

**MINISTRY OF HEALTH OF UKRAINE
O.O. BOGOMOLETS NATIONAL MEDICAL UNIVERSITY**

METHODOLOGICAL GUIDELINES

for a practical class for students

Elective discipline

«BASICS OF HEALTHY CHILD CARE»

Lesson topic: GAMES WITH CHILDREN - AGE-DEPENDENT ASPECTS

Field of knowledge: I «Health Care and Social Welfare»

Specialty: I2 «Medicine»

Department of Pediatrics No. 2

Approved at the meeting of the Department of Pediatrics No. 2
of August 27, 2026, Minutes No. 1

Head of the Department,

Corresponding Member of the National Academy of Sciences of Ukraine,

Professor

O.P. Volosovets

Reviewed and approved:

Subject-specific Methodological Commission on Pediatric Disciplines

of August 28, 2026, Minutes No. 1

Head of the Subject-Specific Methodological Commission,

Professor

T.V. Pochynok

Specific objectives:

1. Know the principles of organizing a child's play activities as a means of learning and personality formation.
2. Know the principles of organizing outdoor and educational games for children of different ages.
3. Know the safety rules of children's games.
4. Be able to use different types of games as specific activities, each type of which performs its own function in the development of the child.

Learning outcomes

Integral competencies: the ability to apply the principles of organizing a child's play activities as a means of learning and personality formation depending on age.

General competencies:

- Ability for abstract thinking, analysis and synthesis
- Ability to learn and master modern knowledge
- Ability to apply knowledge in practical situations
- Knowledge and understanding of the subject area and understanding of professional activity
- Ability to adapt and act in a new situation
- Ability to work in a team
- Interpersonal skills
- Ability to communicate in a foreign language
- Ability to use information and communication technologies
- Ability to search, process and analyze information from various sources
- Determination and persistence in the tasks set and responsibilities undertaken
- Awareness of equal opportunities and gender issues
- The ability to exercise one's rights and responsibilities as a member of society, to be aware of the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, and the rights and freedoms of man and citizen in Ukraine

Special professional competencies:

- Ability to collect medical information about the child
- The ability to assess the strengths and weaknesses of a child's development and the potential for developing different aspects of the child's personality
- Ability to assess the impact of the environment, socio-economic and biological determinants on the health of an individual, family, population
- The ability to build harmonious relationships with the child, determine lines of cooperation with the family, and adhere to ethical principles when working with the child and their parents.
- The ability to defend one's own beliefs regarding the priority of a healthy lifestyle
- The ability to apply medical and biological knowledge to form healthy lifestyle skills in children, maintaining their optimal motor activity

- Maintaining professional and academic integrity

Practical skills:

- Be able to build trusting relationships when communicating with a child
- Be able to greet correctly, demonstrate respect and interest, and take care of the child's physical and emotional comfort
- Be able to form positive personality traits in children during play activities
- Be able to select available means, methods, and methodological techniques for organizing and conducting outdoor and educational games with children depending on their age.
- Be able to listen carefully and encourage communication, providing explanations to the child's common questions
- Be able to explain the safety rules of children's games

Teaching methods:

- verbal (explanation, conversation, discussion)
- visual (demonstration)
- practical (practical work)
- clinical case method
- problem-oriented method
- “business game” method

Assessment methods:

- testing of the initial level of knowledge
- individual oral questioning
- group interview/discussion
- monitoring the performance of practical tasks (communication)
- final assessment of the level of knowledge (tests, situational tasks)

Basic level of preparation:

Studying the discipline does not require basic special training. School knowledge of the subject of basic life safety.

Questions for the class:

1. The role of play in the system of physical, moral, labor and aesthetic education of children. Play as a form of communication with a child, which provides opportunities for both knowing the child's personality and influencing it.
2. Classification of games.
3. Features of creating a gaming environment.
4. Types of toys.
5. Features of organizing play activities in the preschool period.
6. Features of educating children's humane feelings in a story-role-playing game.
7. Principles of game design and selection of toys based on children's interests and developmental needs depending on age.
8. Using children's games for various aspects of children's development.
9. The role of pediatricians in choosing toys and games for children.
10. Some features to look out for when choosing a toy.

