

Webinar:

**Two Unique Programs, One Unforgettable
Child Development Experience:
Using RealCare Baby® alongside Realityworks' new
Child Care Experience™ Program**



Realityworks®
Live it. Learn it.™

100% EMPLOYEE-OWNED





Presented by

Denise DuBois

Senior Product Manager

Realityworks[®]
Live it. Learn it.[™]

100% EMPLOYEE-OWNED

Agenda

- Review Realityworks' RealCare Baby® infant simulator and new Child Care Experience™ program
- Explore the accompanying standards-aligned lessons, student activities and assessments
- Get ideas and best practices for leveraging both programs to better prepare students for careers
- Free Resources
- Q&A

Planning a Pathway

Education and Training

Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Cluster Plan of Study (based on the Education and Training Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Education and Training	SAMPLE Occupations Relating to This Career Cluster	
Interest Inventory Administered and Plan of Study Initiated for all Learners									
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	**Career Exploration in Education and Training **Information Technology Applications	► Administrator ► Assessment Specialist ► CareerTech Administrator ► Child Care Worker ► Clinical Psychologist ► Coach ► College/University Faculty ► Counselor ► Curriculum Developer ► Elementary Teacher ► High School Teacher ► Middle School Teacher ► Principal ► Speech-Language Pathologist	
	10	English/ Language Arts II	Geometry	Biology	U.S. History		**Human Growth and Development		
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		**Fundamentals of Education Professions ** Parenting and/or Child Development		
	College Placement Assessments-Academic/Career Advisement Provided								
	12	English/ Language Arts IV	Statistics or other math course	Physics	Psychology or Sociology American Govt.		**Applications of Education Professions		
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.									
POSTSECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry	Psychology American History	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	**Introduction to Education **Introduction to the Exceptional Learner		
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	Geography and Educational Psychology		**Diversity in Education and Training **Instructional/Educational Technology		
	Year 15	Technical Communication	Tests and Measurements		Political Science Sociology		**Managing the Learning Environment **Methods of Teaching and Learning Continue courses pertinent to the pathway selected.		
	Year 16+		Dependent on chosen pathway		Economics Philosophy of Educ.		Complete teaching/training major. (Fulfill student teaching requirement as needed.)		



The RealCare® Program

The world's most advanced infant simulator

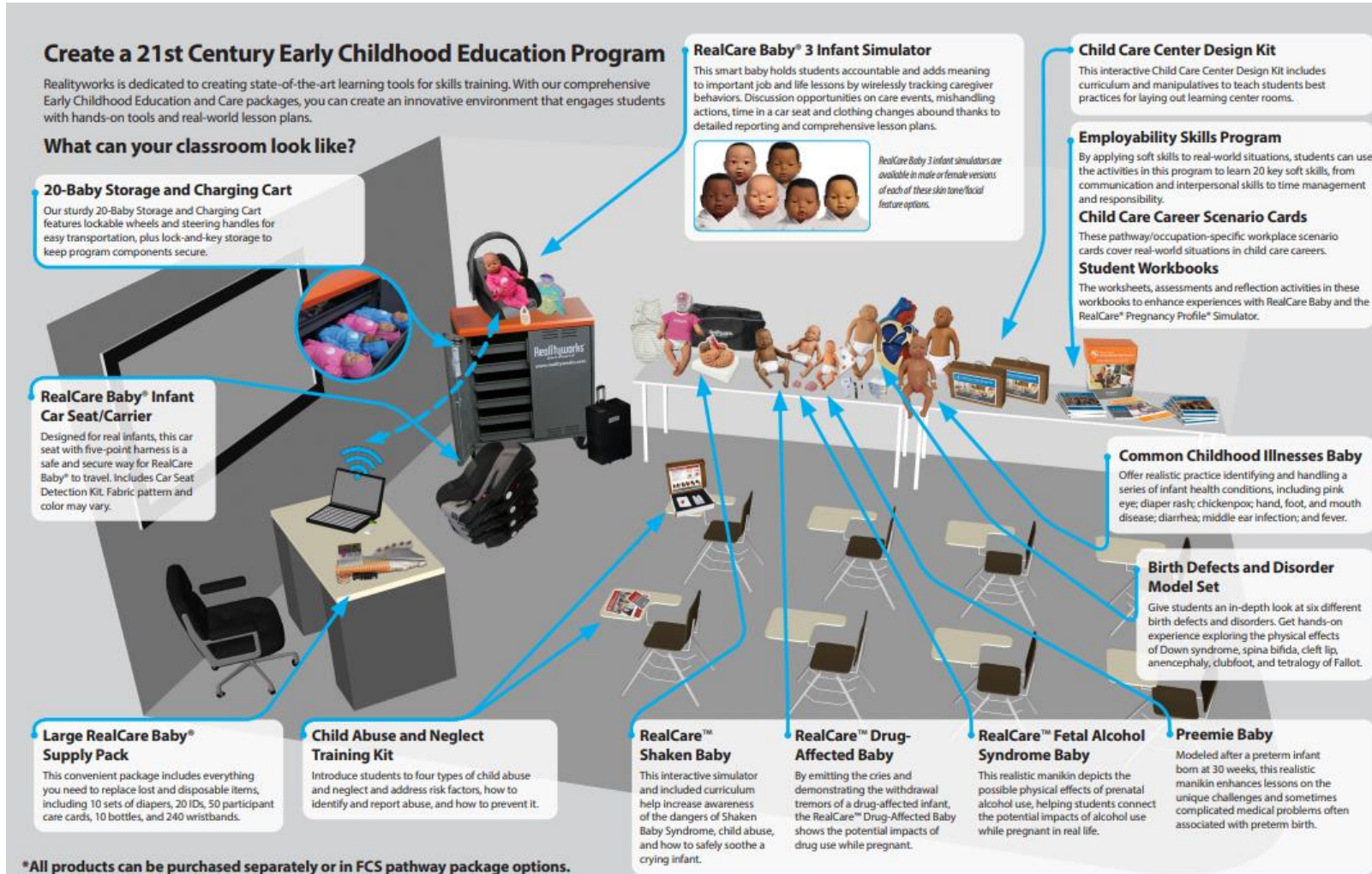
Realityworks®
Live it. Learn it.™

100% EMPLOYEE-OWNED

Featuring RealCare Baby



RealCare Program Implementation Guide





The Child Care Experience™

On-Site Simulated ChildCare Center in Your Classroom

Realityworks®
Live it. Learn it.™

100% EMPLOYEE-OWNED

The Child Care Experience



Featuring the Child Care Babies

9-Month Child Care Experience Baby

Additional features and functions:

- Accountability by using wireless programming to track and report caregiver behaviors
- Tracked care: Burping, Changing, Rocking, Feeding, Fussy
- Mishandling actions are tracked
- Standalone infant airway obstruction trainer
- Cheeks light up when the infant needs care



