

<p style="text-align: center;">Sessions 1, 2, 3</p>	<p style="text-align: center;">Participant Guide</p> <p style="text-align: center;">Health and Safety Pre-service Center Child Care</p>
<p>Curriculum writer: Michelle Hahn 2016; Revised 2023</p>	<p style="text-align: center;">6 hours</p>

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For additional training references, resources, handouts, and more, [visit the course resource page linked here](#) or through the QR code at right!



Important resources: The following two resources form the basis of much of this training’s content.

1. [MN Rule 9503, Child Care Center Licensing](#)
2. Caring for Our Children: National Health and Safety Performance Standards Guidelines for Early Care and Education Programs <http://cfoc.nrckids.org/>

Abbreviations / Acronyms / Glossary

CCC	Child Care Centers
CDC	Center for Disease Control
CFOC:	Caring for Our Children
DHS:	Department of Human Services
Infant:	A child who is at least six weeks old but less than 16 months
Toddler:	A child at least 16 months old but less than 33 months old
Preschooler:	A child who is at least 33-month-old but who has not yet attended the first day of kindergarten
School-age:	A child who is at least of sufficient age to have attended the first day of kindergarten, or is eligible to enter kindergarten within the next four months, but is younger than 13 years of age
SIDS/SUID:	Sudden Infant Death Syndrome; Sudden Unexpected Infant Death
Rule 3:	Legislation in MN Rules, Chapter 9503 governing child care centers
MDH:	Minnesota Department of Health
OSHA:	Occupational Safety and Health Administration

Session 1: Objectives

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas

The Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies and/or content areas are addressed in the training.

[KCF Content Area](#): VIIB: Health, Safety and Nutrition – 2 hours (Level 1)

CDA Content Area: Content Area 1: Planning a safe and healthy learning environment

Learning Objectives:

If learners are engaged and participatory, they will be able to:

- Identify MN Rule 3 licensing standards and best practices of supervision.
- Identify interaction techniques to utilize while supervising indoors, outdoors, and during transportation.

Describes regulations and best practices for safe transport of children in vehicles and safe sleep.

Session 1 Agenda

- A. Welcome and Introductions
- B. Supervision Basics
 - 1. What Is Supervision?
 - 2. Supervision Challenges
 - 3. Active Supervision
- C. Daily Supervision
 - 1. Drop-off and Pick-Up
 - 2. Daily Routines and Transitions
 - 3. Bathroom Supervision
 - 4. Mealtime Supervision
- D. Safe Supervision During rest, Napping, and Sleep
 - 1. SIDS/SUIDS
- E. Supervising Outdoors and During Transportation
- F. Wrap Up and Reflection

Session 1 Handouts to PRINT:

1. [Active Supervision At-A-Glance](#) Handout (Head Start)
2. [“Look Before You Lock” Pledge](#) Handout (US Dept of Health and Human Services)
3. [How to Choose and Use a Child Care Health Consultant](#)

Rule 3 Staff-to-child ratios and maximum group sizes

Age Category	Minimum Staff: Child Ratio	Maximum Group Size
Infant	1:4	8
Toddler	1:7	14
Preschooler	1:10	20
School Age	1:15	30

