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Chapter 1

Identifying play and leisure interests of children in school age care

Activities and programs provide opportunities for children to expand their learning, socialise and pursue interests. Activity and program plans need to reflect the service philosophy and be based on collective knowledge and understanding of the children who attend the service.

Child-focused practice allows children to have input into activity and program choices based on their ages, needs, abilities, preferences and energy levels. School age care educators should observe and listen to children, and ask children appropriate questions so they can plan activities and programs accordingly. Responsive activities and programs should also be flexible and adaptable.

In this chapter you will learn about:

- 1A Collecting information about children in school age care
- 1B Observing and evaluating children's wellbeing, development and learning
- 1C Using information collected to address the needs of children in school age care
- 1D Identifying and reviewing a range of possible experiences and programs suitable to the school age care context
- 1E Selecting activities or programs based on children's expressed needs, organisation requirements and resource availability
- 1F Clarifying individual children's support and guidance needs

Case study

Hui has just commenced at a service. He is 8 years old and has recently arrived in Australia from China. He speaks very little English. The educators are concerned about Hui's level of participation in games and other activities as he spends a great deal of time on his own, staring into space or absently watching the other children play games. His language difficulties are compounding the problem because Hui often does not understand the rules, and many of the games played require verbal interaction. The educators are keen to provide a variety of options, but Hui seems uninterested in everything except playing tennis on an interactive computer game.

After two or three weeks, the educators decide there must be another way to find out about Hui's interests so he can interact with the other children. They arrange for a telephone interpreter to speak to Hui's mother when she picks him up one evening. Almost immediately, Hui's mother tells the interpreter that he is passionate about badminton and that he played the game competitively at a very high level for his age group back in China. She feels that he is missing his sport since the family's move to Australia, and she is disappointed that badminton is not a game played frequently here.

The next day, the educators put up a simple badminton net from the storeroom cupboard, and give the children racquets and shuttlecocks. Hui is transformed – he spends the rest of the afternoon interacting with the other children, showing them how to play and even learning a few words of English, such as 'net' and 'good'.

Practice task 1

Read the scenario, then complete the task that follows.

Scenario

Luke is very quiet and shy. During free time outside, he seems to prefer to sit and watch the other children play. When you encourage him to join in, he tells you he doesn't want to play those games.

Role-play an interaction between an educator and Luke, using methods for acknowledging children's ideas, to encourage him to talk to you about the activities he enjoys.

1C

Using information collected to address the needs of children in school age care

Child-focused approaches to planning use the information you collect about individual children. Planning can take place formally or informally. Informal planning takes feedback from children into account when making changes to activities hours, days or weeks ahead of time; for example, you may discuss with children what they would like to do in the following session. Formal planning is a regular process of designing a timetable for upcoming sessions.

Activity and program planning

You can bring information gathered about children to planning meetings in the form of photos, written records, summaries of survey and questionnaire results, and verbal communication about what you observe.

Planning meetings are used to consider the information collected and design a timetable for upcoming sessions. This approach improves the quality of activities and programs. Even though activities and programs must include some built-in flexibility, having a timetable helps you organise resources and prepare for sessions ahead of time. It also ensures you meet a range of children's needs.

Planning helps to develop activities and programs that:

- encourage children to further explore their own interests
- provide interesting choices for children
- are spontaneous, challenging and stimulating
- help children to manage homework, if applicable
- meet children's requirements for exercise and activity
- include adequate leisure and rest periods so children do not become overtired
- meet the cultural needs of all children.

Identifying particular support needs of children

All children are different and each has their own unique set of needs. In a school age care setting, these needs are known as support needs. As an educator, one of your goals is to meet these support needs by recognising and applying different strategies and experiences.

Having information about the needs of children at different ages and abilities helps you understand and plan for the needs of individuals and groups of children that you support. To meet the particular support needs of children, activities and programs should:

- encourage all children to participate
- provide a nurturing, supportive environment that encourages open communication

