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Transforming the skill landscape



# Facilitator Guide



Sector  
**Domestic Workers**

Sub-Sector  
**Caregiving (Non-Clinical)**

Occupation  
**Child Care (Non-Clinical)**

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

**Child Caretaker  
(Non-Clinical)**

This book is sponsored by:



**Domestic Workers Sector Skill Council**

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**Shri Narendra Modi**  
Prime Minister of India

“ Skilling is building a better India.  
If we have to move India towards  
development then Skill Development  
should be our mission. ”



## Acknowledgements

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

## About this Guide

This Facilitator Guide is designed to enable training for the specific Qualification Pack (QP). Each National Occupational (NOS) is covered across Unit/s.

Key Learning Objectives for the specific NOS mark the beginning of the Unit/s for that NOS.

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

The symbols used in this book are described below.

## Symbols Used



Steps



Time



Tips



Notes



Objectives



Do



Ask



Explain



Elaborate



Field Visit



Practical



Lab



Demonstrate



Exercise



Team Activity



Facilitation Notes



Learning Outcomes



Say



Resources



Activity



Summary



Role Play



Example

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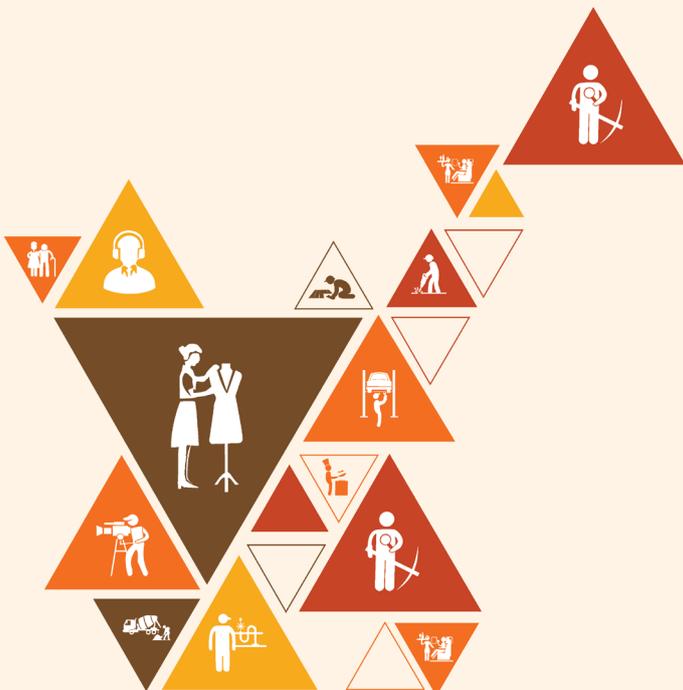


# 1. Orientation and Introduction

Unit 1.1 – Objectives of the Program.

Unit 1.2 – Introductions to Domestic Workers Sector in India

Unit 1.3 – Responsibilities of Child Caretaker (Non Clinical)



**Bridge Module**

## Key Learning Outcomes

**At the end of the module, participants will be able to:**

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

## UNIT 1.1: Introduction and Orientation

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources to be Used

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and power point presentations
- Activities (role plays)

### Ask

- Ask the participants to share their expectations from the program.
- Ask them to tell what they know about the domestic worker and the tasks a domestic worker does.

### Do

- Give an overview of the program to the participants - duration of the program, objective etc.
- Tell them about the domestic workers and their existence and scenario in Indian society.

### Explain

- Legal provisions of the states for domestic workers
- Categorization and classification of domestic workers job role/occupation
- Growth drivers and emerging trends in the domestic sector

### Elaborate

Facilitator shall elaborate the elements of the Program. As far as possible, he/she should do it in Q & A method

- Domestic Workers Sector
- Child caretaker roles and responsibilities
- Manage child's immediate environment and needs

- Develop and promote positive relationship with the child.
- Hygiene and Work etiquette
- Clean and secure working environment
- Employability and Entrepreneurship

### Tips



- Go slow with information flow with participants.
- Observe each participant's body language.
- Keep a positive and supportive approach towards the candidates.
- Should some already have worked in domestic sector, they would know some of the programs.

### Activity



- Conduct a skill practice activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Ask the participant to assemble together</li> <li>• Explain the purpose and duration of activity</li> <li>• Social interaction is always necessary between trainer and trainees and among trainees.</li> <li>• Divide the participants into pairs and ask each pair to share their general information (name, hometown, hobbies etc.) with their partner.</li> <li>• Next, you may ask a question to anyone from each pair to tell about his/her partner.</li> <li>• In this exercise, trainer and the trainees get to know each other.</li> </ul>	<p>1 Hour</p>	<p>PC with LCD Projector or Flip Chart Copies of handouts, Participants Handbook</p>

**Objectives:** Understand each other on the first day of training

## Activity



- Conduct a skill practice activity.
- Ask the participants to assemble together.
- Explain the purpose and duration of the activity.

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Ask the participant to assemble together</li> <li>• Explain the purpose and duration of activity</li> <li>• Ask the participants to tell the class their favorite animal and three adjectives to describe that animal.</li> <li>• Next ask participants to write three adjectives on a name tag BEFORE their name (omit the name of the animal).</li> <li>• At last, ask participants to mingle with the crowd, sharing why these adjectives best describe their own personality.</li> </ul> <p>EXAMPLES: Loyal, cuddly, offensive, defensive, clever etc.</p>	1 Hour	PC with LCD Projector or Flip Chart  Copies of handouts, Participants Handbook

**Objectives:** Understand each other on the first day of training

## Tips



### Tips for Icebreaker

- Using ice breaker can help participants relax and feel like they are part of a team leading to higher efficiency and productivity.
- Ice breaker should never force participants to reveal things that make them uncomfortable but should instead be a fun way to mingle with each other.
- Make changes to above mentioned games according to your requirement and situation.
- Idea is to develop warmth and establish interpersonal communication and rapport and team spirit.
- Facilitate informal communication among participants.

## Notes for Facilitation

1. Make sure that each participant understands the session objectives
2. Answer questions and explain what seems confusing.
3. Lead group discussions, video exercises, demonstrations, and role play practice.
4. Assess each participant's work and contributions.
5. Ensure that participants have mastered the skills listed in the beginning of each session.
6. Help participants identify how to apply the skills taught in the course to their work
7. Give guidance and feedback as needed during classroom and practical sessions.
8. Review the "take-home messages" at the end of each session.

## Exercise

1. State true or false
  - a) The domestic workers have always been a crucial part of Indian households - **True**
  - b) This section of workers has always got their due recognition. **False**
  - c) There has been a rapid growth in the demand for domestic workers. **True**
  - d) The new age Indians, essentially the splintered families are not ready to pay higher remunerations and privileges to the domestic workers. **True**
2. List any four points which are part of the programme overview of Child Caretaker
  - a) **Child's immediate environment and needs**
  - b) **Develop and promote positive relationship with the child.**
  - c) **Develop and maintain a healthy, safe and secure environment for child**
  - d) **Hygiene and Work etiquette**

## UNIT 1.2: Introduction to the Domestic Workers Sector in India

### Unit Objectives

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

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

### Resources to be Used

- Available objects such as black or white Board, chalk pieces or white board marker pens, duster.
- Pc with LCD Projector or Flip Chart.
- Participant Manual
- Copies of Handouts.

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them if they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about the Introduction to the Domestic Workers Sector in India of a pressman.

### Elaborate

**Facilitator shall elaborate the elements of the Program**

- Domestic workers are within the scope of Unorganised Workers Social Security Act-2008. Some relevant schemes as relevant under schedule are- Indira Gandhi National Old Age Pension Scheme, National Family Benefit Scheme, Janani Suraksha Yojana, Aam Admi Bima Yojana.
- Categorization and Classification of Domestic Workers Job Role/Occupation
  - » Domestic workers job is classified into three categories - Live-in worker, Full - Time worker, Part-time worker

- » Domestic Workers Sector Skill Council is divided into two sub – sectors i.e. “Household Services/ Housekeeping and Services” and “Caregiving (Non Clinical)”. These two sub – Sectors are further divided into seven occupations
- Growth Drivers and Emerging Trends in the Sector - The past trends reflect the increasing demand for skilled domestic help in India. Domestic Workers Sector Skill Council in India is the only National level platform in the country, which, through its activities of mobilisation, training, certification, and placement, one of the best platforms, which are working hard to create a safe and financially stable ground for the domestic workers of India.

## Do

- Ask participants to share their views on domestic workers sector in India.
- Give participants some time to think how domestic sector has changed in last few years.
- Brainstorm on the broad categories of the domestic worker in India and also classification.
- Write down all the responses of participants on the board.
- Brief them about three broad categories of Domestic sector based up on time he /she devotes.
- Ask and inform participants how domestic sector trends are changing. Discuss change in employer's expectations; define job roles & the necessity of present time.
- Discussion in details why this sector will grow and generate more job opportunities for skill domestic workers. In directly need to discuss why they should be attending this program and get certified. What is the need for it?

## Tips

- In addition to the working on understanding the Domestic Sector in India, Facilitator/ Trainer needs to start working on the soft skills of the participants so that by end of the training they are groomed.
- Start soft skills training by telling him ways to greet each other and with the employer.
- Identify the candidates who are shy and who are outspoken, so that they may be teamed up for better grooming.

## Notes for Facilitation

1. Review the objectives of the workshop.
2. Use PPT in local language along with videos for better understanding.
3. Give relevant information to participants and go slow in transferring it.
4. Observe each participant's body language.
5. Encourage participation
6. Create a game or activity for the better understanding on categorization and classification.
7. Conduct a simple test at the end of the topic to check the understanding of each topic.

