**ASSESSMENT COVER PAGE**

**3.5 Children’s Health and Safety**

Please fill out the following

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| --- | --- |
| **Student number** |  |
| **Student name** |  |
| **Student email** |  |
| **Trainer name** |  |
| **Assessment due date** |  |
| **Submission date** |  |
| **Units** | **CHCECE002 and CHCECE004** |

**STUDENT DECLARATION**

I declare that:

* This assessment is my own work, based on my own study and research and no part of it has been copied from any other source, except where due acknowledgement/reference has been made.
* If this assessment was based on teamwork, as authorised by the trainer, I have not submitted the same final version of any assessment material as another student.
* I have not previously submitted this assessment or any part of this assessment for this or any other course/unit.
* I have kept a copy of my assessment.
* I give permission for my assessment to be reproduced, communicated, compared, and archived for the purposes of detecting plagiarism or collusion and to fulfil Queensford College’s requirements as an RTO.
* Any assessment deemed unsatisfactory will require me to undergo reassessment which may be different to the one originally submitted.
* I am aware that if I disagree with the assessment outcome I have the right to appeal that result. I will follow the complaints and appeals process.

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| **Student Signature:** |  |  | **Date:** |
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**FOR ASSESSOR**

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| Result | CHCECE002 🖵 SATISFACTORY 🖵 NOT YET SATISFACTORY  CHCECE004 🖵 SATISFACTORY 🖵 NOT YET SATISFACTORY |

**If final overall result not applicable, indicate what is still required.**

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| 🖵 Log Book 🖵 Workplace Observations 🖵 Other List: | | | |
| Trainer/Assessor Signature |  | Date: |  |

**ASSESSMENT SUMMARY SHEET**

To be deemed competent students must have a satisfactory result recorded for each assessment activity. If a result is not satisfactory for any assessment task, the trainer/assessor will determine the training and assessment tasks to be completed.

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| **ASSESSMENT TASK 1**(rename to match the assessment activity in the assessment tool) | | |
| 🞎 SATISFACTORY | 🞎 NOT YET SATISFACTORY | 🞎NOT APPLICABLE |

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| **ASSESSMENT TASK 2**(rename to match the assessment activity in the assessment tool) | | |
| 🞎 SATISFACTORY | 🞎 NOT YET SATISFACTORY | 🞎NOT APPLICABLE |

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| Feedback to Student | |
| *The student has been given feedback and informed of the assessment result and the reasons for the decision.* | |
| Trainer/Assessor Signature |  |
| Date |  |

**Other**

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| Resubmission Date |  |
| Is this assessment subject to an appeal process | 🖵 Yes 🖵 No |
| Outcome of appeal |  |



RTO No. 31736 |CRICOS 03010G

Early Childhood Education and Care

Assessment Workbook

3.5 Children’s Health and Safety

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| Student Name: |  | Student No. |  |
| Email: |  | Phone No. |  |

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| **OFFICE USE ONLY** | | | | |
| **Document name** | 3.5 Children’s Health and SafetyAssessment Workbook | | **Person responsible** | <Name of approver> |
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Version control & document history

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| --- | --- |
| **Version** | **Summary of modifications made** |
| Version #1 May 2016 | Version #Summary of modifications |

Assessment information – Student

General Information

This assessment is suited as a summative assessment in a learning and assessment pathway. The timeframe and deadlines for the assessment will be negotiated between yourself, the student, and your assessor. Your assessor could be the same or a different person to your trainer.

To be assessed as competent, you will need to show sufficient evidence which demonstrates that you can perform the required competencies to the required standard. You also need to show you can demonstrate these skills, attitude, and knowledge consistently, confidently and sometimes in a variety of situations.

***Gathering evidence***

Queensford College Assessors will use a variety of methods for gathering evidence. Assessments will be made up of a combination of the following tasks:

**Question and Answer -** (written or verbal) - You will have a set of written questions to complete. Your assessor is likely to ask you to verbally verify some of your answers.

**Project -** You will need to complete one or several projects that relate to the simulated work environment. This will allow you to demonstrate the application of your knowledge and skills as required by the unit/s of competency.

**Activities -** You will need to complete activities that relate to the simulated work environment to demonstrate your understanding of the unit/s.

**Assessor Observation/Demonstration -** You will be asked to demonstrate some tasks directly to your assessor. This may happen, either in the classroom or in a simulated work-environment as you perform your usual tasks/ duties.

Please make sure to write your name on all assessment documents.

If you do not agree with an assessment decision you have the right to appeal. See other attachment

***Note:*** *Please ensure that all work/evidence provided is your own. If you are found to have submitted work other than your own, your enrolment may be cancelled and you may be withdrawn from the program. Your signed Student Declaration forms part of the assessment record. For further information, please refer to your Student Handbook****.***

***Assessment resources***

For classroom based assessments, your assessor will provide you with all necessary resources to complete the assessment tasks. For simulated workplace based assessments, Queensford College will ensure that you have access to the resources you require to complete the assessment tasks.

***Please note***

The practice of plagiarism or collusion is prohibited. Plagiarism is the practice of taking someone else’s work or ideas and passing it off as one’s own work and collusion is the presentation another person’s assessment as one’s own and/or providing your own work to another person to allow them to pass it off as their own.**If you are unclear about any of the requirements for this assessment, please discuss this with your assessor.**

Task 1: Questions and Answers

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| INSTRUCTIONS  Please write your answers clearly in the space provided. All questions must be answered, please ask your assessor if you don’t understand any of the questions. If you require more space attach a page clearly marked with your name, the name of the unit of competency (which can be obtained from the front of this Assessment booklet and the question you are responding to. Some questions may require you to reference the learning materials provided by Queensford College. Your assessor will ensure that you have been provided with all relevant documentation. |

1. You are required to demonstrate how to access the following in relevance to ensuring the health and safety of children in the workplace:

* the National Quality Framework
* the National Quality Standards
* the relevant approved learning framework

Guidance: Fill out each section in the table below using relevant information from the National Quality Framework, The National Quality Standards, and the relevant approved learning framework.

1. Under the NQS there are a number of standards that are relevant to the safety of children in an Early Childhood Education and Care service. What are the 3 main Standards that support this?

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| Effective hygiene practices need to be promoted and implemented |
| Steps need to be taken to control the spread of infectious diseases and to manage injuries and illness |
| Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

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| 1. How is the health and safety of children related to the EYLF?   Guidance: Outline which of the five Outcomes addressed in the EYLF most relates to the health and safety of children and explain why.   1. Children possess a strong sense of identity |
| 1. Children feel connected and also contribute |
| 1. Children possess a strong sense of well being |
| 1. Children are effective communicators |
| 1. Children are also confident and involved learners |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

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| 1. What practice does the Guide to the EYLF recommend that educators use to raise and debate issues relating to curriculum quality, equity and children’s wellbeing?   Holistic Approaches and Intentional Teaching |
| Responsiveness to Children |
| Learning through play |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

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| 1. Review the practice section outlined in the Framework for School Age Care in Australia (FSAC).   This section outlines that “nutrition and safety” are seen as important for educators to consider in relation to enable Children to take increasing responsibility for their own health and physical wellbeing. (fill in the gap)  Which practice does this fall under?  Holistic approach |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

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| 1. In the FSAC, it states that educators can facilitate “Children take increasing responsibility for their own health and physical wellbeing” by engaging children in what activities that relate to safety   Recreational activities |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

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| 1. Which two National Regulations does the following statement relate to?   “minimise risks to children, an education and care service or a family day care educator must implement:  • adequate health and hygiene practices  • safe practices for handling, preparing and storing food.”  Guidance: Refer to the National Quality Framework website.  Education and Care Services National Law (‘National Law’) |
| Education and Care Services National Regulations (‘National Regulations’) |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

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| 1. Which National Regulation does the below statement relate to?   “While attending an approved service, children must have access to safe drinking water at all times, and have food and drinks available throughout the day”  Guidance: Refer to the National quality framework website.  National Regulations: Regulations 78–80, 168 address the issues of food and beverages in the school for the children and state that every child should have access to food and drinks available throughout the day |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. In your role as an Early Childhood Education and Care worker, you will need to check toys and equipment for potential risk and hazards that may cause harm to children.
2. Explain in detail the steps involved in conducting a risk analysis on toys and what you would be checking for at each step.
3. Explain what steps you would take if you identified a toy or piece of equipment that presented a WHS hazard with an extreme risk.
4. Which policy, procedure would you refer to for advice on WHS issues?