Issue	Questions to ask
Benefits and disadvantages of the option	<ul style="list-style-type: none"> • What are the best things about this choice? What is not so good about it? • Is it likely to be too cold or too hot to play games outdoors? • Have children enjoyed similar experiences in the past?
Costs and availability of resources	<ul style="list-style-type: none"> • Is this choice limited by cost or equipment? • How can we obtain the required resources? • Can we ask families to pay for the activity?
Time and other constraints	<ul style="list-style-type: none"> • Is there adequate time to finish the activity, or will it need to be completed on another day? • Does this mean that some children will not see the activity through to completion? • Would this activity be more suited to a full day program, such as school holiday or vacation care?
Space available	<ul style="list-style-type: none"> • Is space limited? For example, is there a large enough grassed area to allow a game of football to take place safely?
Cultural differences	<ul style="list-style-type: none"> • Can all children participate in this activity, regardless of the language they speak? • Is this activity affected by religious or cultural dress codes, such as the need to keep headwear on?
Age appropriateness	<ul style="list-style-type: none"> • Can everyone join in, regardless of their age? • Will anyone be left out because of different abilities? • Is the activity too basic or boring for older children? • Will younger children feel frustrated or unable to compete equally? • Could children be split into age groups and the activity adjusted for each group?
Safety	<ul style="list-style-type: none"> • Is this a safe option? • How likely is it that someone may be injured? • Is there adequate supervision available to make this option safe? • Is equipment safe and appropriate for children of this age group? • Are there any medical or physical conditions that could pose additional risks for some children?

Assessment activity 1

Identifying play and leisure interests of children in school age care

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may provide alternative or additional assessment activities depending on the circumstances of your training program.

The following table maps the assessment activity for this chapter against the element and performance criteria of Element 1 in *CHCSAC002 Develop and implement play and leisure experiences in school age care*.

Part	Element	Performance criteria
A	1	1.1, 1.2, 1.3, 1.6
B	1	1.4, 1.5

Purpose

This assessment activity is designed to assess your skills and knowledge in identifying play and leisure interests of children in school age care.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to answer the questions and submit responses as directed by your trainer/assessor/training organisation.

Part A

Read the case study, then answer the questions that follow.

Case study

Janet has recently had some feedback from other staff at her service suggesting that the children are becoming bored with the routine of the afternoon sessions. The children do their homework, listen to a story, play outside for 15 minutes and then have some time to play board games. The staff are concerned that the program may be contributing to the irritable behaviours that some of the children exhibit.

1. List three methods of collecting information from the children about their feelings towards the afternoon routine.

2A

Planning experiences in consultation with children, parents and other stakeholders ensuring requirements and needs are met

School age care programs should allow children and parents to have input into how services are run. It is important that educators acknowledge ideas originating from children attending the service and make attempts to use their comments, suggestions and feedback in positive, practical ways.

Consulting children and parents

Seek original and creative ideas for activities and programs by consulting with children and their parents or carers. You can encourage them to consider new ideas and interests by:

- giving children opportunities to consult with each other; for example, by running brainstorming sessions or listening to children talk together about their interests
- talking regularly to children and parents about activities they would like to see included in the program
- providing opportunities for parents to provide formal feedback through methods such as surveys, suggestion boxes and feedback forms
- talking to other school age care service operators about ideas they have used
- using books or the internet to find new program ideas
- reading marketing flyers, parenting publications and children's directories to gather ideas for excursions.

If you respond to suggestions with interest and enthusiasm, children and their families are more likely to feel motivated to continue making them. You do not have to like or agree with every idea or piece of feedback, but make sure you thank the child or parent for their contribution and assure them it will be taken seriously. For example, you may say, 'I'm sorry you find that activity boring, Jack. Do you think there's anything we can do to make it more interesting? Perhaps we can talk to the other children too and see whether everyone feels the same way.'

Involving children in planning

You can encourage problem-solving and decision-making skills by involving children in planning day-to-day activities, and by:

- asking children to share their ideas about the service and programs
- encouraging children to discuss the benefits and disadvantages of options available to them, such as which game they should play or whether an activity is safe

Age	Skill or ability
4–5 years	<ul style="list-style-type: none"> • Can dress and undress themselves with help • Can go to the toilet on their own • Can jump over small objects • Likes to paint and draw • Can thread beads onto a string • Can identify letters and may be able to write some of them • Can hop • Can count to 20 • Understands routine • May not always like to take turns
5 years	<ul style="list-style-type: none"> • Can skip • Can dress and undress themselves • Understands and can copy simple shapes • Can walk backwards and on a balance beam • Can do somersaults • Participates in group play • Uses scissors to cut along a line • Starts to like particular people as best friends • Starts to colour within lines • May know the alphabet • Asks lots of questions • Generally follows instructions • Likes puzzles • Starts to read • Likes things to go their way • Understands when someone says they have been bad or good
6 years	<ul style="list-style-type: none"> • Knows left from right and number of fingers • Seeks praise and encouragement • Has trouble accepting criticism • Enjoys responsibilities and privileges
7–9 years	<ul style="list-style-type: none"> • Can learn to rollerskate, ride a bike and jump a rope • Enjoys games and can play team sports, including simple competitive games • Forms close friendships and may like to have a small friendship group; friendships can be on-again/off-again • Enjoys helping • Can solve arguments with peers • May spend a lot of time ‘dobbing’ or ‘telling tales’ • Likes to participate in making rules • Likes to learn new things • Can be argumentative

continued ...

