



**CHCECE035**

**Support the holistic  
learning and  
development of  
Children**

**LEARNING  
ACTIVITY  
BOOKLET**



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## Version Control & Document History

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## Overview

### **CHCECE035 - Support the holistic learning and development of children (Release 1)**

This unit describes the performance outcomes, skills and knowledge to recognise and support the interrelationship between the physical, social, emotional, cognitive and communication development of children.

This unit applies to educators who support children's learning and development 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/CHCECE035>

## 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 Physical Development

#### Activity 1.1

##### True or False

Review the statements below about selecting and arranging equipment to support children's physical development. 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 space in the classroom must be considered when selecting and arranging equipment.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Having the writing and drawing tools accessible from the table is a good way to arrange classroom materials and equipment according to how children engage with them.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Educators do not need to be trained in any medical procedure or policy when facilitating activities and using the equipment.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. It is necessary to anticipate how children will interact with the materials and consider any medical conditions or restrictions when selecting and arranging equipment.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Toddlers can use all materials and equipment that preschoolers use.

## Activity 1.2

### Matching Type

Listed below are the different age group of children in the early years based on the Early Years Framework Practice Based Resources – Developmental Milestones.

- a. Birth to 4 months
- b. 4 to 8 months
- c. 8 to 12 months
- d. 1 to 2 years
- e. 2 to 3 years
- f. 3 to 5 years

Match each to the milestones in physical development below by writing the letter that corresponds to your answer in the space provided.

Milestones in Physical Development	
	i. Imitates a variety of shapes in drawing (e.g. circles, squares, etc.)
	ii. Sits without support
	iii. Self-feeds using utensils and a cup
	iv. Begins to roll from side to side
	v. Scribbles with pencil or crayon held in fist
	vi. Turns head to the sound of voices

## Activity 1.3

List three indicators that show children's readiness to take increasing responsibility for their own health and wellbeing.

i.
ii.
ii.

## II. Support Social Development

### Activity 2.1

#### Matching Type

Listed below are the different age group of children in the early years based on the Early Years Framework Practice Based Resources – Developmental Milestones.

- a. Birth to 4 months
- b. 4 to 8 months
- c. 8 to 12 months
- d. 1 to 2 years
- e. 2 to 3 years
- f. 3 to 5 years

Match each to the milestones in social development below by writing the letter that corresponds to your answer in the space provided.

Milestones in Social Development	
	i. Usually refuses when asked to share toys
	ii. Responds to own name
	iii. Smiles and laughs
	iv. Shows wariness at the appearance of strangers
	v. Engages in play with one or two peers
	vi. Play alongside others (parallel play)

## Activity 2.2

Identify Parten's six stages of play and give a brief description of each stage.

Stages of play	Brief descriptions
i.	
ii.	
iii.	
iv.	
v.	
vi.	

### III. Support Emotional Development

#### Activity 3.1

##### True or False

Review the statements below about the milestones in emotional development. 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. Children ages 4 to 8 months show signs of empathy to the distress of another child but often soothes themselves.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. A boy who is turning 3 years old in a few months may start showing guilt or remorse for misdeeds.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. A 5-year-old girl may show a strong attachment to a parent or the main family carer.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. A 6-month-old may become more settled in eating and sleeping patterns.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Children ages 8 to 12 months may actively explore and play when a parent is present but return now and then for assurance and interaction.

## Activity 3.2

### Matching Type

Identify the informal and formal communication methods being described in each statement below.

Informal and Formal Communication Methods
Parent-teacher conferences
Information boards
Daily conversations
School meetings
Newsletters

Description	
	i. This method can be presented through digital or physical material and sent to families weekly to showcase the activities done in class.
	ii. This method is often scheduled after a defined academic period to present each child's progress.
	iii. This method may address group concerns of children or the topics they explore in large and small groups.
	iv. This method uses an accessible central location containing a schedule, upcoming activities, and the highlights of activities.
	v. This method can be used to give quick updates to families and share briefly about what happened within the day.

### Activity 3.3

Identify three strategies you can provide to children to help them make informed choices about their behaviours appropriate to their level of understanding.

i.
ii.
iii.

## IV. Support Cognitive Development

### Activity 4.1

#### Matching Type

Listed below are the different age group of children in the early years based on the Early Years Framework Practice Based Resources – Developmental Milestones.

- a. Birth to 4 months
- b. 4 to 8 months
- c. 8 to 12 months
- d. 1 to 2 years
- e. 2 to 3 years
- f. 3 to 5 years

Match each to the milestones in cognitive development below by writing the letter that corresponds to your answer in the space provided.

Milestones in Cognitive Development	
	i. Imitates adult tongue movements when being held/talked to
	ii. Starting to understand the relationship between numbers and objects
	iii. Spends a lot of time exploring and manipulating objects, putting in mouth, or shaking and banging them
	iv. Recognises similarities and differences
	v. Shows interest in picture books
	vi. Explores objects by looking at them and mouthing them



## Activity 4.2

List three indicators that need to be considered to ensure that materials, resources, technologies and experiences will supplement and reinforce children's learning.

i.
ii.
iii.

## V. Support Communication Development

### Activity 5.1

#### True or False

Review the statements below about the milestones in communication development. 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. A 6-month-old girl may vocalise loudly using most vowels and consonants .
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. A child who is turning two in a few weeks may use pronouns and prepositions, simple sentences and phrases.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Children ages 3 to 5 years show enjoyment in talking and may like to experiment with new words.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. A 1-year-old girl may start to use one- to two-word sentences.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Children ages 8 to 12 months may imitate actions and sounds, hand clapping or wave goodbye.

## Activity 5.2

### Matching Type

Identify the emergent literacy skills that are being described in each statement below. These skills can be practised to develop phonological awareness among children.

Emergent Literacy Skills
Syllable awareness
Rhyme awareness
Alliteration
Onset-rime

Description	
	i. This involves breaking down words into their consonants before the vowels and everything left in the word.
	ii. This involves the ability to determine whether or not the ending of words sound the same.
	iii. This involves sorting words by their initial and final sounds.
	iv. This involves activities such as counting, tapping, blending or segmenting syllables.

### Activity 5.3

Provide an example of how you can demonstrate each type of language modelling indicated below.

Types of language modelling	Examples of how to demonstrate the indicated type of language modelling
Self-talk	
Parallel talk	

## VI. Support Holistic Learning and Development

### Activity 6.1

#### True or False

Review the statements below about curriculum planning and intentional teaching practices. 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 five steps of curriculum planning are observing, analysing, planning, implementing and reflecting.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Providing choices is a type of intentional teaching practice which demonstrates a skill or the proper execution of a task.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Scaffolding is about paying attention to what children are saying to encourage them to lead conversations.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Analysing learning is about gathering various information and data about children and how they play.
<input type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. Encouraging children means giving remarks that inspire them to persevere, especially when they are making an effort.

## Activity 6.2

Identify five factors that may negatively impact the holistic development of children in the early years.

i.
ii.
iii.
iv.
v.

End of Document