Childcare/Community Care

CHILDCARE/ COMMUNITY CARE

TOPICS IN COMMON

COURSE	Childcare Services	Children	Consumer Education	Equal Opportunities	First Aid	Health	Hygiene	Interpersonal Skills	Lifestyle	Local Community	Nutrition/Diet	Older people	Parenting	Play/Toys/Activities	Safety	Social Services	Special Needs	Voluntary organisations
Vocational Preparation & Guidance	X		X	X				X	X	X		X		X	X			X
English & Communications								X										
Mathematical Applications			X															
Social Education	X	X	X	X		X		X	X	X	X	X	X		X	X	X	X
Active Leisure Studies					X			X	X	X				X	X			X
Agriculture/Horticulture							X				X				X			
Graphics & Construction Studies			X											X	X			
Craft & Design			X											X	X			
Engineering			X											X	X			
Hair & Beauty					X	X		X	X		X				X			
Hotel Catering & Tourism			X					X		X					X		X	
Information & Communication Technology															X			
Office Administration & Customer Care			X					X							X			
Technology			X												X			
Gaeilge									X	X								
Arts - Visual-Drama-Music & Dance									X					X				
Introduction to Information & Communications Technology																		
Leisure & Recreation					X			X	X	X				X	X			X
Modern Language								X										
Religious Education				X					X	X		X					X	X
Science		X	X		X	X	X				X				X			
Sign Language								X									X	

VOCATIONAL EDUCATION

CHILDCARE/COMMUNITY CARE

CONTENTS

MODULE 5

INTRODUCTION

RATIONALE

This vocational specialism facilitates the personal development of the student and the formation of good human relationships, by providing opportunities for students to gain greater knowledge, understanding and experience of different individuals in the community. It provides a preparation for parenthood and life and an introduction to further study or work in the childcare and community care area.

NUMBER AND SEQUENCE OF MODULES

Any four modules can be selected and completed in any order.

Module 1	The Care of Babies and Young Children
Module 2	Child Development and Play
Module 3	Parenting and Care Provision
Module 4	People with Special Needs
Module 5	Older People

DESCRIPTION OF MODULES

Module 1 The Care of Babies and Young Children

This module will increase the students' knowledge and understanding of the physical care and needs of children, from pregnancy through to school going age. It will provide opportunities for individual and group work and will use both theoretical and practical approaches, enabling students to build a range of skills and competencies needed to carry out basic care routines and procedures for babies and young children, such as feeding, nappy changing etc.

Module 2 Child Development and Play

This module provides an introduction to the area of child development, with a more detailed study of play. The approach taken in this module is 'hands on' encouraging students to work both individually and in groups, to plan, make (where appropriate) and evaluate activities, toys and equipment for children. Underlying this module is an appreciation of the uniqueness of each child and the possible variations from one child to another in terms of ability and stage of development.

Module 3   Parenting and Care Provision

This module helps to heighten students' awareness of the range of people who care for children in the community, including parents, babysitters and childcare service providers. The module explores antenatal care before birth, through to parenting skills after birth and focuses on the knowledge, skills and responsibilities involved.

Module 4   People with Special Needs

This module helps to heighten student's awareness and understanding of people with special needs and to develop socially acceptable attitudes.

Students focus on the importance of inclusiveness and independence and through research examine provision and support for people with special needs in the local community.

Module 5   Older People

This module helps to heighten student's awareness and understanding of older people in the community. The module provides an opportunity for students to explore their own feelings and attitudes about growing older and highlight any stereotypical assumptions they may have about older people. Students focus on the importance of inclusiveness and independence and through research examine provision and support for older people in the local community.

GENERAL RECOMMENDATIONS

The Teacher Guidelines provide suggestions in relation to classroom practice. The guidelines are not prescriptive. There is scope for teachers to exercise their own professional judgement based on the interests, needs and abilities of the group. However, it is essential that the fundamental principles of the Leaving Certificate Applied be upheld. Teachers are therefore required to adopt a methodology that is student centred, activity based and affirming.

MODULE 1

THE CARE OF BABIES
AND YOUNG CHILDREN

MODULE 1:

THE CARE OF BABIES AND YOUNG CHILDREN

PURPOSE

The purpose of this module is to introduce the learner, through in-school and out-of-school activities, to the knowledge, skills and attitudes that are required to care for the basic physical needs of babies and children, from birth to school going age. This module provides a preparation for parenthood and an introduction to possible further study or work in the childcare area.

PREREQUISITES

None.

AIMS

This module aims:

• to help the student appreciate the responsibilities involved in caring for babies and young children and the importance of good practice

• to provide opportunities for the student to develop a range of practical skills and acquire the knowledge necessary to care for the basic physical needs of babies and young children

• to provide opportunities for the student to identify and make choices about materials and equipment used in the care of babies and young children

• to develop students awareness of the importance of creating a healthy, hygienic and safe environment for babies and young children.

UNITS

Unit 1:   Breast Feeding and Bottle Feeding

Unit 2:   Meal Planning for Babies and Children

Unit 3:   Health

Unit 4:   Hygiene

Unit 5:   Safety and First Aid

Unit 6:   Clothing and Equipment

Unit 1: Breast Feeding and Bottle Feeding

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. discuss the advantages and disadvantages of breast feeding and bottle feeding	▶ Invite the public health nurse to talk to the class about breast and bottle-feeding or watch a video on the subject. Design a worksheet to record important information while the talk or video takes place.
	▶ Debate in class breast vs bottle-feeding. Students can research the subject beforehand by talking to parents in the community.
2. list the basic equipment needed for sterilising and bottle feeding	▶ Set up a display of bottle-feeding and sterilising equipment.
	▶ Play a memory game with the display by removing various items from the display to see if students can identify which item has been removed.
	▶ Design a collage using illustrations of equipment cut from magazines.
	▶ Send away for literature/leaflets on the subject (See resource list for addresses).
3. cost the equipment locally	▶ Brainstorm the various types of local shops where the equipment might be available. Divide the class into groups and get each group to cost the equipment in one of the shops.
	▶ Compare the costs by writing the prices beside each item of equipment on the collage above or making price tags for the equipment on display.
	▶ Use the computer to draw bar charts showing the comparative cost of the items.

Unit 1: Breast Feeding and Bottle Feeding (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
4. clean and sterilise a baby's bottle	▶ One student role-plays a session at a parenting course showing how to sterilise and prepare a formula bottle. The rest of the class acts as the audience and asks questions.
5. prepare a baby's bottle using formula milk	
6. heat a baby's bottle and test for correct temperature	▶ Discuss safety issues around different methods of heating a baby's bottle.
7. demonstrate the correct way to hold, feed and wind a baby.	▶ Role play/simulate using a doll the method of holding, feeding and winding a baby.

Unit 2: Meal Planning for Babies and Children

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. define a balanced diet	▶ Collect a range of posters and leaflets from different organisations and companies on nutrition and balanced diets.
2. name the nutrients and list their main functions	▶ Students can look up the definition of weaning in the dictionary and check childcare books for other definitions.
3. explain the term weaning	
4. outline when the weaning process should begin	▶ Contact the public health nurse for advice on weaning.
5. list a small selection of early weaning foods	▶ Design a flyer for new parents listing a selection of weaning foods for different stages of the weaning process.
	▶ Make a class poster of weaning foods.
	▶ Use the computer to design and make a menu card for a child for a day.
6. give examples of balanced menus for children	▶ Look up books to find recipes for healthy meals for children.
	▶ Each student writes up one recipe card and contributes it to a recipe box. Recipes can cater for a range of dietary needs.

Unit 2: Meal Planning for Babies and Children (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
7. list a selection of healthy snack foods for children	▶ Design a simple questionnaire and use it to carry out a survey to find out about the range of snack foods eaten by young children. Divide the findings into healthy and unhealthy snacks eaten. ▶ In groups make an attractive chart or poster showing a range of healthy snack foods suitable for children. ▶ Display a range of snack foods on a table and have a tasting session. Get students to rate snacks using a pre-agreed set of criteria e.g. nutrition, cost, suitability for different ages, taste, appearance etc. ▶ In pairs design a simple game suitable for a young child or group of children, that would encourage the eating of healthy snack foods.
8. plan a lunch box for a school going child.	▶ Design a role play or presentation that could be made to a group of Junior Infants children in a local National School on the theme of 'bringing a healthy lunch box to school'.

