

Choosing Toys Isn't Childs Play - Unit of Work

10 x 55 minute lessons

Area of Learning

Child Studies - Stage 1, year 11

Area of Study 3: Children, Rights, and Safety

Topic: Toy safety and standards for the protection of children 0-8 years.

Assessment Type 1: Practical Activity.

Unit Assessment Weighting 20%

Learning Requirements that will be met in this unit of work:

1. Apply knowledge and problem-solving skills to practical activities related to the study of children and their development from conception to 8 years.
3. Make informed decisions about, and reflect on, contemporary issues related to child development.
5. Investigate contemporary issues related to the safety, health, and well-being of children.
6. Work individually and collaboratively to support the health and well-being of children and reflect on processes and outcomes

These learning requirements outline the skills and understanding that students will be expected to develop and demonstrate through their learning as they progress through this unit.

Capabilities evident in this Unit

- **Communication**

In developing their capability for communication, students have opportu-

nities to learn about appropriate and effective communication with young children. They also communicate with each other in collaborative activities, and with people in the wider community.

In designing a practical activity, students communicate for a particular purpose and with a specific audience and context in mind.

Students develop the ability to communicate sensitively about the range of attitudes, values, and beliefs of people in the wider community in relation to childhood and the care of children. They reflect on the impact on children of new and emerging technologies, and select and use appropriate technology to prepare learning activities for children. Students have opportunities to express their ideas and opinions in both written and oral presentations.

- **Citizenship**

Students investigate contemporary issues and analyse current trends related to child studies. They critique government and global initiatives and strategies for the well being and protection of children. Students have opportunities to investigate aspects of child protection practices and local and national laws protecting the safety and welfare of children.

- **Personal development**

Students have opportunities to develop a sense of purpose and direction through designing and being involved in challenging practical activities and investigations. Students identify and explore developmental trends in children's mental, physical, emotional, and spiritual health and well-being. They may consider ways in which culture, family, and community influence the growth and development of children. Students may reflect on their own and others' childhood experiences, growth, and development and gain an increased understanding of personal identity.

- **Learning**

In this subject, the emphasis is on providing students with opportunities for active learning processes that engage them in developing their knowledge, skills, and understanding of concepts and issues related to the growth, health, and well-being of children. Through individual, collaborative, and practical learning, students investigate and reflect on ethical issues related to child development, the health and well-being of children, and the legal and ethical aspects of child protection.

Literacy

The students will develop the following:

- Reading and understanding legislation relevant to safety, care and well-being of children.
- Analysing relevant information, and acknowledge sources appropriately.
- Listening to and follow instructions, and apply them appropriately in different contexts.
- Writing in a style appropriate to the context.

Numeracy

The students will develop the following:

- Using measurement skills and concepts in relation to toy design for young children.
- Budgeting in relation to the costing of materials for practical activities.

Assessment design Criteria for the Unit:

Investigation:

I 1-Investigation skills and methods with a focus on contemporary issues related to the safety, health and well being of young children.

Problem-solving:

P3 - Decision making about contemporary issues related to child development

Practical Application:

PA1-Development and implementation of safe management practices

PA2- Selection and use of appropriate technology for practical activities

PA3- Application of knowledge and practical skills

Reflection:

R1-Reflection on the processes and outcomes of practical and group activities

R3- Reflection on contemporary issues related to child development

Unit Outline

Unit – Choosing Toys is Not Childs Play

Good toys should be safe, durable and appropriate to a child's age. They can assist children to develop both mentally and physically. However unsafe toys may cause severe injuries, so care needs to be taken when buying toys and supervision is essential to making sure children's play is safe, no matter how safe you think the toy is. The aim of this unit is for the students to research and evaluate the safety of toys. Develop an understanding of the required safety standards when choosing and making toys for children aged 0 – 8 years old. The students will also gain an appreciation of the need for concern about toy safety, and recognise consumer responsibility in the selection of toys for purchase. They also will be able to identify the features of a safe toy and what to look for when selecting toys. With the information and skills they have gained the students will then be able to physically represent their knowledge by designing and making a Teddy Bear suitable for a child up to the age of 8 years old.

