

Session 1	Participant Guide Health and Safety Pre-service for Child Care Centers
Curriculum writer: Michelle Hahn 2016	2 hours

Participant Guide/handouts available for download at: <http://mncpd.org/resources>.

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Session 1

Overview of Curriculum Session 1

KCF Content Area: VIIA: Health, Safety and Nutrition – 2 hours

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

Learning Objectives

- Identify MN Rule 3 licensing standards and best practices of supervision
- Examine and address supervision challenges experienced in center-based early childhood education programs
- Identify three interaction techniques to utilize while supervising
- Identify safe infant sleep practices; SUID

Session 1 Outline

Section	Overview of teaching technique
A. Welcome and Introductions 1. Welcome and Introductions 2. Review and Discuss Objectives	<ul style="list-style-type: none">• Large Group Activity
B. Supervision Basics 1. What is Supervision 2. Supervision Challenges 3. Active Supervision	<ul style="list-style-type: none">• Mini Lecture• Large Group Activity• Small Group Activity
C. Daily Supervision 1. Drop off and Pick up 2. Programming Time 3. Transitions 4. Bathroom Supervision 5. Mealtime Supervision	<ul style="list-style-type: none">• Mini Lecture• Large Group Activity• Pair Share• Small Group Activity
D. Safe Resting, Napping and Infant Sleep 1. Supervision 2. SUID prevention	<ul style="list-style-type: none">• Large Group Activity• Mini Lecture
E. Closing 1. Providing Active Supervision 2. Assignments	<ul style="list-style-type: none">• Individual Reflection• Assignments

Session 1

Hand-Outs/Print-Outs

1. [Active Supervision Tool Kit \(Head Start\)](#)
2. [“Look Before You Lock”](#)
3. [How to Choose and Use a Child Care Health Consultant](#)

Session 1

Abbreviations / Acronyms / Glossary

MN:	Minnesota
DHS:	Department of Human Services
CFO3:	Caring For Our Children 3 rd Edition
SIDS:	Sudden Infant Death Syndrome
SUID:	Sudden Unexpected Infant Death
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
Rule 3:	Legislation in MN Rules, Chapter 9503 governing center-based early childhood education programs
CSHN:	Child/ren with Special Health Needs

Developmental Basics

Birth to Age 3	Preschool
Social and Emotional Development <ul style="list-style-type: none"> • Trust and Emotional Security • Self-Awareness • Self-Regulation • Relationships with Other Children 	Social and Emotional Development <ul style="list-style-type: none"> • Emotional Development • Self-Concept • Social Competence and Relationships
Language Development and Communication <ul style="list-style-type: none"> • Listening and Understanding • Communicating and Speaking • Emergent Literacy 	Language and Literacy Development <ul style="list-style-type: none"> • Listening • Speaking • Emergent Reading • Emergent Writing
Cognitive Development <ul style="list-style-type: none"> • Exploration and Discovery • Memory • Problem Solving • Imitation and Symbolic Play 	Cognitive Development <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
Physical and Motor Development <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development Physical Health and Well-Being	Physical and Motor Development <ul style="list-style-type: none"> • Gross Motor Development • Fine Motor Development Physical Health and Well-Being
Creativity and the Arts <ul style="list-style-type: none"> • Creating • Responding • Evaluating 	Approaches to Learning <ul style="list-style-type: none"> • Curiosity • Risk-Taking • Imagination and Invention • Persistence • Reflection and Interpretation

Session 1 - Assignments

1. Reflecting on “Active Supervision”: Identify five “playground” specific risks for injury and supervision challenges you would anticipate on a “toddler” playground.
2. Provide a supervisory activity which could minimize risk of injury and reflect effective active supervision
3. Why are active supervision strategies important for infant safe sleep practices?

Session 1 – References

Resource Citations:

1. [MN Rule 9503](#)
2. [Minnesota Statutes, Chapter 245A Safe Sleep](#)
3. [Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, Third Edition](#)
4. [MN Reporting of Maltreatment of Minors](#)
5. [Resource Guide for Mandated Reporters of Child Maltreatment Concerns;](#)

Session 2	Participant Guide Health and Safety Pre-service for Child Care Centers
Curriculum writer: Michelle Hahn 2016	2 hours

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Session 2: Objectives

KCF Content Area: VIIA: Health, Safety and Nutrition – 2 hours

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

Learning Objectives:

- Define the difference between Universal and Standard Precautions.
- Differentiate between cleaning, sanitizing and disinfecting;
- Identify three components necessary to maintain a healthy and safe environment;
- Describe effective hand-washing techniques and when they should be utilized;
- Recognize potential blood-borne pathogen exposure incidents and identify procedures for minimizing incidents, preventing exposure, cross infecting and proper disposal.
- Identify signs of abuse, neglect and Abusive Head Trauma
- Recognize support needs for children with special health needs

