

Webinar:

Using the Child Care Experience™ Curriculum to Bring New Energy to Your Childcare Pathway



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We partner with educators, administrators and industry leaders to ensure our offerings meet their needs and make lessons truly meaningful.

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Presented by

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Webinar Agenda

- Child Care Experience™ Program Overview
- Child Care Experience™ Curriculum Overview
- Sample Activities From the Lessons
- Free Resources
- Q&A



Child Care Experience™ Program Overview



What is the Child Care Experience?

Simulated child care environment in an infant room

Child care workers care for multiple infants of varying ages simultaneously

Teaches transferable career skills for working with infants

Why the Child Care Experience was Developed

Provide	A risk-free immersible environment for students to learn from
Provide	A realistic way to gain transferable career skills
Provide	Access to an environment not all students have exposure to
Provide	An advanced level infant care simulation experience

Skills Taught in the Child Care Experience

Infant caregiving
skills

Infant CPR
procedures

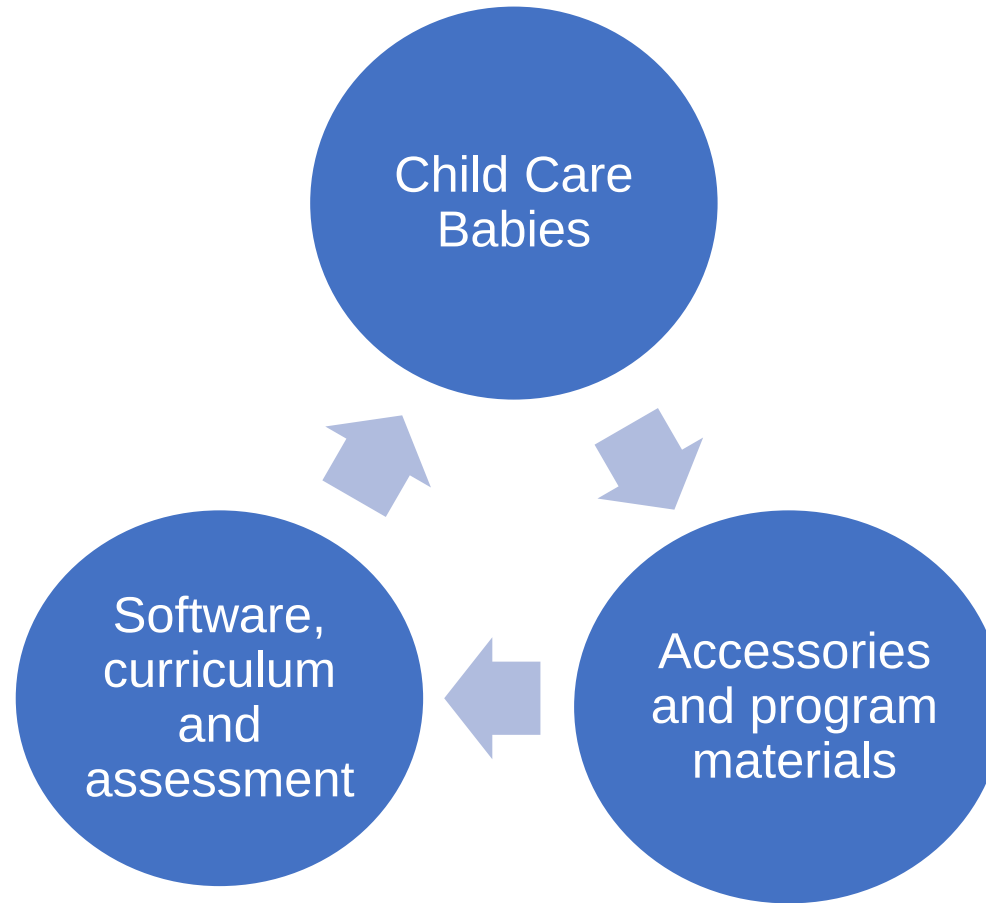
Infant airway
obstruction
procedures

Employability
skills

Entrepreneurship
skills

And more...

Child Care Experience Components



Child Care Baby – 3 Month and 9 Month

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



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



Other Parts of the Program

- Child Care Accessory Bundle

- Tummy Time Blanket
- Changing Mat
- High Chair



- CCE Starter Kit

- Tablet with software installed
- Curriculum
- Beacon with wristband (4)
- Small storage box



- Storage

- Rolling case
- Soft-sided carrying bags (2)



- Classroom Management Lab Pack

- Education and Training Scenario Cards
- Child Care Scenario Cards
- Infant Health and Safety Scenario Cards
- CDA Infant/Toddler Scenario Cards



