Do Now

Title: The importance of empowerment for children

17/03/2020

Pick a **Do Now** activity based on your preferred level of challenge

Everyone	Stretch	Higher stretch
Define the key term: Inclusion *Inclusion is .....*	**Explain how a childcare setting can create an inclusive environment** *A childcare setting could create an inclusive setting by....*	**Justify why an inclusive setting is important for children** *The reason(s) an inclusive setting is important for children is/are...*

Learning Objective

Learning Assessment C:
Understand how children are empowered in early years settings.

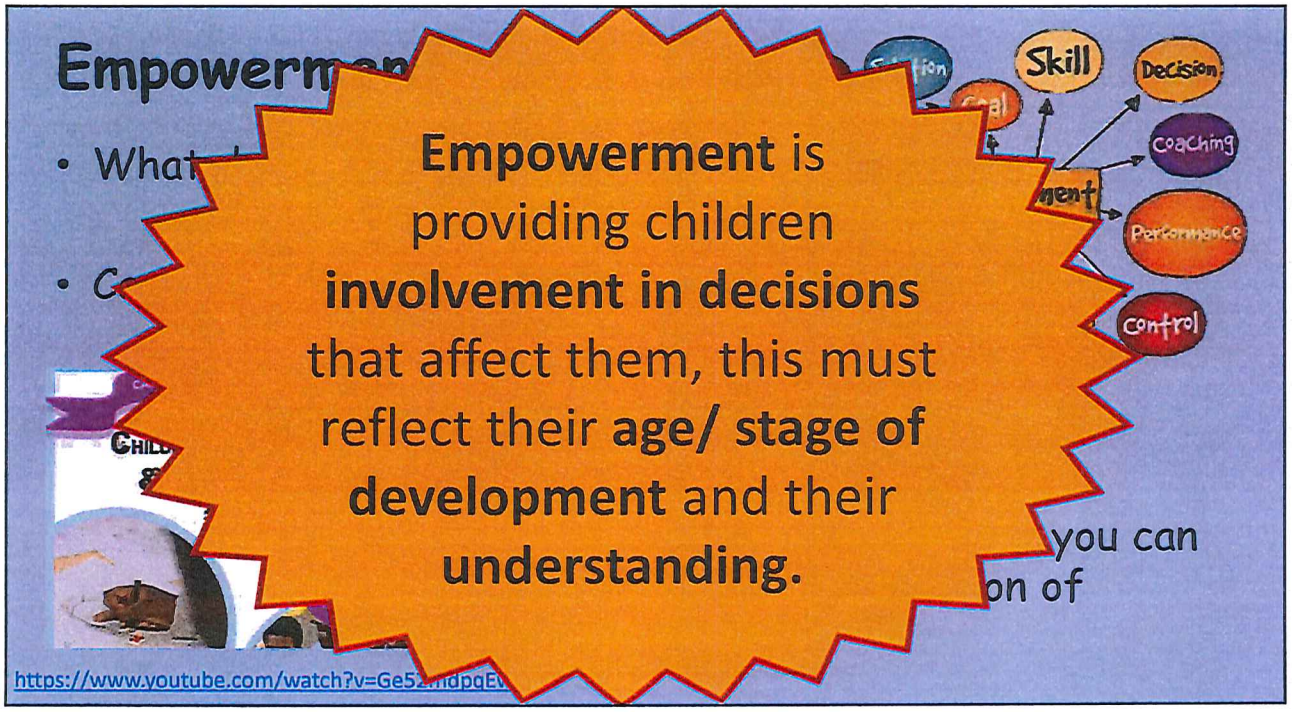
To do this you will need to understand:

- P4 Explain why adults in early years settings seek to empower children
- P5 Describe how adults in early years settings can empower children
- M3 Explain how effective empowerment of children can benefit their development, using appropriate examples
- D3 Assess the extent to which an early years setting is successful in empowering children, using a case study.

P4 Explain why adults in early years settings seek to empower children.