Guidance: Include reporting procedures and the designated person that you would report to according to organisational procedures.

Refer to the Hierarchy of Control.

1. Steps involved in conducting a risk analysis on toys

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| Step 1: Identify the hazards |
| Step 2: Decide which children might be harmed and how |
| Step 3: Evaluate the risks and decide on the precautions |
| Step 4: findings need to be recorded and they need to be implemented |
| Step 5: Review your assessment and update if necessary |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

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| 1. Steps you would take if you identified a toy or piece of equipment that presented a WHS hazard with an extreme risk   The Toys should comply with AS/NZS ISO 8142 where it is applicable. Educators must consider the safety and the age-appropriateness of the toys. The safe practices include:  (a) Storing any toy or play equipment which may have sharp edges or sharp points and hooks or splintery surfaces or any part that crush or that has very heavy moving parts, or that can launch projectiles, and is damaged should be kept out of reach of the young children. |
| (b) Ensure that items used in toy storage does not have lids that may crush or trap the child. |
| (c) Ensure that toys or any other play equipment does not have toxic material |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

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| 1. Policies and/or procedures to reference for WHS issues   Responsibility for workplace health and safety is shared by employers and employees:  • Employers should provide as well as maintain a safe work environment and have effective policies and procedures in place to manage health and safety risks.  Occupational Health and Safety Act needs to be referred for WHS issues |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. In your role as an Early Childhood Education and Care worker, you will need to implement effective hygiene and health practices in many aspects of practice.

a) Fill out the table below and explain the importance of maintaining a clean and healthy environment and the risk associated with each of the following areas:

i. The centre (overall)

ii. Kitchen

iii. Outdoor Environment

iv. Indoor Environment

v. Toilets

Guidance: Make sure you discuss the risks associated with not maintaining these environments and associated risks.

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| Area | Importance of maintaining a clean and healthy environment | Associated Risk |
| i. The Centre (overall) |  |  |
| ii. Kitchen |  |  |
| iii. Outdoor Environment |  |  |
| iv. Indoor Environment |  |  |
| v. Toilets |  |  |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

b) Identify which sections in the following frameworks provide information and/or guidance on WHS and/or hazards and risks.

i. Education and Care Services National Regulations

ii. National Quality Standards (NQS)

iii. Early Years Learning Framework (EYLF)

iv. Framework for School Aged Care in Australia (FSAC)

Guidance: You need to review these frameworks and identify which section, standard or outcomes, address WHS requirements, policies and procedures

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| i. Education and Care Services National Regulations |  |
| ii. National Quality Standards (NQS) |  |
| iii. Early Years Learning Framework (EYLF) |  |
| iv. Framework for School Aged Care in Australia (FSAC) |  |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Complete the table below explaining the cleaning procedures for each, and provide one reason for the importance of the cleaning procedure.

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| **Items** | **Cleaning Procedure** | **Reason** | | **Cleaning Product** | | **Storage of Cleaning Product** | |
| Toys |  |  | |  | |  | |
| **Items** | **Cleaning Procedure** | **Reason** | | **Cleaning Product** | | **Storage of Cleaning Product** | |
| Floors |  |  | |  | |  | |
| **Items** | **Cleaning Procedure** | | **Reason** | | **Cleaning Product** | | **Storage of Cleaning Product** |
| Toilets, potties and bathroom area |  | |  | |  | |  |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List two (2) personal hygiene policies or procedures that you must follow to limit cross-contamination when preparing food, and explain why they are important in relation to Work Health and Safety.

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| Reporting of the contamination of the food need to be reported. Reporting enables poor food handling practices to be identified, and helps to prevent these practices occurring in the future. It also increases awareness of food safety issues. |
| Officers who police the Food Act also known as 'Health Inspectors' or 'Health Surveyors that have the right of entry into the food premises at any given time, providing they identify themselves and display their warrant card |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. As a child care worker, you will need to help provide suitable rest and sleep environments for children. For each of the following points, describe why these are important and what you would check to ensure the rest environment is set up appropriately:

Ventilation

Lighting

Heating/cooling

Hygiene

Safety

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|  | **Importance** | **Checks that need to be done** |
| **i. Ventilation** | the room has big windows for proper ventilation so that fresh air can enter the room | big windows and big room with doors and windows |
| **ii. Lighting** | the environmental set up should have enough lights and there should not be poor lighting so that the children do not feel strain in their eyes | room should have enough lights at regular interval |
| **iii. Heating / cooling** | The temperature inside the set up should be maintained as per the temperature outside. Heating and cooling should be maintained wisely | Heater for heating during cold external temperature  Air conditioner and fan for cooling temperature in time of heat external weather |
| **iv. Hygiene** | the set up should be clean and should not have any dirt or garbage | Clean spaces, open rooms, garbage bins |
| **v. Safety** | There should not be any sharp or harmful objects that may hurt the children in the set up. Every harmful objects should either be removed or kept covered. | Putting off any sharp or harmful objects that may have sharp edges |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. As an Early Childhood Education and Care worker, you are required to ensure that sleep and rest opportunities are provided for, and that there are appropriate opportunities to meet each child’s need for sleep, rest, and relaxation.

Guidance: Refer to the SIDS and Kids Website.

1. Which standards in the NQS relate to sleep and rest?

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| National Regulations Quality; Area2 2.1.2 regulation 81provides regulations for individual children’s health, sleep, rest and relaxation. As provided in the Regulation 81: “the approved provider of an education and care service must take responsible steps to ensure that the need for sleep and rest of children being educated and cared by the service are met” |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. What section of the National Regulation covers sleep and rest?

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| Area2 2.1.2 of the National Regulation regulation 81provides regulations for individual children’s health, sleep, rest and relaxation |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Outline the Six ways to promote safe sleep for babies and reduce the risk of sudden Death Syndrome (SIDS).

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| Place the baby on its back to sleep, for nap and at night |
| Firm and flat surface to be used such as mattress in safety approved crib covered by fitted sheet |
| Breast feed the baby |
| Keep the baby in close room to that of the parents for at least the first six months  Soft objects, toys, crib bumpers, loose bedding under the baby’s bedding should be avoided  Do not let the baby got hot during the sleep |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe in your own words the type of information you would share with the children’s family about individual children’s rest and sleep.

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| Child care providers need to discuss an infant or toddlers sleep patterns with a parent before they start care |
| Sleep information need to be shared with families during drop off times. |
| Parents should be reminded that sleep deprivation is hard for everyone. |
| They need to be told that it is important to be consistent in responding to night waking |
| Ask the parents to think about any changes in environment or family situation which could be causing their child anxiety. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. It is a requirement that centres must provide appropriate quiet play activities for children who do not want to sleep or rest. Describe five (5) alternative activities.

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| Teddy bear picinic; play with playdough; collage making; water colour painting; flannel board stories |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. In an Early Childhood Education and Care setting, you must respect children’s needs for privacy during any toileting and dressing and undressing times. Describe three (3) ways in which you would maintain this.

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| Keeping an eye on them while keeping distance while toileting and undressing |
| one shouldn't make comments about the child's body |
| one need not stare at the child while they are toileting and undressing |
| one need not say constantly say "hurry up" or "are you done yet" and other remarks |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. You are required to ensure children’s and families’ individual clothing needs and preferences are met, to promote children’s comfort, safety and protection within the scope of the service requirements for children’s health and safety.
2. List three (3) examples of instances where you would inform parents of clothing that the centre considers to be inappropriate or unsuitable for children to wear while attending the centre?