## Exercise

1. Which is not the category of Indian Domestic Workers
  - a) Live In
  - b) Full - Time
  - c) Part Time
  - d) **Apprentice**

2. State the role of Live-in Worker.

**Live-in worker are the worker who works full time for a single employer and also stays on the premises of the employer or in a dwelling provided by the employer (which is close or next to the house of the employer) and does not return to her/his home every day after work."**

3. List down sub-sectors of DWSSC.
  - a) **Live-in worker**
  - b) **Full-time worker**
  - c) **Part-time worker**

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

### Unit Objectives

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

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

### Resources to be Used

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Videos
- Activities (role plays)

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the sessions ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about job roles of a Child Caretaker (Non-Clinical)

### Ask

- Give a brief introduction on the job description of a Child Caretaker (Non-Clinical).
- Provide the participants with a list of roles and responsibilities of a Child Caretaker (Non-Clinical).
- Talk about the skills which are essential to become a Child Caretaker (Non-Clinical).

## Activity

- Identify the roles and responsibilities of a Child Caretaker (Non-Clinical).

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>Divide the students in different groups.</li> <li>Subdivide the activity amongst the class and randomly choose and distribute these amongst participants:               <ul style="list-style-type: none"> <li>» Roles and responsibilities of a Caregiver towards child</li> <li>» Essential skills of child caretaker</li> </ul> </li> <li>Ask them to present the given topics one by one.</li> </ul>	1 Hour	Pen, Note Book

**Objectives:** Understand the roles and responsibilities of a child caretaker

## Notes for Facilitation

- Reemphasize the important points discussed in this unit.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Discuss the question with the class and answer their queries satisfactorily.
- Help participants identify how to apply the skills taught in the course to their work
- Praise participants and the group on improving their performance and developing new skills.
- Encourage participants to move through the initial difficulties of learning new skills, by focusing on steps in their progress and the importance of what they are learning to do

## Exercise

- A Child Caretaker (Non-Clinical) should prepare the schedule of the duties and maintain time management.
  - True**
  - False
- List the important traits that a Child Caretaker (Non-Clinical) must-have.
  - Have the ability to communicate with children.**
  - Know the characteristics of children at different ages.**
  - Have the ability to play appropriately with children of different age groups.**
  - Understand what kids need to succeed.**
  - Have the ability to negotiate the business details involved in caretaking.**
  - Arrive a few minutes early.**





## Key Learning Outcomes

**At the end of the module, participants will be able to:**

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

## UNIT 2.1: Manage Child's Immediate Environment and Needs

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources to be Used

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point Presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.

### Say

- Give participants a brief overview of the unit
- Provide details on what are the activities of daily living (ADL) for children
- Importance of diapering

**Do** 

- Discuss with the participants how to pick up and hold the child
- Discuss pick and drop off the child from Playschool/Kindergarten
- Discuss about how to put child to sleep

**Activity** 

- Identify the roles and responsibilities of a Child Caretaker (Non-Clinical).

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Divide the class into 3 groups.</li> <li>• Assign one baby mannequin to each group</li> <li>• Ask one volunteer from each group to demonstrate the correct position of picking up and holding a toddler</li> <li>• The process will be repeated for each group</li> <li>• Explain the purpose and duration of the activity</li> </ul>	<p>1 Hour</p>	<p>Pen, Note Book, baby mannequin or dummy baby</p>

**Objectives:** Develop skills to pick up and holding a toddler

**Explain** 

- Explain in detail how to clean a child’s room
- Explain how to prevent child and its environment from germs through frequent hand washing
- Explain how to provide Toilet Training to child

**Do** 

- Provide tips to train child for toilet training
- Provide steps to disinfect and sanitize various surfaces

## Activity

- Identify the roles and responsibilities of a Child Caretaker (Non-Clinical).

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>Randomly select two students. One will act as a caregiver and the second one will act as a parent of a child</li> <li>First student (Caregiver): Will listen to the problems of parent (second student) related to child and provide solution to solve the problem.</li> <li>Second student (Pregnant women): Will tell her problems related to child's diapering and toilet training</li> <li>Repeat the same activity by picking other students as well.</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Develop skills to handle a child's basic daily needs

## Notes for Facilitation

- Gather and organize the supplies and other items needed for all the activities scheduled for the day.
- Encourage participants to follow all the ground rules of the activity and maintain decorum
- While the participants are doing the activity, go around and make sure they are doing it properly.
- Assess each participant's work and contributions.
- Provide help wherever the participants are unable to understand the question.

## Exercise

- Hygiene and cleanliness** are a priority when it comes to baby care and changing diapers in order to keep away all the bacteria and germs
- A disinfection process uses a chemical that kill or inactivate virtually all germs.
- Which of the following is not an activity of daily living?
  - Holding children
  - Diapering
  - Feeding children
  - All of the above**
- This involves submerging the equipment completely in warm water for at least 5 minutes.
  - Sterilising
  - Steaming

- c) **Boiling**
  - d) Sanitizing
5. Which of the following is a first step of disinfecting or sanitizing children's bottles?
- a) Wash
  - b) Rinse
  - c) **Pre-clean**
  - d) Disinfect
6. What is the importance of diaper hygiene?
- a) **Hygiene and cleanliness are a priority when it comes to baby care and changing diapers in order to keep away all the bacteria and germs.**

## UNIT 2.2: Child's Physical and Nutritional Needs

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources to be Used

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and PowerPoint Presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.

### Say

- Provide a brief introduction of good food choices
- Brief the participants about the child's physical and nutritional needs

### Elaborate

- Explain steps to dress and undress the child
- Explain about bathing the toddlers
- Explain essential nutrients required by toddler, preschoolers, school-aged children

**Do** 

Discuss food and kitchen safety

**Activity** 

- Identify the roles and responsibilities of a Child Caretaker (Non-Clinical).

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>Divide the class in 4-member group</li> <li>Now ask every group to read thoroughly about five main areas of children development skills (Cognitive Development, Social and Emotional Development, Speech and Language Development, Fine Motor Skill Development and Gross Motor Skill Development)</li> <li>Now ask every group to read thoroughly about five main areas of children development skills (Cognitive Development, Social and Emotional Development, Speech and Language Development, Fine Motor Skill Development and Gross Motor Skill Development)</li> <li>The process will be repeated for each group</li> <li>Explain the purpose and duration of the activity</li> <li>The group presenting the idea with efficiency and good information will be announced as winner</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Develop understanding on area of child development

**Notes for Facilitation** 

- Gather and organize the supplies and other items needed for all the activities scheduled for the day.
- Encourage participants to follow all the ground rules of the activity and maintain decorum.
- While the participants are doing the activity, go around and make sure they are doing it properly.
- Assess each participant's work and contributions.
- Provide help wherever the participants are unable to understand the question.

## Exercise

1. Which of the following is an example of complex carbohydrates?
  - a) Pulses
  - b) Fish
  - c) **Pasta**
  - d) Vegetable oil
2. Which of the following is an example fat to be included in food?
  - a) Vegetables
  - b) Bean
  - c) Seeds
  - d) **Dairy food**
3. \_\_\_\_\_ leads to reduced immunity, and increased susceptibility to disease
  - a) Good nutrition
  - b) **Poor nutrition**
  - c) Pure nutrition
  - d) Essential nutrition
4. Which of the following age group of children is called as pre-schoolers?
  - a) 1 - 3 years
  - b) 6 – 11 years
  - c) **3 – 5 years**
  - d) 10 – 11 years
5. Mention the steps of undressing the children.
  - a) **STEP 1: Undo the snaps or buttons on the front of the shirt.**
  - b) **STEP 2: Gently slide one arm out of the sleeve and then slide out the other arm**
  - c) **STEP 3: Ease the shirt over the child's head, gently past one ear, then the other**
  - d) **STEP 4: Put the dirty laundry in the place designated by the parents.**

## UNIT 2.3: Carryout Child Focused Activities and Learning

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources to be Used

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and PowerPoint Presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they are going to learn about child focused activities and learning.

### Say

- Provide a brief introduction of interests and hobbies that attract children
- Brief the participants about creative art ideas for children
- How to observe child's expression of feelings and reaction to situation

## Explain

- Explain different child age-related activities
- Explain how to record child's development and inform parents accordingly
- Explain alphabet of activities of children
- Explain five rules of playing with children

## Do

- Discuss child focused activities and learning
- Discuss how to make child feel welcomed/valued

## Activity

- Identify the roles and responsibilities of a Child Caretaker (Non-Clinical).

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Now ask every group to choose a topic of their choice from the chapter and prepare a role play on it.</li> <li>• Topics:                             <ul style="list-style-type: none"> <li>» Dress/undress the child</li> <li>» Bathing the toddler</li> <li>» Feeding children</li> </ul> </li> <li>• Now ask every group to present their topic and explain why they chosen that topic</li> <li>• At the end the group presenting the most creative role play will win</li> <li>• Explain the purpose and duration of the activity</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Develop understanding on supporting child in dressing/undressing, bathing and eating food

## Notes for Facilitation

1. Gather and organize the supplies and other items needed for all the activities scheduled for the day.
2. Encourage participants to follow all the ground rules of the activity and maintain decorum.
3. While the participants are doing the activity, go around and make sure they are doing it properly.
4. Assess each participant's work and contributions.
5. Provide help wherever the participants are unable to understand the question.

