Certificate III in Children’s Services

21869A

Open Colleges

- Written assessments
## Contents

**Assessment 21869/01**  
1. Assessment task 001: Child protection legislation  
2. Assessment task 002: Billy  
3. Assessment task 003: Sexual abuse  
4. Assessment task 004: Supporting families  

**Assessment 21869/02**  
1. Assessment task 001: Cleaning  
2. Assessment Task 002: Nappy Change  
3. Assessment task 003: Injuries  
4. Assessment task 005: Infections  

**Assessment 21869/03**  
1. Assessment task 001: Healthy Eating  
2. Assessment task 002: Food Safety  
3. Assessment task 003: Food and nutrition
Assessment 21869/01

Assessment task 001: Child protection legislation

TEXT REFERENCE: THE BIG PICTURE: Chapter 2

CHCCHILD401A Identify and respond to children and young people at risk of harm

This task assesses essential knowledge

Child Protection Legislation varies according to State/Territory

For this task:

Go to pp. 71-74 of your text.

Go to your State/Territory Child Protection Legislation website pp. 58-59 of your text.

1. Each State and Territory has in place legislation to protect children from risk of harm.
   a. What is the name of the legislation that relates to child protection in your State/Territory?

   ____________________________________________________________

   b. In relation to your child protection legislation who is nominated as a mandatory reporter
      of suspected risk of harm/significant harm?

   ____________________________________________________________

   c. When does mandatory reporting apply?

   ____________________________________________________________

   d. How is risk of harm or risk of significant harm defined in the regulation?

   ____________________________________________________________

To assist you to complete the following questions go to Reading: Australian Institute of Family
Studies: What is child abuse and neglect?

2. How is neglect generally defined? Indicators?

   ____________________________________________________________
3. What are the most common indicators of failure to provide basic physical or emotional necessities for children?

4. What are the most indicators of failure to provide adequate medical care?

5. List 4 possible indicators of physical abuse or ill treatment.

6. What other factors might you consider when determining risk of significant harm?

Assessment task 002: Billy

TEXT REFERENCE: THE BIG PICTURE: Chapter 2

CHCCHILD401A Identify and respond to children and young people at risk of harm

Element 1. Implement work practices which support the protection of children and young people

Element 3. Apply ethical and nurturing practices in work with children and young people

This task assesses essential knowledge

The protection of children is the responsibility of all members of the community. Children’s services are in a unique position to support the protection of young children by working closely with families and providing support or referrals as needed. Abuse can occur for many reasons, many of which are related to family stress and the parents’ ability to cope or access support networks.

Read the following scenario and answer the related questions.

To assist you with this task go to pp. 57-78 of your text.

Billy

Billy (2.9) has been attending your program two days per week for the last three months. Billy lives with his mother (Jenny) and her partner Lance, the father of two-month-old Mia. The family lives in a rented two-bedroom unit on the third floor of a block of flats. The flats are one of a series of dwellings situated near a busy road. There are no fenced play areas for children and there is limited access to public transport. Jenny, who has been unwell since the birth
of Mia, spends most of her time at home trying to rest. Mia has not settled into a routine and is difficult to feed. Lance is currently unemployed but does work as a labourer when work is available.

Billy is an extremely active child, who tends to be loud and impulsive. He has poor language skills and his speech is difficult to understand. When Billy is not able to make himself understood he becomes physically aggressive. He has poor social skills and does not relate well to the other children, who often refer to Billy as being “naughty”.

Recently you have noticed that Billy has become sullen and withdrawn. He is easily upset and cannot tolerate other children playing near him. Billy is thin and has sallow skin. He often has a runny nose. Yesterday you noticed that Billy had three elongated bruises on his upper back. Two of bruises were red/purple in colour and the third was yellowish brown. You asked Lance, who usually collects Billy, about the bruises and he became annoyed and said that Billy was “Always crashing into things”. He then grabbed Billy by the arm and dragged him out the door without saying good-bye.

a. What are the factors that may be contributing to the possible abuse of Billy?

b. Describe the indicators of possible abuse.

c. Suggest some strategies that could be put in place by the educator to reduce the risk of harm.

d. Suggest strategies that you could put in place in the daily program to support Billy.
e. Suggest how you could support Jenny in her parenting role.

f. Should Billy be notified as being at significant risk of harm? Why/why not?

Assessment task 003: Sexual abuse

TEXT REFERENCE: THE BIG PICTURE: Chapter 2

CHCCHILD401A Identify and respond to children and young people at risk of harm

This task assesses essential knowledge

Sexual abuse of children is considered to be particularly abhorrent. It can be extremely confronting and difficult to work with a child and family where sexual abuse has occurred. You will need to access the child protection legislation for your State or Territory.

Go to pp. 57-78 of your text.

Go to your State/Territory Child Protection Legislation website pp. 58-59 of your text.

a. What are the main indicators of sexual abuse in children?

b. What are the likely long term consequences of child sexual abuse?
Assessment task 004: Supporting families

TEXT REFERENCE: THE BIG PICTURE: Chapter 2

CHCCHLD401A Identify and respond to children and young people at risk of harm

Element 1. Implement work practices which support the protection of children and young people

Element 3. Apply ethical and nurturing practices in work with children and young people

This task assesses essential knowledge

The protection of children is the responsibility of all members of the community. Children’s services are in a unique position to support the protection of young children by working closely with families and providing support or referrals as needed. Abuse can occur for many reasons, many of which are related to family stress and the parents’ ability to cope or access support networks.

To assist you with this task go to pp. 57-78 of your text.