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| Parents need to be informed about:  Clothing that restricts movement, the child’s ability to play or inhibits the development of self-help skills. |
| Clothing that poses a potential health and safety risk. For example, hooded jumpers with cords increase the risk of choking, or wearing thongs |
| Clothing that contravenes with sun protection policy |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List two (2) examples of ways in which staff can ensure that children are dressed appropriately for Indoor/Outdoor Environmental conditions and temperatures.

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| For outdoor conditions and temperature, clothing should not restricts play and movement, such as footwear that is cumbersome and inhibits children from walking and running such as gumboots |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. You are required to ensure children’s and families’ individual clothing needs and preferences are met, to promote children’s comfort, safety and protection within the scope of the service requirements for children’s health and safety.

When children are playing or travelling outdoors you must ensure they are safe at all times.

* 1. Describe the sun protection/safety procedures that are in place at your centre and explain what makes it sun safe for children.

*Guidance: If you have not been to a child care centre yet, examine the sun protection policy on the Sparkling Stars Childcare Centre intranet.*

[Sparkling Stars Childcare Centre Sun Care Policy](http://compliantlearningresources.com.au/network/sparkling-stars/policies-procedures/suncare-policy/)

*(Username: newusername Password: newpassword)*

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| Sun smart policies that would include regulations such as :  sun protection clothing |
| Use of sunscreen, shades and hats |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

* 1. How would you explain sun safety to children using the most recent sun safe promotional campaign resources?

Guidance: Refer to the Cancer Council Website.

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| Don sun protection clothing |
| Apply sunscreen on the body |
| Put on hat and wear shades |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. As a child care worker, you will be required to set up a variety of play environments

Forchildren.

1. List five (5) checks you should perform when setting up a play environment.

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| Physical development for developing motor skills |
| Intellectual development that would include logical thought, symbolic thought, problem solving, concentration skills |
| Social-emotional development that would include cooperation, empathy, impulse expression |
| Problem solving, novel responses  Individuality, including features such as self-control, sense of competency |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe the considerations when choosing equipment that is suitable for the age group of children you’re working with.

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| age-appropriate or child centered curriculum |
| Ensure that variety of inviting equipment and play materials accessible  to children |
| sufficient and uncluttered space for active play with an additional space for quiet play |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Children must be supervised by ensuring that they are in sight or hearing distance at all times.
2. What are the ratios for supervising children in an Early Education and Care setting across all age groups?

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| 1:7 educator to child ratio |
| Maximum of four children preschool age or under |
| Birth to 24 months: 1:4 |
| 24 months to 36 months: 1:4 |
| 36 months to pre school age: 1:10  Over pre school age: 1:15 |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. What process would you follow if you found that you have children with additional needs in your care i.e. skills, age mix, dynamics and size of the group of children, and as a result, the level of risk involved in activities was high?

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| Holding meeting with the director of the Care Center to discuss the additional needs . the parents would also need to be involved so that the additional needs can be addressed and also change in the curriculum and environment to address the additional needs of the children in care. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List four (4) ways that you can ensure there is adequate supervision at all times?

Guidance: Describe how you would liaise with colleagues to ensure there was adequate supervision at all times.

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| Direct and constant monitoring by the care takers in close proximity of the children would be necessary for ensuring best supervision of the activities |
| The care takers should be carefully positioned |
| Scanning, monitoring and regularly looking around so that the children can be kept in close vicinity |
| Listening carefully to the children would help to supervise them carefully |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe how you can explain hazards in the environment to children.

Guidance: Include in your answer how awareness of these hazards is very important in relation to a child’s health and safety, hygiene and general well- being.

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| Use of pictures would be very helpful for graphically showing the hazards and also for explaining the risks involved in the hazards |
| Students can also be formed into groups so that better reinforcement of the hazards can be increased |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. As a childcare worker, it is important to ensure that play environments are clean and safe for children.
2. Briefly explain two strategies you can use to communicate the rules for safe play to the children in the group.

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| Let children know which areas are allocated for ball games, quiet play or 'no running' zones |
| Devise a safety plan to cope with vandalism hazards such as broken glass, syringes, damaged equipment |
| Stress why it is important to use equipment correctly and that boisterous behaviour contributes to injuries |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Give an example of how you implement the rules for safe play.

Guidance: Include how you discuss health and hygiene issues in relation to safe play

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| The child care takers can use display posters and images of children playing safely or the do's or don’ts while playing They can also have discussions on safe play regularly with the children |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. As a child care worker, you will sometimes have to deal with children who are unwell.

a) Who is the first person you should inform if you suspect a child is sick?

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| At first the parents need to be informed that the child is sick and also the management of the child care should be informed about the sickness of the child so that they can take further actions so that in case of high sickness |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Identify the documentation that needs to be completed when a child in your care has been unwell.

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| If a child becomes ill while attending the service, educators and other staff may need to refer to the following documents: - Procedure for a Child Requiring an Ambulance - Incident, Injury, Trauma and Illness Record - Hospital Transfer Form - Emergency Paracetamol Medication Register  - Illness Register |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. What policies/procedures relate to who can see this documentation?

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| It must be ensured that educators/staff are fully aware of their responsibilities for maintaining strict confidentiality under the Privacy Act (1988), and also that families are informed of their rights in regard to access to their own personal information and thus Confidentiality and Privacy Policy should be followed |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Does the parent need to sign the form?

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| Yes |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. You are required to consistently implement the service policies for the exclusion of ill children.
2. Name five (5) infectious diseases that would cause the centre to exclude an ill child.

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| Diphtheria |
| Measles |
| Tuberculosis |
| pertussis (whooping cough)  Chickenpox |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List three (3) precautions you should take if you suspect the child is infectious.

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| Good hygiene practices to minimize or prevent the transmission of infection |
| Isolate the child from others and contact parents as soon as practicable |
| Wash hands before contacting another child. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. As a child care worker, you will often have to deal with children who have allergies/anaphylaxis or asthma.
2. Write a brief description of what anaphylaxis is.

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| **Anaphylaxis** is a severe allergic reaction and may cause itchy rash, throat or tongue swelling, shortness of breath, vomiting, light headedness, and low blood pressure |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Write a brief description of what asthma is and describe the associated signs and symptoms.

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| **Asthma** is a chronic disease involving airways in the lungs which makes it difficult for air to move in and out of the lungs. The symptoms include coughing, wheezing, shortness of breath and/or chest tightness |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Identify three (3) other common allergens that may affect children in a centre.

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| Wheat |
| Peanuts |
| Eggs |
|  |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe what should happen when enrolling a child in a centre, who has anaphylaxis/asthma or other allergies.

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| It should be noted on their enrolment form that they have anaphylaxis/asthma or other allergies. A staff member should speak with the parents about the signs for their condition, symptoms of reaction and treatment process |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List five (5) signs and symptoms that indicate a child is having an anaphylactic reaction.

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| trouble breathing |
| nasal stuffiness |
| coughing |
| fast heartbeat  wheezing |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe how you would use an adrenalin auto injector for anaphylaxis.

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| --- |
| Flip open the cap and remove the pen from its carrier tube |
| Hold the leg of the child firmly in place so he/she does not move |
| Hold the orange tip near the outer thigh. Swing and **firmly push** against the outer thigh |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. What are the triggers for asthma? (Provide three (3) below)

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| Certain drugs and food additives |
| Cold or flu |
| Irritants in the air, such as smoke, chemical fumes |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. As a child care worker, you will sometimes be required to assist in administering medication to children.
2. List six (6) things you will need to check before you administer medication to a child.

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| --- |
| Check medication form |
| check child's name |
| Right medication |
| Check Expiry date  Check right dosage  Check measuring device |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. How is medication stored safely at the centre?

