ANSWERS and TRANSCRIPTS

Working WELL in Childcare
Core Skills for Certificate III in Children’s Services
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Answers and Transcripts
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Design and Desktop
Summer Hill Media

Multimedia Production
Summer Hill Media

Printing
Summer Hill Media
Welcome to Binbeena

Activity WB.2
Possible answers
a Kate
  Position: Centre director
  Qualifications: Bachelor of Education in Early Childhood
  Experience: 20 years in 4 centres
  Beliefs/Interests/Practice: Passionate and committed; High quality care; Workers the key; Importance of community and parent involvement; Proper running of the centre
b Jenny
  Position: Childcare educator in preschoolers’ room
  Experience: 10 years
  Qualifications: Diploma studying part time on higher qualification
  Beliefs/Interests/Practice: Supporting children’s skills and interests Using the EYLF
c Jasmine
  Position: Childcare educator in preschoolers’ room
  Beliefs/Interests/Practice: Loves her job; Programming learning experiences to develop skills
d Ben
  Position: Childcare educator in preschoolers’ room
  Experience: Approx. 3 years at Binbeena; 20 years in childcare education
  Qualifications: (Currently completing) Diploma
  Beliefs/Interests/Practice: The learning process in 3 - 5 year olds
e Grace
  Position: Childcare educator floater
  Qualifications: Certificate III in Children’s Services
  Beliefs/Interests/Practice: Enjoys variety in age groups and colleagues; Supporting children’s needs and interests with play
f Maria
  Position: Childcare educator in toddlers’ room
  Experience: 2 years at Binbeena; Always worked in childcare
  Qualifications: Diploma in Early Childhood Education and Care
  Beliefs/Interests/Practice: Interested in developmental stages of 2s-3s; Learning from other staff; Sharing cultures
g Paul
  Position: Casual worker with 2 – 3 year olds
  Beliefs/Interests/Practice: Having an impact on emerging personalities in 2 to 3 year olds
h Hayley
  Position: Childcare educator in babies’ room
  Experience: First job in childcare education
  Qualifications: Diploma in Early Childhood Education and Care
  Beliefs/Interests/Practice: A responsibility and a challenge

Activity WB.6
a a child who is special in their own way
b a child’s sense of how he/she is valued and respected
c the same chance to experience what other children experience
d a place that is interesting and challenging and encourages a child to learn
e the best possible results in a child’s learning, communicating, forming relationships and growing physically and emotionally
f planned ways of teaching and learning that are varied to suit an individual child or group
g skills a child learns, (talking or walking), that indicate a new stage in development eg from being a baby to being a toddler
h about mental activity such as thinking, reasoning, solving problems

Activity WB.8
a nappy change area
b kitchen
c indoor play area
d foyer
e climbing equipment and softfall
f sleeping area
g indoor storage
h bathroom
i outdoor play area
j sandpit

Activity WB.9
Possible answers
a In developmental groups
b Older children can negotiate space better; Toddlers move around a lot more
c So that babies are not disturbed when sleeping
d Verandah; shaded outside areas
e Bathroom for toiletting; handwashing; nappy changes; kitchen for food preparation, dining area for eating
f Hazardous substances room; outdoor storage shed; indoor storage; storage that children can access eg lockers
g Indoor and outdoor – required spaces around outside equipment
h Entrances to bathrooms, the foyer, exits to outdoor areas
i The foyer
j Near main entrance, foyer and staffroom for access; monitoring; interacting with parents, visitors; providing security

Part 1 Keeping safe and healthy

Activity 1.1
Possible answers
Daily safety checks, setting up outdoor play equipment and indoor play equipment, setting up age-group rooms, preparing materials for learning experiences eg mixing paint or glue, making playdough, tidying lockers, checking programs

Activity 1.2
a Maria is doing daily outdoor safety check; Grace is sweeping and setting up the sandpit
b To move a metal platform to make it easier for children to move around; to move a bookcase from the babies’ room to the outside area
c Staff must wear hats outside for sun protection and to set an example of sun safety to the children
d Lifting correctly eg bending the knees and keeping the back straight
Activity 1.4
a  Hang on, I’ll give you a hand.
  b  Just wait for me.
  c  Don’t try to go and move things on your own.
  d  Hang on a minute and I’ll be back.
  e  You just grab your end and I’ll grab mine.

Activity 1.5
Possible answers
  a  Make sure you wash your hands.
  b  Remember to wipe down the shelves.
  c  You must check the gates are locked and working properly.
  d  Don’t forget to leave the door open.
  e  We always check the sandpit for animal droppings.
  f  You have to set up the equipment in the right place.

Activity 1.6
a  It’s a good idea to check with the parents.
  b  We can move the table outside now, if you’re ready.
  c  Sounds like you should try a different activity.
  d  And don’t forget you need to empty the children’s lockers.
  e  I think you’ll have to sweep the path near the gate.
  f  You’ll need to wash the toys in soapy water.
  g  Maybe you should use a ladder to reach that box.
  h  Wait until I’ve spoken to the Director, if you don’t mind.
  i  Can you please wash it all and cut it into pieces?

Activity 1.7
Possible answers
  a  You have to make sure you use gloves and tongs when you’re serving the fruit.
  b  You’ll need to get someone to help you move the jouncing board out of the shed.
  c  Clean up this spill, if you don’t mind.
  d  Give me a hand with the sandpit cover when you have time, please.
  e  Always make sure to sterilise the dummies before you leave.
  f  Would you mind checking all the windows and doors are locked.

Activity 1.8
a  Let’s move the metal platform here.
  b  No it’s not that heavy but it’s always a good idea to keep your back straight and bend your knees.
  c  We’ve just got to get the room set up.

Activity 1.10
Possible answers
  a  Do you think you’d be able to move those branches from the sandpit?
  b  Why don’t you wait for me for a minute and I’ll help you with that?
  c  You ought to sweep up the glass straight away and then report it.
  d  You’d better let the director know so she can arrange for some more.

Activity 1.14
a  Zoe’s mother is worried when she sees the sandpit set up for play with real gardening tools. She thinks they are dangerous for children to use.
  b  Mother:  Don’t you think that’s a bit dangerous?
  Maria:  Yeah, it could be but we only let children use them when they’re under strict supervision and with the right number of staff and we only have the activity for a set time. It’s always really carefully watched.
  c  Maria:  We think it’s a good opportunity for the children to experience using the real thing – you know, like the kind you see at home … and it’s a chance for them to explore and learn when they’re in a safe environment.

Activity 1.15
Acknowledging the concern
Yeah it could be …
Explaining reasons
But we only let children use them when they’re under strict supervision with the right number of staff. And we only have the activity for a set time. It’s always really carefully watched.
We think it’s a good opportunity for the children to experience using the real thing – the kind you see at home. And it’s a chance for them to learn and explore when they’re in a safe environment.
Offering a solution
But look if you want to discuss this with the director, she’d be happy I’m sure to talk about it.

Activity 1.16
Acknowledging the concern
Yes, I can see how you might be worried about that.
Explaining reasons
But we want to make sure the children all do a lot of active play and this equipment is especially designed for children Kai’s age. It’s made of child-safe materials according to the standards.
There are always two of us supervising the children on this equipment. And they really enjoy using it.
Offering a solution
We can use some other equipment for his gross motor play but if you want to talk to the director about it, she’ll be happy to do that.

Activity 1.19
Possible answers
Lifting and moving children in and out of cots, on and off change tables; Sitting and working at low levels strains backs and knees; Moving heavy play equipment; Poor storage makes accessing equipment difficult; Poor office ergonomics; Slips, trips, falls from poor housekeeping

Activity 1.21
a  WHS is important because it provides for a safe, secure and healthy workplace.
  b  All childcare educators are responsible for WHS.
  c  All tasks are part of WHS.