Introduction: The importance of empowerment for children:

- You need to **explain** what empowerment is *(define the word)*
- You need to **explain** why it's important to empower children *(describe why it's important)*
- You need to **explain** why adults in early years settings should seek to empower children *(explain how it benefits children).*



Empowerment is providing children **involvement in decisions** that affect them, this must reflect their **age/ stage of development** and their **understanding.**

Children must be given opportunities to make choices and begin taking responsibility for themselves if they are to grow into confident and active people.

Identify appropriate choice children at these different ages could make

Birth - Two	Two - Five	Five - Eight

Examples of empowerment..

Encourage children to clean their faces and hands after eating

Encourage children to choose what they want to play with and be independent

Allow children to pour their own drinks and prepare snacks.

Expect children to tidy away resources that they have used, taking responsibility for their environment

Allow children to make choices about clothes

Adults should ask children for permission before changing a nappy, wiping a baby's face, feeding a baby/ child

Give children responsibility for going to the toilet when they need to and washing their hands

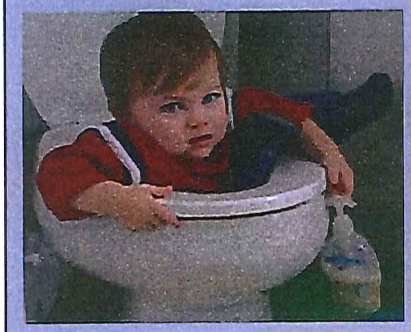
Encourage children to feed themselves and be independent, teach them to use a knife and fork

Encourage children to dress themselves, teach them to do buttons and pull up their own pants.

Think about all the decisions you have made today… how would you feel if all these decisions had been made for you?

Early years setting must therefore find ways of **helping** children to make choices for themselves or even be **involved in decisions** as part of the everyday running of the setting. *For example, children should be given the opportunity to choose what they may like to do that day, what they would like to eat and drink (within reason!)* *This is empowerment.*

Adults must carefully judge how they empower children. Children can only make decisions if they understand the consequences of those decisions and know what they different options may actually be. These decisions must be age appropriate- children cannot decide to only wear their nappy in the winter or eat chocolate at all mealtimes.



Scenarios

In pairs discuss the following scenarios

- A child needs a simple operation for some dental work, should a young child be allowed to give consent to an operation?
- What if the operation was more serious?
- Should a young child be consulted about treatment?

Why early years settings empower children

Why do you think it is important for early years settings to empower children?

Why early years settings seek to empower children

Legal right

- Children have the **right** to be informed and consulted about things that will **affect** their life.
- Therefore all settings should find ways of **helping** children make their own decisions, even small ones, such a choosing what to play with or serving themselves food.
- The decisions and choices children can make must be right for their **age** and **stage** of development

Children's rights

- The United Nations Convention on the Rights of the Child gives all children the right to be informed and consulted. These are just two of many rights.
- Article 12 – Respect for the views of the child:

Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

- Article 13 – Freedom of expression:

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

CHILDREN'S RIGHTS

Why early years settings seek to empower children

Valuing and respecting children

- Empowering children shows **respect** for them.
- It is a way of showing **dignity** (treating someone as though being worthy of honour or respect)
- For example, waiting for a baby to be ready before cleaning his face is a way of showing that he is valued, even though his is not yet talking or making decisions.
- Asking children where and how they would like to say goodbye to their parent is a way of **valuing their feelings** and showing respect.

Why early years settings seek to empower children

Helping children to respect themselves and others

- The way you are treated as a child affects how you **feel** about yourself and how you **treat** others.
- When children are in empowering settings, they **learn** how to make decisions.
- This helps them to have **confidence** in their choices and opinions and they can develop self-respect.
- Seeing adults empowering other children means they are also more likely to treat **other children** with respect.
- Adults should therefore act as **role models**.

Why early years settings seek to empower children

Involving children in decision making

- When children are empowered, it can also help with the **running of the setting** and how it is managed.
- Children who have been involved in the choice of play opportunities or in the development of routines are likely to be **happy**.
- The setting will be a **happier place** and it will run a lot smoother

Do Now

Title: P5 How adults empower children

17/03/2020

Pick a **Do Now** activity based on your preferred level of challenge

Everyone	Stretch	Higher stretch
Define the key term: Empowerment *Empowerment is .....*	**Explain how a childcare setting can empower a two to five year old** *A childcare setting could empower a tow to five year old by...*	**Justify why a child care setting should empower children** *The reason(s) an child care setting should empower children is...*

P5 Describe how adults in early years settings can empower children.

