

ACTION BASED ACTIVITIES

TOPIC VC9 EARLY YEARS

COMMUNICATION



LEVELS 1 & 2

ISSUED SEPTEMBER 2006

INSTRUCTIONS

WHAT DO I DO?

Use this booklet to help you:

- plan an Action-based Activity on the topic of Early Years
- carry out an investigation into the subject
- produce ALL the evidence needed for your portfolio

NOTE: Use this booklet WITH the Learner's Planner & Guide.

BY THE END OF THIS ACTION BASED ACTIVITY YOU SHOULD BE ABLE TO:

LEVEL 1

- take part in a one-to-one or group discussion
- read and obtain relevant information
- write two different types of document
- use at least one image effectively

LEVEL 2

- take part in a group discussion, helping move the discussion forward
- give a short talk of at least 4 minutes
- produce a document that summarises two 500+ word documents you have read
- write two different types of document, one being more than 500+ words long
- use at least one image effectively

TOPIC VC9 EARLY YEARS

There are various topics that you could study. If you want to study them for your Action-based work you will need to narrow them down. This guide will take you step by step from how to get started to writing and checking your final piece of work. Each step follows Part Two of your *Learner's Planner & Guide*, so read it alongside this booklet.



It's a good idea to follow this advice.



You must do this to get the qualification.



CHOOSING A TOPIC

Think about the topic "Early Years" and things about it that you might like to study. Don't rush or you may miss something. One of the best ways to start is to *mindmap*.

TASK 1 GETTING STARTED MAKING A MINDMAP

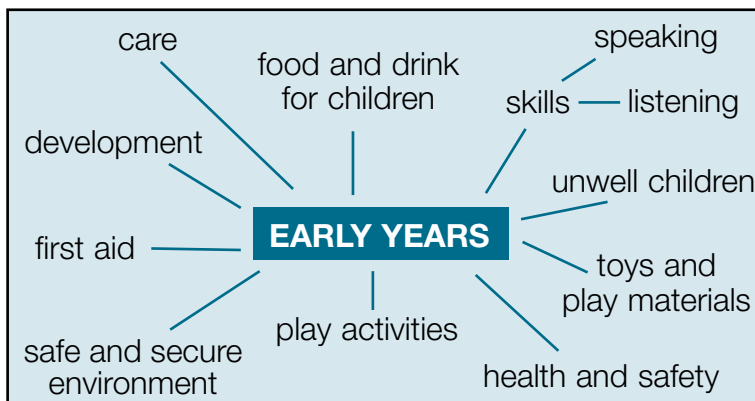
Allow about 20 minutes

On your own, or with a colleague, think about and talk about "Early Years" and aspects of it you might like to study.

Work together to make a **mindmap** of the subject. You can find how to do this on Page 5 of the *Learner's Planner & Guide*. You may want to think about:

- what early years care involves – e.g. understanding children, play materials, first aid
- the skills needed – speaking, listening, writing
- training opportunities
- health and safety

PORTFOLIO EVIDENCE – You could copy and add to the unfinished example below. This could then go into your portfolio as evidence that you have thought about your chosen subject.



ESSENTIAL SKILLS

ACTION BASED ACTIVITIES



Continued

TASK 2 FRAMING A QUESTION

Allow about 15 minutes

When you have made your mindmap, focus in on one or two ideas that:

- interest you
- will be easy to research and get information about (talk to your tutor if you are unsure)

Write these ideas down and then try to turn them into **QUESTIONS**. This will help when you write up your conclusions later. The examples in the box may help you do this.



TOPIC: EARLY YEARS

Original Idea	Question
Physical Punishment	Why physical punishment is not used by early years workers?
Careers in Child care	What career opportunities are there in Child Care?
Skills and Knowledge	What skills and knowledge are needed for someone providing child care?

In your portfolio, write down your chosen title/question. Check with your tutor that it is okay. Remember, you can always change it later if necessary.

TASK 3 LOCATING RELEVANT INFORMATION

Allow about 10 minutes

Your next task is to locate relevant information for your portfolio. Check with your tutor that:

- there is enough information
- it is easily located
- it is of the right standard

TASK 4 ACTION PLANNING

Allow about 30 minutes



PLAN – It's a good idea next to draw up a plan of action. Make a table and on it write down what you intend to do and when you will do it by. Highlight key dates and deadlines (e.g. when you are giving a talk or having a discussion). Examples are located in the Learner's Planner & Guide – Level 1 Page 7, Level 2 Page 17.

COMMUNICATION

TOPIC VC9 EARLY YEARS



READING TO OBTAIN INFORMATION

Reading and obtaining information are an essential part of the qualification and you must be able to show that you have collected, read and extracted relevant information. Level 2 learners must be able to summarise what was read into one document.

There are lots of ways of finding information on this subject such as:

- early years textbook
- books
- magazines and newspapers
- using the Internet
- advertisements

TASK 5 READING AND FINDING OUT (to answer your question)

Allow about 1½ hours

Look for suitable documents to read. If you are studying for **Level 2** communication skills they will need to be more than 500 words long, (see Page 18 of the Learner's Planner & Guide).

TASK 6 RECORDING INFORMATION

Allow about 1½ hours

READ and MAKE NOTES from all documents that you think are helpful and relevant (the box below shows you how to write your notes).



Topic: "Which Services Might an Early Years Worker Provide?"

Title of book read: "Child Care and Education"

Date: 14 May 2006

Author: Penny Tassoni

Chapter: Working with Young Children

Main points in the article:

1. Language and communication activities.
2. Preparing for story time.
3. Setting up a book area.

Summary: Write up your notes in your own words.

