



## EDUCATION

**PATHWAY:** Early Childhood Education

**COURSE:** Health, Safety & Nutrition

**UNIT:** 7 - Hazards



## INTRODUCTION

### Annotation:

Daycare centers, whether privately or publicly run, must adhere to standards set by local laws and ordinances, created by city, county, state and federal government. Standards and guidelines are set to insure the safety and protection of all daycare center students, teachers, visitors and attendants. Safety must always be a central element in the professionalism of your care-giving. Identifying potential hazards in your child care environment is a big step towards providing top-quality care for the children.

Nationwide research by insurance companies into the injuries of children in different child care settings shows that the basic responsibility of our job as child care workers is in the name: **child care**.

Outdoors, accidents are most likely to occur on:

- Steps,
- Pools, and
- During field trips.

The most likely sites for accidents indoors were found to be:

- Doorways,
- Hallways, and
- Bathrooms.

In terms of the frequency of injury:

- The top cause of accidents in child care settings is falls, at 47%.
- Bumps and collisions come in second, at 20%.
- Human bites accounted for 8% of all the accidents, with most of these being self-inflicted.

The types of injuries and the peak times for those types of injuries to occur have also been analyzed:

- Bruises and scrapes are the most frequent: 73% of these occur on the head and 14% on the arms.

- The peak times for kids' accidents appear to be in between 10:00 am and noon.
- Coming in second in terms of danger are the hours of 3:00 to 5:00 pm.

Child care professionals can take preventive measures in the following ways:

- Environmental modifications. You can take several steps to change the way your child care facility is laid out and operates. Always be on guard for situations, objects, and conditions which can pose a danger to the children.
- Safety awareness. Keep alert to safety issues. Look for training (such as CPR or fire prevention) which can equip you to better protect the children from hazards.
- Careful supervision. Exercising good supervision of the kids in your care is always a key to their safety. Without your personal supervision, all the other safety precautions may be useless.

**Grade(s):**

X	9 <sup>th</sup>
X	10 <sup>th</sup>
X	11 <sup>th</sup>
X	12 <sup>th</sup>

**Time:** 5-7 hours

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**Resources Used:** [www.KidsHealth.org](http://www.KidsHealth.org) ; Health Safety & Nutrition for the Young Child (7<sup>th</sup> edition)

**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.



## FOCUS STANDARDS

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### GPS Focus Standards:

#### EDU- HSN 3 –

**Students will provide a safe environment for children.**

- c. Describe safe utilization and adult supervision of outdoor equipment and materials.
- f. Identify potential indoor/outdoor safety hazards.

#### EDU- HSN 4 –

**Students will provide a healthy environment for children.**

- d. Compare and contrast age-appropriate toys and equipment.

#### EDU- HSN 9 –

**Students will identify components of a quality environment.**

- c. Describe safe indoor and outdoor environment.

### GPS Academic Standards:

- SCSH3. Students will identify and investigate problems scientifically.
- ELA 11C2. The student demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.
- ELA 11W3. The student uses research and technology to support writing.



## UNDERSTANDINGS & GOALS

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### Enduring Understandings:

The risks of a child getting injured in a day care setting is directly related to the physical environment and children's behaviors, and how these are managed. You can prevent most injuries in the child care setting by following these five rules:

- Supervise children carefully.
- Check the child care and play areas for hazards, removing any found.
- Use safety equipment for children.
- Understand what children can do at different stages of development.
- Teach children how to use playground equipment safely.

### Essential Questions:

- What is supervision?
- What does safe utilization mean?
- What does age appropriate mean?
- What are safety hazards and how do you identify hazards?

### Knowledge from this Unit:

- Students will be able to describe supervision.
- Students will be able to explain to children how to use toys and equipment safely.
- Students will be able to choose age appropriate toys.
- Students will be able to design and describe a safe indoor and outdoor play area.

### Skills from this Unit:

- Students will identify and investigate problems scientifically.



## ASSESSMENT(S)

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**Assessment Method Type:** Select one or more of the following. Please consider the type(s) of differentiated instruction you will be using in the classroom.

