



**Skills for Work**

**Child Development**

**HX1L 74 (National 4)**

**Development and Wellbeing of  
Children and Young People**

**HC3C 75 (National 5)**

**Support material**

**Updated September 2024**



# Acknowledgements

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## Disclaimer

While 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 Child Development unit (HX1L 74) and the National 5 Unit Development and Wellbeing of Children and Young People (HC3C 45).

Further information regarding this 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](http://www.sqa.org.uk)

[Early Learning and Childcare web pages](#)

## How to use this pack

The National 4 Unit Child Development and the National 5 Unit Development and Wellbeing of Children and Young People are mandatory units in the Skills for Work: Early Learning and Childcare courses. They are suitable for learners who may be considering employment in the childcare and education sector, or who wish to progress to further early learning and childcare qualifications. The National 4 Unit is at introductory level and enables the learner to develop an awareness of child development. The National 5 Unit builds further knowledge and understanding. Both units are intended to raise knowledge and understanding of the development of children and how these progress as children and young people grow and change.

This pack is intended as a guide and an aid to delivery of the units. 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

Evidence requirements and outcomes

### 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

## **Evidence requirements**

### **National 4: Child Development**

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

- 1 Demonstrate knowledge and understanding of child development.
- 2 Investigate aspects of child development.

#### **Outcome 1**

Demonstrate knowledge and understanding of child development.

- (a) Describe aspects of child development.
- (b) Identify key milestones in the development of children for each aspect of development.

#### **Outcome 2**

Investigate aspects of child development.

- (a) Prepare a plan to support the investigation of a selected aspect of development.
- (b) Investigate the selected aspect of development.
- (c) Present the findings of the investigation.
- (d) Reflect upon the investigation.

Learners need evidence to demonstrate their knowledge and understanding across all outcomes and performance criteria. All evidence should relate to the age range of pre-birth to 12 years.

### **National 5: Development and Wellbeing of Children and Young People**

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

- 1 Explain the principles of development for children and young people.
- 2 Explain the principles of wellbeing for children and young people.

#### **Outcome 1**

Explain the principles of development for children and young people.

- (a) Explain what is meant by the term child development.
- (b) Describe progressive stages of development for children and young people.
- (c) Identify factors which may influence development.
- (d) Explain ways in which the aspects of development are holistic and individual to each child.

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## **Outcome 2**

Explain the principles of wellbeing for children and young people.

- (a) Explain what is meant by the term wellbeing.
- (b) Describe key indicators of wellbeing for children and young people.
- (c) Identify factors which may influence wellbeing.
- (d) Identify ways in which adults can support the wellbeing of children and young people.

Learners need evidence to demonstrate their knowledge and understanding across all these outcomes and performance criteria.

# Delivery support section

## Advice on delivery and generating evidence (National 4)

The National 4 Unit introduces aspects of child development and the key milestones of development from pre-birth to 12 years.

Learners need to be able to demonstrate their knowledge and understanding to meet the assessment criteria. In their evidence, learners need to demonstrate clear links between their knowledge and understanding and the theory they have been taught.

## Experiential learning

The first step in developing the understanding of child development from pre-birth to 12 years includes exploring each aspect of development and how these impact children as they grow and change. It may help the learner to have practical activities built into the teaching and delivery of this unit; and to provide learners with appropriate opportunities to observe demonstrations and participate in their own application of key skills. All of this will support confidence and greater understanding of the importance of the key themes of this unit. It is a good approach to support learners in paired practical experiences, creating a safe and supportive space where they can learn the process or steps, and make mistakes in ways which promote discussion and reflection. This will enrich the theory and help learners to develop clearer links between the theory and their own practice, and that of their peers.

## Employability skills

In these units, learners will have the opportunity to develop these employability skills:

- ◆ communication skills
- ◆ working with others
- ◆ working independently
- ◆ organisation and planning skills
- ◆ problem-solving skills
- ◆ time management skills
- ◆ research skills
- ◆ creative skills

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

- ◆ child development and the five aspects of development
- ◆ characteristics of child development
- ◆ primary role of the early learning professional in supporting healthy progressive development



## **Advice on delivery and generating evidence (National 5)**

The National 5 Unit enables learners to explore the holistic and inter-related development of children and young people, and how this progresses and changes over time. It allows learners to take time to consider the five aspects of child development and key milestones of development from pre-birth to 12 years; to further enable learners to reflect on the range of factors which impact development, exploring wellbeing and how adults can support this. Learners need to be able to demonstrate their knowledge and understanding to meet the assessment criteria. In their evidence, learners need to demonstrate clear links between their understanding and theory they have been taught.

## **Experiential learning**

Building on National 4, learners will have opportunities to explore ways that development is inter-related and holistic, and to explore the principles of development. It may help the learner to have practical activities built into the teaching and delivery of this unit; and to provide learners with appropriate opportunities to observe demonstrations, as well as participate in their own application of key skills. All of this will build confidence and greater understanding of the importance of the key themes of this unit. It is good practice to support learners in paired practical experiences, creating a safe and supportive space where they can practice the process or steps in making mistakes in ways which promote discussion and reflection. This will enrich the theory and help learners to develop clearer links between the theory and their own practice, and that of their peers.

## **Employability skills**

In these units, learners will have the opportunity to develop these employability skills:

- ◆ communication skills
- ◆ working with others
- ◆ working independently
- ◆ organisation and planning skills
- ◆ problem-solving skills
- ◆ time management skills
- ◆ research skills
- ◆ creative skills

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

- ◆ principles of child development
- ◆ how development is inter-related and holistic
- ◆ a range of factors which can impact the development of children
- ◆ primary role of the early learning professional in supporting healthy progressive development and wellbeing

## Suggested topics

For each of these suggested topics, this pack contains delivery notes, learner activities and learner notes. Suggested topics have content that is relevant to National 4 Child Development and National 5 Development and Wellbeing of Children and Young People, in Early Learning and Childcare.

Topic	Content	Unit
<b>Topic 1</b>	<b>Child development overview:</b> The term 'child development' Why study child development? Features and characteristics of child development Aspects of child development overview Milestones of development Promoting development	N4 & N5 N4 & N5 N4 & N5 N4 & N5 N4 & N5 N4 & N5
<b>Topic 2</b>	<b>Exploring the principles of development SPECL:</b> 2.1 Aspects of development — social 2.2 Aspects of development — physical 2.3 Aspects of development — emotional 2.4 Aspects of development — cognitive 2.5 Aspects of development — language ( <i>progressive development noted in each aspect covered</i> )	N4 & N5 N4 & N5 N4 & N5 N4 & N5 N4 & N5
<b>Topic 3</b>	<b>Holistic and Inter-related development overview:</b> What is holistic and inter-related development? What does holistic and inter-related development look like? Identifying holistic and inter-related development	N4 & N5 N4 & N5 N4 & N5
<b>Topic 4</b>	<b>Health needs and wellbeing in child development:</b> How health is linked to child development Health needs of children Health factors Factors influencing health and development in children	N5 N5 N5 N5
<b>Topic 5</b>	<b>Wellbeing and impacts on child development:</b> What is wellbeing? Wellbeing factors Children's wellbeing in Scotland Exploring SHANARRI Factors linked to child development and wellbeing The adult's role in supporting child wellbeing	N5 N5 N5 N5 N5 N5
<b>Topic 6</b>	<b>Development and wellbeing folio support:</b> Types of information gathered Purpose of the folio	N5 N5

# Delivery notes

## Delivery notes topic 1: child development overview

To begin this unit, share the unit overview with the learner. Introduce the specific areas which will be covered and explored, such as child development, the five aspects of development, how development changes as children grow and so on.

### The term 'child development' — activity 1

Teachers or lecturers should aim to introduce the idea of child development, supporting learners to research to support their own ideas.



Ask learners what they think the term 'child development' means and write their thoughts and ideas down.

Ask learners to compare their answers in pairs.

### The definition of 'child development' — activity 2

Child development follows the same pattern and sequence. The rate of development varies from one child to another and the measurement of development is usually against norms or milestones. Child development is determined by both genetic and environmental factors.

Put learners into groups. Ask them to find quotes or definitions of 'child development' from dictionaries, books and the internet, and record these. (Each group member can add one quote or definition into the table.)

Source	Quote or definition of 'child development'

Ask learners to swap their table with another group and discuss the other group's table.

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Next, as a whole class, ask learners to note down common things they have noticed from across groups. They can write on sticky notes or use individual whiteboards. They should reflect on how other groups' tables compare to their table.

You should support learners to identify the similarities and differences found. Enable them to consider aspects which are repeatedly found and support them to understand how this relates to the way we define and consider child development. For example, have learners note down aspects on sticky notes and have these added to the board; sort these into groups by similarity, leaving those which are different on their own — use this as means to illustrate and discuss.

### **Why study child development? — activity 3**

The aim in this activity is to get learners to consider different reasons we study child development. This is to build their knowledge in understanding the concept and support large group discussion.

Support learners to work in small groups to identify at least five reasons for studying the development of children. They should write their ideas down.

Ask the class to discuss these reasons and take notes. (Learners should keep and add the notes to their folio.)

Ask learners to read the information below and discuss as a class.

#### **Reasons for studying child development**

##### **What is the study of child development?**

The study of child development is the study of the way children change from birth through their childhood. Children grow and develop as they get older.

Growth means an increase in size and development means an increase in ability. Social, physical, emotional, cognitive, and language developments take place continuously. These five aspects of development are evident throughout the course of our lives.

##### **Why study child development?**

The study of child development has helped us to understand some of the changes that take place at different stages in childhood. This helps us to assess progress in the early years of an individual's life. Unusually slow or fast developmental changes in a child can be identified and assessed. For example, a child who is slow to speak may need to have a hearing test and/or speech therapy. Similarly, a child who is finding it difficult to read may need their eyes tested and glasses.

##### **Some of the main reasons for studying the development of children:**

- ◆ to gain an understanding of how children **develop and learn**
- ◆ to gain an understanding of **general patterns and sequences** of development
- ◆ to find out what affects growth and development
- ◆ to understand why children **behave** in certain ways

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- ◆ to help **identify** children's needs
- ◆ to help **provide** for children's needs
- ◆ to help **plan and prepare** appropriate activities to meet children's needs

### **How can this knowledge be put to practical use when working with children?**

As childcare workers, we can use our knowledge of child development to help children to reach their potential. For example, we can stimulate the five aspects of child development through play and other activities.

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

## **Features and characteristics of child development — activity 4**

### **Stages of child development**

Ask learners to read the information below and discuss as a class.

Children's developmental patterns follow the same **sequence** for all children but individual children develop at different **rates**. For instance, a baby must have head control before they can sit unsupported, but they may crawl at 6–7 months or not until they reach 12 months. Both these ages are within the established 'norm'. There are also children who never crawl but still progress to walking.

Children's development may take place at different rates but these **milestones** always occur in the same sequence. Milestones are useful for marking progress across all aspects of children's development. Knowledge of milestones helps us to plan age-appropriate activities relevant to the stage of development.

Development in one aspect does not always mean development in the other aspects. For example, a child may be within the normal range for height, weight and physical ability for their age group, but may still throw temper tantrums if their progress in emotional development is slower. Age groups are used as a general guide to developmental progress, but development does not always begin and end at specific times.

The pattern of child development may be divided into the following stages:

- ◆ infancy and toddler: 0–3 years of age
- ◆ pre-schooler: 3–5 years
- ◆ school child: 5–8 years
- ◆ school child: 8–12 years
- ◆ school child: 12–16 years

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Throughout each stage, the child will develop in different aspects.

In the box below, guide learners to record the key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

### **Normative development**

Ask learners to read the following information and discuss as a class.

Normative development refers to what is considered 'normal' for a child at a stage of development. Significant points in a child's developmental progress are often known as **milestones**.

Milestones are used to track 'normal' development. They allow the measurement of an individual child's progress and can indicate any deviation from the norm. For example, a milestone which demonstrates an infant's physical development at the age of 3 months is their ability to lift their head up when lying on their front. Milestones are useful in helping us to ensure that activities chosen are appropriate to the stage of development that children have reached.

Age groups are used as a general guide to developmental changes that do not always begin and end at specific times. For example, one of the changes in adolescence is puberty; periods starts for girls, and boys start growing facial hair. However, some girls may start their periods as young as 9–10 years old, and some boys may not grow facial hair until they are 19–20 years old.

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

## Aspects of child development overview — activity 5

In this activity, support learners to explore and investigate the aspects of child development further.

Ask learners: What do you think we mean by the term ‘aspects of development’? In your own words, note your ideas down in the space below.

What does the term ‘aspects of development’ mean?
---

Guide learners to refer to books, videos and/or the internet (suggest relevant websites to learners), and look for materials about aspects of development and write down their findings.

Learners should discuss their answers in pairs.

## What do we mean by ‘aspects of child development’? — activity 6

In this activity, support learners to explore the different terms used when understanding child development. This enables learners to begin to build up a resource that they can refer to throughout the unit and across other units in the Skills for Work Course. Support them to note down accurate meanings in their own words. Taking time to complete this will ensure they have reference material useful for the summative assessment.

Learners should find out what the terms below mean in small groups. They can use books, videos or the internet. They should write one or two sentences for each term below.

Term	Meaning
Aspects of child development	
Looking at children’s holistic development	
Stages of child development	
Sequence of child development	
Rate of child development	

Term	Meaning
Normative development	
Milestones	

Ask learners to compare and discuss their answers.

Ask learners to read the following information.

The term 'aspects of child development' refers to the **social, physical, emotional, cognitive and language (SPECL)** developmental changes that occur from conception throughout the childhood years. All aspects of development are inter-related. For example, a child who has had enough sleep will be able to focus on activities and tasks more effectively than a child whose sleep has been disturbed and who, as a result, may be grumpy, lethargic and easily upset or angry.

Although throughout this unit, you'll be studying the five aspects of development individually, it's important to understand that a child's development progresses in a **holistic** way. This means that babies grow and develop in a way that involves all aspects of development at the same time. While babies are developing their fine and gross motor skills, such as grasping and sitting, they are also developing their language and communication skills through making sounds, discovering the changing world around them, interacting with others, and developing their own individual personalities.

## Aspects of a child's development — activity 7

Ask learners to read the case study below and complete the tasks.

A group of four children, aged 3–5 years, are playing in the role-play corner in the nursery. The corner has been made into a café and the children play in the corner for 20 minutes. The children have chosen the roles they wish to play.





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The resources set out are:

- ◆ a toy till
- ◆ a toy phone
- ◆ paper, pens
- ◆ table, chairs
- ◆ an apron, chef's hat, server uniform
- ◆ a sink and cloths
- ◆ plastic cups and saucers, plates, knives and forks
- ◆ toy food
- ◆ a toy cooker

Consider:

- ◆ Which aspects of development will the children use?
- ◆ Explain why, and then link to the milestones they should have reached (for example, a 3-year-old child will need help in tying the apron as their fine motor skills have not developed — this would normally happen at the age of 7 or 8 years).

Ask learners to record their answers below — which aspect is used and one way children develop it.

Aspects of development	One way children use this aspect when they play	Class ideas of other ways they use this aspect when they play
<input type="checkbox"/> Social		
<input type="checkbox"/> Physical		
<input type="checkbox"/> Emotional		
<input type="checkbox"/> Cognitive		
<input type="checkbox"/> Language		

Ask learners to feed their answers back to the rest of the class.

Learners should contribute to the class discussion, drawing from their ideas in the table above. They should record at least one other idea taken from the class discussion in the right-most column of the table.

Finally, ask them to reflect on the different ways that they have identified where the children's development will be promoted when playing in the café.

## Definition of terms — activity 8

Prompt learners to find the meaning of the following terms using a dictionary, books, the internet and/or their own knowledge. They should write their answers in a sentence or two in each of the spaces below.

Aspects of child development	Definition
Social development	
Physical development	
Emotional development	
Cognitive development	
Language development	

Other terms	Definition
Growth	
Development	

Ask learners to compare and discuss their answers in small groups.

Ask learners to match the development to the correct description, referring to the word bank below. The first one is done for them as an example.

### Word bank

- cognitive       pre-birth       emotional       patterns       social  
 language       physical       normative       sequences       milestones

### 1 Physical development

This term describes the actual growth and changes to the body as the child progresses from a newborn to toddler-hood, to pre-school and school. It continues throughout their childhood and into adolescence, adulthood and old age until death. It includes growth in height and weight as well as progression in physical ability and skills. It involves the development of gross and fine motor skills as well as balance.

In infancy, this includes large movements, such as having head control, sitting, standing and walking. These are often referred to as 'gross motor skills'. Hand and eye co-ordination and 'fine motor skills', such as grasping movements, picking up small objects, catching and throwing a ball or using a pencil or scissors, often develop at later stages.

## **2 \_\_\_\_\_ development**

This aspect of development and social development are about learning about your feelings and how you relate to and form relationships with others; the two are closely linked.

This aspect of development can be described as the child's ability to control and express feelings in appropriate ways. It also relates to how the child copes with and expresses a variety of feelings towards others. It describes how relationships are developed within and outside the family circle. It also reflects a child's experience of feelings shown towards them (such as jealousy, anger, and contentment) and how they understand these feelings, express them and cope with them.

## **3 \_\_\_\_\_ development**

Closely linked with emotional development, it describes the acquisition of the skills, attitudes and manners required to interact and relate with other people in appropriate ways. The term describes how children learn and change their behaviour in order to mix with others and meet the requirements to fit into society and culture. Examples include considering the needs of others, such as sharing, acquiring social acceptance, adopting social behaviour, and interacting with their peer groups.

Development of independence and self-esteem is also part of this aspect of development.

## **4 \_\_\_\_\_ development**

This type of development is the development of the mind or the thinking part of the brain. It concerns how children learn, think and understand by using their senses, memory, imagination and concentration. This term describes the ability to understand and reason throughout our lives. It includes perception, attention and problem solving. Also included in this type of development is the development of the five senses — sight, smell, taste, touch and hearing.

## **5 \_\_\_\_\_ development**

This type of development is about learning to speak and communicate. It includes the use of speech and many other functions such as listening and understanding, reading and writing, and the use of non-verbal communication. These development skills also include conversation, negotiation and compromise, interacting with others, as well as understanding and responding to other methods of communication, such as gestures, sign language, and body language.

## **6 Growth and development**

There is often confusion about the terms 'growth' and 'development'. The two are closely linked, but can be clarified by these simple definitions from *Child Care and Education* by Tassoni, Seith and Eldridge.

### **Growth**

'Growth is the process by which cells divide to increase the size of the body.'

Growth refers to changes in the body, such as height, weight, head size, bones and muscles. These things can be measured and can be seen to increase from conception until we are adults, so growth happens from \_\_\_\_\_.

## Development

'Development is the process by which children master the control of their body.'

Development is a continuous process from conception to death. Development is affected by hereditary and environmental factors. \_\_\_\_\_ development is where the child follows \_\_\_\_\_ and \_\_\_\_\_, which are demonstrated through \_\_\_\_\_, which supports healthy progressive development.

Ask learners to swap their answers with a peer and then share their answers in a class feedback session.

## Milestones of development across aspects — activity 9

This activity looks into milestones across the five aspects which are part of the 'norms' of development, and which support progressive development in children. Support learners to discuss and consider different milestones, then investigate and complete the table. Take time to support feedback to ensure learners have accurate milestones within the correct aspect of development.

Milestones are the indicators of development in these five aspects:

- ◆ **Social development:** milestones occur when we apply understanding of rules and follow instructions; also in how we behave towards others in appropriate ways in many different settings, situations and contexts.
- ◆ **Physical development:** milestones show in the development of gross and fine motor skills. Milestones also occur as the body changes at puberty.
- ◆ **Emotional development:** milestones occur when we identify our own and others' emotions; also in how we apply these emotions, which can impact others (such as kindness and empathy).
- ◆ **Cognitive development:** milestones include the development of ideas, concepts and memory.
- ◆ **Language development:** milestones would include babbling, saying single words, holding a conversation, discussing, negotiating and hypothesising.

Guide learners to work in pairs or small groups. They should take a minute to think about the milestones children can meet within the different aspects of their development. They should use this as an opportunity to discuss what they already know and record it below. For example: a baby can hold a rattle; a baby can swap a rattle from one hand to the other.

Aspect of development	What children can do across the age ranges
Social	
Physical	

Aspect of development	What children can do across the age ranges
Emotional	
Cognitive	
Language	

Support learners to share their ideas with the rest of the class in a feedback session. They should consider the similarities and differences from across their peer responses, and include ideas from the other groups if different from their own.

### Promoting development — activity 10

Support learners to look at the images below in groups and discuss what they see happening in each one. They should identify how what the children are doing relates to aspects of development, and record their answers below.

Remind learners it could be more than one aspect being promoted in an image.

**Image 1**



Aspects of development	How is their development being promoted? What milestones are they developing?

**Image 2**



Aspects of development	How is their development being promoted? What milestones are they developing?

**Image 3**



Aspects of development	How is their development being promoted? What milestones are they developing?

**Image 4**



Aspects of development	How is their development being promoted? What milestones are they developing?

**Image 5**



Aspects of development	How is their development being promoted? What milestones are they developing?

## Milestones of development across ages — activity 11

Guide learners to read over the table, which identifies a range of milestones that can be reached across 0–1 year in a child’s life. It is important to understand what the ‘norms’ and milestones look like in progressive development.

### Features of development for each aspect: 0–1 year

Social development	Physical development	Emotional development	Cognitive development	Language development
Interact with familiar people	Control head and upper body	Bond and form an attachment with parent or carer	Recognise parent or carer by sight, smell and hearing	Coo gently when content and in response to parents’ or carers’ voice
Start to help with daily routine (such as getting washed and dressed)	Sit unsupported	Become shy and/or anxious around strangers; develop trust in parents or carers	Start to have a perception of depth when crawling	Imitate mouth movements of parents or carers when being spoken to
Become clingy with parents or carers; often need lots of reassurance before settling with strangers	Crawl	Express feelings by smiling, crying and vocalising sounds	Get excited when they recognise preparation for familiar routines (such as bath times and mealtimes)	Vocalise a variety of sounds when alone and spoken to
Wave bye-bye spontaneously or on request	Pull to stand	Enjoy feeding and cuddling	Learn by exploring the world with their five senses	Talk to self and others in a tuneful babble (such as ‘mm-mm’, ‘dd-dd’)
Enjoy socialising (such as mealtimes)	Walk around furniture	Have a favourite comfort object, like a teddy or a blanket	Use trial and error methods to learn about objects	Shout for attention

The activity on the next page gives learners the chance to consider the features of development (milestones) for each aspect for children aged 1–3 years.



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**Features of development for each aspect: 1–3 years**

Using the resources provided in class, learners should complete the table below for children aged 1–3 years.

Social development	Physical development	Emotional development	Cognitive development	Language development

Guide learners to discuss ideas in small groups, noting down similarities and differences.

**Features of development for each aspect: 3–5 years**

Using the resources provided in class, learners should complete the table below for children aged 3–5 years.

Social development	Physical development	Emotional development	Cognitive development	Language development

Guide learners to discuss ideas in small groups, noting down similarities and differences.

**Features of development for each aspect: 5–8 years**

Using the resources provided in class, learners should complete the table below for children aged 5–8 years.

Social development	Physical development	Emotional development	Cognitive development	Language development

Guide learners to discuss ideas in small groups, noting down similarities and differences.

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**Features of development for each aspect: 8–12 years**

Using the resources provided in class, learners should complete the table below for children aged 8–12 years.

Social development	Physical development	Emotional development	Cognitive development	Language development

Guide learners to discuss ideas in small groups, noting down similarities and differences.

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**Features of development for each aspect: 12–16 years**

Using the resources provided in class, learners should complete the table below for children aged 12–16 years.

Social development	Physical development	Emotional development	Cognitive development	Language development

Guide learners to discuss ideas in small groups, noting down similarities and differences.

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**Teacher or lecturer hint**

Learners can complete this activity by researching and adding responses in the boxes. They can work independently, or in pairs or groups. Each group could focus on a different age range.

For example, these tables could be printed on A3 sheets of paper, and each sheet could be taped to a desk. Learners can then add their ideas to different tables. Responses could be cut out and glued into the boxes as well.

Both N4 and N5 candidates could complete this activity; N5 candidates could retain and use their notes to complete further tasks in the Holistic or Inter-Related section, where they can build upon what they have noted within this activity.

## Development recap — activity 12

It is important to ensure that learners are developing sound knowledge and understanding of child development. Support them to take a minute or two to discuss a range of words they know which are related to child development and note the words in the box below. This will help them to prepare for the summative assessment later on.

Words related to child development:

All of these should be retained in their folios.

## Main features of changes and differences in the developing child — activity 13

Ask learners to read the information below and discuss as a class.

### Head size

- ◆ Babies' heads are bigger in proportion to their bodies compared to older children.
- ◆ Babies' heads are approximately one third to one quarter of their total length.
- ◆ Toddlers' heads are approximately one quarter to one fifth of their total height.
- ◆ The head of a 7-year-old is approximately one sixth of their total height.
- ◆ The head of a 12 to 16-year-old will be near the adult proportion of one eighth of their total height.

### **Growth rates**

- ◆ Babies' heads initially grow more quickly than their bodies, but gradually the growth of the head slows down, and the body and limbs grow more quickly.
- ◆ Between 2 years old and the onset of puberty, children grow at a relatively steady rate.
- ◆ From about 10 years old in girls and 12 years old in boys, there is usually a considerable growth spurt.
- ◆ Girls are skeletally mature at an earlier age than boys.

### **Body changes**

- ◆ As children enter puberty, they begin to develop secondary sex characteristics and experience considerable body changes.
- ◆ The feet and hands of most adolescents will reach their adult size before they reach their ultimate height.

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...
--------------------------------------

## **Patterns of growth and physical development in children — activity 14**

Teachers or lecturers can use this activity as a roundup of knowledge gained within topic 1 and to ascertain learner's understanding. Once completed, discuss the responses and ensure that the information is recorded accurately.

Ask learners to do the following: Refer back to the definitions of growth and physical development and answer the following questions. Describe the main features of the changes and differences. Use books, videos, or the internet to help you.

- 1 Describe the changes in body proportions between birth and 16 years old.
  
  
  
  
  
  
  
  
  
  
- 2 Give examples where one part of the body grows more quickly than others at different ages.

## Quiz

### ***Teacher or lecturer hint***

These quiz questions could be used to create a Kahoot quiz.

- 1 Sharing toys with others is an example of which developmental aspect?
- 2 Is this statement true or false: 'Holistic development is where we consider all of the child'?
- 3 Bonding and attachment is linked to which aspect of development?
- 4 Genetic blueprint, height and the five aspects of development are included in what?
- 5 Milestones, patterns and sequences are all aspects of what?
- 6 What does progressive development refer to?
- 7 Is this statement true or false: 'Gross motor skills are ugly milestones of physical development'?
- 8 Problem solving, memory recall and early maths are all aspects of which aspect of development?
- 9 Eye-rolling, reading, singing and shouting are all aspects of which aspect of development?
- 10 What are fine motor skills?

### **Answers**

- 1 Social
- 2 True
- 3 Emotional
- 4 Features of development
- 5 Usual and expected norms of healthy child development
- 6 Where children move forward in all aspects of their development, usually within their age and stages
- 7 False
- 8 Cognitive
- 9 Language
- 10 Small body movements and part of physical skills



## Delivery notes topic 2.1: exploring the principles of development SPECL — social development

### Social roles and socialisation — activity 1

In this activity, the aim is to begin exploring the first aspect of development. Help learners to understand social development and begin to make links between this and social roles.

Ask learners to read the following information and discuss as a class.

The term ‘social development’ is concerned with how we relate to other people. It is about how we learn to identify with other people and become a member of a social group. We learn about our social **roles** and how they change.

There are many different social roles within our society — for example, son, daughter, sister, brother, mother, father, friend, pupil, teacher, doctor, firefighter. Society expects people in these roles to behave in certain ways. We expect a friend to behave differently to a firefighter. We are expected to learn and show certain patterns of behaviour according to each role. For example, we may expect that children would behave more freely when playing with their friends, but not in the classroom during lessons.

Social development involves our ability to live, work and play with others. This process of learning to participate as a member of a social group is called **socialisation**. The family is usually the first social group we experience. Within the family, we learn about values, beliefs and ways of behaving, thinking and feeling in relation to other people. This is called **primary socialisation**.

For example, some families have the tradition of the tooth fairy, or makes sure to say ‘please’ and ‘thank you’ to be polite, or have certain religious beliefs. As children grow and develop, they mix with others outside their family.

Playgroups, nursery and school are other groups that children learn to take part in and play other social roles. These are referred to as sources of **secondary socialisation**. The ability to communicate is extremely important in this process of socialisation.

Ask learners the following questions:

- ◆ What does the term ‘social roles’ mean?
- ◆ Give an example of one or two social roles we play.
- ◆ What does ‘socialisation’ mean? What do we learn from it?
- ◆ What is **primary socialisation**? What do we learn from it?
- ◆ Identify three sources of secondary socialisation for children aged between 0–16 years.

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In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

## Exploring social development — activity 2



Ask learners to work in groups. They should use magazines, catalogues and/or the internet to gather pictures showing children carrying out activities that encourage and enhance social development. Each group member should choose an age group. On the next page, learners should make a leaflet showing activities that promote social development in children within the chosen age group.

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

In groups, learners should look at the leaflets that have been produced and discuss the activities that are particularly good for encouraging social development in children. Individually, learners should write a few sentences on why these activities are so helpful for each age. They should keep this for their folio.

### **Group activity — Individual leaflet**

My chosen age group:

My group members:

Date:

#### ***Teacher or lecturer hint***

This activity could be done along with activity 1 in the emotional development section (see the section for more information).

### **Identifying social development — activity 3**

Enable learners to develop their own social skills during this activity and further support them to reflect on this at the end of the lesson. Encourage them to consider the range of social skills that they used and how this would be beneficial for children.

Ask learners to collect magazines that have pictures of children carrying out activities that require the use of social skills, perhaps showing children in various roles or groups, or in different societies.

Ask learners to design and make a poster showing children aged between 0–16 years from a variety of cultures or traditions. If possible, they can display their posters in class.

Ask the class to discuss the following question: Why is the process of socialisation important to the children in the pictures?

### **Social development (18 months to 5 years) — activity 4**

Ask learners to read the following information and discuss as a class.

Before the age of about 18 months, the child's social contact is generally centred on the parents or carers and family members such as siblings. As the child gets older, their circle will widen to neighbours' children and other children at their playgroup or nursery. Social contact is influenced by developing language and awareness of others. Children learn throughout this stage how to interact with others through play.

At around the age of 2 years, the child will happily play near other children but hasn't yet acquired the skills that enable them to play together. The 2-year-old's ability to play together is also hindered by their inability to share possessions and the attention of adults; therefore, they may show resentment.

As the child's social skills develop and confidence is gained, their parent or carer may feel that the child is ready to join a playgroup or nursery. This social interaction will not only help

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the child to gain independence, but also enable them to accept strangers and develop an awareness of others.

Between the ages of 3 and 5 years, social interaction continues to develop as the child begins to enjoy the company of other children their own age.

They will learn to share possessions and the attention of adults. With these new social skills, an increased concentration span and a need to satisfy curiosity with continual questions, the 5-year-old is ready for primary school.

