



**CHCECE031**

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



**LEARNING ACTIVITY  
BOOKLET**

**(Trainer Copy)**

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## Version Control & Document History

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13 July 2021	Version 1.0 released for publishing	1.0
1 March 2024	Version 1.1 endorsed for use Fixed some wording issues	1.1

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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>

## 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. 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

*Mapping: CHCECE031 KE4.2.1 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 1, Subchapter 1.1, Section 1.1.1*

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

## Activity 1.2

Enumerate the steps involved in proper handwashing.

*Mapping: CHCECE031 KE10.3.1*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 1, Subchapter 1.2, Section 1.2.1*

### Marking guide

The learner must enumerate the steps involved in proper handwashing.

For a satisfactory performance, although the wording may slightly vary, their response must be all of the following (in the order specified).

i.

Wet hands with running water (preferably warm, for comfort).

ii.

Apply soap to hands.

iii.

Lather soap and rub hands for at least 15 seconds, including:

- a. Palm to Palm
- b. Back of hands
- c. In between fingers and back of fingers
- d. Around thumbs
- e. Around tips of fingers

iv.

Rinse hands with water.

v.

Dry hands thoroughly.

## 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.

*Mapping: CHCECE031 KE3.2*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 2, Subchapter 2.2*

<input type="checkbox"/> TRUE <input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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.

*Mapping: CHCECE031 KE3.1.4 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 2, Subchapter 2.1, Section 2.1.2*

### Marking guide

The learner must enumerate the three types of plans that make up the health management plan.

For a satisfactory performance, their response must be all of the following:

- Medical management plan
- Risk minimisation plan
- Communications 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.

*Mapping: CHCECE031 PC3.3 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 3, Subchapter 3.3*

Description	
e	i. This involves pretend-play wherein children create props and use them to engage in made-up scenarios, such as adventures of fantasy.
b	ii. This involves using objects to build and create, such as blocks, carpentry and interconnection toys.
d	iii. This allows children to move their bodies, performing a range of muscular movements in creative expression.
c	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.
a	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.

*Mapping: CHCECE031 KE3.1*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 3, Subchapter 3.1*

### Marking guide

The learner must list down three ways of encouraging children to participate in regular movement and physical experiences.

Responses may vary. However, for a satisfactory performance, the learner must demonstrate sufficient knowledge of ways of encouraging children to participate in regular movement and physical experiences.

Below are examples of satisfactory responses.

- Offering children a variety of toys that they can choose from
- Making physical activity fun
- Modelling play by performing the activity yourself and participating with them
- Using positive phrases to reinforce children's participation

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.

*Mapping: CHCECE031 KE4.3.1, KE4.3.2, KE4.3.3, KE4.3.4*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 4, Subchapter 4.4*

- i. You must refer to the **manufacturer's instructions** 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 **Personal Protective Equipment (PPE)** to prevent the spread of microorganisms that may come in contact with food through coughing or sneezing.
- iii. **Potentially hazardous foods**, 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 **thermometer** (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 **5°C** 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 **hairnet** 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.

*Mapping: CHCECE031 KE4.4.4 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 4, Subchapter 4.2, Section 4.2.1*

### **Marking guide**

The learner must briefly explain why high-risk foods should be consumed in moderation and in small quantities.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below. The underlined words/phrases must appear in the learner's response.

Referred to as discretionary choices in the Australian Dietary Guidelines, high-risk foods are foods that contain saturated fats, added salt, added sugars and alcohol. While they provide Australians with enjoyable meal experiences, often as part of social activities and celebrations, they should be consumed in moderation and in smaller amounts since these are associated with health risks such as obesity and chronic diseases including heart disease, type 2 diabetes and some cancers.

## 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.

*Mapping: CHCECE031 KE6.3*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 5, Subchapter 5.2*

Description	
a	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.
d	ii. It involves paper folding to create various patterns or shapes. Young children may recreate their favourite boats, aeroplanes, animals and others.
e	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	
<b>b</b>	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.
<b>c</b>	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.

*Mapping: CHCECE031 KE6.2*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 5, Subchapter 5.1, Section 5.1.1*

### Marking guide

The learner must list down four features of environments that promote rest and sleep.

Responses may vary. However, for a satisfactory performance, the learner must demonstrate sufficient knowledge of features of environments that promote rest and sleep.

Below are examples of satisfactory responses.