## Summary

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

## Exercise

1. **Child development** refers to the process through which human beings typically grow and mature from infancy through adulthood.
2. Which of the following is a type of toy/game that represents solitary plays for children?
  - a) Wheel toys
  - b) Building blocks
  - c) Board games
  - d) **Art & Crafts**
3. \_\_\_\_\_ is the child's ability to both understand and use language.
  - a) Cognitive development
  - b) Fine Motor Skill Development
  - c) Speech and Language Development
  - d) **Gross Motor Skill Development**
4. Which of the following is a child's ability to pick up small objects or hold a spoon?
  - a) Cognitive development
  - b) **Fine Motor Skill Development**
  - c) Speech and Language Development
  - d) Gross Motor Skill Development
5. Mention some tips on how to make children feel valued/welcome.
  - a) **Give separate time to the child**
  - b) **Get on the child's level for face-to-face interactions**
  - c) **Use a pleasant, calm voice and simple language**
  - d) **Provide warm, responsive physical contact**
  - e) **Follow the child's interest**
6. Mention some ways to ensure safe play/learning area for children.
  - a) **Preventing corridors or paths suitable for running inside the house**
  - b) **Management of adequate toys for the child**
  - c) **Teach how to hold toys and new things**
  - d) **Arrange the place properly for safety**





## Key Learning Outcomes

**At the end of the module, participants will be able to:**

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

## UNIT 3.1: Developmental Milestones of the Children

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them about developmental milestones of the children

### Say

- Provide an overview of child growth milestones
- Explain characteristics of children

## Activity

- Identify the roles and responsibilities of a Child Caretaker (Non-Clinical).

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>Divide the class into three groups</li> <li>Assign one of the following age group of children to each group               <ul style="list-style-type: none"> <li>» 2 years</li> <li>» 4 years</li> <li>» 6 to 8 years</li> </ul> </li> <li>Ask students to identify:               <ul style="list-style-type: none"> <li>» Developmental growth stage</li> <li>» What the Caretaker Can Do</li> </ul> </li> <li>Ask one volunteer from each group to present the points for other participants learning</li> <li>The criteria of evaluating presentation can be – knowledge of the topic, number of the questions answered, coverage content of the topic presented, confidence during presentation</li> <li>The trainer may ask participants to set the ground rules for presentation and evaluating criteria</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Understand how to understand developmental milestones of children

## Activity

- Identify the roles and responsibilities of a Child Caretaker (Non-Clinical).

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>Divide the whole class into pairs</li> <li>And ask each pair to choose their roles as a child caretaker</li> <li>Next, give all the pairs 5-7 minutes time to prepare their role play</li> <li>Now, let each group present their role play in front of whole class</li> <li>The role play should cover topics like Developmental Growth Stages, Child Growth Milestones, Emotional Development of the Child, etc.</li> <li>Applaud the group which is the most innovative and creative</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Understand the developmental growth stages and milestones of child.

## Explain

- Growth milestones for toddlers
- Growth milestones for preschoolers
- Growth milestones for school-age children

## Do

- Discuss Developmental growth stages
- Discuss Emotional development of child
- Discuss Emotional or Developmental Needs of Children
- Provide tips to pay attention to positive behaviour of child
- Provide tips to offer guidance to child

## Notes for Facilitation

1. Explain the learning objectives
2. Encourage and guide participants to think critically
3. Listen to the participants' comments, questions, and feedback
4. Help participants with observations and analysis
5. Help participants arrive at appropriate conclusions
6. Encourage participants to contribute to the discussion
7. Help participants to reach an appropriate consensus
8. Help identify opportunities and potentials
9. Summarize the discussion or ask others to do so

## Exercise

1. \_\_\_\_\_ are the kids which comes under the age group of 3-5 years.
  - a) Toddler
  - b) **Pre-schoolers**
  - c) School-age children
  - d) Small-aged children
2. Which of the following is the main goal of child guidance?
  - a) To communicate better with child
  - b) To understand child behavioural issues

- c) **To help child learn self-control**
  - d) To assess child learning capability
3. Which of the following is a milestone for children between age 1 -3-year-old?
- a) They are more independent
  - b) They enjoy activities such as making popcorn, games, and crafts
  - c) **They begin to speak**
  - d) They speak in sentences
4. Which of the following should a caretaker do when a toddler cry?
- a) Crying is good for toddler
  - b) **Try to find out why the toddler is crying**
  - c) Take them for shopping
  - d) Ask his/her parents to handle
5. Which of the following is is a milestone for children between age 3 -5-year-old?
- a) They say “No!” often.
  - b) They begin toilet training.
  - c) They want to do what they want to do!
  - d) **They are in the “why” stage.**

## UNIT 3.2: Develop Relationships and Communicate Effectively with the Children

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about how to develop relationships and communicate effectively with the Children

### Say

- Provide a brief introduction on effective communication with children
- Talk about the how to establish good relationship with child
- Talk about emotional skills, praise, encouragement, rewards to change behaviour
- Provide tips for talking and listening to child

**Do** 

- Helping toddler deal with frustrations and strong emotions
- How to encourage thinking, problem-solving and other skills
- How to interact with child
- Discuss positive attention

**Activity**

- Identify the roles and responsibilities of a Child Caretaker (Non-Clinical).

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Divide the class in 4-member group</li> <li>• Ask one volunteer from each group to present the points for other participants learning</li> <li>• Now ask every group to read thoroughly about the ABCs of child guidance</li> <li>• Next in each group tell two members to orally present any one point of child guidance and rest two member of the group will demonstrate the same with an example simultaneously in front of whole class</li> <li>• The process will be repeated for each group</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Understand thoroughly about child guidance

**Notes for Facilitation**

1. Explain the learning objectives
2. Encourage and guide participants to think critically
3. Listen to the participants' comments, questions, and feedback
4. Help participants with observations and analysis
5. Help participants arrive at appropriate conclusions
6. Encourage participants to contribute to the discussion
7. Help participants to reach an appropriate consensus
8. Help identify opportunities and potentials
9. Summarize the discussion or ask others to do so

**Exercise** 

1. Toddler represents the ages between approximately 1 and 3½ years. **True**
2. **Encouragement** is the praise for any positive effort done by child.
3. It is the way of saying 'well done' when the child has done something good.
  - a) Encouragement
  - b) **Reward**
  - c) Criticism
  - d) Playing
4. It is the non-verbal form of communication.
  - a) Interaction
  - b) Eye contact
  - c) **Body language**
  - d) Personality test
5. Which of the following is way of showing positive attention to children?
  - a) Smiling at child
  - b) Making eye contact
  - c) Caring for child
  - d) **All of the above**
6. Mention some ways to develop effective communication with children.
  - a) **Set aside time for talking and listening to each other**
  - b) **Listen to the children when they want to talk, have strong feelings or have a problem.**
  - c) **Be open to talking about all kinds of feelings, including anger, joy, frustration, fear and anxiety**
  - d) **Use language that the children will understand**
  - e) **Watch the child's facial expression and body language.**

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

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about how to support the child in developing positive relations with others

### Say

- Provide a brief introduction on communicating and connecting with Children
- Talk about the how to establish good relationship with child
- Discuss various situations that leads to temper tantrums of child

### Do

- Helping Children Behave
- Communicating and Connecting with Children
- Calming the Distressed Child
- Discuss positive attention

## Activity

- Identify about how to support the child in developing positive relations with others

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>Divide the class into three groups and give one topic to each group</li> <li>Ask each group to prepare a short presentation on the given topic and present it in front of the class</li> <li>Topics of presentation: Encouraging thinking, problem-solving and other skills               <ul style="list-style-type: none"> <li>» Using play to learn</li> <li>» Building brain pathways</li> <li>» Using praise to change behaviour</li> </ul> </li> <li>Only one group will give presentation at one time while other two groups will watch the first group perform</li> <li>The trainer may ask participants from other groups to ask questions or queries with the presenting group</li> <li>The marks will be given at the end when all the presentations will be completed.</li> <li>The criteria of evaluating presentation can be – knowledge of the topic, number of the questions answered, coverage content of the topic presented, confidence during presentation</li> <li>The trainer may ask participants to set the ground rules for presentation and evaluating criteria</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Identify about how to support the child in developing positive relations with others

## Notes for Facilitation

1. Explain the learning objectives
2. Encourage and guide participants to think critically
3. Listen to the participants' comments, questions, and feedback
4. Help participants with observations and analysis
5. Help participants arrive at appropriate conclusions
6. Encourage participants to contribute to the discussion
7. Help participants to reach an appropriate consensus
8. Help identify opportunities and potentials
9. Summarize the discussion or ask others to do so

## Exercise

1. Reward is praise for effort.
2. Which of the following is not a way of preventing temper tantrums of child?
  - a) Give children positive attention
  - b) Playing
  - c) Try to hold objects
  - d) Show hunger
3. Which of the following is a negative behaviour of a child?
  - a) Feeling jealous
  - b) Playing
  - c) Try to hold objects
  - d) Show hunger
4. Which of the following is a way to prevent temper tantrums?
  - a) Provide positive attention to child
  - b) Keep off-limit items out of sight.
  - c) Punishing children by limiting their food
  - d) Make sure toys and activities are age appropriate.
5. Which of the following is an example of temper tantrum in children?
  - a) Screaming
  - b) Whining
  - c) Breath-holding
  - d) All of the above
6. Mention some ways to calm a distressed child.
  - a) Give the children you babysit plenty of positive attention.
  - b) Make sure kids get a lot of physical activity.
  - c) Keep children from getting overly hungry or tired.
  - d) Help children learn to manage their anger.
  - e) Allow children to have some control by giving them choices.
  - f) Distract children before temper tantrums fully develop.
7. Mention some ways to encourage positive behaviour in children.
  - a) Let children know when they are behaving well. Children respond well to positive reinforcement.
  - b) Set rules, boundaries and limitations when you first arrive on the job. Children may not become as upset if they know their boundaries and your expectations beforehand.
    - » State your expectations in advance.
    - » Do not add extra or unnecessary rules.
    - » Keep your expectations realistic and age appropriate; kids will be kids.
  - c) Create a schedule in advance. Make it flexible and try to alternate between physical and quiet activities.
  - d) Follow the normal household routines as closely as possible. For example, serve dinner at the usual time, have children do their regular chores and allow them to play video games after doing their homework if that is what they typically do.
  - e) Keep off-limit items out of sight



