



CHCECE031

**Support children's health, safety
and wellbeing**



**LEARNING ACTIVITY
BOOKLET**

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Overview

CHCECE031 - Support children's health, safety and wellbeing (Release 1)

This unit describes the performance outcomes, skills and knowledge to support and promote children's health, safety and wellbeing in relation to physical activity, healthy eating, sleep, rest and relaxation and individual medical requirements.

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/CHCECE031>

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.

Formative Activities

I. Implement Hygiene and Health Procedures

Activity 1.1

Matching Type

Identify the microorganisms that cause infectious diseases being described in each statement below.

Microorganisms that cause infectious diseases
Bacteria
Viruses
Fungi
Protozoa
Parasites

Diseases caused by the microorganism	
	i. tinea corporis (ringworm), tinea pedis (athlete's foot) and candida (thrush)
	ii. intestinal infections leading to diarrhoea, nausea and stomach upsets
	iii. common cold, gastroenteritis, varicella (chicken pox), measles and influenza (the flu)
	iv. streptococcal sore throat, pertussis (whooping cough) and meningococcal disease
	v. infestation and scratching, which may lead to secondary infections

Activity 1.2

Enumerate the steps involved in proper handwashing.

i.
ii.
iii.
iv.
v.

II. Support Each Child's Health Needs

Activity 2.1

True or False

Review the statements below about privacy requirements and ethical requirements in relation to children's health needs. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Under the <i>Privacy Act 1993</i> , early childhood and care services are considered an 'Australian Privacy Principle (APP) entity.'
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. There are 31 principles of the APP, which outline how early childhood and care services must handle, use and manage the personal information of children and families.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. It is unethical to give out information to other families or other people or parties not authorised to elicit or access it.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Children's personal information may be provided to medical practitioners in cases wherein a child or family's health or wellbeing is at stake and in situations where non-disclosure of information may potentially result in their or other people's harm
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Regulation 181 provides the provision regarding confidentiality of records kept by an approved provider.

Activity 2.2

Enumerate the three types of plans that make up the health management plan.

i.
ii.
iii.

III. Promote Physical Activity

Activity 3.1

Matching Type

Listed below are different forms of planned and spontaneous activities that educators can provide for children to promote physical activity.

- a. Excursions
- b. Construction play
- c. Physically active play
- d. Music and dance
- e. Dramatic/imaginative play

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Description	
	i. This involves pretend-play wherein children create props and use them to engage in made-up scenarios, such as adventures of fantasy.
	ii. This involves using objects to build and create, such as blocks, carpentry and interconnection toys.
	iii. This allows children to move their bodies, performing a range of muscular movements in creative expression.
	iv. This usually involves energetic play, which allows children to explore gross motor movements (e.g. running, jumping, climbing, etc.) and ways to combine these movements.
	v. This involves going to different places, such as parks, gardens, museums and so on, wherein children can walk, stroll, play and explore.

Activity 3.2

List down three ways of encouraging children to participate in regular movement and physical experiences.

i.
ii.
iii.

IV. Promote Healthy and Safe Eating

Activity 4.1

Fill in the blanks

The following are statements about safety in storing, preparing, cooking/reheating/thawing and serving food. Review each and complete the statement by filling in the missing words/phrases.

i.	You must refer to the _____ for details on how to store food properly. The instructions, which are placed on the food labels on packaged foods, will tell you whether to refrigerate or store the food in dry, cool areas at room temperature.
ii.	During the food preparation stage, you are required to wear _____ to prevent the spread of microorganisms that may come in contact with food through coughing or sneezing.
iii.	_____, such as meat, poultry, eggs, seafood, and many others, must be cooked at an internal temperature above 75°C to kill pathogens inside the food. You can use a _____ (appropriately cleaned before and after using) to check the internal temperature.
iv.	Although you can thaw food faster under room temperature, it is not recommended as temperatures greater than _____ promote the growth of bacteria on the outside of the food.
v.	When serving food, make sure your hair is neat and pulled back by using a _____ to prevent hair from falling into the food.

Activity 4.2

Briefly explain why high-risk foods should be consumed in moderation and in small quantities.

V. Provide Opportunities for Sleep, Rest, and Relaxation

Activity 5.1

Matching Type

Listed below are examples of restful play activities that you can provide for children who do not sleep.

