

## CHCECEXXX\_ASK\_Design nature play experiences

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| <b>Unit code</b>                | CHCECEXXX   |
| <b>Unit title</b>               | Design nature play experiences  |
| <b>Unit mapping information</b> | CHCECEXXX Design nature play experiences supersedes and is not/equivalent to CHCECE037 Support children to connect with the natural environment   |
| <b>Modification history</b>     |   |
| <b>Unit outcomes</b>            | This unit describes the knowledge and skills to plan nature play experiences and pedagogy to support children's connection to and appreciation for the natural environment. It focusses on the intentional selection of topics of investigation and pedagogical practices designed to build knowledge of the natural sciences and learning dispositions aligned to investigation and connection with the nature. This unit applies to educators working directly with children from birth to 6 years.   |
| <b>Knowledge</b>                | Learners must demonstrate the following knowledge outcomes: <ul style="list-style-type: none"><li>• Outline topics of natural science investigation relevant to a play based early childhood learning context</li><li>• Describe the benefits of nature play for holistic child development across all domains</li><li>• Source examples of Aboriginal and Torres Strait Islander traditional knowledge of the natural sciences and contemporary indigenous conservation programs</li><li>• Discuss importance of Aboriginal and Torres Strait Islander perspectives on custodianship of land and connection to country</li></ul> |
| <b>Skills</b>                   | <ul style="list-style-type: none"><li>• Assess child observations to identify opportunities to extend nature-based learning and interests</li><li>• Plan development and learning outcomes for nature play experiences and link to the approved Learning Framework outcomes</li></ul>   |

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|  | <ul style="list-style-type: none"> <li>Plan pedagogical strategies to promote natural science-based knowledge and learning dispositions</li> <li>Integrate examples of Aboriginal and Torres Strait Islander traditional knowledge of the natural sciences and contemporary indigenous conservation programs into experience planning</li> <li>Design play based experiences, provocations and topics of investigation to promote learning in the natural sciences and foster connection to nature</li> </ul> |
| <b>Application of Knowledge &amp; Skills</b> | The individual applies knowledge and skills to understand the environments, provocations and topics of investigation that can be used to promote connections to nature and learning in the natural sciences. They integrate knowledge of child development, benefits of nature connection, and the natural sciences to design experiences and intentional teaching practices for play based investigation.  |
| <b>Pre-requisite unit</b>                    | Nil   |
| <b>Competency field</b>                      | Early Childhood Education and Care  |
| <b>Unit sector</b>                           | Children's Education and Care   |
| <b>Foundation skills</b>                     |   |
| <b>Range of conditions</b>                   |   |
| <b>Assessment Requirements</b>               |   |
| <b>Performance evidence</b>                  | <p>Learners must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>assess child observations to identify nature learning opportunities and interests and design two nature play learning experiences for children in each of the following age groups: <ul style="list-style-type: none"> <li>infants (birth to 18 months)</li> <li>toddlers (18 months to 3 years)</li> <li>preschoolers (3 to 6 years)</li> </ul> </li> </ul>  |

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|                           | <ul style="list-style-type: none"><li>• design must be tailored to the specific developmental and learning goals of the experience and collectively include:<ul style="list-style-type: none"><li>○ physical science</li><li>○ life science</li><li>○ earth and space science</li><li>○ immersion in nature</li><li>○ nature embedded in another area of the curriculum</li><li>○ environmental stewardship</li><li>○ example of Indigenous Ecological Knowledge and a contemporary conservation program</li></ul></li><li>• for each learning experience the learner must provide evidence of:<ul style="list-style-type: none"><li>○ age-appropriate experiences</li><li>○ specific nature play based learning outcomes</li><li>○ age-appropriate developmental outcomes</li><li>○ pedagogical practices to achieve the experience outcomes</li></ul></li></ul> |
| <b>Knowledge evidence</b> | <p>Learners must demonstrate knowledge of:</p> <ul style="list-style-type: none"><li>• requirements of the following National Quality Standards and related regulations and laws applicable to this unit including:<ul style="list-style-type: none"><li>○ Educational program and practice</li><li>○ Children’s health and safety</li><li>○ Physical environment</li><li>○ Relationships with children</li><li>○ Collaborative partnerships with families and communities</li></ul></li><li>• Early Years Learning Framework including:<ul style="list-style-type: none"><li>○ practices</li><li>○ outcomes</li></ul></li></ul>  |

