

<p><b>Family Child Care</b></p>	<p><b>Participant Guide</b></p> <p><b>Active Supervision: Supporting School-age Children</b></p>	
<p><b>This two-hour module meets the Rule 2 training requirement for supervision training.</b></p> <p><b>Updated 2/2024</b></p>	<p><b>2 Hours</b></p>	

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## Session Overview

### Minnesota’s Knowledge and Competency Framework (KCF) for Early Childhood Professionals Content Area, Child Development Associate (CDA) Subject Area

Minnesota’s Knowledge and Competency Framework for Early Childhood Professionals Content Areas and the Child Development Associate (CDA) Subject Areas are listed here to help participants understand what competencies, content, and subject areas are addressed in the training.

KCF Content Area: VII.B. Ensuring Safety

CDA Subject Area: Planning a safe, 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 learn to:

- Define MN DHS Rule 2 licensing standards regarding supervision in family child care settings.
- Identify supervision challenges and solutions that child care providers encounter while working with school-age children.
- Implement policies and practices that support the safety and supervision needs of school-age children.

**Learning Objectives** must be reviewed at the beginning of each session and an effort made to link content and participant responses back to the objectives of the session.

#### Session Overview

Section Time	Key Concepts	Teaching Techniques
15 minutes	Welcome/Introductions	Large group discussion Small group discussion Large group brainstorm
25 minutes	Planning activities and routines for school-agers	Small group brainstorm Large group discussion Small group activity Individual reflection
30 minutes	Positive relationships and promoting responsibility	Large group brainstorm Pair and share
20 minutes	Ensuring appropriate relationships among children	Small group activity
20 minutes	School-age children and technology use	Pair and share Individual activity
10 minutes	Objectives Review/Closing	Individual reflection
Total Time: 2 hours		

## Supervision Definitions

MN Rule 2 for Family Child Care	Best Practice: Caring for our Children
<p>Minnesota DHS Rule 2 (9502.0315, subp. 29a) defines supervision as:</p> <p>"Supervision" means a caregiver being <b>within sight or hearing</b> of an infant, toddler, or preschooler at all times so that the caregiver is capable of intervening to protect the health and safety of the child. For the school age child, it means a caregiver being available for assistance and care so that the child's health and safety is protected."</p>	<p><b>Caring for our Children: National Performance and Safety Standards</b> defines best practice:</p> <p>"Caregivers/teachers should provide active and positive supervision of infants, toddlers, preschoolers, and school-aged children by sight <b>and</b> hearing at all times, including when children are resting or sleeping, eating, being diapered, or using the bathroom (as age appropriate) and when children are outdoors.</p>

## Resources

### Licensing Links and Statutes

- [MN Rule 2 for Family Child Care](#)
- [Minnesota Statutes, Chapter 245 A – The Human Services Licensing Act](#)
- [Licensed Family Child Care – Information and Forms](#)
  - [Maltreatment of Minors Mandated Reporting Policy](#)
  - [Family Child Care Background Study Worksheet](#)

### Health and Safety Resources

- [Buckle Up Kids Brochure](#)
- [Stop It Now!](#)
- [StopBullying.gov](#)
- [Together Against Bullying](#)
- [National Center for Missing and Exploited Children](#)

### Professional Resources

- [Center for Inclusive Child Care](#)
  - [CICC introductory video](#)
- [Caring for Our Children: National Health and Safety Performance Standards, Guidelines for Early Care and Education Programs](#)
- [NAEYC Code of Ethical Conduct and Statement of Commitment](#)
- [NAEYC Advancing Equity in Early Childhood Education Position Statement](#)

**Implementing safety and supervision strategies for school-age children.**

Write strategies that you will implement or refine. At the end of the training, highlight three strategies to implement immediately into your program

**Implementing device and internet usage policies for family child care.**

Write your device and internet usage policies below:

## Responding to Bullying Behaviors

Read through the scenarios and identify the category of bullying (verbal, social, or physical, cyber)	What is your response?
<p>For the last week, you notice that Hannah asks to play with Carmen and Alicia outside on the playground, but they tell her she can't be their friend. As Hannah walks away, you see Carmen and Alicia whispering and giggling to each other.</p>	
<p>Rodney and James are playing outside. When Rodney is on the swings, James walks behind and pushes Rodney so hard he falls off the swing. When Rodney moves to the slide, James follows him and kicks Rodney when he comes off the slide.</p>	
<p>Over the past few weeks, the older children in your care have given each other nicknames. Diego's nickname is Turtle. At first, you thought it was harmless, but now you realize that the children call him that when does anything slower than they do.</p>	
<p>Every day, Elena wants to play with Jose and Jasmine. Sometimes they tell Elena to go away. Other times they tell her she can play, but they are the mom and dad, and she is the baby. Babies do not talk, and Elena has to follow all their directions.</p>	
<p>The last few days Robert races Mateo to the table and sits down first. When Mateo gets to the table, Robert moves Mateo's chair out from under him as he sits down, causing Mateo to fall on the floor.</p>	
<p>Samira and Brooke ride the bus to child care together. Samira takes a picture of Brooke sleeping on the bus and shows it to everyone and tells everyone Brooke is a baby for sleeping on the bus.</p>	