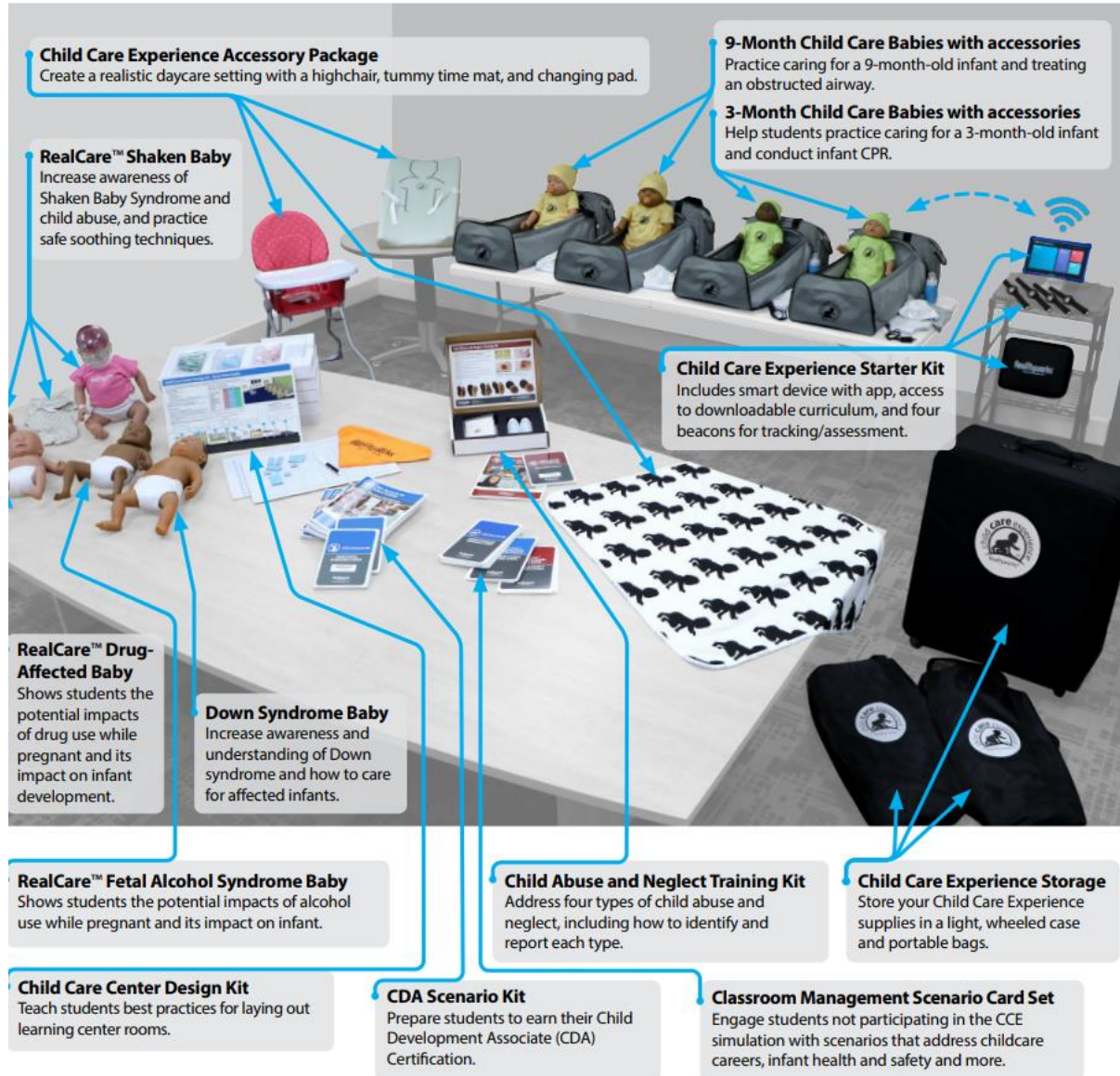
3-Month Child Care Experience Baby

Additional features and functions:

- Accountability by using wireless programming to track and report caregiver behaviors
- Tracked care: Burping, Changing, Rocking, Feeding, Fussy
- Mishandling actions are tracked
- Functions as a standalone infant CPR trainer
- Cheeks light up when the infant needs care



Child Care Experience Implementation Guide



- <https://www.realityworks.com/wp-content/uploads/2023/09/CCE-Implementation-Guide-WEB.pdf>



Curriculum Overview

RealCare Program and Child Care Experience

Realityworks[®]
Live it. Learn it.™

100% EMPLOYEE-OWNED

RealCare Program – Basic Infant Care

Unit	Lesson	Title	Time
		Pre-summative Assessment	30 minutes
1		Preparing to Care	1:45
1	1	The Important Role of the Caregiver	45 minutes
1	2	Infant and Toddler Development	45 minutes
		Unit 1 (formative) Assessment	15 minutes
2		Basic Care	4:20-4:40
2	1	Introducing Baby	45 minutes
2	2	Soothing a Crying Infant	45 minutes
2	3	Handling Stress and Preventing Shaken Baby Syndrome*	40-60 minutes
2	4	Holding and Feeding	40 minutes
2	5	Bathing and Diapering	45 minutes
2	6	Schedule and Tracking	30 minutes
		Unit 2 (formative) Assessment	15 minutes
3		Health and Safety	4:00
3	1	Emergency Procedures	45 minutes
3	2	Breathing Emergencies	45 minutes
3	3	Infant and Child CPR	45 minutes
3	4	Safety, First Aid, and Infant Health Part 1	45 minutes
3	5	Safety, First Aid, and Infant Health Part 2	45 minutes
		Unit 3 (formative) Assessment	15 minutes
4		Simulation and Assessment	1:30
4	1	Simulation Experience	45 minutes
4	2	Summary and Assessment	45 minutes
		Post-summative Assessment	30 minutes
		Total	12:35-12:55

RealCare Program – Parenting

Lesson	Title	Approximate Time
1	Introduction to Parenting	45 minutes
2	Care and Needs of an Infant –Introducing Baby	45 minutes
3	Safety, Health, and Care – part 1	45 minutes
4	Safety, Health, and Care – part 2	45 minutes
5	Attachment/Autonomy: Trust and Brain Development	45 minutes
6	Nurturing	45 minutes
7	Education and Literacy development	45 minutes
8	Recreation and Play	45 minutes
9	Parenting Styles	45 minutes
10	The Simulation Experience	45 minutes
11	Financial Support	45 minutes
12	Child Care/Day Care Options and Community Resources	45 minutes
	Course Summary and Posttest	30-45 minutes

RealCare Program – Healthy Choices: Relationships, Sexuality and Family Planning

Unit	Lesson	Title	Approximate Time
		Pre-learning Survey and Assessment	30 minutes
1		Communication and Interpersonal Skills	
1	1	Views, Plans and Values	45 minutes
1	2	The Influences Around Us	45 minutes
1	3	Communication and Self Esteem	45 minutes
1	4	Communication in Relationships	45 minutes
1	5	Relationships	45 minutes
2		Sexual Wellness	
2	Section 1	<i>Sexuality, Responsibilities of Sexual Activity and the Benefits of Abstinence</i>	
2	1	Reproductive Systems, Fertilization, Conception	45 minutes
2	2	Family Planning: Birth Control – Parts 1 and 2	90 minutes
2	3	Benefits of Abstinence	45 minutes
2	4	HIV and STIs	45 minutes
2	Section 2	<i>Human Reproduction and the Responsibilities of Pregnancy</i>	
2	5	Pregnancy and Prenatal Development	45 minutes
2	6	Alcohol and/or Drugs and Fetal Development	45 minutes
2	7	Birth Process	45 minutes
3		Impact of Unplanned Pregnancy	
3		<i>Responsibilities of Parenting: Infant Care and Costs</i>	
3	1	Care and Needs of an Infant – Introducing Baby	45 minutes
3	2	The Simulation Experience	45 minutes
3	3	The Reality Is...Impact of a Baby on Goals, Relationships, and Time	45 minutes
3	4	Cost of Baby	45 minutes
3	5	Summary and Assessment	45 minutes

RealCare Program – Life Skills and Healthy Choices for Middle School Students

Learning Objectives:

Lesson 1 – Changes, Puberty, Adolescence

- Understand the difference between human and animal reproduction
- Understand that puberty is a time of life that results in physical changes in the body
- Understand that adolescence is a time of life that results in mental, emotional, and social changes in a person

Lesson 2 – What I Need to Know to Survive These Years

- Understand the basic structure of the male and female reproductive systems
- Understand that puberty is a time of life that results in physical changes in the body
- Understand that adolescence is a time of life that results in mental, emotional, and social changes in a person

Lesson 3 – Does the Media Influence My Sexual Decision-Making

- Identify the effects of media on sexual decision-making and predict the potential consequences of not taking responsibility
- Identify TV shows, movies, magazines, books and songs that contain sexual messages
- Examine a magazine advertisement to determine possible underlying messages regarding sex

Lesson 4 – Healthy Relationships

- Identify the specific traits of healthy and unhealthy relationships
- Understand why doing things in groups (group dating) is extremely important
- Think about and decide on their sexual limits/boundaries

Lesson 5 – Where Could Relationships Go?

