



CHCECE032

Nurture babies and toddlers



**LEARNING
ACTIVITY
BOOKLET**

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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>

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. 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.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Consistency means that you provide the same level of care every day.
<input 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 type="checkbox"/> FALSE	ii. The National Quality Standards according to the NQF are divided into six quality areas
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. The nationally approved learning framework for early childhood education is the Early Years Educational Framework.
<input 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.

Activity 1.3

List three communication types used with babies and toddlers.

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

Learning Outcomes	Description
	i. Involves completing an observation of a child in short narrative form, usually around 10–15-minutes.
	ii. Involves following a child’s choices within their environment, such as transition preferences and play choices.
	iii. You may choose to record a narration of your observations. This will allow you to replay everything you have noticed during the observation.
	iv. Focuses on one-on-one observations which can be used to look at something in particular or to complete an open-ended observation.
	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.

i.	A 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 that the child may have.
iii.	Some children will have special dietary requirements and restrictions due to food and conditions and backgrounds.
iv.	When a young child experiences a event, they may become more prone to feelings of helplessness, fear and anxiety which can affect their behaviour.
v.	Identifying authorised and 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.

i.

ii.

iii.

III. Promote Safe Sleep

Activity 3.1

Briefly explain when Sudden Infant Death Syndrome or SIDS occur.

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.

i.	Babies under the age of five to six months should be placed on their _____ 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 _____ is not _____.
iii.	A safe sleeping environment is one that has all the potential _____ removed.
iv.	Infants and toddlers may have a more _____ sleeping pattern and sleep at _____ hours of the day.
v.	It is important to dress babies in clothing that is not too _____ 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.

<input 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 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 type="checkbox"/> FALSE	iii. Facilities available, such as the toilet or potty, should be placed outdoors to provide children with privacy.
<input 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 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.

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.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Positive mealtime environments are those that help shape children's development, health, and learning.
<input 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 type="checkbox"/> FALSE	iii. Children 14 months and above should be given metal utensils to help them eat on their own.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. No child should be force-fed.
<input 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.

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.

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

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.

i.	_____ motor skills are large muscle movements that allows children to perform everyday tasks (e.g. walking, running, dressing up).
ii.	Babies up to 1 year of age should be allowed _____ 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 _____ and creative way.
iv.	_____ 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 _____.

Activity 6.2

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

i.

ii.

iii.

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