



SUMMARY OF WEEK 1 (18TH TO 20TH MAY)

Instructor: Samia Ali Muhaureq

Word Count: 2013 words



MAY 21, 2021
SUBMITTED BY IBTISAM HASNAIN BHOJANI

18th May 2021 - Theme One: Health and well-being, Lesson 1: Healthy lifestyles for children (Food and nutrition & Physical exercise)

LO1: Understanding the impact of food and nutrition on children's health and development

Healthy eating refers to have a balanced diet which has the right amounts of all food groups (carbohydrates, fibre, fruit and vegetables, milk and dairy products, non-dairy products and very small amounts of fats) and plenty of water in order to have the required nutrition for development in different aspects such as physical and cognitive development. Every child has the right to healthy eating and a healthy diet helps a child in being more alert (which affects their learning) since food is the input that in turn affects the output. It is part of our job to get them to enjoy healthy foods by introducing them to the children in small portions and encouraging ways after taking approval from the parents and the admins. There are many local (such as beat the habit, and fight the extra sugar) and national initiatives (such as food for life) that promote healthy eating, nutrition and a healthy diet. These provide the needed information about healthy eating for both children and adults. It is also part of our job to guide parents towards healthy eating in a compassionate and caring manner after gaining their trust. If children are not getting access to healthy eating at home it is your job to introduce it to them while they are in your care, since it is a good habit, the parents won't mind it.

LO2: Understand how food choices impact on health and development

Food plays an important part pre-pregnancy, consuming all the right food groups is extremely necessary. During pregnancy, all the right foods should and the right amounts from each food group should be consumed. Excessive amount of Vitamin A, too much caffeine, foods that can cause food poisoning should all be avoided as they can all cause issues for the unborn and even result in miscarriage at times. While breastfeeding too, it should be ensured that the correct amounts of each food group are being consumed so that the mother and the child have the required energy. The flavor of the milk also changes based on the diet and the child gets accustomed to it which then affects food preferences in the future.

LO3: Explain the impacts of poor diet on children's health and development

Poor diets impact children negatively in both the short-term and long-term. In the short-term it affects height and weight and causes problems in different areas of the body such as skin decay and gum problems but can also cause more major issues such as obesity. In the long-term it can cause problems such as a weak immune system. The eating habits set in childhood in turn become the foundation for eating habits in the individual's future.

LO4: Understand individual's dietary requirements and preferences

Sometimes parents might have dietary requirements and preferences to follow, a practitioner has to respect these. Some examples of these are lifestyle choices, special diets needed for disorders, religious requirements and cultural requirements. Encourage students to eat their own food in a positive way and also introduce them to food preferences in different cultures such as fasting in Ramadan. Keep coherent records about every child and gather as much information in order to take proper care of the children. Once information is gathered within a week, informing them regarding allergies of all students in order to avoid issues. Be very careful of intolerances when providing food and ensure all children are properly hydrated so they have all the energy they need and don't get sick. Stay in constant contact with the parents, sharing

records with them, gathering information with them and introducing them to healthy eating and giving them practical tips.

LO5: Understand children's need for exercise

Exercise helps children to learn through play, builds their muscles, reduces risk of diseases and has cognitive, physical and social development benefits. Some of the requirements of the current early years foundation framework are time spent by children outside in the sun every day for around 15 to 30 minutes, getting space to run outside as that helps with spacial awareness and playing different interactive games outside such as climbing to build different muscles and explore their imagination. It makes children exercise without realizing they are doing so and is also beneficial in the long-term. Another requirement is that of interacting with nature using activities such as rolling on the grass which makes them more self-confident and self-aware. All of these skills are required in key stage 1 at the end of the year. Working with parents is also necessary in this aspect so the children get exercise at home too, guide parents, provide them with resources (such as youtube channels and exercise songs like the gummy bear song) as well as leaflets and practical tips to get children more active (you can ask your coordinator for these)

19th May 2021 - Theme One: Health and well-being, Lesson 2: Support physical care needs for children & how to promote children's emotional well-being

LO1: Understand the physical care needs of children

Some of the physical care needs of children are skincare, haircare, brushing their teeth, nappy changing, toilet training and hygienic practices at meal times. It is our job to encourage the children to put these into practice (we also have to be role models for these), firstly by doing it for them (while maintaining eye contact and speaking to the child at all times), and then slowly encouraging them to do it themselves in small steps. For haircare, their hair needs to be brushed, neat and tidy, for skincare, we need to apply cream, respecting parents wishes, for brushing their teeth, generally parents will provide toothbrushes and toothpaste (label and always disinfect these), help students brush their teeth, eventually leading them to do it themselves and teach them how to do it and its importance using toys, regarding nappy changing, always keep a clean station, clean child, always use disposable gloves and apron and be very gentle with them. For toilet training, keep alarms at regular intervals (starting from 15 to 30 minutes), always keep an eye out for signs and take small steps (slowly transitioning from taking their pants out completely to just pulling them down). Identify situations in which non-routine physical care is required such as blowing nose in colds (do it for them then explain it), comforting them if they vomit and cleaning them, teaching them to cough into their elbow etc. Work with the parents throughout, keep records of the children and share them with the respective parents, constantly collaborating with them.