How adults in early years settings empower children

There are many **ways** in which settings can **empower** children. Some of these are very small, but still important.

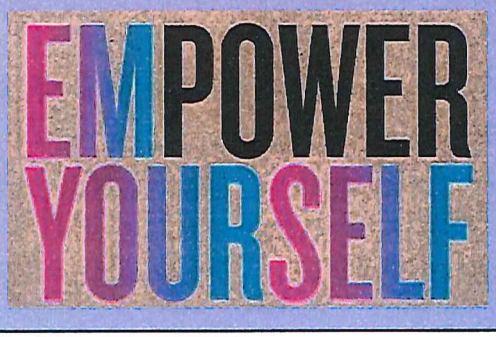
Why is it good practice, for adults to let children put their own coat on, rather than automatically doing it for them.

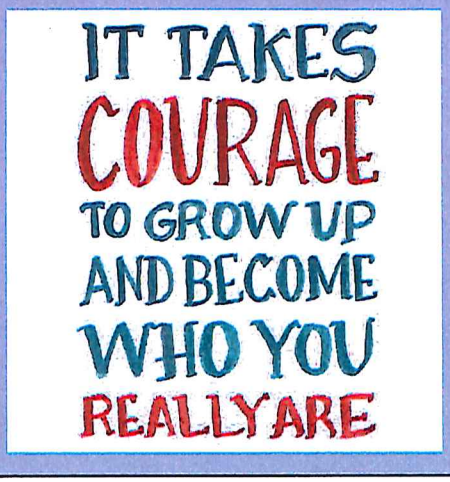
How will this benefit them?

Empowerment

Empowerment is all about giving **choice**, being **respectful** and encouraging children to be **actively involved** with what is happening.

Children must be empowered according to their **age** and **stage** of development





CASE STUDY

Harriet is working in an inclusive setting. She has been in the job for just a few weeks and she has been listening to staff members talk about the importance of choice and empowering children. Today she is working with children at the painting table. A 2-year-old child picks up a paint pot and a brush and takes it over to the book corner. The child starts to paint books. Another member of staff intervenes. Afterwards, Harriet is asked why she did not stop the child. She says that it was the child's choice to do this and she wanted to empower the child.

Q. Explain why empowerment needs to be linked to the age/ stage of the child and their understanding of consequences.

Physical care routines

*Look at the pictures what do you think we mean by **physical care routines**?*

Physical care routines are routines children follow to help them learn the basics of looking after themselves e.g. hand and face washing, mealtimes, toilet training

Physical care routines

Empowering babies and children means to let them do as much as they can **independently**. Babies can pull off their own socks or try to wipe their face after eating.

0 -2 years	2- 5 years	5 – 8 years
Nappy changing	**Meal time**	**Hair**
Ways you could empower a child are.... • They can hold items • Go and collect a clean nappy • This will help them to feel **independent**, **responsible** & learn to follow **instructions**.	Ways you could empower a child are....	Ways you could empower a child are....

Physical care routines

By not rushing through a nappy change, a bath, dressing and going to the toilet you can make the child feel as **important** as possible showing that you **respect** them and it gives them a chance to **learn new skills**.

This helps the children learn important skills for their self care and being able to **take care** of themselves as they grow up.

Empowering children according to their age

Privacy

As children get a little older, it is important to respect their **dignity** and give them some **privacy**. *For example, keeping the door only slightly ajar when going to the toilet can help them feel respected.*

It is important to encourage children to pull down their own underwear, even though they still may need some help with the buttons, shows that an adult respects their privacy.

Even keeping information about a child which may **embarrass** them private shows that you **respect their feelings**. It is important to not tell the whole class if a child was to wet themselves as this would **lower their self-esteem** but also feel **disrespected** and **not valued**.

Mealtimes

How do you think that you can respect a child during mealtimes?

