



Competency Based Learning Material (CBLM)

Caregiving for Infant, Toddler and Children

Level-3

Module: Foster Physical Development of Children

Code: CBLM-IS-CITC-03-L3-EN-V1



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh**

Copyright

National Skills Development Authority

Prime Minister's Office

Level: 10-11, Biniyog Bhaban,

E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.

Email: ec@nsda.gov.bd

Website: www.nsga.gov.bd.

National Skills Portal: <http://skillsportal.gov.bd>

Copyright of this Competency Based Learning Material (CBLM) is reserved by National Skill Development Authority (NSDA). This CBLM may not be modified or modified by anyone or any other party without the prior approval of NSDA.

The CBLM on “Foster Physical Development of children” is developed based on NSDA approved Competency Standards and Competency Based Curriculum under Caregiving for infant, toddler and children level-3 Occupation. It contains the information required to implement the Caregiving for infant, toddler and children level-3 standard.

This document has been prepared by NSDA with the help of relevant experts, trainers/professionals.

All Government-Private-NGO training institutes in the country accredited by NSDA can use this CBLM to implement skill-based training of Caregiving for infant, toddler and children level-3 course.

Approved by
---th Authority Meeting of NSDA
Held on -----

How to use this Competency Based Learning Material (CBLM)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

Table of Contents

Copyright	i
How to use this Competency Based Learning Material (CBLM)	v
Module Content	1
Learning Outcome 1: Enhance physical activities of children	2
Learning Experience 1: Enhance physical activities of children	3
Information Sheet 1: Enhance physical activities of children	4
Self-Check Sheet - 1: Enhance physical activities of children	8
Answer Key - 1: Enhance physical activities of children	9
Job Sheet-1.1: Create engaging physical activities for children	11
Specification Sheet -1.1 Enhance physical activities of children.....	12
Learning Outcome 2: Provide planned and spontaneous experiences to foster the physical development of children	13
Learning Experience 2: Provide planned and spontaneous experiences to foster the physical development of children.....	14
Information Sheet 2: Provide planned and spontaneous experiences to foster the physical development of children	15
Self-Check Sheet - 2: Provide planned and spontaneous experiences to foster the physical development of children.....	25
Answer Key - 2: Provide planned and spontaneous experiences to foster the physical development of children	26
Job Sheet-2.1: Arrange some sports and activities.....	28
Learning Outcome 3: Create opportunities for children to develop a wide range of physical skills	30
Learning Experience 3: Create opportunities for children to develop a wide range of physical skills	32
Information Sheet 3: Create opportunities for children to develop a wide range of physical skills	33
Self-Check Sheet – 3.1: Create opportunities for children to develop a wide range of physical skills	39
Answer Key - 3.1: Create opportunities for children to develop a wide range of physical skills.....	40
Job Sheet-3.1: Identify Child’s Requirements of Specialist Assistance	41
Specification Sheet -3.1 Identify Child’s Requirements of Specialist Assistance.....	42
Learning Outcome 4: Interact with the child to foster skill development	43
Learning Experience 4: Interact with the child to foster skill development	44
Information Sheet 4: Interact with the child to foster skill development.....	45
Self-Check Sheet - 4.1: Interact with the child to foster skill development	50
Answer Key -4.1: Interact with the child to foster skill development.....	51
Job Sheet-4.1: Provide record and report of the client.....	52
Specification Sheet-4.1: Provide record and report of the client.....	53
Review of Competency	54

Module Content

Unit Title: Foster Physical Development of Children

Unit Code: OU- IS-CITC-03-L3-V1

Module Title: Fostering Physical Development of Children

Module Description: This module covers the knowledge, skills and attitudes required to foster physical development of children. It includes enhancing physical activities of children, creating opportunities for children to develop a wider range of physical development and developing experience to support physical development of children.

Nominal Duration: 40 Hours

Learning Outcomes:

Upon completion of this module the trainees must be able to:

1. Enhance physical activities of children
2. Provide planned and spontaneous experiences to foster the physical development of children
3. Create opportunities for children to develop a wide range of physical skills
4. Interact with the child to foster skill development

Assessment Criteria:

1. Children are provided with tools and equipment based on physical development need
2. Children are given exercise or activities based on needs
3. Identify and monitor children's physical skills and development
4. Developmentally appropriate experiences and opportunities are planned and provided to foster children's fine and gross motor and fundamental movement skills.
5. Practices are planned and provided that challenge the physical skills and abilities of children and promote physical fitness.
6. Involvements are planned and provided to challenge the physical endeavors of children.
7. Equipment is arranged to provide challenge and choice, to encourage independence and to facilitate physically active play.
8. Events are planned that extend children's physical activity through music and dance
9. Opportunities are developed for physical activity within the context of the service
10. A variety of toys, materials, equipment and spaces are selected and provided to encourage the development of a wide range of fine and gross motor and fundamental movement skills
11. When children require specialist, assistance is identified and seek advice.
12. Opportunities are created to support emerging skills of individual children where necessary.
13. Children of both genders are encouraged to participate in the full range of activities.
14. Opportunities are provided for children to develop and learn new physical skills.
15. A variety of strategies are used to encourage children's physical skills and development. Positive acknowledgement of children's efforts to participate is provided.
16. Children are encouraged to express ideas for physical experiences.
17. Physical activity and active play are encouraged whilst respecting each child's level of ability and participation
18. Children's confidence and safety awareness are encouraged when participating in physically active play

Learning Outcome 1: Enhance physical activities of children

Assessment Criteria	<ol style="list-style-type: none">1. Children are provided with tools and equipment based on physical development needs2. Children are given exercise or activities based on needs
Conditions and Resources	<ol style="list-style-type: none">1. Real or simulated workplace2. CBLM3. Handouts4. Laptop5. Multimedia Projector6. Paper, Pen, Pencil, Eraser7. Internet facilities8. White board and marker9. Audio Video Device
Contents	<ol style="list-style-type: none">1 Tools and equipment based on physical development needs2 Exercise or activities based on needs
Training Methods	<ol style="list-style-type: none">1. Discussion2. Presentation3. Demonstration4. Guided Practice5. Individual Practice6. Project Work7. Problem Solving8. Brainstorming
Assessment Methods	<ol style="list-style-type: none">1. Written Test2. Demonstration3. Oral Questioning

Learning Experience 1: Enhance physical activities of children

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about Enhance physical activities	1. Instructor will provide the learning materials of Enhance physical activities
2. Read the Information sheet/s	2. Information Sheet No:1 Enhance physical activities of children
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 1- Enhance physical activities of children Answer key No. 1- Enhance physical activities of children
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:1.1: Enhance physical activities of children Specification Sheet: 1.1 Enhance physical activities of children

Information Sheet 1: Enhance physical activities of children

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 1.1 Tools and equipment based on physical development needs
- 1.2 Exercise or activities based on needs

Physical activities of children

Physical activity is any activity that involves moving your body. Physical activity is vital for young children's health and development. Children need different amounts of physical activity at different ages. It's good for children to spend more time being active and less time sitting still.

1.1 Tools and equipment based on physical development needs

To ensure the proper physical development of our children, they have to be provided with appropriate tools and equipment through which they will play and develop both physically and mentally. When it comes to the physical development needs of children, there are various tools and equipment that can aid their growth and enhance their motor skills. Here are some examples:

- **Balance bikes:**

These bikes are designed without pedals, allowing children to develop balance and coordination before transitioning to a traditional bicycle.



Balance Bike

- **Jump ropes:**

Jumping rope is an excellent exercise for improving cardiovascular fitness, coordination, and leg strength.



Jump Ropes

- **Playground equipment:**

Swings, slides, climbing structures, and monkey bars are all valuable tools for physical development. They enhance strength, coordination, and spatial awareness.

- **Balls:**

Balls of different sizes and textures encourage hand-eye coordination, motor skills, and gross motor development. Examples include soccer balls, basketballs, and soft balls.

- **Exercise mats:**

Mats provide a cushioned surface for children to perform various exercises, stretches, yoga poses, and other physical activities.

- **Climbing frames and rock walls:**

These equipment pieces allow children to develop their upper body strength, grip, and coordination as they climb and traverse.

- **Audio visual equipment:**

Audiovisual equipment engages children in active movement, promotes coordination and spatial awareness, develops fine motor skills through touchscreen interaction, provides guided exercise routines, and introduces them to various physical activities and sports.

