

Playwork level 3 asg8
task 313 aandb



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Task A: Overview of how the social, economic and cultural environment can impact on the outcomes and life chances of children and young people.

Social, Economic & Environmental Factors.? There are many social, economic and environmental factors that can affect children, this can result from low income, unemployment, parental separation, illness or disability, addictions or criminal activities.

Having a few of the above could mean children live in poverty which could lead to poor diet as parents are unable to afford food, or the right foods for their nutrition needs.? This could result in lack of concentration or poor performance at school. They could also suffer other health related issues. They may be the subject of bullying as a result of their clothing or because they do not have the latest ??? must have??™ accessories. Parents who are on a low income are often dependent on local authority housing; this could result in overcrowding, and could mean children would have no privacy or personal space. Children may struggle with homework and coursework because of the lack of quiet spaceHousing & Community: People on low income are often dependant on local authority housing.

This may result in overcrowding, for example being housed in a bedsit or home with insufficient bedrooms. This means the child has no privacy, or personal space. They may struggle with homework & course work because of the lack of quiet space in which to complete it. The housing provider may be of a poor quality ??“ suffering damp or be in dis-repair. This could have a detrimental effect on the child??™s health ??“ causing asthma or frequent colds & coughs. It will probably be in a less desirable area or could be in an area with social disorder problems. This may result in the children becoming

isolated, as their parents may be fearful of letting them out to play or they may themselves become involved in anti-social behaviour & criminal activities. They may be bullied at school because they live on a council estate, & maybe judged because of this.

They may live in a multi-cultural community & not be welcomed because they don't have the same customs or religious views of other people in the community. Lack of social/friendship networks: Some social factors can deprive children of the opportunity to develop friendships & social networks. Children need friendships to develop their interaction, emotional understanding, empathy & social skills. Children who lack these networks tend to feel isolated & will isolate themselves more. They may suffer insecurities about themselves & be withdrawn & shy. They may struggle to communicate, share & understand the needs & feelings of others.

As they grow older it could lead to self-hatred or self-harm, & may lack people to confide in or go to for advice. They may find themselves drawn into the wrong crowd because they seem welcoming, & as a result find themselves manipulated. Poor parental education/supervision/neglect: Lack of academic achievement could cause children that have parents who have had poor education or lack numeracy & literacy skills to struggle at school. Their parents may show little or no interest in their education & as a result they may also lose interest.

Parents may not attend school meetings so they will have little understanding of their child's achievements, therefore the child will not receive praise & encouragement to continue. Parents will struggle to support

the child with homework & coursework & the child may get into trouble for not turning in completed work. They may fail in their education & as a result struggle to get employment as an adult.??? Without guidance the children do not learn the correct ways to behave. This could cause them to come into conflict at school because they do not know or understand acceptable boundaries. They may be unaware of the dangers they face in life.

They may have a distorted view of their own abilities & may be allowed to do what they want because they are never prevented. They may believe they are unloved, unimportant & unvalued & as they grow older this could lead to depression & self-harm. The lack of boundaries could result in them becoming involved in crime & anti-social behaviour.

??? Neglect could lead to health problems through malnutrition. They may struggle to form social relationships because of their lack of personal hygiene & poor clothing could lead to bullying & teasing causing them to withdraw & become isolated. Criminal offending or anti-social behaviour: Whether it is behaviour presented by the child, a sibling or parent it could result in the child being taken into care. A parent could be absent for a length of time, if imprisoned it could cause emotional stress. The child may perceive the behaviour as normal or acceptable, especially if it is being carried out by the parents & copied.

It may result in a transient lifestyle, as they could be re-housed as a result of anti-social behaviour. The long term affects are that it becomes the norm for them and they could continue with this way of life. This would result in the

child suffering a disrupted education & struggling to form long term stable friendships.

If the child is spending time in a young offenders institute they will be away from their families or out of education for a while. Addictions: The impact of addictions on children can be various. They can suffer health problems, if their mother had a drug or alcohol problem during pregnancy. They may suffer poverty due to lack of employment, or to feed addiction if the addiction is gambling, drugs or drink. They may suffer from neglect, abuse &/or violence. If they have younger siblings they may find themselves responsible for their care too & may suffer stress & isolation. They may feel scared & find it difficult to speak to people for fear of getting in trouble or taken into care. They may ultimately find themselves in care if the addictions result in their parents being unable to care for them.

They may become involved in crime to support their family. At school they may be disruptive or withdrawn, have mood swings & outbursts of violence. Parental separation: This can leave a child feeling very insecure & frightened. They may become quiet & withdrawn or very emotional, clingy & tearful; or violent & abusive. They may feel angry, let down & abandoned.

