



Participant Handbook

Sector
Domestic Workers

Sub-Sector
Caregiving (Non-Clinical)

Occupation
Child Care (Non-Clinical)

Reference ID: **DWC/Q0201, Version 2.0**
NSQF level: 3



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**Child Caretaker
(Non-Clinical)**

This book is sponsored by:



Domestic Workers Sector Skill Council

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Prime Minister of India

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If we have to move India towards
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QUALIFICATION PACK – NATIONAL OCCUPATIONAL
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Domestic Workers Sector Skill Council

for

SKILLING CONTENT : PARTICIPANT HANDBOOK

Complying to National Occupational Standards of

Job Role/ Qualification Pack: **“Child Caretaker (NON-Clinical)”**
QP No. **‘DWC/Q0201, NSQF Level 3’**

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Domestic Workers Sector Skill Council

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This participant manual is dedicated to aspiring youth who desire to achieve up skilling & new skills which will be a lifelong asset for employment & entrepreneurship.

About this book

Welcome to the “Child Caretaker (Non-Clinical))” training programme. This Participant Handbook (PHB) will facilitate and train the trainees/participants in the skills necessary to be a “Child Caretaker (Non-Clinical)”, in the Domestic Workers Sector. Besides it will also enable the trainers to identify the scope within which the training is to be conducted for Home Cooks at Level 3, which implies working in familiar and predictable routine and knowledge and skill in the narrow range of cooking. The PHB will provide the knowledge and skills necessary for the job role.

Child Caretaker (Non-Clinical) (Household and Small Establishment) prepares all kinds of quality/ nourishing and hygienic food required in a household and maintains orderliness and cleanliness of the kitchen. Accordingly, the PHB includes technical as well as behavioural skills required for this job role, and is based on National Skill Qualification Framework NSQF aligned Qualification Pack (QP) as follows:

- DWC/N9902: Display standards of hygiene and work etiquettes.
- DWC/N9903: Maintain a clean and secure working environment.
- DWC/N0219: Manage child's immediate environment and needs.
- DWC/N0220: Develop and promote positive relationship with the child.
- DWC/N0203: Develop and maintain a healthy, safe and secure environment for child.

The PHB ends with the details and tips for subsistence in terms of the employment and entrepreneurship. As the educational qualification for this job role is 5th standard (preferable), the content is enriched with the relevant images, so that the trainees may understand the concepts quickly and comprehensively. This book details the technical as well as behavioural skills required for this job role and tries to cover most of the points.

Successful completion of the programme shall certify the trainee as a Child Caretaker (Non-Clinical) (Household and Small Establishment), thereby adding value for their employment opportunities as also the entrepreneurship capabilities.

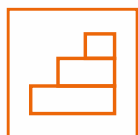
Symbols Used



Learning Outcomes



Exercise



Steps



Activity



Tips



Notes



Objectives

Table of Content

S. No.	Modules and Units	Page No.
1.	Introduction and Orientation (Bridge Module)	1
	Unit 1.1 – Introduction and Orientation	3
	Unit 1.2 – Introductions to Domestic Workers Sector in India	5
	Unit 1.3 – Responsibilities of Child Caretaker (Non-Clinical)	11
2.	Manage Child's Immediate Environment and Needs (DWC/N0201)	15
	Unit 2.1 – Observe and Monitor Child's Activity	17
	Unit 2.2 – Child's Physical and Nutritional Needs	29
	Unit 2.3 – Carryout Child Focused Activities and Learning	38
3.	Develop and Promote Positive Relationship with the Child (DWC/N0202)	53
	Unit 3.1 – Developmental Milestones of the Children	55
	Unit 3.2 – Develop Relationships and Communicate Effectively with the Children	62
	Unit 3.3 – Support the Child in Developing Positive Relations with Others	69
4.	Develop and Maintain a Healthy, Safe and Secure Environment for Child (DWC/N0203)	77
	Unit 4.1 – Establish a Healthy, Safe and Secure Environment for the Child	79
	Unit 4.2 – Assist in Procedures with Respect to Accidents, Injuries, Illnesses and Other Emergencies	87
5.	Display Standards of Hygiene and Work Etiquettes (DWC/N9902)	101
	Unit 5.1 – Maintain Behavioral Etiquette	103
	Unit 5.2 – Follow Practices of Hygiene	117
	Unit 5.3 – Professionalism at the Workplace	124
6.	Maintain a Clean and Secure Working Environment (DWC/N9903)	137
	Unit 6.1 – Safety and Security at the Workplace	139
	Unit 6.2 – Waste Management	156
	Unit 6.3 – Promoting Wellbeing	167
7.	Annexure - Resources	175







1. Introduction and Orientation

Unit 1.1 – Introduction and Orientation

Unit 1.2 – Introductions to Domestic Workers Sector in India

Unit 1.3 – Responsibilities of Child Caretaker (Non-Clinical)



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Explain about the Domestic Workers Sector in India.
2. Identify the categorization of domestic workers in India.
3. Demonstrate the reasons for the growth of the Domestic Workers Sector in India.
4. Identify the emerging trends in Domestic Workers Sectors in India.
5. Identify the roles and responsibilities of a Child Caretaker (Non-Clinical).

UNIT 1.1: Introduction and Orientation

Unit Objectives

At the end of this unit, the participant will be able to:

1. Explain about domestic workers in India.
2. Explain the objectives and overview of the program.

1.1.1 Introduction

Domestic workers have always been a crucial part of Indian households for ages, however, their roles and responsibilities were not truly described and henceforth, this section of workers have not got their due recognition. Nevertheless, with changing times due to the increased earning capacity of the Indian household, growing nuclear families and working couples, the role of domestic workers has grown very important in today's Indian society. There has been a rapid growth in the demand for domestic workers like caretakers, cooks and ayahs (child caretakers), elderly caretakers/ caregivers for the elderly and Persons with Disabilities, cleaners and laundry persons at various levels.

The new age Indians, essentially the splintered families, are ready to pay higher remunerations and privileges to the domestic workers, however, demand a trained and certified employee, who is aware of his/her work thoroughly and can manage the employer's household or provide professional caregiving without post-employment training and supervision.

1.1.2 Program Overview

The program will facilitate an overview of:

- Domestic Worker Sector
- Child's immediate environment and needs
- Develop and promote positive relationship with the child.
- Develop and maintain a healthy, safe and secure environment for child
- Hygiene and Work etiquette
- Clean and secure working environment

Exercise 

1. State true or false
 - a) Domestic workers have always been a crucial part of Indian households (T/F)
 - b) This section of workers has always got their due recognition. (T/F)
 - c) There has been a rapid growth in the demand for domestic workers (T/F)
 - d) The new age Indians, essentially the splintered families are not ready to pay higher remunerations and privileges to the domestic workers (T/F)
2. List any four points which are part of the program overview of Child Caretaker

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UNIT 1.2: Introduction to the Domestic Workers Sector in India

Unit Objectives

At the end of this unit, the participant will be able to:

1. Illustrate about the Domestic Workers Sector in India.
2. State the size and significance of the domestic worker's sector.
3. Explain the laws related to domestic workers.
4. Categorize and classify domestic worker occupations.
5. Identify the growth drivers and emerging trends of the domestic worker's sector.
6. Explain the progression of the job role of a Child Caretaker (Non-Clinical).

1.2.1 Introduction

The sectoral approach of Domestic Workers may be new to India but we have been seeing the presence and significance of domestic workers to our day by day life as they have been an essential part of our families across the nation. Until a couple of years back, the domestic workers had an extremely customary picture and this work was not viewed as optimistic employment. This stigma made it the last choice as work for the general population.

The Draft National Policy on Domestic Workers as recommended by the task force on Domestic Workers defines a domestic worker as an individual engaged in domestic work within an employment relationship for remuneration. They are employed in households for a wide variety of tasks, generally through some agency or directly, either on a temporary or permanent basis, part-time or full-time basis.

1.2.2 Domestic Workers Sector in India

Most of the workers in the domestic sector come from the marginalized sections of society and a significant percentage of them are migrant workers.

Size and Significance

- There are no reliable statistics available to determine the number of workers in the sector, but the data analysis of the National Sample Survey (NSS) (61st Round, 2004-5) gives an approximate figure of approximately 4.2 million domestic workers in the country.
- Girls and women make up the significant majority of domestic workers. Between 2000 and 2010, women accounted for 75 % of the increase in the entire number of domestic workers in India.
- In 2009-2010 more than two-thirds of the domestic workers in the country were working in urban areas
- Most of the domestic workers in India are illiterate/ minimally educated and low-skilled.

To know more about the NSS study, please refer to the link <https://catalog.ihnsn.org/index.php/catalog/2316>

1.2.3 Draft National Policy for Domestic Workers

Aims and Objectives

The National Policy for Domestic Workers aims to strengthen the existing social protection floor for domestic workers and include them specifically in the existing legislation to enable them to fully enjoy their rights as workers. Once approved and notified the domestic workers; like other workers shall have the right to: -

- Right to work with dignity and respect.
- Work in a formal employment relationship and registration as workers.
- Protection of minimum wage.
- Direct receipt of wage in cash or bank accounts.
- Provisions of hours of work and leave/ weekly off under Factory Act.
- Social security coverage includes maternity benefits as provided through programmes by State and Central Governments.
- A safe and healthy place to work and stay (to ensure the privacy of workers), sufficient food should be provided for a live-in worker.
- Protection against sexual harassment at the place of work as per existing statutes in force;
- Safe working environment and protection from hazards and accidents at the workplace;
- Pursue skills development and professional training/studies or distant education programmes at her/his leisure time;
- Access entitlements, schemes and benefits available to other categories of workers;
- Freedom of Association and Collective Bargaining;
- Access similar to justice, dispute, resolution and grievance redressal by a suitable mechanism. Such a mechanism will also include grievance redressal by an independent tripartite body.

Legal Provisions in the States

- Along with the draft, National Policy on the Domestic Workers, a No. of statutes in the country are in force, which addresses the rights and privileges of Domestic Workers in different states as under:
- Domestic workers are within the scope of the Unorganized Workers Social Security Act-2008. Some relevant schemes as relevant under schedule (I) are:
 - » Indira Gandhi National Old Age Pension Scheme.
 - » National Family Benefit Scheme.
 - » Janani Suraksha Yojana.
 - » Janshree Bima Yojana.
 - » Aam Admi Bima Yojana.
 - » Rashtriya Swasthya Bima Yojana.
- Under the Unorganized Workers Social Security Act-2008, the states establish the State Social Security Boards and implement various schemes within the act and rules thereof.
- The states of Kerala and Karnataka have adopted minimum wage laws for domestic workers.
- The state of Karnataka introduced 'domestic work' in the Minimum Wages Act in Jun 2005.
- Tamil Nadu included domestic workers in their Manual Workers (Regulation of Employment and Conditions of Work) Act, 1982, in 2007.

- The Child Labour (Prohibition and Regulation) Act, 1986 was amended in 2006 to ban the employment of children as domestic workers.
- Tamil Nadu included domestic workers in their Tamil Nadu Manual Workers (Regulation of Employment and Conditions of Work) Act, 1982, in 2007 and the Tamil Nadu Domestic Workers Welfare Board was constituted in the same year.
- Maharashtra has published a Code of Conduct relating to domestic workers.
- The state of Assam fixes the minimum wages and any other allowance for Domestic Workers in consultation with the State Minimum wage Advisory Board for domestic workers.
- The state of Tripura fixes the minimum wages and any other allowance for Domestic Workers through State Minimum wage notifications.
- Sikkim Labour Protection Act 2005 includes Domestic Worker as a worker in Sikkim making all the provisions in the State Labour Protection Act applicable to domestic workers as well.

1.2.4 Categorization and Classification of Domestic Workers Job Role/Occupation

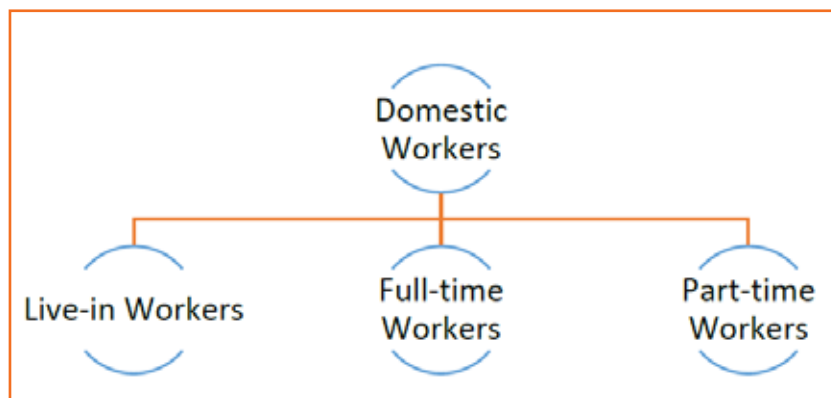


Fig.1.1.1: Domestic Workers Job

Domestic workers can be workers i.e. workers who work for one or more employers for a specified number of hours per day or perform specific jobs for each of the multiple employers every day.

- **Live-in worker** i.e. worker who works full time for a single employer and also stays on the premises of the employer or in a dwelling provided by the employer (which is close or next to the house of the employer) and does not return to her/his home every day after work.”
- **Full - Time worker** i.e. worker who works for a single employer every day for a specified number of hours (normal full day work) and who returns to her/his home every day after work.
- **Part-time worker** i.e. worker who works with multiple employers for 1 or 2 hours per day per household and does not stay within the premises of the employer's house/ work area.

1.1.4.1 Classification of the Occupation

Domestic Workers Sector Skill Council is divided into two sub-sectors i.e. “Household Services/ Housekeeping and Services” and “Caregiving (Non-Clinical)”. These two sub-sectors are further divided into seven occupations.

Housekeeping, Cleaning, Cooking and Laundry occupations come under the “Household Services/ Housekeeping and Services” sub-sector whereas; Child Care (Non - Clinical), Caregiver – Persons with Disabilities (Non – Clinical), Caregiver – Mother and New-born (Non – Clinical) and Elderly Care (Non – Clinical) occupations come under the Caregiving (Non – Clinical) sub-sector.

See the organisation/ relationship tree below in respect of the occupation sub-sectors:

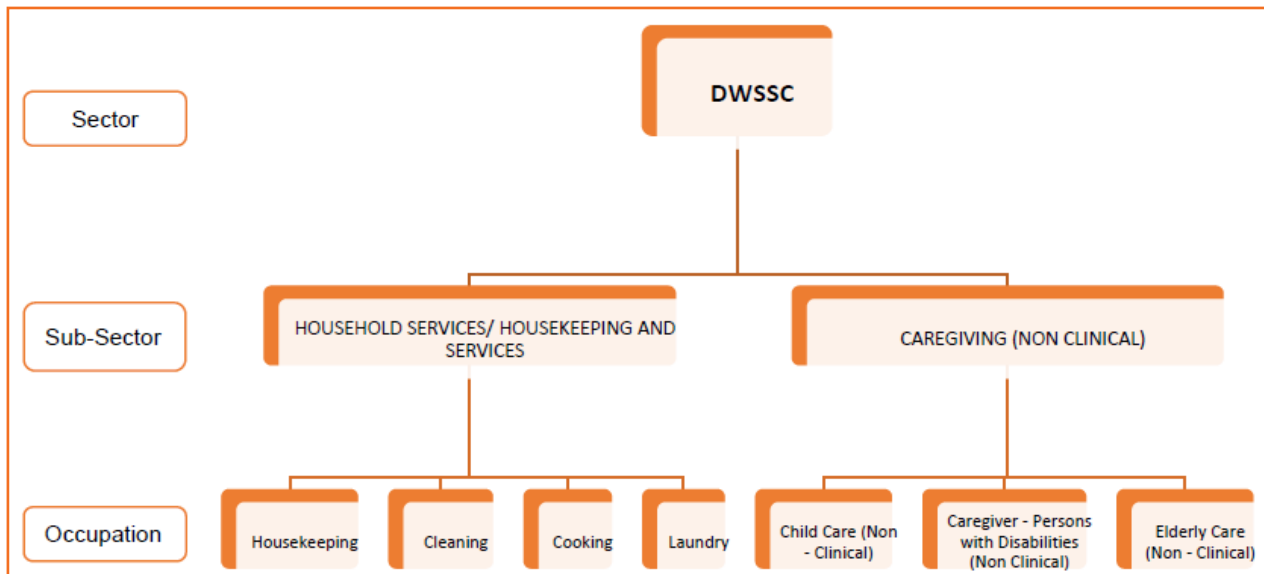


Fig.1.1.2: Classification of Domestic Workers Job

1.1.5 Growth Drivers and Emerging Trends in the Sector

Growth Drivers for the Domestic Workers Sector

Domestic work is one of the oldest occupations amongst others and is making fast development globally. It refers to the increasing number of people, coming together to make the lives of others simpler and more comfortable.

The past trends reflect the increasing demand for skilled domestic help in India. Domestic Workers Sector Skill Council in India is the only National level platform in the country, which, through its activities of mobilization, training, certification and placement, is one of the best platforms, which are working hard to create a safe and financially stable ground for the domestic workers of India. With labour mobilization (ease of working within different economies) and public policy playing active roles to improve the situation, this Sector is working on simplifying domestic workers' rights.

Some of the prominent growth drivers are:

- Demand for professionally trained workers is higher, and even employers are ready to pay comparatively higher salaries than other work sectors.
- Awareness of dignity in this field and the change in India’s socio-economic pattern are encouraging more people (youth) to join this sector.
- One of the prominent reasons for obtaining domestic help is the rise in the number of working couples and nuclear families.

Another important reason for the growth in this sector is increase in disposable income and improved per capita income.

Reasons for Growth

- Improved per capita income and increase in disposable income are the main critical factors of growth in this sector.
- The rise in the nuclear family and working couple is also a prominent reason for the need for domestic workers.
- The change in the socio-economic culture of India, increasing the dignity of labour is one of the reasons that some from the youth are taking to this sector.
- The demand for professionally trained and educated workers by the employers who are ready to pay good salaries which are comparatively higher than other sectors.

1.1.5.1 Emerging Trends

Domestic workers are hired to provide comfort and simplify the usual complexities of individual households by taking over household chores in return for remuneration. The tasks include taking care of children and the elderly, cooking, driving, cleaning, grocery shopping, running errands and taking care of household pets, particularly in urban areas.



Fig.1.1.3: Domestic Workers

Some of the current sector trends are as under:

- **Change in Employer’s Expectations:** The employer is ready to pay a higher salary if the domestic worker is as per his/ her expectations in domain knowledge, attitude, hygiene etc.
- **Defined Job Roles:** The job roles of the domestic workers are now more defined than earlier which encourages the worker to perform his/her duties better. Its clear subsectors of household services and caregiving have defined the job roles in the sector
- **The necessity of times:** Employing domestic workers is no more a luxury even for a middle-class family, it has become a necessity. This has been catalysed by the emergence of splinter families/breaking of the joint families and both the spouses employed, thereby leaving a vacuum at home in terms of gaps in household work and caregiving.

1.1.6 Progression for Child Caretaker (Non-Clinical)

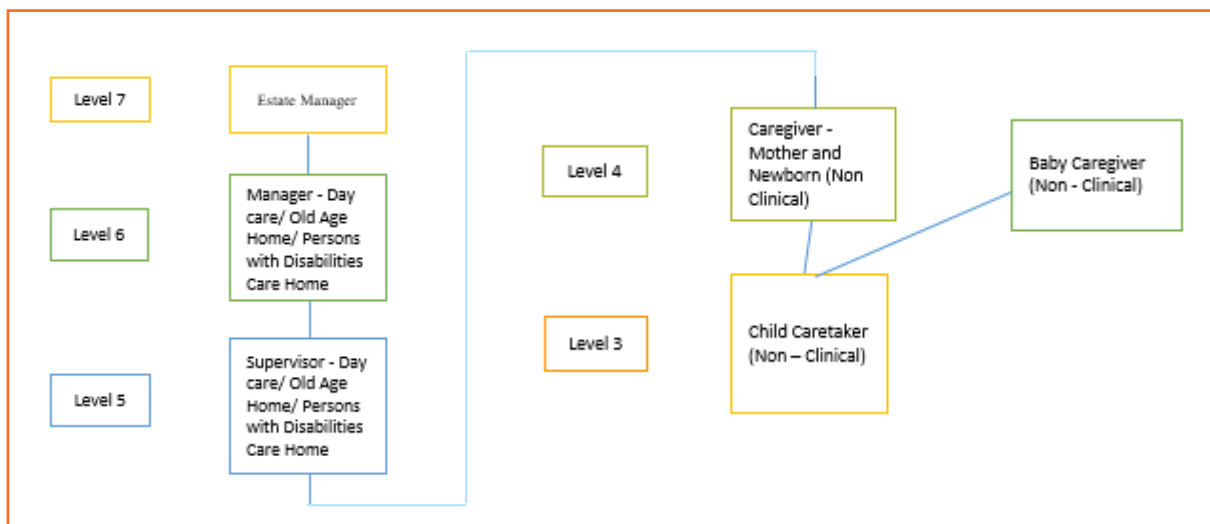


Fig.1.1.4: Progression of Child Caretaker (Non-Clinical)

Exercise 

1. Which is not the category of Indian Domestic Workers.

- a) Live In
- b) Full - Time
- c) Part-Time
- d) Apprentice

2. State the role of a Live-in Worker.

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3. List down sub-sectors of DWSSC.

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UNIT 1.3: Roles and Responsibilities of a Child Caretaker (Non-Clinical)

Unit Objectives

At the end of this unit, the participant will be able to:

1. Illustrate the roles and responsibilities of Child Caretaker (Non-Clinical).
2. Identify the expectations from Child Caretaker.

1.3.1 Introduction to Child Caretaker (Non-Clinical)

Child caregivers provide safe, educational environments for children while their parents are at work and take care of their basic needs, including dressing, feeding, and supervising play and nap times.

Aside from providing for children's basic needs, child caregivers may also teach children, read to them, play with them, and provide comfort when needed. They are also responsible for communicating with the children's parents to update them on their child's behaviour during the day.

Patience, physical fitness, and a genuine interest in caring for children are the most important qualities of a child caregiver.

To be a successful Child Caregiver, one should be patient, enthusiastic, and fun-loving. Ultimately, a top-notch child caregiver loves working with children and is passionate about child development and care.

1.3.2 Roles and responsibilities of Child Caretaker (Non-Clinical)

Responsibilities to the Children

- Supervise and participate with the children at all times.
 - » Talk to the children and give them attention.
 - » Reward a child for appropriate or creative behaviour.
 - » Play games; improvise games and toys.
 - » Tell stories, and learn the child's interests.
- Always stay awake and alert.
- Observe safety practices with the children at all times.
 - » Keep doors locked and open only for persons approved by the parents ahead of time.
 - » Let the voice mail take calls. There is no need to answer the telephone.
 - » Listen to messages if you expect a call from the child's parents.
 - » Hold a child's hand when crossing a street.
 - » Wash hands often and teach the children cleanliness habits.
 - » Protect yourself and the children by avoiding strangers.
- Be alert to safety hazards in the home. Plan activities that are appropriate for the age and development of the child. Change activities or the environment to avoid the need for discipline measures.

- Follow proper procedure for emergencies:
 - » Apply first aid measures in case of injuries.
 - » Call Ambulance.

Responsibilities to the job

- Keep a list of names and addresses of families.
- Ask for letters of recommendation to present to new customers.
- Keep a list of dates, times, expenses and money earned.
- Arrange transportation to and from the job.
- Be prompt or a few minutes early to the job.
- Discuss child caretaking fees/rates with the employer/ parent.
 - » Fees should be agreed upon before you accept the job.
 - » Fees can be charged by the hour or by the job.
 - » Fees should be kept comparable to your area.
 - » Rate can be higher for more than one child.
 - » Rate can be higher for extra housekeeping chores.
 - » Expect additional compensation if the parent is late returning.

Responsibilities to yourself

- Expect to be treated kindly and respectfully.
- Expect employer parents to return on time.
- Plan to be a few minutes early.
- Dress neatly. Choose comfortable, washable clothes.
- Wear little jewelry. Sharp edges can injure. Small objects can go into little mouths.
- Be sure you are healthy (no colds, flu symptoms, or infections).
- Review first aid skills.
- Consider opening a bank account.
- Plan to use your money wisely. Create a budget.

1.3.3 Expectations from a Child Caretaker

Expectations from a Child Caretaker are mentioned below:

- Strong working knowledge of childhood development.
- Physical fitness and the ability to perform tasks such as sitting on the floor, bending, and lifting children.
- Creativity and a willingness to sing, dance, and be silly and fun-loving with children.
- Excellent interpersonal skills, professionalism, and patience.
- Exceptional listening skills, compassion, and the ability to remain calm at all times.

1.3.4 Qualities of a Child Caretaker

Qualities of a child caretaker are mentioned below:

- Have the ability to communicate with children.
- Know the characteristics of children at different ages.
- Have the ability to play appropriately with children of different age groups.
- Understand what kids need to succeed.
- Have the ability to negotiate the business details involved in caretaking.
- Arrive a few minutes early.
- Have an interest in children.
- Are mature, friendly, neat, kind, responsible, organized, and use common sense and good judgment.
- Practice safe, healthy lifestyles.
- Have a sense of responsibility and honesty.
- Have the ability to supervise children safely.
- Have the ability to carry out instructions.
- Have the ability to think clearly in emergencies.
- Have the ability to recognize safety hazards.
- Have the skills to provide first aid.
- Have the skills to provide basic meals.
- Have the skills to provide basic care for children.

Scan the QR Codes to watch the related videos



Duties and Responsibilities of a
Caretaker

2. Manage Child's Immediate Environment and Needs



Unit 2.1 – Observe and monitor child's activity

Unit 2.2 – Child's physical and nutritional needs

Unit 2.3 – Carryout Child Focused Activities and Learning



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Manage child's immediate environment and needs.
2. Identify child's physical and nutritional needs.
3. Carryout child focused activities and learning.

UNIT 2.1: Manage Child's Immediate Environment and Needs

Unit Objectives

At the end of this unit, the participant will be able to:

1. Explain the importance of childcare.
2. Demonstrate diapering, picking up/holding children.
3. Understand how to take care of child's toileting, rest and sleep needs.
4. Carry out cleaning of child's room.
5. Carry out cleaning of kitchen facilities.
6. Identify the process of washing clothes/linen/bedding.
7. Discuss the ways of toilet training a child.

2.1.1 Daily Care Routine of Child

Child caretaking is a very important job. Parents place their children, whom they value more than anything else in life, in the care of another person, the Child caretaker. When parents entrust the welfare of their children to a caretaker, they want to know that the care their children receive is the best. Parents and children want and deserve a competent child caretaker.

Effective basic child care begins with understanding the family's routines for care. Child-care practices, routines, supplies and equipment vary among families, so it is always important to ask parents about their preferences. For example, some parents use disposable diapers, some use cloth; some children always have a bathand story before bed, others like their stories on the living room sofa and are only bathed by their parents. Children are usually happier if you stick to their basic child-care routines. Gather all the information about basic child care that you will need to know before you start taking care of the child. Write down any basic child-care instructions.

2.1.1.1 Activities of Daily Living (ADL) for Children

Picking Up and Holding Children

Most children enjoy being held, although some do not. Respect individual preferences. Remember to ask parents how their children like to be picked up and held during the family interview.

Here are some tips on picking up and holding toddlers:

- Toddlers like to be held and carried, but only do so if you can support their weight and their parents say this is okay.
- You can hold toddlers on your lap when giving them a bottle or a drink from a spill-proof cup or when reading to them.
- Toddlers may climb off your lap if they want to play or if they see something they want to investigate, so pay close attention.
- Ask toddlers to help when you need to carry them. They can put both arms around your neck to hold on securely.
- When picking up a toddler, bend at your knees and lift. Don't bend your back. Also remember to pick them up in a smooth and continuous motion.

- After picking up a toddler, use the upright carry to move him or her from one place to another in an upright position.

Steps to pick up and holding toddlers: Upright Carry:

- **STEP 1:** Bend your knees.
- **STEP 2:** Pick up the toddler under both arms. Slide both of your hands under the toddler's underarms and lift.



Fig.2.1.2: Pick up and hold toddlers (b)



Fig.2.1.1: Pick up and hold toddlers (a)

- **STEP 3:** Put one arm under the toddler's bottom and support his or her back with your other arm.

TIP: Use your hip to help support the arm placed under the toddler's bottom.

Diapering

When diapering, it is always good to remember the following:

- Some toddlers are easier to change if they have a toy to hold. Be sure to get the toy before you start diapering.
- Always clean from the front to the back and separate the folds of skin to ensure cleanliness.

Steps of diapering:

- **STEP 1:** Gather supplies.
- **STEP 2:** Wash your hands.
- **STEP 3:** Put on disposable gloves.
- **STEP 4:** Place the toddler on his or her back.

NOTE: Use the safety straps or guardrails on a changing table to secure the toddler. Never leave a toddler alone on a changing table. Keep one hand on the toddler at all times. Use a changing table or the floor protected with a water-resistant pad to change the toddler.

- **STEP 5:** Take off the dirty diaper.

Cloth Diapers: Remove rubber pants first, then unfasten and remove pins from the diaper. DO NOT put the pins in your mouth.

- **STEP 6:** Use one hand to hold the toddler's feet and lift up the bottom, then clean with baby wipes or a washcloth

TIP: Keep boys and girls covered with a baby wipe or a diaper while changing them to avoid being sprayed.

- **STEP 7:** Use one hand to hold the toddler's feet and lift up the bottom. Use the other hand to slip the open clean diaper under his or her bottom.

Cloth Diapers: Put the clean diaper under the toddler with the folded part in front for a boy and in the back for a girl.

- **STEP 8:** Fasten the diaper with the tabs.

Cloth Diapers: Overlap the back of the diaper on top of the front at the or toddler's hips. Hold your fingers between the diaper and the toddler and pin on the outside of the diaper.

NOTE: Put your fingers between the diaper and the toddler so that you do not tape or pin the diaper to him or her.

- **STEP 9:** Remove your disposable gloves and dispose of them, the dirty diaper and baby wipes in an appropriate container.

Cloth Diapers: Dispose of the feces in the toilet and put the dirty diaper in the appropriate container.

NOTE: Keep one hand on the infant or toddler at all times. Make sure the changing surface is clean.

- **STEP 10:** Wash the toddler's hands and place him or her in a safe place while you wash your hands.

Importance of Diapering: Without consistent diaper changes, babies run the risk of infections, diaper rash and other significant health problems; problems that require medical attention and can put additional financial strain on the families.

Diaper hygiene: Hygiene and cleanliness are a priority when it comes to baby care and changing diapers in order to keep away all the bacteria and germs. Start by using a surface disinfectant and wiping the changing table so the surface is clean enough to change baby's diaper. Gather your supply of one or two clean diapers, a washcloth or wipes, and a changing sheet.

Ensure you wash your hands thoroughly, then remove the soiled diaper and carefully give your baby a good clean with a mild wipe or wet washcloth. When cleaning the diaper properly dry the folds in the skin of child to prevent infection. In case of a diaper rash, use cotton balls, warm water, and a towel, and apply a mild diaper rash cream or baby powder and lotion can optionally be used too.

Toileting

Some older toddlers and most preschoolers are learning to use the toilet. Follow the parents' routine and ask what words or signals their children will use to tell you that they need to use the bathroom. Here are some tips for toileting:

- Wash your hands before and after helping a child use the toilet. Be sure children wash their hands after toileting.
- Some children use a child-size toilet or a seat that fits on top of the regular toilet. Other children use the regular toilet seat. Be certain you know what they are comfortable with.
- Children who are already toilet trained sometimes still need help unfastening their clothes, wiping themselves or washing their hands. If you help a girl with wiping, wipe from front to back to keep from spreading germs. Be sure girls who don't need your help know that they should wipe themselves from front to back.
- Never make a big deal out of an accident because it might embarrass the child. Clean the child and say it was a good try. Be sure to wear disposable gloves when cleaning the child.
- Encourage children to use the toilet often. Give children an opportunity to use the toilet before and after eating, sleeping and activities such as playing outside. If children are showing signs that they need to use

the bathroom, such as clutching at their pants, shivering or jumping around, take them to the bathroom immediately.

Rest and Sleep

Families have a wide variety of rest and sleep routines. Ask the parents about the child's nap, rest and bedtime routines. Some children wake up or come out of quiet time in a calm way. Other children wake up noisy and ready to play. Some children wake up crying or upset.

Putting Children to Bed: Follow these steps when you are putting children to bed:

- **STEP 1:** Ask parents about their children's bedtime routines and record their answers on the Family Interview Form.
- **STEP 2:** About 15 minutes ahead of time, tell children that bedtime or naptime is coming.
- **STEP 3:** Anticipate requests by making sure to follow the children's normal bedtime routines. Typical routines include having a bedtime drink or snack, brushing teeth, reading a story or book, turning on a nightlight, bringing a stuffed animal to bed or using a favourite blanket.
- **STEP 4:** Help prepare children for sleep by choosing quiet activities such as reading comforting stories, listening to soft music or rubbing the child's back.
- **STEP 5:** Check an infant's crib and remove toys, blankets, pillows or any other soft, fluffy objects that could choke or suffocate the infant.
- **STEP 5:** Put infants to sleep on their backs, face-up. It is not safe for infants to sleep on their stomachs or facedown. Some parents may request that you put their infants to sleep on their sides.

You should do so only if a parent tells you that a doctor has directed that the infant sleeps this way and the parent shows you how to correctly position the infant on his or her side.

- **STEP 6:** Tell the child to sleep well and say good night.
- **STEP 7:** Check on children every half hour. Make sure you stay where you are able to hear them when they wake up. Discuss with the parents how to use the baby monitors if they have them.
- **STEP 8:** Put children back to bed if they get up. Comfort them if they are scared or have nightmares. Bebut firm in helping children follow their rest and sleep routines.



Fig.2.1.3: Putting Children to Bed

2.1.2 Pick and Drop Off the Child from Playschool/Kindergarten

In today's time, children older than 2 years of age may start going to play school and others to kinder garden. The caretaker should carefully observe their own behaviour as a child is stepping out and learning how to interact with society in your company. Apart from this child is also learning street smartness from you. Few rules can be made so that child becomes comfortable with school going routine. Let's discuss this in detail.

- The caretaker should make a child know the complete process they will follow to go to school.
- If the caretaker is handling a child who is already going to school, she/he can discuss the routine with parents and learn more about interaction with the child. But if the child is about to go to school, then the caretaker

should discuss with the child about a new milestone in his/her life at school. You can show website photos and discuss the process roughly for a few days so that child gets prepared mentally for the new change in her/his life.

- Caretaker for convenience prepares a chart of routine with time initially with parents so that nothing can go wrong and the caretaker is prepared thoroughly. As every family and child is different and can have a different routine, so it is better to discuss the routine in detail and eradicate confusion.
- As discussed earlier consistency in following a routine is the key. So do the same in this case too.
- When you are moving out with a child, check the weather and prepare yourself accordingly like if summer does take a cap/umbrella and water bottle along and if the weather is rainy carry a long boot and umbrella or raincoat along, etc.
- Study the route to school and mode of transport to be used with parents or guardians.
- Be careful while walking on the street and crossing the road with a child.
- You should keep talking to the child to make him/her comfortable.
- If the child is older than 3 years, he/she may ask lots of questions, in such cases be patient and answer very honestly. This is how the child is learning. Give child-appropriate information for his /her question and if the child keeps asking the same question again, restructure your answer as the child may not be able to understand the answer. This is a very important part of a child learning society and the environment around them.
- You need to be careful about the sleep disorders of the child. If the bedtime routine and room atmosphere fit to the child's needs, and even then he/she is facing some issues with sleeping, you should discuss it with the parents of the child.
- You should also keep an eye on the nighttime sleeping behaviours and patterns of the child, and if you notice anything disturbing, discuss it with the parents.
- You also need to see if the child is somniloquence (who talks in sleep) or somnambulant (who walks in sleep).
- You should make it a habit of the child to go for Loo before sleeping so that they may not wet the bed during sleep.
- For children of 2 to 4 years of age, you need to get them to urinate once at night when they are sleeping.

2.1.3 Cleaning a Child's Room

Routine cleaning with detergent and warm water is the most useful and cost effective method for removing germs from many surfaces in the childcare setting. It also removes dirt and grease from surfaces.

There are a number of items and surfaces in a childcare setting that should receive an additional step, either sanitising or disinfection, after cleaning.

Sanitising uses a chemical that kills or inactivates certain germs so that their numbers are reduced to such a level that the spread of disease is unlikely. A disinfection process uses a chemical that kill or inactivate virtually all germs.

2.1.3.1 How do We Disinfect/Sanitise?

1	Pre-clean	Remove dirt and debris by sweeping, scraping, wiping or rinsing with water.
2	Wash	Use warm water and detergent. Soak if necessary.
3	Rinse	Rinse off detergent and any remaining dirt.
4	Sanitise/disinfect	Sanitise/disinfect to reduce/eliminate micro-organisms to safe levels.
5	Final rinse	Rinse off sanitiser (if necessary).
6	Dry	Air-dry or use a single-use towel/cloth (used for this purpose only) or disposable paper towels.

Fig.2.1.4: How to disinfect

How often do we need to clean and disinfect/sanitise?

A written cleaning schedule should be implemented in each childcare setting to ensure that an appropriate level of cleanliness is maintained.

The schedule should clearly identify:

- WHO is responsible (who undertakes the task and initials tasks when they are completed).
- WHAT is to be cleaned (areas, surfaces, items to be cleaned and/or disinfected).
- WHEN it has to be cleaned (how often).
- HOW it is to be cleaned (the method of cleaning, chemicals used, protective clothing needed).

2.1.3.2 How do we Clean Specific Surfaces or Items?

Activity Areas

Hard floors (tiles, vinyl) should be vacuumed or swept daily and wet-mopped (detergent/warm water) at least weekly or more often if soiled. In infant and toddler areas and dining areas, the hard floor should be mopped daily or more often if soiled.

Bathroom Facilities

Bathroom surfaces such as tap handles, wash hand basins, toilet flush handles/buttons, toilet seats and bowls, toilet door handles, nappy bins, paper towel and soap dispensers should be washed and disinfected at least once per day or more often if visibly soiled.

- Shubs, showers and baths should be cleaned and disinfected after each use.
- Potties should be cleaned and disinfected after each use.
- Floors should be cleaned and disinfected at the end of each day or more often if soiled.

Bottles and Teats

Bottles and teats must be cleaned and sterilised after each use. This can be done by the centre or washed bottles and teats can be given back to parents/caregivers/whanau for cleaning and sterilisation at the end of each day. Before sterilising, bottles and teats must be cleaned thoroughly in hot soapy water to that all traces of milk are removed. One of the following sterilisation methods must then be used:

- **Boiling:** This involves submerging the equipment completely in water and then boiling everything for at least 5 minutes. Make sure you set aside a pan for this purpose only and do not use it for any other cooking.

- **Steaming:** This uses electric steam sterilisers designed for this purpose or specific steamers designed for use in microwaves. All items should be placed up-side down in order to be fully-sterilised. Follow the manufacturer's instructions for use and on what items can be sterilised safely (certain things cannot be placed in the steam steriliser, e.g. some parts of breast pumps). The microwave or electric sterilisers will keep the contents sterile for some hours provided the lid is secured and is not opened.
- **Sterilising Solutions:** These solutions allow you to sterilise equipment in cold water. They take longer to work (1/2 an hour) but you can leave the bottles to soak overnight (24 hours maximum) and as long as the container is sealed and everything is submerged (check that there are no air bubbles), it will keep things sterilised. Follow the manufacturer's instructions for use.

2.1.4 Cleaning Equipment

Mops should be cleaned after use by washing them in hot water and detergent and then soaking them in a suitable disinfectant. Wring as dry as possible and then hang out to dry.

