



CHCECE030, CHCECE054

Inclusion and Diversity

Assessment 3 of 3

Case Study

Assessor Guide



Assessment Instructions

Task overview

This assessment task is 5 scenarios that require you to answer various questions attached to the scenario's. Read each question carefully before typing your response in the space provided.

Additional resources and supporting documents

To complete this assessment, you will need:

- [National Quality Framework](#)
- [National Quality Standards](#)
- [Relevant Approved Learning Framework](#)
- [ECA Code of Ethics](#)

Service Standards Policies and Procedures for:

Note: The policies linked below are from the Little.Ly intranet.

- [Collaborative Partnerships with families and communities](#)
- [Educational Program and Practice](#)
- [Relationship with Children](#)
- [Inclusion](#)
- [Children in a regulated education and care service in Australia](#)

Submission Requirements

To be eligible to be deemed competent in this assessment, you are required to complete and submit this assessment document. Word documents will not be accepted. Please save any Word documents as PDF files before submitting.

Most modern web browsers can open and display a PDF file. However, if you have an older operating system, you may need a PDF reader installed on your device, such as the Acrobat Reader, available from [Adobe](#).

Windows: Word 2013 and newer

Choose File > Export > Create PDF/XPS.

Windows: Word 2010

1. Click the File tab
2. Click Save As. To see the Save As dialogue box in Word 2013 and Word 2016, you have to choose a location and folder
3. In the File Name box, enter a name for the file, if you haven't already
4. In the Save as type list, click PDF (*.pdf).
 - If you want the file to open in the selected format after saving, select the Open file after publishing check box.
 - If the document requires high print quality, click Standard (publishing online and printing).
 - If the file size is more important than print quality, click Minimum size (publishing online).
5. Click Options to set the page to be printed, to choose whether markup should be printed, and to select output options. Click OK when finished.
6. Click Save.

macOS: Office for Mac

To save your file as a PDF in Office for Mac, follow these easy steps:

1. Click the File
2. Click Save As

3. Click File Format towards the bottom of the window
4. Select PDF from the list of available file formats
5. Give your file a name if it doesn't already have one, then click Export

For more detailed instructions, refer to [Microsoft Support](#).



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.

Scenario 1

In the Chestnut Oak Room, a new child has arrived to commence her first day. Her name is Sari. Sari's family has just migrated from the Sudan. Her family consists of her dad Mohammed, her mother Nora and she has an older brother who is school age named Ahmed who is attending a local school near by.

Sari and her families English is very limited due to migrating from overseas. When the family was coming in for their tour of the service they had an interpreter that assisted with relaying information to the family. Unfortunately the interpreter was only there for the orientation.

Sari was quite distraught this morning when she was in the room. Her parents tried to leave the room but Sari kept holding onto them and stopped them from leaving. As well the staff had a hard time trying to talk and communicate with the family.

Question 1

Reflecting on the scenario above, what are some of your own personal life experiences that can help you to assist Sari and her family whilst they transition into the service and migrate into the service.

Think about how your values, beliefs and attitudes may be influenced by this.

[Approximate word count: 40-80 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
- Students are to explain in their own words how their own personal life experiences can help assist Sari and her family.

A sample answer is provided below.

Sample Answer: The student can provide any one or more of the answers below

- Being from a migrant background and my family being in a similar situation I can sympathize with Sari and her family. I can remember some of the help and resources
- Seeing how migrant families have been treated on tv and in person I want to ensure I try and help anyone and everyone and treat them and their families as equals
- Watching and seeing racism and how it is depicted online and on TV, I cannot image what the family might be subjected to
- Being in an unfamiliar place, new beginnings, new country, new traditions and way of life
- Needing help to access basic services
- Language barriers

Question 2

Reflecting on the scenario, what are 2 socioeconomic circumstances that may be affecting Sari and her family?

[Approximate word count: 15-30 words in each section]

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
- Students are to provide 2 socioeconomic circumstances that may affect Sari's family.

A sample answer is provided below.

Sample Answer:

1.	<ul style="list-style-type: none">• The fact that Sari's family has migrated to this country, they might have not come with anything depending on the circumstance of them migrating
2.	<ul style="list-style-type: none">• Their social connection, friends and family is back at home, they might be feeling isolated, lost, overwhelmed and distressed

<ul style="list-style-type: none">• They might not be supported as best being a new migrated family• New country, city, location, they potentially not know anything

Question 3

Provide 3 examples of some communication techniques that you can use to help interact and communicate with Sari and her family?