How were you encouraged to eat when you were a child?

https://www.youtube.com/watch?v=2U6FZwqs4Hg

Are the adults in this clip empowering the children or not? Get ready to justify your answer

Is it ever okay to force feed a child?

Mealtimes

Recognise when the baby or child has had enough and not to force feed them when they are full. They may show this by turning their head away.

Although if the child is not eating enough then the adult may need to encourage them to eat some more, yet still not force feed them.

Small children and toddlers can be given more choice in what they eat, as long as it is still nutritious. They can also help serve their food and they can learn about their appetite and how much they can eat.

Some nurseries now have 'snack bars' where the children can choose their morning or afternoon snack at a time that suits them. Children can serve themselves too. This gives them more responsibility although an adult may need to supervise them whilst eating.

Child-initiated play (free play)

Children can be **empowered by choosing** what they want to play with and **how** they wish to use the resources.

Adults can join in with this play, but the **children initiate it** and they may need to **follow the child's rules** and ways they want to play, as long as this is **safe**.

Children can also choose **who** they would like to play with, as long as an adult supervises them to ensure they are playing **fairly** and not ignoring children on purpose.

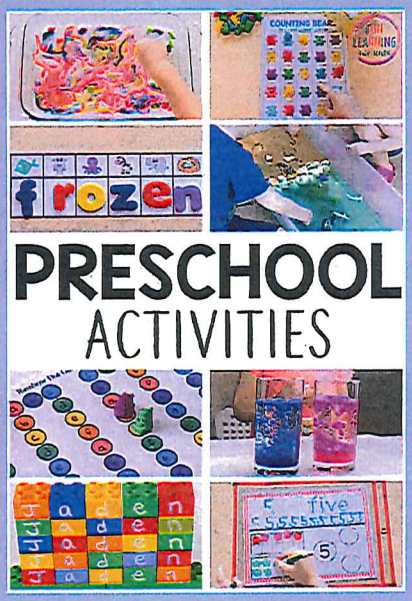
To empower a baby, you may **follow the interests** they may have shown a like to. From 9 or 10 months, babies can begin to **point**, they are then more able to make their own choices as to what to play with.

Involving children in planning and gaining feedback

By children choosing what they would like to play with and how, this can be including in the **planning and managing the nursery**.

Photos and pictures of activities can be used to allow babies and younger children to choose their activities they may like to do.

Children can also provide **feedback** about what they like and dislike, this can be from things they say or even their reactions to activities.



Caring for their environment

When children are empowered they feel **part of the setting** and helps them to feel involved.

Most children enjoy **helping** adults to do things, even tidying up.

It gives them a sense of **responsibility** and **achievement**. They will feel **proud** of themselves when **praised** for their help and this can raise their **self-esteem**.

Many settings will encourage the children to help get activities out, tidy up and help prepare snacks and drinks.

They may even ask them to help with gardening, feeding the birds or taking care of any pets the setting may have.

Learning Assessment C: Understand how children are empowered in early year's settings.

P4 Explain why adults in early years settings seek to empower children.

Introduction: The importance of empowerment for children:

- ☐ You need to **explain** what empowerment is *(define the word)*
- ☐ You need to **explain** why it's important to empower children *(describe why it's important)*
- ☐ You need to **explain** why adults in early years settings should seek to empower children *(explain how it benefits children)*.

Main section

You should use examples to support **how** a settings can empower children in these ways and **how** children **benefit** from being empowered.

- ☐ League rights
  - P Children have rights – right to make decisions on things that affect them – but must be age appropriate
  - E Explain why it's important for child care settings to protect children's rights
  - E Give an example of how a child care setting can support a child's decision making
  - L Explain how being confident at making decisions can help a child develop empowerment

- ☐ Valuing and respecting children
  - P Say that part of empowering children is treating them with respect and dignity
  - E Explain why it's important that children of all ages are shown respect and dignity
  - E Give an example of how a child care setting could show respect and dignity to a child at different ages
  - L Explain how being shown respect and dignity will make them feel empowered

- ☐ Helping children to respect themselves and others
  - P Say it is important for children to develop a positive self-image and have respect for themselves
  - E Explain why it's important for child care settings help children respect themselves and others
  - E Give an example of an activity or action that will help a child respect themselves and others
  - L Explain how respecting themselves and others will empower the children.