- Understand the "teenage sexual relationship continuum"
- Understand the effect of hormones on the body and decision-making when it comes to sexually-related decisions
- Know and begin to use two life skills critical to preventing entering the "danger zone" - These two skills are assertiveness and communication
- Use the critical thinking skills of prediction to look at healthy and unhealthy decisions they may make regarding sexual activity

Lesson 6 – Sexual Wellness and the Law

- Identify specific consequences related to early sexual activity related to wellness
- Identify several practical responsibilities to take to prevent suffering from the unhealthy consequences
- Understand the specific legal parameters designed to protect teens regarding sexual activity
- Identify resources that are available to people with issues regarding sexual activity and the law

Lesson 7 – Sexually Harassed

- Understand what sexual harassment is and how it can be recognized
- Recognize examples of the three types of harassment
- Know specific ways to take action against someone who is harassing them
- Know and be able to use specific communication strategies to combat harassment
- Understand 'sexting' and its social/legal consequences

Lesson 8 – AIDS Focus

- Know the names of several STIs and the risks associated with those diseases
- Know the common signs/symptoms of several STIs
- Know specific and effective prevention strategies - abstinence being the most effective strategy
- Search out and find valid sources of information and resources for testing and counseling
- Know the steps to effectively using a condom

Lesson 9 – STI Focus

- Know the names of several STIs and the risks associated with those diseases
- Know the common signs/symptoms of several STIs
- Know specific and effective prevention strategies - abstinence being the most effective strategy
- Search out and find valid sources of information and resources for testing and counseling
- Know the steps to effectively using a condom

Lesson 10 – Birth.. a Gift.. a Miracle

- Describe how humans develop from conceptions
- Identify stages of fetal development in the cycle of 9 month pregnancy

- Gain an understanding of how special the birthing process is
- Understand the risks involved with having a child too young

Lesson 11 – Care and Needs of an Infant

- Understand and administer care events for the RealCare® Baby infant simulator
- Understand the responsibilities of taking care of the RealCare® Baby infant simulator outside of class

Lesson 12 – The Simulation Experience

- Understand and respond to the demands of a young infant
- Master the care of the RealCare® Baby infant simulator during the care simulation experience
- Understand that being sexually active as a teen can have real and lasting consequences

Lesson 13 – Simulation Review, Handling Stress and Preventing Shaken Baby Syndrome

- Define Shaken Baby Syndrome (SBS)
- Explain why infants and young children are vulnerable to injury by shaking
- Identify areas of the brain that are affected by shaking, and the resulting physical consequences
- Identify methods of coping with stressful situations in caring for one or more infants
- Identify the characteristics or profile of a person most likely to shake an infant
- Formulate a plan for handling frustration, anger and stress when an infant cries

Lesson 14 – An Abstinent Lifestyle Rocks

- Identify the many positive attributes of abstinence
- Consider their commitment to staying abstinent
- Develop a game plan to remain abstinent and prevent teen pregnancy

Lesson 15 – Communicating and Saying No While Still Having Fun and Keeping Friends

- Learn three life skills that will help them stay abstinent
- Learn about and practice one-liners they can arm themselves with to prepare and feel comfortable expressing themselves when pressured to be sexually active

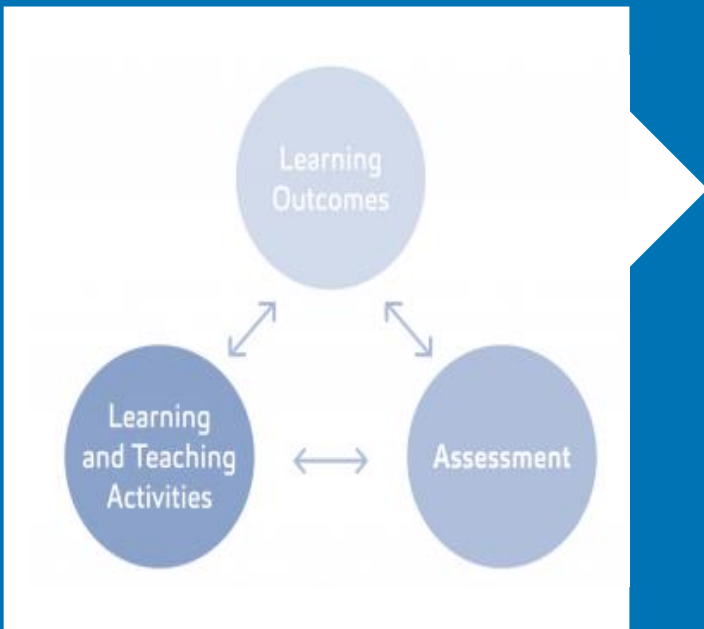
Lesson 16 – Post-Summary Assessment

- Understand how their attitudes about themselves, sexual activity, and parenting have changed over the course of instruction
- Summarize main concepts presented in the course
- Assess their understanding of information presented throughout the course

Life Skills and Healthy Choices for Middle School Students is one of two curricula offered on the Healthy Choices Sex Education Program Curriculum. Additional curricula offered include *Healthy Choices: Relationships, Sexuality and Family Planning*.

Child Care Experience

1. Infant Feeding and Nutrition
2. The Developmental Domains in Infancy (PIES)
3. Lesson and Daily Schedule Planning
4. Communication with Parents
5. Entrepreneurship – Opening a Child Care Center
6. Introduction to Emergency Infant CPR
7. Infant Airway Obstruction
8. The Child Care Experience



Assessment

RealCare Program and Child Care Experience

This Photo by Unknown Author is licensed under CC BY-SA

Realityworks[®]
Live it. Learn it.™

100% EMPLOYEE-OWNED

RealCare Program Simulation Report

RealCare® Baby Simulation Report



Class Child Development

Student Participant Name

ID1 21FA5 ID2 64D50

Baby

BABY0AAA Caucasian Female

Start 2/3/2012, 5 PM

Stop 2/5/2012, 5 PM

Schedule Order 11 15 9 13 12

Quiet Times

Total Simulation Time: 2d 00h 00m

Proper Care

Rock	2/3	67%
Diaper	16/16	100%
Burp	10/10	100%
Feed	14/17	82%
Average	42/46	91%

ID1 was used 51 times, ID2 was used 0 times

Performance Overview: 79%

Baby cried 30 minutes total

Mishandle

Shaken Baby	0	0%
Head Support	4	-12%
Wrong Position	0	0%
Rough Handling	0	0%
Other		0%
Total	4	-12%

Friday, February 3

5:00 PM Start Simulation
8:06 PM Missed Feeding
8:07 PM Head Support

Saturday, February 4

1:15 AM Missed Feeding
11:11 AM Missed Feeding

Sunday, February 5

10:13 AM Missed Rock
10:13 AM Head Support
11:24 AM Head Support
4:27 PM Head Support
5:00 PM Stop

Comments:

RealCare® Baby Simulation Report



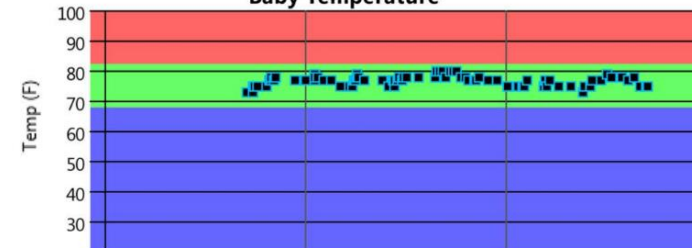
BABY0AAA Date Programmed: 2/3/2012 12:37 PM

Clothing and Temperature

Baby detects temperature, clothing, and length of time in car seat/carrier to address flathead syndrome. Missing clothing only appears if Baby detects no clothing during a significant period of time.

Look for spikes in temperature on the graph below to determine mishandling. Baby's temperature should fall inside the comfort range (in green - mid section of report). If Baby's temperature falls above or below the comfort range, Baby has been exposed to extreme temperatures for an extended period of time.

Baby Temperature



	3a	6a	9a	12p	3p	6p	9p	12a	3a	6a	9a	12p	3p	6p	9p
Diapers															
Outfit															
Infant Body-Suit															
Sleepwear															
Outerwear															
Car Seat/Carrier															

	Day 1	Day 2	Day 3
High Temp	79 (12:25 AM)	81 (8:09 PM)	79 (4:28 PM)
Low Temp	73 (9:30 PM)	75 (10:01 AM)	73 (1:38 PM)
Time out of safe temp range	0.0 hours	0.0 hours	0.0 hours
Max time between change of clothes	0.5 hours	4.3 hours	4.0 hours
Time in car seat/carrier	5.1 hours	20.0 hours	14.2 hours
Simulation Time	7.0 hours	24.0 hours	17.0 hours

Realityworks®
Live it. Learn it.™

100% EMPLOYEE-OWNED

RealCare Program Summative Assessment



Post-summative Assessment

Unit Four — Lesson Two
Summary and Assessment

Name: _____
Date: _____

Directions: The following questions will ask you about your knowledge of your role as a caregiver, basic infant care, and health and safety. Please answer the questions by circling the best answer or writing your response in the space provided.