Unit 3: Health

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. describe the main characteristics of a healthy child	▶ Brainstorm the characteristics of a healthy child. Use a large sheet of paper with the picture of a child in the centre. List words that describe healthy characteristics.
2. indicate the amount of sleep, rest and exercise required by babies and young children	▶ Draw up a chart showing the sleep, rest and exercise required by different age groups. Research can be done by talking to parents, reading books etc.
3. outline the immunisation programmes available for babies and children	▶ Invite the local public health nurse to talk about immunisation programmes available to babies and children.
4. list the most common childhood illnesses and infectious diseases	▶ Design a pocket record card that parents could fill in to show which immunisations and infectious diseases etc. their children have had.
	▶ Design a wall chart showing the main children's infectious diseases and illnesses. List the symptoms, incubation period, infectious period etc.
5. recognise the symptoms of an unwell child	▶ Design a chart showing a summary of the symptoms of the most common childhood illnesses.
6 take a temperature accurately	▶ Investigate all of the different methods and equipment that can be used to take a temperature.
7. outline how to care for a sick child at home.	▶ In groups prepare a short presentation on how you would care for and amuse a sick child at home in bed.

Unit 4: Hygiene

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. describe a routine for the home that would help to keep the spread of germs and disease to a minimum	▶ Design a poster for a specific room in the home that would remind the family about the need to keep the spread of germs and disease to a minimum. ▶ Design a checklist that could be used in a specific room.
2. describe the care of children's teeth, hair and skin	▶ Design a game to teach a young child about the importance of caring for his/her teeth. ▶ Plan an interest table for a local playgroup on the topic of teeth. ▶ Find out about the range of products available to help to treat head lice. ▶ List the various toiletries available for babies and children and evaluate the necessity for each.
3. know the range of nappies available locally	▶ Carry out a survey to find out the various brands, sizes etc. of disposable nappies available locally. ▶ Make a short video commercial comparing two brands of disposable nappies.
4. change a nappy	▶ Role play using a doll the changing of a nappy.

Unit 4: Hygiene (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
6. list the main causes of nappy rash	▶ Interview a range of parents and professionals to find out the causes of nappy rash.
	▶ Visit a pharmacy to find out about products suitable for nappy rash.
7. describe one method of toilet training a toddler.	▶ Interview a parent to find out how they went about toilet training their children.
	▶ Visit the local library or book store to find out if there are any books about toilet training children.
	▶ Visit shops to find out what products /equipment are available commercially to help to toilet train children.

Unit 5. Safety and First-Aid

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. identify the most common indoor and outdoor safety hazards for babies and children	▶ Design a safety checklist suitable for different rooms in the house and the garden.
	▶ On a worksheet showing a drawing of a room, circle all the potential hazards for babies and children.
2. describe safe procedures that should be practised when caring for children in the home	▶ Observe the media for a short period for reference to accidents related to children. Is the cause of the accident evident? Could it have been avoided? How?
3. list the safety factors that should be considered when taking a child outdoors on an outing or on public transport	▶ Draw up a safety checklist for outdoors. If there is access to a computer, type the checklist.
	▶ In groups rank the points on the checklist in order of importance.
4. list the safety points that should be considered when buying and using equipment for children	▶ Select an item of equipment e.g. a cot and brainstorm the various safety points that should be considered if buying it new or second hand.
5. list the contents of a first-aid box	▶ Demonstrate the filling of a first-aid box. Invite students to fill the box. Include extra items to choose from. These can act as distracters e.g. items more suitable for a medicine cabinet. Students should select only the essential items.
6. describe how to carry out simple paediatric first-aid.	▶ Invite a registered first-aid person to demonstrate essential first-aid for babies and children. Remember some of the procedures are different for children so it is not sufficient to focus on the treatment of adults.

Unit 6: Clothing and Equipment

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. list the points to look for when buying children's clothing and footwear	▶ Make a telephone call to a children's shoe shop to find out what points they consider when fitting children's shoes.
2. select items and styles of clothing and footwear, suitable for babies and children, at different stages of development, and for different weather conditions	▶ Make a collage of clothing suitable for children of different ages/stages of development e.g a collage of clothing suitable for toddlers at the crawling stage. Pictures can be cut from magazines, catalogues etc.
3. recognise the different care labels found on children's clothing and explain what they mean	▶ Check the care labels on items of clothing worn by members of the class. Make a drawing of each label and explain what each means.
4. list the main items of furniture and equipment needed for a baby	▶ Visit a shop that caters for babies and list the range of items of furniture and equipment that is available. Cost the items.
5. cost the items locally	
	▶ Interview a parent to find out what furniture and equipment he/she considers to be essential.
6. design, for a home setting, a simple nursery for a baby or a bedroom for a young child.	▶ Draw a simple design for a nursery or bedroom or make it in 3D using e.g. a shoebox. Check magazines, DIY stores etc. for ideas.

RESOURCES

BOOKS
There is a wealth of childcare books available from bookstores and libraries with new books coming on to the shelves almost every week. The following list covers just a small sample range of what is available and is not prescriptive. Teachers should continue to look out for new publications offering the most up to date approaches and thinking on childcare.

Child Care and Development by Pamela Minett,
Publisher: John Murray
This childcare textbook is suitable for both students and teachers. It is presented in a simple and straightforward manner with lots of sub-headings and bullet points to make topics easier to follow. Topics are supported by diagrams, drawings and photographs many of which are in colour. Most of the learning outcomes for caring for children are explored within this text.

Facts of life, Publisher: Usborne
Includes two books in one - Growing up and babies. Useful book for students. Well illustrated and easy to follow

Babies and Young Children Book 2 Work and Care by Beaver, Brewster, Jones, Keene, Neaum and Tallack,
Publisher: Stanley Thornes Ltd.
A useful resource text book for teachers

Child Care and Education by Tina Bruce and Carolyn Meggitt,
Publisher: Hodder & Stoughton
A useful resource text book for teachers

The Book of the Child (Free Publication)
Available from the Health Promotion Unit, Hawkins House, Hawkins Street, Dublin 2

Play it safe (Free publication)
Available from the Health Promotion Unit, Hawkins House,
Hawkins Street, Dublin 2

Equal Opportunities in Practice by Jennie Lindon Hodder & Stoughton
Useful text for the tutor covering good practice regarding gender, ethic
group and cultural background, religion and disability within an early
years setting.

MAGAZINES

There is a wide range of childcare magazines available from newsagents
on parenting. These include:

- *Pregnancy and Birth*

- *Pregnancy*

- *Baby*

- *Babycare*

- *Our Baby etc.*

- *Nursery world*

Available by subscription only. Weekly magazine aimed at childcare
workers. Presents up to date ideas and developments.
Available from Nursery World, Admiral House, 66 –69 East Smithfield,
London E19XY, England.

USEFUL ADDRESSES

Cow & Gate Ireland Ltd. 1b Sandyford Business Park, Dublin 18.

Milupa Ltd. 1b Sandyford Business Park, Dublin 18.

Wyeth Nutrition (SMA) 765 South Circular Rd, Dublin 8

La Leche League, 52 Clonard Dr, D.16

Irish Childbirth Trust See phone directory for local branch

National Safety Council, 4 Northbrook Rd, D.6

National Children's Nurseries Association, Carmichael House,
North Brunswick St, D.7

Association for the Welfare of Children in Hospital, 21 Ardagh Drive,
Blackrock, Co Dublin.