Choice

Children need to have options throughout their time in the program. This may occur through flexible routines and through the flexible use of spaces and educators. It is important for children to always have active and passive options, while also being able to engage in solitary or group play. When you plan timetables with these options, you are catering for the immediate needs of the individuals in the group, you also ward off issues relating to behaviour.

There is no common routine that suits all children, so allow for alternatives. You can do this by using the following strategies:

- Offer indoor or outdoor play simultaneously, if possible.
- Use communication devices (walkie talkies, for example) to communicate between educators in different rooms, parts of the play space or yard. This allows you to contact other educators if numbers of children change. If children move between play areas, it also enables you to contact others if issues or emergencies arise.
- Ensure that themes do not overtake all activities. A theme can be successful without being overwhelming. Not all children will be interested in thematic activity, so provide options.
- If you must all stay within the same area, offer active and passive options. If you have planned an active game, offer some drawing in a quiet spot to the side for those who do not want to participate. If you planned a quiet art experience, ensure there is space in the room for children to be involved in more active pursuits such as movement to music, developing a puppet show, choreographing a dance or playing a game such as 'Twister' or 'Simon says'.

Meeting organisational requirements

The main focus of planning activities and programs for school age care services is usually risk analysis. A risk analysis examines all the potential problems or risks that threaten the safety and wellbeing of children, staff or other stakeholders. Risk analysis can involve discussions with other stakeholders, who may include excursion venue staff, parents, managers, teachers and children.

For example, if you want to plan an excursion to the local park, you must complete a risk analysis to determine any potential risks. Once these risks are identified, you and your supervisor can decide:

- whether each risk can be eliminated or minimised
- whether each risk is an acceptable or unacceptable risk to take after control measures are in place
- what policies and procedures must be included to manage the risk.

... continued

NQF aspect	Expectation	Reference
	Educators should demonstrate an ability to understand, communicate with and interact with people from different cultures and to share their diverse and accepting view of the world.	Practice: Cultural competence
	Routines, traditions and practices of the service should be developed to reflect the children's needs and support any change that takes place. Children should feel a sense of belonging.	Practice: Continuity and transitions
	Educators must gather information about children and evaluate this to form responsive programs. The cycle of planning, documenting and evaluating children's wellbeing, development and learning allows for a responsive program developed in partnership with other relevant stakeholders.	Practice: Evaluation for wellbeing and learning

Along with a reflection on these NQF aspects, policy considerations include the following:

- Documentation must be provided and kept as evidence of planning for children's individual needs, including individual children's file notes and activity timetables.
- The required number of staff to supervise children during everyday programs and excursions.
- The number of children who can participate in certain types of activities at a time.
- Activities are restricted to certain age groups, such as activities using advanced or high-risk equipment; for example, hot glue guns, shears for cutting wool (pompom making, for example).
- Requirements relating to travel, such as permission forms that must be signed by parents.
- Restrictions regarding the times and places that activities can be undertaken, such as remaining indoors during the hottest part of the day.

It can be appropriate to divide children into groups based on age group and ability. In this way, children from older age groups can still be challenged while activities and programs remain interesting and achievable for younger children. Another strategy for dividing children is to 'buddy' them. A younger and older child together may form a team that participates with other teams buddied the same way. This is especially useful when siblings wish to participate together. It also offers the younger child the opportunity to take on a greater challenge, and the older or more skilled child to share their talents and take responsibility for supporting someone else.

Staff–child ratios

Children must have adequate supervision at all times according to your organisation's staffing policy, as supervision is one of the most important safety concerns. The National Quality Framework provides national ratios for educators to children in all children's services settings. It is important to familiarise yourself with these ratios when planning activities and programs. You can find these ratios for each state and territory in Chapter 7 of the Education and Care Services National Regulations.

Plan around roster variations. Some planned activities and programs may need to be moved to alternative days or times if adequate numbers of staff cannot be assured.