1. Suggest two strategies that could be put in place to support families with young children.

2. Where a family is living under stress the child’s own behaviour or development may contribute to the likelihood of abuse. Drawing on your child development knowledge give some examples of the behavioural or developmental factors that may place a child at risk of abuse.
3. Select two of your examples above and indicate how you might work with the child and/or the family to reduce this particular risk factor.
Assessment 21869/02

Assessment task 001: Cleaning

TEXT REFERENCE: THE BIG PICTURE: Chapter 3

CHCCN301B Ensure the health and safety of children

Element 1. Maintain a clean and hygienic environment

This task assesses essential knowledge

For these tasks: Refer to Reading 3: Staying Healthy in Child Care

To minimise the spread of infection and to maximise hygiene, all services must have in place a range of procedures that are consistently followed by staff.

Go to pp. 106-115 of your text

Go to Readings:

› Australian National Health and Research Council: Staying Healthy in Child Care 4th Edition

› North Carolina Child Care Health and Safety Resource Centre:
  - Daily Health Checks: Infants Poster
  - Caring for Children with Chronic Health Conditions

1. Regular cleaning helps to eliminate germs and minimise the risk of infection

Listed below are areas that require cleaning. For each area tick the recommended frequency for cleaning.

Recommended frequency of cleaning

<table>
<thead>
<tr>
<th>AREA TO BE CLEANED</th>
<th>THROUGHOUT THE DAY</th>
<th>DAILY</th>
<th>WEEKLY</th>
<th>REGULARLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>floors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cots</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cloth/soft toys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bathroom basins and taps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>table tops</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mattress covers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>storerooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>benches</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shelving</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dress-up clothes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nappy change surfaces</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>children's bed linen</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>toilets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bathroom floor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>toys for under 3s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dolls clothing and dolls bedding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>toys for over 3s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>furniture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sand/water toys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. In order to maintain a clean hygienic environment educators must use the correct cleaning procedures.

a. Fill in the missing words:

Effective cleaning with detergent and ____________ ________ followed by ____________ and ____________ removes the bulk of the ____________ from surfaces.

b. True or False?

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disinfectant is the only effective surface cleaning practice</td>
<td></td>
</tr>
<tr>
<td>Effective handwashing does not help in the prevention of the spread of disease</td>
<td></td>
</tr>
<tr>
<td>Sunlight and effective drying procedures kills some germs</td>
<td></td>
</tr>
<tr>
<td>Immunisation prevents the spread of infectious diseases</td>
<td></td>
</tr>
<tr>
<td>Ill children and staff should not be excluded from children services</td>
<td></td>
</tr>
</tbody>
</table>

3. Hand washing is a primary defence against the spread of infection. Both educators and children must develop a routine of regular hand washing.

Complete the following statement:

To minimise the spread of infection, hands should be washed:

__________________________________________

__________________________________________

Assessment Task 002: Nappy Change

CHCCN301B Ensure the health and safety of children

Element 1. Maintain a clean and hygienic environment

Element 3. Provide a safe environment

Element 4. Supervise the safety of children

1. On the following page is a series of photographs demonstrating a nappy change procedure.
Apply clean gloves
Place paper towel underneath
Remove soiled nappy

Remove and disposes gloves
Dispose nappy wipe
Wash hands

Assist child up ladder
Wipe child’s hands
Bag soiled nappy

Apply clean nappy
Use the table below to indicate the correct order in which each step in the process should occur.

Go to Reading: Australian National Health and Research Council: Staying Healthy in Child Care 4th Edition

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Clean child using nappy wipe (no photo)</td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Assist child down ladder (no photo)</td>
</tr>
<tr>
<td>12</td>
<td>Wipe nappy mat (no photo)</td>
</tr>
<tr>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

2. For this task you will need to refer to the National Quality Standards: Quality Area 2: Children’s health and safety: Standard 2.1: Each child’s health is promoted: **Element 2.1.4:** *Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.*

Go to Readings: Australian Children’s Education and Care Quality Authority: Guide to the National Quality Standard (3) Quality Area 2.1

Go to Website: Australian Children’s Education and Care Quality Authority

Describe **three** strategies that you currently use that demonstrate how you attempt to minimise accidents and injuries to children in your care. (Strategies may include routine practices or rules for children)

**Strategy 1:**

**Strategy 2:**

**Strategy 3:**
Assessment task 003: Injuries

TEXT REFERENCE: THE BIG PICTURE: Chapter 3

CHCCN301B Ensure the health and safety of children

Element 3. Provide a safe environment

Element 4. Supervise the safety of children

This task assesses essential knowledge

Very young children lack the skills and knowledge to protect themselves from accidental injury and depend on adults to keep them safe. In order to complete this task you will need to access the following information:

Go to pp. 110-139 of your text.

Go to Readings: Kidsafe Factsheets:

- Fall zones
- Foam Mats
- Non-fixed and Mobile Equipment
- Non-Fixed and Mobile Equipment Checklist
- Playground Surfacing
- Toy Safety

To assist you with this task go to pp. 110-139 of your text.

1. List five common injuries that occur during childhood.

   i.
   ii.
   iii.
   iv.
   v.

2. Match the common hazards most closely associated with each age group

<table>
<thead>
<tr>
<th>Age group</th>
<th>Common hazards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth-12 mths</td>
<td>a. Water, traffic, toys that pull apart, burns, household poisons, rough play, outdoor play equipment</td>
</tr>
<tr>
<td>1-2 years</td>
<td>b. Traffic, drowning, risk-taking behaviour</td>
</tr>
<tr>
<td>2-3 years</td>
<td>c. Burns, falls, choking, sharp objects, bath, small objects, poisoning, falls</td>
</tr>
<tr>
<td>3-6 years</td>
<td>d. Gates, windows, doors, water, poisons, burns, falls</td>
</tr>
<tr>
<td>6-12 years</td>
<td>e. Tools and equipment, poisons and burns, falls from climbing, drowning, traffic</td>
</tr>
</tbody>
</table>
3. List the four basic principles of safety prevention that can be applied to an early childhood setting.

i.  

ii.  

iii.  

iv.  