Their work & concentration at school may suffer as a result of any stress & worry they may be feeling. They may suffer poverty as a result of a fall in household income & may suffer a dramatic change in lifestyle that leaves them confused. Being in care: The child or young person may not be able to relate to other children who have families. They may not see other members of their families.? They may not have the opportunities for holidays. Their

education could be different. May be moved from different schools and be moving around a lot.?? Health/illness/disability: Children that are unwell may spend a lot of time in hospital or attending hospital appointments, this will impact on the child??™s development because they miss school or pre-school, this can affect education on all aspects of development such as emotional and social aspects, making friendships etc.

Having asthma may mean you can??™t play outside for as long as other children or be exempt from certain activities – meaning you may be picked on for being ??? lazy??™. If a child/young person has a disability they may not have access to activities that a child without a disability may have and could feel/be singled out or isolated.? These feeling could develop into anger or resentment & may cause them to have behaviour problems.

They may be misjudged as lacking in intelligence & therefore not given challenges, leading to boredom & perceived disruptive behaviours. If the child or young person??™s parents are ill this could affect what schools they go to, or where they might live.? If a child is a carer of a parent suffering illness, this can lead to emotional difficulties. The child may struggle to understand the role reversal they are experiencing; viewing themselves as being on a par with adults & more mature than their parents, resulting in them struggling to form friendships. They may be resentful at missing out on their childhood & present challenging behaviours. They may suffer anxiety whilst away from home & worry about their parent, resulting in a failure to engage in their education. They may not fulfil their full potential in life as much of it will be dedicated to being a carer. Having a parent with a long

term illness/disability could lead also to financial hardship & could also cause the child physical/mental health problems themselves.

Cultural Factors: Religious beliefs & customs-Children may have to attend a school associated with their religion, & may therefore receive a less balanced education. They may struggle to understand other??™s views, religions & life style choices, if it goes against what they are taught. This may leave them confused or feeling isolated & struggling to interact with the wider community. They may also witness or experience abuse on the grounds of their religious beliefs & customs, leaving them not only confused & isolated but fearful. Ethnic & cultural customs: Children may have different forms of attire, causing them to be teased or bullied.

Their culture may view interaction between men & women in a different way & the children may struggle to recognise what is acceptable at school as it differs at home. This could cause them to come into conflict with school rules or be perceived as a trouble maker. Transient lifestyle: The child & their family could move around frequently; for example they may come from Gypsy Roma Traveller community. This means their education will be inconsistent & interrupted. They will be unable to form close friendships & lack a support network outside of their close family & community.

Importance and impact of poverty on outcomes and life chances for children and young people. Poverty can result from low income, unemployment, parental separation, illness or disability, addictions, poor housing or criminal activities. Children may suffer malnutrition or a poor diet as a result of their parents being unable to afford quality food. This could result in lack of

concentration or poor performance at school. They could also suffer other health related issues. They may be the subject of bullying as a result of their clothing or because they do not have the latest ??? must have??™ accessories.

They will probably miss out on further education due to the costs involved, or as a result of the need to find employment to help support the family.

Poverty can have a huge effect on a child??™s development, overall poverty removes choices from people??™s lives their choices are limited to what they can afford rather than what they want or need:-Lack of finances may mean they cannot afford to do extra curriculum activities or participate in out of school sports clubs, poor housing will have an effect on their health if not heated adequately or their house is overcrowded so this limits their play. Communities in poverty may not have local amenities such as play schools, mother & toddler groups, higher risk of gangs & antisocial behaviour within neighbourhood may reduce their play in a safe environment outdoors. Poor diet – leading to obesity, diabetes, higher rate of dental problems.

Education – higher chance of children from deprived areas getting lower grades leading to them not attending further education – affecting future job prospects – lower paid jobs, poor working conditions, unsecure jobs. Lack of motivation – the overall journey to better them self seems too long & almost impossible, therefore it is not worth trying. For many families living in poverty, their problems cannot be solved by money alone – they need intensive support to overcome their hardships. Other problems that may need addressing & support for:??? mental and physical ill-health??? learning difficulties??? dangerous drinking??? unemployment??? drugs???

domestic violence??? chaotic relationships??? crime ??” both as victims and perpetrators Children may experience:??? poor parenting??? poor social and emotional skills??? low attainment??? poor communication??? low birth weight??? poor health Impact of children and young people??™s experiences on their outcomes and life chances.