Lesson 1

Outline the components of , 'Choosing Toys Is Not Childs Play', unit and explain the assessment tasks. To identify what Toys are and what part they have played in our lives.

Lesson 2

To begin the process of discerning between safe and unsafe Toys. Using appropriate and relevant information, Commence Research Project and investigate the rules and regulations required to make and sell toys.

Lesson 3 & 4

Continue Research Project, Using simple research skills identify and document the standards and regulations required for manufacturing and selling toys, in Australia and internationally and present them in the required format.

Lesson 5

To consolidate and put into practice the research project, which investigated the safety requirements and regulations of Toy production. To link the theory with the practical activity of designing and making a Teddy Bear.

Lesson 6 - 9

Commence, continue and complete the Practical Activity: Designing and Making a Teddy - Mini Design Brief. Upon completion this will provide the students with a physical representation of a Safe child's Toy that they are able to give as a present to a child.

Lesson 10

Finalise Practical Activity and share the results as a class to show that even though we all set out with the same goal, everyone's final results will be very different, depending on a lot of variable factors, which may include skill and interest levels.



Lesson 1

Purpose of the lesson:

Outline the components of , ‘Choosing Toys Is Not Childs Play’, Unit and explain the assessment tasks. To identify what Toys are and what part they have played in our lives.

Lesson outline	Time
<p>Explain what the Unit consists of and it's aim.</p> <p>Research Project</p> <ul style="list-style-type: none">- What is a research project?- What does it consist of? <p>Show an outline or example of a research project</p> <p>Practical activity</p> <p>Outline the practical activity, using power point or overhead</p> <p>Mini design brief</p> <ul style="list-style-type: none">- contents- expectations- time frame to complete <p>Assessment criteria/performance standards</p> <ul style="list-style-type: none">- How they all link with the assessment <p>Allow time for questions</p>	30 min
<p>Discuss with the class</p> <ul style="list-style-type: none">- what Toys are- their purpose- who are toys designed for- what are they used for	25 min

Resources Needed

- Research Project Outline x no. of students
- Example of research project
- Practical activity Power point presentation/overheads
- Mini Design brief example
- Performance Standards for child Studies x no. of students
 - Highlight appropriate standards
- Whit board markers
- A variety of toys/household items to show as an example

Evaluation

What worked?

What didn't?

Improvements needed/suggestions

Lesson 1 Teacher Notes

Introductory discussion with the class about what toys are.

Definition of a Toy:

- A toy is a thing used in play.
- Toys are usually associated with children and pets, but it is not unusual for adult beings and some non-domesticated dogs, cats, mice etc. to play with toys.
- Many items are processed to serve as toys, but goods, or (game-centric) services produced for other purposes can also be used as toys. A child may pick up a household item and “fly” it around pretending that it is an aeroplane or an animal might play with a pinecone by batting at it, biting it, chasing it, or by throwing it up in the air.
- Some toys are produced primarily as collector’s items and are not intended to be played with.
- To a child almost anything could be a toy, a doll, a drum, a puzzle, marbles, stuffed toys, a skateboard or scooter, a bike, even kitchen utensils or a cardboard box.

Discuss as a class what toys they used to play with when they were younger.

- Were they bought from a shop.
- Or made or found at home.
- Have they still got any of their toys;
 - what condition are they in
 - how much did they play with them.

Any of these items can help children use their imagination to explore the world around them.

But our focus will be on how safe they are for the children that play with them.

Lesson 2

Purpose of the lesson:

To begin the process of discerning between safe and unsafe Toys. Using appropriate and relevant information, Commence Research Project and investigate the rules and regulations required to make and sell toys.

Lesson outline	Time
Watch Toy Safety utube videos <ul style="list-style-type: none">- Toy Story 4: we ran out of money- Toy Safety Standards	10 min
Discuss what the characteristics of a safe Toy are with the class <ul style="list-style-type: none">- Show images of unsafe toys and discuss why they are unsafe and potential hazards- List on the board some key tips or things to look for when choosing a safe Toy- Brainstorm with the class a list of age appropriate Toys for 0-8 years	30 min
Commence Research Project <ul style="list-style-type: none">- Hand out outline- Discuss specific details.- Expectations- Time frame/due date- Provide an example Explain and make clear the links to assessment and what the students are assessed on. Homework <ul style="list-style-type: none">- Continue Research Project	15 min

Resources Needed

- Research Project Outline x no. of students
- Example of research project
- Screen and player for videos
- White board markers
- Images of unsafe/recalled toys

Evaluation

What worked?

