

STAGE 2 CHILD STUDIES
ASSESSMENT TYPE 1: PRACTICAL ACTIVITY
STUDENT RESPONSE
(A- STANDARD)

Performance Standards for Stage 2 Child Studies

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
A	<p>In-depth investigation and perceptive critical analysis of contemporary trends and/or issues related to the health and well-being of children.</p> <p>Perceptive analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology.</p>	<p>Astute identification and discussion of factors involved in problem-solving related to the health and well-being of children.</p> <p>Astute and very appropriate decision-making about problem-solving and implementation strategies.</p> <p>Clear and very relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Ongoing and productive implementation of safe management practices and appropriate techniques, and sophisticated generation and maintenance of quality control.</p> <p>Productive and efficient organisation and management of time and resources.</p> <p>Logical selection and application of the most appropriate technology to prepare learning activities for children in a culturally diverse society.</p>	<p>Initiation of ideas and procedures, display of leadership within the group, and proactive and inclusive response to members of the group.</p> <p>Proactive and focused involvement in group activities and discussions to support the health and well-being of children.</p>	<p>Insightful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Sophisticated appraisal of the impact of technology on the health and well-being of children.</p> <p>Insightful explanation of the connections between research and/or planning, and practical application.</p> <p>In-depth evaluation of contemporary trends and/or issues related to child development in a variety of settings.</p>
B	<p>Detailed investigation and well-considered critical analysis of contemporary trends and/or issues related to the health and well-being of children.</p> <p>Well-considered analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology.</p>	<p>Well-considered identification and discussion of factors involved in problem-solving related to the health and well-being of children.</p> <p>Well-considered and appropriate decision-making about problem-solving and implementation strategies.</p> <p>Mostly clear and relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Mostly productive implementation of safe management practices and appropriate techniques, and well-considered generation and maintenance of quality control.</p> <p>Mostly productive organisation and management of time and resources.</p> <p>Mostly logical selection and application of appropriate technology to prepare learning activities for children in a culturally diverse society.</p>	<p>Initiation of some ideas and procedures, some display of leadership within the group, and thoughtful and active response to members of the group.</p> <p>Active and thoughtful involvement in group activities and discussions to support the health and well-being of children.</p>	<p>Thoughtful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Well-informed appraisal of the impact of technology on the health and well-being of children.</p> <p>Well-considered explanation of the connections between research and/or planning, and practical application.</p> <p>Well-informed evaluation of contemporary trends and/or issues related to child development in different settings.</p>
C	<p>Competent investigation and some considered critical analysis of contemporary trends and/or issues related to the health and well-being of children.</p> <p>Considered analysis of information for relevance and appropriateness, with generally appropriate acknowledgment of sources.</p> <p>Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology.</p>	<p>Considered identification and discussion of some factors involved in problem-solving related to the health and well-being of children.</p> <p>Generally considered and appropriate decision-making about problem-solving and implementation strategies.</p> <p>Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity.</p>	<p>Competent implementation of safe management practices and techniques, and considered generation and maintenance of quality control.</p> <p>Competent organisation and management of time and resources.</p> <p>Appropriate selection and application of technology to prepare learning activities for children in a culturally diverse society.</p>	<p>Some initiative with ideas or procedures, occasional leadership within the group, and generally active response to members of the group.</p> <p>Active involvement in group activities and discussions to support the health and well-being of children.</p>	<p>Considered evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Informed appraisal of the impact of technology on the health and well-being of children.</p> <p>Considered explanation of the connections between research and/or planning, and practical application.</p> <p>Informed evaluation of contemporary trends and/or issues related to child development in different settings.</p>
D	<p>Some investigation and basic description of one or more contemporary trends or issues related to the health and well-being of children.</p> <p>Some consideration of information for relevance or appropriateness, with some inconsistent acknowledgment of sources.</p> <p>Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate.</p>	<p>Superficial identification and discussion of some factors involved in solving basic problems related to the health or well-being of children.</p> <p>Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.</p> <p>Some description and partial justification of one or more problem-solving and/or implementation strategies.</p>	<p>Basic implementation of one or more safe management practices and/or techniques, and some basic consideration of the generation and maintenance of quality control.</p> <p>Inconsistent organisation and management of time and resources.</p> <p>Identification and some application of technology that may be appropriate to prepare learning activities for children in a culturally diverse society.</p>	<p>Some participation within the group, and some response to members of the group. Participation is often passive.</p> <p>Some basic involvement in group activities or discussions to support the health or well-being of children.</p>	<p>Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.</p> <p>Superficial consideration of the impact of technology on the health or well-being of children.</p> <p>Some basic description of one or more connections between research and/or planning, and practical application.</p> <p>Superficial reflection on one or more contemporary trends or issues related to child development, tending towards basic description.</p>
E	<p>Limited investigation or basic description of one or more contemporary trends or issues related to the health or well-being of children.</p> <p>Limited identification or acknowledgment of information that may have some relevance.</p> <p>Attempted application of literacy and numeracy skills, with attempted use of some basic terminology that may be appropriate.</p>	<p>Identification of one or more factors involved in solving basic problems related to the health or well-being of children.</p> <p>Attempted decision-making about problem-solving or an implementation strategy.</p> <p>Attempted description of one or more problem-solving or implementation strategies.</p>	<p>Attempted development or implementation of a safe management practice or a technique, and some awareness of the need for quality control.</p> <p>Limited organisation or management of time and resources.</p> <p>Limited identification or application of technology that may be appropriate to prepare learning activities for children in a culturally diverse society.</p>	<p>Some attempted participation in one or more aspects of group work, and occasional response to members of the group.</p> <p>Attempted involvement in one or more group activities or discussions to support the health or well-being of children.</p>	<p>Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.</p> <p>Attempted description of an impact of technology on the health or well-being of children.</p> <p>Limited awareness of any connections between research and/or planning, and practical application.</p> <p>Some recognition of one or more contemporary trends or issues related to child development.</p>

