



Australian Government

Department of Education, Employment and Workplace Relations

CHCPR301C Provide experiences to support children's play and learning

Release: 1

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Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCPR301B Provide experiences to support children's play and learning	CHCPR301C Provide experiences to support children's play and learning	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. Minor changes to range statement. No change to competency outcome.

Unit Descriptor

Descriptor

This unit describes the knowledge and skills required to conduct a range of activities that assist in enhancing children's developmental and leisure experiences

Application of the Unit

Application

This unit may apply to working with children in a range of community service contexts

Work will be undertaken under direct supervision and will be in accordance with appropriate health and safety requirements and programs plans

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in *italics* are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| <p>1. <i>Create</i> a stimulating, positive and developmentally appropriate <i>environment</i> to foster development, play and learning</p> | <p>1.1 Provide <i>areas</i>, resources and materials for <i>different kinds of play and physical activity</i></p> <p>1.2 Change the resources regularly to provide variety of activity</p> <p>1.3 Ensure play and physical activity reflect the cultural diversity, gender and abilities of children</p> <p>1.4 Set up environment in a way that is safe, non threatening, challenging and stimulating</p> <p>1.5 Allow sufficient time for play to develop and be completed when possible</p> <p>1.6 Identify children's individual interests and needs and support by provision of activities or materials</p> <p>1.7 Provide a range of physical activities to allow children choice in their play whenever possible</p> <p>1.8 Provide <i>opportunities</i> for both group and individual play activities and <i>experiences</i> indoors and outdoors</p> |
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ELEMENT**PERFORMANCE CRITERIA**

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|---|--|
| 2. Actively guide and encourage children to undertake a variety of developmentally appropriate activities | 2.1 Encourage and acknowledge children's efforts |
| | 2.2 Use activities, resources and materials flexibly to meet children's individual preferences and prompt extensions of play |
| | 2.3 Encourage children to participate in a variety of experiences and to choose activities which support their development and fundamental movement skills competency and confidence |
| | 2.4 Demonstrate respect for children's choice not to participate and encourage where experience is new or unknown |
|
3. Facilitate children's play, learning and physical activity | |
| | 3.1 Follow child's lead in play and physical activity and participate when invited |
| | 3.2 Initiate play and physical activities and invite child to participate |
| | 3.3 Interact with children showing enthusiasm, playfulness and enjoyment |
| | 3.4 Monitor children's reactions to play environment to ensure each child remains interested, challenged but not frustrated |
| | 3.5 Encourage children to include other children in their play |
| | 3.6 Monitor interaction between children to ensure children remain safe and are interacting appropriately |
| | 3.7 Redirect children's inappropriate play |
| | 3.8 Provide interesting and varied natural outdoor space to encourage active play |
| | 3.9 Prepare and provide suitable materials for activities |

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Basic knowledge of age and cultural appropriate physical activity recommendations and fundamental movement skills milestones
- Children's developmental stages applicable to the specific age group and what this means for appropriate resources/materials selection
- Cultural beliefs about leisure for children of different ages and adults
- Different cultural beliefs about play; areas of play regarded as important and appropriate
- Importance of childhood
- Importance of play and leisure to human development and health including:
 - role in promoting healthy weight
 - that it is a lifelong concept
- Inclusion and acceptance of all children regardless of their race, gender or ability is understood
- Interest in and enjoyment of children
- Introductory knowledge of child development for children aged 0 to 5 years or 6 to 12 years
- Knowledge and understanding of the Australian Government Department of Health and Ageing 2004, National Physical Activity Recommendations for Children and Youth
- Occupational health and safety
- Organisation standards, policies and procedures
- Play materials and spaces available
- Range of leisure interests of children
- Relevance of the work role and functions to maintaining sustainability of the workplace, including environmental, economic, workforce and social sustainability
- Relevant Quality Improvement and Accreditation Principles
- Safety measures available to minimise safety risks for children and others including sun safety, equipment use and maintenance, standards of safety for equipment provisions e.g soft falls area under equipment
- Stages of play
- Types and complexities of play and leisure