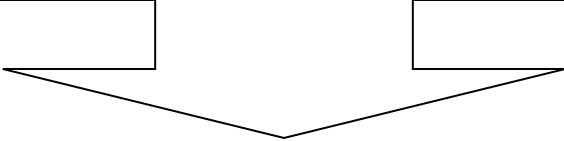

Developmental Basics

Birth to Age 3	Preschool
<p>Social and Emotional Development</p> <ul style="list-style-type: none"> • Trust and Emotional Security • Self-Awareness • Self-Regulation • Relationships with Other Children 	<p>Social and Emotional Development</p> <ul style="list-style-type: none"> • Emotional Development • Self-Concept • Social Competence and Relationships
<p>Language Development and Communication</p> <ul style="list-style-type: none"> • Listening and Understanding • Communicating and Speaking • Emergent Literacy 	<p>Language and Literacy Development</p> <ul style="list-style-type: none"> • Listening • Speaking • Emergent Reading • Emergent Writing
<p>Cognitive Development</p> <ul style="list-style-type: none"> • Exploration and Discovery • Memory • Problem Solving • Imitation and Symbolic Play 	<p>Cognitive Development</p> <ul style="list-style-type: none"> • Mathematical and Logical Thinking <ul style="list-style-type: none"> - Number concepts and operations - Patterns and relationships - Spatial relationships and geometry - Measurement - Mathematical reasoning • Scientific Thinking and Problem-Solving <ul style="list-style-type: none"> - Observing - Questioning - Investigating • Social Systems Understanding <ul style="list-style-type: none"> - Human relationships - Understanding the world
<p>Physical and Motor Development</p> <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development • Physical Health and Well-Being 	<p>Physical and Motor Development</p> <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development • Physical Health and Well-Being
	<p>Creativity and the Arts</p> <ul style="list-style-type: none"> • Creating • Responding • Evaluating
	<p>Approaches to Learning</p> <ul style="list-style-type: none"> • Curiosity • Risk-Taking • Imagination and Invention • Persistence • Reflection and Interpretation

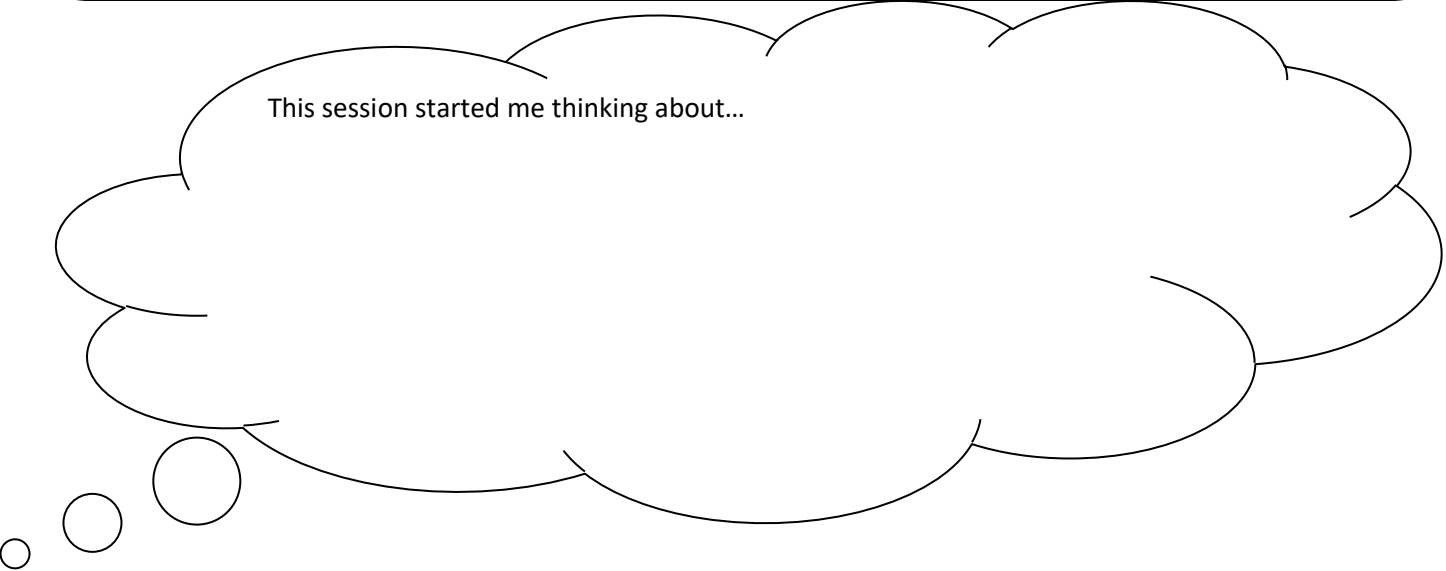
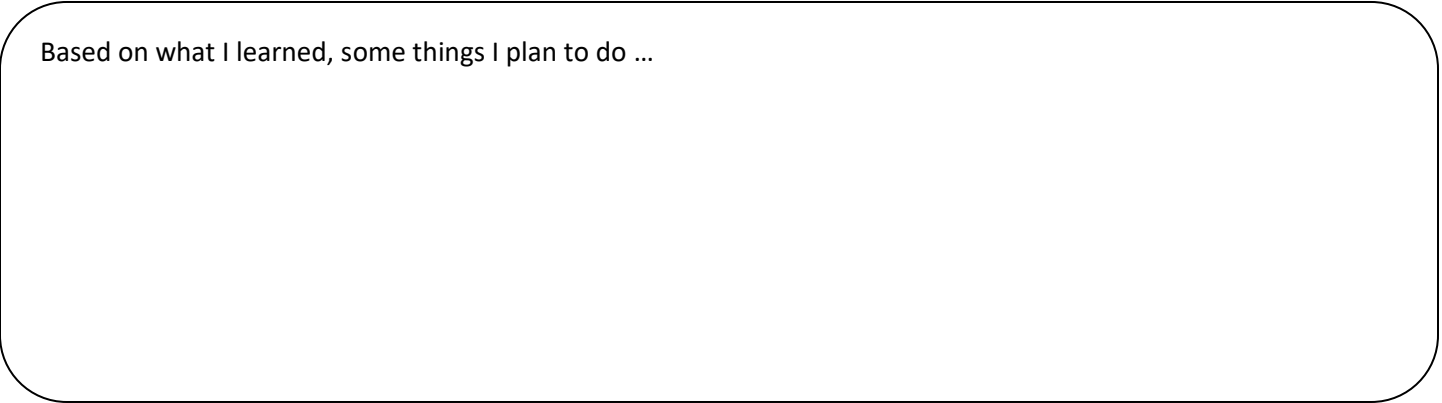
Session 1: Reflection

