



CHCECE036

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

**LEARNING
ACTIVITY
BOOKLET
(Trainer Copy)**



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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>

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.

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

Mapping: CHCECE036 KE1.0 (p)

Learner guide reference: CHCECE036 Learner Guide, Introduction

1	Choose an item. Educational Program and Practice	5	Choose an item. Relationships with Children
2	Choose an item. Children's Health and Safety	6	Choose an item. Collaborative Partnerships with Families and Communities
3	Choose an item. Physical Environment	7	Choose an item. Governance and Leadership
4	Choose an item. Staffing Arrangements		

Activity 1.2

True or False

Review the statements below about environments for play. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: CHCECE036 PC1.1 (p), PC1.2 (p)

Learner guide reference: CHCECE036 Learner Guide, Chapter 1, Section 1.1 and Section 1.2

<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	i. Individual play is a type of play done by several children.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. Creating a safe play area means identifying and removing safety hazards and implementing measures to prevent or minimise risks.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. One way to create a safe play area is by decorating the play area according to different cultural celebrations and messages.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. Waste materials such as paper, cardboard or plastic are examples of natural materials.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> 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.

Mapping: CHCECE036 PC1.3 (p), PC1.4 (p)

Learner guide reference: CHCECE036 Learner Guide, Chapter 1, Section 1.3 and Section 1.4

- i. **Observation** refers to the act of looking after and watching over children as they perform different activities and interact with others.
- ii. **Reflection** is a practice that involves a close and constant examination of 'all aspects of events and experiences from different perspectives.'
- iii. **Problem-solving** 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 **constructive**. This means acknowledging the positives and citing areas for improvement.
- v. **Objective** 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.

Mapping: CHCECE036 PC1.5

Learner guide reference: CHCECE036 Learner Guide, Chapter 1, Section 1.5

Marking guide

The learner must list two ways to support unhurried play opportunities for children.

Responses may vary. However, for a satisfactory response, the learner must demonstrate sufficient knowledge regarding ways on how to support unhurried play opportunities for children.

Examples of satisfactory responses include, but are not limited to the following:

- Implementing service provisions for children to follow their interests for extended lengths of time, for example, allowing a few minutes of time allowance for children to finish what they are doing
- Setting routines that provide a secure and predictable environment
- Leaving a note for the cleaner to avoid disturbing, say, a structure in the block corner or area as this is still a 'work in progress' that children are to finish in the next sessions

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

Mapping: CHCECE036 PC2.3 (p)

Learner guide reference: CHCECE036 Learner Guide, Chapter 2, Section 2.3

Description	
Encouraging	i. Supporting, particularly when children are making an effort, through making comments that motivate and encourage them to persist.
Identifying	ii. Drawing children's attention to new ideas and topics. Pointing out things of interest may generate areas for exploration and investigation.
Listening	iii. Encouraging children to lead conversations through listening deeply and thoughtfully to what they are saying.
Providing for Choice	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.
Modelling	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.
Scaffolding	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.
Questioning	vii. Engaging children in a sensitive way in thinking and problem solving.
Making Connections	viii. Assisting children to see relationships and incongruities. Educators contribute to children's thinking by comparing and contrasting experiences and ideas.
Collaborating	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	
Researching	x. Working with children to find out and investigate.
Challenging	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.
Imagining	xii. Creating an environment where children are encouraged to use imagination and creativity to investigate, hypothesise and express themselves
Negotiating	xiii. Enabling children to have a go at solving problems and addressing complex issues.
Revisiting and Revising	xiv. Taking the opportunity to revisit experiences and engage in thinking that enables children to reflect on and build on prior learning.
Instructing	xv. Using techniques that engage children and are respectful of children's ideas. Educators use direct instruction when other strategies might not be appropriate.
Explaining	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.

Mapping: CHCECE036 PC2.6

Learner guide reference: CHCECE036 Learner Guide, Chapter 2, Section 2.6

Marking guide

The learner must list three ways to encourage a child's participation where an experience is new or unknown.

Responses may vary. However, for a satisfactory response, the learner must demonstrate sufficient knowledge regarding ways to encourage a child's participation where an experience is new or unknown.

Examples of satisfactory responses include, but are not limited to the following:

- Participate in the child's activity and be a role model as a child will most likely participate if they see you doing the activity yourself.
- Go easy on the child, especially during their first trials.
- Use positive phrases to reinforce children's participation, such as 'Well done!' or 'Good job!'
- When children cannot get it right the first time, let them feel that it is completely normal and give them another chance to try again.
- Converse with children about 'what's wrong' and find out the true cause of their reluctance to join.
- Encourage a child's peers to participate in the activity.

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.

Mapping: CHCECE036 PC3.1 (p), PC3.2 (p), PC3.4 (p)

Learner guide reference: CHCECE036 Learner Guide, Chapter 3, Section 3.1, Section 3.2, and Section 3.4

- | | |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| i. | Adapting children's play means incorporating changes 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 prior observation 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 cognitive aspects of learning. |
| iv. | Being responsive 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 benefits 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.

Mapping: CHCECE036 KE9.0 (p)

Learner guide reference: CHCECE036 Learner Guide, Chapter 3, Section 3.1

Marking guide

The learner must briefly explain what it means to adapt play for children with disabilities or special needs.

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

Adapting play for children with disabilities or special needs means making play activities 'as special as necessary' – focusing on ways to assist them to achieve the learning outcomes – rather than focusing on their disabilities.

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