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Guide individual children's play and leisure, giving due regard to child's age, abilities, interests, culture and development
- Provide a range of experiences to stimulate children and aid their development
- Vary experience depending on child's age, abilities, development, culture and need

- Work effectively with young children within a historical and philosophical framework of child care delivery

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Adapt environment to encourage different types of play and stages of play
- Adapt play or leisure experiences for different children according to needs, interests
- Assess fundamental movement skills development
- Demonstrate application of skills in:
 - time management
 - acceptance of different attitudes of families about play
 - contingency management
 - planning
 - interpersonal
 - active listening
 - communicate with children
 - reflect on own practices
- Demonstrate effective placement of equipment, considering safety, movement of children, different ages/ stages of development of children
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- This unit must be assessed on the job under the normal workplace conditions for a range of age groups, a range of conditions over a number of assessment situations
- Assessment of competency may be conducted on one or more occasions
- Assessment should consider the range of differences among children identified in the Range Statement

- Access and equity considerations:*
- All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities

- Context of and specific resources for assessment:*
- This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
 - Assessment requires access to a range of opportunities defined in the Range Statement, including:
 - a childcare workplace
 - children's services, resources and equipment
 - the local environment
 - materials and equipment to facilitate play and leisure

And access to children of different:

- gender
- race and culture
- age
- interests and preferences
- social context and lifestyle
- communication style
- personality
- length of time attending service/child care
- abilities

- Method of assessment:*
- Assessment may include observations, questioning and evidence gathered from the workplace

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Leisure is understood to be:

- A special way of doing and feeling
- It balances those things in life that may be boring, onerous, time consuming busy work, expectations, tiring, repetitive, hurried or dutiful
- It mixes stimulating, creative, relaxing, playful, refreshing challenging and pleasant
- Leisure describes pursuits that are freely chosen and deeply satisfying

Physical activity includes:

- Any bodily movement produced by skeletal muscle that results in a substantial increase over the resting energy expenditure

Environment may include:

- The building and grounds where the service is located e.g. Home, centre
- The local area around the service and its resources and characteristics

An environment set up to 'invite' children to play and foster play and leisure may:

- Be safe, physically and psychologically
- Look interesting to the child
- Provide challenge appropriate to the children's stage of development
- Provide choices indoors and outdoors

- Creating an environment to foster play and leisure may depend on:*
- Age of children
 - Community background and expectations
 - Environment - indoors and outdoors
 - Location
 - Materials available (natural and processed)
 - Number of children
 - Resources available
 - Staff
 - Type of service
 - Whether the service has to set up and pack up for each play session
 - Whether the space is shared with other services

- Different kinds of play and physical activity may include:*
- Cooperative play
 - Functional, constructive, dramatic play
 - Fundamental movement skills games and activities
 - Games and free flowing play
 - Imaginative play
 - Outdoors and active
 - Painting, crafts, board games
 - Play with words/music
 - Quiet and energetic, boisterous
 - Solitary, parallel and interactive or a mix of these
 - Story reading and telling
 - Use of music, movement and visual arts

- For older children, play, leisure and physical activity may include:*
- Fundamental movement skills games and activities
 - Games
 - Going for a walk
 - Hobbies and interests
 - Interactions with people from community
 - Listening to music
 - Observing
 - Organised games e.g. Races, soccer
 - Solitary activities
 - Sports
 - Talking with friends

Areas for different kinds of play, leisure and physical activity may include areas for:

- Constructive play
- Conversations
- Creative play
- Dramatic play
- Music
- Nature based outdoor play
- Noisy play
- Physical play and activity
- Quiet play
- Sand play, water play
- Solitary activities
- Sports including fundamental movement skills games and activities

Ways of facilitating play will be affected by a child's age/stage of development and must include:

For babies and infants:

- Flexible routines to allow for the needs of individuals to be met
- Gentle handling, eye contact and appropriate sensory experiences to develop security and trust
- Safe environment to explore