Link to Online Resources

Child Care
Experience
Curriculum

Participant Care
Card

Child Care
Experience
Participant
Certificate

Quick Start
Guide

Software Help
Guide

Care Events

Care Event	3-Month ChildCare Baby	9-Month ChildCare Baby
Burp	Beacon 	Beacon 
Rock	Beacon	Beacon
Feed	Beacon Bottle 	Beacon Solid Food Spoon Highchair 
Diaper Change	Beacon 3-Month Diaper Set Changing Table/Pad 	Beacon 9-Month Diaper Set Changing Table/Pad 
Fussy	Beacon Swaddling Blanket 	Beacon Pacifier 
Random Events	Tablet	Tablet
Resting/Awake	Crib or Tummy Time Blanket	Crib or Tummy Time Blanket
Choke	N/A	Beacon Choking Object

Reports – Group, Student, and Baby

Group Report Morning

Simulation - 4/14/2023

Class: Childcare 101		Start Time: 2:42 PM	
Group: Morning		Stop Time: 2:58 PM	
Student/Infant Ratio: 3:4		Total Simulation Time: 16 minutes	
Participants	Beacons	Babies	Age
Cody	BEC0548	9M05-1F7C	9
Samantha	BEC032A	9M06-8673	9
Peggy	BEC40D3	3M01-A4C5	3
		3M02-88D3	3

Total number of Care Events during Simulation 20
Total number of Student Note Entries 2
Random Scenarios Completed 2
Average Response Time in seconds 14s
Number of Events with Response Time >60s 0

Group Overall Performance = 97%

Event Type	# of Care Events	Proper Care	Attempted Care	Missed Care	Abuse Event	#	%
Feed	4	4	0	0	Sbs	0	0%
Diaper	4	4	0	0	Head Support	0	0%
Burp	4	4	0	0	Rough Handling	0	0%
Fuss	4	3	1	0	Other	0	0%
Rock	4	4	0	0			
Choke	0	0	0	0			
-	-	-	-	-			
Total #	20	19	1	0			
Total %	100%	95%	5%	0%	Total	0	0%

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	#	#	#
Cody	5	5	0	18s	0	0	1
Samantha	3	3	0	23s	0	0	1
Peggy	4	4	0	9s	0	2	0
Unknown	8	7	1	12s	0	0	0
MISSED EVENTS	0	-	-	-	-	-	-
TOTALS	20	19	1	14s	0	2	2

Random Scenarios completed during simulation

2:56 PM	Student Name: Samantha Question: A seven month-old student is eating cereal during snack time. When you look inside her mouth, you see a large, wet mass of cereal inside. Answer: get it out
2:57 PM	Student Name: Cody Question: You have removed the obstruction from the mouth of a choking seven month-old in your care. However, the child is now unresponsive. Answer: cpr and yell to call 911

Student Report Cody

Simulation - 4/14/2023

Class: Childcare 101	Start Time: 2:42 PM
Group: Morning	Stop Time: 2:58 PM
Beacon: BEC0548	Total Simulation Time: 16 minutes
Infants in child care: 4	Student/Infant Ratio: 3:4

Number of Care Events during Simulation 5
Number of Proper Cares 5
Number of Attempted Cares 1
Missed Cares 0
Average Response Time 18s
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	SB
2:43 PM	3M02-88D3	3	Rock	Proper	12s	0	0	0
2:48 PM	9M06-B673	9	Burp	Proper	8s	0	0	0
2:48 PM	3M02-88D3	3	Feed	Proper	11s	0	0	0
2:52 PM	9M05-1F7C	9	Fuss	Proper	17s	0	0	0
2:53 PM	9M06-B673	9	Fuss	Proper	42s	0	0	0

Infant Report for Parent/Guardian

Time	Care Event	Baby Name	Infant Note for Parent/Guardian
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Random Scenarios completed during simulation

Time	Question	Answer
2:57 PM	You have removed the obstruction from the mouth of a choking seven month-old in your care. However, the child is now unresponsive.	cpr and yell to call 911

Comments:

Baby Report 3M01-A4C5

Simulation - 4/14/2023

Class: Childcare 101	Start Time: 2:42 PM
Group: Morning	Stop Time: 2:58 PM
Baby's Age: 3 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
2:42 PM	Rock	Proper	Unknown	10s	0
2:44 PM	Burp	Proper	Samantha	6s	0
2:47 PM	Feed	Proper	Unknown	13s	0
2:49 PM	Fuss	Attempted	Unknown	28s	0
2:52 PM	Diaper	Proper	Samantha	42s	0

Infant Report for Parent/Guardian

Time	Care Event	Student Name	Infant Note for Parent/Guardian
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Total Simulation Time	16 minutes
Total Time in Crib	-
% of Time in Crib	-

Comments:

Student Report Peggy

Simulation - 4/14/2023

Class: Childcare 101	Start Time: 2:42 PM
Group: Morning	Stop Time: 2:58 PM
Beacon: BEC40D3	Total Simulation Time: 16 minutes
Infants in child care: 4	Student/Infant Ratio: 3:4

Number of Care Events during Simulation 4
Number of Proper Cares 4
Number of Attempted Cares 1
Missed Cares 0
Average Response Time 9s
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	SB
2:45 PM	9M06-8673	9	Rock	Proper	3s	0	0	0
2:47 PM	9M05-1F7C	9	Burp	Proper	16s	0	0	0
2:51 PM	3M02-88D3	3	Fuss	Proper	10s	0	0	0
2:53 PM	3M02-88D3	3	Diaper	Proper	8s	0	0	0

Infant Report for Parent/Guardian

Time	Care Event	Baby Name	Infant Note for Parent/Guardian
2:48 PM	Burp	9M05-1F7C	N/A
2:49 PM	Burp	9M05-1F7C	N/A

Random Scenarios completed during simulation

Time	Question	Answer
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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:

Sample Student Reports

Student Report Cody

Simulation - 4/14/2023

Class: Childcare 101	Start Time: 2:42 PM
Group: Morning	Stop Time: 2:58 PM
Beacon: BECD548	Total Simulation Time: 16 minutes
Infants in child care: 4	Student/Infant Ratio: 3:4

Number of Care Events during Simulation	5
Number of Proper Cares	5
Number of Attempted Cares	1
Missed Cares	0
Average Response Time	18s
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
2:43 PM	3M02-B8D3	3	Rock	Proper	12s	0	0	0
2:48 PM	9M06-B673	9	Burp	Proper	8s	0	0	0
2:48 PM	3M02-B8D3	3	Feed	Proper	11s	0	0	0
2:52 PM	9M05-1F7C	9	Fuss	Proper	17s	0	0	0
2:53 PM	9M06-B673	9	Fuss	Proper	42s	0	0	0

Infant Report for Parent/Guardian

Time	Care Event	Baby Name	Infant Note for Parent/Guardian
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Random Scenarios completed during simulation

Time	Question	Answer
2:57 PM	You have removed the obstruction from the mouth of a choking seven month-old in your care. However, the child is now unresponsive.	cpr and yell to call 911

Comments:

Student Report Peggy

Simulation - 4/14/2023

Class: Childcare 101	Start Time: 2:42 PM
Group: Morning	Stop Time: 2:58 PM
Beacon: BEC4DD3	Total Simulation Time: 16 minutes
Infants in child care: 4	Student/Infant Ratio: 3:4

Number of Care Events during Simulation	4
Number of Proper Cares	4
Number of Attempted Cares	1
Missed Cares	0
Average Response Time	9s
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
2:45 PM	9M06-B673	9	Rock	Proper	3s	0	0	0
2:47 PM	9M05-1F7C	9	Burp	Proper	16s	0	0	0
2:51 PM	3M02-B8D3	3	Fuss	Proper	10s	0	0	0
2:53 PM	3M02-B8D3	3	Diaper	Proper	8s	0	0	0

Infant Report for Parent/Guardian

Time	Care Event	Baby Name	Infant Note for Parent/Guardian
2:48 PM	Burp	9M05-1F7C	N/A
2:49 PM	Burp	9M05-1F7C	N/A

Random Scenarios completed during simulation

Time	Question	Answer
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Comments:

Sample Baby Reports

Baby Report 3M01-A4C5

Simulation - 4/14/2023

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

Care Events

Time	Care Event	Care Given	Student Name	Response Time	Abuse
2:42 PM	Rock	Proper	Unknown	10s	0
2:44 PM	Burp	Proper	Samantha	6s	0
2:47 PM	Feed	Proper	Unknown	13s	0
2:49 PM	Fuss	Attempted	Unknown	28s	0
2:52 PM	Diaper	Proper	Samantha	42s	0

Infant Report for Parent/Guardian

Time	Care Event	Student Name	Infant Note for Parent/Guardian
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Total Simulation Time	16 minutes
Total Time in Crib	-
% of Time in Crib	-

Comments:

Baby Report 9M05-1F7C

Simulation - 4/14/2023

Class: Childcare 101
Group: Morning
Baby's Age: 9 month
Infants in child care: 4
Start Time: 2:42 PM
Stop Time: 2:58 PM
Total Simulation Time: 16 minutes
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™ Curriculum Overview



Curriculum Topics

- Infant Feeding and Nutrition
- The Developmental Domains in Infancy (PIES)
- Lesson Planning and Daily Schedule Planning
- Communication with Parents
- Entrepreneurship – Opening a Child Care Center
- Emergency Infant CPR
- Infant Airway Obstruction
- Child Care Simulation Experience