Separate cloths should be used to clean higher-risk areas (toilets and bathrooms) and their use should be restricted to these areas. These cloths should be clearly identifiable (e.g. using a colour coding system) and must be laundered separately from other laundry items.

Cleaning clothes and rags should be soaked in a sanitiser after use, followed by a hot water laundry wash and drying.

2.1.5 Cleaning of Kitchen Facilities

- Food preparation areas (benches, tables) should be cleaned and disinfected before and after food is prepared and between preparation of raw and cooked foods.
- Table tops and high chairs should be cleaned and disinfected before and after meals.
- All other kitchen surfaces (floors, sinks, door and cabinet handles) should be cleaned and disinfected daily or more often if soiled.
- Fridges should be cleaned weekly, cleaning racks and removing food spillage from the floor. Defrost if necessary.
- Ovens and microwaves should be cleaned monthly or more often to remove food spills.
- Wash hand basins in kitchens should be cleaned and disinfected at the end of each day or more often if soiled. Do not use the wash hand basin other than for washing hands.

2.1.6 Washing Clothes/Linen/Bedding

All the clothes and sleep equipment (clothes, mattresses covers, blankets, sheets, pillowcases) must be cleaned and sanitised before being used by the child. Bedding must not be shared.

Wash clothes and linen in a washing machine using a hot water cycle. Dry on the washing line if you can as sunlight kills germs; if this is not possible, use a tumble dryer. Wash bedding separately from other items such as tea towels, clothes etc. Clothes must be laundered daily or when get dirty, however, sleep items must be laundered at least weekly or more often when soiled or wet. Mattress covers should be cleaned and disinfected at least weekly, before being used by another child or when soiled or wet. All blankets should be changed and laundered at least once a month or more often if soiled or wet.

Linen or clothes soiled with vomit, faeces, blood or other body fluids should be treated the same as a soiled nappy. Clothes should be scraped to removed excess material, soaked in an appropriate sanitising solution and then washed separately using a hot-water wash. The linen can then be dried in the sun or on a hot cycle in the

clothes dryer. Wear gloves when handling soiled linen and do not carry soiled linen against your clothing – take it to the laundry in a basket or linen bag.

2.1.7 Toilet Training

Potty training is one of the major accomplishments of early childhood. But before your child can master it, he has to be both biologically and emotionally ready. Different children are ready at different ages; Many children show signs of being ready for potty training between ages 18 and 24 months. However, others might not be ready until they're 3 years old.

Signs of toilet training readiness

- Is your child aware of the difference between being wet and being dry?
- Can they stay dry for at least two hours at a time?
- Can they sense when he needs to urinate or have a bowel movement?
- Are they capable of reaching the toilet or potty in time (perhaps with your help)?
- Can they undress and dress themselves or are they ready to learn?

2.1.7.1 Equipment for Toilet Training

Potty or Toilet: Children can start toilet training using a potty or the toilet. Your child might like one better than the other. Or you can encourage your child to use both. A potty is easy to move around, and some children find it less scary than a toilet. On the other hand, the toilet is where everybody else does wees and poos. If the child will be using the toilet, one will also need:

- A step or footstool – your child can use this for getting onto the toilet and resting their feet while sitting
- A smaller seat that fits securely inside the big toilet seat.

Training pants and pull-ups: The child is more likely to understand going to the toilet if they're no longer wearing a nappy. So it might be time to get some training pants and/or pull-ups.

Training pants are absorbent underwear for toilet training. They're less absorbent than nappies but can hold in bigger messes like accidental poos. Once the child is wearing training pants, dress the child in clothes that are easy to take off quickly.

Pull-ups might help the child get used to wearing underwear. They're more absorbent than cloth training pants and can be handy if you're going out.

Underpants: You could let your child choose some underpants.

2.1.7.1 Equipment for Toilet Training

- Start teaching your child some words for going to the toilet – for example, 'wee', 'poo' and 'I need to go'.
- When you change child's nappy, put wet and dirty nappies in the potty – this can help child understand what the potty is for.
- Once or twice a day, start putting training pants on the child – this helps child understand the feeling of wetness.
- Make sure the child is eating plenty of fibre and drinking lots of water, so that the child doesn't get constipated. Constipation can make toilet training harder.

2.1.7.3 Toilet Training Process

When to take the child to the toilet:

- Try to make toileting part of your child's regular daily routine. For example, encourage the child to use the potty or toilet in the morning, and before or after snacks and meals.
- Encourage the child to go to the toilet when they show signs like wriggling around, passing wind, going quiet. But don't force the child to go.
- Ask the child about going to the toilet when they change activities. For example, you could remind the child to go to the toilet before they sit down for lunch.
- If the child doesn't do a wee or poo after 3-5 minutes of sitting on the potty or toilet, let the child get off the toilet. It's best not to sit your child on the toilet for too long, because this will feel like punishment.

How to encourage the child:

- Praise your child for trying. Use phrases like, 'Well done for sitting on the potty'. Gradually reduce the praise as your child masters each part of the process.
- If the child misses the toilet, try not to get frustrated. Just clean up without comments or fuss.

How to dress the child:

- Start using underpants or training pants all the time. Use nappies only at night and during daytime sleeps.
- Dress children in clothes that are easy to take off – for example, trousers with elastic waistbands. In warmer weather, one could leave the child in underpants when at home.

How to keep the child clean and hygienic:

- Wipe the child's bottom until child learns how. Remember to wipe from the front to the back, particularly with girls.
- Teach the child how to wash hands after using the toilet.

2.1.8 Preventing Germs

While on the job, you could come into contact with germs. Germs can be transmitted by:

- Direct contact with other people's body fluids such as blood and saliva.
- Air, when breathing in droplets from someone else's cough or sneeze
- Contact with an object or surface that has been in contact with a germ, such as a telephone.
- An insect, animal or human bite.

Some germs can cause you to catch a cold or the flu or expose you to common childhood diseases like chicken pox. Other germs can cause serious diseases, like the human immunodeficiency virus (HIV), the virus that causes acquired immunodeficiency syndrome (AIDS).

The most important steps you can take to stay healthy and avoid the spread of germs are to wash your hands often and wear disposable gloves if there is a chance you could come into contact with blood or other body fluids such as urine or vomit.

Hand Washing

Hand washing is the best way to prevent the spread of germs and infectious diseases.

Always wash your hands:

- Before and after you prepare food.
- Before and after you eat.

- Before and after changing diapers or helping a child with toileting.
- After using the toilet.
- After playing outdoors.
- After touching insects, plants or pets.
- After cleaning up spills.
- Before and after giving first aid.
- After coughing, sneezing or blowing your nose.

Steps of washing Hands

- **STEP 1:** Turn on the water.
- **STEP 2:** Wet your hands with water and put soap on your hands.
- **STEP 3:** Rub your hands together for at least 15 seconds



Fig.2.1.6: Washing Hands (b)

NOTE: Scrub your nails by rubbing them against the palms of your hands.

- **STEP 4:** Rinse your hands with water
- **STEP 5:** Dry your hands with a paper towel.
- **STEP 6:** Turn off the faucet using the paper towel. Throw the paper towel away.

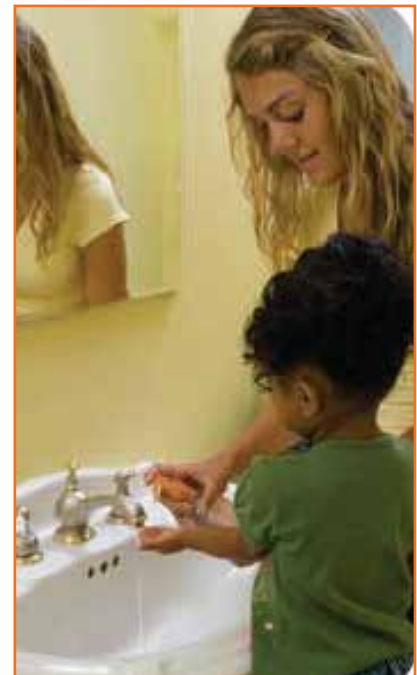


Fig.2.1.5: Washing Hands (a)



Fig.2.1.7: Washing Hands (c)

Alcohol-Based Hand Sanitizers

Alcohol-based hand sanitizers are a good alternative to washing your hands with soap and water. You can use alcohol-based hand sanitizers if there is no water available and your hands are not visibly dirty (i.e., your hands don't have dirt or blood on them). To use alcohol-based hand sanitizers follow these steps:

- Apply alcohol-based hand sanitizer to the palm of one hand, using the amount recommended by the manufacturer.
- Rub hands together making sure to cover all surfaces of your hands and fingers until they are dry.

Remember to always keep alcohol-based hand sanitizers out of the reach of children.

Make sure children wash their hands:

- Before and after they eat.
- After using the toilet (wash infants' hands after they are diapered).
- After touching objects or surfaces used by other people in public areas.
- After playing outdoors.
- After coughing, sneezing or blowing their noses.
- After touching or handling insects, plants or pets.

Wearing Disposable Gloves

Wear disposable gloves if you could come into contact with blood or other body fluids. Many families will not have disposable gloves available, so make sure you take some with you. The caretaker's first aid kit contains non-latex disposable gloves and you can also buy them at supermarkets and drugstores. Be sure to find out in advance whether any children you will be caring for are allergic to latex. While many disposable gloves are made from latex, it is best to get gloves that are non-latex, such as vinyl or nitrile.

Use a new pair of disposable gloves:

- When you change a diaper.
- When you give first aid.
- When you touch any body fluids.

As a child caretaker, it is important to use disposable gloves to limit contact with blood, urine, faeces or vomit. This will reduce the possibility that you will become infected with infectious diseases. Be sure to carefully remove and properly dispose of gloves after using them. When you remove gloves, be careful not to get anybody's fluids on yourself. Wash your hands before giving care as well as when you are finished giving care and have disposed of your gloves.



Fig.2.1.8: Alcohol-Based Hand Sanitizers

Exercise 

1. uses a chemical that kills or inactivates certain germs to contain spread of any disease.

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2. is the best way to prevent the spread of germs and infectious diseases.

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3. Which of the following is not an activity of daily living?

- a) Holding children
- b) Diapering
- c) Feeding children
- d) All of the above

4. This involves submerging the equipment completely in warm water for at least 5 minutes.

- a) Sterilising
- b) Steaming
- c) Boiling
- d) Sanitizing

5. Which of the following is a first step of disinfecting or sanitizing children’s bottles?

- a) Wash
- b) Rinse
- c) Pre-clean
- d) Disinfect

6. What is the importance of diaper hygiene?

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UNIT 2.2: Child's Physical and Nutritional Needs

Unit Objectives

At the end of this unit, the participant will be able to:

1. Identify techniques to dress/undress children.
2. Determine ways to bath toddlers.
3. Practice ways to feed children.
4. Determine child's nutritional needs and good food choices.
5. Practice ways to ensure safety in kitchen.

2.2.1 Dressing Children

Ask the parents if they want you to dress their children and if they have any special instructions. The dressing should be easy and safe if you keep the following tips in mind:

- Give yourself enough time to change the children. Rushing makes the job more difficult and can upset children.
- Let toddlers help with dressing by encouraging them to pull off their socks or pull a loose shirt over their heads. Let them help you undo snaps or buttons.
- Be sure to keep infants safe and comfortable. Never leave an infant alone on a changing table, bed or sofa.
- Don't let children walk around on uncarpeted surfaces in socks without skid-proof bottoms.
- To help prevent children from tripping, do not dress them in pants that are too long. If pants are too long, be sure to roll up the pant legs. Make sure the shoe fits securely and the laces are tied.
- Avoid dressing children in clothes that fasten with drawstrings, especially around the neck. A child can be strangled by a hooded sweatshirt when a drawstring ties catches on something.

2.2.1.1 Steps to Undressing Children

- **STEP 1:** Undo the snaps or buttons on the front of the shirt.



Fig.2.2.2: Steps to Undressing Children (b)



Fig.2.2.1: Steps to Undressing Children (a)

- **STEP 2:** Gently slide one arm out of the sleeve and then slide out the other arm

- **STEP 3:** Ease the shirt over the child's head, gently past one ear, then the other
- **STEP 4:** Put the dirty laundry in the place designated by the parents.

2.2.1.2 Steps to Dressing Children in Snap or Button Shirts

- **STEP 1:** To put on a T-shirt or pullover shirt, stretch the neck of the shirt so that it is larger than the child's head.



Fig.2.2.4: Dressing Children in Snap or Button Shirts (b)

- **STEP 2:** Pull the neck opening over the head, keeping it away from the child's ears and face.
- **STEP 3:** Reach through a sleeve opening and gently pull one arm through it.
- **STEP 4:** Do the same with the other arm.

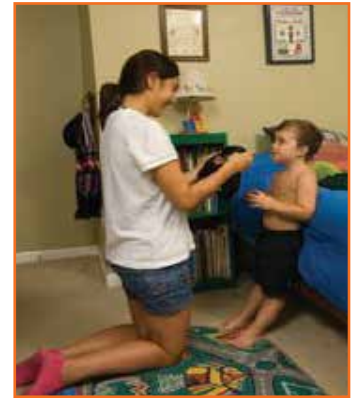


Fig.2.2.3: Dressing Children in Snap or Button Shirts (a)

NOTE: Always be careful to protect the child's eyes, ears, nose and jaw.

2.2.2 Bathing Toddlers

Bath time can be fun, but remember that safety always comes first and the child requires constant supervision. If you're asked by the parents to bathe their toddler, ask them about the child's bath time routine. Make sure to ask about the child's favourite shampoo, soap and toys and any sensitivities. Remember, only bathe toddlers if you've specifically been asked to by their parents and you are comfortable doing so.

When giving a bath, always keep safety in mind. Remember these important points:

- Never be more than an arm's length away from the toddler at any time.
- Never take your eyes off the toddler during bath time. This includes when you are filling up the bathtub and when it is draining.
- If you are caring for more than one child, only give a bath if you can supervise all the children adequately (e.g., you are babysitting two children and the younger school-age child can play independently next to you).
- Gather all supplies and toys before you run the water.
- Don't fill the tub too high. The water only needs to come up to the toddler's hips.
- The water should be warm, but not hot. Test the water on your wrist or elbow before putting the child in the tub.
- Be aware of the sharp edges of the faucet and keep the child's head away from it.
- Remember that the tub will be slippery. Always help the child in and out of the bath and make sure the toddler stays seated while in the tub.
- Never force a child to take a bath.

- Bath time should be fun and not hurried. Let the toddler get accustomed to the bath before you start washing or shampooing. Also, give the toddler time to play.
- Tilt the child's head back when you shampoo and rinse his or her hair. Remember that some children are very sensitive to water on their faces. If toddlers resist having their hair washed, do not force them.

2.2.3 Feeding Children

Be sure to ask parents about when, what and how much to feed their children. Pay special attention to what kinds of snacks they are allowed and when they can have them. Write down their instructions on the Family Interview Form. Keep the following tips in mind when feeding children.

Bottle-Feeding

- Toddlers may drink milk, formula, fruit juices or water from a bottle.
- When feeding a toddler from a bottle you will need a bottle, nipple, bib or cloth to protect the toddler's clothing and a towel or cloth to put over your shoulder for burping.
- NEVER warm a bottle in a microwave. Instead, warm the bottle until it is lukewarm (not hot) by running it under warm faucet water or placing it in a pot or bowl of hot water. After heating the water, turn off the heat source and remove the pot from the heat source. Place the bottle in the pot or bowl to warm. Watch the bottle carefully; leave it in the water for a few minutes. Check the temperature of the bottle often to be sure it doesn't become too hot. Realize that if it is too warm to you, it may be too hot for the child.
- ALWAYS test the temperature before giving a bottle to a child or an infant. Drip a small amount of the liquid onto the inside of your wrist to make sure it's cool enough. To avoid the spread of germs, do not touch the nipple to your skin. A lukewarm bottle will not burn a child's mouth.

Spoon-Feeding Older Toddlers

- When feeding older toddlers with a spoon you will need a dish, the food, a toddler spoon and a bib. Ask parents what supplies they would like you to use when feeding their children.
- You can warm food by putting the container of food into hot water. If you use a microwave to heat the food, be sure to stir the food well and test the temperature before giving it to an infant or a toddler. Put a small amount of food on the inside of your wrist to make sure it's cool enough. Be careful to not touch the spoon to your wrist. Lukewarm food won't burn a child's mouth.
- Don't blow on food to cool it. Let it cool by itself.
- Let toddlers try to feed themselves with a spoon or their hands if they want, even if they make a mess. Help toddlers as needed.

Feeding Preschoolers and School-Age Children

- Most young children eat with their fingers, although some will use a small fork or spoon. Eating is fun for most children. Don't worry if they are messy, you can always clean them up.
- If a child does not eat much or refuses to eat or drink, wait a few minutes and try again. If the child is playing with the food more than eating, he or she is probably finished.
- Older children can feed themselves, but you will need to prepare their food. Let them pitch in by helping you set the table.

2.2.4 Introduction to Nutrition

There is considerable truth in the adage 'You are what you eat'. The state of your body and how well it works depends to a large extent on how appropriately it is nourished.

- Normally, 85% of daily energy use is from fat and carbohydrates and 15% from protein.
- In humans, nutrition is mainly achieved through the process of putting foods into our mouths, chewing and swallowing it.
- The required amounts of the essential nutrients differ by age and the state of the body, for example: physical activity, diseases present (e.g. prostate cancer, breast cancer or weakened bones – known as osteoporosis), medications, pregnancy and lactation.
- Nutrition also focuses on how diseases, conditions, and problems can be prevented or reduced with a healthy diet.
- Nutrition also involves identifying how certain diseases and conditions may be caused by dietary factors, such as poor diet (malnutrition), food allergies, and food intolerances.

Definition

“Nutrition is the intake of food, considered in relation to the body’s dietary needs.” – as per World Health Organisation (WHO).



Fig.2.2.5: Healthy food

2.2.4.1 What is Good Nutrition?

“Good nutrition - an adequate, well balanced diet combined with regular physical activity – is a cornerstone of good health.” - as per World Health Organisation (WHO).

Consequence of Poor Nutrition

“Poor nutrition can lead to reduced immunity, increased susceptibility to disease, impaired physical and mental development, and reduced productivity.” - as per World Health Organisation (WHO).

2.2.4.2 Need for Good Nutrition

Good nutrition helps in the following ways:

- Reduce the risk of some diseases, including heart disease, diabetes, stroke, some cancers, and osteoporosis
- Reduce high blood pressure
- Lower high cholesterol

- Improve your well-being
- Improve your ability to fight off illness
- Improve your ability to recover from illness or injury
- Increase your energy level

2.2.4.3 Nutrients

Nutrients are the substances that are obtained from food and used in the body to promote growth, maintenance and repair of body tissues. In short, these provide nourishment to the body.

Types of Nutrients

1. **Carbohydrates:** Complex carbohydrates, particularly starch, are found in foods such as pasta, bread, rice potatoes, and cereals. During digestion, starch is broken down to the simple sugar glucose, the body’s main source of energy.
2. **Vitamins:** Only needed in tiny amounts, vitamins and minerals are nonetheless essential for growth and good health. Most vitamins come from fresh fruit and vegetables, with some also found in fish, meat, dairy, and eggs.

Types of Vitamins	Comprises of Vitamin	Sources	Remarks
Water Soluble	B Complex – Thiamine (B1), Riboflavin (B2 & Niacin and Vit C	Whole cereals, pulses, vegetables and animal products – Vit B Raw fruits and vegetables – Vit C	These vitamins are relatively easily lost during cooking.
Fat Soluble	A, D, E, K	Mostly animal products. Vitamin D is produced in the skin from the exposure to sunlight. It is also found in the liver of fish and animals.	The most important in emergencies are A and D. Vit A helps in maintaining epithelial cells, stability of membranes and night vision.

Fig.2.2.6: Types of Vitamins

3. **Minerals:** Minerals, such as calcium, iodine, zinc and iron, also help the body perform optimally. The best sources are iodized salt, vegetables, dairy, meat, and some fish.
4. **Fats:** Dairy food, meat, seeds, and nuts all supply fats, as do vegetable oils. Fat is digested into fatty acids, which are used as an energy source and to make cell membranes. Or they are rebuilt into fat that, under the skin, insulates the body and helps to keep us warm.

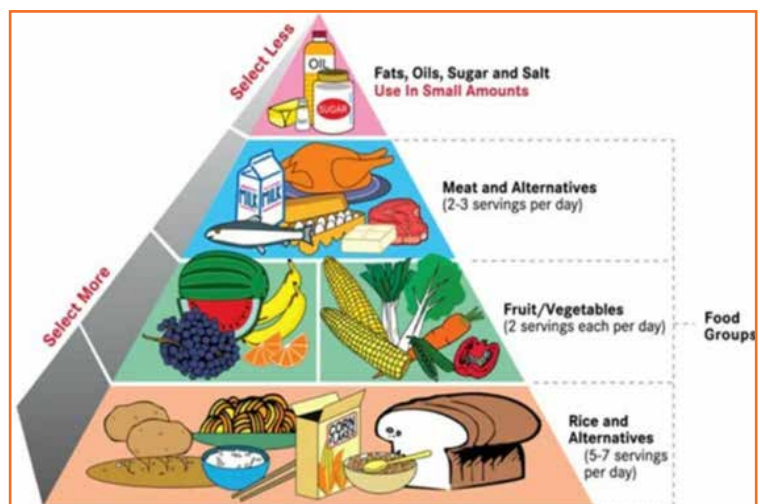


Fig.2.2.7: Types of Nutrients

5. **Proteins:** Rich sources of proteins are fish, lean meat, poultry, and beans. Once digested, proteins supply the body with amino acids. These building blocks are reassembled by cells into different proteins used for construction such as enzymes, and a myriad of other roles.
6. **Water:** Around 50 – 70 per cent of our body is made of water. Therefore, this amount should always be maintained in the body.

2.2.4.4 Food and Nutrition for Toddlers (1 year to 3 years)

Food and nutrition required for toddlers (1 year to 3 years) are as under:

- Children this age love to explore and show their independence.
- Toddlers often want to eat the same foods again and again or will refuse food with a loud “NO!”
- Find out from the parents or guardians what food(s) the child likes and offer the child a choice from those foods.
- Your job is to make meal and snack time relaxing and pleasant. If the children don't want to eat or finish the food, that's ok. Encourage them to eat but don't force them.
- Children this age need to eat often and snacks are especially important - their energy needs are high but their stomachs are small so they need to eat often. If the child seems cranky, try offering a snack.

2.2.4.5 Food and Nutrition for Preschoolers (3 to 5 years)

Food and nutrition requirement for preschoolers (3 to 5 years) are as under:

- Preschoolers are out to learn, have an increased sense of what they can and can't do, and are willing to go along with some limits while still showing their independence.
- Preschoolers usually love to help with food preparation and will be influenced by your behavior at meal time and snack time. Encourage the child to help you prepare the meal or snack and then sit and eat the food together. The preschooler will often follow your lead.
- Do not try to force the child to clean the plate or to eat something that he or she does not want.
- Snacks are still very important for children this age.

2.2.4.5 Food and Nutrition for School-Aged Children (6 to 11 years)

Food and nutrition requirement for School-aged children are as under:

- School-aged children are usually positive, curious, energetic, persistent and increasingly independent. They would often prefer to be active or playing games rather than taking time to eat a meal or snack.
- Children this age will often tell and show you what they want to eat and may be able to pick their own snacks.
- Ask parents/guardians for directions about what foods (and how much) the child is allowed to eat.
- Snacks are still an important part of what school-aged children eat.

2.2.4.7 Other Important Information

- Be sure to learn how to operate any needed equipment such as the stove or microwave before the adults leave.
- Have the food ready at the normal mealtime. Children are often fussy when they are hungry!
- Do not force or punish a child to eat if s/he child refuses. Do let the parents/guardians know when they return home.
- Be sure the child is sitting in a high chair or at the table when s/he is eating. This will help prevent choking and will help to separate playtime from meal or snack time.
- Keep good nutrition in mind when feeding children. Fruits, vegetables, whole grain products, low-fat milk, cheese and yogurt and lean meats are the best choices. Too much juice or empty calorie foods such as sweets, salty snacks, etc. can make children feel full and they won't have room for healthier foods.

2.2.5 Good Food Choices

- Whole grain bread, cereal, crackers, mini rice cakes and pasta
- Vegetable sticks-cucumber, squash, green pepper, etc.
- Fruit sections oranges, apples, bananas, pineapples, canned fruit packed in 100% juice
- Milk, yogurt, chocolate milk, and cheese cubes or strings cheese
- Lean meat, fish, beans, chicken and hard boiled eggs cut into slices or chunks
- Peanut butter for school-age and older children
- Combination foods like pizza and macaroni and cheese



Fig.2.2.8: Good Food Choices

2.2.7 Food and Kitchen Safety

- Wash your hands before you prepare food.
- Wash raw fruits and vegetables carefully before eating them or feeding them to children.
- Be careful when using a microwave. Stir food well after removing it from the microwave.
- Always test the temperature of food and drinks before giving them to children.
- Never leave a child alone in any type of chair even for a moment and even if he or she is strapped into the chair.
- Keep high chairs away from stoves and counters.
- Always use the safety straps on high chairs and booster seats to secure children.
- If you must use the stove, make sure young children are in a safe place where you can see them, approximately 3 feet from the stove. Use only the back or rear burners and turn pan handles toward the back of the stove, out of the reach of children.
- Don't let children play in the kitchen.
- Follow the parents' directions for cleaning up and putting away unfinished food and drinks.
- Avoid foods that are choking hazards for infants or toddlers such as raisins, popcorn, nuts, hard candy, grapes and hotdog slices. Make sure food is cut into small bite-size pieces.

Exercise



1. _____ is the intake of food, considered in relation to the body's dietary needs.
2. Which of the following is an example of complex carbohydrates?
 - a) Pulses
 - b) Fish
 - c) Pasta
 - d) Vegetable oil
3. Which of the following is an example fat to be included in food?
 - a) Vegetables
 - b) Bean
 - c) Seeds
 - d) Dairy food
4. _____ leads to reduced immunity, and increased susceptibility to disease
 - a) Good nutrition
 - b) Poor nutrition
 - c) Pure nutrition
 - d) Essential nutrition

5. _____ leads to reduced immunity, and increased susceptibility to disease

- a) Good nutrition
- b) Poor nutrition
- c) Pure nutrition
- d) Essential nutrition

6. Which of the following age group of children is called as pre-schoolers?

- a) 1 - 3 years
- b) 6 – 11 years
- c) 3 – 5 years
- d) 10 – 11 years

7. Mention the steps of undressing the children.

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UNIT 2.3: Carryout Child Focused Activities and Learning

Unit Objectives

At the end of this unit, the participant will be able to:

1. Identify ways to entertain children.
2. Determine ways to engage to children in play activities.
3. Identify creative art ideas helpful for children.
4. Identify way to engage children in language, food related activities.
5. Create safe play area for children.
6. Record child's development and inform parents.

2.3.1 Assisting Children to Identify and Pursue Interests/Hobbies

Children learn by playing. It is their job! As a caretaker, it is important that you know how to entertain them. Knowing this information will be helpful not only in caretaking, but in any other interactions you have with children in years to come. Consider the following tips to keep children entertain:

Music and Action

To children, music means activity. Young children like to “dance”! Preschool children like songs with actions, like “Rhymes”. By five or six, children like singing games with more complicated actions such as “In and Out the Window”. When children are four, five, or six years old, they start to like to “just listen” to music. Introduce right and left by marching. Hop on one foot, then the other. Jump high and low using two feet. Walk like animals such as ducks, elephants, snakes, kangaroos, rabbits, crabs, etc. Try having the children walk forward, backward and sideways or on tip-toes. If you have permission to go outdoors with the children, take them on an adventure walk- even if it is only in the yard. Look for differences in the landscape; listen for different sounds; imitate things in nature like a bird flying or an ant crawling. Be creative!

Books and Reading

Children from one to two years old usually prefer a story that is made up. They especially like a story or song about themselves. It takes only a few simple ideas accompanied by actions to make a “story” for them. The story might go something like this: “Rihan is a fine boy. He has brown eyes (point to them). He has curly brown hair (point). He likes to eat his cereal.” Dressing, eating, and playing all make good ideas around which to build a story that a very young child enjoys. The story may be spoken or it may be “sung.”

Children from one-year-old like to look at picture books. The pictures should be large, and there should be only one or two pictures on a page. It is good if the pictures are of real objects that the child can recognize (a ball, a cat, a car). Young children also like to turn the pages of a book. Turning pages and talking are activities that children enjoy and are an important part of having a story “read” to them.

As children get older, they like longer stories, but still are interested in familiar things: mothers, fathers, grandparents, aunts, brothers and sisters, animals, playthings, food, etc. They like to imagine parts of the story. Children like to see the pictures in a book that is being read. They like to sit in the reader's lap and help hold the book. If you are babysitting for more than one child, have the children sit in front of you and read the story by looking at it sideways. Children often like to talk about what is happening in the story. It's a good idea to stop and let them talk about their ideas. Hearing what they think and feel is more important than finishing the story. Use puppets or props if possible to illustrate the story and use your own voice and gestures to make the story more realistic.

2.3.2 Play

Just like you are going to work when you accept a job, a child goes to work when she or he participates in play activities. Play is very important! It is important for you as the caretaker to play with the child, not just to watch the child as she or he plays. Play is a special time because it allows children to explore their world and try new things through their five senses.

Most children go through the same steps when they learn to play. For example, first, they learn to move a toy from one hand to the other; then they learn how to let go. But each child has his or her own way to play. Different children like different things, can do different things, and play in their own way.

Things that are very easy for a child are not much fun. Very difficult activities are not much fun either. Play activities should match the child's abilities. The activity should be difficult enough that the child has to work at it a little. It should be interesting, but it should not be too hard for the child to do.

Five Rules of Play

1. Watch children without interrupting their fantasy world. Observe their interests and level of skills. Which playthings are a child's favourite and why?
2. Join in and play at the child's level. Let the child lead. If you try to teach complicated ideas too quickly, it might confuse the child and disappoint you.
3. Ask children to tell you about what they are doing. Do not pass judgment, ask what the project is, or force the children to draw conclusions about their work.
4. After playing for a while at the children's pace, introduce a slightly more difficult stage of play. For example, if a child can handle a two-piece puzzle, get out one with three pieces. Or if a child likes building with blocks, show them how to use cars with the blocks. Then,
5. Back away and watch again to see if and how the child explores this new activity. After children learn to do something new by themselves, you can get involved again and suggest another new activity.

How to choose a Toy?

A child has different moods during a day of play. Moods may vary between active, quiet, sharing, solitary, as well as many others.

Examples of toys for different moods of play:

- **Active play:** push and pull toys, wheel toys, sports items
- **Quiet play:** building blocks, construction toys, dolls
- **Sharing play:** board and non-competitive games
- **Solitary play:** arts, crafts, finger paints, modelling clay, puzzles

The best toys are those that are fun for the child and will help the child develop in one or more of these ways:

- Increase skills
- Help the child to better understand the world around him
- Enhance learning abilities
- Provide opportunities to express ideas
- Encourage creative efforts
- Help the child to learn concentration

Carefully choose toys that are helpful to a child's social, emotional, mental, and physical development. Look on the container that the game or toy comes in and check the age recommendations. Observe and learn what fascinates the children. Choose hobby or sports items accordingly.

Certain precautions are important. Heed warnings such as “not intended for children under 3 years.” Be careful in your selection. For instance, tricycles, wagons, and gyms should be the right size for the child’s safety. Darts should be used only by responsible children over 8 years of age and only with supervision. Avoid play with guns.

Choking is one of the top causes of injury and death in children. As a rule of thumb, objects that are about 1 ¼” in diameter or smaller can be a danger for small children because they can be swallowed.

Choose toys that are large enough and are free of small detachable parts that could be a danger to children.

If the toy is smaller than this circle, it will be dangerous for small children.

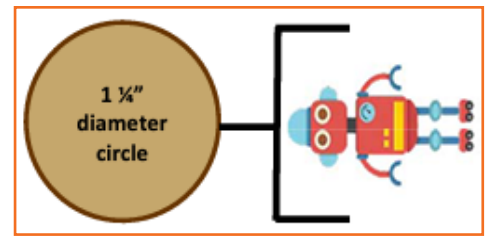


Fig.2.3.1: Diameter circle

Care and Checking of Toys

Toys are for fun, but for safety’s sake, you should check all the toys the children will be playing with. Look for:

- Sharp points, jagged edges, and rough surfaces.
- Small detachable parts that may be swallowed or could lodge in the windpipe, nostrils or ears.
- Glass that could break and leave sharp cutting edges.
- Sharp spikes or pins that may become exposed if someone has pulled the toy apart.
- Long cords or strings on toys.
- Squeakers or other noise makers that are not securely attached to the toy and could be removed and swallowed by small children.
- Caps, guns, and other toys that produce a very loud noise that could impair hearing.
- Nuts, bolts, and clamps that are not tightly secured.
- Climbing equipment that is not on a level surface or anchored properly; avoid paved surfaces.
- Poorly constructed dolls and animals stuffed with small pellets that will fall out when the seams are opened.

Teach older children the proper way to connect or disconnect electric toys. Tell them to hold the rubberized plug, and not tug on the cord itself.

Toys should not be left outdoors overnight. Moisture may cause rusting and result in structural weakness.

Dangerous and damaged toys should be taken away from the children and shown to the parents/guardian.

2.3.3 Alphabet of Activities for Children

Check with the parent before you involve the children in an activity that can be messy.

A is for Apples

Better than cookies for snacks, apples are good for a four-year-old to practice cutting skills with a table (not paring) knife. Children can cut up apples for a snack. Talk about the “halves” and “quarters” they make as they cut. Children can cut the apples into tiny bits for apple sauce. The sitter can help them cut an apple across the core to find the secret star design inside the apple.

B is for Bags

Brown paper bags from the grocery store with faces drawn on them can be used as giant puppets. Perhaps some shredded newspapers may play pretend as a beard. School-age children can help cut out nose, mouth, and eye holes so that the bags can be worn as masks. Bags can be cut into big sheets of paper for small artists to color or paint on.

C is for Cartons

Young children will find endless uses for boxes—as cars, planes, or beds, or strung behind each other as trains, boats, or school buses. Boxes can be stacked on top of each other as play stores, offices or a counter over which important business can be transacted with young friends. A collection of cartons can be stuffed with newspapers and used as a set of sturdy building blocks.

D is for Design

Almost any kind of beautiful junk can become material for a creative design by a child. Pebbles, leaves, and twigs can be arranged on sand; crumpled candy papers or scraps of fabric or ribbon from a sewing project can be arranged on a piece of paper and held in place by paste or glue. Establish appropriate limits (such as “keep the materials on the table”), but leave children free to create their own design.

E is for Envelopes

Save old envelopes for a game of pretend post office. Young children love to scribble on pieces of paper and tuck them in envelopes as surprises for their family or friends. They may enjoy watching a mail carrier deliver real mail. They could then act out what they have seen with a paper or laundry bag for their own mail pouch.

F is for a “Feeling”

Game Put a collection of objects of various textures in a paper bag. Ask the child to put one hand into the bag without looking. Ask if the objects are long or short, hard or soft, round or square. Help the child learn words to describe the objects she or he touches.

G is for Garbage

Don't throw away your old tea bags, coffee grounds, or egg shells. Sometime when you are feeling brave, clear the sink, put some old towels on the floor, a bathing suit or waterproof apron on the child and help the child make interesting concoctions in the sink. Show the child what happens when the tea bag is placed in water. Let the child smash up the egg shells so the child can understand how delicate they are. Tell the child you don't want the eggs to be smashed when they are full, but sometimes, when they are empty, it's okay to do so.

H is for Hair

Most people forget how fascinated a young child can be by other people's hair—the color, texture and style. Your child may enjoy playing beauty shop—helping you brush and style your hair. For a child who is afraid of getting his/her hair shampooed, playing through the experience allows them to express the anxiety they may be unable to put into words.

I is for Ice

Making, tasting, and melting ice is an interesting, scientific experiment. Understanding the effects of temperature on water is part of understanding other phenomena children encounter in the world.

J is for Jiggly

Gelatin Many kinds of simple cooking can be done by young children and they will need surprisingly little help. If they are making flavored gelatin, the sitter can heat and pour the boiling water; however, children will enjoy opening the package, pouring the powder into a bowl, measuring water, stirring, etc. Children can also make sandwiches, simple puddings, soups, and simple casseroles. They can help bake cookies and cakes. Participating in such activities helps children see themselves as competent, helpful people and encourages them to undertake more and increasingly difficult tasks.

K is for King (or Queen)

A crown made from aluminum foil, construction paper or even newspaper designates one child as “king or queen for ten minutes” during which time other people obey his/her every (reasonable) command. When ten minutes are up, it's someone else's turn to wear the crown and become ruler of the household.

L is for Library

Community libraries are one of the richest resources for young children and adults. Increasingly, public libraries welcome very young children, and in addition to lending books, recordings and playthings, often have story hours, videos, concerts, and other special events particularly for young children.

M is for Macaroni

Macaroni can be found in many shapes and sizes and all are fun for children to use. Some shapes can be strung into necklaces, others used to create interesting designs on paper or in clay. As you make salads, soups or casseroles, save out a handful of whichever macaroni you are using, and “brainstorm” with the children by asking them, “I wonder what we can think of to do with this?”

N is for Newspapers

Very young children will enjoy tearing old newspapers or magazines. Explain to them that you have finished reading these papers, so it’s okay to tear them up. Children who are just learning to use scissors often find newspapers the easiest kind of material upon which to practice their cutting skill. If you don’t remember how to make newspaper hats, ask around until you find someone to show you—or look for the storybook, *Curious George Rides a Bicycle*, by H. A. Rey (Houghton, Mifflin Company) in the picture book section of the library. You will find instructions, complete with step-by-step diagrams, in the middle of a very entertaining story about a mischievous monkey.

O is for Old Clothes

The game of dress-up never seems to lose its appeal for preschoolers. Long skirts, high heels, fancy hats, and gloves will be enjoyed by boys and girls; and they will also enjoy items associated with occupations, such as helmets, painter’s caps, ties, etc.

P is for Pictures

Look at pictures in magazines and catalogs; cut them out for scrapbooks; make a picture collection of “all the things we like to eat,” or “all the pets it would be fun to have,” or “all the groceries we need to remember to buy when we go to the store.” This activity is absorbing and a particularly good occupation for a rainy day or a time when the child needs to rest or stay in bed. Large magazine pictures can be glued to cardboard and then cut into several large pieces as a puzzle.

Q is for Quiet

Anyone who cares for preschoolers knows that quiet is something that doesn’t happen very often. Sometimes it may be fun to suggest playing the quiet game in which you keep just as still as you can and listen for all the sounds you cannot often hear. Ask children, “What can you hear when we are very, very quiet?” Ask this question when you and the children are inside, then go outside and ask the same questions. “Did you hear any sounds you had never noticed before?”

R is for Raking

Little children enjoy raking, particularly with rakes that are the appropriate size or have been cut down for them. They will rake sand or grass, although, of course, the most fun of all is to rake a big pile of leaves to jump into.

S is for Sand

Before winter closes in, you may want to dig up a box of sand for the children’s sand box. During the long cold months, digging and playing in your own “inside” sandbox in the basement, on the porch, or even on a kitchen floor (well covered with newspaper) can be an absorbing time for a three or four-year-old. A small plastic wading pool can be used for an indoor sandbox.

T is for Table

Don’t forget the simple trick of throwing a blanket over a table and creating a tent or cave into which children can crawl, perhaps taking with them special toys, pillows, a flashlight, and a snack.