4. For each set of risk factors match the possible outcomes on the right.

<table>
<thead>
<tr>
<th>RISK FACTORS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVIRONMENTAL FACTORS</td>
<td>POSSIBLE OUTCOME</td>
</tr>
<tr>
<td>Inadequate fencing</td>
<td>a. Toddler stands in highchair</td>
</tr>
<tr>
<td>Climbing equipment that does not meet safety standards</td>
<td>b. Preschoolers scale fence</td>
</tr>
<tr>
<td>Trip hazards such as poorly constructed pathways</td>
<td>c. Toddlers trip on uneven path</td>
</tr>
<tr>
<td>Inappropriately fitted child restraints on high chairs</td>
<td>d. Child’s head becomes trapped</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHILD’S BEHAVIOUR</th>
<th>POSSIBLE OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The child’s level of mastery, especially in relation to physical skills</td>
<td>a. Crawling baby pulls items from an unsecured cupboard</td>
</tr>
<tr>
<td>The mobility of the child and their need to explore</td>
<td>b. Toddler climbs up but cannot climb down</td>
</tr>
<tr>
<td>The inability of the child to understand and anticipate cause and effect</td>
<td>c. 3-year-old is easily distracted and falls from climbing frame</td>
</tr>
<tr>
<td>The lack of ability of the child to concentrate, stay ‘on-task’ or become easily distracted</td>
<td>d. Child walks in front of moving swing and is knocked over</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADULT’S BEHAVIOUR</th>
<th>POSSIBLE OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of adequate supervision or close attention to the child or the child’s environment</td>
<td>a. Even though he is feeling extremely unwell, John drags himself to work. He has promised to help the children make a cubby today and doesn’t want to let the children down</td>
</tr>
<tr>
<td>Lack of knowledge/understanding of child development and the subsequent risks factors at each developmental stage</td>
<td>b. Educator announces to children that it’s time for lunch, everyone rushes to the door at once</td>
</tr>
<tr>
<td>Lack of communication: this may include failure to give clear, adequate or developmentally appropriate instructions to children</td>
<td>c. Crawling infant puts finger into power point</td>
</tr>
<tr>
<td>The emotional or stress level of the adult may result in loss of concentration, poor judgement or lack of vigilance</td>
<td>d. During a cooking activity, 4-year-old Roberto reaches across the table and burns his arm on the frying pan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONDITIONS</th>
<th>POSSIBLE OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>The normal program routine is disrupted due to a visit by local fire officers</td>
<td>a. The educator loses her temper and yells at children</td>
</tr>
<tr>
<td>4-year-old Max has ADHD, today his behaviour is particularly difficult to manage. The educator is beginning to feel very stressed</td>
<td>b. A child receives a large splinter from a climbing frame that has started to become badly weathered</td>
</tr>
<tr>
<td>Children are confined indoors for the fourth day due to wet weather</td>
<td>c. Two children collide as they run inside</td>
</tr>
<tr>
<td>Outdoor equipment is not regularly maintained</td>
<td>d. Today has been too much for Jock, he begins to cry and won’t settle at quiet activities</td>
</tr>
</tbody>
</table>
5. Very young children lack the skills and knowledge to protect themselves from accidental injury and depend on adults to keep them safe. Read each scenario and answer the related questions.

a. A special day

Today is a special day at the service. The ranger from the local wildlife park is coming to show the children some baby animals. The children are very excited and are eager to get themselves ready for the visitors.

The educators decide to combine the 2s, 3s and 4-5yrs groups for the visit. The ranger is scheduled to arrive just after morning tea. The educators help the children to form a large circle with the preschoolers seated on the floor and the younger children seated on chairs behind the preschoolers. Educators are seated at various points around the circle.

All goes well until the ranger shows the children a large diamond python he has in a bag. Several of the younger preschoolers become frightened and try to push themselves to the back of the circle. One child trips and falls onto a toddler. The toddler, who was standing on her chair, falls backwards and bites her tongue as her head hits the floor.

i. List the key factor/s that contributed to the accident.

ii. What action could the educator/s have taken to minimise the likelihood of the accident occurring?

b. Be prepared!

A student, who felt she was well prepared for a finger-painting activity planned for the next day, realised that she had not given enough thought to the activity when her supervisor posed the following questions:

i. What do you need to consider when planning where to set up the finger painting?

ii. How will children wash and dry their hands without dripping paint and water on the floor?

iii. How will you supervise the finger painting as well as other activities?

iv. How will you ensure that paint does not drip and cause the floor to become slippery?

v. How will you limit the number of children at the table?

What would be your responses to these questions?
c. Crash!

John is riding a bike really fast on the bike track. Suddenly he overturns the bike. John screams. As the nearest staff member, you reach him first and find he has a surface cut on his calf but it is bleeding profusely. John has touched the wound and the blood is seeping into his sock. He will not walk and he is too big to carry. You have no disposable gloves. You have your First Aid Certificate and are authorised to administer first aid.

i. How would you respond? Consider implementing correct procedures including administering first aid and infection control.

ii. After you have attended to John you find the bike has a damaged pedal – it is extremely sharp. What could you do to prevent this type of situation/accident occurring again?

iii. What essential information would you include in an incident report about this accident?

d. Safety audit

It is the first day back after the summer break and the staff have two days to prepare before the children return. The team leader in the toddler room has asked the staff to conduct a safety review of the playroom (furniture, furnishings and equipment), storerooms and bathroom.

You have been assigned the task of checking the furniture and storage units in the playroom which includes:
- children’s tables and chairs
- storage cupboards/shelving for children’s equipment
- the sink unit and under storage cupboard for art supplies
- the shelving at adult height
- the adult lounge
- the small climbing unit with slide used indoors
the children’s lounges and cushions

the dramatic play furniture – doll’s bed/bedding, table and chairs, oven

List the key things that you would check in relation to each of the above items.