The Irish Family Planning Association,16 Lr O'Connell st, D.1

The National Children's Resource Centre, Barnardos,
Christchurch Sq, D.8

The Open University, P.O. Box 76, Walton hall,
Milton Keynes, MK7 6AN, England

WEB SITES

There are numerous web sites on topics related to this module.
The following list of addresses is intended to provide a starting point
only. Note articles found via the internet are not always accurate.

http://chapek.ablaze.net/bflinks.htm - breastfeeding links

http://www.playtexbaby.com/pregnant.htm - breastfeeding benefits

http://www.playtexbaby.com/weaning.htm - weaning

http://www.healthpro.co.uk/wyreforest/food/snacks.htm -
healthy snacks for children

http://www.babycentre.com/veggies/ - food and nutrition

http://www.abcparenting.com/index.cfm?cat=121 - food and nutrition

http://www.studyweb.com/health/nutrit/snacks.htm -
health and nutrition & healthy snacks and recipes

http://www.babyworld.com/bc00027.htm - terry nappies
or disposable nappies?

http://www.ukmums.co.uk/baby_basics.htm - babycare basics

http://www.babycentre.com/bringingbaby/ - babycare topics

http:www.babycenter.com/ppi/ - pampers parenting institute,
includes wide range of babycare topics

http://www.harthosp.org/HealthInfo/topics/Childhood.htm -
childhood illnesses

http://www.mayohealth.org/mayo/9609/htm/back_to.htm -
childhood illnesses

http://www.neighborweb.com/lifestyle/parenting/playgrnd_tips.htm –
playground safety tips for parents

http://www.wt.com.ou/~dohswa/homesafe/homesafe.htm - safety

h**ttp://www.abcparenting.com/index.cfm?cat=125** - safety

KEY ASSIGNMENTS

MODULE 1: **THE CARE OF BABIES AND YOUNG CHILDREN**

CHECKLIST

I kept a logbook of the skills I learned for
looking after a baby ☐

I designed a safety checklist for a room at home
and used it to assess/evaluate how safe the room was
for a child ☐

I used my ICT skills or handwriting skills to design
and make a card for a healthy menu card for a child for
one day that included a lunch box and snacks ☐

I identified the main items, furniture, equipment
and clothing needed for a baby and costed
them locally. ☐

MODULE 2

CHILD DEVELOPMENT AND PLAY

MODULE 2:

CHILD DEVELOPMENT AND PLAY

PURPOSE

The purpose of this module is to show the integrated nature of play and development through a combination of theoretical and practical activities. This module introduces students to child development, equal opportunities and gender equity and focuses in more detail on play and its importance for the developing child. Students through in-school and out-of-school activities develop a range of skills and acquire underpinning knowledge to help them to plan, implement and make (where appropriate), simple play activities and play items for children. The module provides a preparation for parenthood and an introduction to possible further study or work in the childcare area.

PREREQUISITES

None

AIMS

This module aims:

• to help students develop an understanding of play and its importance for children

• to introduce students to child development and key developmental milestones in a young child's life

• to develop students' appreciation of the uniqueness of each child

• to develop students' understanding of the links between play and development

• to familiarise students with appropriate toys, play materials, activities and equipment for children of different ages

• to provide opportunities for students to practice research, planning, designing, implementation and evaluation skills

• to develop students' self esteem, communication and interpersonal skills

• to promote equality of opportunity for all.

UNITS

Unit 1:   Child Development

Unit 2:   Equal Opportunities

Unit 3:   Play

Unit 4:   Toys

Unit 5:   Organising Play Activities for Children

Unit 6:   Making Toys, Games and Equipment for Children

Unit 1: Child Development

LEARNING OUTCOMES	TEACHER GUIDELINES

The student should be able to:

1. describe and give examples of each of the five areas of development: physical, intellectual, language, emotional, social

   ▶ Look up the meanings of each of the five main areas of development.

   ▶ Invite the class to come up with different ways to remember the five areas of development e.g. making up rhymes, creating visual pictures etc.

   ▶ Make 5 wall charts. Write one of the developmental areas as a heading on each. Brainstorm on each chart different activities that would fit under the heading. e.g. under physical development the brainstorm might generate activities such as walking, running, climbing, crawling, jumping etc.

   ▶ Play a game where each student is invited to give an example of an activity from one of the five developmental areas. Each activity can only be mentioned once e.g. if you get social development you could answer 'two people playing a board game together'.

2. list the key developmental milestones and their sequence in relation to babies and young children

   ▶ Draw a time line broken into months and years. Mark key milestones on it.

   ▶ Bring in magazines, pictures and photographs of children engaged in activities. Discuss in groups what is happening in the pictures and which developmental skills the children are using. Label each picture.

Unit 1: Child Development (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
	▶ Collect picture/drawings of children at different stages of development. Remove any reference to age from the pictures. Divide students into groups. Give each group a set of pictures and invite them to order the pictures into the correct sequence of development.
	▶ Design a book on development with information presented in picture form.
3. describe different ways of encouraging and supporting a child's development.	▶ Design a leaflet for parents suggesting different ways to encourage their child's development at home.

Unit 2: Equal Opportunities

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. appreciate the importance of good practice in relation to equal opportunities	▶ Look up the term equal opportunities. Check the internet for possible sites on equal opportunities.
2. outline the effects of gender stereotyping in children's play.	▶ Observe boys and girls playing. Watch out for equal opportunities e.g. Do they get the same play opportunities? Do they have the same access to toys? Do adults influence their play differently? Etc.

Unit 3: Play

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. reflect on play experiences of children today and how play has changed

2. discuss the interrelationship between play and development.

▶ Brainstorm games that students played as children. Divide these into different categories e.g. street games, board games etc. Ask the question - how many of these games are played by children today and why?

▶ Take the research a stage further by asking older people about their play when they were younger e.g. students could ask parents, teachers, grandparents etc.

▶ Play some of the games in class to help students recall some of their experiences of play.

▶ Play a range of games in class and list the developmental skills that are being used while playing them e.g. charades involves – turn taking, understanding of rules, concentration, planning, imagination, communication, emotion, social interaction etc. This activity shows the integrated nature of play and development.

Unit 3: Play (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
3. discuss the importance of play for children	▶ Prepare a five minute talk on why it is important for children to play.
	▶ Observe a child playing or watch a video of a child playing. List all of the different things you see going on.
	▶ Invite a member from a local playgroup to present some ideas on play and its importance.
4. list the different types and stages of play.	▶ Arrange a visit to a local playgroup. Observe the different types of play on offer.

Unit 4: Toys

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. describe what to look for in a good toy	▶ Design a checklist that you could use to critique a toy. If you have access to a computer, type the checklist.
2. list safety points and EU regulations that should be considered when buying toys for children	▶ Draw the safety marks that you might find on a toy and explain what each one means.
	▶ Visit a toy shop and check the packaging of several toys to see if they carry any safety marks or safety instructions.
3. know the range of toys available in local shops	▶ Brainstorm the various shops that sell toys locally. Divide the shops between the class and survey the range available. Agree categories of toys before visiting the shops so that it is easier to collate the information afterwards.
4. select toys suitable for children of different ages.	▶ Make a collage of pictures of toys labelling each toy with an age.

Unit 5: Organising Play Activities for Children

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. discuss a range of ideas for play activities for children	▶ Brainstorm in groups ideas for activities for children.
	▶ Invite a playgroup leader to class to talk about different types of play activities that can be organised for children e.g. sand, water, painting, arts & crafts, reading a story , playdough, dressing up, music etc.
	▶ Students can try out some of the play activities in class and discuss how they feel about the activity, making playdough, finger painting etc.
2. plan an activity for a child	▶ Plan an activity for a child e.g. for a sibling, cousin, neighbour, child at babysitting session etc.
	▶ Brainstorm with students possible headings for the plan e.g. title, description of activity, reason for selecting this activity, how it will help the child develop mentally, materials needed, cost, age of child, person who needs to give permission for you to do the activity with the child etc.

Unit 5: Organising Play Activities for Children (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
3. carry out the activity with the child	▶ Keep a short account of the activity. This could be written, audio, video, photographs, sample of child's work etc.
4. evaluate the activity afterwards.	▶ Brainstorm with students possible headings for an evaluation e.g. Did the child enjoy the activity? Was the activity suitable? Too easy? Too difficult? Did the child learn anything? Were you properly organised? Could you have planned better? Was the activity safe? Would you change anything if you were doing it again? What were you very good at? Not so good at? Overall what did you learn?

Unit 6: Making Toys, Games and Equipment for Children

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. discuss ideas for toys, games and equipment that could be made for children	▶ Brainstorm possible toys, games and equipment that you could make for children. To help with research look through magazines and visit toy shops. Items can include all sort of things and integrate skills learnt in other courses e.g. an 'all about me' picture book for a child could integrate a student's Photography, Art, Computer, and English and Communications skills. Other items could include – a set of matching cards, a height chart, a rhythm instrument, a hand puppet, a mobile etc.
2. design a simple game, toy or piece of equipment suitable for a specific child	▶ Invite students to make a simple drawing showing the plan and design of the item they want to make.
	▶ Brainstorm other information that might need to be researched e.g. materials needed, cost, safety, step by step how the item will be made, possible help that might be needed, skills that are lacking etc.

