



SLOVENSKI STANDARD
SIST CR 14379:2002

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Classification of toys - Guidelines

Klassifizierung von Spielzeug - Leitlinien

Classification des jouets - Lignes directrices

Ta slovenski standard je istoveten z: CR 14379:2002

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English version

Classification of toys - Guidelines

This CEN Report was approved by CEN on 10 November 2001. It has been drawn up by the Technical Committee CEN/TC 52.

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EUROPEAN COMMITTEE FOR STANDARDIZATION
COMITÉ EUROPÉEN DE NORMALISATION
EUROPÄISCHES KOMITEE FÜR NORMUNG

Management Centre: rue de Stassart, 36 B-1050 Brussels

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Introduction

This document (CR 14379:2002) has been prepared by Technical Committee CEN/TC 52 "Safety of toys", the secretariat of which is held by DS.

CEN/TC 52 "Safety of toys" decided in November 1998 to develop a document on classification of toys giving guidelines for matching toy characteristics to children's ages.

Manufacturers, importers, surveillance authorities and test laboratories have an interest in a classification.

This document should be read in conjunction with:

EN 71-1, *Safety of toys - Part 1: Mechanical and physical properties*
 EN 71-2, *Safety of toys – Part 2: Flammability*
 EN 71-3, *Safety of toys – Part 3: Migration of certain elements*
 EN 71-4, *Safety of toys – Part 4: Experimental sets for chemistry and related activities*
 EN 71-5, *Safety of toys – Part 5: Chemical toys (sets) other than experimental sets*
 EN 71-6, *Safety of toys – Part 6: Graphical symbol for age warning labelling*
 EN 71-7, *Safety of toys - Part 7: Finger paints - Requirements and test methods* (under preparation)
 EN 71-8, *Safety of toys - Part 8: Swings, slides and similar activity toys for indoor and outdoor family domestic use* (under preparation)
 EN-IEC 50088, *Safety of electric toys*
 EN-IEC 61558, *Safety of power transformers, power supply units and similar*

1 Scope

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This document is intended to be used in conjunction with the standards for safety of toys and gives guidelines for deciding which toys are intended for children under 36 months of age and which toys are not intended for such children.

The document is a broad guideline and further study is required to determine whether a particular toy is appropriate for a given age.

In addition, this document gives clarification on items that are not considered as toys.

Explanation of stages of the development of children is given in Annex A together with background information and considerations concerning safety of toys.

NOTE: Only toys that on account of their function, dimensions, characteristics, properties or other cogent grounds are manifestly unsuitable for children under 36 months do not require a warning in the context of annex IV.1 of the Toy Safety Directive.

2 Stages of development

To be able to classify toys for children under and over 36 months it is important to understand children's development stages, particularly within the 0 - 36 months age group. A rationale for this is given in Annex A and a summary is given in table 1.

Table 1 – Stages of development

< 36 months	
<p>Development 0 – 18 months</p> <p>Becomes capable of</p> <ul style="list-style-type: none"> • lifting its head and upper torso itself, • grabbing and manipulating toys. • simple motory movements. <p>Learns to walk. Hearing and sensing abilities are well developed. The vision of objects at a distance of approximately 20-30 cm is well developed. Primary colours are preferred.</p>	<p>In this early period the child likes and needs</p> <ul style="list-style-type: none"> • something to look at, • something that moves, • something to bite, • something to listen to, • something to grasp, • something to roll, • something to splash with, • something to pound with, • something to push and pull, • something to pull, • something to sit on, • something to put inside and on top of each other, • something to dig and pour with, • something to disassemble, • something for outdoor play.
<p>Development 18 – 36 months</p> <p>Increased muscular control and ability to balance. Ability to speak and move affects ability to fantasize. Imitation of adult behaviour. More refined and precise movement of fingers. Beginning of role play.</p>	<p>The child likes to have</p> <ul style="list-style-type: none"> • something to play house with, • something to build with, • something to climb on, • something to disassemble and put together again, • something to mould and knead, • something to draw with, • a book to turn pages of and to look at.
≥ 36 months	
<p>Development 36 months - ...</p> <p>Intense development of language; experimenting with words (understanding letters, numbers). Development towards logic and systematic thinking. Starts to understand games. Learns how to use the body; physical development makes the game more energetic. Increasing development of coordination of fine movements.</p>	<p>Articulated manipulative movements are well developed. Combination of simultaneous motions possible. Recognition of melodies, patterns. Social learning depends on playing. Increasing interest in fantasy and role playing. Learns to play with others in groups.</p>

