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How to use this Training Pack

This Training Pack, containing a Lesson Plan and supporting material, has been designed to help you prepare and run an effective training session.

The Lesson Plan outlines a suggested running order for the session which incorporates the use of this training film and also optional pause points where the trainer may wish to stop the film. This may be to facilitate group discussion on a particular issue or carry out an exercise or activity to improve trainees’ understanding and retention of key learning points.

The supporting materials referred to in the Lesson Plan could include case studies, group and/or individual exercises and information handouts. Handouts that can be photocopied are listed in the Contents section of this pack.

As you prepare for your session you may also wish to carry out your own independent research into the subject matter. Those that have limited training experience may also find it useful to refer to the Trainer’s Guide held on the CD-ROM. This aims to help develop an awareness of training issues and how to get the most benefit out of a training session.

Maintaining the Safety and Security of Children looks at the safety and security needs of children in group settings. This programme will help you to identify potential dangers in both the indoor and outdoor environment and to learn how to prevent accidents. It will also teach participants how to deal with incidents such as choking and nose bleeds, and how to treat other minor injuries such as splinters, minor burns and grazes. Additionally it will help you to promote children’s awareness of safety issues.

This film lasts for 25 minutes, and the Lesson Plan below allows for a single session of approximately two hours.

This course is designed to support:

National Standards 6 &13 and NVQ CCLD 202

Supports Early Years Foundation Stages: 1.3; 2.3; 2.4; 3.3; 4.1; 4.2; 4.3 & 4.4

The course is also referenced to:

Children and Young People’s Workforce Level 2 Certificate Units MU 2.4 & CYP 3.4
Lesson Plan

Note to Trainer
This programme contains chapters on the following topics:
1. Introduction
2. Maintaining a Safe Environment
3. Security
4. Damaged Equipment
5. Sharp Objects
6. Water
7. Electrical Equipment
8. Outdoor Play
9. Supervising Children's Safety
10. Why Accidents Happen and How to Prevent Them
11. Choking and Suffocation
12. Falls
13. Burns and Scalds
14. Poisoning
15. Dealing with Accidents and Emergencies
16. Teaching Children About Safety
17. How to Keep Children Safe on Outings
18. Child Abuse

Trainee Preparation Form
You may wish to get trainees to complete this form (found on the CD-ROM in the Training Admin folder) in advance of commencing the training session, as it will help them to consider:

- the knowledge, skills and attitudes they currently hold about the subject.
- what they are hoping to learn from the session.
- how they think they are likely to apply any learning when they get back to their daily routine.

It is worth returning to the thoughts trainees put down in their forms at the end of the training session.

Starting the training session
First, explain to the participants that the purpose of this training session is to raise awareness of staff responsibilities in respect of maintaining the safety and security of children.

Exercise 1: Being child safety aware
Before watching the film ask the participants to carry out an exercise to get them thinking about the topics involved. Organise the participants into a few smaller groups and ask each group to:

1. Think about children's changing safety needs at each stage of their development (e.g. identify the differences in respect of babies, toddlers, young children).
2. For each stage, list which child development characteristics (e.g. skills and abilities) may have a bearing on safety within the childcare setting. Think about the childcare environment and the equipment used within it.
3. List what safety checks should be made, grouping them under the headings of environment and equipment. For environment they may wish to consider both the various areas of the childcare setting and what objects are found within them. For equipment, they can list the equipment that may have an impact on child safety.

Give the groups 10-15 minutes to think about these points and then ask each group to feedback their ideas to the rest of the participants.
Facilitate a discussion around the answers, ensuring that the following learning points are covered:

- An essential part of the daily routine of all staff is to ensure that the childcare environment and equipment is checked for safety.
- Babies' and children's abilities improve over time, e.g. greater mobility, which can have repercussions in respect of child safety awareness, specifically:
  - Babies have no awareness of danger and are therefore totally dependent on carers for protection. Babies are also at greater risk of choking (the film will explain why).
  - Toddlers between the ages of 1 and 3 are highly mobile and inquisitive in nature, testing all their senses, including taste and touch.

**Play the sections:**
1. Start playing the video/DVD - Introduction
2. Maintaining a Safe Environment
3. Security
4. Damaged Equipment
5. Sharp Objects
6. Water
7. Electrical Equipment
8. Outdoor Play
9. Supervising Children's Safety
10. Why Accidents Happen and How to Prevent Them

**Pause before ‘Choking and Suffocation’**

Invite comment and discussion following these sections and ensure that the participants have understood the key points.

**Exercise 2: Common accidents and how to prevent them**
Organise the participants into four groups and assign each group one of these sections on common accidents: Choking and Suffocation, Falls, Burns and Scalds, and Poisoning. Ask them to think about and write down:

1. A list of scenarios in which such accidents might occur and the hazards/causes which might be involved.
2. Next to each of these write down how this accident could be avoided.