Unit 6: Making Toys, Games and Equipment for Children (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
3. make the toy, game or piece of equipment for the child either individually or as part of a group	▶ Keep a log book of reflections while making the item. Photographic, audio and video evidence could also be included.
4. evaluate the item made.	▶ Brainstorm with students possible headings for an evaluation. To evaluate the item properly the child that the item was made for needs to try it out. Headings for evaluation might include e.g. Did the child enjoy using/playing with the item? Was it suitable for the age of the child? Was the item safe? Would you change anything if you were making it again? What part of the making were you very good at? Not so good at? Overall what did you learn?

RESOURCES

BOOKS

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Finding out about Child Development by Valda Reynolds,
Publisher: Stanley Thornes
Useful text that promotes active learning and a high degree of student involvement. Full of activities and visual stimuli.

Education and Care in the Early Years by Josephine Donohoe and Frances Gaynor, Gill & Macmillan. A useful resource text book for teachers published in Ireland.

Babies and Young Children - Book 1 Development 0-7 by Beaver, Brewster, Jones, Keene, Neaum and Tallack,
Publisher: Stanley Thornes Ltd.
A useful resource text book for teachers

Play With a Purpose for Under Sevens, by Elizabeth Matterson,
Publisher: Penguin. Makes good background reading on play for the teacher

Helping Young Children to Play by Tina Bruce,
Publisher: Hodder & Stoughton
Makes good background reading on play for the teacher

Child Care and Education by Tina Bruce and Carolyn Meggitt,
Publisher: Hodder & Stoughton
A useful resource text book for teachers.

Test Your Child by Miriam Stoppard, Publisher: Dorling Kindersley
Very good visual book on development, milestones, play,
age appropriate toys, gender etc.

Arts and Crafts Series of books for children by Miriam O'Donoghue,
Publisher: Unique Publications, 24 titles in the series. Details available
on request from the publisher. Useful for planning activities for
children. Available mail order from
P.O Box 2516, Dublin 4

Equal Opportunities in Practice by Jennie Lindon,
Publisher: Hodder & Stoughton

MAGAZINES

There is a wide range of childcare magazines available from newsagents
on parenting. These include:

- *Pregnancy and Birth*

- *Pregnancy*

- *Baby*

- *Babycare*

- *Our Baby*

Nursery world Available by subscription only. Weekly magazine
aimed at childcare workers. Presents up to date ideas and
developments. Available from Nursery World, Admiral House,
66 –69 East Smithfield, London E19XY, England.

USEFUL ADDRESSES

Irish Pre - School Playgroups Association,
(IPPA)Spade Enterprise Centre, Dublin 7

National Children's Nurseries Association,
(NCNA) Carmichael House, North Brunswick St, Dublin 7

National Childminding Association of Ireland,
10 Marlborough Court, Dublin 1

National Children's Resource Centre, Barnardo's,
Christchurch Sq., Dublin 8

The Open University, P.O. Box 76, Walton Hall,
Milton Keynes, MK7 6AN, England

Irish Film Institute, 6 Eustace Street, Dublin 2

WEB SITES

There are numerous web sites on topics related to this module.
The following list of addresses is intended to provide a starting point
only. Note articles found via the internet are not always accurate.
Also be aware that entering the words 'toys' or 'play' may produce sites
that are of an adult nature and therefore unsuitable for students

http://ecdgroup.harvard.net/ - Early childhood care and education

http://www.earlychildhood.com/links/index.html.
– Useful early childhood links

http://www.familyplay.com/toolkit/tracker/ - Development tracker

http://www.exnet.iastate.edu/Pages/nncc/Child.Dev/todd.dev.html
– Toddler development

http://www.babycentre.com/refcap/540.html – Baby's development

http://www.kidshealth.org/parent/behavior/power_play.html
–How play helps a child's development

http://www.kidshealth.org/parent/development/topic_index.html
– Baby's development by topic

http://www.kidshealth.org/parent/development/age_index.html
– Baby's development by age

http://www.earlychildhood.com/artsncrafts/index.
– Arts and Crafts for children

KEY ASSIGNMENTS

<div style="border: 2px solid">**CHECKLIST**</div>

I designed a simple developmental milestone chart ☐

As part of a group I designed a simple booklet or chart showing a range of toys, games or activities (approx. 10) suitable for <u>one</u> of the following age groups: ☐

    0 - 1

    or

    $1 - 2^1/_2$

    or

    $2^1/_2 - 4$

I organised an appropriate activity for a child: ☐

– I have either written out the plan
   or recorded it in some other way

– I have carried out the activity

– I have evaluated the activity and said
   what I was good at and what I would
   need to change if I was doing it again.

I made a simple item for a child: ☐

– I have either drawn out a design
   or recorded it in some other way

– I have made the item

– I have evaluated the item and said
   what I did well and what I would
   need to change if I was making it again.

MODULE 3

PARENTING AND CARE PROVISION

Module 3:

PARENTING AND CARE PROVISION

PURPOSE

The purpose of this module is to heighten student's awareness of the range of people who care for children including parents, babysitters and childcare service providers. The module provides an opportunity for students to explore antenatal care before birth, through to parenting skills after birth.

The module promotes good practice in relation to babysitting, outlining the roles and responsibilities of both the babysitter and the parents. Community research and investigation requires students to examine the range of education and childcare services available in the local community.

PREREQUISITES

None.

AIMS

This Module aims:

- to help students appreciate the knowledge, skills and responsibilities involved in parenting

- to familiarise students with the development of the baby during pregnancy and the importance of quality antenatal care.

- to help students develop an understanding of the role of the babysitter and the responsibilities of both parents and the babysitter in relation to the babysitting session

- to enable students to use their research skills by exploring care provision locally.

UNITS

Unit 1:   Preparation for Parenthood

Unit 2:   Pregnancy and Birth

Unit 3:   Styles of Parenting

Unit 4:   The Babysitter

Unit 5:   The Babysitting Session

Unit 6:   Education and Childcare Services in the Community

Unit 1: Preparation for Parenthood

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. Explain the term 'parent'

   ▶ Look up the dictionary and textbooks or check the internet for possible explanations.

   ▶ Brainstorm, as a group, different definitions.

   ▶ Produce a collage of pictures, photographs etc. that depict what it means to be a parent.

2. discuss reasons why people become parents

   ▶ Brainstorm reasons why people become parents. Prioritise or rank in order of importance.

   ▶ Invite each person in the group to finish the following sentence, 'I would like/would not like to become a parent because…'

3. discuss the importance of planning a family

   ▶ Brainstorm different factors that a couple should consider when planning a family.

   ▶ List different services available to couples who need help with family planning.

4. list the qualities and skills needed to be a parent

   ▶ Produces a set of cards with a quality or skill written on each. Ask the group to decide if the word written on each card is a necessary skill or quality needed for parenting. Rank the words in order of importance or least importance.

   ▶ Carry out a vox pop to get the opinions of the public on skills and qualities needed to be a parent.

Unit 1: Preparation for Parenthood (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
5. describe how becoming a parent can change your life	▶ Invite a new parent to the class. Interview them on how their life has changed. Have a set of pre-prepared questions ready.
6. discuss the responsibilities involved in bringing up a child	▶ Discuss – 'should you have to do a pre-parenting course before having a child'?
7. outline the financial costs involved in becoming a parent	▶ List all of the items of equipment etc. that you would have to purchase for a new baby. Cost the items.
	▶ List the weekly items that you would need to purchase and cost the items.
	▶ Investigate a range of different types of living accommodation and assess their suitability for bringing up a baby or young child.
8. outline the importance of pre-conceptual care.	▶ Brainstorm different ways that a couple can prepare for conceiving a baby and ensure that the mother has a healthy pregnancy and baby.

Unit 2: Pregnancy and Birth

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. list the signs and symptoms of pregnancy	▶ Brainstorm in groups the various signs and symptoms of pregnancy.
2. describe briefly how the foetus develops in the womb	▶ Use drawings or photographs to illustrate the development of the foetus.
	▶ Design a worksheet to help students to access information from the illustrations.
	▶ Divide the class into groups. Give each group a set of drawings of the foetus at different stages of development. Invite each group to place the drawings in the correct sequence and to label with the approx. stage of development.
	▶ Show drawings or photographs of the developing foetus to a group and ask them to describe what they see.
	▶ Show a video to the class on the development of the foetus.
3. explain the term antenatal care	▶ Check textbooks for various different definitions.
	▶ Carry out an internet search on antenatal care. Make a note of any web site addresses that are relevant to this unit or to a possible task in this area.