Ask learners to identify two or three features of social development in children in each of the following age groups: Once completed, they should discuss their responses with the class.

Age range	Features of social development
1–3 years	
3–5 years	
5–8 years	
8–12 years	
12–16 years	

### Milestones of development — activity 5

Guide learners to look below at the range of milestones that children can realise as they move through the ages and stages as they grow. **The final two age ranges have been left for the learner to complete.** They should add to each milestone and then identify each of the milestones in the table at the end. Once they have done this, they will be able to see examples of how children move through milestones to progress and promote their development.

#### 0–3 years

- ◆ Play alone in the company of other children
- ◆ Have no understanding of sharing adult attention or toys
- ◆ Play alongside other children for brief periods
- ◆ Join in play with other children
- ◆ Begin to be more co-operative and show understanding of the idea of sharing

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**3–5 years**

- ◆ Enjoy being around other children
- ◆ Begin to play games which need co-operation from all children playing
- ◆ Choose their own friends and playmates

**5–8 years**

- ◆ Show awareness of expected social behaviour both within and outside the family
- ◆ Begin to discover differences in cultures, religions and lifestyles
- ◆ Become more involved in group activities
- ◆ Like to play competitive games and like to win

**8–12 years**

**12–16 years**

Now using the table below, learners should choose a milestone for each aspect of development, and add them across each of the age ranges, to demonstrate how it changes as the child grows older.

Aspect	0–3 years	3–5 years	5–8 years	8–12 years	12–16 years
Social					
Physical					
Emotional					
Cognitive					
Language					

***Teacher or lecturer hint***

This task can be replicated within groups to cover more examples, which could be discussed and compared with the whole class after researching and recording is done. Those completing National 4 only need to record up to 8–12 years; National 5 learners need to cover all the age ranges.

## Social developmental milestones — activity 6

In this activity, the aim is to support learners to develop understanding of milestones related to this specific aspect of development. Provide learners with access to tools (such as laptops), textbooks, and so on to support their investigation to complete the table.

Below is a milestone table, broken into different ages and stages. Learners should fill in the table to demonstrate the broad range of social milestones observed in children as they grow and develop. Some boxes have been completed or partially completed.

Age range	Social development milestones
Birth to 18 months	
18–36 months	<ul style="list-style-type: none"> <li>◆ Solitary play</li> <li>◆ On looking play</li> <li>◆ No concept of sharing</li> <li>◆ May attend a parent and toddler group</li> <li>◆ Dress themselves independently</li> <li>◆ Begin simple co-operative play</li> <li>◆ Often like to help others, but not when it causes conflict with their own desires</li> <li>◆ Are impulsive and curious of their environment</li> <li>◆ Sit with family for meals</li> </ul>
3–5 years	<ul style="list-style-type: none"> <li>◆ Engage in complex co-operative play</li> <li>◆ Have a sense of 'mine' and 'yours'</li> <li>◆ May attend playgroup or nursery</li> <li>◆ Choose their own friends</li> <li>◆ Willing to share</li> <li>◆ Like to do things unaided</li> <li>◆ Will help (and like to help) adults (for example, tidying up)</li> <li>◆ Are willing to share toys with others</li> <li>◆ Begin to take turns</li> <li>◆ Make friends and are interested in having friends</li> </ul>

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Age range	Social development milestones
5–8 years	
8–12 years	
12–16 years	

Encourage learners to add their completed table to their folio.

***Teacher or lecturer hint***

These tables could be offered to different groups to spread the workload. Be mindful that only National 5 learners need to complete the 12–16 years part. In groups, each member can add something to the table to fill in the milestones; for example, in groups of five, learners could each add two milestones to the table. It is important to ensure that what they have recorded is accurate as they should be drawing from their folio to support their assessments at both levels. Therefore, take time to hear their responses and provide feedback.

## Promoting social development — activity 7

### Case studies

Ask learners to read over these scenarios and consider what their responses will be. They should give examples of how to promote the social development of the children in each case study, and give reasons for their answers.

#### Scenario 1

In the local community, there is a need for additional resources to be provided free of charge to bring parents and children together. Money has been provided and you are leading the local group. The key aim is to 'support families in the direct local community'. You need to plan how you will support the **children's social development needs** within this group. For example, could an event be set up for the children to support socialisation? What about events that could be provided free? What resources could be provided to the child's home to promote socialisation?

Decide what you will provide and give your reasons for your choices.

#### Scenario 2

Lately there has been a lot of snatching, frustration over toys and resources, and disagreements over sharing in the tweenie room. The team have had a meeting to discuss this further. It has been agreed that for the next two weeks there will be a focus on social development — you are naming it 'Spotlight on Social Skills'. Under this theme, you have to plan a range of ways to support this.

Decide what you will put forward as suggestions and give your reasons for your choices.

#### Scenario 3

In the additional support needs nursery class, social skills are very challenging for some of the children. This is often due to the children's differing abilities. As the setting wants to meet the needs for all aspects of children's development, this aspect presents some difficulty. In the team meeting, you are discussing with your colleagues ways you could tackle the promotion of social skills, keeping with the needs of the individual children as well as the whole group. For example, think about how you might encourage working with others, sharing and turn-taking; perhaps think about leadership and different roles in a group; or think about manners such as saying 'please' and 'thank you', and understanding rules that need to be followed.

Describe what you will suggest and give your reasons for your choices.

Across each of these scenarios, identify any other aspects of development which could also be promoted and give your reasons for your choices. (Holistic/Inter-related; N5)



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**Teacher or lecturer hints**

When delivering these case studies, challenge learners to think specifically about social development and the range of ways that this can be promoted here.

In scenario 1, it is possible to draw from a range of things that people in society did during the COVID-19 pandemic to boost socialisation in communities (such as garden activities, outdoor games in driveways, video play-along or cook-along, singing online, zoom parties or quizzes).

Consider this as a starting point and remind learners to think about children from different family backgrounds — some of them perhaps are an only child, while others have siblings. Could a local youth club be set up? Could play in the park be organised where resources are laid out for different types of activities? Could volunteers be drafted in to run clubs or groups? Maybe a local parent and toddler group could be set up, or an inter-generational group in the local care home, or older people would share skills with younger people, and so on. Be mindful, however, that although these types of responses are going to be holistic promotion of development, we are asking learners to focus on how these will support social development particularly.

In scenario 3, the focus is to develop understanding on some challenges and barriers that children may have which makes social development hard.

## **All about me and social skills — activity 8**

Guide learners to do the following activity.

### **Step 1**

As a class, discuss and research the importance of society to a child. How do children learn to be socially appropriate and grow to be effective members of society? Consider the expectations of good social skills and how this is taught to children from an early age.

### **Step 2: Make a large class floor book 'All About Me'**

As a whole class, create a large floor book. You should work individually and create a bright, fun page in which you share information about yourself or a fictitious child if you prefer. You could include things like: where you live, who you live with, pets, likes and dislikes, what you like about where you live, and what you want to be when you are older, and so on.

### **Step 3**

When creating your page, try to be sociable — share resources, chat while you work and share information. You should share the time and space to be expressive as well.

Along with your class, add additional information about your centre, the local area, and the local community. This will allow your book to present a clear picture of the local community to the reader.

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**Step 4: Reflect and record**

How did you get on? Were there any challenges to sharing in this task, and what do you think adults should consider when sharing information in a task like this? Consider the diversity and differences within communities and how this needs to be represented. Explain why it is vital that children see themselves represented in tasks like this to promote their social development.

Guide learners to record their reflections in the box below. (They should add their notes to their folio.)

My reflections are ...
------------------------

***Teacher or lecturer hint***

This activity could take account of the diversity of culture, race and disability and the importance of promoting this to children from an early age. The completed floor book should represent this and facilitate discussions which challenge stereotypes and bias. A walk in the local community to take photographs could be added as part of step 1; remind learners to look for diversity within their area.

It may be challenging for some to share information, so the option to write about a fictitious child would allow learners to choose what they feel comfortable to share and to still participate. This can promote inclusion.

This completed resource could be used if the class goes to an early year setting for a visit as a way to introduce themselves to the children there. A page that represents their community and local area should show diversity and cultures. Explore the idea of identity and 'seeing myself in the area in which I live, play and go to school'.

This activity should help learners to understand the value and importance linked to development in having images of 'people like me' within the community and how this can impact child development. This activity could also be linked with emotional development — exploring the information in the floor book and how this impacts one's sense of self, identify, emotions and so on. In the reflections part of this activity, guide learners to consider how they used their social skills during the activity, and how the activity impacts emotional development.

## Exploring rules through games — activity 9

As part of social development, learning to accept and follow rules enables children to understand socially acceptable behaviours and attain skills they will need in a variety of situations in their lives. Support learners to begin to explore this idea in this activity.

### Step 1

As a whole class, explore the idea of 'rules and instructions'. What are these and their purpose? Discuss a list of ways that rules and instructions are applied to children across the age ranges.

- ◆ Why are they in place and how do they support social development?
- ◆ Explore ridiculous rules — find as many outdated and ridiculous rules as possible.
- ◆ Consider that not all rules actually promote good healthy development and that having rules sometimes can impede good development.

### Step 2

As a class, make a list of as many games with rules as possible. Then in groups, choose one game each and re-write the rules. Put any resources together along with the new rules.

### Step 3

Swap rules and instructions between groups and play the games according to the new rules. Rate the experience and keep note of which set of rules you preferred and why. As a class, play different games and then discuss the experience.

### Step 4: Reflect and record

How easy was it to write the rules and instructions? What challenges were there and how do you think all of this might impact the social development of children in this age range?

I have learned ...

### ***Teacher or lecturer hint***

As an add-on activity, as part of step 1, provide learners with a wide range of board or card games with missing elements or missing instructions — can they work out how to play the games? Exploring how they can overcome this problem is based on skills already learned in life.

The new rules and instructions in appropriate games could be used in any early learning setting visits or with any visiting children; or even as part of the Play unit assessment for N5.

To extend step 2, the groups could be provided with examples of published rules or instructions for games they haven't chosen, and explore how they are written down, and what parts of them promote social development. Provide some support on ways to increase the social aspect when learners re-write the rules for their own games.

## Exploring rules — activity 10

Continue developing the idea of 'rules' and 'instructions' and how challenging this can be for children to learn as part of their social development. Support learners to discuss the types of rules which may be applied to children across the age ranges.

### Step 1

As a whole class, create a list of rules or societal rules which can be applied to children across the age ranges. For example, are particular rules set at mealtimes, or when children are away from the care of their parents? What about rules for a 2-year-old — are they the same as rules for a 12-year-old?

### Step 2

Discuss the following questions:

- ◆ How easy is it for children to follow the rules? Why?
- ◆ Are rules important? Why?
- ◆ How do rules support social development and can they impede it?

### Step 3

Discuss, agree and list as many ways as you can that children could be involved in making or reviewing rules, and the benefits there might be to their development.

### Step 4: Reflect and record

In the box below, identify what you have learned about rules as part of supporting social development for children. (Keep and add your notes to your folio.)

I have learned ...

### ***Teacher or lecturer hint***

Aim to explore what is expected by adults and what children are able to carry out. Discuss wider social skills from the platform of rules, such as how we explain rules; the reasons that are given to have children comply; how these can be different depending on culture, parenting styles and environments. Consider how having good social skills supports other aspects of development, and how children can be involved in creating rules which they are then more likely to follow. Round off with the consideration that social development is a focus on what children need to have in place to be an effective member of wider society as they grow up.

## Delivery notes topic 2.2: exploring the principles of development SPECL — physical development

### The new born baby — activity 1

Ask learners to watch a video showing a new born baby, or using recommended books or websites, and take note of what they observed in terms of a baby's physical behaviours.

Sources I used or watched were:

What I learned or observed:

### Primitive reflexes — activity 2

Ask learners to read the information below and discuss as a class.

Babies are born with a set of reflexes to help them through the first weeks of life. Some of these reflexes are vital for survival. Babies have reflexes similar to the knee-jerk and blinking reflexes in adults. When hit on the knee, an adult's leg jolts forward, and their eye shuts quickly if something pokes at it. These reactions are involuntary — it's virtually impossible to avoid making the automatic response of a reflex. Breathing is obviously one of the most important reflexes for a newborn baby. The rooting and sucking reflexes allow babies to get nourishment. Without these reflexes, babies would have difficulty surviving. Many of a baby's early reflexes will disappear during the first months of life, while some remain throughout their lives.

A newborn baby turns towards a hand that brushes their cheek, which demonstrates the **rooting reflex** essential for feeding.

Another reflex is the **stepping or walking reflex** whereby babies will appear to walk if their feet are placed in contact with a hard surface. The walking reflex is something babies later lose.

The **grasping reflex** happens if the baby is touched lightly on the palm of their hand. They will immediately curl their fingers and grip hard. The grasping reflex is strong; once newborn babies grasp something, they cannot voluntarily let go.

At birth, the baby's hearing is almost as sensitive as an adult's. However, their hearing thresholds are lower than adults, which is why newborns can sleep through a loud television

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or loud music. However, sudden noises do disturb them — for example, a doorbell or telephone ringing will sometimes **startle** them and make them cry. Babies prefer to hear soothing rhythmic sounds similar to the sounds they heard in the womb, such as the swishing sounds of a washing machine, and the sounds of the vacuum cleaner or hairdryer. These are all calming, presumably because they seem familiar, and therefore comforting.

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

I have learned ...

### **Babies and reflexes — activity 3**

#### **What do you know about reflexes?**

Babies do things automatically without learning how to do them — these are called primitive reflexes. Ask learners to work in pairs or individually, investigate the reflex types below and make notes on each type.

◆ rooting reflex

◆ stepping or walking reflex

◆ grasp reflex

◆ startle reflex

### **What do you know about babies?**

Ask learners to watch a relevant video (such as 'Baby It's You: In the Beginning' or alternative videos) or use reference books to answer the following questions. They should make notes below.

- ◆ What happens when you touch a baby's cheek?
  
- ◆ When you put something into a baby's mouth, what do they do?
  
- ◆ What do babies do when they hear a loud noise (other than crying)?
  
- ◆ When you put your finger on a baby's palm, what do they do?
  
- ◆ What does a baby do when held up so their feet touch the ground?
  
- ◆ Can newborn babies see objects around them clearly?
  
- ◆ Can babies distinguish different colours?
  
- ◆ Can babies identify the direction a sound is coming from?

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- ◆ Do babies react to strong smells?
  
- ◆ Can babies distinguish between sweet and salty tastes?

## Motor skills overview — activity 4

Ask learners to read the information below and discuss as a class.

**Palmar grasp** refers to when you put your finger in the palm of a baby's hand and they grasp it tightly.

**Pincer grip** refers to fine motor skills such as picking up a tiny crumb from the floor.

**Motor skills** refer to voluntary muscle control. Motor skills can be described as either fine or gross motor skills.

**Fine motor skills** refer to control over small muscles, like those in our fingers and hands. Fine motor skills development includes developing the ability to transfer objects from one hand to the other, picking up crumbs with fingers, and holding and using crayons to draw.

**Gross motor skills** refer to control over the large muscles in our body. This includes children developing the ability to sit, crawl, stand, walk, climb and kick a ball.

**Sensory motor skills** refer to the ability to use our senses. Vision is very important to fine motor activities. For example, the ability to use a spoon to feed ourselves requires the co-ordination of fine muscles to hold the spoon and vision to put the spoon into the food and then the mouth. The abilities to see, hear, smell, touch and taste are important physical developments that help us achieve our developmental milestones.

Support learners to develop their understanding of motor development.

Encourage learners to remember that the sequence of development of motor skills is the same in all children, but that children vary in their rate of motor skill development.

Support learners to complete the table below with a range of motor skills children can achieve across the age ranges. Provide a range of reliable sources to help learners gather accurate information, such as books, video clips and websites.



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Age range	Gross motor skills	Fine motor skills
0–3 months old		
3–6 months old		
6–9 months old		
9–12 months old		
12–18 months old		
18–24 months old		
2–3 years old		
3–5 years old		
5–8 years old		
8–12 years old		
12–16 years old		

Encourage learners to draw from the information above to design and make a visual chart illustrating the sequence of physical development, specifically of motor skills in children aged 0–12 years. They should use a timeline style to promote visual understanding of the sequence.

## **Physical milestones — activity 5**

Ask learners to think about physical milestones and give three examples of key milestones for each age group listed below.

### **(a) 0–3 years old**

1

2

3

### **(b) 3–5 years old**

1

2

3

### **(c) 5–8 years old**

1

2

3

### **(d) 8–12 years old**

1

2

3

### **(e) 12–16 years old**

1

2

3

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**Physical milestones: progressive (N5)**

Ask learners to work in pairs or groups, and write down some examples in the table of how a milestone progresses as the child moves into the next age range.

**Physical progressive milestones**

0–3 years old	3–5 years old	5–8 years old	8–12 years old	12–16 years old

Learners should discuss their answers with the rest of the class.

Support learners to identify the ways in which these milestones progress or move forward.

## The development of physical skills in children — activity 6

The aim of this activity is to provide further opportunities to explore physical skills and link milestones with both fine and gross motor skills.

Support learners to access and use videos, books and websites to investigate one of the following developmental stages:

**0–18 months, 18–24 months, 2–3 years, 3–5 years, 5–7 years, 7–10 years, 10–12 years, 12–16 years**

- ◆ Look back at the gross motor skills you have identified and list them in sequence with the approximate age at which you would expect a child to achieve each skill.
  
- ◆ Look back at the fine motor skills you have identified and list them in sequence with the approximate age at which you would expect a child to achieve each skill.

### Discovering physical skills

Read about gross and fine motor skills in the table below.

Age range	Gross motor skills	Fine motor skills
0–18 months	Have head control, sit unsupported, crawl, pull to stand	Reach for objects, build a tower of 2–3 blocks, palmar grasp, pincer grip
18–24 months	Cruise around furniture, walk, climb onto furniture	Build a tower of 4–6 blocks, hold and lift cup, turn book pages
2–3 years	Walk, run, climb stairs one foot to a step	String large beads, scribble, start to use scissors
3–5 years	Jump, hop, walk backwards, ride a tricycle	Draw recognisable figures, button front of clothes, brush teeth
5–7 years	Throw and catch a ball, skip, ride a bicycle with stabilisers	Draw detailed drawings, use scissors competently, handwrite sentences
7–10 years	Develop grace and balance in sport and other physical activities, control speed when running	Write in script, increased manipulative skills, may play instruments
10–12 years	Develop strength for games like tennis, play sport with increased skill, increased physical stamina	Manually dextrous, write well, keyboard skills are developed
12–16 years	Increased physical stamina, skilled in chosen activities	Skilled in most manual activities, changes in handwriting become apparent as personality develops

### Identifying physical development

Ask learners to work in groups, and use magazines, catalogues or the internet to gather pictures showing children carrying out activities that encourage and enhance their physical development. Each group member should choose a different age group. They should design and make leaflets or posters showing activities that promote physical development in children of their chosen age group.

Remind learners think about both gross motor skills and fine motor skills.

### Age groups: 0–3 years, 3–5 years, 5–8 years, 8–12 years, 12–16 years

Support learners to look at the leaflets and posters produced in their groups and discuss the activities they found particularly good for encouraging physical development in children. Encourage them to individually write a few sentences on why these activities would be so helpful for each age. Learners should add the information to their folio.

## Gross and fine motor skills development — activity 7

### Case study

In Sunny Happy Nursery, the early learning and child care professionals are focusing on promoting the children's fine and gross motor skills. All four rooms are taking part: baby room (0–2 years); tweenie room (2–3 years); ante- and pre-school room (3–5 years), and the after-school club annexe (5–11 years). The practitioners are having a planning meeting to decide what each room could do to promote fine and gross motor skills.

Support learners to discuss in groups and record some ways they think that each room could help the children develop physical skills (fine and gross motor skills). They should note down ways that doing these will benefit the children in each age range.

Room and age range	Fine motor skills	Gross motor skills	Benefits for children
Baby room 0–2 years			
Tweenie room 2–3 years			
Ante- and pre-school room 3–5 years			
After-school club 5–11 years			

## Physical development milestones — activity 8

Below is a milestone table, broken into different ages and stages.

Support learners to fill in the table to demonstrate the **broad range of physical milestones** observed in children as they grow and develop. Some tables have been completed or partially completed already. Learners can be encouraged to include some ideas of their own.

Age range	Physical development milestones
Birth to 18 months	
18–36 months	<ul style="list-style-type: none"> <li>◆ Walk steadily; stop safely without dropping to sitting position suddenly</li> <li>◆ Can climb forward into an adult chair, turn around and sit</li> <li>◆ Can build a tower of three or more bricks</li> <li>◆ Can use the pincer grasp to pick up very small objects</li> <li>◆ Can hold a pencil in their hand using the palmar grasp</li> <li>◆ Use a spoon to self-feed</li> <li>◆ Can remove small objects from a bottle by turning it upside down</li> <li>◆ Sit on a tricycle and propel forward with their feet (not using peddles)</li> <li>◆ Throw a ball overhand (cannot catch a ball yet)</li> </ul>
3–5 years	<ul style="list-style-type: none"> <li>◆ Can copy a building pattern of three or more blocks, including a bridge</li> <li>◆ Build a tower of nine or ten blocks</li> <li>◆ Can jump from a low step</li> <li>◆ Walk backwards and sideways</li> <li>◆ Can walk on tiptoe and stand on one foot</li> <li>◆ Use pedals on a tricycle</li> <li>◆ Can thread small beads on a shoelace</li> <li>◆ Can hold a pencil using a confident tripod grip</li> <li>◆ Can climb on trees and climbing frames</li> <li>◆ Can draw recognisable figures with body parts</li> </ul>

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<b>Age range</b>	<b>Physical development milestones</b>
5–8 years	
8–12 years	
12–16 years	

Encourage learners to add their completed table to their folio.

## **Promoting physical development — activity 9**

### **Case studies**

Ask learners to read over these scenarios and consider what their responses will be to promote the physical development of the children.

#### **Scenario 1**

Aubrey (8 years old) has had a long stay in hospital due to a hip operation. The consultant has advised that he should build up his body strength now that he is home and has recovered. Provide activities to support him to do this.

Decide what activities you will provide and give reasons for your choices.

#### **Scenario 2**

Shiny New Primary School has just been given funding to develop a fun, engaging and stimulating outdoor learning and play space for the children in the nursery and primary one classes. You are part of the planning committee and your focus is physical development.

Decide what you will put forward as suggestions and give reasons for your choices.

#### **Scenario 3**

In the local playgroup and early learning hub, there is a weekly parent and toddler group. In a few weeks' time, a new local initiative called 'Cook and Dine with Your Child' will begin. Resources and ideas are still needed to support development of physical skills. As part of the playgroup committee, you are to focus on resources and prepare a shopping list.

Decide what you will put on the shopping list and give reasons for your choices.

Across each of these scenarios, identify any other aspects of development which could also be promoted and give reasons for your choices. (Holistic/Inter-related; N5)



## Observing physical development — activity 10

Ask learners to use relevant and appropriate videos or TV programmes (such as CBBC, CBEEBIES or Bitesize channels), and observe children at different ages, specifically looking for physical skills being developed. They should record their observations.

**Video or source title:**

**Aspect of SPECL observed:**

**Date:**

I saw the following skills and development happening:

They should discuss their responses as a whole class.

## Mobiles, rattles and physical skills — activity 11

Guide learners to do the following activity.

### Step 1

As a whole class, research 'baby mobiles and rattles'. Gather a range of images which illustrate the types of mobiles and rattles available. Discuss these and the ways that a baby's physical skills can be promoted when using them.

### Step 2

Design your own baby mobile and rattle. Consider the age and need to make it fun and eye-catching to engage the child.

### Step 3

Make either a baby mobile or rattle using your design plan.

### Step 4: Reflect and record

On the back of the plan, provide the following explanations:

- ◆ How did you get on with this activity?
- ◆ What did you have to consider when planning and making the mobile or rattle?
- ◆ Explain how your creation will promote the physical development of a baby.

Ask learners to add the above to their folio.

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## **Sewing and physical skills — activity 12**

Guide learners to do the following activity.

### **Step 1**

As a whole class, research a range of sewing or threading activities that could be made available to children across different age ranges to promote their physical skills. Pull together the range of ideas to promote diversity and difference.

### **Step 2**

Individually, plan and carry out one sewing or threading based activity.

### **Step 3: Reflect and record**

On the back of the plan, provide the following explanations:

- ◆ How well did you manage this task?
- ◆ What challenges might there be for children who are sewing or threading for the first time or have limited skills?
- ◆ Explain the role of the adult in activities of this type.
- ◆ Explain how your activity will promote the physical development of a baby.

Ask learners to add the above to their folio.

### ***Teacher or lecturer hint***

Activities 11 and 12 are set to encourage learners to associate play with promoting development.

## Delivery notes topic 2.3: exploring the principles of development SPECL — emotional development

### The emotional response of bonding — activity 1

Support learners to explore emotional development and the responses that are acceptable and unacceptable. Consider ages at which some emotional responses might be seen as usual development versus those which are not. For example, temper tantrums at 2 years old versus temper tantrums at 10 years old.

Ask learners to read the information below and discuss as a class.

**Bonding** (also known as **attachment**) refers to the close relationship developed between the carer and baby. This relationship is very important, particularly in the early days and first few years of life. Attachment is defined as an affectionate tie or bond that forms between a child and another individual. The attachment or bond established between the carer and baby may be a survival mechanism. They get to know each other by sight, smell, sound, touch and taste. They communicate through their senses, with each one's behaviour influencing the other's. This interaction forms a bond that is extremely important for the rest of the child's development.

A child who is unable to make a close bond with a significant adult is likely to have difficulty becoming emotionally mature; they may remain self-centred, and they may be unable to build or maintain positive relationships with others.

A healthy early bond that children develop with their carers provides a healthy foundation for their future psychological, physical and emotional development.

### Emotional development and responses at 0–18 months

Ask learners to explain in their own words reasons for the following emotional responses.

Emotions	Reasons
Attachment or bonding	
Feelings of security and trust	
Smiling and responding to carer	
Fear of strangers	
Having a 'comforter' (such as a teddy or blanket)	

- ◆ Do you recall having a 'comforter' as a child? If so, what was it?
- ◆ Can you reflect on the ways a 'comforter' or 'comfort object' might support a child?

## Exploring emotional development — activity 2

Encourage learners to work in pairs, and use books, videos or the internet to make some notes on the emotional development in children from 18 months to 5 years old. Support them to identify ways children interact with other people (such as strangers), adults and children. They should identify ages when the interaction may change or show developmental progression.

Age range	Emotional development and interaction with others
18–24 months	
2–3 years	
3–5 years	

Encourage them to repeat the process for emotional development in children from 5–16 years old. Support them to identify ways children interact with other people (such as strangers), adults and children. They should identify ages when the interaction may change or show developmental progression.

Age range	Emotional development and interaction with others
5–8 years	
8–12 years	
12–16 years	

Ask learners to feed back to the class and discuss the responses.

### Emotional development milestones— activity 3

Here are some milestones across the ages and stages. Support learners to complete the empty boxes.

Age range	Emotional development milestones
Birth to 18 months	
18–36 months	<ul style="list-style-type: none"> <li>◆ Require reassurance from presence of a familiar adult</li> <li>◆ Show sympathy for others who are upset</li> <li>◆ May show jealousy</li> <li>◆ Happy to play alone (prefer to be close by a familiar adult or sibling)</li> <li>◆ Alternate between clingy and resistant</li> <li>◆ Aware that others are fearful or anxious for them (for example, when climbing)</li> <li>◆ Eager to try out new experiences</li> <li>◆ Like routines</li> <li>◆ Possessive of personal belongings</li> <li>◆ Enjoy family mealtimes</li> <li>◆ May throw temper tantrums when frustrated</li> </ul>
3–5 years	<ul style="list-style-type: none"> <li>◆ Have a sense of 'mine' and 'yours'</li> <li>◆ Have increased self-confidence</li> <li>◆ May have an imaginary friend</li> <li>◆ May defy parents as they start to assert their independence</li> <li>◆ Can negotiate verbally</li> <li>◆ Is toilet trained</li> <li>◆ Make efforts to control their temper</li> <li>◆ Show affection for younger siblings</li> <li>◆ May develop fears, such as fear of the dark (as they learn to pretend and imagine)</li> <li>◆ Can show empathy and sensitivity to others</li> <li>◆ Start to develop a sense of humour</li> </ul>

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<b>Age range</b>	<b>Emotional development milestones</b>
5–8 years	
8–12 years	
12–16 years	

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### **Observing emotional development — activity 4**

Support learners in this activity to develop their observation skills as means to promote their knowledge and understanding of identifying emotional development.

Ask learners to use relevant and appropriate videos or TV programmes (such as CBBC, CBEEBIES or Bitesize channels), and observe children at different ages, specifically looking for emotional skills being developed. They should record their observations.

**Video or source title:**

**Aspect of SPECL observed:**

**Date:**

I saw the following skills and development happening:

They should discuss their responses as a whole class.

### **Baby massage and emotional development — activity 5**

Guide learners to do the following activity.

#### **Step 1**

As a whole class, explore 'baby massage'. Research what this is and how it works. Discover what the role of baby massage is and how it can promote emotional development.

Find out if there are local classes in your area or where the nearest one is. Make contact with the provider.

#### **Step 2**

In groups of three, develop questions to ask a baby massage instructor. Then, come together as a whole class to pull all your questions together. These can be emailed to the local or nearest baby massage provider; or perhaps the class can participate in a video call or in-person talk where your questions can be asked.

#### **Step 3**

Create your own individual advertisement of a new local baby massage group opening up in your area. Include the emotional benefits for babies, along with the times, location, days and cost. (You can add this to your folio.)

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#### **Step 4: Reflect and record**

What have you learned? How does baby massage support emotional development and were you surprised by anything you have learned?

#### ***Teacher or lecturer hint***

Baby massage instructors can be found across the UK, so if there is none locally, make use of technology to connect in other ways. A simulated baby massage class could also be done, should resources allow, such as a massage session using dolls. The process is readily available and this could give learners an idea of what is involved in a fun way. It may be possible to visit sessions or to watch them live or recorded.

## **Learning to share feelings — activity 6**

Guide learners to do the following activity.

### **Step 1**

As a whole class, explore and discover a range of different ways that children can be taught to share feelings, develop empathy and gain a sense of self and others. Work together to gain understanding of these techniques and where they can be found.

### **Step 2**

Individually, create a page for a class emotional wellness handbook. The page should showcase one technique that could be used with children across the ages and stages, which enables them to learn about how to share and make sense of their feelings. You may have time to do more than one page each.

### **Step 3**

Put all the pages together to make the emotional wellness handbook. Try one or some of your preferred techniques from the class handbook for yourself.

### **Step 4: Reflect and record**

What did you learn? Did you learn any techniques which were surprising and that you had not heard of? How will these techniques support children to develop emotionally and how will it help them when they are older? Which one did you try and enjoy, and why?