What didn't?

Improvement needed/suggestions

Lesson 2 Teacher Notes

Sadly toys which are supposed to be for fun, learning and play can also lead to tragedy, it is reported that thousands of children are hurt and some even die from playing with unsafe toys.

What are some toys that have been recalled and why? Provide examples (show a picture of a toy that has been recalled and ask the class to discuss why it might have been recalled).

Toy recall information

Australian toy recalls: www.recalls.gov.au

American toy recalls: www.cpsc.gov

Good toys should be safe, durable and appropriate to a child's age. They can assist children to develop mentally and physically. Unsafe Toys may cause severe injuries, so take care when buying toys and supervise children's play.

Buying Safer Toys

Things you should know before buying a toy.

1. Check for sharp edges or rough surfaces as they can cause cuts and splinters.
2. Buy washable, nonbreakable toys for babies.
3. Anything small enough to fit into a 35mm film canister can choke a child under 3.
4. Toy chests and boxes should be designed not to close on top of children, or better still with a removable lid. Anything big enough to crawl inside must have ventilation holes.
5. Read and heed the age labelling on new toys. "Not suitable for children aged under 3" means that there are small parts which could be swallowed; it is not an indication of skill level or intel-

ligence.

6. Check toys regularly for loose parts that may be choking dangers.
7. Check that there are no gaps or holes that could entrap a child's fingers.
8. If buying a projectile toy, only choose ones that have soft, one-piece darts or with non-removable suction caps.
9. Be wary of toys that make loud noises, as they can be harmful to hearing. Particularly toys that are held against the ear, such as walkie-talkies and toy mobile phones.
10. Check for ventilation before buying tents, masks, helmets etc.
11. Ensure that ride-on toys are stable, appropriate to the age of the child and will not overbalance. Toy bikes should have effective brakes that can be applied by the rider.

Safety standards for toys are established by Standards Australia, a Federal Government Commission and all participants in the industry are required to adhere to what, in the main, are voluntary standards.

Age Grading and Age Labelling on Toy Packages:

Virtually all toy packages include suggested ages for use. The child's chronological age, physical size, skill level and maturity, as well as safety, are taken into consideration in developing age labels for different types of toys.

In order to help manufacturers achieve a greater degree of consistency in age grading practices and age labelling toy packages, a set of age grading guidelines has been included in AS/NZ 8124. Because children develop at different rates and vary in their interests and skills, package age labelling is intended to give the consumer a general guideline upon which to base toy selections. Typical designations might be "Recommended for children from eighteen months to three years" or "Not recommended for children under three years of age."

However, there is no substitute, at any age for appropriate adult supervision.

Required Cautionary Labelling

Specific labelling requirements imposed by AS/NZ 8124 cover such products as crib gyms, electrically-operated toys, chemistry sets, swim-aids and such toy features as functional points and edges (paper doll scissors and toy sewing kits needles, for example). Cautionary labels must be bold, legible and conspicuous, and printed in contrasting colour. Should a manufacturer misrepresent compliance with AS/NZ 8124 the company is subject to prosecution.

International Toy Safety Standards

Major toy-consuming nations like USA, Japan, Germany, England and France have their own toy safety standards, most with regulations very similar to the Australian voluntary and mandatory standards.

What toys are generally suitable for each age group?

The following is a guide to some suitable toys for the different age ranges.

Babies 0 – 1 year

As babies like to place things in their mouths – basically they see everything as food – their toys need to be well made and non-toxic. Anything that can fit into a film canister is too small for babies. Suitable toys include:

- rattles and toys that make a noise when pushed or pulled
- large soft balls
- bath toys
- large stacking or nesting boxes
- books especially designed for babies – made from cloth, plastic or cardboard pages (but check that the binding is secure).