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| Most medication should be stored in a locked cupboard or locked container which is out of reach of children in an area that is below 25oC. Some medication will need to be stored in a fridge |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe which documentation must be completed when you administer medication.

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| Medication record |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Fill out the table below and explain what action you would take to reduce the risk associated with each of the hazards listed in the table below.

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| --- | --- |
| **Hazard** | **Action to be taken** |
| A parent has left a bottle of antibiotics on the teacher’s desk | keep it away from the reach of the children |
| The rubbish bin in a room is overflowing | clear the dustbin |
| A colleague is serving food to children with bare hands | ask the colleague to wash and sanitise their hands |
| A child is playing in the midday sun without a hat or sunscreen | he should be asked to wear hat and shades and apply sunscreen |
| You notice during one of the meal times that a child with a nut allergy has been given a muesli bar that may contain nuts. | immediately take the child to sick room |
| You enter a room after lunch and find there is food on the floor | clean the floor |
| A cleaning product has been left on the shelf in the classroom | remove it from the shelf and keep it away |
| The collage trolley in a room is partially blocking a fire exit | the trolley is to be removed |
| During lunchtime, you notice that a child with coeliac disease has been given regular bread in their sandwich, instead of gluten free bread. | the child should be stopped from eating coeliac bread |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. The National Quality Standard (NQS) Quality Area 2.3 states that “each child is protected” and Element 2.3.1 states that “Children are adequately supervised at all times”. It is critical that staff ensure that all children are in sight or hearing distance at all times.

Guidance: Refer to the National Quality Standard (National Law and National Regulations)

1. Explain how you would follow service procedures for the safe collection of each child, ensuring they are released to authorised people.

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| A child should never be released into the care of someone you don’t know or you haven’t seen at the service before. The only people authorised to pick up the child are the persons stated on the enrolment form. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. What must occur if a child is missing or cannot be accounted for?

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| The authorities of the Child Care should be informed and the child should be looked for. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List three (3) ways in which you can safely manage the use, storage, and labelling of

dangerous products.

Guidance: Refer to your Learning Resource

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| All the dangerous products should be adequately labelled |
| They should be stored in shelves and cupboard away from children |
| They should be used with discretion |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Understanding your role in fire safety is an important factor in keeping children safe in Early Childhood Education and Care.

Using the table below, explain in your own words the following aspects of basic home fire safety:

|  |  |
| --- | --- |
| **Fire spread and speed** | fire extinguishers to be sued and fire en should be called |
| **Heat transfer** | switches should not be touched and water to be used for cooling heat |
| **Radiation** | the heat waves to be controlled |
| **Convection** | heat transfer should be minimised |
| **Conduction** | heat transfer should be minimised |
| **Combustible fuels** | combustive fuels such as petrol, gas cylinders to be removed |
| **Sources of heat** | heat sources such as petrol, gas cylinders to be removed |
| **Open flames/sparks** | open flames in kitchen to be checked |
| **Electrical equipment** | electrical equipments to be switched off |
| **Hot surfaces** | hot surfaces should not be touched |
| **Smoking materials** | smoking materials to be put off |
| **Role of fire services** | fire station to be called |
| **Identify high-risk groups in basic home for safety** | firemen to be informed |
| **Identify behaviour that may contribute to fire injury and fatalities,** | combustible fuels not be used carelessly |
| **Why smoke alarm is important** | smoke alarm is necessary for alarming people of the fire |
| **Smoke alarm placement** | to be placed on high ceiling |
| **Installation** | correct placement and installation |
| **Maintenance** | on daily basis |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Research and access the following legislation, in relevance to promoting and providing healthy food and drinks:

the National Quality Framework

the National Quality Standards

the relevant approved learning framework

Guidance: Once you have done the appropriate research, fill out the table below in the spaces provided.

1. Under the NQS there are a number of standards that are relevant to promoting and providing healthy food and drinks in an Early Childhood Education and Care service. What are the main Standards and regulations that support this?

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| Standard 2.2 in NQS |
| Australian Dietary Guidelines |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Where can you access the “Get up and Grow” resources for promoting and providing healthy food and drinks

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| It can be accessed online: <http://www.health.gov.au/internet/main/publishing.nsf/Content/phd-early-childhood-nutrition-resources> |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Where can you access the “Australian Dietary Guidelines”

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| It can be accessed online: <https://www.eatforhealth.gov.au/> |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe two (2) different activities you can do with children to help them learn about

healthy eating.

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| 1.The children can be learn to have healthy eating through the playing. This process is very effective to make the children about the activity of taking good that has effective part in their life. |
| 2.Another most significant way to make the children about the healthy eating is the TV program for children. The animation program that are on healthy should be watch by the parents along with the children. This enjoyable process helps to build the sense of attraction to follow same according to the program. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe how you can ensure children are provided with sufficient healthy food and water in the below situations:

Guidance: In your answers, discuss how you will ensure individual children’s dietary and calorie intake needs are met.

1. Meals are provided for the children by the centre

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| Measurement of food quantity along with its nutritious value is the most effective part for daily diet chart. While making diet chart for the children, it is very essential to take suitable responsibility to endured that the diet chary is full of carbohydrate, protein, fat, vitamise , minerals and water. Add those six components must in the regular diet chart of the children. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Families provide food for the children

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| In this situation, it is very essential to have proper demonstration on the food intake time of the children . In their regular diet chart milk should be most essential part that can allow the children to improve their healthy living possibility. Apart from this, the family members of the child must be vey careful about the weight of the child essential quality of water should be added in the diet chart that helps to improve digestion system of the child. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. As a childcare worker, it is important to act as a role model in implementing healthy eating and nutrition practices during meal times.
2. Explain why it is important to interact with children during mealtimes.

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| Viable correspondence is the reason for creating sound and commonly compensating tyke to-tyke connections and grown-up to-kid connections. You can make mealtimes considerably more unique by empowering an atmosphere that cultivates correspondence. When you focus on youngsters and energize correspondence, you enable kids to make a positive perspective of themselves and the world they live in. Mealtime can be an essential time to empower correspondence. A nutritious feast is of little incentive to a kid on the off chance that it isn't eaten and delighted in. Make it one of your objectives to serve dinners in a casual, social air. Consider mealtime a correspondence time, a period when you can talk with, support, and get criticism from kids. Consider evacuating the diversions of scattered tasks, incomplete exercises, and the TV from the eating territory. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe four (4) ways you can ensure that furniture and utensils are suitable to encourage children to be positively involved in, and enjoy mealtimes.

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| 1.The use of toys in the meal time is very effective that can encourage the children to intake food. Apart from this, it can be said that this toys make the meal enjoyable as the children are eager to play.  2. Television is one of the most important process to involve the children in healthy eating. Apart fro this, it can be said that this process make their meal time very much enjoyable to them.  3. Furniture like to car and other sub stands are very used full that can allow the children to to take food.  4. Utensils with the cartoon pictures are very effective that can make the child very eager to enjoy their food. Apart from this, it can be said that this process is very effective to improve healthy eating activity of the child. |
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1. List three (3) strategies you could use to help educate families about healthy eating.

Guidance: Provide an example of one of the strategies you suggested

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| Read books about food: There are many books that show kids about where sustenance originates from, who develops it, and what sorts of nourishments are both solid and flavorful. To Market, To Market by Nikki McClure, for instance, is an account of mother and child who go to the week after week agriculturists' market where they figure out how every nourishment they go over was developed or created. Or, then again The Good Garden by Katie Smith Milway, where an educator at Maria's school acquaints her with economical cultivating rehearses that she starts to execute in her family's garden at home.  **Engage kids in community gardens and farms:** bad dietary patterns rule, they can be difficult to change particularly when they have turned out to be agreeable schedules. In any case, by keeping undesirable nourishments out of your home, and acquiring solid sustenance, it's conceivable to advance better dietary patterns, even with the pickiest children.  **Understand the importance of biodiversity:** SeedMap.org is a site devoted to seeds, biodiversity and nourishment with an intelligent guide indicating seed assorted variety around the globe and a guide of the starting points of sustenance. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. In a child care service, you will need to cater for children’s individual dietary needs.
2. Explain how the centre obtains information regarding children’s specific dietary needs, food allergies or intolerances and who the information comes from.