STAGE 2 CHILD STUDIES

Assessment Type 1: Practical Activity- Children's Story Book

Purpose: To demonstrate your ability to:

- Investigate contemporary issues focusing on developing an appropriate text, illustrations and story for a 4-6 year old child.
- Apply knowledge and problem-solving skills that demonstrate an understanding of the issues related to the importance of stories in children's social and emotional development.
- Work individually to support the wellbeing of children through developing and a sensitive, enjoyable and culturally inclusive story.
- Select and use appropriate technology to produce an appropriate children's book
- Evaluate processes and outcomes in regard to your practical application

Description of Assessment

This task has three parts:

1. **Action Plan (500 words):** Individually complete an action plan where you identify and discuss contemporary issues related to your practical decision making. These will include: story line (aim to deal with a specific childhood stressor), illustrations, use of cadence and brevity, appropriate use of vocabulary and terminology, time limitations. You need to make and state decisions, justify your intentions, and identify implementation strategies.
2. **Practical Application:** Individually plan and create a children's story book. The storyline must centre on a childhood stressor and therefore include an appropriate narrative tension i.e. there should be a problem to solve. The book should be no longer than 16 pages in length; alternatively, if using multimodal (eBook), no more than 16 screens.
3. **Evaluation report (500 words):** Individually complete an evaluation report in which you evaluate the decisions contained in the action plan, your performance in the practical application, the processes involved in the practical application and the outcome. Formulate conclusions and recommend improvements using appropriate terminology.

Assessment Conditions

You have one week to complete the action plan, 2 weeks to complete the practical and 1 week to complete the evaluation report

The action plan may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Stage 2 Childhood Studies

Children's Book

Action Plan

Aim: To produce a children's book that encourages empathy and focuses on a childhood stressor.

Discussion of Issues

The content of the book must relate to a childhood stressor which could include; loss of a pet, bullying, moving schools etc. The storyline must clearly indicate the stressor to the child, and promote understanding and empathy. Consequently, the content will require a resolution that demonstrates how to overcome or cope with a stressor or fear.

The style of writing must be simplistic and the vocabulary at a level which a child aged 4-6 can comprehend. The text should have a rhythmic flow to enable cadence and balance; and evenly distributed on the page.

The illustrations should relate to the text, as this can help young children make sense of the story. They can provide greater meaning to the story by creating an emotional impact or evoking sympathy and understanding to the reader.

It can be presented as either a traditional style book or a computer generated E-book. The resources which the school provides must be taking into account as well as the two week time frame, this will limit some ideas.

Decision: Traditional book, based on the childhood stressor of appearance/conformity.

Justification

The storyline will centre on the childhood stressor of appearance/conformity and positive effects of being different and expressing individuality. The book will adequately encourage children to be themselves as well as provide understanding about uniqueness and being independent.

The text will be appropriate including straightforward language which young children can understand. A few advanced words will be included to aid in expanding children's vocabulary. It will provide a rhythmic flow including balance and cadence, to make it interesting and easy to read. Brevity will be considered, to facilitate for a child's short attention span. The text will be well balanced and evenly distributed across the page to enable neatness.

The illustrations will harmonize with the text, which will assist primarily young readers relate to the story. They will supply a perspective and help children describe characters, objects, places etc. The illustrations will also evoke the reader to feel emotions such as fear, stress and contentment allowing them to be sympathetic and understanding.

The book will be presented as a traditional book including hand drawings. It will be printed on glossy paper, which will enhance the pictures making them appear bright and bold. The book will include minimal text and many pictures in order to appeal to young children. The time frame and availability of resources will be taken into account, this will effect factors such as the illustrations and length of the story thus they will need to be organised and manageable.

Implementation Plan

- Research- Significance of reading for young children
 - Effective techniques for creating a book
- Create a storyboard
- Brainstorm childhood stressors and select one
- Organise text for story
- Create pictures for book
- Scan onto computer
- Collate pictures and text together
- Print on glossy paper

Word count: 508

Stage 2 Child Studies

Children's Book- Evaluation

The children's book '*Odd One Out*' provided an emotional impact and encouraged empathy towards the childhood stressor of conformity. The book was made up of appropriate text and suitable illustrations for a young audience of children aged 4-6 years.

Evaluation of Decision

The story book '*Odd One Out*' effectively met the criteria of this task by providing of a narrative tension and focusing on a contemporary childhood stressor. The book's resolution provides a sense of optimism to the stressor of fitting in as well as provides the reader an emotional impact without making them wince. The text in '*Odd One Out*' consisted of correct grammar as well as appropriate terminology for a young audience. For example terms such as 'recess' were used because the main audience is school children and they are familiar with this vocabulary. However some advance words such as 'imaginary' and 'tangled' were occasionally used to encourage extending the child's vocabulary. The text is consistent with the use of first person narrative mode. The illustrations in the in book are visually detailed relating to the text, and have the purpose of providing meaning to the story and at times help to evoke certain emotions such as sympathy. '*Odd One Out*' has cadence which contributes in making the story easy to read, it contains brevity which facilitates for a 4-6 year olds attention span.

