



Module Descriptor
Child Development and Play

Award Type: Minor
Award Level: 3
Award Code: 3N0611
FÁS Assessment Code: 3N0611-042
Validation Date: 22 November 2011

Revision 1.0

Module Descriptor

Purpose: The purpose of this award is to equip the learner with the knowledge, skill and competence to use play as part of the process of child development, and to communicate with both children and parents or guardians.

Module Duration: The learning effort required from a typical learner to successfully achieve the stated learning outcomes for the module is **100 (one hundred)** hours.

Learning Outcomes: By the end of this module, the learner will be able to:

1. Describe play activities that you have engaged in as an adult, and your responses to these activities
2. Compare the current range of children's toys, games and play activities with those of own childhood
3. Distinguish between the categories of free play and structured play, and the four types of play, namely: construction, imaginative play, creative play and physical play, using practical examples
4. Work with a supervisor to organise, implement and talk about the strengths of and areas for improvement in a play activity for a child or children
5. Describe the five key areas of child development, namely: physical, intellectual, linguistic, emotional and social, using practical examples
6. Give examples of the importance of and the link between child development and play, by observing how playing with a toy is enhancing the development of a child
7. Describe the features of a 'good toy' including its safety features, educational value and cost
8. Work with a supervisor to plan, make, use and talk about the strengths of and areas for improvement in a play item for a child or children
9. Interact with young children and peers using effective communication skills

Key Learning Points

Learning Outcome 1:

Describe play activities that you have engaged in as an adult, and your responses to these activities

Key Learning Points

- Defining what characteristics make up a play activity
- Giving examples of play activities engaged in by adults
- Identifying play activities that are beneficial to adults, to include play activities that positively impact on mental and physical health, involve learning new skills, involve social interaction etc
- Describing responses to beneficial play activities, such as improved fitness, relaxation, laughter, stress relief, mental stimulation, mental wellbeing, confidence
- Recognising less beneficial types of play activities for adults
- Describing responses to less beneficial play activities, including effects on mental and physical health and safety, both short and long term

Learning Outcome 2:

Compare the current range of children's toys, games and play activities with those of own childhood

Key Learning Points

- Differentiating between a toy, game and a play activity
- Giving examples of toys currently on the market for different age groups of children
- Giving examples of toys that were popular during own childhood at different ages
- Comparing toys currently available with toys from own childhood
- Describing games currently played by children of different ages
- Describing games played during own childhood at different ages
- Comparing games currently played by children with games played during own childhood at different ages
- Describing play activities that children engage in at different stages of development
- Describing play activities engaged in at different stages of own childhood
- Comparing play activities of today's children and own childhood during the various developmental stages

Learning Outcome 3: Distinguish between the categories of free play and structured play, and the four types of play, namely: construction, imaginative play, creative play and physical play, using practical examples

Key Learning Points

- Identifying the characteristics of free play
- Providing practical examples of free play
- Identifying the characteristics of structured play
- Providing practical examples of structured play
- Identifying the characteristics of construction play

- Providing practical examples of construction play
- Identifying the characteristics of imaginative play
- Providing practical examples of imaginative play
- Identifying the characteristics of creative play
- Providing practical examples of creative play
- Identifying the characteristics of physical play
- Providing practical examples of physical play
- Listing safety awareness in the four play types outlined above

Learning Outcome 4:

Work with a supervisor to organise, implement and talk about the strengths of and areas for improvement in a play activity for a child or children

Key Learning Points

- Indicating appropriate play activities for children of various ages
- Selecting a play activity
- Listening to and following verbal instructions
- Demonstrating organisational skills, to include preparation, planning and communication
- Demonstrating the key elements of implementing a play activity, to include aids and resources ready for use, safety of participants, instructions or rules of activity, space/area to do activity suitable, allow for time required, etc
- Identifying the factors that contribute to a successful play activity
- Identifying the strengths of the implemented play activity
- Describing areas that could have been improved in the implemented play activity