Unit 2: Pregnancy and Birth (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
4. describe a quality antenatal programme	▶ Invite the local public health nurse or a professional involved in antenatal care to visit the class and give a talk. Get students to pre-prepare questions. ▶ Tell the story of a couple's antenatal programme. (they don't have to be real) Present the story as a case study. Ask students questions to test their understanding of an antenatal programme and get them to pick out key words and explain their meaning etc.
5. Identify the range of antenatal services available locally	▶ Design a questionnaire that can be used to interview parents of young babies living locally, to find out about their experiences of antenatal care. ▶ Invite a parent to class to talk about their experiences of antenatal care
6. list the indicators that labour has started	▶ Watch a video on labour and birth. Follow this with a group discussion and/or worksheet.
7. outline briefly the stages of labour and birth	▶ Discuss some of the exaggerated stories that are told about birth. ▶ Invite an older person in the community to tell the story of the birth of their children. Compare this story with today's experiences of pregnancy and birth.
8. list the essential needs of a new baby.	▶ Brainstorm the needs of a new baby and write out a charter for a new baby. ▶ Organise a class quiz to test learning on Unit 2 Pregnancy and Birth.

Unit 3: Styles of Parenting

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. outline the various types of family units

2. describe the roles and relationships of different family members

3. describe how families have changed over the last 50 years

4. describe different styles of parenting and factors that influence them

5. outline how parenting styles can affect children's behaviour and parent/child relationships

6. describe how parents can create a secure environment for children

▶ Brainstorm the different types of families e.g. single parent families, stepfamilies, large/small families, extended families, nuclear families, families where one parent is in prison etc.

▶ Carry out a survey to find out who does what in families and why? e.g. who does the cleaning, puts the rubbish out, brings in the coal etc.

▶ Interview a grandparent or older person in the community to find out what family life was like when they were younger. How do their experiences compare with family life today?

▶ Look at a number of television programmes and identify different styles of parenting portrayed. How do the children in the programmes respond to the different styles of parenting.

▶ Brainstorm different approaches that can be used to help a child feel secure.

▶ Discuss – "Money makes you feel secure?"

▶ Outline the Rights of the Child under the UN Convention on the rights of a child.

Unit 3: Styles of Parenting (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
7. outline parenting situations a parent might find difficult to cope with	▶ Brainstorm various situations a parent might have to cope with and discuss how the situation might be coped with e.g.child throwing a tantrum, child who steals, child who swears, child who won't go to bed etc.
8. discuss the effects of separation and divorce on children	▶ Discuss the effects of divorce and separation under different headings e.g. emotional, social, financial etc.
9. discuss the effects of teenage pregnancy and parenthood.	▶ Invite a young parent to class to talk about their experiences of becoming a parent at a young age.
	▶ Find out what supports and benefits are available to single parents.

Unit 4: The Babysitter

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. explain the meaning of the term 'babysitter'

   ▶ Look up the dictionary or check the internet for possible explanations.

2. describe the characteristics of a good babysitter

   ▶ Invite the class to list as many words as possible to describe the characteristics of a good babysitter. Divide class into groups and ask each group to pick six words from the list that they consider to be the most important characteristics. Next ask the groups to prioritise their words and share them with the whole class, explaining why they have selected these words and why they have prioritised them in this way.

3. identify the skills needed to be an effective babysitter

   ▶ Discuss the needs of children of different ages and the skills that a babysitter would require to respond to these needs.

4. outline the duties of a babysitter during a typical babysitting session

   ▶ Brainstorm the various jobs carried out by a babysitter during a babysitting session. Identify which jobs require special skills.

5. discuss different methods that are used to find babysitters or babysitting jobs and the appropriateness of these methods

   ▶ Invite students to observe over the coming week any advertisements they might see in shop windows etc. for babysitters.

   ▶ Survey students who currently baby sit to find out how they got their babysitting jobs.

Unit 4: The Babysitter (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
6. describe an appropriate code of behaviour and rules that should be observed by a babysitter during a babysitting session	▶ Invite students in groups to design a poster or leaflet that contains a code of practice for babysitters.
7. describe the average age and profile of babysitters in the area	▶ Carry out a survey of students in school to find out the average age of the babysitter. Plot the information on a pie/bar chart in the maths class.
8. Identify the average hourly rate for babysitters locally and compare this with other localities	▶ Survey babysitters and families in the area to find out the lowest, highest and average hourly rate for a babysitter. Discuss in groups whether this is a fair rate or not. Ask students to find out rates of pay for babysitter from friends living elsewhere and compare these with what is being paid locally.
9. link similarities between babysitting and parenting	▶ Brainstorm both jobs under headings e.g. qualities required, responsibilities involved, skills needed etc. Identify areas common to both jobs.
10. state the benefits for parents of leaving their child with a babysitter	▶ Invite a parent to talk to the class about their perspective on babysitting.
11. describe the responsibilities of parents in relation to their babysitter.	▶ Brainstorm in groups tips for parents on their responsibilities to babysitter and how they might hold on to a good babysitter.

Unit 5: The Babysitting Session

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. identify specific information that is required from parents before each babysitting session begins	▶ Design a simple form with questions that would give you the information that you require before a babysitting session starts.
2. list precautions babysitters should take before babysitting for strangers	▶ Contact the local Garda station and ask them for advice.
3. outline a safety routine that should be observed while babysitting	▶ Discuss areas such as safety hazards, evacuation plans, fire risks, burglars, sudden infant death etc.
4. discuss procedures for answering the telephone and dealing with callers to the house	▶ Role play answering the phone, taking messages and dealing with strangers who telephone or call to the house.
5. outline the importance of the babysitter making arrangements to get home safely after a babysitting session.	▶ Discuss – "whose responsibility it is to ensure the babysitter gets home safely?".

Unit 6: Education and Childcare Services in the Community

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. identify the types and location of education settings and childcare services locally	▶ Plot the locations of the education settings and childcare services on a map of the locality.
	▶ Prepare a leaflet giving details of education settings and childcare services in the locality.
2. investigate a local childcare service	▶ Research the playgroups, nurseries etc. in your local area. As a class select one and make contact with the supervisor to try and organise a visit. Use the telephone and/or write a letter as appropriate.
	▶ As a class prepare a list of questions that you would like to ask a playgroup leader or nursery supervisor. The interview can be conducted either as part of the visit to the playgroup/nursery or in class as a visitor exercise.
3. describe a typical day/session in a playgroup or nursery and what the work /activities involve	▶ Visit a playgroup, nursery etc. and keep a log of what the children do for the session. If you are allowed, make a video and take photographs to record the visit.

Unit 6: Education and Childcare Services in the Community (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
4. list the qualities and skills required to be a childcare worker	▶ Brainstorm as a group the qualities and skills needed to be a childcare worker.
	▶ Carry out a vox pop to find out what skills and qualities the public feel childcare workers should have.
5. outline the qualifications and experience required to work with children.	▶ Research the qualifications and experience needed to work in childcare by contacting PLC Colleges running childcare courses and by talking to people currently working in childcare.
	▶ Observe the newspaper advertisements for childcare positions advertised and note application criteria, qualifications, salaries etc.

RESOURCES

BOOKS

Education for Parenthood – A Resource Pack for Young People
Available from the Children's Society, Edward Rudolf House,
Margery Street, London WC1X OJL
Resource pack for 14 – 18 year olds that provides topics plans,
activities etc. on parenthood and includes a teachers guide

Child Care and Development by Pamela Minett,
Publisher: John Murray
General information about childcare with sections on
parenting and babysitting

The Basics of Babysitting, Babysitters Training Programme, Publisher:
British Red Cross, 9 Grosvenor Crescent, London SW1X 7EJ, England

A Handbook for Babysitters and Parents by Alexandra Studd,
Publisher: Irish Red Cross

Education and Care in the Early Years by Josephine Donohoe and
Frances Gaynor, Gill & Macmillan. A useful resource text book for
teachers published in Ireland.

MAGAZINES

There is a wide range of childcare magazines available from newsagents
on parenting. These include:

- *Pregnancy and Birth*

- *Pregnancy*

- *Baby*

- *Babycare*

- *Our Baby*

- *Nursery world*

Available by subscription only. Weekly magazine aimed at childcare
workers. Presents up to date ideas and developments. Well worth
subscribing to. Available from Nursery World, Admiral House,
66 –69 East Smithfield, London E19XY, England.

