

# Coronavirus challenge

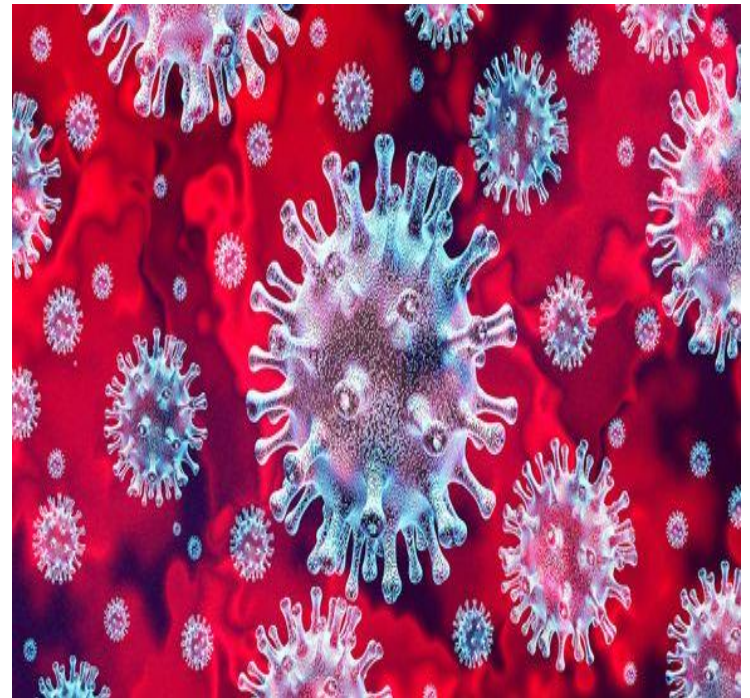
# Objectives

- Identify the purpose of health promotion
- Explore the EYFS
- Create an activity or experience opportunity to promote an awareness of Coronavirus for a selected age group.



# What do you know?

- At the moment you are experiencing a current medical crisis. This has had an impact on many, including children.
- This task will allow you to develop an understanding of how to educate children through such a pandemic.



# How do I do this?

- Throughout this PowerPoint there will be activities for you to do. The purpose of this is to explore the topic in more detail, and improve your independent learning.



A pencil image will be an activity for you to complete.

If you see me, I want you to question, examine or reflect.





# Prize

Let's make this a **healthy** competition, therefore there will be a prize for the best planning sheet which supports a child's understanding of staying safe during this pandemic.

You can complete the planning sheet in any format you wish and email it to a member of the childcare team.



# SPaG

- As well as creating a planning sheet, you must also consider **S**pelling, **G**rammar and **P**unctuation.
- Good presentation would be nice!



# Health promotion – Let's think!

- What do you know about health promotion?
- What does the term **'health promotion'** mean?
- What evidence have you seen recently regarding health promotion?



# Why promote health?

You may be aware children may have limited knowledge about health and hygiene. They may not fully understand the need to have good hygienic practice to stay safe.

They may not understand about the impact of poor hygiene.



Write a list of reasons for why you think children have limited knowledge about health and hygiene.


But why is this?






# Current Framework - EYFS

- The current framework is called the Early Years Foundation Stage (EYFS).
- By the end of the foundation stage children should know the importance of good health and be able to talk about it.



Playing and Exploring, Active Learning small areas

Physical Development: Health and self-care		
A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 <p>44-46 months</p> <ul style="list-style-type: none"> <li>Eats a healthy range of foods and understands need for safety in food.</li> <li>Usually dry and clean during the day.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> <li>Practises some appropriate safety measures without direct supervision.</li> </ul> <p><b>Early Learning Goal</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> <li>Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately.</li> <li>Promote health awareness by talking with children about exercise, its effect on their bodies and the positive contribution it can make to their health.</li> <li>Be sensitive to varying family expectations and life patterns when encouraging thinking about health.</li> <li>Discuss with children why they get hot and encourage them to think about the effects of the environment, such as whether opening a window helps everybody to be cooler.</li> </ul>	<ul style="list-style-type: none"> <li>Plan opportunities, particularly after accidents, for children to talk about how their bodies feel.</li> <li>Find ways to involve children so that they are all able to be active in ways that interest them and match their health and ability.</li> </ul>

Physical Development: Health and self-care

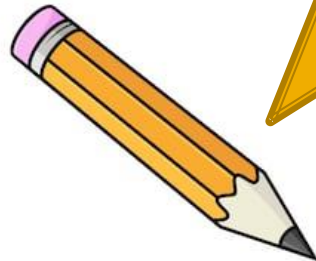
If you click the image you will see the document used by EYPs.

This is why an Early Years Practitioner (EYP) would promote health through appropriate activities.



# Your role

As an Early Years Practitioner (EYP) you have a responsibility to support children in reaching the Early Learning Goals.



