



CHCECE037

Support children to connect with the natural environment

Assessment 1 of 1

Short Answer Questions

Assessor Guide



Assessment Instructions

Task overview

This assessment task is divided into **fifteen (15)** short answer questions. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need access to:

- National Quality Framework, including:
 - Education and Care Services National Regulations 2011
 - National Quality Standard
 - Belonging, being & becoming: The early years learning framework for Australia



Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the LMS. Hand-written assessments will not be accepted unless previously arranged with your assessor.



Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment [e.g. allowing additional time]
- the evidence gathering techniques [e.g. oral rather than written questioning, use of a scribe, modifications to equipment]

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.



Please consider the environment before printing this assessment.

Question 1

List **five (5)** physical environment requirements set out by the Education and Care Services National Regulations 2011 [Part 4.3] that apply to all education and care services in Australia.

[Approximate word count: 80-100 words in total]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include five (5) physical environment requirements as it is set out by the Education and Care Services National Regulations 2011.

A sample answer is provided below.

1.	Premises, furniture and equipment to be safe, clean and in good repair
2.	Fencing: any outdoor space used by children is enclosed by a fence or barrier that is of a height and design that children preschool age or under cannot go through
3.	Sufficient furniture, materials and developmentally appropriate equipment to be available for children
4.	Laundry and hygiene facilities to be available
5.	Space requirements – 3.25 square metres of unencumbered indoor space available for each child and at least 7 square metres of unencumbered outdoor space available for each child

Additional responses:

- Toilet and hygiene facilities: adequate, safe, developmentally and age-appropriate toilet, washing and drying facilities are provided for children with convenient access
- Good ventilation and adequate natural light
- Administrative space available for private conversations with families and staff and for administrative duties
- Nappy change facilities to be available and they are designed, located and maintained in a way that prevents unsupervised access by children
- Natural environment to be available with adequate shaded areas
- Premises designed to facilitate supervision, maintaining the rights and dignity of the children

Question 2

In your own words, briefly summarise the National Quality Standard requirements within Quality Area 3 – Physical Environment.

[Approximate word count: 50-60 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief summary of the National Quality Standard requirements within Quality Area 3 – Physical Environment. Key words are bolded for assessor's convenience.

A sample answer is provided below.

Quality Area 3 aims to ensure that the **physical environment is safe, suitable** and provides a **rich and diverse variety of experiences** that **promote children's learning and development** in an **inclusive environment** that promotes competence and **supports exploration and play-based learning, supporting children to become environmentally responsible**. The service must ensure **sufficient resources, materials and equipment**.

Question 3

Research and list **three (3)** credible sources of information related to natural play with children and briefly explain how you determined the sources' credibility. For each source provide the website as well.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three (3) credible sources of information related to natural play with children and explain how the sources' credibility was determined.

A sample answer is provided below.

Credible sources of information	1.	For example: ACECQA's factsheets on https://www.acecqa.gov.au/
	2.	Victoria Education and training - Natural Environments https://www.education.vic.gov.au/childhood/providers/regulation/Pages/naturalenvironments.aspx
	3.	Nature Play Australia Additional responses: <ul style="list-style-type: none"> • KidSafe on https://www.kidsafensw.org/safety/playground-safety/natural-playspaces/ • Nature Play on https://www.natureplay.org.au/
How do you determine whether the source is credible or not? (15-20 words)	A credible source must be government-based or qualified, such as professional organisation, education provider, professional and qualified magazine.	

Question 4

Briefly outline the importance of exposure to nature for children's physical wellbeing and mental health.

(Approximate word count: 70-80 words)

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a summary of the importance of exposure to nature for children's physical wellbeing and mental health.

A sample answer is provided below.

The health benefits both physically and mentally are significant for children when engaging with nature. It is important for children to be exposed to nature and have uninterrupted time in nature.

It can help to:

- improve mood
- reduce feelings of stress or anger
- feel more relaxed
- improve physical health
- improve confidence and self-esteem
- improve resilience
- develop physical skills such as fine and gross motor skills, balance, coordination, proprioception etc.
- develop sensory processing skills

Question 5

Read the following scenario and identify the benefits on children’s development when engaging in the described nature play experience. Provide **one (1)** benefit per developmental domain.

Educator Kelly has organised an indoor visual art experience for the pre-kinder class. This morning the children will be creating a collage using different combinations of things found in the natural environment. Some of these things include twigs, gumnuts, dried gum leaves and dried native flowers.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include one (1) benefit per developmental domain for the described nature experience.

A sample answer is provided below.

