



Skills for Work
Care of Children

HX1K 74

Support material

Updated October 2023



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Whilst every effort has been made to ensure the accuracy of this support pack, teachers and lecturers should satisfy themselves that the information passed to learners is accurate and in accordance with the current SQA unit specification.

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Introduction

These notes are provided to support teachers and lecturers presenting the National 4 unit Care of Children (HX1K 74).

Further information regarding the Skills for Work: Early Learning and Childcare course including unit specifications, assessment support materials (ASPs), centre approval and certification can be obtained from:

The Scottish Qualifications Authority
Optima Building
58 Robertson Street
Glasgow
G2 8DQ

www.sqa.org.uk

[Early Learning and Childcare web pages](#)

How to use this pack

The Care of Children unit at National 4 is an optional unit in the Skills for Work: Early Learning and Childcare course but is also designed for learners who wish to study the unit on its own.

This unit is suitable for learners who may be considering employment in the early learning and childcare sector or who wish to progress to further Early Learning and Childcare qualifications.

The National 4 unit is an introductory unit that allows learners to develop a basic understanding of how the needs of children can be met. It should allow learners to explore the needs of children. The learners will have the opportunity to plan practical caring skills experiences, to demonstrate an understanding of the appropriateness and value of these skills in meeting the needs of children.

This pack is intended as a guide and an aid to delivery of the unit. It aims to provide centres with a flexible set of materials and activities that can be selected, adapted, and used in whatever way suits individual circumstances. It may also be a useful supplement to tried and tested materials that you have developed yourself.

The pack is divided into the following sections:

Introduction

Outcomes 1, 2 and 3

Delivery support section

Advice on delivery and generating evidence

Experiential learning

Employability skills

Suggested scheme of work — covering course topics

Delivery notes

Learner support section

Learner notes

Learner activities

National 4: Care of Children

Outcomes

On successful completion of the unit, the learner will be able to:

- 1 Investigate ways in which the needs of children can be met.
- 2 Plan and carry out a demonstration of practical caring skills that would support the needs of children.
- 3 Review the planned demonstration of practical caring skills that would support the needs of children.

The needs of children covered in the National 4 unit are:

- ♦ love
- ♦ affection
- ♦ nutrition
- ♦ warmth
- ♦ sleep
- ♦ rest
- ♦ hygiene
- ♦ exercise
- ♦ exploration
- ♦ praise and encouragement
- ♦ intellectual stimulation
- ♦ fresh air
- ♦ socialisation
- ♦ discovery
- ♦ play
- ♦ communication
- ♦ safety

The age range in the National 4 unit is:

- ♦ 0 to 3 years
- ♦ 3 to 5 years
- ♦ 5 to 8 years
- ♦ 8 to 12 years

Evidence requirements

National 4: Care of Children

Outcome 1

Learners must identify a minimum of three needs of children for two of the following age groups:

- ◆ 0 to 3 years
- ◆ 3 to 5 years
- ◆ 5 to 8 years
- ◆ 8 to 12 years

Learners must also describe the ways in which each need can be met and supports children's developmental needs.

Outcomes 2 and 3

Learners must produce a plan demonstrating three practical caring skills covering two of the following age groups:

- ◆ 0 to 3 years
- ◆ 3 to 5 years
- ◆ 5 to 8 years
- ◆ 8 to 12 years

Learners must also produce evidence of them reviewing their demonstration of three practical caring skills for two of the specified age groups.

Delivery support section

Advice on delivery and generating evidence

The National 4 unit raises the learner's awareness of the needs of children and the practical caring skills required — and how caring for children contributes to promoting the developmental needs of children.

It is important to recognise that some learners who wish to work with children may not have had the opportunity of caring for children. It may be of benefit to learners to undertake some practical caring experiences to enhance their understanding.

These practical caring experiences will be supplemented by teaching/learning activities to establish the needs of children and caring skills for the age range and ability. Teacher-led activities will increase the learner's awareness and understanding of the impact of caring and supporting children's developmental needs.

When learners have developed an understanding of the needs of children and its importance, they will then contribute to planning relevant practical caring skills experiences for children.

The objectives of the unit are that the learners will:

- ◆ learn about caring for children through experiencing it
- ◆ be able to describe the needs of children and explain how having that ability supports the developmental needs of children
- ◆ plan simple practical caring experiences from within the specified age range and the different types of practical care skills

Experiential learning

Throughout the delivery of this unit, the emphasis will be on learning about the needs of children with a focus on what it means to care for children, taking part in practical caring skills, working together, and sharing in planning and evaluating experiences. Those learners who have not had any prior experience of caring for children should, as part of the delivery, participate in workshops or real settings to ensure they understand what caring for children entails. They will have the opportunity to discuss the needs of children and practical caring skills and be given guidance in how these experiences contribute to the children's overall development.

Film and video can be used to enable learners to observe children being cared for.

The lecturer should provide a varied range of experiences, encourage discussion to enable learners to link theory to practice, and provide notes that reinforce key points in effectively supporting children's needs. Visits to care and education settings could also be arranged. Where possible, learners should be involved in arranging these visits.

Employability skills

In this unit, learners will have the opportunity to develop skills in:

- ♦ working co-operatively with others
- ♦ planning and preparation
- ♦ demonstrating a responsible attitude in all aspects of working with children
- ♦ reviewing and evaluating own skills development
- ♦ health and safety awareness
- ♦ organising

Through teaching and learning, the unit provides an opportunity to raise awareness of the importance of:

- ♦ communicating appropriately
- ♦ presentation skills
- ♦ demonstrating a responsible attitude in all aspects of working with children

National 4 Outcome 1

Teacher/lecturer-led activities should cover key aspects of knowledge and understanding about the needs of children and appropriate ways of caring for children. Learners should understand that a need is a requirement that must be satisfied in order that children not only survive but grow and develop to reach their full potential. Learners could consider how the nature of need is ever-changing, according to the age and stage of development and life circumstances and how meeting the needs of children supports their development. The learners should be aware of the necessity of supporting the needs of children in a holistic way because each child is unique with individual requirements. In discussions and other teaching/learning activities, learners should consider the following:

- ♦ What are the needs of children?
- ♦ What does it mean to care for children?
- ♦ Why do we need caring skills to promote the needs of children?
- ♦ What are the skills required to care for children?

Learners should be encouraged to consider their own childhood and how they were cared for, and those of the group. This should start to introduce the learners to the needs of children. Learners could consider the different types of children's needs and how these change as a child grows and develops.

- ♦ Why is a need a requirement to ensure that children grow and develop?
- ♦ Why is it important to understand that meeting the needs of children supports their development?
- ♦ Why is it important to understand that children's needs change, according to the age and stage of development and life circumstances of the child?

Through workshops sessions or visits learners should, for example, observe and experience a variety of needs relating to children. The learner should consider how these needs relate to all age groups. The learner should use this opportunity to examine how the care needs of

the child are met through the application of practical care skills. Learners should be aware of the broad developmental needs and the associated specified areas. For example: the physical development needs for hygiene, nutrition and safety; the emotional development needs for praise and encouragement, love and affection; the social development needs to explore opportunities to interact with others and learn social skills; and the cognitive development needs in having opportunities to learn skills and to explore.

Learners could also consider needs in relation to warmth and shelter, food and water, love and security. The statement of standards lists the mandatory needs of children to be covered. Other needs of children may also be included. The following list, though not exhaustive, contains suggested needs of children:

- ◆ love
- ◆ affection
- ◆ nutrition
- ◆ warmth
- ◆ sleep
- ◆ rest
- ◆ hygiene
- ◆ exercise
- ◆ exploration
- ◆ praise and encouragement
- ◆ intellectual stimulation
- ◆ fresh air
- ◆ socialisation
- ◆ discovery
- ◆ play
- ◆ communication
- ◆ safety

National 4 Outcome 2

Teacher/lecturer-led activities should cover knowledge and understanding of how adults who work with children must ensure that these needs are being met to support the care, learning and development of the child. The learners could consider caring skills in terms of:

- ◆ practical caring skills such as mixing a bottle
- ◆ communication skills such as expressing love and affection
- ◆ personal/interpersonal skills such as caring and empathy

Learners should understand how different aspects of development interrelate and how, at times, this could involve the integration of **all** aspects of development. Learners should also be aware that children at different ages have different needs. For example, a child of 10 months will need help with feeding, whereas a child of 8 years will be able to feed themselves.

Learners should be encouraged to explore the practical caring skills and describe how each one could be translated into meeting a need. The learner should be able to explain the potential benefits of identified caring skills in relation to meeting the needs of children and

their development — through observing the practice of others, through case studies or through role play, drawing on experiences from work done for the previous outcome.

The content for this outcome involves learners identifying and planning practical care skills. They should consider what needs to be done prior to the practical care skill activity, and during and after the experience. In planning practical care skills the learner should consider:

- ◆ What is the age of the child?
- ◆ Is the practical care skill child-centred?
- ◆ Does the practical care skill meet the individual needs of the child?
- ◆ How will the practical care skill contribute to the care and development of the child?
- ◆ What resources do you need, physical, human, and material?
- ◆ What will your role be?
- ◆ Are there any health and safety considerations?

If possible, they should be given the opportunity to carry out a plan(s) that meets the needs of at least two age groups, in a real or simulated context.

Although the list below is not definitive, examples of skills required to care for children, might be:

0 to 3 years:

- ◆ mixing a bottle
- ◆ making a nutritious meal
- ◆ understanding the weaning process
- ◆ The process of toilet training

3 to 5 years:

- ◆ planning and reading a bedtime story
- ◆ dressing a child for winter/summer weather
- ◆ planning bath time
- ◆ encouraging children to wash hands before meals

5 to 8 years:

- ◆ caring for children's teeth
- ◆ planning exercise
- ◆ meeting the social needs of this age group
- ◆ going to school

8 to 12 years:

- ◆ encouraging independence
- ◆ making sure children get enough fresh air
- ◆ encouraging a healthy attitude to food
- ◆ encouraging participation
- ◆ preparing for puberty

Following the demonstration, the learner will review the demonstration in relation to the initial plan with a focus on meeting the care needs of the child. The learner should be able to relate this to the knowledge gained in Outcome 1.

National 4 Outcome 3

The evaluation should be based on the planning, and the reason for providing the practical care skill experience:

- ◆ Did the planning work?
- ◆ Did the practical care skill experiences do what they set out to do?
- ◆ What were the benefits to the child?

Learners should consider what information is required in order to evaluate practical care skills. They should also consider the 'next steps' that should be planned to meet the needs of the child.

In group discussion, simple questions can be asked that will inform the evaluation process, that is:

Planning

- ◆ Was the preparation adequate?
- ◆ Were all the equipment and resources available?
- ◆ Were these the best resources for this practical care skill?
- ◆ Was there enough time for the practical care skill to be demonstrated?
- ◆ How easy was the practical care skill experience to support, supervise or direct?
- ◆ Was the practical care skill appropriate for the space available, time allocated, etc?

Implementation

- ◆ Did the child/children participate fully? If not, why not?
- ◆ Was the practical care skill appropriate for the age of the child/children involved?

Benefits to the child

- ◆ What feedback did you get from the individuals involved?
- ◆ What were the developmental benefits?
- ◆ What would you plan next to meet the needs of the child?

Learners should have the opportunity to reflect on their own role in the caring process and they should do this following feedback from others such as peer group, children, placement staff, teacher/lecturer.

They should consider the contribution they made to the experience and draw up an action plan to improve their performance when planning future practical care skill activities.

Suggested topics

For each of these suggested topics, this pack contains delivery notes, learner activities and learner notes.

Topic	Content	Unit
Topic 1	Identifying the basic needs of children Basic needs Wordsearch Why is it necessary?	N4
Topic 2	As we grow older Recall How needs change	N4
Topic 3	Life circumstances and events The unique individual	N4
Topic 4	Aspects of development Social development Physical development Emotional development Cognitive development Language development	N4
Topic 5	Providing care needs Love and security Love — how carers can meet this need Food and water Food and nutrition Reasons for choice Warmth and shelter Clothing, footwear and bedding	N4
Topic 6	Needs and aspects of development Physical needs: - Dangers and hazards - Good hygiene practices - Toys and equipment - Preparation and hygiene tasks Social needs: - Socialisation - Anti-social behaviour - Good role models - Time and attention Cognitive needs	N4

Topic	Content	Unit
Topic 7	Outcome 1 revision	N4
Topic 8	Practical caring skills Why do adults need to care for children? What is the role of the adult in supporting the needs of a child? Planning a practical caring skill Implementation of a practical care skill	N4
Topic 9	Investigating needs	N4
Topic 10	Employability skills	N4

Delivery notes

Delivery notes topic 1: identifying the basic needs of children

In this lesson, you will briefly introduce the unit and the aims of the unit to the learners.

To decide what the basic needs of children are, learners will be encouraged to think about the needs a baby has at birth and how these needs may increase as a child grows and develops.

Identifying the basic needs of children activity 1

Ask learners to think about and to list the needs that a baby has at birth. For example:

- ◆ food and nutrition
- ◆ warmth
- ◆ water
- ◆ love
- ◆ shelter
- ◆ security

After learners have individually recorded this information, ask them to think about how these needs may increase as a baby gets older. For example:

- ◆ stimulation
- ◆ socialisation
- ◆ praise
- ◆ fresh air
- ◆ encouragement
- ◆ safety

After learners have individually recorded this information, ask them to share their ideas in small groups.

Groups can feed their discussion back to the class.

Feedback should include common responses and the ways in which their ideas of how these needs increase.

Delivery notes

A summary of feedback could be made on a chart and compared against this list of basic needs:

1. love and affection
2. nutrition and food
3. rest and sleep
4. hygiene
5. play
6. immunisation
7. activity/exercise
8. discovery
9. exploration
10. intellectual stimulation
11. safety
12. praise
13. encouragement
14. fresh air
15. socialisation/friends/family
16. communication
17. toys
18. water
19. shelter
20. space
21. security
22. clothes
23. medical checks
24. dental checks
25. time and attention
26. warmth

Class discussion:

Why do the needs of a baby increase?

You may at this point give a summary of some of the theories of changing needs, emphasising points in current thinking.

Identifying the basic needs of children activity 2

In this lesson, you will be reinforcing learners' knowledge of basic needs.

Divide learners into small groups and ask them to record their answers to the questions below.

They should then use their answers to complete the word search on the next page.

Basic needs questions

1. When a mum gives her baby a cuddle, she shows this (9)
2. When we study what food to eat this is called (9)
3. We drink it, swim in it, sail in it, wash in it, can't live without it (5)
4. Children need to do this if they don't want to become overweight (8)
5. What you will need after you run at speed (4)
6. Be a stranger to danger (6)
7. Turn me around and you will know what I mean — EVOL (4)
8. It's what you do when you go searching (11)
9. If you don't get some of this, you will become bored (11)
10. If you do well in this exercise your tutor will give you lots of this (6)
11. All children love these, some help us learn and some make us skilful (4)
12. You have to go out to get some of this and there is lots in the countryside (5 and 3)
13. When you know a lot and have learnt a lot you become (12)
14. When you stop germs from growing it is good (7)
15. To get you to finish this wordsearch your tutor will have to give you lots of this (13)
16. You get this from a fire or a nice thick jumper (6)
17. Children do this all the time and they learn while they do it (4)
18. It rhymes with sheep and little Bo-Peep (5)

Delivery notes

Basic needs of children word search

After learners have answered the 'Basic needs' questions, ask them to complete the word search. The answers to the 'Basic needs' questions are hidden in the puzzle.

C	N	U	T	R	I	T	I	O	N	T	Y	W	T	Y	W	W	A	T	E	R
C	X	D	P	B	N	T	Y	W	A	S	J	D	P	B	A	A	W	T	N	B
T	O	Y	S	B	N	D	P	B	F	R	E	S	H	A	I	R	F	R	C	G
Y	W	W	C	X	D	P	B	N	U	T	R	W	C	X	X	M	G	M	O	U
E	E	P	N	W	I	U	T	R	Y	W	W	H	D	P	B	T	T	C	U	Q
O	N	T	Y	N	N	W	C	X	O	N	N	Y	Y	S	W	H	I	H	R	X
A	F	F	E	C	T	I	O	N	U	S	L	G	D	L	W	C	X	C	A	Y
C	X	O	N	J	E	W	F	S	J	D	P	I	G	E	H	D	P	B	G	Z
T	R	D	W	Y	L	R	O	P	W	A	S	E	P	E	H	I	Q	B	E	D
Q	B	N	U	T	L	Y	W	Y	S	E	T	N	N	P	J	U	S	L	M	E
Y	T	P	Y	W	E	X	E	R	C	I	S	E	U	U	S	L	P	B	E	R
E	W	L	S	J	C	W	V	S	J	D	P	B	S	R	E	S	T	N	N	B
N	S	A	F	E	T	Y	V	L	O	V	E	L	U	R	Q	D	P	B	T	Q
W	X	Y	J	J	U	W	A	S	J	D	P	B	W	A	S	J	E	T	L	O
E	W	A	S	J	A	E	E	P	E	X	P	L	O	R	A	T	I	O	N	T
S	T	I	M	U	L	A	T	I	O	N	Y	T	W	A	S	P	B	N	U	T
J	W	M	A	Z	J	W	A	K	J	Y	A	I	J	P	R	A	I	S	E	O

After learners have highlighted the answers in the wordsearch, ask them to share their results with the class.

Identifying the basic needs of children activity 3

Creating a basic needs word search

Learners can work individually or in small groups.

Ask learners to design their own word search on basic needs using a maximum of eight words and their own clues.

Discuss possible words with the class and ask them to:

1. Enter their chosen words into the word search grid.
2. Think of suitable clues for the selected words.
3. Fill in the remaining boxes within the word search grid with random letters.
4. Ask for help if they need it.

Learners can exchange word searches with other learners in the class. This should be done informally.

Identifying the basic needs of children activity 4

Why is it necessary?

This is an opportunity to consolidate discussion and understanding about the basic needs of children.

Draw attention to the parallels between a child who has all their basic needs met and one who doesn't. The child who has carers with good care skills has a good chance of being able to grow and develop to reach their full potential as an adult. Whereas a child who lives in a poor country where there is a shortage of books, schools and pencils will not be able to learn and study to become a nurse or a teacher even if they are the cleverest child in the village — **therefore, they cannot reach their full potential.**

Discuss with the class the possible impacts of basic needs not being met.