1. When a child misbehaves and you must correct him/her, what do you want to convey?

a. He/she is naughty.
b. It is his/her behavior, not him/her, which you do not like.
c. If he/she doesn't improve his/her behavior, he/she will be punished.
d. You are the boss; be intimidating.

2. For each situation choose the characteristic that best responds to the need.

Situation	Characteristic
_____ A toddler is dawdling in putting toys away.	a. Empathy and nurturing
_____ An infant is having a bad morning and cries a lot.	b. Patience
_____ A toddler refuses to come with to the park.	c. Decision-making skills
_____ An infant has a fever.	d. Safety and health conscious
_____ A toddler wants to go home.	e. Communication skills

3. Which of the following responses to the given scenario is best?

Scenario: Pablo is a two-year-old boy at a day care center. He has just taken a toy away from Andre, who begins to cry. Andre tries to grab the toy back, but Pablo pushes him down and begins to run away.

a. Take the toy from Pablo and give it back to Andre, explaining that Andre was playing with that toy. Help Pablo find another toy.
b. Make Pablo return the toy and apologize to Andre for taking it. Put Pablo in a time out chair for 10 minutes to think about what he did.
c. Ask Pablo why he took the toy from Andre.
d. Ignore the situation and let them work it out.

4. Match the following stages of development with the age at which each **typically begins** to be demonstrated. Next to each statement, write "I" for infant or "T" for toddler.

_____ Talks, with about 50 words in his/her vocabulary
_____ Interest in own hands and feet
_____ Turns head in response to a voice; wants companionship as well as physical care
_____ Smiles back at people, involving whole body (i.e., arms lift, hands open, legs move)
_____ Pulls zippers, turns doorknobs, builds with blocks
_____ Has basic problem-solving skills, learns through trial and error

5. Toddler Property Laws refers to a toddler's inability to _____.

a. share
b. play fair
c. think for himself/herself
d. help others

6. Match the following toys with the kind of learning they help provide. (Choose all that apply.)

Toy	Kind of Learning
_____ Checkers game	a. Shapes
_____ Large piece puzzle	b. Colors
_____ Finger paints	c. Rules
_____ Play telephone	d. Cause and effect
_____ Plastic stacking rings	e. Imagination
_____ Push-pull toy	
_____ Small plastic people	

Basic Infant Care
Summary and Assessment

Post-summative Assessment (cont.)

7. For each statement below, indicate whether it is true or false by writing "T" for true and "F" for false next to the statement.

_____ Hearing develops before an infant is born.
_____ A seven-month-old can grasp small objects with the thumb and forefinger.
_____ Potty training begins when a child begins to walk.
_____ A content infant does not need much attention.
_____ An infant's temperament is displayed by six months of age.
_____ A six-month-old recognizes his/her own name.
_____ A toddler is able to completely dress himself/herself.
_____ Three-year-old children are typically happy and eager to help.

8. Match each of the following visual clues with the type of cry it displays.

Type of Cry	Visual Clue
_____ Hunger cry	a. Facial grimaces, bearing down
_____ Tired cry	b. Hands in mouth, rooting
_____ Pain cry	c. Eyes droopy, looks away

9. Which of the following typically expresses a discomfort cry?

a. Short continuous bursts
b. Whimpers in short bursts
c. Forceful bursts off and on
d. Whimper, gradually turning to loud, distressed cries

10. You can spoil an infant.

a. True
b. False

11. You should respond right away and address obvious possibilities when an infant begins to cry.

a. True
b. False

12. SBS is the most common cause of death in abused infants and young children.

a. True
b. False

13. SBS is:

a. caused by birth, CPR, or genetic disorders
b. caused by falls or rough play
c. a unique identifiable combination of injuries
d. caused by tossing the infant in the air

14. An infant's head is roomier inside than an adult's.

a. True
b. False

15. Match the order in which the infant brain is affected during a shaking.

Order	Area Affected
_____ First	a. Middle
_____ Second	b. Front
_____ Third	c. Back

16. Which of the following occurs during a shaking when the middle of an infant's brain is affected?

a. Visual disorders, blindness
b. Cognitive and emotional disabilities
c. Inability to speak and hear, death

17. Put the following steps for managing frustration into a logical order.

Step	Order
_____ Step out of the room or count to 10.	a. First
_____ Check the infant's basic needs	b. Second
_____ Put the infant in a safe place.	c. Third
_____ Try soothing the infant	d. Fourth
_____ Call someone if you need to talk	e. Fifth

18. It is the infant's job to cry, and your job to cope.

a. True
b. False

19. Anyone who may become frustrated is capable of shaking an infant.

a. True
b. False

RealCare Program Lesson-Level Assessment



Caregiver Self-Assessment

Unit Four — Lesson Two

Summary and Assessment

Name: _____

Date: _____

Directions: Answer the following questions by placing an “x” in the appropriate box, writing your response in the space provided, or circling the best answer.

1. The youngest child I have cared for was:

☐ Infant (newborn to 12 months)

☐ Toddler (1 to 3 years)

☐ Preschooler (3 to 5 years)

☐ School-age (5 years and older)

☐ I have never cared for a child.

2. The longest length of time I have cared for a child was:

☐ 1 to 4 hours

☐ 5 to 8 hours

☐ Overnight

☐ Days at a time

☐ I have never cared for a child.

3. I have cared for up to _____ children at a time.

4. On a scale of 1 to 5, I would rate my skills as the following:

	Poor		Average		Excellent
Ability to make decisions	1	2	3	4	5
Ability to be patient with children	1	2	3	4	5
Ability to communicate with children	1	2	3	4	5
Ability to communicate with parents/guardians	1	2	3	4	5
Ability to attend to an infant’s basic needs	1	2	3	4	5
Ability to have fun with children	1	2	3	4	5
Ability to think quickly in an emergency	1	2	3	4	5
Ability to perform first aid and CPR	1	2	3	4	5
Ability to handle misbehavior	1	2	3	4	5
Understanding of developmental stages	1	2	3	4	5

5. The reasons I want to be a caregiver are:

• _____

• _____

• _____

www.realityworks.com

4.2-471



Check Your Skills

Unit Three — Lesson Two

Breathing Emergencies

Name: _____

Date: _____

Directions: Take turns with your partner demonstrating and assessing the rescue skills you have learned. For example, one will demonstrate the steps to help a choking infant while the other checks off each step as it is performed. If any steps are missed or performed incorrectly, stop, explain the correct procedure, and practice the sequence of steps again. Peer evaluators: be sure to add up the total points earned for each skill, make any comments and/or notes as needed, and sign at the conclusion of the demonstration.

Infant (Age 0-1 Year) Rescue Breathing	Excellent	Good	Fair	Poor
	4	3	2	1
1. Tap the infant’s foot and shout, “Are you okay?”				
2. If no response, shout for help: • If someone comes, have them call 911 or your local emergency number. • If no one comes, conduct rescue breathing and/or CPR for one minute, then call 911 or your local emergency number.				
3. Open the infant’s airway (tilt head and lift chin).				
4. Look, listen, and feel for breathing (5 to 10 seconds).				
5. If not breathing, seal your mouth over the infant’s nose and mouth and give two breaths (one second each, removing your mouth after each breath). Watch for the infant’s chest to rise with each breath.				
6. Check for signs of circulation: • If signs of circulation, continue rescue breathing, giving one breath every three seconds and checking circulation every minute. • If no signs of circulation, begin chest compressions and CPR until help arrives; or continue rescue breathing, giving 20 breaths and checking circulation every minute.				

NOTE: To protect both you and the victim, avoid contact with body substances or fluids, known as Body Substance Isolation (BSI), whenever possible. BSI procedures assume that all body fluids are a possible risk; use gloves and/or breathing barriers, if available, and always wash your hands after care.