Learning Outcome 5: Describe the five key areas of child development, namely: physical, intellectual, linguistic, emotional and social, using practical examples

Key Learning Points

- Defining child development
- Listing key points of physical development
- Providing practical examples of physical development
- Listing key points of intellectual development
- Providing practical examples of intellectual development
- Listing key points of linguistic development
- Providing practical examples of linguistic development
- Listing key points of emotional development
- Providing practical examples of emotional development
- Listing key points of social development

Learning Outcome 6: Give examples of the importance of and the link between child development and play, by observing how playing with a toy is enhancing the development of a child

Key Learning Points

- The five senses – touch, taste, sight, smell, and hearing
- Identifying how using the senses to play can help children develop
- Identifying toys that enhance the physical development of a child
- Identifying toys that enhance the intellectual development of a child
- Identifying toys that enhance the linguistic development of a child
- Identifying toys that enhance the emotional development of a child
- Identifying toys that enhance the social development of a child

Learning Outcome 7: Describe the features of a ‘good toy’ including its safety features, educational value and cost

Key Learning Points

- Outlining the reasons why safety features are necessary in toys
- Types of safety features in toys
- Describing features of toys that could cause harm
- Outlining reasons why educational value is important in toys
- Types of toys with educational values relating to numbers
- Types of toys with educational values relating to letters
- Types of toys with educational values relating to colours
- Types of toys with educational values relating to fine motor skills
- Types of toys that can be played with another child, which have educational values relating to sharing
- Outlining reasons why cost is a factor of a ‘good toy’
- Giving examples of ‘good toys’

Learning Outcome 8:

Work with a supervisor to plan, make, use and talk about the strengths of and areas for the improvement in a play item for a child or children

Key Learning Points

- Identifying a variety of play items that can be created for use by child or children
- Deciding what play item to make, with regard to child’s age, the materials and tools available and the environment where it will be used (indoor or outdoor etc)
- Selecting suitable materials for making a child’s play item, to include considerations regarding use of bright colours, texture, safety, cost etc
- Indicating the tools required to make the play item (scissors, paper, sellotape, glue, fabric, recycled materials, markers, paints, brushes, newspaper)
- Health and safety considerations for making a play item, to include using non-toxic markers and glues, safe storage of scissors and other sharp objects, and eliminating risk of choking on small objects

- Making a play item under supervision
- Demonstrating use of the play item
- Identifying the strengths of the play item
- Describing aspects of the play item that could be improved

Learning Outcome 9:

Interact with young children and peers using effective communication skills

Key Learning Points

- Identifying methods of communication used every day by adults
- Identifying methods of communication used by young children
- Giving practical examples of when young children want or need to communicate
- Describing verbal and non-verbal communication methods used by young children
- Recognising the meaning behind facial expressions and body language
- Identifying suitable and unsuitable verbal language for young children
- Responding appropriately to verbal and non-verbal communication from young children
- Responding appropriately to verbal and non-verbal communication from peers
- Outlining reasons why effective communication is needed with young children and peers
- Applying correct health and safety procedures

Assessment Specification

Award Title	Child Development and Play
Award Type	Minor
FÁS Assessment Code	3N0611-042
Award Code	3N0611
Credit Value	10

Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting	Assessment Instrument	Assessment Evidence
L01	Knowledge	Portfolio	5%	Activity A1	Activity Sheet
L02	Knowledge	Portfolio	5%	Activity A2	Activity Sheet
L03	Knowledge	Portfolio	10%	Teamwork Exercise E1	Exercise Sheet
L04	Knowledge, Competence, Skill	Portfolio	10%	Teamwork Exercise E1	Exercise Sheet
L05	Knowledge, Competence	Portfolio	10%	Exercise E2	Exercise Sheet
	Knowledge	Portfolio	5%	Activity A3 Part B	Activity Sheet
L06	Knowledge	Portfolio	5%	Activity A3 Part B	Activity Sheet
	Knowledge, Competence	Portfolio	10%	Exercise E2	Exercise Sheet
L07	Knowledge, Competence	Portfolio	5%	Activity A3 Part B	Activity Sheet
L08	Knowledge, Competence, Skill	Portfolio	15%	Activity A3 Part A	Activity Sheet Produced Artefact
L09	Knowledge, Competence	Portfolio	5%	Activity A3	Activity Sheet
	Knowledge, Competence, Skill	Portfolio	10%	Teamwork Exercise E1	Exercise Sheet
	Competence	Portfolio	2.5%	Activity A4	Learner Reflection Sheet
	Competence	Portfolio	2.5%	Activity A5	Learner Reflection Sheet

Suggested Learning Methodologies

- Interactive presentations
- Large group discussion
- Brainstorming
- Small group work
- Pair work
- Demonstration
- Games and large group exercises
- Flip-charting
- Role play
- Learner diary

Specific Module Requirements

Programmes, assessment arrangements and evidence must reflect current legal requirements for the care and protection of children.

The following list is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the module at the discretion of the Manager.

Lined A4 paper or refill pad

Coloured pens/pencils

Rulers

Access to a computer and printer

Photocopier

Toy catalogues (e.g. Argos, Smyths Toystores etc)

Glue sticks and hobby glue

Scissors

DVD player & TV (or laptop, projector and speakers)

DVD - *Daddy DayCare* – costs approximately €15.00 (including postage) on

www.amazon.com

An assortment of toys – old, used, new etc

Camera

Cardboard

Markers

Stapler

Sellotape

Magazines

Stuffing

Old newspaper

Cotton wool

Second hand clothes
Knee high socks
Buttons
Red felt strips
Scissors
Stick-on eyes
Needle and thread
Wool
Various fabrics
Eggs
Spoons
Jigsaws/puzzles
Books - an assortment with pictures and words on a variety of topics
Monopoly/Trivial Pursuit or similar board games
Can (for the game "Tip/Kick the Can")
Open space for physical activities

Suggested Learning Resources

Internet Sites:

www.ncca.ie/earlylearning (contains *Aistear*, the curriculum framework for children from birth to six years in Ireland. Also available in print format – see Books list overleaf.)

www.ncca.ie/aistear toolkit (includes multimedia presentations, leaflets, podcasts on play etc)

<http://www.ehow.com>

http://www.ehow.com/how_6283396_make-sock-puppet-snake.html

<http://www.dltk-cards.com/bingo>

http://www.ehow.com/how_6734577_create-bingo-game.html#ixzz1Vm1OrCZi

www.amazon.com

<http://www.apples4theteacher.com>

Books:

NCCA, 2009. *Aistear: the Early Childhood Curriculum Framework*, National Council for Curriculum and Assessment.
Copies available from Government Publications – contact 01 6476834.
Gaynor, F. and J., Donohoe, 2007. *Education and Care in the Early Years*, 3rd ed. Dublin: Gill and MacMillan Ltd.

Hayes, Noirin, 2005. *Early Childhood An Introductory Text*, 3rd ed. Dublin: Gill and Macmillan Ltd.

Meggitt, C. 2006. *Child Development, An Illustrated Guide*. Oxford: Heinemann Oxford English Dictionary

Location of Learning Resources

All of the **highlighted** resources mentioned below are available in the Learning Resource Pack for Child Development and Play, which can be found on the Moodle Community Services Curriculum and Assessment page. You can access the CSCA Moodle web page from the link: <http://www.ecollege.ie/site/home.html>
If you do not already have a username and password, ask your supervisor to contact CSCA@fas.ie

As well as enabling the learner to meet the requirements of the module Learning Outcomes, the resources contained in this Learning Resource Pack address the development of the learner's generic skills as outlined in the following sections

Generic Skills

Literacy

The learners will maintain a **Learning Diary** throughout the programme in order to record and file any useful and relevant information on any aspect of Child Development and Play and to keep a record of the topics, learning and activities covered each day. Consistent completion of the Learner Diary will assist students to complete reflective tasks as part of assessment.

