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3. (a) Who is involved in caregiving of young children? (make several suggestions)

(b) Who has the greatest responsibility for young children?

4. What changes would the arrival of a first baby bring to parents? How would the arrival of a baby affect or change their lifestyle?
(b) Are there others who might benefit from your knowledge? Explain.

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

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________________________________________________________________________

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________________________________________________________________________

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________________________________________________________________________
Muscular development in the infant

- 1 month Chin up
- 3 months Reach and miss
- 0 months Fetal posture
- 2 months Chest up
Muscular development in the infant

- **5 months** Sit on lap, grasp object
- **4 months** Sit with support
- **6 months** Sit on high chair, grasp dangling object
- **7 months** Sit alone

Child Care
2.2 b
Muscular development in the infant

- **12 months**
  - Pull to stand by furniture

- **13 months**
  - Climb stair steps

- **14 months**
  - Stand alone

- **15 months**
  - Walk alone
LEARNING THROUGH OBSERVING

STUDENT'S NAME: ___________________________  CLASS: __________
NAME OF CHILD OBSERVED: ___________________________
AGE OF CHILD OBSERVED: ______________

Place a check mark on the line that best describes the child you are observing.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>dependent</td>
<td></td>
<td></td>
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<tr>
<td>inactive</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>hesitant</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>violent</td>
<td></td>
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<td></td>
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<tr>
<td>a poor listener</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>complaining</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>tired</td>
<td></td>
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<td></td>
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<tr>
<td>talkative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>easily frustrated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>uncooperative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>poor fine-motor skills</td>
<td></td>
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</tbody>
</table>

What did you learn by working with this child?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Adapted from: J. Hodges, All Set

Child Care 2.2c
EVALUATION SHEET FOR OBSERVATION ACTIVITY

STUDENT'S NAME: ___________________________ CLASS: ___________________________

DATE: ___________________________

CHILD'S NAME: ___________________________ CHILD'S AGE: ___________________

ACTIVITY DONE TODAY: _______________________________________________________

Show your thoughts about your observation experience by completing statements 1-11.

1. I was pleased when ____________________________________________________________

2. I was not pleased when _________________________________________________________

3. I learned that _________________________________________________________________

4. I think that _________________________________________________________________

5. This activity showed me that children _____________________________________________

6. Independent work habits are important. The child showed independence by ________

7. Some children develop skills faster than others. All children pass through the same
   stages but at their own rate. The child I observed was good at _______________________

________________________________________

Child Care
2.2c
8. Next time I work with a child, I would like to ____________________________________

______________________________________

9. I think we should take time in class to discuss ____________________________________

______________________________________

10. One problem I had was ____________________________________

______________________________________

11. Other comments: ____________________________________

______________________________________

______________________________________

______________________________________

______________________________________
Overhead Masters*
The Importance of Toy Selection

1. Play is a Child’s Work
2. How Should You Choose a Toy?
3. A Toy Should Involve the Child
4. A Child Should Be Ready for the Toy
5. Try to Provide All Types of Toys
6. Important that Toys be Readily Available and Easily Stored
7. Many Worthwhile Toys Cost Little or Nothing
8. Toys for Physical Coordination
9. Toys for Growth
10. Art Experiences
11. Sensory Experiences
12. Toys Facilitate Imagination
13. Educational Toys Stimulate Learning
14. Add a Toy .... Subtract a Toy
15. Choose Toys that are Fun

* The following set of overhead masters are adapted from copyrighted materials produced by 3M and are reprinted with the permission of 3M.
Toys aid in the child's developmental tasks.

Play is a child's work - Toys are tools.
Play is a Child's Work

In the life of a child, play activities are very important. Play is a child's work. In play they try new experiences and learn from the environment.

By playing with properly selected toys, children explore the world of discovery, creativity, communications, and expression. They begin to gain an understanding of themselves and an appreciation for the world around them. It is through play that children develop the skills they will need throughout life.

Have students observe children at play. Do they see evidence of skill development? What is the attitude of each of the children at play? Are they truly involved or simply looking on?
How should you choose a toy?