Standards Alignment to National FCS Standards

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
National FCS Standards	Infant Feeding and Nutrition	The Developmental Domains of	Lesson Planning and Daily Schedule Planning	Communication With Parents	Entrepreneurship: Opening a Child Care Center	Emergency Infant CPR	Infant Airway Obstruction	Child Care Simulation Experience
Area of Study 4.0 - Education and Early Childhood								
4.1 Analyze career paths within early childhood, education & related services			x		x			x
4.2 Analyze developmentally appropriate and culturally responsive practices to plan for early childhood, education, and services			x		x			x
4.3 Demonstrate integration of curriculum and instruction to meet developmental needs and interests of children, youth and adults, considering gender, ethnicity, geographical, cultural, and global influences			x		x			
4.4 Demonstrate a safe and healthy learning environment for children, youth and adults.	x		x		x	x	x	x
4.5 Demonstrate skills for building and maintaining positive collaborative relationships with children youth and adults in their family and community environments, considering gender, ethnicity, geographical, cultural, and global influence			x	x	x			x
4.6 Demonstrate professional practices and standards related to working with children, youth and adults, including diverse populations.	x		x	x	x			x
Area of Study 12.0 - Human Development								
12.2 Analyze conditions that influence human growth and development.	x	x	x					
12.3 Analyze strategies that promote growth and development across the life span.	x	x	x					
Area of Study 7.0 - Family and Human Services								
7.1 Analyze career paths within family and human services			x		x			x
7.2 Analyze factors in providing family and human services			x		x			x
7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and human services.			x	x	x			x
7.4 Analyze the impact of conditions that could influence the well-being of individuals and families.	x	x				x	x	
7.5 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.					x			
Area of Study 1.0 - Career, Community and Family Connections								
1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global).			x					x
1.2 Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings	x		x	x	x	x	x	x
Area of Study 13.0 - Interpersonal Relationships								
13.1 Analyze functions and expectations of various types of relationships			x					
13.3 Demonstrate communication skills that contribute to positive relationships.			x	x	x			x
13.4 Evaluate effective conflict prevention and management techniques.				x				
13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.			x	x	x			x
13.6 Demonstrate standards that guide behavior in interpersonal relationships			x	x				x

Example

FAMILY AND CONSUMER SCIENCES

Students are encouraged, but not required, to join related student organizations, such as HOSA or Future Educators.

Course Number	Course Name	Grade				Course Length	Prerequisite	Credit	School				
		9	10	11	12				E	P	S	W	
FCS013324	Child Development: Prenatal Through Age 5	•	•	•	•	Term		.5	•	•	•	•	•
OTH724324	Concepts, Issues, and Field Experience in Education/Dual Credit			•	•	Term		.75	•	•	•	•	•
FCS724124	Contemporary Healthcare Practices/Dual Credit			•	•	Term		.5	•	•	•	•	•
FCS022124	Culinary Arts 1	•	•	•	•	Term		.5	•	•	•	•	•
FCS022224	Culinary Arts 2	•	•	•	•	Term	•	.5	•	•			
FCS722321 FCS722322	Culinary Arts 3/Dual Credit			•	•	Year	•	1	•	•			
FCS022024	Culinary Arts Lab Assistant				•	Term	•	.5	•	•	•	•	•
OTH783524	Culturally Responsive Teaching and Learning/Dual Credit			•	•	Term		.75	•	•	•	•	•
FCS013424	Development Across the Lifespan	•	•	•	•	Term		.5	•	•	•	•	•
FCS724224	Digital Literacy for Healthcare/Dual Credit			•	•	Term		.5	•	•	•	•	•
FCS021024	Families Today	•	•	•	•	Term		.5	•	•	•	•	•
FCS098724	Family and Consumer Science/Life Skills	•	•	•	•	Term	•	.5	•	•	•	•	•
FCS026224	Food Science Process and Production			•	•	Term		.5	•	•	•	•	•
FCS723124	Foundations of Early Childhood Education/Dual Credit			•	•	Term	•	.75	•	•	•	•	•

RealCare Program

Child Care Experience

Potential to Earn:  1 Industry Certification  12+ College Credits

Course Work in this Career Pathway

Middle School Career Exploration Courses	Flavors of Culinary Arts, Textiles/Design & Child Development Grades 7 or 8	
Intro-Level Course	Intro to Educational Practices DC Grades 9-12 	
Specialized Courses	Child Development-Prenatal to 5 Grades 9-12	Human Development-Across the Lifespan Grades 9-12
Capstone Course	Foundations in Early Childhood Education DC Grades 11-12 	
Additional Recommended Courses for 4-Year Programs	Concepts, Issues, & Field Experience in Education 	Culturally Responsive Teaching & Learning DC  AP Psychology, Psychology DC or IB Psychology 

Lesson Sections



**FOCUS – CAPTURE
STUDENTS’
ATTENTION**



**LEARN – TEACHES
THE MAIN
OBJECTIVES OF
THE LESSON**



**SUMMARIZE –
REVIEW KEY
POINTS AND
ASSESS**

Lesson 1 – Infant Feeding and Nutrition

- Focus: Pre-Assessment
- Learn: Infant Feeding and Nutrition slide presentation; hands-on practice feeding the 3 and 9 month Babies
- Review Activity Sheet

Child Care Simulation Experience Curriculum

Name: _____ Class: _____

Infant Feeding and Nutrition Notes

Feeding in the 1st Year

- Because of rapid growth, it is critical that infants have the _____.
- Adding _____ at the proper time is important for proper growth and for establishing healthy eating for life.