Recent research published by OFMdfM (Sullivan et al. 2010)², indicates clearly that the negative impacts of relative disadvantage on the educational, cognitive, behavioural, general health and obesity outcomes for children was measurable at the age of 5. These negative impacts represent a continuing hurdle which many children will struggle to overcome. These hurdles can translate, in later years, into: lower educational achievement and aspirations; increased risk of welfare dependency; chaotic family and personal lifestyles and risk behaviours; and continuing or worsening poorer health. This evidence further underlines the importance and potential efficiencies of the earliest possible support and intervention to children and their families in need. In accordance with Article 13 of the United Nations Convention on the Rights of a Child, the outcomes of the Governments Every Child Matters framework and the Early Years Foundation Stage, children should be provisioned for by ensuring that children are involved and engaged with, allowing them to be heard, to make decisions, contribute their experiences and be supported and safeguarded throughout their development.? Even from an early age, children??™s choices, even simple ones, can have an impact on their life chances and outcomes such as choosing which toys to play with at pre-school or which friends to play with, a child may develop a friendship with another child who is perhaps a bit

louder and boisterous and may display unwanted behaviour, this choice of friend may have a negative impact on the child's behaviour at home or in other settings they move onto. Whilst the child has the right to choose their friends, it is the practitioner's responsibility to involve the child in setting expectations of their behaviour and help them to make a positive contribution, which is one of the outcomes of the Every Child Matters framework.

? According to Tassoni (2010) ? the EYFS clearly states that a curriculum for children under five years should be balanced of adult-led and child-initiated activities; an environment needs to be rich in resources and displayed in such a way that the children can determine their own play. Children and young people throughout their lives will make choices such as whether to eat healthy or unhealthy or start smoking or drinking. An early years setting should encourage healthy snacks and encourage parents to supply healthy balanced lunchboxes. The setting should involve the children in activities and discussions about the importance of healthy living but there will come a point where the children can choose for themselves.

If a child/young person chooses to eat unhealthily this will have a negative impact on their wellbeing, they could become overweight. Task B:| List five positive outcomes for children and young people that practitioners should be striving to achieve, giving a brief description of each one. || Positive outcome | Description || 1 Being Healthy | Providers should contribute to the development of healthy lifestyles in children. Evidence||(enjoying good physical | will include ways in which providers promote the following: physical, mental, emotional || and mental health and living a healthy | and <https://assignbuster.com/playwork-level-3-asg8-task-313-ab/>

sexual health; participation in sport and exercise; healthy eating and the drinking of water; the ability to recognise and combat personal stress; having self-esteem; and the avoidance of drug taking including smoking and alcohol. There should also be assessment of the extent to which appropriate support is available for both students and staff to help achieve these positive outcomes.

2 Staying Safe | Providers contribute to ensuring that children stay safe from harm. Evidence includes (being protected from harm | complying with child protection legislation, undertaking CRB checks, protecting young and neglect and growing up able to look after people and vulnerable adults from bullying, harassment and other forms of maltreatment, after themselves) | discrimination, crime, anti-social behaviour, sexual exploitation, exposure to violence and other dangers.

Ensuring that all relevant staff are appropriately trained.

3 Enjoying & Achieving | This outcome includes attending and enjoying education and training, and the extent to which learners make progress with regard to their learning and their personal development. Evidence to evaluate this includes arrangements to assess and monitor learners' progress, support learners with poor attendance and behaviour, and meet the needs of potentially underachieving groups. Also relevant will be the extent and effectiveness of the enrichment of provision by promoting social, cultural, sporting and recreational activities.

Learners' views about the degree to which they enjoy their learning life are taken into account here.

4 Making a positive contribution |

This outcome includes the development of self-confidence and enterprising behaviour in |(to the community and to society and not engaging in anti-social or | learners, together with their understanding of rights and responsibilities, and their || offending | active participation in community life. Evidence includes measures to ensure understanding|| behaviour) | of rights and responsibilities, the extent to which learners are consulted about key || | decisions, and the provision of opportunities for learners to develop and lead provider || | and community activities. There should also be a focus on enabling young people to develop|| | appropriate independent behaviour and to avoid engaging in antisocial behaviour. || 5 Achieving economic well-being | This outcome includes the effectiveness of the ways in which the provider prepares ||(overcoming socio-economic disadvantages to achieve their full | learners for the acquisition of the skills and knowledge needed for employment and for || potential in life).

| economically independent living. Evidence includes arrangements for developing || | self-confidence, enterprise and teamwork, the provision of good careers advice and || | training for financial competence, and the accessibility of opportunities for work || | experience and work-based learning. |