

# Child Studies 9

*Guide*

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## Child Studies 9

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## Child Studies 9

### Unit Outcomes

Students will be expected to

1. integrate knowledge, skills and practise required by caregivers to influence the welfare of children
2. explain the importance of providing healthy food choices for children
3. explore how children develop and learn through daily experiences

### Specific Curriculum Outcomes

Students will be expected to

#### Unit 1: Nurturing Growth and Development

- 1.1 identify various community roles and possible careers related to helping a child reach his/her full potential
- 1.2 demonstrate basic skills required when caring for infants and young children
- 1.3 recognize the rewards and the responsibilities of caregiving
- 1.4 recommend ways to ensure child safety
- 1.5 explain and, where appropriate, demonstrate how to handle emergencies involving children

#### Unit 2: Nutrition for Children

- 2.1 describe and model positive food experiences for children
- 2.2 demonstrate and apply nutritional knowledge when selecting foods for children
- 2.3 model safe food preparation and selection when preparing food for young children

#### Unit 3: Learning through Activity

- 3.1 relate the value of play to all areas of child development
- 3.2 assess the safety and appropriateness of purchased toys
- 3.3 practise ways caregivers can facilitate play for children
- 3.4 explore the role of music, art and drama in the development of young children
- 3.5 explain the importance of reading to a child and demonstrate basic reading strategies for engaging young children
- 3.6 investigate the impact of computer technology, television and other media on children's learning

**Learning Outcome 1:** Students will be expected to integrate knowledge, skills and practise required

by caregivers to influence the welfare of children.

### **Specific Curriculum Outcome 1.1**

Students will be expected to identify various community roles and possible careers related to helping a child reach his/her full potential.

### **Suggestions for Assessment**

Students can

- complete a Journal Entry: reflect on guest speaker presentations
- share information on a possible career pathway related to child care
- create a community bulletin board on opportunities for young children and their families in the community

Teachers can

- use a rubric to assess the students understanding of the roles played by the people involved in a child's world

### **Suggestions for Learning and Teaching**

Teachers can

- Invite a variety of guest speakers to the classroom to share their experiences with young children.

Suggested guests could include:

public health nurse, pediatric nurses

daycare workers, early childhood educator

elementary teacher, Education assistant

children's librarian

representatives from various occupations such as firefighter, police or RCMP

program director for day camps

lifeguards, recreation departments

- lead a discussion on the role of the community in providing for children

Students can

- share the relationships they have developed with past babysitters, grandparents, caregivers, older adults, etc.
- recount experiences shared with caregivers in their lives. Students might write a thank you note to a caregiver whom they have known. A copy of this may be kept in their "Binder".
- in groups of three create a visual (role play, bulletin board, electronic) illustrating the wide variety of career opportunities available where people work with and provide for children. Discuss the qualities common to these careers.
- research various opportunities/supports for young children & their families in their community

### **Notes/Resources**

*Parenting: Rewards and Responsibilities*, Student Text, Chapter 2.

Bring in community newsletters, community weblinks that include activities/services for young children.

### **Specific Curriculum Outcome 1.2**

Students will be expected to demonstrate basic skills required when caring for infants and young children.

### **Suggestions for Assessment**

Students can

- maintain a “Caregiver Binder” throughout Grade 9 Child Studies that will become a guide for first time parents or caregivers. The binder might include digital photos/presentations, reflections, sample pamphlets, and mini posters.
- complete a Journal Entry : report on the role of the guest speaker as a caregiver
- create an advertisement for a caregiver identifying the skills required

Teachers can

- observe student skills when handling the Real Care Baby
- use a checklist/rubric to assess the “Caregiver Binder”

### **Suggestions for Learning and Teaching**

Teachers can

- demonstrate the use of the Real Care baby
- invite a caregiver to demonstrate various skills related to child care
- create role plays for students to demonstrate their communication & guidance skills when relating to children

Students can

- learn how to respond to an infants needs and care for an infant (holding, feeding, changing, bathing) by using the Real Care Baby in class. Students may opt to sign the baby out overnight once permission from home has been completed.
- Suggest ways to meet children’s physical, social, and emotional needs (focus on the milestones)
- Milestone Game—Write the milestones on cue cards, sort the milestones and arrange chronologically in a timeline. (Each student is given a card and must find their place in the timeline.)
- Agree/Disagree Activity—Teacher reads a Milestone Statement and students are asked to move to the station (Agree/Disagree/Don’t Know) and discuss their decision.

- Examine how caregivers encourage children to be independent.
  - Self serving food—buffet lunches, finger food.
  - Self Dressing (bring in samples of children’s clothing and evaluate for ease of self dressing).