Months 1 - 4

- Feeding of an infant should always follow the recommendations of their _____ provider to assure that their individual needs are being met.
- Breast milk or infant formula provide all necessary _____.
- Why solid foods are not started yet:
 - Baby does not have the _____ to eat from a spoon.
 - Starting solids too early can lead to _____.
 - Adding solid foods usually does not improve _____.

How much should baby eat?

- Formula feeding for months 1-5

Age	Amount of formula per feeding	Number of feedings per 24 hours
1 month	___ - ___ ounces	___ - ___
2 months	___ - ___ ounces	___ - ___
3-5 months	___ - ___ ounces	___ - ___

Breast feeding

- Because it is hard to know how much baby is getting at each feeding, counting _____ is a good way to know if baby is getting enough.
 - At least _____ wet diapers indicate that baby is getting enough.
- _____ breast milk is easily measured.

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Lesson 2 – The Developmental Domains in Infancy PIES (physical, intellectual, emotional, social)

- Focus: Pre-Assessment
- Learn: Developmental Domains in Infancy slide presentation
- Review: Case Studies

Child Care Simulation Experience Curriculum

Name: _____ Class: _____

PIES Case Studies Worksheet

Directions: Each case study describes an infant. Read the information and complete the chart by identifying examples of how the child is demonstrating the areas of development.

Case Study 1: Ben

Ben is 11 months old. He is social and enjoys making eye contact with others. Ben is trusting, but he shows nervousness when his mother is out of his sight. He like to say da da da when he sees his father walk into the room. He is a happy baby who laughs easily. His family's pet, Oreo, really makes him laugh. He likes to sit on the floor to watch Oreo. Sometimes he stands while holding the furniture for support. His favorite playtime activities are knocking down block towers and playing peek-a-boo. At nap time or bed time, he wants his pacifier and favorite blanket.

Physical	Intellectual	Emotional	Social
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Case Study 2: George

George is 5 months old. He uses his eyes, hands, and mouth to explore his world. He tries to put toys in his mouth. George likes to be held and will go to anyone who smiles at him. George naps several times each day. He smiles and giggles when mommy comes home after work. He tries to imitate her waving as she come in. He loves tummy time and playing in the bath tub. He has a short attention span. He fusses when left alone but smiles when a new toy is shown to him.

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Lesson 3 – Lesson Planning and Daily Schedule Planning

- Focus: Lesson Planning and Daily Schedule Brainstorm Activity
- Learn: Lesson Planning and Daily Schedule Planning for Infant Slide Presentation; sample schedules
- Review: Child Care Licensing Activity; Lesson Planning for Infants Activity

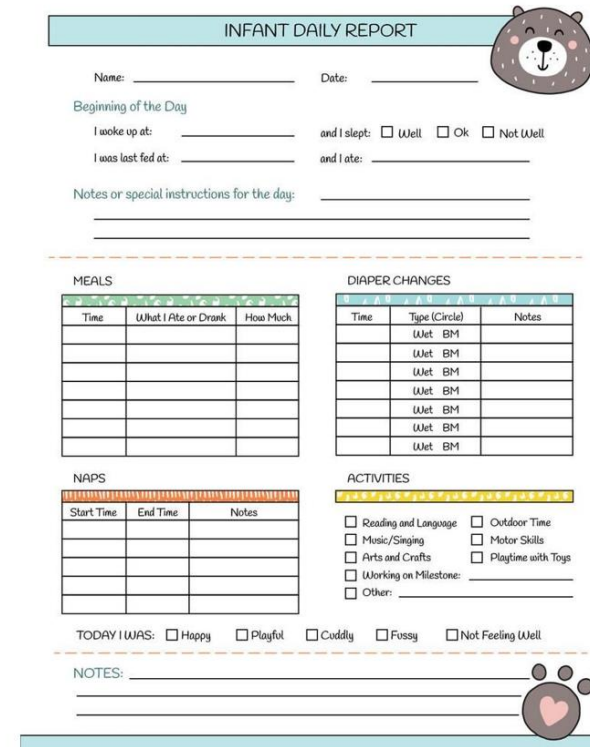
Infant Daily Schedule: Example 2

8-9:00	Drop-off, Bottles/Breakfast
9-9:30	Diapers
9:30-10:00	Circle Time
10-10:30	Bottles/Snack and Diapers
10:30-11:30	Naptime
11:30-12:00	Bottles/Lunch and Diapers
12-12:30	Story Time
12:30-1:00	Outside/ Gross Motor
1:30-2:30	Naptime
2:30-3:00	Bottles/ Snack and Diapers
3-4:00	Sensory Play or Art
4-5:00	Individual Play Time
5-5:30	Pick up