Evaluation Performance

During the planning stages of the practical a great deal of research took place where a range of published children's books and contemporary articles were analysed. Research which was undergone included a list of important techniques for creating a children's book and a brainstormed list of childhood stressors. A storyboard was produced which comprised of brief plans for two ideas and rough sketches for illustrations. Writing and drafting of the text was the first process for the production stage of the book. Illustrations were the next step of the production, these illustrations were hand drawn and harmonised with the text. They were drawn in a cartoon-like way and brightly coloured. The illustrations were scanned onto the computer and using the program Publisher the text and pictures were combined. The product was printed on glossy paper, enhancing the images giving them a finished look. Ultimately, organisation was a key aspect of this practical. Due to the time constraints of two weeks and resources available such as colouring and drawing utensils there were some limitations. These limitations include length of book and time spent on illustrations. The construction stage of the book, particularly colouring the illustrations was time consuming and having a clear plan was very helpful.

Suggestions for Improvement

Although the final product of the book was successful, some changes would have been made if given the chance to complete the practical again. The illustrations would have been created on the computer rather than hand drawn as this was a very time consuming process, possibly using

Overall, the children's book practical was a success. The story was sensitive, with some humour and demonstrated aspects which are necessities for children's books, such as an emotional impact and resolution.

Word count: 508

Storybook- student evidence

Organise and Manage resources-
(Utilized school and home equipment)



Organise and Manage time-
(Time plan established, class time well used)

Generate and maintain quality control-
(Researched and a range of stories and stressors to create an appropriate activity.)

Implementation of safe practices-
(Ensured story content was appropriate)



Organise and manage techniques- (planned class time well, time spent on drawings, text etc was organised in order to complete book.

Select and apply appropriate technology to prepare learning activities for children-(used laptop, coloured printer)



STAGE 2 CHILD STUDIES

ASSESSMENT TYPE 1: PRACTICAL ACTIVITY-NUTRITION AND CHILDCARE CENTRES

Purpose

To demonstrate your ability to:

- Investigate contemporary issues related to the policies, government legislation and programs used to provide nutritious food in childcare centres
- Work individually to create a nutritious meal that could be integrated into the menu plan of a childcare centre
- Evaluate processes and outcomes in regard to your practical application

Description of Assessment

This task has three parts:

1. **Research task:** Individually investigate and critically analyse the importance of childcare centres and healthy eating practices in line with national and state guidelines (*eat right start right*). This relates to **Area of Study 3: Political and Legal Influences**. The focus question is: 'How do government policies assist childcare centres to support healthy eating practices'.
2. **Practical application:** You are to individually research, select, and produce a nutritious meal that could be served in a childcare centre. The meal must follow nutritional guidelines (Australian Guide to Healthy Eating, Start Right Eat Right). The meal must be palatable and appealing to 4-5 year old children.
3. **Evaluation report:** Individually complete an evaluation report in which you evaluate your opinions developed in the research task, performance in the practical application, the processes involved in the practical application, and the outcome. You must formulate conclusions and recommend possible improvements, using appropriate terminology.

Assessment Conditions

You have one week to complete the research task, 2 weeks to complete the practical and 1 week to complete the evaluation report

The research report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

How do government policies assist childcare centres to support healthy eating practices?

Establishing healthy eating practices for children at a young age is vital so they can learn to develop good habits in the long term. Government policies support childcare centres to demonstrate and encourage healthy eating practices among young children. Promoting healthy eating behaviours, is vital during early childhood because it's a significant period for social, emotional, physical and cognitive development as well as effects on long term health. Government projects have been established to support childhood health, nutrition and safety. In particular, two Governmental programs which are successfully modelling healthy and safe eating practices are '*Get Up and Grow*' and '*Start Right Eat Right*'.

The '*Start Right Eat Right*' (SRER) State Government initiative program strongly supports healthy eating and good nutrition among young South Australian children who attend child care. The program assists in achieving the goals of providing nutritious and age-appropriate eating patterns in a positive setting. SRER program requires childcare centres to provide a nutritional menu which consists of foods including 50% of a child's daily intake. The program aims to provide a positive and supportive mealtime environment for children which can influence their food choices and develop healthy eating behaviours. All childcare centre staff are trained in food and hygiene practices, which ensures that children are being well influenced and educated enabling them to improve or strengthen healthy eating habits. (J.Tysoe, 2010)

The '*Start Right Eat Right*' project is also beneficial for educating parents of young children. The program provides families with information regarding good nutrition for children as well as healthy-eating behaviour factors. There has been a notable increase of overweight children, with now a quarter of Australian obese children (betterhealthchannel, 2011). Programs such as '*Start Right Eat Right*' are in place to acknowledge and aim to reduce obesity through educating children and parents about the issue. "As a Registered Nurse I have observed an increase of obesity in children, and as a result the health related issues associated with it, with a primary health focus and early interventions such as '*Start Right Eat Right*' hopefully we can see a reduction in this." (_____, 2011)

The '*Get up and Grow*' policies developed by the Federal Government aim to tackle the obesity issue by promoting nutrition and healthy eating, encouraging physical activity and supporting healthy weight. This project provides childcare centres with guidelines for healthy eating and physical activity. The project requires childhood settings to offer age appropriate foods, along with a variety of nutritious foods. Mealtimes settings should be positive, relaxed and social where children can be encouraged to try new foods. The program also encourages offering an appropriate amount of food at regular intervals and at correct times as well as ensuring food is safely prepared. The program supports physical based play and limited amount of television or electronics for children under 5 years. (E.C.A, 2010)

The *'Get up and Grow'* program also promotes communication between the centres and parents in relation to healthy eating. The program requires early childhood settings to provide resources and materials which promote nutrition and physical activity among children. Some of these resources include; a family book to build awareness to parents about children's nutrition and physical activity which can be carried into the home. Other resources include; *Cooking for Children* providing recipes and information on food safety and nutrition. The program also provides staff booklets which assists information on delivery of good practice and guidance.