### **Notes/Resources**

*Real Care Baby II Plus* Teacher and Student Resource Kit.

*Parenting: Rewards and Responsibilities*, Teachers Resource Binder “Introduction.”

*Parenting: Rewards and Responsibilities*, Student Text, Chapters 13–18.

### **Specific Curriculum Outcome 1.3**

Students will be expected to recognize the rewards and the responsibilities of caregiving.

### **Suggestions for Assessment**

Students can

- complete a Journal Entry.: Reflection on parent responses about responsibilities & rewards as well as their own experience when looking after children
- complete Real Care Baby Activity Sheets.

Teachers can

- work with students to create a simple rubric for assessing their pamphlet

### **Suggestions for Learning and Teaching**

Teachers can

Students can

- contact a new mom/dad to talk to students about the rewards, responsibilities and challenges of becoming new parents. As a class develop specific questions to use for interview.
- care for the Real Care Baby overnight
- create a pamphlet/guide for a young babysitter outlining the responsibilities of a babysitter to be stored in the “Caregiver Binder.” Include emergency contact information, a section for parents to complete for the caregiver leaving details of care, expectations, schedules and contacts.

### **Notes/Resources**

*Real Care Baby II Plus* (Computerized Baby Simulator)

*Parenting: Rewards and Responsibilities*, Student Text, Chapter 9.

### **Specific Curriculum Outcome 1.4**

Students will be expected to recommend ways to ensure child safety .

#### **Suggestions for Assessment**

Students can

- Include safety guides in Caregiver Binder
- demonstrate a piece of clothing, toy or equipment and share safety concerns /features

Teachers can

- use checklist to review contents of Caregiver Binder
- observe student demonstrations/presentations on safety

#### **Suggestions for Learning and Teaching**

Teachers can

- invite guest speakers from “Buckle Up Baby “ Program, Child Link or Brain Injury prevention program.
- demonstrate safety features of pieces of infant & child equipment and clothing

Students can

- examine government legislation for children’s apparatus: cribs, car seats, high chairs, strollers, rattles, soothers, clothing, etc.
- demonstrate safety features by creating videos or role plays
- collect news stories on current events related to child safety
- develop a checklist for child-proofing a home.
- Refer to a picture of a house illustrating safety concerns and make recommendations for child proofing.
- create a bulletin board of a house frame showing various rooms and illustrate potential hazards in each room on the bulletin board. This could be a virtual activity.
- share stories emphasizing the need for keeping children safe. Discuss who is responsible for keeping children safe.
- create a rap or song about household safety.

## **Notes/Resources**

Buckle Up Baby Program—

Community Health (local).

Health Canada pamphlets.

*Parenting: Rewards and Responsibilities*, Student Text, Chapter 16.

## **Specific Curriculum Outcome 1.5**

Students will be expected to explain and, where appropriate, demonstrate how to handle emergencies involving children.

## **Suggestions for Assessment**

Students can

- complete the Babysitters First Aid program
- complete a Journal Entry on the class presentations

Teachers can

- use an observation checklist assess student learning during the Carousel Activity
- use a rubric to assess the poster.

## **Suggestions for Learning and Teaching**

Teachers can

- lead a brainstorm activity on what emergencies could happen. Set up stations: one for each “incident” and students make suggestions as to actions to be taken as they rotate through the stations. List the “incidents” on chart paper.
- organize a “First Aid Course” for babysitters as presented by St John’s Ambulance

Students can

- invite a trained firefighter to class to discuss how they prepare young children for emergencies and to discuss how to handle emergencies.
- create mini poster by hand or on the computer promoting what to do in an emergency. These may be displayed in a community centre, elementary school.
- participate in a “Carousel” activity identifying what needs to be done for each emergency

## **Notes/Resources**

*Parenting: Rewards and Responsibilities*, Student Text, Chapter 16.



**Learning Outcome 2:** Students will be expected to explain the importance of providing healthy food choices for children.

### **Specific Curriculum Outcome 2.1**

Students will be expected to describe and model positive food experiences for children.