Increasing supervision during excursions should also be factored into the activity and program planning.

Budget limitations

Children's services are accountable for their financial viability just as businesses or retail operations are. Although school age care services can attract funding that subsidises the cost of programs, you are very likely to be working within budget restrictions when developing activity plans.

Where possible, use sustainable work practices, such as limiting waste and using recycled materials, to help reduce not only the financial costs of programs, but also your service's environmental impact.

Your service is likely to provide budgets for staff, equipment, materials, excursions and incursions. Some sessions, such as school holiday or vacation care programs, require parents to supplement the cost of activities and excursions above the fees already payable. For example, parents may be required to meet the costs of an excursion's entrance fees and meals.

Ideas for activities and outings may be limited not only by organisational budgets, but also by whether it is reasonable to ask families to pay additional fees. Final estimates of fees for excursions should consider:

- required equipment and resources
- additional staff to meet minimum supervision requirements

Example

Activity: Papier-mâché animals Number of children participating: 12 Date for resources to be collected by: 24 June	
Equipment required	How it will be sourced?
24 balloons	These need to be purchased from the supermarket.
Newspapers Egg cartons (to create animal ears and feet)	Parents will be asked to bring in old newspapers and egg cartons in the weeks leading up to the activity. A request will be placed in the newsletter.
Glue (two large pots) Glitter (three vials) Non-toxic paints in seven colours (one tube of each colour)	These need to be ordered from the art supplier.
Brushes	We can use the existing brushes.
Cartoons and photos of animals to give children ideas	These need to be sourced from the internet or our craft library.

Making action plans

Action plans bring together all the considerations leading up to this point, including steps to ensure safety, adhere to policies, collect equipment and meet any other operational requirements. Writing a list of clear actions and including directions for those who are responsible for each is a vital part of planning.

The following example shows an action plan for the papier-mâché activity.

Action	Person responsible	Date to be completed
Check the policy about appropriate non-toxic glues for use.	Leader of the activity	9 June
Insert an item in the school newspaper requesting newspapers and egg cartons.	Director	10 June
Post the activity on the school calendar.	School administration assistant	10 June
Collect animal pictures from library.	Leader of the activity	23 June

continued ...

Chapter summary

1. A good starting point for laying the foundations of your plan is to consider developmental areas.
2. Activity and program plans are ideally made available for parents and children to read in advance.
3. Plan activities and programs with the abilities of children of different age groups in mind.
4. Act on children's suggestions to cater to their interests and preferences and provide a client-centred approach, which is a key principle of all community services.
5. Operational arrangements include considering factors that help you meet your program goals within the limitations of policies, available educators and existing programs.
6. Contingency planning involves thinking about problems that could arise and planning alternatives in case an activity or program needs to be changed or cancelled.
7. Supervision is one of the most vital safety concerns to factor into program planning.
8. The feasibility of activities can be studied by considering factors such as cost, time frames and the value of each activity to the children.
9. Recording objectives at an early stage of the planning process helps you understand exactly what you want to achieve; in addition, objectives can be used to evaluate the planned activities.
10. Evaluation strategies should be planned prior to implementing the activity. When activities are planned well, the evaluation they receive will be based on the value of the activity rather than lack of planning and preparation.
11. Sustainability must be considered when planning and implementing programs.

The following table maps this chapter to the National Quality Standard and *My time, our place – Framework for School Age Care in Australia*.

National Quality Standard	
✓	Quality Area 1: Educational program and practice
	Quality Area 2: Children's health and safety
✓	Quality Area 3: Physical environment
✓	Quality Area 4: Staffing arrangements
	Quality Area 5: Relationships with children
	Quality Area 6: Collaborative partnerships with families and communities
✓	Quality Area 7: Leadership and service management
My Time, Our Place – Framework for School Age Care	
Principles	
✓	Secure, respectful and reciprocal relationships
✓	Partnerships
	High expectations and equity
	Respect for diversity
✓	Ongoing learning and reflective practice
Practice	
✓	Holistic approaches
✓	Collaboration with children
✓	Learning through play
	Intentionality
✓	Environments
	Cultural competence
	Continuity and transitions
	Evaluation for wellbeing and learning
Outcomes	
✓	Children have a strong sense of identity
	Children are connected to and contribute to their world
	Children have a strong sense of wellbeing
✓	Children are confident and involved learners
	Children are effective communicators

Behaviour management strategies

Positive behaviour guidance strategies are the most effective methods for addressing behavioural problems. These include:

- using diversion or redirection to change the child's focus
- clearly stating the limits and guidelines of the service and your expectations for the child's behaviour
- praising positive behaviour when it occurs.