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| Some foods should be given to the children in order to reduce the intensity of allergies. The intractable food chart must be very effective that can reduce the possibility of allergy. Apart from this, it can be this chart mist be medically proved. Milk is the perfect approach to support your newborn child. It is most drastically averse to trigger an unfavourably susceptible response, it is anything but difficult to process and it fortifies the newborn child's safe framework. Particularly prescribed for the initial four to a half year, it might conceivably lessen early dermatitis, wheezing and dairy animals' drain hypersensitivity. For newborn children in danger for nourishment sensitivity where the mother can't bosom encourage, hydrolysed baby equations are suggested as hypoallergenic substitutes over bovine's drain and soy recipes. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Once this information has been obtained, describe the process for identifying children who have specific dietary needs, food allergies or intolerances.

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| Once the information can obtained about the food that can create allergy it must be absorbed . The diet chart of the children must be medically proved where the allergy creating foods should not be added. |
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1. Explain why it is important that these children be identified.

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| It is very important to identify food that can create allergy. Through this process the health problem of the children can be reduced permanently. Apart from this, it can be said that, healthy living process of the children can be ensured through the identification of the food they can increased the possibility of allergy. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Explain what you would do if there was no policy to identify, manage and monitor children who have special dietary needs.

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| A few kids may have particular sustenance necessities because of issues, for example, sensitivities/sustenance narrow mindedness, social foundation or their family's way of life inclinations. All youngster mind administrations require to be set up to work with families to make beyond any doubt that individual youngsters' needs are met. In a few cases, administrations may need to create extra approaches to advance kids' wellbeing also, prosperity. For instance, where a youngster has an anaphylactic hypersensitive response to specific nourishments, the administration should create approaches and techniques to secure the youngster. |
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1. Describe how children’s oral health, including signs of tooth decay impacts on their general health and well-being.

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| Oral helath maintainimg is the most vital part for the children. Miamtinig tooth, nail, hair and other limbs must be inclded in the regular activity in order to provide the children suitable health. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. In a child care service, you will need to cater for infants and there fluid needs.
2. Describe the recommended steps in preparing formula.

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| Need of fluid is the most effective part for the children to maintain suitable health. This process is very effective that can allow the children to maintain healthy life. The distinctive working connections in social care settings are between the carers and the administration clients, carers and expert bodies, for example, GP's, brain research, dental practitioners and so on., Carers and the administration client's family individuals, and furthermore amongst partners and administration. For each of these you would build up an alternate sort of working relationship and keep up an expert way. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. What are the ‘Standards of Infant formula’ in Australia?

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| (1)This Standard regulates various types of infant formula products.   (2)      Division 1 deals with preliminary matters.    (3)      Division 2 sets out general compositional requirements for infant formula products.  (4)      Division 3 sets out compositional requirements for infant formula and follow-on formula.    (5)      Division 4 sets out compositional requirements for infant formula products for special dietary use  (6)      Division 5 sets out labelling and packaging requirements for infant formula products.    (7)      Division 6 sets out guidelines for infant formula products. The guidelines are not legally binding. |
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1. What is the WHO code and how does it affect staff in an Early Childhood Education and Care service?

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| The WHO code mainly provide guidelines that helps the children to maintain good helath. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. What are the recommended sterilisation methods for preparing infant feeding equipment?

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| * Nuby straw cup * Thinkbaby sippy * Toddler forks * Lunch kits |
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1. What are the recommended formula requirements for feeding infants?

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| * Lunch kits * Pocket bibs * Bear bottle |
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1. Allergies and food reactions in infants and children are common and may be associated with a variety of foods including adapted cow’s milk formula. Parents often consider using special infant formulas for preventing or treating allergic disorders. What types of formula are available in these circumstances and are they effective in reducing allergic reactions?

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| Different type of milk product reformation process are used to reduce the possibility of allergies. Fatty substance are reduced through the doubled toned process the health risk factors from the food . |
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1. What are the recommendations for minimising the risk of allergy in infants with a family history of allergies?

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| Proper diet chart should be the recommendation to the hereditary allergy factor. The food that can create allergy should not be add in the diet chart. |
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1. Consider a mother who wants to continue breastfeeding her baby whilst attending your child care service.
2. Suggest 3 ways you can support the mother breastfeeding her baby at your child care service.

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| Breast milk has the potentiality that helps to increase immunity power of the infants. The care service provider has to be very careful to provide some time to feed their children. This process has effective well being to reduce the risk factors that can create from the food. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Explain the benefits of breastfeeding.

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| Breast milk gives the perfect sustenance to babies. It has an almost culminate blend of vitamins, protein, and fat - everything your child needs to develop. Furthermore, it's altogether given in a shape more effortlessly processed than baby equation. Breast milk contains antibodies that assistance your child fend off infections and microscopic organisms. |
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1. What are the recommended steps for storing breast milk under the Infant Feeding Guidelines?

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| Breastfeeding brings down infant's danger of having asthma or hypersensitivities. Also, coddles who are breastfed only for the initial a half year, with no equation, have less ear diseases, respiratory ailments, and episodes of looseness of the bowels. They additionally have less hospitalizations and outings to the specialist. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Complete the table below:

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| --- | --- | --- | --- |
| **Breast milk status** | **Storage at room**  **temperature**  **(26°C or lower)** | **Storage in**  **refrigerator**  **(5°C or lower)** | **Storage in freezer** |
| Freshly expressed into  sterile container | YES | NO | NO |
| Previously frozen (thawed) | YES | NO | NO |
| Thawed outside refrigerator  in warm water | NO | NO NO |  |
| Infant has begun feeding | YES | NO | NO |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List the three (3) key points to consider when introducing solid foods to infants.

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| 1.It can improve digestive system of the Infants  2. Solid food is needed after certain age to improve internal function of the bidy  3. Solid food consists of high protein |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe two (2) ways you, as an assistant educator, can contribute to the healthy eating/nutrition policies and procedures at your child care service.

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| Training and development: Training and development is the most effective way to improve knowledge of the infants about the importance of healthy eating  Health campaign: Suitable campaign on the health program makes the people aware about the importance of healthy eating and to take nutritious foods. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Safe food handling is paramount in Early Childhood education and care services..
2. Describe the clothing/PPE that must be worn when preparing food.

Guidance: At least two must be provided.

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| The cook should wear proper clothing to cook hygienic food for the child. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List three (3) personal health symptoms that would prevent you from preparing food at a centre.

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| Wash hand before prepare food  Food should be preserved in the safety place  Plates must be clean |
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1. Provide a list of eight (8) procedures you need to follow to ensure you prepare food safely.

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| * Wash hands and surfaces * clean kitchen surfaces effectively * Store and prepare meat, poultry without cross communication with other food * Cook food at the right temperatures * keep food hot after cooking * Refrigerate promptly * Never thaw foods on the counter * Remove bacteria from food |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Explain how you would respond if you saw a colleague not following safe food handling practices.

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| The authority of the collage should be provided training to maintain healthy living. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Below are dietary guides of two foods.

Write a paragraph to explain which food is the healthier choice.