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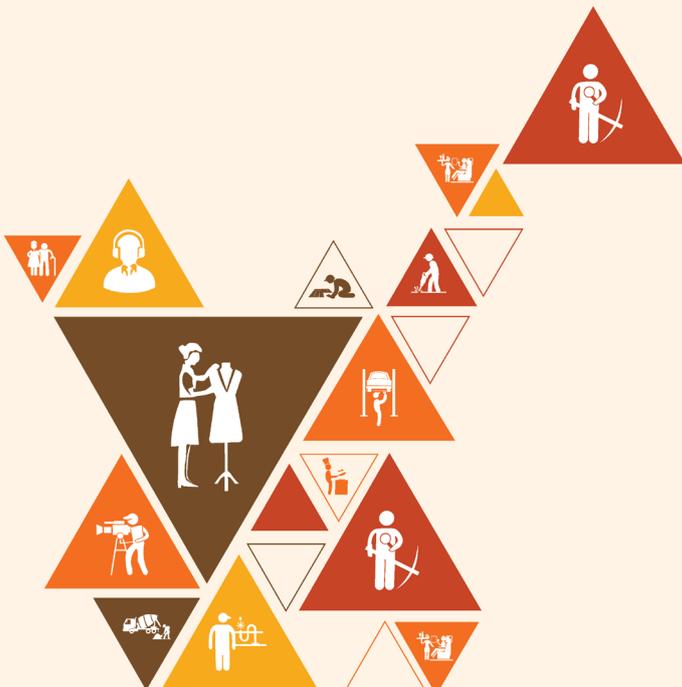
Transforming the skill landscape



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

Unit 4.1 – Establish a healthy, safe and secure environment for the child

Unit 4.2 – Assist in procedures with respect to accidents, injuries, illnesses and other emergencies



DWC/N0203

## Key Learning Outcomes

**At the end of the module, participants will be able to:**

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

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

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about maintaining healthy, safe and secure environment for the child.

### Say

- Talk about standards of health, safety and security
- Let's Discuss child safety

## Explain

- Explain child safety inside and outside home
- Assessing health and safety at workplace
- Common health issues and their treatment

## Activity

- Perform child's environment safety inspection

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Ask participants to stand in a circle and one of the participants to grab a ball.</li> <li>• Next ask the participant who is holding the ball to state one point that is involved in the child environment safety inspection checklist orally and then throw the ball to someone else in the group</li> <li>• Next ask the participant who is holding the ball to state one point that is involved in the safety inspection checklist orally and then throw the ball to someone else in the group</li> <li>• Continue until everyone has had a chance to state all the points.</li> </ul>	<p>1 Hour</p>	<p>Pen, Note Book, baby mannequin or dummy baby</p>

**Objectives:** Perform child's environment safety inspection

## Notes for Facilitation

1. Evaluate the performance of the participants and guide the participants where required.
2. Summarize the main points.
3. Ask participants if they have any doubts. Encourage them to ask questions.
4. Answer their queries satisfactorily.

## Exercise

1. A **Common cold** is a viral infection of the nose, throat, sinuses and upper airways of the body.
2. Loose and more than normal bowel movements are the symptoms of **Diarrhoea**.
3. Which of the following is a common symptom of flu?
  - a) Pale skin
  - b) Sore throat
  - c) **High temperature**
  - d) Excessive sneezing
4. What should a child caretaker do when the child is suffering from common cold?
  - a) **Ask parents to give child steam to inhale**
  - b) Give cold compressions to the child
  - c) Let them vent out their anger on toys/objects
  - d) Let child be hungry for some time
5. What are some major safety hazard for children at home?
  - a) **Do not let anyone inside who is using alcohol or drugs**
  - b) **Be aware of the sun and take precautions to protect yourself and your children against damage from the sun**
  - c) **Do not go near water, such as ponds, or lakes**
  - d) **Never open the door to strangers.**
6. Mention some ways that a childcare can use to ensure personal safety.
  - a) **Get to know the parents and families of the children you babysit and meet their pets**
  - b) **Do not wear jewellery that dangles or has sharp edges. It can scratch or hurt you or the children.**
  - c) **Keep your clothing out of the way and your hair neat so they don't get caught in anything.**
  - d) **Keep your fingernails short and your hands clean to prevent the spread of germs.**
  - e) **Do not babysit when you are sick.**
  - f) **Keep your first aid kit handy but out of the children's reach.**

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

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about handling accidents, injuries, illnesses and other emergencies that might happen with children

### Say

- Talk about importance of keeping children safe and being aware at workplace
- Let's discuss the following:
- Preventing accidents and injury
  - How to prevent child from getting hurt while playing with toys
  - Identifying and handling signs of bullying in children

## Explain

- Explain first aids for child in case of different emergencies
- Addressing child illness
- Weather emergencies
- Inappropriate touch and differentiate between good touch and bad touch

## Activity

- Enhance basic reasoning and questioning skills of participants

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Divide class into 2 teams A and B</li> <li>• Ask team A to prepare quiz questions on the topic preventing accidents and injuries during play time for team B</li> <li>• Ask team B to prepare quiz questions on the topic inappropriate touch for team</li> <li>• Start the quiz by team A answering the questions asked by team B and repeat the same by team B answering the questions asked by team A.</li> <li>• The team that answers the maximum questions correctly wins.</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Enhance basic reasoning and questioning skills of participants

## Notes for Facilitation

1. Evaluate the performance of the participants and guide the participants where required.
2. Summarize the main points.
3. Ask participants if they have any doubts. Encourage them to ask questions.
4. Answer their queries satisfactorily.

## Summary

- The number one priority of a child caretaker is the child's safety.
- It is hard to supervise children while you're talking on the telephone. That's why you should keep all conversations as short as possible and avoid personal calls that aren't necessary.
- Personal safety is of utmost importance. So always, get to know the parents and families of the children you babysit and meet their pets.
- When in the home, never open the door to strangers. Always check before opening the door to anyone, even the parents. Look out through a peephole or window first.
- If you leave the home, such as if you go to the park, do not talk to strangers. If a stranger keeps trying to talk to you, ignore the person and take the children to a safe area.
- If the child is suffering from a common cold, you should make him take proper rest as there is no cure for it.
- Influenza or Flu is a typical viral illness that spreads through a cough and sneezes. Though it looks but is not similar to common cold as it is caused by a different set of viruses and can be dangerous.
- Diarrhoea happens because of an infection in your stomach. Maintaining proper hygiene can reduce this risk.
- Vomiting is the process a body acquires to clean the stomach from the harmful substances. Vomiting sometimes can be severe if it is frequent for an extended period.
- A caretaker should know what animals and insects are common to your area and how to avoid them.
- If children start to dig or reach into areas where animals or insects may live, such as in woodpiles, near garbage, under logs or in leaves or brush, stop them!
- Keep children at least 3 feet away from any heat source, such as hot food or liquid, table lamps and a stove or oven that is in use. Do not leave items in or on the stove unattended.
- Choking is an emergency in which children or infants cannot cough, speak, cry or breathe because the airway is partially or completely blocked.
- If a young child is going to play with stuffed animals, dolls or action figures, check to make sure eyes, noses, buttons and other small parts are securely attached.
- A drowning can occur when a child's face is submerged in any depth of water for too long and can happen in a bathtub, bucket or even a toilet bowl.
- Have children wear helmets and protective padding, such as knee or elbow guards when using riding toys.
- It is very important for caretaker to know how to prevent, prepare for and respond to weather-related emergencies. Such as, electrical storms, floods, earthquakes, winter storms etc.
- As a caretaker one needs to teach children about good touch and bad touch and need to be aware of their well-being all the time.

**Exercise** 

1. Touches that make one feel uncomfortable are usually **Bad touch**.
2. Which of the following is an example of bad touch?
  - a) **When an unknown person touches/kisses child**
  - b) When mother gives hug to the child
  - c) When the mother dresses the child
  - d) When grandparents kisses the child
3. Which of the following is a sign that the child is being bullied?
  - a) Child seems calm and relaxed
  - b) Child is eating too much
  - c) Child is playing too much
  - d) **Not eating/sleeping well**
4. What are some ways to train the child on handling bad touches?
  - a) **Do not wear jewellery that dangles or has sharp edges. It can scratch or hurt you or the children.**
  - b) **Keep your clothing out of the way and your hair neat so they don't get caught in anything.**
  - c) **Keep your fingernails short and your hands clean to prevent the spread of germs.**
  - d) **Do not babysit when you are sick.**
  - e) **Keep your first aid kit handy but out of the children's reach.**
5. Mention some ways to avoid hazards related to riding toy/vehicle injuries.