#### ***Teacher or lecturer hint***

This task could enable learners to explore widely different organisations' hints and tips for older children as part of step 1. Encourage them to also focus on what might be done to promote emotional skills in early year settings, such as using a 'worry monster', or a 'jar of worries' or paper boats. *The Huge Bag of Worries* is a relevant book which could be read to the class and discussed as part of step 1. If learners are out on placements or visits, these are things they could try out with children, and they should also be encouraged to try some of them out for themselves. However, be mindful towards learners sharing sensitive feelings. Care and consideration are central to delivery.



## **Delivery notes topic 2.4: exploring the principles of development SPECL — cognitive development**

### **Exploring cognitive development — activity 1**

Support learners to work in groups, providing access to magazines, catalogues and/or the internet, so that they can gather images which show children carrying out activities which encourage and enhance cognitive development (for example, sewing activities with shoelaces or threading).

Each group member should choose an age group, and design and make a leaflet showing activities which promote cognitive development in children of the chosen age group. (The number of leaflets produced can be flexible depending on the size of the groups.)

**Age groups: 0–3 years, 3–5 years, 5–8 years, 8–12 years, 12–16 years**

My chosen age group is:

My group members are:

Once learners have all made leaflets, they should reflect on what they have produced and discuss the activities they found particularly good for encouraging cognitive development in children.

Ask them to individually write a few sentences on why these activities would be helpful for each age range. They should feed their responses back in a whole class discussion.

Learners should add this to their folio.

### **Cognitive overview — activity 2**

Ask learners to read the information below and discuss as a class.

Perception is another aspect of cognitive development which changes rapidly as children grow. Young children make little distinction between what is real and what is fantasy. They think that everything around them, such as toys, has the same properties as themselves; for example, they may think that toys would feel pain if knocked over or dropped. This is known as 'animist' thinking.

At around 2 to 3 years old, this will change to 'magical' thinking. The child does not fully understand the concept of cause and effect, and links events that happen together.

By the age of 5, the child has a better understanding of cause and effect, and develops these skills into logical thinking. They have a longer attention span; imagination and creative thinking also develop rapidly during this period.

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Support learners to answer the following questions:

- 1 What does the term 'animist' mean?
  
- 2 Describe the term 'magical thinking' and give an example.
  
- 3 What does 'cause and effect' mean? Give an example.

Learners should feed their responses back.

### **Cognitive milestones and identifying cognitive development — activity 3**

Ask learners to read the information below and discuss as a class.

#### **0–18 months**

- ◆ Recognise familiar faces and objects
- ◆ Recognise familiar routines
- ◆ Have a fear of strangers
- ◆ Show concept of object permanence
- ◆ Put objects into their mouth to explore the objects' properties
- ◆ Can learn simple games such as peek-a-boo
- ◆ Enjoy looking at books

#### **18–24 months**

- ◆ Point to objects named by adults
- ◆ Obey simple requests
- ◆ Want to explore and investigate everything in reach
- ◆ Join in with nursery rhymes
- ◆ Solve simple puzzles

#### **2–3 years**

- ◆ Remember rhymes and songs
- ◆ Match colours
- ◆ Sort objects into simple categories
- ◆ Solve more complex puzzles

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### **3–5 years**

- ◆ Remember past events
- ◆ Name 2–3 colours or more
- ◆ Understand the concept of numbers up to 3
- ◆ Count with increased understanding
- ◆ Concentrate on activities and complete them
- ◆ Can name different shapes
- ◆ Show interest in reading and writing

### **5–8 years**

- ◆ Begin to develop concepts of quantity
- ◆ Develop literacy skills
- ◆ Begin to understand basic scientific principles
- ◆ Learn to tell the time
- ◆ Play board games with understanding and skill
- ◆ Attention span increases

### **8–12 years**

- ◆ Understand the value of coins
- ◆ Begin to understand logical reasoning
- ◆ Write relatively quickly, concentrating for a good length of time
- ◆ Interested in reading books for research for project work
- ◆ Develop interests and hobbies
- ◆ Understand relational terms such as weight and size

### **12–16 years**

- ◆ Consider all aspects of situations
- ◆ Enjoy discussion and debates
- ◆ Develop and maintain interests such as sport and music
- ◆ May understand abstract concepts

## **Identifying cognitive development**

Support learners to observe children in the 'Baby It's You: The Thinker' video, or find appropriate alternative videos or reference materials. They should answer the following questions relating to cognitive development in children.

- 1 Identify examples of where the children are demonstrating their first step in abstract thought.

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- 2 After the first few months, what happens to a baby's reflex actions?
  
- 3 Describe how children categorise toys. Give examples.
  
- 4 Identify and give examples of how children can use skills in thinking to get what they want (such as getting a doll, teddy or other favourite toys).
  
- 5 Give examples of ways children take things apart.
  
- 6 Explain how children are involved in tidying up. Give examples of what they do.
  
- 7 Explain what children learn when they copy the actions of familiar or supervising adults.
  
- 8 Give examples of how children use skills in thinking to overcome obstacles which might stop them from getting what they want (such as items being too high up or out of reach).

Guide learners to discuss their answers.

## **More about senses — activity 4**

Ask learners to read the information below and discuss as a class.

### **Senses from 0–18 months**

#### **0–6 months**

A baby first learns through their senses. As babies are immobile, during this period, they will spend a lot of time lying on their backs looking up and they require objects around them that will stimulate their senses. Looking up at moving objects helps babies gain an awareness of the world around them. During these months, babies demonstrate the first step in abstract thought — cause and effect. In other words, if a baby cries, someone will come to them.

### 6–12 months

As young children become mobile, they try to reach for things out of range and they start to understand the meaning of 'no'. Children also learn about size, shape and texture by putting objects into their mouths rather than just by looking at them. This is because the mouth is more sensitive than their fingertips.

Learning that objects still exist even when they cannot be seen also occurs during these months. This is known as 'object permanence' — out of sight but not out of mind. As memory continues to develop, young children begin to enjoy repetitive play, nursery rhymes and simple books. By 12 months, children often understand simple commands, their own name and some words (sometimes recognisable) for familiar things, such as the family cat or dog.

### 12–18 months

During this period, children learn skills by imitation; they enjoy copying a parent or carer doing housework and carrying out simple instructions. Manipulative skills and hand and eye co-ordination also develop and the young child will enjoy scribbling with a pencil or using a comb or a toothbrush.

By 18 months, as language skills develop, the child will enjoy recognising and naming pictures in favourite books and will join in with nursery rhymes and songs.

Support learners to complete the following table.

Age range	Cognitive development milestones
Birth to 18 months	
18–36 months	<ul style="list-style-type: none"><li>◆ Know the names of parts of the body (can point to them when asked)</li><li>◆ Understand simple instructions, such as close the door</li><li>◆ Refer to themselves using their name</li><li>◆ Interested in naming objects and people (pointing to have them named)</li><li>◆ Begin to understand consequences of actions</li><li>◆ Remember things which are absent or gone</li><li>◆ Object permanence</li><li>◆ Can count from one to three or one to five</li></ul>

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Age range	Cognitive development milestones
3–5 years	<ul style="list-style-type: none"> <li>◆ Can match two to three primary colours (may confuse blue and green)</li> <li>◆ Begin to understand the concept of time</li> <li>◆ Interested in cause and effect</li> <li>◆ Can sort objects into simple categories (such as same colour or size)</li> <li>◆ Can count from one to ten</li> <li>◆ Interested in testing ideas (to see what happens)</li> <li>◆ Can use memory recall (for example, in games)</li> </ul>
5–8 years	
8–12 years	
12–16 years	

## **Promoting cognitive development — activity 5**

### **Case studies**

Ask learners to read over these scenarios and consider what their responses will be. They should give examples of how to promote the cognitive development of the children in each case study, and give reasons for their answers.

#### **Scenario 1**

You work in the local after-school club. You are reorganising the large store cupboard where all the toys and resources are kept. You are labelling shelving, putting things into boxes and putting aside things which need mending, such as boxes which need taping. As you do this, you notice there are few resources for promoting cognitive development.

Decide what you will need to purchase, make a shopping list, and give reasons for your choices. (Consider what might support counting, shape, number, memory recall, sequences and order, imagination and so on.)

#### **Scenario 2**

In the nursery class, the children have been showing interest in magic lately. The idea of cause and effect has become fascinating to them. You and your colleagues have decided to focus on cognitive learning and skills for the week, to build on this new interest.

Decide what you will provide in the indoor and outdoor play space, and give reasons for your choices.

#### **Scenario 3**

As the children have recently moved into the primary one class, there is focus in both free play time (golden time) as well as the usual teaching to promote cognitive development and skills. As the class lead, you are planning what types of resources and activities you can include for the children to progress their skills.

Decide what you will provide and give reasons for your choices.

Across each of these scenarios, identify any other aspects of development which could also be promoted and give your reasons for your choices. (Holistic/Inter-related; N5)

Support learners to consider, discuss and debate these case studies and enable them to begin to make the links between cognitive development and the scenarios in the studies.

## Observing cognitive development — activity 6

Ask learners to use relevant and appropriate videos or TV programmes (such as CBBC, CBEEBIES or Bitesize channels), and observe children at different ages, specifically looking for cognitive skills being developed. They should record their observations.

<p><b>Video or source title:</b></p> <p><b>Aspect of SPECL observed:</b></p> <p><b>Date:</b></p> <p>I saw the following skills and development happening:</p>
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They should discuss their responses as a whole class.

## Promoting sensory development in babies — activity 7

Guide learners to do the following activity.

### Step 1

As a class, explore sensory development in babies, particularly focusing on what they see in their early stages. Explore contrast colours, their importance in very early development, and the different ways this can be seen in practice. (Add your research notes to your folio.)

### Step 2

As a class, design and make a range of contrast cards for promoting sight and visual development, focusing on black, white and red colours only, as well as patterns and shapes. Contrast colours promote, among other things, vision senses, and they are linked to cognitive development. Agree which shapes and patterns you are going to include in this class resource, aiming to have good diversity across the pack in the end.

### Step 3

Set to work designing, planning and creating your contrast cards. (Add your design plan and finished cards to your folio.)

### Step 4

Discuss as a whole class the ways these cards could be used to promote the cognitive development of a baby. (Hint: consider how senses can be stimulated using these.)



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**Step 5: Reflect and record**

What have you learned in this activity about the importance of promoting sensory development in babies?

**Treasure baskets — activity 8**

Guide learners to do the following activity.

**Step 1**

As a class, explore and research treasure baskets (or sensory baskets) and heuristic play. What are these and their purpose? Consider how they can promote cognitive development in children.

**Step 2**

Design your own treasure basket and label the resources you would use. On the back of your design sheet, identify the range of ways you would use your basket with children and how this would promote cognitive development. (If possible, and if resources allow, create your own treasure baskets.)

**Step 3: Reflect and record**

How did you find this activity? What have you learned about the role of the treasure basket and heuristic play in promoting cognitive skills in the developing child?

**Science and cognition — activity 9**

Guide learners to do the following activity.

**Step 1**

As a class, explore and research the link between experiments and promoting cognitive development. Create a list of science experiments that could be used to support skills development in children in a child care setting.

**Step 2**

Select an experiment to try out for yourself. Using the table below, plan your experiment.

Age range	Description of experiment	Resources	Outcome to promote cognitive development

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**Step 3**

As a whole class, set up and participate in a mini science fair where you can try out and lead different mini experiments. (Any photos can be added to your folio.)

**Step 4: Reflect and record**

How did your experiment turn out? Was there another experiment in your class that you really enjoyed and why? How do science activities promote cognitive skills in children and what is the role of the adult?

## **Delivery notes topic 2.5: exploring the principles of development SPECL — language development**

### **Language and linguistic development — activity 1**

Guide learners to do the following activity.

Using a toy catalogue, identify toys and activities suitable for encouraging language development of children at the following ages and stages:

- ◆ 0–6 months
- ◆ 6–12 months
- ◆ 12–18 months

Using magazines, catalogues and/or the internet, gather images which show children carrying out activities which encourage and enhance language development. Each group member should choose an age group. Make a leaflet showing activities which promote language development in children of your chosen age group.

#### **Age groups: 0–3 years, 3–5 years, 5–8 years, 8–12 years, 12–16 years**

In your groups, look at the leaflets you've produced and discuss the activities you found were particularly good for encouraging language development in children. Individually, write a few sentences on why these activities were so helpful for each age. Keep this for your folio.

My chosen age group is:

My group members are:

Find **two or three** features of language development in children in each of the following age groups:

- ◆ 1–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

Discuss your answers in pairs.

## Language milestones and promoting language development — activity 2

Ask learners to read the information below and discuss as a class.

### 1–3 years

- ◆ Communicate needs and wants by pointing and vocalising
- ◆ Can use round 6 to 20 words and understand many more
- ◆ Vocabulary continues to increase
- ◆ Sentence formation begins with two or three words, becoming more complicated with increasing age and ability
- ◆ Constantly ask questions
- ◆ Can carry out a simple conversation

### 3–5 years

- ◆ Conversation skills increase with growing vocabulary
- ◆ Begin to 'answer back' to adults
- ◆ Understand the need for verbal negotiations with peers
- ◆ Begin to develop skills to enable positive interactions with others

### 5–8 years

- ◆ Develop a wide use of language, for example, for questioning, guessing, explaining, justifying and complaining
- ◆ Have the ability to reason aloud, think out ideas and plans, and speculate
- ◆ Can hold long conversations, being aware of the need to both listen and talk, and to say something relevant to the topic

## Promoting language development (N4)

### Case studies

Ask learners to read over these scenarios and consider what their responses will be to promote the language development of the children.

#### Scenario 1

It is Jenny and Josh's 10th birthday party. They are non-identical twins. You need to buy a gift for each of them to promote their language development.

Decide which gift you will buy for each child and give reasons for your choices.

Child	Gift	Reasons
Jenny		
Josh		

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**Scenario 2**

You are buying a range of resources that promote language development for the nursery play room for 3–5-year-olds. It has been noted that the few puppets available there are very popular.

Decide which resources you will buy and give reasons for your choices.

**Scenario 3**

In the nursery, some children speak English as a second language. As the setting becomes increasingly diverse, there is a curricular focus on promoting English language development, as well as reflecting culture and ethnicity through language. You have been asked to make some suggestions at the team meeting to put a new plan in place.

What suggestions will you make? Give reasons for your choices.

Across each of these scenarios, identify any other aspects of development which could also be promoted and give your reasons for your choices. (Holistic/Inter-related; N5)

**Language milestones — activity 3**

Support learners to complete the following table.

Age range	Language development milestones
Birth to 18 months	

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Age range	Language development milestones
18–36 months	<ul style="list-style-type: none"> <li>◆ Provide comfort when others cry (using empathetic language)</li> <li>◆ Continually asking questions such as ‘who’, ‘why’ or ‘what’</li> <li>◆ Use the pronouns ‘I’, ‘me’ and ‘you’ appropriately</li> <li>◆ Talk aloud when playing</li> <li>◆ Can sing some nursery rhymes</li> <li>◆ Enjoy singing songs and rhymes (have favourites which they sing repeatedly)</li> <li>◆ Still repeat some words that are spoken to them</li> <li>◆ Enjoy making and listening to music</li> </ul>
3–5 years	<ul style="list-style-type: none"> <li>◆ Learn to use and speak more than one language (ESOL)</li> <li>◆ Hold a conversation, sometimes missing out linking words (such as ‘and’ or ‘the’)</li> <li>◆ Repeat nursery rhymes and songs without many mistakes</li> <li>◆ Recall their name and address correctly</li> <li>◆ Can retell familiar stories</li> <li>◆ Can create their own stories (based on events, facts or fiction)</li> <li>◆ Enjoy jokes; tell jokes and say tongue twisters</li> <li>◆ Interested in reading and writing</li> <li>◆ Talk about past, present and future in their conversations</li> </ul>
5–8 years	
8–12 years	

Age range	Language development milestones
12–16 years	

## Language and instruments — activity 4

Guide learners to do the following activity.

### Step 1

Research unusual musical instruments from around the world. As a class, create a poster collage of the different instruments found, where they come from, and include any that may be found in Scotland too, to show cultural diversity.

Discuss and consider different types of instruments that you can make in your setting to showcase a diverse range of musical instruments. For example, make bottle shakers, small shakers, or stringed instruments using cardboard or old milk cartons; further thinking about drawing from your research. Try to avoid all making the same instrument.

### Step 2

Drawing from the class research, make a plan about the instrument you wish to make and label your plan. (This can be added to your folio.)

### Step 3

As a class, plan, set up and clear away a large craft space, where you can create a range of musical instruments using recycled items. Take photos of your planning, setting up, carrying out and tidying away of this craft activity.

You can take a photo of your own instrument for your folio.

### Step 4

As a class, or in large groups, write a children's song or play familiar children's songs using your instruments.

### Step 5: Reflect and record

How does this activity promote language development for children? What age range is it for? How could you tailor it for older or younger age ranges? What language skills and development are promoted throughout this activity? (It may also be relevant to consider any other aspects of development.)

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## **Music box and instruments — activity 5**

Guide learners to do the following activity.

### **Step 1**

Create a music box or bucket. You can decorate it to make it look fun and interesting to children. (You can take a photo of this for your folio.)

### **Step 2**

Collect or make a range of musical instruments. You can make bottle shakers using rice, yoghurt pots and so on. You can also collect toys or other things which make sounds. Add these to your box or bucket.

Find a large colourful piece of fabric which will act as a 'magic cover' for the box or bucket. You could make it, sew it, and upcycle it; if you do this, make it child friendly!

### **Step 3**

Practice playing the 'What's inside the music box' game. This game uses the tune of the children's song 'Old Macdonald Had a Farm'.

Sitting in a circle, sing: 'What's inside the music box, E-I-E-I-O. What's inside the music box, Julie (the name of a child in the circle) do you know?'

The child puts their hand in without looking, pulls out the item, and then plays it while the rest of the circle sings: 'With a shake-shake here, a shake-shake there. Here a shake, there a shake, everywhere a shake-shake.'

Then, you all finish with: 'That's what's in the music box, E-I-E-I-O!'

### **Step 4: Reflect and record**

What language skills and development are promoted in this activity? Consider the importance of repetition for children when learning a language and the role of the adult in promoting good language skills. (You can also consider other aspects of development.)

## **Puppets to promote language development — activity 6**

Guide learners to do the following activity.

### **Step 1**

Research different ways to make puppets. Make a plan and source materials to create your puppet. (You can add this to your folio.)

### **Step 2**

Make your puppet

### **Step 3**

Working in a group, create a story time video clip with your puppets (around two to three minutes long) to help promote language skills for the children watching. Record your clip.



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#### **Step 4**

Watch all the clips as a whole class. Discuss all the different ways that each video would promote the language development of children and consider the role of the adult.

### **Observing language — activity 7**

Ask learners to use relevant and appropriate videos or TV programmes (such as CBBC, CBEEBIES or Bitesize channels), and observe children at different ages, specifically looking for language skills being developed. They should record their observations.

**Video or source title:**

**Aspect of SPECL observed:**

**Date:**

I saw the following skills and development happening:

They should discuss their responses as a whole class.

### **Sounds and language — activity 8**

Guide learners to do the following activity.

#### **Step 1**

Lots of activities can support children's language development, and this includes listening to sounds and guessing what is making them. This is known as a 'sound lotto'. Research sound lottos. As a class, agree different topics to create sound lottos for. Each group should aim for a different topic for diversity across the class. Examples include: farmyard, jungle, transport, seasons.

#### **Step 2**

In your groups, focus on your chosen topic; begin to plan and share out roles to create your sound lotto game. You will need to research sounds, and add them to the final presentation. Keep in mind the age and stage of children you are aiming for. You will also need to make matching colour cards for each of the recorded sounds so that children can play along.

#### **Step 3**

Play each group's sound lotto.

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#### **Step 4: Review and record**

How did it go? What did you learn about how sounds and hearing promote language skills and development for children? How does the activity support language development and what role does the adult play in this?

### **Non-verbal communication — activity 9**

Ask learners to go through the checklist below and perform the actions.

- ◆ How to put on a shoe
  - ◆ How to do up a zip
  - ◆ How to open an envelope
  - ◆ How to jump up and down and pat your head at the same time
  - ◆ How to brush your teeth
- 1 Do them all, telling one another what to do.
  - 2 Do them all again, showing one another what to do only by gesturing and not using words or speech.
  - 3 Reflect and discuss how this went and the challenges in communication and language. Consider how some of these barriers may impact language skills and development for children.
  - 4 Research in groups different communication challenges and ways that these can be overcome to support children to progress well in language development.

### **Language development — activity 10**

Support learners to identify a range of activities and experiences which can promote the language development across ages and stages.

Compile and create class resources to support learners to explore language development in play. For example, create a class music box, create class songs and a rhymes booklet, or create a class music video.

Learners can record in their folio different resources which they made and note five ways these can each promote the language development of children in that age range.

#### ***Teacher or lecturer hint***

Support learners to create a range of resources and try using them in a practical language session. If there is access to a local setting, the resources could be used with the children there on visits as part of promoting and observing language development first hand. Resources could include: creating a small reading space in the library with support from the centre librarian or local librarian; creating song sacks and item bags to encourage singing. Encourage learners to explore and investigate what types of resources could be homemade or carried out at home, which they could replicate in the setting.

## Delivery notes topic 3: holistic and inter-related development overview

### What is holistic and inter-related development? — activity 1

Ask learners to read the information below and discuss as a class.

All aspects of a child's development are **holistic**, meaning that they are **inter-related** and dependent on each other. A child should be regarded as a whole person, with each aspect of development (social, physical, emotional, cognitive and language) joining together to contribute to the whole.

A delay in progress of one or more developmental aspects may result from or lead to delays in others. A child can only progress when they are ready and cannot be pushed. The child's needs should be considered in these terms.

Cognitively, children need to learn how to concentrate, use their memory, and make decisions. The development of the five senses, sight, smell, hearing, touch and taste, contributes to cognitive development; it is also linked to physical development, such as hand and eye co-ordination. Children also learn concepts which will help them in their lives to maintain their sense of wellbeing, such as:

- ◆ language development
- ◆ thinking
- ◆ recognition
- ◆ communication
- ◆ problem solving
- ◆ learning and understanding

Ask learners to reflect and record what they have learned about holistic and inter-related development.

Things to remember about holistic and inter-related development:

## What does holistic and inter-related development look like? — activity 2

Holistic development is about developing multiple areas individually and simultaneously. While this begins in early childhood, adults may also strive to achieve holistic health.

Ask learners to read the information below and discuss as a class.

Holistic development considers the ‘whole child’ and how they learn and grow to reach their full developmental potential in all aspects.

Inter-related development is where the five aspects of development are all working at the same time to support a child’s progression. When children are undertaking activities, more than one aspect is promoted at once. The study and understanding of this is central to the role of the adult — particularly enabling them to meet the holistic developmental needs of children to the best of their abilities.

It is important to keep in mind that the process and rates of development depend on the child. Children are unique and don’t all follow the same patterns at the same rate.

The rate of learning of a child who has the ability to learn new information (cognitive development) is also influenced by whether they can interact appropriately with others (social development) and whether they can control their emotions and impulses when they do (emotional development). This is just one example of how the aspects can be inter-related.

Support learners to look at the examples below and identify which inter-related aspects of development are being promoted.

Example	Aspects of development
Some children are playing football at the nearby park. They are shouting to each other as they play. Some of the children wave their hands and point to get the ball.	
A group of babies are playing with a sensory basket. They are sitting in a circle, each supported by an adult, with the basket in the middle. One baby has a rattle; another lunges towards the basket. One baby has a spoon in one hand and a rattle in the other. The adults are chatting to the babies, and some babies are cooing and making other happy sounds.	
Two children are enjoying free painting at the easel in the wet area. They both have their own side of the easel, with some of the paint pots. One child asks to swap one of their pots with the other as they want to paint a yellow sun on their page.	

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Example	Aspects of development
<p>There is a child who loves jigsaw puzzles. He spends a long time at the puzzle table. He begins with large four-piece puzzles, moving onto small peg puzzles, and then onto nine-piece puzzles.</p>	

Ask learners to create two scenarios of children at play in their groups. They can swap their scenarios with another group and see if they can work out which aspects of development are inter-related and being promoted.

Scenario	Aspects of development

## Identifying holistic development — activity 3

### Features of development for each aspect: 0–1 year

Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related
Interact with familiar people	Control head and upper body	Bond and form an attachment with parent or carer	Recognise parent or carer by sight, smell and hearing	Coo gently when content and in response to parent's or carer's voice	During song time where adults, babies and older children sit together to sing songs, babies enjoy the sensory experience.
Offer toys to others	Sit unsupported	Become shy and/or anxious around strangers; develop trust in parent or carer	Start to have a perception of depth when crawling	Imitate mouth movements of parents or carers when being spoken to	
Become clingy with parents or carers; often need lots of reassurance before settling with strangers	Crawl	Express feelings by smiling, crying and vocalising sounds	Get excited when they recognise preparation for familiar routines (such as bath times and mealtimes)	Vocalise a variety of sounds when alone and spoken to	
Play alone for long periods of time	Pull to stand	May start crying when they hear other babies cry	Learn by exploring the world with their five senses	Talk to self and others in a tuneful babble (such as 'mm-mm', 'dd-dd')	
Join in with socialising, (for example, mealtimes)	Walk around furniture	Show affection towards familiar people	Use trial and error methods to learn about objects	Shout for attention	

The activity on the next page gives learners the chance to consider the features of development for each aspect for children aged 1–3 years.

**Features of development for each aspect: 1–3 years**

Guide learners to fill in the grid below using text books and/or internet sites.

Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, learners can discuss their ideas. They should make note of any similarities and differences.

**Features of development for each aspect: 3–5 years**

Guide learners to fill in the grid below using text books and/or internet sites.

Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, learners can discuss their ideas. They should make note of any similarities and differences.

**Features of development for each aspect: 5–8 years**

Guide learners to fill in the grid below using text books and/or internet sites.

Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, learners can discuss their ideas. They should make note of any similarities and differences.

**Features of development for each aspect: 8–12 years**

Guide learners to fill in the grid below using text books and/or internet sites.

Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, learners can discuss their ideas. They should make note of any similarities and differences.



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**Features of development for each aspect: 12–16 years**

Guide learners to fill in the grid below using text books and/or internet sites.

Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, learners can discuss their ideas. They should make note of any similarities and differences.

## Delivery notes topic 4: health needs and wellbeing in child development

### What is 'health'? How is it linked to child development? — activity 1

In small groups, learners should discuss what the word 'health' means to them. They should come up with as many ideas as they can, and write them in the boxes below.


Ask learners to compare their ideas with the other groups in the class. They should note down the similarities and differences.

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### Health overview

Ask learners to read the information below and discuss as a class.

Health has a number of different aspects. In 1948, the World Health Organisation (WHO) defined health as:

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

This was a far-sighted definition for the time because it presented a holistic view, including mental and social wellbeing along with physical wellbeing. It does not, however, allow for people to have a disability or condition and still be healthy, such as people with asthma, diabetes, or a sensory impairment.

In 1984, WHO updated their definition of health as:

*The extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs; and, on the other hand, to cope with change or to cope with the environment. Health, therefore, is seen as a resource for everyday life, not an object of living: it is a positive concept emphasizing social and personal resources, as well as physical capacities.*

This definition also reflects the holistic approach to health, while acknowledging the positive and transient nature of health as well.

From the WHO definitions above, you can see a number of aspects of health.

- ◆ Physical health needs relate to the functioning of the body.
- ◆ Social health needs relate to the way we interact with others and form and maintain relationships.
- ◆ Emotional health relates to the way we express emotions. It also relates to the way we cope with stress and anxiety.
- ◆ Cognitive health needs relate to the ability to think clearly and logically.
- ◆ Language health is linked to cognitive and emotional health, as it is important for expressing thoughts and feelings. It is also linked to social health, as using language encourages interaction with others and nurturing relationships.

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

## Health needs of children — activity 2

### Social health needs

Ask learners to read the information below and discuss as a class.

Social health needs relate to the way we interact with others and form relationships. If you recall the social and emotional aspects of development, you will find that social interactions enable children to develop a sense of identity and self-esteem. The promotion of social health in children encourages appropriate behaviour, a sense of security, and an understanding of their place and sense of belonging in their social system.

Some concepts linked to social health needs include:

- ◆ play opportunities
- ◆ concept of sharing or turn-taking
- ◆ becoming more independent
- ◆ self-feeding skills
- ◆ complex play
- ◆ choosing own friends
- ◆ starting primary school
- ◆ joining after-school activities
- ◆ importance of peer groups
- ◆ playing in single-sex groups
- ◆ strong desire of independence
- ◆ working out own social patterns
- ◆ valuing privacy
- ◆ defying adult authority

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

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### **Physical health needs**

Ask learners to read the information below and discuss as a class.

Recall that physical health needs relate to the physical functioning of the body. For example, for our bodies to remain healthy, we need:

- ◆ food and water
- ◆ rest and sleep
- ◆ warmth
- ◆ protection from injury
- ◆ exercise
- ◆ fresh air
- ◆ hygiene
- ◆ medical care

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

### **Emotional health needs**

Ask learners to read the information below and discuss as a class.

Recall that emotional health relates to our feelings and how we express our emotions. It also relates to the way we cope with stress and anxieties in our lives. Some of our emotional health needs are:

- ◆ affection and love
- ◆ sense of belonging
- ◆ consistency
- ◆ independence
- ◆ achievement
- ◆ social approval
- ◆ self-esteem

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In the box below, guide learners to record a range of key things they have learned from the information above. (They should keep and add their notes to their folio.)

Important things to remember are ...

### **Cognitive health needs**

Ask learners to read the information below and discuss as a class.

Cognitive health needs relate to the child's ability to think, understand, learn and reason logically. Children need opportunities to problem solve and build a sense of understanding on a range of ways that they can resolve challenges.

The environment and access to wide-ranging experiences and opportunities can impact the developing child's cognitive health. It is essential that they are encouraged and enabled as much as possible, as meeting their needs in this aspect will build the structure needed for their later years.

These needs include:

- ◆ new and familiar experiences
- ◆ new opportunities
- ◆ challenges
- ◆ appropriate risks to prevent them from becoming risk averse
- ◆ memory recall
- ◆ abilities to problem solve and overcome using theories and ideas of their own
- ◆ encouraging design, creative thinking, planning and 'out of the box' ideas and methods
- ◆ testing and exploring possibilities

In the box below, guide learners to record a range of key things they have learned from the information above. (They should keep and add their notes to their folio.)

Important things to remember are ...

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### **Language health needs**

Ask learners to read the information below and discuss as a class.

It is important for the developing child to be able to successfully communicate with others and the world around them — to make themselves heard, understood and become part of their immediate and wider environments.

Language health is essential to enable the child to understand themselves, to learn and to grow well overall. This includes finding successful and appropriate means for them to make their needs known, through usual speech or alternative means such as British Sign Language and lip reading.

These needs include:

- ◆ being talked to so that their language skills can develop to suit their living environment
- ◆ asking questions
- ◆ holding conversations with others to develop necessary linguistic skills and know how
- ◆ developing their vocabulary
- ◆ learning how to use non-verbal communication to express themselves

In the box below, guide learners to record a range of key things they have learned from the information above. (They should keep and add their notes to their folio)

Important things to remember are ...