Take a few minutes to reflect on what you have learned about “active supervision” in this session of this class. Use the spaces below to capture your ideas and plans for action. Be prepared to discuss at the beginning of Session 2.

In this session I learned...



Based on what I learned, some things I plan to do ...



This session started me thinking about...

Session 1 – References

[Active Supervision At-a-Glance](#)

[Caring for our children: National health and safety performance standards: Guidelines for early care and education programs, \(Fourth Edition\)](#)

[Look Before You Lock! handout](#)

[MN Department of Human Services Safe Sleep Standards and Training Requirements for Child Care](#)

[MN Rule 9503, Child Care Center Licensing](#)

[MN Statute Chapter 245A. Human Services Licensing](#)

[MN Statute Chapter 245C. Human Services Background Studies](#)

[MN Statute Chapter 260E. Reporting of Maltreatment of Minors](#)

[Safe Sleep for your Baby Brochure](#)

[Using Active Supervision](#)

Session 2: Objectives

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas

The Knowledge and Competency Content Areas and the CDA Content Areas are listed here to help participants understand what competencies and/or content areas are addressed in the training.

[KCF Content Area](#): VIIA: Health, Safety and Nutrition – 2 hours (Level 1)

CDA Content Area: Content Area 1: Planning a safe and healthy learning environment

Learning Objectives:

While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory, they will be able to:

- Describe methods to reduce the spread of infectious disease, including food safety, Standard Precautions, cleaning/sanitizing/disinfecting, handwashing, diapering/toileting, daily health checks, and illness exclusion.
- Describe licensing regulations related to allergy prevention/response, exclusion and reporting of infectious disease, handling/disposal of bodily fluids, and mandated reporting.
- Identify signs of abuse, neglect, and abusive head trauma (AHT); know mandated reporting procedures

Session 2 Agenda:

- A. Welcome and Overview
- B. Food Safety, Nutrition, and Food Sensitivities
 1. Food Sanitation
 2. Nutrition and Hydration
 3. Food Allergies and Intolerances
 4. Emergency Response Plan
- C. Standard Precautions
 1. Cleaning, Sanitizing, and Disinfecting
 2. Immunizations
 3. Diapering & Toileting
 4. Handwashing
- D. Health and Wellness
 1. Infectious Disease
 2. Daily Illness Monitor
 3. Illness Exclusion and Reportable Illnesses
- E. Abuse and Neglect
 1. Abusive Head Trauma
 2. Mandate Reporting
- F. Wrap Up and Reflection