Ultimately, all young children should establish good eating patterns and physical activity for their present welfare and a healthy life. Early childcare settings have a huge potential to positively influence children's food preferences and amount of physical activity. The *'Start Right Eat Right'* and *'Get up and Grow'* programs are undoubtedly providing children with knowledge on good health and nutrition and also supporting families to influence these practices at home.

Word count: 520

Bibliography

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Tysoe, J. (2010, 09 3rd). Influences of the Family and Childcare Food Environments on Preschoolers' Healthy Eating. *Australian Journal of Early Childhood*, Volume 35 page 105, 109, 110

Unknown Author, (2009). Get up and Grow. *Every Child magazine*, Volume 15 page 26: http://www.earlychildhoodaustralia.org.au/every_child_magazine/every_child_index/get_up_and_grow.html

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Unknown Author. (2011, 08 8th) Start Right Eat Right, *Go For your Life*: <http://www.goforyourlife.vic.gov.au/startrighteatright>

The selection, planning and production of the *tuna patties and salad* dish along with the *fruit cup* dessert is a healthy meal which could be integrated on a menu at a childcare centre to demonstrate nutrition. The meal selected was nutritionally adequate following the nutritional guidelines and was appealing to children aged 4-5.

Evaluation of Decision

How did the decisions assist in meeting the aims of the task?

The decision to prepare *tuna patties with salad* and along with *fruit cup* contributed in meeting the aims of the task. The meal was a sufficient serving size for the age group and followed the dietary guidelines including fruit, veg/salad, dairy, bread and meat which ensures the children will receive an appropriate nutrients daily intake. The meal was also an excellent choice because it was low in fat and only a light spray of olive oil was used before baking the patties. Tuna is a low in fat meat and the milk used for the custard and mash potato was light. Dinner rolls were incorporated to include fibre however to enhance this they could have been wheat or multi grain rolls instead. Fibre was also integrated in the fruit in the dessert.

Evaluation of Performance

Evaluate the planning and production of the meal.

During the initial stages of planning many recipes which incorporated ingredients from the five food groups were researched. The meal was selected after the completion of a checklist to make sure the recipe integrated all ingredients from the five food groups. The recipe was adjusted to fulfil the needs of serving a child a nutritious meal. This was achieved by modifying the recipe to serve one child as well as altering some of the cooking methods for example baking the patties rather than frying. Prior to the practical a food order was submitted and an implementation plan was created to ensure the practical to run smoothly and provide some structure. Some technology was used when possible to speed up the process for example the potatoes were microwaved before mashed as this is slightly less time consuming than boiling them. Also canned tuna and corn were utilised straight away rather than having to prepare these foods first also simplified the process.

The *tuna patties* were cooked well as they were golden on both sides and were very crispy. Also the addition of the corn, cheese and potato made the patties flavourful, so the tuna wouldn't be too overpowering. The salad topped off the dish, comprising of lettuce, cherry tomatoes, yellow capsicum and cucumber which was a colourful combination to will appeal to children. The bread roll was a source of fibre and was toasted in the oven to make it warm and crunchy. The appearance of the fruit cups would appeal to children because of the brightly coloured layers of jelly, custard and fruit. The dessert was very refreshing and tasted both sweet and fruity.

Suggestions for Improvement

Although the preparation of the meal was a success, there was room for improvement. If the practical was to be completed again, perhaps for the dessert carton custard would be utilized because preparing the custard was a time consuming process and required patience.

Research Task

The planning and production of the *Tuna patties* and *fruit cups* reinforces that healthy eating is important in childcare centres because the meal highlights ways of encouraging nutrition in an appealing approach for children. The research task emphasizes that childcare centres provide a nutritional menu which consists of foods including 50% of a child's daily intake this was supported in the meal as it incorporated a range of ingredients from the five food groups.

Overall, the practical activity was successfully prepared and completed. The meal provided an adequate amount of nutrients and the serving size was appropriate for children aged 4-5.

Wordcount: 524

Organise and Manage resources- set up resources prior to prac.



Organise and Manage time-
(Time plan, script and food order was established)

Implementation of safe practices-
(Followed kitchen safety, use knives /hot stoves correctly etc)

Generate and maintain quality control-(wore apron, washed hands, hair pulled back)



Select and apply appropriate technology to prepare learning activities for children-(used laptop, microwave, oven)

Organise and manage techniques-(Using appropriate cooking techniques)



STAGE 2 CHILD STUDIES

Assessment Type 1: Practical Activity- Master Class

Purpose: To demonstrate your ability to:

- Investigate contemporary issues focusing on developing appropriate learning activities for junior primary students aged of 7 years.
- Apply problem-solving skills that demonstrate an understanding of the issues related to the way in which children learn new skills and knowledge (cognitive development).
- Work individually to support the wellbeing of children through developing and implementing food based practical demonstration
- Evaluate processes and outcomes in regard to your practical application

Description of Assessment

This task has three parts:

1. **Action Plan (500 words):** Individually complete an action plan where you identify and discuss contemporary issues related to your practical decision making. These will include: cognitive development stage of children, suitable content, suitable learning experiences, O, H, S&W considerations, time constraints, and suitability of food for targeted age group. You need to make and state decisions, justify your intentions, and identify implementation strategies.
2. **Practical Application:** Individually select and then demonstrate the preparation of a food recipe to Year 1 students. You should combine this with appropriate learning experiences (teaching techniques) for the age group.
3. **Evaluation report (500 words):** Individually complete an evaluation report in which you evaluate the decisions contained in the action plan, your performance in the practical application, the processes involved in the practical application and the outcome. Formulate conclusions and recommend improvements using appropriate terminology.