Topic content and materials for use during the practical class

Play occupies a prominent place in the system of physical, moral, labor and aesthetic education of children. It activates the child, helps to increase his vitality, satisfies personal interests and social needs.

Types of games

There are three classes of games:

- 1) games initiated by the child (creative);
- 2) games initiated by an adult with ready-made rules (didactic, mobile);
- 3) folk games (created by the people).

Creative games constitute the most saturated typical group of games. They are called creative because children themselves determine the goal, content and rules of the game, reflecting mostly the surrounding life, human activity and relationships between people. A significant part of creative games is plot-role-playing games "into someone" or "into something". Children depict people, animals, the work of a doctor, a builder, etc. Realizing that the game is not real life, kids meanwhile truly experience their roles, openly express their attitude to life, their thoughts and feelings, perceive the game as an important matter. Saturated with vivid emotional experiences, plot-role-playing games leave a deep mark in the child's mind, which affects his attitude towards people, their work, and life in general. Plot-role-playing games also include games with elements of work and artistic and creative activity. A variety of creative game activity is theatrical activity. It is associated with the perception of works of theatrical art and the reproduction in a playful form of acquired ideas, impressions, and feelings. Key concepts of theatrical activity: plot, scenario, game based on the plot of a literary work, theatricalization, fairy tale-retelling. Another type is construction games (in literature they are sometimes mistakenly called constructive). These creative games direct the child's attention to various types of construction, contribute to the acquisition of design skills of organization and bring children closer together, and involve them in labor activity.

Games with rules. These games make it possible to systematically train children in developing certain skills, they are very important for physical and mental development, character and will. Children learn games with rules from adults, from each other. Many of them are passed down from generation to generation, however, adults, when choosing a game, must necessarily take into account the requirements of modernity. According to the content and methods of conducting games with rules, they are divided into two groups: didactic and mobile. Didactic games contribute, mainly, to the development of the child's mental abilities, since they contain a mental task, the solution of which is the meaning of the game. They also contribute to the development of the child's sensory organs, attention, memory, logical thinking. Note: although a didactic game is an effective method of consolidating knowledge, it should by no means turn into an educational activity. The game will captivate the child only if it gives joy and pleasure. An indispensable condition for a didactic game are rules, without which the activity becomes spontaneous. In a well-thought-out game, it is the rules that govern the behavior of children. The rules help all participants in the game to be and act in the same conditions (children receive a certain amount of game material, determine the sequence of players' actions, outline the scope of each participant's activities). Outdoor games are important for the physical education of children, as they contribute to their harmonious development, satisfy the children's need for movement, and help enrich their motor experience. There are two types of outdoor games - plot games and game exercises (non-plot games). Plot outdoor games are based on the child's experience, his ideas about the world around him (the actions of people, animals, birds), which he reproduces with movements characteristic of a particular image. The movements that children perform during the game are closely related to the plot. Most plot

games are collective, in them the child learns to coordinate his actions with the actions of other players, not to be capricious, to act in an organized manner, as required by the rules. Game exercises are characterized by the specificity of motor tasks in accordance with the age characteristics and physical fitness of children. According to the degree of physical exertion, movements of large, medium and small mobility are distinguished. In outdoor games held with preschoolers, it is not necessary to determine the winner. Only with older children do they gradually begin to introduce elements of competition, compare the strengths of teams and individual players. An important place in older preschool age and younger school age is occupied by sports games: board games, table tennis, badminton, basketball, hockey, football, etc.

Folk games are games that originate from ancient times, they are built taking into account ethnic characteristics (round dances, fun, games with folk toys, etc.). They are an integral part of a child's life, an important source of assimilation of universal human values. The developmental potential of these games is ensured not only by the presence of appropriate toys, but also by a special creative aura that an adult must create.