- ☒ Pre-test
- ☒ Objective assessment - multiple-choice, true- false, etc.
  - ☐ Quizzes/Tests
  - ☐ Unit test
- ☒ Group project
- ☒ Individual project
- ☐ Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - ☐ Self-check rubrics
  - ☐ Self-check during writing/planning process
  - ☐ Journal reflections on concepts, personal experiences and impact on one's life
  - ☐ Reflect on evaluations of work from teachers, business partners, and competition judges
  - ☐ Academic prompts
  - ☐ Practice quizzes/tests
- ☐ Subjective assessment/Informal observations
  - ☐ Essay tests
  - ☐ Observe students working with partners
  - ☐ Observe students role playing
- ☐ Peer-assessment
  - ☐ Peer editing & commentary of products/projects/presentations using rubrics
  - ☐ Peer editing and/or critiquing
- ☒ Dialogue and Discussion
  - ☐ Student/teacher conferences
  - ☒ Partner and small group discussions
  - ☒ Whole group discussions
  - ☐ Interaction with/feedback from community members/speakers and business partners
- ☐ Constructed Responses
  - ☐ Chart good reading/writing/listening/speaking habits
  - ☐ Application of skills to real-life situations/scenarios
- ☒ Post-test

### Assessment(s) Title:

- Pre/Post Test

### Attachments for Assessment(s):

- Pre and post tests
- Rubrics



# LEARNING EXPERIENCES

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**Instructional planning:** Include lessons, activities and other learning experiences in this section with a brief description of the activities to ensure student acquisition of the knowledge and skills addressed in the standards. Complete the sequence of instruction for each lesson/task in the unit.

## **Sequence of Instruction**

### **1. Identify the Standards. Standards should be posted in the classroom for each lesson.**

EDU- HSN 3 - **Students will provide a safe environment for children.**

- c. Describe safe utilization and adult supervision of outdoor equipment and materials.
- f. Identify potential indoor/outdoor safety hazards.

EDU- HSN 4 - **Students will provide a healthy environment for children.**

- d. Compare and contrast age-appropriate toys and equipment.

EDU- HSN 9 - **Students will identify components of a quality environment.**

- c. Describe safe indoor and outdoor environment.

### **2. Review Essential Questions.**

- What is supervision?
- What does safe utilization mean?
- What does age appropriate mean?
- What are safety hazards and how do you identify hazards?

### **3. Identify and review the unit vocabulary.**

- Limits
- Childproofing
- Safety hazard
- Chronological age
- Supervision
- Age appropriate
- Stationary equipment
- Safety recall
- Child Protection and Toy Safety Act
- Safety features
- U.S. Consumer Product Commission

### **4. Lesson One: Playground Safety and Supervision**

### **5. Lesson Two: Age Appropriate Toys and Equipment**

### **6. Lesson Three: Safe Indoor and Outdoor Environments**

## **LESSON ONE: Playground Safety and Supervision**

### **EDU- HSN 3 - Students will provide a safe environment for children.**

c. Describe safe utilization and adult supervision of outdoor equipment and materials.

#### **Essential Questions:**

- What is supervision?
- What does safe utilization mean?

#### **INTRODUCTION TO LESSON ONE:**

Playgrounds and outdoor play equipment provide fun, fresh air, and exercise. But they can also pose safety hazards. Faulty equipment, inappropriate surfaces, and careless behavior are just a few of the hazards of playgrounds. According to KidsHealth.org, more than 200,000 kids are treated in hospital ERs for playground related injuries each year. Many of these could have been prevented with proper supervision. Adults can help prevent playground accidents by taking precautions, and ensuring that there is adult supervision at all times. Making sure equipment is appropriate to a child's age and maturity level is another way adults can help prevent playground accidents. Adult supervision can help prevent injuries by making sure kids properly use playground equipment and do not engage in unsafe behavior around the equipment.

Kids need adult supervision on the playground because young children cannot always gauge distances properly and are not capable of foreseeing dangerous situations by themselves. Older children like to test their limits on the playground. So it is important for an adult to be there to keep them in check. Setting limits and having rules are vital to the safety of children on the playground. Rules **are guides to actions and behaviors that reflect the goals of an early childhood program related to safety.**

There are four basic safety objectives in caring for young children. 1) supervise children at all times; 2) maintain minimum adult-child ratios; 3) develop safety limits; and 4) provide a safe environment.

#### **ACTIVITY ONE:**

- a. Working in small groups (four-six), have students make a list of the equipment on the playground at the lab they use. Students will investigate the equipment looking for potential hazards. Have them make a list of all potential hazards they observed and tell what they can be done to make the equipment safe. Examples: loose parts: tighten; exposed nails: hammer in or remove, etc. Report to entire class.  
  
If possible, have students video the equipment to use for their presentations.
- b. Using that list of equipment, students will design a lesson to teach the children the proper safety rules for each item. Since most preschool age children cannot read, tell them to design signs for each piece of equipment showing the right and wrong ways to use the equipment.