Assessment Conditions

You have one week to complete the action plan, a double lesson to complete the practical and 1 week to complete the evaluation report

The action plan may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Stage 2 Child Studies

Practical Activity- Master Class

Action Plan

Aim

To undergo a cooking master class which demonstrates and teaches basic cooking skills to children aged 6-7 years, using appropriate learning experiences.

Discussion of Issues

The children's stage of cognitive development includes an ability to think logically, follow simple instructions and learn concepts such as counting and measurement.

The content should be selected to allow the practical to be a straightforward task; it should also be interactive so the children can participate with simple steps. Basic cooking skills will be developed such as; mixing, measuring, weighing, grating, timing, etc.

The activity must also motivate and encourage the children to contribute and be hands on during the practical. Learning activities using visual aids such as picture cards, ordering, questionnaire, matching games, etc is an excellent demonstration of learning in a fun way which also stimulates thinking and knowledge.

When planning, safety practices will need to be taken into consideration to make the children aware of potential hazards. Creating awareness of hazards could be done with the use of warning picture aids or multimedia presentations and interactive safety activities.

The chosen recipe needs to be straightforward to teach and prepare within the allocated time of 60 minutes. Allowing time for interactive teaching and time for preparation and cooking.

Decision: Chocolate balls with the focus of interaction and hands on activities using visual cues and showing the children a short multimedia video.

Justification

The selection of chocolate balls is a recipe which contains simple steps and skills which children at the concrete operational stage are usually able to possess. As children at this stage are beginning to become familiar with the concept of numbers and measuring this recipe allows them to further explore these concepts.

As the recipe doesn't contain many steps I will be able to focus on teaching the steps as well as safety/hygiene practices in more depth. Skills which the recipe will cover include; measuring, mixing grating and rolling.

In order to provide motivation and encourage the children, learning experiences will be incorporated such as visual aids, hands on activities and exposing the children to a short video. An activity which involves the children to determine the correct and incorrect picture based on kitchen hygiene/safety, they must place it in either the bucket with the tick or the cross. They will view a short multimedia video of the chocolate balls being prepared, and then order the steps on a fun board. I am including the selected activities during the practical to offer a fun approach to learning as well as encouraging thinking, problem solving and memory.

Safety will be ensured and it will be vital to supervise the children at all times, keeping them under control. I will do this by undergoing and hands on activity on safety/hygiene. It will be required to set instructions so the children are certain of what steps they can and cannot perform.

Implementation

- Research recipes/activities
- Simplifying recipe so children can comprehend
- Locate pictures for activities
- Create video
- Take photos
- Create board
- Find colouring pictures
- Create lesson plan
- Complete food order
- Prepare ingredients and work area prior to the practical

Word count: 519

Stage 2 Child Studies

Practical Activity- Master Class Evaluation

The preparation of chocolate balls and interactive/multimedia activities allowed for teaching of basic kitchen skills and cooking safety.

Evaluation of Decision

The selected activities of chocolate balls for the master class successfully provided the children with basic cooking skills and safety requirements. The selected recipe and the designed activities allowed the children to apply imitation and observation skills as well as listening to direct instructions. The selected activities were visual and hands on in order to promote interaction and involvement. To make the environment fun and motivating a wide range of activities were undergone such as multimedia video which involved the children to apply observation skills. An ordering chart with bright utensils attached promoted memory, thinking and problem solving skills in a fun approach. This highly interactive activity allowed the children to reinforce the steps they viewed in the film and encouraged them to use their knowledge to remember the sequence. A decision making activity also took place, the children were required to put the correct and incorrect pictures regarding kitchen safety in either the right or wrong container. During this activity some self-talk as well as reasoning was evident within the children's actions. Considering the stage of development the straightforward recipe gave the children the opportunity to apply capabilities and general concepts such as counting, weighing, measuring, volume and timing.

Evaluating Performance

The practical was organised and clearly planned in advance. The activities and recipe was prepared and rehearsed so the practical would be effective. To ensure the practical to run smoothly an implementation plan was created to provide guidance and structure. The implementation plan included the order of the activities, food prep and the cooking steps as well as time frames. The plan also contained a script to avoid confusion; this included what will be said to the children and when. The implementation plan was misjudged as the amount of time it took the children to undergo both the activities and cooking didn't take as long as predicted which left spare time for the children to wind down with a quiet colouring activity. The selected activities were visually stimulating; the short film was helpful and gave the children some knowledge of the recipe before cooking. The kitchen safety/hygiene was addressed well and the children were able to experience decision making to classify right from wrong.

Suggestions for Improvement

If the activity was completed again, a supplementary activity would be organised or a recipe which is a bit more time consuming than the chocolate balls. Ultimately, too much time was left to spare, although this was an advantage for being timely and getting the area tidy on time. However, it was a disadvantage for the children as they were getting restless from completing the colouring in picture.

Overall, the master class practical was successfully completed, and the children thoroughly enjoyed themselves. The practical included a wide range of learning experiences regarding kitchen safety and cooking skills, it was a fun and motivating experience. The children willingly participated and were able to adequately apply cognitive learning skills and knowledge.

Word Count: 501

STAGE 2 CHILD STUDIES

Assessment Type 1: Practical Activity- Motor Skill Development

Purpose: To demonstrate your ability to:

- Investigate contemporary issues related to environmental factors that impact on the motor skill development of 4-6 year old children.
- Work individually to support the wellbeing of children through developing a motor skill activity; this must address the trends and issues related to the health and well being of children.
- Evaluate processes and outcomes in regard to your practical application

Description of Assessment

This task has three parts:

1. **Research task:** Individually investigate and develop an opinion on the importance of the environment in the physical development of young children. This relates to *Area of Study 2: Economic and Environmental Influences*. In particular, how a child's environment is critical to the development of their motor skills.
The focus question is: 'Do environmental factors influence a child's motor skill development?'
2. **Practical application:** Research, design, produce and implement a motor skill activity for kindergarten aged children. The activity must take 20 minutes for the child to complete and can focus on developing a fine or gross motor skill. The activity should be innovative, fun and highly creative.
3. **Evaluation report:** Individually complete an evaluation report in which you reflect on your opinions developed in the research task, your performance in the practical application, the processes involved in the practical application, and the outcome. In your evaluation report you should form conclusions and recommend possible improvements, using appropriate terminology.