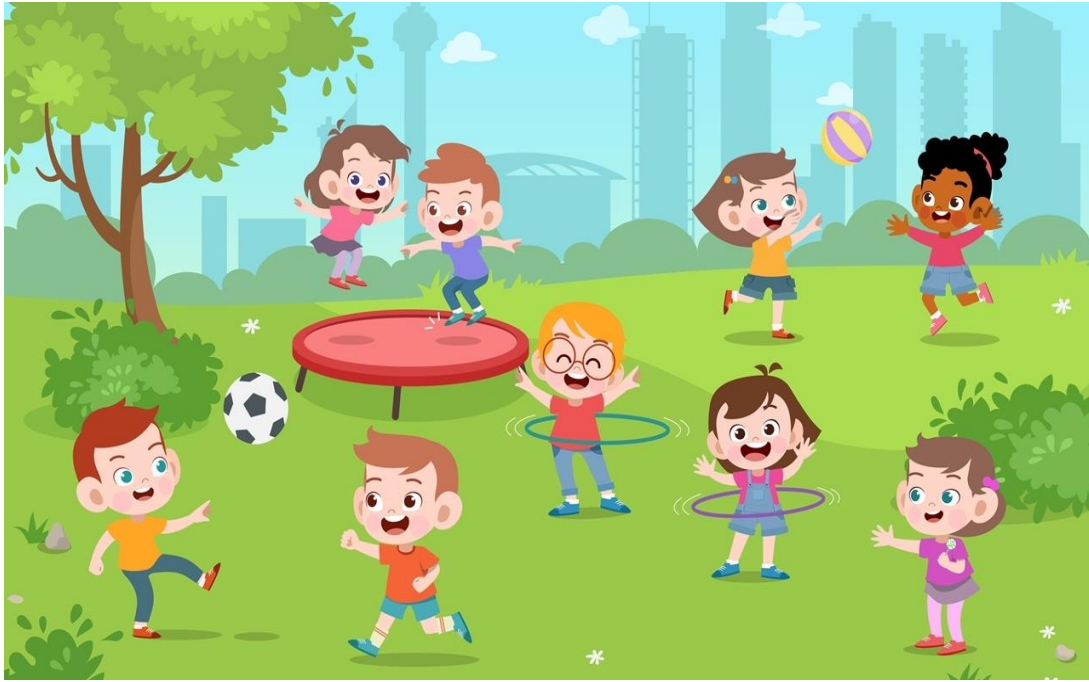
- **Coloring books:**

While coloring books primarily focus on artistic expression, they indirectly contribute to physical development by enhancing fine motor skills and hand-eye coordination. Holding and controlling coloring utensils, manipulating shapes, and coloring within lines all support the refinement of fine motor abilities in children.

- **Color:**
Engaging in coloring activities helps children develop their fine motor skills, hand-eye coordination, and grip strength. Holding and maneuvering coloring utensils, controlling strokes, and staying within boundaries promote dexterity and control, contributing to physical development in children.
- **Pencils:**
Using pencils helps children develop their fine motor skills and hand-eye coordination as they hold and control the pencil, manipulate their grip, and create precise movements while writing or drawing.
- **Peg boards:**
Peg boards offer a hands-on activity that promotes fine motor skills and hand-eye coordination in children. Placing and removing pegs from the board requires precise finger movements, strengthening dexterity. It also enhances visual perception, spatial awareness, and problem-solving skills as children create patterns or designs with the pegs.
- **Activity kit:**
Activity kits offer a range of materials and tasks that support physical development in children. Engaging with the kit's components, such as puzzles, building blocks, or sports equipment, promotes fine and gross motor skills, coordination, balance, and spatial awareness. It encourages active play, exploration, and the development of physical abilities.
- **Books:**
While books primarily focus on cognitive and linguistic development, they indirectly contribute to physical development. Holding and turning pages strengthens fine motor skills. Additionally, books that encourage physical actions like clapping or movement promote gross motor skills, coordination, and body awareness in children.

1.2 Exercise or activities based on needs:

Children are given exercise or activities based on their individual needs to ensure optimal development. Children have unique needs when it comes to exercise and physical activities. It's important to focus on activities that are age-appropriate, enjoyable, and promote their overall physical development. Here are some exercise and activity ideas based on children's needs:



- Free play.
- Outdoor games.
- Sports:
 - Dance or aerobics.
 - Yoga or stretching.
 - Obstacle courses.
 - Bike riding or rollerblading.
 - Martial arts.
 - Trampoline.
 - Scavenger hunts or nature walks.

Remember to adapt the activities based on the age, abilities, and interests of the children. Safety should always be a priority, and adult supervision is essential, especially for younger children.

Self-Check Sheet - 1: Enhance physical activities of children

Questionnaire:

1. What is physical activity?

Answer:

2. Why Physical Activity is important for children?

Answer:

3. What type of activity can you provide to your child?

Answer:

4. What types of tools and equipment will you provide to your child based on physical development needs?

Answer:

5. How does activity kit help your child to develop?

Answer:

Answer Key - 1: Enhance physical activities of children

1. What is physical activity?

Answer: Physical activity is any activity that involves moving your body. Physical activity is vital for young children's health and development. Children need different amounts of physical activity at different ages. It's good for children to spend more time being active and less time sitting still.

2. Why Physical Activity is important for children?

Answer: Physical activities play a vital role in the overall development of children. They provide numerous benefits for their physical, mental, and emotional well-being. Engaging in regular physical activities helps children develop strong muscles and bones, improve cardiovascular fitness, and maintain a healthy weight. It promotes coordination, balance, and agility, enhancing their motor skills. Physical activities also support cognitive function, memory, and concentration. They reduce the risk of chronic diseases, improve sleep patterns, and boost the immune system. Moreover, physical activities encourage social interaction, teamwork, and communication skills. They enhance self-confidence, self-esteem, and resilience, fostering a positive body image and overall mental health. By promoting an active lifestyle from an early age, physical activities lay the foundation for a healthy future.

3. What type of activity can you provide to your child?

Answer: Children are given exercise or activities based on their individual needs to ensure optimal development. Children have unique needs when it comes to exercise and physical activities. It's important to focus on activities that are age-appropriate, enjoyable, and promote their overall physical development. Here are some exercise and activity ideas based on children's needs:

- Free play.
- Outdoor games.
- Sports:
 - Dance or aerobics.
 - Yoga or stretching.
 - Obstacle courses.
 - Bike riding or rollerblading.
 - Martial arts.
 - Trampoline.
 - Scavenger hunts or nature walks.

4. What types of tools and equipment will you provide to your child based on physical development needs?

Answer: Playpen with approximate toys according to age group, Audio visual equipment

1.3 Coloring books

- Color
- Pencils
- Peg boards
- Scissors
- Paper
- Activity kit
- Books

5. How does activity kit help your child to develop?

Answer: Activity kits offer a range of materials and tasks that support physical development in children. Engaging with the kit's components, such as puzzles, building blocks, or sports equipment, promotes fine and gross motor skills, coordination, balance, and spatial awareness. It encourages active play, exploration, and the development of physical abilities.

Job Sheet-1.1: Create engaging physical activities for children

Objectives: Create engaging physical activities for children to promote their overall health, fitness, and development.

Scenario: Administer routine medications to a client aged 60 years old according to the instruction through appropriate routes of drug administration in a safe, comfortable and respectful manner.

Time: 20 minutes

Working Procedure:

1. Greetings and self-introduction
2. Consent taking from parents
3. Wear appropriate PPE for the Job.
4. Read the Job sheet and Specification sheet provided
5. Collect and prepare all needed materials, supplies and equipment
6. Identify a variety of age-appropriate materials and equipment for the activity kit.
7. Clean all the materials and supplies.
8. Organize and arrange the items in a storage container or bag for easy access and transportation.
9. Ensure the kit includes a range of activities that target different physical skills, such as throwing, catching, jumping, balancing, and hand-eye coordination.
10. Regularly check and replenish the kit as needed.
11. Choose a suitable location for the peg boards, considering safety and accessibility for children.
12. Install the peg boards securely on walls or other sturdy surfaces.
13. Arrange the pegs in an organized manner, ensuring different colors and shapes are available.
14. Demonstrate different patterns or designs that can be created using the pegs.
15. Encourage children to explore and create their own patterns and designs.
16. Monitor and assist children as needed, providing guidance and support.
17. Submit your work to assessor

Note: During the assessment event prepare and submit the output for the job to the accredited assessor.