Ask learners to choose a need from the list of basic needs and to think about the possible effects of this need not being met in relation to a child reaching their full potential.

Learners can then present their work to the class. This should be done informally.

Delivery notes topic 2: As we grow older

As we grow older activity 1

Recall

This lesson should emphasise the importance of how we all begin life with the same basic needs.

Ask learners to reflect further on their learning of basic needs and to complete this list of needs.

1. _ _ v _
2. _ a _ m _ _
3. w _ _ e r
4. s _ _ l t _ _
5. _ o o _
6. S _ _ _ r _ t y

Learners can feed their answers back to the class.

As we grow older activity 2

How needs change

Why might a child not always require a need to be fulfilled in the same way?

Have a focused discussion on the changing needs of children. For example:

- ◆ New-born babies need lots of sleep but as they get older, they need less sleep.
- ◆ Toddlers and pre-school children need lots of opportunities to play and explore. Carers must be very vigilant about safety.
- ◆ When children are at school, they need lots of intellectual stimulation and challenges.

Ask learners to think about how these needs change from babies to school children.

Babies	Toddlers	Pre-school	School child

Delivery notes

As we grow older activity 3

At this point we can think about how a need is met as a child grows. For example, when a baby starts to crawl its need for safety increases. The baby's carer must make the home environment safer because the baby will now want to explore.

Ask learners to make a list of five dangers that a baby might face.

After learners have individually recorded this information, ask them to share their thoughts in small groups.

Groups can feed their discussion back to the class.

Feedback should include the kinds of dangers that a baby might face.

A summary of the feedback could be displayed on a chart and used for a class discussion of the dangers children face and the ways that carers can protect them.

Possible sources of danger:

- ◆ Climbing upstairs
- ◆ Opening cupboards
- ◆ Pulling objects down on themselves
- ◆ Touching radiators, fires, and ovens
- ◆ Putting fingers or objects in electrical sockets

Summary:

- ◆ What are the dangers that a baby might face?
- ◆ What might a carer do to be vigilant about safety?

Class discussion:

This lesson should finish with learners sharing their thoughts on the dangers and the ways carers can protect children.

Delivery notes topic 3: life circumstances and events

Life circumstances and events activity 1

This lesson should emphasise the importance of how changes in circumstances or events in our lives can affect needs and cause them to change — that's part of what makes us all **unique** and **individual**. For example:

- ◆ When moving house to another part of town or the country, a child needs to be given the opportunity to make new friends.

Ask learners to think back to memories of any events or experiences that influenced them. For some learners these will be general memories. For others they may find it easier to split their memories into age groups/stages and draw a memory line:

0 to 3 years	3 to 5 years	5 to 8 years	8 to 12 years

After learners have individually recorded this information, ask them to share their memories in small groups.

Groups can feed their discussion back to the class. Feedback should include common experiences and ways in which these events or experiences of life differed.

A summary of the feedback can be made on a chart and used for class discussion. For example:

- ◆ What were the events or life experiences?
- ◆ Why do these events or experiences affect us?
- ◆ Possible explanations for differences:
 - area the child moved to
 - a relative passing away
 - a relative becoming ill
 - a family breakup

You may at this point give a summary of some theories on the effects, emphasising points in current thinking.

Life circumstances and events activity 2

The unique individual

At this point we can think about how a carer must meet the needs of child, respecting the child as an individual. Although all children have the same **basic needs** as everyone else, they may need to be met in different ways. For example:

- ◆ A child who's been ill may need a special diet and more sleep than someone who, at that age and stage of development, is fit and well.

This lesson should emphasise the importance of a carer being able to meet the child's needs, by looking at the **whole** child. This is known as the **holistic approach**. Carers also need to get to **know** the child. For example:

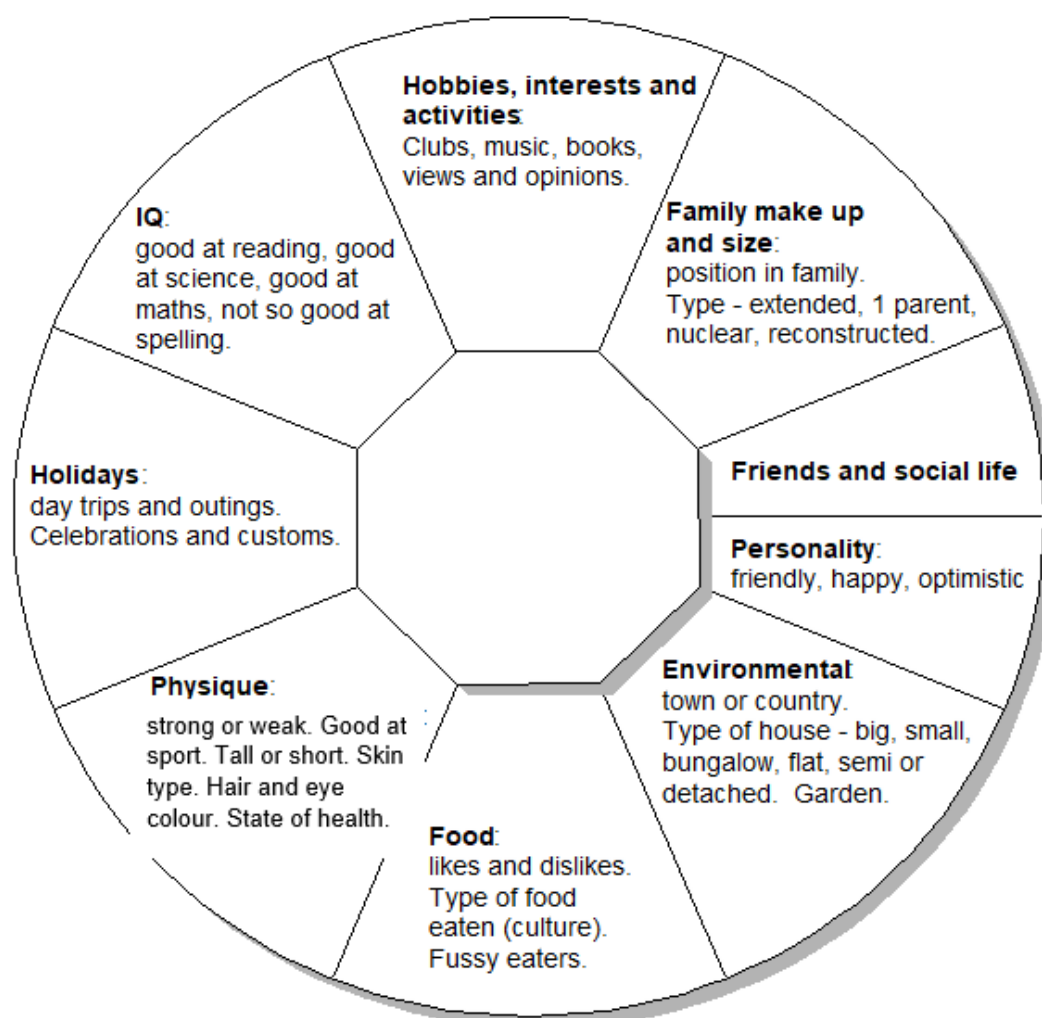
- ◆ When a baby starts to crawl its need for safety increases. The baby's carer must make the home environment safer because the baby will now want to explore.

Ask learners to reflect further on what makes them or anyone of us unique. Be careful and sensitive to what learners are comfortable with sharing.

- ◆ What hobbies, interests and activities do you have?
- ◆ How many people are in your family and who do you live with?
- ◆ Who are your main friends and what things do you do in your spare time?
- ◆ How would you describe your personality?
- ◆ Where do you live? Do you live in a detached or semi-detached house, flat or bungalow (big or small) and do you have a garden?
- ◆ What kind of food do you like or dislike?
- ◆ Are you an active person? Do you like to exercise or do you play sports? Are you tall or small? What colour of eyes and hair do you have? Do you think you are healthy or do suffer from an illness?
- ◆ Have you been on holiday? What kinds of places do you like to visit for days out? Do you have any special celebrations or customs?
- ◆ What subjects are you good at or not good at? Writing and reading, science or maths?

Have a focused discussion on what makes us unique. We are all individual because of the events and life circumstances that have influenced the people we have become.

The unique individual



Delivery notes topic 4: aspects of development

Aspects of development activity 1

This is an opportunity to consolidate discussion and understanding about the areas of development.

The aspects of development will be identified:

- ◆ social development
- ◆ physical development
- ◆ emotional development
- ◆ cognitive development
- ◆ language development

Ask learners to think about the term '**aspects of development**' and to write down what they think they cover.

You may at this point introduce the aspects of development and explain why carers need to know and understand these aspects to meet the needs of children they care for.

Aspects of development activity 2

Social development

Ask learners to record some examples of how we relate to people and interact with them. For example: we make new friends and keep them; we share and are nice to one another; and we know how to behave in society.

Next, ask them to share their work in small groups.

Groups can feed their discussion back to the class.

Feedback should include common characteristics of social development.

A summary of the feedback can be made on a chart and used for class discussion, including:

- ◆ What examples do you have of how we relate to and interact with people, make friends, share, and behave in society?

Possible examples could include relations, interactions and behaviour.

Relate and interact:

- ◆ Co-operate with other people, listen and share ideas — not argue
- ◆ Make friends and stay loyal — don't let them down
- ◆ Speak nicely to others and show respect — say please and thank you
- ◆ Be polite and considerate — for example, give an old person a seat on the bus

Delivery notes

Behaviour:

- ◆ Eating patterns according to family culture — for example, eating using a knife and fork or using chop sticks
- ◆ Having good manners
- ◆ Dressing ourselves properly or according to our culture
- ◆ Acting in the appropriate way — for example, sitting quietly in a classroom, or crying at a funeral
- ◆ Respecting people's property

Summary:

- ◆ What were the examples of social development?

Class discussion:

- ◆ Why is it important to interact, to share and behave?

You may at this point give a summary of some theories on social development of children, emphasising points in current thinking.

Aspects of development activity 3

Physical development needs

Many of our other needs also support our physical development.

Ask learners to record information on other physical needs a child has that a carer could support so that the child reaches their full physical potential.

After learners have individually recorded this information, ask them to share their work with the class. This should be done informally.

Feedback should include common characteristics of physical needs that need to be met.

Possible examples could include:

- ◆ Time and attention — allow children to keep trying to do things so they get better at them — and gives them support so they don't become frustrated if they fail
- ◆ Space — gross motor skills need space — for example, kicking a ball is not easy in a small space. Co-ordination and balance need space so children do not hurt themselves should they fall over
- ◆ Exploration — picking things up and touching is how we explore and understand. Climbing or crawling in, say, a play tunnel is exploring a new place. But it takes physical skill, co-ordination, balance, and agility to do this
- ◆ Toys — can develop fine and gross motor skills — for example, when a child picks up a shape and manoeuvres it into a space of the same shape or when using a skipping rope (to develop balance and co-ordination)
- ◆ Discovery — babies pick up things and put them into their mouths to discover what they feel like

Delivery notes

- ◆ Affection — when a child takes its first steps it gets love and affection or a cuddle from everyone close to them, and they realise that it was a good thing
- ◆ Play — when children play they use both fine and gross motor skills — for example, when dressing up, or playing tig or hide and seek
- ◆ Activity and exercise — as above — especially gross motor skills
- ◆ Clothes — fine motor skills are needed when doing up buttons or zips

Aspects of development activity 4

Emotional development

Learners will be encouraged to use their own memories of their basic needs and to think about how they make us feel or show our feelings. For example:

- ◆ How do you feel if someone praises you?

Ask learners to record how it makes them feel when a person praises them and to say if they think a child would feel the same way.

Possible responses could include:

Praise:

- ◆ encourages you to keep trying to do your best or to try hard
- ◆ makes you feel confident and valued
- ◆ improves self esteem
- ◆ makes you proud of your achievements
- ◆ increases a sense of self-worth

Ask learners to reflect further on their childhood and to think of a time when they were taken on a trip either by family, friends, or the school. Be sensitive to the personal experiences of young learners and what they are willing to share.

Ask learners to record how it made them feel.

Possible responses could include:

Feelings about the trip:

- ◆ good
- ◆ happy
- ◆ excited
- ◆ unsure
- ◆ scared
- ◆ apprehensive
- ◆ worried

You may at this point give a summary of some of the words used to describe our feelings about ourselves — **a self-concept**. If we feel good about ourselves, we will have a good **self-esteem** and **confidence** which enables us to go on to do things for ourselves, become **independent** and reach our full potential.

Aspects of development activity 5

Cognitive development

Ask learners to record some examples of cognitive development then ask them to share their work with the class.

Highlight common characteristics of cognitive development. Possible examples could include:

Learning to:

- ◆ write your name or a story
- ◆ read
- ◆ count, add and subtract
- ◆ spell
- ◆ talk — language
- ◆ talk a foreign language
- ◆ recognise colours

Remembering:

- ◆ your name
- ◆ your address
- ◆ people and their names
- ◆ a sequence of numbers, for example phone numbers
- ◆ birthdays

Understanding:

- ◆ maths
- ◆ science
- ◆ biology — where you were before you were born — a concept that young children find hard to understand

Problem solving:

- ◆ how to open a tin
- ◆ how to make your shoelaces the same length
- ◆ how to get your buttons to do up in a straight line
- ◆ how to fold clothes
- ◆ how to fix a plug

Aspects of development activity 6

Language development

Divide the class into small groups.

Ask learners to think of a time when they had difficulty making themselves understood. It may have been a holiday abroad where no one spoke English, or they might have had an older relative who was deaf or had a hearing impairment.

Delivery notes

Ask learners to record how it made them feel and to include examples that show the advantages of being able to communicate to others and be understood. Alternatively, they could take part in a role-play where someone pretends not to understand what is being said to them.

Aspects of development activity 7

Ask learners to reflect further on their childhoods and to think of a situation where they were as the expression says 'stuck for words'. Can they think of how it made them feel when they couldn't explain themselves or get their message across?

Ask learners to record how it made them feel.

After learners have individually recorded this information, ask them to share their memories to the class.

Groups can feed their discussion back to the class.

They should include the importance of being able to communicate and of being understood.

A summary of feedback could be made on a chart and used for class discussion. The discussion could include:

- ◆ What examples do you have of when you found it difficult to communicate and why?
- ◆ Do you have examples of times when people have not understood what you were saying?
- ◆ Do you have examples of how you managed to communicate so that you could be understood?

Possible examples could include:

- ◆ Particular times or places
- ◆ How we use language — can our vocabulary impact on how we communicate?
- ◆ How we talk — does our accent or not knowing a language affect the way we speak and can it make it difficult for people to understand us?

Summary:

- ◆ What examples do you have of communicating with people and not being understood?

Class discussion:

- ◆ Why do you think the way we communicate is important?
- ◆ Why do you think it is important to be understood by others?

Delivery notes

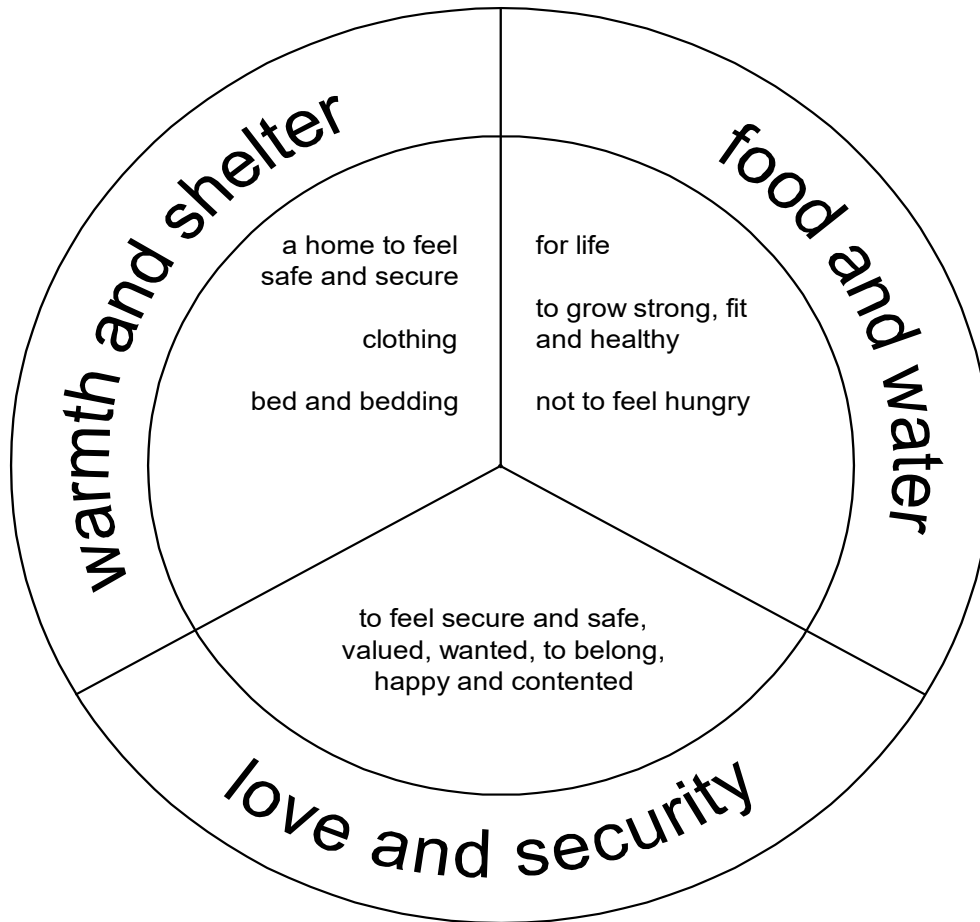
At this point you could give a summary of possible advantages of good and effective communication:

- ◆ Able to socialise with others; make friends and form relationships
- ◆ Feel happy when we are understood by others and a sense of achievement if we get what we want
- ◆ Able to learn and understand our world; make sense of things going on around us
- ◆ Appreciate other people's thoughts and suggestions
- ◆ Knowledge when we read books or hear a story
- ◆ Express our feelings, tell others how we feel and explain yourself
- ◆ Feel included and involved when part of conversations
- ◆ Feel valued and respected when people speak to you nicely

Delivery notes topic 5: providing care needs

Providing care needs activity 1

In this lesson, encourage learners to think of ways in which the needs of children aged 0–12 years can be met.



