



CHCECE033

**Develop positive and
respectful relationships
with children**

**LEARNING
ACTIVITY
BOOKLET**



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Overview

CHCECE033 - Develop positive and respectful relationships with children (Release 1)

This unit describes the performance outcomes, skills and knowledge required to communicate and interact respectfully with children and to guide their behaviours in ways that support their agency, positive sense of self and self-regulation.

This unit applies to educators who work according to established policies and procedures under the guidance of others in regulated children's education and care services in Australia.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/CHCECE033>

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

| | |
|--------------|--|
| Learner name | |
| Phone | |
| Email | |

Trainer Information

| | |
|--------------|--|
| Trainer name | |
| RTO name | |
| RTO phone | |
| RTO email | |

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

'Reasonable adjustment' in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means 'software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities' (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner's competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Formative Activities

I. Interact Positively with Children

Activity 1.1

True or False

Review the statements below about the development of communication in early childhood. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

| | |
|--|---|
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | i. The language and communication skills of children develop at a fast pace during the first three years only. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | ii. Parental interaction involves a combination of behaviours, feelings, and expectations that are unique to a parent and their child. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | iii. Children's language and communication skills will develop well regardless of whether they are provided with a safe and open learning environment or not. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | iv. Children exposed to an environment where people around is reading and speaking are likely to develop their communication skills faster than others. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | v. The fast development of language and communication skills is caused by the brain developing new neurons and connections between these neurons to facilitate the function of expressive and receptive language. |

Activity 1.2

Identify five practical tasks for children in early childhood education and care.

| |
|------|
| i. |
| ii. |
| iii. |
| iv. |
| v. |

II. Support and Respect Children

Activity 2.1

Fill in the blanks

The following are statements about responding positively to children's skills. Review each and complete the statement by filling in the missing words/phrases.

| | |
|------|--|
| i. | It is essential to provide children with challenges. However, _____ that rely on skills that have not yet been developed by a child or have not mastered yet may cause feelings of failure and frustration. _____ is a necessity for children. |
| ii. | Early childhood educators must provide children with challenges that they can _____ using the skills available to them, but also present an opportunity for them to develop _____. |
| iii. | _____ must be set up using age-appropriate equipment and toys. Equipment and toys should match the age and _____ of the children being care for. |
| iv. | Age-appropriate learning experiences means catering to different safety and development requirements, as well as various _____ skills. A _____ environment can be created for children by observing them and identifying their interests and developmental skills. |
| v. | A child that does not want to participate in an activity can be encouraged to participate using a _____ approach. This approach means looking for opportunities to complement and support the existing strengths and capacities of a child. |

Activity 2.2

Briefly explain how to provide reassurance to children who express distress, frustration, or anger.

III. Identify Factors that Influence Behaviour of Individuals

Activity 3.1

Matching Type

Identify the broad personality trait that covers the specific personality traits being described in each statement below.

| Five Broad Personality Traits |
|-------------------------------|
| Openness |
| Conscientiousness |
| Extroversion |
| Agreeableness |
| Neuroticism |

| Description | |
|-------------|---|
| | i. Kindness, affection, other prosocial behaviours |
| | ii. Good impulse control, goal-directed behaviours, high levels of thoughtfulness |
| | iii. Assertiveness, sociability, talkativeness, excitability |
| | iv. Moodiness, sadness, emotional instability |
| | v. Creative, open to new experiences, likes thinking about abstract concepts |

Activity 3.2

Briefly define what a holistic understanding of a child's behaviour is.

IV. Identify Factors that Influence Group Dynamics

Activity 4.1

True or False

Review the statements below about group dynamics in early childhood. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

| | |
|--|--|
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | i. Group dynamics is the interaction and behaviour patterns of people in groups. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | ii. Group dynamics can either be positive or negative which affects how it impacts children's behaviours. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | iii. Negative group dynamics is usually marked by the lack of positive reinforcement between the members of the group. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | iv. Groups with positive group dynamics typically demonstrate positive behaviours such as turn-taking that influence individual children to practice positive behaviours themselves through cooperating with and encouraging others. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | v. Positive group dynamics can cause children to adopt positive behaviours such as becoming aggressive or anti-social. |

Activity 4.2

Briefly explain why children must develop positive relationships with other children.

V. Support the Development of Pro-social Behaviours

Activity 5.1

Fill in the blanks

The following are statements about redirecting children's behaviour and defusing situations of conflict or stress. Review each and complete the statement by filling in the missing words/phrases.

| | |
|------|--|
| i. | Early childhood educators are responsible for applying appropriate _____ to redirect children's behaviours when they _____ and manage the conflict or stress that results from them. |
| ii. | Redirecting behaviour is a powerful tool for addressing challenging behaviour before it continues or _____. It allows you to guide children to engage in alternative or _____ behaviours. |
| iii. | When redirecting children's behaviour, the _____ of all the children in the room is maximised as they will not be distracted by the challenging behaviour. |
| iv. | When real alternatives are offered to children, they are provided with opportunities to exercise _____. Children are also more likely to _____ when they decide on the task they want to do. |
| v. | Children feel a greater sense of security and _____ when they know that someone is there to protect and help them. Educators must let the children in their care know that they are always willing to _____ and respond to their needs however they can. |

Activity 5.2

Identify three strategies for guiding children's behaviours.

i.

ii.

iii.

VI. Reflect on Relationships with Children

Activity 6.1

True or False

Review the statements below about identifying ways of developing positive relationships with children. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

| | |
|--|--|
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | i. The only way to improve your skills as an early childhood educator is by looking into your own experiences with developing positive relationships with the children in your care. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | ii. Reflecting on your experiences in the centre allows you to examine your practices and ideas as educators. It allows you to analyse what does and does not work to improve learning and anticipate and prepare for what could happen in the future. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | iii. Your cultural beliefs and practices may influence how you develop positive relationships with the children in your care. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | iv. The positive development of the children in their care must be the primary goal of early childhood educators. |
| <input type="checkbox"/> TRUE <input type="checkbox"/> FALSE | v. You cannot apply the strategies and techniques of other educators in developing positive relationships with the children in your care. |

Activity 6.2

Briefly define the intent of critical reflection according to the National Quality Standards.

End of Document