At the end of every week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week. The Learning Diary can be used as a reference for the learner when filling out the Weekly Reflective Sheet, as well as the Mid and End of Course Reflections in the Assessment Instrument Specification (AIS).

The learners will create a **Personal Dictionary** of new words, key words and terms relating to Child Development and Play. This Dictionary will be updated

each week and kept in the Learning Diary, and will assist learners in the spelling of words associated with the module.

The learners, as a group, will also add words and terms relating to Child Development and Play to a **Key Word and Terminology Bank** in the classroom. The learners will find words in text books, class notes, internet websites and any other relevant sources used.

The learners will complete 9 **Wordsearches**, 2 **Crosswords** and 3 **Word Puzzles**. These are listed in the Table of Contents of the Learning Resource Pack. All the Learner Resources include tasks that will encourage reading and/or writing skills. Learners' efforts should be monitored and modified tasks given where appropriate to assist in success, while ensuring that learners are being challenged and are fulfilling Learning Outcomes.

Numeracy

Learners will use numeracy skills when creating and playing the game Bingo in the **Activity: Making and Playing Bingo**. They will need to write numbers and identify numbers by listening and by sight.

Activity: Words Related to Areas of Child Development Puzzle and **Exercise: The Five Senses** require the learner to use a combination of numbers and letters to complete the task outlined.

Teamwork

Learners will discuss the importance of teamwork with the instructor using the **Teamwork Guide**, located at the back of the Learning Resource Pack.

Learners will take part in teamwork exercises by designing, planning and carrying out a project which will incorporate group discussions.

The learners will complete the **Team Review Sheet** (located at the back of the Learning Resource Pack) after completing each teamwork exercise.

Teamwork exercises include **Activity: Adult Play Activities**, **Activity: Cognitive and Language Development in Children** and **Activity: Using a 'Good Toy' Checklist** which require learners to work in pairs and discuss topics on a worksheet. Learners will also be required to work with more than one other learner in **Activity: Practical Examples of Types Play**, by completing activities in small groups and as a whole class. Verbal communication, listening skills and encouragement of team members will be displayed by learners.

Communication

In **Activity: Making a Soft Play Item** learners will use positive communication techniques by sharing resources and discussing strategies to create the play item. Listening, discussion and observation of fellow learners are required in **Activity: Cognitive and Language Development in Children**, **Activity: Daddy**

Day Care DVD and Questions, Activity: Using a ‘Good Toy’ Checklist and Activity: Practical Examples of Types Play.

Creativity

Activity: Comparing Present and Past Toys, Games and Play Activities will enable learners to reflect on and identify toys, games and play activities used by children today through the creative media of drawing, description and finding pictures.

In **Activity: Making and Playing Bingo** and **Activity: Making a Soft Play Item**, learners will design and create play items and activities using various materials and techniques

Practical Skills and Planning

Activity: Making and Playing Bingo and **Activity: Making a Soft Play Item** enable learners to plan, prepare and organise themselves for the tasks they need to complete.

Problem Solving

The **Word Searches, Crosswords** and **Word Puzzles, Exercise: Categories and Types of Play** and **Activity: Cognitive and Language Development in Children** require the use of strategic thinking, trial and error and the use of process of elimination.

Quality Awareness

The **Learner Diary** and **Weekly Reflective Sheet** help the learners to develop quality awareness in relation to their own participation and progress in the programme. **Activity: Using a ‘Good Toy’ Checklist and Activity: Making a Soft Play Item– Evaluation Worksheet** will assist the learners to develop their quality awareness in relation to toys and games used in Child Development and Play.

Recommended by: _____
Manager Training Policy Development and Support

Approved by: _____
Director Training Policy Development and Support