U is for “Underneath”

Hunts This is hard for people who don’t like dust, but children will enjoy a trip through the house or yard to look at the “underneath” of things. What does the “underneath” of a bed, dresser, refrigerator, or rock reveal? Sometimes a long-lost toy will be found along with some fascinating discoveries about rarely seen aspects of familiar objects.

V is for Vacuum Cleaning

Children can provide real help by vacuuming a rug or helping you find dust in rarely cleaned corners. Obviously, they will find it more fun to vacuum something that is really dirty than to do routine cleaning; but then, almost everyone enjoys seeing the results of his/her own efforts. It is also interesting for children to watch you reverse the current of air from a vacuum cleaner so that it blows out instead of in. Perhaps they can chase a balloon or a feather a short distance with the rush of air.

W is for Window

Washing Again, children can offer real help, have fun, and see themselves as contributing members of the household through window washing. Adults need to be careful not to entrust poisonous cleaning solutions to preschoolers, but clear water and lots of elbow grease can often produce very shiny glass panes.

X is for X Marks the Spot

Make a big X out of cardboard or construction paper, and use it to mark the location of a “hidden treasure”—a box of raisins under a pillow, perhaps a new library book under a chair, or maybe a new box of crayons under the sink. Children love the excitement of a treasure hunt. For older children, provide more difficult clues.

Y is for Yelling

Most sitters can tolerate a certain amount of sheer, exuberant, joyful noise—if it’s in the right place. Help children find places where it is alright to yell, and encourage them to let loose. A park, playground, field, or country road makes a good yelling place. A great deal of inside yelling or extremely active behavior should be a clue that the children need to go somewhere to let off steam. Children can (and should) go outside in almost any kind of weather. A brief run outside on a cold day is well worth the effort of bundling up in winter clothing.

Z Is the “Zillion” Things

Preschoolers can and will do, given some raw materials, a little space, and the help of a friendly, enthusiastic sitter. Children learn through their play.

2.3.4 Creative Art Ideas

As a caretaker, you may want to assemble a box or bag of art-related items to take with you to your job. These items do not have to be expensive. In fact, you may be able to get some of them at no cost. You may need to add other items based on the child’s age and interests. The following list will give ideas of what you might include. It is not essential to have all these items. Children will choose their own materials when given the option of several choices.

Materials for Mixing and Painting:

- Watercolor paints
- Old newspapers
- Paint brushes of varying sizes
- Sponges
- Old toothbrushes

Materials for Holding Things Together and Taking Them Apart:

- Paper punch
- Glue/paste
- Masking tape/Scotch tape
- Yarn
- Blunt-point scissors

Materials for Making Three-Dimensional Projects:

- Play dough
- Cardboard tubes (from paper towels, toilet paper, etc.)
- Cloth, felt, fake fur, vinyl scraps
- Cotton balls
- Lunch bags
- Empty cans (be sure there are no sharp edges on which the child could get cut)
- Popsicle sticks
- Seeds
- Egg cartons, shoe boxes, ice cream tubs
- Wood pieces
- Bottle tops and/or jar lids
- Pine cones

Materials for Making Two-Dimensional Projects:

- Crayons
- Pencils, both standard and colored
- Markers (water-soluble)
- Old calendars
- Greeting cards/postcards
- Tracing forms
- Magazines and catalogs
- Chalk

Paper of Different Sizes, Shapes, and Textures:

- Construction paper in different colors
- Brown paper bags
- Tissue paper and aluminum foil
- Paper plates
- Cardboard
- Wallpaper scraps
- Poster board

To encourage children's creativity:

- Be accepting of each child's painting, drawing, or designed project.
- Reassure an insecure child by encouraging attempts to draw, paint, or create.
- Avoid competition among children.
- Avoid telling children what to draw, paint, or make.
- Let children do their own work—allow them to try different options.

2.3.4.1 Music and Movement

Musical activities can contribute to the growth of young children by providing opportunities for listening, creating, and experiencing music. For children, singing and dancing are closely related to talking and moving around.

To have successful musical activities:

- Use songs that are short and simple.
- Keep the rhythms simple.
- Choose songs of interest to the children.
- Provide a balance of singing, listening, and movement.
- When teaching a new song, repeat the song as many times as needed.
- Learn and sing the song before trying to teach it.
- Give praise for good work.
- Allow for some freedom of movement in rhythm to the music.

2.3.5 Children's Activities

Young children refuse to limit their investigation and study of nature. A lady bug that crawls, a rock that sparkles, an ant carrying bread on its back, and the opening of a flower are mysteries that excite the curiosity of young children. Some science ideas include:

- **Air**
 - » Paper streamers moving in the air
 - » Flying a paper airplane
 - » Waving a paper fan
 - » Flying a kite
 - » Balloon blowing—pinching the tip to make it squeal
- **Water**
 - » What sinks/what floats
 - » What absorbs water
 - » What dissolves in water
 - » Forms of water: ice, vapor, rain, snow, condensation, etc.
 - » What holds more—square, round, triangle containers, etc.

- **Magnets**
 - » What objects are attracted to it
 - » Magnet vs. nail
 - » Two magnets—different at each end
 - » Everyday uses
- **Gravity**
 - » Weighing objects
 - » Balance activities
 - » Which item falls faster, feather or rock
- **Plant Life**
 - » Scavenger hunt
 - » Seed vs. bulb vs. cutting
 - » Compare fruits—how are they alike/different
 - » Compare trees—how are they alike/different
 - » Changing colors of leaves
 - » Buds on trees, leaves on trees, falling of leaves
- **Animal Life**
 - » Understanding the care of animals as pets
 - » Feeding birds in winter
 - » Watching a bird build a nest
 - » Watching ants at work
 - » Watching the way animals move
- **Five Senses**
 - » Sound identification
 - » Guessing box
 - » Tasting party
 - » Moving to music
 - » Soap bubbles
 - » Clapping hands, stomping feet, etc.
- **Simple Machines**
 - » Friction activities—slows and wears away things
 - » Lever—lifting objects
 - » Ramps—sharing the work of lifting
 - » Wheels—used alone or together

- **Sound**
 - » Vibration— feeling and seeing
 - » How does it travel?
- **Light**
 - » Seeing without light
 - » Reflections
 - » Making shadows

2.3.5.1 Food Preparation Activities

Food preparation activities allow children to learn about food production, food preparation, and food safety. Good health habits are promoted through food preparation activities. Children also learn a variety of skills when preparing foods.

When planning a food preparation activity:

- Keep the activity simple.
- Be sure to ask the child’s parents for permission before doing any food preparation activity.
- Do not prepare foods to which the child is allergic.
- Discuss safety rules before beginning a project.
- Allow the child to help with the food preparation, cleanup, and enjoy the final product.
- Children can help make their own snack.

2.3.5.2 Language Arts Activities

Language arts include listening, thinking, speaking, writing, and reading. All areas are important.

- Encourage the children to talk about what they are doing.
- Writing activities will help children discover that words and thoughts can be written down, such as labeling objects, using signs, etc.
- Be sure and read to the children. Show children that words and pictures are symbols for thoughts expressed.
- Allow children to make up stories and tell them to you. This activity fosters creativity.
- Stories can also be acted out in the form of a play or with the use of costumes and props that the child identifies.

Play can be a fun time for both the child and the caretaker. Take time to enjoy playing and allow the child to direct the play at times. By learning to take turns leading various activities, children learn social skills. Play can be fun but many children take it seriously because it truly is their “work.”

2.3.5.2 Language Arts Activities

Language arts include listening, thinking, speaking, writing, and reading. All areas are important.

- Encourage the children to talk about what they are doing.
- Writing activities will help children discover that words and thoughts can be written down, such as labeling objects, using signs, etc.
- Be sure and read to the children. Show children that words and pictures are symbols for thoughts expressed.
- Allow children to make up stories and tell them to you. This activity fosters creativity.
- Stories can also be acted out in the form of a play or with the use of costumes and props that the child identifies.

Play can be a fun time for both the child and the caretaker. Take time to enjoy playing and allow the child to direct the play at times. By learning to take turns leading various activities, children learn social skills. Play can be fun but many children take it seriously because it truly is their “work.”

2.3.6 Create a Safe Play/Learning Area for Children

- **Playing area for child should be as per his requirements:** Choose the playing area keeping in mind the height and structure of the body of the child. To check all the possible dangers of that area, you need to walk and crawl on it like a child.
- **Playground should be completely safe for the children:** Any odd place cannot be safe for the child to play. Keep away the locks, pickles or sticks from the place of the game. Keep the play area surrounded by a fence.
- **Arrange your place properly:** It is a natural habit of children to start running wildly in open spaces. Hence, move furniture and other things on one side so that playing and learning areas may remain separate. This will control the trend of running and also the children will get involve in other tasks.
- **Preventing corridors or paths suitable for running inside the house:** Long open spaces encourage children to run, but such races in the house can also cause an accident, so place the furniture in such a way that there will not be narrow lanes in the house for the child and the face some hindrance while running in the house. To do this, place the tables to make obstacles and make sitting spaces at short distances. These obstacles will help in preventing the child from running wildly.
- **Management of adequate toys for the child:** It is natural for children to have their toys in their absence of toys. Having enough toys can fix this problem. Keep toys differently according to the children of different ages and keep them on the shelf made at a low altitude. Mark the shelf with pictures. By doing so, there will be no difficulty for the children to take them back and keep them back. In addition to toys, there should be a lot of papers, crayons, doll clothes, puzzles and building blocks for writing and drawing for children, which are very important to keep them busy.
- **Teach how to hold toys and new things:** Teach to grab any toy or stuff in detail. It can be easily taught to children how to handle books so that they may last for many days. Repeat this activity number of times to make them learn. Children should be given enough opportunities to follow it.

2.3.7 Record child's Development and Inform Parents Accordingly

Child development refers to the process through which human beings typically grow and mature from infancy through adulthood. The different aspects of growth and development that are measured include physical growth, cognitive growth, and social growth. Child development focuses on the changes that take place in humans as they mature from birth to about age 17.

Children develop skills in five main areas

1. **Cognitive Development:** This is the child's ability to learn and solve problems. For example, this includes a two – month old baby learning to explore the environment with hands or eyes or a five -year-old learning how to do simple math problems.
2. **Social and Emotional Development:** This is the child's ability to interact with others, including helping themselves and self -control. Examples of this type of development would include: a six -week-old baby smiling, a ten – month old baby waving bye -bye, or a five-year-old boy knowing how to take turns in games at school.
3. **Speech and Language Development:** This is the child's ability to both understand and use language. For example, this includes a 12-month-old baby saying his first words, a two-year-old naming parts of her body, or a five year- old learning to say "feet" instead of "foots".
4. **Fine Motor Skill Development:** This is the child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw.
5. **Gross Motor Skill Development:** This is the child's ability to use large muscles. For example, a six-month-old baby learns how to sit up with some support, a 12-month-old baby learns to pull up to a stand holding onto furniture, and a five-year-old learns to skip.

Each child according to his or her ability may meet developmental milestones a little earlier or later than his siblings. There are different phases of time when most children will meet a milestone. For example, children learn to walk anytime between 9 and 15 months of age. So, if your child is 13 months of age and not yet walking, there is no need to worry if he is crawling and pulling to a stand. However, if you have a child 15 months of age who is not yet walking, it would be a good idea to talk with child's parents to make sure there aren't any medical or developmental problems.

2.3.8 Observe how child expresses feelings and reacts to situations

The proper observation of child's social and emotional development is equally important as their physical development. Such observation helps you to understand the milestone a child is achieving.

While observing a child you (child caretaker) needs to identify that the child:

- Is able to correctly tell his gender & age.
- Can clearly name of his parents and his own first and last name.
- Is starting to recognize other People's mood.
- Accommodate to new situations in absence of adults.
- How does he express anger through his words or acting out physically.

2.3.9 How to Make Child Feel Welcomed/Valued

It is important for child caretaker to use strategies that appropriately address children's differing needs, interests, styles, abilities and Try to make routine activity quite amusing and interesting for children and ensure they enjoy new experiences every day.

Your interaction styles with children help children build positive and emotionally secure relationships with adults. For example, with infants and toddlers, a child giver should respond to their cries or other signs of distress. Your smiling behavior, affectionate words, and appropriate physical contact help promote child's positive responses toward teachers. When adults provide environments that feel safe, children learn that they can trust others to take care of them and meet their needs, so they become free to relax and explore their world.

In developing positive caretaker-child relationships, it is important to remember to:

- Give separate time to the child
- Get on the child's level for face-to-face interactions
- Use a pleasant, calm voice and simple language
- Provide warm, responsive physical contact
- Follow the child's interest
- Listen to child and encourage him to listen to others

While developing positive relation with the child a child caretaker should encourage the holistic development of child which includes emotional, physical, relational, intellectual, creative and spiritual. This perspective to development encourages caregivers to look at the child as a whole and not focus on the individual parts. A holistic caregiver will give children opportunities to engage in open-ended play while building warm relationships and recognizing the importance of the child's spiritual and cultural development. Through this holistic approach, the caregiver can focus on the unique aspects of the child.



Activities of Daily Living (ADL) for Children



How do we clean specific surfaces or items



Cleaning of Kitchen Facilities



Preventing Germs



Bathing Toddlers



Feeding Children



Introduction to Nutrition



Other important information



How to Make Child Feel Welcomed/
Valued

Summary

- Picking up, holding up the child, diapering and taking care of child's toileting comes under activities of daily living (ADL's) of children
- Routine cleaning with detergent and warm water is the most useful and cost-effective method for removing germs from many surfaces in the childcare setting.
- All the clothes and sleep equipment (clothes, mattresses covers, blankets, sheets, pillowcases) must be cleaned and sanitised before being used by the child
- Hand washing is the best way to prevent the spread of germs and infectious diseases.
- Dressing/undressing the child is the decision to be taken by child's parents. A child caretaker should always confirm first with parents while doing so.
- When giving a bath, always keep safety in mind. Never leave the child alone.
- Nutrition is the intake of food, considered in relation to the body's dietary needs.
- Poor nutrition can lead to reduced immunity, increased susceptibility to disease, impaired physical and mental development, and reduced productivity.
- Nutrients are the substances that are obtained from food and used in the body to promote growth, maintenance and repair of body tissues.
- Carbohydrates, vitamins, minerals, fats, proteins are major nutrients required for proper growth of child
- The child within the age range of 1 - 3 years are called toddlers
- The child within the age range of 3 - 5 years are called toddlers
- The child within the age range of 6 - 11 years are called toddlers
- A child caretaker should use methods like music, activities, books reading and games to engage child.
- A child has different moods during a day of play. Moods may vary between active, quiet, sharing, solitary, as well as many others.
- Musical activities contribute to the growth of young children by providing opportunities for listening, creating, and experiencing music.
- Choose the playing area keeping in mind the height and structure of the body of the child. To check all the possible dangers of that area, you need to walk and crawl on it like a child.

Exercise

1. _____ uses a chemical that kills or inactivates certain germs to contain spread of any disease.
2. _____ is the best way to prevent the spread of germs and infectious diseases.
3. Which of the following is a type of toy/game that represents solitary plays for children?
 - a) Wheel toys
 - b) Building blocks
 - c) Board games
 - d) Art & Crafts
4. _____ is the child's ability to both understand and use language.
 - a) Cognitive development
 - b) Fine Motor Skill Development
 - c) Speech and Language Development
 - d) Gross Motor Skill Development

3. Develop and Promote Positive Relationship with the Child



Unit 3.1 – Developmental Milestones of the Children

Unit 3.2 – Develop Relationships and Communicate Effectively with the Children

Unit 3.3 – Support the Child in Developing Positive Relations with Others



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Identify developmental milestones of the children.
2. Develop relationships and communicate effectively with the children.
3. Support the child in developing positive relations with others.

UNIT 3.1: Developmental Milestones of the Children

Unit Objectives

At the end of this unit, the participant will be able to:

1. Identify developmental needs of children.
2. Identify different characteristics of children.
3. Identify developmental growth stages.
4. Practice ways to support emotional development of the child.
5. Practice ways to provide guidance to children.

3.1.1 Child Growth Milestones

As a caretaker, you need to know what to expect of children at various ages. The following list will give you some guidance; but it is not inclusive. Children vary widely in their abilities. Knowing how to play with them and what to expect will help you keep them safe and happy.



Fig.3.1.1: Child Growth Milestones

1. Toddlers (1 – 3 years old)
 - » They nap frequently.
 - » They snack frequently.
 - » They are “into everything”.
 - » They say “No!” often.
 - » They begin toilet training.
 - » They want to do what they want to do!
 - » They need constant supervision.

- » They may like cuddling.
- » They initiate play.
- » They like hide and seek and guessing games.
- » They may often seem to not be listening.
- » They begin to speak.
- » They will usually do what you want done without a fuss.

2. Preschoolers (3 – 5 years old)

- » They are in the “why” stage.
- » They have imaginary playmates.
- » They like to think they are in charge.
- » They should not be left alone.
- » They may require comforting or distraction when parent leaves.
- » They are very active and require careful supervision.
- » They sleep less but need rest periods.
- » They can dress and feed themselves.
- » They speak in sentences.
- » They like to be praised.
- » They are more independent.
- » They often do not want to go to bed.
- » They may have a bedtime ritual.
- » They are not completely toilet trained.
- » They may have bad dreams or fears and need to be comforted until they go back to sleep.
- » They can make a game of tasks that need to be done.

3. School–Age Children (6 to 11 years old)

- » They are usually the most challenging.
- » They are developing many interests.
- » They enter a “That's not fair!” stage.
- » They like to assume responsibility.
- » They enjoy activities such as making popcorn, games, and crafts.
- » They like to talk about their interests.
- » They may not want a caretaker.
- » They may be jealous of the time and attention given to younger children.
- » They need definite plans for amusement.

3.1.2 Characteristics of Children

It is true that all people are alike in some aspects and all people are different in other aspects. The ways that children and all people are alike having to do with the fact that they are members of the human race. As members of the human race, people are very special beings. Children all have the same basic needs of food, water, clothing, shelter, and caring relationships.

Many things contribute to the ways that children are different. The places where they grow up can create differences in the way they talk and the habits of everyday life. Other differences may be due to a person's gender or age. The size of a person's family, family income, family habits, and family attitudes can all make difference in people.

Whatever the differences, all children and people need to be accepted and loved. We get the opportunity every day to show kindness and care for others.

Child Caretaking

Caretaking is an excellent opportunity to learn about others and to develop your skills of care and caring. This babysitting project provides an opportunity for you to strengthen your ability to accept others as the unique individuals that they are.

3.1.3 Developmental Growth Stages

As caretakers care for children of different ages, they find that their activities will vary according to the stage of development of the child. The care an infant need is very different from the care that a four- or five-year old child needs.

The following chart will help you learn about the different developmental growth stages of children and the kind of care and activities that are appropriate for children of different ages.

Age	Developmental Growth Stage	What the Caretaker Can Do
2 years	Runs now. Jumps in place on two feet. Very active. Gets very messy and dirty. Very curious about drawers, cabinets, and closets. Doesn't want to nap. Likes to eat. Talks a lot and starts to ask questions. Has difficulty sharing toys.	Keep under constant, alert supervision. Keep a safe environment. Play sorting and matching games. Play in the water and/or sand. Teach sharing and cleanliness. Make sure detergent, cleanser, bleach, and medicines are locked up.
3 years	Runs now. Jumps in place on two feet. Very active. Gets very messy and dirty. Very curious about drawers, cabinets, and closets. Doesn't want to nap. Likes to eat. Talks a lot and starts to ask questions. Has difficulty sharing toys.	Play with pedalling toys, kickball, tag, and hide-and-seek. Count things. Scribble on paper or colour pictures. Show videos of children's characters and animals. Read children's books. Provide positive encouragement for toilet training. Teach and practice play and water safety.
4 years	Dresses and feeds themself. Skips and climbs. Does somersaults. Likes to play with other children. Has a vocabulary of 1500 words or more? Likes music and may know the words to a number of children's songs. Can recognize and name domestic and wild animals. Is interested in learning to swim and puts their head underwater. May use a bicycle with training wheels.	Play simple card games and board games. Teach easy short songs. Teach ABCs and new words. Play with favourite toys. Teach safety. Provide new experiences such as ball games or swimming. Take trips to stores, parks, birthday parties, etc.

5 years	Can stand on one foot for several seconds. Cuts food with a table knife. Catches a bounced ball. Small and large muscle control is improving. Says ABCs and may recognize simple words in storybooks. Rides bicycle with or without training wheels. Ready for school.	Play simple card games and board games. Teach easy short songs. Teach ABCs and new words. Play with favourite toys. Teach safety. Provide new experiences such as ball games or swimming. Take trips to stores, parks, birthday parties, etc.
6 to 8 years	Able to bathe, dress, and put clothes away without problems. Is fairly confident in playing ball and other kinds of games. Joins into the family conversation. Is influenced by examples of adults. May ask many questions in order to understand the world. Needs support in controlling emotions. Needs discipline in doing chores. Has friends outside of the family.	Promote and provide time for self-care. Provide opportunities to read. Talk, sing, play ball, or watch television or videos together. Provide a safe environment and practice safety, especially when playing in the pool or riding bicycles. Encourage polite manners and proper table manners. Provide positive encouragement for actions.

Fig.3.1.2: Development Growth Stages

3.1.4 Emotional Development of the Child

As children develop, their emotional needs change as well as their physical needs. These emotional needs can be separated into four stages and are described in the chart below. Remember these stages are only guidelines. Since each child develops at his own pace, some variation will occur in children of the same age.

Age	Emotional Stage	Children's Characteristics
Newborn to 1 year	Trust and Security	Infants need warmth and comfort, love and security. They enjoy being with people. Talking to them gives them mental stimulation. Through acts of care, infants learn to trust others and the things around them. Trust is established and the baby feels secure when there is a loving, caring person around them.
13 months to 3 years	Self-Control and Autonomy	Toddlers need attention, love, and security. In earning to do things for themselves, toddlers learn independence and start to develop self-control and take on their own identity. In this stage they express their independence by saying "No" and by wanting to make their own decisions about what they want to do such as taking a walk, playing with toys, watching television, or choosing the clothes that they wear.
3 to 5 years	Initiative and Imagination	Children at this age have a sense of autonomy and independence. They are learning about the world around them. They want to trust people and to have friends. They are beginning to learn about social activities. Caring and loving adults are much needed at this time to protect their environment and to set limits and expectations.
6 to 10 years	Industry and Formal Learning	Developing a routine is important at this time. Children develop self-confidence by doing routines of self-care and attending school. They are influenced by examples and expectations of adults. It is very important that they receive recognition for achievements and encouragement for polite manners and respectful behaviour.

Fig.3.1.3: Emotional Development of the Child

Emotional or Developmental Needs of Children

Children are individuals. They learn very early in life that there are some things that they like and there are other things that they don't like. This is all part of being an individual. However, sometimes situations can be very perplexing and challenging for the caretaker.

When Toddlers Cry: Toddlers are talking and are able to verbally express most of their needs. They are learning that they can do things themselves. They are establishing independence, and they like having some control over their environment. They like making their own decisions. However, their decision may not be what is needed at the time. Toddlers cry to express their disagreement with situations. Because they are curious about their environment and they are learning to do so much, they don't want to take naps. They still get tired and sleepy and cry because they want to stay awake. They may fight sleep by crying.

- Try to find out why the toddler is crying.
- Take care of the problem as quickly as possible.
- Be patient and try to console the child who is crying because he is frustrated or tired.

When Older Children Cry: As children grow older, the reasons they cry become more complex. They cry because they have suffered a physical injury in an accident or something or someone has hurt their feelings. Maybe they have lost or broken something. They cry because they are afraid of something or they didn't get what they wanted. As the reasons for crying become more complex, the solutions also become more difficult.

- Talk to the child and ask why he is crying.
- If possible, take care of the problem as quickly as possible.
- If the problem cannot be taken care of, listen to the child and help him feel that you understand that he is upset.
- Listen if he wants to talk. Do not insist that the child talk about the situation if he feels better dealing with the problem quietly or alone.
- Offer to help if possible.

3.1.5 Child Guidance

The goal of child guidance and discipline is to help children learn self-control. Getting to know the children is the best preparation for keeping the need to discipline at a minimum. Take time to get acquainted with them. Talk to the parents. Learn the personalities of the children. Ask the parents for instructions on how to discipline their children. Most children will be comfortable with these arrangements, but occasionally a child might try to see just how much a caretaker will let him get by with. When a child becomes angry, aggressive behavior may occur. The caretaker must make it clear that he/she is the responsible person and is the person in charge. Favoritism should never affect how the caretaker treats children. Effective guidance and discipline focus on the development of the child.

A caretaker should:

- Treat all children fairly.
- Set clear, realistic rules related to the child's development.
- Stick to the parents' rules.
- Be consistent in enforcing the rules.
- Be patient and understanding with all children.
- Speak in a positive manner.
- Give clear directions, one at a time.

- Set a good example.
- Never threaten, slap, hit, or spank a child.
- Never embarrass or humiliate a child.

The ABCs of Child Guidance

Pay ATTENTION to positive behavior: The more time care givers spend encouraging appropriate behavior, the less time and effort is needed to correct misbehavior. Catch the child doing something right and comment on it. For example, to a child who is playing appropriately with a puzzle, you may say, “I see you are enjoying the puzzle. You are putting the pieces where they go.” Commenting on positive behavior is reinforcing to children. You will get the behavior to which you pay the most attention.

BE kind, positive, affectionate, and thoughtful: Treat others as you would like to be treated.

Offer children CHOICES only when you are willing to abide by their decisions: For example, it can create difficulty when you ask a child if they would like to go to bed. If they say no, a power struggle may be created. Avoid this situation by saying “It is time to go to bed. Do you want to wear your red pajamas or your blue pajamas?” So only give choices when the child is able to make the decision. When giving choices, the younger the child, the fewer options there should be. Two choices are best. If the child has no choice in what is to happen, do not put the order in the form of a request.

Tell the child what to DO, instead of what not to do: It is much more effective to tell children to walk, instead of saying, “Don’t run.” Another example would be to ask the child to use an indoor voice as opposed to saying, “Stop yelling!”

Change the ENVIRONMENT to improve the child’s behavior: There are two ways to change the environment. The first is to remove the child from the environment that is causing problems. For example, if a child is playing with the buttons on the television, you take the child into another room to play. That way you remove the child from the environment. The second way to change the environment is to take the item that is causing problems out of the environment. For instance, if a child is playing with a potted plant sitting on a coffee table, the potted plant can be moved out of the room or out of the child’s reach.

FOCUS on the expected behavior before an activity: Children like to know what is about to happen. Before an event, tell the child what is going to happen and in detail explain what behavior is expected. For example, if you are going for a walk, tell the child that you expect her to hold your hand. Also, you would tell her that you will stop and look both ways before you cross the street together. It is easier for children to behave appropriately if they are told what behavior is expected ahead of time.

GIVE a five-minute warning before an activity ends: Transitions can be difficult for children. It is helpful to let them know when an activity will change, so that they can finish what they are doing. For example, you would say, “You have five more minutes to play before we begin cleaning up for supper.”

HELP children adhere to the three basic rules:

- A child may not hurt himself.
- A child may not hurt others.
- A child may not damage property.

Any of these behaviors needs to be stopped to prevent injury to the child, others or property.

Exercise 

1. _____ uses a chemical that kills or inactivates certain germs to contain spread of any disease.
2. _____ is the best way to prevent the spread of germs and infectious diseases.
3. Which of the following is a milestone for children between age 1 -3-year-old?
 - a) They are more independent
 - b) They enjoy activities such as making popcorn, games, and crafts
 - c) They begin to speak
 - d) They speak in sentences
4. Which of the following should a caretaker do when a toddler cry?
 - a) Crying is good for toddler
 - b) Try to find out why the toddler is crying
 - c) Take them for shopping
 - d) Ask his/her parents to handle
5. Which of the following is an ethical responsibility of a caretaker
 - a) Cognitive development
 - b) Fine Motor Skill Development
 - c) Speech and Language Development
 - d) Gross Motor Skill Development
6. What is ABC's of child guidance?

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UNIT 3.2: Develop Relationships and Communicate Effectively with the Children

Unit Objectives

At the end of this unit, the participant will be able to:

1. Practice ways to strengthen relationship with child.
2. Identify ways to manage frustration and strong Emotions of children.
3. Determine techniques to encourage thinking, problem-solving and other skills.
4. Practice ways to effectively communicate with child.
5. Determine how to give positive attention to children.

3.2.1 Relationship with the Child

The child caretaker as being a new person to the child, has to do lot of activities to earn his/ her trust. The child has only been interacted with the family members so it is also difficult for him/ her to get well with the caretaker easily. The complete responsibility to make a bond with the child is on the caretaker, so she should know how to deal in such situation.

Children are amazing learners. They want to communicate with you – but get frustrated when they can't find the right words. They want independence too – but don't like being away from you. Understanding children helps you connect with the child you are taking care.

Toddlers: what you need to know

The word 'toddler' represents the ages between approximately 1 and 3½ years.

'Toddler' not only describes the unique way that toddlers walk, but also the mind-boggling rate of development and thought going on in their brains. By three years of age, a child's brain will be 80% the size of an adult's, with an enormous amount of development still to go.

Toddlers:

- Want to be independent, but fear being separated from you
- Have big feelings, but can't always control them or find the words to express them
- Are discovering that they can change the way the world works.
- If you can help your toddler with all these things, you'll be well on the way to having a great relationship.

3.2.2 Helping Toddler Deal with Frustration and Strong Emotions

It's normal for toddlers to have feelings that can sometimes be too much for them – they want to say what they feel, but they often can't find the words. This can be very frustrating for them and can lead to temper tantrums and other challenging behaviour. Here are some ideas to help:

Teaching Emotion Skills

- If the toddler is getting frustrated, staying calm yourself will help to prevent your toddler's emotions escalating. Toddlers feel better if they know that you're in control.

- It's also good to help the child put feelings into words, by teaching him words or gestures that express big feelings. For example, 'You're upset because you ripped your picture'.

Responding to the Child's Emotions

- Face-to-face, eye-level communication can help the toddler feel that you're talking with her, not at her. Try getting down to the toddler's level by kneeling or squatting when you're talking to her.
- When the child is getting angry or frustrated, try distraction or redirecting your child into another activity. For example, if the child is fighting with someone over a Bob the Builder toy, start talking about Thomas the Tank Engine.
- When the child has a tantrum, this behaviour is partly about seeing what sort of responses he can get. Your response can have a powerful influence on the child's behaviour and ability to control emotions. Staying calm and not giving in to tantrums shows the child how to deal with frustration.

3.2.3 Encouraging Thinking, Problem-Solving and Other Skills

Using play to learn

- Play with the child, and follow the child's lead by letting her decide what games to play. If the child wants you to choose, encourage games that involve turn-taking and sharing.
- Encourage make-believe play, which stimulates the imagination and lets children work through ideas.
- Incorporate play into everyday routines – for example, playing in the bath, or singing a song while packing away toys.

Building Brain Pathways

Give the child the chance to repeat favourite activities. This helps the child's brain build pathways that strengthen skills. For example, taking the cutlery out of the drawer and putting it back, again and again, helps the child develop motor and problem-solving skills.

- Reading the same books over and over might get a bit boring for you, but kids love the familiarity. You can build the child's thinking skills by asking, 'What happens next?'
- Aim for no screen time for children under two years, and no more than one hour a day for children over two years. Toddlers develop best through physical play with hands-on experiences.

Praise

No matter how old the children are, your praise and encouragement will help them feel good about themselves. This boosts their self-esteem and confidence. Sometimes rewards can be useful too, especially if you want to encourage good behaviour.

Praise is when you tell the child what you like about her or her behaviour. It goes a long way towards helping the child feel good about themselves.

Descriptive praise is when you tell the child exactly what it is that you like. For example, 'I love the way you shared your Lego with your brother just now'. Descriptive praise is best for boosting self-esteem and building good behaviour – when children get praise for behaving well, they're likely to want to keep behaving well.

You can praise children of different ages for different things. You might praise a younger child for leaving the park when asked, or for having a go at tying his own shoelaces. You can praise teenagers for coming home at an agreed time, or for starting homework without being reminded.

Encouragement

Encouragement is praise for effort – for example, 'You worked hard on that math homework'.

Praising effort can encourage the child to try hard in the future. But you can also use encouragement before and during an activity to help the child do the activity or behaviour. For example, 'Show me how well you can put your toys away' or 'I know you're nervous about the test, but you've studied hard. No matter how it turns out, you've done your best'.

Some children, especially those who are less confident, need more encouragement than others. Encouragement is particularly important for older children

Rewards

A reward is a consequence of good behaviour. It's a way of saying 'well done' after the child has done something good or behaved well. It could be a treat, a surprise or an extra privilege.

Rewards can make your praise and encouragement more effective in encouraging good behaviour. Most behaviour is influenced by the consequences that follow it, so when you reward the child's behaviour, the behaviour is more likely to happen again in the future

Sometimes it's easier to criticise than it is to compliment. Bad behaviour is more obvious than good behaviour – you're much more likely to notice when the child is yelling than you are to notice when the child is quietly reading a book. Try to pay attention to the good behaviour, too!

Using Praise to Change Behaviour

You can use praise as a tool to help change difficult behaviour and replace it with desirable behaviour.

The first step is watching for times when the child behaves the way you want. When you see the desirable behaviour, or another behaviour you like, immediately get the child's attention.

Then tell the child exactly what you liked about the behaviour. You can praise effort as well as achievement – for example, 'It's great how you used words to ask for that toy'. You could even look for ways to reward the desirable behaviour – for example, give your child a high five or special cuddle.

At the beginning, you can praise every time you see the behaviour. When the child starts doing the behaviour more often, you can praise it less.

3.2.4 Interacting with the Child

Communication is the right way to know anybody and it is completely true in case of children. You need to communicate to a child in his/her language and at his/her level, to get acceptance. One should know how to communicate with the child properly so that you may become friends. Talking and listening to children does lots of important things. It improves your bond with them, and encourages them to listen to you. It helps them to form relationships and to build self-esteem.

Like so many other things, talking and listening can be done badly, just OK, or really well. And like any other skills, you get better with practice.

Good communication with children is about:

- Encouraging them to talk to you – and listening so they can tell you how they feel
- Being able to really listen and responding in a sensitive way to all kinds of things – not just nice things or good news, but also anger, embarrassment, sadness or fear
- Focusing on body language and actions as well as words, and interpreting nonverbal forms of communication.

Some children need a lot of encouragement and positive feedback to get talking. Others will be desperate to talk to you when you're busy doing something else. This might mean stopping what you're doing and listening.

Tips for talking and listening

- Set aside time for talking and listening to each other.

- Listen to the children when they want to talk, have strong feelings or have a problem.
- Be open to talking about all kinds of feelings, including anger, joy, frustration, fear and anxiety. Talking about feeling angry is different from getting angry, though. Learning the difference is an important step for a child learning to communicate.
- When talking to your child, try to remember how it was when you were a child and how you were generally attracted to those people who really listened to you. After all, children think differently from grown-ups. There are a lot of things they don't know and a lot of things they don't have the words to talk about.
- Let the child finish talking and then respond. When listening, try not to jump in, cut your child off, or put words in the child's mouth – even when the child says something ridiculous or wrong or is having trouble finding the words. Children appreciate this as much as grown-ups!
- Use language that the children will understand . Sometimes we forget that children don't 'get' everything.
- Watch the child's facial expression and body language. Listening isn't just about hearing words, but also trying to understand what's behind those words.
- To let the child know you're listening, and make sure you've really understood, repeat back what the child has said and make lots of eye contact.
- Show your interest by saying such things as, 'Tell me more about ...', 'Really!' and 'Go on ...'. Ask children what they feel about the things they're telling you about.
- Avoid criticism and blame. If you're angry about something the child has done, try and explain why you want him not to do it again. Appeal to his sense of empathy.
- Work together to solve problems and conflicts.
- Be honest with each other.
- If you talk and listen to the children from a very young age, you'll all get into habits that will be very useful once they're teenagers. An open relationship – where children feel comfortable talking about what they've been doing and with whom – will encourage children to tell you about the details of their life when they're older.

3.2.5 Positive Attention

A child caretaker has hundreds of interactions with the child on an average day. What really counts is making the most of this time — showing positive attention and enjoying those daily moments with the child.

Positive attention is the way you show delight in the child and warmth in your relationship through:

- Smiling at the child.
- Making eye contact and using caring facial expressions.
- Being physically gentle and caring with the child.
- Using words to celebrate and encourage the child.
- Showing interest in the child's interests, activities and achievements.
- You have opportunities to give the child positive attention in your everyday interactions together.

What children learn from positive attention

Right from the beginning, it's critical that children have experiences and relationships that show them they are valued, capable human beings who bring pleasure to others. Positive attention, reactions and responses from key grown-ups help children build a picture of how valued they are.

A child's self-image (or self-concept) is built over time with positive, loving messages from their mum, dad and other important people. A healthy self-image is very important, not only for a child's relationship with others, but also for confidence as they learn about the world.

Children's feelings of security and safety come from their interactions with parents and other grownups who care for them. When children are frightened, uncertain or faced with a new or unfamiliar situation, they'll look to you for reassurance and support to feel safe and secure.

In some extreme cases, where parents are regularly distracted or unavailable to focus on their babies' needs, babies can become distressed. Research has shown that if this happens over a period of time, beginning at infancy, babies as young as six months can show signs of stress.

Research has shown that parents who smile at their babies more, who are warm and pay lots of attention, have children who tend to show more of those kinds of behaviours themselves.

How can you show positive attention?

From the moment they're born, children are paying attention to what you say and do – and, perhaps even more so, how you say and do it. As the child gets older, your words and actions combine to give the child important messages.

- Be aware of how the child might interpret the look on your face or tone in your voice. Even before babies can understand and use words, they are sensitive to your tone of voice, gesture, facial expression and body language.
- Make the most of everyday activities. Bathing, nappy changing, feeding and dressing might seem like things to be endured, but these daily activities provide important opportunities for you to connect with the child in a meaningful way. For example, you might want to give the child cuddles and tickles while you're drying her after her bath.
- Whenever you can, put aside preoccupations and planning, and get into the moment with the child. This could be as simple as squatting down to look at a caterpillar together, even if you're in a hurry to get somewhere. These kinds of interactions don't have to take up a lot of time to make a real difference.
- Look at the child, smile at him, show interest, pay attention and engage with him in positive ways. This all sends the message that the child is special and important.
- Focus on the positives. If you're always correcting the child, or you seem unhappy, angry or distracted when you're together, this sends the message that the child isn't capable, valued or worth your attention. So before you correct the child, ask yourself: does it really matter? Is it really important or could I just let it go?

Why talking more with children is better?

Talking with children from birth is important because it builds the child's language and communication skills. These are important skills for life. Talking with the child doesn't have to be a big deal – just chatting about everyday things is a great start.

Talking with the toddler can help his language and communication development. The more you talk with the toddler, the better. This is because parents who talk a lot to their young children use lots of different sounds and words. When children hear more words, it helps to improve their understanding of language, and increases the number and variety of words that they can understand and use and it's not just about better language skills. Talking with babies helps their brains develop and can help children do better at school when they're older.

What kind of talking: Talking with toddlers doesn't have to be a big deal. You can start by talking about everyday things in your home and family life – just whatever you're doing with the child at the time. For example, you're outside with the child and he points to a tree. You could say, 'It's a great big enormous tree, isn't it? I wonder what kind of animals live in that tree? Maybe a possum?'

How much talking: Any and all talking is good for the child, so try to talk as much as you can during the day. Children like quiet times too, so if the child stops responding to you and starts to look tired, restless or grumpy, you might like to choose another time in the day to talk. The child's personality might also affect how often she wants to communicate with you. Some kids are naturally more outgoing, and others are quieter.