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|  | <ul style="list-style-type: none"><li>• Early Childhood Australia statement on play including:<ul style="list-style-type: none"><li>○ risky play and the outdoors</li></ul></li><li>• components of nature sciences<ul style="list-style-type: none"><li>○ life sciences (living organisms, structure, growth, evolution and interrelationships)</li><li>○ physical sciences (matter, energy, motion and force, chemistry, astronomy, and earth science)</li></ul></li><li>• the importance of the natural environment:<ul style="list-style-type: none"><li>○ plants</li><li>○ animals, including insects</li><li>○ physical landscapes and environments</li></ul></li><li>• nature play and its relationship to early childhood development and learning including<ul style="list-style-type: none"><li>○ supporting all developmental domains through nature play</li><li>○ incorporation of nature play across the early childhood curriculum</li></ul></li><li>• benefits of nature play:<ul style="list-style-type: none"><li>○ child development</li><li>○ physical and mental health</li><li>○ social and emotional learning</li><li>○ implications of non-exposure to nature</li><li>○ communicating benefits with families</li><li>○ opportunities for and benefits of risky play</li><li>○ use of natural materials in other play types</li></ul></li><li>• ways to encourage children to respect the natural environment:<ul style="list-style-type: none"><li>○ in play and learning experiences</li><li>○ in practical routines</li></ul></li><li>• Aboriginal and Torres Strait Islander knowledge including:</li></ul> |
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|  | <ul style="list-style-type: none"><li>○ Indigenous Ecological Knowledge</li><li>○ engineering and hydrology knowledge such as tidal patterns, and astronomy</li><li>○ chemistry and material science such as plants for medicine</li><li>○ sustainability practices</li><li>○ seasons and signals</li><li>● Torres Strait Islander knowledge including:<ul style="list-style-type: none"><li>○ marine ecology expertise</li><li>○ astronomy and navigation,</li><li>○ plants as medicine</li><li>○ sustainable natural disaster management</li></ul></li><li>● modern Indigenous-led conservation programs</li><li>● pedagogical practices to support investigation of natural sciences and connection with nature<ul style="list-style-type: none"><li>○ utilising children's interests to identify topics for investigation</li><li>○ modelling respect, care and appreciation for natural environments</li><li>○ accessing resources and credible sources of developmentally appropriate information</li><li>○ using natural, recycled and re-use resources across the curriculum</li><li>○ modelling and scaffolding dispositions of problem solving, inquiry, experimentation, hypothesising, researching and investigating</li><li>○ immersion in nature</li><li>○ drawing attention to categories and patterns in nature</li><li>○ impact of own views on risky play</li></ul></li><li>● opportunities for exploring the natural environment in local communities including:<ul style="list-style-type: none"><li>○ managing risk</li></ul></li></ul> |
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|                                 | <ul style="list-style-type: none"><li>○ embracing weather</li><li>○ reducing human impact on the natural environment</li><li>○ opportunities to care for living things</li></ul>  |
| <b>Assessment conditions</b>    | <p>Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace. Assessment must ensure access to:</p> <ul style="list-style-type: none"><li>• suitable ....</li><li>• workplace or simulated conditions that</li><li>• scenarios ...</li></ul> <p>Assessors must satisfy the Standards for Registered Training Organisations (RTOs) /AQTF mandatory competency requirements for assessors.</p> |
| <b>Unit mapping information</b> | <p>CHCECEXXX Design nature play experiences supersedes and is not/equivalent to CHCECE037 Support children to connect with the natural environment.</p>   |
| <b>Links</b>                    |   |