Specification Sheet -1.1 Enhance physical activities of children

Condition for the job: Work must be carried out in a safe manner and according to Care Giving standards.

Specific Instruction:

1. To enhance physical activities for children through the use of activity kits and peg boards, promoting motor skills, coordination, and cognitive development.
2. Prioritize safety during all activities, ensuring appropriate supervision is provided. Adapt the activities and materials based on the age and abilities of the children involved. Encourage a positive and inclusive environment that promotes active participation and enjoyment of physical activities.
3. Ensure the kit includes materials for different physical skills, such as throwing, catching, jumping, balancing, and hand-eye coordination.

Required Equipment:

1. Gloves
2. Apron
3. Facemask

Required Equipment:

S/N	Tools & Equipment	Quantity
1	Kidney tray	1
2	Gully Pot	1
3	Artery Forceps	1
4	Patient Bed	1
5	Pneumatic Mattress	1
6	Dressing Tray/Trolley	
7	Pillow with Cover, cover sheet for the patient.	

Required Materials:

1. Activity Kit including:
2. Skipping ropes,
3. Bean bags,
4. Balls (varying sizes and textures),
5. Cones,
6. Colorful scarves,
7. Balloons,
8. Peg board etc

Learning Outcome 2: Provide planned and spontaneous experiences to foster the physical development of children

Assessment Criteria	<ol style="list-style-type: none"> 1. Identify and monitor children's physical skills and development 2. Developmentally appropriate experiences and opportunities are planned and provided to foster children's fine and gross motor and fundamental movement skills. 3. Practices are planned and provided that challenge the physical skills and abilities of children and promote physical fitness. 4. Involvements are planned and provided to challenge the physical endeavors of children. 5. Equipment is arranged to provide challenge and choice, to encourage independence and to facilitate physically active play. 6. Events are planned that extend children's physical activity through music and dance
Conditions and Resources	<ol style="list-style-type: none"> 1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. White board and marker 7. Audio Video Device
Contents	<ol style="list-style-type: none"> 1 Identifying and monitoring children's physical skills and development 2 Childrens' fine and gross motor and fundamental movement skills. 3 Challenges of childrens' physical skills and physical fitness. 4 The physical endeavors of children. 5 Encouraging independence and physically active play. 6 Music and dance event
Training Methods	<ol style="list-style-type: none"> 1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Project Work 6. Problem Solving 7. Brainstorming
Assessment Methods	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 2: Provide planned and spontaneous experiences to foster the physical development of children

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about assist in basic wound care	1. Instructor will provide the learning materials of Provide planned and spontaneous experiences to foster the physical development of children
2. Read the Information sheet/s	2. Information Sheet No:2 Provide planned and spontaneous experiences to foster the physical development of children
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 2.1- Provide planned and spontaneous experiences to foster the physical development of children Answer key No. 2.1- Provide planned and spontaneous experiences to foster the physical development of children
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:2.1: Arrange some sports and activities Specification Sheet: 2.1 Arrange some sports and activities

Information Sheet 2: Provide planned and spontaneous experiences to foster the physical development of children

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 2.1 Identifying and monitoring children's physical skills and development
- 2.2 Childrens' fine and gross motor and fundamental movement skills.
- 2.3 Challenges of childrens' physical skills and physical fitness.
- 2.4 The physical endeavors of children.
- 2.5 Encouraging independence and physically active play.
- 2.6 Music and dance event

2.1 Identifying and monitoring children's physical skills and development

Identifying and monitoring children's physical skills and development is crucial to ensure they are progressing appropriately and to address any potential issues early on. Here are some methods to help with this process:

2.1.1 Regular observation:

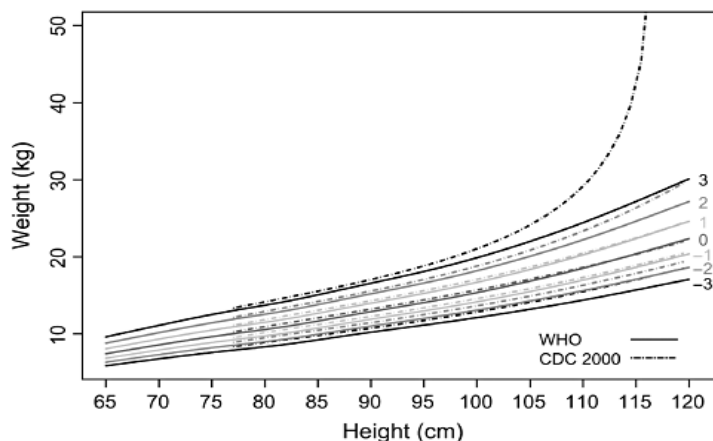
Observe children during playtime, physical activities, and sports to assess their gross motor skills, coordination, balance, and overall physical development. Look for any delays, difficulties, or abnormalities in their movements.

2.1.2 Milestone tracking:

Familiarize yourself with typical developmental milestones for different age groups. These milestones outline the expected physical skills children should acquire at specific ages. Monitor whether children are meeting these milestones within the expected timeframe.

2.1.3 Growth charts:

Monitor children's growth and development by tracking their height, weight, and head circumference. Growth charts help identify any significant deviations from the average growth patterns.



Growth Chart

2.1.4 Consultation with professionals:

If you have concerns about a child's physical development, seek guidance from healthcare professionals, such as pediatricians, physical therapists, or occupational therapists. They can provide specialized assessments and interventions tailored to the child's needs.

2.1.5 Documentation and tracking:

Keep a record of observations, assessments, and milestones to track the progress of children's physical development over time. This documentation can be valuable in identifying trends or patterns and facilitating communication with healthcare professionals if needed.

Remember, each child develops at their own pace, so it's important to consider individual variations. If you notice significant delays or concerns in a child's physical development, it's advisable to consult with healthcare professionals for a thorough evaluation and appropriate interventions if necessary.

2.2 Childrens' fine and gross motor and fundamental movement skills:

2.2.1 Fine Motor Skills:

Fine motor skills involve the coordination and control of small muscles in the hands and fingers, enabling children to perform tasks that require precision and dexterity. Developing fine motor skills is essential for various activities, such as writing, drawing, buttoning clothes, using utensils, and manipulating small objects. Here are some key aspects of fine motor skills in children:

2.2.2 Grasping and gripping:

Children develop the ability to grasp and hold objects using different grips, such as the palmar grasp (using the whole hand), pincer grasp (using the thumb and index finger), and tripod grasp (using the thumb, index, and middle fingers). This allows them to manipulate objects with varying levels of control.



Grasping

2.2.3 Hand-eye coordination:

Fine motor skills involve the coordination of hand movements with visual input. Children learn to use their eyes to guide their hands accurately, such as threading a needle, coloring within lines, or picking up small objects.



Hand-eye coordination

2.2.4 Finger dexterity:

Children gradually refine their finger movements, enabling them to perform intricate tasks. This includes activities like buttoning shirts, tying shoelaces, zipping zippers, and manipulating small objects with precision.



Finger dexterity

2.2.5 Writing and drawing:

As children develop fine motor skills, they gain the ability to control writing and drawing tools. They learn to hold pencils, crayons, or markers correctly and produce controlled movements to form letters, shapes, and intricate designs.

2.2.6 Cutting with scissors:

Cutting with scissors involves bilateral coordination, hand strength, and precise control of hand movements. Children start with simple snipping and progress to cutting along lines and curves as their skills develop.

2.2.7 Manipulating small objects:

Fine motor skills allow children to manipulate small objects like beads, buttons, Lego blocks, and puzzle pieces. They develop the ability to pick up, stack, sort, and manipulate these objects using their fingers with increasing control.



Manipulating small objects

2.2.8 Handwriting:

Fine motor skills play a crucial role in the development of legible and efficient handwriting. Children need to coordinate hand movements, exert appropriate pressure on the writing tool, and control the spacing and size of their letters.

To support the development of fine motor skills in children, provide them with age-appropriate activities that encourage hand-eye coordination, finger strength, and dexterity. Engage them in activities such as drawing, coloring, cutting, threading beads, playing with building blocks, and engaging in arts and crafts.