When to start talking: It's great to start talking with the baby as early as you can. In fact, from birth the baby absorbs a huge amount of information about words and talking, just from listening and watching you talk. Conversations with the baby might feel one-sided to begin with. But even though the young baby doesn't have words yet, she'll still try to join the conversation! She communicates with you through crying, eye contact and listening. Later on, she'll coo, smile, laugh, make more sounds and move her body to communicate with you.

If you give the child your full attention when you're talking, you'll notice these attempts to respond to you. By communicating back and forth with the child in a warm and gentle way, you're creating and sharing experiences together, which strengthens relationships and helps children learn more about the world at the same time.

Tips for talking with the children

Any time you're with the child is a good opportunity to talk. This could be when you're changing nappies, having lunch together, travelling in the car or train, pushing the pram or just pottering around the house – you don't need to make a special time for talking.

You might feel silly at first trying to have a full conversation with a baby, but keep at it! Conversations and activities that include some of the points below are good for developing the child's language skills.

- **Tuning with the child:**
 - » Turn off distractions. For example, put your phone on silent, turn off the television and just 'be present' to talk to the child.
 - » Listen to what the child is trying to communicate. Even if he isn't using words yet, ask him questions and build on his efforts. For example, if the child is pointing at a dog, say, 'It's a fluffy white dog. What do you think he's going to do now?'
 - » Use natural pauses. The child will eventually fill in these pauses when her language develops. This also teaches her 'give and take' in a conversation.
 - » Know when to stop. If the child starts to look tired or restless, or gets grumpy, don't force him to keep listening. Pick another time when you can tell he's ready for a chat.
- **Be interesting:**
 - » Notice what the child is paying attention to and talk about that. For example, if she's playing with blocks, talk about the blocks.
 - » Talk to the child about things he's likely to be interested in – for example, what mummy/daddy/nanna/grandpa might be doing today, a story you've read together, or something that's happening outside.
 - » Use lots of expression to make your conversation interesting and engaging. What you talk about doesn't matter as much as how you talk about it.
 - » If you use complex words, explain them and build on them by using lots of descriptive words. For example, 'We're going to see the paediatrician – that's a special doctor who knows all about babies and children'.
- **Read, tell stories, sing songs and make rhymes:**
 - » Read books and tell stories to the child, every day if you can. After a few weeks, the baby will know that this is when you enjoy a quiet, special time together.
 - » Talk about the pictures in books, wonder out loud what might happen next in the story, point out words and letters, and let the child touch and hold the book and turn the pages. You can make up your own stories to go with the pictures in the book.

- » Help the child learn that books and reading are fun. You can do this by having a special reading spot, making cuddles part of reading time and letting the child choose some books – even if you have to read the same ones over and over again!
- » Sing songs and rhymes in the car, in the bath, at bedtime – even if it’s off-key. The baby will love the rhythm of the words and will be soothed by your voice. If you need help remembering the words of songs and rhymes.

Exercise

1. Toddler represents the ages between approximately 1 and 3½ years. (T/F)
2. _____ is the praise for any positive effort done by child.
3. It is the way of saying ‘well done’ when the child has done something good.
 - a) Encouragement
 - b) Reward
 - c) Criticism
 - d) Playing
4. It is the non-verbal form of communication.
 - a) Interaction
 - b) Eye contact
 - c) Body language
 - d) Personality test
5. Which of the following is way of showing positive attention to children?
 - a) Smiling at child
 - b) Making eye contact
 - c) Caring for child
 - d) All of the above
6. Mention some ways to develop effective communication with children.

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UNIT 3.3: Support the Child in Developing Positive Relations with Others

Unit Objectives

At the end of this unit, the participant will be able to:

1. Practice ways to help children learn behavioral etiquettes.
2. Identify ways to correct behaviour without criticize the child.
3. Determine children's common behavioural challenges.

3.3.1 Helping Children Behave

Dealing with difficult behaviors is one of the most common babysitting challenges because, at some point, all children misbehave. Children often need help learning how to control their behavior and how to express themselves. As a caretaker, your responsibilities include trying to prevent misbehavior and dealing with it appropriately when it occurs.

Children misbehave for many reasons. Some of the most common reasons are that the child is:

- Copying the behavior of parents, brothers and sisters or friends.
- Feeling jealous of or competitive toward a sibling.
- Testing limits.
- Asserting independence.
- Tired, frustrated, hungry or scared.
- In need of attention.
- Bored.
- Repeating behaviour he or she has been rewarded for in the past.

Encouraging Positive Behaviour

Often, by planning ahead, using positive feedback and stepping in early you can encourage positive behavior and prevent misbehaviors. Here are some specific tips you can use to promote positive behavior:

- Let children know when they are behaving well. Children respond well to positive reinforcement.
- Set rules, boundaries and limitations when you first arrive on the job. Children may not become as upset if they know their boundaries and your expectations beforehand.
 - » State your expectations in advance.
 - » Do not add extra or unnecessary rules.
 - » Keep your expectations realistic and age appropriate; kids will be kids.
- Create a schedule in advance. Make it flexible and try to alternate between physical and quiet activities.
- Follow the normal household routines as closely as possible. For example, serve dinner at the usual time, have children do their regular chores and allow them to play video games after doing their homework if that is what they typically do.
- Keep off-limit items out of sight.

- Be fair; don't play favorites.
- Give children advance notice of approaching changes. Transitions are difficult for many kids, especially if they involve something the children don't want to do. For example, if bedtime is coming up, say, "Bedtime is in 15 minutes."
- Try to keep things fun. Stay positive and enthusiastic. Children will follow your example.

3.3.2 Communicating and Connecting with Children

When children misbehave, make sure they know that you are unhappy with what they did rather than with them. Children need to know that you won't stop liking them if they misbehave. When you respond to misbehavior, give corrective feedback and use positive and respectful requests to stop or change their misbehavior. Caretakers should never shake, slap, spank, lock up, shout at or make fun of children.

When a child misbehaves, you have three choices of how you can respond:

- Do nothing
- Say something
- Physically do something

Each of these methods works best in different situations.

- Doing nothing means that you ignore the child's misbehavior if it is safe to do so. Doing nothing works well when a child is misbehaving to get your attention. For example, if a child throws a temper tantrum but is not hurting him- or herself or anyone else, you can ignore the behavior.
- Saying something means you tell the child what to do or what not to do. Saying something is the method you will use to solve most common babysitting problems.
 - » Stay calm and use a neutral tone even if the child is screaming. Yelling back will only make things worse.
 - » Explain why the child's behavior is unacceptable.
 - » Offer an acceptable alternative. If a child really wants to play a video game but it's not allowed, offer to play a card game instead.
 - » Use "when...then" statements. For example, "When you pick up your toys, then we can read a book."
- Physically doing something means that you take physical action to stop the child from misbehaving.
 - » Physically stop the child's behavior if it is a physical threat to him- or herself or to others. If the child tries to hit you, then gently, but firmly, grasp the child's arm before he or she can hit you and say, "I won't let you hit me. If you're angry, tell me with words."
 - » Change locations. For example, if a child is crying and screaming about not being able to play with his or her skateboard, then try moving inside the house.
 - » Physically change the situation. If a child is about to throw a toy, then take the toy away. You can try to divert an infant's or a toddler's attention by presenting a new toy or object.

Consequences

Taking steps to promote positive behavior, as well as taking action when children misbehave, will help you handle most situations. Sometimes you will need to use consequences to help make sure children follow rules. In most cases, you will find out from the parents during the family interview what consequences you should use. In some cases, you may have to come up with a consequence to help you enforce rules.

Consequences should generally be used in the following order:

- **Natural consequences:** Natural consequences are the natural results of an action. For example, you have given a child a piece of cake and said, “Eat the cake at the table or it will fall on the floor. If it falls on the floor, the dog will eat it and you won’t have any cake to eat.” If the child leaves the table and the cake falls on the floor, the natural consequence is that the dog eats the cake that falls on the floor. Only use natural consequences if they are safe and make sure children know them ahead of time.
- **Logical consequences:** Logical consequences are those that are closely related to an action. An example of a logical consequence would be if you asked an older sister who knocked over the blocks that her younger brother was playing with to help restack them. Logical consequences only work if they seem to go with the misbehavior.
- **Withholding privileges:** Withholding privileges works for school-age children and preschoolers, but may not work for toddlers. If a child does not follow a rule that has been explained to him or her, do not allow him or her to do something he or she enjoys, such as watching television or playing video games.
- **Time-Out:** A time-out is a consequence that involves removing a child from a situation and placing him or her in a quiet place for a brief amount of time. If you place a child in a time-out, choose a spot where there are no distractions and make sure you can see him or her at all times. This technique works well for older toddlers and over-excited preschoolers, but avoid using it too much. Give no more than 1 minute of time-out for each year of age. For example, a 4-year-old would stay in time-out for no more than 4 minutes.

3.3.3 Calming the Distressed Child

Temper Tantrums

A temper tantrum is a strong outburst of challenging behavior, such as whining, crying, screaming, kicking, hitting or breath-holding. Temper tantrums are common for preschoolers and toddlers as they try to gain more control over their lives. Children this age often lack the language skills to express their feelings and use temper tantrums to show frustration or anger. Temper tantrums often occur when a child is tired, hungry, uncomfortable or trying to get your attention.

NEVER SHAKE AN INFANT OR A CHILD! *Shaking an infant or a child in a moment of frustration or anger can cause serious harm or death. Infants have weak neck muscles and heavy heads, and when an infant is shaken, the head flops back and forth, causing serious damage. Shaking an infant or a child can cause severe injury, resulting in problems ranging from brain damage to death. Remember, no matter how frustrated or angry you feel, never shake an infant or a child!*

Ways to prevent temper tantrums:

- Be flexible.
- Give the children you babysit plenty of positive attention.
- Make sure kids get a lot of physical activity.
- Keep children from getting overly hungry or tired.
- Help children learn to manage their anger.
- Allow children to have some control by giving them choices.
- Distract children before temper tantrums fully develop.
- Create clear ground rules and stick to them.
- Keep off-limit items out of sight.
- Make sure toys and activities are age appropriate.

What to do when children have temper tantrums:

- Do not yell or scream.
- Keep your cool; children can learn from your example.
- Ignore temper tantrums when possible. Make sure children can't hurt themselves or others.
- Listen and try to understand what is upsetting them.
- Encourage children to put their feelings into words.
- Clearly and calmly state the rules.
- Allow children to make a choice between two acceptable solutions.
- Take a break from the situation. For example, try another activity or change locations.
- If necessary, use a time-out.

After children have had a temper tantrum, praise their efforts to gain control of their feelings but do not reward bad behavior. As a caretaker, it is important for you to understand that children are allowed to express their feelings, even angry ones, but it is not okay for children to behave badly when they are angry. Strong emotions are no excuse for bad behavior.

Although older children may stomp or slam a door in anger, school-age children are too old for temper tantrums. If a school-age child is having a temper tantrum, give him or her some time to gain control then try to find out why he or she felt that behavior was necessary. Make a note in your Caretaker's Report Record if school-age children act this way and inform parents when they return.

Crying/ Breath-Holding

Crying is a natural form of expression for infants. In fact, delivery room doctors look for crying as one of the first signs that a newborn is healthy and alert. Crying is an infant's way of communicating everything: pain, hunger, thirst, boredom, discomfort, a soiled diaper, teething, colic and over stimulation.

It's also natural for babies to cry, even when nothing is wrong, just to expend excess energy and begin to interact with their environment. If you plan to babysit infants, get used to crying. A normal infant cries 1 to 3 hours each day!

Some children purposely hold their breath when they are having a temper tantrum as a way to gain control over the situation. A child who holds his or her breath on purpose is not in danger and this behavior should be ignored. However, some children may have a medical condition known as breath-holding spells.

Children who have breath-holding spells may momentarily stop breathing in some stressful situations. During a breath-holding spell, a child's face may turn deep blue and the child may pass out then quickly regain consciousness. Sometimes children will twitch and jerk during a breath-holding spell.

Breath-holding spells:

- Are an involuntary reflex; children cannot prevent them from happening.
- Happen when children are crying and/or may be part of a temper tantrum.

If you know that the child you are taking care of has breath-holding spells, then during a spell, have the child lay flat on the floor or the ground. If one is available, put a wet washcloth on the child's forehead until he or she starts breathing. Be careful that the child does not injure him- or herself if the child falls. Do not put anything in the child's mouth. After the spell, briefly comfort the child and continue with the activity that was occurring prior to the breath-holding spell.

If the child you are babysitting begins holding his or her breath and is not known to have breath-holding spells, care for the conditions you find.

Biting, Hitting and Kicking

Biting, hitting and kicking are common behaviors for toddlers and younger preschoolers. At this age, they may not know that these behaviors are wrong and can hurt someone. Children this age also don't always know how to use words to express anger or frustration. Sometimes children bite, hit or kick to get your attention or when they are hungry, thirsty or tired. It is important not to overreact when the children you babysit act this way.

If a child bites, hits or kicks:

- Assess the situation before you react.
- Encourage the child to explain the problem in his or her own words.
- Explain appropriate behavior. For example, say, "It's not okay to hit people when you're mad. If you are mad because your brother took your toy, politely ask him if you can have it back."
- Ask questions aimed at giving the child an understanding of the victim's perspective. For example, say, "Has anyone ever bitten you?"
- Comfort the child who was hurt before you deal with the child who did the hurting.
- Change activities or locations. Certain toys, activities or locations may cause children to become frustrated.
- Try taking a break for a snack, drink, nap or bedtime.
- Do not bite back children who bite. This models inappropriate behavior and may reinforce further biting.
- If a child continues this behavior, then provide a consequence such as withholding a privilege or using a time-out.

The best way to deal with biting, hitting and kicking is to try to prevent it in the first place. The following techniques will help you prevent these behaviors.

- Try to recognize and reinforce children's attempts at using their words to get your attention or to solve problems before biting, hitting or kicking occurs.
- Help children use words to express frustration when it begins. For example, tell a child to say, "Please may I have it back" when an older sibling takes a toy away.
- Use age-appropriate toys to discourage frustration.
- Establish clear rules and boundaries before starting an activity.
- Have enough toys for all children.
- Alternate quiet- and high-energy activities to prevent over excitement.
- Stick to normal routines.
- Keep items that may cause frustration out of sight.
- Make sure the children get enough of your attention.

Children older than 5 years should not bite, hit or kick. Make a note in your Caretaker's Report Record if school-age children behave this way and inform parents when they return.



Child Growth Milestones



Helping Toddler Deal with Frustration and Strong Emotions



Using Praise to Change Behaviour



Interacting with the Child



Positive attention



Biting, Hitting and Kicking

Summary

- The child in the age group of new-born to 1 years need warmth and comfort, love and security. They enjoy being with people.
- The child in the age group of 13 months to 3 years their independence by saying “No” and by wanting to make their own decisions about what they want to do such as taking a walk, playing with toys, watching television, or choosing the clothes that they wear.
- The child between 3 to 5 years want to trust people and to have friends. They are beginning to learn about social activities. Caring and loving adults are much needed at this time to protect their environment and to set limits and expectations.
- The child between 6 to 10 years develop self-confidence by doing routines of self-care and attending school. They are influenced by examples and expectations of adults.
- The more time care givers spend encouraging appropriate behavior, the less time and effort is needed to correct misbehaviour.
- It’s normal for toddlers to have feelings that can sometimes be too much for them – they want to say what they feel, but they often can’t find the words. This can be very frustrating for them and can lead to temper tantrums and other challenging behaviour.
- A reward is a consequence of good behaviour. It’s a way of saying ‘well done’ after the child has done something good or behaved well.
- A child caretaker can use praise as a tool to help change difficult behaviour and replace it with desirable behaviour.
- Communication is the right way to know anybody and it is completely true in case of children. Showing positive attention and enjoying daily moments with the child strengthens communication
- Children misbehave for many reasons. Some of the most common reasons are that the child is: Copying the behavior of parents, brothers and sisters or friends, Feeling jealous of or competitive toward a sibling, Testing limits, Asserting independence.
- When children misbehave, make sure they know that you are unhappy with what they did rather than with them. Children need to know that you won’t stop liking them if they misbehave.
- A temper tantrum is a strong outburst of challenging behavior, such as whining, crying, screaming, kicking, hitting or breath-holding. Temper tantrums are common for preschoolers and toddlers.
- Biting, hitting and kicking are common behaviors for toddlers and younger preschoolers.

Exercise

1. Toddler represents the ages between approximately 1 and 3½ years. (T/F)
2. _____ is praise for effort.
3. Which of the following is a negative behaviour of a child?
 - a) Feeling jealous
 - b) Playing
 - c) Try to hold objects
 - d) Show hunger
4. Which of the following is a way to prevent temper tantrums?
 - a) Provide positive attention to child
 - b) Ignore child for some time
 - c) Let them vent out their anger on toys/objects
 - d) Let child be hungry for some time
5. Which of the following is an example of temper tantrum in children?
 - a) Screaming
 - b) Whining
 - c) Breath-holding
 - d) All of the above
6. Mention some ways to calm a distressed child.

7. Mention some ways to encourage positive behaviour in children.



4. Develop and Maintain a Healthy, Safe and Secure Environment for Child



Unit 4.1 – Establish a Healthy, Safe and Secure Environment for the Child

Unit 4.2 – Assist in Procedures with Respect to Accidents, Injuries, Illnesses and Other Emergencies



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Establish a healthy, safe and secure environment for the child.
2. Assist in procedures with respect to accidents, injuries, illnesses, and other emergencies.

UNIT 4.1: Establish a Healthy, Safe and Secure Environment for the Child

Unit Objectives

At the end of this unit, the participant will be able to:

1. Practice ways to ensure child's safety.
2. Identify essential children's safety considerations.
3. Prepare safety inspection checklist.
4. Determine common health issues and their treatment.

4.1.1 Child Safety

The most important thing to remember is that you have been hired to keep the children safe. This is your NUMBER ONE priority while you are caretaking. Handling the unexpected requires the ability to think and use good decision-making skills.

As a caretaker, your most important responsibility is to keep children safe while their parents are away. In this session, you will find many helpful lists that highlight what you need to do to keep yourself and the children you are watching safe.

Telephone Safety Tips

It is hard to supervise children while you're talking on the telephone. That's why you should keep all conversations as short as possible and avoid personal calls that aren't absolutely necessary. You should also not use your mobile phone to text message or talk unnecessarily. Here are some things to keep in mind about telephone use when you are caretaking:

- Ask the parents if and how they would like their phone answered.
- Be polite and brief when answering the phone.
- Use the phone for calls related to the job only, not for personal calls, unless the parents have given you permission to use it for a short personal call (e.g., you need a homework question answered from a friend).
- Remember that you may tie up the phone line when you use the Internet; so keep your time on the Internet brief.
- Keep all conversations as short as possible and avoid personal calls that aren't absolutely necessary.
- Call the parents, an adult you trust or the police if you get a call that scares you.
- Make sure emergency phone numbers, the address of where you are caretaking, a pen/ pencil and paper are posted by all phones.
- NEVER leave the children alone while answering the phone.
- Do not tell the caller that you are the caretaker or that the parents are away. Instead, say, "Mr. or Mrs. _____ is busy right now. May I take a message?"
- Do not call, text message or instant message your friends or have them call you for a long conversation while on the job. Even if you are using your personal mobile phone, you could miss an important call from the children's parents or you may not know if the children call for you or become ill. Also, the children could end up in an unsafe situation and possibly get hurt if you are not supervising them closely.

Personal Safety

Your own health and safety are just as important as the health and safety of the children you babysit. Here are some ways to keep yourself healthy and safe while babysitting:

- Get to know the parents and families of the children you babysit and meet their pets.
- Tell your parents where you will be, when to expect you home and how to contact you. Know where they will be and how to contact them (see “Getting Started” on page 14 for more information).
- If babysitting for a certain family makes you feel uncomfortable, don’t babysit for them. If you get to a babysitting job and you feel you are in danger or your personal safety may be at risk, don’t be afraid to say no to the job.
- Make your own arrangements to get to and from the job safely. Have a back-up plan ready. For example, if you are uncomfortable riding home with the child’s parent, have a code word that you can use on the telephone to let your parents know that you need a ride home from them. A code word could be, “How is Otis doing?” Or saying, “I am glad it’s summertime.”
- Do not wear jewellery that dangles or has sharp edges. It can scratch or hurt you or the children.
- Keep your clothing out of the way and your hair neat so they don’t get caught in anything.
- Keep your fingernails short and your hands clean to prevent the spread of germs.
- Do not babysit when you are sick.
- Keep your first aid kit handy but out of the children’s reach.
- Know what you can and cannot do and respect those limits.

Danger from Strangers

- When in the home, never open the door to strangers. Always check before opening the door to anyone, even the parents. Look out through a peephole or window first.
- Never open the door to delivery people or service representatives. Ask delivery people to leave the package at the door or tell them to come back another time. Service representatives, such as a cable installer or an electrician, should have an appointment when the parents are home.
- Do not go outside to check out an unusual noise. If you are worried about it, call the parents, an adult you trust or the police.
- If you leave the home, such as if you go to the park, do not talk to strangers. If a stranger keeps trying to talk to you, ignore the person and take the children to a safe area.
- If you are visiting a public place, such as a park, check that restrooms are clean and safe for children before allowing them to use the restroom. Do not leave children alone when you inspect or use a restroom and do not allow children to go into the restroom by themselves. Make sure to check the restroom for people and if anyone looks suspicious, leave the restroom.

Answering the door

Have a plan for how to handle this. A discussion with the parent/guardian is critical so you know exactly who and what to expect whenever possible.

- Always keep doors, windows, and cellar door locked and make sure the parents/guardians show you how the locks work before they leave.
- Turn off unnecessary lights inside, and turn on outside lights.
- If possible, look out the window/door before answering.
- If it is a service person, tell him/her to call tomorrow to reschedule.

- If it is a stranger, do not answer the door. If s/he becomes persistent and does not go away, call the police or nearest neighbor for assistance.
- If there is any suspicious activity (knocking on door and no one is there, or if you suspect a prowler or prank) call neighbors or police for assistance.
- Never open the door to strangers.

4.1.2 Other Safety Considerations

Inside the Home

- If the family has a home electronic security system, ask the parents if they would like you to use it, and have them demonstrate how to turn it on and off.
- Do not have your friends over to visit while you are babysitting unless previously discussed with the parents.
- Do not let anyone inside who is using alcohol or drugs, even if it is someone you know.
- Do not stay in a situation where you or the children are being threatened by a parent, guardian or anyone else. Immediately take the children to a safe place such as a neighbor's home; a school; a church, mosque or synagogue; a local business; or a police or fire station.
- Do not stay anywhere that you smell smoke or hear a fire or smoke alarm. Get the children and yourself outside. Ask a neighbour to call the fire department.

Outside the Home

- Be aware of the sun and take precautions to protect yourself and your children against damage from the sun.
- Lock the door when you leave the house and make sure all the windows are closed and locked.
- Never leave the house without the parent's permission. If you and the children do leave, tell someone where you are going, when you will leave and when you will be back, then call when you return. Never leave the house without the children even for a short period of time (e.g., to bring a pet back into the house or to get a toy from the driveway).

4.1.3 Assessing Health and Safety at Workplace

Take a copy of the Safety Inspection Checklist with you each time you take care of a child. Use it to help you recognize and prevent safety-related problems that you may run into on the job.

Rural Safety

If your babysitting job is in a rural area, you will need to be aware of some additional safety hazards. During the family interview, ask where the children are allowed to be and which areas are not safe for them. Be sure to get a detailed explanation. Ask if there are buildings, such as barns or storage areas, that are off-limits to the children. Likewise, find out if there are off-limit outside areas, such as ponds or fields where animals are kept.

It's also a good idea to ask the parents to take you on a walk around the property to note the possible hazards. These can include:

- Water, such as ponds or lakes.
- Farm equipment and machinery.
- Farm animals.
- Electric fences

Some children, especially those who live on farms, may have chores they need to complete while you are babysitting them. Make sure to ask the parents what the children are allowed to do and supervise children at all times.

In rural areas, remember that response time for emergency medical services (EMS) personnel is longer and that the nearest neighbor may be far away.

Checklists

- **For Emergencies:**

- » The emergency phone list has been filled out and is posted.
- » The first aid kit is properly stocked and stored away.
- » I know where the working flashlights, battery-operated radio and extra batteries are located.

- **To Prevent Wounds:**

- » Knives, hand tools, power tools, razor blades, scissors, guns, ammunition and other objects that can cause injury are stored in locked cabinets or locked storage areas.

- **To Prevent Falls:**

- » Safety gates are installed at all open stairways in homes with small children and infants.
- » Windows and balcony doors have childproof latches or window guards.
- » Balconies have protective barriers to prevent children from slipping through the bars.
- » The home is free of clutter on the floors, especially on or near stairways.

- **To Prevent Poisoning:**

- » Potential poisons, like detergents, polishes, pesticides, car-care fluids, lighter fluids and lamp oils, are stored in locked cabinets and are out of the reach of children.
- » Houseplants are kept out of reach.
- » Medicine is kept in a locked storage place that children can't reach.
- » Child-resistant packaging is closed or reclosed securely.

- **To Prevent Burns:**

- » Safety covers are placed on all unused electrical outlets.
- » Loose cords are secured and out of the way. Multi-cord or octopus plugs are not used.
- » At least one approved smoke alarm is installed and operating on each level of the home.
- » Space heaters are placed out of the reach of children and away from curtains.
- » Flammable liquids are securely stored in their original containers and away from heat.
- » Matches and lighters are stored out of the reach of children.
- » Garbage and recycling materials are stored in covered containers.

- **To Prevent Drowning:**

- » Swimming pools and hot tubs are completely enclosed with a barrier, such as a locked fence or gate, and covered.
- » Wading pools and bathtubs are emptied when not in use.
- » Toilet seats and lids are kept down when not in use.
- » Bathroom doors are kept closed at all times.

- » Buckets or other containers with standing water are securely covered or emptied of water.
- **To Prevent Choking and Other Breathing Dangers:**
 - » Small objects are kept out of children’s reach.
 - » Toy box has ventilation holes. If there is a lid, it is lightweight and removable and has a sliding door or panel or is a hinged lid with a support to hold it open.
 - » The crib mattress fits the side of the crib snugly and toys, blankets and pillows are removed from the crib.
 - » Drape and blind cords are wound up and not dangling.

4.1.4 Common Health Issues and Their Treat

As an individual, it is vital for all of us to have the knowledge of the basic level of healthcare. This knowledge makes us confident, and we can handle unforeseen health issues very practically without being hassled. There are few common health problems which may arise suddenly, but if we know how to deal with them, they won't be able to create any hindrance in our routine life.

Let's discuss the common health problems and learn how to handle them –

Common Cold

A common cold is a viral infection of the nose, throat, sinuses and upper airways of the body. It's exceptionally normal and generally speaking it gets clear within a week or two.

The primary side effects of common cold in a person are.

- Sore Throat
- Blocked or a runny nose
- Sneezing
- Cough
- Sometimes high fever, headache and muscle pain can also happen.

What to do:

- If the child is suffering from a common cold, you should make him take proper rest as there is no cure for it.
- Make sure that the child should drink plenty of fluids like juice etc. and eat healthy food.
- You should not give any medication without consulting the doctor or parents, rather you should help in lessening the fever or discomfort.
- You can consult the parents of the child to use a decongestant spray like Naso-clear to get relief from the blocked nose.
- Inhaling steam could be a better option to unblock the nose, but it should always be done by the parents of the child. You may assist them in getting the steam inhaled by the child. This process could be dangerous when you are alone with the child as the child may get burnt with steam.
- Taking the steam for too long as it will open up the pores of your face or can burn your skin.
- Many painkillers and decongestants that can be purchased from drug stores without a prescription are not safe and appropriate for infants, young kids, pregnant ladies, individuals with certain health issues, and those taking certain different drugs. So you should always clear your doubts with the pharmacist before taking such medicine.

- If the side effects of a typical cold last for over three weeks or all of a sudden deteriorate like an issue in breathing, one ought to visit a specialist.

How to avoid common cold:

- The common cold is infectious, so it spreads by touching an item or surface touched by individual with the disease, touching the skin of that individual and by spitting at the open spot.
- One ought to regularly wash hands in the after sneezing and coughing.
- If the child is having common cold, he should be given tissues or soft hanky to use while sneezing or coughing.
- One must not share towels, garments, utensils and food with the individual having a cold.

Flu/ Influenza

Influenza or Flu is a typical viral illness that spreads through a cough and sneezes. Though it looks but is not similar to common cold as It is caused by a different set of viruses and can be dangerous. However, one suffering from it starts feeling better within a week. This flu can catch you anytime during the year, but it particularly gets activated in the winter.

Common Symptoms of Flu:

- A high temperature (fever) more than of 100 F or above
- Tiredness and weakness
- A headache and muscle ache
- Dry cough
- Blocked/ runny nose
- Sneezing and Sore Throat

What to do:

- If the child has flu, it is advised to make him take rest at home and keep his body warm.
- To avoid dehydration, the child should be asking to drink plenty of water.
- No medicine should be given to the child without the consultation/ permission of the parents of the child.

Diarrhea

Loose and more than normal bowel movements are the symptoms of diarrhea that are thin and more common than normal. Diarrhea is a common disease for individuals of all ages, but it has more effect on children. Water flows out of excessive amount of water in the body. However, it gets cured within a day or two, but sometimes it can take up to a week.

Causes of diarrhea:

- There are many causes of diarrhea, bowel infection (gastroenteritis) is a common cause in children and adults. Due to lack of cleanliness, eating contaminated food or drinking water, most of the journeys in the areas of low-cleanliness lead to diarrhea.
- Worrying, eating allergies or some medicines This can also happen with side effects.

What to do:

- There is no such treatment for diarrhoea as it gets clear in few days by eating light and nutritious food, maintaining hygiene and taking rest.
- You should give plenty of liquid especially Oral Rehydration Solutions (ORS) to the child to keep his body hydrated.

- You should avoid giving junk food, oily food, aerated drinks to the child and only let him eat very light food so that his intestines should not be burdened to digest the food.
- By following these steps the diarrhoea of the child will be treated, but if the situation doesn't get better, you should consult your doctor.

If you witness following symptoms in the child, please immediately take him to the doctor -

- Blood in poo of the child
- Persistent vomiting
- A severe or continuous stomach aches
- Weight loss

How to avoid diarrhoea:

Diarrhoea happens because of an infection in your stomach. Maintaining proper hygiene can reduce this risk. The following tips would be very useful for the maintenance of the hygiene:

- You must wash your hands with soap and water after going to the toilet and before eating or preparing the food and also ask the child to wash his hands.
- You should clean the bathroom, with disinfectant after each bout of diarrhoea of the child.

Vomiting

If sometimes, the child vomits due to overeating or eating something wrong, it is a natural process and no need to be panic. Vomiting is the process a body acquires to clean the stomach from the harmful substances. Vomiting sometimes can be severe if it is frequent for an extended period. The body becomes very weak due to vomiting, so you should not take it lightly if it lasts longer. You must consult the doctor so that it may not become serious.

Consult the doctor:

- The vomiting continues for more than a day or two and occurring frequently.
- The child is throwing out whatever he is trying to eat or drink.
- The vomit is green, and the child has become weak and ill.

Exercise 

1. A _____ is a viral infection of the nose, throat, sinuses and upper airways of the body.
2. Loose and more than normal bowel movements are the symptoms of _____.
3. Which of the following is a common symptom of flu?
 - a) Pale skin
 - b) Sore throat
 - c) High temperature
 - d) Excessive sneezing
4. What should a child caretaker do when the child is suffering from common cold?
 - a) Ask parents to give child steam to inhale
 - b) Give cold compressions to the child
 - c) Let them vent out their anger on toys/objects
 - d) Let child be hungry for some time
5. What are some major safety hazard for children at home?

6. Mention some ways that a childcare can use to ensure personal safety.

UNIT 4.2: Assist in Procedures with Respect to Accidents, Injuries, Illnesses and other Emergencies

Unit Objectives

At the end of this unit, the participant will be able to:

1. Maintain safety during play time and Prevent accidents/injuries.
2. Prepare for weather emergencies.
3. Prevent children from violence or crime.
4. Define inappropriate touch.
5. Identify and handling signs of bullying in children.

4.2.1 Preventing Accidents and Injuries

Accidental injuries are the leading cause of death of children over the age of 1. Fortunately, most accidental injuries can be prevented. As a caretaker, it is important that you learn to prevent, recognize and fix safety-related problems.

A caretaker's first priority is to prevent accidents from happening in the first place by making sure that the home and the activities the children participate in are safe. However, there will always be situations in which there will be little you can do to prevent a safety-related problem from occurring in the first place; therefore, when you are caretaking you will always need to be on the lookout for safety-related problems so you can recognize them before an accident or injury occurs and take quick action to fix them once noticed.

Below you will find 11 safety-related problems that you might encounter while caretaking. Each problem is followed by three lists. The first gives you tips for preventing the problem in the first place, the second includes ways to recognize that the problem exists and the third tells you how to fix specific sample problems once you have noticed them.

4.2.1.1 Bites and Stings

Prevent the Safety-Related Problem

- Know what animals and insects are common to your area and how to avoid them.
- Stay away from any wild animal or pet that you recognize as acting strangely.
- Use appropriate insect repellent that has been approved by the parents to help keep biting insects away.
- Have children wear shoes and socks and keep arms and legs covered with long-sleeve shirts and long pants if playing in or near wooded areas.
- Find out in advance if the children have allergic reactions to insect bites or stings. If so, find out what to do if these occur.

Recognize the Safety-Related Problem

- Be on the lookout for insects and other animals that may bite, sting or otherwise hurt the children.
- If a child is bitten or stung by an insect, watch for any signals of an allergic reaction.

Fix the Safety-Related Problem

- If children start to dig or reach into areas where animals or insects may live, such as in woodpiles, near garbage, under logs or in leaves or brush, stop them!
- If you come upon an area with insects that may bite or sting, leave the area.
- If an animal appears to be rabid or unfriendly, leave the area.

4.2.1.2 Burns**Prevent the Safety-Related Problem**

- Keep children and pets at least 3 feet away from any heat source, such as hot food or liquid, table lamps and a stove or oven that is in use. Do not leave items in or on the stove unattended.
- Turn pot handles toward the back of the stove, out of the reach of children, when cooking.
- Use back/rear burners for cooking whenever possible.
- Tuck away loose clothing and roll up sleeves when using the stove.
- NEVER hold a child and cook at the same time.
- Always use hot pads or oven mitts to remove pots and pans from the stove or oven and keep them close when cooking. Never use a wet oven mitt.
- Always place hot items, including hot liquids, out of the reach of children.
- Stir any food that has been warmed in the microwave and make sure to test the temperature.
- Be sure that warmed bottles and food are not too hot by testing the temperature before feeding them to children and infants. NEVER use a microwave to warm a bottle; hot spots could potentially burn them.
- Do not let children climb on stoves or cooking surfaces.
- Make sure all unused electrical outlets have safety covers and do not let children play with the safety covers.
- Keep appliance cords out of the reach of children.
- Make sure you and the children use sunscreen for outdoor activities, stay out of direct sunlight during prime sun hours (10 a.m.–4 p.m.) and wear protective clothing, such as a hat, long-sleeved shirt, pants and sunglasses.
- Be sure that bath water is not too hot by testing the temperature with your elbow before bathing children.

Recognize the Safety-Related Problem

- Be on the lookout for anything hot that could burn children, including food, water, table lamps, heaters, stoves or ovens and even the sun.

Fix the Safety-Related Problem

- If a child approaches you as you are cooking on the stove, then stop and ask the child to stay back. Put him or her at a safe distance (at least 3 feet) until you are finished cooking.
- If you see a that a child's attention is captured by an electrical outlet and you think he or she might insert something into it, make him or her stop. Distract the child's attention so that he or she becomes interested in a different activity.

4.2.1.3 Kitchen Fires

Even a small kitchen fire can spread quickly. If you are in doubt, get yourself and the children out of the house and then call the fire department. Keep these tips in mind for preventing and, if possible, containing kitchen fires.

- If a small fire starts in a pan on the stove, put on an oven mitt and smother the flames by carefully sliding the lid over the pan. Turn off the burner. Leave the lid on the pan until the pan is completely cool. Never pour water on and never discharge a fire extinguisher onto a grease fire, as it can spray or shoot burning grease around the kitchen, causing the fire to spread.
- If there is a fire in the oven, turn off the heat and keep the door closed
- Never use aluminum foil or metal objects in a microwave. They can cause a fire or burn hazard and damage the microwave.
- If you have a fire in your microwave, turn it off immediately, if you can safely reach the outlet, unplug it and keep the door closed. Leave the door closed until the fire is completely out. If you are in doubt, get out and call the fire department.
- Remember your responsibility as a caretaker during any fire is to get the kids safely out of the house and call the fire department.

4.2.1.4 Choking and Breathing Dangers

Choking is an emergency in which children or infants cannot cough, speak, cry or breathe because the airway is partially or completely blocked.

Prevent the Safety-Related Problem

- Always have children sit up when eating.
- Feed infants and toddler's soft food in small and age-appropriate amounts that are easy to chew.
- Do not let children walk, run, play or talk with food or other objects in their mouths.
- Cut food into small pieces.
- Encourage children to take small bites and chew thoroughly.
- Do not feed infants and toddlers foods that pose choking dangers including:
 - » Small food like raisins, popcorn, nuts, hard candy, grapes, chips, hot dog slices, raw vegetables and marshmallows.
 - » Large food items that break into small pieces like teething biscuits and cookies.
 - » Sticky food like peanut butter.
- Make sure children play with toys that are safe and appropriate for their age.
- Keep play areas clear of small objects and clean up after playing.
- Do not dress children in clothing with drawstrings longer than 3 inches. Sleepwear should not have any drawstrings.
- Keep drape and blind cords wound up so they are not dangling.

Recognize the Safety-Related Problem

- Look around the home and play areas for small objects that could cause choking.
- Watch for unsafe eating habits, such as talking or running while eating.

Fix the Safety-Related Problem

- If objects that could choke or suffocate a young child are out and accessible, put or take them away. Examples include plastic bags; balloons; small balls, marbles and toys intended for older children; disposable gloves; beads; pebbles; buttons; caps; hairpins; coins; jewelry; and toys with long strings.
- If a young child is going to play with stuffed animals, dolls or action figures, check to make sure eyes, noses, buttons and other small parts are securely attached.
- If there is anything in a child's or infant's crib, take it out. Before putting the baby down to sleep, remove from the crib all small objects, soft bedding and other smothering risks such as pillows, blankets, cushions and beanbags that can wrap around or cover the face of a small child or infant.
- If a child is walking around the house with food in his or her mouth, tell the child to stop and sit down at the table while he or she is eating.

4.2.1.5 Drowning

A drowning can occur when a child's face is submerged in any depth of water for too long and can happen in a bathtub, bucket or even a toilet bowl.

Prevent the Safety-Related Problem

- NEVER leave children alone, even for a moment, in a bathtub or near any water, even a bucket with a small amount of water. Always stay within arm's reach of a child near water.
- Keep bathroom doors closed and toilet lids down.
- Bathe children only if you have been taught how to do so, feel comfortable doing so and have the parents' approval. If you are watching more than one young child, do not give a bath to one of the children if you cannot properly supervise all children.
- For a home with a swimming pool, be sure that all gates and doors leading to the pool area are locked. Also, keep pool toys out of the water and put them away out of the children's sight.
- If you take the children swimming to a public facility, be sure trained lifeguards are on duty. Even when lifeguards are present, you are still responsible for supervising the children in your care.
- NEVER trust inflatable flotation devices or bath seats to prevent drowning. Always stay within arm's reach of the child and use a flotation device (PFD).
- For a home with a hot tub, be sure that it is covered and secured

Recognize the Safety-Related Problem

- Understand that younger children can drown at any moment, even in an inch of water.
- Look for sources of water in and around the home where children could potentially drown.
- Check to see if there are trained lifeguards on duty whenever going swimming at a public facility
- For homes with a pool, check to see that all gates and doors that lead to the pool area are locked.
- Only take the children swimming if you can swim and are comfortable in and around the water.

