



EDUCOOT

Level 3

# Caring for Children **SAMPLE!**



## Student Worksheets

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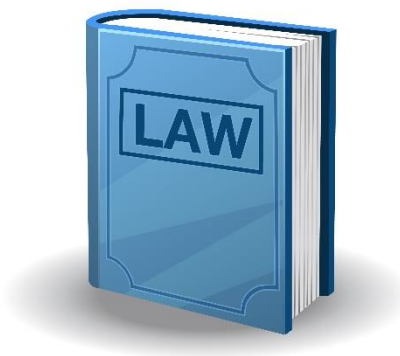


## A. Child Care Acts 1991 to 2007

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1. Read: The principal law in Ireland in relation to the care of children is the Child Care Act, 1991. (a child is defined as a person under the age of 18 who has not married.)

The Child Care Act provides that in any court proceedings concerning a child, the Court must regard the welfare of the child as the principle guide in its decision making.



Depending on the age of the child, the Court will also have to have regard to the wishes of the child and the parents but the guiding principle is the welfare of the child.

The Child Care Act 1991 also sets out the role of the HSE (Health Service Executive) in child care issues which places certain duties and obligations on the HSE in the whole area of child care. The HSE must also have regard to the wishes of the parents in carrying out its statutory duties.

High Court decisions have held that it is generally in the best interests of the child to be brought up in his own family so for this reason the intervention of the HSE to override the wishes of the parents has been limited to exceptional cases. Where the HSE feels intervention is necessary, it should first consider whether proper care could be given with the child staying within his/her family with the proper supports being provided by the HSE.



2. You can read more here:

<http://www.irishstatutebook.ie/eli/1991/act/17/enacted/en/html>

3. Answer the questions over the page.

2. Write some advantages and disadvantages of breastfeeding.



ADVANTAGES	DISADVANTAGES

3. Write 2 advantages of bottle feeding.

4. Write 2 disadvantages of bottle feeding.

6. Here are some weaning tips. Complete the sentences.

***one, bibs, tired, second, spoons, enjoy, rush, eating, washed, better***

- a) Hands must be  before food is prepared or baby fed.
- b) The baby's  and bowls must be thoroughly clean before they are used.
- c) The baby could make a mess! Dribbling  and floor mats are useful.
- d) The baby should be fed when there is no  or pressure.
- e) The baby should not be too hungry or .
- f) It is  if distractions like the TV, radio and phone are switched off.
- g) The baby should be given the opportunity to  touching and holding food. They may like to hold the spoon from time to time.
- h) The baby should never be left alone while , in case of choking.
- i) New foods should be introduced  at a time and the baby should be given time to get used to the taste and texture.
- j) Once the baby is taking about 6 teaspoons of food at one meal, a  meal can be introduced.







1. As a class: Design a simple questionnaire and use it to carry out a survey to find out about the range of snack foods eaten by young children. Print and give it to parents in the community to fill in. Divide the findings into healthy and unhealthy snacks.

Hint: On your questionnaire, ask specific questions and give some answer options. Include a list of snacks for people to choose. This makes it easier to collate the information. See the example:

**QUESTIONNAIRE**

How old is your child? \_\_\_\_\_

How many snacks do they eat on a daily basis? \_\_\_\_\_

Which of these snacks do they enjoy?

<input type="checkbox"/>	Fruit
<input type="checkbox"/>	Chopped raw vegetables
<input type="checkbox"/>	Yoghurt
<input type="checkbox"/>	Cheese
<input type="checkbox"/>	Smoothie
<input type="checkbox"/>	Egg
<input type="checkbox"/>	Raisins
<input type="checkbox"/>	Half sandwich
<input type="checkbox"/>	Cookie
<input type="checkbox"/>	Crisps
<input type="checkbox"/>	Other: _____



5. As a class, display a range of healthy snack foods for children. Make attractive and informative charts/posters about healthy snacking. Organise a tasting session of healthy snacks. See the separate **Snack Recipes** document and try out some of these recipes!

6. Review the different snacks. Fill in the Snack Review over the page.



## K. Food Handling Practices

Make sure that children are not at risk because of the way that food is prepared or served.