You could summarise their feedback on a chart under the following headings and use it for class discussion:

- ◆ warmth and shelter
- ◆ food and water
- ◆ love and security

Providing care needs activity 2

Love and security

You should emphasise that love promotes security. A child who feels loved, feels safe and secure at home and in their world.

Ask learners to think about how a child who does not feel loved will feel and to record their thoughts in the box provided.

Providing care needs activity 3

Love — how carers can meet this need

Highlight that love has to be given and emphasise the importance of how we learn what love is by being shown. Babies learn about love from an early age, from the smiles and cuddles that they get from carers. Children continue to look for love from family and friends. This enables them to form relationships.

Ask learners to think of another way that love and security can be met for each of the age ranges.

Age	Example
0 to 3	When a baby cries the caring adult will go and see what is wrong. If the child is wet and uncomfortable they'll change them immediately and talk to them making happy sounds while they do it.
3 to 5	When a child of 3 years gets up in the morning and needs breakfast, a caring adult will get up with or before them and make it, sitting with the child while they eat. They wouldn't stay in bed and send the child to the kitchen to find something for themselves.
5 to 8	When a child struggles to do homework, the caring adult will make time to help and support the child, providing positive encouragement.
8 to 12	The caring adult who knows that a child needs a good night's sleep in order to cope with the busy school day ahead, will make sure that they go to bed at the appropriate times and won't allow them to sit up watching television late into the night.

Delivery notes

Possible examples could include:

- ◆ Being there for the child when they need them, such as not going out and leaving them home alone
- ◆ Giving unconditional love
- ◆ Setting good examples
- ◆ Being consistent in their care and guidance
- ◆ Ensuring all basic needs are met and attending to their needs
- ◆ Keeping them safe and out of danger, protecting them from harm
- ◆ Setting good values, principles and rules
- ◆ Spending time with them, listening to them and doing things with them
- ◆ Being interested and involved in their interests, hobbies, friends
- ◆ Putting the child's needs and best interests first

Providing care needs activity 4

Food and water

This is an opportunity to consolidate discussion and understanding about the importance of encouraging babies and children of all ages to drink water.

Ask learners to investigate why babies and children should drink water.

Develop a poster to answer the question — 'Why is it important for babies and children to drink water?'

Discuss possible sources of information (books, internet).

Providing care needs activity 5

Shiny pennies. Dull teeth

Divide learners into small groups.

In this practical session, each group will be asked to carry out an experiment.

Equipment

- ◆ Four glass beakers or glasses (small)
- ◆ Four two-pence coins
- ◆ Four different types of drink — which should be provided, but learners can make suggestions
- ◆ Four labels with the name of the drink written on them

Method

1. Label each beaker.
2. Put a little of each soft drink in the beakers with its corresponding name.
3. Place a coin in each beaker and leave it in a safe place for at least 24 hours.

Delivery notes

After 24 hours, ask learners to pour out the drinks and rinse the coins.

Ask them to record any noticeable changes to the coins.

Encourage discussion and help learners to relate this experiment to the effects of these drinks on a child's health and development.

You may wish to highlight some effects of drinking soft drinks and fruit juices:

- ◆ Cause tooth decay — sugar and acid cause dental erosion
- ◆ Spoil their appetite — sugary drinks fill children up, so they don't eat their meals
- ◆ Affect children's behaviour — many of them contain caffeine
- ◆ Lead to children becoming overweight — they are often high in calories

You may wish to emphasise that many of these drinks have little or no nutritional value, just empty calories. Water quenches our thirst but does not damage our teeth, destroy our appetite, or make us overweight.

Remember — if we are thirsty, it's because our bodies are telling us we need water.

Involve learners in clearing away the materials.

Providing care needs activity 6

Reasons for choice

This lesson should emphasise the importance of providing a balanced diet for children in order to ensure that they are getting the right nutrients and vitamins to grow and develop healthily.

Discuss the possible risks to children's health if this need is not met:

- ◆ malnutrition
- ◆ starvation
- ◆ the changing needs of a child's diet

Divide the class into small groups.

Ask learners to plan a healthy nutritious mid-morning snack for a 3-year-old at nursery and a 10-year-old in primary 6. Learners should choose one food and one drink from the list:

- ◆ cubes of Edam cheese
- ◆ chocolate crisp cake
- ◆ sliced banana or a banana
- ◆ digestive biscuit and jam
- ◆ packet of cheese-flavoured crispy snack
- ◆ toast fingers and tuna pate
- ◆ slice of fruit loaf and butter
- ◆ slices of apple or an apple

Delivery notes

- ◆ cheese and tomato sandwich
- ◆ chocolate bar
- ◆ yoghurt
- ◆ cubes of melon
- ◆ strawberry milk shake
- ◆ water
- ◆ diluting orange
- ◆ milk
- ◆ fresh pineapple juice
- ◆ diet cola
- ◆ tomato juice
- ◆ tea

Ask learners to record their choices in a table and to indicate why they chose them.

Snack for 3-year-old	Reason for choice

Snack for 10-year-old	Reason for choice

Possible answers could include:

3 year-old:

- ◆ Easy to eat without a mess or knife or fork
- ◆ Part of the five-a-day fruit and vegetables
- ◆ Colourful, crunchy, good flavour
- ◆ Nutritious, vitamins, protein
- ◆ Doesn't cause tooth decay
- ◆ Free (water)
- ◆ Something new to try
- ◆ Low in fats
- ◆ High in fibre
- ◆ Low in salt
- ◆ Low in sugar

10 year-old:

- ◆ Easy to eat while out at break time
- ◆ Part of five-a-day fruit and vegetables
- ◆ Crunchy

Delivery notes

- ◆ Filling until lunch time
- ◆ Nutritious, vitamins, protein
- ◆ Low in fat, salt and sugar
- ◆ Doesn't cause tooth decay
- ◆ Comes in a hardy disposable container
- ◆ Free (water from tap)
- ◆ Easy to carry to school

Conclude with a brief discussion:

- ◆ Why is a particular food or drink suitable for a certain age group?
- ◆ How can carers encourage children to make the right food choices?

Providing care needs activity 7

Warmth and shelter

Discuss warmth and shelter and include:

- ◆ reasons for children needing shelter
- ◆ the different types of shelter
- ◆ how the conditions of these types of shelter can affect children

Ask learners to make a list of different types of houses.

You may wish to emphasise that shelter provides children with warmth and protection, from the elements and other dangers. Also, poor living conditions can weaken a child's immunity and make them feel cold and unhappy.

The discussion could be summarised on a chart to list the reasons for children needing shelter, the different types of houses, and the possible effects of poor living conditions.

Providing care needs activity 8

Clothing, footwear and bedding

Introduce learners to the following list of good clothing, footwear and bedding. Then discuss each one in more detail, drawing on their ideas and suggestions on how the clothing and footwear provide warmth and protection against the weather.

- ◆ Lightweight clothing, footwear and bedding
- ◆ Clothing, footwear and bedding that is easily taken off or put on
- ◆ Clothing, footwear and bedding that fit the child
- ◆ Clothing, footwear and bedding that is safe
- ◆ Clothing and footwear that is hard-wearing
- ◆ Clothing and footwear that is fashionable
- ◆ Clothing and footwear that is waterproof

Delivery notes

While children sleep, they need to be warm and comfortable. When sleeping, children's bodies grow and recharge themselves ready for the next busy day.

Suitable bedding has to be:

- ◆ clean
- ◆ dry
- ◆ lightweight but warm
- ◆ suitable for the time of year
- ◆ loose

Lack of adequate warmth can lead to hypothermia.

Over-heating in babies and young children can lead to dehydration and febrile convulsions.

You may wish to emphasise that children who are cold find it difficult to concentrate. They become miserable and unmotivated. When children are chilled, they are less resistant to infection.

Providing care needs activity 9

Case study

Learners should use this case study to think of appropriate clothing for each child.

It is bonfire night, and Susie aged 5 and her brother, Peter aged 3, are going to the community park with their grandparents to watch the fireworks display.

Ask learners to record how they would dress the children for this outing.

Susie aged 5: clothing	Reasons for choice

Peter aged 3: clothing	Reasons for choice

Use a chart to share feedback of the discussion.

Possible suggestions of suitable clothing for Susie and Peter could include:

- ◆ Lots of layers to trap warm air between them, ie vest, blouse, T-shirt, shirt with long sleeves, lightweight pullover, cardigan

Delivery notes

- ◆ Clothes made from natural fibres, wool, and cotton — they are warmer than man-made or synthetic fibres
- ◆ Susie: thick tights, trousers, or padded trousers
- ◆ Peter: long trousers or padded trousers
- ◆ Moon boots and long socks, or fur-lined boots and long socks — keep toes warm
- ◆ Hats — because heat is lost from the top of the head and to keep their ears warm
- ◆ Mitts/ski gloves — mitts keep all the fingers together, so they stay warmer, keeping each other cosy
- ◆ Waterproof coat or long jacket to cover lower back and bottom, with a hood to keep out wind and rain

Delivery notes topic 6: needs and aspects of development

Physical needs

Consolidate learning and understanding of food, water, shelter and warmth — and emphasise that these needs come under physical needs and are required for good physical development.

Suggest other needs that come under physical needs:

- ◆ sleep and rest
- ◆ exercise and physical activity
- ◆ safety
- ◆ health and hygiene
- ◆ fresh air
- ◆ space
- ◆ sunlight

You may wish to use a case study to emphasise that carers need to ensure all children get sufficient sleep and rest.

Needs and aspects of development activity 1

Case study

A child has been playing football for 40 minutes and after the game they will need rest.

Ask learners to make a list of other needs that this child may have.

Possible suggestions could include:

- ◆ a drink of water
- ◆ washed
- ◆ something to eat
- ◆ praise
- ◆ somewhere warm to eat and drink

Needs and aspects of development activity 2

You may wish to emphasise that children need to exercise to strengthen muscles, develop good co-ordination and balance, promote sleep, maintain a healthy body weight, and to make them fit and feel good. These aspects can be met when children are encouraged to play physical games and sports.

Ask learners to use a log sheet to record information on physical activities that are suitable for different age groups.

Possible suggestions could include:

Delivery notes

Physical activities for ages 0 to 3 years
Bouncing, crawling, swinging, walking, running, throwing things, swimming, pushing a toy car

Physical activities for ages 3 to 5 years
Kicking a ball, chasing, climbing, jumping, hopping, dancing, swimming, chute, tricycle, swings, climbing frames

Physical activities for ages 5 to 8 years
Skipping, bike and stabilisers, skate boarding, football, swimming, cycling, roller blades, scooter

Physical activities for ages 8 to 12 years
Rugby, football, netball, dancing, gymnastics, swimming, kicking, tennis, mountain biking, hiking

Needs and aspects of development activity 3

Dangers and hazards

You should emphasise that children need to be protected from danger and that carers who are vigilant will identify and safeguard children from potential hazards.

Discuss safety with the class.

Use a chart to make a list of potential dangers that a child may face at different ages.

Ask learners to record information in a log sheet.

Delivery notes

Dangers for ages 0 to 3 years
Drowning in the bath

Dangers for ages 3 to 5 years
Drowning in a garden pond

Dangers for ages 5 to 8 years
Drowning in a swimming pool

Dangers for ages 8 to 12 years
Drowning in a river or lake

Needs and aspects of development activity 4

Good hygiene practices

Emphasise that carers should ensure that children are registered with a GP, attend appointments with health visitors, take part in immunisation programmes, and have regular dental check-ups.

Discuss teeth brushing.

Divide the class into small groups.

Delivery notes

Ask learners to develop a poster to answer the question — ‘How would you encourage children in the age group 8 to 12 years to clean their teeth regularly?’

Ask learners to present their work to the class. This should be done informally.

Needs and aspects of development activity 5

In this lesson, you may wish to emphasise the importance of maintaining good hygiene practice when working with babies and children.

Ask learners to make a list of places where you might find germs.

Possible suggestions could include:

- ◆ On our bodies — hands, hair, skin
- ◆ Inside our bodies — intestines and stomach, nose, mouth
- ◆ On our clothes
- ◆ In dirt and dust
- ◆ In raw food like meat and eggs
- ◆ On every surface we touch
- ◆ In and on animals and birds

You may want to emphasise the importance of carers being careful when preparing food and drink for children. If carers don’t follow good hygiene practices the children could get food poisoning. And because babies and young children have not built up a strong immune system, they could become very ill — so that their lives are in danger.

Children and especially babies need their food and drink to be prepared in clean, hygienic conditions. This is the responsibility of the carer.

As children get older, carers must encourage good hygienic practices and explain why they are necessary.

Needs and aspects of development activity 6

Preparation and hygiene tasks

Discuss different kinds of food preparation and hygiene tasks that carers would carry out when caring for babies and children.

Set up small groups to carry out the tasks below.

Choose one learner to carry out an activity and another one to observe the activity and to complete an activity checklist.

Include a range of different activities — for example: washing a child’s highchair, washing and drying dishes, cleaning toys or nursery equipment, and promoting hygienic practices such as washing hands after going to the toilet.

Delivery notes

Food preparation task 1

Provide a selection of fresh fruit:

- 1 small red/green apple
- 10 green/red grapes
- 1 mandarin/satsuma
- 1 banana
- ¼ pt. of cranberry juice or 1 pot of fruit yogurt

Food preparation task 2

- 1 slice of boiled ham/chicken
- 2 lettuce leaves
- 1 tomato
- Piece of cucumber
- Margarine/mayonnaise
- 1 wholemeal roll

Food preparation task 3

- 2 cream/wholemeal crackers
- 100g of cheddar cheese
- A small punnet of cherry/plum tomatoes
- 100g green/red grapes

Food preparation task 4

- 1 eating apple to stew
- 100g of small pasta shapes
- 50g tuna fish
- 1 desert spoonful of small garden peas
- 1 small carrot to grate finely

Hygiene task 5

- carrot
- cucumber
- yellow peppers
- celery
- cherry tomatoes
- natural yoghurt
- Philadelphia cheese
- fresh chives.

Hygiene task 6

Clean the large plastic toys used in the sand tray.

Hygiene task 7

Clean and disinfect a high chair after lunch in a children's centre.

Delivery notes

Good hygiene practices

Observation checklist

Names:

Action	Yes	No
Wash hands before starting task		
Clean apron put on		
Sleeves rolled up		
Jewellery removed		
Nail varnish removed		
Nails clean and short		
Work surface wiped at start		
Hot soapy water used		
Clean equipment used		
Avoided using fingers when possible		
Didn't lick fingers while preparing food		
Food not eaten when being prepared		
Hands washed after putting rubbish in bin		
Fruit or vegetable washed before preparation		
Hands washed after touching face or hair		
Hair tied back		
Equipment washed after use		
Work surfaces washed after use		
Clean cloths used to wash and dry dishes and surfaces		
Hands washed after touching raw or dirty food		
Cooked and uncooked food collected on separate plates		
Perishable food put in the fridge until needed		
Score out of 22		

Delivery notes

Toys and equipment

Observation checklist

Task 6	P or X	Task 7	P or X
1. Put on a clean apron and disposable gloves		1. Put on a clean apron and disposable gloves	
2. Collect together all the equipment/toys to be cleaned		2. Remove any food debris and crumbs using a clean damp disposable cloth	
3. Fill a basin or sink with hot soapy water		3. Repeat if heavily soiled	
4. Use a firm brush to scrub the items individually (one at a time)		4. Remove detachable parts of the highchair and wash them in hot soapy water using a brush to get into all small spaces	
5. Scrub thoroughly all surfaces both inside and out and get into all corners and small places		5. Wash the rest of the highchair using a disposable cloth and hot soapy water	
6. Rinse each item in clean water and leave to air dry		6. Spray chair with sanitiser or bactericide ensuring the back and seat area are given particular attention	
7. Clean up after and dry all areas		7. Wipe chair with disposable cloth — getting in between spaces where back and sides meet the seat	
Bonus points given here:			
8. Change the water if dirty and if there are a lot of items to be washed		8. Rinse chair with clean hot water. Dry thoroughly especially between seat back and sides	
9. Return dry equipment to the store cupboard or shelf near water tray		9. Replace all parts that had been removed for washing. Store away	

Delivery notes

When learners have completed all the tasks, identify ways in which these tasks support the food and nutrition, and hygiene needs of children:

Baby (birth to 18 months)
Description of task:
Age of child/children:
Needs met:

Toddler (18 months to 36 months)
Description of task:
Age of child/children:
Needs met:

Young child (3 to 5 years)
Description of task:
Age of child/children:
Needs met:

Child (primary school age)
Description of task:
Age of child/children:
Needs met:

Delivery notes

Needs and aspects of development activity 7

Discussion will highlight the dangers of sunlight.

Feedback can be put on a chart to cover:

- ◆ How we protect ourselves from sunlight
- ◆ What vitamin does the body produce from getting sunlight?
- ◆ What disease can children develop if they do not get enough sunshine?

Emphasise to learners that rickets is now a curable disease which is preventable with a healthy diet. Lots of children in the 1900s tended to get it because of poor diet. As a result, children were either bow-legged or knocked-kneed because the leg bones were soft, and the weight of the body would cause the legs to turn in or out.

There are no student pages relating to this activity.

Needs and aspects of development activity 8

Socialisation

Discuss:

- ◆ What does 'socialisation' mean?

Examples could cover manners, interacting with others and behaviour.

- ◆ Manners:

Saying 'please' and 'thank you'

Saying 'hello' or 'goodbye'

Using a knife and fork

Not putting your feet or elbows on the table

- ◆ Interacting and relating to others:

Sharing

Taking turns or waiting your turn

Discussing and listening to what others have to say

- ◆ Behaviour:

Respecting other people's property

Not dropping litter

Going to the toilet

Learners should be encouraged to think of other examples of socialisation.

Ask learners to record the examples that are discussed.

Needs and aspects of development activity 9

Anti-social behaviour

Discuss:

- ♦ What is anti-social behaviour?