Activity 1.22
a  policy
  b  procedure

Activity 1.23
a  policy
  b  procedure
  c  procedure
  d  policy
Sun Smart Policy

The centre will protect children from the dangerous and adverse effects of sun exposure and adhere to a strict Sun Smart Policy.

a The outdoor environment
When planning the outdoor environment, high priority has been given to the provision of shady areas eg shade structures and tree planting. An annual shade audit will be conducted.

b Outdoor time
Babies and infants will not be placed directly in sunlight in any circumstances. Toddlers and preschoolers must be indoors or in the shade between the hours of 11.00 am and 2.00 pm all year, and between 11.00 am – 3.00 pm from 1st October to 31st March.

c Sunscreen use
The Centre will provide 30+ sunscreen for staff and children over 12 months of age or parents may choose to provide their own. This will be applied 20 minutes before children go outside.

d Protective hats and clothing
Each family must provide a hat for their children to wear while outdoors. This hats to remain at the centre. Hats are to be worn at ALL times throughout the year.

Please note that our NO HAT, NO OUTDOOR PLAY policy will be strictly enforced for children without hats.

Parents must ensure that all children wear appropriate sun protection clothing such as longer sleeved shirts, longer shorts and skirts when playing outdoors or on outdoor excursions.

e Education
Centre staff will model appropriate sun protection behaviour, by wearing sun protection clothing, hats and SPF 30+ sunscreen and seeking out shaded areas outdoors and on outdoor excursions.

Sun safety information from the Cancer Council will be displayed. Parents will be provided with Sun Smart information via brochures and newsletters.

Activity 1.28

a Shade structures, tree planting
b By having a shade audit every year
c This is when the rays of the sun (UV radiation) are most damaging and dangerous.
d Babies and toddlers should not be exposed to the sun at any time.
e SPF 30+ sunscreen must be used by staff and children over 12 months of age and be applied 20 minutes before they go outside.
f Children must wear hats and clothing that protects them from the sun.
g Parents can learn about sun safety from newsletters and brochures provided by the centre.

Activity 1.29

The centre: Providing sun safe outdoor environment; Conducting a shade audit once a year; Providing education for families

The childcare educators: Finding shaded areas for children; Being good role models; Teaching about sun safety; Putting on sun screen before outdoor activity; Programming outdoor play at the right times; Keeping babies and infants out of direct sun

The parents: Providing a sun hat; Dressing children in correct clothing

Activity 1.30

a Staff
b Every day
c To check that the outside area is safe for children and staff
d The person who has done the check
e The hazard must be noted on the form in the comments section

Activity 1.31

a Ramps, pathways, entrances, exits, gates, fences, veranda
b Hives, nests, webs, branches, sticks
c Sharp or protruding edges, worn joints, lose bolts, screws, rust, split or frayed rope, splinters
d In evacuation areas/in traffic areas/ too close to windows or glass doors/safe distance from hard surfaces
e No animal droppings, syringes, glass

Activity 1.33

a m, cm and mm
b m
c m
d km
e m
f cm
g cm

Activity 1.37

a equipment
b supervision
c Identification
d procedure
e evacuation
f development
g storage
h maintenance

Part 2 Caring and settling

Activity 2.1

Possible answers

a Organising nappies; organising forms; setting up the play area; making up cots; sterilising feeding equipment; checking the day’s program
b How did he sleep?; Did he have breakfast? A lot? A little?; How does he seem to you today?; Is he well and happy?; Does he need medications?; Is there anything special I need to know about?; Who’s coming to pick him up today?

Activity 2.2

a Sorting clothing at the children’s lockers
b Her sister’s engagement
c How he slept; His formula; His breakfast; His nappy supply; How he settles; Who will pick him up
d He’s adjusting well. Sometimes he’s upset but if he cries they pick him up.
e His grandmother at 4.00 pm

Activity 2.3

a How was your weekend Joe?
b So what’s he having now? So 240 ml per feed?
c Has he had his breakfast?

Activity 2.4

a Open
b Open
c Closed
d Closed
e Open
f Closed
g Open
h Open
Activity 2.5
Possible answers
a  So what ways would you like to see Maddie
developing? What would you like us to concentrate
on with Maddie?
b  What kind of feeding routines does Isabella have?
What about Isabella’s eating?
c  What about any other time in childcare? How has he
been in childcare before now?
d How is Joe with sleeping? Tell me about Joe’s sleep
routines.
e  What’s he like at settling at home? How do you get
him to settle at home?

Activity 2.6
She asks a question, repeats the amount (240 ml) and
asks for more information.

Activity 2.7
Possible answers
a  OK. He’s having them every six hours. So, if you gave
them to him at 8 this morning, I should give them to
him next at 2 o’clock?
b  I see. So you’re saying she doesn’t have a regular nap.
It can be anything from half an hour to two hours. Is
that right?
c  I see. So he had two lots of diarrhoea last night and
once again this morning?
d  OK, she likes to be wrapped up and if she wants her
dummy, we should give it to her.

Activity 2.8
Possible answer
Joe woke up at 6 am this morning. He had his bottle at
6.30. He ate a quarter of a mashed banana at 8 pm last
night. His formula has been increased to 240 ml. His
mother can be contacted on 0422 670 193 today. Joe’s
nanna, Maria Alonso, will pick him up at 4 pm today.

Activity 2.9
a  Joe’s grandmother
b  She needs all this information
Possible answers
c  Attending to nappy rash; Upset due to teething and
staff response; Changes in routine; Changes in self-
help skills such as used a spoon to feed self

Activity 2.10
Possible answers
a  The childcare educator is making ‘baby noises’ which
the baby is responding to by laughing.
b  The childcare educator is massaging the baby which
the baby is responding to with movement.
c  The childcare educator is showing the baby a rattle
and moving it from side to side which the baby is
responding to with eye contact and following the
object.
d The childcare educator is cuddling the baby which he is
responding to with pleasure.

Activity 2.11
She does all of these things.

Activity 2.14
Context
Joe (aged four months) fell asleep in my arms this morning when his mother dropped him off.
He didn’t see his mother leave so when he woke I
wanted him to know I was here to care for him.

Set up
He was alert and animated. I carried him for a short
time and then I placed him on a cushion on the floor
and stayed to play with him.

Observations
He kicked his legs and waved his arms towards me.
I showed him his favourite rattle and he squealed
happily.
As I moved it in front of him, he followed the movement with his eyes and seemed to
concentrate intently. Then he looked towards me and smiled.
He made cooing noises and as I nuzzled them his
eyes widened and he began to laugh.

Analysis/Comment
Joe is joining in play and appears to enjoy the
interaction. At times he seeks eye contact with
me which shows that he has a secure attachment
relationship with me. He watches as I move the toys in
front of him. This demonstrates that he is concentrating and curious. He will want to explore
more things around him so I will provide more learning opportunities for him.

Comment
Joe and I will spend more one-on-one time and develop connections through song and rhymes,
facial expressions and eye contact.

Activity 2.15
a  Information for parents, carers, childcare educators
b  A brochure; a website; a text book
c  Questions and answers; bullet points; contains definitions

Activity 2.16
a  The emotional bond or connection that develops between a baby and a carer.
b  Over time depending on the type of care the baby receives.
c  It affects how well the child develops, is the beginning of two-way
communication and the baby’s sense of being an individual person.
d  One or more carers but too many carers make it difficult for the baby.

Activity 2.17
Possible answers
a  Make familiar objects eg toys, books, available.
Have familiar routines eg similar to ones at home.

b  Any one-on-one time eg nappy changing time, feeding, playing

Activity 2.19
a 1; b 3; c 6, d 8; e 9; f 10

Activity 2.20
a  By boiling or with a sterilising agent
b  Lukewarm boiled water
c  Just before feeding
d  The scoop provided
e  With a few drops on the inside of your wrist
f  Until the formula dissolves
g  Throw it away
Activity 2.21
7 2 6 4 5 1 8 3

Activity 2.22
Possible answer
It is important because the infant should enjoy the experience. It is a time when the carer can hold, cuddle and talk to the child. Also, it is dangerous to position a bottle and leave the child alone while feeding because the milk can flow too fast and the baby could choke.

