

CHILD CARE MODULE

Time Frame Allotted - 1/3 year (18 hours)

Rationale

A significant number of young people share in the responsibility of providing care for children. Later many of them as parents will be the primary caregivers of children. In many career areas, an awareness of children's characteristics and needs strengthens abilities to make plans and decisions that affect the well-being of children. The role of caregivers is enhanced by knowledge and skill in the area of child development and care.

The Child Care Module aims to stimulate interest in and concern for children, as well as to develop in students an awareness of the magnitude and dimensions of the issues related to raising healthy, well-adjusted children.

Students will increase their understanding of children's behaviour and needs through learning activities that focus on the stages of growth and development, the role of play in children's lives, and some of the practices that foster healthy growth. These practices which include promoting good health through nutrition, exercise, cleanliness and rest, also take into consideration a positive approach to discipline and guidance, and the protection of children from accidents and harm. Through class discussion and various activities students will recognize the many responsibilities of caregivers, and will take a preliminary step toward learning how to care for children.

Activities that draw on the students' own experiences and the experiences of others introduce them to the world of children. The primary role of the teacher is to provide educational experiences that allow students to gain a greater understanding of the factors that foster the development and health of children. Such experiences include: observing children; designing play activities and toys; evaluating toys, games, books, and television programs; identifying safety problems; discussing appropriate ways of disciplining and guiding young children; considering practices that meet the everyday needs of children. All these promote insight into the caregiver's influential role and accompanying responsibility.

The concepts that are introduced and developed in this module are interrelated. It is important to review and reinforce concepts when new ones are presented.

Child Care Module

Major Objectives	Learning Objectives
1. To develop an interest in the behaviour and care of children.	1.1 To give examples of experiences in relating to and caring for children. 1.2 To list some of the benefits of developing interests and skills in child care.
2. To become aware of individual differences and typical child behaviour at the various stages of child development.	2.1 To define terms related to growth and development. 2.2 To identify four stages of development and give some examples of developmental tasks that occur at each stage.
3. To become aware of the importance of play in children's learning and development.	3.1 To identify and examine play activities, toys and books that interest children and that contribute to their development. 3.2 To create play activities or toys for young children.
4. To understand how to care for children and keep them safe.	4.1 To discuss some practices that influence the health and well-being of children. 4.2 To consider possible solutions to some behaviour problems common in children. 4.3 To identify some situations that are potentially dangerous for children and discuss ways to avoid them.
5. To become aware of the rights and responsibilities of babysitters and the parents who employ them.	5.1 To outline the rights and responsibilities of parents when employing babysitters. 5.2 To outline the rights and responsibilities of babysitters and caregivers.

Major Objective: **1. To develop an interest in the behaviour and care of children.**

Learning Objective: **1.1 To give examples of experiences in relating to and caring for children.**

Related Content	Resources
1.1 Personal experiences and ideas.	1.1 Activity Sheet, "Your Attitudes and Opinions", Teacher's Resource Package.
	1.1 <i>This Is The Life</i> , Chapter 14. (Additional reference that may be in your school)

Suggested Instructional Strategies and Learning Activities

- 1.1a Introduce the topic with a class discussion about students' experiences with young children. The statement and questions below can be used as a guide.

Most people interact easily and spontaneously with small children.

- ! What is it about small children that makes us respond as we do?
- ! Do you find it easy to interact with young children?
- ! What are some reasons for learning about young children?

- 1.1b In small groups or as a class, students relate pleasant or unpleasant experiences they can recall related to child care, child behaviour, or child safety. The class can discuss incidents in terms of:

- ! why the experience was pleasant or unpleasant
- ! alternative action
- ! preventative action

- 1.1c Have students complete the individual opinion sheet titled "Your Attitudes and Opinions", Teacher's Resource Package, relating their attitudes about young children. Afterwards, have them share their responses in a class discussion aimed at generating an interest in children.

- 1.1d Ask students to describe some of the things they have done when caring for children. Ask them to explain how they decided what to do.