### Exploring physical health and child development — activity 3

Ask learners to, in small groups, do some initial investigation on one of the following elements which contribute to the physical health and development in children at different ages and stages. Using the table below, learners should explore how adults can meet these needs and the consequences of these needs not being met. Each group will present their findings to the class.

Physical health needs	0–3 years	3–5 years	5–8 years	8–12 years	12–16 years
Food					
Rest and sleep					
Warmth					
Protection from injury					
Exercise					
Fresh air					



## **Physical health needs of children**

Ask learners to read the information below and discuss as a class.

### **Food**

**Food** is needed for growth of the body, the repair of tissues, for energy, heat control of the body, to fight off infection and to maintain all the body systems. It is important for adults to provide a child with a balanced diet in order to maintain a healthy body. Not having sufficient food can result in a child 'failing to thrive'.

### **Rest and sleep**

**Rest and sleep** are important to the body. The benefits they bring include increased appetite; increased energy; increased resistance to infection; and increased concentration in children. It is important to note that the amount of rest and sleep needed varies according to the age and stage of development as well as the individual. Similarly, the causes and effects of sleeplessness in children should be considered. Adults can ensure children have sufficient rest and sleep by adopting a bedtime routine.

### **Warmth**

**Warmth** is important to the body. The average temperature of the body in good health is within the range of 36.2°C and 37.2°C. It's important to keep babies warm as they have no ability to control their own temperature. Parents or carers can keep babies warm by dressing them in a number of layers that can be removed as necessary. By wearing a hat, gloves and socks, a baby's heat can be contained to keep their bodies warm. Adults need to be aware of changing environmental temperatures affecting babies. Babies who become too warm can experience minor seizures.

### **Protection from injury**

Child care practitioners must be aware of the vulnerability of children to injury. The range and types of protection from injury children need change depending on the developmental age and stage. Adults can prevent accidents from occurring in a variety of contexts by being aware of the dangers to children in their care and ensuring that safety measures are in place.

### **Exercise**

Exercise is important not only in promoting the physical development in children, but also as a means to maintaining health and happiness; it is also good for relieving stress. Adults should ensure that children have access to regular daily exercise.

### **Fresh air**

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

### **Hygiene**

The importance of high standards of personal hygiene in childhood is essential; this can help prevent infection and skin disorders, increase self-esteem and social acceptance, and establish patterns in later life. Adults can promote high standards of personal hygiene in

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children, such as encouraging hand washing after using the toilet, and brushing teeth after eating. Childcare practitioners should be aware of the need for high standards of environmental hygiene. There are policies and procedures in all early education and childcare settings to ensure children's health and wellbeing.

### **Medical care**

Medical care is essential in the promotion of the health needs of children. A number of health practitioners such as GPs, health visitors, school nurses and child health surveillance have a role in monitoring the health and development of the child. The role of immunisation programmes is crucial in the promotion of the health needs of children. However, the potential side effects and contra-indicators of immunisation need to be considered for a balanced view.

Ask learners to carry out the following tasks in small groups:

- ◆ Identify adults in a child's life who can ensure they meet these physical health needs.
- ◆ Identify and explore some of the consequences of these needs not being met.

### **The importance of a balanced diet**

Guide learners to use books, magazines or the internet to find out:

- ◆ the range of components which make up a balanced diet
- ◆ the role each component has in promoting physical health
- ◆ the consequences or effects a lack of a balanced diet may have on the physical health of the child

Alternatively, put learners in groups of four. Ask each group member to choose one age range. On an A4 sheet of paper, learners can carry out the task below by producing a leaflet, one for each age group. Guide them to use books, magazines or the internet to research.

Learners should identify the range of components which make up a balanced diet for children in the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

In their groups, learners can look at the leaflets they have produced and discuss their findings. Individually, they should write a sentence or two on their own conclusions, and those of their group.

Group conclusions are:

My own conclusions are:

## **Effects of health factors — activity 4**

### **Exercise, rest and sleep**

Ask learners to read the information below and discuss as a class.

Exercise, rest and sleep relate to children's basic needs to maintain healthy growth and physical developmental progress. Exercise is essential to strengthen and develop muscles and bones. Exercise is also important for promoting healthy sleeping patterns.

Suitable play areas are important. It is more difficult for children to take exercise in built-up areas in towns and cities where there are no safe play parks. Also, fears for children's safety prevent many parents from allowing their children to play outside without adult supervision.

Rest and sleep are important to the body.

Rest is needed to prevent the child from becoming over tired and unable to sleep. Often children don't recognise their need to rest but adults can use strategies such as story time to encourage rest.

Sleep is essential to encourage growth as children grow while sleeping. Sometimes children need encouragement to sleep, and bedtime routines are perfect for the 'winding down' period in preparation for sleep.

### What adults need to do to meet the physical health needs of children

Support learners to think about the needs of children of different ages **in general**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (They should keep this sheet in their folio.)

Age	Ways adults meet these needs	Consequences of needs not being met
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

Child Development (National 4) and Development and Wellbeing of Children and Young People (National 5)

Support learners to think about the needs of children of different ages in terms of **food**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (They should keep this sheet in their folio.)

<b>Age</b>	<b>Ways adults meet these needs</b>	<b>Consequences of needs not being met</b>
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

Child Development (National 4) and Development and Wellbeing of Children and Young People (National 5)

Support learners to think about the needs of children of different ages in terms of **exercise**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (They should keep this sheet in their folio.)

<b>Age</b>	<b>Ways adults meet these needs</b>	<b>Consequences of needs not being met</b>
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

Child Development (National 4) and Development and Wellbeing of Children and Young People (National 5)

Support learners to think about the needs of children of different ages in terms of **protection from injury**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (They should keep this sheet in their folio.)

Age	Ways adults meet these needs	Consequences of needs not being met
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

Child Development (National 4) and Development and Wellbeing of Children and Young People (National 5)

Support learners to think about the needs of children of different ages in terms of **hygiene**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (They should keep this sheet in their folio.)

<b>Age</b>	<b>Ways adults meet these needs</b>	<b>Consequences of needs not being met</b>
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		



Child Development (National 4) and Development and Wellbeing of Children and Young People (National 5)

Support learners to think about the needs of children of different ages in terms of **medical care**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (They should keep this sheet in their folio.)

<b>Age</b>	<b>Ways adults meet these needs</b>	<b>Consequences of needs not being met</b>
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

### Recap on health needs across aspects — activity 5

As a revision activity, ask learners to write as many different health needs across the five aspects of development as they can.

Social health	Physical health	Emotional health	Cognitive health	Language health

Ask them to swap their responses with their peers and see how many they got right.

## Recap on emotional health needs — activity 6

### Case study

Guide learners to read the case study below in small groups, then discuss and record their answers.

Sam and Susie Brown have been married for 23 years. Sam has had his own successful building business for the last 20 years. They live in their own house on the Yorkshire Dales. They have 3 children: Lewis, aged 10; Sara, aged 7; and Connor, aged 3. Sam and Susie have been going through a difficult time since the death of baby Zoe, who tragically died from meningitis aged 9 months. Both Sam and Susie feel responsible for her death. They both feel that their marriage has come to its end.

Susie has decided to move to Scotland with the children to be with her parents and siblings. Susie's family has ample room in their house, with schools, nursery, a park and leisure activities close by. Susie's siblings have children of similar ages who attend the local school. Sam will stay in the family home and run his business, but he hopes to have the children stay during the holidays and maintain regular contact via phone calls and email. The children have mixed feelings about the move; they are excited about going to Scotland to be with their relatives, but they don't want to leave their dad at home, leave their friends, or move to a new school.

Emotional health needs of children include:

- ◆ affection and love
- ◆ belonging
- ◆ consistency
- ◆ independence
- ◆ achievement
- ◆ social approval
- ◆ self-esteem

From the list of emotional health needs of children given above, learners should answer the following:

- 1 Identify what emotional health needs are being met for the children in the case study.
- 2 Explain how the adults in the case study meet these needs.
- 3 Explain the possible consequences of those needs not being met.

### Suggested answers

Learners may have come up with the following ideas or have had others of their own.

- ◆ **Love and affection:** Susie and her family will meet these needs by continuing to provide kisses, cuddles, hugs and support for the children.
- ◆ **Belonging:** Susie's family will meet this need by preparing the children's areas so they feel like they belong in their new home. The children will be able to spend more time with their grandparents, aunts, uncles and cousins. The nursery and school will also assist the children to develop a sense of belonging within the community.
- ◆ **Consistency:** Susie and Sam have worked hard to ensure that the children will have regular contact with their dad. The children will still continue to have the same ordinary, everyday routines they had when they lived together with mum and dad.
- ◆ **Independence:** The children will have more independence as the school is close by. Lewis and Sara can walk there by themselves. Connor's sense of independence will increase as he starts nursery school.
- ◆ **Achievement:** The children will have access to a wide range of out-of-school leisure activities that can give them a sense of achievement.
- ◆ **Social approval:** The children will make new friends at school and in their local area, so they will continue to develop a sense of social approval amongst the adults and children around them.
- ◆ **Self-esteem:** As the children settle into their new life and get used to all the changes, their self-esteem will also increase, giving a sense of wellbeing.

Support learners to discuss their ideas in groups and the suggested answers they were given. Are there any similarities or differences? They should make a note of those they identified.

### Elements of emotional health

In small groups, learners should investigate **one** of the following elements which contribute to the emotional health and development in children at different ages and stages.

They should explore how adults can meet these emotional health needs and the consequences of these needs not being met in children from birth to 16 years old.

Child Development (National 4) and Development and Wellbeing of Children and Young People (National 5)

Learners should use the table to record and present their findings to the class.

<b>Emotional health needs</b>	<b>0–3 years</b>	<b>3–5 years</b>	<b>5–8 years</b>	<b>8–12 years</b>	<b>12–16 years</b>
Giving and receiving love and affection					
Belonging					
Consistency					
Independence					
Achievement					
Social approval					
Self-esteem					

## Recap on social health needs — activity 7

Social development is about learning and acquiring the skills, attitudes and manners required for interacting and relating with other people in socially appropriate ways. It's closely linked to emotional development.

In small groups, learners should choose **two** of the social health needs of children listed below:

- ◆ mixing with others — family and friends
- ◆ giving and receiving love and affection
- ◆ belonging
- ◆ independence
- ◆ social approval and acceptance from peers and others
- ◆ displaying positive social behaviour

Ask learners to investigate their two chosen social health needs in children from birth to 16 years old.

- ◆ Identify adults who meet these social needs in children. Give an example of how adults meet these needs.
- ◆ Explore the consequences of these social health needs not being met in children from birth to 16 years old.

In groups, ask learners to discuss the role of the adult and the influence of the family in the promotion of social health and development in children from birth to 16 years old. They should write the main points of their discussion in the space below.

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

Group conclusions are:

## Recap on cognitive health needs — activity 8

**Cognitive health needs** relate to the ability to think clearly and logically. Children learn how to concentrate, use their memory and make decisions. They also learn concepts which will help them to maintain their sense of wellbeing. The development of the five senses — sight, smell, hearing, touch and taste — also contributes to a child's cognitive development.

In small groups, learners should choose **two** of the cognitive health needs of children listed below:

- ◆ play experiences
- ◆ thinking
- ◆ communication
- ◆ problem solving
- ◆ learning and understanding
- ◆ decision making

Ask learners to investigate their two chosen cognitive health needs in children from birth to 16 years old:

- ◆ Identify adults who meet these cognitive needs in children. Give an example of how adults meet these needs.
- ◆ Explore the consequences of these cognitive health needs not being met in children from birth to 16 years old.

In groups, ask learners to discuss the role of the adult and the influence of the family in the promotion of cognitive health and development in children from birth to 16 years old. They should write the main points of their discussion in the space below.

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

Group conclusions are:

## Recap on how adults meet children's health needs — activity 9

A child's needs must be satisfied in order for them to survive, grow, develop and reach their full potential.

Under each type of needs below, support learners to give an example of the needs of children. They should explain what adults can do to meet these needs. Finally, they should discuss the consequences if a child's needs are not met. They should write their answers in the following table.

Needs	How adults meet these needs
<b>Physical needs</b>	
<b>Emotional needs</b>	
<b>Social needs</b>	
<b>Cognitive needs</b>	
<b>Language needs</b>	



## Recap on changing health needs — activity 10

A child's needs are ever changing, according to age, stage of development and the life circumstances of the child.

Ask learners to write down on the table below how their needs have changed over the course of their own childhood.

<b>Needs</b>	<b>0–3 years</b>	<b>3–5 years</b>	<b>5–8 years</b>	<b>8–12 years</b>	<b>12–16 years</b>
<b>Physical needs</b>					
<b>Emotional needs</b>					
<b>Social needs</b>					
<b>Cognitive needs</b>					
<b>Language needs</b>					

## Short-term and long-term illness — activity 11

Ask learners to read the information below and discuss as a class.

**Health and illness** relate to children's state of health and include the impact of short-term illness and long-term illness on growth and physical development. Examples of short-term illness include chickenpox, appendicitis and minor injury. Long-term illness refers to conditions which require regular treatment, such as cystic fibrosis.

**Good health** contributes to children's growth and development as they eat and sleep well. Children need a healthy, balanced diet and sufficient sleep to encourage physical growth and development. Healthy children have more energy for exercise to develop muscle strength, and their bodies are more likely to develop immunity and fight infection.

**Medical conditions** vary between short-term conditions with temporary negative effects on a child's development, and long-term ones which require ongoing treatment and/or hospitalisation, which in turn may have a negative impact on the child's ability to learn. For instance, illness can result in children being in hospital or confined to home, and missing school and friends; this can slow down all aspects of their development. Some hospitals do provide learning opportunities for long-term in-patient children.

**Short-term illness** may temporarily affect health and physical development as the immune system fights infection or focuses on healing injury. Children who enjoy good health usually recover completely from short-term illness and regain their developmental stage with support.

**Long-term illness** may permanently affect all aspects of a child's health and development, as they may be confined to bed at home or hospital, have little appetite for food, and may not be well enough to access any learning opportunities.

Whatever medical conditions a child has and the limits these conditions place on all aspects of their development, with specialist support and a stimulating environment, the child will develop to reach their potential.

Ask learners to work in pairs or groups of three, and complete the table below. They should list as many examples as they can.

Type of illness	Examples and how they might affect health and development
Inherited conditions	

Type of illness	Examples and how they might affect health and development
Short-term illnesses	
Long-term illnesses	

## Factors influencing health and development in children — activity 12

The information in this activity does not relate to the revised unit specification, but some of the points may arise in class discussion.

### What can influence children's health and development?

Ask learners to read the information below and discuss as a class.

Biological, genetic or hereditary factors and environmental factors influence children's health and development in all aspects. Normal growth and development depend upon a complex mixture of genetically inherited and environmental factors.

All human beings inherit their genes from their parents. Genes dictate things like the colour of our hair and eyes, our sex, our body shape, our height and blood group. Other biological or genetic factors can determine illnesses, such as cystic fibrosis and Down's syndrome.

In the box below, support learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...
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### **Environmental factors**

Ask learners to read the information below and discuss as a class.

Our environment and surroundings are very important to our health and development. Even in the womb, the environment is essential in the baby's health and development until birth. After birth, the place where we live might be a town, a city or the country; it might have a cold or warm climate, and be peaceful or at war. We might be wealthy or poor, and live in a mansion or a small house.

Other people are also part of our environment. Children are dependent on adults around them to meet all their needs; social influences are intertwined with environmental factors, and they are linked very closely with the family. Nutrition, education and access to health services are some of the environmental factors that can affect our development.

Environmental factors that affect the health and development of children include:

- ◆ smoking in pregnancy
- ◆ drug, solvent and alcohol abuse
- ◆ immunisation programmes
- ◆ social and cultural issues
- ◆ housing
- ◆ play areas
- ◆ pollution and climate change
- ◆ pre-school provision

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

### **Life circumstances**

Ask learners to read the information below and discuss as a class.

Our life circumstances are very important to our development. There are many different types of family structures today, each with positive and negative aspects to them. In some families, children might use more than one language. Our position in the family matters too; the eldest child might be responsible for their younger siblings, while the youngest child might feel like they are always going to be 'the baby'. Other circumstances like moving to a new home and starting at a new school may affect development as well.

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Life circumstances include:

- ◆ type of family
- ◆ languages used at home
- ◆ position in the family
- ◆ moving to a new home
- ◆ starting school or pre-school (see next section)
- ◆ marital breakdown
- ◆ death in the family

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

### **Pre-school provision (related to life circumstances)**

Ask learners to read the information below and discuss as a class.

Children need a stimulating environment for all aspects of their development. A stimulating environment can be provided in a range of settings: nursery, playgroup, crèche, and parent and toddler groups; these can also include forest schools and outdoor nurseries. These settings provide opportunities for new experiences, activities and appropriate equipment for children to explore and investigate.

Generally, pre-school settings provide books, pictures, music, rhymes, art, games, play and outings to encourage communication, exploration, investigation and experimentation by the children. The adult's role is to recognise when intervention is necessary and appropriate, to support and promote all aspects of children's development.

In pre-school settings, children take part in spontaneous play activities initiated by themselves, as well as adult-led or child-led activities; for example, they have stories read to them and opportunities for role play. This develops their imagination and helps to extend their vocabulary and speech. It may also promote the development of a specific skill in a group of children or individual children.

Children need play opportunities and new experiences, as they learn best through play with their peer group and children of different ages and stages of development. They learn a range of skills from each other, and learn about different cultures from children from different backgrounds. Through play, they gain knowledge and understanding of the world outside their family environment, in a variety of contexts.

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There is evidence that children who are deprived of stimulation do not develop all their physical, social, emotional, cognitive and language abilities. This is particularly evident in children who have been in this condition for long periods of their lives.

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

### **Birth circumstances**

Ask learners to read the information below and discuss as a class.

Birth circumstances can have a lasting effect on the health and development of a child.

Babies born prematurely may be smaller than average (low birth weight) and have difficulty feeding and gaining weight. Their physical development may be slower when compared to their peer group.

Premature babies receiving appropriate care will gain weight and make developmental progress. The more premature a baby is, the longer the child is likely to take to reach the milestones of their peer age group.

Low birth weight babies may have difficulty gaining weight and can be more susceptible to illness. Twins and other multiple birth babies may also have low birth weight. They may also be premature, which can lead to developmental delay. Some multiple births do produce full-term babies with a good birth weight, who make similar developmental progress with their peer group.

In the box below, guide learners to record a range of key things they have learned from the information above. (They should add their notes to their folio.)

Important things to remember are ...

## Delivery notes topic 5: wellbeing and impacts on child development

### What is wellbeing? — activity 1

'Wellbeing' in children and young people is when they are safe and happy; it is when they feel good about themselves and their lives, have good self-esteem and self-worth, and are ready to learn and develop. Children need opportunities to thrive in safe and stable environments, which is important for their wellbeing.

Wellbeing is closely linked to health; it is also linked to the child's state of mind and how they feel about themselves, impacted by their personal experiences.

Guide learners to complete the table below by providing examples for each element of wellbeing. For example, provide an example for a way that different emotions (such as anger, sadness or joy) may be accepted, and give an example of ways that friendships are linked to wellbeing.

Wellbeing	Examples of what this looks like in life
Accepting emotions; having close and consistent relationships	
Friendships that are valued and nurtured	
Access to outdoor spaces and play	
Valuing and encouraging the use of imagination	
Valuing unique interests	

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<b>Wellbeing</b>	<b>Examples of what this looks like in life</b>
Access to engaging and challenging play materials	
Access to indoor space and play	
Being valued and included by society (such as local or national policies to meet needs)	
Being supported and valued in their family situation	
Having an opinion; being included in making decisions	
Being listened to; having fears acknowledged and valued	
Being healthy and well cared for	



## Wellbeing factors — activity 2

Explore with learners some factors which can impact a child's wellbeing positively and negatively. Ask them to complete the table by adding more factors to each factor type.

Factor type	Factors
Economic factors	<ul style="list-style-type: none"><li>◆ Poverty</li><li>◆ Unemployment</li><li>◆ High costs of housing</li><li>◆ Redundancy</li><li>◆ Lack of employment opportunities</li></ul>
Education factors	<ul style="list-style-type: none"><li>◆ Not attending school</li><li>◆ Lack of skills in reading, writing or maths</li><li>◆ Experiences at school</li><li>◆ Additional support needs</li><li>◆ Lack of support for needs</li></ul>
Health factors	<ul style="list-style-type: none"><li>◆ Birth condition</li><li>◆ Genetic condition</li><li>◆ Illness</li></ul>

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Factor type	Factors
Familial factors	<ul style="list-style-type: none"><li>◆ Stress</li><li>◆ Divorce or separation</li><li>◆ Different family types</li><li>◆ Addiction</li><li>◆ Adult mental health or physical illness</li></ul>
Environmental factors	<ul style="list-style-type: none"><li>◆ Lack of accessible services</li><li>◆ No or limited public transport</li><li>◆ Poor housing</li><li>◆ Inner city or built-up areas</li><li>◆ Pollution</li><li>◆ Lack of outdoor space</li><li>◆ Moving to the country or city</li></ul>

Ask learners to select one factor type in their groups. Then, they should create a mind map showing all the different ways that this factor can promote and/or impede a child's wellbeing.

For example:

- ◆ economic factor, poverty — map out how this can negatively impact a child's wellbeing
- ◆ environmental factor, moving to the country or city — map out positive impacts on a child's wellbeing if they move from a busy city to the country, or from the country to the city

There are both positives and negatives to explore. Learners should take time to do this in groups and then share with each other.

### **Children’s wellbeing in Scotland — activity 3**

Ask learners to take time to research and reflect on different ways that wellbeing is being promoted for children and young people in Scotland. It is essential to understand the value and importance of the role of the adult, in supporting good, progressive, and positive wellbeing in children. Learners should fill in the box below with their information.

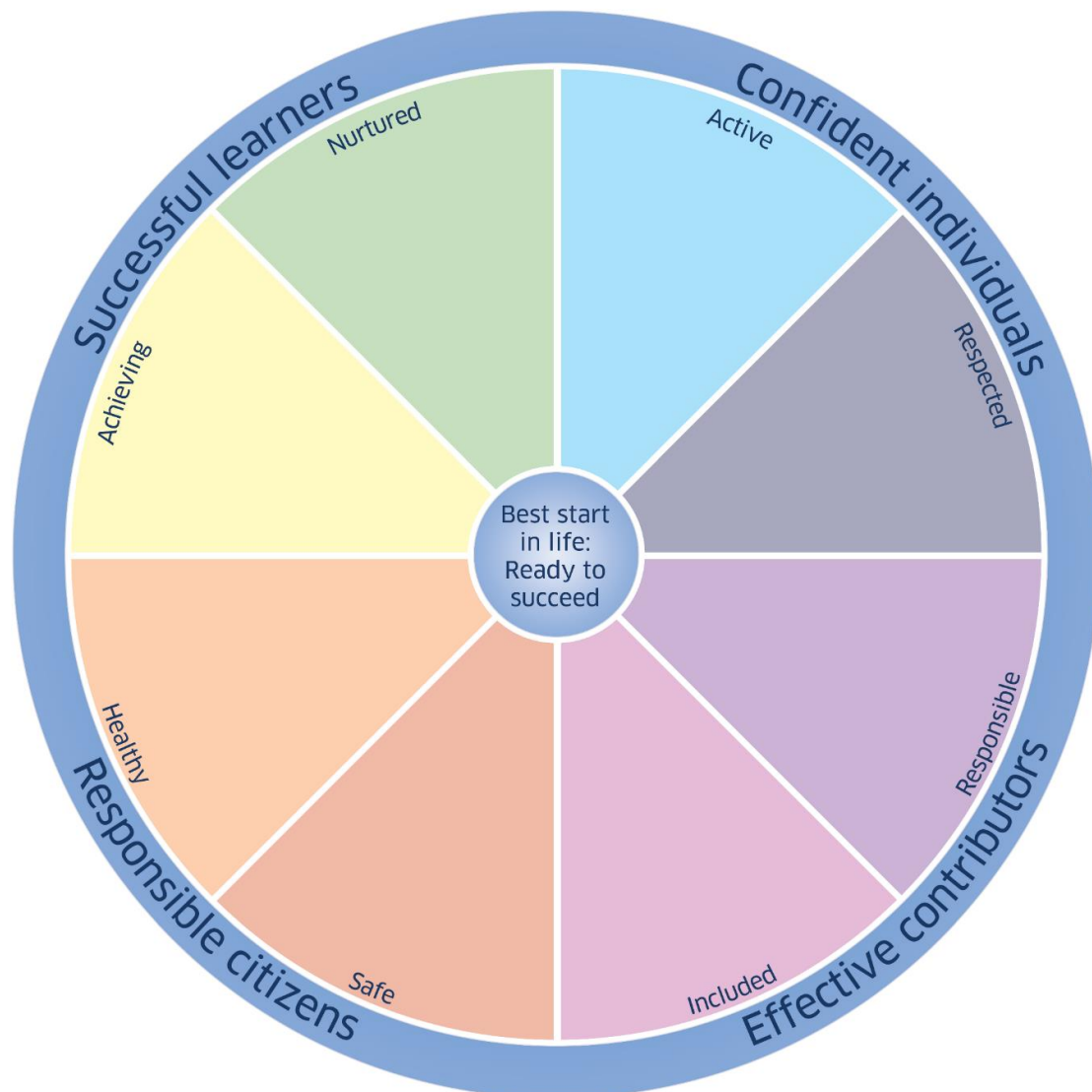
List of documents or policies, frameworks and guidance promoting wellbeing of children and young people in Scotland:

## Exploring SHANARRI — activity 4

This activity can be done individually or as a whole group or class.

Using the SHANARRI wheel below, learners should reflect on what is needed in each of the sections to meet all their wellbeing needs, or the wellbeing needs of their group or class. Then, ask them to discuss the completed wheel.

This could be done in the context of the learning environment and/or a home environment.



Next, learners should complete a wheel for children in any of these settings. (It may be beneficial to separate these settings into groups.)

- ◆ nursery
- ◆ primary school
- ◆ secondary school
- ◆ college (15–16-year-olds may attend college early or as part of schools' links programmes)

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Ask learners to design their own information leaflet outlining the following:

- ◆ the value and importance of wellbeing for children and young people
- ◆ the SHANARRI wheel — what it is and its aim
- ◆ give some examples of ways each of the SHANARRI indicators could be met for children and young people
- ◆ add links for further reading and research about SHANARRI indicators and Getting it right for every child (GIRFEC)

The leaflet should be bright and colourful, easy to read, informative and engaging.

## **Factors linked to child development and wellbeing — activity 5**

Ask learners to read the information below and discuss as a class.

### **Health factors which may affect child development**

#### **Breastfeeding**

Research concludes that breast-fed babies are less likely to be overweight and less susceptible to infections. Mothers can use breast pumps to store breast milk in bottles, which enables other family members and friends to feed babies with the mother's breast milk.

Health in Scotland (2000) states that:

*Nutrition, starting in infancy, has important effects on health. Breastfeeding provides the best start. The major health benefits of breastfeeding for both mothers and babies are well documented and accepted. It is therefore of concern that breastfeeding rates in Scotland remain the second lowest in Europe, although they have increased in recent years.*

*Some of the recent increase may reflect increases in the age of the childbearing population and the fact that older mothers are more likely to breastfeed.*

Their target is to:

*Encourage breastfeeding and address inequalities, targets have been set and breastfeeding strategies have been developed. Scotland has a national target of 50% of mothers breastfeeding at six weeks.*

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Health in Scotland (2000) also says:

*To work toward this target breastfeeding strategies have now been developed in twelve out of the fifteen Health Boards in Scotland. These strategies focus primarily on the 1994 Campbell and Jones' Recommendations for Health Boards: Breastfeeding in Scotland, which include:*

- ◆ *Setting and surveying local breastfeeding rates*
- ◆ *Implementing the joint WHO/UNICEF Baby Friendly Initiative in hospitals which are evidence based good practice standards; and*
- ◆ *Providing community support, both group and peer support, for breast feeding.*

### **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. Diet influences health, growth and development.

A healthy balanced diet should contain protein, fat, carbohydrate, minerals and vitamins, which are essential for healthy growth and development in children. A diet with plenty of fresh fruit and vegetables may reduce the risk of developing illnesses later in life, such as cancer and heart disease. Many children take too much sugar in sweets and fizzy drinks; this can lead to tooth decay and obesity.

Some children have food allergies that can lead to severe allergic reactions, resulting in breathing difficulties. The parent or carer must be careful to exclude food that they are allergic to from their diet.

Using the range of resources available, learners should identify sources of foods which make up a balanced diet for children, and then describe the benefits of a balanced diet to the health and development of children.

1 Protein

2 Fat

3 Carbohydrate

4 Minerals

5 Vitamins

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### **Research**

Guide learners in the following research task.

Explore the effects that an unbalanced diet can have on the health and wellbeing of children and young people. Consider if there are any environmental and economic factors which could also influence this, and what factors can holistically influence children's wellbeing and development.

Explore what effects a balanced diet can have on health and wellbeing, and what this might do to support self-esteem, confidence, and a sense of self.

Discuss as a class the range of benefits of good nutrition and diet habits developed in children, from birth onwards.

Reflect and discuss what impacts a good healthy balanced diet can have on wellbeing (including developmental aspects).

## **The adult's role in supporting child wellbeing — activity 6**

### **Research — Who is responsible for the wellbeing of children and young people in Scotland?**

Guide learners in the following research task.

Working in groups, explore who is responsible for the promotion of wellbeing of children in Scotland today.

You should consider a range of organisations and people as a class, and choose to focus on one key area in your group. Each group should choose something different.

Some examples of organisations and people are: Scottish Government; kinship carers; biological parents; Scottish society; media; educational professionals; and charitable organisations.

After choosing an area to explore in your group, share out the research tasks. Your tasks should include:

- ◆ who they are
- ◆ what things they are responsible for doing
- ◆ how it is seen in practice (as well as evidence of good practice)
- ◆ how what they do make a difference to the developing child
- ◆ how your research links to the SHANARRI indicators and GIRFEC, as well as other relevant and current Scottish legislation, policies, frameworks or guidelines

Record what you have found out in a poster, and then present and share your findings with the class.

## **Delivery notes topic 6: development and wellbeing folio support**

The importance of the folio is to support candidates to explore a broad range of knowledge about child development in order to promote sound understanding, which is important and central to the work of the early learning and childcare sector. Approach the folio with a learner-led perspective, encouraging diversity, creativity and self-expression. The learner needs to be able to build their folio as a means to demonstrate their steps in learning in this unit. This is a tool for the learner to take with them, as they progress in potential training and further learning or work experience within the child care industry.

### **Types of information gathered**

#### **Information about development of children and young people**

In the delivery of this unit, learners should have time and guidance to understand broadly what child development is and how it can be seen in a growing child. The activities they undertake should build up to recording the learning and activities they have engaged in; this enables them to test their own thinking and knowledge throughout. In particular, hands-on activities let them test out ideas of child development theory for themselves.

Learners are encouraged to engage in practical tasks which enable them to assess and see development happening in real time. This can be simulated in a range of fun ways. Running this unit alongside the Play unit supports this well, as play experiences are an excellent way to observe and experience development.