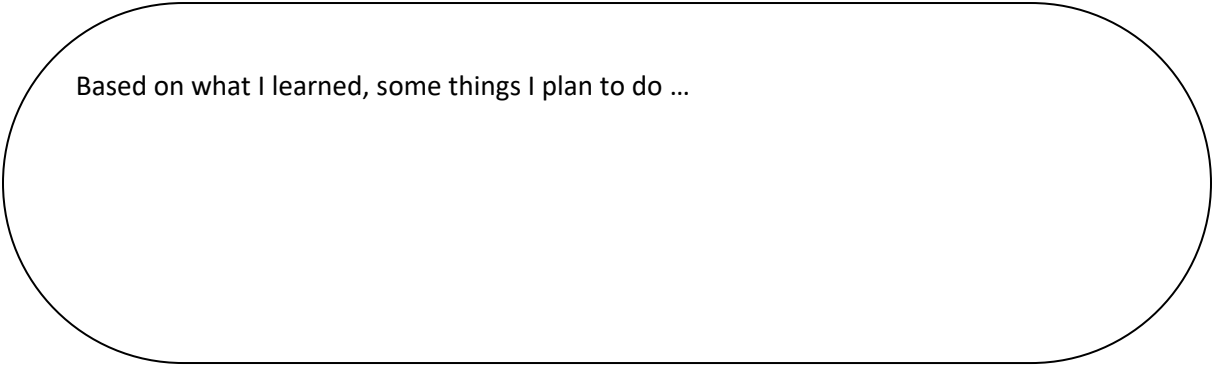
Session 2 - Reflection

Take a few minutes to reflect on what you have learned about “children’s health and wellness” in this session of this class. Use the spaces below to capture your ideas and plans for action. Be prepared to discuss at the beginning of Session 3.

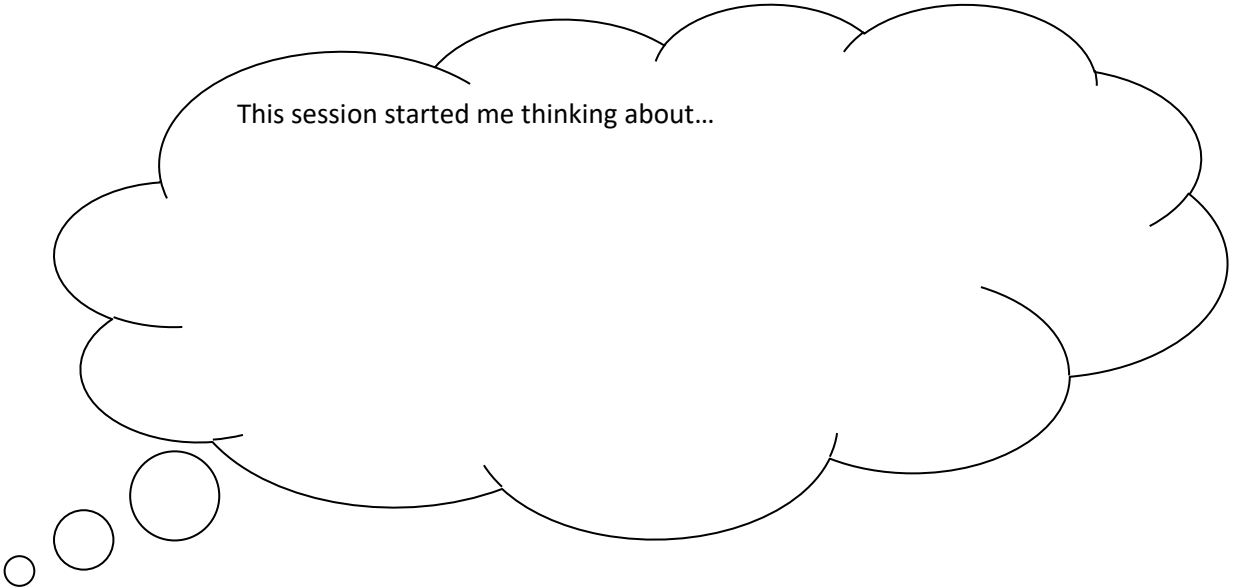
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Session 2 - References