- 1.1e Use a suitable audio-visual resource to stimulate interest in children and how they behave, for example, The Burn Kit, Janeway Child Health Centre or any suitable film, video, or set of pictures available for your use.

Major Objective: **1. To develop an interest in the behaviour and care of children.**

Learning Objective: **1.2 To list some of the benefits of developing interests and skills in child care.**

Related Content	Resources
<p>1.2 Through experiences in caregiving the student gains:</p> <ul style="list-style-type: none">! independence (earning money, freedom)! responsibility! observation skills! creativity! sensitivity! self-awareness! knowledge and understanding of children's needs! pride and satisfaction in a job well done! income <p>(this list can be further expanded)</p> <p>Society also benefits from healthy, productive, well-adjusted adults who are the result of good caregiving.</p>	<p>1.2 <i>Creative Living</i>, Chapter 17.</p>

Suggested Instructional Strategies and Learning Activities

- 1.2a Ask students to read the section "Rewards of Caregiving", in *Creative Living*. Discuss the benefits of providing good care to children.

Major Objective: **2. To become aware of individual differences and typical child behaviour at the various stages of development.**

Learning Objective: **2.1 To define terms related to growth and development.**

Related Content	Resources
2.1 Terms: ! stages of growth ! developmental tasks ! reflexes ! gross motor skills ! fine motor skills	2.1 <i>Creative Living</i> , Chapter 18.

Suggested Instructional Strategies and Learning Activities

- 2.1a To aid understanding of the concept to follow, have students look up and define the terms listed under "Related Content".

Major Objective: **2. To become aware of individual differences and typical child behaviour at the various stages of development.**

Learning Objective: **2.2 To identify four stages of development and give some examples of developmental tasks that occur at each stage.**

Related Content	Resources
2.2 All children progress through a series of developmental stages (briefly introduce).	2.2 <i>Creative Living</i> , Chapter 18.
A. Stages of Development ! infant (0-1 year) ! toddler (1-3 years) ! preschool (3-5 years) ! school age (5-12 years)	2.2 Activity Sheet, "What's Your Caregiving IQ?", <i>Creative Living</i> , Teacher's Resource Book, p. 34, #22.
B. Areas of Development ! physical ! intellectual ! social/emotional	2.2 Overhead Masters, "Muscular Development", Teacher's Resource Package.
Growth and development occurs at different rates for different individuals.	2.2 Activity Sheet, "Observing Children", <i>Creative Living</i> , Teacher's Resource Book, p. 36, #24.
	2.2 Activity Sheet, "Learning Through Observing", Teacher's Resource Package.
	2.2 Activity Sheet, "Evaluation Sheet for Observation Activity", Teacher's Resource Package.
	2.2 <i>Creative Living</i> , Teacher's Annotated Edition, Teacher's Manual, p. 39.

Suggested Instructional Strategies and Learning Activities

- 2.2a As an introduction to **or** at the end of a brief discussion on the stages of child development, have students complete the activity sheet "What's Your Caregiving IQ?", *Creative Living*, Teacher's Resource Book.
- 2.2b Use the overhead masters, "Muscular Development", Teacher's Resource Package, to illustrate physical development during infancy. Follow with a discussion of physical development in later stages to show how development progresses.
- 2.2c Have students observe children and record their behaviours, choosing from the options listed below:
! Activity Sheet, "Observing Children", *Creative Living*, Teacher's Resource Book, (This works best in a teacher supervised setting.)
! Activity Sheet, "Learning Through Observing", Teacher's Resource Package.
! Activity Sheet, "Evaluation Sheet for Observation Activity", Teacher's Resource Package.
- Conclude with a class discussion about children's behaviour and development.
- 2.2d Have students prepare a bulletin board or collage on the following theme: "Children - How They Grow". Depict children of different ages performing tasks of varying degrees of difficulty. One effective approach for this activity is to develop a time-line for the stages of growth. Have students find pictures of children involved in various activities. Label each one as physical, mental and/or social development and position it appropriately on the line.
- 2.2e Match students individually or in pairs with primary grade children to carry out an activity. For example, supervise play, carry out a game or assist in a school activity. This can be organized in a number of ways to allow intermediate students the opportunity to interact with young children. Ask students to record their experiences and report what they learned.