**ACTIVITY TWO:** Individually, have students write an essay on the adult's role when supervising children on the playground. They can use the textbook, internet or other books to find information. Suggested websites are listed under Web Resources.

### **LESSON TWO: Age Appropriate Toys and Equipment**

**EDU- HSN 4 - Students will provide a healthy environment for children.**

d. Compare and contrast age-appropriate toys and equipment.

#### **Essential Questions:**

- What does age appropriate mean?
- What are safety hazards and how do you identify hazards?

#### **INTRODUCTION TO LESSON TWO:**

Looking for toys and materials in early childhood supply catalogs and toy stores can be fun and exciting. However, choosing the appropriate toys are not easy. Some toys are better for children of various ages. The best toys and equipment will actively engage children in many areas of development. They can be used in a variety of ways, depending on the age of the child, the child's abilities and interests. Age appropriate toys are essential to children getting the most for their development from a toy. Choosing age appropriate toys is very important to learning and safety. Toys that are not age appropriate can pose hazards to children.

**ACTIVITY ONE:** Divide the class into three groups. Group one will research and list age appropriate indoor and outdoor toys and equipment for infants (6 weeks-24 months). Group two will research and list age appropriate indoor and outdoor toys and equipment for toddlers (2-3year-olds) and group three will research and list age appropriate indoor and outdoor toys and equipment for preschoolers (4-5 year-olds). They will present their findings to the other groups.

**ACTIVITY TWO:** Have the groups swap their lists. The group that researched infant toys will take the list for toddlers. The group that researched toddler toys will take the list for preschoolers and the group that researched the preschooler toys will take the infant list. Now each group will list reasons why the toys on the list they have now are inappropriate for their original age group. Have them report to entire class.

### **LESSON THREE: CHOOSING SAFE EQUIPMENT AND TOYS**

**EDU- HSN 4 - Students will provide a healthy environment for children.**

d. Compare and contrast age-appropriate toys and equipment.

#### **Essential Questions:**

- What are safety hazards and how do you identify hazards?

### **The Toys, Equipment and Furnishings**

Licensing requirements provide an indication of the type and number of toys, equipment and furnishings that contribute to the creation of a positive child care environment. Most licensing rules require at least an “adequate” amount of age-appropriate toys, equipment, and furnishings, and some provide specific numbers and detailed lists.

In addition to establishing the quantity of toys and equipment, licensing requirements also address safety issues. They require that toys and equipment be in good condition, clean and as free as possible from disease-causing bacteria. Drawing on research and recommendations from organizations like the US Consumer Product Safety Commission (CPSC) and the American Society for Testing and Materials (ASTM), they prohibit known hazards, such as sharp edges, loose bolts and splintered wood, and require shock-absorbing surfaces under indoor and outdoor climbing equipment to protect children at critical fall heights. They may also look to the provisions of the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act Accessibility Guidelines (ADAAG) to ensure that play equipment is accessible to children with special needs.

The right quantity and type of safe, appropriate toys and equipment, added to a hospitable space, provide children the materials they need to engage their interest in an environment where they can play and grow.

**ACTIVITY ONE:** Individually or in small groups (4-6), have students design an indoor area and an outdoor area for a specific age group. Using poster board, have them make a collage of pictures of safe indoor toys and equipment on one side and outdoor toys and equipment on the other side. The pictures can be printed off the internet, cut out catalogs or magazines or drawn. Have them present their posters to the class and tell what safety issues they considered when choosing the toys and equipment. There are websites listed under resources that will help them.

**ACTIVITY TWO:** Divide class into four groups. Assign a leader for each group. The leader is to assign *research* to two-four of the group members, *finding pictures* to two-four group members, and *PowerPoint design* to two-four members. The leader is to be the time-keeper who makes sure things get done on time. Groups will design a PowerPoint that tells parents and caregivers how to choose safe toys and outdoor equipment for the following ages/stages: Infants 0-6 months and infants 7-12 months, toddlers, and preschoolers.