Developmental domains	Benefit of this nature play experience (1-10 words)
Physical	<p>For example:</p> <ul style="list-style-type: none"> ▪ repetition of small muscle movements ▪ coordinate eye and hand movements ▪ perceptual motor skills.
Social	<p>For example:</p> <ul style="list-style-type: none"> ▪ cooperate ▪ share resources ▪ take turns ▪ appreciate the efforts of other children in the group.
Emotional	<p>For example:</p> <ul style="list-style-type: none"> ▪ feelings of pride and fulfilment

	<ul style="list-style-type: none"> ▪ express feelings through the creation of the collage ▪ develop independence ▪ develop resilience when overcoming challenges of the collage.
Cognitive	<p>For example:</p> <ul style="list-style-type: none"> ▪ learn about the natural materials used ▪ identify colours, shapes and textures, etc. ▪ make choices about which materials to use in the collage ▪ plan their collage ▪ imagine ▪ make/create ▪ problem-solve
Communication	<p>For example:</p> <ul style="list-style-type: none"> ▪ talking about their creation ▪ communicating through touch with nature ▪ communicating with their friends about the items ▪ expressing ideas through the art form of collage.

Question 6

In your own words, briefly explain the implications for children when they have non-exposure or a lack of exposure to nature.

[Approximate word count: 80-90 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explain the implications for children when they have non-exposure or a lack of exposure to nature.

A sample answer is provided below.

The health benefits both physically and mentally are significant for children when engaging with nature. It is important for children to be exposed to nature and have uninterrupted time in nature. It can help:

- childhood obesity
- asthma
- attention deficit disorder/hyperactivity disorder (ADHD)
- vitamin D deficiency
- lack of understanding of our food sources and food chains e.g. thinking that milk comes from the shops
- children lacking an understanding of the natural world may grow into adults with little awareness or care for the natural environment.

Question 7

In your own words, briefly explain how the following items of a natural environment are beneficial for children’s learning and growth.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of how the items of a natural environment listed in the table are beneficial for children’s learning and growth.

A sample answer is provided below.

Items	How is this beneficial for children’s learning and growth (30-50 words)
Plants	Plants can be a great way to support children’s learning around nature. Using plants in the play areas such as dinosaurs with plants to create more realistic small-world play spaces or to explore how plants grow, their taste, texture and use.
Insects	Insects are a great way to teach children about respect and care for nature and that even though some insects seem scary, they have a purpose and as long as we take care and respect them, we can learn from them. Insects can also teach about life-cycles.
Animals	Animals can be a great way to introduce learning about nature in an education and care service. For example, encouraging children to look after the animals, feed them and learn about how the life-cycle works.

Question 8

In your own words, briefly explain the importance of well-designed physical environments, including natural and recycled materials for children’s learning and growth.

[Approximate word count: 60-70 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation of the importance of well-designed physical landscapes including natural and recycled materials for children’s learning and growth.

A sample answer is provided below.

Physical environments serve as the ‘third teacher’ and they influence what and how children learn. Well-designed and purposeful environments that are engaging, empowering and respectful help to: <ul style="list-style-type: none">• foster encounters, encourage communication and relationships• create environments filled with natural light, order and wonder• invite children to delve deeper, investigate and represent their learning through a range of mediums.• facilitate open ended play which fosters the use of imagination and supports interactions and development of social skills.

Question 9

Many organizations, including educational and childhood service centres, now make an effort to acknowledge the Aboriginal history and original ownership of the land on which they reside. This practice is a way of paying respect to elder's past, present and emerging and helps to acknowledge the important roles that Aboriginal and Torres Strait Islander people play within local communities.

In your own words, briefly explain the Aboriginal and Torres Strait Islander peoples' connection with the natural world.

[Approximate word count: 50-60 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include a brief explanation the Aboriginal and Torres Strait Islander peoples' connection with the natural world.

A sample answer is provided below.

Aboriginal and Torres Strait Islander people are connected with land and see it as part of who they are. This is different than non-indigenous people who often undervalue the land or nature. Aboriginal and Torres Strait Islander people consider it their role to take care of the land such as burning off and re-planting.

Question 10

Identify the **four [4]** key areas of STEM and provide **two [2]** examples of opportunities for children to explore their natural and constructed environment for each area of STEM.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include the four [4] key areas of STEM and provide two [2] examples of opportunities for children to explore their natural and constructed environment for each area of STEM. Multiple possible answers are provided for guidance.

A sample answer is provided below.

Areas of Stem [1 word]	Examples [2-15 words]
Science	For example: <ul style="list-style-type: none">▪ natural phenomena – weather, seasons, day/night▪ understanding how animals live such as life cycles.▪ explore how natural materials sink and float e.g., a feather floats while a stone sinks.
Technology	For example: <ul style="list-style-type: none">▪ how we track the weather

	<ul style="list-style-type: none"> ▪ learning about solar energy ▪ learning how wind power can be used.
Engineering	<p>For example:</p> <ul style="list-style-type: none"> ▪ exploring physics such as attributes of living/non-living things e.g., colour, shape and texture ▪ attributes of natural made objects. ▪ explore how river systems work through water pumps etc. ▪ creating structures from natural materials.
Maths	<p>For example:</p> <ul style="list-style-type: none"> ▪ learning about patterns in nature ▪ learning about weather and seasons with a calendar ▪ sequencing stages of plant growth, life cycles etc. ▪ comparing sizes of living and non-living things.