12 – 24 Months

As children in this range are more mobile than babies – most are walking by this age – they are inquisitive and curious and like to ‘get into’ everything. Suitable toys include:

- simple puzzles
- balls
- water and sand toys – buckets, spades, sieves, pots and pans, funnels, plastic jugs etc
- push/pull-along toys
- small wading pools (supervise carefully)
- posting boxes and nesting toys, large blocks
- simple musical instruments – drums, shakers etc
- ride-on toys
- teddy bears, soft toys and dolls
- toy cars and trucks
- picture books.

2 Years

2 year olds are also inquisitive and active, but have more control and coordination over their bodies. Suitable toys include:

- finger/hand puppets
- kitchen sets
- dress-up clothes and accessories
- trikes
- large crayons and pencils, paints with large brushes
- medium and large blocks, 4 – 6 piece puzzles
- books with simple stories and pictures
- dolls and teddy bears/soft toys
- musical instruments.

3 Years

3 year olds are more into imaginative play – eg fantasies and superheroes. Suitable toys include:

- play dough and modelling clay
- paints, large crayons and pencils
- dress ups and accessories
- puppets, dolls, doll houses and furniture
- toy animals – plastic farm animals, dinosaurs etc
- 10 – 12 piece puzzles
- building sets – eg Mobilo®, Constructo-Straws®.

4 – 5 Years

4 and 5 year olds have a much longer attention span and are able to use problem solving skills. Suitable toys include:

- picture story books
- puppets, dolls
- 15+ piece puzzles, matching games (eg Picture Lotto®) and memory games
- simple computer games
- building sets, woodwork implements (small hammers, nails, wood off-cuts)
- cars, trucks, aeroplanes
- trikes and scooters
- musical instruments
- tents and cubby houses.

6 – 8 Years

Suitable toys include:

- board games – eg Junior Monopoly® – card games, jigsaw puzzles, Jenga®
- bats and ball, soccer ball, basket ball
- building sets – eg Lego®
- computer games
- rollerblades, skateboards (with protective equipment)
- swimming pool toys
- magic kits
- origami kits.

Lesson 3 & 4

Purpose of the lesson:

Continue Research Project, Using simple research skills identify and document the standards and regulations required for manufacturing and selling toys, in Australia and Internationally and present them in the required format.

Lesson outline	Time
<p>Direct students to work on their Research Project</p> <ul style="list-style-type: none">- Ask if any questions- Explain reputable sites and resources- Consolidate assessment links <p>Have resources available</p> <ul style="list-style-type: none">- Standards Australia booklets- Computer room booked- Arrange for Library to be available	105 min
<p>Homework</p> <ul style="list-style-type: none">- Continue working on Research Project, ready for handing up next lesson	5 min

Resources Needed

- Extra Research Project sheets
- Example of research project
- White board markers
- Book computer room/ library
- Standards Australia booklets
- List of useful websites
- Other useful sources

Evaluation

What worked?

What didn't?

Improvement needed/suggestions

Lesson 3 & 4 Teacher Notes

Encourage students to explore organisations such as:

- Standards Australia
www.standards.com.au

- Australian toy association
www.austoy.com.au

- Australian competition and consumer commission
www.accc.gov.au

- Child and youth health
www.cyh.com

- Choice
www.choice.com.au

- Toy Safety
www.toysafety.net

- International Council of Toy Industries (ICTI)
www.toy-icti.org

Child Studies - Stage 1: Research Project

assessment weighting 40%

Unit - Choosing Toys Is Not Childs Play

Name: _____ Due Date: _____

Assessment Type 1: Practical Activity.

Area of Study 3: Children, Rights, and Safety

Topic: Toy safety and standards for the protection of children 0-8 years.

Learning Requirements that will be met:

3. Make informed decisions about, and reflect on, contemporary issues relating to child development
5. Investigate contemporary issues related to the safety, health, and well-being of children.
6. Work individually and collaboratively to support the health and well-being of children and reflect on processes and outcomes.

Assessment Design Criteria: I 1, P3, R3

Research Task (Maximum 400 words):

As an up and coming designer, you have been asked to design and make a range of Toys for a major retail company. Up until now you have had very little experience with making Toys for a commercial setting, having only made them as a fun hobby for family and friends.

To make sure the Toys you make are safe for children aged 0-8 years, you will need to research and investigate the relevant standards and regulations you will be required to follow.