Lesson 4 – Communication With Parents

- Focus: The Seven Be's of Effective Communication with Parents Jigsaw activity
- Learn: Communication Skills for Child Care Professionals Slide Presentation: Infant Daily Reports; Simulation with Reporting Practice
- Review: Assessment Activity

Daily Infant Schedule Report Forms



The form is titled "INFANT DAILY REPORT" and features a cartoon bear illustration. It includes fields for Name and Date, a section for "Beginning of the Day" with checkboxes for Well, Ok, and Not Well, and a section for "Notes or special instructions for the day". Below these are four tables: MEALS, DIAPER CHANGES, NAPS, and ACTIVITIES. The MEALS table has columns for Time, What I Ate or Drank, and How Much. The DIAPER CHANGES table has columns for Time, Type (Circle), and Notes. The NAPS table has columns for Start Time, End Time, and Notes. The ACTIVITIES table has checkboxes for Reading and Language, Music/Singing, Arts and Crafts, Working on Milestone, Outdoor Time, Motor Skills, and Playtime with Toys. At the bottom, there is a section for "TODAY I WAS:" with checkboxes for Happy, Playful, Cuddly, Fussy, and Not Feeling Well, and a "NOTES:" section with a cartoon bear illustration.

INFANT DAILY REPORT

Name: _____ Date: _____

Beginning of the Day

I woke up at: _____ and I slept: ☐ Well ☐ Ok ☐ Not Well

I was last fed at: _____ and I ate: _____

Notes or special instructions for the day: _____

MEALS

Time	What I Ate or Drank	How Much

DIAPER CHANGES

Time	Type (Circle)	Notes
	Wet BM	
	Wet BM	
	Wet BM	
	Wet BM	
	Wet BM	
	Wet BM	
	Wet BM	

NAPS

Start Time	End Time	Notes

ACTIVITIES

☐ Reading and Language ☐ Outdoor Time

☐ Music/Singing ☐ Motor Skills

☐ Arts and Crafts ☐ Playtime with Toys

☐ Working on Milestone: _____

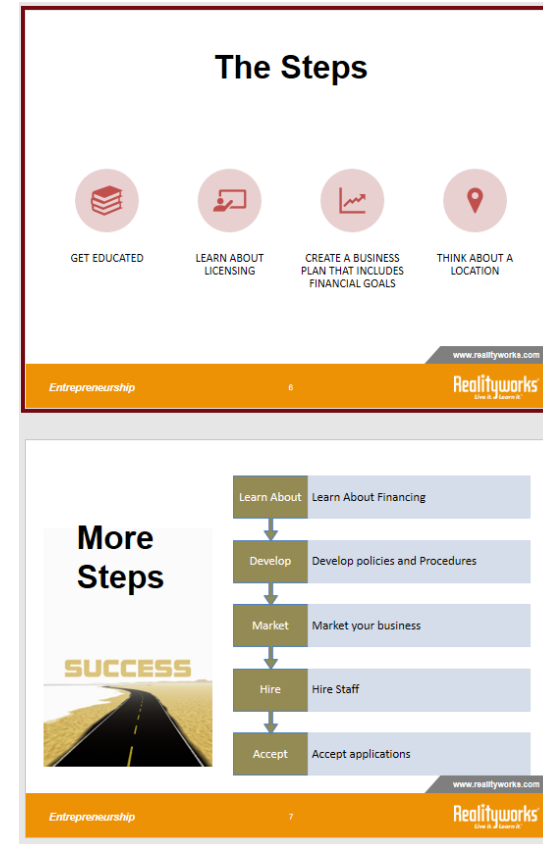
☐ Other: _____

TODAY I WAS: ☐ Happy ☐ Playful ☐ Cuddly ☐ Fussy ☐ Not Feeling Well

NOTES: _____

Lesson 5 – Entrepreneurship: Opening a Child Care Center

- Focus: Child Care Center Dream Sheet
- Learn: Opening a Child Care Center Slide Presentation
- Review: Creating Your Child Care Center Plan



Lesson 6 – Emergency Infant CPR

- Focus: What Do I Do Next? Infant CPR Steps
- Learn: CPR Slide Presentation: Hands-on Practice With Infant CPR
- Review: Emergency Infant CPR Review Test



