone listening to each other with out interrupting

- Respect our differences and different opinions
- Treat everyone equally and fairly
- Feel able to ask questions even if seem bit basic
- Acknowledge each other's contribution – body language
- Not to be in a noisy environment
- Accept comments and ideas in spirit of learning and improvement
- Be open to new ideas
- To pay attention and not multitask –limit distraction
- Feeling comfortable
- Supportive environment
- Have fun
- Confidentiality
- Safeguard self and others
- Punctuality
- Everyone has a voice

# Learning Outcomes

## Session 8

**By the end of the session you will be able to:**

- Recap session Unit 4
- Recognise the additional needs of children
- Provide equality within the early years environment
- Support the additional needs of children

# Why is Equality Important?

**Equality** is about everyone getting a fair chance in society, where they can participate and have the opportunity to fulfil their potential.

**Inequality** is when people aren't given equal opportunities and rights. They are treated unfairly and experience discrimination.

Consider! If **equal opportunities and equality law** did not exist what types of things would happen. Think of .....

Jobs

Attitudes

Using public services

Education

Taking part in activities

others.....



Why is Equality Important in the  
childcare setting?

Jot down three ways we can  
promote equal opportunities  
in the nursery

Celebrate festivals from  
Sing songs in other  
sign language with singing  
Positive images - posters, variety of families, mixed race, 2  
dads, people wheel chairs.

Home corner to reflect different homes, kitchen to have food  
from around world

Make sure food is diverse  
Reading books about different race religion  
Variety of role play to challenge stereotypes, female pilots,  
male cooks, male nurses. Female doctors  
learn few words in their language  
Dolls with different coloured skin,

## Task PC 1.2

Use Equality policy handout

**Margaret Mcmillan** to complete this learning outcome - you can also search for other policies on the internet

Keep asking your self WHY? Is it important and write 10 reasons in your **own words**

**This is an individual task!**



## P.C 1.7 Identify the needs of children at key transition

Answer the question- What is transition- in your own words or a dictionary definition

Decide what a child would need from you in at the different stages listed. Consider two aspects

1. Physically what you may provide
2. Emotionally what you may provide

E.g- Learning to walk...

Physically .....walker, hand, soft footwear, safety, space

Emotionally.....praise, comfort, confidence, encouragement

You will need to include at least 2 needs for each physical and emotional for each on the list.

# **The Law and Equality**

# Equality and Young Children

Children learn what they see and  
what they don't see.

Children learn what they hear and  
what they don't hear.

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# The Learning Environment

Provide a language rich environment that reflects all languages (including sign language) used in the setting and which affirms the validity of languages other than English, even in groups where English is the only language spoken

Introduce different traditional foods at snack time and during cooking

Acknowledge or celebrate festivals from different faiths and cultures

Invite visitors from diverse parts of the community into your setting

Provide positive visual images of different people

Provide songs, rhymes and musical instruments from a wide range of cultures

Provide stories that reflect a variety of homes

PC (1.4) List resources and materials which support equality

Collage or list of activities which support equality issues

With this task you can either make a written list or cut out pictures and stick on/ internet picture

You need to think of a range of resources /images you can provide children in the early years setting that promote equality- so think of cultural, special needs and disability, race, religion, different family make up's etc –

Example- A welcome poster with hello in different languages, or dolls of both sexes for children to play with.

## WEBSITES

<https://www.hope-education.co.uk/help-and-advice/about/brands/nes-arnold/>

<https://www.earlyyearsresources.co.uk/>

[https://www.glsed.co.uk/?gclid=EAIaIQobChMIzM3q7bvX6gIVV-DtCh3OWgEOEAAYASAAEgLYnvD\\_BwE](https://www.glsed.co.uk/?gclid=EAIaIQobChMIzM3q7bvX6gIVV-DtCh3OWgEOEAAYASAAEgLYnvD_BwE)

<https://www.letterboxlibrary.com/>

# What about me.....?

It is easy to think that equality is nothing to do with you when it does not affect you. However, it does affect all of us because we have a responsibility to equality and diversity and we have a responsibility to children and young people.

It is important to understand:



- how do our attitudes, behaviour and/or language contribute to a situation?
- What are our own images and assumptions of groups of people different from us?
- what can be done to start changing aspects of our approach?

PC 2.3 Adapt activities to enable participation (**FIRST PAGE**)

Open the document: Adaption of activities handout

You have a card (long) with the list of activity titles exactly like the ones on your assessment page -1,2,3,4

Then you have cards (short) with how you could adapt activities 1,2,3,4 for the individual needs of children.

There are four short cards for each of the long titles.

Decide which will go under which title. Write this in your page plus a **short explanation how these adaptations enable participation for children**



## PC 2.3 Adapt activities to enable participation – second page

Choose an activity outdoors you could do with a child who has difficulty concentrating

Write this in

What equipment resources will you need?

Write this in

What EYFS development areas would you be covering

Write this in

**Use open questions –to ask the child during the activity – last box**

**The activity could be with other children (small group) or just you and them – but it must be one that enables the child to spend time concentrating. –**



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**Learning Outcomes case studies – group activity**

**1.2, 1.3, 1.4, 1.5**

**In pairs- on private chat with your partner**

**Discuss each learning out come for the  
specific child/ren**

## Case Studies **Class Task**

Discuss each learning outcome and write notes on what the early years practitioner could do to support equality

1.2

- Identify what **equality issue** is taking place
- How may child or children be feeling

1.3

What do you do **immediately** as a response (all children involved)

1.4

What resources/activities can you provide to support all children within this situation e.g  
**cooking/food/kitchen,**  
**books/reading/literacy**  
**home corner/dolls**

1.5 What resources/activities will support the whole **equality issue** you identified in 1.2 of the case study

<https://www.youtube.com/watch?v=G3Aweo-74kY>