[MN Rule 9503](#) and [Statute 245A](#)

[Caring for Our Children: National Resource Center for Health and Safety in Child Care and Early Education](#)

[Minnesota Mandated Reporter Resources](#)

Illness and Infectious Disease:

- [Communicable Disease Reporting](#)
- Immunizations - schedule available online at Centers for Disease Control and Prevention [CDC Immunization Schedule](#)
- [Infectious Diseases in Child Care Settings and Schools](#)

Standard Precautions:

- [A Dozen Common Errors in Diapering](#)
- [Changing soiled pull-ups](#)
- [OSHA Fact Sheet](#) (Standard Precautions and Bloodborne Pathogens)
CFOC [Routine Schedule for Cleaning, Sanitizing, and Disinfecting](#)
- [MDH Hand Hygiene](#) (including [Handwashing Toolkit](#))

Food Safety

- [Food Safety in Childcare Settings and Schools](#) (Hennepin)
- [Safe Handling of Breast Milk](#) (Hennepin)
- [Keep Food Safe! Food Safety Basics](#) (USDA)

Session 3: Objectives

Knowledge and Competency Framework (KCF) Content Area and CDA Content Areas

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[KCF Content Area](#): VIIA: Health, Safety and Nutrition – 2 hours (Level 1)

CDA Content Area: Content Area 1: Planning a safe and healthy learning environment

Learning Objectives:

While no training alone can ensure learning objectives, they can be designed to meet certain goals for each learner. If learners are engaged and participatory, they will be able to:

- Identify building/physical premise safety hazards and hazardous materials (such as equipment safety, stairs, electrical, toxic or reactive materials, garbage, bio-contaminants, etc.)
- Describe safety protocols and procedures, including daily safety checks, risk reduction, and emergency plans.
- Discuss proactive planning in preparation to respond to various emergencies and support children with diverse needs (such as allergies, diverse needs, infants/toddlers, individual developmental needs, etc.).

Session Agenda:

- A. Welcome and Overview
- B. Building and Physical Premise Safety
 1. Identification of Risks
 2. Risk Reduction Plans
- C. Precautions for Hazardous Materials and Bio-Contaminants
 1. Identification, Handling, Storage, and Disposal of Bio-Contaminants
- D. Emergency Preparedness
 1. Response Plans
 2. Natural Disasters
 3. Threatening Incidents
- E. Supporting Children with Diverse Needs
- F. Putting it all together; wrapping up

Session 3 – Interaction Scenarios

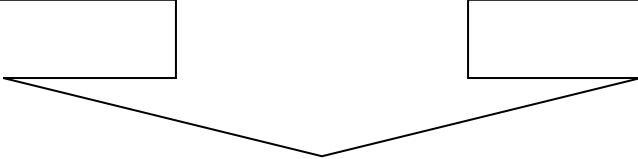
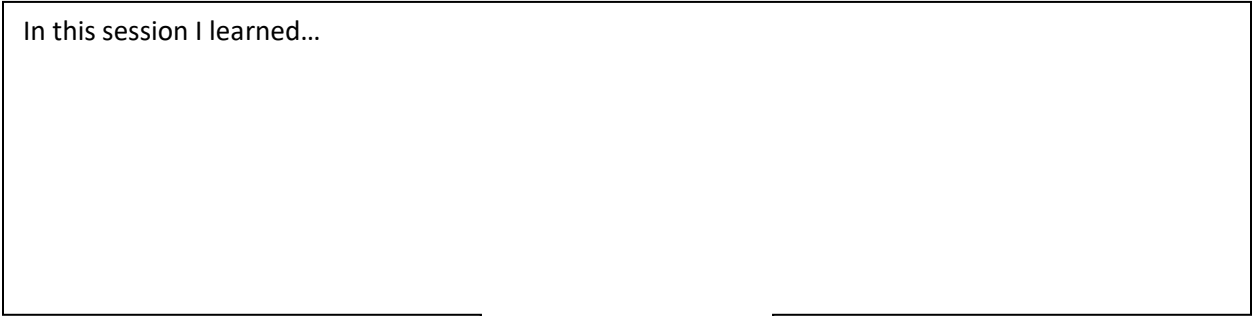
Reading through the scenarios, answer these questions:

- A. What are the potential health and safety challenges in this scenario?
 - B. What could be done to eliminate (or minimize) the potential health and safety risk challenges in this scenario?
 - C. What would best practices be in each scenario and how might that differ from licensing requirements?
-
1. Ms. Melissa, the early child care educator is serving lunch to the preschoolers. There is one preschooler with a severe peanut allergy. A second preschooler has just finished washing his hands. Along the way back to the table, he has stopped by his cubby and picked up a bag of Halloween candy. He has brought it to the lunch table. He states his mom said he could share the candy with his friends after lunch.
 2. Preparing for nap, Ms. Mary, the early child care educator, is doing diapering and toileting. She has three toddlers in the bathroom with her. One needs diapering and the other two are toilet trained. She has directed the two toilet trained toddlers to the toilets. While performing the diapering, one of the toddlers on the toilet, walks up to her crying and Ms. Mary notes the toddler has had a loose stool and it is running down his legs.
 3. A group of preschoolers are playing a board game together. One of the preschoolers in the group got up from the table, grabbed the bottle of sanitizer on another counter and sprayed in the air above the other children playing the game. The children who were sprayed are shouting they were sprayed.
 4. You are the lead teacher in the young preschool room. The Center Director has just told you a new child will be starting next week in your classroom and has a seizure disorder. However, the child is on medication at home and has not had a seizure for over a year.

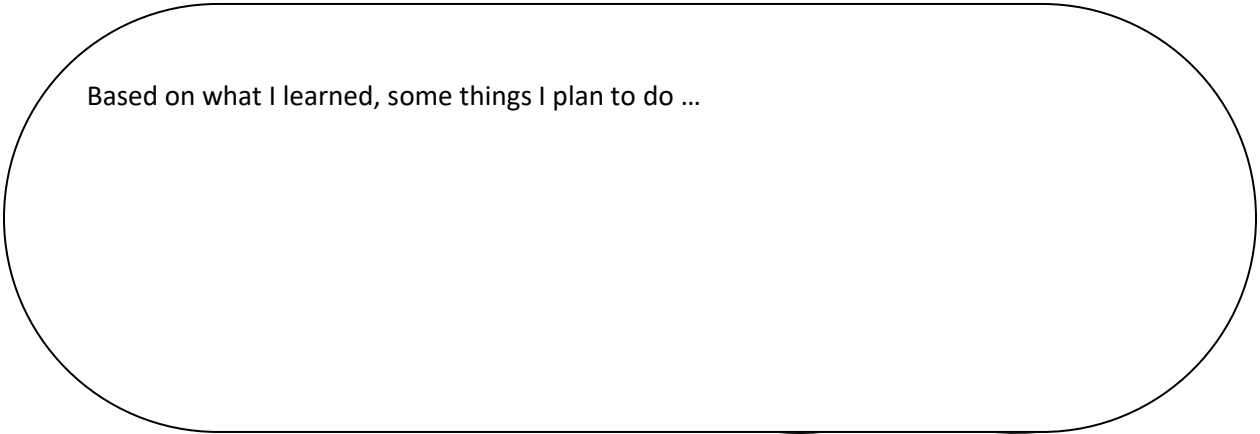
Session 3 - Reflection

Take a few minutes to reflect on what you have learned about “Hazards and Emergency Planning” in this session of this class. Use the spaces below to capture your ideas and plans for action.