Learners should be encouraged to use memories of anti-social behaviour that they have experienced or seen on television or social media to decide what is meant by anti-social behaviour.

Needs and aspects of development activity 10

Good role models

Divide the class into small groups.

Discuss the following areas in relation to good role models:

- ♦ behaviour
- ♦ language
- ♦ habits
- ♦ values

The groups should develop mind maps of examples of good role models for each area.

Needs and aspects of development activity 11

Case study

Split the class into small groups.

Each group should choose one of the case studies to plan a social event.

Learners should think of all the needs to be met (such as safety) and say how they think the children should behave.

Case study 1 — a bike ride for a group of scouts
The scouts are aged 11 and 12 years. It's a dry autumn day, the trip is to last 3 hours, with three-quarters of an hour for a break.

Case study 2 — a Halloween party
The party is for a group of eight 4- and 5-year-old children. They'll be going out 'trick or treating' to neighbours' houses with carers, for about one hour.

Delivery notes

Case Study 3 — a sleepover

A sleepover with a group of four girls aged 8. They want to watch a video, play music and have a midnight feast.

Case Study 4 — a coffee morning

A coffee morning for four young mums and their babies all aged 1½ years. The mums met each other when in hospital having their babies.

Needs and aspects of development activity 12

Time and attention

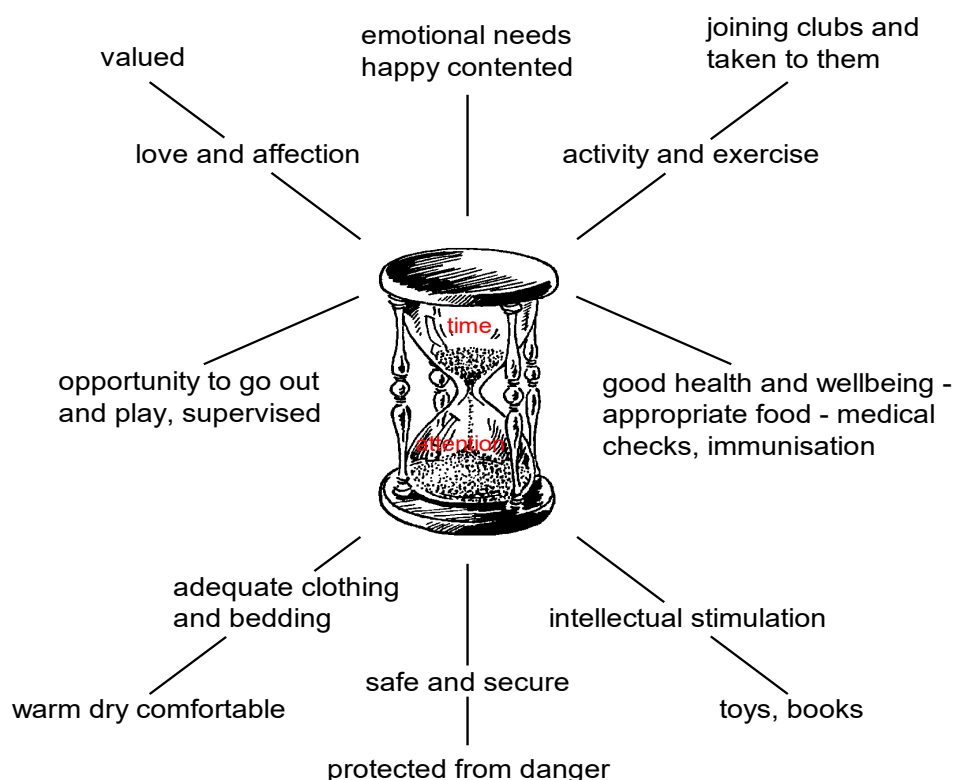
Discuss:

What does 'attention seeking' mean?

Ask learners to record what they think 'attention seeking' is.

Emphasise that children constantly seek attention from their carers. If they do not get time and attention, they sometimes misbehave in order to get the attention they crave. A carer needs to ensure that they spend one-on-one time with a child to make them feel valued and respected.

Develop a mind map of all the needs that are supported when carers give time and attention.



Delivery notes

Needs and aspects of development activity 13

Cognitive needs

Emphasise that children's needs are met through play, discovery, exploration, toys and intellectual stimulation.

Encourage learners to think of times when they have pretended to be someone or to do something when they were younger.

Ask learners to record their recollections in a table like the one below.

Role	Experience
A princess:	Riding a pretend horse:

Needs and aspects of development activity 14

Discuss:

- ◆ How do children explore, investigate and discover?

Possible suggestions could include:

- ◆ A trip to the seaside
- ◆ exploring the rock
- ◆ Investigating a rock pool
- ◆ Discovering that there is more than one type of fish

Delivery notes

Needs and aspects of development activity 15

Divide the class into groups.

First, ask the groups to investigate toys that are stimulating for the age groups:

- ◆ 0 to 3 years
- ◆ 3 to 5 years
- ◆ 5 to 8 years
- ◆ 8 to 12 years

The groups could use catalogues or the internet to find examples of stimulating toys.

They could then develop a poster to show toys that are stimulating, challenging and exciting for children.

The learners could present their work to the class. This should be done informally.

Secondly, ask learners to create a list of trips and outings that would be stimulating for the age groups.

They should record their suggestions in a table.

Baby and toddler (birth to 3 years)

Young child (3 to 5 years)

Child (5 to 8 years)

Child (8 to 12 years)

Delivery notes topic 7: outcome 1 revision

Outcome 1 revision activity 1

Describe two children's needs and how a carer would meet these needs in the way suggested at the given age.

Suggested answers

Age 0 to 3 years

Basic needs: food and drink; love and affection; met by:

- ◆ Making well balanced meals that have nutrients in them
- ◆ Providing parties and special occasions
- ◆ Taking them out to eat or having friends around
- ◆ Meals and drinks low in sugar, fat and salt
- ◆ Using new and unusual food especially fruit and vegetables or international dishes
- ◆ Setting a good example
- ◆ Not making eating stressful or putting pressure on a child

Age 3 to 5 years

Basic needs: play; fresh air; met by:

- ◆ Providing children with the opportunity to go out and play or have friends in to play
- ◆ Go to nursery or play groups
- ◆ Playing with them, offering praise and encouragement
- ◆ Giving them toys to suit their age and stage of development
- ◆ Taking them to the park

Age 5 to 8 years

Basic needs: sleep and rest; praise and encouragement; met by:

- ◆ Making sure that they go to bed at a suitable time (and that they are not hungry)
- ◆ Praising any efforts the child makes when taking part in activities
- ◆ That they have a comfortable sleep — warm, but not too hot
- ◆ Making sure the child is calm and settled before bedtime — no wild games
- ◆ Encouraged to read books by reading with them and helping with homework
- ◆ Had an active day and therefore tired

Age 8 to 12 years

Basic need: intellectual stimulation; met by:

- ◆ By helping them with homework, being their partner, for example to play chess
- ◆ Taking them on trips, reading with them or providing them with suitable books to read and games to play
- ◆ Praise and encouragement given freely

Delivery notes topic 8: practical caring skills

Practical caring skills activity 1

Why do adults need to care for children?

Thinking about all the discussions on children's needs and meeting children's needs, what is the adult trying to achieve?

- ◆ happy, well-adjusted sociable, independent adults
- ◆ healthy, strong, well-co-ordinated and skilled adults
- ◆ successful, knowledgeable adults who are able to listen and learn, show respect and empathy

Save the Children states that:

'The care of **children matters to all of us**. It affects how we live; influences our capacity to develop, both as individuals and as a society; and it reflects our aspirations for the kind of world we wish to live in.'

Discuss this statement with learners.

Practical caring skills activity 2

Introduce learners to the practical caring experiences that an adult will need to carry out:

- ◆ Show and help a child how to clean their teeth
- ◆ Read a story
- ◆ Make sure the garden is safe
- ◆ Hold onto a young child when out for a walk
- ◆ Make them walk on the inside of the pavement
- ◆ Sew on a button, take up a hem
- ◆ Always keep an eye on children when they play
- ◆ Give them suitable toys to play with

Discuss:

What is meant by practical caring skills?

Ask groups to make a list of practical skills a carer must have for one age group.

Ask the groups to present their suggestions to the class.

Possible examples for the age groups could include:

0 to 3 years

- ◆ Changing a nappy
- ◆ Mixing a bottle
- ◆ Sterilising a bottle
- ◆ Understanding the weaning process

Delivery notes

- ◆ Understanding sleep safety of a baby
- ◆ Making a nutritious meal
- ◆ Washing/bathing and drying a baby or toddler
- ◆ The process of toilet training
- ◆ Selecting toys available for age and stage of development
- ◆ Washing clothing with care
- ◆ Sterilising and cleaning toys and baby/toddler's equipment, eg cots, prams, highchairs, changing mats, feeding bottles and utensils
- ◆ Dressing a baby or toddler appropriately for weather and safety
- ◆ Caring for a toddler's teeth
- ◆ Caring of a baby or toddler's personal hygiene/skin care
- ◆ Promoting good sleep routines

3 to 5 years

- ◆ Promoting and demonstrating good social skills — mealtime, dressing, hygiene practices, toileting
- ◆ Encouraging independence in dressing and personal hygiene
- ◆ Supporting the child starting nursery or play group
- ◆ Maintaining good bedtime routines
- ◆ Planning and reading bedtime stories
- ◆ Making a bed
- ◆ Organising and tidying bedrooms to promote stimulation, play, good sleep and respect for possessions
- ◆ Promoting and producing healthy choices of food and drink
- ◆ Instilling the need for safety — roads and strangers
- ◆ Planning and preparing for social experiences — trips, special occasions, play dates

5 to 8 years

- ◆ Promoting and encouraging greater independence in personal hygiene and dental care
- ◆ Reinforcing the need for road safety, saying no to strangers and cycling
- ◆ Making sure children get fresh air
- ◆ Supporting and explaining the experience of going to school and doing homework
- ◆ Support developing social needs — sleepovers and parties
- ◆ Promote appropriate behaviour in a range of situations, eg how to behave on a bus, good values
- ◆ Encouraging exercise/activity — joining clubs, activity, toys and equipment
- ◆ Providing stimulation by taking children on trips and outings

8 to 12 years

- ◆ Promoting increasing independence and responsibility for their own possessions and themselves
- ◆ Encouraging a healthy attitude towards food, eating habits and awareness of problems associated with poor diet and drinks
- ◆ Encouraging socialisation, clubs, and extracurricular activities
- ◆ Encouraging participation
- ◆ Supporting and advising against substance abuse, alcohol, drugs and smoking
- ◆ Preparing for puberty and sexual awareness

Delivery notes

- ◆ Explaining the need for good personal hygiene at this age
- ◆ Supporting and encouraging appropriate behaviour when outside, eg behaving responsibly when with peers

Discuss:

What is the role of the adult in supporting the needs of a child?

As we have looked at the needs of children, we have discussed the types of practical caring skills required to support the needs of children. Let's summarise this role!

- ◆ Identify the needs a child has at different ages
- ◆ Consider appropriate ways of meeting the needs of children
- ◆ When carrying out a practical caring experience, consider the skills required
- ◆ When carrying out a practical caring experience, consider the infection control practices, health and safety and the benefit
- ◆ Prepare the environment and the equipment required
- ◆ Provide a calm and relaxed environment
- ◆ Balance the needs of the child to their age and stage of development
- ◆ Extend and support development of the child through meeting their needs
- ◆ Interact with the child, showing enthusiasm when caring for them and incorporate this into future planning of their needs
- ◆ Observe the child while caring for them
- ◆ Intervene when necessary — giving help, demonstrating correct ways to interact and behaviour, reinforcing rules for safety when caring for children
- ◆ Look for ways to encourage, support and facilitate the needs of children
- ◆ Keep a record of children's needs and the type of care required
- ◆ Evaluate the success of caring for children

Practical caring skills activity 3

Planning a practical caring skill

Let's consider the importance of planning in ensuring the success of meeting the needs of the children:

Group discussion

What should we consider when planning a practical caring activity?

A practical caring activity should:

- ◆ meet the needs of the child
- ◆ provide stimulation
- ◆ give fun and enjoyment
- ◆ offer choice
- ◆ offer flexibility
- ◆ offer freedom
- ◆ offer variety

Delivery notes

It is important to support your learners to focus on the child as the centre of their planning for care. Observation and consultation are a vital part of the planning process.

Practical caring skills activity 4

Implementation of a practical care skill

Let's consider the importance of the implementation of the practical caring skill, and the impact that has on the children involved and the quality of their care.

Group discussion:

What is the role of the adult during the care of children?

There is no learner activity page for this activity.

Practical caring skills activity 5

Introduce learners to a practical care skill activity.

For example: you may wish to try 'changing a baby's nappy'.

This activity has been included as it will give learners the experience of taking care of the needs of a child.

Discuss:

The role of the adult — planning and preparation:

- ◆ Choose a suitable area to carry out the activity
- ◆ Consider the area, safety and environment — warm room at 21°C; mat placed at safe, low level; quiet calm room, soft music; mobile and/or toy to play with while being changed; and relaxed atmosphere — not rushed
- ◆ Prepare the changing area — all equipment and needs ready and in easy reach of adult
- ◆ Collect equipment — changing mat, basin with clean warm water with or without baby soap, cotton wool or wet wipes, clean dry towel, disposal bag for dirty nappy, clean nappy, barrier cream and clean clothes if others are soiled or damp

Allow time at the end of the practical session to discuss the **preparation** required and the **skills** used during such an activity.

The role of the adult — implementation — during the experience:

- ◆ Child is at the centre of the caring experience
- ◆ Good hygiene practices — wear protective gloves and apron
- ◆ Remove clothing — only lower half if possible
- ◆ Remove soiled or wet nappy taking away as much of the stool as possible at the same time and place in disposable bag
- ◆ Wash the baby's bottom — girls from front to back and in the folds. Boys in all the folds and creases
- ◆ Pat dry the baby's bottom with clean dry towel kept for this job

Delivery notes

- ◆ Apply barrier cream — not a lot — in a circular motion all over the baby's bottom
- ◆ Important — Allow the baby time to kick and play free of a nappy. Talk and interact with them to meet the social, emotional, cognitive and language needs
- ◆ Fresh air also helps to toughen up the skin and make it more resistant to the corrosive effects of urine
- ◆ Put on a new nappy
- ◆ Dress baby
- ◆ Return baby to safe and secure place, such as cot, bouncy cradle, playpen, highchair

The role of the adult — after the experience:

- ◆ Ensure that area is tidied up. Disinfect mat and washing bowl. Place towel in linen basket
- ◆ Dispose of nappy and cotton wool/wipes in a sealed bag in a bin designated for this type of waste
- ◆ Dispose of gloves and aprons in a bin designated for this type of waste
- ◆ Evaluate the experience — discuss the value of the experience and the implementation of the experience

Discuss what went well.

Discuss changes you would make if carrying out this experience again.

Discuss how this practical activity can contribute towards the development of the child.

Emphasise to learners that heavily soiled babies may need to be placed in a bath of warm soapy water to ensure thorough cleaning.

Opportunity should be taken to discuss the benefits to the child and the role of the adult in such an activity.

Discuss how this practical caring skill experience can contribute towards meeting the needs of the child.

Social needs:

- ◆ Encourages interaction between adult and child
- ◆ Opportunities to engage in talking to and playing with a child
- ◆ Child will not be socially excluded because of the smell of a dirty nappy

Physical needs:

- ◆ Baby will feel comfortable
- ◆ Baby will be clean and dry
- ◆ Prevents infection
- ◆ The skin will not get sore

Emotional needs:

- ◆ Encourages a child to feel loved
- ◆ Encourages a child to feel comforted
- ◆ Enjoys one-on-one time and being the centre of attention

Delivery notes

- ◆ Enjoyable soothing experience
- ◆ Encourages the child to be happy having fun
- ◆ Encourages a child to feel safe and secure when need is met

Cognitive needs:

- ◆ Encourages language development when carer is talking to the child
- ◆ Differentiation of sounds and words when carer is talking, singing or playing music/songs
- ◆ Awareness of own language and the spoken word
- ◆ Enjoys playing through movement of arms and legs

Language needs:

- ◆ Encourages tactile language
- ◆ Encourages conversational skills, through the use of conversational pauses
- ◆ Encourages listening skills

There is no learner activity page for this activity.

Practical caring skills activity 6

Support learners in a practical session where they can carry out a practical caring skill.

Divide class into small groups.

Give learners the opportunity to try some of the following practical skills experiences:

- ◆ Dressing a child
- ◆ Changing a baby's nappy
- ◆ Bathing a baby
- ◆ Reading a story
- ◆ Making a bottle

Involve learners in preparing the area for the activities.

Following this workshop session learners will be asked to identify which activities they enjoyed and which they did not enjoy, giving reasons for this.

Make brief notes of the points made.

Discuss the importance of the skills and values required for these experiences.

Learners should complete a written record of activities/experiences available in the practical session. (Provide a planning and review log sheet for learner to use.)

Choose one of today's activities and complete a record of this as a class.

Practical caring skills activity 7

Case study

In small groups, ask learners to read this case study.

You are on placement with a registered childminder, and she has asked you to go and check the local play park at the end of her street. On your return you and she will take three children ranging from 4 to 5 years there to play.

Ask learners to consider the following:

- ◆ Why did the childminder ask the student to go and check the park?
- ◆ What equipment would the adults need to take with them to the park?
- ◆ What factors would they have to consider when taking children to the park, ie hazards, health and safety, accessibility, age, abilities of children?
- ◆ What would they do when they got there, ie would they let the children play freely and take risks etc?

Ask learners to share feedback with the class.

Discuss:

Describe the developmental needs of the child and how they will be met.

Developmental needs – Physical – health and safety:

- ◆ No animal faeces in the grass or play area
- ◆ No poisonous plants
- ◆ No broken glass, bits of metal, sharp objects
- ◆ Secure gate and fencing
- ◆ No ponds or water near by
- ◆ Equipment — climbing frames, swings etc are secure
- ◆ Soft landing area if there is the above equipment
- ◆ Garden — would consider — no tools, no chemicals, locked tool shed
- ◆ Cognitive — opportunity to explore and investigate in safety
- ◆ Garden environment — to explore nature and growing things, investigate discoveries such as plants and mini creatures
- ◆ Social — able to run around and play with one another, and to take turns to organise interactive games
- ◆ Emotional — have fun and enjoy themselves, feeling secure, safe and confident in this environment

Discuss other possibilities in class.