Question 11

List **three [3]** practical ideas to encourage children during play and learning experiences to respect the natural environment.

[Approximate word count: 5-10 words each]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three [3] practical ideas to encourage children during play and learning experiences to respect the natural environment.

A sample answer is provided below.

1.	Conversation during mealtimes about where food comes from
2.	Teaching children about responsible waste disposal (i.e., recycling)
3.	Teaching children about responsible water usage, e.g., why is beneficial to retain rainwater

Additional response:

- Teaching children about how to care for animals
- Teaching children how to care for plants (watering, not stepping on them or breaking branches off etc.)

Question 12

Read the below scenario and list at least **three [3]** suggestions for implementing learning about respect into the practical routines of the room to reduce the carbon footprint.

[Approximate word count: 10-50 words each]

Jay has just started working at Little.ly Early Learning Centre as an early childhood educator. He will be working with the three-year-olds, and he is very keen to incorporate ways to encourage the children to respect the natural environment. Jay has discovered that the centre has a vegetable

garden and compost area. Jay wants to embed learning about respect for the natural environment into practical routines to reduce the carbon footprint of the service.

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three (3) suggestions for implementing learning about respect into the practical routines of the room to reduce the carbon footprint, based on the scenario provided.

A sample answer is provided below.

1.	Mealtimes – Children are asked to scrape vegetable and fruit leftovers into a container. Leftovers will be used for composting. Leftover water from the children’s cups can also be tipped into a bucket. At a later stage this bucket of water can be used to water the garden.
2.	Sleep times – Nature sounds CD such as rainforest sounds
3.	Toileting – Children are asked to use the half-flush button when flushing the toilet to save water

Additional responses:

- Group times – Discussions about animals, insects and their habitats; discussions around changing weather/seasons and planting vegetables; discussions around the impact of activities on natural environments, etc.
- Other routine activities – Children can water the vegetable garden daily and pick and clean vegetables and herbs as ready. These vegetables and herbs can then be used for children’s coking experiences and/or given to the centre’s cook to use for meals.
- Turning light switches off and utilising natural lighting throughout the day when possible.
- Laundry – Hanging out sheets and bedding to dry as opposed to using dryers.
- Handwashing – Utilising face washers as individual towels to limit the use of paper towel waste.

Question 13

List **three (3)** policies and **three (3)** procedures a centre/service would have in place related to the physical environment.

[Approximate word count: 2-10 words each]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include three (3) policies and three (3) procedures a centre/service would have in place related to the physical environment.

A sample answer is provided below.

Service policies	1. health and safety
	2. sun safety
	3. water safety

	<p>Additional responses:</p> <ul style="list-style-type: none"> • equipment safety • sustainability
Service procedures	1. equipment procurement
	2. ongoing maintenance
	<p>3. safety inspections – equipment</p> <p>Additional responses:</p> <ul style="list-style-type: none"> • safety inspections – outdoor environment • equipment cleaning

Question 14

Identify the Quality Area and the **two (2)** Standards of the National Quality Framework (NQF) that would be covered in a centre/service’s policy and procedure documents about relationships with children.

[Approximate word count: 3-15 words each]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include the Quality Area and the two (2) Standards of the National Quality Framework (NQF) that would be covered in a centre/service’s policy and procedure documents about relationships with children.

A sample answer is provided below.

Quality Area	Quality Area 5: Relationships with children
Standards	1. Standard 5.1. Ensuring respectful and equitable relationships are maintained with each child
	2. Standard 5.2 Ensuring each child is supported to build and maintain sensitive and responsive relationships

Question 15

Identify the relevant Learning Outcome from the Early Years Learning Framework (EYLF) that supports learning experiences aiming to facilitate children’s engagement with the environment and their respectful interaction with people. Briefly explain your response.

[Approximate word count: 30-40 words]

Assessor instructions: Student responses are likely to include different wording than the sample answer provided. However, the acceptable responses must:

- be within the specified word limit
- reflect the characteristics described in the exemplar answer
- include the relevant Learning Outcome from the Early Years Learning Framework (EYLF) that supports learning experiences aiming to facilitate children’s engagement with the environment and their respectful interaction with people.

A sample answer is provided below.

Learning Outcome 2: Children are connected with and contribute to their world

Learning Outcome 2 emphasises the importance of children showing respect for the environment and becoming socially responsible, demonstrating a sense of connectedness to groups and communities.

Assessment checklist:

Students must have completed all questions within this assessment before submitting. This includes:

15 short answer questions to be completed in the spaces provided.	<input type="checkbox"/>
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Congratulations you have reached the end of Assessment 1

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