Assessment Conditions

You have one week to complete the research task, 2 weeks to complete the practical and 1 week to complete the evaluation report

The research report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

The individual evaluation report may be presented in written, oral, or multimodal form. It should be a maximum of 500 words if written or a maximum of 3 minutes for an oral presentation, or the equivalent in multimodal form.

Master class- student evidence

Organise and Manage resources- (Set up resources and equipment prior to prac)



Organise and Manage time-
(Time plan, lesson plan, food order was established)

Generate and maintain quality control-
(Wore apron, wash hands, made sure children were seated and followed instructions.)

Implementation of safe practices-
(Kitchen safety was enforced.)

Select and apply appropriate technology to prepare learning activities for children-(used laptop, laminator)

Organise and manage techniques- (Thoroughly explained recipe to kids, simplified recipe, steps shown on a board)



Stage 2 Child Studies

Research Task- Motor Skill Development

'Do environmental factors influence a child's motor skill development?'

A positive and healthy play environment is extremely important in contributing to a child's development. In particular, play offers opportunities for development of gross and fine motor skills. It is vital for children to build these skills so they are able to develop both small and large muscles, as well as physical skills and fitness. In this contemporary society there are many environmental factors that may hinder a child's capacity to physically develop. Some of these factors include; children's inactive lifestyle, overuse of technology, and overprotective parenting.

Children of the contemporary society are developing sedentary lifestyles which impact their potential to physically develop. Children living an inactive lifestyle are unlikely to adequately develop particularly their gross motor skills. This means it is probable that the child will fail in developing skills such as balancing; climbing and agility. A recent study indicated that 57% of children are unable to perform tasks expected at their age such as balance or judge distances. (Harris, 2007) Lack of physical activity also plays a role in the increase of obesity in children; overweight youth are also likely to form risk factors such as childhood diabetes and cardiovascular disease (Telford, 2003). A Registered nurse stated; *"Within the last 10-15 years a notable increase in obesity in young children has been evident, as well childhood diabetes"* (Kim, 2011).

Advancements and access to technology has dramatically influenced the play time of children. Research indicates from a survey distributed to a reception class that ten children enjoy video games and only seven like sports. (Receptions, 2011) This indicates that children from as young as five prefer sitting in front of a TV screen rather than physical play. This lifestyle is not only impacting children's physical development but it's affecting their health. The immense amount of hours children spend playing with electronics can affect their postures and result in neck and back problems (Battles, 2008). Many people are noticing the difference in this generations lifestyle of children and how they're being affected; *"In the past 5 years children are less motivated to learn. Also technology and whizz bang toys (electronics) have made them harder to engage"*. (Angela, 2011)

Unfortunately, many parents are overly concerned about allowing their child outdoors alone. This prevents a child to have the opportunity to explore and experience independence. The 'stranger danger' attitude which the contemporary society has generated puts a strain on children, hindering them to be able to freely visit parks or play on the streets on their own (Telford, 2003). This affects children, because they are forced to play in their own homes, restricting their ability to explore and become familiar with the strength and weaknesses in gross motor development. Due to this lack of freedom many children's lifestyle are resulting in inactive play, a mother states *"Today's generation of overprotective parents prevents children from participating in physical and healthy play"*. (Kim, 2011)

In concluding, children's motor skills are affected by environmental factors. Sedentary lifestyles are hindering physical development as is increased use of technology based play. Ultimately outdoor activities are becoming a thing of the past. With the 'stranger danger' society it's hard for parents to allow their children play independently. Parents play a huge role in a child's lifestyle therefore it is their responsibility to encourage physical play in order for their child to adequately develop.

Word count: 529

Stage 2 Child Studies

Research Task- Motor Skill Development

'Do environmental factors influence a child's motor skill development?'

Bibliography

Angela. (2011, March Monday 7th). Survey to Primary School Teacher. (S.P. [REDACTED], Interviewer)

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Stage 2 Child Studies

Evaluation Report- Motor Skills Activity

The planning and producing of the 'Pirate Obstacle Course' allowed for encouraging kindergarten children to participate in a motor skill activity.

Evaluation of Decision

The selected, designed and constructed activity of the 'Pirate Obstacle Course' was successful as it provided children with the opportunity to take part in an activity which assists in gross motor skill development. The activity was an obstacle course which comprised of a number of motor skill tasks such as stepping in hoops, walking on a plank, crawling under a tunnel and kicking a ball into goals. The activity allowed children to use a range of gross motor skills including, hand-eye coordination, coordination of muscle groups, balance, motor planning, crawling and agility. This was completed under the theme of 'Pirates' and the children were able to engage in role play while completing a range of structured motor skills.

The activity also facilitated for children with different ability levels, consisting of tasks for a range of children. This encouraged children of varying stages of development to participate and every child to feel a sense of achievement. For example, kicking a ball into a goal was a task which some children were not capable however all the children were able to crawl under the tunnel.

The 'Pirate Obstacle Course' was suitable for 4-5 year olds as it provided a fun and innovative experience, it was gender exclusive so it could be enjoyed by all. The 'pirate' theme and colourful material contributed in accommodating for the appropriateness of this age group.