Guidance: From the two options, pick the healthier choice in respect to:

Saturated Fat Content

Salt Content

Sugar Content

Fibre Content

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| **NUTRITIONAL INFORMATION** | |  | **NUTRITIONAL INFORMATION** | |
| KELLOGG’S NUTRI-GRAIN  AVERAGE SERVINGS SIZE = 30g | | RICE Cakes 150g  AVERAGE SERVINGS PER PACKAGE = 12.5  SERVING SIZE (3 cakes) = 27g | |
|  | **Average Quantity per Serving** |  | **Average Quantity per Serving** |
| **ENERGY** | 480kJ | **ENERGY** | 578kJ |
| **PROTEIN** | 6.6g | **PROTEIN** | 1.2g |
| **CARBOHYDRATE** | 20.8g | **GLUTEN** | NIL |
| **SUGARS** | 9.6g |  | **CARBOHYDRATE** | 26.5g |
| **FAT** | 0.2g | **SUGARS** | 0.1g |
| **SATURATED** | <0.1g | **FAT** | 0.4g |
| **DIETARY FIBRE** | 0.8g | **SATURATED** | 0.1g |
| **SODIUM** | 180mg | **TRANSFATS** | NIL |
| **POTASSIUM** | 44mg | **DIETARY FIBRE** | 3.6g |
|  |  | **SODIUM** | 27mg |
|  |  | **POTASSIUM** | 40mg |

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| The above-mentioned foods are very nutritious for health and it can reduce health risk factor. The components are very effective to make strong body. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List four (4) procedures that should be in place to protect children from exposure to food allergens.

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| 1.Healthy eating  2.Orgal health maintenance  3.Select suitable food in diet chart  4.Avoid high protein like egg |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. What are the ‘Five Guidelines’ from the Australian Dietary Guidelines?

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| 1.Achieveand maintain healthy weight , be active from physically and daily exercise  2.Enjoy wide variety of nutritious food  3. Take limited salt, sugar, fat and protein  4. Encourage, support and promote breastfeeding  5. Care for your food; prepare and store it safely |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

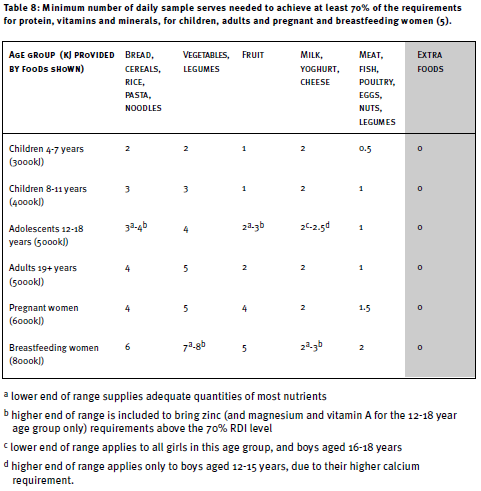
1. Label the different sections of the graph below indicating the recommended portions of food groups we should eat each day.

Guidance: This graph was sourced from “The Australian Guide to Healthy Eating”

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| |  |  | | --- | --- | | 1 |  | | 2 |  | | 3 |  | | 4 |  | | 5 |  | |  |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. From the table below determine the minimum number of daily serves for each of the selected children.



1. How many daily sample serves of Meat, Fish, and Poultry should be provided to a five year old child?

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| Meat- 50grm  Fish- 30Grm  Poultry- 50grm |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. List How many daily sample serves of Bread should be provided to a ten year old child?

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| Bread: 3 pieces |
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1. How many daily sample serves of Fruit should a Breastfeeding Women have?

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| Fruits- 2-3 |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. The United Nations Convention on the Rights of the Child and the ECA Code of Ethics relate to codes of practice that should be followed when working with children.
2. Outline the section in the United Nations Convention on the Rights of the Child that refers to ensuring children’s health and safety, in relation to food and water.

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| Food and water are the two most essential part for healthy living. . Apart from this, it can be said that weekly weight measurement must be added that ensured that the diet chat is helpful or not for the children. Every components of the food must be added in the diet chart that can allow the children to make healthy living possibility in this course of action. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Outline the section in the ECA Code of Ethics that relates to creating safe and healthy environments for children.

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| Creating healthy and safety environment for the children is the most essential part it is involved to maintain mental health of the children. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Give an example of each of the points below and describe in your own words why it is important to address the individual dietary needs and preferences of children in respect to:
2. specific cultural requirements

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| Foods habits defers on culture. The parents of different culture has to maintain the diet chary that consists of carbohydrate, protein, fat, vitamin, mineral and water. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. religious requirements

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| Religious requirements stand as aberrant in the food taking needs. Some religious restricts people to take some food that has high nutritious value. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. health requirements

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| Food must be taken as per the health requirements. The food with high nutritious value must be added in diet chat. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. As a child care worker, you will need to participate in regular emergency and evacuation drills.
2. List two different types of emergencies that may occur at your centre and describe what would need to occur to keep the children safe and secure. *Guidance: If you are not currently working at a child care service, refer to the Emergency Management Plan for Sparkling Stars Childcare Centre.*

[Sparkling Stars Childcare Centre Templates](http://compliantlearningresources.com.au/network/sparkling-stars/templates/)

*Download the “Emergency Management Plan (for Early Childhood Centres)”*

*(Username: queensford Password: QueCol@123)*

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| Medical facility must is present in the service centre that can allow the organisation to reduce the risk factors that can be increased from the foods. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Describe an evacuation procedure at the centre.

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| The evacuation process of the centre must be very effective that can provide food security. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. Provide a brief description of how you could discuss fire evacuations with children.

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| Instantly move all kids from the working of the crisis to the outer departure get together utilizing clearing bunks for infants and babies, taking participation sheets/class move, door keys and medical aid unit, and gather any crisis prescription e.g. Epi Pens, asthma prescription, and so on for youngsters in participation. |
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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

1. There are a number of Workplace policies and procedures that will relate to WHS. Fill out the table below, identifying the main policy that would be observed in a centre and one (1) practice for each.

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| --- | --- | --- |
| Area | Policy | Practice |
| Child Protection | Protect the child from the risk factors | Health and social care organisations |
| Supervision of Children | Give proper demonstration on their activity and healthy living | Educational institution and helath care organisations |
| Provision of Food | Maintain proper diet chart for helathy living | Educational institution and helath care organisations |
| Hygiene and cleanliness | Maintain proper diet chart for helathy living | Health and social care organisations |
| Children’s Medications | Provide proper medication | Healthcarfe organisations |
| Ill Children | Take cate of ill children | Health and social care organisations |
| Preventing accidents | Prodide proper medication | Health and social care organisations |
| Asthma/Anaphalxsis | Provide proper medication | Healthcare sectors |
| Fire Emergency | Suitable protection to the children in service care sectors | Care sectors |

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| *Assessor Use Only:* | Correct Written Response | Correct Verbal Response (please provide notes) |

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| **Further Comments** | |  | | |
| **Assessor Declaration:** By signing below, I declare that all of the above activities have been satisfactorily completed and that I have verbally authenticated these if required. | | | | |
| Assessor Name |  | | | |
| Assessor Signature: |  | | Date |  |

Task 2: Case Studies

Part A

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| You have been assigned the task of devising a menu at Sparkling Stars Childcare Centre. You can find out more about Sparkling Stars at their website:  [Sparkling Stars Childcare Centre](http://compliantlearningresources.com.au/network/sparkling-stars-childcare/)  *(username: queensford password: QueCol@123)*  Sparkling Stars Childcare Centre has a general menu designed for children over the age of five. However it does not take into account younger children. You have been assigned the task of developing a menu suitable for younger children.  Devise a 2 week menu (Monday to Friday), suitable for children aged 3-5 years that caters for morning tea, lunch, afternoon tea, late afternoon snack and drinks.  Your menu needs to be suitable for use in a child care setting and include the following:  50-75% of the recommended number of serves for each food group each day  A variety of ingredients and textures  A range of foods from different cultures  One red meat-free day per week  Vegetarian options for each meal period  No repetition of menu items (excluding drinks)  Please view the scenario and required templates here:  [Sparkling Stars Childcare Centre Brief for Two Week Menu](http://compliantlearningresources.com.au/network/sparkling-stars/scenarios/brief-for-two-week-menu/)  *(Username: queensford Password: QueCol@123)*  You are required to:   1. Present your menu in an attractive, easy-to read format and submit it. 2. Choose an item from your menu that contains an ingredient that may trigger a reaction from a child who has coeliac disease. Submit the recipe for that menu item. 3. Alter the recipe for the menu item so that it would be suitable for a child with coeliac disease. 4. Pick one lunch offering and explain how this meets the Australian Dietary Guidelines. |