USEFUL ADDRESSES

National Children's Nurseries Association, Carmichael House,
North Brunswick St, Dublin.7

Irish Pre-School Playgroups Association,
The Spade Enterprise Cntr, Dublin.7

The National Children's Resource Centre, Barnardos,
Christchurch Sq, Dublin.8

The Irish Red Cross Society, 16 Merrion Square, Dublin 2

WEB SITES

There are numerous web sites on babysitting and related childcare
topics. The following list of addresses is intended to provide a starting
point only. Note articles found via the internet are not always accurate.

**http://www.ntl.sympatico.ca/Contents/Health/HEALTHYWAY/
feature_bst1.html** -The responsibilities of a babysitter - Tips for
parents leaving a teen in charge of their children

http://www.lifescan.com/Isscare/slfctips/babysit.html -
Tips for babysitters

http://www.parenting-qa.com/cgi-
bin/detail/care/babysitting/3189.core.tipsfact -
How to find a good school age babysitter.

http://www.parenting-qa.com/cgi-
bin/detail/care/babysitting/3711.core.tipsfact - Some tips to minimise
separation anxiety when leaving an infant with a babysitter

http://www.parenting-qa.com/cgi-
bin/detail/care/babysitting/3191.core.tipsfact -
Ideas for parents for alternative babysitting arrangements

http://www.parenting-qa.com/cgi-
bin/detail/care/babysitting/3711.core.tipsfact -
How to keep a good babysitter

http://www.abcparenting.com/index.cfm?cat=6 -
A list of sites on discipline

http://www.abcparenting.com/index.cfm?cat=124 -
A list of sites on pregnancy

KEY ASSIGNMENTS

MODULE 3: *PARENTING AND CARE PROVISION*

CHECKLIST

I prepared an information leaflet
on 'Becoming a Parent' ☐

As part of a group I carried out a survey to find
out about antenatal care in my own local community ☐

I designed a checklist that could be used by a babysitter
at the beginning of a babysitting session to get important
information from parents before they leave ☐

I interviewed a person working in childcare and
kept a record of the interview. ☐

MODULE 4

PEOPLE WITH SPECIAL NEEDS

MODULE 4:

PEOPLE WITH SPECIAL NEEDS

PURPOSE

The purpose of this module is to heighten student's awareness and understanding of people with special needs in the community. The module provides an opportunity for students to explore their own feelings and attitudes and highlight any stereotypical assumptions they may have about people with special needs.

Students focus on the importance of inclusiveness and independence for people with special needs and through research examine the type and level of provision and support available in the community.

Throughout this module students should be encouraged to develop socially acceptable attitudes towards people with special needs in society and develop an awareness of the importance of equality of opportunity for all.

PREREQUISITES

None

AIMS

This Module aims:

- To help students develop an understanding of people with special needs

- To enable students explore, reflect on and express their own attitudes, fears and assumptions about people with special needs

- To provide opportunities for students to examine the diversity of special needs and level of provision available

- To help students appreciate the uniqueness of each individual and his/her importance and role in society

- To promote equality of opportunity for all.

UNITS

Unit 1:   Introduction to Special Needs

Unit 2:   Attitudes

Unit 3:   Inclusiveness & Independence

Unit 4:   Communication

Unit 5:   Local Voluntary Organisations/Support Groups

Unit 6:   Local Education, Training, Employment & Care

Unit 1: Introduction to Special Needs

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. define the term 'Special Needs'

2. explain the three main ways a person develops special needs i.e congenital, developmental, illness/accident

3. explain the difference between a physical disability, sensory impairment, learning difficulty and emotional difficulty

4. list examples of each of the categories of special needs - physical, sensory, learning and emotional

5. discuss one special needs area from each of the categories - physical, sensory, learning and emotional.

▶ Look up the World Health Organisation definition of special needs.

▶ Make a poster listing and describing the three main ways a person may come to have special needs.

▶ Watch a series of videos to try and gain an understanding of different special needs e.g. *Rain Man, My Left Foot, Forrest Gump* etc. Design a worksheet to go with each video.

▶ Brainstorm examples of special needs on a poster under each of the main headings.

▶ Make cards with one special need written on each card. Invite the class to practice placing the cards under the correct category heading.

▶ Use a variety of different approaches – look up books, check the internet, contact voluntary and support organisations, invite speakers to class etc.

Unit 2: Attitudes

LEARNING OUTCOMES

The student will be able to:

1. discuss personal attitudes and anxieties in relation to meeting and interacting with people with special needs

2. identify stereotypical assumptions able bodied people make regarding people with special needs

TEACHER GUIDELINES

▶ Brainstorm in small groups students fears and anxieties and feedback to the whole class.

▶ Make a word bank of words describing positive and negative feelings about meeting people with special needs. Write words on card (postcard size, one word on each card) Lay cards on floor with words displayed. Invite class to walk around the cards for 1 -2 minutes and to pick a card to describe how they feel. Form small groups of students and ask them to share their word with the group and reason for choosing it. Place some blank cards on the floor for anyone who wants to write their own word.

▶ Carry out a 'vox pop' to find out what assumptions students in e.g.. another class might have about people with special needs. Pose a specific question e.g what do you think it is like to be a wheelchair user? This could be followed up by a visit to the school of someone who uses a wheelchair. The vox pop opinions could be compared with what the visiting person has to say.

Unit 2: Attitudes (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
3. discuss the importance of recognising people with special needs as people first	▶ Discuss different ways we describe or refer to people with special needs e.g do we describe their talents, personality etc. first or their special needs first? Why do we do this?
	▶ Discuss – everyone has a handicap – what's yours?
4. recognise the role that people with special needs play in society.	▶ Discuss - everyone has a role to play in society.

Unit 3: Inclusiveness and Independence

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. explain the term 'inclusive' in relation to people with special needs	▶ Check the meaning of this word in the dictionary or on the internet.
2. identify the needs of people with special needs and how these might be addressed	▶ Brainstorm the needs of all people in society under different headings e.g food, shelter, love, work, education etc. Next ask students to brainstorm the needs of people with special needs. Examine how the two lists compare.
3. describe how to promote the health, safety and welfare of people with special needs	▶ Invite students to do one of the following – make a poster in groups, design a leaflet, make a video, design an advertisement for radio or press, set up a display etc.
4. describe a variety of equipment, aids and appliances that are available to support the independence of people with special needs	▶ Divide students into groups and invite each group to investigate equipment and aids for a different special need e.g. visual impairment, restricted mobility, hearing impairment, restricted use of hands etc.
5. explain the term 'equality of opportunity' in relation to people with special needs	▶ Check the internet for possible sites and definitions of 'equality of opportunity'.

Unit 3: Inclusiveness and Independence (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
6. describe how people with special needs might be discriminated against throughout their education and working life	▶ Find out the policy of different schools and businesses on taking students or employing people with special needs.
7. discuss adjustments a family might have to make if they have a child with special needs	▶ Invite a parent of a special needs child to talk to the class.
8. identify benefits, allowances and support available to people with special needs and their families	▶ Find out about social welfare allowances etc.
9. identify the needs of the carer.	▶ Investigate issues around being a home carer.

Unit 4: Communication

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. outline some practical advice and guidelines for meeting people with various special needs	▶ Design a simple set of guidelines to help overcome initial awkwardness and fear when meeting someone with special needs. Design separate guidelines for specific special needs e.g visual impairment, hearing impairment, learning difficulty, wheelchair user etc.
2. identify appropriate terms and language used to describe people with different special needs	▶ Make two lists of politically correct and incorrect language e.g. correct language – a person with learning difficulties Incorrect language – mentally handicapped or retarded.
3. describe briefly a range of communication systems and aids that are used by people with various special needs to support and overcome communication barriers	▶ In groups research various items of equipment, systems etc. that are available to help people overcome various barriers to communication e.g. sign language, lip reading, hearing aids, Braille, large print books, bliss boards etc.
4. identify the types of messages and images of people with special needs that are portrayed by the media.	▶ In groups observe different sections of the media for a period of approx. one-week e.g. TV programmes, newspapers, radio etc. Observe references to people with special needs, stereotypical approaches or attitudes, type of language used, lack of references etc.

Unit 5: Local Voluntary Organisations/Support Groups

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. list local voluntary organisations/ support groups that support or campaign for people with special needs

2. present information about local groups listed, outlining the main activities of each.

▶ Compile a booklet on the different services available in the local community.