1. Complete the sentences.



*before, lukewarm, food, soapy, vegetables, clean,  
fish, reuse, covered, prepared*

- a) Babies and young children are especially vulnerable to bacteria that can cause  poisoning.
- b) Always wash your hands before preparing food and after touching raw meat, chicken,  and shellfish, raw vegetables and eggs.
- c) Check that the child's hands are  before eating.
- d) Children should wash their hands after touching pets and going to the toilet, and  eating.
- e) Keep surfaces clean and keep any pets away from food or surfaces where food is  or eaten.
- f) Thoroughly wash all bowls and spoons in hot  water.
- g) Keep raw meats and eggs  and away from other foods in the fridge, including cooked or ready-to-eat meats.
- h) Cook all food thoroughly and cool it until  before giving it to the child.
- i) Don't save and  foods that the child has half eaten.
- j) Wash and peel fruit and  such as apples and carrots.



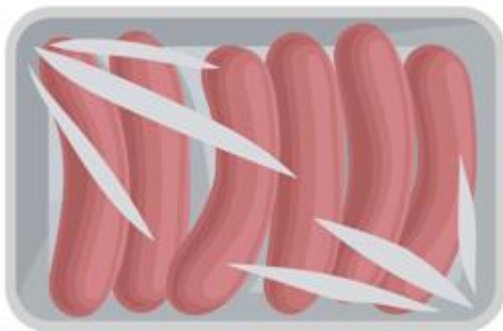
1. Read the table.

	<b>SYMPTOMS</b>	<b>SOURCE</b>	<b>GOOD PRACTICE</b>
<b>LISTERIA</b>	diarrhea, fever, muscle aches	unpasteurized milk, soft cheeses	cooking raw food thoroughly
<b>CAMPYLOBACTER</b>	nausea, fever, cramps, diarrhea	raw milk, raw meat	cooking raw food thoroughly
<b>CLOSTRIDIUM PERFRINGENS</b>	nausea, vomiting, pain, diarrhea	stews, soups, gravies held at warm temperature	hold food at below 40°F (4°C) or above 140°F (60°C)
<b>SALMONELLA</b>	diarrhea, chills, fever, vomiting, cramps	undercooked poultry, eggs or products containing eggs	cooking raw food thoroughly
<b>ESCHERICHIA COLI</b>	cramps, diarrhea, fever, vomiting	contaminated ground beef, unpasteurized juice, milk	cooking raw food thoroughly, eat pasteurized food

2. Choose one sickness and write about it. Also include how it can be avoided.



3. Tick the foods that children can safely eat raw:



- Banana
- Egg
- Pork sausages
- Carrot
- Chicken
- Pear

## N. Safe Procedures

1. Observe the media for a short period of time with relation to accidents involving children.

- ★ Read newspapers and search the news online.
- ★ Look at accident statistics in Ireland.
- ★ Discuss in your class: How did the accident occur? What was the outcome? Do you think the accident could have been avoided? What can we learn from this accident, if anything?

**DANGER**

2. Look at the Child Safety Programme (CSP) on the HSE website:

<https://www.hse.ie/eng/health/child/childsafety/awareness-programme-csap.html>

Read some of the available resources.



3. Choose one area of safety. Prepare and deliver a short presentation on this area of safety and how it relates to children. You can use Powerpoint to make a few slides. Include your notes and/or slides with your Portfolio.

4. Identify the hazards.





21. The teacher may invite a registered first-aid person to demonstrate essential first-aid for babies and children. Alternatively, research online.

Look at the information:

## ***First Aid for Choking***



*Choking*



*Check Mouth*



*Back Blows*



*Chest Thrust*



*Cough up Object*



*Choking*



*Back Blows*



*Abdominal Thrust*



*Cough up Object*

22. Write a list of numbered instructions on how to help a choking baby. (Look up information online too.)

Demonstrate the steps, using a doll.

