



COMPANION GUIDE

CHC30113

**CERTIFICATE III IN EARLY
CHILDHOOD EDUCATION AND CARE**

TOPIC: PLAY AND LEARNING

CHCECE011

Provide experiences to support children's play
and learning

Student first name: _____

Student last name: _____

SAMPLE

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Instructions

This topic, *Plan and Learning*, comprises the following unit of competency:

- CHCECE011: Play and Learning

This topic is covered by the following chapters in your textbook, *Birth to Big School*, 4edn:

- Chapter 5: Playing
- Chapter 6: Play and Learning.

Listed below are the steps you should take to engage with the self-paced and workplace-based learning that needs to occur for this topic.

Each section will give you guidance and information about the reading and other learning activities you need to do for this topic.

LEARNING ACTIVITIES

After reading through the chapter and other readings as indicated, you will need to complete a number of learning activities provided in this workbook.

Some of the activities you need to complete are from the 'Think About', 'Discussion' and 'Activities' sections of your textbooks. Where this is the case, a textbook title and page reference will be provided so you can quickly go to the right question in your textbook.

These learning activities are provided so you can begin to engage with the content and also to prompt your learning into new areas in between workplace visits from your trainer/assessor. You will also be referred to the relevant assessment tasks that you will need to complete.

We recommend you complete all of the learning activities; however your responses to these won't be assessed. Your assessor will take copies of the learning activities as evidence of the training process.

Following the activities chapter, space is provided for you to summarise your learning and write down any notes or questions you have for your assessor.

STEPS TO TAKE PRIOR TO YOUR ASSESSOR'S WORKPLACE VISIT

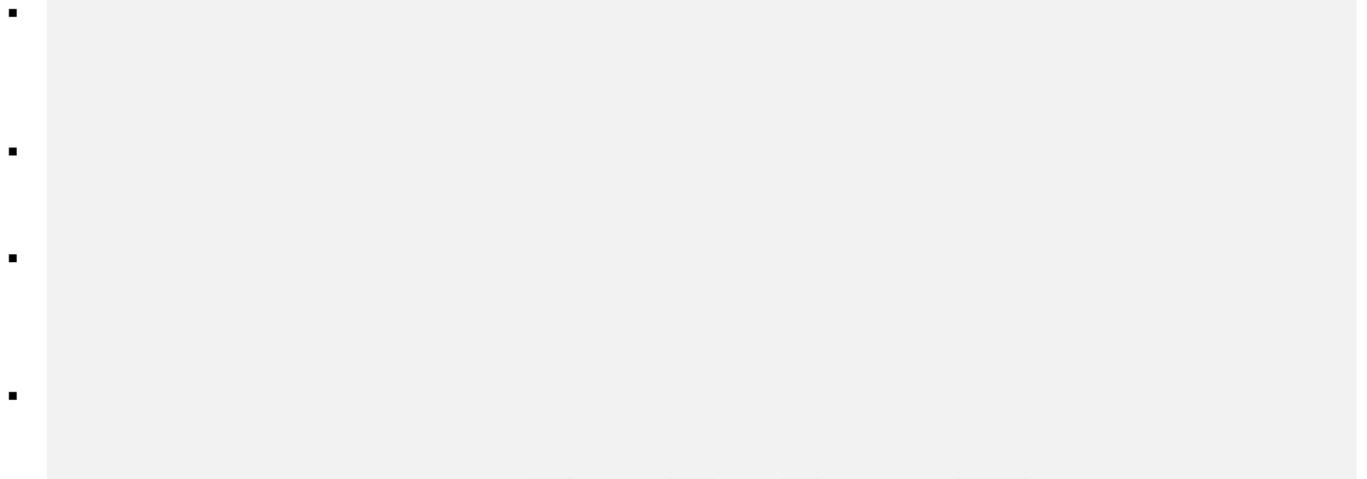
Complete each part of this Companion Guide prior to your assessor's workplace visit for this topic. At the end of each part, there is space to summarise the key points you have learned through the reading and completion of the activities and anything relevant you may have recently learned in your workplace. Write down any questions or points you would like to discuss with your assessor at your next visit.