Lesson 7 – Infant Airway Obstruction

- Focus: What's in the Bag? Identifying Choking Hazards
- Learn: Infant Airway Obstruction Slide Presentation; Hands-on Practice with Infant Airway Obstruction
- Review: Infant Airway Obstruction Emergency Procedures Test



Lesson 8 – Child Care Simulation Experience

- Focus: Introduction to Child Care Baby & Readiness Quiz
- Learn: Practice in Demo Mode; Child Care Simulation Rotation; Scenario Stations
- Review: Debrief and Reflection





Sample Activities From the Lessons



Infant Feeding and Nutrition Pre-Test

1. Because infants are in a stage of rapid growth, it is important that they have _____.
 - a. Daily sun light
 - b. Proper nutrition
 - c. A variety of foods
2. Breast milk and formula provide all necessary nutrients for the first ____ months.
 - a. 4
 - b. 8
 - c. 12
3. Introducing new foods to infants depends on _____.
 - a. Parents' preferences
 - b. Baby's sleep patterns
 - c. Doctor's recommendations
4. Healthy eating patterns during infancy may lead to _____.
 - a. Food allergies
 - b. Limited preferences for foods
 - c. Healthy attitudes about foods
5. The initial introduction of "solid foods" means adding _____ to a baby's diet.
 - a. Semi-liquid or pureed foods
 - b. Partially frozen breast milk or formula
 - c. Crackers and dry cereal
6. 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.

7. Circle the foods that would be safe and healthy choices for an infant who is 7 to 12 months old.

Honey	Banana	Grapes
Small pasta	Raisins	Cheese
Apple slices	Nuts	Bread
Sliced hot dog	Popcorn	Avocado
Cooked carrot	Candy	Ripe peach
Soft vegetables	Yogurt	Cow's milk

Infant Feeding and Nutrition Pre-Test Answer Key

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.

1. Because infants are in a stage of rapid growth, it is important that they have _____.
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a. Semi-liquid or pureed foods
b. Partially frozen breast milk or formula
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6. 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.

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PIES Case Study

Case Study 2: George

George is 5 months old. He uses his eyes, hands, and mouth to explore his world. He tries to put toys in his mouth. George likes to be held and will go to anyone who smiles at him. George naps several times each day. He smiles and giggles when mommy comes home after work. He tries to imitate her waving as she come in.

George loves tummy time and playing in the bathtub. He has a short attention span. He fusses when left alone but smiles when a new toy is shown to him.

Physical	Intellectual	Emotional	Social
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

Lesson and Daily Schedule Planning Brainstorming Activity

Think-Pair-Share

1. Students must first answer the questions on their own.
2. Pair up students and have them discuss their answers.
3. Invite students to share highlights of their discussions with the whole class.

Directions: Individually or with a partner, respond to the questions about planning and scheduling infant activities in a childcare setting.

1. What are 3 important considerations for planning infant activities in a childcare setting?
2. What are some specific examples of how you would ensure that the considerations listed in question 1 are achieved?
3. How would you create a schedule that has structure but allows for flexibility?
4. What characteristics or traits do you feel are necessary in childcare providers?
5. Create a practice schedule including your ideas about the important parts of an infant's day at childcare.

7 Be's of Effective Communication

Share this article with students: [Provider-Parent Relationships: 7 Keys to Good Communication – eXtension Alliance for Better Child Care](#)

Divide students into 7 groups and assign each group one of the 7 Be's from the article. Each group will:

- Define their 'Be'.
- Prepare a paraphrased description.
- Role play the example for the class.



Entrepreneurship - Childcare Center Dream Sheet



What does it take to open a childcare center?

Interview Questions:

1. What would you name your childcare center? And why?
2. Where would it be located? (City, state, and where within the city)
3. What skills do think are necessary for the successful operation of a childcare center?
4. What skills do you have that would make you a great childcare professional?
5. What would your overall goal be for your childcare center?
6. What goals/expectations would you have for yourself?
7. What goals/expectations would you have for your staff?
8. What goals/expectations would you have for the children who will attend your childcare center?
9. What features and materials are most necessary for the children who will be attending your childcare center?
10. What are some features and materials that might not be necessities, but would be nice to have for the children at your childcare center?
11. What will your expectations for the parents of the children be?
12. What do you think will be the most rewarding aspects of owning a childcare center?
13. What do you think some of the biggest challenges will be in owning a childcare center?

Infant CPR – What Do I Do Next?

Infant CPR Steps

Make sure the scene is safe for you and the infant.

Tap foot and shout, "Are you okay?"

If no response, shout for help. If someone comes, have them call for emergency medical assistance.
Start CPR.

Gently place the infant on a firm, flat surface.