(Active or Passive)
Involvement?

Space Available?

Play

Safety?

Cost?

Durability?

Storage?

Readiness?
How should You Choose a Toy?
Many factors influence the choice of a suitable toy
• How much can be spent?
• Will there be adequate space for the toy?
• Where can it be stored?
• Is the child ready for it?
• Will the child become involved in playing with it?
• Is it the type of toy that will aid in the child's developmental tasks?

Criteria for purchasing playthings vary. Have the students list their own criteria, then shop for or choose a toy that meets their specifications. If possible, they should observe a child playing with it. Does it meet their standards?
Nothing

Everything

Be skeptical of a toy that does:

A toy should involve the child
**A Toy Should Involve the Child**

The child should be encouraged to take an active role in play. With basic playthings such as blocks, clay, and sand, a child can experiment and give imagination a chance to grow.

Be skeptical of a toy which does only one thing. A child's world should include a multitude of possibilities to promote development in many areas.

Basic playthings grow with the child. Blocks and sand are used in simple bridging and mounding by very young children, but as they mature play becomes more sophisticated: tall buildings are built; super highways are designed; model cities are molded.

Have students observe children, possibly younger brothers and sisters, playing with the basic materials. Through observing different aged children using the same types of equipment, the students should be able to identify certain developmental characteristics.
Frustration is no fun!

A child should be ready for the toy:

- Physically
- Mentally
- Psychologically
Consider The Child's Readiness

Experiences during a child's earliest years affect later development. Play should be a challenge, but toys should not be beyond the developmental level or they will lead to frustration.

Feelings of success and accomplishment can be fostered through play, but premature emphasis in certain areas can lead to failure and the beginning of a poor self-concept.

Have students observe a play situation. Is there a toy or set of toys that certain individuals are not ready for? Students may wish to evaluate toys by age level, considering developmental characteristics; or they might profit by suggesting toys that would not be suitable for certain ages.
A good selection helps balance activities. Helps hand-eye coordination. Large-muscle, small muscle.

Try to provide all types of toys:
Try to Provide All Types of Toys

The playthings in a child's toy collection should provide for various types of play. The growing child needs a balance of activities to aid in developmental tasks.

Large-muscle activity is facilitated with equipment designed for active play. Such equipment should include tricycles, playground equipment and active game sets.

Small-muscle toys provide for quiet play, for the development of specific skills and hand-eye coordination.

Students may wish to discuss a child's day or observe a child over a period of several hours. Which toys are played with? Is there a balance of activities?
Sturdy containers and open shelves encourage care of toys.

It is important that toys be readily available and easily stored.
**Toy Accessibility.**

Toys should be stored for easy accessibility. It is most desirable to have them stored in the child's room. Open shelves with best-loved, often used toys, make a room very attractive to a child. There are many ways to store toys effectively.

Sturdy containers may be made from cardboard boxes and painted or covered with attractive paper. Bright colored plastic dishpans on shelves become very adequate storage units. Shelves may be constructed in a variety of ways.

Have students design good storage units for toys. Have students observe children picking up their toys. Are the containers adequate? How would the student encourage children to care for their toys? What safety features should be considered?
Many worthwhile Toys Cost little or Nothing.
Many Worthwhile Toys Cost Little or Nothing.

Good toys need not be expensive. The child's imagination is limitless when playing with a basic toy. It can be a challenge to an adult's imagination and awareness to provide simple, inexpensive toys.

Children have natural sparks of originality and curiosity. Use these basic assets to provide exciting play materials. Water, dirt, cardboard cartons, safe kitchen utensils, towel rolls, newspapers, small boxes, and discarded clothes are but a few of the toys a child enjoys.

Have students observe children playing with inexpensive toys. Do the children use them as the students expected? Have students make or design an inexpensive toy. Does it meet the criteria for a good toy?
Strength, balance and confidence grow as children test their abilities.

Toys for Physical Coordination
Toys for Physical Coordination.

