



Inclusive Creative Activities for the School Age Child

Training Package 2nd Edition 2007

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National Competencies - Children's services

- CHCPR4A** **Provide opportunities and experiences to enhance children's development**
Element 2. *Provide creative and challenging opportunities which stimulate learning and development of the child*
Underpinning Knowledge/Skills.
Children's development in order to determine appropriate experiences
Planning processes
Program planning and review
- CHCIC12A** **Plan the inclusion of children with additional needs**
Element 3. *Implement strategies to meet the child's additional need*
Underpinning knowledge/skills.
Developmental milestones
Cultural beliefs and expectations regarding abilities, disabilities, gender, roles etc.
Individualised, child centred programming

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- Present competencies that are addressed in this training
- Talk through the aims of the session with the group using OHT 1.
- Introduce the theory of providing activities. Allow for responses from the participants and place on butcher paper to be referred back to throughout the workshop

Inclusive Creative Activities for the School Age Child

Aims:

- To gain an understanding of the characteristics of the school age child
- To clarify our understanding of the key elements of inclusive program planning
- To provide an opportunity to create/develop activities
- To provide an opportunity to address quality assurance practice areas and principles in activities created.

Introduction

Providing activities in children's services enables children to practice existing skills as well as developing new skills. Skill development applies to all areas of developmental growth:

- Physical
 - fine motor
 - gross motor
- Language
 - verbal
 - non verbal
- Social
- Emotional
- Intellectual

Children with disabilities require activities that assist in their skill development. Because these children cannot always take advantage of unstructured participation they are often not given the opportunity to develop skills within their own ability.

With some creative thought and imagination, program adaptations can be made to accommodate all children with disabilities and may improve their skills but most importantly they have been given the opportunity to participate.



- Recap with the group the definition of School Age Care using OHT 2.
- Identify the environments eg OSHC, FDC & LDC
- Provide the opportunity for participants to add to “needs” in the different sections of the day

School age care

School age care programs are a “home away from home” for many school age children however it should be regarded as an extension of the home and not a substitute. Programs are divided into different sections of the day:

- Before school care
- After school care
- Vacation care

Within these sections the needs of the children will vary.

Before school care

- preparing for the day
- getting ready for school
- finishing homework
- others?

After school care

- release of pent up energy
- working on continuing projects
- prepare afternoon tea
- plan/go on excursions
- organise activities for leisure
- others?

Vacation care

- extended projects
- plan/go on all day excursions
- special activities
- others?

The main focus in all these types of care is the forming and maintaining of friendships and the overall opportunity to undertake activities that provide relaxation and a move away from the formal structure of the school classroom.



- Present Using OHT 3.
- Encourage group discussion.
- Confirm participants understanding by asking questions and clarifying with participants
- Depending on time and group discussion select only a few characteristics rather than working through all listed.

Characteristics of the school age child.

Learning to recognise the needs and characteristics of the school age child often takes on a form of detective. Working with school age children can be challenging because characteristically they really don't want adults to know what is going on with them. Often this means playing detective in order to find out what underlies an individual's behaviour.

In looking at the characteristics of the school age child it needs to be remembered that each child is an individual and each child achieves developmental skills at differing times based on the environment, the opportunities to practice, the interests, likes and dislikes and physical and intellectual abilities.

Social Development

Social development of the school age child includes:

- Increased social awareness
- Development of special friendships and 'best friends'
- Transient friendships (young school age children may frequently change who they choose to play with)
- Social manipulation e.g. if you won't play this game then you can't come to my birthday party
- Peer group pressure increases as children get older
- 'In' crowds develop around socially popular icons – school age children may have a strong desire to feel acceptance from the 'in' crowd
- During school years children develop social empathy (ability to see the point of view of others)
- Children can identify who is and who isn't popular in their class/grade/school
- Older children may express dislike in OSHC if their peers are allowed to walk or ride home on their own



- OHT 4 continues with developmental characteristics.
- Encourage participants to focus on the development in the context of children participating in Creative Activities

Language

- School age children are becoming increasingly more competent communicators.
- Generally they are able to verbalise their likes, dislikes, interests and ideas.
- Frequently enjoy jokes and riddles.
- They are able to make choices about what activities and experiences they would like to participate in.
- They are becoming increasingly more competent in their understanding of both verbal and written aspects of language and express much in body language.
- Begin to understand the use of sarcasm and irony in communication.

