



CHCECE032

Nurture babies and toddlers

**LEARNING
ACTIVITY
BOOKLET
(Trainer Copy)**



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Version Control & Document History

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Overview

CHCECE032 Nurture babies and toddlers

This unit describes the performance outcomes, skills and knowledge required to develop relationships with babies and toddlers and their families and attend to the specific physical and emotional needs of babies and toddlers from birth to 23 months. It requires the ability to follow individualised care routines for sleep, feeding and toileting.

This unit applies to educators who work according to established policies and procedures and under the guidance of others in regulated children's education and care services in Australia.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCECE032>

Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

These formative assessments are used by trainers to complement both the learning and training processes, and to evaluate how learners are progressing throughout these processes.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner's competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

Formative Activities

I. Develop Relationships with Babies and Toddlers

Activity 1.1

True or False

Review the statements below about providing consistent and positive personal care routines to children. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE032 PC1.1 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 1, Section 1.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Consistency means that you provide the same level of care every day.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Transition is the change of one activity to another. Too many transitions in a day can be stressful to a child.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. The National Quality Standards according to the NQF are divided into six quality areas
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. The nationally approved learning framework for early childhood education is the Early Years Educational Framework.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Depending on their family background, children may display individual patterns that differ from the others.

Activity 1.2

Briefly explain what positive personal care means.

Mapping: CHCECE032 PC1.1 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 1, Section 1.1.2

Marking guide

The learner must briefly explain what positive personal care means.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

Positive personal care means providing personal care that is compliant with standards and guidelines to ensure quality and safety.

Activity 1.3

List three communication types used with babies and toddlers.

Mapping: CHCECE032 PC1.2 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 1, Section 1.2

Marking guide

The learner must list three communication types used with babies and toddlers.

For a satisfactory performance, their response must include the following:

- Verbal
- Non-verbal
- Visual

i.

ii.

iii.

Activity 1.4

Matching Type

Identify the observation tools and processes being described in each statement below.

Observation Tools and Processes
Tracking
Checklists
Specific targeting
Recorder or audiotape
Time sampling

Mapping: CHCECE032 PC1.4 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 1, Section 1.4.1

Learning Outcomes	Description
Time sampling	i. Involves completing an observation of a child in short narrative form, usually around 10–15-minutes.
Tracking	ii. Involves following a child's choices within their environment, such as transition preferences and play choices.
Recorder or audiotape	iii. You may choose to record a narration of your observations. This will allow you to replay everything you have noticed during the observation.
Specific targeting	iv. Focuses on one-on-one observations which can be used to look at something in particular or to complete an open-ended observation.
Checklists	v. If there are expected outcomes or behaviours, you can create a list you can anticipate what to look for. These are lists that identify knowledge, skills or aptitudes. These are normally created to meet certain criteria, and they are used to observe whether a child can meet these criteria.

II. Develop Effective Relationships with Family Members

Activity 2.1

Fill in the blanks

The following are statements about gathering information from families to assist children's transition. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCECE032 PC2.1 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 2, Section 2.1

- | | |
|------|---|
| i. | A communication plan is used to schedule when and what you need to communicate to someone. |
| ii. | Certain foods may affect a child's behaviour and wellbeing. Be sure to enquire about any food allergies that the child may have. |
| iii. | Some children will have special dietary requirements and restrictions due to food allergies and medical conditions and cultural backgrounds. |
| iv. | When a young child experiences a traumatic event, they may become more prone to feelings of helplessness, fear and anxiety which can affect their behaviour. |
| v. | Identifying authorised guardians and family members is vital because you want to be able to identify who are privy to specific information. |

Activity 2.2

List three signs that may suggest a child is feeling stressed at the time of separation into care service.

Mapping: CHCECE032 PC2.1 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 2, Section 2.1

Marking guide

The learner must list three signs that may suggest a child is feeling stressed at the time of separation into care service.

For a satisfactory performance, although the wording may slightly vary, their response must include three of the following:

- Making whining sounds
- Still reaching for the primary caregiver after being handed to the educator
- Pouting and crossing arms
- Crying or throwing a tantrum
- Becoming suddenly subdued or growing quiet.

If the learner's responses are none of the above, they are still acceptable as long as they demonstrate sufficient knowledge of signs that may suggest a child is feeling stressed at the time of separation into care service.

i.

ii.

iii.

III. Promote Safe Sleep

Activity 3.1

Briefly explain when Sudden Infant Death Syndrome or SIDS occurs.

Mapping: CHCECE032 PC3.3 (p), KE12.4

Learner guide reference: CHCECE032 Learner Guide, Chapter 3 Section 3.3

Marking guide

The learner must briefly explain when Sudden Infant Death Syndrome or SIDS occurs.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

Sudden Infant Death Syndrome or SIDS occur when, at some point during a child's sleep, they suffer an unexpected death due to unsafe sleep practices such as falling off the bed or suffocating because they rolled over.