Evidence can be wide ranging: making charts, posters, flyers, vlogs, Flipgrids; writing journals; taking photos and short video clips; writing stories and acting out class stories; writing reflections or diary entries of outings (such as park visits, library Bookbug Sessions and PEEP groups). Some examples of photo evidence include demonstrating steps of making things using hand shots; and a photo scrap book illustrating ongoing activities and experiences. Examples of artwork and crafts, such as drawings, could be added.

Learners can also include: research of topics or specific aspects of development explored; notes or oral accounts of visiting parents and children; questions prepared for a live stream, online meeting, or other visitor talks. Learners can add ongoing reflections during practical tasks to record what they learned or what surprised them.

#### **Information about wellbeing of children and young people**

The exploring of wellbeing can be included in the folio with a focus on SHANARRI and GIRFEC. Learners are encouraged to assess their own wellbeing throughout the unit or the whole course. This would give learners insight into the definition of wellbeing and how it affects them personally, which would help them extend the concept to the developing child. Learners could also be encouraged to explore scenarios of wellbeing and discuss what the solutions are, and then research if there is support available to remedy the needs.

Some related fun tasks that could be recorded in the folio include making your own SHANARRI wheel; creating a paper fortune teller using the indicators; and exploring colour therapy for wellness and linking it to the indicators. A wellbeing progress tracker could also



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be done throughout the unit or course, to help learners consider the peaks and troughs of life that can impede and promote a sense of wellbeing for children and young people.

The folio can include evidence such as a monthly wellbeing checklist of activities to promote a strong sense of wellbeing. Learners could explore the idea of pet therapy and children's wellbeing, adding photos of themselves with pets to their folio, or inviting therapy animals to the setting. They could bake or cook something tasty and reflect on how it can make you feel good, adding photos of their food to their folio. They could go outdoors, do nature challenges, or increase step counts, and consider how this could promote wellbeing in the developing child with reference to the indicators. They could enjoy a yoga or relaxation session, or do mindfulness tasks such as free painting and colouring in. These types of activities are examples of ways that the concept of wellbeing can be explored, enabling learners to experience it for themselves at the same time.

## **Purpose of the folio**

Guide learners to read the following to find out about the purpose of the folio.

This folio is required to support you to demonstrate your knowledge and understanding of the Child Development and Development and Wellbeing of Children and Young People units. When building your folio, aim to be creative and expressive, showing your personality and playing to your strengths (for example, include drawings or doodles).

Look for opportunities to develop your skills, including the good organisation of the evidence you build inside your folio; include any planning you might do in class tasks. Work to meet deadlines to stay on top of your folio work and progress it well; this may be part of other units you are covering too.

You could aim to divide your folio into sections, or make it electronic. However you do it, ensure you include as much of your learning as possible, to support you as you progress. Folios are excellent for sharing with a potential employer to demonstrate your knowledge; they can be part of your work experience and can benefit possible future learning, such as at college or university.

Early year professionals are encouraged to keep developing their own knowledge and skills, and record their progress, known as continuous professional development. This folio supports you to begin this process and provides great experience as you explore the roles and responsibilities of early learning child care professionals in Scotland today.

To achieve the assessment (National 5), it is important for you to have a range of relevant materials in your folio. Your teacher or lecturer will guide you in this, but it is your responsibility to demonstrate how you are learning. This will enable your teacher or lecturer to support you and sign off on your formative work.

Take the opportunity to work in partnership with your teacher or lecturer, to create something fun, expressive and engaging, demonstrating your learning journey in this unit.

This folio can be linked with other units of the Skills for Work Course as well, such as the Play unit. Build up your folio throughout the course and it will support you long afterwards. Good luck!

# 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: Child Development**

### **Outcome 1**

Demonstrate knowledge and understanding of child development.

#### **Performance criteria**

- (a) Describe aspects of child development.
- (b) Identify key milestones in the development of children for each aspect of development.

### **Outcome 2**

Investigate aspects of child development.

#### **Performance criteria**

- (a) Prepare a plan to support the investigation of a selected aspect of development.
- (b) Investigate the selected aspect of development.
- (c) Present the findings of the investigation.
- (d) Reflect upon the investigation.

### **Age ranges covered**

The age ranges covered in the National 4 Unit include:

- ◆ baby (birth to 18 months)
- ◆ toddler (18 to 36 months)
- ◆ young child (3 to 5 years)
- ◆ child (primary school age)

Learners can provide evidence of knowledge and understanding through different types of assessment (see the ASP for a detailed range), also including other methods which may be more suitable to specific learners and their needs. Learners can also provide holistic evidence from across the outcomes or individually.

## **National 5: Development and Wellbeing of Children and Young People**

### **Outcome 1**

Explain the principles of development for children and young people.

#### **Performance criteria**

- (a) Explain what is meant by the term child development.
- (b) Describe progressive stages of development for children and young people.
- (c) Identify factors which may influence development.
- (d) Explain ways in which the aspects of development are holistic and individual to each child.

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## **Outcome 2**

Explain the principles of wellbeing for children and young people.

### **Performance criteria**

- (a) Explain what is meant by the term wellbeing.
- (b) Describe key indicators of wellbeing for children and young people.
- (c) Identify factors which may influence wellbeing.
- (d) Identify ways in which adults can support the wellbeing of children and young people .

### **Age ranges covered**

Across the outcomes in this unit, learners should consider the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

## **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 in the early learning and childcare sector or in any other sector.

Most people who work in early education 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 twenty 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.

Each member has to do their part to ensure the team works well.

As teams are made up of people, and every person is different, you will likely not 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 do to become a good team member:

- ◆ 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
- ◆ be ready to do a little more than necessary to help out
- ◆ be 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.

As part of your Skills for Work Course, you will be asked to plan, implement and evaluate play for children and young people working as part of a team. 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 notes: child development overview

### Reasons for studying child development

#### What is the study of child development?

The study of child development is the study of the way children change from birth through their childhood. Children grow and develop as they get older.

Growth means an increase in size and development means an increase in ability. Social, physical, emotional, cognitive, and language developments take place continuously. These five aspects of development are evident throughout the course of our lives.

#### Why study child development?

The study of child development has helped us to understand some of the changes that take place at different stages in childhood. This helps us to assess progress in the early years of an individual's life. Unusually slow or fast developmental changes in a child can be identified and assessed. For example, a child who is slow to speak may need to have a hearing test and/or speech therapy. Similarly, a child who is finding it difficult to read may need their eyes tested and glasses.

#### Some of the main reasons for studying the development of children:

- ◆ to gain an understanding of how children **develop and learn**
- ◆ to gain an understanding of **general patterns and sequences** of development
- ◆ to find out what affects growth and development
- ◆ to understand why children **behave** in certain ways
- ◆ to help **identify** children's needs
- ◆ to help **provide** for children's needs
- ◆ to help **plan and prepare** appropriate activities to meet children's needs

### Stages of child development

Children's developmental patterns follow the same **sequence** for all children but individual children develop at different **rates**. For instance, a baby must have head control before they can sit unsupported, but they may crawl at 6–7 months or not until they reach 12 months. Both these ages are within the established 'norm'. There are also children who never crawl but still progress to walking.

Children's development may take place at different rates but these **milestones** always occur in the same sequence. Milestones are useful for marking progress across all aspects of children's development. Knowledge of milestones helps us to plan age-appropriate activities relevant to the stage of development.

Development in one aspect does not always mean development in the other aspects. For example, a child may be within the normal range for height, weight and physical ability for their age group, but may still throw temper tantrums if their progress in emotional development is slower. Age groups are used as a general guide to developmental progress, but development does not always begin and end at specific times.

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The pattern of child development may be divided into the following stages:

- ◆ infancy and toddler: 0–3 years of age
- ◆ pre-schooler: 3–5 years
- ◆ school child: 5–8 years
- ◆ school child: 8–12 years
- ◆ school child: 12–16 years

Throughout each stage, the child will develop in different aspects.

### Normative development

Normative development refers to what is considered 'normal' for a child at a stage of development. Significant points in a child's developmental progress are often known as **milestones**.

Milestones are used to track 'normal' development. They allow the measurement of an individual child's progress and can indicate any deviation from the norm. For example, a milestone which demonstrates an infant's physical development at the age of 3 months is their ability to lift their head up when lying on their front. Milestones are useful in helping us to ensure that activities chosen are appropriate to the stage of development that children have reached.

Age groups are used as a general guide to developmental changes that do not always begin and end at specific times. For example, one of the changes in adolescence is puberty; periods starts for girls, and boys start growing facial hair. However, some girls may start their periods as young as 9–10 years old, and some boys may not grow facial hair until they are 19–20 years old.

### Aspects of child development

The term 'aspects of child development' refers to the **social, physical, emotional, cognitive and language (SPECL)** developmental changes that occur from conception throughout the childhood years. All aspects of development are inter-related. For example, a child who has had enough sleep will be able to focus on activities and tasks more effectively than a child whose sleep has been disturbed and who, as a result, may be grumpy, lethargic and easily upset or angry.

Although throughout this unit, you'll be studying the five aspects of development individually, it's important to understand that a child's development progresses in a **holistic** way. This means that babies grow and develop in a way that involves all aspects of development at the same time. While babies are developing their fine and gross motor skills, such as grasping and sitting, they are also developing their language and communication skills through making sounds, discovering the changing world around them, interacting with others, and developing their own individual personalities.

## Main features of changes and differences in the developing child

### Head size

- ◆ Babies' heads are bigger in proportion to their bodies compared to older children.
- ◆ Babies' heads are approximately one third to one quarter of their total length.
- ◆ Toddlers' heads are approximately one quarter to one fifth of their total height.
- ◆ The head of a 7-year-old is approximately one sixth of their total height.
- ◆ The head of a 12 to 16-year-old will be near the adult proportion of one eighth of their total height.

### Growth rates

- ◆ Babies' heads initially grow more quickly than their bodies, but gradually the growth of the head slows down, and the body and limbs grow more quickly.
- ◆ Between 2 years old and the onset of puberty, children grow at a relatively steady rate.
- ◆ From about 10 years old in girls and 12 years old in boys, there is usually a considerable growth spurt.
- ◆ Girls are skeletally mature at an earlier age than boys.

### Body changes

- ◆ As children enter puberty, they begin to develop secondary sex characteristics and experience considerable body changes.
- ◆ The feet and hands of most adolescents will reach their adult size before they reach their ultimate height.

## Learner notes: exploring the principles of development SPECL — social development

### Social roles and socialisation

The term 'social development' is concerned with how we relate to other people. It is about how we learn to identify with other people and become a member of a social group. We learn about our social **roles** and how they change.

There are many different social roles within our society — for example, son, daughter, sister, brother, mother, father, friend, pupil, teacher, doctor, firefighter. Society expects people in these roles to behave in certain ways. We expect a friend to behave differently to a firefighter. We are expected to learn and show certain patterns of behaviour according to each role. For example, we may expect that children would behave more freely when playing with their friends, but not in the classroom during lessons.

Social development involves our ability to live, work and interact with others. This process of learning to participate as a member of a social group is called **socialisation**. The family is usually the first social group we experience. Within the family, we learn about values, beliefs and ways of behaving, thinking and feeling in relation to other people. This is called **primary socialisation**.



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For example, some families have the tradition of the tooth fairy, or makes sure to say 'please' and 'thank you' to be polite, or have certain religious beliefs. As children grow and develop, they mix with others outside their family.

Playgroups, nursery and school are other groups that children learn to take part in and play other social roles. These are referred to as sources of **secondary socialisation**. The ability to communicate is extremely important in this process of socialisation.

## **Social development (18 months to 5 years)**

Before the age of about 18 months, the child's social contact is generally centred on the parents or carers and family members such as siblings. As the child gets older, their circle will widen to neighbours' children and other children at their playgroup or nursery. Social contact is influenced by developing language and awareness of others. Children learn throughout this stage how to interact with others through play.

At around the age of 2 years, the child will happily play near other children but hasn't yet acquired the skills that enable them to play together. The 2-year-old's ability to play together is also hindered by their inability to share possessions and the attention of adults; therefore, they may show resentment.

As the child's social skills develop and confidence is gained, their parent or carer may feel that they are ready to join a playgroup or nursery. This social interaction will not only help the child to gain independence, but also enable them to accept strangers and develop an awareness of others.

Between the ages of 3 and 5 years, social interaction continues to develop as the child begins to enjoy the company of other children their own age.

They will learn to share possessions and the attention of adults. With these new social skills, an increased concentration span and a need to satisfy curiosity with continual questions, the 5-year-old is ready for primary school.

## **Learner notes: exploring the principles of development SPECL — physical development**

### **Primitive reflexes**

Babies are born with a set of reflexes to help them through the first weeks of life. Some of these reflexes are vital for survival. Babies have reflexes similar to the knee-jerk and blinking reflexes in adults. When hit on the knee, an adult's leg jolts forward, and their eye shuts quickly if something pokes at it. These reactions are involuntary — it's virtually impossible to avoid making the automatic response of a reflex. Breathing is obviously one of the most important reflexes for a newborn baby. The rooting and sucking reflexes allow babies to get nourishment. Without these reflexes, babies would have difficulty surviving. Many of a baby's early reflexes will disappear during the first months of life, while some remain throughout their lives.

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A newborn baby turns towards a hand that brushes their cheek, which demonstrates the **rooting reflex** essential for feeding.

Another reflex is the **stepping or walking reflex** whereby babies will appear to walk if their feet are placed in contact with a hard surface. The walking reflex is something babies later lose.

The **grasping reflex** happens if the baby is touched lightly on the palm of their hand. They will immediately curl their fingers and grip hard. The grasping reflex is strong; once newborn babies grasp something, they cannot voluntarily let go.

At birth, the baby's hearing is almost as sensitive as an adult's. However, their hearing thresholds are lower than adults, which is why newborns can sleep through a loud television or loud music. However, sudden noises do disturb them — for example, a doorbell or telephone ringing will sometimes **startle** them and make them cry. Babies prefer to hear soothing rhythmic sounds similar to the sounds they heard in the womb, such as the swishing sounds of a washing machine, and the sounds of the vacuum cleaner or hairdryer. These are all calming, presumably because they seem familiar, and therefore comforting.

## Motor skills overview

**Palmar grasp** refers to when you put your finger in the palm of a baby's hand and they grasp it tightly.

**Pincer grip** refers to fine motor skills such as picking up a tiny crumb from the floor.

**Motor skills** refer to voluntary muscle control. Motor skills can be described as either fine or gross motor skills.

**Fine motor skills** refer to control over small muscles, like those in our fingers and hands. Fine motor skills development includes developing the ability to transfer objects from one hand to the other, picking up crumbs with fingers, and holding and using crayons to draw.

**Gross motor skills** refer to control over the large muscles in our body. This includes children developing the ability to sit, crawl, stand, walk, climb and kick a ball.

**Sensory motor skills** refer to the ability to use our senses. Vision is very important to fine motor activities. For example, the ability to use a spoon to feed ourselves requires the co-ordination of fine muscles to hold the spoon and vision to put the spoon into the food and then the mouth. The abilities to see, hear, smell, touch and taste are important physical developments that help us achieve our developmental milestones.

## **Learner notes: exploring the principles of development SPECL — emotional development**

### **The emotional response of bonding**

**Bonding** (also known as **attachment**) refers to the close relationship developed between the carer and baby. This relationship is very important, particularly in the early days and first few years of life. Attachment is defined as an affectionate tie or bond that forms between a child and another individual. The attachment or bond established between the carer and baby may be a survival mechanism. They get to know each other by sight, smell, sound, touch and taste. They communicate through their senses, with each one's behaviour influencing the other's. This interaction forms a bond that is extremely important for the rest of the child's development.

A child who is unable to make a close bond with a significant adult is likely to have difficulty becoming emotionally mature; they may remain self-centred, and they may be unable to build or maintain positive relationships with others.

A healthy early bond that children develop with their carers provides a healthy foundation for their future psychological, physical and emotional development.

## **Learner notes: exploring the principles of development SPECL — cognitive development**

### **Cognitive overview**

Perception is another aspect of cognitive development which changes rapidly as children grow. Young children make little distinction between what is real and what is fantasy. They think that everything around them, such as toys, has the same properties as themselves; for example, they may think that toys would feel pain if knocked over or dropped. This is known as 'animist' thinking.

At around 2 to 3 years old, this will change to 'magical' thinking. The child does not fully understand the concept of cause and effect, and links events that happen together.

By the age of 5, the child has a better understanding of cause and effect, and develops these skills into logical thinking. They have a longer attention span; imagination and creative thinking also develop rapidly during this period.

### **Cognitive milestones and identifying cognitive development**

#### **0–18 months**

- ◆ Recognise familiar faces and objects
- ◆ Recognise familiar routines
- ◆ Have a fear of strangers
- ◆ Show concept of object permanence
- ◆ Put objects into their mouth to explore the objects' properties
- ◆ Can learn simple games such as peek-a-boo

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- ◆ Enjoy looking at books

### **18–24 months**

- ◆ Point to objects named by adults
- ◆ Obey simple requests
- ◆ Want to explore and investigate everything in reach
- ◆ Join in with nursery rhymes
- ◆ Solve simple puzzles

### **2–3 years**

- ◆ Remember rhymes and songs
- ◆ Match colours
- ◆ Sort objects into simple categories
- ◆ Solve more complex puzzles

### **3–5 years**

- ◆ Remember past events
- ◆ Name 2–3 colours or more
- ◆ Understand the concept of numbers up to 3
- ◆ Count with increased understanding
- ◆ Concentrate on activities and complete them
- ◆ Can name different shapes
- ◆ Show interest in reading and writing

### **5–8 years**

- ◆ Begin to develop concepts of quantity
- ◆ Develop literacy skills
- ◆ Begin to understand basic scientific principles
- ◆ Learn to tell the time
- ◆ Play board games with understanding and skill
- ◆ Attention span increases

### **8–12 years**

- ◆ Understand the value of coins
- ◆ Begin to understand logical reasoning
- ◆ Write relatively quickly, concentrating for a good length of time
- ◆ Interested in reading books for research for project work
- ◆ Develop interests and hobbies
- ◆ Understand relational terms such as weight and size

### **12–16 years**

- ◆ Consider all aspects of situations
- ◆ Enjoy discussion and debates

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- ◆ Develop and maintain interests such as sport and music
- ◆ May understand abstract concepts

## **More about senses**

### **Senses from 0–18 months**

#### **0–6 months**

A baby first learns through their senses. As babies are immobile, during this period, they will spend a lot of time lying on their backs looking up and they require objects around them that will stimulate their senses. Looking up at moving objects helps babies gain an awareness of the world around them. During these months, babies demonstrate the first step in abstract thought — cause and effect. In other words, if a baby cries, someone will come to them.

#### **6–12 months**

As young children become mobile, they try to reach for things out of range and they start to understand the meaning of 'no'. Children also learn about size, shape and texture by putting objects into their mouths rather than just by looking at them. This is because the mouth is more sensitive than their fingertips.

Learning that objects still exist even when they cannot be seen also occurs during these months. This is known as 'object permanence' — out of sight but not out of mind. As memory continues to develop, young children begin to enjoy repetitive play, nursery rhymes and simple books. By 12 months, children often understand simple commands, their own name and some words (sometimes recognisable) for familiar things, such as the family cat or dog.

#### **12–18 months**

During this period, children learn skills by imitation; they enjoy copying a parent or carer doing housework and carrying out simple instructions. Manipulative skills and hand and eye co-ordination also develop and the young child will enjoy scribbling with a pencil or using a comb or a toothbrush.

By 18 months, as language skills develop, the child will enjoy recognising and naming pictures in favourite books and will join in with nursery rhymes and songs.

## **Learner notes: exploring the principles of development SPECL — language development**

### **Language milestones from 1–8 years**

#### **1–3 years**

- ◆ Communicate needs and wants by pointing and vocalising
- ◆ Can use around 6 to 20 words and understand many more
- ◆ Vocabulary continues to increase
- ◆ Sentence formation begins with two or three words, becoming more complicated with increasing age and ability
- ◆ Constantly ask questions

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- ◆ Can carry out a simple conversation

### **3–5 years**

- ◆ Conversation skills increase with growing vocabulary
- ◆ Begin to 'answer back' to adults
- ◆ Understand the need for verbal negotiations with peers
- ◆ Begin to develop skills to enable positive interactions with others

### **5–8 years**

- ◆ Develop a wide use of language, for example, for questioning, guessing, explaining, justifying and complaining
- ◆ Have the ability to reason aloud, think out ideas and plans, and speculate
- ◆ Can hold long conversations, being aware of the need to both listen and talk, and to say something relevant to the topic

## **Learner notes: holistic and inter-related development overview**

### **What is holistic and inter-related development?**

All aspects of a child's development are **holistic**, meaning that they are **inter-related** and dependent on each other. A child should be regarded as a whole person, with each aspect of development (social, physical, emotional, cognitive and language) joining together to contribute to the whole.

A delay in progress of one or more developmental aspects may result from or lead to delays in others. A child can only progress when they are ready and cannot be pushed. The child's needs should be considered in these terms.

Cognitively, children need to learn how to concentrate, use their memory, and make decisions. The development of the five senses, sight, smell, hearing, touch and taste, contributes to cognitive development; it is also linked to physical development, such as hand and eye co-ordination. Children also learn concepts which will help them in their lives to maintain their sense of wellbeing, such as:

- ◆ language development
- ◆ thinking
- ◆ recognition
- ◆ communication
- ◆ problem solving
- ◆ learning and understanding

## **What does holistic and inter-related development look like?**

Holistic development considers the 'whole child' and how they learn and grow to reach their full developmental potential in all aspects.

Inter-related development is where the five aspects of development are all working at the same time to support a child's progression. When children are undertaking activities, more than one aspect is promoted at once. The study and understanding of this is central to the role of the adult — particularly enabling them to meet the holistic developmental needs of children to the best of their abilities.

It is important to keep in mind that the process and rates of development depend on the child. Children are unique and don't all follow the same patterns at the same rate.

The rate of learning of a child who has the ability to learn new information (cognitive development) is also influenced by whether they can interact appropriately with others (social development) and whether they can control their emotions and impulses when they do (emotional development). This is just one example of how the aspects can be inter-related.

## **Learner notes: health needs and wellbeing in child development**

### **Health overview**

Health has a number of different aspects. In 1948, the World Health Organisation (WHO) defined health as:

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

This was a far-sighted definition for the time because it presented a holistic view, including mental and social wellbeing along with physical wellbeing. It does not, however, allow for people to have a disability or condition and still be healthy, such as people with asthma, diabetes, or a sensory impairment.

In 1984, WHO updated their definition of health as:

*The extent to which an individual or group is able, on one hand, to realise aspirations and satisfy needs; and, on the other hand, to cope with change or to cope with the environment. Health, therefore, is seen as a resource for everyday life, not an object of living: it is a positive concept emphasizing social and personal resources, as well as physical capacities.*

This definition also reflects the holistic approach to health, while acknowledging the positive and transient nature of health as well.

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From the WHO definitions above, you can see a number of aspects of health.

- ◆ Physical health needs relate to the functioning of the body.
- ◆ Social health needs relate to the way we interact with others and form and maintain relationships.
- ◆ Emotional health relates to the way we express emotions. It also relates to the way we cope with stress and anxiety.
- ◆ Cognitive health needs relate to the ability to think clearly and logically.
- ◆ Language health is linked to cognitive and emotional health, as it is important for expressing thoughts and feelings. It is also linked to social health, as using language encourages interaction with others and nurturing relationships.

### **Social health needs**

Social health needs relate to the way we interact with others and form relationships. If you recall the social and emotional aspects of development, you will find that social interactions enable children to develop a sense of identity and self-esteem. The promotion of social health in children encourages appropriate behaviour, a sense of security, and an understanding of their place and sense of belonging in their social system.

Some concepts linked to social health needs include:

- ◆ play opportunities
- ◆ concept of sharing or turn-taking
- ◆ becoming more independent
- ◆ self-feeding skills
- ◆ complex play
- ◆ choosing own friends
- ◆ starting primary school
- ◆ joining after-school activities
- ◆ importance of peer groups
- ◆ playing in single-sex groups
- ◆ strong desire of independence
- ◆ working out own social patterns
- ◆ valuing privacy
- ◆ defying adult authority

### **Physical health needs**

Recall that physical health needs relate to the physical functioning of the body. For example, for our bodies to remain healthy, we need:

- ◆ food and water
- ◆ rest and sleep
- ◆ warmth



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- ◆ protection from injury
- ◆ exercise
- ◆ fresh air
- ◆ hygiene
- ◆ medical care

## **Emotional health needs**

Recall that emotional health relates to our feelings and how we express our emotions. It also relates to the way we cope with stress and anxieties in our lives. Some of our emotional health needs are:

- ◆ affection and love
- ◆ sense of belonging
- ◆ consistency
- ◆ independence
- ◆ achievement
- ◆ social approval
- ◆ self-esteem

## **Cognitive health needs**

Cognitive health needs relate to the child's ability to think, understand, learn and reason logically. Children need opportunities to problem solve and build a sense of understanding on a range of ways that they can resolve challenges.

The environment and access to wide-ranging experiences and opportunities can impact the developing child's cognitive health. It is essential that they are encouraged and enabled as much as possible, as meeting their needs in this aspect will build the structure needed for their later years.

These needs include:

- ◆ new and familiar experiences
- ◆ new opportunities
- ◆ challenges
- ◆ appropriate risks to prevent them from becoming risk averse
- ◆ memory recall
- ◆ abilities to problem solve and overcome using theories and ideas of their own
- ◆ encouraging design, creative thinking, planning and 'out of the box' ideas and methods
- ◆ testing and exploring possibilities

## Language health needs

It is important for the developing child to be able to successfully communicate with others and the world around them — to make themselves heard, understood and become part of their immediate and wider environments.

Language health is essential to enable the child to understand themselves, to learn and to grow well overall. This includes finding successful and appropriate means for them to make their needs known, through usual speech or alternative means such as British Sign Language and lip reading.

These needs include:

- ◆ being talked to so that their language skills can develop to suit their living environment
- ◆ asking questions
- ◆ holding conversations with others to develop necessary linguistic skills and know how
- ◆ developing their vocabulary
- ◆ learning how to use non-verbal communication to express themselves

## Physical health needs of children

### Food

**Food** is needed for growth of the body, the repair of tissues, for energy, heat control of the body, to fight off infection and to maintain all the body systems. It is important for adults to provide a child with a balanced diet in order to maintain a healthy body. Not having sufficient food can result in a child 'failing to thrive'.

### Rest and sleep

**Rest and sleep** are important to the body. The benefits they bring include increased appetite; increased energy; increased resistance to infection; and increased concentration in children. It is important to note that the amount of rest and sleep needed varies according to the age and stage of development as well as the individual. Similarly, the causes and effects of sleeplessness in children should be considered. Adults can ensure children have sufficient rest and sleep by adopting a bedtime routine.

### Warmth

**Warmth** is important to the body. The average temperature of the body in good health is within the range of 36.2°C and 37.2°C. It's important to keep babies warm as they have no ability to control their own temperature. Parents or carers can keep babies warm by dressing them in a number of layers that can be removed as necessary. By wearing a hat, gloves and socks, a baby's heat can be contained to keep their bodies warm. Adults need to be aware of changing environmental temperatures affecting babies. Babies who become too warm can experience minor seizures.

### Protection from injury

Child care practitioners must be aware of the vulnerability of children to injury. The range and types of protection from injury children need change depending on the developmental age and stage. Adults can prevent accidents from occurring in a variety of contexts by being

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aware of the dangers to children in their care and ensuring that safety measures are in place.

### **Exercise**

Exercise is important not only in promoting the physical development in children, but also as a means to maintaining health and happiness; it is also good for relieving stress. Adults should ensure that children have access to regular daily exercise.

### **Fresh air**

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

### **Hygiene**

The importance of high standards of personal hygiene in childhood is essential; this can help prevent infection and skin disorders, increase self-esteem and social acceptance, and establish patterns in later life. Adults can promote high standards of personal hygiene in children, such as encouraging hand washing after using the toilet, and brushing the teeth after eating. Childcare practitioners should be aware of the need for high standards of environmental hygiene. There are policies and procedures in all early education and childcare settings to ensure children's health and wellbeing.

### **Medical care**

Medical care is essential in the promotion of the health needs of children. A number of health practitioners such as GPs, health visitors, school nurses and child health surveillance have a role in monitoring the health and development of the child. The role of immunisation programmes is crucial in the promotion of the health needs of children. However, the potential side effects and contra-indicators of immunisation need to be considered for a balanced view.

## **Exercise, rest and sleep**

Exercise, rest and sleep relate to children's basic needs to maintain healthy growth and physical developmental progress. Exercise is essential to strengthen and develop muscles and bones. Exercise is also important for promoting healthy sleeping patterns.

Suitable play areas are important. It is more difficult for children to take exercise in built-up areas in towns and cities where there are no safe play parks. Also, fears for children's safety prevent many parents from allowing their children to play outside without adult supervision.

Rest and sleep are important to the body.

Rest is needed to prevent the child from becoming over tired and unable to sleep. Often children don't recognise their need to rest but adults can use strategies such as story time to encourage rest.

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Sleep is essential to encourage growth as children grow while sleeping. Sometimes children need encouragement to sleep, and bedtime routines are perfect for the 'winding down' period in preparation for sleep.

## Short-term and long-term illness

**Health and illness** relate to children's state of health and include the impact of short-term illness and long-term illness on growth and physical development. Examples of short-term illness include chickenpox, appendicitis and minor injury. Long-term illness refers to conditions which require regular treatment, such as cystic fibrosis.

**Good health** contributes to children's growth and development as they eat and sleep well. Children need a healthy, balanced diet and sufficient sleep to encourage physical growth and development. Healthy children have more energy for exercise to develop muscle strength, and their bodies are more likely to develop immunity and fight infection.

**Medical conditions** vary between short-term conditions with temporary negative effects on a child's development, and long-term ones which require ongoing treatment and/or hospitalisation, which in turn may have a negative impact on the child's ability to learn. For instance, illness can result in children being in hospital or confined to home, and missing school and friends; this can slow down all aspects of their development. Some hospitals do provide learning opportunities for long-term in-patient children.

**Short-term illness** may temporarily affect health and physical development as the immune system fights infection or focuses on healing injury. Children who enjoy good health usually recover completely from short-term illness and regain their developmental stage with support.

**Long-term illness** may permanently affect all aspects of a child's health and development, as they may be confined to bed at home or hospital, have little appetite for food, and may not be well enough to access any learning opportunities.

Whatever medical conditions a child has and the limits these conditions place on all aspects of their development, with specialist support and a stimulating environment, the child will develop to reach their potential.

## What can influence children's health and development?

Biological, genetic or hereditary factors and environmental factors influence children's health and development in all aspects. Normal growth and development depend upon a complex mixture of genetically inherited and environmental factors.

All human beings inherit their genes from their parents. Genes dictate things like the colour of our hair and eyes, our sex, our body shape, our height and blood group. Other biological or genetic factors can determine illnesses, such as cystic fibrosis and Down's syndrome.

### Environmental factors

Our environment and surroundings are very important to our health and development. Even in the womb, the environment is essential in the baby's health and development until birth. After birth, the place where we live might be a town, a city or the country; it might have a

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cold or warm climate, and be peaceful or at war. We might be wealthy or poor, and live in a mansion or a small house.