Folk games reflect the lives of people, their everyday lives, national traditions, and they contribute to the upbringing of honor, courage, courage, etc. To this end, children are invited to ask their mothers, fathers, grandmothers, and grandfathers what games they played in their childhood. There are individual, collective, story-based, everyday, theatrical games, and outdoor games.

Especially popular among children are games without a specific plot, built on game tasks that contain a lot of cognitive material (games "Sticks-rescue sticks", "Bread", "Pizhmurki", "Kvach", "Geese-geese", "Dyby-dyby", etc.). These games require a quick and correct reaction from the child.

A special place in the lives of children is occupied by folk toys. Their simplicity, expressiveness and expediency play a significant role in the mental, moral, and aesthetic development of a child. Ukrainian folk toys are characterized by the rhythm of forms, decorativeness of painting, ornamentation, brightness, and restraint in the selection of colors. These are sonorous whistles, figurines of people, animals, birds, dolls, and carts made of various materials. When choosing toys for children, one should proceed from the extent to which they reflect the national color, contribute to the activity and independence of children, and expand their worldview.

To organize games, it is important to create a subject-based game environment. The initial requirement is a developmental nature and compliance with such principles as the child's realization of the right to play (free choice of toy, theme, plot of the game, place and time of its holding); universality of the subject-based game environment, so that children, together with educators, can prepare and change it, transform it in accordance with the idea of the game, its content, development prospects; systematicity, i.e. the optimal ratio of individual elements of the game to each other and other subjects, etc.

The subject-game environment includes: a large organizing game circle, game equipment, toys, various game attributes, game materials. All these game tools are not located in an abstract space, but in a game room, sports hall, on the playground. There should be nothing superfluous in the interior, all game tools should be safe for children. Game centers are created for games: a general set of different types of toys); dramatic (equipment sets, simple decorations, clothing elements and costumes for dramatization games, stagings); for board and construction games (constructors: wooden, plastic, metal, boxes, blocks and other materials, tools and auxiliary equipment). All equipment should be convenient and easily transformable. Children can independently choose a game, change the center, moving from one game to another.

Toys play a leading role in children's play. First of all, they should be safe, interesting, attractive, bright, but simple. And not only attract the child's attention, but also awaken and activate his thinking.

All toys can be conditionally divided into three types:

- 1) ready-made toys (cars, airplanes, dolls, various animals, etc.);
- 2) semi-finished toys (blocks, pictures, constructors, building materials, etc.);
- 3) materials for creating toys (sand, clay, wire, twine, cardboard, plywood, wood).

With the help of ready-made toys, children are introduced to technology, the environment, and create certain images. Playing with them, children reproduce their impressions, experience vivid feelings, activate their imagination, and adjust the content of the games.

Semi-finished toys are used mainly for didactic purposes. Manipulations with them require the activation of mental activity to complete the tasks set by the teacher: arrange the cubes by size, in increasing and decreasing order, match the pair to the picture, assemble a building from the parts of the designer, etc.

The material for creating toys provides great opportunities for the development of children's creative imagination. So, depending on their age, they build ships, houses, cars from sand, from twigs collected on a walk, "break" a small garden in the sandbox, sculpt dishes, animals from clay. From scraps of wood, twine, colored paper, a beautiful car decorated with flags, etc. is obtained.

It is advisable to combine all three types of toys, as this greatly expands the possibilities for creativity.

A special group includes theatrical toys and costumes for various characters, attributes that complement the created images. These are theatrical and game material (toys, dolls, flat figures, finger characters), costume elements (headwear, various hats, collars, cuffs, etc.). In kindergartens, puppet characters and decorations made by educators and children themselves are actively used.

Organization of play activities for preschool children

In children aged 3-4, preference is given to games in which children could satisfy their needs in the game as fully as possible without complex personal relationships. These are games, for example, with sand and water, which can be played at any time of the year in a room or on an open ground, simple construction games, during which there may be a need not only for individual, but also for joint actions, coordination of ideas. For the above games, material and toys are needed that encourage children to move.