### **Suggestions for Assessment**

Students can

- demonstrate to the class a food prepared for young children

Teachers can

- use observation rubrics/checklists to assess student demonstrations

### **Suggestions for Learning and Teaching**

Teachers can

- create a bulletin board illustrating the concept of energy in/out based on activity levels and energy consumption
- lead a discussion on how care givers affect children's food choices: role modeling, presentation, routine, choice

Students can

- discuss the importance of building positive relationships for all family members through the routine eating of family meals together.
- brainstorm ways to encourage good food habits with young children
- create a visual illustration serving sizes appropriate for young children. An example might be a mobile using daily objects such as a tennis ball for a young family's kitchen exemplifying serving sizes suitable for a young child (using Canada's Food Guide )

Lab Experience

- prepare and share a simple meal suitable for a young child's family.
- Organize a picnic
- Practise food presentation ideas. Possible foods to prepare might include: Ants on a log, Pear bunnies, Veggie Tray, Happy Face pancakes
- modify and prepare recipes for children incorporating whole grains and fruits and vegetables.
- create an attractive "plate" for a young child

- invite young children to lunch and prepare a healthy meal with their cooperation.
- prepare a packed lunch to take to the playground

### **Notes/Resources**

NS Department of Health Resources

Health Canada Resources

Canada Food Guide

*Better Baby Food, second edition*

*Better Food for Kids, second edition*

### **Specific Curriculum Outcome 2.2**

Students will be expected to demonstrate and apply nutritional knowledge when selecting foods for children.

### **Suggestions for Assessment**

Students can

- prepare a menu plan for a young child
- select recipes and alter to reflect healthy choices
- evaluate a packaged food for nutritional value
- include recipes, pictures of foods prepared in their Caregiver Binder

Teachers can

- evaluate recipes / meal plans for inclusion of healthy food
- observe students in the foods lab for presentation skills and safe food handling

### **Suggestions for Learning and Teaching**

Teachers can

- provide students with several menus to critique. Create a chart comparing and contrasting adequate and inadequate features. Students become “Menu Inspectors” reviewing the menus and making recommendations.
- invite in a nutritionist, dietician or day care provider who plans meals for children to discuss menu options

Students can

- Discuss the importance of nutrition in the early years: Breast Feeding versus bottle feeding infants, introduction of solid foods
- Refer to Canada’s Food Guide to plan a nutritious snack. Plan and prepare nutritious snacks and meals for children. Consider portion size and hunger cycles. Look at ways to make food fun.

- create a visual Canada' Food Guide using typical children's food items
- research basic nutrients as needed by children and the quantities needed for healthy growth and development. Prepare a pamphlet or a play for a daycare centre or primary class sharing this information.
- practise their label reading skills on packaged foods marketed for children
- Role play scenarios highlighting the various difficulties surrounding eating and young children. For example the picky eater, the child with allergies, refusal to eat, manners, etc.
- Observe food advertisements during children's programming on the television. How do they target children? Class generates a checklist on target audience, healthy choices, advertising techniques. Discuss the marketing strategy involved.

### **Extension Activities**

- Compile a list (or a cookbook) of recipes that are nutritious and appealing to young children. Be creative. Students could prepare and photograph the food.
- Schools and Daycares are responsible for providing healthy food choices for children. Explore Food policies, regulations and menus established for day cares, pre-schools and schools.
- Plan, prepare and serve food for an event for a group of children (local day care, elementary class,) Consider need for safe food handling.

### **Notes/Resources**

Department of Health Resources : Canada Food Guide.

Magazines on Canadian foods & parenting

*Better Baby Food, second edition*

*Better Food For Kids, second edition*

Milk Maritime: Nutrition Currents. Just Add Milk.

**Specific Curriculum Outcome 2.3** Students will be expected to model safe food preparation and selection when preparing food for young children.

### **Suggestions for Assessment**

Students can:

- self evaluate food preparation experiences for food handling practises
- share an illustration of common food allergens
- submit recipes adapted to reflect safe food choices for young children

Teachers Can:

- use observational checklists to assess student safe food handling procedures
- use rubrics to assess student demonstrations and products for appropriate safe food selection

### **Suggestions for Learning and Teaching**

Teachers Can:

- invite a nutritionist or dietician to speak on food choices that are safe for children
- review kitchen safety and safe food handling practises with emphasis on child safety
- lead a brief discussion on food borne illness and children
- model safe food handling & kitchen safety procedures

Students can:

- prepare foods in a safe & healthy manner
- review safe food handling procedures to be practiced when preparing food for children
- review safe kitchen practices as related to having children in the kitchen
- create illustrations on safe kitchen practises involving young children
- create a pamphlet on creating a safe “Toddler Kitchen”

### **Extension Activities**

- prepare a public information event or item to share with parents of young children on safe food choices, common allergens

### **Notes/Resources**

*Better Baby Food, second edition*

*Better Food for Kids, second edition*

**Learning Outcome 3:** Students will be expected to explore how children develop and learn through daily experiences.

### **Specific Curriculum Outcome 3.1**

Students will be expected to relate the value of play to all areas of child development.