Fine motor skill development can vary across different age groups as children progress through various stages of growth and development. Here's a general overview of fine motor skills based on age groups:

2.2.9 Running and walking:

As children grow, they develop the ability to walk and run with improved coordination and balance. They learn to use their legs, feet, and core muscles to propel themselves forward, maintain balance, and adjust their speed and direction.



Running and walking

2.2.10 Jumping and hopping:

Children develop the ability to jump off the ground with both feet and later progress to hopping on one foot. These movements require coordination, leg strength, and balance.

2.2.11 Balance and coordination:

Gross motor skills involve maintaining balance and coordination during activities like walking on a balance beam, riding a bike, or navigating an obstacle course. Children learn to adjust their body position, shift their weight, and stabilize themselves.

2.2.12 Climbing:

Climbing skills involve the coordination of both arms and legs to ascend ladders, playground structures, trees, or rock walls. Children develop strength, balance, and spatial awareness as they navigate climbing challenges.

2.2.13 Throwing and catching:

Gross motor skills include the ability to throw and catch objects with accuracy and coordination. Children learn to coordinate their arm movements, adjust their force, and track moving objects with their eyes.



Throwing and catching

2.2.14 Kicking and striking:

Gross motor skills involve kicking a ball, striking objects with a bat or racket, or performing other activities that require the use of large muscle groups in the legs or arms. These movements develop strength, coordination, and timing.

2.2.15 Sports activities:

Engaging in sports activities such as soccer, basketball, swimming, or gymnastics helps develop gross motor skills, strength, endurance, and coordination. These activities often involve running, jumping, throwing, and kicking.

Gross motor skill development follows a general progression as children grow and reach different age groups. Here's an overview of gross motor skills based on age:

2.3 Challenges of childrens' physical skills and physical fitness

To challenge the physical skills and abilities of children while promoting physical fitness, it's important to plan and provide practices that are engaging, age-appropriate, and varied. Here are some strategies to consider:

2.3.1 Obstacle courses:

Set up obstacle courses that require children to navigate through various physical challenges such as crawling under obstacles, climbing over structures, jumping through hoops, or balancing on beams. This promotes coordination, agility, and strength.



Obstacle courses

2.3.2 Team sports and games:

Introduce team sports and games that involve cooperation, competition, and strategic thinking. Sports like soccer, basketball, tag, or relay races encourage physical exertion, teamwork, and motor skill development.

2.3.3 Fitness challenges:

Create fitness challenges that children can work towards individually or in groups. This can include goals like improving endurance, increasing the number of repetitions of exercises, or achieving specific fitness milestones.

2.3.4 Outdoor adventures:

Plan outdoor activities such as hiking, nature walks, scavenger hunts, or orienteering. These activities provide opportunities for children to explore and challenge their physical abilities in a natural environment.

2.3.5 Adaptive activities:

Consider the individual abilities and needs of children by providing adaptive activities that accommodate a range of physical abilities. Modify activities or provide alternative options to ensure all children can participate and be challenged at their own level.

2.3.6 Encourage active play:

Promote unstructured active playtime where children can freely engage in physical activities that they enjoy, such as cycling, swimming, dancing, or playing on playgrounds. Active play allows children to practice and develop their physical skills in a self-directed manner.

2.4 The physical endeavors of children

To challenge the physical endeavors of children and promote their physical development, it's important to plan and provide diverse and engaging activities. Here are some ways to involve children and provide challenges in their physical endeavors:

- Sports leagues and competitions
- Skill-building workshops
- Adventure and outdoor activities
- Fitness challenges and programs
- Physical fitness assessments
- Leadership roles
- Skill progression and advancement
- Partner and group challenges
- Personalized challenges

2.4.1 Suitable clothing to weather conditions

Choosing suitable clothing for children based on weather conditions is essential to ensure their comfort, protection, and well-being. Here are some guidelines for selecting appropriate clothing for different weather conditions:

2.4.2 Hot weather:

Lightweight and breathable fabrics: Choose clothing made of lightweight and breathable materials such as cotton or linen to help keep children cool and allow air circulation.



Hot weather dress for baby

Loose-fitting clothes: Opt for loose-fitting garments that allow for airflow and prevent overheating.

2.4.3 Cold weather:

- **Layering:** Dress children in layers to provide insulation and allow for easy adjustment based on changing temperatures. Start with a moisture-wicking base layer, add a warm middle layer, and finish with an outer layer that protects against wind and moisture.
- **Insulation:** Look for clothing made of materials like fleece or wool that provide warmth and insulation.
- **Hats, gloves, and scarves:** Ensure children wear hats that cover their ears, gloves or mittens to keep their hands warm, and scarves or neck gaiters to protect their necks from cold drafts.



Cold weather dress for baby

- **Waterproof and wind-resistant outerwear:** Invest in jackets or coats that are waterproof and wind-resistant to protect children from rain, snow, and cold winds.
- **Warm footwear:** Provide children with insulated and waterproof boots to keep their feet warm and dry.

2.4.4 Rainy weather:

- **Waterproof clothing:** Choose raincoats or jackets made from waterproof materials to keep children dry during rain showers.
- **Waterproof footwear:** Invest in waterproof boots or shoes to protect their feet from getting wet.
- **Umbrellas and rain hats:** Use child-sized umbrellas and rain hats to provide additional protection from rain.

2.4.5 Mixed weather conditions:

- **Be prepared for changing conditions:** When the weather is unpredictable, layering is key. Dress children in layers that can be easily added or removed to adapt to changing temperatures.
- **Pack a light jacket or sweater:** Carry a lightweight jacket or sweater in case the weather becomes cooler or rain is expected.

2.5 Encouraging independence and physically active play

Arranging equipment in a way that promotes challenge, choice, independence, and physically active play can greatly enhance children's engagement and development. Here are some strategies to achieve this:

2.5.1 Varied equipment options:

Provide a variety of equipment that offers different levels of challenge and encourages children to engage in various physical activities. Include items such as balls, cones, jump ropes, balance beams, hula hoops, climbing structures, and riding toys.

2.5.2 Age-appropriate options:

Ensure that the equipment available is suitable for the age and developmental stage of the children using it. Younger children may benefit from equipment that focuses on balance and coordination, while older children may prefer more complex structures or equipment for team sports.

2.5.3 Accessibility and safety:

Make sure that the equipment is accessible and safe for children to use independently. Consider the height, size, and stability of equipment, and ensure that it is properly maintained and regularly inspected for any potential hazards.

2.5.4 Choice and autonomy:

Allow children to have a say in selecting the equipment or activities they want to engage in. Offer them options and let them make decisions about what they want to do and how they want to play. This fosters a sense of autonomy, independence, and ownership over their play experiences.

2.5.5 Safety guidelines and supervision:

Establish clear safety guidelines and rules for using the equipment, and ensure there is appropriate adult supervision to monitor children's play and provide guidance when needed.

2.6 Music and dance event

Planning events that incorporate music and dance can be a wonderful way to extend children's physical activity and promote their overall development.

Remember to consider the age and developmental stage of the children when planning these events, ensuring that the music, dance routines, and activities are appropriate and enjoyable for them. Encourage participation, create a positive and inclusive atmosphere, and celebrate the joy of music and dance as children engage in physical activity.



Self-Check Sheet - 2: Provide planned and spontaneous experiences to foster the physical development of children

Questionnaire:

1. What is fine motor skill? Give some examples.

Answer:

2. What is gross motor skill? Give some examples.

Answer:

3. What are the fine motor skills a child develops in birth to 1 year?

Answer:

4. What are the gross motor skills a child develops 1 to 3 years?

Answer:

5. How will you choose clothes for child?

Answer:

Answer Key - 2: Provide planned and spontaneous experiences to foster the physical development of children

1. What is fine motor skill? Give some examples.

Answer: Fine motor skills involve the coordination and control of small muscles in the hands and fingers, enabling children to perform tasks that require precision and dexterity. Developing fine motor skills is essential for various activities, such as writing, drawing, buttoning clothes, using utensils, and manipulating small objects

2. What is gross motor skill? Give some examples.

Answer: Gross motor skills involve the coordinated movement and control of large muscle groups in the body. These skills enable children to perform activities that involve whole-body movements, balance, coordination, and strength. For example: Running, walking, jumping and hopping, climbing etc.