Things to consider:

What organisations provide the information I need?

What are the Standards and regulations?

Why is it important to have Standards and Regulations

What could happen if I don't follow the Standards and Regulations?

How might I apply them to my Toy making.?

You will need to reference your research findings so they are easy to locate at another time.

- List only the sources you use
- List them at the end of your research in alphabetical order.
- References are not included in the word count

Lesson 5

Purpose of the lesson:

To consolidate and put into practice the research project, which investigated the safety requirements and regulations of Toy production. To link the theory with the practical activity of designing and making a Teddy Bear.

Lesson outline	Time
<p>Summarise research findings/completed Research Project</p> <ul style="list-style-type: none">- link to following activity	15 min
<p>Can Teddy Bear It</p> <ul style="list-style-type: none">- Pair students up and hand out activity pack <p>Pack contains</p> <ul style="list-style-type: none">-Activity instructions- Teddy Bear- Fake teeth <p>The washing station, consisting of a bucket filled with water will be located outside or in the sink.</p> <ul style="list-style-type: none">- Read through activity with students and address any questions or queries. <ul style="list-style-type: none">- Discuss as a class and collate students findings to identify any hazards or patterns. <p>Hand back marked research projects</p> <ul style="list-style-type: none">- students may need to refer to them when commencing their practical activity	40 min

Resources Needed

- White board markers
- Activity sheets x students
- Ziplock bags x no. of pairs
- Teddy Bears x no. of pairs
- Plastic teeth x no. of pairs
- Plastic buckets filled with water
- Whiteboard markers
- Towels

Evaluation

What worked?

What didn't?

Improvement needed/suggestions

Lesson 5 Teacher Notes

Teddies are being tested in the name of research, so don't stress if Teddies are broken.

This lesson is to provide a bit of light relief and is an activity to break up the serious work required to complete this unit.

Keep the cost of the activity to a minimum by buying cheap Teddies and perhaps for a comparison, if the budget allows, purchase a more expensive Teddy to see if it copes better than the cheaper ones..

Encourage student to be sensible and test the Teddies using reasonable force, as a child up to the age of 8 would be able to. We don't want Teddy bits everywhere.

Don't waste the water in the buckets, get students to tip it in a tree or plant if possible.

CAN TEDDY BEAR IT

You are the Quality Control for Standards Australia.
Your job is to test the Teddy Bears to make sure they are safe for children aged between 0 and 8 years old.

Answer the following question to see how safe your Teddy is.

Where was the Teddy made?

What age is Teddy suitable for? (look at the tag)

What material is Teddy made of?

On first examination, are there any obvious safety issues or concerns?
List them and your reason why.

Can anything be easily pulled off Teddy?

If yes, what?

Small children often chew on their Teddies, Bite Teddy 50 times to see what happens.

Record any changes to Teddy.

If the Teddy becomes a child's favourite it will be taken everywhere.

To simulate this, Jump on the Teddy **20** times.

Record any changes to Teddy.

To keep Teddy hygienic it will have to be washed a lot of times over its lifetime, wash Teddy, by dunking it up and down in a bucket of

water **30** times.

Record any changes to teddy.

Teddy testing is now complete.

Did Teddy pass the testing process:

Is your Teddy safe for a child aged 0 - 9 years, why?

Is Teddy unsafe, why?



Lesson 6 - 9

Purpose of the lesson:

Commence, continue and complete the Practical

Activity: Designing and Making a Teddy - Mini Design Brief.

Upon completion this will provide the students with a physical representation of a Safe child's Toy that they are able to give as a present to a child.

Lesson outline	Time
<p>Hand out Mini Design Folio Outline</p> <ul style="list-style-type: none">- Allow time for students to read it <p>Explain the Practical Activity</p> <ul style="list-style-type: none">- What the mini design folio consists of- Show an example- How it fits the assessment criteria and expectations, learning requirements and how they link to the performance standards making sure to clarify any parts or words of the performance standards so the students know exactly how they can achieve the desired results- Ask if any questions <p>Have some patterns of Teddies for students to choose from to suit a variety of skill levels and ages of children they can be made for between 0-8 years old.</p> <p>They can provide their own if they want.</p> <ul style="list-style-type: none">- Some simple and easy	<p>220 min</p>

- Some more challenging

Have fabrics available for those students who are not able to provide their own

Make clear the time frame that this project has to completed by.