Activity 2.24
Possible answers
Cooking activities with children; preparing drinks and food from instructions or recipes

Activity 2.25
Possible answer
The childcare educator will measure the amount of water and the formula to make up the child’s bottles. She/he will also measure the dose of medicine to give the child. Both the formula and medicine amounts will be recorded. She/he will also measure the amount of sterilising solution to use to sterilise the feeding equipment and the amount of disinfectant to clean the area.

Activity 2.26
Mob = mobile number
pm = evening
MT = morning tea
BM = bowel movement (poo)

Activity 2.27
a Long Day Care
b Early Years Learning Framework
c Work health and safety
d Family Day Care
e Quality Assurance Scheme
f Personal Protection Equipment

Activity 2.28
a Very good
b Very, quiet; immediately
c Put; store
d Don’t worry; don’t be concerned

Activity 2.29
Possible answers
a So what’s yummy for Kai?
b Is there anything he won’t have a bar of?
c Is Bryn on anything from the doctor?
d Is your other little in childcare?
e Who’ll be picking her up when you’re not?
f Who do we call if needed?

Activity 3.2
a Ben talks about what they did with Izzy the other day.
b Ben and the children take Izzy out of the cage.
c Ben talks with the children about Izzy’s body.
d The children make stick insects.
e Ben writes the words for the stick insect features.
f Ben looks in the book for the names of stick insect “ears”.
g Finn says that people in Thailand cook bugs.
h Ben gives the children positive feedback on their stick insects.

Activity 3.3
a Closed
b Open
c Open
d Open
e Open
f Closed
g Open
h Closed

Activity 3.5
Question b – describe a process
Question c – express an attitude
Question d – be a critical thinker
Question e – describe an event
Question g – connect experiences and previous learning

Activity 3.6
a Ben checks understanding by repeating what he thinks Zac has said until he gets the right information.
b Ben shows he is listening carefully because he doesn’t just ignore Zac but keeps checking until he understands.
c Ben shows he is interested in what Finn says because he asks Finn genuine open questions. He asks Finn about eating grasshoppers in Thailand and whether Finn ate them.
d When Finn tells Ben about cooking grasshoppers, Ben repeats what Finn says and then asks a related question. (They cook them. How do they cook them?)

Activity 3.7
a The child
c Plan a learning provision
Find out what the child’s strengths and weaknesses are and interests.
d You use the documentation about the children’s strengths, interests and the Framework’s Learning Outcomes, Principles and Practice and Respect, Reflect and Relate.
e Assess and evaluate teaching and learning
f You do this after you have reflected and reviewed both planned and unplanned learning. However, this does not happen once but many times as you work through the planning cycle. Also do this before planning as some of your provisions would be based on personal and centre philosophy.

Activity 3.9
a Ben checks understanding by repeating what he thinks Zac has said until he gets the right information.
b Ben shows he is listening carefully because he doesn’t just ignore Zac but keeps checking until he understands.
c Ben shows he is interested in what Finn says because he asks Finn genuine open questions. He asks Finn about eating grasshoppers in Thailand and whether Finn ate them.
d When Finn tells Ben about cooking grasshoppers, Ben repeats what Finn says and then asks a related question. (They cook them. How do they cook them?)
Activity 3.13
a. The two ways to follow up the stick insect and the reasons were:
• Look at more insects because they could compare the similarities and differences with the stick insect and they could look at more accurate language to talk about insects.
• Family idea because it’s fresh in the children’s minds.
    They agreed to follow up the family idea first.
b. Because Amy has a new baby sister and hasn’t stopped talking about her hospital visit.
c. The roleplays could be in the home corner.
d. Invite Amy’s mum to the centre.

Activity 3.17
The context in which the play is set
What the children did
What the children said
Photos
Ben’s interpretation of the children’s behaviour
The Early Years Learning Framework outcomes covered in the learning experience
Some ideas for future play provisions

Activity 3.18
Taking Izzy out of the cage
Choosing the materials to make the stick insect
Making the stick insect
Finn talking about grasshoppers in Thailand
Telling the children they did a good job

Activity 3.19
a. They were able to cut the string and straws and glue them and the eyes onto their stick insect.
b. They were involved in their learning.
c. He was able to see the grasshopper in the bug book and relate his experiences in Thailand.

Activity 3.20
a. They have invited Amy’s mother to visit with the baby.
   They are going to set up a babies and hospital roleplay.
   They are going to put books out.
b. They are going to buy more bugs from the pet shop.

Activity 3.21
a. creativity
b. involved
c. disposition/cooperation
d. curiosity
e. transfer
f. confident
g. reflexivity
h. persistence

Activity 3.22
Today’s experience started when we tried to get Izzy out of the cage. Finn very gently took her out of the cage and smiled happily when she climbed up his arm and nearly went under his shirt.

The children then chose the things they wanted to use to make friends of Izzy. Finn said he would use the cork for the tummy because it’s like a tummy, it’s round and placed it next to his stomach.

Hannah, Gwendoline, Zahara, Zac and Finn concentrated on making “Izzy friends”. They chose string for the antennae and cut sticky tape around the cork body. They glued round balls for the eyes and straws for the legs onto the cork body. Hannah was very pleased with herself when she had finished her insect and declared, “Izzy wants a mummy and daddy” and the other children nodded in agreement.

When we looked in the bug book Finn saw a picture of a grasshopper and took us to a whole new topic. He told us, “They eat grasshoppers in Thailand. They cook them.”

Activity 3.23
Possible answers
a. Finn is a happy with new experiences.
b. Finn shows he is developing a mental ability where he sees the cork as a symbol for the stomach.
c. The children were very involved in their learning.
d. The children showed they could choose objects and used their fine motor skills.
e. She recognised that she did a good job and was happy about that.
f. Finn was able to transfer information from one situation to another.

Activity 3.24

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<th>Shelly</th>
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Activity 3.25

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Activity 3.26
They are having a hospital roleplay.

Activity 3.27
She is a bit concerned but agrees to bring the baby after she’s been immunised.
Activity 3.28
Look at the conversation and mark the different parts of asking the favour.
Jenny: Look, I know you’re really busy (acknowledging person’s situation) but we try to incorporate parents in our learning programs (explaining reason for asking) and it would be really great if you could bring the baby in to show the children. (asking favour)
Shelly: I’m not sure. Do you think it’ll interrupt Amy a bit?
Jenny: No not at all. I think she’ll be really proud. (encouraging and reassuring)
Shelly: What time do you think it’ll be?
Jenny: Any time that’s best for you. (encouraging and reassuring)
Jenny: Maybe you could bath her here? How would you feel about that? (asking favour)
Shelly: We’ll help you with anything that you need. (encouraging and reassuring)
Jenny: All right. OK. Yeah. That’s fine.
Shelly: Great.

Part 4 Responding to accidents

Activity 4.1
Possible answers
a Organising equipment; organising outside and inside play that is suitable for the age group; using safe spaces for activities
b Having informative rules about using the sandpit; sitting down to use scissors; not running inside
b Knowing how many children you are supervising and where they are; using regulation ratios; using barriers to keep children located in an area
d Teaching sun safety; awareness of hazards; teaching cause and effect; being a good role model; setting limits of behaviour

Activity 4.2
a He fell over and grazed his knee.
b She follows first aid procedures for treating a graze. She washes it with sterile solution, applies some antiseptic and puts on a dry dressing.
c She suggests he shouldn’t run around too much.
d She explains how she has cleaned and dressed his knee how she will tell his father about the accident. She suggests he return to the other children to play but not to run around too much.