Open the airway by tilting the head and lifting the chin.

Look, listen, and feel for breathing (5 to 10 seconds).

If not breathing, give 2 small puffs (one second each). Watch for the chest to rise with each breath.

Quickly move or open clothes from the front of the chest so that you can perform chest compressions.

Give 30 chest compressions (100-120 per minute) then give two breaths. After each compression, release pressure on the chest, letting it come back to its normal position.

After 1 minute or 5 sets of 30 chest compressions and two breaths, you can call for emergency medical assistance if not already done.

Answer all the dispatcher's questions, then return to the infant and start the steps of CPR again.

Continue giving sets of 30 chest compressions and 2 breaths until the infant starts to breathe voluntarily or trained medical help takes over.

Check for a brachial pulse.

Scenario: You are working in a childcare setting and suddenly notice an infant that was just playing is now lying motionless on the floor, is blue, and is not breathing.

[Emergency Infant and CPR Curriculum 5.indd](#)

What's In the Bag?

- Invite students to bring in 2 mystery small objects.
- Have students put them in the bag without being seen.
- Call for volunteers to pull an object out of the bag one at a time.
- Discuss if it is safe or unsafe for infants and toddlers. Form two piles – safe & unsafe.
- Brainstorm other objects that might be found in a childcare setting putting a child at risk of choking.



Soft Skill Scenario

RealCareer™ Employability Skills Program Child Care Careers

Problem-solving

Scenario: You are a new teacher in a 3-year-old classroom and have been training in this new classroom for two weeks. Today is your first full day as the lead teacher and you are excited. You greet each child by name, say hi to the parents, and document each arrival time. At breakfast time, the cook delivers French toast and apples to your classroom. As the children eat, another child arrives, but you weren't expecting her until after breakfast. You hurry to get a plate ready and offer it to her as she sits down. The mother is still in the room and says, "She can't have that! It has eggs in it!" You grab the plate and, before thinking about it, you ask, "Is she allergic to eggs or something?" The parent is visibly upset and rudely snaps, "Yes! Everyone here knows that!" Before you can respond, the cook enters with different food, the mother storms out the door, and the other children start asking to be excused. As you glance at the refrigerator, you see the card that notifies you of all allergies in the classroom. You know that you forgot to check it, but didn't realize French toast contains eggs since you've never made it. You feel frustrated, embarrassed, and upset about the whole situation.

Points of view to consider

- You, the teacher
- The parent
- The child
- The cook and/or center director

Key questions

- There are many factors at play here. How do you decide which is the most important thing to focus on?
- Who else needs to be involved in the problem-solving process for this situation?
- What role does the center director play in this situation?
- How can you respond to the parent the next time you see her? Is there anything you can do to establish her trust in you?
- What can be done to prevent this scenario from happening again?



Infant / Toddler Scenarios

CDA Scenario Kit Infant-Toddler Scenario Cards

Scenario 4

Competency Standard I: To establish and maintain a safe, healthy learning environment

Functional Area 2: Healthy

Problem-Solving Scenario: An 18-month-old toddler is dropped off in the morning in your classroom. As the day progresses, you notice her rubbing her eyes frequently. When you check her eyes, you see they are red and goopy in the corners. She has been here about two hours and has been playing in various parts of the classroom and with the other children.

Key Questions

1. What are some health conditions you should scan children for as they enter your classroom?
2. What are ways you can help cut down on the spread of infectious illness within the classroom?
3. List all the situations when you think, as a teacher, that you should be washing your hands.

Possible Solutions

- Put on gloves and wash her hands with soap and water. After washing your hands, put on a second pair of gloves and use two separate warm, damp paper towels to clean her eyes.
- Inform your director of what you observed and ask if someone can help clean the toys while you play with the children in another part of the classroom or school.
- Temporarily close the centers you know she was playing in and you or your co-teacher clean the toys while the other engages in a large group activity.



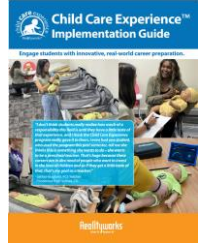


More Resources



Now what?

- Check out the Child Care Experience Implementation [Page](#)
- Download our Child Care Experience Implementation [Guide](#)
- Feature Video [Child Care Experience Program - Features - YouTube](#)
- Archived Webinars
 - [Training Future Childcare Workers: The Child Care Experience™ by Realityworks - Webinar – Realityworks](#)
 - [Two Unique Programs, One Unforgettable Child Development Experience: Using RealCare Baby® alongside Realityworks' Child Care Experience™ Program - Webinar – Realityworks](#)
 - [Creating the Ideal Child Care Career Pathway - Webinar - Realityworks](#)
- Contact us with questions!



For additional Child Care Experience details
www.realityworks.com/cce-implementation/





Questions?





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