Think: Think about ways you can communicate inclusively and ethically,

[Approximate word count: 10-30 words in each section]

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
- Students are to provide 3 examples of communication techniques to interact with Sari and her family.

A sample answer is provided below.

1.	<ul style="list-style-type: none">• Accessing a translator, seeing if there is a staff member that speaks their language that can help them to transition into the service
2.	<ul style="list-style-type: none">• Finding or creating resources in different languages for the families
3.	<ul style="list-style-type: none">• Providing the family with local resource information for them especially if they are new to the area like where is the local hospital, doctors, shopping centre, Centelink branch etc

<ul style="list-style-type: none">• Finding out their language/ heritage background and learn some basic words and phrases to help communicate• Communicating with Sari to find out how best to work with her and their family• Speaking to the family to identify the best mode of communication eg sending information digitally to the family as they might be able an app or software to convert the information• Using google assist on your phone/ translator to help talk to the parents
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Question 4

Provide 3 examples of some activities you can incorporate into the service program to assist with Sari being settled and welcoming her family to the service.

[Approximate word count: 10-30 words in each section]

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
- Students are to provide 3 examples of some activities that can be incorporated into the service program to assist Sari being welcomed to the service.

A sample answer is provided below.

1.	<ul style="list-style-type: none">• Learning some basic words in Sari's language. Since Sari is from the sudan she is Sudanese, predominantly they speak Arabic. Greeting Sari in Arabic and her family.
2.	<ul style="list-style-type: none">• Teaching the children in group time where Sudan is in the world, and learn about the Sudan culture.
3.	<ul style="list-style-type: none">• Have a learning experiece with making or sampling traditional Sudanese food

<ul style="list-style-type: none">• Inviting Sari's parents to speak during group time to help educate the children• Identifying some Sudanese practices or cultural celebrations/ holidays and incorporating it into the room program

Scenario 2

You have been asked to work in the Scarlett Oak room as one of the educators is currently away on leave. When you arrive the lead educator Declan informs you that you will be working with Paul, a child in the room with additional rights.

Paul has been diagnosed with Autism as well as speech delay and cognitive delay. Paul is currently working with KU Inclusion Support to assist him with transitioning to mainstream care and assisting his family whilst they navigate is additional rights and resources available to them.

Paul has issues interacting and playing with the other children. Some of the children are afraid of Paul and tend to play away from Paul. Paul also has a hard time interacting with the children and has at times gotten very frustrated and has had some incidents where he has bitten and hit some of the children.

Paul's parents' goals for him is to help with communication and assimilation into the service. Assisting with developing self help skills and cognitive development.

Question 1

Reflecting on the scenario about Paul, provide 3 opportunities that encourage and promote participation of Paul with the other children in the room.

[Approximate word count: 15-35 words in each section]

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
- Students are to provide 3 opportunities that encourage and promote participation of Paul with the other children in the room.

A sample answer is provided below.

1	Sitting with Paul and encouraging children to sit down and engage with a learning experience with you and Paul
2	Incorporating a buddy system/ program where children work with Paul to help him with different needs. This can be alternated weekly with staff and peers
3	Incorporating group experiences into the program to get Paul engaged and interact with the other children. Identifying some of Paul's favorite games and activities that can be program for everyone to do.

Question 2

Thinking about your role and working with children, explain the importance of your work as an educator for the children in your care.

[Approximate word count: 40-80 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
- Students are to explain in their own words explain the importance of your work as an educator for the children in your care.

A sample answer is provided below.

- To help protect and educate young children
- To adhere to the National Law and Regulations and the National Quality Standards
- Provide children with education and care and helping to educate them of the world around them
- Treating all children and families with respect and care
- Building on diverse backgrounds of the children and sharing this with the wider community
- Model and demonstrate positive attitude and behavior

Question 3

Reflecting on your own aspects of diversity and inclusion, what are 3 examples of strategies to engage Paul and his family into the service.

[Approximate word count: 30-50 words each section]

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
- Students are to provide 3 examples of strategies to engage Paul and his family into the service.

A sample answer is provided below.

1.	Having a meeting with Paul's family to discuss their objectives of what they want Paul to achieve at care. Explaining what is achievable and wanting to establish the best communication with them
2.	Working with the family to identify any sources/ organisations that can help assist Paul with resources. Currently he is seeking assistance with KU children services, so it would be working with the organization on the different strategies they are implementing with Paul
3.	Talking with Paul and his family about some of Paul's interests to look at some learning experiences to be incorporated into the room program

Scenario 3

Thelma is a 4-year-old Aboriginal child who has just enrolled with her family to the service. She has never attended a service before but has been told that it will help her when she goes to school. She is commencing in the Chestnut Oak room.

