



CHCECE037

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

**LEARNING
ACTIVITY
BOOKLET**



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Version Control & Document History

Date	Summary of Modifications	Version
4 June 2021	Version 1.0 released for publishing	1.0
1 March 2024	Version 1.1 endorsed for use	1.1

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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>

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. 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.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Quality Area 3 of the NQS outlines the standards for the physical environment.
<input 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 type="checkbox"/> FALSE	iii. The physical environment must include resources that support classroom-based learning.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Quality Area 5 of the NQS outlines the relationships between the educator and families.
<input 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.

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.

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

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.

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

Activity 2.2

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

i.
ii.
iii.

Activity 2.3

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

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.

<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Sustainability means that your activities are not harmful to the environment.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Practical routines are routine activities that you have monthly.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Children are not instinctively connected to nature.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Children tend to mimic adult behaviour and replicate what they see.
<input 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.

Strategies for finding opportunities for children to reduce their environmental impact	
	i. Take note of behavioural patterns and habits of the children.
	ii. Collaborate with children to do activities that are not harmful to the environment.
	iii. Examine information to find suitable activities for children in your care.
	iv. Ask yourself which actions have positive or negative effects on the environment.
	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.

i.

ii.

iii.

End of Document