Total Points Earned: _____

Comments/Notes:

Peer Evaluator Signature: _____

www.realityworks.com

3.2-227

22

Realityworks®

Live it. Learn it.™

100% EMPLOYEE-OWNED

Child Care Experience Group Simulation Report

Group Report group a

Simulation - 7/24/2023

Class: thursday class	Start Time: 12:16 PM
Group: group a	Stop Time: 3:47 PM
Student/Infant Ratio: 2:3	Total Simulation Time: 211 minutes

Participants	Beacons	Babies	Age
Lee Hue	BEC1911	Harry	9
Ethan	BEC996B	bob	3
		Alice	9

Total number of Care Events during Simulation	40
Total number of Student Note Entries	13
Random Scenarios Completed	3
Average Response Time in seconds	19s
Number of Events with Response Time >60s	0

Group Overall Performance = 47%

Event Type	# of Care Events	Proper Care	Attempted Care	Missed Care	Abuse Event	#	%
Feed	11	9	2	0	Sbs	0	0%
Diaper	7	5	2	0	Head Support	2	-6%
Burp	8	7	1	0	Rough Handling	9	-27%
Fuss	11	10	1	0	Wrong Position	3	-9%
Rock	3	2	0	1	Other		0%
Choke	0	0	0	0			
Total #	40	33	6	1	Total	14	-42%

Comments:

Summary by Student

Student Clock-In Name	Care Performed by Student			Response Time		Abuse Events	Student Notes	Random Scenarios
	Total #	Proper	Attempted	AVG	# > 60s	#	#	#
Lee Hue	13	12	1	18s	0	1	1	1
Ethan	26	21	5	19s	0	13	12	2
MISSED EVENTS	1	--	--	--	--	--	--	--

Random Scenarios completed during simulation

1:19 PM	Student Name: Ethan Question: You place a child in their crib for naptime. When you go to check on them later, the child is unresponsive and you cannot feel a pulse. Answer: call 911 and do cpr
2:19 PM	Student Name: Lee Hue Question: It is snacktime. While you are turned around grabbing napkins, you hear a loud coughing noise behind you. When you turn around, you see that the child you heard is beginning to look red and their eyes are watering. Answer: try to unchoke it because it is choking
2:29 PM	Student Name: Ethan Question: During pickup, a parent begins speaking negatively about one of the children in your care. She says, "Wow, it's such a shame that that baby isn't developing as quickly as all of the other babies". Answer: shut up karen

Group Report group a

Simulation - 7/24/2023

Detail by Time

Time	Detail	Student	Baby
12:16 PM	Feed Proper Care	Ethan	bob
12:19 PM	Fuss Proper Care	Lee Hue	Harry
12:21 PM	Diaper Proper Care	Ethan	Alice
12:25 PM	Rough Handling	Ethan	Alice
12:26 PM	Rough Handling	Ethan	Alice
12:30 PM	Burp Proper Care	Lee Hue	bob
12:33 PM	Feed Proper Care	Ethan	Harry
12:38 PM	Rock Proper Care	Ethan	Alice
12:45 PM	Diaper Attempted Care	Lee Hue	bob
12:48 PM	Burp Proper Care	Ethan	Harry
12:52 PM	Fuss Proper Care	Ethan	Alice
12:59 PM	Feed Attempted Care	Ethan	bob
1:00 PM	Rough Handling	Ethan	bob
1:03 PM	Wrong Position	Ethan	bob
1:04 PM	Rough Handling	Ethan	bob
1:03 PM	Diaper Proper Care	Lee Hue	Harry
1:07 PM	Feed Proper Care	Ethan	Alice
1:16 PM	Burp Proper Care	Ethan	bob
1:21 PM	Rough Handling	Ethan	bob
1:21 PM	Rough Handling	Ethan	bob
1:21 PM	Rock Missed Care	MISSED EVENTS	Alice
1:30 PM	Fuss Proper Care	Ethan	Harry
1:32 PM	Diaper Proper Care	Ethan	bob
1:36 PM	Fuss Proper Care	Lee Hue	Alice
1:44 PM	Feed Proper Care	Ethan	Harry
1:47 PM	Fuss Proper Care	Lee Hue	bob
1:50 PM	Feed Proper Care	Ethan	Alice
1:59 PM	Burp Proper Care	Ethan	Harry
2:02 PM	Feed Proper Care	Lee Hue	bob
2:05 PM	Fuss Proper Care	Ethan	Alice
2:14 PM	Diaper Proper Care	Ethan	Harry
2:16 PM	Fuss Proper Care	Ethan	bob
2:28 PM	Burp Proper Care	Ethan	Harry
2:32 PM	Feed Proper Care	Lee Hue	Alice
2:43 PM	Diaper Proper Care	Lee Hue	Harry
2:43 PM	Fuss Proper Care	Ethan	bob
2:47 PM	Burp Proper Care	Lee Hue	Alice
2:58 PM	Rock Proper Care	Lee Hue	Harry
2:59 PM	Rough Handling	Lee Hue	Harry
2:58 PM	Feed Attempted Care	Ethan	bob
2:59 PM	Rough Handling	Ethan	bob
2:59 PM	Rough Handling	Ethan	bob
3:04 PM	Head Support	Ethan	bob
3:01 PM	Diaper Attempted Care	Ethan	Alice
3:14 PM	Fuss Proper Care	Lee Hue	Harry
3:15 PM	Burp Proper Care	Ethan	bob
3:16 PM	Head Support	Ethan	bob

Realityworks®
Live it. Learn it.™

100% EMPLOYEE-OWNED

Child Care Experience Student Report

Student Report Ethan

Simulation - 7/24/2023

Class: thursday class	Start Time: 12:16 PM
Group: group a	Stop Time: 3:47 PM
Beacon: BEC996B	Total Simulation Time: 211 minutes
Infants in child care: 3	Student/Infant Ratio: 2:3

Number of Care Events during Simulation	26
Number of Proper Cares	21
Number of Attempted Cares	5
Missed Cares	0
Average Response Time	19s
Number of Response Times > 60 seconds	0

Summary of Baby Care Events

Time	Baby Name	Baby Age	Care Event	Care Result	Response Time	Abuse			
						HS	RH	SBS	WP
12:16 PM	bob	3	Feed	Proper	26s	0	0	0	0
12:21 PM	Alice	9	Diaper	Proper	13s	0	2	0	0
12:33 PM	Harry	9	Feed	Proper	33s	0	0	0	0
12:38 PM	Alice	9	Rock	Proper	15s	0	0	0	0
12:48 PM	Harry	9	Burp	Proper	20s	0	0	0	0
12:52 PM	Alice	9	Fuss	Proper	46s	0	0	0	0
12:59 PM	bob	3	Feed	Attempted	10s	0	2	0	1
1:07 PM	Alice	9	Feed	Proper	10s	0	0	0	0
1:16 PM	bob	3	Burp	Proper	45s	0	2	0	0
1:30 PM	Harry	9	Fuss	Proper	4s	0	0	0	0
1:32 PM	bob	3	Diaper	Proper	12s	0	0	0	0
1:44 PM	Harry	9	Feed	Proper	19s	0	0	0	0
1:50 PM	Alice	9	Feed	Proper	24s	0	0	0	0
1:59 PM	Harry	9	Burp	Proper	50s	0	0	0	0
2:05 PM	Alice	9	Fuss	Proper	3s	0	0	0	0
2:14 PM	Harry	9	Diaper	Proper	5s	0	0	0	0
2:16 PM	bob	3	Fuss	Proper	17s	0	0	0	0
2:28 PM	Harry	9	Burp	Proper	12s	0	0	0	0
2:43 PM	bob	3	Fuss	Proper	19s	0	0	0	0
2:58 PM	bob	3	Feed	Attempted	29s	1	2	0	0
3:01 PM	Alice	9	Diaper	Attempted	19s	0	0	0	0
3:15 PM	bob	3	Burp	Proper	19s	1	0	0	0
3:16 PM	Alice	9	Fuss	Attempted	23s	0	0	0	1
3:28 PM	Harry	9	Feed	Proper	10s	0	0	0	1
3:31 PM	Alice	9	Feed	Proper	10s	0	0	0	0
3:44 PM	Harry	9	Burp	Attempted	13s	0	0	0	0

Infant Report for Parent/Guardian

Time	Care Event	Baby Name	Infant Note for Parent/Guardian
12:20 PM	Feed	bob	N/A
12:27 PM	Diaper	Alice	N/A
12:35 PM	Feed	Harry	N/A
12:53 PM	Burp	Harry	N/A
1:12 PM	Feed	Alice	N/A

Student Report Ethan

Simulation - 7/24/2023

Infant Report for Parent/Guardian

Time	Care Event	Baby Name	Infant Note for Parent/Guardian
1:23 PM	Burp	bob	N/A
1:33 PM	Fussy	Harry	N/A
1:47 PM	Feed	Harry	N/A
2:05 PM	Burp	Harry	N/A
2:16 PM	Diaper	Harry	N/A
2:23 PM	Fussy	bob	N/A
2:34 PM	Burp	Harry	N/A

