**Understand how to safeguard the wellbeing of**

**Children and Young People**

**Level 3 Playwork – Unit 1**

**Workbook for Learning Outcome 6**



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Introduction

The childcare sector places the well-being of children at the heart of all its services. Unfortunately some children and young people are exposed to dangers resulting from the words and actions of other people.

In this unit learners will gain an understanding of how the childcare sector aims to defend children and protect them from this kind of abuse, and how the sector is learning the lessons of past failures.

**Learning outcomes: *Unit 1 has seven learning outcomes:***

This workbook is designed to support the assessment criteria for:

***Learning Outcome 6:***

Understand how to work with children and young people to support their safety and

Wellbeing

6.1 explain how to support children and young people’s self-confidence and self-esteem

6.2 analyse the importance of supporting resilience in children and young people

6.3 explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety

6.4 explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety

Complete each of the task shown and then utilise the notes collected to prepare for a professional discussion with your allocated Teaching and Learning Coordinator

Confidence and self-esteem: 6.1 & 6.2

**Task 1**

Building a child or young person’s confidence and self-esteem is a very important part of a practitioner’s role.

Write in the boxes below four ways in which you could support a child to build their confidence and self-esteem.

In the speech bubbles that follow write four things you could say to praise and encourage a child or young person.

|  |  |
| --- | --- |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |

**Task 2**

Mrs Briggs has complained that other children in the setting frequently leave her son William out of their playtime games.

Upon observing the situation, you notice that it is often William himself who holds back and does not join in.

You write to Mrs Briggs to report your findings and to suggest that William appears afraid of getting dirty or being hurt and this may be why he sometimes appears to be ‘sitting on the sidelines’.

Suggest ways in which Mrs Briggs, with your support, can help William to develop resilience to rough and tumble play and not to be overly worried about getting dirty.

Empowering children and young people to protect themselves: 6.3 & 6.4

**Task 1**

Although adults play a significant role in protecting children from abuse and bullying, it is important too that children know how to protect themselves. This can begin at a very early age. Link the self-protection strategies below to the age group they would be most appropriate for.

|  |  |
| --- | --- |
| A | Children should learn the names of the different parts of the body and how they can say no to physical touches that make them feel uncomfortable. |
|
|  | |
| B | Children should be made aware of the existence of helplines such as Childline. |
|
|  | |
| C | Children should learn how to protect themselves from unwanted pregnancies. |
|
|  | |
| D | Children should learn sensitivity towards others so that they understand what is hurtful or unkind. |
|
|  | |
| E | Children should learn that there are adults they can trust and talk to, if necessary. |
|
|  | |
| F | Children should learn the names of sexual body parts and have a simple understanding of the sexual act. They should be told that this should always be a consensual matter. |
|
|  | |
| G | Children should learn what to do in a crisis by presenting them with lots of ‘what if’ scenarios. |
|
|  | |
| H | Children should learn to have the confidence not to ‘go along with the crowd’ or take part in activities they do not really want to be part of. |
|

Pre-school

5–12 year-olds

13–19 year-olds

**Task 2**

Prepare an activity to use with a group of children and young people that will develop their understanding of ways in which they can protect themselves. Through the activity, help them to understand why it is important that they learn strategies which enable them to protect themselves and keep safe.

Include an evaluation of the activity when it has been carried out.

|  |  |  |
| --- | --- | --- |
| Title of activity | |  |
| Brief description and aim of activity | | |
| Objectives | | |
| What I want the child(ren) to do |  | |
| What I want the child(ren) to learn |  | |
| **General information** | | |
| Ages of children in the group |  | |
| Number of children to be involved |  | |
| Number of adults to be involved |  | |
| What is the role of the adults? |  | |
| What is my role? |  | |
| What do I need to think about before I start the activity, including health and safety issues | | |
|  | | |
| What do I need to do before I start the activity? | | |
|  | | |
| What materials/equipment/resources are needed? Are the resources available? | | |
|  | | |
| Are there any children who need to be observed : Yes / No. ( if yes give details ) | | |
|  | | |
| What follow-up materials might I need (e.g. songs to go with a story)? | | |
|  | | |
| Where will the activity be carried out (e.g. indoors in home corner)? | | |
|  | | |
| Will any child need additional help or support? | | |
|  | | |
| How long do I intend the activity/experience to last? | | |
|  | | |

Activity Planning & Evaluation Sheet

|  |  |
| --- | --- |
| How have the aims of the activity been met? | |
|  | |
| What were the positive outcomes of the activity? | |
|  | |
| What I would do differently next time? | |
|  | |
| Outcomes of child observation (if appropriate). | |
|  | |
| Learners NameSignature Date | Supervisor’s NameSignature Date |

Professional Discussion: Playwork – Level 3

|  |  |  |
| --- | --- | --- |
| Candidate |  | Units |
| Date |  | **Unit 1**  **Learning Outcome 6**  **6.1, 6.2, 6.3 & 6.4** |
| Venue |  |
| Assessor |  |
| Supporting evidence is required for this assessment method. You may use video or audio recordings, as well as photographs and work products. | Evidence record no. |
|  |

|  | Recording time |
| --- | --- |
| **L/O 6:** Understand how to work with children and young people to support their safety and Wellbeing | |
| 6.1 explain how to support children and young people’s self-confidence and self-esteem |  |
| 6.2 analyse the importance of supporting resilience in children and young people |  |
| 6.3 explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety |  |
| 6.4 explain ways of empowering children and young people to make positive and informed choices that support their wellbeing and safety |  |