Major Objective: **3. To become aware of the importance of play in children's learning and development.**

Learning Objective: **3.1 To identify and examine play activities, toys, and books that interest children and that contribute to their development.**

Related Content	Resources
3.1 Functions of play: <ul style="list-style-type: none">! learn about the world! develop fine and gross motor skills! develop sense of accomplishment and self-esteem! provide social interaction! have fun! stimulate imagination! satisfy curiosity! contribute to health (fitness, release of stress/energy)	3.1 <i>Creative Living</i> , Chapters 18 and 19.
	3.1 Activity Sheet, "Children's Television - You Be The Critic", <i>Creative Living</i> , Teacher's Resource Book, p. 35, #23.
	3.1 Overhead masters, "Importance of Toy Selection", Teacher's Resource Package.
	3.1 "This Is The Life", p. 170. (additional resource that may be in your school)
3.1 Some types of play include: <ul style="list-style-type: none">! exploratory! active! creative! constructive! dramatic! passive! social! intellectual	
Toy selection guidelines: <ul style="list-style-type: none">! safety! cost! suitability! storage! durability	

Suggested Instructional Strategies and Learning Activities

- 3.1a Ask students to make a list of indoor and outdoor games and activities which commonly occupy children. Have them indicate what children might learn through these activities.
- 3.1b Ask students to select a common household chore that young children could help in carrying out. Have them identify the skills children learn by assisting.
- 3.1c Have students participate in a common children's game and then list the skills involved.
- 3.1d Have students analyze children's television programs by completing the activity sheet "Children's Television - You Be The Critic!", *Creative Living*, Teacher's Resource Book.
- 3.1e Use the overhead masters, "Importance of Toy Selection", Teacher's Resource Package, to illustrate types and functions of play as well as the importance of toy selection.
- 3.1f Using a selection of toys, complete a chart to indicate the following:
 - ! age level for which the toy is suitable
 - ! degree of durability
 - ! range of uses
 - ! contribution to child's development
- 3.1g Have students observe children involved in spontaneous play. Have them report on the types of games and activities children enjoy.
- 3.1h Collect magazine articles on play and toys. Have students read and summarize these.
- 3.1i Ask students to choose a child's book and prepare a report on it, including the following:
 - ! title
 - ! author
 - ! brief description
 - ! what a child can learn from this book
 - ! what makes this book appealing to children

Major Objective: **3. To become aware of the importance of play in children's learning and development.**

Learning Objective: **3.2 To create play activities or toys for young children.**

Related Content	Resources
3.2 Refer to 3.1 Related Content.	3.2 <i>Creative Living</i> , Chapters 18 and 19.
3.2 Students' ideas and experiences.	3.2 Activity Sheet, "Your Own Bag of Treats", Teacher's Resource Package.
	3.2 Activity Sheet, "What To Do?", Teacher's Resource Package.
	3.2 Activity Sheet, "Group Party Planning Guide", Teacher's Resource Package.
	3.2 Activity Sheet, "Evaluation: Children's Party", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 3.2a Have students plan a play activity that promotes child development. Ask them to outline how it assists in the physical, mental and/or social development of the child.
- 3.2b Have student collect toys and items that can be used to entertain children who could be in their care. The activity sheet "Your Own Bag of Treats", Teacher's Resource Package, gives some ideas.
- 3.2c Have students complete the activity sheet "What To Do?", Teacher's Resource Package. Ask them to choose and carry out one of the activities and report on their experiences.
- 3.2d Have students construct a child's toy. Some suggestions are:
- | | | | |
|---|-------------|---|--------------|
| ! | cloth books | ! | stuffed toys |
| ! | puppets | ! | blocks |
| ! | mobiles | ! | bean bags |

Ask the students to explain how the toy contributes to a child's development.