For example, the group assigned to Burns and Scalds might write the following (write this up on the flipchart as an example to the group):

<table>
<thead>
<tr>
<th>Incident and hazards involved</th>
<th>How this could be avoided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident: Child wandering into the kitchen and being scalded by a cup of hot tea.</td>
<td></td>
</tr>
<tr>
<td>Hazards: Cup of hot tea, any other potentially dangerous items in the kitchen.</td>
<td>Keeping the kitchen door closed and locked; keeping a close eye on children in your care; keeping hazardous objects out of the reach of children.</td>
</tr>
</tbody>
</table>

Give the groups 10-15 minutes to write down all their ideas, then ask each group to feedback their examples to the rest of the participants. Write any useful examples up on the flipchart and point out any common incidents or hazards the groups might have missed.
Promote a group discussion so that participants can ask any questions that might have been raised and ensure all the key points have been understood.

Give out Handout 1 – First aid for choking and minor injuries

**Play the section:**

- 11. Choking and Suffocation
- 12. Falls
- 13. Burns and Scalds
- 14. Poisoning
- 15. Dealing with Accidents and Emergencies

**Pause before ‘Teaching Children about Safety’**

**Exercise 3: Making young children safety aware**

As a group, discuss the ways in which you could plan an activity to teach a group of children, aged between 3 and 5 years, about various aspects of safety – e.g. road safety, fire safety, play safety, food safety, water safety.

**Note to Trainer**

Ideas to consider in this exercise include:

1. **Role-play**
   - **Road safety:** Set up pretend streets and pedestrian crossings in the setting. Staff and children can play the roles of drivers, pedestrians, a ‘lollipop’ crossing guard, and a traffic light. Use your props and costumes to act out safe traffic scenes. For example: ‘The light is turning red. Now the crossing guard is going to make sure the traffic stops.’
   - **Playground safety:** Talk to the children about safety when playing outdoors. Walk children around to each piece of equipment and discuss safety rules. Some suggestions include:
     - Slide - sit up, slide feet first, one child at a time
     - Swing - sit on swing, hold on with two hands, do not run behind swings which are in use
     - Sandbox - keep sand in the box, do not throw sand.

   Then go back inside and ask the children to draw pictures of what they have learnt. Ask them to take a piece of paper and fold it in half. On one side of the paper, ask them to draw a picture of themselves playing safely. On the other side of the paper, ask them to draw a picture of themselves playing in an unsafe manner. When everyone is finished, ask children to share their pictures. This will encourage more discussion.

2. **Using picture books and posters**
   - Road safety, fire safety, water safety etc: Find books which show what certain public service people do to help keep others safe: policemen and women, firefighters, lifeguards etc. Tell the story and encourage the children to discuss the scenarios when such people are needed.

3. **Inviting specialists into the childcare setting**
   - Older children will enjoy visits from firefighters, police etc. who structure activities to suit the age group.

4. **Songs and games**
   - There are many songs you can sing or games you can play with children to reinforce safety messages. “This is the way we wash our hands” etc; specially designed ‘safety’ board games etc.

**Give out Handout 2: Encouraging young children to be safety aware**
Lesson Plan (continued)

Play the sections:
16. Teaching Children About Safety
17. How to Keep Children Safe on Outings

Pause before ‘Child Abuse’

Group Discussion 1: What to do if a child tells you they are being abused
Hold a brief discussion with the participants, using the points provided below, about what they should do if a child tells them that are being abused in any way. If a child tells you that they have been abused this is called disclosure.

If a child discloses any forms of abuse you should:
• Reassure the child, saying that you are glad they have told you about this.
• Believe the child. Tell the child that you will do your best to protect them, but do not promise that you can do that.
• Remember that the child is not to blame, and that it is important that you make the child understand this.
• Do a lot of listening – don’t ask questions.
• Report your conversation with the child to your senior designated manager.
• Write down what was said by the child as soon as possible after the conversation.

Explain to the participants that they should receive child protection training to help them better understand their role in respect of child protection and the possible signs and symptoms of the different kinds of child abuse.

Play the remaining sections of the video:
18. Child Abuse

ENDING THE TRAINING SESSION – Summarise the key learning points
In this video we have described the ways in which you can promote the safety and security needs of young children. The key learning points are:

• You can help to keep children safe by checking their environment for safety.
• You should know why accidents happen, how to prevent them and how to deal with them.
• You can help children to be aware of their own safety and the safety of others.
• You should know about safety issues when taking children out of the setting.
• You can help support the safeguarding of children from abuse.

Discuss how participants might apply these principles to their everyday practices.
Training Evaluation Form:
As the training session draws to a close get the trainees to reflect upon their learning by reviewing the Trainee Preparation Form before asking them to fill out a Training Evaluation Form.

Remember, evaluating the effectiveness of training in respect of the successful take up of newly acquired knowledge and skills is an essential element of training. Failing to do this means you can not be confident that the training will actually led to changes in staff behaviour and performance back in the workplace.

The Training Evaluation Form can be found on the CD-ROM in the Training Admin folder.