6. Effective planning allows educators to anticipate potential risks and hazards by thinking through planned activities and routines to identify possible problems.

a. For equipment over 500mm high what is the recommended minimum fall zone from the perimeter of the equipment?

b. What is the recommended space between equipment that is not linked?

c. What is the maximum recommended height for equipment for children:

   > Under 3 years:
   > 3-5 years:

d. In relation to swings, what is the recommended safe fall zone for early childhood settings?

e. List two issues related to the use of foam mats in early childhood settings.

f. What does Kidsafe recommend as the minimum depth for loose fill under play equipment?
7. In order to ensure the safety and well-being of all children, educators must be able to anticipate the likely or typical risks factors for each age group.

For each child, identify the safety precautions necessary to prevent accidental injuries.

<table>
<thead>
<tr>
<th>AGE</th>
<th>SCENARIO</th>
<th>DEVELOPMENTAL CHARACTERISTICS</th>
<th>WHAT CAN EDUCATOR DO TO KEEP CHILDREN SAFE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: 36 mths</td>
<td>Sarah finds a parent’s handbag on the floor takes out a foil of capsules &amp; pops them open.</td>
<td>Independent, curious, can be out of sight of adult.</td>
<td>Child should have lots of safe manipulative equipment, unsafe articles (eg. medication) should be locked away, supervise carefully.</td>
</tr>
<tr>
<td>0-12 mths</td>
<td>Louise (8 mths) is pulling herself up on everything! She frequently falls and hurts herself on the edges of furniture.</td>
<td>Able to crawl. Can move fast. Curious, puts everything into mouth.</td>
<td></td>
</tr>
<tr>
<td>12mths-2½ yrs</td>
<td>Jane is changing Liam’s (14 mths) nappy when the phone rings.</td>
<td>Able to walk and run. Moves quickly Curious and explores Likes to pick up small things</td>
<td></td>
</tr>
<tr>
<td>3-4 yrs</td>
<td>Emma (3 yrs) uses a small chair to reach a toy on the bench. Staff use the bench for craft preparation and there are several pairs of sharp scissors in a container.</td>
<td>Independent Able to problem solve Explores and imitates the actions of adults.</td>
<td></td>
</tr>
<tr>
<td>4-5 yrs</td>
<td>Zac and Jesse have made ‘swords’ at the work bench and are having a sword fight. One of the younger children joins in using a screwdriver from the work bench for his ‘sword’.</td>
<td>Able to engage in imaginative play Can substitute pretend objects</td>
<td></td>
</tr>
<tr>
<td>10 yrs</td>
<td>Chan and Kim have climbed onto the roof of the garden shed to retrieve a ball. The educator calls for them to come down immediately. ‘What were you thinking, climbing onto the roof?’ Chan: ‘It’s not high and we’re good climbers. I don’t see what the problem is.’</td>
<td>Engage in risk-taking behaviour Show-off in front of peers Engage in dares.</td>
<td></td>
</tr>
</tbody>
</table>

**Assessment task 004: Supervision**

**Textbook Reference:** The Big Picture: Chapter 3

**CHCCN301B Ensure the health and safety of children**

Element 3. Provide a safe environment

Element 4. Supervise the safety of children

Adequate and proper supervision of children is a duty of care requirement for all carers.

Go to pp. 125-127 of your text.

Go to Reading: National Childcare Accreditation Council: Effective Supervision
1. Provide a brief explanation of the four principles of supervision listed below.

<table>
<thead>
<tr>
<th>Principle</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowing</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>Positioning self</td>
<td></td>
</tr>
<tr>
<td>Scanning</td>
<td></td>
</tr>
</tbody>
</table>

2. Read the scenario and identify the supervision errors or omissions made by the staff.

Adequate or not?
Carers Sue, Peter and Yasma were supervising a group of 25 3-5-year-olds during outdoor play. Sue and Yasma were sitting in the sandpit, talking to each other about the weekend. There were five children playing in the sandpit. Occasionally they would scan the play area, redirect a child or respond to a child’s comments. On the whole, however, their primary focus was on each other.
Peter was busy helping a group of seven children build a cubby house in the far corner of the play area. A group of boys were playing on the obstacle course that had been set up by the carers. The boys decided to rearrange some of the equipment used for the obstacle course.
To make a slide, the boys moved a walking plank so that it rested on the edge of an A-frame. However, the boys did not ensure that the board was securely positioned and as soon as the first child climbed onto the board it came crashing to the ground.
Two children were seriously injured by the board as it fell.

Supervision errors/omissions:

3. Supervision requires a team effort. Each carer must know and understand the principles of good supervision and must be vigilant in ensuring the safety of children at all times. Refer to the 4 Principles of Supervision.

Go to pp. 127 of your text.
Go to Readings:
- Kidsafe: Toy Safety Factsheet
- National Childcare Accreditation Council: Effective Supervision

For each of the following photographs identify the potential safety factors and the level of supervision required.

<table>
<thead>
<tr>
<th>Photograph</th>
<th>Safety factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Gardening with toddlers</td>
<td></td>
</tr>
<tr>
<td>Safety factors:</td>
<td></td>
</tr>
<tr>
<td>Level of supervision required/Carer should:</td>
<td></td>
</tr>
</tbody>
</table>
b. Toddlers working with play dough
Safety factors: 

Level of supervision required/ Carer should: 

---

c. Preschoolers playing outdoors
Safety factors: 

Level of supervision required/Carer should: 

---

d. Mobile infants exploring by pulling themselves to a standing position
Safety factors: 

Level of supervision required/Carer should: 

---

e. Toddlers taking on challenging motor tasks
Safety factors: 

Level of supervision required/Carer should: 

---
When adults and children are confined to a relatively small space with close daily contact there is a risk of infection.

Go to pp. 137-146 of your text.