(**NOTE:** Some of the suggested toys could reinforce skills learned in the Clothing module.)

- 3.2e Have a group of students write an idea book of activities for children to reproduce and share with other students. (e.g. "Activity Ideas For Kids".)
- 3.2f Plan a party for young children. Have students develop a theme and an action plan that outlines the activities, who is responsible for each, and supplies or equipment needed. If possible, carry out the party plan. Students could summarize their experiences and what they learned on an evaluation sheet. (An example of a party planning guide and evaluation sheet can be found in the Teacher's Resource Package.)

Major Objective: **4. To understand how to care for children and keep them safe.**

Learning Objective **4.1 To discuss some practices that influence the health and well-being of children.**

Related Content	Resources
4.1 Routines <ul style="list-style-type: none">! rest (bedtime, naptime)! cleanliness<ul style="list-style-type: none">- develop good habits (teeth, hands)- bathing! exercise! mealtime <p>Food</p> <ul style="list-style-type: none">! nutrition<ul style="list-style-type: none">- Canada's Food Guide- breast vs. bottle feeding- snacks- school lunches! habits<ul style="list-style-type: none">- scheduling of meals and snacks- adult example should be positive- not using food as a control or reward! safety<ul style="list-style-type: none">- foods to avoid- temperature- food poisoning <p>Clothing</p> <ul style="list-style-type: none">! appropriateness! selection! safety	4.1 <i>Creative Living</i> , Unit 2, "Teen Tips", p. 159-166. 4.1 Department of Health: check the local unit for information sheets, pamphlets, and available speakers.

Suggested Instructional Strategies and Learning Activities

- 4.1a Have students discuss this statement showing the importance of routines: Children feel more secure and are more cooperative when they know what to expect.
- 4.1b Have students interview parents of children of different ages and record examples of routines relating to feeding, bedtimes, naps, exercise, and cleanliness. Follow this with a class discussion of student findings.
- 4.1c Have students research information on one of the topics listed in the related content section, then present the information in poster form. Use posters to enhance class discussion of each topic.
- 4.1d Demonstrate (or have students demonstrate) proper methods for bathing and diapering a baby.
- 4.1e As a class or in small groups, discuss how caregivers can foster a love of exercise and activity in children of all ages. List positive and negative approaches to involving children in physical activity.
- 4.1f Have students plan an activity for young children that encourages enjoyment and involvement in physical activity.
- 4.1g Invite the school health nurse to discuss cleanliness, teeth cleaning, health habits, and immunization as they relate to young children.
- 4.1h Have students make posters related to cleanliness that would teach a young child about some aspect of personal hygiene, such as hand washing or teeth brushing. Arrange to have posters displayed where a young child will see them.
- 4.1i Have students select children's story books that encourage healthy habits. Have the books read to children and observe their reactions. Or, have students plan and stage a simple puppet show to teach one or more positive health habits.
- 4.1j Using Canada's Food Guide, have students plan a day's meals for a toddler or a preschooler.

Major Objective: **4. To understand how to care for children and keep them safe.**

Learning Objective **4.1 To discuss some practices that influence the health and well-being of children.**

Related Content	Resources
Refer to 4.1, p. 16	4.1 Activity Sheet, "What Will You Feed a Child?", Teacher's Resource Package.

Suggested Instructional Strategies and Learning Activities

- 4.1k Have students prepare posters illustrating nutritious snacks suitable for young children.
- 4.1l Have students collect three or more recipes for nutritious snack foods suited to young children.
- 4.1m In a class discussion, consider safety when feeding young children. The activity sheet "What Will You Feed a Child?", Teacher's Resource Package can be used to facilitate the discussion.
- 4.1n Teacher and/or students collect samples of children's clothing. Evaluate the clothing taking into consideration the following factors: safety, suitability, comfort, ease of dressing.
- 4.1o Have a class discussion on diapering alternatives, taking into consideration the resources used, the resources saved, and the environmental effects.
- 4.1p Working in small groups, have students brainstorm a list of the features in clothing that make it easier for children to dress themselves.
- 4.1q With the class discuss: Safety is important in all aspects of children's lives. What features in clothes make them safe for children?
- 4.1r One of the causes of harm to young children is child abuse. Have students research the reasons why children are abused, the kinds of child abuse, and what is being done to solve this problem.