Cognitive Development

- Concepts becoming more complex
- Classifications are detailed and at differing levels
- Can replace magical beliefs with plausible explanations
- Egocentric thought
- Higher level concepts of numeracy including patterning
- Can consider more than one attribute at a time
- Understanding of spatial concepts
- Reasons abstractly
- Able to reflect on events
- Longer attention span

Physical development

- Differences in their physical growth and development.
- Differences in their height, weight and proportion due to growth spurts, the onset of adolescence etc.
- More significant differences in the physical abilities between boys and girls.
- Engages in true skipping, hopping and jumping
- Displays mature actions throwing with arm strength
- Increased stamina
- Increased confidence on motor skills
- Rapid changes begin in body
- Improved vision



- Present OHT 5 to identify key factors in an inclusive program

Programming for inclusive care

As with all children's services school age care program staff need to observe and plan appropriate experiences for the children in their care. Providing an "inclusive" program can sometimes be confusing or a daunting task. Providing experiences that meet the needs of all children is an integral part of inclusive childcare.

The actual design or make up of school age care programs already focus on being inclusive for the simple fact that staff have to provide experiences that include a wide range of ages.

Being inclusive means providing an environment that gives each individual a sense of belonging, acceptance as an individual, opportunities to participate in all aspects of the program. Opportunity is the key word.

Opportunities to:

- Make the choice to participate
- To participate at an individual level
- To be involved in the agreed rules
- To contribute to solving of issues
- To solve problems without initial adult intervention
- To be given responsibility
- Others?

Creating Activities

When you develop a new activity or modify an existing one to accommodate children with differing abilities, it is important to remember a few basic principles. No matter how creative an activity may be or how good the modifications may seem, if the activity does not meet the children's needs, your planning has been in vain and you will not be using the child's time effectively.

Activities must focus on the chronological ages of children before addressing their functional ages.



- Present OHT 6 to define initial guides to modifying activities
- Present OHT 7,8,9,10,11 on "Mask Making as a demonstration for the group exercise.
- Divide participants into groups and provide sample activities to work through the process.
- Allow for reporting back to full group so that all participants share ideas
- Present OHT 12 for groups to begin the exercise

Modifying activities

There are no specific ways to individualise for every child however it can be beneficial to have basic guidelines which remind you about developing appropriate adaptations to activities.

1. Establish where in the developmental continuum the child functions.
2. Analyse the elements of the activity
3. Identify the elements of the activity that could be changed and alter them based upon individual needs.
4. Change the element only as much as necessary to afford success but to preserve the challenge.

Mask making

The following activity is an example of utilising a popular activity with the school age child and identifying the areas that need to be modified.

Group exercise:

Select an activity and within your group work through the process of planning the activity ensuring that it is inclusive for all children.

List :

Aims
Materials
Process
Strategies/modifications
Extensions



- Present OHT 13 to summarise workshop and allow for additional comments and questions.

Summary

- Providing inclusive creative experiences for school age children means giving all children in the program the opportunity to choose the level of participation.
- Inclusion is not about developing activities, toys and equipment solely for the child with the additional need as this does the reverse and can exclude the child from his/her peers.
- It is important to remember that when we adapt/modify the experience we don't minimise the skill level and provide an experience more suitable for a younger age group.
- Encourage children to take responsibility and have input into the experiences that are provided.

- To gain an understanding of the characteristics of the school age child
- To clarify our understanding of the key elements of inclusive program planning
- To provide an opportunity to create/develop activities
- To provide an opportunity to address quality assurance practice areas and principles in activities created.



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OHT 1 Aims

Before school care

preparing for the day
getting ready for school
finishing homework

After school care

release of pent up energy
working on continuing projects
prepare afternoon tea
plan/go on excursions
organise activities for leisure

Vacation care

extended projects
plan/go on all day excursions
special activities



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OHT 2 School Age Care Programs

Social Development

- Increased social awareness
- Development of special friendships and 'best friends'
- Transient friendships (young school age children may frequently change who they choose to play with)
- Social manipulation e.g. if you won't play this game then you can't come to my birthday party
- Peer group pressure increases as children get older
- 'In' crowds develop around socially popular icons – school age children may have a strong desire to feel acceptance from the 'in' crowd
- During school years children develop social empathy (ability to see the point of view of others)
- Children can identify who is and who isn't popular in their class/grade/school
- Older children may express dislike in OSHC if their peers are allowed to walk or ride home on their own

Language

- School age children are becoming increasingly more competent communicators.
- Generally they are able to verbalise their likes, dislikes, interests and ideas.
- Frequently enjoy jokes and riddles.
- They are able to make choices about what activities and experiences they would like to participate in.
- They are becoming increasingly more competent in their understanding of both verbal and written aspects of language and express much in body language.
- Begin to understand the use of sarcasm and irony in communication.