- a. Sensory bottles
- b. Jigsaw puzzles
- c. Drawing and colouring
- d. Origami
- e. Play dough

Match each to their description below, by writing the letter that corresponds to your answer in the space provided.

Description	
	i. It involves putting beads, shells, glitter, small toys, liquids, etc. of varying sizes and colours inside tightly-closed bottles. It can be used to create interesting sounds and visuals, which may be attractive and stimulating for babies and young children.
	ii. It involves paper folding to create various patterns or shapes. Young children may recreate their favourite boats, aeroplanes, animals and others.
	iii. It involves moulding different-coloured modelling clays into shapes and patterns such as foods, toys, and other objects. This eases tension in young children as they pull, squeeze, and tear the modelling clay into their desired shapes.

Description	
	iv. It involves fitting separate pieces together to form the correct pattern or image. While puzzles are usually a way to develop young children's problem-solving skills, it also develops their creativity, self-confidence and relaxation.
	v. It involves the use of art materials, such as pencil, crayons, paint, etc., to draw different images or patterns. This is a good way to keep young children's imagination and creativity working.

Activity 5.2

List down four features of environments that promote rest and sleep.

i.
ii.
iii.
iv.

VI. Supervise Children

Activity 6.1

True or False

Review the statements below about using positive developmentally appropriate communication when informing children of safety requirements. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Positive communication with children means communicating in ways that promote mutual understanding.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Listening attentively involves looking children in the eyes and bringing yourself down within eye level as they are talking to you.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Developmentally appropriate communication means communicating in ways that correspond to a child's developmental stage to ensure that they are able to pick up or understand the message you are trying to tell them.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Intensive formal meetings are effective ways to inform children of safety requirements.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Constructive feedback is a great way to make children aware of concerning actions or behaviours.

Activity 6.2

List down the six principles of active supervision.

i.
ii.
iii.
iv.
v.
vi.

VII. Minimise Risks in the Environment

Activity 7.1

Fill in the blanks

The following are statements about using, storing and labelling dangerous products according to manufacturer's instructions and service policies and procedures and regulations. Review each and complete the statement by filling in the missing words/phrases.

i.	When administering medicine, you must check first the dosage specified in the . Make sure to tightly and securely close the on the containers after using them to avoid accidental spillage.
ii.	Medication must be administered in areas where or (e.g. too much noise) are at a minimum as this may lead to the administration of incorrect dosage.
iii.	You must not remove the contents from its original container. If you have to, make sure that containers are not for storing food products and ingredients, as this may the food container
iv.	You must not store cleaning chemicals (e.g. dishwashing liquid, detergent) together with food .
v.	In relation to labelling dangerous products, you must make sure that that the are reflected in the new container, including the name of the product, instructions for use, storage and safety precautions.

Activity 7.2

Briefly explain the importance of observing and reporting the activities done by people who enter the service premises.

VIII. Support Children to Respond to Risks

Activity 8.1

True or False

Review the statements below about promoting sun safety to children. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Prolonged exposure to ultraviolet (UV) radiation can result in risks such as sunburn and skin cancer.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. One way of promoting sun safety in children is by adjusting outdoor playtimes according to the season.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Closed shoes are not necessary when playing under the sun.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Sunscreens to be used must be SPF 50+ broad spectrum and water-resistant.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. It is not necessary to involve families in developing a sun safety plan.

Activity 8.2

Briefly explain how modelling behaviour can help children recognise age-appropriate responses towards potential hazards.

IX. Provide a Safe and Healthy Environment

Activity 9.1

True or False

Review the statements below about the exclusion of children from the service. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Exclusion time refers to the recommended period wherein a child must stay home due to being unwell, which means they cannot enter and join the service's activities temporarily.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. When a child is unwell, they must be immediately excluded from the service.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Illnesses are the only grounds for the exclusion of children from the service.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. According to the NHMRC, a child must be excluded from the service when they experience diarrhoea.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Following a child's exclusion from the service, it is necessary to apply sanitation procedures in the service premises to control infection.

Activity 9.2

List down four examples of common spills of bodily fluids that usually occurs in early childhood education and care services.

i.
ii.
iii.
iv.

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