Evaluation of Performance

A great deal of planning took place prior to the producing the activity. During the initial stages of planning, motor skill development and a range of supporting activities were researched. Many different activities were brainstormed until the final idea of the 'Pirate Obstacle Course' was selected. Implementing and designing took place before the constructing stage began, were a resources list and plan was established. During the production process; the treasure box was made with a tissue box and decorated with coloured paper and jewels. The tunnel was constructed out of a large box, it was painted black and skulls were glued on to set the scene. Considering the time allocated for constructing the activity as well as resource availability, much improvising was required. Nevertheless producing the 'Pirate Obstacle Course' went to plan and the children thoroughly enjoyed the activity.

Suggestions for Improvement

Although the 'Pirate Obstacle Course' was a successful activity, there was room for improvement. If the activity was completed again, supplementary obstacles would have been added, such as a throwing or climbing tasks. The activity was quite brief and the additional obstacles may have provided a slight challenge for the children.

Research Task

The planning and production of the 'Pirate Obstacle Course' reinforced the findings from the research task as the activity highlights ways of encouraging participation in motor skill development. The research task investigation emphasized the importance of ensuring a positive play environment where the child can feel supported and encouraged in participating and the obstacle course clearly reinforced this.

Overall, the motor skill activity practical was successfully completed and all of the children found the 'Pirate Obstacle Course' entertaining. The practical comprised of a range of gross motor skill based tasks and the children enthusiastically participated. It was fun and innovating experience which promoted physical play.

Word Count: 539

Physical development practical- student evidence

Organise and Manage resources- Used school equipment and made an order for required resources



Organise and Manage time-
(Time plan, script and resource list was established)

Generate and maintain quality control-
(Researched a range of activities to create an appropriate activity.)



Implementation of safe practices-
(Supervised children at all times whilst they did the activity)

Organise and manage techniques-(Thoroughly explained activity to children.)

Select and apply appropriate technology to prepare learning activities for children-(used laptop, laminator)

Additional Comments

Assessment Type 1: Practical Activity (A-)

Task 1 Activity book

Action plan:

Astute identification and discussion of factors. The factors identified clearly link to the task. Very astute and appropriate decision-making. This comes through the work and is not limited to the decision section. The justification is clear and relevant including implementation strategies.

Dot points are effective and enable the information to be included in a way which saves words.

Evaluation:

Not all features have been included which has enabled the response to address the features in more depth. The evaluation is insightful and clearly has discussed processes and outcomes.

Practical:

Evidence of learning has good notes to go with the photos included indicating what is happening.

Overall grade band A as the majority of the features have been completed at an A level.

Task 2 Activity-nutrition

The wording of the task helps set the task up – investigate and critically analyse.....

Research:

The response has related the task back to the health and wellbeing of the child. The response has used relevant, current and appropriate sources of information. Both primary and secondary sources of information have been included. Literacy is of a high standard. There is perceptive critical analysis throughout this piece of work.

Evaluation:

The features have been selected to best suit the assessment task – not all features have been included. The response has discussed the processes and outcomes at times to a considered level and at other times a well-considered level. There are some well-informed links between the research and the practical application. The response has evaluated the task and this has been included at the end of the evaluation.

Practical:

Clear evidence of learning has been included with the response clearly demonstrating different features in line with the performance standards.

Overall grade band A as the majority of the features have been completed at an A level.

Task 3 Master Class

Action Plan:

Astute identification of the factors. The decision has been clearly stated and appropriate. The decision has been clearly stated and is astute. Much of the decision-making is coming through in different sections of the action plan which is fine. The justification is clear and very relevant to the task. The implementation again has been included in dot point which enables more depth in this section.

Evaluation:

The student has completed and insightful evaluate the processes and outcomes of this task. Suggestions for improvement clearly demonstrate an insightful level of understanding. The overall evaluation of the task has aided an insightful explanation of the connections between the planning and the practical.

Practical:

The practical evidence consists of some photos and notes clearly explaining the different components of the practical in line with the practical features.

The overall grade band A as the majority of the features have been completed at an A level.

Task 4 Motor Skill Development

Research:

A range of relevant and appropriate sources of information have been used both primary and secondary. The task is a contemporary issue which has enabled critical analysis. Well-considered analysis of information. Effective application of literacy.

Evaluation:

Thoughtful evaluation of the processes and outcomes in the evaluation. Discussion of performance including what could be improved. There are well considered links between the research and the practical. Well-informed evaluation of the contemporary trends linking back to child development.

Practical:

The practical evidence consists of some photos and notes clearly explaining the different components of the practical in line with the practical features.

While some aspects of this task have been completed at a B level the task would be an A- overall as other aspects have been completed at an A level.