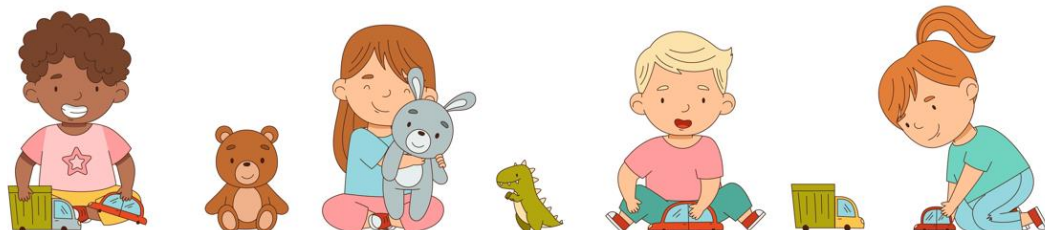
5. \*For this lesson, you need a collection of toys for babies and young children.

Play with the toy! Inspect it carefully.

Fill in the toy review below.



TOY REVIEW	
Name of the toy	
Manufacturer	
Target audience	
Price	
Require extras? (e.g. batteries)	
For individual or collaborative play?	
Educational value	
Fun value	
Safety	
General comment	
Score out of 10	



## Assessment Brief 2

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Course:	Level 3 Caring for Children
Course Code:	3N0610
Assessment:	2
Title:	<b>Caring for the Health of Babies and Young Children</b>
Weighting:	100% Collection of work

### Guidelines

You will be expected to:

1. Identify common signs of illness, and the appropriate response, in babies and young children.
2. Describe immunisation programmes available for babies and young children.
3. List the important local health services and centres to be contacted as required or in an emergency and the services offered by each.

### Assessment criteria

- ★ All tasks must be complete, correct and printed where required.
- ★ Become familiar with the common signs of health and illness in babies and young children.
- ★ Explain some illnesses, e.g., colic, meningitis, lactose intolerance, allergies, chickenpox, mumps, etc.
- ★ Do research online, relating to childhood disorders/illnesses.
- ★ Investigate different methods and equipment that can be used to take a child's temperature.
- ★ Become familiar with the immunisation schedule for babies and young children.
- ★ Make a list of local health services and centres.
- ★ Research a charity which helps children with specific conditions/illnesses.
- ★ Have an understanding of how to encourage children to have healthy habits, e.g. caring for teeth, hair and skin.



- ★ Take part in teamwork to complete projects, .e.g. brainstorming, presentation, discussions, investigating baby products, talking to a public health nurse, etc.
- ★ Video/photographic evidence may be required, e.g., recording of discussions or group work tasks.

Submission date:

I confirm that this is my original work.

Signed:

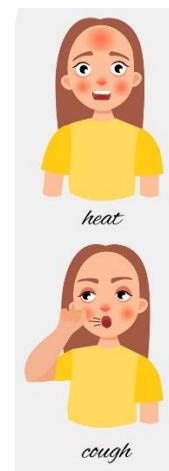
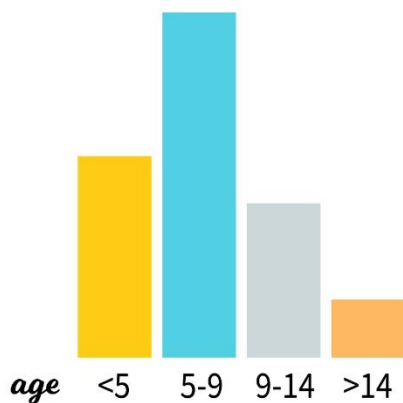
Date:

1. Complete the sentences about chickenpox.

***vaccination, virus, shingles, complications, hospital***

The varicella  causes chickenpox. Vaccination is common now, so chickenpox is rare - before the vaccine, the illness often caused  admission. Although uncomfortable, chickenpox infection is usually benign but there is a high risk of severe , including bacterial skin infections, pneumonia, and others. For this reason,  is recommended and routine. It can go dormant and result in  in some people as they age (usually over 60 years of age).