▶ Visit one of the local groups listed or invite a representative from the group to class as a visitor.

▶ Design a questionnaire and use it to find out about local groups. Each student can use the same questionnaire but approach a different group.

▶ Invite a group of people with special needs to visit your class. Organise activities, refreshments etc.

Unit 6: Local Education, Training, Employment and Care

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. describe various forms of education, training and employment available locally for people with special needs	▶ Divide into groups and identify the educational provision for children with special needs in the area i.e Pre school, Primary school and Post-Primary school. Do special needs children have access to the same education as everyone else?
	▶ Identify training courses that people with special need have access to. Do they have access to the same training courses as everyone else?
	▶ Find out the policies of a range of local companies on employing people with special needs.
2. identify various forms of care available locally	▶ Survey the range of care available e.g. respite, day care, residential care. List the advantages and disadvantages of each.
3. discuss the extent to which the education, training, employment and care provided meets the needs of people with special needs and provides a balance between needs for independence, dependence and interdependence	

Unit 6: Local Education, Training, Employment and Care (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
4. identify the facilities and access requirements of people with special needs in relation to local schools, buildings, transport, and recreation.	▶ Divide the class into groups and invite each group to survey something different.e.g. number of car parking spaces available for drivers with a disability at different shops, businesses, leisure centres etc. availability of ramps, lifts, toilet facilities, wide doors etc. availability of transport – special taxis, buses etc. ▶ Carry out an audit of your school/centre to access its suitability. ▶ Take on a handicap for an hour or more and record your experiences e.g borrow a wheelchair, put an arm in a sling, borrow a pair of crutches etc.

RESOURCES

BOOKS

Special Needs by Carolyn Meggitt. Publisher: Hodder & Stoughton
Covers most of the learning outcomes for this module.
Useful resource for the teacher/tutor. Includes case study
material and ideas for activities

Child Care and Development by Pamela Minett,
Publisher: John Murray
Includes a chapter on special needs

Babies and Young Children - Book 1 Development 0-7 by Beaver,
Brewster, Jones, Keene, Neaum and Tallack,
Publisher: Stanley Thornes Ltd.
Includes a section on special needs

Children with Special Needs by Richard Woolfson,
Publisher: Faber & Faber
Easy background reading for the teacher/tutor

Understanding Disability by Victoria Stopford,
Publisher: Edward Arnold
Gives detailed information on specific special needs - causes,
characteristics, coping, education, employment etc.

USEFUL ADDRESSES

Action for Mobility, 8 Elizabeth St, D.3

ACLD - Association for Children & Adults with Learning Disabilities,
Suffolk Chambers, 1 Suffolk St, D.2

AWARE - (Fighting depression) 147 Phibsboro Rd, D.7

Irish Association for Autistic Children, 16 Lower O'Connell St, Dublin 1

National Council for the Blind PV Doyle House Whitworth Rd, D.9

Irish Guide Dogs for the Blind, 21 Hill St, D.1

Cystic Fibrosis Association of Ireland, 24 Lr Rathmines Rd, D.6

Central Remedial Clinic, Vernon Ave, Clontarf, D.3

Cerebral Palsy Ireland, Sandymount Ave, D.4

CIL - Centre for Independent Living, Carmichael House,
North Brunswick St, D.7

Irish Deaf Society, 30 Blessington st, D.7

Dyslexia Association of Ireland 1 Suffolk St, D.2

Down Syndrome Association of Ireland, 5 Fitzwilliam Pl, D.2

Brainwave - Irish Epilepsy Association, 249 Crumlin Rd, D.12

Irish Association for Gifted Children, Carmichael House,
North Brunswick St, D.7

Irish Association for Spina Bifida and Hydrocephalus, Bunratty Dr, D.17

Irish Wheelchair Association 24 Blackheath Dr, D 3.

National Rehabilitation Board, 25 Clyde Rd, Ballsbridge, D.4.

Forum of people with disabilities, 21 Hill St, D.1

WEB SITES
There are numerous web sites on special needs. The following list is
intended to provide a starting point only.

Note articles found via the Internet are not always accurate.

http://www.deafworldweb.org - deaf related information

http://www.cs.tcd.ie/AHEAD/hb/hb.ass.html - list of useful
association addresses related to special needs

http://www.midnet.ie/offaly/downs.htm - Downs Syndrome
Association of Ireland

http://www.waldonet.net.mt/dsam/index..htm - European
Downs Syndrome Association

http://www3.nbet.ca/normap/CF101/general.htm - General
information about Cystic Fibrosis

http://www.caravan.demon.co.uk/ - List and information on over
2,000 films featuring people with special needs

http://www.members.aol.com/wla1947/rsngspclkds.html –
Raising special needs children links page

KEY ASSIGNMENTS

MODULE 4: **PEOPLE WITH SPECIAL NEEDS**

CHECKLIST

I carried out research to find out more about one special need from each of the following groups; physical disability, sensory impairment, learning difficulty, emotional difficulty ☐

I participated in a group discussion about my personal attitudes and fears in relation to meeting people with special needs and I have kept a short record of some of the points made ☐

I designed a simple set of guidelines to help me overcome initial awkwardness and fear when meeting someone with special needs for the first time ☐

I carried out some research to find out more about one of the following that makes provision for people with special needs in the local area ☐

- voluntary organisation/support group

  or

- education/training/employment centre

  or

- day care/residential care centre.

MODULE 5

OLDER PEOPLE

MODULE 5:

OLDER PEOPLE

PURPOSE

The purpose of this module is to heighten student's awareness and understanding of older people in the community.

The module provides an opportunity for students to explore their own feelings and attitudes about growing older and highlight any stereotypical assumptions they may have about older people.

Students focus on the importance of inclusiveness, independence and well being of older people and through research examine the type and level of provision and support available in the community.

Throughout this module students should be encouraged to develop acceptable attitudes towards older people and an awareness of the importance of equality of opportunity for all.

PREREQUISITES

None

AIMS

This module aims:

- to help students develop an understanding of older people
  and their role in society

- to enable students explore, reflect on and express their own attitudes,
  fears and assumptions about older people and the ageing process

- to provide opportunities for students to examine the diversity
  of groups of older people in society and the local community

- to help students identify various levels of independence,
  interdependence and dependence

- to help students appreciate the uniqueness of each individual
  and his/her importance and role in society

- to promote equality of opportunity for all.

UNITS

Unit 1:   Introduction to Older People

Unit 2:   Attitudes and Perceptions

Unit 3:   Well Being

Unit 4:   Preparation for Getting Older

Unit 5:   Local Voluntary Support Groups, Services and Entitlements

Unit 6:   Caring for Older People

Unit 1: Introduction to Older People

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. define the term 'Older Person'	▶ Look up definitions in text books, the internet etc.
	▶ Discuss at what age you consider a person to be old or elderly.
	▶ Discuss 'there is no such thing as a typical older person'.
2. list the different terms used to describe older people	▶ Brainstorm in groups different terms used to describe older people. Check terms used by the media etc. e.g. pensioners, old age pensioners, over 65's, old folks, old dears etc.
3. outline the demographic changes that have taken place in Ireland and Europe in relation to older people	▶ Access information about demographic changes etc. from various reports, books and the internet.
4. discuss the effects of the demographic changes on society	
5. explain the term life expectancy	
6. outline the life expectancy rates and their averages for Europe	
7. outline the ageing process – physical, psychological, emotional and social	

Unit 1: Introduction to Older People (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
8. describe the role of older people in the family and in the community and how it has changed in society today	▶ Describe an older person that you know.
	▶ Describe the special role of grandparents.
	▶ Invite an older person to class as a visitor and find out about the different changes that have taken place during his/her lifetime.
9. outline the effects of modern life on older people.	▶ Discuss the role of medical intervention in enhancing and prolonging lives.
	▶ Discuss how modern life – smaller families, both partners working, smaller houses, living far away from parents home etc. can affect the ability to care for older relatives.

Unit 2: Attitudes and perceptions

LEARNING OUTCOMES

The student will be able to:

1. outline the differences between being old and being young

2. identify perceptions that young people have of older people and older people have of younger people

3. discuss feelings about growing older

4. examine how older people are portrayed by the media

5. outline how older people can be stereotyped

6. identify practical ways that young people and older people might get to know each other better

TEACHER GUIDELINES

▶ Invite a group of older people to class and brainstorm and compare the differences and similarities between being old and being young.

▶ Discuss what sort of needs you think older people have.