3. What are the fine motor skills a child develops in birth to 1 year?

Answer: Infants (0-12 months):

- Grasping objects: Infants develop their ability to grasp objects using the whole hand, progressing from a reflexive grasp to a voluntary grasp.
- Reaching and swiping: Infants learn to reach for and swipe at objects within their reach.
- Hand-eye coordination: They start to coordinate their hand movements with their vision, exploring objects and bringing them to their mouth.

4. What are the gross motor skills a child develops in 1 to 3 years?

Answer: Toddlers (1-3 years):

- **Crawling and cruising:** Toddlers start crawling on their hands and knees, and then progress to cruising along furniture while holding on.
- **Walking:** They begin to take their first independent steps and gradually gain stability and coordination in walking.
- **Climbing:** Toddlers develop the ability to climb stairs with assistance and may start attempting to climb playground structures.

5. How will you choose clothes for child?

Answer: Choosing suitable clothing for children based on weather conditions is essential to ensure their comfort, protection, and well-being. Here are some guidelines for selecting appropriate clothing for different weather conditions:

1. Hot weather:

- **Lightweight and breathable fabrics:** Choose clothing made of lightweight and breathable materials such as cotton or linen to help keep children cool and allow air circulation.
- **Loose-fitting clothes:** Opt for loose-fitting garments that allow for airflow and prevent overheating.

2. Cold weather:

- **Layering:** Dress children in layers to provide insulation and allow for easy adjustment based on changing temperatures. Start with a moisture-wicking base layer, add a warm middle layer, and finish with an outer layer that protects against wind and moisture.
- **Insulation:** Look for clothing made of materials like fleece or wool that provide warmth and insulation.
- **Hats, gloves, and scarves:** Ensure children wear hats that cover their ears, gloves or mittens to keep their hands warm, and scarves or neck gaiters to protect their necks from cold drafts.
- **Waterproof and wind-resistant outerwear:** Invest in jackets or coats that are waterproof and wind-resistant to protect children from rain, snow, and cold winds.
- **Warm footwear:** Provide children with insulated and waterproof boots to keep their feet warm and dry.

3. Rainy weather:

- **Waterproof clothing:** Choose raincoats or jackets made from waterproof materials to keep children dry during rain showers.
- **Waterproof footwear:** Invest in waterproof boots or shoes to protect their feet from getting wet.
- **Umbrellas and rain hats:** Use child-sized umbrellas and rain hats to provide additional protection from rain.

4. Mixed weather conditions:

- **Be prepared for changing conditions:** When the weather is unpredictable, layering is key. Dress children in layers that can be easily added or removed to adapt to changing temperatures.
- **Pack a light jacket or sweater:** Carry a lightweight jacket or sweater in case the weather becomes cooler or rain is expected.

In all weather conditions, it's important to consider the comfort of children and choose clothing that allows for ease of movement. Also, ensure that the clothing is appropriate for the age and developmental stage of the child to promote their independence and safety.

Job Sheet-2.1: Arrange some sports and activities

Job Name: Arrange some sports and activities that promote and enhance the physical development of children through a combination of planned and spontaneous experiences that encourage active engagement, gross and fine motor skill development, and overall physical well-being.

Scenario: You are taking care of Mr. Rahim and he is suffering from some chronic diseases. He needs to administer medication according to his prescription regularly. Now prepare him for administering medication.

Time: 20 minutes

Working Procedure:

1. Greetings and self-introduction
2. Consent taking from parents
3. Wear appropriate PPE for the Job.
4. Read the Job sheet and Specification sheet provided
5. Collect and prepare all needed materials, supplies and equipment
6. Clean all the materials and supplies.
7. Organize structured physical activities.
8. Set up obstacle courses.
9. Provide manipulative activities.
10. Supervise the activities of the child
11. Submit your observation to the assessor.

Note: During the assessment event prepare and submit the output for the job to the accredited assessor.

Specification Sheet – 2.1 Arrange some sports and activities

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Specific Instruction:

1. Plan a variety of activities
2. Consider the individual abilities, needs, and interests of the children when planning and implementing physical activities.
3. Appropriate monitoring and supervision during physical activities.
4. Regular safety checks of play areas and equipment to remove hazards.
5. Teach and enforce safety guidelines for equipment usage, personal space, and respectful behavior.

Required Equipment:

1. Gloves
2. Apron
3. Facemask

Required Equipment:

S/N	Tools & Equipment	Quantity
1	Hot water	1
2	Hot pack	1
3	Towel	1
4	Patient Bed	1
5	Trolley	1
6	Pillow with Cover, cover sheet for the patient	1

Required Materials:

1. Mats,
2. Cones,
3. Tunnels,
4. Balance beams,
5. Relay races,
6. Ball games,
7. Beads,
8. Stacking blocks,
9. Puzzles,
10. Playdough,
11. Scissor,
12. Paper

Learning Outcome 3: Create opportunities for children to develop a wide range of physical skills

Assessment Criteria	<ol style="list-style-type: none"> 1. Opportunities are developed for physical activity within the context of the service 2. A variety of toys, materials, equipment and spaces are selected and provided to encourage the development of a wide range of fine and gross motor and fundamental movement skills 3. When children require specialist, assistance is identified and seek advice. 4. Opportunities are created to support emerging skills of individual children where necessary. 5. Children of both genders are encouraged to participate in the full range of activities. 6. Opportunities are provided for children to develop and learn new physical skills.
Conditions and Resources	<ol style="list-style-type: none"> 1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	<ol style="list-style-type: none"> 1 Privacy, safety and comfort 2 Opportunities to develop physical activity. 3 Select a variety of toys, materials, equipment and spaces to encourage the development of a wide range of fine and gross motor and fundamental movement skills. 4 Identify child's requirement of specialist assistance. 5 Creat Opportunities to support emerging skills of individual children. 6 Encourage children of both genders to participate in the full range of activities. 7 Provide opportunities for children to develop and learn new physical skills.

Training Methods	<ol style="list-style-type: none">1. Discussion2. Presentation3. Demonstration4. Guided Practice5. Individual Practice6. Project Work7. Problem Solving8. Brainstorming
Assessment Methods	<ol style="list-style-type: none">1. Written Test2. Demonstration3. Oral Questioning

Learning Experience 3: Create opportunities for children to develop a wide range of physical skills

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about assist in basic wound care	1. Instructor will provide the learning materials of Create opportunities for children to develop a wide range of physical skills
2. Read the Information sheet/s	2. Information Sheet No:3 Create opportunities for children to develop a wide range of physical skills
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 3- Create opportunities for children to develop a wide range of physical skills Answer key No. 3- Create opportunities for children to develop a wide range of physical skills
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:3.1: Create opportunities for children to develop a wide range of physical skills Specification Sheet: 3.1 Create opportunities for children to develop a wide range of physical skills

Information Sheet 3: Create opportunities for children to develop a wide range of physical skills

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 3.1 Opportunities to develop physical activity.
- 3.2 Select a variety of toys, materials, equipment and spaces to encourage the development of a wide range of fine and gross motor and fundamental movement skills.
- 3.3 Identify child's requirement of specialist assistance.
- 3.4 Create Opportunities to support emerging skills of individual children.
- 3.5 Encourage children of both genders to participate in the full range of activities.
- 3.6 Provide opportunities for children to develop and learn new physical skills.

3.1 Opportunities to develop physical activity

When it comes to developing opportunities for physical activity for children within the context of a service, there are several strategies that can be implemented. Here are some examples:



3.1.1 School Physical Education Programs:

Schools play a crucial role in promoting physical activity among children. They can develop comprehensive physical education programs that include a variety of activities, such as team sports, individual sports, dance, and gymnastics. These programs should focus on building fundamental movement skills, fostering a love for physical activity, and promoting lifelong participation in sports and exercise.

3.1.2 After-School Programs:

Services that cater to children, such as after-school programs or extracurricular clubs, can incorporate physical activity into their offerings. This can involve organizing sports teams, dance classes, martial arts sessions, or outdoor adventure activities. Providing structured and supervised activities encourages

children to be active while also promoting social interaction and skill development.

3.1.3 Recreational Facilities:

Community centers, recreation centers, and sports complexes can create child-friendly spaces where children can engage in physical activity. These facilities can have age-appropriate equipment, indoor and outdoor play areas, swimming pools, and sports courts. Offering memberships or affordable access to these facilities ensures that children have a safe and accessible environment to be active.

