



# Learning opportunities in the childcare setting

## Age 3-4

This is the first in a series of six lesson and activity plans for children aged 3-11 developed by the NSPCC on the importance of the Talk PANTS rules. The learning opportunities and activities in this document support children aged 3-4 in their early development, using the NSPCC's Talk PANTS rules. These opportunities are intended as a light touch introduction to the Talk PANTS rules, before more formal teacher-led learning in the first year of school.

### Learning opportunities

Children will experience opportunities to:

- say yes or no
- show acceptance or refusal in various situations
- ask questions; ask and check for permission
- talk or interact with a key person about their own lives
- put on some of their own clothes
- demonstrate aspects of self-care such as handwashing
- demonstrate some aspects of cooperative play.

As well as the suggestions offered, practitioners will notice many other opportunities for introducing and practising the Talk PANTS message throughout the setting. To support the integration of the Talk PANTS rules, review the materials and see which of your existing themes and activities currently reinforce the messages. Repetition of activities and learning opportunities will help very young children to begin to recognise the key messages. Incorporate language and ideas that children in your setting are familiar with and adapt content according to age and group development.



**NSPCC**

**EVERY CHILDHOOD IS WORTH FIGHTING FOR**



# Learning opportunities in the childcare setting

## Useful resources:

- Talk PANTS song-video
- Storybook *Pantosaurus and the Power of PANTS* (optional)
- Talk PANTS pants template
- Crafting resources e.g. colouring pens, glitter, glue, pom-poms, pipe cleaners, fabric scraps

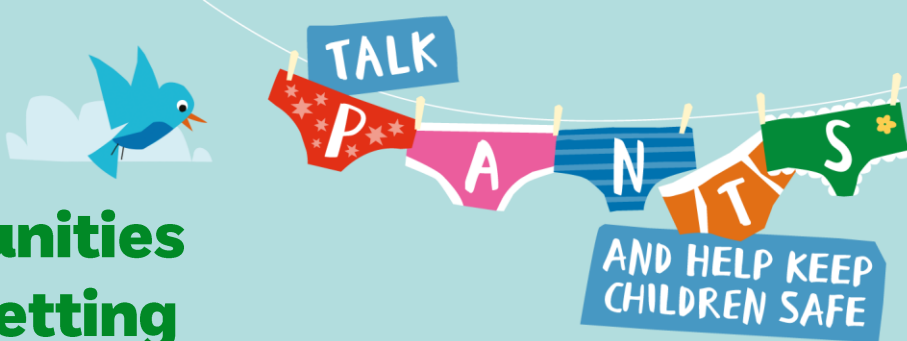
## Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on ground rules, the limits of confidentiality, relevant subject knowledge, and handling questions effectively.

**If any safeguarding concerns arise in this lesson, these should be reported to the nominated child protection lead.**

## Activities summary

Activity	Description	Skills and concepts
The Talk PANTS song	<p>Give children opportunities throughout the day to listen to the Talk PANTS song. You can use this link: <a href="https://www.youtube.com/watch?v=-IL07JOGU5o">https://www.youtube.com/watch?v=-IL07JOGU5o</a>.</p> <p>Or you can download a mp4 version of the video from the NSPCC shop: <a href="https://shop.nspcc.org.uk/products/the-pants-song-digital-download?_pos=1&amp;_sid=90e023232&amp;_ss=r">https://shop.nspcc.org.uk/products/the-pants-song-digital-download?_pos=1&amp;_sid=90e023232&amp;_ss=r</a></p> <p>Encourage children to sing-along or join in with the song, verbally as well as by dancing or moving to the sounds they hear. Practise singing a big loud 'no!'</p>	<p>Listening, remembering</p> <p>Vocabulary building</p>
Group Reading	<p>Share stories which support the Talk PANTS messages and pants theme.</p> <p><i>Pantosaurus and the Power of PANTS</i> by Rebecca Gerlings and Fhiona Galloway</p>	<p>Listening</p> <p>Interest in books</p> <p>Vocabulary building</p>



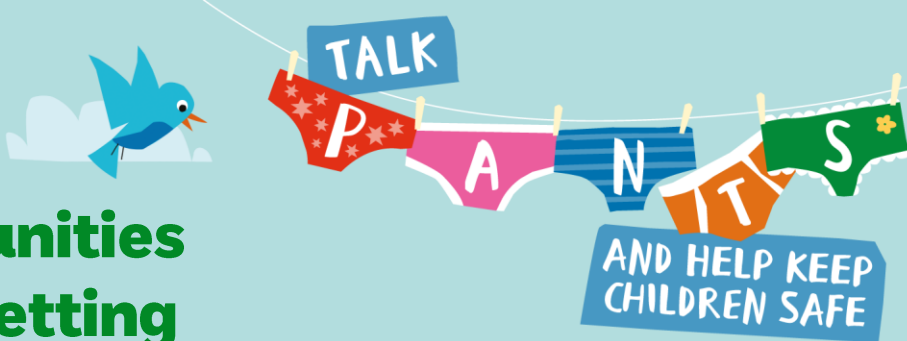
# Learning opportunities in the childcare setting