Her parents want Thelma to enjoy service and love learning, though they are unsure how she will take to such a structured environment, as they spend more of their times outdoors and in nature. Thelma has never been in any kind of care setting before so this is very new to her.

Her parents are also concerned as Thelma and her family has received racial discrimination before in the community and are worried that Thelma may be treated differently due to her nationality.

Question 1

What are Thelma's and her family's needs?

[Approximate word count 60-80 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
- Students are to explain in their own words what are Thelma and her family's needs?

A sample answer is provided below.

Needs may include:

- *Assure Thelma continues her connection to nature especially with transition.*
- *Prepare Thelma and the family for expectations of an early childhood environment. It may be helpful to promote an open-door policy due to this new experience for both the family and Thelma and a slow transition and induction processes.*
- *Connect her culture with the service, encourage involvement in the service with family, elders, community members, review policies, procedures, and programs to ensure her inclusion needs will be met.*

Question 2

What do you want to better understand about her, her family, and culture to support her?

[Approximate word count: 40-60 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
- Students are to explain what they want to understand about her family and culture to support her?

A sample answer is provided below.

Understanding needs may include:

- Social relationships and roles within the immediate family, the wider community and those inside and outside of aboriginal relationships
- Experience with peers her age and social skills
- Interests, fears, needs e.g. food requirements or routine differences
- The best person to seek personal and cultural advice
- Cultural systems the service may need to understand and participate in
- The parent perspectives on what 'school readiness' includes

Question 3

The service is in the north of Victoria along the river, who might you be able to contact for further advice?
[Specify organisations within the area]

Approximate word count: 20-40 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
- Students are to explain what organisations in the local area can assist the family.

A sample answer is provided below.

Thelma's Tribe, may include:

- Latjelatje
- Kurein
- Dadi Dadi
- Wadi Wadi
- Wembra
- Waveroo
- Ngurraillam

Reconciliation Victoria could support appropriate contacts as well as SNAICC and VACCA

Question 4

What might you reflect on about your own interactions, the environment and programming for Thelma?

[Approximate word count: 50-80 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
- Students are to reflect on their own interactions the environment and programming for Thelma?

A sample answer is provided below.

Thelma's reflections may include:

- How might Thelma be used to different interactions, language, expectations and roles?
- How might everyday routines vary from her home and community?
- How do we represent Thelma within the service community in a way that is not token but authentic?
- How can we respect the cultural requirements within the limitations of the service guidelines (when applicable)?
- Does Thelma call you a different name or title?
- How is Thelma used to learning, exploring and investigating?
- What are her strengths and interests?

Question 5

What cultural protocols might you need to consider?

[Approximate word count: 15-30 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
- Students are to explain what cultural protocols they may need to consider?

A sample answer is provided below.

Protocols may include:

- Men and women's business
- Eye contact
- time
- Place or meeting and who attends
- Titles
- The use of silence
- Sharing of information

Question 6

What considerations must you take when seeking permission to share information about Aboriginal and Torres Strait Islander people?

[Approximate word count: 20-50 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
- Students are to explain what considerations must be taken when seeking permission to share information about ATSI people.

A sample answer is provided below.

Considerations that need to be taken when sharing information include

- The language used. Some language to describe people and things needs to be done in a non-tokenistic way
- Acknowledging the correct people
- Cultural sensitivity warnings
- Seeking advice from local tribes and organisations

Scenario 4

Thelma is a 4-year-old Aboriginal in the Chestnut Oak room. Thelma has never been in any kind of care setting before and has been attending the service for 6 months now.

Before Thelma attended care she was raised up in her tribe where her aunties and other children hung out. The education she was provided was about her heritage, dreamtime and learn education through the view and eyes of the Aboriginal culture. There was no sense of structure so Thelma was able to do what she wanted when she wanted and had no routine.

Most of her social skills and interactions with people have only been with people in her tribe. This includes learning self help skills and learning educational skills from a perspective of their culture and traditions.

Thelma's English skills is limited, she is learning at the service how to speak English fluently. At home in her tribe Thelma and her family speak a combination of broken English and their traditional language.

Question 1

Provide 3 examples of how you could develop the understanding of Aboriginal and/or Torres Strait Islander culture and language at your service to assist Thelma and her family.

[Approximate word count: 20-60 words in each section]

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
- Students are to provide 3 examples of how you could develop the understanding of Aboriginal and/or Torres Strait Islander culture and language.

A sample answer is provided below.