Activity 4.3
a You’re a brave boy, aren’t you? Let me just clean it up for you. Does that hurt?
b I’ve just cleaned you up now and I’m going to put a dressing on. So it’ll be all over soon. OK? OK. There you are. There you are. Well done.
c You’ve had a bit of an accident. We’ve cleaned it up, put a dressing on it and we’ll tell your daddy when he comes this afternoon. Maybe he can take it off tonight.
d OK, would you like to go and play right now and we’ll have lunch in a little while and then you can have a bit of a rest. And it might be better if you don’t run around that much. OK? There you are.

Activity 4.4
a The director, Kate
b He was chasing Mia and Solly and he had a bad fall.
c He fell on the jouncing board which had been moved to a new position.
e She must do the ‘paperwork’ – complete an accident report form.

Activity 4.7
a Director: Where exactly did he fall?
Jasmine: On the jouncing board. We’ve sort of moved it to make it more visible but the children aren’t used to the new set up.
Director: Well it’s less of a hazard there. Maybe we should have it some where else. Or maybe we should just tell the kids when we make a change to the play area.
Jasmine: Good idea. I think it’s a good thing to make them more aware of their environment.

Activity 4.8
a He understands because Bryn is a very active boy.
b He asks what a jouncing board is and why he needs to sign the accident form.
c To remind him to look after himself and to slow down.
d So that parents know if anything happens to their children.

Activity 4.12
a Give first aid (Childcare educator with First Aid Certificate)
b Seek emergency aid if necessary (Director)
c Inform the parent (if serious) (Director)
d Complete the accident report form (Childcare educator witnessing accident)
(e) Ask director and parent to sign form (Childcare educator witnessing accident)
f Assess accident for hazard management (Director; WHS representative; Childcare educators)

Activity 4.13
a 4, b 1, c 3, d 2, e 5

Activity 4.17
a Sections 1 and 2
b Section 11
(c) Section 13
(d) Section 8
(e) Section 14
(f) Section 16
f Section 17

Activity 4.18
a Bryn Mitchell, 4 years 8 months
b 17th January 20____ at 12.05 pm
c Bryn was playing a chasing game with two children. They were playing in an open area when suddenly they changed direction and Bryn tripped and fell over the jouncing board and grazed his knee.
d In outdoor play area next to the veranda
(e) Jenny Thomas
f She comforted Bryn and took him to the first aid station and gave him first aid – washed the graze with sterile solution, put on some antiseptic and a dry dressing.
g Yes
h Bryn’s father, Barry Mitchell
i Yes
j Yes
Activity 4.20
Charlie was playing hide and seek near the fence with a small group of children. She was leaning against the fence when she got a splinter in the palm of her hand. She showed it to me and I removed it. She returned to play with the children.

Activity 4.21
Possible answer
Finn was playing a chasing game outside in the open area when he collided with another child and had a nosebleed. I gave him first aid and he spent some quiet time in the preschool room and then had lunch with the other children.

Activity 4.22
a, b I cleaned his knee with sterile water, applied some antiseptic and covered it with a dry dressing.

The actions happened in the past.

Activity 4.23
a I washed the area with sterile water, removed the splinter with sterilised tweezers and put some liquid antiseptic on the wound.
b I asked Finn to hold his head forward and pinch his nostrils for 5 minutes. I placed icepacks on his neck and forehead. The bleeding stopped and I reminded him not to blow his nose or sniff.

Activity 4.25
Numbers correspond to sections of the form.
1 Maxi Jiang
2 4 years old
3 17th January 20__
4 3.30 pm
5 Possible answer:
Maxi was playing on the climbing equipment with three other children. He was taking his turn on the slide when he hit his cheek on the rail. He bruised his cheek slightly. I comforted him and took him back to the room and administered first aid. He re-joined the children outside after five minutes.
6 On the climbing equipment in the outside play area
7 Bruised cheek.
8 Jasmine Lakshmi
9 I applied an ice pack to Maxi’s cheek.
10 Tom Jiang
12 Not applicable for minor accident
13 Jenny Thomas
14 Signature of Jenny Thomas, dated 17th January 20__
Not applicable (minor accident)
✓ The childcare educator talked to the children about safe practices when playing.

Activity 4.27
Possible answer
Ratios of staff to children are regulated by Government. Supervision at a centre must meet these ratios but centres may decide to allocate more staff to some activities depending on such things as the age of the children, their skills and abilities, the developmental characteristics of the age group and hazards associated with the age.

Activity 4.28
Possible answers
Scaling down recipes; mixing detergents; making playdough; mixing paint

Activity 4.29
a Child injuries 0-4 years of age requiring hospitalisation in South Australia – data for country South Australia for 2006 and 2007
b, c, d and e refer to chart on the following page

Activity 4.30
a Falls
b Falls
c Scalds
d Poisoning
e Falls
f Falls

Activity 4.31
Types of accidents: trips, burns, scalds, falls, choking, poisoning, drowning, suffocation
First aid equipment: antiseptic, bandages, band aid, disposable gloves, tweezers, sterile water, thermometer, scissors
Actions: reassure apply, disinfect, assess, contact, prevent, report, reassure

Activity 4.32
first aid, risk assessment, emergency call, medical treatment, careful supervision, hazard management, motor skills, safety education, staff member, developmental characteristics, environmental factors

Activity 4.33
a disposable gloves
b dry dressing
c sterile water
d safety; learning program
e risk-taking behaviour
d safety; learning program
e risk-taking behaviour
f climbing equipment

Part 5 Learning through routines

Activity 5.1
Possible answers
a Paul listens carefully to the children, he asks open questions and he extended the topic when he talked about other children having tummy ache.
b They encourage them to try the carrots and they praise them for trying.
c He offers the child different options and then when the child won’t accept any of them he lets the child leave the room without any fuss. Paul is aware that the child is tired and may not feel like eating.
d They scrape their plates and put them on the trolley.
Activity 5.2
a Clarify
b Follow-up question
c Clarify
d Respond to comments
e Extend conversation
f Follow-up question

Activity 5.3
a You’re welcome Coleman. Good manners.
b Nice work Coleman.
c Thanks for trying Ashley.
d Well done Leila. That was quick.

Activity 5.4
a That’s great Harry. You’ve cleaned the food off the floor really well.
b That’s very kind of you Amy to give your friend a drink.
c You’re quick Coleman. Well done.

Activity 5.5
They asked children politely to do something.
They said please when directing them.
They used clear and uncomplicated directions.

Activity 5.7
a They had jam, cheese and vegemite sandwiches and carrots and
yoghurt. The children liked the jam sandwiches best. They had
sandwiches because the cook was away.
b He scraped his food properly. It’s usually all over the floor.
c He didn’t eat any of his lunch. He doesn’t like anything they give
him.

Activity 5.8
a They were fine. You should have seen Coleman. He even
scraped his plate properly. Usually it’s all over the floor.
Do you know what? I think he might be ready to serve his
own lunch.

b Grace

Maria Oh I don’t know. I mean he can’t really use tongs
properly yet.

Grace Wow. That could work. We could give it a try and see how
it goes.

b Grace

Maria I am worried about Dylan though.

b Grace

Maria Why? What happened?

Grace He just didn’t eat any of his lunch. I’m just worried he
doesn’t like anything that we give him.

Maria OK. We’re going to have to talk to Kate about changes to
the menu then.

Grace Yeah, let’s do that. We’ll have to make sure he eats
something at afternoon tea.

Maria Yeah, I know. OK look for today let’s just give him some
sultanas.

Grace OK.

Activity 5.9
a mild
b mild
c strong
d strong

Activity 5.10
a Noah cried for an hour after his mother left him and was
distressed.
b Harry is four years old and he’s still wearing a nappy.
Activity 5.13
a One to five years old
b Another protein source such as eggs, baked beans or cheese
c Sticky snacks such as lollies, food with high levels of fat and sugar such as cream coated biscuits and food with fat and salt such as chips
d In an insulated lunch container with an ice brick or frozen drink
e Water and milk are better. If a child does have fruit juice they should only have one drink per day.