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A. Reading and watching activities

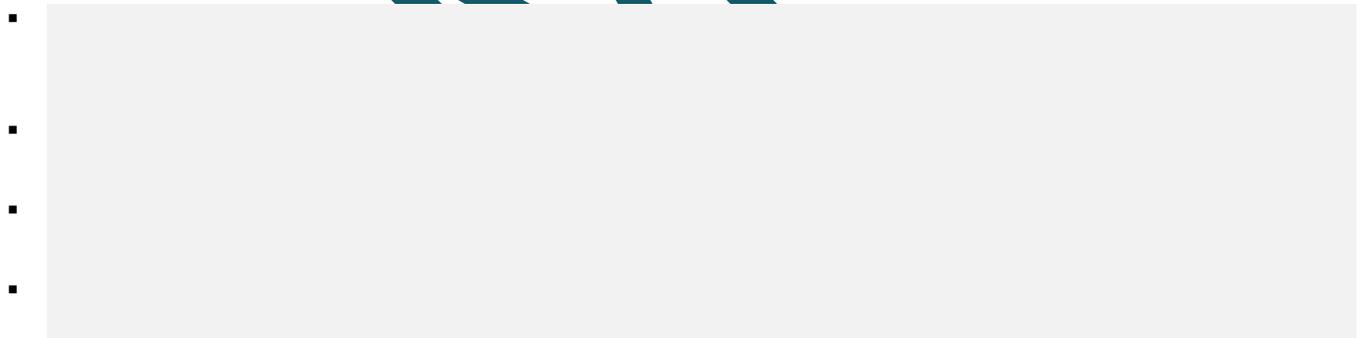
READ

- *Birth to Big School* Chapter 5, Playing
This chapter will give you an understanding of how play develops and the relationship between play, development and learning.



WATCH

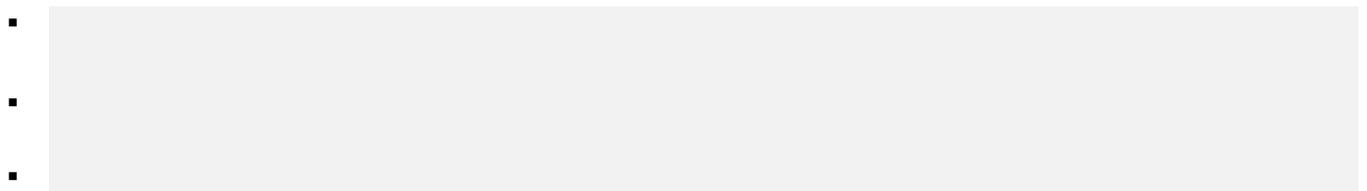
- Play-based learning and the Early Years Learning Framework with Lennie Barblett, EYLF PLP, <https://vimeo.com/30403831> or <http://www.earlychildhoodaustralia.org.au/ngsplp/e-learning-videos/talking-about-practice/play-based-learning-beta/>



B. Further research

The following is a list of additional references that you may like to access to find out more about this topic:

- Early Childhood Australia, *Valuing Play, Early Years Learning Framework in Schools*, http://www.earlychildhoodaustralia.org.au/ngsplp/wp-content/uploads/2012/05/EC_1201_Valuing-play.pdf



C. Discussions

Contact your supervisor, or other person as indicated, to discuss the items below. Space has been provided for you to provide a record of your discussion.

1. Complete Discussion question 1 on page 277 of your textbook, Birth to Big School.

2.

3.

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4. Discuss with your supervisor, how your service explains play as learning to parents who complain that

[Redacted]

[Empty response box]

D. Learning activities

Complete the activities below. Space has been provided for you to record each activity.

1. Complete Self-check question 1 on page 276 of your textbook, *Birth to Big School*

[Empty response box]

2. [Redacted]

[Empty response box]

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3. Complete Activity 3 on page 277 of your textbook, *Birth to Big School*.