3 Toys for children under and over 36 months

For classifying toys for children under and over 36 months, 24 categories of toys have been selected. (see tables 2 to 25 below). Each toy category is explained in a diagram containing

- functions and characteristics
- examples

a) *Functions and characteristics*

The characteristic aspects that will best distinguish the borderline between < 36 months and ≥ 36 months have been selected as follows:

- The overall dimensions of the toy (weight, volume, length and width), especially with regard to how these aspects may affect the ease of handling and operation of the toy for a particular age.
- The number and size of the parts or components of the toy, especially in relation to what the child can be expected to handle at a particular age and what a child is likely to prefer.
- It should be noted that recommendations concerning product size and number of parts are approximate rather than exact.
- 'Detail' should take into account both the degree of realistic detail and the representational qualities of the toy together with the child's likely concern with realism and detail at each age. Also accessories are important.
- 'Special functions' may for example be whether the toy can produce special audio effects (i.e. sounds, music) or visual effects.

b) *Examples*

A few examples of toys are listed for each category. The lists are not meant to be exhaustive. The examples should not be used in isolation from the functions/characteristics given for each category.

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Table 2 – Activity toys (Category A)

	< 36 months	≥ 36 months
Functions and characteristics	Free height of fall should be low. No complex movements. Low/short range of movement.	Free height of fall may be higher. Multi-directional movements. Climbing skill needed.
Examples	Swing with bump bar. Swing seat with T-bar or crotch strap. Low slide, typical height: ≤ 1000 mm.	Swing with flat seat. Gym set with bars, rings, rope ladder etc... Climbing frame. High slide.
Note: Intended for domestic family use, intended for children to play on or in. See EN 71-8.		

Table 3 – Aquatic toys (Category B)

	< 36 months	≥ 36 months
Functions and characteristics	There should be no aquatic toys for children under 36 months.	Able to support children older than 36 months
Examples		Inflatable toy animal. Small inflatable boat. Surfboard to lie on.
NOTE 1: Aquatic toys are articles, whether inflatable or not, intended to bear the weight of a child and used as an instrument of play in shallow water.		
NOTE 2: Arm bands, swim seats and similar flotation aids are exempted from the essential requirements of the toy safety directive as they are considered to be swimming aids.		

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Table 4 – Art and craft materials and related articles (Category C)

	< 36 months	≥ 36 months
Functions and characteristics	Large and to be easily held. Few colours in a package, typically 6 or less. Without removable parts.	Accessories Stencil
Examples: Painting utensils	Wax crayons. Crayons (wood-cased); chalks. Finger paint. Street chalk. Felt/fibre pens. Ready-mixed water-based paint. Block stamping.	Wax crayons. Crayons (wood-cased); chalks. Stamping/printing materials. Street chalk. Felt/fibre pens, colour kits. Glues. Scissors.
Examples: Modelling material	Intended to remain pliable	Modelling material (and tools for modelling): <ul style="list-style-type: none"> • intended to be air-drying • oven hardening • gels Creativity sets: <ul style="list-style-type: none"> • pottery sets • balloon sets

Table 5 – Audio/visual equipment (Category D)

	< 36 months	≥ 36 months
Functions and characteristics	Simple cause/effect. Simple rhythm. Simple songs.	More complex rhythm. Video with stories and cartoon figures.
Examples	Music box. Very simple electronic/computer or other teaching toys for matching, sorting, learning.	Computer teaching games: drawing, calculating, writing. Handheld computer games. Tapes. Tape recorder, CD recorder and minidisk.
Note: Audio/visual equipment includes electronic learning aids.		