Equipment and resources needed to carry out experience:

- ◆ Enclosed garden/play area with a gate, lock out of children's reach
- ◆ Toy/equipment age appropriate and in good condition/working order
- ◆ Bin/bin liner or poly bag for rubbish
- ◆ Adults to supervise

Delivery notes

- ◆ Suitable clothing for weather and playing
- ◆ Suitable footwear

Discuss other possibilities in class.

What your role would be in the provision of good care:

- ◆ To ensure the play area was safe and hygienic
- ◆ To supervise children and be vigilant
- ◆ To anticipate any possible danger or accidents
- ◆ To give praise and encouragement
- ◆ Provide or check toy and equipment was age appropriate
- ◆ Promote and encourage interest in natural environment
- ◆ To encourage exploration and discovery through the senses
- ◆ Personal appreciation of nature and living things

Based on this case study, encourage learners to design a safe outdoor space in a garden or park.

Present the design to the class.

Delivery notes topic 9: investigating needs

Investigating needs activity 1

Group investigation

Divide the class into groups.

Ask learners to investigate the needs of children aged 0 to 12 years.

Discuss the needs of the children with regard to:

- ◆ food and drink
- ◆ shelter and warmth
- ◆ rest and sleep
- ◆ love and affection
- ◆ intellectual stimulation
- ◆ praise and encouragement

1. Ask each group to discuss, consider and agree on the selection of one need from the list above, that they would like to investigate and then plan.
2. Ask learners to carry out an investigation of their chosen need.
3. Ask learners to create a presentation of their investigation.

Support learners in choosing resources and methods that they can use to present their work.

Ask learners to record information on their investigation activities in a log sheet like the one on the next page.

Delivery notes

Personal log

Student's name:

Date	Time and duration of task	Activity/task

Delivery notes topic 10: employability skills

Employability skills activity 1

What are employability skills?

Employability skills are skills and attitudes valued by employers, such as:

- ◆ working co-operatively with others
- ◆ planning and preparation
- ◆ demonstrating a responsible attitude in all aspects of working with children
- ◆ reviewing and evaluating your own skills development
- ◆ health and safety awareness
- ◆ organisational skills

Ask learners to describe a childcare practitioner who can support and facilitate the needs and care of children.

- ◆ What are their skills?
- ◆ What do they need to know?
- ◆ What values should they hold?

Ask learners to create a poster to record this information.

Employability skills activity 2

Caring task

Some of the tasks that need to be carried out at a nursery are:

- ◆ preparing a snack
- ◆ taking children to the toilet
- ◆ reading a story
- ◆ tidying up snack area

Ask learners to work in pairs.

Choose two tasks which they will each undertake, ask them to work out:

- ◆ What needs to be done?
- ◆ How long will it take?

Employability skills activity 3

Groups or teams

In the world of work people may be part of a working group which is not necessarily a working team.

In a class discussion, identify some basic differences between working groups and teams.

Consider:

- ◆ What makes an effective team?
- ◆ What qualities do you need to be an effective team member?
- ◆ What are the advantages of working in an effective team?

As part of the Skills for Work Course, learners will be working in different teams carrying out investigations, planning and contributing to presentations and taking part in group discussions. This will help them build the skills they will need if they get a job in the early learning and childcare sector or in any other sector.

From the activities they have already undertaken, discuss the skills they have already demonstrated that will help them to be an effective team member:

As a class, make a list of the skills needed to be an effective team member when supporting and facilitating the care of children.

Here are some of the things they may suggest:

- ◆ Contribute to team discussion
- ◆ Be enthusiastic
- ◆ Share your ideas
- ◆ Acknowledge the ideas of others
- ◆ Be helpful to other team members.
- ◆ Be ready to do a little more than necessary to help out
- ◆ Be flexible
- ◆ Be supportive of each other
- ◆ Take responsibility for your own actions

Learner support section

Tutor note on learner activities

This section includes both learner notes and activities. It is not mandatory to use these materials. Rather, they are offered to centres as a flexible set of notes and activities that can be selected, altered and used in whatever way suits individual centres and their particular situation — for example, as a supplement to centres' own tried and tested materials.

For the learner activities, you may want to explain and discuss the instructions with the learners before issuing them on paper as reminders. Likewise, you should decide how much support learners will need with notes and information sheets before issuing them. In some cases, they may be issued to reinforce knowledge gained through practical activities or following discussion of specific issues or underpinning knowledge.

This section should not be issued as a pack of learner notes in its entirety.

National 4: Care of Children

This section only covers Outcome 1 due to the practical nature of Outcomes 2 and 3.

Outcome 1

Investigate ways in which the needs of children can be met.

Performance criteria

You will:

- (a) identify the needs of children
- (b) describe ways in which the needs of children can be met

Learner notes: identifying the basic needs of children

A need is something which we cannot do without, it's a necessity.

Why is it necessary?

Because a child who has all their basic needs met by a carer with good care skills, will grow and develop, then eventually, as an adult, reach their full potential.

It may help to think of this in another way. A child who lives in a poor country where there is a shortage of books, schools and pencils will not be able to learn and study to become a nurse or a teacher, even if they are the cleverest child in the village — **therefore they cannot reach their full potential.**



Learner notes: as we grow older

As we get older our needs start to change and we don't need them in the same way or in the same amounts, for example:

- ♦ Babies need lots of sleep when they're first born, but as they get older, they need less sleep throughout the day
- ♦ Toddlers and pre-school children need lots of opportunity to play and explore their world
- ♦ When children are at school, they need lots of intellectual stimulation and challenges

Learner notes: life circumstances and events

Changes in circumstances or events in our lives can affect needs and cause them to change. It's these **events** and **experiences** that make us the **unique individuals** that we are. For example:

- ♦ **Moving house** and not always in the same town but to another part of the country. They need the opportunity to make new friends.

Why are we all different?

When a carer has to meet the needs of a child, they must respect the child as an individual. Although they will have the same **basic needs** as everyone else, they will be put together in a different package, for example:

- ♦ A child who's been ill may need a special diet and more sleep than someone who, at that age and stage of development, is fit and well.

To be able to meet a child's needs, a carer needs to look at the **whole** child. This is known as the **holistic approach**. Carers also need to get to **know** the child so that they can understand the needs and wants of that child. For example, a child who has recently learnt to crawl will need the carer to be extra vigilant. This means the carer will need to change the way they care for that child and start to consider the health and safety of the child so that the child is kept safe and well.

Learner notes: aspects of development

There are five main aspects of development and in order for carers to meet the needs of babies and children they need to know about and understand them:

- ♦ S – Social development
- ♦ P – Physical development
- ♦ E – Emotional development
- ♦ C – Cognitive development and
- ♦ L – Language development



Social development

This is about how we learn to relate to people and interact with them, for example how we make new friends and keep them; share and be nice to one another; and how we behave in society.

For a child to develop socially, a carer needs to provide opportunities for socialisation so that they can learn to behave in appropriate ways.

Physical development

This is when our bodies change and grow, for example we get taller as we get older. It also covers big actions such as crawling and walking (gross motor skills) and small actions such as using our fingers to pick up a pencil (fine motor skills). For a child to develop good skills, either gross motor or fine motor, a carer needs to give them opportunity and encouragement.

Emotional development

This is about how we show our feelings and understand the feelings of others. We **learn** about the last two areas of development from our **family, friends** and through **our culture**.

We're not born sociable or antisocial; children learn to be good or not. We need to be shown how to smile and laugh.

For a baby/child to develop emotionally, a carer needs to show **love and affection**. They also need to provide **security** so that a child learns to trust, feels safe and learns to form attachments.

Cognitive development

This is how we **think, learn** and **understand** our world and what goes on around us. We use **recall** to draw on experiences and our **memory** to enable us to solve **problems**, for example: $4 \times 6 = 24$; and to apply our learning. We use our **imagination** to develop our creative thought processes.

For a child to develop cognitively, a carer needs to provide stimulation and opportunities to play.

Language development

Effective communication is one of the most important **skills** we all have to learn. It is a two-way activity of giving and receiving information and it enables us to work with others and to get on in the world.

One of the most important aspects of language development is that through it we **learn**. We learn to read, write, problem solve, discuss and share ideas, gather information, and express our thoughts and experiences.

Good communicators are not born, they are taught by the adults and carers around them.

Remember, we discussed how children learn by observation and example, well this also applies to language.

Learner notes: providing care needs

Love and security — How can we meet this need?

Love has to be given. This is how we learn what love is. Babies learn about love from an early age, from the smiles and cuddles that they get from carers.

The need to be loved goes hand in hand with affection. We show love by smiling, cuddles, holding hands or patting the hand or arm to show our support and care for a child.

The ways in which we show love and affection may change as a child grows. For example, babies and toddlers like to be kissed, held and cuddled, whereas a pre-school or school age child may want to be hugged and kissed before going to bed or going into school.

An older child may not wish to be kissed or hugged as often but will accept a hug when they are upset and in need of support.

Children continue to look for love from family and friends. This enables them to form relationships.

Food and water

Both food and water are vital to life.

Food is essential for growth of the body, the repair of tissues of the skin, for energy, to maintain and control body temperature, to fight off infection, and to maintain all the body's systems.



Water is necessary because much of our bodies are made up of water and when we lose it, it has to be replaced so our bodies will function properly. If we don't get water, we become dehydrated which, if prolonged, can endanger our lives leading to death. Lack of food will also have the same effect but takes a little longer.

Babies and children need water regularly through the day and more so when the weather is hot.

Food and nutrition

Nutrition relates to children's diet and whether they are getting a healthy, balanced diet in relation to their age and stage of development.



A balanced diet during pregnancy will enable a foetus to grow and develop physically. Likewise, a child requires nutrients and vitamins to allow for growth of the body but also to grow strong bones and muscles.

Breastfeeding a baby from birth up to six months provides all the nutrients and vitamins a baby needs to grow healthily.

Learner support

Healthy eating should be fun and part of daily life. During the early years of a child's development not only do a child's taste buds develop resulting in likes and dislikes of foods, but habits, good or bad, are established.

All children should be encouraged to eat a wide variety of food as this forms the basis of a healthy, balanced diet and, hopefully, the ability to make a wide range of food choices in the years to come.

A well-balanced diet should contain all the necessary dietary components in the correct proportions based on the needs of the individual child considering:

- ◆ their age and biological sex
- ◆ the family background, culture and religion
- ◆ their health
- ◆ the climate or season
- ◆ the likes and dislikes of the child
- ◆ their level of activity

Factors which influence the preparation and consumption of food include:

- ◆ capabilities of the cook
- ◆ interest of the cook
- ◆ facilities available
- ◆ food available
- ◆ income
- ◆ time to cook

Dietary problems

A poor diet can result in a child 'failing to thrive' and cause problems for children both when they are young and as they grow older. Dietary problems can occur because of inappropriate food choices and lifestyle. Some dietary problems can also be directly related to over-consumption of highly refined and processed foods. Dietary problems can lead to:

- ◆ rickets
- ◆ scurvy
- ◆ under nutrition
- ◆ obesity
- ◆ anaemia
- ◆ constipation

Malnutrition is caused by eating an imbalance of nutrients. This is often the result of ignorance or poverty. It can lead to poor health and failure to thrive and can endanger the individual's life if prolonged.

Starvation is the lack of all nutrients as a result of insufficient food. If prolonged it can endanger life and lead to the individual's death.

Learner support

Tooth decay can be a direct result of the amount of sugar consumed so it is best if sugary foods are limited to mealtimes. Soft drinks such as carbonated drinks, squashes and fruit juices can be high in free sugars which can be harmful to teeth. These drinks may also be acidic, and this can damage the protective enamel on teeth.

As children grow and become more active, they need foods that contain **carbohydrates**, such as wholemeal bread, rice, pasta and potatoes, to supply them with energy.

They also need foods that contain **protein**, such as fish, chicken, soya, tofu, meat and dairy products, in order to grow.

And they need foods that are rich in **vitamins** and **minerals** to make them fit, healthy and strong.

Refer to the 'Eat Well Guide' <https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/> for further reading.

How can this care need be met?

Carers need to know and understand the value of food and drinks and the effects poor diet and eating habits can have on children.

Carers need to ensure that they encourage children to make good choices.

Warmth and shelter

Children need shelter to provide them with warmth and protection, from the weather and other dangers.

Warmth is crucial for the body to be able to maintain all the systems of the body. The average body temperature of a child in good health is between 36.2°C to 37.2 °C. Babies at birth have not yet developed the ability to regulate their body temperature and it is therefore important to ensure they do not get too hot or cold. If babies become too warm, they can overheat and can experience seizures which in some cases, and depending on the severity of the convulsions, may cause brain damage. To ensure a baby is kept warm they can be dressed in layers that can be removed as necessary — for example a hat, gloves and socks. These items can trap heat to keep a baby's body warm.



A carer needs to be aware of changing environmental temperatures — for example heated indoor areas and seasonal outdoor temperatures.

Poor housing/shelter

Poor living conditions which are damp and cold can lead to poor health and low resistance to infection.

Children who are cold are unhappy and uncomfortable.

Clothing, footwear and bedding

Clothing and footwear provide warmth and protection against the weather.

Good clothing and footwear will keep out the cold and keep in the heat. They should be:

- ◆ lightweight
- ◆ easily taken off and put on
- ◆ fit the child
- ◆ be safe
- ◆ be hard wearing
- ◆ be fashionable
- ◆ waterproof



Bedding

While children sleep, they need to be warm and comfortable.

When sleeping, children's bodies grow and recharge themselves ready for the next busy day.

Suitable bedding has to be:

- ◆ clean
- ◆ dry
- ◆ lightweight but warm
- ◆ suitable for the time of year
- ◆ loose



Lack of adequate warmth can lead to hypothermia.

Hypothermia occurs when there is a loss of surface heat followed by chilling of the deep tissues and organs of the body. The body temperature drops to a dangerous level. Babies are particularly vulnerable to hypothermia. Hypothermia can endanger life and lead to death if not treated.

Causes include the following:

- ◆ exposure outdoors
- ◆ cold environment
- ◆ inadequate clothing and bedding
- ◆ a poor diet and cold feeds
- ◆ alcohol and other drugs
- ◆ prematurity

Why are babies particularly vulnerable to hypothermia?

- ◆ They have a large skin surface compared to their weight.
- ◆ They do not shiver for warmth.
- ◆ Their temperature regulating system in the brain is immature.

Learner support

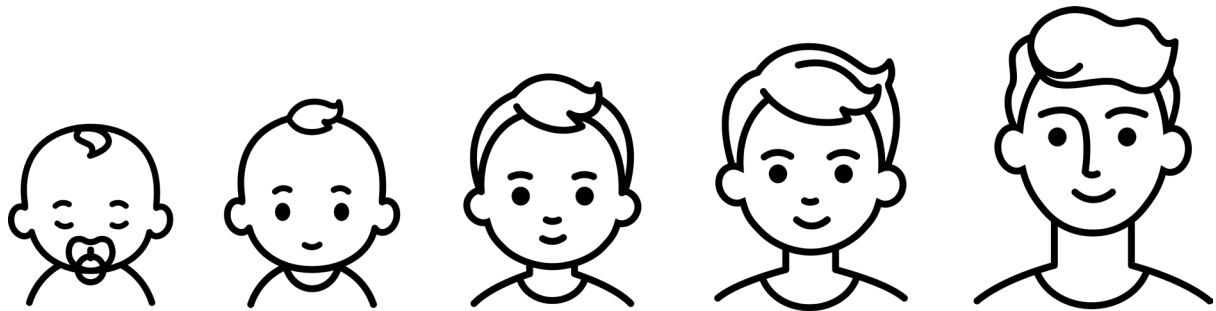
- ◆ Premature babies and ill babies are more vulnerable.
- ◆ The brown adipose (fat) tissue in the thoracic and lumbar regions of the body that warms with its rich supply of blood disappears a few weeks after birth.

Over-heating in babies and young children can lead to dehydration and febrile convulsions.

Note: Children who are cold find it difficult to concentrate. They become miserable and unmotivated. When children are chilled, they are less resistant to infection.

Learner notes: needs and aspects of development

Physical development needs



The basic needs of a child are **food**, **water**, **shelter** and **warmth**. They are physical needs and are required for good **physical development**.

The following needs also come under this heading:

- ◆ sleep and rest
- ◆ exercise and physical activity
- ◆ safety
- ◆ health and hygiene
- ◆ medical care
- ◆ fresh air
- ◆ space
- ◆ sunlight



Sleep and rest

Rest and sleep are vital for a healthy body and mind and will benefit a child by increasing their appetite, energy levels, resistance to infection and levels of concentration.

Older children can keep themselves awake either through excitement, tension or wanting to stay up with older family members. The amount of sleep needed varies from child to child. Most newborn babies sleep for very long periods while a one-year-old will usually have a sleep before and after lunch. Pre-school children may or may not have a sleep during the day. Teenagers sleep longer hours due to growth spurts.

A carer can support this need by ensuring that a child gets the right amount of sleep for their age and stage of development. This can be achieved by:

- ◆ having a consistent bedtime routine
- ◆ making sure that the child does not have too much access to technology

The blue light omitted by devices can interrupt the internal body clock and the production of melatonin which plays an important role in regulating human sleep cycles.

Learner support

The amount of sleep a child requires is as follows:

- ◆ Under 1 year old — 12 to 16 hours per day
- ◆ 1–2 years old — 11 to 14 hours per day
- ◆ 3 to 5 years old — 10 to 13 hours per day
- ◆ 6–12 years old — 9 to 12 hours per day

Provision of sleep

When putting a baby to sleep a carer should consider the following:

- ◆ Babies must be put to sleep lying on their backs.
- ◆ Babies should be in a smoke-free atmosphere.
- ◆ Warm, lightweight bedding should be used; several layers are best as they can be removed or added as required to prevent overheating.
- ◆ Warm, lightweight and non-restricting night wear will prevent overheating.
- ◆ Babies should not have pillows, soft toys or hot water bottles in their cot.