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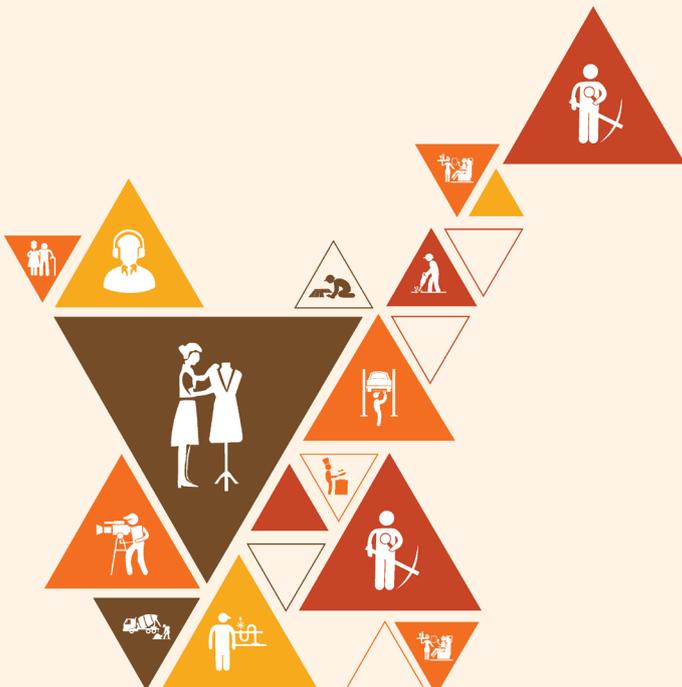


# 5. Display Standards of Hygiene and Work Etiquettes

Unit 5.1 – Maintain behavioural etiquette

Unit 5.2 – Follow Practices of Hygiene

Unit 5.3 – Professionalism at the Workplace



DWC/N9902

## Key Learning Outcomes

### **At the end of the module, participants will be able to:**

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

## UNIT 5.1: Display Standards of Hygiene and Work Etiquettes

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about maintenance of standards of behavioural, personal and telephonic etiquettes in this unit.

### Say

- Talk about standards of behavior, personal and telephonic etiquettes.
- Let's discuss elements of effective communication by detailing the following:
  - » Importance of communication
  - » Communication skills
  - » Fundamentals of effective communication
  - » Elements of communication

- » Methods for effective communication with various categories of people
- » Types of communication
- » Common communication aspects

## Explain

- Explain about time management and also explain the following:
  - » Importance of time management
  - » How to manage time
- Explain about core values to be practiced at workplace
- Explain about cultural acclimatization
- Explain about gender and age sensitivity
- Explain about PwD sensitivity and also explain the following:
  - » Ways to be PwD sensitive
  - » Rights of PwD
  - » Special benefits for PwD
  - » How to make workplace PwD friendly

## Activity

- Enhance basic reasoning and questioning skills of participants

Steps in Skill Practice	Time	Resources/ Material Required
Call students randomly and ask them to come one by one and explain any one of the following: <ul style="list-style-type: none"> <li>• PwD sensitivity</li> <li>• Ways to be PwD sensitive</li> <li>• Rights of PwD</li> <li>• Special benefits for PwD</li> <li>• How to make workplace PwD friendly</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** PwD sensitivity

## Notes for Facilitation

1. Evaluate the performance of the participants and guide the participants where required.
2. Summarize the main points.
3. Ask participants if they have any doubts. Encourage them to ask questions.
4. Answer their queries satisfactorily.

## Exercise

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

6. Identify the ways to handle common communication issues.
  - a) **Communication Gap: Open up and communicate with your employer. A communication gap, in this case, is not acceptable.**
  - b) **Miscommunication: Miscommunication with/wrong feedback to the employer/ other family members/ doctors can be dangerous. Communication should be done directly and not through another person. Communication should be unambiguous.**
  - c) **Language Barriers: The language of communication should be known to both the sender and receiver.**
  - d) **Ambiguity: The communication with peers, colleagues and employers and vendors should always be clear, direct, unambiguous and positive.**
7. Explain why Caregivers must practice Age and Gender sensitivity.

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

## UNIT 5.2: Maintenance of Hygiene

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about maintenance of hygiene in this unit.

### Say

- Talk about personal hygiene
- Discuss guidelines to maintain personal hygiene by explain the following:
  - » Cleaning the head
  - » Cleaning the mouth
  - » Skin care
  - » Washing hands
  - » Cleanliness of crotch genitals
  - » Practice hygiene during cooking
  - » Medical hygiene
- Discuss hygiene practices to be followed at workplace

## Role Play

- Practice workplace and personal hygiene

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>Call student randomly one by one and ask them to role play caretaker and explain one point to maintain hygiene at workplace.</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Practice workplace and personal hygiene

## Notes for Facilitation

- Evaluate the performance of the participants and guide the participants where required.
- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Exercise

- Which one of the following is not a hygiene practice?
  - Taking shower daily
  - Wearing clean clothes
  - Trim your nails
  - Wearing Branded clothes**
- Describe briefly how to maintain personal hygiene.
  - Brush your teeth every morning and evening**
  - Choose a daily face cleanser**
  - Wash your hands and feet**
  - Wipe your hands and feet with a towel**
  - Moisturize/ powder your hands and feet**
  - Shower daily**
  - Wash your private area/ parts.**
  - Spray Deodorant/ talcum powder**
  - Wash your clothes after being worn/ used**

3. Describe steps-wise procedure to wash hands

**Steps of washing Hands:**

- a) **STEP 1: Turn on the water.**
  - b) **STEP 2: Wet your hands with water and put soap on your hands.**
  - c) **STEP 3: Rub your hands together for at least 15 seconds**
  - d) **STEP 4: Rinse your hands with water**
  - e) **STEP 5: Dry your hands with a paper towel.**
  - f) **STEP 6: Turn off the faucet using the paper towel. Throw the paper towel away.**
4. What precautions should be taken in corona virus time?
- a) **Regularly and thoroughly wash hands**
  - b) **Maintain at least 1 metre (3 feet) distance between yourself and others**
  - c) **Avoid going to crowded places**
  - d) **All the above**

## UNIT 5.3: Professionalism at the Workplace

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about professionalism at workplace in this unit.

### Say

- Brief the learners about professional behavior to be followed at workplace.
- Discuss personal integrity and ethical behavior
- Discuss do's and don'ts of employee's expected behavior

## Explain

- Explain how to greet visitors
- Explain about social etiquette
- Explain about telephonic etiquette
- List and explain do's and don'ts of telephonic communication
- Explain about confidentiality
- Explain how to prioritize workload

## Role Play

- Enhance interpersonal and social interaction skills among participants

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Select two students randomly and ask them to role play</li> <li>• One student will act as a caregiver and second student will act as a visitor</li> <li>• The student who is role playing caregiver will show how to greet the visitor while the student who is role playing visitor will acknowledge the greeting.</li> <li>• Call pair of students one after another to role play visitor and care giver.</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Enhance interpersonal and social interaction skills among participants

## Role Play

- Practice telephone etiquette

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Randomly call student one by one and ask them to act how to answer telephone calls.</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Practice telephone etiquette

## Notes for Facilitation

1. Evaluate the performance of the participants and guide the participants where required.
2. Summarize the main points.
3. Ask participants if they have any doubts. Encourage them to ask questions.
4. Answer their queries satisfactorily.

## Summary

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

## Exercise

1. What states the movement of people from their home boundary to a new location in search of work/ other reasons?
  - a) Escape plan
  - b) **Migration**
  - c) Settlement
  - d) Transfer
2. A caretaker should follow one of the following practices at the workplace
  - a) **Listen to others and understand other's perspective**
  - b) Leave the work area unprotected
  - c) Offer and accept constructive feedback
  - d) Manage performance appropriately
3. Every employee should maintain \_\_\_\_\_ at the workplace and should not exchange information outside the workplace?
  - a) Maintenance
  - b) Hygiene
  - c) **Confidentiality**
  - d) Conciseness
4. Which one of the options signifies 'A' in SMART goals?
  - a) **Achievable**
  - b) Attractive
  - c) Actionable
  - d) Alluring
5. List the information that one should write when filling out a pay-in-slip (bank deposit form).
  - a) **Branch name**
  - b) **Account holder's name**
  - c) **Account number**
  - d) **Amount in numerical**
  - e) **Amount in words**
6. Identify the ways to handle common communication issues.
  - a) **Come up with a communication strategy**
  - b) **Create a safe space for communication**
  - c) **Use consistent communication channels**
  - d) **Set communication standards for remote team members**





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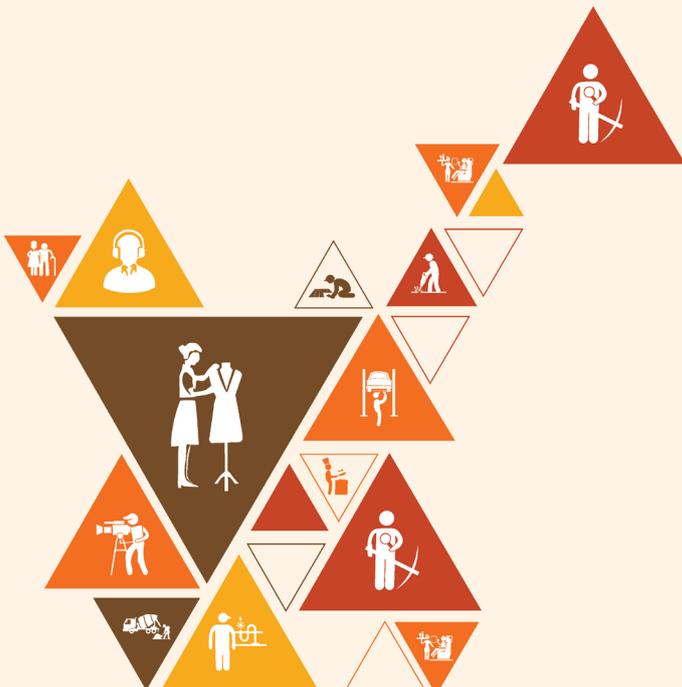


# 6. Maintain a Clean and Secure Working Environment

Unit 6.1 - Safety and Security at the Workplace

Unit 6.2 - Waste Management and Cleanliness

Unit 6.3 - Promoting Wellbeing



DWC/N9903

## Key Learning Outcomes

### **At the end of the module, participants will be able to:**

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

## UNIT 6.1: Maintain a Clean and Secure Working Environment

### Unit Objectives

**At the end of the unit, participants will be able to:**

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

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about maintenance of standards of behavioural, personal and telephonic etiquettes in this unit.