### **Suggestions for Assessment**

Students can:

- complete an evaluation form (created in collaboration with class) on the safety and learning value of a toy/activity.
- share type of play, skill developed through the toy/activity
- include pictures of their projects in their Caregiver binder

Teachers can:

- observe the student's progress throughout the lab experiences
- assess toys/presentations/activities with rubrics developed by class

### **Suggestions for Learning and Teaching**

Teachers can

- review with students the safety features to check on home made activities/toys. Create a rubric with students identifying safety and appropriateness of toy/activity, purpose (skill, type of play involved)
- supply cardboard, glue, foamy, fabric scraps, thread scissors, etc. or have students supply. This could include seasonal items (seeds)/images.
- have play dough recipe and supplies available.
- explain to students that self-helps are things such as zippers, snaps, hook and loop tape, buttons that help the child to gain competence in dressing.

Students can

- prepare creative play materials to use with young children such as play dough, paints and puzzles.
- make a toy for an infant, toddler or preschooler. Play with a child sharing the toy.
- make a scrapbook or collage depicting children engaged in different kinds of play. (Kinds of play include quiet play, active play, solitary play, parallel play, cooperative play.) Discuss the benefits of

each kind of play.

- make a puppet and put on a puppet show for children. These could also be donated to a hospital to be given to children while visiting (make sure caregiver approves the item)
- make a puzzle using a magazine picture glued to foamy and cut into puzzle shapes. Donate the puzzle to a day care centre or use while babysitting.
- make a set of matching cards to teach a concept such as colours, shapes, numbers, animals, sign language, etc.
- design and make a self-help book, cushion, activity centre with pockets and fasteners. Observe a child discovering what happens when the fasteners are opened and closed.
- construct lacing cards using recycled ice cream container lids and a single hole punch. Observe a child using this fine motor activity.
- create a dress up trunk for pre-school age children. Observe children at play.
- visit a playground when children are not there. Predict safety & use of various pieces of equipment. Identify any safety concerns : consider condition of equipment, environment, ease of supervision, age of child
- observe children in a playground setting . Observations should include the interactions, problem solving, large motor movement, safety features of the playground equipment.

### **Notes/Resources**

Recipe for play dough.

Recycle items such as tubes, paper plates, Styrofoam cups, socks, used clothing, plastic containers, old catalogues.

Socks

Puppet pattern

*Parenting Rewards and Responsibilities, Chapter 24*

Preschool Activity Books

Child Safety Link website

### **Specific Curriculum Outcome 3.2**

Students will be expected to assess the safety and appropriateness of purchased toys.

#### **Suggestions for Assessment**

Students can

- create and use a checklist for toy safety to determine age appropriateness, construction and composition, durability, type of play/skill developed
- keep a list of toys/activities & their play value in their Caregiver Binder

Teachers can

- observe students as they review and discuss features of toys

#### **Suggestions for Learning and Teaching**

Teachers can

- discuss various aspects of healthy and safe use of toys
- demonstrate cleaning of toys
- supply toy safety information.
- collect and bring in toys for review

Students can

- examine a variety of toys and games for safety features
- compare and contrast toys for cost, durability, play value

#### **Notes/Resources**

Website: Child and Family

Canada; Health Canada- ProductSafety.

*Parenting Rewards and Responsibilities*, 1st Canadian edition, Chapter 24.

Canadian Toy testing council website

Consumer guides on toy safety

### **Specific Curriculum Outcome 3.3**

Students will be expected to practice ways caregivers can facilitate play for children.

#### **Suggestions for Assessment**

Students can

- through learning centre groups, using student created and/or commercial toys or activities, assess the students ability to extend the play or learning potential of the experience.
- complete a journal entry on play activities observed
- create a collection of activities to be kept in their Childcare Binder

Teacher can

- observe child and student interaction
- assess student observation journal entries

#### **Suggestions for Learning and Teaching**

Teachers can

- explain that children need to do things independently to develop self-esteem and learning
- adults need to ensure that play is safe and observe developmental stages and supply meaningful materials/toys
- explain to students how to extend play through asking questions such as “How do you think you could make a better tower?”

Students can

- in a group, discuss the play potential of a toy or activity appropriate for young children.
- interact with a child using toys/ activities.
- observe trained child care workers as they help children solve problems.