Fix the Safety-Related Problem

- If there is standing water anywhere, such as in a wading pool, bathtub or bucket, empty it of all water.
- If the home has a swimming pool, keep children away from the pool area, unless it is designated swim time and you are within arm's reach of the children at all times. Even if gates are secure, never leave a child near the pool area alone.

4.2.1.6 Falls

Prevent the Safety-Related Problem

- Have children wear helmets and protective padding, such as knee or elbow guards when using riding toys.
- Do not dress children in loose-fitting clothes or clothes that are too big; these can be a tripping hazard.
- Make sure shoes are not too big and that laces are snugly tied.
- Do not allow children to climb on furniture
- Keep infants and small children away from stairs.
- Remove extra toys from play areas.
- Keep doors and traffic paths clear of electrical cords and other items.
- Push chairs in under tables and desks.
- Put away stools and ladders
- Keep beds, end tables and other furniture away from windows.
- Keep windows and doors locked.

Recognize the Safety-Related Problem

- Look for anything that could cause anyone—infants, children or even you—to trip or fall.

Fix the Safety-Related Problem

- If toys, books, shoes or other items are on the stairs, remove the clutter.
- If electrical cords, furniture or toys are in traffic paths that could cause someone to trip or fall, clear the space.
- If gates and doors leading to stairs are open, close them.

4.2.1.7 Fire (Heat Sources)

Prevent the Safety-Related Problem

- Talk to parents about a Family Fire Escape Plan that shows at least two exits out of every room.
- Learn when and how to use a fire extinguisher and where it is kept. Ask your local fire department for more information and about getting trained
- Make sure children know how to Stop, Drop and Roll if clothing catches on fire.
- Make sure children know how to crawl low under smoke and test for hot doors before opening them during a fire escape.
- Know where fire stairs, fire exits and escape ladders are located in high-rise buildings and how to use them.
- Know where fire alarms and smoke alarms are located.
- Do not leave items in or on the stove unattended.
- Keep matches and lighters out of the reach of children
- Do not light candles, incense, scented candles, oil lamps or lights.
- Keep electrical equipment away from water; they can create sparks if contact with water is made.

Recognize the Safety-Related Problem

- Be careful around any source of heat, such as stoves, heaters, fireplaces and grills.

Fix the Safety-Related Problem

- If using any heat source, clear the space of toys, curtains and similar items. These items should be at least 3 feet away from the heat source.
- If using space heaters, turn them off before you go to sleep or leave the area. Do not use space heaters unless instructed to do so by the parents.

4.2.1.8 Addressing Child Illnesses**Prevent the Safety-Related Problem**

- Keep toys clean.
- Use tissues and cover your mouth and nose when coughing and sneezing. If you don't have a tissue, cough or sneeze into the inside of your elbow or upper arm.
- Keep trash out of the reach of children.
- Refrigerate foods that can spoil.
- If you or the children touch any animal or its droppings, wash hands with warm water and soap.
- Teach and practice good health habits, such as washing hands.
- Have children and infants wash their hands before and after eating and after toileting or diapering, coughing, sneezing or blowing their noses.
- Eat healthy, get plenty of rest and exercise regularly. All of these things help your body fight infection.

Recognize the Safety-Related Problem

- Although germs are present in most places, you can keep them from entering the body and causing illness.
- Watch for signs that you, the children or others around you are feeling ill.

Fix the Safety-Related Problem

- If you feel sick or are ill, do not babysit.
- If you use the restroom, change diapers, cough, sneeze or blow your nose, wash your hands. Also, always be sure to wash your hands before and after preparing food and after giving first aid.

4.2.1.9 Poisoning**Prevent the Safety-Related Problem**

- Only use nontoxic markers, glue and other art supplies.
- Only give a child or an infant medicine when directed by the parent to do so. Ask the parents to provide clearly written instructions on how to give the medication to the child or infant and the correct dosage. They should provide this information on the Parental Consent and Contact Form.
- Always read the label; make sure it is the right medication and dosage.
- Record what medicine you gave and the time you gave it on the Caretaker's Report Record.
- Never transfer products and medicines out of child-resistant containers. Do not mix infant medicine in with a bottle as the infant may not finish the bottle.
- Keep all poisonous substances out of the reach of children or in cabinets and drawers with safety latches or locks. Some common poisonous substances inside and around the home include alcohol, drugs, medicines,

vitamins, lighter fluid, lamp oil, hair and beauty products, baby oil, tobacco, cleaning products, paints, bug and weed killers and car products.

- When using cleaning products, follow the BEFORE, WHILE and AFTER rule:
 - » BEFORE using a cleaning product, read the instructions.
 - » WHILE using a cleaning product, never leave it alone. Children may find it.
 - » AFTER using a cleaning product, put it back in a locked cabinet immediately. Make sure the container is closed tightly.
- Keep children away from plants that they could put into their mouths.
- Do not let children play near peeling paint or plaster.

Recognize the Safety-Related Problem

- Know what items can be poisonous to children and infants.
- Be on the lookout for poisonous substances inside and around the home.

Fix the Safety-Related Problem

- If parents ask you to give children medicine, make them aware that they are getting medicine. Don't call it "candy."
- If you think you might touch any chemicals or poisons, use disposable gloves.
- If there are any cabinets or doors without locks that may contain poisons, keep children away from the area.

4.2.1.10 Riding Toy/Vehicle Injuries

Prevent the Safety-Related Problem

- Have children wear appropriate helmets and protective padding, such as knee or elbow guards, when using bicycles, skate boards and other riding toys.
- Have children use caution and sit where they should when driving a battery-powered riding toy or other vehicle.
- Dress children in bright colors so that they can easily be seen.
- Dress children in clothes that fit well and do not have anything hanging or loose and make sure shoe laces are snugly tied. Otherwise, their clothing could get caught in wheels or other moving parts.
- Keep children away from curbs, parked cars, hilly areas and streets.
- Teach safety rules for crossing the street, including:
 - » Holding hands when crossing the street.
 - » Looking both ways before crossing.
 - » Crossing only at the crosswalk.
 - » Not crossing the street without a grown-up or a responsible person, such as a caretaker.

Recognize the Safety-Related Problem

- Know that accidents with riding toys and motor vehicles can cause serious injuries.

Fix the Safety-Related Problem

- If the children are playing on riding toys, make sure their clothes fit appropriately with nothing loose or hanging and that their shoe laces are snugly tied.

- If the children start driving their riding toys near pools, on hilly or steep ground, in streets or on steps, ask them to stop immediately and direct them to a safe place to ride.

4.2.1.11 Parks and Outdoors

Prevent the Safety-Related Problem

- Keep children away from curbs, parked cars, hilly areas and streets.
- Check the nearby area for rough spots, holes and any objects that could trip children.
- Watch out for poisonous plants; plants with thorns, stickers and roots that stick up; and trees with low branches that could cause scratches.
- Check for trash; broken glass or cement; needles; animal droppings; sewage; and shiny objects, like open aluminum cans, which may be sharp and can cause wounds.
- Check that restrooms are clean and safe for children; do not leave the children alone when you inspect a restroom. Make sure to check the restroom for people. If anyone looks suspicious, leave the restroom. Do not allow children to go into restrooms by themselves.
- Inspect play equipment and make sure it is in good condition. Look for openings or railings that could trap a child's hands, head or feet. Any space larger than the width of a soda can is unsafe. Supervise children at all times on the play equipment. Don't dress children in clothes that could catch on playground equipment, such as clothes with drawstrings and hoods.
- Make sure children's clothing is appropriate for the activity and make adjustments when needed. For example, tuck pants into socks to protect yourself and the children from tick bites and other insects when playing around wooded, brushy or tall grassy areas.
- Check for sand, wood chips or rubber matting under play equipment to cushion children's falls.
- Check that the sand in sandboxes is clean and safe.
- Watch out for loose animals.
- Watch out for storm drains and keep the children away from them, especially after a rainstorm.
- Check for any water in the area, such as a fountain, pond or a lake. Do not allow the children to play near the water unless you are within arm's reach of them.
- Use appropriate insect repellent that has been approved by the parents to help keep biting or stinging insects away.
- Teach safety rules for crossing the street, including:
 - » Holding hands when crossing the street.
 - » Looking both ways before crossing.
 - » Crossing only at the crosswalk.
 - » Crossing the street only with a grown-up or a responsible person, such as a caretaker.

Recognize the Safety-Related Problem

- Outdoor environments present special hazards and dangers to children, which can cause serious injuries or illnesses. Always be on the lookout for potential dangers while playing outside.
- Make sure that the children stay close by so you can see and hear them.

Fix the Safety-Related Problem

- If you see any sharp objects, such as broken glass or rusty nails, throw them away.

- If you see poisonous plants, water and other hazards, move away from the area.
- If you have been playing outside in a wooded, brushy or tall grassy area, check children and their clothing for ticks and other insects before entering the house.

4.2.1.12 Wounds

Prevent the Safety-Related Problem

- Keep all running or jumping games and activities away from large glass doors or windows.
- Keep play areas free of sharp objects.
- Make sure all sharp and dangerous objects, such as knives, saws, hammers, screwdrivers, power tools, guns and ammunition, are out of the reach of children.
- Make sure children always wear shoes when playing outside.
- Use proper protective gear for outdoor activities, such as helmets, knee pads and elbow pads for bike riding and skate boarding.
- Closely supervise all play.

Recognize the Safety-Related Problem

- Look for toys with sharp edges.
- Check rooms and outside play areas for objects or surfaces that could harm children, including glass and other sharp objects.

Fix the Safety-Related Problem

- If you see any sharp objects, remove them so they are out of the children's reach.
- If children's play becomes rough, especially near large glass doors or windows, change the activity to something calmer to settle them down.

4.2.2 Weather Emergencies

It is very important for caretaker to know how to prevent, prepare for and respond to weather-related emergencies.

Electrical Storms (Thunderstorms)

- If you are outside, go inside a safe structure such as a house or building to seek shelter. DO NOT go under a tree, shed or other yard structure.
- Stay off the telephone during storms.
- Don't shower, bathe or touch water.
- Know where working flashlights and extra batteries are kept.
- If the power goes out, use alternative lighting, such as lightsticks or flashlights. Never use candles.
- Turn off and unplug electrical appliances, such as the TV or computer.
- Keep children near you during storms and power outages and comfort and reassure them.

Floods, Earthquakes, Tornadoes, Winter Storms and Hurricanes

- Listen to local radio or TV stations for instructions on what to do and where to go.
- In case of tornadoes or high winds, keep children away from windows and take them to the basement or an inner room if there is no basement.

- Know where to take the children for shelter, especially if you are in a mobile home.
- Know where to take cover if you feel the ground shaking.
- Know where and how to turn off the utilities.
- During winter storms, keep children inside and warm. Know the family plan in case of storms or other disasters.
- Know where the disaster supplies kit is kept and what's in it; it should be well stocked.
- If you have to take the children to a shelter, let the parents know where you are going, if possible, and try to contact them when you get there.

4.2.3 Violence or Crime

- Be aware of your surroundings and what is going on around you.
- Avoid drawing unwanted attention to yourself when you are away from the house. Dangerous people may cause you or the children harm simply because of what you are wearing or because of something you say.
- Know how to open security bars or doors, where emergency exits are located and how to get out of the house or apartment building.
- If you hear gunfire, you and the children should lie down on the ground or floor, cover your head with your hands and wait for 20 to 30 minutes before leaving cover. Call ambulance or the local emergency number as soon as you possibly can.
- If it looks as if the home has been broken into when you return from an outing, DO NOT enter. Take the children to a safe place, such as a designated neighbor or a local business, and call the local emergency number. You can even go to a police or fire station. Remember to contact the parents right away after getting help. Your job is to protect yourself and the children, not household belongings.
- Maintain record of relevant helplines and immediate family, neighbor's contact details

4.2.4 Play It Safe

Keep children safe during play by watching them at all times. While you play with the children, watch how they act, learn what activities they like best and discover how they want to play.

- Follow the family's rules for play.
- Choose the right toys and games for each child, based on his or her age and likes and dislikes. Safety depends on the right toy and activity at the right age.
- Actively play with the children—don't just watch them.
- Remember to read all directions and warnings on children's toys and games to find out the recommended ages and how to use them properly.

Choose the toys and activities that are safe and right for each child. The following table will give you some suggestions for safe toys and activities based on children's ages.

NOTE: For infants and toddlers, in general, no toy should be smaller than 13/4 inches in diameter (Fig. below). Most toys are labeled and will clearly say if the toy is safe for the age group.

Safety and Toys

Toddlers (1 and 2 Year Olds)	Preschoolers (3 and 4 Year Olds)	Younger School-Age Children (5, 6 and 7 Year Olds)
<ul style="list-style-type: none"> • Building blocks • Large plastic toy people and animals • Action toys like telephones, trains, planes, cars and trucks • Simple puzzles with knobs • Puppets • Large balls • Staple-free cardboard boxes • Books • Drums, xylophone and other musical toys • Pail and shovel • Riding toys 	<ul style="list-style-type: none"> • Playground equipment like see-saws, swings, slides and climbing structures (if closely supervised) • Simple board games • Storybooks • Balls • Musical instruments • Dolls, action figures and props for pretend play— cooking, cleaning and carpentry • Wagons and tricycles • Puzzles with large pieces • Sandbox and water table (if closely supervised) • Electronic games 	<ul style="list-style-type: none"> • Board games and puzzles • Items related to hobbies or collections like stickers, rocks or miniature cars • Electronic games • Fashion and action dolls • Bikes and scooters

Fig.4.1.1: Safety and Toys

4.2.5 Inappropriate Touch

As a caretaker one need to be aware of wellbeing of our children and should be attentive as well as receptive to their feelings and behaviour.

Start talking to the child about good touch bad touch as early as possible or below given points can also be used, so that they are equipped to understand this sensitive issue.

Good Touch

It feels good to be hugged and kissed by the people you love. For example:

- When mother gives child a hug and kiss after you wake up.
- When father gives child a good-night hug and kiss.
- When grandparents come to visit and everyone gets hugs and kisses.

Bad Touch

Touches that make one feel uncomfortable are usually bad touches. Child don't have to keep a secret when someone gives them bad touch. Don't feel that you are bad. Whoever gives child a bad touch is the one who is bad, not a child. Nobody should touch anybody if they don't want to be touched. Below mentioned examples can help you understand what a bad touch is?

- It is a bad touch if it hurts you.
- It is a bad touch if someone touches you on your body where you don't want to be touched.
- It is a bad touch if the person touches you under your clothing or tickles you under the clothing.

- It is a bad touch if a person touches you in a way that makes you feel uncomfortable.
- It is a bad touch if that touch makes you feel scared and nervous.
- It is a bad touch if a person forces you to touch him or her.
- It is a bad touch if a person asks you not to tell anyone.
- It is a bad touch if a person threatens to hurt you if you tell

Teach the child the following safety rules:

- It is not okay to touch someone else's private body parts.
- It is not okay for someone to touch his or her own private body parts in front of you.
- It is not okay for someone to ask you to touch his or her private body parts.
- It is not okay for someone to ask you to take your clothes off except if they are a doctor helping to see if you are hurt or sick
- It is not okay for someone to take photos or videos of you with your clothes off.
- It is not okay for someone to show you photos or videos of people without their clothes on.
- You can decide who can touch you, who can kiss you, or who can give you a hug. You have the right to say, "no."

Train the child what to do when someone touches you in the wrong way:

- Say no! Tell the person that you don't like it and you don't want to be touched.
- Get away fast! Run away from the person whose touch you don't like.
- Never stay alone with that person ever again.
- Call for help. You can scream.
- Believe in yourself. You did nothing wrong.
- If someone touches you in the wrong way, tell someone you trust what has happened. Don't let threats scare you into running away or keeping quiet. When a person touches you and asks you to keep it a secret between the two of you, ask yourself, "Does the secret bother me?"
- Don't keep secrets that make you feel uncomfortable. Go to a person you trust—a parent, a caretaker, relative, a teacher, or your doctor. If the person you go to doesn't believe you, go to someone else you trust until someone believes you and helps you.

4.2.6 Identifying and Handling Signs of Bullying in Children

Bullying is intentional tormenting in physical, verbal, or psychological ways. It can range from hitting, shoving, name-calling, threats, and mocking.

What are the Signs of Bullying?

Unless your child tells you about bullying — or has visible bruises or injuries — it can be hard to know if it's happening. But there are some warning signs. Parents might notice kids:

- Acting differently or seeming anxious
- Not eating, not sleeping well, or not doing the things they usually enjoy
- Seem moodier or more easily upset than usual
- Avoiding certain situations (like taking the bus to school)

If you suspect bullying but the child is reluctant to open up, find ways to bring up the issue. For instance, you might see a situation on a TV show and ask, "What do you think of this?" or "What do you think that person should have done?" This might lead to questions like: "Have you ever seen this happen?" or "Have you ever experienced this?" You might want to talk about any experiences you or another family member had at that age.

Let the child know that if he/she being bullied or harassed — or see it happening to someone else — it's important to talk to someone about it, whether it's you, another adult (a teacher, school counselor, or family friend), or a sibling.

Scan the QR Codes to watch the related videos



Outside the Home



Common health issues and their
treat



Preventing Accidents and Injuries



Play It Safe



Inappropriate Touch

Summary

- The number one priority of a child caretaker is the child's safety.
- It is hard to supervise children while you're talking on the telephone. That's why you should keep all conversations as short as possible and avoid personal calls that aren't necessary.
- Personal safety is of utmost importance. So always, get to know the parents and families of the children you babysit and meet their pets.
- When in the home, never open the door to strangers. Always check before opening the door to anyone, even the parents. Look out through a peephole or window first.
- If you leave the home, such as if you go to the park, do not talk to strangers. If a stranger keeps trying to talk to you, ignore the person and take the children to a safe area.
- If the child is suffering from a common cold, you should make him take proper rest as there is no cure for it.
- Influenza or Flu is a typical viral illness that spreads through a cough and sneezes. Though it looks but is not similar to common cold as It is caused by a different set of viruses and can be dangerous.
- Diarrhoea happens because of an infection in your stomach. Maintaining proper hygiene can reduce this risk.
- Vomiting is the process a body acquires to clean the stomach from the harmful substances. Vomiting sometimes can be severe if it is frequent for an extended period.
- A caretaker should know what animals and insects are common to your area and how to avoid them.

- If children start to dig or reach into areas where animals or insects may live, such as in woodpiles, near garbage, under logs or in leaves or brush, stop them!
- Keep children at least 3 feet away from any heat source, such as hot food or liquid, table lamps and a stove or oven that is in use. Do not leave items in or on the stove unattended.
- Choking is an emergency in which children or infants cannot cough, speak, cry or breathe because the airway is partially or completely blocked.
- If a young child is going to play with stuffed animals, dolls or action figures, check to make sure eyes, noses, buttons and other small parts are securely attached.
- A drowning can occur when a child's face is submerged in any depth of water for too long and can happen in a bathtub, bucket or even a toilet bowl.
- Have children wear helmets and protective padding, such as knee or elbow guards when using riding toys.
- It is very important for caretaker to know how to prevent, prepare for and respond to weather-related emergencies. Such as, electrical storms, floods, earthquakes, winter storms etc.
- As a caretaker one need to teach children about good touch and bad touch and need to be aware of their well being all the time.

Exercise

1. Touches that make one feel uncomfortable are usually _____.
2. Loose and more than normal bowel movements are the symptoms of _____.
3. Which of the following is an example of bad touch?
 - a) When an unknown person touches/kisses child
 - b) When mother gives hug to the child
 - c) When the mother dresses the child
 - d) When grandparents kisses the child
4. Which of the following is a sign that the child is being bullied?
 - a) Child seems calm and relaxed
 - b) Child is eating too much
 - c) Child is playing too much
 - d) Not eating/sleeping well
5. What are some ways to train the child on handling bad touches?

.....

.....
6. Mention some ways to avoid hazards related to riding toy/vehicle injuries.

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5. Display Standards of Hygiene and Work Etiquettes



Unit 5.1 - Maintain Behavioural Etiquette

Unit 5.2 - Follow Practices of Hygiene

Unit 5.3 - Professionalism at the Workplace



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Explain how to communicate effectively with an employer, co-workers, the family and others.
2. Describe how to practice ethical behaviour, a positive outlook and personal integrity.
3. Discuss the method of dressing professionally, maintaining personal hygiene and grooming.
4. Explain gender discrimination, gender equality and various ways of being gender-sensitive.
5. Discuss the provisions of Sexual Harassment of Women at the Workplace (Prevention, Prohibition and Redressal) Act, 2013.
6. List health and safety requirements of the PwD (Persons with Disabilities).
7. Describe the rights, duties and benefits available at the workplace for PwD.
8. Explain the procedure to report various issues (e.g., sexual harassment, infectious disease, health issue to the appropriate authority).
9. Describe how to recognize indicators of harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation and culture.
10. Discuss personal, social and telephone etiquette.
11. Explain the ways of managing time.

UNIT 5.1: Maintaining Behavioural Etiquette

Unit Objectives

At the end of this unit, the participant will be able to:

1. Identify the procedure and standards of effective communication at the workplace.
2. Explain time management.
3. Illustrate the core values to be followed at the workplace.
4. Explain cultural acclimatisation.
5. Elaborate about gender and age sensitivity.
6. Elaborate about PwD sensitivity.

5.1.1 Elements of Effective Communication

Effective communication is the exchange of information from one person to another. In simple words, it teaches people the appropriate way of sharing or exchanging information. It states that a person is responsible for respecting other individuals' boundaries and limits.

Effective communication involves:

- 9% - Writing
- 16% - Reading
- 30% - Speaking
- 45% - Listening

Importance of Communication

Communication helps the Caretaker:

- Identify the needs of the employer
- Take proper care of employer as per the identified needs
- Identify symptoms of diseases/ illness
- Understand the present condition of the employer (whether ill or healthy)

Communication Skills

As mentioned above, Communication skills are of various types, like:

1. Speaking
2. Writing
3. Reading
4. Listening

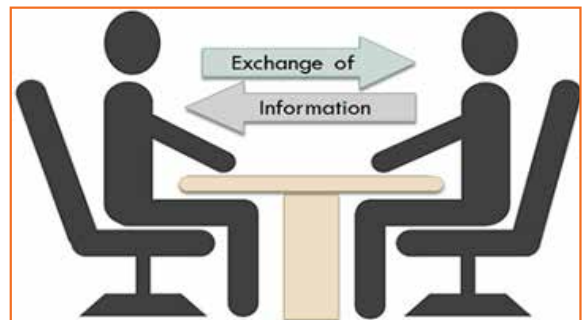


Fig.5.1.1: Communication

Other preferable skills in Caretaker:

- Skill for communicating with an employer
- Skills to communicate with the family of the employer
- Basic skills of reading, writing and documentation of reports
- Basic computer literacy

Fundamentals of effective communication

Effective Communication is a two-way information sharing process, which involves one party sending a message that is easily understood by the receiving party. A Caretaker, with effective communication skills, can work more efficiently and assist an employer in maintaining good health. This shall earn appreciation more often than not.

Elements of communication



Fig.5.1.2: Elements of effective communication

- **Verbal communication:** In Verbal communication, thoughts or emotions or information is exchanged between individuals through the use of speech.
- **Clarity & concision:** When writing or speaking to someone and be clear about your goal or message. To be clear, try to minimize the number of ideas in each sentence. Clarity implies emphasizing a specific message or goal at a time. Conciseness means wordiness, i.e. communicating what you want to convey in the least possible words.
- **Confidence:** Confidence is very important for effective communication and ensures that one's presence is more poised and effective in conveying the desired message congruently.
- **Respect:** Successful and respectful communication is a two-way street. Take the time to attentively listen to others and wait for feedback from others. Watch your tone and use good non-verbal skills.
- **No-verbal communication:** Nonverbal communication includes all those ways we communicate without words such as facial expressions, posture, eye contact, gestures, tone of voice, body language, and other ways.
- **Politeness & precision:** Communicating politely indicates respect for others, which can go a long way in both personal and business communications.

Precise language is also important to paint a picture for your listeners so that they can more easily understand your ideas

- **Empathy:** Empathy is an important communication skill that affects both individual knowledge acquisition and interpersonal relationships. Empathetic understanding is, therefore, both an important determinant of how well we communicate with each other as well as a personal characteristic that facilitates our ability to persuade other people to accept an idea, feel a particular way, or pursue a certain course of action
- **Right medium:** Choosing the right medium for each message is becoming an important communication skill in itself
- **Active listening:** Active listening is a core element of efficient communication, proper listening improves communication, raises the level of comprehension and knowledge, and increases efficiency in everyday activities.
- **Open to feedback:** Feedback is the last step in the communication process and it ensures that the receiver has understood the message in the same terms as intended by the sender. Being open to feedback helps individuals become self-aware, to know what they are good at and what they need to work on to maximise their performance.

Methods for Effective Communication with Various Categories of People

For effective communication with one's colleagues and peers, the below-given points should be considered: -

- Listen actively
- Modify Tone according to the receiver
- Watch the body language
- Think before speaking
- Take notes
- Act politely but firmly
- Maintain a positive smile and attitude



Fig.5.1.3: Essential components to build effective communication

Types of Communication

Communication can be categorized into the following types:

1. **Verbal Communication:** Verbal communication refers to our messages shared in the form of listening, speaking or writing

2. **Nonverbal Communication:** Body language or gestures, actions, facial expression are the elements of Nonverbal communication
3. **Written Communication:** When communication takes place through writing letters, messages, etc., it is called Written Communication. There are two categories written under communication:
 - » **Formal Communication:** It involves communicating through emails, reports and social media
 - » **Informal Communication:** Group meetings, discussions, debates and conferences are part of informal communication

Common Communication Aspects

Some of the communication aspects are as under:

- **Tone:** Maintain a polite, pleasant and purposeful tone. Avoid sarcasm at all costs.
- **Communication Gap:** Open up and communicate with your employer. A communication gap, in this case, is not acceptable.
- **Miscommunication:** Miscommunication with/wrong feedback to the employer/ other family members/ doctors can be dangerous. Communication should be done directly and not through another person. Communication should be unambiguous.
- **Language Barriers:** The language of communication should be known to both the sender and receiver.
- **Ambiguity:** The communication with peers, colleagues and employers and vendors should always be clear, direct, unambiguous and positive.

5.1.2 Time Management

Time Management means managing your time efficiently so that you may accomplish more work in less time. It can happen if we allocate the right amount of time to the right activity. Time Management is as important for personal life as for professional success. As time cannot be saved, it should be managed so that we may complete our entire task in the given time.

Importance of Time Management

Time management is essential for our life because-

- You can complete all your tasks within the given time.
- You can save time on the work you love to do.
- You can gain respect and trust from others.
- You could become efficient and utilise your capacity up to the maximum
- You can set an example for others and grow in your professional life.

Manage your time

Time management is an ongoing process and can be done by keeping the basics in mind:

Prioritising: Prioritising your work is the first step for time management. By prioritising you would be able to know:

- What next work you would be doing;
- What is the purpose of doing that;
- How much time should you give to that work;
- By what it must be completed.

Avoid Distraction: After prioritising when you start the work, you must avoid the distractions to finish it in the targeted time. So to keep the distractions away, you need to:

- Say no to Television;
- Avoid unnecessary Phone Calls;
- Do not take interest in others' matters or gossip.

Make achievable goals: You should make a daily planner with achievable goals as it will boost you up once you complete your tasks.

Tips

- *Always keep in mind one's rights and duties to the workplace in terms of safety*
- *Expected behaviour of employer and the dos and don'ts of it*
- *Contact number of employer or co-workers, family members relevant helpline numbers*
- *Do not blame others: If you fail to complete your work in the targeted time, you should not blame others for not helping you or distracting you. You must decide to finish this task as soon as possible.*
- *Have some fun: If you would just do repetitive work, your enthusiasm and zeal will go down after some time. You need to give some time to yourself and your hobbies so that you may stay fresh and active.*

5.1.3 Core Values

Core values to be practised at the workplace

As a human beings, we all have some moral principles that govern our behaviour. If this behaviour is as per the rules set by society, our behaviour is ethical. The morals that are necessary for ethical conduct are – honesty, trustworthiness, courteousness and respect for others.

Professionalism and ethics in the workplace are the guiding principles that an individual or the company has established. They give general outlines of how employees should behave, as well as specific guidance for handling issues like harassment, safety, and conflicts of interest.

Though the world has changed, these morals have similar values still today as they had in earlier days. As being a Caretaker, you are expected to have such ethical behaviour and need to show it at your workplace. The primary values one should have:

- **Integrity:** Integrity means to live one's life in private in the same way that a person lives in public, it liberates and never oppresses. A Caretaker governed by integrity is a liberated Caretaker, and, therefore, the receiver of service is liberated as well. There is no victim or victimhood when integrity is the governing principle of life. Fairness is the outgrowth of integrity, and fairness protects both the Caretaker and the service receiver.
- **Honesty:** Honesty is the best policy as everyone knows, so one must be honest with themselves as well as to their work.
- **Trustworthiness:** Being a Caretaker, you would be working in others houses and will be responsible for many things, especially in the absence of the family. Hence, if you fulfill their expectations to earn their trust, it will earn you a good relationship with your employer.
- **Accountability:** You must take responsibility for your actions and work and do not blame others for your failure. By doing this, you can impress your employer and will gain respect.
- **Courteousness:** You should be polite, well-mannered and friendly with the family member of the employer. You should respect others to get respect from them. It applies to all whether older or younger.
- **Improve continually:** In today's times, you need to improve yourself and improve your knowledge and

competency to be and grow in your job. So you should also learn new techniques and ways to do your job in a better form in less time.

- **Self-respect:** Though growing in professional life is critical, you should make sure that you are not compromising with your self-respect. There is a very thin line between ego and self-esteem, and you must know this difference. Any person who has self-respect is always being respected by others.
- **Have Grandparent's Morals:** Though the time has changed, the old morals of your grandparents still have value. So always work on old morals and never compromise with them. It will surely facilitate you to complete your tasks effectively.
- **Maintain Confidentiality:** As you are working in a house and know a lot of secrets of that family, you should always maintain confidentiality and never share these secrets with anyone, not even in your family. It will bring you the respect and trust of the employer.
- **Respect the limits:** If you maintain a distance and do not cross your limits while dealing with the family members, they will also respect your limits and never try to pass that.

5.1.4 Cultural Acclimatization

The word 'acclimatization' implies the adjustment of an individual in any situation. In simple words, it means cultural adjustment. When a person lives within a culture, they learn behavioural patterns as per the culture of the place. However, when the same person moves to a new place or starts working with an organization, they learn a new set of cultural behaviour and patterns as per that place.

Example: A person (Caretaker) living in a Bengali community will grow in a specific cultural atmosphere. When the same person relocates to Gujarat for a job, he/ she will be subjected to a new cultural atmosphere.

There are mainly four stages of Cultural acclimatization:

1. Initial Excitement/ Euphoria known as the 'Honeymoon' stage: In this phase, one will find:

- » Cooperative atmosphere
- » Interest in learning new things
- » Motivating attitude
- » Intrigued with similarities between your culture and the new culture

2. Hostility/Irritation known as the "Culture Shock": In this phase, one will find:

- » Small differences in your and the new culture
- » Subtle (minute) indications regarding prejudices and stereotypes
- » Feeling helpless

3. Gradual Adjustment, Perspective, and Humor:

- » New culture starts seeping into you
- » Cultural cues become easier for you to read
- » You start adjusting to the new culture
- » You begin adjusting to the emotional side of the new culture

4. Biculturalism and Adaptation, known as the "Feeling at Home"

- » The new culture becomes a part of you and should not affect you negatively
- » You can work with pleasure and full potential

5.1.5 Gender and Age Sensitivity

Gender sensitivity is the act of being sensitive towards people and their thoughts regarding gender. It ensures that people know the accurate meaning of gender equality and judge people based on their capabilities and not gender. In simple words, it is the identification, consideration and acknowledgement of men and women as individuals.

Important Terms

- **Gender Sensitivity:** Gender sensitising is about changing behaviour and instilling empathy into the views that we hold about our own and the other genders. It helps people in examining their attitudes and beliefs and questioning the realities they know. In simple words, it is the identification, consideration and acknowledgement of men and women as individuals.
- **Gender Equality:** It means persons of any gender enjoy equal opportunities, responsibilities and rights in all areas of life.
- **Gender Difference:** It is the basic differences and variances that are based on biological adaptations combined with culture and socialisations between males and females. It remains variable across time and cultures.
- **Gender Discrimination:** It means treating an individual unequally or in a disadvantageous way based on the person's gender. E.g., Paying different salaries for a similar or equal position or job to men and women.

5.1.5.1 Bridging Gender Differences

Men and women react and communicate very differently. Thus, there is quite some work disparity as both the genders have their style and method to handle any situation and perform.

Although, understanding and maturity varies from person to person even between these genders based on their knowledge, education, experience, culture, age and upbringing as well as how one's brain functions over a thought or problem.

Some ways to bridge the gap are as follows:

- Do not stereotype all men and women.
- Always stay aware of the style of communication of every gender– verbal and non-verbal to avoid any miscommunication and work better.
- Always beware of unconscious stereotypes and biases and break past them whenever necessary.
- Recognise different styles of leadership as each one can be beneficial in its way.
- All genders should make room by providing sufficient time and space for the other in order to have each other proper contributions in any matter or situation.
- Always gather information and learn about the communication styles of each gender.
- Considering the impacts of specific cultures and cultural norms with regard to gender and sexual orientation
- Appointing dedicated staff members to implement the gender-sensitive practice, provide training, and provide regular reports on gender initiatives.

Ways to reduce Gender Discrimination

- Taking effective steps against sexual harassment and catcalling on the street by both authorities and individuals. The inaction of bystanders encourages harassment and catcalling in public areas.
- Gender stereotypes are how society expects people to act based on their gender. This can only be reduced by imparting proper behavioural training and the right attitude.

- Objectification of girls (e.g., external looks are brushed and given most importance as a quality in girls) must be called off and girls should be allowed to tell their own stories.

Ways to promote gender equality

- Household chores should be shared by both men and women.
- Signs of domestic violence should be noticed/ understood and help must be sought.
- Protest where possible or safe/ Report chauvinist and racist attitudes.
- Encourage women to go ahead in every field of work and take charge.
- Take part in women empowerment.
- Protest/ Stop masculine and feminine toxicity.

Ways to promote gender sensitivity in the workplace

- Hiring policies should be recreated to increase diversity.
- Providing leadership roles to all genders with equal responsibilities, rights and privileges.
- Payment should be equal for all genders for similar or same job roles/ positions.
- Prioritising work-life balance especially for women such as providing household help to working mothers, easing workload or providing paid leaves to women during first and second days of periodical cycles, providing maternity, etc. Paternity leaves should also be provided to fathers during childbirth.
- Strict and effective workplace harassment and offence policies.
- Providing all employees, irrespective of gender, an open-minded and stress-free environment to work.

5.1.5.2 Vishaka Guidelines against Sexual Harassment

In 2013, the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act was passed broadening the Vishaka guidelines. The Act mandates that every organisation with 10 or more employees set up an internal complaints committee of ICC at each office or branch.

Sexual harassment includes such unwelcome sexually determined behaviour (whether directly or by implication) as:

- Physical contact and advances
- A demand or request for sexual favours
- Sexually coloured remarks
- Showing pornography
- Any other unwelcome physical, verbal or non-verbal conduct of sexual nature

Who is an 'aggrieved woman' as per the Act?

The Act recognises the right of every woman to a safe and secure workplace environment "irrespective of her age or employment/work status". Any woman coming to any workplace "whether in the capacity of regular, temporary, ad-hoc or daily wages basis" is protected under the Act.

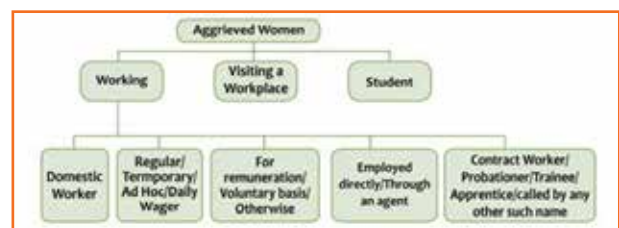


Fig.5.1.4: aggrieved woman

How to file a complaint of sexual harassment at the workplace?

The 2013 Act says the aggrieved woman may make, in writing, a complaint of sexual harassment. However, a written complaint is not mandatory. If she cannot give a written complaint, any member of the ICC “shall” render “all reasonable assistance” to her for facilitating it. Also, if the woman is unable to make a complaint citing “physical or mental incapacity or death or otherwise”, her legal heir may do so.

Time-frame for making a complaint to ICC

The complaint of sexual harassment has to be made “within three months from the date of the incident”. However, the ICC has the discretion to “extend the time limit” if “it is satisfied that the circumstances were such which prevented the woman from filing a complaint within the said period”.

5.1.5.3 Child Sexual Abuse Prevention

Child sexual abuse exploits and degrades children and can cause serious damage to the cognitive, social, and emotional development of a child. In 2012 the government passed the new legislation called Protection of Children against Sexual Offences Act, 2012 (POCSO Act).

The POSCO Act was enacted to address criminalising a range of acts including child rape, sexual assault, sexual harassment, and pornography involving a child (under 18 years of age). The law mandates the setting up of Special Courts to facilitate speedy trials in Child Sexual Abuse cases.

The POSCO Act provides for stringent punishments, which have been graded as per the gravity of the offence.

POCSO Act is also forward-thinking in many aspects, in that, the definition of sexual harassment includes:

- Repeatedly or constantly following.
- Watching or contacting a child either directly, electronically or through other means thus, covering incidents of child harassment via sexting or sexual cyberbullying.

5.1.6 PwD Sensitivity

Some individuals are born with a disability, while others may acquire their disability due to an accident, illness or as a part of the ageing process. People with disabilities may have one or more areas in which their functioning is affected. A disability can affect hearing, sight, communication, breathing, understanding, mobility, balance, concentration or may include the loss of a limb. A disability may contribute to the way a person feels each day and affect their mental health.

Important Terms

- **Persons with Disabilities (PwDs):** As per Section 2(t) of the Persons with Disabilities (Equal Opportunities Protection of Rights and Full Participation) Act, 1995, Persons with Disability means a person suffering from not less than 40% of any disability as certified by a medical authority.
- **Disability:** As per Section 2(i) of the Act, Disability means:
 - » Blindness – Visually impaired
 - » Low Vision
 - » Leprosy Cured
 - » Hearing impairment
 - » Locomotor disability
 - » Mental retardation
 - » Mental illness

- As per clause 7 (1) of the Rights of PwD Act 2016. An appropriate Govt. is required to take measures to protect PwD from all forms of abuse, violence and exploitation to prevent the same.
- As per clause 41 (1) of the abovementioned Act, the Govts are to provide suitable measures to provide:
 - » Facilities at transportation terminals to enable the provision of the accessibility to the services therein in terms of parking, accessing ticketing counters/ machines
 - » Access to all forms of transportation modes, such as ramps and wheelchairs
 - » Accessible roads to provide mobility to PwD
- As per Clause 41 (2), Govt. are also to take measures to provide mobility, such as retrofitting of vehicles/ other transportation means, incentives and concessions and personal mobility assistance
- Persons with disability 40% and above are to be provided with a special Identity Card and Disability Certificate to benefit from the scheme and privileges for them.
- The organisations where the PwD or are inhabited should align themselves with the rights and privileges, and facilities for the PwD as per the above mentioned Act.

