



CHCECE035

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

**LEARNING
ACTIVITY
BOOKLET**

(Trainer Copy)



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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>

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. 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.

Mapping: CHCECE035 PC1.3 (p)

Learner guide reference: CHCECE035 Learner Guide, Chapter 1, Subchapter 1.3

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. The space in the classroom must be considered when selecting and arranging equipment.
<input checked="" 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 checked="" 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 checked="" 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 checked="" 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.

Mapping: CHCECE035 KE5.2.4

Learner guide reference: CHCECE035 Learner Guide, Chapter 1, Introduction

Milestones in Physical Development

f	i. Imitates a variety of shapes in drawing (e.g. circles, squares, etc.)
c	ii. Sits without support
e	iii. Self-feeds using utensils and a cup
a	iv. Begins to roll from side to side
d	v. Scribbles with pencil or crayon held in fist
b	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.

Mapping: CHCECE035 PC1.5 (p)

Learner guide reference: CHCECE035 Learner Guide, Chapter 1, Subchapter 1.5

Marking guide

The learner must list three indicators that show children's readiness to take increasing responsibility for their own health and wellbeing.

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

- Children can acknowledge and express their body needs (e.g. hunger, thirst, rest, comfort)
- Children engage in physical activities that involve fine and gross motor activities to achieve more complex patterns and movements (e.g. dance, drama and creative movements)
- Children demonstrate spatial awareness and consider their environment and the people around them as they move and navigate safely
- Children demonstrate awareness of healthy habits and good nutrition
- Children develop independence in attending to their personal and others' needs, including hygiene, care and safety
- Children use their senses and positive learning dispositions to explore their environment.

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.

Mapping: CHCECE035 KE5.2.5

Learner guide reference: CHCECE035 Learner Guide, Chapter 2, Introduction

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

Activity 2.2

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

Mapping: CHCECE035 PC2.1 (p)

Learner guide reference: CHCECE035 Learner Guide, Chapter 2, Subchapter 2.1

Marking guide

The learner must identify Parten's six stages of play and give a brief description of each stage.

Benchmark answers are provided below.

Stages of play	Brief descriptions
<p>i.</p> <p>For a satisfactory performance, their response must be:</p> <p>Unoccupied Play</p>	<p>For a satisfactory performance, although the wording may slightly vary, their response must include one of the following:</p> <ul style="list-style-type: none">▪ The foundation for the other stages of play▪ Seemingly scattered play▪ Explore and interact with materials without organisation or structure▪ Stage to discover manipulating materials, practise self-control and build a perception about the world
<p>ii.</p> <p>For a satisfactory performance, their response must be:</p> <p>Solitary Play</p>	<p>For a satisfactory performance, although the wording may slightly vary, their response must include one of the following:</p> <ul style="list-style-type: none">▪ Preparation for interactive stages of play▪ Prefer to play alone and entertain themselves without social interaction▪ Stage to explore freely and master the new skills they discover

<p>iii.</p> <p>For a satisfactory performance, their response must be:</p> <p>Onlooker Play</p>	<p>For a satisfactory performance, although the wording may slightly vary, their response must include one of the following:</p> <ul style="list-style-type: none"> ▪ Beginning of active play ▪ Prefer to watch other children play but do not join, just like how adults ‘people watch’ ▪ Learn social rules of play by watching others ▪ Stage to explore different ways of manipulating materials and apply their learning
<p>iv.</p> <p>For a satisfactory performance, their response must be:</p> <p>Parallel Play</p>	<p>For a satisfactory performance, although the wording may slightly vary, their response must include one of the following:</p> <ul style="list-style-type: none"> ▪ Transition to interactive play ▪ Comfortable in the presence of other children while playing side-by-side but does not interact ▪ Stage to acknowledge the company of other children and that they are sharing the same space for play
<p>v.</p> <p>For a satisfactory performance, their response must be:</p> <p>Associative Play</p>	<p>For a satisfactory performance, although the wording may slightly vary, their response must include one of the following:</p> <ul style="list-style-type: none"> ▪ Beginning of interactive play ▪ Become engaged in play and communicate with other children, borrow and take turns, but no formalisation of what their goal is ▪ Stage to interact with other children or adults in the same environment and start showing fondness to another child

<p>vi.</p> <p>For a satisfactory performance, their response must be:</p> <p>Cooperative Play</p>	<p>For a satisfactory performance, although the wording may slightly vary, their response must include one of the following:</p> <ul style="list-style-type: none"> ▪ Emerging to collaborative play ▪ Establish rules and goals for play, work together for a common goal, and negotiate to resolve conflict ▪ Stage where communication skills are more evident, and interaction with other children comes with a purpose, like assigning a role during dramatic play
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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.