Part B

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| **Case Study 1: Sleep and Rest**  All children have individual sleep and rest requirements. Children need a comfortable relaxing environment to enable their bodies to rest. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment.  ***Scenario 1:***  You are working as an early childhood educator in Sparkling Stars Childcare Centre. You are in charge of taking care of the following two children:  ***Tim:***  Tim is 3 years old. He likes to sleep with his favourite blanket that his mum packs for him when he goes to the centre. His mum has informed you that Tim gets very agitated throughout the day when he does not get his afternoon nap, and prefers that the centre ensures he gets his nap before she picks him up in the afternoon.  Tim does not like to eat vegetables. However, his mum is very particular about his diet:   * A portion of vegetables in every meal (he is not allowed to have desert unless he finishes all his vegetables) * He can only have desert after lunch provided he finishes all his vegetables. * He is not allowed to have sweets between 1PM to 2PM and past 5PM * He is lactose intolerant and very sensitive with other milk-based products   He is a very active and playful kid. He loves playing physical games with other kids such as tag, hide and seek, catch, etc. He gets easily bored with activities like storytelling, craft making and any other activities that do not involve physical play.  ***Kevin:***  Kevin is 2 years old and is still used to sleeping in a cot. He just started going to the centre and is still afraid to be left in the centre without his mum. Hearing his mum’s voice calms him down and helps him go to sleep. So his mum provided the centre with a recording of herself reading bedtime stories to play for Kevin when he is having difficulty sleeping.  Aside from him being very shy around other kids and new people, Kevin is very easy to take care of. He follows his diet without any problem and does not require a lot of attention when he is awake. He likes to keep to himself watching educational programs for children while holding his favourite stuffed toy. He is still being potty trained, but he knows how to call an adult he is familiar with when he needs to go to the toilet. When no one familiar is around when he needs to go to the toilet, he soils himself and becomes very embarrassed and wouldn’t let anyone but his mum clean him up. |
|  |
| **Your task:** Ensure sleep and rest practices are consistent with approved standards and meet the children’s individual needs by creating a checklist that you can use for the children described above. Use the safe sleep and rest time guidelines provided in the link below as your reference:  [Sleep and Rest Time Guidelines](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/safe-sleep-and-rest-times.pdf)  Use the template provided in the link below to create your checklist:  [Sleep and Rest Checklist](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Sleep-and-Rest-checklist1.docx) |

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| ***Scenario 2:***  Tim would not go to sleep during nap time one afternoon and kept pestering the other children in the centre to play with him. You explained to Tim not to bother the other children because they are trying to take a nap. After talking to him and explaining how taking a nap would help him feel stronger and better after he wakes up, Tim still insists on not going to bed and playing instead. |
|  |
| **Your task:** Provide three (3) options for appropriate quiet play activities for Tim by creating a plan that outlines the steps you need to take as well as the resources you will require to implement the plan. Fill out the table below to create your plan:   |  |  |  | | --- | --- | --- | | Quiet play activity | Description of the activity | Resources required for the activity | | 1 |  |  | | 2 |  |  | | 3 |  |  | |

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| **Case Study 2: Providing Children Supervision**  Ensuring the children have adequate supervision at all times is one of your responsibilities as an early childhood educator in the centre.  **The Scenario:**  You have been taking the lead in providing care for Tim and Kevin since they started going to the centre. In two weeks you will be taking a 3-day vacation leave. |
|  |
| **Your task**: You are required to provide detailed instructions to Jenny, the educator who will be taking the lead while you are away, and Michelle, the assistant educator you have been working with.  You have to make sure that your instructions contain all the essential information needed to ensure the children have adequate supervision at all times. Use the templates provided below to document the instructions you provide Jenny and Michelle:  1.1 Your email to Jenny Liberman:   |  |  | | --- | --- | | **To:** | Jenny Liberman | | **Cc:** | Michelle Schiffer | | **Subject:** | Instructions regarding care for Kevin and Tim | | **Attachments:** |  | | **Message:** |  |   1.2 Your email to Michelle Schiffer:   |  |  | | --- | --- | | **To:** | Michelle Schiffer | | **Cc:** | Jenny Liberman | | **Subject:** | Instructions regarding care for Kevin and Tim | | **Attachments:** |  | | **Message:** |  | |

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| **Case Study 3: Awareness of Safety**  As an early childhood educator, it is also your responsibility to raise the children’s awareness of safety. The centre ensures that there are enough programs and activities that promote safety awareness among the children in the centre. |
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| **Your Task:** Create a poster to help promote safety awareness among the children in the centre. You may choose any topic or theme relevant to child safety or promoting safety awareness among children. Below are some examples of topics or themes you may use for your poster:   * + - Stranger danger     - Safety in the kitchen     - Safety in the bathroom     - Safety in the park     - Safety in the beach     - Safety in crossing streets     - Handwashing |

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| **Case Study 4: Ensure the health and safety of children**  You are working as an early childhood educator in Sparkling Stars Childcare Centre. You are in charge of taking care of Sophie, a four and a half year old student with severe asthma. She also has severe allergies to dust and pollen which trigger her asthma attacks.  Review Sparkling Star’s Allergy and Asthma Awareness Policy, found in the link provided below and use it as your guide as you complete the tasks that follow.  [Allergy and Asthma Awareness Policy](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Allergy-and-Asthma-Handbook.docx)  **Scenario 1:** After an outdoor activity around 8:30 in the morning you noticed that Sophie started sneezing and coughing. You suspect that the dust from running around in the playground may have triggered her allergies. You checked her records to review if she has any prescription medications for this kind of situation. Provided in the link below is Sophie’s authorisation to administer medication form:  http://t3.gstatic.com/images?q=tbn:ANd9GcS9_9qPRhjG4GIbhJoZZQ0gKABfoVevSb1a0Z0RVkE-ZSK96ZCy[Authorisation to administer medication – Sophie Lancaster](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Authorisation-to-administer-medication-Sophy-Lancaster.docx) |
|  |
| **Your task:** You know that Sophie takes Allegra for acute allergic episodes. However, you also know that she is due for her Advair treatment in the next 30mins. Make a video recording of yourself administering the right medication to Sophie. To ensure your successful completion of this task, please see the guidelines provided below:   * have a volunteer act as Sophie in your video recording * you must include in your demonstration the following:   + - following the standard protocol for medication administration *(Guidance: a checklist is provided in the Allergy and Asthma Awareness Policy)*     - administration of the correct medication   *(Guidance: the assessor will know which medication you administered by the administration procedure you will demonstrate in the video)*   * + - the correct administration procedure   *(Guidance: you must follow the prescribed administration procedure for your chosen medication to administer to Sophie)*   * + - correct storage of the medication   *(Guidance: your video should also show how you store the medication after administration, including proper labelling of the medication, keeping it ina storage that is inaccessible to children, and other relevant considerations )*  Print the Authorisation to administer medication for Sophie Lancaster, and fill out the relevant section at the end of the form (Child Care Program Record of Medication Administration) accordingly after your recorded demonstration. You will be required to submit this form after all tasks relevant to the case study have been completed. |