Table 6 – Books with play value (Category E)

	< 36 months	≥ 36 months
Functions and characteristics	Combination of play and looking at pictures. Easy to manipulate. Simple pictures, few details.	Text with easy stories. Pictures with details.
Examples	Picture book of soft plastic. Textile book. Combination of book and other types of toys, e.g. animal figures of plastics. Pop-up book. Sound-producing book. Colouring book. Thick-paged book.	Hardback book with text and pictures with play value. Colouring book with details. Pop-up book with text (e.g. fairy tale). Book with decals and simple colouring features.

Table 7 – Construction toys and puzzles (Category F)

	< 36 months	≥ 36 months
Functions and characteristics	Large elements, easy to manipulate. Limited number of elements. Puzzles with a few large pieces. Rounded shapes. Simple images of human beings, animals, houses, vehicles etc... Easy to stack or lock.	Small elements. More details – e.g. on figures as well as technical details. Increasing number of elements as children grow older. Interlocking functions, including nuts/bolts.
Examples	Large stacking blocks of wood or soft plastics. Plastic blocks and elements that fit together. Puzzles – pieces to fit into outlined shapes. Simple jigsaw puzzles with a few large pieces.	Jigsaw puzzles. 3D puzzles. Interlocking sets of plastic bricks with many details. Detailed assembly models.

Table 8 – Costumes, disguises and masks (intended to imitate) (Category G)

	< 36 months	≥ 36 months
Functions and characteristics	To fit the size of a child < 36 months	To fit the size of a child ≥ 36 months
Examples		Accessories, like a sword, gun...

Table 9 – Dolls and soft filled toys (Category H)

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	< 36 months	≥ 36 months
Functions and characteristics	Simple design (except for doll's face). Soft and cuddly. Simple wearing accessories. Simple additional items (e.g. milk bottle for dolls). Washable or cleanable. Toys that make noise due to baby's actions (rattle inside). Dolls with few details: eyes that open and shut, pull-string for dolls to talk or make noise, very easy to dress.	Realistic accessories (meaning dolls with articulated limbs, realistic proportion, specialised equipment)
Examples: Dolls	Washable rubber dolls. Rag dolls. Dolls with simple to use (requiring easy action) electric, electronic or mechanical equipment inside. Dolls with moving eyes, talking dolls.	Dolls with a lot of accessories. Dolls with articulated limbs and arms (hard-body dolls). Dolls with special features (mechanical, electrical or electronically activated). Fashion dolls. Paper dolls. Dolls that cry, wet, move, drink, hair that can be styled, tight fitting clothes. Action figures.

Table 9 – Dolls and soft filled toys (Category H) (continued)

	< 36 months	≥ 36 months
Examples: Soft filled toys	Soft toys (e.g. stuffed, plush and textile animals, soft bodied baby dolls or character dolls for holding and cuddling. Toys with simple-to-use electric, electronic or mechanical equipment inside (requiring one action). Lullaby toy which requires one child manipulation.	All soft filled toys are suitable for all age grades.

Table 10 – Experimental sets (Category I)

	< 36 months	≥ 36 months
Functions and characteristics	There should be no experimental sets for children under 36 months.	Skill and knowledge is required for older children (see EN 71-4 and 5 for additional age grading).
Examples		Chemical sets Electrical sets Biological sets Photographic sets

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 Table 11 – Functional toys (Category J)
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	< 36 months	≥ 36 months
Functions and characteristics	There should be no functional toys for children under 36 months.	Toys where children learn a skill where adult supervision is required. Mostly a scale model or imitation. Can contain functional sharp edges or sharp points.
Examples		Sewing machine Knitting set Fretwork set Toolbox for real (play) use Microscope Typewriter

Table 12 – Game sets (Category K)

	< 36 months	≥ 36 months
Functions and characteristics	Only few pieces. Very simple game rules. Based on matching simple objects, colours, etc. Typically only one or two players.	Children start to understand games. Use of letters and numbers. Strategy more complex, rules more difficult. Playing time increases when children get older.
Examples	Picture dominoes Simple matching games	Board games Bingo Card games Concentration/reaction games