For toddlers:

- The day is structured and routines are established
- Blocks of time are available for exploring and experimenting with the materials
- Caregivers introduce new and different experiences to children
- Play is extended by introducing new materials or resources or suggesting alternative ways to use the materials
- Caregivers give children time to develop their ideas
- Transition from one activity to another is smooth
- Worker modelling play and use of equipment

For 3 to 5 year old children:

- Care giver's interactions provide a positive role model for children
- An environment is maintained that respects individual and group needs
- Children are aware of the limits which are applied consistently
- Children's feelings are acknowledged and respected by caregivers and children

For 6 to 12 year old children:

- Participation with children
- Materials are suggested or alternatives uses of equipment/materials are suggested
- Cycling
- A variety of indoor and outdoor activities for all ages

Experiences will vary according to the age of the child and creative and challenging experiences may include:

For babies and infants:

- Toys are large (cannot be swallowed) and have no sharp edges, and easily washed/cleaned
- Different types of experiences are used e.g. Water play, sand play, outdoors time

For toddlers:

- Experiences can include indoor and outdoor experiences
- Experiences reflect a toddler's interest in the world around them, and the desire to explore it, feel it, see it and touch it e.g. Nature walk to look at leaves, collect them
- Experiences reflect a toddler's growing mastery of their own body e.g. Small slippery dips are used, outdoor area can be a little more involved

For 3 to 5 year olds:

- Experiences can include cooking, sewing, carpentry, washing
- Experiences can be more varied and complicated, which reflects a child's developing cognitive and physical abilities
- Choice not to participate is respected and alternative activity is negotiated

For 6 to 12 year olds:

- Experience planned may include specific suggestions of children themselves
- Development of hobbies
- Self selected peer groups
- Individual, small group and larger group experiences
- Choice not to participate is respected and alternative activity is negotiated

Aspects of child development include:

- Physical fitness and fundamental movement skills ability
- Cognitive development
- Social development
- Emotional development
- Creative and aesthetic development
- Language development
- Moral development
- Spiritual development

Resources required to be organised for excursions may include:

- Records that need to be taken
- First aid supplies
- Relevant equipment
- Location of toilets
- Keys
- Mobile phone
- Tickets
- Equipment required for activities
- Petty cash

Records that may need to be taken on excursions may include:

- List of children attending
- Emergency contact details
- Medical needs for children

Responsibilities of children on excursions may include:

- For belongings
- For payments
- For time keeping
- For travelling together

Opportunities that can be provided to support children's development will vary according to a number of factors in the service, such as:

- Child/worker ratios
- Physical environment - constraints and potential
- Purpose of the service
- The amount and type of support from parents and participation by parents
- The level of support available to the service from external bodies e.g. Advice specialist services, resource workers
- The frequency and regularity of use of the service by the child

Skills related to physical development may include:

- Eye - hand coordination
- Dexterity
- Fine and gross motor skills
- Balance/static
- Locomotion
- Motor skills

Opportunities for social interaction may include:

- Formally organised activities
- A time and place for unplanned interaction
- Meetings
- Travelling
- Walks
- Setting up environment/venue

Special occasions may include:

- Birthdays of children
- Festivals
- Celebration of achievements
- Community events
- Birthdays of animals
- Beginning and end of school term or holidays
- Cultural events
- 'Graduation' from child care service

Differences among children may include:

- Gender
- Race and culture
- Age
- Interests and preferences
- Social context and lifestyle
- Communication style
- Personality
- Length of time attending service/child care
- Abilities

Opportunities provided for social interaction will vary according to the age of the children
For babies and infants:

- Trusting relationships are developed with familiar adults
- Adults work at eye level with infants
- Care routines are used for social interaction
- Adults talk, sing and recite poems with infants
- Adults listen to infants and respond

Language forms may include:

- Verbal and written
- Formal and colloquial, informal
- Fun and serious styles

Unit Sector(s)

Not Applicable