Go to Reading: Australian National Health and Research Council: Staying Healthy in Child Care 4th Edition

1. Listed below are the five key ways in which infection can spread. Match the means of spread with the descriptor

<table>
<thead>
<tr>
<th>HOW INFECTION SPREADS</th>
<th>DESCRIPTOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airborne droplets</td>
<td>a. Infections spread by body secretions such as urine, blood, saliva, tears, vaginal secretions and semen occurs when the secretions of an infected person come into direct contact with the broken, cut or scratched skin of another - Cytomegalovirus, mumps, and hepatitis A and B. Hepatitis B and the AIDS virus are found mainly in blood.</td>
</tr>
<tr>
<td>Faecal – oral spread</td>
<td>b. Transfer of bacteria or viruses via mucus, saliva, through the air, coughing or sneezing or nose blowing. Examples: the common cold, haemophilia influenza type B, tuberculosis, chicken pox, measles and mumps.</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Body secretions</td>
<td>c. Infections from animal faeces spread into the environment and may then be passed onto humans through direct contact, such as a dog licking a child’s hand or face, or indirectly, such as contact with contaminated sand or soil. Infection can also be spread by flies and vermin.</td>
</tr>
<tr>
<td>Contact spread</td>
<td>d. Organisms spread by faeces include bacteria, viruses and parasites, which can be spread directly onto others from infected hands and mouth. Examples: viral gastroenteritis, giardia (diarrhoea) and Hepatitis A.</td>
</tr>
<tr>
<td>Other (animal-human)</td>
<td>e. Organisms can be transferred from one person to another by touching contaminated surfaces. Examples: impetigo, ringworms, scabies and head lice.</td>
</tr>
</tbody>
</table>

2. List four reasons why children in group care are vulnerable to infection.

i. 

ii. 

iii. 

iv. 

3. List three strategies that can be used to minimise the risk of infection in a children’s service.

i. 

ii. 

iii. 

4. Identifying and responding to signs of illness is an important strategy that can be used to minimise the spread of infection. Read each scenario and describe what you would do in each situation to assist the child and reduce the potential spread of infection.

A. Isaac (3.2 yrs)

The preschool children are just sitting down to lunch when Isaac vomits on the table.

a. Describe your immediate actions:

b. What would you do for Isaac?
c. What steps would take to minimise the risk of infection?

b. What steps would take to minimise the risk of infection?

Clara (18 mths)
You have just changed Clara’s nappy for the third time in the last hour because of diarrhoea.
What action would you now take?

Harry’s Rash
Three-year-old Harry arrives at the service with red and swollen eyes and a runny nose. Harry’s mother, Beth, is a single parent with no close family support. Beth tells the educator that Harry has hay fever.

Jill, the educator, is aware that Harry suffers from hay fever, so does not bother to do a further health check. At lunchtime Harry complains that he is hot. Jill takes a closer look at him and finds he has a fever and a rash on his chest and throat. He obviously has more than hay fever.

Jill telephones Beth to request her to collect him from the centre. Beth becomes very angry. She is in an important meeting and can’t get away for at least an hour. Jill restates that Harry
must be collected from the centre as soon as possible to minimise risk to other children and
to ensure that Harry receives the level of care he requires. Beth says she will try to get a friend
to collect Harry and fax through her consent. Beth’s parting words are that she can’t see
what difference one hour would make anyway, as he has probably already infected the other
children.

a. What steps could Jill have taken to assess Harry’s condition on arrival?

b. How should Jill care for Harry until he is collected?

5. Identifying and responding to signs of illness is an important strategy that can be used
to minimise the spread of infection. You are required to make a poster (A4 size) for the
staffroom to remind educators what they should look for when carrying out a quick health
check on children as they arrive. Use the heading:

Quick health check: Screening children on arrival: What to look for

Go to Reading: North Carolina Child Care Health and Safety Resource Centre: Daily Health
Checks: Infants Poster

Attach the poster to your assessment.

6. The Australian Childhood Immunisation Register is a national register administered by
Medicare Australia that records details of vaccinations given to children up to seven years
of age who live in Australia. Using information from the following website and service
policies to complete this task.

Go to Reading: Department of Health and Aging: National Immunisation Program Schedule

In relation to vaccine preventable contagious diseases answer the following questions:

a. In relation to children’s services, how is the ACIR used?

b. If a child is not immunised and does not have an exemption is the family eligible to apply
   for the Child Care Benefit?

c. Where there is an outbreak of a vaccine preventable contagious disease what action must
   be taken in relation to children who are not immunised?
7. Medications: The administration of medications to children must be carried out according to strict procedures that are aimed at ensuring the safety of children as well as providing clear directions for educators. Read the scenario ‘Bella’ and answer the following questions. Go to pp. 140-142 of your textbook.

Bella

Nick arrives at the service with his daughter Bella (2 years). Nick completes a medication form and gives it to Sara, the educator, along with the medication.

Just as this is happening one of the children falls off the lounge and bumps his head. Sara quickly locks the medication in the storage unit in the refrigerator and goes into the room to assist the other staff.

Sara has a feeling that it’s going to be ‘one of those days’ and this turns out to be true. Many of the children are unsettled and the routine just isn’t working.

At lunchtime Sara gets the medication from the locked storage unit, checks the dosage and takes it into the room to administer to Bella.

The other two educators are busy getting the children organised for lunch. Andrew, one of the other educators notices the medication and asks Sara if she wants him to check it and sign off.

Sara responds: ‘No, it’s okay, I’ve checked it myself. Just sign it off when you go to lunch.’

Andrew is uneasy about this but as he is new to the service and Sara is a much more experienced educator he decides not to voice his concerns.

Later, when he goes to lunch, he checks the medication and sees that it has actually been prescribed for Bella’s brother. Andrew is unsure of what to do.

a. What errors were made by both educators?

b. What are the potential risk factors for Bella?

c. How could this situation be avoided in the future?
d. If you were Andrew what would you do?