Children aged 4-5 have much more experience in playing. Children quickly understand each other, embodying their ideas. Games and toys shape the feelings and thoughts of children, therefore, children should be given the widest possible opportunities to play whatever they want. An adult corrects the game without disturbing it, preserving its amateur and creative character, the immediacy of experiences, and the child's belief in the truthfulness of what is happening. Children aged 5-6 are given ample opportunities to play role-playing, construction, didactic and outdoor games both individually and collectively.

When organizing outdoor games, it is necessary to take into account such an important factor as seasonality. In cold weather, they should provide sufficient load, but at the same time it is not assumed that all children will follow the same pace, long preparation, great effort, attention.

Games should warm up children quickly, but without harming their health. The requirements for them should be individualized, taking into account the health status of each child and weather conditions.

Younger preschoolers are quite active, they move a lot, but their experience of motor activity is still small and monotonous. To increase activity and enrich the movements of children,

appropriate conditions should be created, various objects and toys should be used (balls, balls, cubes, ropes, etc.). So, in the spring, you can organize various races, starting with the simplest ones ("Horses", "Grazers", "Catch the ball", "Bring the object", "Step wider", etc.); jumps and jumps ("Jump higher", "Touch the ball", "Catch the butterfly"); climbing and crawling (crawling along the board, bench), the game "Hen and chicks"; exercises with a hoop, riding a swing, riding a bicycle, fun games ("Hide and seek", "Pizmurki", "Soap bubbles", etc.).

More targeted at this age are games with sand, building materials, which are the beginning of design activities. The teacher must teach children to play, create a game situation, communicate directly with the pupils, using methods of direct influence. At the same time, there is also indirect influence through a toy, simple staging, etc. Kids of this age like plot-role-playing games on everyday topics related to everyday life (for example, girls play with dolls, boys - with cars).

Children 4-5 years old can be offered a variety of natural materials for play. There should be plenty of water and sand. During this age period, didactic games related to movement are also held. These are puzzle games where children depict an object or action with their movements. It is advisable to hold them after running or other active physical activity. The enrichment of plot-role-playing games ("drivers", "family", "shop", "railway", "pilots", "hospital", "zoo", etc.) continues. Alternating games with and without rules contributes to the development and diversification of games, their educational impact on children.

A significant role in the life of a child is played by the game-work using the products of labor and artistic and creative activity. However, if the task is to give also certain skills (embroidery, gluing, cutting, etc.), this lowers the level of the game itself, and in many cases leads to its termination. Therefore, for these games, such activities are appropriate, the skills of which children already possess.

In the summer, when children's knowledge and experience have become significantly richer, less time is spent on dressing, undressing, and getting ready for a walk, and there is an opportunity to more fully satisfy children's needs in play.

The upbringing of humane feelings of children in a plot-role-playing game. The educational value of the game in the mental development of a child is recognized in child psychology as one of the basic provisions. In the game, all mental properties and processes are revealed, certain character traits are developed, and the image of the "I" is formed. It is in it that the child's arbitrary behavior is formed. Psychologist L. Vygotsky noted that the game awakens strong, vivid feelings in the child, at the same time teaching not to blindly obey emotions, but to coordinate them with the rules of the game and the ultimate goal.

The role of play in the development of positive qualities of a child is determined by many objective and subjective factors. Only the child's participation in the game is not enough to talk about significant achievements in mental development. This applies most of all to the sphere of feelings as the most secret, delicate aspect of relationships. Emotions that manifest in the game can be far from humane, therefore, in this case they lose their developmental impact on the formation of the origins of a humane attitude towards people, nature, and the world.

Young children learn through play. Therefore, it is important to choose children's games that promote the development of true values. Games or toys should be chosen based on the interests and developmental needs of children depending on their age.

