



CHCECE037

**Provide experiences to
support children's play
and learning**



**LEARNING
ACTIVITY
BOOKLET**

(Trainer Copy)

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Overview

CHCECE037 - Support children to connect with the natural environment (Release 1)

This unit describes the performance outcomes, skills and knowledge required to support and encourage children's connection with the natural environment.

This unit applies to educators who contribute to the curriculum planning process 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/CHCECE037>

Trainer 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 learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

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

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).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

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.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

Formative Activities

I. Support Children to Develop an Understanding of the Natural Environment

Activity 1.1

True or False

Review the statements below about the National Quality Standard (NQS). Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE037 PC1.1 (p), KE1.1 (p), KE1.2 (p)

Learner guide reference: CHCECE037 Learner Guide, Chapter 1, Section 1.1.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Quality Area 3 of the NQS outlines the standards for the physical environment.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. There are two main considerations under Quality Area 3, namely Design and Use.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. The physical environment must include resources that support classroom-based learning.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. Quality Area 5 of the NQS outlines the relationships between the educator and families.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Under Quality Area 5 of the NQS, educators need to protect and uphold the dignity and rights of every child.

Activity 1.2

Explain how non-exposure to nature affects a child's development.

Mapping: CHCECE037 PC1.1 (p), KE3.4

Learner guide reference: CHCECE037 Learner Guide, Chapter 1, Section 1.1.2

Marking guide

The learner must explain how non-exposure to nature affects a child's development.

Responses may vary. However, for a satisfactory response, the learner must demonstrate sufficient knowledge on how non-exposure to nature affects a child's development.

Model answers are provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:

Children who are less exposed to nature may develop negative behaviours and lower self-esteem. They also tend to exhibit lower psychological well-being. They may also have a harder time concentrating. This can have harmful effects on their physical health, with long-term consequences. Below are some examples:

- less physically capable than peers who are exposed to nature
- higher risk of obesity
- higher levels of stress and anxiety
- less capacity for staying focused on tasks or lessons.

Activity 1.3

Fill in the blanks

The following are statements about discussing the natural environment. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCECE037 PC1.1 (p), KE3.1 (p), KE3.2 (p), KE3.3 (p)

Learner guide reference: CHCECE037 Learner Guide, Chapter 1, Section 1.1.2

- | | |
|------|--|
| i. | Child development refers to the different changes that happen in a child's life. |
| ii. | Biodiversity refers to the various life forms that exist in nature. |
| iii. | Nature play is the use of outdoor settings to allow for unstructured play activities. |
| iv. | Every species contributes to a balanced ecosystem . |
| v. | Questions that require more than a 'yes' or 'no' answer are called open-ended questions . |

II. Develop Children's Appreciation of the Natural Environment

Activity 2.1

Fill in the blanks

The following are statements about discussing the natural environment. Review each and complete the statement by filling in the missing words/phrases.

Mapping: CHCECE037 PC2.1 (p)

Learner guide reference: CHCECE037 Learner Guide, Chapter 2, Section 2.1.1, Section 2.1.2, Section 2.1.3

- | | |
|------|---|
| i. | When you collaborate with children, it strengthens your relationship with them. It enables you to share decisions, learn together, and trust each other. |
| ii. | Recycled materials refer to old or used things that you can use for a different purpose. |
| iii. | Natural materials are products that come from nature. |
| iv. | Service guidelines ensure that education services meet the standards of quality. |
| v. | You can incorporate digital technologies to provide access to global resources. |

Activity 2.2

List three effects of using natural or recycled materials in learning environments to children.

Mapping: CHCECE037 PC2.1 (p)

Learner guide reference: CHCECE037 Learner Guide, Chapter 2, Section 2.1

Marking guide

The learner must list three effects of using natural or recycled materials in learning environments to children.

Responses may vary; however, for a satisfactory response, the learner must demonstrate sufficient knowledge regarding the effects of using natural or recycled materials in learning environments to children.

For a satisfactory performance, although wording may slightly vary, their response must include three of the following:

- develop their creativity
- express their thoughts about their environment
- develop critical thinking skills
- learn about environmental sustainability
- develop an understanding of environmental issues
- cultivate a positive moral view of the environment

i.

ii.

iii.

Activity 2.3

Explain how providing children with opportunities to explore the local community can benefit them.

Mapping: CHCECE037 PC2.2 (p)

Learner guide reference: CHCECE037 Learner Guide, Chapter 2, Section 2.2

Marking guide

The learner must explain how providing children with opportunities to explore the local community can benefit them.

Responses may vary; however, for a satisfactory response, the learner must demonstrate sufficient knowledge on how providing children with opportunities to explore the local community can benefit them.

Model answer is provided below to give the assessor a general idea of the required breadth and depth for a satisfactory response:

Letting children interact with their local community creates a sense of respect. It also creates opportunities for children to cooperate and socialise with each other. It can help them develop a sense of responsibility as they feel part of a group. Experiences like these help build lifelong skills. It allows children to form connections that support caring for their environment.

III. Enhance Children’s Engagement with the Natural Environment

Activity 3.1

True or False

Review the statements below about enhancing children’s engagement with the natural environment. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE037 PC3.1 (p), PC3.2 (p), KE4.1 (p), KE4.2 (p)

Learner guide reference: CHCECE037 Learner Guide, Chapter 3, Section 3.1, Section 3.2

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Sustainability means that your activities are not harmful to the environment.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. Practical routines are routine activities that you have monthly.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. Children are not instinctively connected to nature.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Children tend to mimic adult behaviour and replicate what they see.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. By giving rewards, children can learn what behaviours are right and wrong.

Activity 3.2

Matching Type

Listed below are strategies for finding opportunities for children to reduce their environmental impact.

- a. Research on environmental issues
- b. Assess the impact of children on the natural environment
- c. Make observations and collect data
- d. Incorporate sustainability in daily routines and practices
- e. Organise routines and spaces

Match each to their explanations below, by writing the letter that corresponds to your answer in the space provided.

Mapping: CHCECE037 PC3.1 (p)

Learner guide reference: CHCECE037 Learner Guide, Chapter 3, Subchapter 3.1

Strategies for finding opportunities for children to reduce their environmental impact	
c	i. Take note of behavioural patterns and habits of the children.
d	ii. Collaborate with children to do activities that are not harmful to the environment.
a	iii. Examine information to find suitable activities for children in your care.
b	iv. Ask yourself which actions have positive or negative effects on the environment.
e	v. Make sure your learning areas give children access to sustainable materials.

Activity 3.2

List three different ways you can provide children with opportunities to experience the growth and care of living things.

Mapping: CHCECE037 PC3.3

Learner guide reference: CHCECE037 Learner Guide, Chapter 3, Section 3.3

Marking guide

The learner must list three different ways they can provide children with opportunities to experience the growth and care of living things.

Responses may vary. However, for a satisfactory response, the learner must demonstrate sufficient knowledge on the different ways they can provide children with opportunities to experience the growth and care of living things.

For a satisfactory performance, although wording may slightly vary, their response must include three of the following:

- Provide children with access to a range of natural materials in their environment.
- Enable children to care for and learn from the land.
- Discuss the ways the life and health of living things are interconnected.
- Organise environments and spaces in ways that promote small and large group interactions and meaningful play and leisure.

i.

ii.

iii.

End of Document