3.1.4 Health and Wellness Programs:

Services related to health and wellness, such as pediatric clinics or community health initiatives, can incorporate physical activity into their programs. They can educate parents and caregivers about the importance of physical activity for children's development and provide resources and guidance on age-appropriate activities. Additionally, they can organize workshops or classes that focus on promoting active lifestyles for families.

3.1.5 Collaborations with Sports Organizations:

Services can partner with local sports organizations or clubs to provide opportunities for children to participate in sports leagues, tournaments, or training programs. Collaborations like these create avenues for children to explore different sports, receive coaching, and develop their skills.

3.2 Select a variety of toys, materials, equipment and spaces to encourage the development of a wide range of fine and gross motor and fundamental movement skills

To encourage the development of a wide range of fine and gross motor skills as well as fundamental movement skills, a variety of toys, materials, equipment, and spaces can be selected and provided. This ensures that children have diverse opportunities to engage in physical activities and explore different movements. Here are some examples:

3.2.1 Fine Motor Skills:

- **Manipulative toys:** Provide toys that require children to grasp, squeeze, stack, and manipulate objects, such as building blocks, puzzles, and sorting games.
- **Art supplies:** Offer materials like crayons, markers, scissors, and playdough that help develop hand-eye coordination, dexterity, and precision.
- **Writing tools:** Provide different types of pencils, markers, and chalk to promote fine motor control and pencil grip.

3.2.2 Gross Motor Skills:

- **Climbing structures:** Set up age-appropriate climbing frames, jungle gyms, or rock walls to encourage climbing, balancing, and coordination.
- **Balls and sports equipment:** Offer various sizes and types of balls, skipping ropes, hula hoops, and other sports equipment that promote coordination, throwing, catching, and kicking.
- **Outdoor play areas:** Design outdoor spaces with open areas for running, jumping, and playing games that encourage gross motor skills.

3.2.3 Fundamental Movement Skills:

- **Obstacle courses:** Create obstacle courses using tunnels, balance beams, cones, and stepping stones to develop agility, coordination, and spatial awareness.
- **Balance boards and bikes:** Provide balance boards, balance beams, and bikes to enhance balance and stability.
- **Skipping ropes and jumping games:** Encourage skipping, jumping, and hopping activities to develop rhythmic movements, coordination, and timing.

3.2.4 Sensory and Motor Integration:

- **Sensory materials:** Offer sensory bins filled with materials like sand, water, rice, or sensory dough, which engage multiple senses and help develop fine motor skills.
- **Musical instruments:** Provide musical instruments like drums, shakers, and xylophones to encourage coordination between hand movements and sound production.
- **Tactile exploration:** Include textures and materials with different tactile properties, such as soft fabrics, rough surfaces, or squishy objects, to stimulate sensory exploration and fine motor development.

3.3 Identify child's requirement of specialist assistance

When children require specialist assistance, it is important to identify their needs and seek advice from professionals who specialize in addressing those specific needs. This ensures that children receive the appropriate support and interventions to overcome any challenges they may be facing.



Observing child's development

Here are some key points regarding this process:

3.3.1 Observing and Assessing Children:

Caregivers, educators, and professionals involved with children should be attentive to their development and behavior. If there are concerns about a child's physical, cognitive, social, or emotional well-being, it is important to observe, document, and assess their abilities and challenges.

3.3.2 Consulting with Experts:

When concerns are identified, it is advisable to seek guidance from specialists who have expertise in the relevant area. This may include pediatricians, psychologists, speech therapists, occupational therapists, or other professionals depending on the specific needs of the child.

3.3.3 Collaborating with Parents and Caregivers:

Parents and caregivers play a crucial role in identifying and seeking assistance for their child's needs. Open communication and collaboration between professionals and families are essential for understanding the child's background, sharing observations, and making informed decisions regarding specialist assistance.

3.3.4 Individualized Support Plans:

Based on the assessments and advice from specialists, individualized support plans can be developed. These plans outline specific goals, strategies, and interventions tailored to address the child's needs. They may involve therapies, accommodations, modifications, or specialized educational programs, among other recommendations.

3.4 Create Opportunities to support emerging skills of individual children.

Opportunities are created to support the emerging skills of individual children where necessary. This means that when specific children require additional support or intervention to develop certain skills, tailored opportunities are provided to meet their unique needs. Here are a few key points related to creating such opportunities:

3.4.1 Individualized Assessment:

To identify the emerging skills of individual children, it is important to conduct individualized assessments. These assessments help identify the specific areas where children may require additional support or intervention.

3.4.2 Recognizing Unique Needs:

Each child has unique strengths, weaknesses, and learning styles. Opportunities for support should be created based on the specific needs and abilities of each child. This may involve adapting teaching methods, providing targeted resources or materials, or offering specialized interventions.

3.4.3 Personalized Learning Plans:

Based on the assessment results and identified needs, personalized learning plans can be developed for individual children. These plans outline specific goals, strategies, and interventions tailored to support and enhance their emerging skills.

3.4.4 Collaboration with Specialists and Experts:

Collaborating with specialists and experts, such as occupational therapists, speech therapists, or educational psychologists, can provide valuable insights and strategies for supporting the emerging skills of individual children.

3.5 Encourage children of both genders to participate in the full range of activities

Children of both genders are encouraged to participate in the full range of activities. By promoting inclusivity and breaking down gender stereotypes, children are given the freedom to explore diverse interests and develop their skills in various areas. Whether it's sports, arts, sciences, or other fields, all children are encouraged to pursue their passions without limitations based on gender.



Playing together

This fosters an environment of equality, empowerment, and self-discovery, where children can thrive and excel in any activity they choose. Embracing gender-neutral opportunities allows children to grow holistically, promotes diversity, and nurtures their individual talents and abilities.

3.6 Provide opportunities for children to develop and learn new physical skills

Opportunities are indeed provided for children to develop and learn new physical skills. This involves creating a supportive and enriching environment where children can engage in various activities that promote physical development.

Through play, structured exercises, and organized sports, children have the chance to enhance their coordination, balance, strength, and flexibility. They can learn fundamental movement skills like running, jumping, throwing, and catching.

Additionally, opportunities for skill-building may include activities like dancing, martial arts, and gymnastics, swimming, and team sports. By actively participating in these experiences, children can develop their physical abilities, improve their motor skills, and gain confidence in their physical capabilities.



Self-Check Sheet – 3.1: Create opportunities for children to develop a wide range of physical skills

Choose the correct answer from the options given below:

1. How can after-school programs incorporate physical activity for children?
 - a) By providing tutoring services
 - b) By organizing sports teams and dance classes
 - c) By offering cooking lessons
 - d) By focusing on art and crafts activities

2. Which of the following toys is suitable for developing fine motor skills in children?
 - a) Skipping rope
 - b) Building blocks
 - c) Balance board
 - d) Climbing frame

3. What type of equipment can be provided to promote gross motor skills?
 - a) Puzzle games
 - b) Art supplies
 - c) Musical instruments
 - d) Balance beams

4. Which activity is helpful for developing fundamental movement skills?
 - a) Playing with sensory bins
 - b) Drawing with crayons
 - c) Using skipping ropes
 - d) Sorting puzzles

5. When concerns about a child's development arise, it is important to:
 - a) Ignore the concerns and hope they go away on their own.
 - b) Seek advice from specialists who specialize in addressing specific needs.
 - c) Keep the concerns to yourself and avoid discussing them with anyone.
 - d) Wait for the child to outgrow the challenges without any intervention.

Answer Key - 3.1: Create opportunities for children to develop a wide range of physical skills

Choose the correct answer from the options given below:

1. How can after-school programs incorporate physical activity for children?

- a) By providing tutoring services
- b) By organizing sports teams and dance classes
- c) By offering cooking lessons
- d) By focusing on art and crafts activities

Answer: b) By organizing sports teams and dance classes

2. Which of the following toys is suitable for developing fine motor skills in children?

- a) Skipping rope
- b) Building blocks
- c) Balance board
- d) Climbing frame

Answer: b) Building blocks

3. What type of equipment can be provided to promote gross motor skills?

- a) Puzzle games
- b) Art supplies
- c) Musical instruments
- d) Balance beams

Answer: d) Balance beams

4. Which activity is helpful for developing fundamental movement skills?

- a) Playing with sensory bins
- b) Drawing with crayons
- c) Using skipping ropes
- d) Sorting puzzles

Answer: c) Using skipping ropes

5. When concerns about a child's development arise, it is important to:

- a) Ignore the concerns and hope they go away on their own.
- b) Seek advice from specialists who specialize in addressing specific needs.
- c) Keep the concerns to yourself and avoid discussing them with anyone.
- d) Wait for the child to outgrow the challenges without any intervention.