Other people are also part of our environment. Children are dependent on adults around them to meet all their needs; social influences are intertwined with environmental factors, and they are linked very closely with the family. Nutrition, education and access to health services are some of the environmental factors that can affect our development.

Environmental factors that affect the health and development of children include:

- ◆ smoking in pregnancy
- ◆ drug, solvent and alcohol abuse
- ◆ immunisation programmes
- ◆ social and cultural issues
- ◆ housing
- ◆ play areas
- ◆ pollution and climate change
- ◆ pre-school provision

### **Life circumstances**

Our life circumstances are very important to our development. There are many different types of family structures today, each with positive and negative aspects to them. In some families, children might use more than one language. Our position in the family matters too; the eldest child might be responsible for their younger siblings, while the youngest child might feel like they are always going to be 'the baby'. Other circumstances like moving to a new home and starting at a new school may affect development as well.

Life circumstances include:

- ◆ type of family
- ◆ languages used at home
- ◆ position in the family
- ◆ moving to a new home
- ◆ starting school or pre-school (see next section)
- ◆ marital breakdown
- ◆ death in the family

### **Pre-school provision (related to life circumstances)**

Children need a stimulating environment for all aspects of their development. A stimulating environment can be provided in a range of settings: nursery, playgroup, crèche, and parent and toddler groups; these can also include forest schools and outdoor nurseries. These settings provide opportunities for new experiences, activities and appropriate equipment for children to explore and investigate.

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Generally, pre-school settings provide books, pictures, music, rhymes, art, games, play and outings to encourage communication, exploration, investigation and experimentation by the children. The adult's role is to recognise when intervention is necessary and appropriate, to support and promote all aspects of children's development.

In pre-school settings, children take part in spontaneous play activities initiated by themselves, as well as adult-led or child-led activities; for example, they have stories read to them and opportunities for role play. This develops their imagination and helps to extend their vocabulary and speech. It may also promote the development of a specific skill in a group of children or individual children.

Children need play opportunities and new experiences, as they learn best through play with their peer group and children of different ages and stages of development. They learn a range of skills from each other, and learn about different cultures from children from different backgrounds. Through play, they gain knowledge and understanding of the world outside their family environment, in a variety of contexts.

There is evidence that children who are deprived of stimulation do not develop all their physical, social, emotional, cognitive and language abilities. This is particularly evident in children who have been in this condition for long periods of their lives.

### **Birth circumstances**

Birth circumstances can have a lasting effect on the health and development of a child.

Babies born prematurely may be smaller than average (low birth weight) and have difficulty feeding and gaining weight. Their physical development may be slower when compared to their peer group.

Premature babies receiving appropriate care will gain weight and make developmental progress. The more premature a baby is, the longer the child is likely to take to reach the milestones of their peer age group.

Low birth weight babies may have difficulty gaining weight and can be more susceptible to illness. Twins and other multiple birth babies may also have low birth weight. They may also be premature, which can lead to developmental delay. Some multiple births do produce full-term babies with a good birth weight, who make similar developmental progress with their peer group.

## **Learner notes: wellbeing and impacts on child development**

### **Health factors which may affect child development**

#### **Breastfeeding**

Research concludes that breast-fed babies are less likely to be overweight and less susceptible to infections. Mothers can use breast pumps to store breast milk in bottles, which enables other family members and friends to feed babies with the mother's breast milk.

Health in Scotland (2000) states that:

*Nutrition, starting in infancy, has important effects on health. Breastfeeding provides the best start. The major health benefits of breastfeeding for both mothers and babies are well documented and accepted. It is therefore of concern that breastfeeding rates in Scotland remain the second lowest in Europe, although they have increased in recent years.*

*Some of the recent increase may reflect increases in the age of the childbearing population and the fact that older mothers are more likely to breastfeed.*

Their target is to:

*Encourage breastfeeding and address inequalities, targets have been set and breastfeeding strategies have been developed. Scotland has a national target of 50% of mothers breastfeeding at six weeks.*

Health in Scotland (2000) also says:

*To work toward this target breastfeeding strategies have now been developed in twelve out of the fifteen Health Boards in Scotland. These strategies focus primarily on the 1994 Campbell and Jones' Recommendations for Health Boards: Breastfeeding in Scotland, which include:*

- ◆ *Setting and surveying local breastfeeding rates*
- ◆ *Implementing the joint WHO/UNICEF Baby Friendly Initiative in hospitals which are evidence based good practice standards; and*
- ◆ *Providing community support, both group and peer support, for breast feeding.*

## **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. Diet influences health, growth and development.

A healthy balanced diet should contain protein, fat, carbohydrate, minerals and vitamins, which are essential for healthy growth and development in children. A diet with plenty of fresh fruit and vegetables may reduce the risk of developing illnesses later in life, such as cancer and heart disease. Many children take too much sugar in sweets and fizzy drinks; this can lead to tooth decay and obesity.

Some children have food allergies that can lead to severe allergic reactions, resulting in breathing difficulties. The parent or carer must be careful to exclude food that they are allergic to from their diet.

## **Learner notes: development and wellbeing folio support**

### **Types of information gathered**

#### **Information about development of children and young people**

In the delivery of this unit, learners should have time and guidance to understand broadly what child development is and how it can be seen in a growing child. The activities they undertake should build up to recording the learning and activities they have engaged in; this enables them to test their own thinking and knowledge throughout. In particular, hands-on activities let them test out ideas of child development theory for themselves.

Learners are encouraged to engage in practical tasks which enable them to assess and see development happening in real time. This can be simulated in a range of fun ways. Running this unit alongside the Play unit supports this well, as play experiences are an excellent way to observe and experience development.

Evidence can be wide ranging: making charts, posters, flyers, vlogs, Flipgrids; writing journals; taking photos and short video clips; writing stories and acting out class stories; writing reflections or diary entries of outings (such as park visits, library Bookbug Sessions and PEEP groups). Some examples of photo evidence include demonstrating steps of making things using hand shots; and a photo scrap book illustrating ongoing activities and experiences. Examples of artwork and crafts, such as drawings, could be added.

Learners can also include: research of topics or specific aspects of development explored; notes or oral accounts of visiting parents and children; questions prepared for a live stream, online meeting, or other visitor talks. Learners can add ongoing reflections during practical tasks to record what they learned or what surprised them.

#### **Information about wellbeing of children and young people**

The exploring of wellbeing can be included in the folio with a focus on SHANARRI and GIRFEC. Learners are encouraged to assess their own wellbeing throughout the unit or the whole course. This would give learners insight into the definition of wellbeing and how it affects them personally, which would help them extend the concept to the developing child. Learners could also be encouraged to explore scenarios of wellbeing and discuss what the solutions are, and then research if there is support available to remedy the needs.

Some related fun tasks that could be recorded in the folio include making your own SHANARRI wheel; creating a paper fortune teller using the indicators; and exploring colour therapy for wellness and linking it to the indicators. A wellbeing progress tracker could also be done throughout the unit or course, to help learners consider the peaks and troughs of life that can impede and promote a sense of wellbeing for children and young people.

The folio can include evidence such as a monthly wellbeing checklist of activities to promote a strong sense of wellbeing. Learners could explore the idea of pet therapy and children's wellbeing, adding photos of themselves with pets to their folio, or inviting therapy animals to the setting. They could bake or cook something tasty and reflect on how it can make you feel good, adding photos of their food to their folio. They could go outdoors, do nature challenges, or increase step counts, and consider how this could promote wellbeing in the



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developing child with reference to the indicators. They could enjoy a yoga or relaxation session, or do mindfulness tasks such as free painting and colouring in. These types of activities are examples of ways that the concept of wellbeing can be explored, enabling learners to experience it for themselves at the same time.

## **Purpose of the folio**

Guide learners to read the following to find out about the purpose of the folio.

This folio is required to support you to demonstrate your knowledge and understanding of the Child Development and Development and Wellbeing of Children and Young People units. When building your folio, aim to be creative and expressive, showing your personality and playing to your strengths (for example, include drawings or doodles).

Look for opportunities to develop your skills, including the good organisation of the evidence you build inside your folio; include any planning you might do in class tasks. Work to meet deadlines to stay on top of your folio work and progress it well; this may be part of other units you are covering too.

You could aim to divide your folio into sections, or make it electronic. However you do it, ensure you include as much of your learning as possible, to support you as you progress. Folios are excellent for sharing with a potential employer to demonstrate your knowledge; they can be part of your work experience and can benefit possible future learning, such as at college or university.

Early year professionals are encouraged to keep developing their own knowledge and skills, and record their progress, known as continuous professional development. This folio supports you to begin this process and provides great experience as you explore the roles and responsibilities of early learning child care professionals in Scotland today.

To achieve the assessment (National 5), it is important for you to have a range of relevant materials in your folio. Your teacher or lecturer will guide you in this, but it is your responsibility to demonstrate how you are learning. This will enable your teacher or lecturer to support you and sign off on your formative work.

Take the opportunity to work in partnership with your teacher or lecturer, to create something fun, expressive and engaging, demonstrating your learning journey in this unit.

This folio can be linked with other units of the Skills for Work Course as well, such as the Play unit. Build up your folio throughout the course and it will support you long afterwards. Good luck!

## Learner activities

### Learner activities topic 1: child development overview

#### The term 'child development' — activity 1

What do you think the term 'child development' means? Write your thoughts and ideas down in the space below.

Discuss your answers in pairs. Are they similar?

#### The definition of 'child development' — activity 2

Child development follows the same pattern and sequence. The rate of development varies from one child to another and the measurement of development is usually against norms or milestones. Child development is determined by both genetic and environmental factors.

In groups, find quotes or definitions of 'child development' from dictionaries, books and the internet, and record these below. (Each group member can add one quote or definition into the table.)

Source	Quote or definition of 'child development'

Swap your table with another group and discuss the other group's table.

Next, as a whole class, note down common things you have noticed from across groups. Reflect on how other groups' tables compare to your group's table.

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### **Why study child development? — activity 3**

In small groups, identify at least five reasons for studying the development of children. Write your group's ideas in the space below.

Discuss these reasons with your class and take notes. (Keep and add the notes to your folio.)

Read 'Reasons for studying child development' in the learner notes section and discuss as a class.

### **How can this knowledge be put to practical use when working with children?**

As childcare workers, we can use our knowledge of child development to help children to reach their potential. For example, we can stimulate the five aspects of child development through play and other activities.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

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### **Features and characteristics of child development — activity 4**

Read 'Stages of child development' in the learner notes section and discuss as a class.

In the box below record a range of key things you have learned from the information above and add these to the box below. (Keep and add your notes to your folio.)

Read 'Normative development' in the learner notes section and discuss as a class.

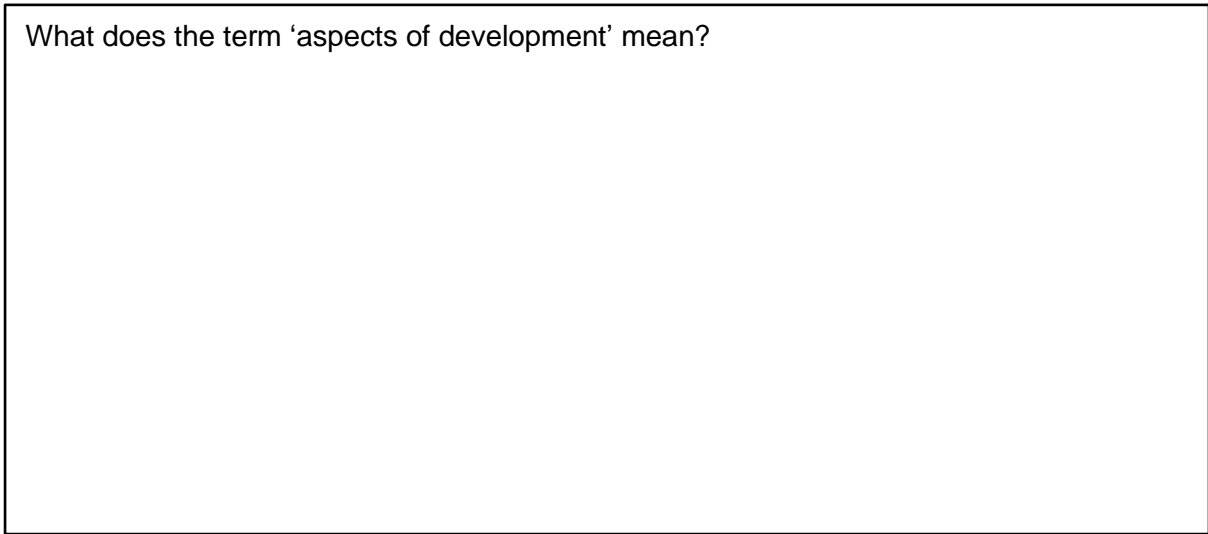
In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

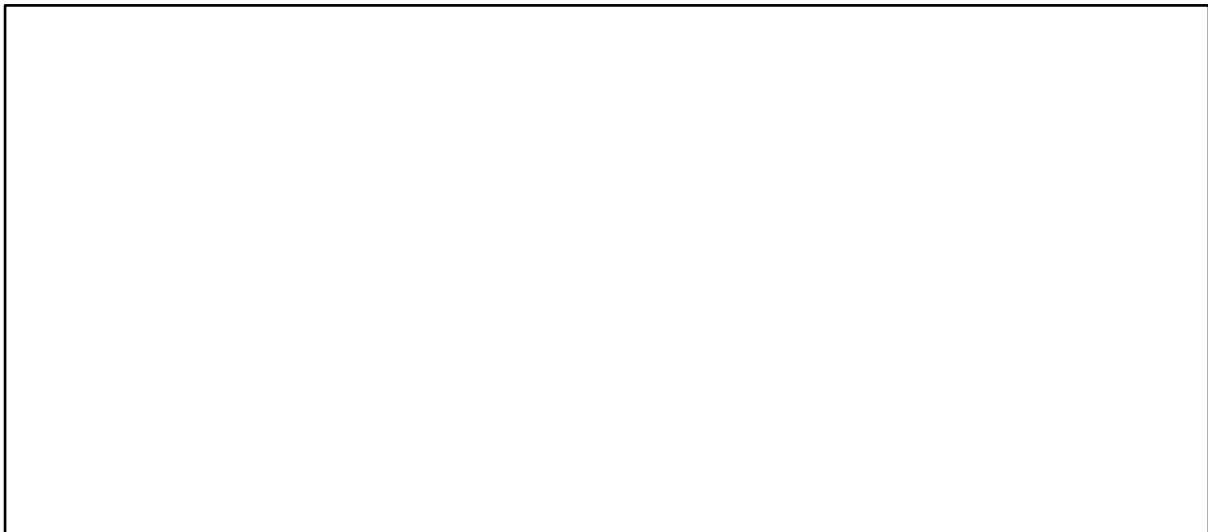
**Aspects of child development overview — activity 5**

What do you think we mean by the term ‘aspects of development’? In your own words, note your ideas down in the space below.

What does the term ‘aspects of development’ mean?



Now, using books, videos and/or the internet (using the suggested websites), look for materials about aspects of development and write down your findings in the space below.



Discuss your answers in pairs.

**What do we mean by ‘aspects of child development’? — activity 6**

In small groups, find out what the terms below mean. Use books, videos or the internet to help you. Write one or two sentences for each term below.

Term	Meaning
Aspects of child development	
Looking at children’s holistic development	
Stages of child development	
Sequence of child development	
Rate of child development	
Normative development	
Milestones	

Compare and discuss your answers.

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Read 'Aspects of child development' in the learner notes section.

### Aspects of a child's development — activity 7

Read the case study below and complete the tasks.

A group of four children, aged 3–5 years, are playing in the role-play corner in the nursery. The corner has been made into a café and the children play in the corner for 20 minutes. The children have chosen the roles they wish to play.



The resources set out are:

- ◆ a toy till
- ◆ a toy phone
- ◆ paper, pens
- ◆ table, chairs
- ◆ an apron, chef's hat, server uniform
- ◆ a sink and cloths
- ◆ plastic cups and saucers, plates, knives and forks
- ◆ toy food
- ◆ a toy cooker

Consider:

- ◆ Which aspects of development will the children use?
- ◆ Explain why, and then link to the milestones they should have reached (for example, a 3-year-old child will need help in tying the apron as their fine motor skills have not developed — this would normally happen at the age of 7 or 8 years).

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Record your answers below — which aspect is used? Name one way children develop it.

Aspect of development	One way children use this aspect when they play	Class ideas of other ways they use this aspect when they play
<input type="checkbox"/> Social		
<input type="checkbox"/> Physical		
<input type="checkbox"/> Emotional		
<input type="checkbox"/> Cognitive		
<input type="checkbox"/> Language		

Feed your answers back to the rest of the class.

Contribute to the class discussion, drawing from your ideas in the table above. Record at least one other idea taken from the class discussion in the right-most column of the table.

Finally, reflect on the different ways that you have identified where the children's development will be promoted when playing in the café.

### Definition of terms — activity 8

Find the meaning of the following terms using a dictionary, books, the internet and/or your own knowledge. Write your answers in a sentence or two in each of the spaces below.

Aspects of child development	Definition
Social development	
Physical development	



Aspects of child development	Definition
Emotional development	
Cognitive development	
Language development	

Other terms	Definition
Growth	
Development	

In small groups, compare and discuss your answers.

Match the development to the correct description, referring to the word bank below. The first one is done for you as an example.

**Word bank**

- cognitive       pre-birth       emotional       patterns       social  
 language       physical       normative       sequences       milestones

**1 Physical development**

This term describes the actual growth and changes to the body as the child progresses from a newborn to toddler-hood, to pre-school and school. It continues throughout their childhood and into adolescence, adulthood and old age until death. It includes growth in height and weight as well as progression in physical ability and skills. It involves the development of gross and fine motor skills as well as balance.

In infancy, this includes large movements, such as having head control, sitting, standing and walking. These are often referred to as 'gross motor skills'. Hand and eye co-ordination and 'fine motor skills', such as grasping movements, picking up small objects, catching and throwing a ball or using a pencil or scissors, often develop at later stages.

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## **2 \_\_\_\_\_ development**

This aspect of development and social development are about learning about your feelings and how you relate to and form relationships with others; the two are closely linked.

This aspect of development can be described as the child's ability to control and express feelings in appropriate ways. It also relates to how the child copes with and expresses a variety of feelings towards others. It describes how relationships are developed within and outside the family circle. It also reflects a child's experience of feelings shown towards them (such as jealousy, anger, and contentment) and how they understand these feelings, express them and cope with them.

## **3 \_\_\_\_\_ development**

Closely linked with emotional development, it describes the acquisition of the skills, attitudes and manners required to interact and relate with other people in appropriate ways. The term describes how children learn and change their behaviour in order to mix with others and meet the requirements to fit into society and culture. Examples include considering the needs of others, such as sharing, acquiring social acceptance, adopting social behaviour, and interacting with their peer groups.

Development of independence and self-esteem is also part of this aspect of development.

## **4 \_\_\_\_\_ development**

This type of development is the development of the mind or the thinking part of the brain. It concerns how children learn, think and understand by using their senses, memory, imagination and concentration. This term describes the ability to understand and reason throughout our lives. It includes perception, attention and problem solving. Also included in this type of development is the development of the five senses — sight, smell, taste, touch and hearing.

## **5 \_\_\_\_\_ development**

This type of development is about learning to speak and communicate. It includes the use of speech and many other functions such as listening and understanding, reading and writing, and the use of non-verbal communication. These development skills also include conversation, negotiation and compromise, interacting with others, as well as understanding and responding to other methods of communication, such as gestures, sign language, and body language.

## **6 Growth and development**

There is often confusion about the terms 'growth' and 'development'. The two are closely linked, but can be clarified by these simple definitions from *Child Care and Education* by Tassoni, Seith and Eldridge.

### **Growth**

'Growth is the process by which cells divide to increase the size of the body.'

Growth refers to changes in the body, such as height, weight, head size, bones and muscles. These things can be measured and can be seen to increase from conception until we are adults, so growth happens from \_\_\_\_\_.

## Development

'Development is the process by which children master the control of their body.'

Development is a continuous process from conception to death. Development is affected by hereditary and environmental factors. \_\_\_\_\_ development is where the child follows \_\_\_\_\_ and \_\_\_\_\_, which are demonstrated through \_\_\_\_\_, which supports healthy progressive development.

Swap your answers with a peer and then share your answers in a class feedback session.

## Milestones of development across aspects — activity 9

Milestones are the indicators of development in these five aspects:

- ◆ **Social development:** milestones occur when we apply understanding of rules and follow instructions; also in how we behave towards others in appropriate ways in many different settings, situations and contexts.
- ◆ **Physical development:** milestones show in the development of gross and fine motor skills. Milestones also occur as the body changes at puberty.
- ◆ **Emotional development:** milestones occur when we identify our own and others' emotions; also in how we apply these emotions, which can impact others (such as kindness and empathy).
- ◆ **Cognitive development:** milestones include the development of ideas, concepts and memory.
- ◆ **Language development:** milestones would include babbling, saying single words, holding a conversation, discussing, negotiating and hypothesising.

Work in pairs or small groups. Take a minute to think about the milestones children can meet within the different aspects of their development. Use this as an opportunity to discuss what you already know and record it below. For example: a baby can hold a rattle; a baby can swap a rattle from one hand to the other.

Aspect of development	What children can do across the age ranges
Social	
Physical	
Emotional	

Aspect of development	What children can do across the age ranges
Cognitive	
Language	

Share your ideas with the rest of the class in a feedback session. Consider the similarities and differences from across your peer responses, and include ideas from the other groups if different from yours.

### Promoting development — activity 10

Look at the images below in groups and discuss what you see happening in each one. Identify how what the children are doing relates to aspects of development, and record your answers below.

Remember it could be more than one aspect being promoted in an image.

**Image 1**



Aspects of development	How is their development being promoted? What milestones are they developing?

**Image 2**



Aspects of development	How is their development being promoted? What milestones are they developing?

**Image 3**



Aspects of development	How is their development being promoted? What milestones are they developing?

**Image 4**



Aspects of development	How is their development being promoted? What milestones are they developing?

**Image 5**



Aspects of development	How is their development being promoted? What milestones are they developing?

### Milestones of development across ages — activity 11

Read over the table, which identifies a range of milestones that can be reached across 0–1 year in a child’s life. It is important to understand what the ‘norms’ and milestones look like in progressive development.

#### Features of development for each aspect: 0–1 year

Social development	Physical development	Emotional development	Cognitive development	Language development
Interact with familiar people	Control head and upper body	Bond and form an attachment with parent or carer	Recognise parent or carer by sight, smell and hearing	Coo gently when content and in response to parents’ or carers’ voice
Start to help with daily routine (such as getting washed and dressed)	Sit unsupported	Become shy and/or anxious around strangers; develop trust in parent or carer	Start to have a perception of depth when crawling	Imitate mouth movements of parents or carers when being spoken to
Become clingy with parents or carers; often need lots of reassurance before settling with strangers	Crawl	Express feelings by smiling, crying and vocalising sounds	Get excited when they recognise preparation for familiar routines (such as bath times and mealtimes)	Vocalise a variety of sounds when alone and spoken to
Wave bye-bye spontaneously or on request	Pull to stand	Enjoy feeding and cuddling	Learn by exploring the world with their five senses	Talk to self and others in a tuneful babble (such as ‘mm-mm’, ‘dd-dd’)
Enjoy socialising (such as mealtimes)	Walk around furniture	Have a favourite comfort object, like a teddy or a blanket	Use trial and error methods to learn about objects	Shout for attention

The activity on the next page gives you the chance to consider the features of development (milestones) for each aspect for children aged 1–3 years.

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**Features of development for each aspect: 1–3 years**

Using the resources provided in class, complete the table below for children aged 1–3 years.

Social development	Physical development	Emotional development	Cognitive development	Language development

Discuss ideas in small groups. Note down any similarities and differences.



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**Features of development for each aspect: 3–5 years**

Using the resources provided in class, complete the table below for children aged 3–5 years.

Social development	Physical development	Emotional development	Cognitive development	Language development

Discuss ideas in small groups. Note down any similarities and differences.

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**Features of development for each aspect: 5–8 years**

Using the resources provided in class, complete the table below for children aged 5–8 years.

<b>Social development</b>	<b>Physical development</b>	<b>Emotional development</b>	<b>Cognitive development</b>	<b>Language development</b>

Discuss ideas in small groups. Note down any similarities and differences.

**Features of development for each aspect: 8–12 years**

Using the resources provided in class, complete the table below for children aged 8–12 years.

Social development	Physical development	Emotional development	Cognitive development	Language development

Discuss ideas in small groups. Note down any similarities and differences.

**Features of development for each aspect: 12–16 years**

Using the resources provided in class, complete the table below for children aged 12–16 years.

Social development	Physical development	Emotional development	Cognitive development	Language development

Discuss ideas in small groups. Note down any similarities and differences.

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### **Development recap — activity 12**

How much do you know and understand about child development at this stage? Take a minute or two to discuss a range of words which you know are related to child development in the box below.

Words related to child development:

Add this to your folio.

### **Main features of changes and differences in the developing child — activity 13**

Read 'Main features of changes and differences in the developing child' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

### **Patterns of growth and physical development in children — activity 14**

Let's test your knowledge!

Refer back to the definitions of growth and physical development and answer the following questions. Describe the main features of the changes and differences. Use books, videos, or the internet to help you.

- 1 Describe the changes in body proportions between birth and 16 years old.
  
  
  
  
  
  
  
  
  
  
  
  
  
  
  
- 2 Give examples where one part of the body grows more quickly than others at different ages.

#### **Quiz**

- 1 Sharing toys with others is an example of which developmental aspect?
- 2 Is this statement true or false: 'Holistic development is where we consider all of the child'?
- 3 Bonding and attachment is linked to which aspect of development?
- 4 Genetic blueprint, height and the five aspects of development are included in what?
- 5 Milestones, patterns and sequences are all aspects of what?
- 6 What does progressive development refer to?
- 7 Is this statement true or false: 'Gross motor skills are ugly milestones of physical development'?
- 8 Problem solving, memory recall and early maths are all aspects of which aspect of development?
- 9 Eye-rolling, reading, singing and shouting are all aspects of which aspect of development?
- 10 What are fine motor skills?

## **Learner activities topic 2.1: exploring the principles of development SPECL — social development**

### **Social roles and socialisation — activity 1**

Read 'Social roles and socialisation' in the learner notes section and discuss as a class.

Answer the following questions:

- ◆ What does the term 'social roles' mean?
  
- ◆ Give an example of one or two social roles we play.
  
- ◆ What does 'socialisation' mean? What do we learn from it?
  
- ◆ What is **primary socialisation**? What do we learn from it?
  
- ◆ Identify three sources of secondary socialisation for children aged between 0–16 years.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

## Exploring social development — activity 2



Working in groups, use magazines, catalogues and/or the internet to gather pictures which show children carrying out activities that encourage and enhance social development. Each group member should choose an age group. On the next page, make a leaflet showing activities which promote social development in children of your chosen age group.

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

In your groups, look at the leaflets you've produced and discuss the activities you found particularly good for encouraging social development in children. Individually, write a few sentences on why these activities are so helpful for each age. Keep this for your folio.

### Group activity — Individual leaflet

My chosen age group:

My group members:

Date:



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### Identifying social development — activity 3

Collect magazines that have pictures of children carrying out activities that require the use of social skills, perhaps showing children in various roles or groups, or in different societies.

Design and make a poster showing children aged between 0–16 years from a variety of cultures or traditions. If possible, display your posters in your class.

As a class, discuss the following question: Why is the process of socialisation important to the children in the pictures?

### Social development (18 months to 5 years) — activity 4

Read 'Social development (18 months to 5 years)' in the learner notes section and discuss as a class.

Identify two or three features of social development in children in each of the following age groups: Once completed, discuss your responses with the class.

Age range	Features of social development
1–3 years	
3–5 years	
5–8 years	
8–12 years	
12–16 years	

### **Milestones of Development — activity 5**

Look below at the range of milestones that children can realise as they move through the ages and stages as they grow. **The final two age ranges have been left for you to complete.** Add to each milestone and then identify each of the milestones in the table at the end. Once you have done this, you will be able to see examples of how children move through milestones to progress and promote their development.

#### **0–3 years**

- ◆ Play alone in the company of other children
- ◆ Have no understanding of sharing adult attention or toys
- ◆ Play alongside other children for brief periods
- ◆ Join in play with other children
- ◆ Begin to be more co-operative and show understanding of the idea of sharing

#### **3–5 years**

- ◆ Enjoy being around other children
- ◆ Begin to play games which need co-operation from all children playing
- ◆ Choose their own friends and playmates

#### **5–8 years**

- ◆ Show awareness of expected social behaviour both within and outside the family
- ◆ Begin to discover differences in cultures, religions and lifestyles
- ◆ Become more involved in group activities
- ◆ Like to play competitive games and like to win

#### **8–12 years**

#### **12–16 years**

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Now using the table below, choose a milestone for each aspect of development, and add them across each of the age ranges, to demonstrate how it changes as the child grows older.

Aspect	0–3 years	3–5 years	5–8 years	8–12 years	12–16 years
Social					
Physical					
Emotional					
Cognitive					
Language					

### Social Developmental milestones — activity 6

Below is a milestone table, broken into different ages and stages. Fill in the table to demonstrate the broad range of social milestones observed in children as they grow and develop. Some boxes have been completed or partially completed for you.

Age range	Social development milestones
Birth to 18 months	
18–36 months	<ul style="list-style-type: none"> <li>◆ Solitary play</li> <li>◆ On looking play</li> <li>◆ No concept of sharing</li> <li>◆ May attend a parent and toddler group</li> <li>◆ Dress themselves independently</li> <li>◆ Begin simple co-operative play</li> <li>◆ Often like to help others, but not when it causes conflict with their own desires</li> <li>◆ Are impulsive and curious of their environment</li> <li>◆ Sit with family for meals</li> </ul>
3–5 years	<ul style="list-style-type: none"> <li>◆ Engage in complex co-operative play</li> <li>◆ Have a sense of 'mine' and 'yours'</li> <li>◆ May attend playgroup or nursery</li> <li>◆ Choose their own friends</li> <li>◆ Willing to share</li> <li>◆ Like to do things unaided</li> <li>◆ Will help (and like to help) adults (for example, tidying up)</li> <li>◆ Are willing to share toys with others</li> <li>◆ Begin to take turns</li> <li>◆ Make friends and are interested in having friends</li> </ul>

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<b>Age range</b>	<b>Social development milestones</b>
5–8 years	
8–12 years	
12–16 years	

Add your table to your folio.

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## **Promoting social development — activity 7**

### **Case studies**

Read over these scenarios and consider what your responses will be. Give examples of how to promote the social development of the children in each case study, and give reasons for your answers.

#### **Scenario 1**

In the local community, there is a need for additional resources to be provided free of charge to bring parents and children together. Money has been provided and you are leading the local group. The key aim is to 'support families in the direct local community'. You need to plan how you will support the **children's social development needs** within this group. For example, could an event be set up for the children to support socialisation? What about events that could be provided free? What resources could be provided to the child's home to promote socialisation?

Decide what you will provide and give your reasons for your choices.