5.1.7 PwD Sensitivity

Some individuals are born with a disability, while others may acquire their disability due to an accident, illness or as a part of the ageing process. People with disabilities may have one or more areas in which their functioning is affected. A disability can affect hearing, sight, communication, breathing, understanding, mobility, balance, concentration or may include the loss of a limb. A disability may contribute to the way a person feels each day and affect their mental health.

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 - » Mental retardation
 - » Mental illness

PwD Sensitivity

PwD sensitivity and inclusion cover instilling empathy, etiquette and inclusion practices for individuals, companies and organisations to interact and work with individuals, who have a disability, which could be sensory, physical and/ or intellectual.

Ways to be PwD Sensitive

- Be respectful to all Persons with Disabilities (PwDs) and communicate in a way that reflects PwD sensitivity.
- Always be supportive and empathetic towards a PwD with their daily chores.
- Always be ready to assist/ help a PwD to help them avail of any benefit/ livelihood opportunity/ training of

any kind that helps them grow.

- Encourage and try to make things easier and accessible to PwDs so that they can do any work without any/ minimum outside help.
- Protest where feasible/ Report any wrong act/ behaviour against any PwD to the right authority.
- Awareness about the laws and acts, policies and schemes about PwDs in India.
- Provide help only when asked for

The Rights of PwD

The disabled persons have inherent rights to respect for their human dignity and irrespective of the origin, nature and seriousness of their handicaps and disabilities, have the same Fundamental Rights such as:

- Disabled persons have the same civil and political rights as other human beings.
- Disabled persons are entitled to the measures designed to enable them to become as self-reliant as possible.
- Disabled persons have the right to economic and social security
- Disabled persons have the right to live with their families or with foster parents and to participate in all social, creative or recreational activities.
- Disabled persons shall be protected against all exploitation and treatment of a discriminatory, abusive or degrading nature.

Some of the Constitutional Rights of Disabled Persons are as follows:

- Prohibition of Discrimination
- Equity in Social, Economic and Cultural Rights
- Right to Work
- Right to Liberty
- Right to Freedom of Expression

Special Benefits for PwD

Several ministries/departments of the Government of India provide various concessions and facilities for PwD that includes:

- Concession on railways
- Air travel concessions
- Postage
- Customs/excise
- Conveyance allowance
- Educational Allowance
- Income tax concession
- Economic assistance by public sector banks

To know more about the benefits and schemes for PwD provided by the Government of India, please refer to the link <http://www.swavlambancard.gov.in/schemes/search>.

Making workplace PwD Friendly

- Make the employees and one more aware of Persons with Disabilities and PwD sensitivity by investing in appropriate training. This training should be conducted periodically.

- Installing and enabling assistive devices in the workplace to facilitate PwDs.
- Make the workplace such as disabled-friendly washrooms and parking, wheelchair accessible doorways, ramps at entries and exits, cafeterias, wide corridors, disabled-friendly workstations, accessible operating or braille buttons in lifts, etc. The range of construction depends on the size and finances of the business or on the employer/ owner's capability to invest in the same. One should do the bare minimum one can.
- Do not make any PwD feel uncomfortable by giving too much attention or less.
- Use a normal tone while communicating with a PwD and treat them as all others keeping in mind their limitations and type of disability.
- Provide help only when asked for.
- Provide equal opportunities and leadership roles.
- Provide honest feedback and appraisal.
- Facilitate their health and well-being.

Myths and stereotypes

We are all individuals with commonalities and differences and that is true for persons with disabilities as well. As a Caretaker, it is important to remember to not show pity or put an individual up on a pedestal – everyone should be treated as equals regardless of one's abilities.

When working with people with disabilities, it is important to avoid stereotypes. To debunk common stereotypes and myths, below are some key items to note about persons with disabilities:

- Persons with disabilities are of all ages, come from diverse cultures and financial backgrounds.
- People with disabilities work.
- People with disabilities have families.
- Not all persons with disabilities are on or receive benefits such as medical insurance, etc.
- People with disabilities have goals and dreams.
- All people with disabilities do not necessarily want or need assistance.
- People who are blind or have low vision may wear glasses.
- People who are deaf may use their voice and may be able to read lips, but not all.
- Not all people who use wheelchairs are completely paralyzed – some may be able to walk short distances.
- Delayed or slow speech is not necessarily a sign of a slowed mental process.
- Persons with learning disabilities can be highly intelligent individuals; they simply have a different way of learning.

Expected Employer behaviour

Employers hire people as Caretakers so that they can avail help when required. In exchange, employees expect a good salary and cordial behaviour from employers. Some of the expected behaviour traits that Caretakers expect from their employers are:

- **Cooperation:** No work can be termed successful if there is no cooperation from the employer's side. This is one of the greatest assets that help people succeed. Cooperation helps to understand the job role better and to complete it within the timeline.

Example: It is the responsibility of the employer to give a brief about the allergic reactions related to specific food items and vaccination details when the Caretaker joins.

- **Polite:** Polite words are always welcomed at work. This is a basic aspect that everybody expects.

- **Dependability:** Dependability at the workplace means that people stick to the words they promise. This establishes the fact that the employer can handle the situation well and efficient enough to provide for the Caretaker during times of his/ her needs.
- **Positive Attitude:** There is a popular saying – “The grass is always green on the other side.” However, people with a positive outlook in life find their side green as well. Employers with a positive attitude can not only supervise the work of the employees but also act as a helping hand to accomplish the given task. A person with a positive attitude looks at the best qualities in others and polishes them to gain success at work.
- **Unbiased:** The employer should always remain fair towards all his/ her employees. One should not adopt practices to favour one employee while neglecting or ignoring the other. This might create unrest in the working environment. Also, the employer should always be fair in making any decisions or judgement for the employee. The employee should always be given a fair chance to talk in a stress-free and confident environment.
- **Decent:** The employer should never present oneself in an improper manner before the employee. One should always respect each other's presence and behave accordingly. The employer should not speak or act in a manner that may make the employee feel uneasy, insulted and insecure.

Exercise

1. Every employee should maintain what at the workplace and should not exchange information outside the workplace?
 - a) Maintenance
 - b) Hygiene
 - c) Confidentiality
 - d) Conciseness
2. Which of the following are the ways to promote gender equality?
 - a) Take part in women empowerment.
 - b) Household chores should not be shared by both men and women.
 - c) No need to Protest/ Stop masculine and feminine toxicity.
 - d) Never encourage women to go ahead in every field of work
3. Which of the following are the important terms about gender and age sensitivity?
 - a) Gender Equality
 - b) Gender Difference
 - c) Gender Discrimination
 - d) All the above
4. Which communication includes all those ways we communicate without words?
 - a) No-verbal communication
 - b) Politeness & precision
 - c) Right medium
 - d) Active listening

5. In _____, thoughts or emotions or information is exchanged between individuals through the use of speech.
- a) Confidence
 - b) Verbal communication
 - c) Clarity & concision
 - d) No-verbal communication

6. Identify the ways to handle common communication issues.

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7. Explain why Caretakers must practice Age and Gender sensitivity.

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Notes



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UNIT 5.2: Follow Practices of Hygiene

Unit Objectives

At the end of this unit, the participant will be able to:

1. Explain personal hygiene.
2. Elaborate about maintaining hygiene at the workplace.
3. Identify the basic healthcare and emergency procedures.
4. Demonstrate the background, symptoms and precautions in case of highly infectious flu such as Coronavirus.

5.2.1 Personal Hygiene

Maintaining hygiene and cleanliness are necessary for both social and health-related reasons. Maintaining both not only helps Caretakers keep the home and living space clean but also ensures that the area is free of dirt, germs and possible infections.

Some of the basic aspects related to personal hygiene are as follows:

- Brush your teeth every morning and evening
- Choose a daily face cleanser
- Wash your hands and feet
- Wipe your hands and feet with a towel
- Moisturize/ powder your hands and feet
- Shower daily
- Wash your private area/ parts.
- Spray Deodorant/ talcum powder
- Wash your clothes after being worn/ used.
- Trim your hair every six weeks
- Clip your finger and toenails
- File your nails, and wash/ sanitise them frequently.
- Wipe your running nose with a tissue
- Cover your cough with a tissue
- Cover your sneeze with a tissue

Personal hygiene is a very important part of grooming standards and ensures the overall quality of services. Some of the steps, which you should consider maintaining personal hygiene, are:








Steps to Maintain Personal Hygiene	
 <p>1. Wash your hands before and after handling food and cleaning toilets</p>	 <p>2. Bathe regularly</p>
 <p>3. Brush your teeth twice a day</p>	 <p>4. Cut fingernails and toenails</p>
 <p>5. Wear a mild deodorant, the smell of which would not irritate or harm the baby</p>	 <p>6. Clean/wash hair</p>
 <p>7. Wash your face daily with a face cleanser</p>	

Fig.5.2.1: Steps to maintain personal hygiene

5.2.1.1 Guidelines to Maintain Personal Hygiene

Maintaining personal hygiene is necessary for many reasons; personal, social, health, psychological or simply as a way of life. Maintaining standard hygiene always helps to prevent the development and spread of infections, illnesses and bad odours.

Cleaning the Head

- Head bath to be taken once or twice a week with shampoo or any other cleansing agent (like shikakai).

Cleaning of Eyes, Ears and Nose

- Wash your eyes with clean water every day.
- Wax gets formed in the ears and blocks the airway which causes pain. Hence clean the ears once a week with cotton buds.
- Nose secretions get dried and form a crust that blocks the nose. Hence clean the nose whenever needed.

Cleaning the Mouth

- Brush twice a day –morning, as soon as you get up from the bed and at night before going to bed. Coal powder, salt, rough tooth powder, etc., when used for brushing lead to scratches in the outer layer of the teeth.
- Wash your mouth with clean water after eating any food. This prevents food particles from settling between the teeth which produce a bad smell, spoil the gums and lead to tooth decay.
- Take a nutritious diet. Eat less sweets, chocolates, ice cream and cakes.
- When you see signs of tooth decay consult a dentist immediately.
- Regular and proper brushing methods help you prevent tartar from settling on the teeth. Consult a dentist for regular cleaning of your teeth.

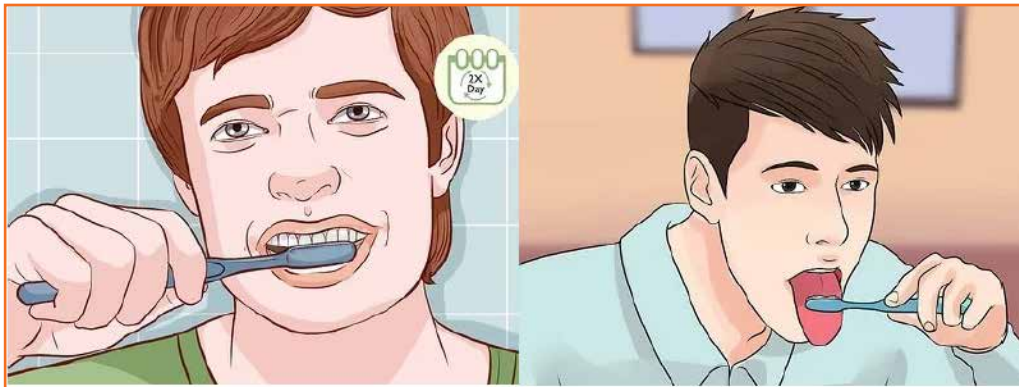


Fig.6.2.2: Cleaning the Mouth

Skin Care

- Skin covers the whole body, protects organs and helps to maintain body temperature. The skin helps to bring out the body's dirt through sweat. In defective skin, the sweat glands get blocked and as a result, sores, boils and acne develop. Take a bath every day using soap and clean water to keep your skin clean.



Fig.6.2.3: Skin Care

- Neem can also be used as a natural alternative to cleanse the skin. One method is to rub the body with neem paste, let it dry, and then have a bath. Another way is to soak some neem leaves in water overnight and have a bath with this water. This keeps the skin clean of most harmful bacteria. A pinch of turmeric can also be added to the water to bring vibrancy to the body.

Washing Hands

- We perform all the activities such as eating food, cleaning after passing motion, cleaning the nose, removing cow dung etc. with our hands. During these activities, many diseases causing germs remain under the nails and over the skin. Washing the hands (above the wrist, in between the fingers and nails) with soap after completion of the activity and especially before cooking and eating food helps to prevent many diseases.
- Cut your nails regularly. Avoid biting nails and nose picking.
- Wash hands before eating or feeding.
- Make safe contact with blood, faeces, urine and vomit and body solutions while caregiving activities.
- After passing motion and urine, wash the parts with clean water and keep the parts clean. Do not forget to wash your hands with soap. Keep the toilets, bathrooms and surroundings clean. Avoid open-air defecation



Fig.5.2.4: Washing Hands

Cleanliness of the Crotch Genitals

- Both men and women are to keep their crotch and genitals always clean.
- Women, during menstruation, should use clean, soft cloth or sanitary napkins. Change the napkins at least twice a day.
- Any infection of the reproductive tract should not be ignored and a doctor should be consulted immediately.

Practice hygiene during cooking

Practice the following hygiene tips during cooking to prevent food contamination, food poisoning and transmission of disease.

- Keep the cooking area and vessels clean.
- Avoid eating/cooking rotten or infested food material.
- Wash your hands before cooking and serving the food.
- Wash the food items such as vegetables thoroughly before use.
- Store the food items properly.
- Check the labels of food items while purchasing to know the 'Best before' date.
- Dispose of the kitchen waste properly.



Fig.5.2.5: Practice hygiene during cooking

Medical hygiene

- Take care of wounds by dressing them using a proper bandage
- Look for the expiry date while purchasing medicines
- Safe disposal of unwanted medicines
- Do not take medicines without a doctor's prescription

5.2.2 Hygiene Practices at the Workplace

There are various things that a person can inculcate as their habit to maintain hygiene. Two common methods that a Caretaker should follow regularly are:

1. Wash and Sanitize hands using suggested material regularly
2. Wash the cups, glasses and other cutlery clean before and after using them

Wash and Sanitize hands using suggested material regularly

Hand washing is an important part of hygiene maintenance. It removes dirt and reduces the chances of spreading germs.



Fig.5.2.6: Wash and Sanitize hands using suggested material regularly

Wash the cups, glasses and other cutlery clean before and after using them

Washing cutlery with anti-bacterial dishwashing soap ensures the removal of impurities and bacteria. This protects the employer from stomach related problems.

You should be careful while washing the glass cups, dishes and cutlery as mishandling may lead to breakage.

Procedure to wash dishes for babies:

- Line the sink with a soft cloth or towel and fill it with warm water to prevent breakage
- Use a mild detergent to wash the glasses one at a time

Background to Flu/ Coronavirus Pandemic/ Epidemics

Periodically the world has been afflicted by the spread of highly infectious and dangerous flu. Some of them are Plague in Europe in the 14th Century, the Bubonic Plague of 1896, the Spanish Flu in 1918-19, and the Covid-19 in 2019. Covid 19 is a highly infectious virus and has dangerously affected 9 million (approx.) lives. 5 Lakh lives were lost over a period of almost six months till Jun 2020. While plague is caused by the bacterium *Yersinia Pestis*, found mostly in rodents, spread mainly by infected fleas. Plague epidemics in human populations can, however, occur when the *Yersinia Pestis* pathogen invades rats.

Coronaviruses belong to a large family of viruses, some causing illness in people and others that circulate among animals, including camels, cats, bats, dogs, etc. Rarely, animal coronaviruses evolve and infect people which then spreads between people as witnessed during the outbreak of Severe Acute Respiratory Syndrome (SARS, 2003) and Middle East Respiratory Syndrome (MERS, 2014). The etiologic agent responsible for the current outbreak of SARS-CoV-2 is a novel coronavirus that is closely related to SARS-Coronavirus.

Aetiology

In humans, the transmission of the SARS-CoV-2/ Covid19 virus can occur via respiratory secretions (directly through droplets from coughing or sneezing, or indirectly through contaminated objects or surfaces as well as close contacts). Current estimates of the incubation period of COVID range from 2-14 days.

Recently WHO has confirmed that SARS-CoV-2 is airborne as well where the infectious particles are dispersed in the air which travels over long distances and time. Please see the below-mentioned link for further details, prevention and precautions.

<https://www.who.int/news-room/commentaries/detail/transmission-of-sars-cov-2-implications-for-infection-prevention-precautions>

Symptoms

Common symptoms include fever, fatigue, dry cough, loose motion and breathing difficulty. Upper respiratory tract symptoms like sore throat, rhinorrhoea, and gastrointestinal symptoms like diarrhoea and nausea/ vomiting are also reported.

During the current novel coronavirus, commonly called Covid19, the Governments imposed a lockdown on the businesses, industry and any other event requiring the gathering of people. This has caused the economic downfall; as such the Governments have allowed commercial activity partially.

Nevertheless, some of the precautions that have been advised are as under:

- Must use reusable / cloth face cover/ face mask.
- Ensure proper cleaning and frequent sanitization of the workplace, particularly of the frequently touched surfaces.
- Cover your nose and mouth with a handkerchief/tissue/ elbow while sneezing and coughing.
- Maintain personal hygiene and physical distancing of a minimum of 6 ft.
- Practice frequent hand washing with soap and water or use alcohol-based hand rub/sanitiser.

- Seating arrangements should ensure the adequate distance between officials in the rooms.
- The gathering of 5 or more persons at any place should be avoided.
- No sharing of food, water or drinks.
- Outside and frozen food or drinks should not be consumed.
- Work from home is advised and should be encouraged as far as possible.
- Meetings should be done through video conferencing only.
- Observe home quarantine as per the guidelines issued by MoH&FM. For home quarantine see <https://www.mohfw.gov.in/pdf/Guidelines>;
- People with two (co) or more (multi) morbidities are very susceptible to the virus. This includes elders above 60 years, children below 10 years and pregnant women. Hence, as per Govt guidelines, they should avoid outside exposure unless for any emergency/ very essential purpose.
- Covid 19 virus is defeated by the immunity, as such, there is a need to improve/ increase immunity when threatened by the virus.

Exercise 

1. Which one of the following is not a hygiene practice?
 - a) Taking shower daily
 - b) Wearing clean clothes
 - c) Trim your nails
 - d) Wearing Branded clothes
2. What precautions should be taken in coronavirus time?
 - a) Regularly and thoroughly wash hands
 - b) Maintain at least 1 metre (3 feet) distance between yourself and others
 - c) Avoid going to crowded places
 - d) All the above

3. Describe briefly how to maintain personal hygiene.

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4. Describe the steps-wise procedure to wash hands

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UNIT 5.3: Professionalism at the Workplace

Unit Objectives

At the end of this unit, the participant will be able to:

1. Identify the ethical behaviour at the workplace.
2. Explain visitors/ guests.
3. Explain social, telephonic and eating etiquette.
4. Illustrate the importance of confidentiality at the workplace.
5. Plan to prioritise the workload.
6. Identify the importance of a positive attitude and punctuality.
7. Demonstrate the need for dressing and grooming professionally.
8. Explain the procedure for reporting to the concerned person.
9. Define the migration-related rules, issues and requirements.

5.3.1 Personal Integrity and Ethical Behaviour

The quality of being honest and truthful with oneself and with the people around you is known as personal integrity.

The application of moral principles in everyday life to balance work relationships and individual relationships with good values and behaviour is known as ethical behaviour. The nature of communication is a considerable aspect. It is possible to be direct and honest without being insensitive.

Ethical behaviour and personal integrity can be seen in a person when they communicate with others. Verbal communication indicates the way of connecting to other people regarding thoughts and verbal actions.

In simpler words, whatever we say to explain our thoughts to others is a part of communication. When we express them in words, it is called verbal communication.

- **Clear:** Speak precisely to convey your message. Allow questions from the recipient of your communication to ensure you are understood.
- **Concise:** Do not ramble. Your important message can be lost in the non-essential information you include.
- **Consistent:** Make the message consistent at all times. If you are narrating an incident that you have observed, to your supervisor, do not change your story to make it sound more dramatic.
- **Credible:** People can tell if your words are sincere or not. Make sure your message is real.
- **Courteous:** Words and phrases such as — “Hello”, “Thank you”, “Please”, “Excuse me”, and “I’m sorry” are easy and effective ways to demonstrate respect. Be courteous when you communicate. It sets the right tone and attitude.

Some of the ways to maintain personal integrity and ethical behaviour are:

- Learn something new every day
- Know the boundaries of your work and work within it
- Speak up when you see instances of unethical behaviour
- Remain focused on your work

- Ask questions and try to find out solutions
- Communicate with your employer regularly
- Understand the requirements of the employer
- Listen to what your employers are conveying to you
- Communicate with civility and honesty
- Do not engage in ethical conflict in your workplace

Dos and Don'ts of Employee's Expected Behaviour

Dos	Don't
<ul style="list-style-type: none"> • Establish good relationships at the workplace • Listen to others and try to understand their perspective • Offer and accept constructive feedback from the family members • Manage performance appropriately • Be cordial to everyone • Always present oneself respectfully and in the best demeanour. 	<ul style="list-style-type: none"> • Leave the household work halfway • Miss the appointment of a doctor • Leave the work for long periods • Leave the work area unprotected • Never say or act in a way that may make others uncomfortable, disrespected or insecure.

Fig.5.3.1: Dos and Don'ts of Employee's Expected Behaviour

5.3.2 Greeting Visitors

“The first impression is the last impression.”

This is a well-known phrase that we all are well aware of. This saying fits Indian culture perfectly. Being a Caretaker, you must make the guests at the employer's home feel welcome. Here are a few basic things to consider while greeting guests at your workplace, who are related to the employer.

Acknowledge: Greet the guests cordially and politely.

Enquire who they want to meet: Before letting the guests enter, ask for their name and the person whom they wish to meet.

Enquire the purpose of visit: This is a safety measure to avoid the entry of unknown people into the house.

Politely ask the guest to stay outside: This is a safety measure when you can go back to the house and inform your employer about the waiting guest.

Start the conversation by asking for refreshments, when ushered in: This is to break the ice and initiate a cordial conversation until the employer comes to the living room.

For instance, you can ask about the refreshment that the guest would like to have.

Listen Attentively and Reply Politely

The procedure in effective and active listening is:

- Facing the speaker, speaking, and maintaining eye contact
- Listening to and interpreting the information gathered from the speaker
- Staying alert yet relaxed

- Keeping an open, receiving mind
- Listening to the words/ babbles and trying to visualize what the speaker is saying/ communicating
- Avoiding the practice of interrupting the speaker while he/she is speaking
- Waiting for the speaker to pause and clarify doubts
- Asking questions only to ensure understanding
- Communicating clearly on the issues faced and clarifying doubts
- Empathizing with the speaker
- Providing the speaker with constructive feedback with an effective response.

The barriers to Active Listening are:

- Distractions
- Noise
- Interruptions
- Prejudice and preconceived ideas
- Lack of interest in the conversation (Listener as well as the recipients)

You can provide a tactful response by following the below guidelines:

- Think before you speak.
- Select your words carefully before you speak.
- Always keep a smile on your face while conversing or welcoming guest.
- Do not fall for unnecessary arguments.
- Do not reveal personal information or details of the employer.

5.3.3 Social Etiquette

Etiquette is a code of behaviour that delineates expectations for social behaviour according to contemporary norms within the society or groups.

Proper etiquette is important in a social setting, but it is equally crucial in a professional setting. To achieve success at the workplace, one must be able to adapt to an ever-changing situation and act with confidence. Displaying proper etiquette will get one noticed and being noticed is great for the workplace.

- Greet everyone you meet cheerfully and with a smile at your workplace.
- Always remember 'please' and 'thank you'.
- Always show your appreciation with a smile.
- Small talk and light chitter-chatter at work are essential; it expresses friendliness without demanding attention. Whether the chat is about the traffic or the weather, the vital message is that you are all part of the same team.
- Be polite to hired help like peons, drivers, delivery boys etc.
- Do not talk loudly while talking over the phone or to your colleagues. Talk in a soft and clear voice.
- Take instructions with grace and give instructions gracefully.
- Don't be a whiner who is always complaining and miserable with his/ her lot in life. Do bring a positive attitude to meetings and discussions.

- Don't be rude or sarcastic to say "no."
- Never use words like 'can't' and 'won't', or phrases like 'I'm busy and 'that's not my job'.
- Do not criticize anyone. And if you get criticized, be professional about it. Do not take it personally.
- It is shabby to look through people's computers, emails or letters and don't ever make the mistake of sneaking into people's personal property like handbags or wallets. Be responsible for your property and valuables. If you lose your expensive items, everybody else becomes a suspect and nobody likes being one.
- Never borrow anything at your workplace without permission and when you do always return it in good condition.
- Do not misuse property at your workplace. Keep your workplace orderly. Do not infringe on other people's space.
- Do not get indulged in workplace gossip or discuss delicate topics like religion, politics and money.
- Do not fidget or make unnecessary sounds that can be distracting to your co-workers.
- Maintain stringent standards of personal hygiene. Do clean up after you use the restrooms for the next person.

5.3.4 Telephonic Etiquette

The telephonic conversation is very different from a one-on-one conversation. In a telephonic conversation, you can hear the voice (tone and volume), but you cannot see the facial expressions and body language.

When talking over the phone, you should respond quickly to phone calls and answer calls with enthusiasm, maintaining a professional manner.

Do not indulge in activities such as chewing gum or eating during calls, leaving callers on hold for a prolonged period. Try not to be short with people even during hectic times (being on a long hold for the doctor's appointment). Also, keep personal conversations to a minimum.

As a thumb rule, it is best to deal with the person there face-to-face and then the person on the phone.

Dos and Don'ts for Telephonic Communication

Dos	Don't
<ul style="list-style-type: none"> • The phone should be answered quickly. • Smile even though you are on the telephone. Your tone can convey your emotions. • Sit or stand up straight. This makes your voice clear. • Use a low-pitched voice. • Match your rate of speech to the callers. • Use polite language. • Listen attentively and reply politely. 	<ul style="list-style-type: none"> • Do not eat or chew while talking. • Avoid extremes in volume. Do not be too loud or nearly inaudible while talking. • Ensure not to argue with the person on the other side of the phone.

Fig.5.3.2: Dos and Don'ts for Telephonic Communication

How to answer a call?

Wish according to the time of the day

Hello. May I know who I am talking to? May I know who, you would like to speak to?

Appropriate Tone, Pitch and Language to Convey a Message

Your Voice: Your voice and tone are extremely important when you are speaking on the phone.

Remember to:

- Speak clearly in an even voice, neither too loud nor too soft.
- Smile when you greet each other on the phone. Your annoyance can be heard.
- Your posture can affect your voice too. So make sure you are sitting straight.
- Speak directly into the mouthpiece to make sure that your voice is clear.

Check your Words: Words, once spoken, cannot be taken back. While speaking on the phone, choose your words with care. Take messages with great care, double-checking names and phone numbers.

Check your Body Language: Even if you cannot see the caller and vice versa, body language can be detected over the phone via your tone. As such:-

- Smile as you speak, it will fetch you the right tone.
- Listen to the caller's body language, breathing, pauses, etc.
- Focus on your conversation.

Limitations Telephonic Communication

- Possible background noise
- Not being face-to-face with the caller
- Adverse effects of possible differences in language/ tone and accent
- Being distracted by things around you

Reduce difficulties:

- Listen attentively and with empathy
- Avoid distractions
- Use a good telephone set to minimise background noise
- Concentrate on your conversation
- Speak clearly and check for understanding

5.3.5 Confidentiality

Employees will assist their employer/client in the privacy of the employer/client's home. To adequately provide care support the employee will be privy to personal information about the employer/client, including information about health conditions, personal care and living arrangements. To maintain a good relationship, the employee is expected to respect the necessity to keep all personal information confidential.

Confidential means to be kept private. To assure that confidentiality is maintained, the Caretaker /employee should follow these guidelines:

- Never share information about the employer/client with the employer/client's family or friends unless requested by the employer/client.
- Never share information about an employer/client with the employee's family, friends, or other members of the community.
- The Caretaker should guard information about clients all the time, even in the privacy of your own home.

- Keep information away from anyone who does not have the right to see it and never discuss diagnosis or cares with someone who is not a part of their health care system

Confidentiality can be broken by:

- Talking in front of a client where others might overhear
- Talking to co-workers, other clients, family members, etc.
- Records left in a public place

Caretaker/employees are expected to practice good professional boundaries at all times this includes keeping personal information regarding themselves and the employer/client PRIVATE!

Best Practices:

- Get authorization from your client before giving out any information
- Think of the client's medical information as something they own
- Be careful of messages or discussions that you have
- Never leave charts, papers or computers screen available for others to see
- Be careful with what you say

5.3.6 Positive Attitude and Punctuality at Work

"The largest part of your overall health is from your mental health. Having positive mental health gives us the motivation to do our best. It also makes us strive to do better."

A positive attitude is a state of mind that emphasizes on being certain and positive, without being intolerant and overconfident.

It helps people build confidence in their workplace. It is a way of living life and choosing to see the brighter things in life. Someone with a positive mental attitude is considered likely to treat others with unconditional positive regard, a method of client-centred therapy developed by a humanist psychologist.

If you want to have a positive attitude, your vocabulary must be consistently positive. Therefore:

- Stop using negative phrases such as "I can't," "It's impossible," or "This won't work." These statements program you for negative results.
- Whenever anyone asks "How are you?" rather than "ठीकहीहै", "गुज़र रही है", or "Okay, I guess" respond with "Fine, thanks", "Terrific!" "बहुतअच्छे" or "बढ़िया!"
- When you're feeling angry or upset, substitute neutral words for emotionally loaded ones. Rather than saying "I'm enraged!" say "I'm a bit annoyed/displeased..."

A positive frame of mind helps in a lot of ways, such as:

- Expecting success and not a failure
- It makes you feel inspired
- It gives you the strength not to give up if you encounter obstacles on your way
- You regard failure and problems as blessings in disguise
- Believing in yourself and your abilities
- You show more self-esteem and confidence
- You look for solutions, instead of dwelling on problems
- You see and recognize opportunities

Some of the ways to maintain a positive attitude at the workplace are:

- Mix up/ socialize with people, who demonstrate a positive attitude.
- Start believing in yourself and try to stretch your limitations.
- Be happy and see the positive side of life.
- Learn from various aspects that come in your life.
- Stop complaining, embrace the problem, and look for solutions instead of being dejected.
- Analyse and prioritize your goals, and try to reach them.
- Take responsibility and complete the work successfully.
- Be good to others.
- Respect all, whether elders, peers, equals, youngsters, and whether known personnel or strangers, irrespective of caste, culture, religion or language.
- Know what to speak to others.
- Breathe deeply and meditate if you feel the pressure building up within yourself.

Punctuality

Punctuality is the behavioural trait that encourages a person to always be “On Time”. It inculcates the habit of deadline adherence and effective time management, thus inspiring to complete tasks as per given time and standards. Practising punctuality can be an efficient tool in delighting customers and earning their praise, retention, and loyalty. Some of the ways to maintain punctuality are: -

- Make it a habit of being on time or early, if possible
- Learn the appropriate way to manage work, such as preparing a timetable and following the same.
- Set reminders (on calendars/ smartphones).
- Make a list of tasks that you need to complete in a day.

5.3.7 Dressing Professionally

Grooming implies the things that you do to make your appearance clean and neat. In a bigger sense, grooming is preparing or training someone for a particular purpose or activity.

Proper Grooming Tips for Men

- Hair should be neatly trimmed, clean and combed.
- The hair on the crown or sides of the head should be neatly groomed and trimmed so as not to cover any portion of the ear. Hair in the front shall be groomed so that it does not touch the eyebrows.
- Hairpieces or wigs, if worn on duty, should conform to the same standards as those for natural hair. If worn, it should be neatly trimmed and should not extend below the middle ear. Sideburns should be of even width and end in a clean-shaven horizontal line.
- Flashy and bright-coloured clothes should be avoided.
- One wristwatch may be worn.
- Jewellery should be reasonable and should not create a safety hazard.
- Jewellery that is offensive or derogatory for others should not be worn while handling babies.

Proper Grooming Tips for Women

- No exotic hairstyles would be permitted.
- Hair should be tied all the time. It is to ensure that hair does not fall into food during preparation.
- Jewellery should be reasonable and should not create a safety hazard.
- Jewellery that is offensive or derogatory for others should not be worn while handling babies.



Fig.5.3.3: Hair bun



Fig.5.3.4: Jewellery

- Fingernails should be clean and neatly trimmed and should extend no farther than ¼” beyond the tip of the finger.
- Fingernails should not be shaped in a manner that may present a danger to the babies, or that will interfere with the assigned duties.
- Nail polish, if worn, should be of a neutral colour and should contain no designs or ornamentation.
- If a perfume is applied, it should be subtle. It should not irritate the employer.

5.3.8 Why Report?

Reporting certain incidents is a legal requirement. The report informs the concerned authorities about incidents, injuries, occupational diseases and dangerous occurrences, so they can identify where and how risks arise, and whether they need to be investigated.

This Health and Safety Reporting accidents and incidents at work allow the enforcing authorities to target their work and provide advice about how to avoid work-related accidents, injuries, ill health and accidental loss.

What work-related accidents must be reported?

An accident is a separate, identifiable, unintended incident that causes physical injury. This specifically includes acts of non-consensual violence to people at work.

Not all accidents need to be reported, a report is required only when:

- the accident is work-related; and
- it results in an injury of a type that is reportable (as listed under ‘Types of reportable injuries’).

When deciding if the accident that led to the death or injury is work-related, the key issues to consider are whether the accident was related to:

- the way the work was organised, carried out or supervised;
- any machinery, plant, substances or equipment used for work; and
- the condition of the site or premises where the accident happened.

When working as a Caretaker, you should report incidents to the Police and the other organisation related to the accident/ incident, such as the fire brigade, electrical and LPG distribution department.

5.3.9 Migration-Related Issues

Migration is the movement of people from their home boundary to a new location in search of work or other reasons. In India, it is essentially inter and intrastate migration. It can generally be from rural to urban/ industrialized areas in search of jobs. It can be semi-permanent or permanent.

This change of location not only comes with good opportunities but also brings varied problems. Some of the issues/ aspects of interstate migration are like:-

- Culture shock
- Difficulty in communication, if the language is different (interstate migration)
- Transportation
- Difficulty in finding community support
- Lack of compatibility between employer and employee
- In certain cases, exploitation, forcing Caretakers to live in unsuitable conditions
- Lower wage rate than expected or promised

Basic Banking Activities

Every Caretaker should be able to handle and perform banking activities. This is a basic skill that he/ she should have to handle his/ her financial aspects. A Caretaker with appropriate banking knowledge can send money to his/ her family or transact in other financial activities like RD (Recurring Deposit), FD (Fixed Deposit), etc.

Filling in pay in slip

- Take a pay-in slip from the bank account that you possess.
- Write down the information in the pay-in-slip (areas highlighted in red). Date of deposit
 - » Branch name
 - » Account holder's name
 - » Account number
 - » Amount in numerical
 - » Amount in words
- Apart from these details, you will be required to fill in your phone number and complete it with your signature.

Remittance procedure followed by banks

The image shows two examples of HDFC Bank deposit slips. The left slip is for a deposit of 5,000 rupees, and the right slip is for a deposit of 4,000 rupees. Both slips include fields for account number, date, name, and amount in words and numbers.

Left Slip (5,000 Rupees):

- Date/दिनांक: 22/07/2020
- Account Number / खाते संख्या: 15120001204673
- Branch / शाखा: Ram Kishan
- Amount in words: Five thousand only
- Amount in numbers: 5,000

Right Slip (4,000 Rupees):

- Date/दिनांक: 22/07/2020
- Account Number / खाते संख्या: 15120001204673
- Branch / शाखा: Ram Kishan
- Amount in words: Four thousand only
- Amount in numbers: 4,000

Fig.5.3.5: Deposit slip

- Log on to the online or net banking account.
- Add the beneficiary (person or company to whom you want to transfer money) as a payee from the "Add New Payee" section.
- In the relevant fields, add details like Inter Bank Transfer Limit
 - » IFSC code
 - » Beneficiary Account Number
 - » Beneficiary Name
- Enter the IFSC code of the bank branch
- Click the button "accept Terms of Service (Terms & Conditions)"
- Click Confirm
- In the provided mobile number, a password of high security is sent.
- After the option of added beneficiary gets activated, funds can be remitted by selecting the transaction type (NEFT/ RTGS) from the 'Payments/Transfers' tab.
- Select the beneficiary account, enter the amount, and click on 'accept Terms of Service (Terms & Conditions)'.
 • Finally, click the confirm button.

Business Contact List and Relevant Helpline Numbers

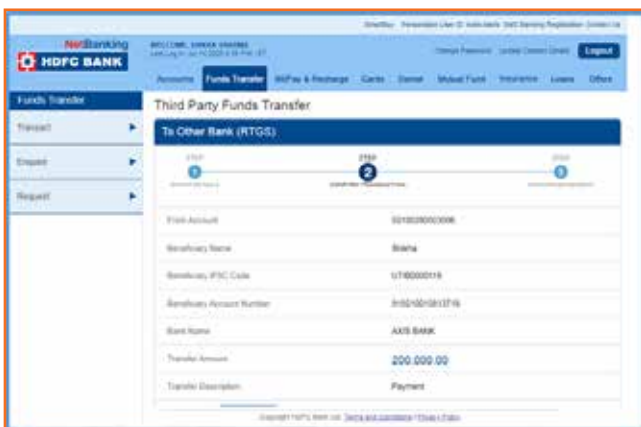


Fig.5.3.6: Third party transfer

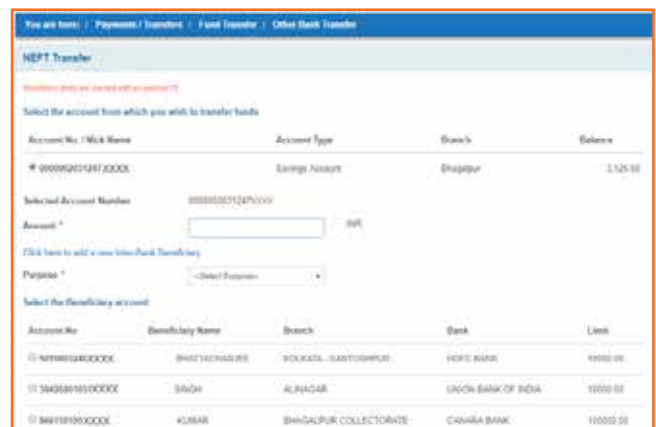


Fig.5.3.7: NEFT transfer

It is a basic safety measure to be well aware of the emergency numbers to call for help when required. Here are a few helpline numbers that are used all over India.

- | | | | |
|-------------------------|----------|------------------------|------|
| • Anti-Terror Helpline: | 1090 | • Child Helpline: | 1098 |
| • Traffic Police: | 1095 | • Fire Service: | 101 |
| • Police Control Room: | 100 | • Medical Helpline: | 108 |
| • Ambulance Helpline: | 102 | • Disaster Management: | 108 |
| • Women's Helpline: | 181/1092 | • General Emergency: | 112 |

Summary

- Before letting the guests enter, ask for their name and the person whom they wish to meet.
- Active Listening is one of the most crucial components of communicating effectively as babies cannot communicate properly their needs, as others can.
- Grooming implies the things that you do to make your appearance clean and neat.
- Jewellery should be reasonable and should not distract others from professional appearance, disrupt the workplace or create a safety hazard.
- A positive attitude helps people build confidence in their workplace.
- Personal hygiene is a very important part of grooming standards and ensures the overall quality of services.
- Effective communication teaches people the appropriate way to share or exchange information.
- Verbal communication refers to our messages through listening, speaking or writing.
- Communicating by telephone is approximately 25% words and 75% the way the words are spoken or the tone of voice.
- Implementing good time management methods allows you to accomplish more in a shorter period.
- Time management is the key to success.
- Integrity talks about following moral conviction and doing the correct thing.
- Every employee should be sensible enough not to discuss work-related information even with colleagues without proper permission.
- The word 'acclimatisation' implies the adjustment of an individual in any situation.
- Gender sensitivity is the act of being sensitive towards people and their thoughts regarding gender.
- Migration is the movement of people from their home boundary to a new location in search of work/ other reasons.