8. It is important to ensure the health and safety of children and follow Children Services regulations in regards to administering medication. Read the scenarios “Imogen” and “Tonic” and with reference to the scenarios explain why many services will not administer non-prescribed medication to children. You need to access your services Medication Policy.

Go to pp. 140 - 142 of your text

Go to Reading:

Go to Website:

**Imogen**

Two-and-a-half-year-old Imogen has had a series of minor illnesses in the last six months. Imogen now has a congested cough which has lingered for several weeks. Her mother, Sally, is treating her with a herbal remedy that she obtained from her friend who is a practicing herbalist. Sally asks the educator to use an eye dropper to administer six drops of the liquid herb into a glass of water for Imogen at morning tea and lunch time.

**Tonic**

Leisha’s (3 years) mother gives her a ‘tonic’ she purchased at a health food shop to stimulate Leisha’s appetite. She asks the educator to add the tonic to Leisha’s morning tea juice.

The educator explains to both parents that the medication policy will not allow him to administer non-prescribed medications - both parents are angry.
9. Approximately one in six Australian children have currently diagnosed asthma. Therefore the likelihood of children attending a children's service who have asthma is high (NSW Asthma Foundation).

Go to pp. 134 of your text.

Go to Readings:

- Asthma Foundations Australia: Asthma and Under Fives
- National Asthma Council of Australia: Asthma and Allergy. What you should know.

a. What is asthma?

b. What are the primary triggers of asthma?

c. What are the key symptoms of asthma?

d. What is an Asthma Management Plan?

e. What action should be taken if a child shows symptoms of an asthma attack?
9. Read each statement and circle true or false

<table>
<thead>
<tr>
<th></th>
<th>a. Supervision is a critical factor in minimising children’s accidents</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Supervision of children must always take precedence over other duties.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>c. The developmental level of the child can be a contributing risk factor in relation to childhood injuries.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>d. Choking is a common cause of childhood accidents</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>e. Manufacturers rather than educators are responsible for ensuring that toys are safe for young children.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>f. Careful planning of the physical environment can help reduce the likelihood of accidental injuries.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>g. It is only necessary to conduct an outdoor hazard audit once per year.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>h. Preschoolers cannot be taught safe practices because they are too young.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>i. In relation to emergency evacuation, it is desirable to have more than one assembly point.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>j. Evacuation drills need only be carried out once per year.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>k. Educators have a duty of care to protect children from the risk of sunburn.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>l. Infection can only be spread by direct contact with body fluids.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>m. Hand washing is a key strategy in preventing the spread of infection.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>n. It is only necessary to practice universal precautions in relation to body fluids when the child is known to have, or suspected of having, an infectious disease.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>o. Regular cleaning is unnecessary if there is frequent use of disinfectants.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>p. Morning health checks of the children can minimise the spread of infection.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>q. It is not compulsory to have a record of the child’s current immunisation status at the time of enrolment.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>r. Anaphylaxis is a sudden and serious allergic reaction to a substance which affects two or more body systems simultaneously.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>s. Children’s services regulations require services to have in place a policy and procedures in relation to the administration of medications to children.</td>
<td>T</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td>t. A service can refuse to administer non-prescribed medications.</td>
<td>T</td>
<td>F</td>
</tr>
</tbody>
</table>
Assessment 21869/03

Assessment task 001: Healthy Eating

TEXT REFERENCE: THE BIG PICTURE: Chapter 3

CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner

Element 1. Plan food and drink provision

Element 2. Maintain food safety while carrying out food handling activities

This task also assesses essential knowledge

Children’s services are required to promote and support current recommendations for healthy eating contained in the Dietary Guidelines for Children and Adolescents, Infant Feeding Guidelines (NHMRC) and the Australian Guide to Healthy Eating.

For this task:

The Australian Guide to Healthy Eating

Go to pp. 143-153 of your text.

Go to Reading: Australian Government Department of Health & Aging: The Australian Guide to Healthy Eating

1. The Australian Guide to Healthy Eating lists the five major food groups and makes recommendations in relation to percentage of foods as a total daily intake that may be consumed from each of these food groups. Match the food group with the nutritional value.

<table>
<thead>
<tr>
<th>ANSWER</th>
<th>FOOD GROUP</th>
<th>NUTRITIONAL VALUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wholegrain cereals (includes bread, rice, pasta &amp; noodles)</td>
<td>a. Provides vitamins including C and folate</td>
<td></td>
</tr>
<tr>
<td>Vegetables, Legumes</td>
<td>b. Provides calcium, protein, riboflavin and vitamin B12</td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td>c. Provides protein, iron, zinc, niacin, and vitamin B12</td>
<td></td>
</tr>
<tr>
<td>Milk and dairy products</td>
<td>d. Provides vitamins, minerals, dietary fibre and carbohydrate</td>
<td></td>
</tr>
<tr>
<td>Red Meats, Fish, Poultry, Eggs, Nuts, Legumes</td>
<td>e. Provides carbohydrates, protein, fibre and a wide range of vitamins and minerals like folate, thiamin, riboflavin, niacin, and iron.</td>
<td></td>
</tr>
</tbody>
</table>
2. Indicate the suggested servings per day of each food group.

<table>
<thead>
<tr>
<th>Food group</th>
<th>Recommended servings per day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breads and cereals</td>
<td>4-7 years</td>
</tr>
<tr>
<td>Vegetables</td>
<td></td>
</tr>
<tr>
<td>Fruit</td>
<td></td>
</tr>
<tr>
<td>Milk and dairy products</td>
<td></td>
</tr>
<tr>
<td>Lean Meats, Fish, Poultry, Nuts &amp; Legumes</td>
<td></td>
</tr>
<tr>
<td>Extra Foods eg. Cakes, pies, softdrinks</td>
<td></td>
</tr>
</tbody>
</table>

3. In relation to children less than two years of age explain:
   ▶ The importance of dietary fats.
   ▶ How infants get their dietary fats
   ▶ The reasons why children under two years need full fat foods not reduced fat

For this task go to:

Go to Readings: Raising Children Network:
   ▶ Good Fat Bad Fat basics
   ▶ Good Fat Bad Fat 12 Tips
4. Match the food to the fats group and explain what it does.