- ☐ Involving children in decision making
  - P Say that when children are empowered they will be able to make decisions
  - E Explain why it's important for child to be given different opportunities to make decisions
  - E Give an examples of different decisions children could be given at the 3 different age
  - L Explain how being able to make decisions could help development in another area of PILES

Learning Assessment C: Understand how children are empowered in early year's settings.

P5 Describe how adults in early years settings can empower children

- ☐ You need to **state** that there are many opportunities for adults in a child care setting to empower children
- ☐ You need to **explain** that adults should always be thinking about how to give children opportunities to make choices and decisions

Main section

You should use examples to support **how** an adult can empower children in these ways and **how** children **benefit** from being empowered.

- ☐ Physical Care routines

  P Describe what physical care routines are and why they're important
  E Explain why it's important for child to be empowered to carry out physical care routines – why do they need to learn to look after themselves?
  E Give an example of how an adult can support a child to carry out their physical care routines
  L Explain how feeling empowered to carry out physical care routines will help the chid develop

- ☐ Privacy

  P State that it is important for children to feel their privacy is respected
  E Explain that privacy is important for the child to feel safe and understand that they have their own personal space
  E Give an example of how an adult can how the child they are respecting their privacy
  L Explain how being shown respect towards their privacy will help the child respect other people's priv

- ☐ Meal times

  P Say it is important children to be empowered during meal times – so they can feed themselves and try new and nutritious food
  E Explain it is not good to force feed children and what the negative effects doing this could be
  E Give an example how children can be empowered during meal and feeding times
  L Explain how feeling empowered over food could benefit children's development

- ☐ Child-initiated play (free play)

  P Define what child-initiated play is – if possible give an example to illustrate your point
  E Explain play is really important for empowering children as they get to make many decisions
  E Give an examples of how adults could support children with child-initiated play (what options could they give them)
  L Explain how child-initiated play could support a child's development

- ☐ Evolving children in planning and gaining feedback

  P State a nursery should plan their activities and manage the setting in a way that suits the children that use it – to do this it is important they get feedback off the children about what they like and don't like
  E Explain nurseries need to plan activities (play) and daily routines (meal times) that will empower children
  E Give an examples of how adults can get feedback from children about what they want to do and what they like and don't like
  L Explain how considering children's likes and dislikes could help a child develop

Learning Assessment C: Understand how children are empowered in early year's settings.

- ☐ Caring for their environment

P State children should be encouraged to take care of their environment and that this empowers them to look after things and others

E Explain empowering children to look after their environment will give them a sense of responsibility and achievement

E Give an examples of how adults can encourage children to tidy and look after their environment

L Explain how looking after their environment will help a child develop

M3 Explain how effective empowerment of children can benefit their development, using appropriate examples.

- You need to **explain** **how** effective empowerment of children can **benefit** their **development**.
- Use a case study to provide appropriate examples.
- **Explain** how the setting empowers children in ways appropriate to their **age/stage** of development.

D3 Assess the extent to which an early years setting is successful in empowering children, using a case study.

- You are expected to **make a judgement** about how successful an early years setting has been in empowering children and why their approaches have been successful in ensuring children are involved in decisions that affect them.

Little Bud's Nursery

Routine for the children

Arrive to be registered in their classes. There are four classes, yellow, red, green and blue. These are generally based on the age of the children with yellow being the youngest. The teacher or nursery nurse in charge of the class is the children's key person/ worker. The children must all wear a uniform of a Little Bud's Nursery polo shirt, Little Bud's Nursery sweatshirt and leggings for girls and tracksuit bottoms/ jogging bottoms for boys.

The children self register by picking out the picture of themselves and sticking this to the wall. The children are also given the opportunity to express how they are feeling at this point. They can put their picture up on the wall next to 'happy', 'sad', 'shy' or 'frustrated'. This gives the teacher the opportunity to understand how they are feeling.