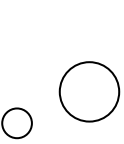
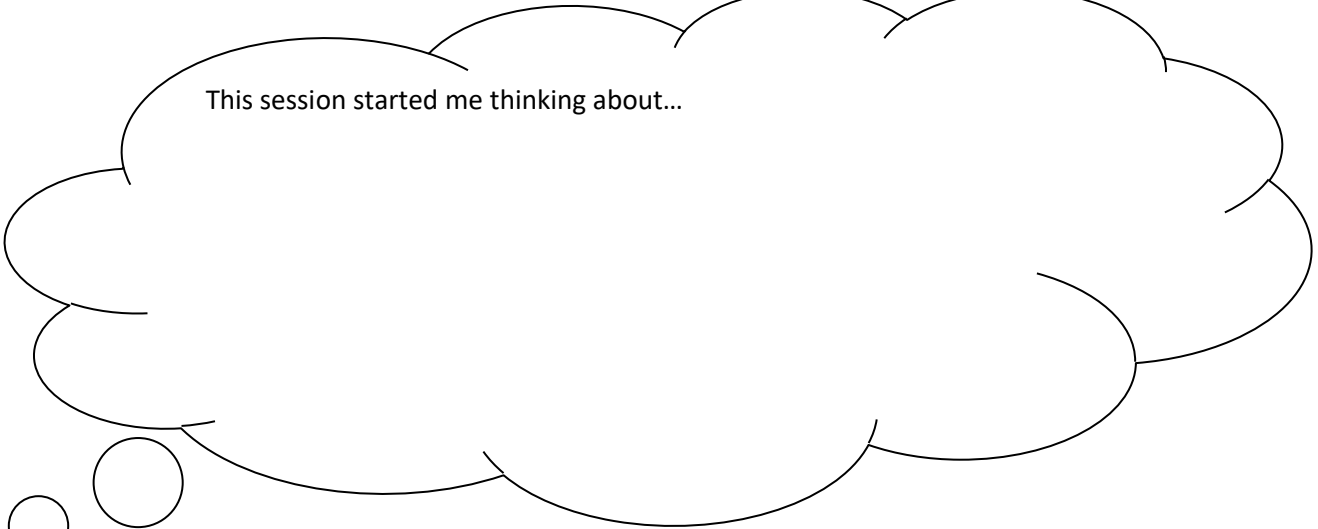
In this session I learned...



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This session started me thinking about...



Session 3 - References

[MN Rule 9503](#) and [Statute 245A](#)

[Caring for Our Children: National Resource Center for Health and Safety in Child Care and Early Education](#)

Emergency Preparedness

- [Child Care Emergency Plan](#) for evacuation, sheltering, and other protection; updated annually.
- [Keeping Kids Safe DHS-7414](#) includes emergency planning resources for licensed child care centers.
- [Minnesota State Child Care Emergency Plan](#) resources guide (identifies state/local emergency resources)
- [CDC Children in Disasters: Teachers and Early Care and Education Programs](#)
- Child Care Aware of America: [Crisis and Disaster Resources](#)
- FEMA app: <https://www.fema.gov/mobile-app>
- [Keeping Kids Safe: Child Care Provider Emergency Planning Guide](#) (MN)
- [Red Cross Home/center Fire Safety Checklist](#)
- Red Cross Emergency mobile phone app: <http://www.redcross.org/get-help/prepare-for-emergencies/mobile-apps>
- [Sample Childcare Emergency Action Plan](#)
- [Savethechildren.org Disaster Checklist](#)
- US Dept of Health and Human Services: [Early Childhood Disaster-Related Resources](#)

Safety and Hazards

- [MN Risk Reduction Plan Template](#) (MN Child Care Centers)
- [Child Care Health and Safety DAILY Checklist Classroom](#) (Indiana)
- ECELS [Active Play Safety Checklist & Planning Tool](#)
- [ECELS Daily and monthly playground maintenance form](#)
- [Health and Safety Checklist for Early Care and Education](#) (California)
- MDH [Healthy Home's section](#)
- US Dept of Health and Human Services - Contemporary Issues in Licensing: [Building and Physical Premises Safety in Child Care](#)
- National Center on Early Childhood Quality Assurance News Briefs
 - [Brief #5: Building and Physical Premises Safety](#)
 - [Brief #6: Emergency Preparedness and Response Planning](#)
 - [Brief #7: Handling, Storing, and Disposing of Hazardous Materials and Biological Contaminants](#)