It is very important to be aware of the above safety factors for babies. It has been found that if babies are overheated, sleep prone (on their front) or sleep in an environment containing smoke they are more vulnerable to **sudden infant death syndrome (SIDS)** (previously known as 'cot death').

Rest

A carer can support this need by considering the age and stage of development and events going on in a child's life then organising rest periods accordingly. For example, starting nursery school may increase the need for rest. Rest for older children could also involve sitting quietly reading a book or completing a jigsaw or other table game.

A carer needs to ensure that all children get sufficient sleep and rest.

If a child has been playing football for 40 minutes, then they'll need a rest after the game.

Exercise and physical activities

Exercise is important in promoting health, wellbeing and development. Exercise can help a child to burn off excess energy, to build muscles and bone density, to maintain a healthy body weight, as an outlet for aggression. Exercise aids good mental health, sleep patterns and appetite.



This need can be met when children are encouraged to play and participate in aerobic exercise, such as games and sports that involve running about, and exercises that will strengthen their muscles and bones.

Children should be encouraged to be active from an early age.

Learner support

Babies (under 1 year):

- ◆ Babies should be encouraged to be active throughout the day, every day in a variety of ways, including crawling.
- ◆ If they're not yet crawling, encourage them to be physically active by reaching and grasping, pulling, and pushing, moving their head, body and limbs during daily routines, and during supervised floor play.
- ◆ Try to include at least 30 minutes of tummy time spread throughout the day when they're awake.
- ◆ Once babies can move around, encourage them to be as active as possible in a safe and supervised play environment.

Toddlers (aged 1 to 2):

- ◆ Toddlers should be physically active every day for at least 180 minutes (3 hours). The more the better. This should be spread throughout the day, including playing outdoors.
- ◆ The 180 minutes can include light activity such as standing up, moving around, rolling and playing.
- ◆ Active play, such as using a climbing frame, riding a tricycle or scooter, playing in water, chasing games and ball games, is the best way for this age group to get moving.

Pre-school child (aged 3 to 5):

- ◆ Pre-schoolers should spend at least 180 minutes (3 hours) a day doing a variety of physical activities spread throughout the day, including active and outdoor play.
- ◆ The 180 minutes should include at least 60 minutes of moderate-to-vigorous intensity physical activity, for example skipping, hopping, running and jumping.
- ◆ Children under 5 should not be inactive for long periods, except when they're asleep.
- ◆ Watching TV, travelling by car, bus or train, or being strapped into a buggy for long periods are not good for a child's health and development.

School-age child (5 to 12):

- ◆ Should be active for an average of at least 60 minutes of moderate intensity physical activity a day.
- ◆ Should take part in a variety of types and intensities of physical activity across the week to develop movement skills, muscles and bones.
- ◆ Should minimise the time spent sitting or lying down and break up long periods of not moving with some activity. Aim to spread activity throughout the day. All activities should result in faster breathing and feel warmer.

Moderate activity can include:

- ◆ walking to school
- ◆ playground activities
- ◆ riding a scooter
- ◆ cycling on level ground
- ◆ skateboarding
- ◆ walking the dog

Learner support

Safety

Children need to be protected from danger. Carers who are vigilant will identify and deal with potential hazards.

Safety measures should include:

- ◆ providing safe toys and materials
- ◆ maintaining safe adult-to-child ratios
- ◆ supervision and accountability indoors and outdoors
- ◆ teaching safety rules
- ◆ safe sleep for babies/toddlers
- ◆ preparing for emergencies
- ◆ responding to injuries



As children get older the dangers are often the same, but the circumstances may be different.

Health and hygiene

Hygiene in childhood is essential because it can prevent infection, help with skin disorders, increase self-esteem and social acceptance, and establish good patterns for later life.

Good hygiene promotion should include:

- ◆ encouraging hand washing after toileting
- ◆ cleaning teeth after food
- ◆ following guidelines in childcare settings
- ◆ incorporating policies and procedures in practices to protect children's health and wellbeing



Medical care

Access to medical care is essential in the promotion of health in children. The services that support the health, wellbeing and development of children include:

- ◆ general practitioner (GP)
- ◆ dental practice
- ◆ health visitor
- ◆ school nurse
- ◆ health surveillance
- ◆ midwife

Health services in Scotland play a crucial role in promoting the health and wellbeing of children. NHS Scotland provides a universal health promotion programme to all children and their families known as the **child health programme**. This programme includes screening for specific medical problems, routine childhood immunisations, and a structured programme of needs assessment. Health promotion and monitoring of growth and development take place through regular contact with midwives and health visitors for babies (before and after birth), and with GPs and school nurses for older children.

Learner support

It is important that carers take children for these checks so that any problem can be detected early.

Immunisation programmes for babies and children are particularly important to help protect children from life-threatening diseases.

Regular visits to the dentist are also very important and should start at an early age to allow the child to get accustomed to this new experience. The first visit could just be to accompany a family member.

Again, early detection of problems means treatment can start before the problem gets too big.

A visit from a midwife, health visitor or dental hygienist could be arranged by the class with the lecturer's support and directions.

Fresh air

Fresh air is essential for children. The effects of lack of fresh air and poor ventilation on the health and development of children include feelings of tiredness, poor concentration, and headaches.

Fresh air has a stimulating effect on children. It's like blowing away the cobwebs. It makes them feel alive and awake.

Yawning and sighing are not just signs of boredom but attempts by the body to get more air in and out of the lungs. Fresh air can enhance cognitive processes and reduce the risk of infection.

A carer can support this need by making sure there is good ventilation within the setting whether it be at home or in the classroom. This can be achieved by opening windows.

Another way a carer can support this need is by taking a child out for a walk or encouraging children to go outside at break times.

Space

It is very important for children to have a place to play, think and socialise and that they can call their own i.

It provides:

- ◆ freedom
- ◆ privacy
- ◆ a place to take their friends
- ◆ somewhere that they can put up their posters, pictures and display their possessions
- ◆ somewhere to express their likes, interests and personality in the decoration
- ◆ a place to relax, rest, reflect and dream

Learner support

Room to move and play

Children need space to run and play. Space allows for physical and mental stimulation and enables children to run off excess energy and release frustration. Movement and play help muscle tone, co-ordination and balance.

This can include:

- ◆ large toys and equipment
- ◆ indoor and outdoor play

Sunlight

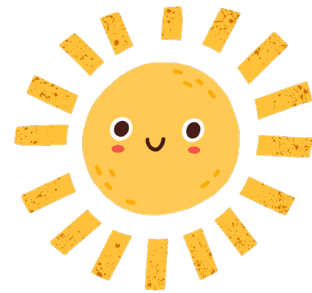
Everybody needs some exposure to sunlight so that the body can produce vitamin D (which helps calcium absorption for stronger and healthier bones and teeth).

Sunlight is not a good thing if it is too strong or hot. Children must be covered and protected. Unprotected exposure to the sun's ultraviolet (UV) rays can cause damage to the skin, eyes, and immune system. It can also cause cancer.

Sunburn and excessive UV light exposure can cause damage to the skin. This damage can lead to skin cancer or premature skin aging (photoaging).

How do you protect children from sunlight?

- ◆ Keep babies/children covered up
- ◆ Stay in the shade
- ◆ Wear sunscreen
- ◆ Keep babies/children hydrated



Children who do not get enough sunlight or the right nutrients to build bone density can suffer from rickets.

Rickets is a condition that affects bone development in children and is caused by a deficiency in vitamin D. This can result in the growing bones of a child not developing as they should and can cause bone pain, poor growth and soft, weak bones that can lead to bone deformities.

Social and emotional development

We all need and want friends. Having friends is very important for our social and emotional development. It makes us feel loved and valued.

Children learn to be sociable by watching adults and other children. They need good role models to show them how to behave and to demonstrate social rules (manners).

As children get older, they should have mastered most of these social skills. If they haven't, then this may lead to anti-social behaviour.



Learner support

What is anti-social behaviour?

Antisocial behaviour is defined as '**behaviour by a person which causes, or is likely to cause, harassment, alarm or distress to persons not of the same household as the person**' (Antisocial Behaviour Act 2003 and Police Reform and Social Responsibility Act 2011). Extract from the Metropolitan Police.

Signs of anti-social behaviour in children include:

- ◆ hostility
- ◆ disobedience
- ◆ stealing or damaging property belonging to someone else
- ◆ being verbally and physically abusive

Socialisation

What is socialisation?

Socialisation occurs when a child become an active participant within a social group. This can involve learning how to play with others, being able to handle our emotions appropriately, and respecting the values and beliefs of others.

Good role models

For children to learn, all carers need to set a good example in the following areas:

- ◆ behaviour
- ◆ language
- ◆ habits
- ◆ values

Social and emotional developmental needs

The needs of **love** and **affection**, **praise** and **encouragement**, **time** and **attention** come under the aspects of **social** and **emotional development**.

We've already spent some time discussing love and affection and how good we feel when we're given praise and encouragement.

Time and attention

What does the term 'attention seeking' mean?

Children crave and constantly seek attention from carers/adults. If they do not get time and attention, they sometimes misbehave just to get some attention.

Carers need to be prepared to find time and give children attention to make them feel valued and respected. This could include:

- ◆ setting a time every day to spend with a child on a one-to-one basis
- ◆ talking with a child
- ◆ listening to a child
- ◆ playing with a child

Cognitive developmental needs

Children's **cognitive needs** are met through **play, discovery, exploration, toys** and **intellectual stimulation**.

You may have covered this area of development in greater depth if you have completed the units Play in Early Learning and Childcare and Working in Early Learning and Childcare.

Children learn through play. It helps them to understand their world. They learn to problem solve and make new discoveries. They can pretend to be grown up and get a sense of what it might feel like to do that job or be that person.

Discovery and exploration

Children need the opportunity to investigate and explore things and places, to find out things for themselves. It needs to be done in a safe way but it's necessary to broaden their knowledge and experiences.

Toys and intellectual stimulation

Toys and games are challenging and exciting, they make us think and solve problems.

The World Health Organisation defines health as:

'A state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity. '

Ways in which the care needs of children aged 0–12 can be met

Basic needs are met when carers:

- ◆ provide nutritious food and drink
- ◆ maintain a safe environment
- ◆ maintain a clean environment
- ◆ are vigilant at all times
- ◆ ensure a child has adequate rest and sleep
- ◆ ensure a child is warm and comfortable
- ◆ give a child time and attention
- ◆ provide stimulation
- ◆ ensure a child gets to school
- ◆ demonstrate appropriate behaviour
- ◆ encourage a child to make and keep friends
- ◆ show a child love, kindness and affection
- ◆ provide the opportunities for play
- ◆ provide new experiences
- ◆ are supportive and encouraging
- ◆ give praise freely and generously
- ◆ allow them to explore and be adventurous
- ◆ make the child feel loved, wanted and valued
- ◆ are able to grow and adapt with the child

Learner support

Practical care skills and caring qualities

To meet the needs of children carers, need to have:

- ◆ care skills
- ◆ and caring values

Practical care skills

Practical care skills include the ability to make:

- ◆ a nutritious meal
- ◆ healthy choices of food and drink

Learner notes: employability skills

Working as part of a team

As part of your Skills for Work Course you will be working as part of different teams carrying out investigations, planning and contributing to presentations and taking part in group discussions. This will help you build the skills you will need if you get a job in the early learning and childcare sector or in any other sector. Most people who work in early learning and childcare work as part of a team. In some settings, like small playgroups, the teams can be small but in other settings, like large private nurseries, the teams can be large with 20 or more members sometimes split into smaller teams. Even people who seem to work on their own, like nannies, work with the parents as part of a team providing care for the child. If everyone is to benefit in the team each member has to do their bit to ensure the team works well.

As teams are made up of people, and every person is different, it is not possible that you will share the same opinions and views as everyone in your team. In a team it is important to remember that everyone has different strengths and weaknesses, and this is what makes a balanced team.

Here are some of the things you need to be or do to become a good team member:

- ◆ hard working
- ◆ conscientious
- ◆ reliable
- ◆ resourceful
- ◆ imaginative
- ◆ creative
- ◆ work co-operatively with others
- ◆ plan and prepare
- ◆ demonstrate a responsible attitude in all aspects of working with children
- ◆ review and evaluate your own skills development
- ◆ health and safety awareness
- ◆ organisational skills
- ◆ contribute to team discussion and meetings
- ◆ follow instructions carefully
- ◆ ask for help
- ◆ be enthusiastic
- ◆ share your ideas
- ◆ acknowledge the ideas of others
- ◆ look for ways of helping other team members
- ◆ ready to do a little more than necessary to help out
- ◆ flexible

In a team everyone has different responsibilities and roles. These responsibilities and roles should be decided according to individual team members' strengths and weaknesses.

Learner support

As part of your Skills for Work Course you will be asked to plan, implement and evaluate practical caring skills for children — working as part of a team, and part of this will be deciding in the team who is going to do what.

You will need to consider your role in the team because your behaviour can help to make the team work. Working with others is fun but you need to take your role seriously if you wish to succeed.

Learner activities

Learner activities: identifying the basic needs of children

Identifying the basic needs of children activity 1

From the first minute a baby is born it has needs.

Think about what these basic needs might be.

In the space below make a list of what you think some of these needs might be.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

As a baby gets older — even after just a few months — their needs increase.

Can you think of any needs that may increase as a baby gets older?

- 1.
- 2.
- 3.

When you have completed this exercise, you will be asked to share your suggestions with the class.

Your lecturer will compile a list of needs which you can use to fill in the chart on the next page. Aim to include between 20 to 25 needs.

Learner support

Basic needs — class list
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.

Identifying the basic needs of children activity 2

Basic needs word search

Now either on your own or in a small group, answer the questions below then use your answers to complete the wordsearch.

1. When a mum gives her baby a cuddle, she shows this (9)
2. When we study what food to eat this is called (9)
3. We drink it, swim in it, sail in it, wash in it, can't live without it (5)
4. Children need to do this if they don't want to become overweight (8)
5. What you will need after you run at speed (4)
6. Be a stranger to danger (6)
7. Turn me around and you will know what I mean — EVOL (4)
8. It's what you do when you go searching (11)
9. If you don't get some of this, you will become bored (11)
10. If you do well in this exercise your tutor will give you lots of this (6)
11. All children love these, some help us learn and some make us skilful (4)
12. You have to go out to get some of this and there is lots in the countryside (5 and 3)
13. When you know a lot and have learnt a lot you become (12)
14. When you stop germs from growing it is good (7)
15. To get you to finish this wordsearch your tutor will have to give you lots of this (13)
16. You get this from a fire or a nice thick jumper (6)
17. Children do this all the time and they learn while they do it (4)
18. It rhymes with sheep and little Bo-Peep (5)

C	N	U	T	R	I	T	I	O	N	T	Y	W	T	Y	W	W	A	T	E	R
C	X	D	P	B	N	T	Y	W	A	S	J	D	P	B	A	A	W	T	N	B
T	O	Y	S	B	N	D	P	B	F	R	E	S	H	A	I	R	F	R	C	G
Y	W	W	C	X	D	P	B	N	U	T	R	W	C	X	X	M	G	M	O	U
E	E	P	N	W	I	U	T	R	Y	W	W	H	D	P	B	T	T	C	U	Q
O	N	T	Y	N	N	W	C	X	O	N	N	Y	Y	S	W	H	I	H	R	X
A	F	F	E	C	T	I	O	N	U	S	L	G	D	L	W	C	X	C	A	Y
C	X	O	N	J	E	W	F	S	J	D	P	I	G	E	H	D	P	B	G	Z
T	R	D	W	Y	L	R	O	P	W	A	S	E	P	E	H	I	Q	B	E	D
Q	B	N	U	T	L	Y	W	Y	S	E	T	N	N	P	J	U	S	L	M	E
Y	T	P	Y	W	E	X	E	R	C	I	S	E	U	U	S	L	P	B	E	R
E	W	L	S	J	C	W	V	S	J	D	P	B	S	R	E	S	T	N	N	B
N	S	A	F	E	T	Y	V	L	O	V	E	L	U	R	Q	D	P	B	T	Q
W	X	Y	J	J	U	W	A	S	J	D	P	B	W	A	S	J	E	T	L	O
E	W	A	S	J	A	E	E	P	E	X	P	L	O	R	A	T	I	O	N	T
S	T	I	M	U	L	A	T	I	O	N	Y	T	W	A	S	P	B	N	U	T
J	W	M	A	Z	J	W	A	K	J	Y	A	I	J	P	R	A	I	S	E	O

Identifying the basic needs of children activity 3

Once you have completed the word search, design your own small word search using no more than 8 words. You must make up your own clues.

Your lecturer will help you and provide you with squared paper.

1. First you must put in your selected words.
2. Then make up your own clues to suit your words.
3. Now fill in all the other boxes with random letters
4. At this point, speak to your tutor if you need help.

Work in individually or in groups.

You might like to give your word search to others in the class to complete.

Identifying the basic needs of children activity 4

Your lecturer will now ask you to choose a need from the list of basic needs. Think about the possible effects of this need not being met in relation to a child reaching their full potential.

Make notes in the space below on the possible effects of this need not being met.

Need:

Your lecturer will ask you to share this information with the class.

Learner activities: as we grow older

As we grow older activity 1

Recall

At the start of our lives, we all have the same basic needs. Can you remember what they were? Here are some clues.

1. _ _ v _

2. _ a _ m _ _

3. w _ _ e r

4. s _ _ l t _ _

5. _ o o _

6. s _ _ _ r _ t y

As we grow older activity 2

How needs change

Think about the needs of children and how they change as a child gets older.

Babies → Toddlers → Pre-school → School child

Fill in the chart below with an example of needs that change over time.

Babies	Toddlers	Pre-school	School child

As we grow older activity 3

Here's an example of a stage of development that happens to most of us:

When a baby starts to crawl their need for safety increases. The baby's carer has to make the home environment much safer because the baby will now want to explore as many new places as possible.

What kind of dangers might this baby face? Make a short list in the space below.

- 1.
- 2.
- 3.
- 4.
- 5.