Children need to climb, walk, skip, balance, crawl, jump, and slide. They develop strength, balance and self-confidence as they learn to use their large muscles.

Toys that encourage children to develop muscular coordination and physical strength instill confidence. There is a large variety of toys for various ages, physical needs, and interests. Space limitations must also be considered, but it is important that every child have some large-muscle equipment.

Many large muscle toys such as large cubes, adjustable boards, movable slides and small ladders can be used in a variety of activities.

Have the students note the ways children are constantly testing themselves on the equipment. What limits need to be encouraged? Should the limits be the same for all ages? Is the equipment safe?
Quiet thoughtful play cultivates a child's skills

Eye/Hand Coordination
Dexterity

Toys for Growth In:
Toys for Growth

In addition to physical activity, children need quiet, thoughtful play. Many toys are available to encourage the development of the important small-muscle skills. Toys which are chosen for growth in this area should also be considered for their ability to increase the intellectual and creative capacity of the child. They should help the child gain a sense of autonomy and develop confidence in personal or individual abilities and discoveries.

Have the students observe a child in quiet play. What skills are being learned? Does the toy develop confidence in the new skill? Have the student observe only the child’s hands as the toy is manipulated. Students might visit a toy store to select toys that would help a child develop certain skills.
Spontaneous expression comes as the child experiments.

Art Experiences Encourage Creativity.
Art Experiences Encourage Creativity.

Children need to have the joy of discovery - the pleasure of learning to like a variety of colours, of splashing down on paper what they feel, or of mixing red and yellow and getting orange.

To help children develop this creative ability, adults should provide the tools: brushes, paint, paper, collage material, paste, crayons, etc., that will encourage them.

Be appreciative but not critical of the children's efforts. Help them to notice things for themselves - the shape of the leaves, the autumn colours, the number of legs on a caterpillar or the way the bunny perks up its ears. Present raw material to the children, then watch. They will explore and create.

Have the students experiment with the media. Are they more or less inhibited than the children?
Sensory experiences make children aware of the world around them.

Sound, smell, taste, and touch expand the child’s environment.
Sensory Experiences Increase Awareness.

Concepts of the world around a child are prompted through sensory experiences and perception. Music is a product of sound, but then, so are silence and listening. Toys and play material can add to the child's pleasurable experiences in the world of sound. Children increase their vocabularies and their knowledge of the world around them through their sense of smell. Both simple toys and more elaborate ones can be considered when thinking of special ways to promote the sense of taste. Which concepts would the child learn through taste? Hard and soft, smooth and rough, warm and cold - these are but a few of the concepts a child learns through the sense of touch.
"Try on" the Adult World.

Role-playing and limiting allows children to
Toys Facilitate Imitation.

Dramatic and cooperative play is one way children learn to work and play together. Toys can help supply the environment for such experiences and many insights can be gained by observing children as they act out their family life roles.

Creative, dramatic play can sharpen a child's imagination and help the child interpret personal feelings and ideas. Through play, children may express feelings of fear or anger which they may be reluctant to show in real life situations. Children can relive experiences; they can put into dialogue and action the impact of the world around them.

Observation of children during dramatic play can reveal their personality development. What roles do children take in their play? Is the play free and expressive? Are there obvious preferences for certain types of toys by certain children?
...Can all be developed through the world of play.

Educational Toys:

- Stimulate Thinking
- Encourage Creativity

- Observation
- Manipulation
- Experimentation
- Reading
Educational Toys Stimulate Thinking

Facts, concepts and skills can be taught through toys and the world of play. Toys should be carefully chosen to provide guides for children as they learn through play. It is important that the toys work, that the knowledge to be gained from them is correct, that they answer the child's questions simply, and still leave room for discovery.

Have students consider which toys would stimulate interest in various subject areas. Have them observe children at play with toys described earlier.
Encourage children to donate toys to charity.

Let them learn the spirit of giving.

Add a toy... Then Subtract a toy.

Keep the collection current.
Add a Toy...Subtract a Toy

Encouraging children to give their toys away helps to keep the toy collection current, assists others less fortunate, and helps a child learn to share.