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OHT 3 Characteristics of the School Age Child

Cognitive Development

- Concepts becoming more complex
- Classifications are detailed and at differing levels
- Can replace magical beliefs with plausible explanations
- Egocentric thought
- Higher level concepts of numeracy including patterning
- Can consider more than one attribute at a time
- Understanding of spatial concepts
- Reasons abstractly
- Able to reflect on events
- Longer attention span

Physical development

- Differences in their physical growth and development.
- Differences in their height, weight and proportion due to growth spurts, the onset of adolescence etc.
- More significant differences in the physical abilities between boys and girls.
- Engages in true skipping, hopping and jumping
- Displays mature actions throwing with arm strength
- Increased stamina
- Increased confidence on motor skills
- Rapid changes begin in body
- Improved vision



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OHT 4 Characteristics of the School Age Child

- **Make the choice to participate**
- **To participate at an individual level**
- **To be involved in the agreed rules**
- **To contribute to solving of issues**
- **To solve problems without initial adult intervention**
- **To be given responsibility**



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OHT 5 Key aspects of Inclusive Programming

- **Establish where in the developmental continuum the child functions.**
- **Analyse the elements of the activity**
- **Identify the elements of the activity that could be changed and alter them based upon individual needs.**
- **Change the element only as much as necessary to afford success but to preserve the challenge.**



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OHT 6 Modifying activities

Activity: Mask Making (Eye Mask)

- To provide the opportunity to participate in a creative experience for school age children.
- To provide the opportunity for all children to participate in the experience at their own level of interest and ability.
- To extend children's thinking through problem solving, creative imagination and abstract thinking.
- To provide opportunities for fine motor development.
- To provide opportunities for social development.
- To promote language development and language extension.



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OHT 7 Mask Activity - Aims

Materials:

- Cardboard mask blanks
- Felt tip pens
- Glitter
- Glitter glue
- Sequin shapes
- Paper shapes
- Feathers
- Glue



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OHT 8 Mask Activity - Materials

Process:

- Ensure that each child has sufficient space to work.
- Provide either a picture of the finished product or a mask that has been completed by a child at another time to give children an idea of what to do as an example. Stress that this is one idea but there can be lots of different other designs etc.
- Provide an assortment of materials and adhesives for children to use.
- Support and encourage children at their level of participation.



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OHT 9 Mask Activity - Process

Inclusion strategies/modifications:

- Provide a variety of materials in assorted shapes and sizes e.g. small & large sequins
- Use stabilizing aids as required. Eg. Attaching paper to table with blu tack, using non slip mats.
- Be aware of glue bottles (ones for squeezing can be difficult for a child to use) & make modifications as required eg use pot and brushes instead.
- Provide both thick and thin felt tip pens.
- Use pre-cut mask shapes.
- Use glitter in easy to manage shaker bottles with secure tops and handles.
- Consider carefully the materials to use eg. Feathers can be difficult for children to manipulate especially gluing onto the masks.



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OHT 10 Mask Activity – inclusion strategies/modifications

Extensions:

- Encourage children to think of extension ideas for their masks eg using them for dramatic play
- Create a masquerade mask by adhering a floss stick or 20cm length of dowl to the side of the mask using strong tape.



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OHT 11 Mask Activity - Extensions

ACTIVITY

Aims: _____

Materials: _____

Process: _____

Inclusion strategies/modifications: _____

Extensions: _____



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OHT 12 Blank Activity Sheet

- **Providing inclusive creative experiences for school age children means giving all children in the program the opportunity to choose the level of participation.**
- **Inclusion is not about developing activities, toys and equipment solely for the child with the additional need as this does the reverse and can exclude the child from his/her peers.**
- **It is important to remember that when we adapt/modify the experience we don't minimise the skill level and provide an experience more suitable for a younger age group.**
- **Encourage children to take responsibility and have input into the experiences that are provided.**



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OHT 13 Summary

Inclusion

“Inclusion is the process which enables each individual, opportunities for acceptance, belonging and participation in the childcare community”

Inclusion means:

- ▶ Being accepted as an individual
- ▶ Being given the opportunity to participate in all aspects of the childcare program
- ▶ Being offered experiences and choices that respect and acknowledge individual needs and interests
- ▶ Being able to decide the degree of participation
- ▶ Being valued as a member of the group
- ▶ Being seen as an integral member of the group



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Handout 1 – Definition of inclusion