#### **Scenario 2**

Lately there has been a lot of snatching, frustration over toys and resources, and disagreements over sharing in the tweenie room. The team have had a meeting to discuss this further. It has been agreed that for the next two weeks there will be a focus on social development — you are naming it 'Spotlight on Social Skills'. Under this theme, you have to plan a range of ways to support this.

Decide what you will put forward as suggestions and give your reasons for your choices.

### **Scenario 3**

In the additional support needs nursery class, social skills are very challenging for some of the children. This is often due to the children's differing abilities. As the setting wants to meet the needs for all aspects of children's development, this aspect presents some difficulty. In the team meeting, you are discussing with your colleagues ways you could tackle the promotion of social skills, keeping with the needs of the individual children as well as the whole group. For example, think about how you might encourage working with others, sharing and turn-taking; perhaps think about leadership and different roles in a group; or think about manners such as saying 'please' and 'thank you', and understanding rules that need to be followed.

Describe what you will suggest and give your reasons for your choices.

Across each of these scenarios, identify any other aspects of development which could also be promoted and give your reasons for your choices. (Holistic/Inter-related; N5)

## **All about me and social skills — activity 8**

### **Step 1**

As a class discuss and research the importance of society to a child. How do children learn to be socially appropriate and grow to be effective members of society? Consider the expectations of good social skills and how this is taught to children from an early age.

### **Step 2: Make a large class floor book 'All About Me'**

As a whole class, create a large floor book. You should work individually and create a bright, fun page in which you share information about yourself or a fictitious child if you prefer. You could include things like: where you live, who you live with; pets; likes and dislikes, what you like about where you live, and what you want to be when you are older, and so on.

### **Step 3:**

When creating your page, try to be sociable — share resources, chat while you work and share information. You should share the time and space to be expressive as well.

Along with your class, add additional information about your centre, the local area, and the local community. This will allow your book to present a clear picture of the local community to the reader.

**Step 4: Reflect and record**

How did you get on? Were there any challenges to sharing in this task, and what do you think adults should consider when sharing of information in a task like this? Consider the diversity and differences within communities and how this needs to be represented. Explain why it is vital that children see themselves represented in tasks like this to promote their social development.

Record your reflections in the box below. (Keep and add your notes to your folio.)

My reflections are ...
------------------------

**Exploring rules through games — activity 9**

As part of social development, learning to accept and follow rules enables children to understand socially acceptable behaviours and attain skills they will need in a variety of situations in their lives. Let's explore this idea in this activity.

**Step 1**

As a whole class, explore the idea of 'rules and instructions'. What are these and their purpose? Discuss a list of ways that rules and instructions are applied to children across the age ranges.

- ◆ Why are they in place and how do they support social development?
- ◆ Explore ridiculous rules — find as many outdated and ridiculous rules as possible.
- ◆ Consider that not all rules actually promote good healthy development and that having rules sometimes can impede good development.

**Step 2**

As a class, make a list of as many games with rules as possible. Then in groups, choose one game each and re-write the rules. Put any resources together along with the new rules.

**Step 3**

Swap rules and instructions between groups and play the games according to the new rules. Rate the experience and keep note of which set of rules you preferred and why. As a class, play different games and then discuss the experience.



**Step 4: Reflect and record**

How easy was it to write the rules and instructions? What challenges were there and how do you think all of this might impact the social development of children in this age range.

I have learned ...
--------------------

**Exploring rules — activity 10**

The idea of ‘rules’ and ‘instructions’ can be challenging for children to learn as part of their social development. What types of rules may be applied to children across the age ranges?

**Step 1**

As a whole class, create a list of rules or societal rules which can be applied to children across the age ranges. For example, are particular rules set at mealtimes, or when children are away from the care of their parents? What about rules for a 2-year-old — are they the same as rules for a 12-year-old?

**Step 2**

Discuss the following questions:

- ◆ How easy is it for children to follow the rules? Why?
- ◆ Are rules important? Why?
- ◆ How do rules support social development and can they impede it?

**Step 3**

Discuss, agree and list as many ways as you can that children could be involved in making or reviewing rules, and the benefits there might be to their development.

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**Step 4:** Reflect and record

In the box below, identify what you have learned about rules as part of supporting social development for children. (Keep and add your notes to your folio.)

I have learned ...

## **Learner activities topic 2.2: exploring the principles of development SPECL — physical development**

### **The new born baby — activity 1**

Watch a video showing a new born baby, or using recommended books or websites, and take note of what you observed in terms of a baby's physical behaviours.

Sources I used or watched were:

What I learned or observed:

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### **Primitive reflexes — activity 2**

Read 'Primitive reflexes' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

I have learned ...
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### **Babies and reflexes — activity 3**

#### **What do you know about reflexes?**

Babies do things automatically without learning how to do them — these are called primitive reflexes. Working in pairs or individually, investigate the reflex types below and make notes on each type.

◆ rooting reflex

◆ stepping or walking reflex

◆ grasp reflex

- ◆ startle reflex

**What do you know about babies?**

Watch a relevant video (such as 'Baby It's You: In the Beginning' or alternative videos) or use reference books to answer the following questions. Make notes below.

- ◆ What happens when you touch a baby's cheek?
  
- ◆ When you put something into a baby's mouth, what do they do?
  
- ◆ What do babies do when they hear a loud noise (other than crying)?
  
- ◆ When you put your finger on a baby's palm, what do they do?
  
- ◆ What does a baby do when held up so their feet touch the ground?
  
- ◆ Can newborn babies see objects around them clearly?
  
- ◆ Can babies distinguish different colours?

- ◆ Can babies identify the direction a sound is coming from?
  
- ◆ Do babies react to strong smells?
  
- ◆ Can babies distinguish between sweet and salty tastes?

### Motor skills overview — activity 4

Read 'Motor skills overview' in the learner notes section and discuss as a class.

Let's discover what you know about motor development.

Remember that the sequence of development of motor skills is the same in all children, but that children vary in their rate of motor skill development.

Complete the table below with a range of motor skills children can achieve across the age ranges. (You can use a range of resources to gather accurate information, such as books, video clips, websites and so on.)

Age range	Gross motor skills	Fine motor skills
0–3 months old		
3–6 months old		
6–9 months old		

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Age range	Gross motor skills	Fine motor skills
9–12 months old		
12–18 months old		
18–24 months old		
2–3 years old		
3–5 years old		
5–8 years old		
8–12 years old		
12–16 years old		

Using the information above, design and make a visual chart illustrating the sequence of physical development, specifically of motor skills in children aged 0–12 years. Use a timeline style to promote visual understanding of the sequence.

**Physical milestones — activity 5**

How much can you remember? Thinking about physical milestones, give three examples of key milestones for each age group listed below.

**(a) 0–3 years old**

1

2

3

**(b) 3–5 years old**

1

2

3

**(c) 5–8 years old**

1

2

3

**(d) 8–12 years old**

1

2

3

**(e) 12–16 years old**

1

2

3



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**Physical milestones: progressive (N5)**

Working in pairs or groups, write down some examples in the table of how a milestone progresses as the child moves into the next age range.

**Physical progressive milestones**

0–3 years old	3–5 years old	5–8 years old	8–12 years old	12–16 years old

Discuss your answers with the rest of the class.

## The development of physical skills in children — activity 6

Using videos, books and websites, investigate one of the following developmental stages:

**0–18 months, 18–24 months, 2–3 years, 3–5 years, 5–7 years, 7–10 years, 10–12 years, 12–16 years**

- ◆ Look back at the gross motor skills you have identified and list them in sequence with the approximate age at which you would expect a child to achieve each skill.
  
- ◆ Look back at the fine motor skills you have identified and list them in sequence with the approximate age at which you would expect a child to achieve each skill.

### Discovering physical skills

Read about gross and fine motor skills in the table below.

Age range	Gross motor skills	Fine motor skills
0–18 months	Have head control, sit unsupported, crawl, pull to stand	Reach for objects, build a tower of 2–3 blocks, palmar grasp, pincer grip
18–24 months	Cruise around furniture, walk, climb onto furniture	Build a tower of 4–6 blocks, hold and lift cup, turn book pages
2–3 years	Walk, run, climb stairs one foot to a step	String large beads, scribble, start to use scissors
3–5 years	Jump, hop, walk backwards, ride a tricycle	Draw recognisable figures, button front of clothes, brush teeth
5–7 years	Throw and catch a ball, skip, ride a bicycle with stabilisers	Draw detailed drawings, use scissors competently, handwrite sentences
7–10 years	Develop grace and balance in sport and other physical activities, control speed when running	Write in script, increased manipulative skills, may play instruments
10–12 years	Develop strength for games like tennis, play sport with increased skill, increased physical stamina	Manually dextrous, write well, keyboard skills are developed
12–16 years	Increased physical stamina, skilled in chosen activities	Skilled in most manual activities, changes in handwriting become apparent as personality develops

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### Identifying physical development

Use magazines, catalogues or the internet to gather pictures that show children carrying out activities which encourage and enhance their physical development. Each group member should choose a different age group. Design and make leaflets or posters showing activities which promote physical development in children of your chosen age group.

Remember to think about both gross motor skills and fine motor skills.

### Age groups: 0–3 years, 3–5 years, 5–8 years, 8–12 years, 12–16 years

In your groups, look at the leaflets and posters you've produced and discuss the activities you found particularly good for encouraging physical development in children. Individually write a few sentences on why these activities would be so helpful for each age. Add this information to your folio.

## Gross and fine motor skills development — activity 7

### Case study

In Sunny Happy Nursery, the early learning child care professionals are focusing on promoting the children's fine and gross motor skills. All four rooms are taking part: baby room (0–2 years); tweenie room (2–3 years); ante- and pre-school room (3–5 years), and the after-school club annexe (5–11 years). The practitioners are having a planning meeting to decide what each room could do to promote fine and gross motor skills.

In groups, discuss and record some ways you think that each room could help the children develop physical skills (fine and gross motor skills). Note down ways that doing these will benefit the children in each age range.

Room and age range	Fine motor skills	Gross motor skills	Benefits for children
Baby room 0–2 years			
Tweenie room 2–3 years			
Ante- and pre-school room 3–5 years			

Room and age range	Fine motor skills	Gross motor skills	Benefits for children
After-school club 5–11 years			

### Physical development milestones — activity 8

Below is a milestone table, broken into different ages and stages.

Fill in the table to demonstrate the **broad range of physical milestones** observed in children as they grow and develop. Some tables have been completed or partially completed for you. You may also add some ideas of your own.

Age range	Physical development milestones
Birth to 18 months	
18–36 months	<ul style="list-style-type: none"> <li>◆ Walk steadily; stop safely without dropping to sitting position suddenly</li> <li>◆ Can climb forward into an adult chair, turn around and sit</li> <li>◆ Can build a tower of three or more bricks</li> <li>◆ Can use the pincer grasp to pick up very small objects</li> <li>◆ Can hold a pencil in their hand using the palmar grasp</li> <li>◆ Use a spoon to self-feed</li> <li>◆ Can remove small objects from a bottle by turning it upside down</li> <li>◆ Sit on a tricycle and propel forward with their feet (not using peddles)</li> <li>◆ Throw a ball overhand (cannot catch a ball yet)</li> </ul>

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Age range	Physical development milestones
3–5 years	<ul style="list-style-type: none"> <li>◆ Can copy a building pattern of three or more blocks, including a bridge</li> <li>◆ Build a tower of nine or ten blocks</li> <li>◆ Can jump from a low step</li> <li>◆ Walk backwards and sideways</li> <li>◆ Can walk on tiptoe and stand on one foot</li> <li>◆ Use pedals on a tricycle</li> <li>◆ Can thread small beads on a shoelace</li> <li>◆ Can hold a pencil using a confident tripod grip</li> <li>◆ Can climb on trees and climbing frames</li> <li>◆ Can draw recognisable figures with body parts</li> </ul>
5–8 years	
8–12 years	
12–16 years	

Add your table to your folio.

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## **Promoting physical development — activity 9**

### **Case studies**

Read over these scenarios and consider what your responses will be to promote the physical development of the children.

#### **Scenario 1**

Aubrey (8 years old) has had a long stay in hospital due to a hip operation. The consultant has advised that he should build up his body strength now that he is home and has recovered. Provide activities to support him to do this.

Decide what activities you will provide and give reasons for your choices.

#### **Scenario 2**

Shiny New Primary School has just been given funding to develop a fun, engaging and stimulating outdoor learning and play space for the children in the nursery and primary one classes. You are part of the planning committee and your focus is physical development.

Decide what you will put forward as suggestions and give reasons for your choices.

#### **Scenario 3**

In the local playgroup and early learning hub, there is a weekly parent and toddler group. In a few weeks' time, a new local initiative called 'Cook and Dine with Your Child' will begin. Resources and ideas are still needed to support development of physical skills. As part of the playgroup committee, you are to focus on resources and prepare a shopping list.

Decide what you will put on the shopping list and give reasons for your choices.

Across each of these scenarios, identify any other aspects of development which could also be promoted and give your reasons for your choices. (Holistic/Inter-related; N5)

### **Observing physical development — activity 10**

Using relevant and appropriate videos or TV programmes (such as CBBC, CBEEBIES or Bitesize channels), observe children at different ages, specifically looking for physical skills being developed. Record your observations.

**Video or source title:**

**Aspect of SPECL observed:**

**Date:**

I saw the following skills and development happening:

Discuss your responses as a whole class.

### **Mobiles, rattles and physical skills — activity 11**

#### **Step 1**

As a whole class, research 'baby mobiles and rattles'. Gather a range of images which illustrate the types of mobiles and rattles available. Discuss these and the ways that a baby's physical skills can be promoted when using them.

#### **Step 2**

Design your own baby mobile and rattle. Consider the age and need to make it fun and eye-catching to engage the child.

#### **Step 3**

Make either a baby mobile or rattle using your design plan.

#### **Step 4: Reflect and record**

On the back of the plan, provide the following explanations:

- ◆ How did you get on with this activity?
- ◆ What did you have to consider when planning and making the mobile or rattle?
- ◆ Explain how your creation will promote the physical development of a baby.

Add the above to your folio.

## **Sewing and physical skills — activity 12**

### **Step 1**

As a whole class, research a range of sewing or threading activities that could be made available to children across different age ranges to promote their physical skills. Pull together the range of ideas to promote diversity and difference.

### **Step 2**

Individually, plan and carry out one sewing or threading based activity.

### **Step 3: Reflect and record**

On the back of the plan, provide the following explanations:

- ◆ How well did you manage this task?
- ◆ What challenges might there be for children who might be sewing or threading for the first time or have limited skills?
- ◆ Explain the role of the adult in activities of this type.
- ◆ Explain how your activity will promote the physical development of a baby.

Add the above to your folio.



## Learner activities topic 2.3: exploring the principles of development SPECL — emotional development

### The emotional response of bonding — activity 1

Read 'The emotional response of bonding' in the learner notes section and discuss as a class.

### Emotional development and responses at 0–18 months

Explain in your own words reasons for the following emotional responses.

Emotions	Reasons
Attachment or bonding	
Feelings of security and trust	
Smiling and responding to carer	
Fear of strangers	
Having a 'comforter' (such as a teddy or blanket)	

- ◆ Do you recall having a 'comforter' as a child? If so, what was it?
- ◆ Can you reflect on the ways a 'comforter' or 'comfort object' might support a child?

### Exploring emotional development — activity 2

Working in pairs, use books, videos or the internet to make some notes on the emotional development in children from 18 months to 5 years old. Identify ways children interact with other people (such as strangers), adults and children. Identify ages when the interaction may change or show developmental progression.

Age range	Emotional development and interaction with others
18–24 months	
2–3 years	
3–5 years	

Now repeat the process for emotional development in children from 5–16 years old. Identify ways children interact with other people (such as strangers), adults and children. Identify ages when the interaction may change or show developmental progression.

Age range	Emotional development and interaction with others
5–8 years	
8–12 years	
12–16 years	

Feed back to the class and discuss the responses.

### Emotional development milestones — activity 3

Here are some milestones across the ages and stages. Complete the empty boxes.

Age range	Emotional development milestones
Birth to 18 months	
18–36 months	<ul style="list-style-type: none"> <li>◆ Require reassurance from presence of a familiar adult</li> <li>◆ Show sympathy for others who are upset</li> <li>◆ May show jealousy</li> <li>◆ Happy to play alone (prefer to be close by a familiar adult or sibling)</li> <li>◆ Alternate between clingy and resistant</li> <li>◆ Aware that others are fearful or anxious for them (for example, when climbing)</li> <li>◆ Eager to try out new experiences</li> <li>◆ Like routines</li> <li>◆ Possessive of personal belongings</li> <li>◆ Enjoy family mealtimes</li> <li>◆ May throw temper tantrums when frustrated</li> </ul>
3–5 years	<ul style="list-style-type: none"> <li>◆ Have a sense of ‘mine’ and ‘yours’</li> <li>◆ Have increased self-confidence</li> <li>◆ May have an imaginary friend</li> <li>◆ May defy parents as they start to assert their independence</li> <li>◆ Can negotiate verbally</li> <li>◆ Is toilet trained</li> <li>◆ Make efforts to control their temper</li> <li>◆ Show affection for younger siblings</li> <li>◆ May develop fears, such as fear of the dark (as they learn to pretend and imagine)</li> <li>◆ Can show empathy and sensitivity to others</li> <li>◆ Start to develop a sense of humour</li> </ul>

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<b>Age range</b>	<b>Emotional development milestones</b>
5–8 years	
8–12 years	
12–16 years	

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### **Observing emotional development — activity 4**

Using relevant and appropriate videos or TV programmes (such as CBBC, CBEEBIES or Bitesize channels), observe children at different ages, specifically looking for emotional skills being developed. Record your observations.

<p><b>Video or source title:</b></p> <p><b>Aspect of SPECL observed:</b></p> <p><b>Date:</b></p> <p>I saw the following skills and development happening:</p>
---

Discuss your responses as a whole class.

### **Baby massage and emotional development — activity 5**

#### **Step 1**

As a whole class, explore 'baby massage'. Research what this is and how it works. Discover what the role of baby massage is and how it can promote emotional development.

Find out if there are local classes in your area or where the nearest one is. Make contact with the provider.

#### **Step 2**

In groups of three, develop questions to ask a baby massage instructor. Then, come together as a whole class to pull all your questions together. These can be emailed to the local or nearest baby massage provider; or perhaps the class can participate in a video call or in-person talk where your questions can be asked.

#### **Step 3**

Create your own individual advertisement of a new local baby massage group opening up in your area. Include the emotional benefits for adults and babies, along with the times, location, days and cost. (You can add this to your folio.)

#### **Step 4: Reflect and record**

What have you learned? How does baby massage support emotional development and were you surprised by anything you have learned?

## **Learning to share feelings — activity 6**

### **Step 1**

As a whole class, explore and discover a range of different ways that children can be taught to share feelings, develop empathy and gain a sense of self and others. Work together to gain understanding of these techniques and where they can be found.

### **Step 2**

Individually, create a page for a class emotional wellness handbook. The page should showcase one technique that could be used with children across the ages and stages, which enables them to learn about how to share and make sense of their feelings. You may have time to do more than one page each.

### **Step 3**

Put all the pages together to make the emotional wellness handbook. Try one or some of your preferred techniques from the class handbook for yourself.

### **Step 4: Reflect and record**

What did you learn? Did you learn any techniques which were surprising and that you had not heard of? How will these techniques support children to develop emotionally and how will it help them when they are older? Which one did you try and enjoy, and why?

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## **Learner activities topic 2.4: exploring the principles of development SPECL — cognitive development**

### **Exploring cognitive development — activity 1**

Working in groups, use magazines, catalogues and/or the internet to gather images which show children carrying out activities which encourage and enhance cognitive development (for example, sewing activities with shoelaces or threading).

Each group member should choose an age group, and design and make a leaflet showing activities which promote cognitive development in children of the chosen age group.

### **Age groups: 0–3 years, 3–5 years, 5–8 years, 8–12 years, 12–16 years**

My chosen age group is:

My group members are:

Once you have all made leaflets, reflect on what you have produced and discuss the activities you found particularly good for encouraging cognitive development in children.

Individually write a few sentences on why these activities would be helpful for each age range. Feed your responses back in a whole class discussion.

Add this to your folio.

### **Cognitive overview — activity 2**

Read 'Cognitive overview' in the learner notes section and discuss as a class.

Answer the following questions:

- 1 What does the term 'animist' mean?
- 2 Describe the term 'magical thinking' and give an example.
- 3 What does 'cause and effect' mean? Give an example.

Feed the responses back.

### **Cognitive milestones and identifying cognitive development — activity 3**

Read 'Cognitive milestones and identifying cognitive development' in the learner notes section and discuss as a class.

#### **Identifying cognitive development**

Observe children in the 'Baby It's You: The Thinker' video, or find appropriate alternative videos or reference materials. Answer the following questions relating to cognitive development in children.

- 1 Identify examples of where the children are demonstrating their first step in abstract thought.
- 2 After the first few months, what happens to a baby's reflex actions?
- 3 Describe how children categorise toys. Give examples.
- 4 Identify and give examples of how children can use skills in thinking to get what they want (such as getting a doll, teddy or other favourite toys).
- 5 Give examples of ways children take things apart.
- 6 Explain how children are involved in tidying up. Give examples of what they do.
- 7 Explain what children learn when they copy the actions of familiar or supervising adults.
- 8 Give examples of how children use skills in thinking to overcome obstacles which might stop them from getting what they want (such as items being too high up or out of reach).

Discuss your answers.



### More about senses — activity 4

Read 'More about senses' in the learner notes section and discuss as a class.

Complete the following table.

Age range	Cognitive development milestones
Birth to 18 months	
18–36 months	<ul style="list-style-type: none"> <li>◆ Know the names of parts of the body (can point to them when asked)</li> <li>◆ Understand simple instructions, such as close the door</li> <li>◆ Refer to themselves using their name</li> <li>◆ Interested in naming objects and people (pointing to have them named)</li> <li>◆ Begin to understand consequences of actions</li> <li>◆ Remember things which are absent or gone</li> <li>◆ Object permanence</li> <li>◆ Can count from one to three or one to five</li> </ul>
3–5 years	<ul style="list-style-type: none"> <li>◆ Can match two to three primary colours (may confuse blue and green)</li> <li>◆ Begin to understand the concept of time</li> <li>◆ Interested in cause and effect</li> <li>◆ Can sort objects into simple categories (such as same colour or size)</li> <li>◆ Can count from one to ten</li> <li>◆ Interested in testing ideas (to see what happens)</li> <li>◆ Can use memory recall (for example, in games)</li> </ul>
5–8 years	

Age range	Cognitive development milestones
8–12 years	
12–16 years	

### **Promoting cognitive development — activity 5**

#### **Case studies**

Read over these scenarios and consider what your responses will be to promote the cognitive development of the children.

#### **Scenario 1**

You work in the local after-school club. You are reorganising the large store cupboard where all the toys and resources are kept. You are labelling shelving, putting things into boxes and putting aside things which need mending, such as boxes which need taping. As you do this, you notice there are few resources for promoting cognitive development.

Decide what you will need to purchase, make a shopping list and give reasons for your choices. (Consider what might support counting, shape, number, memory recall, sequences and order, imagination and so on.)

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### **Scenario 2**

In the nursery class, the children have been showing interest in magic lately. The idea of cause and effect has become fascinating to them. You and your colleagues have decided to focus on cognitive learning and skills for the week, to build on this new interest.

Decide what you will provide in the indoor and outdoor play space, and give reasons for your choices.

### **Scenario 3**

As the children have recently moved into the primary one class, there is focus in both free play time (golden time) as well as the usual teaching to promote cognitive development and skills. As the class lead, you are planning what types of resources and activities you can include for the children to progress their skills.

Decide what you will provide and give reasons for your choices.

Across each of these scenarios, identify any other aspects of development which could also be promoted and give your reasons for your choices. (Holistic/Inter-related; N5)

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### **Observing cognitive development — activity 6**

Using relevant and appropriate videos or TV programmes (such as CBBC, CBEEBIES or Bitesize channels), observe children at different ages, specifically looking for cognitive skills being developed. Record your observations.

**Video or source title:**

**Aspect of SPECL observed:**

**Date:**

I saw the following skills and development happening:

Discuss your responses as a whole class.

### **Promoting sensory development in babies — activity 7**

#### **Step 1**

As a class, explore sensory development in babies, particularly focusing on what they see in their early stages. Explore contrast colours, their importance in very early development, and the different ways this can be seen in practice. (Add your research notes to your folio.)

#### **Step 2**

As a class, design and make a range of contrast cards for promoting sight and visual development, focusing on black, white and red colours only, as well as patterns and shapes. Contrast colours promote, among other things, vision senses, and they are linked to cognitive development. Agree which shapes and patterns you are going to include in this class resource, aiming to have good diversity across the pack in the end.

#### **Step 3**

Set to work designing, planning and creating your contrast cards. (Add your design plan and finished cards to your folio.)

#### **Step 4**

Discuss as a whole class the ways these cards could be used to promote the cognitive development of a baby. (Hint: consider how senses can be stimulated using these.)

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**Step 5: Reflect and record**

What have you learned in this activity about the importance of promoting sensory development in babies?

**Treasure baskets — activity 8**

**Step 1**

As a class, explore and research treasure baskets (or sensory baskets) and heuristic play. What are these and their purpose? Consider how they can promote cognitive development in children.

**Step 2**

Design your own treasure basket and label the resources you would use. On the back of your design sheet, identify the range of ways you would use your basket with children and how this would promote cognitive development. (If possible, and if resources allow, create your own treasure baskets.)

**Step 3: Reflect and record**

How did you find this activity? What have you learned about the role of the treasure basket and heuristic play in promoting cognitive skills in the developing child?

**Science and cognition — activity 9**

**Step 1**

As a class, explore and research the link between experiments and promoting cognitive development. Create a list of science experiments that could be used to support skills development in children in a child care setting.

**Step 2**

Select an experiment to try out for yourself. Using the table below, plan your experiment.

Age range	Description of experiment	Resources	Outcome to promote cognitive development

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**Step 3**

As a whole class, set up and participate in a mini science fair where you can try out and lead different mini experiments. (Any photos can be added to your folio.)

**Step 4: Reflect and record**

How did your experiment turn out? Was there another experiment in your class that you really enjoyed and why? How do science activities promote cognitive skills in children and what is the role of the adult?

## **Learner activities topic 2.5: exploring the principles of development SPECL — language development**

### **Language and linguistic development — activity 1**

Using a toy catalogue, identify toys and activities suitable for encouraging language development of children at the following ages and stages:

- ◆ 0–6 months
- ◆ 6–12 months
- ◆ 12–18 months

Using magazines, catalogues and/or the internet, gather images which show children carrying out activities which encourage and enhance language development. Each group member should choose an age group. Make a leaflet showing activities which promote language development in children of your chosen age group.

### **Age groups: 0–3 years, 3–5 years, 5–8 years, 8–12 years, 12–16 years**

In your groups, look at the leaflets you've produced and discuss the activities you found were particularly good for encouraging language development in children. Individually, write a few sentences on why these activities were so helpful for each age. Keep this for your folio.

My chosen age group is:

My group members are:

Find **two or three** features of language development in children in each of the following age groups:

- ◆ 1–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

Discuss your answers in pairs.

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## Language milestones and promoting language development — activity 2

Read 'Language milestones from 1–8 years' in the learner notes section and discuss as a class.

### Promoting language development (N4)

#### Case studies

Read over these scenarios and consider what your responses will be to promote the language development of the children.

#### Scenario 1

It is Jenny and Josh's 10th birthday party. They are non-identical twins. You need to buy a gift for each of them to promote their language development.

Decide which gift you will buy for each child and give reasons for your choices.

Child	Gift	Reasons
Jenny		
Josh		

#### Scenario 2

You are buying a range of resources that promote language development for the nursery play room for 3–5-year-olds. It has been noted that the few puppets available there are very popular.

Decide which resources you will buy and give reasons for your choices.

#### Scenario 3

In the nursery, some children speak English as a second language. As the setting becomes increasingly diverse, there is a curricular focus on promoting English language development, as well as reflecting culture and ethnicity through language. You have been asked to make some suggestions at the team meeting to put a new plan in place.

What suggestions will you make? Give reasons for your choices.

Across each of these scenarios, identify any other aspects of development which could also be promoted and give your reasons for your choices. (Holistic/Inter-related; N5)



### Language milestones — activity 3

Complete the following table.

Age range	Language development milestones
Birth to 18 months	
18–36 months	<ul style="list-style-type: none"> <li>◆ Provide comfort when others cry (using empathetic language)</li> <li>◆ Continually asking questions such as ‘who’, ‘why’ or ‘what’</li> <li>◆ Use the pronouns ‘I’, ‘me’ and ‘you’ appropriately</li> <li>◆ Talk aloud when playing</li> <li>◆ Can sing some nursery rhymes</li> <li>◆ Enjoy singing songs and rhymes (have favourites which they sing repeatedly)</li> <li>◆ Still repeat some words that are spoken to them</li> <li>◆ Enjoy making and listening to music</li> </ul>
3–5 years	<ul style="list-style-type: none"> <li>◆ Learn to use and speak more than one language (ESOL)</li> <li>◆ Hold a conversation, sometimes missing out linking words (such as ‘and’ or ‘the’)</li> <li>◆ Repeat nursery rhymes and songs without many mistakes</li> <li>◆ Recall their name and address correctly</li> <li>◆ Can retell familiar stories</li> <li>◆ Can create their own stories (based on events, facts or fiction)</li> <li>◆ Enjoy jokes; tell jokes and say tongue twisters</li> <li>◆ Interested in reading and writing</li> <li>◆ Talk about past, present and future in their conversations</li> </ul>

Age range	Language development milestones
5–8 years	
8–12 years	
12–16 years	

## Language and instruments — activity 4

### Step 1

Research unusual musical instruments from around the world. As a class, create a poster collage of the different instruments found, where they come from, and include any that may be found in Scotland too, to show cultural diversity.

Discuss and consider different types of instruments that you can make in your setting to showcase a diverse range of musical instruments. For example, make bottle shakers, small shakers, or stringed instruments using cardboard or old milk cartons; further thinking about drawing from your research. Try to avoid all making the same instrument.

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### **Step 2**

Drawing from the class research, make a plan about the instrument you wish to make and label your plan. (This can be added to your folio.)

### **Step 3**

As a class, plan, set up and clear away a large craft space, where you can create a range of musical instruments using recycled items. Take photos of your planning, setting up, carrying out and tidying away of this craft activity.

You can take a photo of your own instrument for your folio.

### **Step 4**

As a class, or in large groups, write a children's song or play familiar children's songs using your instruments.

### **Step 5: Reflect and record**

How does this activity promote language development for children? What age range is it for? How could you tailor it for older or younger age ranges? What language skills and development are promoted throughout this activity? (It may also be relevant to consider any other aspects of development too.)

## **Music box and instruments — activity 5**

### **Step 1**

Create a music box or bucket. You can decorate it to make it look fun and interesting to children. (You can take a photo of this for your folio.)

### **Step 2**

Collect or make a range of musical instruments. You can make bottle shakers using rice, yoghurt pots and so on. You can also collect toys or other things which make sounds. Add these to your box or bucket.

