Audience Groups 2-6 (Working Together 2010)

Methods Small group exercise; large group feedback;
Handout: Child development chart: 0-11 years
(Research in Practice 2010)

Preparation
Take time to read the Child Development Chart, and ensure copies are available for all participants

Links to Common Core
Common Core 2 Child and young person development (skills: empathy and understanding). Understand and behave appropriately for the baby, child or young person's stage of development.

Learning Outcomes
To meet a child's developmental needs and support strengths.

Process
Ask participants to work in small groups of 4-5. Ask half the groups to look at version (a) of the exercise and the remaining groups to look at version (b). At the end of the group work, but before the large group discussion, circulate the chart: Child development chart: 0-11 years.

Version A
1. Ask participants to answer the following:

i. Where should a child be in terms of their physical development:

- **by the age of 1?**
- **by the age of 3?**

ii. Where should the child be in terms of their cognitive development:

- **by the age of 1**
- **by the age of 3?**

iii. Where should the child be in terms of their emotional development:

- **by the age of 1**
- **by the age of 3?**

2. Ask participants to consider how the parenting skills needs to change in order to support their child's healthy development.
Continued ↘

Time
Total : 45 minutes
  Small groups 30 minutes
  Feedback 15 minutes

further

Reviewing pace
of change

G31 1

Version B

1. Ask participants to answer the following:

   i. Where should a child be in terms of their physical development:
      - **by the age of 7?**
      - **by the age of 10?**

   ii. Where should the child be in terms of their cognitive development:
      - **by the age of 7?**
      - **by the age of 10?**

   iii. Where should the child be in terms of their emotional development:
      - **by the age of 7?**
      - **by the age of 10?**

2. Ask participants to consider how parents need to improve skills in order to support the child's development.

In both scenarios, participants need to think about the needs of disabled children who may meet some milestones, but not all.

Bring the group together to consider the discussion in each group.

further

Reviewing pace of change

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