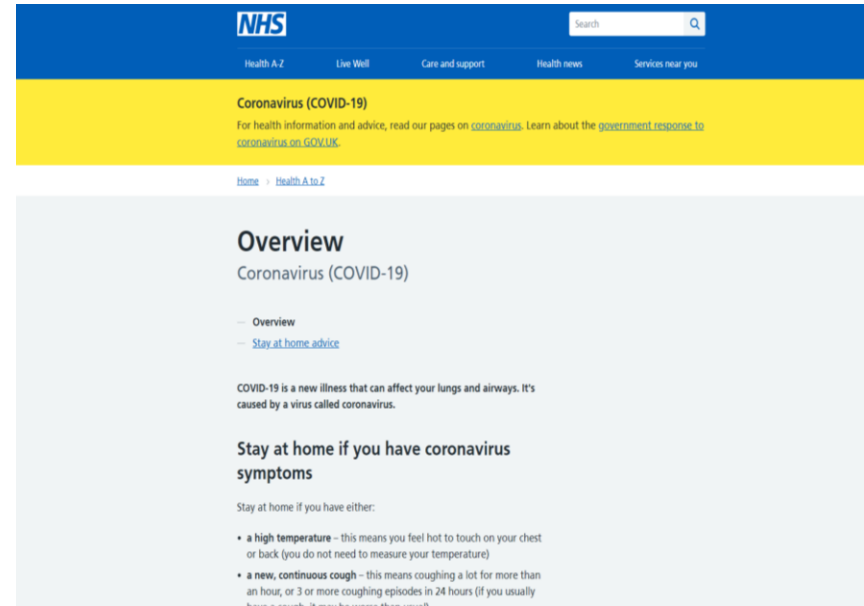
Carry on through the PowerPoint to increase your understanding of the current pandemic.

This can be carried out by developing your own understanding.



# Research

- There has been plenty of coverage over the media about Coronavirus, but how would you teach children about this current health concern?
- Read the article created by the NHS and consider 10 questions you could pass to someone in your group which they could answer.
- This should develop your knowledge of the condition.



**NHS** Search

Health A-Z Live Well Care and support Health news Services near you

**Coronavirus (COVID-19)**  
For health information and advice, read our pages on [coronavirus](#). Learn about the [government response to coronavirus on GOV.UK](#).

Home > [Health A to Z](#)

## Overview

### Coronavirus (COVID-19)

- Overview
- [Stay at home advice](#)

COVID-19 is a new illness that can affect your lungs and airways. It's caused by a virus called coronavirus.

### Stay at home if you have coronavirus symptoms

Stay at home if you have either:

- a **high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature)
- a **new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual)

Click the image above, it will take you directly to the website.



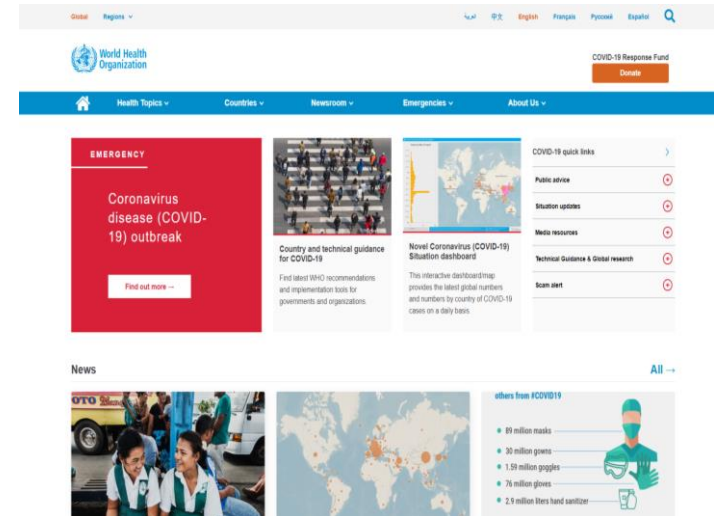
# Why is it an issue?

- Why do you think health promotion linking to the current health concern is important?
- What would the impact be if no health promotion was considered?
- What questions regarding Coronavirus would you ask in an interview with Boris Johnson?
- What do you think could be done to improve the current crisis?



# World Health Organisation (WHO)

- The World Health Organisation (WHO) is responsible for providing leadership in world health matters.
- Use the link, then read and make notes from the article '**Coronavirus disease (COVID-19) Pandemic**' – public advice



Click the image above, it will take you directly to the website.





# Activities and experiences

- As an EYP you can promote health promotion through activities and experiences.



## Activity

List a range of activities or experiences which could be used with children to help them understand how to be safe against coronavirus. One could be '*washing hands*'



# In practice

By now you should be thinking about one activity or experience you would carry out with children to protect them against Coronavirus.

## Activity

Create your own '**planning sheet**' for one activity or experience which promote a way to protect the child from Coronavirus.

## Planning Sheet

- Age range (months)
- Activity (what is the activity going to be?)
- Resources required
- Health and safety factors
- EYFS – Learning outcomes (use your link)
- EYP role



# Relevant emails

- If you need further assistance or guidance, please email us.
- You may want to discuss more about your course then please contact us.
- [norrisl@southport.ac.uk](mailto:norrisl@southport.ac.uk)
- [durrc@southport.ac.uk](mailto:durrc@southport.ac.uk)
- [martins@southport.ac.uk](mailto:martins@southport.ac.uk)
- [thackeryt@southport.ac.uk](mailto:thackeryt@southport.ac.uk)
- We look forward in hearing from you.
- Stay safe

# Activity

- Plan an activity using the attached planner ready for you to carry out the activity in our college nursery.