Answer: b) Seek advice from specialists who specialize in addressing specific needs.

Job Sheet-3.1: Identify Child's Requirements of Specialist Assistance

Scenario: You are taking care of Mr. Rahim and he is suffering from some chronic diseases. He needs to administer medication according to his prescription regularly. Now assist him for administering medication.

Working Procedure:

1. Greetings and self-introduction
2. Consent taking from parents
3. Wear appropriate PPE for the Job.
4. Read the Job sheet and Specification sheet provided
5. Collect and prepare all needed materials, supplies and equipment
6. Clean all the materials and supplies.
7. Know the developmental history of the child
8. Collect information from parents, caregivers, and other professionals involved in the child's care.
9. Observe and document the child's behavior, interactions, and developmental milestones.
10. Coordinate with other professionals, such as teachers, therapists, or medical practitioners, who may have insights into the child's needs.
11. Evaluate whether the child's needs extend beyond the capabilities of the current support system and require specialized intervention.
12. Identify appropriate specialists or professionals who have expertise in the specific areas of concern.
13. Make referrals to the identified specialists, sharing relevant observations, assessment results, and concerns to facilitate a comprehensive evaluation.
14. Submit your findings to assessor

Specification Sheet -3.1 Identify Child’s Requirements of Specialist Assistance

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Specific Instruction:

1. Observation and Assessment:
2. Frequency: Conduct regular and ongoing observations to track the child's behavior, interactions, and developmental milestones.
3. Documentation: Maintain detailed records of observations, including dates, descriptions, and any notable observations or concerns.
4. Assessment Tools: Utilize appropriate assessment tools and standardized measures to gather comprehensive information about the child's strengths, challenges, and specific areas of concern.
5. Confidentiality: Adhere to strict confidentiality protocols when handling sensitive information, ensuring the privacy and confidentiality of the child and their family.

Required Equipment:

1. Gloves
2. Apron
3. Facemask

Required Equipment:

S/N	Tools & Equipment	Quantity
1	Medication Box	1
2	Prescription	1
3	Waste Disposal Box	1
4	Medication Tray	1
5	Water Mug/glass	1

Required Materials:

1. Pen
2. Paper
3. Checklist
4. Record Chart

Learning Outcome 4: Interact with the child to foster skill development

Assessment Criteria	<ol style="list-style-type: none"> 1. A variety of strategies are used to encourage children's physical skills and development. 2. Positive acknowledgement of children's efforts to participate is provided. 3. Children are encouraged to express ideas for physical experiences. 4. Physical activity and active play are encouraged whilst respecting each child's level of ability and participation 5. Children's confidence and safety awareness are encouraged when participating in physically active play
Conditions and Resources	<ol style="list-style-type: none"> 1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	<ol style="list-style-type: none"> 1 Use a variety of strategies to encourage children's physical skills and development. 2 Provide positive acknowledgement of children's efforts to participate. 3 Encourage children to express ideas for physical experiences. 4 Encourage physical activity and active play whilst respecting each child's level of ability and participation 5 Encouraged children's confidence and safety awareness when participating in physically active play
Training Methods	<ol style="list-style-type: none"> 1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 4: Interact with the child to foster skill development

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about assist in basic wound care	1. Instructor will provide the learning materials of Interact with the child to foster skill development
2. Read the Information sheet/s	2. Information Sheet No:4 Interact with the child to foster skill development
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 4.1- Interact with the child to foster skill development Answer key No. 4,1- Interact with the child to foster skill development
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Job Sheet No:4.1: Interact with the child to foster skill development Specification Sheet: 4.1 Interact with the child to foster skill development

Information Sheet 4: Interact with the child to foster skill development

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 4.1 Use a variety of strategies to encourage children's physical skills and development.
- 4.2 Provide positive acknowledgement of children's efforts to participate.
- 4.3 Encourage children to express ideas for physical experiences.
- 4.4 Encourage physical activity and active play whilst respecting each child's level of ability and participation
- 4.5 Encouraged children's confidence and safety awareness when participating in physically active play.

4.1 Use a variety of strategies to encourage children's physical skills and development

To encourage children's physical skills and development, a variety of strategies can be employed. Here are some effective approaches:



4.1.1 Active Play:

Encourage children to engage in active play, such as running, jumping, climbing, and skipping. Provide ample space and opportunities for them to move and explore their physical abilities.

4.1.2 Age-Appropriate Equipment:

Offer age-appropriate toys, equipment, and tools that promote physical development. This can include balls, balance boards, tricycles, tunnels, and building blocks.

4.1.3 Outdoor Exploration:

Foster outdoor exploration to stimulate physical activity. Nature walks, scavenger hunts, and nature-inspired games encourage movement, enhance sensory experiences, and boost gross motor skills.

4.1.4 Sports and Group Activities:

Encourage participation in team sports or group activities that develop specific physical skills, such as soccer, basketball, swimming, or martial arts. These activities enhance coordination, cooperation, and overall fitness.

4.1.5 Model and Demonstrate:

Be a positive role model by actively participating in physical activities alongside children. Demonstrate proper techniques and encourage them to imitate and practice the movements.

4.1.6 Positive Reinforcement:

Provide praise and positive reinforcement to motivate children and build their self-confidence as they develop new physical skills. Acknowledge their efforts and progress, fostering a growth mindset.

4.1.7 Individualized Support:

Recognize and address the unique needs and abilities of each child. Offer individualized support and modifications to activities, ensuring that all children can participate and progress at their own pace.

4.2 Provide positive acknowledgement of children's efforts to participate

Providing positive acknowledgement of children's efforts to participate is an essential aspect of supporting their engagement and motivation. Recognizing and appreciating their involvement not only boosts their self-esteem but also reinforces their desire to continue participating. Here are some key points related to this topic:

4.2.1 Verbal Encouragement:

Use words of praise and encouragement to acknowledge children's efforts. Let them know that their participation is valued and appreciated.

4.2.2 Specific Feedback:

Offer specific feedback that highlights the particular actions or behaviors you observed. For example, you can say, "Great job running fast during the race!" or "I noticed how well you listened and followed the instructions."

4.2.3 Non-Verbal Cues:

Utilize non-verbal cues such as smiles, thumbs up, or high-fives to show your approval and support. Non-verbal gestures can be powerful tools for reinforcing positive behavior.

4.2.4 Individual Recognition:

Provide individual recognition to each child, focusing on their unique contributions and improvements. This helps build a sense of accomplishment and motivation.

4.2.5 Group Acknowledgement:

Celebrate children's participation collectively to foster a supportive and inclusive atmosphere. Recognize the group's efforts, emphasizing teamwork and collaboration.

4.2.6 Displaying Achievements:

Showcase children's achievements, such as displaying their artwork or certificates of participation. This visual representation reinforces their accomplishments and encourages further engagement.

4.3 Encourage children to express ideas for physical experiences

Encouraging children to express their ideas for physical experiences empowers them to take an active role in their own learning and development. It allows them to explore their interests and preferences, fostering a sense of ownership and engagement. Here are some key points related to this topic:

4.3.1 Open Communication:

Create an open and welcoming environment where children feel comfortable expressing their ideas and opinions. Encourage them to share their thoughts on the types of physical experiences they would like to engage in.

4.3.2 Active Listening:

Actively listen to children when they express their ideas. Show genuine interest and attentiveness, valuing their input. This helps them feel heard and respected.

4.3.3 Reflective Questions:

Prompt children with open-ended questions that encourage them to think and articulate their ideas further. For example, ask, "What physical activities do you enjoy the most?" or "How would you like to challenge yourself physically?"

4.3.4 Choice and Autonomy:

Offer opportunities for children to make choices regarding their physical experiences. Provide options or suggestions, and allow them to decide which activities they would like to try or explore.