Random Scenarios completed during simulation

Time	Question	Answer
1:19 PM	You place a child in their crib for naptime. When you go to check on them later, the child is unresponsive and you cannot feel a pulse.	call 911 and do cpr
2:29 PM	During pickup, a parent begins speaking negatively about one of the children in your care. She says, "Wow, it's such a shame that that baby isn't developing as quickly as all of the other babies".	shut up karen

Comments:

Child Care Experience Baby Report

Baby Report Harry

Simulation - 7/24/2023

Class: thursday class	Start Time: 12:16 PM
Group: group a	Stop Time: 3:47 PM
Baby's Age: 9 month	Total Simulation Time: 211 minutes
Infants in child care: 3	Student/Infant Ratio: 2:3

Care Events

Time	Care Event	Care Given	Student Name	Response Time	Abuse
12:19 PM	Fuss	Proper	Lee Hue	6s	0
12:33 PM	Feed	Proper	Ethan	33s	0
12:48 PM	Burp	Proper	Ethan	20s	0
1:03 PM	Diaper	Proper	Lee Hue	24s	0
1:30 PM	Fuss	Proper	Ethan	4s	0
1:44 PM	Feed	Proper	Ethan	19s	0
1:59 PM	Burp	Proper	Ethan	50s	0
2:14 PM	Diaper	Proper	Ethan	5s	0
2:28 PM	Burp	Proper	Ethan	12s	0
2:43 PM	Diaper	Proper	Lee Hue	6s	0
2:58 PM	Rock	Proper	Lee Hue	44s	1
3:14 PM	Fuss	Proper	Lee Hue	23s	0
3:28 PM	Feed	Proper	Ethan	10s	1
3:44 PM	Burp	Attempted	Ethan	13s	0

Infant Report for Parent/Guardian

Time	Care Event	Student Name	Infant Note for Parent/Guardian
12:16 PM	Diaper	Lee Hue	gg
12:35 PM	Feed	Ethan	N/A
12:53 PM	Burp	Ethan	N/A
1:33 PM	Fussy	Ethan	N/A
1:47 PM	Feed	Ethan	N/A
2:05 PM	Burp	Ethan	N/A
2:16 PM	Diaper	Ethan	N/A
2:34 PM	Burp	Ethan	N/A

Total Simulation Time	211 minutes
Total Time in Crib	-
% of Time in Crib	-

Comments:

Baby Report 9M05-1F7C

Simulation - 4/14/2023

Class: Childcare 101	Start Time: 2:42 PM
Group: Morning	Stop Time: 2:58 PM
Baby's Age: 9 month	Total Simulation Time: 16 minutes
Infants in child care: 4	Student/Infant Ratio: 3:4

Care Events

Time	Care Event	Care Given	Student Name	Response Time	Abuse
2:44 PM	Rock	Proper	Unknown	13s	0
2:47 PM	Burp	Proper	Peggy	16s	0
2:49 PM	Feed	Proper	Samantha	21s	0
2:52 PM	Fuss	Proper	Cody	17s	0
2:54 PM	Diaper	Proper	Unknown	11s	0

Infant Report for Parent/Guardian

Time	Care Event	Student Name	Infant Note for Parent/Guardian
2:48 PM	Burp	Peggy	N/A
2:49 PM	Burp	Peggy	N/A

Total Simulation Time	16 minutes
Total Time in Crib	-
% of Time in Crib	-

Comments:

Child Care Experience Program-Level Assessment

Child Care Experience Assessment Rubric

	World Class Caregiver	Amateur Caregiver	Indifferent Caregiver	Abusive Caregiver
Care Quality – Proper Care % for student (see Summary by Student Total # Care Events / Proper Care Total)	85-100%	70-84%	55-69%	54% or less
	(20 points)	(15 points)	(10 points)	(5 points)
Teamwork Skills (Group Overall Performance % on Group Report)	90-100%	80-89%	70-79%	60-69%
	(20 points)	(15 points)	(10 points)	(5 points)
Abuse Events (Head Support and Rough Handling on Student Report)	2 or less instances	3 instances	4 instances	5 or more instances
	(20 points)	(15 points)	(10 points)	(5 points)
Shaken Baby (SBS on Student Report)	0 instances	0 instances	0 instance	1 or more instances
	(10 points)	(10 points)	(10 points)	(-10 points)
Infant Report for Parent/Guardian (Compare Summary of Baby Care Events to Infant Report on Student Report)	0-1 care event missing documentation	2 care events missing documentation	3 care events missing documentation	4 care events missing documentation
	(5 points)	(4 points)	(3 points)	(2 point)
Responsive Caregiver (Average Response Time Student Report)	Average response time < 30 seconds	Average response time 31-45 seconds	Average response time 46-60 seconds	Average response time > 1 minute
	(5 points)	(4 points)	(3 points)	(2 point)
Problem Solving Skills (Random Scenarios – Student Report) Extra credit per scenario	Answer is appropriate and effective for the scenario (5 points extra credit)	No Random Event Card Completed	No Random Event Card Completed	No Random Event Card Completed
		(0 points)	(0 points)	(0 points))
Total Points				

Total 80 = 100%

Total 60 = 75%

Total 40 = 50%

Total 20 = 25%

Child Care Experience Lesson-Level Assessment

Child Care Experience Curriculum

Infant Feeding and Nutrition Pre-Test – Answer Key

Directions: The following questions will ask you about your knowledge of infant nutritional needs and feeding. Please answer the questions by circling the best answer.

- Because infants are in a stage of rapid growth, it is important that they have _____.
 - Daily sun light
 - Proper nutrition**
 - A variety of foods
- Breast milk and formula provide all necessary nutrients for the first ____ months.
 - 4**
 - 8
 - 12
- Introducing new foods to infants depends on _____.
 - Parents' preferences
 - Baby's sleep patterns
 - Doctor's recommendations**
- Healthy eating patterns during infancy may lead to _____.
 - Food allergies
 - Limited preferences for foods
 - Healthy attitudes about foods**
- The initial introduction of "solid foods" means adding _____ to a baby's diet.
 - Semi-liquid or pureed foods**
 - Partially frozen breast milk or formula
 - Crackers and dry cereal
- Circle the correct answer for each of the following:

True	False	Calm, unrushed feeding times help infants feel secure.
True	False	Parents should only offer the foods that they like.
True	False	Propping a baby's bottle is recommended to save time.
True	False	Fruit juice is a healthy substitute if you run out of formula.
True	False	Learning to eat finger foods is good motor skill practice for baby.

Child Care Experience™ Curriculum

Name: _____ Class: _____

Emergency Infant CPR Test

- What are the 3 C's in handling a medical emergency? Circle the correct answer.
 - Console, Calm, Care
 - Care, CPR, Calm
 - CPR, Check, Call
 - Check, Care, Call
 - Care, CPR, Console
- What do the CAB's of CPR stand for? Circle the correct answer.
 - Chest, Airway, Breathing
 - Chest Compressions, Assist, Breathing
 - Cardio, Attend, Back Support
 - Compress, Attend, Body Position
 - Chest Compressions, Airway, Breathing
- Order the steps of infant CPR by placing the correct step number next to each step.

	Steps
	If not breathing, give 2 breaths (1 second each). Watch for the chest to rise with each breath.
	Give 30 chest compressions (100-120 per minute) then give 2 breaths.
	Quickly move or open clothes from the front of the chest.
	Gently place the infant on a firm, flat surface.
	Answer all the dispatcher's questions, then return to the infant and start the steps of CPR again.
	Open the infant's airway (tilt head and lift chin).
	Continue giving sets of 30 chest compressions and two breaths until the infant starts to breathe on her own or trained medical help takes over.
	Look, listen, and feel for breathing (5 to 10 seconds).
	After 1 minute or 5 sets of 30 chest compressions and 2 breaths, call for emergency medical assistance if not already done.
	Check for a brachial pulse.