### Say

- Discuss health safety at workplace
- Explain the importance of following measures of safety and security at workplace
- Discuss basic emergency procedures by explaining the following:
  - » Power failure
  - » Chocked toilet or drain

- » Gas leak
- » Fire
- Discuss basic fire awareness and also explain the following:
  - » Causes of fire
  - » Classification of fire and fire extinguisher
  - » Correct use of fire extinguisher
  - » How to deal with fire
  - » Methods of starving fire
  - » Fire emergency procedures (do's and don'ts)
  - » Fire evacuation steps
  - » Rescue techniques during fire hazard

### Explain

- Explain about first aid.
- Explain about CPR

### Role Play

- Perform the process of fire safety

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Paint a situation of Gas Leak, Outbreak of fire, electrical fire and toilet block. Nominate the individuals/team to take action. Others should observe and learn</li> <li>• <b>Debriefing:</b> At the end of the class carry out the debriefing by revising the various health issues, and emergencies and first aid/ how to address the emergencies.</li> </ul>	1 Hour	Fire extinguisher

**Objectives:** Perform the process of fire safety

## Role Play

- Identify the common health issues

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>Prepare chits on common health issues like common cold, Flue/influenza, Cuts or scratches, diarrhea, Nausea and vomiting, burns or scald, electric shock, fracture.</li> <li>Distribute chits randomly.</li> <li>Ask participants to speak on the issues (answer will cover what it is or commonly called as? What to do/ how to deal and how to avoid.</li> <li>Ask participants to present and other to identify gaps if any.</li> <li>As a facilitator, fill in the gaps, where required.</li> </ul>	1 Hour	Pen, Note Book, baby mannequin or dummy baby

**Objectives:** Identify the common health issues

## Notes for Facilitation

- Evaluate the performance of the participants and guide the participants where required.
- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Exercise

- Which one of the following is essential element for a fire triangle?
  - Water
  - CO<sub>2</sub>
  - Fuel**
  - Extinguisher
- Which one of the following comes under class B of fire?
  - Charcoal
  - Gasoline**
  - Electrical motors
  - Animal fat

3. In which class of fire does a water extinguisher used?
  - a) **Class A fire**
  - b) Class C fire
  - c) Class B fire
  - d) Class D fire
4. Which one of the following should not be done during a fire emergency procedure?
  - a) Follow instructions on the extinguisher's label
  - b) Drive the flames away from you
  - c) **Tilt or invert any extinguisher**
  - d) Find the escape route
5. Choose the correct option for one of the functions of vital signs
  - a) **Heart Rate**
  - b) Eyesight
  - c) Degree of burn
  - d) Any sign of Flu
6. Which one of these burns are extremely serious and takes longest time to recover?
  - a) 1st degree burn
  - b) 2nd degree burn
  - c) 3rd degree burn
  - d) **4th degree burn**
7. What is the full form of CAB?
  - a) Compression, Air, Breathing
  - b) Compression, Airway, Throat
  - c) Contraction, Airway, Breathing
  - d) **Compression, Airway, Breathing**
8. Briefly explain the importance of health and safety at workplace
  - a) **To Say no to Accidents: Accidents are fallouts of carelessness and lack of responsibility. When rules are not followed as per required safety norms we end up getting injured or even ending our valuable lives.**
  - b) **To have Longevity in Life: We should take care of ourselves everywhere we are and of others for leading a safe and meaningful life.**
  - c) **To create Public Awareness: Promotion of safety norms everywhere creates public awareness and discipline. It is true of workplaces and motivates new employees to take up safety measures necessary for their safety.**
  - d) **To avoid loss of Property and Life: The basic aim of safety measures is to prevent the occurrences of mishaps and hazards that sometimes cause heavy loss of life and property.**

- e) **To Devise Planning for Safety:** The need for safety paves the way for devising effective planning for the all-around safety of employees in an organization.
9. List out the most obvious causes for fire
- a) **Electrical**
  - b) **Heating appliances**
  - c) **Process dangers**
  - d) **Flammable dust**
  - e) **Bad housekeeping**
  - f) **Electrical appliances**
10. Describe how to use a fire extinguisher
- a) **Pull the Pin.** To use an extinguisher correctly, the first step is to pull the handle's pin.
  - b) **Aim.** The next step is to aim the extinguisher's nozzle. The direction should be towards the fire's base. This is because the sprayed foam at the top will diminish or extinguish only the fire at the top. This will not serve the purpose for which the extinguisher is used. The burned down flame may spring up to life if it gets enough oxygen or any combustible material.
  - c) **Squeeze.** Then, in an extremely controlled manner, you need to release the agent. This can be done by squeezing the trigger.
  - d) **Sweep.** If you see in the second step, you already read that you should direct the nozzle at the fire's base. You will sweep the extinguisher's nozzle from left to right. Continue with this process until you put out the fire. You need to act fast as most extinguishers' discharge time is nearly 10-20 seconds.

## UNIT 6.2: Waste Management and Cleanliness

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Elaborate about greening and its focus areas.
2. Demonstrate about conservation of material and energy in the household.
3. Explain how to reduce greenhouse gas emissions.
4. Explain waste management.
5. Explain ways to clean garbage bins and keep the area clean.
6. Elaborate about the techniques of waste reduction and disposal.

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about waste management and cleanliness in this unit.

### Say

- Brief the learners about waste management and cleanliness.
- Let's discuss:
  - » Greening and its importance.
  - » Energy and material conservation
  - » List and explain conservation tips

## Explain

- Waste management
- Types of waste
- Categories of waste
- Waste segregation
- Ways to clean garbage bins
- Techniques of waste disposal

## Role Play

- Identify how the wastes of different types should be treated/ disposed off.

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Take the trainees around the training house and discuss with them the areas which generate the waste, and its type.</li> <li>• During the discussion bring out, as to how the wastes of different types should be treated/ disposed off.</li> <li>• Bring out that a receptacle for the reuse should be kept outside the house, and how it should be marked.</li> <li>• Practical to be organized as under               <ul style="list-style-type: none"> <li>» Keep four waste bins of different colours as explained during the class, either in the Lab, or in open areas.</li> <li>» He details auditors and a marker having the list of Trainees, with columns for marking the numbers obtained by the trainee.</li> <li>» Trainer has a list of different types of garbage. He names these in random order and nominates a trainee to go stand next to the bin concerned. Marker will mark the number as per marking policy (say 1 for correct answer, and 0 for wrong)</li> <li>» Similar exercise can be carried out by asking the trainees to name the type of garbage and colour of the Bin.</li> </ul> </li> </ul>	1 Hour	Pen, Note book

**Objectives:** Identify how the wastes of different types should be treated/ disposed off.

## Role Play

- Identify how to clean garbage bins.

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>Take the students to lab and show them how to clean garbage bins.</li> </ul>	1 Hour	Pen, Note book

**Objectives:** Identify how to clean garbage bins.

## Notes for Facilitation

- Evaluate the performance of the participants and guide the participants where required.
- Summarize the main points.
- Ask participants if they have any doubts. Encourage them to ask questions.
- Answer their queries satisfactorily.

## Exercise

- Which one of the following is an area of Greening?
  - Energy and material degradation
  - Increase in greenhouse gas emission**
  - Waste management
  - Increase in Pollution
- Which one of these is an advantage of material conservation?
  - Needless material consumption
  - Soil contamination
  - Limit landfill use**
  - Increased waste hauling expenses
- Identify the type of waste which is produced by processing used materials into a new one.
  - Organic waste
  - Recyclable waste**
  - Hazardous waste
  - Liquid waste
- Choose the one which comes under the category of sanitary waste.
  - Diapers**
  - Fabrics

- c) Tea bags
  - d) Medicines
5. Which one of the following is the most favoured option in waste hierarchy?
- a) **Minimization**
  - b) Reuse
  - c) Disposal
  - d) Prevention
6. Describe the 3 R's of waste disposal.

**The principle of reducing waste, reusing and recycling resources and products is often called the "3Rs."**

- a) **Reducing means choosing to use items with care to reduce the amount of waste generated.**
- b) **Reusing involves the repeated use of items or parts of items that still have usable aspects.**
- c) **Recycling means the use of waste itself as a resource.**

## UNIT 6.3: Promoting Wellbeing

### Unit Objectives

**At the end of the unit, participants will be able to:**

1. Explain about PPE (Personal Protective Equipment).
2. Discuss ways to prevent and control infection in the household.
3. Explain the ways to manage spillage.
4. Discuss ventilation.
5. Elaborate about pollution control.
6. Discuss the ways to minimise dust.

### Resources

- Whiteboard, erasable marker, board cleaner
- Flip chart
- Projection screen and Power Point presentations.
- Activities (role plays)
- Videos

### Do

- Greet and welcome the participants to the next session of the program.
- Before starting the session ask them do they have any doubts pertaining to the previous unit.
- Acknowledge their responses and clear their doubts if any.
- Tell them they will learn about how to promote wellbeing in this unit.

### Say

- Brief the learners about how to promote wellbeing.