4.4 Encourage physical activity and active play whilst respecting each child's level of ability and participation

Encouraging physical activity and active play while respecting each child's level of ability and participation is crucial for creating an inclusive and supportive environment. Here are some key points related to this topic:

4.4.1 Individualized Approach:

Recognize that each child has unique abilities and levels of participation. Adapt activities and provide options that cater to their individual needs, ensuring they feel comfortable and included.

4.4.2 Inclusive Environment:

Foster an inclusive environment where children of all abilities are welcome and valued. Emphasize the importance of acceptance, empathy, and teamwork.

4.4.3 Differentiated Activities:

Offer a range of activities that accommodate different skill levels and abilities. Provide options for modified movements or variations that allow children to participate at their own pace and comfort level.

4.4.4 Positive Reinforcement:

Focus on effort and improvement rather than solely on outcomes. Provide positive reinforcement and feedback to motivate and build confidence in each child's physical abilities.

4.4.5 Safety Measures:

Ensure a safe environment for physical activity by implementing appropriate safety measures and supervision. Provide necessary equipment and ensure proper instruction on how to use it.

4.4.6 Variety of Activities:

Offer a variety of physical activities to cater to different interests and abilities. This allows children to explore and discover activities that they enjoy and feel confident engaging in.

4.4.7 Respect and Sensitivity:

Respect each child's boundaries and comfort level. Be sensitive to their individual needs and preferences, creating an atmosphere of trust and understanding.

4.4.8 Continuous Learning:

Regularly assess and adapt activities based on children's progress and feedback. Continuously seek opportunities to enhance and diversify the physical activities provided.

4.5 Encouraged children's confidence and safety awareness when participating in physically active play

Encouraging children's confidence and safety awareness when participating in physically active play is essential for their overall well-being and development. Here are some key points related to this topic:

4.5.1 Positive Reinforcement:

Provide positive feedback and praise to boost children's confidence when engaging in physically active play. Acknowledge their efforts, progress, and achievements to build their self-esteem.

4.5.2 Supportive Environment:

Create a safe and supportive environment where children feel comfortable taking risks and exploring new physical challenges. Encourage them to step out of their comfort zone while ensuring their physical and emotional safety.

4.5.3 Skill Building:

Break down complex skills into smaller, achievable steps, allowing children to build their skills progressively. Provide guidance, demonstrations, and practice opportunities to enhance their confidence in performing physical movements and activities.

4.5.4 Risk Assessment and Safety Guidelines:

Teach children about safety measures and rules for different physical activities. Help them develop an understanding of potential risks and how to mitigate them, promoting safety awareness and responsible decision-making.

4.5.5 Active Supervision:

Ensure adequate adult supervision during physically active play to monitor children's safety, intervene when necessary, and provide guidance when needed. Supervisors should be attentive, knowledgeable, and responsive to children's needs.

4.5.6 Equipment and Environment Safety:

Regularly inspect and maintain play equipment to ensure safety standards are met. Create a safe and well-maintained play environment, free from hazards that may cause accidents or injuries.

Self-Check Sheet - 4.1: Interact with the child to foster skill development

Questionnaire:

1. What strategies will you apply to to encourage children's physical skills and development?

Answer:

2 How will you Provide positive acknowledgement of children's efforts to participate?

Answer:

3 What is the benefit of creating an inclusive environment for physical activity?

Answer:

4 True/False: Encouraging children's confidence and safety awareness during physically active play helps boost their self-esteem.

5 True/False: Creating a safe and supportive environment for physically active play is not necessary as it limits children's exploration.

Answer Key -4.1: Interact with the child to foster skill development

1 What strategies will you apply to to encourage children's physical skills and development?

Answer: To encourage children's physical skills and development, a variety of strategies can be employed. Here are some effective approaches:

- Active Play
- Age-Appropriate Equipment
- Outdoor Exploration
- Sports and Group Activities
- Model and Demonstrate
- Positive Reinforcement
- Individualized Support

By utilizing a variety of strategies, children can be motivated, supported, and guided in developing their physical skills. Remember to create a safe and inclusive environment that encourages exploration, growth, and enjoyment of physical activities.

2 How will you Provide positive acknowledgement of children's efforts to participate?

Answer: Providing positive acknowledgement of children's efforts to participate is an essential aspect of supporting their engagement and motivation. Recognizing and appreciating their involvement not only boosts their self-esteem but also reinforces their desire to continue participating. Here are some key points related to this topic:

- Verbal Encouragement
- Specific Feedback
- Non-Verbal Cues
- Individual Recognition
- Group Acknowledgement
- Displaying Achievements

Remember, positive acknowledgement is a powerful tool for motivating children and nurturing their self-confidence. By recognizing their efforts to participate, you create an environment that values their involvement and encourages their continued engagement in various activities.

3 What is the benefit of creating an inclusive environment for physical activity?

Answer: Creating an inclusive environment for physical activity ensures that children of all abilities feel welcomed and valued. It promotes a sense of belonging and encourages positive interactions and mutual respect among participants.

True/False: Encouraging children's confidence and safety awareness during physically active play helps boost their self-esteem.

True

True/False: Creating a safe and supportive environment for physically active play is not necessary as it limits children's exploration.

False

Job Sheet-4.1: Provide record and report of the client

Objectives: The objectives of this job are to provide a comprehensive record and report of the client in accordance with the client's requirements and organizational standards.

Working procedure:

1. Schedule an initial meeting with the client to discuss their specific requirements and expectations regarding the record and report.
2. Gather all necessary information about the client's needs and preferences.
3. Identify and collect all relevant data and information related to the client. This may include personal details, financial records, transaction history, and any other pertinent data.
4. Organize the collected data into a structured format for easy access and reference.
5. Ensure that the data is securely stored and protected in accordance with data privacy regulations.
6. Review and analyze the collected data to identify key insights or trends.
7. Evaluate the data for accuracy and completeness.
8. Prepare report
9. Share the report with the client for their review.
10. Encourage the client to provide feedback and address any questions or concerns.
11. Make any necessary revisions based on client feedback.
12. Prepare the final version of the report.
13. Maintain a record of all interactions, communications, and documents related to the client's record and report.
14. Close the job by updating the job sheet with completion details.
15. Archive all relevant documents and data for future reference.

Specification Sheet-4.1: Provide record and report of the client

Condition for the job: Work must be carried out in a safe manner and according to Caregiving standards.

Required Materials:

1. Pen
2. Paper
3. Checklist
4. Record Chart

Review of Competency

Below is yourself assessment rating for module **Foster Physical Development of Children**

Assessment of performance Criteria	Yes	No
Children are provided with tools and equipment based on physical development need		
Children are given exercise or activities based on needs		
Identify and monitor children's physical skills and development		
Developmentally appropriate experiences and opportunities are planned and provided to foster children's fine and gross motor and fundamental movement skills.		
Practices are planned and provided that challenge the physical skills and abilities of children and promote physical fitness.		
Involvements are planned and provided to challenge the physical endeavors of children.		
Equipment is arranged to provide challenge and choice, to encourage independence and to facilitate physically active play.		
Events are planned that extend children's physical activity through music and dance		
Opportunities are developed for physical activity within the context of the service		
A variety of toys, materials, equipment and spaces are selected and provided to encourage the development of a wide range of fine and gross motor and fundamental movement skills		
When children require specialist assistance is identified and seek advice.		
Opportunities are created to support emerging skills of individual children where necessary		
Children of both genders are encouraged to participate in the full range of activities.		
Opportunities are provided for children to develop and learn new physical skills.		
A variety of strategies are used to encourage children's physical skills and development. Positive acknowledgement of children's efforts to participate is provided.		
Children are encouraged to express ideas for physical experiences.		
Physical activity and active play are encouraged whilst respecting each child's level of ability and participation		
Children's confidence and safety awareness are encouraged when participating in physically active play		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Development of CBLM:

The Competency Based Learning Material (CBLM) of ‘**Foster Physical Development of Children**’ (Occupation: Caregiving for Infant, Toddler and Children, Level-3) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

SI No.	Name & Address	Designation	Contact number
1	Munna Sultana	Writer	01629720447
2	Mohammad Sayful Islam	Editor	01955286553
3	Md. Amir Hossain	Co-Ordinator	01631670445
4	Mahbub ul Huda	Reviewer	01735490491