Activity 5.14
a ½ cup baked beans (legumes), ¼ cup of carrots, ¼ cup of lettuce, ½ apple 2 slices of bread, 2/3 cup yoghurt and 1 tablespoon cheese (or 1/3 cup yoghurt and 2 tablespoons cheese)
b 1 slice of beef, ½ cup tomato sauce for pasta, 1 tablespoon of grated cheese, ½ cup milk, ½ cup custard, 1 tablespoon grated cheese, 1 fruit juice (no more), 1 plum, ¼ cup capsicum

Activity 5.15
No iron
Not enough calcium
Fruit serve is greater than the required amount
Muesli bar unhealthy source of sugar

Activity 5.17
a Ashley
b Ji Woon
c Dylan
d Coleman

Activity 5.18
a Ashley’s behaviour and skills improve when he is told he has done well.
b Coleman is concerned for people when they are unhappy.
c Ji Woon is very quiet during lunch.
d Dylan likes to choose things himself.

Activity 5.19
a Go on excursion to a fruit and vegetable shop. Children choose their favourite food.
Familiarise themselves with the food through games and categorising.
Have parents come to the centre to show children food from different cultures.
Set up a vegetable patch.
b Learning about different food.
Understanding of what’s healthy and nutritious.
Learning where fruit and vegetables come from. (Vegetable patch)
Understanding and recognising cultural differences.

Activity 5.20
Possible answers
a Alicia demonstrates an empathy for other’s distress.
b Harry uses fine motor skills.
c Kai has a happy disposition and uses social conventions.
d Leila is able to take turns in conversation.

Activity 5.21
a Future - ‘ll, Time word - then
b Extra information - also, joining word - and
c Subject - we, children

Activity 5.22
Possible answer
Over the next two weeks we’ll explore food. First the children will categorise food into vegetables and fruit and put them in a fruit or a vegetable bowl. The children will then paint these fruit and vegetables. After the painting they will make a fruit and vegetable man.

Activity 5.25
a It gives children a healthy knowledge of who they are and where they belong.
b families, community institutions, the culture and codes for living in a culture.
c are willing to learn more about the cultures of children and families in our community.
d ignore your own culture.
e something that we created, not how we are born.
f think very carefully about how to develop a child’s identity and self esteem.

Activity 5.27
a No she doesn’t.
b Teach Emile toilet training.
c No they don’t.
d Emile is not showing any interest in toilet training. They say he must be ready. He should show an interest in toilet training, or have some dry nappies.
e Angela speaks to their director.

Activity 5.28
a Ask questions:
Is he using a toilet at home?
b Give information:
Well we usually wait until they’re ready. So when they have some dry nappies or they’re showing some interest in it themselves. Normally between 18 months to three years but it’s hard to know exactly when for each child.
c Acknowledge concern:
Look, I do understand that you want him toilet trained.
Explain reason:
but he’s shown really no interest at all at this stage which shows me that he’s just not ready.
Offer a solution:
How about Kate, our director, is always happy to talk to parents about developmental things.

Activity 5.30
Hygiene needs: wipes, nappies, change table, hand basin
Meals: wipes, lunch box, table cloth, placemats, tongs, eating utensils, dessert
Sleep and rest: comforters, cots, mattress, quiet time kit, sheets, blanket
Dressing: clothing, buttons, zips, pants

Part 6 Supporting behaviour

Activity 6.1
a Late in the afternoon. They are packing up.
b Jenny will go home and watch TV.
c Grace will go to the gym.
d She’s not interested in anything they plan.
e She’s outgrown what they are doing.
She wants to be independent. She could be bored.
She might not feel valued or not fit in with her peers.
f Make sure the program meets her needs.
Find activities she’s really interested in.
Give her one on one time and really chat to her about something she is interested in.
Give her some responsibilities.
g She said she was alright at home.
h If Emile’s mother had spoken to her. Yes.
Activity 6.2
a. Grace. She talks about the day.
b. She feels tired. She uses the word collapse in front of the TV. Not sit in front of the TV.

Activity 6.4
So you think I should change the program?

Activity 6.6
a. check your understanding
b. check the meaning of a word
c. ask for repetition

Activity 6.9
a. Well I told her that Charlie wasn’t really interacting with the other children and she was quite unsettled and hadn’t been engaging with activities. I got the impression she wasn’t that interested. I mean, she said, “Oh well she’s fine at home. No problem at all.”
b. Jenny uses both direct and indirect.

Activity 6.10
Possible answer
Director: Have you spoken to his mother yet?
Educator: Yes today.
Director: Are they having the same problem at home?
Educator: Yes they are.
Director: And what did she say?
Educator: She said he was bullying his little sister. He pulled her hair all the time.
Director: Did they explain the consequences of his action?
Educator: Yes. She said they explained to him what happens when he pulled Sophie’s hair but he said it didn’t make any difference.
Director: What did you tell her?
Educator: Well I told her that we are developing an individual plan for Will and it would be great if she could support what we were doing.
Director: And was she happy about that?
Educator: Yes she said they would support us.

Activity 6.11
a. Who do you assist? Children
What do you assist them to do? To participate in their own behaviour recognition and modification techniques
How do you assist them? Actively
b. Who do you remove from the social setting? Any child who has intentionally hurt another
When do you remove him/her? Immediately
c. What do you maintain? Written records of repeated unacceptable behaviours.
Why do you maintain these? To ascertain causal effects.

Activity 6.13
1. She banged on the drums loudly.
2. She dropped the drums on the floor.
3. She took the blocks from Hannah.
4. She played with the blocks by herself.
5. She filled a bucket with sand and threw it around.
6. She returned to the musical instruments.

Activity 6.14
a. The other children stopped playing.
b. The children were making a castle.
c. Charlie could have thrown sand in other children’s eyes.

Activity 6.15
a. False
b. True
c. False
d. True
e. False

Activity 6.16
Choose the best play for her.
Work with her alone with the things she is interested in.
Encourage her to play with other children when she’s ready.

Activity 6.17
Jenny wants to give Charlie a sense of belonging with educators and children, establish a respectful and trusting relationship with other children, assist Charlie in initiating and joining in play and exploring aspects of her identity.

Activity 6.18
a. He is still learning to interact with the other children.
b. He becomes frustrated and angry very quickly and often hits, pushes or shoves the other children.
c. He is developing the ability to share.
d. He uses inappropriate and negative language with the other children and often calls them names.
e. He is inclined to tell the other children what to do.
f. He tends to make quite a bit of noise, even in group sessions.
g. He doesn’t pay a lot of attention to the way he does his work.
h. He is reluctant to take turns.

Activity 6.19
Possible answer
Ellie tends to tell the other children what to do and during play sessions, takes control of the play and is reluctant to allow the other children to take turns. We have spoken to her saying she should give the other children a turn but she shouted us saying we were ‘bloody bums’. We have spoken to her parents and they have said she should be able to say and do whatever she likes.

Activity 6.20
a. creeps
b. stomps
c. whispers
d. shouts
e. grabs
f. shoves

Activity 6.21
a. upset
b. angry
c. happy
d. angry
e. interested

Activity 6.23
a. She responded well and talked about her pets.
b. She asked Charlie to bring some photos of her pets and then had a one to one session.
c. No the group session was better than they expected. Charlie showed a lot of confidence and the other children were interested in what she has to say.
d. Charlie was not able to concentrate on this.
Activity 6.24
Possible answers
Not clear who ‘him’ is. Replace with name ie Zac.
Grammar mistakes – present instead of past tense, ‘walked’, ‘stood’, missing word ‘to’
Many spelling mistakes – dinosaurs, screamed, cement, different
Punctuation – full stop in middle of sentence, remove. Missing apostrophe in It’s (It is)

Activity 6.26
Possible answers
a  Rosie when you throw the balls at the other children you disturb their reading and you can hurt them too.
b  Luke you can help put the blocks or the books away.
c  You sang really well today and your voice was lovely. Well done.
Welcome to Binbeena

Director Kate
My name’s Kate and I’m the director of the childcare centre. I have a Bachelor of Education in Early Childhood, I have over 20 years experience in childcare and I’ve worked in four centres.
I am passionate and committed to making sure the children receive the highest quality care and education available.
Of course our childcare workers are the key to quality care and my job is to support and encourage them in their work and guide them on best practices in childcare.
Because childcare centres are part of our community my focus is to link the centre with what’s going on in the community. I especially want parents and organisations to become active participants in the centre.
I also spend a lot of time making sure the centre meets state and federal regulations. That’s all the policies, procedures and guidelines. It’s everything from health and safety issues, to making sure the records are kept on how the children are developing. On top of that I have to keep with all the current practices in early childhood education and, watch the budget.

