

CCEI110AP1: Indoor Safety in the Early Childhood Setting: A Practical Application Workshop Handout

Welcome to CCEI110AP1

This course requires participants to observe and evaluate toy safety practices in a child care setting. The activities in this course require participants to demonstrate knowledge of toy safety concepts discussed in *CCEI110A: Indoor Safety in the Early Childhood Setting*. To complete this practical application course, participants will need access to a child care center with a dedicated infant toddler or preschool classroom.

Objectives:

By completing the observations required for this course and successfully responding to assessment questions, participants will meet the following objectives:

- Demonstrate understanding of key safety issues regarding toys in the child care environment
- Demonstrate knowledge of safety concerns in high-traffic areas and play spaces
- Identify and evaluate safety concerns related to toy selection, maintenance, storage, supervision, and interaction
- Identify developmentally appropriate toys

References:

1. CDC. (2017). *Accidents and Unintentional Injuries*. Retrieved from <https://www.cdc.gov/nchs/fastats/accidental-injury.htm>
2. CDC. (2019). *SUID and SIDS Data and Statistics*. Retrieved from <http://www.cdc.gov/sids/data.htm> (2016)
3. USPIRG. (2017). *Choking Hazard Test Demonstration*. Retrieved from <https://www.youtube.com/watch?v=4zSqdZWczB4>
4. National Resource Center for Health and Safety in Child Care and Early Education. (2019). *Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs, Fourth Edition* Retrieved from <https://nrckids.org/files/CFOC4%20pdf-%20FINAL.pdf>
5. Click, Phyllis. (2013). *Administration of Programs for Young Children, 9th Edition*. Thomson-Delmar Learning. Clifton Park, NY.
6. Hearn, Patricia. (2014). *Management of Child Development Centers, 8th Edition*. Pearson Education, Inc. Upper Saddle River, NJ.
7. Herr, J. (2015). *Working with Young Children, 7th Edition*. Goodheart-Wilcox Company.

This handout will guide you through the application portion of this course. ***First, you need to arrange to observe and evaluate toy safety in an actual early childhood classroom.***

Schedule your observation so you will be able to observe while children are present and not present (each observation should take you about 30 minutes). This will give you a chance to observe teachers' interaction and supervision practices. When children are not present, you can inspect toys more closely to evaluate selection, maintenance, and storage.

As you observe the children and teacher(s), make notes that will help you answer the following questions. After your observations are complete, prepare your answers. Then, you can log back into the course and submit your final written responses.

Be honest in your evaluations. Do not be afraid to write critically about unsafe practices if you see them. (While we do not share information about your answers, we would recommend that you share any unsafe practices with someone in authority to get them corrected.)

Question 1:

For your observation, please include: The location, time of day, the age and number of children present, and number of adults present. Describe what was going on in the classroom during your observation.

Question 2:

From your observation when children were present in the classroom, describe the high-traffic areas in the classroom. Talk about what goes on in these areas and whether you observed hazards or potential hazards in the areas. Identify three common hazards of high-traffic areas and describe how those were handled in the classroom you observed.

Question 3:

From your observation when children were in the classroom, rate each of the following things on a scale of 1-10 (with 10 being the safest) and discuss why you gave your rating with examples from your observation.

- Overall design of the play spaces in this room.
- Adequacy of space for children to play.
- Attributes of furniture or other equipment. For instance, are there sharp table corners, shelves, or other objects on which children might bump their heads or trip during the course of their play?
- Placement of toys and objects on the floor or elsewhere.

Question 4:

From your observation when children were in the classroom, evaluate teacher supervision and interaction. Include information like how many adults and children there are in the room, how much supervision the children are being given, the interaction level of the teacher(s) with children, etc. Give examples of behavior that you observed and assess whether those behaviors contribute toward a safe environment and list additional things that the teacher(s) could do to improve safety in the classroom.

Question 5:

From your observation when children were NOT in the classroom, evaluate the toy selection as it relates to safety. Look at the toys in relation to age appropriateness and developmental stage. Provide examples of toys that are appropriate for this age group and explain why these toys do not present an immediate hazard. Provide examples of toys that may not be appropriate for this age group and explain why they may present a danger.

Question 6:

From your observation when children were NOT in the classroom, evaluate the toy maintenance in the classroom. Describe what you saw. Is there evidence that the teacher(s) adhere to a strict policy regarding cleaning and sanitizing toys and play surfaces? Are there any broken toys? Are the toys in good overall working condition? State your opinion on the level of maintenance you observed and make suggestions for improvement.

Question 7:

From both your observations, evaluate the organization of the space as it relates to safety. Do the children and teacher(s) have a clean-up routine? Is it appropriate? Are play spaces and toys well organized? Are toy storage areas accessible to children? Give examples of what you observed and explain how they do or do not contribute to safety in the classroom. If not, give suggestions for improvement.

When you have completed the exercises on this handout, you can log back into the course and submit your final written answers for review.

Practical Application Rubric

| Exceeds Expectations (Exemplary) | Meets Expectations (Proficient) | Approaching Expectations (Developing) | Needs Support (Beginning) |
|---|---|---|---|
| <p>Your response:</p> <ul style="list-style-type: none"> Clearly addresses all elements of the question. Clearly meets the requirements for word count/length. Includes multiple and convincing examples that support your ideas. Demonstrates a clear commitment to professionalism. Uses quality writing and a positive tone to communicate competence. Is exceptionally well-organized and contains relevant information. Clearly contains your original thoughts and ideas. All references are properly cited. | <p>Your response:</p> <ul style="list-style-type: none"> Addresses each element of the question. Meets the requirements for word count/length. Includes adequate examples that support your ideas. Demonstrates a commitment to professionalism. Mostly uses quality writing and an appropriate tone to communicate competence. Is organized and contains mostly relevant information. Mostly consists of original thoughts and ideas. An attempt was made to cite references. | <p>Your response:</p> <ul style="list-style-type: none"> Partially addresses each element of the question. Requires information to meet requirements for word count/length. Includes inadequate examples that support your ideas. Does little to demonstrate a commitment to professionalism. Follows some rules of quality writing but uses an unenthusiastic tone to communicate competence. Is somewhat organized and contains some relevant information. May contain unoriginal (plagiarized) content. References not included | <p>Your response:</p> <ul style="list-style-type: none"> Needs to address each element of the question. Requires information to meet requirements for word count/length. Requires examples to support your ideas. Does not demonstrate a commitment to professionalism. Is poorly written, includes incomplete sentences, and uses a negative tone to communicate competence. Is unorganized and contains irrelevant information. Contains plagiarized content. References not included. |