CHCECE036

Provide experiences to support children's play and learning

LEARNING ACTIVITY BOOKLET

HARVARD
MANAGEMENT INSTITUTE

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Version Control & Document History

Date	Summary of Modifications	Version
7 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

CHCECE036 - Provide experiences to support children's play and learning (Release 1)

This unit describes the performance outcomes, skills and knowledge required to set up, support and review experiences for children's play and learning.

This unit applies to educators who support children's learning according to established curriculum 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/CHCECE036

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 <u>DOES NOT</u> 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. Create Environments for Play

Activity 1.1

Matching Type

Shown below is a figure on the seven quality areas of the National Quality Standard (NQS).

Identify each quality area by selecting your answer from the drop-down list below.

QA1	• 1
QA2	• 2
QA3	• 3
QA4	• 4
QA5	• 5
QA6	• 6
QA7	• 7

1	Choose an item.	**5**	Choose an item.
2	Choose an item.	**6**	Choose an item.
3	Choose an item.	**7**	Choose an item.
4	Choose an item.		

Activity 1.2

☐ TRUE ☐ FALSE	i.	Individual play is a type of play done by several children.
☐ TRUE ☐ FALSE	ii.	Creating a safe play area means identifying and removing safety hazards and implementing measures to prevent or minimise risks.
☐ TRUE ☐ FALSE	iii.	One way to create a safe play area is by decorating the play area according to different cultural celebrations and messages.
☐ TRUE ☐ FALSE	iv.	Waste materials such as paper, cardboard or plastic are examples of natural materials.
☐ TRUE ☐ FALSE	v.	Non-threatening play areas help the child achieve a sense of security.

Activity 1.3

Fill in the blanks

The following are statements about observations, teamwork and collaboration. Review each and complete the statement by filling in the missing words/phrases.

i.	_____ refers to the act of looking after and watching over children as they perform different activities and interact with others.
ii.	_____ is a practice that involves a close and constant examination of 'all aspects of events and experiences from different perspectives.'
iii.	_____ involves you and other educators identifying and defining the problem, setting a common goal, brainstorming solutions to achieve the goal, and evaluating which solution to try.
iv.	When managing conflict, it is important for criticisms to be _____ . This means acknowledging the positives and citing areas for improvement.
v.	_____ observations are observations that do not factor in one's personal opinions or beliefs to justify the information gathered.

Activity 1.4

List two ways you can do to support unhurried play opportunities for children.

i.	
ii.	

II. Support Children's Agency Through Play and Learning

Activity 2.1

Matching Type

Identify the intentional teaching practice being described in each statement below.

Intentional teaching practice
Encouraging
Identifying
Listening
Providing for Choice
Modelling
Scaffolding
Questioning
Making Connections
Collaborating
Researching
Challenging
Imagining
Negotiating
Revisiting and Revising
Instructing
Explaining

Description		
	i.	Supporting, particularly when children are making an effort, through making comments that motivate and encourage them to persist.
	ii.	Drawing children's attention to new ideas and topics. Pointing out things of interest may generate areas for exploration and investigation.
	iii.	Encouraging children to lead conversations through listening deeply and thoughtfully to what they are saying.
	iv.	Offering opportunities for children to make choices. This involves recognising children's capacities to make safe choices and experience the consequences of their actions.
	v.	Demonstrating a skill or how a task is done. This should always be supported with opportunities for children to have a go at recognising the skill themselves.
	vi.	Using knowledge of children's abilities. Educators can break down tasks and ideas, and provide children with a supportive framework for taking the next steps or moving onto a higher level of thinking.
	vii.	Engaging children in a sensitive way in thinking and problem solving.
	viii.	Assisting children to see relationships and incongruities. Educators contribute to children's thinking by comparing and contrasting experiences and ideas.
	ix.	Enabling children to take the lead in an investigation or an idea while working alongside them to contribute to, rather than dominate, the direction of the experience.

Description	
	x. Working with children to find out and investigate.
	xi. Offering children opportunities to extend their skills and ideas in the context of secure relationships. Educators gauge when to offer challenges and opportunities that will extend children's thinking through provocation and reflection.
	xii. Creating an environment where children are encouraged to use imagination and creativity to investigate, hypothesise and express themselves
	xiii. Enabling children to have a go at solving problems and addressing complex issues.
	xiv. Taking the opportunity to revisit experiences and engage in thinking that enables children to reflect on and build on prior learning.
	xv. Using techniques that engage children and are respectful of children's ideas. Educators use direct instruction when other strategies might not be appropriate.
	xvi. Making ideas and requests clear for children. This is useful at times when children want or need to understand a concept or idea, often about their own and others' safety or rights.

Activity 2.2

List three ways you can do to encourage a child's participation where an experience is new or unknown.

i.
ii.
iii.

III. Review and Evaluate Play Opportunities

Activity 3.1

Fill in the blanks

The following are statements about reviewing and evaluating play opportunities. Review each and complete the statement by filling in the missing words/phrases.

i.	Adapting children's play means incorporating _____ in children's play activity or the play environment to accommodate differing interests, ages and abilities.
ii.	To identify learning and development outcomes achieved by children, you need to refer to _____ and other documentation such as children's work, photographs and video recordings of children playing and information from children's families.
iii.	In adopting holistic approaches, educators pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as _____ aspects of learning.
iv.	Being _____ to children means valuing and building on children's strengths, abilities and interests, including their skills, knowledge, ideas and expertise.
v.	Valuing the cultural and social contexts of children and their families means respecting multiple cultural ways of knowing, seeing and living, celebrating the _____ of diversity and understanding and honouring differences.

Activity 3.2

Briefly explain what it means to adapt play for children with disabilities or special needs.

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