Performance Standards for Stage 2 Child Studies

	Investigation and Critical Analysis	Problem-solving	Practical Application	Collaboration	Evaluation
A	<p>In-depth investigation and perceptive critical analysis of contemporary trends and/or issues related to the health and well-being of children.</p> <p>Perceptive analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Highly effective application of literacy and numeracy skills, including clear and consistent use of appropriate terminology.</p>	<p>Astute identification and discussion of factors involved in problem-solving related to the health and well-being of children.</p> <p>Astute and very appropriate decision-making about problem-solving and implementation strategies.</p> <p>Clear and very relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Ongoing and productive implementation of safe management practices and appropriate techniques, and sophisticated generation and maintenance of quality control.</p> <p>Productive and efficient organisation and management of time and resources.</p> <p>Logical selection and application of the most appropriate technology to prepare learning activities for children in a culturally diverse society.</p>	<p>Initiation of ideas and procedures, display of leadership within the group, and proactive and inclusive response to members of the group.</p> <p>Proactive and focused involvement in group activities and discussions to support the health and well-being of children.</p>	<p>Insightful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Sophisticated appraisal of the impact of technology on the health and well-being of children.</p> <p>Insightful explanation of the connections between research and/or planning, and practical application.</p> <p>In-depth evaluation of contemporary trends and/or issues related to child development in a variety of settings.</p>
B	<p>Detailed investigation and well-considered critical analysis of contemporary trends and/or issues related to the health and well-being of children.</p> <p>Well-considered analysis of information for relevance and appropriateness, with appropriate acknowledgment of sources.</p> <p>Effective application of literacy and numeracy skills, including mostly clear use of appropriate terminology.</p>	<p>Well-considered identification and discussion of factors involved in problem-solving related to the health and well-being of children.</p> <p>Well-considered and appropriate decision-making about problem-solving and implementation strategies.</p> <p>Mostly clear and relevant justification of decisions about problem-solving and implementation strategies.</p>	<p>Mostly productive implementation of safe management practices and appropriate techniques, and well-considered generation and maintenance of quality control.</p> <p>Mostly productive organisation and management of time and resources.</p> <p>Mostly logical selection and application of appropriate technology to prepare learning activities for children in a culturally diverse society.</p>	<p>Initiation of some ideas and procedures, some display of leadership within the group, and thoughtful and active response to members of the group.</p> <p>Active and thoughtful involvement in group activities and discussions to support the health and well-being of children.</p>	<p>Thoughtful evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Well-informed appraisal of the impact of technology on the health and well-being of children.</p> <p>Well-considered explanation of the connections between research and/or planning, and practical application.</p> <p>Well-informed evaluation of contemporary trends and/or issues related to child development in different settings.</p>
C	<p>Competent investigation and some considered critical analysis of contemporary trends and/or issues related to the health and well-being of children.</p> <p>Considered analysis of information for relevance and appropriateness, with generally appropriate acknowledgment of sources.</p> <p>Generally effective application of literacy and numeracy skills, including competent use of appropriate terminology.</p>	<p>Considered identification and discussion of some factors involved in problem-solving related to the health and well-being of children.</p> <p>Generally considered and appropriate decision-making about problem-solving and implementation strategies.</p> <p>Generally relevant justification of decisions about problem-solving and implementation strategies, with some clarity.</p>	<p>Competent implementation of safe management practices and techniques, and considered generation and maintenance of quality control.</p> <p>Competent organisation and management of time and resources.</p> <p>Appropriate selection and application of technology to prepare learning activities for children in a culturally diverse society.</p>	<p>Some initiative with ideas or procedures, occasional leadership within the group, and generally active response to members of the group.</p> <p>Active involvement in group activities and discussions to support the health and well-being of children.</p>	<p>Considered evaluation of the processes and outcomes of practical and group activities, including their own performance.</p> <p>Informed appraisal of the impact of technology on the health and well-being of children.</p> <p>Considered explanation of the connections between research and/or planning, and practical application.</p> <p>Informed evaluation of contemporary trends and/or issues related to child development in different settings.</p>
D	<p>Some investigation and basic description of one or more contemporary trends or issues related to the health and well-being of children.</p> <p>Some consideration of information for relevance or appropriateness, with some inconsistent acknowledgment of sources.</p> <p>Inconsistent application of literacy and numeracy skills, with use of some terminology that may be appropriate.</p>	<p>Superficial identification and discussion of some factors involved in solving basic problems related to the health or well-being of children.</p> <p>Some basic and inconsistent decision-making about problem-solving and/or implementation strategies.</p> <p>Some description and partial justification of one or more problem-solving and/or implementation strategies.</p>	<p>Basic implementation of one or more safe management practices and/or techniques, and some basic consideration of the generation and maintenance of quality control.</p> <p>Inconsistent organisation and management of time and resources.</p> <p>Identification and some application of technology that may be appropriate to prepare learning activities for children in a culturally diverse society.</p>	<p>Some participation within the group, and some response to members of the group. Participation is often passive.</p> <p>Some basic involvement in group activities or discussions to support the health or well-being of children.</p>	<p>Basic consideration of the processes and/or outcomes of practical and group activities, which may include their own performance.</p> <p>Superficial consideration of the impact of technology on the health or well-being of children.</p> <p>Some basic description of one or more connections between research and/or planning, and practical application.</p> <p>Superficial reflection on one or more contemporary trends or issues related to child development, tending towards basic description.</p>
E	<p>Limited investigation or basic description of one or more contemporary trends or issues related to the health or well-being of children.</p> <p>Limited identification or acknowledgment of information that may have some relevance.</p> <p>Attempted application of literacy and numeracy skills, with attempted use of some basic terminology that may be appropriate.</p>	<p>Identification of one or more factors involved in solving basic problems related to the health or well-being of children.</p> <p>Attempted decision-making about problem-solving or an implementation strategy.</p> <p>Attempted description of one or more problem-solving or implementation strategies.</p>	<p>Attempted development or implementation of a safe management practice or a technique, and some awareness of the need for quality control.</p> <p>Limited organisation or management of time and resources.</p> <p>Limited identification or application of technology that may be appropriate to prepare learning activities for children in a culturally diverse society.</p>	<p>Some attempted participation in one or more aspects of group work, and occasional response to members of the group.</p> <p>Attempted involvement in one or more group activities or discussions to support the health or well-being of children.</p>	<p>Attempted consideration of one or more processes or outcomes of a practical or group activity, which may include their own performance.</p> <p>Attempted description of an impact of technology on the health or well-being of children.</p> <p>Limited awareness of any connections between research and/or planning, and practical application.</p> <p>Some recognition of one or more contemporary trends or issues related to child development.</p>