1.	Researching the local Aboriginal tribe in the area of the service. Teaching the children the heritage of their local area and the tribe. This could include a visit from an elder, and engaging in some learning experiences on their history and heritage
2.	Asking Thelma's family to attend a group time and talk to the children to educate them about their family and heritage. Helping to educate the children and understand how their way of life may differ from theirs but they are equal. Teaching the children about some local food and delicacies and places in the community.
3.	Teaching experiences that encompass <ul style="list-style-type: none">• History• Learning• Heritage• Mathematics• Science

Question 2

Reflecting on Thelma and her family, how do you think the impact of colonisation and historical events have affected their way of living.

[Approximate word count: 80-120 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
- Students are to explain in their own words how do you think the impact of colonisation and historical events have affected their way of living.

A sample answer is provided below.

European colonisation had a devastating impact on Aboriginal communities and cultures. Aboriginal people were subjected to a range of injustices, including mass killings or being displaced from their traditional lands and relocated on missions and reserves in the name of protection.

Colonisation severely disrupted the Aboriginal society and economy. The most immediate impact of European colonisation was a wave of epidemic diseases, such as measles, influenza, and smallpox, which spread ahead of the destruction of many Indigenous Australians and the settlement of colonists.

This would have affected Thelma and her family for generations. This could have impacted on heritage being lost, health, generational trauma, environment degradation, economical instabilities and human rights violation.

Question 3

Reviewing the [Reconciliation Australia](#) website give 3 examples of strategies you can implement at the service to support Thelma and her family.

[Approximate word count: 20-50 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
- Students are to give 3 examples of strategies you can implement at the service to support Thelma and her family.

A sample answer is provided below.

1.	Introduce acknowledgement of country. Work with the children and families to create it and children to open the group time siting the acknowledgement.
2.	Establishing a RAP working group that has both educator/ centre representatives and as well family members from the service. Together they can start creating a RAP and look at strategies to educate the families and children at the service.
3.	Review the service philosophy to see if it encompasses acknowledgement of the traditional owners of the land and incorporates the commitment that has been written for the RAP.

- Celebrate National Reconciliation week
- Celebrate NADIOC week
- Aboriginal and Torres Strait Islander representation on committees
- Having the Aboriginal Flag displayed in the service

Question 4

What is the significance of having a RAP?

[Approximate word count: 60-90 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
- Students are to explain what is the significance of having a RAP?

A sample answer is provided below.

A RAP (Reconciliation Action Plan) is based around the core pillars of relationships, respect and opportunities. A RAP provides tangible and substantive benefits for Aboriginal and Torres Strait Islander Peoples.

A Reconciliation Action Plan (RAP) is a formal commitment to reconciliation. It documents how your school or early learning service will strengthen relationships, respect and opportunities in the classroom, around the school/service and with the community.

The Narragunnawali RAP framework outlines a whole-scale approach to driving reconciliation by building relationships, respect and opportunities in the classroom, around the school or early learning service and with the community.

Question 5

Reviewing the [8 Aboriginal Ways of Learning](#), provide two (2) experiences you could incorporate into the educational program to help with Thelma learning and introducing the Aboriginal Pedagogy into the program.

[Approximate word count:40 -60 words each box]

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
- Students are to provide 2 examples of learning experiences incorporating the 8 Aboriginal ways of learning pedagogy.

A sample answer is provided below.

1.	Community Links: Organizing an elder from the local tribe to come in and talk with the children about their heritage and way of life. This can be done in consultation with Thelma and her family. Together they can teach children some traditional song and stories from the dreamtime.
2.	Learning Maps: Developing a map of the local areas outlining the local tribes in the area. As well developing a map of Australia and teaching the children about tribes and cultures. As well incorporating on the map different landmarks and their names for it.

Question 6

Based on the scenario above, working with Thelma and helping her to adjust to the room and help her and her peers with learning, provide an learning experience below for the following areas:

[Approximate word count:10-40 words each box]

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
- Students are to provide an example for each of the learning areas to help Thelma and her peers learn.

A sample answer is provided below.

Learning Areas	Example of Learning Experience
Mathematics	Counting 1-10, in English and as well learning how to count 1-10 in Aboriginal and Torres Strait Islander.
Music	Learning nursery rhymes and then translating them into Aboriginal/ Torres Strait Islander and teach to the children in group time. Extend this by teaching the same song in various cultures.
Art	Learning about the dreamtime and how the aboriginal rock painting were created. Children then can attempt to create their own art works using the same style and creation.
Science	Learning how to mix traditional paint colours used for rock painting. Learning how to use materials from the land to make paint. How to make damper?