LO2: Be able to use hygienic practice to minimise the spread of infection.

Encourage hygienic practices at meal times, encourage washing hands, eating without spilling, packing unwanted food back into their lunchboxes and informing parents about it and cleaning up the dirt when they are done. Encourage hand washing regularly to prevent the spread of germs. In cases of spillage, make sure to move them away from the spillage and clean it up as much as possible before calling the help. Use correct personal protective equipment at all times such as gloves and aprons when needed, making sure to use disposable ones and disposing

them off correctly. Maintain proper cleaning and sterilization processes, either cold water or steam sterilization for things like utensils, containers, baby bottles (make sure to label these and use separate ones for each child) etc. Wash your hands properly before sterilizing. Everything needs to be sterilized properly as children get infected easily due to weak immune systems.

LO3: Understand rest and sleep needs of children.

Children require enough sleep for growth and development. A child is normally cranky if they haven't got enough sleep (in which case it is a good idea to let them have a half hour nap). Every child has a different sleep pattern but these are the amounts of sleep required for different age groups:

- 2 to 2 and a half years old - 11 hours continuous sleep at night and one one hour day time nap.
- 3 to 5 years old - They need a structured and consistent bedtime routine of 11 hours every night, they might need a half hour nap in the day time but mostly not.
- 6 to 7 years old - 10 and a half hours at night and a half hour nap in the daytime but very rarely.

LO4: Understand childhood immunisation.

Since children have weak immune systems, they need to be kept completely clean at all times in order to protect themselves and the people around them from getting infected. Vaccines help boost immunization. Practitioners need to be aware of the vaccine schedule for children so they know what to expect in the days following the vaccine. Some children may not be vaccinated (vaccination isn't always a rule) because some parents might be worried about letting their children get vaccinated as some vaccines have risks in rare chances but still they can be risky for children.

LO5: Understand children's needs in relation to emotional well-being.

Emotional security has many benefits for children such as a greater ability to develop in social settings. According to the theory of attachment, the first relationship that the child forms is very impactful. Many different experiments have been carried out to explore how much the degree of attachment formed with a child's parents affects their emotional well-being (Children without this can go feral or emotionally disturbed example Mowgli). One of the processes that practitioners need to carry out with children is bonding (to fulfill the needs according to Maslow's hierarchy), this can be carried out through day to day activities using physical, eye and vocal contact. Secure relationships need to be created with the children through the use of a secure routine.

20th May 2021 - Continuation of Theme One: Health and well-being, Lesson 2: Support physical care needs for children & how to promote children's emotional well-being

LO6: Understand the needs of children during transition and significant events.

Some of the transitions that children go through are from one period to another, one grade to another, home to school. Children need to be alerted about transitions beforehand and be comforted throughout. There are four main effects of transitions: intellectual, physical, emotional and psychological. A child going through a transition or a significant event may rely on the practitioner as their key source of attachment, you need to be completely aware of what's going on and prepare them to avoid anxiety as it grows easily in children. Be very understanding and empathetic, getting children to express their feelings to you (also be on the lookout for

behavioral changes if the child doesn't express themselves to you verbally). Use methods such as talk to teddy for significant events and make a visit for transitions. Get help from other practitioners if the situation is unfamiliar to you.

LO7: Be able to promote the emotional well-being of children in their own setting.

Build a relationship with both the child and the parents. Work with the child in ways that promote independence rather than doing the tasks for them (might not be perfect the first time around but they will learn with constant encouragement). get them to make their own decisions but also promote self-reliance. Be there for them as someone they can come to for help when they need it. Teach them safety in a safe setting such as roleplay of situations such as avoiding being bitten by a dog, talking to a stranger etc. This also helps children build relationships with each other. Observe their behavior and take notes while they are roleplaying. If children are upset, give them sensory materials such as play dough or art materials so they can express themselves through art, pinpoint issues to parents through the things the children make and guide children's emotions by asking them questions about their creation.