

MODULE CMH1040: CARING FOR CHILDREN

Level: Introductory

Theme: Skills for Caring

Prerequisite: None

Module Description: Students focus on accident prevention, handling emergencies, and the rights and responsibilities of the caregiver (babysitter) and the families.

Note: Students qualify for a babysitting certificate, if they meet the competencies as specified by the credentialing agency—St. John Ambulance or Canadian Red Cross.

Module Parameters: Access to instruction from an individual with a Standard First Aid certificate recommended.

Curriculum and Assessment Standards

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none">• identify the rights and responsibilities of the babysitter/caregiver, the babysitter's family and the employer• demonstrate the knowledge and skills required for child care, including:<ul style="list-style-type: none">– infant caregiving skills– food selection and presentation– selection of safe and appropriate play activities– first-aid skills	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none">• identifying the rights and responsibilities of the caregiver, his or her family and the employer. <p><i>Assessment Tool</i> <i>CMH1040–1: Child Care Worksheet</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p> <ul style="list-style-type: none">• practical experiences in which the student:<ul style="list-style-type: none">– demonstrates five infant caregiving skills– prepares and presents food for a child of a specific age group– identifies three safe and appropriate toys, activities or equipment for babies, toddlers and preschoolers– demonstrates basic first-aid skills. <p><i>Assessment Tool</i> <i>CMH1040–2: Child Care Skills Checklist</i></p> <p><i>Standard</i> <i>As stated on the tool</i></p>	<p>10</p> <p>50</p>

MODULE CMH1040: CARING FOR CHILDREN (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> identify appropriate solutions to babysitting problems and emergency situations describe personal competencies in providing child care, and show a personal plan of action that will promote effective child care demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> appropriate solutions to three common babysitting behavioural problems and two emergency situations. <p><i>Assessment Tool</i> <i>CMHSCN: Scenarios</i> <i>CMH1040–3: Babysitting: Sample Scenarios</i></p> <p><i>Standard</i> <i>Performance rating of 3 on the rating scale for each scenario</i></p>	15
	<ul style="list-style-type: none"> a concept test consisting of questions on all aspects of child care. <p><i>Assessment Tool</i> <i>CMH1040–4: Sample Babysitting Test Questions, St. John Ambulance, Canadian Red Cross Babysitter (or other agencies) exam or teacher-developed exam</i></p> <p><i>Standard</i> <i>Performance rating as required for certification or 14/20 on CMH test</i></p>	15
	<ul style="list-style-type: none"> assessment of personal competencies following a practical child care experience. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p> <ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	10 Integrated throughout

MODULE CMH1040: CARING FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Management	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • list the rights and responsibilities of babysitters/caregivers, their family and the employer • outline babysitting as a business including: <ul style="list-style-type: none"> – how to get a job – reference check – expertise expected – dates and times – location – transportation – wage • describe strategies babysitters can use to ensure personal health and safety • using the basic guidelines for getting along with children (calm and consistent, in control, honest and fair), identify common babysitting problems and evaluate possible solutions. 	<ul style="list-style-type: none"> • Temper tantrums, fighting, shyness, fears, play.
Observation, Assessment and Application	<ul style="list-style-type: none"> • demonstrate the basic skills of infant care: <ul style="list-style-type: none"> – picking up a baby – holding, changing, feeding, putting to bed • describe and/or demonstrate the procedures for accident prevention and handling emergencies: <ul style="list-style-type: none"> – general first-aid procedures for primary survey, bleeding, rescue breathing, choking, poisoning, burns, head and bone injuries, foreign objects, bites and stings, blisters, frostbite, hypothermia, fainting, shock, heatstroke, seizures, splinters, sprains – unusual circumstances such as fire, illness, strangers, child abuse – accessing emergency health care. 	<p>Babysitter Safety Course Materials.</p> <p>Demonstrations should be done for a qualified first-aid instructor.</p>

MODULE CMH1040: CARING FOR CHILDREN (continued)

Concept	Specific Learner Expectations	Notes
Safety and Health Promotion	<p><i>The student should:</i></p> <ul style="list-style-type: none">• list strategies to make eating safe and enjoyable for babies, toddlers and preschoolers• identify safe and appropriate toys, activities and equipment for infants to six years• explain how to create a safe inside and outside environment:<ul style="list-style-type: none">– child-proof the home– family fire escape plan.	Create a babysitter's "cope kit."
Career Exploration	<ul style="list-style-type: none">• identify personal knowledge, skills and attitudes in the area of child care following a practical child care experience.	