Section 2 – Overview

Session 2

Time	Section	Overview
10 Minutes	Submission of Session 1 Assignments Review Session 2 Objectives	<ul style="list-style-type: none"> • Presentation
30 Minutes	Universal and Standard Practices <ul style="list-style-type: none"> • Infectious Process • Cleaning, Sanitizing and Disinfecting • Immunizations • Diapering & Toileting 	<ul style="list-style-type: none"> • Large group discussion • Small group discussion • Small group activity
20 Minutes	Health and Wellness <ul style="list-style-type: none"> • Daily Illness Monitor • Illness Exclusion • Reportable Illnesses 	<ul style="list-style-type: none"> • Large group discussion • Small group discussion
25 Minutes	Abuse and Neglect <ul style="list-style-type: none"> • AHT • Mandated reporting 	<ul style="list-style-type: none"> • Large group discussion • Small group discussion
25 minutes	Children with Special Health Needs <ul style="list-style-type: none"> • Health Care Plans • Emergency Care Plans 	<ul style="list-style-type: none"> • Large group discussion • Small group activity
10 minutes	Closing	<ul style="list-style-type: none"> • Presentation • Evaluation

Section 2 - Hand Outs

1. [OSHA Fact Sheet](#)
2. [Cleaning, Sanitizing, and Disinfecting Frequency Table](#)
3. [Immunization Schedule and Milestone Tracker](#)
4. [Handwashing 101](#)
5. [People First Language](#)

Session 2 - Abbreviations / Acronyms / Glossary

MN	Minnesota
MDH	Minnesota Department of Health
DHS	Department of Human Services
CCC	Child Care Centers
CDC	Center for Disease Control
CFO3	Caring For Our Children 3 rd Edition
IDCCS	Infectious Diseases in Child Care Settings and Schools
SIDS	Sudden Infant Death Syndrome
SUID	Sudden Unexpected Infant Death
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
Preschool	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
Rule 3	Legislation in MN Rules, Chapter 9503 governing center-based early childhood education programs
CSHN	Child/ren with Special Health Needs
OSHA	Occupational Safety and Health Administration

Session 2 - 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 2 - Assignments

1. Respond in writing to the following questions:
 - a. By what means are mouthed toys managed to prevent cross infecting between babies.
 - b. How frequently do toys in a toddler room need to be cleaned, sanitized or disinfected?
 - c. By what means are food contact surfaces are cleaned, sanitized or disinfected?
2. List the steps to making a “child protection” report.
3. Why is it important for early childhood educators to promote handwashing techniques?

Session 2 - References

1. [MN Rule 9503](#)
2. [Infectious Diseases in Child Care Settings and Schools](#)
3. [MN Reporting of Maltreatment of Minors](#)
4. [Communicable Disease Reporting](#)
5. [Resource Guide for Mandated Reporters of Child Maltreatment Concerns](#)
6. [Definition of Abuse and Neglect](#)
7. [Handwashing Posters](#)
8. [Handwashing Toolkit](#)
9. [A Dozen Common Errors in Diapering](#)
10. [Changing soiled pull-ups](#)

Session 3	Participant Guide Health and Safety Pre-service for Child Care Centers
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Session 3: Objectives

KCF Content Area: VIIA: Health, Safety and Nutrition – 2 hours

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

Learning Objectives:

- Recognizes and protects children from exposure to hazards related to the environment (such as pesticides, lawn applications, animals/pets, mold, mildew, garbage, diapering, pests, air quality, etc.)
- Recognizes and avoids health hazards related to food, such as choking, and allergies.
- Recognizes and protects infants and children through the risk reduction assessment and risk reduction plan.
- Describes and follows regulations and best practices for safe transport of children in vehicles.

Session 3– Overview

Section	Overview
Submission of Session 2 Assignments Introduction Objective review	<ul style="list-style-type: none"> • Presentation • Large group discussion
Food Safety, Nutrition and Food Sensitivities <ul style="list-style-type: none"> • Food Sanitation • Nutrition and Hydration • Food Allergies and Intolerances • Emergency Response Plan 	<ul style="list-style-type: none"> • Large group discussion • Small group activity
Building and Physical Premise Safety <ul style="list-style-type: none"> • Identification of Risks • Risk Reduction Plans 	<ul style="list-style-type: none"> • Large group discussion • Demonstration and practice
Hazardous Material Protection <ul style="list-style-type: none"> • Identification, Handling, Storage and Disposal of bio-contaminants 	<ul style="list-style-type: none"> • Large group discussion • Small group discussion
Emergency Preparedness <ul style="list-style-type: none"> • Response Plans • Natural Disaster • Threatening Incidents 	<ul style="list-style-type: none"> • Large group discussion
Transporting Children Safely	<ul style="list-style-type: none"> • Large group discussion • Small group activity
Interactive Scenarios Closing	<ul style="list-style-type: none"> • Small group activity • Evaluation

Section 3 - Hand Outs

1. [Food Safety](#)
2. [Food Allergy and Anaphylaxis Emergency Care Plan](#)
3. [MN Risk Reduction Plan Template](#)

Session 3 - Developmental Basics

Birth to Age 3	Preschool
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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 childhood 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 childhood 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 - References

1. [MN Rule 9503](#)
2. [MN Rule 9503.0145 Food and Water](#)
3. [Caring for our children: National health and safety performance standards; Guidelines for early care and education programs. 3rd Edition](#)
4. [Infectious Diseases in Childcare Settings and Schools Manual](#)
5. [Safe Handling of Breast Milk](#)
6. [The Basics of Food Safety to Prevent Foodborne Illness Nutrition and Wellness Tips for Young Children](#)
7. [Building and Physical Premises Safety](#)
8. [Risk Reduction Plan](#)
9. [Keeping Kids Safe: Child Care Provider Emergency Planning Guide 2016](#)
10. [Minnesota State Child Care Emergency Plan 2016](#)