Learner activities: life circumstances and events

Life circumstances and events activity 1

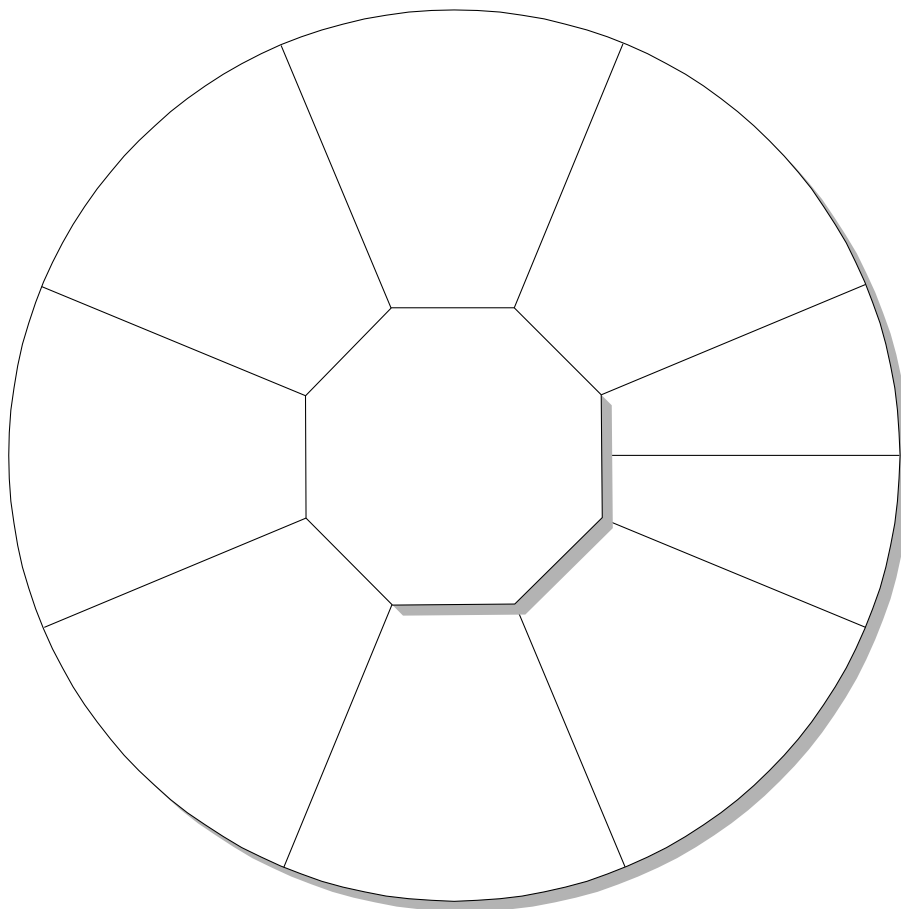
Think back to any memories of events or experiences that had an effect on you? Fill in the chart below and we will share these memories.

0 to 3 years	3 to 5 years	5 to 8 years	8 to 12 years

Life circumstances and events activity 2

We'll now spend a little time thinking and discussing what makes you or any one of us unique.

Record your thoughts in each section of the diagram and then we'll have a class discussion.



Learner activities: aspects of development



Aspects of development activity 1

In the space below write down the aspects of development.

Aspects of development activity 2

This is about how we relate to people and interact with them, for example: make new friends and keep them; share and be nice to one another, and how to behave in society. Discuss this comment in class.

As a group we'll discuss and compile a list of examples. Your lecturer will write them up on a board or chart and you can copy them down in the space below.

This is quite a difficult area to understand, but if you think about our basic needs then you can perhaps think about how they make us feel or show our feelings.

Aspects of development activity 3

In the space below list some of the other needs a carer could use to support a child so that they reach their full physical potential.

Aspects of development activity 4

Let's take **praise**. If someone praises you, how do you feel?

Make some notes on how being praised makes you feel.

Do you think that a child would feel the same way?

Think about your childhood and think of a time when you were taken on a trip either by family, friends or the school. How did you feel?

Make some notes on memories you have on going on a trip.

Aspects of development activity 5

In the space below, make a short list of some examples of cognitive development. You can do this with a partner and then share your ideas with the class. An example has been given.

Learning — our first words: mum, dad, dada, ta ta

Aspects of development activity 6

Before you answer the next activity, think back to a time when you had difficulty making yourself understood. It may have been a holiday abroad where no one spoke English, or you might have had an older relative who was deaf or with a hearing impairment. How did you feel?

Discuss this in class.

In small groups make a list of advantages of being able to communicate to others and be understood.

Your lecturer will ask you to share this information with the class.

Aspects of development activity 7

Think about a time or a situation where you were as the expression says 'stuck for words'. How did it make you feel when you couldn't explain yourself or get your message across?

Makes some notes on how this experience made you feel.

Think of a child you have met whose language development reflected what they had heard from family and friends.

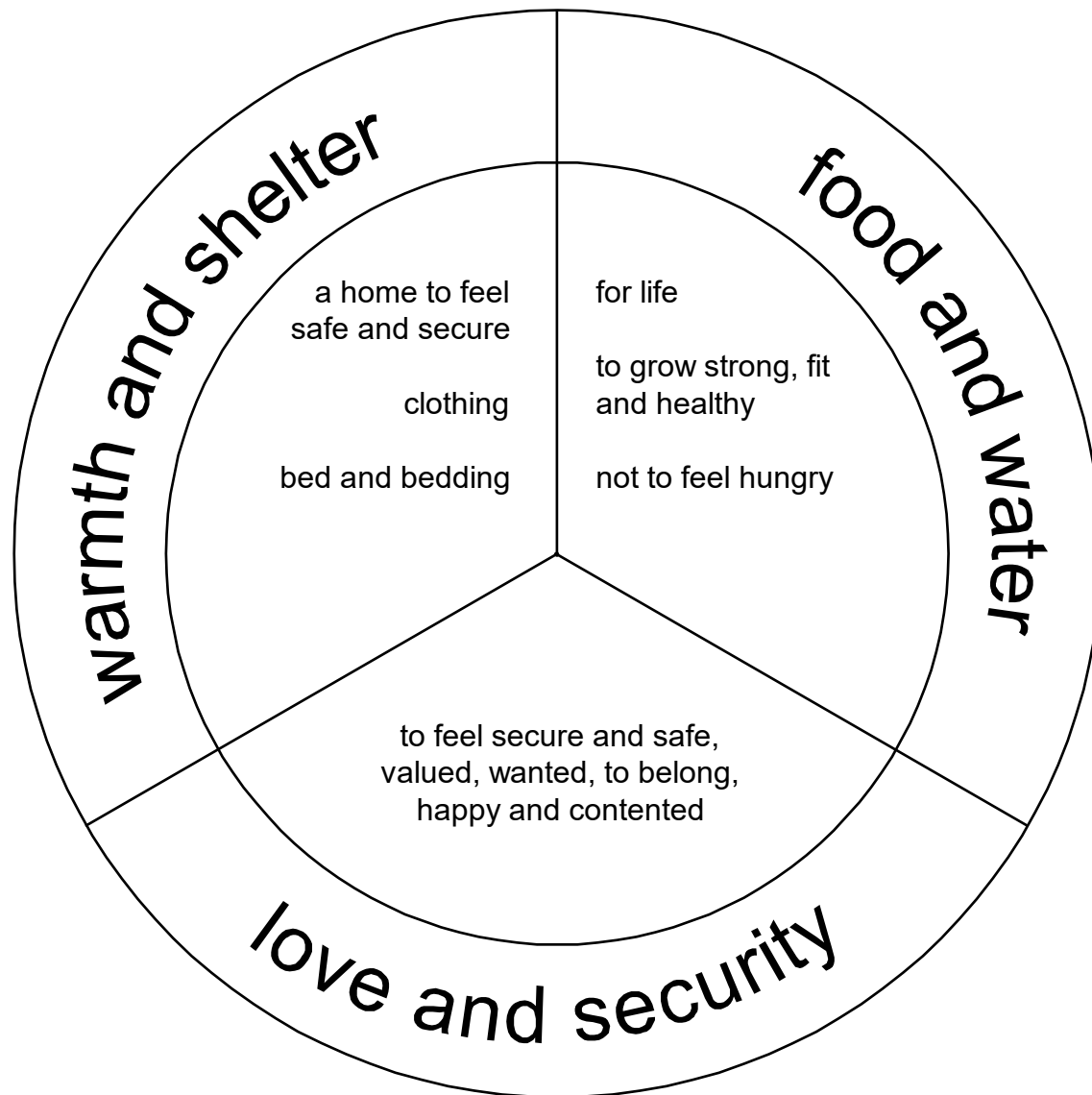
Makes some notes on your experiences of how language can be interpreted.

Your lecturer will ask you to share this information with the class.

Learner activities: providing care needs

Providing care needs activity 1

Describe ways in which these needs of children aged 0–12 years can be met.



With your lecturer and class, discuss the comments made in the circle above.

Providing care needs activity 2

Love and security



Love promotes security. A child who feels loved, feels safe and secure at home and in their world.

How do you think a child who does not feel loved will feel?

Makes some notes on how this would make a child feel.

Providing care needs activity 3

Love — how carers can meet this need

Read the examples below and then fill in the chart with your own examples of how carers can show love for a range of age groups.

Age	Example
0 to 3 years	When a baby cries the caring adult will go and see what is wrong. If the child is wet and uncomfortable they'll change them immediately and talk to them making happy sounds while they do it.
	Student's example:
3 to 5 years	When a child of 3 years gets up in the morning and needs breakfast, a caring adult will get up with or before them and make it, sitting with the child while they eat. They'd not stay in bed and send the child to the kitchen to find something for themselves.
	Student's example:
5 to 8 years	When a child struggles to do homework, the caring adult will make time to help and support the child, providing positive encouragement.
	Student's example:
8 to 12 years	The caring adult who knows that a child needs a good night's sleep in order to cope with the busy school day ahead, will make sure that they go to bed at the appropriate times and won't allow them to sit up watching television late into the night.
	Student's example:

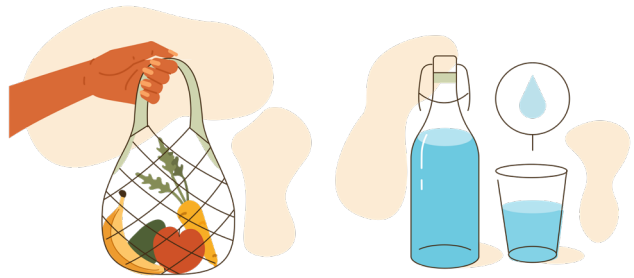
Providing care needs activity 4

Food and water

Working on your own, think about the statement below:

Experts recommend that babies and children of all ages drink only water.

1. What sources of information would help you find out about this topic?
2. Choose a source of information to investigate why babies and children should drink water.
3. Create a poster to answer the question — ‘Why is it important for babies and children to drink water?’



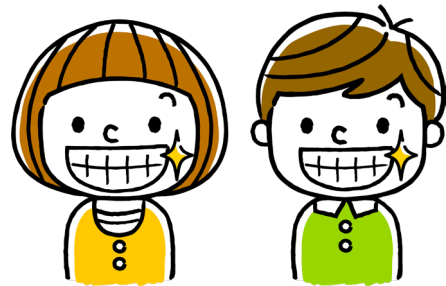
Providing care needs activity 5

Shiny pennies. Dull teeth

This is an experiment you will carry out in small groups.

Equipment

- ◆ 4 glass beakers or glasses (small)
- ◆ 4 two-pence coins
- ◆ 4 different types of drinks which your tutor will order, but you can make some suggestions
- ◆ 4 labels with the names of the drinks written on them



Method

1. Label each beaker.
2. Put a little of each soft drink in corresponding beaker.
3. Place a coin in each beaker and leave it in a safe place for at least 24 hours.
4. After 24 hours, pour out the drinks, rinse the coins and note down what you see.

Coin 1: Drink: Comment:	Coin 3: Drink: Comment:
Coin 2: Drink: Comment:	Coin 4: Drink: Comment:

Think about the changes to the coins and describe why you think this happened. What effects could these drinks have on a child's health and development?

Your lecturer will ask you to share your findings with the class.

Providing care needs activity 6

Food and nutrition

Working in small groups:

1. Plan a healthy nutritious snack for a 3-year-old at nursery and a 10-year-old in primary 6.
2. Choose one food and one drink from the list below.
3. Fill in the charts below with your choices and describe why you think they would be suitable for each age group.

Choose from this list of food and drinks:

- ◆ cubes of Edam cheese
- ◆ chocolate crisp cake
- ◆ sliced banana/a banana
- ◆ digestive biscuit and jam
- ◆ packet of cheese-flavoured crispy snack
- ◆ toast fingers and tuna pate
- ◆ slice of fruit loaf and butter
- ◆ slices of apple/an apple
- ◆ cheese and tomato sandwich
- ◆ chocolate bar
- ◆ yoghurt
- ◆ cubes of melon
- ◆ strawberry milk shake
- ◆ water
- ◆ diluting orange
- ◆ milk
- ◆ fresh pineapple juice
- ◆ diet cola
- ◆ tomato juice
- ◆ tea



Snack for 3-year-old	Reason for choice

Snack for 10-year-old	Reason for choice

Providing care needs activity 7

Warmth and shelter

Make a list of different types of houses, old and new:

Poor housing/shelter

Poor living conditions which are damp and cold can lead to poor health and low resistance to infection.

Children who are cold are unhappy and uncomfortable.

In class, discuss the above statement.



Providing care needs activity 8

Clothing, footwear and bedding

Think about how each item described in the chart below provides warmth and protection.
Note your thoughts in the spaces provided then discuss your ideas and suggestions in class.

Clothing, footwear and bedding types
Lightweight clothing, footwear and bedding
Clothing, footwear and bedding that is easily taken off or put on
Clothing, footwear and bedding that is safe
Clothing and footwear that is hard wearing
Clothing and footwear that is fashionable
Clothing and footwear that is waterproof
Clothing, footwear and bedding that fit the child



Providing care needs activity 9

Case study

It is bonfire night, and Susie aged 5 years and her brother, Peter aged 3 years, are going to the community park with their grandparents to watch the fireworks display.

In the spaces below describe how you'd dress them for this outing and give reasons for your choices.

Susie aged 5: clothing	Reasons for choice

Peter aged 3: clothing	Reasons for choice

Discuss your suggestions in class.

Learner activities: needs and aspects of development

Needs and aspects of development activity 1

Case study

A child has been playing football for 40 minutes so after the game they will need rest.

Make a list of other needs that this child may have.



Needs and aspects of development activity 2

Exercise and physical activities

Make lists of physical activities suitable for the ages shown.



Physical activities for ages 0 to 3 years

Physical activities for ages 3 to 5 years

Physical activities for ages 5 to 8 years

Physical activities for ages 8 to 12 years

Needs and aspects of development activity 3

Dangers and hazards

Make lists of possible dangers a child faces according to the age group most likely to be affected.

In some cases, a danger may fit into all groups.

An example has been given for each age group.



Dangers for ages 0 to 3 years
Drowning in the bath

Dangers for ages 3 to 5 years
Drowning in a garden pond

Dangers for ages 5 to 8 years
Drowning in a swimming pool

Dangers for ages 8 to 12 years
Drowning in a river or lake

Needs and aspects of development activity 4

Good hygiene practices

How would you encourage children to clean their teeth regularly and well?

In small groups of two, design a poster that would encourage 8 to 12-year-olds to take good care of their teeth.

Needs and aspects of development activity 5

List some of the places where you think **germs** may be found.

Needs and aspects of development activity 6

Preparation and hygiene tasks

In small groups, select one task from the list of seven below.

Choose a group member to carry out the task and another person to observe what they do.

The observer should complete the checklist at the end of this activity.

You must demonstrate good hygiene practices throughout the task.

Task 1

You've been asked by a friend to make a fresh fruit salad for two children aged 4 and 6 years.

You'll be given:

- ◆ 1 small apple
- ◆ 10 grapes
- ◆ 1 small mandarin orange
- ◆ 1 small banana
- ◆ ¼ pt. of cranberry juice to mix or fruit yoghurt



Task 2

10 year old John has come home for lunch, and he's asked for a ham and salad roll with a glass of milk. For afters he just wants a banana. He's not got long; he only gets 40 minutes break. You must have the roll ready when he comes in.

You'll be given:

- ◆ 1 slice of boiled ham
- ◆ 2 lettuce leaves
- ◆ 1 tomato
- ◆ piece of cucumber
- ◆ margarine/mayonnaise
- ◆ 1 wholemeal roll



Task 3

For snack time in the nursery, you've been asked to make cheese on toast. It'll be served with a dish of cherry tomatoes and green grapes.

You'll be given:

- ◆ 2 slices of wholegrain white bread
- ◆ 100g of edam or cheddar
- ◆ a small punnet of cherry tomatoes
- ◆ 100g green grapes



Learner support

Task 4

You've been asked to make stewed apple and pasta salad for a baby of 9 months and his 2 year old sister.

You'll be given:

- ◆ 1 eating apple to stew
- ◆ 100g of small pasta shapes
- ◆ 50g tuna fish
- ◆ 1 desert spoonful of small garden peas
- ◆ 1 small carrot to grate finely



Task 5

You've been asked to make a dish of raw vegetable sticks for dips to be served at a birthday party for 12 year olds.

You'll be given:

- ◆ carrot
- ◆ cucumber
- ◆ yellow peppers
- ◆ celery
- ◆ cherry tomatoes



The dip will be natural yoghurt with Philadelphia cheese and fresh chives.

Task 6

Your supervisor has asked you to clean the large plastic toys used in the sand tray.

Task 7

It's the end of lunch time in a children's centre and you've been asked to clean and disinfect the highchair after use.