Tips & Strategies for Creative Activities

- Consider carefully how long it will take children to complete the project. Projects with a lot of intricate work will take longer for children to finish and may cause disappointment if they have to leave them incomplete. Children with additional needs may require more time to complete the experience.
- Use materials such as blu tac to attach paper or activity sheets to a table. Non slip mats (available from Apollo Medical) may be used for glue bottles, paint pots, water jars etc.
- Ensure all materials are accessible and arranged with enough space for children to reach them without knocking other things over.
- Provide a variety of experiences that stimulate the group and maintain children's interest and attention.
- Ensure that all children are able to participate by setting up the experiences in an accessible area.
- In most circumstances, it is more appropriate to demonstrate possible uses of the materials for children rather than showing an example of an 'adult' made product. Children may have unrealistic expectations of what they are expected to do if they are shown an example. This can be devastating for a child with additional needs who may not have the ability to copy the provided example. Perhaps provide a 'hand drawn' diagram or chart of the experience with a picture of the materials. A picture of a previous child's work may provide a more achievable example.
- Value each child's work and efforts for their own merit and ensure that each child is given the opportunity to be successful on their own.
- Ensure that children participating are able to complete the experience on their own with little (if any) adult intervention. This promotes ownership of the activity by the child while enhancing and maintaining their sense of belonging and achievement.
- Check that each child's needs including additional needs are addressed throughout the experience.
- Provide the same materials for all children to use rather than providing selective materials for children with additional needs. This promotes inclusive practices and a sense of belonging for children with additional needs.
- Provide communication aids such as pictures and diagrams showing possible uses of materials and equipment related to the arts and crafts experience.
- Include adapted equipment such as scissors staplers, paint brushes, pencil grips when providing the activity as simple aids can promote independence and enhance success.
- Always give children the choice and opportunity to participate in the experience, but never demand that they do so.



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Handout 2 – Tips & Strategies for Creative Activities

School Age programs

A general overview

In school age care programs, the play activities generally include a range of both INDOOR and OUTDOOR experiences. Some of these may include:

INDOOR

- Arts & Crafts
- Board Games
- Reading area
- Quiet area to retreat
- Puppets
- Musical Instruments
- Drama

OUTDOOR

- Playground equipment (climbing frames, swings, slides etc)
- Sandpit
- Sports
- Games

The opportunity for children to actively engage in these experiences is dependent upon a number of contributing issues, some of which include:

- Space (unencumbered play space)
- Physical access (to play areas using ramps etc)
- Noise (excessive noise in appropriate areas)
- Resources/materials (appropriateness & availability)
- Staff (to allow for adequate supervision)



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Handout 3 – School Age Programs- A general overview

School Age Children

School age children who attend school age care programs have a variety of needs. These needs are explored under developmental areas. Some of the needs of school age children include:

Social and Emotional Development

- To be cared for in a safe and secure environment
- Opportunities to socialise with peers, adults and children of different ages
- Opportunities to make choices about the activities that they participate in
- Feel a sense of belonging and ownership over the program

Physical Development

- Opportunities to practice and extend fine and gross motor skills
- Space to safely conduct gross motor activities
- Planned and spontaneous sport and game opportunities

Cognitive Development

- Opportunities to be challenged
- Opportunities to use cognitive skills including memory, information processing, problem solving etc

Language and Communication

- Opportunities to communicate choices
- Opportunities to talk in confidence with peers
- Areas to engage in developmentally appropriate reading and writing activities



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Handout 4 – Characteristics of the School Age Child

Social Development

Children's social awareness increases rapidly when they enter formal school years. Peer relationships and friendships become a significantly important part of their life.

Social development of the school age child includes:

- Increased social awareness
- Development of special friendships and 'best friends'
- Transient friendships (young school age children may frequently change who they choose to play with)
- Social manipulation e.g. if you won't play this game then you can't come to my birthday party
- Peer group pressure increases as children get older
- 'In' crowds develop around socially popular icons - school age children may have a strong desire to feel acceptance from the 'in' crowd
- During school years children develop social empathy (ability to see the point of view of others)
- Children can identify who is and who isn't popular in their class/grade/school
- Older children may express dislike in OSHC if their peers are allowed to walk or ride home on their own

Experiences to enhance social development and peer acceptance include:

- Encourage older children to take responsibility for tasks or for helping younger children
- Involve children in planning to give them a sense of ownership over the program
- Experiences such as crafts and cooking can provide opportunities for children to socialise, share ideas, support and help each other etc
- Planned games and sports that cater for different age and ability levels avoiding excessive competition

Communication

- ▶ School age children are becoming increasingly more competent communicators.
- ▶ Generally they are able to verbalise their likes, dislikes, interests and ideas.
- ▶ Frequently enjoy jokes and riddles.
- ▶ They are able to make choices about what activities and experiences they would like to participate in.