Major Objective: **4. To understand how to care for children and keep them safe.**

Learning Objective: **4.2 To consider possible solutions to some behaviour problems common in children.**

Related Content

Resources

4.2 Discipline vs. punishment:

! Discipline means to teach. It guides or helps the child to achieve self-control, helps children learn the basic rules for acceptable conduct, and assists in the development of conscience.

! Punishment gives pain, loss, or confinement, and treats undesirable behaviour as an offense. Punishment may do harm. It can interfere with trust. The behaviour change it may bring is often temporary.

4.2 Considerations related to discipline:

! how can desirable behaviour be promoted?

! does the "anything goes" approach create a well-disciplined individual?

! how can a good relationship between caregiver and child be maintained, and effective discipline be achieved?

! what approaches harm the child?

! what approaches guide and teach the child?

4.2 *Creative Living*, Chapter 20.

4.2 Activity Sheet, "What Would You Say?", Teacher's Resource Package.

(continued on page 22)

Suggested Instructional Strategies and Learning Activities

- 4.2a Introduce this objective by having students generate a list of situations where they have experienced behaviour problems with children in their care. Follow with a discussion about:
- ! What is "bad" behaviour?
 - ! What is an accident?
 - ! What is discipline?
 - ! When is discipline necessary?
 - ! Are discipline and punishment the same?
- 4.2b Outline some acceptable approaches for dealing with behaviour problems. Identify approaches which are not desirable.
- 4.2c Based on class discussion of behaviour problems and how to handle them, ask students to respond to the following situations:
- ! David refuses to go to bed after being read a story.
 - ! Janet continuously pulls her younger sister's hair.
 - ! Sean refuses to eat his lunch.
 - ! Alicia insists on going outside to play and throws a temper tantrum.
 - ! You are taking two children for a walk and one refuses to stay close by.
 - ! In a group of four children, one is very dominating and continuously bosses the others.
- 4.2d To help students deal with situations and make decisions related to problem behaviour in children, have them complete the activity sheet "What Would You Say?", Teacher's Resource Package.

4.2 Possible behaviour problems:

- ! temper tantrums
 - ! refusal to cooperate
 - ! violence
 - ! destructiveness
 - ! bullying
 - ! defiance
 - ! disobedience
- (others may be added to this list)

4.2 Effective approaches in discipline:

- ! distraction
- ! physical removal to a new setting
- ! explaining reasons for desired behaviour
- ! teaching by positive example
- ! praise for good behaviour, ignore misdemeanours
- ! removal of privileges
- ! allowing natural consequences to result
- ! enforcing time out
- ! using positive language
- ! setting limits in advance

Discipline techniques to avoid:

- ! use of physical punishment
- ! offering bribes
- ! withholding love
- ! forcing promises from the child
- ! controlling the child through shame or guilt

Major Objective: **4. To understand how to care for children and keep them safe.**

Learning Objective: **4.3 To identify some situations that are potentially dangerous for children and discuss ways to avoid them.**

Related Content	Resources
4.3 Causes of danger <ul style="list-style-type: none">! natural curiosity! accidents! lack of preventative measures by caregivers Some common causes of injury: <ul style="list-style-type: none">! poisoning! falls! burns! drowning! vehicles (cars, ATV's, snowmobiles, bicycles) Means of prevention: <ul style="list-style-type: none">! childproofing! supervision indoors and out! anticipating dangers! setting limits without being overly cautious	4.3 <i>Creative Living</i> , Chapter 20. 4.3 <i>Creative Living</i> , Teacher's Annotated Edition, Teacher's Manual, p. 42 4.3 Activity Sheet, "Babysitting Emergencies: What Would You Do If ...?", <i>Creative Living</i> , Teacher's Resource Book, p. 37, #25. 4.3 Video, "Where's Tommy?", Instructional Materials, Department of Education.