Exercise

1. What states the movement of people from their home boundary to a new location in search of work/ other reasons?
 - a) Escape plan
 - b) Migration
 - c) Settlement
 - d) Transfer
2. A Caretaker should follow one of the following practices at the workplace
 - a) Listen to others and understand other's perspective
 - b) Leave the work area unprotected
 - c) Offer and accept constructive feedback
 - d) Manage performance appropriately

- 3. Every employee should maintain what at the workplace and should not exchange information outside the workplace?
 - a) Maintenance
 - b) Hygiene
 - c) Confidentiality
 - d) Conciseness

- 4. Which one of the options signifies 'A' in SMART goals?
 - a) Achievable
 - b) Attractive
 - c) Actionable
 - d) Alluring

5. List the information that one should write when filling out a pay-in-slip (bank deposit form).
.....
.....
.....
.....

6. Identify the ways to handle common communication issues.
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.....
.....
.....

7. Recognize the hygiene practices that a Caretaker should follow regularly.
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8. Why do you think that a Caretaker should maintain ethical behaviour and personal integrity?
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.....
.....

9. Explain why Caretakers must practice Age and Gender sensitivity.
.....
.....
.....
.....

6. Maintain a Clean and Secure Working Environment



Unit 6.1 - Safety and Security at the Workplace

Unit 6.2 - Waste Management and Cleanliness

Unit 6.3 - Promoting Wellbeing



Key Learning Outcomes

At the end of this module, the participant will be able to:

1. Explain how to identify unsafe conditions and hazards in the households/ workplace, and various safety measures to deal with them.
2. Discuss the various responses to different emergencies/ hazards.
3. Describe the causes of fire and the various fire extinguishants.
4. Describe how to carry out first aid, ABC procedure and CPR (Cardiopulmonary Resuscitation).
5. Explain environment-friendly practices to minimise pollution of air, water, noise, earth etc.
6. Describe different types of waste, their segregation, and applying 3 Rs (reduce, recycle and re-use) of waste management.
7. Discuss the methods of keeping the workplace bugs/ germs/ rodent-free.
8. State the importance of conservation.

UNIT 6.1: Safety and Security at The Workplace

Unit Objectives

At the end of this unit, the participant will be able to:

1. Identify the importance of maintaining health and safety at the workplace.
2. Identify the common safety breaches and unsafe acts/ conditions and ways to prevent them.
3. Explain the basic emergency procedures.
4. Elaborate about basic fire awareness.
5. Demonstrate first aid activities.
6. Explain about Cardiopulmonary Resuscitation (CPR).
7. List the helpline numbers.

6.1.1. Health and Safety at Workplace

Workplace safety is a composite field related to the safety, health and welfare of people at work. It narrates the strategy and methods in place to ensure the health and safety of employees within a workplace.

Workplace safety includes employee awareness related to the knowledge of basic safety, workplace hazards, and risks relating to hazards, implementation of hazard preventions, and putting into practice necessary safer methods, techniques, processes, and safety culture in the workplace.

It also includes safety rules and regulations designed mostly based on existing government policies. Every organization puts in place a number of safety rules and regulations for its people. Safety training and education for employees is imparted periodically to make them aware of and update them with the latest safety measures.

Importance of following measures of safety and security at the workplace

Before analysing various aspects of workplace safety, it is important to know the reasons for ensuring safety in life.

- **To Say no to Accidents:** Accidents are fallouts of carelessness and lack of responsibility. When rules are not followed as per required safety norms we end up getting injured or even ending our valuable lives.
- **To have Longevity in Life:** We should take care of ourselves everywhere we are and of others for leading a safe and meaningful life.
- **To create Public Awareness:** Promotion of safety norms everywhere creates public awareness and discipline. It is true of workplaces and motivates new employees to take up safety measures necessary for their safety.
- **To avoid loss of Property and Life:** The basic aim of safety measures is to prevent the occurrences of mishaps and hazards that sometimes cause heavy loss of life and property.
- **To Devise Planning for Safety:** The need for safety paves the way for devising effective planning for the all-around safety of employees in an organization.

6.1.2 Basic Emergency Procedures

There are number of emergencies which may happen at the house, but following are the most basic ones and how would you deal with them, if there is no one at home.

1. **Power Failure:** If there is sudden power failure in the house and no one is there except you, following are the steps you should take to deal with it:
 - Check if your neighbors have electricity or not. If they have, it could be a problem of your house only.
 - Pick the torch, switch the emergency lights (if available) or get the matchbox and lit the candle, so that you can at least see the way and do not fall on something.
 - Check the MCB as it might get tripped. If so you need to pull it up.
 - If you have Fuse System or not able to check the MCB, call the employer and ask if they could come home or ask their permission to call any neighbor to help you.
 - If you are calling any local electrician, it would be better if you ask any neighbor to be with you when the electrician is repairing.
 - You should switch off all the electrical appliances like Television, Refrigerator, etc. You can switch them on once the electricity is restored.
 - If the problem is not of your house, you can call the customer care of electricity Supplier Company and check when the power will restore.
 - Lock the main door and windows from inside as it will protect you from any intruder.
 - Don't open the door to any unknown person.
2. **Choked Toilet or drain:** Most of the times when we are expecting a guest or throwing a party, we get to know that either the toilet or the kitchen drainage is clogged. It is a very irritating situation as we are not prepared for this. Below are the few steps you should take to deal with such issues:
 - First of all, make a habit to clean the kitchen drainage regularly, so that you may not face this unexpected problem.
 - But if it has happened, you can use a plunger and drainage cleaning solution (available in the market in sachets) to open it. By using both these things, you can open the kitchen drainage/ sink pipe.
 - Unclogging a toilet is a difficult task as it needs to be done by an expert. So you should call the person who could repair it.
 - But for smaller issues, you could try to make a solution of soap and bucket full hot water, and throw it in the toilet bowl with a bit pressure. It will open the small clogging of the toilet.
 - Gas Leak- If you smell gas leak in the kitchen, you should take the following steps:
 - You must not switch on or switch off any electrical point
 - Turn off the gas regulator knob.
 - Open all the windows and leave the kitchen.
 - Call the customer care of your gas supplier and register your complaint.
 - Inform the family members and ask them not to go to the kitchen.
3. **Fire:** Fire could be one the most dangerous emergencies at home as there are following top reasons a house can catch on fire like and the precautions you should take:

Precautions:

 - **Cooking on gas top:** You should be near the gas stove when cooking as leaving it could distract your attention to something else, and you may forget about the pan on the gas stove.

- **Heating of home in winters:** Heaters are the most common reason for a home fire in winters. To avoid this always keep the heaters away from furniture and curtains/ bed sheets etc. You must switch off the heater before going to sleep.
- **Smoking:** If there is any smoker in the house, ask that person to smoke outside as smoking is not only injurious to health but also a very common reason for the home fire.
- **Short Circuits:** Faulty electrical wiring could be the reason for short circuits, so always get the electrical wires checked and replaced if defective. Otherwise, it could lead to a home fire.
- **Candles:** Burning open flame candle could be very dangerous, so either try not to use them or blow off the candles before leaving the room.

6.1.3 Basic Emergency Procedures

Fire is a chemical reaction that requires three elements to be present for the reaction to take place and continue.

Fire Triangle

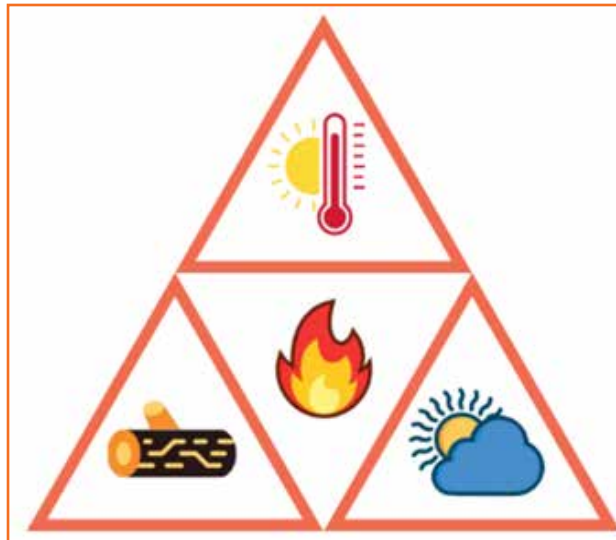


Fig.6.1.1: Fire Triangle

Heat

A heat source is responsible for the initial ignition of fire and is also needed to maintain the fire and enable it to spread. Heat allows a fire to spread by drying out and preheating nearby fuel and warming the surrounding air.

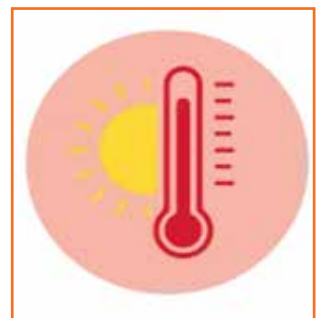


Fig.6.1.2: Heat



Fig.6.1.3: Fuel

Fuel

Fuel is any kind of combustible material. It's characterized by its moisture content, size, shape, quantity and arrangement in which it is spread over the landscape. The moisture content determines how easily it will burn.

Oxygen

Air contains about 21 percent oxygen, and most fires require at least 16 percent oxygen content to burn. Oxygen supports the chemical processes that occur during a fire. When fuel burns, it reacts with oxygen from the surrounding air, releasing heat and generating combustion products (gasses, smoke, embers, etc.). This process is known as oxidation.

These three elements typically are referred to as the “fire triangle.” Fire is the result of the reaction between the fuel and oxygen in the air.



Fig.6.1.4: Oxygen

6.1.3.1 Causes of Fire

- **Electrical:** E.g. overloading of circuits, faulty old or bad connections causing sparks or generating a heat source, poor maintenance, lack of ventilation and cooling, static electricity etc.



Fig.6.1.6: Heating Appliances



Fig.6.1.5: Electrical fire

- **Heating Appliances:** For example clothing left on boilers to dry, no sparks guards on open fires or stoves, left unattended while cooling, sited close to combustible materials, faulty temperature control etc.

- **Process Dangers:** E.g. overheating of machinery, heat generated by friction, uncontrolled sparking, breakdown in the cooling process, chemical reaction, poor quality ventilation and temperature control etc.



Fig.6.1.7: Process Dangers



Fig.6.1.8: Flammable Dust

- **Flammable Dust:** E.g. poor extraction, process proximity to heat or spark source, no containment system, no monitoring or measuring system etc.

- **Carelessness:** For example smoking, inadequate precautions while welding, drilling or cutting, horseplay or interference with safety equipment, removal of guards etc.
- **Bad Housekeeping:** For example lack of maintenance of work area and equipment, oil/fuel leaks and spillage are ignored, overflowing bins and wastebaskets, no safety procedures for disposing of combustible waste etc.
- **Spontaneous Combustion:** For example chemicals not stored at the correct temperature, chemicals mixed incorrectly, combustible materials or waste left unattended etc.
- Poor judgment and human error
- Failure to follow instructions
- Misuse of faulty electrical equipment
- **Electrical Appliances:** Many fires started by electrical appliances are associated with lamps and heat developed by a filament. Portable lamps are a frequent source of trouble the common causes are as follows:
 - » Lead wires damaged
 - » A lamp was taken into the atmosphere which has explosive dust, gas or vapor.
 - » Bulb loose in the socket
 - » Bulb broke






Fig.6.1.9: Electrical Appliances

6.1.3.2 Classification of Fire and Fire Extinguishers/Extinguishants

Before we move forward and study fire prevention and the safety equipment required for the same, we need to understand the different types of fire. This information is extremely important as it can help you choose the appropriate means to extinguish the fire.

Classes of Fire

<p>Class A</p> <p>Fires are related to solid materials (wood, paper, cloth, trash, rubber and plastics, charcoal, etc.)</p>	
<p>Class B</p> <p>Fires are related to flammable liquids (paint, diesel, gasoline, petroleum oil, and pain)</p>	
<p>Class C</p> <p>Fires are related to flammable gasses (energized electrical equipment like motors, appliances, transformers, propane, and methane). Electrical equipment such as appliances, wiring, breaker panels, etc.</p> <p>These categories of fires become Class A, B, and D fires when the electrical equipment that initiated the fire is no longer receiving electricity)</p>	






<p>Class D</p> <p>Fires are related to flammable metals (combustible material like aluminum, sodium, potassium, magnesium).</p> <p>These fires burn at extremely high temperatures and require special suppression agents.</p>	
<p>Class E</p> <p>Fires are related to electrically energized objects, wiring, and electrical appliances.</p> <p>These fires are caused because of faulty heaters or electrical appliances overheating</p>	
<p>Class K</p> <p>Fires related to cooking oil and greases like vegetable fat and animal fat.</p>	

Fig.6.1.10: Classification of Fire

6.1.3.3 Fire Extinguisher

Fire extinguishers are designed to tackle specific types of fire. There are five different classes of fire and several different types of fire extinguishers.

Types of Fire Extinguisher	Identification		
	Use	Fire Class	Colour Code
<p>Water Extinguisher</p> 	<ul style="list-style-type: none"> Water removes heat and extinguish the fire. Water must not be used on fires involving live electrical equipment as it can cause electrocution. Water must not be used on metal fires. 	Class A fire	Signal Red
<p>Dry Chemical Powder (DCP) Extinguisher</p> 	<ul style="list-style-type: none"> DCP extinguishers puts out fire by coating the fuel surface with chemical powder. This separates the fuel from the oxygen in the air and prevent vapor formation. 	Class B & C fire	Red with a blue panel above the operating instructions



<p>Foam Type Extinguisher</p> 	<ul style="list-style-type: none"> • The extinguishing agent is aqueous film forming concentrate in water which forms air foams when discharged through an aspirating nozzle. • It has a blanketing effect excluding oxygen from the surface of the fuel as it spreads on the fuel. • Prevents vapour formation from the surface of the burning liquid. 	<p>Class A & B fire</p>	<p>Red with a cream panel above the operating instructions</p>
<p>Carbon Dioxide Extinguisher</p> 	<ul style="list-style-type: none"> • CO2 extinguish the fire by displacing oxygen in the surrounding air. • Its principal advantage is that it does not leave any residue. • Can be used on electrical/ electronic equipment. • CO2 is not suitable for fires involving metals. 	<p>Class B & C fire</p>	<p>Red with a black panel above the operating instructions</p>
<ul style="list-style-type: none"> • Special Dry Powder 	<ul style="list-style-type: none"> • Special extinguishing agents are used for extinguishing metallic fires. • Dry powders extinguish the fire by forming a crust on metal surface excluding air and also absorbs heat from the metal surface. 	<p>Class D fire</p>	<p>Red with a blue panel above the operating instructions</p>

Fig.6.1.11: Fire Extinguisher

Correct Use of a Fire Extinguisher

The method of using a fire extinguisher is to follow P.A.S.S.

PASS is the acronym for, Pull the Pin (P), Aim (A), Squeeze (S) and Sweep (S)

- 1. Pull the Pin.** To use an extinguisher correctly, the first step is to pull the handle's pin.
- 2. Aim.** The next step is to aim the extinguisher's nozzle. The direction should be towards the fire's base. This is because the sprayed foam at the top will diminish or extinguish only the fire at the top. This will not serve the purpose for which the extinguisher is used. The burned down flame may spring up to life if it gets enough oxygen or any combustible material.
- 3. Squeeze.** Then, in an extremely controlled manner, you need to release the agent. This can be done by squeezing the trigger.
- 4. Sweep.** If you see in the second step, you already read that you should direct the nozzle at the fire's base. You will sweep the extinguisher's nozzle from left to right. Continue with this process until you put out the fire. You need to act fast as most extinguishers' discharge time is nearly 10-20 seconds.

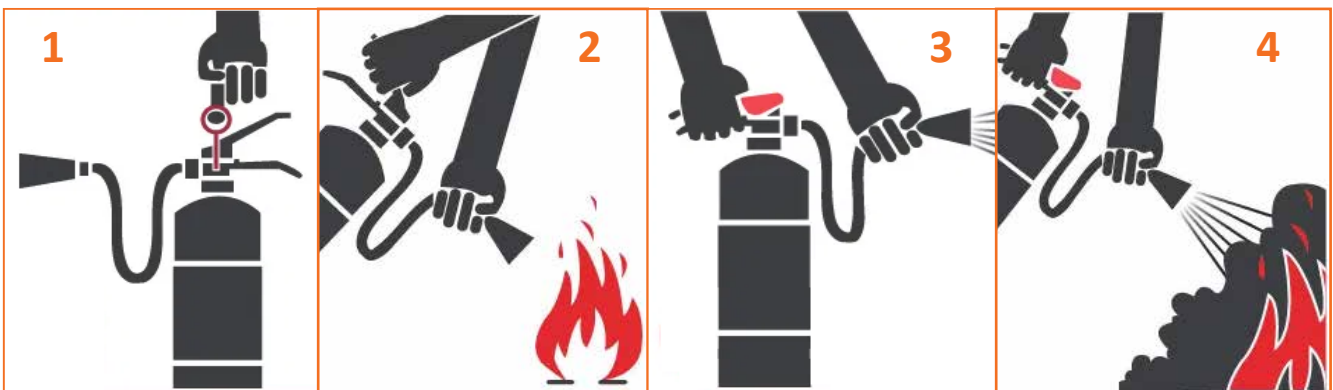


Fig.6.1.12: Correct Use of a Fire Extinguisher

How to deal with fire

If the house has got fire, you need to follow the following procedure:

- If the fire is very small and can be handled, you should deal with it yourself. Otherwise, you should come out of the house with other family members.
- Call the Fire Brigade and also the neighbours for help.
- If your clothes caught fire, lie down on the floor and roll around so that the flames may smooth.
- If you are trapped in a fire in a room, bend down on your knees and try not to inhale the smoke as much as possible.
- You should crawl toward the exit as soon as you can.
- You can use the fire extinguisher on the small fire, but you should get yourself trained on it.

6.1.3.4 Methods of Starving Fire

On discovery of a fire, everything possible should be done to starve the fire by removing the oxygen and combustible material. The prevention procedure is as follows:

- Close all the doors and windows;
- Cover small fires with a blanket or other suitable objects;
- Cool the fire down;
- Remove combustibles;
- Switch off all electricity main switch; and
- If available, use the appropriate extinguishers.

Remove bystanders from the danger area to a safe place. Keep an access route open for the fire brigade or emergency services and look out for looters as people may take advantage of the confusion caused by the fire to steal valuables.

6.1.3.5 Fire Emergency Procedures (Dos & Don'ts)

The general principles (dos and don'ts) when conducting basic fire-fighting is as follows:

Dos	Don'ts
<ul style="list-style-type: none"> • Ensure the backup assistance is available before tackling a fire; • Ensure that an escape route is available before tackling the fire; • Follow instructions on the extinguisher's label; • Apply the extinguisher medium to the base of the flames and move the nozzle in a rapid side-to-side action; • Drive the flames away from you; • For vertical fires, start at the base of the flames and move upwards; • If the fire is outdoors, approach the fire from the windward side; • When approaching the fire, adopt a crouching position that protects against heat and smoke; • Keep alert for any changes in the fire pattern; • When tackling a fire involving electrical equipment, isolate the power as soon as possible to prevent re-ignition; and • Ensure that the fire has been completely extinguished and no spark remains. 	<ul style="list-style-type: none"> • Do not place yourself at risk; • If the fire is too big, evacuate the area immediately; • Never tilt or invert any extinguisher during operation unless it is the turnover type; • When extinguishing the fire of a flammable spillage, never walk on the liquid spillage. This can prevent injuries in the event of the flames flashing back; • When tackling flammable liquid fires using a controllable discharge type extinguisher, spray the medium until the fire is completely extinguished; and • After the fire has been extinguished, back off slowly and never turn your back on it.

Fig.6.1.13: Emergency Procedures (Dos & Don'ts)

Fire Evacuation Steps

The sequence of an Evacuation situation is:

- Detection
- Decision
- Alarm
- Reaction
- The movement to an area of refuge or an Assembly station/ Area
- Transportation

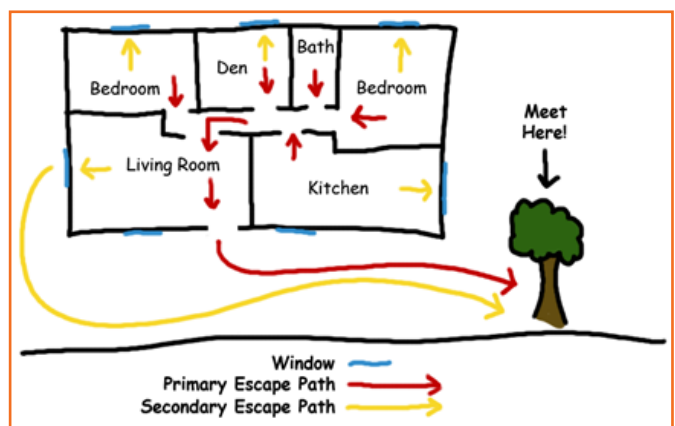


Fig.6.1.14: Fire Evacuation Steps

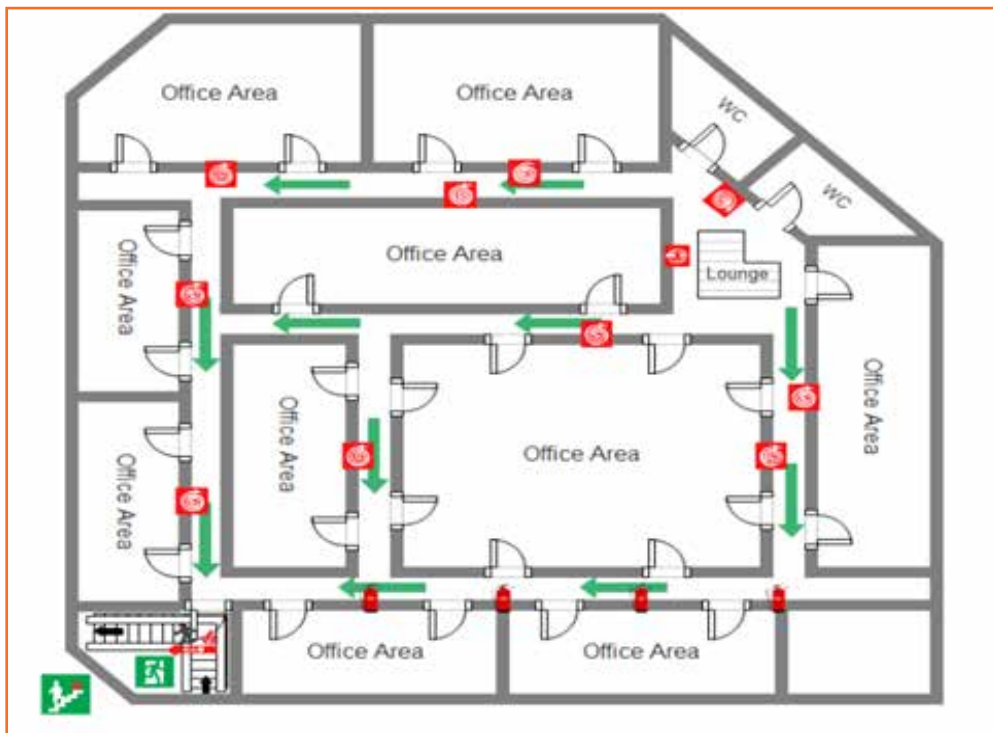


Fig.6.1.15: Building drawing

Rescue Techniques during Fire Hazard

Responding to Fire:

- The Fire Alarm System must be initiated, and an alert must be raised.
- A safe evacuation path must be identified before dealing with the fire.
- The appropriate class of Fire extinguishers must be chosen.
- The P.A.S.S technique must be adopted for extinguishing the fire.
- Immediate evacuation must be initiated if the extinguisher is exhausted and the fire still exists.
- Call the security or local emergency services.
- Summon the fire fighting services at the earliest.
- Stay as far as possible from smoke, because the smoke may comprise toxic gasses.
- Cover your mouth and nose with a damp cloth.
- Look out for the nearest emergency exit routes and call out for people, who you can take along with you.
- While opening a door, first touch the door with the back of your palm.
- Start moving out of the building carefully.
- Always use a staircase and not the elevator.
- Do not rush.
- As you move out of the building, gather people, whoever you come across.
- Always move downstairs and avoid returning to the burning premises, until the fire-fighters arrive.

Initiate Evacuation:

- Stop your work immediately but do not panic.

- Gather and carry only the most important items like a cell phone before leaving.
- Leave the house via the nearest door bearing an "Exit" sign.
- Call 101 for a fire emergency or 108 for other natural disaster help.
- Incorporate first aid treatment to the affected people or self, if needed.

Emergency Evacuation Process

- On hearing an evacuation alarm or instruction of any people inside or outside the house regarding fire, immediately cease all activity and secure personal valuables.
- Assist any person in immediate danger, but only if safe to do so.
- If practical, and only if safe to do so, secure any activity or process that may become hazardous or suffer damage if left unattended as a consequence of evacuation.
- Act under directions given by emergency control personnel and evacuate the building immediately.
- Assist with the general evacuation if directed to do so by emergency control personnel.
- Assist with the evacuation of disabled occupants.
- In a fire, do not use a lift to evacuate a building.
- Move calmly to the nominated evacuation assembly area and do not leave the evacuation assembly area until the all-clear has been given.
- Follow the instructions of relevant emergency services personnel and campus emergency control personnel.

6.1.4 First Aid

First aid is the assistance given to a person experiencing an unexpected illness or injury to save life, prevent the condition from worsening, or to promote recovery.

Vital Signs

Vital Signs	Good	Poor
Heart Rate	60-100 beats per minute	Less than 60 or greater than 100 beats per minute
Respirations	14-16 breaths per minute	Less than 14 breaths per minute
Skin	Warm, pink and dry	Cool, pale and moist
Consciousness	Alert and orientated	Drowsy or unconscious

Fig.6.1.16: Vital signs

Four A's

Awareness	Assessment	Action	Aftercare
<ul style="list-style-type: none"> • Observe • Stop to Help 	<ul style="list-style-type: none"> • Assess what is required to be done • Ask yourself, 'Can I do it?' 	<ul style="list-style-type: none"> • Do what you can • Call for expert medical help • Take care of your and the bystander's safety 	<ul style="list-style-type: none"> • Once you have assisted the victim, stay with him/her till expert care arrives

Fig.6.1.17: Four A's

Degrees of Burns

1st Degree Burn	2nd Degree Burn	3rd Degree Burn	4th Degree Burn
Will recover by itself in a few days. Action Required: Place under running water.	Serious but recovers in a few weeks. Action Required: Place clean wet cloth over the burnt area. Take to Hospital	Very Serious and will require skin grafting. Action Required: Place a clean dry cloth over the burnt area. Take to hospital	Extremely Serious and requires many years with repeated plastic surgery and skin grafting, is life threatening. Action Required: Leave open and prevent infection. Immediately evacuate to hospital

Fig.6.1.18: Degrees of Burns

First Aid Techniques for common injuries

Some common techniques to first aid common injuries

Injury	Symptom	Do's	Don'ts
Fracture	<ul style="list-style-type: none"> • Pain • Swelling • Visible bone 	<ul style="list-style-type: none"> • Immobilise the affected part • Stabilise the affected part • Use a cloth/ splint as a sling • Take to hospital in a stretcher 	<ul style="list-style-type: none"> • Do not move the affected part • Do not wash or probe the injured area
Burns (see Degrees of Burn table)	<ul style="list-style-type: none"> • Redness of skin • Blistered skin • Injury marks • Headache/seizures 	<ul style="list-style-type: none"> • In case of electrical burn, cut-off the power supply • In case of fire, put out fire with blanket/coat • Remove any jewellery from the affected area • Wash the burn with water • Report to doctor if required 	<ul style="list-style-type: none"> • Do not pull off any clothing stuck to the burnt skin • Do not place ice on the burn • Do not use cotton to cover the burn

<p>Bleeding</p>	<ul style="list-style-type: none"> • Bruises • Visible blood loss from body • Coughing blood • Wound /Injury marks • Unconsciousness due to blood loss • Dizziness • Pale skin 	<ul style="list-style-type: none"> • Check victim’s breathing • Elevate the wound above heart level • Apply direct pressure to the wound with a clean cloth or hands • Remove any visible objects from the wounds • Apply bandage once the bleeding stops • Take to hospital 	<ul style="list-style-type: none"> • Do not clean the wound from out to in direction • Do not apply too much pressure (not more than 15 mins) • Do not give water to the victim
<p>Heat Stroke/Sun Stoke</p>	<ul style="list-style-type: none"> • High body temperature • Headache • Hot and dry skin • Nausea/ Vomiting • Unconsciousness 	<ul style="list-style-type: none"> • Move the victim to a cool, shady place • Wet the victim’s skin with a sponge • If possible apply ice packs to victim’s neck, back and armpits • Call doctor 	<ul style="list-style-type: none"> • Do not let people crowd around the victim • Do not give any hot drinks to the victim
<p>Unconsciousness</p>	<ul style="list-style-type: none"> • No movement of limbs • No verbal response or gestures • Pale skin 	<ul style="list-style-type: none"> • Loosen clothing around neck, waist and chest • Check for breathing • Place the victim’s legs above the level of heart • If victim is not breathing, perform CPR 	<ul style="list-style-type: none"> • Do not throw water or slap the victim • Do not force feed anything • Do not raise the head high as it may block the airway
<p>Snakebite</p>	<ul style="list-style-type: none"> • Two puncture wounds • Swelling and redness around the wounds • Pain at the bite site • Difficulty breathing • Vomiting and nausea • Blurred vision • Sweating and salivating • Numbness in the face and limbs 	<ul style="list-style-type: none"> • Note the time of the bite. • Keep calm and still as movement can cause the venom to travel more quickly through the body. • Remove constricting clothing or jewellery because the area surrounding the bite will likely swell. • Don’t allow the victim to walk. Carry or transport them by vehicle. 	<ul style="list-style-type: none"> • Do not kill or handle the snake. Take a picture if you can but don’t waste time hunting it down.

Fig.6.1.19: First Aid Techniques for common injuries

6.1.5 Cardiopulmonary Resuscitation (CPR)

Cardiopulmonary resuscitation (CPR) is a lifesaving technique. It aims to keep blood and oxygen flowing through the body when a person's heart and breathing have stopped. CPR can be performed by any trained person. It involves external chest compressions and rescue breathing. CPR performed within the first six minutes of the heart-stopping can keep someone alive until medical help arrives.

Fundamentally these are referred to as ABC of Life. The process is always referred to perform in an emergency.

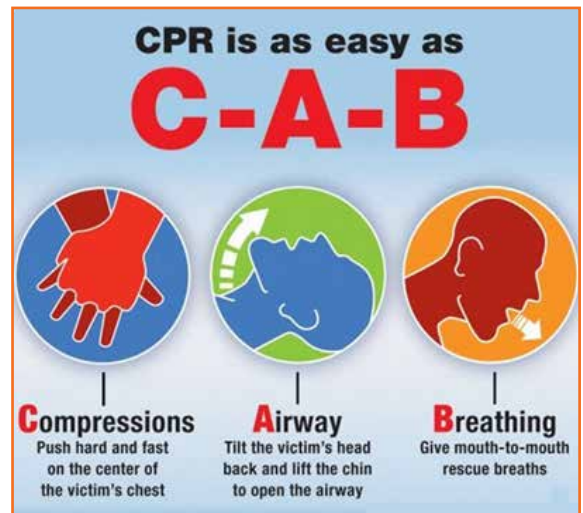


Fig.6.1.20: Cardiopulmonary Resuscitation (CPR)

6.1.5.1 Performing hands-only CPR

If a person is not breathing, his or her heartbeat will stop. These CPR steps (chest compressions and rescue breaths) will help circulation and get oxygen into the body.



Fig.6.1.21: Performing hands-only CPR

Step 1: Position your hand

Make sure the victim is lying on his back on a firm surface. Kneel beside him and place the heel of your hand on the centre of the chest.

**Step 2: Interlock fingers**

Keeping your arms straight, cover the first hand with the heel of your other hand and interlock the fingers of both hands together. Keep your fingers raised so they do not touch the Victim's chest or rib cage.

**Step 3: Give chest compressions**

Lean forward so that your shoulders are directly over the victim's chest and press down on the chest about two inches. Release the pressure, but not your hands, and let the chest come back up. Repeat to give 30 compressions at a rate of 100 compressions per minute.

**Step 4: Open the airway**

Move to the victim's head. Tilt his head and lift his chin to open the airway again. Let his mouth fall open slightly.

**Step 5: Give rescue breaths**

Pinch the nostrils closed with the hand that was on the forehead and support the victim's chin with your other hand. Take a normal breath, put your mouth over the victim's, and blow until you can see his chest rise.

**Step 6: Watch chest fall**

Remove your mouth from the victim's and look along the chest, watching the chest fall. Repeat steps five and six once.

**Step 7: Repeat chest compressions and rescue breaths**

Place your hands on the chest again and repeat the cycle of 30 chest compressions, followed by two rescue breaths. Continue the cycle.



Fig.6.1.23: Performing hands-only CPR - Steps

6.1.6 Helpline Numbers

Department	Contact Number
Police	100
Fire	101
Ambulance	102
Traffic Police	103
Blood Requirement	104
Emergency Disaster Management	108
Helpline for Women	181
Child Helpline	1098
Gas Leakage	1906

Fig.6.1.22: Emergency helpline numbers

Exercise

- Which one of the following is an essential element for a fire triangle
 - Water
 - CO₂
 - Fuel
 - Extinguisher
- Which one of the following comes under class B of fire
 - Charcoal
 - Gasoline
 - Electrical motors
 - Animal fat
- In which class of fire does a water extinguisher use?
 - Class A fire
 - Class C fire
 - Class B fire
 - Class D fire
- Which one of the following should not be done during a fire emergency procedure?
 - Follow instructions on the extinguisher's label
 - Drive the flames away from you
 - Tilt or invert any extinguisher
 - Find the escape route

5. Choose the correct option for one of the functions of vital signs
 - a) Heart Rate
 - b) Eyesight
 - c) Degree of burn
 - d) Any sign of Flu
6. Which one of these burns is extremely serious and takes the longest time to recover?
 - a) 1st-degree burn
 - b) 2nd-degree burn
 - c) 3rd-degree burn
 - d) 4th-degree burn
7. What is the full form of CAB?
 - a) Compression, Air, Breathing
 - b) Compression, Airway, Throat
 - c) Contraction, Airway, Breathing
 - d) Compression, Airway, Breathing

8. Explain briefly the importance of health and safety at the workplace

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.....
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9. List out the most obvious causes for fire

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.....
.....

10. Describe how to use a fire extinguisher

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.....
.....

UNIT 6.2: Waste Management and Cleanliness

Unit Objectives

At the end of this unit, the participant will be able to:

1. Elaborate about greening and its focus areas.
2. Demonstrate about conservation of material and energy in the household.
3. Explain how to reduce greenhouse gas emissions.
4. Explain waste management.
5. Explain ways to clean garbage bins and keep the area clean.
6. Elaborate about the techniques of waste reduction and disposal.

6.2.1. Introduction

Domestic Waste is waste, which is either solid or liquid generated in residential areas, commercial settings and institutions. Waste in general terms is defined as unwanted as it is undesirable. It is nevertheless an inevitable and inherent product of social, economic and cultural life.

The indiscriminate disposal of waste, both liquid and solid, adversely affects the immediate human environment by degrading the natural phenomena hence, exerting health risk to the exposed population. Health risks may be carried through different vehicles including flies, dogs, rodents and others that scavenge on the waste.

The amount of waste we generate, and its actual or potential impacts on the environment, have long been matters of concern to governments and the community generally. In recent times, increasing emphasis has been given to resource recovery — including reusing, recycling and extracting energy from waste. Ambitious targets are being set, and more advanced (but more costly) approaches to recovering waste are being promoted.

6.2.2. Greening and Its Importance

Green waste management includes access to residential and worksite composting, education on proper disposal of waste, and other opportunities to divert waste from landfills. Green waste management is a relatively new service at the city level and education and outreach are needed to change residents' behavior to properly dispose of green waste.

Nationwide, organic wastes, including food scraps and yard waste, constitute over 25% of the solid waste sent to landfills. This organic waste is a great opportunity for waste reduction—to divert materials from the traditional garbage can to landfill waste streams. It is also an opportunity for positive environmental impact as composting green waste not only prevents organic waste from entering landfills but also produces compost, a usable product.

6.2.2.1 Areas of Greening

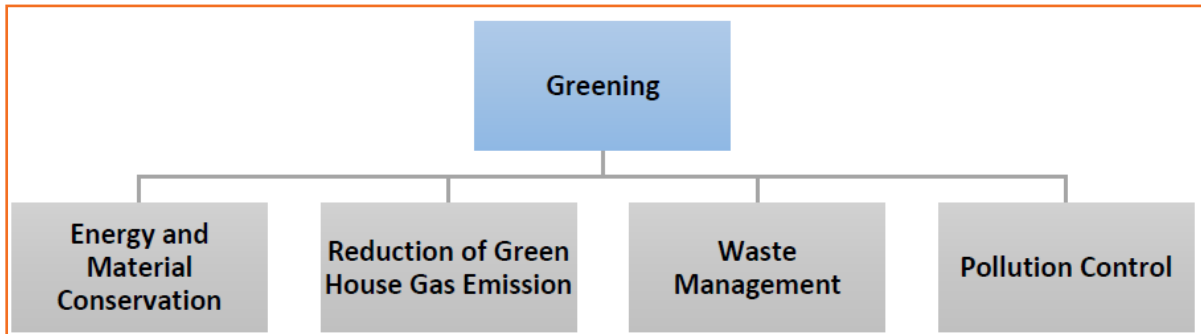


Fig.7.2.1: Areas of Greening

6.2.3 Energy and Material Conservation

Energy is more than numbers on a utility bill; it is the foundation of everything we do. All of us use energy every day—for transportation, cooking, heating and cooling rooms, manufacturing, lighting, water use, and entertainment. We rely on energy to make our lives comfortable, productive, and enjoyable. Sustaining this quality of life requires that we use our energy resources wisely. The careful management of resources includes reducing total energy use and using energy more efficiently.

The choices we make about how we use energy—turning machines off when not in use or choosing to buy energy-efficient appliances—will have increasing impacts on the quality of our environment and lives. There are many things we can do to use less energy and use it more wisely. These things involve energy conservation and energy efficiency. Many people use these terms interchangeably; however, they have different meanings.

Stored energy forms in nature are materials, as are the ores of iron and aluminium and the trees of our forests.

A MATERIAL CONSERVATION initiative helps in:

- Reduce excess material expenditures and needless consumption.
- Decrease air, water and soil contamination caused by the production, transport and decomposition of raw materials.
- Limit waste hauling expenses and landfill use.
- Utilize market functions to buy, sell or trade wastes with other environmentally conscious businesses.

6.2.3.1 Conservation Tips

Lighting

- Turn off the lights when not in use
- Take advantage of daylight by using light-coloured, loose-weave curtains on your windows to allow daylight to penetrate the room. Also, decorate with lighter colours that reflect daylight
- De-dust lighting fixtures to maintain illumination
- Use task lighting; instead of brightly lighting an entire room, focus the light where you need it
- Compact fluorescent bulbs are four times more energy-efficient than incandescent bulbs and provide the same lighting
- Use electronic chokes in place of conventional copper chokes

Fans

- Replace conventional regulators with electronic regulators for ceiling fans.
- Install exhaust fans at a higher elevation than ceiling fans.