#### **Notes/Resources**

*Parenting Rewards and Responsibilities, 1st Canadian edition, Chapters 19 and 21.*

Preschool Activity Books



### **Specific Curriculum Outcome 3.4**

Students will be expected to explore the role of music, art and drama in the development of young children

#### **Suggestions for Assessment**

Students can

- carry out activities to engage children in art, music and drama

Teachers can

- observe student organization and engagement in play activities
- check Caregiver Binder for inclusion of activities that include art, music, drama

#### **Suggestions for Learning and Teaching**

Teachers can

- invite guest speakers to share their expertise on using music, art and drama with young children

Students can

- investigate the availability of music programs for young children in the local area.
- listen to and talk about some children's music.
- learn several songs and use them with young children.
- make a simple musical instrument for use with young children.
- compose a simple song or musical game to use with young children
- engage children in moving to music either via an active song ("head and shoulders, knees and toes) or just rhythmically to children's music.
- bring in musical instruments and prepare a short variety show for an elementary class including the children in the activity
- organize a short play using a familiar story for young children. Present the play engaging children from the audience in the presentation
- create a "tickle trunk" of items for children to use in dramatic play. After cleaning, repairing items donate the contents to a local school or play group
- volunteer to launder, clean, repair and add to a local children's group "tickle trunk"
- volunteer with an elementary class or during recess activities using music, art or drama as the medium to interact with the children.

#### **Notes/ Resources**

Preschool Activity Books

### **Specific Curriculum Outcome 3.5**

Students will be expected to explain the importance of reading to a child and demonstrate basic reading strategies for engaging young children.

#### **Suggestions for Assessment**

Students can

- evaluate a children's book using the story evaluation sheet

Teachers can

- observe students reading to using a checklist to determine level of engagement of child\*

\*If it is not possible for students to read to a child they could role play caregiver and child with a peer.

#### **Suggestions for Learning and Teaching**

Teachers can

- explain the value of reading to children which includes imagination, memory, symbolic thought, intellectual growth and language development, bonding, listening, comforting, etc.
- talk with students about their experiences while reading with young children
- support students by teaching literacy skills that help them prepare for a positive reading experience.

Students may act out a story or use a prepared audio version to share with a child and interact with the audio using pictures, activities, props.

Students can

- observe a story teller as they interact with young children
- identify the characteristics of good children books. Read children's books and evaluate them according to the identified characteristics. Discuss with classmates.
- listen to children's stories from an audio source. Critique the voice, inflection, tone. Students could make their own audio book and listen to the result critically.
- practice reading children's stories aloud to feel comfortable when reading to young children.

Discuss the importance of storytelling and discuss how best to tell stories to children. Invite authors of children's stories to class to discuss various aspects of their work. The author can share sources of their ideas, how illustrations are created, how to market a book and also job satisfaction.

- create illustrations, skits, props, songs to accompany an existing children's story

#### **Extension Activities**

Students can:

- create their own children's book complete with illustrations, skits, props. Perhaps a big book to be

shared.

- develop reading buddies with daycare children, a primary class, children in a pediatric unit or young children in the community. Discuss the benefits to the child and the rewards to the student.
- explore the ‘Nova Scotia Family Literacy Program’—“Read to Me” for new parents. Books for new babies and information for the parents.
- An extended learning opportunity for students could be the investigation of the effect on children’s language development if they are read to everyday? Or an exploration of the research surrounding reading to the unborn child.

### **Notes/Resources**

Have a classroom collection of children’s books to include: Robert Munsch tapes and books, Dr. Seuss

“Read me a Story” evaluation sheet

*Parenting Rewards and Responsibilities*, 1st Canadian edition.

Leap Frogs reading program

“Read to Me” program

Nova Scotia Family Literacy Program—IWK and regional Libraries.

Statistics/Health Canada: Study of Impact of reading to children

Preschool Activity Books

### **Specific Curriculum Outcome 3.6**

Students will be expected to investigate the impact of computer technology, television and other media on children's learning.

#### **Suggestions for Assessment**

Students can

- debate the impact of TV and computer use on children's development

Teachers can

- assess the students activities /products for factual content shared

#### **Suggestions for Learning and Teaching**

Teachers can:

- lead a brainstorm activity on the types of media available to preschool children
- lead a discussion on the value and challenges of technology as a learning tool
- create a Future Wheel (brainstorm activity) with the discussion starter: "What would happen if we no longer had children's books?"

Students can

- create a tool for evaluating children's games and activities on program web sites/television.
- identify possible concerns of television, computers, media, attitudes.
  - overuse
  - unsupervised use
  - mental, physical, social impacts: racism, sexism in songs, TV cartoons, children's rhymes, nursery stories, toys and toy packaging.
- create a newsletter for parents with suggestions on children's technology use

#### **Notes/Resources**

Media Awareness Network

Children's television shows