- How many compressions should you perform in each set of compressions and breaths of CPR? Circle the correct answer.
 - 10
 - 20
 - 30
 - 40
 - 50
- How many breaths should you give after each set of 30 chest compressions? Circle the correct answer.
 - 1
 - 2
 - 3
 - 4
 - 5



Creating an Unforgettable Child Development Experience

Realityworks[®]
Live it. Learn it.™

100% EMPLOYEE-OWNED

Program Focus

RealCare® Program

- Career exploration
- Basic infant care
- Parenting
- Teen pregnancy prevention
- At home, 24/7 infant care simulation
- Babysitting course
- Clinical and community education

Child Care Experience™

- Childcare careers
- Entrepreneurship
- Infant health, safety and first aid
- Advanced childcare career skills
- Simulated, on-site work-based learning experience

Program Outcomes

RealCare® Program

- Identify careers working with infant
- Able to provide basic infant care
- Decide the right time if/when to become a parent
- Understand the responsibility associated with caring for an infant

Child Care Experience™

- Be able to get a job in a childcare center
- Be able to start their own child care or babysitting service
- Become certified in infant CPR and infant airway obstruction procedures
- Complete an industry-recognized credential or certification (or work towards completion)
- Be able to smoothly articulate from high school to post-secondary programs

Industry-Recognized Credentials (IRCs)

Child Development Associate – CDA

- The primary certification is the Center-Based Infant-Toddler CDA birth to 36 months
- A second certification is the Family Childcare CDA birth to age 5



CCE Alignment to the CDA

Competency	CCE
To establish and maintain a safe, healthy learning environment	X
To advance physical and intellectual competence	X
To support social and emotional development and to provide positive guidance	X
To establish positive and productive relationships with families	X
To ensure a well-run, purposeful program that is responsive to participant needs	X
To maintain a commitment to professionalism	X

CCE Alignment to the Early Childhood Education Credential



Early Childhood Education Assessment and Certification Competencies

1	Career Paths (Weight – 14.3%)
1A.	Explain the roles and functions of individuals engaged in early childhood, education, and services.
1B.	Analyze opportunities for employment and entrepreneurial endeavors in early childhood, education, and services.
1C.	Identify the personal qualities and abilities needed to be effective with children.
1D.	Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
1E.	Analyze the effects of early childhood, education, and services on local, state, national, and global economies.
1F.	Create an employment portfolio for use when applying for internships and work-based learning opportunities in education and early childhood.
1G.	Analyze the role of professional organizations in education and early childhood.
2	Developmentally Appropriate Practices (Weight – 14.3%)
2A.	Analyze child development theories and their implications for educational and childcare practices.
2B.	Apply a variety of assessment methods to observe and interpret children's growth and development.
2C.	Analyze cultural and environmental influences when assessing children's development.
2D.	Analyze abilities and needs of children and their effects on children's growth and development.
2E.	Analyze strategies that promote children's growth and development.
3	Curriculum and Instruction (Weight – 14.3%)
3A.	Analyze a variety of curriculum and instructional models for appropriateness in meeting children's developmental needs and interests.
3B.	Implement learning activities in all curriculum areas that meet the developmental needs of children.
3C.	Implement an integrated curriculum that incorporates a child's language, learning styles, early experiences, and cultural values.
3D.	Demonstrate a variety of teaching methods to meet individual needs of children.
3E.	Arrange learning centers that provide for children's exploration, discovery, and development.
3F.	Establish activities, routines, and transitions.

4	Learning Environment (Weight – 14.3%)
4A.	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
4B.	Apply safe and healthy practices that comply with state regulations.
4C.	Implement strategies to teach children health, safety, and sanitation habits.
4D.	Plan safe and healthy meals and snacks.
4E.	Document symptoms of child abuse and neglect and use appropriate procedures to report suspected abuse or neglect to the designated authorities.
4F.	Implement basic health practices and prevention procedures for workers and children regarding childhood illness and communicable diseases.
5	Positive Relationships with Children (Weight – 14.3%)
5A.	Apply developmentally appropriate guidelines for guiding children's behavior.
5B.	Demonstrate problem-solving skills with children.
5C.	Demonstrate interpersonal skills that promote positive and productive relationships with children.
5D.	Implement strategies for constructive and supportive interactions between children and families.
5E.	Analyze children's developmental progress and summarize developmental issues and concerns.
6	Professional Practices and Standards (Weight – 14.3%)
6A.	Utilize opportunities for continuing training and education.
6B.	Apply professional ethical standards as accepted by the recognized professional organizations.
6C.	Implement federal, state, and local standards, policies, regulations, and laws that affect children, families, and programs.
6D.	Demonstrate enthusiasm, initiative, and commitment to programs goals and improvements.
6E.	Apply business management skills to planning businesses in early childhood, education, and services.
7	Family and Community Involvement (Weight – 14.3%)
7A.	Demonstrate an understanding of the diversity in family units and roles.
7B.	Plan communication strategies to strengthen parent/child care provider relationships.
7C.	Determine community resources available to children and their families.
7D.	Describe methods for facilitating respectful, reciprocal relationships between child care providers and the community.

National FCS Education Standards



Standard Area	RealCare Program	Child Care Experience
1.0 Career, Community and Family Connections		X
2.0 Consumer and Family Resources	X	
4.0 Education and Early Childhood	X	X
6.0 Family	X	
7.0 Family and Human Services	X	X
12.0 Human Development	X	X
13.0 Interpersonal Relationships	X	X
15.0 Parenting	X	

Grade Level of Skill Level

Middle School / Jr. High



RealCare® Program

Students will learn:

- Basic infant care skills (babysitting, life skills, parenting, career exploration)
- Responsibility of caring for an infant
- Foundational knowledge about child development, making healthy choices, teen pregnancy prevention, sexual wellness, parenting



Grade Level of Skill Level

High School 9th or 10th Grade  RealCare® Program

Students will learn:

- Child development foundational knowledge
- Basic infant care skills
- Career exploration



Grade Level of Skill Level

High School Juniors/Seniors+  Child Care Experience™

Students will learn:

- Transferable infant care skills – feeding, burping, rocking, changing, soothing
- Entrepreneurial skills – how to start up a childcare center
- Soft skills development – parent communication, teamwork, problem solving, time management
- How to work in a childcare center – documenting care given, handling random scenarios, lesson planning
- Safety and first aid – infant CPR, infant airway obstruction procedures, sanitation and safety



What Courses Do You Teach?

Education and Training - Early Childhood Education / Childcare Career Path

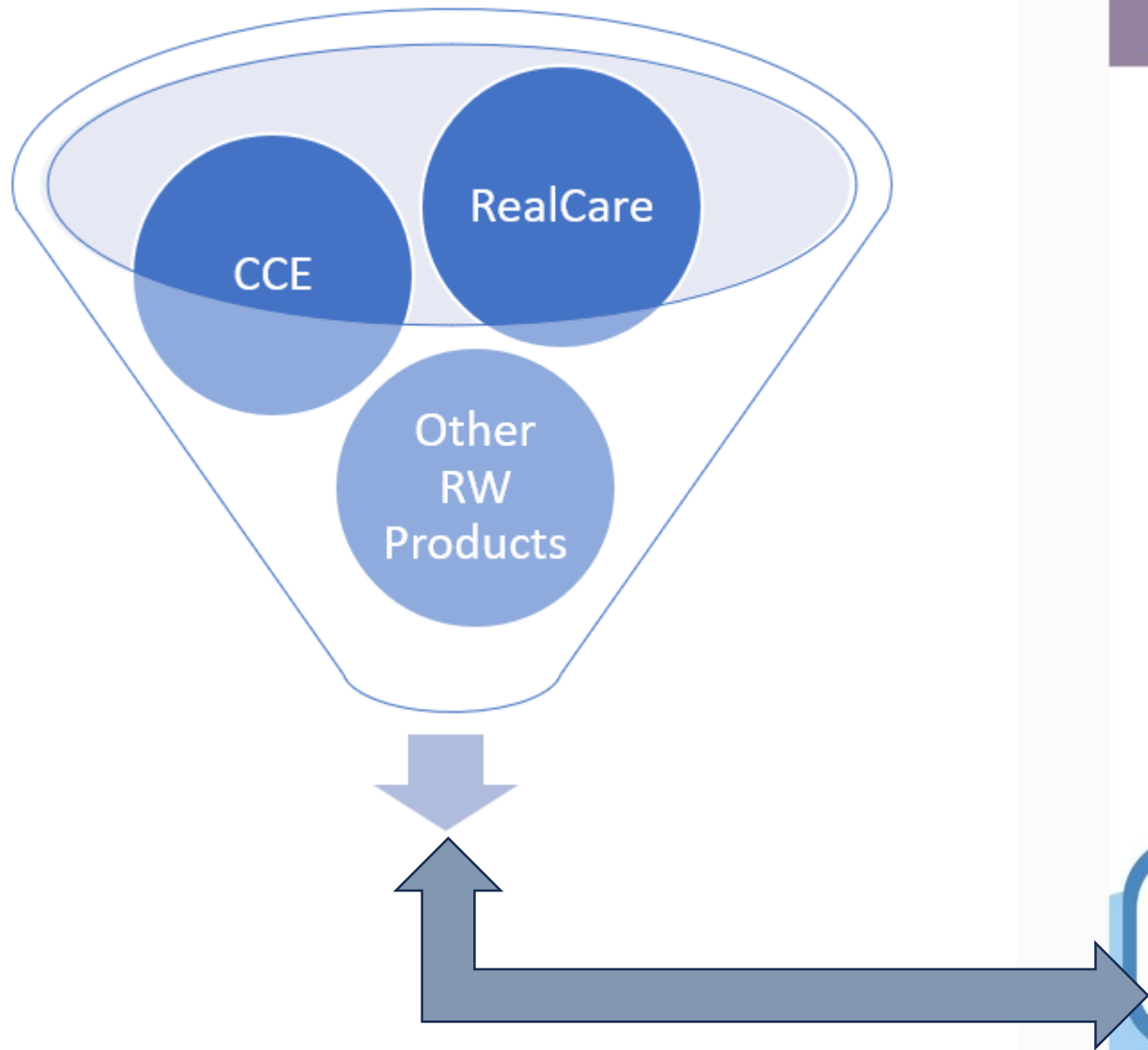
Career Cluster Plan of Study for ► Learners ► Parents ► Counselors ► Teachers/Faculty