# Chickenpox



*Airborne infection*

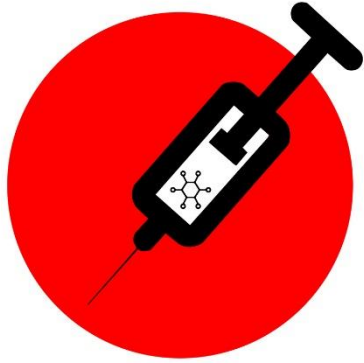


*Treatment*

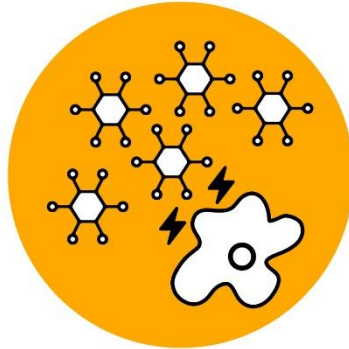


4. Read the information:

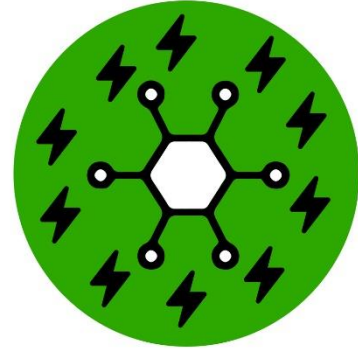
# How do vaccines work?



**Vaccines introduce a safe amount of harmless viral antigens to the body.**



**This helps the immune system to recognize them as hostile and develop antibodies for future infections.**



**If you encounter the disease again, your body already has the antibodies, so you don't get sick. You are immune.**

5. In your own words, describe how vaccinations work:

6. Read: A child needs 5 visits to the GP between 2 to 13 months to complete their course of vaccinations. This will protect them against serious illnesses. It usually takes a few weeks for vaccines to work. The child will not be protected immediately. Also, most vaccines need to be given several times to build up long-lasting protection.



8. Tick the correct answers:

### Safety tips when bottle-feeding

a) Do not prop or leave the ..... in your baby's mouth.

pacifier  bottle

b) The milk should feel ....., not hot.

cold  lukewarm

c) Do not put your baby to bed with a .....

bottle  blanket

d) Check ..... often as they can get clogged with milk powder.

sterilisers  teats

e) Choose a formula to match the age and ..... of your baby.

needs  size

f) Avoid using a microwave to warm a bottle, as a microwave heats ..... and could cause 'hot spots' in the milk.

evenly  unevenly

g) Throw away any feed that the baby has not taken within ..... hours.

twenty-four  two

h) Keep your bottle feeding supplies very .....

clean  hot



2. Group work: One student role-plays a session at a parenting course and shows how to sterilise and prepare a formula bottle. The rest of the group acts as the audience and asks questions.

## 6. Title: Eye Spy

### What you need:

- ★ 2 zip-lock bags
- ★ 1 cup rice
- ★ Masking tape
- ★ Small trinkets, toys, tokens or objects (example: buttons, small twigs, bottle top lid, toys, large beads, toy jewellery, glass gems, puzzle pieces, small figurines, small blocks, magnetic numbers or letters, foam shapes, etc!)
- ★ Optional: washi tape



### Instructions:



- A. Collect a handful (approx. 10) small toys and other items. Take a photo of them, print and laminate.
- B. Place 1 cup rice and toys into a zip lock bag. Add more rice if required.
- C. Fasten the zip-lock bag, insuring that all the air has been pressed out of the bag.
- D. Place the masking tape along the opening end to avoid the bag becoming open. Fold the zip lock end over and sticky tape again.
- E. Place the zip-lock bag into the other zip-lock bag with the folded end placed inwards at the bottom of the bag.
- F. Fasten the zip-lock bag (pressing out the air) and add sticky tape.
- G. Optional: place decorative washi tape around the outside (both sides) of the eye spy bag to create a kind of window for children to look through when searching for the objects. This also helps make the bag extra strong.
- H. Attached the Eye Spy Card with ribbon or string. (the card is so that children know which objects to look for)

### Learning Opportunities:

- ★ Concentration
- ★ Fine Motor and hand-eye coordination
- ★ Sense of pride and achievement
- ★ Problem solving – overcoming challenges
- ★ Language & Vocabulary: labelling and naming each object