## Explain

- What is PPE
- Sequence for putting on PPE
- How to safely remove personal protective equipment (PPE)
- How to maintain PPE
- Infection control
- How to manage spillages
- Importance of ventilation and how to ensure proper ventilation
- Types of pollution and ways to minimize them
- Ways to minimize dust

## Role Play

- Identify the process of donning and doffing of PPE

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Take students to lab and showcase each PPE to all the students and demonstrate how to wear and remove them.</li> <li>• Ask students ask their query.</li> <li>• Answer each student and make sure no student is left unattended.</li> </ul>	1 Hour	Pen, Note book

**Objectives:** Identify the process of donning and doffing of PPE

## Role Play

- Identify the ways to handle the pollution

Steps in Skill Practice	Time	Resources/ Material Required
<ul style="list-style-type: none"> <li>• Randomly select a participant from the class</li> <li>• Ask them to explain any one of the following:               <ul style="list-style-type: none"> <li>» Ways to handle air pollution</li> <li>» Ways to handle noise pollution</li> <li>» Ways to handle light pollution</li> <li>» Ways to handle soil pollution</li> <li>» Ways to handle water pollution</li> <li>» Ways to handle personal pollution</li> </ul> </li> </ul>	1 Hour	Pen, Note book

**Objectives:** Identify the ways to handle the pollution

## Notes for Facilitation

1. Review the objectives of the workshop.
2. Use PPT in local language along with videos for better understanding.
3. Give relevant information to participants and go slow in transferring it.
4. Observe each participant's body language.
5. Encourage participation
6. Create a game or activity for the better understanding on categorization and classification.
7. Conduct a simple test at the end of the topic to check the understanding of each topic.

## Summary

1. Workplace safety includes employee awareness related to the knowledge of basic safety and workplace hazards and related methods to ensure safety
2. Workplace safety ensures avoidance of accidents, longevity in life, public awareness, protect property and life
3. Basic emergency procedures should be implemented related to power failure, choked drain, gas leak, fire
4. The fire requires three elements to be present: Heat, fuel, oxygen
5. There are number of causes for fire to happen like, electrical, heating appliances, process dangers, flammable dusts, and carelessness
6. There are five different classes of fire: Class A, Class B, Class C, Class D, Class E, and Class K
7. There are different types of fire extinguishers for different types of fire like, Water extinguisher, dry chemical powder extinguisher, foam type extinguisher, carbon dioxide extinguisher, special dry powder extinguisher, etc.
8. P.A.S.S is the standard method for using a fire extinguisher, which stands for: P-Pull the Pin, A-Aim, S-Squeeze, and S-Sweep.
9. First aid is the first treatment given to a casualty or a sick person for any injury or sudden illness before any medical attention
10. The role of a first aider is to first protect, next assess then care and last transport/Triage, which in short called PACT.
11. Vital signs are measurements of the body's basic functions such as heart rate, respiration, skin temperature, consciousness, etc.
12. First degree burns recovers itself, the burn should be placed under running water
13. Second degree burns takes a few weeks to recover and should be covered with a clean wet cloth for treatment.
14. Third degree burns are very serious and requires skin grafting procedure.
15. The most serious burns are fourth degree burns, require many years to heal, and treated with the help of plastic surgery or skin grafting

16. CPR is a technique to keep blood and oxygen flowing through heart and breathing have stopped. It involves chest compressions and rescue breathing
17. CPR is also referred to as CAB: C- compressions, A- airway, B-breathing
18. Helpline number for police, fire, ambulance, child helpline, gas leakage, women helpline are 100, 101, 102, 1098, 1906 and 181 respectively.
19. Greening is a process that includes waste management practices by accessing residential and work site composting to divert waste from landfills.
20. There are four areas of Greening i.e., Energy and Material Conservation, Reduction of Green House Gas Emission, Waste management, pollution control.
21. Reducing waste, reusing and recycling resources are the 3R's of waste management
22. Breakdown of organic waste in the presence of microorganism, heat and moisture is called composting.
23. Personal protective equipment (PPE) provides protection to the wearer's body from injury or infection.
24. Types of PPE include eye protection (e.g., goggles, face shields), isolation gowns, facemasks, respirators, and gloves.
25. Ventilation refers to the exchange of indoor and outdoor air, poorly ventilated home may threaten health and safety.

## Exercise

1. What is the purpose of personal protective equipment?
  - a) **To protect the mother from the spread of diseases**
  - b) To protect both the caregiver and the mother from being infected with diseases
  - c) To protect the caregiver from the spread of diseases
  - d) To protect equipment from being compromised
2. In which situation would you not be required to wear disposable gloves in a care setting?
  - a) Preparing food
  - b) **Changing a catheter bag**
  - c) Cleaning up a urine spill
  - d) Washing a commode
3. Which is the best way to prevent a spill?
  - a) Use proper containers
  - b) Store only what is needed
  - c) Store in safe locations
  - d) **All of the above**
4. Which one of these options is correct for concentration of individual gas in air?
  - a) Nitrogen – 0.98
  - b) **Oxygen — 21 percent.**

- c) Argon — 78 percent.
  - d) Carbon dioxide — 104 percent
5. Which one of these is not a source of water pollution?
- a) Use of detergents
  - b) Drugs, pills, or other medications should not be thrown into drains.
  - c) **Use of organic products**
  - d) Use of inorganic products
6. Once your employer has provided you with PPE, you must use it whenever you are at work, even if your job changes.
- a) **True**
  - b) False
7. Define Pollution and list its types.

**The addition of unwanted substances in wrong concentration that harms organisms and the environment is called pollution.**

**Types of pollution**

- a) **Air pollution**
  - b) **Noise pollution**
  - c) **Light pollution**
  - d) **Soil contamination**
  - e) **Water pollution**
8. Mention ways to ensure Ventilation.
- Ventilation refers to the exchange of indoor and outdoor air. Without proper ventilation, an otherwise insulated and airtight house will seal in harmful pollutants, such as carbon monoxide, and moisture that can damage a house.**



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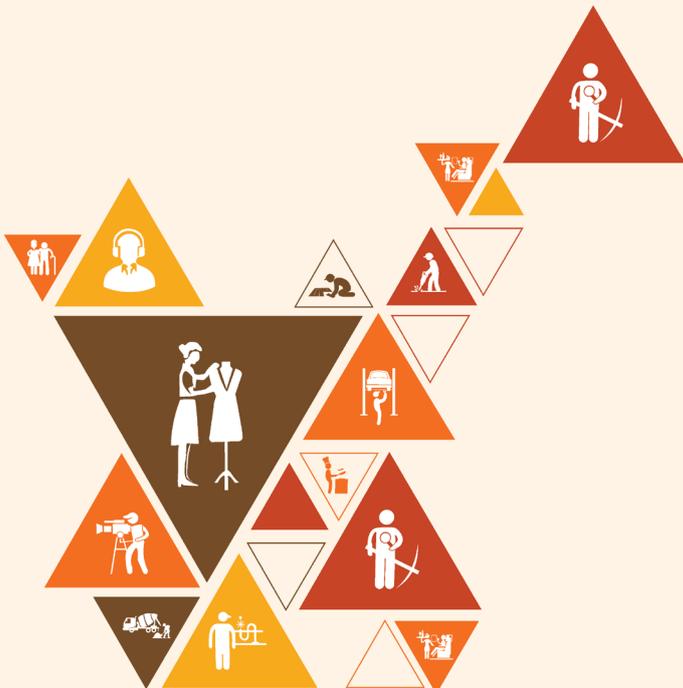
Transforming the skill landscape



## 7. Annexures

Annexure I: Training Delivery Plan

Annexure II: Assessment Criteria



## Annexure I

## Training Delivery Plan

Training Delivery Plan			
<b>Program Name:</b>	Child Caretaker (Non Clinical)		
<b>Qualification Pack Name &amp; Ref. ID</b>	DWC/Q0201		
<b>Version No.</b>	2.0	<b>Version Update Date</b>	22/10/2020
<b>Pre-requisites to Training</b>	5th Standard		
<b>Training Outcomes</b>	<p><b>By the end of this program, the participants will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Assist child in his/ her daily activities, cleanliness and personal hygiene</li> <li>2. Develop positive relationship with the child</li> <li>3. Maintain healthy, safe and secure environment for the children</li> <li>4. Demonstrate the standards of hygiene and work etiquettes</li> <li>5. Maintain a clean and secure working environment</li> </ol>		

Sl. No.	Module Name	Session Name	Session Objectives	NOS Reference	Methodology	Training Tools/ Aids	Duration
1.	Introduction and Orientation	Objective of the Program	<ul style="list-style-type: none"> <li>Explain about domestic workers in India.</li> <li>Explain the objectives and overview of the program</li> </ul>	Bridge Module	PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	PPT, Projector & Screen, Participants Handbook, Audio Visual.	T: 01:00 P: 01:00
2	Introduction and Orientation	Introduction to the Domestic Workers Sector in India	<ul style="list-style-type: none"> <li>Illustrate about the Domestic Workers Sector in India</li> <li>State the size and significance of the domestic worker's sector</li> <li>Explain the laws related to domestic workers</li> <li>Categorize and classify domestic worker occupations</li> <li>Identify the growth drivers and emerging trends of the domestic worker's sector</li> <li>Explain the progression of the job role of a Child Caretaker</li> </ul>	Bridge Module	PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	PPT, Projector & Screen, Participants Handbook, Audio Visual.	T: 02:00 P: 02:00
3	Introduction and Orientation	Roles and Responsibilities of a Child Caretaker (Non Clinical)	<ul style="list-style-type: none"> <li>Illustrate the roles and responsibilities of a Child Caretaker (Non Clinical)</li> <li>Identify the expectations from a Child Caretaker</li> </ul>	Bridge Module	PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery.	PPT, Projector & Screen, Participants Handbook, Audio Visual.	T: 01:00 P: 01:00
4	Manage Child's Immediate Environment and Needs	Observe and monitor child's activity	<ul style="list-style-type: none"> <li>Explain the importance of childcare</li> <li>Demonstrate diapering, picking up/holding children</li> <li>Understand how to take care of child's toileting, rest and sleep needs</li> <li>Carry out cleaning of child's room</li> <li>Carry out cleaning of kitchen facilities</li> <li>Identify the process of washing clothes/ linen/bedding</li> <li>Discuss the ways of toilet training a child</li> </ul>	DWC/N0201 PC1 – PC25 KU1 – KU19 GS1 – GS14	PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery. Automatic and semi-automatic washing machines, detergent powder, various liquid detergents, soap bars, brush, different types of clothes, clothesline or drying stand, clothespins, bed linen for children cots, buckets, dry iron, steam iron, hangers, cloth shelves, laundry basket, brooms, mops.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 04:00 P: 11:00