Find a large colourful piece of fabric which will act as a 'magic cover' for the box or bucket. You could make it, sew it, and upcycle it; If you do this, make it child friendly!

### **Step 3**

Practice playing the 'What's inside the music box' game. This game uses the tune of the children's song 'Old Macdonald Had a Farm'.

Sitting in a circle, sing: 'What's inside the music box, E-I-E-I-O. What's inside the music box, Julie (the name of a child in the circle) do you know?'

The child puts their hand in without looking, pulls out the item, and then plays it while the rest of the circle sings: 'With a shake-shake here, a shake-shake there. Here a shake, there a shake, everywhere a shake-shake.'

Then, you all finish with: 'That's what's in the music box, E-I-E-I-O!'

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**Step 4: Reflect and record**

What language skills and development are promoted in this activity? Consider the importance of repetition for children when learning a language and the role of the adult in promoting good language skills. (You can also consider other aspects of development.)

**Puppets to promote language development — activity 6**

**Step 1**

Research different ways to make puppets. Make a plan and source materials to create your puppet. (You can add this to your folio.)

**Step 2**

Make your puppet

**Step 3**

Working in a group, create a story time video clip with your puppets (around two to three minutes long) to help promote language skills for the children watching. Record your clip.

**Step 4**

Watch all the clips as a whole class. Discuss all the different ways that each video would promote the language development of children and consider the role of the adult.

**Observing language — activity 7**

Using relevant and appropriate videos or TV programmes (such as CBBC, CBEEBIES or Bitesize channels), observe children at different ages, specifically looking for language skills being developed. Record your observations.

**Video or source title:**

**Aspect of SPECL observed:**

**Date:**

I saw the following skills and development happening:

Discuss your responses as a whole class.

## **Sounds and language — activity 8**

### **Step 1**

Lots of activities can support children's language development, and this includes listening to sounds and guessing what is making them. This is known as a 'sound lotto'. Research sound lottos. As a class, agree different topics to create sound lottos for. Each group should aim for a different topic for diversity across the class. Examples include: farmyard, jungle, transport, seasons.

### **Step 2**

In your groups, focus on your chosen topic; begin to plan and share out roles to create your sound lotto game. You will need to research sounds, and add them to the final presentation. Keep in mind the age and stage of children you are aiming for. You will also need to make matching colour cards for each of the recorded sounds so that children can play along.

### **Step 3**

Play each group's sound lotto.

### **Step 4: Review and record**

How did it go? What did you learn about how sounds and hearing promote language skills and development for children? How does the activity support language development and what role does the adult play in this?

## **Non-verbal communication — activity 9**

Go through the checklist below and perform the actions.

- ◆ How to put on a shoe
  - ◆ How to do up a zip
  - ◆ How to open an envelope
  - ◆ How to jump up and down and pat your head at the same time
  - ◆ How to brush your teeth
- 1 Do them all, telling one another what to do.
  - 2 Do them all again, showing one another what to do only by gesturing and not using words or speech.
  - 3 Reflect and discuss how this went and the challenges in communication and language. Consider how some of these barriers may impact language skills and development for children.
  - 4 Research in groups different communication challenges and ways that these can be overcome to support children to progress well in language development.

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### **Language development — activity 10**

Identify a range of activities and experiences which can promote the language development across different ages and stages.

Compile and create class resources to explore language development in play. For example, create a class music box, create class songs and a rhymes booklet, or create a class music video.

Record in your folio different resources which you made and note five ways these can each promote the language development of children in that age range.

## Learner activities topic 3: holistic & inter-related development overview

### What is holistic and inter-related development? — activity 1

Read 'What is holistic and inter-related development?' in the learner notes section and discuss as a class.

Reflect and record what you have learned about holistic and inter-related development.

Things to remember about holistic and inter-related development:

### What does holistic and inter-related development look like? — activity 2

Holistic development is about developing multiple areas individually and simultaneously. While this begins in early childhood, adults may also strive to achieve holistic health.

Read 'What does holistic and inter-related development look like?' in the learner notes section and discuss as a class.

Look at the examples below and identify which inter-related aspects of development are being promoted.

Example	Aspects of development
Some children are playing football at the nearby park. They are shouting to each other as they play. Some of the children wave their hands and point to get the ball.	
A group of babies are playing with a sensory basket. They are sitting in a circle, each supported by an adult, with the basket in the middle. One baby has a rattle; another lunges towards the basket. One baby has a spoon in one hand and a rattle in the other. The adults are chatting to the babies, and some babies are cooing and making other happy sounds.	

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Example	Aspects of development
Two children are enjoying free painting at the easel in the wet area. They both have their own side of the easel, with some of the paint pots. One child asks to swap one of their pots with the other as they want to paint a yellow sun on their page.	
There is a child who loves jigsaw puzzles. He spends a long time at the puzzle table. He begins with large four-piece puzzles, moving onto small peg puzzles, and then onto nine-piece puzzles.	

In your groups, create two scenarios of children at play. Swap your scenarios with another group and see if you can work out which aspects of development are inter-related and being promoted.

Scenario	Aspects of development



### Identifying holistic development — activity 3

Features of development for each aspect: 0–1 year

Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related
Interact with familiar people	Control head and upper body	Bond and form an attachment with parent or carer	Recognise parent or carer by sight, smell and hearing	Coo gently when content and in response to parent's or carer's voice	During song time where adults, babies and older children sit together to sing songs, babies enjoy the sensory experience.
Offer toys to others	Sit unsupported	Become shy and/or anxious around strangers; develop trust in parent or carer	Start to have a perception of depth when crawling	Imitate mouth movements of parents or carers when being spoken to	
Become clingy with parents or carers; often need lots of reassurance before settling with strangers	Crawl	Express feelings by smiling, crying and vocalising sounds	Get excited when they recognise preparation for familiar routines (such as bath times and mealtimes)	Vocalise a variety of sounds when alone and spoken to	

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<b>Social development</b>	<b>Physical development</b>	<b>Emotional development</b>	<b>Cognitive development</b>	<b>Language development</b>	<b>How development is inter-related</b>
Play alone for long periods of time	Pull to stand	May start crying when they hear other babies cry	Learn by exploring the world with their five senses	Talk to self and others in a tuneful babble (such as 'mm-mm', 'dd-dd')	
Join in with socialising (for example, mealtimes)	Walk around furniture	Show affection towards familiar people	Use trial and error methods to learn about objects	Shout for attention	

The activity on the next page gives you the chance to consider the features of development for each aspect for children aged 1–3 years.

**Features of development for each aspect: 1–3 years**

Fill in the grid below using text books and/or internet sites as guided by your teacher or lecturer.

<b>Social development</b>	<b>Physical development</b>	<b>Emotional development</b>	<b>Cognitive development</b>	<b>Language development</b>	<b>How development is inter-related</b>

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Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, discuss your ideas. Make note of any similarities and differences.

**Features of development for each aspect: 3–5 years**

Fill in the grid below using text books and/or internet sites as guided by your teacher or lecturer.

Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

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Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, discuss your ideas. Make note of any similarities and differences.

**Features of development for each aspect: 5–8 years**

Fill in the grid below using text books and/or internet sites as guided by your teacher or lecturer.

<b>Social development</b>	<b>Physical development</b>	<b>Emotional development</b>	<b>Cognitive development</b>	<b>Language development</b>	<b>How development is inter-related</b>

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Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, discuss your ideas. Make note of any similarities and differences.



**Features of development for each aspect: 8–12 years**

Fill in the grid below using text books and/or internet sites as guided by your teacher or lecturer.

<b>Social development</b>	<b>Physical development</b>	<b>Emotional development</b>	<b>Cognitive development</b>	<b>Language development</b>	<b>How development is inter-related</b>

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Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, discuss your ideas. Make note of any similarities and differences.

**Features of development for each aspect: 12–16 years**

Fill in the grid below using text books and/or internet sites as guided by your teacher or lecturer.

<b>Social development</b>	<b>Physical development</b>	<b>Emotional development</b>	<b>Cognitive development</b>	<b>Language development</b>	<b>How development is inter-related</b>

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Social development	Physical development	Emotional development	Cognitive development	Language development	How development is inter-related

In small groups, discuss your ideas. Make note of any similarities and differences.

## **Learner activities topic 4: health needs and wellbeing in child development**

### **What is 'health'? How is it linked to child development? — activity 1**

In small groups, discuss what the word 'health' means to you. Come up with as many ideas as you can and write them in the boxes below.


Compare your ideas with the other groups in the class. Note down the similarities and differences.

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### **Health overview**

Read 'Health overview' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

### **Health needs of children — activity 2**

#### **Social health needs**

Read 'Social health needs' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

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**Physical health needs**

Read 'Physical health needs' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

**Emotional health needs**

Read 'Emotional health needs' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

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**Cognitive health needs**

Read 'Cognitive health needs' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

**Language health needs**

Read 'Language health needs' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...



### Exploring physical health and child development — activity 3

In small groups, do some initial investigation on one of the following elements which contribute to the physical health and development in children at different ages and stages. Using the table below, explore how adults can meet these needs and the consequences of these physical health needs not being met. Each group will present their findings to the class.

Physical health needs	0–3 years	3–5 years	5–8 years	8–12 years	12–16 years
Food					
Rest and sleep					
Warmth					

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<b>Physical health needs</b>	<b>0–3 years</b>	<b>3–5 years</b>	<b>5–8 years</b>	<b>8–12 years</b>	<b>12–16 years</b>
Protection from injury					
Exercise					
Fresh air					

**Physical health needs of children**

Read 'Physical health needs of children' in the learner notes section and discuss as a class.

In small groups carry out the following tasks:

- ◆ Identify adults in a child's life who can ensure they meet these physical health needs.
- ◆ Identify and explore some of the consequences of these needs not being met.

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### **The importance of a balanced diet**

Use books, magazines or the internet to help you find out:

- ◆ the range of components which make up a balanced diet
- ◆ the role each component has in promoting physical health
- ◆ the consequences or effects a lack of a balanced diet may have on the physical health of the child

Alternatively, in groups of 4, each group member chooses one age range. On an A4 sheet of paper, carry out the task below by producing a leaflet, one for each age group. Use books, magazines or the internet to research.

Identify the range of components which make up a balanced diet for children in the following age groups:

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

In your groups, look at the leaflets you have produced and discuss your findings. Individually write a sentence or two on your own conclusions, and those of your group.

Group conclusions are:

My own conclusions are:

### Effects of health factors — activity 4

#### Exercise, rest and sleep

Read 'Exercise, rest and sleep' in the learner notes section and discuss as a class.

#### What adults need to do to meet the physical health needs of children

Think about the needs of children of different ages **in general**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (Keep this sheet in your folio.)

Age	Ways adults meet these needs	Consequences of needs not being met
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

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Think about the needs of children of different ages in terms of **food**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (Keep this sheet in your folio.)

Age	Ways adults meet these needs	Consequences of needs not being met
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

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Think about the needs of children of different ages in terms of **exercise**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (Keep this sheet in your folio.)

Age	Ways adults meet these needs	Consequences of needs not being met
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

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Think about the needs of children of different ages in terms of **protection from injury**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (Keep this sheet in your folio.)

Age	Ways adults meet these needs	Consequences of needs not being met
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

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Think about the needs of children of different ages in terms of **hygiene**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (Keep this sheet in your folio.)

Age	Ways adults meet these needs	Consequences of needs not being met
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		



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Think about the needs of children of different ages in terms of **medical care**, and identify ways in which adults can meet those needs and what will happen if the needs aren't met. (Keep this sheet in your folio.)

Age	Ways adults meet these needs	Consequences of needs not being met
0–3 years		
3–5 years		
5–8 years		
8–12 years		
12–16 years		

**Recap on health needs across aspects — activity 5**

As a revision activity, write as many different health needs across the five aspects of development as you can.

Social health	Physical health	Emotional health	Cognitive health	Language health

Swap your responses with your peers. How many did you get right?

## Recap on emotional health needs — activity 6

### Case study

In small groups, read the case study below, then discuss and record your answers.

Sam and Susie Brown have been married for 23 years. Sam has had his own successful building business for the last 20 years. They live in their own house on the Yorkshire Dales. They have 3 children: Lewis, aged 10; Sara, aged 7; and Connor, aged 3. Sam and Susie have been going through a difficult time since the death of baby Zoe, who tragically died from meningitis aged 9 months. Both Sam and Susie feel responsible for her death. They both feel that their marriage has come to its end.

Susie has decided to move to Scotland with the children to be with her parents and siblings. Susie's family has ample room in their house, with schools, nursery, a park and leisure activities close by. Susie's siblings have children of similar ages who attend the local school. Sam will stay in the family home and run his business, but he hopes to have the children stay during the holidays and maintain regular contact via phone calls and email. The children have mixed feelings about the move; they are excited about going to Scotland to be with their relatives, but they don't want to leave their dad at home, leave their friends, or move to a new school.

Emotional health needs of children include:

- ◆ affection and love
- ◆ belonging
- ◆ consistency
- ◆ independence
- ◆ achievement
- ◆ social approval
- ◆ self-esteem

From the list of emotional health needs of children given above, answer the following:

- 1 Identify what emotional health needs are being met for the children in the case study.
  
- 2 Explain how the adults in the case study meet these needs.
  
- 3 Explain the possible consequences of those needs not being met.

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### **Suggested answers**

You may have come up with the following ideas or have had others of your own.

- ◆ **Love and affection:** Susie and her family will meet these needs by continuing to provide kisses, cuddles, hugs and support for the children.
- ◆ **Belonging:** Susie's family will meet this need by preparing the children's areas so they feel like they belong in their new home. The children will be able to spend more time with their grandparents, aunts, uncles and cousins. The nursery and school will also assist the children to develop a sense of belonging within the community.
- ◆ **Consistency:** Susie and Sam have worked hard to ensure that the children will have regular contact with their dad. The children will still continue to have the same ordinary, everyday routines they had when they lived together with mum and dad.
- ◆ **Independence:** The children will have more independence as the school is close by. Lewis and Sara can walk there by themselves. Connor's sense of independence will increase as he starts nursery school.
- ◆ **Achievement:** The children will have access to a wide range of out-of-school leisure activities that can give them a sense of achievement.
- ◆ **Social approval:** The children all make new friends at school and in their local area, so they will continue to develop a sense of social approval amongst the adults and children around them.
- ◆ **Self-esteem:** As the children settle into their new life and get used to all the changes, their self-esteem will also increase, giving a sense of wellbeing.

In groups, discuss your ideas and the suggested answers you were given. Are there any similarities or differences? Make a note of those you identified.

### **Elements of emotional health**

In small groups, investigate **one** of the following elements which contribute to the emotional health and development in children at different ages and stages.

You should explore how adults can meet these emotional health needs and the consequences of these needs not being met in children from birth to 16 years old.

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Use the table to record and present your findings to the class.

<b>Emotional health needs</b>	<b>0–3 years</b>	<b>3–5 years</b>	<b>5–8 years</b>	<b>8–12 years</b>	<b>12–16 years</b>
Giving and receiving love and affection					
Belonging					
Consistency					
Independence					
Achievement					
Social approval					
Self-esteem					

### **Recap on social health needs — activity 7**

Social development is about learning and acquiring the skills, attitudes and manners required for interacting and relating with other people in socially appropriate ways. It's closely linked to emotional development.

In small groups, choose **two** of the social health needs of children listed below:

- ◆ mixing with others — family and friends
- ◆ giving and receiving love and affection
- ◆ belonging
- ◆ independence
- ◆ social approval and acceptance from peers and others
- ◆ displaying positive social behaviour

Investigate your two chosen social health needs in children from birth to 16 years old:

- ◆ Identify adults who meet these social needs in children. Give an example of how adults meet these needs.
- ◆ Explore the consequences of these social health needs not being met in children from birth to 16 years old.

In groups, discuss the role of the adult and the influence of the family in the promotion of social health and development in children from birth to 16 years old. Write the main points of your discussion in the space below.

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

Group conclusions are:

### Recap on cognitive health needs — activity 8

**Cognitive health needs** relate to the ability to think clearly and logically. Children learn how to concentrate, use their memory and make decisions. They also learn concepts which will help them to maintain their sense of wellbeing. The development of the five senses — sight, smell, hearing, touch and taste — also contributes to a child's cognitive development.

In small groups, choose **two** of the cognitive health needs of children listed below:

- ◆ play experiences
- ◆ thinking
- ◆ communication
- ◆ problem solving
- ◆ learning and understanding
- ◆ decision making

Investigate your two chosen cognitive health needs in children from birth to 16 years old:

- ◆ Identify adults who meet these cognitive needs in children. Give an example of how adults meet these needs.
- ◆ Explore the consequences of these cognitive health needs not being met in children from birth to 16 years old.

In groups, discuss the role of the adult and the influence of the family in the promotion of cognitive health and development in children from birth to 16 years old. Write the main points of your discussion in the space below.

- ◆ 0–3 years
- ◆ 3–5 years
- ◆ 5–8 years
- ◆ 8–12 years
- ◆ 12–16 years

Group conclusions are:

### Recap on how adults meet children's health needs — activity 9

A child's needs must be satisfied in order for them to survive, grow, develop and reach their full potential.

Under each type of needs below, give an example of the needs of children. Explain what adults can do to meet these needs. Finally, discuss the consequences if a child's needs are not met. Write your answers in the following table.

Needs	How adults meet these needs
Physical needs	
Emotional needs	
Social needs	
Cognitive needs	
Language needs	



### Recap on changing health needs — activity 10

A child's needs are ever changing, according to age, stage of development and the life circumstances of the child.

Write down on the table below how your needs have changed over the course of your own childhood.

Needs	0–3 years	3–5 years	5–8 years	8–12 years	12–16 years
Physical needs					
Emotional needs					
Social needs					
Cognitive needs					
Language needs					

### Short-term and long-term illness — activity 11

Read 'Short-term and long-term illness' in the learner notes section and discuss as a class.

Working in pairs or groups of three, complete the table below. List as many examples as you can.

Type of illness	Examples and how they might affect health and development
Inherited conditions	
Short-term illnesses	
Long-term illnesses	

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### **Factors influencing health and development in children — activity 12**

#### **What can influence children’s health and development?**

Read ‘What can influence children’s health and development?’ in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

#### **Environmental factors**

Read ‘Environmental factors’ in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

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**Life circumstances**

Read 'Life circumstances' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

**Pre-school provision (related to life circumstances)**

Read 'Pre-school provision related to life circumstances' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

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**Birth circumstances**

Read 'Birth circumstances' in the learner notes section and discuss as a class.

In the box below, record a range of key things you have learned from the information. (Keep and add your notes to your folio.)

Important things to remember are ...

## Learner activities topic 5: wellbeing and impacts on child development

### What is wellbeing? — activity 1

'Wellbeing' in children and young people is when they are safe and happy; it is when they feel good about themselves and their lives, have good self-esteem and self-worth, and are ready to learn and develop. Children need opportunities to thrive in safe and stable environments, which is important for their wellbeing.

Wellbeing is closely linked to health; it is also linked to the child's state of mind and how they feel about themselves, impacted by their personal experiences.

Complete the table below by providing examples for each element of wellbeing. For example, provide an example for a way that different emotions (such as anger, sadness and joy) may be accepted, and give an example of ways that friendships are linked to wellbeing.

Wellbeing	Examples of what this looks like in life
Accepting emotions; having close and consistent relationships	
Friendships that are valued and nurtured	
Access to outdoor spaces and play	
Valuing and encouraging the use of imagination	
Valuing unique interests	

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<b>Wellbeing</b>	<b>Examples of what this looks like in life</b>
Access to engaging and challenging play materials	
Access to indoor space and play	
Being valued and included by society (such as local or national policies to meet needs)	
Being supported and valued in their family situation	
Having an opinion; being included in making decisions	
Being listened to; having fears acknowledged and valued	
Being healthy and well cared for	

## Wellbeing factors — activity 2

Let's explore some factors which can impact a child's wellbeing positively and negatively. Complete the table by adding more factors to each factor type.

Factor type	Factors
Economic factors	<ul style="list-style-type: none"> <li>◆ Poverty</li> <li>◆ Unemployment</li> <li>◆ High costs of housing</li> <li>◆ Redundancy</li> <li>◆ Lack of employment opportunities</li> </ul>
Education factors	<ul style="list-style-type: none"> <li>◆ Not attending school</li> <li>◆ Lack of skills in reading, writing or maths</li> <li>◆ Experiences at school</li> <li>◆ Additional support needs</li> <li>◆ Lack of support for needs</li> </ul>
Health factors	<ul style="list-style-type: none"> <li>◆ Birth condition</li> <li>◆ Genetic condition</li> <li>◆ Illness</li> </ul>



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Factor type	Factors
Familial factors	<ul style="list-style-type: none"> <li>◆ Stress</li> <li>◆ Divorce or separation</li> <li>◆ Different family types</li> <li>◆ Addiction</li> <li>◆ Adult mental health or physical illness</li> </ul>
Environmental factors	<ul style="list-style-type: none"> <li>◆ Lack of accessible services</li> <li>◆ No or limited public transport</li> <li>◆ Poor housing</li> <li>◆ Inner city or built-up areas</li> <li>◆ Pollution</li> <li>◆ Lack of outdoor space</li> <li>◆ Moving to the country or city</li> </ul>

In your groups, select one factor type. Then, create a mind map showing all the different ways that this factor can promote and/or impede a child's wellbeing.

For example:

- ◆ economic factor, poverty — map out how this can negatively impact a child's wellbeing
- ◆ environmental factor, moving to the country or city — map out positive impacts on a child's wellbeing if they move from a busy city to the country, or from the country to the city

There are both positives and negatives to explore. Take time to do this in groups and then share with each other.

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### **Children's wellbeing in Scotland — activity 3**

Take time to research and reflect on different ways that wellbeing is being promoted for children and young people in Scotland. It is essential to understand the value and importance of the role of the adult, in supporting good, progressive, and positive wellbeing in children. Fill in the box below with your information.

List of documents or policies, frameworks and guidance promoting wellbeing of children and young people in Scotland:

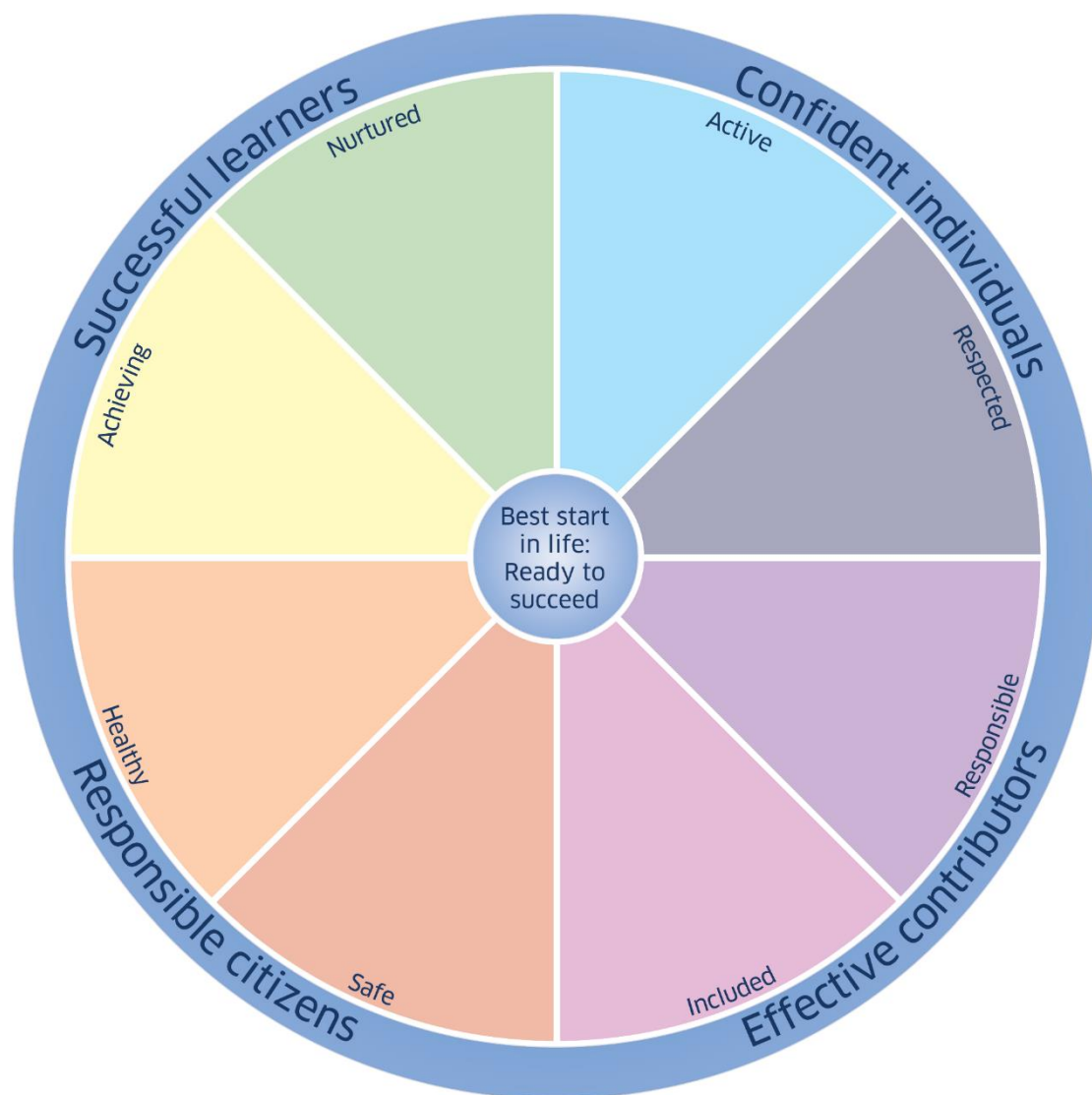
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### Exploring SHANARRI — activity 4

This activity can be done individually or as a whole group or class.

Using the SHANARRI wheel below, reflect on what is needed in each of the sections to meet all your wellbeing needs, or the wellbeing needs of your group or class. Then, discuss the completed wheel.

This could be done in the context of the learning environment and/or a home environment.



Next, complete a wheel for children in any of these settings (It may be beneficial to separate these settings into groups.)

- ◆ nursery
- ◆ primary school
- ◆ secondary school
- ◆ college (15–16-year-olds may attend college early or as part of schools' links programmes)

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Design your own information leaflet outlining the following:

- ◆ the value and importance of wellbeing for children and young people
- ◆ the SHANARRI wheel — what it is and its aim
- ◆ give some examples of ways each of the SHANARRI indicators could be met for children and young people
- ◆ add links for further reading and research about SHANARRI indicators and Getting it right for every child (GIRFEC)

The leaflet should be bright and colourful, easy to read, informative and engaging.

## **Factors linked to child development and wellbeing — activity 5**

### **Health factors which may affect child development**

Read 'Health factors which may affect child development' in the learner notes section and discuss as a class.

Using the range of resources available, identify sources of foods which make up a balanced diet for children. Then, describe the benefits of a balanced diet to the health and development of children.

1 Protein

2 Fat

3 Carbohydrate

4 Minerals

5 Vitamins

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### **Research**

Explore the effects that an unbalanced diet can have on the health and wellbeing of children and young people. Consider if there are any environmental and economic factors which could also influence this, and what factors can holistically influence children's wellbeing and development.

Explore what effects a balanced diet can have on health and wellbeing, and what this might do to support self-esteem, confidence, and a sense of self.

Discuss as a class the range of benefits of good nutrition and diet habits developed in children, from birth onwards.

Reflect and discuss what impacts a good healthy balanced diet can have on wellbeing (including developmental aspects).

## **The adult's role in supporting child wellbeing — activity 6**

### **Research — Who is responsible for the wellbeing of children and young people in Scotland?**

Working in groups, explore who is responsible for the promotion of wellbeing of children in Scotland today.

You should consider a range of organisations and people as a class, and choose to focus on one key area in your group. Each group should choose something different.

Some examples of organisations and people are: Scottish Government; kinship carers; biological parents; Scottish society; media; educational professionals; and charitable organisations.

After choosing an area to explore in your group, share out the research tasks. Your tasks should include:

- ◆ who they are
- ◆ what things they are responsible for doing
- ◆ how it is seen in practice (as well as evidence of good practice)
- ◆ how what they do make a difference to the developing child
- ◆ how your research links to the SHANARRI indicators and GIRFEC, as well as other relevant and current Scottish legislation, policies, frameworks or guidelines

Record what you have found out in a poster, and then present and share your findings with the class.

# Glossary

<b>Aspect</b>	Refers to a part of something; for example, there are five aspects of child development.
<b>Factor</b>	Refers to a particular circumstance, fact, or influence that contributes to a result; for example, unemployment, during which limited or no money is coming into the household, is a factor which can lead to stress and anxiety.
<b>Holistic</b>	Refers to something being connected to other things, that is, not on its own but linked to something else.
<b>Impede</b>	Refers to something or someone delaying, preventing or hindering; for example, not encouraging a child to do things for themselves can impede their independence skills.
<b>Inter-related</b>	Refers to something being linked and inter-connected to something else.
<b>Paper fortune teller</b>	Refers to a form of origami used in children's fortune-telling games.
<b>Promote</b>	Refers to something or someone actively encouraging or progressing positively; for example, encouraging a child to try to put on their coat with support will promote the child to eventually do it for themselves.
<b>Practitioner</b>	Refers to an adult professional working in an early learning and child care setting.
<b>Reflect</b>	Refers to giving deep thought or consideration to something; for example, a practitioner might reflect on the strengths and areas of development, of a play activity that they carried out with children.
<b>Sound lotto</b>	Refers to a sound game where players listen to sounds and guess what is making the noise.

# Resources

## Resources required for workshop/practical sessions

Materials/equipment	Source/supplier

# Useful texts, videos, and websites

## Texts

Beaver, M. et al. (1999) *Babies and Young Children: Book 1: Early Years Development*, 2nd ed, Nelson Thornes Ltd

Lindon, J. (2002) *Child Care and Early Education*, Cengage Learning EMEA

Bruce, T., Meggitt, C. & Grenier, J. (2010) *Child Care and Education*, 5th ed, Hodder Education

Meggitt, C. (2006) *Child Development: An Illustrated Guide*, 2nd ed, Heinemann

Tassoni, P. (2011) *Caring for Children*, 2nd ed, Heinemann

Barnes, J. V. (2020) *50 Fantastic Ideas for Forest School*, Featherstone

Matterson, E. (1991) *This Little Puffin*, Puffin

*365 Outdoor Activities you have to try!* (2014) DK Children

Bryce-Clegg, A. (2015) *Continuous Provision: The Skills*, Featherstone

Lindon, J. (2010) *Child-Initiated Learning*, Practical Pre-School Books

## Videos

### TV programmes

*The Secret Life of 4 Year Olds*  
Channel 4

*The Baby Club*  
BBC

*Child of Our Time*  
BBC

### Other video resources

[Siren Films — Child Development Video-Based Training](#)

[Clickview — Educational Video Resources for Teaching](#)



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## Websites

Ushare: Childcare and Development

[www.ushare.education](http://www.ushare.education)

Early Years Scotland

<https://earlyyearsscotland.org/>

Education Scotland

<https://education.gov.scot>

Scottish Government: Getting it right for every child

[Getting it Right for Every Child SHANARRI](#)

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