Other behaviour management strategies include using natural or logical consequences.

Natural consequences

In some situations, it is appropriate to allow the natural consequences of the child's behaviour to take their course. The natural consequences of screaming and crying when the child does not get their own way may be that other children do not want to play with them. The child then learns that the behaviour leads to negative outcomes, and they may be motivated to change. Natural consequences should be allowed to take place only in situations that do not pose a risk of injury or result in ridicule or social isolation of the child.

Logical consequences

Logical consequences must be used with care by educators. They generally involve providing a child with a warning about the consequences that will follow unless a behaviour improves. Logical consequences are designed to relate directly to the specific behaviour. For example, the logical consequence of refusing to wear a hat outdoors may be not being allowed to go outside.

Children should never be subjected to physical punishment of any kind. Punishment that involves ridicule, isolation or personal criticism should never be administered. If you are unsure about how to manage a behavioural problem that becomes serious or ongoing, seek the assistance of a supervisor. School teachers are a great source of information about managing the ongoing negative behaviour of individual children.

The following table outlines some of the problems associated with behaviours of concern and lists some possible solutions.

Assessment activity 3

Implementing a school age care experience and/or program

Your trainer or assessor may require you to complete this assessment activity and will provide you with instructions as to how to present your responses. They may provide alternative or additional assessment activities depending on the circumstances of your training program.

The following table maps the assessment activity for this chapter against the element and performance criteria of Element 3 in *CHCSAC002 Develop and implement play and leisure experiences in school age care*.

Part	Element	Performance criteria
Whole activity	3	3.1, 3.2, 3.3

Purpose

This assessment activity is designed to assess your skills and knowledge in implementing a school age care experience and/or program.

Requirements

To complete this assessment activity, you need:

- access to a children's services environment
- to answer the questions and submit responses as directed by your trainer/assessor/training organisation.

Identify an activity or excursion that has been planned for your outside school hours care service and write a report to address the following.

1. An industry standard that relates to the activity and how you would ensure the activity complies with that standard.
2. How the activity can be made age-appropriate for both lower- and upper-primary school children.
3. How you would respond if the activity was affected by a lack of resources or inadequate staff levels.
4. How you would respond if children became irritated with each other during the activity.
5. A risk relating to the activity and how you would control the risk.

By using open questions you gain even more information, rather than just a yes or no response. Here are the previous questions written in an open manner:

- What physical difficulties were present for children of particular age levels?
- What time issues were identified?
- What was the children's response to the activity?

Consulting with others to evaluate programs

Ensure children have the opportunity to reflect on an activity after it has finished. Asking the children involved about it and making observations during the activity can establish whether criteria have been met.

Consulting with your supervisor can assist you to recognise how programs meet developmental needs in accordance with the children's ages and developmental stages. Your supervisor can also give you feedback about your performance during activities, such as whether you provided clear instructions to the children.

Depending on the type of activity you are reviewing, there may be other stakeholders who can help you to establish whether it met your criteria. Stakeholders who can help provide a broader perspective include parents, other program educators who assisted with the activity and excursion venue staff.

The following example of a program safety evaluation illustrates how you can identify criteria and the evaluation questions that may evolve from these.

Example

Area of evaluation	Criteria	Evaluation questions
Outdoor play areas	<ul style="list-style-type: none"> • Supervision of children • Maintenance of outdoor play equipment • Security of boundaries 	<ul style="list-style-type: none"> • Were staff-child ratios maintained according to organisational policy? • Is outdoor play equipment checked regularly for signs of damage or wear? • Are gates kept closed and are childproof latches in working order?
Indoor play areas	<ul style="list-style-type: none"> • Safety of floor surfaces 	<ul style="list-style-type: none"> • Are spills attended to quickly? • Are flooring surfaces non-slip?

continued ...

Reviewing incident reports

Incident reports can provide you with evidence about the safety of an activity. For example, a sudden increase in falls in the playground may indicate that sports games are too boisterous or poorly supervised. It may also mean that playground equipment is not suited to the ages of all children who attend the service.

Surveys and questionnaires

Surveys are used to collect information using set questions. You may give a group of children a survey about what they enjoy most at your service, and then compare the responses to see if a pattern of interests and preferences emerges.