1-3 months.	Rejoices in colorful toys, watches their movements,	Rattles and musical toys Soft toys and balls
-------------	--	---

	listens to calm music.	Unbreakable mirrors Teethers Bright pictures Talking and singing to the child Pleasant facial expressions
4-7 months.	Shows a growing interest in shaking, holding, touching objects, and bringing them to the mouth, manipulates objects to create movement and noise.	Rattles and musical toys Soft toys and balls Unbreakable mirrors Teethers Bright pictures Toys with holes for easy gripping Soft children's books made of vinyl or fabric Plastic connecting rings Floor exercise machines
8-12 months.	Begins to show interest in studying the environment, Motor skills develop rapidly, the child learns to sit, crawl, stand, and walk. Playing with objects to shake, throw, poke, push, pull.	Musical toys Soft toys and Unbreakable mirrors Teethers Children's books made of cardboard Keychains Durable fabric toys Emptying and filling containers, such as cups and small buckets Large, foldable toys Bath toys Push toys
1-2 years	At one year old, a toddler begins to play actively, including running, jumping, climbing, and exploring. Preference is given to toys that can be used in these activities. You will also like toys for building basic structures.	Large balls for throwing and hitting Drawing and coloring books Large picture books Push toys Building blocks Bath toys Game clothes Puppetry Cutlery and tool sets Wagons Miniature lawn mowers, shopping carts and baby strollers
3-5 years	The child begins to get more pleasure from creative games, group play becomes more important. As communication skills develop, the child begins to show more interest in toys that can be shared with other children.	Picture books Basic musical instruments Dolls and soft toys Story books Simple puzzles Non-toxic arts and crafts Designers Sand and water toys Toy phones Toys for riding on three and four wheels (with helmet) Roller skates (with helmet) Playground
6-8 years	Muscle development, coordination and agility improve, and social interaction becomes more challenging. At this age, she will develop a degree of competitiveness. Activities that incorporate these skills include sports, music, art, and outdoor play. Home activities such as reading, writing, and collecting are also of interest to children. Elementary school children can do arts and crafts at home. For this, it is safe to use watercolors, blunt scissors, and non-toxic white glue or paste.	Musical instruments and dances Books Board games Puzzles Riding toys, including appropriately sized bicycles (with helmet) Sports activities including gymnastics, swimming, softball, basketball, soccer

Examples of children's games for different aspects of children's development:

Hand-eye coordination and motor skills development - sorters, gym, knocking toys, lacing toys.

Thinking and creative skills - Lego, building blocks, art materials, play dough, gears, dolls and dress-ups.

Mathematical thinking skills - Monopoly, construction toys, cash register.

Logical deductive skills – checkers, puzzles.

Imagination - imaginary play, dollhouses.

Problem-solving skills – puzzles.

Developing self-confidence - roller skates, scooters.

Social skills - pretend games with other children, sports.

Physical education – sports

Encourage and demonstrate safety and healthy lifestyles, safety:

Prepare and serve a variety of dishes

Discuss proper nutrition

Develop security knowledge

Encourage hand washing, tooth brushing, exercise, rest

Talking about doctors and dentists

Describe wellness procedures and how they are implemented

Study topics about human nutrition and life skills

	Babies and toddlers under 3 years old	Children 4-6 years old	6-8 years	School age
--	--	-----------------------------------	------------------	-------------------