- ▶ They are becoming increasingly more competent in their understanding of both verbal and written aspects of language and express much in body language.
- ▶ Begin to understand the use of sarcasm and irony in communication.

Encourage communication with school age children by:

- Provide children with regular opportunities for communication.
- Provide opportunities for children to make choices about the activities in which they participate facilitates communication.
- Become familiar with the special communication needs of children and use these systems e.g. picture/photo systems or signing systems.
- Be aware that a child with a disability might not be able to communicate as effectively through speech due to impairment.

Cognitive Development

- ▶ Concepts becoming more complex
- ▶ Classifications are detailed and at differing levels
- ▶ Can replace magical beliefs with plausible explanations
- ▶ Egocentric thought
- ▶ Higher level concepts of numeracy including patterning
- ▶ Can consider more than one attribute at a time
- ▶ Understanding of spatial concepts
- ▶ Reasons abstractly
- ▶ Able to reflect on events
- ▶ Longer attention span

Many activities provided in OSHC programs stimulate children's thinking and cognition. Some of these may include:

- Board games such as chess, checkers etc
- Card games such as UNO, snap etc
- Arts and crafts activities
- Outdoor games and sports
- Musical games
- Reading and writing
- Talking and sharing ideas

Physical development

- ▶ Differences in their physical growth and development.
- ▶ Differences in their height, weight and proportion due to growth spurts, the onset of adolescence etc.
- ▶ More significant differences in the physical abilities between boys and girls.
- ▶ Engages in true skipping, hopping and jumping
- ▶ Displays mature actions throwing with arm strength
- ▶ Increased stamina
- ▶ Increased confidence on motor skills
- ▶ Rapid changes begin in body
- ▶ Improved vision

Appropriate physical experiences for school age children may include:

Gross Motor

- Sports activities and team games such as chasey
- Playground equipment (climbing frames, sandpits & swings)
- Obstacle courses that include running, jumping, climbing, skipping, hopping etc
- Dancing

Fine Motor

- Arts & crafts including drawing and painting
- Lego and construction toys
- Clay and play dough
- Cooking

Activity: Mask Making (Eye Mask)

Aims:

- To provide the opportunity to participate in a creative experience for school age children.
- To provide the opportunity for all children to participate in the experience at their own level of interest and ability.
- To extend children's thinking through problem solving, creative imagination and abstract thinking.
- To provide opportunities for fine motor development.
- To provide opportunities for social development.
- To promote language development and language extension.

Materials:

- Cardboard mask blanks
- Felt tip pens
- Glitter
- Glitter glue
- Sequin shapes
- Paper shapes
- Feathers
- Glue

Process:

- Ensure that each child has sufficient space to work.
- Provide either a picture of the finished product or a mask that has been completed by a child at another time to give children an idea of what to do as an example. Stress that this is one idea but there can be lots of different other designs etc.
- Provide an assortment of materials and adhesives for children to use.
- Support and encourage children at their level of participation.

Inclusion strategies/modifications:

- Provide a variety of materials in assorted shapes and sizes e.g. small & large sequins
- Use stabilizing aids as required. Eg. Attaching paper to table with blu tack, using non slip mats.
- Be aware of glue bottles (ones for squeezing can be difficult for a child to use) & make modifications as required eg use pot and brushes instead.
- Provide both thick and thin felt tip pens.
- Use pre-cut mask shapes.
- Use glitter in easy to manage shaker bottles with secure tops and handles.
- Consider carefully the materials to use eg. Feathers can be difficult for children to manipulate especially gluing onto the masks.

Extensions:

- Encourage children to think of extension ideas for their masks eg using them for dramatic play
- Create a masquerade mask by adhering a floss stick or 20cm length of dowl to the side of the mask using strong tape.



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Handout 5 Activity Mask making

ACTIVITY

Aims:

Materials:

Process:

Inclusion strategies/modifications:

Extensions:



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Handout 6 Blank Activity sheet

National Competencies - Children's services

- CHCPR4A** **Provide opportunities and experiences to enhance children's development**
Element 2. *Provide creative and challenging opportunities which stimulate learning and development of the child*
Underpinning Knowledge/Skills.
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Planning processes
Program planning and review
- CHCIC12A** **Plan the inclusion of children with additional needs**
Element 3. *Implement strategies to meet the child's additional need*
Underpinning knowledge/skills.
Developmental milestones
Cultural beliefs and expectations regarding abilities, disabilities, gender, roles etc.
Individualised, child centred programming



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Handout 7 – Competencies addressed