- Due date, end of lesson 10 unless arrangements have been made, due to illness etc.

Time needs to be used wisely to complete this project

When students are ready to sew their Teddy

- For those students who have not sewn for a while or have never sewn before, run through the basics of how to use a sewing machine, the safety considerations and use of sewing equipment e.g. scissors and needles

Resources Needed

- White board markers
- Materials
- Toy stuffing
- Sewing essentials e.g. scissors, pins, threads etc.
- Access to sewing machines, book sewing room if needed
- Access to computers, library
- Teddy patterns
- Teddy - Mini design Folio Outline x no. of students
- Performance Standards for Child Studies x no. of students
- Sewing machine safety information

Evaluation

What worked?

What didn't?

Improvement needed/suggestions

Lesson 6 - 9 Teacher Notes

Students will have varied skill levels

- they will need support with their choices

Teddy pattern

Fabric choices

When providing patterns for students to choose from, make sure that not all of them are necessarily appropriate e.g. safe, so the students have to discern and make the right choice.

The presentation, or way of presenting the Mini Design Folio is up to the students, but must include the components listed on the Teddy Mini Design Folio Outline.

Teddy

Mini Design Folio Outline

Child Studies - Stage 1: Practical Activity
assessment weighting 60%

Unit - Choosing Toys Is Not Childs Play

Name: _____ Due Date: _____

Assessment Type 1: Practical Activity.

Area of Study 3: Children, Rights, and Safety

Topic: Toy safety and standards for the protection of children 0-8 years.

Learning Requirements that will be met:

1. Apply knowledge and problem-solving skills to practical activities related to the study of children and their development from conception to 8 years.
3. Make informed decisions about, and reflect on, contemporary issues relating to child development
5. Investigate contemporary issues related to the safety, health, and well-being of children.
6. Work individually and collaboratively to support the health and well-being of children and reflect on processes and outcomes.

Assessment Design Criteria:

P3, PA1, PA2, PA3, R1, R3

When making a Teddy Bear, there are lots of decisions that have to be made.

Taking into account and **using what you have learnt** so far about safe Toys, **document the process** you will go through in **making your Teddy**.

Your Mini Design Brief should include the following:

Critiquing

List any considerations or limitations that you would need to take into account when making your Teddy; especially those relating to safety.

Designing

Draw what Teddy will look like. Include a list of things you will use to make your teddy e.g. materials and why you have used them.

Making

Document how you have made your Teddy.

Final Critique/Evaluation

(Maximum 400 words)

How did you feel the process of making Teddy went, was there any parts you had trouble with or thought went well. What have you learnt about safe toy making.

Lesson 10

Purpose of the lesson:

Finalise Practical Activity and share the results as a class to show that even though we all set out with the same goal, everyone's final results will be very different, depending on a lot of variable factors, which may include skill and interest levels.

Lesson outline	Time
<p>Finalisation of Practical Activity</p> <ul style="list-style-type: none">- Teddy - Mini Design Folio <p>Thorough and final clean up/pack up</p>	<p>35 min</p>
<p>Display students Teddies and Folios</p> <ul style="list-style-type: none">- Each student tell in a sentence or two what they have done- Take a photograph of each Teddy and Design Folio <p>Well done this Unit of Work is finished, just the marking to go</p>	<p>20 min</p>

Resources Needed

- White board markers
- Materials
- Sewing essentials e.g. scissors, pins, threads etc.
- Access to sewing machines, book sewing room if needed
- Access to computers, library
- Teddy - Mini design Folio Outline, spare copies
- Camera
- Bags to put students work in to be marked
- Stickers and tags for labelling Teddies and Design Folios

Evaluation

What worked?

What didn't?

Improvement needed/suggestions

Lesson 10 Teacher Notes

Nearing the conclusion of the lesson, if room is in an unsatisfactory state, nominate students to clean up areas, to ensure classroom is left tidy for the next class.

All Teddies and Design Folios need to be labelled with each student's name and class for easy identification