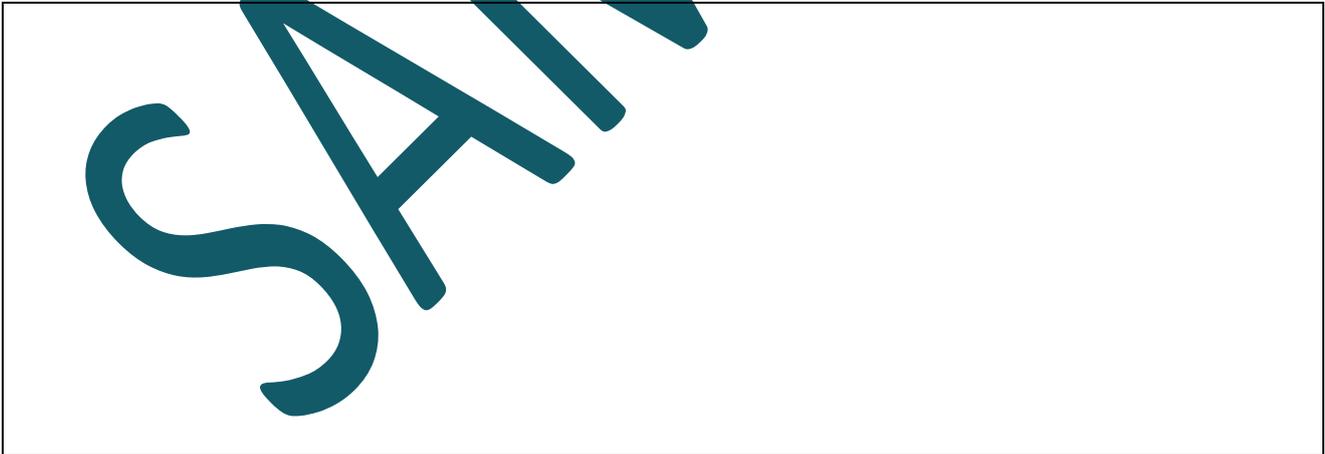


4. Complete Activity 1 on page 340 of your textbook, *Birth to Big School*.

a)



b)

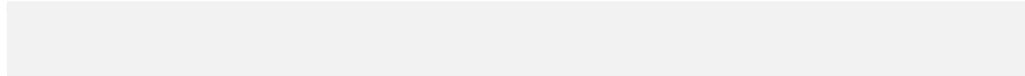


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FURTHER ACTIVITIES

The following activities are provided to extend your skills and knowledge of this part of the topic:

1. Access the *Educator's Guide to the Early Years Learning Framework for Australia*, Chapter 8, 'Learning



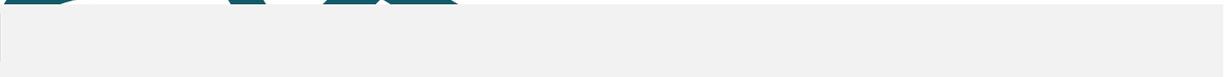
Empty rectangular box for activity response.

b)



Empty rectangular box for activity response.

c)



Empty rectangular box for activity response.

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2. Design an experience that will relate to each of the Learning Outcomes from *Being, Belonging, Becoming*. Outline what age group the experience would cater for, and what resources would be required.

Learning Outcome	Age group	Experience	Resources
Children have a strong sense of identity			
Children are connected with and contribute to their world			
[Redacted]			
[Redacted]			
[Redacted]			

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E. Summary of learning

What did I learn from reading the relevant sections of material for this topic and completing the exercises?
(Use dot points if you like.)

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F. Assessment

Your assessments are contained in your Student Assessment Booklet. You may like to complete some of the assessment tasks while you are completing your learning tasks. Once you have completed this Companion Guide, you will be well placed to complete the assessment tasks that relate to working within a relevant legal and ethical framework.

You should note in particular the workplace tasks that you will be required to do and prepare for these. These include:

Assessment Task	About this task
Assessment Task 1: Written questions	You must correctly answer all 4 questions to show that you understand the knowledge required of this unit.
Assessment Task 2: Workplace observation	
Assessment Task 3: Portfolio	

If there is anything you are not sure of, please contact your trainer/assessor for clarification.

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