Learner support

Food tasks observation checklist

Names:

Action	Yes	No
Wash hands before starting task		
Clean apron put on		
Sleeves rolled up		
Jewellery removed		
Nail varnish removed		
Nails clean and short		
Work surface wiped at start		
Hot soapy water used		
Clean equipment used		
Avoided using fingers when possible		
Didn't lick fingers while preparing food		
Food not eaten when being prepared		
Hands washed after putting rubbish in bin		
Fruit or vegetable washed before preparation		
Hands washed after touching face or hair		
Hair tied back		
Equipment washed after use		
Work surfaces washed after use		
Clean cloths used to wash and dry dishes and surfaces		
Hands washed after touching raw or dirty food		
Cooked and uncooked food collected on separate plates		
Perishable food put in the fridge until needed		

Score out of 22: _____

Learner support

Toys observation checklist

Names:

Task 6	Yes	No
Put on a clean apron and disposable gloves		
Collect together all the equipment/toys to be cleaned		
Fill a basin or sink with hot soapy water		
Use a firm brush to scrub the items individually (one at a time)		
Scrub thoroughly all surfaces both inside and out and get into all corners and small places		
Rinse each item in clean water and leave to air dry		
Clean up after and dry all areas		
Bonus points given here:		
Change the water if dirty and if there are a lot of items to be washed		
Return dry equipment to the store cupboard or shelf near water tray		

Score out of 9: _____

Learner support

Equipment observation checklist

Names:

Task 7	Yes	No
Put on a clean apron and disposable gloves		
Remove any food debris and crumbs using a clean damp disposable cloth		
Repeat if heavily soiled		
Remove detachable parts of the highchair and wash them in hot soapy water using a brush to get into all small spaces		
Wash the rest of the highchair using a disposable cloth and hot soapy water		
Spray chair with sanitiser or bactericide ensuring the back and seat area are given particular attention		
Wipe chair with disposable cloth getting in between spaces where back and sides meet the seat		
Bonus points given here:		
Rinse chair with clean hot water. Dry thoroughly especially between seat back and sides		
Replace all parts that had been removed for washing. Store away		

Score out of 9: _____

Learner support

When all the tasks have been completed, work in small groups to identify ways in which the tasks support the food and nutrition, and hygiene needs of children. Record your findings in the spaces below.

Baby (birth to 18 months)
Description of task:
Age of child/children:
Needs met:

Toddler (18 months to 36 months)
Description of task:
Age of child/children:
Needs met:

Young child (3 to 5 years)
Description of task:
Age of child/children:
Needs met:

Child (primary school age)
Description of task:
Age of child/children:
Needs met:

Needs and aspects of development activity 8

Socialisation



Make some notes on what socialisation means?

Your lecturer will ask you to share your ideas with the class.

Needs and aspects of development activity 9

Anti-social behaviour

Discuss the meaning of anti-social behaviour and describe in the space below any examples of anti-social behaviour you've either experienced or seen on television.



Discuss your answers with the lecturer and the class.

Needs and aspects of development activity 10

Good role models

All carers need to set a good example in the following areas:

- ◆ Behaviour
- ◆ Language
- ◆ Habits
- ◆ Values

Discuss these headings in class.

In groups, create a mind map to illustrate examples of good role models for each area.



Needs and aspects of development activity 11

Case study

In groups, select one of the following case studies and plan a social event.

Consider all needs relevant to this activity, for example safety, and state how you'd expect these groups of children to behave.

Case study 1 — a bike ride for a group of scouts

The scouts are aged 11 and 12 years. It's a dry autumn day, the trip is to last 3 hours, with three-quarters of an hour for a break.

Case study 2 — a Halloween party

The party is for a group of eight 4- and 5-year-old children. They'll be going out 'trick or treating' to neighbours' houses with carers, for about one hour.

Case Study 3 — a sleepover

A sleepover with a group of four girls aged 8. They want to watch a video, play music and have a midnight feast.

Case Study 4 — a coffee morning

A coffee morning for four young mums and their babies all aged 1½ years. The mums met each other when in hospital having their babies.

Learner support

Case study planning sheet

Group's name: Date:

Planning

Health and safety issues

Resources

Other

Expected behaviour of children

Submit your completed work to your lecturer.

Needs and aspects of development activity 12

Time and attention

Have you heard of the expression 'attention seeking'? Discuss in class what it means and make a note of the meaning.

Attention seeking means

Create a mind map to illustrate all the other needs that are supported when carers give time and attention.

Needs and aspects of development activity 13

Cognitive needs

Did you pretend to be someone or do something when you were little?

Record your experiences in the table below — an example is given.

Role	Experience
A princess:	Riding a pretend horse:



Needs and aspects of development activity 14

Discovery and exploration

Can you give an example that will illustrate a child being allowed to explore, investigate and discover?

Here's an example:

On a trip to the seaside a child can **explore** the rocks and **investigate** rock pools for fish, crabs, shellfish, and seaweed. They could **discover** that there is more than one type of shellfish.

Record your suggestion in the box below:

Discuss with the lecturer and the class.

Needs and aspects of development activity 15

Toys and intellectual stimulation

In groups, use the internet to find examples of stimulating toys for the age groups:

- ◆ 0 to 3 years
- ◆ 3 to 5 years
- ◆ 5 to 8 years
- ◆ 8 to 12 years

Create a poster of toys that are stimulating, challenging and exciting for children.

Present your work to the class.

Children don't just get stimulation from toys - outings and trips are also stimulating.

Make a list of trips and outings that you think would be stimulating for children in the following age groups:

Baby and toddler (birth to 3 years)

Young child (3 to 5 years)

Child (5 to 8 years)

Child (8 to 12 years)

Learner activity: outcome 1 revision

Complete the table below.

Select two different needs for each age group and describe how carers can meet these needs.

Age	Basic need	Describe how a carer can meet these needs
0 to 3 years	1. 2.	
3 to 5 years	1. 2.	
5 to 8 years	1. 2.	
8 to 12 years	1. 2.	

Learner activities: practical caring skills

Practical caring skills activity 1

Why do adults need to care for children?

In the box below, list reasons why adults need to care for children?

Think about what you have learned in outcome 1 on children's needs and meeting these needs. Record what you think adults are trying to achieve when they care for children.

Discuss your thoughts and suggestions with the class.

Practical caring skills activity 2

1 In small groups, record your ideas of other caring skills an adult will have to carry out. Two examples have been included to help you get started.

Practical care skills include the ability to:

Make a nutritious meal
Make healthy choices of food and drink

2 Choose one age group. In the box below, make a list of practical skills a carer must have to meet that group's particular needs.

Present your examples to the class.

Age groups:

- ◆ 0 to 3 years
- ◆ 3 to 5 years
- ◆ 5 to 8 years
- ◆ 8 to 12 years



Practical skills a carer needs for ____ years

Learner support

In small groups, carry out the following practical skills:

- ◆ Dressing a child
- ◆ Changing a baby's nappy
- ◆ Bathing a baby
- ◆ Reading a story
- ◆ Making a bottle

Your lecturer will demonstrate using video clips and live demonstrations for each of these activities.

At the end of the workshop session complete a written record of the practical skills activities.

Practical caring skills activity 3

Planning a practical caring skill

What should we consider when planning a practical caring activity?

0 to 3 years Activity	3 to 5 years Activity
Planning	Planning
5 to 8 years Activity	8 to 12 years Activity
Planning	Planning

Learner support

0 to 3 years Activity	3 to 5 years Activity
Review	Review
5 to 8 years Activity	8 to 12 years Activity
Review	Review

From the list provided by your lecturer select one practical caring skill for which you will:

- ◆ Develop a plan of action
- ◆ Identify the skills and qualities of the carer
- ◆ List equipment needed
- ◆ Describe the environment in which the activity takes place, ie inside a room; outside — think about safety

This work will be carried out in class time using the internet, books, the library, collecting of leaflets, and articles relevant to your activity.

Practical caring skills activity 6

Practical caring skills and care qualities

In groups, each select one practical care skill from one age group that you've not already covered.

Record of work

Chosen care skill and age group:

Student 1:

Student 2:

Student 3:

Discuss with your lecturer how your choices will be demonstrated, for example:

- ◆ practical demonstration
- ◆ use of a case study — display or poster
- ◆ role play

Having made your selection and discussed it, carry out the following:

- ◆ Design a plan for the experience on the sheet provided (planning sheet)
- ◆ Demonstrate or display practical care skills (photographic evidence could be used here)
- ◆ Describe the role and care qualities of the carer in this experience
- ◆ A review of the demonstration or display or practical caring skills

Learner support

Planning sheet

Student's name: **Date:**

Experience and age group:

Describe the developmental needs of the child and how they'll be met from your experience:

Equipment and resources needed to carry out experience:

What your role was in the provision of good care:

Learner support

Care qualities displayed in this experience:

Review of demonstration or display of practical caring skills:

Practical caring skills activity 7

Demonstration of practical skills example

Read the following case study.

Case study

You are on placement with a registered childminder and she has asked you to go and check the local play park at the end of her street. On your return you and she will take three children with ages ranging from 4 to 5 years there to play.

Discuss the following with your lecturer and class:

- ◆ Why did the childminder ask the student to go and check the park?
- ◆ What equipment would the adults need to take with them to the park?
- ◆ What factors would they have to consider when taking children to the park, ie hazards, health and safety, accessibility, ages, abilities of children?
- ◆ What would they do when they got there, ie would they let the children play freely and take risks etc?

Describe the developmental needs of the child and how they will be met for your experience

Developmental needs – Physical – health and safety:

- ◆ No animal faeces in the grass or play area
- ◆ No poisonous plants
- ◆ No broken glass, bits of metal, sharp objects
- ◆ Secure – gate and fencing
- ◆ No ponds or water nearby
- ◆ Equipment – climbing frames, swings etc are secure
- ◆ Soft landing area if there is the above equipment
- ◆ Garden – would consider – no tools, no chemicals, locked tool shed
- ◆ Cognitive – opportunity to explore and investigate in safety
- ◆ Garden environment – to explore nature and growing things, investigate discoveries, such as plants and mini creatures
- ◆ Social — able to run around and play with one another, and to take turns to organise interactive games
- ◆ Emotional — have fun and enjoy themselves, feeling secure, safe and confident in this environment

Equipment and resources needed to carry out experience:

- ◆ Enclosed garden/play area with a gate, lock out of children's reach
- ◆ Toy/equipment age appropriate and in good condition/working order
- ◆ Bin/bin liner or poly-bag for rubbish
- ◆ Adults to supervise
- ◆ Suitable clothing for weather and playing
- ◆ Suitable footwear

Learner support

What your role would be in the provision of good care:

- ◆ To ensure the play area was safe and hygienic
- ◆ To supervise children and be vigilant
- ◆ To anticipate any possible danger or accidents
- ◆ To give praise and encouragement
- ◆ Provide or check toy and equipment was age appropriate
- ◆ Promote and encourage interest in natural environment
- ◆ To encourage exploration and discovery through the senses
- ◆ Personal appreciation of nature and living things

After class discussion

In small groups, design a safe outdoor space in a garden or park.

Present your design to the class.

Learner activity: investigating needs

Investigating needs activity 1

Group investigation

The class will be divided in groups.

In a group, investigate the needs of children aged 0–12 years.

You will be required to keep a log of activities (diary).

Needs:

1. Food and drink
2. Shelter and warmth
3. Rest and sleep
4. Love and affection
5. Intellectual stimulation
6. Praise and encouragement

Each group will be given time to discuss, consider and agree one need to investigate and then plan from the list above.

As a group you will:

1. Prepare a plan for investigating your chosen need

Discuss and makes notes on how you are going to plan your investigation in the space below:

Plan:	

Learner support

2. Carry out the investigation

Makes some notes on how you are going to carry out the investigation in the space below:

Suggestions:

3. Presentation of investigation

Makes some notes on how you will present your investigation in the space below.

Delivery:	

Your lecturer will discuss with you the resources and methods that you could use in your investigation.

Learner activity: employability skills

Employability skills activity 1

Self-evaluation

Skills used in teamwork include listening skills, communication skills, negotiating skills, problem-solving skills, and organisational skills.

Evaluate the part **you** played in planning and implementing one practical care skill.

Did you **contribute ideas** in **planning** a practical care skill? If so, which ideas did you contribute?

What skills did you use in your role in the **implementation** of a practical care activity? Did you **play a part** in preparation for the practical care skill? If so, what did you do? What was your contribution?

What was your role **during** the practical care activity? What did you do? Did you do it well?

What was your role at the end of the practical care activity? What skills did you demonstrate?

What were your strengths when planning and implementing the practical care skill? What did you do well? What skills did you use?

What do you feel are areas in which you could improve? What could you do better?

Review your own contribution to group planning and group presentation in terms of strengths and areas for improvement

You are being asked to consider what you did and how well you did it!

When considering your contribution to the group plan, think of ways you could contribute to a plan.

- ◆ Putting forward suggestions for the practical care activity and of ways in which your plan can be presented
- ◆ Listening to others
- ◆ Responding to the suggestions of others and building on their ideas
- ◆ Gathering information
- ◆ Sharing information
- ◆ Communicating clearly
- ◆ Helping others carry out an idea
- ◆ Making drawings
- ◆ Working on the computer
- ◆ Co-operating with others
- ◆ Thinking of possible difficulties and problem solving

Learner support

You can perhaps think of other ways people can contribute to plans.
My contribution to the group plan — what I did.

When considering your contribution to the group presentation, think of ways you contributed to this part of the work. You may have:

- ◆ constructed a poster
- ◆ made drawings
- ◆ drawn a chart
- ◆ put forward ideas when deciding on the form of presentation
- ◆ delivered the plan to the class, actually speaking about the plan

You can perhaps think of different ways of contributing to a group presentation.

My contribution to the group presentation — what I did:

When you have decided **how** you contributed to the group plan and group presentation, you then have to decide **how well** you contributed to the group plan and group presentation.

- ◆ What were your strengths?
- ◆ What did you do well?

Try to give an example to back up your statement. For example, if you feel you were organised, say exactly what you did which showed this.

- ◆ What areas do you feel you could improve in?
- ◆ What could you do better?

Learner support

Student's review sheet

Review own contribution to the planned investigation and presentation

Name: **Date:**

Organisation and preparation for investigation
Role in the collection of information and presentation
Evaluation – professional qualities. Ref page 1 of Outcome 3

Glossary

Anti-social behaviour	Behaviour which causes physical pain, destroys or removes the property of others, or hurts the feelings of other children or adults.
Aspects of development	The five main areas of child development.
Attachment	Relationship with primary carer.
Carbohydrates	One of the seven food nutrients.
Carer	The individual looking after a child at any point.
Cognitive development	This is how we think, learn and understand our world and what goes on around us.
Culture	Way of life and patterns of behaviour and beliefs which are shared within particular social groups, relating not only to festivals and special occasions, but also to everyday living.
Dehydration	Lack of fluids to the body.
Developmental milestone	Each stage of development takes place step by step. Each of these steps is known as developmental milestones.
Emotional development	Is how we show our feelings and understand the feelings of others.
Febrile Convulsion	Is the type of convulsion (shaking, fitting, spasm) that relates to babies and young children when they have an extremely high temperature.
Fine motor skills	Small operations made mainly with the hands eg threading and writing.
Gross motor skills	Could include throwing, catching, kicking, walking and jumping (large motor skills).

Learner support

Holistic approach	Looking at all areas of the child's development.
Hypothermia	Condition in which a person's body temperature is dangerously low as a result of a long time in very cold conditions.
Language development	Is being able to communicate with others and to be understood.
Malnutrition	Is caused by eating an imbalance of nutrients.
Nutrition	Eating a balance of nutrients.
Physical development	This is when our bodies change and grow.
Proteins	One of the seven food nutrients.
Social development	How a child learns to live and operate with others.
Starvation	Is the lack of all nutrients as a result of insufficient food.
Values	The moral principles and beliefs that people think are important and by which they live their lives.
Vigilant	Watchful, alert and observant.
Vitamins and minerals	Part of the seven food nutrients.

Resources

Resources required for workshop/practical sessions

Materials/equipment	Source/supplier
Plastic or glass tumblers	
2 pence coins	
Cola	
Fresh orange juice	
Diluted juice	
Sticky labels	
Fruit — apples, grapes, satsumas, bananas	
Cranberry juice	
Yogurts	
Salad — lettuce, tomatoes, cucumbers	
Sandwich meat — chicken, ham	

Learner support

Materials/equipment	Source/supplier
Wholemeal bread/rolls/crackers	
Margarine/mayonnaise	
Cheese/soft cheese	
Herbs	
Baby clothes	
Changing mat	
Baby wipes	
Nappies	
Talc	
Baby bath/top and tail bowl	
Cotton wool	
Towel	
Baby bottle	

Learner support

Materials/equipment	Source/supplier
Baby powdered formula	
Children's books	

Useful texts, videos, and websites

Texts

Baldwin, D. (1996) *Examining Child Development*. 1st ed. Heinemann 0435 42059-3

Bruce, T. Stevens, J. and Meggitt, C. (2000) *An Introduction to Child Care And Education*. Hodder and Stoughton 0-340-78007-X

Cole, P. (1987) *Dictionary/Thesaurus*. Order on 01506 811077 or info@fitwise.co.uk

Hawthorn Cooking Collection *Feeding Babies and Toddlers*. Murdoch Books. 086411-169-X

Ross, T. *Wash your hands*. Andersen Press. 1-84276-025-1

Stoppard, M. (1987) *My First Food Book*. Dorling Kindersley 086318-170-8

Tassoni, P. 'Caring for Children', *Language and Communication Skills*, page 44.

Tassoni, P. and Gersberg, J. (2001) *Caring for Children. A Foundation Course in Childcare and Education*. Heinemann 0435-40165-3

Whiling, M. and Lobstein, T. (1992) *The Nursery Food Book*. Edward Arnold 0-340-55935-7

Videos

Baby It's You

Beckmann Visual Publishing Release

Tel 01624816585

Websites

Getting it right for every child - GIRFEC

www.gov.scot/policies/girfec/

<http://www.healthscotland.com/topics/stages/early-years/index.aspx>

www.scotland.gov.uk

[NHC-Early-Years-Hydration-Factsheet-FINAL.pdf \(naturalsourcewaters.org.uk\)](#)

[Physical activity guidelines for children and young people - NHS \(www.nhs.uk\)](#)

www.gov.uk/government/collections/physical-activity-guidelines

[Realising the Ambition | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

Learner support

Why Care Matters: - Save the Children

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiqgPjQ_LjzAhURHcAKHfebBoIQFnoECAMQAw&url=https%3A%2F%2Fresourcecentre.savethechildren.net%2Fnode%2F8192%2Fpdf%2Fwhy-care-matters-web.pdf&usg=AOvVaw0fYj9ACy3Ri9MRN6H-0J2w

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