Mapping: CHCECE035 KE5.2.3

Learner guide reference: CHCECE035 Learner Guide, Chapter 3, Introduction

<input type="checkbox"/> TRUE <input checked="" 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 checked="" 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 checked="" type="checkbox"/> FALSE	iii. A 5-year-old girl may show a strong attachment to a parent or the main family carer.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. A 6-month-old may become more settled in eating and sleeping patterns.
<input checked="" 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

Mapping: CHCECE035 PC3.7

Learner guide reference: CHCECE035 Learner Guide, Chapter 3, Subhapter 3.7

Description	
Newsletters	i. This method can be presented through digital or physical material and sent to families weekly to showcase the activities done in class.
Parent-teacher conferences	ii. This method is often scheduled after a defined academic period to present each child's progress.
School meetings	iii. This method may address group concerns of children or the topics they explore in large and small groups.
Information boards	iv. This method uses an accessible central location containing a schedule, upcoming activities, and the highlights of activities.
Daily Conversations	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.

Mapping: CHCECE035 PC3.1

Learner guide reference: CHCECE035 Learner Guide, Chapter 3, Subchapter 3.1

Marking guide

The learner must identify the three strategies that can be provided to children to help them make informed choices about their behaviours appropriate to their level of understanding.

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

- Break down a big task into smaller familiar tasks to achieve a goal
- Communicate what they like and what they do not like
- Reflect on a misdeed

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.

Mapping: CHCECE035 KE5.2.1

Learner guide reference: CHCECE035 Learner Guide, Chapter 4, Introduction

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

Mapping: CHCECE035 PC4.1 (p)

Learner guide reference: CHCECE035 Learner Guide, Chapter 4, Subchapter 4.1

Marking guide

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

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

Materials, resources, technologies and experiences must be:

- safe for independent exploration (i.e. the size of the object is based on the ability of the child to control and manipulate things to avoid causing a choking hazard)
- in good quality and made of safe, non-toxic materials
- age-appropriate and developmentally appropriate
- open-ended and encourage critical thinking and problem-solving
- challenging enough based on the current abilities and skills
- promoting persistence and resilience
- interesting to children.

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.

Mapping: CHCECE035 KE5.2.2

Learner guide reference: CHCECE035 Learner Guide, Chapter 5, Introduction

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. A 6-month-old girl may vocalise loudly using most vowels and consonants .
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. A child who is turning two in a few weeks may use pronouns and prepositions, simple sentences and phrases.
<input checked="" 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 checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. A 1-year-old girl may start to use one- to two-word sentences.
<input checked="" 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

Mapping: CHCECE035 KE7.2, KE7.3, KE7.4

Learner guide reference: CHCECE035 Learner Guide, Chapter 5, Subchapter 7.1

Description	
Onset-rime	i. This involves breaking down words into their consonants before the vowels and everything left in the word.
Rhyme Awareness	ii. This involves the ability to determine whether or not the ending of words sound the same.
Alliteration	iii. This involves sorting words by their initial and final sounds.
Syllable awareness	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.

Mapping: CHCECE035 PC5.9 (p)

Learner guide reference: CHCECE035 Learner Guide, Chapter 5, Subchapter 5.9

Marking guide

The learner must provide an example of how they can demonstrate each type of language modelling indicated below.

Responses may vary. However, for a satisfactory performance, the learner must demonstrate sufficient knowledge of ways to demonstrate each type of language modelling.

Examples of satisfactory responses are provided below.

Types of language modelling	Examples of how to demonstrate the indicated type of language modelling
Self-talk	For example, while joining children play, you can say, 'I want to use yellow cubes today. Yellow is the colour of Mr. Sun [pause to look for other yellow objects] and Olivia's dress!' to describe the characteristics of the objects they see inside and outside the centre.
Parallel talk	For example, 'I can see that you are holding the red car, red ball, red cup and red block. Hmm. I wonder what you are going to do with those. [pause] Oh, you now have a box for your red stuff and a second box with a yellow ball in it!'

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.

Mapping: CHCECE035 KE9.0 (p), KE10.0 (p)

Learner guide reference: CHCECE035 Learner Guide, Chapter 6, Introduction and Subchapter 6.5

<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> FALSE	iv. Analysing learning is about gathering various information and data about children and how they play.
<input checked="" 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.

Mapping: CHCECE035 KE8.1, KE8.2, KE8.3, KE8.4, KE8.5, KE8.6, KE8.7, KE8.8, KE8.9

Learner guide reference: CHCECE035 Learner Guide, Chapter 6, Introduction

Marking guide

The learner must list five factors that may negatively impact the holistic development of children in the early years.

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

- Poor diet
- Lack of play
- Limited stimulation of brain development
- Lack of materials and resources
- Inconsistent or non-existent emotional support or comfort
- Trauma
- Child abuse
- Family violence
- Other life experiences which interrupt appropriate childhood activities
 - Lack of attachment to adults
 - Disability
 - Living as a refugee

i.

ii.

iii.

iv.

v.

End of Document