Emotional skills	Hold and touch; Eye contact; Talk and sing; Crawling and sitting; Develop self-help skills; Pull-ups, walking and climbing; Listen and respond to children	Give children time to talk about what they see, do, and like; Use the children's name Show off artwork and photos Encourage children to draw and tell stories about themselves, their family, and their culture Encourage children to control their bodies and develop self-help skills	Provide learning experiences that are responsive to individual learning and differences; Show unique projects; Encourage children to do things like send a card to a sick classmate; Do projects where children can be successful most of the time, but will still have difficulty	Allow children to have choices/ initiate their own actions; Give time to work or play alone; Cooperative versus competitive activities; Recognize self-selected peer groups; Encourage children to draw and tell stories about themselves; Showcase children's work and photographs; Provide an opportunity to explore culture
Social skills	Hold, stroke, and touch babies; Talk, sing, and play with your child one-on-one; Interpret infants' actions to other children; Help toddlers with social interactions	Allow children to play in small groups; Coach children who have difficulty getting into a group Provide opportunities to share, care, and help;	A variety of ways to group children; Allow collaboration Teach children to solve problems; Allow children to set classroom rules; Support the beginning of a friendship	Conduct planned and spontaneous actions in team sports and group games; Allow time to sit and talk with individual children; Focus on activities, not outcomes
Improving physical development and skills	Let children learn to roll over, sit up, and walk at their own pace; Encourage children to crawl; Have equipment for children to pull up on; Take children outside when the weather permits; Provide infants with objects they can reach and grasp; Plan activities for sedentary babies; Provide simple puzzles, nesting toys, and puzzle toys;	Make time and space for jumping, running, balancing, climbing, and cycling; Creative motor actions; Fine motor skills; Group games	Make time and space for jumping, running, balancing, climbing, and cycling; Creative motor actions; Fine motor skills; Art, modeling, and writing; Group games	Physical exercises; Group games and team sports; Time for hobbies
Development of thinking and reasoning	Allow exploration in a safe area; Use bright, colorful objects that babies can reach and grab;	Plan an activity with sorting items; Discuss the daily routine;	Learn basic science and math skills with sand and water; Use block builders, levers, scales, and	Provide activities such as cooking, money-making projects, gardening,

	Play games of name and hide, such as peek-a-boo; Using toys that initiate cause and effect; Avoid interrupting children's activities	Observe natural events, such as seed growth; Use numbering and counting activities; Talk about the walking program; Encourage sand and water play	other simple machines; Observe natural events; Encourage drawing and discussing what you see; Let the children work with the tools; Use lots of pictures, talk to get the child to tell stories	science experiments, etc.; Give time for homework
Speech development	One-on-one and face-to-face interaction; Looking at simple books and pictures; Speak in a pleasant, calm voice; Name objects and events; Respond to the sounds babies make	Read books and poems; Talk about pictures; Answer children's questions; Add more information than what the child is talking about; Label things in the room with words; Use puppets, songs, finger games; Cultivate children's interest in writing	Read books and poems, Talk about pictures; Help children develop book skills; Help children develop a full range of reading strategies; Give children the opportunity to write or draw about what is important to them; Train children in composing and editing stories; Continue to develop oral language	Provide the opportunity to read; Learn to share experiences with adults and friends; Use audiovisual equipment;

The role of pediatricians regarding games and toys

(According to the Pediatrics Committee on Communications; American Academy of Pediatrics Committee on Psychosocial Aspects of Child and Family Health. The importance of play in promoting healthy child development and maintaining strong parent-child bonds. Pediatrics. 2007 Jan;119(1):182-91.).

Pediatricians are advocates for children, encouraging families to participate in the development of healthy, confident individuals and their futures, and advocating for their specific needs. They should emphasize the importance of play and advocate for specific toy choices.

Pediatricians should emphasize the benefits of active play and discourage parents from overusing passive entertainment such as television and computer games. They should value the positive behavior of parents who make unscheduled time for and play with their children.

While parents should of course monitor safety during play, it should be emphasized that most of the play should be led by children, not adults. Games are much more beneficial when the child is at the center.

Pediatricians should emphasize that the cornerstones of parenting are listening, caring, counseling on discipline, and having fun. It should be remembered that a happy childhood is a springboard for a successful adult life.

Pediatricians should help parents evaluate claims made by marketers and advertisers about products or interventions designed to create superkids.

Pediatricians should emphasize the proven benefits of getting their children involved in reading, even from a very young age. They should also offer reading as part of play.

Pediatricians should recommend toys that develop children's imagination, such as blocks and dolls, instead of passive toys that require limited imagination.