Question 7

Thelma's mother has approached you one morning to tell you that Thelma had told her an educator in your room was treating her poorly, was being rude, dismissive, saying racial remarks and segregating Thelma. You write down the information that Thelma's mother has explained to her and told her you are going to investigate this and take this further and reassure her this will not happen again and apologise for this.

You observe this educator throughout the day and watch how they interact with Thelma. You have seen that the educator has been dismissive to Thelma, she will walk away and not listen to her, she will not assist Thelma with activities or when needed to go to the toilet. During sleep and rest time the educator set up her bed away from the children behind some resources and did not assist Thelma to transition to sleep time.

Explain below based on what was explained to you by Thelma's mother and what you witnessed what would you do next in the investigation?

[Approximate word count: 80-120 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
- Students are to provide an explanation on what to do next with the educator during the investigation.

A sample answer is provided below.

Immediately I would go and talk to the educator to ask them if everything is ok. Ask them how they are going and how they are going with certain children and then add Thelma's name to the list to see if the educator will provide any information about the situation.

I would go and see what the service policy is in regards to official complaints made on an educator and present this to the Nominated Supervisor. Ensuring you provide the feedback from Thelma's mother and your observations you have taken throughout the day and what the educator spoke to you about.

Under no circumstance is this behavior acceptable or can be tolerated and disciplinary action will need to be taken.

Scenario 5

Sam is a 5 year old in the Valley Oak room. Sam's parents approach you one morning explaining how Sam has told them how they are being teased in care by some of the other children due to having two mums. The children have also been commenting on how one of Sam's mums looks funny.

One of Sam's mums is transgender (male to female) and is currently in the process of gender re-assignment.

Sam has expressed to their parents how they don't want to come to care/ school as they don't want to be teased and in fights. A couple of weeks ago Sam was involved in a fight with some of the other children. That situation is currently being investigated by Hayley.

Sam's parents have asked if it is at all possible to have a talk with the children about the different family types and normalizing their family to be acceptable amongst all of the children in an attempt to stop Sam from being bullied.

Sam's parents have expressed to you and the team that if things do not change at the service they will be looking at other care alternatives and potentially moving Sam out of the service.

Tristan the teacher has gone and addressed the situation with Hayley to inform her of what is happening and to arrange a talk with Sam's parents.

Question 1

Based on the scenario above, what are some of the protective factors that need to be taken into consideration for Sam.

[Approximate word count: 30-60 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
- Students are to explain in their own words what are some of the protective factors that need to be taken into consideration for Sam.

A sample answer is provided below.

Some protective factors include:

- The mental wellbeing of Sam with the bullying that is occurring
- Taking into consideration their family journey and what Sam would be processing with her mums
- Supporting Sam and her family with access to any professionals and organisations
- Social and emotional competence of Sam
- Sam and her connection to the service, is she withdrawn etc

Question 2

Regarding the scenario with Sam. Provide an example of how you would assist Sam with the bullying against her about her parents with their gender and gender identification.

[Approximate word count: 40-60 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
- Students are to explain in their own words how you would assist Sam with the bullying against her about her parents with their gender and gender identification.

A sample answer is provided below.

An example of assisting Sam, her family and the service at large is to start opening a dialogue to explain families, how families come differently based on race, gender, heritage, culture etc.

Looking at resources like books and inclusive dolls that make this concept not foreign and educating the children about the world around them.

Question 3

What is an example of an activity that you implement to help children understand sexual orientation and sexual identity.

[Approximate word count: 30-50 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
- Students are to provide example of an activity that you implement to help children understand sexual orientation and sexual identity.

A sample answer is provided below.

In group time talking to children about sexual orientation and sexual identity. Looking at characteristics to help children identify and understand like body parts, what will happen when you get older, everyone is the same etc.

Question 4

What are 2 ethical considerations to consider with the scenario about Sam and their family.

[Approximate word count: 40-60 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
- Students are to provide 2 ethical considerations to consider in the scenario with Sam and their family.

A sample answer is provided below.

- Explaining to the children that teasing one another is not right and unfair. How would they like it if it happened to them?
- The family unit is not just the dad mum and children. In this modern day families look different, every family has different circumstances and should not be judged by this but rather embraced.

Assessment checklist:

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

1	Scenario 1 [4 questions]	<input type="checkbox"/>
2	Scenario 2 [3 questions]	<input type="checkbox"/>
3	Scenario 3 [5 questions]	<input type="checkbox"/>
4	Scenario 4 [4 questions]	<input type="checkbox"/>
5	Scenario 5 [4 questions]	<input type="checkbox"/>

Congratulations you have reached the end of Assessment 3!

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