The children will then stay in this class for 45 minutes whereby the teacher/ key worker will lead an activity (adult led play). This activity may vary such as in the art corner, outside or in the story book area. The children are encouraged to participate with all activities, there is little freedom for them to choose another activity at this time.

For the following hour and 15 minutes the children will have their 'free time' (child initiated play). They can choose any activity that they would like to play, this can be inside or outside. The teacher/ key worker will supervise the children and help them if they need any support, such as putting on their coat and hat, washing their hands and going to the toilet.

All children then must participate in tidying up the nursery, this is regardless if they have been inside or outside.

Each group is then given the opportunity to go to the toilet, wash their hands and have a drink and snack. The snack will consist of a different fruit each day and either milk or water. There is only one option of fruit available each day, for example Monday they will have an apple, Tuesday a pear etc. If the child does not like a particular piece of fruit they can bring in a piece of fruit from home. If the child does not like milk, they can have water only.

Finally, there is a large group activity at the end of the day such as a story time or singing. They will then go back to their class to be registered once more before going home.

Only certain people known to the child can pick them up from nursery for safety reasons. If a parent/ guardian/ childminder cannot pick up the child for any reason, they must inform the nursery as to who will be picking the child up. The child can only go home with that adult if the adult knows the personalised password. If they do not know the password, the child will not be allowed to leave with the adult.

Some children may have experienced little choices at home. They may have never had the opportunity to make any decisions therefore it is important for the teacher to teach them how to make decisions and what the consequences are of those decisions. Some children may find it overwhelming to be able to make their own decisions, they may look to other children and follow their lead/ copy the choices they make. Some will respond really well and will enjoy the freedom and ability to express themselves.

Set-up

To enter the nursery you must go through two outside gates, these are padlocked and therefore a member of staff is needed to let you in.

All doors to offices/ kitchen/ cupboards have a lock high up on the door.

There are four small classrooms branching off from the main area, this is where the register is taken for that class and some adult initiated activities may take place.

There are typically 45 children at the nursery. As far as possible, children with any special needs or children that have little English will be equalled out between the classes. This helps with inclusive practice.

Discipline

The nursery will base their behaviour policy on positive praise. They try to focus on the things the children do well as opposed to the bad things they do. An awards system of a 'golden tie' is given to four children each week, this is to celebrate their successes over the week. They try to ensure all children may receive this over the duration of the year. Children are also given stickers on reward charts to celebrate their good behaviour. If the child has shown bad behaviour the first step in the behaviour policy is to talk to the child and explain why their behaviour was unacceptable. If the child repeats this behaviour they may be given a time out, this will be for approximately 1-2 minutes. Again, if this behaviour continues, the parents/ guardians will be informed. It is not often that the nursery will be faced with bad behaviour, this is rare and in the most cases this will be linked to children who may have special needs.

STUDENT GUIDANCE

M3 Explain how effective empowerment of children can benefit their development, using appropriate examples.

*You now must answer and **explain** the following questions;*

- How are the children **empowered** at the nursery? *(What decisions/ choices can they make for themselves? How are they taught skills and to take responsibility?)* Provide **examples.**
- How do/ will the children **benefit** from the empowerment they receive at the nursery? *(Think about key terms such as independence, responsibility, confidence, valued, teaching life skills, how the empowerment promotes areas of development).* Provide **examples.**
- How does the nursery empower children in ways appropriate to their **age/stage** of development? Provide **examples.**

D3 Assess the extent to which an early years setting is successful in empowering children, using a case study.

*You now must answer and **explain** the following questions;*

- How **successful** is the nursery at empowering children? Provide **reasons/ justify** your answers.
- Why have these **empowering approaches** been successful in ensuring children are involved in decisions that affect them? Provide **reasons/ justify** your answers.
- Do you think there are any **choices** that the children should be able to make that the nursery doesn't provide? Why is this important? Provide **reasons/ justify** your answers.
- Does the nursery provide appropriate **age/stage** empowerment (choices/ decisions)? Provide **reasons/ justify** your answers.
- Provide an overall **opinion/ judgement** about the nursery and how successful they are at empowering children.
- Are there any **improvements** they should make?