

# Funny foam

## Session one

*Taking account of the diversity that children and their families have to offer enriches the experience for all children.*

*Birth to three: supporting our youngest children,*  
Scottish Executive/Learning and Teaching Scotland, 2005

### Time

About two hours

### Focus

- To reflect on the degree to which the setting responds to the need for all children to feel and be included.
- To identify action points to enhance further development of provision.

### Preparation and resources

- DVD *Birth to three: supporting Relationships, Responsive Care and Respect*
- National guidance *Birth to three: supporting our youngest children*
- TV and DVD Player
- flip-chart/pens
- 'post-it' notes
- photocopy enough 'Activity Sheets' for the group
- photocopy enough 'Useful references and reading' sheets for the group

### Leader's notes

Throughout the activities planned for this session it will be important to bear in mind the context of the individual settings and the skills, expertise and experience of the group you are working with. It will be useful to familiarise yourself with the set of key points found at the end of this session.

To set the scene, it is useful to start the session by quoting the extract from *Birth to three: supporting our youngest children* found at the top of this page.

The purpose of this activity is to raise awareness of what actions are required in order to develop inclusive services and to encourage participants to reflect on the degree to which their setting responds to the need for all children to feel and be included. Participants are encouraged to identify action points which will further enhance their own provision.

This session uses the DVD sequence *Funny foam* to promote discussion and thought.

Begin by showing the group the DVD sequence *Funny foam*.

Ask the group to observe the social interactions taking place using **Activity Sheet A** to focus their observations. These might include:

- staff members talking to and listening to children
- children engaging with one another
- children and adults enjoying an experience together
- children sharing.

Draw the group back together to share their discussions, noting key points on the flip chart.

Now distribute **Activity Sheet B** and ask the group members (in pairs) to view the DVD sequence again, this time using the questions to guide their discussions.

Allow enough time for discussion before asking the group to come back together to discuss their findings, noting key points on a flip chart.

Responses might include:

Positive Outcomes	Challenges
children having fun calm atmosphere staff smiling and engaging activity was focused appropriate to all children	staff ratios time constraints time to observe record and plan next steps

Now invite the group to form smaller groups and distribute **Activity Sheets C1, C2 and C3**, giving C1 to one group, C2 to another and C3 to the third.

Ask each group for a volunteer who will feed back to the large group.

Inform the group that the purpose of this activity is to begin to analyse practice in relation to what might indicate an inclusive service, using the questions on their Activity Sheets to guide their discussions.

After allowing enough time for thorough discussion, draw the group back together and ask each spokesperson to feed back on the main points emerging from the small group discussions.

You may wish to note key points on a flip chart.

Particular points to emphasise in the large group discussion include:

- Inclusive services should recognise and celebrate difference and involve the creation of shared experiences.
- Staff need to be aware of their own prejudices and the ways in which they may affect practice.
- The importance of having detailed knowledge of each individual child.
- Parents should be actively encouraged to participate in the plans to include their child in the care setting.

- The need to be alert to possible barriers that prevent access or participation in the care setting.
- Equipment and resources should be regularly reviewed to ensure maximum choice and participation by all children in the setting.
- Activities which provide small achievable steps will support all young children including those with additional support needs.
- It is important to actively promote recognition of the fact that human beings share many experiences including feelings and emotions.

Conclude the session by asking each person in turn to say one thing they have learned from the session and how it will impact on their practice.