Jenny
I’m Jenny and I work with Ben and Jasmine. I’ve worked in childcare for 10 years but I’ve only been in the preschool room this year. I have a Diploma and I’m currently upgrading my qualifications. I study part time.
The children in this room are really self-motivated. They’re able to make choices and play without direct support for quite long periods of time – when they’re interested – so we provide a variety of play experiences based on their needs and interests to support their skills in all areas.
Working in childcare is such an interesting and rewarding job. Since I’ve been in the job I’ve seen many changes, especially the way we interact with the children. One of these changes is the Early Years Learning Framework. This framework recognises that early childhood is a vital and valuable time for the children to learn and develop.

Jasmine
My name is Jasmine and I work here at the preschool room. I’ve been working here for 3 years and I work with 3s to 5s.
I came to Australia 6 years ago and I was a primary school teacher before but when I came to Australia I retrained in childcare.
Childcare is a rewarding job and I love coming to my job every day. Jenny and I, we work really well together and love to plan interesting and stimulating experiences which help develop children’s skills.

Ben
Hi I’m Ben. I’ve been working here for approximately 3 years. I’ve been in early childhood for, I guess, on and off for about 20. I’m just finishing off my Diploma now. I work in here in the 3 to 5 room. I like this room the most because you get the children at a pretty amazing time of their life. It’s a time when they realise there’s a bigger world around them and as a result they are just desperate for as much knowledge about this this new world as they can get. It’s amazing to watch because it’s also a great time when learning is still fun. It’s not rigid. It’s not structured. It’s not controlled. It’s just a genuine desire to find out new stuff.

Grace
Hi I’m Grace and I’ve got a Certificate III in Children’s Services and I’d like to do the Diploma later on. In this centre I work as the floater. This basically means I go where I’m needed so I work in all the rooms, with the babies, the toddlers and the preschoolers. If one of the rooms is short of staff, or if I’m needed to supervise general play, or to deal with upset children or an accident, I’m asked to fill in. I like being the floater because there’s a lot of variety and I get to see different age groups, from the youngest child who’s 4 months to our oldest who’s ready for big school.
And I also get to see different ways other staff work with children. I learn so much from them, especially the way they support children’s interests and needs with fun and engaging play.

Maria
My name’s Maria and I’ve been working at this centre for the past two years. I’ve worked with all age groups but at the moment I’m in the Toddlers’ Room, so that’s the 2s and the 3s. This is a very interesting age group because we see just so much development in such a short time. The children are becoming more independent, and we hear new words and language every day.
I’ve always worked in childcare. I actually ran a centre and when I came to Australia I got my Diploma in Early Childhood Education and Care, and then I found this job.
I just love working here. The staff comes from many different countries and we’re all different ages but we get on well and we learn a lot from each other. And yeah we share our cultures with the children which I think makes their learning much more interesting.

Paul
I’m Paul and I’m a casual childcare worker. I used to be a secondary school science teacher but I moved to childcare because I was looking for a new challenge and I’ve always related really well to small children. At this centre I work with the 2 to 3 year olds and I really love this age group because I feel that this is when their personalities are truly emerging and I can have the most positive impact.

Hayley
My name is Hayley and I look after the babies. I have just finished my Diploma in Early Childhood Education and Care and just started my first job. I’ve only been here for a few weeks ago and I’m just learning how everything works, especially with all the documenting and recording that needs to be going on. This just means recording when the children go to sleep, when they wake up, what they have to eat, when we change their nappies, how they’re developing, so many things.
It’s a huge responsibility and a big challenge looking after someone else’s children but I feel pretty comfortable with their babies.
Part 1 Keeping safe and healthy

Scene 1

Maria
Hang on. I’ll give you a hand. Now what else do we have to do?

Grace
OK. I’ve already swept this area. I was just going to finish setting up the sandpit. Oh and Kate wants us to move that metal platform from the area so that the children can move around a bit easier.

Maria
OK. No worries. Just wait for me and I’ll give you a hand.

Grace
Oh I can do it.

Maria
No. Don’t go and try and move things on your own Grace.

Grace
OK.

Maria
She also wants us to move the timber bookcase from the babies’ room to the outside area, about three metres away from the doorway, up against the wall.

Grace
It’s going to be a literacy area so we can take the books and charts and things and you know set them up in the space ready for use.

Maria
That’s a great idea. OK. Hang on a minute and I’ll be back.

Grace
OK.

Maria
Here you go.

Grace
It’s a bit early but got to set a good example. Right?

Maria
Right. Let’s move that metal platform. I think we can both lift it. You just grab your end and I’ll grab mine.

Grace
It’s not that heavy.

Maria
No it’s not that heavy but it’s always a good idea to keep your back straight and bend your knees.

Grace
Yeah, you’re right. Very good.

Maria
OK. Are we done out here yet?

Grace
Yes, we’ve just got to get the room set up.

Maria
OK. The early birds will be here soon.

Scene 2

Parent
Hello. How are you?

Maria
Hello. How are you?

Parent
Good.

Maria
Zoe. Hey, e haven’t seen you for a few days.

Parent
Yes, we’ve been away. We went to Brisbane to visit Nanna.

Maria
Oh lucky, Zoe. You went to see your Nanna.

Parent
Bye, Zoe.

Maria
Yes.

Parent
I just walked past the sandpit and I noticed you had some real garden tools there. Do you usually let the kids use them?

Maria
Yeah we do.

Parent
Don’t you think that’s a bit dangerous?

Maria
Um yeah it could be but we only let children use them when they’re under strict supervision … and with the right number of staff and we only have the activity for a set time. It’s always really carefully watched.

Parent
But why don’t you use plastic ones? That would be safer, wouldn’t it?

Maria
We think it’s a good opportunity for the children to experience using the real thing—you know, like the kind you see at home and it’s a chance for them to explore and to learn when they’re in a safe environment.

Parent
I see.

Maria
Children like using the real thing. Quite often they’ll show no interest at all when you give them those plastic things.

Part 2 Caring and settling

Part 2 Scene 1

Hayley
Hello Leticia! Hello Joe. How are you today?

Leticia
Joe’s good. Aren’t you darling? How was your weekend?

Hayley
Not long enough. How about yours?

Leticia
Great thanks. My sister and her boyfriend announced their engagement. Really big surprise.

Hayley
Wow! That’s really good news.

Leticia
Everyone’s really happy.

Hayley
How was your weekend Joe?

Parent
Pretty good. He just settled straight away last night. Went to bed straight away. So here are his bottles. I’ve increased the formula just a little bit because he seemed a bit hungrier.

Hayley
So what’s he having now?

Leticia
The full 240 ml.

Hayley
So 240 ml per feed?

Leticia
That’s right.

Hayley
OK. If you just want to pop those in the fridge. And just make sure you write it on the form.

Leticia
OK. And I have a new lot of nappies.

Hayley
OK, just pop them here in his locker. Here I’ll take Joe for you.

Leticia
There you go.

Hayley
All those nappies for you, are they Joe? Look at them. Has he had his breakfast?

Leticia
Not much. He wasn’t very hungry this morning.

Hayley
Oh that’s OK. We’re going to have some morning tea soon. So I’ll give him something then.

Leticia
Thanks. How do you think he’s settling?