Pediatricians can support parents in the fact that starting from early preschool age, approximately 2.5–3 years old, children, in order to communicate, need to participate in play groups where they acquire cooperative play skills.

Pediatricians should advocate for the creation of safe playgrounds for use after school hours and on weekends.

Pediatricians should work with other pediatric professionals and parents to advocate for educational environments that promote optimal academic, cognitive, physical, social, and emotional development for children and adolescents. Pediatricians should emphasize that parents should consider more than just “academic readiness” when making choices for their children’s early education.

Some features to consider when choosing a toy

- All toys must bear the CE marking.
- They should not contain small and sharp parts that could cause injury or aspiration to small children.
- They must consist of non-combustible materials.
- The electrical voltage in toys should not exceed 24 volts.
- They must not contain chemicals or their levels must be within acceptable limits.
- The battery compartment in toys, if any, should close very tightly.
- Toys should be culturally appropriate. For example, a white doll in the hands of a black child may pose a risk to the child.
- Toys that resemble violence should be avoided.
- Toys can be chosen according to your budget. Instead of expensive toys, you can use kitchen utensils from home. The main thing is to stimulate the child's imagination and creativity.
- Toys for boys and girls should be selected according to gender.

Situational tasks for independent work

Task 1

The child is 6 years old. To help the child remember his address and the way home in a playful way, the mother decided to play the following game with the child: they were riding together in a trolleybus and she said: “Listen carefully. When you hear the name of our street, tell me, because we have to get out.” The boy was delighted to hear the right name, and the mother said: “Well done, you are very attentive.” Evaluate the game that the mother suggested. What other techniques can be used for this purpose?

Respond:

1. Mail and postman game. The child must "deliver" the mail to his/her address.
2. Together, trace the route from your house to the kindergarten or playground on the map, finding your house and calling the address out loud.
3. Put a key ring with a note in your child’s pocket, where the address and phone number of the parents are indicated.

Task 2

A child does not want to wash his hands before eating, tries to eat unwashed berries and fruits. How to tell a child about the importance of washing hands and eating washed fruits and berries without scaring him or causing an artificial phobia of germs?

Respond:

1. Tell me about a time you went to your grandmother's house, where she had a large garden. You wanted to eat apples from the ground. Your grandmother explained why you couldn't do that, and offered to help her pick and wash the apples for the table. The washed apples were brighter than those lying on the ground.

2. Show your child what unwashed and washed produce look like under a microscope. Find pictures or photos on the Internet.
3. Apply some glitter to your child's hands or products to represent germs. Show them how long they need to wash their hands to get rid of the "germs."

Task 3

A 5-year-old girl is trying to use scissors with sharp ends. How can you help your child understand the rules for safely using things that are dangerous to them? How can you talk about the rules for handling them in an interesting and unobtrusive way?

Respond:

1. Tell us how you made New Year's decorations with adults. You were told that children should use scissors with rounded ends so they don't get hurt.
2. Safe alternative to adult utensils and tools (children's plastic knives, utensils, scissors). Allow your child to use the objects only in your hands (you guide the child's hands).
3. Tell your child: "I'm sure you can handle it, but this is an adult tool. It's important to me that you are completely safe."

Task 4

The child is 3 years old. She complains of periodic abdominal pain. The mother called the doctor. He scheduled a consultation at the children's clinic. The girl is worried. How to prepare the child for a visit to the doctor?

Respond:

1. Play patients and doctors (with toys or role-play yourself). Talk about what doctors are like.
2. When your child talks about discomfort, teach them to determine the intensity of the pain by showing the distance between their palms (a small distance means a little pain, a large distance means a lot of pain).

Task 5

You want to teach your 7-year-old son the rules of safe behavior on the street: the rules of crossing the street, traffic. What is the best way to tell your child about traffic rules? How to help him realize that they must be followed? What games can be used for this?