Discuss with the class how they feel about donating a cherished possession. Do the students feel better knowing it will be put to good use? Would children feel the same way?

Have students observe a disadvantaged group of children. Perhaps toys might be collected, or made, to add to their toy collection.
Children reveal themselves in their play.

Observe the child at play.

Choose toys that are fun!
Choose Toys That Are Fun!

Listen while you observe children. Their dialogue will reveal some of their thoughts and values. You can learn what a child considers important by listening to what is said during play.

Communication is not always verbal. Many messages come to the observer through non-verbal communication. These are expressed through tone of voice, facial expressions, body attitude, and quality of play.

Watch for the roles a child takes during play. Is the child always the leader or always the follower? Is the child constantly destructive? Worried about getting dirty? Afraid of messy play? Children reveal much of themselves in play.

Have students observe a child in the play yard in different situations. Try to see the child without being seen. Record some of the conversation. What is the child saying? What does it tell you about the child?
BAG OF TREATS

This "Bag of Treats" contains 20 small toys a babysitter could carry to entertain children. Can you find all of them?

---

PLTXRENAIPLRIA
ITNDSMLPHTOKOL
MOGIRUIZGVTWJ
CRAYONSZHESM
WLBIHTSOUEPA
HRNOTUYUNKPOS
IJACKSFAPUNK
SEECTMFDOTPIC
TLEJOEBGAMO
LTOYERDNAKCOL
ETKCURTILNEDB
PAPERPOLLSSASA
AROPLAYDOUGHT

---

Child Care
3.2b
BAG OF TREATS (Teacher’s Key)

This "Bag of Treats" contains 20 small toys a babysitter could carry to entertain children.
Can you find all of them?

- stuffed toy
- paperdolls
- lock and key
- airplane
- crayons
- beanbag
- whistle
- rattle
- jacks
- ball
- puzzle
- puppet
- dominoes
- blocks
- boat
- mask
- car
- book
- truck
- playdough

Child Care
3.2b
WHAT TO DO?

Toys are important to children, but a babysitter with lots of ideas for things to do, and a willingness to play with them, will make a big hit with children.

Unscramble the words below to find play activities that children find interesting. Then put a check mark beside the ones you would be able to do to entertain them.

1. Lead a ___________ ____________. (gsnigni dnoru)
2. Play a ___________ ___________ such as "Ring Around the Rosie". (gnos meag)
3. Recite ___________ ___________. (uyresnr shremy)
4. Tell ___________ ___________ such as "The Three Bears". (nsciheidlr sretosi)
5. Perform ___________ ___________. (gmica cstkri)
6. Sing a ____________. (yblalul)
7. Teach how to make ___________ ___________ on the wall. (dhna wsahdos)
8. Make newspaper ___________, ___________, or ___________. (tahs, tbaos, reppa lsdol)
9. ___________ ___________ a story to tell. (kema pu)
10. Tell jokes or ask ____________. (sleridd)

ANSWER KEY:

1. singing round
2. song game
3. nursery rhymes
4. children's stories
5. magic tricks
6. lullaby
7. hand shadows
8. hats, boats, paper dolls
9. make up
10. riddles
GROUP PARTY PLANNING GUIDE

On the chart below, list the events planned for the children’s party. On the back of this paper, make a complete list of everything you are responsible for and what you must do to (a) prepare for the activity, and (b) carry out the activity.

<table>
<thead>
<tr>
<th>Activity</th>
<th>What is Planned?</th>
<th>Who is Responsible?</th>
<th>Supplies Needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children Arrive Time:</td>
<td></td>
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<tr>
<td>Craft Activity Time:</td>
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<tr>
<td>Game Times:</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>(a)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(b)</td>
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<td></td>
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<tr>
<td>(c)</td>
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<td></td>
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<tr>
<td>Music Time:</td>
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<tr>
<td>Story Times:</td>
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<td></td>
<td></td>
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<td>(a)</td>
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<td></td>
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<tr>
<td>(b)</td>
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<tr>
<td>Refreshments Time to set up</td>
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<td></td>
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<tr>
<td>Time to serve</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Treat Bags</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Clean Up</td>
<td></td>
<td>All students must complete clean-up.</td>
<td></td>
</tr>
</tbody>
</table>
EVALUATION: CHILDREN'S PARTY

Answer each question below as accurately as possible, describing your personal contribution to the children’s party. Then pass this sheet to your teacher.