Suggested Instructional Strategies and Learning Activities

- 4.3a As an introduction, read the "Decision Case", *Creative Living*, Annotated Edition, Teacher's Manual, p. 42. Ask students what Corey should do. Following general discussion, give students a few statistics on accidents to children. Discuss guidelines for caring for children and keeping them safe.
- 4.3b Within a five minute time limit, have students brainstorm a list of child-related safety tips. These could be used as a reference list for babysitters.
- 4.3c Having looked at the statistics related to child safety, have students prepare a special bulletin board illustrating guidelines for promoting child safety.
- 4.3d Have students watch the video "Where's Tommy?". Follow with a class discussion about children's curiosity, and their inability to recognize danger. Ask students what this means for caregivers?
- 4.3e Have students practise making decisions about emergencies by having them complete the Activity Sheet, "Babysitting Emergencies: What Would You do If ...?", *Creative Living*, Teacher's Resource Book.

Major Objective: **5. To become aware of the rights and responsibilities of babysitters and the parents who employ them.**

Learning Objective: **5.1 To outline the rights and responsibilities of parents when employing babysitters.**

Related Content	Resources
5.1 Responsibilities of parents: ! to provide the necessary information - where to locate them, time of return, children's routines, special problems ! to provide fair wages and treatment	5.1 <i>Creative Living</i> , Chapter 21. 5.1 Activity Sheet, "Dear Babysitter", <i>Creative Living</i> , Teacher's Resource Book, p. 39, #27.
5.1 Rights of parents: ! proper care of their children ! to rely on a sitter to arrive on time ! to have their instructions followed ! to have their privacy and property respected	5.1 <i>This Is The Life</i> , Chapter 14. (additional resource that may be available in your school.)

Suggested Instructional Strategies and Learning Activities

- 5.1a After a brief discussion of parents' rights and responsibilities, ask students to complete the activity sheet "Dear Babysitter", *Creative Living*, Teacher's Resource Book.
- 5.1b Have students compare rates of pay for babysitting with other class members. Discuss:
- ! What is a fair rate of pay for an experienced babysitter 12-15 years old?
 - ! How can babysitters communicate wage expectations to parents who employ them as sitters?
 - ! What other expectations are realistic for babysitters to require of employers?

Major Objective: **5. To become aware of the rights and responsibilities of babysitters and the parents who employ them.**

Learning Objective: **5.2 To outline the rights and responsibilities of babysitters and caregivers.**

Related Content	Resources
5.2 Responsibilities of babysitters: <ul style="list-style-type: none">! care and safety of children! appropriate behaviour (e.g., limiting phone calls, not entertaining friends)! be aware of what the job involves! inquire about arrangements for returning home	5.2 <i>Creative Living</i> , Chapter 21.
5.2 Rights of babysitters: <ul style="list-style-type: none">! fair wages and treatment! have necessary information provided (e.g., where to locate parents, children's routines, layout of house, location of emergency supplies)	5.2 Activity Sheet, Babysitting Business, <i>Creative Living</i> , Teacher's Resource Book, p. 38, #26. 5.2 <i>This Is The Life</i> , Chapter 14. (additional resources that may be found in your school.)

Suggested Instructional Strategies and Learning Activities

- 5.2a As a means of getting students to think about and prepare for a babysitting job, ask them to complete the activity sheet "Babysitting Business", *Creative Living*, Teacher's Resource Book, #26, p. 38.
- 5.2b Ask students to design an information checklist that could be used by babysitters to ensure that they are ready for the job.
- 5.2c Have students work in small groups to discuss ways of dealing with the following situations:
- ! parents offer to pay by cheque
 - ! the person driving you home has had too much to drink
 - ! you suspect a child has been physically abused
 - ! when you arrive to babysit, extra children have been left in your care
 - ! parents ask you to prepare a hot meal (you feel you do not have the skill for this)
- 5.2d Have students work in small groups to draw up "Babysitters' Guidelines".