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| **Scenario 2:** An hour later Sophie is still sneezing and coughing uncontrollably. This time she started wheezing and showing signs of difficulty in breathing. You suspect that Sophie is having an asthma attack and decided to quickly review her asthma management plan to respond appropriately. See Sophie’s asthma management plan in the link provided below:  [Asthma Management Plan – Sophie Lancaster](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Asthma-care-plan-Sophie-Lancaster2.pdf) |
|  |
| **Your task:** Make a video recording of yourself following Sophie’s asthma management plan for acute asthma attacks. To ensure successful completion of this assessment task, take note of the guidelines provided below:  Administer Sophie’s asthma medication   * Follow proper administration procedure (i.e., check medication name, check medication expiry date, etc. Guidance: complete guidelines provided in the [Allergy and Asthma Awareness Policy](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Allergy-and-Asthma-Handbook.docx)) * Follow proper storage procedure * Fill out relevant fields in the authorisation to administer medication form |

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| http://www.normalbreathing.com/images-2010/girl-acute-asthma-exacerbation.jpg**Scenario 3:** Sophie fell asleep soon after her asthma symptoms have calmed down. However, half an hour into her nap, Sophie woke up coughing and wheezing uncontrollably. You rushed to her bedside and knew she required first aid for her severe asthma attack.  After administering asthma first aid to Sophie, her condition still continued to worsen. You decided to call emergency assistance. You then asked the assistant educator on duty to keep an eye on Sophie and keep giving her first aid medication according to the prescribed procedure while you contact the ambulance. |
|  |
| **Your task:** Make a video recording of yourself demonstrating the successful completion of the following tasks:  3.1 providing first aid to Sophie as prescribed in her asthma care plan  3.2 provide instructions to the assistant educator on how to administer the first aid medication while you contact the ambulance |

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| **Case Study 5: Anaphylaxis**  You are working as an early childhood educator for Sparkling Stars Childcare Centre. One of the students under your care is Billy. Billy is a 4 year old boy with severe allergies with nuts and dairy-based foods. Review the anaphylaxis handbook provided in the link below and use it as reference as you complete the tasks that follow:  [Anaphylaxis Handbook](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Anaphylaxis-Handbook.pdf)  http://blogs.babycenter.com/wp-content/uploads/2011/03/Universal-Choking-Sign-300x200.jpg**Scenario 1:** One afternoon while Billy was playing with the other kids in the playground, you noticed that he started to look pale and started to wheeze as he grasped for air. His face is slightly swollen too. Upon surveying the scenario you noticed that he has chocolate stains in his hands and shirt and appears to have dropped a chocolate bar on the ground. Upon checking the chocolate you found that it contains peanuts. |
|  |
| **Your task:** Make a video recording of yourself responding to Billy’s anaphylactic emergency. Follow the prescribed in Billy’s action plan for anaphylaxis provided in the link below:  [Action Plan For Anaphylaxis – Billy Johnson](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Action-plan-for-anaphylaxis-billy-johnson.pdf)  To ensure successful completion of this task, take note of the following guidelines:  1. Have a volunteer act as Billy in the recording  2. Demonstrate how you survey the area and remove the hazard/s immediately  3. Provide first aid intervention for anaphylaxis as prescribed in the anaphylaxis handbook:  a. Lay Billy flat. Do not allow him to stand or walk. If breathing is difficult in this position, allow him to sit  b. Give EpiPen® (use a makeshift EpiPen®)  c. Phone ambulance  d. Phone family/emergency contact |

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| **Scenario 2:** Billy’s mum arrived immediately and the ambulance soon after. Billy’s condition improved after you administered the EpiPen®, but to make sure that Billy is out of danger, his mum had the ambulance take Billy to the hospital anyway. |
|  |
| *Mapping: CHCECE002 PC6.2, PE3(p)*  **Your task:** Apply the risk management plan for Billy by completing the checklist provided in the link below. Complete the column “**Detail how this will be implemented and any additional strategies”** by answering according to the organisational risk-management strategies from your relevant work experience in childcare centres/vocational work experience.  [Anaphylaxis Risk Management Plan – Billy Johnson](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Anaphylaxis-Risk-Management-Plan-Billy-Johnson.docx)  *(Guidance: you may use* [*Allergy and Asthma Awareness Policy*](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Allergy-and-Asthma-Handbook.docx) *as reference)*  **Supplementary Question:**  The physician prescribed 6ml of dipenhydramine every hour for six hours. All required authorisation are complete. The child’s parent supplied the medication in its original packaging as well as the measuring cup for the medicine. However the bottle only has 30ml left in it.  Will you have enough medicine to follow the doctor’s prescription?  Yes No  Explain your answer: |

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| --- | --- | --- | --- | --- |
| **Scenario 3:** You are preparing snacks for Billy. Below are the food labels of the available snacks:   |  |  | | --- | --- | | **Snack Option A** | **Snack Option B** | | http://www.rwservices.poptarts.com/content/dam/common/products/nutrition/125136.jpg | http://therealfoodguide.com/wp-content/uploads/2014/03/howtoreadafoodlabel-p2.jpg | |
|  |

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| --- |
| 3.1 Which of the two snack options is most appropriate for Billy?   * 1. Snack option A   2. Snack option B |
| 3.1.1Explain your answer: |
| 3.2 Supplementary Questions: dietary requirements |
| 3.2.1 Give an example of a common dietary restriction for children with type 1 Diabetes (Juvenile diabetes): |
| 3.2.2 Give an example of a common dietary restriction for Jewish children: |
| 3.2.3 Give an example of a common dietary restriction for Muslim children: |

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| **Case Study 6: Meal Planning**  **Scenario:** You are helping create a meal plan for two brothers who will start going to the centre in the next week, Johnny, 5 years old, and Lucas, 11 months old.  Johnny has no special dietary restrictions. While Lucas has just started eating solid foods. Lucas only drinks breast milk. Their mum, Kelly, expresses her breast milk in the morning and packs it for Lucas to drink in the centre. |
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| * 1. **Your Task:** Create a meal plan for Johnny outlining a cycle of menus, detailing the food that will be provided to him for a week. The meal plan should include breakfast, morning snack, lunch, afternoon snack and dinner for five days.   Use the meal plan template provided in the link below:  [Meal Plan Template](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/Meal-Plan-Johnny.docx)  *Guidance: review the* [*Australian Dietary Guidelines*](http://compliantlearningresources.com.au/network/sparkling-stars/files/2013/12/n55_australian_dietary_guidelines_130530.pdf) *and make sure to follow the recommended serves for Johnny’s age for vegetables, fruits, grains, etc. in your plan.*   * 1. **Your Task:** Create a one-page guide for Lucas’ mother to assist her with expressing breast milk by hand and it at home to ensure food safety procedures are followed according to the relevant prescribed guidelines.   *Guidance: Review the Infant Feeding Guidelines provided in the link below and use it as reference as you create your hand-out*  [Infant Feeding Guidelines](http://compliantlearningresources.com.au/network/sparkling-stars/files/2014/12/infant_feeding_guidelines.pdf) |

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| **Further Comments** |  |

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| **Assessor Declaration:** By signing below, I declare that all the above activities have been satisfactorily completed and that I have verbally authenticated these if required. | | | |
| Assessor Name |  | | |
| Assessor Signature: |  | Date |  |

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| **OFFICE USE ONLY** | | | | | |
| Date Received: |  | Received by: |  | Format Received: (Cross) | Email  USB  Hardcopy |
| Date Processed: |  | Processed by: |  | Initial: |  |
| Date Assessed: |  | Assessed by: |  | Initial: |  |
| Date Approved: |  | Approved by: |  | Signature: |  |
| Date Archived: |  | Archived by: |  | Initial |  |

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**RTONo:**31736 |**CRICOS:** 03010G

**Assessment Receipt Form**

If you (***the Student***) would like an official receipt to retain once this assessment has been submitted, the following form should be completed by you and person accepting the assessment and retained by you.

NB: It is your responsibility to arrange for this to be completed if you would like to retain this official receipt

**Completed by Student**

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| Student Name: |  | Student Number: |
| Code and Title: |  | Assessment Due Date: |
| Trainers Name: |  | Assessment Submission Date: |

**Completed by Queensford College Staff Member Receiving**

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| Staff Member Name: |  | Staff Member Signature: |
| Date Received: |  | Time Received: |