This Career Cluster Plan of Study (based on the Education and Training Career Cluster) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study, used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

EDUCATION LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies/ Sciences	Other Required Courses Other Electives Recommended Electives Learner Activities	*Career and Technical Courses and/ or Degree Major Courses for Education and Training	SAMPLE Occupations Relating to This Career Cluster
Interest Inventory Administered and Plan of Study Initiated for all Learners								
SECONDARY	9	English/ Language Arts I	Algebra I	Earth or Life or Physical Science	State History Civics	All plans of study should meet local and state high school graduation requirements and college entrance requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	**Career Exploration in Education and Training **Information Technology Applications	► Administrator ► Assessment Specialist ► CareerTech Administrator ► Child Care Worker ► Clinical Psychologist ► Coach ► College/University Faculty ► Counselor ► Curriculum Developer ► Elementary Teacher ► High School Teacher ► Middle School Teacher ► Principal ► Speech-Language Pathologist
	10	English/ Language Arts II	Geometry	Biology	U.S. History		**Human Growth and Development	
	11	English/ Language Arts III	Algebra II	Chemistry	World History Economics		**Fundamentals of Education Professions ** Parenting and/or Child Development	
	College Placement Assessments-Academic/Career Advisement Provided							
	12	English/ Language Arts IV	Statistics or other math course	Physics	Psychology or Sociology American Govt.		**Applications of Education Professions	
Articulation/Dual Credit Transcribed-Postsecondary courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POST SECONDARY	Year 13	English Composition English Literature	Algebra	Chemistry	Psychology American History	All plans of study need to meet learners' career goals with regard to required degrees, licenses, certifications or journey worker status. Certain local student organization activities may also be important to include.	**Introduction to Education **Introduction to the Exceptional Learner	
	Year 14	Speech/ Oral Communication	Computer Applications	Biological Science Physical Science	Geography and Educational Psychology		**Diversity in Education and Training **Instructional/Educational Technology	
	Year 15	Technical Communication	Tests and Measurements		Political Science Sociology		**Managing the Learning Environment **Methods of Teaching and Learning Continue courses pertinent to the pathway selected.	
	Year 16+		Dependent on chosen pathway		Economics Philosophy of Educ.		Complete teaching/training major. (Fulfill student teaching requirement as needed.)	

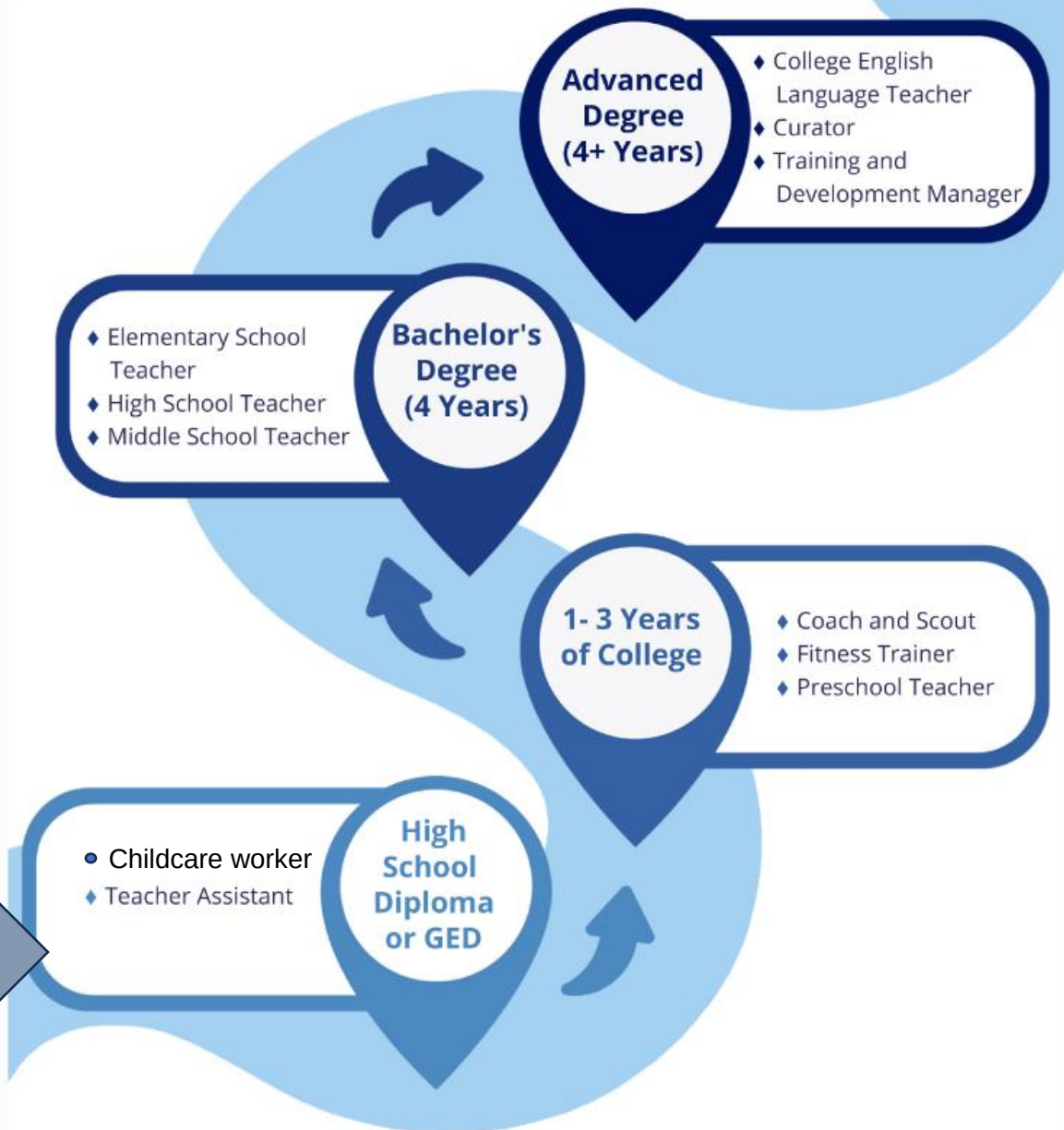
• RealCare Program (orange)

• Child Care Experience (green)



TEACHING AND TRAINING CAREER PATHWAY

Like most career pathways, the Teaching and Training pathway contains several entry points based on different levels of education and experience.



Now what?

- Download our many FCS Implementation Guide: [Click Here](#)
- Download Posters: [Click Here](#)
- Request a consultation by completing this free form (or scanning the code) [Click Here](#)
- Check out Career Exploration Lessons: [Click Here](#)
- Check out all the free webinars we offer: [Click Here](#)
- Contact us with questions!



Let's connect!

We can help you start or refresh your own program!

Scan to:

- Connect with your local Realityworks account manager
- Request a free quote
- Ask questions and more

Scan me

Realityworks[®]
Live it. Learn it.™

100% EMPLOYEE-OWNED