Hayley
I think he’s adjusting well. He sometimes gets a little upset when you first leave but we pick him up if he gets upset.

Leticia
Oh that’s good. Thanks.

Hayley
No worries. Don’t we Joe? We pick you up. Is his dad picking him up this afternoon?

Leticia
No, his grandma is actually. His dad’s starting the afternoon shift this week so she’ll be here around 4 o’clock. Is that OK?

Hayley
Yeah, that’s fine. Just make sure you pop it on the form for me.

Leticia
OK here’s his rattle. For when he wakes up.

Hayley
OK he loves his rattle.

Leticia
All right Darling. OK. I’ll just give him a kiss. Bye Darling.

Hayley
Bye Leticia. Have a good day.

Part 2 Scene 2

It’s a good one, isn’t it? Yeah. Where did it go? Do you like that one? What about this one? Do you like this ne? It’s funny. It’s very funny. Good boy. Good boy. This one doesn’t make a noise though. This one’s noisier. It makes lot’s of noise. Oh, you’re a bit tired. Come on. Here you go, yeah, you like being on your back.
Part 3 Learning through play

Part 3 Scene 1

Ben

The other day, ‘cos you remember we got our brand new bug, what’s her name again?

Children

Izzy.

Ben

Izzy. That’s right. We got Izzy from the shop and I think it was Hamish, who’s not actually here today but he made a really good suggestion to draw pictures for friends of Izzy.

See all the pictures that we did up on the wall.

And then we were looking at the pictures and Finn actually had a good idea about making some Izzy’s, didn’t you?

Finn

Yes, so she can have friends.

Ben

So she can have some friends. So we thought of that and we thought we might actually make some Izzy’s. What do you think about that? We could make our own.

Child

Izzy friend.

Ben

Izzy friends. Izzie friends. Absolutely. Does anybody have any ideas about how we would actually make the bug and put the bug together? Gwendoline? Should we actually get Izzy out and have a bit of a look at her and maybe decide what we need to do Hannah?

Child

Yes.

Ben

Yeah, should we do that?

Child

Yes.

Ben

What do we need to be with Izzy?

Children

Gentle.

Ben

Gentle. OK Finn.

Maybe you might want to put your fingers underneath her legs because she might. If you slide your fingers underneath she might climb onto your hand. Can you bring her towards the door? So let’s have a look at Izzy.

Now if we look at Izzy and we want to make one, if we want to make friends for her probably a good idea that they actually look a bit like her, isn’t it?

What sort of things do we need for Izzy? What does she have that you can see?

Child

That tail.

Ben

She has a tail. Actually I might write these down so we don’t forget.

Child

And it’s curly, curly.

Ben

It’s a curly tail. I might actually write these down because we don’t really want to forget these, so Finn said she’s got a curly tail. What else has she got?

Child

Ah legs.

Ben

She’s got legs, can you see, how many legs has she got? Two like us!

Child

Yes.

Ben

Has she?

Child

No.

Child

Four.

Ben

How many has she got Finn?

Child

One, two, three, four, five, six.

Ben

So we need six legs, a curly tail. What else has she got? She’s going up your shirt! What other things can you see on her Hannah?

Child

A face.

Ben

A what? A face?

Child

A tiny face.

Ben

A tiny face. She needs a tiny face. Tiny face, we’ve got curly tail, six legs, tiny face. Can you think of anything else that we might need to put on her Hannah?

Child

Tiny ears.

Ben

Tiny ears? What are her ears called? Do you know what her ears are called?

Child

No.

Ben

What are those two things on top of her head? Do you know?

Finn

They’re called ears. It’s called spring ears.

Ben

Spring ears. OK so we have two spring ears. We might have to look them up to see if that’s what they’re called. What else does she need?

Child

Tummy.

Ben

Tummy. What do you think we should do first? The tail, the legs, the face, the ears or the tummy?

Child

The tummy.

Ben

This can be the tummy.

Finn

This can be the tummy. OK does everybody want a tummy?

Child

Because it’s shaped like ...

Ben

Cos it’s shaped like that. Yeah it can go that way, for your tummy. Does that look like your tummy?

Child

Now we need a curly legs. What are we going to use for legs Finn?

Zac

Where the airs?

Ben

Where’s?

Zac

Airs.

Ben

The legs.

Zac

The airs. (Child holds arms in air to show antenna.)

Ben

I don’t know mate. What do you want to use for the ears? We’ve got lots of stuff here that you can use. What would you like to use?

Child

String, we can use string and those little...

Ben

String for the ears?

I was just checking up here, Finn. I was just checking. Through this and it actually says those springy ears, apparently they’re actually called antenna. Yeah they’re not springy ears. I think springy ears is a pretty good name for them but apparently according to bug book they’re called antenna.

Let’s have a look at our beautiful bug. See her springy ears? They’re called antenna apparently according to our bug book.

Finn

We can eat grasshoppers.

Ben

We can eat grasshoppers? What like that! Where do...? When did you eat those?

Finn

I didn’t eat them ... in Thailand.

Ben

You can eat them in Thailand can you? Do you know what
Part 3 Scene 2

Ben Yeah it was good actually. The children were really involved. It was good.
Jenny Yeah. They used lots of sticky tape and glue and lots of fine motor skills.
Jasmine Mmm I thought it might have been too difficult for them but it wasn’t. They really got into it.
Jenny No it was really straightforward especially having that stick insect as a model.
Ben Yeah absolutely. Yeah, I think writing down the body parts as well I think was really helpful for them to compare their bug with the actual insect.
Jenny Hasn’t that stick insect been such a great catalyst for lots of learning.
Jasmine Yeah.
Jenny Yeah, so what do you think we should do next?
Ben Well I quite liked and was interested by when they were talking about the mums and dads and friends for Issy. Making the mums and dads and friends.
Jenny Yeah well it opens up lots of possibilities. We could do stuff with other insects lady bugs, ants, grass hoppers.
Ben Absolutely. And by doing that, you know, we can compare different insects together so they’re kind of understanding that not all insects are the same. I think along with that we can sort of have a look at more appropriate language as well.
Jenny Yeah wasn’t getting that bug book a good idea.
Ben Look I think the bug thing is a really good but something that I thought was quite important that came out of that was the mum and dad thing.
Jenny OK do you want to do that now or later?
Jasmine I think we should do it now because it’s fresh. And we need something else too.
Jenny What about Amy? Her Mum’s just come out of hospital. She’s had a new baby girl. Amy can’t stop talking about her visit to hospital, so what about a hospital roleplay?
Ben Yeah, I think we need to assess whether Amy’s even into that though. Um we need to find out whether she’s interested in hospitals, whether she’s interested in babies. I mean I would kind of suggest maybe setting up two roleplays. We actually have a hospital and we also have babies.

Part 3 Scene 3

Shelly Hi.
Jenny Amy, your mum’s here.
Shelly Ah that’s lovely. And I love the colours you’ve used, it looks great. Can you please go get your bag for me?
Jenny And congratulations! Amy’s been talking so much about her new baby sister.
Shelly Yeah she was pretty excited.
Jenny She’s talking non-stop about visiting you in hospital too.
Shelly Yes. She was intrigued by the whole thing. She couldn’t stop talking to the nurses.
Jenny Yeah well, we’ve noticed that she’s really interested in everything to do with the community: shops, buses, schools, everything. Is she like that at home too?
Shelly Yeah all the time. She’s really curious and she’s always you know pretending to be different things.
Jenny That’s good, we’re setting up a hospital roleplay tomorrow in the home corner. We’ll put some dolls out, we’ll wash them, wrap them up for sleeping.
Shelly She’ll love that.
Jenny Look, I know you’re really busy but we try to incorporate parents in our learning programs and it would be really great if you could bring the baby in to show the children.
Shelly I’m not sure. Do you think it’ll interrupt Amy a bit?
Jenny No, not at all. I think she’ll be really proud.
Shelly What time do you think it’ll be?
Jenny Any time that’s best for you. Maybe you could bath her here? How would you feel about that?
Jenny We’ll help you with anything that you need.
Shelly All right. OK. Yeah. That’s fine.
Jenny Great.
Shelly But could we just wait a week until baby’s first lot of immunisation injections are done?
Jenny That’d be fine. Ah. Amy’s going to love it.
Shelly That’s good.
Jenny Hey guess what? Mum’s going to bring your new sister in to meet your friends. Would you like that?
Amy Yeah?
**Part 4 Responding to accidents**

**Part 4 Scene 1**

Jasmine  
You’re a brave boy, aren’t you? Let me just clean it up for you. Does that hurt? I’ve just cleaned you up now and I’m going to put a dressing on, so it’ll be all over soon. OK? OK there you are. There you are.