Electric iron

- Select iron boxes with automatic temperature cutoff
- Use appropriate regulator position for ironing
- Do not put more water on clothes while ironing
- Do not iron wet clothes

Electronic Devices

- Do not switch on the power when TV and Audio Systems are not in use i.e. idle operation leads to an energy loss of 10 watts/device

Computers

- Turn off your home office equipment when not in use. A computer that runs 24 hours a day, for instance, uses - more power than an energy-efficient refrigerator.
- If your computer must be left on, turn off the monitor; this device alone uses more than half the system's energy.
- Setting computers, monitors, and copiers to use sleep-mode when not in use helps cut energy costs by approximately 40%.
- Battery chargers, such as those for laptops, cell phones and digital cameras, draw power whenever they are plugged in and are very inefficient. Pull the plug and save.
- Screen savers save computer screens, not energy. Start-ups and shutdowns do not use any extra energy, nor are they hard on your computer components. Shutting computers down when you are finished using them reduces system wear – and saves energy.

Refrigerator

- Regularly defrost manual defrost refrigerators and freezers; frost build-up increases the amount of energy needed to keep the motor running.
- Leave enough space between your refrigerator and the walls so that air can easily circulate the refrigerator
- Don't keep your refrigerator or freezer too cold.
- Make sure your refrigerator door seals are airtight
- Cover liquids and wrap foods stored in the refrigerator. Uncovered foods release moisture and make the compressor work harder.
- Do not open the doors of the refrigerators frequently
- Don't leave the fridge door open for longer than necessary, as cold air will escape.
- Use smaller cabinets for storing frequently used items
- Avoid putting hot or warm food straight into the fridge

Air Conditioners

- Prefer air conditioners having automatic temperature cut off
- Keep regulators at a "low cool" position

- Operate the ceiling fan in conjunction with your window air conditioner to spread the cooled air more effectively throughout the room and operate the air conditioner at a higher temperature
- Seal the doors and windows properly
- Leave enough space between your air conditioner and the walls to allow better air circulation
- A roof garden can reduce the load on Air Conditioner
- Use windows with sun films/curtains
- Set your thermostat as high as comfortably possible in the summer. The less difference between the indoor and outdoor temperatures, the lower will be energy consumption.
- Don't set your thermostat in a colder setting than normal when you turn on your air conditioner. It will not cool your home any faster and could result in excessive cooling.
- Don't place lamps or TV sets near your air-conditioning thermostat. The thermostat senses heat from these appliances, which can cause the air conditioner to run longer than necessary.
- Plant trees or shrubs to shade air-conditioning units but not to block the airflow. A unit operating in the shade uses as much as 10% less electricity than the same one operating in the sun.

There are various sources that add these greenhouse gasses to the atmosphere.

- Human activities such as the burning of fossil fuels in homes, industries and automobiles, biomass burning in agricultural practices etc. add large amounts of carbon dioxide to the atmosphere.
- Marshes, paddy fields, cattle sheds and biogas plants add methane to the atmosphere
- Refrigerators (mostly old models), air conditioners etc. emit CFCs to the atmosphere.
- Nitrogen oxides are added to the atmosphere by organic matter and fertilizers by denitrifying bacteria as well as automobiles.

6.2.4 Greening at Home

Introducing practices at home that are good for the planet can also help your health.

Getting rid of things at home that could be causing harmful emissions will eliminate any toxic fumes. Volatile organic compounds (or VOCs) are a common issue with many household items, from paint to furniture, with these toxins causing: Irritation in the eyes & throat, headaches, nausea

- **Make use of natural light as much as possible:** Rather than relying on artificial light and conserving energy, seek to make the most of external lighting. Natural light provides a bright, warm ambience and also provides natural heat into the home.
- **Create a green friendly home office:** If you do have a home office, seek to keep it as green as possible. Aim to keep digital copies of your files as opposed to printing hard copies, unless required. Invest in recycled or refillable printer cartridges that can assist in reducing waste.
- **Use solar power:** Save on your energy bill by investing in environmentally friendly solar panels. Use it as a solution for additional energy supplies whereby it can be stored in batteries or generators
- **Reduce waste by practising greener habits within the kitchen:** Unfortunately, there is a lot of waste that occurs within the kitchen. By educating family members on this issue and asking them to reduce their reliance on disposables, you will be effectively reducing household waste. Some simple tips include:
 - » Switching from buying bottled water to investing in a water filter for your tap.
 - » Replacing disposable napkins with cloths.

- » Replacing disposable knives, forks, spoons, plates and cups with metal, ceramic or glass equivalents.
- » Recycle bags (such as shopping bags) for other uses within the home.
- » Recycling cardboard boxes for future storage.
- » Rainwater tanks are a great solution for the home's water supply. The natural rainwater can be used for watering plants, for the toilet cistern, as tap water or even as drinking water.
- **Switch off electricity to avoid waste:** The more energy that you can conserve within the home, the more you will be doing to help the planet. If an electrical device isn't being used, switch it off completely. Seek to unplug any electrical devices when they aren't in use, as they may still use energy when they are plugged in.
- **Put in place recycling initiatives when it comes to waste:** Encourage recycling within your home by educating and advising everyone within your home about green options for recycling paper, plastics, glass and compost options.
- **Take action in the toilet:** Find ways where you can use recycled water to use as toilet water. Additionally, you can purchase toilet rolls made from recycled paper.
- **Invest in a pressure cooker:** If you want to cook up a feast in half the time, consider investing in a pressure cooker. Pressure cookers will still serve up your delicious dishes but conserve energy by reducing the length of cooking times.
- **Conserve water when you are bathing:** There is a lot of water that is wasted when washing. Ideally, you should use a washbasin with a few litres of water. However, if this cannot be done, aim to reduce the number of showers that you have during the week and minimize the amount of time that you spend in the shower.

These are a few ideas that can be used to create a more green-friendly home. Start taking actions with green initiatives within your home to help the environment today.

6.2.5 Waste Management

Waste is defined as unwanted and unusable materials and is regarded as a substance that is of no use. Waste has been a major environmental issue everywhere since the industrial revolution. Besides the waste we create at home, school and other public places, there are also those from hospitals, industries, farms and other sources. Humans rely so much on material things and they all (almost) end up as waste.

Types of waste

Generally, waste could be liquid or solid waste. Both of them could be hazardous. Liquid and solid waste types can also be grouped into organic, reusable and recyclable waste. Let's see some details below:

1. **Liquid type:** Waste can come in a non-solid form. Some solid waste can also be converted to a liquid waste form for disposal. It includes point source and non-point source discharges such as stormwater and wastewater. Examples of liquid waste include wash water from homes, liquids used for cleaning in industries and waste detergents.
2. **Solid type:** Solid waste predominantly, is any garbage, refuse or rubbish that we make in our homes and other places. These include old car tires, old newspapers, broken furniture and even food waste. They may include any waste that is non-liquid.
3. **Hazardous type:** Hazardous or harmful waste is something that potentially threatens public health or the environment. Such waste could be inflammable (can easily catch fire), reactive (can easily explode), corrosive (can easily eat through metal) or toxic (poisonous to humans and animals).
4. **Organic waste:** Organic waste comes from plants or animal's sources. Commonly, they include food waste, fruit and vegetable peels, flower trimmings and even dog poop can be classified as organic waste. They are biodegradable.

5. **Recyclable type:** Recycling means processing used materials (waste) into new, useful products. This is done to reduce the use of raw materials that would have been used. Waste that can be potentially recycled is termed "Recyclable waste".

Categories of Waste

1. **Wet Waste:** Wet Waste is biodegradable waste and includes Cooked and uncooked food, fruits, vegetable peels, flower waste, and other organically decomposable waste. This waste is collected daily and can be handed over in a green bin. We have classified the following streams as wet waste:
 - » Vegetable/fruit peels
 - » Cooked food/Leftovers
 - » Eggshells
 - » Chicken/fish bones
 - » Rotten fruits/vegetables
 - » Tissue paper soiled with food
 - » Teabags/Coffee grinds
2. **Dry Waste:** Dry Waste is typically defined as any waste which will not rot or disintegrate over time and has little or no moisture content. Dry waste can also be described as inorganic or non-biodegradable waste given its lack of food products. Most dry waste is recyclable and below is a list of common dry waste items:
 - » Metal
 - » Glass
 - » Plastic
 - » Furniture
 - » Wood/Wooden Objects
 - » Paper & Cardboard
 - » Fabric/Textiles
 - » Aluminium Foil
3. **Sanitary Waste:** Sanitary Waste includes hygiene products like sanitary napkins and baby or adult diapers contaminated with blood, urine and faeces. It includes bandages and sharp objects like syringes and needles. This is collected daily and needs to be handed over in a red bin and/or wrapped in newspaper. We have classified the following streams as sanitary waste (dry hazardous waste):
 - » Diapers/Sanitary napkins
 - » Bandages
 - » Nails
 - » Used tissues
4. **Hazardous Waste:** Hazardous Waste is a waste with properties that make it dangerous or potentially harmful to human health or the environment.
5. **Domestic hazardous waste:** Domestic hazardous waste is defined under Solid Waste Management Rules 2016 to include items such as discarded cans of paint and pesticide, sanitary waste such as disposable diapers and sanitary pads, items of biomedical waste such as expired or discarded medicines, broken mercury thermometers, used needles and syringes, e-waste such as tube lights and CFL bulbs, and also items such as used batteries and button cells, all generated at the household level. Leftover paints and varnishes are

examples of common polluting wastes in homes.

- » Medicines
- » Razors/Blades
- » Used syringes
- » Injection vials
- » Battery cells
- » Household chemicals
- » Pesticides
- » Paints

6.2.5.1 Waste Segregation

Garbage bins are categorised into different colours- green and blue, to differentiate the type of wastes put into them. It is essential to separate them from other types of waste, to be safely processed.

Several different colours indicate different types of waste. These colours also define the level of caution that needs to be taken when handling such materials.

Colour of Garbage Bins for dumping various types of household Wastes with Examples

Wet Waste	Dry Waste	Sanitary Waste	Household Hazardous Waste
			
Fruit & Vegetable Peels and pieces	Plastics bags, bottles, packing item	Diapers/ Sanitary Napkins	Paints
Leftover food	Toys, food packets, milk sachets	Used cotton	Broken CFL, and tube lights, leaked or used batteries,
Used tea leaves/ Coffee Powder	Tickets, Newspapers	Earbuds	Diapers/ sanitary pads expired or discarded medicines, Used Syringes, broken mercury thermometers
Match Sticks	Computer printouts	Animal/ Human hair	Shaving Blades/ Blades
Used/ Soiled tissue papers	Disposable Crockery, Pamphlets	Insecticide/Pest killer	Shredded newspapers
Shredded newspapers	Glass bottles and jars,	Bandages	Household chemicals

Flowers, Plant leaves, Compostable materials	Tetra pack, Aluminium cans, etc.	Condoms	Used CDs/ floppy discs/ memory chips etc
Meat and Poultry waste	Thermocol	Nails	Discarded medicines/ tablets

Fig.6.2.2: Colour of Garbage Bins for dumping various types of household Wastes with Examples

Tips

- Shredded papers are hard to recycle hence are dumped in a green dustbin with wet waste. Papers with long fibre are easy and good to recycle hence preferred more and go into a dry waste blue dustbin. It is advisable to dump shredded paper with some compostable garbage thus making it compost friendly. Try not to shred papers, if at all necessary, cover with white ink the lines you want to hide and then dispose of the papers in a wholesome condition. White ink does not affect recycling.
- Used/ Soiled Tissues cannot be recycled and hence are disposed of in the green dustbin with wet waste.
- Syringes/ used blades in a red coloured hazardous dustbin. Since used syringes are easily contaminated and can be life-threatening if used, deliberately or accidentally, for the second time.
- Diapers should be sanitized first, i.e., any solid waste on them must be first cleared off the diaper and then the diaper should be properly folded and disposed of as sanitary waste. This is because the solid waste spreads contamination through increased growth of bacteria and viruses in it plus, they pollute the environment by a bad smell. Solid wastes like poops cause pollution and dirty the environment. Hence those must be properly disposed of in drains or sewages. Plus, the diaper should be folded properly before disposal so that it does not cause any further contamination.
- For any sanitary waste to be disposed of, they have to be sanitized first and then disposed of as Sanitary wastes since these kinds of wastes are not recyclable.
- Papers or Tissues should be made soil free before disposing of the same.

6.2.5.2 Ways to Clean Garbage Bins

Garbage waste containers are commonly used to collect domestic, commercial and trade waste; and recycling materials. Contaminated wash water, rinse water, solid wastes and cleaning chemicals can cause environmental pollution. Appropriate precautions should be taken care of while disposing of wash water and solid waste disposal.

Materials Required

- Personal protective equipment (gloves, gown/apron, protective eyewear, mask and head cover) as required
- Paper towels
- Rags
- Clear bags – range of sizes
- Mobile garbage bin – used to collect waste from floor bins
- Trolley (if required)
- Bleach or ammonia
- All-purpose cleaner
- Long-handled brush
- Water

Procedure:

- Wear personal protective equipment as required for the procedure
- Collect the waste collection trolley or general waste mobile garbage bin from the storage area
- Wheel the trolley or bin on the collection round
- Remove the waste collection bag and place it into the wheelie bin; place a new bag into the empty waste bin; carefully empty the contents of the smaller general waste bin into the trolley or mobile garbage bin
- Replace the plastic liner in the smaller bin, as required
- Report damaged or poorly labeled bins
- Clean all surfaces of the bin with a neutral cleaning agent, as necessary, ensuring that the underside of the lid is clean
- Repeat the process until the collection round is complete
- If segregation or other problems are observed report to the supervisor
- Where environmental risks are observed, e.g. when clinical waste is found in general waste, handle carefully using PPE
- When required, empty waste bags from the trolley into appropriate mobile garbage bins
- When required, take the mobile garbage bin to the appropriate collection point for removal and disposal
- Remove personal protective equipment, and perform hand hygiene
- When the task is completed clean all cleaning equipment and return it to the cleaner's room or storage area, or discard as appropriate
- Perform hand hygiene

Good practices

- Before you start cleaning, empty any residual solid waste from the bin into a suitable bag. Add any materials you use to clean the bin, such as wipes. Seal the bag and place it back into the bin after cleaning.
- Use as little water as possible to clean the container. Use collected rainwater as an alternative source to mains water.
- Use a customized cleaning vehicle or other equipment that recycles and/or the water for reuse. This reduces the chances of causing pollution and the number of washings requiring disposal.
- Use as little detergent or disinfectant as possible to clean the container.
- Contain and collect all waste wash water and don't let it discharge into any drainage system.
- Store all detergents and disinfectants safely. They should be kept indoors or in a store /containment area, away from watercourses, open drains, gullies, or areas where water or other liquids can soak into the ground.
- Keep a suitable spill kit available to deal with any spills as soon as they happen. Produce a spillage plan, test it and make sure you know how to use the equipment.
- If you're using a customized cleaning vehicle, only carry enough cleaning products for the job or a day's work. Store and handle them carefully to prevent spillages.
- All solid waste must be disposed of legally at a permitted (licensed) waste management facility or by an authorized company.
- Keep wheeled waste containers out of direct sunlight to help reduce odours, fly nuisance and general hygiene problems.
- Keep bin storage areas clean and tidy and don't leave any litter.

Don'ts

- Leave any litter or waste at the roadside.
- Allow waste wash water, detergent or disinfectant to flow into road gullies, rainwater or surface water drains or onto open/unmade ground.
- Make any unauthorised discharges to foul sewers.
- Use more detergent or disinfectant than you need or let it drop off containers.
- Take water from fire hydrants.

6.2.5.3 Techniques of Waste Disposal

Between the range and variety of items that are needed in the home and the growing amounts of trash dumped in landfills each year, effective waste disposal is a necessity. Being aware of all the possible methods will make the task of disposing of waste much easier.

3 R's

The principle of reducing waste, reusing and recycling resources and products is often called the "3Rs."

1. **Reducing** means choosing to use items with care to reduce the amount of waste generated.
2. **Reusing** involves the repeated use of items or parts of items that still have usable aspects.
3. **Recycling** means the use of waste itself as a resource.

Waste minimization can be achieved efficiently by focusing primarily on the first of the 3Rs, "reduce," followed by "reuse" and then "recycle." The waste hierarchy refers to the "3Rs" i.e., reduce, reuse and recycle, which classify waste management strategies according to their desirability. The 3Rs are meant to be a hierarchy, in order of importance. The waste hierarchy aims to extract the maximum practical benefits from products and to generate the minimum amount of waste.

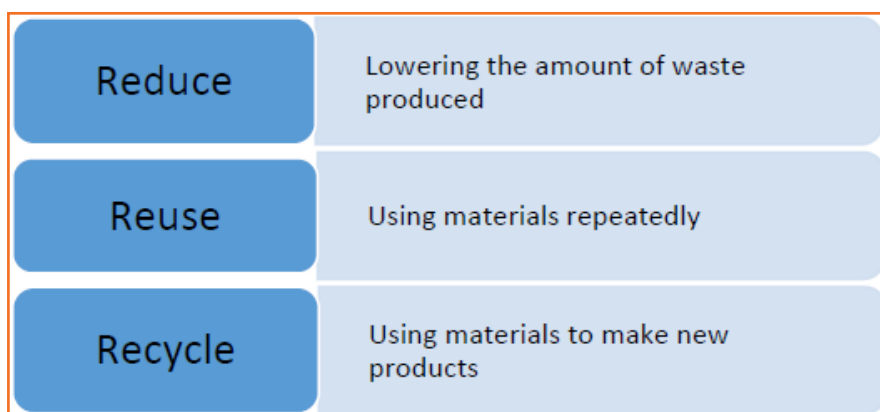
Waste Hierarchy

Fig.6.2.3: 3 R's

Some other techniques

Composting: Composting involves the breakdown of organic waste in the presence of microorganisms, heat and moisture. This can be carried out on a small scale in households or on a large scale depending upon the quantity of waste to be processed. Three types of microorganisms are involved in the process of composting—bacteria, fungi and actinomycetes that act upon the waste to convert it into sugars, starch, and organic acids. These, in

turn, are acted upon by high-temperature bacteria, which prevail in the compost heap and help to promote the stabilized compost.

Composting has the following advantages:

- Recycling of waste by the generation of useful manure, which is organic.
- Reduction in volume of waste to be disposed of on land.
- No requirement for any high-end technical expertise.

Vermicomposting: This is a process, in which food material and kitchen waste including vegetables and fruit peelings, papers, etc., can be converted into compost through the natural action of worms. An aerobic condition is created by exposure to organic waste in the air.

Exercise

1. Which one of the following is an area of Greening?
 - a) Energy and material degradation
 - b) Increase in greenhouse gas emission
 - c) Waste management
 - d) Increase in Pollution
2. Which one of these is an advantage of material conservation?
 - a) Needless material consumption
 - b) Soil contamination
 - c) Limit landfill use
 - d) Increased waste hauling expenses
3. Identify the type of waste which is produced by processing used materials into a new one.
 - a) Organic waste
 - b) Recyclable waste
 - c) Hazardous waste
 - d) Liquid waste
4. Choose the one which comes under the category of sanitary waste.
 - a) Sanitary Pads
 - b) Fabrics
 - c) Teabags
 - d) Medicines
5. Which one of the following is the most favoured option in a waste hierarchy?
 - a) Minimization
 - b) Reuse
 - c) Disposal
 - d) Prevention

UNIT 6.3: Promoting Wellbeing

Unit Objectives

At the end of this unit, the participant will be able to:

1. Explain about PPE (Personal Protective Equipment).
2. Discuss ways to prevent and control infection in the household.
3. Explain the ways to manage spillage.
4. Discuss ventilation.
5. Elaborate about pollution control.
6. Discuss the ways to minimise dust.

6.3.1 Infection Control

Infection control can be obtained by following the below points:

- Washing your hands properly with water and antiseptic soap before and after preparing food, after visiting the toilet and disposing of waste
- Washing utensils with hot water and dish-washing liquid after cooking
- Washing bruised or cut area with water and antiseptic liquid
- Cleaning the area where you work (floor should be mopped with disinfectant, toys and baby accessories boiled, fruits washed properly, etc.)
- Using disinfectants to clean the floor and wearing gloves before doing so
- Disposing of waste material as per their categories
- Disposing of gauzes and pieces of cotton contaminated with body fluids and blood
- Recapping the caps of medicine bottles and storing them in a cool, dry place

6.3.2 Managing Spillages

Hazardous spills can occur anywhere in the house at any time and must be cleaned up immediately, appropriately and safely, to prevent serious environmental and health effects.

To deal with spills, it is important to know the types of spills. The common forms of spillage are:

- **Faeces/vomit:** Small amount may be wiped out with a paper towel and disposed of in the appropriate waste stream. A large amount may be picked up with a disposable scoop and disposed of in the appropriate waste stream for the location. A chlorine releasing agent should then be used and following this, the area is washed with neutral detergent and hand-hot water and then dried.
- **Blood:** Soak up as much of the spillage with anything disposable e.g. kitchen Roll and place directly into a suitable disposable plastic bag.

If available, use a good quality thick bleaches. Cover area with paper towels, newspaper or kitchen roll and gently pour on bleach solution.

Spillages of blood and other body fluids on carpets, fabrics or other soft furnishings must be dealt with using general-purpose detergent and warm water. Chlorine-releasing agents are corrosive to many materials and will bleach the colour of fabrics.

- **Sputum:** Sputum should be wiped up with a paper towel. A chlorine releasing agent should then be used and after this, the area is washed with neutral detergent and hand-hot water and dried. All waste should be disposed of in the appropriate waste stream for the location.

After carrying out any of the above procedures, remove gloves then wash hands with soap under running water and dry thoroughly.

These spillages are considered potential sources carrying blood-borne viruses. The ill-effects of leaving or not considering the proper handling of spillage are:

- HCV (hepatitis C virus)
- HBV (hepatitis B virus)
- HIV (Human immunodeficiency virus)

6.3.4 Managing Spillages

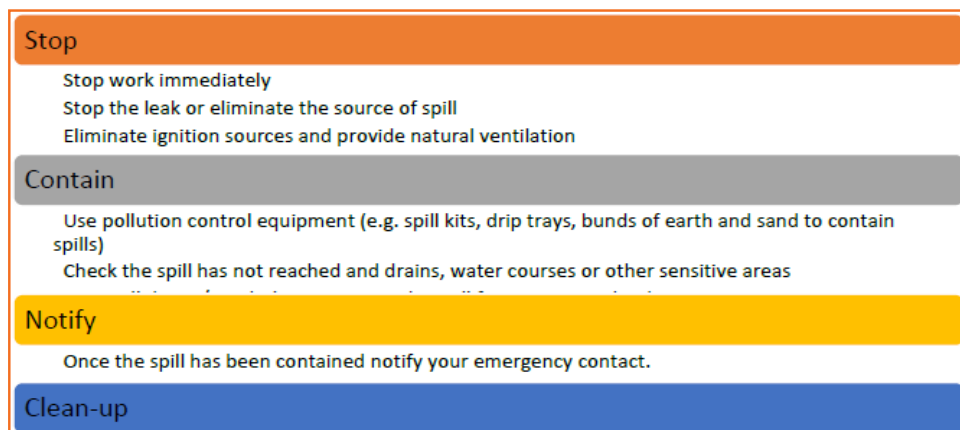


Fig.6.3.1: Managing Spillages

6.3.4 Ventilation

Ventilation refers to the exchange of indoor and outdoor air. Without proper ventilation, an otherwise insulated and airtight house will seal in harmful pollutants, such as carbon monoxide, and moisture that can damage a house.

Why Ventilate?

Gasses from combustion appliances, like stoves and fireplaces, can accumulate in a poorly ventilated home and threaten your health and safety. Excessive moisture in the home can also threaten your health and can lead to mold growth, ruin insulation, and even cause structural damage. Additionally, elevated levels of humidity can make cooling equipment work harder, leading to more costly energy bills.

Proper ventilation is one of the home's necessities for becoming a comfortable living space. Ventilation maintains air quality in the home while removing excess moisture to ensure the air inside isn't stale, damp.

Following are the steps to be followed to ensure proper ventilation:

- **Open doors and windows:** Open doors or windows to let fresh air in and push stale air out. Simply opening doors and windows a few times during the day to “air out” your house quickly replaces stale indoor air with fresh outdoor air, getting rid of pollutants, allergens, and excess moisture.
- **Ventilate rooms overnight:** Leaving windows slightly ajar overnight can improve the air quality inside your room, while also reducing excess moisture and the risk of mould growth. In summer this helps with reducing the humidity levels so you can get better sleep, but in winter you should be more careful about ventilating particularly because you don’t want too much heat to escape in the process.
- **Install extractor fans:** An extractor fan is a specialised ventilation system that services certain areas in the home. Extractor fans that vent out into the open air should be installed in kitchens, laundries and bathrooms – these are the key areas where moisture and stale air build up much faster.

6.3.5 Types of Pollution and Ways to Minimize Them

The addition of unwanted substances in wrong concentration that harms organisms and the environment is called pollution. It can be of different types depending on the part of the environment that is getting polluted. Below are explanations of types of pollution. Let us read about pollutants.

Air pollution

Pollutants of air present in the atmosphere are called air pollution. Respiration is a vital life process that needs air. If we breathe the air which has pollutants then it will have bad effects on our health. Air is comprised of the below gasses:

Ways to handle the air pollution:

- Use public transport or carpooling instead of personal vehicles for commuting.
- Use bicycles or walk for short distances.
- Avoid burning plastics, dry leaves etc. instead of trash plastics in proper ways and use composting for organic/ kitchen wastes.
- Plant trees
- Keeps air purifying indoor plants.
- Avoid using toxic products instead choose organic/natural products.

Noise Pollution

When the environment is filled with unnecessary or unpleasant sounds that are harmful to animals and plants, it is called noise pollution.

The major sources of noise pollution:

- Use of loudspeakers, loud music systems and television at public places
- Means of transport i.e. automobiles, railways, aircraft, etc.
- Heavy machines in industries firework

Ways to handle noise pollution:

- Always keep the volume low of TV, radio, home theatre, etc.
- Try not to use a base in music or other audios during any occasion or event.
- Keep the volume of personal cars/vehicle’s music system’s too low to avoid any kind of distraction, accidents and creating disturbance for other travellers.

- Appliances at homes and offices should be turned off after use.
- Noise should be controlled around sensitive areas.
- Authorities must be notified about the disobedience of noise rules
- Superbikes or cars should be modified accordingly to avoid the creation of noise.

Light Pollution

Very bright lighting in big cities, functions and much more causes pollution called light pollution. Bright lighting on the retina not only causes discomfort to the eyes but also results in straining of eyes and migraine.

Ways to handle light pollution:

- The lights should be turned off at home or office when not in use.
- Use CFL bulbs or lights instead of high watt bulbs or lights.
- Use direct light when and wherever required. For example: use the table lamp for studying in the evening rather than a bulb or tube light in the room.
- Avoid using lights or bulbs in the daytime.

Soil Contamination

The addition of substances that change the quality of soil by making it less fertile and unable to support life is called soil pollution.

Soil pollution is caused due to:

- Domestic sources: plastic bags, kitchen waste, glass bottles, and paper
- Industrial sources: chemical residue, fly ash, metallic waste, and
- Agricultural residues: fertilizers and pesticides.

Ways to handle soil pollution:

- Plant one sapling every week.
- Avoid using excessive wooden furniture/articles.
- Go Digital instead of using papers.
- Practice composting in personal gardens or nearby areas.
- Weeds should be eliminated from gardens or nearby areas.
- Do not dump inorganic, e-waste, hazardous wastes on the soil.

Water Pollution

Contamination of different sources of water by various pollutants or contaminants is known as water pollution. The quality of the water is degraded and rendered toxic for all living organisms and nature due to water pollution.

Usually, chemicals or microorganisms contaminate different sources of water such as streams, rivers, lakes, oceans, underground water, etc. Some common pollutants are sewage wastes, chemicals, oil spills, synthetic products, plastics, etc.

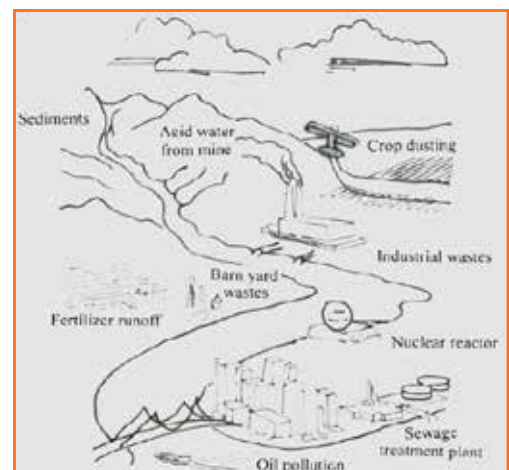


Fig.6.3.2: Water Pollution

Ways to handle water pollution:

- The use of detergents, bleach, abrasives, etc. should be minimized.
- Drugs, pills, or other medications should not be thrown into drains.
- Oils, grease, or fats should not be poured into the sink.
- Disposal of trash should be done properly and not into any water bodies.
- Water should be conserved as much as possible.
- Safe, natural or organic products should be preferred over chemical or inorganic products.
- Plant as many trees as possible.

6.3.6 Ways to Minimize Dust

Dust is the collection of dirt, skin cells, pet dander, hair, small pieces of paper, cloth fibres, and various small particles. Below given are ways to reduce waste:

- **Get an air purifier.** These machines clean the air by trapping dust particles. They're great for high-dust households or families with dust allergies. Air purifiers only clean the air in the room they're in, so consider getting one for each bedroom and the living room.
- **Duster do's and don'ts.** Feather dusters only aggravate existing dust and cause it to settle elsewhere around your home. Instead, use a damp cloth or moist towel to wipe down surfaces.
- **Clean from top to bottom.** Clean all horizontal surfaces beginning at the top rear room in the apartment/home, working forward and down washing with an all-purpose cleaner.
- **Vacuum twice a week.** Vacuum all the carpeting in your home, focusing especially on high-traffic areas. You can also vacuum another flooring. Vacuuming frequently really cuts down on how much dust can build up under furniture and in corners.
- **Sweep the floors every few days.** Using a broom and dustpan to get rid of the dust on the floors you don't vacuum is another great way to reduce your household dust. Sweep frequently in areas that tend to have a lot of dust, like doorways, hallways and the kitchen floor. Toss out the dust in your garbage can to make sure it doesn't re-enter your household.
- **Remove clutter from floors.** Don't ignore piles of clothing, toys, magazines, books or anything else on the floor. Cleaning around them won't take care of the dust that has settled in or around them.
- **Sturdy mats inside and outside** of every entrance to the home give people a place to wipe their feet before entering. That practice alone will significantly cut down on the amount of dust tracked indoors even if people take their shoes off inside.
- **Changing the beddings.** It is best to clean the mattresses, pillows, bed sheets and other un-upholstered furnishings every day and change them frequently or wet wipe each surface three to five times. Do not steam clean as it may damage the fabric.
- **Beat your cushions and rugs outside.** Furniture cushions and rugs tend to pick up a lot of dust over time. Take cushions and rugs outside for a few whacks and eliminate as much dust as you can.

An old broom handle is a great tool to use for beating rugs and cushions.

Beat them all over, not just in the same place.

Keep beating rugs and cushions until you don't see dust particles flying into the air with every whack.

Tips to maintain Pollution free environment

- Using public transport.
- Turn off the lights when not in use.
- Recycle and Reuse.
- No to plastic bags.
- Reduction of forest fires and smoking.
- Use of fans instead of Air Conditioners.
- Use filters for chimneys.
- Avoid usage of crackers.

Summary

- Workplace safety includes employee awareness related to the knowledge of basic safety and workplace hazards and related methods to ensure safety
- Workplace safety ensures avoidance of accidents, longevity in life, public awareness, protect property and life
- Basic emergency procedures should be implemented related to power failure, choked drain, gas leak, fire
- The fire requires three elements to be present: Heat, fuel, oxygen
- There are several causes for fire to happen like, electrical, heating appliances, process dangers, flammable dust, and carelessness
- There are five different classes of fire: Class A, Class B, Class C, Class D, Class E, and Class K
- There are different types of fire extinguishers for different types of fire like Water extinguishers, dry chemical powder extinguishers, foam-type extinguishers, carbon dioxide extinguishers, special dry powder extinguishers, etc.
- P.A.S.S is the standard method for using a fire extinguisher, which stands for P-Pull the Pin, A-Aim, S-Squeeze, and S-Sweep.
- First aid is the first treatment given to a casualty or a sick person for any injury or sudden illness before any medical attention
- The role of a first aider is to first protect, next assess the care and last transport/Triage, which in short is called PACT.
- Vital signs are measurements of the body's basic functions such as heart rate, respiration, skin temperature, consciousness, etc.
- First degree burns recover themselves, the burn should be placed under running water
- Second-degree burns take a few weeks to recover and should be covered with a clean wet cloth for treatment.
- Third-degree burns are very serious and require a skin grafting procedure.
- The most serious burns are fourth-degree burns, require many years to heal, and are treated with the help of plastic surgery or skin grafting
- CPR is a technique to keep blood and oxygen flowing through the heart and breathing have stopped. It involves chest compressions and rescue breathing
- CPR is also referred to as CAB: C- compressions, A- airway, B-breathing

- Helpline numbers for police, fire, ambulance, child helpline, gas leakage, and women helpline are 100, 101, 102, 1098, 1906 and 181 respectively.
- Greening is a process that includes waste management practices by accessing residential and worksite composting to divert waste from landfills.
- There are four areas of Greening i.e., Energy and Material Conservation, Reduction of GreenHouse Gas emissions, Waste management, pollution control.
- Reducing waste, reusing and recycling resources are the 3R's of waste management
- Breakdown of organic waste in the presence of microorganisms, heat and moisture is called composting.
- Personal protective equipment (PPE) protects the wearer's body from injury or infection.
- Types of PPE include eye protection (e.g., goggles, face shields), isolation gowns, facemasks, respirators, and gloves.
- Ventilation refers to the exchange of indoor and outdoor air, poorly ventilated homes may threaten health and safety.






Exercise

1. What is the purpose of personal protective equipment?
 - a) To protect the employer from the spread of diseases
 - b) To protect both the Caretaker and the employer from being infected with diseases
 - c) To protect the Caretaker from the spread of diseases
 - d) To protect equipment from being compromised
2. In which situation would you not be required to wear disposable gloves in a care setting?
 - a) Preparing food
 - b) Changing a catheter bag
 - c) Cleaning up a urine spill
 - d) Washing a commode
3. Which is the best way to prevent a spill?
 - a) Use proper containers
 - b) Store only what is needed
 - c) Store in safe locations
 - d) All of the above
4. Which one of these is a source of water pollution?
 - a) Use of detergents
 - b) Drugs, pills, or other medications should not be thrown into drains.
 - c) Use of organic products
 - d) Use of inorganic products







7. Annexure - Resources



S. No.	Module No.	Unit No.	Name of Subject	Page No.	URL	QR Code
1	1. Introduction and Orientation	Unit 1.2 - Role and Responsibilities of Child Caretaker (Non-Clinical)	Role and Responsibilities of Child Caretaker (Non-Clinical)	11	https://youtu.be/PX4qfKuBI2s	
2	2. Manage Child's Immediate Environment and Needs	Unit 2.1 – Observe and monitor child's activity	Activities of Daily Living (ADL) for Children	17	https://youtu.be/OCcHK9jwzKM	
3	2. Manage Child's Immediate Environment and Needs	Unit 2.1 – Observe and monitor child's activity	How do we clean specific surfaces or items	22	https://youtu.be/HUQo7nlwMJE	
4	2. Manage Child's Immediate Environment and Needs	Unit 2.1 – Observe and monitor child's activity	Cleaning of Kitchen Facilities	23	https://youtu.be/HlqLaZQafwE	
5	2. Manage Child's Immediate Environment and Needs	Unit 2.1 – Observe and monitor child's activity	Preventing Germs	25	https://youtu.be/GGGtQLFPskQ	
6	2. Manage Child's Immediate Environment and Needs	Unit 2.2 – Child's physical and nutritional needs	Bathing Toddlers	30	https://youtu.be/siVWZY9Qihg	
7	2. Manage Child's Immediate Environment and Needs	Unit 2.2 – Child's physical and nutritional needs	Feeding Children	31	https://youtu.be/V9lpRrO45O4	
8	2. Manage Child's Immediate Environment and Needs	Unit 2.2 – Child's physical and nutritional needs	Introduction to Nutrition	32	https://youtu.be/J88W42u6l9g	
9	2. Manage Child's Immediate Environment and Needs	Unit 2.2 – Child's physical and nutritional needs	Other important information	35	https://youtu.be/wHDbtYuppeA	

10	2. Manage Child's Immediate Environment and Needs	Unit 2.3 – Carryout Child Focused Activities and Learning	How to Make Child Feel Welcomed/ Valued	49	https://youtu.be/cE9eF1jbHMo	
11	3. Develop and Promote Positive Relationship with the Child	Unit 3.1 – Developmental Milestones of the Children	Child Growth Milestones	55	https://youtu.be/yg133aFNEK8	
12	3. Develop and Promote Positive Relationship with the Child	Unit 3.2 – Develop Relationships and Communicate Effectively with the Children	Helping Toddler Deal with Frustration and Strong Emotions	62	https://youtu.be/NtqzHObTVyk	
13	3. Develop and Promote Positive Relationship with the Child	Unit 3.2 – Develop Relationships and Communicate Effectively with the Children	Using Praise to Change Behaviour	64	https://youtu.be/TW-FMrft63g	
14	3. Develop and Promote Positive Relationship with the Child	Unit 3.2 – Develop Relationships and Communicate Effectively with the Children	Interacting with the Child	64	https://youtu.be/3NeDodgqBXI	
15	3. Develop and Promote Positive Relationship with the Child	Unit 3.2 – Develop Relationships and Communicate Effectively with the Children	Positive attention	65	https://youtu.be/MTFsNnzUwUE	
16	3. Develop and Promote Positive Relationship with the Child	Unit 3.3 – Support the Child in Developing Positive Relations with Others	Biting, Hitting and Kicking	73	https://youtu.be/iLGurHmnavs	
17	4. Develop and Maintain a Healthy, Safe and Secure Environment for Child	Unit 4.1 – Establish a Healthy, Safe and Secure Environment for the Child	Outside the Home	81	https://youtu.be/uFCx3q5AMAK	
18	4. Develop and Maintain a Healthy, Safe and Secure Environment for Child	Unit 4.1 – Establish a Healthy, Safe and Secure Environment for the Child	Common health issues and their treat	83	https://youtu.be/ZmLwlihMJDQ	

19	4. Develop and Maintain a Healthy, Safe and Secure Environment for Child	Unit 4.2 – Assist in Procedures with Respect to Accidents, Injuries, Illnesses and Other Emergencies	Preventing Accidents and Injuries	87	https://youtu.be/WAne1NJJSCY	
20	4. Develop and Maintain a Healthy, Safe and Secure Environment for Child	Unit 4.2 – Assist in Procedures with Respect to Accidents, Injuries, Illnesses and Other Emergencies	Play It Safe	96	https://youtu.be/l3qFW9uLiFY	
21	4. Develop and Maintain a Healthy, Safe and Secure Environment for Child	Unit 4.2 – Assist in Procedures with Respect to Accidents, Injuries, Illnesses and Other Emergencies	Inappropriate Touch	97	https://youtu.be/GbaqZeAW-ss	
22	5. Display Standards of Hygiene and Work Etiquettes	Unit 5.2 - Follow Practices of Hygiene	Personal Hygiene	117	https://youtu.be/UxskKQ9WOTE	



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