<table>
<thead>
<tr>
<th>FATS</th>
<th>FOODS</th>
<th>WHAT IT DOES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monounsaturated (good)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Polyunsaturated (good)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturated (bad)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trans fat (bad)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. This task explores the issues related to infant feeding.

Go to Readings:
- Raising Children Network: About Breastmilk
- The Australian Breast Feeding Association: Why is Breastfeeding Important?

Go to Website: The Australian Breast Feeding Association: http://www.breastfeeding.asn.au/

a. Write a short article (no more than one A4 page) for a parent newsletter on the benefits of breastfeeding. Include two additional websites that parents could access to find out more information on the benefits of breastfeeding. Attach and submit with your assessment.

b. Create a poster (A4 size) for the bottle preparation area on ‘Safe Infant Formula Use’. Attach and submit with your assessment.

c. Suggest a strategy that could be used by a children’s care service to support continued breastfeeding for an infant in child care.

6. For this task you need to refer to the National Quality Standards: Element 2.2.1.

Go to Readings: Australian Children’s Education and Care Quality Authority: Guide to the National Quality Standard (3) Quality Area 2

Go to Website: Australian Children’s Education and Care Quality Authority http://www.acecqa.gov.au/

a. What is the key aim of this element?

b. Suggest how, as an Educator, you can encourage families to make healthy choices for their children’s meals when in care.
Assessment task 002: Food Safety

CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner

Element 1. Plan food and drink provision

Element 2. Maintain food safety while carrying out food handling activities

This task also assesses essential knowledge

While Australia has national physical fitness and dietary guidelines, each State/Territory also has in place requirements related to food preparation, cooking, handling and storage of food. Refer to Food Safety legislation for your own State/Territory on safe food handling, preparation, cooking and storage of food.

Go to Reading: Australian Government Department of Health & Aging: The Australian Guide to Healthy Eating

1. For this task research food safety, health and nutrition.
   a. Provide two websites that clearly identify two items of interest related to children’s nutrition and related health issues, e.g. fact sheets, pamphlets, readings, brochures, etc.
   b. Outline how each item could be used in a children’s service by educators, parents or older children.

Note: Try to select items that are no more than 3-4 pages in length. If you can’t find anything relevant from your state/territory go to another site.

Food Safety: To avoid contamination and food poisoning correct storage and handling of food is essential. To complete the following tasks refer to the fact sheets listed.

   › Go to Readings: Food Safety Information Council: Fact Sheets:
      › Food poisoning and cross-contamination
      › Food poisoning bacteria
      › Tiny tummies and sensitive systems
      › Protecting tiny tummies -Preparing food for an infant or young child
      › Knowing your fridge
      › Temperature danger zone

2. Match the correct response to each question.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>RESPONSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where do viruses and bacteria come from?</td>
<td>a. The porous nature of wood can harbour bacteria</td>
</tr>
<tr>
<td>How can bacteria on food be killed?</td>
<td>b. Occurs when bacteria and viruses are transferred from contaminated surfaces to a surface which is not contaminated</td>
</tr>
</tbody>
</table>
What is cross-contamination?

Hands transfer bacteria from raw to ready to eat foods
Dirty chopping boards, knives and other utensils
Chopping boards, knives and other utensils that have been in contact with raw meat or poultry
Raw food that has been incorrectly stored and comes into contact with meat juices

Give some examples of how cross-contamination occurs?

Raw food, such as meat, poultry or fish, should be stored in a rigid container or at the bottom of the fridge to prevent it coming into contact with ready to eat food or allowing meat juices drip onto other food. Ready to eat food should be stored covered in the fridge to further reduce the risks.

What type of chopping board is not recommended?

From people, work surfaces or equipment and other foods such as raw meat, poultry & vegetables and visible dirt such as unwashed potatoes

How should raw and ready to eat food be stored?

By cooking

3. Describe how each of the following food poisoning bacteria is spread.

<table>
<thead>
<tr>
<th>BACTERIA</th>
<th>HOW IT SPREADS</th>
<th>SYMPTOMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Salmonella</td>
<td>• 8-72 hrs before symptoms occur (may take a few weeks)</td>
<td>• Gastro-flu-like infection may last 2-5 days</td>
</tr>
<tr>
<td>b. Listeriosis</td>
<td>• Flu-like symptoms, vomiting &amp; discoloured urine</td>
<td>• Most at risk are young children, pregnant women, immune-compromised individuals &amp; frail elderly</td>
</tr>
<tr>
<td>c. E. coli</td>
<td>• Diarrhoea</td>
<td></td>
</tr>
<tr>
<td>d. Staphylococcus 'Golden staph'</td>
<td>• Produces a heat stable toxin which will grow even if food is cooked or re-cooked</td>
<td>• Symptoms occur within 1 – 6 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nausea, vomiting, abdominal cramps, diarrhoea</td>
</tr>
<tr>
<td>e. Viruses</td>
<td>• Severe gastroenteritis or flu-like symptoms lasting for 1-2 days</td>
<td>• Hep. A - May be severe &amp; last for several weeks</td>
</tr>
</tbody>
</table>

4. Select two of the above microorganisms and list the measures that can be used to prevent food poisoning.

<table>
<thead>
<tr>
<th>MICROORGANISM</th>
<th>PREVENTATIVE MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salmonella</td>
<td></td>
</tr>
<tr>
<td>Listeriosis</td>
<td></td>
</tr>
<tr>
<td>E. coli</td>
<td></td>
</tr>
</tbody>
</table>
5. All services follow safe food handling policies and procedures as the prevention of food contamination is the responsibility of all educators.