Barry  
Look thanks for looking after him. I know he does everything at a 100 Ks.

Jasmine  
Yeah, he’s OK. He was chasing Mia and Solly and he had a bad fall.

Kate  
Bryn fell over.

Jasmine  
Is he OK?

Barry  
Bryn! Oh not again.

Jasmine  
Yeah He was chasing Mia and Solly and he had a bad fall.

Barry  
Right.

Jasmine  
Yes well he grazed his knee but it’s OK. He was very good about it actually.

Barry  
Oh that’s good to hear.

Jasmine  
Yeah, he’s a brave boy. I’ve cleaned it up. I’ve put antiseptic on it, a dry dressing and it’s all good.

Barry  
Well we have to do it if a child has an accident. There are so many forms for everything in childcare! So that the parents know if something happens to the child.

Kate  
What exactly did he fall.

Jasmine  
Where exactly did he fall.

Barry  
On the jouncing board. Um we’ve sort of moved it to make it more visible but the children aren’t used to the new set up.

Jasmine  
Well it’s less of a hazard there. Maybe we should have it somewhere else. Or maybe we should just tell the children when we make a change to the play area.

Barry  
Good idea. I think it’s a good thing to make them more aware of their environment.

Jasmine  
Was the staff ratio right?

Barry  
You didn’t have breakfast?

Child  
I don’t want to eat more.

Paul  
You must be hungry now!

Jasmine  
Cos I ate all my milk then I had a tummy ache then I didn’t want cos...my tummy ache.

Paul  
Oh OK, lots of people have had a tummy ache lately.

Child  
Do you know what? I’ve got two eggs ’cause the other one’s fat (crack).

Paul  
Did it make a big mess?

Jasmine  
I’ll all that.

Paul  
Did you clean it up?

Jasmine  
Thanks.

Barry  
Oh nice.

Child  
We “miped”it all up.

Paul  
Did you have enough Henri? Can you try and eat a bit more of that second sandwich? You don’t have to eat all of it. Do you want jam instead of cheese? Or vegemite?

Child  
Vegemite.
Paul: You want vegemite. OK.
Grace: There you go.
Paul: Almost finished that carrot Ashton? Do you want another sandwich after that? You’ve had enough?
Child: Do you know what?
Paul: Can you try and eat your carrot please. Can everyone try and eat their carrot please? Henri, have you eaten yours?
Children: Me too me too I was?
Child: I eaten my carrot.
Paul: Nice work Coleman.
Grace: You did well. How about you have another bite of your carrot? Crunchy.
Paul: Guys, when you’ve finished your lunches can you take your bowls over to the trolley and scrape them please.
Ji Woon have you finished eating?
(Paul pats him on the back)
Ji Woon: he’s a little bit shy today.
Do you want to scrape your sandwich from the bowl?
(Shakes head)
Do you want to keep eating?
(Shakes head)
Do you want a jam sandwich instead?
(Shakes head)
Do you like some yoghurt?
(Shakes head)
What do you want to do? I think you might be a little bit tired?
(Carer takes him out)
Grace: Can you take it over there for me? I’ll come with you. Take it over here.
Paul: Well done. What about you Ashton? Are you going to swallow what’s in your cheeks. It’s been in there for a long time. You don’t want to eat it? Are you going to spit it out? Are you sure? Are you going to try some more?
Can you bring it over to the rubbish bin please? Bring your bowl this way please.
(Child spits out carrot)
Paul: Thanks for trying Ashton. Can you put your bowl on with the other bowls? And a bowl of yoghurt. Can you reach them?
Grace: Can you take it over there for me? I’ll come with you. Take it over here?
Paul: Yeah. Well why don’t we ask him to clean the table afterwards?
Maria: Wow, that could work, we could give it a try and see how it goes.
Grace: Yeah. Let’s do that. I am worried about Dylan though.
Maria: Why? What happened?
Grace: He just didn’t eat any of his lunch. I’m just worried he doesn’t like anything that we give him.
Maria: OK. We’re going to have to talk to Kate about changes to the menu then.
Grace: Yeah, let’s do that. We’ll have to make sure he eats something at afternoon tea.
Maria: Yeah. I know. OK look for today let’s just give him some sultanas.
Grace: OK.
Maria: Yeah.

Part 5 Scene 3
Grace: Emile’s had a great day and he even wanted to help clean up at lunch.
Angela: I’m so glad he behaves himself with you. He’s not as cooperative at home.
Grace: Oh.
Angela: Um anyway I was wondering whether you could give me a bit of advice.
Maria: OK. Well is he using a toilet at home?
Angela: No but we’ve tried to teach him. He’s just not interested.
Maria: OK. Well we usually wait until they’re ready. So when they have some dry nappies or they’re showing some interest in it themselves.
Angela: So when does that happen?
Maria: Normally between 18 months and three years but it’s hard to know exactly when for each child.
Angela: I mean I’d like Emile to be ready now. Can you teach him?
Maria: Look, I do understand that you want him toilet trained but he’s shown really no interest at all at this stage which shows me that he’s just not ready.
Angela: I see.
Grace: How about Kate, our director, is always happy to talk to parents about developmental things.
Angela: I’ll talk to her.
Part 6 Supporting behaviour

Grace That was a tough day.
Jenny Yeah, the children were so busy today.
Grace Are you doing anything tonight?
Jenny Well, I think I might go home and collapse in front of the TV. What about you?
Grace I’m might go to the gym.
Kate Hi. How’s the day been?
Jenny Well not that great actually. We’ve been having problems with Charlie again. She’s not really interested in anything that we plan.
Kate Well you might need to re-evaluate the program if it’s not meeting her needs.
Grace Well we have to do something I mean the other children are starting to avoid her and it’s not good for the group.
Kate She’s really ready for school, in a way she’s outgrown what we’re doing here, she wants to be independent.
Jenny Well let’s have a look at the program, think about what she is interested in and make sure it’s meeting her needs. Children often act out when they’re bored, or they don’t feel valued or they feel like they’re not fitting in with their peers.
Kate So we should change the program?
Jenny If it’s not meeting her needs, then ‘yes’. And also make sure that you find activities that she’s particularly interested in. Have you spoken to her parents?
Kate Yeah I spoke to her mother this afternoon.
Jenny What did you say to her?
Kate We told her that, and then suggested she speaks to you about it.
Jenny We really need to turn this around so that she’s a bit happier.
Kate What about giving her some one-on-one time and really chat to her about something she’s interested in. Ask her for help and suggestions about the way to do things. What about giving her some responsibilities?
Jenny Mm, what about rest time?
Kate She likes constructing things, like Lego, puzzles, the simple Rush Hour puzzles.
Jenny Yeah, great. Why don’t you get some of those things and that way she can sit quietly whilst the children are resting and she won’t disturb them.
Kate OK thanks Kate. Well we’ll observe her closely and see how’s she’s going with these strategies.
Jenny Well let me know how it goes. OK. Well it’s getting late. I think it’s time we got going.
Grace Kate, sorry. Can I just ask you about Emile? I was in the toddlers’ room when his mother came to pick him up today. Did she speak to you?
Kate No.
Grace Well she wants us to start toilet training Emile but we don’t think he’s ready yet.