5	Manage Child's Immediate Environment and Needs	Child's physical and nutritional needs	<ul style="list-style-type: none"> <li>Identify techniques to dress/undress children</li> <li>Determine ways to bath toddlers</li> <li>Practice ways to feed children</li> <li>Determine child's nutritional needs and good food choices</li> <li>Practice ways to ensure safety in kitchen</li> </ul>	DWC/N0201 PC1 – PC25 KU1 – KU19 GS1 – GS14	PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery. Cleaning agents, utensils, appliances, wipes, carpets, food items for children, feeding bottles, groceries, utensils, steriliser, gas stove etc, toys, learning aides, books, etc.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 04:00 P: 11:00
6	Manage Child's Immediate Environment and Needs	Carryout Child Focused Activities and Learning	<ul style="list-style-type: none"> <li>Identify ways to entertain children</li> <li>Determine ways to engage to children in play activities</li> <li>Identify creative art ideas helpful for children</li> <li>Identify way to engage children in language, food related activities</li> <li>Create safe play area for children</li> <li>Record child's development and inform parents</li> </ul>	DWC/N0201 PC1 – PC25 KU1 – KU19 GS1 – GS14	PPT, Laptop, White Board, Marker, Projector & Screen, Audio-visual, Chart paper, other required stationery	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 04:00 P: 10:00
7	Develop and Promote Positive Relationship with the Child	Developmental Milestones of the Children	<ul style="list-style-type: none"> <li>Identify developmental needs of children</li> <li>Identify different characteristics of children</li> <li>Identify developmental growth stages</li> <li>Practice ways to support emotional development of the child</li> <li>Practice ways to provide guidance to children</li> </ul>	DWC/N0202 PC1 – PC14 KU1 – KU17 GU1 – GU13	Discussions, Interaction, Lectures. Telephone, mobile, notepad, pen, toys, learning aides, books, colours, child monitor, first aid box, TV, internet, signs, safety gate, other necessary items.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 06:00 P: 14:00
8	Develop and Promote Positive Relationship with the Child	Develop Relationships and Communicate Effectively with the Children	<ul style="list-style-type: none"> <li>Practice ways to strengthen relationship with child</li> <li>Identify ways to manage frustration and strong Emotions of children</li> <li>Determine techniques to encourage thinking, problem-solving and other skills</li> <li>Practice ways to effectively communicate with child</li> <li>Determine how to give positive attention to children</li> </ul>	DWC/N0202 PC1 – PC14 KU1 – KU17 GU1 – GU13	Discussions, Interaction, Lectures. Telephone, mobile, notepad, pen, toys, learning aides, books, colours, child monitor, first aid box, TV, internet, signs, safety gate, other necessary items.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 05:00 P: 14:00

9	Develop and Promote Positive Relationship with the Child	Support the Child in Developing Positive Relations with Others	<ul style="list-style-type: none"> <li>Practice ways to help children learn behavioral etiquettes</li> <li>Identify ways to correct behaviour without criticize the child</li> <li>Determine children's common behavioural challenges</li> </ul>	DWC/N0202 PC1 – PC14 KU1 – KU17 GU1 – GU13	Discussions, Interaction, Lectures. Telephone, mobile, notepad, pen, toys, learning aides, books, colours, child monitor, first aid box, TV, internet, signs, safety gate, other necessary items.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 05:00 P: 12:00
10	Develop and Maintain a Healthy, Safe and Secure Environment for Child	Establish a healthy, safe and secure environment for the child	<ul style="list-style-type: none"> <li>Practice ways to ensure child's safety</li> <li>Identify essential children's safety considerations</li> <li>Prepare safety inspection checklist</li> <li>Determine common health issues and their treatment</li> </ul>	DWC/N0203 PC1 – PC15 KU1 – KU18 GS1 – GS16	Discussions, Interaction, Lectures. Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 04:00 P: 11:00
11	Develop and Maintain a Healthy, Safe and Secure Environment for Child	Assist in Procedures with Respect to Accidents, Injuries, Illnesses and other Emergencies	<ul style="list-style-type: none"> <li>Maintain safety during play time and Prevent accidents/ injuries</li> <li>Prepare for weather emergencies</li> <li>Prevent children from violence or crime</li> </ul>	DWC/N0203 PC1 – PC15 KU1 – KU18 GS1 – GS16	Discussions, Interaction, Lectures.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 04:00 P: 11:00
12	Develop and Maintain a Healthy, Safe and Secure Environment for Child	Assist in Procedures with Respect to Accidents, Injuries, Illnesses and other Emergencies	<ul style="list-style-type: none"> <li>Define inappropriate touch</li> <li>Identify and handling signs of bullying in children</li> </ul>	DWC/N0203 PC1 – PC15 KU1 – KU18 GS1 – GS16	Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 04:00 P: 10:00
13	Display Standards of Hygiene and Work Etiquettes	Maintain behavioural etiquette	<ul style="list-style-type: none"> <li>Identify the procedure and standards of effective communication at the workplace.</li> <li>Explain time management.</li> <li>Illustrate the core values to be followed at the workplace.</li> <li>Explain cultural acclimatisation.</li> <li>Elaborate about gender and age sensitivity.</li> <li>Elaborate about PwD sensitivity.</li> </ul>	DWC/N9902 PC1 – PC13 KU1 – KU19 GS1 – GS14	Discussions, Interaction, Lectures. Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 04:00 P: 04:00

14	Display Standards of Hygiene and Work Etiquettes	Follow Practices of Hygiene	<ul style="list-style-type: none"> <li>• Explain personal hygiene.</li> <li>• Elaborate about maintaining hygiene at the workplace.</li> <li>• Identify the basic healthcare and emergency procedures.</li> <li>• Demonstrate the background, symptoms and precautions in case of highly infectious flu such as coronavirus</li> </ul>	DWC/N9902 PC1 – PC13 KU1 – KU19 GS1 – GS14	Discussions, Interaction, Lectures. Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 04:00 P: 04:00
15	Display Standards of Hygiene and Work Etiquettes	Professionalism at the Workplace	<ul style="list-style-type: none"> <li>• Identify the ethical behaviour at the workplace.</li> <li>• Explain visitors/ guests.</li> <li>• Explain social, telephonic and eating etiquette.</li> <li>• Illustrate the importance of confidentiality at the workplace.</li> <li>• Plan to prioritise the workload.</li> <li>• Identify the importance of a positive attitude and punctuality.</li> <li>• Demonstrate the need for dressing and grooming professionally.</li> <li>• Explain the procedure for reporting to the concerned person.</li> <li>• Define the migration-related rules, issues and requirements.</li> </ul>	DWC/N9902 PC1 – PC13 KU1 – KU19 GS1 – GS14	Discussions, Interaction, Lectures. Mobile phones, Papers, Pen, Fax, Computer, Cleaners, Broom, Wiper, Napkins, Handkerchief, PPE, Clean Clothes, Tooth Brush, Soap, Dresses, Shoes, Sandals, Wrist Watch, Notepad, etc.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 04:00 P: 04:00
16	Maintain a Clean and Secure Working Environment	Safety and Security at the Workplace	<ul style="list-style-type: none"> <li>• Identify the importance of maintaining health and safety at the workplace.</li> <li>• Identify the common safety breaches and unsafe acts/ conditions and ways to prevent them.</li> <li>• Explain the basic emergency procedures.</li> <li>• Elaborate about basic fire awareness.</li> <li>• Demonstrate first aid activities.</li> <li>• Explain about Cardiopulmonary Resuscitation (CPR)</li> <li>• List the helpline numbers.</li> </ul>	DWC/N9903 PC1 – PC15 KU1 – KU20 GS1 – GS14	Discussions, Interaction, Lectures. Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 03:00 P: 06:00

17	Maintain a Clean and Secure Working Environment	Waste Management and Cleanliness	<ul style="list-style-type: none"> <li>• Elaborate about greening and its focus areas.</li> <li>• Demonstrate about conservation of material and energy in the household.</li> <li>• Explain how to reduce greenhouse gas emissions.</li> <li>• Explain waste management.</li> <li>• Explain ways to clean garbage bins and keep the area clean.</li> <li>• Elaborate about the techniques of waste reduction and disposal.</li> </ul>	DWC/N9903 PC1 – PC15 KU1 – KU20 GS1 – GS14	Discussions, Interaction, Lectures. Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 03:00 P: 06:00
18	Maintain a Clean and Secure Working Environment	Promoting Wellbeing	<ul style="list-style-type: none"> <li>• Explain about PPE (Personal Protective Equipment).</li> <li>• Discuss ways to prevent and control infection in the household.</li> <li>• Explain the ways to manage spillage.</li> <li>• Discuss ventilation.</li> <li>• Elaborate about pollution control.</li> <li>• Discuss the ways to minimise dust.</li> </ul>	DWC/N9903 PC1 – PC15 KU1 – KU20 GS1 – GS14	Discussions, Interaction, Lectures. Cleaners, Broom, Wiper, PPE, Ladder, Carpets, Ropes, Gas Stove, Gas Cylinder, Matchsticks, Fire Extinguishers, Water, Hose Pipe, Different Colour Dustbins As Per Waste Categorisation, Different Types Of Waste, Water, Household gadgets and appliances, Coal, Wood, Matchstick, First Aid Kit, Garbage Bags, Etc.	PPT Slides, LCD, Projector and screen, white board, board marker and cleaner, pointer.	T: 02:00 P: 04:00
Total Duration							200



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