1. What specific preparation did you carry out before the party?
   (a) in class? ____________________________________________
       ____________________________________________
       ____________________________________________
       ____________________________________________
   (b) after school? ________________________________________
       ____________________________________________
       ____________________________________________
       ____________________________________________

2. What specific activities did you lead, or assist with, during the party? Which ones were in addition to those planned in advance?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

3. What specific clean-up jobs did you do?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
4. Were you satisfied with your own participation and effort with respect to preparing for the party and carrying out the plans? Explain why ... or why not.

5. What are some general characteristics of preschoolers and young children that you noticed during the party?

6. (a) Would you be prepared to organize and supervise a children’s party on your own?

(b) What advice would you give to someone who is planning such a party?

7. One guide for planning children’s parties suggests inviting only one more person than your child is old ... for example, if your child is six, seven guests would be the maximum. Do you think this is good advice? Why or why not?
8. What aspects do you feel were most successful about the party your class planned?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What would you change or improve next time? How would you do it?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
**WHAT WILL YOU FEED A CHILD?**

Nutritious foods help children grow and develop. (A variety of foods should be provided to achieve a balanced diet and to give an opportunity to develop new tastes. Rich, spicy ...). Rich, spicy or fried foods can upset a child’s digestion and are not necessary for good nutrition. Foods with a sticky texture or a round or cylindrical shape are poor choices as they may get stuck in the throat.

Complete the following chart indicating why each food is a good or a poor choice for children under 3 years.

<table>
<thead>
<tr>
<th>FOOD</th>
<th>REASONS WHY THE FOOD IS A GOOD CHOICE OR POOR CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peanut Butter</td>
<td></td>
</tr>
<tr>
<td>Potato Chips</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
</tr>
<tr>
<td>Grapes</td>
<td></td>
</tr>
<tr>
<td>Crackers</td>
<td></td>
</tr>
<tr>
<td>Weiners/Vienna Sausages</td>
<td></td>
</tr>
<tr>
<td>Fish With Bones</td>
<td></td>
</tr>
<tr>
<td>Banana</td>
<td></td>
</tr>
<tr>
<td>Popcorn</td>
<td></td>
</tr>
<tr>
<td>Nuts</td>
<td></td>
</tr>
<tr>
<td>Carrot Sticks</td>
<td></td>
</tr>
<tr>
<td>Apple Sauce</td>
<td></td>
</tr>
<tr>
<td>Raisins</td>
<td></td>
</tr>
<tr>
<td>Grilled Cheese</td>
<td></td>
</tr>
<tr>
<td>Scrambled Eggs</td>
<td></td>
</tr>
<tr>
<td>Toast</td>
<td></td>
</tr>
<tr>
<td>Dry Cereal (e.g. Cheerios)</td>
<td></td>
</tr>
</tbody>
</table>
WHAT WOULD YOU SAY?

Rewrite each of the following. Try to word each message so that the desired behaviour is achieved without damaging the child’s self-esteem.

1. "Ducks aren’t blue. Let me show you how to paint one properly."

2. "Can’t you do anything right? I told you to get a pencil. Never mind, you are too slow anyway."

3. "Why can’t you be good like that child over there?"

4. "Come here and let me fix your shoes. As usual you’ve put them on the wrong feet."

5. "Don’t be silly. You’re acting like a baby."

6. "I’ve told you a thousand time to clean up your room."
7. "No! No! No! Don’t touch that knife."

8. "Would you like to pick up your toys?"

9. (Shouting across the room) "Stop hitting your brother."

10. "If you don’t come here and be good, I’ll let the police take you away."