- Free from noise.
- Free from cigarette or tobacco smoke.
- Safe and free from hazards. This includes:
  - Curtains, wires and other hanging components kept away from the cot
  - Electrical appliances kept away from cots
  - Not using electric blankets, hot water bottles and wheat bags
- Maintained at a temperature appropriate for sleeping or resting.
- Dim lights. This means blinds or curtains should be closed to avoid bright light.
- Clean and safe cots/beds for sleeping. This means that cots/beds should be tidy, comfortable, arranged properly and in good condition.
- Incorporate relaxing music, as well as puzzles and stories for children to reflect.
- Have quiet play activities for children who remain awake.

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.

*Mapping: CHCECE031 PC6.2*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 6, Subchapter 6.2*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Positive communication with children means communicating in ways that promote mutual understanding.
<input checked="" 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 checked="" 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 checked="" type="checkbox"/> FALSE	iv. Intensive formal meetings are effective ways to inform children of safety requirements.
<input checked="" 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.

*Mapping: CHCECE031 PC6.1 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 6, Subchapter 6.1*

### Marking guide

The learner must list the six principles of active supervision.

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

- Awareness of environment
- Positioning
- Scanning and counting
- Listening
- Awareness of group and individual dynamics
- Interaction with children and adults

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.

*Mapping: CHCECE031 PC7.2*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 7, Subchapter 7.2*

- |      |   |
|------|---|
| i.   | When administering medicine, you must check first the dosage specified in the <b>manufacturer's instructions</b> . Make sure to tightly and securely close the <b>cap</b> on the containers after using them to avoid accidental spillage.        |
| ii.  | Medication must be administered in areas where <b>distractions</b> or <b>interruptions</b> (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 <b>contaminate</b> the food container                                      |
| iv.  | You must not store cleaning chemicals (e.g. dishwashing liquid, detergent) together with food <b>ingredients</b> .  |
| v.   | In relation to labelling dangerous products, you must make sure that that the <b>original label's specifications</b> 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.

*Mapping: CHCECE031 PC7.4 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 7, Subchapter 7.4*

### **Marking guide**

The learner must briefly explain the importance of observing and reporting the activities done by people who enter the service premises.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below. The underlined words/phrases must appear in the learner's response.

It is necessary to observe and report the activities done by people who enter the premises. On one hand, observation allows you to keep an eye on whether visitors are observing the service's policies and procedures, especially provisions relevant to children's health and safety. On the other hand, reporting allows you to document basic details of the visitors, and more importantly, note down in detail any incidents that may have affected the health and safety of children in the service.

## 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.

*Mapping: CHCECE031 PC8.3 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 8, Subchapter 8.3*

<input checked="" 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 checked="" 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 checked="" type="checkbox"/> FALSE	iii. Closed shoes are not necessary when playing under the sun.
<input checked="" 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 checked="" 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.

*Mapping: CHCECE031 PC8.2 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 8, Subchapter 8.1*

### **Marking guide**

The learner must briefly explain how modelling behaviour can help children recognise age-appropriate responses towards potential hazards.

Responses may vary. However, for a satisfactory performance, the learner must demonstrate sufficient knowledge of how modelling behaviour can help children recognise age-appropriate responses towards potential hazards.

An example of a satisfactory response is shown below.

Modelling behaviour means doing the appropriate responses yourself for children to observe and apply. This allows children to have a firsthand experience of the appropriate responses and helps them develop such responses as a habit. For example, after every arts and crafts session, you may ask the children to help you keep the materials and tools in the correct containers and keep the tables and floors free from clutter. After which, you can use positive phrases, such as 'Good job!' or 'Keep up the good work!' to encourage them to continue such a response.

## 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.

*Mapping: CHCECE031 PC9.3 (p), KE4.4.10 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 9, Subchapter 9.3*

<input checked="" 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 checked="" type="checkbox"/> FALSE	ii. When a child is unwell, they must be immediately excluded from the service.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Illnesses are the only grounds for the exclusion of children from the service.
<input checked="" 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 checked="" 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.

*Mapping: CHCECE031 PC9.2 (p)*

*Learner guide reference: CHCECE031 Learner Guide, Chapter 9, Subchapter 9.2*

### Marking guide

The learner must list down four examples of common spills of bodily fluids that usually occur in early childhood education and care services.

For a satisfactory performance, their response must be four of the following:

- Blood
- Nasal discharge
- Sputum
- Urine
- Faeces
- Vomit

i.

ii.

iii.

iv.

End of Document