	<p><i>Dinosaurs/Aliens/Monsters Love Underpants</i> by Claire Freedman</p> <p><i>Pants/More Pants</i> by Giles Andreae and Nick Sharratt</p> <p><i>The Queens Knickers</i> by Nicholas Allan</p>	
Questioning	<p>Ask children 'here and now' questions about the Talk PANTS song and video.</p> <ul style="list-style-type: none"> <li>• Who is this?</li> <li>• Can you describe what Pantosaurus is wearing?</li> <li>• Why is he wearing pants?</li> <li>• Who is looking after Pantosaurus?</li> </ul>	<p>Communication</p> <p>Vocabulary building</p> <p>Expressing point of view</p>
My special people	<p>Set up opportunities for children to identify who their special people are at home and in the setting. Use photographs or objects that reflect special people in their lives. Encourage children to share why these people are special to them.</p> <p>Use fiction and non-fiction books featuring strong family relationships and where adults show different ways of caring for and helping children, such as with kind words, support with problems, as well as those that model appropriate touch like Dinodad in the song video.</p> <p>A range of care routines, and the ways adults care for children, could be modelled through activities in the role-play area (e.g. caring for dolls or other toys) or using toys in a dollhouse. This might include: dressing and undressing baby dolls, playing at washing toy dolls in the bath.</p> <p>Talk about who helps Pantosaurus in the song video (Dinodad and the teacher). Discuss Dinodad giving Pantosaurus and his friend a hug and that hugs from our special people can feel nice.</p> <ul style="list-style-type: none"> <li>• What can Pantosaurus say if he doesn't want a hug?</li> </ul>	<p>Communication</p> <p>Interacting with adults</p> <p>Being able to express thoughts and ideas</p>



# Learning opportunities in the childcare setting

	<ul style="list-style-type: none"> <li>• What can Pantosaurus' friend say if she doesn't want a hug?</li> <li>• What can Dinodad say if he doesn't want a hug?</li> <li>• Encourage children to practise saying "No".</li> </ul>	
Exploring rules	<p>Set up opportunities for children to follow routines and rules within the setting, talking to them about why the rules are important in keeping everyone safe and happy.</p> <p>Opportunities will occur throughout the day, such as during cooperative play sessions, moving around the setting, and during meal times. Talk to the children about what is expected of them and why, for example washing hands after going to the toilet helps to keep germs away. Older children could be encouraged to 'guess' what the rules might be in new situations.</p> <p>Give children opportunities to practise some of the Talk PANTS rules they know from the song. Reinforce that 'privates are private' and 'anything underneath your pants is private'.</p>	<p>Express feeling and consider the feelings of others</p> <p>Communication: talk about rules they know, and why we have them</p>
Crafting	<p>Children decorate or colour in a pair of pants. The Talk PANTS pants template or a pair of pants from a clothes box could be used. Give children art materials such as glue, colouring pens/pencils, fabric scraps, glitter, pom poms and pipe cleaners to help them decorate the pants!</p> <p>Dress dolls and teddies in the pants, and use these to support conversations that reinforce the messages e.g. anything under teddy's pants belongs to her and teddy's pants are covering her private parts.</p>	<p>Fine motor skills</p> <p>Art and design</p>



# Learning opportunities in the childcare setting

## Everyday opportunities for covering the Talk PANTS rules

<p>Simple conversations</p>	<p>Incorporate simple conversations about staying safe into daily routines.</p> <p>Include talk on secrets and surprises. Some children may be familiar with the vocabulary around this theme, although some further exploration may be needed. For example, thinking about surprise as being a happy event that everyone will find out about, such as a party or trip; and secrets that make someone feel upset or worried should be shared with a safe adult.</p>	<p>Communication: to talk about their ideas</p>
<p>Getting dressed and putting on clothing</p>	<p>Talking about underwear and its purpose can be introduced when children are changing or putting on clothing. For example, when children are putting their coats on for outdoor play, discuss why we wear them. Similarly, when children put on aprons for messy play, talk about the purpose of the apron.</p> <p>Talk with the children about why we wear underwear such as pants and vests – to keep us warm, to cover the parts underneath our underwear which are private. Repeat as other opportunities arise.</p> <p>Look for opportunities to support children to seek help from safe adults in the setting.</p>	<p>Managing personal needs/self</p> <p>Building relationships</p>
<p>Toilet routines and self-care</p>	<p>Opportunities to discuss aspects of the Talk PANTS rules will naturally present themselves during toilet routines. Whilst talking to children about privacy when using the toilet, explicit Talk PANTS messages on privacy, ('what's in your pants belongs only to you/privates are private', as well as 'always remember your body belongs to you'), can be reinforced.</p> <p>Look for any opportunities to support children to seek help from safe adults in the setting.</p>	<p>Managing personal needs/self</p> <p>Building relationships</p>



# Learning opportunities in the childcare setting

<p>Privacy</p>	<p>Opportunities to discuss privacy in the setting, can lead to discussions about personal privacy. This presents the opportunity to link privacy with someone’s body, and that their body belongs to them and that no one else should touch or ask to see their private parts.</p>	<p>Self-regulation</p>
<p>Play</p>	<p>Children are likely to initiate a range of play scenarios which can lead to discussions that support the PANTS messages, for example:</p> <ul style="list-style-type: none"> <li>• Playing ‘families’ in the role-play area</li> <li>• Playing with dolls in a dollhouse</li> <li>• Playing outdoor or pretend games about ‘secrets’ (e.g. pretending to be spies, whispering secrets in a chain)</li> <li>• Any play which requires negotiation with their peers, asking permission, or using ‘gentle hands’ to play with others.</li> </ul>	<p>Speaking</p> <p>Building relationships</p> <p>Cooperative play</p>