Go to 150-153 of your text.

Go to Reading: Food Safety Information Council: Knowing Your Fridge

i. Fill in the missing word for each of the following sentences:

properly steaming separate kitchen utensils dry soap refrigerated

a. Keep hot food ______________ hot.
b. Keep cold food ________________.
c. Cook food ________________.
d. ________________ raw and cooked food.
e. Keep ________________ and ________________ clean.
f. Wash hands with ________________ and ________________ thoroughly.

6. To avoid contamination and food poisoning correct storage and handling of food is essential.

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>ANSWER</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. What is the recommended temperature for a fridge?</td>
<td></td>
</tr>
<tr>
<td>b. Why is a fridge thermometer recommended?</td>
<td></td>
</tr>
<tr>
<td>c. Where should a fridge thermometer be placed?</td>
<td></td>
</tr>
<tr>
<td>d. Is the temperature in a fridge constant or does it vary throughout the fridge?</td>
<td></td>
</tr>
<tr>
<td>e. Should ready to eat food (food that does not require further cooking) be stored above or below raw food?</td>
<td></td>
</tr>
</tbody>
</table>
Assessment task 003: Food and nutrition

CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner

Element 1. Plan food and drink provision

Element 2. Maintain food safety while carrying out food handling activities

This task also assesses essential knowledge

The Australian Guide to Healthy Eating stresses the importance of offering children a wide variety of healthy foods and focusing on enjoyment of these foods rather than worrying about how much the child eats from each food group.

The Guide also stresses that the appetite of children will vary greatly and that children will usually go through periods of fussy eating.

To assist you with these tasks go to:

Go to pp. 143-148 in your text.

Go to Readings:

› Raising Children Network:
  - Fussy Eating
  - You decide what and your child decides how much
  - How to get your child to eat vegetables
  - Messy eaters
  - Babies: Introducing solids

› Better Health Channel:
  - Eating tips for Babies
  - Eating tips for Young toddlers
  - Eating tips for Older toddlers
- Eating tips for Preschoolers

To assist with this task go to pp. 143-148 in your text.

1. List and explain several reasons why toddlers & preschool children are sometimes fussy eaters

2. Below is a list of some of the common eating behaviours related to children under five years. For each behaviour suggest at least 2 possible educator strategies that could be tried.

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>SUGGEST STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introducing solid foods to babies</td>
<td></td>
</tr>
<tr>
<td>Fussy Eater</td>
<td></td>
</tr>
<tr>
<td>Refuses vegetables and/or fruit</td>
<td></td>
</tr>
<tr>
<td>Will not try new foods</td>
<td></td>
</tr>
<tr>
<td>Messy eater</td>
<td></td>
</tr>
</tbody>
</table>

3. Food is not used simply as a source of fuel for our bodies. Food is central not only to our physical health but also to our emotional well-being, our culture and beliefs. Food can be a source of comfort when we are upset or distressed.

Food can be withheld as a form of punishment or used as a bribe or required for desired behaviour. It can be used to give us a quick lift when we are feeling tired, to express love, and in most cultures food is a central part of any celebration or special occasion.

Go to Readings:

› Better Health Channel Victoria:
- Food culture and religion
- Food and celebrations

Give one example from your own life experience of how food is an expression of our emotional well-being, our culture and beliefs.

4. Access the Internet and/or talk to families from a culture different to your own and investigate one cultural celebration.
   i. Describe the role of food and how it is used in this celebration.

   ii. Explain how you could share this information with preschool or school-age children.

5. While Australia is a relatively wealthy country there are many groups of children who are at risk of being underweight and who suffer nutritional deficiencies. In particular these groups may include children living in poverty, Aboriginal and Torres Strait Islander children living in disadvantaged communities.

   Go to Reading: Better Health Channel Victoria: Aboriginal Children's Health

   a. Using the above references, research and fill in the missing information:
      i. Indigenous women are more likely to give birth to ________ than non-indigenous women.
      ii. Limited access to a range of fresh, wholesome ________ after weaning means that many children are
      iii. Malnutrition reduces immunity, so children are more likely to catch ________
      iv. Aboriginal children have poorer ________ than non-Aboriginal children after weaning.
      v. ________ infection is one of the most common reasons for hospital admission among Aboriginal children.
      vi. ________ has a profound impact on the health and welfare of Aboriginal children.
      vii. More than 90 per cent of Aboriginal children are exposed to cigarette smoke in the home. leads to an increased risk of respiratory disorders such as
viii. Indigenous babies low birth weight is associated with an increased risk of and in later life.

b. What are the 9 Contributing factors to Indigenous babies low birth weight?

c. Using the above references, research and fill in the missing information:

i. Although most (over 95 per cent) children start the schedule, many either it, or complete it too . Only 60 per cent of indigenous children were fully immunised by two years of age.

ii. In remote communities many Aboriginal children display a to

iii. Poor nutrition predisposes children to infection, and the cycle is reinforced by poor

iv. It is known that poor at a critical time in a child’s can slow down development and as well as

v. There appears to be a high prevalence of among school-age children of Torres Strait Islander descent.

6. The number of overweight children has doubled in recent years. Causes of obesity in children include unhealthy food choices, lack of physical activity and family eating habits. (Better Health Channel)

Go to pp. 143-149 in your text.

Go to Reading: Government of SA Department of Health: Causes and consequences of overweight and obesity.

Write an A4 page article for a parent newsletter (target either under 5s or school-age children) on the causes and associated health problems of childhood obesity. Your article should include some simple tips for healthy eating and reference to websites that will provide parents with more information. Attach your article to assessment.