Activity 3.2

Fill in the blanks

The following are statements about safe sleep practices and patterns. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCECE032 PC3.3 (p), PE 2.4 (p), KE12.3, KE12.1

Learner guide reference: CHCECE032 Learner Guide, Chapter3, Section 3.3

- | | |
|------|--|
| i. | Babies under the age of five to six months should be placed on their backs and replaced in that position if they move out of it to prevent sudden death in infants. |
| ii. | Babies at the age of five or six months can be safely allowed to take their preferred sleeping position as long as their breathing is not obstructed . |
| iii. | A safe sleeping environment is one that has all the potential hazards removed. |
| iv. | Infants and toddlers may have a more erratic sleeping pattern and sleep at different hours of the day. |
| v. | It is important to dress babies in clothing that is not too loose because it lowers the risk of suffocation. |

IV. Provide Positive Nappy-Changing and Toileting Experiences

Activity 4.1

True or False

Review the statements below about positive nappy changing and toileting. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE032 PC4.1 (p), PC4.2 (p), KE14.0 (p), KE19.0 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 4, Section 4.1 and Section 4.2

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Service policies and procedures are set in place to ensure that you provide positive experiences that support children.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Positive nappy changing experiences are hygienic and safe. They also include, but are not limited to, making sure the child feels relaxed and comfortable, not showing any displeasure or disgust, and encouraging children to communicate when they need their nappies changed.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Facilities available, such as the toilet or potty, should be placed outdoors to provide children with privacy.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Infections are caused by germs such as viruses, fungi, bacteria and protozoa, spread through various modes of transmission.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. To limit the spread of infectious diseases in services, children should also be supported to learn and develop personal hygiene practices.

Activity 4.2

List three ways to support children when using the toilet.

Mapping: CHCECE032 PC4.4 (p), KE14.0

Learner guide reference: CHCECE032 Learner Guide, Chapter 3, Section 3.1

Marking guide

The learner must list three ways to support children when using the toilet.

For a satisfactory performance, although the wording may slightly vary, their response must include three of the following.

- Constantly reminding the child to go to the toilet as a reminder is needed
- Letting the child go to the toilet consistently and regularly throughout the day
- Making sure the child sits on the toilet for a few mins before getting off
- Using an egg timer, count, sing a song are great ideas if the child is finding it difficult to stay on the toilet for a few minutes
- Ringing a bell, clap a rhythm, or sing a special song is helpful to remind the child to go to the toilet
- Giving the child encouragement as this will help get them to the toilet more often

If the learner's responses are none of the above, they are still acceptable as long as they demonstrate sufficient knowledge on ways to support children when using the toilet.

i.

ii.

iii.

V. Promote Quality Mealtime Environments

Activity 5.1

True or False

Review the statements below about positive mealtime environments. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE032 PC5.1 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 5, Section 5.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Positive mealtime environments are those that help shape children's development, health, and learning.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Children can learn from others about food preferences and how to eat from being in a setting where educators share mealtimes with them.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Children 14 months and above should be given metal utensils to help them eat on their own.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. No child should be force-fed.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. For safety reasons, children should be seated when eating and encouraged to have calm conversations as they concentrate on the task of eating.

Activity 5.2

List three different ways parents can get involved in children's mealtimes.

Mapping: CHCECE032 PC5.1 (p), KE22.1, KE22.2, KE22.3, KE22.4

Learner guide reference: CHCECE032 Learner Guide, Chapter 5, Section 5.1

Marking guide

The learner must list three different ways parents can get involved in children's mealtimes

For a satisfactory performance, although the wording may slightly vary, their response must include three of the following.

- Breastfeeding
- Provision of prepared food or drinks
- Parental direction regarding feeding
- Informing the centre about the child's food allergies
- Ensuring the child practices healthy eating

If the learner's responses are none of the above, they are still acceptable as long as they demonstrate sufficient knowledge on ways parents can get involved in children's mealtimes.

i.

ii.

iii.

Activity 5.3

Fill in the blanks

The following are statements about safe storage, preparation heating and serving of pre-prepared food and drinks. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCECE032 PC5.3 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 5, Section 5.3

- | | |
|------|--|
| i. | Milk (breastmilk or formula) should be at room temperature |
| ii. | Children must be set down whenever eating, and supervision is a must at all times. |
| iii. | Maintaining good mealtime routines helps provide a regular meal pattern into adolescence and adulthood. |
| iv. | Once formula products are opened, prepared and stored, they can be contaminated. Careful preparation and storage will help minimise any opportunity for harmful micro-organisms to grow. |
| v. | Formula milk, just like breastmilk and other food, can only be reheated once . |

VI. Create a Healthy and Safe Supporting Environment

Activity 6.1

Fill in the blanks

The following are statements about providing appropriate resources. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCECE032 PC 6.1 (p)

Learner guide reference: CHCECE032 Learner Guide, Chapter 6, Section 6.1

- | | |
|------|---|
| i. | Gross motor skills are large muscle movements that allows children to perform everyday tasks (e.g. walking, running, dressing up). |
| ii. | Babies up to one year of age should be allowed supervised floor-based physical activities. |
| iii. | Providing art and craft materials for children provides them with the opportunities to make things and use the materials in their own unique and creative way. |
| iv. | Open-ended materials are those that harness the children's imagination and have no limit to how they can be used. |
| v. | Activities, which can be conducted outdoors and indoors, provide opportunities to promote new physical skills and stimulate their senses . |

Activity 6.2

List three ways to provide children with a relaxed and calm environment.

Mapping: CHCECE32 PC6.4, KE23.3

Learner guide reference: CHCECE032 Learner Guide, Chapter 6, Section 6.4

Marking guide

The learner must three ways to provide children with a relaxed and calm environment.

For a satisfactory performance, although the wording may slightly vary, their response must include three of the following.

- Have well-designed spaces
- Include a range of areas and experiences
- Provide experiences with overlapping developmental areas
- Provide soft, cosy and comfortable spaces
- Manage hazards

If the learner's responses are none of the above, they are still acceptable as long as they demonstrate sufficient knowledge on ways parents can get involved in children's mealtimes.

i.

ii.

iii.

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