5. Try out a painting activity with a child from 1 to 5 years and review the activity below:

 <p><b>ACTIVITY REVIEW</b></p> <p><b>Title of Activity</b></p> <input data-bbox="229 600 753 712" type="text"/>	<p><b>Comment : How easy was it to set up? Were materials easy to get?</b></p> <input data-bbox="817 465 1382 712" type="text"/>
<p><b>Comment : What was the cost for all the materials?</b></p> <input data-bbox="204 898 767 1144" type="text"/>	<p><b>Comment : How much did the child/children enjoy the activity?</b></p> <input data-bbox="817 898 1382 1144" type="text"/>
<p><b>Comment : What was the educational value?</b></p> <input data-bbox="204 1323 767 1570" type="text"/>	<p><b>Comment : How easy was it to clean up afterwards?</b></p> <input data-bbox="817 1323 1382 1570" type="text"/>
<p><b>Comment : Would you do this activity again?</b></p> <input data-bbox="204 1749 767 1995" type="text"/>	<p><b>Give an overall score out of 10:</b></p> <input data-bbox="983 1709 1209 1872" type="text"/> 

## Mapping of Learning Outcomes

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1. Describe how babies and young children should be fed to ensure healthy growth and development. Pages 17 to 22 (breastfeeding and bottle-feeding), Pages 23 to 30 (weaning), Pages 31 to (food preparation), Pages 38 to 41 (healthy snacks), Pages 42 to 47 (healthy eating habits), Pages 48 to 51 (food handling practices)
2. Describe good practices in the home that are necessary when caring for babies and young children. Pages 10 to 11 (Child Care Acts 1991 to 2007), Page 12 (Children Acts 2001 to 2007), Pages 13 to 14 (Ombudsman for Children Act 2002), Page 15 (Protections for Persons Reporting Child Abuse Act 1998), Page 16 (Childcare Provision Guidelines), Pages 48 to 51 (food handling practices), Pages 52 to 54 (cleaning practices in the home), Pages 55 to 58 (hazards), Pages 59 to 78 (safe procedures, including first aid), Pages 112 to 116 (healthy habits)
3. Identify common signs of illness, and the appropriate response, in babies and young children. Pages 89 to 90 (healthy babies and children), Pages 91 to 102 (illness)
4. Describe immunisation programmes available for babies and young children. Pages 103 to 107 (immunisation)
5. List the important local health services and centres to be contacted as required or in an emergency and the services offered by each. Pages 108 to 111 (local health services and centres)
6. Give examples of appropriate play activities for babies and young children. Pages 145 to 148 (importance of play), Pages 149 to 153 (0 to 1 year), Pages 154 to 163 (sensory activities), Pages 164 to 168 (painting activities), Pages 169 to 175 (craft activities), Pages 176 to 178 (water activities), Pages 179 to 181 (outdoor activities), Pages 182 to 185 (activities to prepare for school), Pages 186 to 190 (toys and activities)
7. Plan a healthy menu for a pre-school child for one day. Pages 26, 27 and 28 (menu cards for different ages), Page 39 (menu plan), Page 45 (menu card)

8. Care for a baby including preparing a baby's bottle, bathing, hand and face washing, and toileting appropriately, demonstrating safe, hygienic practices. Pages 48 to 51 (food handling practices), Pages 52 to 54 (cleaning practices in the home), Pages 55 to 58 (hazards), Pages 59 to 70 (safe procedures), Pages 79 to 85 (equipment for baby/child), Pages 112 to 116 (healthy habits), Page 120 (child's needs), Pages 121 to 126 (preparing a baby's bottle), Pages 127 to 132 (bathing a baby, keeping the baby clean), Pages 133 to 140 (toileting), Pages 141 to 142 (putting baby to sleep), Pages 143 to 144 (calming the baby), Pages 191 to 193 (nursery or child's bedroom)

9. Interact with young children and peers using effective communication skills. Pages 194 to 196 (communication), throughout course – when feeding, changing, playing, bathing, reading, etc.

Extra: Student's Logbook