▶ Invite students to write on a piece of paper anonymously one worry or concern they have about growing older. Try and address each of the concerns.

▶ Divide different areas of the media between the class e.g. radio, TV, newspapers, magazines etc. Invite the group to observe the media for a period of a week to see how older people are portrayed. Decide on areas to be observed before hand e.g. types of roles played, gender balance, how they are treated, number of times they appear etc.

▶ Discuss how you would feel about visiting an older person in the community.

▶ How would you go about organising a visit?

Unit 2: Attitudes and perceptions (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
7. describe how older people and younger people can learn from each other	▶ Brainstorm activities that could be done together, common interests, skills that one group could pass on to the other etc.
8. describe the role of older people in different countries and cultures	▶ Carry out research on the internet to find out more about older people in other countries.
9. discuss equality of opportunity for older people.	▶ Discuss different ways to ensure equality of opportunity for older people e.g. equality of opportunity at work.

Unit 3: Well Being

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. describe the active role played by the majority of older people in society	▶ Interview a number of people over the age of 65 years and list their many achievements.
2. describe health and nutritional issues and requirements of older people	▶ Design a leaflet for older people providing information on diet, health, exercise and leisure.
	▶ Plan a menu for a week for an older person in receipt of a pension.
	▶ Find out about hypothermia and how and why people are affected by it.
3. describe appropriate exercise and fitness routines for older people	▶ Brainstorm the types of leisure activities and exercise enjoyed by older people. Do we have stereotypical ideas about what older people can do?
4. discuss safety issues and hazards in relation to older people	▶ Choose a room and identify any potential hazards within the room for an older person.
	▶ Role play how an older person might cope with a mugging.
5. identify a range of different aids that can help an older person to maintain their independence.	▶ Identify different aids that can help with mobility, sight, hearing etc.

Unit 4: Preparation for Getting Older

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. explain the term 'retirement'	▶ Look up definition in text books, a dictionary on the internet etc.
2. discuss the importance of preparing for retirement	▶ Invite a personnel officer or human resource manager from a company to talk about how to prepare for retirement.
3. identify local companies who provide pre-retirement courses for their employees	▶ As a group brainstorm a list of local companies. Divide the list between the group, each person contacting one or more companies to find out if they run pre-retirement courses.
4. outline the content of a pre-retirement course	▶ Find out from a personnel officer or human resource manager what topics should be in a pre-retirement course or talk to a number of people who have retired and ask them for their opinions.
5. state the average retirement age	
6. explain the term 'Will'	▶ Divide into groups and write to different organisations to see what information they have about writing a will, e.g. write to the banks, insurance companies, solicitors etc.
7. describe how a 'Will' is made	
8. outline the role of the Executor of a Will	
9. explain the term Beneficiary in relation to a Will	

Unit 4: Preparation for Getting Older (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
10. discuss the importance of saving for retirement	▶ Work out a budget for retirement. What will you need to save money for?
	▶ Invite someone from the local bank or building society to speak on this topic.
11. describe different types of saving schemes available	▶ Compile an information pack of leaflets etc. on savings schemes. List the advantages and disadvantages of each.
	▶ Collect information locally from banks, building societies, post offices, credit union etc.
12. outline the types of health insurance available and the benefits of each.	▶ Contact companies who offer various health packages e.g. VHI and BUPA.

Unit 5: Local Voluntary Organisations, Support Groups, Services and Entitlements

LEARNING OUTCOMES	TEACHER GUIDELINES

The student will be able to:

1. list local voluntary organisations and support groups that support or campaign for older people

2. present information about local groups listed outlining the main activities of each

3. list community services, entitlements and concessions available locally for older people

4. explain the term 'pension'

5. describe the types of pensions available to older people

6. outline eligibility for various types of pensions

7. list the weekly value of State pensions.

▶ Brainstorm in-groups local organisations etc. Check the telephone book for listings.

▶ Divide the list between students and carry out research to find out more about each group under different headings e.g. main activities/type of service, hours of opening, number of staff, number of older people who use the service, level of funding etc.

▶ Brainstorm types of services, entitlements and concessions e.g. discounts given by shops at different times of the week e.g. hairdressers, dry cleaners etc., free travel, meals on wheels, discounts on theatre, cinema tickets etc.

▶ Look up a definition in the dictionary etc.

▶ Check the types of pensions available and eligibility with the local post office.

▶ Check with the post office and work out a weekly budget based on the pension.

Unit 6: Caring for Older People

LEARNING OUTCOMES	TEACHER GUIDELINES
The student will be able to:	
1. describe the various housing options for older people	▶ Investigate housing available locally e.g. 'granny flats', residential care, purpose built complexes etc.
2. outline when and why an older person might need help with care	▶ Brainstorm the various forms of care locally e.g full time, part time, short term, long term etc.
3. describe various forms of formal and informal care available locally for older people	▶ Outline the advantages and disadvantages of each type of care and how they cater for different levels of independence.
4. discuss to what extent the care provided offers a balance between the need for independence, dependence and interdependence	▶ Interview a homecarer to find out what their role involves.
5. outline the advantages and disadvantages of a home carer	▶ Design an advertisement campaign to promote the idea of looking out for your elderly neighbour.
6. outline how neighbours can help to support older people	▶ Interview older people in the community to find out what their needs are and what would help them to manage better.
	▶ Discuss the threat of 'loneliness' for older people.
7. describe how an older person living alone at home might be supported.	

RESOURCES

BOOKS

In Due Season, Publisher: The National Council for the Elderly
Resource book for teachers of Post Primary students on Older People

Bearing Fruit, Publisher: The National Council for the Elderly
Resource book for teachers of Primary students on Older People.
Although pitched at a younger age group it contains
excellent resource material

Why Care? Educational Resource Pack Publisher: ALONE, 1
Willie Bermingham Place, Kilmainham Lane, Dublin 8
Includes Video, Teachers Notes, Student worksheets, Overheads etc.
on the problems faced by some older people living alone

Entitlements for the Over Sixties, Publisher: The National
Social Service Board

About Alone, Publisher : ALONE 1, Willie Bermingham Place,
Kilmainham Lane, Dublin 8
Useful Case studies on older people

Directory of Services for Older People in Ireland
Publisher: Age Action Ireland, 114 – 116 Pearse St, D. 2

The Years Ahead – A policy for the elderly,
Publisher: The Stationery Office, Dublin (Government Publications)
A report of the working party on services for the elderly October 1988

*Handbook for Care Assistants – A Practical Guide to Caring
for Elderly People,* Publisher: Hawker Publications
Gives good detail on a wide range of topics related to older people

Personal & Community Health by Anne Barnes
Publisher: by Bailliere Tindall
Includes Chapters on Old Age

Loving Care by Osman Streater, Publisher: N&P Publishing
A guide for people caring for ageing relatives

Opportunities in Retirement: New challenges in older age,
Available free from Age & Opportunity

USEFUL ADDRESSES
Alone, 1 Willie Bermingham Place, Kilmainham lane, Dublin 8

Age Action Ireland, 114 – 116 Pearse St, Dublin 2

Age and Opportunity, St Joseph's Building, Marino Institute of
Education, Griffith Ave, Dublin 9

National Council for the Elderly, Corrigan House, Fenian St., Dublin 2

Carers Association, St Mary's Community Centre, Rathmines, Dublin 6

WEB SITES
There are numerous web sites on older people and ageing.
The following list of addresses is intended to provide a starting point
only. Note that articles found via the internet are not always accurate.

http:www.helpage.org/ - Helpage international

http:www.helptheaged.org.uk/ - Help the aged

http:www.cpa.org.uk/ageinfo/about-ai-html - Ageinfo –
information services on old age

http://www.biotrast.gr/inside/demograp.htm - Demographic
aspects of European elderly people

http://140.174.208.58/loving-life.html - Loving life & retirement

http:www.ace.org.uk - Age concern information

http://indigo.ie/~ageandop/ - Age and opportunity organisation

KEY ASSIGNMENTS

MODULE 5: **OLDER PEOPLE**

I observed the media for a period of one week and kept a diary of articles and references related to older people ☐

I interviewed an older person that I know to find out about how life has changed since they were a child. I recorded the interview by either writing it down or taping it on an audio or video tape ☐

I designed a leaflet for older people on one or more of the following topics ☐

   Health

   Diet

   Exercise

   Leisure

As part of a group I planned the content of a pre-retirement course. ☐