

UNIT CODE	CHCECE037
UNIT TITLE	Support children to connect with the natural environment
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to support and encourage children's connection with the natural environment.</p> <p>This unit applies to educators who contribute to the curriculum planning process under the guidance of others in regulated children's education and care services in Australia.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian standards and industry codes of practice.</p>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Early Childhood Education and Care
UNIT SECTOR	Children's Education and Care

ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Support children to develop an understanding and respect for the natural environment.	<p>1.1 Identify and use opportunities to discuss with children the natural environment and the interdependence between people, plants, animals and the land.</p> <p>1.2 Model respect, care and appreciation for both natural and constructed environments.</p> <p>1.3 Provide children with information and access to resources about the environment and the impact of activities on natural environments.</p> <p>1.4 Identify Aboriginal and/or Torres Strait Islander Peoples connection with and use of the natural environment.</p>
2. Develop an appreciation for the environment.	<p>2.1 Promote the use of natural and recycled materials in learning environments according to service guidelines and the needs of particular experiences.</p> <p>2.2 Provide children with opportunities to explore the natural and constructed environment and their local community.</p>

3. Enhance children's engagement with the natural environment.	3.1 Identify opportunities for children to reduce their impact on the natural environment. 3.2 Support children to demonstrate respect for the natural environment. 3.3 Provide children with opportunities to experience the growth and care of living things.
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FOUNDATION SKILLS	
<i>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</i>	
SKILLS	DESCRIPTION
Oral communication skills to:	<ul style="list-style-type: none"> ■ interact with and engage with children to build rapport. ■ build children's skills through intentional teaching and use of open ended questions.
Initiative and enterprise skills to:	<ul style="list-style-type: none"> ■ determine suitable sources of information relevant to the natural environment.
Technology skills to:	<ul style="list-style-type: none"> ■ research information about the natural environment using digital media.
UNIT MAPPING INFORMATION	Pending
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for CHCECE037 Support children to connect with the natural environment.
PERFORMANCE EVIDENCE	Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and: <ul style="list-style-type: none"> ■ document three examples of supporting children's knowledge and understanding of the natural environment <ul style="list-style-type: none"> ○ at least one of these examples must be Aboriginal and/or Torres Strait Islander Peoples use of the natural environment ■ plan and implement two opportunities that encourage children to engage positively with the natural environment, using one indoor and one outdoor opportunity.

KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ requirements of the following National Quality Standard and related regulations and laws applicable to this unit including: <ul style="list-style-type: none"> ○ physical environment ■ the importance of the natural environment in a children's education and care context: <ul style="list-style-type: none"> ○ plants ○ animals ○ insects ○ physical landscapes and environments ○ Aboriginal and/or Torres Strait Islander Peoples connections with and knowledge of the natural world ■ benefits of nature play <ul style="list-style-type: none"> ○ child development ○ physical and mental health ○ social and emotional learning ○ implications of non-exposure to nature ■ ways to encourage children to respect the natural environment: <ul style="list-style-type: none"> ○ in play and learning experiences ○ in practical routines ■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> ○ physical environment ○ relationships with children.
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ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in a regulated education and care service in Australia:</p> <ul style="list-style-type: none"> ■ activities where children engage with the natural environment as outlined in the Performance Evidence must be directly observed by the assessor on at least one occasion ■ observation must be supplemented by authenticated third-party reports and other forms of evidence ■ interactions with children must be supervised by an approved early childhood educator. <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ National Quality Framework: <ul style="list-style-type: none"> ○ National Quality Standard ○ the relevant approved learning framework ■ organisational standards, policies and procedures for: <ul style="list-style-type: none"> ○ physical environment ○ relationships with children ■ children in a regulated education and care service in Australia. <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p>
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LINKS	Companion Volume Implementation Guide
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