Answer:

1. **Think together about what rules are for (to keep everyone safe). There are rules that are followed all over the world (traffic rules).**
2. Play the game "Road": take red, yellow and green pieces of paper or just name the colors. One participant is the traffic light, the other is the car/pedestrian.
3. Play car/pedestrian: announce your approach with a "bee-bee" signal or the words "red", "green".
4. Play the regulator.

Tests

1. Creative games include the following, except:

- A. Story-role-playing
- V. Design
- S. Narodni
- D. Dramatized
- F. With elements of artistic and creative activity.

Correct answer: B.

2. To develop thinking and reasoning in children aged 6-8, preference should be given to:

- A. Games with naming and hiding objects
- C. By observing the growth of seeds
- C. Games aimed at sorting objects
- D. Observation of natural events
- F. Participate in scientific experiments.

Correct answer: D.

3. To develop speech in children under 3 years of age, the following techniques should be used:

- A. Name objects and events
- C. Read books and poems. Talk about the pictures.
- C. Give children opportunities to write or draw about what is important to them
- D. Provide opportunities for independent reading
- F. Use puppets, songs, and finger plays.

Correct answer: A.

4. When choosing a toy for a child aged 8-12 months, preference should be given to:

- A. Rattles and musical toys
- C. Drawing and coloring books
- C. Emptying and filling containers, such as cups and small buckets
- D. Constructors
- F. Board games

Correct answer: S.

5. When choosing a toy for a child aged 3-5, preference should be given to:

- A. Teethers
- C. Dolls and soft toys
- C. Emptying and filling containers, such as cups and small buckets
- D. Rattles and musical toys
- F. Books

Correct answer: B.

Literature

1. Nelson Textbook of Pediatrics, 2-Volume set, 22-nd edition. By Robert M. Kliegman, Bonita M.D. Stanton, Joseph St. Geme and Nina F Schor. – Philadelphia, PA: Elsevier Inc., 2024 - 4472 p. ISBN-10 : 032352950X ISBN-13: 978-0323529501
2. Brain-Building Through Play: Activities for Infants, Toddlers, and Children. Center on the Developing Child Harvard University.
<https://developingchild.harvard.edu/resources/handouts-tools/brainbuildingthroughplay/>
3. Dag NC, Turkkan E, Kacar A, Dag H. Children's only profession: Playing with toys. *North Clin Istanb.* 2021;8(4):414-420. Published 2021 Aug 20. doi:10.14744/nci.2020.48243

2. Using game elements when working with children with special needs

[https://naurok.com.ua/vikoristannya-igrovih-elementiv-pid-chas-roboti-ditmi-z-osoblivimi-potre
bami-259100.html](https://naurok.com.ua/vikoristannya-igrovih-elementiv-pid-chas-roboti-ditmi-z-osoblivimi-potreбами-259100.html)

Information resources:

1. 10 playful activities for children with disabilities

[https://www.unicef.org/parenting/child-care/10-playful-educational-activities-children-disabilitie
s](https://www.unicef.org/parenting/child-care/10-playful-educational-activities-children-disabilities)

2. Best Montessori Developmental Toys by Activity: 2026 Guide

[https://wonderkidstoy.com/blogs/news/unlock-your-childs-potential-the-best-montessori-and-developmen
tal-toys-for-early-learning?srsltid=AU7gw4U0Jau2p3p790HNyELZyYd1OO0vsoIMoTAnVqryJ1Q6BK9
adPM-](https://wonderkidstoy.com/blogs/news/unlock-your-childs-potential-the-best-montessori-and-developmen
tal-toys-for-early-learning?srsltid=AU7gw4U0Jau2p3p790HNyELZyYd1OO0vsoIMoTAnVqryJ1Q6BK9
adPM-)

3. The game is not just for fun / A guide for parents / Educational games for children from birth to three years. – 106 p.

[https://www.unicef.org/ukraine/media/13006/file/The%20game%20is%20not%20just%20for%20
0fun_A5.pdf](https://www.unicef.org/ukraine/media/13006/file/The%20game%20is%20not%20just%20for%20fun_A5.pdf)