## CULMINATING PERFORMANCE TASK

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### Culminating Unit Performance Task Title:

- Unit 7 Post Test

### Attachments for Culminating Performance Task:

- Unit 7 Post Test
- Rubrics



## UNIT RESOURCES

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### Web Resources:

#### Playground safety:

- <http://kidshealth.org/parent/fitness/safety/playground.html>
- <http://www.cfchildren.org/issues/safeschool/playgrounds/>
- <http://www.interventioncentral.org/htmldocs/interventions/behavior/playground.php>
- <http://www.indy.gov/eGov/City/DPR/Amenities/Pages/Playgrounds.aspx>
- [http://www.mast.mb.ca/student\\_safety/playground%20safety/danger.htm](http://www.mast.mb.ca/student_safety/playground%20safety/danger.htm)
- <http://www.injuryanswers.com/archive/playground.html>
- <http://www.smh.com.au/articles/2004/06/05/1086377188056.html>
- <http://www.articlesbase.com/bodybuilding-articles/understanding-playground-equipment-safety-351175.html>
- [http://www.safeplay.co.za/playground\\_equipment\\_faqs.php](http://www.safeplay.co.za/playground_equipment_faqs.php)
- [http://www.indianriverschools.org/SiteDirectory/HR/Safety/Documents/Safety\\_Playground\\_Safety.pdf](http://www.indianriverschools.org/SiteDirectory/HR/Safety/Documents/Safety_Playground_Safety.pdf)
- <http://www.uni.ed/playground>

### MATERIALS NEEDED:

- computers
- poster board
- glue
- scissors

**Resource:**

**“Health, Safety & Nutrition for the Young Child” eResource CD** (includes basic PowerPoint for each chapter and test-bank) – <http://www.earlychilded.delmar.cengage.com/>

**What 21st Century Technology was used in this unit?:**

<input type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		

## Answer Key to Pre/Post Test

### PART ONE

<u>Matching:</u>	<u>True/False</u>	<u>Fill in the blank:</u>
1. D	11. F	16. Rules
2. G	12. T	17. Hazards
3. E	13. T	18. Childproofing
4. B	14. T	19. Four
5. C	15. F	20. Covering
6. A		
7. I		
8. F		
9. H		
10. J		

### PART TWO: Essay should include the following:

- Supervise children carefully.
- Check the child care and play areas for, and get rid of hazards.
- Use safety equipment for children
- Understand what children can do at different stages of development.
- Teach children how to use playground equipment safely.

## PRE/POST TEST

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

### PART ONE: WORTH 20 POINTS:

Match the following terms to the correct definitions:

- |                      |  |
|----------------------|--|
| A. Childproofing     | F. Supervision                         |
| B. Chronological age | G. Stationary equipment                |
| C. Age appropriate   | H. Child Protection and Toy Safety Act |
| D. Safety recall     | I. U.S. Consumer Product Commission    |
| E. Safety features   | J. Hazards                             |

1. \_\_\_\_\_ The return of a product to its manufacturer for repair or replacement, usually due to defects or safety concerns.
2. \_\_\_\_\_ Equipment that is permanently placed in a certain area. Can not be moved.
3. \_\_\_\_\_ Benefits of a toy or piece of equipment that makes it safer than other equipment or toys.
4. \_\_\_\_\_ Age determined by a birth date.
5. \_\_\_\_\_ An activity or experience that is suitable to the child's ability and does not exceed the child's stage of development.
6. \_\_\_\_\_ Preparing an area for the care of a child to ensure that the child is safe.
7. \_\_\_\_\_ A federal agency that maintains a list of products that have tested unsafe.
8. \_\_\_\_\_ The act of overseeing a group or project.
9. \_\_\_\_\_ A public law that was passed in 1994 that requires toy manufacturer's to place warning labels on toys containing small parts, including balls, marbles, and other choking hazards. It requires the label to state that the toy is not intended for use by children under the age of three.
10. \_\_\_\_\_ Something that has a chance of causing injury or harm.

### TRUE OR FALSE

11. \_\_\_\_\_ Any age child should be able to use a slide as long as they can walk.
12. \_\_\_\_\_ More than 200,000 children are injured on playgrounds each year.

- 13. \_\_\_\_ Older toys present more of a safety hazard than newer toys.
- 14. \_\_\_\_ Most accidents in child care centers can be prevented.
- 15. \_\_\_\_ Caregivers and child care owners can be held responsible for allowing children to play in an unsafe environment.

**FILL IN THE BLANK:**

- 16. \_\_\_\_\_ are guides to actions and behaviors that reflect the goals of an early childhood program.
- 17. To prevent serious accidents, adults must look for possible \_\_\_\_\_.
- 18. Moving unsafe objects out of a child's reach or preventing dangerous situations is called \_\_\_\_\_ the environment.
- 19. When caring for children, there are \_\_\_\_ basic safety goals.
- 20. The \_\_\_\_\_ on the ground can be a safety issue.

**PART TWO: WORTH 80 POINTS**

**Write a short essay on ways help prevent injuries in the child care setting.**