Questions on a survey should be specific and appropriate for the age of the children. For example, you may ask a group of 8-year-olds, 'Do you think there are enough activities to choose from?' and 'What other types of activities would you like to take part in?'

Surveys can also be conducted through methods such as a show of hands. For example, you can ask a group of children, 'Who thinks we should do that activity again?' and make a note of the number of responses.

Questionnaires, sometimes called evaluation forms, can also be used to establish how children feel about a certain program or activity. They can be useful in determining the preferences and feelings of children aged 5 years and over.

Children do not necessarily need to be able to read to complete a questionnaire if there is an adult at hand to help read the questions and guide them. It is very important, however, that the questions and the format of the evaluation suit the age and developmental stage of the child.

When designing questionnaires, make sure you ask specific (rather than general) questions particularly for younger children, as in the following example.

Example

Put a circle around the face that shows how you feel about the sentence.			
I liked sitting on the floor to watch the play.	😊	😐	😞
The play had music that I could sing to.	😊	😐	😞
The play was funny.	😊	😐	😞

Practice task 15

Design a questionnaire to give to children to evaluate an activity. Make sure the questionnaire is appropriate for the children's age. Include a sufficient number of questions to help you identify a range of reactions from the children. Focus questions on establishing the success of the activity.

Appendices

Appendix 1: How the learner guide addresses the unit of competency

The following table details the elements and performance criteria for this unit of competency. The second column shows where they are covered in this learner guide.

CHCSAC002 Develop and implement play and leisure experiences in school age care	Where covered in this learner guide
Element 1: Identify play and leisure interests of children in school age care	Chapter 1: Identifying play and leisure interests of children in school age care
1.1 Collect information about children in school age care through a variety of methods including asking the children	1A Collecting information about children in school age care
1.2 Observe and evaluate children's wellbeing, development and learning	1B Observing and evaluating children's wellbeing, development and learning
1.3 Use information collected to address the needs of children in school age care	1C Using information collected to address the needs of children in school age care
1.4 Identify and review a range of possible experiences and programs that are suitable to the school age care context	1D Identifying and reviewing a range of possible experiences and programs suitable to the school age care context
1.5 Select activity or program based on children's expressed needs, organisation requirements and resource availability	1E Selecting activities or programs based on children's expressed needs, organisation requirements and resource availability
1.6 Ensure individual children's support and guidance needs are clarified by parents/carers, supervisor or other staff and child	1F Clarifying individual children's support and guidance needs
Element 2: Prepare play and leisure experiences	Chapter 2: Preparing play and leisure experiences
2.1 Plan experiences in consultation with children, parents and other stakeholders ensuring requirements and needs are met	2A Planning experiences in consultation with children, parents and other stakeholders ensuring requirements and needs are met
2.2 Determine operational arrangements for experiences and assess feasibility within budgets and timeframes	2B Determining operational arrangements for experiences and assessing feasibility within budgets and time frames

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Providing evidence of foundation skills

The foundation skills you develop while working through this learner guide are assessed at the same time as the specific skills and knowledge outlined in Appendix 1.

It is important to keep notes and evidence of the actions you have taken that show you have developed these foundation skills. For example, if you work in a team, comment on the things you did to develop teamwork skills. If you wrote a letter, prepared a meeting agenda or developed a plan, use this material to show your written skills. If you carried out measuring, weighing or calculating, provide the results to show your numeracy skills.

You may also keep a written, audio or visual record and examples of your work as evidence of your skills.

Use the table at the end of this learner guide to record your achievements and describe the activities you have undertaken that demonstrate how you developed foundation skills as you worked through this learner guide. Here are some examples for oral communication.

Foundation skills	The activities undertaken to develop and apply the foundation skill
Oral communication	<ul style="list-style-type: none"> • Asked my supervisor to clarify an instruction. Repeated the instruction to confirm I understood it. • Presented an item at a staff meeting. • Provided information to a colleague. • Gave feedback to a team member. • Accurately conveyed information to a customer. • Reported a hazard.

The following table provides a definition for each foundation skill and examples of how you can develop it as you work through this learner guide.

Foundation skill	What this skill means	How you can develop this skill
Learning	<p>Understanding your job role, organisational procedures and legal responsibilities.</p> <p>Managing your work and seeing how well you are going. Making goals for yourself at work.</p> <p>Seeking professional development opportunities for continuous improvement.</p>	<ul style="list-style-type: none"> • Find out about the individual needs of children. • Use stakeholders to evaluate the program and provide feedback.

continued ...