



**CHCECE033**

**Develop positive and  
respectful relationships  
with children**



**LEARNING  
ACTIVITY  
BOOKLET  
(Trainer Copy)**

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## Version Control & Document History

Date	Summary of Modifications	Version
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1 March 2024	Version 1.1 endorsed for use Fixed some wording issues	1.1

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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>

## 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.

**A comprehensive guide to contextualising your assessment tools for your RTO can be accessed through this link:**

<https://compliantlearningresources.com.au/blog/simple-guide-to-contextualising-rto-training-resources-and-assessment-tools/>

## 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.

*Mapping: CHCECE033 PC1.1*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 1, Subchapter 1.1*

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. The language and communication skills of children develop at a fast pace during the first three years only.
<input checked="" 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 checked="" 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 checked="" 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 checked="" 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.

*Mapping: CHCECE033 PC1.3*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 1, Subchapter 1.3*

### Marking guide

The learner must identify five practical tasks for children in early childhood education and care

Practical tasks are opportunities for children to experience and master practical skills usually developed at home. For a satisfactory performance, their response must be five of the following:

- Putting away toys
- Dusting shelves
- Planting seeds in the garden
- Wiping windows
- Setting the table for a meal
- Clearing the table after a meal
- Watering the garden
- Making beds

If their responses are none of the above, they are still acceptable as long as the learner demonstrates sufficient knowledge of practical tasks for children in early 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.

*Mapping: CHCECE033 PC2.6*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 2, Subchapter 2.6, Section 2.6.2*

- |      |  |
|------|--|
| i.   | It is essential to provide children with challenges. However, <b>challenges</b> 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. <b>Success</b> is a necessity for children.  |
| ii.  | Early childhood educators must provide children with challenges that they can <b>reasonably accomplish</b> using the skills available to them, but also present an opportunity for them to develop <b>other skills</b> .   |
| iii. | <b>Play spaces</b> must be set up using age-appropriate equipment and toys. Equipment and toys should match the age and <b>developmental abilities</b> of the children being care for.   |
| iv.  | Age-appropriate learning experiences means catering to different safety and development requirements, as well as various <b>communication</b> skills. A <b>personalised supportive</b> 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 <b>strengths-based</b> 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.

*Mapping: CHCECE033 PC2.8*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 2, Subchapter 2.8*

### **Marking guide**

The learner must briefly explain how to provide reassurance to children who express distress, frustration, or anger.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

Take the time to comfort, listen and understand what a distressed child is feeling and why. Then, while remaining honest, reassure them that everything will be ok. Help them brainstorm solutions to their problem. Let them know they are not alone, and you are by their side.

### 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

*Mapping: CHCECE033 PC3.3*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 3, Subchapter 3.3, Section 3.3.3*

Description	
Agreeableness	i. Kindness, affection, other prosocial behaviours
Conscientiousness	ii. Good impulse control, goal-directed behaviours, high levels of thoughtfulness
Extroversion	iii. Assertiveness, sociability, talkativeness, excitability
Neuroticism	iv. Moodiness, sadness, emotional instability
Openness	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.

*Mapping: CHCECE033 PC3.5*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 3, Subchapter 3.5*

### **Marking guide**

The learner must briefly define what a holistic understanding of a child's behaviour is.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

A holistic understanding of a child's behaviour is the acknowledgement of the fact that their behaviour is not the result of one factor alone but the interaction of several different factors. It is the recognition of the fact that a child's behaviour came about because of the connectedness (or disconnectedness) of their 'nature' and 'nurture.'

## 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.

*Mapping: CHCECE033 PC4.1*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 4, Subchapter 4.1, Section 4.1.1*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Group dynamics is the interaction and behaviour patterns of people in groups.
<input checked="" 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 checked="" type="checkbox"/> FALSE	iii. Negative group dynamics is usually marked by the lack of positive reinforcement between the members of the group.
<input checked="" 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 checked="" 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.

*Mapping: CHCECE033 PC4.3*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 4, Subchapter 4.3*

### **Marking guide**

The learner must briefly explain why children must develop positive relationships with other children.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

Children's relationships influence their perception of the world. This is the lens through which they view the real world and lays the foundation for relationships as they grow up. When children have positive and respectful relationships with their peers, they learn to strike a balance between their own needs and the needs of others. They gain an appreciation for collaboration and teamwork.

## 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.

*Mapping: CHCECE033 PC5.7*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 5, Subchapter 5.7*

- |      |   |
|------|---|
| i.   | Early childhood educators are responsible for applying appropriate <b>strategies</b> to redirect children's behaviours when they <b>misbehave</b> 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 <b>escalates</b> . It allows you to guide children to engage in alternative or <b>more acceptable</b> behaviours.  |
| iii. | When redirecting children's behaviour, the <b>learning time</b> 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 <b>autonomy</b> . Children are also more likely to <b>cooperate</b> when they decide on the task they want to do.  |
| v.   | Children feel a greater sense of security and <b>trust</b> 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 <b>listen to them</b> and respond to their needs however they can. |

## Activity 5.2

Identify three strategies for guiding children's behaviours.

*Mapping: CHCECE033 PC5.1*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 5, Subchapter 5.1*

### Marking guide

The learner must identify three strategies for guiding children's behaviours.

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

- Build positive relationships with each child as the foundation for children's self-respect and self-worth
- Use positive approaches (e.g. positive acknowledgement, redirection, encouragement) when guiding children's behaviour and help them understand how their behaviour impacts their surroundings and other people
- Provide acceptable alternate behaviours when challenging behaviour occurs as a means to support children
- Find appropriate ways to involve the family and the child in addressing challenging behaviour
- Seek help from other professionals when necessary to help with behaviour guidance
- Identify children's strengths and build on them

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.

*Mapping: CHCECE033 PC6.1*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 6, Subchapter 6.1*

<input type="checkbox"/> TRUE <input checked="" 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 checked="" 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 checked="" 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 checked="" 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 checked="" 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.

*Mapping: CHCECE033 PC6.2*

*Learner guide reference: CHCECE033 Learner Guide, Chapter 6, Subchapter 6.2*

### **Marking guide**

The learner must briefly define the intent of critical reflection according to the National Quality Standards.

For a satisfactory performance, although the wording may slightly vary, their response must be consistent with the benchmark answer below.

The intent of critical reflection, as described by the National Quality Standards, is gather information with the purpose of gaining insights that support, inform, and enrich the decision-making process in relation to children's learning.

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