For **Level 2**, you must produce a document that brings together in **one** summary at least two 500 word long documents that you have read. A good way to do this would be to construct a response to the question/title you constructed in Task 2. An example of this is on Page 19 of the Learner's Planner & Guide.



ASSESSMENT Your tutor will assess that:

- the notes you have made are relevant
- you have clearly identified key points
- you understand what you have read

**STEP
C**



DISCUSSIONS

Taking part in discussions is an essential part of the qualification. For Level 1 you can take part in a one-to-one OR a group discussion. At Level 2, it must be a group discussion.

Your **tutor** will need to observe and assess how well you do.

TASK 7

TAKING PART IN DISCUSSIONS ABOUT YOUR TOPIC

Allow about
1 hour

1. **Invite** colleagues to join you in a discussion about your chosen topic and fix a time and date when you will meet. Make sure your tutor is also able to be there if you want to be assessed.
2. **Plan** and practise for the discussion so you are properly prepared (see the box below).



PLANNING AND TAKING PART IN DISCUSSIONS

1. Think about what you will talk about – it’s no good just having a chat! The discussion must be focused on the subject.
2. Decide on a subject and a question to discuss e.g. “What are the Most Important Aspects of Health and Safety When Working with Children?”
3. Agree a time and place for the discussion.
4. Set aside 15–20 minutes for the meeting.
5. Make sure your tutor is there to assess it.



ASSESSMENT Your tutor will assess you on:

- speaking clearly
- keeping to the point
- giving relevant information
- listening to others
- using positive body language
- keeping the discussion going



GIVING A TALK (Level 2 only)

At Level 2 you must give a short talk to an audience (see your *Learner's Planner & Guide*, Page 21 for detailed tips on how to give a good talk).



Although there are no hard and fast rules, a talk will normally follow the format given in the box below (in this case on the topic of "Dealing with children.")



It is a good idea to prepare prompt cards and material (e.g. pictures, PowerPoint etc) to illustrate your talk.



1. Think up **a title** e.g. "Dealing with Children"
2. **Introduction** – *"My talk is about dealing with children. I will talk about my own experience and the skills and qualities that are needed for this kind of work."*
3. **Main section** – take each of the points in two and expand them.
4. **Conclusion** – *"So, I hope that you enjoyed my talk and will perhaps remember a few of my main points if you are working with children ..."*
5. **Questions** – *"Are there any questions or observations you would like to make?"*

TASK 8

Allow about
2 hours

GIVING A TALK OF AT LEAST 4 MINUTES ABOUT YOUR TOPIC

Note: This task is only relevant if you are doing Level 2.

Plan and prepare for your talk. Make sure the time and date is fixed and that your tutor can be there to assess it. Practise at home – it really does help!



ASSESSMENT Your tutor will assess you on:

- speaking and making your case clearly
- keeping to the point
- giving relevant information
- being well organised
- using positive body language
- answering questions clearly

ESSENTIAL SKILLS

ACTION BASED ACTIVITIES

**STEP
E**



PLANNING AND WRITING DOCUMENTS

Your portfolio must contain at least two different written or word-processed documents (see Pages 12–13 in your *Learner’s Planner & Guide*). At Level 2, one of them must be over 500 words long.

TASK 9

Allow about
2 hours

PLANNING AND WRITING ONE TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

1. Check what you already have in your portfolio. You should have notes of documents you have read and information gathered. You may find that you have already written a letter or short report which you can use as evidence of writing! Level 2 learners could review the document they produced at Task 6.
2. Decide on **one** type of document you will produce.



EXAMPLES OF DOCUMENTS YOU MIGHT WRITE ON ‘EARLY YEARS’

Short documents:

- a letter or email telling someone about your experience working with children
- a leaflet on the ‘golden rules’ of early years care
- a short report on a survey of the quality of service in a crèche

Longer documents:

- a brochure on career opportunities available in early years
- an essay on an aspect of early years care that interests you

3. Start **WRITING** one type of document on your chosen topic. You are strongly advised to use a computer to do this as this will:
 - enable you to redraft work quickly and easily
 - make your work look more professional
 - make spell checking easy
 - provide opportunities to include images, tables, charts, graphs etc – you **MUST** include an **image**
4. **PROOF READ** your work carefully.

COMMUNICATION

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ASSESSMENT Your tutor will assess your work for:

- its relevance – sticking to the point
- its structure – it must be organised
- its style – easy to read and suited to the job

TASK 10 PLANNING AND WRITING A DIFFERENT TYPE OF DOCUMENT ON YOUR CHOSEN TOPIC

Allow about
2 hours

Repeat Task 9 for a different type of document on your chosen topic. **Level 2** learners should make sure that one of the documents is more than 500 words long. One document should contain an image you have used to illustrate a point made in your writing.



**STEP
F**



COMPILING THE FINAL PORTFOLIO

TASK 11 THE FINAL PORTFOLIO OF EVIDENCE

Gather together all your work and select from it the evidence needed to meet the requirements of the qualification. The minimum pieces of evidence you must produce are to be found on Page 3 of the Learner's Planner & Guide.

(Your tutor will help you with this task).



**EARLY YEARS
MORE ACTION BASED ACTIVITY IDEAS**

1. Carry out a survey to find out what people think of the service they get in different crèches. You will need a questionnaire.
2. Good practice in a crèche.
3. Hygiene when working with children.
4. Health and safety.
5. Working with babies.
6. Child protection.
7. Punishment.
8. Working with parents.
9. Working abroad.
10. Carry out research into a possible career in early years to include finding out about types of work, skills and qualities needed, qualifications required etc.



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